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Headquarters
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TRAINING THE FORCE

Preface

Training prepares soldiers, leaders, and units to fight and win in combat—the Army's basic mission. "Training the Force" is the Army's standardized training doctrine applicable throughout the force. It provides the necessary guidelines on how to plan, execute, and assess training at all levels. The manual provides authoritative foundations for individual, leader, and unit training. Individual training must develop soldiers who are proficient in battlefield skills, disciplined, physically tough, and highly motivated. Leader training is an imperative for every echelon; it is an investment in the Army of today and tomorrow. Unit training must prepare our forces for the rigors of the battlefield.

The Army must be trained and ready in peacetime to *deter* war, to *fight* and *control* wars that do start, and to *terminate* wars on terms favorable to US and allied interests. The complex world environment and the sophisticated military capabilities of potential adversaries, to include the Soviet Union, its allies, and a number of well-armed developing nations, have removed the time buffer the United States previously enjoyed that allowed it to mobilize and train to an adequate level of readiness before engaging in combat operations. As recent events have illustrated, our nation's ability to deter attack or act decisively to contain and de-escalate a crisis demands an essentially instantaneous transition from peace to war preparedness. This requires that all leaders in the Army understand, attain, sustain, and enforce high standards of combat readiness through tough, realistic multi-echelon combined arms training designed to challenge and develop individuals, leaders, and units.

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The key to fighting and winning is an understanding of "how we train to fight" at every echelon. Training programs must result in demonstrated tactical and technical competence, confidence, and initiative in our soldiers and their leaders. This manual has application for leaders at all levels and for every type organization. The principal focus is on Active and Reserve battalion equivalent and higher level commanders, their command sergeants major, and staffs. Implied throughout the manual is recognition of the extremely important role of junior leaders in training and providing feedback. The role of our noncommissioned officers in ensuring that individual soldiers in their units attain the required standards of proficiency through training, and in linking the individual's performance with the unit's training plans, is of fundamental importance.

Every senior leader is expected to know, understand, and apply the concepts in this manual. It reflects the lessons learned since the introduction of FC 25-100 in August 1985 and has incorporated recommendations and comments from the Army in the field.

Training will remain the Army's top priority because it is the cornerstone of combat readiness!



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

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Unless otherwise stated, whenever the masculine gender is used, both men and women are included.

CHAPTER 1

Training Overview

The Army training mission is to prepare soldiers, leaders, and units to deploy, fight, and win in combat at any intensity level, anywhere, anytime.

— The training focus is on our wartime missions.

— Our top priority is training.

— Maintenance is a vital part of our training program.

— Realistic, sustained multiechelon totally integrated combined arms training must be continuously stressed at all levels.

— Every soldier, leader, and unit training program must be carefully planned, aggressively executed, and thoroughly assessed.

General Carl E. Vuono

Training Challenges

The Army exists to deter war or, if deterrence fails, to reestablish peace through victory in combat wherever US interests are challenged. To accomplish this, the Army's forces must be able to accomplish their assigned strategic roles. Moreover, for deterrence to be effective, potential enemies must perceive that the Army has the capability to mobilize, deploy, fight, and sustain combat operations in unified action with our sister services and allies. Training, therefore, is the process that melds human and material resources into these required capabilities.

We train the way we intend to fight because our historical experiences amply show the direct correlation between realistic training and success on the battlefield. The Army has an obligation to the American people to ensure its sons and daughters go into battle with the best chance of success and survival. This is an obligation that only outstanding and realistic training conducted to the most exacting standards can fulfill. The highest quality training is, therefore, essential at all levels.

We can trace the connection between training and success in battle to one of the Army's earliest leaders and trainers, General Winfield Scott, in the War of 1812. For nearly two years, American soldiers had suffered loss after loss against British forces along the Canadian border. To end the defeats, President James Madison appointed new military leaders, one of whom was Scott. On March 24, 1814, he took charge of a small, poorly prepared force at Buffalo and set out to make these men the professional equals of the British soldier. His training, based on the current British handbook, was hard and realistic, and his discipline was strict. He drilled his men ten hours a day in infantry tactics, the use of the musket and bayonet, and close order drill. The first test of Scott's training came on July 3, 1814, during the battle of

Chippewa. For the first time in the war, American soldiers stood up to their foe and drove them from the field. Scott's training had paid off. He had trained and he had won. Today's leaders must learn the lessons of history and find ways to use this wisdom to meet contemporary training challenges.

The future battlefield will be characterized by high volumes of fire and lack of a distinct FEBA or FLOT trace; in many cases, small units and task forces may find themselves either bypassed or encircled. Units will frequently be cross attached in order to react to the flow of the battle or to reconstitute units. The key to winning in that battlefield environment will be the understanding of "how we fight" at every level and the demonstrated confidence, competence, and initiative of our soldiers and their leaders. Training is the means to achieve the tactical and technical proficiency that soldiers, leaders, and units must have to enable them to accomplish their missions. Therefore, training must—

- Practice the techniques and procedures of integrated command and control.
- Enable units to apply joint and combined doctrine and tactics.
- Exercise all support systems required to sustain combat operations.

Responsibility for the Army's success on the future battlefield rests on the shoulders of today's Active, National Guard, Reserve, and civilian leaders at all levels. These senior leaders must concentrate training on warfighting skills.

Active and Reserve Component Training

The differences between Active and Reserve training opportunities are important to the Army's senior leaders and theater commanders in chief. They must be prepared to provide or receive units from the National Guard, Army Reserve, and Active Component in wartime or in peacetime exercises.

ACTIVE COMPONENT (AC) CONUS UNITS

AC CONUS units are generally located at installations that have nearby modern ranges and training areas available for unit training; classrooms, simulators, and learning centers available for individual training; and academies, libraries, and other professional development resources available for leader training. These units normally enjoy relatively high levels of personnel and equipment fill. Combat training centers (CTCs) also provide unique training opportunities. The relative geographical concentration and ease of access to all these training facilities provide a good overall training environment.

AC OCONUS UNITS

Active duty units that are stationed overseas normally experience more geographic dispersion than CONUS AC units. However, these units often enjoy higher fills of MOS-qualified soldiers and equipment than their AC CONUS counterparts. The OCONUS units usually have the unique motivation and training opportunities afforded by being assigned "real world," wartime-oriented missions. OCONUS major training facilities are normally smaller and farther from garrison than those that serve CONUS-based AC units. While local training areas (LTAs) are available, their small size and environmental restrictions tend to constrain their use. In some parts of the world, maneuver rights areas (MRAs) allow large-unit combined arms and services exercises on the host nation countryside; however, these are normally subject to maneuver restrictions.

RESERVE COMPONENT (RC) UNITS

The training environment of the RC, the Army National Guard and Army Reserve, is generally more challenging than that of the AC. The training year for the average soldier in an RC unit consists of 24 days of inactive duty training (IDT) and 15 days of annual training (AT)—39 days per year.

The soldiers and leaders in the RC have military service and separate civilian careers competing for their attention and time. These units face considerable geographic dispersion. For example, the average RC battalion is dispersed over a 150- to 300-mile radius; soldiers travel an average of 40 miles to reach the nearest LTA; and units must move an average of 150 miles to the nearest major training area (MTA). RC units have to recruit many of their own soldiers. Since these new recruits may be assigned to the RC unit prior to completion of initial entry training, the RC may have fewer MOS-qualified personnel assigned than their AC counterparts. Notwithstanding these challenges, the Reserve Components offer the nation a large measure of deterrence and warfighting power per dollar invested.

Principles of Training

TRAIN AS COMBINED ARMS AND SERVICES TEAM

Today's Army doctrine requires combined arms and services teamwork. When committed to battle, each unit must be prepared to execute combined arms and services operations without additional training or lengthy adjustment periods. Combined arms proficiency develops when teams train together. Leaders must regularly practice cross attachment of the full wartime spectrum of combat, combat support, and combat service support units. Peacetime relationships must mirror wartime task organization to the greatest extent possible. The full integration of the combined arms team is attained through the "slice" approach to training management. This approach acknowledges that the maneuver commander controls and orchestrates the basic combat, combat support, and combat service support systems. It states that in order to fight with these systems, he must train them often enough to sustain combat-level proficiency. In short, the maneuver commander, with the assistance of higher-level leaders, must forge the combined arms team. An example of a "brigade slice" is at Figure 1-1.

Using this same approach, to assist division-level training, the corps commander requires all corps units that would be supporting the division in wartime to participate in division training exercises. The divisional and nondivisional units that habitually train with the division are termed the "division slice."

TRAIN AS YOU FIGHT

The goal of combat-level training is to achieve combat-level standards. Every effort must be made to attain this difficult goal. Within the confines of safety and common sense, leaders must be willing to accept less than perfect results initially and demand realism in training. They must integrate such realistic conditions as smoke, noise, simulated NBC, battlefield debris, loss of key leaders, and cold weather. They must seize every opportunity to move soldiers out of the classroom into the field, fire weapons, maneuver as a combined arms

EXAMPLE BRIGADE SLICE

- Maneuver Battalions
- Field Artillery Battalion
- Engineer Company
- Air Defense Artillery Battery
- Aviation Section
- Military Police Platoon
- Chemical Platoon
- Signal Platoon
- Military Intelligence Team
- Forward Support Battalion
- Brigade Headquarters and Headquarters Company
- Other organizations associated with the brigade's wartime organization

Figure 1-1.

team, incorporate protective measures against enemy actions, and include joint and combined operations.

USE APPROPRIATE DOCTRINE

Training must conform to Army doctrine. FM 100-5, Operations, and supporting doctrinal manuals describe common procedures and uniform operational methods that permit commanders and organizations to adjust rapidly to changing situations. At higher echelons, standardized doctrinal principles provide a basis for a common vocabulary and for military literacy across the force. In units, new soldiers will have little time to learn nonstandard procedures. Therefore, units must train on peacetime training tasks to the Army standards contained in mission training plans (MTPs), battle drill books, soldier's manuals, regulations, and other training and doctrinal publications.

USE PERFORMANCE-ORIENTED TRAINING

Units become proficient in the performance of critical tasks and missions by practicing the tasks and missions. Soldiers learn best by doing, using a hands-on approach. Leaders are responsible to plan training that will provide these opportunities. All training assets and resources, to include simulators, simulations, and training devices, must be included in the strategy.

TRAIN TO CHALLENGE

Tough, realistic, and intellectually and physically challenging training both excites and motivates soldiers and leaders. It builds competence and confidence by developing and honing skills. Challenging training inspires excellence by fostering initiative, enthusiasm, and eagerness to learn. Successful completion of each training phase increases the capacity and motivation of individuals and units for more sophisticated and challenging achievement.

TRAIN TO SUSTAIN PROFICIENCY

Once individuals and units have trained to a required level of proficiency, leaders must structure collective and individual training plans to repeat critical task training at the minimum frequency necessary for sustainment. Mission training plans and the Individual Training Evaluation Program (ITEP) are tools to help achieve and sustain collective and individual proficiency. Sustainment training is often misunderstood, although it is a reasonable, commonsense approach to training. Put simply, sustainment training must sustain skills to high standards often enough to prevent skill decay and to train new people. Army units must be prepared to accomplish their wartime missions by frequent sustainment training on critical tasks; they cannot rely on infrequent "peaking" to the appropriate level of wartime proficiency. As depicted in Figure 1-2, sustainment training enables units to operate in a "band of excellence" by appropriate repetitions of critical task training during prime training periods.

TRAIN USING MULTIECHELON TECHNIQUES

To use available time and resources most effectively, commanders must simultaneously train individuals, leaders, and units at each echelon in the organization during training events. Multiechelon training is the most efficient way of training and sustaining a diverse number of mission essential tasks within limited periods of training time.

TRAIN TO MAINTAIN

Maintenance is a vital part of every training program. Maintenance training designed to keep equipment in the fight is of equal importance to soldiers being expert in its use. Soldiers and leaders are responsible for maintaining all assigned equipment in a high state of readiness in support of training or combat employment.

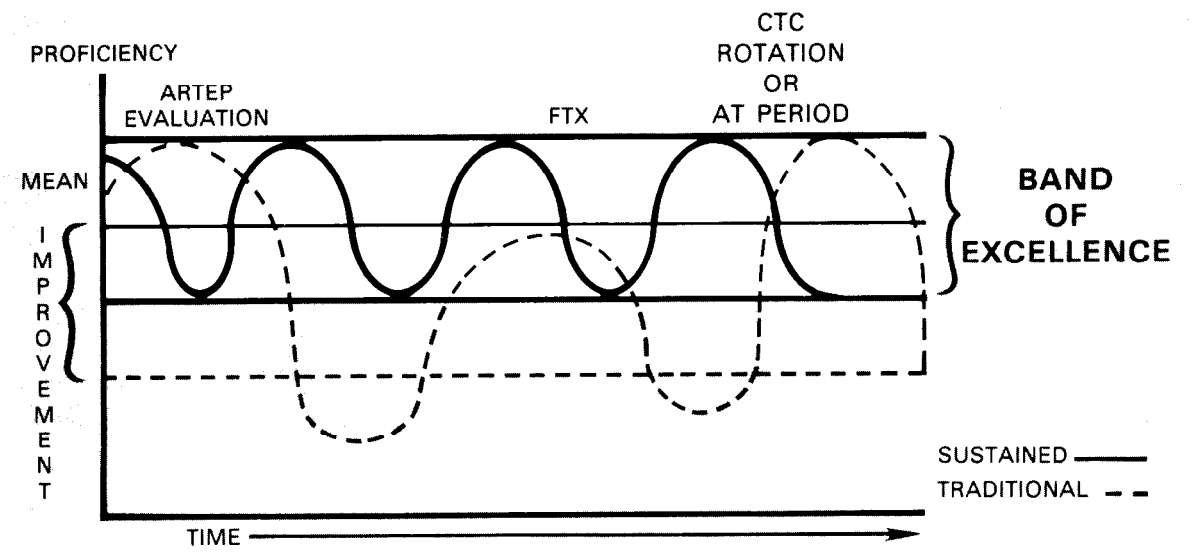


Figure 1-2.

