AUSTRALIAN ARMY

LAND WARFARE

PROCEDURES - GENERAL

LWP-G 7-0-1

THE CONDUCT OF TRAINING

AUSTRALIAN ARMY
LAND WARFARE
PROCEDURES - GENERAL
LWP-G 7-0-1
THE CONDUCT OF TRAINING

© Commonwealth of Australia (Australian Army) 2015

Issued by command of the Chief of Army

30 November 2015

MA Brewer, CSC and Bar
Brigadier
Director General Training
Forces Command

LWP-G 7-0-1 The Conduct of Training, 2015
PREFACE

This publication supersedes Land Warfare Doctrine 7-1 Individual Training, 2004 and Land Warfare Doctrine 7-2 Collective Training, 2004

Aim

1. The aim of this publication is to provide direction on how to design and deliver training at unit and formation level in support of specified capability outcomes

Level

2. This publication is designed for use by commanders and headquarters staff at unit and formation level. It is also designed to provide guidance and information to allow the training of individuals across the All Corps Officer and Soldier Continuum.

Scope

3. The publication describes training in Army including:
   a. the doctrine and policy context;
   b. the purpose of Army training;
   c. supporting structures and management tools including the Army Training Continuum, the Force Generations Cycle, the Systems Approach to Defence Learning;
   d. individual and collective training;
   e. evaluation and lessons; and
   f. training in units.
Associated Publications

4. This publication should be read in conjunction with the other publications and documents, in particular:

a. Army Training Instructions;
b. Australian Defence Doctrine Publication 7.0 Training;
c. Australian Defence Force Publication 7.0.3 Exercise Planning and Conduct;
d. Defence Learning Manual;
e. Foundation Warfighting Training Management Framework Directive;
f. Land Warfare Doctrine 7-0 Training and Education;
g. Land Warfare Procedures-General 7-1-2 The Instructor’s Handbook;
h. Land Warfare Procedures-General 7-7-1, All-corps Individual Soldier Skills; and
i. The Systems Approach to Defence Learning.

Doctrine Online

5. This and other doctrine publications are available via the Doctrine Online website located at: intranet.defence.gov.au/armyweb/sites/Doctrine-Online. Paper copies may be out of date.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.

Photographs and Multimedia

6. All photographs and multimedia in this publication are Commonwealth copyright. Online versions may contain multimedia which can be accessed from Doctrine Online.
Gender

7. This publication has been prepared with gender-neutral language.
CONTENTS

Cover i
Title Page iii

Preface vii
Contents xi
Glossary xvii
Abbreviations xxi

CHAPTER 1 INTRODUCTION 1-1
Scope 1-1
Doctrine and Policy Framework 1-2

CHAPTER 2 TRAINING IN ARMY 2-1
Section 2-1. Training Drivers 2-2
Strategic Requirements 2-3
Personnel Turnover 2-4
Skill Fade 2-4
Change in Circumstances 2-5
Command Requirements 2-5

Section 2-2. The Army Training Continuum 2-6
Individual to Collective 2-6
Competent to Proficient 2-7
Force Generation to Force Preparation 2-7
Levels and Standards 2-8

Section 2-3. The Force Generation Cycle 2-11

LWP-G 7-0-1 The Conduct of Training, 2015
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-4</td>
<td>Training Management Frameworks</td>
<td>2-13</td>
</tr>
<tr>
<td>2-5</td>
<td>Training Models</td>
<td>2-14</td>
</tr>
<tr>
<td>2-6</td>
<td>Evaluation and Lessons</td>
<td>2-15</td>
</tr>
<tr>
<td>2-7</td>
<td>Training Management Responsibilities</td>
<td>2-16</td>
</tr>
<tr>
<td></td>
<td>Army Level Management</td>
<td>2-16</td>
</tr>
<tr>
<td>2-8</td>
<td>Conclusion</td>
<td>2-17</td>
</tr>
<tr>
<td>3-1</td>
<td>CHAPTER 3 INDIVIDUAL TRAINING</td>
<td>3-1</td>
</tr>
<tr>
<td>3-2</td>
<td>Types of Individual Training</td>
<td>3-2</td>
</tr>
<tr>
<td>3-3</td>
<td>Individual Training Model</td>
<td>3-4</td>
</tr>
<tr>
<td>3-5</td>
<td>Individual Training Management Authorities</td>
<td>3-5</td>
</tr>
<tr>
<td>3-4</td>
<td>Individual Training Requirements</td>
<td>3-9</td>
</tr>
<tr>
<td></td>
<td>Employment Specifications</td>
<td>3-10</td>
</tr>
<tr>
<td></td>
<td>Learning Management Package</td>
<td>3-11</td>
</tr>
<tr>
<td>3-5</td>
<td>The Conduct of Courses</td>
<td>3-14</td>
</tr>
<tr>
<td></td>
<td>Key Appointments for the Conduct of Courses</td>
<td>3-14</td>
</tr>
<tr>
<td>3-6</td>
<td>Trainees</td>
<td>3-16</td>
</tr>
<tr>
<td>3-7</td>
<td>Individual Training Delivery Options</td>
<td>3-17</td>
</tr>
<tr>
<td></td>
<td>Formal Individual Training Events</td>
<td>3-17</td>
</tr>
<tr>
<td></td>
<td>Delivery Methods</td>
<td>3-18</td>
</tr>
<tr>
<td></td>
<td>Informal Individual Training Events</td>
<td>3-19</td>
</tr>
<tr>
<td></td>
<td>Experience</td>
<td>3-20</td>
</tr>
<tr>
<td>3-8</td>
<td>Considerations for Designing Individual Training</td>
<td>3-20</td>
</tr>
<tr>
<td></td>
<td>Scheduling</td>
<td>3-20</td>
</tr>
<tr>
<td></td>
<td>Competency-based Training and Assessment (CBTA)</td>
<td>3-22</td>
</tr>
<tr>
<td></td>
<td>Registered Training Organisation (RTO)</td>
<td>3-23</td>
</tr>
<tr>
<td>3-9</td>
<td>Supporting Processes</td>
<td>3-23</td>
</tr>
<tr>
<td></td>
<td>Directed Training Requirement</td>
<td>3-24</td>
</tr>
<tr>
<td></td>
<td>Employment Category Management</td>
<td>3-25</td>
</tr>
<tr>
<td></td>
<td>Training Review Process</td>
<td>3-25</td>
</tr>
<tr>
<td>Section</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>3-10.</td>
<td>Conclusion</td>
<td>3-26</td>
</tr>
<tr>
<td>4-1</td>
<td>COLLECTIVE TRAINING</td>
<td></td>
</tr>
<tr>
<td>4-2</td>
<td>Types of Collective Training</td>
<td></td>
</tr>
<tr>
<td>4-2</td>
<td>Collective Training Model</td>
<td></td>
</tr>
<tr>
<td>4-3</td>
<td>Collective Training Requirements</td>
<td></td>
</tr>
<tr>
<td>4-4</td>
<td>Army Level</td>
<td></td>
</tr>
<tr>
<td>4-4</td>
<td>Functional Command Level</td>
<td></td>
</tr>
<tr>
<td>4-4</td>
<td>Formation Level</td>
<td></td>
</tr>
<tr>
<td>4-5</td>
<td>Unit Level</td>
<td></td>
</tr>
<tr>
<td>4-6</td>
<td>Collective Training Management</td>
<td></td>
</tr>
<tr>
<td>4-7</td>
<td>Formation Commanders and Collective Training</td>
<td></td>
</tr>
<tr>
<td>4-8</td>
<td>Unit Commanders and Collective Training</td>
<td></td>
</tr>
<tr>
<td>4-9</td>
<td>Collective Training Events</td>
<td></td>
</tr>
<tr>
<td>4-9</td>
<td>Tactical Exercise Without Troops (TEWT)</td>
<td></td>
</tr>
<tr>
<td>4-9</td>
<td>Staff Planning Activities</td>
<td></td>
</tr>
<tr>
<td>4-9</td>
<td>Command Post Exercise (CPX)</td>
<td></td>
</tr>
<tr>
<td>4-9</td>
<td>Exercises With Troops</td>
<td></td>
</tr>
<tr>
<td>4-11</td>
<td>Conduct of Exercises</td>
<td></td>
</tr>
<tr>
<td>4-12</td>
<td>Key Appointments for the Conduct of Collective Training Exercises</td>
<td></td>
</tr>
<tr>
<td>4-13</td>
<td>Considerations for Designing Collective Training</td>
<td></td>
</tr>
<tr>
<td>4-14</td>
<td>Supporting Processes</td>
<td></td>
</tr>
<tr>
<td>5-1</td>
<td>EVALUATION/ARMY LESSONS</td>
<td></td>
</tr>
<tr>
<td>5-2</td>
<td>Evaluation</td>
<td></td>
</tr>
<tr>
<td>5-2</td>
<td>Lessons and Evaluation Fundamentals</td>
<td></td>
</tr>
<tr>
<td>5-3</td>
<td>The Army Lessons Cycle</td>
<td></td>
</tr>
<tr>
<td>5-4</td>
<td>Collection</td>
<td></td>
</tr>
<tr>
<td>5-6</td>
<td>Analysis</td>
<td></td>
</tr>
<tr>
<td>5-7</td>
<td>Decision</td>
<td></td>
</tr>
<tr>
<td>5-8</td>
<td>Implementation</td>
<td></td>
</tr>
<tr>
<td>5-9</td>
<td>Validation</td>
<td></td>
</tr>
<tr>
<td>Section</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>5-3</td>
<td>Evaluation and training</td>
<td>5-9</td>
</tr>
<tr>
<td>5-4</td>
<td>Lessons networks</td>
<td>5-10</td>
</tr>
<tr>
<td></td>
<td>Executive Management</td>
<td>5-10</td>
</tr>
<tr>
<td></td>
<td>Knowledge Management</td>
<td>5-10</td>
</tr>
<tr>
<td></td>
<td>Learning and Assessment</td>
<td>5-11</td>
</tr>
<tr>
<td>Annex A</td>
<td>Observations</td>
<td></td>
</tr>
<tr>
<td>Annex B</td>
<td>After Action Reviews</td>
<td></td>
</tr>
<tr>
<td>Annex C</td>
<td>Suggested Evaluation Plan Template</td>
<td></td>
</tr>
<tr>
<td>6-1</td>
<td>TRAINING IN UNITS</td>
<td></td>
</tr>
<tr>
<td>6-1</td>
<td>The training model and Unit Training</td>
<td>6-3</td>
</tr>
<tr>
<td>6-2</td>
<td>Training Analysis in Units</td>
<td>6-5</td>
</tr>
<tr>
<td></td>
<td>Determine the Required Standard</td>
<td>6-5</td>
</tr>
<tr>
<td></td>
<td>Undertake a Unit Assessment</td>
<td>6-6</td>
</tr>
<tr>
<td></td>
<td>Define the Training Requirement</td>
<td>6-7</td>
</tr>
<tr>
<td>6-3</td>
<td>Training Design in Units</td>
<td>6-9</td>
</tr>
<tr>
<td></td>
<td>Considerations for Training Design in Units</td>
<td>6-9</td>
</tr>
<tr>
<td></td>
<td>Develop Training Objectives</td>
<td>6-12</td>
</tr>
<tr>
<td></td>
<td>Sequence Training Objectives</td>
<td>6-13</td>
</tr>
<tr>
<td></td>
<td>Develop Evaluation and Lessons Plan</td>
<td>6-17</td>
</tr>
<tr>
<td></td>
<td>Produce Commander's Training Directive</td>
<td>6-17</td>
</tr>
<tr>
<td>6-4</td>
<td>Development of Unit Training</td>
<td>6-18</td>
</tr>
<tr>
<td></td>
<td>Develop Detailed Training Program</td>
<td>6-19</td>
</tr>
<tr>
<td></td>
<td>Specific Planning and Preparation</td>
<td>6-19</td>
</tr>
<tr>
<td></td>
<td>Training Audience Preparation</td>
<td>6-20</td>
</tr>
<tr>
<td>6-5</td>
<td>Implementation of Unit Training</td>
<td>6-20</td>
</tr>
<tr>
<td></td>
<td>Unit Training Implementation Considerations</td>
<td>6-21</td>
</tr>
<tr>
<td>6-6</td>
<td>Evaluation of Unit Training</td>
<td>6-23</td>
</tr>
<tr>
<td>6-7</td>
<td>Army training Model responsibilities in Units</td>
<td>6-24</td>
</tr>
<tr>
<td>6-8</td>
<td>Conclusion</td>
<td>6-28</td>
</tr>
<tr>
<td>Annex A</td>
<td>Resource Management</td>
<td></td>
</tr>
<tr>
<td>Annex B</td>
<td>Developing Unit Training Objective</td>
<td></td>
</tr>
</tbody>
</table>
Annex C Example Outline Training Program

Annex D Suggested Template – Unit Commander’s Training Directive

Annex E Example Detailed Training Programs

Illustrations
Figure 1–1: Doctrine and Policy Framework 1-3
Figure 2–1: Army Training Drivers 2-2
Figure 2–2: The Force Generation Cycle 2-13
Figure 5–1: Army Lessons Cycle 5-4
Figure 6–1: The Training Model and Unit Training 6-4
Figure 6–2: Deriving the Unit Training Requirement 6-8
Figure 6–3: The Unit Training Cycle 6-15
Figure 6–4: The Logic Diagram 6B-7

Tables
Table 2–1: Army Training Levels 2-9
Table 2–2: Army Training Standards 2-10
Table 3–1: Individual Training Model (SADL) Summary 3-4
Table 4–1: Collective Training Model Summary 4-2
Table 6–1: Training Responsibilities in Units 6-25
Table 6–2: Example of a Terminal Objective (at sub-unit level) 6B-4
GLOSSARY

1. The principal source for Australian Defence Force terms and definitions is the Australian Defence Glossary located at http://adg.eas.defence.mil.au/adgms. Terms and definitions contained within this publication are in accordance with the business rules, guidelines and conventions for the Australian Defence Glossary at the time of its release.

  **attitudes**
  The opinions that influence action.

  **capability**
  The power to achieve a desired operational effect in a nominated environment within a specified time and to sustain that effect for a designated period.
  Note: In a military context, capability is achieved by developing a force structure appropriately prepared for a range of military operations.

  **collective training**
  The training of one or more crews, detachments, sub-units, units and formations in the conduct of tactical operations.

  **commander**
  An individual with the responsibility for the development of soldiers or officers: from junior NCOs to the commanding officer/formation commander.

  **education**
  In an Army context, education provides individuals with the enabling skills, knowledge and attitudes necessary to undertake military tasks and includes activities which aim at developing communication, thinking and decision-making skills.

  **experience**
  Knowledge or practical wisdom gained from what one has observed, encountered, or undergone.
**force generation**
The process of providing suitably trained and equipped forces, and their means of deployment, recovery and sustainment to meet all current and potential future tasks, within required readiness and preparation times.

**force modernisation**
The process of enhancing current capabilities and ensuring they can meet the tasks required of Army by government.

**force preparation**
The process of raising the readiness of designated force elements to the level required to undertake a specific operation.

**individual training**
The training of an individual to achieve the required knowledge, skills and attitudes to perform a job role.

**knowledge**
Awareness of, or cognisance with, information.

**land power**
The ability to project force in and from land in peace, crisis and war to achieve strategic and operational objectives.

**learning**
The process of acquiring new, or modifying existing knowledge, behaviours, skills, values or preferences.

**learning management package**
The authoritative reference for planning and delivering individual training.

**organisational learning**
The collection, analysis and distribution of the knowledge gained from experience for the benefit of the wider organisation.

**preparedness**
The measurement of how ready and how sustainable forces are to undertake military operations.
Note: It describes the combined outcome of readiness and sustainability.

**professional mastery**
1. The measure of the ability of soldiers to execute their duties; their ability to perform these duties in a range of circumstances; their self-confidence to act autonomously despite risk and ambiguity; and their understanding of the purpose and consequences of their actions.
2. The sum of an individual's depth and breadth of knowledge and understanding of a profession combined judiciously with the ability to apply it through the lens of personal experience and intellect.

**skill**
The ability to carry out a function.

**training**
A planned process to inculcate and modify knowledge, skills and attitudes through learning experience to achieve effective performance in an activity or range of activities.

**training audience**
The individual or group intended to benefit from a training event.

**training event**
An activity intended to generate a learning or training outcome. eg. a course, collective training exercise, lecture.
ABBREVIATIONS

1. The principal source for Australian Defence Force abbreviations is the Australian Defence Glossary located at http://adg.eas.defence.mil.au/adgms. Abbreviations contained within this publication are in accordance with the business rules, guidelines and conventions for the Australian Defence Glossary at the time of its release. The following abbreviations are used throughout this publication; however, commonly used terms have been presented in their abbreviated format throughout the publication and have not been included in this list.

AAR after action review
ACMS Army capability management system
ALC Army lessons cycle
ATI Army training instruction
ATC Army training continuum
ATL Army training level
ATS Army training standard
ATL/S Army training level and standard
CA Chief of Army
CAPD Chief of Army Preparedness Directive
CBTA competency based training and assessment
CPD CDF Preparedness Directive
CPX command post exercise
DTR directed training requirement
ECM employment category management
ETS exercise for trained soldiers
FE force element
FPT force preparation training
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FGC</td>
<td>force generation cycle</td>
</tr>
<tr>
<td>FORCOMD</td>
<td>Forces Command</td>
</tr>
<tr>
<td>FTX</td>
<td>field training exercise</td>
</tr>
<tr>
<td>FWF</td>
<td>foundation warfighting</td>
</tr>
<tr>
<td>IET</td>
<td>initial employment training</td>
</tr>
<tr>
<td>LFX</td>
<td>live firing exercise</td>
</tr>
<tr>
<td>LI</td>
<td>lesson identified</td>
</tr>
<tr>
<td>MET</td>
<td>mission essential task</td>
</tr>
<tr>
<td>MRE</td>
<td>mission rehearsal exercise</td>
</tr>
<tr>
<td>MST</td>
<td>mission specific training</td>
</tr>
<tr>
<td>OCE</td>
<td>officer conducting the exercise</td>
</tr>
<tr>
<td>OSE</td>
<td>officer scheduling the exercise</td>
</tr>
<tr>
<td>PIR</td>
<td>priority information requirement</td>
</tr>
<tr>
<td>PME</td>
<td>professional military education</td>
</tr>
<tr>
<td>QDE</td>
<td>quick decision exercise</td>
</tr>
<tr>
<td>SADL</td>
<td>Systems Approach to Defence Learning</td>
</tr>
<tr>
<td>SIMEX</td>
<td>simulation exercise</td>
</tr>
<tr>
<td>SKA</td>
<td>skills, knowledge and attitudes</td>
</tr>
<tr>
<td>SOCOMD</td>
<td>Special Operations Command</td>
</tr>
<tr>
<td>TC</td>
<td>training centre</td>
</tr>
<tr>
<td>TE</td>
<td>training establishment</td>
</tr>
<tr>
<td>TEWT</td>
<td>tactical exercise without troops</td>
</tr>
<tr>
<td>TMF</td>
<td>training management framework</td>
</tr>
<tr>
<td>TRP</td>
<td>training review process</td>
</tr>
<tr>
<td>XTA</td>
<td>executive training authority</td>
</tr>
</tbody>
</table>

*Interim Version ©30 November 2015*
CHAPTER 1

INTRODUCTION

On assuming command of the Eighth Army in 1942, Montgomery wrote a training memorandum to his Corps Commanders. Montgomery stressed that ‘it is necessary for all commanders to clearly understand the requirements of the battle; then organise troops accordingly.’ He then laid down his views on the requirements and who was responsible for the training: commanders. Even units on the front line were expected to train. Montgomery went on to write ‘the important point is that every commander should realise the need for training’.

