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Training Support Package Determination Methodology

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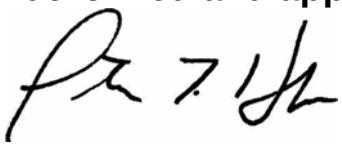

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14. ABSTRACT *(Maximum 200 words)*:

This Research Product describes a methodology for specifying needs for future training support packages. It includes a series of templates and associated questions to be completed and answered by training developers. Application of the methodology results in a list of training support packages, described in terms of the echelons and tasks to be trained. The methodology also results in prioritization of the training support packages to be produced.

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September 2006

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Personnel Performance and Training

TRAINING SUPPORT PACKAGE DETERMINATION METHODOLOGY

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TRAINING SUPPORT PACKAGE DETERMINATION METHODOLOGY

Introduction

The purpose of this project was to assist the Unit of Action Maneuver Battle Lab (UAMBL) at Fort Knox with developing an objective means of determining required future collective training support packages (TSPs), along with a means to prioritize the TSPs. The initial application of this methodology was a proof of principle for the Future Combat Systems (FCS) Spin Out 1 (SO1) technologies to be fielded to the Evaluation Brigade Combat Team (EBCT) in 2008. Since this methodology can be used by institutions and training development organizations as well as operational units, a procedure tailorable to user needs was required. These needs range from a quick guide to assist in identifying commonly known supporting tasks and TSP requirements to the detailed analysis necessary for evolving tasks and unclear training requirements. As a result, the TSP determination methodology includes procedures designed to focus on both known tasks and immature or evolving tasks. The methodology described in this product walks the training developer through a logical thought process that considers all areas that could impact TSP development requirements. The methodology does not provide a solution to what specific contents should be placed into a TSP, but it does provide for focus on the developer's specific needs.

Training Support Package Determination Methodology Overview

The TSP determination methodology provides training developers and/or decision-makers a set of tools to consistently consider and analyze key training variables required to produce optimally tailored/resourced collective TSPs for any echelon. The methodology is divided into three distinct phases which are initiated upon receipt of a training mission and/or training guidance. These phases are:

Phase I. Identify the potential tasks
Phase II. Organize the selected tasks into TSPs
Phase III. Prioritize the TSPs

A series of 11 baseline questions and 8 templates are provided as part of the methology to facilitate training variable consideration, analysis, decision-making and uniform data collection for each phase. The 11 questions are spread throughout the first two phases and are designed to ensure continuity of thought and consistency of variable consideration and analysis for the most prevelant training variables requisite to sound training design and development. The templates further facilitate this process by organizing and recording pertinent data and decisions into definable products.

Figure 1 is the TSP determination methodology flowchart. It represents a simplified view of the methodology using a "yes or no" process. For instance, after producing Template 1 the developer determines if a Combined Arms Training Strategy (CATS) is available. If it is, analysis is simplified and production flows into Templates 2 and 4. If no CATS is available, the developer must do more detailed analysis to produce Template 3 before work begins on Template 4. Templates 2, 3, 5, and 6 are marked with dashed lines which signify that they may

or may not be needed. Templates 2 and 3 are used based on information availability while Templates 5 and 6 are used based on training requirements and user needs.

It is highly recommended that first time users of this methodlogy review these questions and templates (appendices A-C) before beginning Phase I of the methodology. Examples of completed templates (using the FCS SO1 technologies) can be found in Appendix B, while the complete SO1 proof of principle can be found on the attached CD.

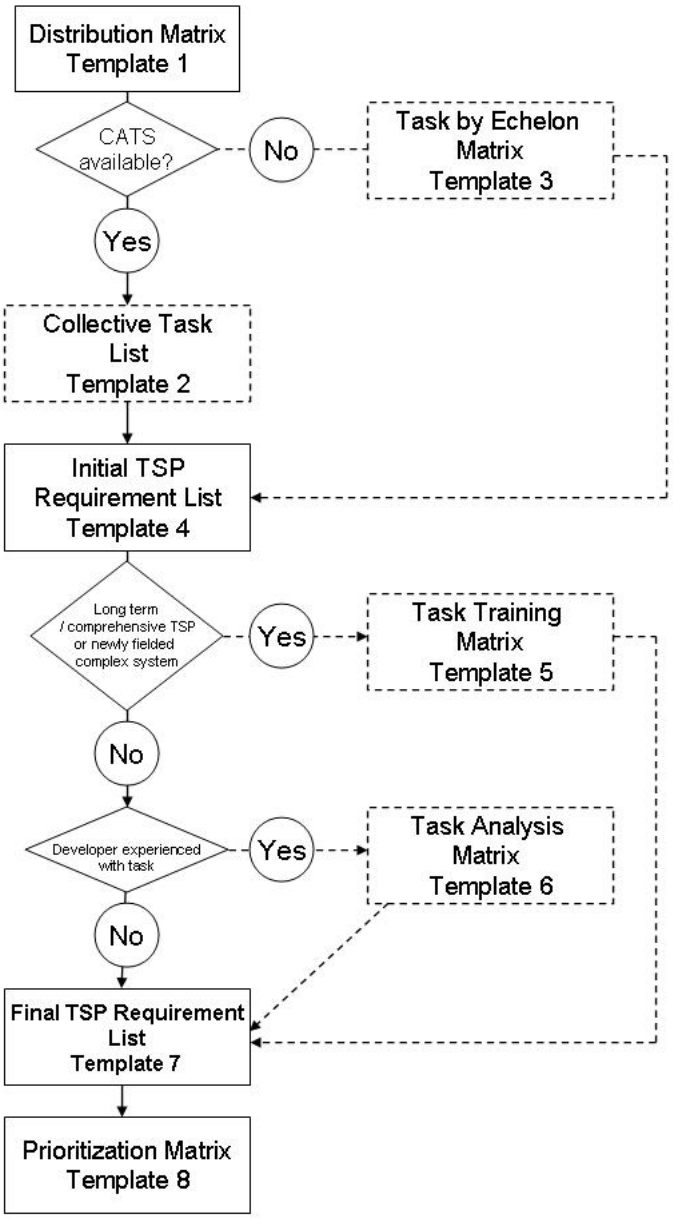


Figure 1. TSP determination methodology flowchart.

This methodology uses several symbols to highlight information. Critical information, such as methodology concepts and product summaries, is highlighted in a box to focus the user's attention on a key issue. Questions that are designed to assist the user with mission analysis are labeled "Q1" through "Q11." Answers to the questions do not need to be written out on a template. They are intended to stimulate and focus the developer's thoughts. Sections of this document that introduce a required product are annotated by a small box □. **Templates 1-8** are in bold to highlight references to products developed from this methodology. Blank templates are shown in Appendix A. Electronic versions are included on the attached CD for training developers' use.

Although the methodology is intended to be executed sequentially, the inextricable linkages that exist between the planning consideration variables and decisions made within each phase will cause the developer to move forward and backward between steps in order to ensure complete analysis and continuity of thought throughout the process. An example of this is the continued referral to data on Templates 1, 2, and 3 throughout Phases I and II.

Training and Doctrine Command (TRADOC) is the Army proponent for TSPs. This headquarters has produced TRADOC Regulation 350-70, "Systems Approach to Training Management, Process, and Products." Part V, Chapter V-7 (url: http://www.tradoc.army.mil /tpubs/regs/r350-70/350_70_v_7.htm#V-7) specifically discusses TSPs. Paragraph V-7-3 a. defines a TSP as, "… a complete, exportable package integrating training products, materials, and information necessary to train one or more critical tasks. Its contents will vary depending on the training site and user."

Methodology Execution

Phase I: Identify the Potential Tasks

Overview. This phase requires the developer to research existing training literature and doctrine for the appropriate tasks required to meet the training objectives. Tasks for Phase I products can be drawn from these sources:

- Combined Arms Training Strategy (CATS)
- Army Universal Task List (AUTL)
- Universal Joint Task List (UJTL)
- Army Doctrinal Manuals
- Mission Essential Task List (METL), which is unit/organization specific and normally based on:
    - Wartime operations plans (OPLANS)
    - Enduring combat capabilities (the unique contributions a type of unit makes to ensure the Army successfully accomplishes any mission, anytime, anywhere)
    - Operational environment
    - Directed missions
    - External guidance
- Operational concepts
- Requirements documents
- Databases from the proponent or development organizations that are overseeing new equipment or capabilities being fielded to the Army.

