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Training

TRAINING DEVELOPMENT IN SUPPORT OF THE OPERATIONAL DOMAIN

FOR THE COMMANDER:

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History. This publication is a major revision from the 17 May 2004 version. The summary of change lists the portions affected by this revision.

Summary. This update provides guidance and examples for training organizations that develop unit training products. This pamphlet contains specific guidance for the development of combined arms training strategy(ies) (CATS), warfighter training support packages (WTSPs), collective and individual tasks, and drills.

Applicability. The procedures outlined in this pamphlet apply to all Army organizations generating Army learning products used by the Active Army (AA), U.S. Army National Guard (ARNG), and U.S. Army Reserve (USAR).

Proponent and exception authority. The proponent for this pamphlet is the U.S. Army Combined Arms Command (CAC), Collective and Individual Training Directorate (CITD). The proponent has the authority to approve exceptions or waivers to this pamphlet that are consistent with controlling law and regulations.

Suggested Improvements. Users are invited to send comments and suggested improvements on Department of the Army (DA) Form 2028 (Recommended Changes to Publications and Blank

*This pamphlet supersedes TRADOC Pamphlet 350-70-1, dated 17 May 2004.

Forms) directly to the Commander, Combined Arms Center (CAC), Collective Training Directorate (ATZL-CT), Fort Leavenworth, KS 66027-2300 or electronically to monr.atim@us.army.mil. Suggested improvements may also be submitted using DA Form 1045 (Army Ideas for Excellence Program (AIEP) Proposal).

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Summary of Change

TRADOC Pamphlet 350-70-1

Training Development in Support of the Operational Domain

This major revision dated 24 FEB 2012:

- Shifts the focus of the document from collective training to unit training products for the operational domain throughout the publication.
- Removes Systems Approach to Training (SAT) and replaces it with Army Learning Policy and Systems with emphasis on the analysis, design, development, implementation, and evaluation (ADDIE) process throughout the publication.
- Removes references to mission training plans (MTPs) throughout the publication.
- Removes references to drill books throughout the publication.
- Removes references to Automated Systems Approach to Training (ASAT) and replaces them with the CAC-approved automated development system throughout the publication.
- Adds supporting Army Force Generation (ARFORGEN) information throughout the publication.
- Aligns collective training products in top-down sequence.
- Updates processes and procedures for the design and development of CATS (chap 3).
- Adds or modifies guidance for management of unit training products throughout the publication.
- Adds business rules for individual task development (chap 7).
- Adds guidance on development of Soldier training publications (STPs) (chap 8).
- Adds product quality assurance/quality control checklists (app C).
- Adds verb list for task titles with business rules and usage designations (app E).

Contents

	Page
Chapter 1 Introduction	7
1-1. Purpose	7
1-2. References	7
1-3. Explanation of abbreviations and terms	7
1-4. Scope	7
1-5. Generating force support for unit training	7
1-6. Operational domain training development products	9
1-7. Army Learning Policy and Systems emphasis on analysis, design, development, implementation, and evaluation (ADDIE)	10
1-8. Regulation, pamphlet, and job aid relationships	13
Chapter 2 Generating Force Support and Mission Analysis for Unit Training Products	15
2-1. Introduction	15
2-2. Mission analysis for unit training products	16
2-3. The mission analysis process	18
2-4. Safety and environmental responsibilities	23
2-5. Unit Task List (UTL) approval	24
2-6. Mission analysis automation support	25
2-7. Mission analysis quality control (QC)	25
2-8. Mission analysis management	25
Chapter 3 The Combined Arms Training Strategy(ies) (CATS)	27
3-1. Introduction	27
3-2. Overview	27
3-3. CATS types	28
3-4. CATS interface with Army processes and models	28
3-5. CATS development	30
3-6. CATS management	43
Chapter 4 Warfighter Training Support Packages (WTSP)	44
4-1. Introduction	44
4-2. Analysis for WTSPs	46
4-3. Design the WTSP	47
4-4. Develop the WTSP	48
4-5. QC	49
Chapter 5 Collective Tasks	50
5-1. Introduction	50
5-2. Analysis for collective tasks	51
5-3. Design the task conditions	56
5-4. Design the task standard	59
5-5. Develop the performance steps	60
5-6. Develop the performance measures	62
5-7. Identify the supporting individual tasks	63
5-8. Identify the supporting collective tasks	64
5-9. Identify the supporting drills	65
5-10. Safety and environmental statements	65
5-11. Opposing forces (OPFOR) tasks and standards	65

Contents, continued

	Page
5-12. Equipment and materiel.....	66
5-13. Training aids devices simulators and simulations (TADSS).....	66
5-14. Synopsis report	67
5-15. Training and evaluation outline (T&EO)	67
5-16. QC.....	67
Chapter 6 Drills	68
6-1. Introduction	68
6-2. Analysis for drill development	69
6-3. Design the drill	70
6-4. Develop the drill body	73
6-5. Drill synopsis report and T&EO.....	78
6-6. QC.....	79
Chapter 7 Individual Tasks	80
7-1. Introduction	80
7-2. Individual task analysis	81
7-3. Design the individual task condition	85
7-4. Design the individual task standard.....	87
7-5. Develop performance steps	87
7-6. Develop performance measures.....	88
7-7. Identify task linkages.....	89
7-8. Identify military occupational specialty (MOS) and skill level	90
7-9. Identify skills and knowledge.....	90
7-10. Identify evaluation guidance	91
7-11. Identify evaluation preparation.....	91
7-12. Identify equipment.....	91
7-13. Safety and environment statements	92
7-14. TADSS.....	92
7-15. Synopsis report	92
7-16. Individual task report.....	93
7-17. QC.....	93
7-18. Additional information	93
Chapter 8 Soldier Training Publications (STPs).....	94
8-1. Introduction	94
8-2. Analysis for STPs	96
8-3. Design an STP	96
8-4. Develop the STP	98
8-5. QC.....	101
Chapter 9 Managing Unit Training Products.....	102
9-1. Introduction	102
9-2. Use of collective tasks	103
9-3. QC of collective training products.....	104
9-4. Collective training product management.....	105
9-5. Proponent guidance for individual task management.....	107
9-6. STPs.....	108

Contents, continued

	Page
9-7. Approval and distribution of unit training products	109
9-8. Validation	110
Appendix A References	111
Appendix B Unit Training Material Examples	117
Appendix C Product Checklists	151
Appendix D CATS Event Types	169
Appendix E Standard Verb Rules for Task Titles	176
Appendix F Critical Task And Site Selection Boards (CTSSBs)	199
Glossary	202
Index	217

Table List

Table 5-1 Performance steps.....	61
Table 5-2 Performance measures	63
Table 6-1 Types of drills.....	69
Table 6-2 Drill performance measures	74
Table 7-1 Task types and descriptions.....	80
Table 7-2 Institutional codes for individual task numbering	83
Table 8-1 STP types and descriptions.....	94
Table 8-2 Task summary format for an STP	99
Table 9-1. Review boards	103
Table 9-2 STP staffing	109
Table B-2 CATS task selection.....	118
Table B-3 WTSP elements.....	120
Table C-1 CATS QC checklist	152
Table C-2 WTSP checklist.....	157
Table C-3 Collective task checklist	158
Table C-4 Drill checklist.....	162
Table C-5 Individual task checklist example.....	165
Table C-6 STP checklist	168
Table E-1 Task title business rules	176
Table E-2 Standard verbs for task titles	178
Table F-1 CTSSB members	200

Figure List

Figure 1-1. ADDIE process with management component	11
Figure 1-2. TRADOC documents supporting AR 350-1	14
Figure 2-1. Major elements of a unit task list	18
Figure 2-2. Sample type unit organization chart.....	22
Figure 3-1. Elements of a CATS.....	31
Figure 3-2. The CATS task selection elements	33
Figure 3-3. CATS task selection numbering.....	34
Figure 3-4. CATS task selection example	35

Contents, continued

	Page
Figure 3-5. Events elements of a CATS	36
Figure 3-6. Iteration example.....	37
Figure 3-7. Duration example.....	37
Figure 3-8. Training audience example	38
Figure 3-9. Executive guidance example.....	41
Figure 3-10. Resource section of CATS template	42
Figure 3-11. CATS notional calendar example	43
Figure 4-1. WTSPs relationship to CATS events	45
Figure 4-2. WTSP numbering.....	46
Figure 5-1. New collective task creation guidelines.....	52
Figure 5-2. Collective task numbering format.....	54
Figure 5-3. Developing collective task titles	56
Figure 5-4. Writing collective task condition statements	57
Figure 5-5. Writing collective task standards	60
Figure 5-6. Listing supporting individual and collective tasks.....	64
Figure 5-7. Safety and environmental statements.....	65
Figure 5-8. OPFOR tasks and standards example	66
Figure 6-1. Drill ID number format	70
Figure 6-2. Considerations for writing drill conditions	71
Figure 6-3. Considerations for drill standards statements	73
Figure 6-4. Setup instructions example	75
Figure 6-5. Talk-through instructions example	76
Figure 6-6. Supporting task(s) for drills example.....	77
Figure 6-7. Safety and environmental statements.....	78
Figure 7-1. Individual task number format.....	82
Figure 7-2. Developing individual task titles.....	85
Figure 7-3. Writing individual task condition statements.....	86
Figure 7-4. Writing individual task standards.....	87
Figure 7-5. Individual task performance steps example	88
Figure 7-6. Writing individual task performance measures.....	89
Figure 7-7. Task linkages with individual tasks	90
Figure 7-8. Skills and knowledge example.....	91
Figure 7-9. Individual task equipment example	92
Figure 8-1. STP content organization	97
Figure 9-1. Managing collective training products.....	105
Figure F-1. Roles of personnel affecting the CTSSB	201

Chapter 1

Introduction

1-1. Purpose

This pamphlet provides detailed and amplifying guidance supporting U.S. Army Training and Doctrine Command (TRADOC) Regulation (TR) 350-70 and amplifying guidance on procedures for producing unit training products. This guide utilizes the instructional system design model often referred to as the analysis, design, development, implementation, and evaluation (ADDIE) process. This pamphlet is directed at developers, contractors, commissioned officers, and senior noncommissioned officers (NCOs) (E7–E9) within TRADOC proponent institutions, and associated Active Army (AA), Army National Guard (ARNG), and United States Army Reserve (USAR) agencies and directorates who design and develop products to support unit training.

1-2. References

Appendix A lists required and related publications and referenced forms.

1-3. Explanation of abbreviations and terms

Abbreviations and acronyms used in this pamphlet are explained in the glossary and spelled out the first time they are used. A separate glossary, TRADOC Pamphlet (TP) 350-70-15, explains terms used in this pamphlet and the TP 350-70 series.

1-4. Scope

This pamphlet provides "how-to" guidance for the generating force to create and revise unit training products for use by the operational force. This pamphlet explains mission analysis and the unit task list (UTL), as well as acknowledges Army Force Generation (ARFORGEN) and the Mission Essential Task List (METL). This pamphlet then provides guidance for analyzing, designing, and developing unit training products including combined arms training strategies (CATS), warfighter training support packages (WTSPs), collective tasks, drills, individual tasks, and Soldier training publications (STPs). It also discusses management and resources for the aforementioned products.

1-5. Generating force support for unit training

a. Background. The purpose of the generating force is to support the Army by providing mission-focused and outcome-based training and education to Soldiers and Army civilians who protect this nation. This is accomplished by synchronizing training in the operational, institutional, and self-development domains to provide an effective overall training strategy. Effective Army training and education serve as the cornerstone of success in decisive action. Through training and education, Soldiers, Army civilians, and units achieve the tactical and technical competence that builds confidence and agility. These characteristics allow Army forces to conduct successful operations across the spectrum of conflict.

(1) Training in the operational domain encompasses activities that units, organizations, and individuals undertake. Unit training reinforces individual Soldiers' foundations established in the institutional training domain and introduces additional skills needed to support collective training and organizational performance. Unit training develops and sustains an organization's

readiness by achieving and sustaining proficiency in performing mission-essential tasks (METs). Unit training focuses on performing tasks to identified standards under certain conditions. Unit training:

- (a) Prepares forces for decisive action.

- (b) Incorporates conditions that realistically replicate the projected operational environment as much as possible.

Note: As such, achieving the desired outcome of the performance standard is paramount. Chapter 2 provides more details of generating force support for unit training, including the top-down analysis process.

(2) Operational domain training development follows a systematic process that determines what is trained; who gets the training; and how, how well, and where the training is presented. The process also determines the training support resources required to develop, distribute, implement, and evaluate the training products.

b. Requirements. The requirements of generating force support to operational domain training development are:

- (1) Ensure compliance with TR 350-70, using approved Army and/or Combined Arms Center (CAC)-approved automated development system.

- (2) Incorporate current and relevant doctrine, organization, training, materiel, leadership and education, personnel, and facilities (DOTMLPF) changes into operational domain training products.

- (3) Ensure changes in any specific training product reflect systematically throughout all related products.

c. Characteristics of unit training.

- (1) Performance-oriented and standards-based.

- (2) Sustains learning provided in the institutional domain.

- (3) Executed by leaders at all echelons across the operational domain.

- (4) Continuously revised to sustain relevance in accordance with observations, insights, and lessons (OIL).

- (5) Prepares organizations of all levels and sizes for missions and tasks they are expected to perform.

- (6) Executes at a level appropriate to the experience of the unit (see Field Manual (FM) 7-0).
- (7) Conducted in live, virtual (including gaming), and constructive training environments.
- (8) Replicates the operational environment conditions.

1-6. Operational domain training development products

a. This pamphlet briefly describes operational domain training products below and then details them in the noted chapters. CATS, WTSPs, collective tasks, drills, individual tasks, and STPs are the products that must be delivered for implementation by the operating force. Training products are being transformed from a paper-based system to automated systems to improve effectiveness and efficiency. This transformation requires the developer to use the CAC-approved automated development system for developing operational domain training products and the Digital Training Management System (DTMS) for delivering training products to the operational force.

b. CATS. CATS are the Army's overarching strategies for training the force. The basis of the CATS program is a series of proponent-developed unit strategies describing training events, frequencies, and resources required to train to standard. CATS are descriptive unit training strategies that suggest a path for a unit to achieve and sustain training proficiency. As described in chapter 3, CATS provide a means for unit commanders to develop their unit training plans. The CATS identifies the collective tasks to be trained and the supporting resources to train them.

c. WTSP. A WTSP is a complete, stand-alone, exportable training package that integrates all training products, resources, and materials necessary to support operating force training. It meets the broader scope of what the collective training community requires for training events. WTSPs may vary greatly in size and depth of content depending on the events to be trained, training environment, audience, and available training aids. A WTSP provides variable levels of detail for describing a unit training event for use in live, virtual (including gaming), and constructive environments, or any combination thereof. As noted in chapter 4, a WTSP contains the information needed to plan, prepare, execute, and assess an event including the following elements: WTSP identification, overview, tactical materials, control materials, setup materials, evaluation plan, administrative materials, and references.

d. Collective tasks. Collective tasks are clearly defined, observable, and measurable activities or actions that require organized team or unit performance, leading to the accomplishment of a mission or function. Collective task accomplishment requires the performance to standard of supporting individual or collective tasks. A collective task also describes the performance required of a unit under the conditions identified by the training developer to replicate the anticipated operating environment. The output of the development of the collective task is the training and evaluation outlines (T&EOs). These provide summary information concerning collective task training, as well as individual and leader training tasks that support the successful execution of collective training. T&EOs also provide information concerning evaluation standards applicable to a training situation. As described in chapter 5,

collective tasks are primarily performed in the operational domain. As such, the emphasis is on unit performance.

e. Drills. A drill is a collective action or task performed without the application of a deliberate decision making process. A drill is initiated on a cue, such as enemy action or a simple leader command, and is a trained response to the given stimulus. A drill requires minimal leader orders to accomplish, is usually performed by lower echelons and battle staffs, and is standard throughout the Army. A drill is used to train one action, one way. Development of drills is explained in chapter 6.

f. Individual tasks. An individual task is a clearly defined, observable, and measurable activity accomplished by an individual. It is the lowest behavioral level in a job or duty that is performed for its own sake. An individual task supports one or more collective tasks or drills and often supports another individual task. As denoted in chapter 7, an individual task must be specific and have a definite beginning and ending. It is generally performed in a relatively short time; however, there may or may not be a specific time limit.

g. STPs. An STP is an Army-wide Doctrine and Training Literature Program (ADTLP) publication that contains critical tasks and other training information used to train Soldiers. STPs serve to standardize individual training for the whole Army; provide information and guidance in conducting individual training in the unit; and aid the Soldier, NCO, officer, and commander in training critical tasks. STPs consist of Soldier's manuals (SMs) and Soldier's manual and trainer's guides (SM-TGs). As noted in chapter 8, STPs are used by unit trainers to train and sustain both leader and Soldier task proficiency.

1-7. Army Learning Policy and Systems emphasis on analysis, design, development, implementation, and evaluation (ADDIE)

a. Army Learning Policy and Systems and ADDIE. The Army is intentionally moving away from the older term of "Systems Approach to Training (SAT)" in order to emphasize learning. The Army Learning Policy and Systems design process emphasizes the ADDIE process. ADDIE provides for effectiveness and efficiencies by developing continuous awareness of the relationships among the component parts, rather than a systematic and linear approach. The five phases of ADDIE enable the creation of integrated, mission essential products that support any type of learning and professional growth. ADDIE is the basis of a systematic, spiral, ongoing approach to conceiving, planning, organizing, and documenting all unit and individual learning products. Army Learning Policy and Systems adds management as an overarching and integral component (see fig 1-1).



Figure 1-1. ADDIE process with management component

b. Applying ADDIE to unit training products. Developing operational domain training products requires awareness that these five phases can be repeatedly applied at many levels, on a broad or narrow scope. A training developer must determine at what level to enter the training development process and ensure that the process does not drift from the original intent. Needs analysis, mission analysis, and job analysis are the primary analysis processes used to identify the unit training products to be designed (revised or created), developed, implemented, and evaluated. To successfully create a training product that meets all requirements at the appropriate level, the developer must maintain focus on the end product or training objective.

c. ADDIE considerations specific to operational domain training products.

(1) The analysis phase is used for defining the training needs (goals or objectives) and the ways to measure success. Conducting a thorough analysis is essential for making training/instruction as relevant as possible. Analysis provides information about what skills or knowledge need to be trained or learned, the conditions under which the skills should be performed or the knowledge used, and the standard of performance that must be achieved. The results of analysis form the basis for creating and/or revising unit training products. During analysis, a developer primarily focuses on understanding the expected outcome of the development efforts, while determining what information to draw upon. In determining a new

unit training product, the triggering circumstance may come from a variety of sources in the form of a problem to be resolved. Once the circumstance is provided, the developer must draw upon relevant information to create a new training product or revise an existing training product. Once the problem is analyzed, the developer moves into the design phase.

(2) In the design phase, the training developer must identify or create the performance objective(s), which vary according to the type of product to be implemented. Once the training developer confirms the training or learning objectives with the proper authority, the training developer plans what the training/instruction should look like when it is complete, and the context in which the task or learning will successfully occur. The goal is to create a learning situation that helps people move from what they already know, to gaining mastery of the new material. In task-based training development, this includes providing the conditions and standards needed. As an example, in the task *Defeat an improvised explosive device (IED)* the training developer must address the conditions (such as equipment, materials, weather, darkness, threat involvement, and civilians on the battlefield), which may affect the task's successful accomplishment. The standards for the IED defeat task may include a time element for attaining successful task accomplishment, and/or the determination that the task has been completely accomplished with no additional danger from the IED. In the design phase, the training developer may determine any additional performance measures, training strategies, and/or other criteria needed to perform a task.

(3) The development phase constitutes determining the details about the intended training, instruction, or learning product. The training developer chooses the structure and methods to form a comprehensive strategy to help the intended audience achieve the learning objectives. The development strategy should include grouping or sequencing materials, instructional methods or tactics, class types and/or delivery options, and assessments to measure success. In task-based training, development includes identifying supporting steps and performance measures that apply. Although unit training products are primarily revised rather than created, development of unit training products is the primary focus of this pamphlet. In the event that a new unit training product is needed, all steps for development of each product are included in this pamphlet.

(4) The implementation phase is the act, performance, or execution of the unit training/education. After the unit training product has been designed, developed, and the validation activities completed, the training is implemented. It is not the purpose of this pamphlet to address implementation. Operating forces implement unit training in accordance with FM 7-0.

(5) Once unit training products are identified, designed, and developed, appropriate management processes are needed to implement and evaluate these products. Chapter 9 presents management guidance for operational domain training products. It also defines the Combined Arms Center's (CAC's) role for managing training requirements for collective training, which encompasses collective training support in accordance with TR 10-5. Additionally, it notes proponent guidance for individual task management, approval, and distribution of operational domain training products and validation of collective training products.

(6) Evaluation is a continuous process that starts during the analysis phase and continues throughout the life cycle of the training product. The evaluation phase consists of both formative and summative parts. Formative evaluation is present in each phase of ADDIE. OIL, after-action reviews (AARs), and feedback provided from unit observations serve as the primary summative evaluation points used to modify unit training. Evaluation of unit execution at combat training centers (CTCs) should also be used as a means of feedback.

1.8 Regulation, pamphlet, and job aid relationships

TR 350-70 directs the use of this pamphlet to analyze, design, and develop unit training products for the operational force. Job aids (JAs), job guides, product templates, product samples, information papers, and other supporting documents and products support this pamphlet.

a. Figure 1-2 depicts the relationship between this pamphlet and other TRADOC documents that support Army Regulation (AR) 350-1.

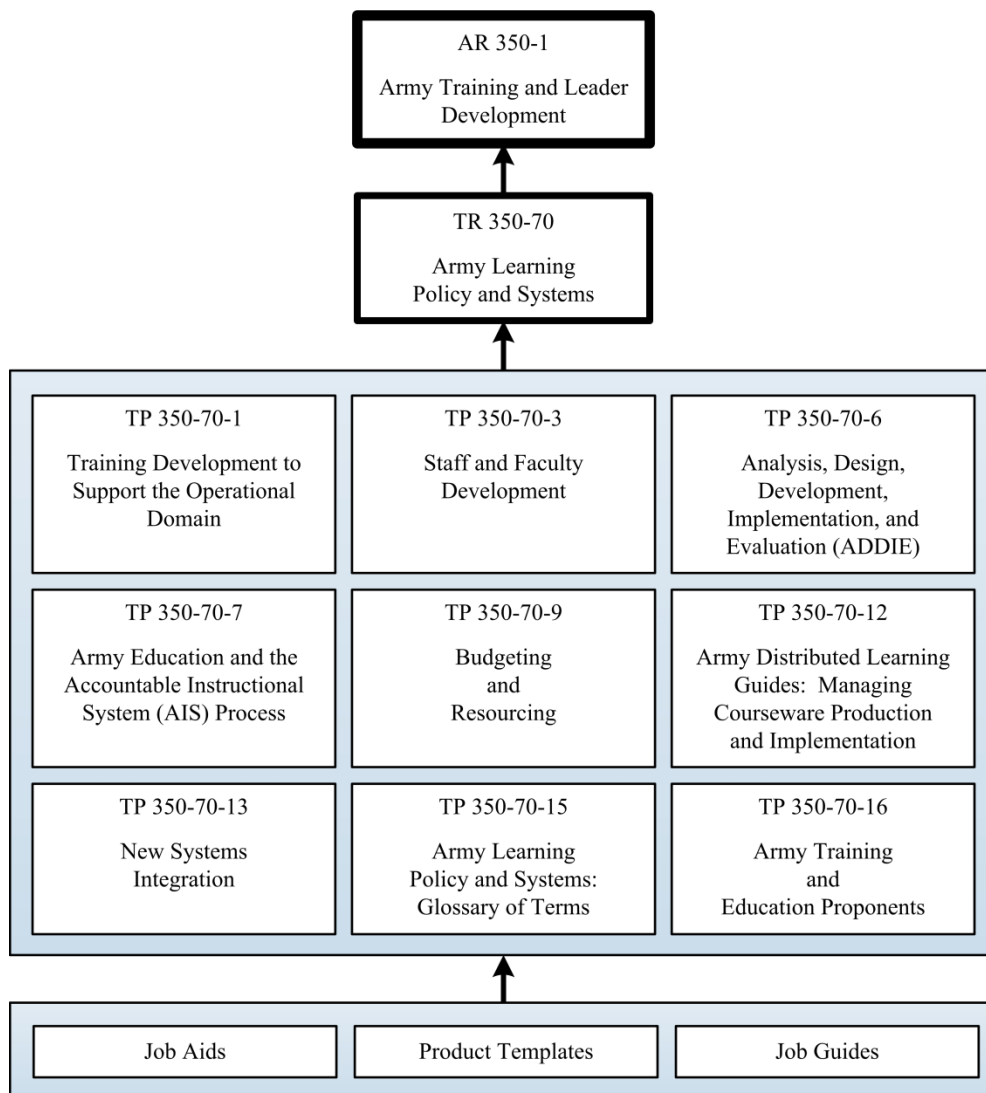


Figure 1-2. TRADOC documents supporting AR 350-1

b. Some chapters in this pamphlet are supported by guidance provided in other chapters or pamphlets. Developers must refer to each of these to accomplish their purpose. The procedural JAs, product templates, product samples, and information papers found on the TRADOC Web site will also assist in completing work products. This supplementary information for the published pamphlets will be kept in electronic format and posted by TRADOC G-3/5/7for access.

Chapter 2

Generating Force Support and Mission Analysis for Unit Training Products

2-1. Introduction

a. This chapter provides information regarding the relationship between the generating force's learning products and operational Army training requirements. Spanning the two forces is the Army collective training enterprise led by U.S. Army Forces Command (FORSCOM). The operational Army consists primarily of units whose main purpose is to conduct or support decisive action. ARFORGEN is the structured progression of increased unit readiness over time, and results in recurring periods of availability of trained, ready, and cohesive units. ARFORGEN is a three-phased readiness cycle. The *reset*, *train/ready*, and *available* force pools provide the framework for the structured progression of increasing readiness in ARFORGEN. Each force pool is defined by designated unit activities, capability levels, and the period of time allocated to each force pool. The Army uses the force pools in addition to mission requirements to prioritize resources over time and synchronize unit manning, equipping, resourcing, and training.

(1) Units enter the *reset* phase when they redeploy from an operational deployment or complete their planned deployment window in the *available* phase. During *reset*, units conduct individual and some collective (team, section, and squad) training on tasks that support their METL. Also, the unit will use CATS to develop the unit training plan, which will be executed in the *train/ready* phase.

(2) Units move to the *train/ready* phase when they are ready to conduct higher level collective/unit training and prepare for deployment. Units in the *train/ready* phase provide operational depth by retaining the capability to perform decisive action. In addition to preparing for operational requirements, Reserve Component (RC) units train for homeland security and homeland defense missions. Additionally, ARNG units train to meet state-established requirements for support to civil authorities. Units in the *train/ready* force pool increase training readiness and capabilities given resource availability to meet established readiness goals. The AA units in the *train/ready* phase may be deployed, and RC units may be mobilized for deployment.

(3) Units in the *available* force pool sustain proficiency through training in accordance with the CATS and ARFORGEN templates. Units deploying to an ongoing operation, or that are available for immediate alert and deployment on a contingency mission, are in the *available* phase. At the end of the *available* phase, units return to the *reset* phase. Then the cycle begins again.

b. ARFORGEN applies to AA and RC (ARNG and USAR) units, except for those forces that are designated by the Army as theater committed units designed to meet enduring theater commitments. Additionally, the generating force participates in and responds to ARFORGEN. While operating force commanders plan for training METLs, the generating force supports

operational force training by adjusting their level of support to meet operating Army requirements. See AR 525-29 for additional information on ARFORGEN.

c. The generating force's training developers produce and manage collective and individual training products based on unit mission, capabilities and triggering circumstances, and in response to the training requirements of the operational Army. The fluidity of the operating environment requires the development or revision of training products that dynamically receive updates and are deliverable electronically. Proponents develop and update products in the CAC-approved automated development system. Products are then delivered to Soldiers and units via DTMS and/or Army Training Network (ATN). TRADOC proponents continuously monitor unit training products to ensure they remain current.

d. Training development begins when a needs analysis indicates a training deficiency that necessitates a change or modification to a current training product(s). A needs analysis may be directed, or caused by a triggering event such as unit feedback, organizational changes, new doctrine, or a change in the operational environment. Follow additional guidance on conducting a needs analysis as published. In accordance with TR 350-70, if the needs analysis indicates a required change or modification in training, then a mission analysis is performed.

e. A mission analysis is based on a unit's organization, personnel, and equipment. A mission analysis identifies a unit's mission and capabilities from which the entire set of a unit's collective tasks is derived. These collective tasks make up the UTL. Unit CATS support the METL by using the unit mission and capabilities from the UTL. AR 220-1 directs operating forces to report readiness on their METL. A unit's "METL for training and readiness reporting," hereafter referred to in this pamphlet as simply the METL, is the standard decisive action METL approved by Headquarters, Department of the Army (HQDA) or, for units without HQDA-approved decisive action METL, it is the METL developed by or established for the unit based command guidance or the commander's dialog to align with the METL of the next higher command. A unit's ARFORGEN training template and the Chief of Staff of the Army's training guidance support the unit's readiness. TRADOC's training products allow unit training to focus on the decisive action METL. A unit's decisive action METL is a list of tasks representing the minimum doctrinal capabilities a unit must perform in a decisive action environment.

2-2. Mission analysis for unit training products

a. Mission analysis overview. The training developer or subject matter expert (SME) initiates a mission analysis as a result of either a needs analysis or an update of a unit collective training strategy to include mission requirements based on current centers of excellence (CoEs). The mission analysis process identifies: the unit's mission; all the specified, implied, and supporting capabilities and functions that a unit and its subordinate units should perform; and the collective tasks to perform to accomplish those missions. Factors which indicate a requirement for a mission analysis include a change in:

- (1) An operational concept and employment doctrine.
- (2) The mission, capabilities, tasks, or performance requirements of an existing unit.

(3) Threat, weapon systems, other military hardware, or personnel requirements in an existing unit.

b. Mission analysis and managerial judgment. Apply managerial judgment when deciding whether to conduct a new mission analysis or revise an existing one. Revising a mission analysis is much more efficient than conducting a new mission analysis. A revised mission analysis may not require all steps. The training developers may streamline the process to the steps necessary in each situation to identify valid collective tasks to support the mission and capabilities.

(1) Initiate a new mission analysis as a result of a needs analysis. A new mission analysis is necessary when establishing a new type of AA or RC unit, or for a solution to a major performance deficiency that affects a proponent-type unit.

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

(a) Unit feedback.

(b) New or revised doctrine; for example, tactics, techniques, and procedures (TTP).

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

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

(e) Evaluation feedback.

c. Mission analysis on all proponent-type units. Although these are table of organization and equipment (TOE) units and modified table of organization and equipment (MTOE) units, conducting a mission analysis for table of distribution and allowance (TDA) units may be a requirement.

d. Mission analysis outputs. A mission analysis includes:

(1) Identification of unit organizational and functional structure.

(2) Identification of all the specified, implied, and supporting capabilities.

(3) A capabilities and functions-by-echelon list.

(4) Identification of collective tasks that compose the UTL.

(5) Collective task to reference matrix (shows references that support the collective tasks).

(6) Identification of individual tasks that support system employment training (shows individual tasks that support the collective tasks).

e. UTL. The mission analysis primary output is the UTL. The UTL provides the baseline for all unit products. A training developer creates the UTL by linking all existing collective tasks (shared and unique), or identifying collective tasks for design and development for a specific unit supporting its mission requirements and capabilities. This process ensures that units train the appropriate tasks to readiness proficiency levels. Figure 2-1 identifies major elements of the UTL (an example UTL appears in B-1).

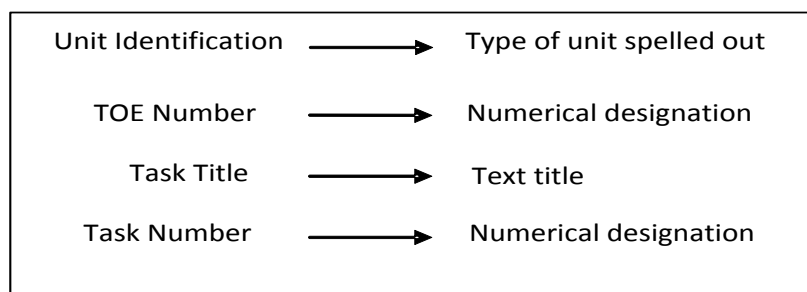


Figure 2-1. Major elements of a unit task list

2-3. The mission analysis process

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

a. Identify the specific type unit to analyze. The procedures for analyzing a TOE are as follows: identify the unit and document by the TOE(s) or TDA identification number and name; identify the number of units by AA and RC; and document the current address, location, and point of contact in each unit, if available.

b. Conduct detailed unit research. In order to gain a thorough understanding of the unit, the training developer or SME conducts detailed research on the unit. The training developer or SME researches to identify, locate, and acquire all documentation related to the specific unit being analyzed. The training developer or SME researches the literature, documentation, and resources to identify the specified and implied capabilities, functions, and collective tasks to perform to accomplish the unit's missions. The team:

(1) Compiles all available literature, documentation, and resources that guide, direct, or explain the activities of the unit(s) to include TTPs. Check the Army Publishing Directorate (APD) list of electronic Department of the Army (DA)-level publications to verify the currency of references. Task data and missions are found on the CAC-approved automated development system.

(2) Acquires a copy of all of the documentation as it relates to or describes how the specific unit operates, and/or assigns missions or tasks to the unit.

(3) Acquires the appropriate TOEs, TDAs, and TOE narratives for the unit, the next higher level unit, and supporting units. Army TOEs are available on the U.S. Army Force Management Support Agency Force Management System Web Site (FMSWeb) (<https://webtaads.belvoir.army.mil/>).

(4) Acquires regulatory documents (paper or electronic) providing policy, guidance, rules, and laws directly affecting unit operations. Requisition hard copy documents through appropriate channels. Documents include, but are not limited to, ARs, DA pamphlets and circulars, joint publications, United States Code, and Federal regulations. These documents are accessible electronically on the following Web sites:

(a) The Army Publishing Directorate Web site (<http://www.apd.army.mil/>) provides access to Army publications, such as Army regulations and DA pamphlets.

(b) The TRADOC Web site provides access to TRADOC administrative publications (<http://www.tradoc.army.mil/tpubs/>).

(c) The Joint Electronic Library Web site (<http://www.dtic.mil/doctrine/>) provides access to Joint Doctrine.

(d) The Department of Defense (DoD) Washington Headquarters Services Web site (<http://www.dtic.mil/whs/directives>) makes issuances available. Issuances include DoD instructions, directives, and publications.

(e) The Military Education Research Library Network (MERLN) (<http://merln.ndu.edu/>) provides access to current U.S. Government policy statements on selected key topics.

(f) The National Archives and Records Administration provides access to the Federal Register (http://www.archives.gov/federal_register/publications/government_manual.html), allowing inspection of the record of government actions and access to essential evidence that documents government actions.

(g) The Pentagon Library (<http://www.whs.mil/library/>) provides access to many military references.

(h) The Library of Congress Web site (<http://lcweb.loc.gov/>) provides access to civilian publications.

(5) Identifies and interviews master SMEs and documents discoveries.

(6) Acquires feedback from operational units and Soldiers in the field, as well as training centers, pertaining to the unit to analyze. This information includes, but is not limited to, Basic Leader Training Reports, DA Forms 2028, command directives and taskers, and critical operational lessons learned reports. The CALL Web site can assist in this effort (<http://call.leavenworth.army.mil/>).

(7) Acquires the CALL data, Joint Center for Lessons Learned data, CTC lessons learned, and exercise AARs pertaining to the type of unit being analyzed.

(8) Acquires and studies new, approved doctrine.

(9) Acquires information on new or improved systems and equipment that will be assigned to the unit being analyzed.

(10) Acquires and accounts for evaluation feedback.

(11) Acquires the evaluation reports that apply directly to the unit being analyzed.

(12) Acquires a copy of, or access to, the current standard operating procedures (SOPs) for the type unit being analyzed.

(13) Acquires a copy of AARs that directly pertain to the unit being analyzed, or other similar reports. These reports are sanitized before receipt (all evidence of the specific unit mentioned is removed).

c. Conduct additional research. The mission analysis team looks beyond what the existing unit is required to accomplish, and looks at documents reflecting current and planned changes to the doctrine, equipment, or manning of the type unit. Acquire a copy of, or electronic access to, documentation that describes or implies that the missions of the unit that will, or may, change based on current CoE. This documentation includes, but is not limited to:

(1) Operational concepts; for example, operational and organizational plan, and concept and evaluation plan.

(2) Base development plan/mission area analysis/mission area development plan and capabilities issues.

(3) Military occupational restructures, that is, DA Pam 611 series and job analysis data.

(4) DA Pam 611-21.

(5) Army-wide studies and reports, that is, AR 5-5 studies and Army Research Institute/ Human Resources Research Organization data.

(6) Equipment documentation and publications such as:

(a) Mission needs statements.

(b) Basis of issue plans (BOIPs).

(c) System training plans (STRAPs).

- (d) New equipment training plans/displaced equipment training plans.
- (e) Technical manuals (TMs).
- (f) Integrated logistics support (ILS).
- (g) Training effectiveness analysis (TEA).
- (h) FMs and doctrinal publications.
- (i) Applicable threat studies and analysis.
- (j) Combat developer's database; coordinate with combat developers for database results.
- (k) Chemical, biological, radiological, and nuclear (CBRN) reports and videos.

d. Identify the unit mission. The training developer or SME should study the core TOE and UTLs of the next highest unit. This will aid in identifying the tasks and capabilities of the unit at battalion and below, which should serve to support the higher echelon's accomplishment of its core mission. The training developer or SME should research DTMS to find mission and task data to support the unit. Also identify the DA-approved METL for brigade and higher units because of the impact on the mission of units at battalion and below (see FM 7-0).

e. Identify type unit capabilities and functions. The training developer works with the SME to identify valid capabilities and functions, both specified and implied, for a specific type unit, or grouping of type (TOE) units. To accomplish this, the training developer or SME works with combat developers and doctrine staff to coordinate actions and activities relating to TOE and doctrine issues, and communicates findings, suggestions, and recommendations to the mission analysis team.

(1) The training developer or SME coordinates with combat developers and acquires a copy of the unit's Operational and Organizational (O&O) Concept to gain a better understanding of the unit's capabilities, functions, and responsibilities.

(2) The training developer or SME studies the literature, documentation, and resources to identify the specified and implied capabilities and functions the unit needs to accomplish its mission.

(3) Review the mission and capabilities from the next higher echelon, which will help identify supporting units and elements.

(4) Develop organization charts to show type unit structure and relationship to other units. See figure 2-2 for a sample type unit organization chart.

(5) Identify all type unit echelons/elements.

(6) Review the mission, capabilities, and functions from each supporting unit and element. Compile a capabilities and functions list for the unit's highest echelon and each supporting subordinate echelon (from highest to lowest echelon unit).

(7) Staff the draft capabilities and functions lists to the appropriate organizations and individuals for critical review and comment. Prepare the appropriate documentation and provide to such organizations as the threat management, combat development, and unit command elements for their critical review and comment. Limit staffing to the smallest community possible while still ensuring acquisition of valid, useful information.

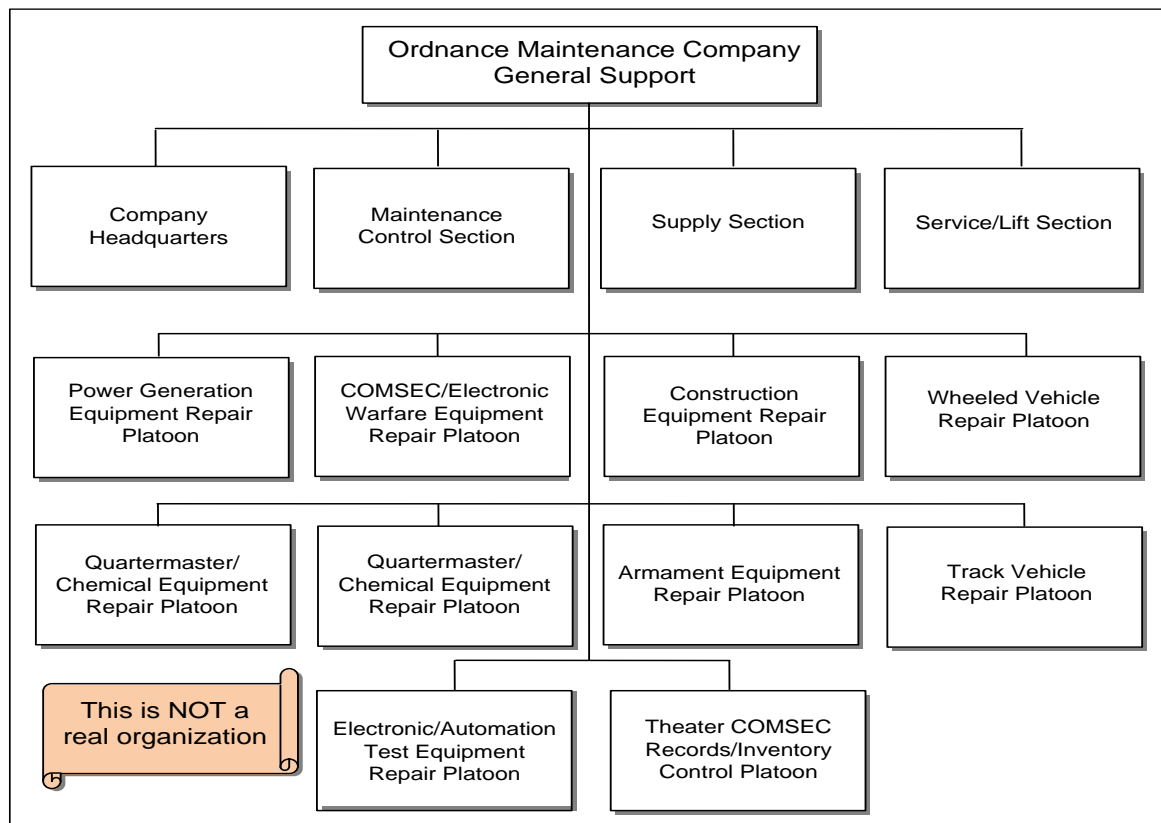


Figure 2-2. Sample type unit organization chart

f. Identify the collective tasks for the UTL. Identify all collective tasks that the unit's echelons or elements perform to support mission requirements, capabilities, and functions. A collective task does not describe an operation and is only developed to articulate one activity or action in support of a mission. Remember that task proponents must develop follow-on collective training for collective tasks to ensure accomplishment of directed missions, METL, and the full spectrum of military operations.

(1) After conducting research, the team identifies the collective tasks. The team can either extract tasks from reference material or identify tasks while interviewing selected SMEs. Before conducting interviews with SMEs, the training developer should prepare to ask the right

questions by conducting a detailed review of all available information. Interviews are performed via electronic media (video teleconference (VTC) or Internet), telephonically, or in person, as resources allow. Obtain data from the following individuals that currently or recently served in the type unit being analyzed:

- (a) AA, ARNG, and USAR Soldiers.
- (b) Civilian job incumbents.
- (c) Job incumbent supervisors.

(2) Establish the content of an interview before conducting the mission analysis. Review pamphlets that support TR 350-70 for the process and details to conduct interviews. JAs (JA 350-70-4.4a, JA 350-70-4.4b, and JA 350-70-4.4c) on the development and administration of questionnaires and interviews may also be helpful (see TRADOC G3/5/7 Website). Document information provided by the SME and observations made during a unit's performance of the mission.

(3) Identify gaps as a result of the analysis process. Provide results in terms of doctrinal deficiencies in the proponent tasks or missions in order to conduct collective task analysis. Before creating new collective tasks, the developer or SME must review the DA-approved METL (brigade and higher units), the Shared Collective Task List (SCTL) produced by CAC, and the appropriate proponent collective task list, as well as existing collective tasks in the CAC-approved automated development system.

(4) When identifying the collective tasks, document and provide any individual tasks that directly support mission accomplishment to the appropriate proponent or office for further analysis. Also identify and document the supported Army Universal Task List (AUTL) tasks for possible synchronization with joint training.

(5) Compile a UTL of existing collective tasks, and/or proposed new collective tasks for design and development. UTLs will be created and managed in the CAC-approved automated development system .

2-4. Safety and environmental responsibilities

a. During mission analysis, identify and include safety hazards the unit may encounter when performing the mission and collective tasks. Document all safety hazards or issues to consider for the unit's performance of the collective tasks; this includes acquiring pertinent safety reports, regulations, and other data, and coordinating with the branch safety office.

b. During mission analysis, identify and document all environmental factors the unit may encounter while performing the mission and collective tasks. The training developer or SME must acquire pertinent environmental documentation (reports, regulations, and other data) and coordinate with the environmental protection office. This information is especially important for creating the follow-on training.

