



# Army

## Land Warfare Doctrine 7-0 Training and Education 2018

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# Introduction

Warfare is an inherently human endeavour. As such, the primary platform that Army needs to succeed in warfare is the human – our soldiers and officers. In order to maximise the capability effect of this human platform, Army develops high-quality military professionals who can meet its mission, now and into the future, regardless of operational environment or context.

This process is professional development: the pursuit of professional mastery through training, education and experience. While these three elements are integrated and complementary, each element makes a distinct contribution to the development of military professionals. Training, both individual and collective, provides the necessary suite of honed military skills, from an accurate battle shot through to conducting complex warfighting activities in a joint, combined and interagency task force. Education provides the intellectual, conceptual and ethical foundations to apply trained skills, and to successfully adapt them to a variety of operating environments. Experience provides the opportunity to apply, practise and refine skills and knowledge, and adapt them for future application. Together, training, education and experience work to develop soldiers and officers who can contribute effectively to Army's capability.



# Chapter 1

## Training, education and land power

*Armies depend on the abilities of professional, innovative, adaptable individuals who can react quickly to changing conditions. Such soldiers must be high quality people; moulded by training, education and discipline into cohesive teams with high morale (esprit de corps) and the will to win.<sup>1</sup>*

Friction, danger, uncertainty and chance will always be present in conflict. The effects of friction can be mitigated by thorough training. The fear engendered by danger can be reduced by realistic training that generates high morale, confidence and resilience. Education will assist in developing individuals and organisations who can act intuitively and decisively despite uncertainty. The threats and opportunities presented by chance can be better handled by individuals with the highly developed analytical skills and creativity promoted by education. Therefore training and education are central to Army's ability to generate a force capable of employing land power across the modern spectrum of peace, crisis and war.

A key factor for success in generating land power is fighting power – the integration of the physical, moral and intellectual components at both the individual and organisational level. The physical components provide Army's capabilities and functional effects. The moral component reinforces culture, values and legitimacy. The intellectual components provide the knowledge of war and warfare, as well as the intellectual capacity. The human platform is the capability that achieves this integration, and its success is dependent on the professional development of soldiers and officers.

Professional development requires a balanced combination of training, education and experience. These functions are supported by a foundation of doctrine, standard operating procedures, professional publications, other information and continual self-development that reflects the requirements of strategy, capability and preparedness.

Training, education and experience are integrated functions. Army conducts training at designated military establishments and at every command level to achieve, sustain and test operational capability and readiness levels, and to prepare for specific operations. Education that builds professional knowledge along with skills in critical thinking, decision-making and communication is provided by Army's commanders, military training establishments and external providers. All of Army's training, education, operations and postings provide the opportunity for soldiers and officers to gain experience, and the lessons process ensures that this experience can be shared across the organisation. While it is

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1. [Land Warfare Doctrine 1, The Fundamentals of Land Power](#) [Chapter 2].

useful to understand the distinctions between training, education, and experience, it is critically important that they are not seen as mutually exclusive activities. On the contrary, a balance of all three elements of professional development is necessary for the complete development of a military professional.

## Definitions

### Professional mastery

*The profession of arms is unique because of the importance of its task, the moral and ethical dedication required to achieve it, and the lethal nature of its capabilities.<sup>2</sup>*

The Australian Army is committed to the profession of arms, and has a corresponding requirement to develop soldiers and officers who are experts in the profession. Professional mastery binds the intellectual and moral components of fighting power, and is critical to generating fighting power and thus warfighting capability.

### Learning

The pursuit of professional mastery requires soldiers and officers to constantly adapt and learn. Learning involves acquiring new knowledge, behaviours, skills, values, preferences and understanding, and may involve combining different types of information.

Learning may occur consciously (for example, as part of a structured training, formal education or personal development program) or without conscious awareness (for example, during routine activities in the workplace). Learning can be an individual, team or organisational pursuit.

### Skills, knowledge and attitudes

A key concept in Army is that of skills, knowledge and attitudes, defined as follows:

- Skill is the ability to carry out a function.
- Knowledge is the awareness of, or cognisance of, information.
- Attitudes are the opinions that influence action.