Q1: What decisions impacting on TSP development have already been made?

- What decisions have been made concerning TSP development and production?
- What is the decision-maker's training guidance?
- Have long-term TSP requirements been developed and approved? Where does this set of TSPs fall into the master plan?
- What is the master TSP development timeline?
- When does the training audience require the TSPs, in which sequence?
- For new equipment/technology, what is the Basis of Issue Plan (BOIP) (**Template 1**, Distribution Matrix)?
- When will new systems be fielded to units ready to train?

 Do Distribution Matrix (Appendix A, **Template 1**).

Identify what echelons (e.g., infantry platoon or engineer company) have new equipment and/or training capability gaps. Capability gaps are defined as the difference between a unit's current training level and desired training level. Completion of the distribution matrix will focus the developer on the echelons requiring one or more TSPs. This list gives an echelon focus for task selection with the Collective Task List (**Template 2**) or Task by Echelon Matrix (**Template 3**), resulting in an Initial TSP Requirements List (**Template 4**) at the start of Phase II.

 Do Collective Task List (Appendix A, **Template 2**). *This spreadsheet is used when a CATS or METL is available (if not, go to **Template 3**).*

Develop **Template 2** for tasks required at each of the echelons indicated by completion of the distribution matrix (**Template 1**). Each task group (consisting of one critical and several supporting tasks) taken from the CATS will already be associated with an echelon; METL tasks will require identification of supporting tasks. Ensure that all tasks appropriate to the identified **Template 1** echelons and overall training objectives are consolidated on Template 2. Appendix C, Collective Task Identification, discusses task selection in greater detail.

 Do Task By Echelon Matrix (Appendix A, **Template 3)**. *This spreadsheet is only used when a CATS or METL is **un**available to the user.*

Template 3 has utility if a new capability is quickly fielded to the Army before TRADOC can develop a CATS or other training literature. The proponent or developer of the capability will most likely be able to provide draft tasks to the user. A review of the Army Universal Task List (AUTL) will also assist in selecting appropriate tasks. The source of these collective tasks might not separate them into primary and supporting tasks nor specify what echelons must execute them. Consolidate the tasks appropriate to each of the levels indicated by completion of the distribution matrix (**Template 1**). **Template 3** provides a means to allocate these tasks to the echelons requiring TSPs, including those echelons that command and control (C2) units executing the tasks. Appendix C discusses task selection in greater detail.

At the completion of this phase, the developer will have the following products for continued analysis:

- A distribution matrix (**Template 1**) identifying echelons.
- A collective task list (**Template 2**), used when a CATS is available, or
- A task by echelon matrix (**Template 3**), used when CATS is not available.

Phase II: Organize the Selected Tasks into TSPs

Overview. After identifying echelons requiring one or more TSPs (**Template 1**) and the potential tasks (**Templates 2 or 3**), the user will conduct an initial refinement of tasks and TSPs on **Template 4**. **Templates 5 and 6** are optional, as discussed later in this section. This Phase will conclude when the final TSP requirement list (**Template 7**), which includes a refined task breakdown per TSP, is completed. The user will consider the questions in Phase II in order to:

a. Refine knowledge and understanding of the training environment in which the TSPs will be used.

b. Determine specific unit or training event peculiarities that may impact on TSP contents.

c. Specify TSP requirements needed to meet the commander/decision-maker's guidance.

Analysis gained from Phases I and II will prove beneficial during actual TSP development.

 Develop the Initial TSP Requirements List (Appendix A, **Template 4**):

The initial TSP requirements list either refines the collective task list (**Template 2**) or facilitates the organization and refinement of the task by echelon matrix (**Template 3**) into **Template 4.** Tasks will be associated with each potential **Template 1** echelon based on training objectives and training guidance.

The user can conduct a great deal of refinement on the tasks and TSPs when initially developing **Template 4**. These refinements will continue as questions 2-11 are considered, and can be impacted by the results of the task training matrix (**Template 5**) and the task analysis matrix (**Template 6**). An experienced trainer could develop an initial TSP requirements list that needs little refinement before the decision maker judges it as final. Inexperienced personnel may find that after considering all the questions in Phase II much additional sorting of tasks is required. The initial TSP requirements list will evolve into the final TSP requirements list by the conclusion of Phase II.

When organizing tasks into TSPs, the developer will be faced with two basic options for **Template 4**: either a CATS and/or METL are available, or they are not. General considerations for the two options are listed below. Specific discussion on task selection for TSPs follows the two options described below.

For CATS/METL based collective task lists:

- CATS task groups are designed as starting points for selection of related tasks. The developer will go to the CATS applicable to the echelons identified in **Template 1** and find the task groups for those echelons. He will make an initial assessment in changing specific supporting tasks to better complement the critical tasks, based on the desired training focus of each TSP.
- Separation of tasks into more than one TSP per echelon may be required for the following reasons:
  - Some task groups may contain too many tasks to feasibly train during a training event and require separation into two or more TSPs.
  - Some task groups may not contain all supporting tasks needed to meet specific training objectives.

For non-CATS based collective task lists (usually for newly emerging capabilities):

- The developer may be required to designate critical tasks with likely supporting tasks (use the CATS framework as a guideline for the task groups). Critical tasks will be based on the most important missions the capability will be used for, in conjunction with attack, defend, security, stability, and civil support operations. Existing doctrine, training literature, and/or concept papers on the capability will assist in selecting supporting tasks that would normally occur with the critical task. This effort results in the initial TSP requirements list (**Template 4**).
- The developer must now carefully analyze the questions in Phase II in order to fully consider the applicability of the initial TSP requirements list (**Template 4)**. Many of the tasks associated with the capability may be the same as current force tasks, only with additional or modified performance measures and steps. A review of the CATS for a similar type capability may assist in refining task groups with echelon requirements.
- From this point, the sequence of effort described in the first option (CATS/METL based) applies to this option.

Developers must determine how many tasks will be included in a given TSP. There is no correct answer, as the scope of the TSP will vary based on training circumstances and commander/decision maker desires. As a rule of thumb, 4 to 7 collective tasks in a company or below TSP is adequate for short duration situational training exercise (STX) lanes, while an extended field training exercise may include more. When organizing groups of tasks into potential TSPs, the developer will consider:

- Commander/decision-maker guidance.
- What tasks placed together create a natural sequence of events?
- Does execution of the tasks call for near simultaneous events or are the tasks spaced out in time? Multiple near simultaneous events are normally done only for units at the "run" stage of training.
- Is the TSP being developed for a specific training event only? This would generally call for a smaller number of focused tasks.
- Is the TSP being developed for long term use and re-use, as an "archival" TSP? This may allow for a greater number of tasks to be included, if the TSP is designed as a large scenario encompassing multiple types of operations over time. Often this type of TSP allows a user to pick and choose selected tasks/scenarios for focused training events as well as providing a training scenario for a higher level organization over an extended training event.
- Based on training requirements, what are the likely "After Action Review (AAR) points" where training is halted for AARs or evaluation? How will the AARs and retraining time impact on the number of tasks in TSPs developed solely for specific training events? Limited time for specific events will generally call for fewer tasks in the TSP.

If the developer knows overall training exercise time constraints and has a general concept of the training event flow from the commander/decision-maker, he can make some rough estimates. He will determine:

- Available training time for the duration of the exercise.
- The number of tasks in a given training event e.g., a STX lane, live fire exercise, constructive/virtual simulation, etc.).

- Length of time required to execute the training events (e.g., 1 ½ hour).
- The training event time must include the approximate duration of time required for both the AAR and associated movement time (e.g., 30 min).
- Time set aside for retraining.
- The developer will subtract time set aside for retraining from total available training time.
- The developer will divide the event plus AAR time (ex: 2 hours) into the remaining available training time (ex: 12 hours), providing an estimate of how many training events can be conducted in the available time (12 hours divided by 2 hours equals 6 training events).
- Multiply the average number of tasks in a given training event with the number of training events to get an estimate of how many tasks should be in the TSP. Consider that a number of supporting tasks, such as "support by fire," may be in multiple training events.

