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**\*FM 25-101**

**HEADQUARTERS  
DEPARTMENT OF THE ARMY  
Washington D.C., 30 September 1990**

# **FM 25-101**

# **BATTLE FOCUSED TRAINING**

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# Preface

FM 25-101 uses training documents from a notional division, the 52d Infantry Division (Mechanized), as the basis for developing a battalion training program. The 52d Inf Div (Mech) is task-organized with two Active Component (AC) brigades (1st and 2d), one Reserve Component (RC) roundout brigade (313th), and other subordinate divisional units ([Appendix A](#)).

A battalion task force, TF 1-77, is a subordinate unit of the 1st Brigade. A tank heavy company team, Team A, is a subunit of Task Force (TF) 1-77. The task organizations for 1st Brigade, TF 1-77, and Team A are also in Appendix A. The remainder of the manual focuses on how to train for combat using examples from TF 1-77 and its associated slice units. Additional training examples for combat support (CS) and combat service support (CSS) units (both AC and RC) are provided throughout the manual.

Many of the AC examples were developed using the Standard Army Training System (SATS), a personal computer software package, to assist commanders in implementing FMs 25-100 and 25-101. Specifically, SATS' major functions allow the use of Army Training and Evaluation Program (ARTEP) mission training plan (MTP) and training and evaluation outline (T&EO) data bases to support mission essential task list (METL) development and assessment. SATS also provides automated assistance for developing training schedules and calendars, and managing operating tempo (OPTEMPO), ammunition, and Class III.

The manual contains the following information:

- Chapter 1 provides a training overview.
- Chapter 2 explains the METL development process.
- Chapter 3 describes the long-range, short-range, and near-term phases of the training planning process.
- Chapter 4 discusses the execution of training.
- Chapter 5 explains how leaders use evaluations and other training feedback to conduct unit assessments.

- The appendixes provide additional information to assist leaders in planning, executing, and assessing training in units. They provide examples and helpful techniques and procedures that can be readily applied to specific training situations for AC and RC units.

Unless this publication states otherwise, masculine nouns or pronouns do not refer exclusively to men.

The proponent of this publication is HQ TRADOC. Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Commander, U.S. Army Combined Arms Center, ATTN: ATZL-SWW-L, Fort Leavenworth, Kansas 66027-6900.

## FOREWORD

*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 because that soldier was not properly trained.*

Training is the cornerstone of readiness and the basis for credible deterrence and capable defense. Training is the means by which the Army's quality soldiers and leaders develop their warfighting proficiency and exercise the collective capabilities they will require in combat. Training prepares soldiers, leaders, and units to fight and win in war--the Army's basic mission.

While senior leaders determine the direction and goals of training, it is the officers and noncommissioned officers at battalion, company, and platoon level who ensure that every training activity is well planned and rigorously executed. This manual is for them--the leaders at battalion level and below.

FM 25-100, *Training The Force*, established our training doctrine. FM 25-101, *Battle Focused Training*, applies this doctrine and assists leaders in the development and execution of training programs. It provides practical "how to" guidelines for officers and NCOs, including techniques and procedures for planning, executing, and assessing training. Above all, FM 25-101 builds on the emphasis in FM 26-100 on the importance of battle focus in training.

Our duty as leaders is to provide demanding and realistic training for our soldiers. FM 25-101 will help us do that, and I expect all officers and NCOs, particularly those in battalion- and company-level units, to understand and apply the methods discussed in it. Leaders at every level must redouble their commitment to tough, realistic training.

Training is the Army's top priority and don't you forget it!

*Carl E. Vuono*  
*General, United States Army*  
*Chief of Staff*

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# CHAPTER 1

## TRAINING OVERVIEW

*Training is the cornerstone of readiness--it is the top priority for the Total Army.*

*General Carl E. Vuono*

*The Army exists to deter war or, if deterrence fails, to win in combat. For deterrence to be effective, our enemies must know that the Army can mobilize, deploy, fight, and sustain combat operations. Effective training molds human and material resources into cohesive, combat-ready units.*

*To be successful in combat, the Army must train continually to develop and maintain combat-ready soldiers, leaders, and units that can perform assigned tasks to specific standards. The requirement for training continues even during wartime (especially within the combat zone). Training builds self-confidence, promotes teamwork and esprit de corps, and increases professionalism in soldiers, leaders, and units.*

## LEADERS AND TRAINING

### COMMANDER'S ROLE

Effective training requires the personal time, energy, and guidance of commanders. Commanders must personally observe and assess training at all echelons. Their specific emphasis is on training one level down and evaluating two levels down; for example, battalion commanders train company commanders with their companies and evaluate platoon leaders with their platoons. Company commanders train platoon leaders with their platoons and evaluate section, squad, team, and crew leaders with their units. Commanders must--

- Develop and communicate a clear vision or intent. This vision is based on an understanding of the following:
  - Unit's mission, doctrine, and history.
  - Unit capabilities, to include strengths and weaknesses.

- Supporting and supported units' doctrine and capabilities.
- Enemy capabilities.
- Training philosophy.
- Training environment (geographic dispersion, location, or unique)
- Train the trainer. They must--
  - Develop junior leaders.
  - Ensure subordinate leaders understand and use leader development programs.
- Establish a safe, realistic training program that is based on and enforces the Army's standards of performance.
- Foster a command climate which--
  - Promotes learning.
  - Allows honest mistakes.
  - Encourages open communications and disagreement without fear of retribution. Instills discipline in units.
- Be personally involved in planning, executing, and assessing training.
- State their expectations of what the unit should achieve by the end of the training period (expected levels of proficiency on mission essential task list (METL) tasks).
- Protect units from training distracters by ruthlessly enforcing the lock in of major events agreed upon during training briefings and contained in the signed training schedules.
- Ensure subordinate commanders understand the importance of training meetings (weekly for AC, monthly for RC), rigidly enforce their conduct, and (periodically) attend them.
- Protect resources (ranges, ammunition, land, training aids, and time) for training.
- Personally visit training to--
  - Show that training is the top priority.
  - Observe and assess the execution of subordinate training at all levels to ensure training is conducted to standard.
  - Assess leader development and provide developmental feedback and guidance as coach, teacher, and mentor.
  - Direct changes to improve unit training and enhance warfighting capability (within scope of unit training objectives, using the chain of command).
  - Ensure quality of external training support and resolve systemic problems.

## **LEADER RESPONSIBILITIES**

In addition to the above commander's responsibilities, all leaders must require their subordinates to understand and perform their roles in training ([Figure 1-1](#)). The commander assigns primary responsibility to officers for collective training and to noncommissioned officers (NCOs) for soldier training. NCOs also have responsibility to train sections, squads, teams, and crews. The commander is responsible to meld leader and soldier training requirements into collective training events using multiechelon techniques.

Additionally, all leaders must--

- Train the combined arms team to be proficient on its mission essential tasks. This includes training soldiers, leaders, subordinate units, and supporting elements. The key is to train the leader with the unit. Special attention must be paid to training newly assigned lieutenants and sergeants as they train with their platoons, and newly promoted sergeants as they train with their sections, squads, teams, and crews.
- Centralize training planning to maintain unit focus on the wartime mission.

- Decentralize execution to allow subordinate leaders the flexibility to focus training on their units' strengths and weaknesses.
- Establish effective communications at all levels. Leaders must talk to one another and exchange information. Guidance on wartime missions and priorities flows down; soldier, leader, and collective training needs flow up. Training meetings, briefings, and after action reviews (AARs) are the primary forums for the exchange of training information among leaders.
- Demand training standards be achieved. They must--
  - Plan time for additional training to allow for tasks not performed to standard.
  - Plan to train a realistic number of tasks during a training event. It is better to train to standard on a few tasks than fail to achieve the standard on many. *Soldiers will remember the enforced standard.*
- Understand the role of the RC and the nature of the RC training environment. About half of today's total Army force structure is in the RC: the Army National Guard (ARNG) and US Army Reserve (USAR). RC units are required to train to the same standard on each task as AC units. However, they train fewer tasks because of--
  - Reduced training time.
  - Geographical dispersion.
  - Availability of equipment for training.
  - Adequate training areas.

Many RC units operate within two different chains of command. RC units receive their wartime missions through their CAPSTONE chain of command. Their peacetime chain of command, however, provides training guidance and the day-to-day command and control. Additionally, the peacetime chain of command reviews and approves resources for RC units to train on mission essential tasks.

[Figure 1-1.](#)

## PRINCIPLES OF TRAINING

Leaders must know and understand the principles of training to effectively train their units. The principles provide direction, but are sufficiently flexible to accommodate local conditions and the judgment of commanders and other leaders. The nine principles of training are--

- Train as combined arms and services team.
- Train as you fight.
- Use appropriate doctrine.
- Use performance-oriented training.
- Train to challenge.
- Train to sustain proficiency.
- Train using multiechelon techniques.

- Train to maintain.
- Make commanders the primary trainers.

### **Train as Combined Arms and Services Team**

The greatest combat power results when leaders synchronize combat, combat support (CS), and combat service support (CSS) systems to complement and reinforce one another. The slice concept refers to CS and CSS units task-organized to support a particular maneuver or combined arms unit. *Leaders should routinely practice habitual relationship and cross attachment of units.*

Habitual relationship of supporting elements builds cohesion and a winning spirit. Habitual relationship also helps each element understand how it contributes to fight the battle. The team works together. All slice team members, particularly officers and key NCOs, must be present at every opportunity. This includes staff meetings, training meetings, and social events. [Figure 1-2](#) shows a representative battalion task force (TF) and company team with their slice elements.

RC units may have difficulty training as a combined arms team during inactive duty training (IDT) because of the dispersion of combat arms, CS, and CSS units. RC commanders must therefore emphasize slice training during annual training (AT).

### **Train as You Fight**

Units should train in peacetime as they will fight during war. Peacetime training must replicate battlefield conditions. All training is based on this principle. Leaders must ensure that soldiers are trained to cope with complex, stressful, and lethal situations they will encounter in combat. They do this by--

[Figure 1-2](#). Battalion Task Force.

- Demanding high standards, but initially accepting less than desired results. They sequentially increase the level of difficulty of conditions to attain the Army standard on tasks.
- Training soldiers, leaders, and units in a near wartime environment, not in the classroom. Leaders make training conditions as realistic as possible.
- Ensuring all training is tactically oriented. This includes CS and CSS.
- Ensuring that opposing forces (OPFOR) use appropriate threat doctrine, tactics, and equipment.
- Integrating realistic conditions into training, such as--
  - Loss of key leaders.
  - Smoke.

- Casualty evacuation.
- Noise.
- Simulated nuclear, biological, chemical (NBC) situations.
- Battlefield debris.
- Limited visibility (night).
- Loss or jamming of communications.

Leaders must ensure realistic training is safe. Safety awareness protects combat power. Historically, more casualties occur in combat due to accidents than from enemy action. Ensuring that realistic training is safe instills the awareness that will save lives in combat.

Conducting realistic training is challenging business. The goal of the chain of command is *not* training first *nor* safety first, but *training safely*. The commander is the safety officer. He is ultimately responsible for unit safety; however, every soldier is responsible for safe training. This includes leaders throughout the chain of command, not just range safety officers and NCOs, observer-controllers (OCs), and installation safety officers.

### **Use Appropriate Doctrine**

Training must conform to Army doctrine. Doctrinal manuals provide leaders correct procedures and principles in order to conduct training properly. When units are cross-attached, these manuals provide common doctrine and standard operational methods to permit rapid adjustment on the battlefield. Leaders and soldiers must understand standardized doctrinal principles found in applicable--

- Field manuals (FMs).
- Training circulars (TCs).
- Mission training plans (MTPs).
- Drill books.
- Soldier's manuals (SMs).
- Army regulations (ARs).

When Army standards are not published, leaders must develop standards that are challenging, attainable, and easily evaluated. Because leaders two levels up are responsible for evaluating training, they should approve the developed standards. Soldiers and leaders must understand the standards; for example, each soldier must hit four of five targets in his sector during a squad attack live fire exercise (LFX).

### **Use Performance-Oriented Training**

Soldiers, leaders, and units must be proficient in the basic skills required to perform their missions under battlefield conditions. This requires hands-on training. For example, all soldiers and leaders should conduct both mounted and dismounted land navigation courses instead of relying only on classroom instruction.

Soldiers train better and faster, and to a higher degree of proficiency, when they know the tasks, conditions, and standards. Likewise, training becomes more effective when it is performance-oriented (can the soldier perform to standard?), rather than procedure-oriented (did the instructor use the right lesson plan?), or time-oriented (the training schedule calls for four hours on this subject). Enforcing standards helps leaders identify and correct training deficiencies, giving them a more accurate assessment of combat capabilities.

As soldier performance levels increase, conditions under which tasks are performed become more demanding while standards remain constant. Soldiers and leaders must execute the planned training, assess performance, and retrain until Army standards are met under the most difficult wartime conditions.

The same standards must be enforced on a task whether it is performed individually or as part of a larger operation. For example, the squad leader enforces individual movement techniques during squad training as well as when executed as part of a company attack exercise. Soldier and leader training must occur continually and be fully integrated into collective training.

### **Train to Challenge**

Training that is tough, realistic, and mentally and physically challenging excites and motivates soldiers and leaders. Challenging training--

- Builds competence and confidence by developing new skills.
- Instills loyalty and dedication.
- Inspires excellence by fostering initiative, enthusiasm, and eagerness to learn.
- Builds aggressive, well-trained soldiers.

Leaders must make all training safe, challenging, and as close to wartime conditions as possible. Routinely operating in NBC and electronic warfare (EW) environment enhances the training challenge. Innovative leaders seize every opportunity to increase training value for soldiers, leaders, and units.

### **Train to Sustain Proficiency**

Once soldiers and units have trained to the standard, they maintain proficiency through sustainment training. Sustainment training--

- Trains on tasks which build on skills mastered by the soldier, leader, and unit.
- Uses opportunity training to constantly hone proficiency on known tasks.

Opportunity training is the conduct of preselected, preplanned critical tasks that require little explanation. It is conducted when proficiency has been reached on the scheduled primary training task and time is available.

Unscheduled breaks in exercises or assembly area operations, or while waiting for transportation, provide time for opportunity training. Creative, aggressive leaders use this time to sustain the skills of their soldiers and units. For example, an ADA crew leader may conduct opportunity training on aircraft identification while waiting to have his crew's Multiple Integrated Laser Engagement System (MILES) rekeyed during a field training exercise (FTX).

Units naturally fluctuate in proficiency because of many factors, including training frequency, key personnel turnover, new equipment fielding, and resource constraints. Well-trained units' training programs minimize peaking for selected events or at predetermined times. This is training in a *band of excellence*.

An example of how the TF 1-77 commander planned his yearly sustainment training to remain in a band of excellence is at [Figure 1-3](#). His plan repeats critical training at the minimum frequency necessary for sustainment. This commonsense approach precludes deep valleys in proficiency that would require a great amount of resources and time to retrain the unit on its wartime mission. Sustainment training within a band of excellence is the key to combat readiness.

### **Train Using Multiechelon Techniques**

Multiechelon training is the simultaneous training of more than one echelon on different tasks. Examples of multiechelon training are the concurrent conduct of different exercises by subordinate elements in a unit, and the training of different tasks by elements of the same unit.

Commanders must maintain a focus on their units' wartime mission to determine those multiechelon events required to train the units. Prior to a multiechelon training event, commanders assess their units' proficiency to determine the tasks to be trained. Tasks for soldiers and leaders must be identified to support collective training. Leaders set and announce training objectives for subordinate leaders and soldiers participating in the training. If subordinate leaders know what training will occur during a scheduled major training exercise, they can plan prerequisite training and training to overcome particular known weaknesses. While leaders are being trained on leader tasks, they are still responsible to ensure collective and soldier training is done to standard.

#### [Figure 1-3.](#)

For example, a battalion commander determines an upcoming battalion FTX will include a deliberate defense. He informs his subordinate leaders of his decision. The battalion staff and subordinate commanders plan to train specific subtasks associated with the deliberate defense. Because of the units' assessed weaknesses, commanders might also focus on the following:

- Alpha Company--preparation of individual fighting positions.
- Bravo Company--patrolling procedures.
- Charlie Company--emplacement of obstacles.
- Delta Company--direct fire synchronization.

The battalion staff and specialty platoons, such as the scout, mortar, and medical platoons, also focus on specific training objectives in support of the deliberate defense. At all levels, leaders select specific training objectives for subordinate leaders and soldiers, such as individual movement techniques, squad formations, and land navigation. The key for leaders is to know their units' strengths and weaknesses. They then plan to train, assess, and retrain to correct the performance of those tasks selected for training.

Units should always use a multiechelon approach to training. It maximizes resources such as time, ammunition, and firing ranges. Multiechelon training is the most effective way to train and sustain each echelon within the unit.

### **Train to Maintain**

The standard for the Army is to train and maintain to the published standards in Technical Manuals (TMs) -10 and -20. Maintenance is vital to training.

***If you don't maintain, you can't train!***

Training cannot happen if essential equipment and systems (such as tracks, weapons, wheeled vehicles, or radios) are nonmission capable (NMC). Everyone (leaders, maintenance personnel, and operators) must be trained and involved to improve and sustain the unit's maintenance posture.

In war, soldiers and crews perform preventive maintenance checks and services (PMCS) under combat conditions and without the normal direction and supervision of superiors. This requires maintenance personnel, and equipment or vehicle operators, who are proficient in their maintenance duties. Leaders must plan training objectives for command maintenance periods and ensure they are executed to standard. They must train the trainer to train soldiers to meet Army maintenance standards. Trainers must instill an understanding of, and the know-how to perform, day-to-day maintenance operations. Leaders and soldiers must constantly hone their tactical and maintenance skills to be successful on the battlefield.

Training must focus on the total unit maintenance concept with safe procedures emphasized during all maintenance activities. All maintenance must be on the unit training schedule. It must focus on the total unit, to include--

- The soldier, and his uniforms.
- The soldier's equipment, such as common table of allowances (CTA) 50, weapons, and protective mask.
- Major end items, such as tracked and wheeled vehicles, helicopters, and shop vans.

Scheduled maintenance allows units to "train to maintain." Drivers training is an important part of the unit's training program and must be integrated into the overall schedule. Time must also be allotted for maintenance and other logistical personnel (supply, cooks, or mechanics) to maintain their equipment to standard.

The training schedule must also include weekly PMCS, equipment services, and command maintenance programs. Soldiers must understand PMCS requirements and how they are executed. Leaders must integrate soldiers into maintenance by maintaining the entire system, not just pieces of the system. For example, a Bradley fighting vehicle (BFV) squad would focus on maintaining weapons, radios, basic issue items (BII), NBC equipment, as well as the

vehicle.

***If you don't train how to maintain, you can't maintain!***

The commanders, command sergeant major (CSM), and first sergeants (1sgs) instill in soldiers and leaders the importance of keeping equipment in the fight. The commander reviews the unit maintenance proficiency based on readiness standards, completion of scheduled equipment services, and identified training weaknesses. During the weekly training meeting, he adjusts the emphasis on the unit's maintenance training program to correct identified shortcomings.

### **Make Commanders (Leaders) the Primary Trainers**

At all levels, commanders and leaders must be personally involved in training to train the trainer. Brigade commanders train the battalion commander and his staff. Battalion commanders train company commanders with their companies; company commanders train platoon leaders with their platoons; platoon leaders train squad leaders with their squads; and NCOs train sections, squads, teams, crews, and soldiers. For commanders, an important part of training junior leaders is developing them. The CSM, 1SGs, and platoon sergeants (PSGs) must also actively participate in leader training and development.

*Leader development* is the process the Army uses to develop competent, confident leaders. The leader development process is assessment, feedback, additional training and reinforcement, education, training, experience, and selection for advancement. This cycle occurs in a logical sequence; each step builds on past successes. The cycle also progresses sequentially to challenges of greater scope.

The commander plays a critical role in the development of the unit's junior leaders. This, more than anything else he does, impacts on the future of the Army. He must ensure the unit's leader development program meets the needs of the organization and of the junior leaders. To do so, he must take advantage of opportunities for the leader and the unit through--

- Unit leader development training, which includes varied assignments and METL-based training.
- Institutional training.
- Structured self-development training.

**Unit programs** for leader development through operational assignments are focused at battalion and separate company level. These programs must be--

- Driven by the METL and the professional development needs of junior leaders.
- Based on Army doctrine.

Leader development programs must address officers, warrant officers, and NCOs. The program should be published and disseminated throughout the unit. It should include--

- A *reception and integration* phase for incorporating new leaders into the unit.
- A *basic skills development* phase that brings the leader to a minimum acceptable level of proficiency in critical tasks.
- An *advanced development and sustainment* phase that sustains basic skills, trains the leaders to a higher level of proficiency in critical tasks, and integrates the leader into the unit's continuing professional development program.

**Institutional programs** comprise the Army School System's formal resident training. This formal training is a key part of the unit commander's leader development program. Commanders take advantage of opportunities to send their leaders to training which benefits both the unit and the individual leader. Further, commanders remain abreast of selection criteria for competitive institutional training, such as--

- Noncommissioned Officer Education System (NCOES) Courses.
- The Warrant Officer Senior Course and the Master Warrant Course.
- Command and Staff College (CSC).

**Self-development programs** enhance the leader's overall professional competency. The military qualification standards (MQS) system, the three-level program for officers (precommissioning, company grade, and field grade), provides a common structure to leader development programs.

For self-development to be most effective, the commander and his junior leaders must share the responsibility for maintaining and increasing proficiency. The commander determines where his leaders are in their career-long programs of self-development. He then assists them in designing meaningful action plans for their future development. These include recommended professional reading, correspondence courses, and civilian education as time and resources permit.

Leader development occurs in the formal school system; it occurs in METL-based training in operational (unit) assignments; and it occurs in the individual leader's self-development programs. A balanced (officer and NCO) unit program should also incorporate other proven professional development components. Additional programs can include, but are not limited to, the following:

- Tactical exercises without troops (TEWTs).
- Terrain rides.
- Battle analysis seminars.
- Computer-assisted simulations.
- Certification programs.
- Shared experiences and periodic change of duty programs.

- Guest lectures.
- Unit professional associations.
- History classes and exhibits.
- Professional reading programs.

Commanders can adapt these to the unit's needs, local conditions, traditions, and their own preferences.

Each commander's leader development program will be unique. He develops the unit's program with the assistance of the CSM or the 1SG. To be most effective, the commander must continually listen to, understand, and mentor junior leaders. He must challenge their depth of knowledge and competence. However structured, the program's quality, and its results, depend on how well the commander increases his subordinates' proficiency and motivates them to seek higher levels of excellence throughout their service to the Army. One example of a unit leader development program is at [Appendix B](#).

## BATTLE FOCUS

Battle focus is a concept used to derive peacetime training requirements from wartime missions. Units cannot achieve and sustain proficiency on all possible soldier, leader, and collective tasks.

Commanders must selectively identify and train on those tasks that accomplish the unit's critical wartime mission. The METL serves as the focal point on which commanders plan, execute, and assess training. This is critical throughout the entire training process and aids commanders in allocating resources for training. It also enables the commander to tailor the unit development training for those leader competencies required to execute Army warfighting doctrine.

Critical to the battle focus concept is understanding the linkage between the collective mission essential tasks and the leader and soldier tasks which support them. The CSM and NCO leaders must select specific soldier tasks that support each collective task to be focused on during training. NCOs are primarily responsible for training soldier tasks. Leaders at every level remain responsible for training to established standards during soldier, leader and unit training. [Figure 1-4](#) depicts the influence of battle focus on the integration of collective and soldier training.

[Figure 1-4](#). Integration of collective and soldier training.

## TRAINING MANAGEMENT

The training management approach to implement the battle focus is shown in [Figure 1-5](#). It is a continuous process centering on feedback to enable leaders to properly focus peacetime training on their wartime mission. Assessment is conducted throughout the training management cycle.

The METL development process will be discussed in [Chapter 2](#). It is shown outside the cycle reflecting a requirement to only review the METL after it has been initially approved. The planning process, [Chapter 3](#), is based

on the commander's assessment and focuses on identified strengths and weaknesses which enable the commander to determine which soldier, leader, and collective tasks require additional training. This allows for initial, refresher, or sustainment training, covered in [Chapter 4](#), on the subtasks which keep the task from being performed to standard. [Chapter 5](#) describes the assessment process the leader uses to plan subsequent training.

[Figure 1-5](#). Training Management Cycle.

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## CHAPTER 2

# MISSION ESSENTIAL TASK LIST (METL) DEVELOPMENT

*Do essential things first. Each commander what is essential and assign responsibilities for accomplishment. Nonessentials should not take up time required for essentials.*

*General Bruce C. Clarke*

*This chapter addresses the procedures that battalion and company commanders use to develop their units' METLs. It also describes the development of soldier, leader, and collective tasks and training objectives that support the METL's accomplishment. This chapter focuses on newly assigned commanders who are reviewing their METLs for the first time. It also addresses commanders who receive new wartime missions which cause them to adjust their METL or develop a new METL.*

*Battle focus drives the METL development process. The METL is based on the wartime mission; the unit must train as it plans to fight. Commanders develop METLs because units cannot obtain proficiency on every possible task. The METL development process ([Figure 2-1](#)) allows the commander to narrow the training requirements to an achievable number; it is the same for Active and Reserve Components.*

## KEY POINTS

[Figure 2-1.](#)

Resource availability does not affect METL development. The METL is an unconstrained statement of tasks required to accomplish wartime missions.

Wartime commanders must recognize the peacetime training limitations faced by subordinates and tailor wartime missions within these practical constraints. If a commander determines his unit cannot execute all the tasks on the unit's METL to standard, he must request an adjustment of the unit's mission. The commander determines which tasks he can train and execute. He then negotiates with his wartime commander to ensure the mission and METL are consistent. RC commanders coordinate with their first wartime commander to ensure assigned missions are as specific as possible; they coordinate with the peacetime chain of command for training resources.

The METL is not prioritized. It may be changed or adjusted if wartime missions change. Commanders reexamine the METL periodically to ensure it still supports the wartime mission.

The METL must support and complement the METL of the next higher headquarters and the supported wartime unit for CS and CSS units. This is especially important for battalion and lower units assigned to echelons above division; for example, a supply and services company, general support. In addition, the METL--

- Must be understood by the CSM and key NCOs so that they can integrate soldier tasks.
- Must apply to the entire unit.
- May vary for like units because of different wartime missions or locations.
- Must be briefed to and approved by the next higher wartime commander. Some RC units may be unable to conduct in-person briefings to their higher wartime headquarters. In those cases, commanders must use other means such as messages or mail to get their METL approved.

Other points concerning METL development follow:

- Company is the lowest level unit that prepares a METL.
- Battalion staffs develop staff METLs which are approved by the battalion commander.
- Battalion commanders must ensure staff, supporting slice, and company METLs are properly coordinated and mutually supporting.
- Commanders create a team approach to METL development by involving all subordinate leaders.
- Combat task organizations may be tailored as heavy, light, special operations, or any combination to meet specific mission requirements. When mission, enemy, terrain, troops, and time available (METT-T) dictate changes in a force mix, such as heavy and light, commanders must understand each unit's

capabilities and limitations when reexamining the METL. The same applies to joint and combined operations.

## SOURCES

Commanders determine their units' METLs based on *war plans* and *external directives*. War plans consist of the unit's anticipated wartime missions, operations plans, and contingency plans. External directives may include--

- CAPSTONE mission guidance letters.
- Mobilization plans.
- Installation wartime transition and deployment plans.
- Force integration plans.

The primary source for tasks is doctrinal manuals, such as FM 17-97 for a regimental armored cavalry troop or FM 33-1 for a psychological operations unit. At battalion and company levels, the applicable MTP is a good start point for selecting collective tasks to support the mission. When no MTP exists, leaders may develop task lists using the following sources:

- Table of organization and equipment (TO&E).
- General defense plan (GDP).
- Tactical standing operating procedures (TSOPs).
- Technical manuals (TMs).
- Readiness standing operating procedures (RSOPs).
- State wartime contingency plans for ARNG.

## SEQUENCE

The battalion commander follows this sequence in METL development. He--

- Receives the brigade mission and METL and analyzes the mission to identify specified and implied tasks. He also reviews war plans and other external directives to help identify those tasks.
- Restates the unit's wartime mission.

- Determines and selects the tasks critical for wartime mission accomplishment, which become the unit's METL.
- Gets approval of the unit's METL from the commander.
- Provides the approved METL to his staff and company commanders.

Using the same procedures, the battalion staff and company commanders select METL tasks which are approved by the battalion commander.

To illustrate METL development, the following paragraphs show the steps the TF 1-77 commander used in developing his METL. The examples are developed based on the division and brigade missions and METLs in [Appendix A](#).

### **BATTALION COMMANDER'S ANALYSIS**

The TF 1-77 commander received the 1st Brigade's wartime mission, METL, and war plans. He then--

- Analyzed these documents and other external directives to identify his specified and implied tasks.
- Used the operation-to-collective task matrix found in ARTEP 71-2-MTP to determine the collective tasks in support of the critical wartime missions. These critical wartime operations are offensive, defensive, retrograde, reconnaissance and security, and movement to contact. Additionally, several tasks are annotated that were derived from the battalion's war plans.
- Logically compiled and sequenced these collective tasks as he expected them to occur during execution of the unit's wartime mission. A sample of the TF's collective tasks is at [Figure 2-2](#).

[Figure 2-2](#). Sample TF 1-77 tasks.

The battalion commanders of CS and CSS battalions use the same analytical process to determine their task lists. Sample CS and CSS task lists (not all inclusive) for divisional CS and CSS units are at [Figures 2-3](#) and [2-4](#). A sample nondivisional MP battalion task list is at [Figure 2-5](#).

[Figure 2-3](#).

[Figure 2-4](#). Sample forward support battalion (FSB) tasks.

The TF commander then restated his wartime mission:

**At D-Day, H-Hour, TF 1-77 deploys by air and sea, draws equipment, moves to and occupies designated assembly areas, and organizes for combat. On order, moves to assigned sector to defend. Be prepared to counterattack. On order, conduct offensive operations.**

### [Figure 2-5.](#)

The TF commander analyzed the restated mission and selected from the task list only those tasks essential to accomplish his unit's wartime mission. These tasks make up his METL. [Figure 2-6](#) shows a sample METL resulting from TF 1-77 commander's wartime mission analysis.

The engineer, FSB, and MP battalion commanders used the same process as the TF 1-77 commander to determine their mission essential tasks. [Figures 2-7, 2-8](#), and [2-9](#) show sample METLs resulting from the engineer, FSB, and MP commanders' analyses.

## APPROVAL OF BATTALION METL

Once the METL is developed, the battalion commander briefs his next higher wartime commander who approves the METL. For example, TF 1-77 commander briefed the 1st Brigade commander; the divisional engineer battalion commander briefed the division commander; and the FSB commander briefed the division support command (DISCOM) commander. The corps MP battalion commander briefed the MP brigade commander.

The TF 1-77 commander provided his restated wartime mission and approved METL to his staff and company commanders. As depicted in TF 1-77 task organization ([Appendix A](#)), Team A is a tank heavy subordinate unit of TF 1-77.

[Figure 2-6.](#) Sample TF 1-77 METL.

[Figure 2-7.](#) Sample divisional engineer battalion METL.

[Figure 2-8.](#) Sample FSB METL

[Figure 2-9.](#) Sample MP battalion METL.

## COMPANY COMMANDER'S ANALYSIS

During the METL development process, the Team A commander--

- Analyzed the TF commander's restated wartime mission and approved METL. Using the same process, he identified his specified and implied tasks.

- Used the mission-to-collective task matrix found in ARTEP 71-1-MTP to determine the collective tasks in support of critical wartime missions. These critical wartime missions are Movement to Contact, Attack, Raid, Ambush, Reconnaissance and Security, Defend, and Retrograde. He also identified other tasks required to execute war plans.
- Sequenced the collective tasks as he expected them to occur during the execution of his wartime mission.

A sample list of Team A collective tasks is at [Figure 2-10](#).

The company commanders of an engineer company and a supply company would use the same analytical process to determine their task lists. Sample lists of their collective tasks are at [Figures 2-11](#) and [2-12](#).

[Figure 2-10](#). Sample Team A tasks.

[Figure 2-11](#). Sample engineer company tasks.

[Figure 2-12](#). Sample supply company tasks.

The Team A commander then determined his restated wartime mission which follows:

**At D-Day, H-Hour, Team A deploys by air and sea, draws equipment, moves to and occupies assembly area. On order, defends from assigned battle position. On order, conducts a counterattack to defeat the enemy. Be prepared to conduct offensive operations.**

The Team A commander analyzed the restated mission and selected from the task list only those tasks essential to accomplish his wartime mission. These mission essential tasks make up his METL. [Figure 2-13](#) shows a sample METL resulting from Team A commander's wartime mission analysis. [Figures 2-14](#) and [2-15](#) show sample METLs resulting from the engineer and supply company commanders' analyses for their units.

### APPROVAL OF COMPANY METL

After the company commander develops the METL, he briefs the battalion commander. For example, the Team A commander briefed the TF 1-77 commander; the engineer company commander briefed the engineer battalion commander; and the commander of the supply company briefed the FSB commander. The battalion commander approves the company METL.

[Figure 2-13](#).

[Figure 2-14](#). Sample engineer company METL.

[Figure 2-15](#). Sample supply company METL.

## TDA METL DEVELOPMENT

Tables of distribution and allowances (TDA) unit leaders must also develop a battle focused METL that enables them to accomplish their assigned missions. The METL development process is the same as for TO&E units. This METL must reflect a task list derived by integrating required primary support mission tasks with warfighting skills. These tasks range from wartime mobilization requirements to support for disasters or local emergencies.

Some missions may not change for TDA units during wartime (soldier and equipment support requirements for US Army Training and Doctrine Command (TRADOC) schools and in support of recurring garrison or installation tasks). For example, training battalions and companies would continue to train soldiers and leaders. A sample TDA METL is at [Figure 2-16](#).

[Figure 2-16](#). Sample basic training battalion METL

## INTEGRATION OF SOLDIER, LEADER, AND COLLECTIVE TRAINING

Company is the lowest level to have a METL. The Team A commander gives to his chain of command the mission and METL for accomplishing the company's wartime mission.

### SELECTION OF PLATOON AND SQUAD COLLECTIVE TASKS

From the company mission and METL, the platoon leader and PSG from 1st Platoon, Team A, determined their collective tasks. They used the following process:

- Used the mission-to-collective task matrix found in ARTEP 7-8-MTP to determine platoon collective tasks that support each company mission essential task.
- Determined which collective tasks support more than one company mission essential task to identify high payoff tasks. For example, Collective Task 7-3/4-1025, Move Tactically, is required for most company mission essential tasks.
- Presented selected platoon collective tasks to Team A commander to obtain his guidance and approval. The Team A commander used mission, enemy, terrain, troops, and time available (METT-T) analysis, resource availability, and unit status analysis to select the most important platoon tasks.

The 1st Platoon leader and PSG assisted the 2d Squad leader in determining the squad collective tasks to accomplish the platoon collective tasks. They used the same process as above to select these tasks. The 1st Platoon leader approved the 2d Squad collective tasks. Sample lists of the 1st Platoon and 2d Squad's

collective tasks are at [Figure 2-17](#).

## SELECTION OF LEADER AND SOLDIER TASKS

Leader and soldier tasks must be identified at the appropriate level to support the accomplishment of the unit mission essential tasks. [Figure 2-18](#) identifies leaders that select, review, and approve NCO leader and soldier tasks.

Leader tasks can be found in the appropriate soldier training publication (STP), MQS, MTP, or SM. [Figure 2-19](#) shows a small sample of leader tasks for the infantry platoon leader and subordinate NCOs from Team A. The company commander used ARTEP 7-8-MTP to identify platoon leader tasks. The 1SG and key NCOs used STP 7-11M14-SM-TG and STP 7-11B14-SM-TG to identify NCO leader tasks. Leaders must be proficient on these and other specified leader tasks before conducting collective training.

***Train the trainer to train his soldiers.***

CS and CSS leaders may have similar documents available. When no published leader tasks exist, they must develop them using doctrinal manuals, other proponent school publications, and common task manuals. For example, STP 10-94B25-SM-TG provides CSS leader tasks for a food service NCO. Some skill level 3 sample tasks from the STP are--

- Establish layout of field feeding areas.
- Supervise operation and maintenance of the mobile kitchen trailer (MKT).
- Supervise field kitchen sanitation operations.
- Supervise personnel in cleaning and maintenance of field feeding equipment.
- Request and turn in subsistence.

Leaders must determine which subordinate leader tasks will be incorporated into collective training.

Unit leaders select soldier tasks to support squad and platoon collective tasks using the collective-to-soldier task matrix found in the appropriate ARTEP MTPs. They do this for each skill level within the unit. An example of skill level 1 tasks found in ARTEP 7-8-MTP which support the task Defend in Team A is at [Figure 2-20](#).

[Figure 2-17](#). Sample 1st Platoon and 2d Squad collective tasks.

[Figure 2-18](#). Task approval matrix.

[Figure 2-19.](#) Sample leader tasks.

The CSM and key NCOs review and refine the supporting soldier tasks for each skill level in every MOS within the unit. They pay particular attention to low-density MOS tasks. Leader books are a valuable tool to track tasks for which subordinates must be proficient. Information on the leader book is in [Appendix B](#).

All leaders and soldiers must perform applicable common tasks and military occupational specialty (MOS)-specific tasks. There are 85 common tasks and 70 MOS-specific tasks in ARTEP 7-8-MTP. This list of 155 tasks will be too large to reasonably sustain because of limited training time and other resource restrictions. Leaders use battle focus to refine the list to mission related tasks that are essential to the soldier's duty position. This list of leader and soldier tasks is analyzed to eliminate duplication. For example, the squad leader and team leaders in a BFV squad first selected the common tasks they determined as essential for all skill level 1 squad members. [Figure 2-21](#) is a sample of their common tasks.

The leaders next identified tasks essential to both the soldiers' duty positions and to duty positions for which they are being cross trained. [Figure 2-22 \(a and b\)](#) is a sample of tasks by soldier's positions.

The integration of soldier, leader, and collective tasks with the METL mutually supports the unit's wartime mission. The relationship of essential soldier and leader tasks to squad and platoon collective tasks and the company mission essential tasks for Team A is at [Figure 2-23](#).

Another example of how soldier, leader, and collective tasks are integrated into a CS company follows at [Figures 2-24 through 2-26](#). The engineer chain of command developed task lists using ARTEP 5-145-11-MTP to support mission essential task Conduct Obstacle Reduction (Breaching) Operations.

[Figure 2-20.](#) Collective-to-soldier matrix extract.

[Figure 2-21.](#) Sample common tasks.

[Figure 2-22.](#) Sample soldier duty position tasks.

[Figure 2-22](#) (continued).

[Figure 2-23.](#) Relationship of soldier and leader tasks to squad and platoon collective tasks and the company METL.

[Figure 2-24.](#) Sample engineer platoon collective tasks.

[Figure 2-25.](#) Sample engineer squad collective tasks.

[Figure 2-26.](#) Sample engineer leader and soldier tasks

## BATTLE STAFF

The battle staff consists of the battalion staff and battalion slice (CS and CSS elements that are task-organized). Battalion staff and slice leaders develop mission essential tasks that support the battalion METL. They use the same process as the battalion and company commanders to develop their METL. Battle staff mission essential task lists are reviewed by the battalion executive officer and approved by the battalion commander.

[Figure 2-27](#). Sample battle staff METLs.

The battalion commander must ensure that the battle staff METL integrates combined arms tasks which enable the battalion to fight as a combined arms team. As additional assets are task-organized, they must be integrated into the battle staff. The tasks of special staffs are incorporated into the battle staff's METLs; for example, the chaplain and medical officers' tasks with the S1's METL; the signal, chemical, and S3 air officers' tasks with the S3's METL; the motor and support platoon officers' tasks with the S4's METL. A sample list of battle staff mission essential task lists is found in [Figure 2-27](#).

## BATTLE TASKS

After approving the battle staff's and companies' METLs, the battalion commander selects from these METLs those tasks which the accomplishment of is critical to the success of each battalion mission essential task. These become the battalion's battle tasks. The selection of these battle tasks allows the battalion commander to focus on those tasks he wants to emphasize during training and evaluation. It also enables him to allocate scarce resources, such as ammunition, fuel, training areas, repair parts, and training aids, devices, simulators, and simulations (TADSS). Battalion is the lowest level that has battle tasks.

After compiling all battle tasks for each TF mission essential task, the TF commander eliminates redundant battle tasks. *For example, logistical operations, command and control, and NBC tasks relate to all mission essential tasks.* [Figure 2-28](#) illustrates the battle task selection process in which the higher commander selects his battle

[Figure 2-28](#).

tasks from the subordinate unit's METL.

## BATTLEFIELD OPERATING SYSTEMS

A tool that the TF commander may use to organize his battle tasks is the *battlefield operating systems (BOS)*. The seven BOS are the major functions which occur on the battlefield. The BOS must be synchronized to ensure total combat power is coordinated and directed toward accomplishing the wartime mission. The BOS are a tool and provide a process to evaluate and assess performance. They may be used to identify

operational deficiencies and focus attention for training.

All BOS are not equal in all operations, nor do they apply for all tasks. They also are not any end in themselves. Mission accomplishment and overall unit performance are what count. BOS are listed in sequence as they would appear in the five paragraph field order:

- Intelligence.
- Maneuver.
- Fire support.
- Mobility/countermobility/survivability.
- Air defense.
- Combat service support.
- Command and control (C2).

### **SPECIALTY PLATOONS**

The collective tasks of the battalion's specialty platoons directly support the battalion METL. Specialty platoon tasks may be incorporated into the headquarters and headquarters company (HHC) METL. If specialty platoon tasks are in the HHC METL, they may be identified as battalion battle tasks.

Commanders must therefore pay special attention to training specialty platoon collective tasks. For example, the success of the battalion's movement may depend on the scout platoon's ability to conduct a route reconnaissance. Additionally, the ability of the mortar platoon to rapidly bring indirect fires on a moving enemy formation may be key to the success of a battalion defense.

### **EXAMPLE BATTLE TASKS**

[Figure 2-29](#) shows the TF 1-77 commander's selection of battle tasks for the battalion mission essential task Assault. The TF commander chooses tasks from company and team METLs to support the battalion mission essential task Assault. He bases his selection on his knowledge of the battalion's mission and his concept of the operation, choosing those tasks he feels are most important to the battalion's success. These become the battalion battle tasks. Figure 2-29 also shows the relationship of soldier, leader, and collective tasks, and METL to the battalion task.

CS and CSS battalion commanders have additional considerations which make selecting battle tasks extremely difficult. The METLs of their subordinate units must support their own battalion METL as well as the METLs of supported units. The subordinate companies could also have diverse missions within the

battalion (such as medical, maintenance, and supply companies within the FSB).

[Figure 2-29](#). TF 1-77 battle task selection and relationship to soldier, leader and collective tasks and METL.

[Figure 2-30](#) is an example of an engineer battalion commander's selection of battle tasks for the mission essential task Prepare Combined Arms Obstacle Plan. [Figure 2-31](#) shows 1st FSB's selection of battle tasks for the mission essential task Conduct Logistical Operations.

[Figure 2-30](#). Engineer battalion battle task selection.

[Figure 2-31](#). 1st FSB battle task selection.

## TRAINING OBJECTIVES

After identifying battalion and company METLs, supporting platoon and squad collective tasks, and supporting soldier and leader tasks, leaders establish supporting conditions and standards for each task. The resulting training objective describes the desired outcome of a training activity.

Local conditions vary. Commanders must therefore modify conditions statements to fit their training environments and assessments of their units' level of proficiency. The goal is to create as realistic and demanding a training environment as possible with the resources available.

To adapt a conditions statement, the commander should take the following steps:

- Read the existing MTP or SM statement. (It is deliberately general because a more specific conditions statement may not apply to all units.)
- Read the applicable references with suggested support requirements and identify the resources needed to train the task.
- Consider the local situation--ammunition available, OPFOR, time, terrain, ranges, TADSS, and weather conditions.
- Prepare a revised conditions statement. Conditions prescribed should be realistic and practical. If conditions are considerably different from those stated in the MTP, the commander must consider whether the standards can be met or should be modified. Regardless, the conditions should be adjusted so that the standards remain appropriate to the task.

The conditions statement will include comments on one or more of the following:

- 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.

The standards for most tasks may be found in applicable MTPs and SMs. These standards for task performance are the minimum Army standards. For tasks without published training objectives, the following documents will assist in their development:

- DA Pamphlet 350-38.
- Deployment or mobilization plans.
- General defense plans.
- Army, major Army command (MACOM), and local regulations.
- Local standing operating procedures (SOPs).
- Equipment TMs and FMs.

CS and CSS unit commanders should structure daily operations so they replicate how business will be conducted during war. For example, a counterintelligence team from the military intelligence (MI) battalion supports the brigade's operational security (OPSEC) program in garrison through OPSEC awareness and vulnerability assessments; the FSB will routinely have the maintenance support teams from the maintenance company operate with supported unit's organic maintenance personnel. The following training objectives are examples for battalion-through-soldier level which support the TF 1-77 mission Defend (Figures 2-32 through 2-36). [Figures 2-37](#) and [2-38](#) show training objectives for 1st FSB and Company A, 52d Engineer Battalion.

[Figure 2-32](#). Example TF 1-77 training objective.

[Figure 2-33](#). Example Team A training objective.

[Figure 2-34.](#) Example tank platoon training objective.

[Figure 2-35.](#) Example crew training objective.

[Figure 2-36.](#) Example soldier training objective.

[Figure 2-37.](#) Example 1st FSB training objective.

[Figure 2-38.](#)

*The METL with supporting soldier, leader, and unit collective tasks provides the foundation for the training plan. The battalion and company commanders in concert with the CSM, first sergeants, and subordinate leaders are now ready to plan their units' training.*

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## CHAPTER 3 PLANNING

*Training in all its phases must be intensive . . . It must be intelligently directed so that every individual [soldier] including the last private in the ranks, can understand the reasons for the exertions he is called upon to make.*

*General Dwight D. Eisenhower*

*This chapter addresses how leaders plan training based upon the assessment. [Figure 3-1](#) expands the training planning process illustrated in the training management cycle. The phases will be discussed in detail as follows:*

- *Long-range planning, which results in the battalion commander's long range calendar.*
- *Short-range planning, which results in the battalion commander's--*
  - Quarterly training guidance (AC) or yearly training guidance (RC).*
  - Quarterly training calendar (AC) or yearly training calendar (RC).*
  - Quarterly training briefing (AC) or yearly training briefing (RC).*
  - Near-term planning which results in publication of weekly (AC) or monthly (RC) training schedules.*

[Figure 3-1.](#) Training planning process.

*Planning links the unit METL and the execution of battle focused training. It is a centralized process that aligns training priorities with wartime requirements at all levels within the unit. Although there are other training requirements, battle focus allows the leader to narrow his scope of planning to wartime mission essential tasks.*

## ASSESSMENT

The assessment begins the training planning process. Commanders use their subordinates, key staff members, and NCO leaders to assess the training level on mission essential tasks. Commanders rely on subordinate leaders' feedback to determine their units' training proficiency level. They analyze all available training evaluations, such as ARTEP external evaluations, combat training centers (CTC) take home packages, and annual training reports. Commanders use these evaluations, personal observation, and other feedback to identify the subtasks for each mission essential task which require further training.

In-depth assessment determines a strategy to improve training proficiency on specific weaknesses and plan sustainment training on demonstrated strengths. Assessment links the evaluation of training executed to the planning of upcoming training.

## LONG-RANGE PLANNING

At battalion level, long-range planning starts with unit assessment and is the basis for the long range training calendar. Resources, such as major training areas, ammunition, and fuel, are allocated and shortfalls, identified. The long-range plan synchronizes supporting units and agencies so that training events can be properly executed ([Figure 3-2](#)).

## UNIT ASSESSMENT

Long-range planning is based on unit assessment. This assessment identifies training strengths and weaknesses, allowing the commander to plan training which sustains unit strengths and improves weaknesses.

Unit assessment is made by the commander. It is based on his firsthand observations and input from all leaders (officer and NCO). It is the base upon which a training strategy is developed. Unit assessment is--

- Developed using evaluations, reports, leader books, or records.
- A continuous process; however, formal assessment is normally only conducted at the start of planning phases and after major training events.
- Used to set or update unit goals and objectives.
- Influenced by future events; for example, personnel turnover, new equipment fielding, or force structure changes.

Training strategy is a concept used to attain desired levels of training proficiency on mission essential tasks. The commander's strategy is based on his assessment of his unit and higher headquarters' command training guidance (CTG). It determines training events and activities to improve or sustain proficiency on each mission essential task. This training strategy supports unit goals and objectives that provide a common direction for the unit's training program.

[Figure 3-2.](#)

The commander's training strategy is continuously refined throughout the planning process. Training strategies--

- Ensure training is focused on METL and subordinate leader development.
- Ensure combined arms is incorporated in all training.
- Determine who, what, when, and where to train.
- Determine the logical sequence to execute the training.
- Determine types of training exercises to be used (see [Appendix C](#)). For example, commanders with an inexperienced battle staff plan more map exercises (MAPEXs), fire coordination exercises (FCXs), and command post exercises (CPXs). The command field exercise (CFX) is excellent for training leaders and staffs with complete command, control, communications, and logistical systems.
- Determine frequencies for a given task; for example, train Movement to Contact quarterly during FTXs and Set Up the Tactical Operations Center (TOC) once a month.
- Coordinate all training events. CS and CSS commanders must consider unlike units and physical dispersion.
- Match the available resources to the training requirements.
- Result in commander's training guidance.

These elements of training strategy apply to both Active and Reserve Component units. The RC, in many instances, is required to conduct additional coordination between their wartime and peacetime chains of command. For example, a transportation battalion and an airborne MI company may report through a support group to a US Army Reserve Command (ARCOM) headquarters in peacetime. Yet they are aligned with two different wartime chains of command.

With limited time to train, RC commanders must sequence training of METL tasks throughout the long-range training cycle. [Appendix C](#) discusses training exercises that maximize planning time.

### **COMMANDER'S GUIDANCE**

Senior commanders publish long-range planning calendars and CTG to give battalion and subordinate commanders adequate time to properly plan training (Figures [3-3](#) and [3-4](#)). Senior commanders provide resources and protect training from distracters.

[Figure 3-3.](#) Active Component.

### [Figure 3-4.](#) Reserve Component.

Division commanders often provide suggested frequency for training events and other activities. [Figure 3-5](#) is an example of an AC division commander's guidance matrix. It can be used as a tool to conduct long-range planning. RC commanders could develop a similar matrix based on training requirements and higher headquarters requirements.

### [Figure 3-5.](#)

Weekly NCO training time is included on the example matrix. Some training time during the week should be devoted to the small-unit leader (such as a squad leader or a vehicle commander) to train his unit. This enhances readiness and cohesion; it also allows the junior NCO to learn and exercise the Army's training management system at the lowest level. *The key is to train the trainer so that he can train his soldiers.* This requires the NCO to identify essential soldier and small-unit and team tasks (drills) that support unit METL and then--

- To assess strengths and weaknesses.
- To formulate a plan to correct deficiencies and sustain strengths.
- To execute the training to standard.

## TIME MANAGEMENT

Commanders organize training time during long-range planning using time management systems. Time management systems are designed to protect training time for subordinate units. Various types of time management systems are used throughout the Army. Some systems consist of three cycles: units involved in prime time training, units on alert status, and units providing support. Other systems have two cycles: prime time training, and support. The two-cycle system is better suited for the majority of CS and CSS units. *Slice units' time management systems should be aligned with the supported maneuver unit.* Regardless of the system, its purpose is to provide uninterrupted training time to subordinate commanders.

Taskers from higher headquarters or the installation are managed to protect units in a training cycle. Units being fenced from outside support taskings thus have the time to train collective tasks and to conduct internally directed training exercises. After a period of time, determined by the commander, units that have been fenced from support taskers become the supporting units; units that have been receiving the support taskings are provided uninterrupted time to train.

Time management is especially important in the RC. RC commanders use a time management system to ensure the maximum amount of time is devoted to training essential soldier, leader, and collective tasks. The peacetime chain of command must assist subordinate commanders by consolidating scheduled training distracters, such as human immunodeficiency virus (HIV) testing, panoramic x-rays, or inspections, during one or two IDT periods during the year. This impacts least on training.

One way to implement a time management system during IDT is to schedule activities in two- or four-hour

blocks concurrently or sequentially on one day. Each squad or platoon is scheduled during a block to accomplish the requirement. The remainder of the unit is conducting training on mission-oriented tasks. RC commanders should provide higher headquarters preferred annual dates to conduct externally directed administrative requirements to minimize impact upon training.

Commanders at all levels can use time management systems. A battalion commander whose unit is in the support period can still provide training time for subordinates. He may direct that during the first week of the support period, Charlie Company will not receive support taskers until Alpha and Bravo Companies have been tasked to the limit of their support capability. During the next week, Bravo Company is the last company to be tasked. The last company to be tasked for support normally will have some time when the other companies are handling all taskers. This provides an opportunity to train soldier and small-unit collective tasks although the battalion is in a support cycle. By managing in this manner, the commander has developed and implemented a time management system. [Figure 3-6](#) lists the characteristics of a three-cycle system known as Green-Amber-Red.

There are training opportunities during every period of the time management system. Specific periods lend themselves to certain types of events. The following shows training events conducted during the Green-Amber-Red time management system:

- Post support--red.
- Gunnery--green.
- FTX--green.
- Holiday half-day--red.
- Weapons qualification--amber.
- Combined arms live fire exercise (CALFEX)--green.
- National training center (NTC)--green.

[Figure 3-6.](#) Green-Amber-Red Time Management System.

## PLANNING CALENDARS

Battalion commanders publish their long range guidance in the form of long-range planning calendars. They follow the timeliness in [Figures 3-3](#) and [3-4](#). Although written training guidance is not required, it may be used to emphasize key training events or higher headquarters' training guidance. Subordinate leaders provide input to the battalion long-range planning calendar.

The battalion long-range planning calendar is a graphic depiction of upcoming training. It provides direction and coordinates resource requirements. Supporting and supported units should exchange planning calendars to

enhance coordination.

The Standard Army Training System (SATS) is designed to assist in formatting and producing planning calendars. The following four steps are suggested for preparing the long-range planning calendar. The example depicts only the second quarter of the long-range planning calendar. AC and RC units should modify the four steps to fit the needs of the command. RC units must post AT and IDT dates first.

*Step 1. Post the time management system.* Posting the time management system first highlights prime-time training periods available to the unit, and support periods. Commanders then focus their resource and exercise planning to take advantage of prime-time training.

**NOTE: Holiday periods to include host nation holidays must be posted.**

*Step 2. Post required training events on the calendar.* These are requirements that are directed by higher headquarters. These events provide excellent training opportunities for the battalion commander and subordinate leaders. They must take full advantage of these events to select training objectives to be accomplished. The dates of these events should be annotated. If exact dates are unknown, block window periods. Examples of required training events are--

- MAPEX, TEWT, CPX, CFX, FCX, and FTX.
- CTC training rotations.
- External evaluations.
- Gunnery periods.
- Security reaction force duty.
- Reserve Officers' Training Corps (ROTC) support.
- OPFOR support and training.
- RC support (for AC units).

*Step 3. Schedule other requirements.* Identify other requirements that impact on training. Reduce training distracters by properly identifying required events early in the planning process. Some examples are--

- Announced inspections, such as technical validation inspections (TVIs), nuclear surety inspections (NSIs), and command inspection program (CIP) inspections.
- New equipment fielding to include new equipment training (NET).

- Community and installation support events; for example, parades and displays.
- Directed administrative requirements (RC), such as panoramic x-rays and HIV screening.

Step 4. *Schedule unit-controlled exercises and other training.* On the basis of his strategy, the commander schedules events which will improve or sustain METL proficiency in conjunction with higher headquarters' directed training requirements. For example, the battalion commander could schedule a TEWT, a CPX, an FCX, and STXs prior to a brigade FTX.

The long-range planning calendar is staffed with outside agencies that can impact on training. It is coordinated with subordinate and higher commanders, installation commanders, and supporting slice units.

This ensures that supporting slice units and activities are prepared to support the battalion's training plan. Timely coordination will assist in the training integration of the battalion slice.

## SHORT-RANGE PLANNING

Short-range planning refines the long-range calendar ([Figure 3-7](#)). It defines in greater detail the broad guidance on training events and other activities in the long-range planning calendar and CTG (see [Appendix A](#)). It begins with the commander's training assessment and results in--

- Quarterly training guidance (QTG) for AC and yearly training guidance (YTG) for RC.
- Quarterly training calendar (QTC) for AC and yearly training calendar (YTC) for RC.
- Quarterly training briefing (QTB) for AC and yearly training briefing (YTB) for RC.

## TRAINING ASSESSMENT

Short-range planning is based on the long range unit assessment and on a detailed training assessment of the unit's current METL proficiency. It focuses on training deficiencies which impact on the unit's ability to perform its wartime mission. A training assessment is--

- Required for each METL task, platoon and squad collective task, soldier task, and, at battalion and higher headquarters, each battle task.
- A snapshot of the unit's current soldier, leader, and collective task proficiency.
- A comparison of task proficiency with *Army* standards.
- Based on a review of training evaluations; for example, annual training evaluations, CTC take-home packages, and CTC lessons learned ([Appendix D](#)).

- Used to determine QTG or YTG.

Step 1. *Post the time management system.* Posting the time management system first highlights prime-time training periods available to the unit, and support periods. Commanders then focus their resource and exercise planning to take advantage of prime time training.

**NOTE: Holiday periods to include host nation holidays must be posted.**

[Figure 3-34.](#) Step 1.

Step 2. *Post required training events on the calendar.* These are requirements that are directed by higher headquarters. These events provide excellent training opportunities for the battalion commander and subordinate leaders. They must take full advantage of these events to select training objectives to be accomplished. The dates of these events should be annotated. If exact dates are unknown, block window periods.

- MAPEX, TEWT, CPX, CFX, FCX, and FTX.
- CTC training rotations.
- External evaluations.
- Gunnery periods.
- Security reaction force duty.
- Reserve Officers' Training Corps (ROTC) support.
- OPFOR support and training.
- RC support (for AC units).

[Figure 3-35.](#) Step 2.

Step 3. *Schedule other requirements.* Identify other requirements that impact on training. Reduce training distracters by properly identifying required events early in the planning process. Some examples are--

- Announced inspections, such as technical validation inspections (TVIs), nuclear surety inspections (NSIs), and command inspection program (CIP) inspections.
- New equipment fielding to include new equipment training (NET).
- Community and installation support events; for example, parades and displays.
- Directed administrative requirements (RC), such as panoramic x-rays and HIV screening.

[Figure 3-36.](#)

Step 4. *Schedule unit-controlled exercises and other training.* On the basis of his strategy, the commander schedules events which will improve or sustain METL proficiency in conjunction with higher headquarters' directed-training requirements. For example, the battalion commander could schedule a TEWT, a CPX, and

FCX, and STXs prior to a brigade FTX.

The long-range planning calendar is staffed with outside agencies that can impact on training. It is coordinated with subordinate and higher commanders, installation commanders, and supporting slice units.

This ensures that supporting slice units and activities are prepared to support the battalion's training plan. Timely coordination will assist in the training integration of the battalion slice.

[Figure 3-37](#). Step 4.

[Figure 3-7](#).

The CSM, 1SGs, PSGs, squad leaders, and other key NCOs provide input on section, squad, crew, and soldier proficiency on essential soldier tasks for the commander's assessment. Likewise, all leaders provide input to the commander's assessment of leader proficiency. They provide planning recommendations on integrating selected essential leader and soldier tasks into collective mission essential tasks.

NCOs may use a leader book (discussed in [Appendix B](#)) and battle rosters to assess section, squad, crew and soldier tasks. Battle rosters provide a way to record key systems crew data. Figures [3-8](#), [3-9](#), [3-10](#), and [3-11](#) illustrate sample formats that may be used. Specific information and format for battle rosters depend on the unit's mission requirements. Battle rosters--

- May be maintained formally or informally.
- Are maintained at battalion level and below.
- Track key weapon and support systems, such as tanks, attack helicopters, howitzers, radars, trucks, and tube launched, optically tracked, wire-guided (TOW) missiles.
- Track crew data; for example, stability, manning levels, and qualification status.
- Designate qualified back-up crew members.
- Identify soldiers to enable them to train as a designated crew.

The commander's assessment of training proficiency on METL tasks is rated as either "T" (trained), "P" (needs practice), or "U" (untrained):

- *"T" (trained)* means that the unit can successfully perform the task to standard. Only sustainment training is needed. The leader judges task performance to be free of significant shortcomings. Practice on "T" tasks is designed to keep soldiers from losing proficiency.
- *"P" (needs practice)* means that the unit can perform the task with some shortcomings. The shortcomings are not severe enough to require complete retraining. Only refresher training is required.

- "U" (*untrained*) means that the unit cannot perform the task to standard. The leader prepares a comprehensive strategy to train all supporting tasks not executed to standard.

[Figure 3-8.](#) Combat arms battle roster.

[Figure 3-9.](#) Continued.

[Figure 3-10.](#) Continued 2.

[Figure 3-11.](#) Continued 3.

Commanders may use SATS (when available) or locally developed worksheets to record their training assessment. One method is to use the BOS as a guide. Those BOS that do not apply to the task would be left blank on the worksheet. (Sample extracts for Task Force 1-77 and Team A are at Figures [3-12](#) and [3-13](#). Extracts for the 52d Engineer Battalion and the 1st Forward Support Battalion are at Figures [3-14](#) and [3-15](#)).

[Figure 3-12.](#) Extract from TF 1-77 commander's training assessment.

[Figure 3-13.](#) Extract from Team A.

[Figure 3-14.](#) Extract from 52d Engineer.

[Figure 3-15.](#) Extract from 1st FSB commander's training assessment.

[Figure 3-16.](#) Extract Commanders Assessment by subunit of METL task Defend.

[Figure 3-16](#) is a sample of the commander's assessment by subordinate units of the mission essential task Defend. The TF 1-77 commander assessed it as "P" in [Figure 3-12](#) using the BOS. Battle tasks or supporting tasks are recorded down the left side; subunit assessment, across the top; and specific deficiencies, in the right column.

This in-depth commander's assessment recognizes that a deficiency in one company may not be a deficiency in another company. It allows the commander to tailor his training to specific subordinate unit weaknesses and develop an effective training plan to correct them.

## RISK ASSESSMENT

Risk assessment is the thought process of making operations safer without compromising the mission. Commanders must continuously perform a risk assessment of conditions under which training is conducted to prevent the unnecessary loss of soldiers and equipment. The degree of risk varies with the conditions at the time of training. For example, have the soldiers done the training before? Will the training be done for the first time at night? Are the soldiers fatigued? In reality, risk management is smart decision making.

*Training must be tough, realistic, and safe.* Commanders must consider the following points as they integrate risk assessment into their training:

- Accept no unnecessary risks.
- Make risk decisions at the proper level.
- Accept risks if mission benefits outweigh the costs.

It is important to remember that the commander is the safety officer, but *all soldiers and leaders are responsible for safe training*. All leaders must--

- Identify the risks using METT-T factors.
- Assess possible loss, cost, and probability.
- Make decisions and develop controls to reduce risks.
- Implement controls by integrating them into plans, orders, SOPs, training performance standards, and rehearsals.
- Supervise and enforce at all times safety controls and standards.

### **COMMANDER'S GUIDANCE**

Commander's guidance is his written expression of training strategy that conveys the battalion commander's training objectives and priorities and highlights training events. The commander's training strategy provides the detail from which training schedules can be developed. It also lays out the sequence of training to be accomplished and includes the who, what, when, and where to train. See [Appendix A](#) for an example battalion QTG. Commanders at separate company level and above publish the QTG and YTG to allow sufficient time for subordinate commanders to conduct near-term planning (Figures [3-17](#) and [3-18](#)). Subordinate leaders provide planning recommendations for inclusion in the commander's written guidance.

Topics normally addressed in the QTG and YTG are--

- Commander's training assessment of METL proficiency.
- Training priorities based on assessment.
- Integration of slice training. (Train as you fight.)
- Impact of time management systems on scheduled training.

- Integration of soldier, leader, and collective training (multiechelon training).
- Allocation of resources.
- Impact of new equipment and NET.
- Evaluations, inspections, and feedback.
- Integration of maintenance training. (Train to maintain.)
- Trainer preparation time (pre-execution checks to ensure safe and realistic training). (Train the trainer.)
- Designation of units which will portray the OPFOR during planned exercises.

[Figure 3-17.](#) AC short-range planning cycle.

[Figure 3-18.](#)

RC commanders may publish YTG in the form of a training circular or a memorandum. When different type subordinate units are involved YTG may focus on mandatory requirements; for example, IDT dates, AT dates, weapons qualification, HIV testing, or records review.

The battalion commander allocates training time by matching METL tasks with programmed events. For example, the TF commander plans a TF TEWT and company team MAPEX to take full advantage of the scheduled brigade CPX prior to the TF FTX ([Figure 3-19](#)).

This planning process provides a structure for improving and sustaining proficiency on mission essential soldier, leader, and collective tasks. Leaders must emphasize sustainment after the task has been performed to standard. They must allocate sufficient time to retrain and repeat critical tasks often enough to sustain proficiency.

## MULTIECHELON TRAINING

Commanders provide guidance on the use of multiechelon training to plan and refine training events. Multiechelon training maximizes training opportunities at the decisive time and place. Multiechelon training *must* occur during all collective training. Specific tasks for soldiers and leaders must be planned and evaluated at each echelon. The battalion commander determines which tasks the battalion will train based on his assessment of proficiency. Each subordinate leader conducts a similar assessment and determines soldier, leader, and collective tasks to be trained. Generally, tasks selected for training by subordinate leaders support the training objectives of the commander directing the event.

Lane training is an excellent way to execute multiechelon training using external support and evaluation. It enables a unit to train repetitively to standard with a tough, competent OPFOR employing appropriate MILES and OCs. However, lane training is resource-intensive, to include ammunition, pyrotechnics, OPFOR, training areas, TADSS ([Appendix E](#)), MILES-related equipment, support unit assets, and evaluators.

Regardless of the echelon which directs a training event, all subordinate leaders must view it as a training opportunity. Commanders determine which METL tasks they can train within the conduct of the higher unit's training event. Samples of multiechelon events are Figures [3-20](#), [3-21](#), and [3-22](#).

[Figure 3-19](#). Planning Matrix.

[Figure 3-20](#). Sample signal battalion multiechelon exercise.

[Figure 3-21](#). Sample supply and service multiechelon exercise.

[Figure 3-22](#). Sample task force multiechelon exercise.

## PLANNING CALENDARS

Short-range planning calendars are published along with the QTG and YTG, graphically depicting the schedule of events. Calendars should be posted where soldiers can see them. [Figure 3-23](#) is a sample AC signal battalion QTC in the SATS format. [Figure 3-24](#) is a sample RC main support battalion YTC. Although company commanders are not required to prepare short range planning calendars, they may do so to use as a management tool.

[Figure 3-23](#). Sample Active Component QTC.

[Figure 3-24](#). Sample Reserve Component YTC.

## QUARTERLY AND YEARLY TRAINING BRIEFING

AC commanders brief the QTB to the commanders two levels above. Battalion commanders brief the division commander and company commanders brief the brigade commander. Battalion commanders in separate brigades and regiments present the QTB to corps major subordinate commanders. The YTB for RC units is normally presented to the next higher peacetime commander. Separate RC battalion commanders and company commanders may also brief the next higher wartime commander. Some RC units may not be able to conduct in-person briefings. In those cases, commanders must use other means such as messages or mail.

The briefings are designed to discuss past, present, and future training expectations. They result in a training contract or agreement between the senior and subordinate commander. This contract or agreement consists of two parts. First, upon his approval of the subordinate's plan, the senior commander agrees to provide resources and protect the subordinate unit from unprogrammed training distracters. Second, the subordinate commander agrees to execute the approved training to standard.

