

U.S. ARMY SERGEANTS MAJOR ACADEMY (BNCOC)

T323 / TRAINING MANAGEMENT AT THE SQUAD
LEVEL

OCT 04



Stand Alone Common Core

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	T323 / TRAINING MANAGEMENT AT THE SQUAD LEVEL
Effective Date	01 Oct 2004
Supersedes TSP(s) / Lesson(s)	T323, Training Management at the Squad Level, Oct 03.
TSP Users	600-BNCOC, Basic 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 style="padding-left: 40px;">COMDT USASMA ATTN ATSS DC BLDG 11291 BIGGS FIELD FT BLISS TX 79918-8002</p> <p style="padding-left: 40px;">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 conducting training management at the squad level.

Task Number**Task Title**

152-020-0005

Train a Subordinate to Perform an Individual Task

**This TSP
Contains**

TABLE OF CONTENTS

	<u>PAGE</u>
Preface.....	2
Lesson Section I Administrative Data	4
Section II Introduction	8
Terminal Learning Objective - Implement training management at the squad level.....	8
Section III Presentation	10
Enabling Learning Objective A - Explain battle focused training.	10
Enabling Learning Objective B - Identify squad leader responsibilities in METL development and training management.	14
Section IV Summary.....	23
Section V Student Evaluation.....	24
Appendix A - Viewgraph Masters A -	1
Appendix B - Test(s) and Test Solution(s) (N/A) B -	1
Appendix C - Practical Exercises and Solutions C -	1
Appendix D - Student Handouts D -	1

TRAINING MANAGEMENT AT THE SQUAD LEVEL
T323 / Version 1
01 Oct 2004

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u> 600-BNCOC	<u>Version</u> 1	<u>Course Title</u> Basic Noncommissioned Officer Course																
Task(s) Taught(*) or Supported	<u>Task Number</u> 152-020-0005	<u>Task Title</u> Train a Subordinate to Perform an Individual Task																	
Reinforced Task(s)	<u>Task Number</u> 152-020-0005	<u>Task Title</u> 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	15 mins	/ Conference / Discussion																
		45 mins	/ Practical Exercise (Performance)																
Test	0 hrs																		
Test Review	0 hrs																		
Total Hours:	3 hrs																		
Test Lesson Number	<u>Hours</u> Testing (to include test review)	<u>Lesson No.</u> 3 hrs	<u>Lesson No.</u> E303																
Prerequisite Lesson(s)	<u>Lesson Number</u> None	<u>Lesson Title</u>																	
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 (installation/activity name) foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.																		
References	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;"><u>Number</u></th> <th style="width: 35%;"><u>Title</u></th> <th style="width: 15%;"><u>Date</u></th> <th style="width: 25%;"><u>Additional Information</u></th> </tr> </thead> <tbody> <tr> <td>FM 7-0</td> <td>TRAINING THE FORCE</td> <td>22 Oct 2002</td> <td></td> </tr> <tr> <td>FM 7-1</td> <td>BATTLE FOCUSED TRAINING</td> <td>15 Sep 2003</td> <td></td> </tr> <tr> <td>STP 21-1 SMCT</td> <td>SOLDIER'S MANUAL OF COMMON TASKS (SMCT) SKILL LEVEL 1</td> <td>31 Aug 2003</td> <td></td> </tr> </tbody> </table>			<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>	FM 7-0	TRAINING THE FORCE	22 Oct 2002		FM 7-1	BATTLE FOCUSED TRAINING	15 Sep 2003		STP 21-1 SMCT	SOLDIER'S MANUAL OF COMMON TASKS (SMCT) SKILL LEVEL 1	31 Aug 2003	
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FM 7-1	BATTLE FOCUSED TRAINING	15 Sep 2003																	
STP 21-1 SMCT	SOLDIER'S MANUAL OF COMMON TASKS (SMCT) SKILL LEVEL 1	31 Aug 2003																	

Student Study Assignments

Before class--

- Read extracted material from FM 7-0, Chapter 2; FM 7-1, Chapter 3; and extract from STP 21-1 SMCT.

During class--

- Participate in classroom discussion.

After class--

- Review notes.

Instructor Requirements

1:16, SSG, BNCOC 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
SOFTWARE-2 WINDOWS XP, LATEST GOVERNMENT APPROVED VERSION	1:16	1:1	No	1	No

* Before Id indicates a TADSS

Materials Required

Instructor Materials:

- VGTs-11.
- TSP.
- Any equipment required by the NCOA's SOP.
- Paper, easel paper and/or white board.

Student Materials:

- Advance Sheet.
- SH-3, extract from FM 7-0, Chap 2.
- SH-4, extract from FM 7-1, Chap 3.
- Student Handout 2, extract from STP 21-1 SMCT.
- Pencils or pens and writing paper.

Classroom, Training Area, and Range Requirements

CLASSROOM, GEN PURPOSE, 1600SF, 21PN

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.

Before class--

- Issue all recoverable materials NLT three days prior to class.
- Assign student discussion leader no later than three days prior to class.
- Read all TSP material.

During class--

- Facilitate group process IAW TSP.

After class--

- Bring any lesson material discrepancies to the attention of the chief instructor.
- Collect all recoverable materials (FMs, etc).

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
/s/ Maestas, Francis	Contract or	Training Specialist	9 JUN 04
/s/ King, Phillip W.	GS-11	Course Manager, B/ANCOC	9 AUG 04
/s/Bennett-Green, Agnes D.	SGM	Course Chief, B/ANCOC	9 AUG 04
/s/ Lemon, Marion	SGM	Chief, CDDD	9 AUG 04

SECTION II. INTRODUCTION

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>5 mins</u>
Media: <u>None</u>

Motivator Training is the Army's top priority. It prepares us to fight. As leaders, our sacred responsibility is to ensure that no soldier ever dies in combat due to lack of, or improper training.

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:	Implement training management at the squad level.
Conditions:	As a small unit leader in a company or battalion level unit.
Standards:	Implemented training management at the squad level IAW FM 7-0, FM 7-1, and STP 21-1 SMCT.

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 During this course, you will take a 50-question examination. The examination will include questions on the ELOs and TLO from this lesson. You must correctly answer at least 35 questions to receive a GO. A GO is a graduation requirement.

**Instructional
Lead-In**

During this lesson you will look at the Army's doctrine, battle focused training, and the mission essential task list (METL). It will provide you with some basic information you must know to train your soldiers in order to prepare for war. You will learn that the Army intends to train its force on ten principles known as the "Principles of Training." If you train your squad according to these principles, you will develop combat-ready soldiers. Although this lesson does not examine all topics in FM 7-1, the lesson emphasizes the platoon sergeant and squad leader responsibilities in the METL development and the training planning processes.

SECTION III. PRESENTATION

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

A. ENABLING LEARNING OBJECTIVE

ACTION:	Explain battle focused training.
CONDITIONS:	As a unit leader while serving as a squad leader in simulated operational conditions in a classroom environment given an extract from FM 7-0.
STANDARDS:	Explained battle focused training IAW FM 7-0.

1. Learning Step / Activity 1. Principles of Training

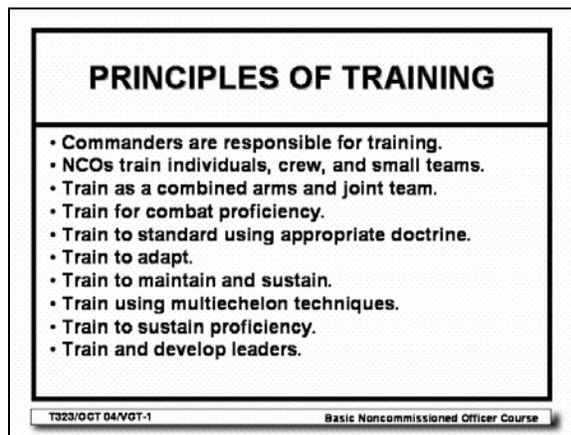
Method of Instruction: Conference / Discussion
 Technique of delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 45 mins
 Media: VGT-1 thru VGT-3

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.

QUESTION: What are the 10 principles of training?

ANSWER: See VGT-1

SHOW VGT-1, PRINCIPLES OF TRAINING



Ref: FM 7-0, p 2-1, Fig 2-1

NOTE: Select a student to read the first bullet and have him or her explain. Select a different student for each bullet and discuss if student does not understand.

1. Commanders are Responsible for Training - FM 7-0, p 2-2.
2. NCOs Train Individuals, Crew and Smart Teams - FM 7-0, p 2-2.
3. Train as a Combined Arms and Joint Team - FM 7-0, p 2-2 to 2-5.
4. Train for Combat Proficiency - FM 7-0, p 2-6.
5. Train to Standard Using Appropriate Doctrine - FM 7-0, pp 2-6 and 2-7.
6. Train to Adapt - FM 7-0, p 2-7.
7. Train to Maintain and Sustain - FM 7-0, p 2-7.
8. Train Using Multiechelon Techniques - FM 7-0, p 2-7.
9. Train to Sustain Proficiency - FM 7-0, pp 2-8 and 2-9.
10. Train to Develop Leaders - FM 7-0, pp 2-9 and 2-10.

REMOVE VGT-1

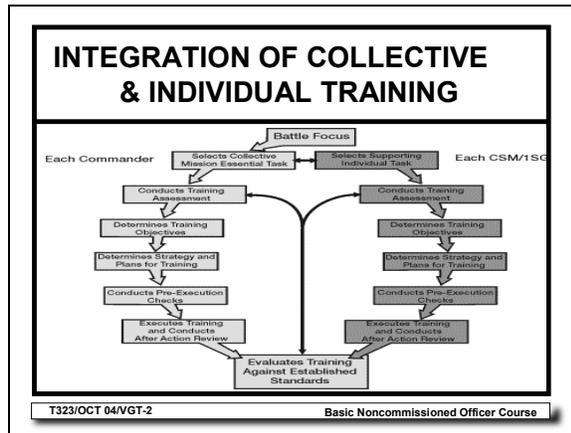
Battle focus is a concept we use to derive peacetime training requirements from assigned and anticipated missions. The priority of training in units is to train to standard on the wartime mission. Battle focus--

- Guides the planning, preparation, execution, and assessment of each organization's training program to ensure its members train as they are going to fight.
- Is critical throughout the entire training process, and commanders use it to allocate resources for training based on wartime and operational mission requirements.
- 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.

A commander must recognize that a unit cannot attain proficiency to standard on every task (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.

Ref: FM 7-0, p 2-13 and 2-14, para 2-41

SHOW VGT-2, INTEGRATION OF COLLECTIVE AND INDIVIDUAL TRAINING



Ref: SH-2 (FM 7-0), p 2-14, Fig 2-6

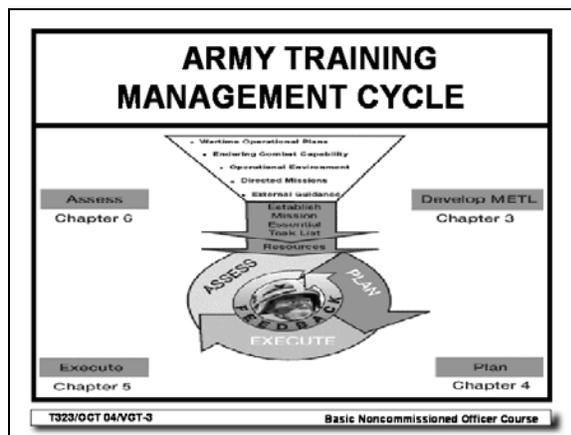
NOTE: Explain the following:

- 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.
- Although NCOs have the primary role in training and sustaining individual soldier skills, officers at every echelon remain responsible for training established standards during both individual and collective training.
- Battle focused training applies to all missions across the full spectrum of operations.

REMOVE VGT-2

The foundation of the training process is the Army training management cycle.

SHOW VGT-3, ARMY TRAINING MANAGEMENT CYCLE



Ref: SH-2 (FM 7-0), p 2-15, Fig 2-7

NOTE: Explain the Army training management cycle.

- Chapter 3 - training is 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 are constrained and compete with other missions and other requirements.
- Chapter 4 - leaders develop the long-range, short-range, and near-term training plans to utilize effectively available resources to train for proficiency on METL tasks.
- Chapter 5 - after developing training plans, units execute the specified training by preparing, conducting, and recovering.
- Chapter 6 - 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.

REMOVE VGT-3

A great strength of the U.S. Army is its professional NCO Corps who take pride in being responsible for the individual training of soldiers, crews, and small teams. They ensure the continuation of the soldierization process of new soldiers when they arrive in the unit. Within the unit, the NCO support channel (leadership chain) parallels and complements the chain of command. It is a channel of communication and supervision from the command sergeant major (CSM) to first sergeant and then to other NCOs and enlisted personnel. In addition, NCOs train soldiers to the nonnegotiable standards published in mission training plans (MTPs) and soldier training publications (STPs). Commanders will define responsibilities and authority of their NCOs to their staffs and subordinates.

CHECK ON LEARNING:

QUESTION: What are the 10 principles of training?

ANSWER:

1. Commanders are Responsible for Training.
2. NCOs Train Individuals, Crew and Smart Teams.
3. Train as a Combined Arms and Joint Team.
4. Train for Combat Proficiency.
5. Train to Standard Using Appropriate Doctrine.
6. Train to Adapt.
7. Train to Maintain and Sustain.
8. Train Using Multiechelon Techniques.
9. Train to Sustain Proficiency.
10. Train to Develop Leaders.

Break TIME: 00:50 to 01:00

B. ENABLING LEARNING OBJECTIVE

ACTION:	Identify squad leader responsibilities in METL development and training management.
CONDITIONS:	While serving as a squad leader in simulated operational conditions in a classroom environment, given an FM 7-1 and an extract from STP 21-1 SMCT.
STANDARDS:	Identified squad leader responsibilities in METL development and training management IAW FM 7-1 and STP 21-1 SMCT.

1. Learning Step / Activity 1. Training Planning Process

Method of Instruction: Conference / Discussion
 Technique of delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 50 mins
 Media: VGT-4 thru VGT-11

The METL development process links the unit's wartime operational mission with its training. The unit trains on battle focused training programs which are based on wartime operational requirements. 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 is responsible for identifying the tasks essential to accomplish the organization's wartime operational mission. Battle focused METL identifies the tasks essential to accomplish the unit's wartime operational mission and provides the foundation for the unit's training program. All company level and above units, AC and RC, MTOE and TDA, develop a METL.

SHOW VGT-4, METL DEVELOPMENT PROCESS

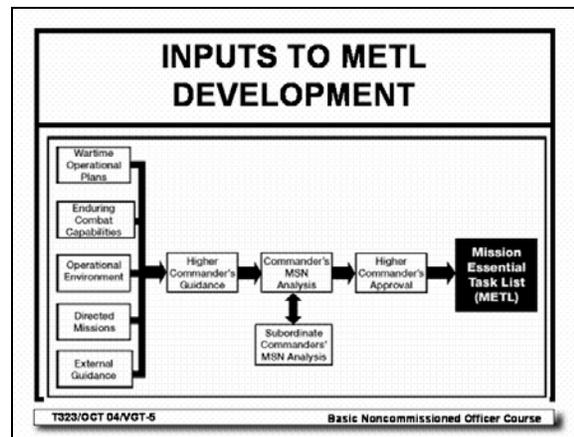
Ref: FM 7-1, p 3-2, para 3-2

NOTE: Select a different student to read each bullet.

REMOVE VGT-4

QUESTION: What are the five primary inputs to METL development?

ANSWER: See VGT-5

SHOW VGT-5, INPUTS TO METL DEVELOPMENT

Ref: FM 7-1, p 3-3, Fig 3-1

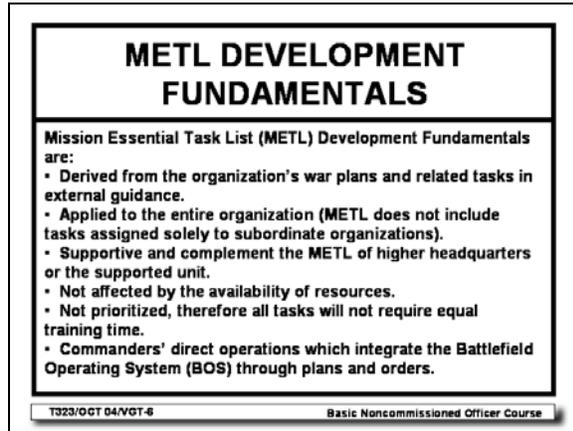
NOTE: Select a student to read one of the five primary inputs to METL development and discuss. Select a different student for each input. For reference see below:

1. Wartime operational plans – FM 7-1, p 3-3, para 3-7.
2. Enduring combat capabilities – FM 7-1, p 3-3, para 3-8.
3. Operational environment – FM 7-1, p 3-3, para 3-9.
4. Directed missions – FM 7-1, p 3-4, para 3-10.
5. External guidance – FM 7-1, p 3-4, para 3-11.

REMOVE VGT-5

QUESTION: What fundamentals apply to METL development?

ANSWER: See VGT-6

SHOW VGT-6, METL DEVELOPMENT FUNDAMENTALS

Ref: FM 7-1, p 3-6, para 3-12

NOTE: Select a different student to read each bullet.