Consider command and control training requirements when identifying potential TSPs. Tasks executed at company, battery, troop, and below may cause significant additions to staff planning and preparation, creating a need for one or more TSPs at the staff level. Conversely, company, battery, troop, or below TSPs may require a component section of that unit's TSP to integrate a higher headquarters multi-echelon training requirement into the same TSP.

Continued mission analysis will refine the initial TSP requirements and associated tasks. As discussed, the following questions are designed to cause the developer to consider factors impacting on the training events conducted using the TSPs. Small numbers of TSPs with well-known tasks are likely to require simple "consideration by exception." This means the TSP developer is very familiar with the tasks and circumstances surrounding the unit who will use the TSP, and he is looking for standout issues affecting TSP development and execution. Complex, new, or large numbers of TSP requirements will create a need for expanded analysis. An example of how answers to the questions could impact on the TSPs follows:

- What tasks to select for a TSP: questions 2, 7, 10, and 11.
- Unit training level proficiency: questions 3, 8 and 9.
- The scenario/environment in which to conduct the tasks: question 4.
- Constraints on training requiring fewer tasks or tasks that do not compete for the same resources: questions 5 and 6.

Q2: How are TSPs to be ultimately nested with different echelons throughout a BCT (or higher/ other echelon if required)?

- How many higher levels of headquarters (HQs) are involved, and which of their Command Posts and/or cells are needed to train this TSP?
- Does the TSP require vertical and/or horizontal linking with other echelons to accomplish all the training objectives?
- Is the TSP designed to be used with a master TSP common scenario (mission, enemy, troops, terrain, time, and civil [METT-TC] commonality with past and future TSPs for use within the Brigade Combat Team (BCT) or other parent organization)?
- Is the training unit expected to conduct the TSP tasks as an integral part of a higher level collective task or are the tasks stand alone and applicable in a broad array of mission sets?

Q3: Does doctrine exist for the TSP tasks?

- Is the doctrine comprehensive and well-understood?
- Is there an operational need requiring specific training, even if doctrine is lacking or old?
- Is the TSP usable by schoolhouses and other institutional organizations as well as operational units?

Q4: Is the TSP being designed for a specific environment or the full spectrum of operations (FSO)?

- Can the TSP be used in multiple live, virtual, and constructive (LVC) environments or is it designed for a specific training environment?
- Can the tasks within the TSP be used in multiple geographic environments or is it for a specific environment?

Q5: What are the unit/Army training requirements?

- Will the TSP require units to have reach back capability to access data such as threat, weather, and terrain data?
- Will the TSP allow for increasing unit level of proficiency (the event can be made easier or more difficult)?
- What are the means by which higher HQ sends information to, and receives information from, its subordinates? Does the TSP integrate this?
- Will the information exchanges be established within the TSP and is the tactical scenario established that will take advantage of this better situational awareness and understanding?
- Can the training unit replicate the threat required for the tasks in the TSP?
- Is the TSP designed to be used with the unit's operational deployment equipment?

Q6: What are the resource constraints the training audience will train under?

- How much time is needed to train the tasks? Does training time available constrain TSP requirements?
- What resource constraints does the unit work under (Class III, V, VII, IX, ranges, training areas, etc.)?
- Will Joint, Interagency, and or Multinational assets be a necessary part of the TSP training requirements?
- Does the unit have the required personnel and unit equipment to use the TSP?
- How will the TSP be presented to the training audience (desktop, paper, embedded, etc.)?
- (If applicable) Will the training media development timeline support the operational training timelines?
- What will be the geographical spread of the training audience and supporting agencies/organizations?
- Are appropriate facilities available?
- What are the training aids, devices, simulators, and simulations (TADSS)/live, virtual, and constructive (LVC) requirements, and are they available to the unit?

Q7: What are the administrative constraints?

- What is the security classification of the TSP and will it hinder training?

- Are there any higher headquarters directives dictating TSP requirements?
- What are the basic guidelines and procedures for the use of combat, combat support, and combat service support systems? Will this adequately meet TSP requirements?

Q8: What are the impacts of new individual tasks on collective tasks?

- How much train up time is required for the operators/executors to learn their new tasks?
- How much training time is required for Soldiers to master their role within the new collective tasks?
- How much train up time is required for leaders on new tasks and leadership requirements?
- Will this train up be complete before executing the collective TSPs?
- Do any current force behaviors/attitudes/way of thinking change due to the new capabilities?

Q9: What are the impacts of new collective tasks on current mission sets?

- How difficult or complex are the new tasks?
- Are the new tasks performed often during an operation or mission?
- Have any changes to current standards or tactics, techniques, and procedures (TTPs) been identified?
- How important are the new capabilities to mission success?
- Do any current force behaviors/attitudes/way of thinking change due to the new capabilities?

Q10: Should the TSPs be structured by echelon (i.e., one specific size unit is the primary training audience) or multi-echelon?

- Review training objectives and guidance, the distribution matrix, and the initial TSP requirements list.
- Are the core tasks defined by echelon or by function (two or more echelons can use the same TSP)?
- How will the required collective tasks be trained?
    - Will they be executed together?
    - Do they require different training events to adequately train?
- Will the TSP be small and focused on a specific training event?
- Will the TSP be extensive, covering multiple types of operations in an overall scenario (ex: a mix of offense, defense, and surveillance, reconnaissance, and observation [SRO]), and including many component pieces?
- What are the consequences if a given TSP or group of TSPs is not available during training?

Q11: What component sections are required in the TSP and how will it be updated and or modified?

- What topics must be included in the TSP to replicate expected operational environments?
- Is it supportive of repetitive commander, staff, and or leader training (can be performed in a variety of ways)?

- What process will be used to provide the TSP developer with pertinent TTPs developed as a result of combat, on-going operations, field training, or testing exercises?
- Can modifications be standardized, controlled, and managed for use across the range of intended users of this TSP?
- If a TSP is updated, who is the central approving authority?
- What critical events would cause an adjustment to, or reprioritization of, TSP development?
- Are there any additional considerations, such as capabilities evaluation requirements or equipment tests?

 Do Task Training Matrix (Appendix A, **Template 5**). *This matrix is only needed when dealing with long term training strategies, comprehensive TSPs, or newly fielded, complex systems.*

This template is designed to facilitate the development of a detailed, progressive training plan. The developer will identify task training requirements: crawl, walk, run; live, virtual, or constructive (LVC). This matrix is most useful for development organizations and institutions when dealing with complex systems or when developing a training strategy for Army-wide use. The information from this matrix will assist in the development of a TSP and overall training strategy. (For example, the task training matrix may identify a series of tasks best performed in a virtual environment during the "walk" stage. The developer will build a TSP with those specific tasks as the critical and supporting tasks. Other "walk" tasks might not be trained until the unit is in a live environment.)

 Do Task Analysis Matrix (Appendix A, **Template 6**). *This matrix is only used for tasks with which the developer is experienced because it requires a subjective assessment based on experience.*

This template is designed to conduct task analysis to determine the difficulty, importance, and frequency of tasks. The results assist in prioritization of tasks for inclusion in TSPs and assist the commander in determining what tasks should be trained first. This analysis requires trainers experienced with the equipment, capabilities, and/or tasks to make subjective assessments. The matrix incorporates the METL assessment of the tasks as an aid to focus training during periods of limited available time. Analysis may also identify critical tasks that should be included in more than one TSP.

 Finalize the TSP Requirements List (Appendix A, **Template 7**).

Based on mission analysis refinement, adjust the supporting tasks with critical tasks, identify if there are additional TSPs required, and then match the tasks with the TSPs (Appendix B provides examples of this). General steps to follow:

- Place the (approximately) four to seven most important supporting tasks with the critical tasks associated with each TSP. The other supporting tasks are considered "below the line," where the unit will not be able to train them with the given TSP.
- Review the remaining supporting tasks to find logical groupings of similar tasks that could become a separate TSP. If the task groups potentially fall within the training objectives, identify them as a new TSP. The developer will pick an appropriate name to describe the new task group.
- Do this for all identified task groups until complete.

