

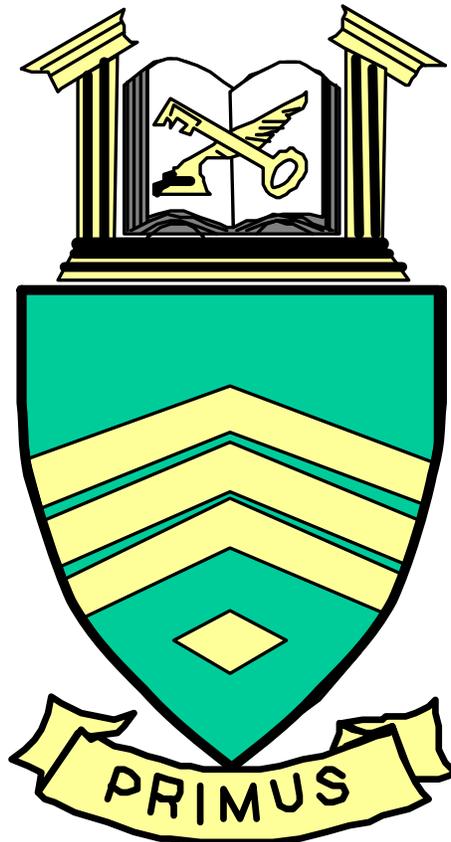
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

T653

OCT 03

MISSION ESSENTIAL TASK LIST

TRAINING SUPPORT PACKAGE



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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	T653 / MISSION ESSENTIAL TASK LIST				
Effective Date	01 Oct 2003				
Supersedes TSP(s) / Lesson(s)	T653, Mission Essential Task List, MAY 01				
TSP Users	<table><thead><tr><th>Course Number</th><th>Course Title</th></tr></thead><tbody><tr><td>400-FSC(F) 521-SQIM (F) (VTT)</td><td>First Sergeant Course-The Army Training System FSC (DCF)</td></tr></tbody></table>	Course Number	Course Title	400-FSC(F) 521-SQIM (F) (VTT)	First Sergeant Course-The Army Training System FSC (DCF)
Course Number	Course Title				
400-FSC(F) 521-SQIM (F) (VTT)	First Sergeant Course-The Army Training System FSC (DCF)				
Proponent	The proponent for this document is the Sergeants Major Academy.				
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS DCF BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p>Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875 e-mail atss-dcd@bliss.army.mil</p>				
Security Clearance / Access	Unclassified				
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.				

PREFACE

Purpose

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

Task Number

Task Title

Individual

800-400-AAAP

CONDUCT BATTLE FOCUSED TRAINING

This TSP
Contains

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**MISSION ESSENTIAL TASK LIST
T653 / Version 1
03 Oct 2003**

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	400-521 SQIM	1	First Sergeant Course - The Army Training System (FSC - TATS)

Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>
	<u>Individual</u>	
	800-400-AAAP (*)	CONDUCT BATTLE FOCUSED TRAINING

Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>
	800-400-6AAB	PLAN BATTLE FOCUSED TRAINING AT THE COMPANY LEVEL
	878-400-5ABX	DEVELOP A UNIT MISSION ESSENTIAL TASK LIST (METL)
	878-400-7AAQ	PREPARE THE BATTALION (COMPANY) INDIVIDUAL TRAINING PORTION OF THE QUARTERLY TRAINING BRIEFING (QTB)
	878-400-7AAR	ADVISE THE COMMANDER ON THE STATUS OF INDIVIDUAL AND UNIT TRAINING
	878-400-7AAS	ASSESS INDIVIDUAL TRAINING TO SUPPORT THE BATTALION (COMPANY) MISSION ESSENTIAL TASK LIST (METL)
	878-400-7AAT	MANAGE TRAINING DISTRACTORS
	878-400-7AAU	IMPLEMENT THE BATTALION (COMPANY) NONCOMMISSIONED OFFICER DEVELOPMENT PROGRAM (NCODP)
	878-400-AAAQ	CONDUCT AN AFTER ACTION REVIEW

Academic Hours	The academic hours required to teach this lesson are as follows:	
		<u>Resident Hours/Methods</u>
		1 hr 05 mins / Conference / Discussion 45 mins / Practical Exercise (Performance)
	Test	0 hrs
	Test Review	0 hrs
	Total Hours:	2 hrs

Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>
	Testing (to include test review)	3 E653

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

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

Foreign Disclosure Restrictions

FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
ARTEP 7-8-MTP	MISSION TRAINING PLAN FOR THE INFANTRY RIFLE PLATOON AND SQUAD	01 Oct 2001	
FM 25-101	BATTLE FOCUSED TRAINING	30 Sep 1990	

Student Study Assignments

Before class--

- Read FM 25-101, Chapter 2.
- Read ARTEP 7-8 MTP, Chapters 1, 2, and 5.
- Read Advance Sheet.

