

**General Order 2016-2**

**Training**

# **Training Management**

**Joint Force Headquarters  
Connecticut Military Department  
Hartford, Connecticut  
1 July 2016**

**UNCLASSIFIED**

Joint Force Headquarters  
Connecticut Military Department  
Hartford, Connecticut 06105-3795  
1 July 2016

General Order 2016-2

## TRAINING

### TRAINING MANAGEMENT

**Summary.** This General Order (GO) prescribes the processes for the management of unit and individual training of the units of the Governor's Guards.

**Applicability.** This GO is immediately applicable to the units of the Governor's Guards and to any other unit of the armed force of the state hereafter identified applicable by written order of the Adjutant General.

**Supplementation.** Supplementation of this GO is prohibited without prior approval of the Adjutant General.

**Proponent.** The proponent for this GO is Connecticut Military Department (CTMD), Military Administrative & Programs Office, William A. O'Neill Armory, 360 Broad Street, Hartford, CT 06105

**Suggested Improvements.** Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the Office of the Adjutant General, ATTN: CTMD-HS, Governor William A. O'Neill State Armory, 360 Broad Street – Room #113, Hartford, CT 06105-3795.

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By Order of the Adjutant General, duly authorized, in accordance with (IAW) Conn. Gen. Stat. § 27-20

THADDEUS J. MARTIN  
Major General  
The Adjutant General

**CONTENTS**

Chapter	TITLE	PAGE
1	Roles & Responsibilities	2
2	The Training Cycle	4
3	Training Development	8
4	Principles of Training	14
Appendix 1	Submission Timeline	16

**REQUIRED CTMD FORMS:**

CTMD Form 1-1 (Report of Duty Performed)  
CTMD Form 1-5 (Yearly Training & Operations Calendar)  
CTMD Form 1-6 (Serious Incident Report)  
CTMD Form 1-6a (Serious Incident Report Witness Statement)  
CTMD Form 1-7 (Training Schedule)  
CTMD Form 1-8 (Risk Management Worksheet)  
CTMD Form 1-10 (Sign-In Roster)  
CTMD Form 1-11 (After Action Review)  
CTMD Form 1-16 (Monthly Report)

## **Chapter 1 Roles & Responsibilities**

### **1-1. The Adjutant General**

a. The Adjutant General has ultimate responsibility for the readiness and preparedness of all units within the Armed Forces of the State of Connecticut. As such, it is his responsibility to issue guidance to all subordinate units to ensure their training priorities are focused on the accomplishment of their respective missions.

b. The Adjutant General may delegate authorities to subordinate personnel at his discretion by issuance of a delegation memorandum.

### **1-2. The Assistant Adjutant General**

a. The Assistant Adjutant General is the immediate supervisor of the Commandants of the four units of the Governor's Guards. The Assistant Adjutant General has the responsibility of providing direct oversight of the unit's training management processes.

b. The Assistant Adjutant General is responsible for the development of the Commandants as leaders and officers of the Armed Forces of the State.

### **1-3. Commandant**

a. Commandants are responsible for ensuring their units are capable of performing their missions. They are directly responsible and accountable for all aspects of unit training management.

b. Commandants will directly observe and participate in unit training and leader development in order to assess unit readiness and provide guidance for improvement. They assess unit proficiency in each mission essential task and develop a plan to achieve proficiency.

c. Commandant's are provided resources to conduct training and operations. Through the assessment of the unit's readiness and determining its training focus, Commandant's allocate their available resources against the appropriate training priorities. Resources include: personnel, time available, equipment, space and funding.

d. The Commandant delegates appropriate authority to members of the staff in writing. Delegation of proper authority also includes assigning members additional duties by an appointment memorandum.