MAKE COMMANDERS THE PRIMARY TRAINERS

The leaders in the chain of command are responsible for the training and performance of their soldiers and units. They are the primary training managers and trainers for their organizations. To accomplish their training responsibility, commanders must-

- Base training on wartime mission require ments.
- Identify applicable Army standards.
- Assess current levels of proficiency.
- Provide the required resources.
- Develop and execute training plans that result in proficient individuals, leaders, and units.'

Senior Leaders and Training

Effective training is the number one priority of senior leaders in peacetime. In wartime, training continues with a priority second only to combat or to the support of combat operations. Senior leaders must extract the greatest training value from every opportunity in every activity. Effective training requires their continuous personal time and energy as they accomplish the following:

- ***Develop and communicate a clear vision.*** The senior leader's training vision provides the direction, purpose, and motivation necessary to prepare individuals and organizations to win in war. It is based on a comprehensive understanding of the following:
  - — Mission, doctrine, and history.
  - — Enemy capabilities.
  - — Organizational strengths and weaknesses.
  - — Training environment.
- ***Require their subordinates to understand and perform their roles in training.*** Since good training results from leader involvement, one of the commander's principal roles in training is to teach subordinate trainers how to

OVERLAPPING TRAINING RESPONSIBILITIES

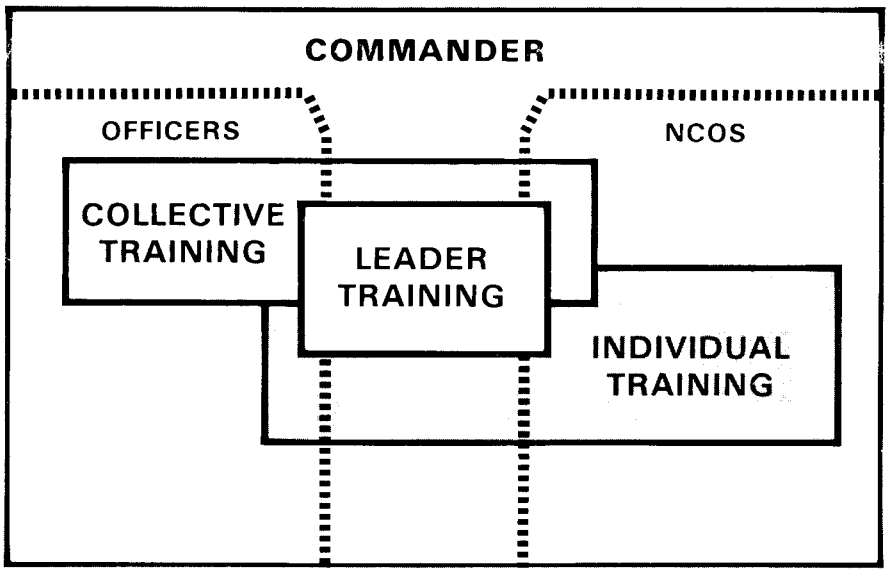


Figure 1-3.

train and how to fight. He provides the continuing leadership that focuses training on the organization's wartime mission. The commander assigns officers primary responsibility for collective training and noncommissioned officers primary responsibility for individual training. The commander is the integrator who melds leader and individual training requirements into collective training events using multiechelon techniques (Figure 1-3).

- ***Train all elements to be proficient on their mission essential tasks.*** They must integrate and train to Army standard all elements in and supporting their command—combat, combat support, and combat service support-on their selected mission essential tasks. An important requirement is for all leaders to project training plans far enough into the future to coordinate resources with long lead times.
- ***Centralize training planning and decentralize training-execution.*** Senior leaders centralize planning to provide a consistent training focus on wartime missions from the top to the bottom of the organization. However, they decentralize execution to ensure that the conduct of mission-related training sustains strengths and overcomes the weaknesses unique to each unit.
- ***Establish effective communications between command echelons.*** Guidance based on wartime missions and priorities flows from the highest echelons downward. Specific information about individual and collective training proficiency and needs flows from the lowest organizational levels upwards. Leaders at all levels use effective two-way communications to exchange feedback concerning the planning, execution, and assessment of training.
- ***Develop their subordinates.*** Competent and confident leaders build cohesive organizations with a strong chain of command, high morale, and good discipline. Therefore, senior leaders create leader development programs that develop a warfighter's professionalism-knowledge,

attitudes, and skills. They mentor, guide, listen to, and "think with" subordinates to challenge their depth of knowledge and understanding. Senior leaders share experienced insights that encourage subordinates to study their profession and develop themselves. They train leaders to plan training carefully, execute aggressively, and assess short-term achievement in terms of desired long-term results. Effective leader development programs will continuously influence the Army as younger leaders progress to higher levels of responsibility.

- ***Involve themselves personally in planning, executing, and assessing training.*** They are actively involved in planning for future training. They create a sense of stability throughout the organization by protecting approved training plans from training distracters. Senior leaders are present during the conduct of training and provide experienced feedback to all participants.

- ***Demand training standards are achieved.*** Leaders anticipate that all tasks will not be performed to standard. Therefore, they design time into training events to allow additional training on tasks not performed to standard. It is more important, however, that they achieve the established standard on a limited number of tasks during a training event than to attempt many and fail to achieve the standards on any, rationalizing that they will take corrective action at some later training period. Soldiers will remember the enforced standard, not the one that was discussed.

- ***Foster a command climate that is conducive to good training.*** Senior leaders create a command climate that rewards subordinates who are bold and innovative trainers. They challenge the organization and each individual to train to full potential.

- ***Eliminate training distractions.*** The commander who–has planned and resourced a training event is responsible to ensure that the maximum number of soldiers participate. The administrative support burdens cannot be ignored, but they can be managed using an effective time management system. Senior leaders must support their commanders' efforts to train effectively by eliminating training distracters and reinforcing the require ment for all assigned personnel to be present during prime training time.

Battle Focus

Battle focus is a concept used to derive peacetime training requirements from wartime missions. Battle focus guides the planning, execution, and assessment of each organization's training program to ensure its members train as they are going to fight. Battle focus is critical throughout the entire training process and is used by commanders to allocate resources for training based on wartime mission requirements. Its implementation enables commanders at all levels and their staffs to structure a training program which copes with nonmission-related requirements while focusing on mission essential training activities. Battle focus is a recognition that a unit cannot attain proficiency to standard on every task whether due to time or other resource constraints. However, commanders can achieve a successful training program by consciously narrowing the focus to a reduced number of vital tasks that are essential to mission accomplishment.

A critical aspect of the battle focus concept is to understand the responsibility for and the linkage between the collective mission essential tasks and the individual

tasks which support them. The diagram at Figure 1-4 depicts the relationships and the proper sequence to derive optimum training benefit from each training opportunity.

INTEGRATION OF COLLECTIVE AND INDIVIDUAL TRAINING

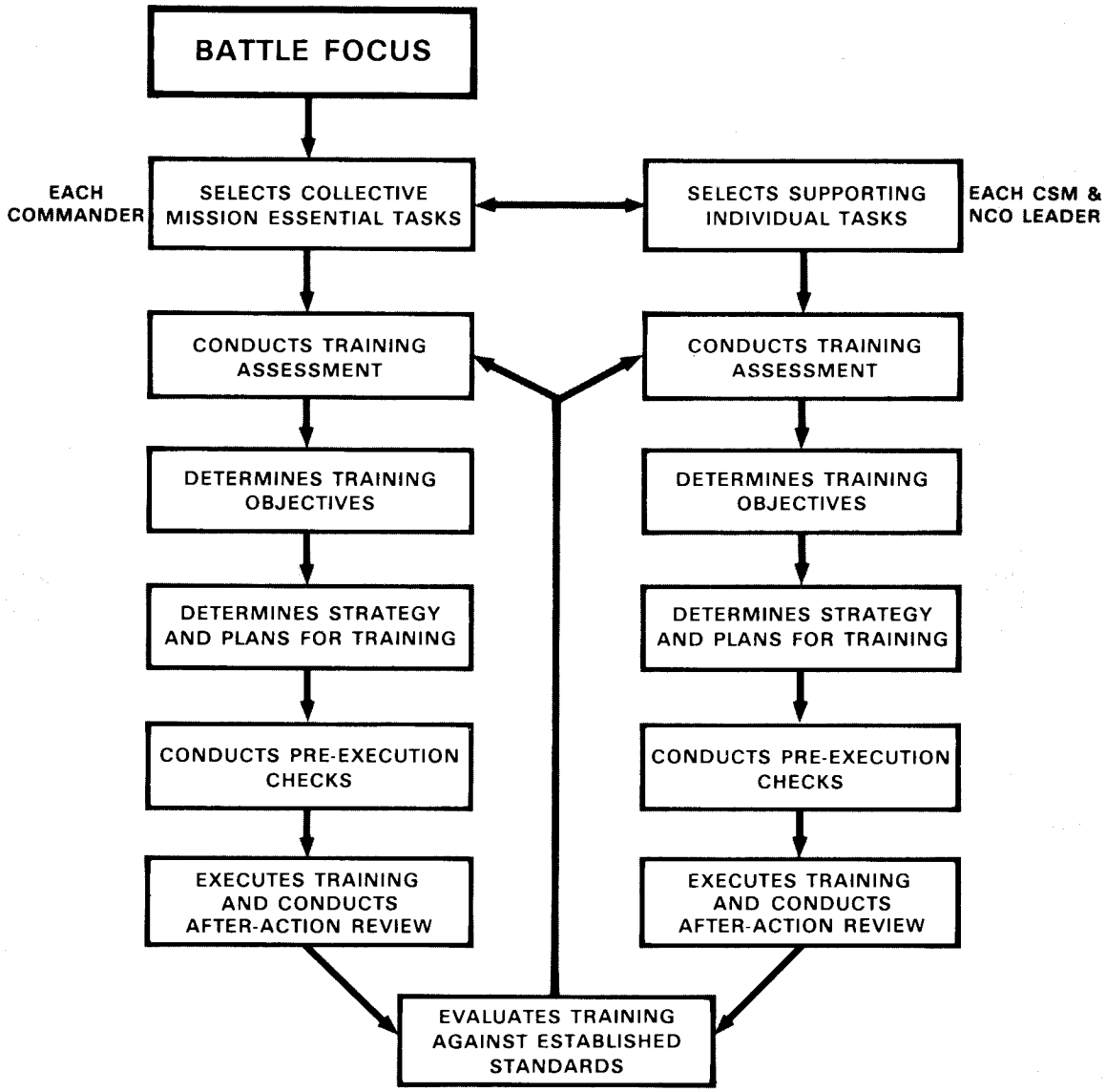


Figure 1-4.

The commander and the command sergeant major (CSM) must jointly coordinate the collective mission essential tasks and individual training tasks on which the unit will concentrate its efforts during a given period. The CSM and NCO leaders must select the specific individual tasks, which support each collective task, to be trained during this same period. NCOs have the primary role in training and developing individual soldier skills. Officers at every level remain responsible for training to established standards during both individual and collective training.

The training management approach to implement the battle focus is depicted in Figure 1-5. Chapter 2 explains the mission essential task list development process—training must relate to the organization's wartime mission. Chapter 3 describes the long-range, short-range, and near-term training plans that leaders use to manage training over various periods of time. Chapter 4 discusses the execution of training and the role of senior leaders. Chapter 5 explains the procedures for evaluating training and conducting organizational assessments. Training evaluations and organizational assessments are feedback mechanisms that leaders use to keep the system dynamic and capable of continual improvement and fine tuning.