The QTB is conducted prior to the lock-in window (ideally about six weeks before execution of next quarter's training in AC units) after drafting the QTG and QTC. The YTB is conducted prior to the start of the fiscal year in RC units, following drafting of the YTG and YTC. After approval by the next-higher commander, the training guidance and calendar are published. The following topics as a minimum should be briefed:

- Unit's METL assessment.
- Training assessment (to include assessment of slice elements).
- Training briefed, but not conducted, from last QTB or YTB.
- Commander's strategy to train METL tasks.
- Next quarter's or year's training.
- Assessment of soldier and leader training.
- Linkage of soldier, leader, and collective task training.
- Resource management and restrictions.
- Long-range training update.
- Lessons learned.

The CSM and 1SG normally brief after their commander. They provide an analysis of the unit's soldier training proficiency and discuss the unit's proposed soldier training and education plans. Special emphasis must be placed on low-density MOSs. Areas of discussion should include--

- An assessment of the unit's battle focused soldier and leader training program.
- Soldier training proficiency feedback received during the previous short-range planning period.
- A description of METL-derived soldier tasks to be emphasized during the upcoming period (such as marksmanship program).
- A description of soldier and collective tasks linkages.
- The unit's education, Army Physical Fitness Test (APFT), and overweight programs.

The senior commander determines the format and content of the briefing. (See [Appendix F](#) for sample.) However, the format should be flexible enough to allow subordinate commanders, CSMs, and 1SGs to highlight their strengths, weaknesses, initiatives, and priorities.

The division and brigade commanders must ensure that the slice leaders attend the battalion QTB to integrate training plans. Participants could include division staff, DISCOM, FSB commanders, division artillery (DIVARTY), direct support (DS) field artillery commanders, DS intelligence commander, and separate battalion commanders. The battalion commander ensures that the following prepare, attend, and participate in the

briefing:

- Battalion CSM.
- All subordinate company commanders and their 1SGs.
- Battalion staff (executive officer, S1, S2, S3, S4, battalion maintenance officer (BMO), signal officer, and chaplain, or their respective NCO counterparts).
- Specialty platoon leaders (mortar, scouts, medical, signal, and support).
- Slice leaders (engineer, air defense (AD), FSO, MI GSR, and ALO).
- Others as deemed appropriate by the commander.

The company commander ensures that the 1SG, platoon leaders, and platoon sergeants attend the company training briefing. He also coordinates with battalion to ensure his habitually associated slice leaders attend. This may be difficult for RC units.

The QTB or YTB highlights the senior commander's leader development program. Subordinate commanders and leaders can then see how their METL and training plans fit into the battle focused training programs of their senior commanders and peers.

The briefing creates confidence throughout the command by ensuring that leaders at all levels understand the intent of their senior commanders. Commanders can then make effective, independent training decisions to meet that intent as they execute the approved training plan. This level of mutual understanding can only be developed through close and professional interaction.

Battalion and company commanders use the briefing as a training management review process. The briefing helps the unit--

- Review training strategy, training events, strengths, and weaknesses.
- Discuss previously coordinated training events and associated activities.
- Explain how the unit's training program will help the unit to attain the higher commander's goals and objectives.
- Highlight problem areas for discussion.
- Clarify command responsibilities for allocating resources. (Additionally, senior commanders recommend ways to more efficiently use available resources.)
- Eliminate training distracters.

The commanders' contract or agreement locks in resources to enable battalion and subordinate commanders to begin near-term planning.

## NEAR-TERM PLANNING

Near-term planning defines specific actions required to execute the short-range plan. It is the final phase of planning prior to the execution of training. In near-term planning, commanders--

- Conduct training meetings to coordinate and finalize all training events, activities, and resources.
- Provide specific guidance to trainers and OCs.
- Prepare OPFOR plan and training objectives.
- Prepare T&EOs.
- Ensure slice units have been integrated into the unit's training.
- Determine time for pre-execution checks.
- Prepare detailed training schedules.

Near-term planning covers a six-to eight week period prior to the execution of training for AC units ([Figure 3-25](#)), and a four-month period prior to execution of training for RC units ([Figure 3-26](#)).

[Figure 3-25](#). AC near-term planning cycle.

[Figure 3-26](#). RC near-term planning cycle.

## TRAINING MEETINGS

Training meetings are *non-negotiable* at battalion and company level. They will be held. Training meetings provide guidance for forming training schedules.

The payoff for well-structured, well-organized, and recurring training meetings is training that is exciting and demanding and is directly related to the unit's mission. [Figure 3-27](#) lists important points about training meetings.

The primary focus of training meetings at battalion level is training management issues for the next six weeks. Coordination meetings should be held to resolve resource issues prior to the battalion training meeting. At company level, training meetings focus on the specifics of training to be conducted.

Meetings are also held at platoon and squad level. Essential soldier, leader, and collective training needs must be identified and sent up the chain of command. Likewise, information passed out at the company training meeting must reach every soldier through the platoon chain of command. The training schedule provides this detailed information.

### Suggested Participants

This section recommends participants for battalion and company training meetings. At battalion level, participants may include--

- Battalion commander.
- Command sergeant major.
- Battalion executive officer.
- Company commanders and first sergeants.
- Specialty platoon leaders (medical, support, scouts, mortar, signal as required).
- Slice leaders (FSO, engineer, AD, GSR, and MST).
- Operations officer from the FSB or main support battalion (MSB);
- Battalion staff (S1, S2, S3, and S4).
- Special staff (chaplain, chemical officer, BMO, and physician's assistant).
- Battalion operations sergeant.

[Figure 3-27](#). Points about training meetings.

When appropriate, RC commanders may want to include participants from the readiness group and AC partnership unit. When geographical dispersion precludes the company attending battalion training meetings, essential training information must be exchanged. Units should consider mail or other means to exchange critical information.

At company level, participants include the following:

- Company commander.
- First sergeant.
- Executive officer.

- Platoon leaders and platoon sergeants.
- Supply sergeant.
- NBC NCO or specialist.
- Motor sergeant (as applicable).
- Slice team leaders (medical, FIST, engineer, and others, as applicable).
- Other key leaders who are designated by the commander.

### **Suggested Agenda**

Training meetings at each echelon review past training. Further, they refine and plan training for the next six weeks.

At *battalion* level, the following agenda may be used:

- Review of QTC or YTC.
- Past training (briefed by company commanders), to include--
  - Assess training conducted since the last meeting.
  - Review reasons for training planned, but not conducted.
  - Update the current status of training proficiency.
- Near-term training, to include--
  - Discuss new guidance received from higher commanders.
  - Lock in training scheduled for next four to six weeks (next three months for RC).
  - Review and complete pre-execution checks (document training distracters from higher headquarters).
  - Issue commander's guidance for training scheduled six to eight weeks out (four months out for RC).
  - Review preparations for multiechelon training.
  - Review the short-range plan.

--Review projected resources.

At *company* training meetings, the agenda may be as follows:

- Past training (briefed by platoon leaders and sergeants), to include--
  - Assess training conducted since the last meeting (collective and soldier tasks).
  - Review reasons for training planned, but not conducted.
  - Determine the current status of training proficiency.
- Near-term training, to include--
  - Apply new guidelines from higher commanders, especially new or unscheduled requirements.
  - Review pre-execution checks for training scheduled for next four to six weeks (next three months for RC).
  - Ensure platoon leader and sergeant recommendations are included in training scheduled six to eight weeks out (four months out for RC).
  - Identify and prepare opportunity training.
  - Identify key soldier changes and resource needs.

[Figure 3-28](#) depicts an example agenda and discussion from a company training meeting.

## TRAINING SCHEDULES

Near-term planning conducted at the training meeting results in detailed training schedules. The training schedule is the unit's primary management tool to ensure training is conducted on time and by qualified trainers with the necessary resources.

Draft training schedules and pre-execution checks must be initiated at least six to eight weeks (four months for RC) prior to the training. This ensures resources are coordinated and external support is requested. For AC, training schedules are published four to six weeks prior to execution; for RC, three months prior. Pre-execution checks and execution of training may be more difficult for the RC than for the AC. Geographical dispersion, remoteness from support installations, and lack of facilities and TADSS demand extra effort to accomplish training. For example, RC units may travel four hours from Kansas City, KS, to Fort Riley, KS, to use qualification ranges. Or trainers may travel two hours from Charleston, SC, to Fort Jackson, SC, to obtain TADSS for a weekend drill.

*Once the battalion commander approves and the company commander signs the training schedule, it is locked in*

*and constitutes an official order.* It can only be changed by the approving authority; for example, for the company, it is normally the battalion commander. Higher headquarters must then protect units from unprogrammed events, activities, and other distracters.

Leaders must ensure daily training is conducted to standard and adheres to the training schedule. CSMs and 1SGs are key to making this happen. Soldiers have a legal responsibility to attend scheduled training.

Commanders establish procedures to minimize changes to the training schedules. Responsibilities of commanders are normally established as follows:

- Subordinate leaders recommend the sequence of training and allocation of time, resources, and TTP during the company training meeting. The company commander drafts the training schedule based on this input.
- The battalion commander approves the training schedule and the company commander signs it. The battalion commander provides necessary administrative support for publishing.

[Figure 3-28.](#) Sample training meeting agenda.

- The brigade commander normally reviews each training schedule published in his command and visits selected training.
- The division commander reviews selected training highlights prepared by the division staff. These provide information on scheduled training that he may decide to visit and assess.

SATS provides commanders an excellent standardized format for training schedules. For those units which do not have SATS, the format should remain the same. Training schedules should specify--

- The day and time training starts and ends. (The correct amount of time must be allocated for scheduled training and additional training required to correct deficiencies.)
- Soldiers to be trained (specific enough to ensure each soldier knows where he is to be).
- Subject to be trained (soldier, leader, and collective tasks).
- Location of training (range, grid location, or MTA).
- Trainers, by name (primary and assistant).
- Training references (for example, FM 22-5, ARTEP 71-2-MTP, to include chapter and task number, page and paragraph number, if applicable).
- Uniform and equipment required.

- Comments and remarks concerning uniform, weapons, equipment, references, and safety precautions. Opportunity training topics should also be added.

[Figure 3-29](#) provides suggested weekly steps for AC company training schedule development. The RC process involves the same steps spread over a four-month period. Units designated as OPFOR will also use the same process to prepare their soldiers and leaders to portray a doctrinally correct threat.

Near-term planning culminates when the unit executes the training planned on the training schedule. Sample training schedules for AC and RC companies are at [Figure 3-30](#) and [Figure 3-31](#).

[Figure 3-29](#). Training schedule development.

[Figure 3-30](#). Sample AC weekly training schedule-infantry company.

[Figure 3-31](#). Sample RC monthly training schedule.

[Figure 3-31](#) (continued).

## PRE-EXECUTION CHECKS

Pre-execution checks are the informal planning and coordination conducted prior to training execution. They are developed to systematically prepare soldiers, trainers, and resources to ensure training execution starts properly. These checks are developed and responsibility for them fixed during the short-range planning phase. They become increasingly detailed during the near-term phase. Pre-execution checks provide the attention to detail needed to use resources efficiently. [Figure 3-32](#) shows a sample pre-execution checklist.

[Figure 3-32](#). Sample pre-execution checks.

## PREPARATION FOR TRAINING

Formal planning for training culminates with the publication of the training schedule. Informal planning and detailed coordination (preexecution checks) continue until the training is performed.

To conduct effective, meaningful training for soldiers, leaders, and units, thorough preparation is essential. Well-prepared trainers, soldiers, and support personnel are ready to participate and their facilities, equipment, and materials are ready to use.

Proper preparation gives trainers confidence in their ability to train. They must rehearse their preparations and review the tasks and subtasks to be covered during their training. To prepare trainers to conduct performance-oriented training, commanders and leaders must--

- Provide training guidance, resources, and references.

- Provide preparation time so that the trainer can--
  - Review references, such as ARTEP 71-2-MTP, soldier's manuals, FMs, and TMs to understand tasks, conditions, and standards.
  - Prepare a T&EO.
  - Gather and prepare training support items, equipment, and supplies such as MILES equipment, other TADSS, and Class III and IX items.
  - Conduct a reconnaissance of training site.
  - Prepare the soldiers for training.
- Schedule rehearsals for the trainer.
- Conduct rehearsals to--
  - Identify weak points in the training plan.
  - Teach effective training techniques.
  - Coach the trainer until he feels comfortable.
  - Ensure all safety and environmental considerations are met.
  - Ask pertinent questions to determine if the leader is technically and tactically proficient.
  - Determine how the trainer will evaluate the soldiers' or unit's performance at the end of training for compliance with the training objective. Have the trainer demonstrate the evaluation procedure, if appropriate.
  - Assess subordinate trainer competencies and provide developmental feedback to them throughout the training preparation and execution process.
  - Give them confidence in their ability to train.
- Prepare T&EO to--
  - Guide soldier, leader, and collective training.
  - Provide summary information on training objectives (soldier, leader, and unit) which support mission essential tasks.

--Provide information on resource requirements.

--Provide generic conditions. Leaders must adjust to METT-T.

Leaders use MTPs, MQS manuals, soldier's manuals, drill books, and similar publications to develop the T&EO. Whenever possible, they use the published T&EO. An example T&EO from ARTEP 71-2-MTP is at [Figure 3-33](#).

*To conduct effective, meaningful training for soldiers, leaders, and units, thorough preparation is essential. Leaders themselves must be able to perform the task before trying to teach others. Proper preparation gives them confidence in their ability to train. After proper planning and preparation are complete, soldiers, leaders, and units are ready to execute training to standard.*

[Figure 3-33](#). Example battalion task force T&EO.

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# CHAPTER 4

## EXECUTION

*In no other profession are the penalties for employing untrained personnel so appalling or so irrevocable as in the military.*

*General Douglas MacArthur*

*Training is the peacetime mission of the Army. The execution of training to standard is the payoff for all other phases of training management. Training proficiency assessments, METL development, and detailed planning are important, but ineffective if we fail to execute scheduled training to standard.*

*Leader supervision and participation at all levels are essential to the successful execution of training. Battle focused leaders ensure that planned training is started on time and executed vigorously to standard. Leaders assess subordinate soldier, leader, and unit performance throughout the execution phase. They provide feedback to allow subordinates to learn from their strengths and weaknesses and to subsequently adjust their own training programs.*

*Execution of training is decentralized to tailor soldier, leader, and unit training requirements to the available resources. These training needs are identified through the bottom-up communication of the chain of command. Prior to execution, leaders must properly prepare themselves, their units, and their soldiers to execute training to standard. During the execution phase soldiers, leaders, and units perform realistic hands-on training for war. This chapter focuses on presentation of the training task and performance of the task to standard. Example field exercises in this chapter illustrate how well planned multiechelon training is executed.*

## EXECUTION CONSIDERATIONS

The proper execution of training to standard is a difficult but rewarding process. It places a significant burden on the trainer in terms of preparation and assessment of performance. The payoff for properly executed training is a unit trained to standard on its wartime mission. Division and brigade commanders, and their staffs, must be actively involved in the execution of battalion and company training. A unit executes training the same way it executes a combat mission. The chain of command is present, in charge, and responsible.

### ROLES IN EXECUTING TRAINING

Leaders at all levels must know and understand their roles in executing training. *Commanders* must--

- Be tactically and technically proficient.
- Protect subordinate unit training from distracters.
- Ruthlessly enforce the lock in of training schedules.
- Ensure pre-execution and precombat checks are completed.
- Provide the resources required for training.
- Ensure training resources are properly used.
- Be an active participant in training.
- Personally check to ensure planned training is conducted to standard.
- Evaluate training using T&EOs based upon training objectives.
- Assess soldier, leader, and unit performance.

*Senior NCOs* are responsible for getting soldiers, subordinate leaders, and units to the training sites. They ensure that soldiers are at the right location, in the right uniform, with the right equipment, at the right time. Further, senior NCOs ensure--

- Detailed inspections and checks are performed prior to the execution of all training.
- Prerequisite training is completed so that soldiers' time is not wasted.
- Leaders are trained and prepared to train their sections, squads, teams, or crews. They *train the trainers*.

- Preliminary training for section, squad, team, and crew has the right focus and is executed to Army standard.
- Number of tasks scheduled to be trained is realistic.
- Training is conducted to standard and meets the training objectives. Special emphasis is placed on low-density MOSs.
- Adequate time is scheduled to repeat tasks not performed to standard the first time.
- Soldiers are properly motivated and well led.
- Soldiers are present and accounted for, especially during prime-time training.

Unit leaders are the primary trainers. They are responsible to--

- Account for their soldiers.
- Know their units' and soldiers' training needs and, based on that assessment, plan appropriate time to train tasks to standard.
- Identify and conduct appropriate prerequisite training.
- Ensure training is conducted to standard.
- Retrain soldiers when standards are not met.
- Be properly prepared to conduct opportunity training whenever time is available.

Before presenting training to the soldier, *trainers must prepare for the training*. [Figure 4-1](#), and [Figure 4-1 cont.](#) outline guidance for trainers.

## PRECOMBAT CHECKS

Pre-execution and precombat checks are key to ensuring trainers and soldiers are adequately prepared to execute training to Army standard. Pre-execution checks (discussed in [Chapter 3](#)) ensure that all planning and prerequisite training (soldier, leader, and collective) are conducted prior to the execution of training. Precombat checks are the bridge between pre-execution checks and execution of training.

Precombat checks are detailed final checks that all units conduct before and during execution of training and combat operations. They are also conducted at the beginning of each event or exercise as part of the troop leading procedures. Although precombat checks start in garrison, some checks may be completed in the assembly area or in the battle position; for example, applying camouflage, setting radio frequencies, and distributing ammunition.

## [Figure 4-2.](#) Sample precombat checks.

Additionally, precombat checks should be performed as part of stand-to. They are continuous and are repeated when mission changes occur.

The chain of command is responsible for developing, validating, and verifying all precombat checks. These checks should be included in the unit tactical standing operating procedures (SOP). They can be as simple or as complex as the mission dictates. Sufficient time must be allocated on the training schedule for their execution. Items that may be found on precombat checks are at [Figure 4-2](#).

## PRESENTATION OF TRAINING

Presentation of training provides soldiers with the specific training objectives (tasks, conditions, and standards) to be trained, and the evaluation methods to be used. The exact type and amount of information presented prior to performing the task depend on the task and the state of training of the soldiers being trained.

Whenever possible, training is presented by the chain of command. The unit leader is responsible for training his unit even if a technical trainer provides the information. Trainers primarily use three methods to present training to soldiers. They are--

- Lecture.
- Conference.
- Demonstration (preferred method).

These three methods may be used in any combination to present training.

*Lecture* presents information with little discussion. Lectures are used when there is a large group and no performance-oriented training will be given; when time is limited; when soldiers know little about the subject; and when the lecture is preparing them for demonstration and practice. It is the least preferred method of presentation. An example of a lecture is a predeployment briefing.

*Conference* provides soldiers the opportunity to discuss the information presented. The trainer initiates and guides the discussion. Conferences are effective when soldiers are familiar with the subject, when there is more than one correct technique or solution, and when time is not critical. Conferences do not require hands-on performance. An example of a conference is an AAR.

*Demonstration* is the preferred method of presentation used at company level and below. The visual impact of a brief demonstration on the proper method of performing a task assists the learning process. Seeing a task performed correctly provides greater understanding than any amount of explanation. A picture is worth a thousand words. Demonstrations tend to stimulate soldier interest by providing realism that other techniques do not offer. Demonstrations--

- Save time by showing soldiers the correct way to perform a task; for example, using task, conditions, and standards.
- Use the leader as the primary trainer whenever possible.
- Present information in a manner that properly motivates.
- Conclude when soldiers understand the task well enough to perform it.

Trainers can conduct demonstrations on map boards, chalkboards, and sand tables before actual execution in the field. Models are also often used to supplement demonstrations. In addition to those available at the local Training and Audiovisual Support Center (TASC), imaginative models can easily be constructed by the trainer.

*Sand tables are a good means to demonstrate tasks before and after executing them on terrain.* Guidance for effective use of sand tables includes--

- Keep the model interesting. Cardboard cutouts, bits of wood, or stones may represent equipment. For training squad-sized units, soldiers may be depicted with paper cutouts or coins.
- Keep them simple. Piles of soil outdoors will do. Lights, colored sand, and similar features may be distracting.
- Keep the training informal. Soldier participation is essential because soldiers learn from one another.

The trainer presents information that soldiers and leaders need to perform the task. He then checks for soldier understanding by asking pertinent questions. The task is explained again, as required, until the task is understood by all soldiers.

## PERFORMANCE OF TRAINING

Performance begins immediately following presentation. It is the hands-on execution of a training task or event. Early performance reinforces newly acquired skills and converts them into usable soldier, leader, and unit skills. For the soldiers being trained, it reinforces the instruction, fixes the Army standard for the task, and builds confidence.

Performance of soldiers, leaders, and units is evaluated against ARTEP, MTP, MQS, or SM standards for all training. AARs must be planned and conducted after each major event or at logical breaks in training.

Leaders emphasize accomplishing training to standard by identifying the Army standard and, more important, by *demanding that standards be achieved*. They ensure soldiers understand when they have not performed training to standard. Leaders must allow sufficient time to retrain the task until it can be performed correctly.

***Time and other resources must be allocated to retrain and reexecute tasks not performed to standard.***

Further, leaders tailor conditions to the appropriate level of training. They add progressively difficult conditions to increase the challenge as proficiency increases. They add realism and complexity as rapidly as possible to achieve actual wartime conditions.

There are three stages of training. Each stage can occur separately or in combination. Leaders must ensure soldiers and units move through the first two stages as soon as standards are met. These stages are--

- Initial training (little or no familiarity with a given task).
- Refresher training (requires training on certain subtasks).
- Sustainment training (meets the training objective, but will lose proficiency without practice).

Key points of these stages are summarized at [Figure 4-3](#).

[Figure 4-3](#). Stages of training.

The following shows how the stages of training can be applied. In this example, leaders vary the difficulty of conditions as soldier proficiency improves. A communications jamming squad had received new soldiers within the past two months. To integrate them into the teams and ensure they were trained, the squad leader requested and received training time at a platoon meeting. He provided his training plan to his platoon leader. It was incorporated into the company training schedule and published four weeks out. The teams executed their precombat checks, to include before-operations PMCS of their vehicles and communications equipment. They then moved from the motor pool and established initial jamming sites on a local vacant lot.

Once the task was accomplished to standard, the team leaders tactically deployed the teams to a wooded area during daylight hours to reexecute the task. When the teams received a go on the task, the squad leader increased the difficulty by requiring them to practice in mission oriented protection posture (MOPP) 4. They were then required, as a final degree of difficulty, to relocate and establish the sites several times that night.

After the next morning's stand-to, the teams moved to the wash rack, cleaned their vehicles, and returned to the motor pool. They performed their after-operations PMCS and cleaned and turned in their weapons and other equipment. Before releasing his teams, the squad leader conducted an informal AAR to take advantage of the lessons learned during the training.

## **KEYS TO SUCCESS**

Using the principles of training discussed in [Chapter 1](#), commanders ensure that properly executed training is well structured, realistic, safe, and effective. Other important considerations which help ensure success in training and in combat follow.

### **FOCUS ON THE FUNDAMENTALS**

Commanders and leaders must keep it simple: *move, shoot, communicate, sustain, and secure*. Units must be

proficient on basic tasks before progressing to the more complex tasks. All basic tasks provide the foundation on which to build performance of soldier tasks, drills, and METL tasks to standard. Command and control, logistical operations, and NBC must be incorporated into all training.

## **LIVE FIRE EXERCISES**

*Live fire exercises (LFXs) closely replicate battlefield conditions.* They develop confidence and esprit, as well as reinforce soldier, leader, and unit discipline. Whenever possible, combined arms LFXs (CALFEXs) should be conducted to train on the coordination and control measures required to effectively synchronize combat power on the battlefield. LFXs are a critical link in providing soldiers with an understanding of the danger, confusion, and speed of combat operations. Section, squad, team, and crew proficiency must be demonstrated before LFXs are conducted at platoon level and above.

## **NIGHT AND ADVERSE WEATHER TRAINING**

*Night training and adverse weather training are keys to success in combat.* All units in the US Army, not just combat units, must be totally proficient in operating at night and during adverse weather conditions. Routinely training under these conditions gives units a distinct advantage when executing combat operations.

Soldiers must be proficient in the use of limited visibility equipment, such as night observation devices, thermal sights, and laser equipment. Maneuver forces can gain an advantage by performing logistical functions (resupply, maintenance, and medical) during night and adverse weather conditions. This impairs the enemy's intelligence collection efforts and aids deception operations. Reverse cycle training should be planned, when possible, to take advantage of every opportunity to replicate a 24-hour wartime environment.

Training must be structured to expose soldiers and leaders to unexpected situations, both favorable and unfavorable. Tasks must be executed confidently and competently during the fog of battle. Tough and realistic training challenges the leader and soldier to overcome the hardships and uncertainties of combat. Leaders must teach their soldiers that combat cannot be reduced to a set of calculations or checklists. Challenging training inspires excellence by fostering initiative, enthusiasm, confidence, and the ability to apply the learned tasks in the dynamic environment of combat.

## **DRILLS**

Drills provide small units standard procedures essential for building strong, aggressive units. A unit's ability to accomplish its mission often depends on soldiers, leaders, and units executing key actions quickly. All soldiers and their leaders must understand their immediate reaction to enemy contact. They must also understand squad or platoon follow-up actions to maintain momentum and offensive spirit on the battlefield. Drills are limited to situations requiring instantaneous response; therefore, soldiers must execute drills instinctively. This results from continual practice.

Drills provide standardized actions that link soldier and collective tasks at platoon level and below. At company and above, integration of systems and synchronization demand an analysis of METT-T. Standard tactics, techniques, and procedures (TTP) help to speed the decision and action cycle of units above platoon level, but they are not drills. There are two types of drills which apply to *all* type units--battle drills and crew drills.

A *battle drill* is a collective action rapidly executed without applying a deliberate decision making process. Characteristics of battle drills follow:

- They require minimal leader orders to accomplish and are standard throughout the Army.
- Sequential actions are vital to success in combat or critical to preserving life.
- They apply to platoon or smaller units.
- They are trained responses to enemy actions or leaders' orders.
- They represent mental steps followed for offensive and defensive actions in training and combat. For example, an infantry squad battle drill, Battle Drill 1A, React to Contact, is found in ARTEP 7-8-Drill.

A *crew drill* is a collective action that the crew of a weapon or piece of equipment must perform to use the weapon or equipment. This action is a trained response to a given stimulus, such as a leader order or the status of the weapon or equipment. Like the battle drill, it requires minimal leader orders to accomplish and is standard throughout the Army. An example CSS crew drill is Drill #5: Preparing Heavy Equipment Transporter (HET), M747 and XM747 Semitrailer for Loading a Tank, from ARTEP 55-188-30-Drill.

## **LANE TRAINING**

Lane training is a technique for training primarily company team-level and smaller units on a series of selected soldier, leader, and collective tasks using specific terrain. Lane training uses multiechelon techniques to maximize the efficient use of limited terrain and control conditions for formal or informal evaluations. Lane training is externally supported, resourced, and evaluated. It enables similar units to simultaneously or sequentially train to standard on mission-related scenarios. Lane training is resource-intensive, so commanders must maximize its benefit. They narrow the focus and select only the most critical METL or collective tasks for training.

Lane training is especially valuable for conducting specific METL tasks, situational training exercises (STXs), and competitions. It is often associated with training requiring movement over terrain; for example, Movement to Contact and Assault. However, the concept also applies to rotating through stationary training sites. This round robin technique may be effectively used for Expert Field Medic Badge (EFMB), Expert Infantryman Badge (EIB), common task, NBC, or MOS-specific training. Other examples of lane training are at pages 4-22, 4-37, 4-42, and 4-46. Lane training is an effective way to standardize TTP. It also enables commanders to control tasks, conditions, and standards during competition.

## **COMPETITION**

Effective training can be *competitive*. Although soldiers, leaders, and units may sometimes compete with one another, they should always compete to achieve the prescribed Army standard. Once units can perform a task to Army standards, leaders progressively increase the difficulty of conditions under which the task is executed. During competition, leaders should recognize soldiers or units exceeding established standards.

Competition can be used to stimulate soldier interest and morale, select participants for higher level competitions, encourage higher levels of performance, and provide an event for a rigorous training period. Examples are marksmanship, physical training, howitzer or air defense section evaluations, and tank and BFV crew live fire exercises.

## **POST OPERATIONS CHECKS**

Post operations checks are those tasks a unit accomplishes at the conclusion of training. *These checks should be part of the unit SOP.* They will vary depending on the type of training; for example, an FTX would require more extensive post operations checks than garrison type training. Sample post operations checks include the following:

- Soldier accountability.
- Sensitive item accountability (such as weapons or communications security (COSEC)).
- Report closure of unit to higher headquarters.
- Ammunition and equipment turn-in (TADSS).
- Maintenance (vehicle, weapons, communications):
  - Equipment cleaned.
  - Thorough PMCS after-operations checks.
  - Required services performed.
- Training assessments:
  - Leaders record results of training in leader books.
  - AARs completed.
  - After action report initiated, if appropriate.
- Soldier recovery.
- Chain of command inspections of soldiers and equipment.

## **EXAMPLE EXERCISES**

As discussed at the beginning of this chapter, execution of training to standard is the payoff for all other phases of the training management cycle. Leaders must ensure that training is properly planned and vigorously executed to

the established standard. Effective execution depends on proper preparation and attention to detail. It is based on accomplishment of the training objectives established for the training period.

Leaders at all levels must be personally involved and present during the training to ensure it is conducted to standard. [Figure 4-4](#) shows other keys to successful training execution.

One way to train and evaluate skills is to use a multiechelon training event. Exercises such as FTXs, CFXs, and CPXs allow the simultaneous training and evaluation on any combination of soldier, leader, and collective tasks at more than one echelon. The following multiechelon examples (TF 1-77 FTX, 52d Engineer Battalion CFX, and 1st FSB FTX EXEVAL) highlight efficient and effective ways to train and sustain on a diverse number of mission essential tasks with limited time and terrain.

The FTX conducted by TF 1-77 is based on the METL developed in [Chapter 2](#). In [Chapter 3](#), the commander used his assessment and higher headquarters' guidance ([Appendix A](#)) to form a training strategy and, subsequently, a plan to train on specific METL tasks. Additionally, CS (52d Engineer Battalion CFX) and CSS (1st FSB FTX EXEVAL) exercise examples are provided to demonstrate how these type units apply training execution techniques and procedures. In the exercises, *leaders at every level set training objectives for selected tasks based on their assessments of training strengths and weaknesses*. They also planned opportunity training to meet the needs of their particular units. All three exercises describe examples of prerequisite training which occurs prior to the exercise.

#### [Figure 4-4.](#)

The exercises also provide example functions and activities conducted during execution and after redeployment to home station. RC leaders could apply these same techniques during annual or inactive duty training.

### **TF 1-77 FTX**

#### **Pre-FTX**

TF 1-77 was scheduled to participate in the 1st Brigade CPX (15 through 18 March) which was supported by the division simulation center. The battalion commander planned an FTX to follow the brigade CPX. In the short-range planning phase, the battalion commander and S3 began planning the FTX. At battalion training meetings, they discussed the training needs of the battalion with the company commanders. The company commanders and CSM provided feedback on their soldier and collective training needs based on the METL and their assessments. From this input, the battalion S3 put together a proposed task list from which the battalion commander selected battalion tasks to be trained during the FTX. The commander based his selection on his most recent assessment of unit proficiency. A sample of the tasks to be trained is at [Figure 4-5](#).

The S3 planned a five-phase FTX ([Figure 4-6](#)) to train the tasks selected by the battalion commander. The plan included the time the battalion commander, staff, and company commanders were involved in the brigade CPX as well as the scheduled time period of the battalion FTX. The highlights of events to be scheduled follow:

- Prerequisite training (during the brigade CPX, 15 through 17 March).

- CSS and C2 operations throughout.
- Alert, conduct of precombat checks, and movement to assembly area.
- Companies occupy and prepare defensive positions.
- Company STX and FCX lanes.
- Task force defense in sector.
- CALFEX.
- Post operations recovery.

[Figure 4-5.](#) Sample TF 1-77 FTX training tasks.

[Figure 4-6.](#) FTX Plan.

The plan the battalion commander approved emphasized company and lower training utilizing STX lanes. Each company is to be given a day on each lane to allow the company commanders to train or retrain based on their assessments. The events to be trained on the STX lanes are found at [Figure 4-7](#). This figure provides the collective tasks and a sampling of soldier tasks to be trained during the FTX. The T&EOs used during the FTX were from applicable ARTEP MTPs and were used to guide soldier, leader, and unit training. This enabled the staff to plan the training based on doctrinal publications without developing T&EOs from scratch.

The FTX was briefed first to the brigade commander and then to the division commander during the QTB. It was approved as planned. The training objectives for the brigade CPX were based on the brigade commander's assessment of brigade's training needs.

The simulation-driven CPX provided the battalion commander and staff excellent prerequisite training on staff actions, production of orders, and command and control. It was conducted in a field environment to replicate wartime conditions. The CPX allowed sufficient time for the staff to use the backward planning sequence to give the companies their two-thirds planning time for the TF FTX and company STXs.

The battalion commander, staff, and company commanders were involved in the simulation driven brigade CPX. At the same time, company commanders were training their platoon leaders on STX tasks by conducting a MAPEX and a battalion-directed TEWT on the terrain to be used during the STXs. The MAPEX and TEWT were included as part of the brigade CPX, which allowed the battalion commander to supervise these activities. The squad and section leaders conducted soldier training and executed drills that they had assessed as needing training. These tasks were reviewed by the ISGs and platoon leaders to ensure they supported the planned collective tasks.

[Figure 4-7.](#) TF execution and evaluation plan.

Time was allocated on the training schedule, and a detailed training plan was prepared. [Figure 4-8](#) shows some activities the TF 1-77 conducted prior to the FTX.

A sample of training prior to the battalion FTX follows. During a platoon meeting in mid-February, Staff Sergeant (SSG) Steele, a squad leader in Bravo Company, learned of the training time he had available 15 through 17 March. He also learned the collective tasks the company and platoon were to execute during the FTX. SSG Steele completed his training plan several days later and received approval from his platoon leader and PSG. The plan was based on his training assessment of his squad, the platoon leader's guidance, and the PSG's and 1SG's input. He completed the plan quickly and developed his pre-execution checks. This ensured he had plenty of time to gather his resources, prepare himself, and rehearse his training with the PSG and platoon leader. [Figure 4-9](#) shows the tasks he planned for those days.

[Figure 4-8.](#) TF 1-77 pre-FTX activities

[Figure 4-9.](#) Sample squad tasks.

The training schedule for 15 March allotted time for the squad to conduct precombat checks. SSG Steele used the time to inspect his soldiers to ensure they were prepared for training. With the precombat checks complete, he moved his squad, using tactical movement techniques, to a close-in training area.

SSG Steele gathered his squad together and covered the tasks, conditions, and standards that were required for the day's training. He had the soldier's manual, drill book, and ARTEP MTP at the training site to answer any questions. He walked the soldiers through each task before they performed it.

After this portion of the training, SSG Steele emplaced his squad into a position he had reconned the week prior to conduct the tasks under simulated combat conditions. The soldiers were required to use the tasks they had learned by constructing a complete fighting position.

Once the soldiers were well on their way digging their fighting positions, SSG Steele assembled the team leaders for leader training on emplacing a minefield. This reinforced the train the trainer technique, ensuring that the leaders could conduct the task to standard prior to training their soldiers. He structured this training so that the team leaders could periodically return to supervise the preparation of the defense.

When the positions were complete, the squad leader held an AAR. He found that two of the soldiers still did not understand how to properly prepare the Dragon range card. He tasked the team leader to retrain those soldiers after the mine training was conducted.

SSG Steele then reinforced the mine training by having the team leaders emplace a minefield. He conducted an AAR that reviewed all the tasks trained that day. Before the squad departed the training area, SSG Steele ensured that all personnel and equipment were accounted for.

SSG Steele supervised post operations checks in accordance with the training plan and the training schedule. Upon arrival in the company area, he kept his squad together while they cleaned their weapons and equipment. This allowed him to continue to informally train his squad as well as to supervise proper weapons maintenance.

During this period, SSG Steele reinforced the day's training by questioning the soldiers on the characteristics of mines, fighting positions, and range cards. Additionally, he talked about the training to be conducted the next day. He told the soldiers the preparations they were to make before First Call.

In another company, one of the platoons was going to conduct marksmanship training. Each squad leader was responsible for conducting prerequisite training prior to the FTX. The following training situation is an illustration of one squad leader's training.

The squad leader learned at a platoon meeting that a dismounted live fire ambush was to be conducted during the FTX. He requested and received training time prior to the FTX to conduct preliminary marksmanship instruction. Seven of the nine squad members were authorized M16A2 rifles (the other two soldiers were authorized M249 Squad Automatic Weapons (SAWs)). His assessment of his soldiers' marksmanship proficiency indicated--

- One soldier (new to the unit) needed initial training because he failed to qualify on his weapon at his last unit and showed little familiarity with the M16A2.
- Four soldiers needed refresher training. One soldier qualified marksman and three qualified as sharpshooter during the last range firing.
- Two soldiers needed sustainment training. Both qualified expert during the last range firing.

The squad leader developed a training plan to ensure that his soldiers were prepared for the firing. The squad leader, as the primary trainer, used the team leaders who qualified expert to assist in the training. Execution of his training plan follows:

- Initial training: The team leader (assistant squad leader) (who qualified expert) trained the new soldier on each of the following steps until all steps were performed properly and in the correct sequence.

Step One. Set battlesight zero.

Step Two. Align sight picture and sight.

Step Three. Adjust point of aim.

Step Four. Load, reduce a stoppage, and clear a rifle.

Step Five. Estimate range.

Step Six. Learn four fundamentals of rifle marksmanship.

- Refresher training: The squad leader (who qualified expert) trained the other four soldiers in the following steps:

Step One. Pretest on the six tasks above. Three of the four soldiers performed all tasks properly and in the proper sequence. Under the supervision of their fire team leader, the three soldiers were released to perform PMCS on their M16 rifles, and other planned opportunity training.

Step Two. Conduct refresher training. The remaining soldier received additional training until he performed all tasks correctly.

- Sustainment Training: Prior to conducting the ambush, the squad leader reviewed marksmanship

fundamentals with his squad.

In another platoon, prerequisite training was scheduled based on the platoon leader's assessment and tasks to be conducted during the TF FTX. During the preparation for the FTX, Lieutenant (LT) Jones sustained the gunnery skills that his squads had developed during previous qualification gunnery exercises. He built on current skills and conducted training in fire distribution and control. His assessment of his platoon's status for the CALFEX was that his crews were strong in crew gunnery skills and individual marksmanship but relatively weak in platoon fire distribution and control.

Lieutenant Jones used the time available in the unit conduct-of-fire trainer (UCOFT) to sustain his crew proficiency and cross train some of his more experienced crew members to replace combat losses. A gunnery skills test was conducted to evaluate the technical proficiency of vehicle crews and a crew proficiency course was conducted to sustain crew teamwork. LT Jones began his training in fire distribution and control with a sand table exercise. He wanted to ensure that his subordinate leaders understood how to control fires within the platoon. He used subcaliber devices in conjunction with a minitank range to begin live fire training. Platoon leaders and tank commanders participated in company run simulations networking (SIMNET) exercises to ensure integration of company and platoon fire planning.

## FTX

Specific events are highlighted throughout the FTX and activities are identified for different unit levels. The FTX uses the phases found in [Figure 4-6](#) . [Chapter 5](#) covers assessment for the TF 1-77 FTX.

**Phases A and B.** At 2400 hours on 17 March, the battalion commander called an alert to test the readiness SOP. He had the battalion executive officer and staff inspect the battalion's compliance with its load plans. He also had the CSM check on the NCOs' supervision and conduct of precombat checks.

The battalion promptly executed the first phase of the FTX. The alert stressed the battalion's EDRE SOP and the alert's decentralized execution. A sample of the battalion's execution activities is at [Figure 4-10](#).

As the soldiers of a squad in Charlie Company began to arrive, the squad leader, SSG Campbell, began to conduct his precombat checks to prepare his squad for the exercise. He found that his squad's fighting vehicle was not loaded in accordance with (IAW) the load plan. SSG Campbell stopped the precombat check process and had the squad off-load the vehicle. He made it clear that the standard would be enforced. He reemphasized to his soldiers the importance of a load plan. They then reloaded the vehicle according to the load plan.

While waiting to start movement to the assembly area, SSG Campbell seized the opportunity to reinforce the training. He blindfolded the soldiers and made them identify and or find items in their vehicle. At the AAR, the feedback from the soldiers indicated that the extra time spent to properly prepare for combat was one of the most important tasks.

The companies completed their troop leading procedures and precombat checks. They dispatched their quartering parties for occupation of the assembly area. The headquarters company commander led a quartering party to the new TOC location before the TOC jumped.

[Figure 4-10.](#) Battalion FTX execution activities.

The sequence of events left little time to rehearse actions upon arrival at the assembly areas (AAs). The battalion planned separate company routes to the AAs and gave the units extra time to make the movement. This allowed the platoons to rehearse Reaction to Contact battle drills enroute to the AAs. For practice, the battalion command group exercised control over the companies while the main TOC was displacing.

First Platoon, A Company, was conducting battle drill, React to Indirect Fire, (7-3/4-9036) from ARTEP 7-8-Drill; it was having difficulty reorganizing after moving out of the artillery impact area. The platoon leader, LT Sherrill, gathered the platoon and conducted an AAR. He determined that some of the new soldiers did not know and understand key visual signals. Unable to retrain immediately, LT Sherrill moved the platoon to the AA.

After occupation was complete, LT Sherrill was called to conduct a recon of the defensive position. Sergeant First Class (SFC) Caine finished preparing the platoon for the upcoming Defend mission. He then seized the opportunity to retrain React to Indirect Fire while the platoon leader was on the leaders' recon.

SFC Caine reviewed the battle drill to ensure he knew the task, conditions, standards, performance measures, and supporting soldier tasks before he started the training. He then prepared a training plan of key tasks that the soldiers and platoon needed to train on. SFC Caine focused this training plan on the task, conditions, standards, and supporting tasks shown in [Figure 4-11](#).

While the soldiers ate chow, SFC Caine used a sand table to demonstrate the drill to the squad leaders. He emphasized the hand and arm signals as he moved the squad and soldier figures on the sand table. The squad leaders returned to train their squads. While the squads were conducting this training, SFC Caine located terrain close by to conduct the drill collectively as a platoon.

After the squads had completed the squad training to standard, the platoon assembled and SFC Caine reviewed the training. Satisfied that the soldiers knew the supporting tasks, he took them to the piece of terrain chosen earlier. He walked them through the drill, and after the second iteration, the platoon executed the drill with artillery simulators.

After the AAR, the soldiers returned to the AA, prepared to execute the drill during the occupation of the defense if required. Once the companies had occupied their defensive positions, the leaders prepared their soldiers for the STX and FCX lanes.

[Figure 4-11.](#) Battle Drill 4A.

**Phase C.** The companies continued to improve their defensive positions and conduct maintenance and sustainment operations when not on an STX or FCX lane. The teams and companies moved to their assigned STX or FCX lanes early each day and linked up with OCs and the OPFOR commander. TF 1-77 had already coordinated the training events for each STX or FCX four weeks prior during an OC and OPFOR training and coordination meeting. The 1-2 Armor supplied the OCs, OPFOR, and STX and FCX lane support. Each company in 1-2 Armor was assigned responsibility for one of the lanes. TF 1-77 commander and S3 conducted a TEWT with the 1-2 Armor commander, S3, and company commanders after the OC and OPFOR training.

TF 1-77 provided T&EOs to 1-2 Armor for each STX and FCX lane. These T&EOs provided the basis for 1-2 Armor's selection of OPFOR T&EOs. The 1-2 Armor also planned OPFOR opportunity training. The coordination meeting and TEWT provided the company commanders the information needed to complete their training schedules prior to the four-week training schedule lock in.

The STX and FCX lanes were designed to allow the company commander to vary the conditions to the appropriate training level of the unit (initial, refresher, sustainment) and to support prerequisite training and retraining. The modular format of the lane enabled the commander to retrain a specific event if required. An example of a STX lane is at [Figure 4-12](#).

The battalion commander, CSM, and S3 observed and supervised training at the three STX lanes. The lane training was sequenced to allow the battalion commander to consistently move to different training sites to assess all companies' training.

The STX and FCX lanes were executed with mixed results. The OCs, OPFOR, leader and soldier observations, and AARs helped identify strengths and weaknesses from soldier to company level. The leaders used all their time on the lanes to correct weaknesses; however, some units ran out of time. In these cases, the leaders took advantage of any opportunity to correct these weaknesses during the FTX.

The teams and companies rotated through each lane during Phase C. Each night the units improved their defensive positions. These defensive positions would be their assigned battle positions for the battalion defensive FCX and CALFEX in Phase D.

A mass casualty (MASCAL) exercise was scheduled to test the evaluation system from company level to the brigade support area (BSA). The 1st FSB had coordinated for support of this event during the short-range planning process. Team A and the OPFOR were tasked to provide the casualties at the end of their conduct of the STX lane C/D ([Figure 4-6](#)). Further discussion of this event is found in the 1st FSB example.

**Phase D.** The preparation of the defense involved the entire battalion to meet the Be Prepared to Defend time in the OPORD. A snapshot of the battalion's execution during this phase is at [Figure 4-13](#)

The battalion commander ordered reconnaissance patrols in sector while the companies occupied their defensive positions at night. As the patrols were debriefed, the S2 determined that the enemy was using one trail heavily. The OPFOR had conducted Movement to Portray a Realistic Situation to Support a Squad Live Fire Ambush starting on 19 March.

One infantry squad per platoon in the TF conducted the ambush evening. The execution of the exercise was rotated among the companies. Each squad was given a fragmentary order (FRAGO) and time to conduct a blank fire and MILES rehearsal on terrain similar to the live fire site. Precombat checks were conducted in an assembly area before the squads departed to the live fire site. The squads moved to an objective rally point (ORP), and the leaders went on a leaders' recon. The recon also served as a key leader walk-through to ensure the exercise would be conducted safely.

The 1-2 Armor provided OCs to evaluate the squads throughout the exercise. The chain of command was responsible for the safety and evaluation of the squads' performance. The exercise was phased to allow an AAR

at the site. If retraining was required, resources and time were made available the next night. The squad live fire exercises were completed with only one squad having to retrain and execute again.

The task force FSO and the battalion mortar platoon leader planned to rotate the mortar platoon through each STX or FCX lane and support a different company daily. At night the platoon, minus one section, would displace to a firing point to provide offset live fire support for the defensive STXs with the artillery battery. Each night, a different mortar section would operate as a split section to support the squad live fire ambushes. Each evening's training objectives culminated in a combined artillery and mortar live fire. The company forward observers (FOs) were rotated to the observation point to adjust the fire. As planned, 1-2 Armor provided mortar OCs to help evaluate the mortar training.

[Figure 4-12](#). Example company STX lane.

The 1-2 Armor also ensured time standards were met. The artillery battalion provided OCs to evaluate TF 1-77's supporting artillery battery. The battery supported the FCX and defensive STXs throughout Phase C.

The defense was well on its way to being completed. Leaders ensured that soldier, leader, and collective tasks were linked and performed to standard.

The Commander, Team A (TF 1-77's tank heavy unit), wanted his chain of command personally involved. He wanted them to supervise throughout the preparation of battle positions during the defense. Some of the platoon and crew collective tasks were assessed as "P" as a result of the last field exercise. The commander wanted extra attention paid to those tasks.

As the team commander and 1SG checked the defensive sector with platoon leaders, they found that PSGs and other NCO leaders were coaching soldiers and checking each battle position. However, one new PSG was not enforcing the standard to the commander's satisfaction. The PSG had checked a position, but had not corrected a problem the tank crew was having in clearing fields of fire and preparing a range card. The commander discussed the situation with the platoon leader to reinforce the chain of command. He wanted to ensure the platoon leader understood the collective task and supporting soldier tasks and how they linked to the TF's METL.

As the platoon leader discussed the problem with the PSG, he used this same leader training process and emphasized corrections be made through the chain of command to the soldiers. The NCOs are the key to accomplishing all tasks. [Figure 4-13](#). Phase D execution activities.

The TF defense was emplaced to facilitate a CALFEX. Since 18 March, when they were not training on STX lanes, the units in the task force had been preparing their defensive positions. The defensive concept of operation to be executed as a CALFEX was planned during the brigade CPX. [Figure 4-14](#) shows the scenario for the CALFEX.

The CALFEX OC plan included a terrain walk of the entire defense to familiarize OCs with all safety requirements. The OC training included the following:

- Purpose and scope.

- Training objectives.
- Range regulations and restrictions.
- Enemy situation and its relationship to the target arrays.
- Control measures.
- Communications plan.
- Controller duties.
- Controller reporting formats and responsibilities.
- Safety before, during, and after the LFX.
- Medical treatment and evacuation procedures.

The TF conducted the CALFEX according to plan. The defense provided the battalion with valuable lessons in integration and control of fires, coordination between units, rates and distribution of fire, and effectiveness of the combined arms team against realistic targets. The chief OC and TF commander conducted an AAR with the chain of command and OC personnel. They discussed the following:

- Troop-leading procedures.
- Integration and control of fires.
- Weapons employment.
- Communication of orders and directives.

[Figure 4-14.](#) CALFEX scenario.

The final event in Phase D was conducted after the battalion commander had verified through the chain of command that all ammunition was expended and weapons were safe. The TF was surprised by an OPFOR flank attack which forced them to withdraw under enemy pressure. After the TF had occupied its new position and conducted an AAR, the commander directed the TF to commence Phase E.

**Phase E.** The commander gathered the officers together to discuss and refight the withdrawal which took place in Phase D. Their job was to determine what happened, why it happened and what to do about it. The CSM took control of the rest of the battalion while the officers were retraining.

The final event was for the units to redeploy to garrison. To maximize resources, the CSM included a mounted land navigation course of two points for each platoon or section. Using four routes, and 20-minute intervals, the

platoon and sections moved to garrison. As the units arrived at each point, they were given tasks, conditions, and standards for the leaders to call for fire and for selected soldiers to identify enemy weapons and vehicles. As the units arrived at the release point, the CSM and 1SGs took the opportunity to professionally develop the leaders by discussing what had happened and recommending ways to correct the shortcomings.

SSG Lope started his recovery during post operations. Instead of splitting his squad up to accomplish the many tasks simultaneously, he kept them together. This allowed him to obtain additional feedback for the final AAR and train the soldiers informally on their weaknesses. During the land navigation exercise, two soldiers were weak on threat identification tasks. As the squad cleaned weapons, he retrained the soldiers on those particular tasks. He also retrained tasks he had noted in his leader book during the FTX. SSG Lope inspected the weapons before they were turned in and ensured they were cleaned and maintained to standard. The BFV crew conducted after-operations PMCS. The squad assisted in cleaning and maintaining the BFV.

The recovery process is an extension of precombat checks, and once completed formally, it signifies end of exercise. The squad leader supervises this final phase of the FTX. The unit SOP dictated a three-step recovery process during post operations that culminated in a chain of command inspection. An example of a recovery process is at [Figure 4-15](#).

## 52D ENGINEER BATTALION CFX

This is an in-depth discussion of the application of the training techniques, procedures, and multiechelon training by a CS unit. Even though an engineer battalion CFX is used to demonstrate certain techniques and procedures, all combat support units can apply these techniques.

### Pre-CFX

During his long-range planning, the commander of the 52d Engineer Battalion scheduled a battalion CFX (See [Appendix C](#)) to occur concurrently with a projected 1st Brigade CPX (Mar, 9X). The battalion commander chose a CFX because the battalion's S3, S4, and Bravo Company commander had changed within 45 days of the 1st Brigade CPX. Additionally, Alpha Company would be in the field to support TF1-77's FTX (see [Appendix A](#)). A CFX provided an excellent opportunity to practice C2 tasks assessed as "P" during the commander's short-range planning. It also allowed the commander to assess the leader development needs of the new company commander and staff officers. During the CFX, the NCO leaders of the battalion units not in the field would conduct training on collective and soldier tasks which supported the battalion's METL.

The battalion commander assessed the unit's ability to execute its METL prior to publishing his second quarter QTG. He assessed the battalion as "P" in its ability to execute three of its METL tasks: Perform Combined Arms Engineer Reconnaissance, Prepare Combined Arms Obstacle Plan, and Reorganize as Infantry. The first two tasks were selected for emphasis during the CFX.

The battalion staff officers and company commanders identified those critical tasks which support the battalion's tasks and that were assessed as "P." Their training assessments determined the following battalion battle tasks (critical company and staff METL tasks) needed emphasis during the upcoming CFX:

[Figure 4-15.](#)

- Prepare an operations plan (OPLAN) and operations order (OPORD) (staff).
- Prepare combined arms obstacle plan (staff).
- Plan and direct combined arms engineer reconnaissance (staff).
- Secure and defend unit position (company).
- Prepare an engineer annex (company).
- Conduct engineer reconnaissance (company).
- Prepare a combined arms obstacle plan (company).
- Conduct minefield reduction operations (company).

Their assessment identified these collective tasks for Company A:

- Conduct enemy obstacle reconnaissance (platoon).
- Conduct an in-stride breach of a minefield (platoon).
- Emplace a tactical minefield (platoon).
- Conduct an engineer reconnaissance (squad or section).
- Create an Assault Lane in a Threat Surface Laid Minefield with Hand Emplaced Explosives (Squad Drill #2).

In addition to the above listed tasks, the NCO leaders compiled a list of supporting soldier tasks chosen for training during the CFX. The NCOs chose those tasks that they assessed needed training and that supported their platoons', sections', and squads' critical collective tasks. They used applicable military occupational skill STPs, such as STP 5-12B24-SM-TG and STP 5-12F1-SM, and the Soldier's Manual of Common Tasks. The NCOs selected the tasks shown in [Figure 4-16](#) (example list does not include all tasks or MOSs).

[Figure 4-16](#). Sample supporting leader and soldier tasks.

Because 1st Brigade's simulation-driven CPX was based on the division's wartime OPLAN, the 52d Engineer Battalion commander decided to synchronize the battalion's CFX scenario with 1st Brigade's scenario. [Figure 4-17](#) is a matrix used by the commander and staff to plan the schedule of events during the CFX. The battalion commander and CSM briefed the division commander during the QTB on their training plan for the CFX. The division commander approved the plan and agreed to resource the battalion.

The OCs for the 52d Engineer Battalion CFX and Company A FTX would come from an RC engineer battalion. The 25th Engineer Battalion was aligned with the 52d Engineer Battalion under the partnership program. As OCs, the 25th Engineer Battalion leadership could learn new TTP as well as provide a valuable service to the 52d Engineer Battalion.

[Figure 4-17](#). Engineer Battalion execution and evaluation plan.

The staff developed a pre-execution checklist for the exercise. Example pre-execution checks follow:

- Ensure that sufficient maps (1:50,000) and weather and terrain overlays are on hand.
- Coordinate with the 25th Engineer Battalion for evaluators.
- Develop an exercise scenario portraying division and brigade operations in coordination with the division and brigade G3s and S3s.
- Coordinate development of division and brigade OPORDs to support the exercise scenario.
- Conduct a TEWT in early March (battalion).
- Arrange for Army aviation assets for aerial reconnaissance.
- Arrange for division terrain team support.
- Conduct prerequisite training on threat engineer vehicles, capabilities, and tactics.
- Conduct training on the collective and soldier tasks required for the exercise (emphasize drills).

The officer and NCO leaders reviewed the list of tasks the CFX would focus on and determined which prerequisite tasks to train prior to the start of the exercise. [Figure 4-18](#) shows common leader and soldier tasks which the leaders selected to train before the CFX.

The leaders decided the training time each prerequisite task required. During the next company training meeting, the PSGs and section noncommissioned officers in charge (NCOICs) presented their training time requirements to the company commander and 1SG. The company commander and 1SG examined the requests to see if the platoons' training could be effectively combined, or if the training could be accomplished in a multiechelon format. The requested training was then approved and placed on the draft training schedule for the appropriate week.

Master Sergeant (MSG) Ruddy, the battalion operations sergeant, recommended setup and takedown of the battalion command post (CP). He estimated the NCOs and soldiers needed to practice the procedures at least three times prior to the CFX. He based this estimate on many factors, including personnel turnover and the length of time since the last field deployment.

[Figure 4-18](#). Sample prerequisite training tasks.

MSG Ruddy recommended the training be conducted during the last week of February and the first week of March. The company commander and 1SG agreed and directed the training be placed on the training schedule. Later that week, MSG Ruddy suggested the officers' February MAPEX be conducted in the tactical CP after the NCOs completed training the setup procedures. The battalion S3 concurred and talked to the battalion commander about the idea. The commander approved the recommendation but directed that the MAPEX start in the afternoon. This gave the NCOs adequate time for retraining, if required.

During the last week of February, MSG Ruddy and the section NCOICs taught CP setup on a nearby field. The section NCOs walked the soldiers completely through the process of setting up and taking down the CP. The soldiers then set up the CP at their own pace. The section NCOICs provided individual instruction whenever it was clear a soldier did not understand the task he was required to accomplish. After the CP complex was established, each section NCOIC conducted training on the procedures outlined in the tactical SOP for those soldiers who had arrived since the last field exercise.

When the CP setup was completed, the staff officers moved into the CP and conducted a MAPEX. The NCOs supervised the soldiers to take down the CP after they finished the MAPEX. Before meeting the ARTEP MTP standards, the soldiers rehearsed the CP's setup, operation, and takedown two more times prior to start of exercise (STARTEX).

## CFX

This section focuses on the actual conduct of the CFX. The situations illustrate methods of conducting multiechelon training. The sequence of events is keyed to the CFX phases as outlined in [Figure 4-17](#). A discussion of recommended evaluations and AARs can be found in [Chapter 5](#).

**Phase A.** Early on the first day of the CFX, the battalion alerted the HHC, Bravo Company, remaining company commanders, and platoon leaders. Leaders conducted the following precombat checks:

- Accounted for soldiers and weapons.
- Verified status of vehicles and trailers.
- Verified status of supplies; for example, packaged Class III and maps.
- Verified status of communications equipment, signal operation instructions (SOI), and other COMSEC equipment.
- Checked battle rosters and load plans.
- Completed before-operation PMCS.
- Inspected soldiers to ensure they have the needed equipment and they are properly camouflaged.

- Ensured blank rounds and blank adapters were issued.
- Ensured safety checks and briefings were completed.
- Ensured advance and quartering parties were briefed and ready.

Two hours after the alert notice, the units departed garrison and moved to and occupied their AAs. After the AAs were occupied, the evaluators facilitated an AAR. The battalion received the division OPORD two hours after arriving in the assembly area. The staff received the commander's approved course of action at 1220. [Figure 4-19](#) shows training conducted at the AA as the staff prepared the battalion OPORD.

While the battalion commander was walking the battalion CP defensive perimeter, he discovered the guard post at the dismount point had no communications with the CP. The soldiers also had not selected a temporary fighting position from which to observe the road. Upon questioning the soldiers, the battalion commander realized they did not understand what was required of them. The battalion commander found the HHC company commander and explained the situation to him. The battalion commander emphasized he wanted the situation corrected using the NCO chain. This would ensure that the NCOs were aware of the deficiency and that all training weaknesses were identified and corrected.

A battalion OPORD was issued at 1400. The battalion was ordered to deploy into its primary positions NLT 0300. After the division's obstacle plan was approved and an AAR conducted, the battalion deployed.

**Phase B.** The battalion executed its deployment and established the battalion's CP in accordance with MTP standards. The staff's success in setting up and operating the CP was directly attributed to the training and rehearsals held prior to the exercise. Once all subordinate elements were in position, the battalion planned and directed the platoons in engineer reconnaissance of specific routes. The battalion primary staff and company commanders conducted a map and aerial reconnaissance of selected portions of the area of operations.

[Figure 4-19.](#) Sample assembly area training.

The engineer reconnaissance was an excellent opportunity to conduct multiechelon training. [Figure 4-20](#) shows training which occurred during the conduct of the reconnaissance.

MSG Ruddy, the battalion operations sergeant, found time to evaluate the S3 section soldiers' ability to use proper radio procedures while the commander and staff were on the reconnaissance. He then presented training which he had prepared in garrison to the soldiers who needed it. Specialist Jones failed to properly execute the task to standard during the training. MSG Ruddy recognized that Specialist Jones was

[Figure 4-20.](#) Sample multiechelon training.

having problems understanding how to use the SOI authentication tables. He placed SSG Goode in charge of the section after the training was completed and coached Specialist Jones through several authentication problems until he could perform the task to standard.

The battalion staff analyzed the results of the reconnaissance and held an AAR to discuss its conduct. The battalion commander was very pleased with how quickly and accurately the reconnaissance was completed. The CSM reported his assessment that soldier training was going well. He did point out that some instructors needed more practice making and utilizing field expedient training devices.

**Phases C and D.** Early on the third day of the exercise, Alpha Company was alerted and moved to an AA near TF 1-77. The company evaluators

(B Company, 25th Engineer Battalion) were positioned in the unit's area prior to the alert notice. Once in the AA, the company commander and platoon leaders went to TF 1-77's Main CP to receive the warning order and a situation update. The company executive officer, 1SG, and other leaders oversaw the Preparation of a Hasty Defense. An AAR was conducted once the officers returned from TF 1-77's CP.

The other 52d Engineer Battalion elements in the field conducted a withdrawal during Phase C of the exercise. Using the results of the reconnaissance conducted during Phase B, the battalion prepared obstacle plans to support the division's withdrawal operation. The plans were evaluated as a go by evaluators from the 25th Engineer Battalion staff and, concurrently, the battalion conducted a night withdrawal.

The battalion CP was attacked by OPFOR (a platoon provided and evaluated by 1-2 Armor) early the next day. The CP reacted quickly IAW its plan to fight off the attack. The rest of Phase D was spent performing an engineer reconnaissance and preparing plans to support a counterattack by the division's reserve brigade. Although the exercise's pace continued to be hectic, individual soldiers and sections and squads experienced periods when they were not participating actively in the exercise play or sleeping. NCOs used these slack periods to identify collective and soldier task training needs and to present training.

**Phase E.** The battalion was ordered to be prepared to support offensive operations at the completion of the division's successful defense. An engineer reconnaissance was conducted to support the operation. The division issued an OPORD at 1800 for deliberate attack at 2200 the next day (Day Five). A battalion OPORD was issued and breaching plans were developed to support the division's plan. Alpha Company continued to support TF 1-77's FTX. The remaining units began a night land navigation exercise which was planned prior to the CFX. The battalion commander decided that soldiers would be evaluated on a critical common task at each checkpoint as part of his commander's evaluation program (CEP). [Figure 4-21](#) shows training conducted between 2200 and 0100.

[Figure 4-21.](#) Sample training conducted during Phase E.

The battalion S3 issued a list of grid coordinates that each section NCO would require his junior NCOs and enlisted soldiers to navigate within a specified time limit. SFC Fast, the battalion S2 NCOIC, divided the coordinates between the sergeant and the two specialists in his section. To start the exercise, he had the sergeant provide navigation for the S2 section. As the section moved about, the section NCOIC pointed out to the two specialists where they were on the map and how to use landmarks to determine the location. At each stop, the section dismounted and SFC Fast conducted a quick AAR. After the last point was found, the section returned to the battalion CP.

During Day Four, Alpha Company's officers developed obstacle plans to support TF 1-77's defensive operations

and participated in the TF 1-77's FCXs. The NCO leaders took charge of the units and conducted engineer reconnaissance to support the defense.

**Phase F.** After stand-to at 0630 the next morning, the battalion commander ended the CFX. At that time the soldiers took down the CP under the supervision of their NCOs. NCO leaders conducted a thorough inspection to ensure all blank ammunition was turned in and all sensitive items were accounted for. The battalion S3 conducted a convoy briefing prior to the return to garrison. The battalion elements redeployed to garrison and began post operations checks. The 52d Battalion's TSOP contained an appendix which outlined the three-day process associated with field deployments. Unit integrity was maintained throughout the post operations period.

SFC Smith was the NCOIC of the S1 section and the PSG for the platoon containing all of the battalion staff. He instructed his section leaders to maintain squad integrity throughout the post operations period. During the first day SSG Jay, the S4 section leader, assembled his soldiers in the supply room for weapons cleaning. He coached them on cleaning their weapons and questioned them about the weapons' various characteristics.

SSG Jay recalled that when the enemy attacked the CP with chemical agents, no one had informed the S4 van. Since he had forgotten to mention this during the AAR which followed the attack, he told the PSG when he came by to check on the weapons cleaning. The PSG wrote this point down so that he could discuss it with the 1SG later that afternoon.

After the first day of post operations activities, the senior NCOs met with the CSM. They discussed soldier training weaknesses that were identified during the AARs and recorded in their leader books. Some weaknesses had not been corrected during the exercise due to lack of time. Those soldier weaknesses not retrained were rescheduled to be trained later.

While the battalion redeployed to garrison, Alpha Company's platoons were attached to TF 1-77's companies and teams for company-level lane training. The training lanes for Movement to Contact and Defense contained precoordinated situations which required the engineer platoons to execute their battle drills. Following is an example of the training received by 1st Platoon, Alpha Company, while it supported Team A, TF 1-77.

Team A, conducting Movement to Contact encountered a small enemy force defending a large minefield. The engineer platoon leader rapidly assessed the situation, developed a plan to create three assault vehicle lanes, and assigned three squads the mission. In addition, he coordinated for artillery-delivered smoke to conceal the squads. Once the mission was assigned, each squad executed Drill #2: Create an Assault Lane in a Threat Surface Laid Minefield with Hand Emplaced Explosives, from ARTEP 5-145-Drill. Supporting leader and soldier tasks were--

- Supervise minefield breaching operations.
- Use and maintain demolition equipment.
- Construct a nonelectric initiating and or detonating assembly.
- Prime explosives nonelectrically.
- Prime explosives with detonating cord.

All materials listed in the battle drill were available except the explosive charges. These were replaced by training aids. A PSG from the 25th Engineer Battalion evaluated 1st Squad's performance and held an AAR after the drill was completed.

SSG Brady, the first squad leader, correctly executed the troop leading procedures and moved his squad to the job site. The squad worked quickly and effectively. It executed the drill in fourteen minutes, a minute faster than the drill standard. At the AAR, the evaluator emphasized how well 1st Squad executed the drill. SSG Brady recorded the results of the lane training evaluation in his leader book during the AAR.

**Phase G.** During the next three days, every engineer platoon was evaluated on its ability to conduct operations in support of offensive and defensive operations. The engineer company commander, Captain (CPT) Mann, was pleased with his platoons' performance. He was also impressed with the training benefit obtained through lane training. He made a note to set up platoon lanes during the company's next FTX.

**Phase H.** The company redeployed to garrison eight days after it was alerted. CPT Mann had his company conduct post operations IAW the battalion's SOP. He also emphasized that all leaders must reassess their elements' training proficiency based on the exercise results. The company leaders discussed their new assessments and methods for correcting weaknesses during the next weekly company training meeting.

## **1ST FSB FTX (EXEVAL)**

### **Pre-FTX**

During the battalion QTB, the 1st FSB commander presented a plan for a battalion external evaluation (EXEVAL) in conjunction with 1st Brigade's CPX. The 1st FSB had been assigned the mission to conduct CSS operations (supply, maintenance, medical) to support the CPX and TF 1-77's FTX. The FSB commander considered this an excellent opportunity to assess the results of the battalion's training efforts since the last EXEVAL. Therefore, he decided to deploy the battalion on an FTX and support the entire brigade from the BSA. The 2d FSB was prepared to provide evaluators if the EXEVAL was approved. The DISCOM and division commanders agreed with the plan and approved the necessary resources.

The FSB S3 and maintenance operations officer finished planning the FTX. Their training and evaluation plan focused on the assessed weaknesses shown in [Figure 4-22](#). The FSB commander decided to focus on--

- Deploy to combat area of operations.
- Conduct CSS operations (emphasize supporting forward).
- Direct response to BSA threat.
- Casualty evacuation.