REMOVE VGT-6

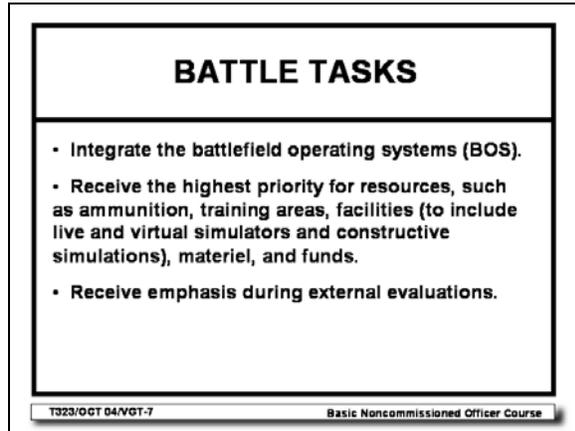
Commanders involve subordinate commanders, their CSM or 1SG, and key NCOs in METL development to create a team approach to battle focused training. Subordinate participation develops a common understanding of the organization's critical wartime operational mission requirements so that METLs throughout the organization are mutually supporting. Subordinate commanders can subsequently apply insights gained during preparation of the next higher headquarter's METL in the development of their METL. The CSM/1SG and other key NCOs must understand the organization's collective METL so that they can identify individual tasks for each collective mission essential task.

Ref: FM 7-1, p 3-8, para 3-22

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 determines the success of the next higher organization's mission essential task. Similar units may have different battle tasks

selected, depending on their mission. Battle tasks are selected down to the company level. Company commanders are the lowest echelon commander that selects battle tasks. VGT-7 shows how battle tasks allow the senior commander to define the training tasks.

SHOW VGT-7, BATTLE TASKS



Ref: FM 7-1, p 3-8, para 3-24

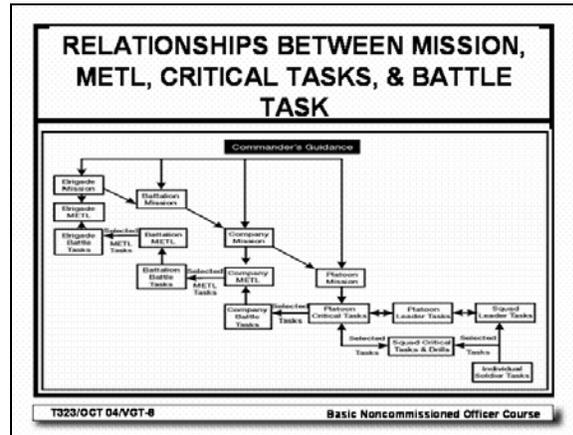
NOTE: Select a different student to read each bullet.

REMOVE VGT-7

VGT-8 depicts the higher-to-lower relationship of mission and METL. It illustrates the relationship the subordinate units' METL has with the higher headquarters' METL through the selection of battle tasks. The METL/battle/critical/leader/individual task construction of an MTOE brigade is the same in all units (including TDA, echelons above division, echelons above corps, etc):

- Battalions have METL tasks selected as brigade battle tasks.
- Companies have METL tasks selected as battalion battle tasks.
- Platoons have critical tasks selected as company battle tasks.

SHOW VGT-8, RELATIONSHIPS BETWEEN MISSION, METL, CRITICAL TASKS, & BATTLE TASK



Ref: FM 7-1, p 3-9, Fig 3-4

NOTE: Explain how VGT-8 shows the connection between a company METL and platoon, squad, leader, and individual soldier tasks.

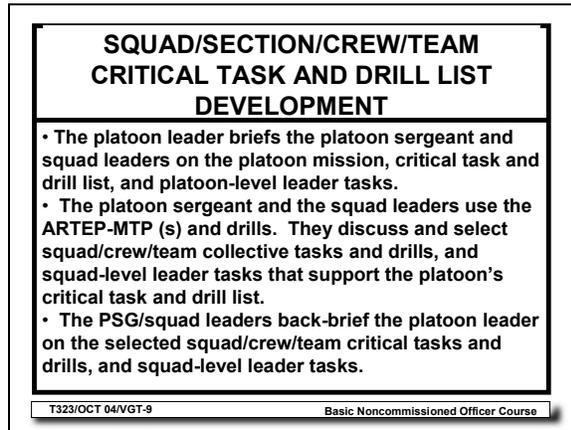
REMOVE VGT-8

The battalion commander involves all subordinate company commanders, CSMs, 1SGs, staff, and key NCOs in the battalion METL development process. Their participation ensures a better understanding of the battalion mission and METL by providing insights that can be applied when developing the company METLs.

The company commander involves the 1SG, all platoon leaders, and key NCOs in the company METL development process. Their participation ensures a better understanding of the company's mission and METL by providing insights that can be applied when developing the platoon critical tasks and platoon-level leader tasks.

Platoon and below must perform critical tasks that are essential to company METL accomplishment. VGT-9 shows the development of the squad/crew/team critical task and drill list, supporting squad-level leader tasks, and supporting individual soldier tasks requires discussion between the platoon leader, PSG, and squad leaders.

SHOW VGT-9, SQUAD/SECTION/CREW/TEAM CRITICAL TASK AND DRILL LIST DEVELOPMENT



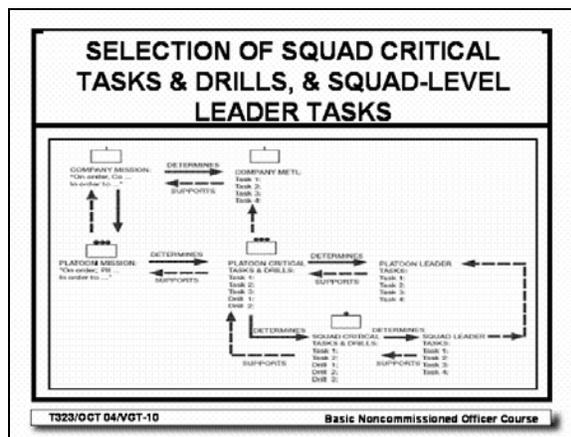
Ref: FM 7-1, p 3-19, para 3-44

NOTE: Select a different student to read each bullet.

REMOVE VGT-9

VGT-10 depicts platoon leader, PSG, and squad leader actions during the selection of squad critical tasks and drills and squad-level leader tasks. Platoon leaders use the company commander-approved platoon critical task and drill list as their start point.

SHOW VGT-10, SELECTION OF SQUAD CRITICAL TASKS & DRILLS, & SQUAD-LEVEL LEADER TASKS



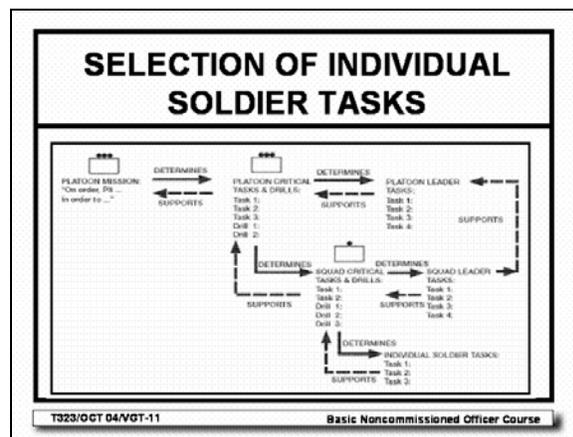
Ref: FM 7-1, p 3-19, Fig 3-17

NOTE: Explain how VGT-10 depicts platoon leader, PSG, and squad leader actions during the selection of squad critical tasks and drills and squad-level leader tasks. Platoon leaders use the company commander-approved platoon critical task and drill list as their start point.

REMOVE VGT-10

The development and selection of supporting individual soldier tasks requires discussion between the platoon leader, PSG, and squad leaders--

- Based on the platoon leader's guidance, the PSG and squad leaders, using appropriate ARTEP-MTP and STP, select individual soldier tasks that support platoon and squad/crew/team critical tasks and drills.
- The PSG provides feedback to the squad leaders on selected individual soldier tasks. The PSG reviews and modifies as necessary supporting individual soldier tasks selected by the squad leaders.
- The platoon leader approves the supporting individual soldier tasks selected by the squad leaders.
- The PSG briefs the company 1SG on the platoon leader's approved squad/crew/team critical collective tasks and drills and supporting individual soldier tasks.

SHOW VGT-11, SELECTION OF INDIVIDUAL SOLDIER TASKS

Ref: FM 7-1, p 3-22, Fig 3-21

NOTE: Explain how VGT-11 shows that individual task proficiency provides the basic building block of collective task proficiency.

REMOVE VGT-11

Upon selection of the mission essential tasks, commanders develop each METL task statement into a complete statement of required unit performance for mission success.

Doing so establishes the training objective for each METL task consisting of following:

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

When the METL task is a training objective, the tasks and standards remain the same for different training events. However, conditions may be varied for different training events to match the skill level of the training audience at the time.

After identifying battalion and company METLs, supporting platoon and squad collective tasks, and supporting leader and soldier tasks, leaders establish the conditions and standard for each task using the applicable ARTEP-MTP and STP.

Commanders modify conditions to fit the training environment and their assessment of the units' level of proficiency, by following a crawl-walk-run approach to training.

Commanders can modify conditions to increase the level of difficulty to which a task may be performed.

To modify a condition statement, the commander takes the following step(s) - reads the existing ARTEP-MTP or STP statement. Standard for most tasks are found in the ARTEP-MTP and STP.

Break TIME: 00:50 to 01:00

2. Learning Step / Activity 2. Practical Exercise

Method of Instruction: Practical Exercise (Performance)
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 45 mins
 Media: SH-2, PE-1 and Solution to PE-1

NOTE: Instructions for administering the PE are:

- 30 minutes to complete
- 15 minutes for discussion

NOTE: When discussing the student responses, have students explain why they selected any task not listed in the solution.

CHECK ON LEARNING:

QUESTION: What are the five primary inputs to METL development?

ANSWER:

1. Wartime operational plans.
2. Enduring combat capabilities.
3. Operational environment.
4. Directed missions.
5. External guidance.

Ref: FM 7-1, Chapter 3, p 3-3 para 3-4.

QUESTION: What fundamentals apply to METL development?

ANSWER: The fundamentals that apply to METL development are:

- Derived from the organization's war plans and related tasks in external guidance.
- Applied to the entire organization (METL does not include tasks assigned solely to subordinate organizations).
- Supportive and complement the METL of higher headquarters or the supported unit.
- Not affected by the availability of resources.
- Not prioritized, therefore all tasks will not require equal training time.
- Commanders' direct operations which integrate the Battlefield Operating System (BOS) through plans and orders.

Ref: FM 7-1, Chapter 3, p 3-6, para 3-13, fig 3-3.

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>5 mins</u>
Media: <u>None</u>

Check on Learning

Practical Exercise 1 serves as the check on learning for this lesson.

Review / Summarize Lesson

When summarizing the PE, explain to students that we used common tasks in the PE in order for them to understand the process. Depending on the type/mission of a unit, some common tasks maybe a METL/critical task, but not in all cases.

Transition to Next Lesson

None

SECTION V. STUDENT EVALUATION

**Testing
Requirements**

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

During this course, you will take a 50-question examination. The examination will include questions on the ELOs and TLO from this lesson. You must correctly answer at least 35 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.

VIEWGRAPHS FOR LESSON 1: T323 version 1

Enabling Learning Objective A

VGT-1, PRINCIPLES OF TRAINING

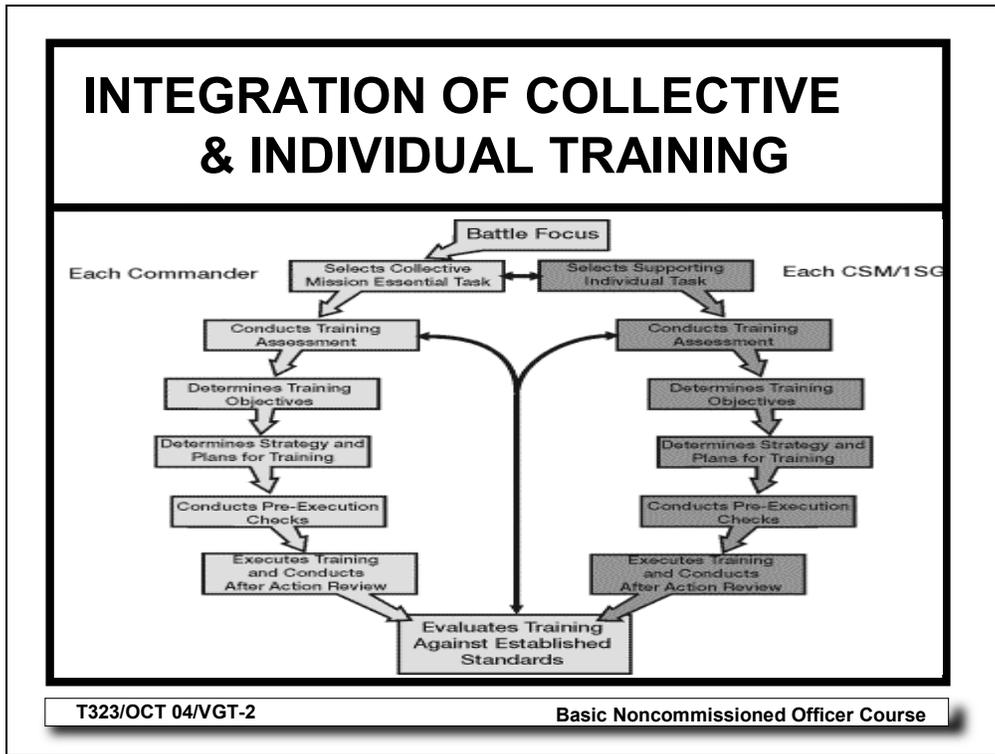
PRINCIPLES OF TRAINING

- **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.**

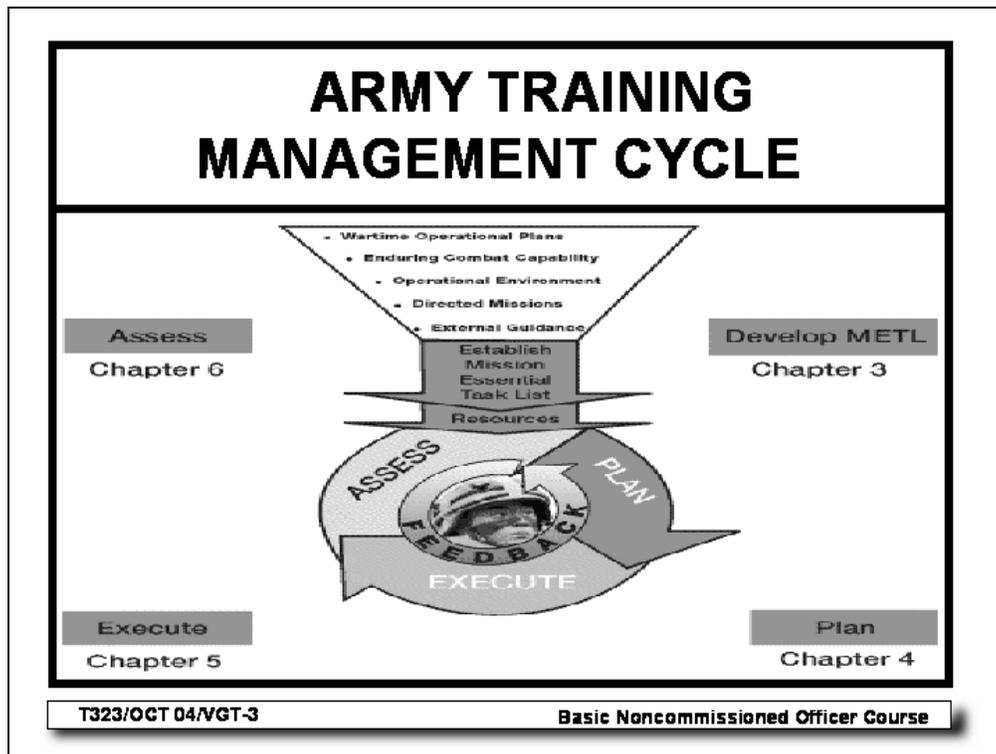
T323/OCT 04/VGT-1

Basic Noncommissioned Officer Course

VGT-2, INTEGRATION OF COLLECTIVE & INDIVIDUAL TRAINING



VGT-3, ARMY TRAINING MANAGEMENT CYCLE



Enabling Learning Objective B

VGT-4, METL DEVELOPMENT PROCESS

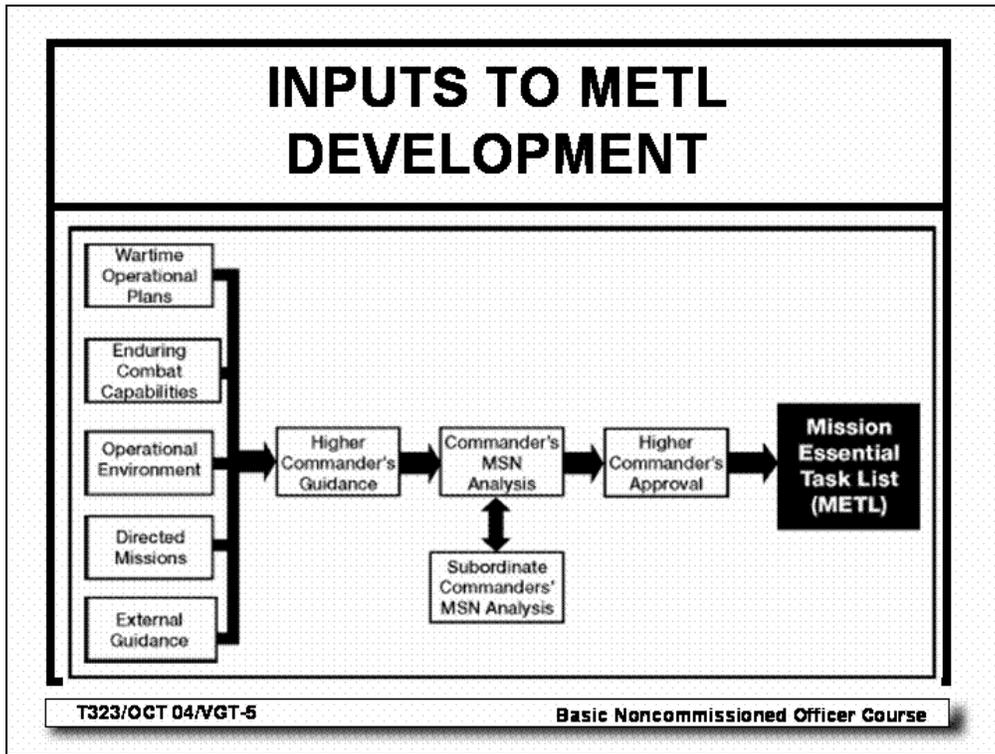
METL DEVELOPMENT PROCESS

- **Uses the wartime operational mission and other inputs to METL development to focus the unit's training on essential tasks.**
- **Provides a forum for professional discussion and leader development among senior, subordinate, and adjacent 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 to the organization's training plan by unit leaders.**

