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*TRADOC Reg 310-2

DEPARTMENT OF THE ARMY
HEADQUARTERS, UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND
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Military Publications

# DESIGN, DEVELOPMENT, PREPARATION, AND MANAGEMENT OF ARTEP DOCUMENTS (MISSION TRAINING PLANS (MTP's) AND DRILL BOOKS)

This is a complete revision of TRADOC Regulation 310-2. Changes are made throughout. This regulation provides HQ TRADOC policy and implementing instructions for design, development, coordination, and fielding of ARTEP documents (MTP's and drill books). Supplements to this regulation are prohibited unless specifically approved by this headquarters (HQ).


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*This regulation supersedes TRADOC Regulation 310-2, 1 December 1982 and TRADOC Regulation 310-2 (Test-Revised), 1 May 1985.

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UNLESS OTHERWISE STATED, WHENEVER THE MASCULINE GENDER IS USED, BOTH MEN AND WOMEN ARE INCLUDED.

WHENEVER THE TERMS SQUAD, PLATOON, COMPANY, AND BATTALION ARE USED, THEY ARE INTENDED TO INCLUDE EQUIVALENT LEVEL UNITS IN ORGANIZATIONS USING OTHER TERMS TO DENOTE SUBORDINATE UNITS.

UNLESS OTHERWISE SPECIFIED THE TERMS TASK AND SUBTASK IN THIS REGULATION PERTAIN TO COLLECTIVE TASKS AND SUBTASKS.

# CHAPTER 1

## Introduction

1-1. Purpose. This regulation provides HQ TRADOC policy and implementing instructions for the design, development, coordination, and fielding of ARTEP (Army Training and Evaluation Program) documents (Mission Training Plans (MTP's) and drill books). It is written for use by training analysts, training developers, and training publication managers who are responsible for the development and production of ARTEP publications.

1-2. Applicability. This regulation is applicable to TRADOC schools and agencies responsible for developing and producing MTP's and drill books.

1-3. Concept.

a. The current ARTEP will be revised and upgraded over the next several years through the production of multiple training documents designed to enhance the quality of ARTEP publications.

(1) MTP's and drill books will replace existing single volume ARTEP documents that were produced between 1976 and 1985. The end product of this effort will be a separate MTP for each type table of organization and equipment (TOE) platoon, company, and battalion or task force and battle drills for each type squad and platoon for which battle drills are applicable. Hence a type battalion may have platoon MTP's for each standard type platoon and selected unique (one of a kind) platoons; MTP's for each type company; and, a MTP at the battalion or battalion task force level. Detailed information, such as training and evaluation outlines (T&EO's), located in the MTP for a lower echelon, may be referred to but will not be repeated in the MTP for the next higher echelon.

(2) Drill books will be separate publications from MTP's and may be published separately for each type squad and platoon or equivalent in a unit or combined at company level or published in a single drill book covering all battle drills in a type battalion. In any case, the book will be pocket-sized and field usable. Each commandant will determine the best method for type units. The number of "battle drills" for each type squad or platoon should be limited to enable the squad or platoon to master all of the battle drills contained in the drill book.

(3) Collective tasks (tactical techniques) that are drill-like techniques but do not meet the strict definition/description of a battle drill will not be included in the drill book. Training developers may include these tasks in the appropriate MTP as situational training exercises (STX's) and/or by developing mini exercises for placement in appendix B of the MTP. Tactical techniques may also be placed in the appropriate doctrinal publication (FM). In any case these type tasks will not be referred to as drills.

(4) MTP's and drill books are designed to be in accord with, and fully support, the Battalion Training Management System (BTMS) training philosophy in the FM 25 series. This system is the keystone of the Army's training management doctrine. MTP and battle drill development requires execution of the systematic approach to analysis, design, development, implementation, and evaluation as described in TRADOC Regulation 350-7, "A Systems Approach to Training." The conduct of a rigorous front-end analysis (FEA) is critical to MTP and battle drill development. The collective FEA process as described in TRADOC Pamphlet 310-8, "Collective Front-End Analysis for Development of the Army Training and Evaluation Program (ARTEP) and a Method For the Development of Drills," provides information on FEA. Training developers must read, understand, and use the Army's training management doctrine, a systems approach to training, and FEA in the development of MTP's and drill books.

b. MTP's are descriptive training documents which provide units (battalions, companies, platoons, and equivalent TOE units) a clear description of "what" and "how" to train to achieve critical wartime mission proficiency. They are designed to identify and elaborate on critical wartime missions in terms of comprehensive detailed T&EO's and to provide exercises and other related training management aids to assist field commanders in the planning and execution of effective unit training. Training developers must key on producing MTP's which are user friendly and thorough.

c. Drill books are separate documents developed for squads and platoons or equivalent units. They provide a limited number of battle drills which are Department of Army (DA) standard methods for executing selected standard critical collective tasks. Battle drills by definition are those collective tasks at team, section, squad, and platoon level which have been identified as the most vital to the success of a unit in combat. They are totally or largely mission, enemy, terrain, troops, and time (METT-T) independent, require minimal leader actions to execute, and are standardized for execution throughout the U.S. Army. Battle drills will usually be executed or initiated on a cue such as a specified enemy action or simple leader order. Battle drills are U.S. Army standard doctrine and may not be modified in training. Battle drills will not be created for their own sake. If the conditions above are not met or if it is not meaningful to create a battle drill, publication of a drill book is not required. School commandants make the final determination on whether or not battle drills are applicable. Company level actions will not be published in drill books.

1-4. Acronyms, abbreviations, and terms. See glossary.

1-5. References. See appendix E.

1-6. Development and management responsibilities. The following responsibilities pertain specifically to the development and management of MTP's and drill books. Refer to TRADOC Regulation 11-7, chapter 4, for responsibilities associated with the Army Doctrinal and Training Literature Program (ADTLP).

a. Deputy Chief of Staff for Training (DCST), TRADOC will--

(1) Publish policy and guidance concerning the development and publication of ARTEP products (MTP's and drill books).

(2) Serve as the proponent for this regulation.

(3) Coordinate with DA, major Army commands (MACOM), and other agencies concerning adequacy of TRADOC's support to unit training.

(4) Receive and analyze requests for exceptions to policy to this regulation. Act as approving authority for validated exceptions.

(5) Monitor the production of MTP's and drill books.

b. The Combined Arms Center (CAC) will--

(1) Establish and provide to all integrating centers (IC's) the TRADOC priority for development and publication of MTP's and drill books.

(2) Ensure MTP's are developed, coordinated, and approved in accordance with requirements of this regulation.

(3) Review all MTP's for training, doctrine, and combined arms sufficiency.

(4) Review and provide DCST with recommendations on requests for exceptions to policy to this regulation.

(5) Act as final approving authority for all MTP's and provide ATSC with final approval for DA print.

(6) Manage the common collective task program to include approval of common tasks and maintenance of the common collective task listing and accompanying echeloned common collective task books (developmental tool for in-house use by school training developers).

c. Integrating Centers (IC's) will--

(1) Provide associated service schools detailed development and production priority guidance for MTP's and drill books within the framework of TRADOC priorities established by CAC.

(2) Manage requests from other IC's to associated service schools for assistance in MTP and battle drill development.

(3) Review associated schools MTP's for doctrinal sufficiency, clarity, and regulatory compliance.

(4) Forward MTP's produced by associated service schools to CAC for final review and approval for DA print.

(5) Maintain a listing of common collective tasks created by associated schools. Provide list to CAC and update as required.

(6) Provide associated schools guidance and technical assistance on the development of MTP's and drill books.

(7) Receive, review, and provide recommendations to ODCST on requests for exceptions to policy to this regulation with justification.

(8) Act as approving authority for publication of associated school produced Test edition MTP's and drill books.

(9) Develop MTP's for multifunctional support organizations in accordance with this regulation.

d. The Army Training Support Center (ATSC) will--

(1) Process CAC approved MTP and school commandant approved drill book camera-ready mechanicals (CRM) for DA print in accordance with TRADOC Pamphlet 310-6.

(2) Coordinate priority for print of MTP's and drill books with ODCST.

e. Service Schools will--

(1) Develop MTP's for TO&E platoons, companies, and battalions or equivalent units for which they are the proponent and drill books for platoons and squads in accordance with this regulation.

(2) Develop MTP's and drill books in accordance with the priorities established by parent IC.

(3) Develop and maintain common collective tasks as designated by parent IC.

(4) Submit MTP's for approval thru parent IC's to CAC (para 1-7 below). Submit drill books direct to ATSC for DA print.

(5) Provide assistance to other service schools for MTP development as directed by parent IC.

(6) Provide comments on MTP's produced by other schools as requested by producing school, parent IC, or directed by the commandant. School review and comment of nonproponent MTP's are not required on a routine basis. Schools will receive copies of MTP coordinating drafts for information and as a means of keeping training developers aware of other schools' MTP development initiatives.

1-7. Coordination and approval responsibilities. The following procedures will be used to coordinate and obtain approval for DA print of MTP's and drill books--

a. Service schools will submit one copy of the MTP preliminary draft to parent IC for information and review (see TRADOC Pamphlet 310-6, chap 5, para 5-2, for guidance on preparation of preliminary draft).

b. Upon parent IC approval of the preliminary draft the service school will prepare the MTP coordinating draft in accordance with TRADOC Pamphlet 310-6, chapter 5, section II, and distribute it for review in accordance with appendix D of this regulation. No more than 60 days will be allotted for selected addressees to review and comment on MTP and drill book coordinating drafts. NOTE: All IC's review copies for comment.

c. The preparing service school will incorporate appropriate coordinating draft comments and prepare a final draft in accordance with TRADOC Pamphlet 310-6, chapter 5, section III. The final draft MTP, together with a summary of DA Form 2028 (Recommended Changes to Publications and Blank Forms) for comments, concurrences, nonconcurrences and action taken on each to include rationale, will be forwarded to the parent IC. Parent IC assessments of these materials will be provided CAC who will use it as a basis for their final approval.

d. Upon CAC approval, parent IC will notify the preparing service school to prepare CRM's in accordance with TRADOC Pamphlet 310-6 for submission to ATSC.

e. CAC will provide approval to ATSC to process the CRM and DA print the MTP.

f. School commandants will determine coordination requirements for drill books and will provide ATSC approval to DA print drill books.

# CHAPTER 2

## Preparation for Development of MTP's and Drill Books

2-1. Unit support strategy. TRADOC Regulation 351-6 provides the conceptual basis for TRADOC support of training in units. It requires that each service school develop a comprehensive strategy for support of unit training. The development of MTP's and drill books will be included as part of this strategy. The Director of Training and Doctrine (DOTD), in accordance with TRADOC Regulation 10-1, provides the general framework that guides MTP and battle drill development. This framework will include guidance to analysts and developers on the echeloning of MTP's and how critical collective tasks should be selected and approved to support mission training requirements and battle drill development.

2-2. Prioritization. CAC establishes TRADOC priorities for the development of MTP's and drill books. Based on specific IC priorities, schools will include MTP's and drill books in the five-year Armywide Doctrinal and Training Literature Program (ADTLP) as required in TRADOC Regulation 11-7, chapter 4. MTP's will not be developed in support of tables of distribution and allowances (TDA) organizations or unmanned TOE units.

2-3. Front-end analysis (FEA).

a. FEA is a disciplined, systematic examination of a unit and the wartime missions which it was organized to perform. The FEA begins at the top with the highest echelon TOE unit (battalion or separate company) and identifies its possible missions. These missions are the basis for a detailed analysis of the wartime performance requirements of the TOE unit, all subordinate units, leaders, and individuals. The results of the FEA will identify critical wartime missions and generate a description of the tasks (collective, leader, and individual) that must be performed to accomplish the identified critical wartime missions.

b. The key to developing good MTP's and battle drills is the conduct of a thorough FEA. The FEA begins with a detailed review of the parent battalion of separate company TOE, primary doctrinal references, the battlefield development plan (BDP), the threat, and other references from which are extracted the stated and implied type unit missions. The FEA will result in the identification and analysis of the critical wartime missions, collective tasks, collective subtasks, and the identification of leader and individual tasks. Since the FEA starts at the parent unit TOE level, multiple MTP's and drill books will result from a single FEA. (See figure 2-1).

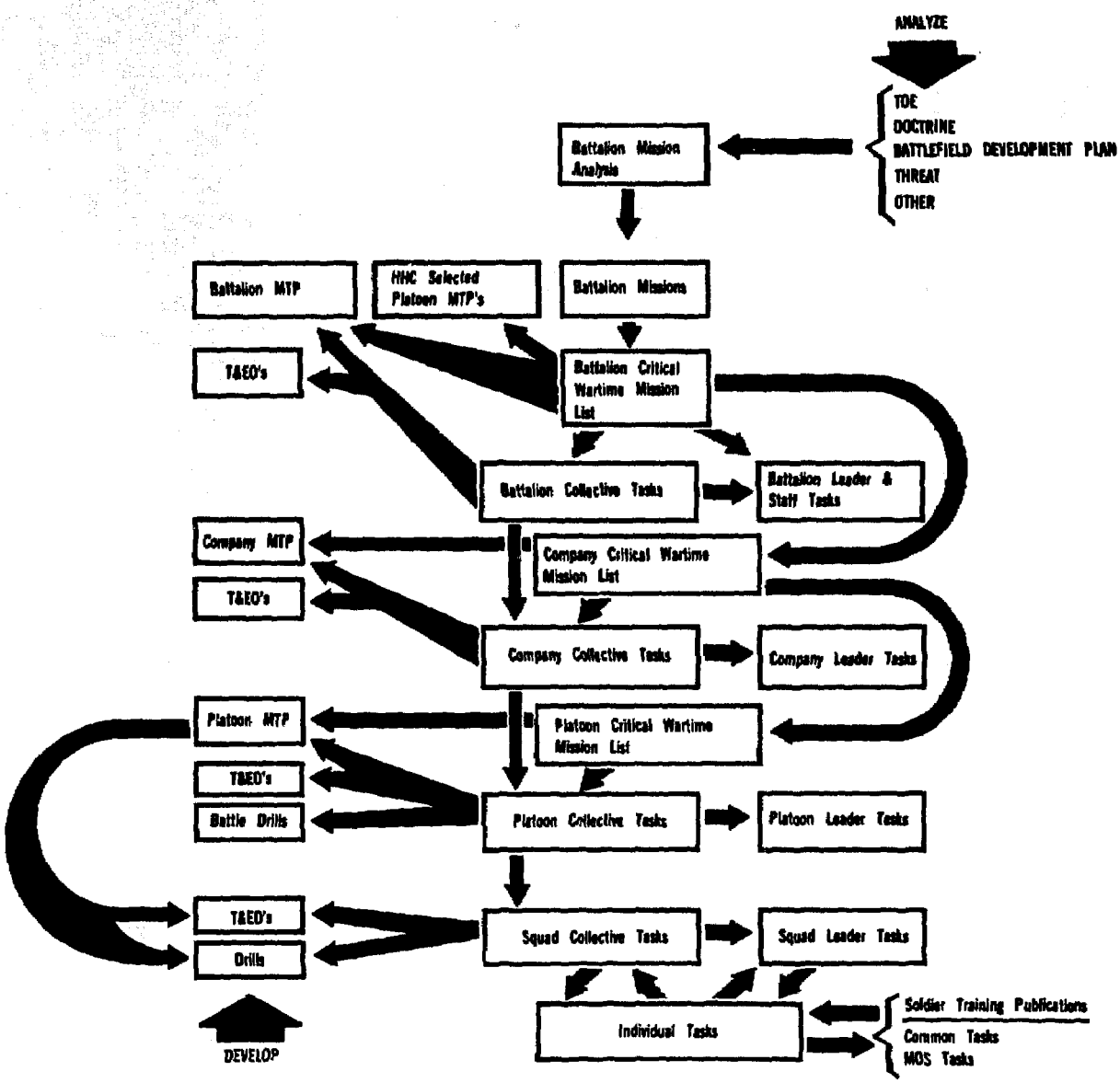



Figure 2-1. General FEA and development process

c. The analyst and MTP developer must coordinate closely with the combat developer, the doctrinal developer, and the threat manager (team approach) to ensure that MTP's and battle drills are developed properly. Experience has proven that pulling all of the experts in these areas together to conduct the FEA, commonly called the "Team Approach" is extremely effective. Upon completion of the FEA, a great deal of information about the unit's missions and capabilities has been identified, analyzed, and partially developed. In addition to performing its primary function, the FEA may, in turn, generate the basis for future changes to structure and/or doctrine. The FEA will produce the following products which will serve as the basis for development of the MTP's and drill books:

(1) Critical wartime mission list. This will identify the critical wartime missions of the TOE unit and all subordinate units. This list will serve as the basis for field training exercises (FTX's) development. In addition they will be the basis for development of the battalion task force missions and training and evaluation outlines (T&EO's).

NOTE: Not all critical wartime missions require the development of a separate FTX; most type FTX's will train two or more missions.

(2) Collective tasks (with subtasks, conditions, and standards) listing. These will serve as the basis for T&EO development.

(3) Mission to collective tasks matrix. This will initially serve the developer as a tool for the development of exercises (FTX's, STX's and others). In its final form the mission to collective task matrix will be included in the MTP as a training management tool to the commander.

(4) Leader and individual tasks. These tasks will be used in the development of battle drills, MTP T&EO's, STX's, and FTX's, and should also be passed to the individual training developer for analysis and integration into the appropriate soldier training publications (STP) (officer and enlisted) and programs of instruction (POI's). The information provided also provides the basis for identifying leader tasks within MTP T&EO's and battle drills and for developing optional leader to collective task matrix.

d. During the conduct of the FEA the analyst must capture the data that will ultimately be used in the design of MTP's and drill books. The following characteristics must be considered during the design phase:

(1) MTP's and drill books are developed for use by leaders in the field Army who have training responsibilities. This means that MTP's will be developed for platoons, companies, and battalions, while drill books may be developed for platoons and squads. Brigade and higher level unit ARTEP documents orient on training the staff in its integrated responsibilities based on critical wartime missions. Battalion level MTP's will be designed to include the highest level of full unit (all subordinate units in the field) training and external evaluation of proficiency for wartime missions. Battalion MTP's will include battalion level missions, staff tasks, and training of headquarters & headquarters company (HHC) elements not covered by a separate MTP. HHC platoons which operate habitually as a platoon will be provided separate MTP's. HHC platoons which do not habitually operate as a platoon may be provided separate MTP's.

(2) Training developers must understand how units normally fight or support in order to develop training exercises which can be easily integrated into the unit's long and short range training plans. MTP's will refer to but do not repeat the information contained in lower echelon books. Training developers must ensure that echeloned MTP's are mutually supporting; i.e., a platoon STX must logically "fit" into one or more STX or FTX contained in the company MTP; company STX's and FTX's must logically "fit" FTX's contained in the battalion MTP. Drill books are linked to MTP's in that a squad or platoon battle drill is a method for executing a collective task that is inherent to several higher collective tasks contained in the platoon or company MTP.

(3) The analyst and training developer may find that two or more TOE units can be supported by a single MTP. An example of this may be field artillery cannon batteries which have identical missions but different weapon systems. In this case, different drill books may support training at section level while the same MTP's support training at battery level. This situation will probably be the exception rather than the rule, and care must be taken not to try to make one MTP serve more units than the MTP mission orientation can reasonably capture. The mission analysis conducted during the FEA and the school commandant's strategy for supporting unit training will determine when one MTP can support multiple TOE's.

# CHAPTER 3

## Design and Development of MTP's

3-1. General. The design and development of MTP's, like FEA, must be a systematic process. The MTP developer must maintain a formal audit trail to support timely publication approval, to provide a completed action file for future revisions, and to provide a continuous check on the completeness of his developmental effort. The audit trail should capture key input, actions, and decisions related to the analysis, design, and development phases. Actions may include field testing, the conduct of STX's, and coordination with other service schools to obtain additional subject matter expert (SME) input. Failure to maintain a good audit trail has caused more backtracking, lost time, and counterproductive actions than any other single part of the development process. MTP design and development should follow the general sequence of interrelated processes shown in figure 3-1. MTP format and administrative requirements are discussed in paragraph 3-11.

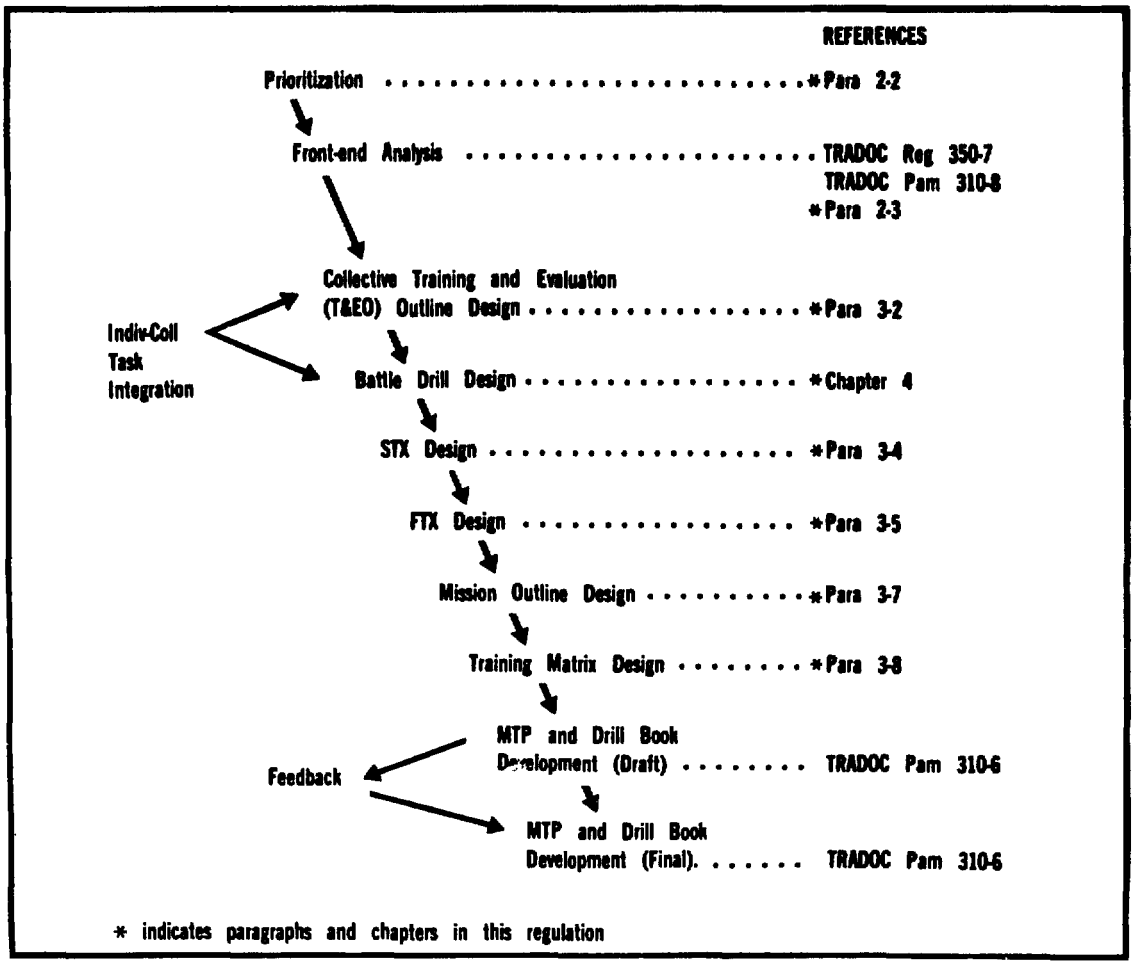



Figure 3-1. MTP and drill book general design and development sequence

3-2. Training and evaluation outlines (T&EO's).

a. General. T&EO's are the foundation of the MTP. They provide measurable objective performance standards which form the basis for training and internal evaluation by the leader and formal external evaluations which in turn, assist commanders in identifying the unit's specific training strengths and weaknesses. T&EO's are developed for each collective task identified during the analysis phase of the FEA. T&EO's will be placed in chapter 5 of the MTP.

b. Procedures.

(1) T&EO's are developed by echelon for all collective tasks identified as component parts of a critical wartime mission and, as such, will be developed for the subordinate collective tasks of all identified critical wartime missions. T&EO's contain task(s), condition(s), and standard(s) for each collective task identified. Collective tasks are further subdivided into subtasks with corresponding standards. Subtasks are sequenced in the order that they are normally performed in accomplishing the task.

(2) T&EO's will be numbered to identify them for use and for Armywide automation of MTP development. The following method will be used:

-Proponent identification. The first two digits identify the proponent school (07-Infantry, 11-Signal, etc.).

-Echelon identification. The third digit identifies the echelon for which the task was developed (1-Bn, 2-Co, 3-Plt, 4-Sqd/Sec, 5-Crew/Tm).

-Task identification. The last four digits provide a unigue task identification (0001-9999). The last four numbers are selected by the preparing agency.

EXAMPLE 1: 06-2-0329 identifies a field artillery battery task.

EXAMPLE 2: 07-4-0020 identifies an infantry squad task.

(3) Where T&EO's are used verbatim in parallel (same echelon, different TOE unit) MTP's, the same number should be used. T&EO's published in one echelon of MTP's for a TOE unit are not reproduced in MTP's of higher echelons of the same TOE unit. Common collective tasks that must be modified will be given separate numbers to discretely identify them from the basic common collective task from which they are derived. See chapter 5 for numbering common tasks.

c. Contents.

(1) Element. This identifies the organizational echelon or element (platoon, squad, section, crew/team) for which the T&EO was specifically developed. All letters in the element title are capitalized.

