

U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

T423

OCT 03

TRAINING MANAGEMENT IN A PLATOON

TRAINING SUPPORT PACKAGE



TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	T423 / TRAINING MANAGEMENT IN A PLATOON
Effective Date	01 Oct 2003
Supersedes TSP(s) / Lesson(s)	T401, Training Management in a Platoon, Oct 00.
TSP Users	600-ANCOC-TATS Advanced Noncommissioned Officer Course
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS DCA BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p>Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875 E-mail atss dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

Task Number

Task Title

152-020-0005

Train a Subordinate to perform an individual task.

This TSP
Contains

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**TRAINING MANAGEMENT IN A PLATOON
T423 / Version 1
01 Oct 2003**

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	600-ANCOC	1	Advanced Noncommissioned Officer Course

Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>

Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>
	152-020-0005	Train a Subordinate to Perform an Individual Task.

Academic Hours	The academic hours required to teach this lesson are as follows:	
		<u>Resident Hours/Methods</u>
		2 hrs / Conference / Discussion
	Test	0 hrs
	Test Review	0 hrs
	Total Hours:	2 hrs

Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>
	Testing (to include test review)	N/A

Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>
	None	

Clearance Access	Security Level: Unclassified
	Requirements: There are no clearance or access requirements for the lesson.

Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.
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References			
<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
ARTEP 7-8-MTP	Mission Training Plan for the Infantry Rifle Platoon and Squad	01 Oct 2001	
FM 7-0	Training the Force	22 Oct 2002	

Student Study Assignments

Before class--

- Read Student Hand 1, Advance Sheet.
- Read Student Handout 2, Extracted from ARTEP 7-8-MTP.
- Read Student Handout 3, Extracted from FM 7-0.

During class--

- Participate in classroom discussion.

After Class--

- Turn in all recoverable materials (FMs, SHs).

Instructor Requirements

1:16, ANCOC, graduate, ITC, and SGITC qualified.

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
441-06 LCD Projection System	1:16	1:1	No	1	No
559359 SCREEN PROJECTION	1:16	1:1	No	1	No
673000T101700 PROJECTOR, OVERHEAD, 3M	1:16	1:1	No	1	No
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	1:16	1:1	No	1	No
703500T102257 DESKTOP/EPSON PRINTER	1:16	1:1	No	1	No
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:1	No	1	No
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:1	No	1	No
SNV1240262544393 36 - INCH COLOR MONITOR W/REMOTE CONTROL AND LUXOR STAND	1:16	1:1	No	1	No

* Before Id indicates a TADSS

Materials Required**Instructor Materials:**

- VGTs (10)
- TSP

Student Materials:

- Pencils or pen and writing paper.
- Reading material listed on Student Handouts 1 thru 3.
- Advance Sheet.

**Classroom,
Training Area,
and Range
Requirements**

GEN INSTRUCT BLDG (CLASSROOM SIZE 40X40 PER 16 STU)

**Ammunition
Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

**Instructional
Guidance**

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

This TSP contains a lesson plan, Handouts and VGTs.

Before-class requirements--

- Issue all recoverable materials NLT three days prior to class.
 - Assign student discussion leader at least three days prior to class.
 - Before presenting this lesson, instructors must thoroughly prepare by studying this TSP and reference materials relating to the ARTEP 7-8-MTP and, FM 7-0.
-

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Stephens, Frederick	CIV	Training Specialist	
Eichman, Guy A	MSG	Chief, ANCOC	
Lawson, Brian, H.	SGM	Chief, NCOES	
Mays, Albert J.	SGM	Chief, CDDD	

SECTION II. INTRODUCTION

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction(SGI)
 Instructor to Student Ratio is: 1:16
 Time of Instruction: 10 mins
 Media: None

Motivator

The Army’s top priority is training. Training is the means to achieve tactical and technical competence for specific tasks, conditions, and standards. Leader development is the deliberate, continuous, sequential, and progressive process based on army values that develop soldiers into competent and confident leaders capable of decisive action.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements. At the completion of this lesson, you [the student] will:

Action:	Determine Training Management Requirements at the Platoon Level.
Conditions:	While serving as a platoon sergeant in simulated operational conditions in a classroom environment IAW FM ARTEP-7-8-MTP and FM 7-0.
Standards:	Determined Training Management Requirements at the Platoon Level. IAW ARTEP-7-8 and FM 7-0.

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.
None

Evaluation

At the end of this phase of instruction, you will receive a 1 hour examination. You must correctly answer seventy percent or more of the questions to receive a GO.

Instructional Lead-In

In this lesson you will examine the techniques and tools of battle focused training and identify the things that you must do to implement the battle focused training process in your platoon.

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Review the principles of training that support battle focus.
CONDITIONS:	While serving as a platoon sergeant in simulated operational conditions in a classroom environment, IAW ARTEP 7-8-MTP and FM 7-0.
STANDARDS:	Reviewed the METL development IAW ARTEP 7-8-MTP, and FM 7-0.

1. Learning Step / Activity 1. Principles of Training

Method of Instruction: Conference / Discussion
 Technique of delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 10 mins
 Media: VGT-1 thru VGT-3

In BNCOC you covered the ten principles of training that support the Battle Focus Training process in detail. Today we will review those principles to refresh your memory and build upon the METL building process during this period of instruction.

SHOW VGT-1, PRINCIPLES OF TRAINING

PRINCIPLES OF TRAINING

- **Commanders are Responsible for Training**
- **NCOs Train Individuals, Crew, and Small Teams**
- **Train as a Combined Arms and Joint Team**
- **Train for Combat Proficiency**
- **Train to Standard Using Appropriate Doctrine**
- **Train to Adapt**
- **Train to Maintain and Sustain**
- **Train Using Multiechelon Techniques**
- **Train to Sustain Proficiency**
- **Train and Develop Leaders**

T423/OCT 03/VGT-1
Advanced Noncommissioned Officer Course

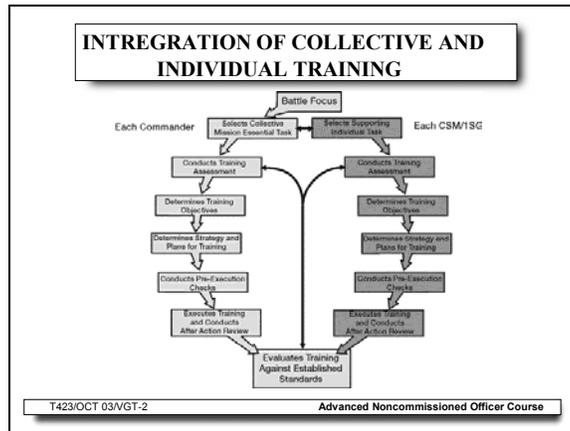
Ref: FM 7-0, p SH-3-3

- **Commanders are Responsible for Training.** Commanders hold NCOs responsible for conducting standards based; performance-oriented, battle focused training and requires provide feedback on individual, crew, and team proficiency.

- NCOs Train Individual, Crew, and Small Teams. They identify specific individual, crew, and small team tasks that support the unit's collective mission essential task; plan, prepare, rehearse, and execute training; and conduct after action reviews to provide feedback to the commander on individual, crew, and small team proficiency. Senior NCOs coach junior NCOs to master a wide range of individual tasks.
- Train as a Combined Arms and Joint Team. A well-trained Army combined arms teams can readily perform in joint, multinational, and interagency environments.
- Train for Combat Proficiency. The goal of all training is to achieve the standard. To achieve this, units must train to standards under realistic conditions.
- Train to Standard using Appropriate Doctrine. Units must conduct training to the Army standard and conform to Army doctrine.
- Train to Adapt. Competence, confidence, and discipline promote initiative and enable soldiers to adapt to changing situations and conditions.
- Train to Maintain and Sustain. Soldiers and leaders are responsible for maintaining all assigned equipment and supplies in a high state of readiness to support training or operational missions.
- Train Using Multiechelon Techniques. Large-scale training events provide an excellent opportunity for valuable individual, leader, crew, and small unit training. They maintain battle focus by linking individual and collective battle tasks with unit METL tasks, within large-scale training event METL tasks.
- Train to Sustain Proficiency. Sustainment is the key to maintaining unit Proficiency through personnel turbulence and operational deployment.
- Train and Develop Leaders. Train leaders to plan training in detail, prepare for training thoroughly, execute training aggressively, and evaluate short-term training proficiency in term of desired long-term results.

REMOVE VGT-1

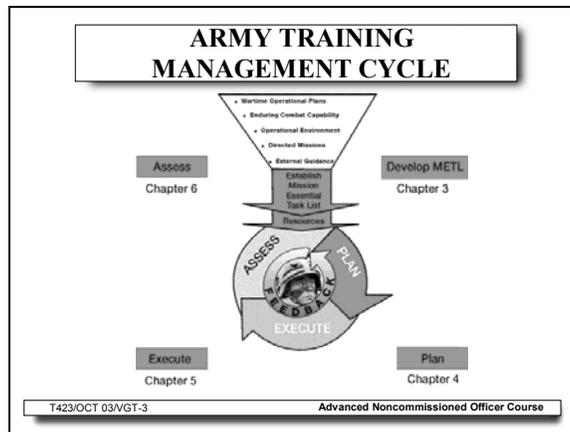
SHOW VGT-2, INTEGRATION OF COLLECTIVE AND INDIVIDUAL TRAINING



The company and the command sergeant major or first sergeant (CSM/1SG) must jointly coordinate the collective mission essential tasks and training tasks on which the unit will concentrate its efforts during a given period. The CSM/1SG must select the specific individual task that support each collective task trained.

REMOVE VGT-2

SHOW VGT-3, TRAINING MANAGEMENT CYCLE



The foundation of the training process is the Army training Management Cycle. The METL development process must relate to the organization's wartime operational plans and focus on METL tasks.

REMOVE VGT-3

B. ENABLING LEARNING OBJECTIVE

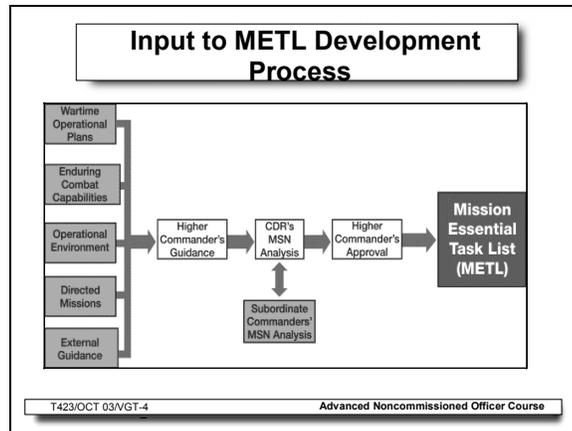
ACTION:	Identify the mission essential task list (METL) development process.
CONDITIONS:	While serving as a platoon sergeant in simulated operational conditions in a classroom environment, IAW ARTEP 7-8-MTP.
STANDARDS:	Identified the five primary inputs to the mission essential task list (METL) development process, IAW ARTEP 7-8-MTP.

1. Learning Step / Activity 1. (METL) Development

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:16
Time of Instruction: 20 mins
Media: VGT-4 thru VGT-6

The availability of resources does not affect METL development. The METL's unconstrained statement of the tasks required to accomplish wartime missions. Resources for training, however, remain constrained and compete with other missions and requirements. Leaders develop the long-range, short-range, and near term training plans to effectively utilize available resources to train for proficiency on METL tasks. After developing training plans units execute training by preparing, conducting, and recovering from training. The process continues with training evaluations that provide bottom-up input to organizational assessment. Organizational Assessments provide necessary feedback to the senior commander that assist in preparing the training assessment. Whether they are AC or RC, Modification Table of Organization and Equipment (MTOE), or Table of Distribution and Allowances (TDA), cannot achieve and sustain proficiency on every possible training task. Battle-focused METL identifies those tasks that are essential to the accomplishment of the unit's wartime operational mission and provides the foundation for the unit's training program.

SHOW VGT-4, Input to METL Development Process



- **Wartime Operational Plans.** The most critical inputs to METL development are the organization's wartime operational and contingency plans. The missions and related information provided in these plans are key to determining essential training tasks.
- **Enduring Combat Capabilities.** The fundamental reason for the organization and operation of Army forces is to generate effects of combined arms in order to contribute to successful execution of wartime operational missions. To do this, commanders form combat, CS, and CSS forces into cohesive teams through training for combat proficiency. Enduring combat capabilities are the unique contribution each unit makes to ensure the Army successfully accomplishes any mission anytime anywhere.
- **Operational Environment.** The operational environment has six dimensions; Threat, Political, Unified Action, Land Combat Operations, Information, and Technology. Each dimension affects how Army forces combine, sequence, and conduct military operations. Commanders tailor forces, employ diverse capabilities, and support different missions to succeed in this complex environment.
- **Directed Missions.** Army organizations frequently direct and conduct a

mission other than its assigned wartime operational mission. These missions range from major combat operations to providing humanitarian assistance or other types of stability and support operations.

- **External Guidance.** External guidance serves as an additional source of training tasks that relate to an organization's wartime operational mission. In some cases, external guidance identifies tasks that make up the mission. In others, they specify additional tasks that relate to the mission.

REMOVE VGT-4

Now that you know the five primary inputs to the mission essential task list (METL) development process, the next step is to compile the platoon collective task for approval by the commander for input of the units METL. To grasp this process, you need to understand the link between collective mission essential tasks and soldier tasks that support them. The company mission drives the development process (Wartime Operational Plans).

SHOW VGT-5, Unit Mission

UNIT MISSION

“Mission: At H-hour on D-day, unit deploys by air and sea draws equipment, moves to and occupies an assembly area. On order, defends from assigned battle position. On order, conducts a counter attack to defeat the enemy.

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NOTE: Have students use Student Handout 2 for this part of the lesson. "ARTEP 7-8-MTP CHAPTER 2- TRAINING MATRIXES."

Units use the training matrix to help plan unit training. The matrixes provide an organized set of relationships that make planning job easier. Training Matrix 1 displays the relationship between the unit mission and the component collective task listed under the appropriate combined arms functional systems. This matrix provides a training plan on missions directed by the commander. To use this matrix look at the mission statement on the VGT. There are two things that are required of the unit-- first, to defend the assembly area and second conduct a counter attack to defeat the enemy. By looking across the matrix under the mission section there are seven major areas. Of the seven areas only three directly relate to the mission statement Defense, Generic Mission, and Offense. Now look down the vertical column to find the collective tasks that are subordinate parts of the mission.

QUESTION: List the number of collective tasks under defense, and name the titles and give the T&EO numbers of each.

ANSWER: One, Conduct a Defense, T&EO # 07-3-1054.

Under the Generic Mission we will select "Occupy Assembly Area", TE&O # 075063 on page SH-2-5. Because that is part of the stated unit mission statement on VGT-5.

Ref: SH-2-4 (Training Matrix 1 of ARTEP 7-8-MTP)

QUESTION: List the number of collective tasks under offense, and name the titles and give the T&EO numbers of each.

ANSWER: Six, Assault a Building #07-3-1000; Conduct a Deliberate Attack # 07-3-1009; Clear a Trench Line # 07-3-1036; Conduct a Bypass # 07-3-1045; Conduct a Movement to Contact # 07-3-1090; Conduct Overwatch and Support by Fire # 07-3-1252.

REMOVE VGT-5

SHOW VGT- 6, Proposed Platoon Collective Task List

Proposed Platoon Collective Task List

- **Assault a Building**
- **Conduct a Defense**
- **Conduct a Deliberate Attack**
- **Clear a Trench Line**
- **Conduct a Bypass**
- **Conduct a Movement to Contact**
- **Conduct Overwatch and Support by Fire**
- **Occupy an Assembly Area**

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The METL will contain only those tasks that are critical to the wartime mission. This is the list of platoon collective tasks that support the company's mission. The platoon sergeant presents the list to the company commander for approval and for any additional guidance. The commander then selects those tasks that are most important.

The battalion commander approves the company's METL. Once approved, the company commander gives the METL and the unit's mission to the members of the company's chain of command. They then prepare to accomplish that mission.

NOTE: The squad collective tasks fully support the platoon collective tasks.

Now turn to page SH-2-6. Table 2-3 provides a publication reference-to-collective task matrix. This training matrix identifies the references used as sources on information about the tasks being used. Notice that the publication that references the task title "Occupy an Assembly Area," Task Number 07-3-5063, page SH-2-7. Look under the third column and find that the references are: FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85 and FM 7-92. We will continue to use ARTEP 7-8-MTP, SH-2. Go to page SH-2-8, Table 2-4 Matrix 3, collective task to individual task Matrix. This training matrix displays the relationship between the unit collective tasks and supporting individual tasks. Find "Occupy an Assembly Area" listed under the matrix "Deploy/Conduct/Maneuver" on page SH-2-9. This is the collective task that we identified in the mission-to collective task matrix on page

SH-2-5. But on this page, SH-2-9, it lists all the individual tasks to support the collective tasks by task number.

NOTE: Go over a few task numbers with the students, then direct their attention to the task number column on the page.

The task title “Occupy an Assembly Area” under Task Number 07-3-5063 identifies the training and evaluation outline (T&EO) for performing the task “Occupy an Assembly Area.”

NOTE: Remind the students that ARTEP 7-8-MTP is an electronic publication, and it has a hyperlink throughout the publication. Realistically you would find the task number and click on it to go to the T&EO you desire.

Page SH-2-10 lists the T&EO (Training and Evaluation Outlines) from Chapter 5 to develop your training. For classroom purposes page SH-2-11 lists the T&EO 07-3-5063 "Occupy an Assembly Area," the task we are tracking. Page SH-2-12 shows the actual T&EO for this task. As you can see it provides you with the Task, Condition, and Standard for a platoon/squad to conduct the task. The T&EO also provides you a list of the supporting individual tasks that support the collective task, “Occupy an Assembly Area,” on page SH-2-16. These are the same tasks that you found listed by task number in Training Matrix 3 (Table 2-4).

To understand how these matrixes work, let's review them again.

Training Matrix 1 identified the mission to collective task. The collective task we selected to track was “Occupy an Assembly Area” on page SH-2-5. Training Matrix 2 identified the publication references to the collective task. Our publication reference is on page SH-2-7. Training matrix 3 identified the collective to individual task. SH-2-9 listed all the individual task by numbers. Lastly, Chapter 5 contains all the T&EOs. Page SH-2-12 shows the actual T&EO for the collective task we selected.

QUESTION: Training Matrix 2 identifies what information?

ANSWER: References used as sources of information about tasks being used.

Ref: ARTEP 7-8-MTP, p SH-2-6, para 2-4

Break: TIME: 01:50 to 02:00

C. ENABLING LEARNING OBJECTIVE

ACTION:	Describe the Training Planning Process.
CONDITIONS:	While serving as a platoon sergeant in simulated operational conditions in a classroom environment, IAW FM 7-0.
STANDARDS:	Described the Training Planning Process, IAW FM 7-0 Training the Force.

1. Learning Step / Activity 1. Planning Process

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:16
Time of Instruction: 1 hr
Media: VGT-7 thru VGT-10

Planning is an extension of the battle focus concept that links organizational METL with the subsequent preparation, execution, and evaluation of training. A relatively centralized process, planning develops mutually supporting METL based training at all echelons within an organization.

NOTE: Remind students that "centralized training planning to maintain unit focus on wartime mission" is a leader responsibility.

Ref: FM 7-0, p SH-3-33

The planning process ensures continuous coordination from long-range planning, through short-range and near-term planning, and ultimately leads to training execution. The commander's assessment provides direction and focus to the planning process. We will review how the leaders plan training training based on the unit METL. The key points are:

SHOW VGT-7, PLANNING

<p style="text-align: center;">PLANNING</p> <ul style="list-style-type: none">• Long-Range Planning• Short-Range Planning• Near-Term Planning <p style="font-size: small; text-align: center;">T423/OCT 03/VGT-7 Advanced Noncommissioned Officer Course</p>
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The commander applies two principal inputs at the start of the planning process, the METL and the training assessment. Commanders identify tasks that support the METL.

Ref: FM 7-0, p SH-3-34

The commander, assisted by staff, develops a strategy to accomplish each training requirement. This includes improving proficiency on some tasks and sustaining performance on others. Through the training strategy, the commander establishes training priorities by determining the minimum frequency of each mission essential task performed during the upcoming planning period. The strategy also includes broad guidance that links the METL with upcoming major training events. The initial training assessment includes the commander's guidance that starts the detailed planning process.

Ref: FM 7-0, p SH-3-35

Long Range Planning

Senior commanders publish their training guidance document sufficiently in advance to provide adequate planning time for both their wartime units and supporting peacetime organizations. Guidance at these senior command echelons is critical to the development and integration of a large number of subordinate AC and RC long-range training plans. Therefore, long lead times are the norm.

Ref: 7-0, p SH-3-39

REMOVE VGT-7

NOTE: Show VGT-8 as students respond. Limit discussion to the following key points.

SHOW VGT-8, LONG RANGE PLANNING

LONG-RANGE PLANNING

- **Commander's Training guidance (CTC)**
- **Long-Range calendars**
- **Training and Time Management**

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Unit assessment is the commander's reference for long-range plans. This assessment identifies unit strengths and weaknesses.

- **Commander's Training guidance.** The CTG documents the organization's long range training plan. It is the training analog of the organization's war plan. Commanders, staff officers, and senior NCOs must read and understand the CTG. The CTG is a ready reference used for planning, preparation, execution, and evaluation of training throughout the long-range planning period.

Ref: FM 7-0, SH-3-40

- **Long-Range Planning calendars.** Commanders publish the long-range planning calendar concurrently with their CTG. The calendar graphically depicts the schedule of events described in the CTG. During long-range planning, commanders organize training time to support METL training and concentrate training distracters in support periods.

Ref: FM 7-0, SH-3-41

- **Training and Time management.** The purpose of time management is to achieve and sustain technical and tactical competence and maintain training proficiency within the Band of Excellence. Time management systems identify, focus and protect prime time training periods and the resources to support the training so subordinate organizations are able to concentrate on mission essential training.

Ref: FM 7-0, p SH-3-42

NOTE: Emphasize the importance of time management to protect training time in Reserve Component units.

Short-Range Planning

Short-range planning plans define in greater detail the broad guidance on training events and other activities contained in the long-range training guidance and long-range calendar.

Ref: FM 7-0, p SH-3-54

SHOW VGT-9, SHORT RANGE PLANNING

SHORT-RANGE PLANNING

- **Short-Range Training guidance**
- **Planning Calendar**
- **Training Events**
- **Multiechelon Training**
- **Training Resources**
- **Train the Trainers**
- **Training Briefings**

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NOTE: Show VGT–9, as students respond. Have the students identify the reference for each bullet and briefly explain its meaning. Use the following points to ensure students have sufficiently covered the material.

Short-Range Training Guidance. Each echelon from division through battalion publishes short-range training guidance that enables the commander and staff to prioritize and refine mission essential training guidance contained in the long-range CTG. Commanders must publish the short-range training guidance with sufficient lead time to ensure subordinate units have time to develop their own training plans.

Ref: FM 7-0, p SH-3-54

- **Short-Range Planning Calendar.** The short-range planning calendar refines the long-range planning calendar and provides the time lines necessary for small unit leaders to prepare near-term training schedules.

Ref: FM 7-0, p SH-3-56

- **Training Events.** The planning process identifies major training events.

Short-range planning refines major training events.

Ref: FM 7-0, p SH-3-56

- Multiechelon Training. Limited time and other resources do not permit developing sequential training programs in which each echelon from lower to higher will successively train to reach interim "peaks" in proficiency. Therefore, leaders use a multiechelon training approach to plan training events. Multiechelon training allows simultaneous training and evaluation on any combination of individual and collective tasks at more than one echelon. Multiechelon training is the most efficient and effective way to train and sustain proficiency on mission essential tasks within limited periods of training time.

Ref: FM 7-0, p SH-3-57

- Training Resources. In short-range planning, commanders allocate training resources to subordinate organizations for specific training activities. As required, make adjustments from the initial resource projections contained in plans. The key requirement for division and brigade commanders is to coordinate short-range training plans with the various resource processes that support training.

Ref FM 7-0, p SH-3-60

- Train the Trainers. Training the trainers is a critical step in preparation for training. The leaders, trainers, and evaluators involved in any training event must know, understand, and be proficient on the specific task. Leaders, trainers, and evaluators will train to standard to accomplish the task to standard.

Ref: FM 7-0, p SH-3-61

- Short Range Training Briefings. The short-range training briefing is a conference conducted by senior commanders to review and approve the training plans of subordinate units. Training briefings produce a contract between the senior commander and each subordinate commander. As a result of this contract, the senior commander agrees to provide resources, including time, and protect the subordinate unit from unprogrammed taskings. The training briefing is a highlight of

the senior commander's leader development program. It provides the commander an opportunity to coach and teach subordinates on the fine points of his philosophy and strategies in all aspects of warfighting, to include doctrine, training, force integration, and leader development. It enables subordinate commanders, some of whom may be new to the organization, to gain a better understanding of how their mission essential training relates to the battle focused training programs of their senior commanders and peers.

Ref: FM 7-0, p SH-3-61 and SH-3-62

REMOVE VGT-9

The emphasis in near-term planning is on the final preparation for training to ensure that the proper resources are on hand at exactly the right place and time.

The unit must prepare training schedules, rehearse trainers, and use proactive controls such as pre-execution checks to coordinate and ensure effective and efficient training.

