Commander, U.S. Fleet Forces Command, Executive Agent for RRL

Vision and Guidance for Ready Relevant Learning

Improving Sailor Performance and Enhancing Mission Readiness

August 2017

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Letter from the Executive Agent

Our duty, as it has always been, is to make the Fleet ready to fight and win, both today and in the future. This duty is firmly rooted in the Navy's mission to organize, train, and equip for prompt and sustained combat incident to operations at sea.

In support of the Navy's Design for Maintaining Maritime Superiority, the Chief of Naval Operations has designated U.S. Fleet Forces Command as the Executive Agent and supported commander for the Ready Relevant Learning (RRL) pillar of Sailor 2025. RRL is a transformational Navy training initiative that will accelerate the learning of every Sailor for faster response to our rapidly changing warfighting requirements, thereby improving Sailor performance by coupling the timing of training with actual deckplate needs. Also, RRL will create a learning continuum across a Sailor's career, from Recruit to Master Chief, to ensure that every Sailor receives the right training at the real-world point of need to support assigned tasking. Finally, RRL will modernize our training delivery methods, supplementing our traditional brick-and-mortar schoolhouses with modern, multi-media, multi-platform delivery solutions.

This work demands that we fundamentally change the way we look at training our Sailors, which gives us an extraordinary opportunity to influence the future of the Navy and build a better warfighting force. This is new territory for all of us, requiring us to be bold and visionary in our approach, while also requiring us to be thoughtful and disciplined in our assessment of progress. Given the rapid rate of change in the technological and warfighting domains alike, we will need to monitor our progress and our surroundings as we work to make this vision a reality, making adjustments where necessary as new opportunities and challenges emerge in execution.

This initiative represents a long-term investment in the future readiness of our Fleet. It will require a significant amount of work over a sustained period of time by a large number of stakeholders, from individual Sailors to senior Navy leaders and everyone in between. I anticipate and expect that this process will require tight collaboration and coordination across both horizontal and vertical boundaries as we work to apply our various domains of knowledge to the efficient pursuit of our desired results. This document reflects my vision and guidance for the effective implementation of this critical initiative.

P. S. DAVIDSON
Admiral, U.S. Navy
Commander, U.S. Fleet Forces Command

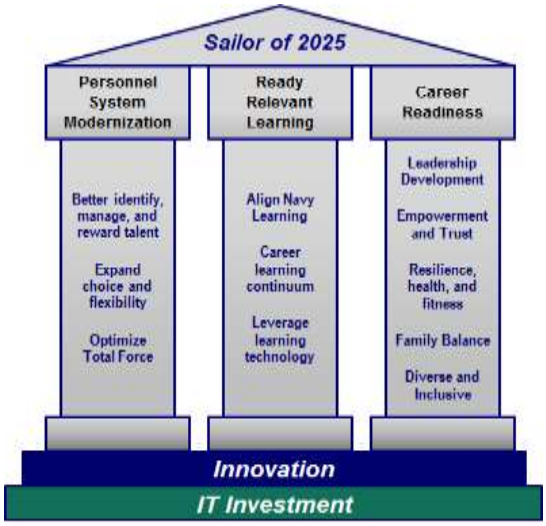
Origin and Vision

Our Sailors are the lifeblood of our Navy – past, present, and future. Yet when we look at the system we use to attract, train, and inspire America's best and brightest to serve and stay Navy, we find our current capabilities, like all platforms and technologies facing the challenges of a new age, are in need of an upgrade. The time to evolve our approach to personnel management and training is now.

Sailor 2025

Sailor 2025 is the Navy's program to improve and modernize personnel management and training systems to more effectively recruit, develop, manage, reward, and retain the force of tomorrow. We are focused on empowering Sailors, updating policies, procedures, and operating systems, and providing the right training at the right time in the right way to ensure Sailors are ready for the Fleet.

Recruiting, developing and retaining the right number of Sailors with the right skills to man our force demands innovation built on a framework of three pillars: Personnel System Modernization, Ready Relevant Learning, and Career Readiness. While the Navy is in a good position today with respect to recruiting, retention, and manning, we are at a strategic cross-road where we need to think about how we will conduct business for the Sailors of the future.



PERSONNEL SYSTEM MODERNIZATION. Our personnel initiatives are aimed at empowering Commanding Officers, developing flexible policies, increasing transparency, providing better tools to Sailors and leadership, and giving more choices to Sailors. To continue to recruit and retain the very best talent, we need modern policies and retention tools that offer flexibility and choice to Sailors. We are modernizing our personnel polices to give Sailors more control and ownership over their careers, as well as allow the Navy to adapt to economic changes and corresponding effects on the recruiting market and retention. Within this pillar, multiple initiatives are underway to expand opportunities for professional development and advancement, revamp our pay and personnel systems, and enhance career flexibility.

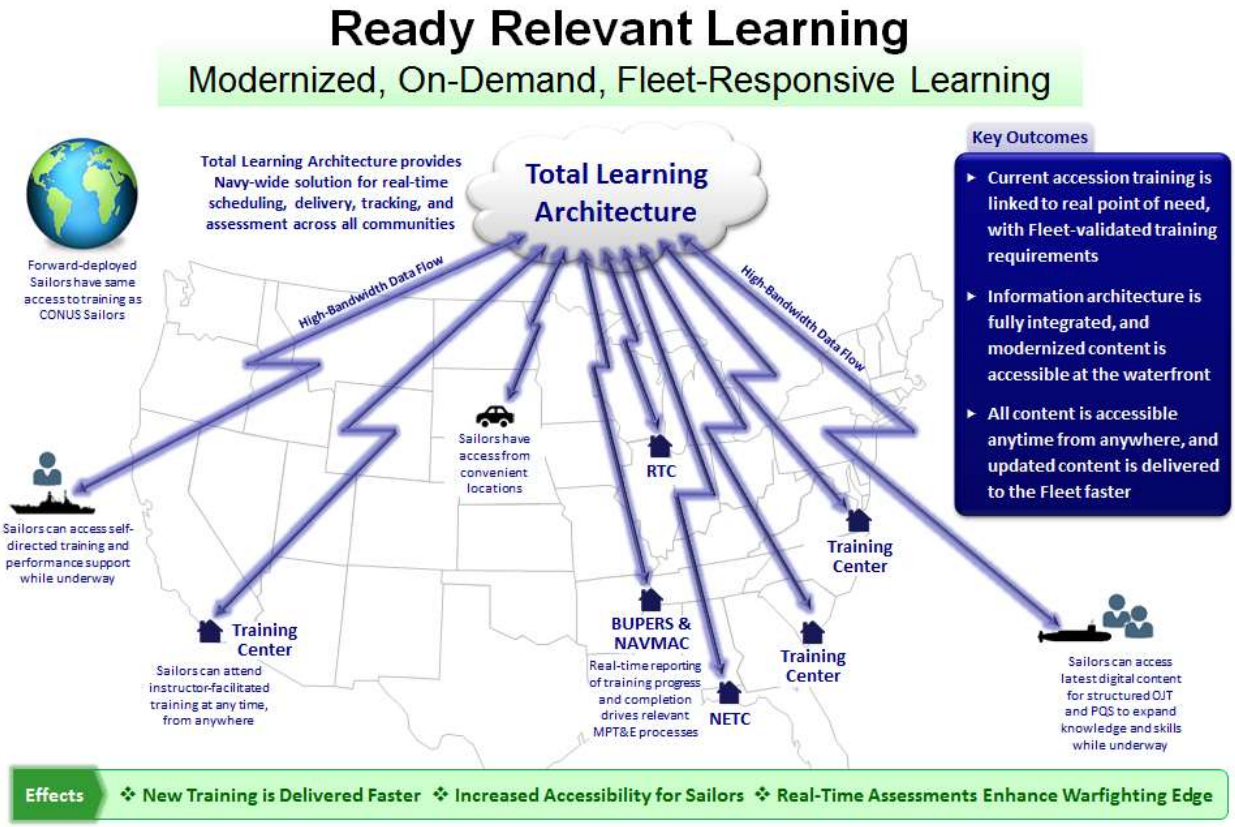
CAREER READINESS. Our goal is to enhance the readiness of Sailors by better developing our leaders, building a team that looks like the nation we serve, and removing obstacles that negatively influence a Sailor's decision to stay Navy when they are looking to start or raise a family. We also recognize that leveraging our diversity is crucial to reaching our potential. Leaders generate success and achieve unparalleled performance when they tap into the energy and capability of an actively inclusive team, leveraging all dimensions of diversity to improve our warfighting capacity and readiness.

