

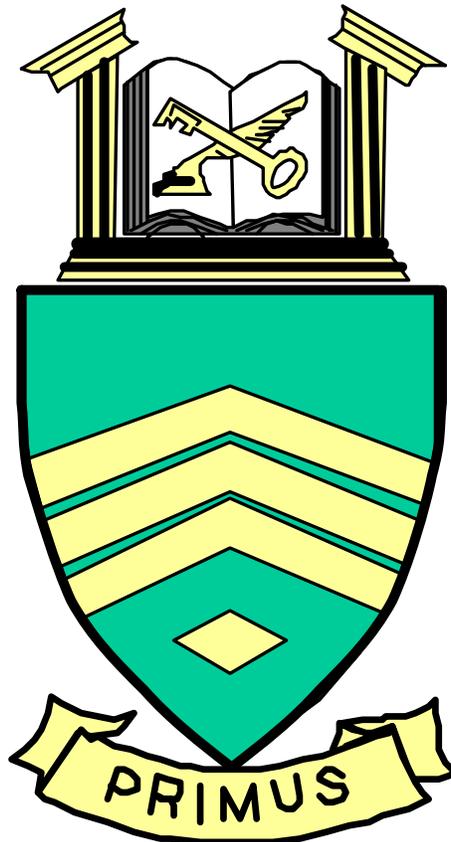
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

T653

OCT 04

MISSION ESSENTIAL TASK LIST

## STUDENT HANDOUT



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## PRACTICAL EXERCISE-1

<b>Title</b>	TASK LIST DEVELOPMENT						
<b>Lesson Number / Title</b>	T653 version 1 / MISSION ESSENTIAL TASK LIST						
<b>Introduction</b>	This practical exercise will provide you the opportunity to prepare a task list.						
<b>Motivator</b>	The purpose of this exercise is to increase your understanding of the supporting task list development process.						
<b>Enabling Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise. (ELO B)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Action:</b></td> <td>Determine the relationship between collective, leader, and individual tasks.</td> </tr> <tr> <td><b>Conditions:</b></td> <td>As a first sergeant, in a classroom given ARTEP 7-5-MTP, FM 7-0, and FM 7-1.</td> </tr> <tr> <td><b>Standards:</b></td> <td>Determine the relationship between collective, leader, and individual tasks IAW ARTEP 7-5-MTP, FM 7-0, and FM 7-1.</td> </tr> </table>	<b>Action:</b>	Determine the relationship between collective, leader, and individual tasks.	<b>Conditions:</b>	As a first sergeant, in a classroom given ARTEP 7-5-MTP, FM 7-0, and FM 7-1.	<b>Standards:</b>	Determine the relationship between collective, leader, and individual tasks IAW ARTEP 7-5-MTP, FM 7-0, and FM 7-1.
<b>Action:</b>	Determine the relationship between collective, leader, and individual tasks.						
<b>Conditions:</b>	As a first sergeant, in a classroom given ARTEP 7-5-MTP, FM 7-0, and FM 7-1.						
<b>Standards:</b>	Determine the relationship between collective, leader, and individual tasks IAW ARTEP 7-5-MTP, FM 7-0, and FM 7-1.						
<b>Safety Requirements</b>	None						
<b>Risk Assessment</b>	Low						
<b>Environmental Considerations</b>	None						
<b>Evaluation</b>	This is not a graded PE. At the end of the PE, you will receive a solution sheet. As a group, you will discuss the solution and resolve any misunderstandings.						
<b>Instructional Lead-In</b>	Completing this PE will provide you an opportunity to complete a task list.						
<b>Resource Requirements</b>	<p><b>Instructor Materials:</b></p> <ul style="list-style-type: none"> <li>• Paper, easel paper and/or white board</li> </ul> <p><b>Student Materials:</b></p> <ul style="list-style-type: none"> <li>• ARTEP 7-5-MTP</li> <li>• FM 7-0</li> <li>• FM 7-1</li> <li>• Paper and pencil</li> </ul>						
<b>Special Instructions</b>	None						

## **Procedures**

**General Instructions:** For this exercise you will use ARTEP 7-5-MTP, Mission Training Plan for the Stryker Brigade Combat Team Infantry Rifle Platoon and Squad.

### **Requirements:**

1. Using the Mission to Collective Tasks Matrix, identify the collective tasks that support the mission "Defense". List the task numbers and titles.
2. Using the Supporting References to Collective Tasks Matrix, identify the supporting references for the collective task "Conduct a Defense" (07-3-1054).
3. Using the Individual Task to Collective Tasks Matrix, identify the individual task that supports the collective task "Prepare for a Chemical Attack" (07-3-6036). List the task numbers and titles.