The FTX was planned and refined throughout the short-range and near-term planning periods. Some of the key points of planning for the FTX follow.

The FSB commander and his staff coordinated with the 1st Brigade to ensure they knew all support requirements. They discussed the completed EXEVAL plan with the brigade commander. The brigade commander requested additional emphasis on refueling operations and combat lifesaver (CLS) training. He wanted to ensure refueling operations were conducted as close as possible to the combat trains and under realistic conditions. Treatment and evacuation of casualties had been problems in past exercises. They were also weaknesses for the FSB. The FSB's S3 ensured that the 1st Brigade's training needs were emphasized during the EXEVAL. The FSB commander also coordinated and integrated his plan with the main support battalion (MSB).

The FSB commander used as a planning tool a matrix to depict his execution and evaluation plan ([Figure 4-23](#)). The missions and tasks were derived from the applicable MTP (ARTEP 63-005-MTP). The FSB commander briefed his subordinate leaders on the tasks and the training objectives for the FTX. He explained how the battalion could get the most out of the FTX through multiechelon training.

Company commanders, platoon leaders, and key NCOs used the battalion's execution and evaluation plan, the results from the last EXEVAL, and subordinate leader input to develop situational training exercises for their units.

[Figure 4-22](#). Sample FSB assessment.

[Figure 4-23](#). 1st FSB execution and evaluation plan.

These STXs would allow the leader the flexibility to conduct training when opportunities became available. The commanders also planned time for the squad leaders to conduct prerequisite training while the officers and senior NCOs were involved in the 1st Brigade CPX.

Platoon sergeants briefed their squad leaders on all requirements. Squad leaders used the platoon guidance to prepare prerequisite training on deficient tasks while the officers were involved in the CPX ([Figure 4-24](#)). A sample of one squad's training prior to the FTX follows.

SSG Cruz of the Class III section was told that the squad would use trailer transfer operations to facilitate the movement of fuel in support of 1st Brigade. He knew that his drivers would be required to haul 5,000-gallon tankers that were not their own. He was therefore particularly concerned for the safety of the drivers. His training plan would focus on quick and accurate before-operations PMCS of the trailers. By focusing on this aspect, his section would be able to transfer fuel tankers quickly and safely.

SSG Cruz used command maintenance to evaluate his soldiers' proficiency. He scheduled refresher training for his soldiers during his sergeants' time training. He required each soldier to correctly perform before-operations checks on a 5,000 gallon tanker. He also took the soldiers on a TEWT to several locations he had picked out the week prior when he was preparing for the training. At each location, he pointed out how the first tanker should be positioned, how subsequent tankers would be parked, and how to maneuver the tankers in and out of the transfer points. SSG Cruz emphasized METT-T and safety throughout this training.

[Figure 4-24](#). Sample prerequisite training.

SSG Cruz then used a nearby field to coach the squad through the transfer. Again he emphasized safety throughout the training. After each iteration, he gathered the squad together and conducted an AAR. Specialist Kim recommended adding the trailer transfer operation to the company's SOP. SSG Cruz noted in his leader book to pass the recommendation to the platoon leader. The soldiers completed the training and returned to the motor pool under the supervision of the assistant squad leader. SSG Cruz started the squad on its recovery operations, found the platoon leader, and discussed the SOP change with him.

SSG Cruz planned additional training during the week prior to the FTX. He developed a lane with three transfer points over various terrain conditions. The platoon leader and PSG evaluated the squad's performance. As each driver completed the lane, the evaluator conducted an AAR. One driver and assistant driver had difficulty with a hilly part of the lane. SSG Cruz accompanied them to another training site and retrained them after releasing the other soldiers.

## FTX

The following is a by-phase discussion of execution of the FSB FTX ([Figure 4-23](#)). Highlighted events under each phase for different units show the linkage of collective and soldier tasks.

The battalion developed pre-execution checks prior to the FTX. This detailed list ensured the battalion was prepared to execute the FTX. [Figure 4-25](#) is a sample of the battalion's pre-execution checklist.

[Figure 4-25](#). Sample pre-execution checklist.

**Phase A.** The battalion started the FTX with an alert to test the unit's readiness SOP. After detailed precombat checks were completed, the FSB deployed to the assembly area. [Figure 4-26](#) is a sample of the FSB units' actions prior to deployment.

Squad leaders briefed their soldiers on the mission, and what was expected. They questioned their soldiers in detail about their responsibilities and ensured they understood. The following is an example of one squad conducting precombat checks.

Sergeant (SGT) Duke discovered Private (PVT) Ames was in the wrong uniform because he did not have on his field jacket nor had he drawn his protective mask and carrier. He made an on-the-spot correction by having PVT Ames take his field jacket out of his duffel bag and put it on. He then sent PVT Ames to the NBC room to draw his protective mask and rejoin the squad. Some additional precombat checks were--

[Figure 4-26](#). Predeployment activities.

- Accountability of personnel.
- Accountability and serviceability of weapons and sensitive items.
- Status of vehicles and trailers.

- Soldiers briefed and knowledgeable about the mission.
- Soldiers and equipment camouflaged and inspected; for example, weapons, load bearing equipment (LBE), identification (ID) tags, and meal cards.

Before the battalion moved to the field, the chain of command conducted AARs. All soldiers were involved and the feedback was noted. The battalion then deployed to the AA.

The 2d FSB evaluated the 1st FSB's road march to the AA. The 1st FSB occupied the AA, established perimeter defenses, and began conducting CSS operations. [Figure 4-27](#) shows tasks the battalion conducted.

[Figure 4-27](#). FSB road march and assembly area activities.

AARs were conducted after the last battalion unit occupied its assembly area. Later on Day One, the FSB received the 1st Brigade's OPORD for deploying into sector. The battalion was required to establish the BSA prior to 0400 the next day. While the battalion staff developed an OPORD, the battalion's subordinate units continued to provide CSS support to the brigade. NCOs took advantage of slow periods by presenting opportunity training to refresh soldiers' memories on tasks, such as Construct Individual Fighting Position; Practice Noise, Light, and Litter Discipline; and Construct a Range Card.

To replicate wartime conditions, the FSB commander ordered all movement off primary roads and within 1 kilometer of the BSA be conducted in black-out drive. The commander emphasized safety during the establishment of the BSA. He also emphasized constant leader involvement during black-out drive operations. Subordinate commanders emphasized safety when issuing their OPORDs.

**Phase B.** The FSB began moving forward to the BSA site at 2000. The FSB's occupation of the BSA went well. The 2d FSB OCs evaluated this task as a go. The FSB started its proactive CSS operations in support of 1st Brigade. Selected NCOs supervised the construction of defensive positions immediately after stand-to on Day Two. SGT Smothers of the maintenance company was responsible for preparing fighting positions in his squad's sector during the occupation of the AA. He ensured--

- Observation posts (OPs) and listening posts (LPs) were manned.
- Fighting positions were properly prepared and camouflaged.
- Early warning devices were emplaced.
- Sector sketches and range cards were completed and accurate.

This task required him to carefully manage his squad. The 1st Brigade had already evacuated a piece of equipment for repair. Intelligence on the enemy situation indicated a high probability of being attacked. SGT Smothers had half his section prepare the defense as the other half worked on customer equipment. During this period, an OPFOR patrol was sighted and a BSA alert went out to man the fighting positions. As the soldiers ran to occupy their fighting positions, confusion arose as to who was to go to which position. SGT Smothers noted also that there were not enough fighting positions.

The alert status was reduced and an AAR was conducted. The soldiers and SGT Smothers were able to revise their defensive position's occupation plan. As this phase of training progressed, SGT Smothers conducted several rehearsals to reinforce the plan's execution.

**Phase C.** During Phase C, the FSB continued to conduct CSS operations. OPFOR attacks occurred on Days Three, Four, and Five. A MASCAL exercise was conducted on Day Six. A sample of some of the training that occurred follows.

The FSB commander positioned his 5,000 gallon tankers halfway between the maneuver battalion combat trains and the BSA at forward tactical refueling points IAW METT-T. This facilitated fast refueling of the TF. The plan included the tankers moving when the combat trains moved. Logisticians tracked the battle, forecasting Class III and coordinating delivery from the MSB. The delivery of Class III was conducted by tanker transfer. These actions greatly improved the supported units' ability to refuel, and reduced the signature of the BSA.

The BSA was attacked three times during the FTX. The reaction force (composed of all the tenant elements of the BSA) and the MP platoon reacted too slowly to defeat the initial attack. The AAR held following the attack revealed the majority of BSA personnel had not heard the alert signal.

During the BSA AAR, the FSB commander concluded critical information, such as size and direction of attack, was disseminated too slowly. The AAR identified these additional problems:

- The LPS and OPs were not properly emplaced or camouflaged and did not have back-up communications.
- The TOC was not passing along threat levels.
- The communications wires were not properly laid. After the attack, wire from the TOC to the companies was found cut where it crossed a road.
- There was no messenger plan in case of communications failure.
- There was no audio or visual alternate signal.
- Targeting and fire support were poor.
- The defensive plan did not include vehicle mounted machine guns.

After the AAR, the FSB commander and CSM held leader classes to correct the problems. After the classes, the NCO and officer leaders conducted a rehearsal of BSA defense on a sand table. Subsequently the leaders returned to their units to retrain their soldiers.

The FSB commander scheduled a walk-through with the entire BSA. After several rehearsals, the commander assessed that the BSA was ready to conduct the task under combat conditions. The BSA was attacked twice more during the FTX with little loss of soldiers, material, or support to the 1st Brigade. An AAR was conducted after each attack and minor shortcomings were corrected. *An important aspect of this training is that BSA personnel*

*continued to provide CSS operations.* [Figure 4-28](#) shows unit activities while defending the BSA.

[Figure 4-28.](#) Unit activities in BSA.

**Phase D.** During Phase D, a MASCAL was scheduled by the FSB and 1st Brigade. It was conducted in conjunction with Team A, TF 1-77's, assault STX. The medical company had conducted prerequisite training prior to the FSB FTX.

CPT Thomas, commander of Company C, knew the MASCAL exercise would be the most difficult part of the exercise for her unit. She also knew a MASCAL situation in a realistic combat environment would require additional support from external assets. Further, her soldiers needed to know how to coordinate for such support.

CPT Thomas had her ambulance platoon establish an ambulance exchange point (AXP) to speed up casualty evacuation. The AXP allowed the exchange of a fresh FSB ambulance loaded with medical supplies with an ambulance carrying casualties from the supported unit. The exchange was at a transfer point typically halfway between the FSB and battalion aid station IAW METT-T. This significantly decreased evacuation time because supported units did not have to travel to the BSA to evacuate patients.

The AXP can move easily and is responsive to changing situations on the battlefield. CPT Thomas had read in the Center for Army Lessons Learned (CALL) bulletins that CTCs had successfully used this approach; therefore, she trained her unit extensively on this technique. She also conducted prior coordination and training with the supported units.

Dr. (CPT) Lance, a physician with C Company, 1st FSB, used a color-coded triage technique during the FTX. This involved marking areas under the camouflage nets with multicolored signs that indicated the level of triage of casualties; for example; green for routine and red for immediate. At night the triage areas were marked with colored chemical lights. This technique expedited casualty evacuation and treatment and was essential to the execution of the MASCAL exercise.

The treatment platoon's training objectives for the FTX were planned during the near-term planning phase. The platoons were evaluated on the following tasks during the MASCAL exercise:

- Conduct triage.
- Provide initial medical service.
- Provide ground ambulance support.
- Dispatch ambulances to supported units.
- Immobilize fractures or suspected fractures.
- Control hemorrhage.

- Treat environment injuries.
- Treat burns.
- Perform examinations.
- Treat enemy prisoners or war (EPWs) IAW Geneva Conventions.

The MASCAL exercise stressed the medical system to near collapse; however, the MASCAL AARs indicated the medical company had responded well. The movement of casualties was conducted superbly. Problems did arise in the triage system. The AARs revealed that the front line medical personnel and the medical company were marking casualties differently. The company commander noted this for future coordination.

**Phase E.** During Phase E, many training events focused on platoon, section, squad, team, and crew execution of critical collective tasks. The 2d FSB provided evaluators for the different events, while 1-2 Armor provided the OPFOR. An example training event was a lane developed to test the convoys' reaction to an ambush.

SFC Ramon's convoy was returning to the BSA after picking up a load of simulated special weapons. He was advised by radio that a bridge was out on his planned route. The TOC provided him with an alternate route, which led his convoy through the ambush site. The lead truck encountered a road block after rounding a sharp curve. The convoy reacted to the ambush using the drill, Convoy Reacts to Road Blocked (ARTEP 55-188-30-DRILL).

SFC Ramon had trained his platoon to execute the drill as part of prerequisite training for the FTX. The convoy reacted quickly and accurately to the ambush. Only minor mistakes were raised during the AAR.

A platoon-sized OPFOR attack on the BSA occurred during Day Eight of the exercise. During the attack, the OPFOR employed smoke. An OC caused one of the BSA's NBC alarms to activate. Soldiers masked and relayed the warning using hand and arm signals, and the appropriate vehicle horn signals. Once the attack was repelled, the units' leaders conducted unmasking procedures. The AAR that followed identified several problem areas, which were later corrected.

The FSB continued to support TF 1-77's FTX until the exercise ended. Prior to redeploying to garrison, the FSB accomplished the actions shown in [Figure 4-29](#).

SFC Wilson, Recovery Section Leader, B Company, was responsible for providing recovery assistance to supported units with NMC or damaged equipment. He prepared the section for the upcoming recovery and evacuation mission by--

- Organizing the recovery team.
- Briefing the recovery team on the concept of operation.
- Identifying resource requirements.

- Requesting a communications relay site to facilitate C2.

[Figure 4-29](#). FSB actions prior to redeployment.

The recovery section assisted TF 1-77 and the FSB in moving equipment from maintenance collection points. The recovery operation was efficiently conducted and resulted in the rapid repair of NMC equipment.

During this phase, the FSB began to move equipment and supplies to the rear. By conducting some movement of equipment and operational loads early, the FSB was prepared to assist TF 1-77's movement back to garrison. This also gave rear elements an opportunity to start repairing NMC equipment.

**Phase F.** The BSA coordinated and supported the redeployment of TF 1-77. The FSB operations officer ensured medical, fuel, and recovery assets were in position to support the movement. The BSA stayed in position until TF 1-77 closed into its motor pool.

The FSB commander saw the movement of the FSB to garrison as a training opportunity. He directed the redeployment to be conducted as a tactical operation until all elements had closed in garrison. He also directed the assistant S3 to control the movement.

Once in garrison, the battalion started its recovery process. The unit SOP established a three-step recovery process of accountability, maintenance, and retraining. This process is an extension of precombat checks and, once completed, signifies the end of the exercise. However, the FSB recovery process is longer and more difficult for CSS than for combat arms and CS units; the FSB must work on its own equipment as well as the supported units' equipment.

The FSB commander conducted an AAR and prepared his assessment. The exercise provided valuable data on the battalion's strengths and weaknesses. The new assessment provided the basis for the next short-range plan.

*All training must be evaluated. This forms the base from which leaders assess proficiency. Leaders must record the results and use them to adjust training requirements.*

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# CHAPTER 5

## ASSESSMENT

*The truth is sought, regardless of whether pleasant or unpleasant.*

*LTG Leslie J. McNair*

*Training assessment is an integral part of the training management cycle. Information obtained as a result of a thoroughly planned evaluation provides the basis for the commander's and leader's assessment of his unit and training program. Throughout, leaders benefit through the leadership assessment and development program that occurs concurrently with the training evaluation and assessment process. Ultimately, adjustments are made in resources, personnel, training methods, and other areas to refine the training program focus.*

### UNIT ASSESSMENT

Leaders use evaluations and other feedback to assess soldier, leader, and unit proficiency. The analysis of the information provided through evaluations is the key mechanism that commanders use for their assessment. Additionally, commanders can adjust priorities and resources as necessary to synchronize all unit functions. To assess training proficiency and selected tasks, commanders--

- Select type of evaluation.
- Develop an evaluation plan.
- Conduct evaluation of training.
- Conduct after action reviews.
- Provide feedback to chain of command.

[Figure 5-1](#) lists important sources of information that assist leaders in assessing their units' training status and

ability to accomplish wartime missions.

[Figure 5-1.](#)

## EVALUATION

The evaluation process is continuous. Therefore, evaluations must be planned for all training and considered as a way of life in the unit. Training evaluation is integral to training management and is conducted by leaders at every level.

Evaluation of training measures the demonstrated ability of soldiers, leaders, and units to perform a task against Army standards. It is a snapshot, at a given time, on whether or not the task was conducted to standard under prescribed conditions.

Each training event is evaluated during training execution. Planning for training must include resources (such as leader time, prerequisite training, evaluators, and equipment) to facilitate evaluation. The use of evaluation data can have a strong positive (or negative) effect on command climate of the unit.

Evaluations are used to--

- Provide feedback on training proficiency to those participating in the training event (using AARs).
- Assess METL task proficiency.
- Develop lessons learned for distribution throughout the command, and the Army, when applicable.
- Shape future training plans.
- Enhance leader development.

### TYPES OF EVALUATIONS

Evaluations can be informal or formal and internal or external. Key points for each type of evaluation follow.

*Informal evaluations* are most commonly used at battalion level and below. They are--

- Conducted by all leaders in chain of command.
- Continuous.
- Used to provide immediate feedback on training proficiency.

*Formal evaluations* are usually scheduled on the long-range and short-range calendars. These include ARTEP evaluations, EIB, EFMB, and TVIs. They are--

- Sometimes unannounced, such as an EDRE.
- Normally highlighted during QTBs and YTBs.
- Resourced with dedicated evaluators or OCs.

*Internal evaluations* are planned, resourced, and conducted by the unit undergoing the evaluation. *External evaluations* are also planned and resourced. However, they are normally conducted by the headquarters two levels above the unit being evaluated. For example, division evaluates battalions; brigade evaluates companies; battalion evaluates platoons; and company evaluates sections, squads, teams, or crews.

These evaluations can be combined to meet the particular needs of the units or soldiers being evaluated. [Figure 5-2](#) shows the application of each combination. Regardless of the type of evaluation, leaders must be present at all training--personally supervising and evaluating.

## PLANNING FOR EVALUATIONS

The evaluation of collective training is critical to assessing a unit's capability to perform its METL tasks. For evaluation to be effective, it must be thoroughly planned and rigorously executed. Thus, leaders must begin the planning process as early as possible to provide an accurate evaluation.

RC commanders may request assistance from Maneuver Training Commands, partnership or affiliated units, CAPSTONE aligned units, or readiness groups to assist in the planning, preparation, and evaluation of training. However, the RC chain of command remains responsible for the evaluation.

[Figure 5-2](#). Use of types of evaluations

The chain of command needs the following information to facilitate long-range evaluation planning:

- Type of exercise (battalion FTX, company FTX, company STX, TEWT).
- Dates of exercise.
- Type of evaluation (formal, informal, internal, external, or combination).
- Support requirements (internal and external).
- Coordination for external evaluation support.

More detailed evaluation planning occurs as time draws near. To continue effective short range planning, the commander and key leaders develop and provide the following information:

- Commander's intent and focus for the exercise.

- Pre-execution checklist.
- Level of evaluation; for example, down to platoon level.
- Dates for training the evaluators.
- Plan for conduct of evaluator training.

The commander and key leaders also provide a completed evaluation and control plan. The plan contains--

- Intent of the exercise and the evaluation.
- Evaluation procedures.
- Exercise scenario.
- Training objectives.
- Guidance on conduct of AARs.
- Resource guidance.
- Required coordination.
- Discussion on evaluators' role in safety.
- Rules of engagement.
- References (SMs, FMs, MTPs, and SOPs (including those of slice units)).
- Evaluation checklists (to include T&EOs).

Refinement of the evaluation plan continues up to execution. This accommodates changes made to the events and evaluation plan and to resource allocations.

## **EVALUATORS**

Evaluators must be highly qualified to enhance the training experience for the evaluated unit by providing valid, credible observations. The evaluator should be equal or senior in rank to the leader being evaluated. Ideally, the evaluator should have held the position himself, as it lends credibility to his role.

Leaders and soldiers learn from the evaluator. Likewise, the evaluator learns by observing the unit. Listed below are some basic rules for the evaluator:

- Be trained and rehearsed.

- Know the terrain. (Conduct reconnaissance when possible.)
- Don't be argumentative.
- Identify strengths as well as weaknesses.
- Patiently observe all actions of a unit. (Don't jump to conclusions.)
- Always use the chain of command. (Don't take command of the unit.)
- Be prepared to coach unit leaders.
- Be flexible; base evaluation on unit's reaction to the tactical situation, not on personal knowledge of the preplanned scenario.
- Do what the soldiers do. Experience the same conditions as the evaluated unit.
- Know OPFOR training objectives.

Evaluation planners should use an evaluator worksheet, such as the example in [Figure 5-3](#). This helps determine the best evaluator organization. The task evaluation matrix at [Figure 5-4](#) aids in this determination.

[Figure 5-3.](#)

[Figure 5-4.](#) Task evaluation matrix.

Evaluators must be trained prior to conducting evaluations. This ensures they are technically and tactically competent and understand their responsibilities during evaluations. Training should include the elements listed in [Figure 5-5](#).

[Figure 5-5.](#)

## **AFTER ACTION REVIEW**

The AAR is a structured review process that allows training participants to discover for themselves what happened, why it happened, and how it can be done better. AARs--

- Focus on the training objectives. (Was the mission accomplished?)
- Emphasize meeting Army standards. (AARs do not determine winners or losers.)
- Encourage soldiers to discover important lessons from the training event. (They are not a critique.)

- Allow a large number of soldiers and leaders (including OPFOR) to participate so that lessons learned can be shared.

The AAR consists of four parts:

- Review what was supposed to happen (training plan).
- Establish what happened (to include OPFOR point of view).
- Determine what was right or wrong with what happened.
- Determine how the task should be done differently next time.

The AAR is often used as a leader development technique to develop leaders throughout the entire chain of command. Leaders may use the AAR for an extended professional discussion with subordinate leaders. At completion of the exercise, a final AAR is conducted. It is a meeting with the evaluators or OCs, OPFOR, and unit leaders to review the training just conducted. Training weaknesses identified during AARs must be included in future planned training. Detailed discussion of AARs is at [Appendix G](#).

## TRAINING ASSESSMENT

After the conduct of the final AAR, the commander reviews the evaluation and AAR results to assess his unit's training proficiency. The commander's assessment of training proficiency on mission essential task list tasks is rated as either "T" (trained), "P" (needs practice), or "U" (untrained). As discussed in [Chapter 3](#), those battlefield operating systems that do not apply to the task are left blank on the commander's assessment worksheet.

NCOs may use a leader book in assessing squad, crew, and soldier proficiency (see [Appendix B](#)). The commander uses the assessment worksheet to record training weaknesses. This information helps to identify a strategy to improve or sustain training proficiency. Other worksheet formats which identify subunits instead of BOS may be used for the commander's assessment (see [Figure 3-15](#)). Regardless of its format, the worksheet is only a tool for the commander to plan training.

## EXAMPLE TRAINING ASSESSMENTS

To illustrate the concept of training evaluations and assessments, the following examples from the Task Force 1-77 FTX, 52d Engineer Battalion CFX, and 1st FSB FTX (EXEVAL) are provided.

### TF 1-77 FTX

#### Evaluations

At the completion of TF 1-77's FTX, evaluators provided written evaluations on the tasks performed. Evaluation results were recorded on the T&EOs from the applicable MTP. T&EO extracts from the TF, Team A, and 1st Platoon, Team A, are at [Figures 5-6](#), [5-7](#) and [5-8](#). An extract from the squad leader's evaluation of his soldiers'

proficiency in the task Prepare a Fighting Position is at [Figure 5-9](#).

### **After Action Renews**

The leaders used the AARs as their final piece of information focusing on what happened, why it happened, and how to do it better. Through the AAR process, the chief OC was able to have unit members describe what happened in their own words and from their own points of view. This helped evaluators and unit leaders to focus on whether or not the mission was accomplished so that leaders could link lessons learned to subsequent training.

As a result of the AARs, the TF 1-77 commander discovered the unit had improved considerably on the tasks Movement by Road/Rail and Defend. However, the unit still had problems with the task Assault during the company STXs. The AAR revealed that coordination and adjustment of artillery and mortar fire slowed the assault, making the indirect fire ineffective. It also revealed that the slow commitment of engineer assets resulted in the companies spending too much time exposed to enemy fire at enemy obstacles. Much better coordination and integration of the slice units were needed during planning and preparation.

This type of feedback from the AARs, coupled with an after action report, provided information the TF 1-77 commander needed--

- To determine his assessment of each mission essential task.
- To develop a training strategy for future training.
- To plan and conduct additional training.

### **Commander's Training Assessment**

Based on the training evaluation results, AARs, and their own personal observations, the TF and Team A commanders assessed their units on each METL task trained. Extracts of those assessment are at [Figures 5-10](#) and [5-11](#).

[Figure 5-6](#). TF 1-77 training evaluation extract.

[Figure 5-7](#). Team A training evaluation extract.

[Figure 5-8](#). 1st Platoon, Team A, training evaluation extract.

[Figure 5-9](#). Squad training evaluation extract.

[Figure 5-10](#). TF 1-77 commander's training assessment extract.

[Figure 5-11](#). Team A commander's training assessment extract.

## **52D ENGINEER BATTALION CFX**

## Evaluations

The 52D Engineer Battalion CFX provided valuable training feedback to the battalion leaders. The exercise did not involve a higher headquarter's directed external evaluation; however, the battalion commander wanted help in evaluating the battalion CP operation. He requested and received evaluators from the 25th Engineer Battalion. To evaluate selected operations conducted by A Company, the battalion S3 planned and conducted evaluator training and assisted the OCs from the 25th Engineer Battalion in preparing evaluation packets.

The evaluators prepared evaluation packets using ARTEP 5-145-MTP, ARTEP 5-145-31-MTP, ARTEP 5-145-11-MTP, and ARTEP 5-145-Drills. The battalion CP evaluators focused on the battalion staff tasks which had been designated as battle tasks. A Company was evaluated on its ability to construct hasty obstacles and conduct obstacle breaching operations. [Figures 5-12](#), [5-13](#), and [5-14](#) are examples of the completed T&EOs that the evaluators provided.

## After Action Reviews

Discussions during the offensive planning AAR revealed that the battalion's logistical planning was inadequate; it did not allow for full support of the battalion's mobility operations. The battalion S4 pointed out that the companies had submitted their logistical requirements too late. The S4 section could not obtain the supplies prior to the offensive. The evaluator from the 25th Engineer Battalion suggested the S4 could reduce the impact of late requests by anticipating the increased requirements for Class III and breaching materials needed to support battalion operations.

Obstacle reporting was a weakness discovered during the AAR conducted after the division's offensive operations. Companies and platoons moving forward in the offense had not reported some existing enemy and friendly obstacles. This caused severe problems for two division CSS units as they moved forward to their next position. They had to detour to avoid the obstacles and reached their new position several hours late. The loss of the CSS units' support for the additional time could have been avoided had the engineer units reported the obstacles.

## Commander's Training Assessment

From the evaluators' comments, discussions during the AARs, and his own observations, the battalion commander assessed the training status of the unit. The results of the offensive phase of the exercise caused him to assess the battalion as "P" on two METL tasks, Conduct Logistical Operations and Report Obstacle Information.

[Figure 5-12](#). 52d Engineer Battalion training evaluation extract.

[Figure 5-13](#).

[Figure 5-14](#). 1st Squad, 1st Platoon, A Company, training extract.

[Figure 5-15](#). 52d Engineer Battalion commander's training assessment.

[Figure 5-15](#) shows the battalion commander's revised assessment of the four METL tasks rated "P" prior to the

CFX. It also shows his strategy for correcting weaknesses and sustaining strengths.

## **1ST FSB FTX (EXEVAL)**

### **Evaluations**

At the completion of 1st FSB's FTX (EXEVAL), evaluators provided written evaluations on the tasks performed. Extracts from evaluations of the battalion task Direct Response Against BSA Threat and the related company task Defend Company Sector are at [Figures 5-16](#) and [5-1](#).

### **After Action Reviews**

The FSB commander used the AAR as the final piece of information. He focused on how well the tasks were performed and what the unit needed to do for future training. Through the AAR process, the chief OC heard soldiers describe what happened in their own words and from their own points of view. Following are comments made by unit members.

PVT Romero, legal clerk, HHD, 1ST FSB, stated that he had learned the importance of using the SALUTE format (size, activity, location, uniform, time, and equipment) to send a spot report and of properly camouflaging himself, his equipment, and position. He and another soldier were assigned LP and OP duty prior to one of the attacks. The enemy detected PVT Romero and was able to get very close to the perimeter of the BSA. When he did see the enemy, he was unable to send a clear and concise warning to the BSA.

Immediately afterward, PVT Romero received retraining on sending a report and camouflaging properly. He recommended that the unit conduct refresher training on basic combat survival skills for all soldiers prior to field training.

PFC Schmitt, supply specialist, A Company, 1st FSB, stated that his training with the reaction force had increased his tactical competence. He felt that the movement techniques he had learned were key to driving off the OPFOR during the FTX. He recommended that MILES be used more on the next FTX to enhance the training.

[Figure 5-16.](#)

[Figure 5-17.](#) A Company, 1st FSB training evaluation extract.

SFC Mills, platoon sergeant, B Company, said that the predeployment training the battalion had accomplished prior to the FTX was key to the successful deployment to the field. He felt that his soldiers had performed extremely well on uploading supplies and equipment and had gained confidence in their ability to deploy. SFC Mills also noted that the route to the BSA had only two artillery targets. He thought more targets were needed for the length of route. The S3 noted this weakness for future planning.

PVT Johnson, medic, C Company, 1st FSB, stated that his land navigation training had helped him in accomplishing his mission. He had received a "real world" mission to evacuate a soldier with a broken leg and had only grid coordinates of the location. His training allowed him to quickly navigate to the location, render aid, and evacuate the patient back to the BSA.

From the AAR feedback, the FSB commander found that the unit had improved considerably on the following tasks:

- Deploy to a combat area of operations.
- Conduct logistical operations.
- Casualty evacuation.

However, the unit still had problems responding to a threat to the BSA. The AAR revealed that many soldiers needed refresher training on basic combat tasks. The unit performed extremely well on these tasks during last year's FTX but had conducted little sustainment training since. Many new soldiers were assigned to the battalion since that FTX and needed initial training. The FSB commander had considered the unit trained on basic combat skills and therefore had not emphasized sustainment training to subordinate leaders.

### **Commander's Training Assessment**

Feedback (such as above) from the AAR, coupled with the evaluation result, provided information the FSB commander needed to complete his training assessment and develop a plan for corrective actions. After assessing the unit's level of proficiency on METL tasks, he developed a training plan to emphasize the following:

- Basic combat skills--refresher training.
- Casualty evacuation--sustainment training.
- Direct response to BSA threat--refresher training.
- Deploy to combat area of operations--sustainment training.

[Figure 5-18.](#) 1st FSB commander's training assessment extract.

From the training evaluation results, AARs, and his own personal observations, the FSB commander assessed his unit on each METL task as it related to the BOS ([Figure 5-18](#)).

*The commander's assessment is not the end of training.* It is the link that ties the evaluation of training to the planning of future training.

[Figure 5-19.](#) Training Management Cycle.

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# APPENDIX A

## EXAMPLE TRAINING DOCUMENTS

This appendix provides example training documents; their formats and contents may be used as guides when developing training documents. These documents also serve as source documents for most of the training examples used throughout this field manual.

The training-related information and documents are for a notional division (the 52d Inf Div (Mech)), selected subordinate units, and the 313th Inf Bde (Mech) (RC), which is a round-out brigade to the 52d Inf Div. The 52d Inf Div is the force structure upon which most examples are based. A 52d Inf Div subordinate task force (TF 1-77) is the example battalion-level combat arms unit used to illustrate the training techniques and procedures.

[Chapters 2,3, 4](#) and [5](#) also have examples from outside the 52d Inf Div. They show how the techniques and procedures in this manual apply to RC units and to battalion and lower units assigned above division level.

### 52D INFANTRY DIVISION (MECH)

**MISSION:** At D-Day, H-Hour, the 52d Infantry Division (Mech) deploys by air and sea, occupies assigned marshaling areas, organizes for combat; on order, moves to assigned assembly areas; be prepared to assume the defensive sector of another division in the assigned corps area; be prepared to conduct a counterattack and, on order, conduct offensive operations.

### 52D INFANTRY DIVISION (MECH) METL

- Move by Road/Rail to APOE/SPOE.
- Prepare for Combat Operations.
- Move to and Occupy an Assembly Area.
- Conduct Relief in Place.
- Conduct Area Defense.
- Conduct Counterattack.
- Conduct Movement to Contact.

- Conduct Hasty Attack.

### **EXAMPLE 52D INFANTRY DIVISION TRAINING OBJECTIVE**

**TASK:** Conduct Area Defense. ARTEP 71-100-MTP, *Mission Training Plan, Division Command Group and Staff.*

**CONDITIONS:** The division, as part of a corps operating in a joint and combined environment, is engaged in combat or combat is imminent. The division's tactical, main, and rear command posts have been deployed and established. Communications have been established and reports are being received from subordinate units and submitted to corps headquarters in accordance with (IAW) TSOPs. Combat operations may involve offensive, defensive, or retrograde operations. Continuous operations (day and night) are envisioned.

Enemy forces are composed of armored, mechanized, air assault, and airborne forces with their associated CS, CSS, and air assets. Both forces, friendly and enemy, possess the capability to employ nuclear and chemical weapons. Enemy forces have the capability to employ biological weapons. The NBC environment is active. The enemy forces have employed chemical agents in support of specific operations and selected deep targets. They have nuclear weapons in a ready posture but have not yet employed them. They have not used their biological weapons.

Electronic warfare (EW) environment is active. The enemy is employing radioelectronic combat (REC) tactics. There is air parity within the theater of operations; however, local air superiority can be achieved for short periods of time by either air force. Conflict is characterized by nonlinear operations; enemy weapons systems exist whose ranges and lethality equal or exceed US capabilities. These include numerous surveillance, target acquisition, and communication sensors. The combat environment is characterized by a continuing series of fast, chaotic battles. The division has received the intelligence summary (INTSUM) and the corps' OPLAN.

#### **STANDARDS:**

- Division conducts tactical movement using formations, terrain, and fire support to minimize its vulnerability to enemy fires.
- Division retains the terrain within its assigned area of operations.
- Division defeats or destroys the attacking enemy, combined arms army, and retains the terrain within its assigned area of operations IAW the commander's intent.
- Division plans and executes a defense in depth all the way to the rear of the division's sector.
- Units position to respond to the most probable enemy courses of action and designate unit contingency plans.
- The size, composition, and positioning of the reserve are commensurate with the successful completion of contingency plans provided.
- The flank coordination, internally and externally, allows the corps and division to keep up to date with the

situation.

- The concept of the operation provides for an offensive counterattack to defeat attacking enemy forces and restore the forward edge of the battle area (FEBA).
- Division reviews subordinate plans to ensure integrity of the force.
- Division maintains sufficient combat power to support the commander's intent for the division's defense and counterattack missions.
- Division denies key terrain to the enemy.
- A main and supporting effort for the division's defensive plan is identified and assets are provided accordingly.
- Liaisons are established with other units as required.

### **1ST BRIGADE, 52D INFANTRY DIVISION (MECH)**

**MISSION:** At D-Day, H-Hour, 1st Brigade deploys by air and sea, occupies assigned marshaling areas, and organizes for combat; on order, moves to assigned assembly areas; be prepared to assume the defensive sector of another unit; be prepared to counterattack and, on order, to conduct offensive operations.

### **1ST BRIGADE, 52D INFANTRY DIVISION (MECH) METL**

- Move by Road/Rail to APOE/SPOE.
- Prepare for Combat Operations.
- Move to and Occupy Assembly Areas.
- Conduct Relief in Place.
- Conduct Area Defense.
- Conduct Counterattack.
- Conduct Movement to Contact.
- Conduct Hasty Attack.

### **EXAMPLE 1ST BRIGADE, 52D INFANTRY DIVISION TRAINING OBJECTIVE**

**TASK:** Conduct Area Defense. ARTEP 7-30-MTP, *Mission Training Plan for the Infantry Brigade (Command Group/Staff)*.

**CONDITIONS:** (See division conditions statement.) The brigade is in a defensive posture but is not in contact with attacking enemy units.

**STANDARDS:**

- Brigade conducts tactical movement using formations, terrain, and fire support to minimize its vulnerability to enemy fires.
- Brigade operates within division commander's intent.
- Brigade provides all-around security.
- Brigade prevents the enemy from seizing specified terrain or crossing designated boundaries.
- Brigade defeats or forces the withdrawal of the enemy force from its assigned sector.

**313TH INFANTRY BRIGADE (MECH)**

**MISSION:** At M-Day, H-Hour, 313th Infantry Brigade (Mech) mobilizes, deploys by air and sea, occupies assigned marshaling areas, and organizes for combat; on order, moves to assigned assembly areas; be prepared to defend; be prepared to counterattack and conduct offensive operations.

**313TH INFANTRY BRIGADE (MECH) METL**

- Move to Mobilization Station.
- Move by Road/Rail to APOE/SPOE.
- Prepare for Combat Operations.
- Move to and Occupy Assembly Areas.
- Conduct Area Defense.
- Conduct Passage of Lines.
- Conduct Counterattack.
- Conduct Movement to Contact.
- Conduct Hasty Attack.

**EXAMPLE 313TH BRIGADE TRAINING OBJECTIVE**

**TASK:** Conduct Area Defense. ARTEP 71-3-MTP, *Mission Training Plan for the Heavy Brigade Command Group and Staff*.

**CONDITIONS:** (See division conditions statement). The brigade occupies defensive positions as the division's reserve. Conducts counterattack and supports rear area operations as required.

**STANDARDS:**

- Brigade conducts tactical movement using formations, terrain, and fire support to minimize its vulnerability to enemy fires.
- Brigade operates within division commander's intent.
- Brigade provides all-around security.
- Brigade prevents the enemy from seizing specified terrain or crossing designated boundaries.
- Brigade destroys or forces the withdrawal of the enemy force from its assigned sector.

### **52D DIVISION ARTILLERY (DIVARTY)**

**MISSION:** At D-Day, H-Hour, division artillery deploys by air and sea, occupies assigned marshaling areas, and organizes for combat; on order, moves to assembly area. On order, provide fire support for defensive operations; be prepared to provide supporting fires for counterattacks and offensive operations.

### **52D DIVARTY METL**

- Move by Road/Rail to APOE/SPOE.
- Prepare for Combat Operations.
- Move Tactically.
- Coordinate Fire Support.
- Acquire Targets.
- Control Field Artillery Operations.
- Deliver Field Artillery Fires.

### **EXAMPLE 52D DIVARTY TRAINING OBJECTIVE**

**TASK:** Coordinate Fire Support. ARTEP 6-300-1, *Corps Field Artillery Section, Division Artillery and Field*

*Artillery Brigade, TACFIRE.*

CONDITIONS: (See division conditions statement.) DIVARTY must be prepared to accept the attachment of additional artillery assets.

STANDARDS:

- Fire support concept and tasks fully support the concept of the operation and effectively employ all indirect fire assets.
- DIVARTY successfully provides fire support for deep, close, and rear operations.
- DIVARTY operations support the commander's intent.

**52D INFANTRY DIVISION (MECH) SUPPORT COMMAND (DISCOM)**

MISSION: At D-Day, H-Hour, deploys by air and sea, occupies assigned marshaling areas, and organizes for combat; on order, moves to assembly area. On order, provide CSS support for defensive operations; be prepared to support counterattacks and offensive operations.

**52D DISCOM METL**

- Move by Road/Rail to APOE/SPOE.
- Prepare for Combat Operations.
- Move to and Occupy Assembly Area.
- Provide Logistics Support.
- Provide Transportation Support.
- Provide Medical Services.
- Provide Maintenance Support.
- Provide Material Management.
- Incorporate Host-Nation's Support.
- Conduct Base and Base Cluster Defense.

**EXAMPLE 52D DISCOM TRAINING OBJECTIVE**

TASK: Provide Supply Support. ARTEP 63-001-MTP, *Mission Training Plan, DISCOM Headquarters.*

CONDITIONS: (See division conditions statement.)

STANDARD: DISCOM provides supply support to sustain division defensive, counterattack, and offensive operations.

## EXAMPLE DIVISION COMMAND TRAINING GUIDANCE

DEPARTMENT OF THE ARMY HEADQUARTERS, 52D INFANTRY DIVISION (MECHANIZED) FT  
RILEY, KS 66442-5000

LCWB-CG

15 January 199X

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: FY 9X Command Training Guidance

### 1. Commander's Training Philosophy:

a. The FY 9X Command Training Guidance (CTG) is the foundation of my training philosophy. The CTG describes the division training model in detail and states the annual training objectives for the 52d Infantry Division (Mechanized). Since the CTG endorses and expands upon 10th Corps and US Army Forces Command (FORSCOM) requirements, it is the most important source document for trainers and commanders in this command. My quarterly training guidance expands or refines the CTG and adds precision to our training management; however, the annual CTG will be the basis for division quarterly guidance.

b. Our overriding philosophy is to "train to fight and to win." Our training doctrine is found in FM 25-100. The mission and reality of life at FT Riley require innovative use of multiechelon training. Our most critical resource constraints are time and space, so we must take every opportunity to train as we expect to fight. The norm is to train to standard with your battle team.

c. The CTG is an opportunity for me to emphasize some principles which have emerged over the past few months. Training in the 52d Inf Div (Mech) is focused on our mission to deploy rapidly, fight, sustain war fighting capability, and win the Air-Land Battle. This mission must be accomplished in an environment of new weapons systems, devices to simulate their

operation, new equipment, and a changing organization, all within a changing body of doctrine developed to defeat the enemy. To do this, our top priority is training that is--

- Tough, realistic, and challenging.
- Multiecheloned and performance-oriented.
- Focused on and carefully planned and coordinated with the combined arms team.
- Based on the integration of collective and soldier tasks.
- Vigorously executed and evaluated.

d. We can accomplish these training goals if we understand, live, and breathe the idea that **TRAINING IS THE MOST IMPORTANT THING WE DO**. All functions, such as maintenance and care for our soldiers' safety, are part of our overall approach to training. The execution of our training program is a reflection of our leadership. It requires that we understand how we train to fight at every echelon and that our mission essential tasks are battle focused on the wartime mission to ensure combat readiness.

2. Areas of Emphasis: All aspects of our training and training management program contribute significantly to our combat readiness. I will address many of these in detail in my QTG memos. Following are my priorities for training this period.

- a. Tasks on the METL that are not assessed as "T."
- b. Division battle tasks.
- c. Soldier, leader, and collective training which supports the METL.
- d. Combined arms training.
- e. Training evaluations and feedback.
- f. Lessons learned during training.
- g. Integration of a total maintenance concept.

3. Training to fight and win on the mechanized battlefield is the reason for our existence. This division has always been a significant force in the FORSCOM structure. We must be trained and ready for war to ensure that we maintain a credible deterrent force. Our mission is not easy, but the American public demands nothing short of success.

*SIGNATURE*

*DIVISION COMMANDER*

2 Encls

1. \*52d Inf Div Long-Range Calendar
2. 52d Inf Div Task Organization

**DISTRIBUTION:**

A and B

\*The 52d Inf Div (Mech) long-range calendar depicts a two-year period. This enclosure includes only the first three quarters to show information normally found on the calendar. It is only an example, not meant to show the entire division long-range plan. The subordinate units from 1st Bde, the 1-40 FA Bn from DIVARTY, and the 1st FSB from DISCOM, are shown because they are the example units used throughout the manual. The division's QTG and QTC for 2d quarter (Jan-Mar) provide the foundation for subordinate units' planning.

[Figure A-1.](#) Master Training Calendar.

[Figure A-2.](#) Continued.

[Figure A-3.](#) Continued.

[Figure A-4.](#) Continued.

[Figure A-5.](#) Continued.

[Figure A-6.](#) Continued.

[Figure A-7.](#) Continued.

## **52D INFANTRY DIVISION (MECH) TASK ORGANIZATION**

1st Bde  
1-77 Mech  
1-2 Armor  
1-3 Armor  
1-40 FA (DS)  
A/1-441 ADA (DS)  
1/52d Chem Co  
A/52d Engr (DS)  
\*Tm A/52d MI (DS)  
1/1/B/52d MI  
1/52d MP Co (DS)  
1/B/52d Sig  
1st FSB

2d Bde

- 1-78 Mech
- 1-79 Mech
- 1-4 Armor
- 1-41 FA (DS)
- B/1-441 ADA (DS)
- 2/52d Chem Co
- B/52d Engr (DS)
- \*Tm B/52d MI (DS)
- 2/52d MP Co (DS)
- 2/B/52d Sig
- 2d FSB

313th Inf Bde (Mech) (RC)

- 2-141 Mech
- 2-142 Mech
- 2-17 Armor
- 2-71 FA (DS)
- C/1-441 ADA (DS)
- 313th Engr Co
- 313th FSB

52d Cbt Avn Bde

- 151st Atk Hel Bn
- 152d Atk Hel Bn
- 52d Aslt Hel Co
- 52d Cbt Avn Co

52d DIVARTY

- A-43 FA (MLRS)
- B-52d Tgt Acq Btry

Div Trp

- 1-23 Cav
- A/2-31 Cav (RC)
- 1-441 ADA (-)
- 52d Chem Co (-)

52d Engr (-)  
52d MI (-)  
52d MP Co (-)  
52d Sig (-)

DISCOM

52d MSB  
52d AVIM Co  
52d MMC

\* Normally the MI battalion will be general support to the division. An MI company team in direct support to a brigade would be temporary, based on the METT-T.

### **EXAMPLE DIVISION QUARTERLY TRAINING GUIDANCE**

DEPARTMENT OF THE ARMY HEADQUARTERS, 52D INFANTRY DIVISION (MECHANIZED) FT  
RILEY, KS 66442-5000

LCWG-CG

28 September 199X

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Quarterly Training Guidance - 2d Qtr, FY 9X

#### 1. References.

- a. FM 25-100, dtd Nov 88, Subj: Training the Force.
- b. FM 25-101, dtd Mar 90, Subj: Battle Focused Training, Battalion Level and Lower.
- c. Memo, 52d Infantry Division (Mechanized), dtd 15 Jan 9X, Subj: FY 9X Command Training Guidance.

2. Purpose. The purpose of the QTG is to refine the guidance provided in the CTG and lay out my current assessment of the division's ability to successfully execute its METL. This memorandum also provides a listing of major training events occurring during the second quarter and outlines topics which must be covered during the brigade and battalion QTBs.

#### 3. Training Assessment.

a. The results of the division's simulation-driven CPX conducted last quarter convinced me the division can effectively execute its deployment mission. The leaders and soldiers of the division should be proud of their excellent performance during the CPX. Leaders must continue to sustain deployment proficiency.

b. Presently, the division cannot conduct certain tactical missions as smoothly and effectively as it should. I have assessed the division as "P" on the following METL tasks relating to combat operations.

- (1) Conduct an area defense.
- (2) Conduct a counterattack.

4. Training Events. Following are the division's major training events during the second quarter:

- 02 Jan - 26 Mar: 1st and 2d Bde Intensive Gunnery Training.
- 03 Jan - 05 Jan: Div TEWT - Battalion through division commanders, battle staffs, and separate company commanders.
- 08 Feb - 26 Feb: Division QTB.
- 28 Feb: Division Radio Net Training.
- 28 Feb - 29 Feb: MSE Training.
- 15 - 18 Mar: 1st Brigade CPX.

5. Training Strategy. I want second quarter training to emphasize these collective and soldier tasks which support the division's METL tasks listed as "P" in para 3. Following are some points commanders need to consider during their short-range and near-term planning:

a. Support Cycle Training. IAW my strategy of shielding brigades from support duties during the 120 days prior to their NTC rotation, the 1st Brigade will not be tasked with ordinary support duties after February. Units in the support cycle must continue to do soldier, crew, and small-unit training whenever possible. Opportunity training is the key to maximizing training during support cycles. Unit integrity must be maintained when accomplishing support taskings.

b. Slice Training. Leaders must continue to find ways to strengthen the cohesion and interoperability between the brigade and battalion task force and the respective slice elements. The 1st Brigade subordinate commanders should reinforce the combined arms team concept by routinely training as battalion task forces and company teams in preparation for the NTC.

c. OPFOR. Units designated as an OPFOR for an exercise have an obligation and an opportunity. The units' obligation is to portray an OPFOR that looks realistic and uses actual threat doctrine. The OPFOR units have a tremendous opportunity to expand leaders' and soldiers' understanding of how the threat operates. Ensure that units designated to be OPFOR have adequate time to train for their roles. Both brigades will have the opportunities to provide OPFOR support during this quarter.

d. Maintenance Training. The division continues to lose too much operational time and spend too much money on repair parts because untrained soldiers are not properly supervised when working on and with equipment, vehicles, and systems. Leaders must ensure that soldiers are adequately trained in maintenance techniques and are supervised. Drivers training programs must include a leader supervised and evaluated tactical field driving test.

e. Leaders must emphasize the following to maximize next quarter's training:

- (1) Maintaining battle focus.
- (2) Training to standard, not time.
- (3) Using multiechelon training techniques.
- (4) Safety.

6. Quarterly Training Briefs. Quarterly training briefing dates are in the QTB memorandum of instruction (MOI) dated 1 Sep 9X and are depicted on the QTC. In addition to the standard topics commanders will discuss the following areas during the briefings:

- a. Integration of slice elements into training.
- b. Maintenance training and drivers training programs.
- c. OPFOR training program.

7. Conclusion. The second quarter will present many training challenges. Leaders must plan and execute training as if it is the most important thing they will ever do, because it is. The chain of command must vigorously execute the training schedules just as they would execute operations in combat to remain successful. I am certain that the officers and noncommissioned officers of this division are equal to the task.

*SIGNATURE*

*DIVISION COMMANDER*

Encl

Div Quarterly Training Calendar

**DISTRIBUTION:**

A and B

[Figure A-8.](#) Training Calendar Jan-Mar.

[Figure A-9.](#) Continued.

### **EXAMPLE 313TH INFANTRY BRIGADE YTG TOPICS**

Commander, 313th Inf Bde, publishes YTG with the YTC as an enclosure. The YTG provides direction and detailed guidance for the command for the next training year (short range). The YTG may be published in the form of a circular or memorandum. Regardless of the format used, the following example items should be covered:

- Commander's training philosophy.
- METL and associated battle tasks.
- Combined arms training strategy.
- Major training events and exercises.
- Leader training.
- Soldier training.
- Mandatory training requirements IAW applicable FORSCOM or ARNG regulations.

- Training evaluations and feedback.
- New equipment training and other force integration considerations.
- Resource allocations.

The commander of the 313th Inf Brigade, a round-out brigade, coordinates the YTG and YTC with the 52d Inf Div and the peacetime chain of command. The example 313th Inf Bde YTC follows.

[Figure A-10](#). 313 Infantry Brigade Training Calendar.

### EXAMPLE BRIGADE QUARTERLY TRAINING GUIDANCE

DEPARTMENT OF THE ARMY HEADQUARTERS, 1ST BRIGADE, 52D INFANTRY DIVISION FT RILEY,  
KS 66442-5000

LCWB-G-CDR

20 October 199X

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Quarterly Training Guidance - 2d Qtr, FY 9X

#### 1. References.

- a. 52d Infantry Division Circular 350-1, dtd 18 Feb 9X, Subj: Training.
- b. Memo, 52d Infantry Division (Mech), dtd 15 Jan 9X, Subj: Command Training Guidance.
- c. Memo, 52d Infantry Division (Mech), dtd 28 Sep 9X, Subj: Quarterly Training Guidance.
- d. Memo, 1st Brigade, dtd 1 Mar 9X, Subj: Command Training Guidance

2. Purpose. This memorandum provides my vision of how the brigade must train during the next quarter. It outlines my assessment of our current level of training, major training events occurring next quarter, and my training strategy for preparing soldiers, leaders, and units to perform their mission essential tasks.

#### 3. Training Assessment.

a. I am satisfied with the brigade's direction in training. Leaders are working hard to make training both interesting and productive. Our

implementation of FM 25-101 and the integration of SATS into the brigade have greatly improved our training management system. The brigade's strategy of attempting to fence company-level training time during the post support cycle appears to be working well. Significant progress is being made in raising the proficiency of soldiers and platoons on those tasks which support the brigade's METL.

b. There is still much work to do. The brigade and the task forces have not had an opportunity to go to the field since the external evaluations last quarter. Based on last quarter's external evaluation and my unit assessment during this quarter, the brigade's training status on its METL tasks is as follows:

- Move by Road/Rail to APOE/SPOE .....T
- Prepare for Combat Operations .....T
- Move to and Occupy Assembly Areas .....T
- Conduct Relief in Place .....T
- Conduct Area Defense .....T
- Conduct Counterattack.....T
- Conduct Movement to Contact .....T
- Conduct Hasty Attack .....T

4. Training Events. Following are the major training events for the brigade during the second quarter:

- 03 Jan - 05 Jan: DIV TEWT. Includes Bde and Bn commanders and battle staffs.
- 02 Jan - 09 Feb: BDE Gunnery.
- 08 Jan - 12 Jan: Command Inspection (1-2 Armor).
- 22 Jan - 26 Jan: Command Inspection (1-3 Armor).
- 29 Jan - 02 Feb: Command Inspection (1-77 Infantry).
- 05 Mar - 09 Mar: TF 1-2 supports 2d Bde TF EXEVAL.
- 15 Mar - 18 Mar: BDE CPX.
- 26 Mar - 31 Mar: 1-3 AR supports 2d Bde TF EXEVAL.

5. Training Strategy.

a. The division commander has emphasized the importance of task force and team training in preparation for the NTC at the end of the third quarter. He has also shielded us from support taskings after February. We must use this opportunity to the fullest. I expect leaders to maximize this training opportunity through the following:

(1) Battle Focused Training. We must master our METL tasks during this training window. There is no time to waste. I expect a direct connection between all training and the METL.

(2) Combined Arms Team Training. Brigade and battalion training must integrate the slice elements. The brigade QTC will continue to reflect the battalion's peacetime modification table of organization and equipment (MTOE). However, I expect the training to reflect the task organization at Enclosure 2. Commanders will assess task force and company team proficiency and execute training accordingly. This will require intensive coordination between, particularly, TF 1-2 Armor, TF 1-77, and the 2-17 Armor, 313th Inf Bde, which will go to the NTC with the brigade.

(3) Synchronization of Collective and Soldier Task Training. Soldier task training must support the METL. Integrate NCO leaders into the training planning process and ensure all leaders understand their soldiers' and units' roles in supporting the higher unit's METL.

(4) Training to Standard. Plan enough time to retrain and execute the tasks to standard. Use pretesting and post testing during training to determine when to move on to the sustainment phase. Leaders, get out and ensure training is done to standard.

b. We don't have time next quarter to train every task on which I have rated the brigade "P." Following are brigade METL tasks which I expect the task forces to be able to support by the end of the quarter.

- (1) Conduct area defense.
- (2) Conduct counterattack.

c. During this period I want to emphasize the following:

(1) Scheduled Gunnery and Task Force FTX Period. This is the task force commanders' opportunity to conduct intensive task force and team training. Task forces will rotate between executing gunnery, mission, and field training events. The order of rotation (starting with gunnery) will be 1-3 Armor, TF 1-77, and TF 1-2. UCOFT training will be intensively planned and managed to improve our gunnery. Brief me on your plans at the QTB.

(2) Brigade CPX. The brigade and battalion command posts will deploy to the field to practice the two METL tasks which I mentioned above. The basis for the CPX scenario is our wartime OPLAN. The CPX will be supported by the division's simulation center.

(3) Training Execution. I still see frequent examples of well-planned training being executed poorly. Give your trainers time to prepare training and provide feedback concerning their training. Leaders--train the trainer! Ensure rehearsals are planned and conducted. Leaders have to be involved in the execution of training.

(4) Maintenance Training. Our vehicles and systems will be used extensively next quarter. Ensure all services are current and required services are scheduled and conducted IAW the training schedule. Emphasize maintenance training while at gunnery and in the field.

d. A reminder--the brigade is not training to win at the NTC. We are training for war, and the NTC provides us the most realistic challenge short of war.

6. Quarterly Training Briefs. The battalion and company QTBs will be conducted as shown on the QTC. Battalions and task forces and companies and teams will brief according to their wartime organization (for example, A Co, 1-2 Armor, briefs with other units of TF 1-77). Each company will have 45 minutes to brief. In addition to the normal required topics, want to hear your plans for maintenance training and drivers training programs.

7. A final reminder, I want you to think, assess, plan, and execute training as a task force and team. Work on your habitual association and set your priorities on training that will make us a better combat force. Let's do routine things routinely.

*SIGNATURE*

*BRIGADE COMMANDER*

2 Encls

1. Bde Quarterly Tng Calendar
2. Bde Task Organization

**Distribution:**

A

[Figure A-11.](#) Training Calendar.

[Figure A-12.](#) Continued.

### **1ST BRIGADE, 52D INFANTRY DIVISION TASK ORGANIZATION**

TF 1-77

- 1-77 Mech (-)
- A/1-2 Armor

TF 1-2

- 1-2 Armor (-)
- A/1-77 Mech

1-3 Armor

Bde Control

- 1-40 FA (DS)
- A/1-441 ADA (DS)
- 1/52d Chem Co

A/52 Engr (DS)  
1/1/B/52d MI  
\*Tm A/52d MI (DS)  
1/52d MP Co (DS)  
1/B/52d Sig

Bde Trains  
1st Fwd Spt Bn

\* Normally the MI battalion will be general support to the division. An MI company team in direct support to a brigade would be temporary, based on METT-T.

### **EXAMPLE BATTALION QUARTERLY TRAINING GUIDANCE**

DEPARTMENT OF THE ARMY HQ, 1ST BATTALION, 77TH INFANTRY (MECH) FT RILEY, KS 66442-5000

LCWB-GA-CDR

20 November 199X

SUBJECT: Quarterly Training Guidance, 2d Qtr, FY 8X

#### 1. References.

- a. 52d Division Training Circular 350-1, dtd 18 Feb 9X, Subject: Training.
- b. Memo, 52d Infantry Division, dtd 15 Jan 9X, Subject: Command Training Guidance FY 9X.
- c. Memo, 52d Infantry Division, dtd 28 Sep 9X, Subject: Quarterly Training Guidance - 2d Quarter, FY 9X.
- d. Memo, 1st Brigade, dtd 1 Mar 9X, Subject: Command Training Guidance.
- e. Memo, 1st Brigade, dtd 20 Oct 9X, Subject: Quarterly Training Guidance - 2d Qtr, FY 9X.
- f. Memo, 1st Bn, 77th Inf, dtd 2 Dec 9X, Subject: METL.

2. Purpose. To provide training guidance for the 1st Bn, 77th Inf, for 2d Quarter, FY 9X.

#### 3. Training Assessment.

- a. I am very proud of the battalion's performance last quarter. The

company EXEVALs were dynamic and productive. Proficiency improved on several METL tasks. However, we still need to improve our ability to execute several collective and soldier tasks. Following is my assessment of the battalion's METL proficiency:

- Move by Road/Rail to APOE/SPOE .....P
- Perform Tactical Road March .....P
- Occupy Assembly Area .....P
- Defend .....P
- Move Tactically .....T
- Attack/Counterattack by Fire .....T
- Assault .....P

b. The command sergeant major has assessed the following soldier tasks as "P" and as needing emphasis during the next quarter's training:

- Move a Casualty from Immediate Battle Area.
- Use Visual Signaling Techniques.
- Move as a Member of Patrol.
- Move as a Member of Fire Team.
- Navigate from One Point to Another.
- Construct Fighting Position (Dragon).
- Construct Fighting Position (M203, M249 SAW, M60).
- Conduct Troop Leading Procedures.
- Designate Alternate and Supplemental Positions.

c. I have noticed great improvement in the soldiers' tasks assessed as "P" last quarter. Our NCO leaders have trained our soldiers well. However, some soldiers are still weak in the area of defensive tasks. We need to show improvement in the defensive tasks as we prepare for the NTC. We will emphasize constructing fighting positions this quarter.

d. Our medics did extremely well in the EFMB last month. We must continue to draw upon the expertise of these soldiers during our preparation for the NTC. Our battalion will execute a MASCAL exercise to refine our SOP and

test the AXP concept with the 1st FSB.

e. The battalion's effort during the support cycle was outstanding. All our taskings and support requirements were filled. Dynamic management by the staff, CSM, and 1SGs freed up some unexpected training time for planned opportunity training.

4. Combined Arms Training. Cross attachment of A Co, 1-2 Armor, during the Bn FTX will provide an excellent opportunity for us to work as a combined arms team. The S3 has done an excellent job coordinating our calendar with our slice elements to integrate them into our collective and leader training. Additionally, A Co will have the opportunity to work with 1-2 Armor Battalion. I expect all commanders to use imagination and innovation to integrate the slice into all training events. During weekly training meetings, I want you to show me how you are training as a team.

5. Training.

a. The 2d Qtr is all training for the battalion. We are not tasked with post support until after the NTC. The quarter is jam-packed with outstanding collective training opportunities. I expect maximum effort at all echelons to use this training period most effectively. Some of the training highlights for the quarter follow:

- 03 Jan - 05 Jan: Div TEWT (battalion commander and staff only).
- 08 Jan - 26 Jan: Gunnery.
- 09 Jan - 10 Jan: Bn TEWT.
- 29 Jan - 02 Feb: Bde CIP.
- 15 Feb: Company QTBS.
- 21 Feb - 23 Feb: Individual Weapons Qualification.
- 05 Mar - 19 Mar: Mission battalion.
- 15 Mar - 18 Mar: Bde CPX.
- 18 Mar - 25 Mar: TF FTX.

b. We will focus our training efforts on the following METL tasks, which I have assessed the battalion as "P":

- Perform Tactical Road March.
- Occupy Assembly Area.
- Defend.
- Assault.

Additionally, we will train to sustain Attack/Counterattack by Fire task.

c. Gunnery. Our semiannual gunnery training is scheduled 8 through 26 January. Companies will be firing through tables XII. We will maximize the use of the UCOFT IAW the schedule published by the S3. Training must be well planned and properly coordinated to get the maximum benefit from the UCOFT.

d. TF FTX Periods. Commands will have the opportunity to conduct soldier and collective training on these tasks. Time will be allocated to conduct precombat checks, rehearsals, and retraining on tasks not trained to standard.

e. Brigade CPX. This will provide the battalion staff and commanders the opportunity to train essential command and control tasks, using brigade battalion simulation (BBS), prior to the TF FTX. During this period, companies will have the opportunity to train essential collective and soldier tasks requiring emphasis.

6. Quarterly Training Briefs. The QTB just conducted locked in all the training resources for the upcoming quarter. Company commanders' QTBs for the third quarter will be conducted 15 February. Commanders will brief as company teams and must show how they have integrated the slice and the maintenance training programs to include drivers training. The S3 has the details on when the slice will be available. I specifically want each commander to base his training plan on his assessment of the company team METL.

7. Resources. The lock in of resources at the QTB places the battalion in

excellent shape for the upcoming quarter. I want all training to proceed as planned.

8. Training Evaluation and Assessment. All training will be evaluated according to Army standards found in Army publications, such as MTPs and SMS. AARs will be conducted throughout all training events, and upon completion of training. All AARs must cover the key BOS and highlight what is to be sustained and what needs to be improved. Finally, commanders must assess their units to determine their overall proficiency using the company team concept.

9. Our greatest responsibility in peacetime is to conduct safe, realistic training. Well-thought-out and well-planned training events will identify and strengthen our weaknesses and sustain our strengths. The battalion is headed for a super training period.

*SIGNATURE*  
*BATTALION COMMANDER*

- 3 Encls
1. Bn. Quarterly Tng Calendar
  2. Task Organization
  3. UCOFT Schedule (Omitted)

**DISTRIBUTION:**  
A  
A Co, 1-2 Armor

[Figure A-13.](#) Training Calendar.

[Figure A-14.](#) Continued.

## **TF 1-77 TASK ORGANIZATION**

TF 1-77

Tm A

A/1-2 Armor (-)

1/B/1-77 Mech

Tm B

B/1-77 Mech (-)

1/A/1-2 Armor

Co C

Co D

Co E

TF Control

Scout Pit

Hvy Mrt Plt

1/A/1-441 ADA (DS)

1/A/52d Engr (DS)

1/1/1/B/52d MI

TF Trains

Maint Support Tm

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# APPENDIX B

## LEADER DEVELOPMENT

*This appendix illustrates how a unit's leader development program might be structured. It also contains information on the leader book.*

### UNIT LEADER DEVELOPMENT PROGRAM

*The unit leader development program consists of three phases: reception and integration, basic skills development, and advanced development and sustainment. The commander determines subordinate leaders' developmental needs and begins unit-related development training during the reception and integration phase.*

#### RECEPTION AND INTEGRATION PHASE

For noncommissioned officers, the CSM and 1SG are key players in the reception and integration phase. Prior to arrival of new leaders, the commander or key NCOs review the Officer Record Brief (ORB) or the Enlisted Record Brief (ERB) and DA Form 2-1, *Personnel Qualification Record-Part II*. The commander or CSM interviews the new leader as soon as he arrives to clearly define his training needs. They discuss the leader's--

- Assigned duty position.
- Previous experience and training.
- Personal desires.
- Possible future assignments.

In addition to the records review and interview, a diagnostic test may be used to identify the new leader's school qualifications, and training strengths and weaknesses. The information gathered during the reception and integration phase is used to design a formal developmental program tailored to the individual leader's needs.

After the interview with the commander or CSM, the leader receives his unit orientation and his leader development program. He receives introductions to and briefings by the unit's key personnel. He also receives instruction in the profession of arms and in the unit's history, traditions, and mission. He is made to feel welcome and a vital part of the unit.

### **BASIC SKILLS DEVELOPMENT PHASE**

The leader then progresses to the second phase of the program, the basic skills development phase. This phase occurs within the first few months. It ensures that the new leader attains a minimum acceptable level of proficiency in the critical tasks necessary to perform his mission. The responsibility for this phase lies with his leader, assisted by the other key officers and noncommissioned officers.

### **ADVANCED DEVELOPMENT AND SUSTAINMENT PHASE**

The last phase is the advanced development and sustainment phase. This phase involves sustaining those tasks already mastered and developing proficiency in new tasks. The commander uses additional duty assignments, technical courses, and developmental courses to broaden the leader's perspective and skills for current and future duties. Training and duty in special emphasis areas, such as the arms room, maintenance, and supply, help the leader to prepare for future assignments. Also during this phase, the leader starts a self-development program consisting of professional reading and correspondence courses. The self development program focuses on those skills that the leader needs or desires to develop. It is designed with the assistance of the commander or CSM and 1SG.

Future assignments are important in a leader's development program. The commander uses assignments to provide junior leaders with the experience required for professional and personal development. To maximize leader development in subordinates, the commander should--

- Assign missions and tasks that challenge without overwhelming.
- Move subordinate leaders into positions of increased responsibility as they demonstrate their capability.
- Base reassignment on their level of development.
- Supervise and mentor their development.

The commander should know his leaders so well that he can identify when they have mastered their current assignment responsibilities and either increase their responsibilities, expose them to developmental activities, or move them to positions of greater responsibility if appropriate.

### **EXAMPLE LEADER DEVELOPMENT PROGRAM**

Each commander's leader development program will be unique. To be most effective, the commander must continually listen to, understand, challenge, and mentor junior leaders. The quality of the program and results obtained depend on the commander and his emphasis on the program. The following example shows a unit's leader development program.

The S1, 1st FSB, notified the commander and the CSM that 2LT Wright and SSG Snow were being assigned to the battalion. Sponsors were assigned to assist them in their transition. The sponsors sent welcome packets to 2LT Wright and SSG Snow which included information on the unit's physical fitness program and leader development program.

The battalion commander reviewed their records. He discussed the lieutenant's assignment with the S1 and the staff sergeant's assignment with the CSM and S1. The commander decided to assign the staff sergeant as the Automotive Repair Section Sergeant and the lieutenant as the Ground Support Equipment Platoon Leader.

