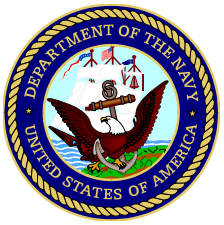
CJCS Guide 3501

The Joint Training System

A Primer for Senior Leaders



10 October 2003











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FOREWORD



Commanders at all echelons are responsible for preparing their commands to accomplish assigned missions. To be successful we must train our forces, first and foremost, on warfighting. We must train the way we intend to fight. These forces must also be ready to successfully conduct military operations other than war (MOOTW) and operate in the interagency and multi-national environment. It is every commander's business to be trained and ready. In order to plan and execute meaningful, effective training, they need *focused* guidance from joint force commanders.

This handbook is designed for joint force commanders and other senior leaders. It provides an overview of the Joint Training System (JTS) and highlights the role of our senior leadership in the execution of joint training. I strongly recommend reading this primer; it summarizes my guidance and the processes required to execute the JTS that are laid out in detail in several CJCS instructions and manuals on joint training. The foundation of a commander's training guidance to staff and subordinates is the JTS; that guidance assures focused, effective joint training. Read, learn, and apply. Effective joint training is the key to effective joint warfare.

RICHARD B. MYERS
Chairman
of the Joint Chiefs of Staff

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CJCS Guide 3501 supersedes the 1998 iteration of the JTS Primer. It was prepared and updated by US Joint Forces Command in coordination with the Joint Staff. The JTS Primer reflects the guiding principles of the JTS and its components.



Joint Warfighting Center, Suffolk, VA

This publication is approved for public release; distribution is unlimited. DOD components (to include the combatant commands), other federal agencies, and the public may obtain copies of this manual through the Internet from the CJCS Directives Home Page -- http://www.dtic.mil/doctrine/jel/cjcsg.htm. Copies are also available through the Government Printing Office on the Joint Electronic Library CD-ROM.

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Chapter 1 - Introduction

"The teams and staffs through which the modern commander absorbs information and exercises his authority must be a beautifully interlocked, smooth working mechanism. Ideally, the whole should be practically a single mind."

General Dwight D. Eisenhower
Supreme Commander, Allied Forces, World War II

This primer is designed to help combatant commanders, subordinate joint force commanders, functional or Service component commanders, and other senior officers understand the value and importance of the Joint Training System (JTS). More importantly, it will underline their role in using that system to train their forces to accomplish assigned missions.

JTS Components: Identify requirements, develop plans, execute, evaluate and assess joint training events

Definition of the JTS. The JTS is a framework used by the joint community to: identify training requirements; develop training plans; and execute, evaluate, and assess joint training events. (Joint Training Policy CJCSI 3500.01B, Page V.)

JTS aligns training with assigned mission

Importance of the JTS. The Joint Training System is your training system. In broad terms, the JTS is designed to ensure the Armed Forces of the United States are trained and prepared to promote peace and stability and to defeat adversaries. More specifically, it provides an **integrated, requirements-based method for aligning training programs with assigned missions** consistent with command priorities, capabilities, and available resources. The Joint Training Information System (JTIMS) provides automation support for the JTS. The JTS should be applied by commanders with these **five basic tenets** as guiding principles:

- *Focus on the warfighting mission*—it is the most dangerous and likely mission tasked by the Joint Strategic Capabilities Plan (JSCP).
- *Train the way you intend to fight*—training events, particularly exercise training events, should reflect realistic conditions.

- *Commanders are the primary trainers*—they are responsible at all echelons for preparing their forces to accomplish their mission.
- *Apply joint doctrine*—it establishes fundamentals of joint operations and provides guidance on how to employ forces to achieve assigned objectives.
- *Centralize planning; decentralize execution*—of training, just as would be done in real operations.

The Joint Training System is based on "mission-to-task" training

JTS in Perspective. Military training has evolved with the nature of the strategic environment. The case can be made that US and allied forces fought jointly during WWII. They did so out of necessity in order to bring the greatest **amount of force to the enemy in the most efficient** manner possible. *Training* to fight jointly, however, did not come to fruition until the 1980s. Following the Operation DESERT STORM's after action review (AAR), the Joint Chiefs of Staff determined the need to institutionalize a "mission-to-task" (requirements-based) training system. CJCS findings brought about a master plan that has evolved from events-based training to requirements-based training and is embodied in the four-phase JTS. The JTS was initiated in FY 1994 for the purpose of linking Joint Mission Essential Tasks (JMETs) to readiness.

Commander's Commitments. As a commander, what are your responsibilities within the JTS and where can command emphasis be placed with best results? The following "commitments" identify those areas where commanders have specific responsibilities:

Assign Staff Responsibilities

Designate staff responsible for joint training and ensure they use the JTS.

Develop Command JMETL

Geographic Combatant Commanders develop

their Joint Mission Essential Task List (JMETL), and distribute to supporting combatant commanders, Service component commands, combat support agencies, and the Joint Staff annually in October via JTIMS. Ensure JMETL is linked to plans and exercises and is cross walked with components. The JMETL for USEUCOM, USCENTCOM, USSOUTHCOM, USNORTHCOM, and USPACOM are due 15 October.

Provide Guidance

Provide commanders' guidance to promulgate your Joint Training Plan to component commanders and joint staff.

Approve Joint Training Plans

Geographic Combatant Commanders, publish and distribute joint training plans (JTP) and joint training schedules, (including the JMETL developed in October), in March to supporting combatant commanders, Service component commands, combat support agencies, and Joint Staff via JTIMS. The JTPs for USEUCOM, USCENTCOM, USSOUTHCOM, USNORTHCOM, and USPACOM are due 15 March.

Functional Combatant Commanders, publish and distribute JTPs and joint training schedules in May to combatant commanders, Service component commands, combat support agencies, and Joint Staff via JTIMS. The Joint Training Plans for USJFCOM, USTRANSCOM, USSTRATCOM, USSOCOM, and NORAD are due 15 May.