(2) Task. This is a statement of the unit of work or action that must be executed in accomplishing the stated mission(s) and/or is critical to survival on the battlefield during the execution of that unit of work or action followed by the task number in parenthesis and the primary doctrinal reference. The task title starts with an action verb with all letters capitalized. The remaining words in the task title are in standard sentence format. Each task will be numbered and include one primary reference; references will be included in parenthesis. All other references will be included in the reference to collective task matrix (see appendix A, sample MTP, chapter 2).

(3) Iteration. This is a title followed by the numbers 1 thru 5 and the word "circle" in parenthesis provided for trainers to use in evaluations. The title is capitalized. It is placed to the right of the task statement.

(4) Training status. This is a title followed by the letters "T", "P", "U", and the word "circle" in parenthesis. This line is provided for trainers to use in evaluating the task. The abbreviated title and letters are capitalized. It is placed below the iteration line. Instructions for the use of the training status line, along with the definitions of T (trained), P (needs practice) and U (untrained), will be placed in the introductory portion of chapter 5 of the MTP.

(5) Conditions. These describe the situation or environment in which the unit will perform the collective task. Conditions include primary influences on task performance including any, or all, of the following: location of performance, environment, equipment, manuals, or supervision required. The condition will include the initiating cue for the task or will be the initiating cue for the task. The title will be capitalized.

NOTE: Training developers should be aware that in a few cases expected conditions will significantly change the way a task must be performed (e.g., night, day, limited visibility). In these cases the developer should develop separate T&EO's or provide additional information in notes to the T&EO to ensure units properly train and evaluate the task.

(6) Task standard. This is a statement which prescribes overall task criteria which must be met to receive credit for successful execution of the task. The task standard will be described in terms of ultimate criteria such as time, quantity, accuracy, sequencing, completeness, overall results, or a combination of some or all of these factors. The title will be capitalized.

(7) Subtasks. These are constituent actions or units of work in normal sequential order that are required to fully perform the collective task. Subtasks will identify leader task(s) and function(s) performed by some or all of the unit members. Subtasks are used to group and sequence standards in a logical manner. Subtasks may be individual or collective. They each identify the leader, individual(s), unit, or element responsible for performing the subtask. Leader tasks will be identified by an asterisk to the left of the subtask number and the Military Qualification Standards (MQS) or Soldiers Manual (SM) task number in parentheses at the end of the task. The subtask sentence is capitalized. Subtasks will be numbered consecutively (1, 2, 3, etc.) for each T&EO.

(8) Subtask standards. These describe how well the subtask must be performed. Each standard should contain only one event and should be observable and measurable. Standards are either leader tasks, individual tasks, lower echelon collective tasks, lower echelon battle drills, or statements of required accuracy, speed, quantity, etc., that must be performed in accomplishment of the task or subtask. If the subtask standard is a battle drill the drill book and battle drill number will be identified in parentheses following the subtask standard. Standards are designated alphabetically. They are stated as action phrases in standard sentence format. Title will be capitalized.

(9) GO, NO GO column. This column is provided to aid the trainer in annotating the results achieved in executing subtasks. Two columns labelled in capitalized letters are located to the right of the subtasks.

(10) Task performance summary block. This provides the trainer a means of recording the total number of subtasks and standards evaluated, those evaluated as "GO" and a corresponding percentage. This block will provide the leader with a historical record for up to five training iterations.

d. Figure 3-2 provides an example of the T&EO format and contents.

ELEMENT: GROUND SURVEILLANCE RADAR SECTION

TASK: ESTABLISH the radar site (34-4-0136) (FM 34-11)

ITERATION 1 2 3 4 5 (circle)

TNG STATUS T P U (circle)

CONDITION: Radar team has been directed to establish a radar site. Radar team arrives at the general location designated by the commander or S-2 of the supported unit. Local security has been established. The radar team is equipped with a AN/PPS-4A or AN/PPS-15 radar and all equipment is operational.

TASK STANDARD: The AN/PPS-15 radar is operational within 10 minutes at a location which permits surveillance of assigned areas.

| SUBTASKS and STANDARDS | GO | NO GO |
|---|---|---|
| *1. Team Leader Selects Primary, Alternate and Supplementary Radar Sites Which Permit Maximum Coverage of Assigned Areas.(301-341-2315) | | |
| 2. Team Installs Radar Set | | |
| a. Executes Battle Drill #3 (TC 34-11) | | |
| b. Install radar within:<br>AN/PPS-4A 5 Minutes<br>AN/PPS-15 2 Minutes | | |
| c. ..... | | |
| 3. ..... | | |

TASK PERFORMANCE SUMMARY BLOCK

| ITERATION | 1 | 2 | 3 | 4 | 5 | TOTAL |
|---|---|---|---|---|---|---|
| TOTAL SUBTASKS & STDS EVAL | | | | | | |
| TOTAL SUBTASKS & STDS "GO" | | | | | | |
| PERCENTAGE | | | | | | |

NOTE: *Indicates a leader task. See para 3-2c(7).

Figure 3-2. T&EO format.

3-3. Training exercises. Training exercises are developed to support unit mission training requirements. The design of the exercises must complement the training management principle of decentralized execution. Training developers must ensure the exercises address training requirements by echelon as shown below. Battalions, as a whole, will not normally conduct STX's, because the resources required to field the entire battalion do not warrant the conduct of short term, limited objective exercises. The battalion HQ or elements thereof may, however, conduct STX's. Conversely, platoons do not execute independent, long term FTX's, because platoons cannot support and sustain themselves for long periods of time; however, they may well execute FTX's under company or battalion control. Training developers must also keep in mind that, unlike companies and platoons, battalion level organizations have staffs which assist the commander in planning and organizing training. In addition, the majority of the Army's most effective training will take place at platoon and company level. As a result, more planning detail is appropriate in platoon and company level MTP's than is required in battalion level MTP's. The outline below reflects the normal use of key types of exercises by echelon. Those with an asterisk must appear in that echelon's MTP. All others are optional.

| Battalion (Separate Company) | Company | Platoon (Staff Sections) |
|---|---|---|
| Field Training Exercises (FTX's). | | |
| *1. FTX's | *1. FTX's | 1. FTX's |
| -Usually long duration (72 hours or more) high cost exercises which incorporate numerous missions. | -Usually of shorter duration (up to 72 hours) than Bn FTX's with multiple mission orientation. | -Usually short duration (lasting 12-48 hours) with single or multiple mission orientation. |
| -Usually includes some or all attached units and/or integrated (task organized) force. | -May or may not include attached units. Usually not task organized. | -Usually do no include attached units. Seldom task organized. |

| Battalion (Separate Company) | Company | Platoon (Staff Sections) |
|---|---|---|
| FTX's (con't)<br>-Often includes the conduct of an external evaluation of the entire force or subordinate units. Always incorporates after-action reports (AAR's) and continuous evaluations. | -May or may not include an external evaluation. Alway incorporates AAR's and continuous evaluation. | -May or may not include an external evaluation. Always incorporates AAR's and continuous evaluation. |
| Situational Training Exercises (STX's). | | |
| 2. STX's | *2. STX's | *2. STX's |
| -Seldom conducted at the Bn level (Bn HQ or separate staff sections may execute STX's), always incorporates AAR's | -Frequently conducted at company level, always incorporates AAR's. | -Extensively conducted at platoon level, always incorporates AAR's. |
| Command Post Exercises (CPX's). | | |
| 3. CPX's | 3. CPX's | 3. CPX's |
| -Used extensively to train staffs, command posts, and CSS units. May include Co Cdrs and other selected personnel such as leaders from normal attached units. Always incorporates AARs. Frequently used to execute internal or external evaluations. | -Seldom used. | -Never used. |

| Battalion (Separate Company) | Company | Platoon (Staff Sections) |
|---|---|---|
| Command Field Exercises (CFX's). | | |
| 4. CFX's<br>-Used frequently to train staffs and subordinate leaders in lieu of FTX's. | 4. CFX's<br>-Occasionally used. | 4. CFX's<br>-Seldom used. |
| Live Fire Exercises (LFX's). | | |
| 5. LFX's<br>-Seldom used at battalion level. | 5. LFX's<br>-Sometimes used. | 5. LFX's<br>-Often used. |

3-4. Situational training exercises (STX's).

a. General. An STX is a short, scenario-driven, mission-oriented tactical exercise that provides a vehicle to train a group of closely related collective tasks and battle drills. STX's provide pre-constructed, bite-sized, short-term exercises that are central to sustainment training for tactical mission proficiency. STX's are designed to support training at company, platoon, and staff section level. STX's provide the leader a method to train using doctrinally approved tactics and techniques, but unlike a battle drill, do not establish the method of execution as doctrine. STX's may be modified by the commander or leader based on local METT-T. This method provides for a degree of standardization without stereotyping training. Fully developed STX's reduce the amount of time required to plan training by providing detailed information on resource requirements, recommended preliminary (battle drill, leader, and individual) training, OPFOR requirements, etc. The STX should be supported by doctrinal graphics and clear illustrations which assist the leaders in the conduct of the exercise. STX's will be outlined for all platoon and company level missions. Fully developed STX's, consisting of groupings of T&EO's (collective tasks and battle drills) for at least one mission, are placed in chapter 4 of the MTP. Outlined STX's are placed in chapter 3.

(1) Figure 3-3, "Relationship of training tasks," shows how tasks at various levels fit into each other.

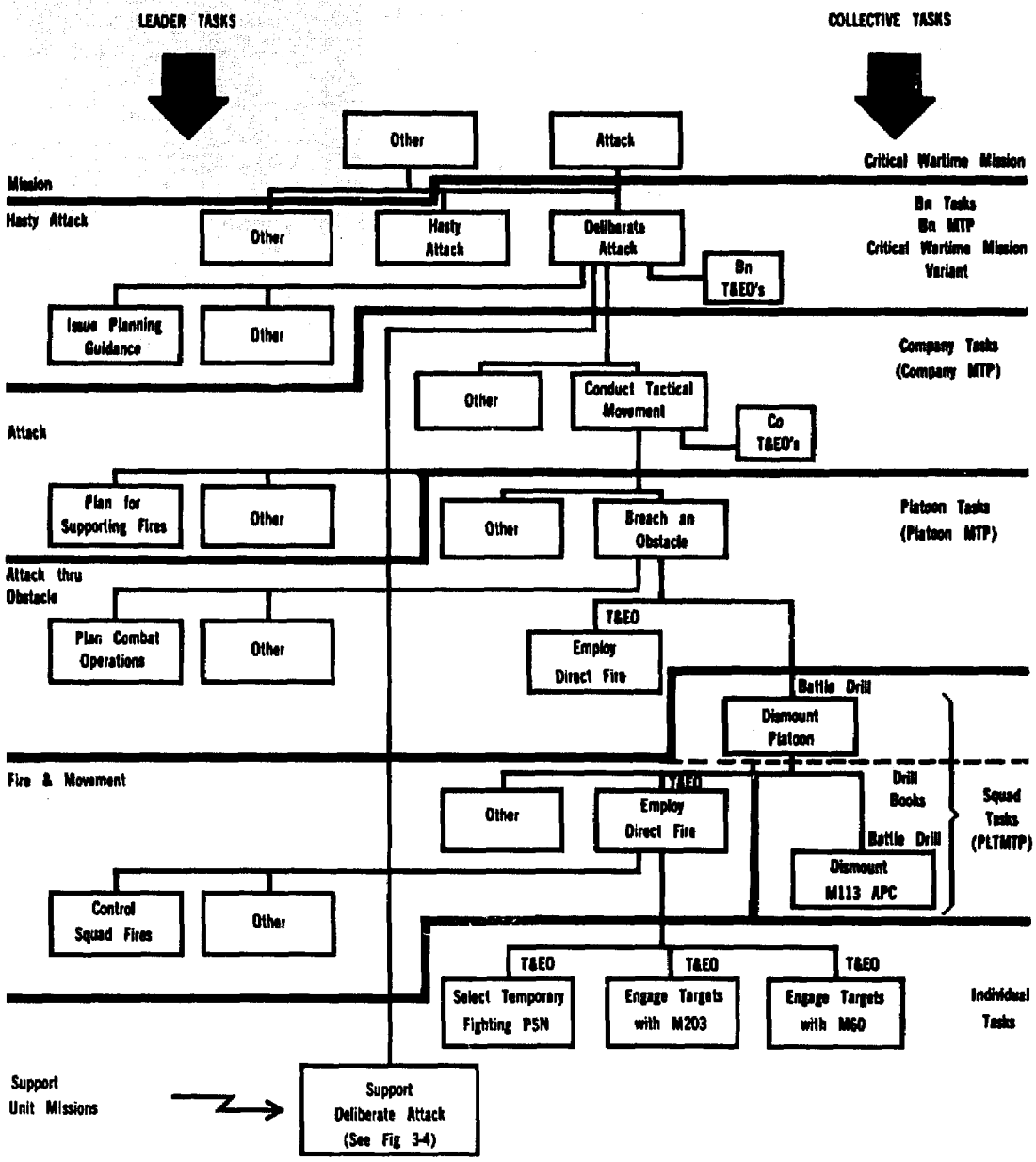



Figure 3-3. Relationship of training tasks.

(2) Figure 3-4, "Effects of tactical maneuver mission on CS/CSS STX development," shows how maneuver unit's mission affects the missions of combat support (CS) and combat service support (CSS) unit missions which, in turn, drive the development of STX for CS and CSS units.

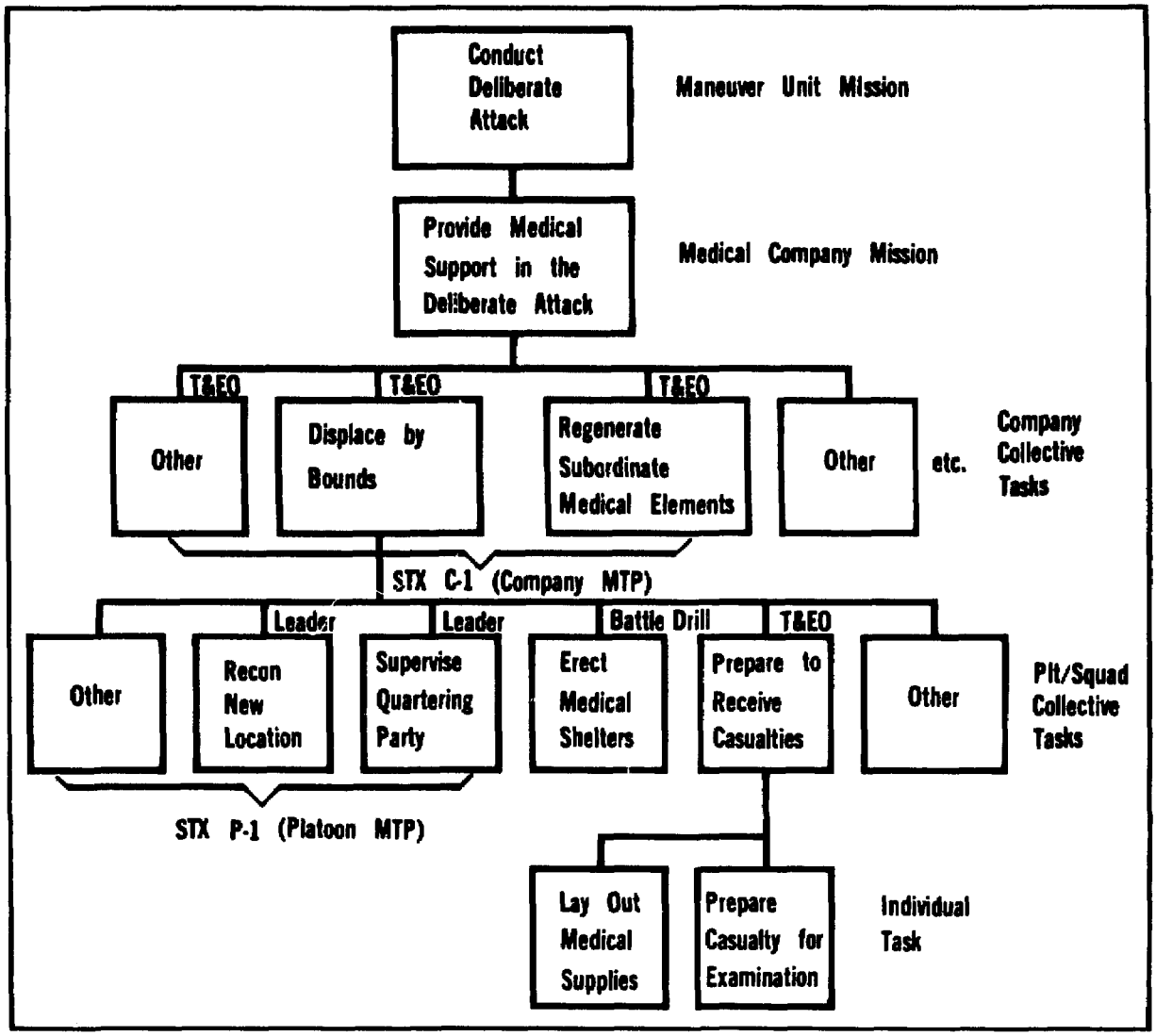



Figure 3-4. Effects of mission on STX components.

b. Procedures.

(1) Step 1. Design the STX. Identify the collective tasks (the collective T&EO's, candidate battle drills, leader tasks, and individual tasks associated with the T&EO's and battle drills) that make up the candidate STX. Examine the tasks carefully. Some tasks may appear to be the same, but actually may be executed differently for different missions (e.g., allocation of ambulances for offensive and defensive missions). This is a key point to watch for to avoid rote application of a collective task that is inappropriate. On the other hand, examination of STX's may also reveal that some STX's which appear to be different are actually similar enough to combine them into one. In this case, this step may result in further deletion of candidate STX's. The example in figure 3-5 shows two candidate STX's that appear to be different but are almost identical in makeup. Since there is only one component that distinguishes between them, only one STX, "active/passive air defense," needs to be developed.

| | STX Candidates | | STX |
|---|---|---|---|
| Battle Drills/ Collective Tasks/ Ldr & Indiv Tasks | Active Air Defense | Passive Air Defense | Active/ Passive Air Defense |
| -Disperse vehicles | X | X | X |
| -Camouflage vehicles | X | X | X |
| -Prepare fighting positions | X | X | X |
| -Identify and report aircraft | X | X | X |
| -Track incoming aircraft with crew weapons system | X | X | X |
| -Engage incoming aircraft with crew weapons system | X | | X* |

*Not applicable for passive air defense.

Figure 3-5. Example of nearly identical STX candidates with results of training developer decisions.

(2) Step 2. Develop the STX.

(a) With the identified tasks (Step 1), the developer now has an outline for the development of the STX. Review the outline to ensure there are no gaps in doctrine and the appropriate training support information is provided. If gaps exist, they must be reconciled with published doctrinal requirements (e.g., if doctrine requires that a report be submitted, this must be included in the STX).

(b) Identify the threat information to be integrated into the STX. This will require close coordination with the service school threat manager. The STX concept requires that the appropriate threat tactics and techniques be incorporated to create realistic training vehicles (e.g., if one of the objectives of the STX is to train a unit to breach a minefield, set-up instructions and illustrations should depict a type threat minefield that a unit will face in combat; if opposing forces (OPFOR) is to be employed, OPFOR instructions should be based on current threat information).

(3) Step 3. Wargame the STX. As a minimum, the STX should be validated using a terrain board, map, or most appropriate method available. When possible, field test the STX. Examine the role of habitually attached and supported or supporting units, and if necessary, include them in the STX. Whenever possible, STX's should be designed to be executed without significant outside assistance and/or be modifiable for effective use when significant outside assistance cannot be obtained.

(4) Step 4. For those STX's to be fully developed for chapter 4, write the STX to include the information described in the following paragraphs. (Refer to the sample STX in chapter 4 of the sample MTP located in appendix A.)

c. Contents. The contents and format of an STX are shown below:

(1) Heading. The heading includes the unit for which the STX was prepared, the title of the STX, and training matrix identification of the STX.

(2) Objective. The objective includes the who and what the STX is designed to train.

(3) Interface. The interface paragraph provides a list of the titles and identifying applicable subordinate units' STX's (company for Bn MTP, platoon for company MTP) and battle drills (platoon for company MTP and squad for platoon MTP) and may include habitually attached and supporting units' STX's, if available, which may be trained in conjunction with this STX. For battalions, list tasks and collective T&EO's by staff sections and all other elements in the HHC for which there is not a separate MTP.

(4) Training. The training section will include paragraphs on the following:

(a) Guidance on related subordinate unit leader, individual, and collective training which the leader may wish to consider for training prior to the conduct of the STX.

(b) Tips that will aid the leader in preparing and conducting the STX.

(c) Training enhancers that provide guidance on integrating nuclear, biological, and chemical (NBC) operations, OPFOR, limited visibility operations, etc., in the STX.

(d) General and special situations (scenario) and fragmentary order (FRAGO).

(5) Support requirements. This section provides a listing of those items required to conduct the exercise. Examples of specific requirements are number and type of equipment, number of evaluators, number and type of OPFOR, type and size of training area, ammunition required, fuel required, training aids/devices required, rations required, etc.

(6) T&EO sequence. List the T&EO task title and page number in the chronological sequence in which they are executed in the course of the STX. All T&EO's appearing in chapter 5 of the MTP should be included in one or more of the STX's if the simplified mission outline approach is being used. If the normal mission outline approach is being employed the T&EO's will be listed at least once in the mission outlines. See paragraph 3-7 for additional information on normal and simplified mission outlines.

3-5. Field Training Exercises (FTX's).

a. General. Each MTP will contain one or more fully developed FTX's for critical wartime missions identified for the unit and approved by the school review board (if only one, it will be for the most difficult identified mission). This requirement is optional for platoon level MTP's. FTX's are the highest level exercise used by a platoon, company, or battalion to train to mission proficiency at its level. Training developers must be familiar with FM 25-4, "How to Conduct Training Exercises," prior to developing MTP FTX's. Fully developed FTX's are placed in chapter 4 of the MTP. Outlined FTX's will be placed in chapter 3 of the MTP mission outlines.

b. Procedures.

(1) Step 1. Review the collective tasks in the Mission to Task Matrix.

(2) Step 2. Since it is likely that the FTX will often be executed as part of a larger parent unit FTX, it is important that the training developer ensure that the FTX can fit into an FTX contained in the MTP developed for the parent unit. Information obtained during the FEA will assist the developer in accomplishing this task.

(3) Step 3. Develop a general scenario for each mission outline selected to be fully developed to provide simulated combat environment for the conduct of the training exercise.

(4) Step 4. Develop graphics, illustrations, sample Operational Orders (OPORDS)/Fragmentary Orders (FRAGOS), etc. to assist the leader in conducting the FTX.

(5) Step 5. Determine resource requirements (including FTX controllers) to support the exercise.

(6) Step 6. Determine related subordinate training requirements and other information the leader may use in preparing for the FTX. Note: This is of particular importance for platoon and company level MTP's, since these organizations are not staffed to support the detailed planning required for a FTX.

c. Contents. FTX's will be formatted generally the same as STX's. Refer to paragraph 3-4c of this regulation and the example in chapter 4 of the sample MTP at appendix A.

3-6. Other exercises. The MTP exercise chapter may contain other developed exercises (CPX's, CFX's, LFX's, etc.) as appropriate. These exercises may be designed to serve as preliminary sustainment training between the conduct of STX's or FTX's or may stand alone. These exercises are optional for all MTP's. If developed for the MTP, these exercises will be placed in chapter 4 of the MTP and should be outlined in chapter 3 of the MTP.

3-7. Mission outlines.

a. General. Mission outlines are graphic portrayals of the relationship between critical wartime missions and the subordinate tasks inherent to those missions. Mission outlines are designed to provide the commander with a visual outline of his unit's critical wartime missions in a format which facilitates the planning and management of training at his level. Mission outlines will be prepared for all critical wartime missions. Mission outlines for platoons, companies, and battalions differ somewhat in content but use the same general format.

(1) Developers may use either of two types of mission outlines. The normal mission outline is provided when an STX to Collective Task Matrix is not provided. The simplified mission outline is provided when it is supported by an STX to Collective Task Matrix placed in chapter 2 of the MTP.

(2) Normal mission outlines. The most critical wartime mission will be selected from the mission-to-task matrix in chapter 2 of the MTP. At platoon and company level, all collective tasks for that echelon are grouped into STX's and portrayed as subordinate groups of collective tasks. Platoon FTX's and STX's will show squad tasks and/or battle drills. These collective tasks are designated by their T&EO number (and at platoon level by their battle drill number, where applicable) for easy reference to the T&EO's located in chapter 5 of the MTP. At battalion level, all collective tasks/staff section collective tasks and HHC element collective tasks that fall under the selected most critical wartime mission will be grouped into STX's and/or FTX's in the mission outline. T&EO numbers will be included as a part of each task. All T&EO's for the selected critical wartime mission will appear in at least one subordinate grouping (STX, FTX), most will probably appear in several. Some STX's will appear under more than one mission. In this case, the T&EO numbers will not be reproduced a second time--simply indicate the STX by designator (letter) that applies (see figure 3-6).

(3) Simplified mission outlines. Follow the same procedures in (2) above but convert STX's once created into an STX to Collective Task Matrix (see figure 3-7) to be placed in chapter 2 of the MTP. Using this matrix, create simplified mission outlines for chapter 3 of the MTP which do not list T&EO and/or battle drill numbers but simply relate the STX by its designator (letter) to the mission (see figure 3-8).

(4) Mission outlines are placed in chapter 3 of the MTP.

(a) As a minimum, the most difficult critical wartime mission outlined in chapter 3 of each MTP will be fully developed into a training exercise and placed in chapter 4 of that echelon's MTP for platoon and company MTP's.