Near-term Planning

QUESTION: What are the elements of near-term planning?

ANSWER: Training Meetings and Training Schedules.

Ref: FM 7-0, p SH-3-64 and SH-3-65

SHOW VGT-10, NEAR TERM PLANNING

NEAR-TERM PLANNING

- Training Meetings
- Training Schedules
- Provide Specific Guidance to trainers

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Ref: FM 7-0 pp SH-65 and SH-65.

Near-term planning covers a six- to eight-week period prior to the conduct of training for AC units and a four-month period prior to training for RC units. Formal near-term planning culminates when the unit publishes its training schedule.

- Training Meetings. Are the key to near-term planning. Training meetings create the bottom-up flow of information regarding specific training proficiency needs of the small unit, battle staff, and individual soldier. At company and platoon level, they are directly concerned with the specifics of training execution and must include pre-execution checks. During training meetings, nothing is discussed but training. All key leaders of the unit must attend.

- Training Schedules. Near-term planning results in detailed training schedules. Training will "lock in" when the battalion commander signs the training schedule.

At a minimum, it should--

- Specify when training starts and where it takes place.
- Allocate adequate time for scheduled training and additional training as required to correct anticipated deficiencies.
- Specify individual, leader, and collective tasks to be trained.
- Provide concurrent training topics that will efficiently use available training time.
- Specify who conducts the training and who evaluates the training.
- Provide administrative information concerning uniform, weapons, equipment, references, and safety precautions.

REMOVE VGT-10

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction: (SGI)</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>10 mins</u>
Media: <u>-None-</u>

Check on Learning

QUESTION: Who is responsible for centralized training planning?

ANSWER: All echelons within the organization.

Ref: 7-0, p SH-3-33

QUESTION: When the commander and staff develop a training strategy, what should it include?

ANSWER: Improving of proficiency and sustaining performance.

Ref: 7-0, p SH-3-35

QUESTION: What are the three types of training plans?

ANSWER: Long-Range, Short-Range, and Near-Term.

Ref: FM 7-0, p SH-3-36

Review / Summarize Lesson

Training to the Army standard is the key to fighting and winning. Every commander and leader from squad through Army is expected to know, understand, and apply this capstone training doctrine. Training excellence is the cornerstone of combat readiness.

SECTION V. STUDENT EVALUATION

**Testing
Requirements**

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

At the end of this course of instruction, you will take a written, objective examination. This objective examination will test learning objectives from this lesson. You must correctly answer at least seventy percent or more of the questions to receive a GO. A GO is a graduation requirement.

**Feedback
Requirements**

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

Schedule and provide feedback on the evaluation and any information to help answer students' questions about the evaluated products.

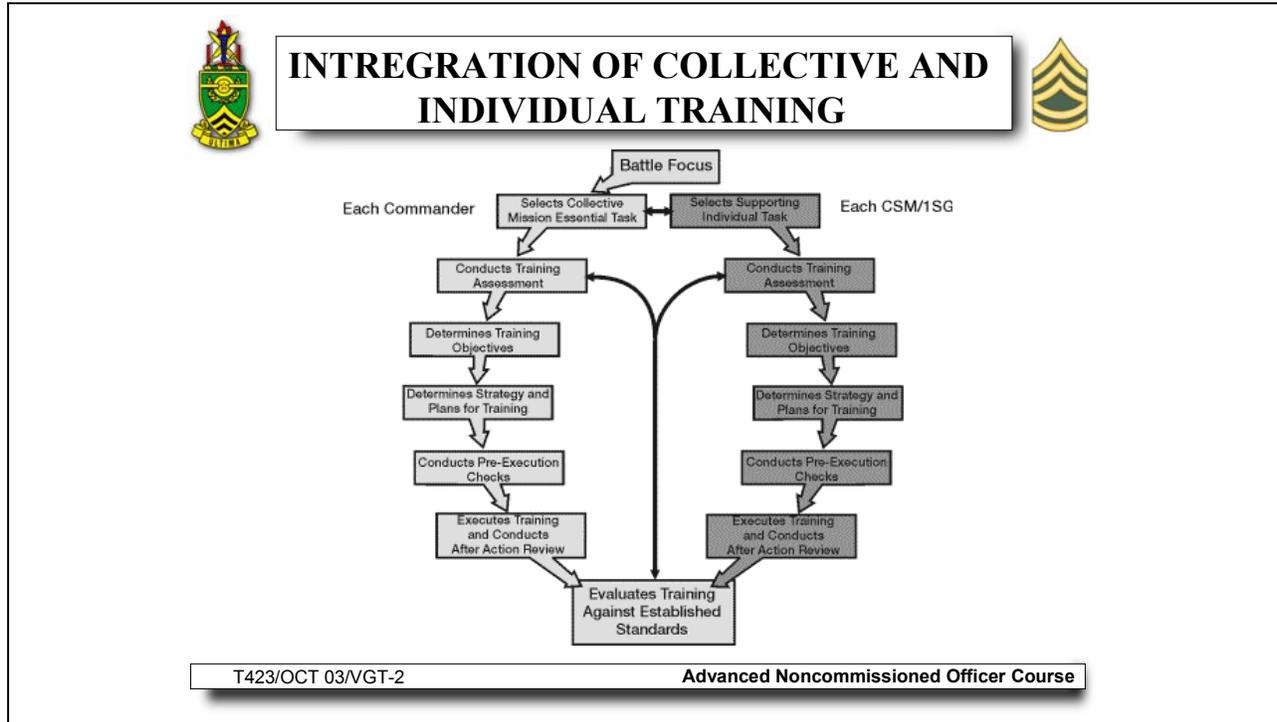


PRINCIPLES OF TRAINING

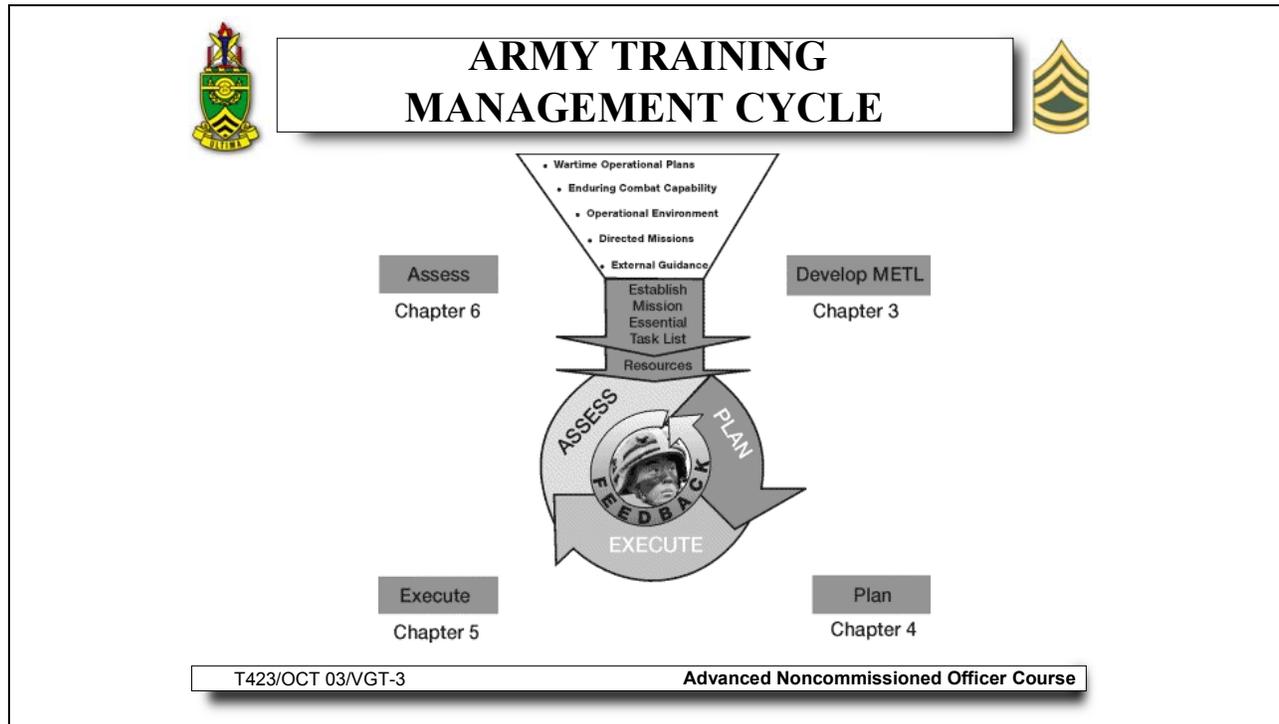


- **Commanders are Responsible for Training**
- **NCOs Train Individuals, Crew, and Small Teams**
- **Train as a Combined Arms and Joint Team**
- **Train for Combat Proficiency**
- **Train to Standard Using Appropriate Doctrine**
- **Train to Adapt**
- **Train to Maintain and Sustain**
- **Train Using Multiechelon Techniques**
- **Train to Sustain Proficiency**
- **Train and Develop Leaders**

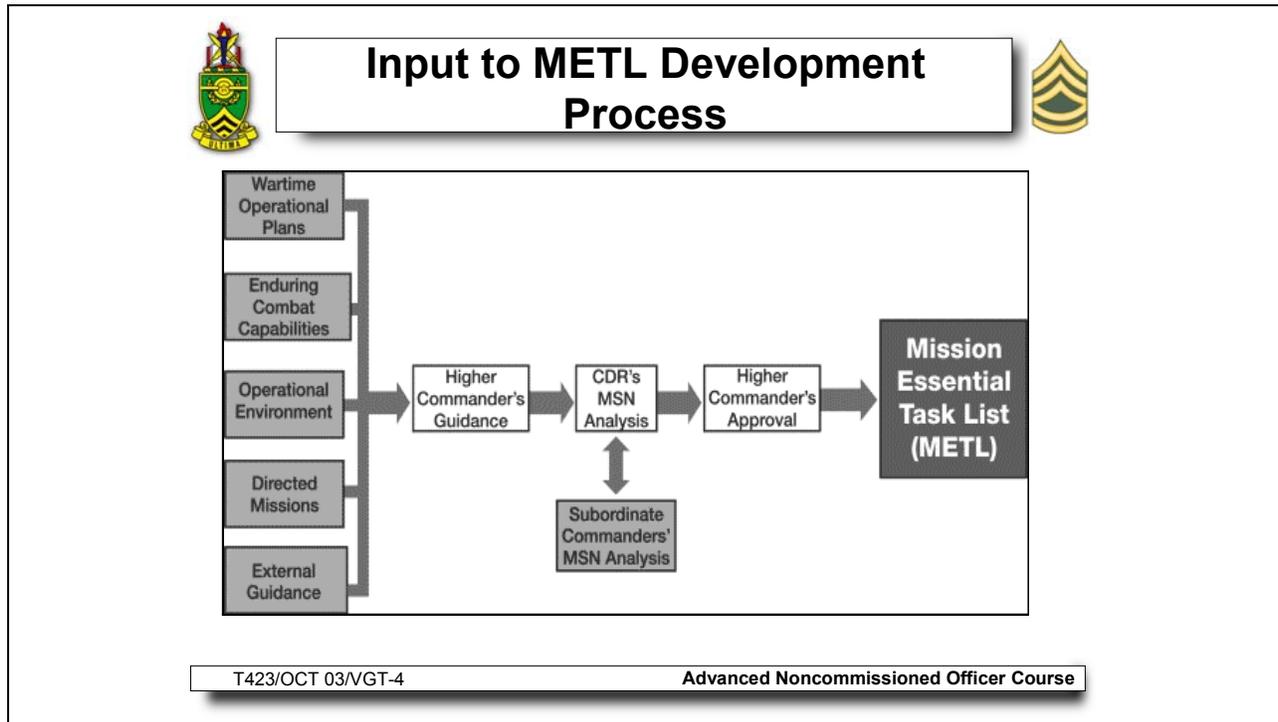
VGT-2, INTEGRATION OF COLLECTIVE AND INDIVIDUAL TRAINING



VGT-3, ARMY TRAINING MANAGEMENT CYCLE



VGT-4, Input to METL Development Process





UNIT MISSION



“Mission: At H-hour on D-day, unit deploys by air and sea draws equipment, moves to and occupies an assembly area. On order, defends from assigned battle position. On order, conducts a counter attack to defeat the enemy.

VGT-6, Proposed Platoon Collective Task List



Proposed Platoon Collective Task List



- **Conduct a Defense**
- **Assault a Building**
- **Conduct a Deliberate Attack**
- **Clear a Trench Line**
- **Conduct a Bypass**
- **Conduct a Movement to contact**
- **Conduct Overwatch and Support by Fire**

T423/OCT 03/VGT-6

Advanced Noncommissioned Officer Course



PLANNING



- **Long-Range Planning**
- **Short-Range Planning**
- **Near-Term Planning**



LONG-RANGE PLANNING



- **Commander's Training guidance (CTC)**
- **Long-Range calendars**
- **Training and Time Management**



SHORT-RANGE PLANNING



- **Short-Range Training guidance**
- **Planning Calendar**
- **Training Events**
- **Multiechelon Training**
- **Training Resources**
- **Train the Trainers**
- **Training Briefings**



NEAR-TERM PLANNING



- **Training Meetings**
- **Training Schedules**
- **Provide Specific Guidance to trainers**

HANDOUTS FOR LESSON 1: T423 version 1

**This Appendix
Contains**

This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Extract from ARTEP 7-8-MTP.	SH-2-1 to SH-2-17
SH-3, Extract from FM 7-0 Training The Force	SH-3-1 to SH-3-68

Student Handout 1

This student handout contains The Advance Sheet.

Student Handout 1

Advance Sheet

Lesson Hours This lesson consist of 2 hours of small group instruction.

Overview This lesson will provide you the information you must know to train your soldiers in order to prepare to go to war. You have the responsibility to insure that every soldier under your control receives the most realistic training possible. Remember no soldier deserves to die in combat because he was not properly trained.

Learning Objectives The Terminal Learning Objective for this lesson is:

Action:	Determine Training Management Requirements at the Platoon Level.
Conditions:	While serving as a platoon sergeant in simulated operational conditions in a classroom environment IAW FM ARTEP-7-8-MTP and FM 7-0.
Standards:	Review the METL development IAW ARTEP-7-8 and FM 7-0.

ELO A Review the principles of training that support battle focus.

ELO B Identify the mission essential task list (METL) development process.

ELO C Describe the Training Planning Process.

Assignments The student assignments for this lesson are:

- Read Student Handout 1, Advance Sheet.
 - Read Student Handout 2, Extract from ARTEP 7-8-MTP
 - Read Student Handout 3, Extracted from FM 7-0, chapters 2 thru 4.
-

Additional Subject Area Resources None

Bring to Class

- All Reference material received for this lesson.
- Pencil or pen and writing paper.

Student Handout 2

This student handout contains Extract from ARTEP-7-8-MTP, issued 5 Oct 01.

ARTEP 7-8-MTP
Headquarters
Department of the Army
Washington, DC, 05 October 2001

ARTEP 7-8-MTP
Mission Training Plan for the Infantry Rifle Platoon and Squad

Table of Contents

NOTICE:

This document is generated from relational data submitted by the proponent. Chapters 1, 3, 4, and 6 are not included in this electronic/relational presentation of training data. The complete, authenticated document is available for download when a "Download Instructions" button appears at the top of the screen.

Questions relating to information displayed should be addressed to the proponent school.

CHAPTER 1 - GENERAL

No Data Available

CHAPTER 2 - TRAINING MATRIXES

[2-1 General](#)

[2-2 Training Matrix Description](#)

[2-3 Training Matrix 1 \(Mission to Collective Task Matrix\)](#)

[2-4 Training Matrix 2 \(Publication Reference to Collective Task Matrix\)](#)

[2-5 Training Matrix 3 \(Collective Task to Individual Task Matrix\)](#)

ARTEP 7-8-MTP CHAPTER 2 - TRAINING MATRIXES

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2-1. General

Training matrixes are designed to help plan unit training. The matrixes provide an organized set of relationships that make the planning job easier.

2-2. Training Matrix Description

There are three matrixes in this chapter.

Table 2-1. Location of Training Matrixes

Training Matrix 1	Mission to Collective Task Matrix
Training Matrix 2	Publication Reference to Collective Task Matrix
Training Matrix 3	Collective Task to Individual Task Matrix

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2-3. Training Matrix 1 (Mission to Collective Task Matrix)

This training matrix displays the relationship between the unit mission and the component collective tasks. The collective tasks are listed under the appropriate combined arms functional systems. This matrix is provided to plan training on missions directed by the commander. To use this matrix, determine the mission you are concerned with and look down the vertical column to find the collective tasks that are subordinate parts of the mission. Determine which of the collective tasks to concentrate on based on the demonstrated and perceived proficiency of the unit. The least practiced or least demonstrated proficiency will have a higher priority for training and evaluation. Remember, training should concentrate on those tasks that are not performed to standard.

Table 2-2. Training Matrix 1 (Mission to Collective Task Matrix)

COLLECTIVE TASK	T&EO	MISSION						
		Defense	Generic Mission	Offense	Provide Engineer Support to Stability Operations	Provide Engineering to Support Operations	Reconnaissance and Security	Retrograde
Deploy/Conduct Maneuver								
Assault a Building (Infantry Platoon/Squad)	07-3-1000			X				
Conduct a Deliberate Attack (Infantry Platoon/Squad)	07-3-1009			X				
Breach an Obstacle (Infantry Platoon/Squad)	07-3-1027		X					
Clear a Trench Line (Infantry Platoon/Squad)	07-3-1036			X				
Conduct a Bypass (Infantry/Reconnaissance Platoon/Squad)	07-3-1045			X				
Conduct a Defense (Infantry/Reconnaissance Platoon/Squad)	07-3-1054	X						
Conduct a Delay (Infantry Platoon/Squad)	07-3-1063							X
Conduct a Disengagement (Infantry/Reconnaissance Platoon/Squad)	07-3-1072							X
Conduct a Link-up (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1081		X					
Conduct a Movement to Contact (Infantry/Reconnaissance Platoon/Squad)	07-3-1090			X				
Conduct a Passage of Lines as the Passing Unit (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1099		X					

		MISSION						
COLLECTIVE TASK	T&EO	Defense	Generic Mission	Offense	Provide Engineer Support to Stability Operations	Provide Engineering to Support Operations	Reconnaissance and Security	Retrograde
Report Tactical Information (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-2054		X					
Employ Firepower								
Conduct Overwatch and or Support by Fire (Antiarmor/Infantry Platoon/Squad)	07-3-1252			X				
Employ Fire Support (Infantry/Reconnaissance Platoon/Squad)	07-3-3009		X					
Exercise Command and Control								
Conduct a Rehearsal (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5000		X					
Conduct Consolidation and Reorganization (Infantry/Reconnaissance Platoon/Squad)	07-3-5009		X					
Conduct Risk Management (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5027		X					
Conduct Troop-leading Procedures (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5036		X					
Establish Radio Communications (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5054		X					
Occupy an Assembly Area (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5063		X					
Prepare for Combat (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5081		X					
Perform CSS and Sustainment								
Handle Enemy Prisoners of War (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-4009		X					
Perform Resupply Operations (Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-4018		X					
Process Captured Documents and Equipment (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-4027		X					

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2-4. Training Matrix 2 (Publication Reference to Collective Task matrix)

This training matrix identifies the references that contain detailed information about the collective tasks the unit must perform. This matrix is used to identify references to be used as sources of information about the tasks being used.

Table 2-3. Training Matrix 2 (Publication Reference to Collective Task Matrix).

Task Title	Task Number	Publication Reference
Deploy/Conduct Maneuver		
Assault a Building (Infantry Platoon/Squad)	07-3-1000	FM 7-5 (3-21.9), FM 7-7J , FM 7-8 , FM 90-10(HTF), FM 90-10-1
Conduct a Deliberate Attack (Infantry Platoon/Squad)	07-3-1009	FM 7-5 (3-21.9), FM 7-7 , FM 7-7J , FM 7-8 , FM 7-85
Breach an Obstacle (Infantry Platoon/Squad)	07-3-1027	FM 100-14 , FM 21-60 , FM 24-35, FM 3-34.2 , FM 7-5 (3-21.9), FM 7-7 , FM 7-7J , FM 7-8 , FM 7-85
Clear a Trench Line (Infantry Platoon/Squad)	07-3-1036	FM 7-5 (3-21.9), FM 7-7J , FM 7-8
Conduct a Bypass (Infantry/Reconnaissance Platoon/Squad)	07-3-1045	FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7 , FM 7-7J , FM 7-8 , FM 7-85 , FM 7-92
Conduct a Defense (Infantry/Reconnaissance Platoon/Squad)	07-3-1054	FM 7-5 (3-21.9), FM 7-7 , FM 7-7J , FM 7-8
Conduct a Delay (Infantry Platoon/Squad)	07-3-1063	FM 7-5 (3-21.9), FM 7-7 , FM 7-7J , FM 7-8 , FM 7-85
Conduct a Disengagement (Infantry/Reconnaissance Platoon/Squad)	07-3-1072	FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7 , FM 7-7J , FM 7-8
Conduct a Link-up (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1081	FM 100-14 , FM 100-55, FM 21-60 , FM 24-35, FM 24-35-1, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7 , FM 7-7J , FM 7-8 , FM 7-85 , FM 7-90 , FM 7-92
Conduct a Movement to Contact (Infantry/Reconnaissance Platoon/Squad)	07-3-1090	FM 100-14 , FM 21-60 , FM 24-35, FM 24-35-1, FM 6-30 , FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7 , FM 7-7J , FM 7-8 , FM 7-85 , FM 7-92
Conduct a Passage of Lines as the Passing Unit (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1099	FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7 , FM 7-7J , FM 7-8 , FM 7-85 , FM 7-90 , FM 7-92
Conduct a Passage of Lines as the Stationary Unit (Infantry/Reconnaissance Platoon/Squad)	07-3-1108	FM 100-14 , FM 21-60 , FM 24-35, FM 24-35-1, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7 ,

Task Title	Task Number	Publication Reference
		FM 7-7J , FM 7-8 , FM 7-85 , FM 7-92
Operate in an Electronic Warfare Environment (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-2027	FM 21-60 , FM 24-19 , FM 24-33 , FM 24-35 , FM 24-35-1 , FM 34-40-7 , FM 7-4 (3-21.94) , FM 7-5 (3-21.9) , FM 7-7 , FM 7-7J , FM 7-8 , FM 7-85 , FM 7-90 , FM 7-92
Reconnoiter a Built-up Area (Infantry/Reconnaissance Platoon/Squad)	07-3-2036	FM 100-14 , FM 100-55 , FM 17-98 , FM 21-60 , FM 24-35 , FM 24-35-1 , FM 7-4 (3-21.94) , FM 7-5 (3-21.9) , FM 7-7 , FM 7-7J , FM 7-8 , FM 7-85 , FM 7-92 , FM 90-10(HTF) , FM 90-10-1
Report Tactical Information (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-2054	FM 101-5-2 , FM 7-4 (3-21.94) , FM 7-5 (3-21.9) , FM 7-7 , FM 7-7J , FM 7-8 , FM 7-85 , FM 7-90 , FM 7-92
Employ Firepower		
Conduct Overwatch and or Support by Fire (Antiarmor/Infantry Platoon/Squad)	07-3-1252	FM 100-14 , FM 100-55 , FM 20-3 , FM 20-32 , FM 21-60 , FM 23-23 , FM 24-35 , FM 24-35-1 , FM 7-5 (3-21.9) , FM 7-7 , FM 7-7J , FM 7-8 , FM 7-85 , FM 7-91
Employ Fire Support (Infantry/Reconnaissance Platoon/Squad)	07-3-3009	FM 7-4 (3-21.94) , FM 7-5 (3-21.9) , FM 7-7 , FM 7-7J , FM 7-8 , FM 7-85 , FM 7-90 , FM 7-92
Exercise Command and Control		
Conduct a Rehearsal (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5000	FM 101-5 , FM 7-4 (3-21.94) , FM 7-5 (3-21.9) , FM 7-7 , FM 7-7J , FM 7-8 , FM 7-85 , FM 7-90 , FM 7-92
Conduct Consolidation and Reorganization (Infantry/Reconnaissance Platoon/Squad)	07-3-5009	FM 7-4 (3-21.94) , FM 7-5 (3-21.9) , FM 7-7 , FM 7-7J , FM 7-8 , FM 7-85 , FM 7-92
Conduct Risk Management (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5027	FM 100-14
Conduct Troop-leading Procedures (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5036	FM 7-4 (3-21.94) , FM 7-5 (3-21.9) , FM 7-7 , FM 7-7J , FM 7-8 , FM 7-85 , FM 7-90 , FM 7-92
Establish Radio Communications (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5054	FM 24-1 , FM 24-12 , FM 24-18 , FM 24-19
Occupy an Assembly Area (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5063	FM 7-4 (3-21.94) , FM 7-5 (3-21.9) , FM 7-7 , FM 7-7J , FM 7-8 , FM 7-85 , FM 7-92
Prepare for Combat (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5081	FM 7-4 (3-21.94) , FM 7-5 (3-21.9) , FM 7-7 , FM 7-7J , FM 7-8 , FM 7-85 , FM 7-90 , FM 7-92
Perform CSS and Sustainment		

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2-5. Training Matrix 3 (Collective Task to Individual Task Matrix)

This training matrix displays the relationship between the unit collective tasks and supporting individual tasks. This matrix is used to plan individual training to support collective training. To use this matrix, determine the collective tasks that require work (tasks that aren't practiced or are performed poorly) and look across the horizontal row to find the supporting individual soldier tasks. Remember to determine the individual tasks to concentrate on based on basic unit nonproficiency.