2-5. Unit Task List (UTL) approval

a. Due to its importance and criticality, the task proponent commander/commandant or his/her designated O-6 representative approves the UTL. UTLs are designed to increase Army readiness and mission accomplishment.

b. Prior to seeking approval, prepare the UTL so approvers can easily discern what they are approving. Also prepare other documents for record:

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

(2) Identify tasks that were considered but not recommended as critical to mission accomplishment.

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

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

d. Once the commander/commandant or his or her designated O-6 representative approves the UTL, the list is distributed to all individuals and organizations responsible for the collective task analysis.

(1) Provide a copy to the proponents responsible for the follow-on collective task analysis of the approved collective tasks.

(2) Provide a copy to the individual training analysis office or equivalent.

(3) Notify offices responsible for producing training materials and products based on this UTL. It is the responsibility of the proponent to keep the approved UTL current. Minor changes to the UTL (deleting or adding a collective task) which modify the intent of the approved UTL, require a commander/commandant-signed memorandum detailing the change.

e. Coordinate shared collective tasks with the proponent of those tasks.

(1) A list of proponents assigned primary responsibility for training development material (based on subject matter) appears in figure 5-2.

(2) Provide information concerning identified shared collective tasks to the appropriate training development task proponent for follow-on individual analysis.

2-6. Mission analysis automation support

The completed and approved UTL must be made available to the appropriate users and organizations for use in conducting the collective task analysis. The collection (capturing) of analysis data from DTMS and CAC-approved automated development system is the preferred method of conducting the analysis. Automated systems provide some concrete outputs for several types of analysis—most notably mission analysis—and help in the maintenance of those outputs.

Note: The programming of a database always takes additional time after the identification of requirements; as such, there are analysis requirements that the database will not meet at any given time. However, the proponent must still meet those requirements. The capabilities of automated programs are constantly requiring updates. It is important to keep current on these capabilities and enter analysis data appropriately.

2-7. Mission analysis quality control (QC)

Ensure the quality of the application of the mission analysis process and the products developed. The training developer's or SME's branch chief has overall responsibility for ensuring that a thorough, efficient, and effective mission analysis is conducted, and that valid tasks are identified. The branch chief keeps the division chief informed on mission analysis status, and provides assurance to the division chief that the mission analysis outputs are valid. To maintain the quality of the mission analysis products, apply QC procedures continuously. All individuals involved in the mission analysis are responsible for and exercise QC over the process and products developed.

2-8. Mission analysis management

a. The mission analysis data needs to be provided to the user(s) for it to be of value. Make completed and approved analysis data and information available to appropriate users and organizations for use in designing and developing training products. The proponent's final approval of the analysis data makes that product ready for availability or distribution.

b. The following options are used for the distribution process:

(1) Database accessibility. Distribution of data via electronic means is the most efficient method for sharing proponent-approved data external to the organization, and unapproved data internal to the organization. The proponent controls access rights.

(2) Reimer Training and Doctrine Digital Library (RDL). RDL (<https://rdl.train.army.mil/>) is the primary means for distribution of approved learning data and information across the Internet. This is a distributed library with training and education proponents controlling their own data and information.

(3) Manual distribution. Manual distribution is still an option. It is the most labor-intensive distribution means; use only when absolutely necessary.

(4) ATN is an authorized access point for the distribution of training proponent training material and resources

Chapter 3

The Combined Arms Training Strategy(ies) (CATS)

3-1. Introduction

This chapter describes the CATS program, strategy development, CATS interface with Army processes, and how to develop CATS. It supports and amplifies guidance found in AR 350-1, AR 220-1, and TR 350-70, and follows the ADDIE process. The CATS is a DA program in which the CATS are developed by each proponent institution. Although CAC – Training, Collective Training Directorate (CAC-T, CTD) is the Army's functional proponent for CATS, the proponent institutions hold the decision authority and approval for CATS. The proponent institutions provide CAC-T, CTD with recommendations and guidance in unit-specific CATS development. Proponent institutions utilize CATS to prioritize current and future training resource requirements for submission to the appropriate integrating command.

3-2. Overview

CATS focus on unit training throughout the 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. HQDA uses the budgeting process to address national military strategy and policy, address military force objectives and capabilities, and justify and allocate the resources necessary to execute training. Unit CATS provide HQDA the foundation for quantifying and justifying required training resources to conduct unit training. FORSCOM utilizes CATS in creating the event menu matrices (EMMs) and battalion-level training model (BLTM) products which provide input to the program objective memorandum (POM) process. CTD, as the executive agent for CATS, requires the use of DTMS as the primary delivery platform; the CATS Development Tool in DTMS is the only approved automated tool for use in CATS development. Commanders and trainers access CATS through DTMS and ATN.

a. Characteristics. CATS are descriptive, task-based, and event-driven to provide both AA and RC unit commanders a unit training strategy to assist them in developing training plans that build or sustain unit training readiness throughout the ARFORGEN cycle. CATS are developed based on a thorough review of mission, doctrine, and organization. Every CATS consists of a menu of task selections that provide a base strategy for unit commanders to plan, prepare, and assess training to provide a flexible training strategy. CATS also incorporate existing material resources such as ammunition; fuel (time or mileage); training land; time; ranges; facilities; training support personnel; and training aids, devices, simulators, and simulations (TADSS) to enhance the training. A design requirement for CATS is to train a capability with supporting training events and resources.

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

and horizontally integrated from the lowest to the highest echelon (squad through brigade) so that training of lower echelon units nests with the parent unit's training strategy. Battalion and below CATS nest with the brigade CATS to train the tasks the unit was designed to perform.

c. Task selections. 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. Events provide options to commanders to accommodate training at the appropriate level of difficulty based on their training readiness assessment. Each event provides recommendations for whom and how to train, and the resources that support that training. A list of CATS events and more information on CATS events appears in appendix D.

3-3. CATS types

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

a. Unit CATS. 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. Unit CATS consist of a menu of task selections that provide unit commanders a base strategy to prepare training plans. Unit CATS integrate functions required for readiness reporting as well as support the ARFORGEN phases. Unit CATS estimate resource requirements to support event-driven training, and provide commanders with a method to train all tasks. Unit CATS provide commanders with tools to plan, prepare for, and evaluate unit training.

b. Function CATS. 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.

3-4. CATS interface with Army processes and models

The CATS program interfaces with other Army processes and models to include: combat development, training resourcing, ADDIE, TADSS development, and readiness reporting.

a. Combat development interface. The combat development process is the Army's process for determining requirements. This threat- and capability-driven process is how TRADOC accomplishes its mission as it identifies new unit or organizational capabilities to meet both today's and tomorrow's threats. As part of this process, the training and combat developers work together to identify training product requirements. Some of the documents CATS developers may review with combat developers include Joint Capabilities Integration and Development System (JCIDS) documents, STRAPs, and new equipment training (NET) plans.

(1) The JCIDS is a key supporting process for DoD acquisition and for planning, programming, budgeting, and execution (PPBE) processes. The primary objective of the JCIDS process is to ensure the joint warfighter receives the capabilities to successfully execute the mission HQDA assigns to them.

(2) A STRAP is the master training plan for new or modified materiel systems. The STRAP provides important information pertaining to learning, planning, programming, budgeting, concepts, and strategies. In the STRAP, the proponent uses current CATS requirements to ensure that all current and future resources, TADSS, gaming, ranges and facilities, and support personnel required to execute training are identified for new equipment or systems.

(3) A NET plan facilitates the transfer of knowledge from the materiel developer to the tester, trainer, supporter, and user regarding the operation, maintenance, doctrine, and tactics for training the fielding of new, improved, or displaced equipment. CATS may need modification to accommodate the training of units on a new system. CATS must facilitate early identification of training resources to support NET. CATS work in a similar fashion regarding displaced equipment training (DET).

b. CATS interface with training resourcing.

(1) CATS identify how the Army plans to train, and the resource requirements for executing the training, during and after the POM period. Current and emerging doctrine and operational concepts also influence Unit CATS requirements, and identify events, tasks, and skills to be trained. CATS enable proponents and integrating commands to develop a list of priority training resource requirements. This list enables TRADOC to assist the Army in determining the priority for application of funds to train the force.

(2) Training developers also work with the Standards in Training Commission (STRAC), which drives investment and resourcing decisions in areas such as range modernization, range instrumentation, and TADSS. The STRAC mission is to determine the quantities and types of munitions for Soldiers, crews, and units to attain and sustain weapon proficiency relative to readiness levels. HQDA uses the events in the CATS and STRAC as the basis for programming and budgeting training resources.

c. ADDIE interface. Application of ADDIE assists proponents in the analysis, design, and development of their CATS, and identifying how well current CATS meet the needs of the field, and what changes should be addressed in further CATS development.

d. TADSS development interface (includes gaming, ranges and facilities, and support personnel). CATS incorporate TADSS. TADSS provide support across the entire training spectrum. Through CATS development for future training, proponents identify new TADSS requirements to support training on or of new systems or unique organizations. Where appropriate, proponents identify trade-offs of training resources (such as, operational tempo (OPTEMPO), ammunition, and others) in order to obtain funding for the TADSS. If a TADSS requirement does not receive funding, the unit may not be able to train to accomplish the task

that TADSS supports. Future requirements can generate a need to develop a CATS. In conjunction with future warfighting concepts, CATS can assist in preparing the JCIDS documents for systems and non-systems training devices. TADSS support system training as well as unit training events. The CATS identify TADSS as cost-effective training enablers.

e. Readiness reporting. Unit CATS provide strategies that assist commanders with readiness assessment in DTMS. Commanders have readiness reporting requirements to in accordance with AR 220-1.

3-5. CATS development

a. 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.

(1) 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. Each CATS generally consists of several task selections. Multiple events generally support each task selection.

(2) 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. It not only includes the types of events, but also the details about each event. Figure 3-1 provides an example of how the elements of a CATS fit together.

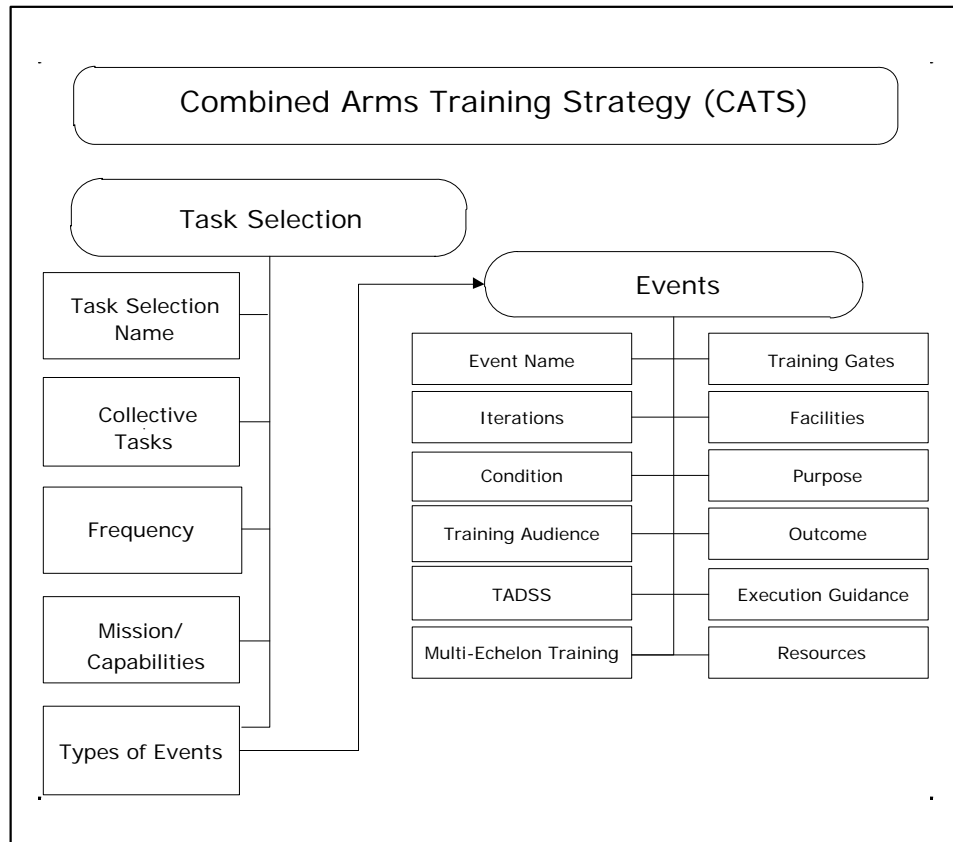


Figure 3-1. Elements of a CATS

b. Analysis requirements. The analysis or crosswalk of these documents associates the UTL to the appropriate task selection(s) in a CATS.

(1) 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:

- (a) TOE.
- (b) UTL.
- (c) SCTL.
- (d) Appropriate FM's; Army tactics, techniques and procedures (ATTP's); and training circulars.
- (e) HQDA-approved DECISIVE ACTION METL for brigade and above organizations, to include METs, task groups, and supporting collective tasks.
- (f) Previously developed CATS for this and like units.

- (g) Parent headquarters' CATS, TOEs, and UTLs.
- (h) ATN, <https://atn.army.mil/>.
- (i) CALL documents.
- (j) EMM, doctrinal templates, and the Battalion Level Training Model (BLTM).
- (k) Other materials influencing documents as determined by the responsible proponent.

(2) The training developer must also obtain and review other key documents that will provide the necessary understanding of future requirements that may impact CATS development. Some of these documents include:

(a) The training strategy for an organizational concept and design for a new unit. Normally, this is a separate chapter in a new unit operation and organization plan such as those found in the TP 525 series of publications which identify future concepts.

(b) A DOTMLPF-integrated change recommendation.

(c) The JCIDS document, including a STRAP that is a part of a JCIDS document for a new piece of equipment or system. More information on STRAPs appears in TR 350-70 in TP 350-70-13. TP 350-70-13 provides "how-to" guidance for JCIDS documents, STRAPs, and NET plans.

(d) The training test support package (TTSP).

(e) The NET plan.

(3) Utilizing the documents accessed, a training developer writes a document for that TOE that generally includes:

(a) Identification of gaps in the UTL.

(b) Collective task to task selection crosswalk. The identification of task selections provides the framework for the training strategy in the CATS. This creates a direct audit trail between the task selections and the unit's TOE mission/capabilities that identify the unit's holistic training strategy.

(c) Outline of the training strategy. This lists task selections (and the mission and capabilities they support), the frequency for training the task selection, and the identification of events for training the task selection (specific event data reflected includes the number of iterations and the duration in hours).

(d) Identification of collective tasks that support the HDQA-approved DECISIVE ACTION METL.

(4) 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.

c. Design a CATS task selection. Using the approved automated CATS Development Tool, begin designing a CATS by determining which collective tasks from the UTL would logically be trained together to achieve a progression appropriate by echelon. These tasks are then organized into task selections. The task selection describes a specific mission or capability and the collective tasks that support developing that mission or capability. A task selection comprises five elements: task selection name, frequency, collective tasks, mission/capability, and types of events. Figure 3-2 gives basic definitions of the elements of the task selection.

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.

Figure 3-2. The CATS task selection elements

(1) Task selection name and number.

(a) The task selection name is descriptive of the mission and tasks to train. It is the basis for linking the collective tasks that can logically train together. The task selection name is written in title case and is a descriptive name for the entire selection of collective tasks. When naming the task selection, avoid the use of multiple verbs. However, the task selection name may include multiple verbs by exception, such as "coordinate and manage," or "establish and maintain." The task selection name sums up the entire unit or echelon focus as the training progresses through events of varying degrees of difficulty.

(b) Assign the task selection a unique number using the protocol depicted in figure 3-3. Parts of a task selection number are as follows:

- The first two numbers are the proponent code. Proponent codes can be found in figure 5-2.

- The second two letters distinguish a CATS task selection from a collective task number. For CATS task selections use "TS."

Note: When developing Function CATS, the two-letter abbreviation uses an appropriate descriptor such as "OT" for operational theme.

- Designate the final four numbers by proponent to ensure the task selection number is unique to the specific task selection. The first of the four numbers is the echelon code and the last three are sequence numbers. Echelon codes appear in figure 5-2. Examples of complete task selection numbers are 63-TS-1001.

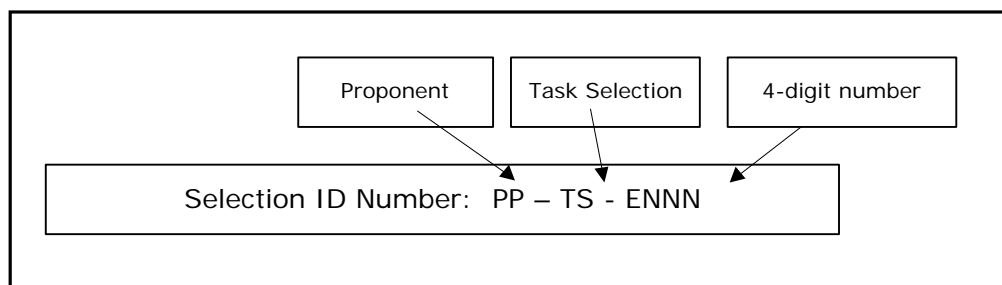


Figure 3-3. CATS task selection numbering

(2) Frequency. This is the recommended number of times, aligning with ARFORGEN and the task selection, necessary to train the events to obtain or maintain proficiency on the collective tasks. When appropriate, the developer should also consider turnover and skill decay in determining a recommendation. For example, if a frequency is "monthly," then recommend to train that task selection 12 times a year using any combination of the collective tasks that support training the event(s). Note that frequencies for training will be different for the AA and RC units, but must support the ARFORGEN cycle. In the development phase, prior to final approval by the proponent, the CATS training developer must create a notional calendar for each CATS using the event calendar function in the CATS Development Tool (see d(14), below).

(3) Collective tasks: These are the collective tasks logically trained together in an event. Some tasks will support training of other task selections and events. Commanders may exclude or add collective tasks to focus training according to their readiness assessments. The collective tasks are retrieved from the UTL and cover the entire spectrum of activities a unit performs. Include all collective tasks in a UTL at least once in the task selections.

(4) Mission/Capability: This is the unit mission and capability that the task selection supports.

(5) Types of events: The developer selects the event(s) that are suitable for training the task selection. A standard list of the types of events for CATS development appears in appendix

D. The elements provided in the event description fully explain each event. The example in figure 3-4 has three separate types of events, command field exercise (CFX), command post exercise (CPX), and field training exercise (FTX), to train the task selection Conduct Combat Operations (IN Bn) (SBCT) (07-TS-1052). The training developer provides a method to train every supporting event. The DTMS display of a task selection is similar to the example in figure 3-4. This figure is a partial example of a total CATS task selection.

Task Selection: Conduct Combat Operations (IN Bn) (SBCT) (07-TS-1052) Frequency: 6 Collective Task(s): 07-1-1027 Conduct a Defense (Infantry Battalion/Tank and Mechanized Infantry Battalion Task Force) 07-1-1036 Conduct a Delay (Infantry Battalion/Tank and Mechanized Infantry Battalion Task Force) 07-1-1045 Conduct a Guard Mission (Infantry Battalion/Tank and Mechanized Infantry Battalion Task Force) 07-1-1099 Conduct a Raid (Infantry Battalion/Tank and Mechanized Infantry Battalion Task Force) 07-1-1117 Conduct a Screen (Infantry Battalion/Tank and Mechanized Infantry Battalion Task Force) 07-1-1162 Conduct an Attack Against a Moving Force (Infantry Battalion/Tank and Mechanized Infantry Battalion Task Force) 07-1-1171 Conduct an Attack Against a Stationary Force (Infantry Battalion/Tank and Mechanized Infantry Battalion Task Force) <u>Types of Events:</u> CFX, CPX, FTX	Mission/Capability: MISSION COMMAND OFFENSE DEFENSE RECONNAISSANCE AND SECURITY STABILITY
--	---

Figure 3-4. CATS task selection example

d. Develop the CATS events. Each listed event provides a method to train the selected task(s) for a specific task selection. The elements in the event description fully explain each event. The elements that compose an event are diagramed in the event section of figure 3-5 and are explained in the element descriptions that follow.

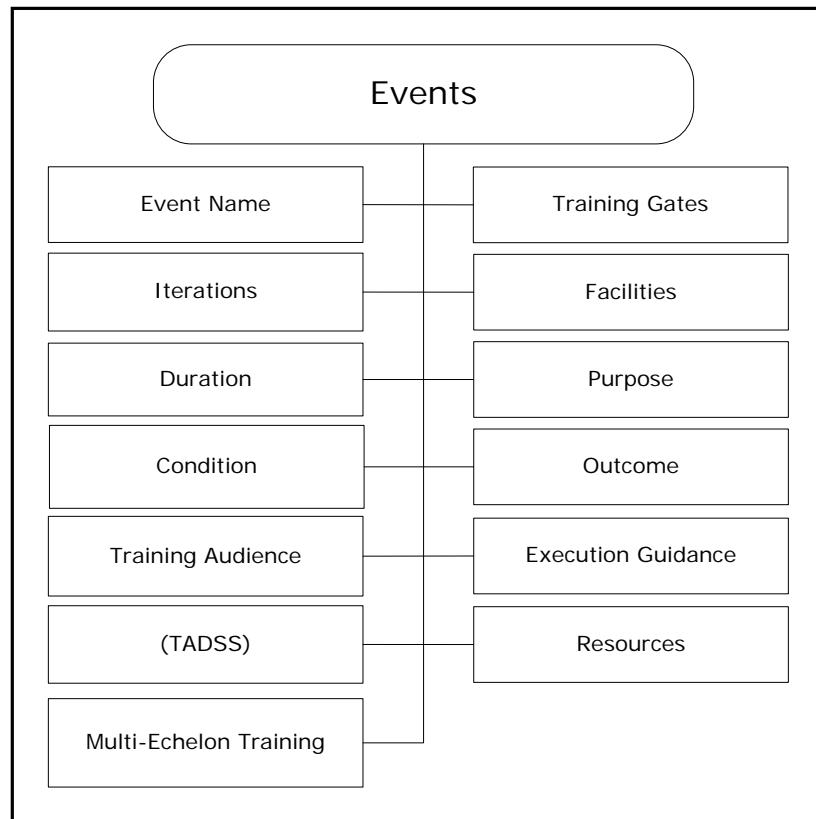


Figure 3-5. Events elements of a CATS

(1) Event Name. The event name is followed by the task selection name; for example, CPX for Conduct Combat Operations. The DTMS CATS Development Tool provides a training event matrix by task selection.

(2) Iterations. The iterations reflect the number of times this event is recommended to be trained during each ARFORGEN phase. The total number of recommended iterations for each event in the task selection must not exceed the task selection training frequency. Iterations for training must be different for AA and RC units. Examples for the CPX for an AA and an RC unit could look like those in figure 3-6.

Iterations:	Force Pool	Iterations
	Reset	0
	Train/Ready	1
	Available	1

In the example above, two iterations are recommended to train the CPX event for an AA unit. Other iterations would be used for the CFX and FTX events as shown in the example figure 3-4. In the example below, three iterations are recommended to train the CPX in an RC unit. Again, other iterations would be used for other events.

Iterations:	Force Pool	Iterations
	Reset	0
	Train/Ready	1
	Train/Ready	0
	Train/Ready	1
	Available	1

Figure 3-6. Iteration example

(3) Duration. The duration is the projected number of hours to conduct the event to include AARs throughout an entire ARFORGEN cycle. The developer can extend or shorten the duration based upon unique requirements. See figure 3-7 for an example.

Durations:	Force Pool	Duration
	Reset	
	Train/Ready	120
	Available	120

In this example, there are two iterations recommended for training the CPX event, each with duration of 120 hours. Durations for training may be different for AA and RC units.

Figure 3-7. Duration example

(4) Rigor. The events are designed using a methodology dependent on the precise and exacting standards, conditions, and complexity of the event.

(5) Training audience. Identify elements of a unit, individuals, or subordinate units who require training to achieve the required level of proficiency. When units or individuals not included in a unit's TOE participate in the event training, the additional members (including their

TOE numbers) are also identified as part of the training audience; figure 3-8 provides an example.

Training Audience:

COMMAND SECTION, COMPANY HEADQUARTERS (07097F300BCT), S1 SECTION, S2 SECTION, 3 RIFLE PLATOON HQS (07097F300BCT) (Platoon Leader [2], PLATOON LEADER [1]), S3 SECTION, 3 VEHICLE SECTIONS (07097F300BCT) (IAV Driver [3]), S4 SECTION, COMPANY HEADQUARTERS, S6 SECTION, MORTAR SECTION (07097F300BCT) (Section Leader [1], ASSISTANT GUNNER [1]), RETRANS TEAM, MEDIUM GUN SYSTEM PLATOON (07097F300BCT), RECON PLATOON, FIRE SUPPORT ELEMENT, MORTAR PLT HQ/FDC, FOUR MORTAR SQUADS, SNIPER SQUAD, MEDICAL PLT HQ, TREATMENT SQUAD, 2 AMBULANCE SQUADS, COMBAT MEDICS, UNIT MINISTRY TEAM.

Figure 3-8. Training audience example

(6) TADSS (if applicable). If applicable, note the TADSS title and device number(s). The supporting resources data must be pre-populated in DTMS. It must describe the resource requirements to support the training with TADSS, such as: contractor personnel requirements, special facilities unique to the TADSS, and any other training support system (TSS) resource requirement unique to that specific TADSS. Describe the details of training with a TADSS in the Execution Guidance section of the CATS Development Tool; the description of this section of the tool appears in (12), below.

Example: Simulation to support digitization/staff training, identification (ID) number 06-6-TA03. This is a single simulation but could be combined with other simulations to support an event. Resource requirements for this simulation are a fully equipped standard battle command training center (BCTC); refer to BCTC facility requirements. The 06-6-TA03 simulation requires 25 additional simulation support computer operators and five additional XYZ white boxes with operators to support simulation of information operations at the participating unit's tactical operation center.

Note: The TADSS requirements information will not display for field users, but use will determine TSS resourcing requirements. It is the TADSS proponent's responsibility to manage their TADSS data in DTMS to support this requirement.

(7) Multi-echelon training (if applicable). Multi-echelon training is the simultaneous conduct of training events by a unit's subordinate elements under the umbrella of a higher echelon event. For example, while the battalion headquarters participates in a brigade CPX, subordinate companies of the battalion are conducting other training such as a company situational training exercise (STX) or live fire exercise (LFX). Multi-echelon training includes other task selections and events for subordinate elements, staff sections, or others that may be

trained in conjunction with this training event. Identify multi-echelon training opportunities for all echelons within the unit for which one is developing a strategy.

Example: In a company-level CATS only identify platoon-level training.

(8) Training gates. The identification of training gates provides a method to achieve a level of task proficiency before training the next higher level event. Gates identify a level of proficiency necessary to: preclude serious personal injury or equipment damage; ensure the training audience will be qualified enough to benefit from participation in the current event; and ensure the training audience will be proficient enough to not hinder training for other participants. When determining training gates, the CATS developer should consider the following:

- (a) A preliminary event to accomplish to standard before training the event.

Example: Accomplish a planning staff training exercise (STAFFEX) STX before a CPX.

- (b) A drill to accomplish prior to training a more complex drill or event.

Example: Accomplish a warrior battle drill prior to training *Conduct an Attack*.

- (c) An individual task to accomplish prior to training a more complex collective task or event.

Example: Accomplish 091-H8C-2003 *Operate Tactical Communications Equipment* prior to a communication exercise (COMEX) event.

(9) Facilities. Facilities must identify training support requirements such as range facility requirements, classrooms, maneuver area requirements, and other TSS requirements not addressed in the TADSS section. Describe the details of training facilities in the Execution Guidance section of the CATS Development Tool; the description of this section of the tool appears in (12), below.

Examples: Multipurpose range complex to support tank gunnery; classroom with seating for 25 personnel; and a projection device with computer interface.

(10) Purpose. This is a description of what an event is designed to train. Purpose statements describe the event's training objective; these are short and concise statements.

Example: Attain battalion leadership proficiency in the tasks associated with conducting combat operations under simulated operational conditions.

(11) Outcome. Outcome is a concise statement to assist the commander or unit trainer in selecting the best event to achieve the required training proficiency.

Example: The battalion leadership attains proficiency in planning, preparing, and executing combat operations and associated tasks to prepare to participate in an FTX.

(12) Execution guidance. Execution guidance is information to assist the commander to determine if this training event is appropriate to achieve unit readiness requirements. The guidance includes information to assist in planning and execution of the event, such as conditions, incorporation of multi-echelon training, specified standards to be achieved, TADSS and facilities details, and specific requirements or information in other components of the CATS. Include comments as appropriate concerning:

(a) The relevance of this event to training the specific audience and its relation to higher echelon training events.

(b) The required higher HQ support.

(c) The participation of attachments/supporting units (such as coordination, gates).

(d) The commander's guidance on: suitability of the TADSS to support the training of the task, use of WTSPs, special conditions which need to be implemented or emphasized, and coordinating instructions for all members of the target audience and support elements.

(e) Any "work-arounds" if the TADSS does not train all tasks/task steps.

(f) Additional information for execution of the training event:

- Duty position or unit responsible for conducting the training.
- Focus of training during the event.
- Additional functions or activities that should be included.
- Special conditions that should be implemented or emphasized.
- Related actions in which this action could be included/trained.

(g) Figure 3-9 is an example of an executive guidance statement.

The CPX for Conduct Combat Operations is a 5-day (120-hour), event that incorporates the battalion core combat task groups of Attack and Defend with Stability Operations and Civil Support Operations in a variety of environments including Urban Warfare. The commander should determine the specific tasks that will be trained during the CPX, the time to be allocated to training each core task, and the sequence of the training. The battalion commander may adjust CPX time lines to allow for repeat training as required. The overall duration of this CPX could be shortened if training objectives do not include training multiple missions or environments. Two CPXs a year, one every 180 days, are suggested. The battalion commander, based on the assessment of staff and battalion training proficiency, may elect to conduct additional CPXs to concentrate on Urban Warfare or Stability Operations tasks if needed to sustain proficiency. This is a "walk" level training event for the battalion leadership and should be performed prior to training a "run" level FTX.

Figure 3-9. Executive guidance example

(13) Resources. Resources are the estimated quantity of classes of supply projected to be needed to complete this event. The resource data is based on the unit TOE and DA usage factors that are automatically generated for the event. Actual resource usage may differ from the projected usage rates based on the training conditions, training areas, environment available to the unit to train, and duration of the training event. At this time, resource data is reflected only for major end items (Class VII) that consume Class III and V supplies. Obtain this resource information by:

(a) Major end items (Class VII). CATS training developers use the unit's TOE to identify the major end items (weapons, vehicles, equipment).

(b) Ammunition (Class V). The STRAC tables (DA Pamphlet 350-38) are used to determine the quantities and types of munitions required for Soldiers, crews, and units to attain and sustain weapon proficiency relative to readiness levels. CATS training developers follow guidelines in DA Pamphlet 350-38 to project munitions for training CATS events.

(c) Petroleum, oil, lubrication (Class III) and OPTEMPO Miles. The CATS Development Tool includes drop-down menus for projecting Class III supplies and OPTEMPO miles. The CATS training developer uses the menus to project Class III supplies based on the unit's major end items and projected OPTEMPO miles.

(d) Unit equipment. A Function CATS identifies a function or capability that can be used by more than one unit type; estimate the resources based on the unit's equipment. DTMS displays resources for a CATS event similar to the example in figure 3-10.

Command Section							
LIN	Quantity	Nomenclature	OPTEMPO	Class 3 - POL	D O D I C	Class 5 - Ammunition	
			Hours/Miles	Gallons		Quantity	Nomenclature
T61 494	3	TRUCK, UTILITY 1 1/4 TON	40.0 mi	12.0			
Z36 523	1	COMMANDER VEHICLE: (CV) (ICV)	40.0 mi	8.0			

S1 Section							
LIN	Quantity	Nomenclature	OPTEMPO	Class 3 - POL	D O D I C	Class 5 - Ammunition	
			Hours/Miles	Gallons		Quantity	Nomenclature
T61 494	1	TRUCK, UTILITY 1 1/4 TON	40.0 mi	4.0			
T61 908	1	TRUCK, CARGO: MTV LWB W/E	40.0 mi	8.0			

Key: POL – petroleum, oil, and lubricants LIN – line item number DODIC – Dept of Defense identification code
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Figure 3-10. Resource section of CATS template

(14) CATS notional calendar. To provide a more useful product to the operational force, the training developer uses the event calendar function in the CATS Development Tool to create a notional training calendar for each CATS.

(a) The notional calendar is a visual representation of the strategy over time that progressively builds proficiency in the unit's core capabilities. The notional training calendar is laid out by ARFORGEN cycle (reset, train/ready, available) and represents how the training developer would schedule the events in the CATS during the ARFORGEN cycles.

(b) The current version of the CATS Development Tool calendar is drag and drop enabled, and each training month contains 30 days. The training developer populates the events by month. The training developer further refines the placement of events within the training month, which is expandable in the calendar function of the CATS Development Tool. Events will automatically cover the total number of days in accordance with the suggested duration of each event. Figure 3-11 illustrates the CATS event calendar function.

Figure 3-11. CATS notional calendar example

(15) Each CATS generally consists of several task selections, and multiple events generally support each task selection; a short CATS example appears in table B-2. The task selections are combined to provide a full spectrum training strategy for units. In following ADDIE, the development of the CATS would include the actual details of securing the materials, training venues, and other necessary resources for the CATS training event. Although not considered a step in CATS development, WTSPs provide these details and should be identified to support the events identified in each Unit CATS (see chapter 4).

3-6. CATS management

Table C-1 provides 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.

Note: The DTMS CATS Web site, <https://dtms.army.mil/>, includes examples.

Chapter 4

Warfighter Training Support Packages (WTSP)

4-1. Introduction

a. WTSP definition. 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 ADDIE.

b. WTSP relationship to CATS event(s). WTSPs are developed to support the operating force in execution of the CATS event(s) identified in a task selection. The creation or revision of a CATS task selection drives the need to develop or revise a WTSP. The WTSP provides higher headquarters with the information to allow the training unit to plan, prepare, execute, and assess the event(s) identified in the CATS task selection. The WTSP also provides the training unit with identification of the support materials necessary for the event planning and coordination process. The more complex the event(s), the more robust the WTSP needs to be to support it. Figure 4-1 depicts the three categories of events; generally, WTSPs are developed only for scenario-driven events. Explanation of the CATS events acronyms used in figure 4-1 and more information on CATS events appears in appendix D.

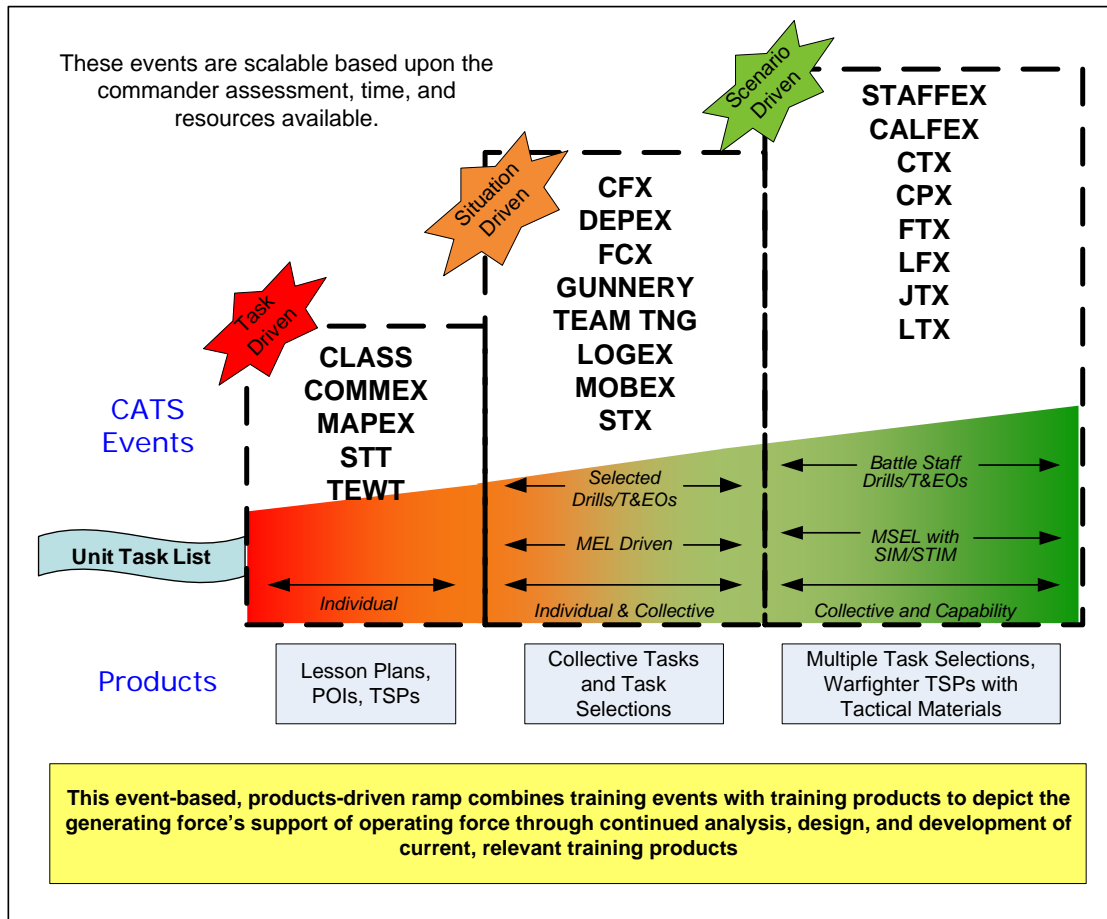


Figure 4-1. WTSPs relationship to CATS events

c. WTSP relationship to required resources. The commander's assessment of resources available impacts which CATS event(s) to train. This in turn impacts which portions, if any, of the WTSP need to be used to support event training.

d. Characteristics of a WTSP.

(1) Contains cues. A WTSP includes a set of materials which cues the unit to take certain actions, or causes certain events to occur.

(2) Linked to Unit CATS. The training developer must link the WTSP to the Unit CATS events as enabled by DTMS. For example, the design of the heavy brigade combat team (HBCT) WTSP (71-HBCT-0005) supports training for and the execution of the CATS recommended for the HBCT to conduct a CPX for the HBCT task *Conduct HBCT Operations* (71-TS-6020). Since the WTSP is developed to support the CATS task selection, linking the WTSP to the Unit CATS describes the support needed for the brigade HQ staff to meet the collective training requirements described in the ARFORGEN train/ready phase.

(3) Flexible to change. The WTSP contains flexibility to allow latitude during implementation to meet the unit's training objectives. The WTSP predefines the training

environment options and resources to alleviate the burden of development from the training and training support units.

(4) Robust. The WTSP is developed at the most robust level to support potential environments and complex events for unit training; units tailor the robustness of the WTSP to fit less complex event training.

4-2. Analysis for WTSPs

a. The training developer identifies the training focus by analyzing the CATS task selection the WTSP needs to support.

b. The training developer determines any additional requirements for virtual and/or constructive environments based on whether a CATS event is live, virtual (including gaming), and/or constructive. Table B-3 provides guidance to the training developer as to whether a component is limited to a certain environment(s).

c. Questions to consider for determining additional requirements based on environment include:

- (1) Do the tasks being trained require a digital cue or response?
- (2) Is there embedded training to provide the appropriate cue or response?
- (3) Is there a simulation/stimulation capability?

d. Upon determining the complexity of the events to be trained, the training developer identifies and develops the components needed for the WTSP.

e. The numbering system for all WTSPs must utilize a standard format based on the CATS number. Since the CATS number is developed to specifically include the proponent code, AA or USAR/ARNG unit designation, and echelon designation with additional unique identifier, the WTSP that supports the task selection simply adds "WTSP" prior to the CATS number. For example, the WTSP for the CATS task selection *Conduct Combat Operations (07-TS-1052)* would be *Conduct Combat Operations (WTSP 07-TS-1052)*. WTSP numbering is depicted in figure 4-2.

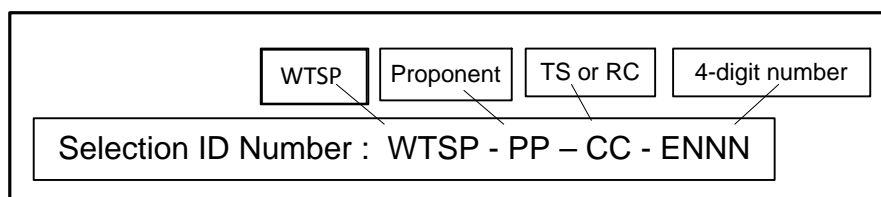


Figure 4-2. WTSP numbering

f. The title for the WTSP is the same as the task selection name. It is differentiated from the CATS task selection based on the "WTSP" added to the number.

4-3. Design the WTSP

a. 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 TADSS.

b. The major elements of a WTSP and their components are listed below (capitalized to designate them as the database titles in the CAC-approved automated development system). Descriptions and examples of the components appear in table B-3.

(1) Identification. Identification provides a description of the event including details specific to unit, mission, and security classification. The training developer details the identification information for all events. Components of this element include: Event Title, Event Security Classification, Echelon(s), Unit Type, Unit Designation, Mission Type, Event Type, TADSS, Developer/Point of Contact (POC) Name(s), Developer/POC Unit Identification Code and/or Organization(s), Developer/POC Phone Number(s)/E-mail Address, WTSP Development Status, Status, and Date.

(2) Event overview. Event overview provides background information and the event narrative of the standards to be met. For the event overview element, the components Conditions, Nature of the Threat, Event Difficulty, Training Objective, Cues, and Event After Action Review Notes apply to all events. Other components of this element include: Event Narrative, Event Storyline, Task Groups/METL Tasks Supported, Task Number, Task Title, Task Date, Collective Tasks Trained, Task Number, Task Title, Task Condition, Task Standard, Task Date, Task Performance Support Codes, Individual Tasks Trained, Task Number, Task, Title, Event Diagram, and Event Development Notes.

(3) Tactical materials. Tactical materials are materials needed to describe tactical operations. Components of this element include: Orders/Plans, Map Sheets, Overlays, Tactical Reports, Reports, Transmission Methods, Road to War, Geographical Location, Geographical Setting, Political Factors, Economic Factors, Social Factors, Military Factors, and Infrastructure Factors.

(4) Event control materials. Event control materials delineate the description and guidance for conducting the event. The Cues and Unit Responses/Tasks components of this element apply to all events. The other components of this element include: Event Storyboard, Event, Event Execution Timeline, Event Support Personnel Guidelines; Role Duties; Location; Tactical Purpose; Execution Guidance; Unit Starting Locations; Unit ID; Unit Type; Grid Coordinate; Control Measures List; Control Measure Type; Control Measure ID; Control

Measure Grid Coordinate; Target Array; Target Type; Target Quantity; Target Position; Target Ignition; Exposure Time; Engagement Criteria; Rules of Engagement; Administrative Training Rules; Army Aviation; Air Defense; Civilians on Battlefield; Combat Electronic Warfare; Combat Service Support; Mission Command; Direct Fire Engagements; Dismounted Operations; Fire Support, Mobility and Survivability; Chemical, Biological, Radiological, Nuclear (CBRN); Enemy Prisoners of War Considerations; tactical air (TACAIR); Communication; Call Signs; Communication Network Diagram; and Simulation Workarounds (Virtual/Constructive).

(5) Event setup materials. Event setup materials include descriptions and information for setting up the training of the event based on the training environment. Components of this element include: Training Area/Range (Live), Terrain Database (Virtual/Constructive), Initialization Data for Army Battle Command System, Training Site/Range Preparation, Event Date & Time Group, Force Structure, Blue Forces (BLUFOR) Task Organization, Opposing Forces (OPFOR) Task Organization, Black Elements, Gray Elements, White Elements, Green Elements, Classes of Supply, Starting Locations (Virtual/Constructive), Starting Conditions (Virtual/Constructive), Environmental Conditions (Virtual/Constructive), Communication Plan (Radio Nets, Radio Frequencies), Simulation, and File(s) (Virtual/Constructive).

(6) Evaluation plan. Evaluation plan identifies observer details, tasks to be accomplished, and after action reporting considerations. The components of this element that apply to all events include: Observation Plan, Supporting Collective Tasks, Supporting Individual Tasks, Observation Tools, AAR Plan, AAR Focus, AAR Technique, AAR Facilitators, AAR Attendees, AAR Schedule, AAR Locations, AAR Type, and AAR Tools. The additional components of this element include: Observation Role, Observation Duties, Observation Location, Observation Schedule, Observation Focus, METL Tasks Supported, and Collective Tasks Trained.

(7) Administrative materials. Administrative materials provide timelines leading to the event, related agencies, and safety considerations. The components of this element that apply to all events include: Personnel Requirements, Personnel Required, Observer/Controller, Higher/Adjacent/Subordinate Units, Composite Risk Management, Environmental Considerations, and Safety Considerations. The other components of this element include: Planning Timeline, Event Schedule, OPFOR Units, Civilians/Government Agencies, Administrative Support, Personnel Qualifications, Military Occupation Specialty, Rank, and Military Education/Experience.