At the completion of this phase, the developer will have the following products for continued analysis:

- A task training matrix to guide long term planning (optional).
- A task analysis matrix useful for prioritizing tasks for specific event TSPs and to prioritize which tasks get trained first (optional-only use when the developer is very experienced with the tasks).
- A final TSP requirements list, refined from the initial TSP list.

Phase III: Prioritize the TSPs

Overview. This phase is the culmination of all previous analysis. The final TSP requirements list (**Template 7**) resulted in a series of TSPs with associated tasks. This phase takes those TSPs and assesses them based on a series of decision matrix questions, which in turn were built based on the questions and analysis conducted throughout the methodology. Each TSP will then be compared to the other TSPs to create a rank ordered set of TSPs. Once the commander or decision-maker has approved the list, development resources are allocated to production based on the priority.

Review the TSP training objectives, completed analysis and the matrices to ensure mission analysis and TSP development have considered all pertinent information to objectively develop the prioritization plan.

 Do Prioritization Matrix (Appendix A, **Template 8**).

Use the prioritization matrix for the baseline TSP priority. Answer the "yes or no" questions, which are based on the questions and analysis conducted prior to this step. Determine what, if any, criteria the approving authority considers more important than other factors (weighting considerations) and apply them to the matrix. The user may choose to include additional criteria (questions) to add to this decision matrix. Rank order the TSPs based on the score results shown in the priority matrix (**Template 8**).

The list of TSPs to be prioritized will be developed in a manner where the unweighted and weighted scores provided by **Template 8** can be listed as an aid in prioritization. An example of how to display this information follows:

Echelon/TSP	**Unweighted**	**Weighted**
Reconnaissance Squadron (RS)		
Scout Platoon (SCT PLT): Dismounted Recon/Surveillance		
Infantry (IN) PLT: Plan and Prepare for Operations		

Conclusion

Upon completion of these steps, the user will have a prioritized list of TSPs, to include associated tasks, covering all identified echelons requiring this support. When the decision-maker approves the list, developmental resources should be dedicated in the TSP sequence listed.

This will ensure that the most critical training requirements, based on specific user need, will be completed first. An example of the completed methodology for the Future Combat System Spin Out 1 capabilities can be found on the attached CD. The results of using this methodology for the SO1 technologies were provided to the Unit of Action Maneuver Battle Lab in June 2006.

Appendix A

Blank Templates

Template 1. Distribution Matrix

Purpose: This template is designed to identify all echelons impacted by new capabilities, requirements, or equipment (units on this template are tailored to Heavy Brigade Combat Team & EBCT, other units will need to tailor this template to their organization).

Steps:

1. Identify the new capability, requirement or equipment in numbered columns, on the "New capabilities" row
2. Mark echelons gaining the item with an "x." For equipment, place the total number of systems at each echelon
3. Identify where there are C2 impacts and mark appropriate echelons with "C2."
4. Boxes with an "x" and/or "C2" show initial (potential) TSP requirements.
5. Use this completed template with the collective task list (Template 2) to do the initial TSP requirements list. This matrix provides the list of potential TSPs (based on boxes marked with an "x" or "C2") used to focus task selection from the CATS or METL. If a CATS or METL is not available to make a collective task list, use this completed matrix to provide the potential TSPs for use with the task by echelon matrix (Template 3).

	1	2	3	4	5	6
New capability, requirement or basis of issue plan item						
HBCT totals						
BCT						
CDR and Staff						
HHC						
BSTB						
CDR and Staff						
HHC						
MP PLT						
CBRN Recon PLT						
Network SPT CO						
MI CO						
Analysis & Integration PLt						
TUAV PLT						
Grd Coll PLT						
CAB						
CDR and Staff						
HHC						
IN CO(x2)						
IN PLT(x6)						
Tank CO(x2)						
Tank PLT(x6)						
Scout PLT						
ENG CO						
ENG PLT(x2)						
ENG OBS SEC						
Mortar PLT						
Medical PLT						
Sniper Sec						

2 CABs are in the BCTs; double these numbers for BCT CAB totals

Recon SQD						
CDR and Staff						
HHT						
Recon TRP(x3)						
Recon PLT(x6)						
Mortar SECx3						
Fires BN						
CDR and Staff						
HHB						
Fires Battery x2						
TA PLT x1						
NLOS-LS PLT						
BSB						
CDR and Staff						
HHC						
Sup & Distro CO						
Trans PLT						
Fuel & Water PLT						
Supply PLT						
Field Maint CO						
Maint PLT						
Medical CO						
Treatment PLT						
Evac PLT						
FCS x4						
Distro PLT						
Maint PLT						

Template 2. Collective Task List

After the developer has completed Template 1 (the distribution matrix) he will gather associated tasks for each of the identified echelons. The template used for identifying the list of collective tasks (Template 2) is designed to evolve into Template 4 (the initial TSP requirements list) and ultimately into Template 7 (the final TSP requirements list). Template 2 is based on data gathering with limited initial analysis. The tasks are listed in related groups of tasks, called "task groups." Each identified task group is potentially a separate TSP. The outline for this template is shown below, along with instructions for filling it out.

Task:
Source:
Supporting Tasks:

Instructions:

Task. Annotate the overall name of the task group, such as "Conduct Area/Zone Reconnaissance." Include the impacted echelon and task number (RS Scout Platoon, 17-TS-3116).

Source. Label as CATS, METL, or other source as appropriate.

Supporting Tasks. List all collective tasks that contribute to accomplishing the task group. If using the CATS, the Army has provided an initial breakdown of tasks with supporting tasks. If the CATS are unavailable, the developer will be required to identify the task group name and supporting tasks from other sources.

Template 3. Task by Echelon

Purpose: This template is designed to identify all tasks associated with a given echelon requirement for a TSP. It is optional and will be used only when CATS is unavailable (units on this template are tailored to HBCT & EBCT, other units will need to tailor unit breakdown to their organization). Sources for these tasks may be immature, causing the developer to determine what echelons execute a given task.

Steps:

1. Identify task number and task title for all tasks associated with new requirements or capabilities
2. Mark each echelon that directly executes the task with an "x."
3. Mark each echelon that incorporates the task into their planning (usually next higher HQs or supported HQs) with "C2."
4. Use this completed template with template 1 "distribution" to determine an initial list of required TSPs (template 1 identifies what echelons are likely to need TSPs) and then place groups of tasks from this matrix against the tentative TSP echelons. Using these two templates allows the developer to double check that all levels with new equipment or capabilities have tasks assigned against them.

Task Number	Task Title	BCT	BCT CDR and Staff	BCt HHC	BSTB	BSTB CDR and Staff	BSTB HHC	MP PLT	CBRN Recon PLT	Network SPT Co	MI CO	Analysis and Int PLT	TUAV PLT	Collect Ground PLT	Combined Arms Battalion	CAB CDR and Staff	CAB HHC

IN Company	IN PLT	AR Company	AR PLT	Scout PLT	ENG Company	ENG Obstacle Section	Mortar Platoon	Medical Platoon	Sniper Section	Recon squadron	Recon CDR and Staff	HHT	Recon Troop	Recon PLT	Mortar Section	Battalion Fires	Fires CDR and Staff	HHB	Fires Battery	Acquisition Target PLT	NLOS-LS PLT	BDE Support Battalion	BSB CDR and Staff

HHC	Supply and Distribution CO	Transportation PLT	Fuel and Water PLT	Supply PLT	Maintenance Field CO	Maintenance PLT	Medical Company	Treatment PLT	Evacuation PLT	Forward Support Company	Distribution PLT	Maintenance PLT

Template 4. Initial TSP Requirements List

The information in Template 4 uses the same basic template as for Template 2. The difference is that this information is refined with analysis. The developer will determine an "above the line" and "below the line" cut. "Above the line" means that the selected supporting tasks must be included in a TSP. "Below the line" supporting tasks are those that the developer thinks do not need to be in this TSP for a given training event, or which he feels may be better placed within a different task group.