**1-4. Executive Officer**

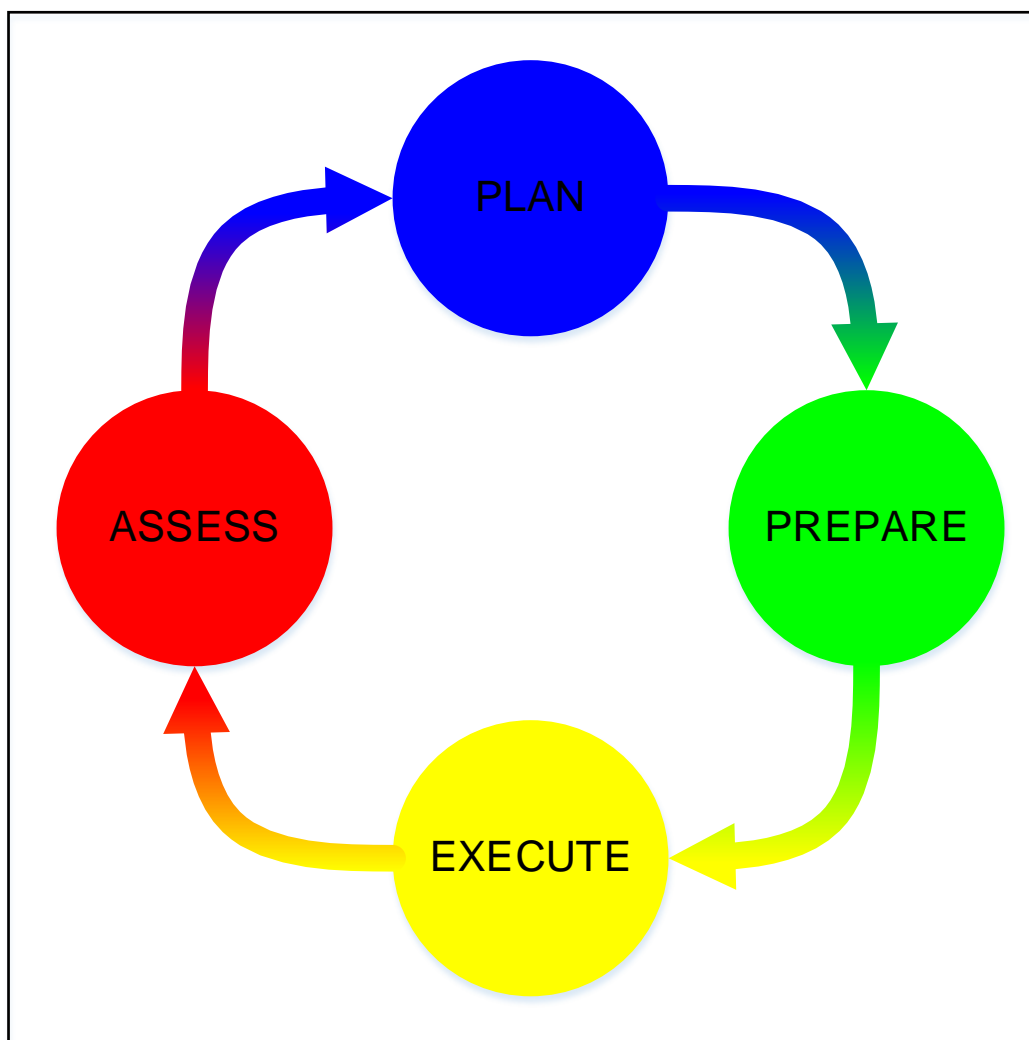
a. The Executive Officer formulates the guidance of the Commandant into an appropriate and feasible training plan to be executed during the training year.

b. The Executive Officer is the staff officer immediately responsible for the oversight of training management. The Executive Officer prepares and maintains all documentation associated with the training of the unit.

c. The Executive Officer is responsible for conducting planning meetings, preparing training schedules, conducting after action reviews and ensuring all training is executed to standard.

d. The Executive Officer assists the Commandant in mitigating risk during the conduct of training and operations in order to protect personnel, equipment and resources.