### Training

Training is a planned process to inculcate and modify skills, knowledge and attitudes through learning experience in order to achieve effective performance in an activity or range of activities. Training incorporates the introduction of skills, knowledge and attitudes through instruction, and their development and maintenance of proficiency through practice. Training enables individual soldiers to carry out their assigned roles across the spectrum of military activity, and enables groups of soldiers to work collectively towards a military objective.

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2. [Land Warfare Doctrine 1, The Fundamentals of Land Power](#) [Chapter 4].

Training ensures that personnel can apply standard solutions to predictable circumstances, that is, that they can deal with a familiar problem in a familiar context.

### **Education**

In Army's context education is intellectual, moral and social instruction in the profession of arms. It provides individuals with the intellectual skills, knowledge and attitudes needed to undertake military tasks. Education broadens an individual's horizons, allowing training to be assimilated more quickly and with greater understanding. Education helps develop and foster military professionals who can think, apply knowledge, solve problems under uncertain or ambiguous conditions, and communicate their decisions. Through education, soldiers can find reasoned and viable solutions to complicated and unanticipated situations; that is, they can adapt to deal with complex problems in unfamiliar contexts, often while under stress or in dangerous situations.

### **Experience**

Experience is knowledge or practical wisdom gained from what one has observed, encountered or undergone. An individual gains direct experience by actively participating in an activity. An individual gains indirect experience by observing events while not being a participant. Experience is important in the development of military professionals as it provides context for the skills and knowledge gained through training, and provides time for individual reflection, refinement and adaptation.

Organisational experience is concerned with maximising the benefit that the organisation can gain from individual experience. It ensures that lessons are captured, distributed and reinforced.

## **Force generation, preparation and modernisation**

Military training and education contribute to force generation, force preparation and force modernisation. All training and education conducted in Army can be linked to one of these processes.

### **Force generation**

Force generation is the process of providing suitably trained and equipped forces including the means of their deployment, recovery and sustainment to meet all current and potential future tasks within required readiness and preparation times. From a training and education perspective, force generation is concerned with developing individuals and collective force elements to provide a range a capabilities and effects.

Force generation activity prepares force elements to the directed level of capability – the agreed and funded level of capability based on strategic guidance and financial limitations. Detail on the directed level of capability and related concepts,

is available in [Australian Defence Doctrine Publication 00.2, Preparedness and Mobilisation](#).

Training and education have almost equal roles in force generation. Training develops core skills with weapons and equipment and enables teams to work together effectively. Education enables personnel to broaden their thinking, increase their critical thinking abilities and prepare themselves to adapt to the uncertain situations they may face in later phases of the training cycle or on operations.

### **Force preparation**

Force preparation is the process of raising the preparedness of designated force elements to the level required to undertake a specific operation. Force preparation activities take a force element from the directed level of capability to the operational level of capability. Force preparation includes training, health and administrative preparation, and the issue of (and competency with) mission-specific equipment. It is the final stage in the process of preparing force elements for an operation and draws upon pre-existing levels of preparedness provided by the Service chiefs. Additional information on force preparation is available in [Australian Defence Force Publication 3.0.3, Mounting Operations](#).

Training is the primary focus during force preparation. Specific instruction on how to meet and react to expected situations, and constant practice for these situations, are of particular importance. The specific equipment required for pending operations must be integrated into teams, and individuals must develop familiarity with all mission-specific roles and capabilities.

While most force preparation involves training for specific roles, education remains an important part of this phase. The foundation intellectual capacity that is carried over from force generation is supplemented with the professional and contextual knowledge that is needed for the operation.

### **Force modernisation**

Force modernisation is a continuous process that develops the current force to meet tasks set by government. It is managed on an annual basis through the Army Plan Review Cycle. Force modernisation can result in changes to organisational structure, individual or collective training doctrine and procedures, new or enhanced equipment capabilities, and any other fundamental inputs to capability.