Ready Relevant Learning

The third pillar of Sailor 2025 is about driving fundamental changes into our approach to Sailor training. The goal of RRL is to provide the right training at the right time in the right way. To accomplish this, we will develop a career-long learning continuum for every Sailor, modernize training to maximize impact and relevance, and accelerate our processes for delivering new training to the Fleet. This will transform our industrial-era, conveyer-belt training model into a modern one, with content that meets Fleet-validated learning needs, in order to improve Sailor performance and enhance mission readiness.

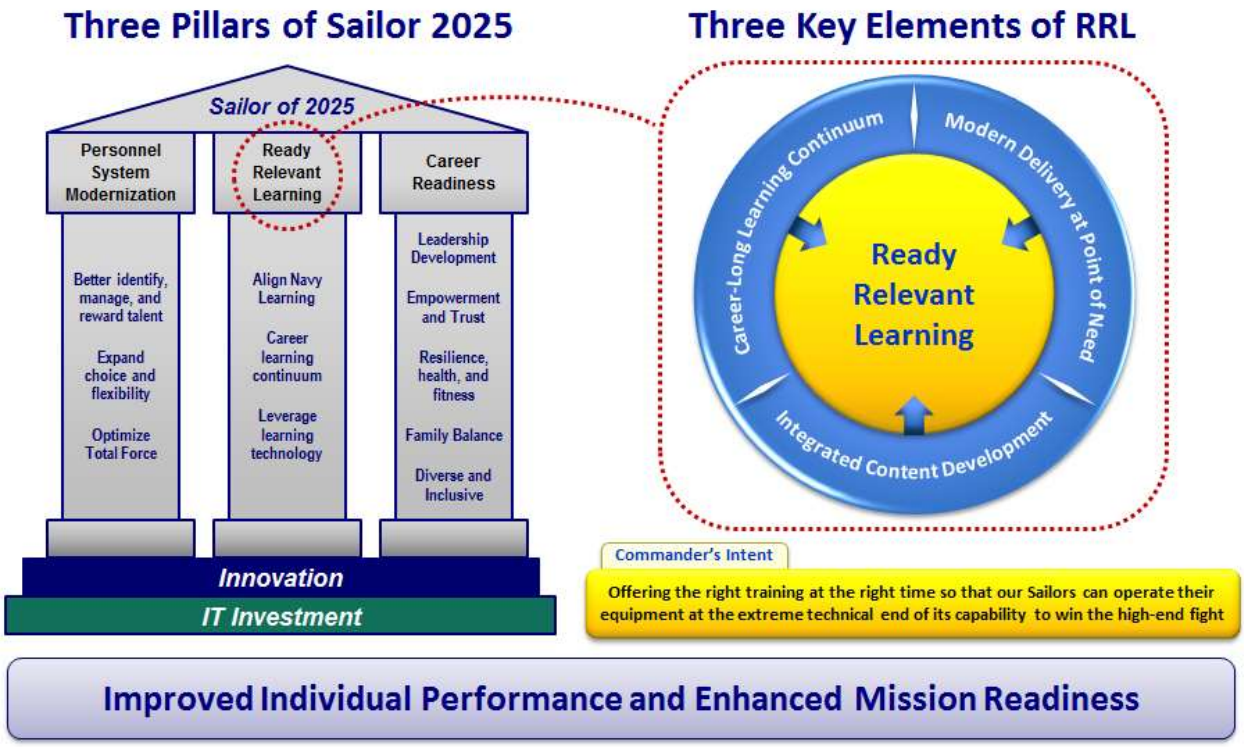
Vision for Ready Relevant Learning

As we embark on this journey, it is important to keep in mind the desired end state—Sailors who are better prepared to fulfill their real-world job duties in the Fleet. We recognize that today's legacy training does not take full advantage of existing and emerging technology for knowledge transfer and skill development. The long-term vision for Ready Relevant Learning includes the preservation of current approaches to training where it makes sense to do so, while also driving a significant evolution in our approach to Sailor development that is deeply rooted in the science of learning. As depicted below, this evolution will include the development of a training ecosystem that makes training as relevant and accessible as possible, in order to increase the readiness of Sailors to perform at the highest levels of proficiency in their current roles, while also preparing them for future roles and assignments.



Key Elements of Ready Relevant Learning

RRL is a holistic approach to reimagining how the Navy trains its Sailors, representing a significant change from the ways Sailors have been trained in the past. Specifically, RRL will change (1) when we provide training, (2) how we deliver training, and (3) how we keep that training as relevant as possible to the real-world needs of the Fleet. These changes require sustained focus across three lines of effort: career-long learning continuum, modern delivery at point of need, and integrated content development.



CAREER-LONG LEARNING CONTINUUM. RRL will transform our current training model to deliver training across the continuum of a career using modern learning techniques that improve comprehension and retention of knowledge. Today, Sailors receive the majority of their rate and technical skill training during their accessions path prior to reporting to their first Fleet unit. This training often covers knowledge and skills that Sailors will not perform during their initial assignments. Additionally, while in the accession pipeline, most Sailors lack the on-the-job context and Fleet experience necessary to make training beneficial. RRL seeks to change that approach. Under RRL, accession Sailors will only receive training that is appropriate for the jobs and duties they will perform in the first two years of their first tour. Then, follow-on training will be provided at later points in their careers when they will be expected to apply new knowledge and skills.

MODERN DELIVERY AT THE POINT OF NEED. RRL will change how training is delivered to Sailors by taking advantage of emerging learning technologies to allow Sailors to receive training more efficiently, whether at the waterfront or aboard their operational units. These training solutions will make training more efficient by minimizing the need to return multiple times to a brick-and-mortar schoolhouse. In

addition, RRL will align training to the specific point of need in the Fleet. By identifying the specific time when a Sailor will be expected to demonstrate proficient performance against a specific knowledge area or skill set, the associated training will be scheduled so as to be delivered prior to the point of need, but not so far in advance that the knowledge or skills have atrophied due to lack of use. The intent is to provide a continuum of training over an entire career that gives Sailors the knowledge and skills they need when they need them, rather than over-training too early, or leaving Sailors to attend to their own ongoing development without ready access to a robust inventory of materials and tools.

INTEGRATED CONTENT DEVELOPMENT. In a rapidly changing world, our approach to training development and delivery must be agile enough to adapt to the shifting needs of the Fleet, while also integrating new technologies wherever possible to accelerate learning. This requires shifting away from the current stove-piped approach to training development. We must adjust MPT&E processes and standards to support ongoing development of both our training content as well as our delivery methodologies. Also, we need to align and standardize Resource Sponsor and Program Office processes related to training development and delivery. If we get this right, we will (1) significantly reduce the cost associated with content development, (2) significantly decrease the time it takes to get the most relevant training to the Fleet, and (3) establish a Rapid, Responsive Content Control authority to drive continual improvement in the relevance of training content and the methods by which training is delivered to the Fleet.

