



**DEPARTMENT OF THE ARMY**  
OFFICE OF THE DEPUTY CHIEF OF STAFF, G-3  
400 ARMY PENTAGON  
WASHINGTON, DC 20310-0400

REPLY TO  
ATTENTION OF

DAMO-TRL

14 November 2003

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Army Training and Leader Development Panel Implementation Guidance

1. The Army Training and Leader Development Panels (ATLDP) were chartered by the CSA to review, assess, and provide recommendations for the development and training of our 21<sup>st</sup> century leaders. Based on the review, panels provided recommendations to improve training and leader development programs to meet the Army's Transformation and force readiness objectives. Panel recommendations from the ATLDP Phase I (Officer), II (NCO), III (Warrant Officer) and IV (Civilian) studies have been approved with slight modifications as recommended by the Implementation Process Action Teams (IPAT). As part of this ongoing effort, the ATLDP will develop a final Phase V consolidated report of the Army training and leader development studies.
2. The Deputy Chief of Staff, G-3 is the Army Staff lead for implementation of the ATLDP study recommendations. This guidance establishes responsibilities, prescribes administrative procedures, and standardizes management control procedures necessary to achieve full implementation of the ATLDP Study recommendations.
3. The G-3, Training and Leader Development Directorate (DAMO-TR), will serve as the G-3's primary action office responsible for coordinating and synchronizing the efforts of the MACOMs and Army Staff to achieve full implementation of all ATLDP Study recommendations. The Center for Army Leadership (CAL) will assist the G-3, Leader Development Division (DAMO-TRL), with the integration and implementation of the ATLDP Study recommendations.
4. Action plans developed by each of the ATLDP IPATs will be used as the basis for implementation. Progress will be measured and reported based on established milestones and the completion of required actions. Every effort will be made to implement recommendations on schedule or earlier as planning and resources permit.
5. The Army's Training and Leader Development Management Process will be used to resolve issues associated with the ATLDP implementation. This process will also be used to provide periodic updates allowing Army senior leaders to make decisions, set priorities, and allocate the resources necessary to support implementation of the ATLDP goals and action plans.

DAMO-TRL

SUBJECT: Army Training and Leader Development Panel (ATLDP) Implementation Guidance

6. Recommendations will be integrated into the Planning, Programming, Budgeting and Execution (PPBE) and the Transformation Campaign Plan (TCP) execution matrix as part of the overall implementation process. It is imperative that momentum is maintained in this execution phase of the Panel's work in support of the Army's Transformation and force readiness objectives.

7. The Deputy Chief of Staff, G-3 point of contact is CW5 Mike Adair, DAMO-TRL, at DSN: 224-9704 or COMM: 703-614-9704.



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Encl

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# **The United States Army**

## **Army Training and Leader Development Panel (ATLDP)**

### **Implementation Guidance and Procedures**

**14 November 2003**

**Headquarters, Department of the Army  
Deputy Chief of Staff, G-3  
Washington, DC**

**Implementation Guidance  
and  
Procedures  
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## Enclosure - Implementation Guidance and Procedures for the Army Training and Leader Development Panel (ATLDP) Recommendations

**1. Purpose.** This guidance establishes responsibilities, prescribes administrative procedures, and standardizes management control procedures necessary to achieve full implementation of the ATLDP Study recommendations.

**2. References.** Related memorandums and messages are listed in Appendix A.

**3. ATLDP Study recommendations.** ATLDP Study Phase I, II, III, and IV recommendations and assigned lead agents are listed in Appendix B.

**4. Explanation of abbreviations and terms.** Abbreviation and terms used in this guidance are explained in Appendix C.

### **5. Responsibilities.**

a. The Deputy Chief of Staff (DCS) G-3 is the Army Staff lead for implementation of the ATLDP study recommendations.

b. The DCS G-3, Training and Leader Development Directorate (DAMO-TR), will serve as the primary action office responsible for coordinating and synchronizing the efforts of the MACOMs, ARSTAF, and Lead Agents, to achieve full implementation of all ATLDP Study recommendations.

c. The DCS G-3, Leader Development Division (DAMO-TRL), will oversee and manage the ATLDP IPAT implementation process and will enforce management control procedures outlined in paragraph 6.

(1) Develop the CSA's periodic ATLDP implementation status updates to the field.

(2) Facilitate the synchronization and integration of ATLDP recommendations into the Planning, Programming, Budgeting and Execution (PPBE) process and the Transformation Campaign Plan (TCP).

(3) Provide quarterly updates for the Strategic Readiness System (SRS) Scorecard.

d. Center for Army Leadership (CAL) will assist DAMO-TRL with the integration and implementation of the ATLDP Study recommendations.

e. MACOMs / ARSTAF will provide assistance and support as required to achieve full implementation of ATLDP recommendations.

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f. Lead Agents (G-3, G-1, G-8, TRADOC, HRC) will -

(1) Assign action officers responsible for the development and implementation of the ATLDP recommendations.

(2) Validate and refine resource requirements - integrate into the PPBE process.

(3) Determine and justify the implementation status (Green, Amber, or Red) for each recommendation based on the rating criteria detailed in paragraph 12.

(4) Staff and coordinate all actions with MACOMs/ARSTAF and obtain G-3 approval prior to final implementation of ATLDP recommendations.

(5) Identify and track appropriate measures of effectiveness.

(6) Adhere to all established management control procedures.

(7) Brief the Deputy G-3 (DAMO-ZB) semi-annually on the status, resourcing and other issues associated with implementation.

(8) Provide detailed semi-annual status reports (memorandum with enclosures) to the Deputy G-3 and the Director of Training.

(9) Provide implementation update briefings to the Leader Development Council of Colonels (LD CoC) and the Training and Leader Development General Officer Steering Committee (TLGOSC) as required.

### **6. Management Control Procedures.**

a. Quad charts (implementation plans) developed by the lead agents, validated by the IPAT, and approved by the CSA will serve as the baseline implementation plan for all changes and updates.

b. DAMO-TRL is the approving authority for minor changes to the implementation plans. Minor changes include:

(1) Modifications of actions required that do not change the overall intent of the recommendation.

(2) Adjustments to milestones provided the end state is not altered. DAMO-TRL will coordinate/update any milestone changes within the TCP.

(3) Reassignment of lead agent responsibility.

## Enclosure - Implementation Guidance and Procedures for the Army Training and Leader Development Panel (ATLDP) Recommendations

c. Proposals to delete ATLDP recommendations, change priority or to make substantive changes to implementation plans must be:

(1) Presented with detailed justification and have multiple courses of action.

(2) Staffed and coordinated with MACOMs/ARSTAF.

(3) Vetted through the Leader Development Council of Colonels (LD CoC).