(b) Unlike the company and platoon MTP, chapter 3 of the battalion MTP will be titled Training Plans. It will contain a method for using the MTP to prepare a training plan for the critical wartime missions. It will include how to plan staff training and may include how to plan HHC training. It will contain guidance on how to develop STX's, FTX's and other exercises which will be amplified in chapter 4. Mission outlines of critical wartime mission(s) will be included.

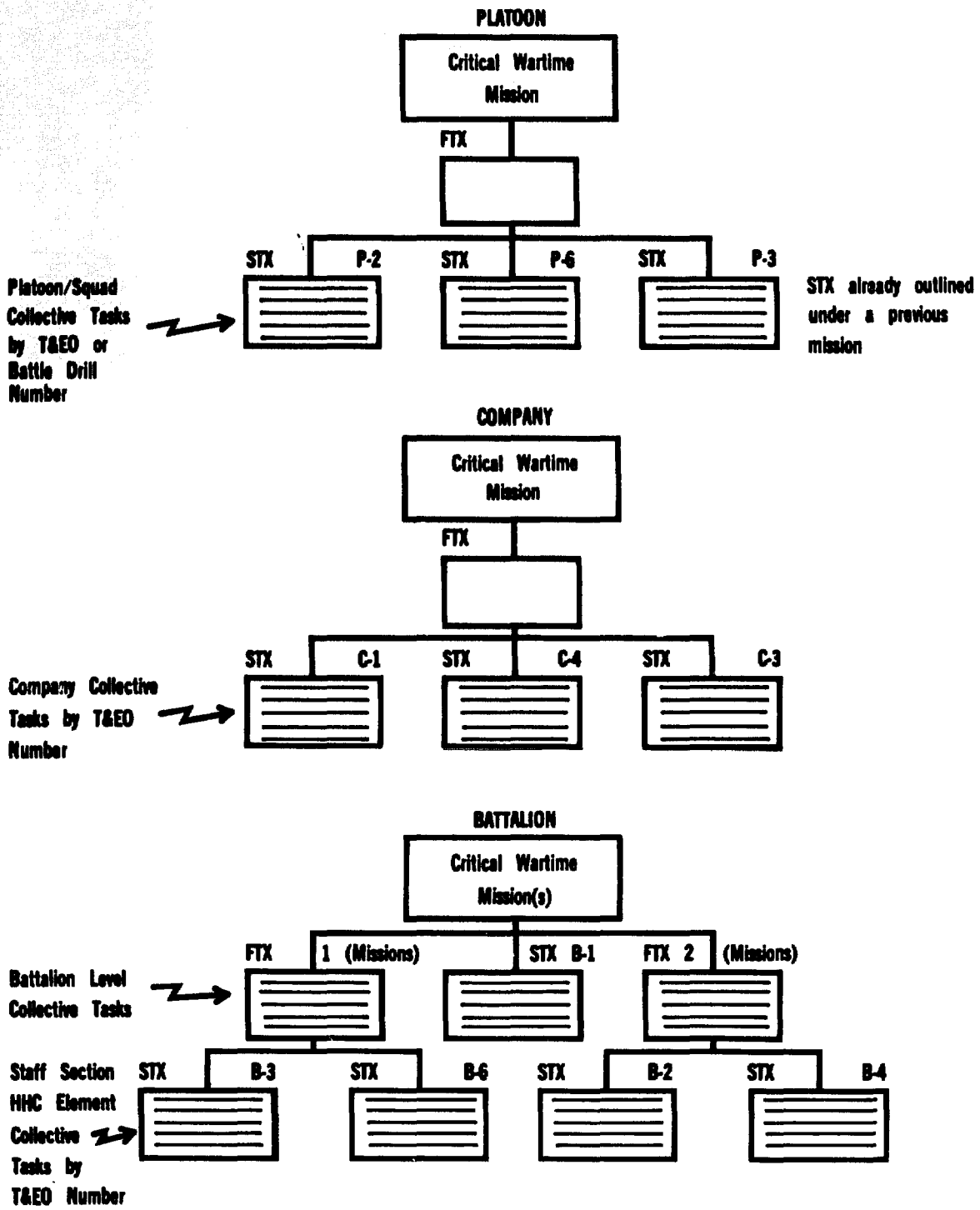
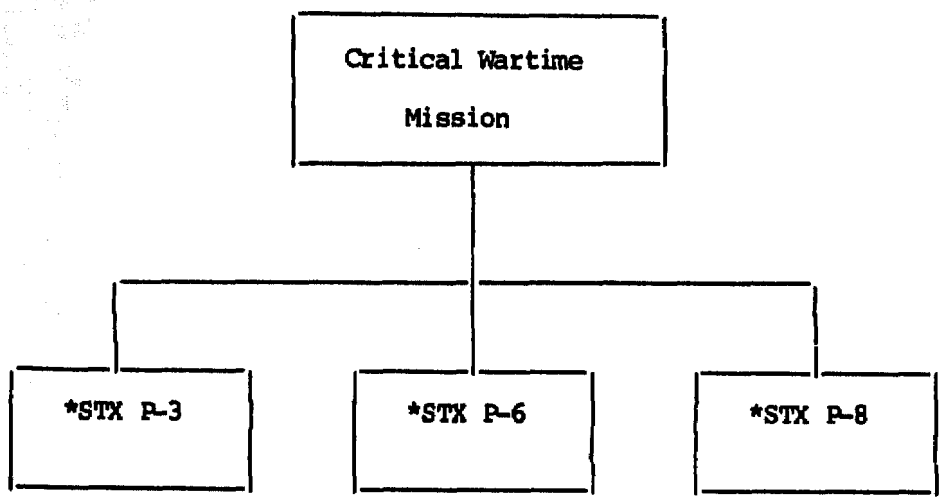



Figure 3-6. Normal mission outlines.

| Collective task and T&EO number | SITUATIONAL TRAINING EXERCISE | | | |
|---|---|---|---|---|
| | MOVE TO CONTACT STX P-1 | TACTICAL MOVE STX P-2 | . . . . . | ..... |
| Prepare for Combat Opns 07-3-0059 | X | X | | |
| Cross start point/ line of departure 07-3-0009 | X | X | X | |
| Maintain Local Security 07-3-0143 | | X | X | |
| ..... .... | | | | |
| ... ..... | | | | |

Figure 3-7. Sample STX to collective task matrix




*See STX to collective task matrix, Figure 3-7.

Figure 3-8. Simplified mission outline

b. Procedures.

(1) Step 1. Determine the complexity of the various missions and number the missions from the least complex to the most complex. Select those missions to be fully developed for chapter 4 of the MTP.

(2) Step 2. Determine mission outline components. Review the FEA and the Mission to Collective Task Matrix (para 2-3) and develop a list of candidate exercises (STX, FTX, and other) designed to support training to the units critical wartime missions as approved by the school review board.

(3) Step 3. At platoon and company level, build and select STX's composed of T&EO's for collective tasks and battle drills which support each mission. Battalion level STX's are not normally used.

(4) Step 4. Review selected STX's to ensure that they combine into a coherent group for training and that together they cover all required collective tasks to execute the mission.

(5) Step 5. Prepare a graphic portrayal of the mission outlines as shown in figure 3-6 or 3-8.

c. Contents. See figure 3-6 or 3-8 and chapter 3 of the sample MTP in appendix A.

3-8. Training matrixes.

a. General. Training matrixes are designed to aid the leader in using the MTP to plan training. Leaders are required constantly to identify and prioritize missions, collective tasks, leader tasks, and individual tasks that are required based on known contingency plans and the mission training guidance provided by their commanders. Training matrixes provide an organized set of relationships which make the leader's job easier. Training developers should refer to FM 25-3, chapter 3, to become familiar with the commanders' and leaders' responsibilities associated with the planning of training. Training matrixes are placed in chapter 2 of the MTP. This regulation addresses five matrixes. Two of these are required in all MTP's. Three are required in all platoon MTP's. One is optional, depending on type of mission outlines used, and one is fully optional. Schools may provide others as deemed necessary.

b. Procedures.

(1) Step 1. Obtain the collective task analysis worksheets developed and approved during the conduct of the FEA. These worksheets will be the primary source for developing the training matrixes.

(2) Step 2. Obtain blank matrixes and title--

| | | |
|---|---|---|
| 1. | -Mission to Collective Task Matrix | REQUIRED |
| 2. | -Publication Reference to Collective Task Matrix | REQUIRED |
| 3. | -Battle Drill/Collective Task to Individual Task Matrix | REQUIRED FOR PLT MTP |
| 4. | -STX to Collective Task Matrix | REQUIRED WITH SIMPLIFIED MISSION OUTLINES |
| 5. | -Leader Tasks to Mission Matrix | OPTIONAL |
| 6. | -Other as Determined by Preparing Agency | |

(3) Step 3. Prepare the matrixes by identifying the appropriate references, battle drill candidates, and collective and individual tasks in the format specified in chapter 2 of the sample MTP at appendix A.

(4) Step 4. Cross reference draft matrixes with the T&EO's to ensure that no collective and individual tasks have been inadvertently excluded. Ensure common collective task information, which may not have been identified during the FEA, is included at this point.

(5) Step 5. Finalize the training/reference matrixes in the proper format.

c. Contents. Generally, contents of the various training matrixes are self-explanatory. The mission to collective task matrix should be organized so that the collective tasks are grouped by the applicable combined arms functional systems provided in chapter 1, FC 25-100. Refer to chapter 2 of the sample MTP shown in appendix A.

3-9. Unit training. Chapter 1 of the MTP is titled "Unit Training." The sample MTP at appendix A provides the information that will be included in this chapter. Individual schools may add additional information as desired but should not modify the basic information provided except where needed to clarify different echelons or type units where proponent specific requirements exist.

a. Explanation of the MTP.

b. Organization of the MTP.

c. Use of the MTP as a training and evaluation tool.

d. MTP echelon relationship diagram.

e. Feedback from the user.

3-10. External evaluations.

a. General. An external evaluation chapter will be included in each MTP. It will be placed in chapter 6 of the MTP.

b. Procedures.

(1) Platoon, company, and battalion level MTP's will address methods for designing and conducting external evaluations for that echelon. Platoon MTP's will address the same subject for squad/crew/section/team external evaluations.

(2) The unit evaluation chapter should supplement and be in accordance with information provided in FM 25-4. This should include information on--

(a) Designing the evaluation within the context of a multiple mission exercise.

(b) Determining uniform scoring methods.

(c) Selection and training of evaluators.

(d) Selection and training of OPFOR.

(e) Organizing and scheduling in-progress and final AAR's.

3-11. MTP Format and administrative requirements.

a. Format. MTP's will be published according to the standards found in AR 310-3 and TRADOC Pamphlet 310-6. Figure 3-9 illustrates the MTP format.

b. Administrative requirements.

(1) The publication medium "ARTEP" will be used for MTP's.

(2) MTP's will be numbered as follows:

(a) The basic series of numbers will be taken from AR 310-2, table 2-2.

(b) The first subnumber will be the base TOE subnumber. If the MTP applies to more than one unit, the lowest TOE subnumber will be used.

(c) The second subnumber will consist of a two digit suffix to identify organizations smaller than those identified by the TOE (companies, platoons, etc.). Battalion and separate company level MTP's will not contain a second subnumber. Use Table 3-1 to determine the appropriate second subnumber to be used.

(d) The first subnumber (battalion or separate company level MTP) or second subnumber (company, platoon, or equivalent level MTP's) will be followed by the designator "-MTP."

NOTE: Until the standard TOE numbering system is fully implemented, the MTP or drill book "title" may include, in parenthesis, the number corresponding to the doctrinal basis (e.g., Tank Platoon Mission Training Plan (MTP 17-15-1)).

| MTP SECOND SUBNUMBER INDEX | |
|---|---|
| NUMBERS | ECHELON/ELEMENT |
| 10-19 | platoons or sections. |
| 20-39 | company or detachment |
| 40-59 | office, branch, or division |
| 60-79 | unique organizational requirements |

TABLE 3-1. MTP Second Subnumber Index

EXAMPLE 1: ARTEP 11-405-25-MTP designates a MTP for a Signal Company.

EXAMPLE 2: ARTEP 11-405-MTP designates a MTP for a Signal Battalion.

(3) MTP's will be produced in standard trim sizes in accordance with TRADOC Pamphlet 310-6. Pocket-size (4 1/8" x 6 1/4" or 5 3/8" x 8 3/8") MTP's, especially at platoon level, should be produced when possible.

(4) Use of the metric system to express distances is mandatory within the MTP.

(5) When MTP content requires classification, consider publishing the basic document as unclassified, with the classified information published separately.

c. Front matter. See TRADOC Pamphlet 310-6, chapter 8. The preface must include a statement as to which ARTEP(s) or sections thereof are being superseded by this MTP. Note: Initially MTP's will be replacing only part of the current ARTEP. When an ARTEP is superseded in its entirety, the preface should so indicate along with disposition instructions.

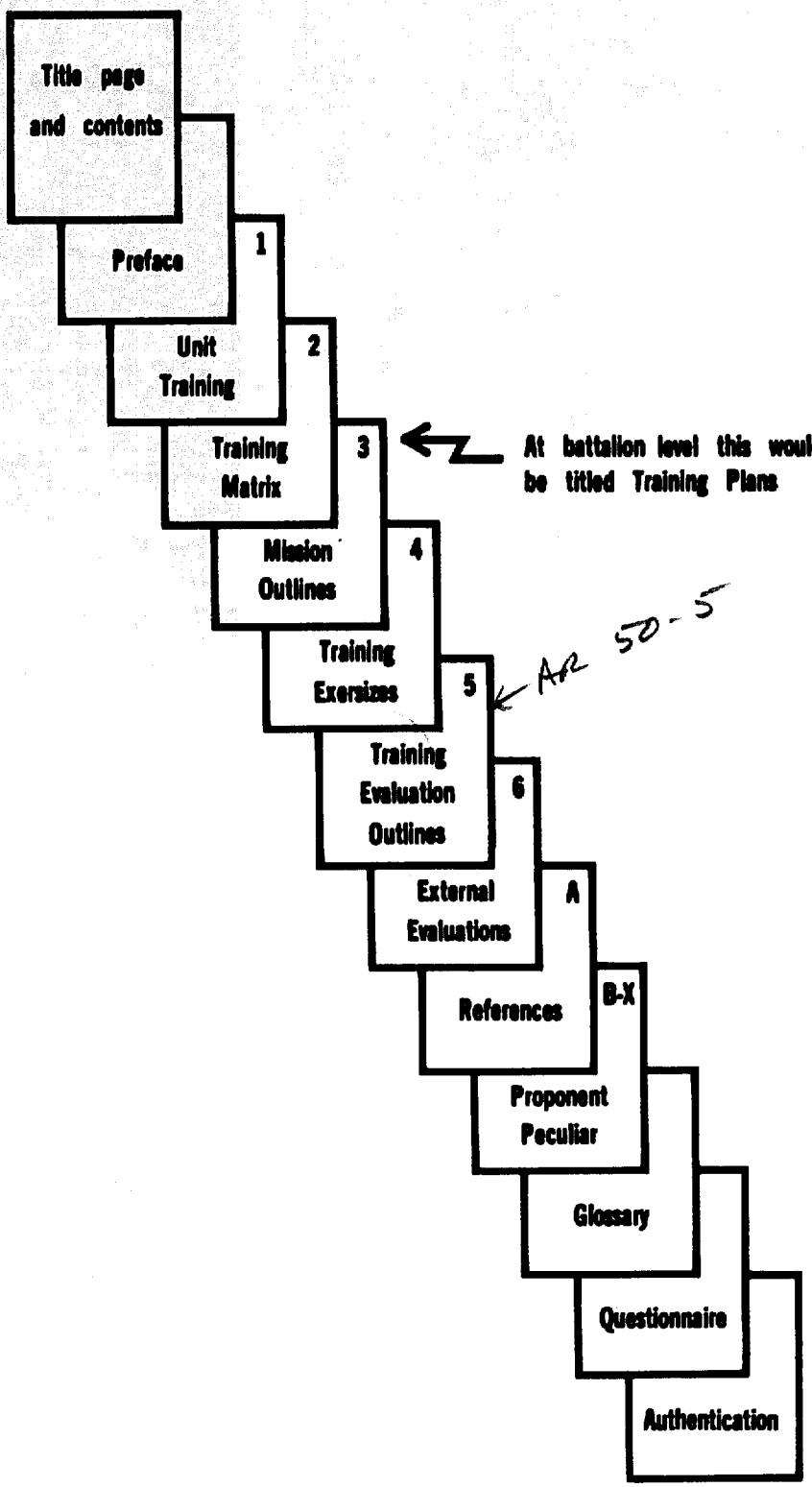



Figure 3-9. MTP organization

d. Body. The MTP will contain the following chapters:

(1) Chapter 1. Unit Training.

(2) Chapter 2. Training Matrixes.

(3) Chapter 3. Mission Outlines (Training Plans for Bn MTP).

(4) Chapter 4. Training Exercises.

(5) Chapter 5. Training and Evaluation Outlines (T&EO's).

(6) Chapter 6. External Evaluations.

e. Backmatter.

(1) Appendixes. Preparing agencies may include proponent peculiar appendixes as appropriate.

(2) Glossary and references. Refer to TRADOC Pamphlet 310-6, chapter 8.

(3) Questionnaire. All MTP's will include the questionnaire shown in the sample MTP at appendix A. Preparing agencies may supplement this questionnaire with branch-specific or proponent-peculiar questions. Include your own return address.

(4) Authentication. The preparing agency will add the authentication, including the distribution statement.

f. DA print. Refer to TRADOC Pamphlet 310-6, chapter 20, paragraph 20-3c.

3-12. Test edition MTP's. Developing weapons and equipment systems and/or new unit structures may require the development of test edition MTP's. The training developer must recognize that a minimal amount of information on equipment, doctrine, etc., may be available to support test edition development of an MTP. The service school will notify its parent IC when a test edition MTP appears to be required and publish it on IC approval. Test editions will be prepared on a strictly limited distribution basis for specific operational tests only. They will not be widely circulated. These publications will be locally reproduced, distributed, and coordinated by the appropriate preparing agency. Most test edition MTP's will result in the eventual publication of a DA print MTP. Test editions will not be published for normal MTP development and are not part of the normal developmental process. They should not be produced unless absolutely necessary.

# CHAPTER 4

## Development of Drill Books

4-1. General. Drill books will be developed for small units (platoon and squad or equivalent) only. Drill books are developed from the same FEA as the parent unit(s) MTP(s) and are an integral part of the unit support training strategy (see para 2-1). Drill Books contain battle drills which are part of the Army Standardization Program as outlined in AR 34-4. Battle drills are standardized for execution throughout the U.S. Army and may not be modified. Battle drills by their nature link selected critical individual and collective tasks. Platoons and squads are expected to completely and continuously master all the battle drills provided for that unit. For this reason the number of battle drills for any single platoon or squad should be limited to a reasonable number. Chapter 1 of this regulation provides guidance on drill book management, coordination, and approval responsibilities.

4-2. Procedures.

a. Battle drill identification. A battle drill is a collective task at squad or platoon level which has been identified as one of the most vital tasks performed by that unit for success in combat. It is totally or largely METT-T independent, requires minimal leader action to execute, and is executed or initiated on a cue such as a specified enemy action or a simple leader order and is executed in the same way every time. Battle drills may be equipment based (prepare to fire check) or enemy action based (react to ambush/dismount carrier). Candidate tasks which may lend themselves to battle drill development are identified during the FEA. The collective task selected for battle drill development must meet the above definition.

b. Battle drill selection. After identifying critical collective tasks that meet battle drill criteria, the training developer will review the candidates to determine the following:

(1) The task must be performed frequently; i.e., it supports several parent unit STX's.

(2) The task standards that may be observed when the battle drill is trained. This is so deficiencies can be detected and corrected during the training.

c. Develop the training.

(1) Step 1. Identify leader and individual tasks that make up the battle drill.

(2) Step 2. Develop the battle drill.

(a) Analyze the collective task and the supported STX's, if applicable, and identify the appropriate cue for the battle drill.

(b) Develop instructions for the trainer to set-up the battle drill for training (if applicable).

(c) Develop talk-through instructions for the trainer (if applicable).

(d) Develop walk-through instructions for the trainer (if applicable).

(e) Develop illustrations to assist the trainer and unit in the execution of the battle drill. In some cases this will be all that is necessary to train the battle drill.

d. Battle drill content.

(1) Task. This is a short description of the battle drill.

(2) Cue. These provide the initiating cue which initiates execution of the battle drill.

(3) Standard(s). These are the standards for executing the battle drill in terms of required outcome. A key standard for battle drills will usually be time. Standards for maneuver action battle drills should be self-evident or simple, short, and clear.

(4) Supporting individual tasks. This will refer the trainer to the Individual Task to battle drill Matrix in appendix A of the battle drill book (if applicable).

(5) Illustrations. These are provided whenever possible to add clarity on how the battle drill should be executed and to supplement or serve as the performance measure.

(6) Performance measures. These are clearly observable tasks that the soldiers must perform to accomplish the battle drill. Performance measures must state who is to perform the task, the sequence of steps, and what is to be done. Performance measures are presented in the format that most clearly demonstrates the relationship of the steps being performed.

(7) Set-up instructions. (The majority of battle drills should not need set-up instructions as they will be self-evident from the schematic illustration). If needed, set-up instructions will be divided into the following topics:

(a) Resources. The materials required to conduct the battle drill (if applicable).

(b) Training site. The characteristics of the training area required to meet the training objectives of the battle drill (if applicable).

(c) Unit instructions. The instruction for the leader regarding initial placement of the unit and any special instructions needed to arrange the training.

(8) Talk-through instructions (if battle drill requires it). These give instructions for the leader to describe and demonstrate actions that make up the battle drill. They include information on orientation, safety, an optional demonstration, and an explanation of the performance measures.

(a) Orientation. This is a model for the trainer to use to present the battle drill training objective. As a minimum, it will tell when the task would be executed in combat, provide a statement of the major individual and collective activities to be trained during the battle drill, and explain how the tasks relate to accomplishing the battle drill.

(b) Safety. This includes considerations to prevent injuries and accidents to personnel and equipment.

(c) Demonstration. This includes instructions for an optional demonstration of the battle drill. These instructions will be relatively similar for all battle drills and will contain the following:

- - Have another unit which has successfully performed the battle drill demonstrate its execution.

- - Explain what is being done during the demonstration.

- - Summarize the demonstration.

(d) Explanation. This provides the leader instructions to explain the performance measures using a chalkboard, sand table, or simple diagram drawn on the ground.

(9) Walk-through instructions (if the battle drill requires it). These provide the leader with instructions on how to perform the battle drill at a reduced speed which provides an opportunity to coach individuals in the performance of individual performance measures. These include the initiating cue, coaching points, performance measures, and illustrations.

(a) Initiating cue. This identifies the event, command, or signal that prompts the execution of the battle drill.

(b) Coaching points. These refer to actions or techniques soldiers should use to perform particular tasks. Coaching points provide clarification and expansion of the performance measures, thereby keeping the formal list of performance measures clear and precise.

4-3. Drill book format and administrative requirements.

a. General. Drill books will be pocket-sized publications (no larger than 5 3/8" X 8 3/8"). Drill books are managed as part of the training literature program (TLP). TRADOC Regulation 11-7 provides guidance on the TLP. Drill books may be published separately for each type squad and platoon or equivalent in a unit or combined at company level or published in a single drill book covering all the battle drills in a type battalion.

b. Format. Drill books will be published according to the standards found in AR 310-3 and TRADOC Pamphlet 310-6. Drill books will be formatted as follows:

(1) Chapter 1 of the Drill Book will be titled Drill Training. The sample drill book at appendix B shows the type information that should be included in the introduction chapter.

(2) Chapter 2 of the Drill Book will contain battle drills. Battle drills will be numbered consecutively for identification purposes.

(4) Appendix A will contain an Individual Task to Battle Drill Matrix. Refer to the sample drill book at appendix B of this regulation for format of the matrix.

c. Administrative requirements.

(1) The publication medium "ARTEP" will be used for drill books.

(2) Drill books will be numbered in the same way as MTP's (see para 3-11b(2) and Table 3-1) with the last subnumber followed by the designator "-Drill". EXAMPLE: ARTEP 7-245-12-Drill.

# CHAPTER 5

## Common Tasks

5-1. General. Common tasks are those collective tasks which apply to units in general, or to many units which have different service school proponents. "Set up personnel decontamination station (PDS)" is an example of a common task. Commander, Combined Arms Training Activity (CATA) is responsible for common task approval and management, and will maintain a listing of common tasks by echelon (battalion, company, platoon) which will be updated annually and distributed to all service schools. Service schools that are the subject-matter proponents are responsible for the development of the common task T&EO's. These T&EO's will be consolidated by CAC (CATA) and published in echeloned common task books. For this reason, the primary purpose of common T&EO's is to provide subject-matter expertise to training developers that is not otherwise available within the school. Due to differences in personnel, equipment, and missions, most common tasks must be modified by the training developer to "fit" the unit and the MTP. Unlike the common skills book for individuals (such as STP 21-1), common tasks are not intended for units but rather as a school training development tool.

5-2. Procedures. The requirement for a specific common task may originate with the proponent school in the form of a common task nomination, or by a nonproponent school or IC in the form of a request for common task. Common task nominations or requests will be forwarded through the parent IC to CATA. Upon Commander, CATA's approval, the appropriate proponent service school (CAC associated schools) or IC (Logistics Center (LOGCEN) or Soldier Support Center (SSC) associated schools) will be tasked to develop the common T&EO's. Additionally, CATA will require all service schools to provide an updated listing of their respective common T&EO's annually.