T323/OCT 04/VGT-4

Basic Noncommissioned Officer Course

VGT-5, INPUTS TO METL DEVELOPMENT



VGT-6, METL DEVELOPMENT FUNDAMENTALS

METL DEVELOPMENT FUNDAMENTALS

Mission Essential Task List (METL) Development Fundamentals are:

- **Derived from the organization's war plans and related tasks in external guidance.**
- **Applied to the entire organization (METL does not include tasks assigned solely to subordinate organizations).**
- **Supportive and complement the METL of higher headquarters or the supported unit.**
- **Not affected by the availability of resources.**
- **Not prioritized, therefore all tasks will not require equal training time.**
- **Commanders' direct operations which integrate the Battlefield Operating System (BOS) through plans and orders.**

T323/OCT 04/VGT-6

Basic Noncommissioned Officer Course

VGT-7, BATTLE TASKS

BATTLE TASKS

- **Integrate the battlefield operating systems (BOS).**
- **Receive the highest priority for resources, such as ammunition, training areas, facilities (to include live and virtual simulators and constructive simulations), materiel, and funds.**
- **Receive emphasis during external evaluations.**

VGT-9, SQUAD/SECTION/CREW/TEAM CRITICAL TASK AND DRILL LIST
DEVELOPMENT

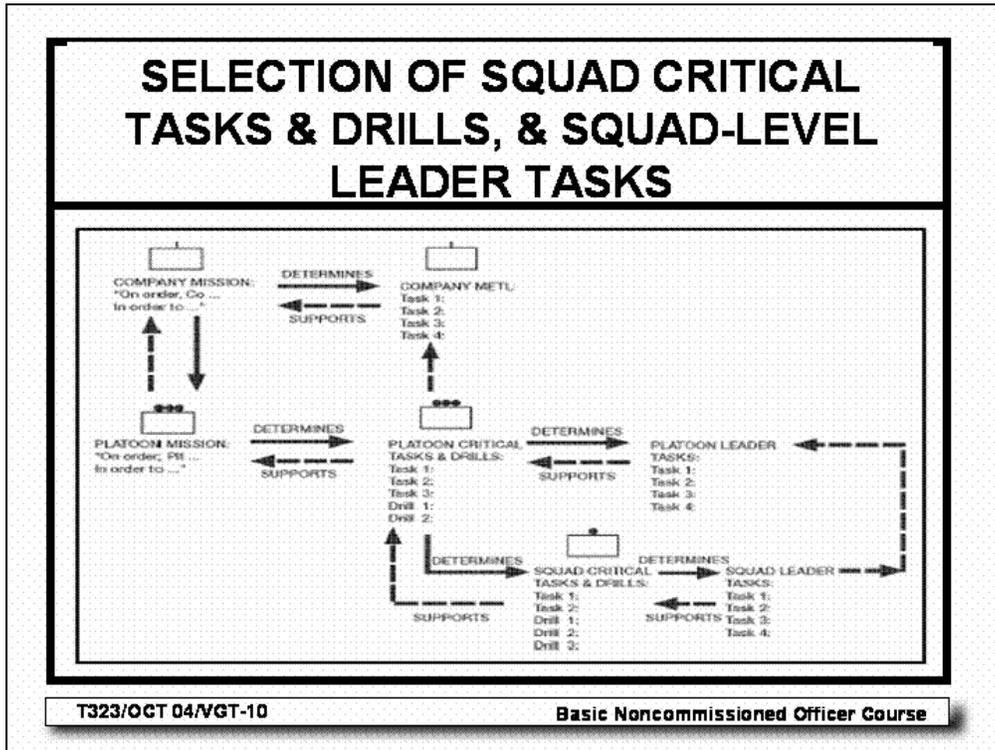
**SQUAD/SECTION/CREW/TEAM
CRITICAL TASK AND DRILL LIST
DEVELOPMENT**

- The platoon leader briefs the platoon sergeant and squad leaders on the platoon mission, critical task and drill list, and platoon-level leader tasks.
- The platoon sergeant and the squad leaders use the ARTEP-MTP (s) and drills. They discuss and select squad/crew/team collective tasks and drills, and squad-level leader tasks that support the platoon's critical task and drill list.
- The PSG/squad leaders back-brief the platoon leader on the selected squad/crew/team critical tasks and drills, and squad-level leader tasks.

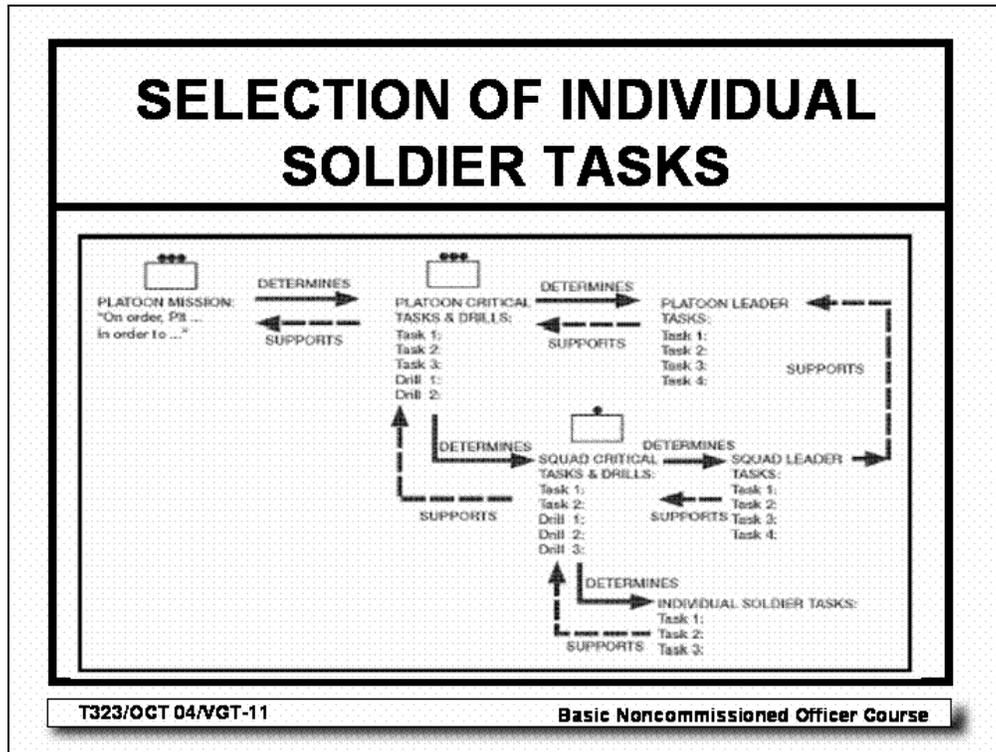
T323/OCT 04/VGT-9

Basic Noncommissioned Officer Course

VGT-10, SELECTION OF SQUAD CRITICAL TASKS & DRILLS, & SQUAD-LEVEL LEADER TASKS



VGT-11, SELECTION OF INDIVIDUAL SOLDIER TASKS



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Appendix B - Test(s) and Test Solution(s) (N/A)

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PRACTICAL EXERCISE 1

Title TASK LIST DEVELOPMENT

Lesson Number/Title T323 / TRAINING MANAGEMENT AT THE SQUAD LEVEL

Introduction Training is the Army's top priority. It prepares us to fight. As leaders, our sacred responsibility is to ensure that no soldier ever dies in combat due to lack of, or improper training.

Motivator As a squad leader, one of your responsibilities is selecting the tasks in which your squad must become proficient in order to support the unit's METL.

Terminal Learning Objective **NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

At the completion of this lesson, you [the student] will:

Action:	Implement training management at the squad level.
Conditions:	While serving as a squad leader in simulated operational conditions.
Standards:	Implemented training management at the squad level IAW FM 7-0, FM 7-1, and STP 21-1 SMCT.

Safety Requirements None

Risk Assessment Low

Environmental Considerations None

Evaluation During this course, you will take a 50-question examination. The examination will include questions on the ELOs and TLO from this lesson. You must correctly answer at least 35 questions to receive a GO. A GO is a graduation requirement.

Instructional Lead-In This PE will provide you an opportunity to select tasks that you and your squad should train to support the unit's METL and the training mission.

Resource Requirements**Instructor Materials:**

- Paper, easel paper and/or white board.
- PE-1
- Solution for PE-1

Student Materials:

- Advance sheet.
 - SH-3, extract from FM 7-0, Chap 2.
 - SH-4, extract from FM 7-1, Chap 3.
 - Student Handout 2, extract from STP 21-1 SMCT.
 - Pencils or pens and writing paper.
-

Special InstructionsNone

Instructions

Read the scenario on page C-3. Using the information in SH-2, determine what task you selected for training for your squad to support the critical tasks identified for the platoon. You will have 30 minutes to complete the PE. We will discuss your responses in class.

Feedback RequirementsNone

PRACTICAL EXERCISE-1**General Instructions:**

1. You are a member of A company, 521st Transportation battalion. The battalion commander approved your unit's METL. The METL identifies critical tasks for each platoon and now it is time for squad leaders to select tasks to train that support the platoon's critical tasks.
2. The platoon's critical tasks are as follows:
 - a. Breach obstacles.
 - b. Guard detained POWs.
 - c. Treat casualties.
 - d. Conduct platoon movements.
 - e. Breach minefields.
 - f. Move under fire.
3. Use the information in SH-2 to select the appropriate tasks (title and task number) for your squad to train that support the platoon's critical tasks. Write your answers on a separate sheet of paper.

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SOLUTION FOR PRACTICAL EXERCISE-1

1. Platoon Critical Task A: Breach Obstacles

Squad supporting training tasks:

Title	Task Number
Move Over, Through, or Around Obstacles (Except Minefields)	071-326-0503

2. Platoon Critical Task B: Guard Detained Prisoners

Squad supporting training tasks:

Comply with the Uniform Code of Military Justice (UCMJ)	181-101-1013
Comply with the Law of War and the Geneva and Hague Conventions	181-105-1001
Interact with News Media	224-176-1425
Comply with the Requirements of the Code of Conduct	331-202-1049

3. Platoon Critical Task C: Treat Casualties

Squad supporting training tasks:

Evaluate a Casualty	081-831-1000
Perform First Aid to Clear an Object Stuck in the Throat of a Conscious Casualty	081-831-1003
Perform First Aid to Prevent or Control Shock	081-831-1005
Perform First Aid for Burns	081-831-1007
Perform First Aid for Heat Injuries	081-831-1008
Perform First Aid for an Open Abdominal Wound	081-831-1025
Perform First Aid for an Open Chest Wound	081-831-1026
Perform First Aid for Bleeding of an Extremity	081-831-1032
Perform First Aid for an Open Head Wound	081-831-1033
Perform First Aid for a Suspected Fracture	081-831-1034
Perform Mouth-to-Mouth Resuscitation	081-831-1042
Perform First Aid for Nerve Agent Injury	081-831-1044
Perform First Aid for Cold Injuries	081-831-1045
Transport a Casualty	081-831-1046
Practice Individual Preventive Medicine Countermeasures	081-831-1053

4. Platoon Critical Task D: Conduct Platoon Movements

Squad supporting training tasks:

Operate a Vehicle in a Convoy	551-88M-0005
Navigate from One Point on the Ground to Another Point While Dismounted	071-329-1006
Navigate from One Point on the Ground to Another Point While Mounted	071-329-1030
Perform Voice Communications	113-571-1022
Communicate Via a Tactical Telephone	113-600-2001
Communicate Via a Tactical Radio in a Secure Net	113-637-2001

5. Platoon Critical Task E: Breach Minefields

Squad supporting training tasks:

Perform Self-Extraction from a Mined Area	052-192-1042
Locate Mine and Booby Trap Indicators by Visual Means	052-192-1242

6. Platoon Critical Task F: Move Under Fire

Squad supporting training tasks:

Move Under Direct Fire	071-326-0502
React to Indirect Fire While Dismounted	071-326-0510
React to Flares	071-326-0511
Select Temporary Fighting Positions	071-326-0513
React to Indirect Fire While Mounted	071-326-3002
React to Direct Fire While Mounted	071-410-0002

HANDOUTS FOR LESSON: T323 version 1

This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1
SH-2, Extract from STP 21-1 SMCT	SH-2-1
SH-3, Extract from FM 7-0, Chap 2	SH-3-1 thru SH-3-16
SH-4, Extract from FM 7-1, Chap 3	SH-4-1 thru SH-4-23

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Student Handout 2

Extracted Material from STP 21-1 SMCT

This student handout contains five pages of extracted material from the following publication:

STP 21-1 SMCT, Soldier's Manual of Common Tasks, 31 August 2003.

Table of Contents pages i thru v

Disclaimer: The training developer downloaded the extracted material from the General Dennis J. Reimer Training and Doctrine Digital Library Home Page. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

***STP 21-1-SMCT**

Soldier Training Publication
No. 21-1-SMCT

Headquarters
Department of the Army
Washington, DC, 31 August 2003

**SOLDIER'S MANUAL OF
COMMON TASKS
Skill Level 1
TABLE OF CONTENTS**

	Page
PREFACE	vi
Chapter 1. Introduction	1-1
Chapter 2. Training Guide	2-1
Chapter 3. Skill Level 1 Tasks	3-1
Skill Level 1	
Subject Area 1: Individual Conduct and Laws of War	
181-101-1013 Comply with the Uniform Code of Military Justice (UCMJ).....	3-1
181-105-1001 Comply with the Law of War and the Geneva and Hague Conventions	3-16
224-176-1425 Interact with News Media	3-38
331-202-1049 Comply with the Requirements of the Code of Conduct	3-39
805C-PAD-1245 Support Unit and Family Readiness Through the Army Family Team Building (AFTB) Program	3-43
805C-PAD-1391 Comply With the Army's Equal Opportunity and Sexual Harassment Policies	3-49
Subject Area 2: First Aid	
081-831-1000 Evaluate a Casualty	3-52
081-831-1003 Perform First Aid to Clear an Object Stuck in the Throat of a Conscious Casualty	3-57
081-831-1005 Perform First Aid to Prevent or Control Shock	3-59
081-831-1007 Perform First Aid for Burns.....	3-61
081-831-1008 Perform First Aid for Heat Injuries.....	3-64

Distribution Restriction: Approved for public release; distribution is unlimited.

*This manual supersedes STP 21-1-SMCT, 1 October 1994.