Table 2-4. Training Matrix 3 (Collective Task to Individual Task Matrix).

Task Title	Task Number	Individual Task Number
Deploy/Conduct Maneuver		
Assault a Building (Infantry Platoon/Squad)	07-3-1000	No Individual Task linked to Collective Task
Conduct a Deliberate Attack (Infantry Platoon/Squad)	07-3-1009	052-192-3060, 071-004-0006 , 071-010-0006 , 071-010-0007 , 071-052-0004 , 071-052-0005 , 071-052-0005-A, 071-052-0006 , 071-054-0001 , 071-054-0002 , 071-054-0003 , 071-054-0004 , 071-056-0003 , 071-311-2007, 071-311-2130 , 071-311-6005 , 071-313-4006 , 071-313-4007 , 071-314-0011 , 071-314-0012 , 071-315-2352 , 071-316-3002 , 071-316-3006 , 071-316-3015 , 071-317-3302 , 071-317-3306 , 071-324-4003 , 071-325-4407, 071-326-0502, 071-326-0503, 071-326-0510, 071-326-5910 , 071-326-5921 , 071-410-0010 , 071-410-0020 , 071-420-0007 , 071-710-0002 , 071-710-0004 , 113-571-1022, 113-587-2070 , 113-587-2071 , 301-348-1050
Breach an Obstacle (Infantry Platoon/Squad)	07-3-1027	052-192-1021, 052-193-1013 , 052-193-1025, 052-193-1025-A, 071-010-0006 , 071-025-0001, 071-025-0003, 071-025-0004, 071-025-0007, 071-311-2007, 071-311-2025, 071-311-2026, 071-311-2027, 071-311-2028, 071-311-2029, 071-311-2125 , 071-311-2126 , 071-311-2127 , 071-311-2128 , 071-311-2129 , 071-311-2130 , 071-312-4025 , 071-312-4026 , 071-312-4027 , 071-312-4028 , 071-315-0091 , 071-325-4407, 071-326-0501 , 071-326-0503, 071-326-0510, 071-326-0512 , 071-326-0513, 071-326-0608 , 071-326-5502 , 071-326-5503 , 071-326-5505 , 071-326-5775, 071-328-5301, 071-331-0804, 071-331-0815, 071-331-0820, 071-410-0020 , 071-420-0005 ,
Conduct Risk Management	07-3-5027	No Individual Task linked to Collective Task

Task Title	Task Number	Individual Task Number
(Infantry/Mortar/Reconnaissance Platoon/Squad)		
Conduct Troop-leading Procedures (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5036	01-5700.01-0001, 01-5700.01-0002, 01-7300.75-0500, 031-503-2012, 04-3303.01-0020, 04-3303.02-0014, 04-3306.01-0008, 04-3311.02-0001, 071-074-0002 , 071-074-0017 , 071-326-0515, 071-326-5502 , 071-326-5503 , 071-326-5505 , 071-326-5626 , 071-326-5770 , 071-326-5775, 071-329-1000, 071-329-1001, 071-329-1002 , 071-329-1004 , 071-329-1005, 071-329-1006 , 071-329-1008, 071-329-1009 , 071-329-1011 , 071-329-1012, 071-329-1014 , 071-329-1015 , 071-329-1018, 071-329-1019, 071-331-0820, 071-332-5000 , 071-332-5000-A, 071-410-0010 , 071-410-0020 , 071-510-0001 , 071-510-0002 , 071-710-0006, 071-730-0004 , 091-309-0710, 091-309-0711, 113-571-1022, 113-573-4003 , 113-573-4006 , 113-573-8006 , 171-122-1012 , 551-721-3359, 551-721-3359-A, 850-001-2001, 850-001-3001, 850-001-4001
Establish Radio Communications (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5054	01-5700.01-0001, 01-5700.01-0002, 01-5700.01-0003, 113-573-8006
Occupy an Assembly Area (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5063	031-503-2001 , 031-503-2008 , 031-503-3008, 052-191-1501, 052-192-3032, 052-192-3032-A, 071-010-0001 , 071-010-0002 , 071-025-0010, 071-025-0010-A, 071-032-0006 , 071-311-2006 , 071-312-4004 , 071-312-4032, 071-325-4425 , 071-325-4426, 071-326-0513, 071-326-5502 , 071-326-5503 , 071-326-5505 , 071-326-5703, 071-326-5704, 071-326-5705, 071-326-5770 , 071-326-5775, 071-331-0801, 071-331-0852, 071-730-0004 , 071-730-0008 , 113-571-1022, 113-573-0002
Prepare for Combat (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5081	No Individual Task linked to Collective Task
Perform CSS and Sustainment		
Handle Enemy Prisoners of War (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-4009	No Individual Task linked to Collective Task
Perform Resupply Operations (Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-4018	071-326-5503 , 071-334-4002

CHAPTER 3 - MISSION OUTLINES

No Data Available

CHAPTER 4 - TRAINING EXERCISES

No Data Available

CHAPTER 5 - TRAINING EVALUATION OUTLINES

5-1 General

5-2 Structure

5-3 Format

5-4 Use of T&EO

5-5 Training and Evaluation Outlines

Deploy/Conduct Maneuver

07-3-1000 Assault a Building (Infantry Platoon/Squad)

07-3-1009 Conduct a Deliberate Attack (Infantry Platoon/Squad)

07-3-1027 Breach an Obstacle (Infantry Platoon/Squad)

07-3-1036 Clear a Trench Line (Infantry Platoon/Squad)

07-3-1045 Conduct a Bypass (Infantry/Reconnaissance Platoon/Squad)

07-3-1054 Conduct a Defense (Infantry/Reconnaissance Platoon/Squad)

07-3-1063 Conduct a Delay (Infantry Platoon/Squad)

07-3-1072 Conduct a Disengagement (Infantry/Reconnaissance Platoon/Squad)

07-3-1081 Conduct a Link-up (Infantry/Mortar/Reconnaissance Platoon/Squad)

07-3-1090 Conduct a Movement to Contact (Infantry/Reconnaissance Platoon/Squad)

07-3-1099 Conduct a Passage of Lines as the Passing Unit
(Infantry/Mortar/Reconnaissance Platoon/Squad)

07-3-1108 Conduct a Passage of Lines as the Stationary Unit
(Infantry/Reconnaissance Platoon/Squad)

07-3-1117 Conduct a Presence Patrol (Antiarmor/Infantry/Reconnaissance Platoon/Squad)

07-3-1126 Conduct a Raid (Infantry Platoon/Squad)

07-3-1135 Conduct a Deliberate Relief in Place (Infantry/Mortar/Reconnaissance Platoon/Squad)

[CHAPTER 5 - TRAINING EVALUATION OUTLINES](#), continued

Develop Intelligence

- [07-3-2000](#) Conduct a Route Reconnaissance (Infantry/Reconnaissance Platoon/Squad)
- [07-3-2009](#) Conduct an Area or Zone Reconnaissance (Infantry/Reconnaissance Platoon/Squad)
- [07-3-2018](#) Establish an Observation Post (OP)
(Antiarmor/Infantry/Reconnaissance Platoon/Squad)
- [07-3-2027](#) Operate in an Electronic Warfare Environment
(Infantry/Mortar/Reconnaissance Platoon/Squad)
- [07-3-2036](#) Reconnoiter a Built-up Area (Infantry/Reconnaissance Platoon/Squad)
- [07-3-2054](#) Report Tactical Information (Infantry/Mortar/Reconnaissance Platoon/Squad)

Employ Firepower

- [07-3-1252](#) Conduct Overwatch and or Support by Fire (Antiarmor/Infantry Platoon/Squad)
- [07-3-3009](#) Employ Fire Support (Infantry/Reconnaissance Platoon/Squad)

Exercise Command and Control

- [07-3-5000](#) Conduct a Rehearsal (Infantry/Mortar/Reconnaissance Platoon/Squad)
- [07-3-5009](#) Conduct Consolidation and Reorganization (Infantry/Reconnaissance Platoon/Squad)
- [07-3-5027](#) Conduct Risk Management (Infantry/Mortar/Reconnaissance Platoon/Squad)
- [07-3-5036](#) Conduct Troop-leading Procedures (Infantry/Mortar/Reconnaissance Platoon/Squad)
- [07-3-5054](#) Establish Radio Communications (Infantry/Mortar/Reconnaissance Platoon/Squad)
- [07-3-5063](#) Occupy an Assembly Area (Infantry/Mortar/Reconnaissance Platoon/Squad)
- [07-3-5081](#) Prepare for Combat (Infantry/Mortar/Reconnaissance Platoon/Squad)

07-3-5063

NOTICE:

This document is generated from relational data submitted by the proponent.

Questions relating to information displayed should be addressed to the proponent school.

TASK: Occupy an Assembly Area (Infantry/Mortar/Reconnaissance Platoon/Squad) (07-3-5063)

(FM 7-4 (3-21.94)) (FM 7-5 (3-21.9)) ([FM 7-7](#)) ([FM 7-7J](#)) ([FM 7-8](#)) ([FM 7-85](#)) ([FM 7-92](#))

ITERATION 1 2 3 4 5 M (circle)
TRAINING STATUS T P U (circle)

CONDITION: The platoon is conducting operations as part of a larger force and has received an operation order (OPORD) or fragmentary order (FRAGO) to occupy an assembly area (AA) at the location and time specified. All necessary personnel and equipment are available. The platoon has communications with higher, adjacent, and subordinate elements. The platoon has been provided guidance on the rules of engagement (ROE) and or rules of interaction (ROI). Coalition forces and noncombatants may be present in the operational environment. Some iterations of this task should be conducted during limited visibility conditions.

Some iterations of this task should be performed in MOPP4.

TASK STANDARD: The platoon occupies the AA in accordance with the order and or commander's guidance. The platoon enters the AA without stopping or blocking the route of march, moves all personnel and equipment to their assigned positions not later than (NLT) the time specified in the order, establishes priority of work, establishes local security, and maintains appropriate readiness condition (REDCON) levels. The platoon complies with the ROE and or ROI.

TASK STEPS and PERFORMANCE MEASURES	GO	NO GO
<p>*1. Platoon leader gains and or maintains situational understanding using information that is gathered from FORCE XXI Battle Command - Brigade and Below (FBCB2) (if applicable), frequency modulated (FM) communications, maps, intelligence summaries, situation reports (SITREPs), and or other available information sources.</p> <p>*2. Platoon leader receives an OPORD or FRAGO and issues warning order (WARNO) to the platoon using FBCB2, FM, or other tactical means.</p> <p>*3. Platoon leader plans using troop-leading procedures.</p> <p style="padding-left: 40px;">a. Conducts a digital and or conventional map reconnaissance.</p> <p style="padding-left: 80px;">(1) Identifies tentative rally points.</p>		

(2) Identifies likely enemy avenues of approach.

(3) Marks tentative dismount points on digital and conventional maps as appropriate.

b. Plans and coordinates indirect fire support and or close air support, if available.

c. Identifies direct fire responsibilities.

d. Addresses actions on chance contact with the enemy.

*4. Platoon leader disseminates digital reports (if applicable), overlays, and other pertinent information to each squad to keep them abreast of the situation.

*5. Platoon leader assigns personnel to perform quartering party duties IAW guidance and or TSOP.

a. Briefs personnel on platoon requirements for the quartering party.

*6. Platoon leader issues orders and instructions to include ROE and or ROI.

7. Platoon conducts a rehearsal.

*8. Platoon leader issues FRAGOs, as necessary, to address changes to the plan identified during the rehearsal.

9. Quartering party clears the release point (RP) and moves to the AA.

a. Assists in reconnaissance of the route and the proposed AA.

b. Assists in improving and marking entrances, exits, and internal routes.

c. Assists in marking obstacles, mines, and contaminated areas.

d. Selects and marks tentative platoon vehicle, weapons, and dismounted team positions IAW OPOD, FRAGO, or SOP.

e. Maintains surveillance and provides security of the area until the arrival of the platoon.

f. Posts guides in covered and concealed positions to guide platoon to its initial position without halting.

10. Platoon clears the RP and moves to AA.

11. Platoon performs initial occupation of the AA.

a. Follows directions from guides and moves into marked positions.

b. Orients weapon systems to cover sectors of responsibility.

c. Follows proper cool-down procedures, shuts down engines simultaneously, if

applicable.

*12. Platoon leader/platoon sergeant (PSG) initiates assembly area activities.

- a. Reviews organization of the AA with quartering party personnel.
- b. Designates section direct fire responsibilities.
- c. Directs section/team leaders and VCs to prepare sector sketches.
- d. Keeps the company commander informed of the status of the operation, taking the following steps as necessary:
 - (1) Reports platoon's arrival at the AA.
 - (2) Reports completion of initial occupation of AA positions.
 - (3) Prepares and forwards situation reports (SITREPs) to the commander, as necessary, throughout the operation .
- e. Determines security procedures, REDCON level, and priorities of work.

13. Platoon establishes and maintains local security under direction from the platoon leader.

- a. Assigns each section a sector of the perimeter to ensure mutual support and to cover all gaps by observation and fire.
- b. Establishes patrols to prevent infiltration and to clear possible enemy observation posts (OPs) within assigned sector (if applicable).
- c. Designates an OP and selects OP personnel.
- d. Ensures the OP has communications with the platoon.
- e. Warns the platoon of any enemy approach before the platoon is attacked (OP).
- f. Camouflages equipment.
- g. Enforces noise, light, and litter discipline.

14. Based on the priority of work established by the platoon leader, the platoon (can vary by platoon TSOP and (factors of mission, enemy, terrain and weather, troops, time available, and civilian considerations [METT-TC].)

- a. Positions weapon systems and assigns sectors of fire.
- b. Positions other assets attached to the platoon.
- c. Establishes wire communications.
- d. Designates final protective line (FPL) and final protective fires (FPFs).
- e. Clears fields of fire and prepares range cards and sector sketches.

- f. Camouflages the positions
- g. Coordinates with adjacent elements left, right, forward, and to the rear, if applicable.
 - (1) Ensures there are no gaps between elements.
 - (2) Exchanges information on OP locations and platoon signals.
- i. Improves primary fighting positions by adding such things as overhead cover.
- j. Prepares alternate positions, then supplementary positions.
- k. Establishes a sleep and rest plan.
- l. Reconnoiters routes.
- m. Adjusts positions or control measures as required.
- n. Stockpiles ammunition, food, and water.
- o. Digs trenches to connect positions.
- p. Continues to improve positions.

*15. Platoon leader forwards a sector sketch to the company commander and keeps one for platoon use.

16. Platoon performs field sanitation operations.

- a. Maintains adequate supply of potable water.
- b. Establishes latrines and hand washing facilities.
- c. Performs personal hygiene activities.

17. Platoon assumes specified REDCON level, taking one of the following steps:

- a. Assumes REDCON-1 (Full alert). Note: A period of maximum preparedness, REDCON-1 ensures that all platoon personnel are alert and prepared for action immediately. Infantry squads, to include OPs, are recalled, and weapons are manned.
- b. Assumes REDCON-2 (Full alert). Note: Equipment is stowed except for wire and telephone equipment, if used. Platoon weapons are manned. Infantry squads, OPs and chemical alarms are still deployed.
- c. Assumes REDCON-3 (Reduced alert). Note: Fifty percent of each crew/squad stands down for feeding, rest, maintenance, or troop leading procedures.
- d. Assumes REDCON-4 (Minimum alert). Note: Seventy five percent of each crew/squad stands down for feeding, rest, maintenance, or troop leading procedures. Crew-served weapons within each infantry squad are manned. OPs are manned.

<p>18. The platoon continues priorities of work, including operations security (OPSEC), maintenance, resupply, and rest activities.</p> <p style="margin-left: 40px;">a. Maintains security IAW platoon leader's guidance, order and or TSOP.</p> <p style="margin-left: 40px;">b. Increases REDCON levels progressively as required based on company commander's guidance or unit SOP.</p> <p>*19. On receipt of further orders, the platoon leader conducts preparations for departing the AA.</p> <p style="margin-left: 40px;">a. Reconnoiters route and or calculates time distance for departing the AA, as directed.</p> <p style="margin-left: 40px;">b. Conducts police call to ensure no equipment, supplies, or other items of tactical or intelligence value is left behind.</p> <p style="margin-left: 40px;">c. Increases REDCON levels progressively as required based on company commander's guidance or TSOP.</p>		
<p>NOTE * Indicates a leader task. NOTE + Indicates a critical task.</p>		

TASK PERFORMANCE SUMMARY BLOCK

ITERATION	1	2	3	4	5	M	TOTAL
TOTAL TASK STEPS & PERFORMANCE MEASURES EVALUATED							
TOTAL TASK STEPS & PERFORMANCE MEASURES "GO"							

SUPPORTING SOLDIER'S MANUAL TASKS

- [031-503-2001](#) IDENTIFY CHEMICAL AGENTS USING M256-SERIES CHEMICAL AGENT DETECTOR KIT
- [031-503-2008](#) USE AND MAINTAIN M8 OR M8A1 CHEMICAL AGENT ALARM
- 031-503-3008 IMPLEMENT MISSION-ORIENTED PROTECTIVE POSTURE
- 052-191-1501
- 052-192-3032
- 052-192-3032-A
- [071-010-0001](#) ZERO A NIGHT VISION SIGHT AN/PVS-4 TO AN M249 MACHINE GUN
- [071-010-0002](#) MOUNT A NIGHT VISION SIGHT AN/PVS-4 ON AN M249 MACHINE GUN
- 071-025-0010
- 071-025-0010-A
- [071-032-0006](#) CONSTRUCT FIELD-EXPEDIENT FIRING AIDS FOR AN M203 GRENADE LAUNCHER
- [071-311-2006](#) CONSTRUCT FIELD EXPEDIENT FIRING AIDS FOR AN M16A1 or M16A2 RIFLE
- [071-312-4004](#) LAY AN M249 MACHINE GUN USING FIELD EXPEDIENTS
- 071-312-4032
- [071-325-4425](#) EMPLOY AN M18A1 CLAYMORE MINE
- 071-325-4426 RECOVER AN M18A1 CLAYMORE MINE
- 071-326-0513 SELECT TEMPORARY FIGHTING POSITIONS

[071-326-5502](#) ISSUE A FRAGMENTARY ORDER
[071-326-5503](#) ISSUE A WARNING ORDER
[071-326-5505](#) ISSUE AN ORAL OPERATIONS ORDER
071-326-5703 CONSTRUCT INDIVIDUAL FIGHTING POSITIONS
071-326-5704 SUPERVISE CONSTRUCTION OF A FIGHTING POSITION
071-326-5705 ESTABLISH AN OBSERVATION POST
[071-326-5770](#) PREPARE A PLATOON SECTOR SKETCH
071-326-5775 COORDINATE WITH AN ADJACENT PLATOON
071-331-0801 CHALLENGE PERSONS ENTERING YOUR AREA
071-331-0852 CLEAR A FIELD OF FIRE
[071-730-0004](#) PLAN INSTALLATION OF A PLATOON EARLY WARNING SYSTEM AN/TRS-2
[071-730-0008](#) Employ Field-Expedient Early Warning Devices
113-571-1022 PERFORM VOICE COMMUNICATIONS
[113-573-0002](#) CONDUCT OPERATIONS SECURITY (OPSEC) PROCEDURES

Student Handout 3

This student handout contains extract from FM 7-0, Chapters 2 thru 5, issued 7 Jan 03.

Battle Focused Training

The key to fighting and winning is an understanding of “how we train to fight” at every echelon. Training programs must result in demonstrated tactical and technical competence, confidence, and initiative in our soldiers and their leaders. Training will remain the Army’s top priority because it is the cornerstone of combat readiness!

General Carl E. Vuono

Commanders train their units to be combat ready. Training is their number one priority. Commanders achieve this using tough, realistic, and challenging training. At every echelon, commanders must train their unit to the Army standard. Battle focus enables the commander to train units for success on the battlefield. Using the Army Training Management Cycle, the commander continuously plans, executes, and assesses the state of training in the unit. This cycle provides the framework for commanders to develop their unit’s METL, establish training priorities, and allocate resources.

Commanders and leaders at all echelons use the Principles of Training to develop and execute effective training. As commanders train their units on METL tasks, senior commanders reinforce training by approving and protecting training priorities and providing resources.

PRINCIPLES OF TRAINING

2-1. There are ten principles of training.

- ✓ **Commanders are Responsible for Training**
- ✓ **NCOs Train Individuals, Crews, and Small Teams**
- ✓ **Train as a Combined Arms and Joint Team**
- ✓ **Train for Combat Proficiency**
 - ✓ **Realistic Conditions**
 - ✓ **Performance-Oriented**
- ✓ **Train to Standard Using Appropriate Doctrine**
- ✓ **Train to Adapt**
- ✓ **Train to Maintain and Sustain**
- ✓ **Train Using Multiechelon Techniques**
- ✓ **Train to Sustain Proficiency**
- ✓ **Train and Develop Leaders**

Figure 2-1. Principles of Training

- **Commanders are Responsible for Training.** Commanders are responsible for the training and performance of their soldiers and units. They are the primary training managers and trainers for their organization, are actively engaged in the training process, and adhere to the principles shown in figure 2-1. To accomplish their training responsibility, commanders must--
 - Be present at training to maximum extent possible.
 - Base training on mission requirements.
 - Train to applicable Army standards.
 - Assess current levels of proficiency.
 - Provide the required resources.
 - Develop and execute training plans that result in proficient individuals, leaders, and units.

Commanders delegate authority to NCOs in the support channel as the primary trainers of individual, crews, and small teams. Commanders hold NCOs responsible

for conducting standards based, performance-oriented, battle focused training and provide feedback on individual, crew, and team proficiency.

- **NCOs Train Individuals, Crews, and Small Teams.** NCOs continue the soldierization process of newly assigned enlisted soldiers, and begin their professional development. NCOs are responsible for conducting standards based, performance-oriented, battle focused training. They identify specific individual, crew, and small team tasks that support the unit's collective mission essential tasks; plan, prepare, rehearse, and execute training; and evaluate training and conduct after action reviews to provide feedback to the commander on individual, crew, and small team proficiency. Senior NCOs coach junior NCOs to master a wide range of individual tasks.
- **Train as a Combined Arms and Joint Team.** The Army provides a Joint Force Commander (JFC) with trained and ready forces that expand the command's range of military options in full spectrum operations. Army commanders tailor and train forces to react quickly to any crisis. Army forces provide a JFC the capability to--
 - Seize areas previously denied by the enemy.
 - Dominate land operations.
 - Provide support to civil authorities.

Army forces seldom operate unilaterally. Joint interdependence from the individual, crew, and small team to the operational level requires training to develop experienced, adaptive leaders, soldiers, and organizations prepared to operate with joint, and multinational forces and to provide interagency unity of effort.

The fundamental basis for the organization and operation of Army forces is combined arms. Combined arms is the integrated application of several arms to achieve an effect on the enemy that is greater than if each arm was used against the enemy separately or in sequence. Integration involves arrangement of battlefield actions in time, space, and purpose to produce maximum relative effects of combat power at a decisive place and time. Through force tailored organizations, commanders and their staffs integrate and synchronize the Battlefield Operating Systems (BOS) to achieve combined arms effects and accomplish the mission.

Today's Army doctrine requires teamwork at all echelons. Well-trained Army combined arms teams can readily perform in joint, multinational, and interagency environments. When committed to battle, each unit must be prepared to execute operations without additional training or lengthy adjustment periods. Leaders must regularly practice task organization of habitually associated combat arms, combat support, and combat service support capabilities. Teams can only achieve combined arms proficiency and cohesiveness when they train together. Similarly, peacetime relationships must mirror wartime task organization to the greatest extent possible.

Commanders are responsible for training all warfighting systems. The full integration of the combined arms team is attained through the task organization approach to training management. Task organizing is a temporary grouping of forces designed to accomplish a particular mission. This approach acknowledges that the maneuver commander integrates and synchronizes the BOS. In short, the maneuver commander, assisted by higher echelon leaders, forges the combined arms team. An example of a "task organized brigade" and its warfighting systems is depicted at figure 2-2.