When the lieutenant arrived, the battalion commander interviewed him. He told 2LT Wright that all assignments are important and vital to the success of the unit's mission. The key to his professional development is not only which jobs he is holding, but also how well he learns and performs the duties he is assigned.

The battalion commander told 2LT Wright that he was assigning him as a platoon leader so that he could gain experience leading soldiers. That assignment also would help him learn the basics of maintenance operations. He could then be assigned as the shop officer of the Maintenance Company, with a possible follow on assignment to the Maintenance Operations Section, Forward Support Battalion. The battalion commander explained that these assignments would provide an excellent foundation for his future utilization as an ordnance officer. He also explained the battalion's leader development program and how it was molded to fit him.

The commander and CSM interviewed SSG Snow later that day. The commander told the sergeant that she was being initially assigned as the Automotive Repair Section Sergeant. In six months, the current platoon sergeant was departing and SSG Snow might be assigned to that position. SSG Snow said she hoped to be selected to attend Advanced Noncommissioned Officers' Course (ANCOC) within the next eighteen months. The CSM told SSG Snow that if she did attend ANCOC she would be assigned to a new duty position upon her return. Support Operations Section NCOIC might be a possibility. Assignment to the Division Material Management Center was also a possibility prior to SSG Snow departing the division.

After leaving the commander's office, SSG Snow received detailed information from the battalion CSM about the battalion and its leader development program. The CSM provided SSG Snow with a packet describing the unit's history and traditions, the battalion's structure, and the key leaders within the battalion. Lieutenant Wright also received a similar packet from the battalion commander.

Also during the reception and integration phase, 2LT Wright and SSG Snow participated in the following:

- A tour of all unit facilities including billets, motor pool, arms room, NBC room, and dining facility.
- A tour of the division area including the division museum.
- Information briefings provided by each battalion staff section.

The Bravo Company commander provided 2LT Wright with a copy of the battalion's basic skills development program for platoon leaders. The program was based upon the company's METL and focused on leader tasks associated with the Ground Support Equipment Platoon. Within 60 days of assignment, 2LT Wright would have to demonstrate a thorough knowledge of the platoon's wartime mission and proficiency in mission essential tasks. These tasks might include Conduct a Tactical Road March, Prepare Unit Status Report, Supervise PMCS, Check Open Job Orders and Repair Part Requisitions, and Plan DS Maintenance Workload.

SSG Snow was assessed as having the basic skills necessary to perform her assigned duties; therefore, she was entered directly into the advanced proficiency and sustainment phase of the leader development program. To prepare herself for duty positions in different types of units, SSG Snow decided to learn more about supply operations. The CSM and 1SG worked with SSG Snow to identify correspondence courses and other professional development tools that would expand her knowledge of CSS operations.

After 2LT Wright had begun the basic skills phase, the battalion commander met with him and discussed his continued development. The commander pointed out that the MQS II common and branch guides define those skills required prior to his attending Officer Advanced Course. He explained to 2LT Wright that he was personally responsible for acquiring these skills either through his branch or functional area schooling, the unit leader development program, or his self-development program. The commander further encouraged him to develop a better understanding of CSS operations by reading professional books, magazines, and bulletins. In addition, the commander emphasized broadening his awareness of Army organizations, combat operations, and military history. He provided a list of books which he wanted 2LT Wright to read.

Concurrently, 2LT Wright and SSG Snow were integrated into the unit's ongoing advanced and sustainment phase. This phase focused on the unit's METL-based tasks which are linked to the unit training plan. In four months, the battalion will be going to the National Training Center (NTC) to support the 1st Brigade. Hence, 2LT Wright's training was accelerated on SOPs and doctrine and tactics. To better prepare himself for the NTC, 2LT Wright also learned each leader's role in executing the battalion mission. SSG Snow was involved in similar training at company level under the supervision of the company commander and 1SG.

The commander wanted 2LT Wright and SSG Snow to become familiar with the needs of the customers

they serve. He directed the S3 to coordinate their spending time with key combat arms, CS, and CSS organizations supported by the battalion. For example, 2LT Wright and SSG Snow visited the Division Material Management Center; the DISCOM Security, Plans, and Operations Section; the Main Support Battalion; and selected corps support command (COSCOM) organizations. These visits assisted the leaders in understanding the CSS system and its capabilities. The leaders also spent time with a mechanized infantry battalion and an armor battalion from the brigade that the 1st FSB supports. This orientation was a key part of the leader training program. It provided the leaders with insights into the requirements and support of the supported combat arms units. Most important, it provided the leaders the opportunity to meet face to face those they support and those who support them.

## **LEADER BOOK**

Leaders are responsible for identifying and training essential soldier tasks that support the unit's mission essential collective tasks. To ensure soldiers are trained on their critical tasks, leaders must fully understand the unit's collective tasks and how soldier tasks are planned, trained, and evaluated to support their accomplishment. Because of limited training resources and time, soldiers normally cannot train on and reasonably sustain every task. Therefore, leaders must use the battle focus process to refine the list to mission-related soldier tasks essential to the soldier's duty position and responsibilities. A tool to aid in this process is the leader book.

Leaders record in the leader book information addressing administrative data, common tasks, skill qualification assessment, and specific collective tasks which support the unit's METL. They also record personal information that affects soldiers' training performance and that leaders need to know to provide training which meets their soldiers' personal needs. The information recorded is tailored to meet each unit's specific needs. An example of one way to record administrative and basic soldier information, using SATS, is at [Figure B-1](#). Units should develop and use their own format based upon desired information.

The information can be in any format the leader chooses. A small, pocket-sized memo book or a full-sized multipage notebook can be used. The bottom line is that leaders should have a way of recording information. The information is invaluable to the leaders as they--

- Track and evaluate their soldiers' training status and proficiency on essential soldier tasks.
- Provide administrative input to the chain of command on proficiency of their units; for example, platoon, section, squad, team, or crew.
- Conduct soldier performance counseling.

### **TRACK TRAINING STATUS**

Leaders list in the leader book the common tasks found in the Soldier's Manual of Common Tasks that support the METL. They track soldier proficiency on these selected tasks. They may also record the

results of Army soldier training requirements, such as marksmanship, APFT, and UCOFT.

Leaders should record MOS-specific tasks which support the METL and annotate evaluation results. They can quickly identify weaknesses and plan and conduct training to improve proficiency.

The leader book should contain only collective tasks and drills required to support the METL. Section, squad, and crew collective tasks and drills are derived from applicable MTPs. Units without a published MTP will have to examine each company METL task, determine which collective tasks and drills support it, and enter those tasks in the leader book.

For each task listed in the leader book, soldiers first need to be trained and then evaluated to determine if they can actually perform the task. Leaders may perform either a formal or an informal evaluation; however, they should always adhere to the performance standards contained in the appropriate soldier's manual, the Soldier's Manual for Common Tasks, and applicable MTPs. Once the leader determines the proficiency of a squad, team, crew, or soldier, he should record the date of the evaluation as go/no-go opposite the task (as in [Figure B-1](#)).

The leader book should not be inspected. Leaders need to refer to it when talking about the proficiency of their soldiers and units. The CSM and ISGs must teach and mentor NCOs on the importance and use of the leader book. This should be done as a part of leader development.

### **PROVIDE INPUT TO THE CHAIN OF COMMAND**

A leader may use information in the leader book to provide input on his unit during daily "huddles" and company training meetings. For example, if three of five squad members cannot perform "Practice Preventive Medicine" to standard, the squad leader may want to train this task during the next available training period. Some units devote blocks of time for soldier training. In such units, the leader book is an excellent tool to determine what tasks to train during those periods.

[Figure B-1](#). Example administrative soldier information.

[Figure B-1](#) (continued).

### **CONDUCT SOLDIER PERFORMANCE COUNSELING**

Leaders may use the information in the leader book during soldier performance counseling to quickly identify the tasks or group of tasks soldiers are having difficulty mastering. This helps the leader decide what to tell each soldier about how to improve his performance. For example, leaders can use this information in conjunction with DA Form 2166-7, *Noncommissioned Officer Evaluation Report (NCO-ER)*, to provide specific bullet examples for parts III, IV, and V.

Demonstrated performance determines training effectiveness. The leader book is a handy record of how

well soldiers and elements have performed tasks. For example, when a platoon leader or platoon sergeant and a squad leader are discussing the training proficiency of the squad or soldiers in the squad, they should have the book available as a reference. The leader book helps them determine which tasks need to be trained.

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# APPENDIX C

## TRAINING EXERCISES

*This appendix provides an overview of training exercises. It also tells how commanders select the exercise they train.*

*Training exercises provide an excellent environment for the simultaneous performance of multiechelon training activities to evaluate and to sustain the skills of soldiers, leaders, teams, staffs, and units. Exercises simulate battle conditions to train leaders under mission-unique conditions and standards for applying the best tactics, techniques, and procedures to the unit METT-T. Some exercises use minimal troop support in providing commanders and staffs realistic practice in executing wartime missions. Other exercises combine units, including other services, to train critical teamwork and synchronization skills. Some goals associated with training exercises are--*

- *Sustain soldier, leader, and collective skills.*
- *Develop and sustain command and control skills of commanders and their staffs.*
- *Support multiechelon training.*
- *Provide an opportunity to train using increasingly more realistic (difficult) conditions.*

### EXERCISE SELECTION

Commanders select a particular training exercise or combination of exercises based on specific training objectives and on available resources ([Figure C-1](#)). When selecting exercises, commanders must consider several key questions:

- Who will be trained (soldiers, leaders, teams, or units)?
- What are the training objectives?
- Which, if any, of the training exercises are most suitable to accomplish each objective?

- What are the available resources (time, training areas, equipment, money)?
- Which of the training exercises or combination will help meet the training objectives within the available training resources?

[Figure C-1](#). Realism versus level of resourcing.

To accomplish training objectives for all mission essential tasks, commanders often must be innovative. Their units may be untrained in certain tasks because they lack the proper resources. A common example is the task Conduct a River Crossing. Many installations do not have a river that is wide enough or that has crossing sites. However, most of the subtasks associated with a tactical river crossing do not require water. Preparation of Units, Assembly Area Operations, Engineer Regulating Points, Equipment Holding Areas, Preparation of Approaches, Fire Support, Security Measures, Command and Control, and many other tasks can be trained using any of the exercises described in this appendix. Of course, the engineer bridge company needs to train in water, as do combat arms units when training with rubber boats or other crossing equipment. Positioning an armored vehicle launched bridge (AVLB) at the motor pool rear gate, however, will enable squad leaders and vehicle commanders to practice guiding vehicles onto and off a bridge or raft. The key is to focus on the METL and to break tasks down into subtasks that can be trained.

Pre-execution and precombat checks (see Chapters [3](#) and [4](#)) are tailored to specific exercises. Leaders must provide time on the training schedule for prerequisite training prior to the execution of the selected exercise. Prerequisite training is essential to ensure that soldiers, leaders, and units are prepared and ready to properly execute the exercises.

The exercises discussed in this appendix are: MAPEX, TEWT, FCX, CPX, STX, CFX, LCX, FTX, and LFX. [Chapter 4](#) contains examples of a CFX and an FTX. Commanders and leaders can use the exercise matrix at [Figure C-2](#) to determine which exercise provides training on a specific function. For example, a commander may want to conduct training on engineer systems. He could use MAPEX, TEWT, CPX, CFX, and FTX to train his soldiers, leaders, or unit.

## SPECIFIC EXERCISES

### MAP EXERCISE

The MAPEX portrays military situations on maps and overlays. It requires a minimum number of support personnel and may be conducted in garrison or in the field. When conducted in garrison, it is low-cost in terms of training dollars and facilities; it is an excellent training tool for a resource-constrained unit. Communications equipment may be used. A MAPEX helps the commander train his staff and leaders in planning, coordinating, and executing operations tasks on map boards, chalkboards, training mock-ups, and sand tables. It is an excellent training tool before conducting other more costly exercises. A MAPEX trains the following:

- Functioning as an effective team.
- Exchanging information.

- Preparing estimates.
- Giving appraisals.
- Making recommendations and decisions.
- Preparing plans.
- Issuing orders.
- Coordinating execution of orders.

A MAPEX can be conducted internally at platoon, company, and battalion level or externally with a brigade or division MAPEX. It should include all the leadership of attached and supporting elements. [Figure C-3](#) shows personnel (as a minimum) that should attend.

### **TACTICAL EXERCISE WITHOUT TROOPS**

The TEWT is conducted on actual terrain with unit leaders and staffs, without soldiers. A TEWT allows the battalion TF or company commander to train his staff and subordinate leaders. It also allows him to analyze, plan, and present how he would conduct an operation on the actual terrain.

TEWTs are normally conducted internally. Because only the battle staff and selected support personnel are involved, the TEWT is an inexpensive way to familiarize leaders with the area of operations.

[Figure C-2](#). Exercise selection matrix.

[Figure C-2](#) (continued).

A TEWT can be used to train personnel--

- To analyze terrain.
- To employ units according to terrain analysis.
- To emplace weapons systems to best support the unit's mission.
- To prepare and validate plans.
- To plan CS and CSS operations.

[Figure C-4](#) shows TEWT participants.

## FIRE COORDINATION EXERCISE

The FCX is used to train the combined arms team chain of command and related fire control elements to rapidly synchronize fires on the battlefield. The exercise can use reduced-scale targets and ranges to depict combat situations. The chain of command must respond in the form of maneuver and fire coordination techniques and procedures. Each subunit is represented by a single weapon system which can be equipped with a subcaliber device and commanded by platoon or section leader.

[Figure C-3.](#) MAPEX participants.

Commanders use FCXs--

- To develop the chain of command into a team.
- To synchronize fires within the combined arms team.
- To train the chain of command prior to a live fire exercise.
- To exercise the communications net.
- To assist in integrating new weapons system.
- To portray a rapidly changing situation for the chain of command to react to.

FCXs are normally used to train platoon through-battalion level. The entire task force chain of command can be trained. [Figure C-5](#) shows participants.

[Figure C-4.](#)

## COMMAND POST EXERCISE

The CPX may be conducted in garrison or in the field. It requires the establishment of the command post. When compared with the MAPEX or TEWT, it represents a greater commitment of soldiers' time and resources. A CPX is an expanded MAPEX for staff and all commanders to lead and control tactical operations by using tactical communications systems. *Often the CPX is driven by a simulation or is part of a larger exercise.* Normal battlefield distances between CPs may be reduced. A CPX trains commanders and staff--

- To build teamwork and cohesion.
- To exchange information by proper reporting IAW tactical SOPs.
- To prepare estimates, plans, and orders.

- To establish and employ tactical communications.
- To displace headquarters and command posts.
- To integrate synchronized BOS.

[Figure C-5](#). FCX participants.

Battalions and companies may participate in a CPX as part of a larger force (brigade, division, and corps); they also may conduct internal CPXs. [Figure C-6](#) shows minimum personnel required.

## SITUATIONAL TRAINING EXERCISE

STXs are mission-related, limited exercises designed to train one collective task, or a group of related tasks and drills, through practice. STXs teach the standard, preferred method for carrying out the task. They are more flexible than drills and usually include drills, leader tasks, and soldier tasks. STXs may be modified, based on the unit METL, or expanded to meet special mission requirements. To ensure standardization, service schools develop STXs to teach the doctrinally preferred way to perform specific missions or tasks.

[Figure C-6](#). CPX participants.

The company commander trains STXs and other similar exercises while platoons execute combat and crew drills. The battalion commander does the same for company exercises. The battalion commander assigns his staff to evaluate and assist with the STX. The STX's final objective is to prepare units for larger scale exercises.

Prerequisite training for the STX is progressive with heavy emphasis on drills. "Close-in" or local training follows with drills executed in a tactical setting using MILES. Using TEWTs, sand tables, and simulation, the STX should bring C2 elements to a high level of proficiency.

An STX may be conducted like a CFX. The maneuver elements participate with slice elements (represented with only a portion of their personnel and equipment). An FA battery, for example, may be represented by a single howitzer section and fire direction center (FDC). An air cavalry troop may be represented by two or three helicopters. All elements must work together as they would in actual combat. There are no administrative aspects to the exercise. Vehicles that are destroyed must be evacuated under combat conditions. Calls for fire must be computed and shot using either full-service or subcaliber ammunition. [Figure C-7](#) is an example of an example of an infantry platoon STX.

## COMMAND FIELD EXERCISE

The CFX lies on a scale between the CPX and FTX. Available resources determine where the CFX fits on the scale. The CFX can also be a backup for the FTX if maneuver damage, weather, or other factors prohibit the planned FTX. The CFX is an FTX with reduced unit and vehicle density, but with full C2, CS, and CSS elements. For example, the platoon leader in his vehicle represents the entire platoon. Or a battery HQ, the FDC, and base gun represent an artillery firing battery.

CFXs are excellent vehicles for training leaders and staff with full command, control, communications, and logistical systems. They are less expensive and exercise intersystem linkages and real distances. They sharpen unit skills in such areas as--

- Intelligence.
- Fire support.
- Slice integration.
- CSS.
- Rear area operations.
- Command, control, and communications.

A CFX can train as much, or as little, of the task force as necessary, depending on the commander's assessment and training objectives.

### **LOGISTICAL COORDINATION EXERCISE**

LCXs allow leaders to become proficient at conducting unit sustainment operations such as supply, transportation, medical, personnel replacement, maintenance, and graves registration. LCXs provide a valuable, hands-on opportunity to deal with combat-related challenges of these activities. Most important, leaders can develop the SOPs so essential to their effective accomplishment. An LCX--

- Clarifies key elements of the battalion or TF logistics apparatus.
- Exercises the flow of logistical information.
- Incorporates a tactical war game that produces a wide variety of logistical requirements.
- Allows plenty of opportunity for instruction and critique.
- Exercises the communications network.

[Figure C-7](#). Infantry platoon STX example.

[Figure C-8](#) shows the leaders and soldiers who normally conduct LCXs.

[Figure C-8](#). LCX participants.

As the primary leaders and soldiers train for the exercise, the interplay of CSS activities can be fully examined. Unit SOPs can be developed, modified, and verified. As proficiency in logistical operations is attained, LCX can be tied to other task force exercises to complete the integration of CSS with other combat operations.

### **FIELD TRAINING EXERCISE**

FTXs are conducted under simulated combat conditions in the field. FTXs fully integrate the total force in a realistic combat environment. They involve combat arms, CS, and CSS units. FTXs encompass such training as battle drills, crew drills, and STXs to reinforce soldier and collective training integration. They are used to train the commander, staff, subordinate units, and slice elements--

- To move and maneuver units realistically.
- To employ organic weapons systems effectively.
- To build teamwork and cohesion.
- To plan and coordinate supporting fires.
- To plan and coordinate logistical activities to support tactical operations.

### **LIVE FIRE EXERCISE**

LFXs are resource-intensive; player units maneuver and employ organic and supporting weapons systems using full-service ammunition. LFXs integrate all combat arms, CS, and CSS elements. The extensive range and resource requirements usually limit them to platoon and company team levels. Consequently, their principal focus is unit and weapons integration at company team level. LFXs provide realistic training on collective and soldier skills in such areas as--

- Fire control and distribution.
- Command and control in a noisy, confusing environment.
- Individual movement techniques.
- Integration of all fire support assets.
- Small-unit tactics.
- Weapons, demolitions, and other pyrotechnics not used in other exercises.
- Safety awareness.

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## APPENDIX D

# USE OF TRAINING EVENTS TO MAINTAIN BATTLE FOCUS

*Combat training centers (CTCs) provide the most realistic training short of combat. Therefore, this appendix uses them as examples for training to maintain battle focus.*

*This appendix provides information on how leaders can use experiences gained through training at the CTCs. It outlines--*

- Common problems that units have experienced at the CTCs and suggested solutions by BOS.*
- Training options, organized by BOS, that commanders should consider doing at home station.*
- Sample training programs that units have used prior to successful CTC rotation.*
- Information about how the CTC experience can be used by the rotation unit and other units to sustain proficiency on mission essential tasks after return to home station.*

*Well-trained units do not train to "peak" for selected events or at predetermined times. However, their proficiency naturally fluctuates as a result of training frequency, leader changes, key personnel turnover, new equipment fielding, and the many activities that occur on an installation. Most major training events for battalion are scheduled well in advance; unit commanders have little influence over the timing of these events or their degree of involvement. Good commanders who know how to train and who maintain battle focus plan their schedules to take maximum advantage of the training opportunities these events provide.*

*In addition to planning training on soldier and collective tasks and scheduling field exercises or unit simulations, units can adjust their training plans to incorporate solutions to common problems experienced at*

*CTCs Commanders must enforce training to standard on wartime mission essential tasks and increase the level of realism through changing or varying conditions. Thus they ensure units attain and sustain battle proficiency within a band of excellence.*

## **CTC PROGRAM**

The combat training center program provides the most realistic environment available for corps and subordinate units during peacetime. The four centers are: Combat Maneuver Training Center (CMTC), National Training Center (NTC), Joint Readiness Training Center (JRTC), and Battle Command Training Program (BCTP). These centers provide active and reserve forces with hands-on training in a stressful, near-combat environment. The training is designed to exercise all or portions of the unit's METL. The centers provide realistic integration and portrayal of the joint and combined aspects of war; they train units in Airland Battle Doctrine to MTP standards. Further, the CTCs focus on those soldier tasks and leadership skills that contribute directly to the success or failure of collective tasks and unit missions.

The CTCs teach combat doctrine in a straightforward way. The battles are hard fought against competitive, well-trained OPFOR. Action takes place day and night during all weather conditions. The dirt and dust, radio jamming, smoke, simulated chemical agents, and battlefield sounds all contribute to the realistic fog of battle.

The key to combat readiness is maintaining battle focus and training programs that sustain unit performance within a band of excellence. Units must be combat-ready to deploy, fight, win, and survive to fight again. To be combat ready, units must perform METL tasks to MTP standards and synchronize combat power at the company and team and battalion and task force levels.

Commanders must use every opportunity to train soldiers as a combined arms team under tough, realistic conditions. Externally resourced training events, including EXEVALs, provide the necessary tools to establish realistic conditions and conduct a detailed evaluation of METL task proficiency. Because of the extensive coordination and resources required, division plans and resources EXEVALs of subordinate battalions. Brigade plans and resources company EXEVALs.

If a battalion is scheduled for a CTC rotation the commander should review his mission and METL and determine which tasks can be trained at the CTC. These would include most of his unit's tactical tasks (such as Attack, Defend, Retrograde Movement). These tasks would then be tied into missions and the request sent to the CTC. The CTC also provides opportunities to train on unit recall and mobilization tasks, deployment tasks (vehicle loading plans, rail-loading vehicles and equipment, manifesting personnel for air movement), and prepositioning of materiel configured to unit sets (POMCUS) draw procedures. Thus, the commander can train his soldiers and special teams on much more than just his METL's tactical tasks. But to do so, he must train them at home station prior to execution as part of his training program. He must consider the rail loading teams, departure airfield control group (DACG), equipment draw teams, and other elements (to include the FSB, engineers, and artillery) in developing the training program.

During planning for a major training event, commanders establish training objectives for every level participating in the event. Soldiers, crews, squads, platoons, companies, and battalions all must have training objectives based on each leader's assessment of his unit's strengths and weaknesses.

## PRIOR TO DEPLOYMENT

Soldiers should be fully trained on all soldier tasks that support the unit's collective tasks prior to training at CTCs. Platoons should be trained to execute bounding overwatch movement techniques and basic drills. Maintenance teams should be proficient in pulling and replacing a vehicle engine pack to make the vehicle combat serviceable. Units must already know how to alert, deploy, and fight as a combined arms team.

Before a METL task is executed, the leader prepares his unit in advance, reviewing the standards and proper execution. He walks through the tasks and rehearses them if necessary. During execution, he observes and evaluates performance and makes corrections. After completing that part of the training, when the first opportunity occurs, he conducts an informal AAR to review performance, completes his assessment, makes necessary corrections, and prepares his unit for subsequent training opportunities. AAR time should be a part of the training and evaluation; it may be necessary to repeat the task before going on to the other tasks or training.

By routinely training mission essential tasks at home station, commanders can use the CTC experience and the follow-on assessment of the task force's training to fine-tune sustainment training and be better prepared for combat. Army standards from the ARTEP MTPs and soldier's manuals assist the battalion in training which ensures success in combat.

The CTCs provide the commander an additional source of evaluation information on which he can base his assessment for training. As the commander builds training strategies, he must consider information from previous CTC after action reviews and take home packages in addition to evaluations conducted at home station.

Most divisions conduct a postrotation AAR at home station so that all divisional units can profit from the experience. This is especially important, since many problems may require fixes outside of the rotating unit; for example, in the battalion that provides a slice element. [Figure D-1](#) shows common problems units experience at the CTCs that commanders must consider as they prepare for rotation. The problems and suggested solutions are listed by BOS.

Although the TF cannot completely replicate the CTC experience, it can focus on the following:

- Training that best uses available resources.
- Stability of task force and company-and team- level organizations. AC units seek to stabilize their soldiers, equipment, and procedures for a minimum of six months prior to a CTC deployment. RC units seek stability over an 18-month period. Combined arms slice elements should be designated early if not based on habitual association. Personnel in all units should be stabilized.
- Assignment of a partnership unit to RC units. This should be an AC battalion with recent CTC experience that can advise and assist during the predeployment training.
- Live fire exercises at platoon and company and team level. During live fire exercises, the emphasis at company and team level should be on the direct fire battle.
- Intensive training on friendly and threat vehicle identification, fire control distribution, and reporting

procedures.

- Task force level exercises that emphasize--
  - Synchronizing the battle.
  - Conducting IPB.
  - Understanding time and distance factors.
  - Practicing TSOP.

CTC rotations that contain a mix of forces, such as heavy/light/special operating forces (SOF) or light/heavy/SOF, require other considerations. Home station training should also emphasize--

- Standardized TSOPs.
- Exchange of liaison officers prior to rotation.
- Clear understanding of internal and external augmentation and support and task organization requirements.
- Training that progressively increases difficulty of conditions and takes advantage of relatively low-cost technology, such as--
  - Sand table exercises.
  - MAPEXs, TEWTs, CPXs, and LCXs.
  - Simulations.
  - Videoteleconferences.
- Planning for TDY and computer data links.

[Figure D-2](#) shows specific training considerations categorized by BOS. These also should be covered at home station before the TF deploys for CTC rotation.

Battalion- and company-level EXEVALs are important training events that must be planned and resourced by higher headquarters. Division plans and resources a robust OC team and a realistic OPFOR to support battalion-level EXEVALs. Brigade does the same for company level evaluations. EXEVAL planners also provide adequate time for AARs after each mission or phase of an operation. EXEVALs should provide the evaluated unit with a training experience similar to the CTC experience.

[Figure D-1.](#)

[Figure D-1](#) (continued).

[Figure D-1](#) (continued).

[Figure D-2.](#)

[Figure D-3.](#)

Structuring the EXEVAL after the CTC experience has two distinct advantages:

- The CTC evaluation method has been proven to work well.
- The evaluated unit becomes familiar with the intensive manner in which the CTC evaluates a unit.

At [Figure D-3](#) are two sample training programs that successful armor and mechanized infantry battalion task forces used to prepare for their rotations at a CTC. The sequence of training events applies equally to both AC and RC units. The only difference is the length of time taken to conduct the training.

As indicated, AC units executed the training model over a seven-month period. RC units used 18 to 24 months to conduct the training. Some key factors of these models follow:

- Deployment was only scheduled major activity in the month and a half (three months for RC units) prior to the TF's CTC rotation.
- Schedule was not jammed together.
- Preparation for the rotation began as much as two months before most units start preparing.
- Last event was a two-day tactical force-on-force MILES gunnery exercise.
- Both units conducted a division-controlled and -evaluated Army Training Battle Simulation System (ARTBASS) exercise between company and team and battalion and task force external evaluations.
- Both units participated in the FLTP.
- Both units incorporated tactical play into gunnery exercises.
- Battle focused leader seminars were conducted weekly at company team level and monthly at battalion task force level.

## **AFTER THE CTC EXPERIENCE**

When units return to home station, the training cycle does not end. The unit must benefit from the experience. Following are leader responsibilities to ensure others gain from the rotation:

- Review AARs and take home package.
- Determine training status on METL.
- Conduct unit assessment.
- Develop future training strategies.
- Modify long-range plans.
- Develop short-range and near-term plans that correct deficiencies and sustain strengths.

Unit responsibilities after the CTC experience include the following:

- Share CTC experience with other units.
- Conduct AARs and seminars.
- Identify necessary improvements.
- Develop and distribute lessons learned.
- Provide feedback to brigade and division commanders.

The battalion commander must use the CTC results to sustain his unit's training performance and to take maximum advantage of major training events and his limited training time. He does this by--

- Maintaining battle focus. All training and all activities should support the unit's combat mission and reinforce the unit METL.
- Continually assessing unit training performance on each mission essential task.
- Identifying tasks that can be trained at future CTCs or during any other scheduled major training event; for example, return of force to Germany (REFORGER), Brave Shield.
- Identifying tasks that can be trained as part of the preparation for a major training event or activity. These may be tactical tasks trained in a field environment, or they may be tasks associated with the preparation for combat which can be trained as the unit prepares to deploy for a major training event.
- Developing a sensible training program leading up to a major training event that will overcome weaknesses and sustain strengths within a band of excellence. The training program must make use of all

scheduled events to reinforce training. Training objectives are established, standards set, and an evaluation and assessment plan prepared.

## CTC TRAINING MANAGEMENT INTERFACE

[Figure D-4](#) shows an example CTC training management interface process. The internal cycle is continuous while blocks 1 through 12 normally are associated with a CTC rotation. The blocks are also appropriate to a major training event such as REFORGER.

A brief description of actions in each block as they apply to a CTC rotation and the variances for a major training event follows:

Block 1 - The division commanding general (CG) provides his guidance and goals and approves the unit METL tasks to be trained at the CTC.

Block 2 - Request for tasks and missions to be trained during the CTC rotation are forwarded to the CTC 120 days (18 months for RC units) prior to the rotation. If planning for a major training event, a decision on tasks to be trained should also be made at this point.

Block 3 - This step takes place at the CTC as the operations group reviews the unit's request and develops the scenario for the unit's rotation. A scenario for a major training event would be developed in the same manner.

Block 4 - This step is the same for any event as the planners and commander select all tasks that will be trained during the event.

Block 5 - The CTC operations group will then coordinate its list with the unit commander. The same process would be followed for a major event.

Block 6 - During this step, the CTC operations group develops the training plan for the unit's rotation. The headquarters responsible for a major training event develops the exercise plan. In both cases, the plan should include the tasks, the scenario, resource requirements, and evaluation of participating units.

Block 7 - Deploy is self-explanatory. This is training time also; it too must be carefully managed.

Block 8 - During this time frame, training is conducted.

Block 9 - AARs should be conducted after each phase of the event. At a CTC, an AAR is conducted after each mission. The intent is to determine strengths and weaknesses. Then, during the next phase, steps are taken to correct the weaknesses while maintaining the strengths if tasks are the same.

[Figure D-4.](#)

A commander might also determine that the unit needs to repeat the task or mission. This is necessary when standards have not been met.

Block 10 - This AAR rolls up unit performance at the end of the rotation or event. The format is no different other than it covers all phases of a major event or all CTC missions. The unit participates fully and develops the strengths and weaknesses of its performance.

Block 11 - The take home package includes many items, such as written summaries, task performance data, and AAR video tapes. A unit receives this about 30 days after a rotation and can use it as a source for the training assessment. An after action report for a major training event would contain the same information.

Block 12 - The Army lessons learned system receives input from each major exercise and CTC rotation, processes it, and makes it available to the Army.

Data are also used to conduct research into the various aspects of training.

The internal cycle continues throughout major events and unit CTC rotations. All training must be planned well and evaluated completely. The key to the process depicted in [Figure D-4](#) is to follow the cycle, conduct meaningful AARs, and allow units time to correct deficiencies.

The last phase for an RC unit is to conduct a formal AAR NLT one month after redeployment. This AAR should include the RC unit's chain of command, the AC division and brigade (if they are round-out), and the OCs assigned for train-up. This AAR allows the unit to incorporate lessons learned at the CTC into the planning for the next short-range training cycle.

Units that follow this approach to training and identify the training opportunities in any training event will find they can train on practically all of the METL as they prepare for and execute major training events. Battle focus helps identify the training opportunities and develop the training objectives. In turn, using these training events helps units maintain battle focus. The result is well-trained units that operate within a band of excellence for all, rather than a few, mission essential tasks.

**NOTE: The information in this appendix is a representative sample of CTC information used by 52d Infantry Division (Mech) leaders as they plan training. It depends on data provided by CTC operations groups as units rotate through. To keep current, units should contact Commander, Combined Arms Training Activity, ATTN: Center for Army Lessons Learned, Fort Leavenworth, Kansas 66027-6900, for the latest information.**

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## APPENDIX E

# TRAINING AIDS, DEVICES, SIMULATORS, AND SIMULATIONS

*This appendix provides an overview of available training aids, devices, simulators, and simulations. It also offers suggestions on how to use TADSS in company and battalion training.*

*TADSS enhance the training of soldier, leader, crew, and collective tasks. When field maneuver areas and or ammunition are not available for training, TADSS can be used to accomplish the training. Some Army training already depends on TADSS. As new systems are fielded, higher costs for ammunition and increased maximum ranges for weapons will make many existing ranges and maneuver areas obsolete. Leaders will have to increasingly use TADSS to train soldiers.*

*The Army's continued emphasis on combined arms training highlights additional TADSS advantages. Commanders cannot train all the members of the combined arms team together all the time. When elements of the combined arms team are not available, TADSS can simulate those elements.*

## ELEMENTS OF TADSS

TADSS have four elements--training aids, devices, simulators, and simulations. The following sections describe each and provide examples.

### TRAINING AIDS

Training aids are items that assist in the conduct of training and the process of learning. Examples of training aids are--

- Visual modification (VISMOD) sets; for example, BRDM-2 mock-up.

- Graphic training aids (GTAs); for example--
  - GTA 10-2-2, Fuel System Supply Point.
  - GTA 6-5-2, Fire Direction Kit.
  - GTA 3-6-3, NBC Warning and Reporting System.
- Models; for example, inert munitions.
- Displays; for example, OPFOR small arms.
- Slides; for example, 35-millimeter slides on training topics.
- Books; for example, documentation on training aids.
- Pictures to support briefings and presentations.
- Magnetic media; for example, training films.

Most training aids are maintained at the Training and Audiovisual Support Center (TASC). DA Pamphlet 25-37 provides an index of GTAs. DA Pam 25-90 provides a list of all of the Army's training films.

## **TRAINING DEVICES**

Training devices are three-dimensional objects that improve training. Generally, devices do this by giving the soldier something that substitutes for actual equipment that cannot be provided otherwise. As the following examples show, these include such things as threat equipment, munitions, and force-on-force systems:

- Smoke-producing M21 antitank mines.
- M14 antipersonnel practice mines.
- M16A1 antipersonnel practice mines.
- Suitcase sagger replica.
- Accoutrements kit (threat).
- MILES.
- Miniature moving target (MMT).

- Training grenades.

Most training devices are also maintained at TASC. DA Pamphlet 350-100 identifies extension training material (ETM) catalogs. DA Pamphlet 350-9 identifies training devices that support specific soldier and collective tasks.

## **SIMULATORS**

Simulators are a special category of training devices that replicate all or most of a system's functions. Examples include--

- Conduct-of-fire trainer (COFT); for examples, M2 BFV and M1 Abrams.
- Flight simulators.
- Weaponeer.
- Simulations networking (SIMNET).

Unlike training aids and devices which are generally maintained at TASC, simulators are normally issued to units or to the installation for use by units.

## **SIMULATIONS**

Simulations provide leaders effective training alternatives when maneuver and gunnery training opportunities are limited. When used properly, simulations can create the environment and stress of battle needed for effective command and battle staff training. Proper use of simulation helps commanders ensure quality battle training that can compensate for the following constraints to field training:

- Limited opportunities for field maneuver.
- Lack of a trained OPFOR.
- Inability to replicate full logistics battle.

Simulations do not totally replace traditional field training but can provide an alternative, realistic training environment. Simulations can help do the following:

- Support mission training evaluation plan (MTEP) preparation at less cost.
- Validate internal staff training and SOPs.
- Expose battle staffs to a lethal, complex, modern battlefield.

- Build battle staff and leader flexibility and responsiveness.

Some currently available simulations are--

- Tanker Game (DVC-T 17-80) (crew level).
- First Battle: Battalion-corps (company to battalion level).
- ARTBASS (battalion level).
- Interim Brigade Battalion Simulation (IBBS).
- Technical support package.

## **USE OF TADSS**

### **BATTALION GUIDANCE**

Battalion-level involvement is key to the success of employing TADSS at unit level. The battalion commander must ensure that TADSS are properly used to achieve maximum benefit and cost efficiency. To this end, he must incorporate TADSS into training objectives.

The battalion staff should become the functional expert on TADSS for its subordinate units. This will involve key staff members coordinating with TASC personnel to become familiar with all aspects of TADSS. As a minimum, the battalion staff should be familiar with each element of TADSS that its units regularly use. The staff can then guide units on the successful planning, preparation, and execution of TADSS-assisted training. It is also critical for the battalion staff to have knowledge of a TADSS system before its initial use by a subordinate unit. TADSS should not be used unless they enhance training. Otherwise, they become training distracters.

Training aids and devices are generally simple devices that merely augment training. Units can normally use them effectively with minimal guidance from the battalion. Simulators and simulations, however, may make up a large part of the total training and require extensive support from the battalion. The battalion staff must be able to provide--

- Resources, such as training facilities and supplies.
- Training assistance (based on input from TASC).
- Guidance such as the OPORD, and the commander's intent.
- Training objectives if requested.

- Lessons learned (experiences from other subordinate units).

## TRAINING OBJECTIVES

Training objectives are discussed in [Chapter Two](#). Training objectives identify the who, what, where, and how of each training task, conditions, and standard. During a commander's assessment of training needs, he should determine if TADSS can enhance the training and incorporate them into his training objective.

For example, CPT Jones is an armor company commander and wants to improve the gunnery skills of his tank crews. His battalion has provided assistance and he has gained access to the UCOFT simulator. A sample of one of his training objectives incorporating TADSS is at [Figure E-1](#).

[Figure E-1](#). Sample training objectives incorporating TADSS.

## IMPLEMENTATION INTO UNIT TRAINING

Leaders must determine the suitability of using TADSS to support events in a unit's training program. To do this, they--

- Review the unit training program by event.
- Clearly state the training objective or objectives for each event.
- Determine if the soldiers and units being trained require initial, refresher, or sustainment training.
- Identify the major tasks to be trained to achieve each training objective.

They next perform a task analysis. This will--

- Determine the performance steps for each task.
- Identify equipment (if any) required for each task.
- Identify the conditions under which the task must be accomplished.
- Identify the standards to which it must be performed.
- Determine what tasks can be trained using TADSS.

Leaders must also identify the training resources needed to accomplish the training objective. How many vehicle miles are needed? What ammunition, TADSS, ranges, and training areas are needed? They then determine TADSS availability by--

- Asking the battalion S3 or division G3 sections what TADSS are available and how they can be scheduled.
- Visiting the installation TASC (with the training NCO).
- Reviewing the DA Pamphlet 350-100 series catalogs and other TADSS publications.

Leaders must identify unit soldiers or civilian personnel needed to operate TADSS. If training is needed, leaders plan requisite training. They backward plan from the event and prepare a training strategy that--

- Gets the unit progressively to the event.
- Coordinates for and obtains the necessary training resources.

The following two scenarios show how a leader might plan for TADSS use.

### **Scenario A**

A tank company commander studied the after action reviews from the unit's last CTC rotation. Analysis of data and OC comments indicated that the unit was deficient in the following tasks, thus reducing direct fire effectiveness:

- Identification.
- Target acquisition.
- Engagement.
- Battle handoff.

The company commander determined that he needed to emphasize these tasks during the next training cycle. Key to success would be to provide tank crews with opportunity to practice these important skills. This would not be easy over the next few months because of--

- Ammunition shortages.
- Limited maneuver space.
- Limited time.
- Unavailability of crews.
- Expected personnel turbulence.

Despite these constraints, the company commander believed that his crews must practice the deficient skills if they were to effectively use the available resources.

The company commander coordinated with the battalion S3 and TASC to obtain a clear picture of available TADSS resources. He also conducted a thorough review of--

- COFT.
- Tank Crew Gunnery Skill Test (TCGST).
- Tank Crew Proficiency Course (TCPC).
- SIMNET.
- Range schedules.

The commander outlined a training program that, along with other key tasks, focused on identification, target acquisition, engagement, and battle handoff. Further, he identified all available time to practice crews in these skills. He developed a training plan that allowed crews to progress from TCGST to COFT to TCPC to home-station gunnery with feedback at each step. TADSS were integrated into the training as follows:

- Identification. An enemy weapon system graphic training aid was used for the identification portion of TCGST.
- Target acquisition. COFT was used to train crew members. Enemy vehicle silhouettes were used during the TCPC.
- Engagement. COFT was used to train on engagement techniques.
- Battle handoff. Silhouettes were used during the TCPC.

Crews that failed to show improvement were given remedial practice using the best available TADSS system. Once a crew demonstrated adequate proficiency, the company commander used the following TADSS to sustain training proficiency:

- GTA 30-3-14 Warsaw Pact and North Atlantic Treaty Organization (NATO) Tank Recognition Guide.
- Tank Model DVC-T710-102.
- Tank Precision Gunnery Inbore Device, Thru Sight Video.
- MILES and Laser Targeting Interface Device.

The commander's well-thought-out program and careful use of TADSS resources significantly improved unit performance at the next CTC rotation. Crew through platoon were much more effective in identifying, acquiring, and handing off targets.

### **Scenario B**

From studying the after action reviews from the last FTX, a forward support battalion supply and services company commander decided that her unit was weak on security. The soldiers' inability to detect and identify OPFOR contributed to this weakness. Even when detected, OPFOR were neither engaged nor the unit alerted because soldiers mistook them for friendly. If the shooting had been real, the company would probably have been destroyed.

The company commander determined that preparation for the next training cycle must emphasize the critical battle skills of establishing and maintaining effective unit security. Emphasis would be placed on identifying training opportunities around a busy unit schedule that would allow the company to manage multiechelon training objectives. The commander wanted to challenge her soldiers by creating as realistic an environment as possible.

Coordinating with the battalion S2 and S3 officer and the TASC, the commander identified a number of training resources and scheduled them into company training. Some of the TADSS items to be employed were--

- MILES.
- Accoutrement kit (threat).
- OPFOR small arms.
- Antipersonnel mines, practice.
- VISMODOs (BRDM-2) (T-62 Tank).
- Suitcase sagger replica.
- Pictures.
- GTA 30-3-14 Warsaw Pact and NATO Tank Recognition Guide.
- GTA 30-3-25 Soviet Antitank Guided Missile Subsystems.
- GTA 30-3-16 Soviet Army and Navy Uniforms Rank and Insignia.
- GTA 30-3-18 Soviet Army Organization.

The commander developed the following training program which used the above resources. The program

involved one-day round robin training on OPFOR capabilities, uniforms, equipment, weapons, and preparation of positions. Soldiers were issued the GTAs to study on their own.

An accoutrement kit (threat) was obtained. Pieces of equipment and soldiers dressed in OPFOR uniforms were shown to the soldiers during the morning and evening formations. At the end of the week, the soldiers were required to identify the pieces of equipment and uniforms.

During an FTX, the commander positioned OPFOR soldiers and equipment along the route to the BSA. Upon arrival at the BSA, the soldiers were required to report correctly the OPFOR equipment and soldiers. If the soldier did not report correctly, his leader retrained him. These same OPFOR-equipped soldiers tested the readiness and alertness of company security in the BSA during the remainder of the FTX.

The unit's soldiers responded well to the realism introduced by TADSS employment. The measure of success came during the FTX when the OPFOR was unable to surprise or penetrate the company's security.

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# APPENDIX F

## EXAMPLE QTB OR YTB

The quarterly training briefing (AC) and yearly training briefing (RC) are conferences on training conducted by senior commanders and battalion commanders. They are integral to the short-range training planning process described in Chapter 3. The briefings allow for battalion and company commanders to discuss training concepts, philosophies, and challenges with the division and brigade commanders, respectively. This appendix provides VGTs, as examples only, for presenting briefing information. The exact format and content will vary from command to command.

The brigade and battalion long-range calendars should be posted in the meeting room for commanders to use as a reference throughout the briefing. The brigade long-range calendar covers for the AC the previous 6 months' training and the next 18 months' training. For the RC, it covers the previous 12 months' training and the next 5 years' training. The battalion long-range calendar covers the previous 3 months' training and the next 12 months' training for the AC. It covers the previous 6 months' training and the next 3 years' training for the RC.

The following VGTs are for a training briefing that concludes in an agreement on the upcoming quarter's training for AC units and year's training for RC units. The most important aspects of the briefing are--

- The linkage between the METL, unit assessment, and upcoming quarter's training.
- The linkage between soldier training and the collective tasks to be trained.
- The sharing of lessons learned.
- The training distracters that may conflict with projected training.

Other VGTs may be prepared to highlight issues, such as weapons qualification, common task training (CTT), leader development program, EIB, and EFMB status. The following is a ready reference to the example briefing VGTs in this appendix.

[Figure F-1.](#)

[Figure F-2.](#)

[Figure F-3.](#)

[Figure F-4.](#)

[Figure F-5.](#)

[Figure F-6.](#)

[Figure F-7.](#)

[Figure F-8.](#)

[Figure F-9.](#)

[Figure F-10.](#)

[Figure F-11.](#)

[Figure F-12.](#)

[Figure F-13.](#)

[Figure F-14.](#)

[Figure F-15.](#)

[Figure F-16.](#)

[Figure F-17.](#)

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[Figure F-23.](#)

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## APPENDIX G

# AFTER ACTION REVIEWS

*Both during and after training, evaluation feedback is used to identify successes and shortcomings. While some simple shortcomings are immediately retrained, others are scheduled for future training. Leaders must pass on this feedback so that everyone receives training value from significant events occurring during training. For all performance-oriented training, the after action review (AAR) is the key in providing this feedback. The AAR is not restricted to field exercises.*

*This appendix provides leaders information on the after action review and its significance in providing feedback to soldiers, leaders, and units. It is a guide to leaders on how to plan, prepare, and conduct an AAR. It describes how AARs are used during or after training to link training and evaluation.*

## WHAT IS AN AAR ?

An AAR is a review of training that allows soldiers, leaders, and units to discover for themselves what happened during the training and why. It is also used to solicit ideas on how the training could have been performed better. It is a professional discussion that includes the training participants and focuses on the training objectives and their linkage to the METL and wartime mission.

AARs are not critiques because they do not determine success or failure; rather, AARs are professional discussions of training events. Leaders and evaluators avoid lecturing participants on what went wrong. They use AARs to tell a story about what was planned, what happened during the training, why it happened, and what could have been done differently to improve performance.

Leaders guide discussions to bring out important learning points, preferably by the soldiers and subordinate leaders themselves. Soldiers learn much more when they identify for themselves what went right and wrong than when lessons are dictated. AARs always--

- Reinforce and increase the learning that took place as a result of the training exercise.

- Increase soldier and leader interest and motivation (thereby enhancing learning).
- Identify and analyze both strengths and weaknesses.
- Involve all participants.
- Guide toward achieving learning objectives.
- Link lessons learned to subsequent training.

## **TYPES OF AFTER ACTION REVIEWS**

There are basically two types of AARs-- formal and informal. Formal AARs require more detailed planning, preparation, and resources. They are normally scheduled and conducted as a part of external and internal evaluations. Informal AARs require less planning and preparation than formal AARs and are often on-the-spot reviews of soldier and collective training performance at crew, squad, or platoon level.

### **FORMAL**

Formal AARs are normally conducted at company level and above. However, when a training event is focused at squad or platoon level, and resources are available, a formal AAR may be conducted to gain maximum training benefit. Externally evaluated lane training, small-unit ARTEPs, and tank and BFV gunnery tables are prime examples. Informal crew, squad, and platoon AARs are held prior to company and higher-echelon AARs.

The AAR facilitator (evaluator or controller) provides an exercise overview and leads a discussion of events and activities that focuses on the training objectives. The discussion with leaders and soldiers should orient on the use of terrain integration of key BOS, and leader actions. The discussion should also examine the weapons systems and doctrine used by the enemy during the exercise. At the close, the AAR leader summarizes comments from the observers, covering strengths and weaknesses discussed during the AAR and what the unit needs to do to fix the weaknesses.

### **INFORMAL**

Informal AARs are usually conducted for soldier and crew-, squad-, and platoon-level training or when resources are not available to conduct a formal review. They are often held for lower echelons prior to a formal company- or higher-level AAR. Informal AARs may also be conducted at company level. Informal AARs are extremely important since they involve all soldiers and leaders in the participating unit. The formal company AARs for the training event depend on these thorough, informal reviews.

Informal AARs are conducted similar to formal AARs and may be done for large or small units. They may be scheduled, or leaders may do on-the-spot reviews during the training. Discussion comments could be recorded to use in follow-on AARs or to apply immediately the lessons learned as the exercise is repeated.

# AAR PLANNING, PREPARATION, AND CONDUCT

Formal and informal AARs follow the same general sequence. Leaders must plan and prepare before they can conduct an effective AAR. The amount of planning and preparation depends on the type of AAR to be conducted and the resources available. The general sequence to use in planning, preparing, and conducting an AAR is shown in [Figure G-1](#).

## PLANNING

Leaders conducting an AAR must ensure it accomplishes its objective to promote learning. Through planning, leaders provide the foundation for a successful AAR and create a positive climate for training and evaluating subordinate soldiers, leaders, and units.

[Figure G-1](#).

An example AAR plan is at [Figure G-2](#). As a minimum, the plan should include--

- Who will observe the training and conduct the AAR.
- What the observers should evaluate (T&EO).
- Who is to attend the AAR.
- When and where the AAR will be conducted.
- What training aids will be used during the AAR.

### Select Observer-Controllers

Those selected for observer-controllers should not be involved in the training. They should not have other duties which detract from their observation and evaluation of the training. If this cannot be done, the chain of command should evaluate subordinate elements and conduct the AARs. Squad leaders should evaluate their soldiers' performance and limit the AAR discussion to their actions. Platoon leaders would do the same for their squads; the company, for their platoons, and so on. Selected observers must be--

- Able to perform the tasks to be trained.
- Experienced in the duties they are to evaluate.
- Knowledgeable in the current doctrine.

If external observers are used, they should be of at least equal rank to the leader of the unit being evaluated. However, if choosing between experience and rank becomes necessary, experience is better. A sergeant who has experience as a TOW section leader can evaluate the section better than a platoon sergeant who has no TOW experience.

*Leaders must also plan to train their observers.* Each observer conducts the AAR for the element he observes and provides input to the AAR for the next higher echelon. In addition, observers themselves must be observed as they observe soldier or collective training. *After observers conduct their AARs, leaders should conduct an AAR for them to improve their techniques and procedures.* If possible, observers should accompany and assist an experienced AAR leader and sit in on other AARs whenever possible.

Observer-controllers must be familiar with the unit's METL or soldier and collective tasks they will be observing. Moreover, they must know the training objectives and be proficient in the tasks themselves. By knowing up front what the training involves, observers can concentrate on the specific tasks considered to be mission essential and provide critical feedback concerning the unit's performance.

### **Identify Participants**

The commander specifies who must attend each AAR. The AAR leader may recommend additional participants, based on specific observations. They select as many participants, to include the OPFOR leaders, as can reasonably be handled at the AAR site. At each echelon, the AAR will have its own primary set of participants. At crew, squad, and platoon level, everyone should attend and participate. At the company level, this may not be practical. Insufficient space at the AAR site or the ongoing training mission may preclude some unit soldiers from attending. In this case, leaders and key players may be the only participants.

The OPFOR can provide valuable feedback on the training based on observations from their perspectives. While the unit's leaders and evaluators see the training from one point of view, the OPFOR can provide healthy insights on--

- OPFOR doctrine and plans.
- The unit's actions.
- OPFOR reactions to what the unit did.

### **Plan Stopping Points**

An observer cannot see everything each soldier does during an exercise; likewise, for other than a brief exercise, the observer cannot review the entire exercise at one AAR. In planning training, leaders must allow time to conduct AARs as an integrated part of the training. Additional time for an AAR at the end of each essential task or major event is necessary. Stopping points should be planned; for example, after a unit arrives at a new position or after it consolidates on an objective.

AARs should be conducted as soon as possible after the event and before another operation begins. For

planning purposes, leaders should allow approximately one hour for platoon-level AARs and one and one-half to two hours for company and higher-level AARs. The additional time required to conduct the AARs may result in fewer missions or drills. The increased effectiveness of training, however, will more than make up for this loss of training time. With AARs, soldiers receive better feedback on their performance and remember lessons learned longer.

### **Plan Training Aids**

Training aids add to the AAR's effectiveness, but they must be carefully selected and requested well in advance. They must support the training discussion and not distract.

Training aids should be large enough, and positioned, so that everyone can see. Models of units, vehicles, and personnel make discussions clearer. If models are used, leaders should move them on the terrain board or map as they discuss the unit's actions.

Unit graphic control symbols should be included on the terrain model or on a centrally positioned sketch map. Slides, TV tapes, and other media may also be appropriate. All aids used should be professional and complement the dialogue.

Leaders can enhance selection of training aids by using the TASC catalog. To make a preliminary choice, they should ask the following questions:

- What points will I need to make during the AAR?
- Will the aid illustrate one or more of the points?
- Can the actual terrain or equipment be used?
- Does the aid have any restrictions or requirements, such as additional generators?

#### Figure G-2.

- Will the participants be able to see and hear it?
- Is the aid really necessary to the discussion?

Asking the questions above will help eliminate unnecessary aids and assist leaders in selecting those which will best contribute to the AAR. The final step in the planning of training aids is to request them from the TASC or their appropriate sources.

## **PREPARATION**

### **Select and Organize Sites for AARs**

Planning several potential AAR sites throughout an exercise area can reduce the preparation time. It allows equipment to be prepositioned and the layout to be diagramed. Prepositioning allows for shorter movement time to the selected site; the diagram permits the setup to begin before the AAR leader arrives.

In most cases, the AAR will be conducted at the training site, but this may not always be possible. As leaders plan their training and training sites, they should watch for areas that could be used for the AAR. These sites should be close to the training site with space for the participants to gather in easy sight and hearing range of the AAR leader. The site should be as free as possible from outside distractions during the AAR. An AAR held in the middle of an active maintenance area may distract more than benefit unless that is the activity being reviewed. Leaders should also plan sites that can support any special requirements of the training aids to be used.

AAR sites should be quiet, protected places where soldiers can feel relatively comfortable. They should be clean, orderly, and well lit. Coffee, soup, and juice can help create the proper atmosphere, especially after time in the field during night or adverse weather conditions. Ideally, the site should overlook the exercise area. As a minimum, training aids, sand tables, and maps should be available to reinforce the discussion.

### **Organize the AAR Discussion**

Prior to conducting an AAR, leaders need a plan for organizing and rehearsing. To do this, they should develop a discussion outline before the training and further develop it as the training progresses. The AAR leader should put notes and observations from the training in chronological sequence; then he should select the most critical ones and sequence them as they relate to the exercise training objectives. The AAR may be organized as follows:

- Introduction.
- Presentation of commander's and OPFOR's plan.
- Summary of recent events.
- Discussion of key issues.
- Analysis of key BOS (what happened when the battle was joined).
- Discussion of training to sustain or improve.
- Conclusion.

### **CONDUCT OF THE AAR**

The following is an example of the conduct of an AAR. Squads have just finished an FTX which the platoon leader observed and evaluated. He has completed his AAR preparation and squad leaders have assembled the

soldiers.

Before starting the AAR, the platoon leader must ensure all participants are present and ready. The soldier who is absent or late may have information critical to reconstructing what happened. The platoon leader must insist that all key players attend, to include OPFOR leaders. The AAR must not start until the leadership accounts for all players.

The AAR leader provides the focus for the AAR by briefly restating the specific exercise or training objectives. Next, he has a squad leader summarize the OPORD. This encourages unit participation. Another technique is to have each squad leader restate a portion of the OPORD. From this point on, the AAR leader guides the discussion, keeping the focus on the objectives and in a logical sequence.

The most difficult task for an AAR leader is to *avoid turning the discussion into a critique or lecture*. He can avoid this pitfall by entering the discussion only when necessary. Initially, he should only ask questions--why certain actions were taken, how personnel reacted to situations, and when actions were initiated. He must limit his input to sustaining the AAR, guiding the discussion back to the right track, or bringing out new points.

Techniques which will help the AAR leader guide the discussion follow:

- Ask leading and thought-provoking questions that focus on the training objectives. Ask squad leaders what METT-T factors influenced their decisions.
- Have the unit members describe what happened in their own words and from their own point of view. They should be free to discuss not only what took place, but also why it took place.
- Relate tactical events to subsequent results.
- Explore alternative courses of action that might have been more effective. (How could you have done it better?)
- Avoid detailed examination of events not directly related to major training objectives unless the squad leader wants to go into greater detail.

### **Discuss Leader Mistakes**

Many times the discussion must focus on leader mistakes. This discussion should be frank, but without embarrassing leaders involved. The positive must be emphasized so that lessons can be learned without destroying confidence or respect. The AAR leader should ask the leader why he chose a particular course of action or what factors of METT-T influenced him; others can learn from a mistake and gain an appreciation for the difficulties involved in leading. Perhaps some key information was missing because a subordinate leader or soldier didn't think it was important. Unit members must be reminded that in combat they too can become leaders, so they must learn to make decisions.

### **Use Appropriate Training Aids**

Training aids can significantly contribute to the AAR discussion if they have been carefully selected. They must not distract from the AAR.

For example, a detailed and done-to-scale terrain table showing the terrain where the FTX was conducted would be inappropriate if the AAR site had a view of the actual terrain. Some keys to the successful use of training aids follow:

- Use the actual terrain whenever possible.
- When using terrain models and maps, orient the participants to the key terrain. Use the correct symbols and graphics on maps and overlays.
- When using video and voice recordings, ensure all participants can see and hear.
- Use charts to emphasize kill ratios or other data that need to be discussed.

Following are ways training aids can be used in the discussion of the FTX:

- Use actual terrain as a terrain table and require the participants to point out where specific actions occurred.
- Use voice recordings of radio nets to reveal unclear FRAGOs issued as well as COMSEC violations.
- Use a chart of artillery missions fired to reveal inadequate smoke usage when disengaging.

### **Summarize the AAR**

Once all the key points have been discussed and linked to future training, the AAR leader should leave the immediate area and allow the unit leader and soldiers the opportunity to discuss the events in private. The unit leader will decide when to end the AAR.

The AAR process involves several leader functions requiring skill, training, and good judgment. Leaders observe performance, then evaluate the quality of what they see. They decide which of their observations to include in the AAR and what questions to ask. They ask open ended questions to ensure the discussion causes soldiers to compare their own performance with established Army standards. AARs tend to treat poor performance in great detail and focus on what happened and why. Trainers try not to unduly damage self-esteem or cohesion. To do so would be contrary to the AAR's goal of improving performance.

By the end of the AAR, soldiers must clearly understand what was good, bad, and average about their performances. The art of the after action review process is to get soldiers to accurately grade their own performances. Self rendered grading will be more meaningful than a judgment issued by the trainer or AAR leader. However, soldiers must *know* where they stand. Thus, in some cases, the leader may need to clearly dictate (tell the participants) his findings.



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# GLOSSARY

**AA** assembly area

**AAR** after action review

**AC** Active Component

**acq** acquisition

**Active Component** that portion of the US Army in which organizations are comprised of personnel on full-time duty in active military service of the United States.

**active duty training** a tour of duty for training Reserve Component soldiers. The soldier must be under orders to return to nonactive duty status when the ADT period is completed.

**AD** air defense

**ADA** air defense artillery

**ADC** area damage control

**after action review** a method of providing feedback to units by involving participants in the training diagnostic process in order to increase and reinforce learning. The AAR leader guides participants in identifying deficiencies and seeking solutions.

**air defense battlefield operating system** all measures designed to nullify or reduce the effectiveness of attack by hostile aircraft or missiles after they are airborne.

**A/L** administrative and logistics

**ALICE** all purpose, lightweight individual carrying equipment

**ALO** air liaison officer

**AMTP** Army mission training plan

**ANCOC** Advanced NCO Course

**annual training** the minimal period of annual active duty training a member performs to satisfy the annual training requirements associated with a Reserve Component assignment. It may be performed during one consecutive period or in increments of one or more days, depending upon mission requirements.

**ap** antipersonnel

**APFT** Army Physical Fitness Test

**APOE** aerial port of embarkation

**AR** Army regulation

**ar** armor

**ARCOM** Army Reserve Command

**Army regulation** Army publications that establish policies and responsibilities and prescribe the administrative procedures necessary to implement policies. They do not contain historical information; they are permanent publications and remain in effect until changed, replaced, or rescinded.

**ARNG** Army National Guard

**ARTBASS** Army Training Battle Simulation System

**ARTEP** Army Training and Evaluation Program

**ASI** additional skill identifier

**aslt** assault

**assessment** an analysis of the effectiveness of a unit, activity, or force.

**asst** assistant; assistance

**AT** annual training

**at** antitank

**ATGM** antitank guided missile

**atk** attack

**ATLS** advanced trauma life support

**ATP** ammunition transfer point

**AVIM** aviation intermediate maintenance

**AVLB** armored vehicle launched bridge

**avn** aviation

**AXP** ambulance exchange point

**az** azimuth

**BAS** battalion aid station

**BASD** basic active service date

**battle book** a graphic portrayal of how to accomplish the force's wartime mission.

**battlefield operating systems** the major functions occurring on the battlefield and performed by the force to successfully execute operations. The seven systems are: (1) intelligence, (2) maneuver, (3) fire support, (4) mobility, countermobility, survivability, (5) air defense, (6) combat service support, and (7) command and control. Nuclear, biological, and chemical must be integrated throughout each of the BOS.

**battle focus** the process of deriving peacetime training requirements from wartime missions.

**battle roster** a listing of individuals, crews, or elements that reflects capabilities, proficiencies of critical tasks, and other information concerning war fighting abilities.

**battle staff** the organic battalion primary and special staff, plus task-organized slice (CS and CSS) unit leaders.

**battle task** a task which must be accomplished by a subordinate organization if the next higher headquarters is to accomplish a mission essential task. Battle tasks are selected by the senior commander

from the subordinate organization's METL.

**BBS** brigade battalion simulation

**BCOC** base cluster operations center

**BCPC** Bradley crew proficiency course

**bde** brigade

**BFV** Bradley fighting vehicle

**BGST** Bradley gunners' skills test

**BII** basic issue item

**BMNT** beginning (of) morning nautical twilight

**bn** battalion

**BNCOC** Basic NCO Course

**BOS** battlefield operating systems

**BP** battle position

**BSA** brigade support area

**BSEP** basic skills education program

**BSX** battle simulation exercise

**BT** Bradley table

**btl** battle

**btry** battery

**C2** command and control

**C3** command, control, and communications

**CALFEX** combined arms live fire exercise

**CAPSTONE** program that aligns AC and RC units to meet the total Army's wartime requirements. The alignments are tailored specifically to each war plan. This allows for detailed theater planning and provides the basis for commanders to enter cohesive planning and training association with their designated wartime commands. It also is the basis of allocation of resources by the peacetime chain of command to meet wartime training requirements.

**CAS** close air support

**cav** cavalry

**CBS** corps battle simulation, previously known as JESS

**cbt** combat

**cdr** commander

**CEOI** communications-electronic operating instructions

**CEP** commander's evaluation program

**CEV** combat engineer vehicle

**CEWI** combat electronic warfare and intelligence

**CFX** command field exercise

**CG** commanding general

**chem** chemical

**CHOT** comprehensive hands on test

**CIP** command inspection program

**CLS** combat lifesaver

**cmd** command

**CMF** career management field

**co** company

**COFT** conduct-of-fire trainer

**combat service support battlefield operating system** the support and assistance provided to sustain forces, primarily in the fields of logistics, personnel services, and health services.

**Combat Training Center Program** an Army program established to provide realistic joint service and combined arms training in accordance with Army doctrine. It is designed to provide training units opportunities to increase collective proficiency on the most realistic battlefield available during peacetime. The four components of the CTC Program are: (1) the National Training Center, (2) the Combat Maneuver Training Center, (3) the Joint Readiness Training Center, (4) the Battle Command Training Program.

**combined arms live fire exercise** high-cost resource-intensive exercises in which player units move or maneuver and employ organic and supporting weapons systems using full service ammunition with attendant integration of all combat, CS, and CSS functions.

**combined arms and services training** collective training which is jointly conducted by associated combat arms, combat support, and combat service support units.

**combined training exercise** a training exercise that is conducted by military forces of more than one nation.

**COMEX** communications exercise

**command field exercise** a field training exercise with reduced troop and vehicle density, but with full command and control and CSS units.

**command post exercise** a medium-cost, medium overhead exercise in which the forces are simulated that may be conducted from garrison locations or between participating headquarters.

**command training guidance** the long-range planning document published by division and brigades (or equivalents) in the AC and RC to prescribe future training and related activities.

**comp** competition

**COMSEC** communications security

**concurrent training** scheduled training designed to train groups of soldiers simultaneously on different tasks. These tasks may or may not be related. For example, a leader may subdivide the unit at a rifle range into firing orders. Soldiers who are not firing may train on preliminary marksmanship instruction, target detection, soldier decontamination procedures, or map reading.

**cons** consolidate

**CONUSA** the numbered armies in the continental United States

**COSCOM** corps support command

**CP** command post

**CPOG** chemical protective overgarment

**CPR** cardiovascular pulmonary resuscitation

**CPT** captain

**CPX** command post exercise

**CS** combat support

**CSC** Command and Staff College

**CSM** command sergeant major

**CSS** combat service support

**CTA** common table of allowances

**CTC** combat training center

**CTG** command training guidance

**CTT** common task training

**CTX** combined training exercise

**DA** Department of the Army

**decon** decontamination

**def** defend; defense

**deployment exercise (DEPEX)** an exercise which provides training for soldiers, units, and support agencies in the tasks and procedures for deploying from home stations or installations to potential areas of hostilities.

**det** determine

**dev** development

**DISCOM** division support command

**dismt** dismounted

**div** division

**DIVARTY** division artillery

**doctrine** fundamental principles by which military forces guide their actions in support of objectives. It is authoritative, but requires judgment in application.

**DOR** date of rank

**DS** direct support

**EAP** emergency action procedures

**ECCM** electronic counter-countermeasures

**ECM** electronic countermeasures

**EDRE** emergency deployment readiness exercise

**EENT** end (of) evening nautical twilight

**EFMB** Expert Field Medic Badge

**EIB** Expert Infantry Badge

**electronic counter-countermeasures** that division of electronic warfare involving actions taken to ensure friendly effective use of the electromagnetic spectrum despite the enemy's use of electronic warfare.

**electronic warfare** military action involving the use of electromagnetic energy to determine, exploit, reduce, or prevent hostile use of the electromagnetic spectrum.

**ENDEX** end of exercise

**enr** engineer

**EPW** enemy prisoner of war

**ERB** enlisted record brief

**ETM** extension training materiel

**ETS** expiration term of service

**evac** evacuate; evacuation

**eval** evaluate; evaluator

**EW** electronic warfare

**EWOC** electronic warfare operations course

**EXEVAL** external evaluation

**1SG** first sergeant

**FA** field artillery

**FCX** fire coordination exercise

**FDC** fire direction center

**FEBA** forward edge of the battle area

**field training exercise** high-cost, high-overhead exercise conducted under simulated combat conditions in the field. It exercises command and control of all echelons in battle functions against actual or

simulated opposing forces.

**fire coordination exercise** a medium-cost, reduced-scale exercise that can be conducted at platoon, company team, or battalion task force level. It exercises command and control skills through the integration of all organic weapon systems, as well as indirect and supporting fires. Weapon densities may be reduced for participating units, and subcaliber devices substituted for service ammunition.