(8) References. References include resource documents and related materials. Components of this element include the Document List and the Key Word Index. A document list must be included with all events.

(9) Glossary. The glossary lists terms, acronyms, and needed definitions.

4-4. Develop the WTSP

Each element of the WTSP has a number of components. In this phase, the developer determines the level of detail in each component. The developer imports support information and details for the WTSP from the events developed in the CATS Development Tool. The developer then uses the CAC-approved automated development system for recording and describing the details of the elements and components identified in the design stage. The training developer includes each

WTSP element and component in all WTSPs and indicates "Not Required" for any element or component containing no data. See table B-3 for component descriptions, details, and examples.

4-5. QC

Table C-2 provides a WTSP QC review checklist designed to: manage and document control measures, identify areas to improve, and facilitate timely delivery of WTSPs.

Chapter 5

Collective Tasks

5-1. Introduction

a. Purpose. This chapter provides guidance for the analysis, design, and development of collective tasks. This chapter supports and amplifies the regulatory guidance found in TR 350-70. The ADDIE process is applied to collective tasks.

b. Collective task 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.

c. Collective task characteristics.

- (1) Is derived from a mission, core capability, or higher level collective task.
- (2) Is fully observable.
- (3) Reflects current and emerging Army, multiservice, or joint doctrine.
- (4) Has a definitive beginning and ending, and articulates the minimum acceptable performance of an activity or action.
- (5) Is quantitatively and/or qualitatively measurable.
- (6) Is specific enough that it occurs only once in the inventory of Army collective tasks.
- (7) Must be executable from beginning to end using only one training event type. For example, a collective task cannot require the use of a tactical exercise without troops to conduct planning-related performance steps and then require the use of an FTX to conduct tactical execution-related performance steps. A collective task requiring two training event types in order to conduct the task from beginning to end indicates the requirement for two separate tasks. This does not restrict the use of varied training event types through progressive phases.

d. Collective task types. There are two types of collective tasks, shared and unique.

(1) Shared collective task. A shared collective task is a task that is developed by the responsible task proponent, is doctrinally performed in the same manner by multiple types of units, and provides multi-echelon training opportunities for multiple career management fields. 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. Shared collective tasks must be represented through only one task to ensure Army-wide standardized training.

(a) A shared collective staff task is a clearly defined and measurable activity or action performed by a staff of an organization, and that supports a commander in the exercise of mission command.

(b) Examples of appropriate shared collective tasks include: Reconnoiter a Route, Perform Passive Air Defense Measures, Conduct an Attack, and Conduct a Tactical Convoy.

(c) The current SCTL is located in the SCTL information folder on the Army Knowledge Online (AKO) Collective Training Developer Collaboration Information Web site. It can be accessed by logging in using the following uniform resource locator (URL): <https://www.us.army.mil/suite/page/167172>. Information on management of the SCTL is located in table 9-1.

(2) Unique collective task. A unique collective task is a clearly defined collective task that provides training opportunities for a single career management field. The designated proponent is solely responsible for the development and maintenance of a unique collective task. Tasks may be incorporated into other proponents' unit task lists for use when the assigned career management fields (CMFs) are outside the unit's proponenty. An example of a unique collective task is *Install Underground Pipeline*.

5-2. Analysis for collective tasks

a. 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. Before creating new collective tasks, the developer or SME must review the DA-approved METL (brigade and higher units), SCTL approved by CAC, and the appropriate proponent collective task list, as well as existing collective tasks in the CAC-approved automated development system. The analyst or mission analysis team must identify and document the collective tasks, and provide any individual tasks that directly support mission accomplishment to the appropriate proponent or office for further analysis. The supported AUTL tasks for possible synchronization with joint training must also be identified and documented.

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

c. During collective task analysis, the developer must determine if a new task needs to be created, or if an existing task can be modified to fill a training gap. Figure 5-1 lists some of the considerations for determining whether a new collective task is necessary.

<p><u>Questions to ask before creating a new task</u></p> <p>Has there been a significant change in doctrine?</p> <p>Are there new tactics, techniques, and procedures (TTPs)?</p> <p>Has new equipment been fielded that provides a new and unique function/capability?</p> <p>Who is the proponent for the subject area?</p> <p>Has another proponent or non-proponent already created a task that addresses this subject area?</p> <p><u>Things that do not justify creating a new task</u></p> <p>A minor change in the echelon that is performing the task (see task numbering rules).</p> <p>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).</p> <p>A change in conditions (all conditions should be addressed in the conditions statement for the task that is most valid), unless required for clarification.</p> <p>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.</p> <p><u>Things to consider when validating a task</u></p> <p>What makes this task unique?</p> <p>If more than one task addresses the same subject matter, one or more of these tasks can most likely be eliminated.</p> <p>Is the base doctrine behind the task current and applicable?</p>	<p><u>Parts of a task</u></p> <p>Task Number</p> <p>Task Title</p> <p>Task Conditions</p> <p>Task Standards</p> <p>Task Steps</p> <p>Performance Measures</p> <p>References</p> <p>Supporting Collective Tasks</p> <p>Supporting Individual Tasks</p> <p><u>Rules to determine shared collective task proponency</u></p> <ol style="list-style-type: none"> 1. See TR 350-70, Appendix B 2. Check AUTL 3. Check UJTL
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Figure 5-1. New collective task creation guidelines

d. Collective task analysis includes:

(1) Review doctrine. All collective tasks are to reflect current and emerging doctrine. The developer reviews the mission analysis data, appropriate FMs, and related TTPs. Because the AUTL provides the common doctrinal structure, all collective tasks must be linked to the appropriate AUTL or Universal Joint Task List (UJTL) task. Linking to the AUTL helps establish a common language and reference system for all echelons. The review of doctrine results in the creation of a task reference list. To aid Soldiers in locating the most appropriate reference(s), list only the minimum number of references for a collective task.

(a) A minimum of one reference must be linked. If one definitive reference exists, list only that reference. To the extent possible, utilize keystone doctrinal publications as primary references.

(b) If more than one reference must be accessed to provide the doctrinal basis for the task, list only essential references and identify the primary reference using appropriate means. Avoid including an expansive list of references simply because the document makes some degree of reference to the performance of the task. TMs may be listed as a reference if the task is technical. STPs and WTSPs are not appropriate references. This guidance applies at both the task and performance step levels. References are also referred to as "supporting products" in the CAC-approved automated development system.

(2) Identify the target population. Consider the target population when developing either a shared or unique collective task. Conduct the analysis of a shared collective task with the broadest applicable target population in mind. The task analyst must consider the needs of each unit and/or proponent that may utilize a particular task; this does not imply that a shared task be generically developed. In order to satisfy the requirements of multiple proponents, the task analysis must be detailed and the task must define a standard that ensures high quality training for all applicable units. The analysis for a unique collective task is specific to a relatively small target population. For example, *Repair Underwater Pipelines* is unique to the engineers.

(3) Number the collective task(s). The numbering system for all collective tasks must utilize a standard format (PP-EE-NNNN). Each collective task number must consist entirely of numbers and must not include additional characters. Develop a collective task for each echelon only when the task is performed and trained substantially differently at specific echelons. A collective task being performed or trained differently at each echelon would be the exception rather than the rule. Typically, a task is performed and trained in the same basic manner for company and below and for battalion/brigade and above. Assign a collective task an echelon number at the echelon at which the collective task would be performed, not at the echelon of the TOE. For example, a collective task for *Perform Religious Crisis Response* is performed at the crew/team echelon; even though this task appears on battalion and above UTLs, it is performed by a unit ministry team and is coded at an echelon level of "5." Figure 5-2 shows how to use the proponent identification number list and echelon list to create a task number. Note that the proponent assigns the last four digits of a task number.

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

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

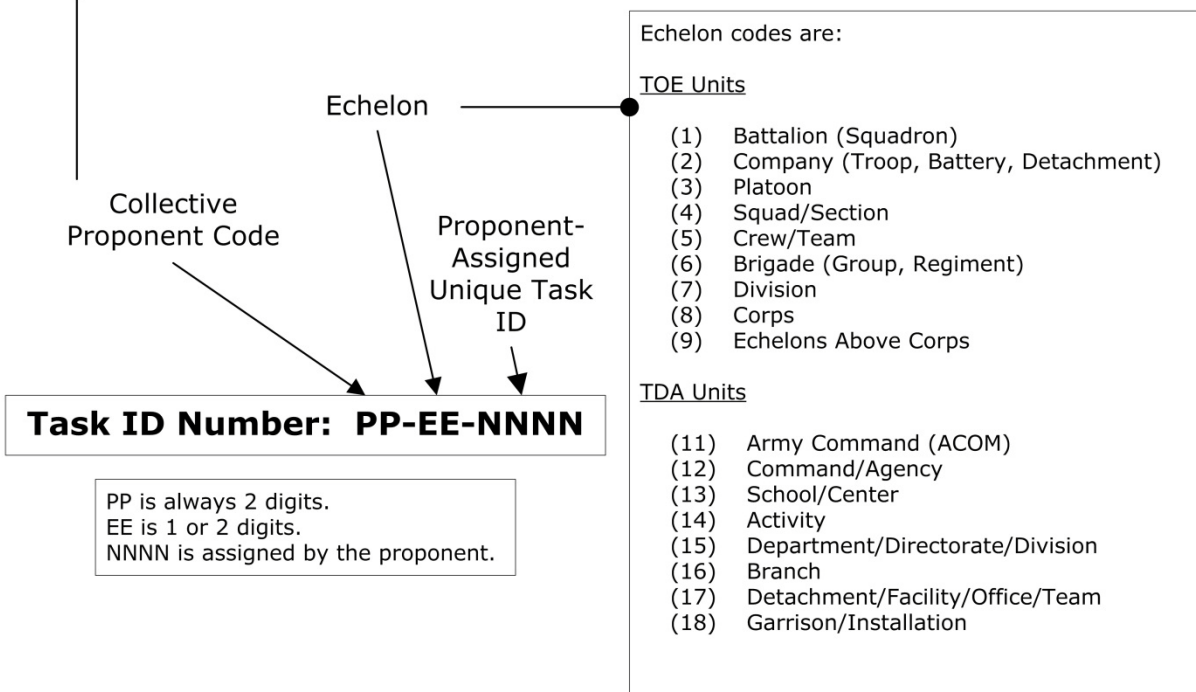


Figure 5-2. Collective task numbering format

(4) Create the task title(s). The task title must consist of one appropriate, present tense, action verb and object only. The use of conjunctions or "/" must be avoided and the task title must be stated in terms that will be directly understood by anyone reading the title. Include no qualifiers or parenthetical statements other than for the purpose of abbreviation, or for the purpose

of the identification of multi-echelon tasks. An example of a good task title would be *Occupy an Assembly Area*.

(a) Specificity. Include only the necessary general information of terms and equipment requirements when writing a collective task title. This allows for the use of the task by other proponents. Too much specificity, particularly in terminology or equipment, restricts the use of the collective task by another proponent or unit. For example, it is not necessary to say "infantry company commander" when the term "unit leader" would be equally appropriate and allow the task to be applicable to other units and proponents. With regard to equipment, it is not necessary to say "Position the M2 Heavy Machine Gun" when "Position Crew-served Weapons" would allow a "Conduct a Defense" task to be applicable to multiple units and proponents. A unique collective task should be specific to the type equipment or capability for which it is being written.

Note: Only the necessary general information of terms and equipment requirements should be used when writing the collective task content as well. Again, this allows for the use of the task by other proponents.

(b) Figure 5-3 provides historical examples of correct and incorrect task title formats. It is important to note that the use of standard, well-defined verbs is essential for providing clarity, preventing duplicate work, and providing quality training. The list of approved task title verbs can be found in table E-2.

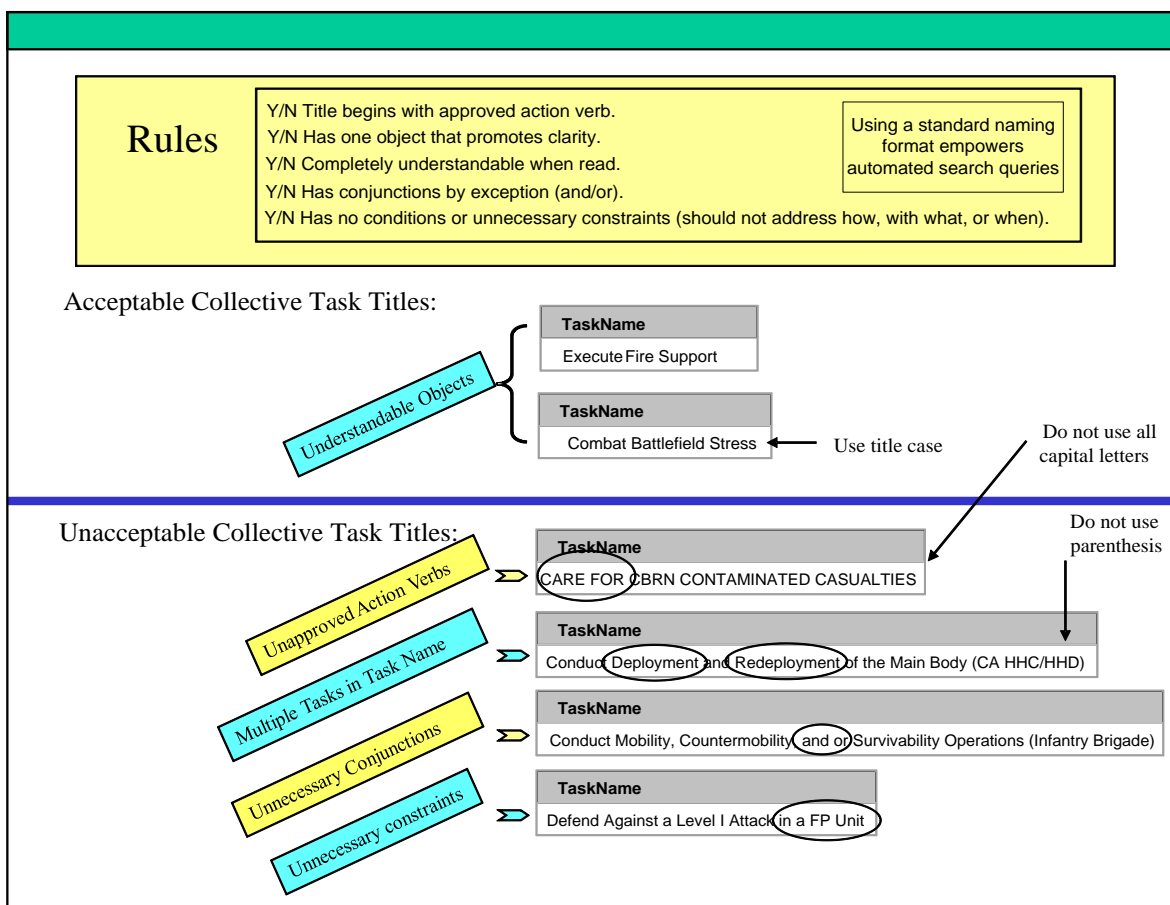


Figure 5-3. Developing collective task titles

5-3. Design the task conditions

a. 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. The condition statement identifies the situation and environment in which the unit should be able to perform the task to standard; it does not limit task performance by including unnecessary equipment or environmental requirements. A task condition is concise and written in paragraph format. Figure 5-4 gives further guidance on writing condition statements. The final condition statement should include all applicable elements, but only in the context that they support the task.

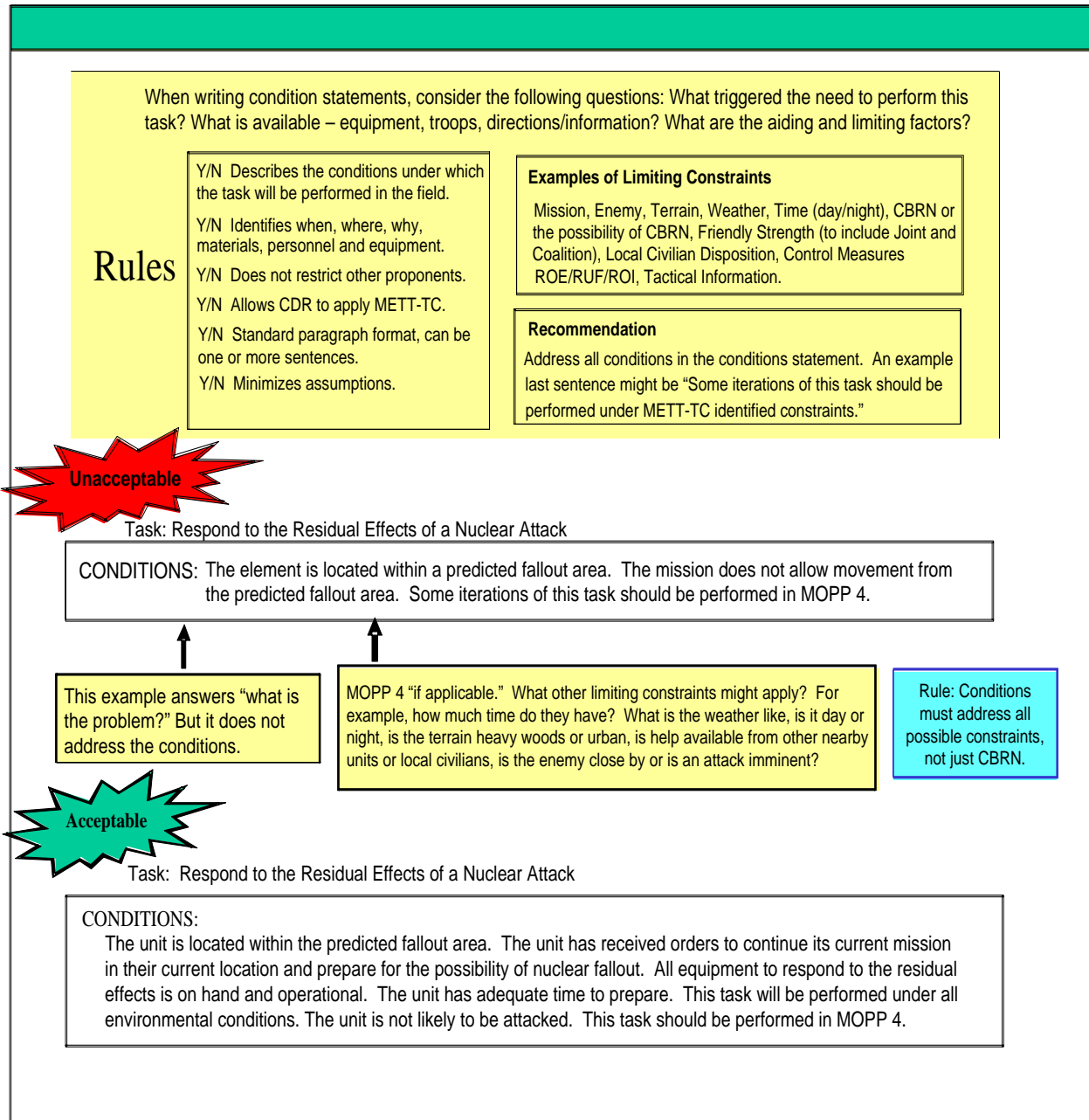


Figure 5-4. Writing collective task condition statements

b. There are eight elements to consider when writing a condition statement. Five of the elements are part of the mission, enemy, terrain and weather, troops, and support available, time available, civil considerations (METT-TC); however, the mission is not expressed as part of the condition statement. The other three elements are the trigger (or cue), current actions or situation, and historical information. The following paragraphs provide definitions and examples of these elements.

(1) Trigger or cue. A task condition must include a trigger or cue indicating why the task is to be performed, and the aiding and limiting factors appropriate to set the stage for the conduct

of the task. The developer must state what triggered the need to perform this task. This is the only mandatory required entry. Without the trigger the condition statement is incomplete.

Examples: The maintenance officer in charge/NCO in charge (NCOIC) has received requests for recovery assistance from supported units; the unit has sustained fatalities; the unit is receiving requests for supplies from subordinate elements; the decision has been made to reorganize an infantry battalion; the unit has received an OPOD or fragmentary order (FRAGO) to (*Insert Task Title here*).

(2) Current actions or situation. This includes what the echelon is currently doing.

Examples: The unit is providing field maintenance in support of operations from its established field or urban location; the unit is conducting operations as part of a larger force; the unit is conducting operations as part of a higher headquarters.

(3) Historical information. Describe important (first order) activities that have already been completed prior to the start of this mission or task.

Examples: The location and the route to the equipment to be recovered have been identified; the unit has communications with appropriate elements; the higher HQ OPOD, the unit, and higher HQ SOPs are available; the unit has been provided guidance on the rules of engagement and the rules of interaction.

(4) Enemy. Include current information about strength, location, activity, and capabilities that impact performing the task to standard.

Examples: The unit may be subject to attack by threat Level I forces; the unit may receive an air CBRN attack or be subject to radiological fallout; the unit is subject to CBRN and ground Level I threat forces attack; the enemy can attack by air, indirect fire, and ground (mounted or dismounted); guards report that one to three unidentified individuals have been sighted attempting to infiltrate the area.

(5) Terrain and weather. Note any terrain and weather conditions that will affect training regarding ground maneuver, precision munitions, air support, and sustainment operations.

Examples: This task will be performed under all environmental conditions; higher HQ analysis of the area of operations (AO) is available; field expedient and natural shelters are available; some iterations of this task should be conducted during limited visibility conditions.

(6) Troops and support available. Note the quantity, training level, and psychological state of friendly forces if they impact training the task to standard.

Examples: All equipment to perform the recovery mission is on hand and operational; all required maintenance equipment, tools, publications and personnel are available; all necessary personnel and equipment are available; engineer support is available; indirect fires are available.

(7) Time available. Note the time available for planning, preparing, and executing the mission if it impacts training the task to standard.

Example: The OPORD states the latest time by which recovery operations must be completed, and time is available for a deliberate occupation of defensive positions.

(8) Civil considerations. Identify the impact of civil considerations (civilian populations, culture, organizations, and leaders within the AO) for training the task to standard.

Examples: Coalition partners, noncombatants, and media are present in the AO; coalition forces and noncombatants may be present in the operational environment.

Note: Elements (3) through (8) can be written as either aiding or limiting factors.

5-4. Design the task standard

a. The task standard provides the criteria for determining the minimum acceptable level of task performance under operating conditions. The criteria must not restrict the commander's ability to manage varied unit configurations and to respond to METT-TC. The task standard must be concise and written in present tense. Standard statements are composed of several sentences or a bulleted list that describes actions.

b. There are three elements to consider when writing a standards statement:

(1) Describe the action in present tense.

Examples: Unit personnel complete fallout preparation; distribute equipment and supplies; unit crosses the start point.

(2) Include a quantitative or qualitative 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.

(3) List the authority.

Examples: In accordance with the tactical SOPs and directives provided by the higher headquarters or commander; in accordance with the maintenance SOP and commander's guidance.

c. Figure 5-5 provides guidelines for writing task standards statements.

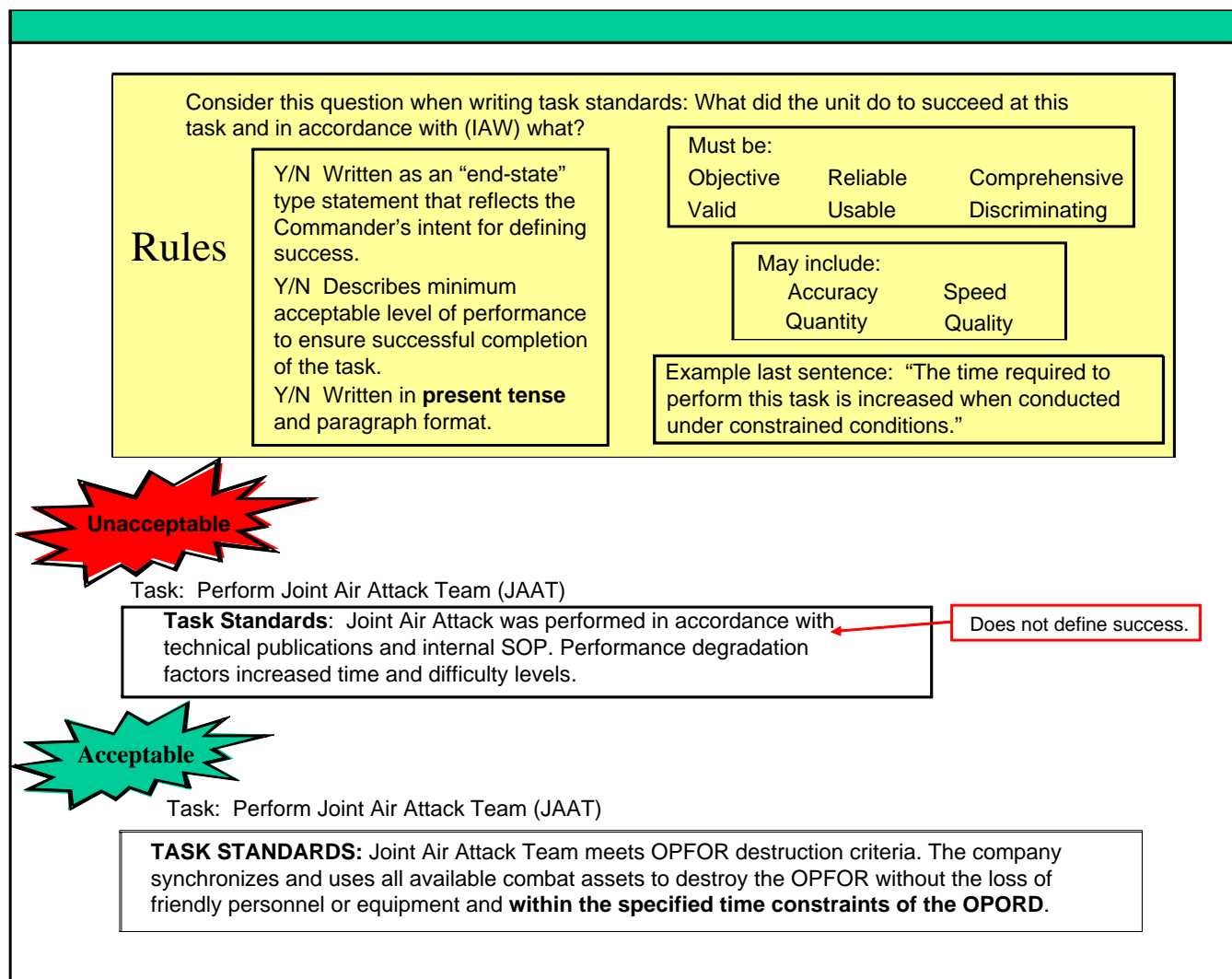


Figure 5-5. Writing collective task standards

5-5. Develop the performance steps

Performance steps are the major actions a unit must accomplish to perform a collective task to standard. Performance steps provide a (typically sequential) step-by-step description of the discrete actions that compose a task. Performance steps are sequentially numbered in accordance with the CAC-approved automated development system. Performance steps are written using a subject, present tense verb, and object format. The subject may be omitted if assumed or implied. When developing performance steps, the use of terms and specific equipment must be appropriate to the entire target population. Any step within each T&EO that the training developer determines is a leader task (conducted by a leader or leaders) is identified by marking it with an asterisk (*). If the unit fails to correctly perform one of these identified steps to standard, it has failed to achieve the overall task standard.

- a. A performance step sentence should include a description of the present tense action, and a quantitative or qualitative remark. Performance steps are written in present tense just like a set of instructions. The Soldier has not yet performed the step, and is reading it in the context of "do this now."
- b. Use notes only when necessary to provide caveats that may clarify minor differences between units or proponents. Before adding a note to a performance step, assess the applicability of adding the information to an existing performance step or as an additional performance step.
- c. Individual tasks must be linked to a collective task rather than integrated as performance steps in a collective task. For example, the collective task *Perform Route Reconnaissance* is trained through an individual task such as *Write an Operations Order*, or *Plan a Route Reconnaissance*.
- d. Supporting collective tasks must be linked to a collective task rather than integrated as performance steps in a collective task.
- e. Table 5-1 is an example of a partial list of performance steps and sub-steps from a collective task.

Table 5-1
Performance steps

Performance Steps
3. The unit begins necessary movement in time to make all required timelines indicated in the OPORD.
* 4. The unit leaders conduct a leader's reconnaissance.
a. Pinpoint the objective.
b. Establish security at the objective.
c. Determine the enemy's size, location, disposition, and most probable course of action on the objective.
d. Determine where the enemy is most vulnerable to attack and where the support element can best place fires on the objective.
e. Verify and update intelligence information.
f. Determine whether to conduct the assault mounted or dismounted, if applicable.
g. Select security, support, and assault positions.
h. Leave a surveillance team to observe the objective.
i. Return to the unit position.
* 5. The unit leader adjusts the plan based on updated intelligence and reconnaissance effort.

Table 5-1
Performance steps, continued

Performance Steps

* 6. The unit leader issues the OPORD and uses FRAGOs as necessary to redirect actions of subordinate elements.

7. The unit prepares for attack.

8. The unit issues FRAGOs as necessary to address changes to the plan identified during the rehearsal.

9. The unit executes the attack.

5-6. Develop the performance measures

Performance measures are actions that are objectively observable, qualitative and quantitative to the extent possible, and that can be used to determine if a performance step or sub-step is satisfactorily achieved. Performance measures are sequentially numbered in accordance with the CAC-approved automated development system. Performance measures are written using a subject, past tense verb, and object format. The performance measures are past tense since the evaluator is concerned with determining if the step or steps comprising the measure were actually performed. The subject may be omitted if assumed or implied. When developing performance measures for a collective task, ensure they are constructed using terms and equipment names that are not too restrictive or too specific for the units and proponents that train the task. Before adding a note to a performance measure, assess the applicability of adding the information to an existing performance measure or as an additional performance measure. Performance measures for collective tasks include GO/NO GO/NA columns for the evaluator. If the measure does not apply at a particular echelon or is not observed during training of a particular unit, the evaluator can designate this in the NA column so as not to affect the GO/NO GO status of the unit. Adding the NA column also allows the developer to write the task to the highest applicable echelon knowing that some steps or substeps do not apply at the lower echelons. Table 5-2 is an example of a partial list of performance measures from a collective task.

Table 5-2
Performance measures

Performance measures	GO	NO GO	NA
3. The unit movement began in time to meet the required timelines indicated in the OPORD.			
*4.Reconnaissance conducted by unit leaders.			
a. Pinpointed the objective.			
b. Established security at the objective.			
c. Determined the enemy's size, location, disposition, and most probable course of action on the objective.			
d. Determined the enemy's vulnerability and where the support element could best place fires on the objective.			
e. Intelligence information was verified and updated.			
f. Determined whether to conduct the assault mounted or dismounted, as applicable.			
g. Selected security, support, and assault positions.			
h. Left a surveillance team to observe the objective.			
i. Returned to the unit position.			
*5.The unit leader adjusted the plan based on updated intelligence and reconnaissance effort.			
*6.The unit leader issued the OPORD and used FRAGOs as necessary to redirect actions of subordinate elements.			
7. The unit prepared for attack.			
8. The unit issued FRAGOs as necessary to address changes to the plan identified during the rehearsal.			
9. The unit executed the attack.			

5-7. Identify the supporting individual tasks

Supporting individual tasks are performed to enable the successful performance of the supported collective task. The supporting individual tasks are the individual tasks that must be preformed to accomplish the collective task. Proficiency must occur at the individual task level before it can occur at the collective task level. Therefore, when developing a collective task, the developer works with a SME to identify and link individual tasks that support that collective task. Each collective task should have one or more individual tasks linked to it in the CAC-approved automated development system. For example, the company-level task *Conduct an Attack* requires Soldiers to *Engage a Target with an M16 Series Rifle*. This is an individual task that is performed during the actual execution or is a direct prerequisite to the performance of the

supported collective task. Supporting individual tasks must be applicable to all or the majority of the target population. This guidance is applicable at both the task and performance step level. An example appears in figure 5-6.

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

Figure 5-6. Listing supporting individual and collective tasks

5-8. Identify the supporting collective tasks

a. Supporting collective tasks are those tasks that enable the successful performance of the supported collective task. The inclusion of supporting collective tasks must be limited to tasks that have a first order effect on the supported collective task. Supporting collective tasks must be applicable to all or the majority of the target population. Supporting collective tasks are identified for both the task and performance step levels when applicable, and are linked to the collective task rather than just being listed as performance steps.

b. Proficiency must occur at the supporting collective task level before it can occur at the collective task level. Therefore, when developing a collective task, the supporting collective tasks must be identified and linked. A direct prerequisite collective task must be applicable to the majority of the population. This guidance applies at both the task and performance step levels. A list of supporting individual and collective tasks is illustrated in figure 5-6.

5-9. Identify the supporting drills

Supporting drills are those that are performed during the execution of the supported collective task. Drills must be applicable to the majority of the population. This guidance applies at both the task and performance step levels. An example of a supporting drill appears in figure 5-6.

5-10. Safety and environmental statements

a. The training developer includes the safety and environment statements to alert trainers to their responsibilities regarding Soldier safety and environmental concerns during training. Leaders and trainers are required to perform a risk assessment using the current composite risk management worksheet.

b. Integrate safety, risk, and environmental protection considerations into training materials where appropriate. The training developer:

(1) Includes appropriate safety, risk, and environmental protection statements; cautions; notes; and warnings in all training products.

(2) Identifies the risk and assigns an initial risk assessment to every training product designated in the CAC-approved automated development system.

(3) Coordinates with and obtains approval from the branch safety manager for all training products regarding safety and risk management issues. Figure 5-7 shows the required safety and environmental statements that must appear in each collective task. Additional safety or environmental issues may be addressed as additions to these statements.

Environment: 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

Safety: 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). Note: During MOPP training, leaders must ensure personnel are monitored for potential heat injury. Local policies and procedures must be followed during times of increased heat category in order to avoid heat related injury. Consider the MOPP work/rest cycles and water replacement guidelines IAW FM 3-11.4, NBC Protection, FM 3-11.5, CBRN Decontamination.

Figure 5-7. Safety and environmental statements

5-11. Opposing forces (OPFOR) tasks and standards

OPFOR tasks are those tasks that have an opposing relevance to the collective task being performed. Choose at least one OPFOR task that has the most opposing relevance to the collective task. Limit the list of OPFOR tasks to those that are the most likely threat courses of actions rather than creating an exhaustive list of OPFOR options. For example, if the collective

task is *Conduct an Attack*, the OPFOR task with most opposing relevance would be *Conduct a Defense*. Do not list an OPFOR task that would require a unit to stop performing the collective task and begin performing a different collective task to respond appropriately to the OPFOR. For example, *Conduct an Ambush* would not be an appropriate OPFOR task for a BLUFOR *Conduct Operational Decontamination* task because it would require the unit to stop performing the decontamination task in order to respond to the ambush. Also note that battalion and above echelon mission command tasks are primarily technical, rather than tactical, and should not include OPFOR tasks. An example of OPFOR tasks and standards appears in figure 5-8.

OPFOR Tasks:

Task Number: 07-OPFOR-0032

Title: Defend a Battle Position

Condition: The OPFOR conducts operations independently or as part of a larger force. The OPFOR assumes a hasty or deliberate occupation of a battle position which may or may not be supported by obstacles. It observes the advancing enemy or is alerted to the enemy in the area by a spot report from higher headquarters. All necessary personnel and equipment are available. The OPFOR has automatic weapons, anti-armor systems, and indirect fire support available.

Standard: The OPFOR completes all defensive preparations not later than the time specified in accordance with the operation order and or commander's guidance. The OPFOR main body is not surprised by the enemy and destroys, blocks, or canalizes the enemy when they enter the engagement area. The OPFOR retains control of the designates terrain and forces the withdrawal of the enemy. The OPFOR prevents destruction of obstacles.

Note: During training exercises, the enemy commander or leader should select the size of the OPFOR element based on threat doctrine.

Figure 5-8. OPFOR tasks and standards example

5-12. Equipment and materiel

Equipment and materiel are the resources that have relevance to the task being trained. For collective tasks, the inclusion of equipment and materiel items is limited to those that have relevance to the target population being trained. For example, it would be appropriate to add the M256A1 Chemical Agent Detector Kit to a *Conduct an Operational Decontamination* task, but it would not be appropriate to add an M1A2 Abrams tank as an equipment item to the task. All elements will require the M256A1 Chemical Agent Detector Kit to perform the decontamination, but the M1A2 Abrams tank is only relevant in describing the table of equipment for a few specific units that must perform the task.

5-13. Training aids devices simulators and simulations (TADSS)

The training developer selects any appropriate TADSS to support collective task training. If applicable, the TADSS title and numbers are required. TADSS are selected from a search menu in the CAC-approved automated development system and will print out as part of the synopsis report. The training developer should identify trade-offs of training resources (such as equipment, ammunition, and others) in order to identify TADSS as cost-effective training enablers. When appropriate, the training developer links TADSS to support the training of the collective task being developed. Resource information required to support TADSS training

(such as contractor personnel requirements, special facilities unique to the TADSS) is pre-populated in the CAC-approved automated development system. The TADSS requirements information will not display for field users, but must be used to determine TSS resourcing requirements. The CAC-approved automated development system links TADSS to the T&EO as appropriate to support collective training.

5-14. Synopsis report

The CAC-approved automated development system allows printing a synopsis report for a collective task. The synopsis report includes all the information entered into the system, allowing review of all collective task information.

5-15. Training and evaluation outline (T&EO)

The T&EO provides the major procedures a unit must accomplish to perform a collective task to standard. The CAC-approved automated development system is set up with a template that systematically guides the training developer through completing the appropriate data fields to generate the T&EO. The task performance specifications in the CAC-approved automated development system include design elements to describe precisely how a specific task or drill is performed, under what conditions the task or drill is performed, and how well a unit must perform the task or drill. A unit evaluator uses a T&EO to determine, at a given time, whether or not the task was performed to the standard under the prescribed conditions.

5-16. QC

Table C-3 provides a collective task QC review checklist designed to manage and document control measures, identify areas to improve, and facilitate timely delivery of collective tasks.

Chapter 6

Drills

6-1. Introduction

a. Purpose. This chapter provides guidance for the analysis, design, and development of drills. A training developer follows the ADDIE process to develop a drill, and follows the basic structural format of a collective task. The purpose of a drill is standardizing actions and responses to one specific situation.

b. Drill definition. A drill is a collective action (collective task or task step) performed without the application of a deliberate decision making process. A drill is initiated on a cue, such as enemy action or a leader's command, and is a trained response to the given stimulus. A drill requires minimal leader orders to accomplish and is standard throughout the Army. A drill is usually developed from a collective task but may be developed as a stand-alone product.

c. Drill types. There are only two formats for developing drills: battle drills and crew drills. However, there are three types of drills: battle drills, staff drills, and crew drills; staff drills are formatted the same as battle drills. The formats for developing drills are described throughout this chapter.

(1) Battle drill. A battle drill is a collective action (or task) performed by a platoon or smaller element without the application of a deliberate decision making process, initiated on a cue, accomplished with minimal leader orders, and performed to standard throughout like units in the Army. The action is vital to success in combat operations or critical to preserving life. It usually involves fire or maneuver. The drill is initiated on a cue, such as an enemy action or a leader's brief order, and is a trained response to the given stimulus.

(2) Staff drill. A staff drill is a rehearsed action to support the efficiency of staffs. Battle drills and staff drills use the same format. A staff drill is a collective action (or task) performed by staffs at battalion and above.

(3) Crew drill. A crew drill is a collective action (or task) performed by a crew of a weapon or piece of equipment to use the weapon or equipment successfully in combat or to preserve life. A crew drill is initiated on a cue, accomplished with minimal leader orders, and performed to standard throughout like units in the Army. This action is a trained response to a given stimulus, such as an enemy action, a leader's brief order, or the operating status of the weapon or equipment.

d. Applicability. The echelon that the drill applies to is key in determining the type of drill required. Company and below do not have staffs, and therefore, train their subordinate units exclusively on battle drills and crew drills. Battalion and above develop staff drills designed to solve a problem or react to a specific situation. See table 6-1.

Table 6-1
Types of drills

Drill type	Echelon	Purpose	Example
Crew drill.	Section/team/crew.	Actions on a specific piece of equipment or weapon.	Lay a Howitzer.
Battle drill.	Platoon or below.	Action involving fire and/or maneuver.	React to indirect fire.
Staff drill.	Battalion or above.	Physical performance.	React to a FRAGO.

e. Advantages of drills.

(1) Allow Soldiers to perform tasks with rapid efficiency when the task has been practiced repetitively.

(2) Reduce the communication requirements because Soldiers know what they have to do.

(3) Build teamwork.

(4) Save time, resources, and lives.

(5) Minimize the impact caused by personnel turnover.

(6) Help maintain a unit's training readiness and proficiency.

6-2. Analysis for drill development

a. When analyzing a drill, the developer must determine if a new drill needs to be created or if an existing drill can be modified to fill a training gap. If a product review resulting from OIL identifies a revision requirement, then a drill must be revised. Use figure 5-1 to determine some considerations for determining if a new drill is necessary.

b. Drill requirements include a drill identification number and a drill title:

(1) Drill identification number. Drills are numbered for identification and for Army-wide automation of drill production.

(a) Number drills in the same manner as collective tasks; however, the identification number for a drill begins with a "D." Figure 6-1 shows an example of a correctly formatted drill number.

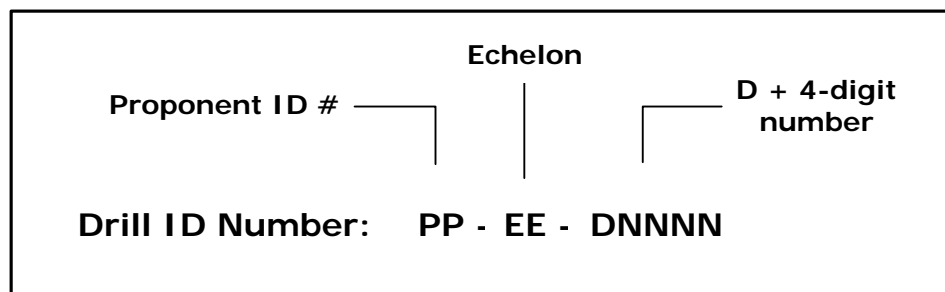


Figure 6-1. Drill ID number format

(b) To number a drill, assign the proponent ID number to the first position. Assign the echelon ID number to the second position. If the proponent ID number is a single digit, begin it with a zero so that the proponent ID is two digits; for example, 7 becomes 07. See figure 5-2 for proponent and echelon numbers.

(c) Assign the drill identification number to the last four digits. Begin with the letter "D" to identify it as a drill, and follow with a four-digit sequential number.

Note: Drill identification numbers range from D0001-D9999.

(2) Drill title. The drill title must consist of one approved, present tense, action verb and object only. The use of conjunctions or "/" must be avoided and the drill title must be stated in terms that will be directly understood by anyone reading the title. Include no qualifiers or parenthetical statements other than for the purpose of abbreviation. An example of an appropriate drill title is *React to Indirect Fire*.

6-3. Design the drill

a. Condition statement. A drill condition statement must provide the general information required to allow multiple units and echelons to perform a drill based on a common doctrinal basis. As such, the condition statement does not limit drill performance by including unnecessary equipment or environmental requirements. The drill condition must include a trigger or cue indicating why the drill is to be performed and include appropriate aiding and limiting factors to set the stage for the conduct of the drill. A drill condition is concise and written in paragraph format. Figure 6-2 gives further guidance on writing condition statements. The condition statement should include all applicable elements, but only in the context that they support the drill.