5-3. Format and content.

a. Common tasks will be formatted the same as normal T&EO's. Refer to chap 3, para 3-2.

b. Common tasks will be numbered as follows:

(1) The first two digits will identify the proponent. Refer to AR 310-2, Table 2-2.

(2) The third digit will identify the echelon: (1-Bn, 2-Co, 3-Plt, 4-Sqd/Sec, 5-Crew/Team).

(3) The last four digits will begin with a C and contain three numerals.

(4) Examples-- 07-2-C026
06-4-C897

# APPENDIX A

# SAMPLE MTP

---

A-1. General. This appendix provides a sample of a platoon level MTP. The sample is designed to illustrate format and structure. It is not intended to be taken as a fully analyzed, doctrinally correct document. Training developers should use it as a sample guide.

A-2. Organization. This appendix illustrates the following components of the MTP:

a. Cover.

b. Table of Contents.

c. Preface.

d. Unit Training (Chapter 1).

e. Training Matrixes (Chapter 2).

f. Mission Outlines (Chapter 3).

g. Training Exercises (Chapter 4).

h. Training and Evaluation Outlines (Chapter 5).

i. External Evaluations (Chapter 6).

j. References.

k. Questionnaire.

DEPARTMENT
OF
THE ARMY

ARTEP 7-245-10-MTP

# MISSION TRAINING PLAN

# FOR THE

# MECHANIZED INFANTRY PLATOON (M113 EQUIPPED)

(INSERT ARTWORK)

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SAMPLE MTP

ARMY TRAINING AND
EVALUATION PROGRAM
No. 7-245-10-MTP

*ARTEP 7-245-10-MTP
HEADQUARTERS
DEPARTMENT OF THE ARMY
Washington, D.C. (Date)

# MISSION TRAINING PLAN FOR THE MECHANIZED INFANTRY PLATOON (M113)

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SAMPLE MTP

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*This publication supersedes pages __ thru __ of ARTEP 71-2, dated 21 November 1981.

NOTE TO TRAINING DEVELOPER: Only when ARTEP (MTP) are prepared and published for all echelons of a unit will the current ARTEP, in its entirety, be superseded.

SAMPLE MTP

## PREFACE

1. The purpose of the Mission Training Plan (MTP) is to provide you with a descriptive, mission-oriented training program to be used to train your unit to perform its critical wartime missions. While general defense plan (GDP) missions and deployment assignments will impact on your final set of priorities, the missions described here will be the principal ones which your unit is expected to execute with a high level of proficiency. Unless excepted in writing by a commander two levels or more higher, your unit is expected to train to the missions and standards outlined. Standards for training may be made more difficult but may not be lowered. This document is in full alignment with and is part of the United States Army's training doctrine and United States Army tactical doctrine.

2. This MTP is designed for the M113 equipped Mechanized Infantry Platoon organized under TO&E 7-245.

3. The proponent of this publication is HQ TRADOC. Submit changes for improving this publication on DA Form 2028 (Recommended Changes to Publications and Blank Forms) and forward it to: Commandant, U.S. Army Infantry School, ATTN: ATSH-I-V-TD, Fort Benning, GA 31905-5007.

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

SAMPLE MTP

# CHAPTER 1

# UNIT TRAINING

1-1. General. This MTP is designed to provide you with a tactical training and evaluation program for your platoon. It provides guidance on how to train, as well as the key missions to train on. The specific details of your training program will depend on many factors, including:

a. Training directives and guidance established by the chain-of-command (modifications to your MTP affecting missions or conditions should be in writing).

b. Training priorities of your platoon.

c. Training resources and areas available.

1-2. Supporting material. This MTP describes a critical wartime-mission oriented platoon training program which is part of the company's training program. The company's training program consists of the company level MTP and also includes:

a. Mechanized Infantry battle drills. These are used by the platoon leader and squad leaders to train the battle drills that must be sustained as fundamental to your unit. They are U.S. Army standard and may not be modified.

b. Soldier's Manuals for the appropriate MOS and skill levels.

c. MQS-2 manual for platoon leaders (when published). This relationship is illustrated in figure 1-1.

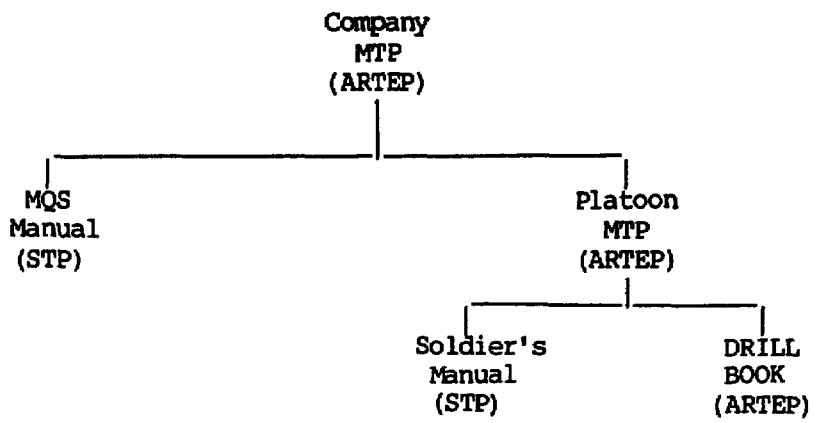



Figure 1-1. MTP echelon relationship diagram.

SAMPLE MTP

1-3. Contents. This MTP is organized into six chapters.

a. Chapter 1, Unit Training. This chapter provides a foundation for the other chapters and explains their use.

b. Chapter 2, Training Matrixes. This chapter shows the relationship between missions, collective tasks, and individual tasks.

c. Chapter 3, Mission Outlines. This chapter provides the mission orientation for training. It is designed to be used to determine training activities to be performed to achieve critical wartime proficiency. Each mission outline presents a graphic portrayal of the relationship between critical wartime missions and subordinate tasks inherent to those missions.

d. Chapter 4, Training Exercises. This chapter consists of field training exercises (FTX's) and situational training exercises (STX's) which combine with leader training activities to assist you in training the platoon's critical missions and tasks. FTX's and STX's are designed to provide training information and a scenario to give you a pre-constructed, flexible vehicle for sustaining the training of a key mission. It also may serve as part of an internal or external evaluation designed to have the platoon execute the mission in a tactical setting using the multiple integrated laser engagement system (MILES), if available.

e. Chapter 5, Training and Evaluation Outlines. This chapter provides the training criteria for all of the tasks that the platoon and squads must master to be able to perform their critical wartime missions. These training criteria orient on the levels of collective training executed by the platoon. Each T&EO constitutes a part of one or more critical missions and in various combinations make up larger training vehicles such as the FTX's and STX's in Chapter 4.

f. Chapter 6, External Evaluation. This chapter provides instructions for the development of an external evaluation of your platoon and squads.

1-4. Missions.

a. The platoon has five critical wartime missions: movement to contact, hasty attack, defend, conduct a raid, and conduct an ambush. Each mission is composed of major activities that the platoon and you, the platoon leader, must execute to accomplish the mission. It also includes the things your squads and each soldier must do. Figure 1-2 shows this relationship.

SAMPLE MTP

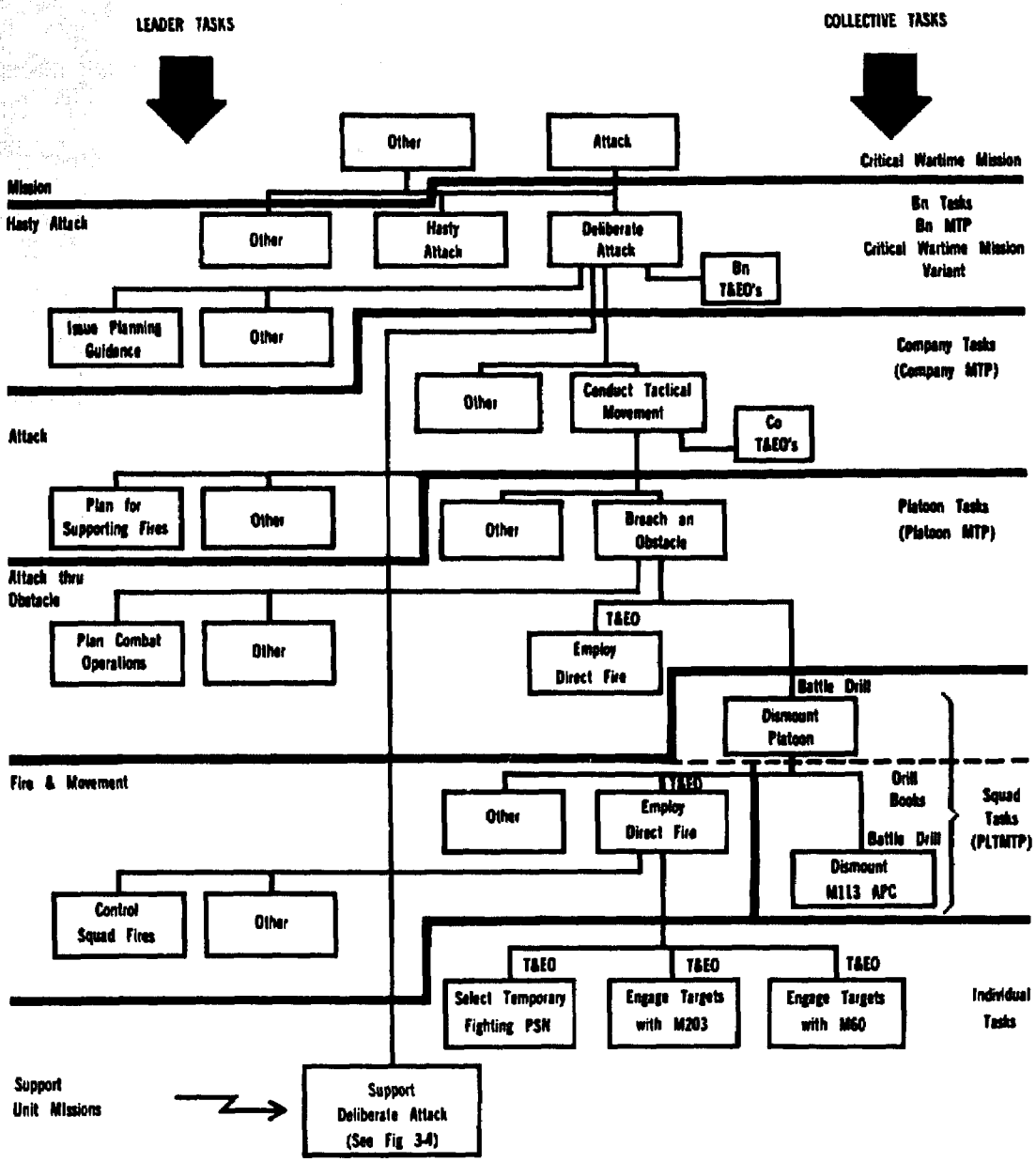



Figure 1-2. Relationship of the categories of tasks.

SAMPLE MTP

b. Each of these tasks requires training. Platoon tasks may be trained individually, one at a time, or jointly with others. In either case, they must be oriented on the training criteria provided in the training and evaluation outline (TOE's) and battle drills (detailed information on battle drill training can be found in the drill book (ARTEP 7-245-10-DRILL). Several tasks, defined by the T&EO, are developed into situational training exercises (STX's). Several STX's are developed into a field training exercise (FTX) designed for your platoon to practice its entire mission responsibility. Finally, several FTX's can be developed into an external evaluation designed by battalion headquarters to evaluate your platoon's ability to perform multiple missions under stress in a realistic environment.

c. Squad tasks are trained in much the same way as described above. However, the squad leader must also train the battle drills provided in his drill book.

d. Leader tasks are trained through--

(1) Individual soldier's manuals and MQS-2 training.

(2) Tactical exercises without troops (TEWT's).

(3) Battle simulations.

(4) In the context of execution of platoon missions.

Each STX in the MTP recommends a good method to be used to train your subordinate leaders.

e. Individual tasks are mastered through training to standards outlined in soldier's manuals. The matrixes in chapter 2 show the soldier's manual tasks that support collective tasks training. You must determine those key individual tasks that must be mastered as a matter of course by all members of the platoon and see to it that they are sustained.

1-5. Training principles. This MTP is based on the training principles listed in FM 25-1.

a. Train as you fight. Units will fight as they are trained. Soldiers will remember the last way they performed a task, right or wrong. It is imperative that soldiers and units perform to established standards and that these standards are rigidly enforced by leaders.

b. Make commanders the primary trainers. Leaders at all levels are responsible for the training and performance of their soldiers and units. Their personal involvement is essential to training and battlefield success. Leaders are expected to lead.

SAMPLE MTP

c. Train using the published Army doctrine. This MTP and supporting materials conform to published doctrine. You are responsible as a professional to know it and to train in accordance with it.

d. Use performance-oriented training. Units become proficient in the performance of critical tasks and missions by practicing the tasks and missions. Soldiers learn by doing, and the vast majority of a unit's training must involve performance of tasks with coaching and critiquing by the leaders and good after-action reviews.

e. Use mission-oriented training. Training must be focused on attainment of critical wartime mission proficiency. The FTX provides mission orientation. Subordinate exercises are designed to support parts of mission proficiency.

f. Train to sustain proficiency. The cornerstone of the Army Training and Evaluation Program is the concept of sustaining proficiency. Your unit must be prepared to go to war on short notice. In order to sustain proficiency, you must train--evaluate--train. Sustainment requires practice and repetition. Evaluation of these practices illuminate training weaknesses. Training emphasis must always stay on sustaining skills and correcting identified weaknesses simultaneously. The mission outlines and sequentially smaller training components allow you to select tasks and groups of tasks to facilitate this process and reduce planning time. Matrixes allow you to see training weaknesses in the context of mission with greater resolution and assist in selecting vehicles which will yield the greatest results. They are training management tools.

g. Train to challenge. Challenging training builds competence and confidence by developing and honing skills. It inspires excellence by fostering initiative, enthusiasm, and eagerness to learn.

h. Train to fight and support as a combined arms team. Although this MTP addresses only the mechanized infantry platoon, you will often train as members of the combined arms team in higher echelon exercises, such as company STX's and battalion FTX's.

1-6. Conducting training. This MTP is designed to facilitate the planning preparation and conduct of unit training as explained in FM 25-3.

a. The company commander will assign the missions and/or supporting tasks for which he intends to develop training, based on the battalion commander's training guidance. You must plan and execute platoon training in support of this guidance.

SAMPLE MTP

b. Review the mission outlines in chapter 3 to determine whether the FTX(s) and STX's provided will support or can be modified to support your commander's guidance. If they do not support the guidance or need to be modified, refer to the matrixes in chapter 2. These matrixes provide a listing of all critical collective tasks, battle drills, and individual tasks which must be mastered to perform the mission.

c. You must now prioritize the tasks that need training. You will never have time to train everything. You must orient on the greatest challenges and most difficult sustainment skills. Analyze and prioritize tasks by having a training meeting with your platoon sergeant and squad leaders.

d. Once the tasks for training are selected, you must then work them into the training schedule. To do this:

(1) List the tasks in the priority and frequency they need to be trained.

(2) Determine the amount of time required and how you can use multiechelon training to the best effect.

(3) Determine where the training can take place.

(4) Determine who will be responsible for what. (The leader of the element being trained must always be involved.)

(5) Organize your needs into blocks of time and training vehicles.

e. Provide these training requirements to your company commander. Once the company commander has approved the list of things you have selected to train, he must schedule them on the company training schedule.

f. Once decisions have been made, you must determine the things you need to conduct the training, such as blank ammunition, MILES gear, suitable training area, etc. Provide these requirements to your company well ahead of time to enable it to coordinate for them.

g. Keep subordinate leaders informed, and oversee the training they are conducting. Be sure that standards are rigidly enforced. If they are not, your unit and soldiers will suffer.

1-7. Evaluation. Training and evaluation outlines (T&EO's) in chapter 5 list the standards which you must meet for each task. In the case of battle drills, the standards are provided as a part of the battle drill, and execution of the battle drill is the standard for the task.

SAMPLE MTP

a. Evaluations can be either internal or external. Internal evaluations are conducted at all levels and they must be inherent in all training. External evaluations are usually more formal and are normally conducted by a headquarters above the level of the unit being evaluated using outside evaluators.

b. A critical weakness in training is the failure to evaluate each task EVERY time it is executed. The ARTEP concept is based on simultaneous training and evaluation. Every training exercise provides the potential for evaluation feedback. Every evaluation is a training session. Leaders frequently do not evaluate continuously. To optimize training, you must ensure that trainers and leaders continually evaluate training as it is being executed.

c. Emphasis should be on direct on-the-spot evaluations. Correcting poor performance during individual training or during battle drills is easy to do. In higher level exercises, it is usually not feasible to do this with outside evaluators. The habit of leader evaluation at every level makes the difference. After-action reviews (AAR's) should be planned at frequent, logical intervals during exercises (usually after the completion of a major subordinate task). This technique is a proven one which will allow you to correct performance shortcomings while they are still fresh in everyone's mind, getting everyone involved and preventing the reinforcement of bad habits by allowing soldiers to repeat poor performance without being corrected.

d. FC 25-20 and FM 25-3, appendix H, provide detailed instructions for conducting an after-action review. FM 25-3, appendix G, also provides detailed guidance on coaching and critiquing during training.

1-8. Feedback. Your recommendations for improvement of this ARTEP are requested. Your feedback will help to ensure that this ARTEP answers the training needs of units in the field. There is a questionnaire at the end of this ARTEP to make it easier for you to send your recommendations and comments.

# CHAPTER 2

## TRAINING MATRIXES

2-1. General. Training matrixes are designed to help you plan your platoon's training. The matrixes are provided to give you an organized set of relationships which make your job easier.

2-2. Training matrix description. There are three matrixes provided for you in this chapter. Table 2-1 lists the matrixes and their page numbers.

TABLE 2-1. Location of Training Matrixes


| | TRAINING MATRIXES | PAGE |
|---|---|---|
| Training Matrix 1: | Mission to Collective Task Matrix | 2-2 |
| Training Matrix 2: | Publication Reference to Collective Task Matrix | 2-8 |
| Training Matrix 3: | Battle Drill/Collective Task to Individual Task Matrix | 2-12 |


NOTE TO TRAINING DEVELOPER: Refer to paragraph 3-8, page 3-19, in this regulation for additional guidance on training matrixes.

2-3. Training Matrix 1 (Mission to Collective Task Matrix). This training matrix (Table 2-2) displays the relationship between the platoon mission and the component collective tasks. The collective tasks are listed under the appropriate Combined Arms Functional Systems which are indicated by an asterisk in the matrix. This matrix is provided to plan training on missions directed by your company commander. To use this matrix, determine the mission you are concerned with and look down the vertical column to find the collective tasks which are subordinate parts of the mission. Determine which of the collective tasks you wish to concentrate on based on the demonstrated and perceived proficiency of your platoon.

SAMPLE MTP

Table 2-2. Training Matrix 1 (Mission to Collective Task Matrix)

| | MISSION | | | | |
|---|---|---|---|---|---|
| Collective Task and T&EO Number | Movement To Contact | Hasty Attack | Defend | Conduct a Raid | Conduct an Ambush |
| *MANUEVER | | | | | |
| Prepare for Combat Operations 7-3-0001 | X | | X | X | X |
| Occupy and Secure an Assembly Area 7-3-0002 | X | | X | X | X |
| React To Indirect Fire (Mounted) 7-3-0021 | X | X | | X | |
| ..... | . | . | . | . | . |
| ..... | . | . | . | . | . |
| *MOBILITY, COUNTERMOBILITY, & SURVIVABILITY | | | | | |
| Breach Minefields and Obstacles 7-3-0026 | X | X | | X | |

2-2

NOTE TO TRAINING DEVELOPERS: Relationship of collective tasks to missions will be shown for all collective tasks developed as T&EO's in chapter 5 of the MTP. The collective tasks will only be listed under the applicable Combined Arms Functional System (FC 25-100, CH 1), since all eight functional systems may not apply to each type unit and echelon.

SAMPLE MTP

2-4. Training Matrix 2 (Publication Reference to Collective Task Matrix). This training matrix (Table 2-3) identifies the references that contain detailed information about the collective tasks that the platoon must perform. This matrix is used to identify references to be used by you and your leaders to identify sources of information about the tasks being trained.

Table 2-3. Training Matrix 2 (Publication Reference to Collective Task Matrix)

| | PUBLICATION REFERENCE | | | | |
|---|---|---|---|---|---|
| Collective Task and T&EO Number | FM 7-7 | FM 20-32 | TC 7-21 | . . | . . |
| Prepare for Combat Operations 7-3-0001 | X | | X | . | . |
| Occupy and Secure an Assembly Area 7-3-0002 | X | | X | . | . |
| React To Indirect Fire (Mounted) 7-3-0021 | X | | X | . | . |
| ..... | . | . | . | . | . |
| ..... | . | . | . | . | . |
| Breach Minefields and Obstacles 7-3-0026 | X | X | X | . | . |



NOTE TO TRAINING DEVELOPERS: Relationship of collective tasks to references will be shown for all references used as sources of information for the development of the T&EO's in chapter 5 of the MTP.

SAM LE MTP

2-5. Training Matrix 3 (Battle Drill/Collective Task to Individual Task Matrix). This training matrix (Table 2-4) displays the relationship between the squad collective tasks and supporting individual tasks. This matrix is used to plan individual training to support collective training. To use this matrix, determine the collective tasks that you are interested in and look across the horizontal column to find the supporting individual tasks. Determine which of the individual tasks you wish to concentrate on based on your unit's proficiency.

Table 2-4. Training Matrix 3 (Battle Drill/Collective Task to Individual Task Matrix) (Soldier's Manual of Common Tasks)

| | Individual task (Skill Level 1) and Soldier's Manual Task Number | | | | | |
|---|---|---|---|---|---|---|
| Battle Drill/ Collective Task and T&EO Number | 113-571-1016 Send a radio message | 071-326-0513 Select tempo-rary fighting positions | | | | |
| Prepare for Combat Operations 7-3-0001 | X | | | | | |
| Occupy and Secure an Assembly Area 7-3-0002 | X | X | | | | |
| React To Indirect Fire (Mounted) 7-3-0021 | X | | | | | |
| ..... | . | . | . | . | | |
| ..... | . | . | . | . | | |
| Breach Minefields and Obstacles 7-3-0026 | X | | | | X | |

2-12

NOTE TO TRAINING DEVELOPERS: Relationship of individual tasks to collective tasks will be shown for soldier's manual tasks, of all MOS' that relate to unit collective tasks.

SAMPLE MTP

# CHAPTER 3

## MISSION OUTLINES

3-1. General. The mission outlines displayed in this chapter are intended to illustrate the relationship between critical wartime missions proficiency and subordinate tasks inherent to those missions.

3-2. Mission outlines. Unit training is mission-oriented. The mission outlines show how lower level task training contributes to the ability of your platoon to perform its critical wartime missions.

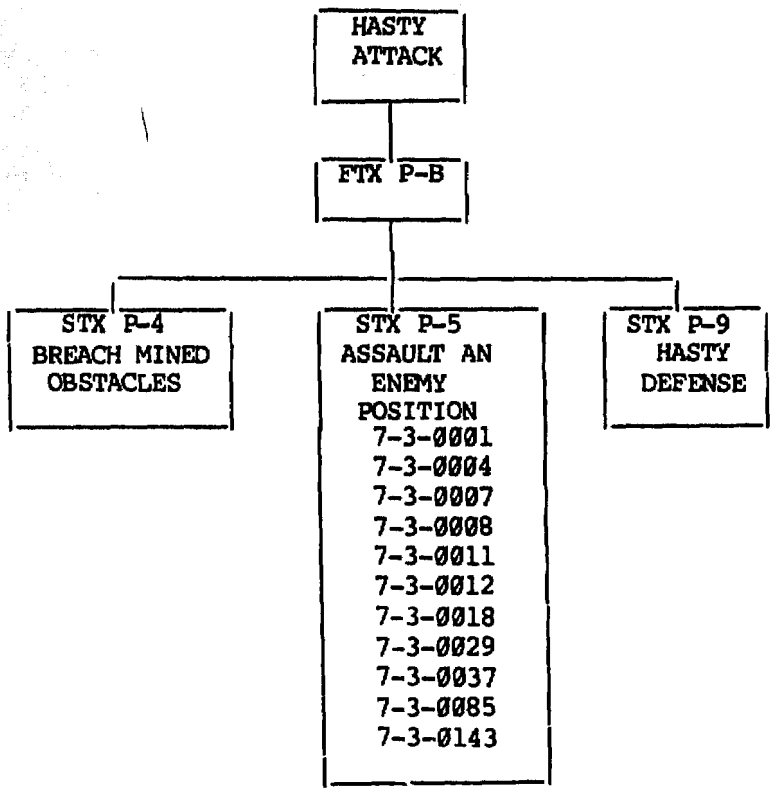
Table 3-1. Listing of Mission Outlines


| MISSION OUTLINES | MISSION | PAGE |
|---|---|---|
| Number One | Movement to Contact | 3-2 |
| Number Two | Hasty Attack | 3-3 |
| Number Three | Defend | 3-4 |
| Number Four | Conduct a Raid | 3-5 |
| Number Five | Conduct an Ambush | 3-6 |


NOTE TO TRAINING DEVELOPER: See paragraph 3-7, page 3-14, for detailed guidance on preparation of mission outlines.

MECHANIZED INFANTRY PLATOON (M113)

Mission Outline Number Two




3-3

NOTE TO TRAINING DEVELOPER: Collective task numbers are listed for STX's identified for the first time. The STX without task numbers were identified in Mission Outline Number One.