During class--

- Participate in classroom discussion.

After class--

- Review classroom notes and materials.
- Return recoverable materials to the instructor.

Instructor Requirements

1:14, Special Qualifications-FSC grad; served as 1SG; ITC, SGITC, and VTT-ITC (VTT only) qualified.

1:16, At USASMA VTT site for Distance Learning (DL).

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
One site coordinator at each VTT site to operate the TNET equipment and coordinate classroom instruction. Must be FSC grad; served as 1SG; ITC, and SGITC qualified. (Enlisted)	1:14	2	2 hrs

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>
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	1:14	1:1	N	1	N
FSC-1 TNET COMMUNICATIONS EQUIPMENT SUITE (VTT LESSON ONLY)	1:16	1:1	N	1	N
FSC-10 INFOCUS LCD PROJECTOR	1:14	1:1	N	1	N
FSC-11 PROJECTION SCREEN	1:14	1:1	N	1	N
FSC-2	1:16	1:1	N	1	N

TNET ROOM EQUIPMENT SUITE (VTT LESSON ONLY)						
FSC-3	1:16	1:1	N	1	N	
TNET AUDIO/VIDEO LINKAGE EQUIPMENT (VTT LESSON ONLY)						
FSC-4	1:14	1:1	N	1	N	
TV MONITOR 32 INCH						
FSC-6	1:14	1:1	N	1	N	
WINDOWS OS, MICROSOFT INTERNET EXPLORER, MSOFFICE, FTP SITE SOFTWARE						
FSC-7	1:14	1:1	N	1	N	
VIEWGRAPH OVERHEAD PROJECTOR						
FSC-8	1:14	1:1	N	1	N	
WHITE BOARD						

Materials Required

Instructor Materials:

- Visual Aids (VGT): 9.
- TSP.
- FM 25-101.

Student Materials:

- FM 25-101.
- ARTEP 7-8 MTP.
- Pen or pencil and writing paper.

Classroom, Training Area, and Range Requirements

CLASSROOM XXI WITH T-NET CAPABILITY (VTT)
CLASSROOM, GENERAL PURPOSE, 600 SF, 16 PN

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--

- Read all TSP material.
- The facilitator may need to create additional questions to ensure student participation continues throughout the lesson material.

During class--

- Conduct class in accordance with the Training Support Package (TSP).
- Ensure students share experiences that relate to the material, if any.
- Use the questions provided to generate discussion among the students at the different sites.
- The DL (VTT) instructor will select an appropriate site prior to asking a student a question.

After class--

- Report any lesson discrepancies to the Senior Instructor.

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Stephens, Frederick	CIV	Training Specialist	
Graham, Kevin L.	MSG	Course Chief FSC	
Gratton, Steven M.	SGM	Chief Functional Areas	
Mays, Albert J	SGM	Chief CDDD	

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>1:14</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Motivator

The First Sergeant must understand that it is impossible for soldiers to maintain proficiency in every task. 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.

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:	Analyze the Mission Essential Task List (METL) development process.
Conditions:	As a first sergeant, in a classroom environment, given FM 25-101 and ARTEP 7-8-MTP.
Standards:	Analyzed the Mission Essential Task List development process IAW FM 25-101 and ARTEP 7-8-MTP.

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

None

Evaluation

At the end of this module you will receive a written, objective examination. It will test your learning of the objectives from this and other lessons. You must correctly answer at least 70 percent of the questions (28 out of 40) to receive a GO.

**Instructional
Lead-In**

During the next two hours, you will use your knowledge of the Mission Essential Task List (METL) development process. This lesson allows you to assist your commander and subordinate leaders to prioritize training. Chapter 2 of FM 25-101 addresses the process that unit commanders must use to develop the METL.

NOTE: Inform the students that FM 25-101, Sep 90, Chapter 2, contains references to the old ARTEP 7-8-MTP.

SECTION III. PRESENTATION

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

A. ENABLING LEARNING OBJECTIVE

ACTION:	Explain the development process of the unit METL.
CONDITIONS:	As a first sergeant, in a classroom, given FM 25-101.
STANDARDS:	Explained the development process of the unit METL IAW FM 25-101.

1. Learning Step / Activity 1. The METL Development Process

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:14
Time of Instruction: 15 mins
Media: VGT-1 thru VGT-5

NOTE: Inform students to take note of the METL definition FM 25-101, page Glossary-5. Require students to recall the definition throughout this block of instruction. Divide the class into three groups (for VTT each site is one group). Assign the following topics to each group/site:

- Group 1, ELO A, METL development process, pages 2-1 to 2-8.
- Group 2, ELO B, Collective/Individual/METL task relationships, pages 2-8 to 2-20 and ARTEP pages 2-1 to 2-4 and table 5-1.
- Group 3, ELO C, Training objective development process, pages 2-20 to 2-24 and ARTEP pages 5-2 and 5-3.