The task groups listed with Template 2 may not meet the specific training requirements of the user. The developer conducts an initial assessment, determining necessary "above the line" supporting tasks for each task group and all other supporting tasks "below the line." At this time, the developer could select appropriate supporting tasks and place them in one or more new task groups he has defined as a training requirement (and which are not listed as a separate task group in the CATS).

Task:
Source:
Supporting Tasks:
Tasks listed here are "above the line," meaning the developer considers them critical for achieving the overall training objectives of this task group

_____

Tasks listed here ("below the line") are all related supporting tasks

When a developer is using the METL as the basis for task groups, he will need to use available doctrine and training literature, as well as operational requirements, as a guide in selecting supporting tasks.

Task: Conduct Engineer Operations in Urban Terrain (EN CO)
Source: METL
Supporting Tasks:
xxxxx
xxxxx
xxxxx

Template 5. Task Training

Purpose: This template is designed to determine what means of training is most suitable for a given task or group of tasks; it identifies what groups of personnel are best suited for the training. It is optiona and is only needed when developing long term training strategies or comprehensive TSPs. It is intended as a tool to tailor TSP development and to assist leaders in determining how best to train their unit

Steps:
1. Identify task number and task title for the tasks
2. Provide a brief decription of key components of the task
3. Working through the crawl, walk, run sequence, determine what personnel are required to train the task then assign numbers 1-3 to the Live, Virtual, Constructive columns.

		rank order Live, Virtual, Constructive with a 1-3 (3 is best)	"crawl"				"walk"				"run"			
Task Number	Task Title	DESCRIPTION	PERSONNEL TRAINING	LIVE	VIRTUAL	CONSTRUCTIVE	PERSONNEL TRAINING	LIVE	VIRTUAL	CONSTRUCTIVE	PERSONNEL TRAINING	LIVE	VIRTUAL	CONSTRUCTIVE
		TS=Task Standard, TN=Task Note, PS=Performance Step, PM=Performance Measure	type of live (select pulldown)				type of live (select pulldown)				type of live (select pulldown)			
			staff and leadership				staff and leadership				staff and leadership			
			staff and leadership				staff and leadership				staff and leadership			
			staff and leadership				staff and leadership				staff and leadership			
			staff and leadership				staff and leadership				staff and leadership			
			staff and leadership				staff and leadership				staff and leadership			
			staff and leadership				staff and leadership				staff and leadership			
			staff and leadership				staff and leadership				staff and leadership			

Template 6. Task Analysis

Purpose: This template is designed only for TSP developers experienced with the assessed tasks. It draws on the user's practical experience and knowledge to determine the difficulty, importance, and frequency required for training of all tasks. It assists the decision maker in prioritizing what tasks should be included in a TSP, and can also be used to determine what tasks should be trained first.

Steps:

1. Identify task number and task title for tasks
2. Select one value for each of the 3 categories. Use the accompanying descriptions on the second sheet to help determine the values for the task.
4. Total values for each of the three categories and place in "Total" column.
5. Rank order the tasks, with the highest numbers most important for training.
6. Place METL assessment (T, P, U) against the task in the last column to assist the decision maker in determining which tasks to include in the TSP or to train.

		Difficulty			**Importance**			**Frequency**				
		How Difficult is Task to Learn			**How Important is Task to Mission Performance**			**How Frequently is Task Performed**				
Task Number	**Task Title**	Not difficult (1)	Moderately difficult (2)	Very Difficult (3)	Not Important (1)	Moderately Important (2)	Very Important (3)	Very Frequent (1)	Moderately Frequent (2)	Infrequent (3)	Total	METL Assessment (T, P, U)

Template 7. Final TSP Requirements List

Template 7 maintains the same basic design as Templates 2 and 4. The task groups listed as a completed Template 7 are the result of all training analysis conducted by the developer to determine the best mix of tasks associated with a given echelon's TSP or group of TSPs. For instance, the developer may be analyzing the infantry platoon "Protect the Force" task group. He can select similar supporting tasks from the "below the line" supporting tasks (the yyyyy tasks shown below) and make them a separate task group for a TSP. If the new task group is not listed in the CATS, the developer must assign a descriptive name, such as "Conduct Nuclear, Biological and Chemical (NBC) Operations."

Task: Protect the Force (IN PLT, 71-TS-3872)
Source: CATS
Supporting Tasks:
xxxxx
xxxxx (above the line tasks)
---
yyyyy (below the line tasks)
yyyyy
zzzzz
zzzzz

Task Group: Conduct NBC Operations
Source: CATS derivative
Supporting Tasks:
yyyyy
yyyyy

The developer may take other supporting tasks from the "below the line" supporting tasks and include them into another CATS task group. These supporting tasks may be already in that CATS task group, or the developer can add them in if they are appropriate for operational training requirements. In the example below the developer removes the zzzzz tasks from "Protect the Force" because they are already in the "Defend" task group and he feels they best support the training requirement when used in that context.

Task Group: Defend (Infantry Platoon, 71-TS-3876)
Source: CATS
Supporting Tasks:
xxxxx
xxxxx
zzzzz
zzzzz

The quantity of task groups could range from two to dozens, depending on the size and scope of the operational training requirements. The source of the task and the task number are irrelevant for prioritization, but will be useful when assessing task groups and developing the TSPs. The task groups should be sorted by specific echelon (ex: infantry platoon, engineer company, etc.) then listed by echelon name and task group name (see page 11). This list, coupled with analysis from the methodology, provides the information needed to prioritize with Template 8.

Template 8. Prioritization Matrix

Purpose: This template is designed to be used as a prioritization tool for each TSP or TSP group under consideration. The higher the "Y x W" (Yes times Weight) answer, the higher the TSP will be in the baseline prioritization. Use a copy of this template for each TSP or TSP grouping under consideration.

Steps:

1. Review analysis from the questions, referenced below as Q1 through Q11, the completed template models, and the final TSP requirements list
2. Assign a weight in the W column for each question, based on METT-TC considerations. Weight questions as 1-3; 1 least important, 3 is most important
3. Using methodology analysis, answer yes or no to the matrix questions # 1 through 16
4. Multiply "Yes" answers by the weight, then place this total in the YxW column
5. The blank rows at the bottom of the matrix marked 17 and 18 are provided for additional specific unit prioritization criteria
6. Some questions may need to be reworded to fit situation specific requirements

MQ: Matrix question (MQ) number, for use as common reference. Matrix questions have been grouped by subject, and are not in the same order as the framework questions

Qx: Second column Q (question) numbers refer to the framework primary questions that provide the background analysis to support the matrix question.

MQ	Qx	PRIORITIZATION MATRIX ON TSP(S) FOR_____	No	Yes	W	Y x W
1	Q1	Has there been Commander/decision maker guidance that makes this TSP a high priority?				
2	Q1	Does this TSP include tasks that are pre-requisite to tasks in other TSP supported events?				
3	Q1	Are TSPs available for the tasks that are pre-requisite to this TSP?				
4	Q4	Are the tasks to be trained in the TSP applicable to the full spectrum of operations in all or most geographic environments?				
5	Q5	Does the TSP address unit METL related tasks under operational deployment conditions?				
6	Q8	Will individual skills training be completed when the TSP is ready for execution?				
7	Q9	Do the new capabilities or new enabling tasks significantly change current tasks, conditions, standards and or TTPs?				
8	Q3	Is doctrine mature and available?				
9	Q3	Is there an immediate operational requirement for executing the tasks associated with the TSP?				
10	Q11	Is the TSP tailorable by the user for varied conditions and environments?				
11	Q10	Does the TSP facilitate multi-echelon training?				
12	Q2	Can this TSP be integrated into a higher HQs TSP with minimal effort, and will it add benefit to the higher TSP?				
13	Q6	Are adequate unit resources available to conduct the training as defined by the TSP?				
14	Q6	Do adequate training media exist and are they available for the unit training the TSP tasks?				
15	Q7	Is the TSP administratively supportable?				
16	Q11	Can the TSP developer easily update or modify the TSP?				
17						
18						
		Total yes score				
		Total YxW score				

Appendix B

Completed Example Templates

Template 1. Distribution Matrix

In this example, there were five basic systems for Spin Out 1 distribution:

- The Non-Line of Sight launch System (NLOS-LS).
- The Intelligence, Surveillance, and Reconnaissance Unattended Ground Sensors (ISR-UGS).
- The Urban/Military Operations on Urbanized Terrain (MOUT) Advanced Sensor System (U/MASS-UGS).
- The Intelligent Munitions System.
- The B-Kit is an interim appliqué configuration that interfaces with the Force XXI Battle Command Brigade and Below (FBCB2) system, composed of hardware software components. The B-Kit equipped vehicles can interface with UGS and the Intelligent Munitions System (IMS) to enhance the commander's situational awareness (SA).