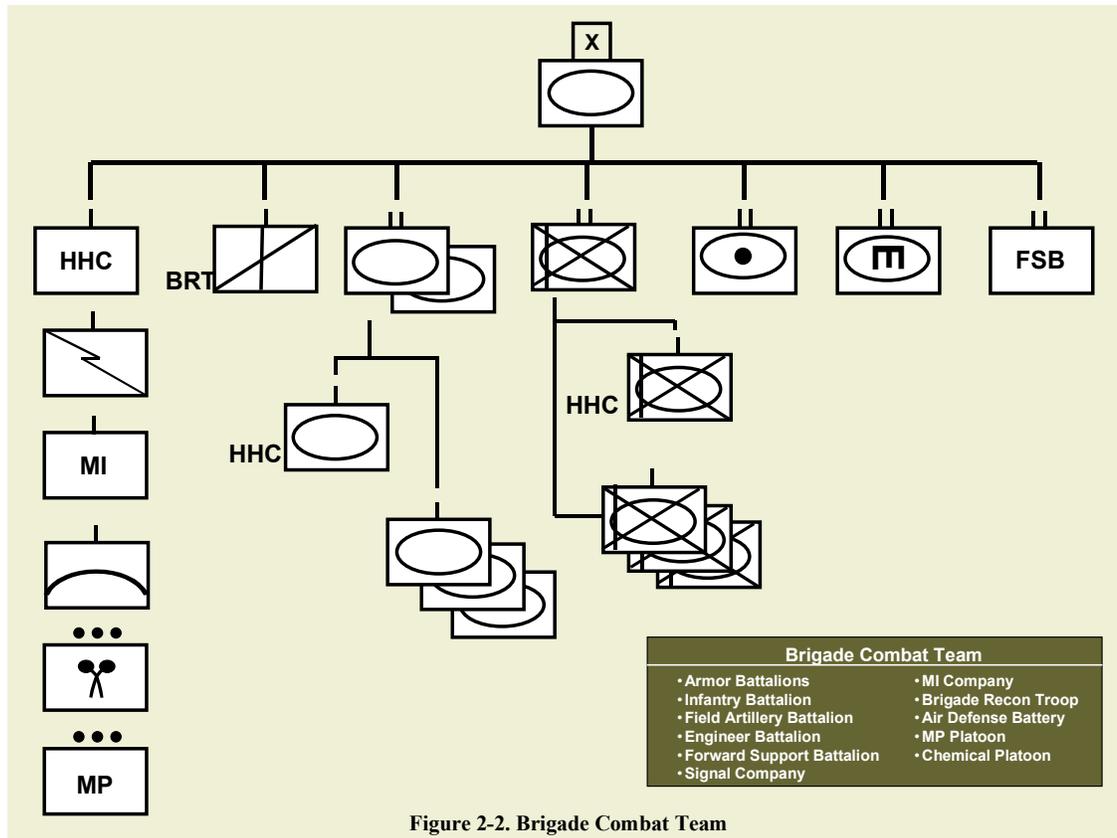


Figure 2-2. Brigade Combat Team

The commander of the "task organized" force must develop a training plan that addresses two complementary challenges. The commander's training plan must achieve combined arms proficiency and ensure functional training proficiency of the combat arms, combat support, and combat service support units of the task force. Combined arms proficiency requires effective integration of BOS functions. Effective integration of BOS results in synchronization. Functional BOS proficiency is fundamental for effective BOS integration. The commander's training plan must integrate combined arms and functional training events.

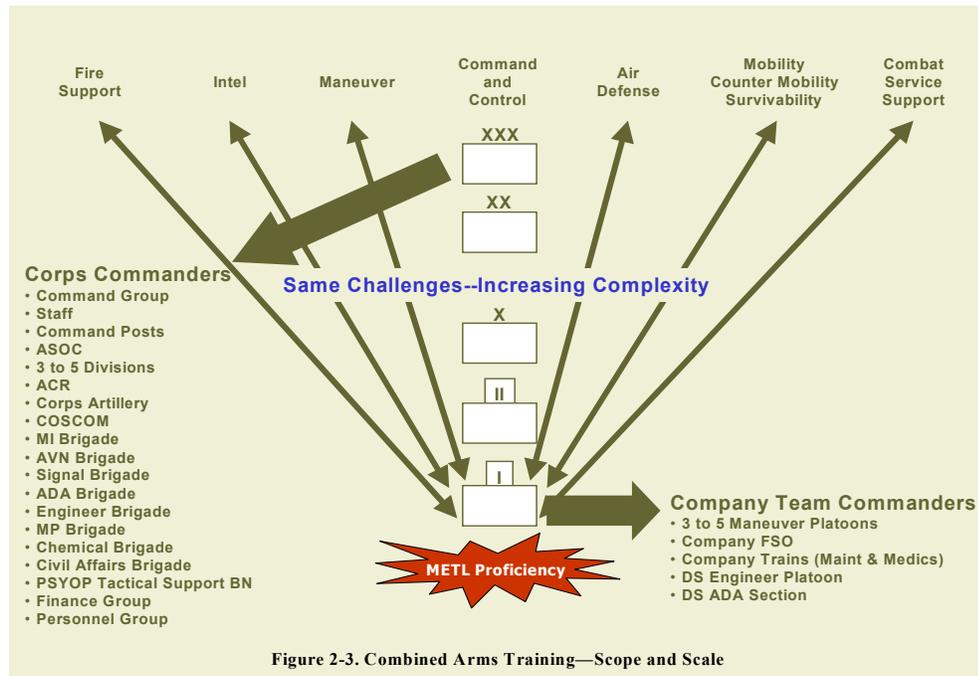
Combined arms training is standards based. The independent training of functional tasks and combined arms tasks to standard will not guarantee the desired effects of applying combat power at a decisive place and time. The standard for effective combined arms training requires a sequenced and continuous execution of functional

tasks and combined arms tasks to standard in order to achieve “...integrated relative combat power at a decisive place and time.”

The role of commanders and NCOs in combined arms training cannot be overemphasized. Commanders have training responsibilities that encompass both BOS functional task proficiency and special staff officer combined arms task proficiency. Likewise, NCOs have similar training responsibilities to ensure BOS related individual and crew functional task proficiency, as well as, individual and staff section related combined arms task proficiency. Combined arms training requires commanders’ and NCOs’ active involvement in all phases of training.

Functional proficiency requires expertise in a particular BOS function, its capabilities, and its requirements. Organizations that provide elements of a specific BOS function, such as corps support command, divisional air defense artillery battalion, etc., must train to maintain their functional proficiency. Integration involves expertise in coordination among functional troop unit commanders and staffs, and other functional commanders and staffs.

The combined arms training challenge is the same for all echelons of command. The complexity, however, increases at each higher echelon of command. The tempo, scope, and scale of operations at higher command echelons increase coordination requirements for planning and executing staff, joint, multinational, and interagency training. Commanders, at every echelon, focus combined arms training on specific integration and synchronization tasks based on their METL. Figure 2-3 illustrates the scope and scale of the combined arms training challenge.



- **Train for Combat Proficiency.** The goal of all training is to achieve the standard. This develops and sustains combat capable warfighting organizations. To achieve this, units must train to standard under realistic conditions. Achieving standards requires hard work by commanders, staff officers, unit leaders, and soldiers. Within the confines of safety and common sense, commanders and leaders must be willing to accept less than perfect results initially and demand realism in training. They must integrate such realistic conditions as imperfect intelligence; reduced communications; smoke; noise; rules of engagement; simulated nuclear, biological, and chemical environments; battlefield debris; loss of key leaders; civilians on the battlefield; joint, multinational, and interagency requirements; and varying extremes in weather. They must seize every opportunity to move soldiers out of the classroom into the field; fire weapons; maneuver as a combined arms team; and incorporate protective measures against enemy actions. Although CTCs provide the most realistic and challenging training experience in the Army, they must not be viewed as an "end point" in the unit-training life cycle. Rather, they provide a "go to war experience" by which commanders can assess their METL proficiency and determine the effectiveness of their training program.
- **Realistic.** Tough, realistic, and intellectually and physically challenging training excites and motivates soldiers and leaders. Realistic training builds competence and confidence by developing and honing skills, and inspires excellence by fostering initiative, enthusiasm, and eagerness to learn. Successful completion of each training phase increases the capability and

motivation of individuals and units for more sophisticated and challenging achievement. This is the commanders' continuous quest.

- **Performance-Oriented.** Units become proficient in the performance of critical tasks and missions by practicing the tasks and missions. Soldiers learn best by doing, using an experiential, hands-on approach. Commanders and subordinate leaders are responsible to plan training that will provide these opportunities. All training assets and resources, to include training aids, devices, simulators, and simulations (TADSS), must be included in the unit's training strategy.
- **Train to Standard Using Appropriate Doctrine.** Training must be done to the Army standard and conform to Army doctrine. In cases where mission tasks involve emerging doctrine or non-standard tasks, commanders establish the tasks, conditions and standards using mission orders and guidance, lessons learned from similar operations, and their professional judgment. The next higher commander approves the creation of the standards for these tasks. FM 3-0, *Operations*, provides the doctrinal foundations, and supporting doctrinal manuals describe common TTP that permit commanders and organizations to adjust rapidly to changing situations. Doctrine provides a basis for a common vocabulary across the force. In units, new soldiers will have little time to learn non-standard procedures. Therefore, units must train to the Army standard contained in the MTP and soldier training publications, while applying Army doctrine and current regulatory guidance. When serving as a joint headquarters and conducting joint training Army organizations use joint doctrine and TTP. Joint doctrine establishes the fundamentals of joint operations and provides guidance on how best to employ joint forces. This linkage between operational and training doctrine is critical to successful training.
- **Train to Adapt.** Commanders train and develop adaptive leaders and units, and prepare their subordinates to operate in positions of increased responsibility. Repetitive, standards-based training provides relevant experience. Commanders intensify training experiences by varying training conditions. Training experiences coupled with timely feedback builds competence. Leaders build unit, staff and soldier confidence when they consistently demonstrate competence. Competence, confidence, and discipline promote initiative and enable leaders to adapt to changing situations and conditions. They improvise with the resources at hand, exploit opportunities and accomplish their assigned mission in the absence of orders. Commanders, at every echelon, integrate training events in their training plans to develop and train imaginative, adaptive leaders and units.
- **Train to Maintain and Sustain.** Soldier and equipment maintenance is a vital part of every training program. Soldiers and leaders are responsible for maintaining all assigned equipment and supplies in a high state of readiness to support training or operational missions. Units must be capable of fighting for sustained periods of time with the equipment they are issued. Soldiers must

become experts in both the operation and maintenance of their equipment. This link between training and sustainment is vital to mission success.

- **Train Using Multiechelon Techniques.** Multiechelon training is the most effective and efficient way of sustaining proficiency on mission essential tasks with limited time and resources. Commanders use multiechelon training to--
 - Train leaders, battle staffs, units, and individuals at each echelon of the organization simultaneously.
 - Maximize use of allocated resources and available time.
 - Reduce the effects of personnel turbulence.

Large-scale training events provide an excellent opportunity for valuable individual, leader, crew, and small unit training. Multiechelon training can occur when an entire organization is training on one single METL task or when different echelons of an organization conduct training on related METL tasks simultaneously. (See chapter 4 for detailed discussion on multiechelon training.) All multiechelon training techniques have these distinct characteristics--

- They require detailed planning and coordination by commanders and leaders at each echelon.
 - They maintain battle focus by linking individual and collective battle tasks with unit METL tasks, within large-scale training event METL tasks.
 - They habitually train at least two echelons simultaneously on selected METL tasks.
- **Train to Sustain Proficiency.** Once individuals and units have trained to a required level of proficiency, leaders must structure individual and collective training plans to retrain critical tasks at the minimum frequency necessary to sustain proficiency. Sustainment training is the key to maintaining unit proficiency through personnel turbulence and operational deployments. MTP and individual training plans are tools to help achieve and sustain collective and individual proficiency. Sustainment training must occur often enough to train new soldiers and minimize skill decay. Army units train to accomplish their missions by frequent sustainment training on critical tasks. Infrequent "peaking" of training for an event (CTC rotation, for example) does not sustain wartime proficiency. Battle focused training is training on wartime tasks. Many of the METL tasks that a unit trains on for its wartime mission are the same as required for a stability operation or support operation that they might execute.

Sustainment training enables units to operate in a Band of Excellence (figure 2-4) through appropriate repetition of critical tasks. The Band of Excellence is the

range of proficiency within which a unit is capable of executing its wartime METL tasks. For RC units the Band of Excellence is the range of proficiency within which a unit is capable of executing its premobilization tasks. Training to sustain proficiency in the Band of Excellence includes training of leaders, battle staffs, and small lethal units. The solid black line shows the results of an effective unit training strategy that sustains training proficiency over time, maintaining it within the Band of Excellence. The dotted black line shows an ineffective training strategy that often causes the unit to fall outside the Band of Excellence, thus requiring significant additional training before the unit is capable of executing its wartime METL tasks. Personnel turbulence and availability of resources pose a continuous challenge to maintaining METL proficiency within the Band of Excellence.

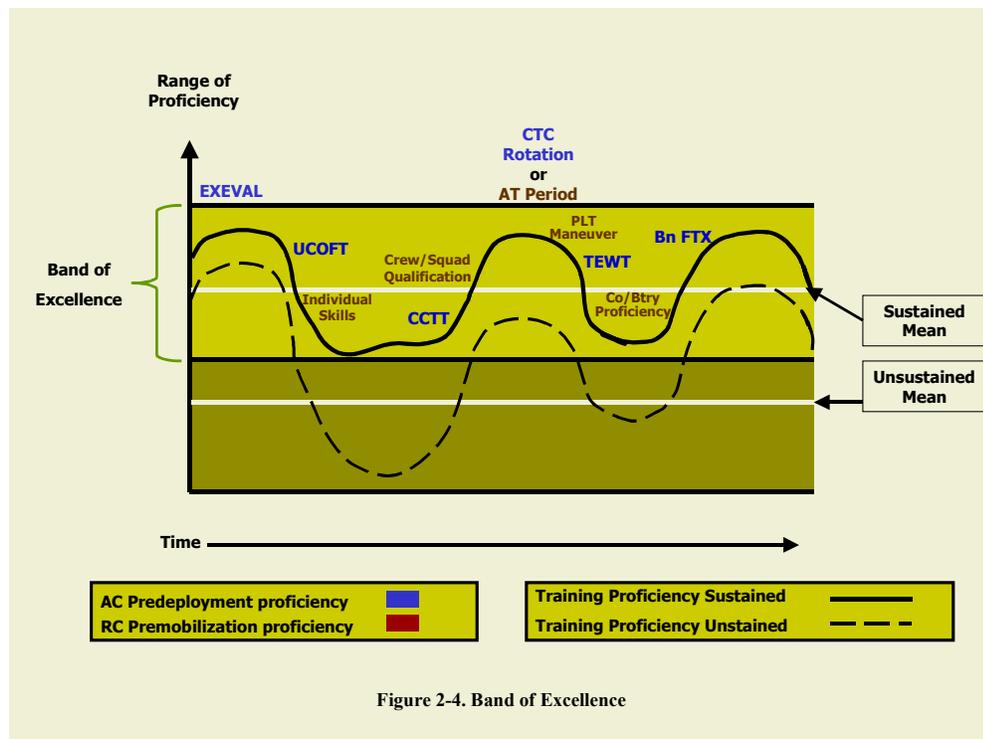


Figure 2-4. Band of Excellence

The Army provides combat ready forces on short notice to combatant commanders. Units transition from training locations to operational theaters using the train-alert-deploy sequence. Commanders recognize that crises rarely allow sufficient time to correct training deficiencies between alert and deployment. They strive to ensure their units are prepared to accomplish their METL tasks before alert and refine mission specific training in the time available afterwards. Accordingly, applying the principles of training, a commander conducts training to sustain proficiency on METL tasks within the Band of Excellence to ensure mission readiness. Mission specific training can be conducted as organizations are alerted and deployed based on time available.

RC units require postmobilization training to achieve proficiency at level organized. Postmobilization training time can be minimized by focusing on MOS qualification, and crew, squad, section and platoon proficiency for combat arms, and company, battery, and troop proficiency for CS/CSS units during premobilization training.

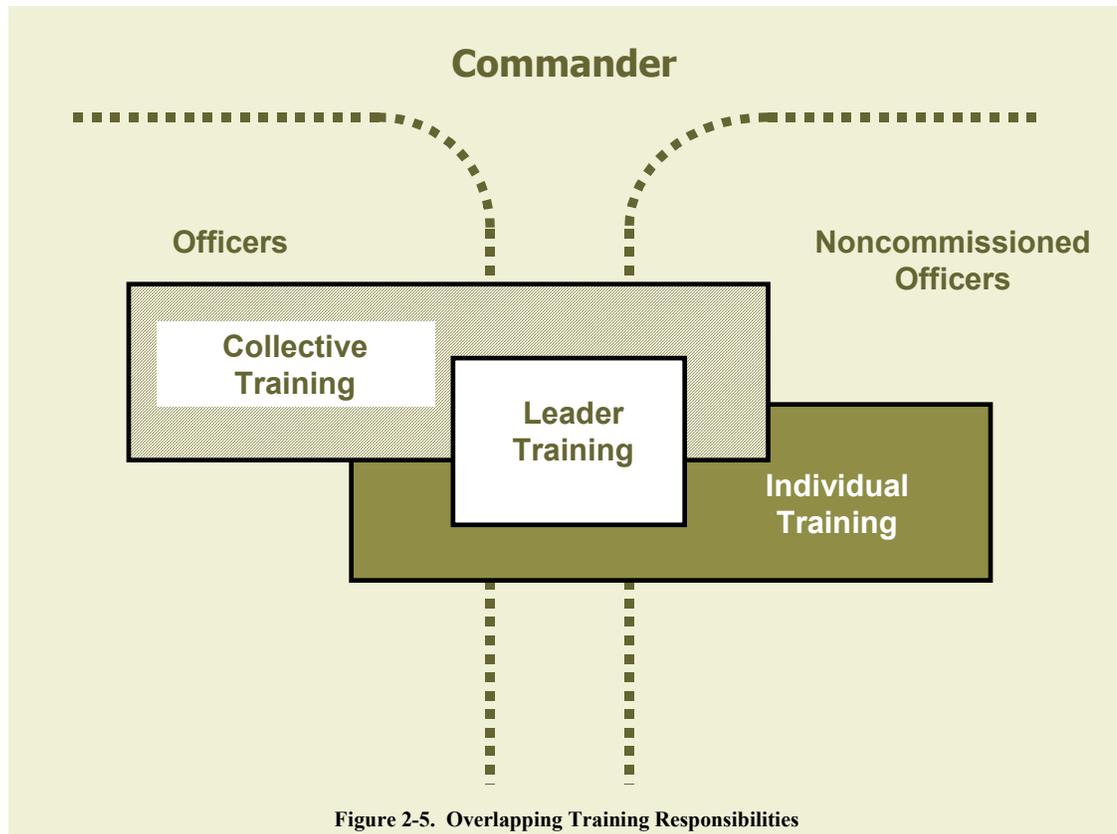
- **Train and Develop Leaders.** Commanders have a duty and execute a vital role in leader training and leader development. They teach subordinates how to fight and how to train. They mentor, guide, listen to, and “think with” subordinates. They train leaders to plan training in detail, prepare for training thoroughly, execute training aggressively, and evaluate short-term training proficiency in terms of desired long-term results. Training and developing leaders is an embedded component of every training event. Nothing is more important to the Army than building confident, competent, adaptive leaders for tomorrow.

COMMANDERS AND TRAINING

2-2. Effective training is the number one priority of commanders. The commander is the primary trainer and responsible for the wartime readiness of their formation. In wartime, training continues with a priority second only to combat or to the support of combat operations. Commanders and senior leaders must extract the greatest training value from every training opportunity. Effective training requires the commander's continuous personal time and energy to accomplish the following--

- **Develop and communicate a clear vision.** The senior leader's training vision provides the direction, purpose, and motivation necessary to prepare individuals and organizations to win in battle. It is based on a comprehensive understanding of the following--
 - Mission, doctrine, and history.
 - Enemy/threat capabilities.
 - Operational environment.
 - Organizational and personnel strengths and weaknesses.
 - Training environment.
- **Train one echelon below and evaluate two echelons below.** Commanders are responsible for training their own unit and one echelon below. Commanders evaluate units two echelons below. For example, brigade commanders train battalions and evaluate companies; battalion commanders train companies and evaluate platoons.
- **Require subordinates to understand and perform their roles in training.** Since good training results from leader involvement, one of the commander's principal roles in training is to teach subordinate trainers how to train and how to

fight. The commander provides the continuing leadership that focuses on the organization's wartime mission. The commander assigns officers the primary responsibility for collective training and NCOs the primary responsibility for individual, crew, and small team training. The commander, as the primary trainer, uses multiechelon techniques to meld leader, battle staff, and individual training requirements into collective training events, while recognizing the overlap in training responsibilities (figure 2-5). Commanders teach, coach, and mentor subordinates throughout.



- **Train all elements to be proficient on their mission essential tasks.** Commanders must integrate and train to Army standard all BOS, within and supporting their command, on their selected mission essential tasks. An important requirement for all leaders is to project training plans far enough into the future and to coordinate resources with sufficient lead-time.
- **Develop subordinates.** Competent and confident leaders build cohesive organizations with a strong chain of command, high morale, and good discipline. Therefore, commanders create leader development programs that develop warfighter professionalism--skills and knowledge. They develop their subordinates' confidence and empower them to make independent, situational-based decisions on the battlefield. Commanders assist subordinates with a self-development program and share experienced insights that encourage subordinates to study and learn their profession. They train leaders to plan training in detail,

prepare for training thoroughly, execute aggressively, and evaluate short-term training proficiency in terms of desired long-term results. Effective leader development programs will continuously influence the Army as junior leaders progress to higher levels of responsibility.

- **Involve themselves personally in planning, preparing, executing, and assessing training.** The senior commander resources training and protects subordinate commanders' training time. They are actively involved in planning for future training. They create a sense of stability throughout the organization by protecting approved training plans from training distracters. Senior commanders protect the time of subordinate commanders allowing them to be present at training as much as possible. Subordinate commanders are responsible for executing the approved training to standard. Senior commanders are present during the conduct of training as much as possible and provide experienced feedback to all participants.
- **Demand training standards are achieved.** Leaders anticipate that some tasks will not be performed to standard. Therefore, they design time into training events to allow additional training on tasks not performed to standard. It is more important to train to standard on a limited number of critical tasks, rather than attempting and failing to achieve the standard on too many tasks, rationalizing that corrective action will occur during some later training period. Soldiers will remember the enforced standard, not the one that was discussed.
- **Ensure proper task and event discipline.** Senior leaders ensure junior leaders plan the correct task-to-time ratio. Too many tasks guarantee nothing will get trained to standard and no time is allocated for retraining. Too many events result in improper preparation and recovery.
- **Foster a command climate that is conducive to good training.** Commanders create a climate that rewards subordinates who are bold and innovative trainers. They challenge the organization and each individual to train to full potential. Patience and coaching are essential ingredients to ultimate achievement of the Army standard.
- **Eliminate training distractions.** The commander who has planned and resourced a training event is responsible to ensure participation by the maximum number of soldiers. Administrative support burdens cannot be ignored, however, they can be managed using an effective time management system. Senior commanders must support subordinate commanders' efforts to train effectively by eliminating training distracters and reinforcing the requirement for all assigned personnel to be present during training.

TOP-DOWN/BOTTOM-UP APPROACH TO TRAINING

2-3. The Top-Down/Bottom-Up approach to training is a team effort in which senior leaders provide training focus, direction and resources, and junior leaders

provide feedback on unit training proficiency, identify specific unit training needs, and execute training to standard in accordance with the approved plan. It is a team effort that maintains training focus, establishes training priorities, and enables effective communication between command echelons.

Guidance, based on wartime mission and priorities, flows from the top-down and results in subordinate units' identification of specific collective and individual tasks that support the higher unit's mission. Input from the bottom up is essential because it identifies training needs to achieve task proficiency on identified collective and individual tasks. Leaders at all echelons communicate with each other about requirements, and planning, preparing, executing, and evaluating training.

Senior leaders centralize planning to provide a consistent training focus from the top to the bottom of the organization. However, they decentralize execution to ensure that the conduct of mission related training sustains strengths and overcomes the weaknesses unique to each unit. Decentralized execution promotes subordinate leaders' initiative to train their units, but does not mean senior leaders give up their responsibilities to supervise training, develop leaders, and provide feedback.

BATTLE FOCUS

2-4. Battle focus is a concept used to derive peacetime training requirements from assigned and anticipated missions. The priority of training in units is to train to standard on the wartime mission. Battle focus guides the planning, preparation, execution, and assessment of each organization's training program to ensure its members train as they are going to fight. Battle focus is critical throughout the entire training process and is used by commanders to allocate resources for training based on wartime and operational mission requirements. Battle Focus enables commanders and staffs at all echelons to structure a training program that copes with non-mission related requirements while focusing on mission essential training activities. It is recognition that a unit cannot attain proficiency to standard on every task whether due to time or other resource constraints. However, commanders can achieve a successful training program by consciously focusing on a reduced number of critical tasks that are essential to mission accomplishment.

A critical aspect of the battle focus concept is to understand the responsibility for and the linkage between the collective mission essential tasks and the individual tasks that support them. The diagram at figure 2-6 depicts the relationships and the proper sequence to derive optimum training benefit from each training opportunity.