## Chapter 2 The Training Cycle



The Training Cycle

### 2-1. Timeline

a. The training cycle is a continuous, repetitive process of planning, preparing, executing and assessment. Depending upon the level of training, the process can be done on an annual, monthly or daily basis.

b. The process begins when it is determined there is a need to train. This can be initiated through a directive from higher headquarters or through the Commandant's assessment that unit requires the training.

## **2-2. Yearly Training Management**

a. The process for yearly training begins when guidance has been issued from the Adjutant General. This guidance will provide the Commandant's the necessary information to begin the planning process for the upcoming training year. Ideally, this guidance is issued no later than three months prior to the start of the training year on October 1<sup>st</sup>. In addition to providing the Adjutant General's priorities, goals and intent, the guidance will also provide details outlaying available resources in the forthcoming training year.

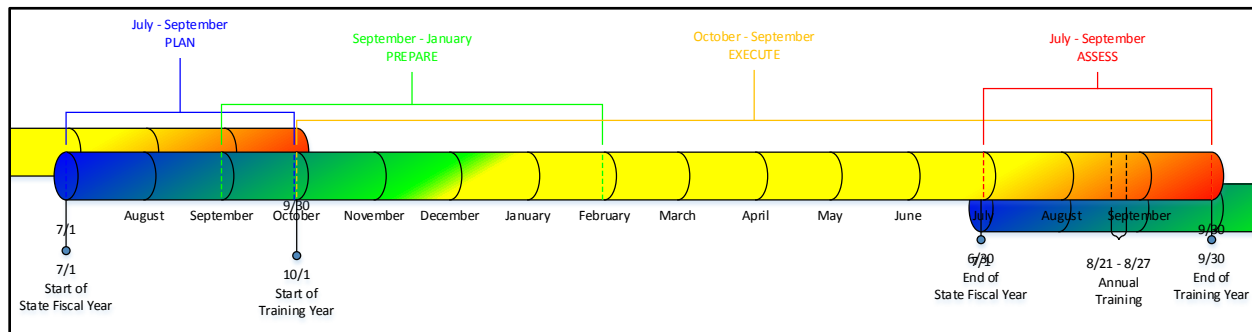
b. The planning process for the upcoming training year overlaps with the assessment process for the previous training year. This allows the Commandant and key leaders to adequately identify training goals and priorities based upon the unit's past performance.

c. The planning phase culminates with the development of the Yearly Training & Operations Calendar (YTC) – CTMD Form 1-5. This documents highlights all of the key dates and tasks to be completed during the training year – ending with the unit's Annual Training. The Yearly Training & Operations Calendar is review by the Assistant Adjutant General to ensure it aligns with the guidance provided and is then approved by The Adjutant General.

d. The unit begins preparation for the training year once they have drafted the YTC. Time doesn't allow for the Commandant to wait for approval of the YTC to begin preparing for the training year. As the unit prepares the YTC, they need begin the process of identifying resources and assigning personnel to the key tasks and operations to allow subordinate personnel to prepare for execution.

e. Execution commences with the start of the training year and concludes at its termination. Throughout the training year, planning & preparation doesn't completely end as changes to the YTC, unforeseen requirements and other factors necessitate the Commandant & key staff to continue to plan & prepare to some degree.

f. The formal assessment process begins towards the end of the training year – usually in the final three months. It coincides with the planning phase for the next training year where lessons learned are applied to future planning. However, the informal assessment process begins when execution commences. Commandants and key leaders need to continuously monitor and evaluate training & operations in order to collect information when it is still fresh in the minds of those who planned, prepared and executed the event.



Example of the Training Cycle for Yearly Planning  
(note the overlap of the previous and future training year)

### 2-3. Monthly Training Management

a. Planning for unit monthly training begins three months prior to the month of execution. Based on the requirements established in the YTC, upcoming events and guidance from the Commandant, the Executive Officer leads the monthly training management meeting to determine the training requirements for the month being planned. Instructors, resources and training areas are identified and a draft Training Schedule – CTMD Form 1-7 is completed for the Commandant's review.