## HANDOUTS FOR LESSON 1: T653 version 1

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This appendix contains the items listed in this table---

<b>Title/Synopsis</b>	<b>Pages</b>
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Instructions for Groups	SH-2-1 thru SH-2-5
SH-3, Student Notes	SH-3-1 thru SH-3-4

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# Student Handout 1

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This Student Handout contains the Advance Sheet.

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# Student Handout 1

## Advance Sheet

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### Lesson Hours

This lesson consists of two hours of small group instruction.

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### Overview

The METL development process narrows training requirements to attainable numbers. Primary focus on the unit's wartime mission allows the commander and subordinate leaders to conduct training on those essential tasks that directly support the wartime mission. This lesson consists of a before class reading assignment, a group training exercise, and classroom discussion.

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### Learning Objective

Terminal Learning Objective (TLO):

<b>Action:</b>	Analyze the Mission Essential Task List (METL) development process.
<b>Condition:</b>	As a first sergeant in a classroom environment given ARTEP 7-5-MTP, FM 7-0, and FM 7-1.
<b>Standard:</b>	Analyzed the Mission Essential Task List (METL) development process IAW ARTEP 7-5-MTP, FM 7-0, and FM 7-1.

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**ELO A** Explain the development process of the unit METL.

**ELO B** Explain the relationship between collective, leader, and individual tasks.

**ELO C** Explain the training objective development process.

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### Assignment

Before class-

- Read ARTEP 7-5-MTP Chapter 2 and Chapter 5.
- Read FM 7-0 Chapter 3.
- Read FM 7-1 Chapter 3.
- Read Advance Sheet.

During class-

- Review to present the assigned training.
- Participate in classroom discussion.

After class-

- Review classroom notes and materials.
  - Return recoverable materials to the instructor.
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**Additional  
Subject Area  
Resources**

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None

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**Bring to Class**

You must bring the following materials to class:

- All reference material received.
  - Pencil or pen and writing paper.
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## **Student Handout 2**

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This Student Handout contains four pages of instructions for groups 1 to 3.

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### **Instructions for Group 1**

**NOTE:** Group 1 will:

- 1 Present ELO A.
- 2 Select a student to read FM 7-1, p 3-1, para 3-1
- 3 Select a different student to read FM 7-1, p 3-1, para 3-2.

QUESTION: What are five primary inputs to the Mission Essential Task List (METL)?

ANSWER: See VGT-1

### **SHOW VGT-1, MISSION ESSENTIAL TASK LIST**

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

**NOTE:** Explain VGT-1

### **REMOVE VGT-1**

QUESTION: What are the fundamentals applied to METL development?

ANSWER: See VGT-2

### **SHOW VGT-2, METL DEVELOPMENT FUNDAMENTALS**

Ref: FM 7-1, p 3-6

### **REMOVE VGT-2**

### **SHOW VGT-3, METL DEVELOPMENT FUNDAMENTALS (CONTINUED)**

Ref: FM 7-1, p 3-6

**NOTE:** Select a student from Group 1 or a student of one of the other groups to read a bullet and discuss. Ensure that all students understand (select a different student for each bullet/VGT-2 and VGT-3).

### **REMOVE VGT-3**

**NOTE:** Select a student from group 1 to read FM 7-1, p 3-12, para 3-33.

QUESTION: What sequence does the company commander use to develop the company METL?

ANSWER: See VGT-4 and VGT-5

### **SHOW VGT-4, COMPANY METL DEVELOPMENT SEQUENCE**

### **REMOVE VGT-4**

Ref: FM 7-1, p 3-13, para 3-34

### **SHOW VGT-5, COMPANY METL DEVELOPMENT SEQUENCE (CONTINUED)**

Ref: FM 7-1, p 3-13, para 3-34

**NOTE:** Select a student from Group 1 or a student of one of the other groups to read a bullet and discuss, Ensure that all students understand (select a different student for each bullet/VGT-4 and VGT-5).

**REMOVE VGT-5**

## **Instructions for Group 2**

**NOTE:** Group 2 will:

- 1 Present ELO B.
- 2 Select a student to read ARTEP 7-5, p 2-1, para 2-1 and 2-2.

QUESTION: The mission identification table provides mission identification for whom?

ANSWER: The unit.

Ref: ARTEP 7-5-MTP, page 2-1, para 2-2

## **SHOW VGT-6, MISSION IDENTIFICATION TABLE**

Ref: ARTEP 7-5-MTP, p 2-1, Fig 2-1

**NOTE:** At this time group 2 will--

- 1 Direct the class to ARTEP 7-5 MTP, page 2-1, para 2-2
- 2 Explain how to use the Mission-to-Collective Task Matrix in ARTEP 7-5 MTP, Table 2-2.

## **REMOVE VGT-6**

QUESTION: What are some examples of collective, leader, and individual training?