Combat Support Agencies publish and distribute agency training plans (ATP) including agency mission essential task list (AMETL) in July to combatant commanders, Service component commands, combat support agencies, and Joint Staff via JTIMS. The Agency Training Plans for DIA, DISA, DLA, DTRA, DCMA, NIMA, and NSA/CSS are due 15 July.

Consider Resource Availability	**Consider resources available** to meet joint training requirements. Begin prioritization of resource needs.
Add or Change Training Events	**Enter changes** to Training Events in JTIMS.
Evaluate Training	**Evaluate the effectiveness of specific training events** conducted under your training plans.
Assess Training	**Assess training performance** within the command to meet JMETL standards. Annually assess the command's proficiency using the results of multiple training events, real-world operations, experimental events, and security cooperation activities.
Submit AAR	Submit joint **after action reports** for all operations and CJCS joint training exercises.
Identify Shortfalls	**Identify** and report program and resource **shortfalls** and the **impact these shortfalls** have on your command's ability to accomplish its joint training requirements.

These commitments will be stressed throughout the pamphlet to show where the commander has specific **input** as well as overall **responsibility**.

The Bottom Line. The JTS provides you with a process to determine what capabilities you need to bring to the fight; where you need to focus your training (functions and people); what training events you will conduct that will get you, your staff, and your forces trained; and finally, how effective your training was and where to direct your training in the future.

Chapter 2 - Goals and Vision

"We need to set our course by the stars, not by the lights of every passing ship."

General Omar Bradley
Commander, 12th U.S. Army Group

No system can be expected to function properly without guidance or direction. **The long-term goal of the JTS is a US military trained and ready for coherent joint operations**. The vision for accomplishing that goal is depicted in Figure II-1 and delineated in the following paragraphs.



Figure II – 1. Joint Training System Vision

Enhance joint readiness. The JTS is designed to enhance the joint readiness of joint forces, i.e., **improve their capability to perform assigned missions**. Readiness enhancement, from a training perspective, starts by determining what tasks the joint force must do to accomplish its assigned missions. In joint trainer parlance: mission task requirements.

Commanders must always take advantage of opportunities within their control to enhance readiness, and **joint training is surely driven by the commander**.

Joint readiness in turn, is assessed and reported by the combatant commanders. Joint readiness is assessed against combatant commanders' ability to integrate and synchronize forces to meet military objectives. The primary tool for reporting joint readiness is the Joint Quarterly Readiness Review (JQRR). The JQRR provides the CJCS a current and broad assessment of the joint force's ability to execute strategic guidance.

Translate Military Strategy to Training Events

Align Joint Training with Strategy. Strategic guidance gives four objectives: defend the homeland, promote security and deter aggression, win the nations wars, and ensure military superiority. The Joint Strategic Capabilities Plan (JSCP), Unified Command Plan (UCP), Theater Security Cooperation Plan (TSCP), treaties, etc., provide commanders with some very specific missions they must accomplish. The JTS process is designed to focus on training joint forces to the specific capabilities required to accomplish those missions.

Interoperability Training is a Component Responsibility



Improve Interoperability. The ability of systems, units, or forces to provide services to and accept services from other systems, units, or forces is critical to successful operations. Taken a step further, the ability to use the exchanged forces to operate effectively together further defines interoperability. From a JTS perspective, interoperability training is a component responsibility. An example of Service sponsored component interoperability might include air-to-air refueling between aircraft from different Services. The Universal Joint Task List (UJTL), CJCSM 3500.04C, is a tool to aid in improving interoperability. It identifies a common language to

help communicate and accomplish mission requirements. This publication will be discussed further in Chapter 3.

Joint Training Provides Readiness Synergy within US Government and International Agencies

Complete Integration of DOD and International Agencies. The future of joint training is an integrated and synchronized training effort for supporting the Secretary of Defense and the combatant commanders. This effort includes training with other federal departments and agencies (i.e., Department of State (DOS), Department of Justices (DOJ), Department of Transportation (DOT), etc.). Examples of multinational agencies include the International Red Cross and various UN High Commissions.

These agencies play a critical role in conducting Military Operations Other Than War (MOOTW). Pulling these agencies into the training effort is important when preparing for MOOTW. In these types of operations, commanders will find they must spend an appreciable amount of time and energy responding to political and diplomatic considerations. The military may not be the primary player and may support other agencies. Rules of engagement will be more restrictive and the commander's entire mindset may be required to shift from offensive tactics to restraint.

Under any circumstance, a JTF Commander must be aware that the desired end-state is a cohesive network of combatant commands, Service components, and agencies that will achieve greater efficiency in joint training, as well as increased overall readiness.

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Chapter 3 - Key Reference Documents

"Close collaboration across the Services, combatant commands and with other government departments is key to success in achieving our national security objectives."

General Richard B. Myers
Chairman, Joint Chiefs of Staff, March 2002

Figure III - 1 displays three documents that provide the written framework for the JTS. They are: *Joint Training Policy* (CJCSI 3500.01B), *Joint Training Manual* (CJCSM 3500.03A), and the *Universal Joint Task List* (CJCSM 3500.04C).