081-831-1025	Perform First Aid for an Open Abdominal Wound	3-67
081-831-1026	Perform First Aid for an Open Chest Wound.....	3-69
081-831-1032	Perform First Aid for Bleeding of an Extremity	3-72
081-831-1033	Perform First Aid for an Open Head Wound	3-75
081-831-1034	Perform First Aid for a Suspected Fracture.....	3-79
081-831-1042	Perform Mouth-to-Mouth Resuscitation.....	3-83
081-831-1044	Perform First Aid for Nerve Agent Injury	3-87
081-831-1045	Perform First Aid for Cold Injuries	3-97
081-831-1046	Transport a Casualty.....	3-102
081-831-1053	Practice Individual Preventive Medicine Countermeasures.....	3-110

Subject Area 3: Nuclear, Biological, and Chemical (NBC)

031-503-1013	Decontaminate Yourself and Individual Equipment Using Chemical Decontaminating Kits	3-121
031-503-1015	Protect Yourself from NBC Injury/Contamination with Mission-Oriented Protective Posture (MOPP) Gear	3-124
031-503-1017	Respond to Depleted Uranium.....	3-128
031-503-1018	React to Nuclear Hazard/Attack.....	3-130
031-503-1019	React to Chemical or Biological Hazard/Attack.....	3-132
031-503-1035	Protect Yourself from Chemical/Biological Contamination Using Your Assigned Protective Mask	3-135
031-503-1036	Maintain Your Assigned Protective Mask.....	3-141
031-503-1037	Detect Chemical Agents Using M8 or M9 Detector Paper	3-143

Subject Area 4: Survive [Combat Techniques]

052-192-1042	Perform Self-Extraction from a Mined Area.....	3-146
052-192-1242	Locate Mine and Booby Trap Indicators by Visual Means	3-162
071-326-0502	Move Under Direct Fire	3-167
071-326-0503	Move Over, Through, or Around Obstacles (Except Minefields).....	3-176
071-326-0510	React to Indirect Fire While Dismounted.....	3-179
071-326-0511	React to Flares.....	3-180
071-326-0513	Select Temporary Fighting Positions.....	3-182
071-326-3002	React to Indirect Fire While Mounted	3-184
071-326-5703	Construct Individual Fighting Positions	3-185
071-331-0815	Practice Noise, Light, and Litter Discipline	3-195
071-331-1004	Perform Duty as a Guard	3-197
071-410-0002	React to Direct Fire While Mounted	3-199
071-710-0006	Plan Use of Night Vision Devices.....	3-200
093-401-5040	React to Unexploded Ordnance Hazards.....	3-202
551-88M-0005	Operate a Vehicle in a Convoy.....	3-218

Subject Area 5: Navigate

071-329-1006	Navigate from One Point on the Ground to Another Point While Dismounted	3-224
071-329-1030	Navigate from One Point on the Ground to Another Point While Mounted	3-234

Subject Area 6: Communicate

113-571-1022	Perform Voice Communications.....	3-241
113-600-2001	Communicate Via a Tactical Telephone	3-247
113-637-2001	Communicate Via a Tactical Radio in a Secure Net	3-249

Subject Area 7: See

071-331-0804	Perform Surveillance without the Aid of Electronic Devices	3-250
071-730-0014	Identify Combat Vehicles	3-254

Subject Area 8: Hand Grenades and Land Mines

071-325-4401	Perform Safety Checks on Hand Grenades	3-256
071-325-4407	Employ Hand Grenades.....	3-260
071-325-4425	Employ an M18A1 Claymore Mine.....	3-262

Subject Area 9: M16-Series Rifle

071-008-0007	Engage Targets with an M16-Series Rifle Using an AN/PAS-13 Series Thermal Weapon Sight	3-275
071-311-2025	Maintain an M16-Series Rifle	3-277
071-311-2027	Load an M16-Series Rifle	3-303
071-311-2028	Unload an M16-Series Rifle	3-311
071-315-2308	Engage Targets with an M16-Series Rifle Using a Night Vision Sight AN/PVS-4	3-313

Subject Area 10: M240B Machine Gun

071-000-0005	Prepare a Range Card for a Machine Gun	3-317
071-025-0001	Maintain an M240B Machine Gun.....	3-326
071-025-0003	Load an M240B Machine Gun	3-334
071-025-0004	Unload an M240B Machine Gun	3-336
071-025-0007	Engage Targets with an M240B Machine Gun.....	3-337

Subject Area 11: M249 Machine Gun

071-010-0006	Engage Targets with an M249 Machine Gun.....	3-341
071-312-4025	Maintain an M249 Machine Gun	3-351
071-312-4027	Load an M249 Machine Gun.....	3-375
071-312-4028	Unload an M249 Machine Gun	3-379

Subject Area 12: M60 Machine Gun

071-312-3025	Maintain an M60 Machine Gun	3-381
071-312-3027	Load an M60 Machine Gun.....	3-397

071-312-3028	Unload an M60 Machine Gun	3-399
071-312-3031	Engage Targets with an M60 Machine Gun	3-401

Subject Area 13: MK19 Machine Gun

071-030-0001	Maintain an MK19 Machine Gun	3-407
071-030-0004	Engage Targets with an MK19 Machine Gun	3-431
071-030-0005	Load an MK19 Machine Gun	3-440
071-030-0006	Unload an MK19 Machine Gun	3-445
071-030-0007	Perform a Function Check on an MK19 Machine Gun	3-449

Subject Area 14: Caliber .50 M2 Machine Gun

071-022-0001	Maintain a Caliber .50 M2 Machine Gun	3-451
071-022-0003	Load a Caliber .50 M2 Machine Gun	3-487
071-022-0004	Unload a Caliber .50 M2 Machine Gun	3-488
071-313-3454	Engage Targets with a Caliber .50 M2 Machine Gun	3-490

Subject Area 15: M136 Launcher

071-054-0001	Prepare an M136 Launcher for Firing	3-501
071-054-0002	Restore an M136 Launcher to Carrying Configuration	3-507

Subject Area 16: M203 Grenade Launcher

071-311-2125	Maintain an M203 Grenade Launcher	3-509
071-311-2127	Load an M203 Grenade Launcher	3-516
071-311-2128	Unload an M203 Grenade Launcher	3-518
071-311-2129	Correct Malfunctions of an M203 Grenade Launcher	3-519
071-311-2130	Engage Targets with an M203 Grenade Launcher	3-521

Subject Area 17: M4 Carbine

071-100-0003	Engage Targets with an M4 or M4A1 Carbine	3-528
071-100-0004	Maintain an M4 or M4A1 Carbine	3-530

Subject Area 18: 9mm Pistol

071-004-0001	Maintain an M9 Pistol	3-538
071-004-0003	Load an M9 Pistol	3-546
071-004-0004	Unload an M9 Pistol	3-547
071-004-0006	Engage Targets with an M9 Pistol	3-548

Subject Area 19: Crowd Control

191-376-4121	Use a Riot Baton	3-558
191-376-4122	Position Yourself in Riot Control Formations	3-568

Subject Area 20: Casualty Reporting and Handling

101-515-1997	Inter Isolated Remains (After Receiving Authorization)	3-576
--------------	--	-------

101-515-1998	Evacuate Isolated Remains	3-577
101-515-1999	Recover Isolated Remains	3-579

Subject Area 21: Defense Measures

052-191-1361	Camouflage Yourself and Your Individual Equipment.....	3-582
052-191-1362	Camouflage Equipment	3-588
191-376-4114	Control Entry to and Exit from a Restricted Area ...	3-591
301-371-1000	Report Intelligence Information	3-593
301-371-1050	Implement Operations Security (OPSEC) Measures	3-595

Appendix A	Proponent or Agency Codes.....	A-1
-------------------	---------------------------------------	------------

Appendix B	Guide to Forms	B-1
-------------------	-----------------------------	------------

Appendix C	Land Navigation Supporting Tasks	C-1
-------------------	---	------------

Glossary	Glossary-1
-----------------------	-------------------

References	References-1
-------------------------	---------------------

Chapter 2

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 discussed in this chapter 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.

PRINCIPLE OF TRAINING

2-1. There are 10 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

2-2. 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 10 principles of training 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.

2-3. Commanders delegate authority to NCOs in the support channel as the primary trainers of individuals, 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

2-4. 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.
- Evaluate training and conduct AARs to provide feedback to the commander on individual, crew, and small team proficiency.

2-5. Senior NCOs coach junior NCOs to master a wide range of individual tasks.

TRAIN AS A COMBINED ARMS AND JOINT TEAM

2-6. The Army provides a 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.

2-7. 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.

2-8. 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.

2-9. Today's Army doctrine requires teamwork at all echelons. Well-trained Army combined arms teams can readily perform in JIM environments. When committed to battle, each unit must be prepared to execute operations without additional training or lengthy adjustment periods. Leaders must regularly practice 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.

2-10. 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.

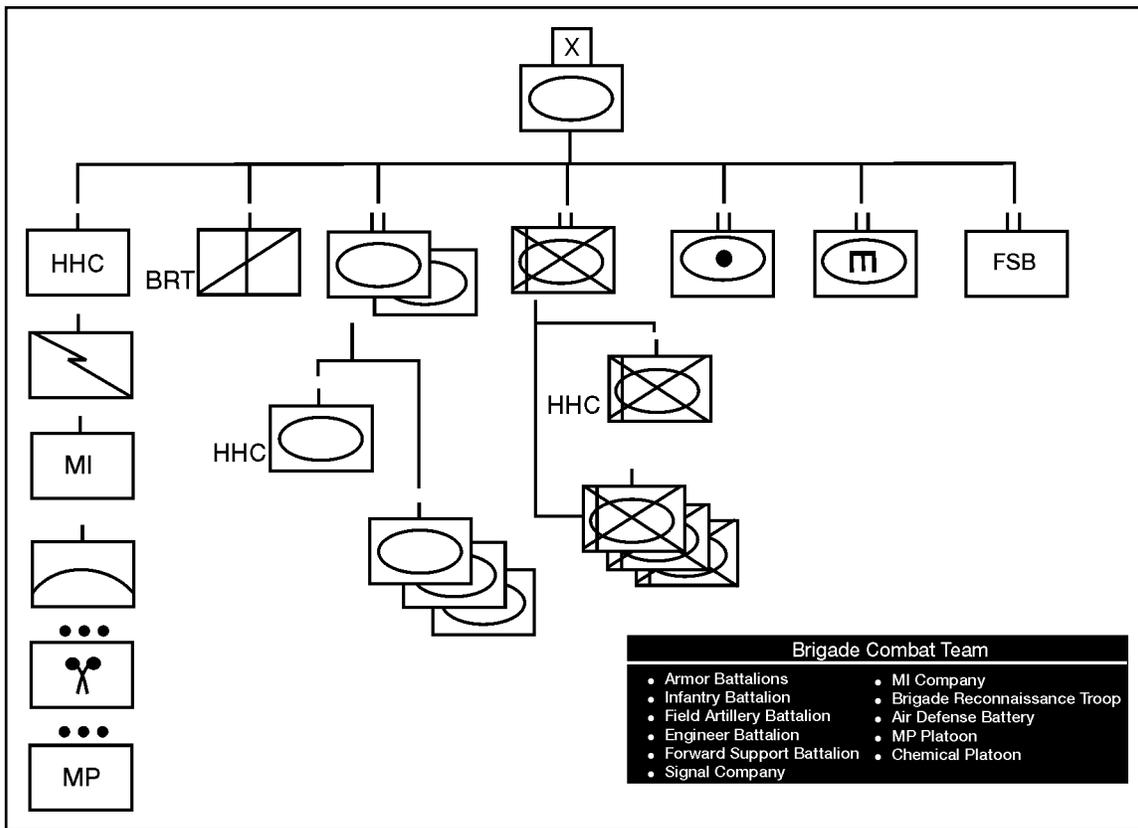


Figure 2-2. Brigade Combat Team

2-11. 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.

2-12. 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."

2-13. 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.

2-14. 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 and divisional air defense artillery battalion, 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.

2-15. 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.

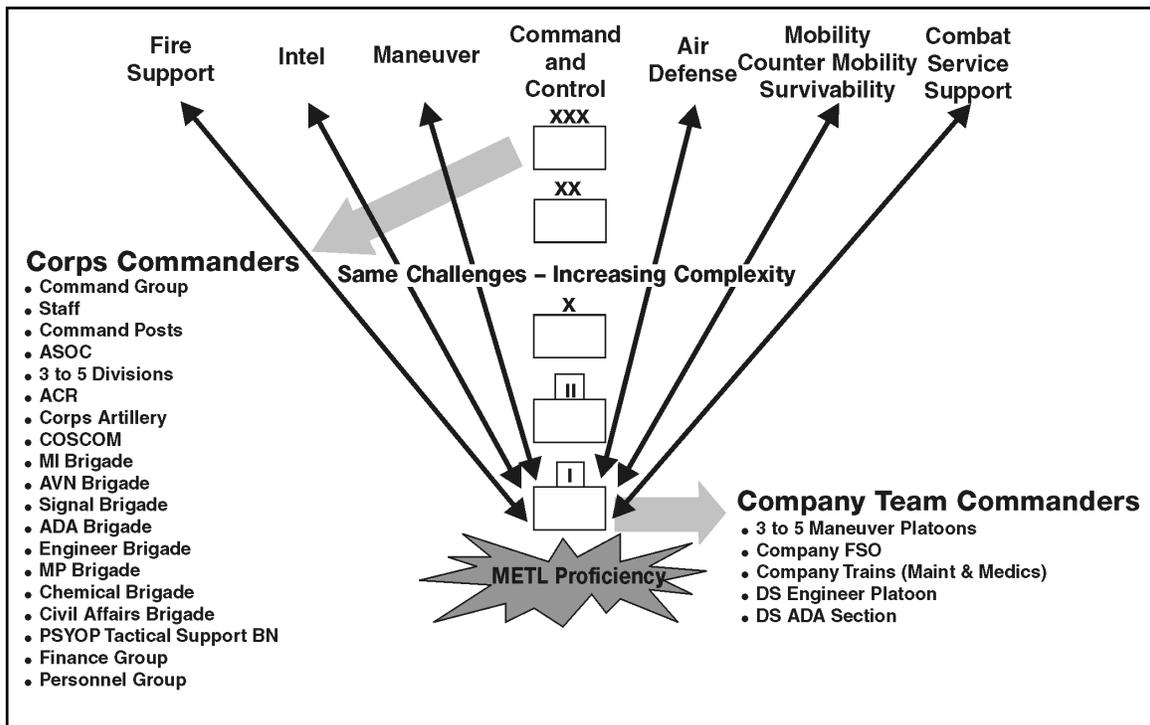


Figure 2-3. Combined Arms Training—Scope and Scale

TRAIN FOR COMBAT PROFICIENCY

2-16. 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; JIM 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 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

2-17. Training must be done to the Army standard and conform to Army doctrine. If 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 provides the doctrinal foundations; 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 STPs, 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 opera-

tions 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

2-18. 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

2-19. 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

2-20. 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.

2-21. 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—

- Require detailed planning and coordination by commanders and leaders at each echelon.
- Maintain battle focus by linking individual and collective battle tasks with unit METL tasks, within large-scale training event METL tasks.
- Habitually train at least two echelons simultaneously on selected METL tasks.

TRAIN TO SUSTAIN PROFICIENCY

2-22. Once individuals and units have trained to a required level of proficiency, leaders must structure individual and collective training plans to re-train 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.

2-23. 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 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.

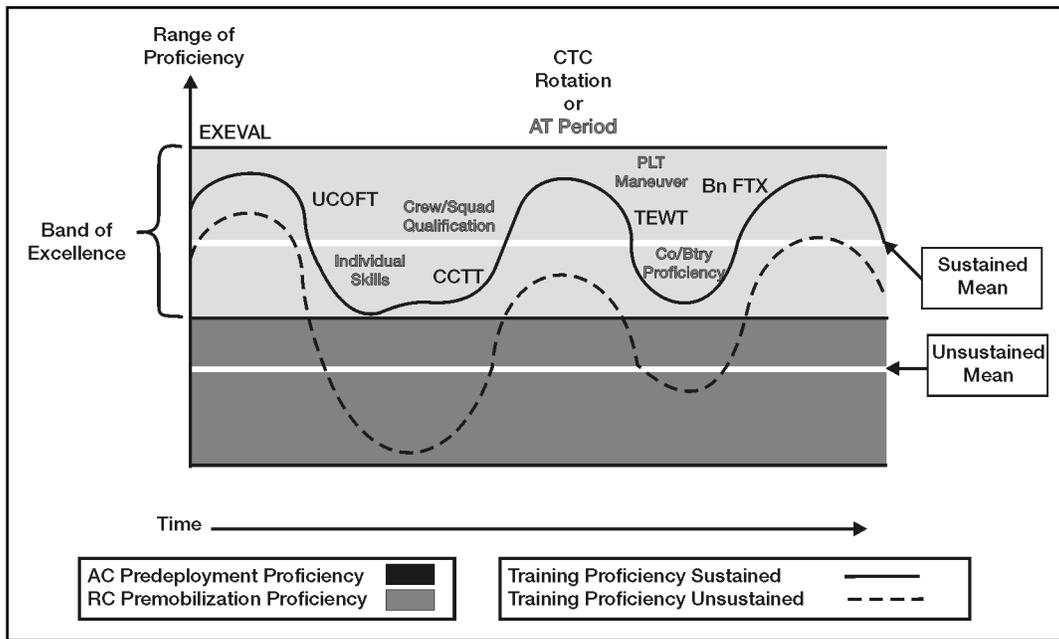


Figure 2-4. Band of Excellence

2-24. 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.

2-25. 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

2-26. 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

2-27. 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

2-28. 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—

- 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

2-29. 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

2-30. 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.