Training in force modernisation allows these changes to be implemented and developed into core skills. Education in force modernisation increases individual awareness of the changes that are being made. Both elements aim to prepare today's soldiers to meet the challenges of the future.

## **Summary**

Professional development – the pursuit of professional mastery through training, education and experience – is critical to maximising the capacity of Army’s soldiers and officers. All professional development activities contribute to the force generation, force preparation and force modernisation needed to enable Army to meet directed capability requirements.



# Chapter 2

## Training

The Australian Army's success is dependent on the quality of its officers and soldiers. This quality is underpinned by challenging, realistic, effective and safe training, both individual and collective.

### Training philosophy

The Army's training philosophy is to be 'brilliant at the basics' – the core skills, or foundation warfighting skills, that ensure that individuals and force elements are able to successfully conduct operations against an adaptive enemy. It is only by being brilliant at the basics that an individual will have the baseline ability to adapt to changed circumstances. Foundation warfighting skills build the flexibility and agility required to conduct unforeseen or contingency tasks, and are the basis for adaptation to any tactical or operational situation.

Army's core skills are developed through a training framework that reflects regular practice, self-discipline, strong leadership and good drills.

### Principles of training

**Training is a command responsibility.** Leaders and commanders at every level are responsible for ensuring that their subordinates undertake the training required to equip themselves to perform their roles and tasks, and to develop the individual and collective skills required to do so. A key command responsibility is to set goals, design training programs and provide training events for the training audience. Command responsibility extends to utilising resources to meet training requirements and managing the risks associated with shortfalls in resource allocation. Senior commanders are expected to provide adequate resources to meet priority training requirements, particularly for mission-specific training. Commanders are required to use these resources in accordance with directed priorities.

**Unit training is critical.** It is not sufficient to rely on formal courses for the development and maintenance of skills. Commanders must place constant emphasis on tailored training of individuals and teams in order to generate optimal collective effectiveness. The challenges of skill fade and posting turbulence must be managed while mastering, maintaining and continuously improving the skills necessary to win.

Training must be conducted for a purpose to meet a standard. All Army training is derived from directed tasks or priorities and is completed to a specified Army training level and standard. [Land Warfare Procedures - General 7-0-1, The Conduct of Training](#) describes these levels and standards.

**Training must be realistic.** At appropriate stages in a training cycle, training activities should replicate or simulate operational circumstances and environments as realistically as possible. Training cannot address every potential operational circumstance; therefore commanders need to optimise training opportunities by selecting representative and challenging scenarios that are complex, ambiguous and unpredictable. Simulation can be used to enhance realism in training. Where appropriate, training should involve joint, multinational and multi-agency participants.

**Encourage initiative.** Initiative and judgement must be encouraged during training activities in order to develop leadership and personal skills. The outcomes generated by individuals exercising initiative (including mistakes) must be used as positive learning opportunities.

**Evaluate and continuously improve.** Training must be evaluated to confirm the effectiveness and efficiency of the training and to identify potential lessons. The lessons process, discussed in more detail in [Chapter 4](#), is central to the continuous improvement of training.

## The preparedness management system

Preparedness comprises two elements: readiness and sustainability. Training is a key element in both individual and collective readiness.

Army is required to deliver a range of capabilities at various levels of preparedness within indicative warning times and resource limitations. Capabilities, tasks and resources are assigned in the annual *Army Task Directive* and *Chief of Army Preparedness Directive* (held on the Defence Secret Network) and managed via the preparedness management system.

The requirements outlined in these documents cascade through Army and provide the basis for training at all levels.

[Australian Defence Doctrine Publication 00.2, Preparedness and Mobilisation](#) describes the Australian Defence Force's preparedness management system in more detail.

## The Army training continuum

The Army training continuum is the ongoing process by which Army trains its personnel and component capabilities for Australian Defence Force tasks. The Army training continuum recognises the interdependence of training and

educating individuals, teams and units and the need to respond to changing requirements arising from experiences gained by our own and other forces.