NOTE: Allow the groups 15 minutes now to review/research their assignment.

2. Learning Step / Activity 2. The METL Development Process

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:14
Time of Instruction: 10 mins
Media: VGT-1 thru VGT-5

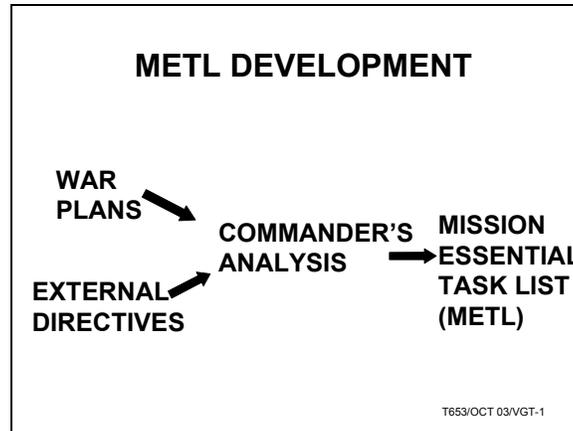
NOTE: Allow group 1 10 minutes to brief their topic. During their topic briefing, students will not read from the reference but paraphrase (use their own words) and integrate their experience. Ensure students cover the topic key elements (bullets) and information located in the questions. Ask the questions not covered at the end of each group briefing. Chapter 2, FM 25-101, examines the METL development process that commanders use to select the tasks on which soldiers will train.

QUESTION: Commanders determine the unit METL based on what two elements?

ANSWER: Commanders determine the unit METL based on War Plans and External Directives.

Ref: FM 25-101, chap 2, p 2-2, fig 2-1 and p 2-3

SHOW VGT-1, METL DEVELOPMENT PROCESS



NOTE: Ensure students briefly discuss war plans and external directives in FM 25-101, p 2-3, under the subheading "Sources."

REMOVE VGT-1

Commanders must understand the key points and source documents for developing the unit METL.

QUESTION: What are some key points about the METL development process?

ANSWER: Some key points about the METL development process are:

- Not affected by resource availability.
- Not prioritized.
- Supports METL of next higher headquarters.
- Understood by CSM, 1SG, and key NCOs.
- Applies to entire unit.
- May vary for like units because of different wartime missions and locations.
- Briefed to and approved by next higher wartime commander.
- Company is lowest level to prepare a METL.
- Use a team approach to METL development.

Ref: FM 25-101, pp 2-2 and 2-3

NOTE: Ensure students briefly discuss each key point on the VGTs 2 and 3 IAW FM 25-101, pp 2-2 and 2-3.

SHOW VGT-2, METL DEVELOPMENT PROCESS

METL DEVELOPMENT PROCESS

Key Points:

- **Not affected by resource availability**
- **Not prioritized**
- **Supports METL of next higher headquarters**
- **Understood by CSM, 1SG, and key NCOs**
- **Applies to entire unit**

T653/OCT 03/VGT-2

Ref: FM 25-101, pp 2-2 and 2-3

REMOVE VGT-2

SHOW VGT-3, METL DEVELOPMENT PROCESS (CONT)

METL DEVELOPMENT PROCESS (cont)

- **May vary for like units because of different wartime missions or locations**
- **Briefed to and approved by next higher wartime commander**
- **Company is lowest level to prepare a METL**
- **Use a team approach to METL development**

T653/OCT 03/VGT-3

Ref: FM 25-101, pp 2-2 and 2-3

NOTE: One of the most important aspects of developing the company METL is staying in logical sequence.

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

ANSWER: The commander uses the following sequence of events to develop the his unit's METL:

- Receive the BN mission and METL.
- Restates the Company's wartime mission.
- Determines and selects those tasks critical for wartime mission accomplishment.
- Gets his METL approved by the BN CDR.
- Provides his approved METL to his PLT LDRs and PLT SGTs.

Ref: FM 25-101, p 2-3 under sequence

REMOVE VGT-3

SHOW VGT-4, METL DEVELOPMENT SEQUENCE

**METL DEVELOPMENT
SEQUENCE**

The Company Commander:

- **Receives the battalion mission and METL**
- **Restates the company's wartime mission**
- **Determines and selects those tasks critical for wartime mission accomplishment**

T653/OCT 03/VGT-4

REMOVE VGT-4

Ref: FM 25-101, p 2-3 under sequence

SHOW VGT-5, METL DEVELOPMENT SEQUENCE (CONT)

**METL DEVELOPMENT
SEQUENCE (cont)**

The Company Commander:

- **Gets his METL approved by the battalion commander**
- **Provides his approved METL to his platoon leaders and platoon sergeants**

T653/OCT 03/VGT-5

Ref: FM 25-101, p. 2-3 under sequence

Company commanders select METL tasks using the same sequence of procedures as the battalion commander. The battalion commander approves the company METL.