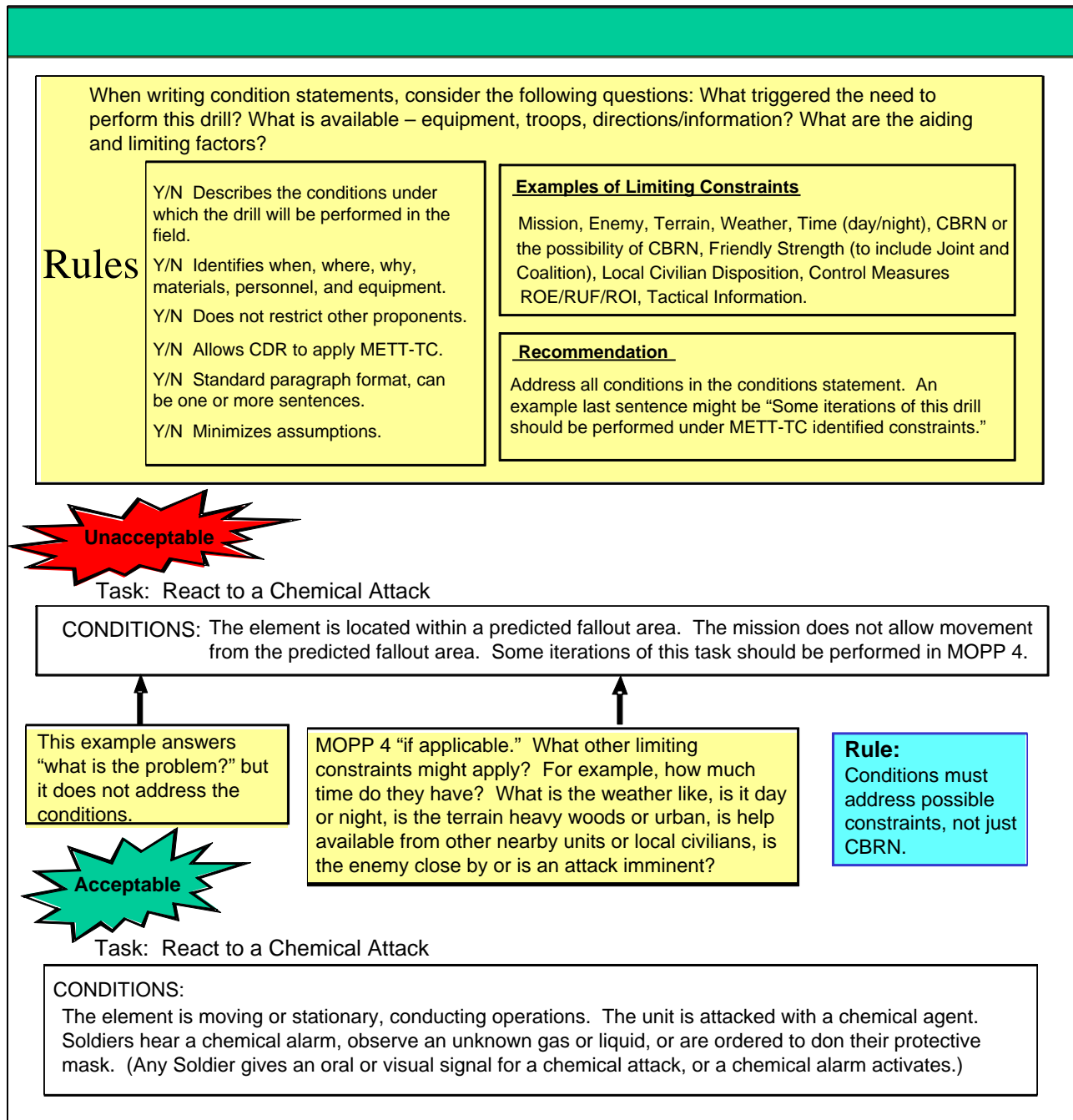


Figure 6-2. Considerations for writing drill conditions

b. Elements of condition statements. There are eight elements to consider when writing a drill condition statement:

(1) Trigger or cue. A drill condition must include a trigger or cue indicating why the drill is to be performed and the aiding and limiting factors appropriate to set the stage for the conduct

of the drill. The training developer must state what triggered the need to perform this drill. This is the only mandatory required entry. Without the trigger, the condition statement is incomplete.

(2) Current actions or situation. This includes what the echelon is currently doing.

(3) Historical information. Describe important (first order) activities that have been completed prior to the start of this mission or task.

(4) Enemy. Include current information about strength, location, activity, and capabilities that impact performing the drill.

(5) Terrain and weather. Note any terrain and weather conditions that will affect training regarding ground maneuver, precision munitions, air support, and sustainment operations.

Examples: This task will be performed under all environmental conditions; higher HQ analysis of the AO is available; field expedient and natural shelters are available; some iterations of this task should be conducted during limited visibility conditions.

(6) Troops and support available. Note the quantity, training level, and psychological state of friendly forces if they impact training the drill.

(7) Time available. Note the time available for planning, preparing, and executing the mission if it impacts training the drill.

(8) Civil considerations. Identify the impact of civil considerations (civilian populations, culture, organizations, and leaders within the AO) for training the drill.

Note: Elements (3) through (8) can be written as either aiding or limiting factors.

c. Drill standards. The drill standards statement provides the quantitative and qualitative criteria for determining the minimum acceptable level of drill performance. The criteria must not restrict the leader's ability to manage varied unit configurations and to respond to varied METT-TC. Drill standards statements are composed of several sentences that describe actions. The drill standard must be concise, written in the present tense, and include a quantitative or qualitative remark. Figure 6-3 provides considerations for writing drills standards statements.

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

Rules

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

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

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

Must be:		
Objective	Reliable	Comprehensive
Valid	Usable	Discriminating

May include:	
Accuracy	Speed
Quantity	Quality

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

Unacceptable

Collective Drill: React to a Chemical Attack

Drill Standards: All Soldiers don protective mask and assume mission-oriented protective posture (MOPP) 4. The element identifies the chemical agent. The squad/ platoon leader reports that the unit is under a chemical attack and submits Nuclear, Biological, and Chemical (NBC) 1 Reports to next higher echelon.

Does not define success.

Acceptable

Collective Drill: React to a Chemical Attack

DRILL STANDARDS: All Soldiers don their protective mask within 9 seconds or 15 seconds for masks with a hood. Soldiers assume mission-oriented protection posture (MOPP) 4 within 8 minutes. The element identifies the chemical agent using M8 chemical detector paper and the M256 detector kit. The unit leader reports that the unit is under a chemical attack and submits Nuclear, Biological, and Chemical (NBC) 1 Reports to next higher echelon.

Does not indicate equipment used.

Figure 6-3. Considerations for drill standards statements

6-4. Develop the drill body

The training developer can choose to develop the various sections of the drill in almost any order in the CAC-approved automated development system. The development sections in this chapter appear as aligned in the drill synopsis report. The drill synopsis report itself is described in paragraph 6-5, at the end of this chapter.

a. Develop performance measures. In a drill, performance measures are actions that are objectively observable, qualitative or quantitative, and used to determine if performance is satisfactorily achieved. Performance measures are sequentially numbered in accordance with the CAC-approved automated development system. Performance measures are written in subject, past tense verb, and object format. The performance measures are past tense since the evaluator

is concerned with determining if the step or steps comprising the measure were actually performed. The subject may be omitted if assumed or implied. When developing performance measures for a drill, ensure they are constructed using terms and equipment names that are not too restrictive or too specific for the units and proponents that perform the drill. Before adding a note to a performance measure, assess the applicability of adding the information to an existing performance measure or as an additional performance measure. Performance measures for drills include GO/NO GO/NA columns for the evaluator. If the measure does not apply at a particular echelon or is not observed during training of a particular unit, the evaluator can designate this in the NA column so as not to affect the GO/NO GO status of the unit. Adding the NA column also allows the developer to write the drill to the highest applicable echelon knowing that some steps do not apply at the lower echelons. Table 6-2 is an example of a partial list of performance measures from a drill.

Table 6-2
Drill performance measures

Performance measures	GO	NO GO	NA
4. Soldiers assumed mission oriented protective posture level 4 (MOPP) 4 within 8 minutes.			
5. Soldiers initiated self- or buddy-aid, as necessary.			
6. The element identified the chemical agent using M8 chemical detector paper and the M256 detector kit.			
7. The element leader reported the chemical attack to higher headquarters using the chemical, biological, radiological and nuclear (CBRN) 1 report.			
8. Leaders determined if decontamination was required and requested support, as necessary.			
11. The element moved and displaced, as appropriate, or continued its mission.			

b. Develop performance statement (optional). A performance statement is an optional statement that can clarify when to evaluate a drill at the next higher proficiency level. For example, a drill performance statement might read, "When the Soldiers can perform the drill according to established standards, the unit leaders should evaluate the unit as a whole to determine unit proficiency in performing the drill."

c. Develop setup instructions. Setup instructions consist of all essential items needed to complete the drill. Setup should include resources such as training site requirements, personnel, maps with overlays, and equipment. Setup instructions should also include any unit-specific instructions such as, "The team leader will ensure all necessary convoy orders, site maps, signal operating instructions, and cryptography (crypto) are on hand." Figure 6-4 provides an example of setup instructions.

Setup

1. Resources.
 - a. Table(s) of organization and equipment (TOE) assigned, personnel and equipment; weapons; vehicles; chemical, biological, radiological and nuclear(CBRN)/obscuration equipment; communication equipment; and ammunition.
 - b. Maps with overlays.
2. Training Site. The training site should provide the following:
 - a. An area large enough for a mounted element to move cross country.
 - b. Sufficient natural vegetation and relief to permit movement by concealed routes.
3. Unit Instructions. None.

Figure 6-4. Setup instructions example**d. Develop talk-through instructions.**

(1) Orientation. The orientation gives a short explanation of the mission and what the drill is intended to accomplish. The key factor for the success of the drill's completion is that the drill must be accomplished to standard with little or no subsequent decision making process or orders from unit leaders. The orientation also gives a brief description of the conditions or situations under which the drill is executed.

(2) Demonstrations (optional). When used, a demonstration explains the critical actions being performed and why these actions are critical and essential to the performance of this training. A sample demonstration comment is, "If another team has mastered this drill, have them demonstrate it. Explain the actions of the demonstration team during the execution of this drill. Summarize the actions of the demonstration team."

(3) Explanation. Explanation information should strive to ensure that everyone knows his duties and responsibilities pertaining to each portion of the drill. Explanation information should include a sketch or diagram that explains the action required by each member in the squad or platoon. Explanation information must clarify all unsolved issues and questions of the unit members pertaining to the drill.

(4) Example. Figure 6-5 provides an example of talk-through instructions.

Talk:

a. Orientation. The objective of this squad drill is to provide the squad with basic skills necessary to place the 120-mm mortar into action and be prepared to engage the enemy on command.

b. Safety/Fratricide. The squad must ensure that the mask and overhead clearance are sufficient.

c. Demonstration (optional). If another squad has successfully performed this drill, have that squad demonstrate it. During the demonstration, explain what is being done and why, using the performance measures as a guide. After the demonstration, summarize the actions performed by the demonstrating squad.

d. Explanation.

(1) Refer to the performance measures and explain what the squad leader, gunner, assistant gunner, driver, and ammunition bearers are required to do upon hearing the command to "ACTION."

(2) Ensure that the squad leader and squad members know their duties and responsibilities pertaining to each portion of the drill.

(3) Ask if there are any questions pertaining to the drill. If so, ensure that all questions are correctly answered before beginning to train the drill.

Key: mm = millimeter

Figure 6-5. Talk-through instructions example

e. Develop walk-through instructions. Walk-through instructions must define how to move through the task deliberately to ensure that the unit is performing the drill and all of the task steps and performance measures to standard. The walk-through instructions begin with the initiating cue. The initiating cue can be written as a description of the signal that unit leaders give that causes the unit to perform the drill. The cue may also be written as a description of the trained response to an enemy action that causes the unit to perform the drill.

Examples: Refer to the performance measures and have each squad member perform his or her part slowly at first as the leader talks him or her through; The squad leader gives the order to conduct wash down after meeting the contaminated unit at the contact point.

f. Develop run-through instructions (optional). Run-through instructions include any additional instructions that are needed to perform the drill at the run level of proficiency.

Example: The Soldiers should practice this drill until they can perform the drill to the standards from memory. The initial run-through should be conducted slowly. The Soldiers should change positions in order to learn all steps and standards.

g. Develop a coaching point. A coaching point allows the drill developer to provide additional tips and hints to the drill manager on how to conduct a successful drill.

Example: Every member of the squad/platoon must know if the distance to cover is less than or greater than 50 meters. All members must know what driving technique to use when driving toward cover. Unit leader establishes rally points.

h. Supporting individual tasks. Supporting individual tasks are those tasks that are performed during the execution or are a direct prerequisite to the successful performance of the drill. Drills must have supporting individual tasks linked and, in most cases, drills should be linked to a collective task. Drills must be applicable to the majority of the target population. An example of task linkages for a drill is illustrated in figure 6-6.

<p>Rule</p> <p>When listing supporting individual tasks, only list the tasks that either have a first order effect and directly impact the accomplishment of the selected drill.</p>
<p>Example Drill: Break Contact 07-3-D9505</p> <p>Individual Tasks:</p> <p>071-311-2127 Load an M203 Grenade Launcher</p> <p>171-311-2130 Engage Targets with and M203 Grenade Launcher</p>
<p><i>Note: Task numbers and titles are for illustrative purposes only</i></p>

Figure 6-6. Supporting task(s) for drills example

i. Equipment and materiel. Equipment and materiel are the resources that have relevance to the drill being trained. For drills, the inclusion of equipment and materiel items is limited to those that have relevance to the target population being trained.

j. TADSS. The training developer selects any appropriate TADSS to support drill training. If applicable, the TADSS title and numbers are required. TADSS are selected from a search menu in the CAC-approved automated development system and print out as part of the synopsis report. The training developer should identify trade-offs of training resources (such as equipment, ammunition, and others) in order to identify TADSS as cost-effective training enablers. When appropriate, the training developer links TADSS to support the training of the drill being developed. Resource information required to support TADSS training (such as contractor personnel requirements, special facilities unique to the TADSS) is pre-populated in the CAC-approved automated development system. The TADSS requirements information does not display for field users, but is used to determine TSS resourcing requirements. The CAC-

approved automated development system links TADSS to the T&EO as appropriate to support drill training.

k. Safety and environmental statements. The training developer includes the safety and environment statements to alert trainers to their responsibilities regarding Soldier safety and environmental concerns during training. Leaders and trainers are required to perform a risk assessment using the current composite risk management worksheet. Training developers integrate safety, risk, and environmental protection considerations into training materials where appropriate. The training developer:

(1) Includes appropriate safety, risk, and environmental protection statements, cautions, notes, and warnings in all training products.

(2) Identifies the risk and assigns an initial risk assessment to every training product designated in the CAC-approved automated development system.

(3) Coordinates with and obtains approval from the branch safety manager for all training products regarding safety and risk management issues. Figure 6-7 shows the required safety and environmental statements that must appear in each drill. Additional safety or environmental issues may be addressed as additions to these statements.

<p>Environment: 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</p>
<p>Safety: 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). Note: During MOPP training, leaders must ensure personnel are monitored for potential heat injury. Local policies and procedures must be followed during times of increased heat category in order to avoid heat related injury. Consider the MOPP work/rest cycles and water replacement guidelines IAW FM 3-11.4, NBC Protection, FM 3-11.5, CBRN Decontamination.</p>

Figure 6-7. Safety and environmental statements

6-5. Drill synopsis report and T&EO

a. The CAC-approved automated development system allows a printout of a drill synopsis report. The printout includes all the drill information entered into the system and is used to review all the drill information.

b. The T&EO is an output of the CAC-approved automated development system after the training developer fills in all the appropriate fields. The system is set up with a template that walks the training developer through populating the fields and generating the T&EO. Task performance specifications in the system include design elements that describe precisely how a

specific task or drill is to be performed, under what conditions the task or drill is performed, and how well a unit must perform the task or drill. The data fields in the CAC-approved automated development system make up the T&EO.

6-6. QC

Table C-4 provides a QC review checklist designed to manage and document control measures, identify areas to improve, and facilitate timely delivery of the drills.

Chapter 7

Individual Tasks

7-1. Introduction

a. Purpose. This chapter provides guidance for the analysis, design, and development of individual tasks. An individual task is a product that uses the ADDIE process. This chapter supports and amplifies the regulatory guidance found in TR 350-70. Follow additional guidance regarding analysis as published.

b. Individual task definition. An individual task is a clearly defined and measurable activity accomplished by an individual. It is the lowest behavioral level in a job or duty that is performed for its own sake. Individual tasks provide the detail to design and develop individual learning products and provide the framework for individual skills and knowledge to support collective training. Developers determine the type of individual task per the types of individual tasks listed and defined in table 7-1. The developer uses the appropriate numbering or marking system as per the CAC-approved automated development system.

Table 7-1
Task types and descriptions

Type	Description
1. Unique (military occupational specialty (MOS)-specific) task	<p>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.</p> <p>For example, 071-11C-1001, where 071 = infantry and 11C = MOS ID.</p> <p>See table 7-2 for proponent codes for individual task numbering.</p>
2. Common Soldier (or common civilian) task	<p>An individual task performed by all Soldiers (and all Army civilians in selected positions). Common tasks numbers use a proponent code, the three characters "COM," and a four-digit unique number.</p> <p>For example, 071-COM-1001, where 071 = infantry.</p>
3. Shared individual task	<p>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.</p> <p>For example, 071-000-1001, where 071 = infantry.</p>
4. Skill level/CMF and officer rank task	<p>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 the CAC-approved automated development system.</p>

Table 7-1
Task types and descriptions, continued

Type	Description
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 the CAC-approved automated development system.
6. Staff task	An individual task performed by a unit staff member. The staff task is designated a staff task within the CAC-approved automated development system.

c. Individual task characteristics. Individual tasks:

(1) Must be observable and measurable.

(2) Must be specific and have a definite beginning and ending. They are generally performed in a relatively short time; however, there may or may not be a specific time limit.

d. Job analysis and individual critical tasks. The job analysis is the process used to identify individual tasks (including leader tasks). Tasks are further refined as individual critical tasks a job incumbent must perform to successfully accomplish his/her mission and duties, as well as to survive within the DECISIVE ACTION. Job analysis provides a proponent command-approved critical task list for a specific job or special category, the total task inventory, and the collective-to-individual task matrix.

(1) A critical task and site selection board (CTSSB) determines the selection of the individual critical tasks. See appendix F for more information.

(2) Development of an STP is a minimum essential requirement if an individual task is identified as critical. Refer to chapter 8 for analysis, design, and development of an STP.

7-2. Individual task analysis

a. Data currency. Current, complete, and comprehensive individual task analysis is critical for training and education. It is the responsibility of the proponent developer to keep individual task analysis data current. Changes in doctrine, organization, materiel, or personnel may initiate revisions to the analysis. Safety issues may require revision to the conditions, standards, and/or performance steps.

b. Individual task numbering. Individual task numbers are used to identify each individual task. Use the standardized number format listed in figure 7-1 for all individual enlisted, warrant officer, and commissioned officer tasks. Table 7-2 provides the institutional codes used with individual task numbering.

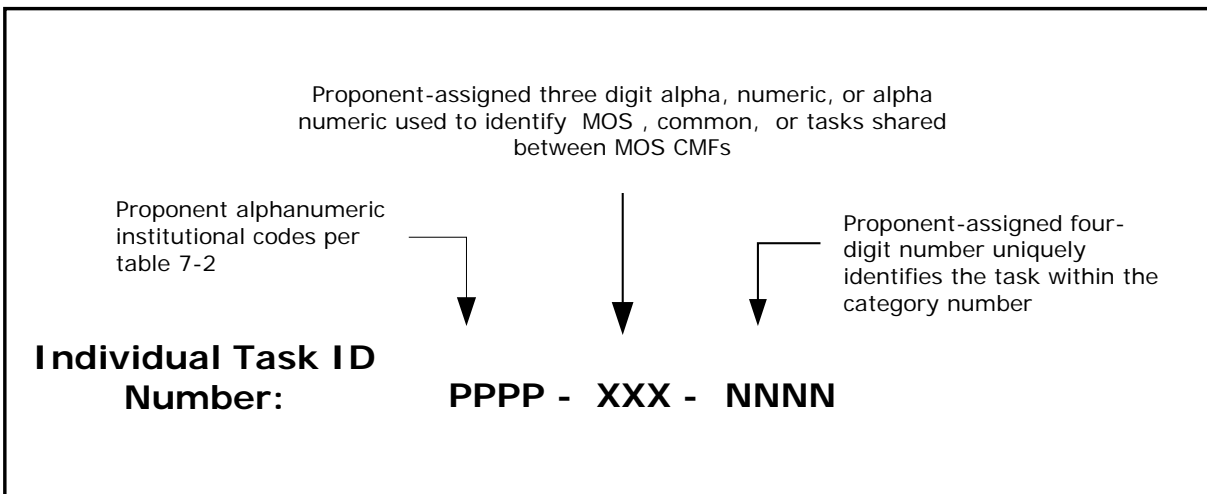


Figure 7-1. Individual task number format

(1) The first set of characters (PPPP) is the proponent or school code (three or four alphanumerics).

(2) The second set of characters (XXX) identifies whether the task is:

(a) MOS-specific. MOS-specific tasks use the proponent-assigned three-character alphabetic, numeric, or alphanumeric code that identifies the MOS the task supports.

Example: 071-11C-1001.

(b) Common to all Soldiers (or Army civilians). These tasks use "COM" for the second set of characters.

Example: 071-COM-1001.

(c) Shared between MOS within CMFs. These tasks use "000" for the second third set of characters.

Example: 071-000-1001.

(3) The third set of characters (NNNN) is a proponent-assigned four-digit number identifying the task within the category number. Do not use task numbers of obsolete or superseded tasks for 5 years. Table 7-2 provides the institutional codes used with individual task numbering.

Table 7-2**Institutional codes for individual task numbering**

Code	Training proponent	Code	Training proponent	Code	Training proponent
011	Aviation	157	Training Support	701L	Center of Army Profession and Ethics (CAPE)
012	Combat Readiness	158	Army Leadership	704	Army Management
015	Inspector General	159	Deputy Chief of Staff for Intelligence	720	Security Cooperation
020	Warrant Officer	160	Deputy Chief of Staff for Resource Management	7	7th Joint Military Training Center
031	CBRN	171	Armor	805	U.S. Army Training Center at FT Jackson
052	Engineer	181	Judge Advocate	805A	Financial Management
061	Field Artillery	191	Military Police	805B	Recruiting and Retention
071	Infantry	212	Defense Information	805C	Adjutant General
072	Ranger Indoctrination	215	Defense Language Institute Foreign Language	805D	Chaplain
081	Medical	224	Public Affairs	805E	Chaplain (USAF)
091	Ordnance Center & School	301	Intelligence	805F	Chaplain (USN)
093	Ordnance Missile and Munitions	301A	Unmanned Aircraft Systems	805 P	Physical Fitness
101	Quartermaster	331	Special Warfare	805V	Victory University
113	Signal	331C	Special Operations Aviation	807	Maneuver Support
129	Space and Missile Defense	400	Sergeants Major	809	Maneuver Center of Excellence
130	School and Cadet Command	441	Air Defense	819	Special Operations Aviation
131	Staff Training	514	Music	871	Aviation Medicine
150	Combined Arms	551	Transportation	907	Army Logistics
151	Combined Arms Support	552	Aviation Logistics	921	Army Reserve Readiness Command
152	HQ TRADOC Deputy Chief of Staff, G3/5/7	604	NCO Academy - FT Jackson (SSI)	921A	Army Reserve Readiness Center

Table 7-2**Institutional codes for individual task numbering**

Code	Training proponent	Code	Training proponent	Code	Training proponent
153	Deputy Chief of Staff for Doctrine (Safety)	681	NCOA JAG	922	NGPEC
154	Deputy Chief of Staff for Base Operations Support	699	Northern Warfare Training	960	EAATS
155	TRADOC Command Historian	701	Command and General Staff	1038	NGB Retention and Recruiting

Key for table 7-2:

FT = Fort

SSC =

USAF = U.S. Air Force

USN = U.S. Navy

NGPEC = National Guard Professional Education Center

EAATS = Eastern Army National Guard (ARNG) Aviation Training Site

NGB = National Guard Bureau

c. Individual task title. The task title sums up the action to be performed. The title should be completely understandable in terms of the expected outcome by anyone reading it. Write the title in a standard format, using title case. The title must consist of one appropriate present tense action verb (see table E-2) and one object. This is very important when it comes to evaluating the task. For example, *Maintain an M16 Series Rifle* is an appropriate individual task title because it specifies a single action performed by one Soldier. See figure 7-2.

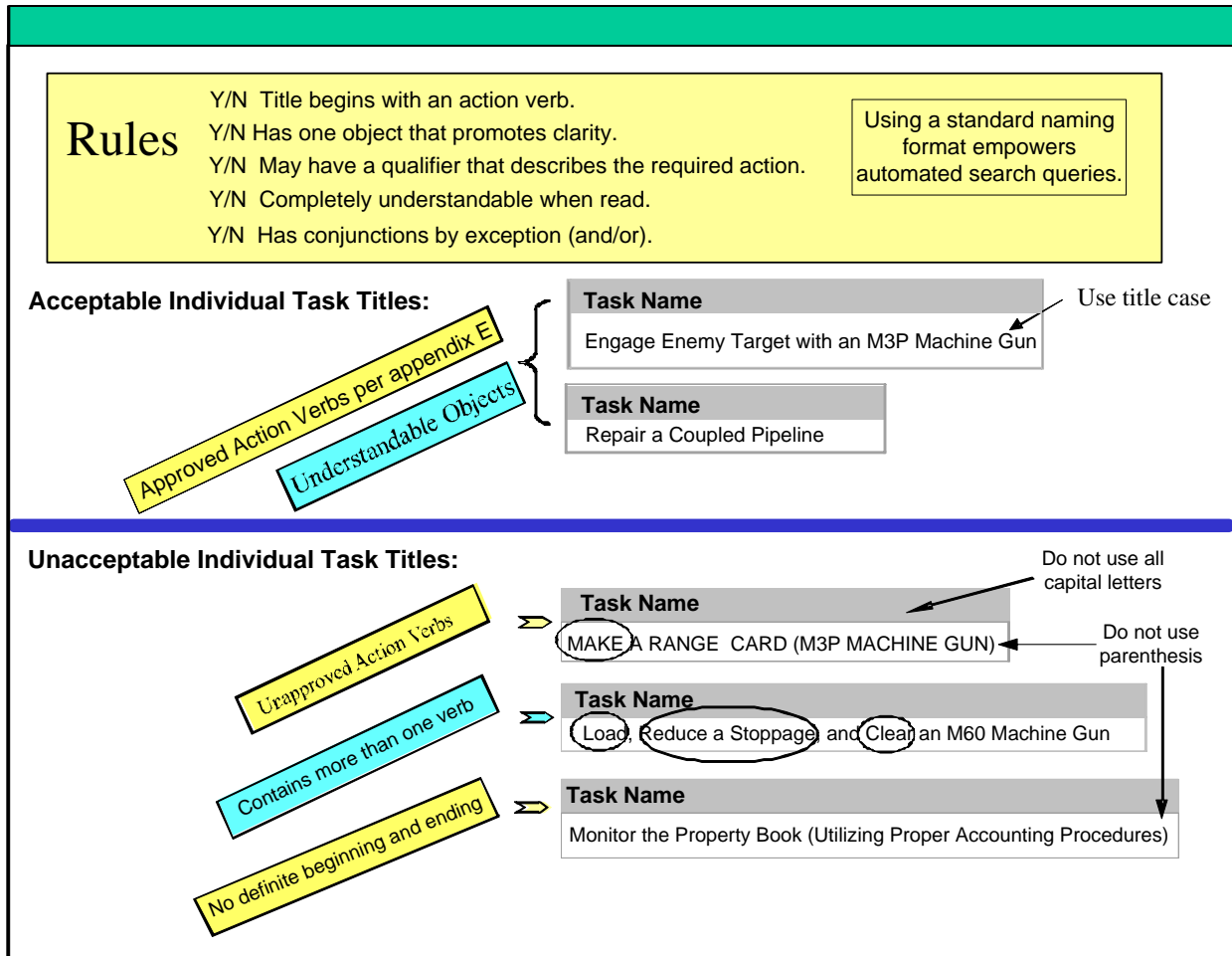


Figure 7-2. Developing individual task titles

d. Task references(s) listing. To aid Soldiers in locating the most current applicable reference(s), list only the minimum number of references for an individual task. At a minimum, one reference must be linked to the task. Avoid including an expansive list of references simply because the document makes some degree of reference in the performance of the task. This guidance applies at both the task and performance step levels.

7-3. Design the individual task condition

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

Example: Given an operational petroleum laboratory in a field or garrison environment...

b. Special conditions. A special condition is an aiding or limiting factor that occasionally occurs and affects a Soldier's ability to perform the task to the established standard. These special conditions include, but are not limited to, wearing of mission oriented protective posture level 4 (MOPP 4), night vision devices (NVD), or self-contained breathing apparatus when

performing the task. These unique circumstances are identified as separate special condition statements when conducting the individual task analysis, and are also entered under the conditions tab in the CAC-approved automated development system.

c. Writing special condition statements. Once changes to the task performance standard caused by performing the task under a special condition are identified, developers must include them. When writing a special condition statement, be aware that:

- (1) More than one special condition simultaneously may affect task performance.
- (2) A special condition may affect such standards as speed or accuracy.

d. See figure 7-3 for rules and information about writing individual task condition statements.

Answer this question when writing individual task condition statements: **Does the statement describe the conditions under which this task will be performed under operational or selected training conditions?**

Rules

<p>Y/N Identifies the initiating cue.</p> <p>Y/N Identifies the physical setting: when and where the Soldier performs the task.</p> <p>Y/N Identifies the resources (materials, personnel, and equipment) needed to accomplish the task.</p> <p>Y/N Lists special conditions when applicable.</p> <p>Y/N Written in standard paragraph format.</p>	<p><u>Quality Control:</u></p> <p>Describe the conditions under which the task will be performed in the field.</p> <p>Written in job holder language.</p> <p><u>Example of materials, position, equipment:</u></p> <p>Given a constructed defensive position, entrenching tool, and camouflage nets...</p>
---	---

Example condition statements might be as follows:

(1) On a 25-meter range, given an M16A4 rifle, 18 rounds of 5.56-mm ammunition, a 300-meter zero target, and sandbags for support. One of the following situations exists:

1. You receive a rifle that you have never fired.
2. Your rifle is returned after repair.
3. You think something may have changed the battlesight zero.

(2) You are in an area where chemical agents have been used. You are wearing protective over-garments and mask, or they are immediately available. You encounter a casualty who is breathing and lying on the ground. The casualty is partially dressed in protective clothing and is wearing the protective mask carrier with mask. Special Condition: MOPP 4.

Figure 7-3. Writing individual task condition statements

7-4. Design the individual task standard

The standard describes the acceptable level of performance. It notes how well someone should perform the task to be considered competent. The standard must include both the performance and the criteria. It must be objective, valid, reliable, usable, comprehensive, discriminating, and quantifiable. Criteria may include, but are not limited to, accuracy, quantity, speed, and quality. Parts of an example standard statement might be: Fire all 18 rounds (performance) and hit the target at least nine times (criterion). See figure 7-4 for rules and information about writing individual task standard statements.

Answer this question when writing individual task standards: What must the individual do to succeed at this task, and in accordance with what?											
<p style="text-align: center;">Rules</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Y/N Describes minimum acceptable level of performance in the field to successfully accomplish the task. </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Y/N Written in present tense and paragraph format. </div> <div style="border: 1px solid black; padding: 5px;"> Y/N Can be used to measure task performance. </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <u>Must Be:</u> <table style="width: 100%; text-align: center;"> <tr> <td>Objective</td> <td>Reliable</td> <td>Comprehensive</td> </tr> <tr> <td>Valid</td> <td>Usable</td> <td>Discriminating</td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <u>May Include:</u> <table style="width: 100%; text-align: center;"> <tr> <td>Accuracy</td> <td>Speed</td> <td>Quantity</td> <td>Quality</td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px;"> <u>Quality Control:</u> Establishes the criteria for task performance in the field. Written in job holder language. </div>	Objective	Reliable	Comprehensive	Valid	Usable	Discriminating	Accuracy	Speed	Quantity	Quality
Objective	Reliable	Comprehensive									
Valid	Usable	Discriminating									
Accuracy	Speed	Quantity	Quality								
<p><u>Parts of example standard statements might be as follows:</u></p> <ol style="list-style-type: none"> (1) Fire all 18 rounds (<i>Performance</i>) and hit the target at least nine times (<i>Criterion</i>). (2) Camouflage the position (<i>Performance</i>) so it could not be detected from 35 meters forward (<i>Criterion</i>). (3) Calibrate the altimeter within 1 meter (<i>Performance</i>) in accordance with TM nnnn-nnn-nnnn (<i>Criterion</i>). 											

Figure 7-4. Writing individual task standards

7-5. Develop performance steps

A task is composed of procedures that represent interim outcomes achieved during the completion of the task (for example, *Set the rear sight to the center*). Each procedure describes the action and decision steps necessary to achieve the interim outcome in language that is detailed enough that the target audience will understand how to perform the step. A performance step is a single discrete operation, movement, action or decision that composes part of a procedure or task. Number all performance steps alphanumerically. Performance steps are written using a present tense verb and object format. A performance step is an action or decision that an individual must accomplish in order to perform an individual task to standard. When developing performance steps, ensure the use of terms and level of detail is appropriate for the target population.

a. A performance step sentence should include a description of the present tense action and a quantitative or qualitative remark.

b. Use notes only when necessary. Before adding a note to a performance step, assess the applicability of adding the information to an existing performance step or as an additional performance step. Refer to TR 25-30 for definitions on safety matters.

c. In some circumstances, individual tasks may be linked to another individual task rather than integrated as performance steps.

d. An example of performance steps and substeps from an approved individual task appears in figure 7-5.

Performance steps from Individual Task 071-310-0001 Zero an M16A4 Rifle/M4-Series Carbine { Note: This is not a complete set of steps this is for example purposes only}	
1.	Determine if you must establish a mechanical zero for the rifle. The rifle must have the mechanical zero established if the rifle--
a.	Is being returned to service after direct support or general support (GS) maintenance
b.	Has not been zeroed for you.
c.	Has been dropped or otherwise damaged.
2.	Select the unmarked, long range aperture on the rear sight for zeroing.
3.	Set the sights to the mechanical zero, if required.
a.	Set the front sight (consisting of a rotating post with a spring-loaded detent).
(1)	Depress the detent using a pointed object such as a cartridge.
(2)	Rotate the post up or down so the notched disk is flush with the top of the front sight post well.
b.	Set the rear sight to the center.
(1)	Align the index mark on the 0-2 aperture with the center line on the windage scale and the mark on receiver.
(2)	Rotate the elevation knob down until the range scale mark "6/3" is aligned with the mark on the left side of the receiver.
(3)	Rotate the elevation knob two clicks clockwise past the "6/3" mark.
NOTE: The sight picture is obtained by aligning the rear sight and the front sight with the proper aiming point for your target. The sight picture depends on sight alignment and placement of the aiming point.	

Figure 7-5. Individual task performance steps example

7-6. Develop performance measures

Performance measures are actions that are objectively observable, qualitative, and quantitative, and that can be used to determine if a performance step or substep is satisfactorily achieved. Performance measures are numbered alphanumerically. Performance measures are written using a past tense verb and object format. When developing performance measures for an individual task, ensure the performance measures are constructed using terms and equipment names that are specific for the units and proponents that train the task. Before adding a note to a performance measure, assess the applicability of adding the information to an existing performance measure or as an additional performance measure. These measures are derived from the task performance steps and substeps during task analysis. See figure 7-6.

Answer this question when writing individual task performance measures: **Can the observer/controller determine if the individual performed this task to the prescribed standard?**

Rules

<p>Y/N May cover one step, more than one step, or part of a step.</p> <p>Y/N Starts with a verb and written in past tense.</p> <p>Y/N Minimal measure is GO/NO GO.</p> <p>Y/N Appropriate for performers and clear enough that performers and evaluators agree on requirements.</p>	<p><u>May include the following criteria:</u></p> <table style="width: 100%; border: none;"> <tr> <td>Accuracy</td> <td>Speed</td> <td>Completeness</td> </tr> <tr> <td>Duration</td> <td>Format</td> <td>Sequence</td> </tr> <tr> <td>Quantity</td> <td>Tolerance</td> <td>Number of Errors</td> </tr> </table> <p>(Criteria list is not exhaustive.)</p>	Accuracy	Speed	Completeness	Duration	Format	Sequence	Quantity	Tolerance	Number of Errors
Accuracy	Speed	Completeness								
Duration	Format	Sequence								
Quantity	Tolerance	Number of Errors								

<p><u>Must:</u></p> <p>Be derived from the performance steps.</p> <p>Include only information critical to performance of the action.</p> <p>Be understandable without a reference.</p>	<p><u>Quality Control:</u></p> <p>Establishes the criteria for task performance in the field.</p> <p>Written in job holder language.</p>
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Format of performance measures might be as follows:

Performance Measures	GO	NO GO
1. Inspected the antenna and ensured:	_____	_____
a. Ground wires were at a 60-degree angle.		
b. Ground guy stakes were at a maximum of 25 feet from the mast.		
c. Each of the guy ropes had equal tension.		
2. Disassembled the M45B submachine gun within 2 minutes.	_____	_____

Figure 7-6. Writing individual task performance measures

7-7. Identify task linkages

- a. An individual task should support one or more collective tasks and may support one or more individual tasks or drills.
- b. Any prerequisite individual tasks need to be linked to the individual task being developed. For example, the prerequisite task *Zero an M16A4 Rifle/M4-Series Carbine* would be linked to the task *Engage Targets with an M16A4 Rifle/M4-Series Carbine*. Each task must reflect current and emerging doctrine.
- c. An individual task must be linked to any supported collective task on which it has a first order effect within the CAC-approved automated development system.

Example: The individual task *Engage Targets with an M16A4 Rifle/M4-Series Carbine* would have a first order effect on the collective tasks *Conduct an Attack* and *Conduct a Defense*.

d. An individual task should be linked to a supported drill on which it has a first order effect. The developer works with a SME to identify the appropriate tasks.

Example: *Engage Targets with an M16A4 Rifle/M4-Series Carbine* would have a first order effect on the drill task *React to Ambush (Near)*.

e. The example in figure 7-7 illustrates task linkages.

Rule	<p>When listing supported tasks (collective, individual and drills), only list the tasks on which:</p> <ol style="list-style-type: none"> 1) There is a first order effect. 2) There is a direct impact on the accomplishment of the selected task. 3) The selected task is a direct prerequisite for performing the supported individual task.
<p>Example Individual Task: 052-192-1266 Locate Mines by Probing</p> <p>Supported Collective Task: 05-3-1008 Conduct Minesweeping Operations</p> <p>Supporting Individual Task: 052-192-1230 Identify Mines and Firing Devices, Friendly and Enemy</p> <p>Supported Individual Task: 052-192-1042 Perform Self-Extraction from a Mined Area</p> <p>Prerequisite Individual Task: 052-192-1230 Identify Mines and Firing Devices, Friendly and Enemy</p> <p>Supported Drill: 19-5-D0114 React to Mine Strike (Conventional)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;"> <p><i>Note:</i> Task numbers and titles are for illustrative purposes only</p> </div>	

Figure 7-7. Task linkages with individual tasks

7-8. Identify military occupational specialty (MOS) and skill level

This is the activity that allows the proponents to identify the tasks required for competence in an MOS and skill level. The MOS must also be used to identify the primary occupational specialty or area of concentration.

7-9. Identify skills and knowledge

a. This is the activity of identifying all of the skills and types of knowledge required to perform the step being analyzed. This identification is the critical, detailed work the developer performs to ensure the task performer possesses the requisite skills and knowledge needed to perform the task.

b. Skill. A skill designates one's ability to perform a job-related activity, which contributes to the effective performance of a task performance step. There are two types of skills: physical and mental.

c. Knowledge. Knowledge is information analyzed to provide meaning, value, and understanding. Knowledge is required to perform a skill or supported task.

d. An example of skills and knowledge from an approved individual task appears in figure 7-8.

Knowledges		
<u>Step ID</u>	<u>Knowledge ID</u>	<u>Name</u>
-----071-CMD-0049		Problem Solving Techniques
-----071-OPN-0015		Safety Procedures
-----071-OPN-0017		Safety Procedures
Skills		
<u>Step ID</u>	<u>Skill ID</u>	<u>Name</u>
-----071-WPN-0009		Zero Infantry Weapons

Figure 7-8. Skills and knowledge example

7-10. Identify evaluation guidance

Provide a statement identifying the evaluation guidance 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). If the Soldier scores NO GO, show the Soldier what was done wrong and how to do it correctly.

7-11. Identify evaluation preparation

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.

7-12. Identify equipment

Identify and link all equipment that enables successful completion of this task. Equipment can be linked using the pre-populated information in the CAC-approved automated development system. The example in figure 7-9 displays an equipment example.

Equipment required to perform PMCS on the AN/VDR-2 Radiac Set:			
Equipment	Step ID	Equipment ID	Name
	-----	5120-01-407-3131	Screwdriver, Flat Tip
	-----	6135-00-900-2139	Battery, Non-rechargeable
	-----	6665-01-222-1425	Radiac Set
	-----	7510-00-286-5750	Pencil
	-----	7920-01-448-7003	Towel, Machine Wiping, Lint Free (BX, 100 each)

Figure 7-9. Individual task equipment example

7-13. Safety and environment statements

The proponent integrates safety, composite risk management, and environmental protection considerations into learning materials. The proponent:

- a. Includes appropriate safety, risk, and environmental protection statements, cautions, notes, and warnings in all learning products.
- b. Identifies the risk and assigns an initial risk assessment to every learning product as designated in the CAC-approved automated development system.
- c. Coordinates with and obtains approval from the branch safety manager for all learning products. Figure 6-7 shows the required safety and environmental statements that must appear in each individual task. Additional safety or environmental issues may be addressed as additions to these statements.

7-14. TADSS

The training developer selects any appropriate TADSS to support individual task training. If applicable, the TADSS title and numbers are required. TADSS are selected from a search menu in the CAC-approved automated development system and will print out as part of the synopsis report. The developer should identify trade-offs of training resources (such as, equipment, ammunition, and others) in order to identify TADSS as cost-effective training enablers. When appropriate, the developer links TADSS to support the training of the individual task being developed. Resource information required to support TADSS training (such as contractor personnel requirements, special facilities unique to the TADSS) is pre-populated in the CAC-approved automated development system. The TADSS requirements information does not display for field users, but must be used to determine TSS resourcing requirements. The CAC-approved automated development system links TADSS to the T&EO as appropriate to support training.

7-15. Synopsis report

The CAC-approved automated development system allows printing out a synopsis report for an individual task. The synopsis report includes all the information entered into the system, allowing review of all individual task information.

7-16. Individual task report

The individual task report provides the major procedures a Soldier must accomplish to perform an individual task to standard. The CAC-approved automated development system is set up with a template that systematically guides the developer through completing the appropriate data fields to generate the individual task report. The task performance specifications in the system include design elements to describe precisely how a specific task is to be performed, under what conditions the task or drill is performed, and how well a Soldier must perform the task. A unit evaluator uses an individual task report to determine, at a given time, whether or not the task was performed to the standard under the prescribed conditions.

7-17. QC

Table C-5 provides a QC review checklist designed to manage and document control measures, identify areas to improve, and facilitate timely delivery of individual tasks.

7-18. Additional information

Additional information regarding the analysis, design, development, implementation, evaluation, and management of individual tasks (particularly for training in the institutional domain) can be found in other TRADOC 350-70 series pamphlets.

Chapter 8

Soldier Training Publications (STPs)

8-1. Introduction

a. This chapter provides guidance for the analysis, design, and development of STPs using the ADDIE process. This chapter supports and amplifies the regulatory guidance found in TR 350-70. Additional guidance covering management, editing, publishing, printing/replicating, and distributing ADTLP publications appears in AR 25-30.

b. STPs are publications that contain critical tasks and other training information used for job training. The STP identifies individual MOS training requirements. STPs serve to standardize individual training for the whole Army; provide information and guidance for conducting individual training in the unit; and aid the individual, officer, NCO, and commander in training critical tasks. STPs can be categorized as either SMs, for skill level 1 tasks, or SM-TGs, for skill levels 2, 3, and 4, used by unit trainers to train and sustain task proficiency per table 8-1.

Table 8-1
STP types and descriptions

STP type	Description
1. SMs	<p>Base documents for:</p> <p>a. All common Soldier and common skill level individual task training and evaluation.</p> <p><i>Found in:</i> Soldier's Manual of Common Tasks (SMCT), STP 21-1-SMCT, Warrior Skill Level 1, and STP 21-24-SMCT, Warrior Leader Skills Level 2, 3, and 4.</p> <p>b. Branch MOS/area of concentration (AOC)-specific tasks, skill level 1.</p> <p><i>Example:</i> STP 5-12B24-SM-TG, Soldier's Manual and Trainer's Guide, MOS 12B, Combat Engineer, Skill Level 1.</p>
2. SM-TGs	<p>Documents that provide commanders and unit trainers information needed to plan and conduct Soldier training and evaluations, for MOS-specific tasks in the unit, skill level 2, 3, and 4.</p> <p><i>Example:</i> SM-TG MOS 12B, Combat Engineer, Skill Levels 2/3/4.</p>

c. The following are content requirements by STP type:

(1) SMCT content includes:

- (a) A task inventory for the common task test.
- (b) Standardized common critical task summaries that include the conditions, standards, performance steps, and performance measures for each critical common task.
- (c) Task summaries which are reference-independent.
- (d) Information that leaders need to train and sustain task proficiency.
- (e) A common critical task training plan and DA Form 5165-R (Field Expedient Squad Book) (in STP 21-24-SMCT, which contains skill levels 2, 3, and 4).