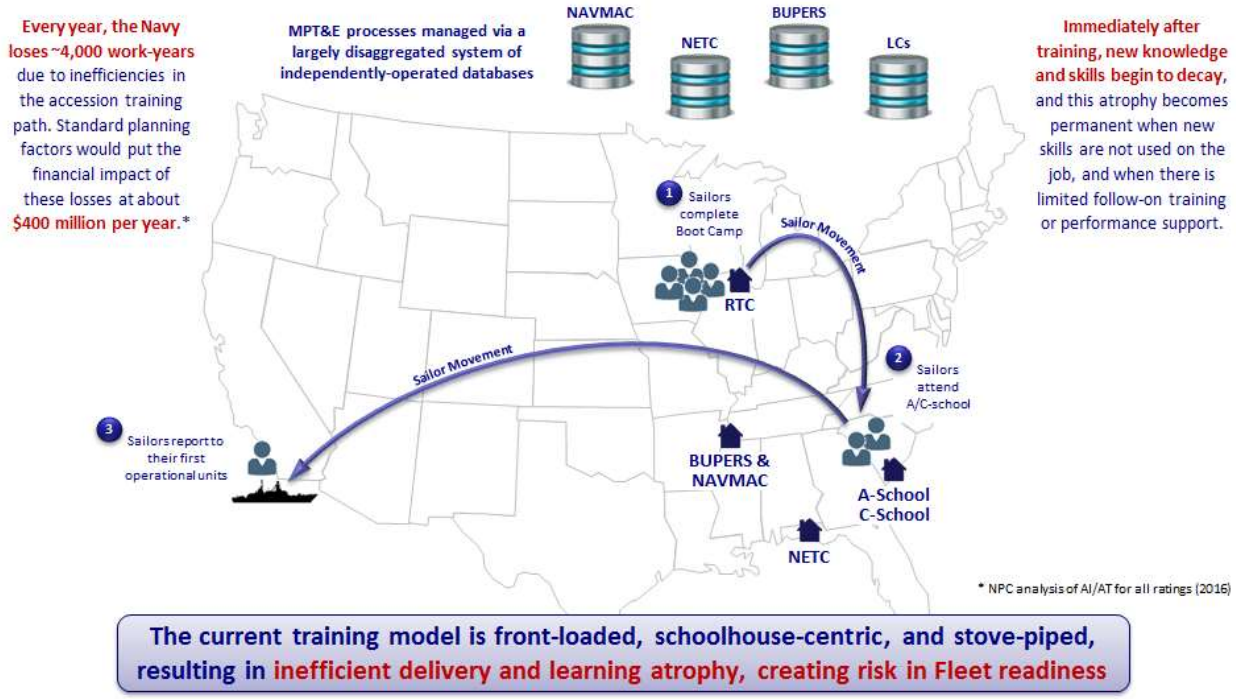
Operational Imperatives

This initiative will require significant effort over a sustained period of time by multiple stakeholders, so it is important that we are clear about the reasons why we are doing this, and we must keep these operational imperatives continually in mind as we work through the challenges of execution.

Stop the Bleeding

Based on recent analysis at Navy Personnel Command (NPC), the Navy brings in approximately 40,000 people in any given year, and 30,000 or so are in training at any given time, out of a Total Force of about 326,000. Therefore, peak operating efficiency of the Fleet, based on manpower gaps due to training requirements alone, is only about 90%, and about 75% of our newest Sailors are away from their units for training and not contributing in any way to their mission readiness.

In addition, NPC analysis has shown that the Navy annually absorbs approximately 4,000 man-years of loss, largely due to congestion and delays in our training pipelines. Standard planning factors would put the financial impact of these losses at well over $400 million per year.



These are unsustainable figures for the Navy. We must work to pick up the pace and get more out of our training. This means having better insight into the talent and skills of Sailors coming into the Fleet, but also recognizing that training from boot camp all the way to the Fleet and beyond has to fundamentally change in order to stanch the outflow of resources due to pipeline inefficiencies.

Meet Rapidly Changing Warfighting Requirements

Ready Relevant Learning will transform our legacy training architecture into an agile continuum of learning that supports the increasingly complex needs of our Sailors and the Fleet. While our current training is working, we see changes that will stress its continued effectiveness. The combination of emerging threats, complex missions, and new technologies demand that our recruits learn faster on the job and master new skills over the course of their careers. Education offers an asymmetric advantage in developing leaders and instilling in them attributes necessary to innovate, adapt, and succeed today and in the future. As a strategic investment that enhances force effectiveness and supports global operational excellence and dominance, education provides Sailors with relevant knowledge, skills, and abilities; ties educational opportunities to leader development; and builds a robust framework of technical experts, joint warfighters, and strategic leaders capable of winning the high-end fight.

Align Training with Deckplate Needs

We must provide training opportunities delivered at the point of need, when and where a Sailor is ready to learn. This will not only help us attract and retain a diverse and educated workforce, but it will allow us to develop Sailors in a way that best meets real-world work requirements in the Fleet. Also, we must be more efficient with a Sailor's time by delivering training when they have the context and experience to apply the learned skills. Ready Relevant Learning will be delivered in the right place, at the right time, and in the right way to ensure that knowledge is refreshed to remain relevant in increasingly dynamic operational environments, with evolving platform capabilities and emerging warfighting technologies.

Create a Modernized Learning Continuum

Fundamentally, RRL is about the concept of taking our learning, determining what is most important at what milestone in a Sailor's career, analyzing how best to deliver that training, and then delivering it as close as possible to the point of need. We must move away from the industrial model that has been in place for well over half a century, where we bring new recruits in, give them the vast majority of their technical training in the accession pipeline, and then send them out to start their career path. Because Sailors may not use much of that training until they are in the Fleet for three, four, or five years, the knowledge and skills they acquired will atrophy through lack of use. We must attend to the professional development of our Sailors in a much more economical way, applying a rigorous science-of-learning approach to using technology where appropriate to move training closer to the actual point of need in a career, and closer to the point of performance in the Fleet. Increasing accessibility of training on the waterfront and underway will significantly reduce the time, cost, and operational impacts of bringing Sailors to the training. We must bring the training to our Sailors.

Key Roles and Responsibilities

This is an ambitious undertaking with aggressive timelines that require synchronized coordination across multiple stakeholder groups, each with its own unique set of interests and decision-making authorities, all in the interest of meeting diverse sets of Fleet requirements. This requires a governance structure that facilitates tight coordination and collaboration within relevant lines of authority, while maintaining the ability to adapt as unanticipated needs and challenges emerge in execution.

U.S. Fleet Forces Command

USFF N00 is the Executive Agent (EA) and supported commander for the Ready Relevant Learning (RRL) pillar of Sailor 2025. As such, USFF is responsible for developing implementation strategy and guidance, and overseeing execution of coordinated learning activities across the Navy. USFF will acquire resources, direct work, and ensure vertical and horizontal alignment of RRL stakeholders with Fleet requirements. The EA is the supported commander for RRL. Supporting commands include CPF, DCNOs, SYSCOMs, CNPC, CNRFC, CNRC, CNETC and Force Type Commanders.

Fleet Commanders' Readiness Council (FCRC)

The FCRC is a forum that includes Fleet Commanders, OPNAV staff, Type Commanders (TYCOMs), and System Commanders (SYSCOMs) who develop integrated solutions to Fleet-wide issues necessary to support mission effectiveness and sustain readiness wholeness. FCRC will ensure that RRL execution positively affects Fleet Readiness by exercising decisional authority for issues that have impacts beyond approved scope, schedule, or costs.