# CHAPTER 4

## TRAINING EXERCISES

4-1. General. Training exercises are used to train and practice performance of collective tasks. There are two types of exercises included in this MTP, the field training exercise (FTX) and the situational training exercise (STX). These exercises are designed to assist you in developing, sustaining, and evaluating unit's mission proficiency. This MTP includes 5 FTX's and 16 STX's designed to provide a basic plan to achieve proficiency in the 5 basic missions identified for the mechanized infantry platoon. Table 4-1 is a listing of the exercises and their page numbers.

4-2. Field training exercises. The FTX is designed to provide a training method for the platoon to train an entire mission, such as the "deliberate attack." The FTX provides a logical sequence for performance of the tasks previously trained in the STX. Missions provide FTX orientation for unit training.

4-3. Situational training exercises. The STX provides information for training smaller component tasks of a mission. The STX does several important things.

a. It provides repetitive training on the bite sized chunks of missions.

b. It allows training to zero in on identified weaknesses.

c. It allows the unit to practice the selected critical parts of a mission before practicing the entire mission.

d. It saves you time by providing a majority of the information you need to develop a vehicle for training.

---

NOTE TO TRAINING DEVELOPER: The FTX's and STX's displayed in this sample are for illustration purposes only. They are not intended to represent those selected by USAIS.

---

Table 4-1. Training Exercises


| EXERCISE | TITLE | PAGE |
|---|---|---|
| FTX P-A | Movement to Contact | 4-3 |
| FTX P-B | Hasty Attack | 4-10 |
| FTX P-C | Deliberate Attack | 4-19 |
| FTX P-D | Defend | 4-27 |
| FTX P-E | Conduct an Ambush | 4-36 |
| STX P-1 | Tactical Roadmarch | 4-45 |
| STX P-2 | Passage of Lines (Forward) | 4-54 |
| STX P-3 | Move to Contact | 4-63 |
| STX P-4 | Breach a Mined Obstacle | 4-72 |
| STX P-5 | Hasty and Deliberate Defense | 4-81 |
| STX P-6 | Assault on Contact | 4-90 |
| STX P-7 | Assault River Crossing | 4-99 |
| STX P-8 | Occupation of an Assembly Area | 4-108 |
| STX P-9 | Install a Hasty Protective Minefield and Construct Obstacles | 4-117 |
| STX P-10 | Assault a Known Enemy Position | 4-126 |
| STX P-11 | Counterattack | 4-133 |
| STX P-12 | Relief in Place | 4-144 |
| STX P-13 | Withdraw Under Pressure | 4-154 |
| STX P-14 | Delay | 4-163 |
| STX P-15 | Reconnaissance Patrol | 4-172 |
| STX P-16 | Combat Patrol | 4-181 |


SAMPLE MTP

MECHANIZED INFANTRY PLATOON (M113)

FIELD TRAINING EXERCISE P-C

DELIBERATE ATTACK

1. Objective. This exercise is designed to practice performance of a deliberate attack to secure a designated objective. The tasks that are executed during this exercise are listed in table 4-5.

2. Interface. This FTX is supported by training in the following platoon STX's:

a. Tactical Road March (STX P-1)

b. Passage of Lines (Forward) (STX P-2)

c. Breach a Mined Obstacle (STX P-4)

d. Hasty And Deliberate Defense (STX P-5)

e. Assault River Crossing (STX P-7)

f. Occupation of an Assembly Area (STX P-8)

g. Assault a Known Enemy Position (STX P-10)

h. Reconnaissance Patrol (STX 15)

i. Combat Patrol (STX 16)

3. Training enhancers.

a. The training matrixes in chapter 2 show the collective tasks, battle drills, and individual tasks that must be mastered in order to perform this critical wartime mission. Training that will facilitate the capability of the unit to perform the mission are:

(1) Planning and controlling combat operations. These are tasks that are listed in chapter 5 of this manual. This training may be conducted in garrison and the local training area (LTA) by the following methods:

---

NOTE TO TRAINING DEVELOPER: Training exercises will be treated as inserts to accommodate a different paragraph numbering system.

---

(a) Map reconnaissance combined with a sand table exercise.

(b) Tactical Exercise Without Troops (TEWT)

(c) COMEX (closed loop of TA-312/TA-1's to practice communication techniques).

(2) Establishing an aggressive spirit in leaders and unit.

(a) Aggressive unit sports and physical fitness program.

(b) Bayonet assault course.

(c) Appropriate movies (combat type) that have a positive, aggressive effect on the soldiers.

(d) Awareness of unit heritage.

b. This exercise begins with the receipt of the OPORD and ends after conducting sustainment operations in the hasty defense. You should conduct After Action Reviews after you occupy the assembly area, after passage of lines, after the assault river crossing, after the breaching mission, after sustainment operations, and a final AAR once all notes are compiled. If necessary, run portions of the exercise again until you are satisfied with your platoon's performance. Figure 4-5 illustrates the general sequence of task performance in this exercise. Table 4-5 is a suggested scenario.

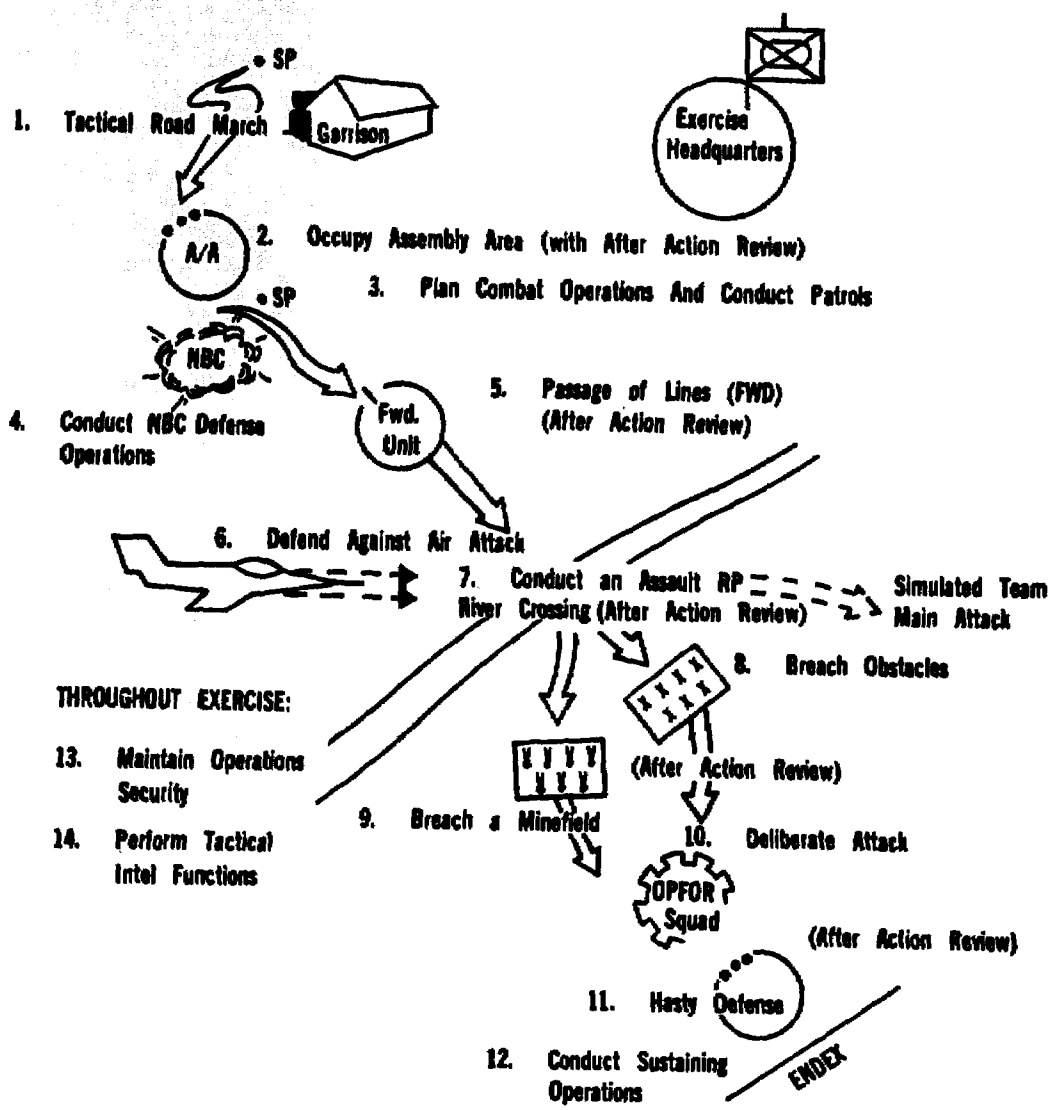



Figure 4-5. General scenario illustration

SAMPLE MTP

Table 4-5. Platoon FTX P-C Scenario

| EVENT | ACTION | MAX TIME ALLOCATED |
|---|---|---|
| 1 | Alert and/or recall | 3 Hours |
| 2 | Issue march order for platoon to move to assembly area | 1/2 Hour |
| 3 | Conduct tactical road march | 1 Hour |
| 4 | Occupy assembly area w/AAR | 1 Hour (+ AAR) |
| 5 | Plan combat operations and conduct patrols | 12 Hours |
| 6 | Conduct movement to forward unit | 1 Hour |
| 7 | Conduct NBC defense operations | within the movement time |
| 8 | Passage of lines forward w/AAR | 2 Hours (+ AAR) |
| 9 | Defend against air attack | 1/2 Hour |
| 10 | Conduct an assault river crossing w/AAR | 1 Hour (+ AAR) |
| 11 | Breach a mined obstacle w/AAR | 6 Hours (+ AAR) |
| 12 | Assault a known enemy position | 1 Hour |
| 13 | Conduct sustaining operations | 4 Hours |
| 14 | Conduct final after action review | as needed |
| TOTAL | | 33 Hours* |

NOTE: MAINTAIN OPERATIONS SECURITY (#13) AND PERFORM TACTICAL INTELLIGENCE FUNCTIONS (#14) DEPICTED ON THE GENERAL SCENARIO ILLUSTRATION (FIGURE 4-5) WILL BE EVALUATED THROUGHOUT THE EXERCISE AND DOES NOT APPEAR ABOVE.

*Does not include time for AAR's. Additional time is required if large portions of the exercise are conducted at night or under limited visibility.

4. General situation.

a. The company is organized as a company team with two mechanized platoons and one tank platoon. The company team has been directed to conduct a deliberate attack.

b. This exercise is conducted under all environmental conditions, day or night. The platoon will move under threat of NBC attack, or in an active NBC environment.

5. Special situation.

a. Your company commander has just issued the operations order in figure 4-6:

1. SITUATION:

a. ENEMY FORCES: INSUM 3 (prepared by Bn S-2)

b. FRIENDLY FORCES: TF (your unit) ATK ( ) hours to seize OBJ HORSE, COORD ( ). TF (sister unit) seize OBJ COW, COORD ( ).

c. ATTACHMENTS AND DETACHMENTS:

ATTACHMENTS: (Tank Platoon) ( ) CO ( ) ARM, STINGER SEC, 3SQ ( ) Plt CO ( ) ENGR.

DETACHMENTS: (Sister Platoon) ( ) CO ( ) MECH

2. MISSION:

TM VIPER ATK AT (___), SEIZE OBJ COLT NLT (___) HOURS, THEN PROVIDE OVERWATCH/SUPPORTING FIRES FOR TM (sister unit).

Figure 4-6. Operations order

3. EXECUTION:

a. CONCEPT OF OPERATION: MOVE AT (___) HOURS TO ASSEMBLE AREA, COORD (___). ORDER OF MARCH (your platoon), CP, TANK PLATOON, WEAPONS PLATOON, TRAINS, (sister platoon). LEAVE ASSEMBLY AREA AT (___) HOURS AND ATK WITH (your platoon) ON LEFT (MAIN ATK) SEIZING OBJ COLT, COORD (___). OVAERWATCH TANK PLATOON FROM OBJ PONY. (sister platoon).

c. (your platoon) MAIN ATK, DO NOT CROSS LINE GREEN, COORD (___)-(___) UNTIL OBJ PONY SECURE.

d. TANK PLATOON SUPPORTING ATK. SUPPORT MAIN ATK BY FIRE FROM OBJ PONY.

e. (sister platoon) RESERVE INITIALLY, THEN BREACHING FORCE. FOLLOW (your platoon).

f. WPNS: SPT ATK INITIALLY FROM ASSEMBLY AREA. DISPLACE O/O.

g. COORD INSTRUCTIONS: CONSOLIDATE OBJ BY SOP. NORTH IS 12 O'CLOCK.

4. SERVICE SUPPORT: (omitted)

5. COMMAND AND SIGNAL:

a. SIGNAL.

(1) CEOI INDEX (___) IS IN EFFECT.

(2) LISTENING SILENCE (DTG) UNTIL IN CONTACT.

(3) EMERGENCY SIGNAL FOR LIFTING FIRES IS A GREEN STAR CLUSTER.

b. COMMAND. CP FOLLOW TANK PLATOON

TIME IS NOW (___) HOURS.

WHAT ARE YOUR QUESTIONS?

Figure 4-6 (continued). Operations order

b. You now begin your planning process for the tactical road march and occupation of the assembly area.

6. Support Requirements.

a. Minimum Trainers/Evaluators.

(1) The exercise may be conducted for practice with the Platoon Leader evaluating his squads, or...

(2) The Company Commander may direct the FTX (Internal Evaluation) using a platoon evaluator, squad evaluators, and an FO evaluator.

b. Vehicles/Communications.

(1) One CVC helmet and/or radio for the Trainer/Evaluator.

(2) M113A1 or M151A2 and dual-net radio for the OPFOR controller.

(3) One, designated, medical evacuation vehicle for the FTX (with medic support).

c. Opposing Force.

(1) OPFOR should be squad-sized when the platoon is attacking.

(2) OPFOR should have weapons capable of defeating armor if FTX is to be realistic. (See consolidated support requirements on next page).

d. Maneuver Area.

(1) Depending upon local training areas (LTA), it is desirable to have a training area with minimum dimensions of 3 X 1.5 kilometers. If more than one platoon is to be exercised at exactly the same time, each area should be physically far enough apart from the other to preclude fire (MILES) overlapping from one area into another.

(2) Always select terrain that offers multiple covered and concealed approaches to the objectives. Using terrain that limits the leader to a "geographical" school solution is not a valid evaluation of the unit's ability to select concealed routes or defend against them.

e. Consolidated Support Requirements. Table 4-6 shows the support needed to ensure one mechanized infantry platoon's successful completion of the FTX.

SAMPLE MTP

Table 4-6. Consolidated support requirements

| Ammunition | DODAC | Basic Load | Average FTX Consumption |
|---|---|---|---|
| 5.56 | 1305A080 | 150 rds | 7200 per platoon |
| 7.62 | 1305A111 | 400 rds | 3300 rds |
| .50 cal | 1305A598 | 200 rds | 2700 rds |
| ATWESS Cartridge | 137002367 | 3 | 60 |
| Handgrenade, PC | 13206818 | 2 | 100 |
| HG Fuze, PC | 13206878 | 2 | 100 |
| Batteries: | | | |
| BA 200 (6v) | 12 ea | | |
| BA 3090 (9v) | 140 ea | | |
| MILES Equipment | Platoon | Evaluators | OPFOR |
| M113 ARC Set | 5 | | 2 |
| M19 BFA | 4 | | 1 |
| M16 Systems | 40 | | 5 |
| M60 MG Systems | 3 | | 1 |
| Miles Dragon | 3 | | 2 |
| Controller Guns | | 5 | |
| SAAF | | 1 | |

SAMPLE MTP

Table 4-7. T&EO's from chapter 5 to use for evaluating this FTX

| | TASK/CATEGORY | TASK NUMBERS | PAGES |
|---|---|---|---|
| 1. | CONDUCT TACTICAL ROAD MARCH | 7-3-0045 | 5-100 |
| 2. | OCCUPY ASSEMBLY AREA | 7-3-0118 - 7-3-0121 | 5-246 - 5-252 |
| 3. | CONDUCT A RECONNAISSANCE PATROL | 7-3-0112 & 7-3-0115 | 5-234 & 5-240 |
| 4. | CONDUCT PASSAGE OF FRIENDLY LINES (FORWARD) | 7-3-0017 | 5-44 |
| 5. | CONDUCT TACTICAL MOVEMENT | 7-3-0047 | 5-104 |
| 6. | DEFEND AGAINST AIR ATTACK | 7-3-0101 - 7-3-0103 | 5-212 - 5-216 |
| 7. | BREACH MINEFIELDS AND OBSTACLES | 7-3-0026 | 5-62 |
| 8. | ATTACK | 7-3-0018 - 7-3-0023 & 7-3-0027 | 5-46 - 5-56 & 5-64 |
| 9. | CONSOLIDATE IN THE ATTACK | 7-3-0030 | 5-70 |
| 10. | REORGANIZE IN THE ATTACK | 7-3-0031 | 5-72 |
| 11. | PLAN COMBAT OPERATIONS | 7-3-0001 7-3-0009 | 5-12 - 5-28 |
| 12. | CONTROL COMBAT OPERATIONS | 7-3-0010 - 7-3-0016 | 5-30 5-42 |
| 13. | CONDUCT CHEMICAL DEFENSE OPERATIONS | 7-3-0081 - 7-3-0090 | 5-172 - 5-190 |
| 14. | CONDUCT SUSTAINING OPERATIONS | 7-3-0091 - 7-3-0100 | 5-192 - 5-210 |
| 15. | MAINTAIN OPERATIONS SECURITY | 7-3-0059 - 7-3-0070 | 5-128 - 5-150 |
| 16. | PERFORM TACTICAL INTELLIGENCE | 7-3-0055 - 7-3-0058 | 5-120 - 5-126 |

SAMPLE MTP

MECHANIZED INFANTRY PLATOON (M113)

SITUATIONAL TRAINING EXERCISE (STX) P-9

ASSAULT A KNOWN ENEMY POSITION

1. Objective. This situational training exercise (STX) is designed to train the platoon to execute a deliberate assault on a known enemy position. It also provides the platoon leader practice in planning, coordinating, and controlling.

2. Interface. This STX is supported by the following squad battle drills:

a. Bounding overwatch (mounted)

b. Bounding overwatch (dismounted)

c. Fire and movement (mounted)

d. Fire and movement (dismounted)

e. React to contact

f. Dismount vehicle

3. Training.

a. Leader training for this STX--Planning and controlling combat operations--may be trained by any of the following methods:

(1) A map reconnaissance combined with a sandtable exercise. (Use a map of the actual area where the STX is to be conducted, and model the sandtable to match the actual terrain.)

(2) A Tactical Exercise Without Troops (TEWT) or terrain walk over the area where the STX is to be conducted.

(3) Tips for leader training.

(a) First familiarize yourself with the requirements for a deliberate attack (see chapter 5 of FM 7-7).

(b) If possible, conduct a personal reconnaissance of the training area.

(c) During the sandtable exercise or the TEWT, emphasize:

- How the enemy defends.

- Movement techniques.

- Fire and movement.

- Control measures to include reporting and maintaining contact with units on flanks.

- Limited visibility considerations.

- Conduct of the assault.

- Review the squad battle drill standards and the standards in the T&EO's.

b. Tips for training. The STX may be conducted under several options.

(1) With supporting fire from artillery and mortars on a scaled range. In this case, calls for fire are passed to the FDC, the missions are shot, and the evaluator assesses casualties. Both friendly and OPFOR can call for fires.

(2) The exercise may be run "wet" (with ammunition) or "dry" (without ammunition).

(3) With or without MILES.

4. Training enhancers.

a. You must take advantage of the terrain--keep under cover, especially from ATGM.

b. Remember that the purpose of maneuver is to bring your weapons to bear on the enemy. So plan your maneuver to maximize the effect of your weapons. Seek flank shots and other vulnerable points. Wherever possible, position the base of fire as far axis of the maneuvering elements as possible. This forces the enemy to expose his flanks if he attempts to maneuver.

SAMPLE MTP

c. Work from "hide" positions--avoid concentration. Especially avoid bunching up in dead ground near the objective--the enemy probably has indirect fires covering these areas.

d. Suppress enemy fires--always be prepared to place both direct and preplanned indirect fires on enemy positions.

e. Use smoke wherever possible to confuse and blind the enemy.

f. Use both smoke and indirect fire to isolate the enemy on the objective.

g. Assault through the objective. Do this by assigning squad objectives on the far side enemy position.

h. Deal with bunkers and other strong points by concentrating on one, isolating it, and carrying it out. Use LAW, DRAGON, and 40mm grenades against the apertures of enemy positions.

i. Always maintain security while clearing trenchlines. The enemy will try to let you pass, then come through the trench line behind you.

j. When conducting the deliberate attack at night, night vision devices and thermal sights should be used for improved command and control and increased weapons effectiveness. These devices must be checked for serviceability prior to the attack.

k. Visual signals (star clusters, colored smoke) for lifting supporting fires must be designated prior to the attack.

5. General situation.

a. The company is organized as a company team with two mechanized platoons and one tank platoon. The company team has been directed to make a deliberate attack.

b. This exercise is conducted under all environmental conditions, day and night. The plaoon will move under threat of NBC attack, or in an active NBC environment.

6. Special situation.

a. Your company commander has just issued the fragmentary order (FRAGO) in figure 4-25.

SAMPLE MTP

"TEAM VIPER ATTACKS (___) HOURS TO SEIZE OBJECTIVE CHERRY, COORDINATES (___). (your platoon) ASSAULT PLATOON. MAKE MAIN ATTACK ON LEFT. (sister platoon) (simulated) BREACHING PLATOON, INITIALLY IN RESERVE UNTIL OBJECTIVE IS REACHED, THEN MAKE BREACH, FOLLOW THE ASSAULT AND MOP UP BEHIND (your platoon). TANK PLATOON (simulation) BASE OF FIRE. O/O JOIN (your platoon) IN THE ASSAULT. PRIORITY OF FIRES WILL INITIALLY BE TO (your platoon)."

Figure 4-25. Company FRAGO.

b. You now begin your planning process for the deliberate attack. This exercise ends when you have seized OBJECTIVE CHERRY. You should conduct your After Action Reviews (one after the seizure of each objective) on the objectives. If necessary, run the exercise again, until you are satisfied with your platoon's performance.

c. Table 4-29 shows the estimated time needed for each part of the exercise.

Table 4-29. Time allocation for this exercise

PLATOON STX SCENARIO

| EVENT | CATEGORY/TASK | MAX TIME ALLOCATED |
|---|---|---|
| 1. | PLAN COMBAT OPERATIONS | 4 HOURS |
| 2. | ATTACK AND SEIZE OBJECTIVE CHERRY | **2 HOURS |
| 3. | CONSOLIDATE AND REORGANIZE | **1 HOUR |
| TOTAL TIME | | *7 HOURS |

*First 4 hours (planning time) may be executed in garrison, if necessary.

**Allow additional time when conducting the exercise at night.

SAMPLE MTP

7. Support requirements.

a. Minimum trainers/evaluators: This exercise will be conducted by the platoon leader, who will be the trainer and also the primary evaluator. If possible, there should be an evaluator with each squad. At least one other evaluator is requird with the OPFOR. In addition, there should also be three or four men to represent the guides from the breaching platoon who will guide your squads into the enemy position.

b. Opposing Force (OPFOR): OPFOR should be squad or fire team strength for this STX.

c. Vehicles/Communications: Those organic to the platoon.

d. Maneuver Area: Depending upon the LTA, man area about 500 X 1000 meters with a suitable defensive position. The terrain selected should offer multiple covered and concealed approaches to the defensive position for the attacking platoon.

e. Consolidated Support Requirements are found in table 4-30.

Table 4-30. Consolidated Suport Requirements

| Ammunition | DODAC | Basic Load |
|---|---|---|
| 5.56 | 1305A080 | 40 rds per rifleman |
| 7.62 | 1305A111 | 100 rds per M60 |
| ATWESS Cartridge | 13702367 | 3 per DRAGON<br>4 per LAW |
| Handgrenade, PC | 13206818 | 2 per rifleman |
| HG Fuze, PC | 13206878 | 2 per rifleman |

| Other Items | Requirements |
|---|---|
| MILES Equipment | For all weapons |

8. T&EO Sequence. Table 4-31 lists the T&EO sections (found in chapter 5 of this ARTEP) which are to be used by the platoon and squad evaluators.

Table 4-31. T&EO sections from chapter 5, this MTP, to be used in evaluating this Situation Training Exercise

| | TASK/CATEGORY | TASK NUMBERS | PAGES |
|---|---|---|---|
| 1. | PLAN COMBAT OPERATIONS | 7-3-0001 - 7-3-0009 | 5-12 - 5-28 |
| 2. | CONTROL COMBAT OPERATIONS | 7-3-0010 - 7-3-0016 | 5-30 - 5-42 |
| 3. | EMPLOY DIRECT FIRE IN THE ATTACK | 7-3-0018 | 5-46 |
| 4. | EMPLOY SUPPORTING FIRE IN THE ATTACK | 7-3-0019 | 5-48 |
| 5. | REACT TO INDIRECT FIRE IN THE ATTACK | 7-3-0020 | 5-50 |
| 6. | TAKE ACTION ON CONTACT | 7-3-0021 | 5-52 |
| 7. | CONDUCT FIRE AND MOVEMENT (MOUNTED AND DISMOUNTED) | 7-3-0022 - 7-3-0023 | 5-54 5-56 |
| 8. | ASSAULT | 7-3-0024 | 5-64 |
| 9. | CONSOLIDATE IN THE ATTACK | 7-3-0030 | 5-70 |
| 10. | REORGANIZE IN THE ATTACK | 7-3-0031 | 5-72 |

# CHAPTER 5

## TRAINING AND EVALUATION OUTLINES

5-1. General. This chapter contains training objectives (task, conditions, and standards) for all of the collective tasks that the platoon must master to perform its primary wartime missions.