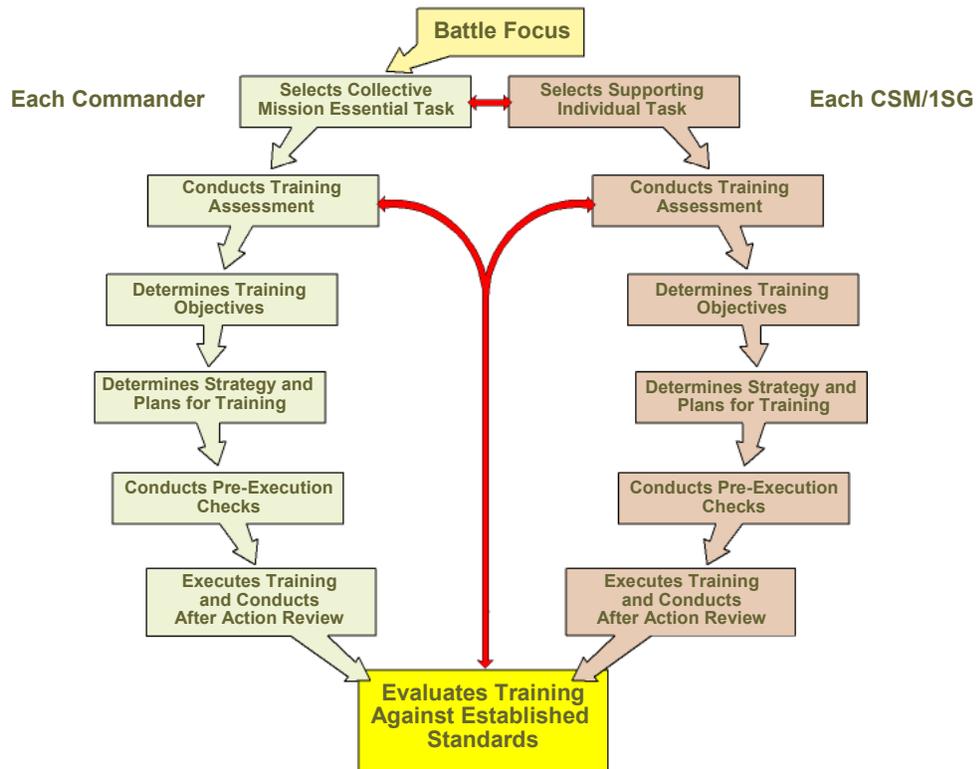


Figure 2-6. Integration of Collective and Individual Training

The commander and the command sergeant major or first sergeant (CSM/1SG) must jointly coordinate the collective mission essential tasks and individual training tasks on which the unit will concentrate its efforts during a given period. The CSM/1SG must select the specific individual tasks that support each collective task to be trained. Although NCOs have the primary role in training and sustaining individual soldier skills, officers at every echelon remain responsible for training to established standards during both individual and collective training. Battle focus is applied to all missions across the full spectrum of operations.

BATTLE FOCUS TRAINING MANAGEMENT

2-5. The foundation of the training process is the Army Training Management Cycle (figure 2-7). In the METL development process (chapter 3), training must be related to the organization's wartime operational plans and focus on METL tasks. The availability of resources does not affect METL development. The METL is an unconstrained statement of the tasks required to accomplish wartime missions. Resources for training, however, are constrained and compete with other missions and requirements. Leaders develop the long-range, short-range, and near-term training plans (chapter 4) to effectively utilize available resources to train for proficiency on METL tasks. After training plans are developed, units execute training by preparing, conducting, and recovering from training (chapter 5). The process continues with training evaluations that provide bottom-up input to organizational assessment. Organizational Assessments provide necessary feedback to the senior commander that assist in preparing the training assessment (chapter 6).

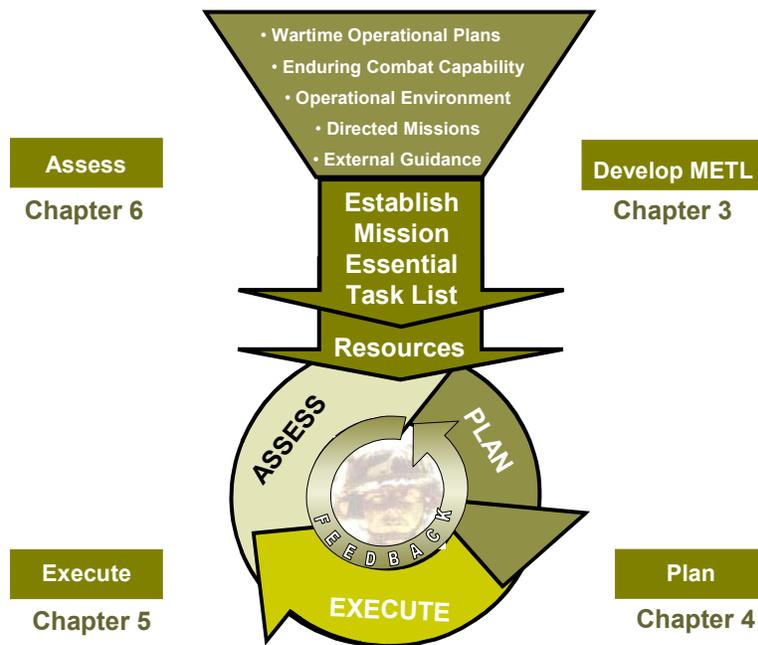


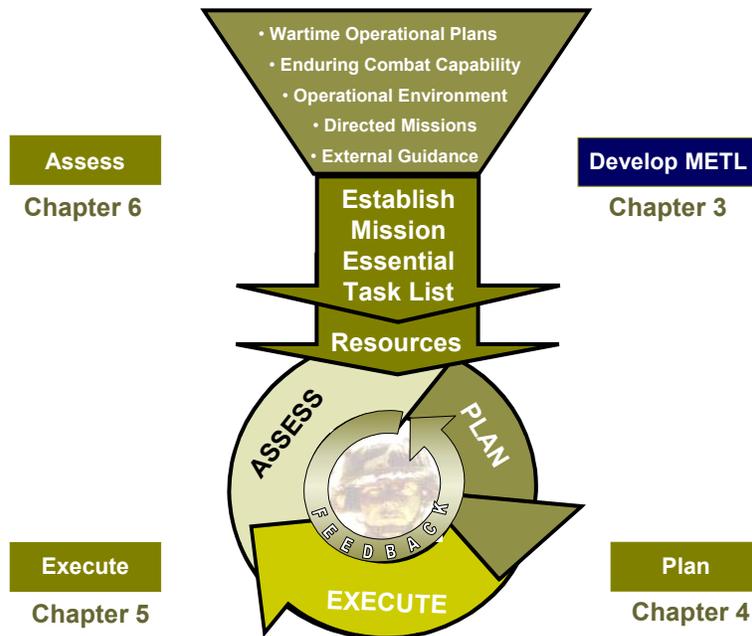
Figure 2-7. Army Training Management Cycle

Mission Essential Task List (METL) Development

Army Mission Essential Tasks

- *Shape the security environment*
- *Respond promptly to crisis*
- *Mobilize the Army*
- *Conduct forcible entry operations*
- *Dominate land operations*
- *Provide support to civil authorities*

FM 3-0, Operations



METL

3-1. A mission essential task is a collective task an organization has to be proficient at in order to accomplish an appropriate portion of its wartime operational mission. Army organizations, whether they are AC or RC, Modification Table of Organization and Equipment (MTOE) or Table of Distribution and Allowances (TDA), cannot achieve and sustain proficiency on every possible training task. The commander must identify those tasks that are essential to accomplishing the organization's wartime operational mission. Battle focused METL identifies those tasks that are essential to the accomplishment of the unit's wartime operational mission and provides the foundation for the unit's training program.

All company level and above units develop a METL that is approved by its designated wartime commander. Detachments, organized with a commander and under a distinct MTOE or TDA, also develop a METL; for instance, explosive ordnance detachments, transportation port operation cargo detachments and preventive medicine medical detachments are examples of these type units.

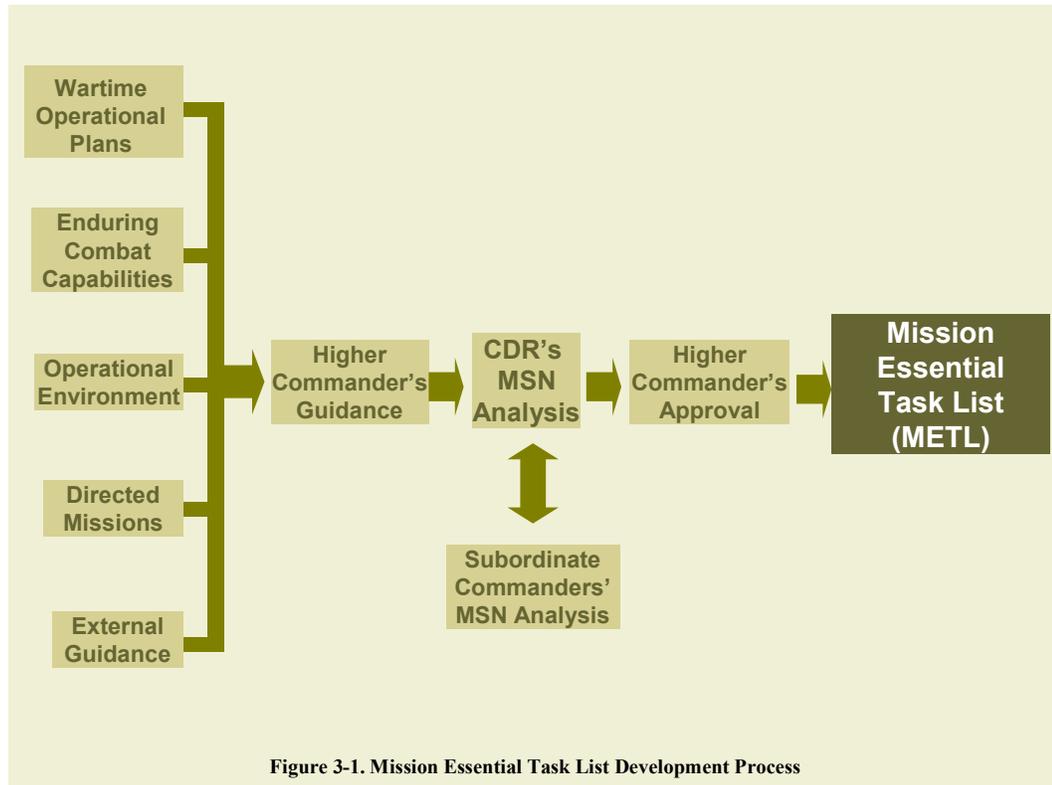
METL DEVELOPMENT PROCESS

3-2. The METL development process reduces the number of tasks the organization must train and focuses the organization's training efforts on the most important collective training tasks required to accomplish the mission.

METL development is the catalyst that keeps Army training focused on wartime operational missions. Applying the METL development process accomplishes the following--

- Focus the unit's training on essential tasks.
- Provides a forum for professional discussion and leader development among senior, subordinate and adjacent (peer) commanders concerning the linkage between mission and training.
- Enables subordinate commanders and key NCOs to crosswalk collective, leader and individual tasks to the mission.
- Leads to "buy-in" and commitment of unit leaders to the organization's training plan.

Figure 3-1 depicts the process that commanders use to identify and select mission essential tasks.



INPUTS TO METL DEVELOPMENT

3-3. There are five primary inputs to METL development--

- **Wartime Operational Plans.** The most critical inputs to METL development are the organization's wartime operational and contingency plans. The missions and related information provided in these plans are key to determining essential training tasks.
- **Enduring Combat Capabilities.** The fundamental reason for the organization and operation of Army forces is to generate effects of combined arms in order to contribute to successful execution of wartime operational missions. To do this, Army commanders form combat, CS and CSS forces into cohesive teams through training for combat proficiency. Enduring combat capabilities are the unique contribution each unit makes to ensure the Army successfully accomplishes any mission anytime anywhere.
- **Operational Environment.** The operational environment has six dimensions; Threat, Political, Unified Action, Land Combat Operations, Information, and

Technology (see FM 3-0). Each affects how Army forces combine, sequence, and conduct military operations. Commanders tailor forces, employ diverse capabilities, and support different missions to succeed in this complex environment.

- **Directed Missions.** Army organizations are frequently directed to conduct a mission other than its assigned wartime operational mission. These missions can and do range from major combat operations to providing humanitarian assistance or other types of stability operations and support operations.
- **External Guidance.** External guidance serves as an additional source of training tasks that relate to an organization's wartime operational mission. Some examples are--
 - Higher headquarters directives.
 - MTP.
 - Force integration plans.
 - Army Universal Task List (AUTL).
 - Universal Joint Task List (UJTL).

In some cases, external guidance identifies tasks that make up the mission (for example, MTPs). In others, they specify additional tasks that relate to the mission (for example, mobilization plans, directed stability operations or support operations). Figure 3-2 is an example of brigade tasks derived from the five primary inputs to the unit's METL.

Alert and Deploy the Brigade	
<ul style="list-style-type: none"> • Draw and upload basic/operational loads • Conduct soldier readiness / administrative / logistic preparation for overseas movement • Deploy advance parties or liaison officers 	<ul style="list-style-type: none"> • Move by road or rail to APOE or SPOE • Upload equipment at APOE or SPOE
Conduct Attack	Conduct Defense
<ul style="list-style-type: none"> • Attack a Moving Enemy • Attack a Stationary Enemy • Movement to Contact 	<ul style="list-style-type: none"> • Conduct a Mobile Defense • Conduct an Area Defense
Conduct Support Opns	Conduct Stability Opns
<ul style="list-style-type: none"> • Domestic Support Operations • Foreign Humanitarian Assistance 	<ul style="list-style-type: none"> • Peacekeeping Operations • Combat Terrorism • Support Counter-Drug Operations
Conduct Sustainment Operations	
<ul style="list-style-type: none"> • Provide medical treatment and evacuation (air and ground) • Move by air/surface transportation • Manage Terrain 	<ul style="list-style-type: none"> • Recover and evacuate disabled equipment • Control reconstitution of subordinate units • Conduct mortuary affairs operations
Figure 3-2. Example of Brigade Tasks Derived from Wartime Operational Plans and External Guidance	

In similar type organizations, METL may vary significantly because of different missions or geographical locations. For example, a power projection organization may identify strategic deployment requirements as critical deployment tasks while a forward-deployed organization may identify tactical deployment requirements such as rapid assembly and tactical road marches as critical deployment tasks. Geography may also influence the selection of different mission essential tasks for units with missions in tropical, cold, or desert environments.

COMMANDER’S ANALYSIS

3-4. The commander’s analysis of wartime operational plans, and others primary input to the METL, identify those tasks critical for wartime mission accomplishment. Higher commanders provide guidance to help their subordinate commanders focus this analysis. Commanders coordinate the results of their analysis with subordinate and adjacent unit commanders. The higher commander approves the METL. This process provides the means to coordinate, link and integrate a wartime operational mission focused METL throughout the organization.

To illustrate the METL development process, the following brigade wartime mission statement forms the start point for determining the most important training tasks:

At C-day, H-hour, Brigade deploys: On order, conducts combat operations assigned by higher headquarters.

The commander reviews the wartime operational mission statement and other primary input to the METL, and identifies all of the training tasks. Together, these five sources provide the total list of possible training tasks. This analysis results in the list at figure 3-2. The commander then narrows down the list of all derived tasks to those tasks critical for mission accomplishment. These tasks become the brigade's METL. An example brigade METL is at figure 3-3.

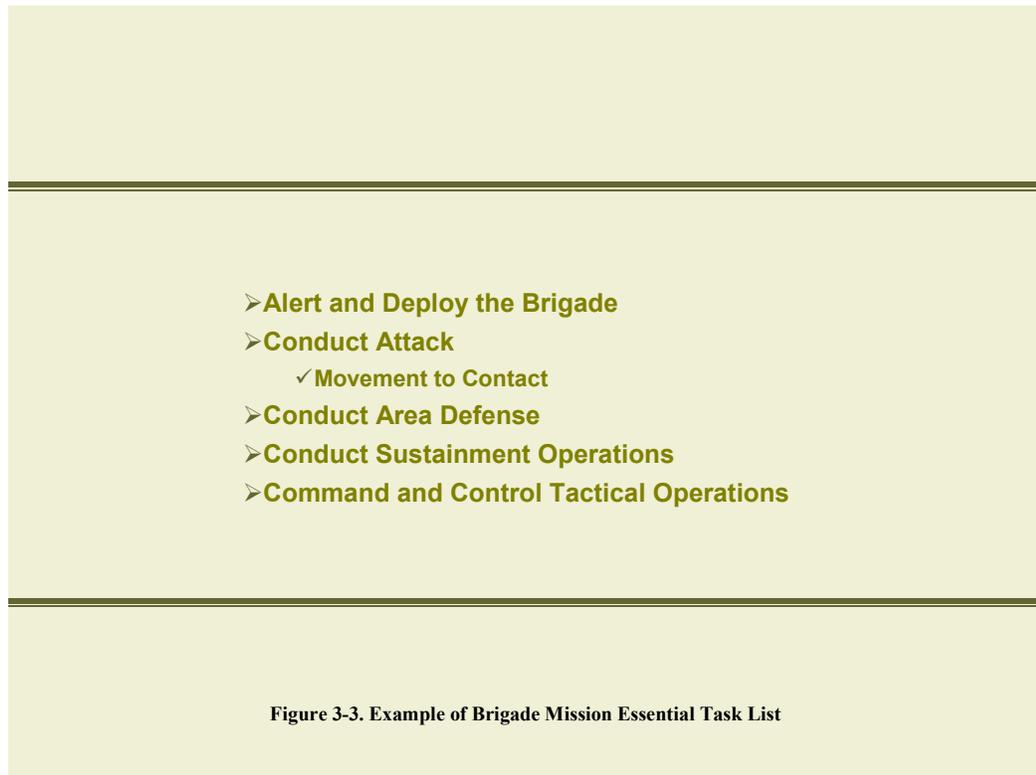


Figure 3-3. Example of Brigade Mission Essential Task List

RC METL DEVELOPMENT

3-5. The METL development process is the same for AC and RC organizations. RC METL development recognizes that RC units have less than 20 percent of the training time available to their AC counterparts. Therefore, battle focus is essential so that RC commanders can concentrate their time on the most critical wartime training requirements. RC units often operate under a chain of command different from their wartime chain of command. The associate AC chain of command assigns missions, provides wartime mission guidance, and approves METLs. The State Adjutant General or Regional Support Groups review and coordinate RC METLs. They resource training and ensure that mission training tasks are executed and evaluated. CONUSAs approve the METL for selected RC units (ARNG Divisions, enhanced Separate Brigades, roundout units, reinforcing aviation units, and Force Support Package units with Latest Arrival Dates less than D+30). The peacetime chain of command approves the remainder of RC unit METLs.

ECHELON ABOVE DIVISION/ECHELON ABOVE CORPS (EAD/EAC) METL DEVELOPMENT

3-6. In a similar manner, commanders of EAD/EAC organizations must use the battle focus concept and METL development process to focus their training. An example of a corps support battalion METL is at figure 3-4.

- **Deploy/Relocate the Battalion**
- **Plan CSS Operations**
- **Establish and Sustain Area of Operations**
- **Provide CSS**
- **Protect the Force**

Figure 3-4. Example of Corps Support Battalion (EAD) Mission Essential Task List

TABLE OF DISTRIBUTION AND ALLOWANCE METL DEVELOPMENT

3-7. Battle focus is equally applicable to TDA organizations. Senior leaders of TDA organizations derive METL from critical peacetime or wartime missions. Mission essential tasks may be either critical training tasks or operational activities. In short, they represent the tasks required to accomplish the TDA organization's mission. An example of a garrison support unit METL is at figure 3-5.

- **Alert, Assemble and Mobilize**
- **Command and Control GSU, Mobilizing and Demobilizing Units**
- **Augment BASOPS Support**
- **Provide Mobilization and Demobilization Processing Support**
- **Conduct Force Protection Operations**

Figure 3-5. Example of Garrison Support Unit (TDA) Mission Essential Task List

METL DEVELOPMENT FOR DIRECTED MISSIONS

3-8. When an organization is directed to conduct a mission other than its assigned wartime operational mission, such as a stability operation or support operation, the training management cycle still applies. Directed missions can span the full spectrum of operations. For MTOE organizations, directed missions could range from major combat operations to providing humanitarian assistance or other types of stability operations and support operations. For TDA organizations, directed missions can range from mobilization to installation force protection operations.

Using their wartime METL as the foundation, commanders who are directed to change their mission conduct a mission analysis, identify METL tasks, and assess training proficiency for the directed mission. The mission analysis of the newly assigned mission could change the unit's METL, training focus, and the strategy to

achieve proficiency for METL tasks. An example of tasks supporting a directed mission involving a stability operation is at figure 3-6.



In cases where mission tasks involve emerging doctrine or non-standard tasks, commanders establish tasks, conditions, and standards using mission orders and guidance, lessons learned from similar operations, and their professional judgment. Senior commanders approve the established standards for these tasks as part of the normal METL approval process. If time permits prior to deployment, units should execute a mission rehearsal exercise (MRE) with all participating units.

Upon redeployment from a directed mission, commanders conduct a mission analysis consistent with the training management cycle to reestablish proficiency in the unit's wartime operational METL. Senior commanders must take into account the additional time this reintegration process may take. Battle focus guides the planning, preparation, execution, and assessment of each organization's training program to ensure its members train as they are going to fight.

JOINT METL (JMETL) DEVELOPMENT

3-9. Army organizations often provide Army forces within joint force formations. The missions and JMETL of such formations are derived from the Universal Joint Task List by the joint force commander and service component commanders, and are approved by the combatant commander.

A selected Army Headquarters may be designated as a Joint Task Force (JTF) Headquarters, Joint Forces Land Component Headquarters (JFLC) or Army Forces (ARFOR) Headquarters. This requires the designated Army Headquarters to develop a JMETL. The Army Headquarters commander crosswalks the JMETL with the current Army Headquarters and subordinate unit METLs. Joint Training Manuals provide an overview of the Joint Training System (JTS), and assists in--

- Developing joint training requirements.
- Planning joint training.
- Executing joint training.
- Assessing joint proficiency.

METL DEVELOPMENT FUNDAMENTALS

3-10. The following fundamentals apply to METL development--

- The METL is derived from the organization's wartime plans and related tasks in external guidance.
- Mission essential tasks must apply to the entire organization. METL does not include tasks assigned solely to subordinate organizations.
- Each organization's METL must support and complement the METL of higher headquarters.
- The availability of resources does not affect METL development. The METL is an unconstrained statement of the tasks required to accomplish wartime missions.
- Commanders direct operations and integrate the BOS through plans and orders. The BOS are used to systematically ensure that interdependent organizational tasks necessary to generate, sustain, and apply combat power are directed toward accomplishing the overall mission. The BOS are the physical means (soldiers, organizations, and equipment) used to accomplish the mission. The BOS are--
 - *Intelligence.* The intelligence system plans, directs, collects, processes, produces, and disseminates intelligence on the threat and the environment; performs Intelligence Preparation of the Battlefield; and other intelligence tasks. Intelligence is developed as a part of a continuous process and is fundamental to Army operations.
 - *Maneuver.* Commanders maneuver forces to create the conditions for tactical and operational success. Maneuver involves movement to achieve positions of advantage with respect to enemy forces. Through maneuver, friendly forces gain the ability to destroy enemy forces or hinder enemy movement by direct and indirect application of firepower or threat of its application.

- *Fire Support.* Fire support consists of fires that directly support land, maritime, amphibious, and special operations forces in engaging enemy forces, combat formations, and facilities in pursuit of tactical and operational objectives. Fire support integrates and synchronizes fires and effects to delay, disrupt, or destroy enemy forces, systems, and facilities. The fire support system includes the collective and coordinated use of target acquisition data, indirect fire weapons, fixed-winged aircraft, electronic warfare, and other lethal and non-lethal means to attack targets.
- *Air Defense.* Air defense protects the force from air and missile attack and aerial surveillance. It prevents enemies from interdicting friendly forces while freeing commanders to synchronize maneuver and fire power. The weapons of mass destruction and proliferation of missile technology increase the importance of the air defense systems.
- *Mobility/Counter-mobility/Survivability.* Mobility operations preserve the freedom of maneuver for friendly forces. Mobility missions include breaching obstacles, increasing battlefield circulation, improving or building roads, providing bridge and raft support, and identifying routes around contaminated areas. Counter-mobility denies mobility to enemy forces. Survivability operations protect friendly forces from the effects of enemy weapon systems and from natural occurrences. Nuclear, biological, and chemical defense measures are essential survivability tasks.
- *Combat Service Support.* Combat service support (CSS) provides the physical means with which forces operate, from the production base and replacement centers in the continental US to soldiers engaged in close combat. CSS includes many technical specialties and functional activities. It includes maximizing the use of host nation infrastructure and contracted support.
- *Command and Control.* Command and control (C2) has two components--the commander and the C2 system. The C2 system supports the commander's ability to make informed decisions, delegate authority, and synchronize the BOS. Moreover, the C2 system supports the commander's ability to adjust plans for future operations, even while focusing on current operations. Reliable communications are central to C2 systems. Staffs work within the commander's intent to direct units and control resource allocations. Through C2, commanders initiate and integrate all BOS toward a common goal--mission accomplishment.

Staff elements at each headquarters develop a METL to address mission essential tasks in their areas of responsibility. A sample Brigade Staff METL is shown at Figure 3-7. In addition to staff METLs, organizations may develop a METL for each separate command post (tactical, main, rear, etc.). The organization's commander or chief of staff approves the staff METL.