### **Individual to collective**

Training is conducted in a continuum from the individual to the collective. Individual training provides the knowledge, skills and attitudes needed to perform a specific individual role or task at job standard, and prepares individuals to take their place in a team. Collective training is the simultaneous training of one or more crews, detachments, sub-units, units or formations in their interaction in the conduct of tactical operations.

Individual and collective training are integrated elements within a single training continuum, which is guided by Army training levels and standards. There is a natural progression from individual training through team drills to progressively more sophisticated and challenging collective training activities. Individual and collective training requirements are derived from the same sources and therefore have a common purpose – generating force elements at the requisite level of preparedness, preparing force elements for operations, or modernising the Army.

### **Competence to expertise**

Training is also conducted along a continuum from competence, through increasing levels of proficiency, to expertise. Competence is the ability to perform a task or duty to the minimum workplace standard. Expertise grows as an individual or group becomes practised, well-advanced or skilled in a task or duty. Education and experience are key contributors to the development of expertise.

The Army training continuum allows for individuals and groups to attain competency in skills and tasks, normally through initial instruction. The framework then encourages and facilitates continual review and practice of these skills, both individual and collective, in the unit environment, thereby developing and maintaining expertise to ever-increasing levels. This focus on expertise is a key contributor to professional mastery.

### **Force generation to force preparation**

There is a logical progression from force generation to force preparation. However, it is difficult and resource-intensive to maintain forces at a high level of proficiency (and therefore preparedness) for an extended period. As a result Army operates a three-phase force generation cycle that shapes the application of the Army training continuum. The phases are Reset, Ready and Ready.

Army coordinates the movement of units and formations through the phases of the force generation cycle by allocating tasks and accompanying training levels and standards in accordance with the *Chief of Army Preparedness Directive* (held on the Defence Secret Network).

[Land Warfare Procedures - General 7-0-1, The Conduct of Training](#) discusses the Army training continuum in more detail.

## The Systems Approach to Defence Learning

Army conducts training using the Systems Approach to Defence Learning.<sup>1</sup> The system's five interdependent component phases are undertaken and assessed within a framework of continuous improvement, as follows:

- *Analysis.* This aims to determine the individual and collective training outcomes required, based on the capability demanded, the tasks involved and the learning that is required.
- *Design.* Training objectives are designed to support each of the tasks identified during analysis. These objectives are described in terms of tasks, conditions and standards.
- *Development.* Training objectives are sequenced to meet the training outcomes while learning environments and exercise scenarios are confirmed.
- *Implementation.* This involves the delivery of training events, including the preparation, ongoing programming, administration, conduct, assessment and recording of training. It also includes training review processes.
- *Evaluation.* This phase determines whether training objectives have been achieved and how well training has met workplace needs.

**Continuous improvement.** The system is designed to enable change and improvement. The inputs and outputs of each phase are reviewed, evaluated and revised as necessary. This process allows changes to be made to training as a result of internal or external evaluation, lessons and force modernisation activities.

## Training categories

### Force generation training

Force generation training is the fundamental individual and essential collective training that underpins capability and readiness for operations. It is the training activity required to enable Army to achieve the necessary level of preparedness for a wide range of directed requirements, and is therefore focused on foundation warfighting. Force generation training seeks to provide underpinning collective competence throughout the force structure, practised routinely at lower level and periodically at unit, battlegroup and formation level, to enable land forces to succeed on operations.

Within Forces Command, the Director General Training and Doctrine Command is responsible for the effective direction (inclusive of long-term analysis and strategic design), management, governance, evaluation and continuous

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1. See also the Systems Approach to Defence Learning website at <http://drnet.defence.gov.au/VCDF/SADL/Pages/SADL%20Home.aspx>

improvement of force generation training. Force generation training in support of special operations capabilities is the responsibility of Special Operations Command.

### **Force preparation training**

Force preparation training builds on force generation training and trains individuals and groups in the additional skills required for the conduct of operations in a specific theatre, role or environment. The objective of force preparation training is to provide a realistic, relevant and demanding training environment that will deliver into theatre cohesive and sustainable force elements that are thoroughly prepared and practised, and are capable of executing all expected operational tasks. It comprises:

- mission-specific training (individual and collective)
- equipment training (specific to mission).