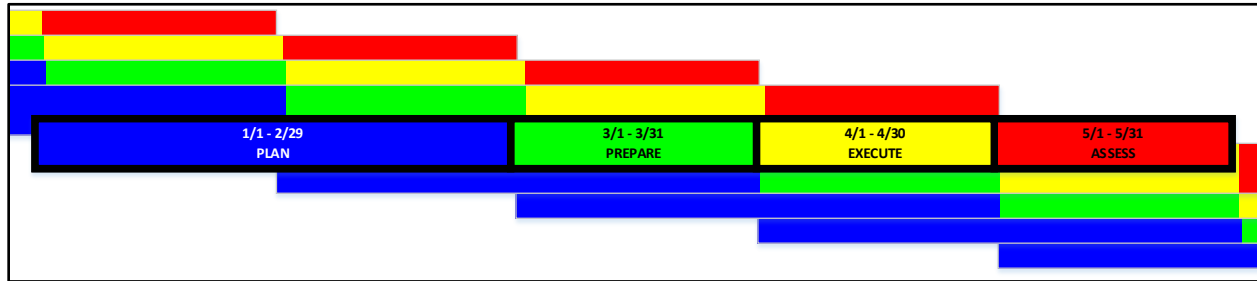
b. During the second planning month, the Executive Officer reviews recommended changes of the Commandant, if any. Instructors are notified, resources are reserved and training areas are confirmed. A final training schedule is prepared for the Commandant's approval.

c. The month prior to the execution of training is reserved for instructors and key personnel to prepare for training. Instructors review lesson plans, coordinate with resource providers and ensure all necessary equipment is functional. Deficiencies are identified and addressed.

d. The month of execution is reviewed to confirm instructors are ready to conduct training and have the necessary resources to conduct training effectively. The Executive Officer ensures that training is evaluated as it is being performed.

e. Following the month of execution, an assessment is performed on all training to identify its effectiveness and if the training had the desired effect. A record of what needs to be sustained and what needs to be changed is documented on the After Action Review – CTMD Form 1-11.





Example of the Training Cycle for Monthly Planning  
*(note that each month consists of a review of a five month period)*

## 2-4. Monthly Unit Training Meetings

a. The Company Executive Officer chairs the monthly unit training meeting at a minimum of once a month. Other attendees may include: the Commandant, the Adjutant, the Quartermaster, the First Sergeant, Platoon Sergeants, Squad Leaders, identified instructors and resource managers. Ultimately, the Executive Officer needs to ensure all necessary personnel are represented at the meeting.

### b. Agenda:

(1) Review prior month's training. Personnel that conducted the assessment of the prior month's training provide a summary of what happened, what should be and what areas need to be improved. A recommendation is made as to whether or not the training should be continued as part of the unit's regular training program.

(2) Current month. Instructors confirm that they have the necessary resources to conduct training and that they are prepared. Last minute changes are addressed if necessary.