5-2. Structure. The T&EO's in this chapter are listed at table 5-1. They are grouped by functional category to make it easier to locate a specific T&EO. The mission to collective tasks maxtrix in chapter 2 lists the T&EO's required to train the critical wartime missions.

5-3. Format. The T&EO's are the training objectives prepared for every collective task that supports critical wartime mission accomplishment. Each T&EO contains:

a. Element. This identifies the unit that performs the task.

b. Task. This is a description of the action to be performed by the unit.

c. Iteration. This is used for evaluation purposes. It is used to identify how may times the task is performed and evaluated during an exercise. This would indicate if the unit improved during multiple performances during an exercise.

d. Training Status (TNG STATUS). This is used to record the evaluation of the platoon's capability to perform the tasks. The ratings are:

(1) T - Trained. The platoon successfully performed all subtasks.

(2) P - Needs Practice. The platoon needs to practice the task. All critical subtasks were performed successfully, but one or more non-critical subtasks were performed unsuccessfully.

(3) U - Untrained. The platoon incorrectly performed or failed to perform one or more critical subtasks.

e. Conditions. This describes the environment and situation under which the task is to performed. The conditions would also list equipment, manuals, or supervision necessary to perform the task. The conditions also contain the initiating cue for the task.

SAMPLE MTP

f. Task Standard. This is a statement which prescribes overall task criteria which must be met to receive credit for successful execution of the task.

g. Subtasks. These are the actions that must be taken to perform the task. The subtasks are arranged sequentially where the performance sequence is important to proper execution of the task.

h. Standards. Detailed standards are listed for each subtask. These identify how well the task must be performed or desired outcome.

5-4. Use. The T&EO is used individually to train a single task or it is used in sequence with other T&EO's to train and/or evaluate larger tasks (STX), an entire mission (FTX), or a series of missions (higher echelon exercises or external evaluations).

NOTE TO TRAINING DEVELOPER: T&EO's may be grouped by appropriate functional areas as shown or organized by T&EO number.

TABLE 5-1. List of Platoon T&EO's


| FUNCTION AND TASK TITLE | TASK # | PAGE |
|---|---|---|
| COMMAND, CONTROL AND COMMUNICATIONS | | |
| Evaluate Mission | 7-3-0001 | 5-13 |
| Formulate Tentative Plan | 7-3-0002 | 5-14 |
| Plan Maneuver Control Measures | 7-3-0004 | 5-18 |
| Plan Direct Fire Control | 7-3-0005 | 5-20 |
| Plan Fire Support | 7-3-0006 | 5-22 |
| Coordinate with Higher, Adjacent, and Support units | 7-3-0007 | 5-24 |
| Issue OPORD | 7-3-0008 | 5-26 |
| Issue FRAGO | 7-3-0009 | 5-28 |
| Control Unit Movement and Fires Using Graphic Control Measures | 7-3-0011 | 5-32 |
| Control Unit Movement and Fires Using Visual Signals | 7-3-0012 | 5-34 |
| Establish and Maintain Radio Communications | 7-3-0013 | 5-36 |
| Establish Wire Communications | 7-3-0014 | 5-38 |
| Control Direct Fire | 7-3-0015 | 5-40 |
| Control Fire Support | 7-3-0016 | 5-42 |

TABLE 5-1. List of Platoon T&EO's


| FUNCTION AND TASK TITLE | TASK # | PAGE |
|---|---|---|
| MANEUVER | | |
| Maintain Orientation | 7-3-0010 | 5-30 |
| Conduct Passage of Friendly Lines (Forward) | 7-3-0017 | 5-44 |
| React to Indirect Fire in the Attack | 7-3-0020 | 5-50 |
| Take Action on Contact | 7-3-0021 | 5-52 |
| Conduct Fire and Movement (Dismounted) | 7-3-0022 | 5-54 |
| Conduct Fire and Movement (Mounted) | 7-3-0023 | 5-56 |
| Conduct a Hasty Attack | 7-3-0024 | 5-58 |
| Assault | 7-3-0027 | 5-64 |
| Bypass | 7-3-0028 | 5-66 |
| Disengage | 7-3-0029 | 5-68 |
| FIRE SUPPORT | | |
| Employ Supporting Fire in the Attack | 7-3-0019 | 5-48 |
| Employ Supporting Fire in the Defense | 7-3-0035 | 5-80 |


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TABLE 5-1. List of Platoon T&EO's


| CATEGORY AND TASK TITLE | TASK # | PAGE |
|---|---|---|
| INTELLIGENCE AND ELECTRONIC WARFARE | | |
| Process Enemy Prisoners of War | 7-3-0055 | 5-120 |
| Process Captured Documents and Equipment | 7-3-0056 | 5-122 |
| Report Enemy Activity | 7-3-0057 | 5-124 |
| Report Bombing, Shelling, Mortar, Rocket, and Aircraft Fire | 7-3-0058 | 5-126 |
| Operate an Observation Post | 7-3-0059 | 5-128 |
| Employ Countersurveillance Measures | 7-3-0060 | 5-130 |
| Employ Information Security Measures | 7-3-0061 | 5-132 |
| Employ Communications Security Measures | 7-3-0062 | 5-134 |
| Employ Electronic Security Measures | 7-3-0063 | 5-136 |
| NUCLEAR, CHEMICAL AND BIOLOGICAL | | |
| Prepare for Operations in a Chemical Environment | 7-3-0081 | 5-172 |
| Employ Chemical Agent Alarms in a Static Situation | 7-3-0082 | 5-174 |
| Employ Chemical Agent Alarms in a Mobile Situation | 7-3-0083 | 5-176 |
| Prepare for a Chemical Agent Attack | 7-3-0084 | 5-178 |
| Respond to a Persistent Toxic Chemical Agent Attack | 7-3-0085 | 5-180 |

TABLE 5-1. List of Platoon T&EO's


| FUNCTION AND TASK TITLE | TASK # | PAGE |
|---|---|---|
| COMBAT SERVICE SUPPORT | | |
| Report Personnel Status | 7-3-0091 | 5-192 |
| Treat and Evacuate Casualties | 7-3-0092 | 5-194 |
| Evacuate Remains and Effects of KIA | 7-3-0093 | 5-196 |
| Reassign Personnel | 7-3-0094 | 5-198 |
| Report Equipment Status | 7-3-0095 | 5-200 |
| Maintain Equipment | 7-3-0096 | 5-202 |
| Recover and Evacuate Damaged Vehicles and Equipment | 7-3-0097 | 5-204 |
| Report Supply Status/Request Resupply | 7-3-0098 | 5-206 |
| Redistribute Supplies and Ammunition | 7-3-0099 | 5-208 |
| Perform Field Sanitation Operations | 7-3-0100 | 5-210 |
| AIR DEFENSE AND ARMY AIRSPACE COMMAND AND CONTROL | | |
| Use Passive Air Defense Measures | 7-3-0101 | 5-212 |
| Use Active Air Defense Measures | 7-3-0102 | 5-214 |
| Engage Aerial Targets | 7-3-0103 | 5-216 |


SAMPLE MTP

TABLE 5-1. List of Platoon T&EO's


| FUNCTION AND TASK TITLE | TASK # | PAGE |
|---|---|---|
| MOBILITY, COUNTERMOBILITY, AND SURVIVABILITY | | |
| Breach Minefields and Obstacles | 7-3-0026 | 5-62 |
| Install Hasty Protective Minefield | 7-3-0104 | 5-218 |
| Transfer Minefield to Another Unit | 7-3-0105 | 5-220 |
| Install Deliberate Minefield | 7-3-0106 | 5-222 |
| Emplace Triple Strand Concertina | 7-3-0107 | 5-224 |
| Construct a Knife Rest | 7-3-0108 | 5-226 |
| Construct an Abatis | 7-3-0109 | 5-228 |
| Disable a Bridge | 7-3-0110 | 5-230 |
| Crater Roads | 7-3-0111 | 5-232 |

ELEMENT: MECHANIZED INFANTRY PLATOON (M113)

TASK: CONDUCT FIRE AND MOVEMENT (DISMOUNTED) (7-3-0022) (FM 7-7)

ITERATION 1 2 3 4 5 (circle)

TNG STATUS T P U (circle)

CONDITIONS: The platoon has gained contact and must continue to move under OPFOR direct fire. OPFOR AT weapons cannot be suppressed and/or terrain or obstacles do not permit mounted movement.

TASK STANDARD: Track commanders place suppressive fire on the OPFOR positions within 5 seconds of initial contact; platoon leader requests indirect fire support within 15 seconds of contact; moving team assaults OPFOR position within 15 minutes of dismounting carriers; no friendly casualties are sustained from friendly fire.

SUBTASKS AND STANDARDS

| | GO NO GO |
|---|---|
| *1. Platoon leader initiates fire and movement. | |
| a. Immediately requests indirect fire support (within 15 seconds of initial contact). | |
| b. Designates a base of fire element. | |
| c. Designates a moving force. | |
| d. Designates moving force route. | |
| e. Indicates primary direction of fire and limits. | |
| f. Submits SITREP to company commander. | |
| *2. Track Commanders place suppressive fire on OPFOR positions within 5 seconds of contact. | |
| a. Directs drivers to move carriers into hull down positions. | |

SAMPLE MTP

| | GO | NO GO |
|---|---|---|
| * 3. Squad leaders order maneuver teams to dismount the carrier. | | |
| a. Team members execute Mechanized Infantry Battle Drill # 1 (Dismount Carrier). | | |
| 4. Base of fire element suppresses OPFOR. | | |
| a. Element leader ensures suppressive fire is delivered across the entire objective. | | |
| b. Destroys or suppresses OPFOR elements on the objective. | | |
| 5. Movement force moves to last covered and concealed position prior to the objective. | | |
| a. Moves rapidly along route using the cover and concealment available. | | |
| b. Moves without masking suppressive fires. | | |
| c. Moves using proper technique (bounding overwatch if not engaged or internal fire and movement if engaged). | | |
| d. Moves to last covered and concealed position before the objective (assault position). | | |
| e. Moves into assault formation (without stopping if possible). | | |
| *f. Moving force leader directs lifting or shifting of indirect fires. | | |
| g. Moving force assaults OPFOR position within 15 minutes of dismounting carriers. | | |

NOTE: * indicates a leader task.

| | GO | NO GO |
|---|---|---|
| 6. Base of fire element lifts or shifts fires.<br><br>a. Lifts fires but continues to observe assigned sector and is prepared to engage any threat to the moving element.<br><br>b. Shifts fires onto location designated by the platoon leader; base of fire element is prepared to shift fires to support moving element at any time. | | |

TASK PERFORMANCE SUMMARY BLOCK

| ITERATION | 1 | 2 | 3 | 4 | 5 | TOTAL |
|---|---|---|---|---|---|---|
| TOTAL SUBTASKS & STDS EVAL | | | | | | |
| TOTAL SUBTASKS & STDS "GO" | | | | | | |
| PERCENTAGE | | | | | | |

NOTE: * indicates a leader task.

# CHAPTER 6

## EXTERNAL EVALUATIONS

6-1. General. An external evaluation is conducted to evaluate the platoon's ability to perform its critical wartime missions. This chapter is a guide for preparing an external evaluation. Using units may modify the evaluation, based on METT-T and other considerations as deemed appropriate by the commander. The platoon will be evaluated, using the standards of selected T&EO's contained in chapter 5 of this MTP. The evaluation will evaluate the platoon, each squad of the platoon, and the forward observer. The evaluation should employ the use of a realistic opposing force and the use of the MILES. At the completion of the evaluation, the commander should be able to identify the strengths and weaknesses of the platoon which can form the basis for future training and resource allocation.

6-2. Preparing the evaluation. To ensure evaluations accurately measure a platoon's capabilities, the senior commander must standardize evaluation procedures for all platoons consistent with his training guidance and objectives.

a. Preparing the evaluation instrument. The sample evaluation scenario outlined at figure 6-1 contains the major missions as well as the appropriate tasks necessary to develop the scenario and execute the evaluation. Since it is not possible or desirable to evaluate every task, selective tailoring is required. The following procedures should be considered when developing the evaluation:

(1) Based on previous training guidance, identify the major missions to be evaluated for each echelon or element, using the index in chapter 5 of this MTP. Record the selected missions on the Unit Proficiency Worksheet, figure 6-2.

(2) List each mission on a separate Task Summary Sheet, figure 6-3.

(3) Select the tasks to be evaluated in the performance of every mission. List the selected tasks on the Task Summary Sheet (see figure 6-3). These forms will be used by the evaluators to record the results of the evaluation.

(4) Compile the selected missions and tasks in the order that they will logically occur in the detailed scenario. Group the selected missions and tasks in modules (see figure 6-1) to allow for continuous operations which can be interrupted at logical points for assessment of MILES casualties and the conduct of in progress AAR's.

(5) A graphic scenario (see figure 6-4) may be developed to support the execution of evaluation.

SAMPLE MTP

SAMPLE EVALUATION SCENARIO

| EVENT | ACTION | DURATION | TIME FRAME |
|---|---|---|---|
| 1 | Conduct pretest actions | 8 hours | Before start |
| 2 | Issue platoon march order | 1 hour | Day 1 1900 |
| 3 | Conduct tactical road march | 1 hour | 2000 |
| 4 | Occupy assembly area (night) | 1 hour | 2100 |
| | MODULE 1 | | |
| 5 | Receive company team OPORD | 1 hour | 2200 |
| 6 | Plan combat operations | 6 hours | 2300 |
| 7 | Conduct tactical movement | 2 hours | Day 2 0500 |
| 8 | Conduct hasty attack | 1 hour | 0700 |
| 9 | Conduct sustaining operations | 1 hour | 0800 |
| | MODULE 2 | | |
| 10 | Receive company FRAGO | 1 hour | 0900 |
| 11 | Plan combat operations | 6 hours | 1000 |
| 12 | Defend a battle position | 6 hours | 1600 |
| 13 | Conduct sustaining operations | 2 hours | 2200 |
| | MODULE 3 | | |
| 14 | Receive company FRAGO | 1 hour | Day 3 2400 |
| 15 | Plan combat operations | 5 hours | 0100 |
| 16 | Conduct recon patrol | 4 hours | 0600 |
| 17 | Conduct deliberate attack | 4 hours | 1000 |
| 18 | Conduct sustaining operations | 1 hour | 1400 |
| 19 | Move to AAR site & conduct AAR | 3 hours | 1700 |
| TOTAL TIME | | 55 hours | |

Figure 6-1. Sample evaluation scenario

SAMPLE MTP

UNIT PROFICIENCY WORKSHEET

UNIT

MISSION

EVALUATION

| | T | P | U |
|---|---|---|---|
| Conduct Ambush | | | |
| Hasty Attack | | | |
| Defend | | | |

SAMPLE

Evaluator Comments:

Evaluator's Signature

Figure 6-2. Sample unit proficiency worksheet

TASK SUMMARY SHEET

MISSION: Attack

| Task Titles | T&EO Number | EVALUATION T | P | U |
|---|---|---|---|---|
| Employ Director Fire in the Attack | 7-3-0018 | | | |
| Employ Support Fire in the Attack | 7-3-0019 | | | |
| React to Indirect Fire in the Attack | 7-3-0020 | | | |
| Conduct Fire and Movement (Dismounted) | 7-3-0022 | | | |
| Conduct Fire and Movement (Mounted) | 7-3-0023 | | | |
| Attack by Fire | 7-3-0025 | | | |
| Consolidate in the Attack | 7-3-0030 | | | |
| Reorganize in the Attack | 7-3-0031 | | | |

Task Performance Summary Block

| | T | P | U |
|---|---|---|---|
| TOTAL SUBTASKS & STDS EVAL | | | |
| SUBTASKS & STDS RATING | | | |
| PERCENTAGE | | | |

Evaluator's Signature

NOTE: A separate Task Summary Sheet will be prepared for each mission evaluated. Evaluators' comments may be placed on an enclosure to the Task Summary Sheet.

Figure 6-3. Sample Task Summary Sheet

SAMPLE MTP

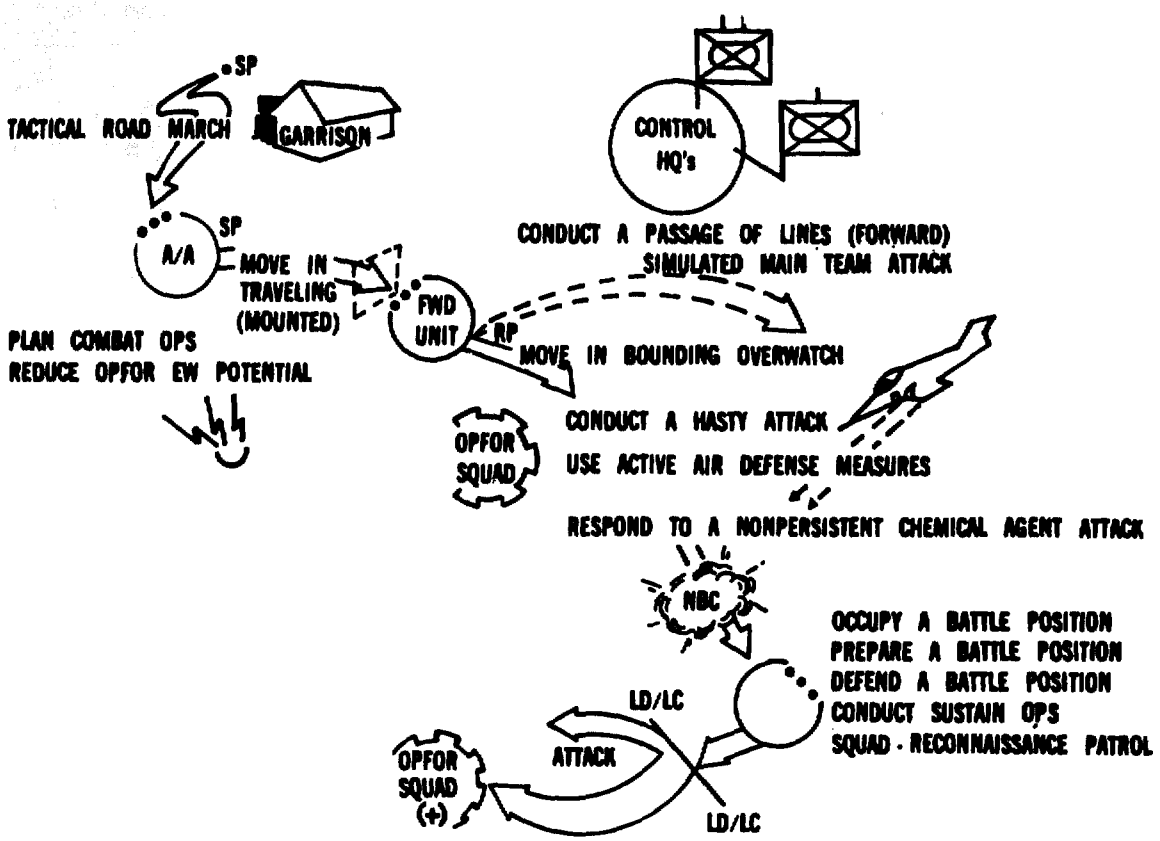



Figure 6-4. Sample graphic of the scenario

SAMPLE MTP

b. Forecasting and requisitioning resources. Depending on the number of platoons to be evaluated, adequate training ammunition, batteries, MILES equipment, and so forth, must be forecasted and requisitioned. A consolidated list of support requirements for this evaluation is at figure 6-5. This consolidated listing is the result of experience with the scenario presented in figure 6-1. The evaluating headquarters will have to prepare their own consolidated support list. TC 25-6 provides average ammunition consumption rates for MILES exercises.

c. Selecting and preparing the field evaluation site. When selecting an evaluation site, consider size, type of terrain, OPFOR requirement, and administrative requirements. For this evaluation, an area of 3 x 1.5 kilometers was selected. The OPFOR positioning is according to the Soviet doctrine. In addition, the site provides for the establishment of an administrative area which is required to support the evaluation.

d. Planning indirect fire simulation. Indirect fire weapons greatly influence the outcome of battles. Reaction to indirect fire is an important consideration of the evaluation. Indirect fire simulation requires a considerable amount of planning to achieve the desired realism.

(1) The fire marker control system outlined in Appendix B of TC 25-6 is a recommended method of simulating indirect fire. However, this method may be difficult for a battalion to support due to the amount of resources required.

(2) Units may use the evaluation control HQ method or the simulation without OPFOR method of evaluating the unit's ability to "react to indirect fire." If the evaluation control HQ method is used, the OPFOR will initiate a call for fire to the evaluation control headquarters which would simulate the tactical FDC. The control HQ would then relay the delivery data to the evaluators who would mark the impact of the round with artillery simulators and assess appropriate casualties. If an OPFOR is not used, the evaluator may simply ignite artillery simulators and observe the unit's reactions. Appendix F FM 25-4, "How to Conduct Training Exercises", provides assessment and computation tables which may be used to determine casualties. Indirect fire simulation must be realistic and limited to what the unit could reasonably expect under combat conditions.

6-3. Selecting the evaluators.

a. Evaluators must know the evaluated unit's missions, organization, equipment, and employment. Evaluators should be at least equal in grade to the rank of the evaluated unit or subordinate element commander. They should have performed previously in that specific/similar TOE position.

SAMPLE MTP

CONSOLIDATED SUPPORT REQUIREMENTS FOR ONE PLATOON

| AMMUNITION | DODAC | BASIC LOAD | AVERAGE CONSUMPTION |
|---|---|---|---|
| 5.56MM (Blank) | 1305A080 | 150 rds/man | 7200 rds/plt |
| 62mm (Blank) | 1305A111 | 400 rds/mg | 3300 rds/plt |
| .50 cal M2 (Blank) | 1305A598 | 200 rds/mg | 2700 rds/plt |
| ATWESS | | 4 per VIPER | |
| Cartridge | 13702367 | 3 per DRAGON | 60 rds/plt |
| Hand grenade, PC | 13206818 | 2 per man | 100 |
| Hand grenade, fuze | 13206878 | 2 per man | 100 |

| BATTERIES | AMOUNT REQUIRED |
|---|---|
| BA 200 (6v) | 12 |
| BA 3090 (9v) | 140 |

| MILES EQUIPMENT | PLATOON | NUMBER PER EVALUATORS | OPFOR |
|---|---|---|---|
| M113 APC set | 5 | | 2 |
| M19 BFA | 4 | | 1 |
| M16 system | 40 | | 5 |
| M60 MG system | 3 | | 1 |
| DRAGON | 3 | | 1 |
| VIPER | 6 | | 2 |
| Controller guns | | 5 | |
| SAAF | | 1 | |

Figure 6-5. Consolidated support requirements for one platoon

SAMPLE MTP

b. The following are desired minimum rank and experience requirements for evaluators:

(1) Platoon evaluator. This will be an officer (CPT/1LT) with platoon leader experience.

(2) Forward observer (FO) evaluator. This will be an officer or NCO (1LT/SSG) with FO experience.

(3) Squad evaluators. This will be three NCO's (SFC/SSG) with squad leader experience.

(4) Recorder. This will be an officer/NCO at the evaluation control HQ to receive "kill" information/results and time data from the evaluators.

(5) OPFOR team leader. The OPFOR team leader is also considered an evaluator in that he must provide input for the platoon evaluators.

6-4. Training the evaluators. To ensure standardized administration of the evaluation, evaluators must understand three functional areas:

a. Evaluation design. Each module is designed to evaluate specific critical missions or tasks within the overall scenario. The evaluators must know the evaluation thoroughly and precisely to implement it correctly.

b. MILES. Each evaluator, regardless of position, must have full knowledge of the unit's weapons and vehicles and must also thoroughly understand the MILES system being used. It is the unit's responsibility to ensure that all MILES equipment is functional before each module within the unit.

c. Evaluation control system. The evaluation control system is used to ensure that the evaluation is administered in a consistent and standardized manner and that correct data is collected for the final evaluation. It includes the following elements:

(1) Rules of engagement.

(2) Evaluator duties and responsibilities.

(3) The communication system.

(4) Evaluation data collection plan.

SAMPLE MTP

6-5. Recording external evaluation information..

a. The evaluating HQ develops the data recording instruments for the evaluators. The unit data sheet, figure 6-6, presents demographic information which may reflect on a unit's performance (new leaders, low strength, and so forth). The environmental data sheet, figure 6-7, presents weather information so that a comparison of missions conducted under differing environmental conditions can be made. The personnel and equipment loss report, figure 6-8, presents information which reflects on a unit's degree of success during engagements with the OPFOR.

b. The senior evaluator has overall responsibility for preparation of the external evaluation. He accomplishes this through the input provided him by the subordinate evaluators in each of their respective areas. Although the subordinate evaluators use the task evaluation criteria (T&EO's from chapter 5 and Task Summary Sheets) pertinent to their respective element, and subsequently determine overall proficiency in their particular areas, it is the responsibility of the senior evaluator to compile the external evaluation results as prescribed by the evaluating headquarters commander. Deviations from the mission/task accomplishment standard assessed by the platoon evaluator may be addressed in the senior evaluator comments portion of the mission accomplishment summary.

6-6. Selecting and training OPFOR. The selection and training of an OPFOR is crucial to the success of a standardized evaluation. The OPFOR provides one of the control measures that influences the conditions under which the evaluation is administered. Each platoon should face an opponent as consistent as possible in strength, weapons, and skill.

a. Selection. Any qualified skill level 1 or 2 soldier can serve as OPFOR. Ideally, they should be a small cohesive unit under the control of their normal leader or commander.

b. Training. The OPFOR must understand five major areas--

(1) Installation and operation of the MILES devices for their weapons.

(2) Rules of engagement.