	1	2	3	4	5
New capability, requirement or basis of issue plan item	**NLOS-LS**	**ISR-UGS**	**U/MASS**	**IMS**	**B-Kit**
HBCT totals	**6**	**64**	**48**	**52**	**75**
BCT					
CDR and Staff	C2	C2	C2	C2	C2
x1 BSTB	0	0	0	0	0
CDR and Staff		C2		C2	
MI CO					
x2 CAB	0	15 (30)	15 (30)	17 (34)	29 (58)
CDR and Staff		C2	C2	C2	4-C2
IN CO(x2)		3ea	6ea	2ea	2ea
IN PLT(x6)					1ea
Tank CO(x2)		3ea		2ea	2ea
Tank PLT(x6)					1ea
Scout PLT		3	3	3	2
ENG CO				6	1
ENG PLT(x2)					1ea
x1 Recon SQD	0	18	18	18	16
CDR and Staff		C2	C2	C2	4-C2
Recon TRP(x3)		6ea	6ea	6ea	2ea
Recon PLT(x6)					1ea
x1 Fires BN	6	0	0	0	1
CDR and Staff	**C2**				
NLOS-LS PLT	6				1
x1 BSB	0	16	0	0	0
CDR and Staff		C2			
HHC		2?			
Sup & Distro CO		2			
Field Maint CO		2			
Medical CO		2			
FCS x4		2ea			

x1	Recon SQD	0	18	18	18	16	
	CDR and Staff		C2	C2	C2	4-C2	
	HHT						
	Recon TRP(x3)		6ea	6ea	6ea	2ea	
	Recon PLT(x6)					1ea	
	Mortar SECx3						
x1	Fires BN	6	0	0	0	1	
	CDR and Staff	**C2**					
	HHB						
	NLOS-LS PLT	6				1	
	Fires Battery x2						
	TA PLT x1						
x1	BSB	0	16	0	0	0	
	CDR and Staff		C2				
	HHC		2?				
	Sup & Distro CO		2				
	Trans PLT						
	Fuel & Water PLT						
	Supply PLT						
	Field Maint CO		2				
	Maint PLT						
	Medical CO		2				
	Treatment PLT						
	Evac PLT						
	FCS x4		2ea				
	Distro PLT						
	Maint PLT						

Template 2. Collective Task List

This template lists all associated supporting tasks with the task group subject. The data shown below is from the Reconnaissance Squadron Combined Arms Training Strategy. If a Mission Essential Task List task were chosen, and no CATS was available to define the supporting tasks, the developer would need to research existing training literature and doctrine to determine what the appropriate supporting tasks would be.

Task: Conduct Area/Zone Reconnaissance (Reconnaissance Squadron Scout Platoon, 17-TS-3116)
Source: CATS
Supporting Tasks:

07-3-1134.17-RECP	Conduct Tactical Movement (Dismounted)
07-0020.34-0001	Perform Helicopter Insertion
17-3-0065.17-RECP	Conduct Troop Leading Procedures
17-3-0320.17-RECP	Infiltrate/Exfiltrate
17-3-1014.17-RECP	Conduct a Passage of Lines as Passing Unit
17-3-1016.17-RECP	Conduct Tactical Movement
17-3-1021.17-RECP	Execute Actions on Contact
17-3-1039.17-RECP	Establish an Observation Post
17-3-1110.17-RECP	Search a Building
17-3-2420.17-RECP	Bypass Threat Contact
17-3-4010.17-RECP	Conduct an Area/Zone Reconnaissance
17-3-4012.17-RECP	Reconnoiter an Obstacle/Restriction
17-3-4015.17-RECP	Conduct Urban Area Reconnaissance
17-3-4017.17-RECP	Conduct Target Acquisition
17-3-4025.17-RECP	Conduct Reconnaissance Handover
17-3-4040.17-RECP	Conduct an NBC Reconnaissance
17-3-4130.17-RECP	Conduct a Dismounted Patrol

Templates 2, 4, and 7 flow naturally together and can be written in any media that best suits the decision-maker's needs, with tools ranging from pen and paper to digital means, such as PowerPoint slides. Note that many supporting tasks are redundant within various CATS task groups. The developer may only need to determine which task group to keep the redundant supporting task. Exclusion of a task does not mean it will not get trained in a training event, it merely means that the focus of a given TSP is on other tasks.

Template 3. Task by Echelon

In this example of a task by echelon matrix, the developer used FCS NLOS tasks (a few of which are Spin Out 1 tasks). Only those echelons impacted by the tasks are shown on the matrix. When dealing with new and immature tasks that are not yet accepted throughout the training community, the developer must apply judgment to what echelons are impacted by a task. Actual training will most likely modify this assessment, and this sheet should be updated so that future training developers have a more mature set of training data to analyze.

Task Number	Task Title	BCT	BCT CDR and Staff	BSTB	BSTB CDR and Staff	Network SPT Co	Combined Arms Battalion	CAB CDR and Staff	Recon Squadron	Recon CDR and Staff	Battalion	Fires CDR and Staff	HHB	Fires Battery	LSOS-LS Section	BDE Support Bn	BSB CDR and Staff	Forward Support Company
NLOS-LS																		
FCS6-4-U6011	Conduct NLOS-LS Reload Operations														X			
FCS6-4-U6044	Perform NLOS-LS Hangfire Procedures														X			
FCS6-4-U6049	Prepare the NLOS-LS for Operation														X			
FCS6-4-U6060	Prepare the NLOS-LS Container Launch Unit (CLU) for Sling Load Operations														X			
FCS6-3-U6050	Process NLOS-Cannon and NLOS-LS Ammunition												C2		X			
FCS6-3-U6016	Control NLOS-LS PLT Operations											C2	C2					
FCS6-2-U6009	Control HHB Operations												X					
FCS6-2-U6022	Defend Against an Ambush												X					
FCS6-2-U6039	Occupy a Position Area											C2	X					
FCS6-2-U6059	Control NLOS Battery Operations												X					
FCS6-2-U6041	Perform NLOS Bn Consolidation and Reorganization		C2									C2	X					
FCS6-1-U6010	Conduct NLOS Bn Tactical Maneuver											X						
FCS6-1-U6012	Control NLOS Bn Tactical Maneuver		C2									X						
FCS6-1-U6013	Control NLOS Bn Operations		C2									X						
FCS6-1-U6018	Coordinate NLOS Bn Defense and Security Operations		C2		C2	C2		C2		C2		X						
FCS6-1-U6021	Coordinate NLOS Bn Sustainment Operations		C2									X					X	X
FCS6-1-U6025	Develop the NLOS Bn Communications Plan		C2			C2						X						
FCS6-1-U6026	Direct CSS for the NLOS Bn		C2									X						
FCS6-1-U6028	Direct NLOS Bn Communications Operations		C2									X						
FCS6-1-U6036	Establish the NLOS Bn Command Integration Cell (CIC)											X						
FCS71-6-S2002	Maintain Running Estimates		X															

Template 4. Initial TSP Requirements List

The task list below demonstrates the use of a dashed line to separate "above the line" and "below the line" tasks. In this example, the supporting tasks have been initially refined to four core supporting tasks which the developer has assessed as essential for the unit's operational requirements. Also, based on this initial assessment, those 4 supporting tasks are all that can be feasibly trained in one training event. They are shown as "above the line," while the other supporting tasks are listed as "below the line." Many of the "below the line" will move to other TSPs (other task groups) based on continued analysis.