REMOVE VGT-5

NOTE: Ensure students briefly discuss how tables of distribution and allowances (TDA) units develop their METL referring to FM 25-101, p 2-8.

CHECK ON LEARNING:

B. ENABLING LEARNING OBJECTIVE

ACTION:	Determine the relationship between collective tasks, individual tasks, and METL tasks.
CONDITIONS:	As a first sergeant, in a classroom, given FM 25-101 and ARTEP 7-8-MTP.
STANDARDS:	Determined the relationship between collective tasks, individual tasks, and METL tasks IAW FM 25-101 and ARTEP 7-8-MTP.

1. Learning Step / Activity 1. Task Selection

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:14
Time of Instruction: 10 mins
Media: VGT-6 thru VGT-8

NOTE: Allow group 2 to brief their assignment.

Let's discuss the integration of soldier, leader, and collective training.

- When the company METL is complete, platoon leaders and platoon sergeants identify the platoon collective tasks that support each company task. Subordinate leaders identify squad/section collective and individual tasks that support platoon collective tasks.

QUESTION: What is the process for identifying platoon collective tasks?

ANSWER:

- Use Mission-to-Collective task matrix.
- Identify high payoff tasks.
- Obtain commander's guidance/approval.

SHOW VGT-6, SELECT COLLECTIVE TASKS

SELECT COLLECTIVE TASKS

- **Use mission-to-collective task matrix**
- **Identify high payoff tasks**
- **Obtain commander's guidance/approval**

T653/OCT 03/VGT-6

Ref: FM 25-101, pp 2-8 and 2-9 and ARTEP 7-8-MTP, p 2-3, para 2-4b

NOTE: At this time students should refer to ARTEP 7-8 MTP, page 2-2, para 2-4 and explain the use of the Operation-to-Collective Task Matrix in ARTEP 7-8 MTP, Table 2-2 to determine platoon collective tasks that support company operations. Students should then explain the process of using the Operation-to-Collective Task Matrix in paragraph 2-4. Once the students understand the process, have the students use the matrix in ARTEP 7-8 MTP to identify the 1st platoon collective task that supports the operation DEFEND. The solution is EXECUTE ASSAULT, (Task Number 7-3/4-1103). Refer the students to the sample 1st Squad collective task list on FM 25-101, page 2-10, figure 2-17. Note that the task, ASSAULT, (mounted/dismounted) appears in the list.

QUESTION: What are high payoff tasks?

ANSWER: High payoff tasks are collective tasks that support more than one Mission Essential Task.

Ref: FM 25-101, p 2-8, 2d bullet paragraph and ARTEP 7-8 MTP, p 2-3, para 2-4a

NOTE: Students should refer to fig 2-17, p 2-10 and note the 1st Platoon collective task list.

QUESTION: Who approves the platoon collective task list?

ANSWER: The Company Commander approves the platoon collective task list.

Ref: FM 25-101, p 2-9, first bullet paragraph.

NOTE: The next higher wartime commander approves the developed METL. The next higher unit or level approves all collective tasks.

Ref: FM 25-101, p 2-5, para 3

REMOVE VGT-6

- The next step in integrating soldier, leader, and collective training is to identify the Leader and individual soldier tasks that support both platoon and squad collective tasks.
- Leaders must determine which subordinate leader tasks to incorporate into

- collective training.
- Unit leaders select soldier tasks to support collective tasks using the appropriate ARTEP-MTPs or other doctrinal manuals.

QUESTION: Who selects platoon sergeant tasks that support collective tasks?

ANSWER: First sergeant.

Ref: FM 25-101, p 2-9, last 2 paragraphs

SHOW VGT-7, TASK APPROVAL MATRIX

TASK APPROVAL MATRIX			
SOLDIER TO TRAIN	TASK SELECTION	REVIEW	APPROVE
1SG	CSM	CO CDR	BN CDR
PSG	1SG	PLT LDR/ CO CDR	BN CDR
SQD LDR	PSG	PLT LDR	CO CDR
TM LDR	SQD LDR	PSG/PLT LDR	CO CDR
SOLDIER	TM LDR	SQD LDR	PLT LDR

T653/OCT 03/VGT-7

Ref: FM 25-101, p 2-16, fig 2-18

NOTE: Students should refer to FM 25-101, figure 2-18 on page 2-11 and explain the task approval matrix. Ensure student's point out that the next higher NCO selects individual soldier tasks and the leader or commander two levels up approves them.