(3) Threat small unit tactics.

(4) Training scenarios.

(5) OPFOR weapons and equipment, if available.

SAMPLE MTP

UNIT DATA SHEET

1. UNIT DESIGNATION: _____

2. UNIT LEADERS: (Circle most correct answer).

| POSITION | RANK | TIME IN UNIT (MONTHS) |
|---|---|---|
| PLT LDR | 1LT 2LT SFC | 1-3 3-6 6-12 12-18 19 or more |
| PLT SGT | SFC SSG | 1-3 3-6 6-12 12-18 19 or more |
| 1ST SQD LDR | SSG SGT SP4 | 1-3 3-6 6-12 12-18 19 or more |
| 2ND SQD LDR | SSG SGT SP4 | 1-3 3-6 6-12 12-18 19 or more |
| 3RD SQD LDR | SSG SGT SP4 | 1-3 3-6 6-12 12-18 19 or more |
| FO | SGT SP4 PFC | 1-3 3-6 6-12 12-18 19 or more |

3. UNIT STRENGTH (Excluding leaders): _____

4. EQUIPMENT SHORTAGE (Major items) (List below):

_____

_____

_____

_____

_____

_____

SAMPLE

Figure 6-6. Sample unit data sheet

SAMPLE MTP

ENVIRONMENTAL DATA SHEET

MODULE NUMBER AND DESCRIPTION: _____

DATE/TIME MODULE STARTED: _____

DATE/TIME MODULE ENDED: _____

1. WEATHER CONDITIONS: (Circle appropriate description)

Clear Partly Cloudy Cloudy Hazy Raining Snowing Fog

Other (describe): _____

Temperature: _____

2. GROUND CONDITIONS: (Circle appropriate description)

Dry Wet Ice Snow Other: _____

3. LIGHT CONDITIONS: (Circle appropriate description)

A. Day Night

B. Moon Phase: None 1/4 1/2 3/4 Full

C. Average range of visibility due to light: _____

4. TERRAIN: (Circle appropriate description)

A. Flat Rolling Mountainous Jungle Desert MOUT Arctic

Other (describe): _____

B. Top soil composition:

Sandy Rocky Clay Other (describe): _____

C. Average range of visibility due to terrain: _____

5. REMARKS:

SAMPLE

Figure 6-7. Sample environmental data sheet

SAMPLE MTP

PERSONNEL AND EQUIPMENT LOSS REPORT

UNIT IDENTIFICATION:

| Mission Title or Task Number | Date and Time Enemy Contact | Friendly KIA (SQD) | Enemy KIA | Enemy KIA | Vehicles Destroyed |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

SAMPLE

COMMENTS:

Figure 6-8. Sample personnel and equipment loss report

SAMPLE MTP

c. OPFOR strength.

(1) Offense. Generally, the OPFOR should be out-numbered three to one or more if an attack is to have a good chance of success using MILES. If the OPFOR is stronger than this ratio, only the most exceptional platoon will overcome them. Conversely, the OPFOR should not be so weak that they are quickly overcome. They must also be armed with weapons capable of defeating any of the platoon's assets. A general rule is that the OPFOR should be strong enough to offer the platoon a realistic challenge but one that they can overcome if they employ proper tactics.

(2) Defense. The OPFOR, at a minimum, should have a three-to-one ratio of superiority, since anything less will not effectively challenge the unit when defending. The OPFOR should have sufficient weapons and ammunition to conduct a successful attack. They must be more than merely a series of targets to be destroyed. The OPFOR should be allowed to plan their own attack for each mission and not be forced into a "canned" attack that all platoons will quickly defeat. Once the OPFOR establishes their plan, they must use the same plan for all other like units for that event in order to maintain the objectivity and standardization of the evaluation.

6-7. Conducting the evaluation. Conduct of the evaluation is divided into three distinct areas, each requiring degrees of preparation and coordination:

a. Preevaluation.

(1) Reconnoitering the evaluation area. The senior evaluator and all other evaluators must make a reconnaissance of the evaluation area. They must know the location of the unit boundary, the location of OPFOR dispositions, and the most likely avenues of approach throughout the field evaluation site area of operations.

(2) Prepare orders. OPFOR's and FRAGO's to be used to control the exercise must be prepared. An order must be prepared for every mission in the evaluation scenario. These can be prepared, using the skeleton orders contained in the STX's and FTX's found in chapter 4.

(3) Platoon preparatory activities. These include installation and troubleshooting of MILES equipment, loading of combat vehicles, conduct of pre-combat inspections, and other logistical/administrative actions as required.

(4) Position OPFOR. While the platoon is conducting its preparatory activities, the OPFOR is placed in position and briefed.

SAMPLE MTP

(5) Issuing the operations orders. In this evaluation scenario, the platoon is issued a company team march order to move to an assembly area. When the assembly area has been occupied, the company team OPORD is issued. Once the platoon leader has issued his OPORD and time has been allotted for issuing section and squad/crew order, the evaluators should make a last functional check of the MILES equipment.

b. Evaluation.

(1) Controlling the exercise. The evaluation team controls the evaluation in two ways. First, it controls the evaluation using measures established in paragraph 3 and 5 of the OPORD or FRAGO. Second, the team controls the evaluation through the company team commander (simulated by the senior evaluator for this evaluation) on the company team net. Simply stated, the evaluation team does not control in the traditional sense but merely accompanies the unit as observers. Only the senior evaluator has direct verbal contact with the platoon leader; all other evaluators do not speak to, aid, give advice, point out positions, or in any way influence the platoon's performance, except in case of a safety emergency. Evaluators are neutral and must remain so throughout the evaluation.

(2) Beginning the first module. Once the senior evaluator has issued the company team OPORD, the platoon leader executes the mission/tasks prescribed in the first module of the evaluation scenario within the prescribed time constraints. From this point on, all successive modules begin with a company team FRAGO of an OPORD.

(3) Terminating the module. The senior evaluator should terminate a module when the platoon has completed all the missions/tasks in a particular module or has suffered so many casualties or damage that the assigned missions or tasks cannot be completed. If the latter is the reason for termination, the evaluator must record the reasons for the termination in the margin of the evaluator's T&EO worksheet and report his action to the evaluation control headquarters. In the sample evaluation scenario, the completion of each mission/task is indicated by "conduct sustaining operations." During this period, the senior evaluator will direct the platoon to remain in position while "replacements" (personnel and equipment designated as killed or destroyed) are sent forward to reconstitute the unit. At this time, evaluators must perform the following actions:

(a) Promptly inspect all MILES equipment, record kill codes and then reset equipment. Replace any damaged or inoperative MILES equipment.

(b) Promptly resolve all casualty data to determine the time, place, number, and cause of casualties. Report this information to the recorder in the evaluation control headquarters.

(c) Debrief the platoon and squads to clear up any questions. The senior evaluator will then direct the platoon to continue its mission once a company team FRAGO or OPORD for the next module has been issued.

(4) Guidelines for evaluator.

(a) Report major kills (vehicles, groups).

(b) Report major weapons firing. Together with reporting major kills, this is the best method for determining direct fire effectiveness. For example, an overwatching squad laying down heavy fire is not providing really effective fire support if that fire has no effect on the OPFOR. Therefore, both significant firings and hits will be reported to the evaluation control headquarters.

(c) Enforce rules of engagement.

(d) Observe critical tactical events of time. Evaluators must be alert to spot and record any action that might have an effect on later performance or mission outcome.

(e) Record routes of travel and platoon locations.

(f) Inform OPFOR controller of the unit's locations, direction, and intent. This is necessary to enable OPFOR actions to be controlled in accordance with the desired sequence of events.

(g) Enforce safety.

(h) Terminate mission.

c. Post-evaluation. Once the evaluation has been terminated, the platoon should be moved to an assembly area and the following actions performed before the platoon moves back into garrison:

(1) The platoon evaluator must debrief subordinate evaluators and compile all data (evaluator packets) for the evaluation.

(2) The platoon evaluator must complete the task summary sheets.

(3) The platoon evaluator must turn in all completed evaluator's packets (with the evaluator's scoring system) to control headquarters for recording and analysis.

(4) The platoon evaluator must conduct an AAR of the platoon's performance.

(5) Each squad evaluator should conduct an AAR of his element's performance.

6-8. The after action review (AAR).

a. General. After each module and the evaluation is completed, provide feedback to the platoon and squads in order to increase and reinforce learning.

b. Feedback. In an AAR, because all members of the unit participate, each member becomes a source of feedback. This provides a richer "data base" for key points. For example, a leader's assessment of the situation and the basis for his decisions are known only to him. The AAR leader tries to draw this information out so that it becomes an important part of the discussion and forms the context for discussing alternative courses of action.

c. Preparing the AAR. AAR preparation involves four steps:

(1) Review training orders and objectives. Training objectives are the focus of the discussion of the exercise results. The FRAGO's and OPORD's included in the exercise design implement these objectives. The evaluator should be familiar with the objectives, FRAGO's, and OPORD's so that he can note orders given by leaders of the evaluated unit and its subordinate echelons that either implement these objectives or deviate from them.

(2) Observe the exercise. This is an active process. The emphasis is on noting the actions that make the difference between a unit's success and failure. The evaluator need not remain overly close to the unit leader, since more can be seen from high ground near the lead element's location, or along the unit's route when moving. Since unit orders may identify important activities, checkpoints, and so forth, the evaluator must be present when the orders are issued. Therefore, the evaluator should position himself so that he can best observe anticipated critical events. Examples of critical events include--

(a) Loss of a major weapons system or item of equipment.

(b) Major breach of security.

(c) Major command and control failures.

(d) Acquisition of important intelligence.

(e) Successful deceptive maneuver.

(f) Occupation or control of major terrain features.

(g) Neutralization or destruction of major OPFOR capabilities, elements, or weapons.

(3) Select the site and assemble the participants. After the exercise, select a site for the AAR. If possible, hold the AAR where the majority of action occurred, where the most critical events took place (normally where the OPFOR was positioned), or where the terrain can be observed. Most often the OPFOR or unit objectives will be suitable for assembling the players and conducting AAR's.

SAMPLE MTP

(4) Debrief the evaluators. While the units are moving to the selected site, the evaluators should be debriefed. The senior evaluator must have a complete understanding of what happened in the exercise. Therefore, the fourth step in AAR preparation is to obtain a detailed description of the exercise's major tactical events in the order in which they occurred. Descriptions should emerge from the debriefing of the subordinate unit evaluators and the OPFOR leader/controller. After the senior evaluator has a sound understanding of what happened during the exercise, he should review the critical events and rank them in terms of their relevance to the exercise training objectives and their contributions to the exercise outcome. He should then select as many critical events as can be covered in detail during the time allowed for the AAR and place them in chronological order.

d. Conducting the AAR. Conducting the AAR requires four steps:

(1) Organize the participants. When the evaluator/AAR leader assembles the participants, he should group them according to their organization in the exercise. Each subordinate element's evaluator should be with the unit for which he was responsible.

(2) State the training objectives. The AAR leader should make a brief statement of the training objectives for the exercise. These should be described as specifically as possible. The AAR leader should also state any additional teaching points that he intends to cover during the AAR. The number of these should be limited to three or four key ones to keep the AAR focused and prevent it from becoming excessively long.

(3) Lead the discussion. The AAR leader should guide the discussion of the major tactical events in their order of occurrence. Diagrams should be employed to help players visualize the exercise development. The AAR leader should start by sketching the main terrain features, and as the AAR proceeds, have the participants draw routes of advance, objectives, locations of engagements, and so forth. Each major event should be discussed in detail to make teaching points about the unit's performance during the event. In an effective AAR, the AAR leader should--

(a) Avoid giving a critique or lecture.

(b) Guide the discussion by asking leading questions.

(c) Have the players describe what happened in their own terms.

(d) Have players discuss not only what happened, but also how it happened, and how it could have been done better.

(e) Focus the discussion so that important tactical lessons are made explicit.

(f) Relate tactical events to subsequent results.

(g) Avoid detailed examination of events not directly related to major training objectives.

(h) Encourage the participants to use diagrams to illustrate teaching points and how to show routes, phase lines, objectives, and so forth.

(j) Prohibit players from offering self-serving excuses for inappropriate tactical actions.

(4) Summarize key points. The AAR leader briefly summarizes teaching points in terms of training objectives covered in the AAR. After the summary, the AAR leader can have a private conversation with the platoon leader regarding his strengths and weaknesses and what he can do to further improve his performance and that of this unit. A good AAR ensures:

(a) Order and discipline are maintained.

(b) Training objectives are reviewed.

(c) A discussion of the important events is held. This addresses events as they occurred and how the platoon could have done better. This discussion is guided by the AAR leader. The leader avoids a detailed examination of events not directly related to the training objective.

(d) The chain of events is traced by the AAR leader so that the results of mistakes are understood by all participants (one mistake is often the partial cause of another).

(e) Tactical events are clearly related to teaching points.

(f) Attention of the participants is held and they are involved in the discussion.

(g) The summary and new training objectives are clear and concise.

(h) Sketches, diagrams, or terrain models are used to reinforce points made in the AAR.

NOTE: Within the constraints of the scenario developed by the implementing headquarters, an intermediate AAR may be conducted by subordinate evaluators after the completion of each module.

# APPENDIX A

## REFERENCES

ARMY REGULATIONS (AR')

| | |
|---|---|
| 310-25 | Military Publications: Dictionary of United States Army Terms |
| ..... | ..... ..... ..... |
| ..... | ..... ..... ..... |

ARMY TRAINING AND EVALUATION PROGRAMS (ARTEP)

| | |
|---|---|
| ..... | ..... ..... ..... |
| ..... | ..... ..... ..... |

FIELD MANUALS (FM)

| | |
|---|---|
| ..... | ..... ..... ..... |

TECHNICAL MANUALS (TM)

| | |
|---|---|
| .... | ..... ..... .... ..... |

SOLDIER TRAINING PUBLICATIONS (STP)

| | |
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MISSION TRAINING PLAN (MTP)
USER FEEDBACK

MTP NUMBER _____ DATE _____

MTP TITLE _____

Request your recommendations to improve this training publication. To make it easier to make recommendations, a standard questionnaire has been provided for your use. Please answer all questions frankly and mail to: Commandant, U.S. Army Infantry School, ATTN: ATSH-I-V-TD, Fort Benning, GA 31905-5007.

SAMPLE

THE FOLLOWING QUESTIONS PERTAIN TO YOU:

1. What is your position (CO Cdr, Plt Sgt, etc.)? _____

2. How long have you served in this position? _____

3. How long have you served in this unit? _____

4. What is your component? A. AC B. RC

5. Where is your unit? A. CONUS B. USAREUR
   C. WESTCOM D. Eight USA
   E. Other (specify) _____

THE FOLLOWING QUESTIONS ARE ABOUT THE MTP IN GENERAL.

6. How do you feel this document has affected training in your unit when compared to other training products?

   A. Has made training worse. _____

   B. Has made training better. _____

   C Has had no effect on training. _____

   D. Do not know or do not have an opinion. _____

SAMPLE MTP

7. How easy is the document to use, compared to other training products?

A. More difficult. _____

B. Easier. _____

C. About the same. _____

D. Do not know or do not have an opinion. _____

8. What part of the MTP document was least useful?

A. Chapter 1, Unit Training. _____

B. Chapter 2, Training Matrixes. _____

C. Chapter 3, Mission Outlines. _____

D. Chapter 4, Training Exercises. _____

E. Chapter 5, Training and Evaluation Outlines. _____

F. Chapter 6, External Evaluation. _____

G. Do not know or have no opinion. _____

9. What part of the MTP document was most useful?

A. Chapter 1, Unit Training. _____

B. Chapter 2, Training Matrixes. _____

C. Chapter 3, Mission Outlines. _____

D. Chapter 4, Training Exercises. _____

E. Chapter 5, Training and Evaluation Outlines. _____

F. Chapter 6, External Evaluation. _____

G. Do not know or have no opinion. _____

SAMPLE MTP

10. What is the most difficult part of the MTP to understand?

A. Chapter 1, Unit Training.

B. Chapter 2, Training Matrixes.

C. Chapter 3, Mission Outlines.

D. Chapter 4, Training Exercises.

E. Chapter 5, Training and Evaluation Outlines.

F. Chapter 6, External Evaluation.

G. Do not know or have no opinion.

11. What is the easiest part of the MTP to understand?

A. Chapter 1, Unit Training.

B. Chapter 2, Training Matrixes.

C. Chapter 3, Mission Outlines.

D. Chapter 4, Training Exercises.

E. Chapter 5, Training and Evaluation Outlines.

F. Chapter 6, External Evaluation.

G. Do not know or have no opinion.

THE FOLLOWING QUESTIONS PERTAIN TO THE TRAINING EXERCISES, STX, AND FTX.

12. The exercises are designed to prepare the unit to accomplish its wartime mission. In your opinion, how well do they fulfill this intended purpose?

A. They do not prepare the unit at all.

B. They help, but only provide 20% or less of my unit's training requirements.

C. They help, but only provide 21% to 50% of my unit training requirements.

D. They help, but only provide between 51% to 80% of my unit's training requirements.

E. They provide 81% or more of my unit's training requirements.

SAMPLE MTP

13. Would you recommend that any STX or FTX be added or deleted from the MTP?

14. What was the greatest problem you experienced with the exercises?

A. Too many pages.

B. Hard to read and understand.

C. Needs more illustrations.

D. Needs more information on how to set up the exercises.

E. Needs more information on leader training.

F. Needs more information on how to conduct the exercise.

G. Needs more information on support and resources.

H. Needs more information on normally attached elements.

I. Does not interface well with other training products, such as battle drills.

J. Do not know or have no opinion.

15. What was the second greatest problem you experienced with the exercises?

A. Too many pages.

B. Hard to read and understand.

C. Needs more illustrations.

D. Needs more information on how to set up the exercises.

E. Needs more information on leader training.

F. Needs more information on how to conduct the exercises.

G. Needs more information on support and resources.

H. Needs more information on normally attached elements.

I. Does not interface well with other training products, such as battle drills.

J. Do not know or have no opinion.

SAMPLE

16. How many STX's or FTX's have you trained or participated in personally?

_____

_____

THE FOLLOWING QUESTIONS APPLY TO CHAPTERS 5 AND 6 OF THE MTP.

17. What changes would you make to chapter 5, Training and Evaluation Outlines?

A. Leave it out altogether. _____

B. Clarify how to use this chapter with the training exercises.

C. Clarify how to use this chapter with the external evaluation.

D. The standards are too detailed. _____

E. The standards are not detailed enough. _____

F. The standards do not adequately address those elements that are normally attached in wartime. _____

G. Do not change, chapter is fine. _____

H. Do not know or have no opinion. _____

18. What changes would you make to chapter 6. External Evaluation?

A. Leave it out altogether. _____

B. Clarify how to use this chapter with the training exercises.

C. Clarify how to use this chapter with the external evaluation.

D. The standards are too detailed.

E. The standards are not detailed enough.

F. The standards do not adequately address those elements that are normally attached in wartime. _____

G. Do not change, chapter is fine. _____

H. Do not know or have no opinion. _____

SAMPLE MTP

19. Additional comments:

SAMPLE

# APPENDIX B

## SAMPLE DRILL BOOK

B-1. General. This appendix provides a sample of a drill book for use as a model. This sample is intended to illustrate the various components of the drill book and contains sample battle drills.

B-2. Organization. This appendix shows the following components of the drill book:

a. Cover.

b. Table of Contents.

c. Drill Training (Chapter 1).

d. Battle Drills (Chapter 2).

e. Individual Task to Battle Drill Matrix (appendix A).

NOTE TO TRAINING DEVELOPER: The battle drills displayed in this sample are for illustration only. They are not intended to represent any battle drills selected for development by USAIS.

DEPARTMENT
OF
ARMY

ARTEP 7-245-10-DRILL

# BATTLE DRILLS

# FOR

# THE MECHANIZED INFANTRY (M113)

(insert artwork)

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SAMPLE DRILL BOOK

ARMY TRAINING AND
EVALUATION PROGRAM
No. 7-245-10-DRILL

HEADQUARTERS
DEPARTMENT OF THE ARMY
Washington, DC, (DATE)

# BATTLE DRILLS

## FOR THE MECHANIZED INFANTRY (M113)

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## PREFACE

1. The purpose of this drill book is to provide the mechanized infantry platoon leader with the standard U.S. Army battle drills that apply to his platoon and squads. Continuous mastery of these battle drills is an essential baseline requirement for all mechanized infantry platoons and squads.

2. This drill book is designed for the M113 equipped Mechanized Infantry platoons, organized under TOE 7-245.

3. The proponent of this publication is HQ TRADOC. Submit changes for improving this publication on DA Form 2028 (Recommended Changes to Publications and Blank Forms) and forward it to Commandant, U.S. Army Infantry School, ATTN: ATSH-I-V-TD, Fort Benning, GA 31905-5007.

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

# CHAPTER 1

# DRILL TRAINING

1-1. General.

a. A unit's ability to accomplish its mission frequently depends on the ability of its soldiers to execute key actions instinctively in immediate reaction to a situation or order. The ability to do this is fundamental to survival on the battlefield. Battle drills are designed to focus on a limited number of key actions that every like unit in the Army must master. United States Army battle drills are U.S. Army standards and your unit must be able to execute them without deviation and precisely as described. A battle drill is a collective task at squad or platoon level which has been identified as one of the most vital tasks performed by that unit for success in combat. It is totally or largely METT-T independent, requires minimal leader actions to execute and is executed on a cue such as a specified enemy action or simply a leader order and is executed in the same way every time. Battle drills may be equipment based (prepare to fire check) or enemy action based (react to ambush/dismount carrier).

b. Battle drills do several important things:

(1) They allow squads and platoons to perform critical tasks instantly because they have been practiced repetitively.

(2) They reduce the communications requirements because soldiers know what they have to do.

(3) They build teamwork.

(4) They save time, energy, and lives.

1-2. Training. Battle drills may be trained using a talk-through, walk-through, and run-through method. You, of course, must be a master of the battle drill to train your soldiers to execute it. You may wish to periodically talk your soldiers through the battle drill - explaining each soldier's role. Then have them go through it slowly, on open ground, correcting any mistakes as they go. Whenever possible, train in an environment in which you would be expected to execute the battle drill in wartime. Do it frequently in MOPP. Be tough on yourself and your soldiers. A good team executes instantly and with precision. Your team will pay a high price for failure to do so.

# CHAPTER 2

# BATTLE DRILLS

## Battle Drill 1

TASK: The squad dismounts to both sides of the carrier.

CUE: Squad leader commands the maneuver team to, "dismount."

STANDARDS: Maneuver team dismounts carrier, according to the performance measures, within 15 seconds.

SUPPORTING INDIVIDUAL TASKS: See appendix A, "Individual Task to Battle Drill Matrix."

ILLUSTRATIONS: See Figure 1, Squad dismount.

| NOTE TO THE TRAINING DEVELOPER: This sample battle drill shows only the minimum required components; other components will be added as required. Refer to chapter 4, para 4-2d. |
|---|

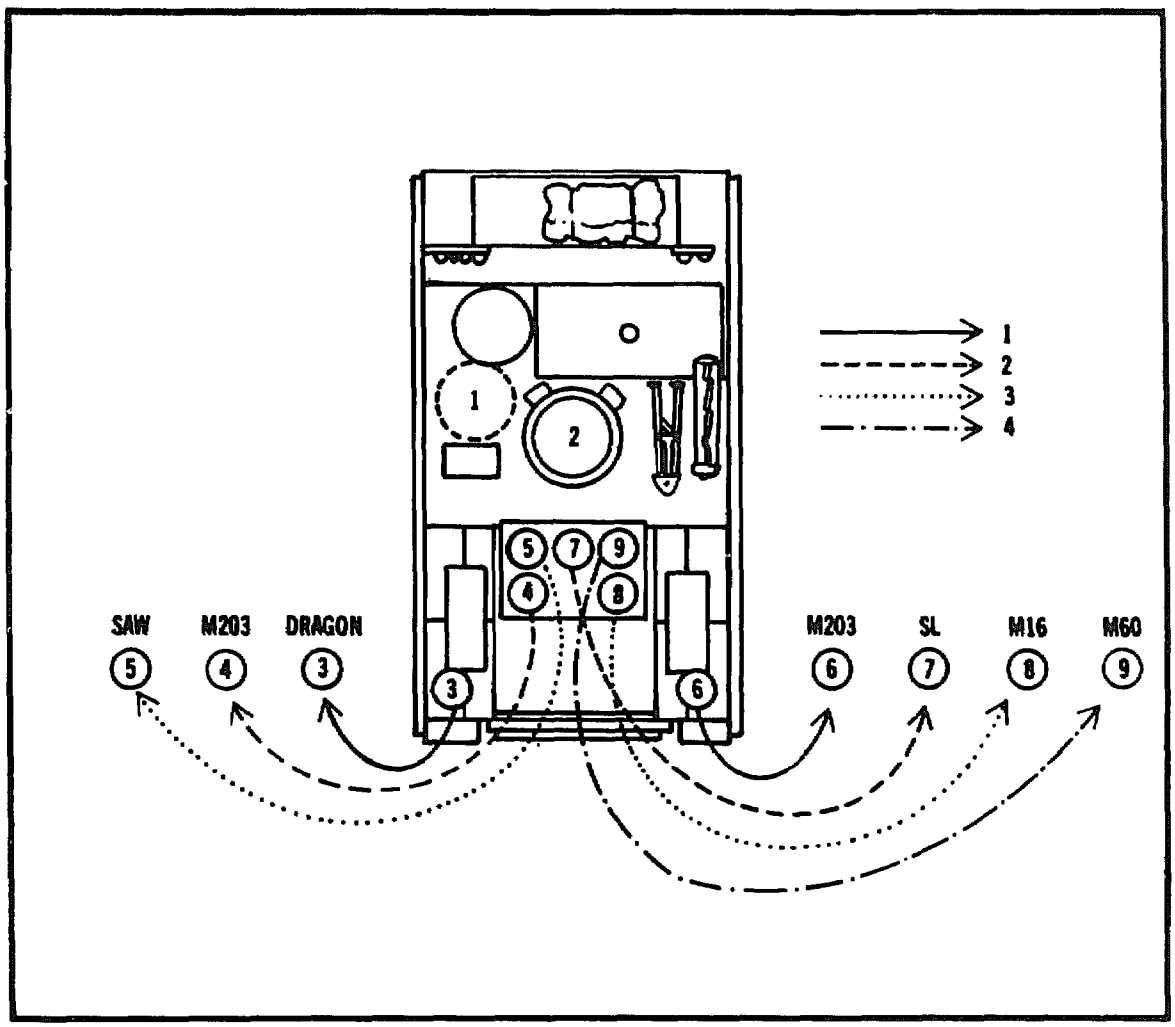



Figure 1-1. Squad dismount

SAMPLE DRILL BOOK

PERFORMANCE MEASURES

1. Driver drops ramp.

2. Half of the team dismounts to the left side of the carrier in the following order: Dragon gunner, grenadier, SAW gunner.