1.1 The aim of The Conduct of Training is to provide direction on how to design and deliver training at unit and formation level in support of specified capability outcomes.

1.2 The Conduct of Training is designed for use by commanders and headquarters staff at unit and formation level. It is also designed to provide guidance and information to allow the training of individuals across relevant Officer and Soldier Training Continuums.

Scope

1.3 This chapter provides an outline of the publication and the doctrine and policy context. Chapter 2 builds on the information provided in LWD 7-0 Training and Education and describes why Army trains, how training requirements and training objectives are derived, and discusses the Army Training Continuum, the Force Generations Cycle, the training model and the importance of training management.


LWP-G 7-0-1, The Conduct of Training, 2015
1.4 Chapter 3 describes individual training in Army, and discusses management responsibilities and supporting processes.

1.5 Chapter 4 describes collective training and its management frameworks and processes.

1.6 Chapter 5 discusses evaluation of training, the application of the Army lessons process to training, and knowledge management.

1.7 Chapter 6 describes how units fuse the various and numerous individual and collective training requirements into a unit training program that meets specified capability, and other, requirements. It provides doctrine on training in units and places emphasis on the practical application of the training model to the unit training environment.

**Doctrine and Policy Framework**

1.8 *The Conduct of Training* sits within a framework of supporting doctrine and policy as described at Figure 1–1. These documents should be consulted and referred to as required.
1.9 **Higher and Capstone Doctrine.** These publications provide the framework and the context for *The Conduct of Training*. They are the ‘why’ and this publication is the ‘how’.

1.10 **Companion Doctrine.** These publications provide additional detail which supports the conduct of training in Army.

1.11 **Defence Instructions.** DIs provide detailed policy and procedures for a range of topics that support training in Army.

1.12 **Army Training Instructions.** Army Training Instructions (ATIs) are important tools employed by FORCOMD to disseminate training related policy across Army and to other organisations that support Army training. ATIs specify the goals, responsibilities and management procedures which provide for the effective, efficient and safe delivery of approved training. All ATIs are published by order of the CA under signature of Director General Training (DGT) as the
technical controller of COMD FORCOMD’s Executive responsibilities as Executive Training Authority (XTA).

1.13 Supporting Management Frameworks. Supporting management frameworks are described in significant detail elsewhere. *The Conduct of Training* describes the applicability of these structures to Army training, and provides advice on their use.
CHAPTER 2

TRAINING IN ARMY

2.1 Training is the foundation of the Army’s performance in peace and war. It is the responsibility of every level of command and it is everyone’s business. Army training underpins the transformation of civilians from all walks of life into trained soldiers and officers with the skills, knowledge and attitudes (SKA) to perform at their best, whether individually, in teams or collectively. It develops and maintains these SKA, and enables Army to deliver effective land combat capability.

Aim

2.2 The aim of this chapter is to build on the information provided in LWD 7-0 Training and Education (particularly Chapter 2) and describe why Army trains, how training requirements/objectives are derived, and provide a start point for more detailed discussion of the training types and processes later in the publication.

Chapter Scope

2.3 The scope of this chapter is as follows:
   a. training drivers,
   b. the Army Training Continuum,
   c. the Force Generation Cycle,
   d. training management frameworks,
   e. the training model,
   f. evaluation and lessons, and
   g. training management responsibilities.
SECTION 2-1. TRAINING DRIVERS

2.4 There are a number of factors or considerations that drive the need to conduct training in Army. All training rationales are focussed on generating capability but some are cyclic or changeable while others are constant. The primary drivers are described in Figure 2–1.

![Figure 2–1: Army Training Drivers](image)
Strategic Requirements

2.5 Australia’s strategic requirements provide an operational capability focus for Army training. The Chief of the Defence Force (CDF) Preparedness Directive (CPD) is the principal executive document that starts the process. The Directive details CDF preparedness requirements in the short, medium and long term to meet Government’s expectations. The CPD assigns tasks and responsibilities to specific capability managers and enabling groups to ensure Defence capability is maintained at optimum sustainable preparedness levels within available resources. This provides Government with effective options that it could reasonably employ when responding to emerging national interest contingencies. The CPD, and preparedness more generally, are discussed in ADDP 00.2 Preparedness and Mobilisation.

2.6 Army Level. Army translates its specific preparedness requirements into the Chief of Army Preparedness Directive (CAPD), which is released annually. This allocates specific capability and preparedness tasks to Army functional commanders, including COMD FORCOMD and SOCAUST.

2.7 Functional Command Level. Army functional commanders in turn issue preparedness directives to their subordinates. At this level, force generation and force preparation tasks are specified in terms of force elements, tasks, training levels, training standards, operational tasks and time frames to achieve and sustain preparedness.

2.8 Formation and Unit Level. Based on the functional commanders’ preparedness directives, formation and unit commanders design and develop formation/unit training plans and issue a Formation/Unit Commander’s Training Directive.

2.9 Thus strategic requirements become a key focus for training at formation and unit level.
Personnel Turnover

2.10 Personnel turnover in Army is constant, and occurs for a number of reasons:
   a. separations,
   b. career progression, and
   c. the posting cycle.

2.11 Personnel separate from the service on a voluntary basis, or because Army policy requires separation. In order to maintain capability, there is a requirement to fill the gap left by these separations, so recruitment action is undertaken. The resulting enlistment or appointment of new personnel requires ab initio and initial employment training on a regular and frequent basis.

2.12 Personnel undertaking an Army career commence as recruits and, with time, training and experience, progress through the rank structure. This career progression requires career progression training on a regular and frequent basis.

2.13 Both separation and career progression, along with the need to expose Army personnel to a variety of postings, contribute to the posting cycle effect. The posting cycle drives a number of training requirements at the unit level, particularly in training of specialists, training to meet governance requirements, and reinforcing the need to build collective training proficiency within the ‘new’ teams generated by each posting cycle.

Skill Fade

2.14 Maintaining the desired level of proficiency, and therefore capability, requires regular practice. This is especially the case where the required SKAs are complex. This is applicable to individual skills such as fitness or weapons skills, and to collective skills. In addition, some skills or qualifications mandate regular refresher or requalification training. The frequency of practice may vary – individual and crew/small teams skills can be practised quite frequently, while sub-unit or
unit skills will most likely be practised less frequently. The need to maintain currency and competency, develop and maintain proficiency, and guard against skill fade is a key driver of training in Army. This training need is met with continuation training.

Change in Circumstances

2.15 Changing circumstances also drive training in Army. For example:

a. the lessons process could generate training requirements;

b. training could be required in-theatre to adapt to mission-specific requirements, an altered operating environment or changes in enemy tactics;

c. an amount of training could be required as a response to a change in legislations, regulations or industry standards; and

d. changes to employment specifications could generate the need for gap training for already qualified individuals.

2.16 A key consideration in this area is modernisation, which is guided by the Army Modernisation Plan. Advances in technology can drive ‘what’ is trained as well as ‘how’ training is conducted. Importantly, introduction of new equipment will require initial, one-off training to provide individuals with the SKA required to operate, support and/or supervise a new capability or to instruct others to do so. ATI 1-9 Developing Training for New Capabilities provides additional detail.

Command Requirements

2.17 Training in Army is also generated in response to command requirements. Commanders at all levels can and do identify training requirements that are not generated by the training drivers discussed above. Examples include:

a. CA directed cultural awareness.

b. Training to fill identified gaps.
c. Directives.

2.18 Another key consideration here is an understanding that training, education and experience are integrated functions\(^1\). Commanders should direct training and activities that promote:

a. the development of educational foundation skills; those that enable individuals to communicate, think and decide

b. professional military education

c. individual and collective resilience.

SECTION 2-2. THE ARMY TRAINING CONTINUUM

2.19 Training in Army is conducted along a continuum from individual to collective training, from basic competency to increasing levels of proficiency, and from force generation training through force preparation training to operations. The training progression for individuals and groups is managed and synchronised through a common series of levels and standards. This framework is the Army Training Continuum (ATC).

Individual to Collective

2.20 Individual training provides the SKA needed to perform a specific individual role or task at job standard and be a team member. Collective training involves the training of one or more crews, detachments, sub-units, units and formations in the effective conduct of tactical operations.

2.21 Individual and collective training are integrated elements within a single training continuum. There is a natural progression from individual training, through team drills to progressively more sophisticated and challenging collective training activities. While the aim of the ATC is to develop and maintain specified collective capabilities, a constant of the ATC, particularly at unit level, is individual training. This cycle back

\(^1\) This relationship is discussed in more detail in *LWD 7-0 Training and Education.*

*LWP-G 7-0-1, The Conduct of Training, 2015*
to individual training ensures the development and maintenance of proficiency in key individual SKA. Individual and collective training are discussed in chapters 3 and 4 respectively.

Competent to Proficient

2.22 Competency is the ability to perform a task or duty to the minimum workplace standard. It is most often gained through successful completion of a formal training activity. A competent individual or group is qualified to undertake the given activity based on their performance in a simulated work environment, normally in a training environment. Proficiency is gained when an individual or group is well advanced, expert or skilled in a task or duty. A proficient individual or group is both competent and experienced. Proficiency is developed through regular practice, by performing the skill or task to a higher standard or in a more complex training environment, or by undertaking the task in a live or actual environment.

2.23 The ATC allows for individuals and groups to attain competency in skills and tasks, normally through initial instruction. In addition, the framework encourages and facilitates continual review and practice of these skills in units, thereby developing and maintaining proficiency to ever-increasing levels. The goal is professional mastery - a degree of proficiency that is an aspirational standard for all ranks within the profession of arms.

Force Generation to Force Preparation

2.24 Force generation training is the fundamental individual and essential collective training that underpins capability and readiness for operations. Force generation training seeks to provide the underpinning collective competence throughout the force structure, practised routinely at lower level and periodically at unit, battle group and formation level, to enable land forces to succeed on operations. Force preparation training (FPT) 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. FPT includes mission specific training (MST) and mission rehearsal exercises (MRE).

2.25 The ATC provides for the progression of training from force generation to force preparation, allowing for the cyclical management of individuals and groups as they work up to an operational deployment and undergo reconstitution post-deployment. It supports a structure that allows appropriate focus on both force generation training and force preparation training. It defines the type of training tasks that are undertaken in each type of training – foundation warfighting (FWF) mission essential tasks (MET) in force generation, and directed MET in force preparation training\(^2\) - and ensures a high quality of training by enabling agencies to develop expertise in either foundation warfighting or current operations. Further, the ATC ensures that lessons can be integrated.

Levels and Standards

2.26 Training can be made more difficult and exacting by increasing the degree of difficulty of training conditions or standards. For example, in a well-trained unit, soldiers must be able to use their individual and crew-served weapons in conditions duplicating the battlefield. In training for this objective, the soldiers may first fire their weapons on the range in an elementary application practice. Once proficient, they may progress to fire at moving targets, then to firing at moving targets.

---

\(^2\) Training is conducted to support achievement of a **mission essential task (MET)** or a series of MET grouped into a **mission essential task list (METL)**. METL articulate the tactical actions or mission-sets which elements may be required to undertake across the spectrum of conflict. There are two types of METL:

- **Foundation warfighting (FWF) METL** detail the tasks identified as critical to ensuring FE are capable of conducting close combat across the spectrum of conflict. FWF METL support force generation and are specified by HQ FORCOMD.

- **Directed METL (DMETL)** detail the tasks identified as critical to ensuring elements are capable of achieving mission success in a particular contingency operation or known operational task. DMETL support force preparation and are specified by HQ 1 DIV.
targets while proceeding down range. The final exercise may involve field firing while assaulting an enemy position under simulated enemy small arms and artillery fire. To manage this type of progression the ATC employs Army Training Levels and Army Training Standards.

2.27 **Army Training Levels (ATL).** ATL define the scale of capability to be generated. They are a simple, robust and effective guide to subordinate commanders of the collective capability that they are required to deliver and the criteria under which they will have to operate. They range from ATL 1 (individual level) to ATL 7 (JTF Level). ATL for combined arms teams and HQ/CP are described at Table 2–1.

<table>
<thead>
<tr>
<th>ATL</th>
<th>Combined Arms</th>
<th>HQ/CP</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>JIATF HQ/brigade/division sized formation capable of commanding and coordinating a joint task force operation.</td>
<td>The conduct of C2 as a CB HQ or JIATF 7 commanding a Brigade sized Formation.</td>
</tr>
<tr>
<td>6</td>
<td>Battlegroup, Combat Support sub-unit or CSS sub-unit capable of operating in a formation context, including utilising joint assets where allocated.</td>
<td>The conduct of C2 as either a BG or CB HQ with deployed FE.</td>
</tr>
<tr>
<td>5</td>
<td>Combat Team, Combat Support or CSS sub-unit capable of operating in a Battlegroup or combined arms context, including utilising joint assets.</td>
<td></td>
</tr>
</tbody>
</table>
2.28 Army Training Standards (ATS). ATS enable units and formations to be trained to an appropriate standard of readiness, or they can be lowered to reflect a reduction in operational commitments. Units are trained to the highest standard commensurate with their assigned/expected tasks. ATS are described at Table 2–2.

Table 2–2: Army Training Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Trained, practised, and externally evaluated under operational conditions through either MST and MRE (for operational / contingency FE), or via EXERCISE HAMEL for FE completing the Readying Phase of the FGC. FE must be externally evaluated and be certified as either ready for deployment or ready to assume responsibility as the/within the Ready Formation.</td>
</tr>
<tr>
<td>B</td>
<td>Trained, practised and evaluated, but not under operational conditions, in the application of the collective skill or technique and ready for deployment.</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Trained and practised in the conduct of the collective skill or technique to a standard less than that required for the operational conditions, but where the training shortfall can be provided within the time period of notice for deployment, subject to the provision of adequate resources.</td>
</tr>
<tr>
<td>D</td>
<td>Individual training that prepares and educates soldiers and officers to Job Entry standard so that they can take their place in a team, but require further experience.</td>
</tr>
</tbody>
</table>

2.29 In general use, ATL and ATS are combined and expressed as follows: “Unit X is to achieve Task Y to ATL/S 7/A”.

**SECTION 2-3. THE FORCE GENERATION CYCLE**

2.30 It is difficult and resource intensive to maintain forces at a high level of proficiency (and therefore preparedness) for an extended period of time. As a result Army uses the force generation cycle (FGC) to manage the generation of the capability outputs required by CAPD.

2.31 The FGC has three discrete phases as outlined below. HQ Forces Command (FORCOMD) coordinates the movement of units and formations through the phases of the FGC by allocating MET and accompanying training levels and standards as described.

2.32 ‘Readying’ - **Collective Training Phase.** Units and formations identified for operational commitments or for operational contingency readiness build their capabilities to levels suitable for them to commence force preparation training for predicted operations, or assume their readiness responsibilities for contingency operations. Collective capability is developed to progressively higher levels and with increasing combined and joint interaction. This phase culminates in a certification activity. Elements allocated to the

---

*LWP-G 7-0-1, The Conduct of Training, 2015*
‘Readying’ phase are expected to achieve ATL/S 7/A against specified MET.

2.33 ‘Ready’ – Deployment/Contingency Phase. Following certification for either deployment or contingency readiness tasks (as appropriate), forces deploy or assume responsibility for contingency readiness. Training will continue during this phase, but will be necessarily constrained by the operating environment and available resources. Individual training will be possible and will be essential for currency and continuation purposes. However, scope for collective training outside of tactical rehearsals and drills is likely to be limited. Elements allocated to the ‘Ready’ phase are expected to maintain ATL/S 5/B – 7/B against specified MET.

2.34 ‘Reset’ - Reconstitution Phase: Forces returning from operations or standing down from contingency force readiness undertake reorganisation, maintenance, leave, mandatory audits and training in order to reset and commence the development of a collective capability. This phase will typically involve individual and small scale Level 2-3 training within specialist or unit/corps lines. Elements allocated to the ‘Reset’ phase are expected to maintain ATL/S 3(CA)/C against specified MET.

2.35 Figure 2–2 is a representation of the FGC.
SECTION 2-4. TRAINING MANAGEMENT FRAMEWORKS

2.36 While the ATC and the FGC provide the context for training in Army, the coordination and management of training requires a more detailed framework. This necessary training management framework (TMF) is established at the functional command level.

2.37 A TMF is a structured training progression for specified elements, which enables the conduct of combined arms focussed collective training and ensures that the functional command delivers the capability outputs required by CAPD. TMFs articulate the tasks (in the form of METL), conditions
(specified by ATL) and standards (specified by ATS) required at each level of the functional command’s training progression.

2.38 A TMF will assist commanders to design training that progresses from easy to difficult, from simple to complex, and with an ever increasing level of proficiency. An example is the FWF TMF used within FORCOMD.³

SECTION 2-5. TRAINING MODELS

2.39 It is important to understand that the link between training delivery and learning is not automatic.

a. Delivered does not mean taught.

b. Taught does not mean learnt.

c. Learnt does not mean remembered.

d. Remembered does not mean used in battle or the workplace.

e. Used does not mean useful in the battle or the workplace.

f. Useful training can always be improved.

2.40 Unless a rigorous systematic approach is taken, the skills, knowledge and attitudes delivered in training may not translate to useful learning that makes a meaningful contribution to capability. The ATC is enabled by training models which provide this approach.

2.41 The models consist of processes grouped into five interdependent phases that constitute a complete and systematic approach to training. The phases are named for each of the principal activities, but the models are not linear and concurrent activity is the norm. The five phases are analyse, design, develop, implement and evaluate⁴.

³ The FWF TMF is described in detail in the FWF TMF Directive.

⁴ The NATO training continuum includes the additional primary phase of “plan” which is considered inherent to all training in the Australian Army context.

LWP-G 7-0-1, The Conduct of Training, 2015
2.42 The Analyse phase aims to determine whether training is necessary to solve a performance problem and, if so, what training is required.

2.43 The Design phase converts the training requirement identified in the Analyse phase into appropriate training objectives and assessment methods.

2.44 The Develop phase generates and sequences training objectives to meet the training requirements, and confirms learning environments and exercise scenarios.