(2) Branch (MOS/AOC)-specific SM content includes:

- (a) All branch-specific critical tasks for a specific MOS/AOC for skill level 1.
- (b) A task summary for every branch-specific critical task grouped by (WFFs depicted in the AUTL.
- (c) Information trainers need to plan and conduct individual training.
- (d) AOC branch STPs developed at the discretion of school commandants.

(3) Commanders, trainers, and Soldiers use SM-TGs to plan, conduct, and evaluate individual training in units. SM-TGs contain task summaries for all critical tasks specific to the MOS and skill level (SL), and contain information needed to plan training requirements.

(a) The trainer's guide:

- Identifies subject areas in which Soldiers must be trained.
- Identifies critical tasks for each subject area.
- Specifies where Soldiers are initially trained on each task.
- Recommends how often each task should be trained to sustain proficiency.
- Recommends a strategy for cross-training Soldiers.
- Recommends a strategy for training Soldiers to perform higher level tasks.

(b) The trainer's guide helps to ensure:

- Horizontal and vertical alignment of training across related career paths.
- Nonduplication of training and training products.
- Efficient use of training technology and multimedia.

d. STP 21-1-SMCT, Warrior Skill Level 1, is the only SM printed under the ADTLP. Training development (TD) proponents may publish branch-specific STPs. All other STPs should be published in electronic form through the ADTLP. Electronic publications of STPs in ADTLP link to other unit training products in DTMS for user-friendly access.

8-2. Analysis for STPs

a. Requirement. STPs are a minimum essential requirement if identified as a requirement through a job analysis and a CTSSB. When analyzing individual tasks to determine the need for an STP, the developer must determine if the task is critical to training. If a product review identifies a revision requirement, then an STP is revised. Proponents determine the criticality and requirement to develop or revise STPs, including SMs and SM-TGs.

b. Start points for new and revised STPs:

(1) New. During needs analysis, proponents determine the criticality of and need to develop a new STP to support a new job.

(2) Revised. The STP is the output (printed or electronic) that includes the individual critical tasks for an MOS. Revisions must be considered when individual task analysis information changes. Electronic updates can be completed efficiently and effectively to keep information up-to-date. Additionally, in accordance with AR 25-30, preparing agencies must review each training product at least every 18 months to verify that the publication is still current and relevant, and then revised as appropriate.

(3) Critical task list. When creating or revising a critical task list for an MOS, be sure to include or link those common tasks found on the warrior task list. This ensures the list is comprehensive.

8-3. Design an STP

a. STP requirements. Since an STP is a publication with a predetermined format, the design of the content of the STP is already provided. In addition, much of the STP information is pre-populated or automatically generated in the CAC-approved automated development system. Figure 8-1 shows how an STP is designed and organized in the CAC-approved automated development system.

1. Front matter
 - a. Outside front cover.
 - b. Table of contents.
 - c. Preface.
2. Chapter 1 - Overview of Army/branch/MOS/job training strategy.
 - a. Army training system.
 - b. Task summary format.
 - c. Training responsibilities (which provide):
 - 1) General/remedial training feedback to individual Soldier.
 - 2) Product improvement feedback to task proponent
3. Chapter 2 - Training guide (that includes):
 - a. The career management field (CMF).
 - b. All critical tasks for all skill levels/grades of a job.
 - c. Any self-development training by skill level including branch reading program.
 - d. Cross-training requirements (if appropriate).
4. Chapter 3 - Job-specific task summaries (including shared tasks).
5. Chapter 4 - Job-unique duty position tasks.
6. Back matter
- Appendix A: (optional) Training Ammunition, Pyrotechnics and Explosives.
- Appendix B: (optional) DA Form 5165-R (Field Expedient Squad Book).
- Appendix C: (optional) An appendix to add additional information.
- Glossary.
- References.
- Authentication page.

Figure 8-1. STP content organization

b. Chapter 1 explains how to use the STP in establishing an effective individual training program, including an overview of the Army/branch/MOS/job training strategy. The end of this chapter includes the professional development model. This model shows a Soldier what education and training is needed throughout the Soldier's entire career.

c. Chapter 2 lists the subject area numbers and titles used throughout the MOS training plan, defines the training requirements for each duty position, and provides a recommendation for cross-training and train-up or merger requirements. The STP also lists, by subject areas, the critical tasks to be trained, task numbers, task titles, training locations, sustainment training frequencies, and sustainment training skill levels.

d. Chapters 3 and 4 contain the individual task summaries—the job-specific and job-unique position tasks. Task summaries outline the performance requirements of each individual critical task included in the STP. They provide the Soldier and the trainer with the information necessary to prepare, conduct, and evaluate critical task training in the unit. At a minimum, task summaries include information on the tasks the Soldier must be able to perform to prescribed standards.

e. The glossary and references are the final two sections of the STP. The glossary contains a comprehensive list of acronyms and abbreviations that are in the STP. The references section identifies references that provide additional information.

8-4. Develop the STP

a. STP development requirements are as follows.

(1) STP development begins with the task summary. Task summaries outline performance requirements for each critical task in the STP. They provide the Soldier and trainer with the information necessary to prepare, conduct, and evaluate critical task training. At a minimum, task summaries include information Soldiers must know and skills they must perform to standard for each task.

(2) Much of the content of an STP is pre-populated or automatically generated by the CAC-approved automated development system. Because STP information and format are pre-populated and generated in the CAC-approved automated development system, which is used to build individual tasks and STPs, the requirements for developing an STP are based on compiling the individual critical tasks as developed in this system. As such, the ADDIE development phase of an STP is the compilation of the job-specific task summaries appearing as chapter 3 in the STP, and compilation of any job-unique duty position tasks appearing as chapter 4. Task summaries are based on information extracted from the individual critical tasks developed in the CAC-approved automated development system as depicted in table 8-2.

Table 8-2
Task summary format for an STP

Task summary format	
Part	Description
1. Task title	Describes the required action with an action verb-object-qualifier.
2. Task number	Provides a unique, permanent identification number.
3. Condition	Describes the operating conditions under which the task will be performed. The condition expands on the information in the task title by identifying when, where, and why the Soldier performs the task as well as what materials, personnel, and equipment the Soldier must have to perform the task.
4. Standard	Establishes criteria for how well the task must be performed. The standard specifies how well, completely, or accurately a process must be performed or product developed.
5. Training and evaluation guide	Contains two sections: (a) Task performance steps, which provide details required to perform the task. (b) Performance evaluation guide that contains: (1) Evaluation preparation. Provides special setup procedures and instructions for evaluating task performance (if required). (2) Performance measures with GO/NO GO criteria. (3) Evaluation guidance. Indicates requirements for receiving a GO and other special guidance (if required).
6. References	Identifies required and related references.
7. Integrated safety statements and environmental considerations	Provides special safety requirements and environmental considerations identified during task analysis. Safety and environmental factors and considerations are included in the task steps as identified during task analysis.
<i>Note:</i> Extract task summary information verbatim from the task analysis. See chapter 7 for development of an individual task.	

b. When developing the task summary, note which type of task summary is needed.

(1) Reference-dependent task summary. A summary written for those tasks which require the trained Soldier to refer to one or more publications while performing all or part of a task in operational conditions.

(2) Reference-independent task summary. A summary written for those tasks which require the trained Soldier to perform the task in operational conditions from memory (without referring to any publications).

(3) Paragraph B-4 is an example of part of the task summary portion (chapter 3 of an SM-TG) of an STP.

c. The proponent agencies that prepare the STP for publication and distribution further develop the STP. The proponent/preparing agencies:

(1) Plan, manage, and develop new and revised ADTLP publications and prescribed forms in accordance with this pamphlet and the policy and procedures in required references.

(2) Ensure that doctrine principles and TTPs in their areas of responsibility are consistent throughout doctrinal and training literature.

(3) Enter, prioritize, and maintain currency of prioritization and developmental status of ADTLP requirements in the CAC-approved automated development system.

(4) Review drafts of doctrinal and training publications from preparing agencies for sufficiency and integration in areas of expertise.

(5) Ensure integration of new and revised doctrine to maintain currency of proponent publications..

(6) When required, develop TRADOC memorandums of understanding or memorandums of agreement for developing multiservice or multinational training literature with other services, Army commands (ACOMs), or unified and specified commands.

(7) Establish local procedures to staff, manage, coordinate, and approve ADTLP publications.

(8) Ensure compliance with copyright requirements for publications in both print and electronic media; determine and apply appropriate foreign disclosure restriction statements on ADTLP publications containing classified military information and controlled unclassified information in accordance with applicable DA and TRADOC regulations, training product classification, foreign disclosure restriction statements, and copyright/proprietary materials.

(9) Determine and assign to all ADTL publications in accordance with AR 25-30 appropriate:

- (a) Security classification markings (also in accordance with AR 380-5).
- (b) Distribution restriction statement.
- (c) Publication number.

(10) Exercise approval authority for requests for release of ADTLP publications containing a distribution restriction.

(11) Ensure safety and environmental concerns are integrated in applicable training literature; coordinate threat, safety, risk assessment, and environment issues with appropriate offices.

(12) (Sustainment CoE off-site schools only) Provide ADTLP print/replication schedule priorities to Commander, Sustainment CoE, upon request.

(13) Develop and forward electronic copy for ADTLs, including page changes to the Army Training Support Center (ATSC) for authentication, replication, and distribution.

(14) Upload and maintain currency of authenticated Army ADTLP publications, including changes, in the CAC-approved automated development system.

d. Supporting tasks include the process that involves preparing and submitting DA Form 260 in accordance with AR 25-30. Commander, ATSC, verifies the DA Form 260 to ensure conformity to AR 25-30 and required TRADOC regulatory guidance.

8-5. QC

Proponents perform QC functions before submitting a product to ATSC. Table C-6 provides a QC review checklist designed to manage and document control measures, identify areas to improve, and facilitate timely delivery of STPs.

Chapter 9

Managing Unit Training Products

9-1. Introduction

a. The purpose of this chapter is to present management guidance for the production of operational domain training and education products. This chapter supports and amplifies the regulatory guidance found in TR 350-70.

b. CAC serves as the TRADOC functional proponent for Army training and education development. This includes functional proponentcy for Army training and education: regulations and guidance, QC of products, standardization of products, and development of functional requirements for automation.

c. CAC-T, CTD executes the role of the CAC responsible agent for Army training and education through the performance of the following:

(1) Serves as the Army's collective and individual task and educational products manager.

(2) Develops unit training management strategy and integrates associated doctrine, tactics, techniques, and procedures into training and education products.

(3) Coordinates with institutions and proponents to develop policy and guidance.

(4) Establishes review boards in coordination with institutions and proponents. Review boards develop, recommend, revise, approve, and achieve consensus on training and education products that are used across multiple units, proponents, or CoEs. Review boards establish and maintain standardized learning products that support commanders, facilitators, and trainers in planning, preparing, executing, assessing, and evaluating training. The end-state of all review boards is to enable TRADOC to provide current and relevant training and education products for Soldiers in the operating force, resulting in fully prepared Soldiers for DECISIVE ACTION. Common components and actions of all review boards include:

(a) Members of the review boards nominate task issues for consideration prior to each review board.

(b) CTD coordinates with review board members to clarify submissions or to reach early resolution on issues.

(c) Review boards forward recommendations to the appropriate approval authority. After final approval, the approved automated systems are updated immediately to reflect updates or revisions to the learning products.

(d) Review boards address training and education products that must be used, as approved by the responsible proponent.

(e) Review boards convene in a variety of venues based on membership, purpose, end-state, and resources. Document management system collaboration sites, video teleconference, and face-to-face venues are all viable options for conducting the business of a review board.

(f) Examples of review boards are described in table 9-1.

Table 9-1. Review boards

<p>1. Board: Army METL Review Board (AMRB)</p> <p>Responsibility: Decisive action METLs</p> <p><i>Note:</i> Unit readiness is reported based on DECISIVE ACTION METL</p> <p>Frequency: Semiannually</p> <p>Purpose: Synchronize HQDA-approved standardized DECISIVE ACTION METLs with:</p> <ul style="list-style-type: none"> a. Strategic environments as defined by the Army Training & Leader Development Guidance (ATLDG) and ARFORGEN. b. TOE designed missions (mission profiles) of selected Army units. c. Changes in doctrine. d. Regulations governing task design. e. Establish and maintain standardized DECISIVE ACTION METLs. <p>Approval Authority: CAC is the HQDA Executive Agent for DECISIVE ACTION METL.</p>
<p>2. Board: SCTL Review Board.</p> <p>Responsibility: SCTL.</p> <p>Frequency: Semiannually.</p> <p>Purpose: Establish and maintain a standardized SCTL for training of collective tasks and crew drills.</p> <p>Approval Authority: Deputy Commanding General, Combined Arms Center-Training (DCG, CAC-T) will review and approve recommendations by the SCTL Review Board. Commanding General, CAC retains final authority over the task list.</p>

9-2. Use of collective tasks

a. Proponent guidance.

(1) A proponent can only revise or develop collective tasks (CATS, WTSPs, collective tasks, drills) for which they are responsible. Training development proponenty and responsibilities are found in TR 350-70. The development or revision of non-proponent tasks must be coordinated with and approved by the responsible proponent in order to be incorporated into any training product.

(2) If another proponent requests a change be made to a task, the responsible proponent may elect to make the change or may leverage the efforts of the requesting proponent. Responsible proponents are encouraged to use the efforts of other proponents to achieve consensual improvement of their tasks. A base task developed or revised by another proponent must be provided to the responsible proponent, given the responsible proponent base task ID number, and approved by the responsible proponent before being incorporated into another proponent's training product. If the task is contained within the SCTL, the shared collective task change must be concurred with by the SCTL Review Board and approved by Deputy Commanding General, CAC-T, CTD.

(3) It is the proponent's responsibility to utilize the CAC-approved automated development system to develop and/or deliver a mission and/or collective task analysis.

b. CAC-T review of collective tasks. All new collective tasks must be reviewed for compliance with policy and this pamphlet by CAC-T, CTD before being displayed on the CAC-approved automated development system or DTMS.

9-3. QC of collective training products

a. All new collective training products will be reviewed by CAC-T, CTD for standardization and completeness in the CAC-approved automated development system. Collective training development proponents will ensure new collective products are routed to CTD during the staffing process prior to the approval authority.

b. CAC-T, CTD will QC all revised collective training products by reviewing a sample percentage of collective training products with an updated change history to ensure standardization and completeness in the CAC-approved automated development system.

c. CAC-T, CTD will review the collective training products and provide recommended changes and corrections, as necessary, to the responsible proponent.

d. The collective training development proponent will adjudicate recommended changes, complete required corrections in the CAC-approved automated development system, and notify CAC-T, CTD of the results.

e. CAC-T, CTD coordinates with TRADOC G-3/5/7, Generating Force Training Directorate (GFTD), TRADOC Capabilities Manager – Distributed Learning, training development proponents, and ATSC for the requirements of the CAC-approved automated development system. This system must provide all training development proponents with one collective training development data source. It must also incorporate business practices and capability improvements that enhance the efficient and standardized development of collective training products.

f. CAC-T, CTD provides QC of all proponent-developed collective training products by ensuring enforcement of policy, proponentcy, and the development of standardized Army training

9-4. Collective training product management

a. Managing collective training products. Collective training product management involves each proponent monitoring triggering circumstances that affect their products, and responding to the following events (see figure 9-1 for the process):

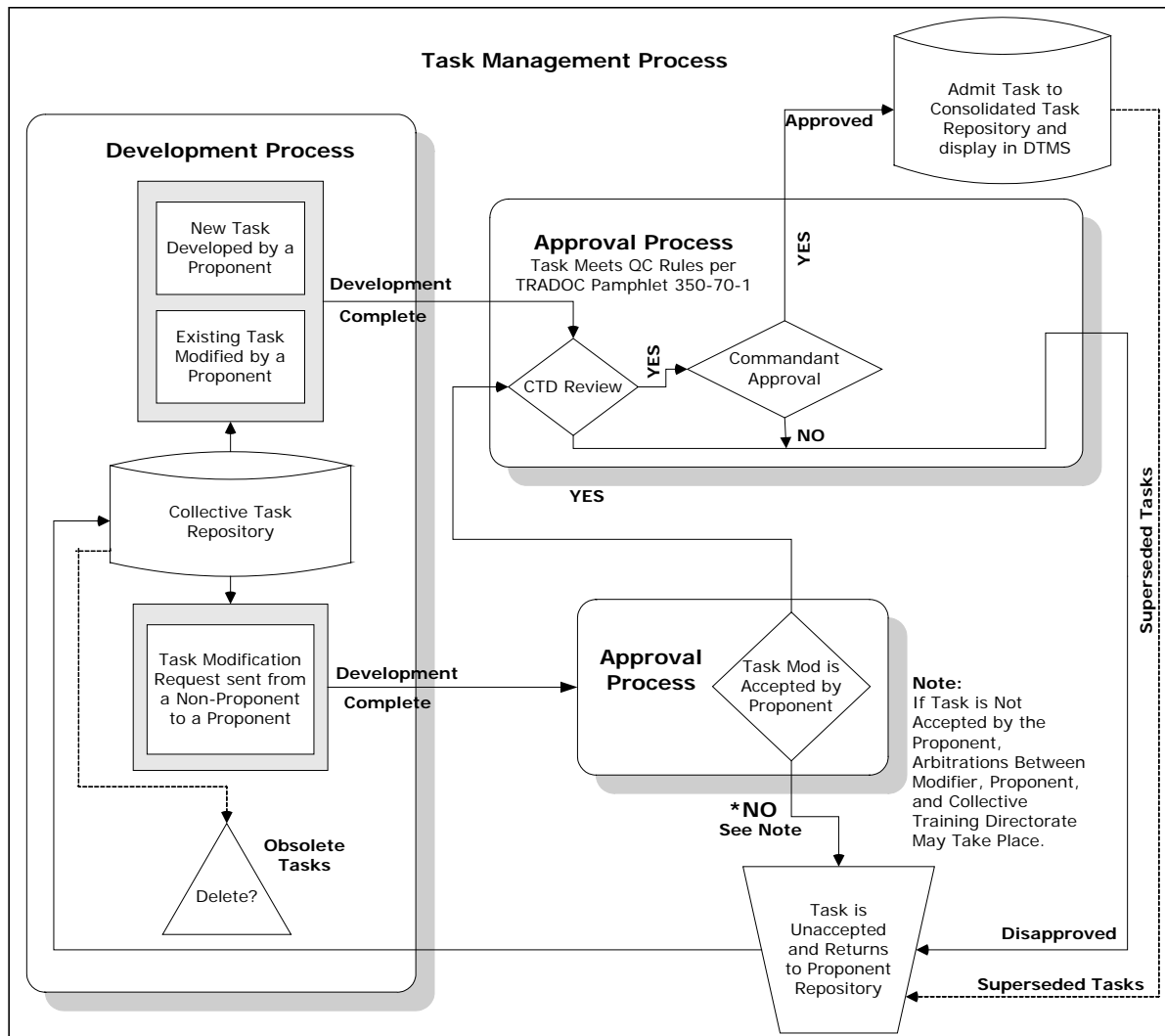


Figure 9-1. Managing collective training products

- (1) Monitoring collective training product triggering circumstances.
 - (2) Assessing the impact of the circumstances.
 - (3) Applying modifications to the collective training product, as applicable.
- b. Monitoring collective training products.
- (1) Monitor commander/field user feedback.

- (2) Monitor CTC feedback.
 - (3) Monitor laws and DA directives impacting training.
 - (4) Monitor DA and ACOM-directed training requirements.
 - (5) Monitor training resourcing.
 - (6) Monitor doctrine changes.
 - (7) Monitor improvements and/or constraints in the training environment.
 - (8) Monitor leader development and leader tasks.
 - (9) Monitor organizational TOE and proponent TDA changes.
 - (10) Monitor equipment (materiel) development or modifications.
 - (11) Monitor feedback from the CALL.
 - (12) Monitor changes in related training products, for instance, collective tasks of other proponents, DA Pam 350-38, TADSS, and WTSPs.
 - (13) Monitor changes in other proponents' combined arms doctrine or tasks.
- c. Assessing the impact of triggering circumstances.
- (1) Determine if and how collective training products are affected.
 - (2) Determine if the triggering event warrants modifications or updates of the collective training products, or the development of a new collective training product.
- d. Applying/revising collective training products.
- (1) Identify, apply, and review the applicable change(s) to the collective training product(s).
 - (2) Determine the impact of the change(s) on all related collective training products.
 - (3) Update the collective task analysis, if applicable (see chapter 5).
 - (4) Obtain the respective commandant's approval of the changed product(s).
 - (5) Revise the collective training product(s).

9-5. Proponent guidance for individual task management

a. Only the proponents designated through TP 350-70-16 may revise, develop, or combine the tasks for which they are responsible. Proponents:

- (1) Identify and manage all individual tasks for which they are the designated proponent.
- (2) Ensure the accuracy of all task performance specifications and supporting products.
 - (a) Monitor changes in doctrine and equipment to identify the impact of changes on the task.
 - (b) Revise the task(s) and supporting products that require minor modifications in conditions or performance steps.

Example: A change in the order of performance steps; rewording. This does not require a change in task number or title.

- (c) Eliminate the task(s) and supporting products that are no longer valid or that have major changes in the action performed, the conditions of performance, or the standard of performance.

Examples: The introduction of a new task step, or an addition to or subtraction from the standard criteria. This does not require a change in task number or task title.

- Supersede the obsolete task(s) and products with revised task(s) and supporting products.

Note: An addition or deletion of a critical task necessitates the approval of a revised critical task list.

- Rescind the obsolete task(s) and products that are not being replaced.
- Archive the superseded and rescinded task(s) (number and title) and products for 5 years.

- (d) Inform users of changes in a task or supporting product.
- (e) Prior to deleting, determine what other operational domain learning products (individual or collective tasks, CATS, WTSPs) reference the obsolete task.
- (f) Remove obsolete products and send the identified replacement product (if any) to other users and proponents.

b. Other proponents must submit requests for change and modifications of individual task(s) to the responsible proponent designated through TP 350-70-16. The task must have an appropriate designated proponent ID task number and receive proponent approval prior to

incorporation into the responsible proponent's learning product. If another proponent requests development of a new task, the responsible proponent may elect to develop the new task or may leverage the efforts of the requesting proponent. Responsible proponents must work with requesting proponents to achieve consensual improvement/development of their tasks.

c. Proponents must conduct an administrative review of their individual critical task list (ICTL) every 2–3 years or as directed.

9-6. STPs

The ADTLP is the umbrella program under which STPs are prioritized for printing and replication (including digital copies of the products) and distribution. The program's purpose is to enhance the Army's ability to operate across the full spectrum of military operations.

a. CTD oversees the production of STPs by:

(1) Establishing the STP format and content requirements.

(2) Approving STP proponentcy, including proponent exemption requests.

Note: The STP development process requires proponents to plan to develop STPs.

b. An STP must be developed for every enlisted MOS, every officer branch (at school commandant's discretion), and critical common skill level tasks (for example, STP 21-1).

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

d. Use the CAC-approved automated development system to manage STP development, plan for STP revision, and develop STPs.

e. Identify STP fielding dates. Use fielding dates to:

(1) Determine internal development milestones.

(2) Enter scheduled completion dates into the CAC-approved automated development system.

f. Staff the STP draft. Submit only one draft copy per each addressee:

(1) HQ TRADOC, ATTN: ATTG-IL, Fort Eustis, VA 23604-5000.

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

(3) Staff according to table 9-2.

Table 9-2
STP staffing

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

(4) Staffing draft STPs with field units is optional.

g. Prepare final electronic files.

(1) Review, correct, and incorporate approved staffing comments and changes.

(2) Develop final electronic files according to:

(a) AR 25-30, chapter 2.

(b) DA Pamphlet 25-36.

(c) TR 25-30, chapter 8.

(d) TP 350-70-12.

h. The following are criteria for product completion:

(1) Proponents complete STP development when the proponent-approved final electronic files are forwarded to ATSC in accordance with ADTLP product management.

(2) ATSC completes STP responsibilities when final electronic files are forwarded to the United States Army Publishing Agency (USAPA) for replication and distribution. See TR 350-70 and TP 350-70-12 for more information on ADTLP Product Management, print/replication, reprint/replication, distribution, and database storage requirements.

9-7. Approval and distribution of unit training products

a. Upon completion of the final draft of a learning product, the proponent must notify CAC-T, CTD to review the product in the CAC-approved automated development system for business rule compliance, and either concur or provide corrections as necessary. Should a correction be required, CTD must provide appropriate comments to the submitting proponent. The proponent must complete corrections in the CAC-approved automated development system and provide

notification to CAC-T, CTD. CAC-T, CTD must review and concur with the corrected product format in the CAC-approved automated development system.

b. CAC-T, CTD must review all new products for compliance with policy and this guidance before they can be changed to an approved status and displayed on DTMS or any other approved Army and/or TRADOC automated site. CAC-T, CTD will review no less than 10 percent of revised products.

9-8. Validation

a. As part of the QC process, developers should validate learning products to determine if the products accomplish their intended purposes efficiently and effectively. Validation and revisions are continuous actions in the improvement process.

b. Product and material validation involves:

(1) Individual or group validation trials, depending upon the nature of the learning product.

(2) Verification of learning effectiveness.

(3) Determination of beneficial improvements in the quality of learning products and materials.

(4) Identification of learning product deficiencies.

(5) Identification of currency and relevancy of learning products and material.

Appendix A

References

Section I

Required Publications

ARs, DA pamphlets, FMs, and DA forms are available at www.apd.army.mil. TRADOC publications and forms are available at <http://www.tradoc.army.mil/publications.htm>.

Army Training Network (ATN): <https://atn.army.mil>, (Cited in paras. 3-5b(1)(h) and D-2.)

AR 25-30

The Army Publishing Program (Cited in paras. 8-1a, 8-2b(2), 8-4c(10), 8-4c(15), 8-4d, and 6-6g(2), and table C-6.)

AR 220-1

Army Unit Status Reporting and Force Registration – Consolidated Policies (Cited in paras. 2-1e, 3-1, 3-4e, and D-2.)

AR 350-1

Army Training and Leader Development (Cited in paras. 3-1 and D-2.)

AR 380-5

Department of the Army Information Security Program (Cited in para. 8-4c(10)(a).)

FM 7-0

Training Units and Developing Leaders For Full Spectrum Operations (Cited in paras. 1-5c(6), 1-8c(4), 2-3d, and D-2.)

TR 10-5

Organization and Functions U.S. Army Training and Doctrine Command (Cited in para. 1-7.)

TR 25-30

Preparation, Production, and Processing of Army-wide Doctrinal and Training Literature (ADTL) (Cited in paras. 8-4c(15), and 9-6g(2)(c), and table C-6.)

TR 350-50-3

Battle Command Training Program (Cited in paras D-1e(5)(c) and D-2e.)

TR 350-70

Army Learning Policy and Systems (Cited in paras. 1-1, 1-5b(11), 1-9, 2-1d, 2-3f(2), 3-1, 3-5b(2)(c), 5-1, 7-1, 8-1, 9-1, 9-2, 9-5, 9-6h(2), F-1, and F-2, and table C-1.)

TP 350-70-12

Army Distributed Learning Guide: Managing Courseware Production and Implementation (Cited in paras. 9-6(2)(d) and 9-6h(2).)

Section II

Related Publications

A related publication is a source of additional information. The user does not have to read it to understand this publication.

AR 5-5

Army Studies and Analyses

AR 5-13

Total Army Munitions Requirements Process and Prioritization System

AR 5-14

Management of Contracted Advisory and Assistance Services

AR 5-22

The Army Force Modernization Proponent System

AR 11-33

Army Lessons Learned Program (ALLP)

AR 25-1

Army Knowledge Management and Information Technology

AR 25-55

The Department of the Army Freedom of Information Act Program

AR 70-1

Army Acquisition Policy

AR 71-32

Force Development and Documentation—Consolidated Policies

AR 95-1

Flight Regulations

AR 140-1

Mission, Organization, and Training

AR 140-483

Army Reserve Land and Facilities Management

AR 200-1

Environmental Protection and Enhancement

AR 350-3

Tactical Intelligence Readiness Training Program

AR 350-28

Army Exercises

AR 350-38

Training Device Policies and Management

AR 350-50

Combat Training Center Program

AR 380-10

Foreign Disclosure and Contacts with Foreign Representatives

AR 385-10

The Army Safety Program

AR 420-1

Army Facilities Management

AR 525-29

Army Force Generation

AR 530-1

Operations Security (OPSEC)

AR 600-20

Army Command Policy

AR 600-100

Army Leadership

Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 3170.01G

Joint Capabilities Integration and Development System

DA Pam 25-36

Design and Production of Instructional Publications

DA Pamphlet 25-40

Army Publishing: Action Officers Guide

DA Pamphlet 350-38

Standards in Training Commission

DA Pamphlet 350-40

Army Modernization Training Plans for New and Displaced Equipment

DA Pamphlet 350-58

Leader Development for America's Army

DA Pamphlet 600-67

Effective Writing for Army Leaders

DA Pamphlet 611 series

Personnel Selection and Classification

DA Pamphlet 611-21

Military Occupational Classification and Structure

FM 1-02

Operational Terms and Graphics

FM 2-22.2

Counterintelligence

FM 3-0

Operations

FM 3-20.21

Heavy Brigade Combat Team (HBCT) Gunnery

FM 3-90.6

The Brigade Combat Team

FM 5-0

The Operations Process

FM 5-19

Composite Risk Management

FM 6-01.1

Knowledge Management Section

FM 6-22

Army Leadership

FM 7-15

Army Universal Task List (AUTL)

FM 7-100.1

Opposing Force Operations

Joint Publication (JP) 1

Doctrine for the Armed Forces of the United States

JP 1-02

Department of Defense Dictionary of Military and Associated Terms

The Army Campaign Plan

TP 350-70-3

Staff and Faculty Development Program

TP 350-70-6

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

TP 350-70-7

Army Education and the Accountable Instructional System (AIS) Process

TP 350-70-9

Budgeting and Resourcing

TP 350-70-13

Systems Training Integration

TP 350-70-15

Army Learning Policy and Systems: Glossary of Terms

TP 350-70-16

Army Training and Education Proponents

TP 525 Series

Military Operations

TR 25-36

The TRADOC Doctrinal Literature Program (DLP)

Section III

Prescribed Forms

This section contains no entries.

Section IV

Referenced Forms

DA Form 260

Request for Publishing

DA Form 1045

Army Ideas for Excellence Program (AIEP) Proposal

DA Form 2028

Recommended Changes to Publications and Blank Forms

DA Form 5165-R

Field Expedient Squad Book

Department of Defense (DD) Form 67

Form Processing Action Request

Appendix B

Unit Training Material Examples

B-1. UTL

The following is an example of UTL example.

Note: This view is an example only and not a complete UTL.

Unit Task List Example
No. 11307GXXX

UNIT TASK LIST FOR SIGNAL NETWORK SUPPORT COMPANY

Movement and Maneuver

Defend Convoy (11-2-0008)

Establish Signal Site Defense (11-2-0020)

Intelligence

Provide Intelligence Support for Information Systems Security (ISS) (All Signal Companies) (11-5-0702)

Sustainment

Maintain Unit Strength (12-2-0001)

Provide Communications Security (COMSEC) Support to the Brigade (11-6-0118)

Provide Direct Support (DS) Electronics Maintenance for Organic Electronic Equipment (11-1-0020)

Mission Command

Conduct Brigade S6/BSC Signal Order Planning Process (11-5-0804)

Conduct BSC Signal Site Area Security (11-5-0808)

Protection

Conduct a Chemical Survey (03-2-9310)

Conduct a Radiological, Chemical, or Biological Reconnaissance or Survey (03-2-3008)

Conduct Signal Site Security and Defense (NSC/NSD) (11-6-7033)

Employ Signal Site Physical Security Measures (All Bn Signal Units) (11-5-0726)

Elements:

COMPANY HEADQUARTERS

SIGNAL MAINTENANCE NETOPS/CND TEAM (X2)

RETRANSMISSION TEAM

NETWORK EXTENSION PLATOON

JOINT NETWORK NODE/SMART-T

DATA SUPPORT TEAM

HIGH CAPACITY LINE OF SIGHT (HCLOS) SECTION

COMPANY HEADQUARTERS

B-2. CATS example

See table B-2 for CATS selection example.

Table B-2
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)		Supported Mission(s): Zone Reconnaissance Area Reconnaissance Area Security
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		

Training Audience: Troop Headquarters, Mortar Section, (X2) Reconnaissance Platoon, Fire Support Platoon (17206G000)

Means (Event) (TADSS): 1 - Troop STX (Combined Arms Tactical Trainers)

Title: STX for Conduct Troop Route Reconnaissance (Virtual)

Estimated Duration: 4 Hours

Replication of Conditions (A-D): C - Gate quality for task or echelon

Multi-echelon Training:

Critical Training Gates:

Action Gates: Class for Conduct Troop Route Reconnaissance; Class for Perform Basic Tactical Tasks - Troop; STX for Call for Fire (Virtual).

Comments: (Includes purpose of event; outcome supported; execution guidance about execution of the event; constraints posed by TADSS/et al)

Purpose: To train the troop in the tactics, techniques, and procedures associated with conducting a route reconnaissance.

Outcome: The troop is skilled in the tactics, techniques, and procedures, and tactical SOP items related to the planning, preparation, and execution of a route reconnaissance to a "walk" level of proficiency in a virtual environment.

Execution Guidance: The squadron provides and/or coordinates for resources, to include the virtual simulators, observer/controllers, appropriate cues and responses, and an OPFOR (if required). Due to a lack of high-mobility multipurpose wheeled vehicle (HMMWV) virtual simulators, units have other options for training in a virtual environment. M2/3 Bradley Fighting Vehicle (BFV) simulators, with weapon systems "turned-off" may be used as a substitute for HMMWVs. This method allows for training of command & control, use of terrain, and reporting procedures. Personal computer (PC) desktop reconfigurables using such software as "TACOPS" may also be used in a low overhead local area network environment. The OPFOR could be another troop from the squadron conducting its own virtual STX (for example, security operations) or a computer generated force. For computer generated forces, the observer/controllers provide appropriate cues. The training can be conducted in either a permissive environment, or with a likelihood of contact. If training in a permissive environment with no chance of enemy contact, the troop can conduct a reconnaissance of three routes in its zone; in this case the reconnaissance would focus on trafficability. When a more detailed route reconnaissance is necessary, one or more platoons must be tasked to provide security for the platoon conducting the route reconnaissance. If training in a small-scale contingency environment, the troop conducts route reconnaissance of two routes in its zone. One way to train this is to have two reconnaissance platoons move out early across the line of departure to reconnoiter the terrain or built-up areas on either side of the route. The other reconnaissance platoon reconnoiters the route or routes, trailing from 1 to 2 kilometers behind the lead reconnaissance platoons. This provides a good measure of security for the troop and the platoon working to reconnoiter and classify the route. The troop CP should also be active in the simulation, and displace along the route using terrain that affords effective and continuous communications with troop elements and the squadron (role-played by an observer/controller); if the simulation allows, retrans elements from the squadron S6 section should be involved in the training to affect this. If an engineer reconnaissance team is available in simulation, the platoons can provide flank security while the engineer team conducts a route classification. Training should incorporate use of the Unmanned Aerial System (UAS) to assist in troop security (cues provided by observer/controller). Mortars should be positioned to provide indirect fire along all routes. CBRN reconnaissance may be incorporated into the training (computer generated or simulators) to determine the presence of CBRN agents along the route; cues would have to be provided by an observer/controller. If available in simulation, Force XXI Battle Command Brigade and Below (FBCB2)/Blue Force Tracker should be used to enhance situational awareness, and mission command. The estimated duration for the STX includes time to plan, prepare, and execute; perform AARs; and repeat training as necessary. As this training uses virtual simulation, conditions should include both day and night. Several training support packages (TSPs), which can be used to develop unit training exercises, can be retrieved from Army Knowledge Online (AKO) at <https://www.us.army.mil/suite/folder/12568634>. TSP 17-2-R-4000 is specifically designed to train troop route reconnaissance. Read the Guide to Use and Implementation (at the AKO site) to see how TSPs can fit into your unit's training strategy.

B-3. WTSP element list

Application. Refer to chapter 4 for information on the application of WTSPs.

Elements. Table B-3 contains WTSP elements and components with applicable definitions, examples of the elements/components of WTSPs for illustrative purposes, and what type of CATS event situations are applicable for that element/component. Additionally, the last column denotes which environments (live, virtual, constructive models and simulations (LVC)) the component occurs in by exception. The "All" designation means the component may occur in any environment.

Table B-3
WTSP elements

Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
1. EVENT IDENTIFIER		All
a. Event Title: The name and number the developer assigns to the event.	<ul style="list-style-type: none"> • Aerial Gunnery • A Close Combat Tactical Trainer (CCTT) Event – Warrior Focus • Joint Army Navy Uniform Simulation (JANUS) Staff Peacemakers 	All
b. Event Security Classification: Security classification of the event.	<ul style="list-style-type: none"> • SECRET • TOP SECRET • UNCLASSIFIED 	All
c. Echelon(s): Echelon(s) the event is designed to train.	<ul style="list-style-type: none"> • Brigade • Battalion • Company/Team • Platoon 	All
d. Unit Type: Type of unit the event is designed to train.	Armor, Mechanized Infantry, Scout	All
e. Unit Designation: The unit the event is designed to train.	A CO, 2-34 AR, 1 BDE, 234 Armor ID(M)	All
f. Mission Type --The mission the event supports. Unit CATS provide the links to mission, collective tasks, and event type.	<ul style="list-style-type: none"> • Movement to Contact • Defense, Deliberate Attack 	Only multitask events
g. Event Type: The type of event as defined in the Unit CATS, and/or gunnery tables.	LFX, CPX, STX, STAFFEX	All
h. TADSS: The training aids, devices, simulators, and simulations needed to support the event. TADSS are linked to the Event Type in the CATS.	<ul style="list-style-type: none"> • CCTT - Multiple Integrated Laser Engagement System (MILES) • Aviation Combined Arms Tactical Trainer – Brigade/Battalion Battle Simulation (BBS) • JANUS – OneSAF 	All
i. WTSP Developer/POC Information:		

Table B-3
WTSP elements, continued

Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
(1) Developer/POC Name(s): The name(s) of the WTSP developer/POC(s).	Major John Smith	All
(2) Developer/POC Unit Identification Code and/or Organization(s): The alphanumeric code that uniquely identifies the WTSP developer's/POC's unit.	<ul style="list-style-type: none"> • WA9LAA • HQ 7th Engineer BDE 	All
(3) Developer/POC Phone Number(s)/E-Mail Address: The direct support number (DSN) and/or commercial telephone number and electronic mail address of the WTSP developer/POC.	555-555-5555 John.Smith@eustis.army.mil	All
j. WTSP DEVELOPMENT STATUS		
(1) Status: The state of development for a given WTSP.	<ul style="list-style-type: none"> • Initial draft • Training draft • Final draft 	All
(2) Date: The WTSP development status date.	22 June 2008	All
2. EVENT OVERVIEW		
a. Event Narrative: A brief description of the event's tactical storyline (including the unit's mission or actions) and a general statement of the storyline conditions that are key to supporting the training objectives.	Platoon maneuvering to objective encounter opposition and take action.	Only multitask events
b. Event Storyline: A general overview of the history leading up to the event and the expected actions that will occur during the event.	Following a tactical road march from AA TANK to the line of departure (LD), platoon maneuvers as the left flank platoon of the lead team in a TF movement to contact. Team Alpha moves along AXIS WEASEL to defeat forces in zone and secure OBJ CHEVY. On order, the team occupies battle position (BP) 3 orienting from Target Reference Point (TRP) 02 to TRP 04.	Only multitask events
c. Conditions: A general description of the environmental conditions and/or starting status as it impacts training. Conditions are derived from the collective tasks to train.	The event begins at 170445JAN09 requiring the unit to perform the tasks during limited visibility.	All

Table B-3
WTSP elements, continued

Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
d. Nature of Threat: The OPFOR organization, equipment, and tactics employed in the event as defined in FM 7-100.1 are determined from the collective tasks.	The enemy in the event consists of a BMP-II equipped Military Intelligence (MI) Battalion (BN) deployed with two Combat Reconnaissance Patrols (CRPs), a fire support element, and an advance guard. The MI BN is reinforced with a tank company and a start point (SP) Howitzer battalion (-).	All
e. Event Difficulty: A developer-provided estimate of the general difficulty of the event relative to unit's current capabilities. Note the level of difficulty.		All
f. Training Objective: A statement that describes the desired participant outcomes in terms of the tasks, conditions, and standards for the specified event. Refer to Execution Guidance in Unit CATS.	Develop reconnaissance and surveillance tasking(s) using all feasible enemy courses of action (ECOs). Also, there may be supporting objectives: 1. Conduct intelligence preparation of the battlefield (IPB) to analyze the urban environment. 2. Conduct intelligence preparation of the battlefield (IPB) to develop feasible urban ECOs. 3. Identify urban reconnaissance and surveillance requirements. 4. Develop urban specific information requirements. 5. Determine named areas of interest (NAIs) for all urban ECOs. 6. Allocate assets using a reconnaissance and surveillance (R&S) tasking matrix.	All
g. Task Groups/METL Tasks Supported: The CATS collective task selections or unit METL tasks supported by the event.	<ul style="list-style-type: none"> • Mobilize and Deploy • Defend 	Only multitask events
h. Task Number: The alphanumeric identification assigned by the proponent.	71-8-1200	Only single-task events
i. Task Title: The name of the task assigned by the proponent.	Conduct Tactical Movement	Only single-task events
j. Task Date: The date the task was published and approved by the proponent.		Only single-task events
k. Collective Tasks Trained: The tasks trained in the event, drawn from the appropriate unit task list, which support the METL tasks trained.	<ul style="list-style-type: none"> • 17-2-0222 Conduct Fire and Movement • 07-3-9013 Conduct Actions on Contact • 07-2-9003 Conduct a Defense 	Only multitask events
l. Task Number: The alphanumeric identification assigned by the proponent.	17-3-3070	

Table B-3
WTSP elements, continued

Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
m. Task Title: The name of the task assigned by the proponent.	Execute Actions on Contact	
n. Task Condition: The field conditions under which the task is performed. This may include the when, where, and why the unit performs the task, and what materials, personnel, and equipment the unit must have to perform the task.	The platoon is conducting tactical operations as part of a company team or cavalry troop. It makes enemy contact by receipt of direct/indirect fires, direct observation of enemy forces or obstacles, or from reports sent to, or coming from, higher headquarters.	Only single-task events
o. Task Standard: A statement that establishes the criteria for how well a task must be performed.	The platoon reacts to the contact, deploys as required, and reports the contact to the commander. It develops the situation, based on the commander's intent, while retaining sufficient combat power to continue the mission. The platoon successfully accomplishes the course of action directed by the commander.	Only single-task events
p. Cues: Stimuli prompting action. An initiating cue is a signal to begin performing a task. A terminating cue indicates task completion.	The battalion staff receives a warning order on the upcoming change of mission.	All
q. Task Date: The date the task was published and approved by the proponent.		Only single-task event
r. Task Performance Support Codes: Task Performance Support (TPS) codes indicate the degree to which a simulation provides the necessary cues and responses one would expect in a field training environment, when performing the task in simulation.	See CATS Condition Codes	Only for simulations
s. Individual Tasks Trained: The key individual tasks trained in the event.		All by task number and title
t. Task Number: The alphanumeric identification assigned by the proponent.		
u. Task Title: The name of the task assigned by the proponent		

Table B-3
WTSP elements, continued

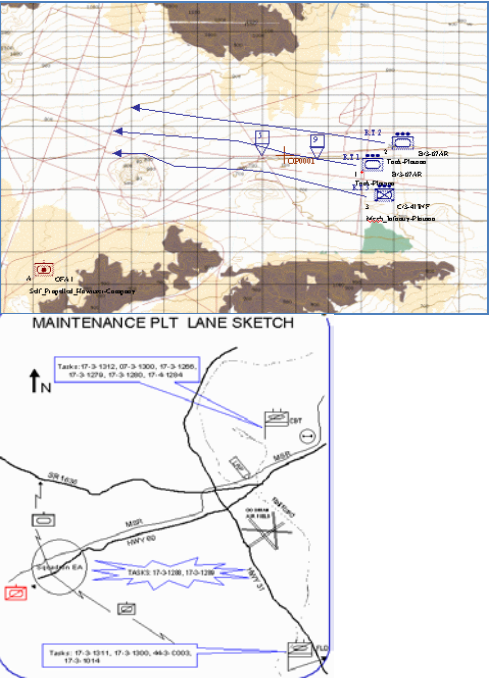
Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
v. Event Diagram: A graphic depiction of the event.		Primarily for multitask events
w. Event Development Notes: Information provided by the developer to clarify the event design and development decisions. This should include modifications of doctrinal tasks, conditions, and standards	"This event focuses on movement techniques, formations, and mission command procedures; thus, no enemy contact was included."	Only for multitask events
x. Event After Action Review Notes: Knowledge learned from event execution.	When we ran the event, all the OPFOR was on one workstation; it would have been easier to control the OPFOR if we had used two workstations.	All
3. TACTICAL MATERIALS		
a. Orders/Plans: A directive issued for the purpose of effecting the coordinated execution of an operation, as defined in FM 1-02. It may contain a description of the task organization, situation, mission, execution guidance, administrative and logistics support, and command and signal information for the specified operation.	CJTF-79 OPORD 2145-09 (GRIFFON JUSTICE)	Only for multitask events