(4) Presented to the Training and Leader Development General Officer Steering Committee (TLGOSC) for decision by the Army senior leadership.

d. Implementation Updates – Lead agents will brief the Deputy G-3 semi-annually (February and August) and will focus on priority one recommendations and their associated resourcing issues. Taskings and issues to be addressed by the CoC/TLGOSC will be incorporated into the G-3's TLGOSC Guidance. The G-3's TLGOSC Guidance will normally be released NLT 90 days prior to the GOSC.

e. Status Reports – Lead agents will provide detailed reports to the G-3 semi-annually or when significant changes and/or developments occur, i.e., required actions completed, milestones achieved, or issues that arise which negatively impact implementation.

(1) Semi-annual reports are due on the first Thursday for the months of October and April, or as requested by the G-3.

(2) Semi-annual reports will be in memorandum format signed by the first GO/SES in the chain of command responsible for ATLDP implementation, and will be forwarded to the Deputy G-3 (DAMO-ZB) with a copy furnished to the Director of Training (DAMO-TR). Memorandums will include a separate enclosure for each phase of the ATLDP study, i.e., Phase I – Officer, Phase II – NCO, etc. The format for semi-annual updates is outlined in appendix D and will contain the following information:

- Implementation status (including resourcing) for each of the assigned recommendations. Identify all changes in status from the previous update.

- Provide **detailed justification and way ahead** for recommendations **rated Amber or Red**.

- Highlight any additional actions required and associated milestones not previously identified on the implementation plan.

## Enclosure - Implementation Guidance and Procedures for the Army Training and Leader Development Panel (ATLDP) Recommendations

- Measures of effectiveness – Identify newly established and/or changes to existing measures of effectiveness.

f. Lead agents will provide update briefings to the LD CoC and the TLGOSC and will address implementation status of their assigned Priority 1, ATLDP recommendations.

g. Progress will be measured and reported based on established milestones and the completion of required actions. Every effort will be made to implement recommendations on schedule or earlier as planning and resources permit.

h. Lead agents have the authority to request assistance from any MACOM/ARSTAF they feel necessary to accomplish the mission.

i. All actions and proposals impacting implementation will be properly staffed and coordinated with the MACOMs/ARSTAF prior to forwarding to the G-3 for final approval.

**7. Resourcing.** CSA approval of the IPAT Implementation Plan ***does not*** equate to the approval of required resources. Moreover, current lack of resourcing ***does not*** relieve Lead Agents from the responsibility of developing and refining comprehensive implementation plans including the associated costs. Lead Agents must -

a. Identify dollar amounts required to implement the recommendations. Link dollars to actions required and associated milestones.

b. Develop detailed resource worksheets for each recommendation that requires funding, which will provide the fidelity to the overall cost analysis.

c. Develop requested requirements in sufficient detail to compete in the Program Objective Memorandum (POM).

d. Seek additional funding through the normal unfinanced (unfunded) requirement process (UFR).

e. Review appropriate guidance memorandums to assist in developing funding levels for the recommendations.

f. High cost recommendations should be presented to the leadership with multiple courses of action (COA), each having applicable resource requirements identified. Do not present the leadership with a “take it” or “leave it” scenario.

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**8. Measures of Effectiveness (MOE).** Lead agents must identify or develop the tools necessary to measure results achieved from the implementation of the ATLDP recommendations. The measure of effectiveness is the standard by which results will be judged. Measures must be meaningful and quantifiable. They must be closely related to the objective being evaluated and measure to what degree the real objective is achieved. Establishing new or modifying existing MOEs will be accomplished as part of the quarterly updates.

**9. Strategic Readiness System (SRS) Integration.** As a part of CSA's Strategic Readiness System/Balanced Score Card, DAMO-TRL will report quarterly the status of completed ATLDP priority one recommendations. This will be accomplished for officer, warrant officer, NCO, and civilian studies. Specifically, the scorecard shows a graph with the expected completion dates of ATLDP priority one recommendations (taken from updated implementation information) versus the actual completion dates. This quarterly "snapshot" will allow the senior Army leadership to monitor the progress of priority one ATLDP recommendations with information portrayed on one graph. Example listed in appendix D.

**10. Transformation Campaign Plan (TCP).** DAMO-TRL will coordinate with the TCP Line of Operation (LO) POCs to integrate ATLDP recommendations into the TCP. This will provide visibility for ATLDP actions and enhance coordination within the ARSTAF/MACOMs.

**11. Prioritization of Recommendations.** The criteria used for assigning priorities are -

**Priority 1** – Highly Recommend Implementing

(1) Has exceptional potential to improve training, leader development, and/or Army Culture.

(2) Has a strong impact on improving self-awareness and adaptability of developing leaders.

(3) Has a substantial impact on showing commitment from Army to soldiers, civilians and/or families.

**Priority 2** – Recommend Implementing

(1) Will improve training, leader development, and/or Army Culture to a moderate degree.

(2) Has an impact on improving self-awareness and adaptability of developing leader.

(3) Shows a commitment from the Army to its soldiers, civilians and families.

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**Priority 3** – Consider Implementing

- (1) Has the potential to positively impact training, leader development, and/or Army Culture to some degree.
- (2) May improve self-awareness and adaptability of developing leaders.
- (3) May show improved commitment for the Army to its soldiers, civilians and families.

**12. Status Rating Definitions.** Status of recommendations will be identified as follows:

**Green (minor issues)** - Work on track, established milestones met, will likely meet future milestones; issue requires only routine update; work has experienced success or accomplishment worthy of special briefing or report. Impact of inhibitors is minimal; performance meeting most standards as compared with measures of effectiveness.

**Amber (tasks uncompleted or delayed, but not stopped)** - Issue falls short of target; one or more things inhibit successful completion by due date; ongoing corrective action will probably make issue green. Impact of inhibitors is moderate; some performance not meeting standards as compared with measures of effectiveness. Partial or incomplete funding to complete or sustain tasks does not impede the task from progressing in the current year. Unfinanced requirements (UFRs) should be coordinated and submitted to identify funding for task completion.

**Red (unable to complete task for some reason)** - Work will fail to resolve or complete the issue by scheduled date because of major inhibitors; work has failed to make desired progress; missing one or more milestones causing significant adverse consequences; impact of inhibitors is significant; performance significantly below standard as measured against measures of effectiveness. Funding has been disapproved or is not immediately available to continue further completion of tasks or milestones in the year of execution.