2.45 The Implement phase involves the delivery of training events including the preparation, ongoing programming, administration, conduct, assessment and recording of training.

2.46 The Evaluate phase determines whether the performance problem has been solved and how well training has met the workplace need.

2.47 The phases are undertaken within a framework of continuous improvement, which is supported by the Army Lessons Cycle (ALC). 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 evaluation, changes in manpower, or operational, materiel or logistic plans.

SECTION 2-6. EVALUATION AND LESSONS

2.48 Systematic evaluation and learning of 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. For this reason, Army training supports, and is supported by, the ALC. Evaluation, lessons and the ALC are discussed in Chapter 5.
SECTION 2-7. TRAINING MANAGEMENT RESPONSIBILITIES

2.49 Management of Army training (along with education and personal development) is vested in prescribed authorities with specified responsibilities. At the highest level is the Army Learning Authority (ALA) and Executive Training Authority (XTA).

Army Learning Authority

2.50 The Head Modernisation and Strategic Planning – Army (HMSP-A) is the Army Learning Authority (ALA) and is responsible for:

a. issuing strategic learning policy;

b. exercising technical control over all Army learning (including individual education, training and development, collective training, and concept and capability development);

c. ensuring lessons are converted into learning; and

d. promoting a culture of learning for both the individual and the organisation.

Executive Training Authority

2.51 XTAs are responsible for:

a. exercising control over all individual and collective education and training conducted by their respective training areas of responsibility;

b. coordinating and prioritising training in their training area of responsibility;

c. establishing and maintaining a quality training management system;
d. directing and/or influencing course and competency outcomes;

e. eliminating duplication and gaps between training continuums;

f. recommending appointment of the employment category sponsor (ECS) to DGPERS-A; and

g. contributing to the Training Review Process.

2.52 The XTA for FWF is also responsible for the synchronisation of the all-corps officer and soldier training continuums with that of the combat, combat service and combat service support officer and soldier streams.

2.53 The COMD FORCOMD has appointed the Director General Training (DGT) as the XTA for Foundation Warfighting. SOCAUST is the XTA for Special Operation Forces (SOF) training. COMD 1 DIV is the XTA for Force Preparation, Mission Specific Training and Mission Rehearsal Exercises.

Functional Commands

2.54 **FORCOMD.** The key responsibility of FORCOMD is to generate Army FE through a single training continuum that unifies the conduct of individual and collective training. FORCOMD is responsible for the development, maintenance and evaluation of Army’s foundation training and standards.

2.55 **1st Division (1 Div).** The key responsibility of 1 Div is force preparation: to conduct training of conventional Army FE to prepare them for operations based on the requirements of CJOPS. Its focus is the concentration, MST, MRE, certification and post-operation de-mounting activities for deployed FE.

2.56 **Special Operations Command (SOCOMD).** SOCOMD has responsibility for the force generation and force preparation of assigned units along with the development of, and assessment against, appropriate collective training standards for assigned units.
SECTION 2-8. CONCLUSION

2.57 Each of the frameworks and processes discussed in this chapter are important considerations for Army training. The guidance and context provided by these frameworks and processes must be applied to the detail provided in the remainder of *The Conduct of Training.*
CHAPTER 3

INDIVIDUAL TRAINING

3.1 While the aim of Army training is to develop and maintain specified collective capabilities, the constant of the ATC, particularly at unit level, is individual training or ATL 1. Individual training provides Army personnel with the SKA needed to perform a specific individual role or task to the standards and conditions required in the workplace whether it is in the workshop, the battlefield or the office. Importantly, individual training prepares individuals to take their place in a team, thereby contributing to a collective operational capability.

3.2 In the majority of cases, SKA are initially acquired via courses, which can be conducted in the TC/TE environment or in units. The SKA are then developed to a higher level of proficiency as they are applied and practiced in the workplace. Once the required level of proficiency has been achieved, individual training is undertaken for the purpose of skills maintenance.

Aim

3.3 The aim of this chapter is to:
   a. describe individual training in Army,
   b. outline key individual training management frameworks, and
   c. outline key individual training support processes.

Chapter Scope

3.4 The scope of this chapter is as follows:
   a. types of individual training,
   b. the individual training model,
c. individual training management authorities,
d. individual training requirements,
e. the conduct of courses,
f. trainees,
g. individual training delivery options,
h. individual training design considerations, and
i. supporting processes.

SECTION 3-1. TYPES OF INDIVIDUAL TRAINING

3.5 Individual training is conducted in response to a number of training drivers, and to meet a variety of workplace requirements and can be categorised accordingly. Army categorisations, or types, of individual training are defined in the following paragraphs.

3.6 Ab initio Training. Ab initio training is completed on enlistment or appointment into the Army. It provides individuals with the underpinning SKA required by all soldiers in a military environment irrespective of the employment category specialty that the soldier gains. This training transforms an individual from a civilian to a soldier and prepares them for further training.

3.7 Initial Employment Training. IET is undertaken after successful completion of ab initio training and provides soldiers with the SKA required for employment at entry level job standard in an allocated trade and/or corps.

3.8 Career Progression Training. Career progression training is the suite of courses that an individual is required to complete in order to progress through the rank structure. It includes all-corps and special-to-corps courses, which are designed to develop technical, leadership and management SKA.
3.9 **Professional Military Education.** PME applies the educational foundation (the ability to communicate and think) to a military context and aims to develop military judgement and decision-making skills.

3.10 **Joint Individual Training.** Joint Individual Training is training that has been identified as common to all three services and thus has been rationalised into a single course. Rationalised training is training conducted by a Service on behalf of other Services as part of a customer-supplier arrangement as outlined in the *Rationalised Training in Defence Procedures Manual (RTDPM).*

3.11 **Force Preservation Training.** Force Preservation Training is the mandatory awareness training that must be completed by all members of Army on a recurring basis. Examples of force preservation training include awareness briefings on safety, suicide prevention, heat illness/injury, security, fraud, equity/diversity and drugs/alcohol.

3.12 **Familiarisation Training.** Familiarisation training provides personnel with background information or cultural knowledge to develop a broad understanding of the issues or equipment. Examples include equipment familiarisation or pre-deployment cultural awareness training.

3.13 **Unit Induction Training.** Unit induction training provides new and ongoing members of a unit with information about the command chain, organisation, expectations, routine, base services, and the local area.

3.14 **Workplace Training.** Workplace training is informal or formal training delivered at the workplace while the learner is performing their job. Formal workplace training may involve assessment to ascertain achievement of specific outcomes such as competency units of qualifications. Instructors and assessors are usually also working themselves rather than being dedicated to the delivery and conduct of workplace training.
3.15 **Adventurous Training.** An adventurous training exercise is a form of outdoor training designed specifically for individuals or small groups. Adventurous training activities develop leadership, personal characteristics and small group cohesion by exposing participants to real and perceived dangers, often under pressure. This form of training can expose participants to different types of stress and may assist with developing resilience. Adventurous training is further discussed in the *Defence Learning Manual* (Part 2 Chapter 6) and the LWD 7-6 series of publications.

**SECTION 3-2. INDIVIDUAL TRAINING MODEL**

3.16 The ATC applies the Systems Approach to Defence Learning (SADL) to individual training. A summary of the SADL phases and the objectives of each stage as they are applied to individual training is provided in Table 3-1.

**Table 3-1: Individual Training Model (SADL) Summary**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse</td>
<td>In the <strong>Analyse</strong> phase of the SADL, an organisational performance requirement is analysed and the most appropriate intervention specified.</td>
</tr>
<tr>
<td>Design</td>
<td>In the <strong>Design</strong> phase, the best options for implementing the intervention are selected and designed.</td>
</tr>
<tr>
<td>Develop</td>
<td>In the <strong>Develop</strong> phase, the materials and equipment required in order to implement the intervention are prepared and tested.</td>
</tr>
<tr>
<td>Implement</td>
<td>In the <strong>Implement</strong> phase, a learning intervention is implemented in the workplace or learning/training environment.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>In the <strong>Evaluate</strong> phase, the intervention is</td>
</tr>
</tbody>
</table>

SECTION 3-3. INDIVIDUAL TRAINING MANAGEMENT AUTHORITIES

3.18 The effective coordination and management of individual training ensures individual training contributes to capability. While the chain of command has the fundamental responsibility of evaluating and assessing training conducted by their subordinates, a degree of central control is necessary in order to manage constraints and assure priorities. The authorities described in this section work to provide support to individual training under the guidance of the XTA.

3.19 **Training Requirements Advisor (TRA).** TRAs are appointed by DGPERS-A on behalf of the CA. They are responsible for determining the training requirement, across Services and Groups, to meet Defence’s changing capability needs.

3.20 **Manager Joint Training (MJT).** An MJT is a single training authority who manages the conduct of specified (rationalised) training on behalf of all services and groups. MJT are responsible for the implementation and ongoing management of rationalised education and training activity, including the following:

   a. designing and developing rationalised training in consultation with relevant stakeholders, in accordance with the applicable MOA;

---

1 COMD FORCOMD has appointed the DGT as the Manager Joint Training – Army (MJT-A).

_LWP-G 7-0-1, The Conduct of Training, 2015_
b. delivering and administering rationalised training, in accordance with the applicable MOA;

c. providing the resources required to conduct rationalised training, in accordance with the applicable MOA;

d. establishing, maintaining and chairing a Training Advisory Group (TAG) for each rationalisation project;

e. reporting annually to the Defence Education and Training Board (DETB) and the Training and Education Policy and Projects Group (TEPPG) on their training rationalisation responsibilities; and

f. in addition, the MJT-A appoints authorities to manage Defence courses where Army is the lead.

3.21 Employment Category Sponsor (ECS). The ECS is responsible for directing and authorising all proposed training associated with their category. They are also the authority for maintaining Employment Specifications and reviews for their categories.

3.22 Training Centres (TC) and Training Establishments (TE). TCs and TEs are responsible for the design and delivery of corps or specialist training in support of individual training continuums. TCs are responsible for higher level staff support to training activity including training development, coordination, resource management, and planning coordination. TCs and TEs lead on the governance of individual training activity conducted within units and formations in support of force generation.
3.23 Supporting Training Authorities (TA). XTA are supported by TA who control and manage training, education and development within their specified training domain to provide officers and soldiers with the SKA required to enable them to successfully conduct operations. TAs may also be appointed as Joint Training Authorities where joint training responsibilities have assigned to them. The TA is responsible for:

a. Defining training requirements in an area of appointed responsibility.

b. Management of the Analysis, Design and Evaluation phases of the training model.

c. exercising an advisory role over the Development and Implementation phases of the training model.

d. The technical content of the Learning Management Package (TMP).


f. Appointing appropriate SADL authorities.

3.24 Employment Category Manager (ECM). The ECM is responsible to the ECS for the day to day management of categories. The ECM, under direction of the ECS, develops, maintains, restructures and terminates employment categories and associated training to meet the approved force structure and capability.

3.25 Training Developer (TD). A TD is an officer, WO or SNCO who has completed the relevant training systems courses to support their specified job role. They are subject matter experts whose principal role is to provide SADL advice and assistance to TAs, CO/CIs, and their staff.

3.26 Training Systems Advisor (TSA). The TSA is responsible for providing advice to all personnel involved in the design and development of training. A TSA can be appointed when training development is being conducted across multiple TEs, requiring a higher level of advice. A TSA performs a similar
role to a TD, but provides advice at a higher level and across all phases of the SADL.

3.27 Training Standards Officer/Warrant Officer. The role of a Training Standards Officer/Warrant Officer is to support the CO/CI in the provision of capability through:

a. Technical control of instructors IAW policy and procedure.
b. Oversight and standardisation of training and assessment IAW policy and guidance.
c. Ensure training is aligned with current policies and procedures.
d. Monitoring of operating practices IAW unit SOPs.

3.28 SADL Authorities. In addition to these management authorities, the SADL requires that Army has a suitable organisational structure with clear lines of authority and accountability. Detail on Army’s SADL authorities and their responsibilities is provided in ATI 1-8 Systems Approach to Defence Learning Roles and Responsibilities in Army.

3.29 Formations and Units. Formations and units have significant individual training responsibilities including:

a. planning and implementation of individual training as directed\(^2\);
b. management and preparation of individuals panelled on TC/TE courses;
c. planning and implementation of individual training courses, in accordance with approved LMP, when authorised by the relevant TA; and
d. contributing to the processes supporting individual training (see Section 3-9).

3.30 Most importantly, units have the responsibility to improve the individual competency gained during TC/TE courses into

\(^2\) In particular force preservation training, unit induction training, workplace training, professional military education.
individual proficiency through regular and consistent practice and revision.

SECTION 3-4. INDIVIDUAL TRAINING REQUIREMENTS

3.31 As discussed in Chapter 2, and earlier in this chapter, individual training is driven by a number of factors. Accordingly, individual training requirements are numerous and varied. Many training requirements are for unit needs training, which is individual training that is not incorporated in an individual’s employment category or promotion continuum, and is conducted by a unit or element to achieve its own capability or force generation requirements. Other individual training requirements are met by TC/TE, and these are discussed in the following paragraphs.

Employment Specifications

3.32 Employment specifications provide career guidance, proficiency maps, and remuneration tables for military personnel. The detail contained in employment specifications ensures that individuals are able to meet the capability needs of Army. Employment specifications describe individual training requirements in a training continuum.

3.33 A training continuum comprises a series of SKA (with accompanying standards) from ‘entry level’ that assumes little or no previous knowledge or training, through to ‘exit level’ as being fully trained at the highest level (eg. rank within the trade). It is the sequence or progression of training courses for a particular trade or employment from the time of recruitment to the most senior position within a trade or employment structure. When trade or career progression necessitates, a soldier or officer may undergo training or education in an element of the relevant all-corps training continuum and, subsequently, the continuum specific to his or her trade. Training continuums may draw from several sources of
education and training including military and civilian training establishments within the ADO and externally, workplace training, experience, computer-based learning and distance learning.

3.34 There are three types of individual training continuums:

a. **All-corps Continuum.** The All-Corps Officer and Soldier Training Continuums (ACOSTC) form the basis of all individual training delivered to Army personnel. All-corps individual training provides the foundation SKA common to all corps of the Army, determined on the principle that the first duty of all officers and soldiers is to fight. It includes activities such as weapon handling, fieldcraft, and first aid. The SKA are specified for Lieutenant to Lieutenant Colonel in the All-Corps Officer Training Continuum and for PTE to Regimental Sergeant Major in the All-Corps Soldier Training Continuum.

b. **Trade Continuum.** Trade training continuums relate to the SKA necessary to perform a job in a particular corps or trade. A trade-based continuum relates to the Employment Category Number within which a soldier is employed or which employment specialty an officer performs.

c. **Corps Continuum.** Corps based continuums relate to the SKA required of members within particular corps. Examples of this delivery mechanism are the suite of Subject 2 courses for RAEME and the officer progression for each corps which includes ROBC and ROAC.

3.35 Individual training continuums also describe the requirement for personnel to gain the following:

a. **Qualifications.** Qualifications describe the ability of an individual to perform a task or fulfil the requirements of a position. Qualifications are normally granted on successful completion of a course of training.

b. **Licenses.** Licenses confirm the authority of an individual to perform a task or fulfil the requirements of a position.
Licenses are issued in particular to enable individuals to operate weapons, vehicles and equipment. All licenses are unique in that they must have an expiry date.

c. **Experiences.** Experiences specify those workplace activities deemed important to Army proficiency or reflect an individual’s employment history.

d. **On-the-job Training.** On-the-job training is conducted in the workplace and provides individuals with skills and knowledge beyond what can be acquired during formal individual training. On-the-job training should be structured and conducted in accordance with workplace proficiency requirements.

### Learning Management Package

**3.36** The specific training requirements for an individual training course are described in a Learning Management Package (LMP). A LMP is the authoritative reference for planning and delivering individual training.

**3.37** The Army Training Continuum is both varied and complex. Consequently, there is no definitive example of a standard LMP. However, all LMP detail the following:

a. **Learning Management Information**, including but not limited to:
   (1) eligibility requirements;
   (2) course panel size (min-max);
   (3) course targets/outcomes;
   (4) relevant POC details;
   (5) any other special requirements/considerations; and

b. **the curriculum to be covered**, including but not limited to:
   (1) teaching points and associated timings;

---

3 Previously known as a Training Management Package (TMP).
(2) activities and associated timings;
(3) any other associated timings;
(4) key references;
(5) instructor to trainee ratios;
(6) any additional specific requirements/considerations; and

c. the assessment plan;
d. formative assessment specifications, including associated timings and assessor to trainee ratios (if applicable);
e. summative assessment specifications, including associated timings assessor to trainee ratios;
f. any additional administrative timings;
g. Learning Review and Evaluation Strategies (Levels 1-4);
h. Continuous Improvement Records, including but not limited to:
   (1) assessment competency maps (where applicable);
   (2) Learning Review Board Minutes;
   (3) Learning Implementation Board Minutes;
   (4) Amendment Requests (both internal and external to the TC);
   (5) other documentation that has triggered changes; and

i. the resources required to deliver the course;
j. learning support materials, including but not limited to:
   (1) lesson plans / presentations;
   (2) handouts / aide memoirs etc;
   (3) assessment materials, including but not limited to:
      (a) coversheets,
(b) instructions to trainees,
(c) instructions to assessors,
(d) assessment tools,
(e) marking guides,
(f) other associated assessment materials, and

(4) other learning support materials as required;

k. administrative materials, including but not limited to:

(1) Joining Instruction,
(2) Daily Training Program, and
(3) Level 1 and Level 2 Learning Review Questionnaires.

SECTION 3-5. THE CONDUCT OF COURSES

3.38 Training courses, or off-the-job training, are key to meeting the training requirements specified in individual training continuums. Individual training is delivered by Australian Defence Force (ADF) training establishments, units, civilian institutions and external providers.

Key Appointments for the Conduct of Courses

3.39 The staff allocated to prepare for and conduct an individual training course will depend on a number of factors including:

a. whether the course is being conducted in a TC/TE or by a unit/formation;

b. the type of course;

c. LMP-specified requirements;

d. the number of trainees; and

e. the availability of appropriately qualified instructors and assessors.
3.40 As a minimum, individual training course appointments must include:

a. An instructor.
b. An assessor.
c. A training supervisor.

3.41 Both instructors and assessors must be vocationally competent and act as role models for Army’s core values and behaviours. Instructors and assessors must know, employ and influence safe and fair practices, and their performance must be effective across all Army sites; this includes both individual and collective training environments.

3.42 **Instructors.** The role of an instructor is to impart skills, knowledge and attitudes (SKA) to trainees. This role applies to instructors in Army schools or to those who are required to instruct as part of their duties in their unit. Army instructors (trainers) are instrumental in developing trainees’ job skills, military ethos and professional conduct. Army instructors must be qualified IAW Army Training Instruction (ATI) 1-14. Additional detail for Army instructors, including the Instructor Code, is detailed in *LWP-G 7-1-2 The Instructor’s Handbook*.