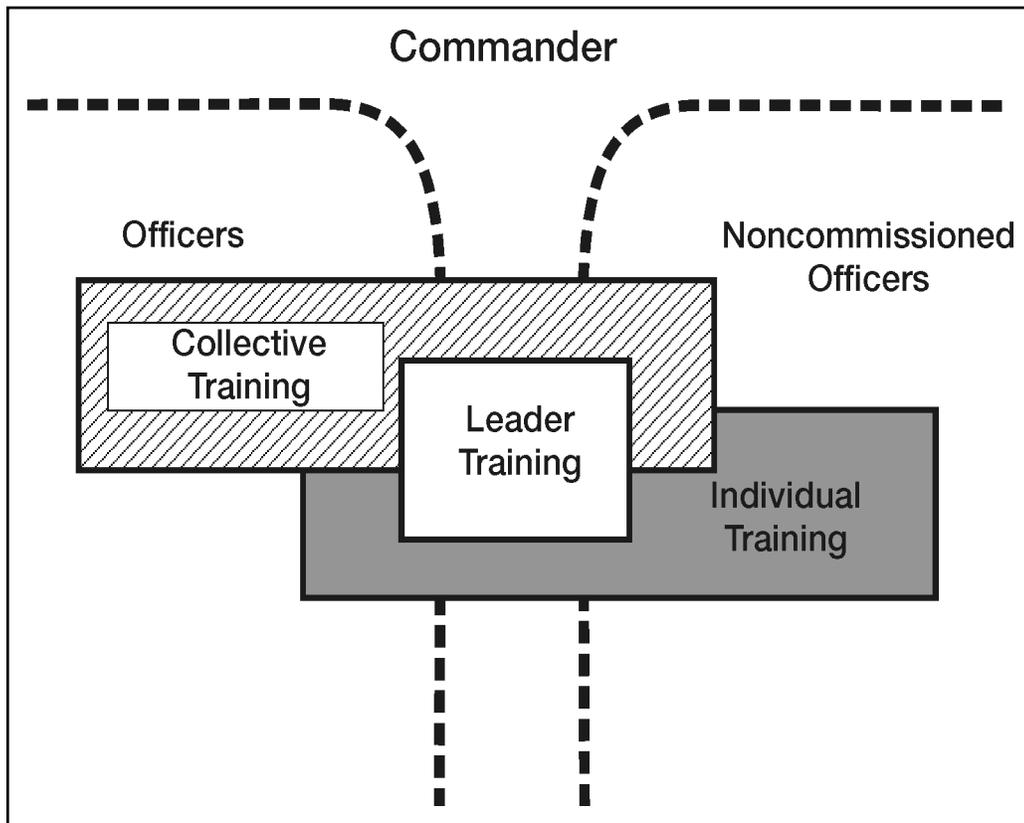


Figure 2-5. Overlapping Training Responsibilities

TRAIN ALL ELEMENTS TO BE PROFICIENT ON THEIR MISSION ESSENTIAL TASKS

2-31. 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

2-32. 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

2-33. 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

2-34. 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

2-35. 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 CONDUCTIVE TO GOOD TRAINING

2-36. Commanders create a climate that rewards subordinates who are bold and innovative trainers. They challenge the organization and each individ-

ual to train to full potential. Patience and coaching are essential ingredients to ultimate achievement of the Army standard.

ELIMINATE TRAINING DISTRACTIONS

2-37. 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

2-38. 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.

2-39. 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.

2-40. 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

2-41. 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.

2-42. 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.

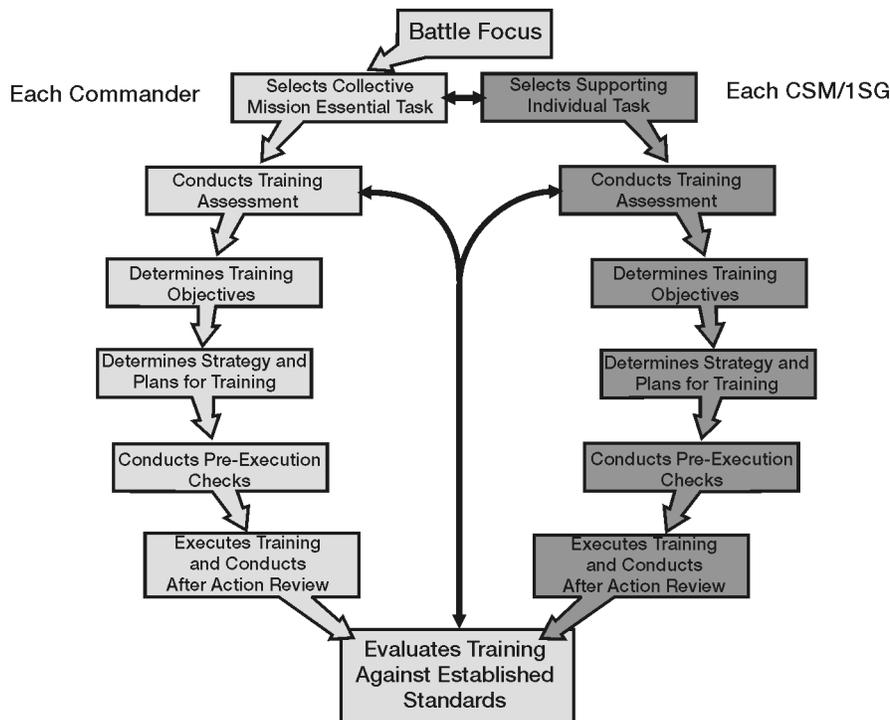


Figure 2-6. Integration of Collective and Individual Training

2-43. The commander and the CSM or 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 or 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.

ARMY TRAINING MANAGEMENT CYCLE

2-44. 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 utilize effectively 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).

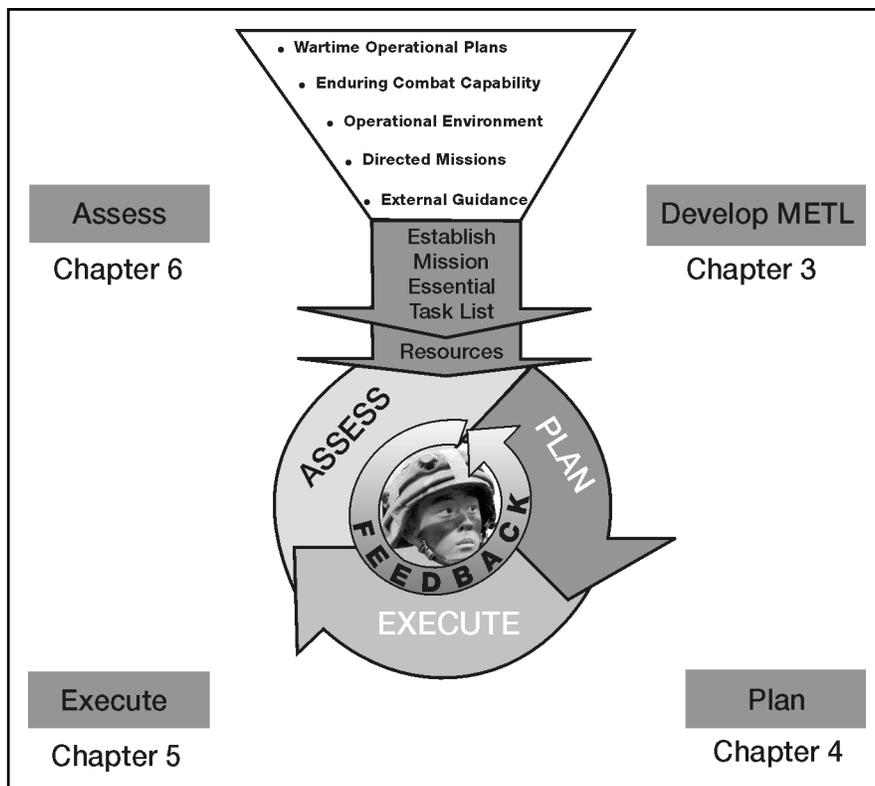


Figure 2-7. Army Training Management Cycle

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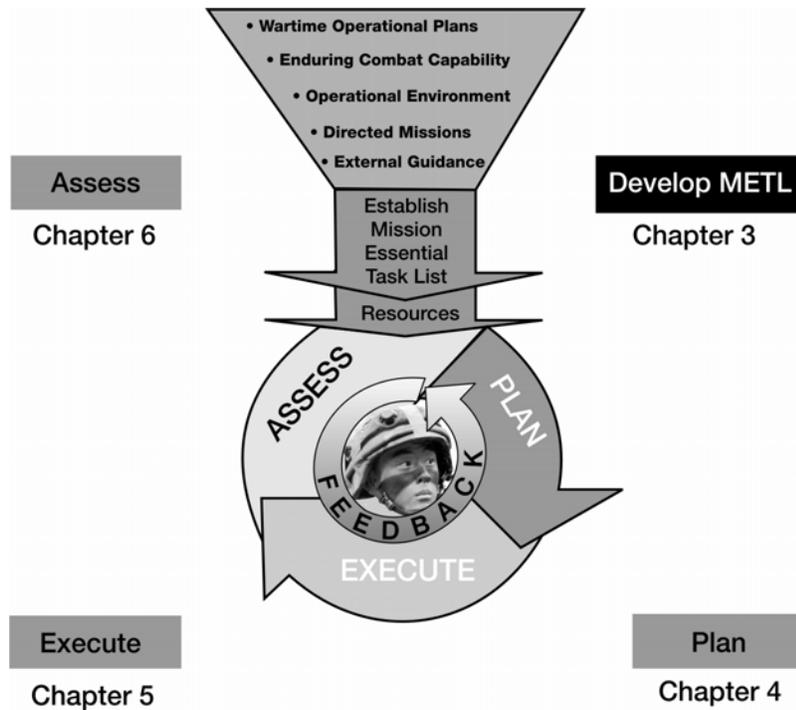
Chapter 3

Mission Essential Task List (METL) Development

We focus our training programs to accomplish unit missions decisively for our nation's warfighting needs.

- Maximize all training opportunities.
- Commander's first priority is training.
- Training must be standards-based and should include assessments against an established standard.
- Train as we fight.
- Every training event is a leader development opportunity (training builds soldier and leader confidence).

General John N. Abrams



CONTENTS	
METL Development Process.....	3-2
Inputs to METL Development.....	3-3
Commanders' Analysis	3-5
METL Development Fundamentals	3-6
Battlefield Operating Systems	3-6
METL Development Sequence.....	3-8
Battle Tasks	3-8
Staff METL	3-24
Specialty Platoon Critical Task List Development.....	3-26
Reserve Component METL Development.....	3-26
Echelon Above Division/Echelon Above Corps METL Development.....	3-27
Table of Distribution and Allowances METL Development.....	3-27
METL Development for Directed Change of Mission.....	3-28
Training Objectives.....	3-29
Summary.....	3-36

METL DEVELOPMENT PROCESS

3-1. The METL development process links the unit's wartime operational mission with its training. Battle focused training programs are based on wartime operational requirements. 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 is responsible for identifying the tasks essential to accomplish the organization's wartime operational mission. Battle focused METL identifies the tasks essential to accomplish the unit's wartime operational mission and provides the foundation for the unit's training program. All company-level and above units, AC and RC, MTOE and TDA, develop a METL. Staffs at each level also develop a METL that supports their unit's METL. Detachments that are organized with a commander and under a distinct MTOE or TDA (for example, special forces detachments, explosive ordnance detachments, transportation port operation cargo detachments, and preventive medicine medical detachments) are examples of these units.

3-2. The METL development process is the catalyst to focus training on wartime operational missions. It—

- Uses the wartime operational mission and other inputs to METL development to focus the unit's training on essential tasks.
- Provides a forum for professional discussion and leader development among senior, subordinate, and adjacent 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 to the organization's training plan by unit leaders.

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

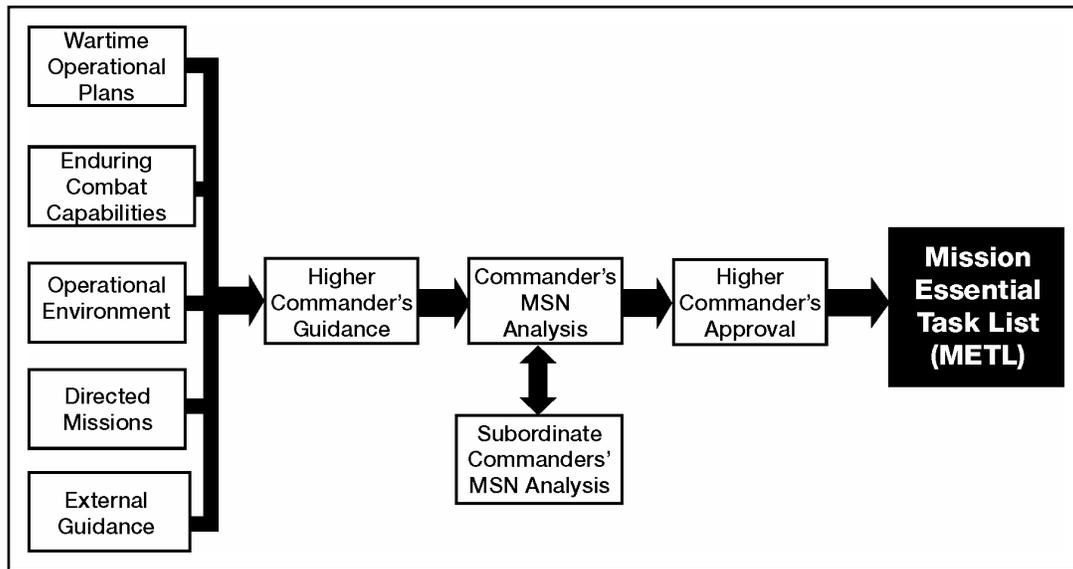


Figure 3-1. Mission Essential Task List Development Process

INPUTS TO METL DEVELOPMENT

3-4. There are five primary inputs to METL development—

- **Wartime operational plans.** The most critical input to METL development is the organization's wartime operational mission.
- **Enduring combat capabilities.** The fundamental reason for the organization and operation of Army forces is to generate effects of combined arms. 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 that the Army successfully accomplishes any mission, anytime, anywhere.
- **Operational environment.** The six dimensions of the operational environment are defined in FM 3-0, Chapter 1. They are: threat, political, unified action, land combat operations, information, and technology.
- **Directed missions.** Army organizations are frequently directed to execute a mission other than their assigned wartime operational mission. These missions can range from major combat operations to humanitarian assistance, security cooperation activities, or other types of stability operations or support operations, and often include a combination of all of these mission types.
- **External guidance.** External guidance serves as an additional source of training tasks that relate to an organization's wartime operational mission. Some examples of these external sources of guidance are—
 - Higher headquarters directives.
 - ARTEP-MTPs.
 - Mobilization plans.
 - Installation wartime transition and deployment plans.

- Force integration plans.
- Army Universal Task List (AUTL).
- Universal Joint Task List (UJTL).

3-5. The UJTL (CJCSM 3500.04C) serves as a common language and common reference system for joint force commanders to communicate mission requirements. It is the basic language for developing a joint METL (JMETL). The UJTL defines tasks and functions performed by joint headquarters, the Army, and other service components operating at the operational and strategic levels of war.

3-6. The AUTL (FM 7-15) is a comprehensive listing of Army tactical-level collective tasks and functions for tactical units (company through corps) and staffs. It complements the UJTL. The AUTL provides a basis for establishing unit-specific ARTEP-MTP linkage to the UJTL. This mission-to-task-to-training linkage assists forces in training the way they intend to fight. The AUTL—

- Provides a common, doctrinal structure for Army tactical mission tasks.
- Articulates what the Army does to accomplish missions.
- Applies to all four types of military operations (offense, defense, stability, support).
- Lists collective Army tactical tasks subordinate to each of the seven BOS.

3-7. Figure 3-2 illustrates the UJTL, AUTL, and ARTEP-MTP relationship.

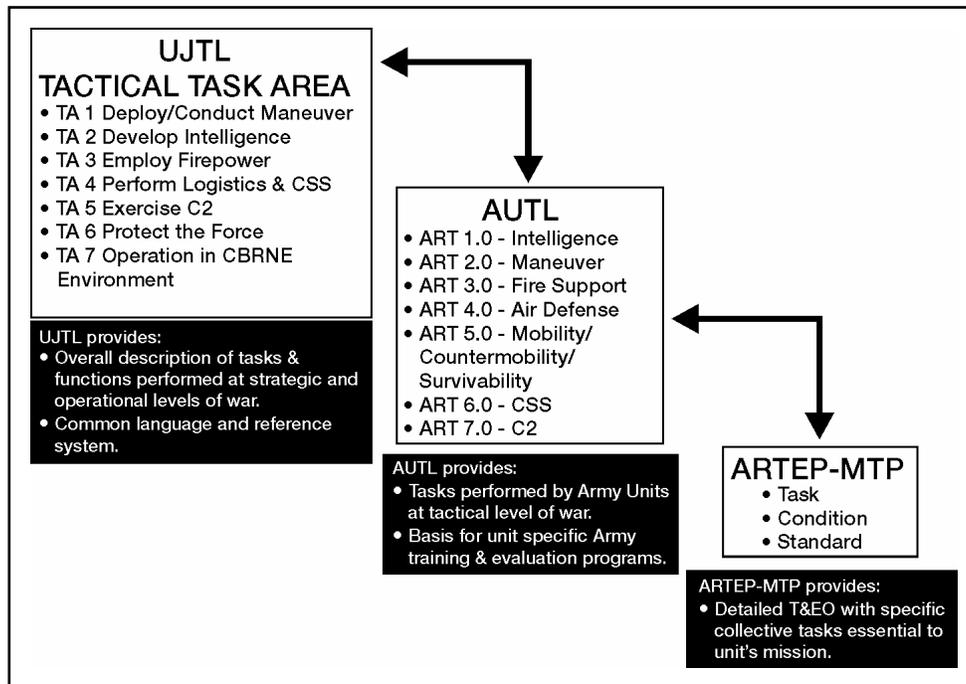


Figure 3-2. UJTL–AUTL–ARTEP-MTP Crosswalk

3-8. Unit-specific doctrinal manuals are primary sources for training tasks. The applicable ARTEP-MTP is a good starting point for selecting collective tasks to support the missions at the battalion and company levels. Leaders may develop task lists using the following sources when no ARTEP-MTP exists—

- MTOE.
- TDA.
- Tactical standing operating procedures (TSOPs).
- ARTEP-MTPs for other units with similar organization or a similar mission or task.
- Technical manuals (TMs).
- Training circulars (TCs).
- Combined Arms Center (CAC) Lessons Learned Data Base.
- Readiness standing operating procedures (RSOPs).
- State operational contingency plans for the ARNG.