**fire support battlefield operating system** the collective and coordinated use of target acquisition data, indirect fire weapons, armed aircraft (less attack helicopters), and other lethal and nonlethal means against ground targets in support of maneuver force operations.

**FIST** fire support team

**FM** field manual

**FO** forward observer

**force integration** the process of incorporating new doctrine, equipment, and force structure into an organization while simultaneously sustaining the highest possible levels of combat readiness.

**FORSCOM** US Army Forces Command

**FPW** firing port weapon

**FRAGO** fragmentary order

**FSB** forward support battalion

**FSO** fire support officer

**FSOP** field standing operating procedures

**FTX** field training exercise

**FY** fiscal year

**GDP** general defense plan

**goal** an achievement toward which effort is directed.

**GOCOM** US Army Reserve General Officer Command

**GPS** gunner's primary sight

**grp** group

**GRREG** graves registration

**GSR** ground surveillance radar

**GTA** graphic training aid **hel** helicopter

**HEMTT** heavy expanded mobility tactical truck

**HET** heavy equipment transporter

**HHC** headquarters and headquarters company

**HHD** headquarters and headquarters detachment

**HIV** human immunodeficiency virus

**how** howitzer

**hq** headquarters

**hr** hour

**ht** height

**hvy** heavy

**IAW** in accordance with

**IBBS** interim brigade battalion simulation

**ID** identification

**IDT** inactive duty training

**IET** initial entry training

**IG** inspector general

**inactive duty training** authorized training performed by an RC member not on active duty or active duty for training, and consisting of regularly scheduled unit training assemblies, additional training assemblies, or equivalent training periods.

**indiv** individual

**inf** infantry

**insp** inspection

**int** intelligence

**intelligence battlefield operating system** the collection of functions that generate knowledge of the enemy, weather, and geographical features required by a commander in planning and conducting combat operations.

**INTSUM** intelligence summary

**IPB** intelligence preparation of the battlefield

**ITEP** Individual Training and Evaluation Program

**ITL** individual task list

**Janus** an event-driven simulation that models fighting systems as entities (such as tank, helicopter) used to train platoon through brigade.

**JESS** joint exercise support system

**JTX** joint training exercise

**lane training** a technique for training company/team-level and smaller units on a series of selected soldier, leader, and collective tasks (STXs) using specific terrain.

**LBE** load bearing equipment

**LCX** logistical coordination exercise

**ldr** leader

**leader book** a leader tool maintained at crew level and above for recording and tracking soldier proficiency on mission-oriented tasks.

**LET** launch effects trainer

**LFX** live fire exercise

**logistics exercise (LOGEX)** an exercise which concentrates on training tasks associated with the combat service support battlefield operating system.

**LOGPAC** logistical package

**LOI** letter of instruction

**LP** listening post

**LT** lieutenant

**LTA** local training area

**MACOM** major Army command

**main battle area** that portion of the battlefield extending rearward from the forward edge of the battle area and in which the decisive battle is fought to defeat the enemy.

**maint** maintenance

**mand** mandatory

**maneuver battlefield operating system** the employment of forces on the battlefield through movement and direct fires, in combination with fire support, to achieve a position of advantage in respect to enemy ground forces in order to accomplish the mission.

**map exercise (MAPEX)** low-cost, low-overhead training exercise that portrays military situations on maps and overlays that may be supplemented with terrain models and sand tables. It enables commanders to train their staffs in performing essential integrating and control functions under simulated wartime conditions.

**MASCAL** mass casualty

**MBA** main battle area

**MCOFT** mobile conduct-of-fire trainer

**mech** mechanized

**med** medium

**MEDEVAC** medical evacuation

**mem** member

**METL** mission essential task list

**METT-T** mission, enemy, terrain, troops, and time available

**MG** major general

**mg** machine gun

**MI** military intelligence

**mil** military

**MILES** Multiple Integrated Laser Engagement System

**mission** the primary task assigned to an individual, unit, or force. It usually contains the elements of who, what, when, where, and the reasons therefore, but seldom specifies how.

**mission essential task** a collective task in which an organization must be proficient to accomplish an appropriate portion of its wartime mission(s).

**mission essential task list** a compilation of collective mission essential tasks which must be successfully performed if an organization is to accomplish its wartime mission.

**mission training plan** descriptive training document which provides units a clear description of what and how to train to achieve wartime mission proficiency. MTPs elaborate on wartime missions in terms of comprehensive training and evaluation outlines. They provide exercise concepts and related training management aids to assist field commanders in the planning and execution of effective unit training.

**MKT** mobile kitchen trailer

**MLRS** multiple launch rocket system

**mm** millimeter

**MMC** materiel management center

**MMT** miniature moving target

**mo** month(s)

**mob** mobilization

**MOBEX** mobilization exercise

**mobility, countermobility, and survivability (M/CM/S) battlefield operating system** the capability of the force permitting freedom of movement relative to the enemy while retaining the ability to fulfill its primary mission. The mobility, countermobility, and survivability BOS also include those measures that the force takes to remain viable and functional by protection from the effects of enemy weapons systems and natural occurrences.

**MOI** memorandum of instruction

**MOPP** mission-oriented protection posture

**mort** mortar

**MOS** military occupational specialty

**mov** movement

**MP** military police

**MQS** military qualification standards

**MRA** maneuver rights area

**MRB** motorized rifle battalion

**MRC** motorized rifle company

**MRE** meals ready to eat

**MRR** motorized rifle regiment

**MSB** main support battalion

**MSE** mobile subscriber equipment

**MSG** master sergeant

**MST** maintenance support team

**mt** mounted

**MTA** major training area

**MTEP** mission training evaluation plan

**mtg** meeting

**MTOE** modification table of organization and equipment

**MTP** mission training plan

**multiechelon training** the simultaneous conduct of different exercises by a unit, or the training of different tasks by elements of the unit. Multiechelon training occurs whenever collective training is being conducted. Any time training above soldier level is going on, multiechelon training is being done.

**multiple unit training assembly** a training assembly that consists of more than one 4-hour session. For example, a MUTA-4 consists of at least 8 hours training on Saturday and Sunday, for a total of 16 or more hours of training.

**MUSARC** Major United States Army Reserve Command

**MUTA** multiple unit training assembly

**NA** not applicable

**NATO** North Atlantic Treaty Organization

**NBC** nuclear, biological, chemical

**NCO** noncommissioned officer

**NCOES** Noncommissioned Officer Education System

**NCOIC** noncommissioned officer in charge

**NET** new equipment training

**NLT** not later than

**NMC** nonmission capable

**NOD** night observation device

**NSI** nuclear surety inspection

**NWTI** nuclear weapon technical inspection

**OAC** Officer Advanced Course

**OBC** Officer Basic Course

**objectives** concrete, measurable steps, or milestones, usually taken in sequence to achieve a goal.

**observer-controller (OC)** an individual tasked to evaluate training, and provide administrative control and constructive feedback to participants during a training exercise.

**ODTS** optical discrimination and tracking system

**off** offense

**OJT** on-the-job training

**OP** observation post

**op** operation; operator

**operating tempo** the annual operating miles or hours for the major equipment system in a battalion-level or equivalent organization.

**OPTEMPO** is used by commanders to forecast and allocate funds for fuel and repair parts for training events and programs.

**OPFOR** opposing force

**OPLAN** operations plan

**OPORD** operations order

**opportunity training** training conducted by section, squad, team, or crew-level leaders which is preselected, planned, and rehearsed, but not executed until unexpected training time becomes available; for example, when waiting for transportation, or completing scheduled training early, or when a break occurs in a training exercise.

**OPSEC** operations security

**OPTEMPO** operating tempo

**ORB** officer record brief

**organizational assessment** a process used by Army senior leaders to analyze and correlate evaluations or various functional systems, such as training, logistics, personnel, and force integration, to determine an organization's capability to accomplish its wartime mission.

**ORP** objective rally point

**"P"** needs practice

**pam** pamphlet

**pc** personnel carrier

**PCS** permanent change of station

**performance-oriented training** training that involves learning by doing. Performance to standard is required.

**performance test** performance of a task under test conditions that is evaluated on a go/no-go basis using stated standards. Performance tests are based on the training objective.

**PEWS** platoon early warning system

**PFC** private first class

**PGE** preliminary gunners examination

**pkg** package

**PLDC** Primary Leader Development Course

**plt** platoon

**PMCS** preventive maintenance checks and services

**PMOS** primary military occupational specialty

**POM** preparation for oversea movement

**pos** position

**precombat checks** detailed final checks that all units conduct before and during combat operations.

**pre-execution checks** the informal planning and detailed coordination conducted during preparation for training.

**prerequisite training** skills or knowledge that individuals must have before beginning to learn a task.

**preventive maintenance checks and services** prescribed maintenance procedures found in an operator-level, item-specific technical manual (TM-10), and performed by the operator before, during, and after operating a piece of equipment.

**PSG** platoon sergeant

**PT** physical training

**PULHES** physical profile serial code (numerical)

**PVT** private

**PW** prisoner of war

**QTB** quarterly training briefing

**QTC** quarterly training calendar

**qtr** quarter

**qtrly** quarterly

**qual** qualification

**quarterly training briefing** a conference conducted by AC division commanders to approve the short-range plans of battalion commanders.

**quarterly training guidance (QTG)** an AC training management document published at each level from battalion to division that addresses a three-month planning period. The QTG adjusts, as required, and further develops the training guidance contained in long-range plans, to include specific training objectives for each major training event.

**RC** Reserve Components

**rd** road

**REC** radioelectronic combat

**REFORGER** return of force to Germany

**refresher training** training conducted to train again a task with soldiers or units who have previously been proficient but require a reorientation to a task, to include a walkthrough. Refresher training is conducted prior to sustainment training.

**regt** regiment

**reorg** reorganize

**reqmt** requirement

**res** resuscitation

**Reserve Components** individuals and units assigned to the Army National Guard or the US Army Reserve who are not in active service but are subject to call to active duty.

**reverse cycle training** training which reverses the normal duty day so that training takes place during

periods of reduced or limited visibility.

**RG** readiness group

**ROE** rules of engagement

**ROTC** Reserve Officers' Training Corps

**RSOP** readiness standing operating procedures

**S1** adjutant

**S2** intelligence officer

**S3** operations officer

**S4** supply officer

**saf** safety

**SATS** Standard Army Training System

**SAW** squad automatic weapon

**sec** section

**sep** separate

**SFC** sergeant first class

**SGT** sergeant

**sig** signal

**SIMNET** simulations networking

**situational training exercise** a mission-related, limited exercise designed to train one collective task, or a group of related tasks or drills, through practice.

**SKAs** skills, knowledge, and attitudes

**SL** skill level

**slice** a term used to describe a grouping of combat arms, combat support, and combat service support units which are task-organized for wartime missions or are habitually associated for peacetime training.

**SM** soldier's manual

**SMOS** secondary military occupational specialty

**SOF** special operating forces

**SOI** signal operation instructions

**SOP** standing operating procedure

**SPC** specialist

**SPOE** seaport of embarkation

**spt** support

**sqd** squad

**sqdn** squadron

**S&S** supply and service

**SSG** staff sergeant

**SSN** social security number

**Standard Army Training System** database software that integrates the automation of unit METLs, the commander's assessment of proficiency, AMTPs, and training management administration.

**stand-to** a full alert posture normally assumed from 30 minutes before until 30 minutes after BMNT and EENT. All soldiers are in their fighting positions or vehicles and ready for combat operations.

**STARC** state area command

**STARTEX** start of exercise

**STP** soldier training publication

**STX** situational training exercise

**sustainment training** training required to maintain the minimum acceptable level of proficiency or capability required to accomplish a training objective.

**SWOT Senior Warrant Officer Training**

**"T"** trained

**TAB** target acquisition battery

**tac** tactical

**tactical exercise without troops** a low-cost, low-overhead exercise conducted in the field on actual terrain suitable for training units for specific missions. It is used to train subordinate leaders and battle staffs on terrain analysis and unit and weapons emplacement. It also trains on planning the execution of the unit mission.

**TADSS** training aids, devices, simulators, and simulations

**TAG** The Adjutant General

**TASC** Training and Audiovisual Support Center

**TASC catalogs** training aids, films, and devices available in TASC system.

**task** a clearly defined and measurable activity accomplished by soldiers and units. Tasks are specific activities which contribute to the accomplishment of encompassing missions or other requirements.

**TAV** technical assistance visit

**TC** training circular; tank commander

**TCF** tactical combat forces

**TCGST** tank crew gunnery skill test

**TCPC** tank crew proficiency course

**TDA** tables of distribution and allowances

**tech** technical

**technical bulletins** technical information on weapons, equipment, and professional techniques.

**T&EO** training and evaluation outline

**TEWT** tactical exercise without troops

**TF** task force

**tgt** target

**threat doctrine** tactical and strategic doctrine of enemy forces.

**tm** team

**TMT** transportation motor transport

**tng** training

**TO** training objective

**TOC** tactical operation center

**TOE** table(s) of organization and equipment

**TOW** tube-launched, optically tracked, wire-guided

**TRADOC** US Army Training and Doctrine Command

**training** the instruction of personnel to individually and collectively increase their capacity to perform specific military functions and tasks.

**Training and Audiovisual Support Center** an organization that maintains and provides TADSS.

**training and evaluation outline** a summary document prepared for each training activity that provides information on collective training objectives, related individual training objectives, resource requirements, and applicable evaluation procedures.

**training management** the process used by Army leaders to identify training requirements and subsequently plan, resource, execute, and evaluate training.

**training meeting** a periodic meeting conducted by platoon, company, and battalion key leaders to review past training, plan and prepare future training, and exchange timely training information between participants.

**training objective** a statement that describes the desired outcome of a training activity. A training objective consists of the following three parts: (1) Task. A clearly defined and measurable activity accomplished by individuals or organizations. (2) Condition(s). The circumstances and environment in which a task is to be performed. (3) Standard. The minimum acceptable proficiency required in the performance of a particular training task.

**training requirements** the difference between demonstrated and desired levels of proficiency for mission essential or battle tasks.

**training resources** those resources (human, physical, financial, and time) used to support training. They may be controlled by an organization or externally controlled by a headquarters that allocates their use to units as required.

**training schedule** a document prepared at company level that specifies the who, what, when, and where of training to be conducted by the unit.

**training strategy** the method used to attain desired levels of training proficiency on mission essential tasks.

**TRP** target reference point

**trp** troop

**TSFO** tactical simulations forward observer

**TSOP** tactical standing operating procedure

**TTP** tactics, techniques, and procedures

**TVI** technical validation inspection

**"U"** untrained

**UCOFT** unit conduct-of-fire trainer

**unit training assembly** an authorized and scheduled period of unit inactive duty training at least four hours in length.

**USAR** US Army Reserve

**UTA** unit training assembly

**VGT** viewgraph transparency

**vis** visual

**VISMOD** visual modification

**weaponeer** a mobile, automated, reduced-scale individual marksmanship trainer contained in a modified cargo van.

**wpn** weapon

**wt** weight

**XO** executive officer

**yearly training briefing (YTB)** a conference conducted by RC division commanders to approve the short-range plans of battalion commanders.

**yearly training guidance (YTG)** an RC training management document published at each level from battalion to division that addresses a one-year planning period. The YTG adjusts, as required, and further develops the training guidance contained in long-range plans, to include specific training objectives for each major training event.

**YTC** yearly training calendar

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# AUTHORIZATION LETTER

**FM 25-101**  
**30 SEPTEMBER 1990**

By Order of the Secretary of the Army:

***CARL E. VUONO***  
*General, United States Army*  
*Chief of Staff*

Official:

***THOMAS F. SIKORA***  
*Brigadier General, United States Army*  
*The Adjutant General*

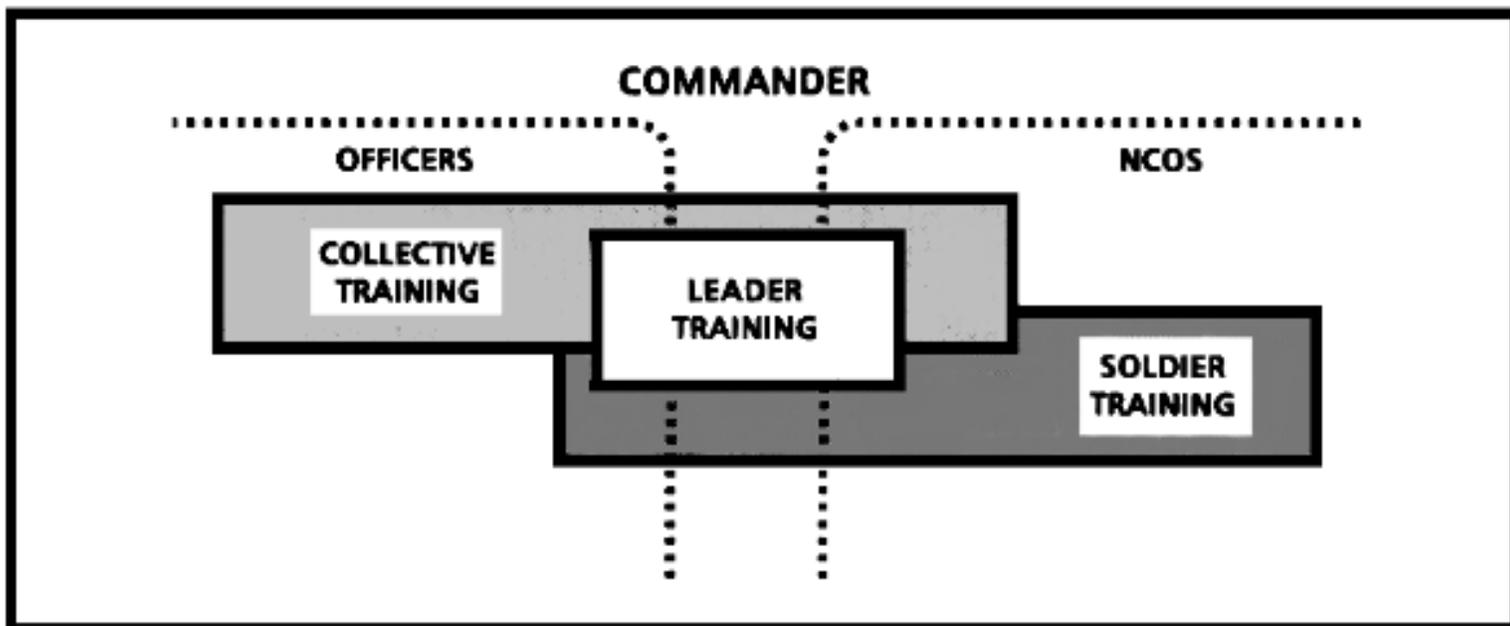
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U.S. GOVERNMENT PRINTING OFFICE : 1992 333- 266

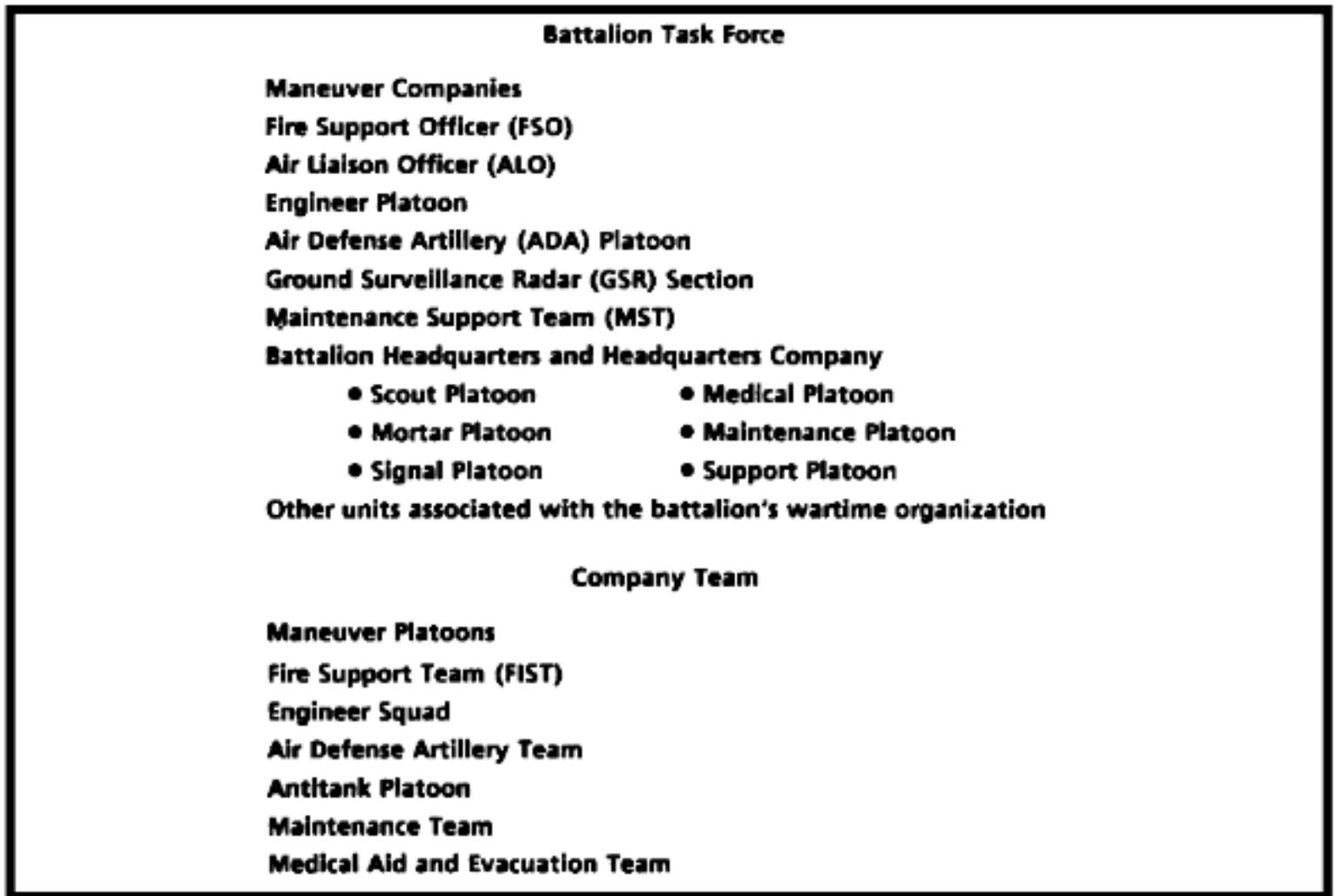
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### **Overlapping training responsibilities**



**Figure 1-1.**

**Sample battalion task force and company team task organization**



**Figure 1-2.**

### Band of excellence

PROFICIENCY

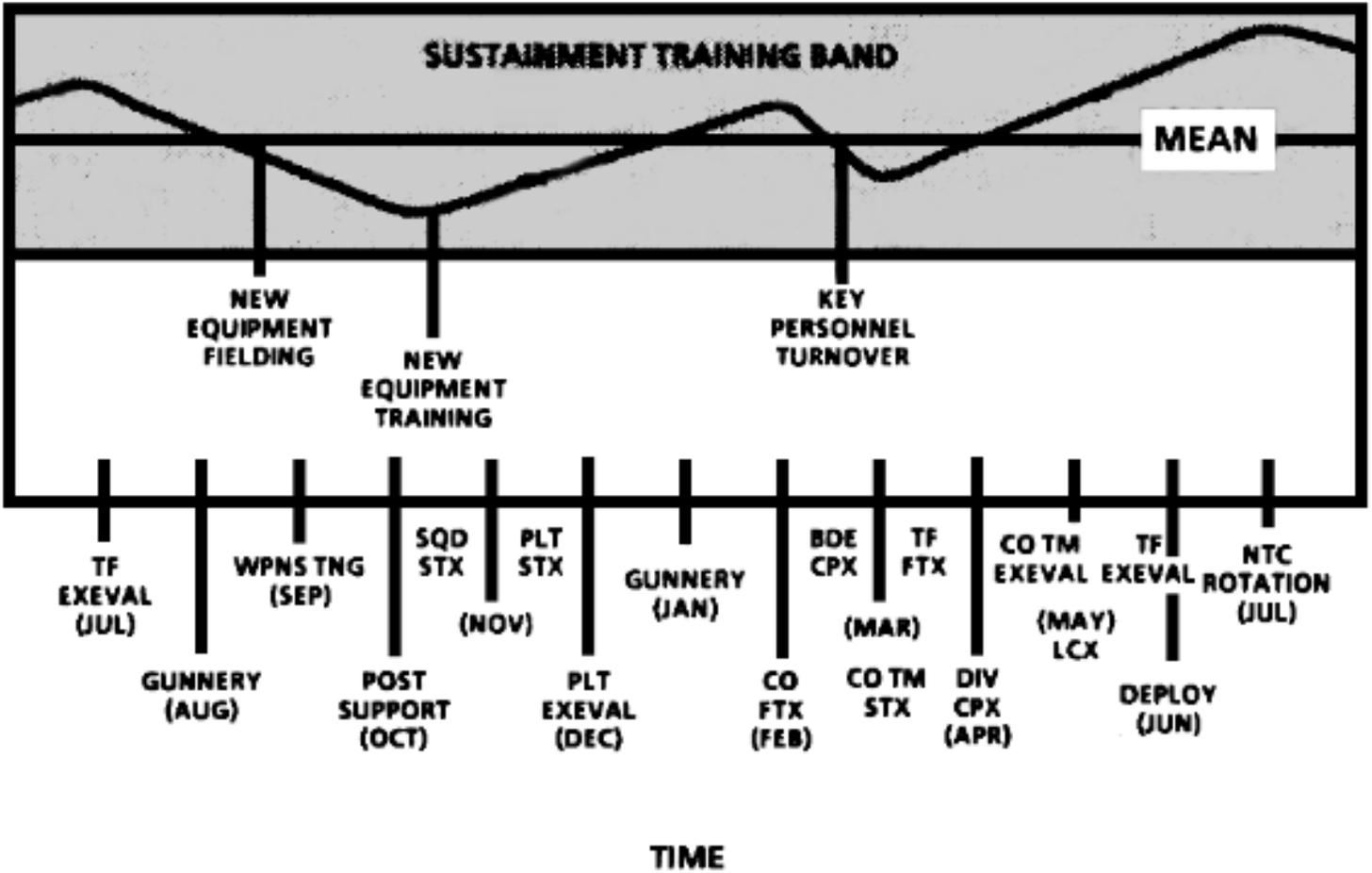


Figure 1-3.

### Integration of collective and soldier training

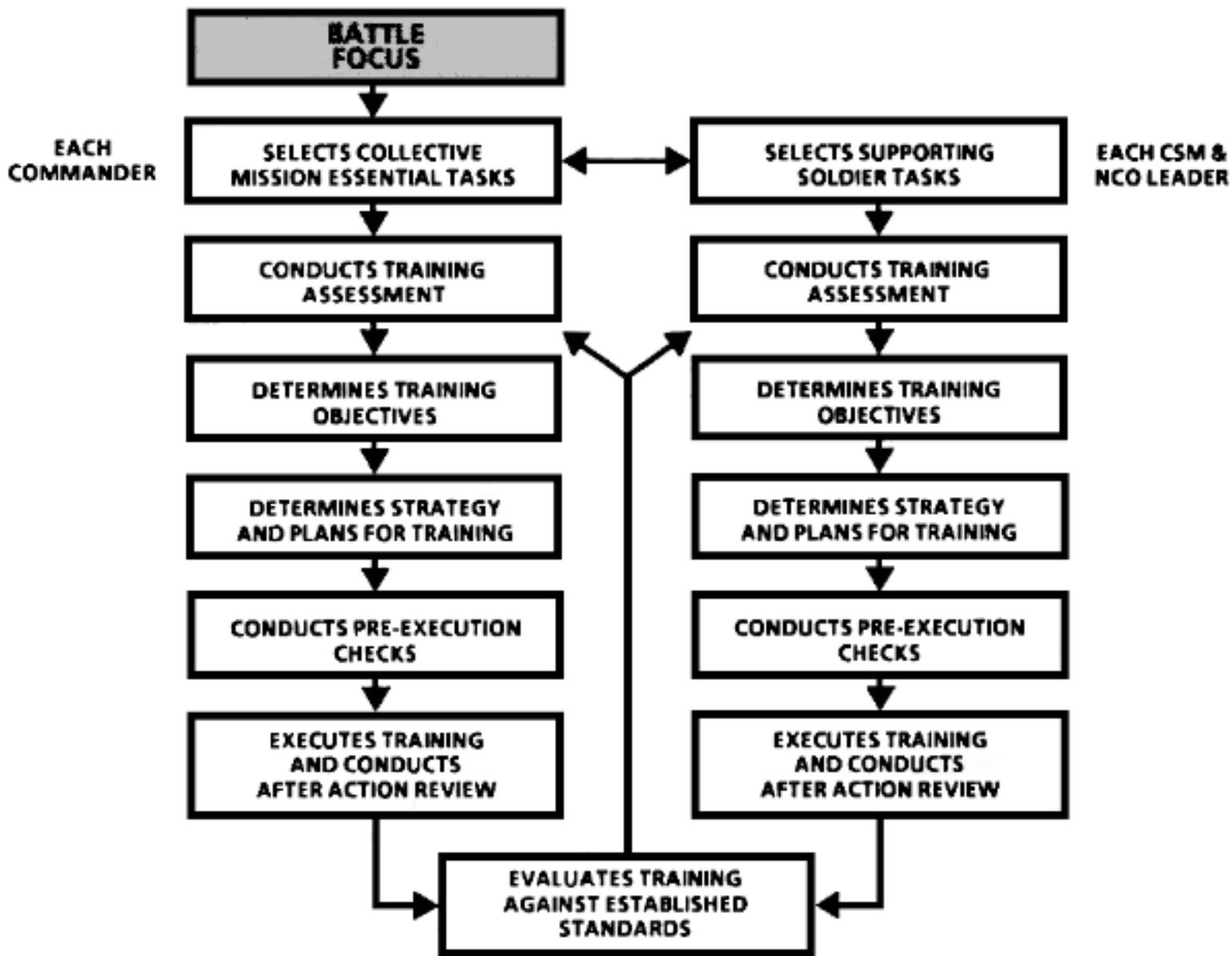


Figure 1-4.

### Training management cycle

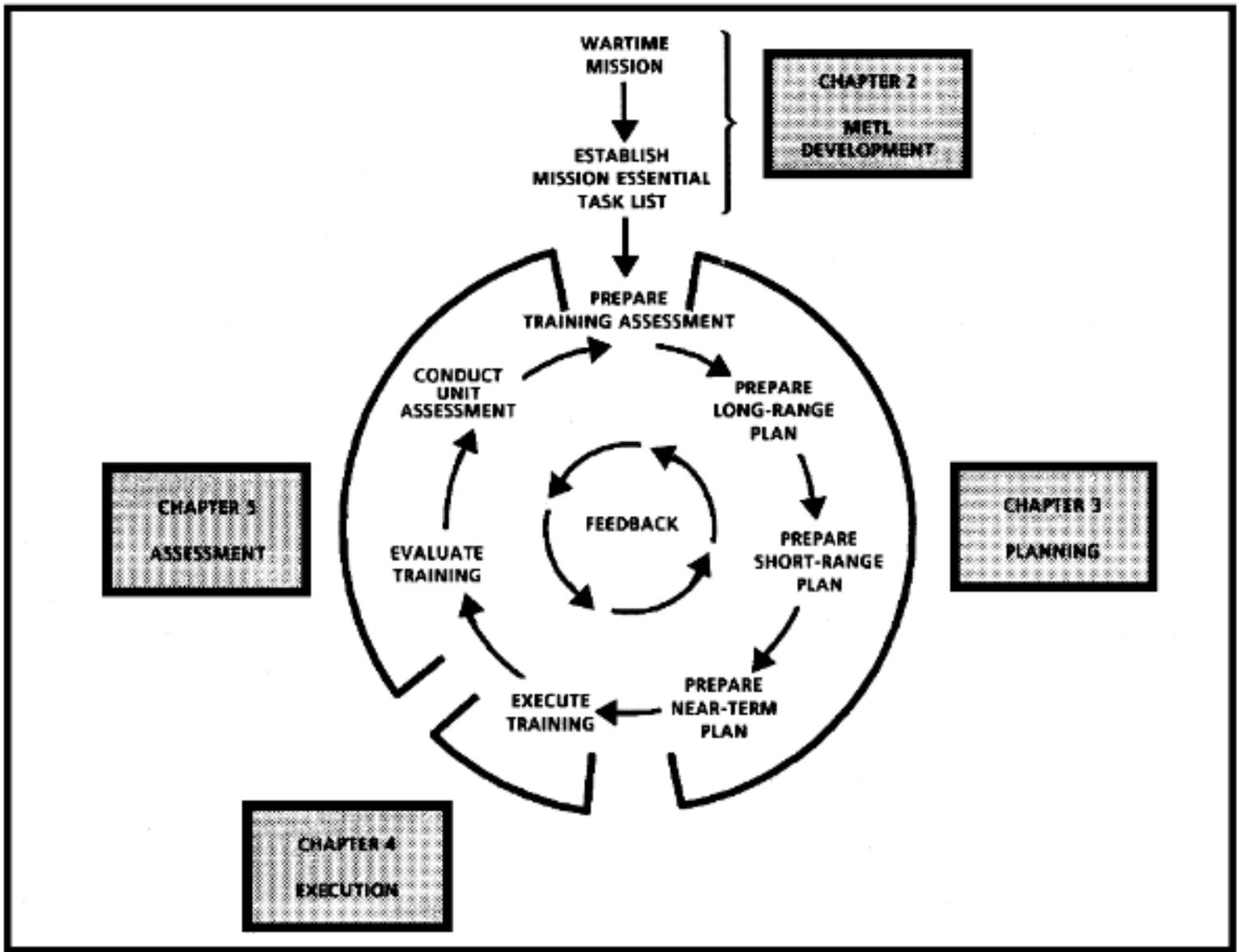
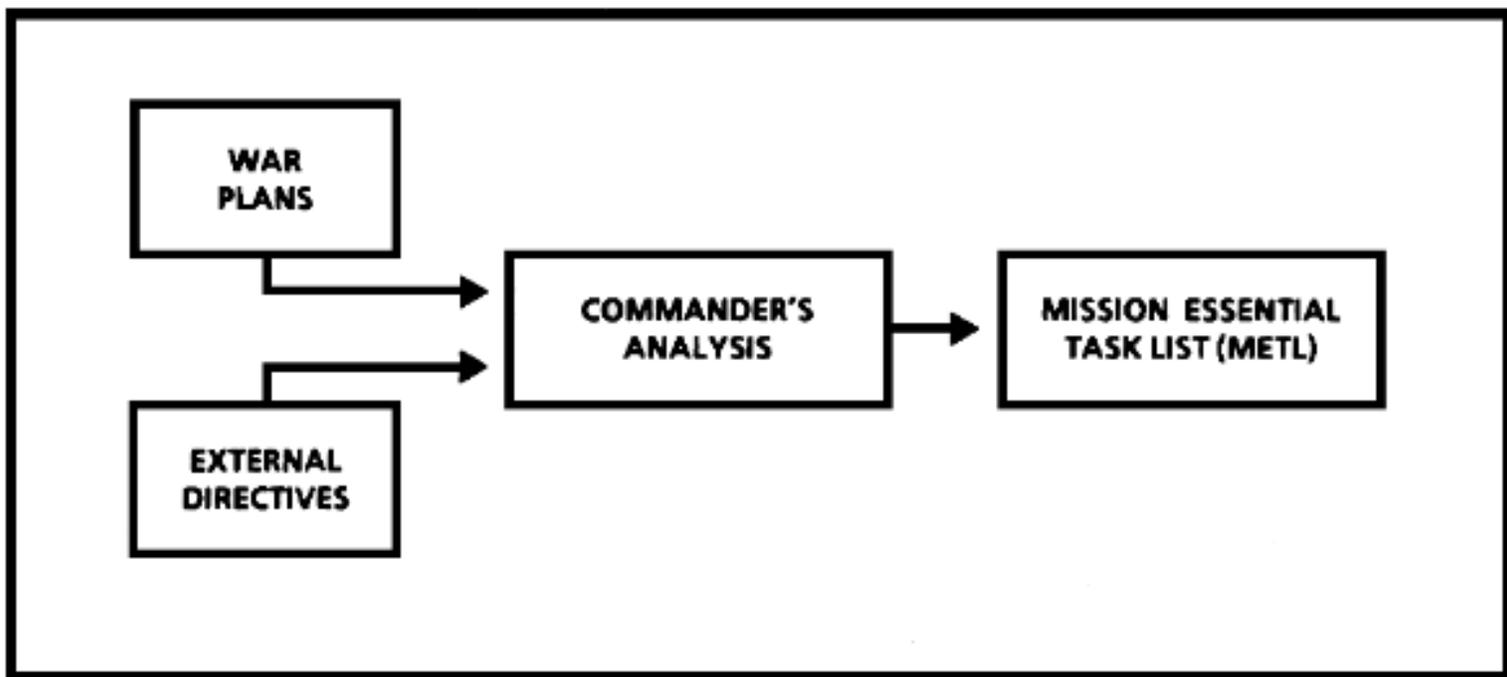


Figure 1-5.

**METL development process**



**Figure 2-1.**

**Sample TF 1-77 tasks (ARTEP 71-2-MTP)**

**Move by road/rail to APOE/SPOE (war plan).**  
**Prepare for combat operations (war plan).**  
**Perform tactical road march.**  
**Occupy assembly area.**  
**Move tactically.**  
**Defend.**  
**Attack/counterattack by fire.**  
**Perform reserve operations (contingency plan).**  
**Perform rear operations (implied task).**  
**Perform passage of lines.**  
**Perform a hasty river/gap crossing (implied task—METT-T).**  
**Fight a meeting engagement.**  
**Assault.**  
**Breach/defend obstacle.**  
**Perform guard.**  
**Reorganize.**  
**Consolidate.**  
**Maintain operations security.**  
**Withdraw under enemy pressure.**  
**Withdraw not under enemy pressure.**  
**Perform combat service support operations.**

**Figure 2-2.**

## **Sample divisional engineer battalion tasks (ARTEP 5-145-MTP)**

**Move by road/rail to APOE/SPOE (war plan).**  
**Prepare for combat (war plan).**  
**Perform combined arms engineer reconnaissance.**  
**Prepare an engineer estimate.**  
**Prepare an engineer annex.**  
**Prepare combined arms obstacle plan.**  
**Prepare an OPLAN/OPORD.**  
**Report obstacle information.**  
**Control combat operations.**  
**Conduct base cluster operations.**  
**Conduct logistical operations.**  
**Reorganize as infantry.**

**Figure 2-3.**

## ***Sample forward support battalion (FSB) tasks (ARTEP 63-005-MTP)***

**Move by road/rail to APOE/SPOE (war plan).**  
**Prepare for combat (war plan).**  
**Deploy to combat area of operations.**  
**Coordinate BSA/FSB move.**  
**Supervise establishment of BSA/FSB.**  
**Provide command and control.**  
**Plan rear operations.**  
**Conduct logistical operations.**  
**Coordinate BSA logistics support operations.**  
**Supervise battalion NBC operations.**  
**Direct response to BSA threat.**  
**Casualty evacuation.**  
**Maintain communications.**  
**Provide intelligence support.**  
**Conduct hasty displacement.**

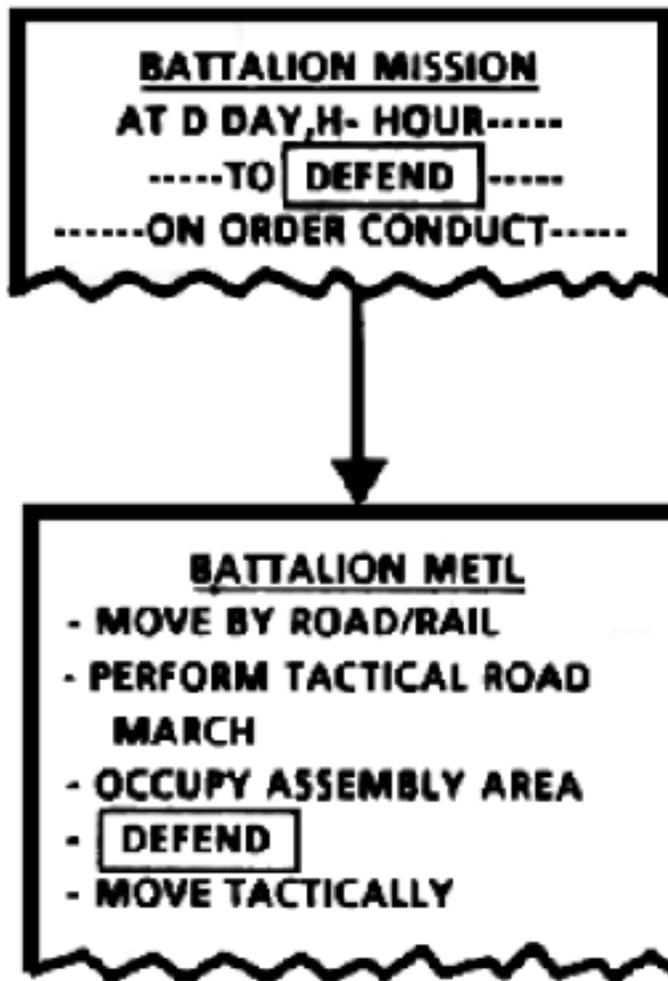
***Figure 2-4.***

***Sample corps military police (MP)  
battalion tasks (ARTEP 19-176-MTP)***

**Move by road/rail to APOE/SPOE (war plan).  
Prepare for combat (war plan).  
Coordinate enemy prisoner of war operations.  
Coordinate battlefield circulation control operations.  
Coordinate area security operations.  
Coordinate law and order operations.  
Plan and direct MP rear area operations.  
Direct crossing of a contaminated area.  
Perform logistical functions.**

***Figure 2-5.***

## **Sample TF 1-77 METL**



**Move by road/rail to APOE/SPOE (War plan).**

**Perform tactical road march.**

**Occupy assembly area.**

**Defend.**

**Move tactically.**

**Attack/counterattack by fire.**

**Assault.**

**ASSAULT.**



***Figure 2-6.***

## ***Sample divisional engineer battalion METL***

**Move by road/rail to APOE/SPOE (war plan).  
Perform combined arms engineer reconnaissance.  
Prepare combined arms obstacle plan.  
Prepare an OPLAN/OPORD.  
Report obstacle information.  
Conduct logistical operations.  
Reorganize as infantry.**

***Figure 2-7.***

## ***Sample FSB METL***

**Move by road/rail to APOE/SPOE (war plan).  
Deploy to combat area of operations.  
Plan rear operations.  
Casualty evacuation.  
Conduct logistical operations.  
Direct response to BSA threat.  
Provide command and control.**

***Figure 2-8.***

## ***Sample MP battalion METL***

**Move by road/rail to APOE/SPOE (war plan).  
Coordinate battlefield circulation control  
operations.  
Plan and direct MP rear area operations.  
Coordinate enemy prisoner of war opera-  
tions.**

***Figure 2-9.***

## **Sample Team A tasks (ARTEP 71-1-MTP)**

**Move by road/rail to APOE/SPOE (war plan).**  
**Prepare for combat (war plan).**  
**Perform tactical road march.**  
**Occupy assembly area.**  
**Perform reconnaissance.**  
**Defend.**  
**Perform tactical movement.**  
**Perform actions on contact.**  
**Support by fire.**  
**Assault an enemy position (mounted and  
dismounted).**  
**Perform attack by fire.**  
**Perform hasty river/gap crossing (implied  
task—METT-T).**  
**Perform guard operations.**  
**Perform actions on contact.**  
**Perform logistical planning.**

***Figure 2-10.***

**Sample engineer company tasks  
(ARTEP 5-145-31-MTP)**

**Move by road/rail to APOE/SPOE (war plan).**  
**Prepare for combat (war plan).**  
**Conduct obstacle reduction (breaching) operations.**  
**Conduct self-extraction from remotely delivered mines.**  
**Conduct river crossing site reconnaissance.**  
**Conduct combined arms engineer reconnaissance.**  
**Support river crossing operation.**  
**Prepare an engineer annex.**  
**Report obstacle information.**  
**Prepare combined arms obstacle plan.**  
**Defend the convoy against ground attack.**  
**Secure and defend unit position.**  
**Fight as infantry (contingency plan).**  
**Conduct unit supply operations.**

**Figure 2-11.**

## **Sample supply company tasks (ARTEP 42-004-30-MTP)**

**Move by road/rail to APOE/SPOE (war plan).  
Defend company sector.  
Supervise supply operations.  
Provide Class I, II, III (Pkg), IV, and VII  
supplies.  
Provide Class III (bulk) supplies.  
Provide Class V supplies.  
Occupy operating site.  
Perform sling-load operations.  
Perform GRREG operations.  
Conduct hasty displacement.  
Conduct decontamination operations for  
supplies/equipment.**

**Figure 2-12.**

### Sample Team A METL

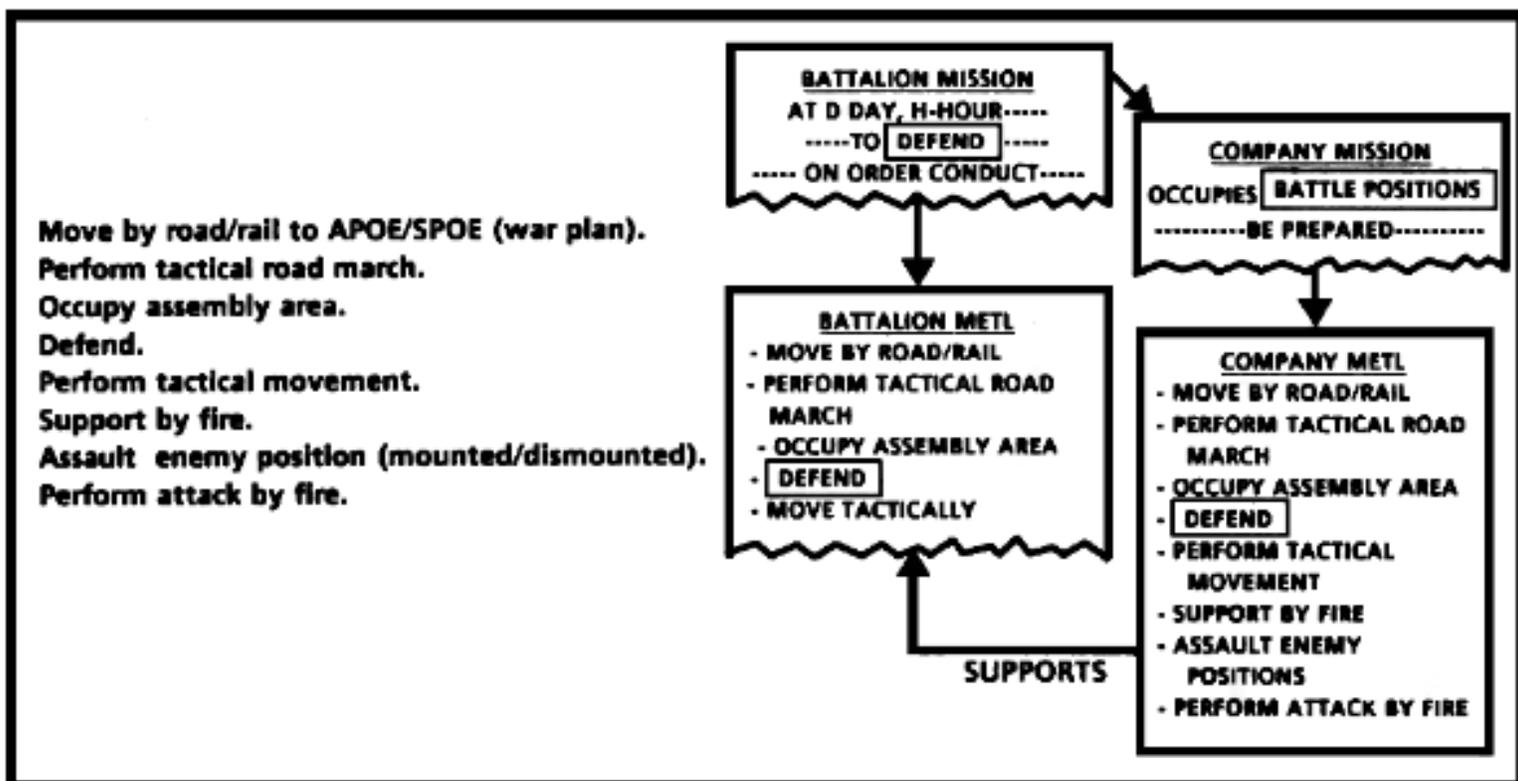


Figure 2-13.

## ***Sample engineer company METL***

**Move by road/rail to APOE/SPOE (war plan).  
Conduct obstacle reduction (breaching) operations.  
Conduct combined arms engineer reconnaissance.  
Support river crossing operations.  
Prepare combined arms obstacle plan.  
Report obstacle information.**

***Figure 2-14.***

## ***Sample supply company METL***

**Move by road/rail to APOE/SPOE (war plan).  
Defend company sector.  
Provide Class III (bulk) supplies.  
Provide Class V supplies.  
Conduct decontamination operations for  
supplies/equipment.**

***Figure 2-15.***

## ***Sample basic training battalion METL***

**Conduct soldierization and physical fitness training.**

**Conduct training in general subjects (basic military skills).**

**Train to ensure initial entry training (IET) soldier proficiency with M16A1 rifle and familiarity with basic infantry weapons.**

**Conduct tactical training for combat support and combat service support IET soldiers.**

**Administer cadre training programs: certifications, professional development, and common tasks testing.**

**Conduct administrative, logistical, and training operations in support of IET, and base operations.**

**Train, support, and evaluate USAR training battalions.**

***Figure 2-16.***

**Sample 1st Platoon and 2d Squad collective tasks**

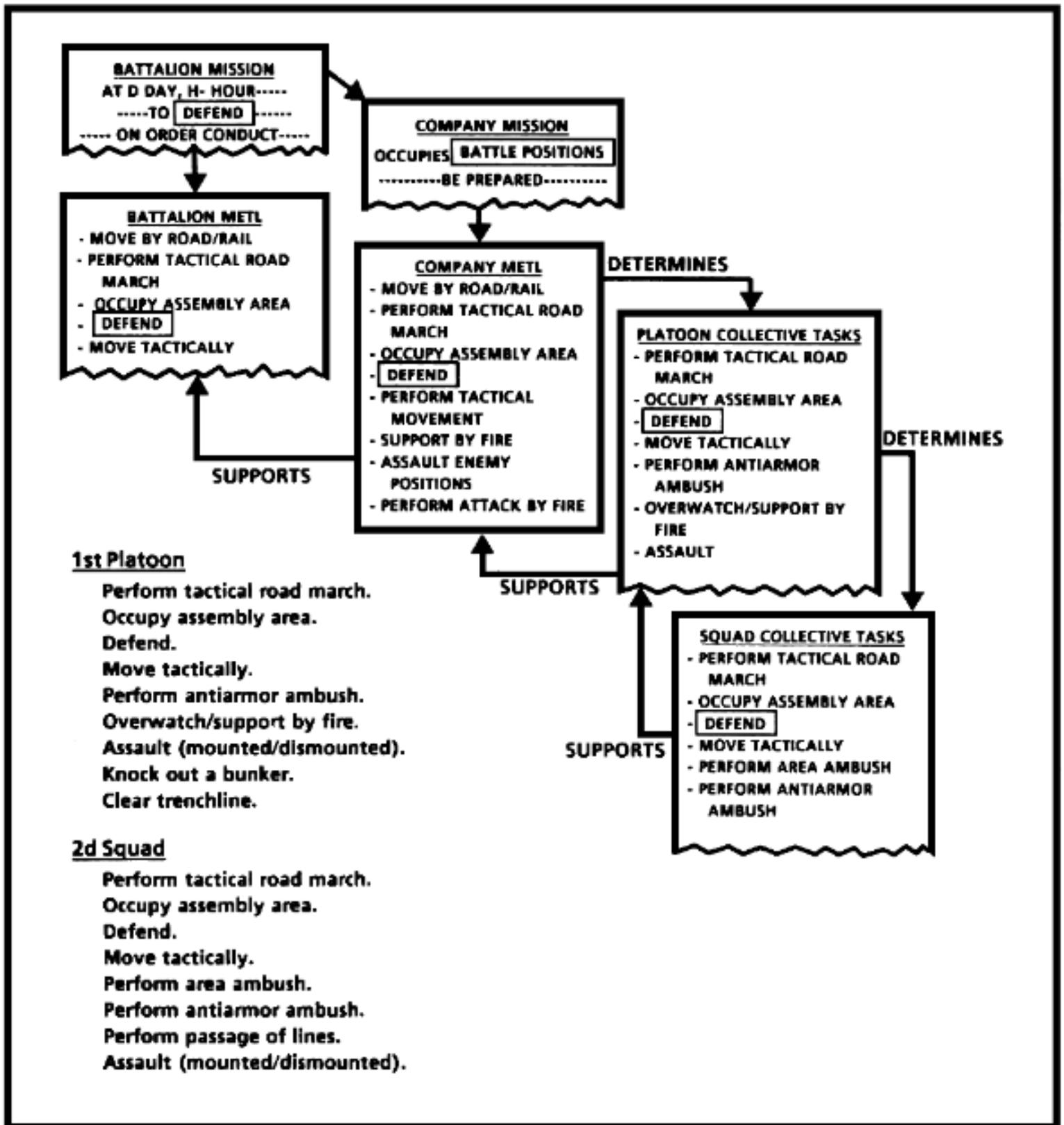


Figure 2-17.

**Task approval matrix**

<b><u>Soldier to Be Trained</u></b>	<b><u>Task Selection</u></b>	<b><u>Review</u></b>	<b><u>Approve</u></b>
<b>1SG</b>	<b>CSM</b>	<b>Co Cdr</b>	<b>Bn Cdr</b>
<b>PSG</b>	<b>1SG</b>	<b>Plt Ldr/Co Cdr</b>	<b>Bn Cdr</b>
<b>Sqd Ldr</b>	<b>PSG</b>	<b>Plt Ldr/1SG</b>	<b>Co Cdr</b>
<b>Tm Ldr</b>	<b>Sqd Ldr</b>	<b>PSG/ Plt Ldr</b>	<b>Co Cdr</b>
<b>Soldier</b>	<b>Tm Ldr</b>	<b>Sqd Ldr/PSG</b>	<b>Plt Ldr</b>

**Figure 2-18.**

## ***Sample leader tasks***

### **Platoon Leader**

**Occupy assembly area.  
Lead a platoon on a movement to contact.  
Organize/conduct a platoon defense (day  
and night).**

### **Platoon Sergeant**

**Supervise occupation of an assembly area.  
Conduct the maneuver of a platoon.  
Plan for use of supporting fires.**

### **Squad Leader**

**Conduct troop-leading procedures for an  
operation.  
Conduct the maneuver of a squad.  
Select a fighting position for a Dragon.**

### **Section Leader**

**Issue a warning order.  
Select overwatch positions.  
Control organic fires.**

***Figure 2-19.***

### Collective-to-soldier task matrix extract

Task	031-503-1023 Exchange MOPP Gear	051-191-1361 Camouflage Self & Individual Equipment	051-191-1362 Camouflage Equipment	051-192-1022 Locate Mines by Probing	051-202-1363 Camouflage Your Defensive Positions	071-311-2004 Zero an M16A1 Rifle	071-311-2007 Engage Targets with an M16A1 or M16A2 Rifle	071-311-2025 Maintain M16A1 or M16A2 Rifle.	071-311-2026 Perform Function Check on M16A1 or M16A2 Rifle	071-311-2027 Load an M16A1 or M16A2 Rifle	071-311-2028 Unload an M16A1 or M16A2 Rifle	071-311-2029 Correct Malfunctions of an M16A1/M16A2 Rifle	071-311-2030 Zero an M16A2 Rifle	071-311-2126 Perform Function Check on an M203 Grenade Launcher	071-311-2127 Load an M203 Grenade Launcher
Patrol															
Wood Line		•	•												
Passage of Lines		•	•												
Tactical Road March															
Danger Area		•	•			•	•	•	•	•	•	•	•	•	•
Move Tactically															
Assembly Area		•	•			•	•	•	•	•	•	•	•	•	•
<b>Defend</b>		•	•			•	•	•	•	•	•	•	•	•	•
Point Ambush		•	•			•	•	•	•	•	•	•	•	•	•
Hasty Ambush		•	•			•	•	•	•	•	•	•	•	•	•
Antiarmor Ambush		•	•			•	•	•	•	•	•	•	•	•	•
Raid		•	•			•	•	•	•	•	•	•	•	•	•
Trench Line						•	•	•	•	•	•	•	•	•	•
Knock Out Bunker						•	•	•	•	•	•	•	•	•	•
Disengage						•	•	•	•	•	•	•	•	•	•
Overwatch/Support						•	•	•	•	•	•	•	•	•	•
Assault						•	•	•	•	•	•	•	•	•	•

Figure 2-20.

**Sample common tasks**

**Identify friendly and threat vehicles and aircraft.**  
**Send and receive a radio message.**  
**Report enemy information.**  
**Identify terrain features on a map.**  
**Use grid coordinates to determine location.**  
**Determine a magnetic azimuth.**  
**Construct individual fighting positions.**  
**Clear a field of fire.**  
**Employ hand grenades.**  
**Employ Claymore mines.**

**Camouflage self and equipment.**  
**Wear M17 mask.**  
**Maintain M17 mask.**  
**Decon skin and personal equipment.**  
**Put on and wear MOPP gear.**  
**React to chemical/biological hazard.**  
**Apply a field pressure dressing.**  
**Apply first aid for heat injuries.**  
**React to indirect fire while dismounted.**  
**Move as a member of a fire team.**

**Figure 2-21.**

### Sample soldier duty position tasks

#### **Automatic Riflemen (M249 SAW)**

Lay an M249 machine gun using field expedients.  
Perform operator maintenance on M249 machine gun.  
Operate an M249 machine gun.  
Zero an M249 machine gun.  
Prepare a range card.  
Operate a night vision sight AN/PVS-4.  
Zero an M203 grenade launcher.  
Maintain an M203 grenade launcher.  
Correct malfunctions on M231 FPW.  
Engage targets with an M231 FPW.  
Load the 25-mm ammunition can.  
Unload the 25-mm ammunition can.  
Load the TOW launcher.  
Unload the TOW launcher.  
Zero an M16 rifle.  
Engage targets with an M16 rifle.  
Maintain M16 rifle.  
Operate telephone set TA-312/PT.  
Install hot loop.

#### **Rifleman**

Zero on M16 rifle.  
Engage targets with M16 rifle.  
Maintain M16 rifle.  
Perform function check on M16 rifle.  
Load M16 rifle.  
Unload M16 rifle.  
Correct malfunctions in M16 rifle.  
Correct malfunctions on M231 FPW.  
Engage targets on M231 FPW.  
Operate night vision sight AN/PVS-4.  
Zero night vision sight AN/PVS-4 to M16 rifle.  
Engage targets with M16 rifle using AN/PVS-4.

Load the 25-mm ammunition can.  
Unload the 25-mm ammunition can.  
Load the TOW launcher.  
Unload the TOW launcher.  
Maintain the track and suspension system.  
Maintain hull.  
Maintain the driver's night vision viewer.  
Operate the driver's night vision viewer.  
Drive a BFV.

#### **Grenadier**

Zero on M203 grenade launcher.  
Maintain an M203 grenade launcher.  
Qualify with M203 grenade launcher.  
Correct malfunctions on M231 FPW.  
Engage targets with an M231 FPW.  
Lay an M249 machine gun using field expedients.  
Perform operator maintenance on M249 machine gun.  
Operate an M249 machine gun.  
Zero an M249 machine gun.  
Operate night vision sight AN/PVS-4.  
Operate night vision goggles AN/PVS-5.  
Zero night vision sight AN/PVS-4 to M16A1/M16/A2 rifle.  
Engage targets with an M16A1 or A2 rifle using an AN/PVS-4.  
Zero night vision sight AN/PVS-4 to an M203 grenade launcher.  
Engage targets with an M203 grenade launcher using night vision sight AN/PVS-4.  
Load the 25-mm ammunition can.  
Unload the 25-mm ammunition can.  
Load the TOW launcher.  
Unload the TOW launcher.

Figure 2-22.

**Sample soldier duty position tasks (continued)**

**BFV Driver**

Drive a BFV.  
Maintain the track and suspension system.  
Maintain the hull.  
Maintain the driver's night vision viewer.  
Operate the driver's night vision viewer.  
Maintain the 25-mm automatic gun.  
Perform a function check on the 25-mm automatic gun.  
Load the 25-mm automatic gun.  
Unload the 25-mm automatic gun.  
Zero the 25-mm automatic gun.  
Load the M240C COAX machine gun.  
Unload the M240C COAX machine gun.  
Zero the M240C COAX machine gun.  
Operate the TOW launcher.  
Maintain TOW system.  
Maintain the turret.  
Bore sight the M240C COAX machine gun.  
Correct malfunctions on an M240C COAX machine gun.  
Engage targets with an M240C COAX machine gun.  
Bore sight the 25-mm automatic gun.  
Perform misfire procedures on the 25-mm automatic gun.  
Engage targets with the 25-mm automatic gun.  
Perform misfire procedures on the TOW system.  
Bore sight the TOW launcher.

**Engage targets with the TOW system.  
Antiarmor Specialist**

Engage targets with M16A1.  
Prepare an antiarmor range card.  
Construct fighting position for M47.  
Prepare an M47 medium antitank weapon for firing.  
Perform misfire procedures on an M47 medium antitank weapon.  
Engage targets with an M47 medium antitank weapon.  
Lay an M249 machine gun using field expedients.  
Perform operator maintenance on an M249 machine gun.  
Operate an M249 machine gun.  
Zero an M249 machine gun.  
Operate night vision goggles AN/PVS-5.  
Zero night vision sight AN/PVS-4 to an M203 grenade launcher.  
Engage targets with M203 grenade launcher using night vision sight AN/PVS-4.  
Correct malfunctions on M231 FPW on an M2 BFV.  
Engage targets with an M231 FPW on an M2 BFV.  
Load the 25-mm ammunition can.  
Unload the 25-mm ammunition can.  
Load the TOW launcher.  
Unload the TOW launcher.

**Figure 2-22 (continued).**

### Relationship of soldier and leader tasks to squad and platoon collective tasks and the company METL

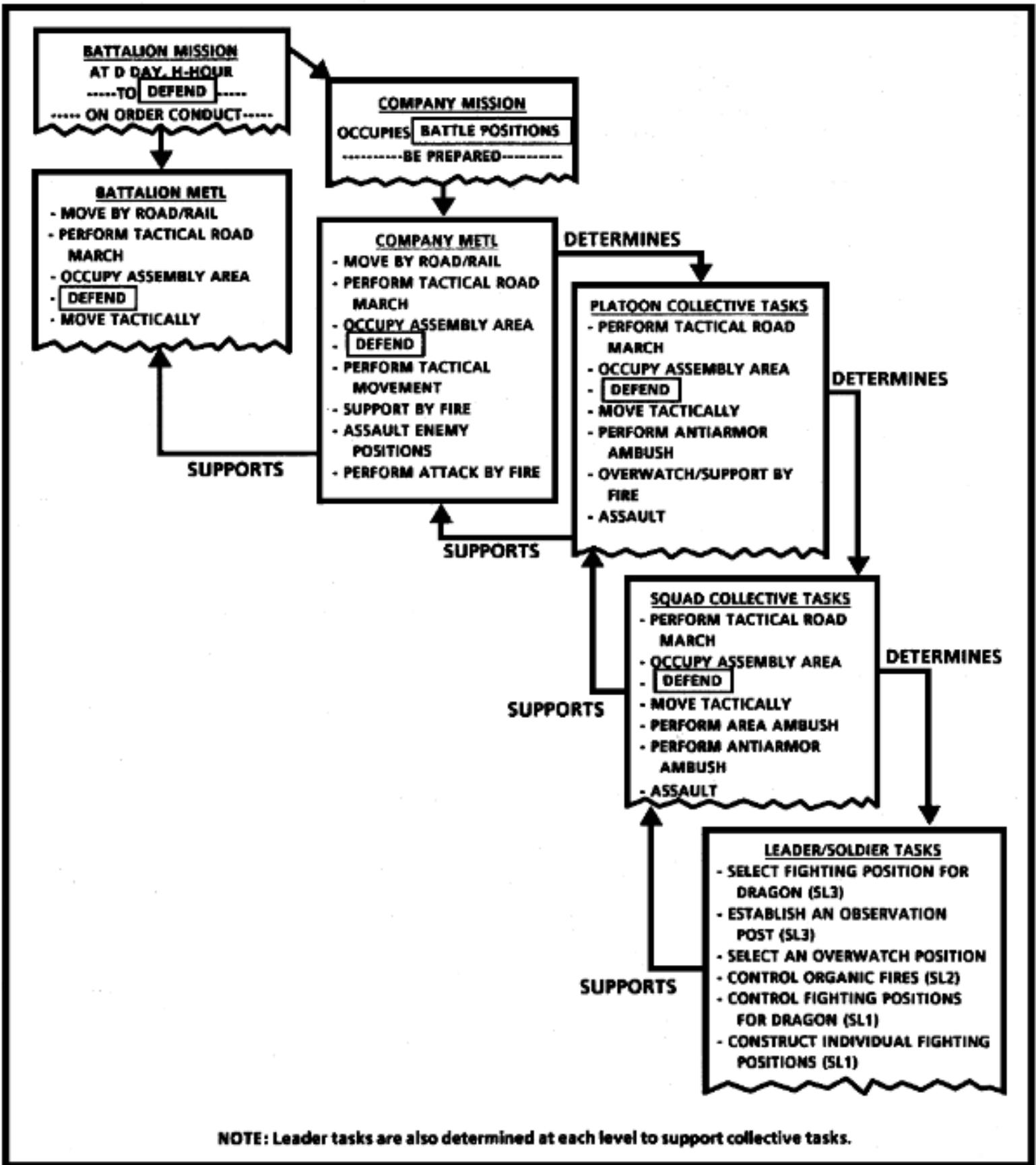


Figure 2-23.