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**Appendix A**  
**References**

**Section I**  
**Related Memorandums**

Memorandum, CSA, 1 June 2000  
Subject: Army Training and Leader Development Panel Charter

Memorandum, Commander, TRADOC, 6 June 2000  
Subject: Letter of Instruction—Army Training and Leader Development Panel Charter

Memorandum, CSA, 22 January 2002  
Subject: Army Training and Leader Development Panel (Officer) Recommendations and Ongoing Actions

**Section II**  
**Related Messages**

Message, HQDA, DACS-ZA, DTG 251300Z MAY 01, Subject: Training and Leader Development

Message, HQDA, DAMO-ZA, DTG 241402Z MAY 01, Subject: HQDA Implementation Process Action Team (IPAT) Officer

Message, HQDA, DACS-ZB, DTG 031005Z MAY 02, Subject: HQDA Implementation Process Action Team (IPAT) NCO

Message, HQDA, DAMO-ZA, DTG 201313Z MAY 02, Subject: Army Training and Leader Development Panel-Warrant Officer (ATLDP) NCO IPAT, Lead Agent Responsibility Final Assignment

Message, HQDA, DACS-ZB, DTG 051458 SEP 02, Subject: HQDA Implementation Process Action Team (IPAT) WO

Message, HQDA, DAMO-ZA, DTG 131248Z SEP 02, Subject: Army Training and Leader Development Panel-Warrant Officer (ATLDP-WO) Implementation Process Action Team (IPAT), Lead Agent Responsibility Assignments

Message, HQDA, DACS-ZB, DTG 130934Z MARCH 03, Subject: HQDA Implementation Process Action Team (IPAT) - ATLDP Civilian Study (ATLDP-CIV)

Message, HQDA, DAMO-ZA, DTG 281400Z MAR 03, Subject: Army Training and Leader Development Panel Civilian Study (ATLDP-CIV) Implementation Process Action Team (IPAT), Milestones and Lead Agent Responsibility Assignments

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**Section III**  
**Related Documents**

The Army Training and Leader Development Panel, Phase I (Officer Study), Final Report, 25 May 2001

The Army Training and Leader Development Panel, Phase II (NCO), Final Report, 2 April 2002

The Army Training and Leader Development Panel, Phase III, (Warrant Officer), Final Report, 18 July 2002

The Army Training and Leader Development Panel, Phase IV, (Civilian), Final Report, 24 February 2003

Charter for the Leader Development Council Of Colonels (LD CoC)

Charter for the Training and Leader Development General Officer Steering Committee (TLGOSC) 1 April 2003

Enclosure - Implementation Guidance and Procedures for the Army Training and Leader Development Panel (ATLDP) Recommendations

**Appendix B  
ATLDP Recommendations and Assigned Lead Agents**

**Section I**

**ATLDP Phase I - Officer Study**

	<b>Lead</b>
1A1 Publish Definition of Army Service Ethic	(DCS G-1)
1A2 Comprehensive Doctrine on Officership	(TRADOC)
1A3 Army Service Ethic	(TRADOC)
1B1 Discipline in the Training Management Process	(DCS G-3)
1B2 Eliminate Non-mission-related Compliance Training	(DCS G-3)
1B3 Protect Weekends from Routine Garrison Training	(DCS G-3)
1B4 Schedule Four-day Weekends	(DCS G-3)
1B5 Validation of Internal and External Taskers	(DCS G-3)
1C1 Well-being Task Force and Army Family Action Plan	(DCS G-1)
1C2A Protect Junior Officers' Initial Experiences	(DCS G-1)
1C2B Institutional Training for LTs Assigned to CPT Staff Positions	(TRADOC)
1C3 Educational Incentives to Retirement-eligible Officers	(DCS G-1)
1C4A Eliminate CGSOC Selection Board	(DCS G-1)
1C4B/2A4 Quality Resident ILE for All Majors	(TRADOC)
1C5 Review Officer Assignment Policies	(DCS G-1)
1D1 Conduct a Review of The Officer Evaluation Report (OER)	(DCS G-1)
1D2 Communicate Selection Rates to the Field	(DCS G-1)
1D3 Re-energize the Developmental Aspects of the OER	(DCS G-1)
1E1 Revise DA PAM 600-3	(DCS G-1)
1E2 Revise the Junior Officer Assignment Process	(DCS G-1)
1E3A Align Captain Requirements with Authorizations	(DCS G-3)
1E3B Limited Duty Officers	(DCS G-1)
1E4 Staff Position Standards/reach-back	(TRADOC)
1E5 Establish Qualitative Standards For Branch Qualification	(TRADOC)
1F1 Definition of Mentoring in FM 6-22	(DCS G-1)
2A1 OES Model for Full Spectrum Operations	(TRADOC)
2A2 Two-phase OBC for Lieutenants	(TRADOC)
2A3 Develop and Implement a New CCC	(TRADOC)
2A4 ILE – Provide all Majors with Resident ILE	(TRADOC)
2A5 Coordinate Scheduling of Courses in the Army Training Resources and Requirements System (ATRRS) to Facilitate Shared Training Events Between OES, WOES, and NCOES	(TRADOC)
2A6 Embed Digital C2 Training in New OES Courses	(TRADOC)
2B1 Faculty Selection and Assignment Strategy	(DCS G-1)
2B2 Retain SGI as the Primary Method of Instruction for OES Courses	(TRADOC)
2C1 Establish a Comprehensive Army OES Military Accreditation Process	(TRADOC)

Enclosure - Implementation Guidance and Procedures for the Army Training and Leader Development Panel (ATLDP) Recommendations

<b>ATLDP Phase I - Officer Study (continued)</b>		<b>Lead</b>
2C2	Web-based Feedback System from OES to Units	(TRADOC)
2D1	Increase the Opportunity for JPME II Certification	(DCS G-3)
3A1	Direct Units to Train on Warfighting METL Tasks until Ordered to Change to Stability Operations or Support Operations Tasks by the Corps Commander	(DCS G-3)
3A2	Direct Units to Conduct Stability Operations or Support Operations Training NMT 90 Days Prior to Deployment for Active Component and 390 Days for Reserve Component Forces	(DCS G-3)
3A3	Redeployment and Reintegration from Stability Operations or Support Operations	(DCS G-3)
3A4	Pre- And Post- Deployment Tng Responsibility	(DCS G-3)
3A5	Stability Operations and Support Operations Tng	(DCS G-3)
3A6	More Tng Time to Company Commanders and Platoon Leaders	(DCS G-3)
3A7	Baseline Requirement for Stability & Support Operations	(TRADOC)
3A8	Resource BASEOPS to Minimize BMM	(ACSIM)
3B1&3B3A	Increase Availability and Quality of TADSS	(DCS G-8)
3B2	Requirement for Live-Virtual-Constructive Tng	(DCS G-3)
3B3B	Increase the Availability of TADSS. Recapitalize Legacy System and Non-System TADSS	(DCS G-3)
3B4	Combined Arms Tactical Trainer Family of Virtual System	(DCS G-3)
3B5A	Field Simulation and Simulators to Enable Effective Aviation Home Station and Institutional Training	(DCS G-8)
3B5B	Non-system Aviation Simulator	(DCS G-3)
3B6	Virtual Tools in Support of IBCT	(DCS G-3/G-8)
3B7	Fund CBS to Maintain Relevance to the Training Audience until WARSIM Reaches Full Operational Capability	(DCS G-3)
3B8	WARSIM to Meet IOC and FOC Schedules	(DCS G-3)
3B9	Fielding of ONESAF to Increase Simulation Training Realism and Reduce Training Operational Tempo	(DCS G-3)
3B10	Continue the Investment Strategy for Miles 2000 to Replace Aging Miles I Systems	(DCS G-3)
3C1	Rewrite FM 7-0 and FM 7-1	(TRADOC)
3D1	Recapitalize, Modernize and Resource the CTCS	(DCS G-3)
3D2	Expand Facilities to Include Jungle, Mountain, Urban and Complex Terrain	(DCS G-3)
3D3	Provide Correct Operational Mix of Offense, Defense, Stability, and Support Missions at Each CTC, and Fund Full Spectrum Operations for Both OPFOR and Rotational Units	(TRADOC)
3D4	Continue Development and Implementation of Scenarios at the CTCs that Support Full Spectrum Operations	(TRADOC)