Task: Protect the Force (Infantry Platoon, 71-TS-3872)
Source: CATS
Supporting Tasks:

07-3-1396	React to a Civil Disturbance
07-3-1423	Secure a Route
07-3-1324	Establish a Checkpoint
07-3-4036	Secure Civilians during Operations
---	---
07-3-1153	Conduct a Security Patrol
07-3-1225	Conduct Convoy Escort
07-3-1315	Employ Protective Obstacle(s)
07-3-2018	Establish an Observation Post (OP)
07-3-2027	Operate in an Electronic Warfare Environment
07-3-4009	Handle Enemy Prisoners of War
07-3-4018	Perform Resupply Operations
07-3-4045	Treat and Evacuate Casualties
07-3-5009	Conduct Consolidation and Reorganization
07-3-6000	Conduct Active Air Defense (AD) Measures Against Hostile Aircraft
07-3-6009	Conduct Passive Air Defense Measures
07-3-6018	Cross an NBC Contaminated Area
07-3-6027	Maintain Operations Security
07-3-6036	Prepare for a Chemical Attack
07-3-6045	Prepare for a Nuclear Attack
07-3-6054	React to a Chemical Attack
07-3-6063	Respond to the Initial Effects of a Nuclear Attack

Template 5. Task Training

		rank order LVC 1-3, 3 is best	"crawl"				"walk"				"run"			
Task Number	**Task Title**	**DESCRIPTION**	**PERSONNEL TRAINING**	**LIVE**	**VIRTUAL**	**CONSTRUCTIVE**	**PERSONNEL TRAINING**	**LIVE**	**VIRTUAL**	**CONSTRUCTIVE**	**PERSONNEL TRAINING**	**LIVE**	**VIRTUAL**	**CONSTRUCTIVE**
		TS=Task Standard, TN=Task Note, PS=Performance Step, PM=Performance Measure	**type of live (select pulldown)**				**type of live (select pulldown)**				**type of live (select pulldown)**			
17-3-0220.17-KPLT	ASSAULT AN ENEMY POSITION		crew	3	2	1	squad/section	3	2	1	entire unit	3	2	1
17-3-0221.17-KPLT	EXECUTE ACTIONS ON CONTACT		crew	3	2	1	squad/section	3	2	1	entire unit	3	2	1
17-3-0406.17-KPLT	RESPOND TO A CIVIL DISTURBANCE		crew	3	1	2	squad/section	3	1	2	entire unit	2	1	3
17-3-1016.17-KPLT	CONDUCT TACTICAL MOVEMENT		crew	3	2	1	squad/section	3	2	1	entire unit	3	2	1
17-3-2010.17-KPLT	CONDUCT CONSOLIDATION / REORGANIZATION		crew	3	1	2	squad/section	3	1	2	entire unit	3	1	2
17-3-2269.17-KPLT	FOLLOW AND SUPPORT		crew	3	2	1	squad/section	3	2	1	entire unit	3	2	1
17-3-2601.17-KPLT	CONDUCT HASTY OCCUPATION OF A PLT BP		crew	3	2	1	squad/section	3	2	1	entire unit	3	2	1
17-3-DRL4.17-KPLT	REACT TO INDIRECT FIRE DRILL		crew	3	2	1	squad/section	3	2	1	entire unit	2	3	1

Template 6. Task Analysis

		Difficulty			Importance			Frequency				
		How Difficult is Task to Learn			How Important is Task to Mission Performance			How Frequently is Task Performed				
Task Number	**Task Title**	Not difficult (1)	Moderately difficult (2)	Very Difficult (3)	Not Important (1)	Moderately Important (2)	Very Important (3)	Very Frequent (1)	Moderately Frequent (2)	Infrequent (3)	Total	METL Assessment (T, P, U)
17-3-0220.17-KPLT	ASSAULT AN ENEMY POSITION		2				3		2		7	P
17-3-0221.17-KPLT	EXECUTE ACTIONS ON CONTACT		2				3		2		7	T
17-3-0406.17-KPLT	RESPOND TO A CIVIL DISTURBANCE			3			3		2		8	**U**
17-3-1016.17-KPLT	CONDUCT TACTICAL MOVEMENT	1					3	1			5	T
17-2010.17-KPLT	CONDUCT CONSOLIDATION / REORGANIZATION			3			3		2		8	P
17-3-2010.17-KPLT	FOLLOW AND SUPPORT		2			2			2		6	T
17-3-2601.17-KPLT	CONDUCT HASTY OCCUPATION OF A PLT BP		2			2			2		6	P
17-3-DRL4.17-KPLT	REACT TO INDIRECT FIRE DRILL	1				2			2		5	T

Template 7. Final TSP Requirements List

The first task list shows a refined "Protect the Force" from the initial TSP requirements list shown in Template 4. The developer made a number of refinements to potential task groups, each designed to be a stand alone TSP. In this example, the developer selected all of the NBC related supporting tasks from the infantry platoon "Protect the Force" task group and made them a separate TSP task group. This task group was not listed in the CATS, so he assigned a descriptive name, "Conduct NBC Operations." He also took four other supporting tasks from "Protect the Force" and placed them (shown in **bold**) into the infantry platoon "Defend" TSP, as he felt they were better suited to be trained in that TSP. Other "Protect the Force" supporting tasks were selected for various TSPs (not shown). At this level, both these three and the other (notional) infantry platoon TSPs become part of the overall group of TSPs requiring prioritization in Template 8.

Task: Protect the Force (IN PLT) (71-TS-3872)
Supporting Tasks:

07-3-1396	React to a Civil Disturbance
07-3-1423	Secure a Route
07-3-1324	Establish a Checkpoint
07-3-4036	Secure Civilians during Operations
---	---
07-3-1225	Conduct Convoy Escort
07-3-2027	Operate in an Electronic Warfare Environment
07-3-4009	Handle Enemy Prisoners of War
07-3-4018	Perform Resupply Operations
07-3-4045	Treat and Evacuate Casualties
07-3-5009	Conduct Consolidation and Reorganization
07-3-6000	Conduct Active AD Measures Against Hostile Aircraft
07-3-6009	Conduct Passive Air Defense Measures

TSP Task Group: Conduct NBC Operations
Supporting Tasks:

07-3-6018	Cross an NBC Contaminated Area
07-3-6036	Prepare for a Chemical Attack
07-3-6045	Prepare for a Nuclear Attack
07-3-6054	React to a Chemical Attack
07-3-6063	Respond to the Initial Effects of a Nuclear Attack

Task: Defend (Infantry Platoon, 71-TS-3876)
Supporting Tasks:

07-3-1054	Conduct a Defense
07-3-1252	Conduct Overwatch and or Support by Fire
07-3-2054	Report Tactical Information
07-3-6027	**Maintain Operations Security**
07-3-1315	**Employ Protective Obstacle(s)**
07-3-2018	**Establish an Observation Post (OP)**
07-3-1153	**Conduct a Security Patrol**

Template 8. Prioritization Matrix

One matrix will be completed for each potential TSP. 127 potential TSPs were considered, based on task groups from the CATS and from FCS NLOS-LS tasks for the NLOS-LS platoon. Of these, 41 were analyzed as being appropriate to the upcoming major training events the Evaluation Brigade Combat Team would be conducting. Those 41 task groups were prioritized to assist UAMBL in determining what TSPs to develop. Note that for the Spin Out 1 prioritization matrix effort, additional criteria specific to the Spin Out 1 training events were added to assist in defining the prioritization of TSPs.