- Individually, leaders and soldiers must perform many common tasks and MOS-specific tasks to support unit collective tasks.
- Leaders use the battle focus concept to refine the list of tasks to mission related tasks that are essential to the soldier's duty position.
- The integration of soldier, leader, and collective tasks with the METL mutually supports the unit's wartime mission.

Ref: FM 25-101, p 2-11, para 2 thru 4

REMOVE VGT-7

QUESTION: What are the Battlefield Operating Systems (BOS)?

ANSWER: See VGT-8.

Ref: FM 25-101, pages 2-18 and 2-19 and ARTEP 7-8 MTP, p 2-1, para 2-2

SHOW VGT-8, BATTLEFIELD OPERATING SYSTEMS

BATTLEFIELD OPERATING SYSTEMS (BOS)

- **Intelligence**
- **Maneuver**
- **Fire Support**
- **Mobility/Counter mobility/Survivability**
- **Air Defense**
- **Combat Service Support**
- **Command and Control (C²)**

T653/OCT 03/VGT-8

Ref: FM 25-101, pp 2-18 and 2-19 and ARTEP 7-8 MTP, p 2-1, para 2-2

NOTE: Students should refer to ARTEP 7-8 MTP, page 2-4, Table 2-2 and note the use of the BOS to organize the platoon operating-to-collective task matrix.

The BOS are the major functions that occur on the battlefield.

REMOVE VGT-8

NOTE: Students should refer to ARTEP 7-8 MTP, Table 5-1, pages 5-3 thru 5-5.

- This table lists Training and Evaluation Outlines (T&EOs), with the task number and page number, and groups them by Battlefield Operating Systems (BOS) to make it easier to locate a specific T&EO. The ARTEP lists supporting and individual/soldier tasks at the end of each task by skill level, 1 through 4.
- Look at the task Execute Defense. In ARTEP 7-8 MTP, page 5-4, table 5-1, locate the task, Execute Defense (TASK NUMBER 7-3/4-1115). Table 5-1 indicates that you can find that task on page 5-60. Skim pages 5-60 thru 5-66. On page 5-65 you will find the supporting individual common tasks for Execute Defense by skill level. On page 5-66 you will find the supporting MOS 11B tasks for Execute Defense by skill level. Appendix A lists the numbers indicated under each skill level and the titles that correlate to the number.

2. Learning Step / Activity 2. Task List Development

Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:1
Time of Instruction: 45 mins
Media: SH-3, PE-1 and Solution to PE-1

NOTE: Instruct students to turn to SH-3 (PE-1). Have students read the instructions for PE-1. Ensure all students understand the instructions. Allow students 40 minutes to complete PE-1, plus a 10-minute break. As students complete the PE, instruct them to review an ARTEP MTP for a different type of unit, preferably their own. If a student does not have his own ARTEP MTP, have him use SR-1. Compare the structure of that ARTEP MTP to ARTEP 7-8 MTP. Then pass out one copy of SPE-1 to each student and discuss the solution. Generate a brief discussion on the students' own ARTEP MTP's and METL's.

C. **ENABLING LEARNING OBJECTIVE**

ACTION:	Determine the training objective development process.
CONDITIONS:	As a first sergeant, in a classroom, given FM 25-101 and ARTEP 7-8-MTP.
STANDARDS:	Determined the training objective development process IAW FM 25-101 and ARTEP 7-8-MTP.

1. Learning Step / Activity 1. Developing Training Objectives

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:16
Time of Instruction: 10 mins
Media: VGT-9

NOTE: Allow group 3 to brief their assignment.

QUESTION: How do you develop training objectives?

ANSWER: When you complete collective and soldier task lists, you must establish conditions for each task. Training objectives must use Army standards published in applicable MTPs and STPs whenever available. For tasks without published standards, you must develop standards.

QUESTION: What do training objectives consist of?

ANSWER: A training objective consists of a task, conditions, and standards.

Ref: FM 25-101, pp 2-21 thru 2-24, fig 2-32 thru 2-38

NOTE: Ensure students discuss the importance of task standards referring to ARTEP 7-8-MTP, p 5-2, para 5-2(I) and standardization on p 5-3, para 5-4b.

- For most tasks, the training and evaluation outline (T&EO) in your ARTEP manual contains a complete training objective statement. Normally, a published training objective requires some modification to fit your particular situation. You must create a realistic and demanding training environment within your resources available and the current proficiency level of your unit.
- You may not change the task or standards, so concentrate on revising the condition statement.

QUESTION: What is the process for adapting a condition statement?

ANSWER: See VGT-9.

