

GOV-7: Students perform training and education tasks under appropriate Operational Environment (OE) conditions.							As of: 2012 Working Copy	
Criteria	Criteria Guidelines	References	Required Documents	Applicability				Mandatory Comments
				CoE	School/College	TR NCOA	RC	

<b>Criterion 7a (Doctrine):</b> OE complexities are analyzed and integrated into the (proponent) doctrine development process. (CAC LOO)	<b>7a(1):</b> Interview <u>doctrine developers</u> to determine if OE complexities and variables (political, military, economic, social, information, infrastructure, and physical environment and time – PMESII-PT) are analyzed and integrated as appropriate into the doctrine development process.	ADP 3-0 & JP 3-0 TC 7-100.1-4, OE WP 2009		X			OE variables and complexities are not analyzed and integrated into doctrine development process.	
	<b>7a(2):</b> Interview doctrine developers and review doctrine development process to determine if OE and threat assessments are current, relevant, and based on <b>concepts listed in Army Doctrine Publication (ADP) 3-0 for decisive action in unified land operations.</b>	ADP 3-0 & JP 3-0, TC 7-100.1-4, OE WP 2009	SOPs, working notes, process doc's	X			OE and Threat <b>does not challenge decisive action operations.</b>	
<b>Criterion 7b (Leader Development):</b> Students can analyze an OE and perform tasks/drills under appropriate OE conditions. (CAC LOO)	<b>7b(1):</b> Review instructor education program to determine if instructors are taught how to analyze an OE and are able to create learning conditions that reflect appropriate OE complexities.	TC 7-100.1-4, ADP 3-0 & JP 3-0	POIs, and lesson plans.		X	X	X	Instructors are not taught how to analyze an OE or how to integrate appropriate OE complexities into education and training.
	<b>7b(2):</b> Interview instructors, <b>cadre</b> , and students, review lesson plans, and observe training to ensure that OE complexities are incorporated into classroom work as well as practical training exercises, and that these OE complexities and their interactions are appropriate for the training audience and incorporate <b>decisive action</b> concepts and doctrine where applicable.	TC 7-100.1-4, ADP 3-0 & JP 3-0 ALDS 2009	POI, lesson plans with OE		X	X	X	OE complexities are not incorporated or not appropriate for the training audience.
	<b>7b(3):</b> Interview instructors, <b>cadre</b> , and students, review lessons plans, and observe training to ensure that OE complexities include appropriate conditions of Joint, Interagency, Inter-governmental, Multi-National ( <b>JIIM</b> ) operations (governmental and non-governmental organizations, private sector groups, contractors, host-nation forces, security/police forces, UN peacekeepers, etc.)	TC 7-100.1-4, ADP 3-0 & JP 3-0 ALDS 2009	POI, lesson plans with OE.			X	X	JIIM not included in OE integration.
	<b>7b(4):</b> Interview instructors, <b>cadre</b> , and students, review lessons plans, and observe training to determine if instructors facilitate discussions of OE complexities citing <b>decisive action</b> based examples (real world and/or training based) that support the need for operational adaptability.	TC 7-100.1-4, ADP 3-0 & JP 3-0 ALDS 2009	POI, lesson plans with OE.		X		X	No OE discussions reported or observed that highlight the challenges of operational adaptability.
	<b>7b(5):</b> Interview <b>instructor, cadre, and</b> students, review lessons plans, and observe training to determine if students appear to understand, as appropriate for their level of education, various types of threats (asymmetric and symmetric, regular and irregular) and threat-based battle-space (linear, nonlinear, contiguous, and non-contiguous) as applied to <b>decisive action</b> operations (other than OEF/OIF) along the spectrum of conflict.	TC 7-100.1-4, ADP 3-0 & JP 3-0 ALDS 2009	POI, lesson plans with OE.			X	X	Threat based doctrine not taught.