ANSWER: See VGT-7

## **SHOW VGT-7, EXAMPLES OF METL TASKS TO SUPPORT A DIRECTED MISSION TO CONDUCT STABILITY OPERATION**

Ref: FM 7-0, p 3-7, Fig 3-6

**NOTE:** Explain how the mission analysis of the newly assigned mission could change the unit's METL, training focus, and the strategy to achieve proficiency for METL tasks in which VGT-7 shows the example of tasks supporting a directed mission involving a stability operation.

## **REMOVE VGT-7**

QUESTION: What is the process in the selection of individual soldier tasks?

ANSWER: See VGT-8

## **SHOW VGT-8, SELECTION OF INDIVIDUAL SOLDIER TASKS**

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

**NOTE:** Explain VGT-8.

## **REMOVE VGT-8**

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### **Instructions for Group 3**

**NOTE:** Group 3 will:

- 1 Brief ELO C
- 2 Read FM 7-1 p 3-29, para 3-70 and 3-71.

QUESTION: What steps should the commander take to modify a condition statement?

ANSWER: See VGT-9

### **SHOW VGT-9, TO MODIFY A CONDITION STATEMENT, CDR TAKES THE FOLLOWING STEPS**

Ref: FM 7-1, p 3-30, para 3-74

**NOTE:** Select a student from Group 3 or a student of one of the other groups to read a bullet and discuss. Ensure that all students understand (select a different student for each bullet).

### **REMOVE VGT-9**

QUESTION: What should a condition statement include?

ANSWER: See VGT-10

### **SHOW VGT-10, CONDITION STATEMENT INCLUDES**

Ref: FM 7-1, p 3-30, para 3-75

**NOTE:** Select a student from Group 3 or a student of one of the other groups to read a bullet and discuss. Ensure that all students understand (select a different student for each bullet).

### **REMOVE VGT-10**

### **SHOW VGT-11, CDR USES FOLLOWING TO DEVELOP TASKS/CONDITIONS/STANDARDS**

Ref: FM 7-1, p 3-30, para 3-76

**NOTE:** Select a student from Group 3 or a student of one of the other groups to read a bullet and discuss. Ensure that all students understand (select a different student for each bullet).

### **REMOVE VGT-11**

### **SHOW VGT-12, EXAMPLE OF TRAINING OBJECTIVE FOR AN INFANTRY COMPANY MISSION ESSENTIAL TASK**

Ref: FM 7-1, p 3-32, Fig 3-32

**NOTE:** Explain VGT-12

### **REMOVE VGT-12**

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## **Student Handout 3**

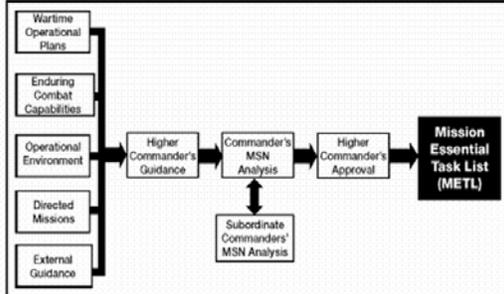
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This Student Handout contains four pages of slides with student note space.

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## Student Handout 3

<div style="border: 1px solid black; padding: 10px;"> <h3 style="text-align: center;">MISSION ESSENTIAL TASK LIST</h3>  <p style="font-size: small;">T653/ OCT 04/ VGT-1</p> </div>	
<div style="border: 1px solid black; padding: 10px;"> <h3 style="text-align: center;">METL DEVELOPMENT FUNDAMENTALS</h3> <p>The following fundamentals apply to METL development</p> <ul style="list-style-type: none"> <li>• METL is derived from the organization's war plans and related tasks in external guidance.</li> <li>• Mission essential tasks must apply to the entire organization. METL does not include tasks assigned solely to subordinate organizations.</li> <li>• Each organization's METL must support and complement the METL of higher headquarters or the supported unit.</li> <li>• Availability of resources does not affect METL development. METL is an unconstrained statement of tasks required to accomplish wartime missions.</li> </ul> <p style="font-size: small;">T653/ OCT 04/ VGT-2</p> </div>	
<div style="border: 1px solid black; padding: 10px;"> <h3 style="text-align: center;">METL DEVELOPMENT FUNDAMENTALS (continued)</h3> <ul style="list-style-type: none"> <li>• Since METL is not prioritized, not all tasks require equal training time.</li> <li>• Commanders direct operations and integrate the battlefield operating systems (BOS) through plans and orders. BOS are systematically used to ensure the interdependent organizational tasks are necessary to generate, sustain, and apply combat power directed toward accomplishing the overall mission.</li> </ul> <p style="font-size: small;">T653/ OCT 04/ VGT-3</p> </div>	

**COMPANY METL  
DEVELOPMENT SEQUENCE**

- 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 ARTEPMTP to identify the collective tasks that support the company's restated mission, and selects those collective tasks that are critical for wartime mission accomplishment.