Ref: FM 25-101, p 2-20

SHOW VGT-9, ADAPT A CONDITION STATEMENT

ADAPT A CONDITION STATEMENT

- **Read the existing MTP/SM statement**
- **Identify support/resource requirements**
- **Consider local situation**
- **Prepare revised condition statement**

T653/OCT 03/VGT-9

NOTE: Students should refer to ARTEP 7-8-MTP, page 5-3, Table 5-1. Find the platoon/squad task Execute Assault, then turn to page 5-10 and find the Training and Evaluation Objective (T&EO) for this task. Briefly discuss the elements of the condition statement for the task. Students should compare elements of this condition statement to the list of condition statement elements in FM 25-101, page 2-20 and identify one element that they could drop from the condition statement to decrease the difficulty of the task.

Responses should include:

- Enemy has indirect fire support.
- Enemy has close air support.
- Civilians, government organizations, non-governmental organizations, private volunteer organizations, and the international press are present.

Now identify one element that they could drop from the condition statement to increase the difficulty of the task. Responses should include:

- Physical or environmental conditions.
- Time allocated for task performance.
- Commanders and leaders must consider environmental hazards and conditions prior to conducting any training.

REMOVE VGT-9

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>1:14</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Check on Learning

Conduct an After Action Review of this lesson. You can practice using the format you just discussed. Focus on what went right, what went wrong, and what needs improvement.

Review / Summarize Lesson

During the last two hours, we discussed chapter 2 of FM 25-101, Mission Essential Task List (METL) development. METL development must maintain a tight battle focus to establish an attainable and trainable number of tasks. Use the Army standards published in MTPs, STPs, and SMs. The unit METL provides the framework for the planning of unit training.

SECTION V. STUDENT EVALUATION

**Testing
Requirements**

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

You will receive a 40 question written examination that will include questions from this lesson. To receive a GO, you must answer at least 28 or more questions correctly.

**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.

NOTE: You will participate in an After Action Review (AAR) immediately following the examination for this particular lesson.

Terminal Learning Objective

VGT-1, METL DEVELOPMENT

METL DEVELOPMENT



T653/OCT 03/VGT-1

METL DEVELOPMENT PROCESS

Key Points:

- **Not affected by resource availability**
- **Not prioritized**
- **Supports METL of next higher headquarters**
- **Understood by CSM, 1SG, and key NCOs**
- **Applies to entire unit**

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METL DEVELOPMENT PROCESS (cont)

- **May vary for like units because of different wartime missions or locations**
- **Briefed to and approved by next higher wartime commander**
- **Company is lowest level to prepare a METL**
- **Use a team approach to METL development**

T653/OCT 03/VGT-3

METL DEVELOPMENT SEQUENCE

The Company Commander:

- **Receives the battalion mission and METL**
- **Restates the company's wartime mission**
- **Determines and selects those tasks critical for wartime mission accomplishment**

T653/OCT 03/VGT-4

METL DEVELOPMENT SEQUENCE (cont)

The Company Commander:

- **Gets his METL approved by the battalion commander**
- **Provides his approved METL to his platoon leaders and platoon sergeants**

T653/OCT 03/VGT-5

SELECT COLLECTIVE TASKS

- **Use mission-to-collective task matrix**
- **Identify high payoff tasks**
- **Obtain commander's guidance/approval**

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TASK APPROVAL MATRIX

SOLDIER TASK

TO TRAIN SELECTION REVIEW APPROVE

1SG	CSM	CO CDR	BN CDR
PSG	1SG	PLT LDR/ CO CDR	BN CDR
SQD LDR	PSG	PLT LDR	CO CDR
TM LDR	SQD LDR	PSG/PLT LDR	CO CDR
SOLDIER	TM LDR	SQD LDR	PLT LDR

T653/OCT 03/VGT-7

BATTLEFIELD OPERATING SYSTEMS (BOS)

- **Intelligence**
- **Maneuver**
- **Fire Support**
- **Mobility/Countertermobility/Survivability**
- **Air Defense**
- **Combat Service Support**
- **Command and Control (C²)**

T653/OCT 03/VGT-8

ADAPT A CONDITION STATEMENT

- **Read the existing MTP/SM statement**
- **Identify support/resource requirements**
- **Consider local situation**
- **Prepare revised condition statement**

T653/OCT 03/VGT-9

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

PRACTICAL EXERCISE SHEET PE-1

Title	Task List Development		
Lesson Number/Title	T653 version 1 / MISSION ESSENTIAL TASK LIST (FSC RESIDENT)		
Introduction	This practical exercise will provide you the opportunity to prepare a task list.		
Motivator	The purpose of this exercise is to increase your understanding of the supporting task list development process.		
Learning Step/Activity	<p>NOTE: The instructor should inform the students of the following Learning Step/Activity requirements. (ELO B.2)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td>Action:</td><td>Develop a Task List</td></tr></table>	Action:	Develop a Task List
Action:	Develop a Task List		
Safety Requirements	None		
Risk Assessment Level	Low		
Environmental Considerations	None		
Evaluation	<p>This is not a graded PE. At the end of the PE, you will receive a solution sheet.</p> <p>As a group, you will discuss the solution and resolve any misunderstandings.</p>		
Instructional Lead-In	Completing this PE will provide you an opportunity to complete a task list.		
Resource Requirements	<p>Instructor Materials:</p> <ul style="list-style-type: none">• None <p>Student Materials:</p> <ul style="list-style-type: none">• FM 25-101.• ARTEP 7-8-MTP• Paper and pencil.		
Special Instructions	None		