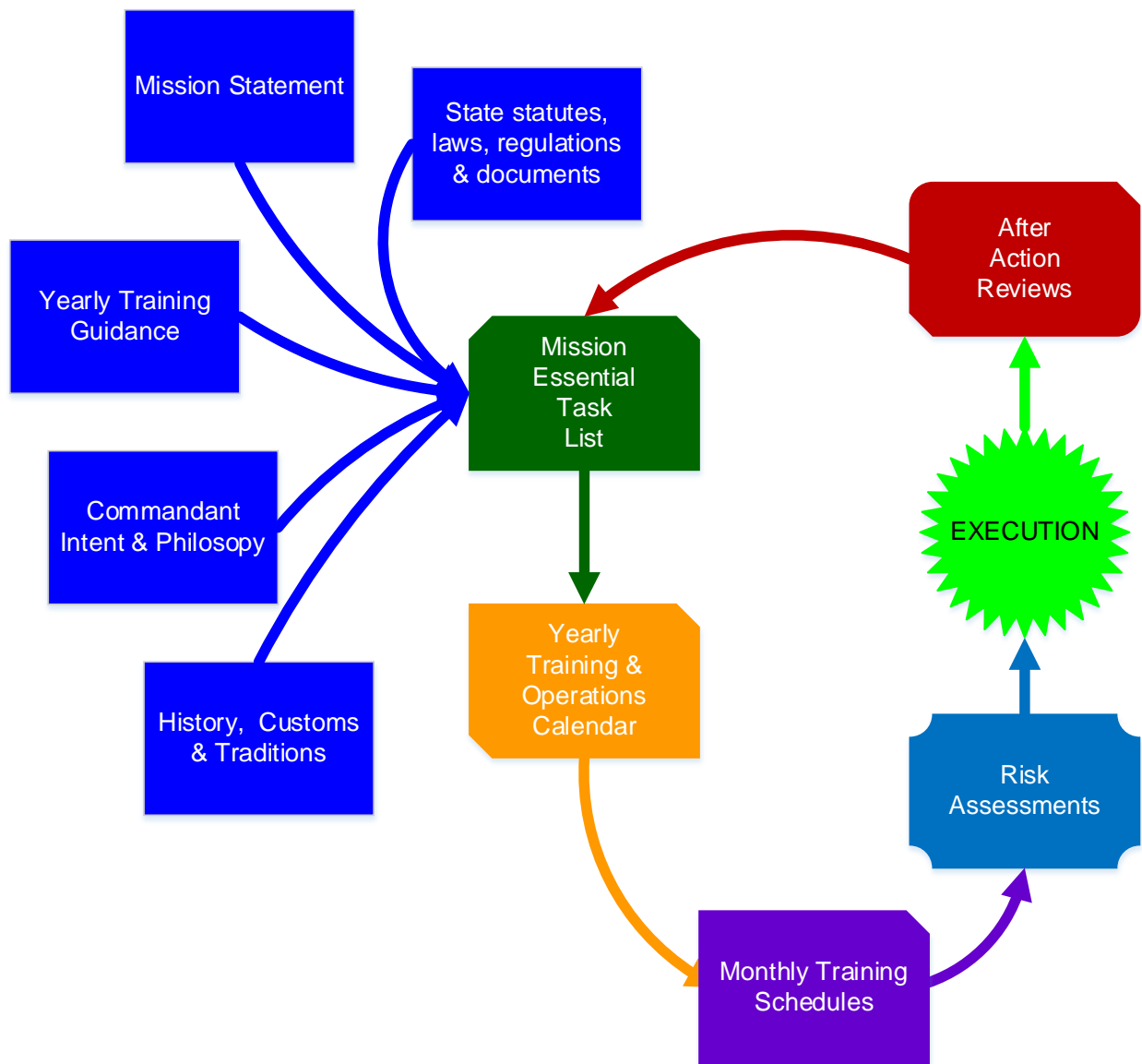
(3) Next month. Identified instructors acknowledge their assignment and confirm that they have coordinated the required training areas and resources.

(4) Two months out. The Executive Officer reviews the Commandant's recommendations to their proposed training schedule. Instructors are identified as well as staff sections providing resources to conduct training.

(5) Three months out. The Executive Officer leads a discussion as to which goals need to be addressed in order to improve the effectiveness and efficiency of the organization. A member is tasked with creating a draft training schedule for the Commandant's review.

(6) Long range training. Training objectives requiring more than three months planning are reviewed and discussed – such as Annual Training.