3.43 **Assessors.** The role of an assessor is to confirm that trainees have attained the required SKAs. Army assessors are instrumental in assessing trainees’ job skills, military ethos and professional conduct. In order to assess training that leads to nationally endorsed qualifications, Army assessors must be qualified IAW Army Training Instruction (ATI) 1-14.

3.44 **Training supervisors.** The training supervisor is the position responsible for supervising training delivery, conduct of assessment, the moderation process and the regular appraisal of instructor and assessor workplace performance at all levels. Training supervisors may also be required to deliver and assess training. Training supervisors have the critical role of supervising, coaching and mentoring instructors and assessors to ensure that they maintain the highest standard of training and assessment; as such, the CO/CI is responsible for
their appointment. ATI 1-14 outlines the specific units of competency that each training supervisor must hold.

3.45 **Senior Instructor.** The Senior Instructor (SI) is the senior instructor and assessor within their workplace and who is responsible for overseeing the quality assurance of training, maintaining compliance with Army policy and procedures and mentoring and coaching subordinate instructors and assessors.

3.46 **Chief Instructors.** The Chief Instructor (CI) is typically the Commanding Officer (CO), or assigned the administrative powers of a CO. They are responsible for the quality of training outcomes produced within their unit or establishment. CO of TE are normally assigned SADL Implement Authority responsibilities.

### SECTION 3-6. TRAINEES

3.47 Soldiers and officers will adopt the role of trainee on a regular basis across their career in Army. They will be trainees for extended period while on residential courses, and for shorter periods during various types of individual training conducted at unit level. The attitude and conduct of trainees is critical to successful training, and a trainee code of conduct exists as described below.

3.48 **Respect the Australian Army ethos.** Respecting the Army’s ethos means that trainees accept all the values of the Army, including the core values of courage, initiative, respect and teamwork.

3.49 **Be prepared to learn.** Every Australian soldier must be ready to learn from every experience, and from every person who has knowledge and skills to offer. Trainees must accept that there is always something more to learn and that every instructor has something valuable to teach.

3.50 **Display integrity.** Having integrity means that you only do things that you are prepared to take responsibility for. Trainees
must demonstrate high moral standards, doing their own work and be reliable in everything they do. Trainees must be prepared to stand up for what is right and have the courage to report incidents of unacceptable behaviour by fellow trainees or staff. Trainees with integrity will always look out for their mates and their behaviour will always be of the highest possible standard.

3.51 Develop mental strength. During training, trainees should expect to be challenged physically and mentally. They will need mental strength to make best use of their physical strength. A trainee’s mind can keep them going even when their body is telling them it cannot continue. Trainees can achieve great things by remaining focused and not allowing problems to overwhelm them or divert them from the task.

3.52 Maintain a positive attitude. Trainees will maintain a positive attitude, seeing the benefits, lessons, or reasons for everything they are required to do

SECTION 3-7. INDIVIDUAL TRAINING DELIVERY OPTIONS

3.53 There are a wide range of options for the delivery of individual training, all equally applicable in both the TC/TE and unit environments. The examples provided below may be used as one-off training events, or combined into a series of training events (eg. a course with a pre-course study requirement). Considering training objectives in the context of these delivery options, particularly during individual training design and development, will ensure individual training is effective while allowing efficiencies (such as modularisation) where appropriate.

Formal Individual Training Events

3.54 Practical Lessons. Practical lessons teach actions requiring different levels of physical coordination. While all practical lessons involve mental skills, the learning outcome(s) and
assessments require trainees to perform physical actions.

3.55 **Theory Lessons.** Theory lessons teach the ability to recall information and to perform mental skills. Sometimes physical actions are required, but the emphasis of theory instruction is on mental calculation, problem solving and recording information.

3.56 **Demonstration.** A demonstration is a practical means of graphically presenting one or more capabilities, concepts, procedures or lessons to a large group of people in a short time. They are most useful when the resources involved, particularly equipment and ammunition, are either scarce or expensive. Demonstrations can be used for groups under training or units to show tactical groupings, weapons and equipment, together with their composition, employment and effects. Firepower and armoured vehicle manoeuvre are typical of these.

3.57 **Study periods.** A study period is used to exercise staff groups, officers and NCOs using a combination of instructional methods including lectures, private study, syndicate debates, discussions and written work. Study periods provide a forum in which participants can discuss, examine or be taught any subject or problem.

3.58 **Model exercises.** A model exercise is used to teach and discuss tactical and administrative concepts or considerations. It may also be used to examine a series of topics or problems using a model of a particular piece of terrain. It provides a means of teaching theory in an environment where real space and time are simulated or modified to suit the instructor’s requirement.

3.59 **Map exercises.** A derivation of the model exercise is the map exercise, which permits individual and small group activity in a variety of instructional sites simultaneously.

3.60 **Tactical Exercise Without Troops (TEWT).** A TEWT is used to teach or practise the detailed application of tactical theory to
the ground. TEWTs involve participants examining a tactical problem, conducting an appreciation, and producing a solution on the terrain where the problem is set.

3.61 **Quick Decision Exercise (QDE).** A QDE is used when time or resources do not permit the conduct of a more formal TEWT. Realism is enhanced by participants being required to assess and react to a situation in close to real time rather than making a detailed consideration in ‘slow time’. A PROBLEM – DECISION – ORDERS’ sequence is used, which quickens the participants’ reactions.

**Delivery Methods**

3.62 **Face-to-Face.** Face-to-face individual training events are usually facilitated by an instructor.

3.63 **Computer-based Learning (CBL).** In CBL the trainee accesses on-line based lessons, instructions and assessments. An instructor is not usually involved, other than by initially creating the on-line material.

3.64 **Distance learning.** This is where an instructor facilitates the learning of remotely located learners. Instructional methods vary and can be conducted in real-time, use paper-based materials or digital content, or other available forms of communication.

3.65 **Blended Learning.** This results in modularised courses that incorporate combinations of delivery modes. The advantages of the blended learning approach can include: less time away from the workplace, savings in travel and allowances, consolidation and minimisation of training delivery costs and more realistic training and assessment opportunities.

**Informal Individual Training Events**

3.66 As well as formal instruction, training can occur in other ways, and leaders should be prepared to take advantage of times when training opportunities present themselves. The following are scenarios where informal training can be conducted.
3.67 **Concurrent Training.** This is conducted during another activity when trainees would otherwise be unoccupied, such as during the time their detail is waiting to fire at a range practice.

3.68 **Revision Training.** Revision lessons are designed to address the problem of learning decay that occurs naturally over time, especially if the specified knowledge, skill or activity has not been used or practised for some time.

3.69 **Opportunity Training.** When instruction has not been programmed and trainees have to wait, the time can be used to conduct incidental instruction such as providing trainees with further practice on a piece of equipment or conducting a quiz.

3.70 **‘Soldiers Five’.** This is a brief, informal explanation or demonstration of a simple task that allows soldiers to carry out a workplace task under supervision. For example, a group of soldiers might be given a ‘soldiers’ five’ to put up a tent or an individual might be given a ‘soldiers’ five’ on radio telephone procedures in order to cover as a listening post on a radio.

3.71 **Self-directed learning.** This is when the learner takes the initiative in designing learning experiences, diagnosing needs, locating resources and evaluating learning.\(^4\)

3.72 **Peer-based learning.** This is where learning is assimilated from interaction with peer groups and where learning is influenced by culture, beliefs and attitudes of peers. Learning is stimulated by sharing of ideas and resources in a supportive environment.

**Experience**

3.73 Participation in individual training events provides the opportunity to gain experience, which is a key contributor to the achievement of professional mastery. Formal individual training events often provide deliberate opportunities for

---


*LWP-G 7-0-1, The Conduct of Training, 2015*
soldiers experience given activity. Equally important are the incidental opportunities to gain experience which are provided by informal individual training events.

SECTION 3-8. CONSIDERATIONS FOR DESIGNING INDIVIDUAL TRAINING

Scheduling

3.74 Research and experience shows that individuals’ ability to take a cognitive load is finite. That is, individuals can only absorb a certain amount before needing to break and allow the brain to digest, before continuing to ‘load and fill’ again. Cognitive overload and fatigue will influence the rate and effectiveness of learning. For this reason, careful consideration must be given to programming and scheduling of training events.

3.75 In the barracks environment, the following are generally accepted practices.

a. A standard learning period is 40 minutes in duration.

b. A standard training day consists of ten periods.

c. Breaks between learning periods are at least five minutes in duration.

d. Reserve periods are programmed to allow for unforseen events, slower learners, etc.

e. An allowance for meal breaks (of no less than 40 minute per main meal) is scheduled in addition to the periods of instruction.

f. Lessons high in cognitive content should be programmed when trainees are fresh and alert (in the mornings) and more practical (psychomotor) lessons should be

---

5 Incidental opportunities to gain experience are also created during operations, tasking, etc.

* LWP-G 7-0-1, The Conduct of Training, 2015 *
programmed later in the day to provide a stimulus against sleepiness.

3.76 In the TE/TC field environment it is generally accepted that a field training day consists of up to 15 x 40 minute learning periods, in addition to piquet or shift responsibilities overnight.

3.77 Extending the training day creates a risk of potential learning deficiency, either in initial learning or in retention of information. While there is flexibility to extend the training day, an appropriate assessment of the risk to effective learning should be made.

Competency-based Training and Assessment

3.78 Competency-based Training and Assessment (CBTA) is training and assessment, which requires the attainment and demonstration of SKAs to meet Army’s capability requirements. CBTA is an approach to learning which places primary emphasis on what the learner can do. It is focussed on outcomes rather than on learning processes or time spent engaged in those processes. It is concerned with the attainment and demonstration of SKAs to a specified level of competency through application in the workplace. CBTA is concerned with the contextualisation of endorsed competency standards in the workplace. It may lead to national recognition of achievement, and allows skills, knowledge and qualifications to be transferable and portable.

3.79 The evidence used to make a decision about competence must be valid, sufficient, authentic and current.

a. **Valid.** The evidence being used to make an assessment must directly relate to the competency being assessed. Further, there must be a direct relationship between the assessment tasks or activities learners undertake, the evidence presented and the assessment requirements.

b. **Sufficient.** There must be enough evidence to make a valid judgement of competence or otherwise. The quantity of evidence may vary between learners. Some may take longer or need to complete a greater number of tasks to
demonstrate competence. Others may, despite repeated opportunities, not be able to achieve competence.

c. **Authentic.** The evidence gathered must ‘belong’ to the learner being assessed and provide evidence of that person’s skills and knowledge. Assessors must verify that the person they are enrolling, training and assessing is the same person that will be issued with a qualification or statement of attainment.

d. **Current.** The evidence must support the learner/person/trainee competence at the time the assessment decision is made. Consideration should be given to the validity of the evidence given the time that has passed since the evidence was generated.

3.80 It must be remembered that competence is the first step along the path to professional mastery. An assessment that an individual is competent means that they are able to effectively complete that skill. It is a useful construct for determining whether training objectives have been met, but competence must be enhanced. On return to the work environment, competent individuals undertake additional practice and achieve higher levels of proficiency. The goal is ever-increasing levels of proficiency until professional mastery is gained.

**Registered Training Organisation**

3.81 As a Commonwealth Government employer that trains its own people, Defence recognises its training with the award of national qualifications or statements of attainment (SOA), where it meets capability requirements and is cost-effective and efficient to do so. In order to achieve this, Army is a Registered Training Organisation (RTO). This gives Army the right to recognise and award the civilian equivalents of military training, where those equivalents exist. Adherence to Defence training management processes, which enable quality assurance and continuous improvement, is a critical contributor to Army’s ability to maintain RTO status.
3.82 A number of processes support the development and conduct of individual training in Army. Key processes are summarised in the following paragraphs.

Directed Training Requirement

3.83 The individual training conducted by Army must be relevant to the force generation requirement of the ADF, and delivered to maximise the effectiveness of personnel in their current appointment and probable career progression. It must also be balanced against the following factors:

a. the force generation cycle and corresponding priorities for individual training;

b. the base capacity of TC/TE (facilities, equipment and/or staff); and

c. available resources.

3.84 The result of the analysis of these factors is the Directed Training Requirement (DTR). DTR is directed by AHQ (in The Army Plan) and specifies the number of individuals that are to be trained by TC/TE in order to meet job entry; trade or pay standard; or specific capability requirements.

3.85 The DTR is generally delivered in the TE. If a TE is required to export DTR training to another organisation for delivery the TE is responsible for cross levelling resources to that organisation to enable the conduct of the training.

3.86 DTR is not allocated for:

a. Courses conducted IOT meet individual unit requirements for capability or operational generation requirements. These courses are resourced and conducted by individual units.

b. Introduction into service (IIS) courses. These courses are funded using project funds and conducted as part of the IIS of that capability. Once the capability has been
introduced into service the same courses may be allocated a DTR for raise, train, sustain requirements or they may become Unit Needs Training courses.

**3.87** Detail of DTR processes is provided in DI(A) PERS 70-9 *Management of Armys individual training requirements* and ATI 1-5 *Directed Training Requirement In-year Management Process*.

**Employment Category Management**

**3.88** Employment Category Management (ECM) processes translate capability requirements into training, structures and remuneration. A primary output of ECM is the Employment Specification which describes the job, training, remunerations and trainee specifications for each employment category, and is consequently a critical element of the system used to manage individual training.

**3.89** Changes to the Employment Specification – as a result of an Employment Category Review or other minor amendment – may require a corresponding change to the relevant individual training continuum. The impact on individual training of changes to the Employment Specification are managed by TA and their staff who contribute to ECM processes in accordance with the policy and guidance provided in DI(A) PERS 116-9 *Army employment category management* and the *Manual of Army Employments*.

**Training Review Process**

**3.90** The Training Review Process (TRP) is the mechanism that is used to ensure that reform or modification of Army training in support of continuous improvement and quality assurance needs is conducted in accordance with the various statutory and procedural requirements, and with the necessary oversight and governance.

**3.91** As required by the SADL, the TRP applies a systems approach to training reform and modification. The TRP uses
three training review boards with varying degrees of authority to change training across the ATC.

a. *Training Modification Boards (TMB)*. The TMB is convened to consider and manage significant changes to Army training submitted as a result of Curriculum review Boards. The TMB reviews all Training Modification Submissions (TMS).

b. *Learning Review Boards (LRB)*. The LRB is convened to determine and manage changes to training resulting from changes in capability. The LRB addresses ‘what’ training is to be delivered and assessed and will require input from the ECS or his/her representatives.

c. *Learning Implementation Boards (LIB)*. The LIB is convened by the relevant TA to determine and manage changes to the development and delivery of training. Units, TC and TE who deliver the training should be involved. The LIB addresses ‘how’ training is to be delivered and assessed. The LIB is to action all approved outcomes from the TRP, as appropriate.

3.92 Detail of the TRP is provided in ATI 1-16 *Training Review Process*.

**SECTION 3-10. CONCLUSION**

3.93 Individual abilities in all-corps, trade and corps skills - along with professional military education - are the foundation upon which Army builds capability. Consequently, individual training is a critical first step in developing the collective capabilities needed to enact Army’s mission. High quality individual training is therefore a high priority for commanders in units and TC/TE across Army.
CHAPTER 4
COLLECTIVE TRAINING

4.1 Collective training involves the training of one or more crews, detachments, sub-units, units and formations in the effective conduct of tactical operations. Collective training builds on individual training and team drills to develop cohesive, proficient and operationally ready unit and formations. Collective training is a fundamental component in developing the land capability necessary to achieve joint land combat. When applied correctly, collective training is a significant force multiplier that complements the inherent resourcefulness of Australian soldiers.

Aim

4.2 The aim of this chapter is to provide a description of collective training in Army, along with key management frameworks and processes.

Chapter Scope

4.3 The scope of this chapter is as follows:
   a. types of collective training,
   b. the collective training model,
   c. collective training requirements,
   d. collective training management,
   e. collective training events,
   f. the conduct of exercises, and
   g. considerations for designing collective training.
SECTION 4-1. TYPES OF COLLECTIVE TRAINING

4.4 Collective training can be categorised into a number of types as described below.

4.5 Single arm collective training is training of corps-specific or specialist teams. This training occurs at ATL 2, 3 and 4.

4.6 A combined arms team is a mix of combat, combat support and combat service support elements tailored to suit the specific conditions created by the mission, the enemies and the operational environment. Combined arms collective training is training of these combined arms teams. This training occurs at ATL 3(CA), 5, 6 and 7.

4.7 Joint and/or combined collective training is training that involves participants from two or more Services (joint) or two or more nations (combined). Joint training may be conducted at ATL 5 and 6, but must be included in training at ATL 7.

4.8 Multi-agency Training. Is Army training that involves participants from other government agencies such as State and Federal police forces.

SECTION 4-2. COLLECTIVE TRAINING MODEL

4.9 The phases and activities or outputs of the training model that enables collective training across the ATC are summarised in Table 4–1.

Table 4–1: Collective Training Model Summary

<table>
<thead>
<tr>
<th>Phase</th>
<th>Activities/Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse</td>
<td>Determines what training is needed by identifying the collective capabilities and tasks to be performed and determining the training requirement.</td>
</tr>
</tbody>
</table>
## SECTION 4-3. COLLECTIVE TRAINING REQUIREMENTS

### 4.10
The application of this model to collective training at the unit level is discussed in Chapter 6.

### 4.11
As discussed in Chapter 2, Army is tasked to provide a range of land force capabilities maintained at the necessary levels of preparedness within indicative strategic warning times and resource limitations. Accordingly, CA is responsible for raising, training and sustaining personnel, equipment and technology in order to develop and maintain these assigned capabilities. These strategic requirements are the primary driver for collective training although other drivers, particularly personnel turnover and skill fade, can also be important.

### 4.12
There is a sequenced process for analysis and design of collective training requirements, which occurs on an annual basis. The process ensures that each level of the chain of command is given the appropriate time, resources and capacity to meet the specified collective training requirements. The process also ensures alignment between collective

---

**Table:**

<table>
<thead>
<tr>
<th><strong>Phase</strong></th>
<th><strong>Activities/Outputs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Design</td>
<td>Produces and sequences collective training objectives for the training requirements identified during analysis.</td>
</tr>
<tr>
<td>Develop</td>
<td>Turns sequenced training objectives into a comprehensive training program or plan of activities.</td>
</tr>
<tr>
<td>Implement</td>
<td>Implements the training program produced during collective training development. Measures performance against specified standards.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Assesses and improves the relevance, accuracy and currency of collective training.</td>
</tr>
</tbody>
</table>
training requirements and the Army Capability Management System (ACMS), and identifies opportunities to achieve multiple training outcomes with the same training event, personnel and resources.

Army Level

4.13 Army translates its specific preparedness requirements into the CAPD, which is released annually. The allocated land combat operational tasks provide a framework for functional commanders to develop training, in conjunction with specified ATL, ATS, task performance conditions and performance measures.