TRAINING MANAGEMENT CYCLE

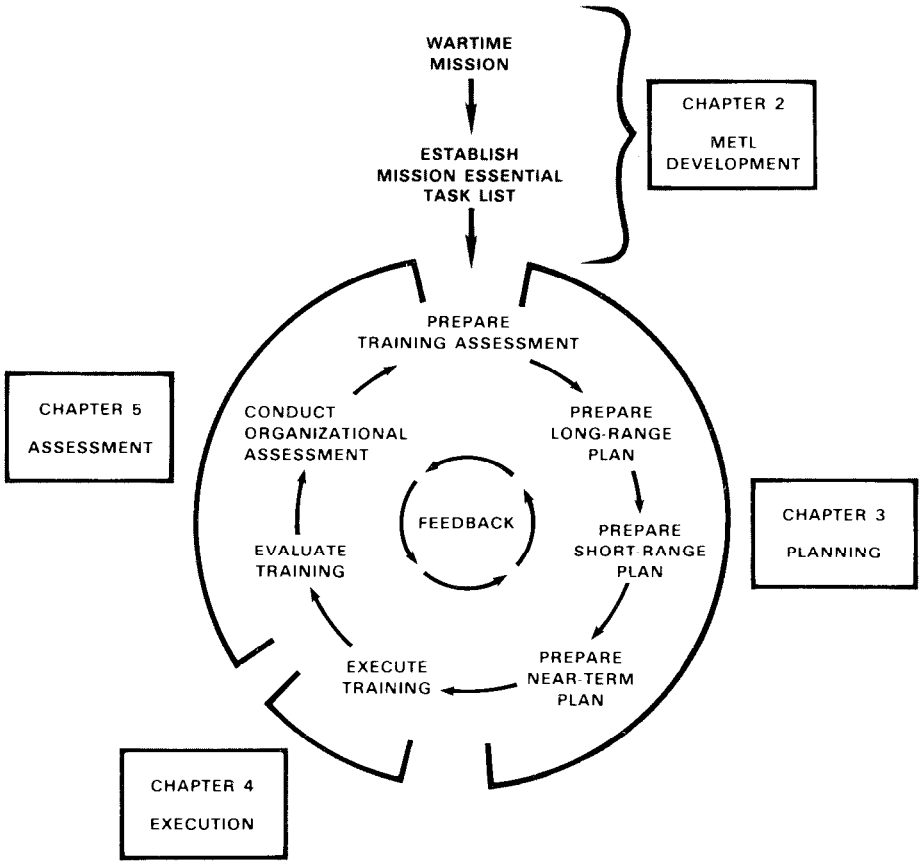


Figure 1-5.

CHAPTER 2

Mission Essential Task List (METL) Development

Do essential things first. There is not enough time for the commander to do everything. Each commander will have to determine wisely what is essential, and assign responsibilities for accomplishment. He should spend the remaining time on near essentials. This is especially true of training. Nonessentials should not take up time required for essentials.

General Bruce C. Clarke

METL Development Process

Battle-focused training programs are based on wartime requirements. Army organizations cannot achieve and sustain proficiency on every possible training task. Therefore, comma-riders must selectively identify the tasks that are essential to accomplishing the organization's wartime mission. Figure 2-1 depicts the process that leaders use to identify and select mission essential tasks.

METL DEVELOPMENT PROCESS

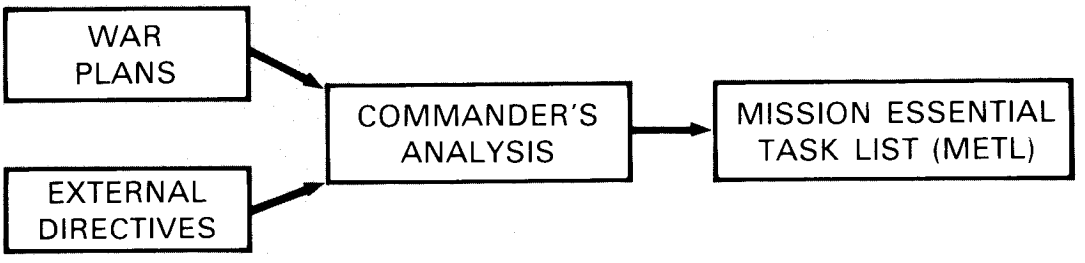


Figure 2-1.

INPUTS TO METL DEVELOPMENT

There are two primary inputs to METL development: war plans and external directives.

War Plans. The most critical inputs to METL development are the organization's wartime operations and contingency plans. The missions and related information provided in these plans are key to determining essential training tasks.

External Directives. External directives are additional sources of training tasks that relate to an organization's wartime mission. Some examples are—

- Mission training plans.
- Mobilization plans.
- Installation wartime transition and deployment plans.
- Force integration plans.

In some cases, these directives identify component tasks which make up the wartime mission (for example, MTPs). In others, they specify additional tasks that relate to the wartime mission (for example, mobilization plans). Figure 2-2 is an example of division tasks derived from applicable external directives.

EXAMPLE OF DIVISION TASKS DERIVED FROM EXTERNAL DIRECTIVES

Deploy the Division

- Draw and upload basic/operational loads
- Conduct administrative/logistic preparation for overseas movement
- Deploy advance parties or LNOs
- Move by road or rail to APOE or SPOE
- Upload equipment at APOE or SPOE
- Move from APOD or SPOD to POMCUS site
- Draw POMCUS equipment and supplies
- Move to assembly area and assemble the force
- Establish theater or corps C^3I and support relationships

Conduct Combat Operations

- Conduct movement to contact
- Conduct hasty attack
- Conduct deliberate attack
- Conduct exploitation
- Conduct pursuit
- Conduct river crossing operations
- Conduct area defense
- Conduct mobile defense
- Conduct covering force operations
- Conduct relief in place
- Conduct passage of lines
- Conduct delay
- Conduct withdrawal
- Conduct retirement
- Integrate USAF and Army aviation into ground maneuver scheme
- Protect the rear area
- Conduct deep operations
- Conduct reconnaissance, counterreconnaissance, and security operations
- Acquire targets throughout the depth of the battlefield

Figure 2-2.

Sustain Combat Operations

- Rearm and fix forward, and refuel while on the move
- Exploit host nation support
- Conduct replacement operations
- Medically conserve the fighting strength
- Provide air/surface transportation support
- Manage real estate
- Recover and evacuate damaged equipment
- Conduct limited reconstitution operations
- Regulate air and surface movement
- Conduct graves registration operation

Figure 2-2 (cont).

COMMANDER'S ANALYSIS

Commanders analyze the applicable tasks contained in external directives and select for training only those tasks essential to accomplish their organization's wartime mission. This selection process reduces the number of tasks the organization must train. The compilation of tasks critical for wartime mission accomplishment is the organization's METL.

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

> At C-day, H-hour, Division deploys by air and sea, occupies assigned assembly areas and organizes for combat; on order, conducts counterattacks, prepares to establish blocking positions, or prepares to assume the sector of another division in the assigned Corps area.

To provide battle focus on the most important wartime requirements, the commander identifies specified and implied mission essential tasks from the larger number of possible training tasks contained in appropriate external directives. This process will concentrate the organization's peacetime training efforts on the most important collective training tasks required to accomplish the wartime mission. An example division METL is at Figure 2-3.

EXAMPLE DIVISION MISSION ESSENTIAL TASK LIST (METL)

- Move by road/rail to APOE/SPOE
- Draw POMCUS equipment and supplies
- Move to assembly area and assemble the force
- Deploy to combat area of operations
- Conduct hasty attack
- Conduct mobile defense
- Conduct river crossing operations
- Protect the rear area
- Rearm and fix forward, and refuel while on the move

Figure 2-3.

MISSION ESSENTIAL TASK LIST

The following fundamentals apply to METL development:

- The METL is derived from the organization's wartime missions and related tasks in external directives.
- Mission essential tasks must apply to the entire organization. METL does not include tasks assigned solely to subordinate organizations.
- Each organization's METL must support and complement higher headquarters' METL.
- The availability of resources does not affect METL development. The METL is an unconstrained statement of the tasks required to accomplish wartime missions.
- The seven battlefield operating systems (BOS) are used to systematically ensure that all elements of the organization's combat power are directed toward accomplishing the overall mission. BOS are the major functions which occur on the battlefield and must be performed by the force to successfully execute operations. The systems are as follows:
  - — Maneuver.
  - — Fire support.
  - — Command and control.
  - — Intelligence.
  - — Mobility/survivability.
  - — Combat service support.
  - — Air defense.

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

For organizations with very specific wartime missions (for example, forward deployed units), battle books can also assist in the identification of mission essential tasks. Battle books contain detailed information concerning war plans, such as tactical routes to wartime areas of operation, ammunition upload procedures, execution of schemes of maneuver, and other support requirements. Preparation of battle books is particularly important at battalion level and below to develop the precise tasks required for mission accomplishment.

All AC and RC MTOE and TDA organizations from corps to company level prepare METLs. Command groups and staff elements at each level (Figure 2-4) develop METLs to address mission essential tasks in their areas of responsibility. Each organization's METL is approved by the next higher commander in the wartime chain of command. Command group METLs are approved by the commander. Staff METLs are approved by the organization's commander or chief of staff.

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

The METLs for associated combat, combat support, and combat service support organizations must be coordinated during the development process. This requirement supports the concept that combined arms and services teams will conduct training and warfighting. A key component of the senior commander's METL approval process is determining if subordinate organizations have properly coordinated their METLs.

EXAMPLE DIVISION G3 CURRENT OPERATIONS AND PLANS STAFF METL

ELEMENT/CELL/SECTION	STAFF MISSION ESSENTIAL TASK
G3/Current Operations	Synchronize Tactical Operations
G3/Current Operations	Review Plans/Orders of Subordinate Units
G3/Current Operations	Organize and Displace the Tactical Command Post
G3/Current Operations	Incorporate Reconstitution Operations in Tactical Concepts
G3/Current Operations	Prepare/Maintain Command SOP
G3/Current Operations	Displace the Command Post
G3/Current Operations/Plans	Incorporate Rear Operations and Planning
G3/Plans	Forecast Probable Requirements
G3/Plans	Conduct Mission Analysis
G3/Plans	Prepare the Operations Estimate
G3/Plans	Implement Commander's Decision
G3/Plans	Develop the Division Operation Order/Plan (OPORD/OPLAN)
G3/Plans	Plan For Future or Follow-on Operations
G3/Plans	Prepare Fragmentary Orders (FRAGOs)

Figure 2-4.

Since the METL forms the basis for the organization's training plans, it is stabilized when approved. The METL is normally modified only if changes occur in wartime missions. Because war plans are the most critical input to the METL development process, senior commanders make every effort to stabilize wartime missions. A significant revision of a unit's mission can result in major changes to its METL and require subsequent major modifications to training plans.

The commander has the responsibility for developing a training strategy that will maintain unit proficiency for all tasks that have been designated as mission essential. There should be no attempt to prioritize tasks within the METL. By definition all tasks that have been placed on the METL are equally essential to ensure mission accomplishment.

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

After the commander designates the collective mission essential tasks required to accomplish his organization's wartime mission, the CSM and senior NCOs develop a supporting individual task list for each mission essential task. Soldier training publications and mission training plans are major source documents for selecting appropriate individual tasks.

RC and TDA METL Development

RC METL DEVELOPMENT

The METL development process is the same for Active and Reserve Component organizations. All training (less necessary state-required training for the Army National Guard) must be directed at wartime

mission readiness. RC units have less than 20 percent of the training time available to their AC counterparts. Therefore, battle focus is essential so that RC commanders concentrate their limited time on the most critical wartime training requirements.

RC units often operate under two chains of command—wartime and peacetime. The wartime chain of command provides wartime mission guidance through the CAPSTONE alignment program and approves RC unit METL. Recognizing the limited training time available to RC units during peacetime, wartime commanders assign missions that are as specific as possible. Mission specificity limits the range of possible RC mission essential tasks and allows the RC to achieve Army standards on each training task. The peacetime chain of command also reviews and coordinates RC METLs. Peacetime commanders provide the training resources and ensure that training for mission essential tasks is planned, executed, and evaluated. The two chains of command work together and remain coordinated by focusing on the METL.

TDA METL DEVELOPMENT

The concept of battle focus is equally applicable to the diverse environment of TDA organizations. Senior leaders in TDA organizations derive mission essential task lists from critical peacetime or wartime missions. Mission essential tasks may be either critical training tasks or operational activities required to accomplish the TDA organization's ongoing mission. An example of a TDA organization METL is at Figure 2-5.

EXAMPLE OF TDA ORGANIZATIONAL METL—
TRADOC SCHOOL MISSION ESSENTIAL TASK LIST

- Develop and issue branch doctrine for the force
- Educate and train soldiers and leaders to understand and fight using Army doctrine, tactics, and techniques
- Train soldiers and leaders how to train to fight using Army doctrine, tactics, and techniques
- Develop the proponent force

Figure 2-5.

Training Objectives

After mission essential tasks have been identified, commanders establish supporting standards and conditions for each task. The resulting training objective—a set of conditions and standards that relate to a task—provides a clear statement of expected training performance. The conditions and standards for many major collective training tasks are identified in applicable MTPs. An example of a division-level training objective is at Figure 2-6.

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

- Mission training plans.
- Soldier's manuals.
- DA Pam 350-38, Standards in Weapons Training.
- Deployment or mobilization plans.
- General defense plans.
- Army, major Army command (MACOM), and local regulations.
- Local standing operating procedures (SOPs).