Procedures

General Instructions:

For this exercise you will use ARTEP 7-8-MTP, Mission Training Plan for the Infantry Rifle Platoon and Squad. This is the publication used in many of the examples found in FM 25-101. The type of unit is not important for this exercise.

Requirements:

1. Identify the “high payoff” platoon collective tasks that support the operations recon/security and defend. State the total number of “high payoff” tasks and list the task numbers and titles for the first five.
2. Identify the “high payoff” common tasks, skill level 2, that support the platoon collective tasks perform passage of lines (7-3/4-1125) and perform linkup (7-4/4-1128). List the task numbers and titles.
3. Identify the “high payoff” soldier tasks, common tasks skill level 1, that support the platoon collective tasks perform passage of lines (7-3/4-1125) and perform linkup (7-3/4-1128). State the total number of titles for the first five.

Feedback Requirements

None

**SOLUTION FOR
PRACTICAL EXERCISE PE-1**

Title Develop a task list.

Requirement 1: The “high-payoff” platoon collective tasks that support the operation recon/security and defend are:

<u>Task Number</u>	<u>Title</u>
7-3/4-1135	Perform actions at danger area.
7-3-1123	Perform tactical road march.
7-3/4-1125	Perform passage of lines.
7-3/4-1128	Perform link-up.
7-3/4-1137	Perform infiltration/exfiltration.

Requirement 2: The “high payoff” common tasks, skill level 2, that support the platoon collective tasks perform passage of lines (7-3/4-1125) and perform linkup (7-3/4-1128) are:

<u>Task Number</u>	<u>Title</u>
061-282-6003	Adjust indirect fire.
081-831-0101	Request medical evacuation.

Requirement 3: The “high payoff” common tasks, skill level 1, that support the platoon Collective tasks perform passage of lines (7-3/4-1125) and perform linkup (7-3/4-1128) are:

<u>Task Number</u>	<u>Title</u>
051-191-1361	Camouflage yourself and your individual equipment.
051-191-1362	Camouflage equipment.
071-331-0803	Report enemy information.
071-326-0512	Estimate range.
071-326-0513	Select temporary fighting position.

HANDOUTS FOR LESSON 1: T653 version 1

This Appendix Contains

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

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 thru SH-1-2
SH-2, Student Notes	SH-2-1 thru SH-2-4
SH-3, Practical Exercise 1	SH-3-1 thru SH-3-3

Student Handout 1

This Student Handout contains Advance Sheet.

Student Handout 1

Advance Sheet

Lesson Hours

This lesson consists of two hours of small group instruction.

Overview

Battle focus drives the METL development process. The wartime mission is the basis for the METL; the unit must train as it plans to fight. Units must develop METLs because they cannot obtain proficiency on every possible task. The METL development process allows the commander to narrow the training requirements to an achievable number of tasks. As a first sergeant, you assist and advise the commander in METL, you are responsible for the individual training portion that supports the METL. This lesson consists of a before class reading assignment, a classroom discussion, and a practical exercise.

Learning Objective

Terminal Learning Objective (TLO)

Action: Analyze the Mission Essential Task List (METL) development process,

Condition: as a first sergeant in a classroom environment, given FM 25-101 and ARTEP 7-8-MTP,

Standard: Analyzed the METL development process IAW FM 25-101 and ARTEP 7-8-MTP.

ELO A Explain the development process of the unit METL.

ELO B Determine the relationship between collective tasks, individual tasks, and METL tasks.

ELO C Determine the training objective development process.

Assignment

The student assignments for this lesson are

- Read FM 25-101, Chapter 2.
 - Read ARTEP 7-8-MTP, Chapters 1, 2, and 5.
-

Additional Subject Area Resources

FM 7-0 Train the Force.