Enclosure - Implementation Guidance and Procedures for the Army Training and Leader Development Panel (ATLDP) Recommendations

<b>ATLDP Phase I - Officer Study (continued)</b>		<b>Lead</b>
3D5	Fully Integrate CS and CSS Units into Home Station Training for Deployment to a CTC	(DCS G-3)
3D6	Fielding ABCS to CTCs	(DCS G-8)
3D7	CTC Instrumentation Systems to Enable Leader Development Through Effective AARs and OC Control and Safety	(DCS G-3)
3D8	Urban Operations Instrumentation at CMTC	(DCS G-3)
3D9	MCA Construction of a NTC Urban Operations Complex	(DCS G-3)
3D10	Operations Group Missions, Resourcing, and TTPs	(DCS G-3)
3D12	Provide BCTP Operations Groups A and B with additional OCs	(TRADOC)
4A1	The Importance Of Standards-based Training	(TRADOC)
4A2	Redesign The Sat Development And Support Structure To Leverage The Subject Matter Expertise In CTCs For Training and Doctrine Development	(TRADOC)
4A3	Leverage Experience of Title XI Officers and NCOs in Developing Training Publications	(TRADOC)
4A4	Invest in and Exploit Network Technology to Develop a More Streamlined and Effective SAT Process	(TRADOC)
4A5	Require Proponents to Review and Certify MTPs and Doctrine Developed by the CTCS	(TRADOC)
4A6	Require Proponents to Update and Maintain Specific Tasks and Small Unit Publications	(TRADOC)
4A7	Tng Developer Continuing Education Opportunities	(TRADOC)
4A8	SAT Training for Military Training Developers, Supervisors, and Instructors	(TRADOC)
5A1	Adopt the Panel's Proposed Training and Leader Development Model	(TRADOC)
6A1	Establish a Management Process with a Periodic Decision Making Forum for the CSA to Make Decisions, Establish Priorities, and Allocate Resources to Training and Leader Development	(DCS G-3)
6A2	Establish a Single Army Proponent for Training and Leader Development to Improve the Linkage Between Training and Development, Policy, and Resourcing	(DCS G-1)
7A1	Develop Army Leader Competencies	(TRADOC)
7A2	The Concept and Practice of Lifelong Learning, Self-awareness and Adaptability in the Army's Culture	(TRADOC)
7A3	Teach the Importance of Lifelong Learning and the Metacompetencies of Self-awareness and Adaptability Throughout OES	(TRADOC)
7A4	Develop, Fund, and Maintain a Central Army wide Warrior Development Center	(TRADOC)

Enclosure - Implementation Guidance and Procedures for the Army Training and Leader Development Panel (ATLDP) Recommendations

**ATLDP Phase I - Officer Study (continued)**

**Lead**

7A5	Develop, Publish in Digital Form and Maintain Commissioned Officer Performance Standards by Branch, Functional Area, and Rank	(TRADOC)
7A6	Publish Self-development Definition in the Near Term and Improve Doctrine in Publications	(TRADOC)
7A7	Provide Financial Support and Incentives to Encourage Officers to Pursue Graduate Degrees and Other Educational Aspects of Self-development	(DCS G-1)
7A8	360-Degree Assessment and Feedback Program	(DCS G-1)
7A9	Communicate the Benefits of Distance Learning as Part of a Lifelong Learning Process	(DCS G-3)

**Section II**

**ATLDP Phase II - NCO Study**

**Lead**

1A1	Publish FM 7 - 22.7, The NCO Guide	(TRADOC/ USASMA)
1A2	Educate Soldiers on Role, Duties, Responsibilities and Authority of NCOs	(TRADOC/ USASMA)
1A3	Teach Roles, Duties and Authority of NCOs Throughout the Army	(TRADOC)
1B1	Warrior Ethos Definition	(TRADOC/CAL)
1B3	Integrate Instruction on Army History	(DCS G-3)
1B4	Better Resource CS and CSS Units to Reinforce Warrior Ethos	(DCS G-3)
1B5	Publish FM 21-13, The Soldier's Guide	(TRADOC)
1D1	Review Instruction on Counseling and the NCOER System	(TRADOC)
1D2	Update the Center for Army Leadership Counseling Web Site	(TRADOC)
1D3	Review Counseling Requirements	(HRC)
1D4	Effective Counseling Responsibilities	(DCS G-1)
1D5	Update the NCOER, Part IV	(HRC)
1E1	First Term Soldiers	(HRC)
1E2	Mission - Focused Training	(DCS G-3)
1E3	Review BMM Positions Army-wide	(DCS G-3)
1E4	Junior Enlisted Promotions	(DCS G-1)
1E5	Professional Growth Counseling	(DCS G-1)
1E6	Promotion Counseling	(HRC)
1E7	First Line Counseling Responsibility	(DCS G-1)
1F1	Personnel Management System	(HRC)
1F2	Reduce Non-Mission Tng and Requirements	(DCS G-3)
1G1	Professional Self-Development	(DCS G-3)
1G2	Competency Assessment Program	(TRADOC)
1H1	AR 614-200's Primary Goal	(HRC)

Enclosure - Implementation Guidance and Procedures for the Army Training and Leader Development Panel (ATLDP) Recommendations