EXAMPLE TRAINING OBJECTIVE FOR A MISSION ESSENTIAL TASK

MISSION ESSENTIAL TASK:	Move to Assembly Area (AA) and assemble the force.
CONDITION:	Divisional units have conducted the POMCUS draw (72 hours) and prepare to move forward (road/rail) to AA. Equipment shipped has arrived in SPOE and must be moved to AAs. Personnel traveling by air have arrived in theater.
STANDARDS:	1. Division units prepare and submit to MACG movement representative all required movement documents. 2. Divisional units prepare all equipment for road/rail movement in accordance with established procedures. 3. Rail-loaded equipment is completely uploaded according to established procedures and time tables. 4. All convoys are organized and marked according to established procedures. 5. All divisional units move forward to AA according to established movement directives, meet Start Point and Release Point times, travel on designated routes only, and assemble as directed. 6. All convoy commanders maintain control of their convoys and maintain capability to divert convoys to alternate routes while in transit. 7. 100 percent of required reports must be submitted to higher headquarters. 8. 100 percent of the Division's personnel and equipment are moved to assigned AA/SA and assembled under Division or higher headquarters control IAW assigned theater time schedules.

Figure 2-6.

Battle Tasks

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

- Integrate the battlefield operating systems.
- Receive the highest priority for resources such as ammunition, training areas and facilities, materiel, and funds.
- Receive emphasis during evaluations directed by the senior headquarters.

An example of a division commander's list of battle tasks that support the division mission essential task "conduct a hasty attack" is at Figure 2-7.

EXAMPLE LIST OF DIVISION BATTLE TASKS THAT SUPPORT A MISSION ESSENTIAL TASK

Corps Mission Essential Task: Conduct deep operations
Division Mission Essential Task: Conduct a hasty attack

BATTLE TASK	UNIT FROM WHICH TASK WAS SELECTED	BATTLEFIELD OPERATING SYSTEM
Conduct a hasty attack	1st, 2d, 3d Brigade	Maneuver
Conduct combat aviation operations	Avn Bde	Maneuver
Plan, coordinate, and integrate indirect fire support	DIVARTY	Fire Support
Conduct reconnaissance and security operations	CAV Sqdn	Intelligence
Conduct deep reconnaissance and electronic warfare operations	CEWI Bn	Intelligence
Provide air defense to the division	ADA Bn	Air Defense
Conduct engineer mobility operations	Engr Bn	Mobility/Survivability
Command and control division operations	Cmd Gp	Command and Control
Establish the division command, control, and communications system	Sig Bn	Command and Control
Synchronize tactical operations	G3	Command and Control
Provide combat service support to sustain the division	DISCOM	CSS

Figure 2-7.

Using a corps as an example, Figure 2-8 depicts the relationships between wartime missions, mission essential task list, and battle tasks. This diagram illustrates how battle focus provides a common direction for the entire organization and the foundation for the subsequent development of relevant training plans.

RELATIONSHIPS BETWEEN MISSIONS, METL, AND BATTLE TASKS

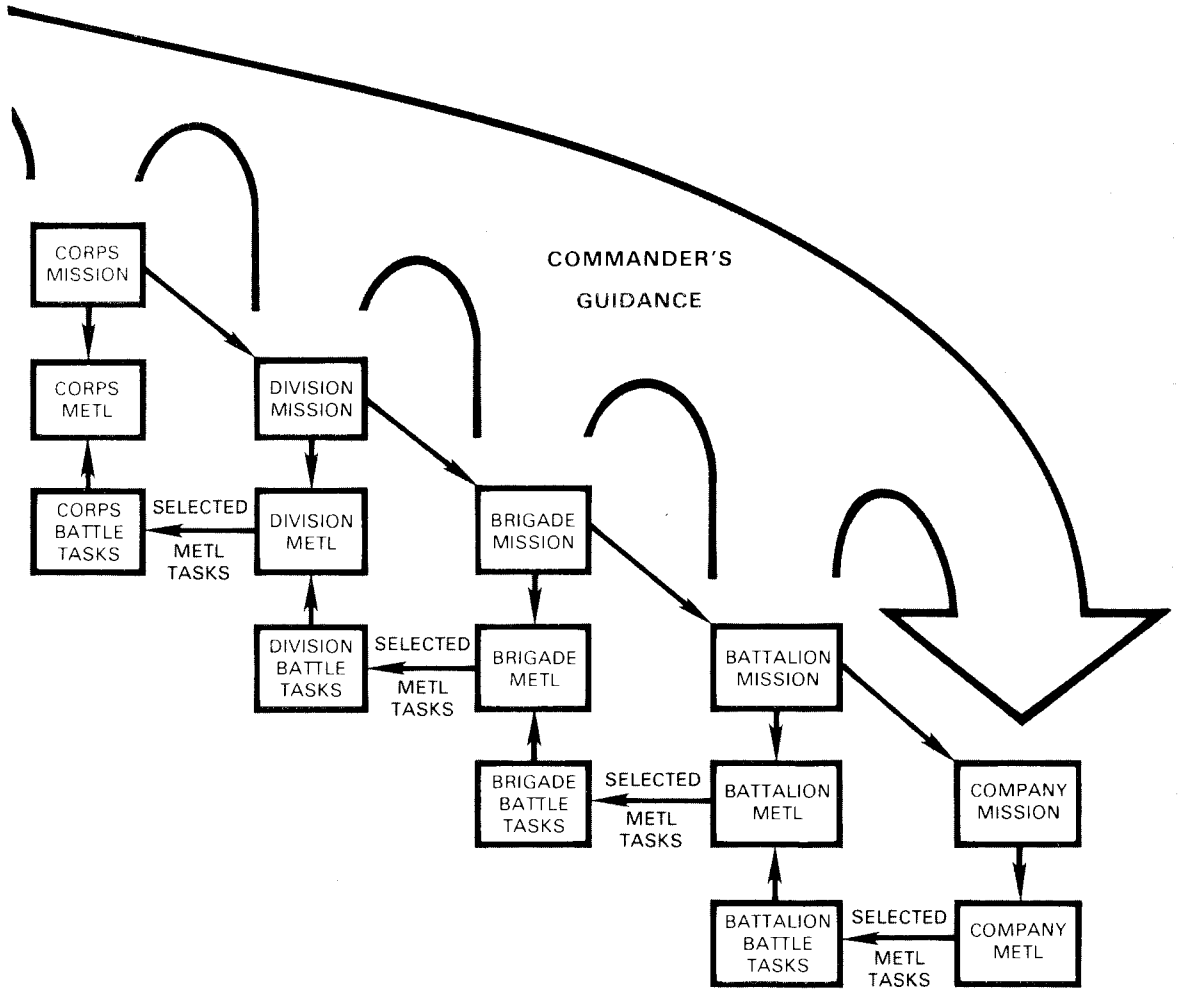


Figure 2-8

CHAPTER 3

Planning

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

General George C. Marshall

Planning Process

Planning is an extension of the battle focus concept that links organizational METL with the subsequent execution and evaluation of training. A relatively centralized process, planning develops mutually supporting METL-based training at all levels within an organization. Figure 3-1 depicts the planning process used to develop battle-focused training programs.

The commander provides two principal inputs at the start of the planning process: the METL (discussed in Chapter 2) and the training assessment. The training assessment compares the organization's current level of training proficiency with the desired level of warfighting proficiency. This desired level is defined in MTPs and in such publications as how to fight manuals and other doctrinal literature.

Leaders determine current training proficiency levels by analyzing all available training evaluations. However, each evaluation applies only to a portion of the total proficiency of an organization at a specific time. Therefore, leaders must use all available evaluation data to develop an assessment of the organization's overall capability to accomplish each mission essential task. In addition to past training evaluations, other information about future events influence the assessment. For example, the projected personnel turnover rates or the fielding of new equipment could significantly affect the commander's assessment

TRAINING PLANNING PROCESS

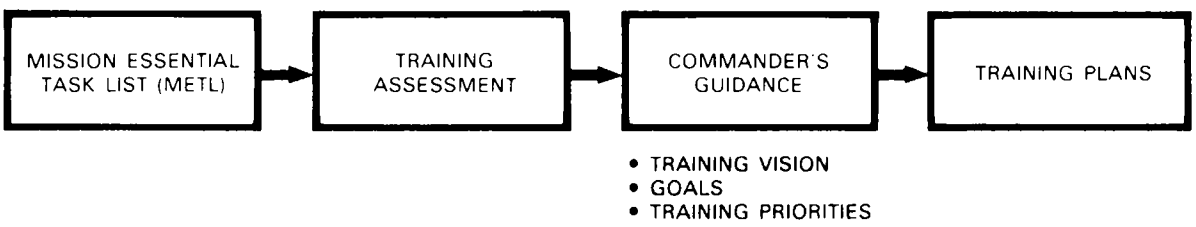


Figure 3-1.

of training proficiency status during the upcoming training period. Leaders update the training assessment at the beginning of each long-range and short-range planning cycle and after a major training event (for example, a CTC rotation).

The commander uses the broad experience and knowledge of key subordinates to help determine the organization's current proficiency. A division commander may direct that the assistant division commanders, key staff members, and subordinate commanders assess the current training proficiency of the division's ability to execute mission essential tasks and supporting battle tasks. The division CSM and subordinate CSMs assess proficiency on individual tasks that support collective tasks. The participants review available collective and individual evaluation information, relying heavily on personal observations. They then compare the organization's current task proficiency with the Army standard. The commander uses subordinate input to make his final determination of the organization's current proficiency on each task (Figure 3-2). Current task proficiency is indicated by rating the task as "T" (trained), "P" (needs practice), "U" (untrained), or "?" (unknown). The training requirement is the training necessary to achieve and sustain desired levels of training proficiency for each mission essential task.

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

The training assessment of each separate mission essential task enables the commander to develop his training vision. This is his broad concept for training the organization to achieve and sustain wartime proficiency. The key elements which shape a commander's training vision are a thorough understanding of training and operations doctrine, his assessment of METL proficiency levels, and knowledge of potential enemy capabilities.

The commander's training vision is supported by organizational goals that provide a common direction for all of the commander's programs and systems. Senior leaders involve their staff and their subordinate commanders in goal development to ensure common understanding and to create an organizational team approach. Following are examples of organizational goals:

- Establish and support a command climate conducive to developing a high level of individual, leader, and collective warfighting proficiency (all types of organizations).
- Conduct force integration while continuously maintaining the short-term readiness of the organization (MTOE and TDA organizations).
- Develop and integrate the doctrine required to field combined arms and joint service teams that can fight and win on the battlefield (AC and RC schools).
- Recruit and retain high-quality soldiers and leaders (RC organizations).

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

EXTRACT FROM COMMANDER'S TRAINING ASSESSMENT

MISSION ESSENTIAL TASK	CURRENT TRAINING STATUS							OVERALL	STRATEGY TO IMPROVE OR SUSTAIN TRAINING PROFICIENCY TO DESIRED WARFIGHTING LEVELS
	MAN	FS	INT	AD	MOB	CSS	C2		
CONDUCT HASTY ATTACK	T	T	P	T	T	P	P	P	• TRAIN QUARTERLY DURING DIV CPX OR MAPEX • REQUEST CORPS RESPONSE CELL FOR EACH DIV EXERCISE TO IMPROVE C2 • TRAIN ANNUALLY DURING DIV CFX • MORE EMPHASIS ON INTELLIGENCE AND CSS
CONDUCT RIVER CROSSING	P	T	P	P	U	P	P	P	• CONDUCT DIV RIVER CROSSING ANNUALLY • INCLUDE IN DIV CPX SCENARIO SEMI-ANNUALLY • INCLUDE RIVER CROSSING EXERCISE IN ALL BN EXTERNAL EVALUATIONS • LEADER TRAINING REQUIRED AT ALL ECHELONS—ADC-M COORDINATE

LEGEND

T Trained U Untrained

P Needs Practice ? Status Unknown

Figure 3-2.

Training Plans

There are three types of training plans: long-range, short-range, and near-term. A general comparison of long-range, short-range, and near-term plans is at Figure 3-3.

Properly developed training plans will—

- ***Maintain a consistent battle focus.*** Each headquarters in the organization involves its subordinate headquarters in the development of training plans. Based on the higher headquarter's plan, subordinate commanders prepare plans which have a battle focus that is congruous throughout the organization.
- ***Be coordinated between associated combat, combat support, and combat service support organizations.*** Brigade and battalion task force (TF) commanders plan for coordinated combined arms and services training of their wartime task organizations. "Slice" commanders actively participate in this process and develop complementary training plans. Corps and division commanders require integrated

COMPARISON OF LONG-RANGE, SHORT-RANGE, AND NEAR-TERM TRAINING PLANS

Long-Range Training Plans

- Disseminate METL and battle tasks
- Establish training objective for each mission essential task
- Schedule projected major training events
- Identify long lead time resources and allocate major resources such as major training area rotations
- Coordinate long-range calendars with all supporting agencies to eliminate training detractors
- Publish long-range guidance and planning calendar
- Provide basis for command operating budget input
- Provide long-range training input to higher headquarters

Short-Range Training Plans

- Refine and expand upon appropriate portions of long-range plan
- Cross-reference each training event with specific training objectives
- Identify and allocate short lead time resources such as local training facilities
- Coordinate short-range calendar with all support agencies
- Publish short-range guidance and planning calendar
- Provide input to unit training meetings

Near-Term Training Plans

- Refine and expand upon short-range plan through conduct of training meetings
- Determine best sequence for training
- Provide specific guidance for trainers
- Allocate training devices, simulators, simulations, and similar resources to specific trainers
- Publish detailed training schedules
- Provide basis for executing and evaluating training

Figure 3-3.

training plans and monitor coordination efforts during the planning process.