Navy Capability Board (NCB)

The NCB includes representatives from OPNAV N80/N10, all Resource Sponsor organizations, and USFF/CPF. They are responsible for determining resources required at each phase of RRL, and working within individual warfare areas to provide solutions for their aligned rates.

Executive Steering Committee

The purpose of the Executive Steering Committee is to provide a forum where key stakeholders come together to identify and monitor the assumptions, constraints, and restraints that are shaping the design and execution of the implementation strategy. Specifically, the ESC will articulate RRL objectives, requirements, programs, and policy, and USFF will assess RRL performance and effects. The ESC redirects efforts as necessary, and prepares recommended changes to RRL policy and resourcing levels to the FCRC as needed. Also, ESC coordinates RRL impact across all Navy and DoD systems and processes (e.g. DRRS, CeTARS, FLTMPS, NTSP, ITRO, etc.).

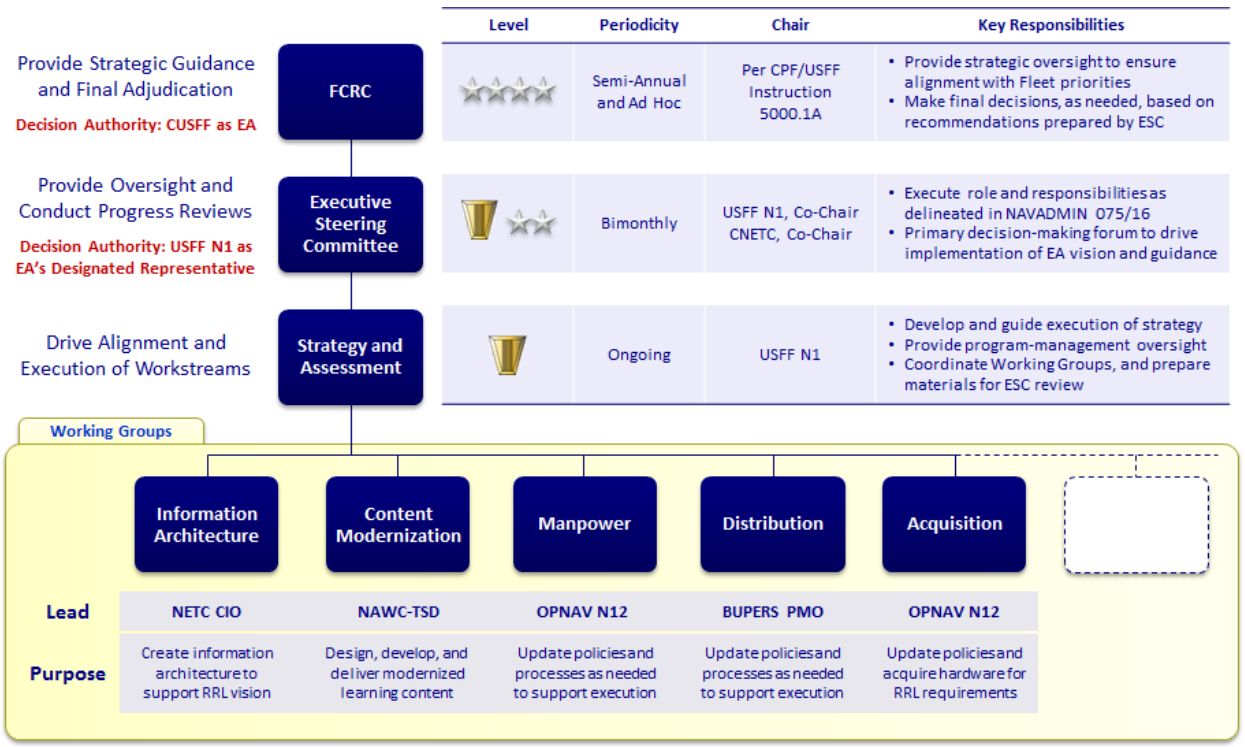
Working Groups

Working Groups have been created in the following functional areas: information architecture, content modernization, manpower, distribution, acquisition, and others. These groups are responsible for designing and implementing solutions within their functional areas of responsibility. The Strategy and Assessment Working Group will provide overall direction, oversight, and coordination.

Governance Structure

As the CNO-appointed Executive Agent for RRL, USFF will execute its responsibilities through a multi-layered governance structure that engages appropriate stakeholders, aligns execution with Fleet requirements and priorities, and establishes a disciplined approach to resource acquisition and allocation that preserves decision-making authorities at the appropriate levels.

As learning technologies continue to mature, and as the learning needs of the Fleet continue to shift in response to changing warfighting requirements and emerging platform capabilities, our understanding of the relevant training requirements and their implications will continue to evolve. Likewise, as reflected in the image below, our governance structure must be able to evolve over time, with some Working Groups being created to address unforeseen areas of interest as they emerge, and other Working Groups sun-setting once they have accomplished the outcomes delineated in their charters. Just as important, especially when the scope and scale of the work are likely to change over time, the top layers of the governance structure must remain stable in order to preserve the Commander's Intent, provide efficient resolution of any issues as they arise, and ensure close alignment with Fleet priorities.



FLEET COMMANDERS' READINESS COUNCIL. The FCRC is the highest level of the RRL governance structure, and will be reserved only for those decisions that exceed the authority of the Executive Steering Committee. Also, the FCRC will provide strategic oversight of RRL, ensuring consistent alignment with Fleet priorities, and reviewing decision recommendations brought forward by the Executive Steering Committee, and vetted by the Navy Capabilities Board and the Readiness Requirements Review Board.

EXECUTIVE STEERING COMMITTEE. The ESC is the second-highest level of the RRL governance structure, and the level at which most issues related to RRL planning and execution will be handled. For issues that require higher-level adjudication, the ESC will prepare recommendations for review and endorsement by the Navy Capabilities Board (NCB) and the Readiness Requirements Review Board (R3B). The ESC is co-chaired by the Director of Fleet Personnel Development and Allocation (USFF N1) and Commander, Naval Education and Training Command (CNETC).