Functional Command Level

4.14 Army functional commanders in turn issue preparedness directives to their subordinates. At this level, force generation and force preparation tasks are specified in terms of force elements, MET, ATL, ATS, operational tasks and time frames to achieve and sustain preparedness. Key focus areas for training are also described. Guidance on collective training requirements from functional commanders is usually specified in a training directive or an OPORD.

4.15 This process is supported by the relevant training management framework.

Formation Level

4.16 Initial guidance from the functional commander to formations, the strategic outlook and the formation commander’s assessment of his/her own brigade are key inputs into the analysis required to select formation MET. This analysis should be followed by a training focussed ‘back-brief’ to the functional commander outlining the proposed list of MET for training by the formation in the subject training year. This process provides functional and formation commanders with the opportunity for further dialogue regarding focus areas for
training. This dialogue will produce a list of agreed formation MET with accompanying ATL and ATS.

4.17 Subordinate units are then tasked with achieving these agreed formation MET, or an element of the agreed formation MET, in a Formation Commander’s Training Directive. The Formation Commander’s Training Directive also includes the draft formation training program which details the periods allocated for formation conducted/coordinated training events, and the time available for unit directed training.

Unit Level

4.18 Unit commanders combine the guidance and direction provided in the Formation Commander’s Training Directive with their assessment of their own unit to undertake an analysis to select unit MET. This analysis should be followed by a training focussed ‘back-brief’ to the formation commander outlining the proposed list of MET for unit training in the subject training year. Again this process provides commanders with the opportunity for further dialogue regarding focus areas for training. This dialogue will produce a list of agreed unit MET.

4.19 The agreed MET are redefined in terms of training objectives and articulated in a Unit Commander’s Training Directive. The Unit Commander’s Training Directive also includes the draft unit training program which details the periods allocated for unit conducted/coordinated training events, and the time available for sub-unit directed training. While the strategic requirement (CAPD) is an important consideration in the development of the Unit Training Directive, the other training drivers (personnel turnover, skills fade, change in circumstances, command requirement) are equally important. The processes used to analyse and design unit level collective training, (and other unit level training) are discussed in Chapter 6.
SECTION 4-4. COLLECTIVE TRAINING MANAGEMENT

4.20 Collective training is conducted in every unit in Army. In order to maintain adherence to the ATC, and to ensure collective training builds towards specified capability requirements, management of collective training is important. Collective training is the remit of the functional commands, with force generation managed by HQ FORCOMD/SOCOMD and force preparation managed by HQ 1 DIV/SOCOMD. These functional commands employ a training management framework to ensure collective (and individual) training is managed and coordinated appropriately.

4.21 As discussed in Chapter 2, a TMF is a structured training progression for specified elements, which enables the conduct of combined arms focussed collective training and ensures that the functional command delivers the capability outputs required by CAPD. TMFs articulate the tasks (in the form of METL), conditions (specified by ATL) and standards (specified by ATS) required at each level of the functional command’s training progression. TMFs assist commanders to design training that progresses from easy to difficult, from simple to complex, and with an ever increasing level of proficiency.

4.22 The successful operation of a TMF requires commanders to take responsibility for training. Commanders at all levels must be intimately involved in:

a. setting the direction for collective training in their units or formations;

b. articulating their design for training in a formation/unit training directive.;

c. gathering and distributing sufficient resources;

d. determining training priorities; and

e. creating realistic conditions for training.
Formation Commanders and Collective Training

4.23 Formation commanders supervise the attainment of collective training objectives by subordinate units to the standards specified by higher level commanders. Importantly, they must also train their own headquarters to command and control subordinate units effectively. Staff officers assist commanders by maintaining close liaison with units and by achieving high standards of staff proficiency. Formation commanders’ collective training responsibilities include:

a. Developing a formation training plan which considers:
   (1) Agreed formation METL and complementary unit METL/training objectives;
   (2) the program of formation exercises and activities;
   (3) areas for training emphasis;
   (4) details of joint or combined training and support; and
   (5) coordination details beyond unit commanders’ resources;

b. articulating this training plan in a Formation Training Directive;

c. holding training conferences to coordinate activities and allocate training resources across the formation;

d. conducting formation exercises and related activities once units are at an appropriate standard of collective training proficiency;

e. supervising the attainment of unit and formation training objectives to the standard specified in the CAPD;

f. developing formation level evaluation plans;

g. authorising formation courses; and

h. conducting frequent inspections and visits to units during collective training activities.
Unit Commanders and Collective Training

4.24 Unit commanders are responsible for training their units to the standards specified by the formation commander and broader readiness requirements. They achieve this by training their own headquarters and by directing and testing the training of their sub-units. Unit commanders’ collective training responsibilities are similar to those of formation commanders, with a particular emphasis on:

a. Developing a unit training plan which considers:
   (1) agreed unit METL and complementary unit/sub-unit training objectives;
   (2) the program of unit exercises and activities;
   (3) activities that can only be practised by the unit as a whole;
   (4) Training sub-unit commanders, who in turn conduct detailed training of their subordinates;
   (5) Sourcing and providing the training resources required for unit and sub-unit collective training;

b. articulating this training plan in a Unit Training Directive;

c. supervising training;

d. correcting deficiencies observed in training;

e. evaluating the results of training;

f. encouraging innovative and challenging collective training at all levels in the unit;

g. ensuring that appropriate risk management strategies are in place for all collective training; and

h. monitoring safety in all aspects of collective training.
SECTION 4-5. COLLECTIVE TRAINING EVENTS

4.25 Collective training objectives can be achieved using a range of training events, or sequences of training events. A training event could be used to train or practice the group, and also to assess or evaluate group performance against relevant measures of effectiveness. Collective training events can also be designed to simultaneously meet a number of training objectives at a range of levels. Collective training events can take a number of different forms, as described in the following paragraphs.

Tactical Exercise Without Troops

4.26 Tactical Exercises Without Troops (TEWT) are used primarily to train commanders and staffs without the deployment of troops and operational resources. Operational procedures can be studied, or practiced by simulated means. A collective TEWT is normally used at battlegroup level and above.

Staff Planning Activities

4.27 Staff planning activities are used to train and practice headquarters staffs in planning military operations. The primary staff planning tool is the Military Appreciation Process, which is described in detail in LWD 5-1-4 The Military Appreciation Process.

Command Post Exercise

4.28 Command Post Exercises (CPX) are used to train and practise headquarters staffs in command and control techniques. They are best conducted in realistic settings, without subordinate units deploying.

Exercises With Troops

4.29 Exercises with troops are primarily designed to train sub-units, units and formations and FE in collective tactical and operational procedures in a realistic setting. These collective
training events are military manoeuvres or simulated wartime operations involving planning, preparation and conduct. They may be one or two-sided, and range in scale and complexity in accordance with ATL.

4.30 Field Training Exercise (FTX). An FTX is an exercise involving the performance of collective tasks under simulated operational conditions. An FTX may be used to practise command and control, tactics and administration, or to trial new or enhanced capabilities and concepts. The purpose of a one-sided field exercise is to ensure that a unit or formation is efficient in a particular task, whereas two-sided exercises provide opposing elements with practical experience under conditions resembling, as nearly as possible, those of operations.

4.31 Live Firing Exercise (LFX). An LFX is a type of FTX that provides opportunities for manoeuvre and the application of firepower using live ammunition and explosive ordnance in a simulated combat environment. A live firing exercise may range from team fire and movement activities to brigade battleruns integrated with other Services’ available fire support. It can be the most rewarding of all exercises as it provides the opportunity to operate weapon systems and see the effects. Safety staff should only intervene in LFX if absolutely necessary, and commanders should perform their duties as they would during operations. LFXs are conducted to:

a. Practise fire control techniques.

b. Practise troops in live firing and movement.

c. Replicate battlefield conditions through battle inoculation techniques.

d. Conduct weapon trials.

4.32 Combined Arms Life Fire Exercise (CALFX). A CALFX is a key element of the FWF TMF and is designed to develop effective cooperation between the arms and their supporting units.
4.33 **Simulation Exercise (SIMEX).** A SIMEX offers the ability to conduct training that is not normally possible due to resource limitations, risk aspects or time available. SIMEX can be used at all levels of collective training as follows:

a. **Virtual Simulations.** Virtual simulations are often associated with crew-served weapon systems and focus on training devoted to emphasise familiarity, practice and skill by closely replicating all or part of the weapon system. They are often referred to as simulators because they are generally complete or partial replicas of individual or crew-served weapon systems, vehicles and crafts.

b. **Live Simulations.** Live simulations are associated with FTX and particularly force-on-force and force-on-targetry exercises. Live simulations include training events in which soldiers physically deploy as units (usually against an opposing force) and use simulators (e.g. weapon simulators) to replicate certain parts of combat.

c. **Constructive Simulations.** Constructive simulations usually involve large scale, complex computer-driven models at battalion, brigade, division, corps and higher levels. The primary training audience includes the commander, subordinate commanders and the battle staff associated with that echelon of command. Adjacent, higher and lower units are represented by the computer system or designated personnel.

4.34 Detailed guidance on the planning and conduct of exercises is contained in *ADFP 7.0.3 Exercise Planning and Conduct*.

**SECTION 4-6. CONDUCT OF EXERCISES**

4.35 Training exercises are key to meeting specified collective training requirements. The authoritative exercise planning and conduct doctrine is *ADFP 7.0.3 Exercise Planning and Conduct*, which provides detailed guidance on the planning
Key Appointments for the Conduct of Collective Training Exercises

4.36 The planning staff allocated to plan and conduct an exercise will depend on a number of factors including:

a. the participants (number, rank, level of experience);
b. the duration of the exercise;
c. the type of exercise being conducted;
d. the complexity of the exercise; and

e. the resources available to conduct the exercise.

4.37 The ADFP provides detail on the appointments required for major exercises. At unit and sub-unit level, discretion may be used to tailor the exercise appointments made, while ensuring that the exercise is properly planned and conducted, and all relevant factors, tasks and responsibilities have been considered.

4.38 As a minimum, unit and sub-unit training exercise appointments should include:

a. Officer Scheduling the Exercise (OSE). The OSE is the officer who originates the exercise and orders it to take place. A critical task of the OSE is to direct/confirm the training objectives\(^1\) that the exercise will be designed to achieve, and to specify the priority information requirements (PIR) for the evaluation of the exercise. They will issue basic coordinating exercise instructions, including designating the exercise area, allocating forces and necessary coordinating instructions. The OSE will identify the resource implications of conducting the

---

\(^1\) Guidance on writing unit level training objectives is provided in Chapter 6 Training in Units.
activity. Additionally, the OSE will designate the officer conducting the exercise.

b. Officer Conducting the Exercise (OCE). The OCE is the officer responsible for the overall conduct of the exercise. The OCE will issue detailed exercise instructions, supplementary to those issued by the OSE, providing operational and/or tactical level guidance for the conduct of an exercise.

c. Directing Staff (DS). The DS are a group of individuals who by virtue of experience, qualifications, and a thorough knowledge of the exercise instructions, are selected to direct or control an exercise. They are responsible for ensuring that intended lessons are learned and objectives are achieved by guiding or reorienting the activity/actions of the participants. Umpires, observer trainers and evaluators should be included in this group.

d. Training Audience. Depending on the type of exercise being conducted, exercise participants may be grouped according to their normal command arrangements, or grouped into syndicates.

e. Supporting Staff. These staff provide administrative or other support to the exercise. The use of supporting staff allows the training audience to focus on the training objective rather than being concerned with administrative detail.

SECTION 4-7. CONSIDERATIONS FOR DESIGNING COLLECTIVE TRAINING

4.39 ADFP 7.0.3 Exercise Planning and Conduct describes a range of factors for consideration in designing collective training. The relevant TMF also warrants consideration, as do any lessons identified from previous operations, exercises or activities. Cognitive capacity and its impact on effective learning (as
discussed in Chapter 3) are also important considerations in the design of collective training.

SECTION 4-8. CONCLUSION

4.40 Collective training is a critical element in the ATC, and is fundamental to developing land capability. Therefore, sound, progressive and high quality collective training must be a high priority for commanders at all levels.
CHAPTER 5

EVALUATION/ARMY LESSONS

5.1 LWD 1 — The Fundamentals of Land Power, 2014 identifies that Army must constantly subject itself to scrutiny and examination in order to adapt and improve. New knowledge and experience gathered as a result of this scrutiny and examination must be consolidated into doctrine, training and education, and institutional governance as appropriate. This enquiry relies on analysis and direction to transform what is observed into a lesson learned, thereby enhancing capability.

5.2 A key component of scrutiny and examination involves evaluation of training events, including courses, individual training activities and collective training exercises at all levels. This evaluation will generate observations and insights which may be analysed and institutionalised for the benefit of the wider organisation. Therefore, training evaluation and the lessons process are inextricably linked.

Aim

5.3 The aim of this chapter is to describe how formations and units evaluate training and integrate lessons in order to enhance capability.

Chapter Scope

5.4 The scope of this chapter is as follows:

a. Evaluation of training.

b. The Army Lesson Cycle.

c. Evaluation and training.

d. Lessons Networks.
SECTION 5-1. EVALUATION

5.5 Evaluation is a systematic, objective assessment of the appropriateness, effectiveness or efficiency of an initiative, policy, project, service, function or operation. In Army, evaluation is a proactive process, which aims to enable learning against considered objectives at all levels of the organisation.

5.6 Evaluation influences change and/or continuous improvement within a range of areas including force structures, employment categories, policy, doctrine and equipment programmes. Army’s evaluation, organisational learning and continuous improvement tool is the Army Lessons Cycle (ALC).

Lessons and Evaluation Fundamentals

5.7 There are a number of principles that are fundamental to Army’s approach to lesson and evaluation:

a. ALC processes inform operations, force preparation, force generation and force modernisation, and support the different focus and rates of learning of each domain.

b. ALC processes are capable of supporting rapid decision making by conducting basic analysis of multiple observations to confirm the accuracy of deductions in a time limited environment.

c. All Army individuals and organisations are responsible for the collection and sharing of observations, insights and lessons for analysis and action.

d. Harnessing individual innovation is a key component of the lessons process.

e. An observation or an insight is not a lesson until it has been analysed and validated by an appropriate decision authority and the action to achieve an integrated lessons solution is decided.
f. Lessons analysis is a routine staff function in the operations, force preparation, force generation and force modernisation domains.

g. Lessons analysis, decision-making and implementation is supported by specific staff cells within the dedicated lessons network but these functions should happen regardless of whether support is available.

h. Learning lessons and the dissemination of lessons are command functions.

SECTION 5-2. THE ARMY LESSONS CYCLE

5.8 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 of lessons. The Army Lessons Cycle (ALC) is a deliberate process that consists of five stages and is aligned with the joint lessons process: Collect, Analyse, Decide, Implement and Validate. The ALC is applicable to all elements regardless of size and applies from the immediate through to the long term adaptation timeframes. The ALC is depicted in Figure 5–1.
5.9 The information in the following paragraphs provides a summary of the ALC. The operation of the ALC is discussed in detail in *Di(A) OPS 10-1 Army Lessons Network*.

**Collection**

5.10 Collection is the gathering and recording of observations. An observation is a comment based on something someone has heard, seen or noticed that has been identified and documented as an issue for improvement or a potential best practice. Observations form the basis of data for study and development during the Analysis stage, and are discussed in detail at Annex A.
5.11 Collection of observations can be either active or passive:

a. *Active Collection.* Active collection refers to the directed or planned collection of data and observations. Active collection could include:

(1) attendance of observers and recorders at collective training events to record raw observations;
(2) end-of-course questionnaires;
(3) post-exercise/activity interviews or forums;
(4) after action reviews (which are discussed in detail at Annex B); and
(5) surveys of course participants, and their commanders, after they returned to the work/unit environment.

b. *Passive Data Collection.* Passive data collection primarily relates to unsolicited lessons submissions, the collection of lessons using coalition partners, academic journals, Military Risk Management standing threat profiles, and historical data mining. Passive data collection is normally retrospective, and relies on the intuitive understanding that we need to review what we have done in order to try and learn and improve. Passive data collection should occur where insufficient resources are available for active data collection, or where the information requirements do not warrant ‘priority’ status.

5.12 In the interests of organisational learning and continuous improvement, all personnel, regardless of rank, have a responsibility to report observed problems, shortfalls and successes. There can be a tendency to focus on problems and shortfalls, but recording observations related to successes allows the organisation to understand what is working well and constitutes ‘best practice’.

5.13 *Collection Plan.* The plan for collection of observations about an activity (eg. lesson, course or training exercise) aims to provide responses to priority information requirements (PIR).
PIR may be focussed on measures of performance ("are we doing things right"), measures of effectiveness (are we doing the right things”), lesson trends, etc. The collection plan will be included in the relevant supporting instructions for the training event and will detail:

a. PIR or focus areas for observations;
b. the objectives of the collection effort (eg. to determine whether the training audience has met the required ATL/S, to identify opportunities for improvement, etc);
c. responsibilities for making, recording and collating observations; and
d. the method of recording and collating observations.

Analysis

5.14 The objective of lessons analysis is to develop remedial actions to fix a problem or to promote a success. Analysis is generally completed in two stages:

a. identification of root cause,
b. determination of appropriate adaptive actions.

5.15 Best practice analysis techniques must be used to ensure lessons are properly assessed, grouped and generalised to inform the risks, threats and opportunities facing Army. This is achieved by:

a. collating multiple similar documented observations into trends to obtain insights;
b. validating those insights through subject matter expert (SME) concurrence to establish root causes; and
c. synthesising insights into actionable lessons by recommending specific courses of action to fix a problem, progress understanding, improve a process, prevent an accident, or inform capability requirements.
5.16 The plan for analysis of observations collected about a training event (lesson, course or training exercise) will be included in the relevant supporting instructions. This plan will detail:

a. responsibilities for undertaking analysis, and
b. analysis techniques or processes to be used.

5.17 The products of analysis are lessons identified (LI), which should be formatted/templated to cover the following:

a. Issue/Problem statement (including the assessed root cause).

b. Remedial Action/Actionable recommendation.

c. Expected impacts of implementing the remedial action/recommendation.

d. Staff/stakeholder lead.

e. Timeline for remediation.

5.18 LI and mature observations should also be entered into the Joint Lessons Learned Information System (JLLIS)\(^1\) for reference by other units or formations.

**Decision**

5.19 LI are presented to the relevant decision authority (DA) for a decision on whether to accept and act on the lesson recommendations appropriate to their command. The decision authority endorses LI for remedial action and lesson tasking.

5.20 DA exist at various levels. At the lower levels, a unit or formation commander will act as the DA for LI applicable to their unit/formation. The boards that support the training review process discussed in Chapter 3 are chaired by the DA for the relevant individual training course. At the highest level functional command executive training authorities (XTA) act as the DA for lessons. An example is FORCOMD’s DGT who is

\(^1\) Discussed in more detail in Section 5-4.
the XTA and chair of the Force Generation Lessons Board (FGLB).