- ***Focus on the correct time horizon.*** Long-range training plans in the AC extend out at least one year. The RC long-range plans consider a minimum of two years. Short-range training plans in the AC normally focus on an upcoming quarter (three months) while RC short-range training plans typically use a one-year planning horizon. Near-term planning for the AC starts approximately eight weeks prior to the execution of training; for the RC, approximately four months prior.
- ***Be concerned with future proficiency.*** Training plans must focus on raising or sustaining the proficiency level of mission essential tasks to the Army standard.
- ***Cause organizational stability.*** Changes disrupt training and frustrate subordinate leaders and soldiers. Planning allows organizations to anticipate and incorporate change in a coordinated and predictable manner.
- ***Make the most efficient use of resources.*** The planning process allocates limited time and other resources for training that contributes most to achieving and sustaining wartime proficiency levels.

LONG-RANGE PLANNING

Major Army command (MACOM) and corps commanders publish their single training guidance document sufficiently in advance to provide adequate planning time for both their troop-listed wartime units and supporting peacetime organizations. Guidance at these senior levels is critical to the development and integration of a large number of subordinate AC and RC long-range training plans. Therefore, long lead times are the norm. MACOM and corps commanders normally follow the long-range planning cycle shown at Figure 3-4.

Command Training Guidance (CTG). The CTG is published at division and brigade (or equivalent) levels to document the organization's long-range training plan. It is the training analogue of the organization's operational war plan. It must be read and understood by all commanders, staff officers, and senior noncommissioned officers. The CTG will be used as a ready reference for the planning, execution, and assessment of training throughout the long-range planning period. Examples of topics normally addressed in the CTG are—

- Commander's training philosophy.
- Mission essential task list and associated battle tasks.
- Combined arms training.
- Major training events and exercises.
- Leader training.
- Individual training.
- Mandatory training.

THEATER/MACOM AND CORPS LONG-RANGE PLANNING CYCLE

ACTION	LATEST PUBLICATION DATE	FUTURE PLANNING HORIZON
MACOM publishes training guidance and major event calendar	18 mo prior to start of a 2-yr period[1]	Up to 10 years or more
Corps publishes training guidance and major event calendar	12 mo prior to start of a 2-yr period[1]	5 to 7 years

NOTE: (1) Updated annually at the discretion of the commander.

Figure 3-4.

- Standardization.
- Training evaluation and feedback.
- New equipment training and other force integration considerations.
- Resource allocation.
- Training management.

The long-range planning cycles for AC and RC divisions and subordinate headquarters are at Figures 3-5 and 3-6.

Long-Range Planning Calendar. All echelons from division to battalion publish the long-range planning calendar concurrently with the CTG. The calendar graphically depicts the schedule of events described in the CTG. The long-range planning calendar in an AC division or equivalent headquarters will normally extend at least two years into the future. In addition, any known major training events scheduled beyond the normal planning window should appear on the long-range planning calendar. To provide extended planning guidance for RC organizations, AC and RC planners routinely forecast major events that require RC participation for up to four years into the future. They include these major events, such as annual training periods and overseas deployments for training (ODT), on their long-range calendars. Upon publication and approval by higher headquarters, long-range planning calendars are "locked in" to provide planning stability to subordinate organizations.

Commanders coordinate long-range planning calendars with subordinate commanders, support agencies (such as medical commands), and any other organizations

ACTIVE COMPONENT (AC) LONG-RANGE PLANNING CYCLE

ACTION[1]	LATEST PUBLICATION DATE[2]	FUTURE PLANNING HORIZON
AC Div/Sep Bde/Regt/Sep Gp publish command training guidance (CTG) and long-range calendar [3]	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

NOTES: (1) 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.
(2) Each headquarters follows this time line to allow subordinates adequate time to prepare their plans.
(3) AC commanders at the Div/Sep Bde/Regt/Sep Gp level normally brief to and receive approval of the next higher headquarters on their long-range training plans no later than 8 months prior to FY start.

Figure 3-5.

that might generate training detractors if not fully integrated into the training organization's long-range plan.

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

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

RESERVE COMPONENT (RC) LONG-RANGE PLANNING CYCLE

ACTION[1] [2]	LATEST PUBLICATION DATE[3]	FUTURE PLANNING HORIZON
RC Div/Sep Bde/Regt/Sep Gp level publish command training guidance (CTG) and long-range calendar [4]	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

NOTES: (1) 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.
(2) 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.
(3) Each headquarters follows this time line to allow subordinates adequate time to prepare their plans.
(4) RC commanders of Div/Sep Bde/Regt/Sep Gp 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.

Figure 3-6.

GREEN-AMBER-RED TIME MANAGEMENT SYSTEM

- **Green Period**:
  - — Training focus primarily on collective tasks with individual and leader tasks integrated during multiechelon unit training.
  - — Maximum soldier attendance at prime-time, mission essential training.
  - — Coincides with availability of major resources, such as major training areas (MTAs), local training areas (LTAs), and key training facilities or devices.
  - — Administrative and support requirements that keep personnel from participating in training eliminated to the maximum extent possible.
  - — Leaves and passes limited to the minimum essential.
- **Amber Period**:
  - — Small unit, crew, and individual training emphasized.
  - — Provides time for soldier attendance at education and training courses.
  - — Some suborganizations may be able to schedule collective training.
  - — Scheduling of periodic maintenance services.
  - — Selected personnel diverted to support requirements when all available personnel in organizations in the red period are completely committed to support requirements.
- **Red Period**:
  - — Diverts the minimum essential number of personnel to perform administrative and support requirements.
  - — Suborganizations take advantage of all training opportunities to conduct individual, leader, and crew training.
  - — Support missions/details accomplished with unit integrity to exercise the chain of command and provide individual training opportunities for first line supervisors as time permits. Unit taskings can be used to reduce the number of permanent special duty personnel within installations and communities.
  - — Leaves and passes maximized. When appropriate, block leave may be scheduled.
  - — Routine medical, dental, and administrative appointments coordinated and scheduled with installation support facilities.

Figure 3-7.

TYPES OF TRAINING EVENTS

Joint Training Exercise (JTX)
Combined Training Exercise (CTX)
Field Training Exercise (FTX)
Combined Arms Live Fire Exercise (CALFEX)
Live Fire Exercise (LFX)
Fire Coordination Exercise (FCX)
Command Field Exercise (CFX)
Deployment Exercise (DEPEX)
Tactical Exercise Without Troops (TEWT)
Command Post Exercise (CPX)
Situational Training Exercise (STX)
Map Exercise (MAPEX)
Logistics Exercise (LOGEX)

Figure 3-8.

Time management systems create prime time training periods for subordinate organizations to concentrate on mission essential training. Figure 3-7 describes one such system, a Green-Amber-Red Time Management System. Organizations in Green periods conduct planned training without distraction and external taskings. Units in Red periods execute details and other administrative requirements and allow the maximum number of soldiers to take leaves. Block leave is a technique which permits an entire unit to take leave for a designated period of time. Organizations in Amber periods are assigned support taskings beyond the capability of those units in the Red period, but commanders strive for minimal disruption to Amber organizations' training programs.

Figure 3-7 lists some of the training and support concepts that generally characterize time management periods. Specific activities will vary between installations according to the local situation and requirements. Time management periods are depicted on applicable long-range planning calendars.

Training Events. Senior commanders link training strategies to executable training plans by designing and scheduling training events. During long-range planning, commanders and their staffs make a broad assessment of the number, type, and duration of training events required to accomplish METL training. In the subsequent development of short-range training plans, they fully define training events in terms of METL-based training objectives, scenarios, resources, and coordinating instructions. Through training events, senior commanders—

- Develop wartime mission-related scenarios.
- Focus the entire organization on several METL tasks.
- Integrate all battlefield operating systems (BOS) into coordinated combined arms and services training.

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

By developing and coordinating training events, the organization is able to bring together, at one time, the training areas and facilities, opposing forces (OPFOR), controllers, evaluators, and other resources that create the most realistic and battle-focused training. Typical training events are shown in Figure 3-8.

During planning, senior commanders allocate maximum training time to subordinates. Some large-scale training events, however, must be planned so that senior commanders can exercise and integrate all battlefield operating systems within their wartime organizations. The training value of these large-scale exercises to the entire command is increased when subordinate headquarters participate in developing multi-echelon training objectives and scenarios.

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

Organizations can only obtain the full training benefits of externally supported events through carefully planned preparatory training. Therefore, a priority during long-range planning is to develop METL-based training programs that thoroughly prepare individuals and units for CTC rotations and similar events. This approach will obtain the highest levels of wartime proficiency from resource-intensive externally supported events.

Training Resources. The commander uses his assessment of METL and battle tasks to determine the resource priorities for training requirements. During both long- and short-range planning, constrained resources may require deletion of low-priority training requirements, substitution of less costly training alternatives, or requests to higher headquarters for additional resources. To the extent possible, commanders "lock in" resources before publishing training plans. Common sources for resource information include—

- Command operating budget.
- Flying Hour Program.
- Ammunition authorizations.
- Fuel allocations.
- Force integration documents.
- Higher headquarters training plans.
- Local directives on training areas and facilities.

A METL-based events approach to resource planning is used for the allocation of time, facilities, ammunition, funds, fuel products, and other resources. For example, a reasonably close approximation of the future POL (Class III) and repair parts (Class IX) resource requirements (the most significant operations and maintenance costs in a tank battalion) can be calculated for a training event, as shown in Figure 3-9.

EXAMPLE PROJECTION OF COSTS FOR AN AC TANK BATTALION FTX

SYSTEM	NUMBER USED		MILES TRAVELED		COST FACTORS CL IX		CL III		SYSTEM COST
TANK, M1	58	×	70	×	($42.00	+	$6.40)	=	$196,500
CFV, M3	6		85		9.25		1.05		5,250
CARRIER, MORTAR M106	6		60		2.30		.40		970
CARRIER, CP M577	8		50		2.70		.40		1,240
CARRIER, M113	13		75		2.30		.40		2,630
RECY VEH, MED M88	7		75		10.00		1.10		5,825
HEMMT	23		150		.40		.30		2,420
TRUCK, 2 1/2 TON	25		175		1.10		.15		5,470
TRUCK, 5 TON	7		125		.50		.15		570
HMMWV	24		175		.25		.10		1,470
							EVENT COST		$222,345

Figure 3-9.

The same procedure is followed to determine the costs for each projected training event and totalled into an aggregate training cost for the year (Figure 3-10).

There is a relationship between the number of miles or hours that an item of equipment, such as a tank, is operated and the dollars required to purchase the repair parts and POL for that piece of equipment. Funding authority to purchase the projected repair parts, fuel products, and other items necessary to support the training mission is allocated to units based on operating tempo (OPTEMPO). The OPTEMPO of an organization is the average annual miles or hours of operation for its major equipment systems. The total annual training cost of the desired list of training events, as shown in the example at Figure 3-10, which represents an OPTEMPO of 800 miles per tank, is then compared with budget projections to determine if the desired training is affordable. If the battalion is not projected to receive sufficient resources to finance the projected list of events, the list of events may have to be revised by the commander, as illustrated in Figure 3-11.

EXAMPLE ANNUAL TRAINING COSTS FOR AN AC TANK BATTALION

SYSTEM	NUMBER USED	MILES TRAVELED		COST FACTORS CL IX		CL III		($000)
TANK, M1	58	800	×	($42.00	+	$6.40)	=	$2,245
CFV, M3	6	1,130		9.25		1.05		70
CARRIER, MORTAR M106	6	480		2.30		.40		8
CARRIER, CP M577	8	375		2.70		.40		9
CARRIER, M113	13	545		2.30		.40		19
RECY VEH, MED M88	7	675		10.00		1.10		52
HEMMT	23	930		.40		.30		15
TRUCK, 2 1/2 TON	25	1,625		1.10		.15		51
TRUCK, 5 TON	7	2,000		.50		.15		9
HMMWV	24	2,250		.25		.10		19
		Annual Training Cost ($000s):						$2,497

Figure 3-10.

REVISING A LIST OF TRAINING EVENTS TO MEET FISCAL CONSTRAINTS

EVENT	DAYS PER EVENT	DESIRED NUMBER OF EVENTS (PER YEAR)	REVISED NUMBER OF EVENTS (PER YEAR)
BN CPX/TEWT	3	3	5
BN CFX	3	1	2
BN FTX	5	4	3
CO CFX	2	1	3
CO FTX	3	5	4
CO LFX	4	3	2
—	—	—	—
—	—	—	—
—	—	—	—
Estimated Cost ($000s)		$2,497	$2,150

Figure 3-11.

A resource analysis allows leaders at all levels to make training trade-offs, within various budget and program levels, that best support the commander's training strategy. In Figure 3-11, the example shows that if the unit conducted fewer FTXs and LFXs (which require high densities of equipment and relatively high resource expenditures) and added less expensive CFXs and CPXs, resource constraints could be met. The commander determines the effect these substitutions will have on attaining desired levels of training proficiency. He then provides this information to the next higher commander who will either provide additional resources or approve the constrained resource plan.

