GLOBAL COMMAND AND CONTROL SYSTEM-JOINT (GCCS-J) TRAINING MANAGEMENT

JOINT STAFF
WASHINGTON, D.C. 20318

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CHAIRMAN OF THE JOINT CHIEFS OF STAFF NOTICE

CHANGE 1 TO CJCS INSTRUCTION 6721.02B

1. Holders of CJCSI 6721.02B, 15 October 2005, "Global Command and Control System-Joint (GCCS-J) Training Management," are requested to make the following page substitutions:

Remove Page(s)	Add Page(s)
A-5 through A-8	A-5 through A-8

2. Summary of the changes is as follows:

Removed the requirement for the Air Education and Training Command to maintain a detachment of trainers within the National Capital Region.

3. When the prescribed action has been taken, this transmittal should be filed behind the basic document.

4. This notice 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 notice through the Internet from the CJCS Directives Home Page--http://www.dtic.mil/cjcs_directives.

WILLIAM E. GORTNEY
VADM, USN
Director, Joint Staff

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CHAIRMAN OF THE JOINT CHIEFS OF STAFF INSTRUCTION

GLOBAL COMMAND AND CONTROL SYSTEM-JOINT (GCCS-J) TRAINING MANAGEMENT

References:
    a. CJCSI 6721.01 Series, "Global Command and Control Management Structure"
    b. CJCSI 3500.02 Series, 14 "Joint Training Master Plan 2002 for the Armed Forces of the United States"

1. Purpose. This instruction establishes responsibilities and a management structure for the Joint Staff, Services, Defense agencies, combatant commands, and other organizations that provide or use GCCS-J training. It supplements the references.

2. Cancellation. CJCSI 6721.02A, 31 March 2000, "Global Command and Control System Training Management."

3. Applicability. This instruction applies to the Joint Staff, combatant commands, Services, and Defense agencies.

4. Policy

        a. The management structure outlined in the enclosures provides oversight of GCCS-J training for the Joint Staff, Services, combatant commands, and Defense agencies. The management structure is established to identify, review, prioritize, and validate GCCS-J training requirements and products to resolve GCCS-J training issues and to forward recommendations for GCCS-J training policy and procedures to the Global Command and Control (GCC) Review Board.

    b. The Air Force is designated the Single Service Training Manager (SSTM) for GCCS-J. The SSTM is responsible for daily oversight of GCCS-J training management, to include guiding and assisting each combatant commander/Service/Agency (CC/S/A) and GCCS-J working

group in meeting the requirements of this instruction and coordinating with training providers and users on a daily basis. Specific responsibilities are delineated in Enclosure A.

   c. GCCS-J classroom training will be accomplished within existing Service and joint training infrastructures. In addition, GCCS-J training needs will be met by new initiatives, such as embedded training for new applications, computer based training (CBT), distributed and/or distance learning products, interactive courseware (ICW), and the joint national training capability objectives.

   d. Automated, interactive, scenario-based simulation training will provide immediate access to realistic task-based training for future GCCS-J operators and support personnel. Successful GCCS-J training starts with Service training of joint core competencies (JCCs) and is completed by CC/S/A duty position training.

   e. Security policy states that students attending GCCS-J courses or taking GCCS-J training online require a Final US Secret clearance. Interim Secret clearances are not sufficient (in accordance with (IAW) CJCSI 6731.01, GCCS-J Security Policy). Unclassified training material may be placed on the non-secure internet protocol router network (NIPRNET). However, training material and data on the NIPRNET must be controlled via individual user-IDs and passwords. In addition, accountability and auditing procedures must be in place.

5. Definitions

   a. Global Command and Control System-Joint. A comprehensive worldwide network of systems which will provide the Department of Defense, Joint Staff, combatant commands, Services, Defense agencies, joint task forces and their Service components, and others with information processing and dissemination capabilities necessary to conduct C2 of forces.

   b. Global Command and Control System Training. A comprehensive management structure and process designed to establish training requirements, develop and execute training solutions, and assess training against a command's capability to perform assigned missions.

   c. Joint Training Requirements (JTR). Each GCCS-J working group (defined in CJCSI 6721.01) is responsible for validating training requirements applicable to their assigned functional area. These requirements are documented using the JTR matrix described in Enclosure C.

   d. <u>Joint Core Competencies</u>. JCCs are skills and knowledge considered fundamental to accomplishing stated capabilities and are a subset of GCCS-J working group-approved joint training requirements. The training working group co-chairs formally coordinate JCCs with CC/S/A.