A mission rehearsal exercise is often used to assess the effectiveness of force preparation training, and allows certification of force elements as ready to deploy.

Headquarters 1st Division is responsible for the force preparation training of conventional force elements for specific operations. Headquarters 1st Division is supported by the 39th Operational Support Battalion for individual training and by the Combat Training Centre for collective training.

Forces Command, supported by the Combat Training Centre, is responsible for the preparation of conventional force elements for contingency operations. Special Operations Command is responsible for the force preparation training of force elements for special operations.

### **Force modernisation**

Force modernisation training is an ongoing iterative process. It is often planned well in advance and conducted in conjunction with force generation activities. Introduction-into-service training for new equipment is an example of this. In other cases, force modernisation training must be implemented more rapidly during force preparation training, or even via training while force elements are deployed on operations. Training to support force modernisation is guided by direction from the Head Modernisation and Strategic Planning – Army.

## Summary

Achievement of the individual, team and collective expertise needed to generate and prepare combat-capable force elements requires commanders and leaders to systematically analyse the training needs and then design and develop training that is focused clearly on achieving specific outcomes. Commanders and leaders must understand the relationship between the categories of training and exploit opportunities to create activities that support multiple outcomes concurrently. They must also habitually ensure that training is developed to integrate lessons from previous operations and training, and that rigour is applied to capturing lessons through relevant review processes.

# Chapter 3

## Education

Army education is intellectual, moral and social instruction in the profession of arms. It provides individuals with the enabling skills, knowledge and attitudes necessary to undertake military tasks, and includes activities that aim to develop thinking, decision-making and communication skills. Education also develops knowledge of the profession of arms, and the general knowledge that supports situational understanding.

### Education and Army capability

Army trains both individuals and collective groupings to respond effectively and instinctively to a range of tactical situations, and to consistently repeat the desired responses with a high degree of accuracy. However, when potential threats are unknown or yet to be experienced, the appropriate response to this threat cannot necessarily be trained. In these situations, the contribution of the intellectual component of fighting power becomes more important.

Education is focused on developing the intellectual component of fighting power: 'the way in which knowledge, creativity and analytical ability are applied to meet military challenges'.<sup>1</sup> It aims to support development of the knowledge, understanding, versatility, mental agility and adaptability that is necessary for success in the complex battlespace.

The intended output of education programs is military professionals who have developed:

- knowledge of the profession of arms, general knowledge that supports situational understanding, cultural awareness knowledge, and understanding of why things happen as well as how they happen
- intellectual flexibility, tolerance of ambiguity and uncertainty, and the capacity for critical and creative thought in analysing and solving problems while under physical or mental stress
- the ability to exercise judgement, assess risk and make decisions given knowledge and circumstances
- the ability to communicate clearly in a variety of mediums with a variety of audiences.

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1. [Land Warfare Doctrine 1, The Fundamentals of Land Power](#) [Chapter 4].

## Education and intellect

Many of the abilities and character traits Army requires of its soldiers and officers are intellectual in nature. In addition to physical skills and ability, Army needs mentally prepared leaders who are ethical, motivated, innovative, compassionate and disciplined.<sup>2</sup> At the basic level, Army needs soldiers who are able to quickly assess a situation, make a decision and take action. This basic ability must be supplemented with individuals who are capable of analysis, synthesis and evaluation, as well as creative and critical thinking, social intelligence and global citizenship. Underpinning all of these is the ability to communicate effectively. This is a considerable list of intellectual attributes that complement the foundation warfighting skills (see [Chapter 2](#)). These intellectual attributes can be considered in four categories, as detailed in the following paragraphs.