**Chapter 3  
Training Development**



Components of Training Development

**3-1. Inputs to Training Development**

a. Before the unit can develop their training priorities and goals for the year, they must first understand and analyze the various documents and information that directly influences the operational environment.

b. The unit’s approved mission statement provides the unit its purpose for being. One sentence in length, it answers the questions of who does what, when, where and most importantly – why. Commandant’s and key leaders need to review their mission statements periodically to ensure that the unit remains relevant and current.

c. Higher headquarters provides yearly training guidance collectively to all units in the command. It provides the intent of the Adjutant General and his vision for the organization. This guidance is analyzed by the unit to extrapolate specified and implied tasks that must be accomplished within the training year.

d. The Commandant & key leaders must have an understanding of the various state statutes, laws & regulations that govern the Armed Forces of the State of Connecticut. These documents, including state budget implementations, provide the legal framework in which the units may operate. Leadership should be aware of proposed bills that change this framework in order to be prepared for the effects of the changes in the event they become law.

e. The Commandant provides direction and guidance through the verbal and written publication of their personal vision on how they see the unit and its role in the state. In this intent, the Commandant should articulate where the unit should be at the conclusion of the upcoming training year.

f. After Action Reviews and other assessment information from the previous training year provide the Commandant relevant information that gives an real-time assessment from its performance during the previous training year. Open and honest assessments show key leaders where the unit has been successful and where they need improvement.

g. Other inputs include, but are not limited to, the history, traditions and customs of the organization. The four units of the Governor's Guards are rooted in the rich history of the state dating back to Connecticut's colonial period. The rich traditions and military customs of the units have a lasting and enduring impact on its mission and purpose.

### **3-2 Mission Essential Task List (METL) Development**

a. A Mission Essential Task is a collective task that the unit needs to be proficient in order to accomplish its mission. Based upon the inputs listed in paragraph 3-1, the Commandant identifies those key tasks that are essential to accomplishing the organization's mission.

b. The METL provides the foundation for the unit's training program. It focuses on the essential tasks and provides a forum of discussion in regards to the proficiency of unit personnel to execute those tasks.

### **ARMY BAND METL (example)**

- Perform music in support of Soldiers and Families
- Perform music in support of senior commander's strategic outreach
- Perform music in support of information operations
- Transition from Garrison to Stability & Support Operations
- Deploy Music Support Teams to provide music support to higher headquarters and its subordinate units

Example of an Army Band METL from Department of the Army Pamphlet 220-90  
*"Army Bands: A Guide for Senior Commanders"*

c. In addition to core functions, the Commandant needs to consider those essential tasks that are in support of the primary unit mission. Such tasks include, but are not limited to:

- (1) Recruiting & Retention
- (2) Unit Administration
- (3) Logistic Operations

d. With the approval of a unit METL, key personnel facilitate a discussion of each task in order to provide a recommended assessment to the Commandant. This internal assessment provides insight to the Commandant from subordinate personnel on the areas they believe training needs to be focused. The Commandant assigns an assessment to each METL task based on all of the input provided. The assessments are:

(1) **T – Trained to Standard**

(2) **P – Needs Practice**

(3) **U – Untrained**

### **3-3 Completing the Yearly Training & Operations Calendar (YTC)**

a. With an assessment of the METL complete, the unit can prioritize training goals by scheduling them on the YTC – CTMD Form 1-5. The YTC is a simple calendar tool that provides an overview of the major events throughout the training year.

b. Prior to entering training information, key dates such as holidays & higher headquarter requirements should be identified on the calendar. All drill dates are then entered into the appropriate dates with the primary training goal for that date listed. All other known events are then entered on the YTC.

c. The preparer for the YTC signs and dates the document and is submitted for approval to the Commandant. Only those individuals with command authority can approve the YTC.

d. Once approved, the YTC is forwarded to the Military Administrative & Programs Officer (MAPO) for review and approval of the Adjutant General. The YTC should be forwarded for approval no later than three months prior to the start of the training year.