6. <u>Responsibilities</u>. Responsibilities are delineated in Enclosure A.

7. <u>Summary of Changes</u>. CJCSI 6721.02B reflects a revised development process for training requirements. CC/S/A, EA, and working group responsibilities for producing the joint training requirements matrix (JTRM) have been clarified. The JTRM identifies GCCS-J training requirements and now cross-references these requirements to joint mission-essential task lists (JMETL). Included in this update are new requirements for Services to identify and track GCCS-J trained personnel and for combatant commanders to identify their GCCS-J billets.

8. <u>Releasability</u>. This instruction 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 instruction through the Internet from the CJCS Directives Home Page-- http://www.dtic.mil/cjcs_directives/. Copies are also available through the Government Printing Office on the Joint Electronic Library CD-ROM.

9. <u>Effective Date</u>. This instruction is effective upon receipt.

            For the Chairman of the Joint Chiefs of Staff:

            SCOTT S. CUSTER
            Major General, USAF
            Vice Director, Joint Staff

Enclosures:
   A--GCCS-J Training Responsibilities
   B--GCCS-J Training Principles
   C--GCCS-J Training Management Process
   D--GCCS-J Training Proficiency Codes
   E--GCCS-J Training Products

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ENCLOSURE A

GCCS-J TRAINING RESPONSIBILITIES

1. <u>GCC Advisory Board</u>. Chaired by the Joint Staff Director for Operations (DJ-3), with membership by flag officers or flag-level representatives from all Joint Staff directorates, Services, combatant commands, and the Defense Information Systems Agency (DISA). This board approves GCCS-J joint training requirements after review and approval of the GCC Review Board. It also takes action on other unresolved GCC issues and recommendations forwarded by the GCC Review Board. Full responsibilities are identified in reference a.

2. <u>GCC Review Board</u>. Chaired by the Joint Staff Vice Director for Command, Control, Communications, and Computer Systems (VDJ-6), and is the primary body charged with consolidating, validating, and directing the implementation of GCCS-J requirements consistent with office of primary responsibility (OPR) approved development and implementation plans. This board reviews GCCS-J joint training requirements from the originating GCCS-J working group and the GCCS-J Training Working Group. Issues requiring action are forwarded to the GCC Advisory Board with recommendations for resolution. Full responsibilities are identified in reference a.

3. <u>Joint Staff</u>. DJ-3/Joint Staff is the OPR for GCCS-J, as noted in reference a. J-3 is responsible for development of the GCCS-J concept of operations, policy, and functional oversight. The Director for Command, Control, Communications, and Computer Systems (DJ-6), Joint Staff, assists J-3 by technical oversight for all C2 systems development and implementation. The Director for Operational Plans and Interoperability (DJ-7), Joint Staff, has oversight responsibilities for military education and joint exercise and contingency training.

    a. J-3 Deputy Director for Global Operations (DDGO), Command Systems Operations Division (CSOD), oversees functional training for GCCS-J. J-3 co-chairs the GCCS-J Training Working Group, which reports to the GCC Review Board under the GCC management structure.

    b. J-6C C4 Systems Support Division oversees technical training in support of GCCS-J and co-chairs the GCCS-J Training Working Group.

4. <u>GCCS-J Working Groups (WGs)</u>. Permanent WGs are established in those areas that are routinely involved with GCCS-J. DJ-3/Joint Staff appoints a Joint Staff directorate to provide the WG chair and be responsible for providing required support to ensure the group can accomplish its assigned and implied taskings. Current functional WGs

include common operational picture (COP), intelligence, force projection, combined interoperability, and readiness. Current cross-functional WGs include training, technical support, security, and system integration. Voting membership normally includes representatives in the grade of O-5 or equivalent GS/civilian and below from Joint Staff directorates, Services, combatant commands, Defense agencies, and the SSTM (USAF XOOY). All WGs are organized similarly; responsibilities include, but are not limited to:

   a. Developing and maintaining a functional area plan for developing GCCS-J requirements.

   b. Ensuring operational user input is obtained while developing and refining GCCS-J strategies, objectives, requirements, and priorities.

   c. Developing and validating GCCS-J training requirements (including joint core competencies) and presenting them to the GCCS-J Review Board.

   d. Coordinating GCCS-J training requirements with other WGs when appropriate.

   e. Determining joint priorities when faced with competing requirements.

   f. Approving final GCCS-J training products.