**Know.** The Australian approach to the profession of arms is based around a theoretical body of knowledge that has developed progressively over hundreds of years of experience. This professional body of knowledge underpins both the science and the art of successful military decision-making – it provides a scaffold, framework or architecture within which effective decisions can be made. History tells us that the capacity of militaries to rapidly adapt in the face of adversity (or changing situations) depends on an ability to apply the professional body of knowledge to complex problem solving. In addition to professional knowledge, individuals and teams need situational and contextual knowledge, and particularly an understanding of the geopolitical and cultural considerations relevant to their operating environment. A broader and stronger knowledge base increases the likelihood of higher quality decisions and follow-on action.

**Think.** Army personnel must be able to think clearly in complex, ambiguous and demanding situations. Thinking, learning and adapting through analysis must be a mainstay of military behaviour. Thinking and analytical skills are incorporated into all Army learning regimes in order to develop capabilities in:

- recognising problems and articulating questions
- gathering, assessing and interpreting relevant information
- open-minded thinking while still being aware of assumptions, implications and the practical consequences of actions
- developing well-reasoned solutions to problems.

**Decide.** Individuals must develop the ability to make considered decisions based on a critical appreciation of facts and consequences that are timely and enable action. This requires their decisions to be appropriately based on the sum of theoretical knowledge, applied experience, and Army's principles and values.

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2. This is in line with the values professed in 'Our Contract with Australia' as found at the Directorate of Workforce Strategy – Army website, <http://drnet/Army/DWSA/Cultural%20Reform/Pages/Army's-Values-and-Behaviours.aspx>

**Communicate.** Effective communication skills underpin the individual and collective application of all tactics, tasks, techniques, procedures and drills. At the lowest organisational level, this is reflected in the need for individuals to receive, understand, acknowledge and respond appropriately to orders and instructions. At higher levels, effective communication is fundamental to the relationship between military and government, commanders and staff, and leaders and their teams.

## Principles of education

The principles described in the following paragraphs guide the development and conduct of education programs.

**Education is continuous.** Education is not limited to formal residential courses, or to schools and universities. It is ongoing and lifelong.

**Education is available.** Educational opportunities outside formal courses are significant and must be maximised. Opportunities to develop intellectual capability are readily available through a variety of formal, semi-formal and informal means, and are not limited by individual geography, rank, trade or service category.

**Education is a shared responsibility.** Schools, units and individuals share the responsibility for the ongoing pursuit of professional mastery. In all domains – school, unit and individual – education is supported by the chain of command.

## The conduct of education

Education is conducted in three domains.

### Individual

Perhaps the most effective education is that conducted on the initiative of individuals. 'Every soldier has an individual responsibility to study the profession of arms ... Self-directed study of the science and art of war, appropriate to one's rank and trade, is at least equal in importance to maintaining one's physical condition and should receive at least equal time.'<sup>3</sup>

As with other types of education, individual education should enhance and extend professional and supporting knowledge, and the practice and refinement of intellectual abilities. Education in the individual domain is the least formal type of education. It includes:

- professional reading (for example, websites, blogs, books, journals and papers)
- discussion and debate (in units or messes, or via the internet and social media)

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3. [Land Warfare Doctrine 1, The Fundamentals of Land Power](#) [Chapter 4].

- consideration and analysis of military topics and current affairs
- research and writing for military journals or websites
- short courses
- participation in conferences and seminars
- membership of communities of practice or professional bodies
- tertiary study.

Education in the individual domain is supported by a range of resources, programs and organisations. The Cove, Army's professional development network ([www.cove.org.au](http://www.cove.org.au)), provides resources for self-directed study and links to similar organisations. The Defence Library Service provides access to a range of professional reading resources. Forces Command provides support for formal education through the Army Tertiary Education Program, the Army Civil Schooling Program and the Defence Assisted Study Scheme.

### **Schools**

Army (and joint) schools deliver education through residential courses and other learning solutions. These activities normally introduce elements of professional knowledge, provide the opportunity to develop and practise intellectual skills, and provide support for the development of foundation skills such as language, literacy and numeracy.

In some cases, soldiers and officers have the opportunity to undertake Army-sponsored courses or programs at civilian educational institutions. This additional Army-led tertiary education is managed through directed education requirements that are raised and managed by the Director General Personnel – Army and the Director General Training and Doctrine Command.

