

| GOV-7: Students perform training and education tasks under appropriate Operational Environment (OE) conditions. | | | | | | | As of: May 2011 | |
|---|---------------------|------------|--------------------|---------------|----------------|---------|-----------------|--------------------|
| Criteria | Criteria Guidelines | References | Required Documents | Applicability | | | | Mandatory Comments |
| | | | | CoE | School/College | TR NCOA | RC | |

The Army Leader Development Strategy (ALDS) and the Army Learning Concept (ALC) for 2015 states, "Leaders must be adept at framing complex problems through design and make effective decisions with less than perfect information." The Army Capstone Concept (ACC) and the ALC state Soldiers and leaders must "develop operational adaptability" – the quality exhibited through critical thinking, comfort with ambiguity and decentralization, and the ability to make rapid adjustments based on a continuous assessment of the situation. To better prepare Soldiers and leaders to conduct Full Spectrum Operations (FSO), Army schools and centers must create training conditions that provide the right mix of operational complexities that force Soldiers to think through ambiguous situations while still accomplishing their mission.

| | | | | | | | | |
|--|---|--|--|---|---|---|---|--|
| Criterion 7a (Doctrine): OE complexities are analyzed and integrated into the (proponent) doctrine development process. (CAC LOO) | 7a(1): 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. | ALDS; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; & FM 3-0. | Proponent level doctrinal documents, SOPs, working notes | X | | | | OE variables and complexities are not analyzed and integrated into doctrine development process. |
| | 7a(2): Interview doctrine developers and review doctrine development process to determine if OE and threat assessments are <u>current, relevant, and full spectrum</u> based. | ALDS; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; & FM 3-0. | SOPs, working notes, process documents | X | | | | OE and Threat is not full spectrum based. |
| Criterion 7b (Leader Development): Students can analyze an OE and perform tasks/drills under appropriate OE conditions. (CAC LOO) | 7b(1): 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. | ALDS; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; & FM 3-0. | POIs, lesson plans with OE | | X | X | X | Instructors are not taught how to analyze an OE or how to integrate appropriate OE complexities into education and training. |
| | 7b(2): Interview instructors 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 full spectrum concepts and doctrine where applicable. | ALDS; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; & FM 3-0. | POI, lesson plans with OE | | X | X | X | OE complexities are not incorporated or not appropriate for the training audience. |
| | 7b(3): Interview instructors and students, review lessons plans, and observe training to ensure that OE complexities include appropriate conditions of Joint, Interagency, Inter-governmental, Multi-National (JIIM) operations (governmental and non-governmental organizations, private sector groups, contractors, host-nation forces, security/police forces, UN peacekeepers, etc.) | ALDS; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; & FM 3-0. | POI, lesson plans with OE. | | X | X | | JIIM not included or considered in OE integration process. |
| | 7b(4): Interview instructors and students, review lessons plans, and observe training to determine if instructors facilitate discussions of OE complexities citing full spectrum based examples (real world and/or training based) that | ALDS; ACC; ATC; ALC for 2015; TR 350- | POI, lesson plans with OE. | | X | X | | No OE discussions reported or observed that highlight the challenges of operational |

| GOV-7: Students perform training and education tasks under appropriate Operational Environment (OE) conditions. | | | | | | | As of: May 2011 | |
|---|---------------------|------------|--------------------|---------------|----------------|---------|-----------------|--------------------|
| Criteria | Criteria Guidelines | References | Required Documents | Applicability | | | | Mandatory Comments |
| | | | | CoE | School/College | TR NCOA | RC | |