**Sample engineer platoon collective tasks**

<b>Platoon Tasks</b>	
<b>5-3-0043</b>	<b>Breach obstacles.</b>
<b>5-3-0044</b>	<b>Support the attack on fortified positions.</b>
<b>5-3-0103</b>	<b>Conduct an in-stride breach of a minefield.</b>
<b>5-4-0105</b>	<b>Improve a vehicle lane through a minefield.</b>
<b>5-4-0110</b>	<b>Mark a minefield.</b>

**Figure 2-24.**

**Sample engineer squad collective tasks**

**Squad Tasks**  
**(Support platoon task 5-3-0103:**  
**Conduct an in-stride breach of a minefield)**

**Battle Drill #1**  
**Battle Drill #2**

**Clear a footpath through an obstacle with a bangalore torpedo.**  
**Create an assault lane in a threat surface laid minefield with hand emplaced explosives.**

**Figure 2-25.**

**Sample engineer leader and soldier tasks**

**Leader and Soldier Tasks  
(Selected by NCO Leaders)**

<b>Skill Level 4</b>	
<b>051-192-4053</b>	<b>Supervise minefield breaching operations.</b>
<b>Skill Level 3</b>	
<b>051-192-4046</b>	<b>Conduct a hasty breach of a minefield.</b>
<b>Skill Levels 1 &amp; 2</b>	
<b>051-193-1001</b>	<b>Use and maintain demolition equipment.</b>
<b>051-193-1002</b>	<b>Construct a nonelectric initiating/detonating assembly.</b>
<b>051-193-1003</b>	<b>Prepare explosives nonelectrically.</b>
<b>051-193-1004</b>	<b>Construct an electric initiating/detonating assembly.</b>
<b>051-193-1007</b>	<b>Prime explosives with detonating cord.</b>

**Figure 2-26.**

**Sample battle staff METLs (ARTEP 71-2-MTP)**

**S1**

Develop personnel estimate  
Provide administrative/ personnel service support  
Coordinate medical evacuation

**S3**

Develop operations estimate  
Develop OPLAN/OPORD  
Provide command and control  
Maintain communications  
Establish a command post  
Move a command post

**Fire Support Officer**

Develop a fire support plan  
Coordinate fire support  
Employ indirect fire support

**\*Engineer Leader**

Coordinate allocation of engineer resources  
Prepare an engineer annex  
Prepare a combined arms obstacle plan

**\*The leader of a slice element.**

**S2**

Develop intelligence estimate  
Direct and coordinate intelligence collection  
Conduct intelligence preparation of the battlefield (IPB)

**S4**

Develop logistics estimate  
Operate trains  
Coordinate battalion maintenance/ support operations

**Air Liaison Officer**

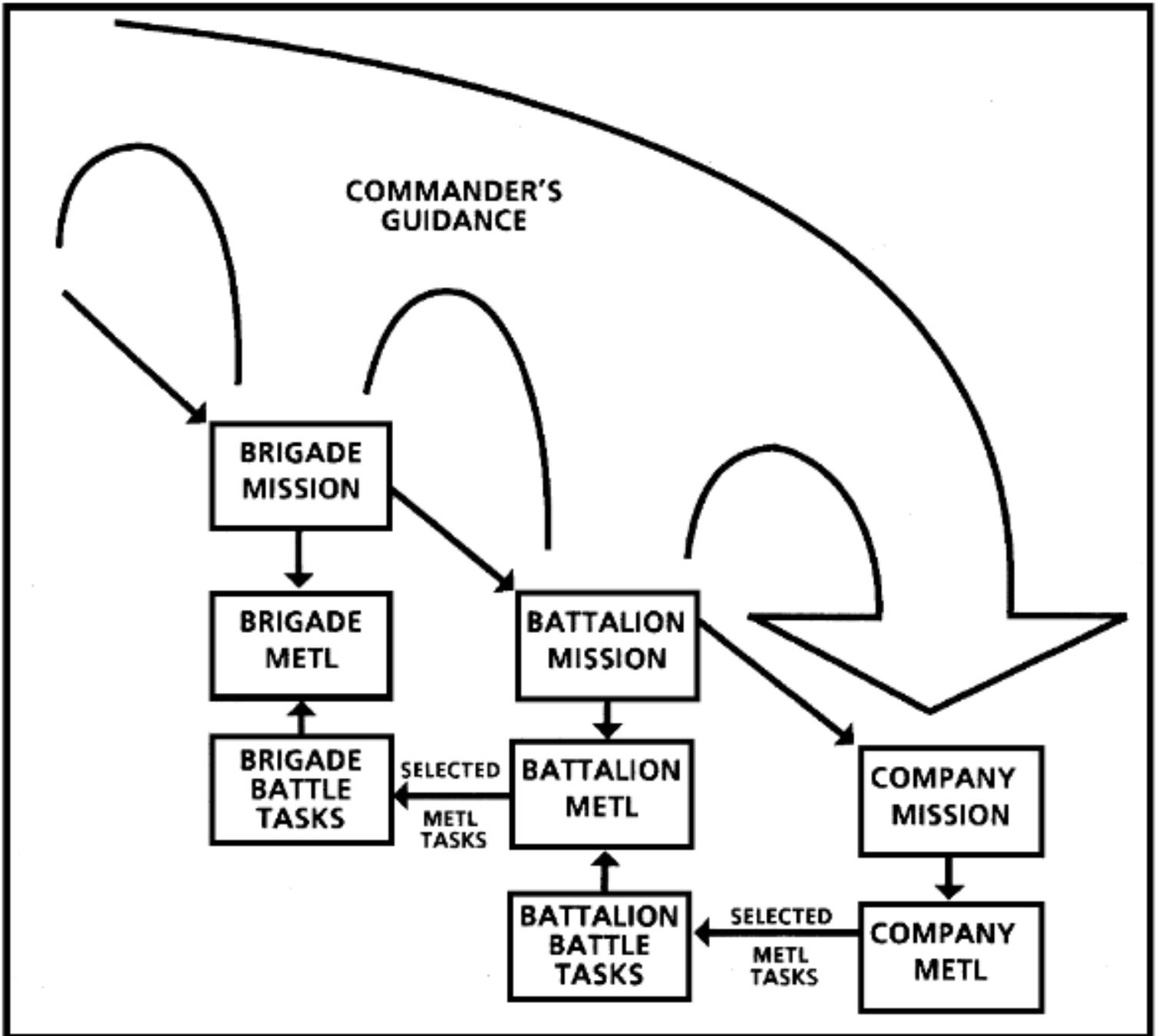
Plan close air support (CAS)  
Coordinate CAS missions  
Coordinate airspace management

**\*Air Defense Leader**

Coordinate with higher and lateral ADA units  
Synchronize ADA with scheme of maneuver  
Coordinate airspace management  
Ensure ADA protection of key friendly assets

**Figure 2-27.**

**Relationship between missions, METL, and battle tasks**



**Figure 2-28.**

**TF 1-77 battle task selection and relationship to soldier, leader and collective tasks and METL**

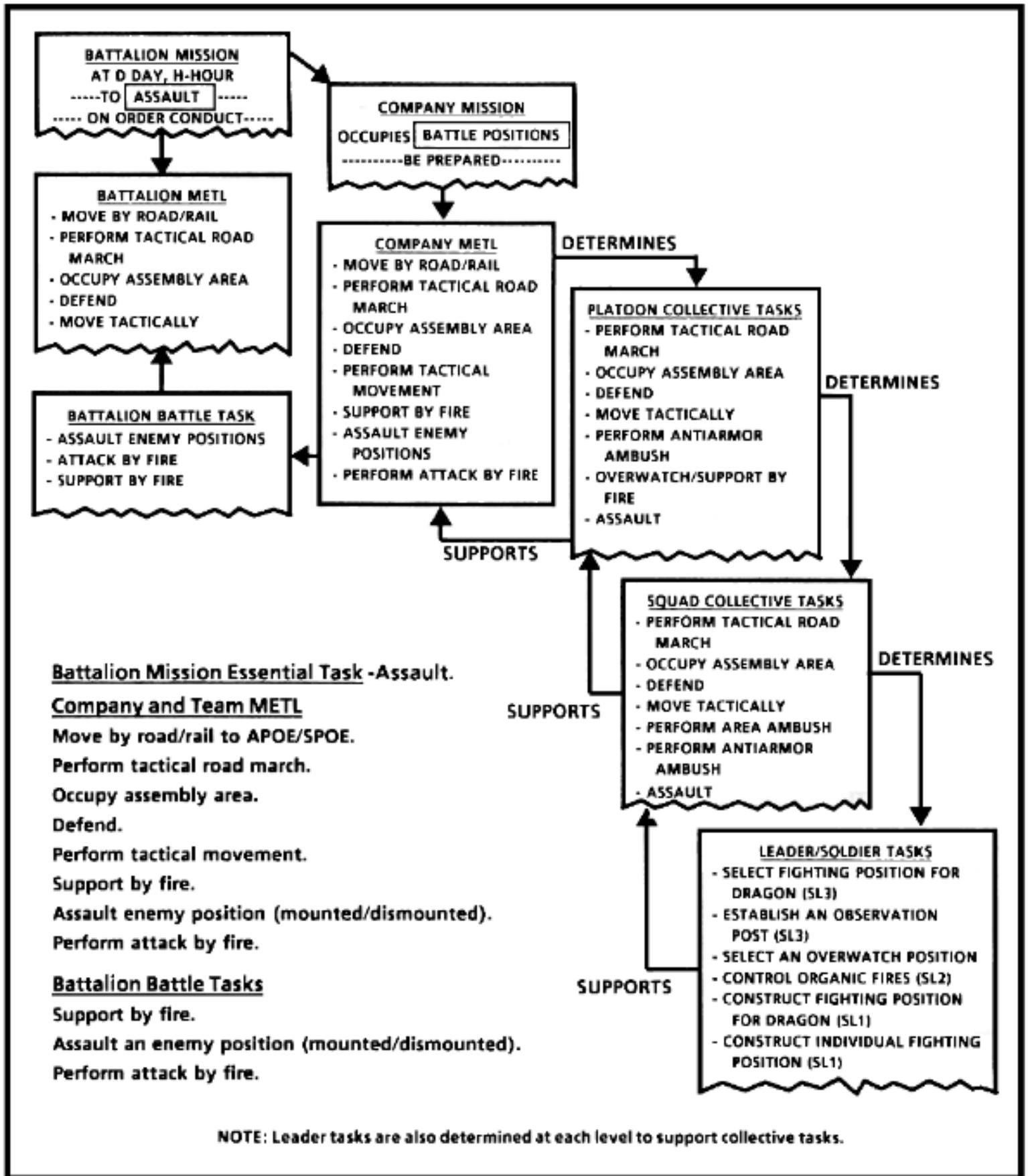


Figure 2-29.

## ***Engineer battalion battle task selection***

### **Battalion Mission Essential Task**

**- Prepare Combined Arms Obstacle Plan.**

### **Company METL**

**Move by road/rail to APOE/SPOE  
(war plan).**

**Conduct obstacle reduction (breaching)  
operations.**

**Support river crossing operations.**

**Conduct combined arms engineer recon-  
naissance.**

**Prepare combined arms obstacle plan.**

**Report obstacle information.**

### **Battalion Battle Tasks**

**Prepare combined arms obstacle plan.**

**Report obstacle information.**

***Figure 2-30.***

## ***1st FSB battle task selection***

**Battalion Mission Essential Task**  
**- Conduct Logistical Operations.**

**Company METL**

**Move by road/rail to APOE/SPOE  
(war plan).**

**Defend company sector.**

**Provide Class III (bulk) supplies.**

**Provide Class V supplies.**

**Conduct decontamination operations for  
supplies/equipment.**

**Battalion Battle Tasks**

**Provide Class III (bulk) supplies.**

**Provide Class V supplies.**

***Figure 2-31.***

**Example TF 1-77 training objective (ARTEP 71-2-MTP)**

**TF 1-77 Mission**

**Essential Task:** **Defend (7-1-3009)**

**Conditions:** The TF defends in the forward portion of the MBA. A covering force forward of the TF gives the TF early warning. The covering force withdraws. The enemy performs reconnaissance, breaching, and infiltration to prepare for the attack. The enemy attacks with a Motorized Rifle Regiment (MRR) (+).

**Standards:**

- a. The TF is prepared to defend at the time prescribed.
- b. The enemy is defeated forward of the battalion's rear boundary.
- c. The TF performs the defense IAW the brigade commander's intent. Conducts coordination with adjacent TF.
- d. There is no penetration of the rear boundary by a company-sized or larger unit.
- e. TF remains mission capable at end of mission.

*Figure 2-32.*

**Example Team A training objective (ARTEP 71-1-MTP)**

<b>Team A Mission Essential Task:</b>	<b>Defend (17-2-1021)</b>
<b>Conditions:</b>	<b>The enemy is expected to attack mounted or dismounted with forces up to battalion-level strength supported by attack helicopters, indirect fire, and CAS. The enemy can be reinforced with up to company-sized units. The company team is defending battle positions as part of a battalion sector defense or is assigned a separate sector.</b>
<b>Standards:</b>	<b>a. Company team is prepared to defend within the time prescribed in the TF OPORD. b. Company team main body is not surprised by the enemy. c. Company team decisively engages the enemy. d. Company team destroys enemy force forward of company rear area. e. Company team <i>denies</i> and prevents penetration of company rear areas. f. Company remains mission capable.</b>

**Figure 2-33.**

**Example tank platoon training objective (ARTEP 17- 237-10-MTP)**

<b>Tank Platoon Task:</b>	<b>Occupy a Platoon Battle Position (17-3-0222)</b>
<b>Conditions:</b>	<b>The platoon is operating as part of a company team defensive operation and has been given an OPORD to move to and occupy a battle position (BP). Engineer assets are available. Threat contact is not likely prior to the NLT-time specified in the OPORD or OPLAN.</b>
<b>Standards:</b>	<b>a. The platoon moves to the assigned BP. b. Platoon completes the deliberate occupation. c. Communications established at or before the "defend NLT" time given in the OPORD. d. Coordination with adjacent platoons is conducted, conflicts are resolved, and any changes disseminated.</b>

**Figure 2-34.**

**Example crew training objective (FM 17-15)**

<b>Crew Task:</b>	<b>Prepare Firing Position</b>
<b>Conditions:</b>	<b>Tank occupies a fighting position as part of a platoon battle position. Engineer assets are available. Sufficient time is available to conduct a deliberate occupation.</b>
<b>Standards:</b>	<ul style="list-style-type: none"><li><b>a. Hull-down fighting positions are dug in to provide cover. Soil dug from the prepared position is concealed.</b></li><li><b>b. Range card is completed, to include ranges to all TRPs, engagement areas, and sectors of fire.</b></li><li><b>c. Wire communications are established.</b></li><li><b>d. Chemical alarms are set up.</b></li><li><b>e. Camouflage is emplaced. Antennas are tied down and reflective surfaces, covered.</b></li><li><b>f. Obstacles are emplaced.</b></li><li><b>g. Alternate and supplementary positions are prepared.</b></li><li><b>h. Displacement is rehearsed.</b></li><li><b>i. Routes are covered and concealed.</b></li></ul>

**Figure 2-35.**

**Example soldier training objective (STP 17-19K23-SM)**

<b>Soldier Training Task:</b>	<b>Prepare a Sketch Range Card for an M1/M1A1 Tank (171-126-1042 skill level 2/3)</b>
<b>Conditions:</b>	<b>Tank occupies a primary, alternate, or supplemental position. Soldier is given a 1:50,000 military map, paper, pencil, designated targets, sector limits, and artillery pre-plots.</b>
<b>Standards:</b>	<b>Prepare a sketch range card within time designated. The card, as a minimum, must contain a reference point, target identifications, sector limits, position designation (P for primary, A for alternate, or S for supplementary) range bands, TRPs, and an identification number.</b>

**Figure 2-36.**

**Example 1st FSB training objective (ARTEP 63-005-MTP)**

<b>1st FSB Mission Essential Task:</b>	<b>Direct Response to BSA Threats</b>
<b>Conditions:</b>	<b>Threat has been spotted in the BSA. Reports indicate the Threat might be larger than that which the BSA internal forces can defeat. Rear operations annex and SOP are available. Some bases in the cluster have reported initial attacks. Subordinate units/elements are providing current situation reports.</b>
<b>Standards:</b>	<b>a. The Threat is repelled and/or delayed until FSB is relieved by MP elements or tactical combat forces (TCF). b. The BSA is defended with no unanticipated degradation of logistics support of the brigade.</b>

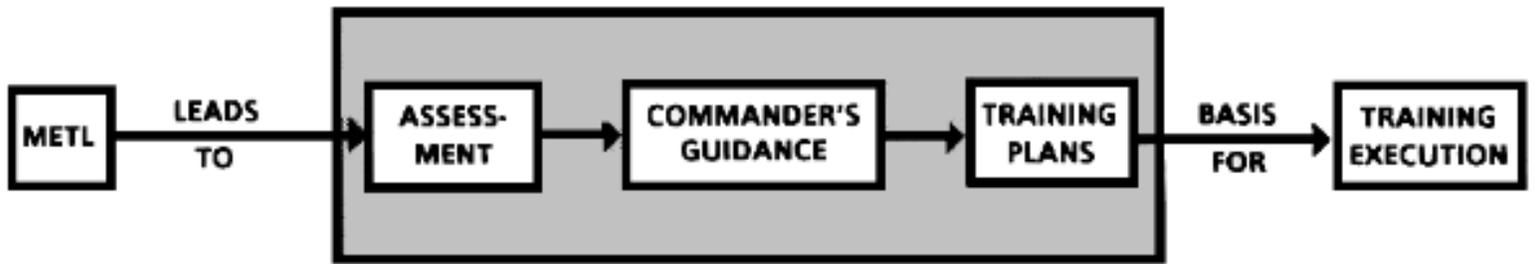
**Figure 2-37.**

**Example Company A, 52d Engineer Battalion, training objective (ARTEP 5-145-31-MTP)**

<b>Company A, 52d Engr Bn Mission Essential Task:</b>	<b>Prepare a Combined Arms Obstacle Plan</b>
<b>Conditions:</b>	<b>The company is supporting a task force in a maneuver brigade and has received guidance from the task force commander. The company commander has completed an engineer estimate and developed the initial engineer plan to support the operation. Maneuver brigade guidance identifies directed obstacles, responsibilities, obstacle belts, obstacle restricted areas, scatterable mine employment authority and concept, priorities, and special instructions.</b>
<b>Standards:</b>	<b>a. The obstacle plan supports the task force commander's scheme of maneuver. b. It outlines how and where obstacles will be used to channelize or block the enemy force.</b>

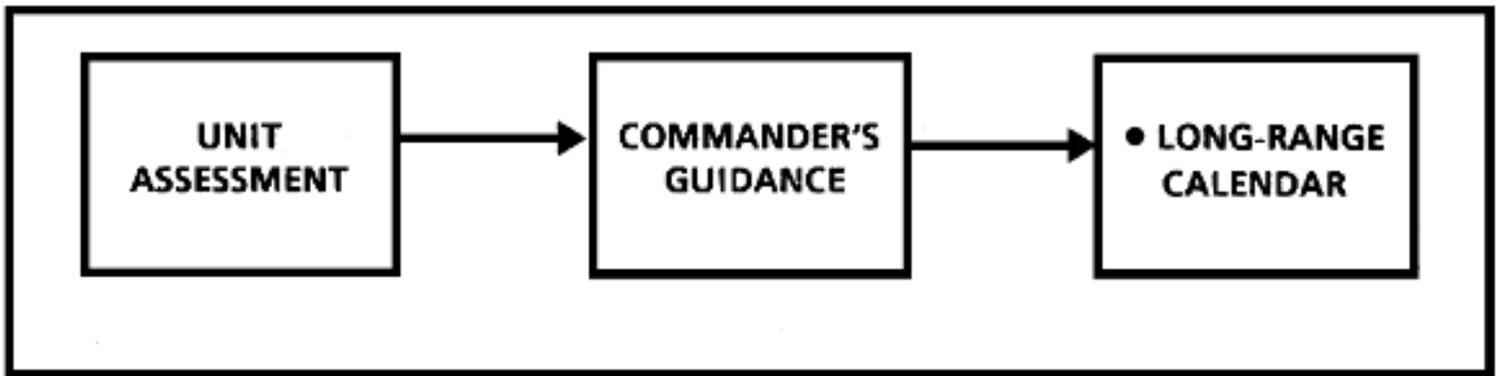
**Figure 2-38.**

**Training planning process**



**Figure 3-1.**

**Long-range planning process**



**Figure 3-2.**

**Active Component (AC) long-range planning cycle**

ACTION <sup>1,2</sup>	LATEST PUBLICATION DATE <sup>2</sup>	FUTURE PLANNING HORIZON
AC Div/Sep Bde/Regt/Sep Gp publish CTG and long-range calendar <sup>3</sup>	8 mo prior to FY start	CTG at least 1 year, calendar at least 2 years
Installation/Community publish long-range calendar	7 mo prior to FY start	At least 1 year
AC Bde/Gp publish CTG and long-range calendar	6 mo prior to FY start	CTG at least 1 year, calendar at least 18 months
AC Bn/Sqdn/Sep Co publish long-range calendar	4 mo prior to FY start	At least 1 year
<p><b>NOTES:</b> <sup>1</sup> These actions also apply to similar command level TDA organizations or activities. For example, a TRADOC school normally commanded by a MG follows the same planning cycle as a division commander.  <sup>2</sup> Each headquarters follows this time line to allow subordinates adequate time to prepare their plans.  <sup>3</sup> AC commanders at the Div/Sep Bde/Regt/Sep Gp levels normally brief to and receive approval of the next higher headquarters on their long-range training plans no later than 8 to 10 months prior to FY start.</p>		

**Figure 3-3.**

**Reserve Components (RC) long-range planning cycle**

ACTION <sup>1 2</sup>	LATEST PUBLICATION DATE <sup>3</sup>	FUTURE PLANNING HORIZON
RC Div/Sep Bde/Regt/Sep Gp level publish CTG and long-range calendar <sup>4</sup>	12 mo prior to FY start	CTG at least 2 years, calendar at least 5 years
RC Bde/Sep Bn publish CTG and long-range calendar	10 mo prior to FY start	At least 5 years
RC Bn/Sqdn/Sep Co publish long-range calendar	6 mo prior to FY start	At least 3 years
<p><b>NOTES:</b></p> <p><sup>1</sup> These actions also apply to similar command level TDA organizations or activities. For example, an ARCOM, commanded by a MG, follows the same planning cycle as a division commander.</p> <p><sup>2</sup> Intermediate RC headquarters, such as CONUSAs, STRACs, MUSARCs, and GOCOMs provide training guidance and scheduling information in sufficient time to allow subordinate units to meet required publication dates.</p> <p><sup>3</sup> Each headquarters follows this time line to allow subordinates adequate time to prepare their plans.</p> <p><sup>4</sup> RC commanders of Div/Sep Bde/Regt/Sep Gp levels normally brief to and receive approval of the next higher headquarters in the peacetime chain of command no later than 8 to 10 months prior to FY start.</p>		

**Figure 3-4.**

**AC guidance matrix**

<b>52D INFANTRY DIVISION (MECH)</b>					
<b>LEVEL</b>					
<b>WHEN/ LEVEL</b>	<b>SOLDIER</b>	<b>CREW/SQUAD SECTION</b>	<b>PLATOON</b>	<b>CO/BTRY/TRP</b>	<b>BN/SQDN</b>
<b>DAILY</b>	PT	OPPORTUNITY TRAINING	PT SAFETY	PT SAFETY	
<b>WEEKLY</b>	SGT'S TIME CTT -2-4 HRS  PMCS { INDIV EQUIP WPNS	SGT'S TIME UCOFT PMCS -VEHICLES -SYSTEMS TECH OPS DRILLS	COMEX PMCS- VEHICLES -SYSTEMS	TRAINING MEETING CMD MAINT COMPANY RUN MAPEX	TRAINING MEETING
<b>MONTHLY</b>	WPNS TNG	MILES TNG LET TNG TSFO	MAPEX FTX/STX DRILLS	10% INVENTORY SEMINAR WEAPONER TNG	BN RUN PAY DAY ACTIVITY TOC SETUP
<b>QUARTERLY</b>	BSEP SCOUT SKILL TEST LEAVE	COMBAT TABLES (I-IV-A/C) TOW/Dragon MORTAR PC	FCX LCX SERVICE TAC TABLES (G-1)	FTX/STX QTB TEWT	CPX TNG HOLIDAY QTB EDRE PRAYER BREAKFAST
<b>SEMI-ANNUAL</b>	APFT CTT (TEST) NBC (TEST)	NBC TM COMPETITION AVN GUNNERY MG CREW QUAL COMBAT TABLES (V-X) HOW SEC EVAL	SERVICES COMBAT TABLES (XI-XII)	CMD INSPECTION FCX LCX	FTX/STX EAP INSP TECHNICAL ASST VISIT CFX
<b>ANNUAL</b>	EIB EFMB	COMPETITION	SERVICES EXEVAL	EXEVAL CALFEX	EXEVAL CMD INSPECTION ORGANIZATION DAY

**Figure 3-5.**

### ***Green-Amber-Red time management system***

#### **Green Period (Prime-Time Training)**

- Training focus is primarily on soldier, leader, and collective tasks integrated through multilevel training.
- All soldiers attend mission essential training.
- Period coincides with availability of major resources, such as maneuver training areas (MTAs), local training areas (LTAs), and key training facilities or devices.
- There is maximum elimination of administrative and support requirements that keep soldiers from participating in training, to include limited appointments, leaves, or passes.

#### **Amber Period (Mission)**

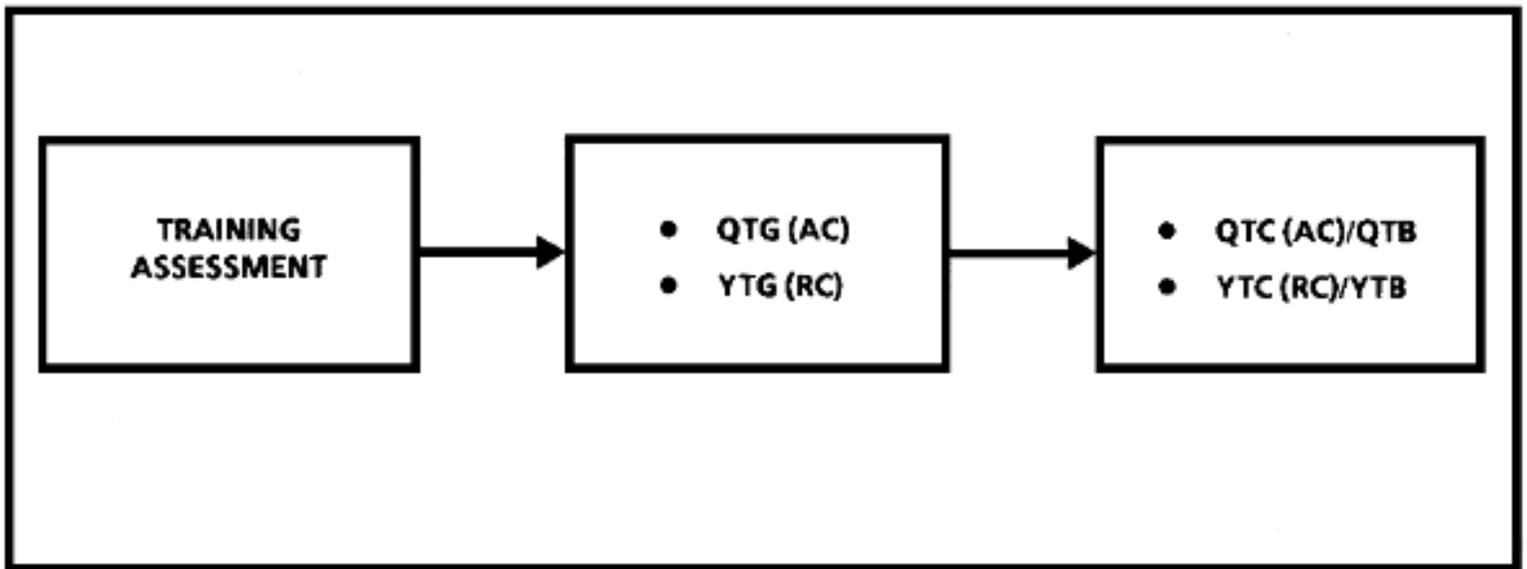
- Section, squad, crew, leader, and soldier training is emphasized.
- Time is provided for soldier attendance at education and training courses.
- Some suborganizations may schedule collective training.
- Scheduled periodic maintenance services are performed.
- Selected leaders and soldiers are diverted to support requirements only after all available soldiers in organizations in the red period are completely committed to support requirements.
- Unit is available for higher headquarters' emergency deployment readiness exercise (EDRE).

#### **Red Period (Support)**

- Suborganizations take advantage of all training opportunities to conduct soldier, leader, and crew training.
- Support missions and details, such as burial detail, are accomplished with unit integrity to exercise the chain of command and provide soldier training opportunities for leaders as time permits.
- Leaves and passes are maximized. When appropriate, block leave may be scheduled.
- Routine medical, dental, and administrative appointments are coordinated and scheduled with installation support facilities.
- OCs, evaluators, and OPFOR support training for units in green period.

***Figure 3-6.***

**Short-range planning process**



**Figure 3-7.**

**Combat arms battle roster**

SAMPLE BATTLE ROSTER (BRADLEY CREW A-11/12) FOR SECTION A/1ST PLT, TM A, TF 1-77 AS OF AUG 90							
		DATE ASSIGNED POSITION	PCS DATE	BCPC	BGST	LAST TABLE VIII TOGETHER	UCOFT LEVEL
A-11 MASTER GUNNER GUNNER DRIVER	<u>SSG STRAC</u>	AUG 89	AUG 91	GO	GO	JUNE	20
	<u>SPC CASE</u>	JAN 90	DEC 92	GO	GO	JUNE	NA
	<u>SPC ROADS</u>	NOV 89	JUN 91	GO	GO	JUNE	
A-12 SECTION LEADER GUNNER DRIVER	<u>SSG FLYNN</u>	APR 89	MAY 91	GO	GO	JUNE	18
	<u>SPC ROUND</u>	NOV 89	NOV 92	GO	GO	JUNE	NA
	<u>SPC DETOUR</u>	JUL 89	SEP 92	GO	GO	JUNE	
BCPC-BRADLEY CREW PROFICIENCY COURSE							
BGST-BRADLEY GUNNERS SKILLS TEST							
UCOFT-UNIT CONDUCT-OF-FIRE TRAINER							

**Figure 3-8.**

**Combat arms battle roster**

SAMPLE BATTLE ROSTER (DISMOUNT ELEMENT) FOR SECTION A/1ST PLT, TM A, TF 1-77 AS OF AUG 90							
		DATE ASSIGNED POSITION	PCS DATE	BGST	CHOT	WEAPON QUALIFIED	UCOFT LEVEL
SQUAD LEADER	<u>SSG WOODS</u>	JUL 89	JUL 92	GO	GO	YES	NA
TEAM LEADER	<u>SGT MORALES</u>	OCT 89	NOV 91	GO	GO	YES	NA
TEAM LEADER	<u>SGT SMITH</u>	JAN 90	OCT 91	GO	GO	YES	17
M249 SAW	<u>SPC MAYS</u>	AUG 89	APR 92	GO	NO-GO	YES	NA
M249 SAW	<u>PFC JONES</u>	OCT 89	SEP 92	GO	GO	YES	NA
M249 SAW	<u>PFC SMITH</u>	DEC 89	JUN 91	NO-GO	GO	YES	NA
ANTITANK GUNNER	<u>PFC DUTY</u>	JUL 89	JUL 91	GO	GO	YES	
GRENADIER	<u>SPC FLYNN</u>	NOV 89	NOV 92	NO-GO	NO-GO	NO(M16A2 ONLY)	NA
RIFLEMAN	<u>PFC REEL</u>	JUN 89	NOV 90	GO	GO	YES	NA
BCPC-BRADLEY CREW PROFICIENCY COURSE BGST-BRADLEY GUNNERS SKILLS TEST CHOT-COMPREHENSIVE HANDS ON TEST UCOFT-UNIT CONDUCT-OF-FIRE TRAINER							

**Figure 3-9.**

**Combat support battle roster**

SAMPLE BATTLE ROSTER (TLQ-17A COMMUNICATIONS JAMMER CREW) FOR 1ST TEAM/1ST PLT, A CO, 52D MI BN (CEWI) AS OF AUG 90							
		DATE ASSIGNED POSITION	PCS DATE	EWOC	OJT PRO- GRAM	WPN QUALIFI- CATION	LANGUAGE QUALIFIED
TEAM LEADER	<u>SGT SMITH</u>	JAN 89	OCT 91	YES	GO	YES/JUNE	3/2 +
PRIMARY OPERATOR	<u>SPC JONES</u>	AUG 89	AUG 90	NO	GO	YES/JUNE	2 + /2 +
DRIVER/2 OPERATOR	<u>SPC ROADS</u>	MAY 89	APR 92	YES	GO	YES/JUNE	1 + /1
DRIVER/2 OPERATOR	<u>PFC COOL</u>	FEB 89	FEB 93	YES	GO	YES/JUNE	1/1
EWOC-ELECTRONIC WARFARE OPERATIONS COURSE							

**Figure 3-10.**

**Combat service support battle roster**

**SAMPLE BATTLE ROSTER (HEAVY TRUCK SQUAD)  
FOR 1ST SQD/4TH PLT/B CO, 52D MSB AS OF AUG 90**

VEHICLE/TRAILER BUMPER NO.	ASSIGNED CREW (DR/ADR)	DATE ASSIGNED	PCS DATE	DRIVERS LICENSE	DRIVERS TRAINING	WEAPONS QUALIFICATION	BACK-UP CREW (DR/ADR)
B25/B25-T	SSG BRASWELL PFC HUNTER	AUG 90 MAR 90	AUG 92 FEB 93	GO GO	GO GO	E SS	SSG PHILLIPS PVT WOODS
B30/B30-T	SGT LEE PFC McMILLAN	FEB 89 JUN 89	FEB 92 JUN 92	GO GO	GO GO	E M	SGT CLARY PVT WILSON
B35/B35-T	SGT FINN PVT JACKSON	AUG 88 MAR 89	AUG 91 MAR 93	GO GO	GO GO	SS 3	SGT CLARK PVT HERNANDEZ
B40/B40-T	SPC RIPLEY PFC BRAGG	FEB 89 AUG 89	FEB 93 AUG 92	GO GO	GO GO	M M	SPC YI SPC GONZALES
B46/B46-T	SPC LEWIS PFC WATERS	AUG 89 AUG 89	AUG 92 AUG 92	GO GO	GO GO	E M	SPC SURRENCY SPC LINDSEY
B60/B60-T	SPC CARSON PFC BROWN	FEB 89 NOV 89	FEB 92 NOV 92	GO GO	GO GO	SS M	SPC JOHNSON PVT BECK
B55/B55-T	SPC THOMAS SPC JONES	FEB 89 JAN 89	FEB 92 MAR 92	GO GO	GO GO	E E	SPC HERMSEN PVT BURNETT
SL	-SQUAD LEADER						
DR	-DRIVER						
ADR	-ASSISTANT DRIVER						
E	-EXPERT						
SS	-SHARP SHOOTER						
M	-MARKSMAN						
				NOTE: BACK-UP CREW INTERNAL ASSETS			

Figure 3-11.

**Extract from TF 1-77 commander's training assessment**

MISSION ESSENTIAL TASK	CURRENT TRAINING STATUS							OVERALL	STRATEGY TO IMPROVE OR SUSTAIN TRAINING PROFICIENCY TO WARFIGHTING
	I N T	M A N	F S	M / C M / S	A D	C S S	C 2		
MOVE BY ROAD/RAIL	T	T				P	P	P	<ul style="list-style-type: none"> <li>• CONDUCT EDRE TO START EXEVAL</li> <li>• CONDUCT LEADER DEVELOPMENT CLASS AND TEWT WITH SLICE</li> </ul>
PERFORM TACTICAL ROAD MARCH	P	P	T	P	T	P	P	P	<ul style="list-style-type: none"> <li>• TACTICAL ROAD MARCH TO ALL TRAINING</li> <li>• INTEGRATE AND ENFORCE DURING ALL TRAINING</li> <li>• XO CONDUCTS LEADER DEVELOPMENT CLASS WITH SUPPORT PLT</li> </ul>
DEFEND	T	T	P	P	P	P	P	P	<ul style="list-style-type: none"> <li>• TEWT THIS QTR ON DEFENSE</li> <li>• COMPANIES CONDUCT SQD/PLT DEFENSE STX DURING GUNNERY</li> <li>• BN STAFF/CO CDRS DEFENSIVE MAPEX</li> <li>• REQUEST THIS TASK DURING DIV CPX</li> <li>• CO STX LANE DURING TF FTX</li> <li>• CONDUCT DEFENSIVE CALFEX</li> </ul>
ASSAULT	P	T	P	P	P	T	T	P	<ul style="list-style-type: none"> <li>• INCLUDE AS PART OF TEWT ON DEFENSE (COUNTERATTACK)</li> <li>• CONDUCT AS PART OF GUNNERY</li> <li>• CONDUCT AS STX LANE DURING BN FTX</li> </ul>

**Figure 3-12.**

**Extract from Team A commander's training assessment**

MISSION ESSENTIAL TASK	CURRENT TRAINING STATUS							OVERALL	STRATEGY TO IMPROVE OR SUSTAIN TRAINING PROFICIENCY TO WARFIGHTING
	I N T	M A N	F S	M / C M / S	A D	C S S	C 2		
MOVE BY ROAD/RAIL	T	T				P	P	P	<ul style="list-style-type: none"> <li>• CONDUCT LEADER DEVELOPMENT CLASS WITH SQUAD LEADERS AND ABOVE</li> </ul>
PERFORM TACTICAL ROAD MARCH	P	T	P	P	P	P	T	P	<ul style="list-style-type: none"> <li>• ALL VEHICLE MOVEMENTS WILL BE DONE TACTICALLY</li> </ul>
OCCUPY ASSEMBLY AREA	T	P	P	P	P	T	P	P	<ul style="list-style-type: none"> <li>• INCLUDE IN BN TEWT AND FTX</li> <li>• SCHEDULE AS A REHEARSAL PRIOR TO FTX</li> </ul>
DEFEND	T	P	T	P	T	P	P	P	<ul style="list-style-type: none"> <li>• CDR &amp; PLT LEADERS PARTICIPATE IN BN TEWT</li> <li>• PLT DEF STX THIS QTR</li> <li>• CO OFF STX THIS QTR</li> <li>• CALFEX</li> <li>• TRAIN DEF SOLDIER TASKS PRIOR TO FTX</li> </ul>

**Figure 3-13.**

**Extract from 52d Engineer Battalion commander's training assessment**

MISSION ESSENTIAL TASK	CURRENT TRAINING STATUS							OVERALL	STRATEGY TO IMPROVE OR SUSTAIN TRAINING PROFICIENCY TO WARFIGHTING
	I N T	M A N	F S	M / C M / S	A D	C S S	C 2		
PERFORM ENGINEER RECON	P	P		T		P	P	P	<ul style="list-style-type: none"> <li>● BN/CO MAPEX EACH MONTH</li> <li>● BN CFX/CPX NEXT QUARTER</li> <li>● BDE/TF SUPPORT CYCLE</li> </ul>
PREPARE AN OBSTACLE PLAN	P		P	P		T	T	P	<ul style="list-style-type: none"> <li>● BN/CO MAPEX EACH MONTH</li> <li>● BN TEWT THIS QUARTER</li> <li>● BN CPX THIS QUARTER</li> </ul>
PREPARE AN OPLAN/OPORD	P	T	P	T	T	T	T	T	<ul style="list-style-type: none"> <li>● BN TEWT THIS QUARTER</li> <li>● BN CFX THIS QUARTER</li> </ul>
REORGANIZE AS INFANTRY	P	P	P	T	P	P	P	P	<ul style="list-style-type: none"> <li>● BN/CO MAPEX EACH MONTH</li> <li>● PLT FTX THIS QUARTER</li> </ul>

**Figure 3-14.**

**Extract from 1st FSB commander's training assessment**

MISSION ESSENTIAL TASK	CURRENT TRAINING STATUS							OVERALL	STRATEGY TO IMPROVE OR SUSTAIN TRAINING PROFICIENCY TO WARFIGHTING
	I N T	M A N	F S	M / C M /S	A D	C S S	C 2		
DEPLOY TO COMBAT AREA OF OPERATIONS	P	T		P	P	T	P	P	<ul style="list-style-type: none"> <li>● 1ST BRIGADE FTX NEXT QTR</li> <li>● BN FTX NEXT QTR</li> </ul>
CONDUCT LOGISTICAL OPERATION	P	P	P	P	P	P	P	P	<ul style="list-style-type: none"> <li>● BN FTX NEXT QTR</li> <li>● 1ST BRIGADE FTX NEXT QTR</li> </ul>
CASUALTY EVACUATION		P	P	P	P	T	P	P	<ul style="list-style-type: none"> <li>● LDR DEV CLASS NEXT MONTH</li> <li>● BN FTX NEXT QTR</li> <li>● PREREQUISITE TRAINING TO BN FTX</li> </ul>
DIRECT RESPONSE TO BSA THREAT	P	T	U	P	P	P	P	P	<ul style="list-style-type: none"> <li>● BN TEWT NEXT QTR</li> <li>● BN FTX NEXT QTR</li> <li>● 1ST BRIGADE FTX NEXT QTR</li> </ul>

**Figure 3-15.**

**Commander's Assessment by subunit of METL task Defend**

DEFICIENT BATTLE/SUPPORTING	ASSESSMENT						OVERALL	TRAINING DEFICIENCY
	H H C	A	B	C	D	E		
DEFEND	U	P	P	T	T	P	P	<ul style="list-style-type: none"> <li>● FIRE PLANNING</li> <li>● KEY WEAPONS SUPPORT OBSTACLE PLAN</li> <li>● ESTABLISH ENGAGEMENT CRITERIA</li> </ul>

**Figure 3-16.**

**AC short-range planning cycle**

<b>FREQUENCY</b>	<b>ACTION</b>	<b>LATEST PUBLICATION DATE</b>	<b>FUTURE PLANNING HORIZON</b>
<b>Quarterly</b>	<b>Div/Sep Bde/Sep Gp/Regt or similar level command publishes QTG<sup>1</sup></b>	<b>3 mo prior to start of Quarter</b>	<b>3 months</b>
	<b>Bde/Gp publish QTG<sup>1</sup></b>	<b>2 mo prior to start of Quarter</b>	<b>3 months</b>
	<b>Bn/Sqdn/Sep Co publish QTG<sup>1</sup></b>	<b>6 wks prior to start of Quarter<sup>2</sup></b>	<b>3 months</b>
	<b>QTB conducted</b>	<b>Prior to start of Quarter</b>	<b>3 + months</b>

**NOTES:** <sup>1</sup> The QTC is published with the QTG.  
<sup>2</sup> To allow sufficient time for near-term planning at company level before the start of the quarter.

**Figure 3-17.**

**RC short-range planning cycle**

<b>FREQUENCY</b>	<b>ACTION</b>	<b>LATEST PUBLICATION DATE</b>	<b>FUTURE PLANNING HORIZON</b>
<b>ANNUALLY</b>	<b>RC Div/Sep Bde/Regt/Gp or similar level command publishes YTG</b>	<b>6-8 mo prior to FY start</b>	<b>1 year</b>
	<b>RC Bde/ Sep Bn publish YTG</b>	<b>4-6 mo prior to FY start</b>	<b>1 year</b>
	<b>RC Bn/Sqdn/Sep Co publish YTG</b>	<b>3-4 mo prior to FY start</b>	<b>1 year</b>
	<b>RC YTB conducted</b>	<b>Prior to FY start</b>	<b>1 + years</b>

**NOTE: THE YTC is published with the YTG.**

**Figure 3-18.**

**Planning Matrix**

	<b>(16 Mar) Co/TM MAPEX</b>	<b>(17 Mar) TF TEWT</b>	<b>(15-18 Mar) Bde CPX</b>	<b>(18-25 Mar) TF FTX</b>
<b>Occupy Assembly Area</b>	X	X		X
<b>Perform Tactical Road March</b>			X	X
<b>Defend</b>	X	X	X	X
<b>Perform Tactical Movement</b>	X	X		X
<b>Cross a Contaminated Area</b>			X	X
<b>Assault</b>	X	X	X	X

**Figure 3-19.**

**Sample signal battalion multiechelon exercise**

**SIGNAL BATTALION FTX/(MULTIECHELON TRAINING)**

<u>RESPONSIBILITY</u>	<u>PARTICIPANTS</u>	<u>ACTIVITY</u>	<u>TASKS</u>
Battalion Commander	Entire battalion and slice elements	FTX	(ARTEP 11-116) Develop Plan to Support Mission 3-111-1-1 Control and Coordinate Communications Mission, 3-111-1-2
Company Commander	All assigned or attached soldiers	FTX	(ARTEP-11-303) Analyze Mission, 3-11-1 Prepare Commander's Estimate, 3-11-1-2 Issue Warning Order, 3-11-1-3 Coordinated with Supported Units, 3-11-1-4
Platoon Leader	All assigned soldiers	STX	(ARTEP-11-39-10-MTP) Establish Area Signal Node, 11-3-0012 Install Multichannel Radio Terminal, 11-5-0021 Install a Telephone Switching Facility, 11-5-0041 Install Communications Node Control Element (CNCE (7)), 11-5-0061  (STP 11-31M23-SM-TG) Direct Operations of Radio Terminal Set, 113-593-7033 Direct Operations of Telephone Terminal Sets, 113-593-7037 Direct Installation of Multichannel Communications Antenna Systems, 113-593-7065  (STP 11-31M1-SM) Install Radio Terminal Set, AN/TRC-145V, 113-593-1005 Install Terminal Set, Telephone, AN/TCC-61, 113-593-0007

**Figure 3-20.**

**Sample supply and service company multiechelon exercise**

**SUPPLY AND SERVICE COMPANY/MAIN SUPPORT BATTALION  
(MULTIECHELON TRAINING)**

<b><u>RESPONSIBILITY</u></b>	<b><u>PARTICIPANTS</u></b>	<b><u>ACTIVITY</u></b>	<b><u>TASKS</u></b>
<b>Company Commander/ 1SG</b>	<b>Platoon Leaders/ Platoon Sergeants</b>	<b>TEWT</b>	<b>Plan Company Movement (63-2-0001); Reorganize Defense (63-2-0003)</b>
<b>Platoon Leader/PSG</b>	<b>Supply Platoon Material Handling NCOICs</b>	<b>STX</b>	<b>Set up Supply Platoon (63-2-0005); Supervise Class II, III (Pkg), IV, V, and VII Operations (10-2- 0008); Supervise Class I and Water Operations (10-2-0012); Defend Company Sector (62-2-0021)</b>
<b>Material Handling NCOIC</b>	<b>Soldier</b>	<b>STX</b>	<b>Provide Class II, III (Pkg), IV, and VII Supplies (10-2-0009); Perform External Slingload Supply Functions (55-02-0002-R); Defend Against a Level I Attack (63-2-0030); Perform Unit Level Maintenance (63-3-0011).</b>

**Figure 3-21.**

**Sample task force multiechelon exercise**

<b>TASK FORCE DEFEND MISSION (MULTIECHELON TRAINING)</b>			
<b><u>RESPONSIBILITY</u></b>	<b><u>PARTICIPANTS</u></b>	<b><u>ACTIVITY</u></b>	<b><u>TASKS</u></b>
<b>Task Force Commander</b>	<b>Company Commanders and Platoon Leaders</b>	<b>TEWT</b>	(ARTEP 71-2-MTP) Defend (7-1-3009) Cover Passage of Lines (7-1-3010) Withdraw Not Under Enemy Pressure (7-1-3011) Withdraw Under Enemy Fire (7-1-3012) Delay (7-1-3013)
<b>Task Force XO</b>	<b>Battle Staff</b>	<b>MAPEX/CPX (Movement to Contact)</b>	(ARTEP 71-2-MTP) Perform S3 OPS (7-1-3902) Perform S2 OPS (7-1-3906) Operate Cmd Post (7-1-3904) Operate Combat Trains OP (7-1-3913) Treat and Evacuate Casualties (7-1-3033)
<b>Task Force CSM</b>	<b>1SGs, PSGs</b>	<b>STX</b>	(ARTEP 71-1-MTP) Conduct Rest Plan and Sustainment Activities for Continuous Operations (7-1-1058)
<b>Tank Commander</b>	<b>Soldiers</b>	<b>First Aid and Evaluation</b>	(STP 17-19E1-SM) Exit a Fire (171-123-1061) Escape from a Tank (171-123-1064) Evacuate a Wounded Crew (171-123-1071)  (STP 21-1-SMCT) Evaluate a Casualty (081-831-1000) Clear an Object from the Throat of a Conscious Casualty (081-831-1003) Perform Mouth to Mouth Resuscitation (081-831-1042) Put on a Field or Pressure Dressing (081-831-1016) Put on a Tourniquet (081-831-1017) Apply a Dressing to an Open Abdomen Wound (081-831-1026)

**Figure 3-22.**



UNIT: 444th Main Support Bn (RC)		Yearly Training Calendar										ARTEP 63-125-MTP	
		1st Qtr			2nd Qtr			3rd Qtr			4th Qtr		
Requirements higher HQ	7-8-9 Oct	18-19 Nov	1-2 Dec	6-7 Jan	17-18 Feb	3-4 Mar	15-16 Apr	12-13-14 May	10-11 Jun	9-10 Jul	11-12-13 Aug	9-10 Sep	
		FTX AP, HILL	CMD Insp. 425.405 (Ref Bn LOI #3)	MOR Brief Bn MCO Exercise	IG 9-13 Jan	Mand. Briefing OPR Vls Aid Tng. SAEDA, Legal	OPK-Company Cdr's Mt Ldrs TWWT	CMD INSP (15th) 6-15, HHD (Ref Bn LOI #3)	FTX, FT Pickett Test Load Plans	CMD INSP 333.283 (Ref-BN LOI #3)	Prep for AT (11-25 Jul) R Pickett	Wpns Qual (all wpns) RAP, III	Civil Disturbance Tng (Ref DISCOM LOI M)
OPD/NCOPO (conducted by companies quarterly)													
Schools		ANCOG		88M		7IL		63B		NBC			
CTT						CTT Test (425.283)		CTT Test (645.405)	CTT Test (333.HHD)			CTT Test Make-up	
Unit Training Requirements	Co. Level Tng MOVE (BN) 63-1-0061	SM Tng on soldier tasks	1-2 Dec NBC Proficiency Test PREP	6-7 Jan NBC Proficiency Test (Ref Bn LOI #2)	SM Tng on soldier tasks NBC Collective Tng (Bn exercise)	Plan Bn Defense 63-1-0074 63-1-0075 63-1-0076	16 Apr-Plan, Prepare Bn OPORD 63-1-0055 63-1-0056 63-1-0057	CS Ops 63-10063 63-10064		9-10 Jul Load veh, equip. AT (11-25 Jul) External ARTEP Bn Myn: 63-1-0058 63-1-0059 63-1-0061 63-1-0072 26 Jul Down-load	Preliminary Marksmanship instruction Per/equip Decon exercise Wpns fire in MOPPA	SM Tng on soldier tasks	
333 TMT	55-20001 55-20004	551-721-1307 551-721-1309						55-20001 55-20004	CMD INSP	55-20005 55-20006			
425 Hvy MAINT		CMD INSP											
283 Med MAINT									CMD INSP				
645 S&S							CMD INSP						
405 Light Maint		CMD INSP											
HHD							CMD INSP						
MUTA 2													
MUTA 3													
MUTA 4													
MUTA 5													

Figure 3-24. Sample Reserve Component YTC—main support battalion

**AC near-term planning cycle**

<b>FREQUENCY</b>	<b>ACTION</b>	<b>LATEST MEETING OR PUBLICATION DATE</b>
<b>Weekly</b>	<b>Bn training meetings and subsequent draft training schedules <sup>1</sup></b>	<b>6-8 weeks prior to execution</b>
	<b>Bn publishes training schedules <sup>2</sup></b>	<b>4-6 weeks prior to execution</b>

**NOTE:** <sup>1</sup> Training schedules are developed at company level and approved by battalion commanders.  
<sup>2</sup> Training schedules are typed and reproduced at battalion level.

**Figure 3-25.**

**RC near-term planning cycle**

<b>FREQUENCY</b>	<b>ACTION</b>	<b>LATEST MEETING OR PUBLICATION DATE</b>
<b>Monthly</b>	<b>RC Bn training meetings and subsequent draft training schedules <sup>1</sup></b>	<b>4 months prior to execution</b>
	<b>RC Bn publishes training schedules <sup>1</sup></b>	<b>3 months prior to execution</b>

**NOTE:** <sup>1</sup> Training schedules are developed at company level and approved by battalion commander.

**Figure 3-26.**

### ***Points about training meetings***

- **Run and conducted by the commander, with the assistance of the CSM and 1SG. SGM and or 1SG ensure linkage of soldier training with collective training.**
- **Focus on training issues only.**
- **Conducted weekly for AC and monthly for RC at battalion and company level.**
- **Routinely scheduled on the same day and at the same time.**
- **Posted on the training schedule.**
- **Follow a published agenda and do not exceed allotted time.**
- **Convert knowledge about training deficiencies into scheduled events.**
- **Include all necessary participants.**
- **Ensure pre-execution checks have been accomplished to resolve disconnects in resources.**
- **Allow training tactics, techniques, and procedures (TTP) to be shared.**
- **Allow the commander to approve ongoing near-term plans based on resources and risk assessment.**
- **Are the principal tool to provide input to the training schedule.**
- **Ensure training is oriented on the METL.**
- **Provide current up-to-date training guidance from higher commanders.**
- **Ensure safety is integrated.**
- **Identify and overcome problems or distracters.**
- **Provide feedback for assessment.**
- **Are leader-development vehicles.**
- **Identify multiechelon training opportunities.**
- **Result in a coordinated and locked-in training schedule.**

***Figure 3-27.***

Sample training meeting agenda

NOTES MADE PRIOR TO THE TRAINING MEETING BY THE COMPANY COMMANDER

COMPANY A

TRAINING MEETING AGENDA

6 OCT 98  
(DATE)

NOTES MADE DURING TRAINING MEETING

DEVELOPMENT CYCLE	TRAINERS NOTES
<p>ASSESS TRAINING SINCE LAST MEETING</p> <p>WHAT WAS RIGHT AND WRONG? CAN IT BE DONE DIFFERENTLY? DO WE RESCHEDULE? REASONS FOR NOT CONDUCTING SCHEDULED TRAINING? - STANDARDS NOT ACHIEVED ON A PRIOR EVENT - RESOURCES (TIME, AMMO, ETC) ASSESSMENT?</p> <p><b>YES</b></p>	<p>- ASSAULT PHASE WAS GOOD</p> <p>* POOR REORGANIZATION &amp; EVALUATION</p> <p>* NEED TO DISPERSE TO COVER &amp; CONCEALED POSN'S</p> <p>* NEED WORK ON REPORTING, SALUTE, COMD PROCEDURES, AMMO REPOST.</p> <p>* EVAC. OF CAS NEEDS CONTROL</p> <p>DID NOT COMPLETE CONSOLIDATION PHASE (NOT ENOUGH TIME) <span style="font-size: 2em; border: 1px solid black; border-radius: 50%; padding: 5px;">P</span> ★</p>
<p><u>9 OCT 89 (NEXT WEEK)</u></p> <p>SAFETY CHECKS COMPLETE? ✓</p> <p>TRAINING AIDS ON HAND? ✓</p> <p>TRAINERS REH &amp; INSP? ← WERE REDO</p> <p>PMCS COMPLETE? ← TWO MILAR DO</p> <p>AMMO, CHOW, TRUCKS, MEDICS? ↓ EARLY CHOW? ← 0530</p> <p>RANGE INSPECTED? ←</p> <p>CONCURRENT ING? ←</p> <p>RETRAINING PROCEDURES? ←</p>	<p><u>RANGE WEEK</u></p> <p>NOIC/OIC - CERTIFIED WEAPONER IS AVAILBLE - SGT MENO IS CERT TO RUN</p> <p>LT SMITH PERS. CHECKED</p> <p>156 WILL GET CONTROL OF MEDICS</p> <p>RETRAINING of SOLDIERS</p> <ol style="list-style-type: none"> <li>1. DIME EXE.</li> <li>2. T&amp;T BOX</li> <li>3. WEAPONER</li> <li>4. REFRE</li> </ol> <p><u>HIGHLIGHT</u></p>
<p><u>16 OCT 89 (WEEK 2)</u></p> <p>TRAINERS ID + SCHEDULE of RVN? ←</p> <p>EVALUATION PLAN? ←</p> <p>RISK ASSESSMENT? ←</p> <p>RECON TNG AREA? → TENG W/ PLS 11 OCT</p> <p>PERS. ACCOUNTABILITY? → 156 RESEA. APPTS TO 20 OCT</p> <p>CHOW LAYED ON</p> <p>MEDICS? ←</p> <p>FO'S? ←</p> <p>ENG? → NO EN</p>	<p><u>DEFEND</u></p> <p>SFC BUTLER REH W/ ME 12300 OCT AT ENG</p> <p>APPROVED LT McMANUALS RISK ASSESS.</p> <p>APPROVED LT WILLIAMS EVALUATION CHECK LIST</p> <p>156 - WILL RETRAIN EVAC PROC ON 17 OCT</p> <p>FO'S WILL BE AT TNG TUES/WEDS ONLY</p> <p>APPROVED THE "NEW" SOLDIER TASKS TO BE TNG ON; SALUTE, COMD, AND REPORTING</p>
<p><u>23 OCT 89 (WEEK 3)</u></p> <p>REVIEW LESSONS LEARNED</p> <p>MILES? - RECONFIRM</p> <p>UEH QTR'S? "XO"</p> <p>VERIFY LAUD, AMMO, CHOW</p> <p>FO'S -</p> <p>EN'S -</p> <p>* TNG SCHEDULE "LOCK"</p>	<p><u>PLT MILES EXERCISE</u></p> <p>A13, 15 DUE QTR - XO WILL COORDINATE FOR FIELD MAN. (WARTIME CONDITIONS)</p> <p>CO-USE LAND W/ BCO</p> <p>COORDINATE WITH CPT P</p> <p>REVALUATE CONSOLIDATION PHASE</p>

NOTE: THE COMMANDER INTEGRATES RETRAINING OF ASSESSED WEAKNESSES DISCUSSED 6 OCT.

Figure 3-28.

## **Training schedule development**

### **Week T-6**

- Based on assessment, identify collective and soldier tasks.
- Prepare draft training schedule (platoon leaders, sergeants, squad leaders, and team leaders provide input).
- Submit requests for TADSS, training areas, and other requirements.
- Request Class I, III, IV, and V.
- Begin pre-execution checks.

### **Week T-5**

- Finalize and approve training objectives (the commander).
- Confirm support requests.
- Identify trainer rehearsal requirements.
- Resolve and eliminate training distracters.
- Provide soldier tasks for integration (key NCOs).

### **Week T-4**

- Sign and lock in training schedules; post in company area.
- Lock in resources.

- Identify and brief trainers and assistant trainers on responsibilities.

### **Week T-3**

- Begin rehearsals.
- Ensure distracters are under control.

### **Week T-2**

- Fight hard to stop changes.
- Intensify rehearsals and preparation periods.
- Conduct back briefs.
- Begin gathering training aids and supplies.

### **Week T-1**

- Complete pre-execution checks.
- Obtain training aids.
- Complete rehearsals.
- Stop changes to scheduled training.
- Brief soldiers on training.

### **Week T**

- Conduct precombat checks.
- Execute training.
- Conduct AARs.

**Figure 3-29.**

### Sample AC weekly training schedule—infantry company

DEPARTMENT OF THE ARMY						
04/19/1990 WEEKLY TRAINING SCHEDULE PAGE 1 REV: 20	UNIT: C Co 1st Bn 77th INF		WEEK AND PHASE OF TRAINING: WEEK 19, 2d QTR, FY90		INCLUSIVE DATES: 5-11 Feb 90	
DAY & DATE TIME	PERSONNEL TO BE TRAINED	ACTIVITY	LOCATION	TRAINERS	TEXT REFERENCES	UNIFORM & EQUIP- MENT
<b>MON 05-FEB</b>						
0530-0545	Co C(-)	FIRST CALL	Co AREA	SQD LDR	GARRISON SOP	P
0545-0615	Co C	BARRACKS MAINT	Co AREA	SQD LDR	GARRISON SOP	P
0620-0625	Co C	PT FORMATION	Co AREA	1SG BALL	FM 22-5	P
0630-0730	Co C	PT-WARM-UP/STRETCHING, 4 M RUN	PT FIELD	PLT SGTs	FM 21-28	P
0730-0830	Co C	PERS HYGEN-BREAKFAST	Co AREA MESSHAL	SQD LDR	GARRISON SOP	D
0830-1000	PLT LDRS	COMPANY OPERATIONS ORDER	PLANNING AREA	CPT BOWE	BN OP ORDER/CO W.O.	D
0835-0900	Co C	FORMATION/INSPECTION D&C	COMPANY AREA	TM LDR/SQD LDR	FM 22-5	D
0900-1130	Co C(-)	PREP EQUIP & VEHICLES FOR FLD	Co AREA MP	SQD LDR	Co SOP	D
1000-1130	PLT LDRS	TEWT OF DEF POSN	CD 162592	CPT BOWE	CO OP ORDER	D
1130-1300	Co C	LUNCH	DINING FACILITY	SQD LDR	GARRISON SOP	D
1300-1700	Co C	TRP LEADING PROC/PREREQ TNG	Co AREA/MP	PLT LDR/PSG/SQD LDR	Co OP ORDER	D
<b>TUE 06-FEB</b>						
0530-0545	Co C(-)	FIRST CALL	COMPANY AREA	SQD LDR	GARRISON SOP	D
0545-0600	Co C	BARRACKS MAINTENANCE	COMPANY AREA	SQD LDR	GARRISON SOP	D
0600-0700	Co C	BREAKFAST	DINING FACILITY	SQD LDR	GARRISON SOP	D
0700-0800	Co C	PRECOMBAT CHECKS	Co AREA/MP	CPT BOWE	Co SOP	F
0800-2400	Co C(-)	Co FTX	CD 151576	CPT BOWE	Co TNG PLAN 16 JAN	F
<b>WED 07-FEB</b>						
0801-2400	Co C(-)	Co FTX	CD 317863	CPT BOWE	Co TNG PLAN 16 JAN	F
<b>THU 08-FEB</b>						
0801-2400	Co C(-)	Co FTX	CD 295856	CPT BOWE	Co TNG PLAN 16 JAN	F
<b>FRI 09-FEB</b>						
0801-1200	Co C(-)	Co FTX	CD 295856	CPT BOWE	Co TNG PLAN 16 JAN	F
1200-MC	Co C	MAINTENANCE AND RECOVERY	Co AREA AND MP	SQD LDR	Co SOP	F
1330-1500	SQD LDRS & UP	FINAL Co AAR	COMPANY AREA	CPT BOWE	FM 25-101	D
1500-1600	KEY LDRS	Co TNG MEETING	CDR's OFFICE	CPT BOWE	FM 25-101	D
1700-1715	Co C	FORMATION	Co AREA	1SG BALL	GARRISON SOP	D
<b>SAT 10-FEB</b>						
0700-MC	Co C	MAINTENANCE AND RECOVERY	Co AREA AND MP	CPT BOWE	COMPANY SOP	D
<b>SUN 11-FEB</b>						
0801-2400	Co C	WEEKEND ACTIVITIES	Co AREA	1SG BALL	GARRISON SOP	
				SIGNATURE: _____		
				Co Cdr		
COMMENTS:						
SEE CO TRAINING PLAN, 16 JAN 90 FOR DETAILED TOs AND EXERCISE PLAN. (NOT INCLUDED)						
OPPORTUNITY TRAINING:						
BATTLE DRILL 6, BREAK CONTACT (DISMOUNTED) ARTEP 7-247-10-DRILL						
BATTLE DRILL 7, BREAK CONTACT (MOUNTED) ARTEP 7-247-10-DRILL						
BATTLE DRILL 15, REACT TO AIR ATTACK ARTEP 7-247-10-DRILL						
SOLDIER TASKS:						
MOVE A CASUALTY 071-326-0500						
ENGAGE HOSTILE ACFT 441-091-1102						
IDEN THREAT WPNS & EQUIP						
071-331-0808						
CALL FOR/ADJUST INDIRECT FIRE						
061-283-6003						
* = ARTEP 7-1-MTP						
** = ARTEP 7-8-MTP						
COMPANY FTX TASKS:						
ESTABLISH ASSEMBLY AREA 17-2-0325						
TACTICAL ROAD MARCH 17-2-0302						
OCCUPY ASSEMBLY AREA 17-2-0325						
CONDUCT RECON 17-2-0202						
OCCUPY DEFENSE (DEFEND) 17-2-1021						
ISSUE PATROL ORDER 7-3/4-1046						
DISMOUNTED PATROLING 7-3-1043,1042						
WITHDRAW UNDER PRESSURE 17-2-0322						
CONDUCT AARs FM 25-101						
SERVICES ON C27, C28, C29, C30 MONDAY - FRIDAY 0800-1600						
<u>UNIFORM</u>	<u>DESCRIPTION</u>					
D	DUTY UNIFORM					
F	FIELD UNIFORM					
P	PT UNIFORM					

Figure 3-30.

Unit Training Schedule	Unit 333d Transportation Motor Transport Co		ARTEP/MTP 55-188-30		DATE:7 June XX	
	Station		Inclusive Dates: From 7 Oct XX To 9 Oct XX			
When	Who	What	Where	Trainer	Reference	Remarks/Uniform
Friday 7 Oct 1800	All	Draw CPOG, Weapon, LBE	Co Area	Cdr, 15G	Co SOP	BDU, LBE, Mask, Rifle
1900-1930	All	Formation, Premovement checks, PMCS	Co Area	15G, Pit Sgt	Co SOP	BDU, LBE, Mask, Rifle
2000-2130	All	Road March to Fort AP Hill			55-2-0001 63-2-0002 71-2-C326R	BDU, LBE, Mask, Rifle
1900-2130	Co HQ(-)	Conduct Quartering Party Operations	Ft AP Hill	XO	55-2-0003	BDU, LBE, Mask, Rifle
2130-2230	All	Occupy New Operating Site Establish Area of Defense	Ft AP Hill Ft AP Hill	Cdr, 15G Cdr, 15G Pit Sgts	55-2-0004 55-2-0005	BDU, LBE, Mask, Rifle BDU, LBE, Mask, Rifle
2230	Pit Ldrs/ Sgts	Troop leader review of days activities		Cdr, 15G	Co SOP	BDU, LBE, Mask, Rifle
Saturday 8 Oct 0600-0700	All	Personal Hygiene/Breakfast	Ft AP Hill	15G, Pit Sgts Mess Sgt	Co SOP	Chow = A Rations, Tactical feeding by platoon Maint, HVY, MED, LT, HQ
0700-1200	LT, MED, HVY, Trk Pits	Defend Convoy -Battle Drills 1,3,4 -Battle Drills 1,5,6,7	AP Hill (TNG Area 46A)	Cdr Pit Sgts (LT MED, Trk) Pit Sgts (HVY Trk)	55-2-0002	Battle drills are from ARTEP 55-188-30
1200-1300	All	LUNCH (MREs)	AP Hill (TNG Area 46A)	Cdr, 15G		
1300-1600	LT, MED, HVY, Trk Pits	Defend Convoy Continued	AP Hill (TNG Area 46A)	Cdr, 15G, Pit Ldrs, Pit Sgts	55-2-0002	

**Figure 3-31. Sample RC monthly training schedule—transportation heavy truck company**

### **Sample pre-execution checks**

- **What were the lessons learned from the last time the training was conducted? Are they integrated?**
- **Has the OPFOR been equipped and trained (if applicable)?**
- **Have T&EOs been prepared?**
- **Are slice elements integrated into planning and execution of training?**
- **Has a risk assessment been completed; have safety considerations been incorporated?**
- **Are soldiers trained on prerequisite tasks prior to execution?**
- **Have training ranges and facilities been requested; has a reconnaissance been conducted?**
- **Are range or maneuver area books on hand?**
- **Are leaders briefed on environmental considerations?**
- **Are leaders certified to conduct range operations?**
- **Have convoy clearances been submitted and approved?**
- **Have TADSS been identified and requested?**
- **Can trainers properly operate all TADSS and targetry?**
- **Has Class I (food) been requested (early and late feeding coordinated)? Do dining facility and support platoon know?**
- **Has Class III (fuel) been requested and allocated?**
- **Has Class V (ammunition) been requested and pickup and turn-in times coordinated?**
- **Has transportation been requested?**
- **Have portable toilets been pre-positioned (when applicable)?**
- **Are sufficient expendable supplies on hand? If not, are they requested?**
- **Is rehearsal time programmed for trainers?**
- **Has back brief for chain of command been coordinated?**
- **Is time scheduled for an AAR?**
- **Have leaders identified and eliminated training distracters?**

**Figure 3-32.**

**SUBTASKS AND STANDARDS:**

GO

NO-GO

	GO	NO-GO
<p><b>*1. TF commander and staff plan the defense and issue an OPORD that -</b></p> <ul style="list-style-type: none"><li>a. Identifies engagement areas along each approach where the enemy is most vulnerable. It provides for positions, weapons, and obstacles to destroy the enemy in those areas.</li><li>b. Breaks up the enemy formation to expose him to flanking fires from multiple directions and to not allow him to fight a linear battle.</li><li>c. Uses full depth of the sector consistent with the brigade commander's concept for synchronization with adjacent TF.</li><li>d. Uses displacement for subsequent positions, which are planned and coordinated with obstacles and covering fire.</li><li>e. Blocks or slows the enemy on all likely mounted and dismounted approaches with enough defending forces and obstacles to allow maneuver forces to mass on the approaches being used.</li><li>f. Provides for flexibility by having depth and contingency plans for shifting fires or counterattacks to mass forces on approaches the enemy actually uses. Identifies decision points to allow initiation of maneuver. Gives the engagement criteria, firing priorities, or engagement priorities.</li></ul>		

\*Leader task

+ Critical task

**Figure 3-33.**

### ***Guidance for trainers***

#### **Prepare Yourself**

- **Know how to perform the task being trained (master the task).**
  - **Rehearse training as it is to be presented.**
  - **Backbrief the chain of command on your training plan and get their feedback.**
- **Know how to train others to perform the tasks.**
  - **Ensure training is performance-oriented (hands-on).**
  - **Conduct yourself in a confident manner in front of your soldiers.**
  - **Know enough to accurately answer your soldiers' questions.**
  - **Train an assistant who can conduct the training to standard in your absence.**
- **Know how to set up and conduct an AAR.**

#### **Prepare the Resources**

- **Identify and request TADSS.**
- **Get equipment and materials before rehearsal.**
- **Operate the equipment to become familiar with it and check it for completeness and spare parts during rehearsal.**

#### **Prepare the Training Support Personnel (to include OPFOR)**

- **Ensure they understand their support roles.**
- **Ensure they know their roles as evaluators or OCs.**
- **Ensure they are equipped and prepared to perform the tasks to standard.**
- **Ensure they conduct recons and rehearsals.**

***Figure 4-1.***

**Guidance for trainers (continued)**

**Prepare the Soldier**

- **Identify the soldiers to be trained.**
- **Assess levels of training proficiency for each soldier (may be done using pretests).**
- **Train any prerequisite tasks or skills first.**
- **Motivate the soldiers. (Tell them the tasks to be trained and expected performance standards. Tell them why the task is important and how it relates to their wartime mission.)**

***Figure 4-1 (continued).***

### ***Sample precombat checks***

- **OPORD briefed. Leaders and soldiers know what is expected of them.**
- **Safety checks and briefings completed.**
- **All required TADSS on hand and operational; for example, MILES equipment zeroed.**
- **Precombat (before operations) PMCS completed on vehicles, weapons, communications, and NBC equipment.**
- **Leaders and equipment inspected (for example, compasses, maps, strip maps, and binoculars).**
- **Soldiers and equipment inspected and camouflaged; for example, weapons, LBE, ALICE pack, ID tags, drivers' licenses, and meal cards.**
- **Soldier packing lists checked and enforced (LBE, ALICE).**
- **Medical support present and prepared.**
- **Compasses, maps, and strip maps present (with graphics posted).**
- **Communications checks completed (higher, lower, adjacent, and range control).**
- **Ammunition (Class V) drawn, accounted for, prepared, and issued.**
- **Motor pool gate opened and transportation present on time.**
- **Vehicle load plans checked and confirmed; cargo secured.**
- **Rations (Class 1) drawn and issued.**
- **Quartering party briefed and dispatched.**
- **OPFOR personnel deployed and ready to execute their OPORD.**
- **Slice elements integrated.**

***Figure 4-2.***

### Stages of training

<b>INITIAL TRAINING ( Learning Tasks )</b>	<b>REFRESHER TRAINING (Training to Standard )</b>	<b>SUSTAINMENT TRAINING (Training with Realism )</b>
<b>SOLDIERS</b> <ul style="list-style-type: none"><li>● Practice each task step.</li><li>● Practice task steps in sequence.</li><li>● Practice complete task until done correctly.</li></ul>	<ul style="list-style-type: none"><li>● Practice to training objective standards.</li><li>● Practice with more realism.</li><li>● Learn transfer skills which link other tasks.</li><li>● Work as crews or small units.</li></ul>	<ul style="list-style-type: none"><li>● Practice collectively to maintain peak proficiency.</li><li>● Practice under conditions simulating actual combat.</li><li>● Develop effective team relationships.</li></ul>
<b>LEADERS/TRAINER</b> <ul style="list-style-type: none"><li>● Talk through and demonstrate each task.</li><li>● Supervise step-by-step practice.</li><li>● Coach frequently.</li><li>● Control environment.</li></ul>	<ul style="list-style-type: none"><li>● Walk through task using more realism.</li><li>● Increase complexity.</li><li>● Demonstrate authorized field expedients.</li><li>● Participate as leader of crew or small units.</li><li>● Observe, coach, and review.</li></ul>	<ul style="list-style-type: none"><li>● Add realism and complexity.</li><li>● Combine tasks.</li><li>● Review soldier and collective performance.</li><li>● Practice leader tasks.</li><li>● Work with soldiers as a team.</li><li>● Coach and teach subordinate leaders.</li></ul>

Figure 4-3.