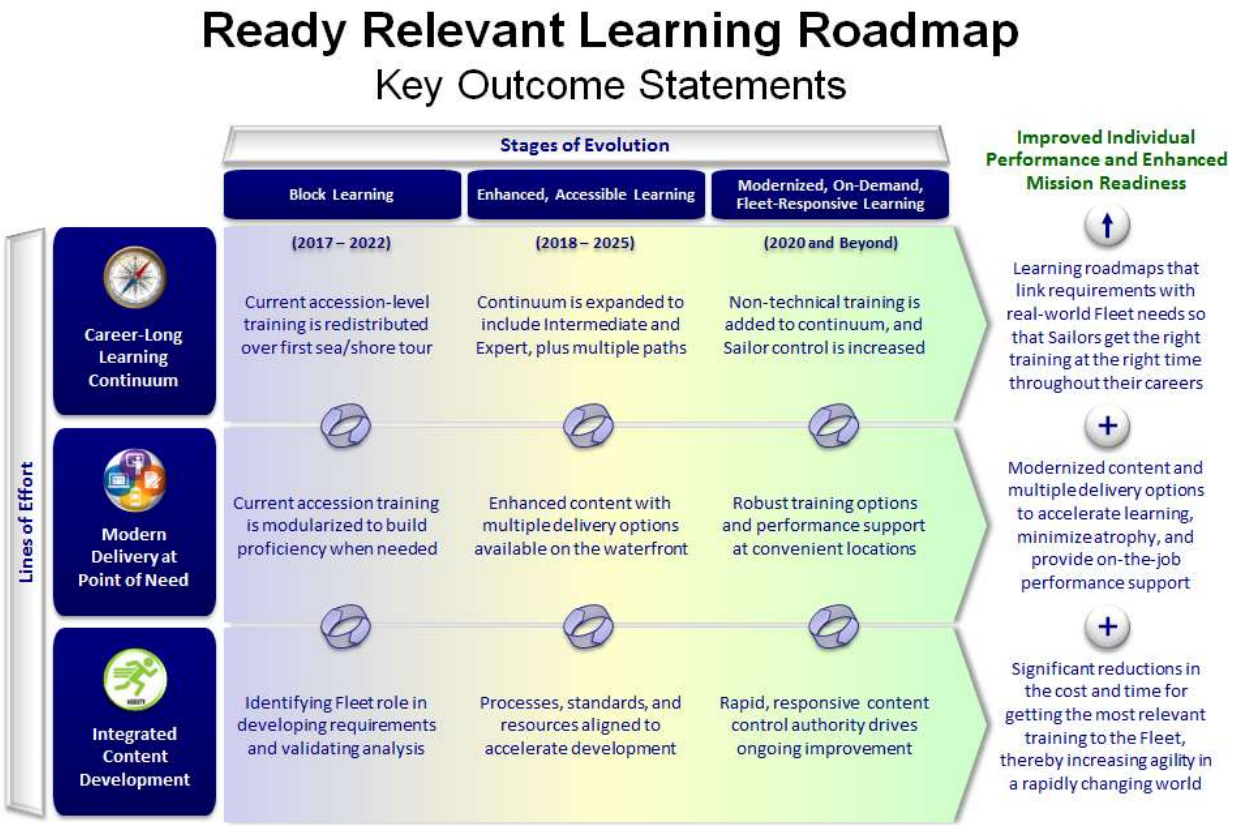
STRATEGY AND ASSESSMENT GROUP. The SAG drives day-to-day alignment and execution of all RRL work streams. Acting in alignment with the guidance and oversight of the ESC, FCRC, and the CNO-appointed Executive Agent for RRL, the SAG will develop and guide the implementation of the strategy and roadmap for RRL by providing program-management oversight to direct and coordinate all RRL Working Groups. The SAG will prepare regular, recurring reports for the ESC to keep them abreast of progress and challenges, elevating any issues that require higher-level review and approval. The SAG is led by the Director of Fleet Personnel Development and Allocation (USFF N1).

WORKING GROUPS. These groups comprise the tactical level of the governance structure. They will execute their responsibilities in accordance with their respective Working Group charters, and they will prepare recommendations for the Strategy and Assessment Group on any issues that exceed their decision-making authority.

Working Group	Lead	Purpose
Information Architecture	NETC CIO	Create information architecture to support RRL vision and requirements
Content Modernization	NAWC-TSD	Design, develop, and deliver modernized training content and performance support
Manpower	OPNAV N12	Update manpower policies and processes as needed to support execution
Distribution	BUPERS PMO	Update distribution policies and processes as needed to support execution
Acquisition	OPNAV N12	Update acquisition policies and acquire hardware to support RRL requirements

Approach

Our journey toward the Ready Relevant Learning environment of the future will take time, and it will require the development of supporting information architecture along with the clarification and refinement of some current training policies, in addition to the development and delivery of new and modernized training content. Therefore, our roadmap includes multiple waypoints, where we will be able to assess progress and make adjustments as necessary to ensure that our approach and the products we are developing remain aligned with the mission needs of the Fleet and our Sailors.



As we move to RRL, our approach to individual Sailor development will move through three stages of evolution. As illustrated above, these stages will overlap, and the lines of effort will be interdependent, but the overall arc of the journey will be as follows. First, we will shift to a "Block Learning" approach, in which current training will be linked to the real-world points of need, and all training requirements will be validated by Fleet experts. In the "Enhanced, Accessible Learning" stage of evolution, we will integrate our largely disaggregated system of independently-operated databases, and modernized training will be available at the waterfront to minimize the operational impact of training on the mission readiness of Fleet units. Finally, in the "Modernized, On-Demand, Fleet-Responsive Learning" stage of

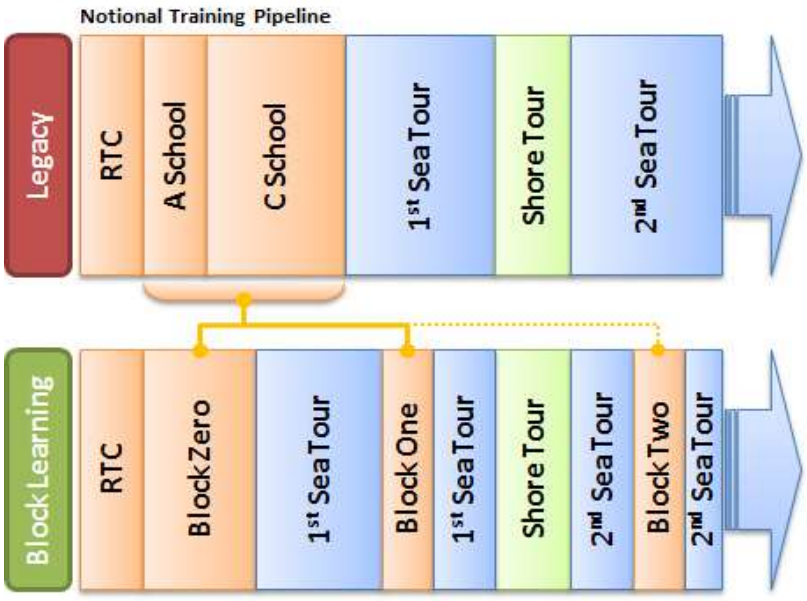
evolution, training content will be accessible where and when needed, and a Rapid Responsive Content Control Authority will drive continual improvement in our training systems and process while also delivering new and updated content to the Fleet much faster than current systems and processes allow.

Stage 1: Block Learning

The first stage of the transition to Ready Relevant Learning is a shift to what is called Block Learning. In this stage, current accession-level training is analyzed to link all learning objectives as tightly as possible to the real-world points of need in a Sailor's career. In this phase, key activities include rating reviews and content re-alignment.