<b>ATLDP Phase II - NCO Study (continued)</b>		<b>Lead</b>
1H2	Career Development Model	(TRADOC)
1H3	Enlisted Assignment Managers	(HRC)
1H5	Adapt Web-Based Enlisted Distribution and Assignment System	(HRC)
1H6	Review Special Duty and Nominative Assignments	(HRC/ MACOMS)
1H7	Web-Based Interactive Media Instruction for Refresher Training	(TRADOC)
1I3	Educate Army on Mentoring	(TRADOC)
1J1	Update Army Standards of Conduct and Military Bearing	(DCS G-1)
2A1	Assessment of the Entire Spectrum of NCOES	(TRADOC)
2A2	Recapitalize NCOES' Infrastructure, Curriculum and Faculty	(DCS G-3)
2A3	NCOES Web-Based External Assessment System	(TRADOC)
2A4	Ensure NCOES has the Required Training Developers	(TRADOC)
2A5	Review Army Equipment Fielding Plans for NCOES Courses	(DCS G-3)
2A6	Increase Experiential Learning for NCOES	(TRADOC)
2A7	Enable Reserve Component NCOs to Attend NCOES and AT in same FY	(DCS G-3/ OCAR/NGB)
2A8	Review Mandated Non-Tactical and Non-Technical Training in NCOES	(TRADOC)
2A9	Review Levels NCOES Teaches Tasks to Better Align Training and Education	(TRADOC)
2A10	Update Army Standards of Conduct and Military Bearing	(TRADOC)
2A11	Revise ANCOC	(TRADOC)
2A12	Develop and Implement a Master Sergeants Course	(TRADOC)
2A13	Develop Integrated Training Opportunities Between NCOES and OES	(TRADOC)
2A14	Review ATRRS	(DCS G-1)
3A1	Resource Training Enablers	(DCS G-3)
3A2	Educate the Force on the Army's Training, Doctrine, and Training Process	(TRADOC)
3A3	Execute the Army's Training Management Doctrine	(DCS G-3)
3A4	Conduct a Review of Training Regulations	(DCS G-3)
3A5	Issue Existing Off-the-Shelf Personal Data Assistants (PDAs) to Leaders	(TRADOC)
3B1	Define Training Management Process Within Update of FM 7-0, 'Training the Force'	(TRADOC)
3C1	Ensure all Human Relations Policy and Training is Under a Single DA Proponent	(DCS G-1)
3C2	Update AR 350-41, Training in Units	(DCS G-3)
3C3	Improve Quality of Army Human Relations Training	(TRADOC)
4A1	Assess the Ability of SATS to Meet the Army's Transformation Requirements	(TRADOC)

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**ATLDP Phase II - NCO Study (continued)**

	<b>Lead</b>
4A2 Update Training, Doctrine, and Combat Developers	(TRADOC)
4A4 Capitalize on TTPs Developed by Operational Experiences	(TRADOC)
5A1 Develop a Training and Leader Development Model	(TRADOC)
6A2 Update Soldier Training Publications (STPs) by MOS / Skill Level (SL) and Rank	(TRADOC)
6A3 Update TRADOC Reg 35-30 and TRADOC PAM 25-71	(TRADOC)
6A4 Resource Battalion Learning Resource Center in the Active Component	(DCS G-3)
6B1 Sustain a Competency Assessment Program	(TRADOC)
6C1 Develop Definition, Doctrine, Goal, Objectives and Incentives for Self-development	(TRADOC)
6C2 Revise Self-Development Doctrine	(TRADOC)

**Section III**

**ATLDP Phase III – Warrant Officer Study**

	<b>Lead</b>
1A1 Fully integrate WOs into The Army Officer Corps	(DCS G-1)
1B1 Wear of Branch Insignia and Colors	(DCS G-1)
1C1 WO1 Commissioning	(DCS G-1)
1D1 Update DA Publications	(G-1/TRADOC)
1D2 Update FM 7-0 and 7-1	(TRADOC)
1E1 Chief Warrant Officer of the Branch Positions	(TRADOC)
1F1 Definition of the Warrant Officer	(DCS G-1)
1F2 Definition of Warrant Officers by Grade	(DCS G-1)
1H1 Create W-1E - W-3E Pay Scale	(DCS G-1)
1H2 Reform WO Pay	(DCS G-1)
1I1 DA Guidance to Promotion Boards	(HRC)
1J1 Modify Counseling Requirements for CW3s/CW4s/CW5s	(DCS G-1)
1J2 Effective Counseling	(TRADOC)
1K1 Education Partnerships	(DCS G-3)
2A1 WO Assignment Training	(TRADOC)
2A2 Integrate WOs into a Single OES	(TRADOC)
2B2 Right Training, Right Time	(TRADOC)
2B4 Provide Army Staff Skills Training to WOs	(TRADOC)
2C1 Transform WOES (CW2)	(TRADOC)
2C2 Transform WOES (CW3)	(TRADOC)
2C3 Transform WOES (CW4)	(TRADOC)
2C4 Transform WOES (CW5)	(TRADOC)
2D1 WOES Accreditation	(TRADOC)
2E1 WOES Course Completion Requirements	(DCS G-1)
3A1 TRADOC Common Core	(TRADOC)

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**ATLDP Phase III – Warrant Officer Study (continued)**

	<b>Lead</b>
3B1 Developmental Counseling	(TRADOC)
3B2 Guidance for WO OERs	(TRADOC)
3C1 Develop Counseling Tool w/Performance Indicators	(TRADOC)
4A1 Transform WOES	(TRADOC)
6A1 Develop WO Recruiting Strategy	(DCS G-1)
6A2 Develop WO Recruiting Organization and Program	(TRADOC)
6A3 Eliminate disincentives to WO recruitment	(TRADOC)
6A8 RC WO Shortages	(DCS G-1)
6A9 Expand Feeder MOSs	(TRADOC)
6B1 Improve Web-based Assignment System	(HRC)
6C1 Transfer WO Management to Branch Offices in OPMD	(HRC)
6D1 Assign WOs by Grade	(DCS G-1)
6D2 Report WO shortages by Grade on USR	(DCS G-3)
6D3 GO Approval to Assign WOs 2 Grades Up/Down	(HRC)
6E2 Battle Focused Duties	(TRADOC)
6F1 WO Career Development Models	(TRADOC)
6G1 Develop a Formal WO Retention Program	(DCS G-1)
6H1 Complete Grade-rollback Initiative	(DCS G-1)
7A1 Expand and Enhance Training Opportunities	(TRADOC)
7B3 Branch Web Page Updates	(TRADOC)
7C1 Include WOs in the eArmyU Degree Program	(HRC)
7D1 Establish Self Development Programs	(DCS G-3)