| | | | | | | | | |
|--|---|--|---------------------------|---|---|---|---|---|
| | support the need for operational adaptability. | 70; FM 7-0; & FM 3-0. | | | | | | adaptability. |
| | 7b(5): Interview 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 full spectrum operations (other than OEF/OIF) along the spectrum of conflict. | ALDS; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; & FM 3-0. | POI, lesson plans with OE | | X | X | | Threat based doctrine not taught. |
| | 7b(6): Review proponent command training guidance (CTG) to determine that OE and its complexities are addressed as a component of training and education for FSO, and that training guidance provides some measure of command expectation. | ALDS; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; & FM 3-0. | CMD Training Guidance | X | X | X | X | OE is not addressed in CTG. |
| | 7b(7): Interview instructors and students, and review courseware to determine if <u>culture and foreign language</u> considerations are integrated and discussed. | ALDS; ACC; ATC; ALC for 2015; TR 350-70; AFLCS. | Access to AKO | X | X | X | | Culture and foreign language considerations are not integrated or discussed. |
| Criterion 7c (Functional Training): Students can analyze an OE and perform functional tasks under appropriate OE conditions. (CAC LOO) | 7c(1): 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. | ALDS; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; & FM 3-0. | POIs, and lesson plans | | X | X | | Instructors are not taught how to analyze an OE or how to integrate appropriate OE complexities into functional education and training. |
| | 7c(2): Interview functional course instructors 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 full spectrum concepts and doctrine where applicable. | ALDS; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; & FM 3-0. | POI, lesson plans with OE | | X | X | | OE variables and complexities are not incorporated. |
| | 7c(3): 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 <u>common scenarios CFoS</u> 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; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; & FM 3-0. | POI, lesson plans with OE | | X | X | | Unapproved scenarios are used. |
| Criterion 7d (Training) | 7d(1): Interview training developers to determine if they have the ability to identify and integrate appropriate OE complexities which create learning | ALDS; ACC; ATC; ALC for | POIs, and lesson plans | X | X | X | | Training developers lack the ability to identify and integrate OE |

| GOV-7: Students perform training and education tasks under appropriate Operational Environment (OE) conditions. | | | | | | | As of: May 2011 | |
|---|---------------------|------------|--------------------|---------------|----------------|---------|-----------------|--------------------|
| Criteria | Criteria Guidelines | References | Required Documents | Applicability | | | | Mandatory Comments |
| | | | | CoE | School/College | TR NCOA | RC | |

| | | | | | | | | |
|---|--|--|---------------------------|---|---|---|--|--|
| Development): Appropriate OE complexities are incorporated into the conditions of collective and individual tasks. Tasks are modified to maximize adaptation and reflect changes in the OE. (CAC LOO) | conditions that meet 21 st Century Soldier Competency learning outcomes | 2015; TR 350-70; FM 7-0; & FM 3-0. | | | | | complexities into learning conditions. | |
| | 7d(2): Interview training developers and review their training development process to determine if the <u>OE is being taught as a concept</u> and is integrated throughout the TRADOC common core and instructional material as part of the task "Condition" statement | ALDS; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; & FM 3-0. | SOP, POIs, lesson plans | X | X | | | OE is not addressed. |
| | 7d(3): Interview training developers and review training development process to determine how the institution periodically and/or dynamically updates lesson plans to address changes in the OE within their course content. | ALDS; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; & FM 3-0. | POI, lesson plans with OE | X | X | | | No process to identify changes in the OE that impact their course content. |
| | 7d(4): 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. | ALDS; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; FM 3-0 & TRADOC CFoS Directive. | POI, lesson plans with OE | X | X | X | | Unapproved scenarios are used. |
| | 7d(5): Interview training developers and review lesson plans to determine if operational variables (PMESII-PT) and mission variables (METT-TC) are incorporated as a component <u>for full spectrum</u> operations. | ALDS; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; & FM 3-0. | POI, lesson plans with OE | X | X | | | Operational variables are not taught. |
| | 7d(6): Interview training developers to determine the use and feasibility of integrating Training Brain applications that enhance student experiences during learning and leader development opportunities. | ALDS; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; & FM 3-0. | POI, lesson plans with OE | X | X | | | Feasible but not used or integrated. |
| Criterion 7e (Training Support): OE related training support facilities, capabilities, and | 7e(1): Interview instructors and training developers to determine if required <u>OE related resources are available</u> within the integrated training environment (LVC-G) needed to replicate OE complexities within their scenarios and training venues. | ALDS; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; & FM 3-0. | POI, lesson plans with OE | X | X | X | | OE complexities not replicated or no resources available. |
| | 7e(2): Interview appropriate personnel (S3/G3s, Range Control, etc) and | ALDS; ACC; | POI, lesson | X | | | X | OE complexities not replicated or |

| GOV-7: Students perform training and education tasks under appropriate Operational Environment (OE) conditions. | | | | | | | As of: May 2011 | |
|---|---------------------|------------|--------------------|---------------|----------------|---------|-----------------|--------------------|
| Criteria | Criteria Guidelines | References | Required Documents | Applicability | | | | Mandatory Comments |
| | | | | CoE | School/College | TR NCOA | RC | |