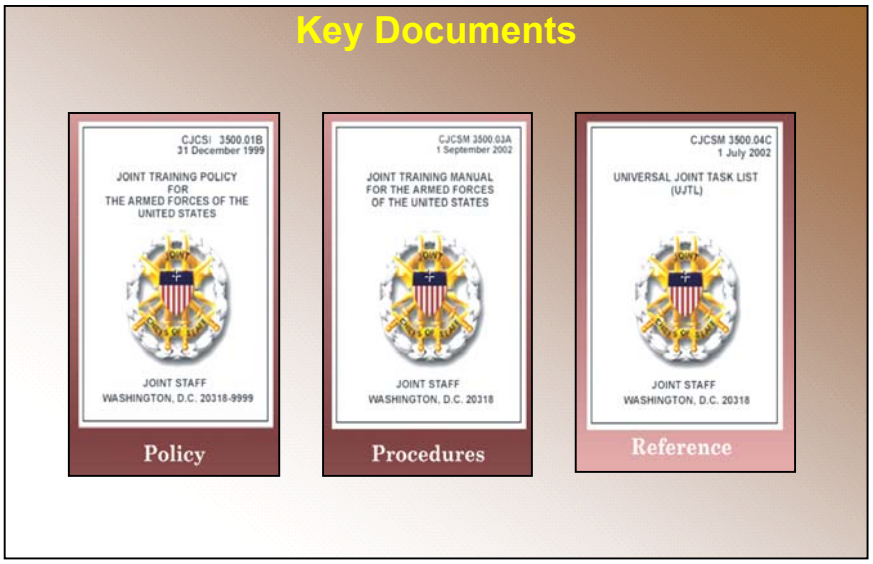


Figure III – 1. Key Documents Supporting Joint Training

Figure III-2 displays six documents that provide the additional written framework for the JTS. They are the Master Training Guide (MTG) 3500 series. Together, they provide the foundation for the JTS.

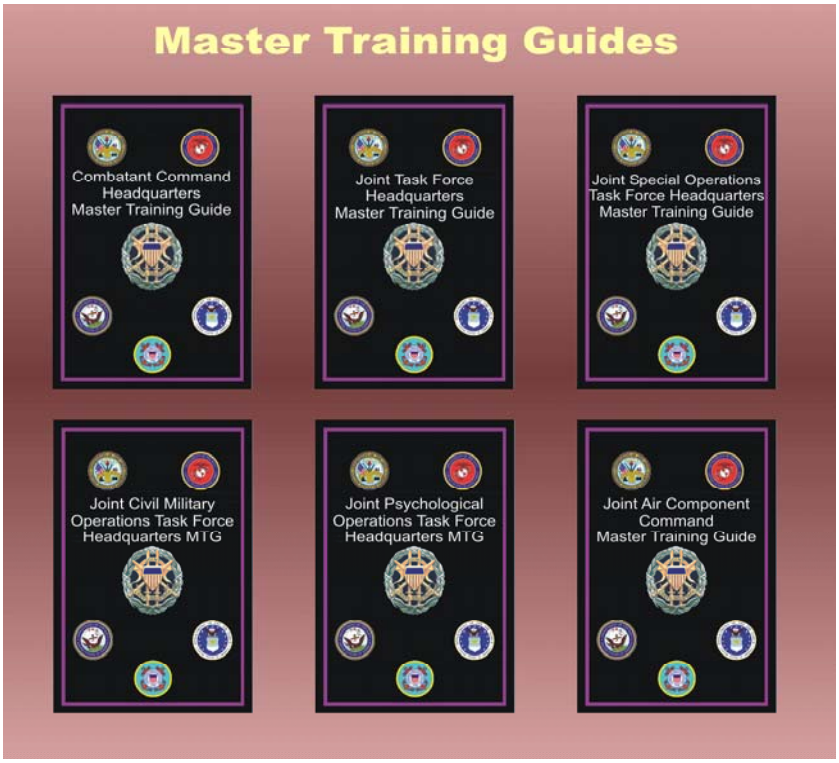


Figure III – 2. Master Training Guides

CJCS Joint Training System aligns training with the strategy

Assess Training

Joint Training Policy (JTP). This instruction describes CJCS policy for joint training as a means to enhance joint readiness. It institutionalizes a requirements-based JTS and directs commanders to examine their missions and document their command's warfighting requirements based on tasks in the UJTL. ***This policy statement reaffirms the role of the commander as the primary trainer and assessor of readiness, as well as the importance of the Defense agencies in supporting the warfighting mission***. It derives from and builds upon the principles laid out in the National Security Strategy of the United States. Moreover, it emphasizes preparing US forces for joint, multinational, and interagency coordination across the range of military operations.

Contains all processes for implementation of the JTS

Joint Training Manual (JTM). Most systems require a "how to" booklet to help guide the user. The JTS is no different, and the publication that meets this need is the JTM. Primarily, this manual describes the overall architecture of the JTS and processes for developing each of the four JTS phases.

The first phase, or **Requirements Phase**, talks about stating requirements in terms of JMETs, conditions that describe the mission environment, and commander-approved joint standards.

The **Plans Phase** is concerned with developing the commander's JTP. The plan consists of various tabs that document missions, restate JMETs, provide guidance, specify the training audience, identify joint training events, establish priorities, and identify resources.

In the third phase, or **Execution Phase**, the commander focuses on executing and evaluating the training event. These events may take the form of

academic sessions or exercises. Within this phase, there is a process called the Joint Event Life Cycle (JELC). The five stages within the JELC (design, planning, preparation, execution and evaluation/analysis, and reporting) help design the training event and ensure its proper completion.

In the final phase, or **Assessment Phase,** the commander seeks to determine the command's mission capability from a training viewpoint. The commander ultimately makes his assessment using the assessment plan outlined in the command's JTP.

Each of these four phases is discussed in greater detail in Chapter 4 of this pamphlet.

The UJTL is used to translate missions and operations to tasks

Universal Joint Task List (UJTL). The UJTL serves as a common language and reference system for joint force commanders, operational planners, combat developers, and trainers. The UJTL describes what tasks are to be performed in terms common to multiple combatant commands and joint force components. It does not address how a task is performed or who performs the task. As applied to joint training, the UJTL is a key element of the requirements-based, "mission-to-task" JTS. In this system, commanders look at their mission and document their command warfighting requirements in a JMETL. The language used to build the JMETL comes from the UJTL. The tasks in the UJTL are organized by the strategic national, strategic theater, operational, and tactical levels of war. The UJTL also contains a common language of conditions that is used to describe the physical, military, and civil environments that may affect task performance. Finally, the UJTL contains a menu of measures for every UJTL task used by commanders to develop task standards.