5. GCCS-J Training Working Group (TWG). This working group is the GCC management structure focal point for all GCCS-J training, reporting to the GCC Review Board. It is co-chaired by J-3/DDGO-CSOD and J-6C. Voting membership includes representatives in the grade of O-5 or equivalent GS/civilian and below from Joint Staff/J-3/DDGO-CSOD/ J-6C, Services, combatant commands, Defense agencies, the SSTM (USAF XOOY), and DISA's GCCS-J Training Manager. Observer participation is extended to additional organizations Air Education and Training Command (AETC), Joint Deployable Intelligence Support System, and Joint Deployment Training Center (JDTC) that provide or support GCCS-J related training. The TWG:

   a. Reviews training requirements for GCCS-J as provided by the functional area experts (represented in functional WGs such as the COP working group). Overall GCCS-J requirements are submitted to the OPR, J-3.

   b. Determines and facilitates availability of resources for GCCS-J training.

c. Formulates, reviews, and forwards training procedures or issues to GCC Review Board.

d. Monitors Service implementation of JCC training solutions.

e. Conducts liaison with other GCCS-J WGs as needed.

f. Coordinates formal CC/S/A approval of GCCS-J training requirements (including JCCs) prior to review by the GCC Review Board.

6. SSTM. Air Force responsibilities as the SSTM include, but are not limited to:

a. Providing daily management of GCCS-J training activities.

b. Acting as single point of access for GCCS-J training-related issues for GCCS-J users, training developers, application developers, and GCCS-J working group members.

c. Facilitating flow of information between users, developers, and WGs.

d. Providing a representative to the GCCS-J TWG and functional/cross-functional WGs.

e. Maintaining close contact with GCCS-J user commands and training providers.

f. Providing responses to training related queries from users.

g. Providing regular updates to the GCCS-J community on training progress.

h. Chairing GCCS-J training panels as required to review current GCCS-J training curricula and products and to exchange information. Each GCCS-J training panel focuses on a specific functional community or application suite. Joint Staff, Services, Defense agencies, combatant commands, and training organizations are represented at each GCCS-J training panel.

i. Distributing GCCS-J training information, points of contact, current events, lessons learned, and feedback to users and trainers via the SSTM Web page or on additional Web pages on the NIPRNET and/or SIPRNET.

j. Acting as focal point for creative training alternatives, ensuring that GCCS-J users are provided optimum training from all available sources.

7. <u>Services</u>. Services responsibilities include, but are not limited to:

a. Providing personnel to combatant commanders that are capable of performing JCCs at an initial qualification level of proficiency.

b. Incorporating GCCS-J JCC training into Service training strategies.

c. Fulfilling all EA responsibilities, as defined in paragraph 14, when sponsoring an application into GCCS-J, or sponsoring maintenance of an existing GCCS-J application.

d. Providing education and training guidance to their appointed representatives at GCCS-J WGs, training panels, and review boards.

e. Appointing an OPR as the primary Service point of contact (POC) for liaison with the SSTM.

f. Keeping the SSTM and joint training community apprised on the status of GCCS-J related training efforts.

g. Identifying and tracking GCCS-J qualified personnel.

8. <u>Combatant Commands</u>. Combatant commands responsibilities include, but are not limited to:

a. Appointing a GCCS-J training representative to participate in the GCCS-J Training Working Group.

b. Providing subject matter experts (SME) at the GCCS-J WGs and training panels.

c. Providing on site training to meet specific mission and position requirements.

d. Implementing mission qualification proficiency training.

e. Providing operational refresher training as needed.

f. Appointing an OPR as the primary combatant command POC for liaison with the SSTM.

g. Keeping the SSTM and joint training community apprised on the status of GCCS-J related training efforts.

h. Identifying all GCCS-J billets on joint manning documents.

9. <u>DISA</u>. DISA responsibilities include, but are not limited to:

a. Appointing an OPER to serve as the DISA GCCS-J Training Manager (GTM). The GTM responsibilities include, but are not limited to:

(1) DISA voting representative to the TWG and training panels.

(2) Single DISA POC for all GCCS-J training issues.

(3) Implementing approved GCCS-J training policies and decisions.

(4) Assisting GCCS-J training developers to identify the best solutions for meeting the training requirements.

b. Providing initial training for common operating environment (COE) upgrades and future operating environments.

c. Ensuring all embedded training, regardless of developer, meets established technical guidelines.

(1) Providing developers with embedded training standards to ensure that future embedded training on all GCCS-J applications has a common look and feel.