Table B-3
WTSP elements, continued

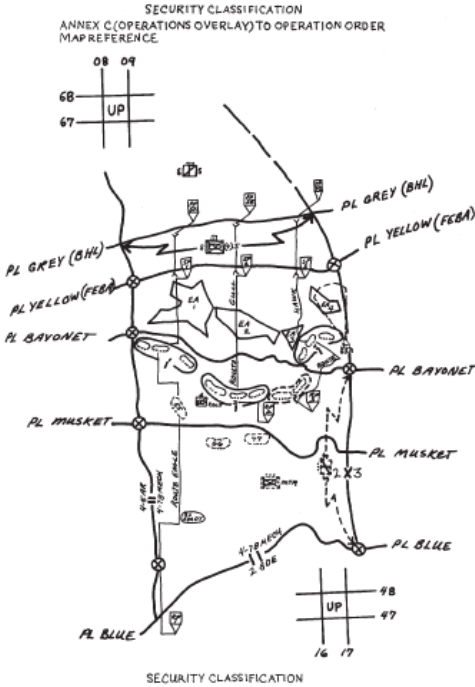
Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
b. Orders/Plans: The specific order/plan needed to support the event.	CJTF-79 OPORD 2145-09 (GRIFFON JUSTICE)	Only for multitask events
c. Map sheets: Scale, series, and description of map sheets required for the event.	<ul style="list-style-type: none"> 1:250,000, Series JOG 1501 Air, Sheet NK 34-5, Edition 6, February 1999 1:50,000: SERBIA Series M709, Sheet: 3178 I 	Primarily for multitask events
d. Transmission Methods: The means, electronic or otherwise, by which a HQ sends an order/plan to its subordinates.	<ul style="list-style-type: none"> Maneuver Control System (MCS) FBCB2 	Only for multitask events
<p>e. Overlays: A printing or drawing scaled to a map to show graphics for combat and sustainment operations, as defined in FM 1-02.</p> <p>Overlays are graphics drawn on top of a map, sketch, or photograph. To ensure accurate alignment, the overlay must have at least two reference marks at opposite locations. (FM 5-0 provides the minimum labeling requirements for an overlay.) On automated displays, overlays are graphical information that is joined electronically so it can be "turned on or off" over or in front of the primary digital display, such as a map, sketch, or photograph</p>	 <p>Figure H-8. Overlay order format (continued)</p>	Primarily for multitask events
f. Overlays: The specific overlay needed to support the event.	<ul style="list-style-type: none"> Operation overlay Fire support overlay Engineer overlay 	Primarily for multitask events
g. Transmission Methods: The means, electronic or otherwise, by which a HQ sends an overlay to its subordinates.	<ul style="list-style-type: none"> MCS All Source Analysis System (ASAS) FBCB2 Tactical Digital Facsimile (TACFAX) Hardcopy 	Primarily for multitask events

Table B-3
WTSP elements, continued

Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
h. Tactical Reports: Oral and/or written communication delivered in an appropriate military format, as defined in FM 3-90.6.	Report any increased level of communications between key suspected terrorist leaders operating in NAI 8 between 200600 and 300200SEP. LTIOV. 00600SEP.	Primarily for multitask events
i. Reports: The specific tactical report needed to support the event.	<ul style="list-style-type: none"> • Intelligence summary • Situation report (SITREP) • Spot report 	Primarily for multitask events
j. Transmission Methods: The means, electronic or otherwise, by which a HQ sends a report to its subordinates.	<ul style="list-style-type: none"> • MCS hardcopy • ASAS FBCB2 • Radio TACFAX 	Primarily for multitask events
k. Road to War: A graphic and/or narrative description of the events leading up to the situation at the start of the event.	Selected example segment: 2007-2008 - The overall instability of Afghanistan worsens as various democratic milestones (that is, presidential elections in October 2004 and parliamentary elections in September 2005) are inaugurated and realized. Regional leaders such as ...	Primarily for multi- task events
l. Geographical Location: The area in which the events of an event take place.	The area adjacent to the boundary between Kentucky and Indiana	Primarily for multitask events
m. Geographical Setting: The surroundings or environment in which the event takes place.	<p>This area has been hotly disputed since 1992. In 1993, the United Nations (UN) established a multinational peacekeeping force to patrol the area. Constant violence along the border has been escalating until March 2000.</p> <p>Elements of the People's Democratic Republic of Kentucky sent forces across the Kentucky Canal, prompting the deployment of U.S. forces to assist in reestablishing peace in the region.</p>	Primarily for multitask events
n. Political Factors: Issues and considerations related to the government of the area.	Since the mid-1930's, Kentucky has been ruled by a Marxist-inclined political party. It tolerates little or no dissent. Indiana has been ruled during the same time by a series of center-left coalitions. A broader range of political debate is tolerated in Indiana than in Kentucky.	Primarily for multitask events
o. Economic Factors: Financial considerations of the area.	Kentucky's economic power is based on agriculture commodities and is subject to significant price fluctuations, based on the international market. Indiana's economy is based on a mix of manufacturing, small business, and agriculture. Indiana is a net exporter. Kentucky has relied on a series of large loans from the International Monetary Fund to finance its military hardware purchases.	Primarily for multitask events
p. Social Factors: Cultural characteristics of the location.	Although nominally egalitarian, Kentucky is divided into two very different social classes. Social power and prestige are actually vested in the ruling party's hierarchy. Indiana was original ruled by a land-owning minority; however, over the last 30 years it has developed a middle class that now includes approximately one-third of Indiana's population.	Primarily for multitask events

Table B-3
WTSP elements, continued

Components and Descriptions	Examples						Applicable events (and environments (LVC) by exception)
q. Military Factors: Characteristics of the armed forces in the area.	Kentucky's armed forces consist of 500,000 personnel in uniform. Eighty percent of those people are members of Kentucky's ground component that consists of a mix of modernized infantry and armored forces. Kentucky's air power is a mix of helicopters and fixed-wing aircraft, with a close air support mission. Indiana's armed forces are similar to Kentucky's, but only half the size.						Primarily for multitask events
r. Infrastructure Factors: Utilities, communication network, sewerage, and transportation networks of the area.	The major arteries run north and south, 31W and I-65. Each has a paved surface and is viable in all weather conditions. The roads have from two to six lanes. Railroads run parallel to these roads. Coal-generated electricity is available for the operations. All cities and villages throughout area of operation have adequate sewerage.						Primarily for multitask events
4. EVENT CONTROL MATERIALS							
a. Event Storyboard: The script for the event. It identifies the events (that is, what is going to happen in the event in terms of cues/responses) and the approximate event times.	Activity Number	Activity	Activity Descriptions	Activity Participants	Activity Location	Activity Narrative	Primarily for multitask events
	240001	IED Attack	IED attack on convoy MSR	International security assistance force (ISAF) Forces and Taliban Insurgents	Northern Ghazni province	A CLP convoy of five 5,000-gallon fuel tankers enroute to Ghazni was hit by a string of IEDs. 42SVC 45961 13437.	
b. Event: Small well-defined segments of an event. Each event uses cues to cause a specified unit action that represents performance of one or more tasks.	<ul style="list-style-type: none">• Occupation of a BP• Displacement rehearsal• Rearm and refuel						Primarily for multitask events
c. Cues: Stimuli that prompt unit performance. The cues are derived from the collective task analysis and must be linked to the evaluation plan to ensure that the task is properly evaluated.	<ul style="list-style-type: none">• Reports and orders• Scripted messages• Tactical and administrative occurrences or actions						All
d. Unit Responses/Tasks: Unit performances expected to occur in response to cues.	0800 – Unit crosses Phase Line (PL) Alpha						All

Table B-3
WTSP elements, continued

Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
e. Event Execution Timeline: The timeline for the occurrence of events (that is, cues/responses) included in the event storyboard.	0800 – Send FRAGO #1	Only for multitask events
f. Event Support Personnel Guidelines: Execution-focused instructions for all supporting personnel that direct performance of activities that support the training unit's performance.	<p>(a) Conduct the event with full-scale fidelity to the maximum extent possible. Clearly identify instances when the event sequence must be interrupted for an "academic" situation.</p> <p>(b) Interdict all nonapproved personnel to prevent unscripted interruptions or events to maintain event integrity.</p> <p>(c) Develop a list of key teaching/learning points for debrief. Ensure accurate documentation to permit complete dissection and maximum learning.</p>	Only for multitask events
g. Role: The function an individual provides or portrays during the event.	<ul style="list-style-type: none"> • OPFOR Commander • Field Artillery BN Tactical Operations Center Workstation Operator • Refugee 	Only for simulations and multitask events
h. Duties: Activities required for performing a role or function during the event.	<ul style="list-style-type: none"> • Initialize workstation • Verify OPFOR starting locations • Conduct security zone reconnaissance • Conduct a strong point defense 	Only for simulations and multitask events
i. Location: The location(s) of the supporting personnel by role.	OPFOR Semi-automated Forces (SAF) Room – OPFOR Workstation B	Only for simulations and multitask events
j. Tactical Purpose: The mission and/or concept of the operation for the elements controlled and represented during the event.	An OPFOR MI BN (+) supported by a Tank Company and 2S1 Battery will conduct an attack through Brown Pass, vicinity NK337180, to key the actions of the training unit.	Only for simulations and multitask events
k. Execution Guidance: Specific instructions for accomplishing the tactical purpose in the event.	At the start of the event, the OPFOR Combat Reconnaissance Patrol (CRP) is located at NK461132 in a traveling formation with the T80s leading, with the NBC recon squad and an engineer recon section following. When the BLUFOR platoon passes command post (CP) 56, start the 2 HIND-Ds and let them run their course. At the direction of the observer/controller (O/C) (after the BLUFOR platoon passes CP 51), you will execute OPFOR PLATOON movement. When the CRP (+) makes contact with the BLUFOR, it will engage the tank platoon. When one vehicle from the Motorized Infantry Platoon is lost, withdraw the CRP (+) toward CP 8.	Only for simulations and multitask events
l. Unit Starting Locations: Locations of the elements controlled and represented by the workstations, as well as any other related graphic control measures.	Artillery Battery – NK600500	For simulations and multitask events

Table B-3
WTSP elements, continued

Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
m. Unit ID: The alphanumeric identification of a unit controlled by a workstation.	1/A/1-5F	For simulations (virtual/constructive)
n. Unit Type: The type of unit controlled by the workstation.	<ul style="list-style-type: none"> • BLUFOR mechanized platoon • BLUFOR artillery unit • OPFOR dismounted infantry squad • OPFOR tank platoon 	For simulations (virtual/constructive)
o. Grid Coordinate: A grid coordinate for the unit location.	NK4500011000	For simulations (virtual/constructive)
p. Control Measures List: List or sketch used to depict actions, units, and tactical tasks. It may also include obstacles, boundaries, fire support control measures, and targets.	<ul style="list-style-type: none"> • Target reference points • Unit boundaries • Coordinating point 	Only for multitask events
q. Control Measure Type: The type of control measure needed to support the event.	<ul style="list-style-type: none"> • Target reference points • Boundaries • Coordinating point • Contact points 	Only for multitask events
r. Control Measure ID: The name or numbers identifying a control measure.	<ul style="list-style-type: none"> • AL2011, CP24 • PL PHOENIX 	Only for multitask events
s. Control Measure Grid Coordinate: The grid coordinate for a control measure.	NK3353620698	Only for multitask events
t. Target Array: The type, location, and sequence of targets, including the amount of time a target is displayed on a range.	<p>4 BMPs arrayed in a wedge formation. 2 tanks arrayed independently.</p> <p>Total time displayed is < 1 minute per target.</p>	Only for multitask events
u. Target Type: An object, vehicle, and/or individual that is the aiming point of any weapon or weapons system.	<ul style="list-style-type: none"> • Frontal tank • Moving flank tank • Rocket propelled grenade team 	Primarily for simulation events
v. Target Quantity: The number of targets needed to support the event.	<ul style="list-style-type: none"> • 4 BMPs • 2 Tanks 	Primarily for simulation events
w. Target Position: The range of a target from the firing line.	<ul style="list-style-type: none"> • 600-800 meters • 400-600 meters 	For events including Gunnery, LFX, combined arms live fire exercise (CALFEX)

Table B-3
WTSP elements, continued

Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
x. Target Ignition: The point in the event, by time or event, when the target is exposed.	<ul style="list-style-type: none"> Unit crosses over PL ALPHA. 0930-Range crew emplaces frontal tank. 	Primarily for simulation events
y. Exposure Time: The length of time a target is available to engage.	<ul style="list-style-type: none"> 9 seconds 60 seconds 	Primarily for simulation events
z. Engagement Criteria: Those circumstances that allow engagement of a force without a specific command to do so. This may include a point or line on the ground that a force crosses, or an event or action that a force does.	Direct fire engagements will begin when BLUFOR main body elements are between TRP 001 and TRP 002.	Only for multitask events
aa. Rules of Engagement: Directives that delineate the circumstances and limitations under which forces initiate and/or continue combat engagements.	Recon elements will use direct fire only for self-defense.	Only for multitask events
bb. Administrative Training Rules: The basic guidelines and procedures for the use of combat and sustainment systems, within the limitations and restrictions of the training environment.	Ground maintenance and evacuation priorities are to combat systems, then sustainment vehicles above the Brigade/Regimental level. Priority for aviation maintenance and evacuation is utility, heavy lift, observation, and then all others.	Only for multitask events
cc. Army Aviation: Administrative rules to define the use and the results of Army Aviation activities during the event.	Helicopters assessed as casualties are directed to land by O/Cs, as near to the engagement location as safety considerations will allow. After the pilot informs the helicopter's unit of its status, a "killed" helicopter is allowed no further radio communications.	Only for multitask events
dd. Air Defense: Administrative rules to define the use and results of air defense during the event.	Aircraft engaged by Stinger missiles will be assessed as killed, unless the aircraft disperses flares and takes evasive action.	Only for multitask events
ee. Civilians on Battlefield: Administrative rules to define the use and results of civilians on the battlefield during the event.	All civilians must wear MILES on the battlefield.	Only for multitask events
ff. Combat Electronic Warfare: Administrative rules to define the use and results of combat electronic warfare during the event.	Tactical medical evacuation frequencies may not be jammed.	Only for multitask events

Table B-3
WTSP elements, continued

Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
gg. Combat Service Support: Administrative rules that define the use and results of sustainment activities during the event.	Killed in action (KIA) reconstituted 1 hour after casualty feeder reports have been submitted to BDE S-1.	Only for multitask events
hh. Command & Control: Administrative rules that define the use and results of mission command activities during an event.	Single-Channel Ground and Airborne Radio System frequency hopping may not be used during the event.	Only for multitask events
ii. Direct Fire Engagements: Administrative rules that define the use and results of direct fire engagements during an event.	Crewmen of vehicles assessed as direct fire hits are considered KIA.	For simulations and multitask events
jj. Dismounted Operations: Administrative rules that define the use and results of dismounted operations and reconnaissance during the event.	Blanks will never be fired at personnel within 20 feet.	For events with OPFOR
kk. Fire Support: Administrative rules that define the use and results of fire support during the event.	O/Cs or fire markers throw ground burst and fire air burst simulators to replicate incoming artillery. Casualties are assessed based on the number and type of rounds falling in the impact area. Personnel and vehicles are assessed based on the battle damage assessment (BDA) table.	Only for multitask events
ll. Mobility & Survivability: Administrative rules that define the use and results of mobility and survivability operations during the event.	All mines are assumed to have antihandling capability.	Only for multitask events
mm. CBRN: Administrative rules that define the use and results of CBRN activities during the event.	During decontamination operations, commercial laundry detergent will be used in lieu of decontamination agents STP and DS2.	Only for multitask events
nn. Enemy Prisoners of War Considerations: Administrative rules that define the treatment and activities associated with the handling of enemy prisoners of war (EPWs) during the event.	The upper right-hand pocket is a "safe" pocket and may not be searched.	For events with OPFOR
oo. TACAIR: Administrative rules defining the use and results of TACAIR activities during the event.	BDAs will be based on aircraft altitude at the time of release.	Only for multitask events
pp. Communication:	Units will maintain communication with ISAF MAIN at all times. Hourly communication checks will be communicated in order to ensure mission command.	Primarily for multitask events

Table B-3
WTSP elements, continued

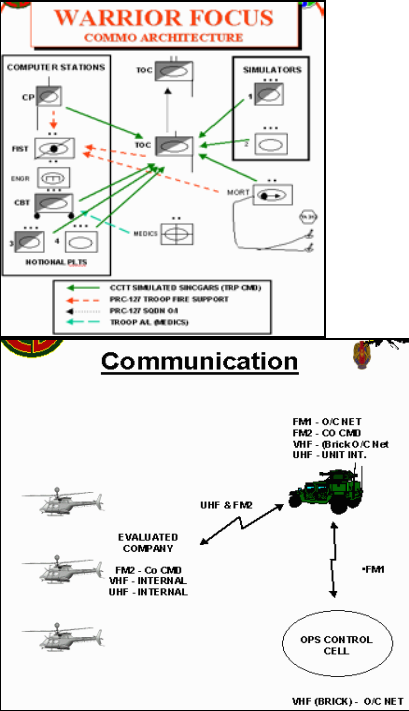
Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
qq. Call Signs: The call signs for the training unit and supporting personnel.	<ul style="list-style-type: none"> • Black 6 • Saber 7 	Primarily for multitask events
rr. Communication Network Diagram: A diagram that identifies the stations on the tactical and administrative network and the hierarchy of communications for the event.	 <p>The top diagram, titled "WARRIOR FOCUS COMMO ARCHITECTURE", shows a network of computer stations (CP, FBT, ENGR, CRT, HORIZONTAL PLTS) and simulators (TDC, TDC, MORT) connected by various communication links. A legend below it defines the link types: CCTT SIMULATED SINGARS (RIP CMD), PRC-127 TROOP FIRE SUPPORT, PRC-127 SQUAD G1, and TROOP AL (BASIC). The bottom diagram, titled "Communication", shows a tactical scenario with an "EVALUATED COMPANY" (represented by helicopter icons) and an "OPS CONTROL CELL" (represented by a tank icon). It details communication links: FM1 - O/C NET, FM2 - CO CMD, VHF - Brick O/C Net, UHF - UNIT INT., UHF & FM2, FM1 - INTERNAL, and VHF (BRICK) - O/C NET.</p>	Only for multitask events
ss. Simulation Workarounds : Guidelines that explain how to overcome simulation limitations.	Manned module crews can detect and cross over tunnels during the event. However, when crews cross over tunnels, the module "falls" through the database, flipping the module and killing the crew. If this occurs, you must pause the event, reposition the module in a new grid location, and restart the event.	For simulation events only (virtual/constructive)
5. EVENT SETUP MATERIALS		
a. Training Area/Range : The range or maneuver area for which the event was developed.	<ul style="list-style-type: none"> • FT Hood Training Area 41-47 • Drop Zone Zulu 	For multitask events Live
b. Terrain Database : The digital terrain for which the event was developed.	<ul style="list-style-type: none"> • CCTT Primary 2 – Central Europe • BBS – National Training Center 	For simulations (virtual/constructive)

Table B-3
WTSP elements, continued

Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
c. Initialization Data for Army Battle Command System: Initialization data is determined before starting the event and is in the format of the automation system being used.	<ul style="list-style-type: none"> Unit locations Unit status 	For multitask events
d. Training Site/Range Preparation: The unit and/or site activities required for conducting the event.	OPFOR needs to set up obstacles and traps prior to the unit FTX.	For multitask events
e. Event Date & Time Group: The date and time of event activities.	021300MAR022	All
f. Force Structure	See examples below.	
(1) BLUFOR Task Organization: The composition of the friendly forces in the event.	Armor Heavy Task Force (2 Tank Co, 1 Mechanized Co), Engineer Co, and an Air Defense Artillery Platoon (plt)	For multitask events
(2) OPFOR Task Organization: The composition of the enemy forces in the event	A MI BN supported by the mine warfare plt of its parent BDE's Engineer Co	For multitask events
(3) Black Elements: actual, suspected, or potential enemy collaborators, sympathizers, intelligence agents, and other persons whose presence threatens the security of the friendly forces (see JP 1-02 and FM 2-22.2)	10 local tribal leaders who are known to be hostile to ally nation forces	
(4) White Elements: The civilian agencies and elements involved in the event.	<ul style="list-style-type: none"> 40 Red Cross relief workers Electrical team from the city public works department 300 refugees with 50 goats 	For multitask events
(5) Gray Elements: The identities and locations of those personalities whose inclinations and attitudes toward the political and military objectives of the U.S. cannot be determined based upon current intelligence.	75 members of "Clan XYZ" have resisted the enemy government and may be willing to cooperate with U.S. forces.	For multitask events

Table B-3
WTSP elements, continued

Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
(6) Green Elements: The noncombatants involved in the event.	UN Peacekeeping Forces	For multitask events
g. Classes of Supply: Lists the logistic requirements (live or simulated) in terms of the amount of classes of supply required for the event. Resources required to conduct the event may be determined from Unit CATS. The WTSP must clearly identify the difference between the actual resources and the classes of supply for the simulation. Each separate supply item required should include the nomenclature, national stock number, unit of issue, and quantity as shown for the subsistence items.	Classes of Supply components are explained in the Descriptions column. See examples below.	
(1) Class I: Subsistence items and gratuitous-issue health and comfort items.		
(a) Subsistence Items: The types of meals ready to eat, T-rations, fresh fruits, and vegetables.		
<ul style="list-style-type: none"> • Nomenclature: The names/descriptions of items needed to support the event. 		
<ul style="list-style-type: none"> • National Stock Number: The stock numbers of the items. 		
<ul style="list-style-type: none"> • Unit of Issue: The item quantity as issued. 		
<ul style="list-style-type: none"> • Quantity: The amount issued. 		
(b) Gratuitous-Issue Health Items .		
<ul style="list-style-type: none"> • Nomenclature: The names/descriptions of items needed to support the event. 		
<ul style="list-style-type: none"> • National Stock Number: The stock numbers of the item. 		

Table B-3
WTSP elements, continued

Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
<ul style="list-style-type: none"> • Unit of Issue: The item quantity as issued. 		
<ul style="list-style-type: none"> • Quantity: The amount issued. 		
(c) Gratuitous-Issue Comfort Items.		
(2) Class II: Clothing, individual equipment, tentage, organizational tool sets and kits, hand tools, maps, and administrative and housekeeping supplies and equipment.		
(a) Clothing.	Army combat uniform (ACU)	
(b) Individual Equipment.		
(c) Tentage.		
(d) Organizational Tool Sets and Kits.		
(e) Hand Tools.		
(f) Maps.		
(g) Administrative and Housekeeping Supplies.		
(h) Administrative and Housekeeping Equipment.		
(3) Class III: Petroleum fuels, lubricants, hydraulic and insulating oils, preservative, liquids and gases, bulk chemical products, coolants, deicer and antifreeze compounds, components and additives of petroleum and chemical products, and coal.		
(a) Petroleum Fuels.		
(b) Lubricants.		
(c) Hydraulic and Insulating Oils.		
(d) Preservative.		
(e) Liquids and Gases.		
(f) Bulk Chemical Products.		
(g) Coolants.		

Table B-3
WTSP elements, continued

Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
(h) Deicer and Antifreeze Compounds.		
(i) Additives of Petroleum.		
(j) Chemical Products.		
(k) Coal.		
(4) Class IV: Construction materials including installed equipment, and all fortification and obstacle materials.		
(5) Class V: Ammunition of all types, including chemical, bombs, explosives, mines, fuses, detonators, pyrotechnics, missiles, rockets, propellants, and other associated items.		
(6) Class VI: Personal demand items, such as health and hygiene products. (Nonmilitary items).		
(7) Class VII: Major end items, such as launchers, tanks, mobile machine shops, and vehicles.		
(8) Class VIII: Medical materials including repair parts peculiar to medical equipment and management of blood.		
(9) Class IX: Repair parts and components, to include kits, assemblies, and subassemblies (repairable or nonrepairable) that are required for maintenance support of all equipment.		

Table B-3
WTSP elements, continued

Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
(10)Class X: Material required for supporting nonmilitary programs, such as agricultural and economic development projects (not included in Classes I-IX).		
h. Miscellaneous (MISC): Water, captured enemy material, and salvage material.		
i. Starting Locations (Virtual/Constructive): The individual Soldier, vehicle, or unit grid locations at the start of the event.	See examples below.	
(1) BLUFOR: The friendly Solider, vehicle, or unit grid locations at the start of the event.	NK600553	
(2) OPFOR: The enemy solider, vehicle, or unit grid locations at the start of the event.	NK600542	
(3) White: The civilian agency and/or element grid locations at the start of the event.	NK600500	
(4) Green: The noncombatant grid locations at the start of the event.	NK123999	
j. Starting Conditions (Virtual/Constructive): The initial status for all entities at the start of the event.	See examples below.	Simulation events (virtual/constructive)
(1) Orientation: The initial azimuth in degrees/mils for all entities at the start of the event.	270 Degrees	Simulation events (virtual/constructive)
(2) Formation: The formation the entities will be in at the start of the event.	<ul style="list-style-type: none"> • Column • Wedge • Line 	Simulation events (Virtual/constructive)
(3) Spacing: The distance between entities at the start of the event.	200 Meters	Simulation events (virtual/constructive)

Table B-3
WTSP elements, continued

Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
(4) Posture: The specific operational status and activities of the entities in the event.	<ul style="list-style-type: none"> • Defend • Halt • Traveling Overwatch • Defilade 	Simulation events (virtual/constructive)
k. Maintenance Status: The readiness of material/ equipment that is in fact, or administratively classified as, unserviceable, pending completion of required servicing or repairs. It is used to determine the probability of a maintenance fault.	<ul style="list-style-type: none"> • Tanks 50% mission capable • Bradley's 85% mission capable 	Simulation events (virtual/constructive)
l. Equipment Status: The initial equipment state for entities at the start of the event.	<ul style="list-style-type: none"> • Mobility-kill • Firepower-kill • Mobility/Firepower-kill • Catastrophic-kill 	Simulation events (virtual/constructive)
m. Personnel Status: The condition of personnel.	<ul style="list-style-type: none"> • KIA • Wounded In Action 	Simulation events (virtual/constructive)
n. Gunnery Competency: The skill level of the entities at the start of the event.	<ul style="list-style-type: none"> • Novice • Competent • Marksman 	Simulation events (virtual/constructive)
o. Environmental Conditions (Virtual/Constructive): The weather conditions at the start of the event.	See examples below.	Simulation events (virtual/constructive)
(1) Barometric Pressure: The measure of atmospheric pressure specified at the start of the event.	29.7millibars (mb)	Simulation events (virtual/constructive)
(2) Cloud Ceiling: The range of cloud cover specified at the start of the event.	5000 feet	Simulation events (virtual/constructive)
(3) Density Altitude: The height above mean sea level at which the existing density of the atmosphere would be duplicated in the standard atmosphere.	435 ft mean sea level (MSL)	Simulation events (virtual/constructive)
(4) Fog: The range of fog visibility specified at the start of the event.	500 meters	Simulation events (virtual/constructive)

Table B-3
WTSP elements, continued

Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
(5) General Visibility: The range of visibility specified at the start of the event.	4000 meters	Simulation events (virtual/constructive)
(6) Haze: The range for haze visibility specified at the start of the event.	200 meters	Simulation events (virtual/constructive)
(7) Relative Humidity: The ratio, usually expressed as a percentage of air's water vapor content, to its water vapor capacity, at a given temperature and pressure.	72%	Simulation events (virtual/constructive)
(8) Absolute Humidity: A ratio of the quantity of water vapor present per unit volume of air, usually expressed as grams per cubic meter (g/m ³) or grains per cubic feet.	.01 g/m ³	Simulation events (virtual/constructive)
(9) Illumination: The light levels specified at the start of the event. This may include ambient light, lunar light (no moon, half moon, full moon, starlight), and solar light (dawn, dusk, high noon).	Full moon	Simulation events (virtual/constructive)
(10) Precipitation: The measured, or estimated, rate of rainfall or snowfall specified at the start of the event.	Rainfall 0"/hr	Simulation events (virtual/constructive)
(11) Surface Wind: The wind speed, direction, and gust speeds measured over the land or water, specified at the start of the event.	ESE 12K, G to 20K	Simulation events (virtual/constructive)
(12) Temperature: A measure of hotness or coldness of the air near the ground, specified at the start of the event.	<ul style="list-style-type: none"> • Dry/Cold • Dry/Hot • Wet/Cold • Wet/Hot • May include exact temperatures at various altitudes 	Simulation events (virtual/constructive)

Table B-3
WTSP elements, continued

Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
6. COMMUNICATION PLAN	See examples below.	For multitask events
a. Radio Nets: The radio nets for the training unit and supporting personnel.	<ul style="list-style-type: none"> • A Co Command • A Co Platoon (Plt) 	For multitask events
b. Radio Frequencies: The radio frequencies for the training unit and supporting personnel.	<ul style="list-style-type: none"> • 31.000 • 31.100 	For multitask events
c. Simulation File(s): The electronic file(s) that load event starting data into the simulator.	Service validation criteria (SVC) files on approved electronic media	Simulation events (virtual/constructive)
7. EVALUATION PLAN		
a. Observation Plan: The plan for observing and recording unit task performance.	See examples below.	All
(1) Observation Role: List of individuals who act as O/Cs and their roles in the event.	<ul style="list-style-type: none"> • S2 O/C • S3 O/C • Tank crew evaluator • Scout Plt observer 	Multitask
(2) Observation Duties: The tasks required for performing the observation role or function during the event.	<ul style="list-style-type: none"> • Observe S2 and S2 section. • Apply battlefield effects near Main CP, as required or on order. 	Multitask
(3) Observation Location: The location or point-of-view, by task or event, the O/C needs to observe during the event.	Main CP	Multitask
(4) Observation Schedule: A list of observation events or activities, and when they occur.	<ul style="list-style-type: none"> • Planning 0900-1200 • BDE Rehearsal 1400 • LD 2100 	Multitask
(5) Observation Focus: The task objectives and outcomes, as well as any other information the O/C should be aware of, while observing unit task performance.	Observe interaction between the S2 and the BDE engineer during the development of the situation template as part of BDE staff task 71-TS-6010 Conduct IPB.	Multitask
b. METL Tasks Supported: The METL tasks supported by the event.	<ul style="list-style-type: none"> • Mobilize and Deploy • Defend 	Multitask

Table B-3
WTSP elements, continued

Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
c. Collective Tasks Trained: The tasks, drawn from the appropriate unit task list trained in the event, that support the METL tasks trained.	<ul style="list-style-type: none"> • 07-2-1342 Conduct Tactical Movement • 07-3-9013 Conduct Actions on Contact • 07-2-1256 Attack by Fire 	Multitask
d. Supporting Collective Tasks: The subordinate unit tasks trained in the event that support the collective tasks trained.	17-3-0065 Conduct Troop Leading Procedures	All
e. Supporting Individual Tasks: The individual tasks trained in the event that support the collective tasks trained.	07-2-1396 Employ Obstacles	All
f. Observation Tools: The devices the O/C uses to collect and record observations on unit task performance.	<ul style="list-style-type: none"> • Training and evaluation outlines • Score sheets • Observation forms 	All
g. AAR Plan: The plan for providing focused feedback to the training unit.	See examples below.	All
(1) AAR Focus: Key points to discuss during the AAR.	<ul style="list-style-type: none"> • Family of Scatterable Mines employment and S2, Fire Support Officer, and engineer coordination • Combat power regeneration and logistics operations in BDE 	All
(2) AAR Technique: The method used to organize the AAR discussion.	<ul style="list-style-type: none"> • Chronological • Key event • WFF 	All
(3) AAR Facilitators: The individuals who facilitate the AARs.	<ul style="list-style-type: none"> • S2 O/C • Senior O/C 	All
(4) AAR Attendees: The training unit and supporting personnel who attend and participate in the AAR(s).	<ul style="list-style-type: none"> • Troop (Commanders) Cdrs • Battery Cdrs • First Sergeant (1SG) • Executive officer (XO) • Maintenance platoon sergeant • Mortar section sergeant • Fire support team (FIST) Noncommissioned Officer in Charge (NCOIC) • Troop commanding officer (Co) 	All

Table B-3
WTSP elements, continued

Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)									
(5) AAR Schedule: List, by time or event occurrences, when AARs are conducted.	<p style="text-align: center;"><u>AAR PURPOSE</u></p> <p>Provides immediate feedback on specific training events through group discussion. This allows units to identify strengths and areas to improve and provides them an opportunity to refine their performance and meet Army standards.</p> <p style="text-align: center;"><u>Schedule</u></p> <table border="1" data-bbox="610 816 1107 1037"> <thead> <tr> <th>UNIT</th><th>Date & Location</th><th>Attendees</th></tr> </thead> <tbody> <tr> <td>A CO</td><td>141900 JUN 00 WMA Fort McCoy, WI.</td><td>1-147th BN Commander & all Company personnel</td></tr> <tr> <td>C CO</td><td>151900 JUN 00 WMA Fort McCoy, WI.</td><td>1-147th BN Commander & all Company personnel</td></tr> </tbody> </table>	UNIT	Date & Location	Attendees	A CO	141900 JUN 00 WMA Fort McCoy, WI.	1-147th BN Commander & all Company personnel	C CO	151900 JUN 00 WMA Fort McCoy, WI.	1-147th BN Commander & all Company personnel	All
UNIT	Date & Location	Attendees									
A CO	141900 JUN 00 WMA Fort McCoy, WI.	1-147th BN Commander & all Company personnel									
C CO	151900 JUN 00 WMA Fort McCoy, WI.	1-147th BN Commander & all Company personnel									

Table B-3
WTSP elements, continued

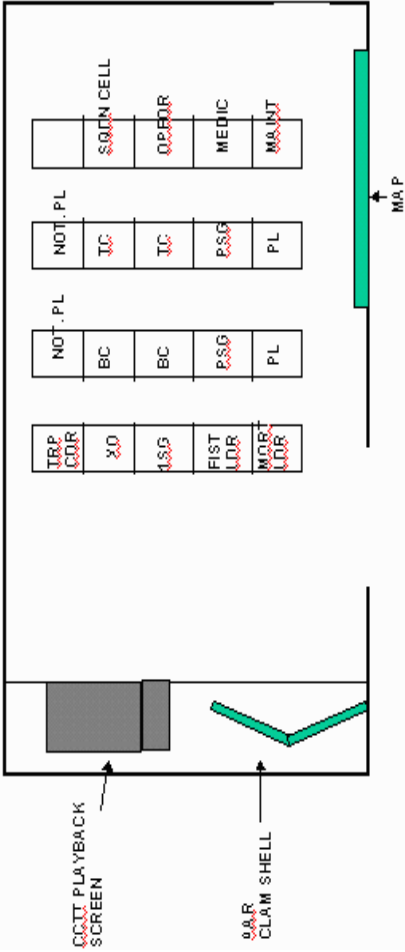
Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
(6) AAR Locations: A diagram or narrative identifying the location of the AARs, and any special setup requirements.	<p style="text-align: center;">TROOP AAR SETUP (MASTER AAR TRAILER)</p>  <p>The diagram illustrates the layout of a Master AAR Trailer. It features a central area with several rows of roles and equipment. At the top, there is a row of roles: SQUAD CELL, OPERATOR, MEDIC, and MAINT. Below this is a row of roles: NOT. PL, IC, IC, P.S.G, and PL. The next row contains: NOT. PL, BC, BC, P.S.G, and PL. The bottom row shows: TRP. COOR, XO, MSG, FIST, and MOB. To the right of these rows is a vertical green bar labeled MAP. At the bottom left, there is a grey rectangular area labeled AAR PLAYBACK SCREEN. At the bottom right, there is a green V-shaped area labeled AAR CLAM SHELL.</p>	All
(7) AAR Type: The form of AAR being conducted for the event. This can include both an informal and formal AAR.	<ul style="list-style-type: none"> • Staff Section AAR • Key Leaders AAR 	All
(8) AAR Tools: The devices used to support the AAR discussion.	<ul style="list-style-type: none"> • Training and Evaluation Outlines • AAR Worksheet • Data Analysis Recording Reports 	All

Table B-3
WTSP elements, continued

Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
8. ADMINISTRATIVE MATERIALS		
a. Planning Timeline: A schedule of major activities involved in the development, preparation, and execution of the event. It may include activities completed by unit personnel, training site personnel, and/or supporting personnel.	<ul style="list-style-type: none"> • 3 Dec Squadron Commander's Guidance • 15 March Brief the Concept • 26 April WTSP to JANUS Site • 30 May JANUS Team Sets Up Site • 3 June JANUS Event 	Multitask
b. Event Schedule: A timetable for the training unit to plan that indicates when to arrive at the site, and when major events will occur during the training.	2 June 0800-0900 JANUS Concept Brief 3 June 0800 First Formation 1100-1145 Lunch 1200-1300 Squadron AAR 4 June 0800-0900 Issue FRAGO 1200-1300 Squadron AAR 1330 Event Complete 1400 Unit Departs	Multitask
c. Personnel Requirements: The logistic and personnel requirements necessary for the event.		All
d. Personnel Required: Lists the personnel and quantity needed to support the event.		All
e. Observer/Controller: Individuals who observe the unit's task performance, control the event, and provide focused feedback, based on the observations.	<ul style="list-style-type: none"> • 1 Tank Crew Evaluator • 1 S2 O/C 	All
f. Higher/Adjacent/Subordinate Units: Individuals who represent the higher, adjacent, and/or subordinate units in the event.	<ul style="list-style-type: none"> • 1 G3 52nd Division • 1 201st Armored Cavalry Regiment 	All
g. OPFOR Units: Individuals or units that represent the OPFOR in the event.	1 OPFOR Workstation Operator	Multitask
h. Civilians/Government Agencies: Individuals who represent civilians on the battlefield, and/or government agencies in the event.	1 Refugee	Multitask

Table B-3
WTSP elements, continued


Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
i. Administrative Support: Individuals who support the training unit during the event.	<ul style="list-style-type: none"> Range Detail (1 NCO, 5 Soldiers) 1 Range Officer in Charge (OIC)/NCOIC 1 Range Safety Officer 1 Fire Support Workstation Operator 	Multitask
j. Personnel Qualifications: The prerequisite knowledge, experience, skills, and abilities an individual must possess to fill a specific event position.		Multitask
k. Military Occupation Specialty: An alphanumeric code that describes the skill level and military job title required for filling the specific event position.	12B30 Combat Engineer Staff Sergeant	Multitask
l. Rank: The military grade title required for filling the specific event position.	<ul style="list-style-type: none"> Lieutenant Colonel (LTC) Major (MAJ) Captain (CPT) 	Multitask
m. Military Education/ Experience: The military schools and previous experience required for filling the specific event position.	The O/C must be a Command and General Staff College graduate and have previous brigade-level staff experience.	Multitask
n. Composite Risk Management: The decision-making process to identify, assess, and control and/or mitigate risk associated with all hazards in order to make informed decisions that balance risk costs (losses) against mission benefits (potential gains).		All
o. Environmental Considerations: Administrative rules that define the environmental precautions to observe during the event.	<p>Wildlife</p> <p>Do not feed wildlife. Feeding wildlife will cause them to lose their fear of humans and may cause them to become more aggressive.</p>	Multitask
p. Safety Considerations: Administrative rules that define the safety precautions to observe during the event.	<p>Heat Exhaustion</p> <p><u>Symptoms.</u> Profuse sweating, headache, tingling sensations in the extremities, pallor, nausea, vomiting, weakness, and rapid pulse.</p> <p><u>Treatment.</u> Remove the patient to a cool place and request a medic. Elevate the patient's legs, and give cool water. Seek medical attention.</p>	All

Table B-3
WTSP elements, continued

Components and Descriptions	Examples	Applicable events (and environments (LVC) by exception)
9. REFERENCES		
a. Document List: A list of documents (electronic and/or paper) used to develop the event, or needed to support the event. It may include Army regulations, field manuals, maps, tactics, techniques, procedures, and unit and site SOPs.	<ul style="list-style-type: none"> • FM 3-20.15, Tank Platoon • FM 3-20.971, Reconnaissance and Cavalry Troop • FM 3-20.98, Reconnaissance and Scout Platoon • FM 3-21.91, Tactical Employment of Antiarmor Platoons and Companies 	All
b. Key Word Index: A metafile of words produced automatically by the "WTSP tool" for the purpose of electronic search.		Multitask
10. GLOSSARY		
Glossary: the lists of terms, acronyms, and needed definitions.		All

B-4. STP example

The following partial SM-TG is an example of an STP (for illustrative purposes only). Refer to chapter 8 for information on the full development of STPs.

STP 10-92M15-SM-TG MOS/Skill Level Tasks

Chapter 3

Skill Level 1: Subject Area 1: Search and Recovery

Search for Remains 101-515-1104

Conditions: You are assigned to a mortuary affairs collection point. Your NCOIC tells you to prepare individual and organizational equipment for movement to a given recovery site to search and locate remains not recovered by the combat elements. Given map of search area, lensatic compass, global positioning system (GPS), if available, GPS operation and maintenance, map overlay indicating area(s) to be searched, first aid equipment, remains pouches, litters, personal effects bags, rubber gloves, sketch paper, ziplock bags, screen sifter, clipboard, twine, tarpaulins, permanent markers, spray paint, measuring tape, long and short handle shovels (spade and flat edge), a single-bit ax, a pick mattock, pin flags, a protractor, buckets (2.5-gallon), trowel, insecticide, numbered seal(s), machete, designated vehicle(s), FM 10-64, FM 21-26, FM 101-5-1, Joint Tactics, Techniques, and Procedures (JTTP) 4-06, and blank Department of Defense (DD) Form 567 and DD Form 1074.

Standards: Search given area(s) to locate remains not recovered by the combat elements. The number of remains, condition of remains, distance from start point, terrain, weather, enemy, and other factors will determine your mission accomplishment. In accordance with JTTP 4-06, maintain appropriate search techniques continuously to ensure that all remains are recovered. List supplies and equipment in the quantities needed to perform a specific search and recovery operation. Determine the serviceability of, and take corrective actions needed, before equipment is ready for deployment. Load TOE and TDA equipment on the vehicle(s). Determine magnetic azimuth from your assembly area to recovery site within 1 degree. Arrive within 10 meters of recovery area.

Performance Steps

1. Prepare personnel, equipment, and supplies for search and recovery operations.
 - a. Obtain information from your section chief about the search operations. Make notes of the following during the briefing:
 - (1) Type of recovery.
 - (2) Number of remains. Check with the NCOIC to determine the number of remains.
 - (3) Description of area to be searched.
 - (4) Terrain conditions.
 - (5) Climatic conditions.
 - (6) Search area's security requirements.
 - (7) Type of transportation used to and from the recovery site.

- b. Determine the equipment and supplies needed.
 - (1) Obtain quantity of equipment and supplies required to support the search and recovery mission.
 - (2) Obtain one human remains pouch for each remains.
 - (3) Obtain one litter for each remains.
 - (4) Obtain personal effects bags.
 - (5) Obtain wooden pegs for each remains.
 - (6) Obtain the following forms:
 - (a) DD Form 565.
 - (b) DD Form 567.
 - (c) DD Form 1074.
 - (7) Obtain sketch and overlay paper.
 - c. Check items of equipment for condition and serviceability such as rips, tears, missing handles, broken handles, broken zippers, mildew, bloodstains, cracks, chips, rust, condition of paint, and maintenance of equipment and records.
 - d. Count items and compile list.
 - e. Give NCOIC a list of supplies and equipment.
 - f. Determine individual equipment needed for search and recovery operation.
2. Prepare and move to recovery site.
- a. Load equipment and supplies in vehicle(s) according to unit's SOP.
 - (1) Load items last that are needed right away at the recovery site.
 - (2) Secure equipment and supplies with tie down straps and braces when required.
 - b. Select and prepare individual equipment.
 - (1) Take only the equipment needed for the mission.
 - (2) Fit and adjust equipment.
 - (3) Balance load-bearing equipment.
 - c. Plot the grid azimuth on the military map to within 1 degree of accuracy.
 - (1) Orient map with compass and terrain features.
 - (2) Align sighting wire and notches at front and rear of compass over any north-south grid line. This places the index line on the face of the compass parallel to grid north.
 - (3) Rotate map and compass until compass needle matches the direction shown in the declination diagram.
 - (4) Find present position on the map and pinpoints it. At least two prominent features are usually needed for orientation.
 - (5) Pinpoint recovery site on map.
 - (6) Draw a straight line through these two points from present location on the map to the recovery site. This is the grid direction line.
 - (7) Place the index of the protractor at the point where the line crosses the north and south grid line. Align the protractor so that the "0 degree - 180 degree" line of the protractor is on the vertical grid line.
 - d. Convert grid azimuth to a magnetic azimuth.
 - (1) Find the declination diagram at the bottom of the map.
 - (2) Determine the number of degrees between grid north and magnetic north (grid magnetic (GM) angle).