| | | | | | | | | |
|--|--|--|---------------------------|---|---|---|---|--|
| resources are available, used, and relevant to emphasize OE complexities (CAC LOO). | review of training <u>ranges and facilities</u> to determine their feasibility in replicating various complexities of the OE (e.g. availability of non-combatant targets on rifle range, MOUT sites, etc) | ATC; ALC for 2015; TR 350-70; FM 7-0; & FM 3-0. | plans with OE | | | | | no resources available. |
| | 7e(3): Review access to and use of training aids, devices, simulators, and simulations (<u>TADSS</u>) to replicate OE complexities (e.g. training IED simulators, MILES, etc). | ALDS; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; & FM 3-0. | POI, lesson plans with OE | X | X | X | X | None available or used. |
| | 7e(4): Interview G3/G8 or contracting agency to determine process for acquiring or contracting role players including cultural, linguistic and other special skilled <u>role-players</u> as non-traditional training resources. | ALDS; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; & FM 3-0. | POI, lesson plans with OE | X | | | X | No method or funding. |
| | 7e(5): Interview training support organization to assess their status of their ability to address resource requirements IAW the Operational Environment Master Plan (<u>OEMP</u>) (Chapter 7 TBP for CoEs). | ALDS; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; & FM 3-0. | POI, lesson plans with OE | X | | | X | OEMP analysis not conducted. |
| | 7e(6): Interview CoE model and simulations (M&S) staff and review simulation capability to determine if they appropriately replicate complexities and effects of OE variables (civilians on the battlefield, commercial traffic, buildings, caves, underground tunnels, etc.) | ALDS; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; & FM 3-0. | POI, lesson plans with OE | X | | | | M&S lacks critical capabilities in replicating the OE. |
| Criterion 7f (Lessons Learned): OE applicable lessons learned are captured and disseminated, and applied to applicable core functions (CAC LOO) | 7f(1): Interview proponent lessons learned integration (L2I) staff to determine if and how lessons learned with significant OE implications, (e.g. where OE complexities were a driver that created a change in TTP) are <u>captured</u> . | TR 350-70; AR 11-33. | POI, lesson plans with OE | X | X | X | | |
| | 7f(2): Are the L2I staff capturing and disseminating "Red Diamond" products from TRADOC Intelligence Support Activity (TRISA) on both AKO and SIPR CALL websites? 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). | TR 350-70; AR 11-33. | POI, lesson plans with OE | X | X | X | | No dissemination of Red Diamond reports or OE related lessons learned. |
| | 7f(3): Interview proponent L2I staff and CoE instructors, and review their | TR 350-70; AR | POI, lesson | X | X | X | | OE related lessons learned not |

| GOV-7: Students perform training and education tasks under appropriate Operational Environment (OE) conditions. | | | | | | | As of: May 2011 | |
|---|---------------------|------------|--------------------|---------------|----------------|---------|-----------------|--------------------|
| Criteria | Criteria Guidelines | References | Required Documents | Applicability | | | | Mandatory Comments |
| | | | | CoE | School/College | TR NCOA | RC | |

| | | | | | | | | |
|--|---|---|---------------------------|---|---|---|--|--|
| | SOP to determine how effectively OE lessons learned (or lessons learned with significant OE implications) are being disseminated throughout the CoE. | 11-33. | plans with OE | | | | | disseminated. |
| | 7f(4): Interview instructors and training developers to determine if and how they <u>incorporate</u> or use OE related OIL into classroom instruction or exercises. | TR 350-70; AR 11-33. | POI, lesson plans with OE | X | X | X | | OE related lessons learned not used. |
| Criterion 7g (Initial Military Training): Students perform education and training tasks under appropriate OE conditions. (DCG-IMT LOO) | 7g(1): 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. | ALDS; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; & FM 3-0. | POIs, and lesson plans | X | X | | | Instructors are not taught how to analyze an OE or how to integrate appropriate OE complexities into education and training. |
| | 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). | ALDS; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; & FM 3-0. | 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 <u>common scenarios</u> 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. | FM 7-100.1-4, FM 3-0 & JP 3-0, ALDS; ACC; ATC; ALC for 2015; TR 350-70; FM 7-0; FM 3-0; & TRADOC CFoS Directive | POI, lesson plans with OE | X | X | | | Unapproved scenarios are used. |