### **Units**

While aspects of education are delivered by schools during courses, unit commanders have a responsibility to develop the intellectual component of fighting power for all individuals under their command. In particular, unit commanders are responsible for ensuring that individuals are intellectually prepared to attend schools for individual training courses, and that their units have the collective intellectual capability for tasks and operations. Education in units is designed to enhance and extend professional and supporting knowledge, and to enable individuals to practise and refine their intellectual abilities. It includes activities such as lectures, discussions, staff rides or battlefield tours, essays and supported professional reading.

## Summary

The activities that provide Army education are widely varied in character and include both the formal and the informal. The detail of the education conducted varies in accordance with circumstances, unit roles and individual motivation. All of these education activities contribute to the development of the intellectual edge that Army's military professionals will need in order to succeed in the current and future operating environment.



# Chapter 4

## Experience

Experience – knowledge or practical wisdom gained from what one has observed, encountered or undergone – is a key factor in developing military professionals. Direct and indirect experience complements the skills, knowledge and attitudes acquired through training and education, providing opportunities to practise, refine and adapt them. Experience allows individuals and teams to develop an ever-increasing level of proficiency, making them better able to successfully undertake the tasks required of them in the generation and application of land power.

### Individual experience

Army provides deliberate opportunities for soldiers to gain direct and indirect experience through training, education and career management policies.<sup>1</sup> Individual training courses, collective training exercises and educational activities are deliberately designed to provide individuals and groups with specific experiences. Postings, including deployments, also ensure that individuals acquire specific experience. Incidental opportunities to gain experience also arise through day-to-day work and life environments. These opportunities are not programmed or linked to a specific learning outcome, but are essential to reinforcing the skills, knowledge and attitudes acquired through training and education, and to expanding the context in which individuals, teams and the organisation operate. In addition, incidental opportunities to gain experience arise from a variety of day-to-day activities in work, recreational and social environments.

### Organisational learning

As well as being important for the development of individuals, experience is important for the development and modernisation of Army. While experience can have an immediate beneficial impact on those involved in a given activity, the potential exists for that experience to also be of benefit to the wider organisation. The collection, analysis and distribution of the knowledge gained from experience, for the benefit of the wider organisation, is called organisational learning.

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1. The practice of enforcing minimum time in rank prior to promotion recognises the importance of experience from both deliberate and incidental opportunities.

Organisational learning is the process by which an analytical review of an activity is conducted to determine the lessons that enable organisations and individuals to adapt to new or changing circumstances. This process includes both operational and non-operational activities, as well as those of allies or other organisations of interest. Information is analysed in order to identify knowledge that may then be applied over time frames ranging from the immediate term (days to weeks) to the longer term (years to decades).

The systematic learning of lessons at the organisational level can enhance the planning and conduct of operations, force preparation, force generation and force modernisation. Considering and applying lessons can facilitate continuous improvement at the individual, collective and organisational levels and create an operational effect – one that enables deployed land forces to cope with the complexity of the contemporary operating environment.

## **Army as a learning organisation**

A successful learning organisation is in a state of continuous adaptation and improvement (in other words, continuous learning), and is able to adapt to changes in a timely manner. This requires a comprehensive approach to learning that permeates the organisation through its leadership, culture, structures, systems, practices, knowledge repositories and procedures.

As a learning organisation, Army not only provides opportunities for individuals and teams to learn and develop, but also has ways of ensuring that individual learning is retained for the benefit of the organisation.

Fostering a learning culture is a crucial element of adaptation and innovation. A genuine learning culture cannot be achieved inside a readiness notice. It cannot be deferred to arrival in the area of operations, nor can it be confined to mission rehearsal exercises or other preparedness activities. To thrive in a competitive environment, Army's learning culture must be embedded at all levels, from individual through to formation and across the tactical to strategic application of knowledge and understanding.