### ***Keys to successful execution***

- Leaders prepare and publish detailed operations and training plans.
- Leaders integrate concurrent and opportunity training into the training plan.
- Leaders plan and conduct detailed pre-execution checks.
- Leaders conduct thorough reconnaissance and rehearsals.
- Soldiers know the training objectives and the tasks, conditions, and standards to be trained.
- Leaders maintain unit integrity and soldier accountability.
- Leaders conduct detailed precombat checks during execution.
- Junior leaders are qualified, coached through the planning and conduct of critical training events (weapons ranges, tank tables, LFXs).
- Commanders and CSM/1SGs are present. They supervise and coach junior leaders and participate in training.
- Leaders lead by example. They are first to qualify, meet, or exceed the standards expected of their soldiers and units.
- Leaders always conduct AARs during and after training to maximize the training benefit.

***Figure 4-4.***

### Sample TF 1-77 FTX training tasks

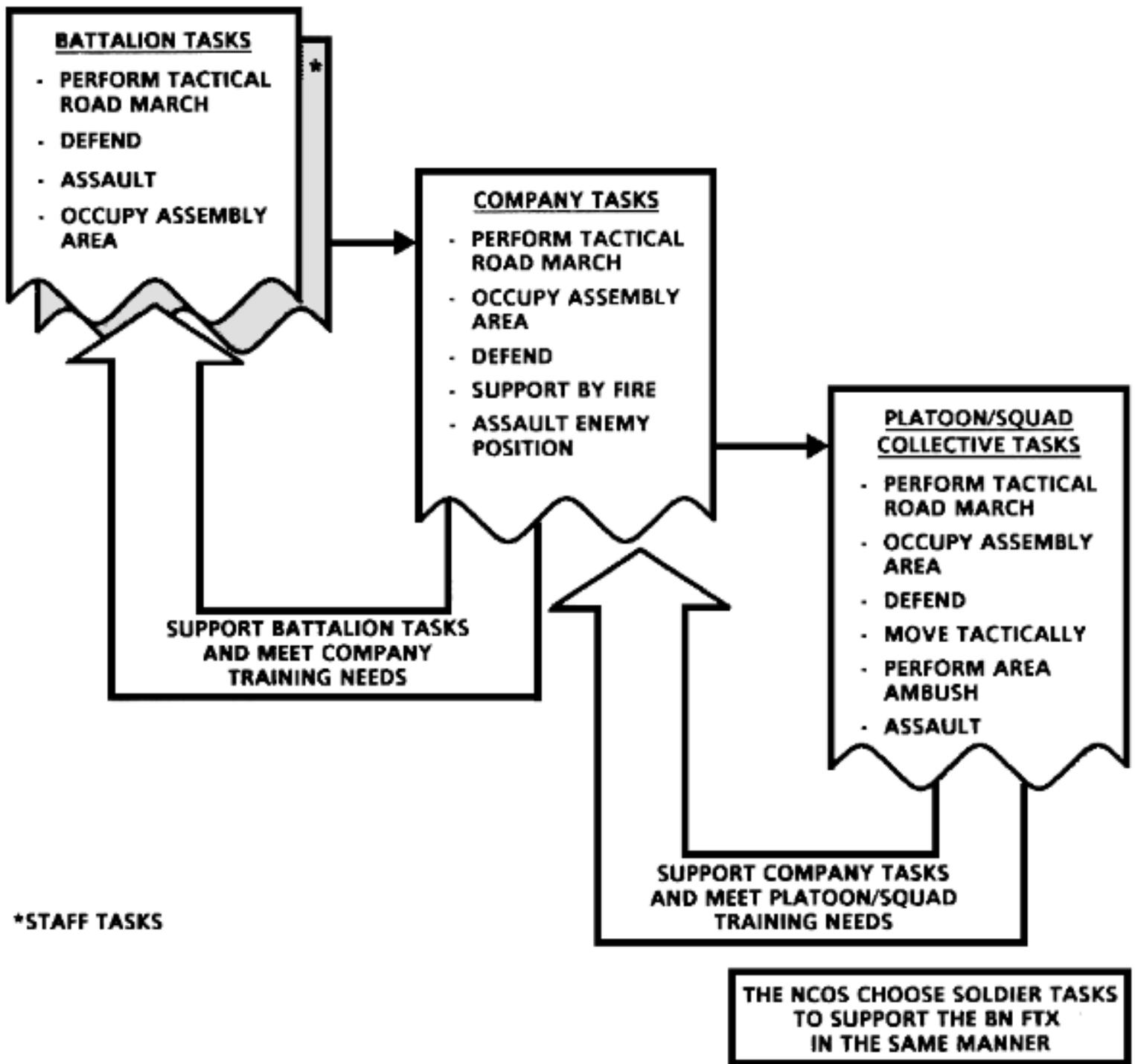


Figure 4-5.

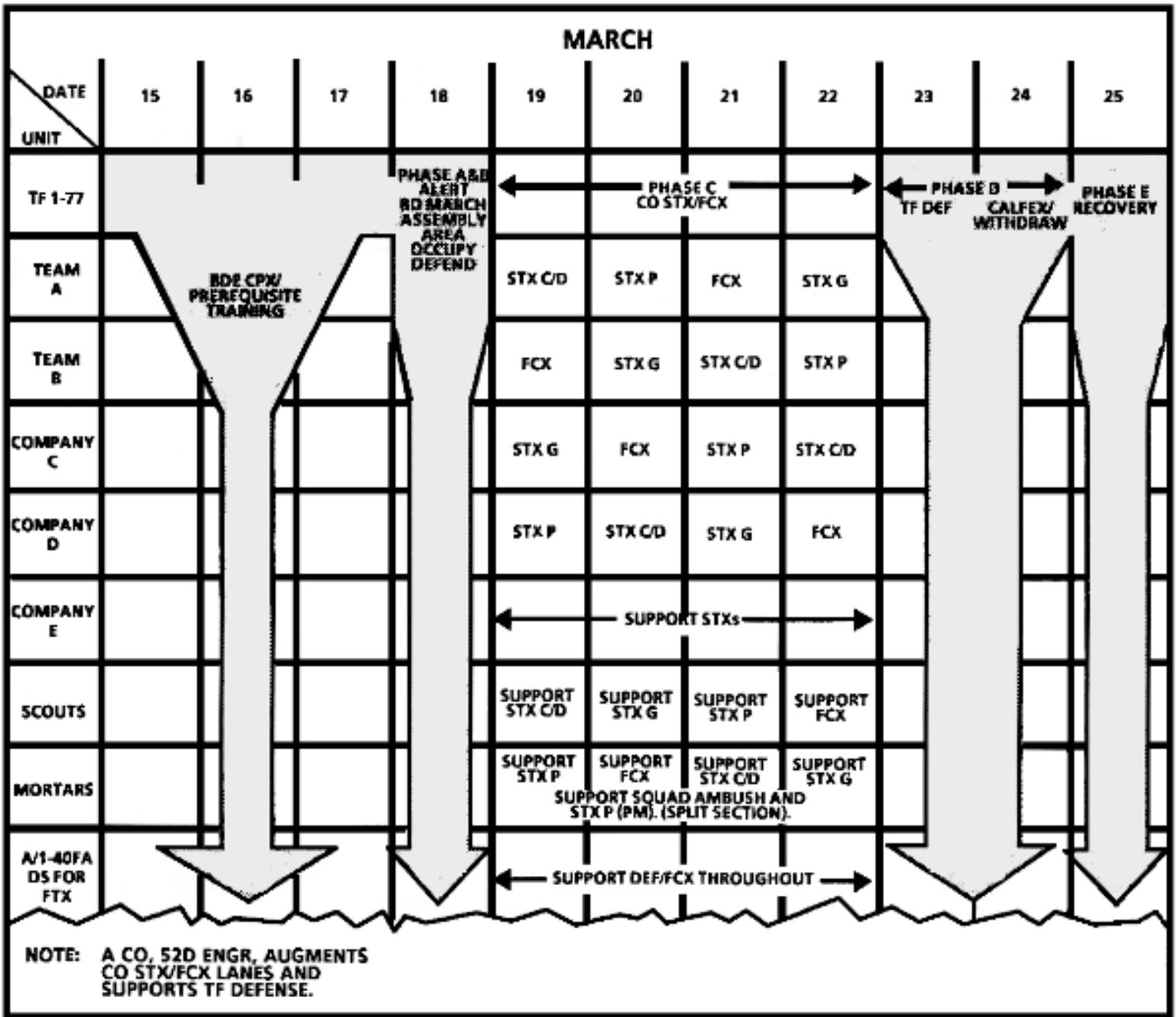


Figure 4-6. FTX Plan



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[Figure 4-7](#). TF execution and evaluation plan.

[Figure 4-7](#) (continued).

[Figure 4-7](#) (continued).

[Figure 4-7](#) (continued).



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[Figure 4-8.](#) TF 1-77 pre-FTX activities.

[Figure 4-8](#) (continued).

## **Sample squad training tasks**

### **COLLECTIVE TASK**

**Defend (dismounted)**

**ARTEP 7-8-MTP**

### **SOLDIER TASK/SKILL LEVEL (SL)**

**Construct M60 Position (SL 1)**

**(071-312-3004)**

**Prepare Range Card (M60) (SL 1)**

**(071-312-3007)**

**Prepare Antiarmor Range Card (SL 1)**

**(071-317-0000)**

**Construct a Fighting Position (Dragon) (SL 1)**

**(071-317-3307)**

**Install/Disarm Claymore (SL 1)**

**(071-325-4413/4414)**

**Install/Remove M16A1 Mine (SL 1)**

**(051-192-1002)**

**Install/Remove M21 Antitank Mine (SL 1)**

**(051-192-1008)**

**Supervise/Evaluate Construction of Fighting  
Position (SL 2)**

**(071-326-5704)**

**Designate Alternate & Supplemental  
Position for Squad Members (SL 2)**

**(071-326-5711)**

**Figure 4-9.**

## ***Battalion FTX execution activities***

### **Battalion Level**

- **Initiate and supervise alert procedures.**
- **Process reports.**
- **Initiate TOC displacement.**
- **Issue FRAGO to commence movement to the assembly area.**
- **Assess alert procedures and unit movement.**

### **Company Level**

- **Recall and conduct precombat checks.**
- **Assess load plans.**
- **Conduct movement to assembly area.**
- **Conduct leaders' recon with key leaders (company commander).**
- **Occupy defense.**

### **Platoon and Squad Level**

- **Conduct precombat checks.**
- **Conduct rehearsals enroute to assembly area.**
- **Conduct rehearsals in the assembly area and continue precombat checks.**
- **Occupy defense.**

***Figure 4-10.***

## **Battle Drill 4A**

**TASK: React to Indirect Fire (7-3/4-9036)**

**CONDITIONS (as revised by SFC Caine):**

The platoon is moving dismounted with the vehicles in overwatch. Platoon sergeant gives alert.

**STANDARDS: Same as ARTEP 7-8-Drill**

**PERFORMANCE MEASURES: Same as ARTEP 7-8-Drill**

**SUPPORTING SOLDIER TASKS:**

React to indirect fire (SL 1)

(071-326-0510)

Report enemy information (SL 1)

(071-331-0803)

Send radio message (SL 1)

(113-571-1016)

Call for and adjust indirect fire (SL 2)

(031-283-0003)

Use visual signaling techniques (SL 2)

while dismounted (071-326-0600)

Direct driver over terrain route (SL 2)

(071-326-3001)

Conduct maneuver of a squad (SL 3)

(071-326-5611)

Conduct movement techniques (SL 4)

by platoon (071-336-5830)

**Figure 4-11.**

### Example company STX lane

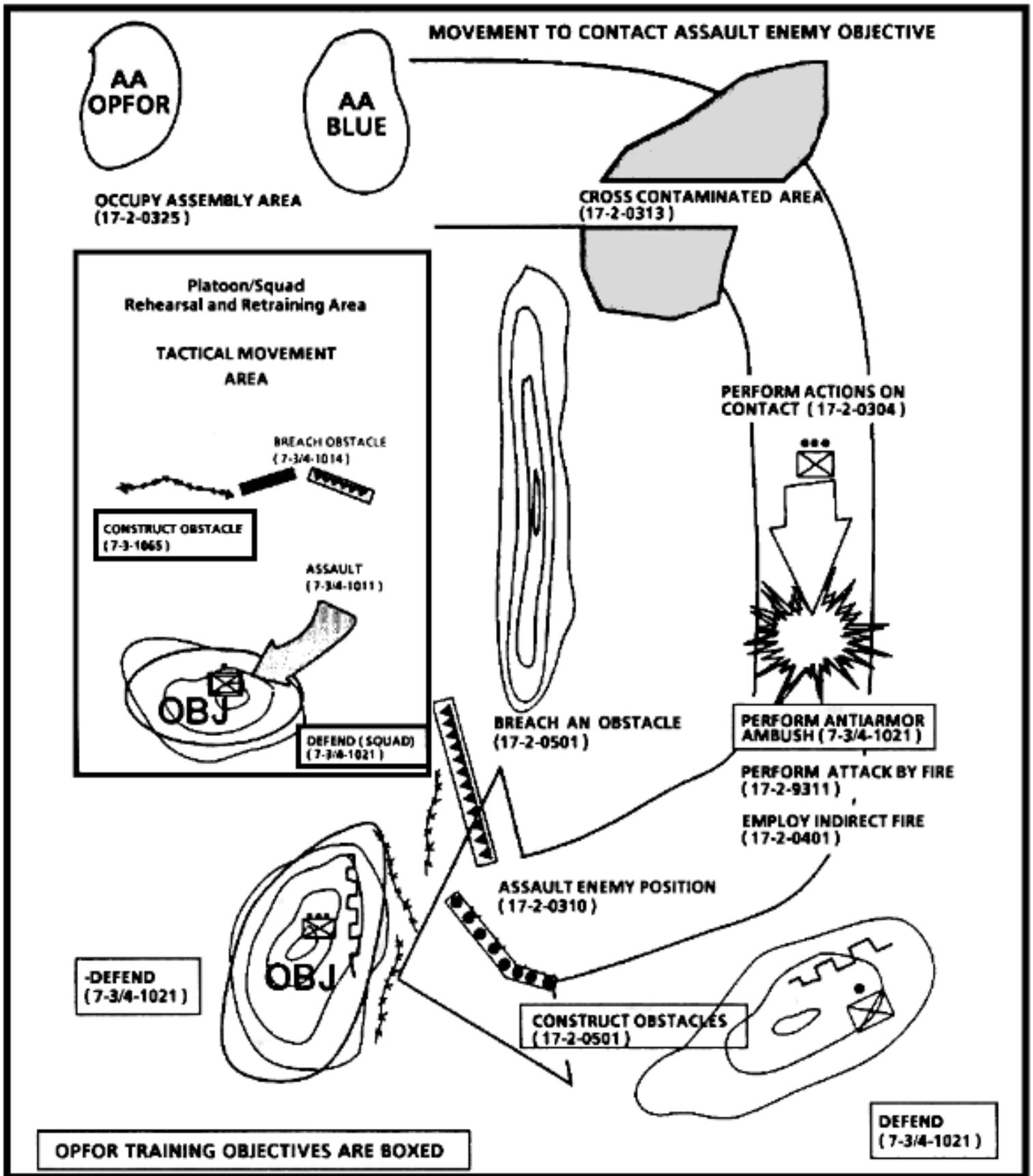


Figure 4-12.

## Phase D execution activities

### Battalion Level

- The battalion commander ensured that company positions were properly prepared and tied in at the flanks, and that battalion obstacle systems were emplaced.
- The battalion staff coordinated the battalion plan with adjacent units, fire support assets, service support units, and brigade headquarters.
- The task force initiated reconnaissance and counterreconnaissance operations.

### Company Level

- Established defensive positions.
- Finalized fire plan, coordinated with adjacent, supporting, co-located, and higher units (company commander).
- Approved the direct and indirect fire plan, which synchronized all weapons systems.
- Continued reconnaissance and counterreconnaissance operations in the company sector.
- Checked company positions (company commander and 1SG).

### Platoon and Squad Level

- Leaders designated primary and alternate positions and sectors of fire for squad through individual. They emplaced crew-served weapons.
- Observation posts and security element positions were designated and occupied.
- Fighting positions were prepared.
- Early warning devices were emplaced.
- Sector sketches and range cards were completed.

Figure 4-13.

### **CALFEX scenario**

- **Conduct battalion FCX (battalion to squad leader) with OCs.**
- **Conduct dry fire rehearsal to review and verify (entire battalion), to include—**
  - SOPs.
  - Drills.
  - Concept of operation.
  - Safety parameters.
- **Conduct AAR to discuss actions on dry fire and revise as needed.**
- **Conduct a second rehearsal with reduced amount of ammunition to demonstrate—**
  - Complexity and coordination of fire control.
  - Coordination of maneuver.
  - Confidence in soldiers, leaders, units, and equipment.
  - Safety mechanisms are appropriate.
- **Conduct AAR to discuss actions on second run.**
- **Conduct CALFEX with full ammunition in battlefield conditions; for example, smoke and simulators.**
- **Conduct AAR and maintenance.**
- **Conduct night CALFEX.**
- **Conduct a final AAR.**

**Figure 4-14.**

### **Three-step recovery process**

#### **STEP ONE (Accountability)**

- Account for personnel.
- Conduct shake down for ammunition. Ammunition is accounted for, collected, and controlled.
- Lay out all sensitive items for accountability by serial number.
- Account for training aids.
- Lay out and account for equipment; for example, BII, camouflage nets, and pioneer tools.
- Lay out and account for soldiers' CTA 50.
- Verbally report sensitive items are accounted for to the battalion commander.

#### **STEP TWO (Maintenance)**

- Clean, count, repack, and turn in ammunition.
- Maintain sensitive items; for example, night vision devices, radios, and Dragon trackers.
- Clean vehicles and conduct PMCS.
- Clean weapons.
- Clean equipment; for example, BII and camouflage nets.
- Maintain NBC equipment.
- Clean CTA 50; identify and turn in broken items; identify lost items to be either bought or surveyed.
- Identify NMC equipment for intensified maintenance or for turn-in to DS maintenance.
- Submit closing reports to the battalion commander.

#### **STEP THREE (Maintenance/Retraining - Day Two)**

- Conduct PMCS of sensitive items, weapons, and NBC equipment.
- Continue vehicle PMCS.
- Clean soldier CTA 50.
- Retrain on tasks (opportunity training).

**Figure 4-15.**

### **Sample supporting leader and soldier tasks**

#### **MOS 12B**

- Determine logistical requirements for fighting and protective positions (SL 4).
- Conduct platoon reconnaissance missions (SL 4).
- Calculate and designate placement of breaching charges (SL 3).
- Prepare a route reconnaissance overlay (SL 3).
- Direct construction of wire entanglements (SL 2).
- Direct construction of field fighting positions and protective positions (SL 2).
- Determine lifting slope (SL 2).

#### **MOS 12F**

- Prepare mobility/countermobility platoon fire plan (SL 4).
- Supervise the preparation of a CEV firing position for nighttime reoccupation (SL 3).
- Supervise range card preparation for a CEV (SL 3).
- Prepare a range card for a CEV (SL 2).
- Operate the AN/VVS-2 Night Vision Viewer on the CEV (SL 1).

#### **MOS 63Y**

- Inspect turbocharger (SL 2).
- Inspect fuel valves (SL 2).
- Inspect winch cable (SL 1).
- Test power plant (SL 1).

#### **COMMON TASKS**

- Conduct a defense by platoon (SL 4).
- Conduct a defense by a squad (SL 3).
- Supervise the construction of a fighting position (SL 2).
- Construct individual fighting positions (SL 1).

**Figure 4-16.**



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[Figure 4-17](#). Engineer Battalion execution and evaluation plan.

[Figure 4-17](#) (continued).

[Figure 4-17](#) (continued).

## ***Sample prerequisite training tasks***

### **Platoon Leaders**

- Organize and conduct a platoon-sized element defense (day and night).
- Supervise construction of obstacles.
- Consolidate and reorganize a platoon following enemy contact.
- Supervise unit response to chemical or biological attack.
- Conduct electronic counter-countermeasures (ECCM).

### **Platoon Sergeants**

- Organize platoon for night defense.
- Supervise minefield breaching operations.

### **Squad Leaders and Section Leaders**

- Supervise engaging targets with the 165-mm demolition gun.
- Designate alternate and supplementary positions for squad members.
- Prepare an engineer reconnaissance report.
- Conduct a hasty breach of a minefield.

### **Soldiers**

- Send a radio message.
- Select temporary fighting positions.
- Camouflage defensive position.
- Employ and recover an M18A1 Claymore mine.
- Prepare the CEV for firing.
- Construct a nonelectric initiating and detonating assembly.

***Figure 4-18.***

## ***Sample assembly area training***

### **Battalion Level**

- Visit subordinate unit training (battalion commander and CSM).
- Prepare an OPORD (battalion staff).
- Operate a net control station (S3 and S4 sections).
- Conduct logistics operations (S4 section).
- Use an SOI (soldiers).

### **Company Level**

- Prepare an engineer annex (company commander).
- Supervise security defense of unit position (XO).
- Supervise combat service support operations (1SG).
- Establish internal communications (communications section).
- Conduct unit supply operations (supply section).

### **Platoon and Squad Level**

- Supervise security and defense of unit position (platoon leader).
- Conduct a defense by a platoon (PSG).
- Establish internal communications (PSG).
- Supervise the preparation of a squad-sized element's defensive position (squad leaders).
- Select a CEV firing position (squad leader).
- Prepare a range card for a CEV (soldier).
- Construct individual fighting position (soldier).

***Figure 4-19.***

## ***Sample multiechelon training***

### **Battalion Level**

- **Conduct leader development concerning engineer reconnaissance (battalion commander).**
- **Assess training execution in HHC (CSM).**
- **Conduct engineer reconnaissance (primary staff officers).**
- **Plan and direct engineer intelligence collection (battalion staff).**

### **Company Level**

- **Conduct engineer reconnaissance (company commander).**
- **Plan and direct engineer reconnaissance (XO).**
- **Receive and distribute throughput supplies (1SG).**
- **Perform unit maintenance operations (maintenance section).**

### **Platoon and Squad Level**

- **Conduct a route reconnaissance (selected platoons).**
- **Conduct a target reconnaissance (selected platoons).**
- **Prepare a route reconnaissance overlay (soldiers).**
- **Troubleshoot hull wiring harness (soldiers).**

***Figure 4-20.***

## ***Sample training conducted during Phase E***

### **Battalion Level**

- **Accompany 1st Platoon, Alpha Company (battalion commander).**
- **Supervise CEP evaluation of critical common soldier tasks (CSM).**
- **Control combat operations (battalion staff).**
- **Conduct CEP evaluation and night navigation exercise (battalion staff).**

### **Company Level**

- **Control unit movement (company commander).**
- **Conduct night navigation exercise (XO).**
- **Conduct combat refueling operations (1SG).**

### **Platoon and Squad Level**

- **Control unit movement (platoon leader).**
- **Conduct CEP evaluation and night navigation exercise (PSG).**
- **Move mounted (section sergeants).**
- **Determine a location on the ground by terrain association (soldiers).**

***Figure 4-21.***

**Sample FSB assessment**

<u>Task</u>	<u>Extract of Results from Last EXEVAL</u>	<u>Assessment</u>
Deploy to combat area of operations		P
Conduct CSS operations		P
Direct response to BSA threat		P
Casualty evacuation		P
Supervise establishment of BSA/FSB		T
Provide command and control		T
Plan rear operations		T
Supervise battalion NBC operations		P

**Figure 4-22.**



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[Figure 4-23](#). 1st FSB execution and evaluation plan.

[Figure 4-23](#) (continued).

[Figure 4-23](#) (continued).

***Sample prerequisite training***

**SQUAD**

**Ambulance (medical company)**

**Class I (supply company)**

**Class III (supply company)**

**Recovery section**

**(maintenance company)**

**TASK**

**Provide ground ambulance evacuation support.**

**Maintain accountability.**

**Provide Class III supplies.**

**Recover equipment.**

***Figure 4-24.***

### ***Sample pre-execution checklist***

- **Proficiency of METL tasks assessed by leaders.**
- **CLS refresher training for 1st Brigade soldiers completed.**
- **Coordination with maneuver medical platoons accomplished.**
- **PMCS of 5,000-gallon tankers completed.**
- **Fuel-handler training accomplished.**
- **Lessons learned from last CTC rotation integrated into TSOP.**
- **Coordination with MP platoon accomplished.**
- **Integration of HETs from the Heavy Equipment Transport Company accomplished.**
- **Support required from MSB established.**
- **Support for air medical evacuation (MEDEVAC) established.**
- **Prerequisite training for reaction force accomplished.**
- **Reconnaissance completed.**
- **Deployment training accomplished.**
- **Rehearsals conducted at all levels.**

***Figure 4-25.***

## ***Predeployment activities***

### **Battalion Level**

- Received division OPORD for deployment to assembly areas.
- Conducted map reconnaissance.
- Designated each unit's position in the assembly area.
- Designated communication sites.
- Issued battalion OPORD.
- Briefed and dispatched advance and quartering party.

### **Company Level**

- Issued operations orders to subordinate leaders (company commander).
- Completed safety checks and briefings.
- Verified PMCS completed (vehicles, weapons, communications).
- Established and maintained communications with higher and supported units.
- Checked load plans.

### **Platoon and Squad Level**

- Completed PMCS.
- Ensured soldiers and equipment inspected and camouflaged.
- Checked soldiers' packing list.
- Checked and confirmed vehicle load plans.
- Issued ammunition.
- Completed other precombat checks.

***Figure 4-26.***

## ***FSB road march and assembly area activities***

### **Battalion Level**

- Battalion staff provided command and control for the deployment.
- Advance and quartering party established observation posts and local security.
- Advance and quartering party received main body.
- Perimeter established.
- Communications maintained.

### **Company Level**

- Conducted tactical road march.
- Maintained march discipline.
- Utilized air guards.
- Moved into assembly area without stopping.
- Established perimeter.
- Adjusted their company perimeters so that they had interlocking sectors of fire with their adjacent companies (company commanders).
- Tactically laid out company IAW METT-T.

### **Platoon, Squad, and Section Level**

- Maintained designated march speed.
- Maintained proper vehicle interval.
- Crossed checkpoints as scheduled.

***Figure 4-27.***

## ***Unit activities in BSA***

### **Battalion Level**

- Coordinated and controlled use of reaction force.
- Coordinated requests for fire support.
- Coordinated BSA logistics support operations.
- Provided intelligence support.
- Operated battalion main CP.

### **Company Level**

- Coordinated company activities.
- Defended sector against an OPFOR attack.
- Provided Class III (bulk) supplies.
- Provided Class I, II, III (pkg), IV, and VIII supplies.
- Performed area damage control (ADC) functions.
- Conducted medical supply and services.
- Conducted DS maintenance operations.
- Provided medical care.

***Figure 4-28.***

## ***FSB actions prior to redeployment***

### **Battalion Level**

- **Battalion movement planned.**
- **Transportation for supported units' NMC vehicles coordinated.**

### **Company Level**

- **Class I supply point issued all rations and closed out supported unit accounts.**
- **Class IV barrier materials loaded on division transportation assets for movement.**
- **Class III accounts reconciled after brigade HEMTTs and BSA units topped off.**
- **Excess Class V turned in and ATP closed after last issue to brigade units.**
- **Major assemblies (serviceable and unserviceable) loaded on division transportation.**
- **Maintenance company prepared NMC customer equipment for movement.**

### **Platoon and Squad Level**

- **Forward Class III points positioned to refuel TF 1-77 and the BSA prior to redeployment.**
- **AXP closed.**
- **Real-world patients evacuated to MSB.**

***Figure 4-29.***

### **Sources for training assessment**

- **Personal observations of training.**
- **Assessment and feedback from higher headquarters.**
- **Staff visit reports.**
- **Unit status reports.**
- **Training briefings.**
- **Local external evaluations.**
- **CTC take home packages.**
- **After action reviews from FTXs, ODTs, gunnery periods, or other major exercises.**
- **AT reports (FORSCOM Form 1-R, *Analysis of Training Performance of Reserve Components of the Army* ).**
- **CTT.**
- **UCOFT and MCOFT results.**
- **EDRE reports.**
- **Maintenance and logistical evaluations.**
- **Technical inspection results.**
- **Nuclear weapons technical inspections (such as TVIs and NSIs).**
- **IG special inspections or command readiness inspections.**
- **Commanders' inspection program.**
- **Force integration reports and feedback.**
- **Army Audit Agency reports.**
- **APFT scores.**
- **Weapons qualifications records.**
- **Readiness group assistance input.**
- **Annual service practice results.**

**Figure 5-1.**

### ***Use of types of evaluations***

<p><b><u>Internal</u></b></p> <ul style="list-style-type: none"><li>● Is a function of unit leadership whenever training is conducted; for example, squad leader checks vehicle PMCS.</li></ul>	<p><b>Informal</b></p>	<p><b><u>External</u></b></p> <ul style="list-style-type: none"><li>● Conducted by leaders during visits to training of subordinate units; CSM spot checks soldiers' range cards.</li></ul>
<p><b><u>Internal</u></b></p> <ul style="list-style-type: none"><li>● Best suited for squad-sized elements and below to document results; for example, squad leader evaluates his squad's collective tasks using MTP T&amp;EOs.</li></ul>	<p><b>Formal</b></p>	<p><b><u>External</u></b></p> <ul style="list-style-type: none"><li>● Best suited for evaluation of battalion-, company-, and platoon-level tasks; for example, battalion evaluates platoon ARTEPs.</li></ul>

***Figure 5-2.***

### **Evaluator group organization worksheet**

**Type of Exercise: FTX.**

**Duration of the Exercise: 2 days.**

**Frequency of Exercise: 2 platoons every 2 days (4 platoons, 1 per company).**

**Level of Evaluation: platoon and below.**

**Tasks Selected for Evaluation: (See evaluation matrix, Figure 5-4.)**

**Types of Evaluation: (See evaluation matrix, Figure 5-4.)**

**Availability of Evaluator Personnel with Appropriate Skills:**

- Platoon level - 2 CPT staff officers (for example, Assistant S3 or S4).
- Squad/crew level - 2 platoon sergeants and or staff NCOs (for example, operations sergeant).
- Soldier level - All the above.

**Suggested Organization Based on the Above Information:**

- Chief Evaluator(s) - Battalion commander/CSM.
- Platoon Evaluators - 1 officer evaluator per platoon.
- Squad Evaluators - 1 NCO evaluator per platoon.

**NOTES:**

1. Each platoon will have two evaluators at all times. These evaluators conduct multiechelon evaluations.
2. Evaluations will be conducted during the TF 1-77 FTX.
3. AARs will be conducted at the conclusion of each event.
4. Chemical officer or NCO will evaluate during Cross Contaminated Area task.

**Figure 5-3.**

**Task evaluation matrix**

<b>TASKS</b> (in sequence)	<b>EVALUATION LEVELS</b>		
	<b>Platoon</b>	<b>Squad/Crew</b> (# per platoon)	<b>Soldier</b> (# per squad)
<b>Move Tactically</b>	F/E	F/E (1)	I/I (All)
<b>Defend</b>	F/E	F/E (2)	F/E (3) I/E (3)
<b>Movement to Contact</b>	F/E	F/E (1)	I/E (5)
<b>Cross Contaminated</b>	F/E	F/E (All)	F/E (All)
<b>Area</b>			
<b>Hasty Attack</b>	F/E	F/E (2)	I/E (5)
<b>Legend:</b>			
F/E = Formal external evaluation.			
I/E = Informal external evaluation.			
I/I = Informal internal evaluation.			

**Figure 5-4.**

### ***Evaluator training***

- **Army doctrine.**
- **Safety and environmental considerations (per OPORD).**
- **Conduct of required rehearsals.**
- **Purpose and scope of the exercise.**
- **Training objectives.**
- **Training and evaluation outlines.**
- **Enemy situation (per OPORD).**
- **OPFOR organization.**
- **Participating units' task organization and METL.**
- **Communications plan.**
- **Maneuver rights area (MRA) restrictions.**
- **Rules of engagement (ROE).**
- **Intelligence plans.**
- **Controller duties.**
- **Reconnaissance.**
- **Communications responsibilities and checks (daily back brief to battalion commander).**
- **Required records and reports.**
- **Casualty and damage assessment.**
- **AARs.**

***Figure 5-5.***

**TF 1-77 training evaluation extract**

**ELEMENT: BATTALION TASK FORCE (TF 1-77)**

**TASK: DEFEND (7-1-3009) (FM 71-2)**

ITERATION                    1    2    3    4    5 (circle)  
 TRAINING STATUS            GO                    **NO-GO** (circle)

**CONDITION:** The TF defends in the forward portion of the MBA. A covering force forward of the TF gives the TF early warning. The covering force withdraws. The enemy performs reconnaissance, breaching, and infiltration to prepare for the attack. The enemy attacks with an MRB(+).

**NOTE:** This task may be a battle position defense or defense in sector, depending upon METT-T factors.

**TASK STANDARD:**

- a. The TF is prepared to defend at the time prescribed.
- b. The enemy MRR is defeated forward of the battalion rear boundary.
- c. The TF performs the defense LAW the brigade commander's intent for coordination with adjacent TFs.
- d. There is no penetration of rear boundary by an MRC(+) or more.

**SUBTASKS AND STANDARDS:**

	GO	NO-GO
*1. TF commander and staff plan the defense and issue an OPORD that -		
a. Identifies engagement areas along each approach where the enemy is most vulnerable. It provides for positions, weapons, and obstacles to destroy the enemy in those areas.	✓	
b. Breaks up the enemy formation to expose him to flanking fires from multiple directions and to not allow him to fight a linear battle. <b>OBSTACLE PLAN DID NOT CANALIZE ENEMY INTO ENGAGEMENT AREA.</b>		✓
c. Uses full depth of the sector consistent with the brigade commander's concept for synchronization with adjacent TF.	✓	
d. Uses displacement for subsequent positions, which are planned and coordinated with obstacles and covering fire. <b>SUBSEQUENT POSITIONS NOT PLANNED ALONG PRIMARY AVENUES OF APPROACH.</b>		✓
e. Blocks or slows the enemy on all likely mounted and dismounted approaches with enough defending forces and obstacles to allow maneuver forces to mass on the approaches being used. <b>OBSTACLES WERE PLANNED BUT NOT IMPLACED.</b>		✓
f. Provides for flexibility by having depth and contingency plans for shifting fires or counterattacks to mass forces on approaches the enemy actually uses. Identifies decision points to allow initiation of maneuver. Gives the engagement criteria, firing priorities, or engagement priorities. <b>DID NOT HAVE TRIGGER LINES, ENGAGEMENT CRITERIA, OR ENGAGEMENT PRIORITIES.</b>		✓

\*Leader task  
 + Critical task

**Figure 5-6.**

**Figure 5-6.**

### Team A training evaluation extract

**ELEMENT: TANK AND MECHANIZED INFANTRY COMPANY TEAM (TMA)**

**TASK: DEFEND (17-2-1021) (FMs 7-10 and 7-71)**

ITERATION  
TNG STATUS

1 2  
GO

3 4 5 (circle)  
NO-GO (circle)

**CONDITION:** The enemy is expected to attack mounted or dismounted with forces up to battalion-level strength supported by attack helicopters, indirect fire, and close air support. The enemy can be reinforced with up to company-sized units. The company team is defending battle positions as part of a battalion sector defense or is assigned a separate sector.

**TASK STANDARD:** The company team completes all preparations directed by the commander not later than the time specified in the order. The company main body is not surprised by the enemy. The company team decisively engages the enemy. The company team destroys, blocks, delays for the specified time, and canalizes the enemy into the designated area. The company team denies and prevents penetration of specified boundary or terrain.

**SUBTASKS AND STANDARDS:**

	GO	NO-GO
* + 1. The commander develops a defense plan. (See T&EO 17-2-0101. Prepare for Combat, this MTP.)	✓	
a. The commander identifies enemy avenues of approach and areas of weakness along each (exposure, canalization, slow movement).	✓	
b. Platoons and obstacles are positioned to defeat enemy along all approaches at locations of weakness. <i>DID NOT CONSIDER AN AVE OF APP ALONG LINK TRAIL</i>		✓
c. Contingencies are made to shift fires and forces to any route being used by enemy (supplementary positions and secondary sectors of fire). <i>HAD NO BACKUP SIGNALS OR CRITERIA TO SHIFT FIRES</i>		✓
d. Fire control measures are developed to allow fires to be shifted and masses (engagement areas, sectors of fire, TRPs). <i>LACKED CLEAR CRITERIA FOR USE OF TRPs AND THEIR USE IN SHIFTING FIRES.</i>		✓
e. Tank/TOW positions are selected to provide flanking fires on enemy approaches, provide cover, and allows covered entry/exit.	✓	
f. Infantry positions are selected to block enemy mounted/dismounted approaches where infantry is not exposed to standoff fires and protected by obstacles from mounted assault.	✓	

\*Leader task

+ Critical task

Figure 5-7.

**1st Platoon, Team A, training evaluation extract**

ARTEP 17-237-10-MTP

ELEMENT: TANK PLATOON **1ST PLT, TMA**

TASK: OCCUPY A PLATOON BATTLE POSITION (17-3-0222) (FM 17-15) (FM 71-1)

ITERATION	1	2	3	4	5 (circle)
TRAINING STATUS		<b>GO</b>			NO-GO (circle)

**CONDITION:** The platoon is operating as part of a company team defensive operation and has been given an OPORD to move to and occupy a battle position (BP). The terrain can vary from rolling hills to parched, flat desert, but must offer definable avenues of approach and permit a concentration of fires; soil must be trafficable. Engineer assets are available. Sufficient time is available to conduct a deliberate occupation. The commander specified the time and location for coordination between adjacent platoons. Threat contact is not likely prior to the NLT-time specified in the OPORD or OPLAN.

**TASK STANDARD:** The platoon moves to the assigned BP, completes the deliberate occupation, and reports established at or before the "defend NLT" time given in the OPORD. Coordination with adjacent platoons is conducted, conflicts are resolved, and any changes to the platoon's plan resulting from the coordination are disseminated.

**SUBTASKS AND STANDARDS:**

	GO	NO-GO
1. The platoon moves to the rear or flanks of the assigned BP.	✓	
a. Moves into a hide position behind the BP, forms a coil or herringbone, and conducts a simultaneous shutdown.	✓	
b. The PSG, TCs, and security personnel dismount their vehicles, move to the BP, and report to the plt ldr.	✓	
c. The plt ldr establishes local security by emplacing the OP(s).	✓	
2. The platoon leader leads the platoon in a reconnaissance of the BP. The plt ldr points out terrain that corresponds to the platoon's and company's graphic control measures and briefs the scheme of maneuver. <b>FIRE SPT PLANNING NEEDS PRACTICE, PLOTTING ON MAP.</b>	✓	
a. Plt ldr shows location of company BP, company target reference points (TRPs), and engagement areas.	✓	

\*Leader task  
+ Critical task

**Figure 5-8.**

**Figure 5-8.**

**TF 1-77 commander's training assessment extract**

MISSION ESSENTIAL TASK	CURRENT TRAINING STATUS							OVERALL	STRATEGY TO IMPROVE OR SUSTAIN TRAINING PROFICIENCY TO WARFIGHTING
	I N T	M A N	F S	M / C M / S	A D	C S S	C 2		
MOVE BY ROAD/RAIL	T	T				T	T	T	<ul style="list-style-type: none"> <li>• SUSTAINMENT TRAINING ONLY</li> </ul>
PERFORM TACTICAL ROAD MARCH	P	P	T	P	T	P	P	P	<ul style="list-style-type: none"> <li>• SCHEDULE LEADER DEVELOPMENT SEMINAR</li> <li>• ROAD MARCH TO ALL TRAINING</li> </ul>
DEFEND	T	T	T	P	T	T	T	T	<ul style="list-style-type: none"> <li>• SCHEDULE LEADER DEVELOPMENT CLASS ON MOBILITY, COUNTERMOBILITY, SURVIVABILITY</li> <li>• CONDUCT A CFX NEXT QUARTER</li> </ul>
ASSAULT	P	P	P	U	P	T	P	P	<ul style="list-style-type: none"> <li>• ADD THIS TASK TO CO/PLT ARTEP, INTEGRATE ENGR PLT LDR IN LEADER DEVELOPMENT AND ALL TRAINING EXERCISES</li> </ul>

*Figure 5-10.*

**Team A commander's training assessment extract**

MISSION ESSENTIAL TASK	CURRENT TRAINING STATUS							OVERALL	STRATEGY TO IMPROVE OR SUSTAIN TRAINING PROFICIENCY TO WARFIGHTING
	I N T	M A N	F S	M / C M / S	A D	C S S	C 2		
MOVE BY ROAD/RAIL	T	T				P	T	T	• SUSTAINMENT TRAINING FOR COMPANY
PERFORM TACTICAL ROAD MARCH	P	T	P	P	P	P	T	P	• CONDUCT AS MULTIECHELON EVENT DURING ALL FIELD EXERCISES
OCCUPY ASSEMBLY AREA	P	P	P	P	T	P	P	P	• CONDUCT AS OPPORTUNITY TRAINING DURING GUNNERY
DEFEND	P	P	P	P	T	P	P	P	• CONDUCT LEADER DEVELOPMENT SEMINAR, TEWT, AND CFX DURING GUARD AND DETAIL

**Figure 5-11.**

**Squad training evaluation extract**

ELEMENT: SQUAD 1ST SQD, 1ST PLT, 1MA

TASK: DEFEND (7-3/4-1021) (FM 7-7) (FM 7-8) (FM 7-70)

ITERATION TRAINING STATUS 1 2 3 4 5 (circle NO-GO (circle))

(GO)

**CONDITION:**

The platoon is ordered to occupy, prepare, and defend a battle position or sector as a separate unit or as part of a larger force. The enemy can attack in company-size strength, either mounted or dismounted. Both friendly and enemy elements are supported by indirect fire and CAS.

**TASK STANDARD:**

1. The platoon completes all designated preparations NLT the time specified in the order.
2. The platoon main body is not surprised by the enemy.
3. The platoon accomplishes its assigned task. Destroys, blocks, delays for the specified time, and canalizes the enemy into the designated area.
4. The platoon sustains no more than two vehicles losses.

**SUBTASKS AND STANDARDS:**

	GO	NO-GO
<p>24. The platoon prepares defensive positions.</p> <p>a. A two-man fighting position is constructed to provide-</p> <ul style="list-style-type: none"> <li>-Front, side, and rear protection</li> <li>-Overhead cover (18 inches of dirt and or logs). <b>DID NOT HAVE LOGS OR SUITABLE MATERIAL ON 75% OF POSNS.</b></li> <li>-Concealment from all angles. <b>POOR CAMOUFLAGE, TWO VEHICLES AND ONE FIGHTING POS NOT CAMOUFLAGED</b></li> <li>-Observation of sectors of fire.</li> <li>-Overlapping fields of fire with the positions to the right and left. <b>NEEDS APD WORK, TWO NEIGHBORING POSNS DID NOT OVERLAP FIELD OF FIRE.</b></li> </ul> <p>b. Fighting positions contain the following construction features:</p> <ul style="list-style-type: none"> <li>-Armpit depth.</li> <li>-Shoulder width.</li> <li>-Grenade sump. <b>NEEDS EMPHASIS. 50% OF POSITIONS DID NOT HAVE GRENADE SUMPS.</b></li> <li>-Aiming and limiting stakes.</li> <li>-Elbow, bipod or tripod space, or holes.</li> <li>-Water drainage. <b>50% OF POSITIONS DID NOT HAVE WATER DRAINAGE.</b></li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

\*Leader task  
+ Critical task

Figure 5-9.

**52d Engineer Battalion training evaluation extract**

**ELEMENT:** BATTALION STAFF **52d EN BN** **PHASE B**

**TASK:** PREPARE an operation plan/order (06-1-0007) (FM 5-30, FM 5-34, FM 5-100, FM 5-101, FM 5-103, FM 101-5, STANAG 2014)

ITERATION TNG STATUS **1** 2 3 4 5 (circle)  
**GO** NO-GO (circle)

**CONDITION:** The battalion is performing continuous tactical operations in darkness and daylight under all weather conditions. The battalion receives a new mission requiring preparation of an operation plan/operation order (OPLAN/OPORD).

**TASK STANDARD:** The order follows the commander's intent, contains all information necessary to accomplish the mission and it is understood and can be executed by subordinate units.

**SUBTASKS AND STANDARDS:**

	GO	NO-GO
1. The battalion staff receives the mission from higher headquarters or the battalion commander.	✓	
2. The battalion staff receives and understands the commander's guidance.	✓	
+ 3. The battalion staff completes an engineer estimate. See T&EO 05-1-0002, Prepare an Engineer Estimate (Bn).	✓	
* + 4. Staff members prepare a written OPLAN/OPORD for their areas of responsibility.		
a. The XO supervises the staff during the preparation of the order and resolves any disagreements. Presents the order to the commander for final approval.	✓	
b. The S-3 coordinates the preparation of the order. Prepares the task organization; paragraph 1, situation, minus subparagraph 1b; paragraph 2, mission; paragraph 3, execution, with emphasis on the concept of operation and subordinate unit instructions; and paragraph 5, command and signal. Prepares any operations overlays or annexes.	✓	
c. The S-2 prepares paragraph 1b, enemy situation, and the intelligence annex when required. Provides the S-3 with any coordinating instructions.	✓	
d. The S-4 prepares paragraph 4, service support, and the service support annex when required. Provides the S-3 with any coordinating instructions.	✓	
e. The S-1 provides the S-4 with information on personnel and administrative services to be included in paragraph 4, service support, or the service support annex. Provides the S-3 with any coordinating instructions.	✓	
f. The maintenance officer provides the S-4 with information on maintenance services to be included in paragraph 4, service support, or the service support annex. Provides the S-3 with any coordinating instructions.	✓	

\*Leader task  
 +Critical task

**Figure S-12.**

**A company, 52d Engineer Battalion, training evaluation extract**

**PHASE E**

**ELEMENT: COMPANY A, 52d ENGR BN**

**TASK: REPORT obstacle information (Co) (05-2-0025) (FM 5-30, FM 5-34, FM 5-36, FM 5-100, FM 5-101, Fm 20-32, FM 101-5)**

**ITERATION  
TNG STATUS**

1 2 3 4 5 (circle)  
GO NO-GO (circle)

**CONDITION:** The engineer company receives obstacle and family of scatterable mines (FASCAM) information from subordinate elements and the battalion.

**TASK STANDARD:** Higher headquarters and subordinate units have accurate and timely information on obstacles in the area of operations.

**SUBTASKS AND STANDARDS:**

**GO NO-GO**

\* 1. The company operation NCO receives the following obstacle information from the platoons, Battalion S-3, and/or the commander:

- a. Obstacle status report. Reports obstacles by serial number. ✓
- b. Scatterable mine record and report or scatterable mine warning report. See FM 20-32 (Mine/Countermine Operations). **DID NOT RECEIVE NOR REQUESTED** ✓
- c. Map sheet(s). ✓
- d. Date and time of report. ✓
- e. Location (eight digit grid coordinate). ✓
- f. Type. ✓
- g. Enemy situation. **FAILED TO POST ENEMY SITUATION ON MAP** ✓
- h. Progress and completion. ✓
- i. Additional assets or equipment required. Notifies the supply section and platoons of the type, quantity, and personnel.
- j. Execution of the obstacle (time, name, platoon, type, location, and serial number). ✓
- k. Obstacle hand-off (time, name, platoon, type, location, and serial number). ✓

\* + 2. The company operations NCO reports obstacle information to the commander, battalion S-3, and platoons.

- a. Reports to the commander the type of obstacle, who emplaced the obstacle, the status of progress, completion, hand-off, execution, enemy situation, scatterable mine execution, and plotting. See FM 20-32. ✓
- b. Reports to the battalion S-3 the status of progress, completion, execution, hand-off, scatterable mines, plotting, and request-intent. See FM 20-32. ✓
- c. Reports to the platoons possible hand-off, execution, type obstacle, location, serial number, emplacement, relocation of material, status of progress, scatterable mine emplacement, execution, and if assistance is required, the unit/location of tasked element. ✓

\*Leader task  
+Critical task

**Figure 5-13.**

**1st Squad, 1st Platoon, A Company, training evaluation extract**

**WITHDRAWAL PHASE**      ITERATION #1 = ✓  
ITERATION #2 = 2

ELEMENT: SQUAD, <sup>1ST</sup> 1ST PLATOON, ALPHA COMPANY, 52d ENGR BN

TASK: CREATE a crater obstacle with explosives (05-4-0201) (FM 5-25, FM 5-34)  
 DRILL STANDARD = 25 MINUTES  
 ITERATION #1 = 61 MINUTES  
 ITERATION #2 = 27 MINUTES

ITERATION TNG STATUS      (1) (2) 3 4 5 (circle)  
 GO NO-GO (circle)

CONDITION: The squad is ordered to create a crater obstacle. A target reconnaissance has been conducted and the reconnaissance report is available.

TASK STANDARD: The squad creates a crater obstacle within plus 25 percent of the time estimated in the reconnaissance report. The crater is a minimum of 1.8 meters (6 feet) deep, 6 meters (20 feet) wide, and the side slopes are a minimum of 25 degrees. Locations are accurate within 10 meters (33 feet). The crater is tied to existing or reinforced obstacles and stops or delays an enemy main battle tank (MBT).

**SUBTASKS AND STANDARDS:**

	GO	NO-GO
* 1. The squad leader obtains technical information from the reconnaissance report to include:	✓2	
a. A plan and side view sketch showing overall dimensions and lines of cut.	✓2	
b. For each row of craters, the location, depth, and quantity of explosives for each borehole, as well as the method of ignition.	✓2	
c. A sketch showing the firing circuits and firing point.	✓2	
d. A bill of explosives showing the quantity and types required, a list of required equipment, and an estimate of time and labor required to prepare and fire the demolition.	✓2	
+ 2. The squad picks up all materials and equipment needed for the demolition. Prepares demolitions in the rear to minimize time on site (e.g., cutting branch lines, priming blocks of explosives with detonating cord, etc.).	12	
* + 3. The squad leader issues orders to the squad using the five-paragraph field order format. Briefs each man on site security, noise and light discipline, and each member's specific tasks. (051-193-3055)	✓2	
4. The squad moves to the obstacle location.	✓2	
a. Personnel do not ride in the rear of the vehicle along with explosives.	✓2	
b. Carries blasting caps in a separate vehicle.	✓2	
NOTE: If this is not possible, place the caps in a closed metal can and carry in the front of the vehicle and carry the explosives in the rear.		
+ 5. The squad places shaped charges in the locations identified by the squad leader.	✓2	
NOTE: The platoon leader coordinates with the maneuver commander to ensure the final obstacle location is covered by direct and/or indirect fire and tied to existing or reinforced obstacles.		
6. The squad primes the shaped charges and connects branch lines to the ring main and primes the shaped charges.	2	✓
a. Does not dual prime shaped charges.	✓2	

\*Leader task  
 +Critical task

**Figure 5-14.**

**52d Engineer Battalion commander's training assessment**

MISSION ESSENTIAL TASK	CURRENT TRAINING STATUS							OVERALL	STRATEGY TO IMPROVE OR SUSTAIN TRAINING PROFICIENCY TO WARFIGHTING
	I N T	M A N	F S	M / C M / S	A D	C S S	C 2		
PERFORM ENGINEER RECON	T	T		T		T	T	T	<ul style="list-style-type: none"> <li>• BN/CO MAPEX EACH MONTH</li> <li>• BN CFX/CPX NEXT QUARTER</li> <li>• BDE/TF SPT CYCLE</li> </ul>
PREPARE AN OBSTACLE PLAN	T		T		T	T	T	T	<ul style="list-style-type: none"> <li>• BN/CO MAPEX EACH MONTH</li> <li>• BDE/TF SPT CYCLE</li> </ul>
PREPARE AN OPLAN/OPORD	T	T	T	T	T	T	T	T	<ul style="list-style-type: none"> <li>• BN CFX/CPX NEXT QUARTER</li> <li>• BDE/TF SPT CYCLE</li> </ul>
REORGANIZE AS INFANTRY	P	P	P	T	P	P	P	P	<ul style="list-style-type: none"> <li>• BN/CO MAPEX EACH MONTH</li> <li>• SQD STX MONTHLY</li> <li>• PLT FTX QUARTERLY</li> </ul>

**Figure 5-15.**

**1st FSB training evaluation extract**

ARTEP 63-005-MTP

**1st FSB**

**ELEMENT: BASE CLUSTER OPERATIONS CENTER**

**TASK: DIRECT RESPONSE TO BSA THREATS (63-1-0027) (FM 63-2-2, FM 63-20, FM 90-14, STP 21-II-MQS, STP 21-24-SMCT).**

ITERATION                    1    2    3    4    5 (circle)  
 TRAINING STATUS            GO                    **NO-GO** (circle)

**CONDITIONS:** OPFOR has been spotted in the BSA. Reports indicate the OPFOR is a Level II or Level III threat. BCOC is operational. Rear operations annex and SOP are available. Some base(s) in the cluster have reported initial attacks. Subordinate units/elements are providing current situation reports.

**TASK STANDARD:** OPFOR threat is repelled and/or delayed until relieved by MP elements or TCF. The BSA is defended with no unanticipated degradation of logistic support to the brigade.

**SUBTASKS AND STANDARDS:**

	GO	NO-GO
+ 1. BCOC makes appropriate response determination.		
a. Verify threat level(s).	✓	
b. Identify capability of base(s) being threatened. <b>REPORTING WAS VERY POOR. SOLDIERS DID NOT USE SALUTE TO REPORT WHICH CAUSED CONFUSION AT ALL LEVELS.</b>		✓
c. Identify base(s) priority. <b>NO PRIORITIES ESTABLISHED.</b>		✓
+ 2. BCOC reports OPFOR location and size (071-332-5022).		
a. Maintain map surveillance of OPFOR.	✓	

\*Leader task  
 +Critical task

**Figure 5-16.**

**A Company, 1st FSB training evaluation extract**

ARTEP 42-004-30-MTP

ELEMENT: COMPANY **A CO, 1ST FSB**

TASK: DEFEND AGAINST A LEVEL I ATTACK (63-2-0030) (FM 7-10, FM 90-14, STP 21-1-SMCT, STP 21-1-SMCT, STP 21-II-MQS, STP 21-24-SMCT)

ITERATION 1 2 3 4 5 (circle)  
 TRAINING STATUS **(GO)** NO-GO (circle)

CONDITIONS: Automatic weapons fire is heard in the area. Company CP relays the perimeter guards report that three to five individuals with automatic weapons and satchels were attempting to infiltrate the perimeter. The company is currently supporting tactical operations. The company is at a moderate perimeter manning level. The Level I attack causes casualties and damage to company facilities.

TASK STANDARD: Attack is repelled using techniques outlined in the tactical SOP or OPORD.

**SUBTASKS AND STANDARDS:**

GO NO-GO

- \* + 1. Company commander or leaders direct response against a Level I attack (03-3164.00-0005, 071-326-5510, 071-326-5780).
  - a. Forward incident report to the battalion S2/3. **VERY SLOW REPORTING. REPORTING WAS INCOMPLETE.**
  - b. Verify threat size and location. **REPORT NOT SENT IN SALUTE FORMAT.**
  - c. Direct perimeter manning level increase, as appropriate.
  - d. Direct company fire and maneuver to drive intruders from unit area. **DID NOT ATTEMPT TO CONDUCT FLANK ATTACK. SOLDIERS ND.**
  - e. Report current situation to battalion S2/3. **MYT. TECHS POOR.**
  - f. Provide coordination and assistance to supporting reaction forces.
  - g. Initiate all clear signal as soon as attack is over.

GO	NO-GO
	✓
	✓
✓	
✓	✓
✓	
✓	

\*Leader task  
 + Critical task

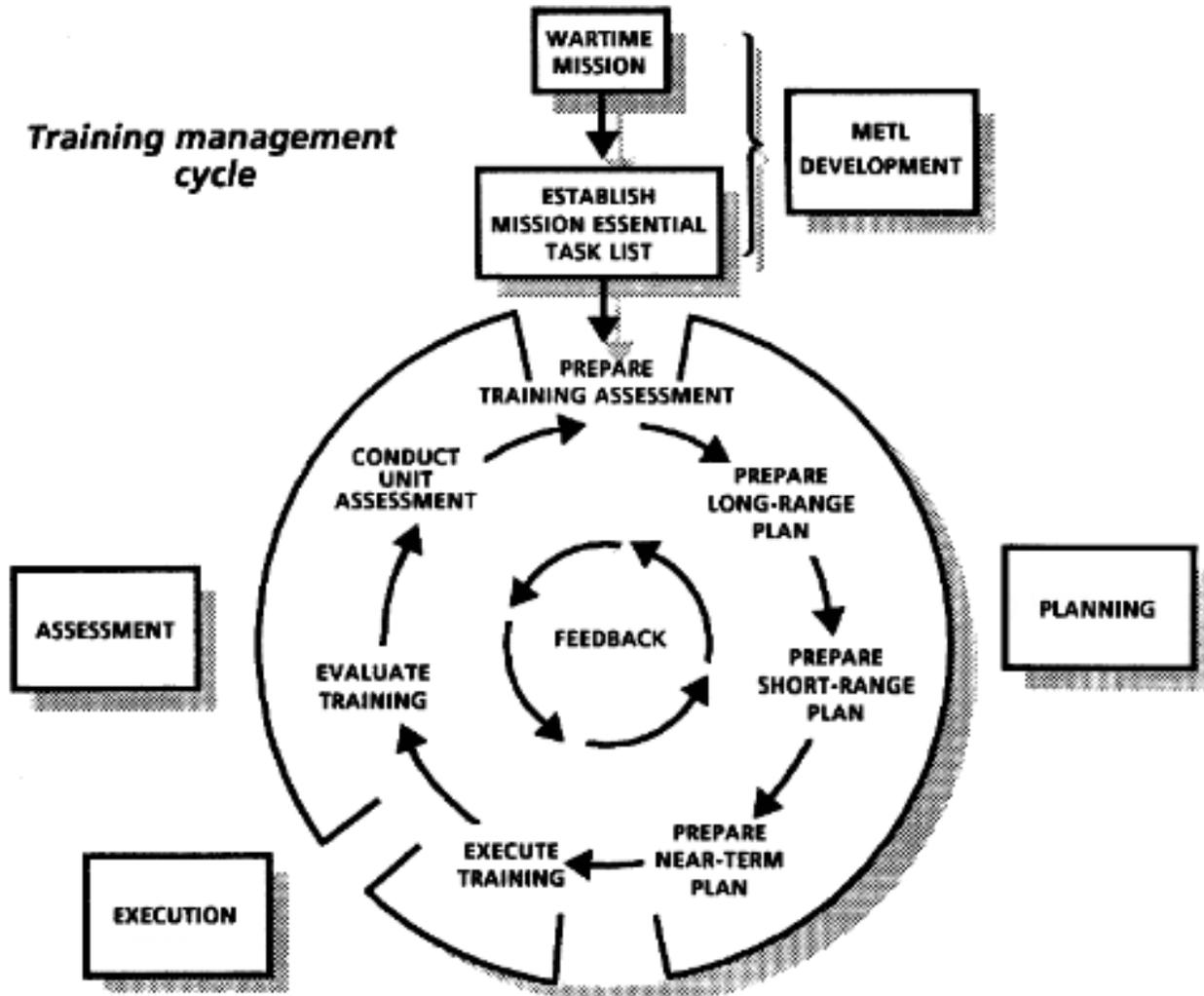
Figure 5-17.

**1st FSB commander's training assessment extract**

MISSION ESSENTIAL TASK	CURRENT TRAINING STATUS							OVERALL	STRATEGY TO IMPROVE OR SUSTAIN TRAINING PROFICIENCY TO WARFIGHTING
	I N T	M A N	F S	M / C M /S	A D	C S S	C 2		
DEPLOY TO COMBAT AREA OF OPERATIONS	T	T	P		T	T	T	T	<ul style="list-style-type: none"> <li>● SUSTAINMENT TRAINING BN CFX NEXT QTR</li> <li>● EMPHASIZE FIRE SUPPORT PLANNING</li> </ul>
CONDUCT LOGISTICAL OPERATION	T	T	P	P	P	P	T	P	<ul style="list-style-type: none"> <li>● BN CFX NEXT QTR</li> </ul>
CASUALTY EVACUATION		T	P	T	T	T	T	T	<ul style="list-style-type: none"> <li>● SUSTAINMENT TRAINING BN CFX NEXT QTR</li> <li>● COORDINATE WITH 1ST BDE ON TRIAGE SIGNALS</li> </ul>
DIRECT RESPONSE TO BSA THREAT	P	P	P	P	P	P	P	P	<ul style="list-style-type: none"> <li>● BN CFX NEXT QTR</li> <li>● CONDUCT MORE SOLDIER TRAINING</li> </ul>

**Figure 5-18.**

**Training management cycle**



The training management cycle is a continuous process. METL development is shown outside the cycle reflecting a requirement only to review, after the METL has been initially approved.

Battle focus drives METL development allowing the commander to narrow the scope of his training challenge to make it manageable. Careful planning, based on assessment, allows scarce resources to be used to sustain training strengths and correct weaknesses. NCOs identify soldier training needs to the commander. Throughout the training management process, feedback is essential. It enables the commander and subordinate leaders to focus on executing tough, challenging, realistic training to standard.

This manual has provided techniques and procedures to plan, execute, and assess training. The success of a unit's training, however, depends on competent, dedicated leaders who are personally involved in ensuring training is vigorously executed to standard. Through battle focused training, leaders ensure that their soldiers and units are combat ready and prepared to execute their wartime mission in defense of our nation.