MTGs are excellent reference manuals

Master Training Guides (MTGs). Master Training Guides (depicted in Figure III-2) are Joint Training "Playbooks". They are Task Force specific and are organized on a mission and/or functional basis. They include tasks that must be accomplished by unit personnel to enable mission success. The following MTGs have been published:

Combatant Command HQ MTG, Joint Task Force (JTF) HQ MTG, Joint Special Operations Task Force (JSOTF) MTG, Joint Civil Military Operations Task Force (JCMOTF) MTG, Joint Psychological Operations Task Force (JPOTF) MTG, and the Joint Air Component Command (JFACC) MTG.

MTGs are excellent reference manuals especially for all new Staff Officers. Some organizations are using them as checklists or guides.

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Chapter 4 - Joint Training System

"As we consider the nature of warfare in the modern era, we find that it is synonymous with joint warfare."

Joint Publication 1
"Joint Warfare of the Armed Forces of the United States"

Provides common approach to identify, schedule, and evaluate training events

The JTS provides a common approach that helps joint force commanders identify and evaluate their training needs, plan and schedule training events, and support the Joint Chiefs of Staff requirement to monitor the readiness of US military forces.

Assign Staff Responsibilities

However, any system, no matter how well thought out or conceived, is of little value unless people are trained and encouraged to use it. ***It is important, therefore, to assign responsibility for the JTS across all disciplines within your staff.*** The processes of JMETL development, of determining training objectives, and of developing the JTP all require the skill and corporate knowledge of many people on your staff. What are the joint training requirements of your staff? What courseware is available to enhance their level of expertise in the JTS? These considerations will help you develop a well-trained staff capable of truly using the JTS. Avoid making one individual the "joint training person." Train the entire staff in the system and their role in it.

The JTS consists of four phases, beginning with identification of capabilities required based on assigned missions, proceeding through the planning and scheduling of training events, the execution of training, and finally, an assessment of how well the training was accomplished. The results of the Assessments Phase then feed back into the process, driving the next iteration.

The Joint Training System cycle is represented in Figure IV-1.

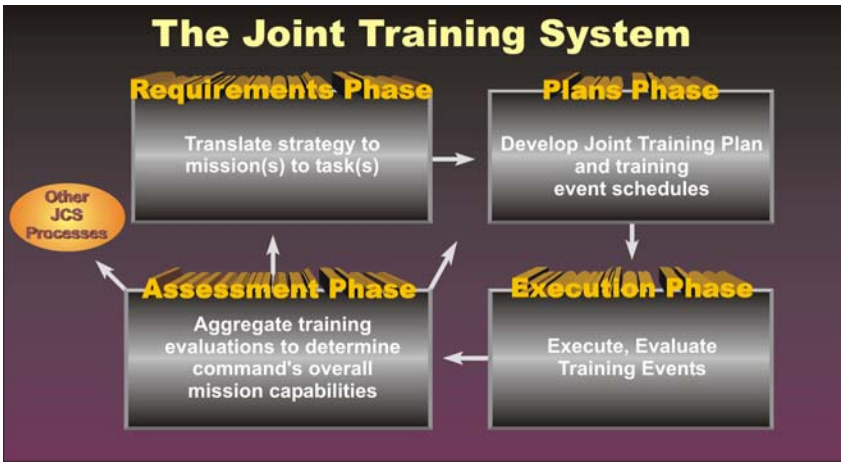


Figure IV – 1. The Joint Training System

Translates missions to tasks through mission analysis

Requirements Phase. This phase answers the question, "what must my command be able to do?" The purpose here is to define mission requirements in terms of tasks that must be performed and the responsible organizations at all levels throughout the force. Sources from which missions and ultimately tasks are derived include the JSCP, UCP, and joint doctrine.

Develop JMETL and put in JTIMS

A JMETL outlines those tasks that are essential to a combatant's command's ability to perform assigned missions. This listing results from the mission analysis conducted during this phase, and provides the supporting documentation from which training requirements are derived. Resources available to assist combatant commanders in developing their specific tasks, in the format and language required, include the UJTL, JMETLs from other commands, Master

Training Guides (MTG), and joint doctrine. Command-linked tasks (those that must be performed by another major command in order for a combatant command to perform its own mission) must also be identified. Supporting tasks, (those that contribute to the accomplishment of a JMET) are performed by subordinate elements of a joint force, such as Joint Staff or functional components, etc. a sample JMET containing examples of these features is shown below in Figure IV-2.

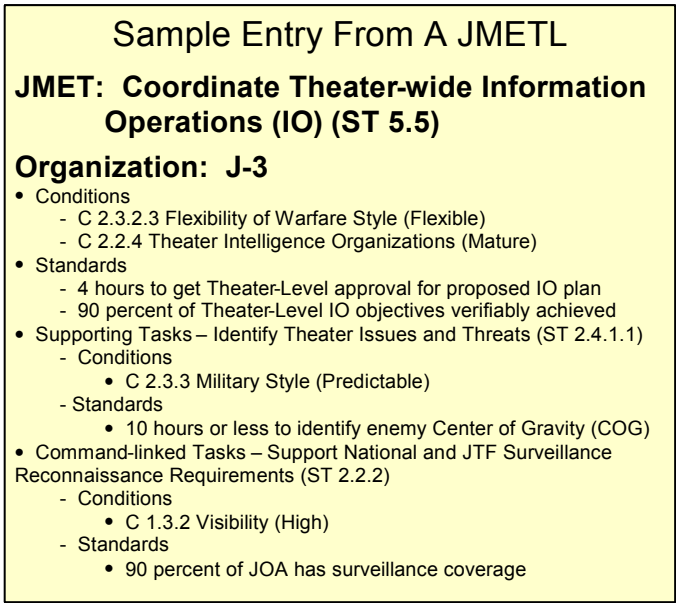


Figure IV – 2. Sample Entry from a JMETL

There are other uses of the JMETL structure beyond the JTS. For example, JMETL assessments can assist in the Joint Quarterly Readiness Review (JQRR) process. In addition, the JMETL structure can be used to help focus requirements for joint simulation.