3-9. METLs may vary significantly in similar types of organizations because of different wartime operational missions and geographical location. For example, a continental United States (CONUS)-based power projection organization may identify strategic deployment requirements as critical tasks while a like forward-deployed organization may identify tactical deployment requirements such as rapid assembly and tactical road march as critical tasks. Geography also influences the selection of different mission essential tasks for units. The presence of significant water obstacles; mountainous terrain; tropical, cold, or desert environments; indigenous population patterns; and other related demographics all have the potential to affect an organization's METL.

COMMANDERS' ANALYSIS

3-10. To identify mission essential tasks, the commander conducts an analysis of the unit's operational mission. In the absence of a directed operational mission, analysis is based on the unit's assigned mission in wartime operational plans. In the absence of clear alignment with wartime operational plans, mission analysis is based on analysis of missions for which the unit was designed to accomplish in wartime, as established in the unit's MTOE/TDA and how-to-fight doctrine. Higher commanders provide guidance to help their subordinate commanders focus their analysis. Mission analysis results in identification of specified and implied tasks the unit must perform and in a restatement of the unit's mission. To provide battle focus, the commander identifies those tasks critical for mission accomplishment. These tasks constitute the organization's METL. The next higher commander approves the METL. A change of operational mission requires the commander to analyze the mission again and adjust the unit's METL accordingly.

3-11. The METL development process reduces the number of tasks on which 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 FUNDAMENTALS

3-12. The following fundamentals apply to METL development—

- The METL is derived from the organization's war 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 or the supported unit.
- The availability of resources does not affect METL development. The METL is an unconstrained statement of tasks required to accomplish wartime missions.
- METL is not prioritized; however, all tasks may not require equal training time.
- Commanders direct operations and integrate the BOS through plans and orders. The BOS are used to systematically ensure that the interdependent organizational tasks necessary to generate, sustain, and apply combat power are directed toward accomplishing the overall mission.

3-13. Figure 3-3 summarizes the fundamental concepts in the METL development process:

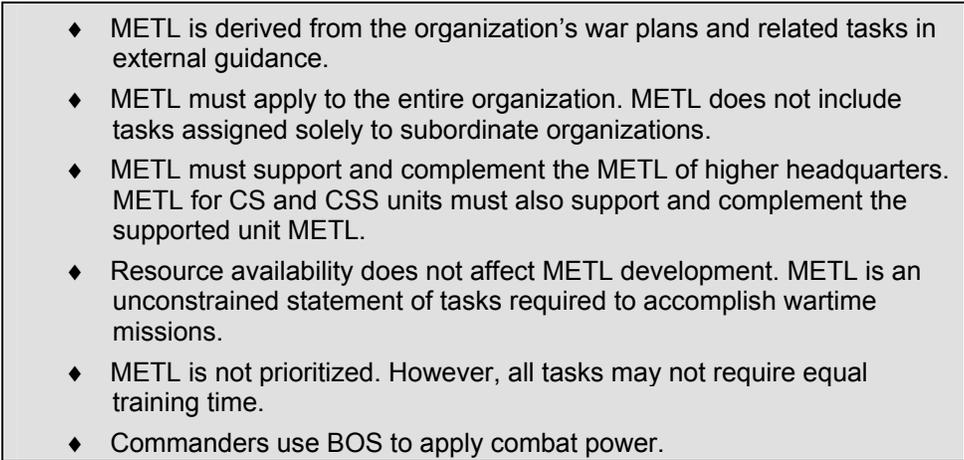
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- ◆ METL is derived from the organization's war plans and related tasks in external guidance.
 - ◆ METL must apply to the entire organization. METL does not include tasks assigned solely to subordinate organizations.
 - ◆ METL must support and complement the METL of higher headquarters. METL for CS and CSS units must also support and complement the supported unit METL.
 - ◆ Resource availability does not affect METL development. METL is an unconstrained statement of tasks required to accomplish wartime missions.
 - ◆ METL is not prioritized. However, all tasks may not require equal training time.
 - ◆ Commanders use BOS to apply combat power.

Figure 3-3. Fundamental Concepts Used in METL Development

BATTLEFIELD OPERATING SYSTEMS

3-14. The battlefield operating systems (BOS) are—

- Intelligence.
- Maneuver.
- Fire support.
- Air defense.
- Mobility/countermobility/survivability.
- Combat service support.
- Command and control.

INTELLIGENCE

3-15. The intelligence system plans, directs, collects, processes, produces, and disseminates intelligence on the threat and the environment; performs intelligence preparation of the battlefield (IPB); and accomplishes other intelligence tasks. Intelligence is developed as a part of a continuous process and is fundamental to Army operations.

MANEUVER

3-16. 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

3-17. 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

3-18. 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. Weapons of mass destruction (WMD) and proliferation of missile technology increase the importance of the air defense systems.

MOBILITY/COUNTERMOBILITY/SURVIVABILITY

3-19. 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. Countermobility denies mobility to enemy forces. Survivability operations protect friendly forces from the effects of enemy weapon systems and from natural occurrences. NBC defense measures are essential survivability tasks.

COMBAT SERVICE SUPPORT

3-20. Combat service support (CSS) provides the physical means with which forces operate, from the production base and replacement centers in CONUS to soldiers engaged in close combat. CSS includes many technical specialties and functional activities. It maximizes the use of host nation infrastructure and contracted support.

COMMAND AND CONTROL

3-21. 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 the common goal—mission accomplishment.

METL DEVELOPMENT SEQUENCE

3-22. Commanders involve subordinate commanders, their CSM or 1SG, and key NCOs in METL development to create a team approach to battle focused training. Subordinate participation develops a common understanding of the organization’s critical wartime operational mission 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 in the development of their METL. The CSM/1SG and other key NCOs must understand the organization’s collective METL so that they can identify individual tasks for each collective mission essential task.

3-23. The higher commander should use the METL for leader development. The senior commander can have a professional dialogue with subordinates on METL development, selection of battle tasks, and training. This dialogue gives the commander the opportunity to coach and mentor subordinates and train them for positions of higher authority. This mentoring and training should be done at all levels.

BATTLE TASKS

3-24. 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 determines the success of the next higher organization’s mission essential task. Similar units may have different battle tasks selected, depending on their mission. Battle tasks are selected down to the company level. Company commanders are the lowest echelon commander that selects battle tasks. 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, facilities (to include live and virtual simulators and constructive simulations), materiel, and funds.
- Receive emphasis during external evaluations.

3-25. Figure 3-4 depicts the higher-to-lower relationship of mission and METL. It illustrates the relationship the subordinate units’ METL has with the higher headquarters’ METL through the selection of battle tasks. Although an MTOE brigade is used as the example, the METL/battle/critical/leader/individual task construction is the same for

all units, including TDA, echelons above division, and echelons above corps—

- Battalions have METL tasks selected as brigade battle tasks.
- Companies have METL tasks selected as battalion battle tasks.
- Platoons have critical tasks selected as company battle tasks.

3-26. Figure 3-4 also shows the connection between a company METL and platoon, squad, leader, and individual soldier tasks. These relationships are examined in detail later in this chapter.

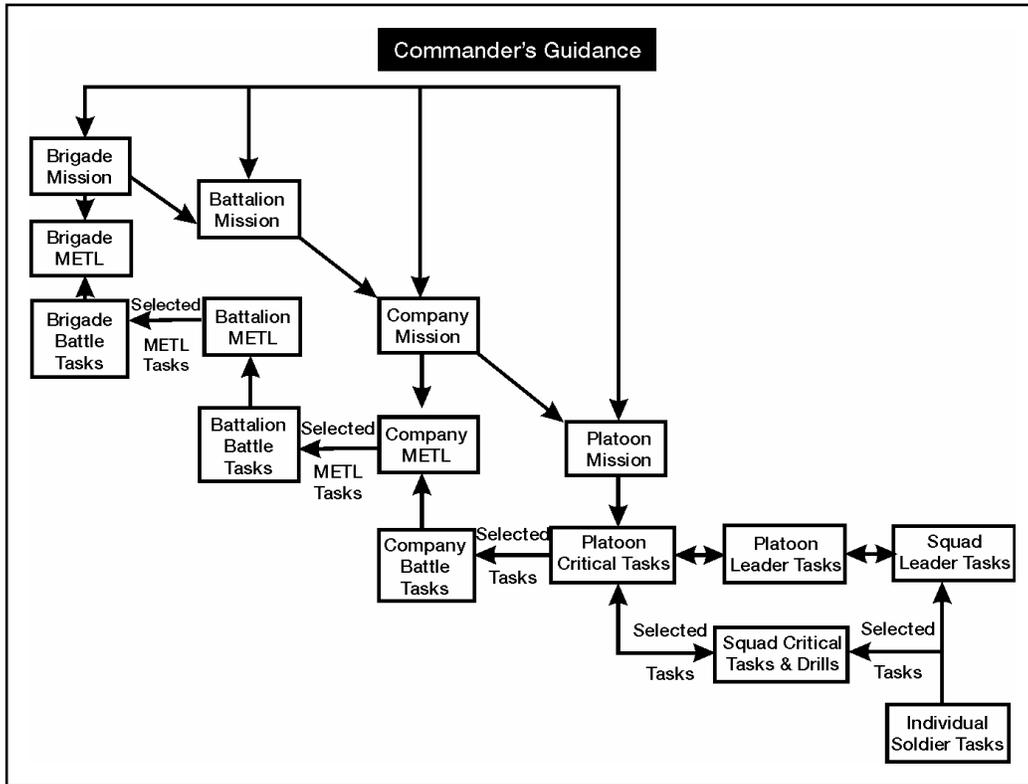


Figure 3-4. Relationships between Mission, METL, Critical Tasks, and Battle Task

BRIGADE METL DEVELOPMENT

3-27. The BCT commander involves all subordinate combat, CS, and CSS unit commanders, their CSM/1SG's, and the BCT staff in the METL development process. Their participation ensures a better understanding of the BCT mission and METL, providing insights that can be applied when they develop their METL. The BCT commander follows the METL development sequence shown in figure 3-5.

METL DEVELOPMENT SEQUENCE:

- Analyze brigade assigned mission and identify specified and implied tasks.
- Analyze operational environment and external guidance.
- Review division commander's mission and METL.
- Restate the brigade's operational mission.
- Identify collective tasks that support the brigade's restated mission. Select tasks critical for mission accomplishment. These tasks become the brigade's METL.
- Sequence METL tasks as they are expected to occur during mission execution.
- Back-brief division commander and obtain approval of brigade METL. Division commander designates selected brigade METL tasks as division battle tasks.
- Provide approved METL to staff, and to battalion and separate company commanders.

Figure 3-5. Brigade METL Development Sequence

3-28. The brigade commander—

- Analyzes the brigade's assigned mission and identifies specified and implied tasks.
- Analyzes the operational environment and other external guidance to identify any other tasks.
- Reviews the division commander's mission and METL.
- Restates the brigade wartime operational mission.
- Uses the mission-to-collective task matrix found in the ARTEP-MTP to identify the collective tasks that support the brigade's restated mission, and selects those collective tasks that are critical for wartime mission accomplishment. These tasks become the brigade's METL.
- Sequences the METL tasks as they are expected to occur during the execution of the wartime operational mission.
- Back-briefs the division commander and obtains approval of the brigade METL. The division commander selects specific brigade METL tasks as division battle tasks.
- Provides the approved METL to the staff, and battalion and separate company commanders.

BATTALION METL DEVELOPMENT

3-29. The battalion commander involves all subordinate company commanders, CSMs, 1SGs, staff, and key NCOs in the battalion METL development process. Their participation ensures a better understanding of the battalion mission and METL, providing insights that can be applied when they develop the company METLs. The battalion commander follows the METL development sequence shown in figure 3-6.

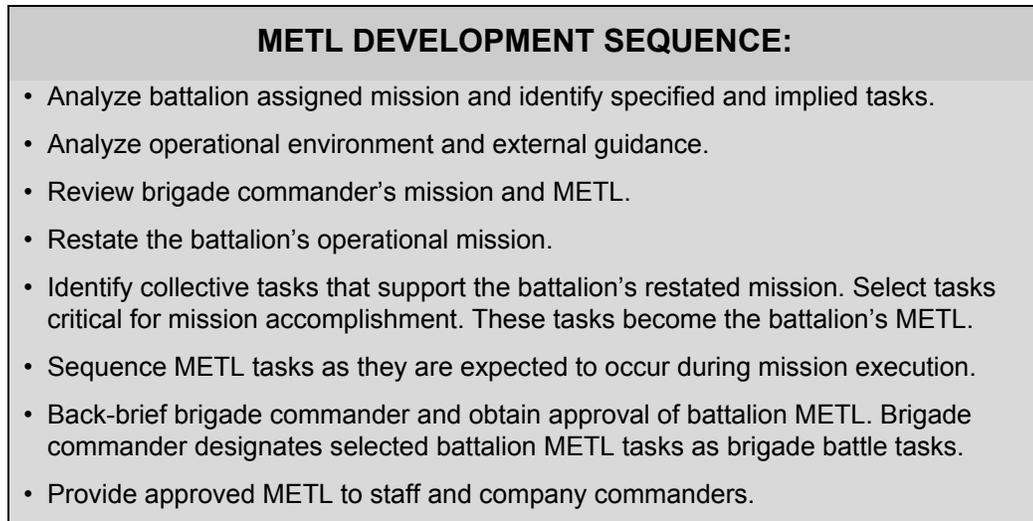


Figure 3-6. Battalion METL Development Sequence

3-30. The battalion commander—

- Analyzes the battalion’s assigned mission and identifies specified and implied tasks.
- Analyzes the operational environment and other external guidance to identify any other tasks.
- Reviews the brigade commander’s mission and METL.
- Restates the battalion wartime operational mission.
- Uses the mission-to-collective task matrix found in the ARTEP-MTP to identify the collective tasks that support the battalion’s restated mission, and selects those collective tasks that are critical for wartime mission accomplishment. These tasks become the battalion’s METL.
- Sequences the METL tasks as they are expected to occur during the execution of the wartime operational mission.
- Back-briefs the brigade commander and obtains approval of the battalion METL. The brigade commander selects specific battalion METL tasks as brigade battle tasks.
- Provides the approved METL to the staff and company commanders.

3-31. Figure 3-7 illustrates the battalion and separate company METL for the BCT METL task “Conduct an Attack.”

3-32. The remainder of this chapter describes and illustrates—

- Company METL development.
- Platoon critical task and drill list development.
- Squad/section/crew/team critical task and drill list development.
- Individual soldier task list development.

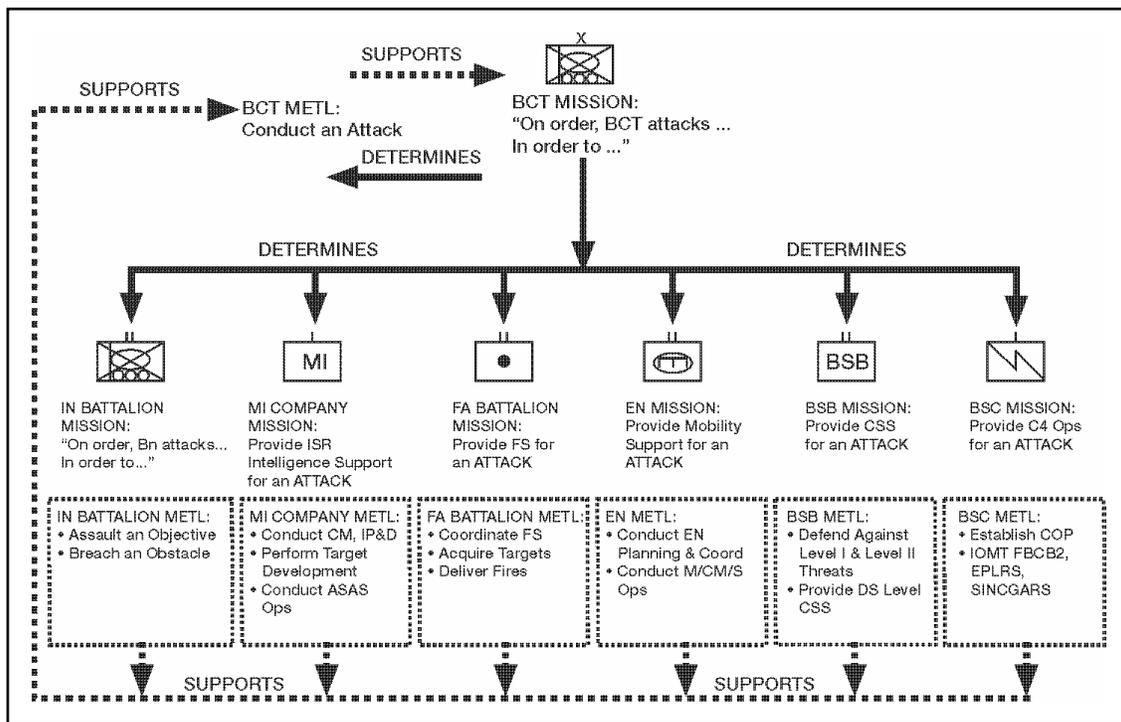


Figure 3-7. METL Crosswalk

COMPANY METL DEVELOPMENT

Description

3-33. The company commander involves the 1SG, all platoon leaders, and key NCOs in the company METL development process. Their participation ensures a better understanding of the company's mission and METL, providing them insights that can be applied when they develop the platoon critical tasks and platoon-level leader tasks. The company commander follows the METL development sequence shown in figure 3-8.