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	<b>7b(6):</b> Review proponent command training guidance (CTG) to determine that OE and its complexities are addressed as a component of training and education for <b>decisive action</b> , and that training guidance provides some measure of command expectation.	ALDS 2009	CMD Training Guidance	X	X	X	X	OE is not addressed in CTG.
	<b>7b(7):</b> Interview course instructors/cadre and review scenarios to determine if courses use a (or part of a) scenario from the TRADOC-approved <b>Common Framework of Scenarios (CFoS)</b> or approved derivative that fully represents the complexities of the OE and reflect a wide range of reasonable and feasible threats including hybrid threat.	ALDS 2009, T-Pam 525-8-2, TCP FRAGO 19 (dated 3 Feb 10)	POI, lesson plans with OE.	X	X	X		Unapproved scenarios are used.
<b>Criterion 7c (Functional Training):</b> Students can analyze an OE and perform functional tasks under appropriate OE conditions. (CAC LOO)	<b>7c(1):</b> Review instructor and cadre education program to determine if instructors and cadre are taught how to analyze an OE and are able to create learning conditions that reflect appropriate OE complexities.	TC 7-100.1-4, ADP 3-0 & JP 3-0	POIs, and lesson plans.		X	X		Instructors and cadre are not taught how to analyze an OE or how to integrate appropriate OE complexities into functional education and training.
	<b>7c(2):</b> Interview functional course instructors, cadre, and students, review lesson plans, and observe training to ensure OE complexities are incorporated into classroom work and discussions as well as any training exercise and the variables and their interactions are appropriate for the training audience and incorporate <b>decisive action</b> concepts and doctrine where applicable.	TC 7-100.1-4, ADP 3-0 & JP 3-0	POI, lesson plans with OE		X	X		OE variables and complexities are not incorporated.
	<b>7c(3):</b> Interview functional course instructors and review teaching scenarios to determine if the functional course uses a (or part of a) scenario from the TRADOC-approved <b>common scenarios CFoS</b> or approved derivative that fully represents the complexities of the OE and reflect a wide range of reasonable and feasible threats including hybrid threat.	ALDS 2009, T-Pam 525-8-2, TCP FRAGO 19 (dated 3 Feb 10)	POI, lesson plans with OE		X	X		Unapproved scenarios are used.
<b>Criterion 7d (Training Development):</b> Appropriate OE complexities are incorporated into the conditions of collective and individual tasks.	<b>7d(1):</b> Interview training developers to determine if they have the ability to identify and integrate appropriate OE complexities which create learning conditions that meet 21 <sup>st</sup> Century Soldier Competency learning outcomes	TC 7-100.1-4, FM 7-0, ADP 3-0 & JP 3-0	POIs, and lesson plans.	X	X	X		Training developers lack the ability to identify and integrate OE complexities into learning conditions.
	<b>7d(2):</b> Interview training developers and review their training development SOP to determine if the <b>OE is being taught as a concept</b> and is integrated throughout the TRADOC common core and instructional material as part of the task "Condition" statement	TC 7-100.1-4, ADP 3-0 & JP 3-0	SOP, POIs, lesson plans	X	X			OE is not addressed.
	<b>7d(3):</b> Interview training developers and review training development	TC 7-100.1-4,	POI, lesson	X	X			No process to identify changes in

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Tasks are modified to maximize adaptation and reflect changes in the OE. (CAC LOO)	process to determine how the institution periodically and/or dynamically updates lesson plans to address changes in the OE within their course content.	ADP 3-0 & JP 3-0, <b>OE WP 2009</b>	plans with OE					the OE that impact their course content.
	<b>7d(4):</b> Interview training developers and review teaching scenarios to determine if the proponent uses a scenario from the TRADOC-approved CFoS or approved derivative that fully represents the complexities of the OE and reflect a wide range of reasonable and feasible threats including hybrid threat.	<b>ALDS 2009, T-Pam 525-8-2, TCP FRAGO 19 (dated 3 Feb 10)</b>	POI, lesson plans with OE	X	X	X		Unapproved scenarios are used.
	<b>7d(5):</b> Interview training developers and review lesson plans to determine if operational variables (PMESII-PT) and mission variables (METT-TC) are incorporated as a component for <b>decisive action</b> operations.	ADP 3-0 (Chapter 1)	POI, lesson plans with OE	X	X			Operational variables are not taught.
	<b>7d(6):</b> Interview training developers to determine the use and feasibility of integrating Training Brain applications that enhance student experiences during learning and leader development opportunities. Review sample of lesson plans to determine relevancy of OE complexities, and the "live data" from TRADOC Central Training Database (currently resident in the Training Brain Operations Center) is integrated for currency.	<b>TRADOC Pam 525-8-2, TRADOC Pam 525-8-3</b>	POI, lesson plans with OE	X	X			Feasible but not used or integrated Not current or relevant (TBOC data not used).
<b>Criterion 7e (Training Support):</b> OE related training support facilities, capabilities, and resources are available, used, and relevant to emphasize OE complexities (CAC LOO).	<b>7e(1):</b> Interview instructors, <b>cadre</b> , and training developers to determine if required <b>OE related resources are available</b> within the integrated training environment (LVC-G) needed to replicate OE complexities within their scenarios and training venues.	<b>TRADOC Pam 525-8-3, OE WP 2009, FM 7-0</b>	POI, lesson plans with OE	X	X	X		OE complexities not replicated or no resources available.
	<b>7e(2):</b> Interview appropriate personnel (S3/G3s, Range Control, etc) and review of training <b>ranges and facilities</b> to determine their feasibility in replicating various complexities of the OE (e.g. availability of non-combatant targets on rifle range, MOUT sites, etc)	<b>TC 7-100.1-4, TRADOC Pam 525-8-3</b>	POI, lesson plans with OE	X			X	OE complexities not replicated or no resources available.
	<b>7e(3):</b> Review access to and use of training aids, devices, simulators, and simulations ( <b>TADSS</b> ) to replicate OE complexities (e.g. training IED simulators, MILES, etc).	<b>TC 7-100.1-4, TRADOC Pam 525-8-3</b>	POI, lesson plans with OE	X	X	X	X	None available or used.
	<b>7e(4):</b> Interview G3/G8 or contracting agency to determine process for acquiring or contracting role players including cultural, linguistic and other special skilled <b>role-players</b> as non-traditional training resources.	<b>TC 7-100.1-4, TRADOC Pam 525-8-3</b>	POI, lesson plans with OE	X			X	No method or funding.
	<b>7e(5):</b> Interview training support organization to assess their status of their ability to address resource requirements IAW the Operational Environment Master Plan ( <b>OEMP</b> ) (Chapter 7 TBP for CoEs).	<b>TC 7-100.1-4, OEMP</b>	POI, lesson plans with OE	X			X	OEMP analysis not conducted.