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

A significant resource consideration in Reserve Component planning is the allocation of available training time. Limited training time requires RC commanders to prioritize training requirements. They may have to train on fewer tasks so that Army standards can be attained. RC commanders compensate for lack of training time by carefully distributing training requirements over longer periods of time and identifying selected training tasks for execution during postmobilization training.

SHORT-RANGE PLANNING

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

Short-Range Training Guidance. Each level from division through battalion publishes short-range training guidance that enables the commander and staff to prioritize and refine mission essential training guidance contained in the long-range CTG. Commanders must publish the short-range training guidance with sufficient lead time to ensure subordinate units have time to develop their own short-range training plans. As shown in Figure 3-12, the AC division provides quarterly training guidance to subordinate commands and installations at least 90 days prior to the start of each quarter. After receiving guidance from higher headquarters, subordinate units down to battalion sequentially publish their quarterly training guidance (QTG). The RC process is conceptually the same as the AC process, but the guidance normally is published annually as yearly training guidance (YTG) (Figure 3-13).

An important aspect of the QTG and YTG development process is the role of the NCO. Within the framework of the commander's guidance, the CSM and other key NCOs provide planning recommendations on the organization's individual training program. They identify the individual training tasks that must be integrated into collective mission essential tasks during the short-range planning period.

Examples of topics normally addressed in the QTG and YTG are—

- Commander's assessment of mission essential task list proficiency.
- Training priorities.
- Combined arms and services training.
- A cross-reference of training events and associated METL training objectives.
- Individual training.
- Leader development.
- Preparation of trainers and evaluators.
- Training evaluation and feedback.
- Force integration.

- Resource guidance.
- Training management.

Short-Range Planning Calendar. The short-range planning calendar refines an applicable portion of the long-range planning calendar. Sequential development of supporting calendars provides the time lines necessary for small-unit leaders to prepare near-term training schedules.

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

- The principal daily activities of major training events.

ACTIVE COMPONENT (AC) SHORT-RANGE PLANNING CYCLE

FREQUENCY	ACTION	LATEST PUBLICATION DATE	FUTURE PLANNING HORIZON
Quarterly	Div/Sep Bde/Sep Gp/Regt or similar level command publishes Quarterly Training Guidance (QTG)	3 mo prior to start of Quarter	3 months
	Bde/Gp publish QTG	2 mo prior to start of Quarter	3 months
	Bn/Sqdn/Sep Co publish QTG	6 wks prior to start of Quarter[1]	3 months
	Quarterly Training Briefing (QTB) conducted	Prior to start of Quarter	3+ months

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

Figure 3-12.

RESERVE COMPONENT (RC) SHORT-RANGE PLANNING CYCLE

FREQUENCY	ACTION	LATEST PUBLICATION DATE	FUTURE PLANNING HORIZON
Annually	RC Div/Sep Bde/Regt/ Gp or similar level command publishes Yearly Training Guidance (YTG)	6-8 mo prior to FY start	1 year
	RC Bde/Sep Bn publish YTG	4-6 mo prior to FY start	1 year
	RC Bn/Sqdn/Sep Co publish YTG	3-4 mo prior to FY start	1 year
	RC Yearly Training Briefing (YTB) conducted	Prior to FY start	1+ years

Figure 3-13.

- Local training area (LTA) or garrison training activities conducted in preparation for major training events and evaluations.
- Other mandatory training which has a direct bearing on METL and warfighting, such as Army Physical Fitness Test (APFT), weapons qualification, or water safety training.
- Significant nontraining events or activities that must be considered when scheduling training. Examples are national or local holidays and installation support missions.

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

Training Events. Major training events are identified and scheduled during the long-range planning process. During short-range planning, these events are refined in terms of wartime mission-related scenarios, collective and individual training objectives, resources, and coordinating instructions. A major aspect of short-range training event design is the preplanned scheduling of time for additional training prior to the end of the training to ensure that all training tasks are performed to standard. Detailed information on training events may appear in the organization's short-range training guidance or in separate documents such as exercise directives or letters of instruction.

Multiechelon Training. Limited time and other resources do not permit developing sequential training programs, in which each

EXAMPLE DIVISION-DIRECTED TRAINING EVENT

DAY	PHASE	MISSION ESSENTIAL TRAINING TASKS*	BN TF	CO	PLT/SQDN/CREW	CONTROL AND EVALUATION**
1	A	ALERT/UPLOAD BASIC AND OPERATIONAL LOADS	X	X	X	
2		MOVE TO AN ASSEMBLY AREA AND ASSEMBLE THE FORCE	X	X	X	1ST BRIGADE
		CONDUCT A RIVER CROSSING	X	X	X	
3 4	B	CONDUCT DELIBERATE DEFENSE (FTX) (MILES)	X	X	X	1ST BRIGADE
5 6 7 8	C	CONDUCT OFFENSIVE OPERATIONS (BATTLE SIMULATION) — HASTY ATTACK — DELIBERATE ATTACK — NIGHT ATTACK	X	X (CO HQ ONLY)		2D BRIGADE
		CONDUCT HASTY ATTACK/DELIBERATE DEFENSE (LIVE FIRE EXERCISES)			X (TANK, INFANTRY, TOW, SCOUTS, MORTARS)	1ST BRIGADE
9 10	D	MOUNTED NAVIGATION EXERCISE	_____ ALL OFFICERS _____			2D BRIGADE
		CONDUCT TACTICAL MOVEMENT (REDEPLOY) AND POST-OPERATIONS MAINTENANCE	_____ NCO CONTROL _____			

*SELECTED INDIVIDUAL TASKS WILL BE EVALUATED DURING EACH COLLECTIVE TRAINING ACTIVITY

**DENOTES MAJOR CONTROL HEADQUARTERS. SPECIFIC UNITS WITHIN EACH BRIGADE WILL BE DESIGNATED TO PROVIDE CONTROLLERS AND EVALUATORS, OPFOR, AND RANGE SAFETY PERSONNEL.

Figure 3-14.

echelon from lower to higher is successively trained to reach interim "peaks" in proficiency. Therefore, leaders use a multiechelon training approach to plan training events. Multiechelon training allows simultaneous training and evaluation on any combination of individual and collective tasks at more than one echelon. Multiechelon training is the most efficient and effective way of training and sustaining a diverse number of mission essential tasks within limited periods of training time.

Figure 3-14 is an example sequence for an AC division-directed, multiechelon training event conducted by two battalions—to allow for cross attachment. This example depicts mission essential training tasks for each echelon from battalion TF through crew. Various exercise techniques (MILES, battle simulation, live fire) are used to accomplish the specified training objectives.

The designation of control and evaluation organizations is an important aspect of externally supported training exercises. This allows the units performing training to focus on execution of training while other organizations provide the necessary control, evaluation, and administrative support. This example training event can be used to illustrate two approaches to multiechelon training:

- Multiechelon training occurs when an entire organization focuses on one major task. For example, a battalion task force performs a number of tasks simultaneously to ensure a successful river crossing (Figure 3-15).
- Multiechelon training also occurs when an organization is simultaneously conducting different major activities. An

SELECTED TASKS PLANNED TO BE EXECUTED DURING A MULTIECHELON TASK FORCE RIVER CROSSING

RESPONSIBILITY	PARTICIPANTS	ACTIVITY	TASK(S)
Task Force Commander	Entire battalion and slice elements	FTX	Conduct a TF hasty river crossing
Team Commander	All assigned or attached personnel	FTX	Conduct team level security operations and hasty river crossing
Platoon Leader	All assigned or attached personnel	FTX	Conduct an assault river crossing
Squad Leader	Squad members	FTX	Conduct training on camouflage, dispersion, movement techniques, and preparing vehicles for river crossing

Figure 3-15.

example is depicted in Figure 3-16 with the battalion and company headquarters participating in a battle simulation while the platoons, squads, and crews are concurrently conducting live fire exercises.

Figure 3-17 depicts a multiechelon training concept for an RC division annual training period. It addresses some RC-unique training considerations, such as the use of the CAPSTONE wartime headquarters,

SELECTED TASKS SIMULTANEOUSLY OCCURRING WHILE A TASK FORCE IS CONDUCTING DIFFERENT TRAINING ACTIVITIES

RESPONSIBILITY	PARTICIPANTS	ACTIVITY	TASK(S)
Task Force Commander	Battalion Task Force Staff and Company/ Team Commanders	Battle simulation	Conduct hasty/deliberate night attack
Tank Platoon Leaders	All assigned and attached members of platoon	Live fire exercise	Conduct Tank Table IX
Tank Commanders	Crew members	Live fire exercise	Conduct live fire gunnery, crew drill, prepare range cards, and occupy firing positions

Figure 3-16.

EXAMPLE MULTIECHELON TRAINING CONCEPT FOR RC DIVISION ANNUAL TRAINING

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

Figure 3-17.

Maneuver Training Command, and AC support of RC training.

Larger-scale training events also provide an opportunity for valuable individual, crew, and small-unit training. These exercises, however, can result in unproductive training for soldiers at lower echelons unless senior leaders plan multiechelon training down to the smallest participating units. For example, a corps FTX may offer an excellent training opportunity for corps and division staffs to synchronize joint operations. However, the corps commander and other senior leaders must require that METL-based training objectives are planned at every level within the organization. This approach provides challenging and relevant training for all participants.

Training Resources. In short-range planning, commanders allocate training resources to subordinate organizations for specific training activities. As required, adjustments are made from the initial resource projections contained in long-range plans. The key requirement for division and brigade commanders is to coordinate short-range training plans with the various resource processes that support training. Examples of these processes are Program Budget Advisory Committee (PBAC) meetings, ammunition forecasts, and training area and facility scheduling conferences.

Short-Range Training Briefings. The short-range training briefing is a conference conducted by senior commanders to review and approve the training plans of subordinate units. It is conducted before the time period addressed in the quarterly or yearly training guidance. AC units conduct quarterly training briefings (QTBs). RC units conduct yearly training briefings (YTBs).

Division commanders receive the short-range training briefing from subordinate brigades and all battalions in the division. The brigade commander and CSM present the overview of the brigade training plan; battalion commanders and CSMs personally present detailed briefings of their training plans. All habitually associated slice commanders participate in preparing and conducting the training briefing.

Training briefings produce a training contract between the senior commander and each subordinate commander. The senior commander provides resources and protects the subordinate unit from unprogrammed taskings. The subordinate commander then locks in and executes the approved training plan. This shared responsibility helps maintain priorities, achieve unity of effort, and synchronize actions to achieve quality training and efficient resourcing.

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

The senior commander specifies the format and content of the briefing in the QTG or YTG. However, the briefing guidance should be flexible enough to provide subordinate commanders and CSMs the latitude to highlight their initiatives and priorities.

During the training briefing, the subordinate commanders, as a minimum, usually address these specific areas:

- A review of the last short-range planning period's accomplishments and shortfalls.
- The organization's METL and assessment of proficiency levels.
- A discussion of the unit's training focus and objectives for its upcoming training period.
- A presentation of the organization's short-range planning calendar.
- A description of upcoming training events.

- Leader development program, with emphasis on officer warfighting skill development.
- Approach to be used for preparing trainers and evaluators.
- Force integration plans for the upcoming period.
- Resource allocation.

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

- Individual training proficiency feedback received concerning previous short-range planning period.
- An assessment of the organization's current individual training proficiency.
- Individual training events planned during the upcoming short-range planning period and strategy to prepare soldiers for these evaluations.
- A description of METL-derived individual tasks to be integrated with upcoming collective mission essential tasks.
- Marksmanship and physical fitness programs.
- The organization's education program.
- The NCO leader development program and its relationship to improving-warfighting skills.

NEAR-TERM PLANNING

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

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

Near-term planning covers a six- to eight-week period prior to the conduct of training for AC units (Figure 3-18), and a four-month period prior to training for RC units (Figure 3-19). Formal near-term planning culminates when the unit publishes its training schedule.

Training Meetings. Near-term planning includes the conduct of training meetings to create a bottom-up flow of information regarding specific training proficiency needs of the small-unit and individual soldier. Platoons, companies, and battalions conduct training meetings. At battalion level, training meetings primarily cover training management issues; at company and platoon level, they are directly concerned with the specifics of conducting training.

Training Schedules. Near-term planning results in detailed training schedules. Training schedule formats may vary among organizations, but they all—

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

Training is locked in when training schedules are published. Senior commanders establish policies to minimize changes to the training schedule, such as requiring that battalion commanders personally approve training schedule changes. Command responsibility is established as follows:

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

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

ACTIVE COMPONENT (AC) NEAR-TERM PLANNING CYCLE

FREQUENCY	ACTION	LATEST MEETING OR BRIEFING DATE	FUTURE PLANNING HORIZON
Weekly	Bn training meetings and subsequent draft training schedules[1]	6-8 weeks prior to execution	6-8 weeks
	Bn publishes training schedules[2]	4-6 weeks prior to execution	4-6 weeks

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

Figure 3-18.