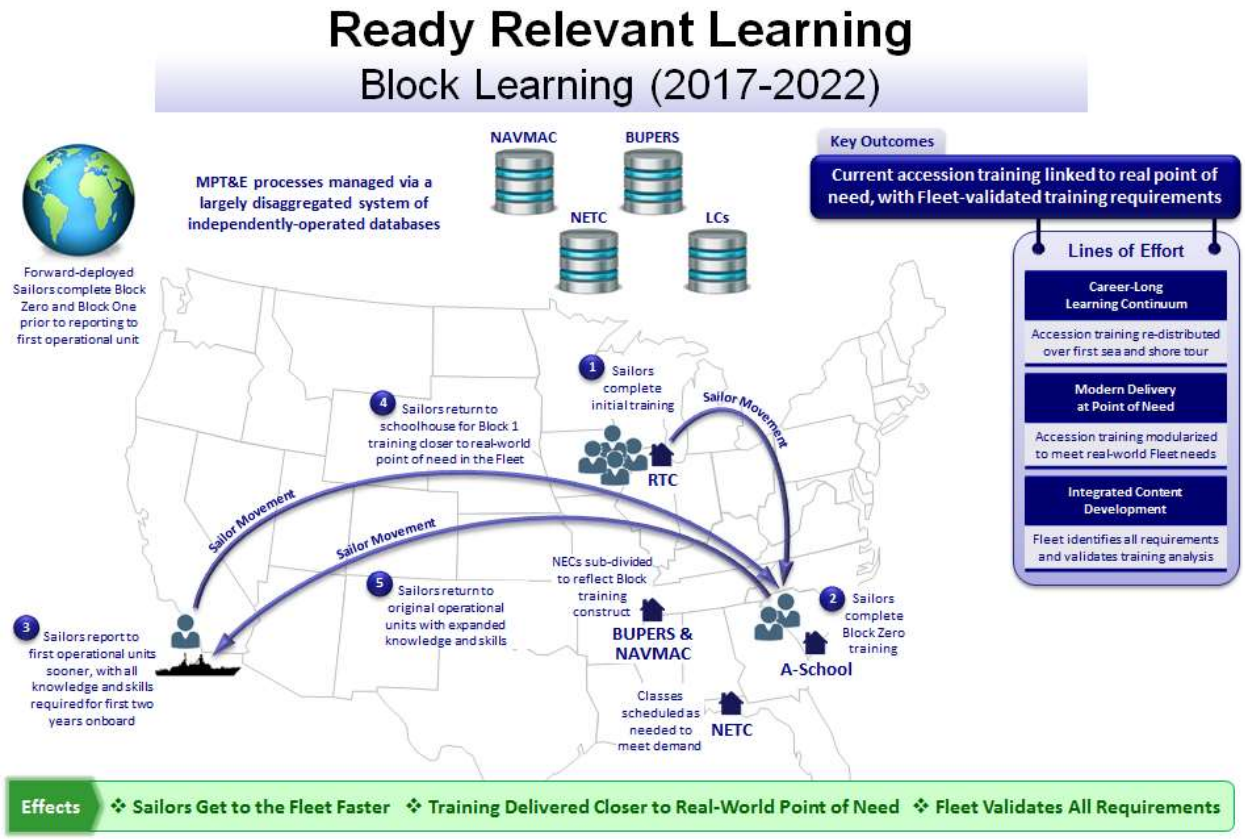
RATING REVIEW ANALYSIS. This activity entails the detailed analysis of learning objectives and content to align current training as closely as possible with the real-world work requirements of Sailors in the Fleet. All current training will be analyzed by relevant Fleet experts as well as specialists in the science of learning to identify which content should be preserved in the accession pipeline (that is, prior to a Sailor's first operational assignment), and which content should be moved to a more appropriate time in the Sailor's career in order to minimize the atrophy of knowledge and skills. Recommendations for content re-alignment will be reviewed and endorsed by Fleet stakeholders before being presented to the Executive Steering Committee and FCRC for final approval.

CONTENT RE-ALIGNMENT. This activity entails re-aligning training content in accordance with the findings of the Rating Review Analysis. In this step, the only thing that will be changed is the timing of training. There will be no change at this point to the training itself. In other words, the training that is moved to the Sailor's operational tours will be conducted at the same locations (primarily schoolhouses) and using the same delivery methods (primarily instructor-led, classroom-based training) as the training that remains in the Sailor's accession pipeline.



As illustrated here, by moving training from the accession pipeline to a point during the first or second operational tours of our Sailors, we create an opportunity for Sailors to get to their units sooner with the knowledge and skills they need in their first one or two years onboard. Then, follow-on training is scheduled at a point when it will be most useful and relevant to Sailors, supporting their ongoing professional development, and preparing them for peak performance in emerging roles.

HIGH-LEVEL OPERATIONAL CONCEPT. The following image is intended to provide a pictorial representation of "what it will look like" when we achieve full implementation of the "Block Learning" stage of evolution. Although a graphic alone is not sufficient for capturing all of the technological, organizational, process, or policy issues related to this transition, the purpose is to put this stage of evolution in context, and provide a tool for cultivating shared understanding of the outcomes to be achieved.

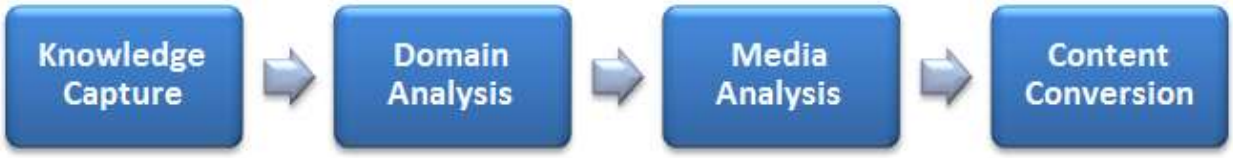


The most significant change in this stage is that Sailors in many rating specialties will no longer get all of their technical training before reporting to their first operational unit. Instead, Fleet subject matter experts and certified learning specialists will identify the knowledge and skills required for full performance in the first two years of service, and all Sailors will complete that training before reporting to their first operational unit. Then, Sailors will complete follow-on training to develop new knowledge and skills closer to the time of actual need based on their expanding roles and responsibilities.

Although we will continue using legacy systems in this stage to manage ongoing Manpower, Personnel, Training, and Education (MPT&E) processes and requirements, we will begin laying the groundwork for future database consolidation by transforming manpower data elements as needed to facilitate RRL implementation. For example, NECs will be sub-divided to reflect the Block Learning construct so that manpower systems can automatically track the progress of Sailors through the first phases of the learning continuum.

Stage 2: Enhanced, Accessible Learning

In this stage, we will integrate a disaggregated system of independently-operated databases to make training more accessible at the waterfront, and we will modernize training content across the career-long continuum of learning for every Sailor. The content-modernization process is defined as analyzing and optimizing the media types, media modes, and delivery methods of performance-centric training content and delivering it at the ideal time and in a location convenient to the Sailor, either at the waterfront or in the actual work environment. This process takes advantage of modern technologies to deliver training in the most effective way based on key principles of the science of learning. The content-modernization process is a multi-phased effort, as illustrated and described below.



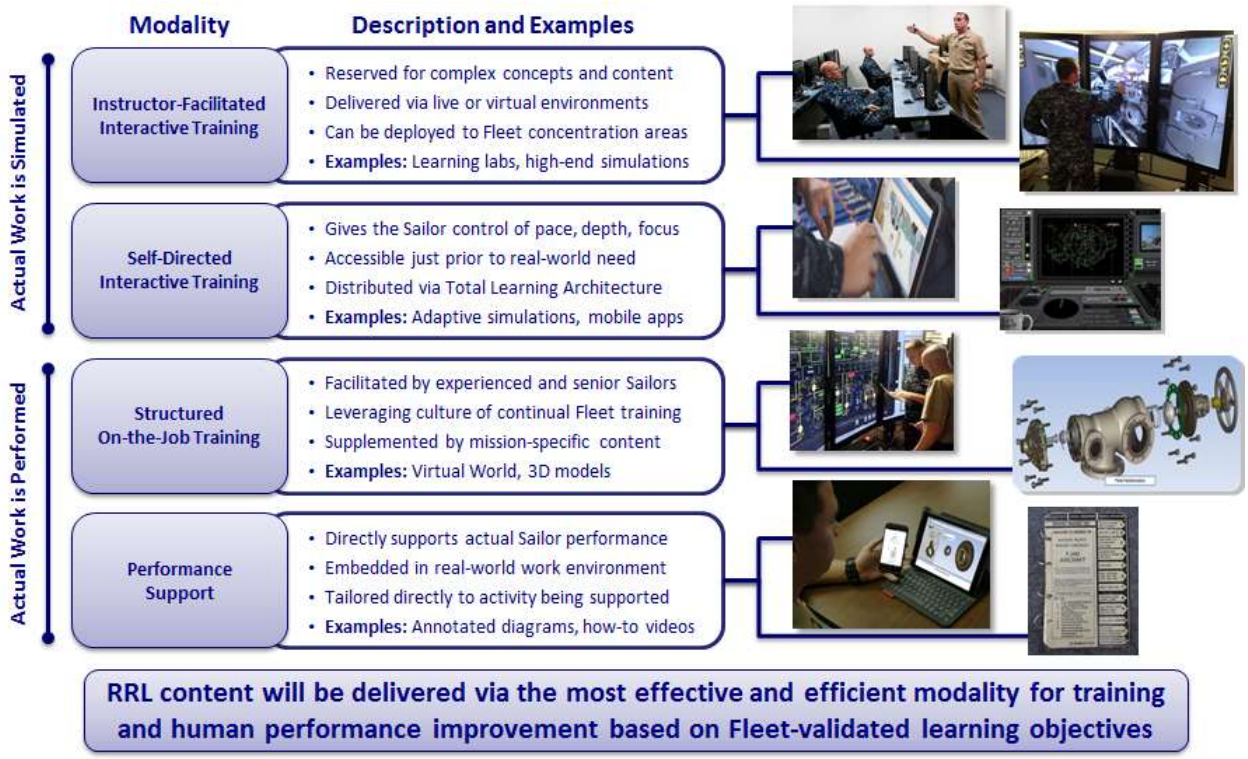
KNOWLEDGE CAPTURE. This phase identifies the "what" of Ready Relevant Learning. Working primarily with our schoolhouses, Learning Centers, and Systems Commands, analysts will examine current course content, as captured in classroom presentations, models, whiteboard drawings, demonstrations, videos, labs, assignments, instructors' elaborations and explanations, and published training objectives and course guides, as well as technical manuals, personnel qualification standards, and occupational standards. Also in this phase, analysts identify detailed task descriptions; capture photos of systems, equipment, and components; identify any pre-requisites or tacit knowledge requirements; and identify gaps and overlaps in job sheets used during instructional labs. These efforts establish the exact scope and span of the knowledge and skills that will need to be addressed by the RRL training solution.