5.21 The decision authority will direct action to either prevent a recurrence of an issue or to improve processes and capabilities. This decision is also informed by the available capacity, risks and opportunity costs to a command to implement. Where a decision has implications across commands, the recommendations may be referred to a more senior decision authority. Following a decision to act on a recommendation, the decision authority ensures that implementation plans are produced, providing a clear definition of the decisions and required actions, allocated resources, tasked units and the expected impacts and relevant measures for their verification and validation. Likewise, where a decision has been made to not accept a recommendation or accept risk by not acting on a recommendation this must be appropriately captured. Functional command lesson boards aid decision authorities in the execution of their duties.

Implementation

5.22 The implementation of actions that improve or maintain performance, in response to LI, results in continued or enhanced capability as a lesson learned. These actions are directed by decision authorities as lesson tasking. Lesson tasking should be formal (ie. TASKORD) and should require the lead agency or individual to develop and report against an implementation plan.

5.23 Implementation mechanisms. Mechanisms to generate adaptive actions are the responsibility of the relevant decision authorities and may vary according to the requirements of each command. They could include:

a. Amendment of doctrine or policy.

b. Amendment of formation/unit SOP.

c. Change to individual training courses.

d. Changes to force structure.
Validation

5.24 A lesson is only learned when the action implemented by a relevant decision authority has resulted in a validated, enduring, observable change. Decision authorities ensure that the implementation of adaptive actions as the result of an identified lesson was in accordance with the defined plan and specified standards (verification) and secondly, that the adaptation had the desired impact or effect (validation). Where this has occurred, the validation will identify if there are any gaps remaining that may require a refined action by the decision authority.

5.25 Defining appropriate measures of effectiveness (MOEs) is critical to effective validation. The MOEs quantify or qualify the expected results from the implementation of adaptive actions and ensure a common understanding of the anticipated improvements. They should relate to performance, be stated simply, be readily measurable, and acknowledge any dependencies (including time and environmental conditions).

5.26 Decision authorities should conduct periodic reviews to confirm that lessons are being maintained over time.

SECTION 5-3. EVALUATION AND TRAINING

5.27 The ALC is also used to support the evaluation of training, which is undertaken for a range of purposes, including:

a. measuring performance against specified tasks and standards;

b. measuring the achievement of training objectives;

c. ensuring efficient and effective use of allocated training resources; and

d. refinement of practices and procedures to increase the likelihood of success on operations.
5.28 ALC-enabled training evaluation is applicable to all areas of Army training; individual and collective, single-service and joint, domestic and deployed. Successful evaluation relies on a comprehensive training evaluation plan, which will be scalable and adaptable, and make appropriate use of subject matter expertise to guide its design. A suggested evaluation plan template is at Annex C.

SECTION 5-4. LESSONS NETWORKS

5.29 Continuous improvement enabled by the ALC should occur at all levels of the organisation. Therefore appropriate lessons networks must be established. These lessons networks should be vertically integrated, and contain elements of the dimensions described below.

Executive Management

5.30 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. Executive Management links concepts and capability development to suitable learning outcomes. It comprises planning, policy, procedures, enterprise systems, enabling support, organisation and resources. It is the command and control structure for the lessons network.

Knowledge Management

5.31 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 which are applied in various ways to achieve immediate, short term, medium term and long term effects.

5.32 The knowledge generated through by ALC-enabled evaluation provides benefit to the formation or unit being evaluated, and
also has the potential to provide benefit to the wider organisation. A critical requirement of the lessons network is a tool to store and manage information relating to lessons; observations, insights and trend data.

5.33 JLLIS is the principal information management database within the ADF to identify and record lessons arising from ADF activities, facilitate analysis of issues associated with those lessons and generate action to resolve the issues. JLLIS functions as a knowledge repository for lessons, with the added benefit of being an interactive database that automatically progresses and monitors issues.

5.34 Information sharing and aggregation of Army lessons is managed by the Centre for Army Lessons (CAL). At unit and formation level, knowledge management tools include ACMS, spreadsheets or other databases used to record observations, insights, lessons and ALC processes.

Learning and Assessment

5.35 Learning and assessment is the process by which information is collected, stored and passed to individuals and organisations to enhance their knowledge. To support organisational learning goals, training and education (and experience) must maximise opportunities to share/impart the knowledge generated by Army’s organisational learning processes. Critical to this process at the formation and unit level is the consideration of lessons during the analysis and design phases of the training model.

Annexes:
A. Observations
B. After Action Review
C. Suggested Evaluation Plan Template

---

Observations which are noted in unit or formation tools are also to be submitted to CAL for management and analysis or remedial action as necessary.

LWP-G 7-0-1, The Conduct of Training, 2015
ANNEX A TO CHAPTER 5

OBSERVATIONS

1. An observation is a comment based on something someone has heard, seen or noticed that has been identified and documented as an issue for improvement or a potential best practice. In very simple terms observations are notes on performance based on doctrine, SOP's or TTP's.

2. Observations are the basic building blocks for lessons and form the basis of data for study and development during the Analysis stage of the ALC. A useful guideline to assess observations as valid is:
   a. Is this an objective observation and not just an obvious complaint about something or somebody?
   b. Is this a problem with the system or just a simple mistake by somebody?
   c. Does this adequately and correctly describe the observed situation?
   d. Would you spend your own money to fix this issue?
   e. Would you spend your own time fixing this issue?

3. In the collective training context, observations are used to support the development of the AAR. That is, they support the AAR facilitators in providing immediate, subjective and professionally-delivered feedback to a training audience, thereby maximising the benefit of the collective training exercise. Observations, particularly observations on MET, are also used to determine whether exercise aims and objectives have been met.

---

1 NATO Lessons Learned Handbook (Second Edition), 2011, pp20. The answer to all of these questions should be yes for an observation to be suitable for inclusion in the LL process.

LWP-G 7-0-1, The Conduct of Training, 2015
4. In addition to supporting the development of AAR, observations are analysed to identify insights, which are conclusions drawn from patterns or trends in groups of observations. Thus the observations made at the lowest levels are also used as inputs for consideration in longer timeframe learning loops.

5. Observers will normally be given direction on the type of observations that are required to serve both the short-term exercise-specific observation needs, and the long-term Army-wide observation needs. This direction will always be included in the evaluation plan prepared in support of the training event, but may also come in the form of regular advice/updates from the chain of command responsible for the training event.

6. A standardised template for documenting observations is useful to ensure consistency and validity, and to facilitate further analysis of the observations made. An suggested template and some worked examples are at Appendix 1.

Appendix:
1. Observation Templates and Examples
### Suggested Observation Template

<table>
<thead>
<tr>
<th>Observer/Trainer Observation Recording</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Trg Audience Details</td>
</tr>
<tr>
<td>Unit Level</td>
</tr>
<tr>
<td>OT Details</td>
</tr>
<tr>
<td>MET</td>
</tr>
<tr>
<td>MET</td>
</tr>
<tr>
<td>MET</td>
</tr>
</tbody>
</table>

**Observation:**

**Focus Areas/Notes**

**Discussion:**

**Recommendation:**
1. Each observation should include the following information as a minimum:

   a. Date/Time. The date and time that the action/occurrence was observed.

   b. Observer Name. The name and rank of the individual making the observation.

   c. Unit Level. The size of force element that the observation relates to (Bde, Bn, Coy, Sect).

   d. Observation Type. A classification of Improve, Sustain or Battle Tracking.

   e. Observation. A one-sentence description of what was observed (ie. a title).

   f. Discussion. A brief description explaining who, when, where, what and why the observation was made.

   g. Recommendation. If appropriate, a description of how the observed issue can be remedied or promulgated.
**Example Observation 1**

<table>
<thead>
<tr>
<th>Observation Recording</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Trg Audience Details</td>
</tr>
<tr>
<td>Unit Level</td>
</tr>
<tr>
<td>Observer Details</td>
</tr>
<tr>
<td>MET</td>
</tr>
<tr>
<td>MET</td>
</tr>
<tr>
<td>MET</td>
</tr>
</tbody>
</table>

**Observation:**

Junior commanders are not carrying out inspections of soldier’s equipment prior to leaving a firm base.

**Discussion:**

Inspections are often mentioned in orders, however, they are rarely (if ever) conducted. This often results in soldiers leaving equipment behind and deploying on patrols with limited water (or occasionally with no water).

**Recommendation:**

Commanders at all levels must enforce the conduct of pre-combat/patrol checks to ensure equipment is carried and that it is serviceable.
Example Observation 2

<table>
<thead>
<tr>
<th>Observation Recording</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>21 May</td>
</tr>
<tr>
<td>Time</td>
<td>1200</td>
</tr>
<tr>
<td>Sustain</td>
<td>IMPROVE</td>
</tr>
<tr>
<td>Trg Audience Details</td>
<td>Combat Team A</td>
</tr>
<tr>
<td>Unit Level</td>
<td>Bde / BG / CT / PI/Tp / Sect</td>
</tr>
<tr>
<td>Observer Details</td>
<td>CAPT White, CTC</td>
</tr>
<tr>
<td>MET</td>
<td>3</td>
</tr>
<tr>
<td>Actv/Obs Location</td>
<td>Battle Skills</td>
</tr>
<tr>
<td>Warfighter</td>
<td>Junior Leaders</td>
</tr>
<tr>
<td></td>
<td>Command Post</td>
</tr>
<tr>
<td></td>
<td>Command</td>
</tr>
<tr>
<td>Observation:</td>
<td>TTPs for the establishment of Platoon / Section harbours</td>
</tr>
<tr>
<td>Focus Areas/Notes</td>
<td></td>
</tr>
<tr>
<td>Discussion:</td>
<td>Platoon/Section Commanders were not siting weapons systems and tying in the defensive position to provide mutual support and all-round defence. For a majority of the mission the Platoon was not conducting effective harbour drills or routine. The Sect/PI commanders were not adequately siting the pits or assigning arcs and tasks to provide mutual support. The commanders rarely walked the perimeter and did not have first hand awareness of knowledge of the ground around them. As such there was no use of early warning devices or sentries to cover areas of concern.</td>
</tr>
<tr>
<td>Recommendation:</td>
<td>Platoon/Section Commander employ the correct TTPs of defence to establish a secure footprint on the ground.</td>
</tr>
</tbody>
</table>
ANNEX B TO CHAPTER 5
AFTER ACTION REVIEW

1. AARs assist soldiers, commanders and units to understand their performance on a mission or task in training and on operations. AARs can identify how to correct deficiencies, sustain strengths and to better focus on the performance of specific mission essential training objectives. They assist in the continuous pursuit of improvement required for the development of professional mastery.

2. This annex explains how to plan, prepare and conduct AARs. All commanders must understand and apply these techniques to produce successful AARs.

After Action Review Fundamentals

3. The AAR is a professional discussion of an event, focused on performance standards (eg. doctrine, training objectives, MET, FIC), which enables soldiers to discover for themselves what happened, why it happened, and how to sustain strengths and fix weaknesses. It is a tool that may be used to get maximum benefit from every mission, exercise and task. It should provide:
   a. candid insights into specific soldier, commander and unit strengths and weaknesses from various perspectives;
   b. feedback and insight which are critical to realistic training; and
   c. details often lacking in debriefs alone.

4. AARs can better correct deficiencies and sustain strengths by carefully evaluating and comparing soldier, commander and unit performance against known and published standards. The AAR is, therefore, a key part of the evaluation process.
5. Feedback compares the actual output of a process with the intended outcome. By focusing on the task’s standards and by describing specific observations, commanders and soldiers can identify strengths and weaknesses and together decide how to improve their performances. This shared learning improves task proficiency and promotes unit bonding and esprit de corps. All levels of leadership can use the information discussed to develop input for future training plans. The AAR is a valid and valuable technique regardless of corps, echelon or mission.

6. Because soldiers and commanders participating in an AAR actively discover what happened and why, they learn and remember more than they would solely from a debrief. A debrief often only gives one viewpoint and frequently provides little opportunity for the discussion of events by participants. The environment of the debrief, often focusing on what is wrong, prevents candid discussion of training events and stifles learning and team building.

### AAR Planning

7. To maximise the effectiveness of AARs, their planning should be a routine part of training event planning, and details can be included in the relevant evaluation plan. The allocation of time and resources to AAR reinforces the important role that AARs play in realising the full benefit of training. This allocation can and should vary in scale depending on size of the training audience and the relative importance or complexity of the training event, but an allocation of time and resources is critical to maximising the benefits.

8. AAR planning may include:
   a. assigning AAR responsibilities;
   b. training of AAR facilitators;
   c. identifying tentative times and locations for AARs;
   d. site reconnaissance and selection; and
AAR Preparation

9. An individual tasked with conducting an AAR must prepare prior to the AAR. There are three key steps to this preparation.

10. **Compile.** For a successful AAR, the facilitator must have access to supporting evidence. This information can be compiled from a number of sources. Examples include:

   a. doctrine;
   b. lessons databases;
   c. the evaluation plan;
   d. observer trainers and their observations;
   e. MAP products;
   f. OPORDs;
   g. manoeuvre graphics;
   h. communications records;
   i. role players (including higher, adjacent and lower callsigns);
   j. simulation replays;
   k. data captured from simulation use; and
   l. photos, audio and video captures

11. **Build.** Once sufficient information has been compiled, the facilitator should build the AAR presentation. Attention should be paid to the exercise objectives, and to other identified focus areas.
12. **Confirm.** Following the development of the AAR presentation, the facilitator should:
   
   a. conduct a rehearsal preferably with all training aids/information in place, and in the same location that the AAR will be held; and
   
   b. where able, discuss the key AAR points with the commander of the training unit receiving the AAR.

**AAR Conduct**

13. The key to a successful AAR is the manner in which it is conducted by the AAR facilitator. The environment and professional climate must encourage soldiers and officers to openly discuss what actually transpired. This discussion must be in sufficient detail and clarity to ensure everyone understands what did occur and did not, and why it did or did not occur. The ultimate aim is to ensure everyone has a strong desire to seek the opportunity to practice the task again.

14. There are a number of principles that are applied during a successful AAR:
   
   a. Focus on training objectives or focus items identified (no more than three).
   
   b. Focus on soldier, commander and unit performance.
   
   c. Involve all participants in the discussion.
   
   d. Use open-ended questions.
   
   e. Relate to specific standards.
   
   f. Determine strengths and weaknesses.
   
   g. Link performance to subsequent training.

15. They involve the exchange of ideas and observations and focus on improving professional mastery. All AARs should follow the same general format as outlined below:
   
   a. Introduction ROE.
b. Mission.
c. OPFOR Commanders Mission/Intent.
d. Key Events Time Line.
e. Focus Items.
f. Improve & Fixes.
g. Sustains.
h. Safety.
i. Summary.
j. Look Forward.

16. For an AAR to be effective, the participants must be in the right mindset. AAR rules can help with this. Some example AAR rules are:
   a. No blaming higher or ‘others’.
   b. Don’t blame simulation.
   c. Don’t blame others for what you can’t influence.
   d. Accept responsibility.
   e. Don’t blame EXROO.
   f. Listen.
   g. Contribute.

17. The facilitator is critical to a successful AAR. Facilitators should:
   a. Remember to set the conditions for an open discussion:
      (1) Ensure all are aware of the AAR rules and purpose; and
      (2) Coach the commander to allow the discussion to happen between his/her staff. Their turn is at the end
   b. Target discussions using the objectives or focus areas.
c. Ask open questions for example:
   (1) What did you do?
   (2) Why did you do that?
   (3) Is that optimal?
   (4) Is there a better way to do that?
   (5) Can we do that?
   (6) What are the consequences?
   (7) Does that fit our SOPs?

d. Involve all participants in the discussion.

e. Link performance to other training opportunities.

f. Record sustains and improves (including the fix for the improve, who is responsible for implementing the fix and when the fix will be implemented by).

Conclusion

18. AARs are not a cure-all for unit training problems. Commanders must still make on-the-spot corrections and take responsibility for the training of their soldiers and units. However, AARs are a key part of the training process. The aim is to improve soldier, commander and unit performance. The result is a more cohesive and proficient fighting force.
ANNEX C TO CHAPTER 5

SUGGESTED EVALUATION PLAN TEMPLATE

Initiating commander’s intent

1. What is the initiating commander’s purpose, method and end state, including PIR?

2. What are the critical issues affecting the activity?

Situation

3. What is the situation regarding the training event subject (operational, exercise or other)?

Mission statement

4. What is the training event mission?

5. What is the commander’s intent?

6. What is the general outline of the form and approach to be adopted?

Details

7. What is the scheme of manoeuvre and key locations?

8. What are the detailed training event tasks?
   a. Who are the team members?
   b. What activities are to be evaluated, including conditions, standards and performance measures?
   c. What are the information collection requirements and methods?
   d. What are the analysis tasks?
   e. What is the reporting schedule?
9. What is the allocation of resources to tasks?

Coordination
10. What are the key timings and milestones for collecting evidence and providing progressive reports?
11. What are the after action analysis and reporting arrangements?

Administration
12. What are the movement arrangements?
13. What are the information system arrangements?
14. What are the personnel administrative support arrangements?

Command
15. What are the command and control arrangements within the team?
16. What command and control arrangements apply to the team?
CHAPTER 6

TRAINING IN UNITS

6.1 The majority of the training required to generate forces capable of applying land power is conducted in units. Individual soldiers are posted to units at the completion of IET with the basic SKA required for them to perform those tasks related to their ECN. Unit training develops and raises the level of individual skills to that required by the commander. Having acquired the necessary level of proficiency, ECN skills must then be maintained, related skills acquired and selected soldiers prepared for promotion.

6.2 Whilst TC/TE are predominantly responsible for the conduct of that individual training which results in the award of qualifications, such training is also often exported for delivery in units on a ‘needs’ basis. As such, units undertake training across the ATC, including:

a. individual qualification training (eg. weapon qualifications, basic driving qualifications, completion of IET requirements, unit specific specialist skills, training for governance appointments, etc);

b. individual skills maintenance training (eg. basic soldier skills, PESA, corps-specific skills, first aid refresher training, etc);

c. small team collective training (eg. section level patrolling); and

d. large scale collective training (eg. in accordance with formation commander direction, at platoon, sub-unit and unit level).

6.3 Unit training seeks to integrate individual skills into collective performance. Often this is achieved by the performance of team drills involving small groups. Thus unit training is planned
as a progression from the consolidation of individual skills, their integration in small group activities and hence to higher collective levels until the required unit proficiency is reached.

6.4 Collective training constitutes the most common training effort in units, and brings together all individual and team drill training activities. It is concerned with integrating individual SKAs to accomplish unit tasks and missions. Collective training is an important part of unit training because:

a. Most operational tasks are performed by soldiers who work and fight in groups. Collective training develops the teamwork necessary to perform collective tasks.

b. It enables commanders to evaluate unit strengths and weaknesses, and correct them either prior to advancing to the next training level, entering the ‘Ready’ phase of the FGC or prior to deploying on operations.

c. It allows leaders and their subordinates to practice their collective skills under realistic conditions.