METL DEVELOPMENT SEQUENCE:

- Analyze company assigned mission and identify specified and implied tasks.
- Analyze operational environment and external guidance.
- Review battalion commander's mission and METL.
- Restate company operational mission.
- Identify collective tasks that support the company's restated mission. Select tasks critical for mission accomplishment. These tasks become the company's METL.
- Sequence METL tasks as they are expected to occur during mission execution.
- Back-brief battalion commander and obtain approval of company METL. Battalion commander designates selected company METL tasks as battalion battle tasks.
- Provide approved METL to platoon leaders and subordinate leaders.

Figure 3-8. Company METL Development Sequence

3-34. The company commander—

- Analyzes the company's assigned mission and identifies specified and implied tasks.
- Analyzes the operational environment and other external guidance to identify any other tasks.
- Reviews the battalion commander's mission and METL.
- Restates the company wartime operational mission.
- Uses the mission-to-collective task matrix found in the ARTEP-MTP to identify the collective tasks that support the company's restated mission, and selects those collective tasks that are critical for wartime mission accomplishment. These tasks become the company's METL.
- Sequences the METL tasks as they are expected to occur during the execution of the wartime operational mission.
- Back-briefs the battalion commander and obtains approval of the company METL. The battalion commander selects specific company METL tasks as battalion battle tasks.
- Provides the approved METL to the platoon leaders and other subordinate leaders.

3-35. The importance of METL development followed by the collective task to individual task crosswalk at company, battery, and troop level and below cannot be over emphasized. Figure 3-9 illustrates the company commander's analysis sequence used during METL development. The company commander pays particular attention to company METL tasks selected by the battalion commander as battalion battle tasks. The company commander must acknowledge the critical importance of achieving and sustaining proficiency on company METL tasks necessary to the battalion accomplishing its wartime operational mission.

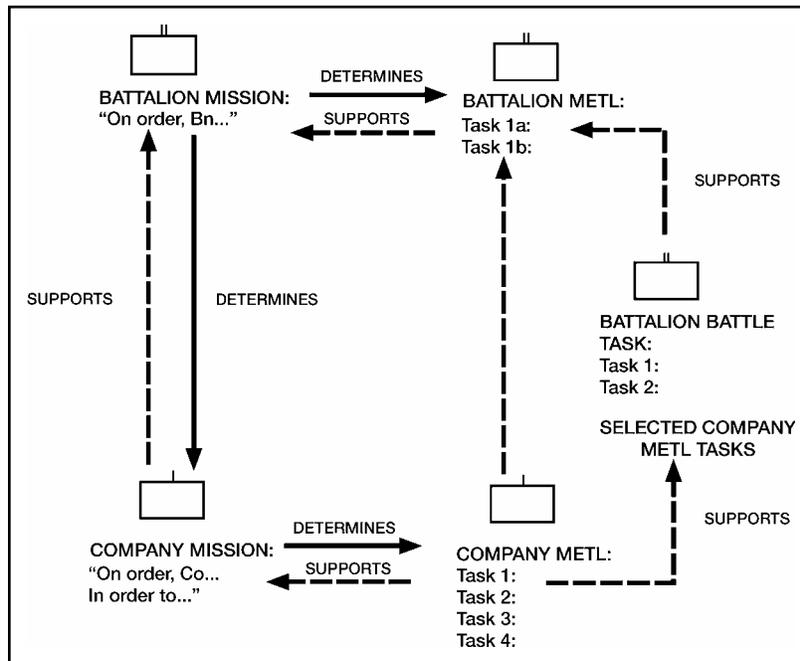


Figure 3-9. Company METL Development

Company METL Development Examples

3-36. An example of METL development for an infantry company is shown in figure 3-10. This example illustrates the supporting relationships of the infantry company mission and METL to the infantry battalion mission and METL.

3-37. An example of METL development for an FA battery is shown in figure 3-11. This example highlights the supporting relationships between an FA battalion’s METL, a firing battery’s METL, and an FA battalion tactical operations center’s (TOC’s) and fire direction center’s (FDC’s) staff METL tasks.

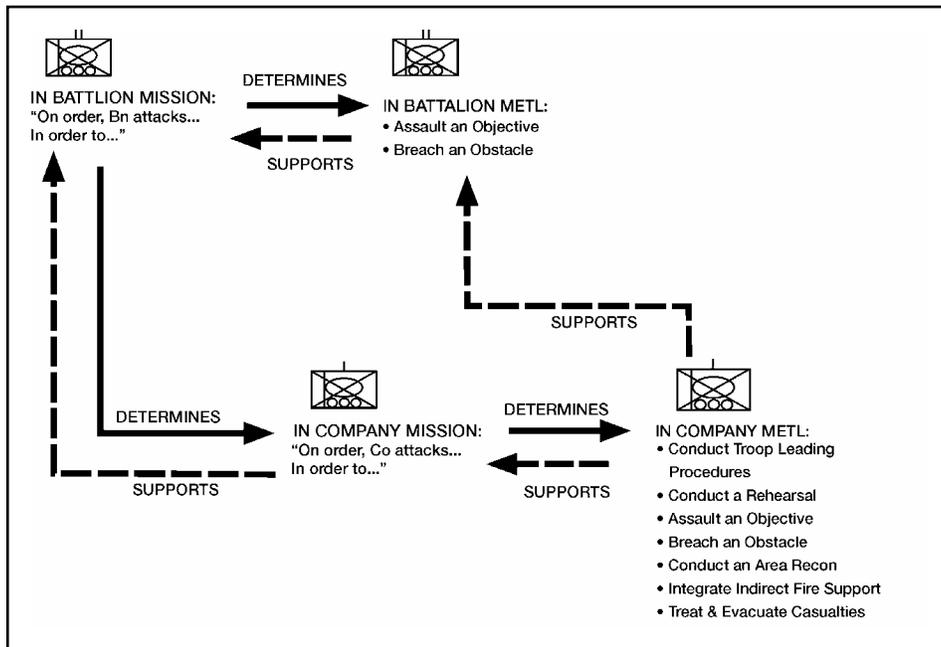


Figure 3-10. Infantry Company METL Development

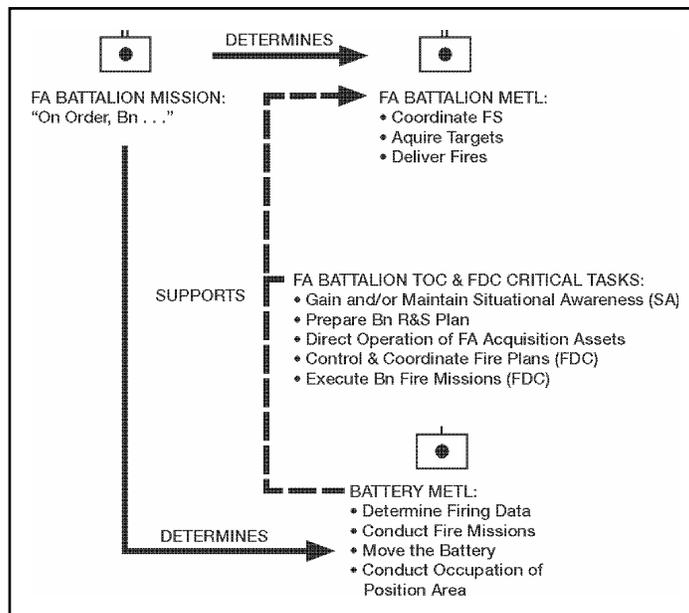


Figure 3-11. Battery METL Development

3-38. An example of METL development for a brigade support medical company in the brigade support battalion (BSB) is shown in figure 3-12. It illustrates the supporting relationships of the brigade support medical company mission and METL to the BSB mission and METL. The headquarters and distribution company and the forward maintenance company of the BSB also follow this same METL development process.

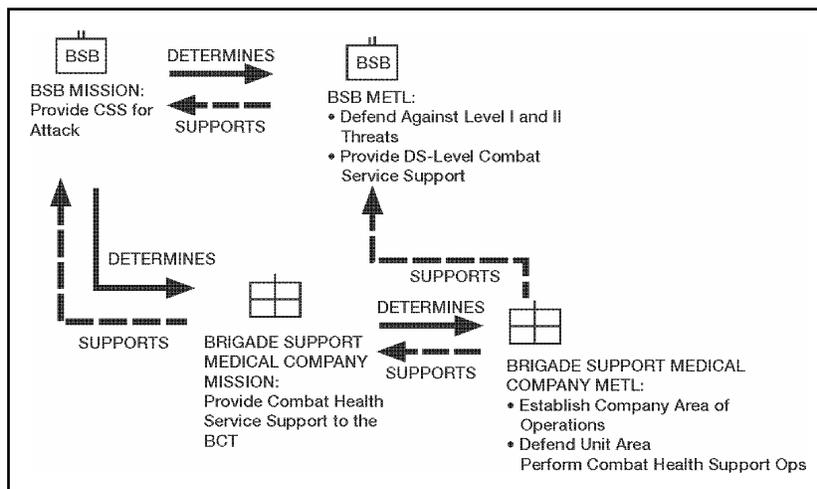


Figure 3-12. Brigade Support Medical Company METL Development

PLATOON CRITICAL TASK AND DRILL LIST DEVELOPMENT

Description

3-39. Platoon and below must perform critical tasks that are essential to company METL accomplishment. The development of the platoon critical tasks and drills list requires discussion between the company commander and platoon leader—

- The company commander and 1SG discuss the company mission and METL with the platoon leader and platoon sergeant (PSG). The platoon leader back-briefs the company commander on the platoon mission.
- The platoon leader, with the PSG, and using the appropriate ARTEP-MTP, selects platoon critical tasks and drills that support the company METL and platoon mission.
- The platoon leader discusses the proposed platoon critical tasks and drills list with the company commander. The company commander provides feedback on the selected platoon critical tasks and drills list. The company commander approves (modifies as necessary) the platoon critical tasks and drills list.
- The company commander designates platoon-level leader tasks that are essential for the platoon leader to execute platoon critical tasks and drills to standard.

3-40. Figure 3-13 illustrates company commander, platoon leader, and PSG actions during selection of platoon critical tasks and drills and platoon-level leader tasks. The platoon leader uses the battalion commander approved METL as the start point.

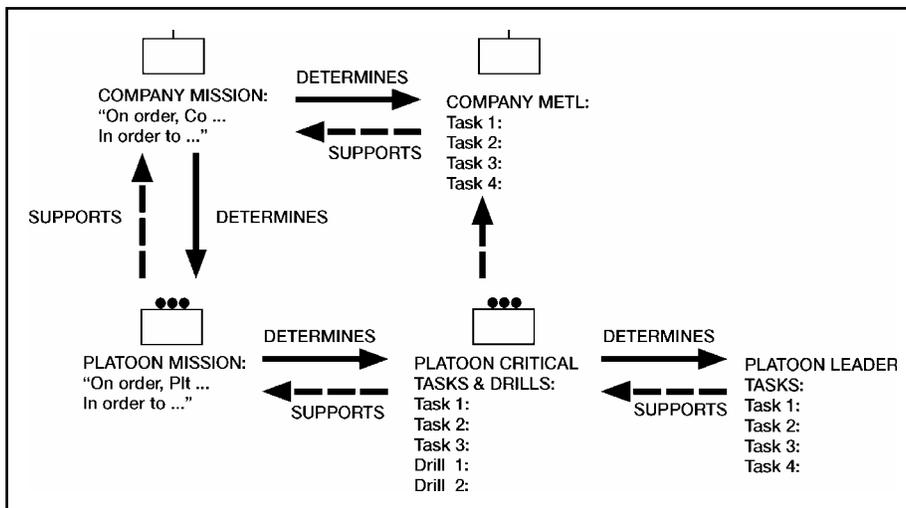


Figure 3-13. Selection of Platoon Critical Tasks and Platoon-Level Leader Tasks

Examples

3-41. Examples of platoon critical tasks and platoon-level leader tasks selected for an infantry platoon are shown in figure 3-14. The figure illustrates the relationship of the platoon mission and critical tasks to the company mission and METL. It also shows the supporting relationships of the platoon-level leader tasks to the platoon critical tasks.

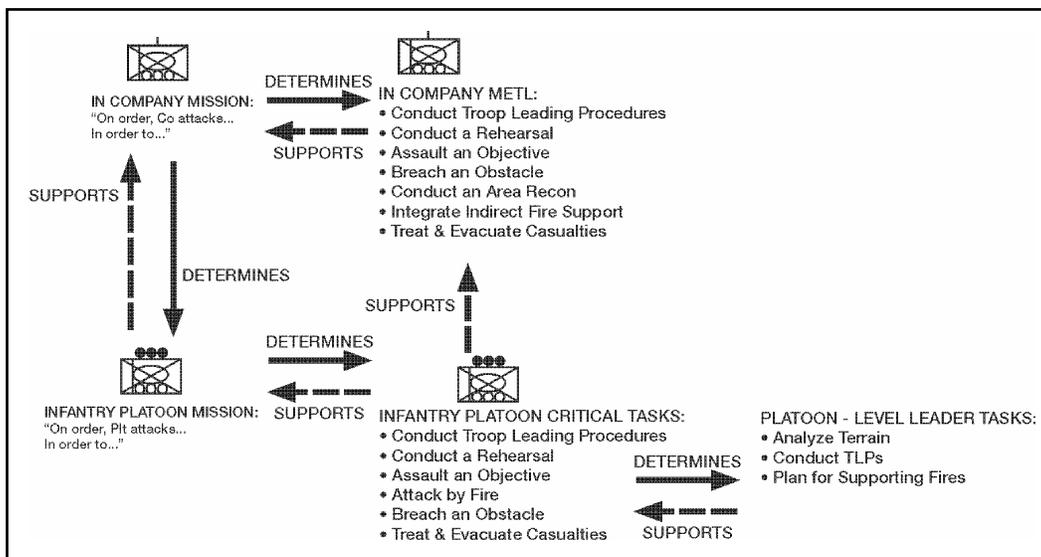


Figure 3-14. Selection of Infantry Platoon Critical Tasks and Platoon-Level Leader Tasks

3-42. Figure 3-15 illustrates the results of the FA battery commander, XO, FDO, and firing platoon leaders analysis to select FDC and howitzer platoon critical tasks. It also shows the results of the company FSO and fire support NCO (FSNCO) analysis to select FIST critical tasks.

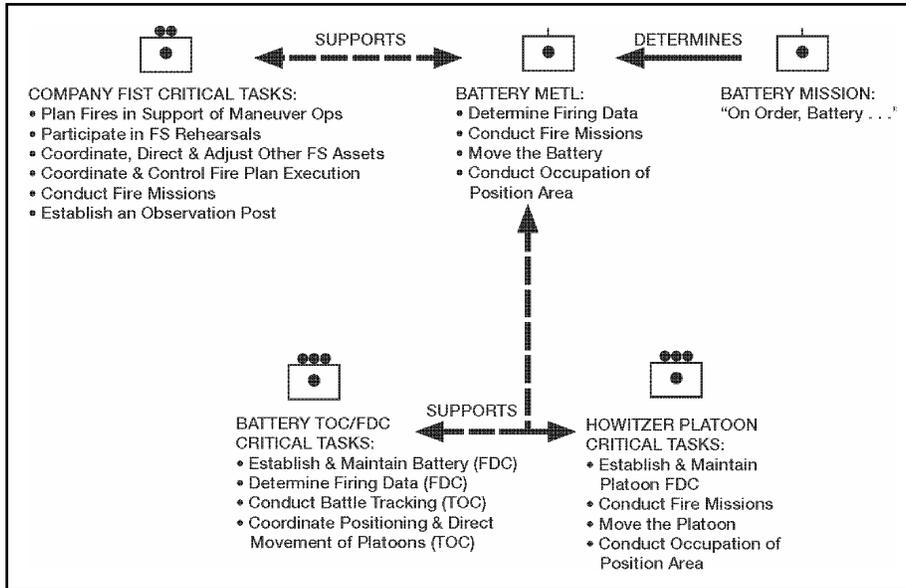


Figure 3-15. Selection of Platoon, Section, and Team Critical Tasks

3-43. An example of platoon critical tasks and platoon-level leader task selection for the ambulance platoon of the brigade support medical company is shown at figure 3-16.