DOMAIN ANALYSIS. This phase identifies the "when" of Ready Relevant Learning. In other words, this phase includes Fleet subject matter experts and certified instructors in the process of conducting detailed analyses to identify when it would be most appropriate to train specific knowledge and skills based on a close examination of the real-world performance requirements of our Sailors. Specific products generated by this analysis include lists of curricula performance objectives and related task steps, decision trees to be used for mapping tasks to compatible training media and data-collection requirements, and a detailed understanding of the career paths available to Sailors within a given technical specialty.

MEDIA ANALYSIS. This phase identifies the "how" of Ready Relevant Learning. Based on initial findings from the domain analysis, analysts will examine available and emerging instructional media technologies (e.g., game-engine based simulations, adaptive/intelligent instructional content, and mobile platforms) to select the most appropriate delivery method for each learning objective in order to optimize training effectiveness, based on science of learning insights as well as environmental and cost constraints.

CONTENT CONVERSION. This is the phase in which new RRL content is actually created. This includes the design, development, and delivery of the modernized content that will be delivered to Sailors over the course of their career-long learning continuum. A wide variety of modalities and methods will be used to design approaches to training and human performance improvement that can be delivered in the right place, at the right time, via the most effective means for our Sailors.

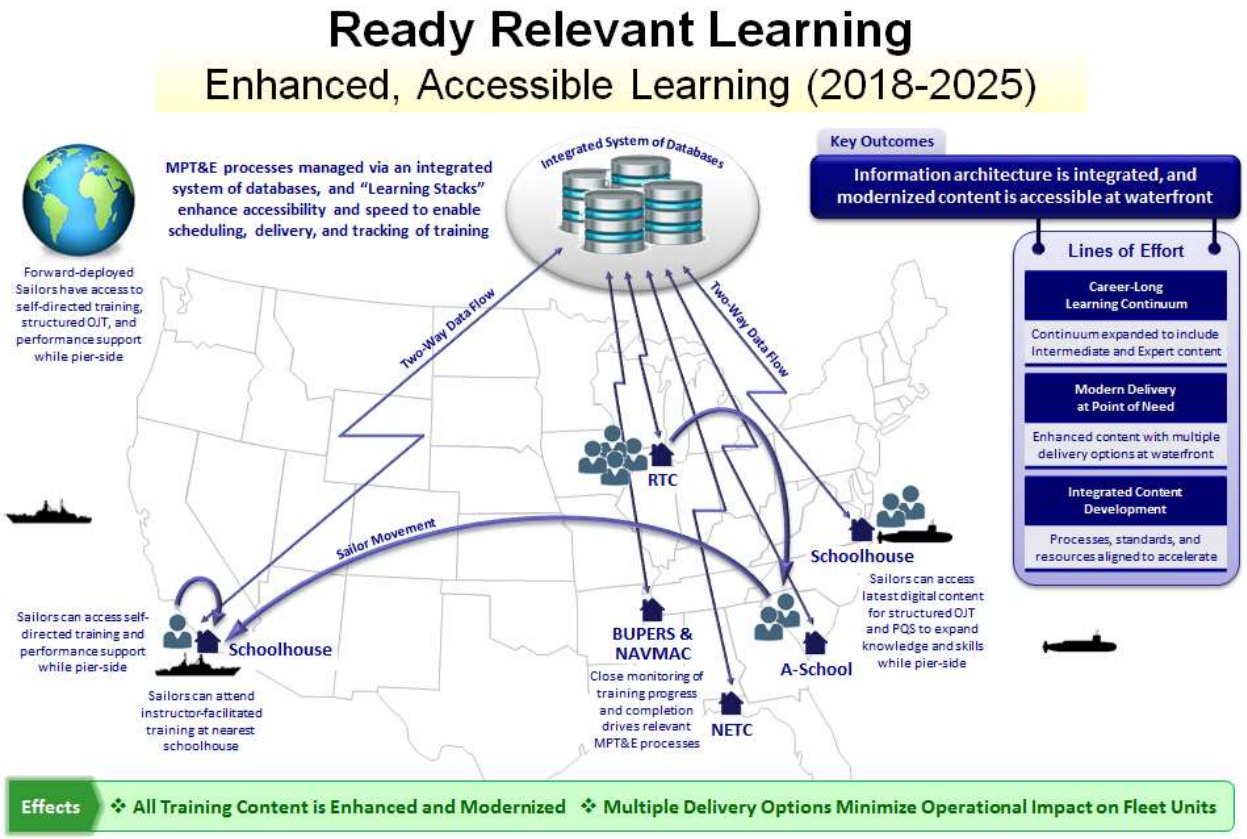
STRATEGY SELECTION. Four broad categories of human performance and training solutions will be used to drive selection of the most effective and efficient approach for a given learning need: Instructor-Facilitated Interactive Training, Self-Directed Interactive Training, Performance Support, and Structured On-the-Job Training.



These broad categories allow RRL to use Navy and industry best-practices while providing innovative development and deployment of training content. As new technologies are proven and become available, they will be placed in one of the four categories and sub-processes will be refined to include them as potential options for future training solutions.

Multiple strategies may be combined as a training solution. For example, PS for part repair may be included within an SDIT learning module for whole engine diagnostics and repair. Regardless of the strategy selected, RRL content will provide training to support the full spectrum of work performance, from the simplest to the most complex tasks, by taking a systematic approach to identifying which strategy or strategies are most appropriate to maximize job readiness.

HIGH-LEVEL OPERATIONAL CONCEPT. The following image is intended to provide a pictorial representation of "what it will look like" when we achieve full implementation of the "Enhanced, Accessible Learning" stage of evolution. Although a graphic alone is not sufficient for capturing all of the technological, organizational, process, or policy issues related to this transition, the purpose is to put this stage in context, and provide a tool for cultivating shared understanding of the outcomes to be achieved.