**TO LEAD AN UNTRAINED PEOPLE TO WAR IS TO THROW THEM AWAY.  
CONFUCIUS**

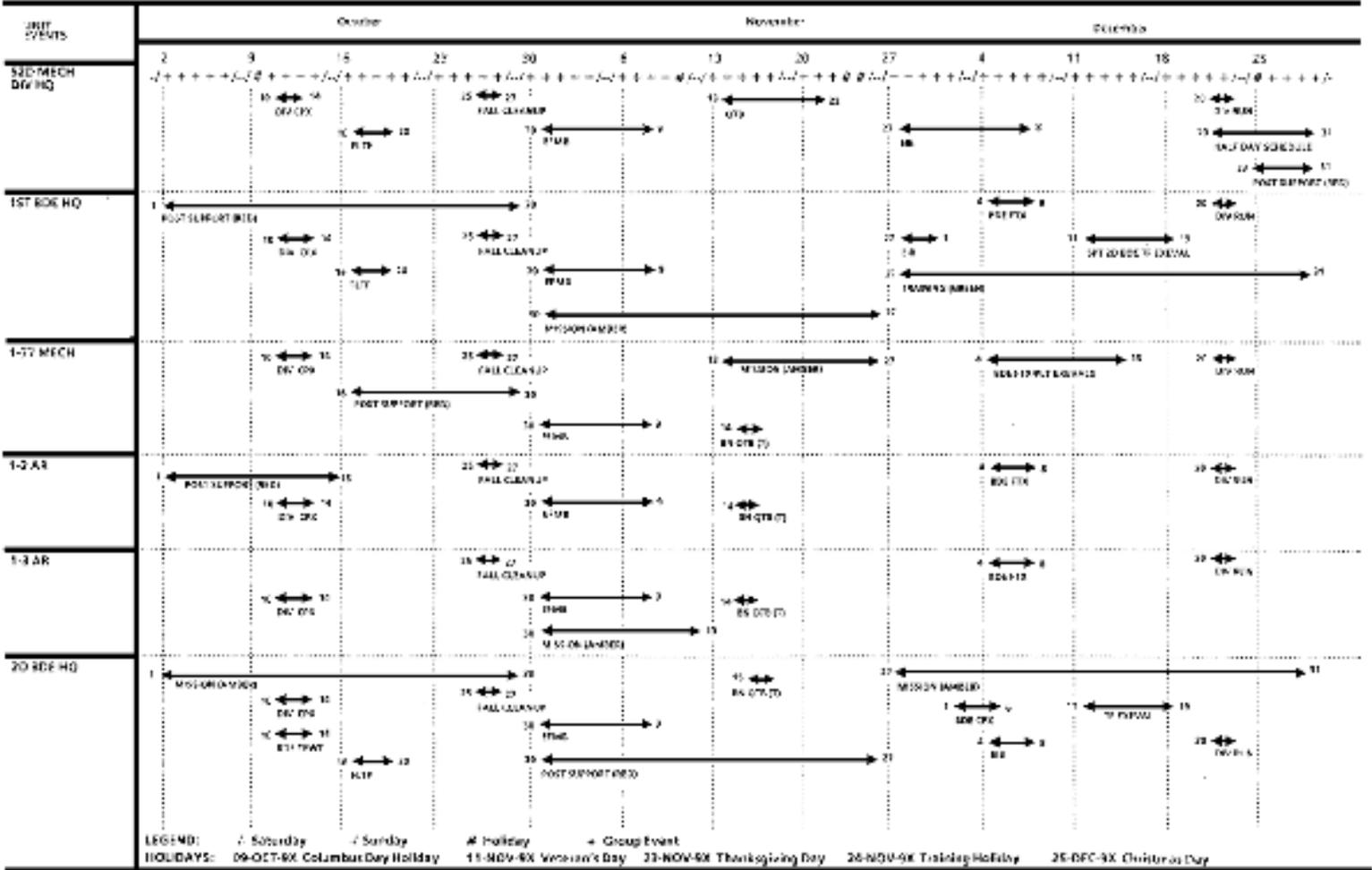


MRCOM: ADRSCOM  
 Corps: X CORPS  
 DA: 520 018

DEPARTMENT OF THE ARMY  
 5th MASH LANSON  
 MASTER TRAINING CALENDAR  
 FY98 PLAN 1A

UTC: SATSPU  
 Loc: FT BELT, KS  
 Date: 15-10-98  
 Time: 12:15

Inclusive Dates: October 1998 thru December 1998



MANAGER: FORSCOM  
 CARD: 6 FORM  
 DIV: 520 DIV

DEPARTMENT OF THE ARMY  
 520 MCDI DIVISION  
 MASTER TRAINING CALENDAR  
 FYSK PLAN 1A  
 (CONTINUING)

REF: SATSEP  
 Loc: FT RILEY, KS  
 Date: 15 JAN 98  
 Time: 12:15

Inclusive Dates: October 1998 thru December 1998

UNIT EVENTS	October					November					December				
	2	9	16	23	30	6	13	20	27	4	11	18	25		
312TH INF BDE		6 → 7 REHEARSAL	18 → 19 DIV CXC	14 → 19 FLD	20 → 21 REHEARSAL	4 → 5 CAMP		17 → 18 TRAINING SUPPORT (RCD)		21 → 22 RE	1 → 2 HONEX				
520 AVN BDC		10 → 11 DIV CXC	16 → 17 FLD	20 → 21 FALL CLEANUP		13 → 14 REHEARSAL				1 → 2 OPT REP 17		14 → 15 REORGANIZATION CONFERENCE	18 → 19 DIV RUN		
1-23 CAV HQ		10 → 11 DIV CXC		21 → 22 FALL CLEANUP		13 → 14 REHEARSAL							18 → 19 DIV RUN		
520 DIVARTY		10 → 11 DIV CXC	16 → 17 FLD	21 → 22 FALL CLEANUP	4 → 5 MID TRAINING		17 → 18 REHEARSAL		21 → 22 REHEARSAL	1 → 2 TUT EXERCISE			18 → 19 DIV RUN		
1-23 FA		10 → 11 DIV CXC		21 → 22 FALL CLEANUP			17 → 18 REHEARSAL		21 → 22 REHEARSAL	4 → 5 OPT REP 17			18 → 19 DIV RUN		
520 DISCOM		10 → 11 DIV CXC	16 → 17 FLD	21 → 22 FALL CLEANUP		13 → 14 REHEARSAL	17 → 18 REHEARSAL				11 → 12 OPT REP 17	15 → 16 MAYCOM	21 → 22 REHEARSAL	23 → 24 REHEARSAL	
1ST PSY		10 → 11 DIV CXC		21 → 22 REHEARSAL	25 → 26 REHEARSAL		14 → 15 REHEARSAL	21 → 22 REHEARSAL	1 → 2 REHEARSAL	4 → 5 OPT REP 17			20 → 21 DIV RUN	23 → 24 REHEARSAL	
1-41 ADA		10 → 11 DIV CXC		21 → 22 FALL CLEANUP			17 → 18 REHEARSAL		21 → 22 REHEARSAL				20 → 21 DIV RUN		
520 ENBR Bn		10 → 11 DIV CXC		21 → 22 FALL CLEANUP		13 → 14 CIV GUARD		21 → 22 REHEARSAL		1 → 2 REHEARSAL		11 → 12 OPT REP 17	15 → 16 DIV RUN		

LEGEND: ♣ Saturday    ♣ Sunday    ♣ Holiday    + Group Event  
 HOLIDAYS: 05 OCT 98 Columbus Day Holiday    11 NOV 98 Veteran's Day    23 NOV 98 Thanksgiving Day    28 NOV 98 Training Holiday    25 DEC 98 Christmas Day

SYMBOL: FDRSCOM  
 CASE: K CORPS  
 DTG: 020 00V

DEPARTMENT OF THE ARMY  
 52D MECH DIVISION  
 MASTER TRAINING CALENDAR  
 PROX PLAN 1A  
 (CONTINUED)

RFC: SATSPU  
 LOC: FT RILEY, KS  
 DATE: 15-04N-00  
 TIME: 1515

Inclusive Dates: October 199X thru December 199X

UNIT EVENTS	October					November					December				
	2	9	16	23	30	6	13	20	27	4	11	18	25		
52D MI BN		10 → 14 09 TRNG 10 → 14 EN TRK		25 → 27 MILITARY	30 → 5 WEAPON DEMONSTRATION			31 → EN TRK		1 → 6 OFF UNIT EXERCISE		17 → 19 OFF UNIT EXERCISE	20 → EN TRK		
52D SIG BN		8 → 9 SIG SIG TRNG	12 → 14 EN TRK 10 → 10 EN TRK	25 → 27 MILITARY			20 → EN TRK		29 → 1 EN TRK	7 → 8 EN TRK		20 → EN TRK	29 → 31 OFF UNIT EXERCISE		
52D MP CO		10 → 14 EN TRK 10 → 10 EN TRK					22 → EN TRK		4 → 8 OFF UNIT EXERCISE			20 → EN TRK			
52D CHM CO		10 → 10 EN TRK					22 → EN TRK		4 → 8 OFF UNIT EXERCISE			20 → EN TRK	29 → 31 OFF UNIT EXERCISE		
LEGEND:	- Saturday    - Sunday    * Holiday    + Group Event HOLIDAYS: 09-OCT-9X Columbus Day Holiday    11-NOV-9X Veteran's Day    23-NOV-9X Thanksgiving Day    24-NOV-9X Training Holiday    25-DEC-9X Christmas Day														

MACOM: FORSCOM  
 Corps: X CORPS  
 Div: 52D DIV

DEPARTMENT OF THE ARMY  
 52D INFANTRY DIVISION  
 MASTER TRAINING CALENDAR  
 FYSX PLAN 1A

DOC: 5AT3FU  
 LOG: FT WALTER, KS  
 DATE: 14-10-98  
 TIME: 08:00

Inclusive Dates: January 1998 thru March 1998

UNIT SYMBOLS	January					February					March								
	1	8	15	22	29	5	12	19	26	5	12	19	26	2	9	16	23	30	
52D MECH DIV HQ	1 → 2 POST SUPPORT BDE	3 → 4 TMMT	10 → 11 20 DEC PAUL DAVIS			12 → 13 SITE	18 → 19 NATIONAL PRAYER BREAKFAST	25 → 26 DIV HEADQUARTERS			2 → 3 OFFICE DAY	9 → 10 OFFICE DAY	16 → 17 OFFICE DAY	23 → 24 MSP 2000/0000 TAC FOR EN (T)					
1ST BDF HQ	1 → 2 MILITARY JOURNAL	8 → 9 GUMMETS				5 → 6 POST SUPPORT BDE	12 → 13 NATIONAL PRAYER BREAKFAST	19 → 20 DIV HEADQUARTERS			2 → 3 OFFICE DAY	9 → 10 OFFICE DAY	16 → 17 OFFICE DAY	23 → 24 MSP 2000/0000 TAC FOR EN (T)					
5-77 MDCB			10 → 11 GUMMETS			1 → 2 MILITARY JOURNAL	8 → 9 NATIONAL PRAYER BREAKFAST	15 → 16 DIV HEADQUARTERS			2 → 3 OFFICE DAY	9 → 10 OFFICE DAY	16 → 17 OFFICE DAY	23 → 24 MSP 2000/0000 TAC FOR EN (T)					
1-2 AR	1 → 2 MILITARY JOURNAL				25 → 26 GUMMETS			5 → 6 POST SUPPORT BDE			2 → 3 OFFICE DAY	9 → 10 OFFICE DAY	16 → 17 OFFICE DAY	23 → 24 MSP 2000/0000 TAC FOR EN (T)					
1-3 AR	1 → 2 GUMMETS					5 → 6 POST SUPPORT BDE					2 → 3 OFFICE DAY	9 → 10 OFFICE DAY	16 → 17 OFFICE DAY	23 → 24 MSP 2000/0000 TAC FOR EN (T)					
26 BDF HQ	1 → 2 THANKS OFFER			22 → 23 ELECTION		1 → 2 MILITARY JOURNAL					2 → 3 OFFICE DAY	9 → 10 OFFICE DAY	16 → 17 OFFICE DAY	23 → 24 MSP 2000/0000 TAC FOR EN (T)					
313TH INF BDE	4 → 5 DIV START					10 → 11 FLANNERY	15 → 16 NAT (AM) PRAYER BREAKFAST	22 → 23 DIV HEADQUARTERS			2 → 3 OFFICE DAY	9 → 10 OFFICE DAY	16 → 17 OFFICE DAY	23 → 24 MSP 2000/0000 TAC FOR EN (T)					
52D AVN BDE	4 → 5 DIV START					10 → 11 NAT (AM) PRAYER BREAKFAST					2 → 3 OFFICE DAY	9 → 10 OFFICE DAY	16 → 17 OFFICE DAY	23 → 24 MSP 2000/0000 TAC FOR EN (T)					
1-53 CAV HQ	1 → 2 OFF TRAVEL					10 → 11 NATIONAL PRAYER BREAKFAST					2 → 3 OFFICE DAY	9 → 10 OFFICE DAY	16 → 17 OFFICE DAY	23 → 24 MSP 2000/0000 TAC FOR EN (T)					

LEGEND: - Saturday    - Sunday    # Holiday    + Group Event  
 HOLIDAYS: 01 JAN 98 New Year's Day    15 JAN 98 Martin Luther King Day    19 FEB 98 President's Day

MACOM: FORSCOM  
 Cont: 8 10005  
 Div: 520 DIV

DEPARTMENT OF THE ARMY  
 520 AVIATION BATTALION  
 MASTER TRAINING CALENDAR  
 FISCAL YEAR 98  
 (CONTINUED)

UNIT: 520 DIV  
 Loc: FT BELLEVILLE, KS  
 DRG: 15 JAN 98  
 Time: 08:00

Inclusive Dates: January 1998 thru March 1998

UNIT	January							February				March			
	1	8	15	22	29	5	12	19	26	5	12	19	26		
520 DIVARTY	1-5 DIV TRNG		15-22 MATN				10-11 NATIONAL PRAYER BREAKFAST		27-28 TAKE OVRG				29-30 MTP 220 BDE TNC FOR DIV (T)		
1-40 FA			15-18 MATN						2-5 DIV SAN DAY		11-19 MTP 220 BDE (T)				
520 D SCOM	1-2 FOOT MOUNT (T)						11-12 SPT 220 BDE (T)		2-5 DIV SAN DAY				29-30 MTP 220 BDE TNC FOR DIV (T)		
1-17 FSB	1-2 DIV TRNG		1-17 MTP 220 BDE (T)				16-17 NATIONAL PRAYER BREAKFAST								
1-81 ADA	1-5 DIV TRNG						16-17 NATIONAL PRAYER BREAKFAST		2-5 DIV SAN DAY				29-30 MTP 220 BDE TNC FOR DIV (T)		
520 ENGR BN	1-2 FOOT MOUNT (T)						18-19 NATIONAL PRAYER BREAKFAST		1-2 DIV SAN DAY				29-30 MTP 220 BDE TNC FOR DIV (T)		
520 IN BN	1-2 FOOT MOUNT (T)			22-25 BDE CONDUCT (T)			18-19 NATIONAL PRAYER BREAKFAST		2-5 DIV SAN DAY				29-30 MTP 220 BDE TNC FOR DIV (T)		
520 SIG BN	1-2 DIV TRNG			24-25 WAREHOUSE MAINT			18-19 NATIONAL PRAYER BREAKFAST		2-5 DIV SAN DAY				29-30 MTP 220 BDE TNC FOR DIV (T)		
13D MP CO	1-2 DIV TRNG						18-19 NATIONAL PRAYER BREAKFAST		2-5 DIV SAN DAY				29-30 MTP 220 BDE TNC FOR DIV (T)		
520 CHEM CO	1-2 DIV TRNG						18-19 NATIONAL PRAYER BREAKFAST		2-5 DIV SAN DAY				29-30 MTP 220 BDE TNC FOR DIV (T)		

LEGEND: - Saturday    / Sunday    \* Holiday    + Group Event  
 HOLIDAYS: 31 JAN 98 New Year's Day    15 JAN 98 Martin Luther King Day    19 FEB 98 President's Day

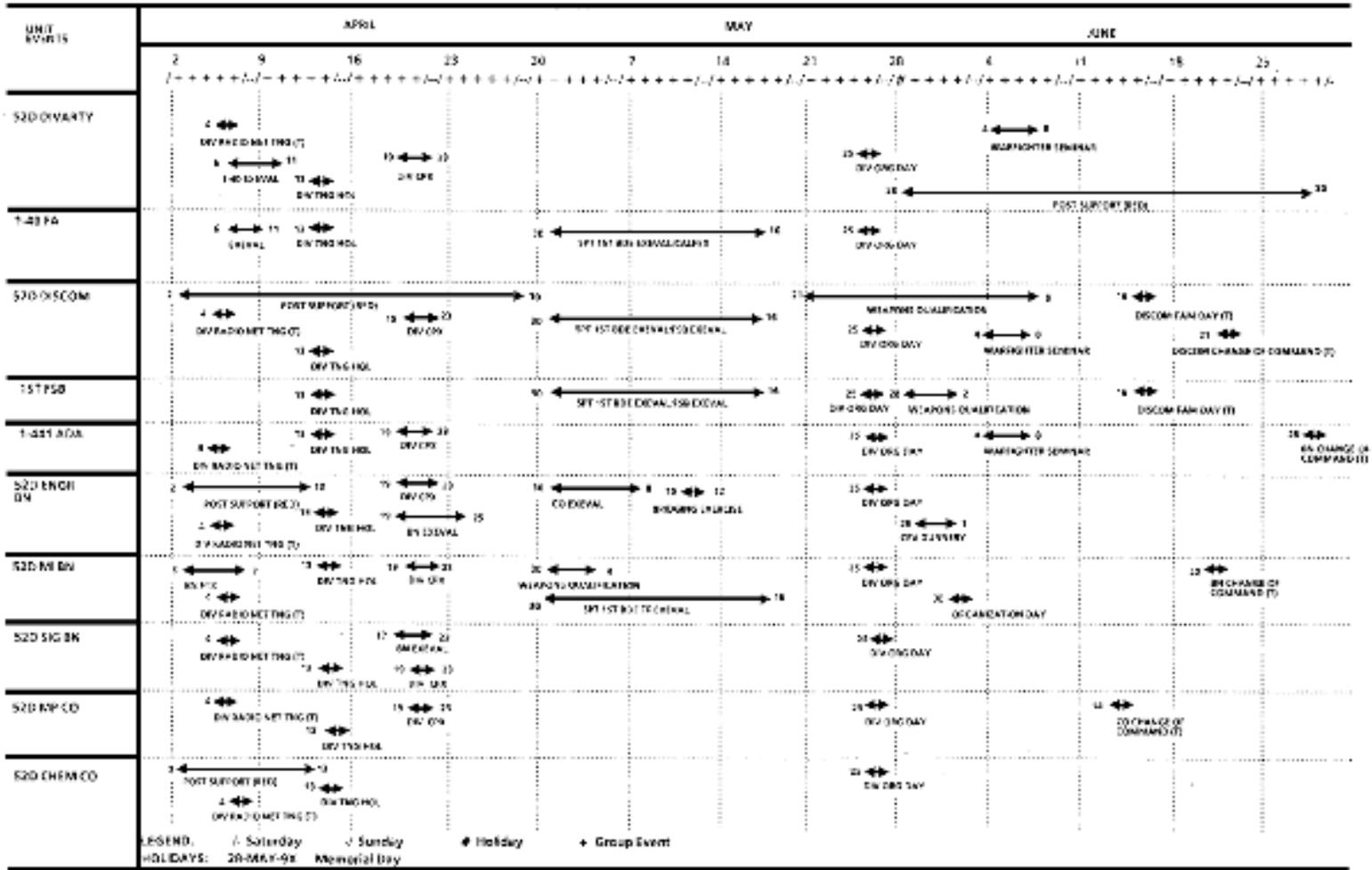


MACOM: FORSCOM  
 Corps & COMPS  
 Div: 52D DIV

DEPARTMENT OF THE ARMY  
 52D MECH BRIGAD  
 Mater Training Calendar  
 FY98 PLAN 7A  
 (CONTINUED)

UTC: SATSPU  
 Loc: FT RILEY, KS  
 Date: 25-JAN-98  
 Time: 1:48P

Inclusive Dates: April 1998 through June 1998

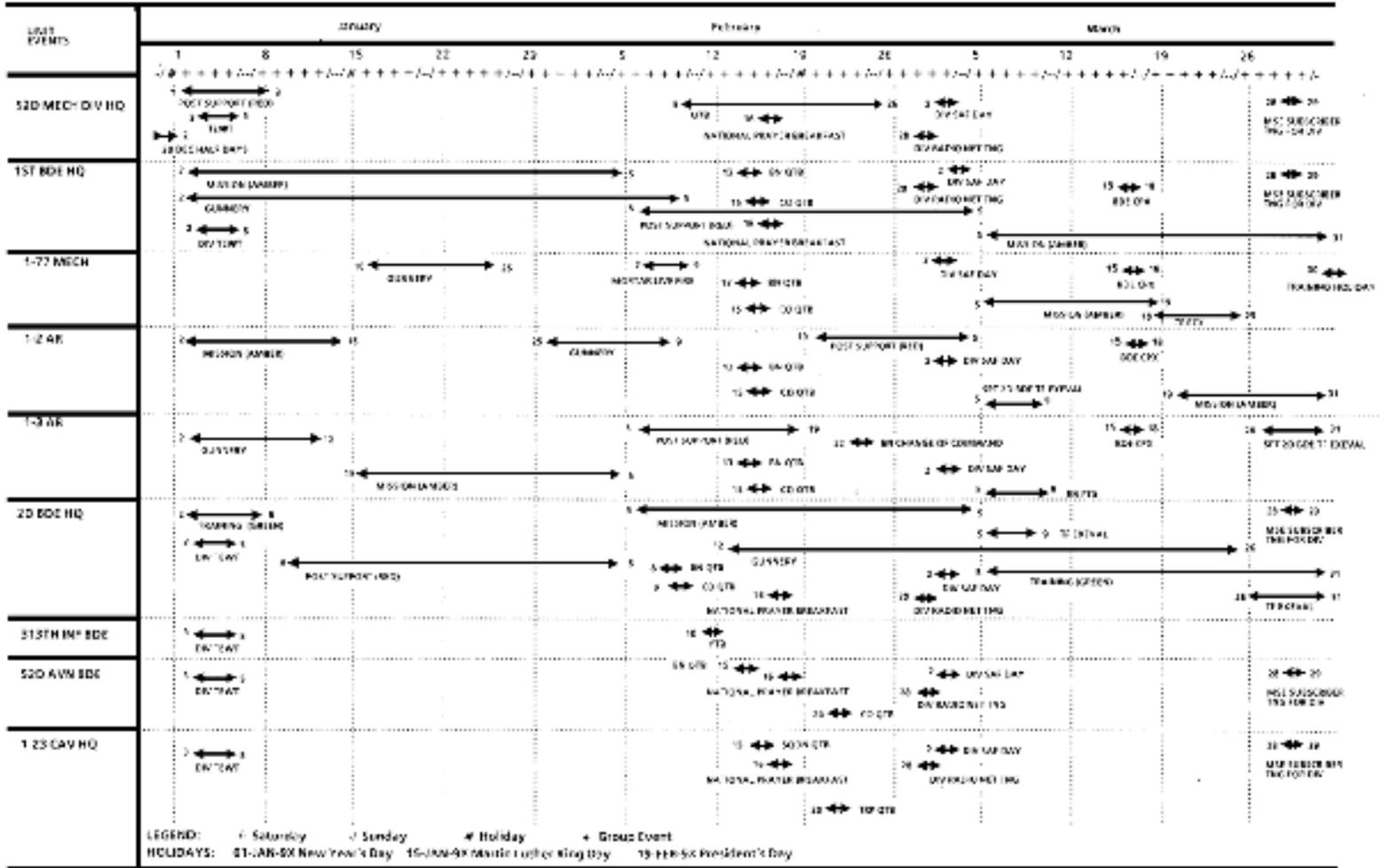


MACOM: FORSCOM  
 Corps: 3 CORPS  
 Div: 52D DIV

DEPARTMENT OF THE ARMY  
 52D MECH DIVISION  
 MASTER TRAINING CALENDAR  
 FY98 PLANS TO NHTD: 1998  
 TRAINING CALENDAR

IRC: SATSPU  
 Loc: FT BELLEVILLE, KS  
 Date: 16-SEP-98  
 Time: 08:54

Inclusive Dates: January 1998 thru March 1998



MACOM: FORSCOM  
 Project: R 40495  
 Date: 520 DIV

DEPARTMENT OF THE ARMY  
 52D MECH DIVISION  
 MASTER TRAINING CALENDAR  
 FY98 PLAN 1A SHORT RANGE  
 TRAINING CALENDAR  
 (CONTINUED)

DTI: SATSBU  
 Loc: FT RILEY, KS  
 Date: 16 SEP 98  
 Time: 06:52

Inclusive Dates: January 1998 thru March 1998

UNIT EVENTS	January					February					March				
	1	8	15	22	29	5	12	19	26	5	12	19	26	3	
52D DIVARTY															
1-82 FA															
52D DISCOM															
1ST FSB															
1-811 ADA															
52D ENGR BN															
52D IN BN															
52D SIG BN															
52D MP CO															
52D CHEM CO															
LEGEND: - Saturday    - Sunday    # Holiday    * Group Event HOLIDAYS: 01-JAN-98 New Year's Day    15-JAN-98 Martin Luther King Day    19-FEB-98 President's Day															

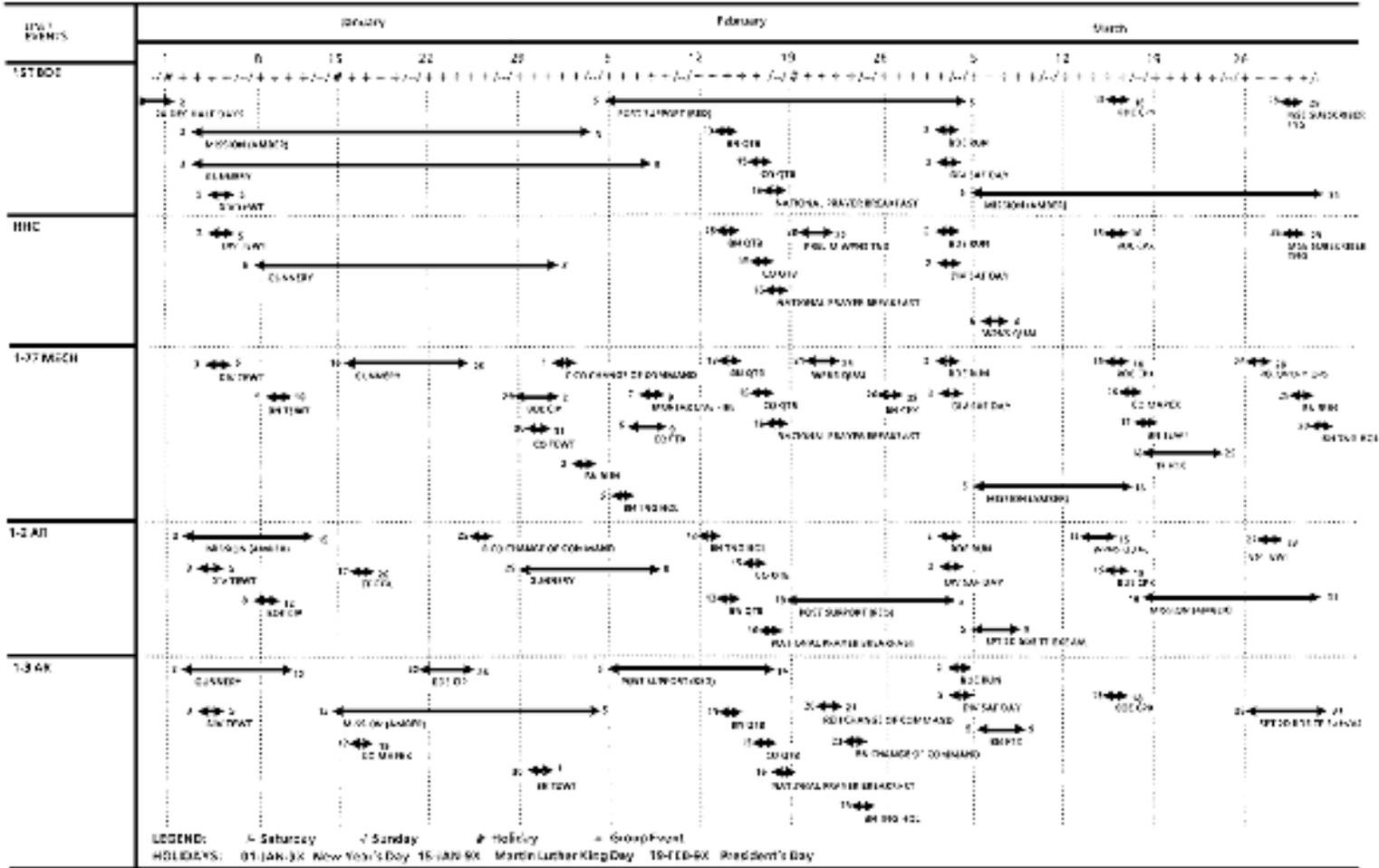


MACOM: FORSCOM  
 COM: 10 CORPS  
 DIV: 53D ABCT DIV  
 REG: 1ST ABCT

DEPARTMENT OF THE ARMY  
 1ST BRIGADE  
 Major Training Calendar  
 PER PLAN SA, FORT-RANGEL  
 TRAINING CALENDAR

DOC: 547503  
 Loc: FT RILEY, KS  
 INTR: 18-027 SA  
 Title: 024

Initiative Dates: January 199X thru March 199X



MACOM: FORSICOM  
 CG: 1st ABN CBAD  
 DIV: 1st ABN DIV  
 REG: 1st ABN

DEPARTMENT OF THE ARMY  
 15<sup>TH</sup> AVIATION  
 MONTHLY TRAINING CALENDAR  
 FROM PLUN TO SHORT RANGE  
 TRAINING CALENDAR  
 (CONTINUED)

LTG: SAT/STP  
 DTG: 15 OCT 02  
 TIME: 10:54

Includes Dates: January 1998 thru March 1998

UNIT EFFECTIVE	January							February							March															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1st ABN	1 → 2 → 3 → 4 → 5 → 6 → 7 → 8 → 9 → 10 → 11 → 12 → 13 → 14 → 15 → 16 → 17 → 18 → 19 → 20 → 21 → 22 → 23 → 24 → 25 → 26 → 27 → 28 → 29 → 30 → 31							1 → 2 → 3 → 4 → 5 → 6 → 7 → 8 → 9 → 10 → 11 → 12 → 13 → 14 → 15 → 16 → 17 → 18 → 19 → 20 → 21 → 22 → 23 → 24 → 25 → 26 → 27 → 28 → 29 → 30							1 → 2 → 3 → 4 → 5 → 6 → 7 → 8 → 9 → 10 → 11 → 12 → 13 → 14 → 15 → 16 → 17 → 18 → 19 → 20 → 21 → 22 → 23 → 24 → 25 → 26 → 27 → 28 → 29 → 30 → 31															
1ST ABN	1 → 2 → 3 → 4 → 5 → 6 → 7 → 8 → 9 → 10 → 11 → 12 → 13 → 14 → 15 → 16 → 17 → 18 → 19 → 20 → 21 → 22 → 23 → 24 → 25 → 26 → 27 → 28 → 29 → 30 → 31							1 → 2 → 3 → 4 → 5 → 6 → 7 → 8 → 9 → 10 → 11 → 12 → 13 → 14 → 15 → 16 → 17 → 18 → 19 → 20 → 21 → 22 → 23 → 24 → 25 → 26 → 27 → 28 → 29 → 30							1 → 2 → 3 → 4 → 5 → 6 → 7 → 8 → 9 → 10 → 11 → 12 → 13 → 14 → 15 → 16 → 17 → 18 → 19 → 20 → 21 → 22 → 23 → 24 → 25 → 26 → 27 → 28 → 29 → 30 → 31															
2ND ABN	1 → 2 → 3 → 4 → 5 → 6 → 7 → 8 → 9 → 10 → 11 → 12 → 13 → 14 → 15 → 16 → 17 → 18 → 19 → 20 → 21 → 22 → 23 → 24 → 25 → 26 → 27 → 28 → 29 → 30 → 31							1 → 2 → 3 → 4 → 5 → 6 → 7 → 8 → 9 → 10 → 11 → 12 → 13 → 14 → 15 → 16 → 17 → 18 → 19 → 20 → 21 → 22 → 23 → 24 → 25 → 26 → 27 → 28 → 29 → 30							1 → 2 → 3 → 4 → 5 → 6 → 7 → 8 → 9 → 10 → 11 → 12 → 13 → 14 → 15 → 16 → 17 → 18 → 19 → 20 → 21 → 22 → 23 → 24 → 25 → 26 → 27 → 28 → 29 → 30 → 31															
3RD ABN	1 → 2 → 3 → 4 → 5 → 6 → 7 → 8 → 9 → 10 → 11 → 12 → 13 → 14 → 15 → 16 → 17 → 18 → 19 → 20 → 21 → 22 → 23 → 24 → 25 → 26 → 27 → 28 → 29 → 30 → 31							1 → 2 → 3 → 4 → 5 → 6 → 7 → 8 → 9 → 10 → 11 → 12 → 13 → 14 → 15 → 16 → 17 → 18 → 19 → 20 → 21 → 22 → 23 → 24 → 25 → 26 → 27 → 28 → 29 → 30							1 → 2 → 3 → 4 → 5 → 6 → 7 → 8 → 9 → 10 → 11 → 12 → 13 → 14 → 15 → 16 → 17 → 18 → 19 → 20 → 21 → 22 → 23 → 24 → 25 → 26 → 27 → 28 → 29 → 30 → 31															
4TH ABN	1 → 2 → 3 → 4 → 5 → 6 → 7 → 8 → 9 → 10 → 11 → 12 → 13 → 14 → 15 → 16 → 17 → 18 → 19 → 20 → 21 → 22 → 23 → 24 → 25 → 26 → 27 → 28 → 29 → 30 → 31							1 → 2 → 3 → 4 → 5 → 6 → 7 → 8 → 9 → 10 → 11 → 12 → 13 → 14 → 15 → 16 → 17 → 18 → 19 → 20 → 21 → 22 → 23 → 24 → 25 → 26 → 27 → 28 → 29 → 30							1 → 2 → 3 → 4 → 5 → 6 → 7 → 8 → 9 → 10 → 11 → 12 → 13 → 14 → 15 → 16 → 17 → 18 → 19 → 20 → 21 → 22 → 23 → 24 → 25 → 26 → 27 → 28 → 29 → 30 → 31															

LEGEND: 1 Sat Day    2 Sun Day    3 Holiday    4 Group Event  
 HOLDINGS: 01-JAN-98 New Year's Day 15-JAN-98 Martin Luther King Day 19-FEB-98 Presidents Day







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[Figure B-1](#). Example administrative soldier information.

[Figure B-1](#) (continued).

Skill Qualification Tasks Page _____ of _____	Soldier's Name												
	Status - Enter date in appropriate column												
	Go	No-Go	Go	No-Go	Go	No-Go	Go	No-Go	Go	No-Go	Go	No-Go	
Task Number & Short Title													
113-600-2007 Operate Telephone Set TA 312/PT													
071-052-0003 Construct Fighting Position for M17 Antitank Weapon													
071-311-2125 Maintain M203 Grenade Launcher													
071-312-4027 Operate M249 Machine Gun													
031-503-2002 DECON Equip using ABC M11 DECON Apparatus													
051-192-1008 Install/Remove M21 Antitank Mine													
071-331-0808 Identify Threat Weapons													
071-315-2308 Engage Targets w/M16A1 Rifle using AN/PVS-4													
071-328-5303 Practice Preventive Medicine													

Figure B-1 (continued). Example administrative soldier information (continued)

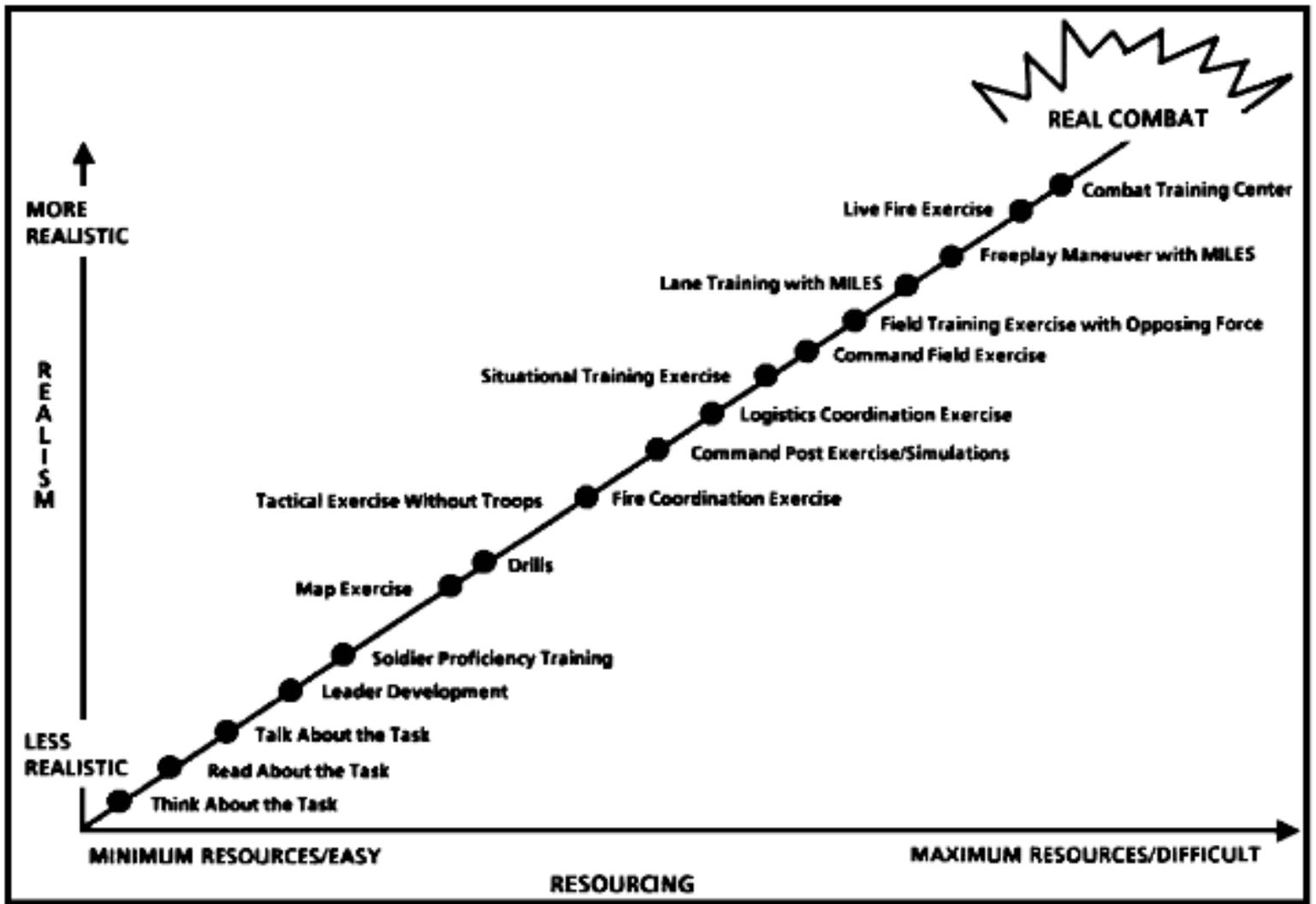


Figure C-1. Realism versus level of resourcing



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[Figure C-2](#). Exercise selection matrix.

[Figure C-2](#) (continued).

## ***MAPEX participants***

### **Battalion and Task Force Level**

- **Battalion commander.**
- **Battalion command sergeant major.**
- **Battalion executive officer.**
- **Primary staff (S1, S2, S3, S4).**
- **Company commanders and first sergeants.**
- **Company executive officers.**
- **Battalion motor officer.**
- **Slice commanders and leaders.**

### **Company and Team Level**

- **Company commander.**
- **Company first sergeant.**
- **Company executive officer.**
- **Platoon leaders.**
- **FIST chief.**
- **Support leaders and company HQs personnel as appropriate.**
- **Platoon sergeants.**

### **Platoon Level**

## **Platoon Level**

- **Platoon leader.**
- **Platoon sergeant.**
- **Squad leaders and vehicle (tank) commanders.**

***Figure C-3.***

## ***TEWT participants***

### **Battalion Level**

- **Battalion commander.**
- **Battalion command sergeant major.**
- **Battalion executive officer.**
- **Primary staff.**
- **Special staff.**
- **Slice commanders and leaders.**
- **Company commanders.**
- **Company executive officers.**
- **Platoon leaders.**

### **Company Level**

- **Company commander.**
- **Company first sergeant.**
- **Company executive officer.**
- **Platoon leaders.**
- **FIST chief.**
- **Platoon sergeants.**

***Figure C-4.***

# **Figure C-4.**

## ***FCX participants***

### **Battalion Level**

- **Battalion commander.**
- **S3, FSO, ALO.**
- **Company commander.**
- **Platoon leaders.**
- **Squad leaders.**
- **Team leaders.**
- **Slice leaders if applicable.**
- **Weapon system personnel.**

### **Company Level**

- **Company commander.**
- **Platoon leader.**
- **Squad leader.**
- **Team leader.**
- **Weapon system personnel.**

### **Platoon Level**

- **Platoon leader.**
- **Squad leader.**

- **Team and section leaders.**
- **Weapon system personnel.**

***Figure C-5.***

## ***CPX participants***

### **Battalion Level**

- **Battalion commander.**
- **Battalion executive officer.**
- **Battalion command sergeant major.**
- **Battalion staff (complete wartime organization).**
- **Company commanders.**
- **Platoon leaders.**
- **Battalion slice, FIST teams, engineer support, ADA support.**

### **Company Level**

- **Company commander.**
- **Company first sergeant.**
- **Company executive officer.**
- **Platoon leaders.**
- **FIST chief.**
- **Platoon sergeants.**

***Figure C-6.***

***Infantry platoon STX example***

<b><u>EVENT NUMBER</u></b>	<b><u>EVENT/TASK</u></b>	<b><u>ESTIMATED TIME</u></b>
1	Move Tactically 7-3/4-1025	2 hours
2	React to Chemical Attack 7-3/4-9011, Battle Drill 5	2 hours
3	Consolidate and Reorganize 7-3/4-1047	1 hour
4	Move Tactically 7-3/4-1025	1 hour
5	Defend 7-3/4-1021	6 hours
6	Consolidate and Reorganize 7-3/4-1047	1 hour
7	Disengage 7-3/4-1008	1 hour
8	Overwatch/Support by Fire 7-3/4-1007	1 hour
9	Logistics Coordination Exercise	6 hours
	<b>TOTAL TIME</b>	<b>21 hours</b>

***Figure C-7.***

## ***LCX participants***

### **Battalion Level**

- **Battalion executive officer.**
- **S1 section.**
- **S4 section.**
- **Battalion motor officer.**
- **Support platoon leader.**
- **Personnel services NCO.**
- **Battalion motor sergeant.**
- **Medical platoon leader.**
- **Physician's assistant.**

### **Company Level**

- **Company executive officer.**
- **First sergeant.**
- **Platoon leaders.**

- **Platoon leaders.**
- **Platoon sergeants.**
- **Squad leaders.**
- **Unit supply sergeant.**
- **Company medic.**
- **Key soldiers.**

***Figure C-8.***



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[Figure D-1.](#)

[Figure D-1](#) (continued).

[Figure D-1](#) (continued).

## ***Training considerations, by BOS***

### **Intelligence**

- Reporting format (size, activity, location, unit, time, and equipment (SALUTE)).
- Development of recon and surveillance plans.
- IPB process.
- GSR control and positioning.

### **Maneuver**

- Range cards and sector sketch.
- Actions on contact.
- Movement formations and techniques.
- Changing formations.
- Assault, mounted and dismounted.
- Actions at halts.
- Scout platoon employment.
- Reorganization and consolidation after offensive and defensive engagements.
- A hasty defense.
- Direct fire planning.

### **Fire Support**

- Fire coordination exercise.
- Observed fire trainer.
- Fire support coordination.
  - Integration of mortars.
  - Fire support matrix.
  - Top down fire planning.
  - Rehearsals.
  - Consideration of all available assets.
  - Support of the maneuver plan.
  - Platoon leaders and scouts calling for fire (how to call for fire).
  - Proper use of illumination and smoke.
  - Proper reporting of position.

### **Mobility, Countermobility, Survivability**

- Obstacle breaching drills.
- Reaction to indirect fire.
- Reaction to chemical attack.
- Reaction to direct fire.
- Construction of fighting positions.

- Forward placement of engineers.
- Obstacle construction (LOGPAC Class IV and mines).
- Fighting contaminated.
- Decontamination.

### **Air Defense**

- Early warning.
- Reaction to CAS attack.
- Reaction to attack helicopter attack.
- Positioning of AD assets.

### **Combat Service Support**

- Use of LOGPACs.
- Casualty evacuation.
- Reaction to chemical attack.
- Defense of the BSA (IPB, base cluster plans, reaction force).
- Refuel on the move.
- Rapid consolidation and reorganization.
- Recovery and evacuation.
- Personnel services support.
- Movement and movement control.

### **Command and Control**

- Habitual task organization of all tactical assets (entire slice).
- Live fire exercises.
- MAPEX based on CTC terrain.
- Simulation-driven CPX on CTC terrain.
- Knowledge and understanding of unit SOPs (all leaders).
- Practice of battle drills and crew drills.
- Practice of TOC operations.
- Use of primary and alternate communications.
- Reaction to loss of leaders.
- Employment of combat support assets.
- FORSCOM Leader Training Program (FLTP) and TEWT at CTC if possible.
- Administrative and Logistics Center (ALOC) operations.

***Figure D-2.***

**Common CTC problems, and solutions (continued)**

<b>Mobility, Countermobility, Survivability</b>	
<p><b>Problems</b></p> <ol style="list-style-type: none"> <li>1. Failure to reconnoiter and mark routes.</li> <li>2. Failure to task-organize to clear obstacles.</li> <li>3. Planning and movement of barrier material not coordinated with CSS planners.</li> <li>4. Poor supervision of engineer assets committed to the preparation of vehicle fighting positions.</li> <li>5. NBC reports.</li> <li>6. Wearing of MOPP gear.</li> </ol>	<p><b>Solutions</b></p> <ul style="list-style-type: none"> <li>● Include engineers and scout platoons in all exercises.</li> <li>● Assign responsibility for recon, marking, and security.</li> <li>● Include breaching in all exercises.</li>   <li>● Task-organize.</li> <li>● Train combat drills.</li> <li>● Conduct obstacle breaching STXs.</li>   <li>● Requires proactive S4.</li> <li>● Involve S4 in planning.</li> <li>● Conduct obstacle emplacement STXs.</li> <li>● Develop and validate SOP.</li>   <li>● Jointly and physically site all engineer work.</li> <li>● Maintain positive control.</li> <li>● Develop engineer execution matrix.</li> <li>● Prioritize engineer work.</li> <li>● Place vehicles (tactical commander).</li>   <li>● Practice SOP.</li> <li>● Use A/L net for reports.</li> <li>● Issue warnings on all nets.</li>   <li>● Position NBC NCO with company and team commander.</li> <li>● Unmask only on TF order.</li> </ul>
<b>Air Defense</b>	
<p><b>Problems</b></p> <ol style="list-style-type: none"> <li>1. Air defense at choke points not well planned or well executed.</li> <li>2. Third-dimensional IPB not good.</li> <li>3. AD systems not well sited.</li> </ol>	<p><b>Solutions</b></p> <ul style="list-style-type: none"> <li>● Conduct AD battle and crew drills.</li> <li>● Conduct combined arms training, include AD assets.</li> <li>● Plan for a gun/missile mix.</li>   <li>● Conduct seminars and MAPEX on air IPB.</li> <li>● Incorporate threat air approaches into TF IPB.</li> <li>● Include maneuver direct fire capability in planning.</li>   <li>● Include positioning of AD assets in TEWTs.</li> <li>● Ensure commander, S3, and AD platoon leader plan AD positions.</li> <li>● Ensure AD platoon leader and NCOs analyze terrain (MAPEX, TEWT).</li> </ul>

**Figure D-1 (continued).**

**Common CTC problems, and solutions (continued)**

<b>Combat Service Support</b>	
<p><b>Problems</b></p> <ol style="list-style-type: none"> <li>1. Planning and execution of CSS not concurrent with tactical planning.</li> <li>2. Failure to push CSS forward.</li> <li>3. Task force CSS elements out-distanced in movement.</li> <li>4. Medical Evacuation.</li> </ol>	<p><b>Solutions</b></p> <ul style="list-style-type: none"> <li>● Conduct seminars on logistics problems and SOP.</li> <li>● Conduct logistics coordination exercises and logistics CPXs.</li> <li>● Ensure brigade S4 and FSB commander train the logistics team.</li> <li>● Practice aggressive execution by S4, support platoon leader.</li> <li>● Do not simulate CSS tasks.</li> <li>● Practice CSS command and control.</li> <li>● Train realistic time distance STX.</li> <li>● Requires innovative S4s.</li> <li>● Requires proactive, not reactive, S4.</li> <li>● Do not simulate, physically integrate.</li> <li>● Conduct combat lifesaver training.</li> <li>● Incorporate casualty play in all exercises.</li> </ul>
<b>Command and Control</b>	
<p><b>Problems</b></p> <ol style="list-style-type: none"> <li>1. Incomplete and inadequate graphics.</li> <li>2. Poor land navigation skills.</li> <li>3. TOC is not effective.</li> <li>4. Army airspace command and control not well planned or well executed.</li> </ol>	<p><b>Solutions</b></p> <ul style="list-style-type: none"> <li>● Conduct seminars on doctrine, terminology, and graphic control measures.</li> <li>● Conduct back briefs.</li> <li>● Know and use SOP.</li> <li>● Habitually train the entire TF slice.</li> <li>● Train terrain association and range estimation (TEWT, CPX).</li> <li>● Conduct map reconnaissance.</li> <li>● Conduct rehearsals.</li> <li>● Conduct night and other limited visibility movement exercises.</li> <li>● Conduct monthly training on physical setup/teardown, movement, and security.</li> <li>● Exercise estimates and plans production (STX, CPX, CFX).</li> <li>● Exercise battle coordination and monitoring (CPX, CFX, FTX, FCX, simulations).</li> <li>● Include ALO/AD/S2/FSO/S3 Air coordination in all exercises.</li> <li>● Eliminate communications redundancy.</li> <li>● Designate AD priorities in OPORD.</li> </ul>

**Figure D-1 (continued)**

**Common CTC problems, and solutions**

<b>Intelligence</b>	
<p><b>Problems</b></p> <ol style="list-style-type: none"> <li>1. All available intelligence assets not used.</li> <li>2. Poorly planned and executed recon/surveillance plans.                             <ol style="list-style-type: none"> <li>a. Poor reporting and subsequent poor interpretation of reports.</li> <li>b. Ineffective use of GSR.</li> <li>c. Dissemination of information not timely.</li> <li>d. Failure to win the recon/counterrecon fight.</li> </ol> </li> </ol>	<p><b>Solutions</b></p> <ul style="list-style-type: none"> <li>● Conduct simulation-driven CPX.</li> <li>● Conduct IPB process seminars.</li> <li>● Develop and enforce report SOPs in all exercises.</li> <li>● Employ in company and team STXS, TF CFXS, and FTXS.</li> <li>● Integrate early GSR in task organization.</li> <li>● Conduct seminar on use of GSR and other MI assets.</li> <li>● Conduct TOC exercise staff drills.</li> <li>● Conduct simulation-driven CPX.</li> <li>● Conduct scout platoon STX.</li> <li>● Conduct TF seminars and MAPEX on how to fight.</li> <li>● Conduct TEWT, FCX, and CFX.</li> <li>● Conduct TF external evaluation and FTX.</li> </ul>
<b>Maneuver</b>	
<p><b>Problems</b></p> <ol style="list-style-type: none"> <li>1. Failure to fight as a combined arms team.</li> <li>2. Poor use of terrain.</li> <li>3. Difficulty conducting actions on contact and assaults.</li> <li>4. Difficulty on executing bounding overwatch movement techniques.</li> <li>5. Direct fire systems killing potential not maximized.</li> </ol>	<p><b>Solutions</b></p> <ul style="list-style-type: none"> <li>● Organize early into battle teams for planning.</li> <li>● Fight and train as a combined arms team.</li> <li>● Conduct MAPEX, TEWTs, STX, and FTX.</li> <li>● Conduct battle drills and STXs.</li> <li>● Conduct rehearsals.</li> <li>● Train movement techniques.</li> <li>● Talk and walk through bounding techniques.</li> <li>● Conduct platoon drills.</li> <li>● Train company and team techniques.</li> <li>● Train both alternate and successive bounding techniques.</li> <li>● Conduct TEWT.</li> <li>● Use Janus simulation.</li> <li>● Conduct MILES gunnery exercises and maintenance of MILES.</li> <li>● Insist on complete range card and sector sketch development.</li> </ul>
<b>Fire Support</b>	
<p><b>Problems</b></p> <ol style="list-style-type: none"> <li>1. Planning.</li> <li>2. Execution.</li> </ol>	<p><b>Solutions</b></p> <ul style="list-style-type: none"> <li>● Include FSE in all exercises (FCX, CPX).</li> <li>● Have top down fire plan; include mortars.</li> <li>● Train, rehearse, and practice SOP.</li> <li>● Rehearse (war game) the FS plan (FCX, CPX, FTX).</li> <li>● Develop FS execution matrix.</li> <li>● Practice SOP in all exercises (FCX, CPX, FTX).</li> <li>● Establish back-up communication and TACFIRE procedures.</li> <li>● Train FIST and FSE to locate and move IAW maneuver plan.</li> </ul>

**Figure D-1.**

### CTC preparation models

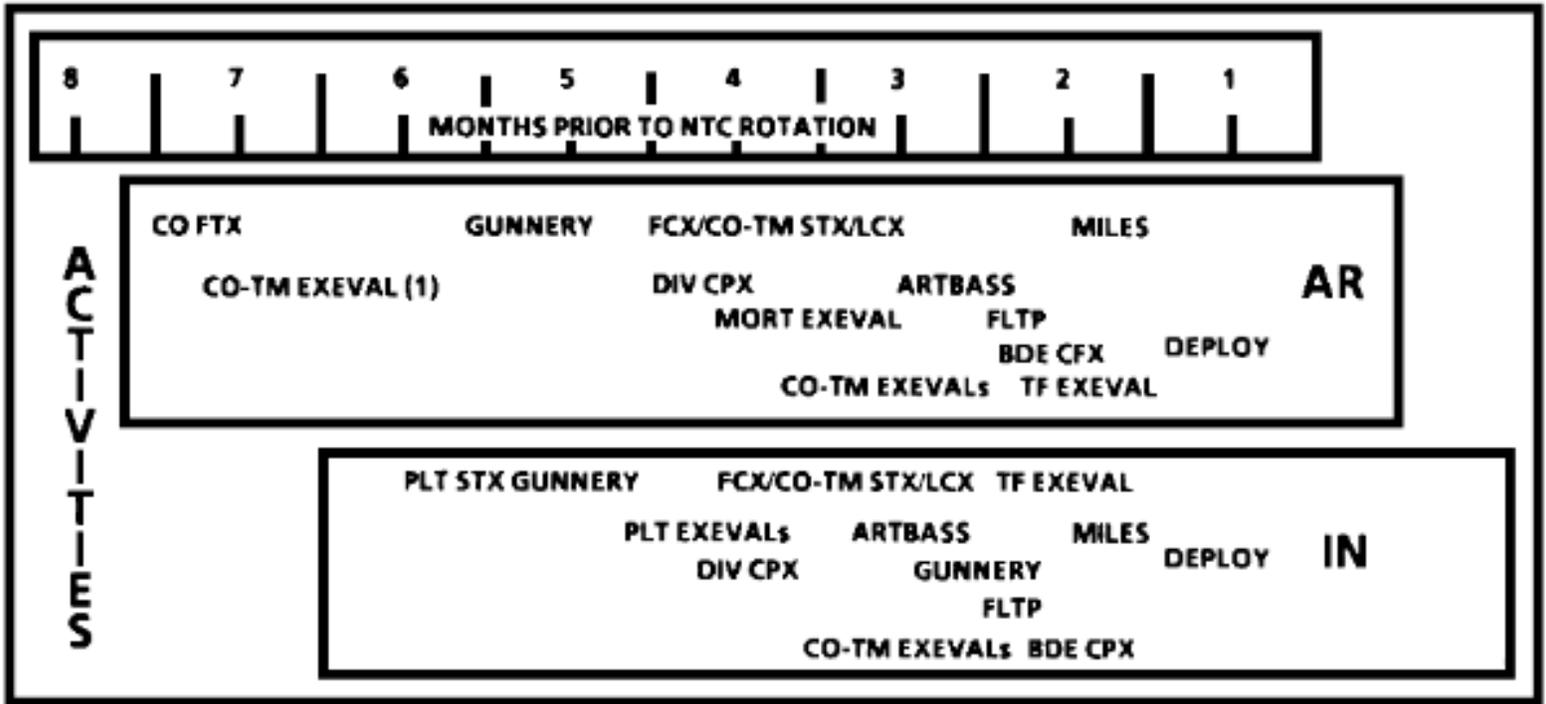


Figure D-3.

### CTC training management interface

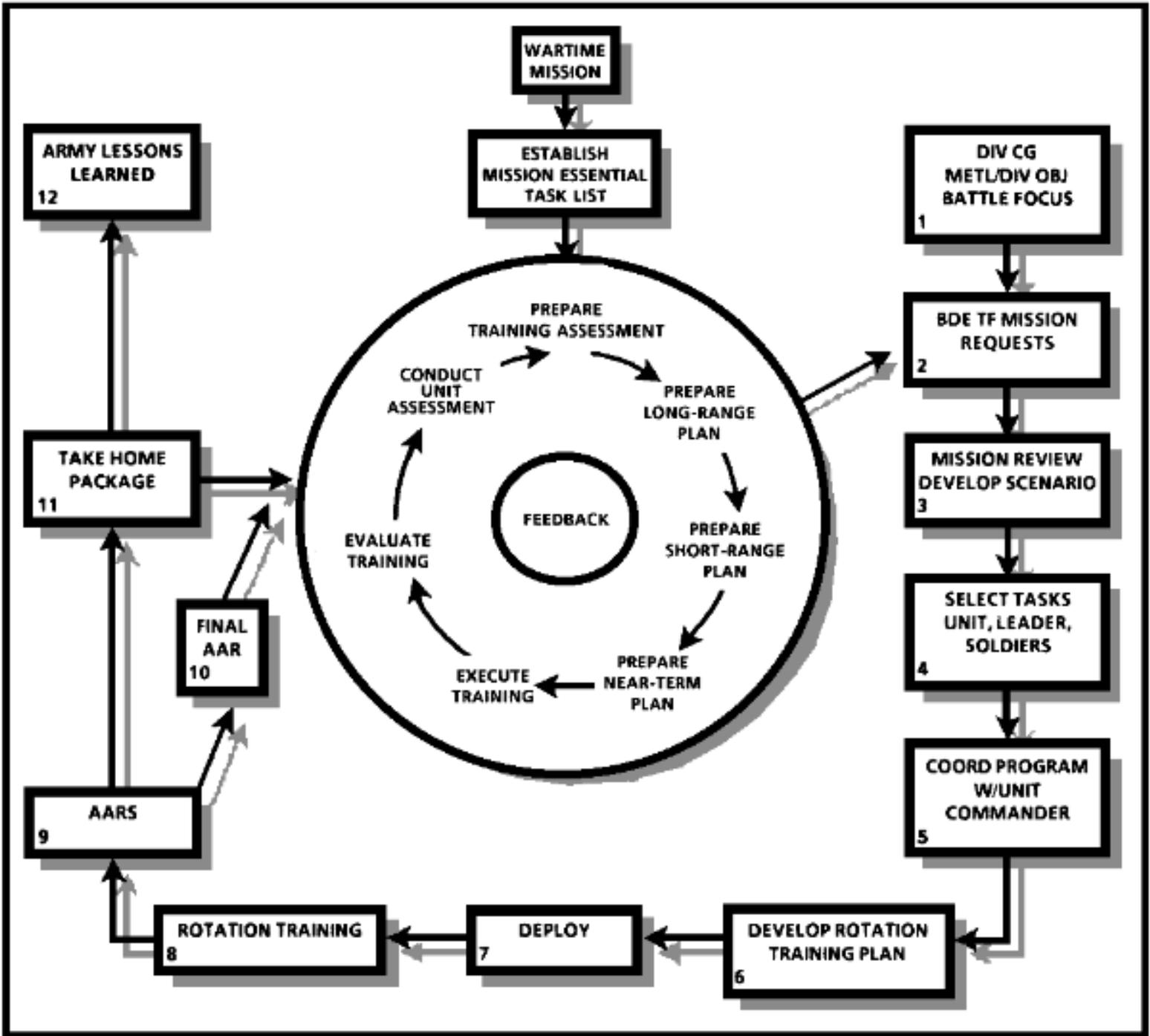


Figure D-4.

## ***Sample training objective incorporating TADSS***

**TASK: Engage a moving target (offense).**

**CONDITIONS:**

- a) Using the COFT simulator, acquire and engage one moving T-72 tank at 900 to 1,100 meters.
- b) Using gunner's primary sight (GPS) from a moving tank.
- c) Lead angle sensor failure.

**STANDARD: Must hit target within 20 seconds.**

***Figure E-1.***

# **UNIT MISSION**

**Give unit's wartime mission statement.**

***VGT-1***

# COMMANDER'S ASSESSMENT

## METL

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T

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A  
N

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/  
C  
M  
/  
S

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D

C  
S  
S

C<sup>2</sup>

O  
V  
E  
R  
A  
L  
L

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**This VGT has the unit's METL. It depicts the commander's assessment by BOS and his overall assessment (by subunit also).**


VGT-2



# **DIVISION AND BRIGADE DIRECTIVES (THIS QUARTER)**

## **DIVISION**

**This VGT shows those directives by higher headquarters that impact on the training plan; for example, time management cycles, external evaluations, exercises, and post cleanup.**

## **BRIGADE**

**VGT-4**

## COMMANDER'S GUIDANCE

### -TRAINING GOALS

- The commander will depict his training:

- Goals; for example, prepare a rapidly deployable task force to fight and win anytime, anywhere, against any opponent.

### -TRAINING OBJECTIVES

- Objectives; for example, execute METL task 2, 3 (Deployment); 4, 5, 6 (Offensive Op); 10 (Defensive Op).

### -TRAINING PRIORITIES

- Training priorities; for example, combat readiness, rapid deployability, training realism, and land navigation.

VGT-5

## **BATTALION COMMANDER'S GUIDANCE**

### **DIRECTED METL TRAINING FOR UPCOMING QUARTER**

- This VGT shows the commander's guidance to his unit on training that will be conducted. He articulates those METL tasks to be executed.

### **BATTLE STAFF (INCLUDE SLICE)**

- These bullets show what the staff trains on. They also show the slice and special staffs' training guidance; for example, perform S3 operations, plan and attack, and prepare estimate situation.

### **COMPANIES**

- These bullets show the commander's guidance to his companies; for example, conduct passage of lines and occupy assembly area.
- The commander may want to include specialty platoon collective tasks. These bullets could be placed on a following slide.

- This VGT must be linked to VGT 2 to show the higher commander that the assessment was used to develop the training plan.

**VGT-6**

## COMMANDER'S STRATEGY

MISSION ESSENTIAL TASK	ASSESSMENT (BY BOS)	STRATEGY TO IMPROVE OR SUSTAIN TRAINING PROFICIENCY
<p><b>This VGT shows the commander's METL, his assessment by BOS, and how the unit will improve or sustain training proficiency.</b></p>		

**VGT-7**

## **UNIT TRAINING PLANNED BUT NOT CONDUCTED**

- This VGT enables the commander to explain previously "agreed upon" training not conducted and shows training executed instead.

## **TRAINING OPPORTUNITIES**

It also shows other training opportunities the unit was able to execute.

**VGT-8**

### LAST QUARTER CALENDAR

BN											
HHC											
CO											
CO											
CO											

● **VGTs 9-12-Calendars**  
The following four VGTs are highlights of past, current, and future training. They show what the unit is doing and are linked to VGTs 2, 5, and 6.

VGT-9

**CURRENT QUARTER  
CALENDAR**

<b>BN</b>										
<b>HHC</b>										
<b>CO</b>										
<b>CO</b>										
<b>CO</b>										

**VGT-10**

**UPCOMING QUARTER  
CALENDAR**

<b>BN</b>											
<b>HHC</b>											
<b>CO</b>											
<b>CO</b>											
<b>CO</b>											

**VGT-11**

**FOLLOWING QUARTER  
CALENDAR**

<b>BN</b>											
<b>HHC</b>											
<b>CO</b>											
<b>CO</b>											
<b>CO</b>											

**VGT-12**

## **CSM SOLDIER TRAINING ASSESSMENT**

### **STRENGTHS:**

**This VGT is the CSM's assessment on the soldiers' training in his unit. These strengths and weaknesses should be the tasks chosen by the NCOs that support the METL and commander's guidance.**

### **WEAKNESSES:**

**VGT-13**

## **SOLIDER TRAINING PLANNED BUT NOT CONDUCTED**

This VGT enables the CSM to explain previously "agreed upon" training not conducted and shows training executed instead.

### **TRAINING OPPORTUNITIES**

It also shows other training opportunities the unit was able to execute.

VGT-14

### LAST/CURRENT QUARTER SOLDIER TRAINING ASSESSMENT

TRAINING EVENTS METL TASKS	SOLDIER SUPPORTING TASKS TRAINED																	
<u>LAST QUARTER</u>  <u>CURRENT QUARTER</u>	/ / / / / / / / / / / / / / / /																	
<u>OVERALL ASSESSMENT</u>																		

The CSM assesses the soldier tasks that were evaluated during the last/current quarter's training by exercise/event. The slide ultimately shows his unit's overall soldier training rating (T, P, or U).

VGT-15

### UPCOMING QUARTER SOLDIER TRAINING PLAN

TRAINING EVENTS METL TASKS	SOLDIER SUPPORTING TASKS TO BE TRAINED																	
<u>UPCOMING QUARTER</u>	/ / / / / / / / / / / / / / / /																	
<u>PREVIOUS OVERALL ASSESSMENT</u>																		

• The CSM shows the soldier tasks he and the NCOs chose to support the upcoming collective tasks. The CSM places an X in the column to indicate when the task will be evaluated.

VGT-16



### BSEP/PLDC STATUS

	ELIGIBLE SOLDIER		SOLDIERS CURRENTLY ENROLLED	GRADUATED YEAR TO DATE	UPCOMING QUARTER PROJECTION
	LAST QUARTERLY TRAINING BRIEF	THIS QUARTERLY TRAINING BRIEF			
BSEP					
PLD					

VGT-18



## RESOURCES/FLYING HOURS

AS OF: \_\_\_\_\_

	FISCAL YEAR ALLO-CATION	USED % EXPENDED	ALLOCATED BY BRIGADE	UNIT ALLOCATIONS UPCOMING QUARTER			
				HHC	A	B	C
CL IX							
GSA							
GS							
TUFMIS							
UTILITY							
CARGO							

**Resources/Flying Hours.** Depicts the unit's resources and flying hours allocated. It provides a quick overview of expected shortfalls or under expenditures. It allows the commander to address management of the unit's resources as it increases and decreases during the time management cycles

**VGT-20**

## RANGE AND TRAINING AREAS ALLOCATIONS

AS OF: \_\_\_\_\_

RANGE	TOTAL COMPANY TRAINING DAYS CURRENT QUARTER DATE (ALLOCATED/USED)	UNIT ALLOCATION UPCOMING QUARTER				TOTAL UPCOMING QUARTER
		HHC	- CO	- CO	- CO	
	<div style="border: 1px solid black; padding: 5px; display: inline-block;">                     - Shows how the unit is using ranges and training areas and that it has forecasted the facilities for future training.                 </div>					

**VGT-21**

## **TRAINING DISTRACTERS**

**This VGT enables the commander to discuss any issues that may impact on the training plan before the agreement is made.**

**VGT-22**

## **LESSONS LEARNED**

**A GENERAL REVIEW OF THE BATTALION'S/COMPANY'S LESSONS  
LEARNED SINCE THE LAST QTB THAT HAVE IMPACTED ON THE UNIT'S  
STATUS.**

**VGT-23**

## ***AAR planning and execution sequence***

### **PLAN**

- **Establish objectives for the AAR.**
- **Select qualified observers.**
- **Review the training and evaluation plan.**
- **Identify the participants.**
- **Plan stop points during exercises for AARs.**
- **Make potential site selections.**
- **Select training aids.**
- **Draft an AAR plan.**
- **Review the unit's training objectives and plans.**

### **PREPARATION**

- **Review the training objectives, orders, and doctrine.**
- **Observe the training.**
- **Organize the selected AAR site.**
- **Collect information from other observers.**

- **Develop a discussion outline.**
- **Organize and rehearse.**

## **CONDUCT**

- **Restate the unit's mission and event's training objectives.**
- **Generate discussions.**
- **Orient on training objectives.**
- **Seek maximum participation.**
- **Continually summarize to emphasize key learning points.**

***Figure G-1.***

**Exercise AAR plan**

<b>Observer</b>	<b>Element</b>	<b>Priority Tasks</b>	<b>Who Attends</b>	<b>When Held</b>	<b>Location</b>	<b>Special Reqmts</b>
<b>SFC Worthy</b>	<b>1st Squad</b>	<b>Task 16- Occupy, Prepare, and Defend A Battle Position</b>	<b>Full Squad</b>	<b>1 hour After Contact Broken</b>	<b>Behind OP</b>	<b>None</b>

**Figure G-2.**