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	7e(6): Interview CoE model and simulations (M&S) staff and review <u>simulation capability</u> to determine if they appropriately replicate complexities and effects of OE variables (civilians on the battlefield, commercial traffic, buildings, caves, underground tunnels, etc.)	TC 7-100.1-4, <b>TRADOC Pam 525-8-3</b>	POI, lesson plans with OE	X				M&S lacks critical capabilities in replicating the OE.
<b>Criterion 7f (OE Supports Lessons Learned Process):</b> OE helps the lessons learned process by studying variables of the OE that drive change (CAC LOO).	7f(1): Interview proponent lessons learned integration (L2I) staff to determine if <b>the study of OE implications promotes the understanding of why changes</b> in TTP occur.	- ADP 3-0 - TRADOC G2 products ( <b>Red Diamond, OE Watch, OE WP</b> )	POI, lesson plans with OE	X	X	X		<b>OE variables not used in analyzing effects that create change.</b>
	7f(2): Is the L2I staff capturing and disseminating products from the <u>TRADOC Intelligence Support Activity (TRISA) on both AKO and SIPR CALL websites?</u> If cognizant of the TRISA lessons learned products, determine how are these (or other lessons learned with significant OE implications) integrated into their developmental process on observations, insights, and lessons (OIL).	- TRADOC G2 products	POI, lesson plans with OE	X	X	X		No dissemination of Red Diamond, <b>OE Watch</b> reports, or <b>other</b> OE related lessons learned.
	7f(3): Interview proponent L2I staff and CoE instructors, and review their SOP to determine how effectively OE lessons learned (or lessons learned with significant OE implications) are being disseminated throughout the CoE.	- TRADOC G2 products	POI, lesson plans with OE	X	X	X		OE related lessons learned not disseminated.
	7f(4): Interview instructors, <b>cadre</b> , and training developers to determine if and how they <u>incorporate</u> or use OE related OIL into classroom instruction or exercises.	- TRADOC G2 products	POI, lesson plans with OE					OE related lessons learned not used.
<b>Criterion 7g (Initial Military Training):</b> Students perform education and training tasks under appropriate OE conditions. (DCG-IMT LOO)	7g(1): Review instructor/ <b>cadre</b> education program to determine if instructors are taught how to analyze an OE and are able to create learning conditions that reflect appropriate OE complexities.	TC 7-100.1-4, <b>ADP 3-0 &amp; JP 3-0</b>	POIs, and lesson plans.	X	X			Instructors/ <b>cadre</b> are not taught how to analyze an OE or how to integrate appropriate OE complexities into T&E.
	7g(2): As applicable, " <u>conditions</u> " for warrior tasks and battle drill tasks are modified to represent and integrate OE complexities (e.g. role players, urban terrain, culture, language, media, etc).	TC 7-100 .1-4, <b>FM 7-0</b>	POI, lesson plans with OE	X	X			Conditions are not modified.
	7g(3): Interview training developers and review teaching scenarios to determine if the proponent uses a scenario from the TRADOC-approved <b>CFoS</b> or approved derivative that fully represents the complexities of the OE and reflect a wide range of reasonable and feasible threats including hybrid threat variations.	<b>ALDS 2009, T-Pam 525-8-2, TCP FRAGO 19 (dated 3 Feb 10)</b>	POI, lesson plans with OE	X	X			Unapproved scenarios are used.