Element/Section	Staff Mission Essential Task
S1	Provide Personnel Services Support
S2	Conduct Intelligence Preparation of the Battlefield
S3	Develop an R&S Plan
	Plan Operations using MDMP
	Prepare OPLAN/OPORD
S4	Develop Task Organization Annex and Ops Overlay
	Develop Logistics Estimate
	Coordinate Host Nation Support
S5	Coordinate Host Nation Support
S6	Establish Information Network
DECOORD	Coordinate Fire Support
ENGR	Conduct M/CM/S Operations
ADA LNO	Conduct ADA Planning and Coordination
AVN LNO	Conduct Army Aviation Planning and Coordination
USAF ALO	Conduct A2C2 Management and Control Activities

Figure 3-7. Example of Brigade Staff METL

Organizations that conduct daily support functions also prepare a METL. The METL for these support organizations must address the differences between peacetime and wartime operating conditions. For example, a combat service support unit may operate during peacetime from a permanent facility with some major supplies provided via contract transportation and automation systems operated using commercial telephone systems. A wartime environment, however, may require support missions to be accomplished under austere conditions on an active battlefield. A support organization's METL must identify these wartime requirements and include them in their training plans.

The METL for units habitually task organized must be coordinated during the development process. This requirement reinforces the training fundamental that combined arms teams will train as they fight. A key component of the senior commander's METL approval process is determining if each subordinate organization has properly coordinated its METL.

METL LINKED TRAINING STRATEGY

3-11. The METL provides the foundation for the organization's training plans. The METL is stabilized once approved. The commander is responsible for developing a training strategy that will maintain unit proficiency for all tasks designated as mission essential.

Commanders involve subordinate commanders and their CSM/ISG in METL development to create a team approach to battle focused training. Subordinate participation develops a common understanding of the organization's critical wartime requirements so that METLs throughout the organization are mutually supporting. Subordinate commanders can subsequently apply insights gained during preparation of the next higher headquarters' METL to the development of their own METL. The CSM/ISG and key NCOs must understand the organization's collective METL so that they can integrate individual tasks into each collective mission essential task during METL based training.

After the commander designates the collective mission essential tasks required to accomplish the organization's wartime operational mission, the CSM/ISG, in conjunction with key NCOs, develop a supporting individual task list for each mission essential task. Soldier training publications and MTPs are major source documents for selecting appropriate individual tasks.

There should be no attempt to prioritize tasks within the METL. All METL tasks are equally essential to ensure mission accomplishment. However, all tasks may not require equal training time or resources. The commander allocates training resources to ensure the organization's METL proficiency remains within the band of excellence.

Commanders realize when allocating training time and resources that there are some non-mission related requirements that are critical to the health, welfare, individual readiness, and cohesiveness of a well trained unit. Commanders must carefully select, in conjunction with the CSM/ISG, which non-mission related requirements are critical to the unit. They emphasize the priority of METL training and find opportunities to include non-mission related requirements in the training plan.

Commanders develop effective training strategies when they crosswalk collective, leader and individual tasks to each METL task with subordinate commanders, CSMs/ISGs, and other key officer and NCO leaders.

TRAINING OBJECTIVES

3-12. After mission essential tasks are selected, commanders identify supporting training objectives for each task. The resulting training objective consists of the following three parts--

- *Task.* A clearly defined and measurable activity accomplished by organizations and individuals.
- *Condition(s).* The circumstances and environment in which a task is to be performed.
- *Standard.* The minimum acceptable proficiency required in the performance of a particular training task.

The conditions and standards for many major collective training tasks are identified in applicable MTPs. An example of a brigade training objective is at figure 3-8.

MISSION ESSENTIAL TASK:	Conduct an attack.
CONDITION:	The brigade is conducting operations independently or as part of a division or Army forces (ARFOR) and has received an operation order (OPORD) or fragmentary order (FRAGO) to conduct an attack at the location and time specified. Coalition forces and noncombatants may be present in the operational environment.
STANDARDS:	<ol style="list-style-type: none">1. Brigade leaders gain and or maintain situational awareness (SA). Brigade commander and staff receive an order or anticipate a new mission and begin the military decision-making process (MDMP). Brigade task organizes forces within the brigade.2. Effects coordination cell (ECC) obtains guidance from the commander; plans, coordinates, and achieves the desired effects utilizing organic and attached assets.3. Staff plans mobility, countermobility, and survivability: nuclear, biological, and chemical support; air defense (AD) support; and combat service support supporting operations.4. Brigade commander and staff conduct risk management process.5. Brigade commander and staff conduct backbriefs and rehearsals to ensure subordinates understand commander's intent and concept.6. Brigade executes the attack; masses all available combat power to destroy enemy per the commander's intent.7. Brigade consolidates and reorganizes, as necessary.8. Brigade continues operations, as necessary.

Figure 3-8. Example of Training Objective for a Brigade Mission Essential Task

The following are documents that will assist commanders and staffs in developing collective and individual training objectives--

- MTP.
- Soldiers Manuals.
- Soldier Training Publications.
- DA Pamphlet 350-38, Standards in Weapons Training.
- Deployment or mobilization plans.
- AUTL.
- UJTL.
- Army, MACOM, and local regulations.

- Local standing operating procedures (SOP).

BATTLE TASKS

3-13. After review and approval of subordinate organizations' METL, the senior commander selects battle tasks. A battle task is a staff or subordinate organization mission essential task that is so critical that its accomplishment will determine the success of the next higher organization's mission essential task. Battle tasks are selected for each METL task. Battle tasks allow the senior commander to define the training tasks that--

- Integrate the BOS.
- Receive the highest priority for resources such as ammunition, training areas and facilities (to include Live and Virtual simulators & Constructive simulations), materiel, and funds.
- Receive emphasis during evaluations directed by senior headquarters.

An example of a division's major subordinate command and separate battalion battle tasks that support the division METL is at figure 3-9.

Corps Mission Essential Task: Conduct Shaping Operations Division Mission Essential Task: Conduct Deliberate Attack		
BATTLE TASK	UNIT TASK SELECTED	BATTLEFIELD OPERATING SYSTEMS
Conduct Deliberate Attack	1st and 2d Brigade	Maneuver
Conduct Deep Attack	Aviation Brigade	Maneuver
Provide Fire Support for Combat Operations	DIVARTY	Fire Support
Reduce Complex Obstacles for Division Deliberate Attack	Engineer Brigade	Mobility / Counter-mobility / Survivability
Provide and Manage DS Combat Service Support	DISCOM	Combat Service Support
Conduct Intelligence and Electronic Attack Operations	MI Battalion	Intelligence
IOM Tactical Communications Networks (C4I) for the Division	Signal Battalion	Command and Control
Coordinate Air Defense C3I and Directed Early Warning	Air Defense Artillery Battalion	Air Defense

Figure 3-9. Example List of Division MSC and Separate Battalion Battle Tasks that Support a Mission Essential Task

Figure 3-10 depicts the relationship between wartime missions, METL, and battle tasks. This diagram illustrates how battle focus provides a common direction for the entire organization and the foundation for the subsequent development of relevant training plans.

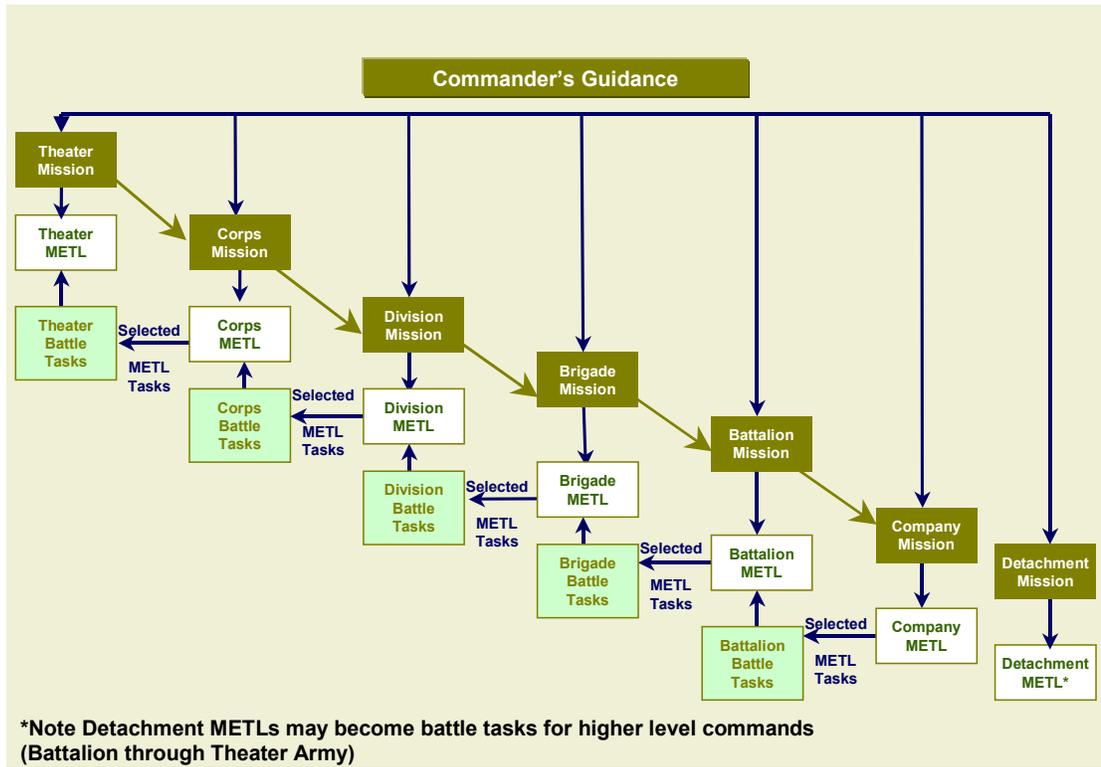
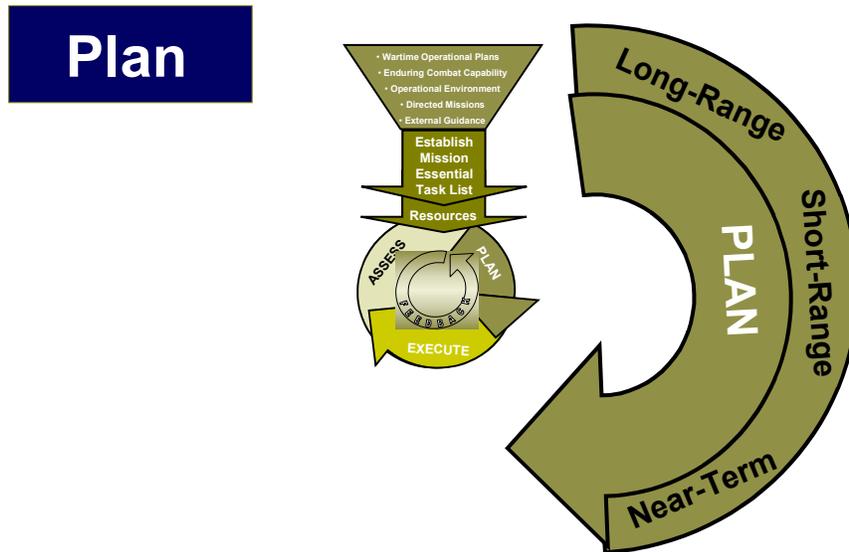


Figure 3-10. Relationships Between Mission, METL, and Battle Task

Planning

We cannot train without planning and we cannot teach without preparation.

General George C. Marshall



PLANNING PROCESS

4-1. Planning is an extension of the battle focus concept that links organizational METL with the subsequent preparation, execution, and evaluation of training. A relatively centralized process, planning develops mutually supporting METL based training at all echelons within an organization. The planning process ensures continuous coordination from long-range planning, through short-range and near-term planning, and ultimately leads to training execution. The commander's assessment provides direction and focus to the planning process. (Commander's assessment is discussed in Chapter 6.) Figure 4-1 depicts the training planning process used to develop battle focused training programs.



Figure 4-1. Training Planning Process

The commander applies two principal inputs at the start of the planning process--the METL and the training assessment. Commanders identify tasks that support the METL. The training assessment compares the organization's current level of training proficiency with the desired level of warfighting proficiency. This desired level is defined in MTPs and other doctrinal literature. Commanders may make conscious decisions, based on their training assessment, to defer training for some tasks in which they are currently well trained.

Leaders determine current training proficiency levels by analyzing all available training evaluations. However, each evaluation applies only to a portion of the total proficiency of an organization at a specific time. Therefore, commanders must use all available evaluation data to develop an assessment of the organization's overall capability to accomplish each mission essential task. In addition to past training evaluations, other information about future events influences the assessment. For example, the projected personnel turnover rates or the fielding of new equipment could significantly affect the commander's assessment of training proficiency status during the upcoming training period. Commanders update the training assessment at the beginning of each long-range and short-range planning cycle and after a major training event or deployment.

The commander uses the broad experience and knowledge of key subordinates to help determine the organization's current proficiency. Although subordinates provide their evaluation as input for consideration, only the commander can assess the unit's training proficiency. For example, a division commander may direct that the assistant division commanders, key staff members, and subordinate commanders evaluate the training proficiency of the division's ability to execute mission essential tasks and supporting battle tasks. The division CSM and subordinate CSMs evaluate proficiency on individual tasks that support collective tasks. The participants review available collective and individual evaluation information, relying heavily on

personal observations. They then compare the organization's current task proficiency with the Army standard. The commander uses subordinate input in making the final determination of the organization's current proficiency on each task (figure 4-2). Commanders assess current METL task proficiency by rating each task as--

- "T" (trained)-- The unit is trained and has demonstrated its proficiency in accomplishing the task to wartime standards.
- "P" (needs practice)-- Needs practice. The unit needs to practice the task. Performance has demonstrated that the unit does not achieve the standard without some difficulty or has failed to perform some task steps to standard.
- "U" (untrained)-- Untrained. The unit cannot demonstrate an ability to achieve wartime proficiency.

Mission Essential Task	Current Training Status							Overall Task Assessment	Strategy to Improve or Sustain Training Proficiency to Desired Warfighting Levels
	I N T	M A N	F S	A D A	M/ C M/ S	C S S	C 2		
Alert and Deploy	P	P	P	P	P	T	P	P	<ul style="list-style-type: none"> • Exercise unit Emergency Deployment and Readiness Procedures during Division quarterly EDRE Exercise. • Exercise unit alert recall procedures monthly. • Continue semi-annual Leader's reconnaissance of the installation's rail, convoy, air and sea deployment facilities. • Continue semi-annual TEWT of installation ASP upload procedures.
Conduct deliberate attack	P	T	P	P	P	P	P	P	<ul style="list-style-type: none"> • Train quarterly during Division CPX or MAPEX • Request Corps response cell for each Division exercise to improve C2 • Train annually during Division CPX • More emphasis on intelligence and combat service support

Figure 4-2. Extract from Commander's Training Assessment

The training requirement is the training necessary to achieve and sustain METL task proficiency within the Band of Excellence.

The commander, assisted by staff, develops a strategy to accomplish each training requirement. This includes improving proficiency on some tasks and sustaining performance on others. Through the training strategy, the commander establishes training priorities by determining the minimum frequency each mission essential task will be performed during the upcoming planning period. The strategy also includes broad guidance that links the METL with upcoming major training events. The initial training assessment includes the commander's guidance that starts the detailed planning process.

The training assessment of each separate mission essential task enables the commander to develop the commander's training vision. This is a broad concept for training the organization to achieve and sustain wartime proficiency. The key elements that shape a commander's training vision are a thorough understanding of training and operations doctrine, assessment of METL proficiency levels, and knowledge of potential enemy capabilities. The commander's training vision is supported by organizational goals that provide a common direction for all the commander's programs and systems.

Senior commanders involve their staffs and subordinate commanders in goal development to ensure common understanding and create an organizational team approach. Following are examples of organizational goals--

- Establish and support a command climate conducive to developing a high level of individual, leader, and collective warfighting proficiency.
- Conduct force integration while continuously maintaining the short-term readiness of the organization.
- Develop and integrate the standard operating procedures required to employ combined arms teams that can fight and win on the battlefield.
- Recruit and retain high-quality soldiers and leaders.

Through the training planning process, the commander's guidance (training vision, goals, and priorities) is melded together with the METL and the training assessment into manageable training plans.

TRAINING PLANS

4-2. A general comparison of the three types of training plans is at figure 4-3--

- Long-range.
- Short-range.
- Near-term.

Long-Range	Short-Range	Near-Term
<p>Disseminate METL and battle tasks.</p> <p>Establish training objective for each mission essential task.</p> <p>Schedule projected major training events.</p> <p>Identify long lead time resources and allocate major resources such as major training area rotations.</p> <p>Identify available Training Support System products and services and identify new requirements.</p> <p>Coordinate long-range calendars with all supporting agencies to eliminate training detractors.</p> <p>Publish long-range guidance and planning calendar.</p> <p>Provide basis for command operating budget input.</p> <p>Provide long-range training input to higher headquarters.</p>	<p>Refine and expand upon appropriate portions of long-range plan.</p> <p>Cross reference each training event with specific training objectives.</p> <p>Identify and allocate short lead time resources such as local training facilities.</p> <p>Coordinate short-range calendar with all support agencies.</p> <p>Publish short-range guidance and planning calendar.</p> <p>Provide input to unit training meetings.</p>	<p>Refine and expand upon short-range plan through conduct of training meetings.</p> <p>Determine best sequence for training.</p> <p>Provide specific guidance for trainers.</p> <p>Allocate Training Support System products and services, including training aids, devices, simulators, simulations, and similar resources to specific trainers.</p> <p>Publish detailed training schedules.</p> <p>Provide basis for executing and evaluating training.</p>

Figure 4-3. Comparison of Long-Range, Short-Range, and Near-Term Training Plans

Properly developed training plans will--

- **Maintain a consistent battle focus.** Each headquarters in the organization involves its subordinate headquarters in the development of training plans. Based on the higher headquarters' plans, subordinate commanders prepare plans that have a battle focus that is consistent throughout the organization.
- **Be coordinated with habitually task organized supporting organizations.** Brigade combat team and battalion task force commanders plan for coordinated combined arms training of their wartime task organizations. Commanders of habitually task-organized units actively participate in this process and develop complementary training plans. Corps and division commanders require integrated training plans and monitor coordination efforts during the planning process.
- **Focus on the correct time horizon.** Long-range training plans in the AC extend out at least one year. The RC long-range plans consider a minimum of two years. Short-range training plans in the AC normally focus on an upcoming quarter (three months) while RC short-range training plans typically use a one-year planning horizon. Near-term planning for the AC starts approximately eight weeks prior to the execution of training with the RC starting approximately four months prior.
- **Be concerned with future proficiency.** Training plans must focus on raising or sustaining the proficiency of mission essential tasks to the Army standard.

- **Incorporate risk management into all training plans.** The nature of our profession is inherently dangerous. Commanders must train their units to tough standards under the most realistic conditions possible. Application of the risk management process will not detract from this training goal, but will enhance execution of highly effective, realistic training. Risk management is the process of identifying, assessing, and controlling risks arising from operational factors and making decisions that balance risk costs with mission training benefits. Leaders and soldiers at all echelons use risk management to conserve combat power and resources. Leaders and staffs continuously identify hazards and assess both accident and tactical risks. They then develop and coordinate control measures to mitigate or eliminate hazards. Risk management is a continuous process for each mission or training event. It must be integral to military decisions, tied into each training plan, and become a continuous part of preparation for training.
- **Establish organizational stability.** Changes disrupt training and frustrate subordinate leaders and soldiers. Planning allows organizations to anticipate and incorporate change in a coordinated manner. Stability and predictability are the result of locking in training plans. Senior commanders are responsible to protect subordinate units from change.
- **Make the most efficient use of resources.** The planning process allocates limited time and other resources for training that contributes most to achieving and sustaining wartime proficiency levels.

LONG-RANGE PLANNING

4-3. Senior commanders publish their training guidance document sufficiently in advance to provide adequate planning time for both their wartime units and supporting peacetime organizations. Guidance at these senior command echelons is critical to the development and integration of a large number of subordinate AC and RC long-range training plans. Therefore, long lead times are the norm. The long-range planning cycles for MACOM, corps, AC and RC divisions and subordinates headquarters are at figures 4-4 and 4-5. Each headquarters follows these time lines to allow subordinates adequate time to prepare their plans.

Action ¹	Planning Guidance Publication Date ²	Future Planning Horizon
MACOM publishes training guidance and major event calendar	18 months prior to start of a 2 year period ³	Up to 10 years or more
Corps publishes training guidance and major event calendar	12 months prior to start of a 2 year period ³	5 to 7 years
Division, separate brigade, regiment, and separate group publish command training guidance and long-range calendar ⁴	8 months prior to FY start	Command Training Guidance at least 1 year Calendar at least 2 years
Installation and community publish long-range calendar	7 months prior to FY start	At least 1 year
Brigade and group publish command training guidance and long-range calendar	6 months prior to FY start	Command Training Guidance at least 1 year Calendar at least 18 months
Battalion, squadron, and separate company publish long-range calendar	4 months prior to FY start	At least 1 year

¹These actions also apply to similar command level TDA organizations or activities. For example, a TRADOC school normally commanded by a major general follows the same planning cycle as a division commander.

²Each headquarters follows this time line to allow subordinates adequate time to prepare their plans.

³Updated annually at the discretion of the commander.

⁴Division, separate brigade, regiment, and separate group commanders normally brief to and receive approval of the next higher headquarters on their long-range training plans no later than 8 months prior to FY start.

Figure 4-4. Active Component Long-Range Planning Cycle

Action ^{1 2}	Planning Guidance Publication Date ³	Future Planning Horizon
Division, separate brigade, regiment, and separate group publish command training guidance and long-range calendar ⁴	12 months prior to FY start	Command Training Guidance at least 2 years Calendar at least 5 years
Brigade and separate battalion publish command training guidance and long-range calendar	10 months prior to FY start	At least 5 years
Battalion, squadron, and separate company publish long-range calendar	6 months prior to FY start	At least 3 years

¹These actions also apply to similar command level TDA organizations or activities. For example, a Regional Support Command commanded by a major general follows the same planning cycle as a division commander.

²Intermediate headquarters, such as Continental US Armies, State Area Commands, Major US Army Reserve Commands, and General Officer Commands, provide training guidance and scheduling information in sufficient time to allow subordinate units to meet required publication dates.

³Each headquarters follows this time line to allow subordinates adequate time to prepare their plans.

⁴Division, separate brigade, regiment, and separate group commanders normally brief to and receive approval of the next higher headquarters in the peacetime chain of command no later than 8-10 months prior to FY start.

Figure 4-5. Reserve Component Long-Range Planning Cycle

Command Training Guidance (CTG). The CTG is published to document the organization's long-range training plan. It is the training analog of the organization's war plan. It must be read and understood by all commanders, staff officers, and senior NCOs. The CTG is used as a ready reference for the planning, preparation, execution, and evaluation of training throughout the long-range planning period. Examples of topics normally addressed in the CTG are--

- Commander's training philosophy.
- METL and associated battle tasks.
- Combined arms training.
- Joint, multinational, and interagency training, as applicable.
- Major training events and exercises.
- Organizational Inspection Program (OIP).
- Leader training.
- Battle staff training.

- Individual training.
- Self Development.
- Standardization.
- Training evaluation and feedback.
- New equipment training and other force integration considerations.
- Resource allocations.
- Training management.
- Risk management.

LONG-RANGE PLANNING CALENDAR

4-4. Commanders publish the long-range planning calendar concurrently with their CTG. The calendar graphically depicts the schedule of events described in the CTG. Any known major training events or deployments scheduled beyond the normal planning window appear on the long-range planning calendar. To provide extended planning guidance for RC organizations, AC and RC planners routinely forecast major events that require RC participation for up to five years into the future. They include major events, such as annual training periods and overseas deployments for training (ODT), on their long-range calendars. Upon publication and approval by higher headquarters, long-range planning calendars are "locked in" to provide planning stability to subordinate organizations. This means that only the approving commander can change a long-range planning calendar. The senior commander agrees to allocate and protect the requisite resources, including time, and the subordinate commanders agree to conduct training to standard in accordance with the published calendar.

Commanders coordinate long-range planning calendars with subordinate commanders, installation support agencies, and any other organizations that can generate training distracters if not fully integrated into the training organization's long-range plan.

Senior leaders at all echelons eliminate nonessential activities that detract from METL based training. In peacetime, however, certain activities occur that do not directly relate to an organization's wartime mission but are important to other Army priorities. An example of this is AC support of ROTC summer training; for the RC, state-directed requirements for Army National Guard units. Senior leaders limit these peacetime activities to the maximum extent possible. Those that are absolutely essential are included in long-range planning documents. When assigned these activities, commanders continually seek mission related training opportunities.

During long-range planning, commanders organize training time to support METL training and concentrate training distracters in support periods. In addition to individual requirements such as leave and medical appointments, units may have temporary duty details and other support functions at the installation level. Failure to consider these requirements early in the planning process can cause disruption to planned mission essential training.

TRAINING AND TIME MANAGEMENT

4-5. The purpose of time management is to achieve and to sustain technical and tactical competence and maintain training proficiency within the Band of Excellence. Time management systems identify, focus, and protect prime time training periods and the resources to support the training so that subordinate organizations are able to concentrate on mission essential training. Figure 4-6 describes a Green-Amber-Red time management system and lists some of the training and support concepts that generally characterize each period. Specific activities will vary between installations according to the local situation and requirements. Time management periods are depicted on applicable long-range planning calendars.