- (3) Add or subtract the degrees from grid north depending upon the position of magnetic north.
- (4) Record magnetic north.
- e. Perform a map reconnaissance of the route.
 - (1) Determine the distance to the recovery site using distinctive terrain features.
 - (2) Select prominent terrain features. Inspect the map along the line of direction to find those same terrain features.
 - (3) Find out if the terrain will affect the mission. If so, determine need to plan a new route to the recovery site.
 - (4) Determine the best route to the recovery site.
- f. Move personnel to the recovery site by the best route.
- g. Use land navigation skills to move across country to the recovery site. Use the GPS, if available.

Note: See task 101-515-160 Plot Position using GPS.

- (1) Hold the compass level and fixed with both hands. Using the magnetic azimuth, move to the recovery site.
- (2) Sight the compass by turning the operator's body in the direction of magnetic north.
- (3) Align the compass sight wire with a selected prominent terrain feature.
- (4) Show the selected feature to the point or pace man and tell him or her to guide on it.
- h. Halt the team when the point or pace man reaches the prominent terrain feature.
- i. Repeat performance measures 2e, 2f, and 2g until the objective is reached (recovery site).
- j. Check the location periodically by orientation of map and perform resection when required to determine if position is still on course.
- k. Check calculation at the recovery site to confirm location (resection and intersection).

3. Search for remains.

- a. Determine if local inhabitants have knowledge of remains in the area.
 - (1) Question local inhabitants to see if they know the location of any remains.

Note: See task 101-515-1604 Record Data on DD Form 1074 (Questionnaire of Local Inhabitants).

- (2) Record information obtained from local inhabitants on DD Form 1074.
- b. Determine best search methods to use in the particular area.
 - (1) Use open formation, but keeps in sight of the other team members (double arm interval).

Note: The open formation is useful where the area to search is large, and the terrain is moderate.

- (2) Use closed formations in which the team members are within arm's reach of each other (close interval).
- Note:* The closed formation is useful in areas where many remains are expected to be recovered. Closed formation is also useful in jungle or wooded areas with undergrowth.
- c. Search areas to locate remains.
 - (1) Conduct a systematic search of area(s).
 - (2) Search areas where Soldiers could conceal themselves while in combat; for example, fighting positions, bunkers, or trenches.
 - (3) Search all tactical vehicles, vessels, landing craft, and aircraft.
 - (4) Search ground where wounded Soldiers may hide; for example, hedgerows, behind banks, mounds, trees, or fallen logs.

- d. Search ground for signs of isolated and unmarked graves, such as freshly-turned earth, sunken areas, or man-made mounds.
- e. Extend the search area beyond the immediate recovery area if remains/personal effects are found on the perimeter of recovery area.

Evaluation Preparation: Use a predetermined site and provide the Soldier with all required materials and equipment. Tell the Soldier that a mannequin(s) or skeleton will be used in place of a deceased Soldier for training purposes. The Soldier should treat the mannequin or skeleton as though it were an actual fatality.

Performance Measures

- 1. Prepared personnel, equipment, and supplies for search and recovery operations.
 - a. Obtained information from your section chief about the search operations.
 - b. Determined the equipment and supplies needed.
 - c. Checked items of equipment for condition and serviceability such as rips, tears, missing handles, broken handles, broken zippers, mildew, bloodstains, cracks, chips, rust, condition of paint, and maintenance of equipment and records.
 - d. Counted items and compiled list.
 - e. Gave NCOIC a list of supplies and equipment.
 - f. Determined individual equipment needed for search and recovery operation.

GO

NO GO

GO

NO GO

- 2. Prepared and moved to recovery site.
 - a. Loaded equipment and supplies in vehicle(s) according to unit's SOP.
 - b. Selected and prepared individual equipment.
 - c. Plotted the grid azimuth on the military map to within 1 degree of accuracy.
 - d. Converted grid azimuth to a magnetic azimuth.
 - e. Performed a map reconnaissance of the route.
 - f. Moved personnel to the recovery site by the best route.
 - g. Used land navigation skills to move across country to the recovery site. Used the GPS, if available.
 - h. Halted the team when the point or pace man reached a prominent terrain feature.
 - i. Repeated performance measures 2e, 2f, and 2g until the objective was reached (recovery site).
 - j. Checked location periodically by orientation of map and performed resection when required to determine if position is still on course.
 - k. Checked calculation at the recovery site to confirm the location by a

detailed terrain analysis (resection and intersection)

GO

NO GO

3. Searched for remains.

a. Determined if local inhabitants have knowledge of remains in the area.

b. Determined best search methods to use in the particular area.

c. Searched areas to locate remains.

d. Searched ground for signs of isolated and unmarked graves, such as freshly-turned earth, sunken areas, or man-made mounds.

e. Extended the search area beyond the immediate recovery area.

Evaluation Guidance: Score the Soldier GO if all steps are passed (P). Score the Soldier NO GO if any step is failed (F). If the Soldier fails any step, show what was done wrong and how to do it correctly.

Required
FM 101-5-1
FM 10-64
FM 3-25.26
JTPP 4-06

Related

Appendix C

Product Checklists

C-1. CATS QC checklist

The checklist in table C-1 is a means for proponent institutions to document QC measures to ensure their CATS meet requirements and facilitate timely delivery. A QC review is required for each CATS.

Table C-1
CATS QC 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:
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	
CATS DESIGN				
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?			

Table C-1
CATS QC, continued

CATS QC Checklist for:			
#	Item	Yes/No/NA	Comments
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?		
Additional Development Strategy Comments or Guidance:			
COORDINATING DRAFT			
The TASK SELECTION			
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 number 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?		

Table C-1
CATS QC, continued

CATS QC Checklist for:			
#	Item	Yes/No/NA	Comments
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?		
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?		

Table C-1
CATS QC, continued

CATS QC Checklist for:			
#	Item	Yes/No/NA	Comments
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?		
	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			

Table C-1
CATS QC, continued

CATS QC Checklist for:			
#	Item	Yes/No/NA	Comments
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:			

C-2. WTSP checklist

See table C-2 for the WTSP checklist.

Table C-2
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)?			

C-3. Collective task checklist

See table C-3 for the collective task checklist.

Table C-3
Collective task checklist

Title: Number: Date:			
Checklist Item	Yes	No	Remarks
1a. Is the task based on current doctrine and linked to the appropriate AUTL task?			
1b. If more than one unit or proponent would perform the task, was the entire target population considered in the analysis of the task?			
1c. Is the task executable through one training event type from beginning to end?			
2a. Does the task number comply with the PP-EE-NNNN format?			
2b. Does the task number reflect the designated proponent responsible for the task area?			
2c. Does the task number represent the highest echelon that would logically train the task?			
3a. Is the task behavior/title written in title case (example: Occupy an Assembly Area)?			
3b. Does the task behavior/title begin with an approved action verb?			
3c. Does the task behavior/title contain only one object?			
3d. Does the task behavior/title provide complete clarity when read?			
3e. Does the task behavior/title have no conjunctions, or conjunctions by exception (and/or)?			
3f. Does the task behavior/title have no parenthesis unless enclosing an acronym, or for the purpose of identifying multiple echelons?			

Table C-3
Collective task checklist, continued

Title: Number: Date:			
Checklist Item	Yes	No	Remarks
3g. Does the task behavior/title contain no conditions or unnecessary constraints (does not address "who," "how," "with what," or "when")?			
4a. Does the reference list include only the minimum number of current valid references and identify the primary reference?			
4b. Are CATS, STPs, and TSPs avoided as references?			
4c. Are TMs avoided unless used as a primary reference for a specific performance step or performance sub-step?			
5a. Does the condition statement begin with a trigger or cue? (What has occurred that requires this task to be performed?)			
5b. Does the condition statement use terms applicable to the target population in order to avoid unnecessarily restricting the applicability of the task to other units? (Example: unit, unit leader, machine gun)			
5c. Does the condition statement address relevant aiding and limiting factors required to establish the appropriate situation required in order to conduct the task?			
5d. Does the condition statement allow the Commander to apply variables of METT-TC to the extent applicable to the task?			
5e. Is the condition statement not unnecessarily restrictive (allows units and/or other proponents to use the task, if appropriate)?			
6a. Does the task standard describe clearly what the collection of Soldiers must do to succeed at the task?			
6b. Is the task standard measurable and/or observable?			
6c. Is the task standard written in present tense and paragraph format?			
7a. Are performance steps written in present tense and subject, verb, and object format? (The subject may be omitted, if implied.)			

Table C-3
Collective task checklist, continued

Title: Number: Date:			
Checklist Item	Yes	No	Remarks
7b. Are the performance measures written in subject, past tense verb, and object format? (The subject may be omitted, if implied.)			
7c. Are performance measures both measurable and observable, and is the criteria for how well each measure is to be performed defined?			
8a. Are performance step and/or measures notes "by exception"?			
8b. Do performance step or measure notes provide only amplifying information that is not otherwise appropriate for inclusion in an existing or an additional performance step or measure?			
9a. Is each supporting individual task the most current proponent task?			
9b. Does each supporting individual task enable successful performance of the supported collective task?			
9c. Is proficiency in each supporting individual task essential to ensure successful accomplishment of the supported collective task?			
10a. Is each supporting collective task the most current proponent task?			
10b. Does each supporting collective task enable successful performance of the supported collective task?			
10c. Is proficiency in each supporting collective task essential to ensure successful accomplishment of the supported collective task?			
11a. Is the inclusion of equipment and/or material items limited to those that have relevance to most or all members of the target population?			
12a. Is each OPFOR task relevant to most or all users of the collective task?			
12b. Are OPFOR tasks limited to the most likely threat course of action(s)?			

Table C-3
Collective task checklist, continued

Title: Number: Date:			
Checklist Item	Yes	No	Remarks
12c. Does the listed OPFOR task(s) have opposing relevance to the collective task being trained? (<i>attack-defend</i>)			
12d. Does performance of an assigned OPFOR task not require the unit to stop performing the BLUFOR task?			
12e. Has TRADOC G2 written or approved the OPFOR task?			

C-4. Drill checklist

See table C-4 for the drill checklist.

Table C-4
Drill checklist

Checklist item	Yes	No	NA	Remarks
1a. Does the drill originate from an active collective task or task step?				
1b. If the answer to question 1a is No, then is the drill based on current doctrine?				
1c. Was the drill written in such a way that it does not require a deliberate decision making process?				
1d. Does the drill have a cue and require minimal leader orders to accomplish?				
1e. Does the drill minimize prerequisite and follow-up actions?				
2a. Does the drill number comply with the PP-EE-DNNNN format?				
2b. Does the drill number reflect the designated proponent responsible for the drill area?				
2c. Does the drill number represent the appropriate echelon for the type drill it is?				
3a. Is the drill title written in title case?				
3b. Does the drill title begin with an approved action verb?				
3c. Does the drill title contain only one object?				
3d. Does the drill title provide complete clarity when read?				
3e. Is the drill title free of conjunctions?				
3f. Is the drill title free of conditions and unnecessary constraints (does not address "who," "how," "with what," or "when")?				
4a. Does the reference list include only the minimum number of current valid references (5 or less) and identify the primary reference?				
4b. Are STPs and TSPs avoided as references?				

Table C-4
Drill checklist, continued

Checklist item	Yes	No	NA	Remarks
4c. Are TMs avoided unless used as a primary reference for a specific performance step or performance sub-step?				
5a. Does the condition statement include a trigger or cue? (What has occurred that requires this drill to be performed)				
5b. Is the condition statement use terms applicable to the target population in order to avoid unnecessarily restricting the applicability of the drill to other units? (Example: unit, unit leader, machine gun.)				
5c. Does the condition statement address relevant aiding and limiting factors required to establish the appropriate situation required in order to conduct the drill?				
5d. Does the condition statement allow the Commander to apply variables of METT-TC to the extent applicable to the drill?				
5e. Is the condition statement not unnecessarily restrictive (allows units and/or other proponents to use the drill if appropriate)?				
6a. Does the drill standard describe clearly what the collection of Soldiers must do to succeed at the drill?				
6b. Is the drill standard measurable and/or observable?				
6c. Is the drill standard written in present tense and paragraph format?				
7a. Are performance steps written using a present tense and subject, verb, and object format, with each step identifying who performs it?				
7b. Are the performance sub-steps written using a subject, present tense verb and object format? (The subject may be omitted, if implied.)				
7c. Are performance sub-steps both measurable and observable?				
8a. Are performance step and/or sub-step notes "by exception"?				
8b. Do notes provide only amplifying information that is not otherwise appropriate for inclusion in an existing or additional performance step or sub-step?				

Table C-4
Drill checklist, continued

Checklist item	Yes	No	NA	Remarks
9. Do the setup instructions include enough information about resources, training site requirements, and unit instructions to conduct the drill?				
10. Do the talk-through instructions include enough information about orientation, safety, CRM process, demonstration, and explanation to conduct the drill?				
11. Do the walk-through instructions include enough information to perform the drill at a reduced speed?				
12. Do the run-through instructions include enough information to perform the drill at operational speed?				
13. Do the coaching points clarify and expand on the actions and/or techniques needed by the drill leader to guide Soldiers through the drill?				
14a. Is each supporting individual task the most current proponent task?				
14b. Is each supporting individual task performed during the supported drill or is a direct prerequisite (first order effect) of the supported drill?				
14c. Is proficiency in each supporting individual task essential to ensure successful accomplishment of the supported drill?				
15a. If multimedia is used, does it clarify the drill?				
15b. Has an effort been made to limit the multimedia file size to less than 5 megabytes?				
15c. Are the multimedia files limited to the basic types such as .mpg, .jpg, .gif, .ppt, .doc, .png, and .wav?				

C-5. Sample individual task checklist

See table C-5 for an example of an individual task checklist.

Task Number: Date:

Task Title:

Table C-5
Individual task checklist example

Tasks to Perform	
ALL – Compared CTSSB results and the tasks linked to the STP and reconciled all differences.	Y
ALL – Is the task a shared task within your branch? (circle) 19A 19D 19K 19Z	Y / NA
SME – Before changing/deleting any step/substep/caution/warning on a shared task, obtained SME approval from other MOS/branch code (19A, 19D, 19K, 19Z).	Y / NA
ALL – Is there another task with the same title for a different variant of the vehicle? List task number(s) and title(s)	Y / N
This task summary tracks with the other(s) where it should and is only different where there are equipment differences.	Y
SME – I have compared the task to the applicable references – TMs, FM... List references I have attached a completed comments page listing all task discrepancies to this checklist and entered any appropriate comments such as "Verified Steps with TM" into the approved Army training development system.	Y Y
ALL – I have read all supported collective task(s) to ensure this task tracks with the collective task(s). Task #(s) _____	Y
SME – I have linked the related collective AND individual tasks and removed all inappropriate links. At least one supported collective task must be linked. Link supporting and supported individual tasks when appropriate.	Y Y Y
SME – I have included all applicable Lessons Learned and COE notes/steps.	Y
ALL – The task steps accurately support the task title.	Y
ALL – The conditions are written for a field environment; include who you are, an initiating cue, and the when and where the task is performed and what resources (equipment, manuals, assistance...) are required to perform the task.	Y
ALL – Do the conditions include a task(s) that must be completed before this task? Task # and Title I/we have reviewed the task summary above to ensure consistency and completeness between these tasks.	Y / N Y

Table C-5	
Individual task checklist example, continued	
Tasks to Perform	
SME – If a reference is listed in the conditions then you agree that the Soldier MUST actually have the reference in his hand to perform this task. Ref # _____	NA / Y
SME – Is this standard how you would measure if the Soldier is able to perform this task? Does it describe how well, completely, or accurately a Soldier must be able to perform the task in the field? Is the standard written in present tense? Are there time restrictions? Does it have to be performed in sequence?	Y Y Y / N
ALL – There is a performance step or sub-step for each item listed in the standard.	Y
1750 (Training Developer) – All steps are performance oriented and are performed by <u>the one person</u> performing the task.	Y
1750 – Each step begins with an action verb and concerns one action only.	Y
ALL – The steps and sub-steps are present tense and listed in the order performed or in a logical order?	Y
ALL – The sub-steps describe how to perform the step they are associated with.	Y
1750 – All risks, hazards, and related actions are listed as cautions or warnings.	Y
1750 – All notes are notes (things you need to know: just information).	Y
1750 – All cautions are cautions (possible damage to equipment).	Y
1750 – All warnings are warnings (possible injury or death).	Y
ALL – Notes, cautions and warnings are linked to the appropriate step: if applicable to more than one step, listed at the beginning of the performance steps or as an outline note.	Y
ALL – The references listed are the appropriate and current references for this task.	Y
SME – GO/NO GO performance measures for evaluating a Soldier are listed.	Y
1750- Verified that performance measures and steps match up.	Y
1750 – Performance measures are written in past tense, begin with a verb and provide criteria for performance.	Y
1750 – The Evaluation Guidance statement indicates the requirements for receiving a GO on the evaluation <u>and</u> contains remedial training tips for retraining Soldiers who receive a NO GO on the task.	Y Y
ALL – Evaluation Preparation tab contains an evaluation statement.	Y
ALL – All acronyms were spelled out the first time they were used.	Y

Table C-5	
Individual task checklist example, continued	
Tasks to Perform	
Verified each of the following are filled in:	
Task Data Tab – all parts – Individual Task Manager	
Administrative Tab: identify both the POC and the Analyst/SME – ALL	Y
Equipment Tab (must track w/equipment in conditions statement) – SME	Y
Related Tasks Tab – must include one supported collective task: verify all. – SME	Y
Environmental and Safety Tabs (Under Considerations/Notes) – ALL	Y
Occupations Tab to MOS links tab – Individual Task Manager input /SME verify	
Military Personnel Classification ___ AOC/MOS	
Occupational Specialty ___ Skill Level/Rank	
Primary MOS (yes or no) ___ Sustainment Frequency	
Initial Training Location (pick list)	Y
STP/Subject Area Tab – Initial Training Developer w SMEs /SMEs verify when reviewing task	
Product ID ___ Product Name ___ Subject Area (pick list)	
Supporting Products Tab	Y
All relevant references are listed – SME	Y
All references listed include complete title & # and are current – ALL	Y
___Select required or related for each reference – SME	Y
Verified that multimedia is clear, relevant and is linked to the appropriate step – ALL	
ALL- Change history comments enable others to know what changed.	Y
ALL - Ran spell check and removed all illegal characters \, {,}, and &.	Y
ALL - Read through the task after making revisions to verify the task is accurate.	Y

Attach a marked up copy of the task summary or a comments page describing the following:

- ☐ All non-editorial changes made.
- ☐ All deletions in detail to include why they were made.
- ☐ A list of all SMEs who concurred with deletions (make sure to include shared task SMEs).

I verify all of the above items have been performed. (Each reviewer sign below.)

C-6. STP checklist

See table C-6 for the STP checklist.

Table C-6
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 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: <ul style="list-style-type: none"> • 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).			

Appendix D

CATS Event Types

D-1. Event types

a. Purpose. This appendix identifies and defines the standardized primary unit training events and the sub-category events for developing the CATS in support of ARFORGEN. Its purpose is to provide a doctrinal and standardized list of training events to be used in developing and designing unit training products in support of the ARFORGEN training models. The events and associated sub-categories and their definitions are in e, below. The Army training support system is dynamic and evolving. Consequently the events in this appendix may require periodic updates. More details on the events are in the reference(s) listed for them.

b. CATS references. CATS references are in paragraph D-2.

c. Background. Representatives from CAC and FORSCOM developed the first version of this document in 2005. That document standardized the TRADOC events to be used in developing/designing unit training products in support of the ARFORGEN training models. HQDA (DAMO-TRC), FORSCOM (G-3/5/7), and the Army's CATS Program Manager CAC-T, CTD approved it. This revision reflects current ARFORGEN CATS doctrinal events and terminology.

d. CATS training events and evaluations. This appendix defines the training events that support unit training as well as formal evaluations of training readiness. They are the events that will designate specific training activities in the CATS as well as other TRADOC collective training products. The events in the CATS provide a basis for assessing and evaluating unit readiness.

e. Definitions: standard events and sub-categories. CATS events are composed of collective tasks designed for training units to develop proficiency and crew teamwork in performing tasks to established standards. Events also provide practice for performing supporting individual (leader and Soldier) tasks. The standard events are derived from U.S. Army and TRADOC regulations, FORSCOM input, and training and doctrine publications. The sources cited for each event and the definitions are sufficient for developing CATS. Some of the standard events are sub-categorized to identify specific ARFORGEN training events. This sub-categorization facilitates FORSCOM and HQDA efforts to identify the unique ARFORGEN training events that require resourcing. Whenever TADSS support a CATS training event, the TADSS are included in parenthesis. For example, an STX using the Engagement Skills Trainer (EST) is identified as STX (EST). When they have not been previously defined in this pamphlet, the acronym for each event follows the event name.

(1) Class (CLASS): A group of students studying the same subject during a specific meeting period. Training devoted to the small-unit leader (such as a squad leader or vehicle commander) to train the unit. CLASS enhances readiness and cohesion. The NCO (leader) identifies essential Soldier and small unit and team tasks (drills).

(2) CALFEX: Combination of the various weapons systems of multiple units into one exercise that trains the units to perform their primary combat missions in a realistic, live-fire environment. The CALFEX trains and evaluates companies as a combined arms team. It is a resource-intensive exercise in which sub-units move or maneuver and employ organic and supporting weapons systems using full-service ammunition. The CALFEX is the culmination of weapons systems training at the company/team level. FM 3-20.21 provides guidance on the conduct and evaluation of the company CALFEX.

(3) Combined Training Exercise (CTX): A multinational training event undertaken to enhance U.S. security interests. The exercise is designed to train and evaluate U.S. forces' interoperability with participating Allied nations. The exercise involves planning, preparation, and execution of military maneuvers or simulated wartime and other contingency operations among the United States and other participating allied nations.

Note: A partnership for peace exercise CTX (PFPX) is a CTX sub-category: A North Atlantic Treaty Organization (NATO) exercise conducted as one of a series of training events to enhance the coordination of military forces for peacekeeping, humanitarian assistance, and search and rescue operations. Based on nonlethal scenarios, the PFPX program seeks to expand and intensify military and political cooperation throughout Europe.

(4) Command Field Exercise (CFX): A field training exercise with reduced troop and vehicle density, but with full mission command, and sustainment units.

(5) Command Post Exercise (CPX): An exercise in which the forces are simulated and may be conducted from garrison locations or between participating headquarters.

(a) Sub-category: Mission Readiness Exercise CPX (MRX). A command and staff-level CPX conducted as a culminating training event for deploying AA and RC divisions and corps with subordinate brigade-level headquarters. The MRX can be conducted at home station or at an alternate site by mission command training program (MCTP). The MRX begins at start of exercise (STARTEX) (Day 1 for the simulation supported exercise) at the MRX site and concludes at end of exercise (ENDEX) for the simulation supported exercise at the MRX location.

Note: Time devoted to the MCTP Mission Command Seminar is not part of the MRX although the seminar may address MRX themes.

(b) Sub-category: CPX MCTP. An ARFORGEN sub-category CPX that is simulation-driven, master scenario events list (MSEL)-supported and command centric. The exercise is METL-focused and tailored to the commander's training objectives. It is conducted in a decisive action environment with division and corps headquarters in their tactical command posts and with battalion and other supporting response cells in a simulation center. Detailed feedback from the senior mentor, exercise director, and the operations group enables the commander to make training assessments.

(c) Sub-category: Brigade Combat Team Full Spectrum Exercise CPX (BCT) full spectrum exercise (FSX). An ARFORGEN sub-category CPX that is simulation-driven, MSEL-supported, and command centric. The exercise is METL-focused and tailored to the commander's training objectives. It is conducted in a decisive action environment with brigade and battalion HQs in their tactical command posts and company response cells in a simulation center. Detailed feedback from the senior mentor, exercise director, and the operations group enables the brigade commander to make training assessments. A detailed description of the BCT FSX is in TR 350-50-3.

(d) Sub-category: Functional/Multifunctional Exercise CPX (F). A home-station, functionally focused CPX training event designed to drive the unique functional or multifunctional brigade and higher) unit warfighting requirements in order to meet unit staff proficiency and prepare F/MF units for their mission command focused, FSX by replicating/simulating the voluminous mission command and functional systems data environment to drive/stimulate functional staff training. This sub-category CPX is a METL-focused, simulation-driven, MSEL-supported event tailored to support the functional/multifunctional (F/MF) commander's training objectives and fully exercise F/MF unit staffs. It is conducted in an DECISIVE ACTION environment with brigade and battalion HQs using the full suite of their tactical mission command and functional systems in their tactical command post or in a mission training complex (MTC) with company response cells in an MTC or simulation center. Detailed feedback enables the commanders to make training and readiness assessments.

(6) Communications Exercise (COMEX)/Digital: An exercise, often using reduced distances, to test communications and/or digital equipment. A COMEX/Digital is used to train commanders and staffs, communications and systems personnel, and small unit leaders in command, control, and communications (C3) procedures, and stresses communications and/or digital equipment discipline, traffic flow, and the proper selection of message precedence and communications means.

(7) Deployment Exercise (DEPEX): An exercise to train tasks and procedures for deploying from home stations or installations to potential areas of employment. A DEPEX is conducted for Soldiers, units, and support agencies.

(a) Sub-category: Emergency Deployment Readiness Exercise DEPEX (EDRE). A minimum-notice exercise to test unit deployment capabilities for contingency operations. All deployable units normally participate in an EDRE annually. An EDRE can be conducted at the company level or as high as the highest level of command.

(b) Sub-category: Sea Emergency Deployment Readiness Exercise DEPEX (SEDRE). A minimum-notice exercise to test surface deployment capabilities of the unit, installation, and transportation operating agency during contingency operations. A SEDRE trains tasks and procedures for deploying from home stations or installations to potential areas of employment. It is conducted for Soldiers, units, and support agencies sealift emergency deployment readiness exercise. The SEDRE can be a minimum-notice exercise to test surface deployment capabilities of the unit, installation, and transportation operating agency during contingency operations.

(8) Field Training Exercise (FTX): An exercise conducted under simulated combat conditions in the field. It exercises mission command of all echelons in battle functions using actual and simulated forces.

(a) Sub-category: Maneuver Combat Training Center FTX (MCTC) rotation. An ARFORGEN sub-category "dirt" CTC rotation focused at the brigade echelon.

(b) Sub-category: Mission Rehearsal Exercise FTX (MRE). A mission-tailored training and rehearsal exercise for deploying units, conducted to reinforce a commander's vision and intent, and expose the unit to conditions approximating those in the theater of employment. The MRE is conducted at a maneuver CTC and may be embedded in an MRX for the higher HQ (such as division or corps). The MRE begins with the first day of reception, staging, onward movement, and integration (RSOI) (building combat power) at the MCTC and ends when the unit main body has cleared the MCTC and returned to home station.

Note: Time devoted to the Leader Training Program is not part of the MRE.

(c) Sub-category: Exportable Training Capability FTX (ETC). An ARFORGEN sub-category FTX conducted by the MCTC at home station.

(d) Sub-category: Exportable Combat Training Capability FTX (XCTC). An ARFORGEN sub-category FTX conducted by an ARNG unit at home station or a designated training area.

(9) Fire Coordination Exercise (FCX): An exercise that combines direct and indirect fire weapons systems into one exercise. The purpose of this exercise is to train and validate company commanders, fire support officers, and joint terminal attack controllers (JTACs) in planning and executing indirect fires, close combat attacks (CCAs), and close air support (CAS). Participating units may reduce weapon densities (and substitute subcaliber devices for service ammunition).

(10) Gunnery: Training program to train weapons systems proficiency for crew-served weapons. The purpose of gunnery is unit proficiency in the use and employment of assigned weapon systems. Gunnery programs provide a method for attaining and sustaining crew-served weapons proficiency throughout the training year. Unit commanders at all levels develop training programs to follow a logical progression from individual to crew to collective gunnery skills. FM 3-20.21 provides basic guidance on platform system employment and crew, section, and platoon level tactics.

(11) Joint Training Exercise (JTX): An exercise that involves two or more services of the U.S. Armed Forces. A JTX at brigade level and higher may be a: map exercise (MAPEX), CPX, CFX, FTX, or DEPEX. The planning steps for a JTX are similar to those employed in preparation for the conduct of the other types of exercises. The planning staff includes representatives from all the services involved.

(12) Lane Training Exercise (LTX): An exercise used to train company-size and smaller units on one or more collective tasks supporting a unit's METL. It is the execution phase of the lane training process and prerequisite Soldier and leader individual tasks and battle drills. It usually focuses on one primary task. An LTX consists of assembly area, rehearsal, lane execution, AAR, and retraining activities that culminate the lane training process. An STX can be conducted using lane training principles and techniques.

(13) Live Fire Exercise (LFX): An LFX is a training exercise to integrate individual weapons such as rifle, grenades, and AT4s with crew-served weapons systems such as machine guns, mortars, and Javelins. The purpose of an LFX is to develop unit proficiency for assigned individual and crew-served weapons. The LFX should test the ability of the unit's chain of command to control and distribute fires effectively. LFXs closely replicate battlefield conditions, provide significant advantages, develop confidence and esprit de corps, and provide Soldiers with a realistic experience of the danger, confusion, and speed of combat operations. LFXs require demonstrated proficiency at lower echelons before being conducted at higher echelons.

(14) Logistical Exercise (LOGEX): An exercise that concentrates on training tasks associated with the sustainment warfighting function and supporting systems.

(a) Sub-category: Logistics Coordination Exercise LOGEX (LCX). It is a hands-on exercise that allows leaders to become proficient at conducting unit sustainment operations, such as supply, transportation, medical, personnel replacement, maintenance, and mortuary affairs.

(b) Sub-category: Medical Exercise LOGEX (MEDEX). It is an exercise that often includes medical, dental, and veterinary teams providing services as part of humanitarian assistance.

(15) Map Exercise (MAPEX): A training exercise that portrays military situations on maps and overlays that may be supplemented with terrain models and sand tables. It enables commanders to train their staffs in performing essential integrating and control functions under simulated wartime conditions.

(16) Mobilization Exercise (MOBEX): A major scale exercise conducted by FORSCOM usually as part of Army-wide participation in a Chairman of the Joint Chiefs of Staff (CJCS) or HQDA exercise and involving both AA and RC units to test plans, procedures, and systems for mobilization, deployment, sustainment, redeployment, and demobilization.

Note: A Rehearsal of Concept Drill (ROC Drill) is a MAPEX sub-category: A ROC Drill is used by commanders to synchronize, align, and coordinate an exercise using maps, overlays, terrain models or sand tables.

(17) Sergeant's Time Training (STT): A standards-based, performance-oriented, battle focused training. Commanders emphasize individual Soldier training in support of collective METL training by allocating dedicated training time for NCOs using STT. STT recognizes the

NCO's primary role in conducting individual, crew, and small team training. STT develops junior leaders and builds cohesive teams. NCOs select specific individual, crew, and small team tasks that support the unit's METL.

(18) Situational Training Exercise (STX): A mission-related, limited exercise designed to train one collective task, or a group of related tasks or drills, through practice. STXs usually include battle drills, leader tasks, and individual Soldier tasks.

(19) Staff Training Exercise (STAFFEX): A training exercise for staffs oriented on achieving proficiency in specific battle staff tasks. The STAFFEX enables commanders to train their staffs to perform essential battle command planning, coordination, integration, synchronization, and control functions under simulated wartime conditions. A STAFFEX trains: functioning as an effective team; exchanging information; sharing knowledge; preparing estimates; giving appraisals; making recommendations and decisions; preparing orders; issuing orders; and coordinating execution of orders. Staff training develops and sustains planning, coordination, and other staff functions related to operational mission requirements. The common training challenge for the staff is to synchronize and integrate warfighting functions. Unit staffs require training in which they can train separately to achieve a crawl or walk level proficiency on staff tasks outside the scope of training performed by other acknowledged unit events (CPX, CFX). The STAFFEX can be used by the commander to assess battle staff readiness.

(20) Tactical Exercise Without Troops (TEWT): An exercise conducted in the field on actual terrain suitable for training units for specific missions. It trains subordinate leaders and battle staffs on terrain analysis, unit and weapons emplacement, and planning the execution of the unit mission.

(21) Team Training (TM TNG): An event conducted at the squad or below level to train tactics, techniques, or procedures that support a higher level unit task or skill. It is also an event conducted at the team or section level, consisting of officers, NCOs, or enlisted personnel (such as a staff section) to conduct collective function or process tasks and activities.

D-2. CATS references

The following references are the base documents for the ARFORGEN CATS training events list.

- a. Army Training and Leader Development Strategy.
- b. Army Training and Leader Development Guidance.
- c. ATN (formerly FM 7-1).
- d. CTC Way Ahead.
- e. TR 350-50-3.
- f. AR 220-1.

- g. AR 350-1.
- h. AR 350-28.
- i. U.S. Army Forces Command Lexicon and Terminology, 27 February 2006.
- j. FM 3-0.
- k. FM 7-0
- l. JP 1.

Appendix E

Standard Verb Rules for Task Titles

E-1. Business rules for task titles

a. The standard verbs in this appendix are the only approved verbs for use in the development of collective task titles and common individual task titles. The standard verb list applies to the development of individual tasks except the development of unique (MOS-specific) individual tasks and learning objectives.

b. Table E-1 denotes the task title business rules.

Table E-1
Task title business rules

Shared collective task title rules	Individual task title rules (except unique)
1. The present tense action verb and object must capture a doctrinal concept, or portion of a doctrinal concept, but not an equipment-specific capability or individual Soldier performance.	Task title may be equipment-specific, or specify an individual Soldier performance.
2. Task title should describe organized team or unit performance that leads to accomplishment of a mission.	Task title should depict the lowest behavioral level in a job or duty that is performed for its own sake.
3. Title has one action verb and one object (with doctrinal-based exception such as <i>Search and Rescue</i>) that together describe the desired collective end state. There should not be a qualifier at the end of the task title. <i>Example:</i> Occupy (<i>verb</i>) an Assembly Area (<i>object</i>) Collective task titles must avoid answering "with what" in the task title.	Has one action verb, an object, and may have a qualifier that describes the required action. Often the qualifier at the end of the task title is equipment-specific. The task title should describe the performance required of the Soldier on the job. <i>Example:</i> Engage (<i>verb</i>) Targets (<i>object</i>) with an M45B submachine gun (<i>qualifier</i>). Individual task titles often answer the "with what" in the qualifier.
4. Avoid using conjunctions or "/" in all task titles. Task titles should have no conditions or constraints.	
5. Many words may appear to be action verbs, but don't actually refer to an observable action (such as "know," "understand," "appreciate," and so on.) By using standard verbs, you will avoid these words and develop sound, observable tasks.	

c. This standard verb list for task titles adhere to the following criteria:

(1) Verbs on the standard verb list must be useable across several areas of tasks; that is, they are not unique to a particular task area or MOS specialty. For example, "excavate" is a unique collective task title verb in the engineering area, and "x-ray" is an MOS-specific

individual task title verb in the medical area. Neither of these verbs are on the standard verb list, but may be used for unique or MOS-specific task titles, respectively.

(2) Verbs must be transitive, and must correlate to an observable action so as to create measurable tasks. For example, "perform" is an observable action verb, but "participate" is not observable or measurable.

(3) Verbs must indicate a task or action to be trained, not a function. For example, "oversee" is a function of a position, not a task to be trained.

(4) Verbs need to describe an action performed by personnel, not equipment.

(5) Related verbs on the approved list must not be defined the same or so closely that they become easily interchangeable.

(6) Verbs must provide or promote clarity without being vague. For example, "use" does not describe a clear action.

(7) Verbs must allow analysts, trainers, and Soldiers to understand the scope of the task title.

(8) Standard verbs help prevent duplication and promote application of sound training principles. The verbs in this list may be used, if appropriate, for task performance steps.

d. The verbs in this appendix are cross-referenced with other approved verbs to provide the user with related verbs for task titles. The verbs in this list may be used, if appropriate, for task performance steps.

e. The standard verb list identifies appropriate verbs for task titles according to the type of task (individual or collective), and the level of physical or cognitive performance required. These verb levels serve as guidelines, but there may be exceptions based on skill levels.

f. The five psychomotor levels are from the work of R.H. Dave, 1970. The six cognitive levels are from B. Bloom, 1956.

g. The verbs in this appendix are cross-referenced with other approved verbs to provide the user with synonyms for use in task titles. Synonyms on the approved verb list have been reviewed to eliminate words that are defined the same or so closely that they become easily interchangeable.

h. Submit recommendations for standard verb list for task titles changes along with justification using the DA Form 2028 to: CAC-T, ATTN: ATZL-CTD, 513 Grant Avenue, Bldg 275, Fort Leavenworth, KS 66027. Recommendations must include sample task title(s) that use the proposed verb with an associated object.

E-2. Standard verbs for task titles

See table E-2 for the standard verbs for task titles.

Table E-2
Standard verbs for task titles

No.	Approved verbs	Definitions	P verb level	C verb level	Related verbs
1.	Access	To have permission, liberty, or ability to enter, approach, communicate with, or pass to and from.		C2	collect, request, locate, enter
2.	Adjust	To bring the parts to a true or more effective relative position or setting.	P3		align, connect, coordinate, correct, modify, order, organize, repair, troubleshoot
3.	Administer	To manage or supervise the execution, use, or conduct of.		C3	apply, conduct, control, deliver, direct, distribute, extend, issue, perform, provide
4.	Align	To place parts into proper position to one another.	P2		adjust, coordinate, order,
5.	Analyze	To study or determine the nature and relationship of the parts.		C4	determine, evaluate, inspect, interpret, resolve, test
6.	Annotate	To make or furnish critical or explanatory notes or comments.		C2	define, interpret

Table E-2
Standard verbs for task titles, continued

No .	Approved verbs	Definitions	P verb level	C verb level	Related verbs
7.	Apply	To put into operation or effect.		C3	administer, connect, direct, employ, engage, place, request, turn
8.	Approve	<ul style="list-style-type: none"> • To give formal or official sanction. • To accept as satisfactory. • To ratify. 		C4	establish, maintain, validate
9.	Assault	To carry out the close combat phase of an attack.	P4		attack
10.	Assemble	<ul style="list-style-type: none"> • C5: To bring together (as in a particular place or for a particular purpose). • P2: To fit together the parts of an item together. 	P2	C5	collect, connect, construct, erect, produce, set up
11.	Assess	To determine the importance, size, or value of; to fix the amount of.		C6	check, determine, evaluate
12.	Attack	To conduct an offensive operation that destroys or defeats enemy forces, seizes and secures terrain, or both.	P4		assault, infiltrate
13.	Breach	To break through or secure a passage through	P4		open
14.	Brief	To give information or final precise instructions.		C2	inform, orient, prepare, update
15.	Calculate	To ascertain by exercise of practical judgment or mathematical processes.		C3	adjust, compute, determine
16.	Camouflage	To conceal or disguise personnel, equipment, and/or facilities	P2		
17.	Challenge	To order to halt and prove identity; to question.		C2	cross, test

Table E-2
Standard verbs for task titles, continued

No .	Approved verbs	Definitions	P verb level	C verb level	Related verbs
18.	Change	To give a different position, course, or direction to.		C3	adjust, displace, exchange, modify, reduce, remove, reorganize, replace, resolve, translate, transmit, turn
19.	Check	To inspect, examine, or verify for satisfactory condition, accuracy, safety, or performance.		C1	analyze, compare, confirm, control, correct, inspect, monitor, prevent, read, reduce, review, test, verify
20.	Clear	<ul style="list-style-type: none"> • To make secure by searching and eliminating enemy resistance. • To make safe by following a prescribed procedure. • To render operable by overcoming a temporary condition • To remove from an area or place. 	P3		disengage, open, release, receive, secure
21.	Close	<ul style="list-style-type: none"> • To move into combat range of an enemy force. • To arrive at a designated position. • To block against entry or passage. 	P3		clear, complete, connect, determine
22.	Collect	<ul style="list-style-type: none"> • To gather or exact from a number of persons or sources. • To bring together into one body or place. 	P2		assemble, obtain
23.	Communicate	<ul style="list-style-type: none"> • To convey knowledge of or information about. • To make known 		C2	connect, inform, publish, report, transmit

Table E-2
Standard verbs for task titles, continued

No .	Approved verbs	Definitions	P verb level	C verb level	Related verbs
24.	Compare	To examine the character or qualities of, especially in order to discover resemblances or differences.		C4	analyze, connect, correlate, inspect, observe
25.	Complete	<ul style="list-style-type: none"> • To carry out. • To bring to an end. 	P3		close, determine, develop, perform
26.	Comply	To act in accordance with orders, regulations, policy, etc.	P2		observe, perform, submit
27.	Compute	To determine especially by mathematical means.		C3	calculate
28.	Conduct	To direct or take part in the operation or management of.		C3	administer, control, direct, lead, operate, order, organize
29.	Configure	To set up for operation in a particular way.	P2		construct, erect, set-up
30.	Confirm	<ul style="list-style-type: none"> • To validate. • To give approval to. 		C2	correlate, establish, validate, verify
31.	Connect	<ul style="list-style-type: none"> • To join. • To fasten together. 	P2		
32.	Consolidate	<ul style="list-style-type: none"> • To organize or reorganize, bringing separate parts together into one whole. • To secure or complete an action. 		C5	develop
33.	Construct	<ul style="list-style-type: none"> • To make or form by combining or arranging parts or elements. • To build. 	P2		assemble, erect, establish, organize, produce
34.	Control	<ul style="list-style-type: none"> • C3: To exercise restraining or directing influence over. • P3: To have power over. 	P3	C3	administer, adjust, check, collect conduct, direct, lead

Table E-2
Standard verbs for task titles, continued

No .	Approved verbs	Definitions	P verb level	C verb level	Related verbs
35.	Coordinate	<ul style="list-style-type: none"> • C4: To bring into a common action, movement, or condition. • P4: To mutually exchange information. 	P4	C4	adjust, correlate, integrate, organize
36.	Correct	To alter or adjust so as to bring to some standard or required condition.	P3		administer, change, reorganize, repair, review, revise
37.	Correlate	To present or set forth so as to show relationship.		C4	compare, connect, coordinate
38.	Counsel	<ul style="list-style-type: none"> • To give advice to. • To give information or notice to. • To advise or provide guidance. 		C5	direct, inform, order, recommend
39.	Counter	To act in opposition to.	P3		cross
40.	Cross	<ul style="list-style-type: none"> • To pass over or through. • To go from one side of to the other 	P3		evade, navigate
41.	Debrief	To obtain a report (usually oral) following an action or mission.		C2	notify, report, review
42.	Deconflict	To reconcile or resolve a conflict in responsibility, area of operations, airspace, or interests in order to accomplish smooth operations without undesired redundancy or threat of fratricide.		C5	
43.	Decontaminate	To cleanse or remove chemical, biological or radiological contamination	P3		
44.	Defend	<ul style="list-style-type: none"> • P4: To drive danger or attack away. • P4: To ward off an actual or threatened action. • C.6: To maintain or support in the face of argument or hostile criticism 	P4	C6	guard, maintain, prevent, protect, recommend
45.	Define	<ul style="list-style-type: none"> • C1: To determine or identify the essential qualities or meaning of. 		C1	designate, determine, establish, interpret, translate

Table E-2
Standard verbs for task titles, continued

No .	Approved verbs	Definitions	P verb level	C verb level	Related verbs
46.	Deliver	To send to an intended target or destination.	P2		administer, communicate, direct, dispatch, distribute, launch, produce, provide publish, read, release, transmit
47.	Demonstrate	<ul style="list-style-type: none"> • P3: To show the operation or working of. • To P3: Explain by using examples, experiments or action. • C3. To feign an action for the purpose of deceiving an enemy. • C3. To show by reasoning. 	P3	C3	confirm, determine, establish, test, validate
48.	Deploy	<ul style="list-style-type: none"> • To spread out, utilize or arrange, especially tactically. • To position for use. 	P3		extend, open, position, set up
49.	Designate	To indicate and set apart for a specific purpose, office, or duty; to select.		C5	define, select
50.	Destroy	<ul style="list-style-type: none"> • To render unusable and unrepairable. • To render combat ineffective. 	P4		dismantle, dispatch
51.	Detect	To discover or determine the existence, presence, or fact of.		C1	observe, recognize
52.	Determine	<ul style="list-style-type: none"> • To settle or decide by choice of alternatives or possibilities. • To fix precisely. 		C6	complete, check, demonstrate, detect, establish, move, resolve, verify
53.	Develop	<p>C5. and P4: To create or produce especially by deliberate effort over time.</p> <p><i>Note:</i> The object must determine whether this is a cognitive or psychomotor verb.</p>	P4	C5	establish, produce
54.	Direct	<ul style="list-style-type: none"> • P3: To point, extend, or project in a specified line or course • C6: To regulate the activities or course of subordinates through specific orders. 	P3	C6	administer, conduct, control, deliver, inform, lead, operate order