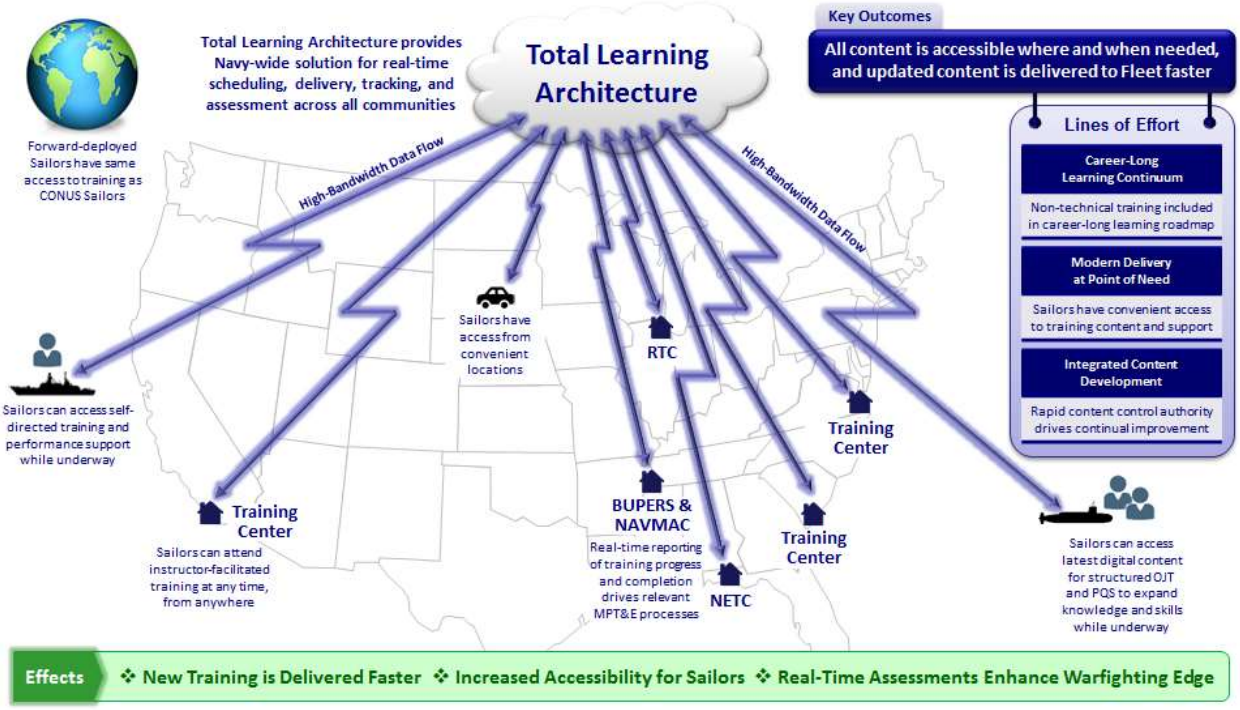


The most significant change in this stage of evolution is that modernized training content will be available at the waterfront, so that Sailors will no longer need to travel to rating-specific schoolhouses to get the training they need. Instead, they will be able to access self-directed training and performance support while pier-side, and they will be able to attend instructor-facilitated training at nearby training centers. This change will significantly reduce the operational impacts of individual training requirements on Fleet units. Instead of Sailors needing to take time away from their units to go to training, this is the stage in which the training starts going to the Sailor.

In addition, this is the stage in which the information architecture underlying individual training begins to change in substantive ways. The largely independent databases that are used to manage MPT&E processes will be integrated into a system of databases, and "Learning Stacks" will be implemented to enhance accessibility of training and enable the scheduling, delivery, and tracking of training.

Stage 3: Modernized, On-Demand, Fleet-Responsive Learning

This stage represents the culmination of the RRL journey. At this point in the evolution of RRL, all training content will be accessible to Sailors where and when they need it, and new training will be delivered to the Fleet much faster than current training systems and processes allow.



Also in this stage, the career-long learning continuums for Sailors will be expanded to include technical and non-technical training alike, and Sailors and their supervisors will have increased control over the timing and pace of their individual development. In addition, a Rapid Responsive Content Control (R2C2) authority will be established to drive ongoing improvement of both the content of training and the methods for delivering that training to our Sailors.

Finally, this is the stage in which the information architecture that enables individual training will be fundamentally transformed. Specifically, a Navy-wide solution, called the Total Learning Architecture, will enable real-time scheduling, delivery, tracking, and assessment of training across all communities. Through the high-bandwidth, two-way data flow enabled by this system, Sailors will be able to access the training they need when they need it, where they need it in order to meet Fleet-driven requirements.

Assessment

This strategy will be reviewed by the Executive Steering Committee on a regular, recurring basis to monitor progress in execution, while also gauging the overall relevance of the strategy. The Strategy and Assessment Group will be responsible for developing comprehensive Measures of Performance and Measures of Effectiveness to provide qualitative and quantitative assessment across DOTMLPF pillars.

Capturing Benefits and Mitigating Unintended Consequences

Any time a change is made to a complex system, that change has the potential to create unanticipated ripple effects across the whole system. The purpose of the two-tiered approach to holistic assessment described below is to create a framework for detecting and addressing not only issues and obstacles that are hindering execution, but also any early indicators of unintended consequences. The complex system into which RRL is being introduced is a socio-technical system in which technology is only a part of the story. Other system components include numerous social, cultural, and political elements, and we understand that a change in any of these parts could unintentionally disrupt overall system health.

This change will operate on core characteristics of our overall military system, including career progression for Sailors and operational autonomy for our units and unit commanders. In cases like this, the system often finds a way to push back against the change, especially if changes tend to be incompatible with the states and behaviors of other system elements, all of which have co-evolved over time to adapt to demands on the system, operating conditions, and one another. Some examples of current system characteristics that could be affected by these changes to training include:

- Instructor control and flexibility to teach as they see fit
- Number of Sailors available to fill operational billets
- Number and timing of unfilled billets across OFRP
- Variability in time required to complete training requirements
- Number of shore-based billets
- Career progression opportunities
- Role of experienced senior personnel as resources and mentors
- Sailor readiness for operational assignments
- Sailor marketability for high paying technical jobs upon leaving the military service

Although all changes contemplated in this strategy are for the express purpose of improving the readiness of our Sailors and the Fleet, it is nonetheless possible for an improvement to one aspect of the system to negatively impact another. Therefore, our approach to assessment is designed to give senior leaders visibility into the nature and causes of issues as they emerge, while also providing the information needed to set priorities and make fully-informed decisions about any tradeoffs that may be required to drive progress while preserving the intent and purpose of the of the strategy itself.

Assessing Our Progress in Execution

We will assess the effectiveness with which we are executing the strategy. Execution reviews will be conducted at least quarterly, with Working Groups briefing status, trends, issues, and next steps within their areas of responsibility to the Strategy and Assessment Group. The purpose of these reviews is to track status and progress toward goals, therefore Working Group goals and progress metrics will be the focus of these reviews. At a minimum, each Working Group will brief the following information:

- Progress Summary (Schedule and Budget)
- Accomplishments this Period
- Significant Problems/Actions Taken
- Planned Accomplishments next period
- Known Risks and Mitigation Plans
- Known Issues, Status, and Next Steps

Assessing the Relevance of the Strategy

In addition, we will conduct recurring assessments of the enduring relevance of the overarching strategy itself. These reviews will be conducted semi-annually, with the Strategy and Assessment Group and Working Group leads briefing the impacts of any shifts in the internal or external environment, and preparing recommended adjustments to the strategy to address these impacts for the consideration of the ESC and FCRC. The purpose of these reviews is to validate the enduring relevance of the strategy. Therefore, the focus of these reviews will be the facts, assumptions, restraints, and constraints that steer the strategy, as well as the alignment of the strategy with Navy priorities and Fleet requirements. As we assess the enduring relevance of the strategy and our approach, we must keep constantly in mind the key benefits that RRL is designed to achieve: improving the individual performance of Sailors, and increasing the mission readiness of the Fleet.