- **Green.** The training focus of organizations in Green periods is multiechelon, collective training that leads to METL proficiency. This period coincides with the availability of major training resources and key training facilities and devices. Organizations in Green periods conduct planned training without distraction and external taskings.
- **Amber.** The focus of units in Amber periods is on training proficiency at the platoon, squad and crew level. Individual self-development is maximized through the use of installation education centers and through distributed learning. Organizations in Amber periods are assigned support taskings beyond the capability of those units in the Red period, but commanders strive for minimal disruption to Amber organizations' training programs.
- **Red.** The training focus of units in Red periods is on maximizing self-development opportunities to improve leader and individual task proficiency. Units in Red periods execute details and other administrative requirements and allow the maximum number of soldiers to take leave. Block leave is a technique that permits an entire unit to take leave for a designated period of time. Commanders maintain unit integrity when executing administrative and support requirements. This exercises the chain of command and provides individual training opportunities for first line leaders.

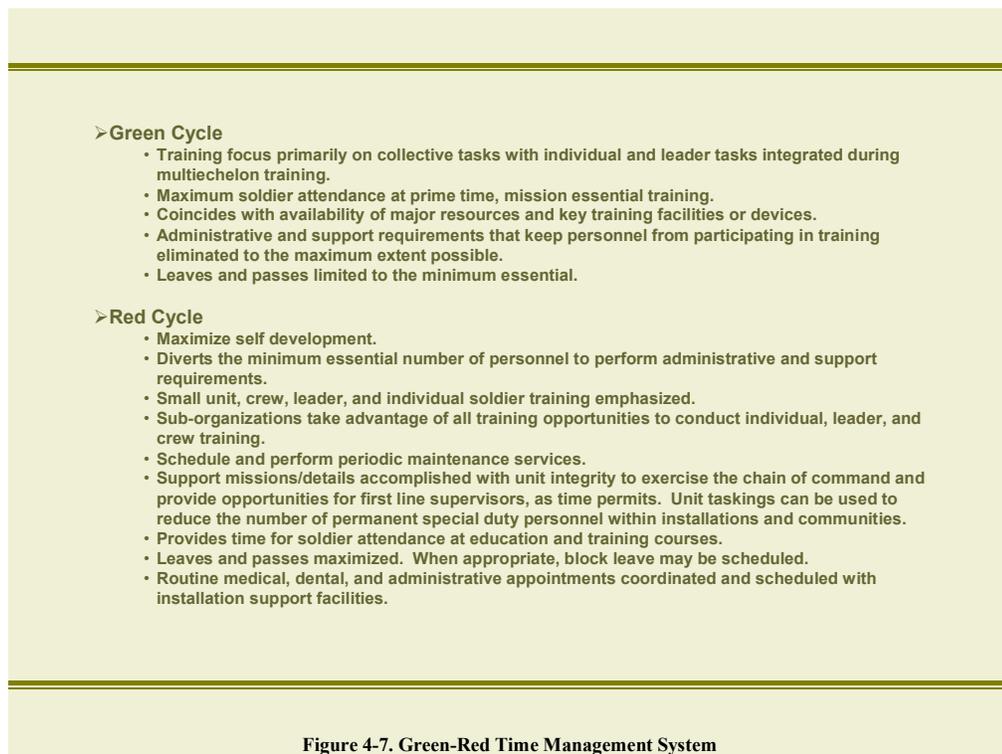


Similarly, a Green-Red time management system may be more appropriate for some organizations. Although support requirements vary greatly from installation to installation, the time management system can be modified to accommodate these particular situations. The primary purpose of the time management system is to identify and to protect prime time training periods for subordinate organizations.

When the Green-Red time management system is used, organizations in Green periods focus training at collective task proficiency, with leader and individual tasks integrated during multiechelon training. These organizations conduct planned training without distraction and external taskings. Organizations in Red periods maximize leader and individual self-development opportunities, execute details, other administrative requirements, and allow the maximum number of soldiers to take leave. All administrative and support requirements should be accomplished with unit integrity. The training of organization in Red periods is on small unit, crew leader, and individual proficiency. Figure 4-7 is an example of a Green-Red time management system.

Likewise, commanders can utilize the Green-Amber-Red or Green-Red time management system for internal organizational use. For example, it may be feasible for organizations in Red periods to meet all support requirements with only a portion of their subordinate units at any given time. In this case, the remaining subordinate units are free to train. A subordinate unit could be assigned an internal Green period. In this manner, organizations can optimize small unit, crew, leader, and individual soldier unit training opportunities.

RC unit commanders can also use either the Green-Amber-Red or Green-Red time management system. Using the Green-Amber-Red system: most of the Annual Training period should be green cycle training on collective tasks, most of the IDT periods should be Amber and focused on small unit, crew, leader and individual soldier training, with one or two IDT periods being Red for mandatory training/administrative requirements. Using the Green-Red system: Annual Training and the preponderance of IDT periods should be Green, with only one or two IDT periods being Red for mandatory training/administrative requirements. In all training periods DMOSQ training for soldiers who are not school trained and qualified is the first order of business.



TRAINING EVENTS

Do less, do it well, meet the standard...treat every training event as though it were your last. Get to excellence in warfighting.

General Eric Shinseki

4-6. Commanders link training strategies to executable training plans by designing and scheduling training events. During long-range planning, commanders and their staffs make a broad assessment of the number, type, and duration of training events required to accomplish METL training. The event itself is only a tool to achieve and sustain proficiency on the METL within the Band of Excellence. METL proficiency is the objective. In the subsequent development of short-range training plans, senior commanders fully define training events in terms of METL based training objectives,

scenarios, resources, and coordinating instructions. Through training events, senior commanders--

- Develop mission related scenarios.
- Focus the entire organization on several METL tasks.
- Integrate all BOS into coordinated combined arms training.

Training events are the common building blocks that support an integrated set of METL related training requirements. Included in long-range training plans, training events form the framework for resource allocation and provide early planning guidance to subordinate commanders and staffs.

By developing and coordinating training events, the organization is able to bring together, at one time, the training areas and facilities, TSS products and services, OPFOR, observer/controllers, evaluators, and other resources that create the most realistic and battle focused training. Typical training events are shown at figure 4-8.

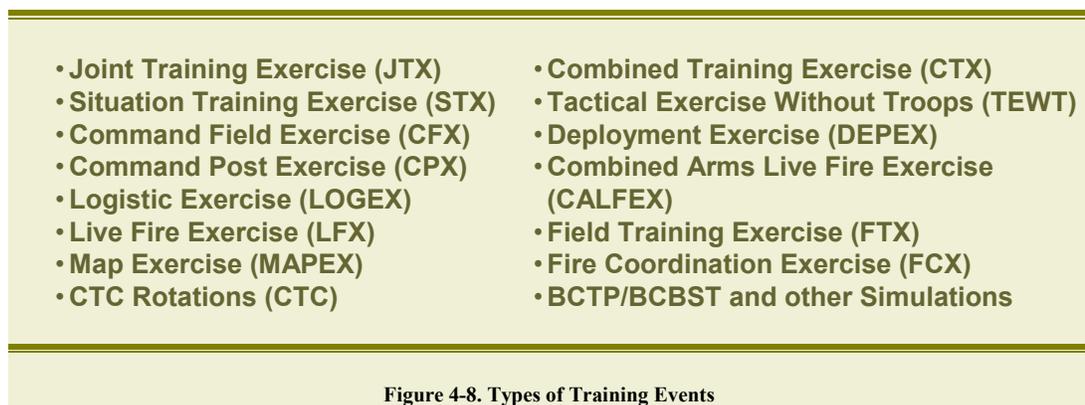


Figure 4-8. Types of Training Events

During planning, senior commanders allocate maximum training time to subordinates. Some large-scale training events, however, must be planned so that senior commanders can exercise and integrate all BOS within their wartime organizations. The training value of these large-scale exercises to the entire

command is increased when subordinate headquarters participate in developing multiechelon training objectives and scenarios. Subordinate commanders use higher headquarters training guidance, their unit METL, and their unit battle tasks to develop their unit-training plan. The next higher commander approves, protects, and resources that plan.

The Army has increasingly emphasized externally supported training events in which a headquarters senior to the unit being trained provides assistance in the form of detailed planning, additional resources, and evaluation. Support provided by the higher headquarters usually includes a METL derived scenario with associated training and evaluation outlines (T&EO), an OPFOR, observer/controllers, and evaluation support. The Army's CTCs are prime examples of training opportunities that provide combined arms battle focused training that is externally supported. CTCs provide training events that are based on each participating organization's METL and conducted under realistic and stressful conditions. Externally supported training events can also be conducted at home station to enable the units being trained to focus exclusively on the execution of training.

Organizations can only obtain the full training benefits of externally supported events through carefully planned preparatory training. Therefore, a priority during long-range planning is to develop METL based training programs designed to assist leaders and units in achieving and sustaining METL task proficiency in the Band of Excellence. METL proficiency is the goal, not the completion of the event.

LIVE, VIRTUAL, AND CONSTRUCTIVE TRAINING

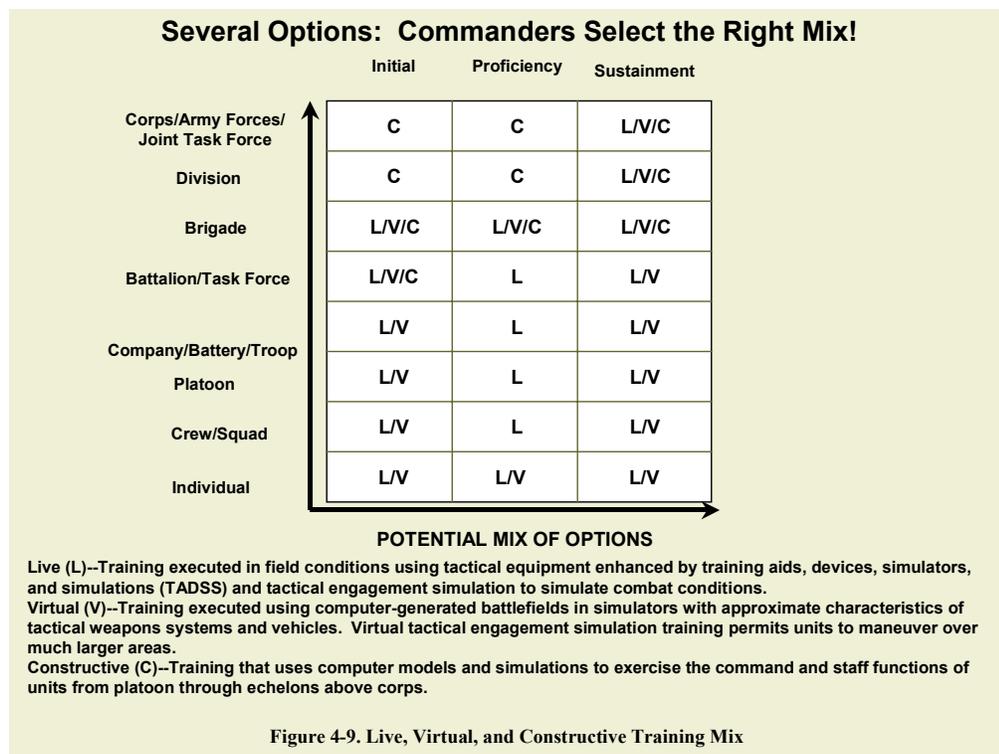
4-7. Commanders use a mix of Live, Virtual, and Constructive (L-V-C) training to achieve and sustain unit and staff proficiency on selected METL tasks and supporting unit and staff battle tasks within the Band of Excellence. The goal is to train mission essential tasks to standard and sustain a wartime readiness posture. Battalion level units attain and sustain warfighting proficiency and develop soldier fieldcraft primarily through live training. Brigades and higher units rely more on V-C training events to attain and sustain their warfighting proficiency. In general, commanders at battalion level and lower plan and execute standards based in V-C simulations to--

- Prepare for live “in the dirt” training.
- Rehearse selected staff and unit battle tasks and squad, team and crew drills.
- Retrain on selected unit battle tasks, supporting squad, team and crew critical tasks, and leader and individual soldier tasks evaluated as either “P” or “U”.

Battalion commanders leverage V-C training events to accelerate junior leader mastery of tasks directly related to developing tactical competence, confidence and proficiency that support their unit’s METL or supporting critical collective tasks.

Similarly, battalion and company commanders look to their CSM, 1SGs and key NCO leaders to leverage V-C training events to accelerate junior NCO and soldier mastery of individual tasks directly related to developing their technical competence, confidence and proficiency that support their small unit, crew, leader, and individual soldier tasks.

Figure 4-9 provides some of the possible options commanders can use to train soldiers, staffs, leaders, units, and themselves. The commander selects the tools that will result in the unit receiving the best training based on available resources. Virtual and constructive training cannot replace all live training. They can, however, supplement enhance, and complement live training to sustain unit proficiency within the Band of Excellence.



Battalion task force through division/corps/army forces/joint forces commanders must sustain their battle staffs' wartime proficiency. Leaders and staffs achieve and sustain proficiency primarily through repetitive execution of battle staff drills to standard. Brigade and battalion/task forces may execute live, virtual, and constructive training. The use of virtual and constructive training provides excellent training opportunities for leader training. The repetitive nature of these tools makes them invaluable in training adaptive leaders. Commanders can run multiple iterations of a task, changing only the conditions, to help mature the decision-making and judgment abilities of subordinate leaders.

The intent is to train to standard. It is the commander's responsibility to be familiar with all three of these tools and to select the most applicable within allocated L-V-C resources and available training time. The commander, when planning training, must determine the appropriate mix that meets the unit training requirements and objectives. Units may potentially conduct training using L-V-C training, simultaneously.

TRAINING RESOURCES

4-8. The commander uses his assessment of METL and battle tasks to determine the resource priorities for training requirements. During both long-range and short-range planning, constrained resources may require deletion of low-priority training requirements, substitution of less costly training alternatives, or a request for additional resources to execute METL training not resourced, and lower priority training. To the extent possible, commanders confirm resources before publishing training plans. Common sources for information are listed in figure 4-10.

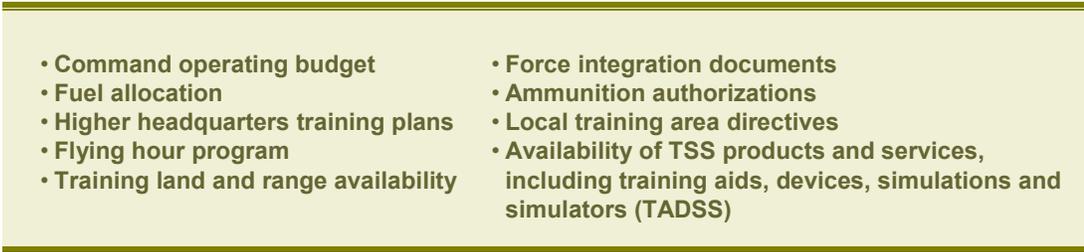
- 
- Command operating budget
 - Fuel allocation
 - Higher headquarters training plans
 - Flying hour program
 - Training land and range availability
 - Force integration documents
 - Ammunition authorizations
 - Local training area directives
 - Availability of TSS products and services, including training aids, devices, simulations and simulators (TADSS)

Figure 4-10. Sources of Training Resource Information

A METL based events approach to resource planning is used for the allocation of time, facilities, ammunition, funds, fuel products, and other resources. For example, a reasonably close approximation of the future petroleum, oil, and lubricants (POL) (Class III) and repair parts (Class IX) resource requirements (the most significant operations and maintenance costs in a tank battalion) can be calculated for a training event as shown in figure 4-11.

LIN	System	Number Used	Miles Traveled	Cost Factors		System Cost
				Class IX	Class III	
T13305	TANK COMBAT FULL TRACKED: 120MM GUN M1A2	44	64	218.60	5.87	632,107.52
T92242	TRUCK UTIL ARMT 1 1/4 TON	5	125	0.43	0.06	306.25
T92310	TRUCK UTIL ARMT 1 1/4 TON	5	125	0.43	0.06	306.25
C10990	CARRIER 120 MM MORTAR: SELF-PROPELLED ARMORED	4	60	13.31	0.47	3,307.20
D11538	CARRIER COMMAND POST: LIGHT TRACKED M577	5	50	15.70	0.47	4,042.50
C18234	CARRIER PERSONNEL FULL TRACKED: ARMORED (RISE) M113	10	75	11.65	0.47	9,090.00
T61494	TRUCK UTILITY: CARGO/TROOP CARRIER 1-1/4 TON 4X4 W/E (HMMWV)	21	175	0.43	0.06	1,800.75
T60081	TRUCK CARGO: 4X4 LMTV W/E	7	125	0.77	0.12	778.75
T60149	TRUCK CARGO: 4X4 LMTV W/E W/W	1	125	0.77	0.12	111.25
R50681	M88 RECOVERY VEHICLE	7	75	83.01	1.62	44,430.75
T59278	HEMMT	23	150	1.80	0.34	7,383.00
X40931	TRUCK CARGO: DROP SIDE 5 TON 6X6 W/WINCH W/E	7	175	0.66	0.15	992.25
						\$704,656.47
<ul style="list-style-type: none"> • Calculations derived using FY01 US Army Cost and Economic Analysis Center (USACEAC) cost factors. • Calculation example: Pieces of Equipment (44) X Miles Traveled (64) X Class IX Cost Factors (218.60) = Class IX Costs • Pieces of Equipment (44) X Miles Traveled (64) X Class III Cost Factors (5.87) = Class III Costs • Class IX Costs (\$615,577.60) + Class III Costs (\$16,529.92) = Total System Costs (\$632,107.52) 						

Figure 4-11. Example Projection of Costs for an Active Component Tank Battalion FTX

The same procedure is followed to determine the costs for each projected training event and totaled into an aggregate training cost for the year. See figure 4-12.

LIN	System	Number Used	Miles Traveled	Cost Factors		System Cost (\$)
				Class IX	Class III	
T13305	TANK COMBAT FULL TRACKED: 120MM GUN M1A2	44	800	218.60	5.87	7,901,340
T92242	TRUCK UTIL ARMT 1 1/4 TON	5	2000	0.43	0.06	4,900
T92310	TRUCK UTIL ARMT 1 1/4 TON	5	2000	0.43	0.06	4,900
C10990	CARRIER 120 MM MORTAR: SELF-PROPELLED ARMORED	4	480	13.31	0.47	26,460
D11538	CARRIER COMMAND POST: LIGHT TRACKED M577	5	375	15.70	0.47	30,320
C18234	CARRIER PERSONNEL FULL TRACKED: ARMORED (RISE) M113	10	545	11.65	0.47	66,050
T61494	TRUCK UTILITY: CARGO/TROOP CARRIER 1-1/4 TON 4X4 W/E (HMMWV)	21	2250	0.43	0.06	23,150
T60081	TRUCK CARGO: 4X4 LMTV W/E	7	2000	0.77	0.12	12,460
T60149	TRUCK CARGO: 4X4 LMTV W/E W/W	1	2000	0.77	0.12	1,780
R50681	M88 RECOVERY VEHICLE	7	675	83.01	1.62	399,880
T59278	HEMMT	23	930	1.80	0.34	45,770
X40931	TRUCK CARGO: DROP SIDE 5 TON 6X6 W/WINCH W/E	7	2000	0.66	0.15	11,340
						\$8,528,350
<ul style="list-style-type: none"> • Calculations derived using FY01 US Army Cost and Economic Analysis Center (USACEAC) cost factors. • Calculation example: Pieces of Equipment (44) X Miles Traveled (800) X Class IX Cost Factors (218.60) = Class IX Annual Costs • Pieces of Equipment (44) X Miles Traveled (800) X Class III Cost Factors (5.87) = Class III Annual Costs • Class IX Annual Costs (\$7,694,720.00) + Class III Annual Costs (\$206,624.00) = Total System Annual Costs (\$7,901,344.00) 						

Figure 4-12. Example Annual Training for Costs for an Active Component Tank Battalion

There is a relationship between the number of miles or hours that an item of equipment, such as a tank, is operated and the dollars required to purchase the repair parts and POL for that piece of equipment. Funding authority to purchase the projected repair parts, fuel products, and other items necessary to support the training mission is allocated to units based on operating tempo (OPTEMPO). The OPTEMPO of an organization is the average annual miles or hours of operation for its major equipment systems. The total annual training cost of the desired list of training events, as shown in the example at figure 4-12, which represents an OPTEMPO of 800 miles per tank, is then compared with budget projections to determine if the desired training can be fully resourced. If the battalion is not projected to receive sufficient resources to finance the projected list of events, the list of events may have to be revised by the commander as illustrated in figure 4-13.

Event	Desired Number of Live Events (Per Year)	Training Event Mix (Reduced Resources)			Total Number of Resourced Events
		Live	Virtual	Constructive	
Battalion CPX	4	0	0	4	4
Battalion CFX ¹	2	2	0	0	2
Battalion FTX	2	1	1	0	2
Company CFX ²	4	2	2	0	4
Company FTX ³	4	1	2	0	3
Company LFX ⁴	2	2	1	0	3
Platoon FTX ³	4	1	2	0	3
Platoon LFX ⁵	4	2	1	0	4
Estimated Cost	\$8.9M				\$5.8M

¹Battalion CPX: May conduct company level CCTT exercises in conjunction with Battalion CPX (JANUS Battle Staff exercise)
²Company CFX: Leader TEWT and CCTT exercises may precede CFX.
³Platoon/Company FTX: Normally consists of METL based STX and one FTX annual external evaluation.
⁴Company LFX: TEWT and CCTT exercises may precede actual LFX.
⁵Platoon LFX: Executed during unit gunnery periods; UCOFT used for preparation and retraining.

Figure 4-13. Revising a List of Training Events to Meet Fiscal Constraints

The Army relies on live FTXs to provide realistic training. Live fire exercises (LFX), STXs, deployment exercises, and battle drills must be conducted under conditions that replicate actual combat as nearly as possible. This is especially true at the battalion level and below. Virtual and constructive training cannot replace live training. They can, however, supplement, enhance, and complement live training to sustain unit proficiency within the Band of Excellence. Based on resources available (time, ammunition, simulations, range availability, etc.), commanders determine the right mix and frequency of live, virtual, and constructive training to ensure efficient use of allocated training resources. Brigade size and larger organizations normally plan and execute more virtual and constructive training, as shown in figure 4-14.

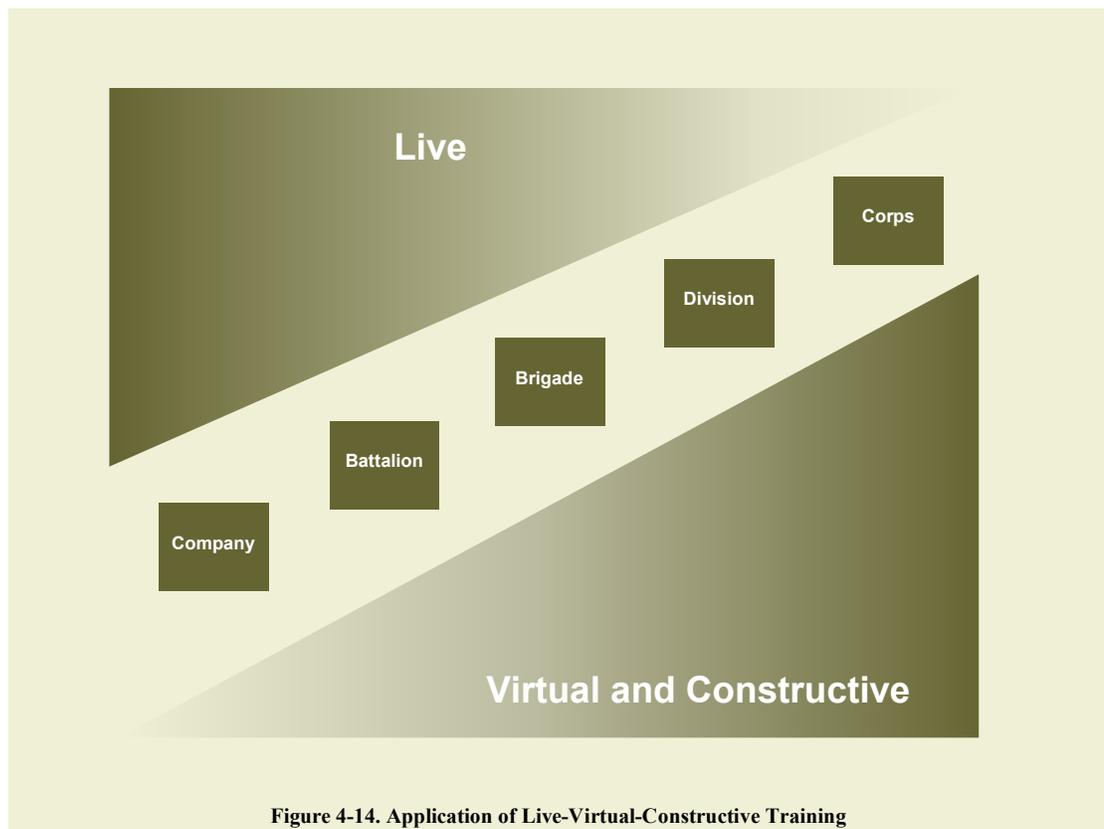


Figure 4-14. Application of Live-Virtual-Constructive Training

Live, virtual, and constructive training opportunities are integral components of a commander's training strategy to develop competent, confident, and adaptive leaders, battle staffs, and units. A resource analysis allows leaders at all echelons to make training trade-offs, within various budget and program levels, that best support the commander's training strategy.