Table E-2
Standard verbs for task titles, continued

No .	Approved verbs	Definitions	P verb level	C verb level	Related verbs
55.	Disassemble	To take apart, usually for the purpose of cleaning or repair.	P1		dismantle
56.	Disconnect	To sever the connection between.	P1		disengage
57.	Disengage	<ul style="list-style-type: none"> To release or break contact with. To terminate combat. 	P4		disconnect, release
58.	Dismantle	<ul style="list-style-type: none"> To render inoperable by taking apart. To take to pieces. 	P1		destroy, disassemble
59.	Dispatch	To send away with promptness or speed, especially on official business.	P2		forward, issue, perform, send, transmit
60.	Displace	To leave one position and occupy another.	P3		fire, move, remove, replace, transport
61.	Distribute	<ul style="list-style-type: none"> To give out or deliver, especially to members of a group To place or position so as to be properly apportioned over or throughout an area. 	P1		deliver
62.	Don	<ul style="list-style-type: none"> To wear, bear or have on the person. To carry on the person. 	P1		wear
63.	Download	In a computer network, to follow the process of transferring a copy of a file from one computer, generally referred to as the central server, to another requesting computer, generally referred to as the file server.		C1	
64.	Draft	To draw the preliminary sketch, version, or plan of.		C4	plan, prepare, project
65.	Edit	Selectively preparing written documents, images, videos or sound through correction, condensation, organization, and other modification.		C4	assemble, prepare, refine
66.	Emplace	To put into position.	P3		install, place, position, prepare, produce, set up
67.	Employ	<p>C3. and P3. To use.</p> <p><i>Note:</i> The object must determine whether this is a cognitive or psychomotor verb.</p>	P3	C3	apply, engage, occupy, operate

Table E-2
Standard verbs for task titles, continued

No .	Approved verbs	Definitions	P verb level	C verb level	Related verbs
68.	Enforce	<ul style="list-style-type: none"> To effect or gain by force. To see that the provisions (of an order or regulation) are carried out effectively. 	P3		administer, apply, perform
69.	Engage	To enter into contest or battle, to fight.	P4		apply, assault, attack, employ, place, launch, place
70.	Ensure	<ul style="list-style-type: none"> To make sure, certain, or safe. To guarantee. 		C2	confirm, establish, guard, infiltrate, open, post, protect, provide
71.	Enter	To go into or upon.	P1		access, record
72.	Erect	<ul style="list-style-type: none"> To build or set up. To put up by the fitting together of materials or parts. 	P2		assemble, construct, establish, organize, produce, set up
73.	Escort	To accompany as a person(s) or an armed protector(s).	P2		
74.	Establish	<ul style="list-style-type: none"> To bring into existence. To introduce. 		C5	confirm, demonstrate, determine, erect, install, land, organize, place, provide, verify
75.	Estimate	To judge tentatively or determine approximately the value, worth, size, extent, significance, or nature of.		C2	evaluate, predict
76.	Evacuate	To move from an area, usually for the purpose of treatment, repair, or prevention of capture.	P3		clear, displace, remove
77.	Evade	<ul style="list-style-type: none"> To avoid. To elude by dexterity or stratagem. 	P3		navigate, cross

Table E-2
Standard verbs for task titles, continued

No .	Approved verbs	Definitions	P verb level	C verb level	Related verbs
78.	Evaluate	To determine the significance, worth, or condition of usually by careful appraisal and study.		C6	assess, check
79.	Exchange	To part with for a substitute; to give and receive reciprocally.	P2		displace, replace, revise
80.	Extend	<ul style="list-style-type: none"> To increase the scope, meaning, or application of. To elongate. 	P2		develop, open, submit
81.	Extract	<ul style="list-style-type: none"> To remove from an area, usually for combat purposes. To select and copy out or cite 	P3		obtain, remove, select
82.	Facilitate	<ul style="list-style-type: none"> To make formal, make easier, or help bring about. To train/instruct using small group processes, methods, and techniques. 		C3	administer, collect, conduct, coordinate, manage, move, organize, orient, present, train
83.	Fire	To discharge a weapon.	P1		
84.	Forward	To send or ship onward.	P2		deliver, dispatch, post, send, transmit, transport
85.	Fuel	To provide with fuel.	P2		
86.	Guard	<ul style="list-style-type: none"> To protect by physical security means. To prevent from escaping by physical security means. 	P3		conduct, defend, patrol, protect
87.	Identify	<ul style="list-style-type: none"> To determine critical or necessary conditions or other factors. To determine the specific model of an item. To ascertain the origin, nature or definitive characteristics of. 		C1	analyze, determine, establish, place, recognize, select
88.	Implement	<p>C3. and P2: To give practical effect to and ensure of actual fulfillment by concrete measures.</p> <p><i>Note:</i> The object must determine whether this is a cognitive or psychomotor verb.</p>	P2	C3	complete, enforce, perform, resolve

Table E-2
Standard verbs for task titles, continued

No .	Approved verbs	Definitions	P verb level	C verb level	Related verbs
89.	Infiltrate	To move by small groups, usually clandestinely.	P4		
90.	Inform	To make known or communicate knowledge to.		C2	brief, communicate, notify, post, update
91.	Initialize	To set to a starting position, value, or configuration.	P1		
92.	Input	To provide information to or to enter information into a system.	P2		
93.	Inspect	<ul style="list-style-type: none"> To examine officially. To view closely in critical appraisal. 	P3		check, observe, review
94.	Install	To set up for use or service. To put in an indicated place, condition or status.	P3		establish, place, position, set up
95.	Integrate	<ul style="list-style-type: none"> P4: To unite with something else;. C5: To form, coordinate, or blend into a functioning or unified whole. 	P4	C5	consolidate, coordinate, organize
96.	Interpret	To delineate the meaning of and present in understandable terms.		C2	annotate, define, perform, read, translate
97.	Inventory	To make an itemized list of.	P2		
98.	Investigate	<ul style="list-style-type: none"> To observe or study by close examination and systematic inquiry. To conduct an official inquiry. 		C2	
99.	Issue	<ul style="list-style-type: none"> To put forth or distribute, usually officially. To give out. 	P1		deliver, dispatch, distribute, publish, release, send, transmit
100.	Land	<ul style="list-style-type: none"> To cause to come to rest in a particular place. To bring an aircraft to earth. 	P4		ground
101.	Launch	<ul style="list-style-type: none"> To put into operation or set in motion. To send an aircraft or missile into the air. 	P4		dispatch, fire, open, project

Table E-2
Standard verbs for task titles, continued

No .	Approved verbs	Definitions	P verb level	C verb level	Related verbs
102.	Lay	To point a weapon in a precise direction.	P3		assess, direct, establish, locate, order, organize, place, position, train
103.	Lead	<ul style="list-style-type: none"> • P3: To guide on a way especially by going in advance. • C3: To exercise direct control. 	P3	C3	conduct, direct, guard, move, protect, produce
104.	Load	<ul style="list-style-type: none"> • To insert ammunition into a weapon or launcher. • To place in or on a means of conveyance. 	P1		store
105.	Localize	To take existing higher headquarters' products and add emphasis, add detail, or create new information products that meet the requirements of the lower command echelon.		C4	
106.	Locate	To seek out and determine or set the place, site, position, or limits of.		C1	detect, determine, establish, place, position, read
107.	Lubricate	To make smooth or slippery.	P1		
108.	Maintain	To preserve, fix or keep in good repair.	P3		control, correct, defend, guard, protect, provide, repair, report
109.	Manage	<ul style="list-style-type: none"> • To exercise executive, administrative, and supervisory direction. • To control, updating, or revising information. 		C3	administer, conduct, control, counsel, designate, direct, maintain, operate, request, train

Table E-2
Standard verbs for task titles, continued

No .	Approved verbs	Definitions	P verb level	C verb level	Related verbs
110.	Mark	To identify, designate, indicate, or distinguish by some type of symbol, notation, label, or sign.	P1		record
111.	Measure	To determine or ascertain an amount, dimension, capacity, degree or portion.	P2		assess, define, determine, establish
112.	Modify	<ul style="list-style-type: none"> • P4: To change. • P4: To make minor changes in or to. • C5: To make basic or fundamental changes in, often to give a new orientation to or to serve a new end. 	P4	C5	adjust, change, correct, reorganize, repair, revise, turn
113.	Monitor	To watch, observe, keep track of, or check, usually for a special purpose.	P3		check, control, counsel, observe, record, track
114.	Mount	<ul style="list-style-type: none"> • To attach to a support. • To arrange or assemble for use. 	P1		
115.	Move	<ul style="list-style-type: none"> • To proceed from one point to another. • To change the place or position of. 	P2		change, cross, lead, operate, position, relocate, remove, recommend, submit, transport, turn
116.	Navigate	To determine and follow a course.	P3		cross, direct, operate, plan
117.	Negotiate	To successfully travel along or over.	P2		cross, navigate
118.	Neutralize	To render ineffective or unusable.	P2		counter, destroy, dismantle, move, remove

Table E-2
Standard verbs for task titles, continued

No .	Approved verbs	Definitions	P verb level	C verb level	Related verbs
119.	Notify	To inform, warn, make known, or make notice of.	P3		brief, debrief, inform, post, publish, report
120.	Observe	To watch carefully, especially with attention to details.	P1		detect, inspect, monitor, read, recognize
121.	Obtain	To gain or attain, usually by planned action or effort.	P3		collect, occupy, receive, recover
122.	Occupy	To reside, control, or hold possession of.	P3		employ, establish, maintain, obtain
123.	Open	<ul style="list-style-type: none"> • To make available for entry or passage. • To make accessible for a particular purpose. 	P3		breach, clear, launch, release
124.	Operate	To cause a piece of equipment to function.	P3		administer, complete, conduct, control, determine, direct, engage, move, perform, produce, react, transport, turn, administer

Table E-2
Standard verbs for task titles, continued

No .	Approved verbs	Definitions	P verb level	C verb level	Related verbs
125.	Order	<ul style="list-style-type: none"> • P3: To give or place an order for. • C3: To command a specific action to be executed. 	P3	C3	adjust, align, conduct, control, direct, distribute, engage, establish, locate, obtain, organize, place, plan, request
126.	Organize	To arrange by systematic planning and united effort.		C5	adjust, construct, coordinate, establish, set up
127.	Orient	<ul style="list-style-type: none"> • P2: To point or look in a specific direction. • C1: To acquaint with the existing situation or environment. 	P2	C1	adjust, align, determine, direct, locate, turn
128.	Pack	To place in a container for transportation or storage.	P1		collect, load, store
129.	Patrol	To carry out reconnaissance or provide security for an area.	P3		guard, inspect, protect
130.	Perform	<p>C3 and P3. To carry out an action or pattern of behavior.</p> <p><i>Note:</i> The object determines whether this is a cognitive or psychomotor verb.</p>	P3	C3	complete, move, observe, operate, react
131.	Place	To put in proper position or location.	P3		distribute, establish, install, lay, locate, position
132.	Plan	<ul style="list-style-type: none"> • To formulate a systematic scheme or program of action. • To devise or project the realization or achievement of. 		C5	calculate, organize, prepare, project

Table E-2
Standard verbs for task titles, continued

No .	Approved verbs	Definitions	P verb level	C verb level	Related verbs
133.	Plot	To mark or note on or as if on a map, chart or graph.	P3		calculate, compute lay, locate, operate, plan, project, set up
134.	Position	To put in a place or location.	P3		locate place
135.	Post	<ul style="list-style-type: none"> • To make transfer entries. • To position at a certain site. 	P3		brief, establish, inform, locate, notify, place, position, report
136.	Predict	To foretell on the basis of observation, experience, or scientific reason.		C4	read
137.	Prepare	<ul style="list-style-type: none"> • P3: To make ready. • C3: To work out the details of. 	P3	C3	adjust, assemble, construct, develop, plan, produce, provide
138.	Present	To set forth facts, ideas, information, or objects for attention by another.		C2	brief, debrief, demonstrate, inform, orient, perform, report
139.	Prevent	To keep from occurring, happening, or existing.	P3		check, counter
140.	Process	<p>C3 and P3: To subject to or handle through an established usually routine set of procedures.</p> <p><i>Note:</i> The object must determine whether this is a cognitive or psychomotor verb.</p>	P3	C3	prepare, treat
141.	Produce	<ul style="list-style-type: none"> • P3: To develop, create, compose, or bring out by intellectual or physical effort. • C3: To oversee the making of. 	P3	C3	assemble, construct, deliver, develop, direct, perform, provide

Table E-2
Standard verbs for task titles, continued

No .	Approved verbs	Definitions	P verb level	C verb level	Related verbs
142.	Project	To plan, figure, calculate, or estimate for the future.		C5	calculate, draft, plan, predict, extend, launch, transmit
143.	Protect	<ul style="list-style-type: none"> • To shield from exposure, injury, damage, or destruction. • To safeguard. 	P3		defend, guard
144.	Provide	To supply or make available.	P3		administer, determine, maintain, prepare, produce
145.	Publish	To produce for distribution.	P3		deliver, distribute, produce
146.	React	To respond, usually to an emergency situation with a limited choice of actions.		C3	counter, operate, perform
147.	Read	<ul style="list-style-type: none"> • To examine carefully so as to understand. • To receive or take in the sense of (as letters or symbols) especially by sight or touch). 		C2	interpret, translate
148.	Receive	<ul style="list-style-type: none"> • To come into possession of. • To acquire from someone else. 	P1		collect
149.	Recognize	To perceive to be something or someone previously known.		C1	observe, place, verify
150.	Recommend	<ul style="list-style-type: none"> • To endorse as worthy, fit, competent, exceptional, and so forth. • To make acceptable. 		C5	confirm, counsel
151.	Reconnoiter	To obtain information by visual observation or other methods.		C1	analyze, review
152.	Record	<ul style="list-style-type: none"> • P2: to mechanically or electronically save information. • C1: To set down as a means of preserving information. • C1: To document. 	P2	C1	enter, post, report, store, designate, read
153.	Recover	To extract damaged or disabled equipment and move to a location for repair.	P2		repair

Table E-2
Standard verbs for task titles, continued

No .	Approved verbs	Definitions	P verb level	C verb level	Related verbs
154.	Reduce	<ul style="list-style-type: none"> To diminish in size, amount, extent, strength, density or number. To render operable by following a prescribed procedure to eliminate a malfunction. To render ineffective by partially dismantling. 	P2		
155.	Refine	<p>To make improvement to.</p> <p><i>Note:</i> The object determines whether this is a cognitive or psychomotor verb.</p>	P3	C3	adjust; align, configure, correct, repair, revise
156.	Register	To make or secure official entry to a written record containing regular entries of items or details.		C2	enter, record
157.	Release	<ul style="list-style-type: none"> To let go. To set free from restraint, confinement, configuration, or condition. 	P2		clear, deliver, disengage, issue
158.	Relocate	To move to, establish or lay out in a new place.	P2		displace, move, remove
159.	Remove	<ul style="list-style-type: none"> To take away or displace. To dismiss. To eliminate, kill, or destroy. 	P2		displace, extract, transport
160.	Reorganize	To arrange by systematic planning and united effort again or anew, usually as a result of combat damage or loss.		C4	adjust, correct, modify, reduce
161.	Repair	<ul style="list-style-type: none"> To restore to serviceable condition. To restore to a sound or healthy state. 	P3		correct, recover, move, remove, turn
162.	Replace	To substitute a new or workable item or person.	P3		change, displace, recover
163.	Report	<ul style="list-style-type: none"> To present an account officially. To formally or regularly carry back and repeat to another. To provide information on ongoing activities. 		C2	communicate, debrief, inform, notify, publish, record
164.	Request	<ul style="list-style-type: none"> To ask for. To ask someone to do something. 		C2	apply

Table E-2
Standard verbs for task titles, continued

No .	Approved verbs	Definitions	P verb level	C verb level	Related verbs
165.	Resolve	To analyze and deal with successfully.		C4	analyze, determine
166.	Restore	<ul style="list-style-type: none"> • To put or bring back into existence or use. • To bring back to or put back into a former or original state. 	P2		adjust, align, correct, replace, resolve
167.	Retrieve	To locate and bring back.	P2		restore
168.	Review	<ul style="list-style-type: none"> • C2: To examine or study again; especially. • C2: To reexamine judicially. • C6: To give a critical evaluation of. 		C2 C6	analyze, assess, correct, debrief, inspect, revise
169.	Revise	To make a new, amended, corrected improved, or up-to-date version of.		C5	change, compare, develop, modify, reorganize, review, update
170.	Rig	To put in condition or position for use.	P2		adjust, align, assemble, construct, correct, erect, modify, place, position, prepare, repair, troubleshoot
171.	Schedule	To appoint, assign, or designate for a fixed time.		C5	engage, organize, plan, record, set-up
172.	Secure	<ul style="list-style-type: none"> • P2: To fix tightly. • P2: To make immobile. • C5: To make safe. 	P2	C4	adjust, defend, ensure, guard, obtain, protect
173.	Select	To choose, usually to meet specific standards or criteria.		C1	

Table E-2
Standard verbs for task titles, continued

No .	Approved verbs	Definitions	P verb level	C verb level	Related verbs
174.	Send	<ul style="list-style-type: none"> • To dispatch. • To cause to go. 	P1		communicate, deliver, direct, dispatch, forward, issue, transmit
175.	Set up	To erect or position components.	P2		assemble, construct, erect, establish, install, launch, open, organize, prepare
176.	Store	To stock or deposit.	P2		pack
177.	Submit	To send forward for approval.	P1		comply, move
178.	Task	To assign responsibility.		C6	load
179.	Test	<ul style="list-style-type: none"> • To examine or prove the value of. • To ascertain the nature of. 		C4	analyze, assess, check, confirm, demonstrate, validate, verify
180.	Tow	To cause to follow by applying steady force on.	P2		move, relocate, remove, transport, move, turn
181.	Track	<ul style="list-style-type: none"> • To keep a moving target within the sight reticle. • To follow by means of marks or scents. 	P3		
182.	Train	To perform activities that lead to skilled behavior(s).	P3		develop, prepare, update
183.	Translate	To explain or express in more comprehensible terms.		C2	change, interpret, turn

Table E-2
Standard verbs for task titles, continued

No .	Approved verbs	Definitions	P verb level	C verb level	Related verbs
184.	Transmit	To send or convey from one person or place to another, especially over a communications set or network.	P1		communicate, conduct, dispatch, forward, issue, send
185.	Transport	To carry, transfer, or convey from one place to another.	P2		conduct displace, move, pack, remove, send
186.	Treat	To care for or deal with medically.	P3		administer, conduct, employ, evaluate, interpret, operate, provide, review, set up
187.	Troubleshoot	C4 or P3: To investigate or deal with in the role of a problem solver. <i>Note:</i> The object determines whether this is a cognitive or psychomotor verb.	P3	C4	adjust, align, connect, correct, repair
188.	Turn	To change the direction or orientation of something.	P2		change, direct, modify, move, translate, transport
189.	Unload	<ul style="list-style-type: none"> To take ammunition out of a weapon or launcher. To take off of a means of conveyance. 	P1		clear, displace, evacuate, remove
190.	Update	To revise so as to make current.		C5	revise
191.	Validate	To substantiate accuracy by comparison or investigation.		C4	confirm, verify
192.	Verify	To confirm or establish the accuracy or truth of.		C4	check, confirm, demonstrate, establish, test, validate
193.	Wear	<ul style="list-style-type: none"> To bear or have on the person. To carry on the person. 	P1		don

Table E-2
Standard verbs for task titles, continued

No .	Approved verbs	Definitions	P verb level	C verb level	Related verbs
194.	Write	To put in form (characters, letters, words, etc.) on the surface of some material (screen, paper, etc.) with a pen, pencil, computer, or other instrument or means. <i>Note:</i> The object determines the cognitive verb level.		C1	mark, register
195.	Zero	To set a sight to enable a firearm to shoot a target.	P2		direct, plan, train

E-3. Standard verb list changes

Submit recommendations for standard verb list changes along with justification using the DA Form 2028 to: Commander, TRADOC, ATTN: ATTG-CD, FT Eustis, VA 23604-5000. Submit a minimum of two task title examples that show the use of the recommended verb.

Appendix F

Critical Task And Site Selection Boards (CTSSBs)

F-1. Job analysis

As a part of the Army learning approach, the CTSSB begins with job analysis. Job analysis identifies individual critical tasks job incumbents must perform to successfully accomplish their mission and duties as well as survive in the full range of military operations. The individual tasks are the critical tasks for that job. The job analysis data is collected from surveys (sent through e-mail, Internet, or regular mail), interviews, site visits, or a triggering event. Current OIL from the operational force and the utilization of proponent professional networking are examples of best practices. See TR 350-70 and supporting pamphlets for further information on job analysis.

F-2. CTSSB/critical task selection survey (CTSS)

A CTSSB/CTSS provides systematic selection and prioritization of tasks for job requirements in accordance with TR 350-70. Results of the CTSSB/CTSS provide data on appropriate tasks skill level and training site selection, and present an accurate audit trail. The CTSSB is a management device that serves as a quality control function for the process. It is held at minimum every 24 months or as major changes to doctrine occur. Table F-1 provides the membership and responsibilities of the board members.

Table F-1 CTSSB members

Regular members	Responsibilities
1. Chairman (tie-breaker: casts tie breaking vote only)	a. Convenes the individual board. b. Ensures adequate AA and RC representation. c. Selects board members (approximately 5-7 SMEs). d. Leads the discussions on critical task selection. e. Advises board on procedural matters. f. Is a SME.
2. Developers (non-voting members)	a. Advise board on educational, analysis, and procedural matters, to include explaining: b. Learning product development process, especially the job analysis. c. Task and critical task definitions. d. Task performance data. e. 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. <i>Note: To serve on this board, SMEs should be one skill level higher than the job for which the tasks are being recommended.</i>
4. 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.

F-3. Critical task determination

The CTSSB members determine the critical tasks for their MOSs. Individual training is training of individuals to prepare them to perform critical tasks to standard, accomplish their mission and duties, and to survive on the battlefield. Critical tasks must be trained, and they may be trained either in the institution or unit, or through self-development. Board members are composed mainly of SMEs who include AA and RC personnel, as well as adequate civilian representation. All voting members of the CTSSB must come from operational units of each of the following components as applicable:

- a. FORSCOM.
- b. USAR.

c. ARNG.

Note: RC (either USAR or ARNG) members must currently hold the specific MOS or capper MOS. Also, they must have formerly held the MOS under review prior to promotion. It is vital that the members of a CTSSB be highly skilled and experienced Soldiers. This ensures that the Army trains Soldiers with the right critical task to perform their jobs to standard. Figure F-1 depicts the roles of the members of a CTSSB.

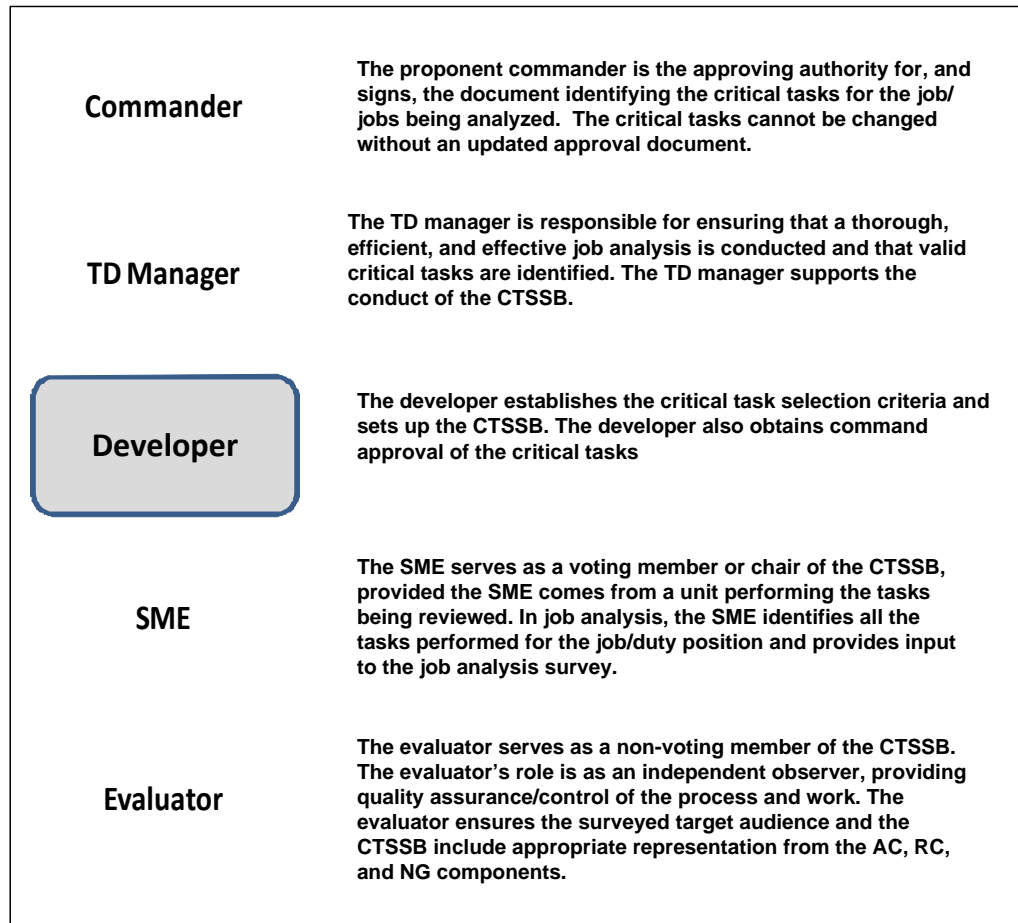


Figure F-1. Roles of personnel affecting the CTSSB

Glossary

1SG

first sergeant

AA

Active Army

AAR

after-action review

ACOM

Army command

ACU

Army combat uniform

ADDIE

analysis, design, development, implementation, evaluation

ADP

Army Publishing Directorate

ADTLF

Army-wide Doctrine and Training Literature Program

AIEP

Army Ideas for Excellence Program

AKO

Army Knowledge Online

AL

Alabama

ALLP

Army Lessons Learned Program

AMRB

Army METL Review Board

AO

area of operation(s)

AOC

area of concentration

APD

Army Publishing Directorate

AR

Army Regulation

ARFORGEN

Army Force Generation

ARNG

Army National Guard

ASAS

All Source Analysis System

ASAT

Automated Systems Approach to Training

ATLDG

Army Training & Leader Development Guidance

ATN

Army Training Network (replaces FM 7-1)

ATRRS

Army Training Requirements and Resources System

ATSC

Army Training Support Center

ATTP

Army tactics, techniques and procedure (used once)

ATX

aviation training exercise

AUTL

Army Universal Task List

BBS

brigade/battalion battle simulation

BCT

brigade combat team

BCTC

battle command training center

BDA

battle damage assessment

BDE

brigade

BFV

Bradley Fighting Vehicle

Bldg

building

BLTM

battalion-level training model

BLUFOR

Blue Forces

BN

battalion

BOIP

basis of issue plan (used once)

BP

battle position

C2

command and control

CAC

Combined Arms Center

CAC-T, CTD

Combined Arms Center – Training, Collective Training Directorate

CALFEX

combined arms live fire exercise

CALL

Center for Army Lessons Learned

CAPE

Center of Army Profession and Ethics

CAS

close air support

CATS

combined arms training strategy(ies)

CBRN

chemical, biological, radiological, nuclear

CCA

close combat attack

CCTT

close combat tactical trainer

Cdr

commander

CFX

command field exercise

CJCS

Chairman of the Joint Chiefs of Staff

CJCSI

Chairman of the Joint Chiefs of Staff Instruction

CMF

career management field

Co

commanding officer

CO

company

CoE

center of excellence

COE

contemporary operational environment

COMEX

communication exercise

CP

command post

CPT

captain

CPX

command post exercise

CRM

composite risk management

CRP

combat reconnaissance patrols

CTC

combat training center

CTSS

critical task selection survey

CTSSB

critical task and site selection board

CTX

combined training exercise

DA

Department of the Army

DCS

Deputy Chief of Staff

DD

Department of Defense (forms)

DEPEX

deployment exercise

DET

displaced equipment training

DoD

Department of Defense

DoDIC

Department of Defense identification code

DOTMLPF

doctrine, organization, training, materiel, leadership and education, personnel, and facilities

DSN

defense support number

DTMS

Digital Training Management System

EAATS

Eastern Army National Guard (ARNG) Aviation Training Site

ECOA

enemy course of action

EDRE

emergency deployment readiness exercise

EMM

event menu matrices

ENDEX

end of exercise

EPW

enemy prisoner of war

EST

Engagement Skills Trainer

ETC

exportable training capability

F

functional/multifunctional exercise

F/MF

functional/multifunctional (

FBCB2

Force XXI Battle Command Brigade and Below

FCX

fire coordination exercise

FIST

fire support team

FM

field manual

FORSCOM

Forces Command

FRAGO

fragmentary order

FSX

full spectrum exercise

FT

Fort

FTX

field training exercise

g/m³

grams per cubic meter

GFTD

Generating Force Training Directorate

GM

grid magnetic

GPS

global positioning system

GS

General Support Staff

HBCT

heavy brigade combat team

HMMWV

high-mobility multipurpose wheeled vehicle

HQ

Headquarters

HQDA

Headquarters Department of the Army

ICTL

individual critical task list

ID

identification

IED

improvised explosive device

ILS

integrated logistics support

IPB

intelligence preparation of the battlefield

JA

job aid

JANUS

Joint Army Navy Uniform Simulation

JCIDS

Joint Capabilities Integration and Development System

JP

joint publication

JTAC

joint terminal attack controller

JTTP

joint tactics, techniques, and procedures

JTX

joint training exercise

KIA

killed in action

KS

Kansas

LCX

logistics coordination exercise

LD

line of departure

LD

line of departure

LFX

live fire exercise

LIN

line item number

LOGEX

logistical exercise

LTC

lieutenant colonel

LTX

Lane training exercise

LVC

live, virtual, constructive models and simulations

MAJ

major

MAPEX

map exercise

mb

millibars

MCS

Maneuver Control System

MCTC

maneuver combat training center

MCTP

mission command training program

MEDEX

medical exercise

MERLIN

The Military Education and Research Library Network

MET

mission-essential task

METL

Mission Essential Task List

METT-TC

mission, enemy, terrain and weather, troops and support available, time available, and civil considerations

MI

military intelligence

MILES

Multiple Integrated Laser Engagement System

MISC

miscellaneous

MOBEX

mobilization exercise

MOPP 4

mission-oriented protective posture level 4

MOPP

mission oriented protective posture

MOS

military occupation specialty

MRE

mission rehearsal exercise

MRX

mission readiness exercise

MSEL

master scenario events list

MTOE

modified table of organization and equipment

MTP

mission training plans

NAI

named area of interest

NBC

nuclear, biological, and chemical

NCO

noncommissioned officer

NCOIC

noncommissioned officer in charge

NET

new equipment training

NGB

National Guard Bureau

NGPEC

National Guard Professional Education Center

NVD

night vision devices

O&O

operational and organizational

O/C

observer/controller

OIL

observations, insight, and lessons

OPFOR

opposing forces

OPORD

operations order

OPTEMPO

operational tempo

PC

personal computer

PPPX

partnership for peace exercise

PL

phase line

plt

platoon

POC

point of contact

POM

program objective memorandum

PPBE

planning, programming, budgeting, and execution

QC

quality control

R&S

reconnaissance and surveillance

RC

Reserve Component

RDL

Reimer Training and Doctrine Digital Library

ROC

rehearsal of concept drill

ROE

rules of engagement

ROI

return on investment?

RSOI

reception, staging, onward movement, and integration

RUF

rules of use of force

SAT

systems approach to training

SCTL

Shared Collective Task List

SDK

skin decontamination kit

SEDRE

sea emergency deployment readiness exercise

SITREP

situation report

SL

skill level

SM

soldier's manual

SMCT

Soldier's Manual of Common Tasks

SME

subject matter expert

SM-TG

Soldier's manual and trainer's guide

SOP

standing operating procedures

SP

start point

SSI

Soldier Support Institute

STAFFEX

staff exercise

STARTEX

start of exercise

STP

Soldier Training Publication

STRAC

Standards in Training Commission

STRAP

system training plan

STT

sergeant's training time

STX

situational training exercise

SVC

service validation criteria

SWFX

support brigade warfighter exercise

T&EO

training and evaluation outline

TACAIR

tactical air

TACFAX

Tactical Digital Facsimile

TADSS

training aids, devices, simulators, simulations

TD

training development

TDA

table of distribution and allowance

TEA

training effectiveness analysis

Team training (TM TNG team training)

TEWT

tactical exercise without troops

TM

technical manual

TOE

table of organization and equipment

TP

TRADOC Pamphlet

TPS

task performance support

TR

TRADOC Regulation

TRADOC

U.S. Army Training and Doctrine Command

TRP

Target Reference Point

TSP

training support package

TSS

training support system

TTP

tactics, techniques, and procedures

TTSP

training test support package

TX

Texas

UAS

Unmanned Aerial System

UJTL

Universal Joint Task List

UN

United Nations

URL

uniform resource locator

USAF

U.S. Air Force

USAPA

United States Army Publishing Agency

USAR

United States Army Reserve

USN

U.S. Navy

UTL

unit task list

VTC

video teleconference

WFF

warfighting function

WTSP

warfighter training support package

XCTC

exportable combat training capability

Index

This index is organized alphabetically by topic and subtopic. Topics and subtopics are identified by page number.

- AARs, 1-8, 2-3b(7), 3-5d(3), 4-3b(6), B-2, D-1e(12)
 - AAR elements, B-3
- ADDIE process, 1-8c, 3-4, 3-4c, 3-5d(15), 4-1a, 5-1a, 6-1a, 7-1a, 8-1a, 8-4a(2)
- Analysis, 1-8c(1)
 - CATS, 3-4c, 3-5b, 3-5b(2) 3-5b(4)
 - Collective task analysis, 5-2d(4)(b), 9-2b, 9-4b(3), B-3
 - Drill, 6-2b(2)
 - Individual task analysis, 7-2, 7-3b, 7-6, 7-18, 8-4a(2)
 - Job analysis, 1-8b, 2-3c(3), 7-1d, 8-2a, F-1, F-2
 - Mission analysis, 1-8b, chapter 2
 - Outputs, 2-2d
 - Process, 2-3
 - Task analysis, 5-2a, 5-2d(1)
 - UTL, 2-2d
 - Needs analysis, 1-8b, 2-1d, 2-2b, 2-3, 8-2b(1)
 - WTSP, 4-2
- ARFORGEN, 2-1a, 2-1b, 2-1e, 3-2, 3-3a, 3-5c(2), 3-5d(2), 3-5d(3), 3-5d(14)(a), 4-1d(2), C-1, D-1c, D-1e, D-1e(5)(b), D-1e(8)(a), D-1e(8)(c), D-1e(8)(d), D-2
- AUTL, 2-3f(4), 5-2a, 5-2d(1), 8-1c(2)(b), C-3
- CAC, 2-3f(d), 3-1, 5-2, 9-1b, 9-1c, D-1c
- CAC-T, CTD, 3-1, 9-1c, 9-2a(2), 9-2b, 9-3, 9-7
- CATS, 1-6a, 2-1a(1), 2-1a(3), 4-1b, 4-1c, B-2, B-3, C-1, appendix D
 - ADDIE interface, 3-4c
 - ADDIE process, 3-5a(2)
 - Analysis requirements, 3-5b
 - Characteristics, 3-2a
 - Combat development interface, 3-4a
 - Definition, 1-6b
 - Development, 3-5
 - Elements, 3-5a(2)
 - EMM, 3-2
 - Event elements, 3-5d
 - Event sequencing, 3-2b
 - Function CATS, 3-3b, 3-5c(1)(b), 3-5d(13)(d)
 - Management, 3-6
 - TADSS, 3-4d
 - Task selection, 3-2c, 3-5c
 - Example, 3-5c(5)
 - Name and number, 3-5c(1), 3-5c(5)
 - Training resourcing, 3-4b
 - Unit CATS, 3-2, 3-4a, 3-4b, 3-4e, 4-1a, 4-1d(2)
- CATS Development Tool, 3-2, 3-5b(4), 3-5c(2), 3-5d(1), 3-5d(6), 3-5d(9), 3-5d(13), 3-5d(14), 4-4
- Collective tasks, chapter 5
 - CATS development, 3-5(1), 3-5b(2)(b), 3-5b(3)(d), 3-5c(2), 3-5d(8)(c)
 - CATS task development, 3-5c(3)
 - CATS task selection, 3-2c, 3-5b(3)(d)
 - Collective task analysis, 2-5c, 2-5d
 - Definition, 1-6d, 5-1b
 - Guidelines, 5-2c
 - Mission analysis, 2-1e, 2-2a, 2-2b, 2-2d(5), 2-3, 2-3f, 2-4, 2-5e
 - Numbering, 5-2d(3)
 - OPFOR tasks, 5-11
 - Performance measures, 5-5e, 5-6
 - Performance steps, 5-5
 - Standard, 5-4
 - Standard verbs, appendix E
 - Supporting collective tasks, 5-8
 - Supporting drills, 5-9
 - Supporting individual tasks, 5-7
 - Synopsis report, 5-13, 5-14
 - T&EO, 5-15
 - Titles, 5-2d(4)
 - Types, 5-d
 - Unit CATS, 3-3a
- Common tasks, 7-1a, 8-1b, 8-1c, 8-2b(3)
- Condition statement
 - Collective task, 5-3
 - Drill, 6-3
 - Individual task, 7-3
 - STP, 8-4a(2)
- Critical tasks, 2-7, 7-1d, 8-1b, 8-1c, 8-2a, 8-2b(2), 8-2b(3), 8-3c, 8-3d, 9-5a(2)(c), F-1, F-3
- CTSSB
 - CTSS, F-2
 - Individual critical tasks, 7-1d(1)
 - Job analysis, F-1
 - STPs, 8-2a
 - Members, F-2, F-3c
- Design
 - CATS events, 3-2b
 - CATS task selection, 3-5a(2), 3-5c
 - Collective task condition statement, 5-3
 - Collective task standard, 5-4
 - Drill condition statement, 6-3a, 6-3b
 - Drill standard statement, 6-3c
 - Individual task condition statement, 7-3
 - Individual task standard, 7-4
 - STP, 8-3
 - WTSP, 4-3
- Development,
 - CATS, 3-5d(15)
 - Collective task performance measures, 5-6
 - Collective task performance steps, 5-5

- Drill body, 6-4
- Indicated by needs analysis, 2-1d
- Individual task performance measures, 7-6
- Individual task performance steps, 7-5
- STP, 7-1d(2), 8-4
- Drills, chapter 6
 - Battle drills, 6-1c(1)
 - CATS events, D-1e(1), D-1e(12), D-1e(18)
 - Checklist, C-3
 - Condition statement, 6-3
 - Crew drills, 6-1c(3)
 - Definition, 1-7e, 6-1b
 - Echelon levels, 6-1d
 - Individual tasks, 7-7a, 7-16
 - Numbering, 6-2b
 - Performance measures, 6-4a
 - Performance statement, 6-4b
 - Run-through instructions, 6-4f
 - Setup instructions, 6-4c
 - Staff drill, 6-1c(2)
 - Standard statement, 6-3c
 - Supporting tasks, 6-4h
 - Synopsis report, 6-4j, 6-5
 - T&EO, 6-5b
 - TADSS, 6-4j
 - Talk-through instructions, 6-4d
 - Titles, 6-2b(2)
 - Walk-through instructions, 6-4e
- DTMS, 1-6a, 2-1c, 2-3d, 3-2, 3-4e, 3-5b(4), 3-5c(5), 3-5d(1), 3-5d(6), 3-5d(13)(d), 3-6, 4-1d(2), 8-1d, 9-2b, 9-7b
- Formative evaluation, 1-8c(6)
- Generating force
 - ARFORGEN, 2-1a, 2-1b
 - Operational Army training requirements, 2-1 through 2-8
 - Purpose, 1-5a
 - Training development requirements, 1-5b
- Individual tasks
 - Analysis, 7-2
 - CAC-T, CTD, 9-1c(1)
 - CATS development, 3-5d(8)(c)
 - Characteristics, 7-1c
 - Checklist, C-5
 - Collective task analysis, 5-2
 - Collective task links, 5-5c
 - Condition statement, 7-3
 - Definition, 1-6f, 7-1b
 - Mission analysis, 2-2d(6), 3-2f(4)
 - Performance measures, 7-6
 - Performance steps, 7-5
 - Proponency, 9-5
 - References, 7-2d
 - Standard verbs, E-1 through E-3
 - Standards, 7-4
 - STPs, 8-1b, 8-2a, 8-2b(2), 8-3d, 8-4a(2)
 - Supported collective tasks, 5-7
 - Supported drills, 6-4h
 - Synopsis report, 7-14, 7-15
 - Titles, 7-2c, E-1a
 - Types and descriptions, 7-1b
- Individual training, 1-8g, 2-1c, 2-5d(2), 8-1b, 8-1c(2)(c), 8-3b, F-3
- Instructions
 - Run-through, 6-4f
 - Setup, 6-4c
 - Talk-through, 6-4d, 77
 - Walk-through, 6-4e
- METL, 2-1a(1), 2-3d, 2-3f, 3-2, 3-3a, 3-5b(1), 3-5b(3)(d), 4-1a, 5-2a, 9-1c(4)(f)
- METT-TC, 5-3, 5-4a, 6-3c
- Performance measures
 - Collective task, 5-6
 - Design phase, 1-8c(2)
 - Development phase, 1-8c(3)
 - Drill, 6-4a, 6-4e
 - Individual task, 7-6
 - STP, 8-1c(1)(b)
 - STP task summary, 8-4a(2)
- QC
 - CAC, 9-1
 - CATS, 3-6, C-1
 - Collective task, 5-16, C-3
 - Collective training products, 9-3
 - Drill, 6-6, C-4
 - Individual task, 7-17, C-5
 - Mission analysis, 2-7
 - STP, 8-5, C-6
 - WTSP, 4-5, C-2
- SCTL, 2-3f(3), 3-5b(1)(c), 5-1d(1)(c), 9-1b(4)(f), 9-2a(2)
- Shared tasks
 - Collective, 2-2e, 2-3f(3), 2-5e, 5-1d, 5-2d(2), E-1b
 - Individual, 7-1b, 7-2b(1)(c)
- Standard statement
 - Collective task, 5-4
 - Drill, 6-3c
 - Individual task, 7-3
 - OPFOR, 5-11
 - STP task summary, 8-4a(2)
- STPs
 - Analysis, 8-2
 - Checklist, C-6
 - Definition, 1-7g, 8-1b
 - Design, 8-3
 - Development, 7-1d(2), 8-4
 - Example, B-4
 - Production and distribution, 9-6h(2)
 - Proponent agencies, 8-4c
 - Requirements, 8-1c
 - Task summary, 8-4a, 8-4b
 - Types, 8-1b

- STRAP, 2-3c(6)(c), 3-4a, 3-5b(2)(c)
- Summative evaluation, 1-8c(6)
- Synopsis report
 - Collective task, 5-13, 5-14
 - Drill, 6-4j, 6-5
 - Individual task, 7-14, 7-15
- T&EO, 1-6d, 5-5, 5-15, 6-4k(3), 6-5b
 - TADSS, 5-13, 6-4j, 7-14
- Task summary
 - Branch-specific, 8-1(2)(b)
 - Example, B-4
 - Format, 8-4a(2)
 - Purpose, 8-4a(1)
 - Reference-dependent, 8-4b(1)
 - Reference-independent, , 8-4b(2)
 - SMCT, 8-1c(1)(b)
 - SM-TG, 8-1c(3)
 - STP chapters, 8-3d
- Training gates, 3-5d(8), 3-5d(12)(c)
- UJTL, 5-2d(1)
- Unique tasks
 - Collective, 5-1d, 5-2d(2), 5-2d(4)(a)
 - Individual, 7-1b, 8-3d, 8-4a(2), E-1
- Unit training
 - Generating force support for, 1-5
- Unit training characteristics, 1-5c
- UTLs, 2-1e, 2-2d(4), 3-5c(3)
 - Approval, 2-5
 - CATS development, 3-5a(1), 3-5b, 3-5c
 - Collective task analysis, 2-6
 - Example, B-1
 - Mission analysis, 2-3, 2-3f
 - Task selection, 3-2c
 - Unit CATS, 3-3a
- Validation, 9-8
- WTSPs
 - Analysis, 4-2
 - CATS, 3-5d(12)(d), 3-5d(15), 4-1b
 - Characteristics, 4-1d
 - Definition, 1-6d, 4-1a
 - Design, 4-3
 - Development, 4-4
 - Elements, 4-3b
 - Numbering, 4-2e
 - QC, 4-5
 - Resources, 4-1c
 - Title, 4-2f