(2) Ensuring development of GCCS and/or COE standard embedded training tools.

d. Providing technical advice to trainers and developers as needed.

e. Ensuring training organizations have advance releases of new software, as needed, to develop training courses and materials. Advance release of new software will only be used for the development of courses and training materials. Training organizations will maintain strict configuration management control of these advance releases in coordination with DISA.

10. <u>JDTC</u>. JDTC develops and provides functional training for approved GCCS-J applications. JDTC training includes the Joint Operation Planning and Execution System (JOPES), Global Combat Support System (GCSS), Joint Readiness applications, and select GCCS-J applications identified by the Joint Staff/J-3 (e.g., COP, I3, adaptive course of action and, and deployment visualization tool. This training is open to all combatant commands, Services, agencies, eligible contractors, and civil servants possessing a final US SECRET security clearance, at a minimum. JDTC responsibilities include, but are not limited to:

a. Providing a representative to the GCCS-J TWG and training panel.

b. Conducting Training Needs Assessments, as required.

c. Designing, developing, evaluating, and maintaining curricula.

d. Providing resident training for all courses offered and mobile training at sites that can support specific training requirements (e.g., training facility, access to JOPES, GCSS, GCCS systems, etc.). Integrating joint deployment training into JDTC curriculum.

e. Designing and developing distributed and/or distance learning products and providing access to course materials online via NIPRNET and/or SIPRNET.

f. Developing and publishing an annual training schedule based on user requirements.

g. Maintaining "Joint Deployment Process" curriculum.

h. Providing surge training to combatant commands in support of major real-world contingency operations.

11. AETC. AETC develops and provides GCCS-J technical support system administrator training. This training is open to all combatant commands, Services, agencies, eligible contractors, and civil servants. AETC responsibilities include, but are not limited to:

a. Providing a representative to the GCCS-J TWG and training panel.

b. Providing resident training and mobile training teams, for all courses offered, to meet combatant command technical support training requirements.

c. Designing, developing, evaluating, and maintaining curricula.

d. Providing access to course materials online via NIPRNET and/or SIPRNET.

e. Publishing annual training schedules to meet user needs.

12. GCCS-J Training Panels. GCCS-J training panels are chaired by the SSTM. Training panels are convened to perform a detailed review of training products and courses by CC/S/A identified SMEs. Training panels are normally scheduled around corresponding GCCS-J working group meetings to leverage momentum generated during those meetings. Training panel voting membership includes representatives from the Joint Staff, Services, Defense

agencies, combatant commands, and the SSTM. Training panel responsibilities include, but are not limited to:

a. Meeting as required or directed by each GCCS-J working group chair.

b. Reviewing curricula and training methods and materials, exchanging information, and identifying new requirements.

c. Recommending changes to current and projected training products and courses to the appropriate GCCS-J working group for approval.

d. Considering alternative methods of training that could provide more efficient or effective learning.

13. GCCS-J User Organization. GCCS-J user responsibilities include, but are not limited to:

a. Complying with established policy and procedures.

b. Actively supporting the training process and participating in GCCS-J WGs and the GCCS-J training panels.

c. Identifying appropriate personnel and making them available for training, ensuring their attendance, and assigning them appropriately upon completion of training in order to meet combatant command and Service requirements.

d. Keeping the SSTM and joint community apprised of current training initiatives and activities.

e. Identifying training requirements through appropriate forums.

f. Providing feedback on training products and courses through appropriate forums.

14. EAs. EAs, as assigned by the Secretary of Defense or Deputy Secretary of Defense per DOD Directive 5101.1, "DOD Executive Agents," must bring the agreed upon warfighting capability to the warfighters. This includes initial and sustainment joint training solutions to enable successful employment and execution of the implemented software. EA responsibilities shall be assigned by the Secretary or Deputy Secretary and will include, but are not limited to:

a. Seeking approval of training solutions through appropriate GCCS-J WGs and SSTM.

b. Implementing GCCS-J working group-approved training solutions.

c. Including CC/S/A training as part of installation team if requested.

d. Responding to field feedback after training solutions are implemented.

e. Developing training products IAW GCCS-J guidelines and military standards.

f. Ensuring application is fully compatible with and takes full advantage of the capabilities available in standard COE GCCS-J embedded training tools when available.