6.5 Training must be an ongoing activity at all stages of a unit’s development. Unit proficiency cannot be sustained without constant revision, regular evaluation and continuous practice of the competencies involved. The high levels of personnel turnover arising from the posting cycle, the rapidly changing nature of modern operations and wide range of diverse tasks assigned to units demand constant re-assessment of unit training. Commanders must exercise professional judgement in constantly reviewing their unit’s training program and stress the need to train for optimal effectiveness at all levels.

Aim

6.6 The aim of this chapter is to provide guidance on the design, planning, implementation and evaluation of training in units. It provides doctrine on training in units and places emphasis on the practical application of the training model to the unit training environment.
Chapter Scope

6.7 The scope of this chapter is as follows:
   a. The training model and unit training.
   b. Training analysis in units.
   c. Training design in units.
   d. Training development in units.
   e. Implementation of training in units.
   f. Evaluation of unit training.

SECTION 6-1. THE TRAINING MODEL AND UNIT TRAINING

6.8 Unit training is supported by a model that is similar to that applied to individual and collective training. This model is summarised in Figure 6–1.
This model and the associated processes are equally applicable to a unit training in support of force generation outcomes, or to a unit undertaking force preparation. The training requirements may be different, and the timeframes and resources available will be different, but the process remains valid.
SECTION 6-2. TRAINING ANALYSIS IN UNITS

6.10 The purpose of training analysis in units is to determine the unit training requirement. This requirement is determined by the unit commander comparing the directed tasks (as specified in the Formation Commander’s Training Directive), implied tasks and required standard of proficiency to a unit assessment, which describes the current unit capabilities and level of proficiency.

Determine the Required Standard

6.11 The start point for effective training in units is a sound understanding of the tasks the unit is required to undertake, and the standard to which these tasks must be completed.

6.12 In developing this understanding a commander must consider a range of factors and training drivers. These include:

a. The Formation Commander’s Training Directive, which will:

   (1) Specify preparedness and contingency commitments for the training year.

   (2) Specify capabilities, MET, training levels and standards (TL/S) to be achieved and areas of training to be emphasised in the training year.

   (3) Allocate suitable training areas and other resources.

   (4) Outline the program of exercises and activities at the superior headquarters level and the timelines by which units must achieve specified ATL/S.

   (5) Describe coordinating requirements such as training conferences, resource management conferences and reporting requirements.

b. The level of proficiency directed in the relevant training management framework.

c. The unit’s position in the FGC.
d. Relevant doctrine.
e. Unit and formation standard operating procedures.
f. Lessons identified.
g. Defence Instructions.
h. Command directives.

6.13 At the unit level, it is critical that commanders consider the training tasks required in terms of the unit training triumvirate: individual skills qualification, individual skills maintenance, and collective capability output.

6.14 Where capacity allows, for example when specified tasks have been achieved, higher levels of training may be pursued within resource limitations. The use of simulation may be an appropriate means of achieving such an endstate.

Under undertake a Unit Assessment

6.15 Once the commander has an understanding of the training tasks and standards required of the unit, testing of the unit’s current proficiency to fulfil these tasks can be undertaken. This unit assessment provides the start point for the unit to work up to the desired/required level of unit proficiency.

6.16 Information to support a unit assessment can be sourced using a range of techniques. These include:

a. observation of unit activities;

b. inspection or audit;

c. collation of proficiency data (from PMKeyS or local unit registers);

d. formal and informal feedback; and

e. detailed review of Post Exercise Reports (PXR), Post Activity Reports (PAR) and After Action Reviews (AAR).

6.17 A unit assessment could also be supported by an Exercise for Trained Soldiers (ETS), which is commonly used for
reinforcing current lessons and individual training, and for practising new skills that are required as a result of operational experiences. ETS can be run as competitions to increase motivation and can cover a selection of skills to demonstrate the level of proficiency in basic soldier skills such as battlecraft, communications, physical and mental fitness, health and first aid, navigation skill at arms. Additional detail on ETS is provided in *LWP-G 7-7-1 All Corps Individual Soldier Skills*. Where time permits a similar methodology can be used in order to assess collective skill sets.

**Define the Training Requirement**

6.18 The gap between the current level of unit proficiency and the required level of unit proficiency is the unit training requirement, and is illustrated in Figure 6–2.

![Figure 6–2: Deriving the Unit Training Requirement](image)

6.19 The unit training requirement must describe the training required for individual skills qualification, individual skills maintenance and the collective capability output and is defined in terms of:

- what training is needed, and to what standard;
- depending on the priority and standard required, how much training is needed;
c. who needs training; and

d. depending on the priority and standard required, how often training should occur.

6.20 The unit training requirement will include draft MET for training in support of the CAPD. These draft MET must be briefed to the formation commander, and the resulting dialogue will confirm the agreed MET, ATL/S and key milestones the unit is to achieve throughout the training year.

SECTION 6-3. TRAINING DESIGN IN UNITS

6.21 The purpose of training design in units is to develop a unit training plan which meets the needs of the unit training requirement. In developing this plan, the unit commander must develop training objectives for the unit and its sub-units, sequence these training objectives into a training schedule or outline training program, and ensure that training can be evaluated. The unit training plan is articulated in a Unit Commander’s Training Directive.

6.22 In designing a training plan the unit commander should answer the following questions:

a. How should training be conducted?

b. When should the training be conducted?

c. Who should conduct the training?

d. Where is training to occur?

e. What training is possible within the allocated resources?

f. What training support is available?

g. How will the training be evaluated?

Considerations for Training Design in Units

6.23 A large range of factors should be considered when designing a unit training plan.
6.24 Characteristics of Training. Training in Army should be demanding, realistic, imaginative, progressive, safe, operationally relevant and efficient.

a. **Demanding.** Demanding training includes both physically and mentally demanding elements. These seek to replicate the harshness of real operating conditions. Demanding training places pressure on trainees in a controlled manner which prepares them for warfighting in difficult conditions.

b. **Realistic.** The integration of environmental context achieves improved realism in training. Trainees who see and understand the relevance of training via a realistic method of delivery will execute SKA more effectively on operations and are more likely to retain what is being taught. The addition of realism in a demanding training environment may also assist in achieving outcomes which support the development of resilience and both individual and team level.

c. **Imaginative.** Imaginative training makes training interesting, motivates trainees and thereby enhances learning. Opportunities for imaginative training are enormous, with the various learning styles, a huge range of equipment and skills to be taught, and access to modern technologies. Imaginative training can also save on resources. Imaginative training can employ a wide range of techniques to maintain interest, and emphasise practical activities at an appropriate level of complexity.

d. **Progressive.** Training must be attuned to changes in capabilities, technologies and the operating environment and progressively seek improvements at all levels of skill, leadership and command through lessons learned and the Army modernisation process.

e. **Safe.** Army training is inherently risky and, while training should be realistic and demanding, training should not place unacceptable risk on any element exposed within the training (e.g. personnel, equipment, reputation).
f. **Operationally Relevant.** Training must meet known and anticipated operational requirements in accordance with specified/directed capability requirements.

g. **Efficient.** Resource requirements are to be linked to capability outputs through the Army Capability Management System (ACMS). Resources should be directed towards required training outcomes. Clear linkages between training opportunities to generate efficiencies of time and resources will provide opportunities for units and formations to collaborate and achieve mutually beneficial training. Training events that address multiple training needs, and therefore encourage prudent use of resources, are encouraged.

### 6.25 The Army Training Continuum.

In training design, unit commanders must consider the ATC, and particularly the various training progressions. While collective capability outputs are the final training objectives in units, collective proficiency is largely determined by the standard of individual training within units. Accordingly, collective training is generally not undertaken until the individual soldiers within a group or unit have satisfied the minimum standards of proficiency required for their rank or trade. The relevant TMF will provide some guidance on training progression. For example, the FWF TMF includes unit progression maps (UPM) which articulate the key directed training tasks (with ATL) required by units in support of achieving FWF capability requirements.

### 6.26 Multi-tiered Training Events.

Where possible and appropriate, training should be designed so that a number of training objectives at varying levels can be satisfied with a single training event, and that effective use of concurrent activity is maximised. An example is a unit level CPX which is nested to, and achieves training outcomes for, sub-unit and other subordinate force elements.

### 6.27 Policy, Directions and Instructions Compliance.

Commanders are responsible to ensure training is conducted...
in accordance with relevant policy, directions and instructions set both internally within the Army and by external agencies.

6.28 Risk Management. Commanders are responsible for ensuring that activities are undertaken in as safe a manner as is reasonably practicable, taking due regard of any risks to personnel or the environment. Military Risk Management (MRM) is the process through which Army has developed a proactive, risk-aware and adaptive culture. Its purpose is to empower personnel to understand risk so they can focus on achieving objectives, exploiting opportunities and identifying and managing key threats and hazards. MRM is a systematic and logical approach which identifies and treats risks to Army objectives, while supporting initiative and adaptability. Additional detail on MRM is provided in DI(A) OPS 68-1 Military Risk Management.

6.29 Resource Management. In the design of unit training, commanders are to define and apply the optimum resources for the tasks that are to perform and the outcomes they are to achieve. Balanced and reasonable resourcing is achieved through a clear understanding of training end states, avoiding unnecessary training and duplication and adopting risk mitigation strategies where appropriate. A well designed graduated training progression will assist in achieving optimal allocation of resources against key training outcomes. Detail of the resource management processes used to support unit training is at Annex A.

Develop Training Objectives

6.30 The agreed MET and other training tasks for the unit need to be developed into training objectives. Objectives simply state the task to be performed, the conditions under which it is to be performed and the standards to be reached.

6.31 Good training objectives:

a. describe observable and measurable behaviours;

b. clearly articulate tasks, conditions and standards;
c. are outcome based, specifying what the individual, team, group or unit must be able to do at the end of the training event;
d. assist subordinate commanders and trainers to conduct and evaluate training;
e. can be evaluated in quantitative or qualitative terms; and
f. initially are produced free of resource and risk constraints.

6.32 Training objectives are interdependent at unit level. Higher level unit training objectives generally form the basis of sub-unit training because they must be mastered by sub-units before the unit objectives can be practiced and tested. Platoon drills, for example, must be mastered before company or battalion operations can be attempted. The correct identification of interdependencies is a key element in ensuring training is conducted in a sequence that builds progressively on newly acquired skills and knowledge. A process for developing training objectives is described at Annex B.

6.33 Writing training objectives need not be a time consuming task, but the product is very important. At unit level, the design of training objectives leads to:

a. terminal objectives around which unit exercises are organised;
b. enabling objectives, around which sub-unit collective training and training in team drills will be built; and
c. instructional objectives which provide the details of individual and small group training necessary.

6.34 The product is a list of those objectives, be they related to individual, team drills or collective training, that must be included in the unit training plan.
Develop Evaluation and Lessons Plan

6.35 Unit training must be evaluated to ensure that objectives have been met. Apart from highlighting areas that need corrective action, evaluation can also identify whether specific training problems exist. Therefore the next step in designing training is the production of an evaluation and lessons plan. Evaluation is discussed in Chapter 5.

Sequence Training Objectives

6.36 Training should ideally progress from individual to collective, from simple to complex and with a focus on increasing levels of proficiency. The progression is achieved through appropriate sequencing of training objectives. In practice, training progression will be influenced by a range of factors including varying levels of collective proficiency, unscheduled commitments, adverse weather, and the availability of training resources and locations. The aim of sequencing unit training objectives is to arrange them logically so a training program can be developed that balances training requirements with personnel, resources, time and facilities available.

6.37 Training Cycles. There is a graduated progression of training at unit level, which is tied to the phase of the FGC to which the unit is allocated. Individual skills maintenance training is a constant requirement, and units normally advancing through individual, sub-unit and unit training as the cycle progresses. Formation, joint, combined or coalition training may also be undertaken, again dependant on the FGC. At any stage of the training progression, it may be necessary to integrate collective training activities with other government agencies or non-government organisations.

6.38 An example unit training cycle is shown in Figure 6–3. The individual training of commanders and soldiers progresses through team drills to small scale collective exercises at the sub-unit level and larger scale exercises at the unit and formation level. The training of headquarters must also be incorporated into the sequence.
Figure 6–3: The Unit Training Cycle

LWP-G 7-0-1, The Conduct of Training, 2015
6.39 **Training Sequence Considerations.** Additional factors to be considered when sequencing training objectives include:

a. *Adaptation.* A key element of the evaluation and lessons cycle is the implementation of actions in response to lessons identified. Training programs need to allow time between training events for this adaptation to occur.

b. *Directed Activities.* These can include specified training activities such as formation exercises or courses camps, block leave periods, or administrative activities.

c. *Reverse Cycle Training.* The ‘nine to five’ syndrome should be avoided in units and unit training should be conducted under conditions such as twilight, night and dawn. Considerations for planning and conduct of night training are discussed in *LWP-G 7-7-1, All Corps Individual Soldier Skills.*

d. *Concurrent Training.* Training should be arranged so that as many related activities take place at the one time as possible. NCOs, for example, might be training their sections in contact drills, while selected soldiers undergo promotion or specialist training and officers attend a model exercise in preparation for a future exercise. Concurrent training saves time and maximises involvement.

e. *On-the-Job Training.* Many training objectives can be satisfied through on-the-job training conducted by appropriately qualified NCOs. On-the-job training can also be an effective means of raising individual standards of proficiency prior to undertaking collective training. On-the-job training should be controlled at sub-unit level, and it should be subject to evaluation.

f. *Opportunity Training.* Every opportunity should be taken to utilise spare time for training. Units may find training opportunities during maintenance periods, on extended range practices, when travelling to and from training areas or if lulls occur in exercises. At such times, the multitude
of small but collectively valuable aspects of training not normally allocated specific training time can be taught by well prepared NCOs.

g. **Resource Availability.** The sequence of training activities will be influenced by resource availability including time, qualified instructors, facilities, and training support. In periods of constrained resources it may be necessary to lower the required standards for some objectives or increase the use of simulation, but commanders should still endeavour to conduct collective training in a logical sequence. Innovation and initiative at unit and sub-unit level will often overcome resource constraints to deliver excellent collective training.

h. **Physical Location.** To avoid wasting time, it is preferable to program training that requires similar facilities at the same location successively, even if the training is slightly out of order. Soldiers should be briefed on the training program, facilities, circumstances and any bridging activities. Distant training areas should not be used unless they provide conditions otherwise unavailable.

6.40 The commander’s plan for sequencing training objectives is articulated in an outline training program. An example is at Annex C.

**Produce Commander’s Training Directive**

6.41 The output of the work completed during the design phase is a plan for training in the unit which is articulated in the Unit Commander’s Training Directive. The training directive includes detailed guidance and direction for subordinates on:

a. background issues including the reason the training is to be conducted;

b. the training priorities;

c. training objectives for all training activities (usually attached as annexes in tabular form);
d. the outline training program;

e. administrative issues including personnel and resource requirements;

f. safety and risk management; and

g. the evaluation plan.

6.42 A suggested template for a Unit Commander’s Training Directive is at Annex D.

SECTION 6-4. DEVELOPMENT OF UNIT TRAINING

6.43 Efficient and effective training requires thorough planning and preparation. Once training objectives, the evaluation plan and the outline training program have been articulated in the Unit Commander's Training Directive, training can be developed in detail.

Develop Detailed Training Program

6.44 Successful training often involves the use of different training settings and activities to support a common aim. For example, lectures, weapons lessons, field firing, simulation exercises, command post exercises and field training exercises might all be part of an overall training plan supporting one training objective. The different methods of training have to be brought together and essential details promulgated through a detailed training program. Detailed training programs are best raised at sub-unit level and provide sufficient detail to coordinate platoon training, serve as a summary, and provide everyone with sufficient information to participate in and support training as required. Generally a detailed training program provides the following information in tabular format:

a. Dates, timings and activities.

b. Instructors and other responsible personnel.

c. Location.
d. Administration including dress, equipment, rationing and rear details arrangements.

6.45 It is important that the personnel are allocated responsibility for specified training events are appropriately qualified. For example, personnel allocated responsibility for running a range practice must hold the necessary weapon and range qualifications, or personnel allocated responsibility for delivery of instruction must hold the necessary instructor and subject matter qualifications.

6.46 An example of a detailed sub-unit weekly training program is at Annex E.

Specific Planning and Preparation

6.47 Once individual responsibilities are assigned in the detailed training program, specific planning and preparation occurs. Exercises and courses are planned in detail, lessons are researched and rehearsed, and training support is arranged.

6.48 Guidance on preparing for exercises is provided in ADFP 7.0.3 Exercise Planning and Conduct. Advice on preparing for courses is available from TE/TC and in relevant LMP. Information on preparing for lessons is available in LWP-G 7-1-2 The Instructor’s Handbook.

6.49 The outputs of specific planning and preparation are the supporting instructions required to complete each of the programmed training activities. Examples of supporting instructions include:

a. Administrative instructions.
b. Safety and medical evacuation plans.
c. Outline of events.
d. Risk analysis.

6.50 Exercise scenario documentation (including narrative, problem, general idea, special ideas, the adversary construct and directing staff notes) is also developed for each
programmed training activity. This documentation must appropriately support and reinforce the specified training objective for the activity.

6.51 Many units have SOP describing the type of supporting instruction required for various training activities, including content and timelines. It is critical for the success of unit training that supporting instructions are comprehensive and timely.

Training Audience Preparation

6.52 Just as instructors and exercise control staff prepare for training, so must the training audience be given adequate warning of training activities and any preparations they need to make. The detailed training program and supporting instructions provide soldiers with the details for their training and should be issued as early as possible to provide maximum warning. Once issued, the temptation to change the program should be resisted, and any unavoidable changes must be promptly advised.