The Requirements Phase (input/process/output) is depicted in Figure IV-3 below.

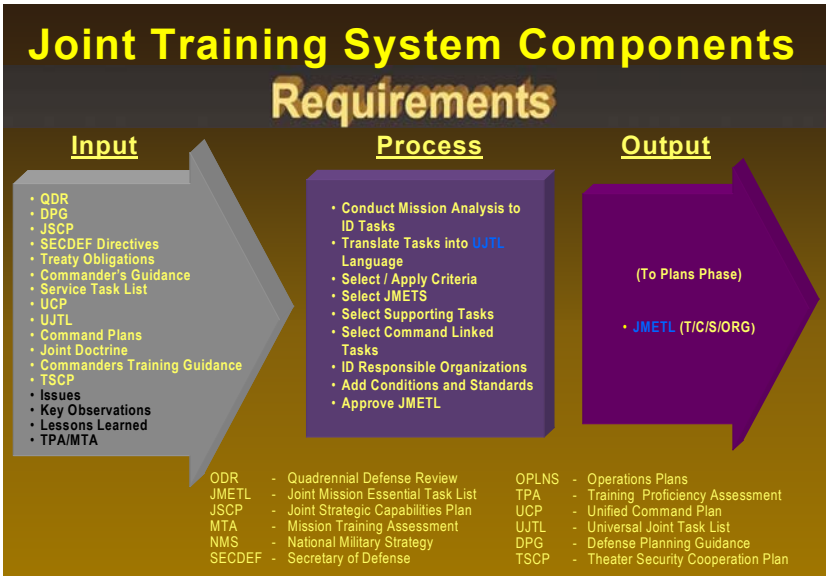


Figure IV – 3. Requirements Phase

Identifies the training required to execute the missions from the requirements phase

Provide Guidance

Approve Training Plans

Add or Change Training Events

Plans Phase. This phase begins once a command's JMETL is developed and approved. Here, the commander asks the questions, "what training is needed?", "who must be trained?" and "what are my priorities?" ***In answering these questions, the commander provides essential guidance to his staff and begins the Plans Phase***.

Training Objectives, derived from JMETL, consist of performance objectives, training situations, and level of performance***. They provide the basis for building Joint Training Plans, which lead to Exercise and Training Schedules.***

Determining a command's ***training needs and scheduling or changing training is a complex***

process that must consider the proficiency of subordinate and supporting organizations, as well as the command's own performance.

Consider Resource Availability

Another question that the commander must begin to address in this phase ***concerns resources required vice those available, such as time, personnel, organizations, etc***. This question does not get answered here, but it is an important issue influencing many aspects of the JTS.

The JTP is an opportunity to put your training guidance in writing

All of these considerations should be identified in the combatant commander's JTP. It states missions in general terms, restates JMETL, presents commander's training guidance, specifies training audience, identifies training objectives, identifies events, timing and combatant commanders sponsored joint and component interoperability requirements. (See Figure IV-4).

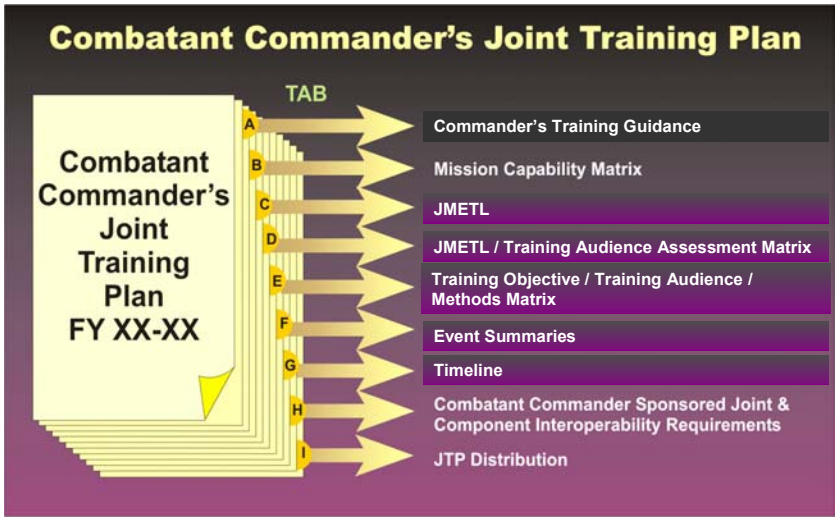


Figure IV – 4. Combatant Commander's Joint Training Plan

JTPs coordinated with supporting commands, combat support agencies, and defense organizations ensure cohesive training

Interoperability training (units providing services to and accepting services from other units) must also be considered in the Plans Phase. This type of training may, in some cases, focus on C4I or C2 issues. Joint organization and Defense Agency training concerns are yet another aspect to consider in the Plans Phase. See Figure IV–5 for a brief listing of agencies.

Figure IV–6, on the following page, summarizes the Plans Phase.



Figure IV – 5. Combat Support Agencies and Joint Organizations



Figure IV – 6. Plans Phase

Training event evaluation is based on the commander's criteria for success

Execution Phase. In this phase, the commander's focus is executing and evaluating the training event. They do this by using the product of the Plans Phase, the Combatant Commander's JTP, to develop discrete training events. Those training events may take the form of academic sessions or exercises to include Field Training Exercises (FTX), Command Post Exercises (CPX) or Computer Assisted Exercises (CAX).