ENCLOSURE B

GCCS-J TRAINING PRINCIPLES

1. The GCCS-J Training Management Process is based on the six principles outlined below. These principles, along with the responsibilities identified in Enclosure A, provide the foundation for ensuring GCCS-J training effectively prepares personnel to use GCCS-J to support military operations. The GCCS-J Management Structure, from a training perspective, is depicted in Figure B-1 below:
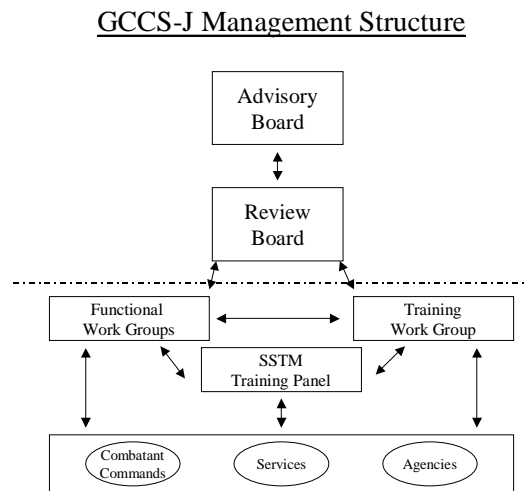
GCCS-J Management Structure

Figure B-1. GCCS-J Management Structure

2. <u>Combatant Commanders Require Warfighting Capabilities</u>. Combatant commander requirements must be viewed as complete mission capabilities identified in a JMETL, which is derived from the Universal Joint Task List. The GCCS-J training management process must identify all training needed to ensure full use of GCCS-J tools to support the warfighting capability. Training must be considered an operational requirement that should be managed, and funded, as a critical piece of the required mission capability.

3. <u>GCCS-J WGs Represent the Joint Warfighters</u>. The process described in this instruction enforces the concept that users (functional and technical), represented by CC/S/A members of GCCS-J WGs, identify and validate all requirements, including training. As the consolidated voice of the warfighters, GCCS-J WGs develop joint training requirements. Subsets of these requirements are identified as joint core competencies. CC/S/A working group representatives must be prepared to present and defend their list of competencies and measurement

criteria. Although the GCCS-J training community sets minimum standards for training products (i.e., embedded tools and/or ICW, the GCCS-J working group must determine user priorities when faced with valid competing requirements. GCCS-J WGs have oversight over those applications assigned to them through the GCC management structure.

4. CC/S/A Support the GCCS-J WGs. CC/S/A must view the GCCS-J WGs as their avenue into the joint GCCS-J community. CC/S/A should apply the full resources of their respective organizations to assist their GCCS-J working group members presenting and defending their requirements. Each Service has a training command that should provide support and advice to their representatives.

5. Services Provide JCC Trained Personnel to Combatant Commands. As stated in Enclosure A, Services will incorporate JCCs into their respective training strategies in order to provide JCC trained personnel to the combatant commanders. In the absence of GCCS-J working group-approved JCCs, there will be no standard level of expected competency among the Services. Services choose the most effective and appropriate method of training their personnel. In some cases one CC/S/A may rely on training offered by another CC/S/A to meet its JCC training requirements (e.g., USAF providing technical training at Keesler AFB, and the JDTC providing JOPES, GCSS, SORTS, and select GCCS-J functional application training at Ft. Eustis.)

6. Executive Agents Build Initial Joint Training. The executive agent responsible for developing an application has an acquisition program responsibility to develop training to support fielding of the system. They must build products that meet minimum requirements of the GCCS-J working group and satisfy identified joint training requirements. After initial developer training, each CC/S/A is responsible for utilizing the training products in the manner that best fits the needs of the organization.

7. The SSTM will Assist CC/S/A and GCCS-J WGs. The SSTM will guide and assist each CC/S/A and GCCS-J working group to meet the requirements of this process and serve as the OPR for daily oversight of GCCS-J training. The SSTM will attend GCCS-J WGs, work with CC/S/A to identify their training needs, and monitor development of training products and delivery methods. This requires support from each CC/S/A and GCCS-J working group to keep the SSTM apprised of scheduled meetings, training initiatives, and related activities.