**Section IV**

**ATLDP Phase IV - Civilian Study**

	<b>Lead</b>
1A1 Relationships in Army	(DCS G-1)
1B1 Civilian oath of office	(DCS G-1)
1B2 Civilian Creed	(DCS G-1)
1B3 Civilian Guide	(DCS G-1)
1D1 Commitment to Civilians	(DCS G-1)
1D2 Climate facilitating transformation	(DCS G-1)
1D4 Commitment to Civilians	(DCS G-1)
1E1 Civilian Advisory Board	(DCS G-1)
1F1 Army Civilian Corps concept	(DCS G-1)
1F3 Civilians appearance/identification	(DCS G-1)
2A1 Education for civilian and military	(TRADOC)
2A2 Competencies supporting readiness	(TRADOC)
2B1 Leader training; civilians and soldiers	(TRADOC)
3B1 Increase access to training and education	(DCS G-1)
3C1 Interpersonal skills development priority	(DCS G-1)

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**ATLDP Phase IV - Civilian Study (continued)**

**Lead**

3C2	Training interpersonal skills	(TRADOC)
4D1	Self-development policies, expectations	(TRADOC)
4D2	Standard definition for self-development	(DCS G-3)
4F2	Mentoring definition	(DCS G-1)
6A1	Civilian leader training, education, and development	(DCS G-3)
6D1	Civilian performance evaluations	(DCS G-1)
6I1	Career programs & fields support readiness	(DCS G-1)
6K2	"Bands of Excellence" for progression	(DCS G-1)
6L1	Interpersonal skills part of leader evaluations	(DCS G-1)
6L2	Interpersonal skills criteria for leadership positions	(DCS G-1)
7A1	Lifelong learning	(TRADOC)
7B2	Self-development	(TRADOC)

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**Appendix C**  
**Explanation of Abbreviations and Terms**

**Section I**  
**Abbreviations**

<b>ACTEDS</b>	Army Civilian Training, Education, and Development System
<b>ANCOC</b>	Advanced NCO Course
<b>ARSTAF</b>	Army Staff
<b>ATLDP</b>	Army Training and Leader Development Panel
<b>ATRRS</b>	Army Training Requirements and Resources System
<b>BMM</b>	Borrowed Military Manpower
<b>BNCOC</b>	Basic NCO Course
<b>CTC</b>	Combat Training Center
<b>DOTMLPF</b>	Doctrine, Organizations, Training, Materiel, Leadership and Education, Personnel, and Facilities
<b>EDAS</b>	Enlisted Distribution and Assignment System
<b>GO</b>	General Officer
<b>IET</b>	Initial Entry Training
<b>ILE</b>	Intermediate Level Education
<b>JPME</b>	Joint Professional Military Education
<b>MACOM</b>	Major Command
<b>METL</b>	Mission Essential Task List
<b>MOS</b>	Military Occupational Specialty
<b>NCOES</b>	Noncommissioned Officer Education System

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<b>OER</b>	Officer Evaluation Report
<b>OES</b>	Officer Education System
<b>OF</b>	Objective Force
<b>OPMD</b>	Officer Personnel Management Division
<b>PPBES</b>	Planning, Programming, Budgeting and Execution System
<b>RC</b>	Reserve Component
<b>SAT</b>	Systems Approach to Training
<b>SBCT</b>	Stryker Brigade Combat Team
<b>SGI</b>	Small Group Instructor
<b>STP</b>	Soldier Training Publication
<b>TADSS</b>	Training Aids, Devices, Simulators, and Simulations
<b>TCP</b>	Transformation Campaign Plan
<b>TLGOSC</b>	Training and Leader Development General Officer Steering Committee
<b>TTP</b>	Tactics, Techniques and Procedures
<b>USR</b>	Unit Status Report
<b>WOES</b>	Warrant Officer Education System

### **Section II** **Terms**

**Army Culture:** The Army Culture is the Army's shared set of beliefs, values, and assumptions about what is important. (FM 22-100)

**Branch Proponent:** The branch proponent is the commandant or director of the respective school or institution that develops concepts, doctrine, tactics, techniques, procedures, organization designs, materiel requirements, training programs, training support

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requirements, manpower requirements (except as provided in AR 600-3), education requirements, and related matters for a branch in the Army. (AR 5-22)

**Combat Training Center Program:** An Army program established to provide realistic joint service and combined arms training in accordance with Army doctrine. It is designed to provide training units opportunities to increase collective proficiency on the most realistic battlefield available during peacetime. The four components of the CTC Program are the— (FM 7-0)

- (1) National Training Center (NTC).
- (2) Combat Maneuver Training Center (CMTC).
- (3) Joint Readiness Training Center (JRTC).
- (4) Battle Command Training Program (BCTP).

**Combined Arms and Services Training:** Collective training that is jointly conducted by associated combat, combat support, and combat service support units. (FM 7-0)

**Command Training Guidance (CTG):** The long-range planning document published by division and brigades (or equivalents) in the active and reserve components to prescribe future training and related activities.

**Crawl-Walk-Run:** An objective, incremental, standards-based approach to training. Tasks are initially trained at a very basic level in the crawl stage. Training becomes increasingly difficult in the walk stage. Training approaches the level of realism expected in combat during the run stage. (FM 7-0)

**Discovery Learning:** Process that provides opportunity for input and feedback to identify systemic problems and share insights that offer effective solutions. (FM 7-0)

**Distance Learning:** The delivery of standardized individual, collective, and self-development training to soldiers, civilians, units, and organizations at the right place and time through the use of multiple means and technology. Distributed learning may involve student-instructor interaction in real time and non-real time. It may also involve self-paced student instruction without the benefit of access to an instructor (AR 350-1).

**Doctrine:** Concise expression of how Army forces contribute to unified action in campaigns, major operations, battles and engagements; describes the Army's approach and contributions to full spectrum operations on land; authoritative but requires judgment in its application; rooted in time-tested principles but is adaptable to changing technologies, threats and missions; detailed enough to guide operations, yet flexible enough to allow commanders to exercise initiative within the specific tactical and operational situation; to be useful, doctrine must be well known and commonly understood. (FM 3-0)

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**Education:** Instruction with increased knowledge, skill, and/or experience as the desired outcome for the student. This is in contrast to training, which is based on task performance, and in which specific conditions and standards are used to assess individual and unit proficiency (AR 350-1).