There are five stages within the Execution Phase. They are: Design, Planning, Preparation, Execution, and Evaluation/Analysis and Reporting stage. Each stage is conducted for each discrete event. These five stages comprise what is known as the JELC (see Figure IV-7 on the following page). Taken together, they help frame the exercise and assist in its proper completion. The Evaluation/Analysis and Reporting stage is particularly significant, because it provides input to guide development of the next training cycle.

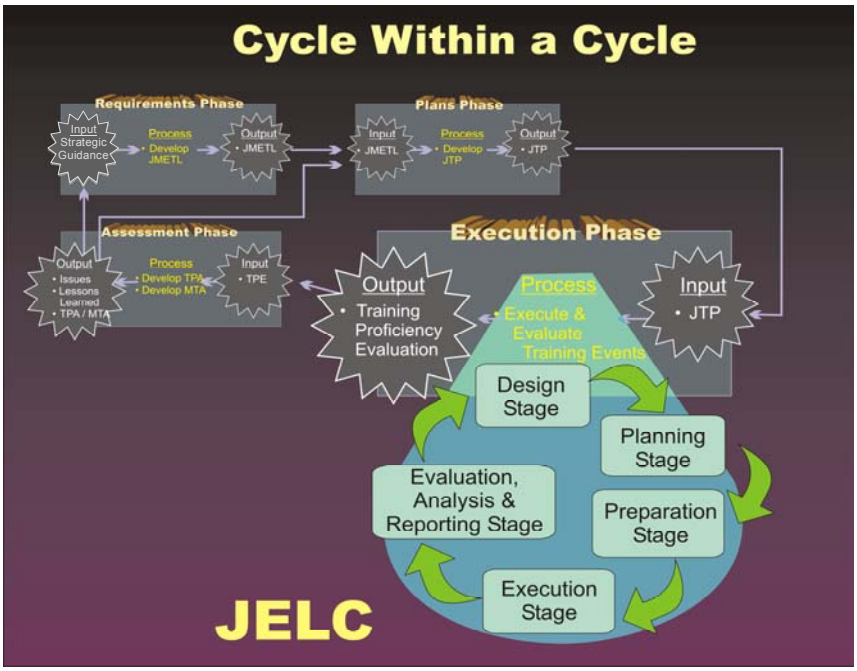


Figure IV – 7. Joint Event Life Cycle

Evaluate Training ***Evaluation of training is a command responsibility linked to assessments in Phase IV.*** Command trainers collect Task Performance Observations (TPOs) on whether or not the training audience achieved training objectives. Beyond a command's training proficiency, evaluation also supports development of issues (those issues that are beyond a command's ability to resolve) for resolution by the joint community. For example, this includes task proficiency observations that must be included in the Joint After Action Report (JAAR).

Submit AAR ***Joint Staff (J-7) will coordinate with Unified Commands to identify a selection of Joint Exercises that require a JAAR. A JAAR summary report***

includes all applicable observations, lessons learned, and issues required for a specified Joint Exercises. The type of JAAR to be submitted (complete or abbreviated) is at the discretion of the commander. Amplifying information is contained in CJCSI 3150.25. Figure IV–8 below summarizes the Execution Phase.

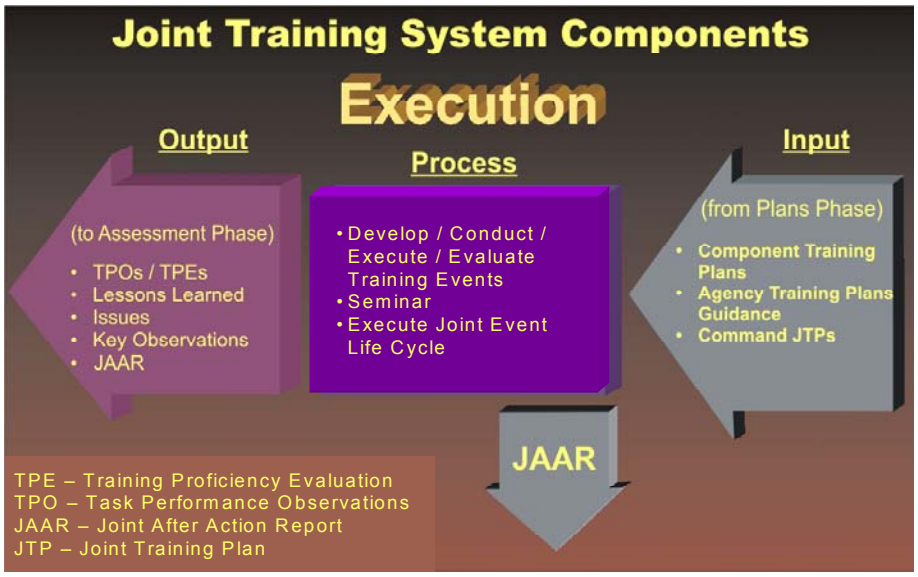


Figure IV – 8. Execution Phase

Assessment is a commander's responsibility

Assess Training

Assessment Phase. In this final phase, the commander seeks a determination of the command's mission capability from the training viewpoint. Although assessments complete the joint training cycle, they also begin the next cycle, because they drive future training plans. The products from the Execution Phase become the inputs of the Assessment Phase. ***Actual assessment is performed by the commander, taking into account the results gathered using the assessment plan outlined in the command's JTP***.

Identify Shortfalls

The Assessment Phase serves three purposes. First, it ***provides*** the structure that allows the commander to view the level of training in his command and make judgments on his ability and confidence to accomplish assigned missions. ***Secondly, it provides the necessary feedback to adjust or improve training shortfalls (forces/staffs etc.) within his command***. Finally, the Assessment Phase supports external processes related to readiness. Some of these include the JQRR, Joint Warfighting Capabilities Assessment (JWCA), Joint Center for Lessons Learned (JCLL), and the Chairman's Commended Training Issues (CCTIs). Figure IV-9 depicts the Assessment Phase.