RESERVE COMPONENT (RC) NEAR-TERM PLANNING CYCLE

FREQUENCY	ACTION	LATEST PUBLICATION OR BRIEFING DATE	FUTURE PLANNING HORIZON
Monthly	RC Bn training meetings and subsequent draft training schedules[1]	4 mo prior to execution	4 months
	RC Bn publishes training schedules[1]	3 mo prior to execution	3 months

NOTE: (1) Training schedules are prepared at company level and approved by battalion commander.

Figure 3-19.

CHAPTER 4

Execution

Only through high training requirements, rigidly enforced can low casualty rates be possible. Only well armed and equipped, adequately trained and efficiently led forces can expect victory in future combat.

General Matthew B. Ridgway

Senior Leaders' Role

Although planning for training is relatively centralized to align training priorities at all levels of an organization, the execution of training is decentralized. Decentralization tailors training execution to available resources and promotes bottom-up communication of unique wartime mission-related strengths and weaknesses of each individual, leader, and unit.

Senior leaders must personally observe and evaluate the execution of training at all echelons. From their observations of training and other feedback, they provide guidance and direct changes that lead to increased warfighting capability.

By allotting quality time for personal visits to training, senior leaders communicate to the entire chain of command that training is the organization's top peacetime priority. While concerned with training performed by their headquarters and the immediately subordinate command echelons, senior leaders also observe and assess the quality of training at all echelons down to the lowest levels of the organization. They receive feedback from subordinate leaders and soldiers during training visits. Through feedback, senior leaders identify and resolve systemic problems in planning, leadership, management, support, and other functions.

The most beneficial senior leader and staff visits to training are unannounced or short notice. The leader observes normal training as experienced by the soldier and prevents excessive visitor preparation by subordinate organizations. This in itself can be a training detractor.

Senior leaders assign coordination of training support for subordinate units as a priority requirement for organization staffs. Training support and coordination of training resources are key to the successful execution of training. Senior leaders check the adequacy of external training support during every training visit and require prompt and effective corrective action to resolve support deficiencies.

Requirements for Training Execution

All good training, regardless of the specific collective and individual tasks being executed, must comply with certain common requirements. These requirements are adequate preparation, effective presentation and practice, and thorough evaluation. (Evaluation is discussed in Chapter 5.) The criteria are applicable at all echelons, from a high-level staff participating in a joint training exercise to a first line supervisor's individual training of his team.

PREPARATION FOR TRAINING

As discussed in Chapter 3, formal planning for training culminates with the publication of the unit training schedule. Informal planning and detailed coordination, known as pre-execution checks, continue until the training is performed. Commanders and other trainers use training meetings to assign responsibility for pre-execution checks for all scheduled training.

Pre-execution checks cover the preparation of the individuals to be trained, the trainers who will execute and evaluate the training, and the training support required. Properly prepared individuals are trained on prerequisite tasks prior to training. Trainers are coached on how to train, given time to prepare, and rehearsed so that training will be challenging and doctrinally correct. Commanders ensure that trainers and evaluators are not only tactically and technically competent on their training tasks, but also understand how the training relates to wartime missions. Properly prepared trainers and evaluators communicate confidence and enthusiasm to those being trained.

Preparing for training in RC organizations can require complex pre-execution checks. Reserve Component trainers must often conduct detailed coordination to obtain equipment, training devices, and ammunition from distant locations. In addition, RC pre-execution checks may be required to coordinate AC assistance from the numbered armies in the continental United States (CONUSAs), readiness groups, and directed training affiliations.

During preparation for training, battalion and company commanders identify and eliminate potential training distracters which develop within their own organizations. They stress personnel accountability to ensure maximum attendance at training.

PRESENTATION AND PRACTICE

Trainers use any combination of demonstrations, conferences, discussions, and practice activities to present training. At the outset of training, they inform individuals being trained of training objectives (tasks, conditions, and standards) and evaluation methods applicable to the upcoming training. They immediately follow presentation with practice to convert information into usable individual and collective skills. The amount of detail included in practice depends on experience levels. If individuals or organizations are receiving initial training on a mission essential task, trainers emphasize the basic conditions. If those receiving the instruction are receiving sustainment training on a task, trainers raise the level of detail and realism until the quality, speed, stress, and other conditions come as close as possible to wartime requirements. Those with considerable experience are required to perform multiple training tasks within a given training scenario.

Properly presented and practiced training is accurate, well structured, efficient, realistic, safe, and effective:

- ***Accurate*** training complies with current Army doctrine and is technically correct. Field manuals, mission training plans, battle drills, and other publications provide factual information to trainers to perform training, coach subordinate trainers, and evaluate training results.
- **Well-structured** training contains a mixture of initial and sustainment training. It also consists of a mix of individual and leader tasks that are integrated into METL collective tasks; soldiers and leaders increase proficiency in individual tasks while training on collective mission essential tasks.
- **Efficient** training ensures that training resources are expended properly. This includes the irreplaceable resource of

time—efficiently executed training makes full use of every participant's time. Commanders monitor physical and financial resource execution data through PBACs, range conferences, and similar forums. They use the feedback received during these forums to adjust resources within their commands to support the most important mission essential training. Constraints to training, such as environmental protection considerations and availability of training areas and ranges, frequently require the use of technology to hone warfighting skills. Training devices, simulators, and simulations (TADSS) not only provide a means for initial and sustainment training on warfighting fundamentals but also provide relatively inexpensive preparation for resource-intensive training events. Although TADSS provide excellent training supplements, there is no substitute for the more robust training experiences of major maneuver events and live-fire gunnery periods.

- ***Realistic*** training requires organizations to train the way they will fight or support on the battlefield. Based on scenarios that pit Army doctrine against enemy doctrine, realistic training integrates all available elements of the combined arms and joint wartime task organization. It uses training devices and simulators to replicate the stresses, sounds, and conditions of combat.
- ***Safe*** training is a predictable result of performing to established tactical and technical standards. Leaders at all levels ensure that safety requirements are *integral,* and not add-on considerations, to all aspects of planning, executing, and evaluating training. Safe training results from the systematic management of inherently dangerous training risks.
- ***Effective*** training builds proficiency, teamwork, confidence, and cohesiveness. Effective training is competitive. Although individuals and organizations may sometimes compete against one another, they should always compete to achieve the prescribed standard. If they do not initially achieve standards, trainers take corrective action so that the proper performance level results. Following are other considerations for conducting effective training:

— ***Battle Rosters.*** Battle rosters are maintained at battalion level and below to track key training information on selected weapons systems (for example, tanks, TOW, attack helicopters, and howitzers). They track such pertinent training data as crew stability and manning levels, and qualification status. A key aspect of battle rosters is the designation of qualified back-up crew members who are assigned in other positions in the organization. During the execution of training, battle-rostered crew members train with their designated crews at available opportunities.

— ***NCO Training Responsibilities.*** Army training tradition and common sense have made the noncommissioned officer responsible for individual, and crew and team, training. Individual skill training is not presented to large numbers of soldiers by committee. Rather, the first line supervisor teaches individual tasks to soldiers in their organic squads, crews, or equivalent small units. The first line supervisor and his senior NCOs emphasize performance-oriented practice to ensure soldiers achieve soldier's manual standards. The first line supervisor conducts cross training to spread critical wartime skills within his unit. The CSMs, first sergeants, and other senior NCOs at every echelon coach junior NCOs to master a wide range of individual tasks. Commanders allot training time for NCOs to conduct individual training and require that individual tasks are included in all collective METL training. Noncommissioned officers are responsible for conducting individual

training to standard and must be able to explain how individual task training relates to collective mission essential tasks.

— ***Training and Evaluation Outlines (T&EOs).*** Effective collective leader and individual training is guided by the use of training and evaluation outlines. The T&EOs provide summary information concerning collective training objectives as well as individual and leader training tasks which support the collective training objectives. They also provide information concerning resource requirements and evaluation standards applicable to a training situation.

The principal source documents for T&EOs are MTPs, soldier's manuals, drill books, and similar publications. Since the conditions in these publications are generic, trainers adjust and supplement T&EO conditions to conform to the METT-T of the organization's wartime plans.

— ***Staff Training.*** Staff training develops and sustains planning, coordination, and other staff functions relating to wartime mission requirements. Staff training objectives are derived from staff METL. For effective training, staff elements must train together within the same headquarters as well as with staff elements from other echelons within the organization.

— ***Leader Training.*** Leaders spend virtually all available training time supervising the training of subordinates; often they do not increase their own understanding of how to fight as combat or support leaders. Therefore, senior leaders view leader training as a continuous process that encompasses more than periodic officer or NCO professional development classes. Senior leaders establish positive and constructive training situations that cause subordinates to make fast and independent decisions based on broad guidance, mission orders, and a shared vision of the future battlefield.

CHAPTER 5

Assessment

The best form of "welfare" for the troops is first class training, for this saves unnecessary casualties.

Field Marshal Erwin Rommel

Evaluation of Training

Evaluation of training measures the demonstrated ability of individuals, leaders, and units against specified training standards. Evaluation is integral to training.

EVALUATIONS

Evaluations can be informal, formal, internal, and external, or any combination of these. ***Informal*** evaluations take place whenever a leader visits ongoing training. This type of evaluation provides real time feedback on the training environment and the proficiency resulting from training. ***Formal*** evaluations are resourced with dedicated evaluators and are generally scheduled in the long-range or short-range plans. Formal evaluations are normally highlighted during short-range training briefings.

Internal evaluations are planned, resourced, and conducted by the organization undergoing the evaluation. ***External*** evaluations are planned, resourced, and conducted by a headquarters at an echelon higher in the chain of command than the organization undergoing the evaluation.

Evaluations for individual and small-unit training normally include every soldier and leader involved in the training. For large-scale training events, evaluators sample a number of individuals and subordinate organizations to determine the likelihood of the entire organization performing specific mission essential tasks to standard.

During and after the evaluation, evaluators prepare their findings and recommendations. They provide these reports to the evaluated unit commander and higher commanders as required by the headquarters directing the evaluation. Evaluation documentation can range from an annotated T&EO for an internal training evaluation to a comprehensive report on Reserve Component units during AT periods. Another example of detailed evaluation reports are CTC take home packages. These packages consist of videotapes and written documentation of after-action reviews (AARs), a report of unit strengths and weaknesses as noted by the observer-controllers, and recommendations for future home station training.

AFTER-ACTION REVIEW

The after-action review provides feedback for all training. An 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. The AAR is a professional discussion that requires the active participation of those being trained. An AAR is not a critique and has the following advantages over a critique:

- Focuses directly on key METL-derived training objectives.
- Emphasizes meeting Army standards rather than pronouncing judgment of success or failure.

- Uses "leading questions" to encourage participants to self-discover important lessons from the training event.

- Allows a large number of individuals and leaders to participate so that more of the training can be recalled and more lessons learned can be shared.

The after-action review (AAR) consists of four parts:

- ***Establish what happened.*** The evaluator and the participants determine what actually happened during performance of the training task. For force-on-force training, OPFOR members assist in describing the flow of the training event and discuss training outcomes from their points of view.

- ***Determine what was right or wrong with what happened.*** The participants establish the strong and weak points of their performance. The evaluator plays a critical role in guiding the discussions so that conclusions reached by participants are doctrinally sound, consistent with Army standards, and relevant to the wartime mission.

- ***Determine how the task should be done differently the next time.*** The evaluator leads the group in determining exactly how participants will perform differently the next time the task is performed. This results in organizational and individual motivation to conduct future sustainment training at desired levels of proficiency.

- ***Perform the task again.*** This is done as soon as possible to translate observation and evaluation into corrective action. Additional training allows the participants to apply the lessons learned during the AAR. Leaders understand that all tasks will not be performed to standard. Therefore, during the short-range and near-term planning process, they provide flexibility in training events and schedules which allow for additional training immediately following the AAR.

The AAR is often "tiered" as a multi-echelon leader development technique. Following an after-action review with all participants, senior trainers may use the AAR for an extended professional discussion with selected leaders. These discussions usually include a more specific AAR of leader contributions to the observed training results. More important, these sessions are also excellent forums for discussing more advanced topics that should flow from the training just completed, such as emerging doctrine or implications for future force integration actions.

EVALUATORS

Evaluators must be trained as facilitators to conduct after-action reviews that elicit maximum participation from those being trained. In addition to being able to plan, prepare, and conduct AARs, effective evaluators must also—

- Be familiar with the evaluated organization's METL.

- Be tactically and technically proficient in the tasks evaluated.

- Know the evaluation standards.

- Follow the tactical and field SOPs for the organization being evaluated.

- Apply relevant information about the evaluated unit, such as wartime missions, personnel turbulence, leader fill, and equipment status.

Experience has shown that providing qualified individuals to evaluate others is well justified. Not only do the individuals and units receiving the training learn from the evaluator, but the evaluator learns by observing the evaluated unit.

Senior Leaders' Role

Senior leaders ensure that evaluations take place at each level in the organization. They ensure that every training event is evaluated as part of training execution and that every trainer conducts evaluation. Senior leaders use evaluations to focus command attention by requiring evaluation of specific mission essential and battle tasks. They also take advantage of evaluation information to develop appropriate lessons learned for distribution throughout their commands.