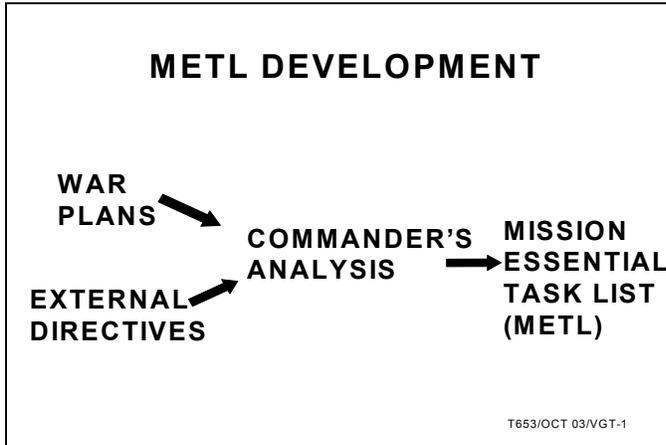
Bring to Class

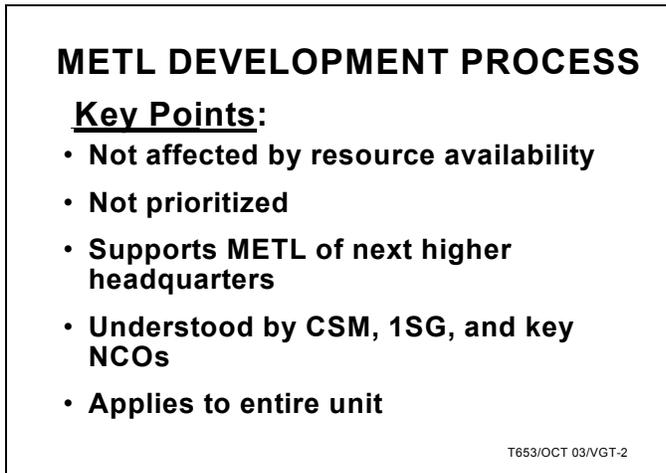
FM 25-101.
All reference material you have received.
Pen or Pencil and writing paper.

Student Handout 2

This Student Handout contains Student Notes.

STUDENT NOTES







**METL DEVELOPMENT
SEQUENCE**

The Company Commander:

- **Receives the battalion mission and METL**
- **Restates the company's wartime mission**
- **Determines and selects those tasks critical for wartime mission accomplishment**

T653/OCT 03/VGT-4

**METL DEVELOPMENT
SEQUENCE (cont)**

The Company Commander:

- **Gets his METL approved by the battalion commander**
- **Provides his approved METL to his platoon leaders and platoon sergeants**

T653/OCT 03/VGT-5

SELECT COLLECTIVE TASKS

- **Use mission-to-collective task matrix**
- **Identify high payoff tasks**
- **Obtain commander's guidance/approval**

T653/OCT 03/VGT-6

TASK APPROVAL MATRIX			
SOLDIER TASK		REVIEW	APPROVE
TO TRAIN	SELECTION		
1SG	CSM	CO CDR	BN CDR
PSG	1SG	PLT LDR/ CO CDR	BN CDR
SQD LDR	PSG	PLT LDR	CO CDR
TM LDR	SQD LDR	PSG/PLT LDR	CO CDR
SOLDIER	TM LDR	SQD LDR	PLT LDR

T653/OCT 03/VGT-7

- BATTLEFIELD OPERATING SYSTEMS (BOS)**
- Intelligence
 - Maneuver
 - Fire Support
 - Mobility/Counter mobility/Survivability
 - Air Defense
 - Combat Service Support
 - Command and Control (C²)
- T653/OCT 03/VGT-8

- ADAPT A CONDITION STATEMENT**
- Read the existing MTP/SM statement
 - Identify support/resource requirements
 - Consider local situation
 - Prepare revised condition statement
- T653/OCT 03/VGT-9

Student Handout 3

This Student Handout contains Practical Exercise 1.

Practical Exercise 1

Title	Task List Development.
Introduction	This practical exercise will provide you the opportunity to prepare a task list.
Motivator	The purpose of this exercise is to increase your understanding of the supporting task list development process.
Safety Requirements	None
Risk Assessment Level	Low
Environmental Consideration	None
Evaluation	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.
Instructional Lead-in	Completing this PE will provide you an opportunity to complete a task list.
Resource Requirements	None
Special Instructions	None

**General
Instructions**

For this exercise you will use ARTEP 7-8-MTP, Mission Training Plan for the Infantry Rifle Platoon and Squad. This is the publication used in many of the examples found in FM 25-101. The type of unit is not important for this exercise

Requirements

1. Identify the “high payoff” platoon collective tasks that support the operations recon/security and defend. State the total number of “high payoff” tasks and list the task numbers and titles for the first five.

2. Identify the “high payoff” common tasks, skill level 2, that support both the platoon collective tasks perform passage of lines (7-3/4-1125) and perform linkup (7-4/4-1128). List the task numbers and titles.

3. Identify the “high payoff” soldier tasks, common tasks skill level 1, that support both the platoon collective task perform passage of lines (7-3/4-1125) and perform linkup (7-3/4-1128). List the first five task numbers and titles.