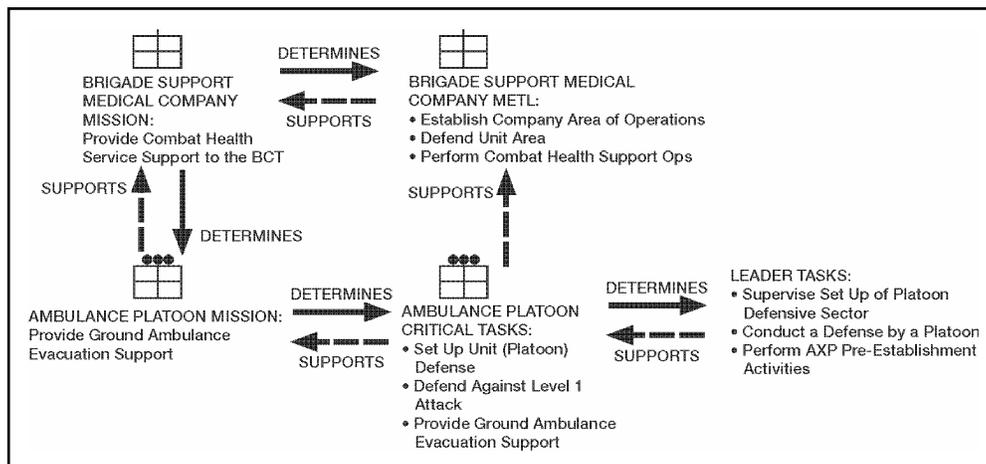


Figure 3-16. Selection of Ambulance Platoon Critical Tasks and Platoon-Level Leader Tasks

SQUAD/SECTION/CREW/TEAM CRITICAL TASK AND DRILL LIST DEVELOPMENT

Description

3-44. The development of the squad/crew/team critical task and drill list, supporting squad-level leader tasks, and supporting individual soldier tasks requires discussion between the platoon leader, PSG, and squad leaders—

- The platoon leader briefs the platoon sergeant and squad leaders on the platoon mission, critical task and drill list, and platoon-level leader tasks.
- The platoon sergeant and squad leaders, using the appropriate ARTEP-MTP and drills, discuss and select squad/crew/team collective tasks and drills, and squad-level leader tasks that support the platoon’s critical task and drill list.
- The PSG and squad leaders back-brief the platoon leader on selected supporting squad/crew/team critical tasks and drills, and squad-level leader tasks. The platoon leader approves (modifies as necessary) the proposed squad/crew/team critical task and drill list, and squad-level leader tasks.

3-45. Figure 3-17 depicts platoon leader, PSG, and squad leader actions during the selection of squad critical tasks and drills and squad-level leader tasks. Platoon leaders use the company commander-approved platoon critical task and drill list as their start point.

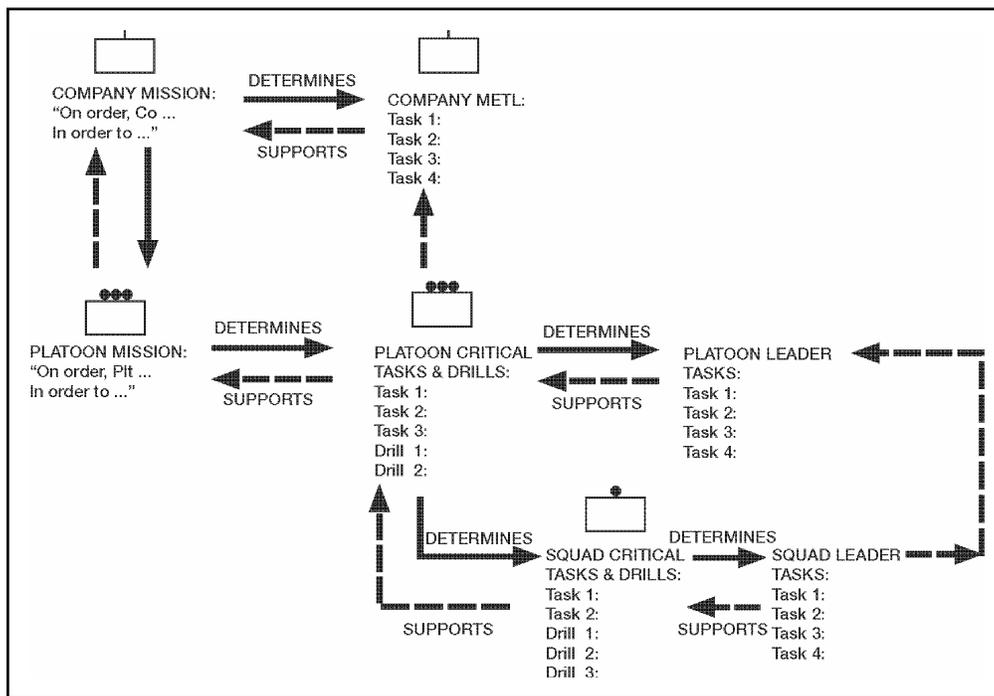


Figure 3-17. Selection of Squad Critical Tasks and Drills, and Squad-Level Leader Tasks

Examples

3-46. Figure 3-18 illustrates the process of developing an infantry squad critical task and drill list.

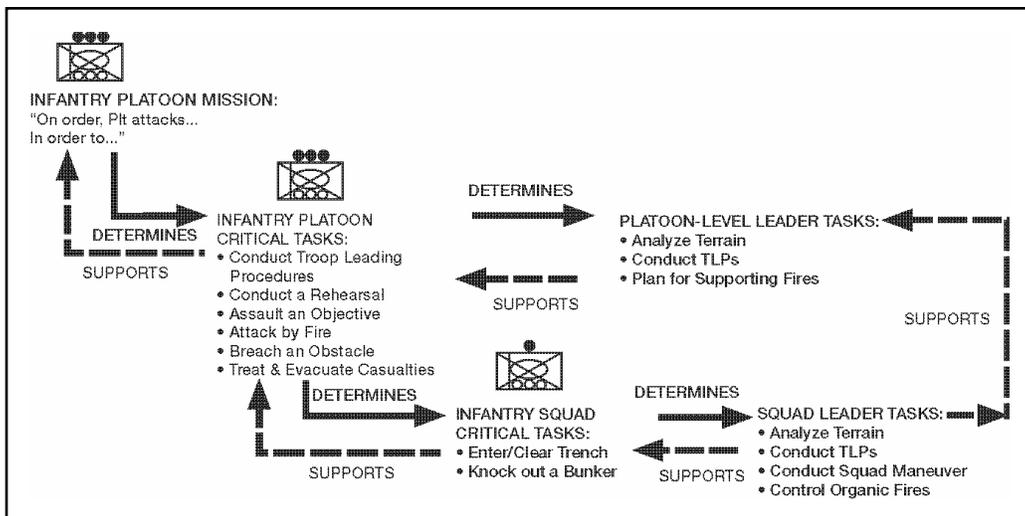


Figure 3-18. Selection of Infantry Squad Critical Tasks and Squad-Level Leader Tasks

3-47. Figure 3-19 shows an example of battery FDC, howitzer section, and FIST critical tasks. The figure also shows the battery FDO, howitzer section sergeant, and company FSO-level leader task selections for a BCT direct support (DS) FA battalion.

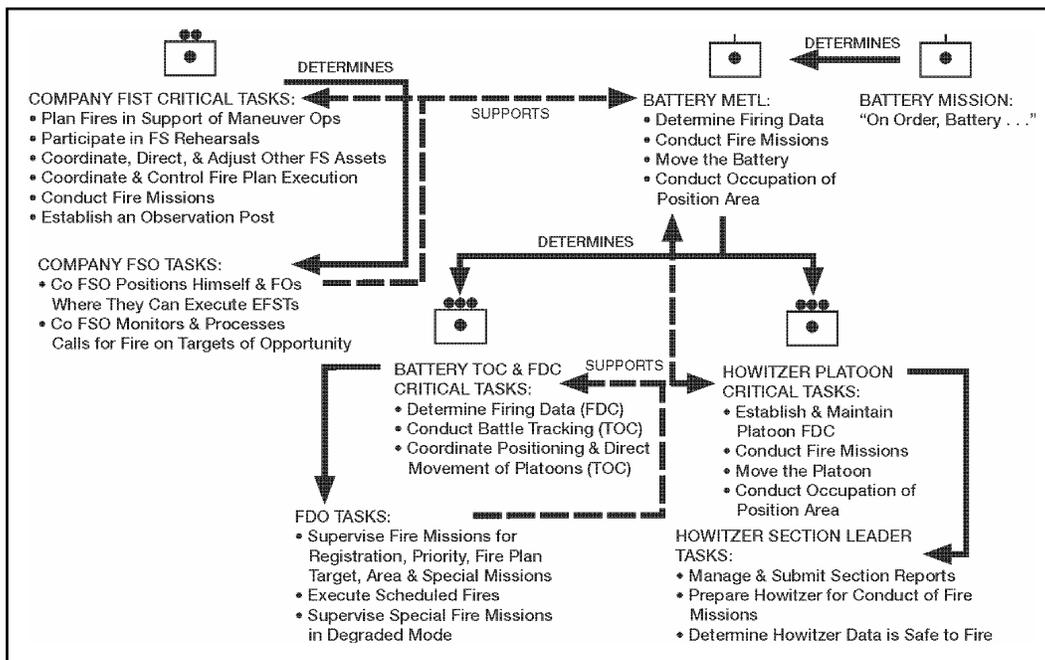


Figure 3-19. Selection of Section Critical Tasks and Section-Level Leader Tasks

3-48. Squad critical task and squad-level leader task selections for an ambulance squad in the brigade support medical company are illustrated in figure 3-20.

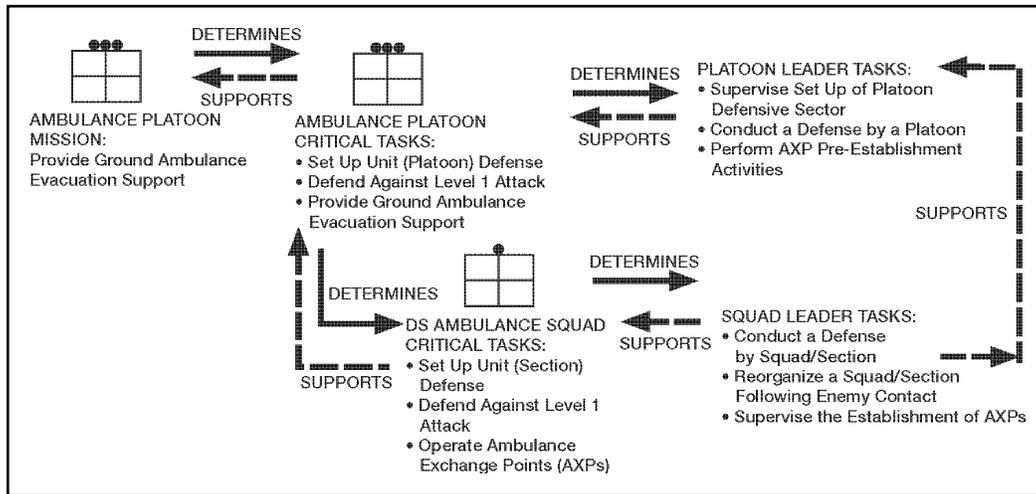


Figure 3-20. Selection of Ambulance Squad Critical Tasks and Squad-Level Leader Tasks

INDIVIDUAL SOLDIER TASK SELECTION

Description

3-49. The development and selection of supporting individual soldier tasks requires discussion between the platoon leader, PSG, and squad leaders—

- Based on the platoon leader’s guidance, the PSG and squad leaders, using appropriate ARTEP-MTP and STP, select individual soldier tasks that support platoon and squad/crew/team critical tasks and drills.
- The PSG provides feedback to the squad leaders on selected individual soldier tasks. The PSG reviews and modifies as necessary supporting individual soldier tasks selected by the squad leaders.
- The platoon leader approves the supporting individual soldier tasks selected by the squad leaders.
- The PSG briefs the company 1SG on the platoon leader’s approved squad/crew/team critical collective tasks and drills and supporting individual soldier tasks.

3-50. Figure 3-21 illustrates the process of selecting individual soldier tasks. This figure shows that individual task proficiency provides the basic building block of collective task proficiency.

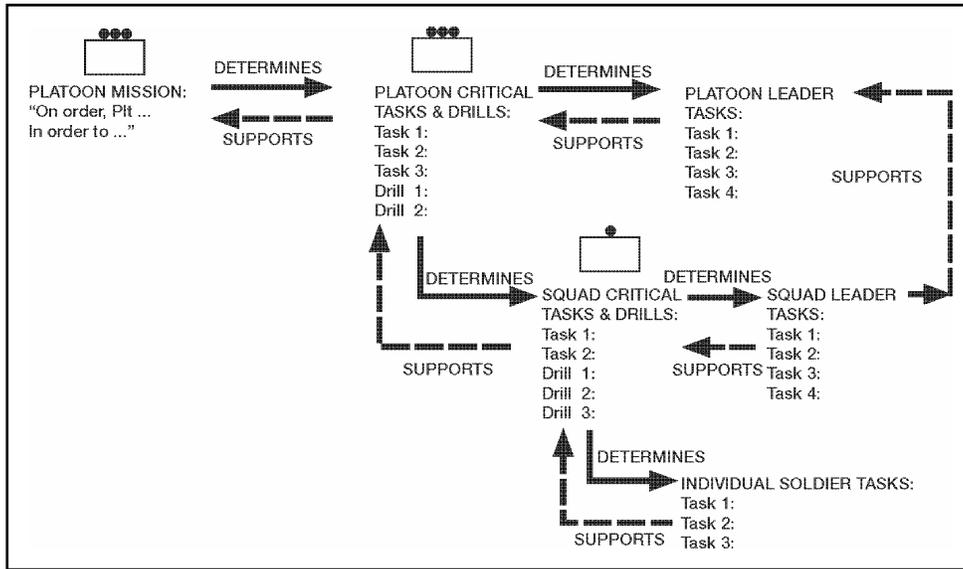


Figure 3-21. Selection of Individual Soldier Tasks

Examples

3-51. Figure 3-22 illustrates the individual soldier task selection process for the soldiers of the infantry squad.

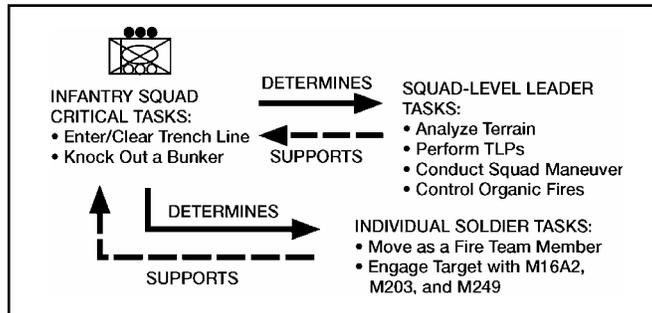


Figure 3-22. Selection of Infantry Individual Soldier Tasks

3-52. An example of individual soldier task selection for an FA battery FDC, howitzer section, and company FIST is shown in figure 3-23.

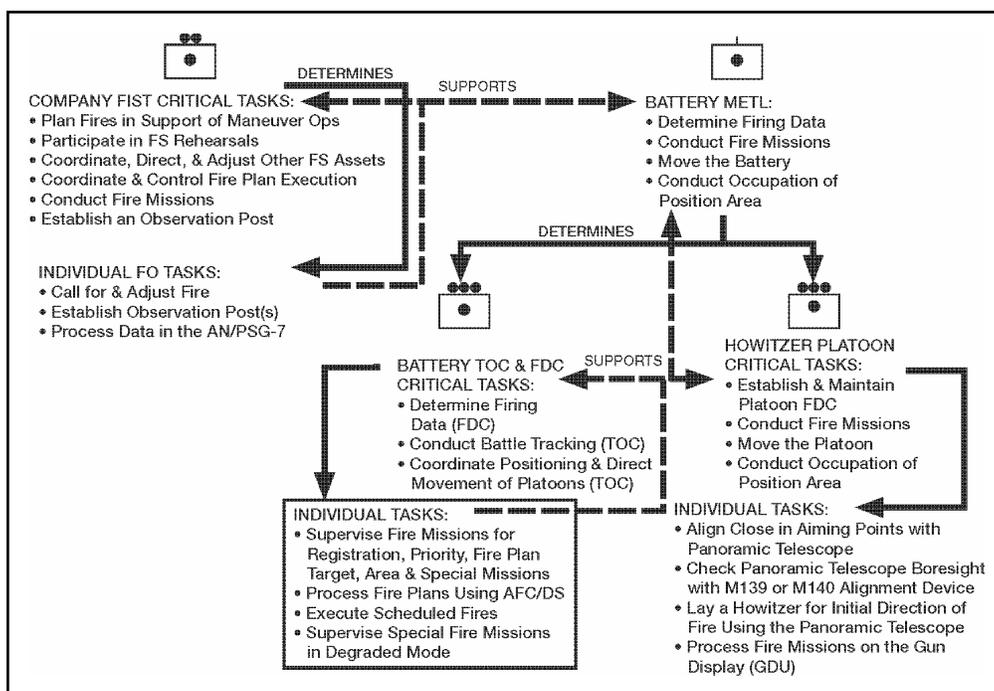


Figure 3-23. Selection of Individual Tasks

3-53. Individual soldier task selection for soldiers of the ambulance squad is shown in figure 3-24.

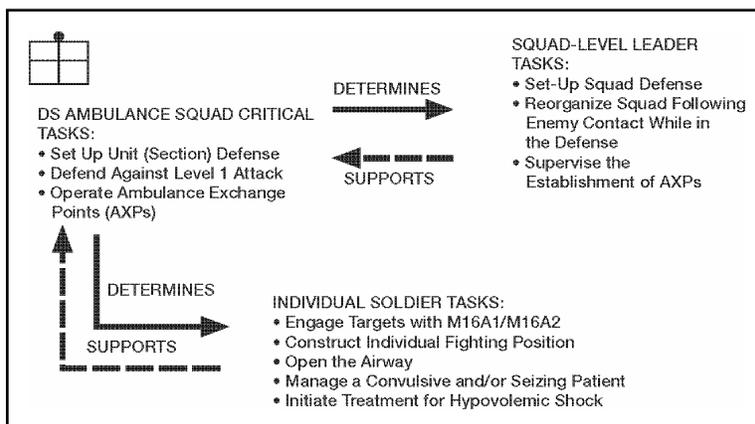


Figure 3-24. Selection of Medical Individual Soldier Tasks

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