**Executive Agent:** A Department of the Army component which has been designated by the Secretary of the Army to act for the Secretary as the sole agency to perform a function or service for others in the Department of Defense or in Federal or State Governments. Other terms used to express executive agency responsibility include single manager and management agent. (AR 10-5)

**Field Operating Agency:** A field operating agency is an agency under the supervision of HQDA, but not a MACOM or part of a MACOM, which has the primary mission of executing policy. (AR10-5)

**Force Integration:** The process of incorporating new doctrine, equipment, and force structure into an organization while simultaneously sustaining the highest possible levels of combat readiness. (FM 7-0)

**Functional Proponent:** The functional proponent is the commander or chief of an organization or staff element that is the operative agency charged with the accomplishment of a particular function(s). (AR 5-22)

**Initial Entry Training:** Initial Entry Training provides an orderly transition from civilian to military life. It is the beginning of the soldierization process and teaches soldiers the tasks and supporting skills and knowledge needed to perform duties at the first unit of assignment. Initial Entry Training produces technically and tactically competent soldiers who live by the Army's values and are prepared to take their place in the ranks of the Army. Training presented to new enlistees with no prior military service. Initial Entry Training consists of OBC, BCT, AIT, OSUT, and pre-basic training courses. (AR 350-1)

**Initial Military Training:** Training presented to new enlistees with no prior military service. It is designed to produce disciplined, motivated, physically fit soldiers ready to take their place in the Army in the field. This training consists of BCT, AIT, OSUT, and pre-basic training courses. (FM 7-0)

**Leader Development:** The deliberate, continuous, sequential and progressive process, grounded in Army values, that grows soldiers and civilians into competent and confident leaders capable of decisive action. Leader development is achieved through the life-long synthesis of the knowledge, skills, and experiences gained through the developmental domains of institutional training and education, operational assignments, and self-development. (DAMO-TRL)

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**Leader Training:** Leader training is the expansion of basic soldier skills that qualifies soldiers to lead other soldiers. (FM 7-0)

**Leadership:** Leadership is influencing people—by providing purpose, direction, and motivation —while operating to accomplish the mission and improving the organization. (FM 22-100)

**Learning Organization:** An organization that is continually expanding its capacity to create its future. It requires a life long commitment to learning and requires all members of the organization, at all levels, to contribute. (FM 7-0)

**Life Long Learning:** The individual life long choice to actively and overtly pursue knowledge, the comprehension of ideas, and the expansion of depth in any area in order to progress beyond a known state of development and competence. (CAL White Paper)

**Live, Virtual, Constructive:** Training environments involving the use of simulations and simulators that provide repetitive, iterative, intense, commander/leader, battle staff, unit and soldier experiences required to achieve and sustain proficiency on critical wartime tasks. The three training environments are—

(1) Live. Training executed in field conditions using tactical equipment, enhanced by training aids, devices, simulators, and simulations (TADSS) and tactical engagement simulation (TES) to simulate combat conditions.

(2) Virtual. Training executed using computer-generated battlefields in simulators with approximate physical layout of tactical weapons systems and vehicles. Virtual TES training permits units to maneuver over much larger areas.

(3) Constructive. The use of computer models and simulations to exercise the command and staff functions of units from platoons through echelons above corps. (FM 7-0)

**Mission Essential Task:** A collective task in which an organization must be proficient to accomplish an appropriate portion of its wartime mission(s). (FM 7-0)

**Mission Essential Task List (METL):** A compilation of collective mission essential tasks an organization must perform successfully to accomplish its wartime mission(s). (FM 7-0)

**Mission Training Plan (MTP):** Descriptive doctrinal training document that provides units a clear description of "what" and "how" to train to achieve wartime mission proficiency. MTPs elaborate on wartime missions in terms of comprehensive training and evaluation outlines, and provide exercise concepts and related training management aids to assist field commanders in the planning and execution of effective unit training. (FM 7-0)

**Multiechelon Training:** A training technique to train more than one echelon on different tasks simultaneously. (FM 7-0)

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**Noncommissioned Officer Education System (NCOES):** Prepares noncommissioned officers to lead and train soldiers who work and fight under their supervision and assist their assigned leaders to execute unit missions. NCOES courses provide noncommissioned officers with progressive and sequential leader, technical, and tactical training that is relevant to duties, responsibilities, and missions they will perform in operational units after graduation. Training builds on existing skills, knowledge, behaviors, and experience. (FM 7-0)

**Objective Force (OF):** A force, organized, manned equipped, and trained to be more strategically responsive, deployable, agile, versatile, lethal, survivable, and sustainable across the full spectrum of military operations. The Objective Force will be modular, scalable, tailorable organizations equipped and trained for prompt and sustained land operations that can transition quickly between changes in task, purpose, and directions, maneuvering into and out of contact, without sapping operational momentum. (Objective Force White Paper)

**Officer Education System (OES):** Produces a corps of broadly-based officer leaders who are fully competent in technical, tactical, and leader skills, knowledge, and behaviors; are knowledgeable of "how the Army runs"; demonstrate confidence, integrity, critical judgment, and responsibility; can operate in an environment of complexity, ambiguity, and rapid change; can build effective teams amid continuous organizational and technological change; and can adapt and solve problems creatively. Officer leader development is a continuous process beginning with pre-commission training and education. (FM 7-0)

**Operating Tempo (OPTEMPO):** The annual operating miles or hours for the major equipment system in a battalion-level or equivalent organization. Commanders use OPTEMPO to forecast and allocate funds for fuel and repair parts for training events and programs. (FM 7-0)

**Organizational Assessment:** A process used by Army senior leaders to analyze and correlate evaluations of various functional systems, such as training, logistics, personnel, and force integration to determine an organization's capability to accomplish its wartime mission. (FM 7-0)

**Personnel Proponent:** The personnel proponent is the commander or chief of an organization assigned primary responsibility for providing recommendations to the Office of the Deputy Chief of Staff for Personnel for career fields per AR 600-3. Personnel proponents and the career fields for which they are responsible are listed in AR 600-3. (AR 5-22)

**Policy:** A plan, procedure, or principal designed to influence and determine decisions and actions. Policy is derived from doctrine. Doctrine describes how things should be; policy states how things are, based on real-world constraints. (AR 600-100)

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**Proponent:** An Army organization or staff which has been assigned primary responsibility for material or subject matter in its area of interest; i.e., proponent school, proponent staff agency, proponent center, etc. (AR 5-22)

**Self-awareness:** A person's understanding of their unique abilities, strengths, and weaknesses. (CAL: Competencies White Paper)

**Self-Development:** A self-directed, competency-based, progressive, life-long process an individual uses to augment institutional training and organizational experience to attain proficiency at their current rank/grade/assignment, and to prepare for promotion and higher-level responsibilities. Self-development is an individual responsibility, assisted by first line leaders, supervisors, and commanders, to identify requirements based on self-assessment and feedback. Developmental activities are planned to meet specific individual training goals and needs. (Modified ATLDP Def )

**Staff Support Agency (SSA):** An agency at Headquarters, Department of the Army, level which exists primarily to support and assist Headquarters, Department of the Army, and which would not exist in the absence of Headquarters, Department of the Army. A staff support agency assists in the formulation of policies and procedures or provides necessary administrative and/or logistical support for Headquarters, Department of the Army. See also agency.