SECTION 6-5. IMPLEMENTATION OF UNIT TRAINING

6.53 Following planning, unit training is implemented in accordance with the outline and detailed training programs and supporting instructions. Skills are taught and practiced, knowledge is gained, team and unit cohesion is consolidated and attitudes are developed with the overall result being that unit training objectives are achieved. Details relevant to the conduct of individual and collective training are provided in Chapters 3 and 4 respectively.
Unit Training Implementation Considerations

6.54 The detail of unit training conduct will vary from unit to unit and activity to activity, but certain issues should be addressed by all commanders. Some key considerations for conducting unit training are:

a. **Relevance.** All training must be directed towards soldiers and officers doing the tasks demanded by their job to the required conditions and standards. Desirable knowledge and skills should only be taught once directed training objectives have been satisfied.

b. **Variety.** Wherever possible, large scale training activities should incorporate a wide range of training methodologies.

c. **Exercise/Training Control Staff.** All exercise or training activities of any significance should be monitored by formally appointed exercise or training control staff. Ideally, such personnel should have no other role for the duration of the activity (this is a mandatory requirement in some circumstances).

d. **Progression.** Training should be delivered so that knowledge and skills are progressively acquired and linked systematically to the performance of collective tasks. This issue will have been addressed in detail during the design and planning phases, but it must be re-emphasised during the conduct phase to ensure soldiers understand how their training fits into unit collective capability.

e. **Briefings.** Time must be allowed for the following:

   (1) scenario briefings if required,
   (2) safety briefings,
   (3) orders groups,
   (4) administrative briefings, and
   (5) immediate feedback.
f. **Motivation.** Soldiers must be motivated to improve and apply their skills and knowledge. Motivation can be enhanced by creating interest using realism, competitions, variety and incentives in training. Although some instruction is best conducted in the classroom or barracks setting, it should be delivered in the context of operations and realistic conditions should be introduced as soon as possible.

g. **Alternative Plans.** Commanders should have alternative plans for training in the event of bad weather or last minute changes of circumstances. This may involve different training or the use of other venues, it is important time is not wasted. Continuation or opportunity training can assist in these circumstances, if a more structured form of alternative training cannot be conducted.

h. **Realism.** Realistic training develops motivated soldiers. Aids to realism include imaginative scenarios; an operational-style information flow that includes deliberately misleading material; fatigue induced by activities such as long approach marches and digging in; feedback on the results of enemy activities such as air and ground reconnaissance; good umpiring; and the proper exercising of logistics elements.

i. **Activity Levels.** The number of field training exercises that can be conducted are limited and costly in resources. Accordingly, troops should be worked hard by concentrated activity to get the maximum training benefit.

j. **Safety.** All exercises involve risk and the appropriate safety requirements must be rigorously observed. While the requirement for realism and acceptable risk will vary with the circumstances, there is no justification for needlessly exposing troops to danger. In particular, commanders must make due allowance for the time involved in satisfying peace-time safety requirements during live firing exercises.
k. **Evaluation.** The evaluation plan developed during the design phase should not be seen as interfering with conducting training. It is an integral part of training and the only means by which training results can be judged. Evaluation must be resourced and actively supported by commanders at all levels.

I. **Ongoing Management.** Commanders retain full responsibility for ongoing personnel and unit management and administration during training activities. The conduct of training events is not a reason to delay or avoid meeting governance, reporting and personnel management requirements.

### SECTION 6-6. EVALUATION OF UNIT TRAINING

6.55 Evaluation is a critical phase of the training model. Much of the planning and preparation for evaluation occurs in earlier phases, but time and effort must be allocated to identifying and actioning opportunities for learning and improvement. Some of the results of evaluation will be applicable at unit level only, and these are to be managed by the unit lessons network. Other evaluation results will be applicable to the wider organisation and should be fed into the lessons network at the appropriate level.

6.56 Evaluation and lessons are discussed in more detail in Chapter 5.

### SECTION 6-7. ARMY TRAINING MODEL RESPONSIBILITIES IN UNITS

6.57 While the information provided in this chapter is focussed on the unit commander’s roles and responsibilities with regard to unit training, the principles can be applied to other levels of command within units. This is illustrated in Table 6–1.
## Table 6–1: Training Responsibilities in Units

<table>
<thead>
<tr>
<th></th>
<th><strong>Unit Commander</strong></th>
<th><strong>Sub-unit Commander</strong></th>
<th><strong>Junior Officer</strong></th>
<th><strong>NCO</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analyze</strong></td>
<td>Analyses formation training directive/METL/OPORD. Assesses unit proficiency to identify unit training requirements</td>
<td>Analyses unit training directive and assesses sub-unit proficiency</td>
<td>Analyses sub-unit commander’s requirements for training and evaluation and assesses section/individual proficiencies</td>
<td>Analyses reference material and assigned instructional responsibilities.</td>
</tr>
<tr>
<td><strong>Design</strong></td>
<td>Produces Unit Training Directive including: training objectives, outline training program, and evaluation plan.</td>
<td>Designs training, including sub-unit training objectives to be met prior to unit level training, similar to the unit commander.</td>
<td>Designs daily/weekly training in accordance with sub-unit commander’s direction.</td>
<td>Designs lessons, and training activities to satisfy the given objective.</td>
</tr>
<tr>
<td></td>
<td><strong>Unit Commander</strong></td>
<td><strong>Sub-unit Commander</strong></td>
<td><strong>Junior Officer</strong></td>
<td><strong>NCO</strong></td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Develop</td>
<td>Oversees detailed training program, oversees production of supporting instructions and ensures appropriate allocation of resources.</td>
<td>Develops plan for training the sub-unit within the schedule of activities provided. This includes sub-unit exercises and activities.</td>
<td>Plans and prepares group training and assigns individual training responsibilities to NCOs on a training program.</td>
<td>Develops lesson plans, arranges and confirms detailed support and training aids required.</td>
</tr>
<tr>
<td>Implement</td>
<td>Conducts unit exercises and supervises sub-unit training to meet objectives.</td>
<td>Conducts sub-unit exercises and supervises subordinates’ training to meet sub-unit objectives.</td>
<td>Conducts group training and supervises NCO instruction and training.</td>
<td>Delivers instruction, conducts individual/small group training as ordered.</td>
</tr>
</tbody>
</table>

*LWP-G 7-0-1, The Conduct of Training, 2015*
<table>
<thead>
<tr>
<th>Evaluate</th>
<th>Unit Commander</th>
<th>Sub-unit Commander</th>
<th>Junior Officer</th>
<th>NCO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluates unit performance and initiates corrective action as required.</td>
<td>Evaluates sub-unit performance and rectifies deficiencies where identified.</td>
<td>Evaluates group performance and conducts or orders corrective training as appropriate, normally on the spot.</td>
<td>Confirms individual/small group achievement of set objectives by evaluating soldier performance and correcting deficiencies as required.</td>
</tr>
</tbody>
</table>
SECTION 6-8. CONCLUSION

6.58 The success of a unit on operations depends on well-trained soldiers who are willing and proud members of cohesive teams and units, which are commanded by confident and competent leaders. These attributes must be developed, reinforced and maintained in the unit training environment. Effective training in units relies on sound analysis, timely direction and the sustained efforts of all members of the unit. The systematic application of the training model, as described in this chapter, will enable officers and NCOs to train their unit successfully.

Annex:

A. Resource Management
B. Developing Unit Training Objectives
C. Example Outline Training Program
D. Suggested Template – Unit Commander’s Training Directive
E. Example Detailed Training Programs
ANNEX A TO CHAPTER 6

RESOURCE MANAGEMENT

1. Each training activity, from sub-unit to formation, is to be linked to agreed capability outputs, roles and tasks through the Army Capability Management System (ACMS).

2. Army conducts a Training Activity and Resource Planning (TARP) cycle which employs the doctrine for mission command as its basis, and requires the conduct of a military appreciation by each subsequent level of command to define the tasks to be undertaken and the plan to be executed. The TARP cycle entails:
   a. Cascading tasks down through the chain of command and the confirmation of subordinate tasks by a superior and the development by subordinates of training, and other activity plans. These plans include the specification of resources, including support from other Services, to be undertaken so task objectives are met.
   b. The confirmation of training and activity plans, including their content, tempo and scale by a superior commander, followed by the assignment of resources and the execution of these plans over a financial year.
   c. The FWF METL is contained in the Army Functional List (AFL) on ACMS. It is the source for units to populate training activities developed under the TARP process, using ACMS as a repository of information.

3. A well designed graduated training progression will assist in achieving optimal allocation of resources against key training outcomes. An example is the conduct of training in sub-unit offensive operations which may progress through the following stages:
   a. A simulation activity which is focussed on command and control training outcomes, TTP and SOP.
b. An FTX which enables the application of the skills sets trained above, including a physical adversary which will test decision-making and the application of tactics.

c. An LFX which practices the employment of weapon systems and platform effects.

4. The conduct of the simulation activity enables issues in C2, TTP and SOP to be remediated prior to the expenditure of physical resources on either an FTX or LFX. It also allows the follow-on activities to be targeted on areas which require further improvement aligning with the methodology applied in the unit assessment.
ANNEX B TO CHAPTER 6

TRAINING OBJECTIVES

1. The tasks identified in the unit training requirement need to be developed into training objectives. Objectives are simply a formal way of stating the task (or performance), the conditions under which it is to be performed, and the standards to be reached.

Types of Objectives

2. There are three types of objectives:
   a. terminal (or final);
   b. enabling (or intermediate); and
   c. instructional.

3. Terminal Objectives. Terminal objectives at unit level describe what a unit must be able to do collectively. Unit terminal training objectives are developed from the tasks identified in the unit training requirement. The unit training directive usually includes a number of sub-unit tasks, often quite broad, from which sub-unit commanders will in turn design their sub-unit terminal objectives. However, as many of the unit commander’s training requirements as possible should be stated in the form of terminal objectives.

4. Sub-unit and individual tasks also have terminal objectives. Therefore, terminal objectives are relative to the task being examined. For example, an enabling objective for a unit task may be a terminal objective for the sub-unit, in that the task involved is the ultimate performance required of that sub-unit, but in turn enables the unit to achieve a terminal objective.

5. Although sub-unit commanders will develop terminal objectives for their sub-units, these in themselves do not allow sub-unit officers and NCOs to carry out the detailed design
and development of training; rather, they are used to first derive enabling objectives.

6. **Enabling Objectives.** The satisfactory performance of unit terminal objectives usually requires that sub-units can meet a number of objectives that contribute to the terminal objective. To determine these, unit terminal objectives are broken down into enabling objectives. These support the unit terminal objective and detail the collective tasks that must be mastered before the terminal objective can be achieved. Unit enabling objectives therefore form the basis of sub-unit training because they must first be mastered by sub-units before the unit terminal objective can be practised and tested. They form the sub-unit terminal objectives which are also in turn broken down into enabling objectives.

7. **Instructional Objectives.** In order that enabling objectives at any level may be achieved, soldiers must first possess certain individual knowledge, skills and attitudes. Instructional objectives impart these. Instruction provides the training to cover the gap between what soldiers can already do, and what is necessary to allow them to collectively perform sub-unit and unit enabling and terminal objectives. This instruction may be individual or collective, and can include a variety of training methods.

**Design of Training Objectives**

8. Many unit and sub-unit tasks are described in the relevant TMF. However, TMFs do not necessarily include all tasks for a unit, and they have not been developed for all types of units. If TMF guidance is not available, or is inappropriate to the required task, training objectives are designed in the unit.

9. The best way to design training objectives is to work backwards. The process is described in the following paragraphs using the example of a typical task for an artillery sub-unit, ‘The gun battery is to conduct a deliberate deployment by day.’
10. **Step 1.** Describe the desired result of training in terms of what the sub-unit is to be able to do. This is the task that must be achieved. In this case the task is to *conduct a deliberate deployment by day.*

11. **Step 2.** Express the conditions and standards relating to the performance of the task. Together, these comprise the terminal objective. An example is given in Table 6–2.
Table 6–2: Example of a Terminal Objective (at sub-unit level)

<table>
<thead>
<tr>
<th>Task</th>
<th>Conditions</th>
<th>Standards</th>
</tr>
</thead>
</table>
| The gun battery is to conduct a deliberate deployment by day. | 1. The battery is to conduct a deliberate deployment in daylight as part of a formation advance. The battery may be located in a hide or may be in action at a minimum distance of 4 km from the new position.  
2. Local air parity has been established and there is a minimal enemy ground threat. The threat of enemy ground counter battery fire is minimal.  
3. Deployment orders are to be provided with a time to be ready (TTBR) not less than 2 hours after the issue of the order to move. The orders are to be in accordance with Bde SOP. | To receive a satisfactory rating the battery must achieve the following standards:  
a. deploy in the area designated  
b. be able to engage the line to shoot down to  
c. be able to engage targets within the allotted zone with all guns  
d. establish fixation of battery centre and orientation of the battery director for both main and alternative positions, to within tolerances of the best method and instruments available  
e. maintain communications security throughout |
<table>
<thead>
<tr>
<th>Task</th>
<th>Conditions</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>f. use ground to advantage during all aspects of movement and during the occupation of the positions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. report ready by the TTBR</td>
</tr>
</tbody>
</table>
12. **Step 3.** Identify the enabling objectives. This is done by examining the terminal objective to determine what other objectives must be met first. This is normally done with the use of a Logic Diagram, and example of which is at Figure 6–4. In the example ‘conducted a deliberate deployment by day’ enabling objectives include ‘prepare to deploy’, ‘move to new gun area’, and ‘deploy in new gun area’. These must then be stated in terms of the task, conditions and standards. The satisfactory achievement of all three of these enabling objectives should be confirmed before the terminal objective can in turn be said to be achievable. Some enabling objectives can be further sub-divided into other enabling objectives. In turn enabling objectives are broken down further into instructional objectives. This process is continued until the subsidiary performance is an individual one.
13. **Step 4.** Identify the critical individual skills required to complete all the collective tasks in the Logic Diagram. A number of these will be common to several enabling objectives and indeed other tasks. Common sense must be applied here to avoid presenting a large list of skills that would have been acquired in prior training.

14. **Step 5.** Determine what individual training is necessary. The unit assessment undertaken during training analysis provides information on those individual knowledge, skills and attitudes already held. A simple comparison between this and what is required will lead to the production of instructional objectives.

**Testing Training Objectives**

15. Once drafted, each training objectives should be assessed against the following criteria:
   
a. Does it reflect unit readiness requirements?
b. Does it clearly articulate the task, conditions and standards?

c. Does it comply with the unit and formation training directives?

d. Is it achievable with the current standards of individual and collective training proficiency?

e. Is it achievable within extant Army safety requirements?

f. Does it constitute an efficient use of unit resources?

g. Has it been developed in consultation with appropriate internal and external stakeholders?
### ANNEX C TO CHAPTER 6

**EXAMPLE OUTLINE TRAINING PROGRAM**

<table>
<thead>
<tr>
<th>Month</th>
<th>Key Training Events/Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>27 Jan: Reduced Tempo Period conclude</td>
</tr>
<tr>
<td></td>
<td>28-30 Jan: Unit Induction Training</td>
</tr>
<tr>
<td>February</td>
<td>2-6 Feb: Force Preservation Training</td>
</tr>
<tr>
<td></td>
<td>13 Feb: Exercise Trained Soldier</td>
</tr>
<tr>
<td>March</td>
<td>Sub-unit Directed Training</td>
</tr>
<tr>
<td>April</td>
<td>Sub-unit Directed Training</td>
</tr>
<tr>
<td></td>
<td>1-7 Apr: Reduced Tempo Period</td>
</tr>
<tr>
<td>May</td>
<td>4-27 May: Reverse Cycle Training</td>
</tr>
<tr>
<td>June</td>
<td>1-12 Jun: Unit Exercise</td>
</tr>
<tr>
<td>July</td>
<td>04-31 Jul: Brigade Exercise</td>
</tr>
<tr>
<td>August</td>
<td>10-16 Aug: Reduced Tempo Period</td>
</tr>
<tr>
<td>September</td>
<td>Sub-unit Directed Training</td>
</tr>
<tr>
<td>October</td>
<td>5-23 Oct: Unit Courses Camp</td>
</tr>
<tr>
<td>November</td>
<td>Unit Maintenance Period</td>
</tr>
<tr>
<td>December</td>
<td>Reduced Tempo Period commence</td>
</tr>
</tbody>
</table>
ANNEX D TO CHAPTER 6
SUGGESTED TEMPLATE - COMMANDER’S TRAINING DIRECTIVE

Introduction

1. Background.

2. An outline of the unit commander’s requirements, or philosophy, for training.

Training Objectives

3. This section contains sub-unit tasks. They may be stated in objective form, with details of conditions and standards provided in an annex or separate document. Alternatively, required sub-unit capabilities may be given, with guidance for detailed design of objectives.

Individual Training

4. Individual training requirements based on identified weaknesses, preparation for future training, or on unit requirements for specialist skills may be specified. Reference may be made to policy or doctrinal sources for specific details.

Collective Training

5. Major directed activities and unit level exercises around which training is schedule are specified.

6. If not listed earlier, specific tasks for training are stated. Combined and joint exercises are included.

Training Support

7. Guidance on resource allocation and usage is provided.
8. Training support and coordination requirements are listed. Detail for specific activities is normally provided at training conferences or by separate instruction. Training to be conducted by formation, other units or by one sub-unit on behalf of the others may be listed in this section.

9. Training support tasks to other sub-units or units should be allotted to integral sub-units and utilised for possible training value for the providing unit.

10. Detail on recruiting, IET training and related personnel functions carried out by Ares unit personnel may be given. Alternatively separate instructions may be issued.

Conclusion

11. This section summarises the directive and provides a clear indication of the commanders requirements for training.

12. Annexes: Annexes may include detailed standards and conditions for specified tasks, the outline training program, and the evaluation plan.

13. Distribution: As required; to include formation headquarters, sub-units and supporting units.
### EXAMPLE SUB-UNIT WEEKLY TRAINING PROGRAMS

<table>
<thead>
<tr>
<th>Serial</th>
<th>Timings</th>
<th>Subject/Acty</th>
<th>Instructor</th>
<th>Troops</th>
<th>Location</th>
<th>Type</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10 Jun 14 0400-2359</td>
<td>Route March</td>
<td>OC</td>
<td>All</td>
<td>Range Road</td>
<td>Exercise</td>
<td>Battle Order</td>
</tr>
<tr>
<td>2</td>
<td>11 Jun 14 0001-1500</td>
<td>A for Ser 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>11 Jun 14</td>
<td>Administration</td>
<td>CSM</td>
<td>All</td>
<td>Coy HQ/Lines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>12 Jun 14 0700-1030</td>
<td>Company Drill</td>
<td>CSM</td>
<td>All</td>
<td>Bn Pde Ground</td>
<td>Practical</td>
<td>Drill Order</td>
</tr>
<tr>
<td>5</td>
<td>1100-1230</td>
<td>Administration and Maintenance</td>
<td>Pl Comd</td>
<td>All</td>
<td>Coy HQ</td>
<td>Administrative</td>
<td>Drill Order less weapons</td>
</tr>
<tr>
<td>6</td>
<td>1300-1630</td>
<td>Sport</td>
<td></td>
<td>All</td>
<td>Sports venues</td>
<td>Practical</td>
<td>PT attire</td>
</tr>
<tr>
<td>7</td>
<td>13 Jun 14</td>
<td>Range Practices</td>
<td>All officers</td>
<td>All</td>
<td>Greenbank range Compels</td>
<td>Practical</td>
<td>Separate instruction issued</td>
</tr>
<tr>
<td>8</td>
<td>14 Jun 14 0700-1700</td>
<td>As for Serial 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAY</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
<td>Saturday</td>
<td>Sunday</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>---------</td>
<td>-----------</td>
<td>----------</td>
<td>--------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>Signal Pl</td>
<td>Non-technical, Refit, Break pl into 2 x Sections.</td>
<td>WPNs, Revision, Assessments.</td>
<td>Section SOPs. Revision.</td>
<td>PL SOPs. Revision.</td>
<td>Pack March Cronulla.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: only 3-4 personnel available for trg.