### **Army learning organisation principles**

The following principles guide Army learning:

- inculcate leadership behaviours, at all levels, that reinforce learning
- establish robust learning processes and practices
- generate and reflect upon a shared vision and understanding
- encourage collaboration and team learning
- develop an appreciation of the broader implications of decisions and actions by applying a systems approach
- establish and sustain the free flow of knowledge

- foster professional mastery
- embrace evaluation and measurement
- exploit informal and formal networks
- influence joint and interagency learning.

## Army learning environment

Successful organisational learning is founded on the systems, people, processes and culture that enable Army to learn, share and apply knowledge that can be quickly adapted to meet Australia's strategic goals. Organisational learning mechanisms include:

- after-action reviews
- post-activity reports
- various lessons boards and knowledge repositories that enable the capture and distribution of knowledge gained from operations and training.

These mechanisms are features of the Army Learning Environment, which provides the framework on which organisational learning can be built. The Army Learning Environment permeates the entire organisation, identifies and manages organisational knowledge, and effectively integrates it with individual, collective and organisational learning to achieve mission success.

The Army Learning Environment is made up of three dimensions: executive management, knowledge management, and learning and assessment. These dimensions are linked by information and communication technology.

**Executive management.** Executive management integrates all elements that contribute to Army's organisational learning through clear authority, sound organisational structures, rationalised policy and procedures, effective support, and robust resourcing. It links concepts and capability development to suitable learning outcomes. Executive management comprises planning, policy, procedures, enterprise systems, enabling support, organisation and resources. It manages performance, including success, as part of organisational learning; and it provides direction on science, technology, research and development priorities.

**Knowledge management.** Knowledge management is the combination of people, processes and technology that enables Army to create, validate, manage, distribute and update knowledge. The Army lessons process generates lessons that are applied in various ways to achieve immediate, short-term, medium-term and long-term effects.

**Learning and assessment.** Learning and assessment is the process by which information is collected, stored and passed to individuals and organisations to enhance their knowledge.

**Information and communication technology.** Information and communication technology provides critical support to all three dimensions of the Army Learning Environment. It includes executive management and enterprise systems, information environments (for example, the internet, the Defence Protected Network and the Defence Secret Network), knowledge storage, technology-based learning and simulation.

## Lessons

In order to ensure that experiences are captured and used for the benefit of the wider organisation, Army has a coordinated capability to manage the capture, storage, analysis, decision and implementation components of lessons. The management of the lessons process is guided by the Army Lessons Plan, which defines and schedules active data collection activities in support of priority information requirements. Additional detail on lessons processes is provided in [Defence Instruction \(Army\) Operational 10-1](#), [Army Lessons Network](#) and [Land Warfare Procedures - General 7-0-1, The Conduct of Training](#).

## Summary

Experience provides the opportunity to apply, practise and refine skills and knowledge, and adapt them for future application. Experience is important in the development of military professionals as it provides context for the skills and knowledge gained through training, and provides time for individual reflection, refinement and adaptation. Ensuring that the lessons learned from individual experience are gathered and distributed for the benefit of the organisation is also important for development of an Army capability that can succeed in the future operating environment.

# Conclusion

Training, education and experience are integrated functions that equip soldiers and officers with the physical and intellectual skills, knowledge and attributes needed to successfully apply land power. The professional development of the human platform is critical to Army's success in the current and future operating environment. This publication has described the training, education and experience principles and concepts that provide the foundation for professional development in Army.



## References

*Army Task Directive*

*Australian Defence Doctrine Publication 00.2, Preparedness and Mobilisation*

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<http://drnet/Army/DWSA/Cultural%20Reform/Pages/Army's-Values-and-Behaviours.aspx>

*Land Warfare Doctrine 1, The Fundamentals of Land Power*

*Land Warfare Procedures - General 7-0-1, The Conduct of Training*



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## Doctrine online

This and other doctrine publications are available via the Doctrine Online website located at: <http://drnet.defence.gov.au/ARMY/Doctrine-Online/Pages/Home.aspx>. Paper copies may be out of date. Doctrine Online is the authoritative source for current doctrine. Users are to ensure currency of all doctrine publications against the Doctrine Online library.

## Gender

This publication has been prepared with gender-neutral language.