### **3-4 Preparing Monthly Training Schedules**

a. The Monthly Training Schedule – CTMD Form 1-7, provides the detailed information to inform both trainers and members of all scheduled events during the training period.

b. Components of the form:

(1) **UNIT** – Name of the unit in which training is to be conducted

(2) **ADDRESS** – Permanent address of the unit

(3) **INCLUSIVE DATES** -- The beginning and end date of the training period. It usually consists of one calendar month.

(4) **DATE** – Calendar date of the training event

(5) **TIME** – The exact time training is to start

(6) SUBJECT – The name of the block of instruction

(7) PERSONNEL – Members for which training is mandatory to attend. For example: All, All Officers, All NCOs, All Enlisted, etc.

(8) LOCATION – The name of the location in which training is to be conducted such as a classroom, range or training area.

(9) PRIMARY TRAINER – The individual responsible for the execution of training.

(10) ALTERNATE TRAINER – Responsible individual in the event the primary instructor becomes unavailable.

(11) REFERENCE – Name of the training document that outlines the task, condition and standard for the block of instruction.

(12) UNIFORM – Identify the uniform required to conduct training. List all additional equipment as appropriate.

(13) NOTES – Any additional information necessary to ensure training is conducted to standard.

(14) PREPARER INFORMATION – Name, date and signature responsible for preparing the training schedule.

(15) APPROVER INFORMATION – Name, date and signature of individual responsible for approving the training schedule.

c. Once approved, the training schedule is forwarded to the Military Administrative & Programs Officer (MAPO). Training schedules should be sent to the MAPO no later than 30 days prior to training and no earlier than 90 days prior.

### **3-5 Considering & Accepting Risk**

a. All training involves some level of risk from low to extremely high. Commandants need to consider the level of risk of each event and determine what level of risk is acceptable in relationship to conducting the training or not.

b. Individuals responsible for training will complete the Risk Management Worksheet – CTMD Form 1-8 in order to determine the control required to mitigate risk to an acceptable level. The Commandant may delegate the risk decision authority at their discretion, understanding that responsibility remains with the Commandant.

### **3-6 Conducting After Action Reviews**

a. The After Action Review (AAR) is the most critical document in the Training Management Process. It is a thorough review of what was supposed to happen as compared to what actually happened and why. It is the primary document to inform the Commandant on the proficiency of the organization in order to determine if the needs to be conducted again. It is also a tool to inform future instructors as to what should be sustained and what needs to change in order to conduct the training to standard.

b. Instructors should identify at least one person to assess training as it is being conducted and to facilitate the AAR once training is complete. The instructor needs to allocate the appropriate amount of time for the AAR as part of the block of instruction. Providing inadequate review time undermines the AAR process and ultimately the training management program.

c. AARs should be conducted with all personnel who were involved in the preparation and execution of training. Key discussion points should center on the intended goal of the training and whether or not it was conducted to standard. If it was not conducted to standard, the discussion should revolve around those items required to elevate the training to the appropriate level.

## Chapter 4 Principles of Training

### Principles of Training

- Commanders and other leaders are responsible for training.
- Noncommissioned officers train individuals, crews, and small teams.
- Train to standard.
- Train as you will fight.
- Train while operating.
- Train fundamentals first.
- Train to develop adaptability.
- Understand the operational environment.
- Train to sustain.
- Train to maintain.
- Conduct multiechelon and concurrent training.

#### 4-1 Applicability

a. The principles of training have been developed over time by the United States Army. The current list of eleven (11) principles are from Army Doctrine Publication 7-0 *“Training Units and Developing Leaders.”* Commandants and key leaders should become familiar with these principles and apply them in planning, preparing, executing and assessing unit training.