The use of evaluation data can have a strong effect on the command climate of the organization. Therefore, senior leaders make on the spot corrections, underwrite honest mistakes, and demand aggressive action to correct training deficiencies.

TRAINING FEEDBACK

Senior leaders use evaluation information as one component of a feedback system. To keep the training system dynamic, senior leaders use feedback to determine the effectiveness of the planning, execution, and assessment portions of the training management cycle. These feedback systems allow the senior leader to make changes which lead to superior training results. To be effective, this feedback flows between senior and subordinate headquarters, within each command echelon, and among a network of trainers that may cross several command lines.

Some sources of training feedback available to senior leaders are—

- Training planning assessments.
- Senior, lateral, and subordinate headquarters training plans.
- Quarterly training briefings (AC).
- Yearly training briefings (RC).
- Resource allocation forums such as PBACs or range scheduling conferences,
- Personal observations.
- Leader development discussions.
- Staff visits.
- Evaluation data.

ORGANIZATIONAL ASSESSMENT

Evaluation reports provide the chain of command with feedback on the demonstrated training proficiency of individuals, leaders, and units relating to specific training events and objectives. However, senior leaders must also be concerned with broader concepts. Therefore, they perform organizational assessments that aggregate a large number of evaluations.

Assessments are neither limited to the training planning cycle nor strictly related to training issues. Assessment is the key feedback mechanism that causes continuity among many systems. At all echelons of command, it links such diverse systems as training, force integration, logistics, and personnel. The feedback that occurs during organizational assessment allows synchronization of all functions and echelons of an organization.

The senior leader establishes a command assessment program that—

- Fixes responsibility within the staff and subordinate headquarters for gathering and analyzing evaluation data and preparing recommendations.
- Concentrates on the output of training—individuals, leaders, and organizations prepared to fight and win on the battlefield.
- Allows the senior leader to monitor outcomes and take action to reshape priorities, policies, or *plans* to overcome assessed weaknesses and to sustain demonstrated strengths.

Important sources of evaluation data for the senior leader's assessment of his organization's ability to accomplish wartime missions are listed at Figure 5-1.

SOURCES OF EVALUATION DATA FOR ORGANIZATIONAL ASSESSMENTS

- Personal observations of training
- Assessment and feedback from higher headquarters
- Staff visit reports
- Unit status reports
- Training briefings
- Local ARTEP evaluations and CTC take home packages
- After-action reviews from FTXs, ODTs, gunnery periods, or other major training exercises
- AT reports
- SQT, CTT, and CE results (components of ITEP)
- UCOFT/MCOFT results
- AAR-generated reports from training activities
- EDRE reports
- Maintenance and logistical evaluations and technical inspection results
- Nuclear weapons technical inspections such as technical validation and nuclear surety inspections
- IG special inspections or command readiness inspection results
- Commander's inspection program
- Force integration reports and feedback
- Army Audit Agency reports
- APFT scores
- Weapons qualification records
- Readiness group assistance input
- Annual service practice results

Figure 5-1.

The more you sweat in training, the less you bleed in war.

Chinese proverb

Glossary
ACRONYMS AND ABBREVIATIONS

AA — assembly area
AAR — after-action review
AC — Active Component
ADA — air defense artillery
ADC-M — assistant division commander-maneuver
APFT — Army Physical Fitness Test
APOD – aerial port of debarkation
APOE — aerial port of embarkation
ARCOM — US Army Reserve Command
ARTEP — Army Training and Evaluation Program
AT — annual training
avn — aviation

bde — brigade
bn — battalion
BOS — battlefield operating systems

C^2 – command and control
C^3I — command, control, communications, and intelligence
CA — combined arms
CALFEX — combined arms live fire exercise
cav — cavalry
CE — commander's evaluation
CEWI — combat electronic warfare intelligence
CFV — cavalry fighting vehicle
CFX — command field exercise
cmd — command
co — company
CONUS — continental United States
CONUSA — the numbered armies in the continental United States
CP — command post
CPX — command post exercise
CS — combat support
CSM — command sergeant major
CSS — combat service support
CTC — combat training center
CTG — command training guidance
CTT — common test training
CTX — combined training exercise

DEPEX — deployment exercise
DISCOM — Division Support Command
div — division
DIVARTY — division artillery

EDRE — emergency deployment readiness exercise
engr — engineer

FCX — fire coordination exercise
FEBA — forward edge of the battle area
FLOT — forward line of own troops
FRAGO — fragmentary order
FTX — field training exercise
FY — fiscal year

G3 – Assistant Chief of Staff G3 (Operations and Plans)
GOCOM — US Army Reserve General Officer Command
gp — group

HEMMT – heavy expanded mobility tactical truck
HMMWV — high mobility multipurpose wheeled vehicle
HQ — headquarters

IAW — in accordance with
IDT — inactive duty training
IG — inspector general
ITEP — Individual Training Evaluation Program

JTX — joint training exercise

LD — line of departure
LFX — live fire exercise
LNO — liaison officer
LOGEX — logistical exercise
LTA — local training area

MACG — marshaling area control group
MACOM – major Army command
MAPEX — map exercise
MCOFT — mobile conduct of fire trainer
med — medium
METL — mission essential task list
METT-T — mission, enemy, terrain, troops and time available
MG — major general

MILES — multiple integrated laser engagement system
mo — month
mob — mobility
MOS — military occupational specialty
MRA — maneuver rights area
MTA — major training area
MTC — Maneuver Training Command
MTOE – modification table of organization and equipment
MTP — mission training plan
MUSARC — Major United States Army Reserve Command

NBC – nuclear, biological, chemical
NCO — noncommissioned officer

OCONUS – outside continental United States
ODT — overseas deployment for training
OPFOR — opposing force
OPLAN — operation plan
OPORD — operation order
OPTEMPO – operating tempo

PBAC — Program Budget Advisory Committee
plt — platoon
POL — petroleum, oils, and lubricants
POMCUS — prepositioning of material configured to unit sets

QTB – quarterly training brief
QTG – quarterly training guidance

RC — Reserve Component
recy — recovery
regt — regiment
ROTC – Reserve Officers' Training Corps

SA — staging area
sep — separate
sig — signal
SOP — standing operating procedure
SPOD — sea port of debarkation
SPOE — sea port of embarkation
sqdn — squadron
SQT – skill qualification test
STARC — state area command
STX — situational training exercise

T&EO — training and evaluation outline
TADSS — training devices, simulators, and simulations
TDA — tables of distribution and allowances
TEWT — tactical exercise without troops
TF — task force
TOW — tube-launched, optically tracked, wire-guided
TRADOC — US Army Training and Doctrine Command

UCOFT — unit conduct of fire trainer
US — United States
USAF — United States Air Force

veh — vehicle

YTB — yearly training brief
YTG — yearly training guidance

DEFINITIONS

Active Component (AC): That portion of the US Army in which organizations are comprised of personnel on full time duty in the active military service of the United States.

Active Duty Training (ADT): 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.

After-Action Review (AAR): 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.

Annual Training (AT): 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.

Battalion Level Training Model (BLTM): A desk top computer model used to estimate the miles or hours (operating tempo) required to support a training strategy. BLTM training strategies are described in terms of training events per year for each training readiness level.

Battlefield Operating Systems (BOS): The major functions occurring on the battlefield and performed by the force to successfully execute operations. The seven systems are: (1) Maneuver, (2) Fire Support, (3) Air Defense, (4) Command and Control (C^2), (5) Intelligence, (6) Mobility and Survivability, (7) Combat Service Support (CSS). Nuclear, Biological, and Chemical (NBC) must be integrated throughout each of the BOS.

Battle Focus: The process of deriving peacetime training requirements from wartime missions.

Battle Task: A task which must be accomplished by a subordinate organization if the next higher organization is to accomplish a mission essential task. Battle tasks are selected by the senior commander from the subordinate organizations' METL.

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 (CTC) 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 (NTC),

(2) the Combat Maneuver Training Center (CMTC), (3) the Joint Readiness Training Center (JRTC), (4) the Battle Command Training Program (BCTP).

Combined Arms Live Fire Exercises (CALFEX): High-cost, resource-intensive exercises in which player units move or maneuver and employ organic and supporting weapon systems using full-service ammunition with attendant integration of all CA, CS, and CSS functions.

Combined Arms and Services Training: Collective training which is jointly conducted by associated combat, combat support, and combat service support units.

Combined Training Exercise (CTX): A training exercise that is jointly conducted by military forces of more than one nation.

Command and Control (C^2) Battlefield Operating System: The exercise of authority and direction by a properly designated commander over assigned forces in the accomplishment of the mission. Command and control functions are performed through an arrangement of personnel, equipment, facilities, and procedures employed by a commander in planning, directing, coordinating, and controlling forces and operations.

Command Field Exercise (CFX): A field training exercise with reduced troop and vehicle density, but with full command and control and CSS units.

Command Post Exercise (CPX): A medium-cost, medium-overhead exercise in which the forces are simulated and may be conducted from garrison locations or in between participating headquarters.

Command Training Guidance (CTG): The long-range planning document published by division and brigades (or equivalents) in the Active and Reserve Components to prescribe future training and related activities.

Continental United States (CONUS): United States territory, including the adjacent territorial waters, located within the North American Continent between Canada and Mexico.

Deployment Exercise (DEPEX): An exercise which provides training for individual soldiers, units, and support agencies in the tasks and procedures for deploying from home stations or installations to potential areas of hostilities.

Doctrine: Fundamental principles by which military forces guide their actions in support of objectives. It is authoritative but requires judgment in application.

Field Training Exercise (FTX): A 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 (FCX): 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.

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.

Inactive Duty Training (IDT): Authorized training performed by a Reserve Component 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.

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.

Logistics Exercise (LOGEX): An exercise which concentrates on training tasks associated with the combat service support battlefield operating system.

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): A 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.

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 (METL): A compilation of collective mission essential tasks which must be successfully performed if an organization is to accomplish its wartime mission(s).

Mission Training Plan (MTP): 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, and provide exercise concepts and related training management aids to assist field commanders in the planning and execution of effective unit training.

Mobility and Survivability 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 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.

Multiechelon Training: A training technique to simultaneously train more than one echelon on different tasks.

Operating Tempo (OPTEMPO): 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.

Organizational Assessment: A process used by Army senior leaders to analyze and correlate evaluations of various functional systems, such as training, logistics, personnel, and force integration to determine an organization's capability to accomplish its wartime mission.

Pre-Execution Checks: The informal planning and detailed coordination conducted during preparation for training.

Quarterly Training Briefing (QTB): A conference conducted by AC division commanders to approve the short-range plans of battalion commanders.

Quarterly Training Guidance (QTG): An Active Component 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.

Reserve Component (RC): Individuals and units assigned to the Army National Guard or the US Army Reserve, who are not in active service, but who are subject to call to active duty.

Situational Training Exercise (STX): A mission-related, limited exercise designed to train one collective task, or a group of related tasks or drills, through practice.

Slice: A term used to describe a grouping of combat, combat support, and combat service support units which are task organized for wartime missions or are habitually associated for peacetime training.

Tactical Exercise Without Troops (TEWT): 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, unit and weapons emplacement, and planning the execution of the unit mission.

Task: A clearly defined and measurable activity accomplished by individuals and organizations. Tasks are specific activities which contribute to the accomplishment of encompassing missions or other requirements.

Training: The instruction of personnel to individually and collectively increase their capacity to perform specific military functions and tasks.

Training Assessment: An analytical process used by Army leaders to determine an organization's current levels of training proficiency on mission essential tasks.

Training Evaluation: The process used to measure the demonstrated ability of individuals and units to accomplish specified training objectives.

Training and Evaluation Outline (T&EO): 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 Objectives: A statement that described 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 internally 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(s) used to attain desired levels of training proficiency on mission essential tasks.

Yearly Training Briefing (YTB): A conference conducted by RC division commanders to approve the short-range plans of battalion commanders.

Yearly Training Guidance (YTG): A Reserve Component 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.

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Training - The Cornerstone of Readiness

By adhering to the concepts that produce combat-ready forces, the Army's leaders prepare for victory in the next battle. At the start of the American Civil War in 1861, Thomas Jonathan Jackson, an obscure professor from the Virginia Military Institute, understood that message. He rigorously trained his brigade of Virginia volunteers by drilling them from sunrise to sunset according to the linear tactics of the day until each component—company, regiment, brigade—moved as a machine. His men practiced until the nine-count firing movement became an automatic function.

That summer at Manassas, Jackson and his superbly prepared brigade were put to a critical test in the opening battle of the Civil War. Against the attack of numerically superior Union forces that were on the verge of victory, Jackson and his men defended their position on the hill like a stone wall until the Confederates were able to bring in their reserves. Amidst all the noise, smoke, and confusion of the battlefield, Jackson's men stood their ground in their first taste of combat—thanks to their leader's skill in thoroughly preparing them. Afterwards, Jackson paid tribute to the men of his brigade; in his view, it was their discipline and training that saved the day for the Confederate Army. Over the next few years, the brigade, first trained by Jackson, continued to display the same fighting spirit as on that memorable day in 1861, and became the standard against which other units of the Confederate Army were judged.

Training, then and now, must be the Army's top peacetime priority—it is the cornerstone of readiness.