ENCLOSURE C

GCCS-J TRAINING MANAGEMENT PROCESS

1. Overview. The GCCS-J training management process covers activities designed to deliver GCCS-J related training built to requirements. GCCS-J WGs identify and validate the types and content of training products they need. This process covers joint capabilities and requirements as determined by the GCCS-J WGs. CC/S/A unique requirements should follow a similar process. Application developers and EAs are responsible for developing embedded tools, ICW, and programs of instruction to accompany their applications and deliver sufficient difference training for using organizations to load and operate new/updated GCCS-J applications. Services are responsible for providing sustainment training that enables their personnel to successfully complete JCC at the initial qualification training level. Combatant commanders are responsible for providing sustainment training that enables their personnel to successfully complete JCC at the mission qualification level. Jointly funded training organizations (AETC and JDTC) support sustainment training with fixed classrooms and mobile training teams (MTTs). CC/S/A must keep the GCCS-J WGs and SSTM apprised of training development efforts to promote leveraging of each other's efforts. The process for developing training requirements is depicted in Figure C-1 below:
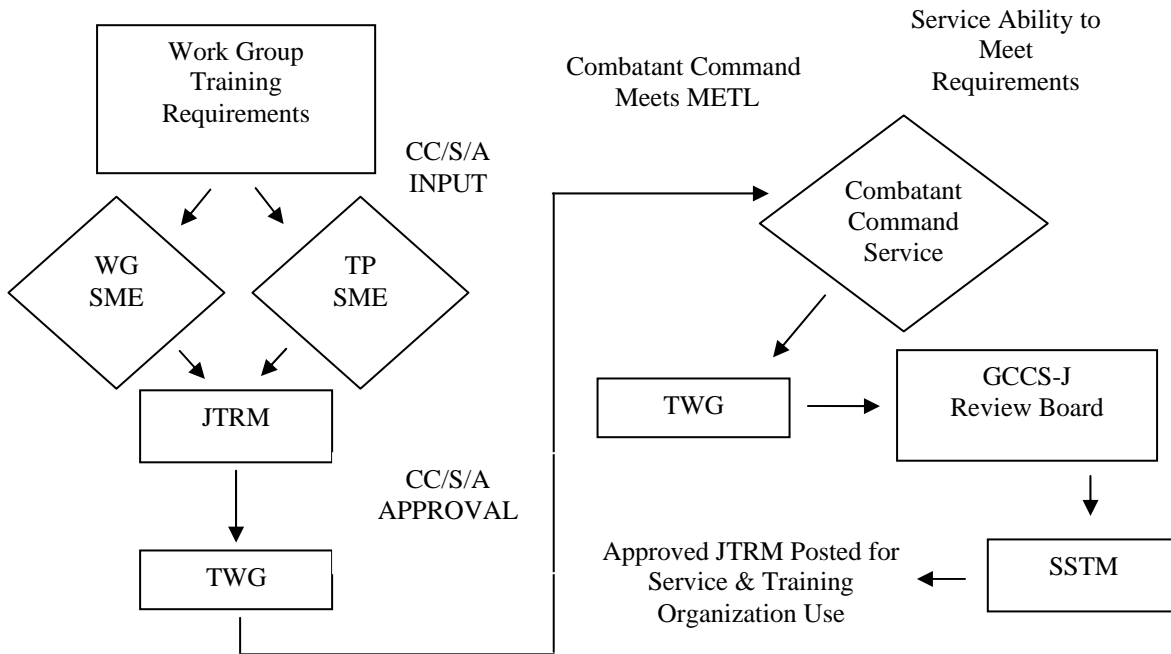
Figure C-1. GCCS-J Training Requirements Development

a. WGs identify their training requirements.

b. WGs have the option of using an SSTM chaired training panel or building training requirements on their own. In either case, combatant commander, Service, andagency SME will be used to build a JTRM.

c. The JTRM is the vehicle used to identify all WGs training requirements, match the requirements to JMETL, and identify tasks that equal or support joint core competencies.

d. The TWG co-chairs will coordinate (using JSAP) WGs-developed JTRM with the combatant commands to ensure the identified requirements meet their training requirements, and with the Services to ensure they can incorporate the training requirements into Service training strategies.

e. The TWG co-chairs coordinated and/or approved JTRMs will be posted on the SSTM Web page for Service and training organization use.

2. EA Appointment. Joint Staff and DISA coordinate with OASD(NII) to seek formal appoint of the EA by the Secretary or Deputy Secretary of Defense.

3. JTRM. The purpose of this matrix is to identify all approved training requirements, training tasks linked to JMETL, associated initial and mission-qualification proficiency levels, proposed training solutions, and status of training efforts. The initial effort must ensure accurate training requirements are identified. After joint acceptance of the training need, training solutions are identified and supported by linking to JMETLs. A separate matrix is usually required for each application. Consolidated matrices may be developed for sets of applications that are closely related (e.g., COP and I3, JOPES products). Multiple levels of proficiency, with different training solutions, may be required for a single training requirement if the GCCS-J working group identifies multiple user categories.

a. Placement of a proficiency code under the joint training heading indicates the level of training required for the specified user category. Placement of a proficiency code under a training solution heading (e.g., operator course, embedded tools, etc.) indicates the desired training solution for that requirement.

b. In addition to GCCS-J specific training requirements, this matrix can be used to identify basic prerequisite skills and knowledge that Services are responsible for providing (task 1.1.4 in Table C-1). The following table is a sample JTRM. The paragraphs following the table

describe each area in more detail. The training option headings are examples only and should be tailored to the specific options required by the using community.