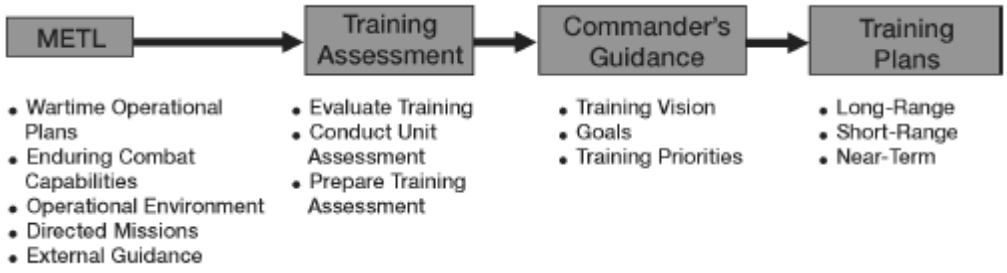
MQ	Qx	PRIORITIZATION MATRIX ON TSP(S) FOR_____ IN PLT protect the force	No	Yes	W	Y x W
1	Q1	Has there been Commander/decision maker guidance that makes this TSP a high priority?		1	3	3
2	Q1	Does this TSP include tasks that are pre-requisite to tasks in other TSP supported events?		1	2	2
3	Q1	Are TSPs available for the tasks that are pre-requisite to this TSP?		1		1
4	Q4	Are the tasks to be trained in the TSP applicable to the FSO in all or most geographic environments?		1		1
5	Q5	Does the TSP address unit METL related tasks under operational deployment conditions?		1		1
6	Q8	Will individual skills training be completed when the TSP is ready for execution?		1		1
7	Q9	Do the new capabilities or new enabling tasks significantly change current tasks, conditions, standards and or TTPs?	x		3	
8	Q3	Is doctrine mature and available?	x			
9	Q3	Is there an immediate IMS UGS and or NLOS-LS operational requirement for executing the tasks associated with the TSP?		1		1
10	Q11	Is the TSP tailorable by the user for varied conditions and environments?		1		1
11	Q10	Does the TSP facilitate multi-echelon training? for UGS, IMS, and or NLOS-LS		1	2	2
12	Q2	Can this TSP be integrated into a higher HQs TSP with minimal effort, and will it add benefit to the higher TSP?		1		1
13	Q6	Are adequate unit resources available to conduct the training as defined by the TSP?		1		1
14	Q6	Do adequate training media exist and are they available for the unit training the TSP tasks?	x			
15	Q7	Is the TSP administratively supportable?		1		1
16	Q11	Can the TSP developer easily update or modify the TSP?		1		1
17		Will this TSP be used to train for FDTE missions? (weight is # of FDTE missions the TSP trains)		1	1	1
18						
		Total yes score		14		
		Total YxW score				18

Appendix C

Collective Task Identification

Collective Task Identification Considerations

Commanders/decision-makers will normally give the TSP developer training guidance. This guidance may be very focused or very broad in nature. The developer must determine what the primary collective tasks are to achieve the overall training objectives and what types of operations to focus TSPs on, such as offense, defense, security operations, etc. Training developers will have access to the Combined Arms Training Strategies (CATS) as a guide to their training strategy. The CATS contains task groupings, each consisting of a critical collective task and a number of supporting tasks, which greatly eases research into related tasks that may be placed together in one TSP. It also includes a great amount of information involved with training each of these task groupings. Developers should also be familiar with FMs 7-0, *Training the Force*, and 7-1, *Battle-Focused Training*. Of key note, FM 7-0 describes the training planning process shown below, and FM 7-1 describes task selection from the Mission Essential Task List (METL) down to individual task selection.



The TSP developers must consider the capability gap they are trying to fix by training. To improve METL assessments, the commander should determine exactly what it is that has prevented his unit from achieving a higher assessment—the capability gap. For organizations or units fielding new equipment, the combat development community will have assessed a capability gap that the new equipment is designed to address. Using this information, plus any specific requirements of a given operational unit, the gap should be analyzed, then compared to available tasks associated with the METL deficiency or new equipment. Following is a general thought process that considers this and leads the training developer to a more focused set of tasks applicable for a given TSP. The developer should identify:

- The capabilities gap between current capabilities or state of training and required capabilities or state of training.
- The task or tasks which allow the unit to most effectively train to fill the gap. Those unfamiliar with the tasks should study the performance measures and performance steps of the task to determine its usefulness in meeting the required gap or need.
- Echelons expected to execute the tasks and the desired state of training proficiency.
    - If a high level of proficiency is desired (i.e., a "T" in the METL assessment) fewer tasks can be trained in the available time.
    - A lower desired level of proficiency is likely to increase the number of tasks trainable in the available time.

- The supporting collective tasks required to reach proficiency in each critical collective task.
    - Critical tasks are identified in the CATS as shown in the "TASK: Attack" on the next page.
    - Suitable supporting tasks are tasks that support the unit in accomplishing the standards of the overall critical collective task. They vary depending on the type of operation the unit is training for as well as the training objectives of the commander. For instance, if a unit expects to conduct offensive operations in an environment where the overall operation is stability operations, their train up may include a critical task such as "Attack by Fire." Associated supporting tasks could include, "Execute Actions on Contact" and "Conduct Tactical Movement" as well as "Support Roadblock/Checkpoint Operations" and "Respond to a Civil Disturbance."
- The level of commander (and staff) involvement required to command and control units executing the tasks.
- The sequence or priority in which these tasks should be trained.
    - If the commander/decision maker is developing a long-term TSP for use over and over, the "T, P, U" METL assessment is unlikely to be important. Those assessments may vary over time, but the task and associated TSP details remain a constant to be trained again and again.
    - If a commander is developing a TSP specific to a given training event, his METL evaluation will play a large role in the selection of which mission essential tasks his unit trains. The tasks the commander is likely to select are those with a "U" or "P" rating.
    - The supporting tasks for the critical tasks will be selected based upon the type of tactical scenario the commander/decision-maker desires to portray, and will generally be based upon operational deployment expectations. These tasks must be selected with care so that the unit can execute them before, during, or after mission essential task execution in a manner they are expected to execute if operationally deployed.

If an operational unit is developing a TSP for a specific training event, such as ramp up training for a deployment, they must know the current and desired assessments for their METL tasks. Normally the commander or subordinate commanders will provide this assessment. An example of the training strategy process and task/supporting task information that can be gained from reviewing the CATS is shown below. When coupled with the thought process in paragraph 2, the CATS example shown ("Attack," for an infantry company) represents a start point for the developer to refine the collective tasks to be trained. The unit can easily add the METL assessment after the CATS task list (an example assessment is placed with the CATS list). Note that just because the supporting tasks are shown in the CATS list does not mean the unit has to train all of them. The Commander must prioritize tasks to train based on METL and his expected operational deployment missions.

Task: Attack (IN CO) (07-TS-2473)

Source: CATS

Supporting Task(s):		**Example METL Assessment (optional)**
07-2-1000	Conduct an Attack	P
07-2-1027	Conduct a Cordon and Search in a Built-up Area	P
07-2-1090	Conduct a Movement to Contact	T
07-2-1135	Conduct a Raid	P
07-2-1243	Conduct an Ambush	T
07-2-1256	Conduct an Attack by Fire	T
07-2-1261	Conduct an Attack of a Built-up Area	P
07-2-1315	Conduct Patrol Operations	T
07-2-1324	Conduct Area Security Operations	P
07-2-1342	Conduct Tactical Movement	T
07-2-1387	Employ a Reserve Force	P
07-2-1405	Establish a Base Camp	U
07-2-1432	React to Snipers	P
07-2-1468	Take Action on Contact	T
07-2-1477	Breach an Obstacle	P
07-2-2072	Report Tactical Information	P
07-2-3000	Conduct Overwatch and or Support by Fire	P
07-2-3027	Integrate Direct Fires	P
07-2-3036	Integrate Indirect Fire Support	P
07-2-4027	Handle Enemy Prisoners of War	T
07-2-4045	Process Captured Documents and Equipment	T
07-2-4054	Secure Civilians During Operations	U
07-2-4063	Treat and Evacuate Casualties	T
07-2-5027	Conduct Consolidation and Reorganization	T
07-2-5036	Conduct Coordination	T
07-2-5135	Operate a Command Post	P

Institutions and/or development organizations will not normally use METL, but they do have the Combined Arms Training Strategy as a reference, and have access to the Army Universal Task List to assist in developing TSPs usable across the Army. They will use the same general process as shown above, minus the METL assessment. They will have additional factors other than operational deployment missions that drive the content of their TSPs. Examples include developing a TSP that can be used by any appropriate type unit in the Army or a need for specific evaluation and test requirements.

Summary

The TSPs will rarely include all possible collective tasks that a given echelon could execute. The training developer must consider the training objectives and guidance plus available resources to determine the right amount of content for the TSP.