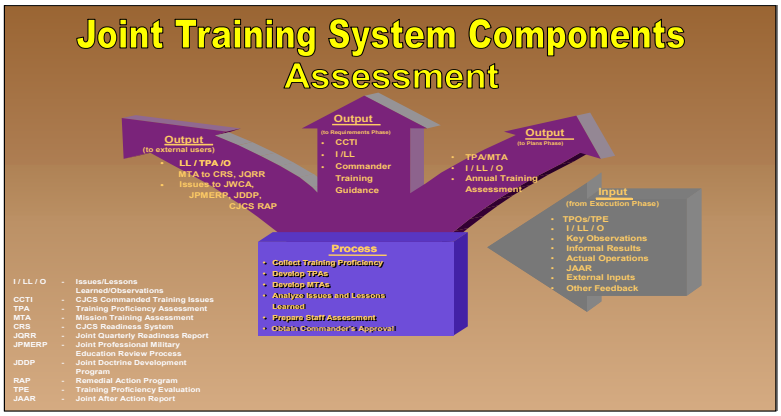


Figure IV – 9. Assessment Phase

Summary. The JTS provides the commander with a process to look at all of their missions and determine which tasks are most important to those missions. They can then ***focus*** their limited resources on those tasks. Having done that, the commanders can then develop a training plan that identifies who they will train (training audience) and what will be the objective of their training. They can then execute the plan and follow through with an assessment of their command's ability to accomplish its assigned missions.

Chapter 5 - Joint Lessons Learned Program (JLLP)

"...take the conflict in Afghanistan. One of the first things we did after we began was to put in place a 'lessons learned' activity... it's been a good thing. So we're constantly trying to improve what we do."

Secretary Donald R. Rumsfeld
22 May 02

JLLP Purpose

The JLLP provides the joint community a method to identify, capture, and share information collected as a result of operations, exercises, training events and other activities for the purpose of enhancing an organization's performance to accomplish warfighting tasks. Figure V–1 depicts the JLLP Process.

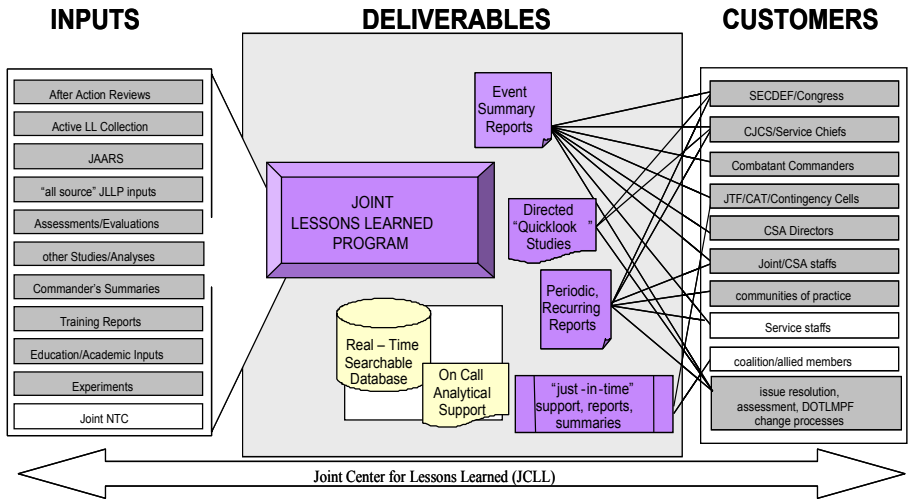


Figure V – 1. JLLP Process

The JLLP is a fully distributed, networked process comprised of a set of inter-related systems, designed to collect, analyze and share information

The CJCS JLLP serves as a knowledge management process designed to promote learning, issue resolution, and productive adjustments to DoD Doctrine, Organizations, Training, Materiel, Leadership and Education, Personnel and Facilities (DOTMLPF). The central focus of the JLLP is to enable the joint community's ability to share knowledge. This knowledge sharing is designed to highlight positive and negative experiences as well as provide direct support to issue resolution processes, primarily the Remedial Action Program (RAP).

Remedial Action Program

The RAP provides a means of tracking and resolving issues with joint significance that require the Joint Staff, combatant commands, Services, Combat Support Agencies (CSAs), OSD, FEMA, or other federal agencies to initiate, coordinate, or monitor corrective actions. Figure V–2 depicts the interrelationship between the JLLP and RAP programs, with the former providing an information and knowledge collection, analysis, and distribution role and the latter an issue resolution process.

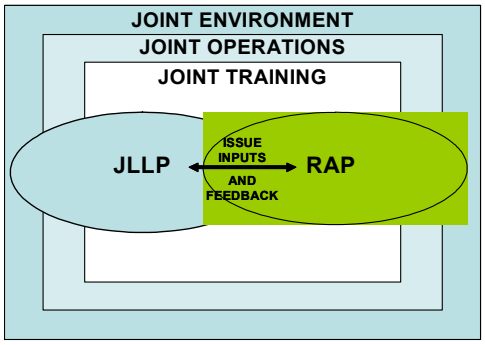


Figure V – 2. Remedial Action Program



Figure V – 3. JCLL Crest

JCLL Mission

One of the organizations that supports the JLLP is the Joint Center for Lessons Learned (JCLL) located at the JWFC. The JCLL collects, processes, analyzes, maintains, and distributes lessons learned, issues, and observations from operations, training events, and other sources to enhance the combat effectiveness of joint forces. The JCLL is responsible for the Joint Lessons Learned Program software architecture, upgrade and maintenance. The JCLL also provides centralized administrative support for the JLLP.

Exercise Support Capabilities. The JCLL provides support to the JWFC and the Joint Staff for a limited number of events annually. This support may include deploying JCLL personnel with the JWFC or with other lessons learned, AAR and assessment teams to exercise locations, assisting JWFC and the Joint Staff with lessons learned research, and assisting supported commands with Joint After Action Report (JAAR) preparation during JWFC-supported exercises.