The unit may be required to conduct fewer FTXs and LFXs (which require higher densities of equipment and higher resource expenditures) and add a mix of simulation exercises to stay within resource constraints and maintain training proficiency within the Band of Excellence. The commander determines the effect these substitutions will have on attaining desired levels of training proficiency. He then provides this

information to the next higher commander who will either provide additional resources or approve the constrained resource plan.

By summing up fiscal resource projections of subordinate units, commanders at higher echelons are able to estimate resource requirements necessary to support their training strategies. Similar analyses are conducted to estimate ammunition, facilities, and other resources. Upon completion of the trade-off analysis, the commander includes the resulting events and associated resources in the long-range training plan.

A significant resource consideration in RC planning is the allocation of available training time. Limited training time requires RC commanders to prioritize training requirements. They may have to train fewer tasks so that the Army standard can be attained. RC commanders compensate for lack of training time by carefully distributing requirements over longer periods of time and identifying selected training tasks for execution during postmobilization training. Virtual and constructive training can complement live training because they are time efficient, and can support sustainment of the RC unit in the Band of Excellence.

SHORT-RANGE PLANNING

4-9. Short-range training plans define in greater detail the broad guidance on training events and other activities contained in the long-range training guidance and long-range calendar. They refine the allocation of resources to subordinate organizations and provide a common basis for preparing near-term training plans.

- Short-Range Training Guidance.** Each echelon from division through battalion publishes short-range training guidance that enables the commander and staff to prioritize and refine mission essential training guidance contained in the long-range CTG. Commanders must publish the short-range training guidance with sufficient lead-time to ensure subordinate units have time to develop their own short-range training plans. As shown in figure 4-15, the AC division provides Quarterly Training Guidance (QTG) to subordinate commands and installations at least 90 days prior to the start of each quarter. After receiving guidance from higher headquarters, subordinate units down to battalion sequentially publish their QTG. The RC process is conceptually the same as the AC process; except, the guidance normally is published annually as Yearly Training Guidance (YTG) as shown at figure 4-16. Additionally, RC unit commanders are required to develop a postmobilization training plan to complete training to the level organized. This plan should be updated concurrently with the Yearly Training Plan.

Action	Planning Guidance Publication Date	Future Planning Horizon
Division, separate brigade, regiment, group, or similar level command publishes Quarterly Training Guidance (QTG)	3 months prior to start of quarter	3 months
Brigade and group publish QTG	2 months prior to start of quarter	3 months
Battalion, squadron, and separate company QTG	6 weeks prior to start of quarter ¹	3 months
Conduct Quarterly Training Briefing (QTB)	Prior to start of quarter	3+ months

¹To allow sufficient time for near-term planning at company level before the start of the quarter.

Figure 4-15. Active Component Short-Range Planning Cycle (Quarterly)

Action	Planning Guidance Publication Date	Future Planning Horizon
Division, separate brigade, regiment, group, or similar level command publishes Yearly Training Guidance (YTG)	6-8 months prior to FY start	1 year
Brigade and separate battalion publish YTG	4-6 months prior to FY start	1 year
Battalion, squadron, and separate company publish YTG	3-4 months prior to FY start	1 year
Conduct Yearly Training Briefing (YTB)	Prior to FY start	1+ years

Figure 4-16. Reserve Component Short-Range Planning Cycle (Annually)

An important aspect of the quarterly and yearly training guidance is the role of the NCO. Within the framework of the commander's guidance, the CSM/ISG and key NCOs provide planning recommendations on the organization's individual training program. They identify the individual training tasks that must be integrated into collective mission essential tasks during the short-range planning period. Examples of topics normally addressed in QTG and YTG are--

- Commander's assessment of METL proficiency.
- Training priorities and strategy to improve and sustain METL proficiency.
- Combined arms training.
- Organizational Inspection Program.
- Joint, multinational, and interagency training, as applicable.
- A cross reference of training events and associated METL training objectives.
- Individual training.
- Leader development and leader training.

- Self Development.
 - Training of trainers and evaluators.
 - Training evaluation and feedback.
 - Force integration.
 - Resource guidance.
 - Training management.
 - Risk management.
- **Short-Range Planning Calendar.** The short-range planning calendar refines the long-range planning calendar and provides the time lines necessary for small unit leaders to prepare near-term training schedules.

In preparing a short-range calendar, details are added to further define the major training events contained on the long-range planning calendar. Some examples of these details include--

- The principal daily activities of major training events.
- Home station training conducted in preparation for major training events and evaluations.
- Other mandatory training that supports METL and warfighting such as command inspections as part of the OIP, Army Physical Fitness Test, weapons qualification, or periodic equipment maintenance and services.
- Significant non-training events or activities that must be considered when scheduling training. Examples are national or local holidays and installation support missions.

The short-range training calendar is coordinated with appropriate installation support agencies to create a common training and support focus between supported and supporting organizations.

- **Training Events.** Major training events are identified and scheduled during the long-range planning process. Short-range planning refines major training events. A major aspect of designing short-range training events is allocation of time to ensure the planned training is conducted to standard. Detailed information on training events may appear in the organization's short-range training guidance or in separate documents such as exercise directives or memorandums of instruction.

- Multiechelon Training.** Limited time and other resources do not permit developing sequential training programs in which each echelon from lower to higher is successively trained to reach interim "peaks" in proficiency. Therefore, leaders use a multiechelon training approach to plan training events. Multiechelon training allows simultaneous training and evaluation on any combination of individual and collective tasks at more than one echelon. Multiechelon training is the most efficient and effective way to train and sustain proficiency on mission essential tasks within limited periods of training time.

Figure 4-17 is an example sequence for a division directed AC battalion task force EXEVAL multiechelon training event. This example depicts mission essential training tasks for each echelon from battalion task force through crew. Various exercise techniques (MILES, battle simulation, live fire, etc.) are used to accomplish the specified training objectives.

Day	Phase	Mission Essential Training Tasks ¹	Battalion Task Force	Company	Platoon/Squad/Crew	Evaluation HQ
1	A	Alert/Upload basic and operational loads	X	X	X	1st Brigade
2		Move to an assembly area and assemble the force	X	X	X	
		Prepare the deliberate defense	X	X	X	
3	B	Continue preparation of the deliberate defense	X	X	X	1st Brigade
4	C	Conduct deliberate defense (FTX) (MILES)	X	X	X	1st Brigade
5		Conduct offensive operations (constructive simulation)	X	(Company HQ Only)		2d Brigade
6		--Hasty attack				
7		--Deliberate attack				
		--Night attack				
8	Conduct hasty attack (LFX)		X			
9	D	Mounted navigation exercise				2d Brigade
10		Conduct tactical movement (redeploy) and post-operations maintenance				

¹Selected individual tasks will be evaluated during each collective training activity.
²Divison HQ is the exercise control headquarters. Designated brigades provide controllers and evaluators, OPFOR, and range safety personnel.

Figure 4-17. Division Directed Battalion Task Force EXEVAL Multiechelon Training Event

The designation of control and evaluation organizations is an important aspect of externally supported training exercises. This allows the units performing training to focus on execution of training while other organizations provide the necessary control, evaluation, and administrative support. The ten-day battalion task force EXEVAL training event illustrated in figure 4-17 describes two approaches to multiechelon training (figures 4-18 and 4-19). Multiechelon training occurs when--

- An entire organization focuses on a single METL task. For example, figure 4-18 highlights a number of supporting tasks that a battalion task force performs

simultaneously to execute a successful deliberate attack against a prepared enemy defense.

- Different echelons of an organization conduct training on related METL tasks simultaneously. The example at figure 4-19 depicts different echelons training on related tasks during days 5 through 7 of the battalion task force EXEVAL training event at figure 4-17. The battalion task force headquarters and company headquarters participate in a constructive battle simulation while tank platoons concurrently conduct platoon STXs in virtual simulations. Mechanized platoons concurrently conduct squad live fire exercises and crew proficiency training to prepare for the platoon hasty attack LFXs on "Day 8".

Responsibility	Participants	Activity	Collective Tasks	Leader/Staff/Individual Tasks
Task Force Commander	Battalion TF	FTX	<ul style="list-style-type: none"> • Attack a Stationary Force • React to chemical attack 	TF CDR: Develop attack plan S2: Develop R&S plan. FSO: Develop concept of fires. CHEMO: Develop NBC survey plans.
Team Commander	All assigned or attached personnel	FTX	<ul style="list-style-type: none"> • Conduct assault of an enemy position • React to chemical attack 	Employ direct and/or indirect fires.
Platoon Leader	All assigned or attached personnel	FTX	<ul style="list-style-type: none"> • Conduct initial breach of mined wire obstacle • Enter/clear trench • React to chemical attack 	Analyze terrain; conduct platoon maneuver, plan for use of supporting fires.
Squad Leader	Squad members	FTX	<ul style="list-style-type: none"> • Enter/clear trench • Knock out a bunker • React to chemical attack 	Analyze terrain; conduct squad maneuver; control organic fires.
Individual Soldier	Squad Member	FTX	<ul style="list-style-type: none"> • Enter/clear trench • Knock out a bunker • React to chemical attack 	Move as a member of a fire team; engage targets with M16A2, M203 and M249; employ hand grenades.

Note: Leader/Staff/Individual tasks taken from ARTEPs 71-2-MTP, 71-1-MTP and 7-7J-DRILL

Figure 4-18. Selected Tasks Planned to be Executed During a Multiechelon Task Force Deliberate Attack

Responsibility	Participants	Activity	Tasks
Task Force Commander	Battalion task force staff and company/team commanders	Constructive simulation	<ul style="list-style-type: none"> • Attack a stationary force at night.
Mech Platoon Leaders	All assigned and attached squad members	Live Fire Exercise	<ul style="list-style-type: none"> • Enter/clear a trench • Knock out a bunker
IFV Commanders	Crew Members	Crew Proficiency Course (CPC)	<ul style="list-style-type: none"> • IFV Gunnery
Tank Platoon Leaders	All assigned and attached platoon members	Close Combat Tactical Trainer (CCTT)	<ul style="list-style-type: none"> • Attack by fire • Support by fire

Figure 4-19. Multiechelon Training Exercise Where a Task Force Executes Related Tasks While Simultaneously Conducting Different Training Activities.

Figure 4-20 depicts a multiechelon training concept for an RC division annual training period. It addresses some RC unique training considerations such as the use of the CONUSA, Division (Training Support), and AC support of RC training.

Event	Description
Wartime Mission-Related CPX	All commanders and staffs from division through battalion participate in an exercise that thoroughly rehearses wartime operations plans. Division (Training Support) provides controllers, operates the battle board, and simulates the company level chain of command. The CONUSA provides personnel for a corps headquarters response cell and assists in evaluation.
Company and Platoon STX	As more senior commanders are participating in the CPX, companies negotiate a series of METL-related STXs. For example, an RC maneuver platoon is required to cross an LD at a specific time, react to an enemy ambush, clear an obstacle, conduct a hasty attack, and defend against a counter attack. The RC unit would perform the STX, participate in detailed after-action reviews, and renegotiate the course until the Army standard on each training task was achieved. Similar STXs are established for all of the combat arms, combat support, and combat service support organizations in the division.

Figure 4-20. Multiechelon Training for Reserve Component Division Annual Training

Larger scale training events also provide an opportunity for valuable individual, crew, battle staff, and small unit training. These exercises can result in unproductive training for soldiers at lower echelons unless senior leaders plan multiechelon training down to the smallest participating units. This is the best method to maintain battle focus on the large unit METL tasks as well as on supporting collective and individual battle tasks for even the smallest participating units.

- **Training Resources.** In short-range planning, commanders allocate training resources to subordinate organizations for specific training activities. As required, adjustments are made from the initial resource projections contained in long-range plans. The key requirement for division and brigade commanders is to coordinate short-range training plans with the various resource processes that support training. Examples of these processes are Program Budget Advisory Committee (PBAC) meetings, ammunition forecasts, and training area and facility scheduling conferences. A significant resource to assist the commander in planning training is the TSS. The TSS is a collection of resources that supports training and leverages available technology to replicate combat conditions and enhance training. Examples of TSS training support products are--
 - Facilities such as ranges, training areas, firing points, urban training sites, digital training facilities, and mission support and training facilities.

- Training products such as MTP, training support packages, multimedia products, and distance learning through electronically stored and delivered course content and programs of instruction.
- TADSS such as tactical engagement simulations, instrumentation at the CTC and home station, embedded training capabilities, MILES, and Warfighter simulation.
- Training services such as the Center for Army Lessons Learned, proponent schools, installation support, and CTC.

Training support products and their applications to training are discussed in detail in FM 7-1, Battle Focused Training.

- **Train the Trainers.** Training the trainers is a critical step in preparation for training. The leaders, trainers, and evaluators involved in any training event must know, understand, and be proficient on the specified tasks. Leaders, trainers, and evaluators must be trained to standard if the training event is to be done to standard.

In addition to leader training, specific trainer training must also be identified and planned. All leaders are trainers, but all trainers are not necessarily leaders. A specialist or subject matter expert may be necessary to conduct the instruction for a particular collective or individual task. It is essential that these trainers be allocated sufficient time to prepare the specified training.

An overlap in training responsibilities, frequently overlooked by leaders when planning, is the case where a subordinate leader is the primary trainer as well as the leader of an element undergoing a collective training event. Senior leaders must consciously allocate sufficient time for subordinates to prepare for these responsibilities.

Training leaders, trainers, and evaluators to standard supports, enhances, and enables collective training when properly planned and conducted before the training event. Commanders must plan, resource, and ensure timely accomplishment of trainer training.

- **Short-Range Training Briefings.** The short-range training briefing is a conference conducted by senior commanders to review and approve the training plans of subordinate units. It is conducted before the time period addressed in the QTG or YTG. AC units conduct Quarterly Training Briefings (QTB). RC units conduct Yearly Training Briefings (YTB).

Division commanders receive the short-range training briefing from subordinate brigades and all battalions in the division. The brigade commander and CSM

personally present the overview of the brigade training plan; battalion commanders and CSMs present detailed briefings of their training plans. All habitually associated commanders participate in preparing and conducting the training briefing.

Training briefings produce a contract between the senior commander and each subordinate commander. As a result of this contract, the senior commander agrees to provide resources, including time, and protect the subordinate unit from unprogrammed taskings. The subordinate commander agrees to execute the approved training plan and conduct training to standard. This shared responsibility helps maintain priorities, achieve unity of effort, and synchronize actions to achieve quality training and efficient resourcing. The QTB or YTB, as appropriate, is the forum where contracts for that training period are discussed and confirmed. Training guidance flows from the top-down and requirements for planning and execution of tasks flow from the bottom-up.

The training briefing is a highlight of the senior commander's leader development program. It provides the commander an opportunity to coach and teach subordinates on the fine points of his philosophy and strategies in all aspects of warfighting, to include doctrine, training, force integration, and leader development. It enables subordinate commanders, some of who may be new to the organization, to gain a better understanding of how their mission essential training relates to the battle focused training programs of their senior commanders and peers.

The senior commander specifies the format and content of the briefing in the QTG or YTG. However, the briefing guidance should be flexible enough to provide subordinate commanders and CSMs the latitude to highlight their initiatives and priorities. Units should refrain from discussing readiness issues not directly related to training. Such statistical, logistical, manning, or other management data is more appropriate to other readiness review forums and distracts from the overall training focus of the QTB or YTB.

During the training briefing, the subordinate commanders, as a minimum, usually address the following specific areas--

- Brief training that was planned and briefed at previous QTB or YTB, but was not conducted and why.
- The organization's METL and assessment of proficiency levels.
- A discussion of the unit's training focus and objectives for the upcoming training period.
- A presentation of the organization's short-range planning calendar.

- A description of upcoming training events.
- Officer leader development program with emphasis on warfighting skill development.
- Self Development.
- Risk management.
- Plans for preparing trainers and evaluators.
- Force integration plans for the upcoming period.
- Resource allocation.

Each CSM normally follows the commander's presentation. The CSM provides an analysis of the organization's individual training proficiency and discusses the organization's planned individual training and education. Example discussion topics include--

- Individual training proficiency feedback received concerning previous short-range planning period.
- An assessment of the organization's current individual training proficiency.
- Individual training events planned during the upcoming short-range planning period and strategy to prepare soldiers for these evaluations.
- A description of METL derived individual tasks to be integrated with upcoming collective mission essential tasks.
- Marksmanship and physical fitness programs.
- NCO leader development program with emphasis on warfighting skill development.
- Self Development.
- NCO/Enlisted Schools.

NEAR-TERM PLANNING

4-10. Near-term planning is primarily conducted at battalion and subordinate command levels. It is conducted to--

- Schedule and execute training objectives specified in the short-range training plan to the Army standard.
- Provide specific guidance to trainers.
- Make final coordination for the allocation of resources to be used in training.
- Complete final coordination with other units that will participate in training as part of the task organizations.
- Prepare detailed training schedules.

Near-term planning covers a six to eight week period prior to the conduct of training for AC units (figure 4-21) and a four month period prior to training for RC units (figure 4-22). Formal near-term planning culminates when the unit publishes its training schedule.

Action	Planning Guidance Publication Date	Future Planning Horizon
Battalion training meetings and subsequent draft training schedules ¹	6-8 weeks prior to execution	6-8 weeks
Battalion publishes training schedules ²	4-6 weeks prior to execution	4-6 weeks

¹Training schedules are developed at company level and approved by battalion commanders.
²Training schedules are typed and reproduced at battalion level.

Figure 4-21. Active Component Near-Term Planning Cycle (Weekly)

Action	Planning Guidance Publication Date	Future Planning Horizon
Battalion training meetings and subsequent draft training schedules ¹	4 months prior to execution	4 months
Battalion publishes training schedules	3 months prior to execution	3 months

¹Training schedules are developed at company level and approved by battalion commanders.

Figure 4-22. Reserve Component Near-Term Planning Cycle (Monthly)

- **Training Meetings.** Training meetings are the key to near-term planning. Training meetings create the bottom-up flow of information regarding specific training proficiency needs of the small unit, battle staff, and individual soldier. Normally platoons, companies, and battalions conduct weekly training meetings. At battalion level, training meetings primarily cover training management issues. At company and platoon level, they are directly concerned with the specifics of training execution and must include pre-execution checks. During training meetings, nothing is discussed but training. All key leaders of the unit must attend.
- **Training Schedules.** Near-term planning results in detailed training schedules. Training is considered "locked in" when the battalion commander signs the training schedule. At a minimum, it should--
 - Specify when training starts and where it takes place.
 - Allocate adequate time for scheduled training and additional training as required to correct anticipated deficiencies.
 - Specify individual, leader, and collective tasks to be trained.
 - Provide concurrent training topics that will efficiently use available training time.
 - Specify who conducts the training and who evaluates the training.
 - Provide administrative information concerning uniform, weapons, equipment, references, and safety precautions.

Senior commanders establish policies to minimize changes to the training schedule. Training is locked in when training schedules are published. Command responsibility is established as follows--

- The company commander drafts the training schedule.
- The battalion commander approves and signs the schedule and provides necessary administrative support.
- The brigade commander reviews each training schedule published in his command.
- The division commander reviews selected training schedules in detail and the complete list of organization wide training highlights developed by the division staff.

Senior commanders provide feedback to subordinates on training schedule quality and subsequently attend as much training as possible to ensure that mission essential tasks are accomplished to standard.

COMBAT SUPPORT (CS) AND COMBAT SERVICE SUPPORT (CSS) TRAINING

4-11. CS and CSS units support combined arms unit training every day through execution of core warfighting functional tasks. Combat arms unit commanders recognize their units cannot conduct combined arms training without their task organized CS and CSS units. For example, combat arms unit commanders recognize their units cannot train without operational equipment, fuel, rations, water, and other supplies and services provided by their supporting CSS units. CS and CSS unit commanders integrate their unit training plans with their supported combat arms units. CS and CSS units daily perform their core warfighting functional tasks, at the section, team, and individual technical MOS level. For example, maintenance support teams routinely perform organizational and direct support automotive, turret, armament, and communications-electronic maintenance and periodic services, as well as provide repair parts support to their supported combat arms units. Certain low density technical MOSs pose a particular training challenge because these soldiers may not be able to perform some of their individual technical MOS tasks while their organization is in garrison. CS and CSS unit commanders look for opportunities elsewhere on the installation to train these soldiers on their individual technical MOS tasks.

CS and CSS unit commanders ensure training exercises are designed in such a way as to provide opportunities to train on CS and CSS company and battalion level METL tasks. For example, a corps support group (CSG) commander may design an exercise that provides an opportunity for a subordinate engineer battalion (combat heavy), a quartermaster company (water supply) (DS/GS) and a quartermaster tactical water distribution team (Hoseline) to practice selected wartime METL tasks while participating in a support operations training exercise. In this exercise, these units provide water supply and distribution, and restore vital infrastructure to a host country devastated by a natural or man-made disaster. Figure 4-23 highlights a number of supporting tasks, at different echelons, that an engineer battalion (combat heavy) performs during such a support operation exercise. All these tasks support a single wartime METL task of construct/repair water distribution system.

Responsibility	Participants	Activity	Collective Tasks	Leader/Staff/Individual Tasks
Battalion Commander (CBT) (HVY)	Battalion Staff	FTX	<ul style="list-style-type: none"> • Prepare construction estimates • Site-Adapt a Standard Construction Design • Control Construction Operations 	BN CDR: Determine Events in a Construction Project S2: Plan/Direct Engineer Intelligence Collection S3: Schedule work in a Construction Project
Company Commander (CBT) (HVY)	All assigned or attached personnel	FTX	<ul style="list-style-type: none"> • Prepare a water storage & distribution site 	<ul style="list-style-type: none"> • Design Drainage System
Platoon Leader (Gen Const PLT)	All assigned or attached personnel	FTX	<ul style="list-style-type: none"> • Construct/Repair a Water Distribution System • Construct/Repair Sewerage System 	<ul style="list-style-type: none"> • Read Construction Prints • Prepare a Bill of Materials
Squad Leader (Gen Const PLT)	Squad members	FTX	<ul style="list-style-type: none"> •Conduct Excavation Ops 	<ul style="list-style-type: none"> • Supervise Installation of Plumbing System
Individual Soldiers	Squad members	FTX	<ul style="list-style-type: none"> •Conduct Excavation Ops 	<ul style="list-style-type: none"> • Backfill with Scoop Loader •Operate Excavation Equipment

Note: Tasks taken from ARTEPs 5-415-66-MTP, 5-417-35-MTP, 5-417-17 and 5-417-17-MTP.

Figure 4-23. Selected Tasks Executed During a MultiEchelon EAD/EAC Engineer FTX

Figure 4-24 shows different echelons of a quartermaster company (water supply) (DS/GS) and quartermaster tactical water distribution team (Hoseline) conducting training on a single METL task of “Provide water supply and distribution support.” This METL task is executed under the conditions of a support operation.

METL Task: Provide Water Supply and Distribution Support				
Responsibility	Participants	Activity	Collective Tasks	Leader/Individual Tasks
QM Company (Water Supply) (DS/GS) Commander and Quartermaster Tactical Water Distribution Team (Hoseline) Detachment Commander	All assigned or attached personnel	STX	<ul style="list-style-type: none"> •Perform DS Water Issue and GS Water Distribution Operations. •Coordinate Company Water Support Operations 	<ul style="list-style-type: none"> •Co/Detachment Cdr: Review mission water requirements to meet total daily water distribution/storage needs of supported force •Supply Control Section: Coordinate water production, water storage and DS water issue/GS water distribution
Platoon Leader	All assigned or attached personnel	STX	<ul style="list-style-type: none"> •Perform DS Water Issue and GS Water Distribution Operations. •Plan Water Operations 	<ul style="list-style-type: none"> •Set up Distribution Schedule •Plan water storage, issue and distribution operations.
Section Leader/ Team Leader	Section Members	STX	<ul style="list-style-type: none"> •Perform DS Water Issue and GS Water Distribution Operations •Conduct Water Quality Analysis Program 	<ul style="list-style-type: none"> •Supervise DS water issue and GS water distribution operations •Supervise water quality analysis program
Individual Soldier	Section Member	STX	<ul style="list-style-type: none"> •Perform DS Water Issue and GS Water Distribution •Conduct Water Quality Analysis Program 	<ul style="list-style-type: none"> •Operate/Perform PMCS on the 600-GPM Diesel Water Pump •Maintain, Assemble and Disassemble the Tactical Water Distribution System (TWDS) hoseline •Conduct H2O Analysis Testing

Note: Collective/Leader and Individual tasks taken from ARTEP 10-468-30-MTP and STP 10-77W14-SM-TG

Figure 4-24. Selected Tasks Executed During a Multiechelon EAD/EAC Water Supply and Distribution STX

GARRISON TRAINING

4-12. Garrison commanders’ training plans incorporate mobilization, postmobilization, deployment, redeployment, and demobilization requirements. Garrison commanders plan and schedule periodic mobilization exercises (MOBEXs), emergency deployment readiness exercises (EDREs), and other contingency plan exercises to sustain proficiency on Title X related tasks outlined in current Army and MACOM regulations. Garrison commanders coordinate their training plans with their supported corps, divisional, and tenant organizations. Garrisons routinely support scheduled unit training deployments and exercise certain deployment tasks such as "operating departure/arrival airfield control groups and seaports of embarkation and debarkation."