Task #	JCC	Task Title	J M E T L	User Category	Joint Training		Operator Course		Online Tools		Service Provided		Combatant Command Provided	
					IQ	MQ	IQ	MQ	IQ	MQ	IQ	MQ	IQ	MQ
1		**Overarching GCCS-J-COP Capabilities**												
1.1		GCCS-J C2 concept												
1.1.1	*	Recognize the GCCS-J applications relevant to the COP and identify those that represent migrations from legacy systems.		**1**	**A**								**A**	
				2	**A**									
				3	**A**	**B**	**A**			**B**				
				4	**A**		**A**							
1.1.2	*	Describe how COP relates to other parts of GCCS-J.		**1**	**A**				**A**					
				2	**A**	**B**			**A**					**B**
				3	**B**	**C**	**B**							**C**
				4	**B**		**B**							
1.1.3		Describe the basic system architecture on which CHART is built.		**1**	**A**									**A**
				2	**A**	**B**			**B**					**A**
				3	**B**	**C**	**B**		**C**					
				4	**B**		**B**							
1.1.4	*	Understand differences between levels of war.		**1**	**B**						**B**			
				2	**B**						**B**			
				3	**B**						**B**			
				4	**B**						**B**			

Table C-1. Example JTRM

(1) <u>Task #</u>. Numerical indicator used to identify a task.

(2) <u>JCC</u>. An asterisk identifies this requirement as a JCC.

(3) <u>Task Title</u>. This is a short synopsis of the task, including any conditions and standards applicable to the performance of the task.

(4) <u>JMETL</u>. Where a task supports a joint mission-essential task, the identifying JMETL number will be identified.

(5) <u>User Category</u>. This column will be included in the matrix when the functional community identifies categories of users. In this example the COP WG approved four categories of personnel requiring COP training. A clear explanation of the categories must be included as part of the matrix if user categories are used.

(6) <u>Training Options</u>. This area consists of multiple columns, each representing a desired training solution identified by the GCCS-J working group. Each column is divided into initial and mission qualification columns explained below. The left-most column, entitled "Joint Training" reflects the overall initial and mission proficiencies identified by the functional community.

(7) <u>Initial Qualification (IQ)</u>. The proficiency level identified in this column indicates the minimum requirement to be considered initially qualified to perform the task. When the task is identified as a JCC, this column identifies the minimum proficiency level Service personnel must attain prior to arrival at a joint assignment. See Enclosure D for a description of proficiency codes.

(8) <u>Mission Qualification (MQ)</u>. This column identifies the desired level of proficiency for personnel to be considered fully qualified to perform the task. The difference between IQ and MQ will determine the scope of training to be completed within the warfighters domain. This will be accomplished primarily via on-the-job-training (OJT) using the system's embedded tools, standard OJT products, and accompanying ICW. For complex technical tasks MTTs and/or classroom training may be required.

ENCLOSURE D

GCCS-J TRAINING PROFICIENCY CODES

There are three basic types of proficiencies reflected on this key, Figure D-1. The higher the number or letter, the more proficiency is required.

   a. Task Performance Levels – This numerical indicator reflects the desired level of performance that needs to be successfully demonstrated of the training. It ranges from extremely limited (Level 1: Can do simple parts of the task. Needs to be told or shown how to do most of the task) to highly proficient (Level 4: Can do the complete task quickly and accurately. Can tell or show others how to do the task.)

   b. Task Knowledge Levels – This lower case alphabetic indicator reflects the desired level of task knowledge that needs to be successfully demonstrated of the training. All tasks require some level of knowledge that must be learned either in conjunction with or prior to demonstrating the performance. It ranges from nomenclature (Level a: Can name parts, tools, and simple facts about the task.) to advanced theory (Level d: Can predict, isolate, and resolve problems about the task.) While it is possible to learn the knowledge aspects of a task without actually performing the task, it is not possible to perform a task without some level of task knowledge. For this reason, assign a task knowledge letter code without a task performance level number, but never the other way around. An example of this is in air traffic control: a student must learn much about the task of directing the landing of an aircraft in an emergency but would not actually do that task for some time.

   c. Subject Knowledge Levels – This upper case alphabetic indicator reflects the desired level of knowledge that needs to be successfully demonstrated of the training. This is information necessary to perform the task that does not require performance. It may be the theory behind radar, for example, without requiring an individual to build or test a radar system. Terms and definitions are often necessary to provide a foundation for later performance, and are thus classified as subject knowledge. The levels range from facts (Level A: Can identify basic facts and terms about the subject.) to evaluation (Level D: Can evaluate conditions and make proper decisions about the subject.)