JCLL can be accessed through the Internet and SIPRNET

JAAR Database. The JCLL maintains the JLLP database which contains lessons learned of interest to the joint community and may be accessed and searched via the JWFC Secret Internet Protocol Router Network (SIPRNET) web site (www.jwfc.jfcom.smil.mil/jcll/). The JCLL also maintains an archived database that retains records for historical purposes.

***Publications*.** The JCLL quarterly bulletin provides a hard copy, periodic primary medium for the publication and dissemination of lessons learned and information of interest to the joint community. The joint community and Services may also submit articles of joint interest for publication to the JCLL.

Chapter 6 – JTIMS - Joint Training Information Management System

The Joint Training Information Management System (JTIMS) is a multi-user web-based SIPRNET system that supports combatant commands, combat support agencies and component collaborative training development and management by providing automated support to the JTS as described in the Joint Training Manual.

The JTS provides a four-phase methodology for aligning training strategy with assigned missions while optimizing the application of scarce resources; this process will be implemented by using JTIMS, a web-based suite of tools/applications to provide interactive exchange of information between phases.

Provides single, integrated database capabilities

JTIMS employs a single, integrated database that provides real-time information updates to JTS users globally. JTIMS is expandable, scalable, and composable to fit the training information management (to include scheduling and deconfliction) needs of the force providers.

JTIMS supports all four phases of the JTS

Description of JTIMS. JTIMS is designed to support the requirements-based JTS by facilitating the development of an integrated task-based thread to guide all four JTS phases (Figure VI–1). JTIMS supports the four phases of the JTS: Requirements, Plans, Execution, and Assessment with automated tools as follows:

Supports command's JMETL requirements

Phase 1: Mission Requirements: Supports the development of the combatant command's Joint Mission Essential Task List (JMETL).

Supports JTP development within JTM requirements

Phase 2: Mission Planning Phase: Supports the development of the JTPs required by the Joint Training Manual (JTM). It automates the initial development of Joint Events/Exercises as they

pertain to the JMETL (requirement based verses event based)

Supports required Stages of the JELC

Phase 3: Mission Execution Phase: Supports development of joint activities/exercises/events. It automates the JELC, which describes the design, planning, preparation, execution, evaluation and reporting stages required to successfully execute a discrete training event.

Automates Commanders ability to assess readiness

Phase 4: Mission Assessment Phase: Automates the combatant commander's ability to assess training mission readiness based on defined mission. Information from the assessment phase will feed back into the Requirements and Planning phases.

JTIMS Benefits:

- Standardizes and improves quality of JTS products.
- Reduces the resources and time needed to produce the products.
- Facilitates collaboration, planning, and interfaces among different user groups.
- Development approach provides reusable set of software and procedures that can be readily extended to additional JTS products or other domains.

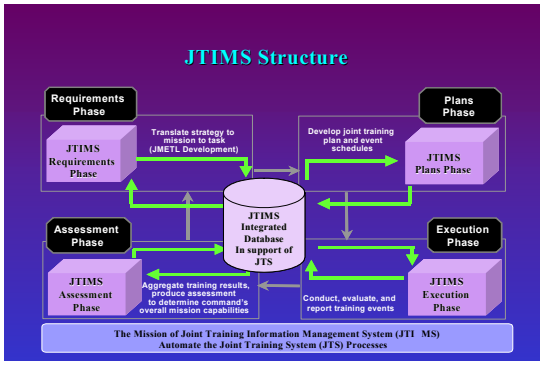


Figure VI – 1 JTIMS

Chapter 7 - Conclusion

"Commanders are the primary trainers"

Joint Training Policy, CJCSI 3500.01B
"The Five Tenets of Joint Training"

The JTS is your training system to develop mission-to-task training requirements

The JTS provides the commander with a systematic approach to training. It represents a series of interlocking, logical and repeatable processes that are intended to continuously improve joint readiness. Used correctly, the system should help combatant commanders, subordinate joint force, functional or Service component commanders and other senior commanders train more efficiently and identify areas for improvement. This will allow the commander to view the level of training in his command and then make judgments on his ability to accomplish assigned missions. The JTS is summarized in Figure VII-1 below.

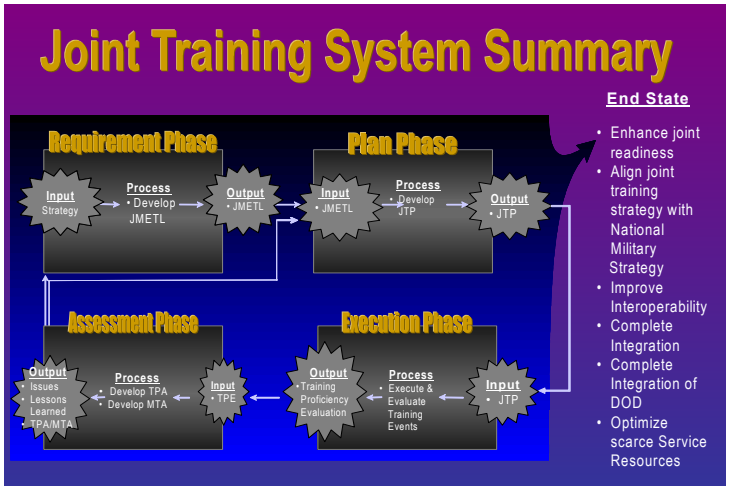


Figure VII – 1. Joint Training System Summary

Commander's Commitments. Command interest and emphasis is critical to the success of joint training. Chapter 1 outlined a commander's responsibilities within the JTS and suggested where command emphasis could best be applied. Figure VII-2 summarizes these responsibilities.



Figure VII – 2. Commander's Commitments

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