#### 4-2 The Principles

a. **Commanders and Other Leaders are Responsible for Training** – Unit commanders are responsible for training and ensuring their units are capable of accomplishing their missions. Subordinate leaders have responsibility for the proficiency of their respective organizations and subordinates.

b. **Noncommissioned Officers Train Individuals, Crews, and Small Teams** – Noncommissioned officers (NCOs) are the primary trainers of enlisted Soldiers, crews, and small teams. NCOs help officers train units. NCOs develop and conduct training for their subordinates that supports the unit training plan, coach other NCOs, advise senior leaders, and help develop junior officers.

c. **Train to Standard** – Units always train to the standard established for each individual and collective task. Leaders know and enforce standards to ensure their organization meets mission requirements. When no standard exists, the commander establishes one and the next higher commander approves it.



d. ***Train as You Will Fight*** – “Train as you will fight” means training under an expected operational environment for the mission. This means establishing in training what the unit can expect during operations to include the culture of an operational environment. Commanders and other leaders replicate cultural settings as much as possible during training, using role players or actual mission partners.

e. ***Train While Operating*** – Training continues when units are deployed or when conducting daily operations. As units operate, they learn from formal and informal after action reviews. They train to improve performance and address changes in tactics, techniques, and procedures that affect the operation.

f. ***Train Fundamentals First*** – Units at every echelon must master the fundamentals needed to accomplish their mission. Fundamentals include basic soldiering, the Warrior Tasks, battle drills, marksmanship, fitness, and military occupational specialty proficiencies that support the capabilities of the unit. Units proficient in fundamentals are more capable of accomplishing higher level, more complex collective tasks that support the unit’s mission-essential task list—the fundamental, doctrinal tasks that units should be prepared to execute during any assigned mission.

g. ***Leaders Train to Develop Adaptability*** – Effective leaders understand that change is inevitable in any operational environment. The time to react to change can be short. Adaptability comes from training under complex, changing conditions, with minimal information available to make decisions.

h. ***Understand The Operational Environment*** – An operational environment establishes the conditions for training. The conditions are drawn from the operational variables—known as PMESII-PT—that must be replicated to prepare the unit for operations. The unit training management operation order establishes the conditions that units must meet for training.

i. ***Train to Sustain*** – Training prepares units and individuals to be resilient. Training must prepare units and Soldiers for the stress of operations. Unit training plans must incorporate programs that improve individual and collective mental and physical fitness.

j. ***Train to Maintain*** – Units must conduct maintenance to ensure equipment is serviceable and available for the conduct of training and for mission accomplishment. Maintenance training is an integral part of the unit training plan.

k. ***Conduct Multiechelon and Concurrent Training*** – Multiechelon training is a training technique that allows for the simultaneous training of more than one echelon on different or complementary tasks. It optimizes training time for subordinates during higher unit training events. Training multiple tasks concurrently preserves valuable time while capitalizing on the opportunity to train related tasks at the same time.

## Appendix 1 Submission Timeline

<b>Form #</b>	<b>Title</b>	<b>Submission Date</b>	<b>Submitted To</b>
CTMD Form 1-1	Report of Duty Performed	7 <sup>th</sup> Day of the Month after the Training Month	CTMD MAPO
CTMD Form 1-5	Yearly Training & Operations Calendar	Annually at September Commandant's Meeting	ATAG through CTMD MAPO
CTMD Form 1-6	Serious Incident Report	Within 24 hours of the incident	ATAG direct Cc: CTMD MAPO
CTMD Form 1-6a	Serious Incident Report – Witness Statement	With the CTMD Form 1-6	ATAG direct Cc: CTMD MAPO
CTMD Form 1-7	Training Schedule	30 days prior to training execution	CTMD MAPO
CTMD Form 1-8	Risk Management Worksheet	30 days prior to training execution	Commandant
CTMD Form 1-10	Sign-In Roster	Immediately after training execution	Commandant
CTMD Form 1-11	After Action Review	30 days after training execution	Commandant
CTMD Form 1-16	Commandant's Monthly Report	No later than 1 day prior to each Commandant's Meeting	ATAG through CTMD MAPO

*A copy of all documents must be retained at the unit level and are inspectable on an annual basis or as requested.*