Proficiency Code Key		
	Scale Value	**Definition: The Individual**
Task Performance Scale	1	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (extremely limited)
	2	Can do most parts of the task. Needs only help on hardest parts.
	3	Can do all parts of the task. Needs only a spot check of completed work.
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (highly proficient)
Task Knowledge Scale	a	Can name parts, tools, and simple facts about the task. (nomenclature)
	b	Can determine step-by-step procedures for doing the task. (procedures)
	c	Can identify why and when the task must be done and why each step is needed.
	d	Can predict, isolate, and resolve problems about the task. (advanced theory)
Subject Knowledge Scale	A	Can identify basic facts and terms about the subject. (facts)
	B	Can identify relationship of basic facts and state general principles about the subject.
	C	Can analyze facts and principles and draw conclusions about the subject.
	D	Can evaluate conditions and make proper decisions about the subject.

Explanations
- The task performance level is always used in conjunction with a task knowledge level to identify an overall task performance requirement.
- A task knowledge scale value may be used alone or with a task performance scale to define a level of knowledge for a specific task. (Example: b and 1b)
- A subject knowledge scale value is used alone to define a level of knowledge for a subject not directly related to any specific task or for a subject common to several tasks.

Figure D-1. Proficiency Code Key

ENCLOSURE E

GCCS-J TRAINING PRODUCTS

1. Training Products. A solution to finding more efficient training methods is to ensure validated training products and associated support material is readily accessible from within the operational environment whenever practical. Classroom instruction should be reserved for complex, lab-intensive requirements where it is impractical to train in a live, real-world environment. Every GCCS-J application must be fielded with a minimum level of help products. Task-based ICW must be considered for those functions that require an increased level of interactivity and/or simulation. GCCS-J working groups, assisted by the SSTM, will determine the requirement for development of these products, text-based lesson plans, and standard OJT materials. All products must be in compliance with DISA GCCS standards documents.

2. Help Products. These products fall into three categories: system help, performance support, and tutorials. Each is described below.

    a. System Help. This includes the normal help functions available in most commercial Windows applications. Help topics will cover terms, screens, fields, and generic system processes.

    b. Performance Support. Performance support is designed to eliminate the need for recall of information or processes associated with the performance of a task. It can be checklists, descriptions of tasks or processes, screen references, etc. Performance support must be task-based, describe steps required to accomplish a task, allow for local modification to incorporate local procedures, and identify changes from previous software versions.

    c. Tutorial. Tutorials must be task-based, launched from the application, and include a demonstration capability (i.e., graphically demonstrate how to perform a task). Tutorials should also include an interactive demonstration mode that provides feedback to the operator.

3. Interactive Courseware (ICW). ICW can be separate from an application and measures the performance of a trainee. ICW is an integral piece of the long-term vision for GCCS-J training. At a minimum, ICW products must capture student progress and/or scores using COE compliant standards; be segmented into logical blocks of instruction; provide bookmark capability; measure trainee learning through tests, simulation exercises; be developed IAW COE and be task- and/or scenario-based; and allow local modifications. The following paragraphs describe different ICW interactivity levels:

a. <u>Level I - Basic Presentation</u>. This is the lowest level of ICW development. Level I lessons are linear (one idea after another) and are used primarily for introducing an idea or concept. There is little interaction other than the student touching the screen or using a keystroke or mouse click to continue. The media used are primarily text and graphics (not complex).

b. <u>Level II - Medium Simulation Presentation</u>. This presentation level involves the recall of more information than a basic Level I presentation and allows the student to have increased control over lesson presentation; that is, there is more interaction, such as using a light pen to rotate a switch. Computer managed instruction (CMI) is used in Level II lessons to track and analyze student performance. Level II normally combines audio, video, text, graphics, and animation.

c. <u>Level III - High Simulation Presentation</u>. This level involves aspects of both Level I and Level II while using the full abilities of ICW. Level III may present onscreen interaction similar to that used in an aircraft simulator. This level provides a high degree of interactivity, extensive branching capability, maximum remediation opportunity (supports multiple levels of errors), real-time event simulation with minor equipment limitations, capability to interface with other output devices, and thorough CMI capability.