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**COMPANY METL  
DEVELOPMENT SEQUENCE  
(continued)**

- Sequences the METL tasks that is 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.

T653/ OCT 04/ VGT-5

**Mission Identification Table**

Mission Title

- Defense  
(DEFENSE)
- Generic Mission  
(GENERIC MISSION)
- Offense  
(OFFENSE)
- Reconnaissance and Security  
(RECONNAISSANCE AND SECURITY)
- Retrograde  
(RETROGRADE)
- Stability  
(STABILITY)
- Support  
(SUPPORT)

T653/ OCT 04/ VGT-6

## EXAMPLES OF METL TASKS

Collective Training	
<ul style="list-style-type: none"> <li>Convoy Operations</li> <li>Route Security</li> <li>Rail/Air Movement Training</li> </ul>	<ul style="list-style-type: none"> <li>Area Security</li> <li>Patrolling Operations</li> <li>Establish/Operate Checkpoints</li> </ul>
Leader Training	
<ul style="list-style-type: none"> <li>Fire Control Exercise (FCX)</li> <li>Casualty Evacuation (CAS EVAC)</li> <li>Deployment Exercise</li> <li>Risk Management</li> </ul>	<ul style="list-style-type: none"> <li>Rules Of Engagement (ROE) Proficiency</li> <li>Petroleum, Oils and Lubricants/Military (POLMIL) Seminar</li> <li>Media Interaction</li> </ul>
Individual Training	
<ul style="list-style-type: none"> <li>Mine Awareness</li> <li>ROE Proficiency</li> <li>Media Interaction</li> </ul>	<ul style="list-style-type: none"> <li>Medical Awareness</li> <li>Country Orientation</li> <li>Force Protection</li> </ul>

Figure 3-6. Examples of METL Tasks to Support a Directed Mission to Conduct Stability Operation

T653/ OCT 04/ VGT-7

## SELECTION OF INDIVIDUAL SOLDIER TASKS

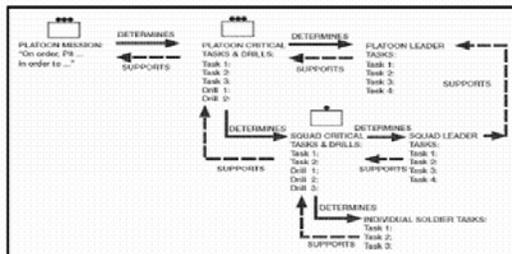


Figure 3-21. Selection of Individual Soldier Tasks

T653/ OCT 04/ VGT-8

## TO MODIFY A CONDITION STATEMENT, CDR TAKES THE FOLLOWING STEPS

- Reads the existing ARTEP-MTP or STP statement.
- Reads the applicable references with suggested support requirements and identifies the resources needed to train the task.
- Considers the local situation-ammunition available, opposing force (OPFOR), time, terrain, ranges, TADSS, and weather conditions.
- Prepares a revised condition statement. Conditions established should be realistic and practical.

T653/ OCT 04/ VGT-9

**CONDITION STATEMENT INCLUDES**

- Status and capability of threat forces.
- Equipment, material, tools, or other resources allocated for use in performing the task.
- References, checklists, and other memory aids for use during actual task performance.
- Physical or environmental conditions; for example, darkness, dense tropical forests, cold weather, or NBC conditions.
- Assistance available during performance of the task.
- Time allocated for task performance.
- Restrictions or limitations.

T653/ OCT 04/VGT-10

**CDR USES FOLLOWING TO DEVELOP TASKS/ CONDITIONS/STANDARDS**

- ARTEP-MTP
- STP
- DA PAM 350-38
- Deployment or mobilization plans.
- Army Universal Task List (AUTL)
- Universal Joint Task List (UJTL)
- Army, MACOM, and local regulations
- Local SOPs
- FMs
- Equipment TMs and TCs

T653/ OCT 04/VGT-11

**EXAMPLE OF A TRAINING OBJECTIVE**

<b>Mission Essential Task:</b>	Assault an Objective.
<b>Conditions:</b>	The company is conducting operations as part of the battalion and has received an operation order (OPORD) or fragmentary order (FRAGO) to assault an objective. The company has been provided guidance on the ROE. Coalition forces and noncombatants may be present in the operational environment.
<b>Standard:</b>	The company moves tactically to assault, support, or breach positions using the appropriate formation and technique. The company provides supporting fires. The company assaults the objective and destroys, captures, or forces the enemy to withdraw. The company complies with the ROE.

Figure 3-32. Example of Training Objective for an Infantry Company Mission Essential Task

T653/ OCT 04/VGT-12