**Standard:** The minimum acceptable proficiency required in the performance of a particular training task under a specified set of conditions. (FM 7-0)

**Training Aids, Devices, Simulators, and Simulations (TADSS):** A general term that includes combat training centers and training range instrumentation; tactical engagement simulation (TES); battle simulations; targetry; training-unique ammunition; dummy, drill, and inert munitions; casualty assessment systems; graphic training aids; and other training support devices. (FM 7-0)

**Task:** A clearly defined and measurable activity accomplished by individuals and organizations.

Tasks are specific activities that contribute to the accomplishment of encompassing missions or other requirements. (FM 7-0)

**Task Organization:** A temporary grouping of forces designed to accomplish a particular mission. (FM 7-0)

**Training:** The instruction of personnel to increase their capacity to perform specific military functions and associated individual and collective tasks. (FM 7-0)

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**Training Requirements:** The difference between demonstrated performance and the Army standard of proficiency for mission essential or battle tasks. (FM 7-0)

**Training Resources:** Those resources (human, physical, financial, and time) used to support training. They may be internally controlled by an organization or externally controlled by a headquarters that allocates their use to units as required. (FM 7-0)

**Training Strategy:** The method(s) used to attain the Army standard of training proficiency on mission essential tasks. (FM 7-0)

**Training Support System (TSS):** A system of systems that include information technologies; training aids, devices, simulations, and simulators (TADSS); and training support products, services, and facilities. These components are linked by architectures and standards that enable their interconnectivity and interoperability to ensure operationally relevant training experiences for warfighters. The TSS employs management, evaluation, and resource processes to ensure the entire system is assessed, funded, and managed for optimum benefit. (FM 7-0)

**Warrant Officer Education System (WOES):** Develops a corps of highly specialized experts and trainers who are fully competent in technical, tactical, and leader skills, knowledge, and behaviors; who are creative problem solvers able to function in highly complex and dynamic environments; and who are proficient operators, maintainers, administrators, and managers of the Army's equipment, support activities, and technical systems. Warrant Officer leader development is a continuous process beginning with pre-appointment training and education. (FM 7-0)

**Warrior Ethos:** Warrior Ethos compels soldiers to fight through all conditions to victory no matter how much effort is required. It is the soldier's selfless commitment to the nation, mission, unit, and fellow soldiers. It is the professional attitude that inspires every American soldier. Warrior Ethos is grounded in refusal to accept failure. It is developed and sustained through discipline, commitment to the Army values, and pride in the Army's heritage. (ATLDP)

### Section III

#### Special Abbreviations and Terms

This section contains no entries

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**Appendix D**  
**Semi-annual ATLDP Report**

**Section I**  
**Format**

**Memorandum** – Provide an overview/assessment of the implementation effort, highlighting significant positive and/or negative developments since the previous update.

**Enclosures** – Include a separate enclosure for each study phase (Phase I - Officer, Phase II - NCO, Phase III – Warrant Officer, Phase IV – Civilian) and structure as follows:

Paragraph a. - Provide an overall assessment of the implementation status of the study recommendations. Identify key issues or systemic problems impacting implementation.

Paragraph b. - Implementation status for each assigned recommendation. Identify all changes in status (with explanation) from the previous update

Paragraph c. - Provide detailed justification and way ahead for all recommendations rated as Amber or Red.

Paragraph d. - Highlight any additional actions required and associated milestones not previously identified on the implementation plan.

Paragraph e. - Measures of effectiveness – Identify newly established and/or changes to existing measures of effectiveness.

Paragraph f. - Identify any changes (+/-) to requirements and funding levels. Additionally, identify funding shortfalls and all actions taken to obtain required resources. Complete and attach spreadsheet (page 25) listing requirements, validated requirements, critical funding levels, current funding and UFRs.

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**Section II**  
**Resource Requirements**

See attached spreadsheet

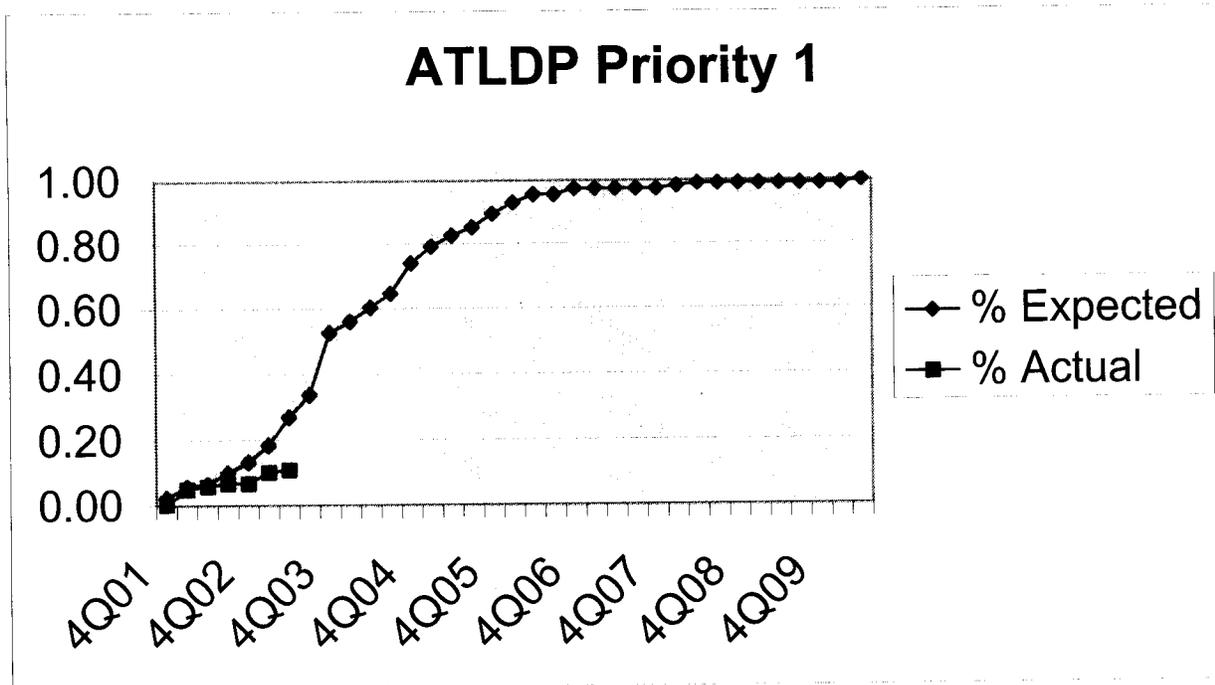






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**Appendix E**  
**Example of Strategic Readiness System (SRS) Scorecard**





ARMY G-3

# Management Timeline