3. Half of the team dismounts to the right side of the carrier in the following order: grenadier, squad leader, rifleman, machinegunner.

4. First man off the vehicle on each side will move five meters from the carrier and take up a firing position.

5. Every man dismounting the carrier will move five meters beyond the preceding dismounting man and take up a firing position.

## Battle Drill 5

TASK: The platoon moves from column to wedge formation while moving mounted.

CUE: Platoon leader commands his track commander to move into the wedge formation.

STANDARDS: The platoon moves from a column to a wedge formation within 1 minute without slowing forward cross-country speed.

SUPPORTING INDIVIDUAL TASKS: See appendix A, "Individual Task to Battle Drill Matrix."

ILLUSTRATIONS: See Figure 5-1, Moving from column to wedge formation.

SAMPLE DRILL BOOK

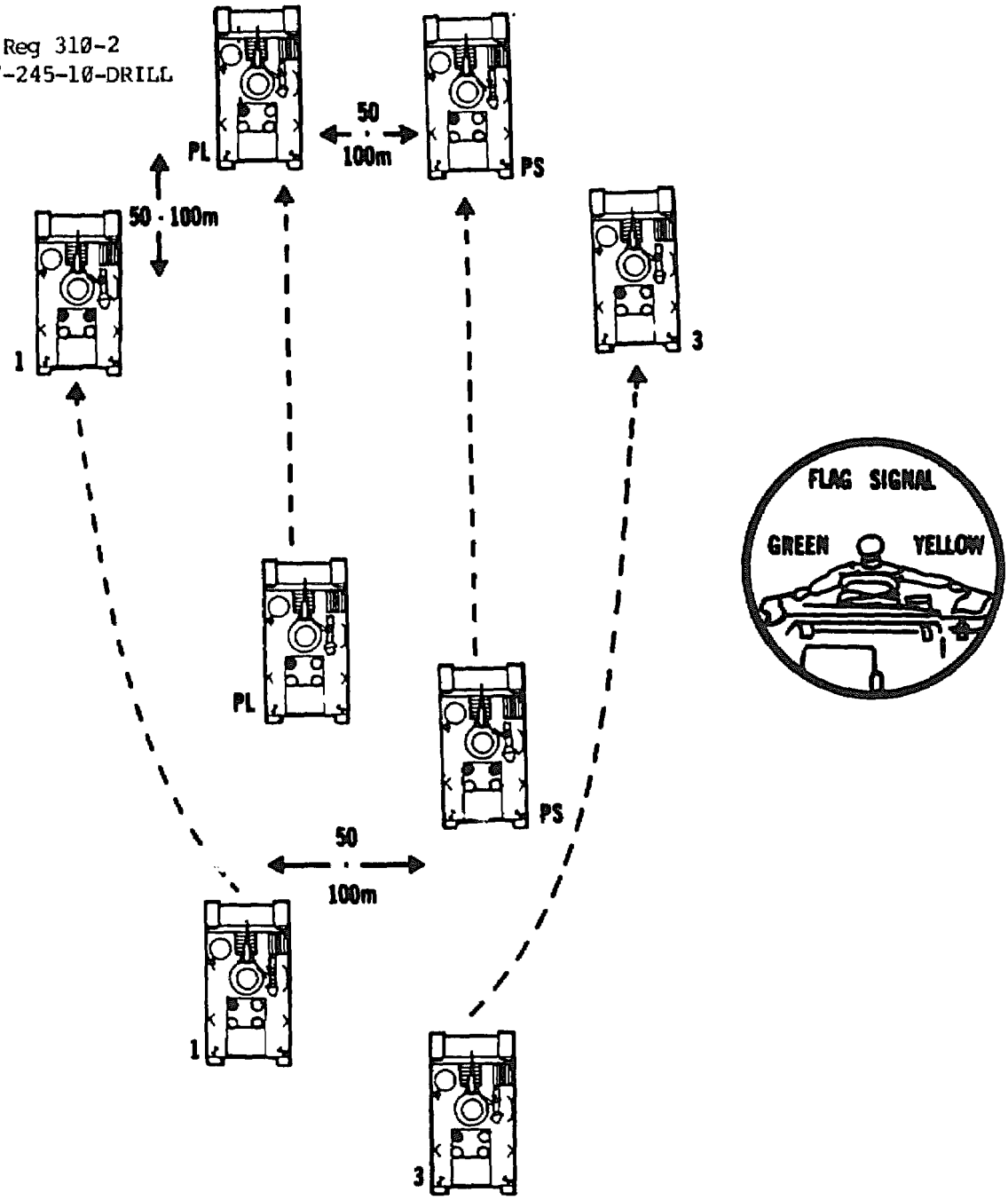



Figure 5-1. Moving from column to wedge formation

SAMPLE DRILL BOOK

PERFORMANCE MEASURES

1. Platoon leader's (PL) track commander executes the flag signal for the wedge formation.

2. Track commanders (TC) relay the platoon leader's TC's flag signal.

3. PL's APC maintains appropriate cross country speed.

4. Platoon sergeant's APC moves on line with and 50-100 meters to the right of the PL's APC (Figure 1).

5. 1st squad APC (1) moves to a position 50-100 meters to the left and rear of the PL's APC and on line with the 3rd squad APC (3) (Figure 1).

6. 3rd squad APC (3) moves to a position 50-100 meters to the right and rear of the PS's APC and on line with the 1st squad (1) (Figure 1).

7. TC's traverse caliber .50 machine guns toward assigned sectors.

8. Squad members orient their weapons on assigned sectors.

COACHING POINT: Squad leaders caution squad members to avoid aiming their weapons at friendly vehicles and personnel when the platoon is moving into wedge formation.

*SET-UP INSTRUCTIONS:

a. Resources

(1) Platoon APC's.

(2) Flag set (1 green and 1 yellow flag).

(3) APC vehicle models from DUNN-KEMPF game (optional).

b. Training site. Cross-country area 1000 x 2000 meters trafficable by APC's.

c. Unit instructions. The platoon is moving in column formation mounted. The platoon leader allows the platoon to move approximately 400 meters before issuing his order to move into the wedge formation. Track commanders and squad members have been assigned sectors of fire.

SAMPLE DRILL BOOK

*TALK THROUGH INSTRUCTIONS:

a. Orientation. The objective of this battle drill is to rapidly move into the wedge formation without slowing forward cross-country speed. During tactical operations the terrain and enemy situation will dictate changes in mounted formations. The platoon's ability to react rapidly to these changes is critical to its success on the battlefield.

b. *Safety. Drivers will employ safe cross-country driving procedures.

c. *Demonstration (optional). Demonstrate how the squads move from column to wedge formation using the APC models from the DUNN-KEMPF game.

d. *Explanation.

(1) Use the performance measures as a guide; and in your own words, explain the actions of each squad. Illustrate with a sketch, sand table, or simple diagram drawn in the dirt.

(2) Answer all questions about the battle drill.

(3) Have the platoon sergeant, squad leaders, track commanders, and drivers each explain his part in the battle drill.

*WALK THROUGH:

a. Form a platoon column on foot, with the platoon sergeant, squad leaders, track commanders, and drivers representing their vehicles and walk through the battle drill. Practice changing from column to wedge formations, keeping distance and lateral separation.

b. Form the mounted column and conduct the battle drill starting slowly and increasing the speed with each iteration until the standards are met.

c. Initiating Cue. With the platoon moving in mounted column, the platoon leader commands his track commander to "move into the wedge formation."

| NOTE TO THE TRAINING DEVELOPER: The asterisked portions of the battle drill are optional. They are included here for illustration. |
|---|

SAMPLE DRILL BOOK

## APPENDIX A

## INDIVIDUAL TASK TO BATTLE DRILL MATRIX

This matrix identifies the skill level one individual tasks from both STP 7-11B1 and STP 21-1 SMCT.

| | Individual task (Skill Level 1) and Soldier's Manual Task Number | | | | | |
|---|---|---|---|---|---|---|
| Battle Drill/ Collective Task and T&EO Number | Move as a member of a fire team 071-326-0501 | Use visual signals 071-326-0511 | Engage targets 071-315-2308 | . . . . . | . . . . . | |
| Squad Battle Drill 1 | | | | B | | |
| Squad Battle Drill 2 | B | D | B | | | |
| Squad Battle Drill 3 | B | | | | D | |
| Platoon Battle Drill 4 | B | | | | B | |
| Platoon Battle Drill 5 | | | | | D | |
| Platoon Battle Drill 6 | B | B | D | | | |
| Platoon Battle Drill 7 | B | | D | | | |

B = Train before the battle drill

D = Train during the battle drill

SAMPLE DRILL BOOK

# APPENDIX C

## SAMPLE BN MTP (PARTIAL)

---

C-1. General. This appendix provides a sample of those portions of the battalion level MTP that are significantly different than would appear in a company or platoon level MTP. Specifically these portions are chapter 3, Training Plans, and chapter 6, External Evaluations. This sample is designed to illustrate format and structure and should not be taken as a fully analyzed, doctrinally correct document.

C-2. Training plans (chapter 3). A major difference between the battalion MTP and company or platoon level MTP's is in chapter 3. In the battalion MTP, this chapter will be titled "Training Plans" vice "Mission Outlines" in company and platoon MTP's. In the battalion MTP, this chapter consists of two parts:

(1) Part one provides the commander information he can use to identify, analyze, and prioritize mission related training requirements. In addition, this part provides information on the development of unit training plans, headquarters and staff training, and the preparation and conduct of training exercises (FTX's, STX's, CPX's, etc.).

(2) Part two provides mission outlines, either normal or simplified, depending on the training support strategy of the school commandant. These mission outlines are formatted the same as those in company or platoon MTP's.

C-3. External evaluations. Chapter 6 of the battalion MTP will be titled "External Evaluations" as it is in company and platoon MTP's. However, since battalions routinely conduct external evaluations for subordinate units, additional information on planning and conducting the evaluation is provided in the battalion MTP.

C-4. Proponent specific information. Although not provided in this sample, appendixes B-X are reserved for proponent specific information. Training developers should consider using these appendixes to provide such information as additional training for normally attached units (task force), resources requirements, and threat information, if these are not provided in chapter 4, Training Exercises, etc.

# CHAPTER 3

## PART ONE
## TRAINING PLANS

3-1. General. This chapter describes the use of MTP for development of battalion training plans and provides mission outlines. The MTP is designed to assist commanders in preparing a training plan for critical wartime missions. FM 25-2 provides detailed information on training management and should be used with the MTP for development of battalion training plans.

3-2. Long-range planning. Long-range planning allows commanders to provide timely input to the Army's various training resource systems and to provide a general direction for the training program. Long-range plans are prepared using the actions described below.

a. Identify missions/update unit mission list. The first step in development of the long-range plan is to develop a unit mission list that includes all the missions and tasks that a battalion is required to perform (see Figure 3-1). This mission list is developed using the missions contained in chapter 2 of the MTP, missions assigned to the battalion by contingency plans, and missions or tasks directed by higher headquarters' guidance. The mission list is then prioritized based on the commander's assessment of the criticality of that mission to his battalion's success in combat.

SAMPLE BATTALION MISSION LIST

| MISSION | SOURCE |
|---|---|
| Movement to Contact | MTP |
| Attack | MTP |
| Delay | MTP |
| Defend | MTP |
| Withdrawal | MTP |
| Raid | MTP |
| Relief | MTP |
| Guard | MTP |
| Passage of Lines | MTP |
| Occupy Assembly Area | MTP |
| Conduct River Crossing | MTP |
| Link Up | MTP |
| AGI | DIVISION CALENDER |
| Physical Training | AR 350-1 |
| Others as appropriate | |

Figure 3-1. General mission list

SAMPLE BN MTP

b. Set or update battalion goals. The next step in long-range planning is to establish or update unit goals. The unit goals are expressed in clear statements that specify what results are to be achieved based on a realistic analysis of unit missions and the training environment. To develop unit goals:

(1) Review higher commander's goals.

(2) Spell out in real-world terms what your unit will do to comply with the goals of higher commanders.

(3) List in broad terms your own goals for the unit.

SAMPLE BATTALION GOALS

--Attain and sustain proficiency in all MTP missions.

--Maintain a 90% OR rate.

--Attain and sustain 100% crew gunnery qualification.

c. Determine individual and unit proficiency. After unit goals are reviewed, the level of individual and unit proficiency is determined by reviewing the battalion unit proficiency worksheets (UPW) (see Figure 3-2). This is contained in the UPW's based on internal and external evaluations, and subjective evaluations of the trainers. Chapter 2 of the MTP illustrates the relationship of missions and collective tasks and staff leader tasks to staff collective tasks. The information contained in this chapter aids the commander to identify the functional tasks and staff collective tasks needed to develop a unit proficiency worksheet which is explained in FM 25-2.

SAMPLE UNIT PROFICIENCY WORKSHEET

| MISSION | SOURCE |
|---|---|
| Movement to Contact | MTP |
| Attack | MTP |
| Delay | MTP |
| Defend | MTP |
| Withdrawal | MTP |
| Breakout from Encirclement | MTP |
| ..... | ..... |
| .... | ... |

T--Trained (can perform task to standard) P--Required practice
?--Unit's status unknown U--Untrained

Figure 3-2. Sample unit proficiency worksheet
SAMPLE BN MTP

d. Establish training priorities. Setting training priorities involves comparing unit missions with current proficiency and goals and then determining the relative training emphasis each mission should receive. To determine training priorities the commander must:

(1) Prioritize his missions based on his specific wartime requirements (see Figure 3-3).

SAMPLE BATTALION MISSION PRIORITIZATION LIST

| MISSION | SOURCE | | |
|---|---|---|---|
| Movement to Contact | MTP | | |
| Attack | MTP | | |
| Delay | MTP | | |
| Defend | MTP | | |
| Withdrawal | MTP | | |
| Breakout from Encirclement | MTP | | |
| Raid | MTP | | |
| Relief | MTP | | |
| Guard | MTP | | |
| Passage of Lines | MTP | | |
| Occupy Assembly Area | MTP | | |
| Conduct River Crossing | MTP | | |
| Link Up | MTP | | |
| AGI | DIVISION | P | 22 |
| Physical Training | AR 350-1 | T | 19 |

T--Trained (can perform task to standard) P--Required practice
?--Unit's status unknown U--Untrained

Figure 3-3. Sample battalion mission prioritization list

SAMPLE BN MTP

(2) Finally, the mission priority is compared to unit proficiency in the missions. A training priority is assigned based on relative importance of the critical mission versus the degree of demonstrated proficiency of the unit to perform the missions (see Figure 3-4). Valuable training time is best spent training demonstrated weaknesses of collective tasks which support priority wartime critical missions.

(3) Priorities are reviewed periodically to determine if they are still valid and will accomplish command goals. Recent training events may require that changes to existing priorities be made.

e. Assess training environment. After estimating future training needs, the commander must assess the training environment. The training environment consists of all internal and external factors that will influence the unit's ability to conduct training. Training environment factors will enhance or limit the ability of a unit to train.

(1) Training detractors that limit the ability of a unit to train should be minimized.

(2) Training resources with long lead time must be forecasted or requisitioned so that they are available when required.

SAMPLE BATTALION MISSION TRAINING PRIORITY LIST

| MISSION | SOURCE | TRAINING PRIORITY |
|---|---|---|
| Movement to Contact | MTP | 16 |
| Attack | MTP | 8 |
| Breakout from Encirclement | MTP | 14 |
| Raid | MTP | 21 |
| Occupy Assembly Area | MTP | 17 |
| Conduct River Crossing | MTP | 19 |
| Link Up | MTP | 5 |
| Rail Movement | CONPLAN | 7 |
| .... .. ..... | ... | . . |

T--Trained (can perform task to standard) P--Required practice
?--Unit's status unknown U--Untrained

Figure 3-4. Sample battalion mission training priority list

SAMPLE BN MTP

f. Develop a unit training program. The unit training program is the battalion's plan to achieve mission proficiency. The unit training program:

(1) Assigns a time and sequence for training the missions/tasks as prioritized previously.

(2) Selects training events and activities to train the missions. At battalion level, the commander must project events that will enable him to achieve his goals. Projected training events will drive the training objectives for subordinate unit training.

(3) Assigns time for subordinate units to train. Subordinate leaders must be allowed to develop their training programs in support of the battalion training program. They are then free to focus on their own unique training needs within the direction provided by the battalion training program.

(4) Examine various training alternatives to make optimum use of the training support available to the unit. Available training resources must be compared against higher echelon directed training, battalion directed training events, and subordinate level projected training events. Resourcing tools available to the battalion commander are the battalion level training model (BLTM), OPTEMPO, TMACS, and STRAC.

g. Prepare for long-range training calendars. A long-range training calendar is then prepared to project the training events and activities of the unit training program for the upcoming 6 to 24 months.

h. Obtain approval of long-range plans from higher headquarters. The long-range training calendar is submitted to higher headquarters for approval. Once approved, it is published and distributed to the staff and subordinate units.

i. Issue guidance. Training guidance is issued to the staff and subordinate units with the long-range training calendar. This training guidance supplements the long-range training calendar and generally includes:

(1) Training policies.

(2) Types of mandatory training.

(3) Training resource guidance.

(4) Quotas for centralized training (schools).

(5) Training goals.

(6) Evaluation policies.

SAMPLE BN MTP

3-3. Short-range plan. A short-range plan is prepared to address the immediate future (3-6 months). Short-range planning develops specific training objectives based on the goals and guidance prepared during long-range planning. The short-range plan adds more detail and may modify the long-range plan based on current assessments. The short-range plan is prepared as described below.

a. Review the training program, current unit proficiency, resources, and training environment.

(1) The first step in the development of the short-range plan is to review the training program described in the long-range planning process. This review determines if assessments made during long-range planning are still valid.

(a) Training goals and priorities are reviewed to determine whether goals are still valid. Established priorities must support these goals. The same process used for establishing priorities during the long-range planning process is used to update priorities during the short-range planning process.

(b) Training guidance from higher headquarters is reviewed again to ensure that the training program described in the long-range training planning calendar complies with the established training guidance.

(c) Long-range planning calendars of the unit and higher headquarters are reviewed for entries that affect short-range planning. Changes to the long-range planning calendar may have a definite impact on the ability of the unit to accomplish its training program.

(d) Previous short-range planning calendars (AC) or 3 monthly schedules (RC) are reviewed for training accomplished, training preempted, and lessons learned.

(2) Current unit proficiency is reviewed to update priorities.

(3) Resources are reviewed to determine if it is still possible to execute the program described on the long-range planning calendar.

(4) Training environment is reviewed again in this phase of planning because it takes on added importance as training events and activities approach. Factors that affect the training environment and that collectively impact on the training program are:

(a) Personnel assigned.

(b) Personnel turbulence.

(c) Morale.

(d) Education programs.

(e) Mandatory training.

(f) Visits, inspections, and tests.

(g) Supplies and equipment.

(h) Nonmission-related activities.

(i) Other programs.

b. Develop a detailed plan of action for short-range training plans. A detailed plan is prepared for the duration of the short-range plan. The detailed plan of action is prepared as described below.

(1) Validate need for scheduled events. Events scheduled on the long-range training plan are examined to determine if they are still valid. Planned events that no longer make sense are discarded.

(2) Transfer valid events to a short-range training planning calendar.

(3) Determined desired outcomes for scheduled events. The commander determines what he expects to accomplish with each event and then plans backward to achieve the desired outcome.

(4) Analyze missions to determine related individual, leader, and collective tasks. Weaknesses are determined by using after action reports from past ARTEP/MTP evaluations, reports of training inspections, training schedules, training records, SQT results, and first hand knowledge based on personal observations. Tasks to correct these identified weaknesses and sustain selected individual, leader, and unit strengths are constructed by running the training matrixes in chapter 2 of the MTP and the mission outlines contained in this chapter.

(5) Select the specific training objectives for missions and tasks to be trained. This translates the desired outcomes into measurable and observable terms. The training and evaluation outlines (T&EO's) in chapter 5 provide the commander with the training objectives for the unit's missions and collective tasks.

(6) Prepare a short-range training planning calendar or 3 monthly schedules. The short-range training planning calendar provides detailed plan of actions for the specified period.

(7) Review short-range plans with higher headquarters.

SAMPLE BN MTP

(8) Issue guidance. This guidance specifically addresses how training will be accomplished. It is passed from higher to lower echelons in many ways including:

(a) Letters of Instruction (LOI's).

(b) Training meetings.

(c) Command and staff calls.

(d) Published S3 notes.

3-4. Near term plans. Using the short-range plan, prepare weekly training schedules. Training schedules are written sequentially, normally three to five weeks in advance of the week of execution.

a. Review the training program, unit proficiency, resources, and training environment. As in long-range and short-range planning, this review determines if previous assessments are still valid.

b. Finalize plans for training. Based upon the review of the training program, plans for training are finalized. The best sequence for training tasks is determined, and the final coordination of the training events and activities is completed. Training schedules are prepared and guidance for conduct of training is issued.

c. Prepare the unit for training. Trainers, evaluators, OPFOR, and support personnel must be prepared so they know what is being trained, why it is being trained, and what their role in the training will be.

3-5. Training the headquarters and headquarters company. Planning training for the headquarters and headquarters company provides the commander with unique challenges. The most severe challenges are those that have to do with time and availability of personnel. The staff and headquarters company are involved in day-to-day operations and support of subordinate unit training. It is difficult to find the time to adequately address the training needs of these elements. It is essential to the ability of the battalion to perform its wartime missions that these elements be capable of fulfilling their roles. The strategy selected by the commander for training these elements must include an effective method of training individuals, staffs, leaders, and units.

a. Training the headquarters (staff training).

(1) Training of the staff presents the greatest challenge within a constrained training environment. The MTP identifies the training objectives for the staff. The staff has numerous tasks to master to be effective. Examples of tasks that any staff must be able to perform are:

SAMPLE BN MTP

(a) Analyze terrain.

(b) Function as an effective team.

(c) Exchange information.

(d) Prepare estimates.

(e) Give appraisals.

(f) Make recommendations and decisions.

(g) Prepare plans.

(h) Issue orders.

(i) Coordinate and control unit operations.

(j) Supervise subordinate units.

(2) The strategy used to train the staff will vary based on the considerations used in planning training (level of proficiency, training support available, etc.). FM 25-4 contains detailed information on the conduct of exercises. Some methods available for staff training are:

(a) TEWT. TEWT's are low-cost, low-overhead exercises conducted in the field on actual terrain suitable for training units for specific missions. TEWT's are used by commanders to train subordinate leaders and staffs to analyze terrain and plan for the conduct of unit missions.

(b) MAPEX. A MAPEX is a low-overhead training exercise that allow commanders to train their staffs to perform essential integrating and control functions to support their decisions under wartime conditions. MAPEX's may be used to train the staff to: exchange information, prepare estimates, give appraisals, make recommendations and decisions, prepare plans, and issue orders.

(c) CPX. A CPX is medium-cost, medium overhead training exercise that may be conducted in garrison or a field location. The CPX normally uses a battle simulation to drive the staff actions. The CPX exercises the same tasks as a MAPEX and also trains the staff to coordinate and control unit operations.

SAMPLE BN MTP

(d) FTX's. FTX's are high-cost, high overhead exercises conducted in the field under simulated combat conditions. Unit run FTX's exercise the staff in coordination, control, and supervision of unit operations. Unit run FTX's normally require the staff planning tasks to be completed before the exercise begins. This is frequently done to maximize the training if the unit is to make the opportunity of units during limited field time. Higher headquarters run FTX's that provide the best opportunity for the staff to combine all of its skills and perform as they would in wartime, responding to both higher and lower levels. Brigade have a responsibility for exercising subordinate unit staffs and commanders in the most realistic manner possible to ensure they sustain proficiency.

(e) Combining staff and unit training. At battalion level, a method to optimize staff and unit training is to integrate TEWT's, MAPEX's, and CPX's to prepare the orders and plans for upcoming battalion FTX's. This exercises the entire spectrum of staff effectively and also makes optimum use of unit field training time.

(3) Each unit is different and only the commander can determine the best method of training his staff.

b. Training the headquarters company.

(1) Training the headquarters company is complex task requiring both unit and staff training programs. The normal day-to-day operations places a unique burden on the HHC commander to accomplish his training. Elements cross staff lines and responsibilities. Under close analysis, the elements under HHC are organized for combat into three major groups: the TOC, the combat trains, and the field trains.

(2) Unit SOP's id ntify who is in charge of each group and is responsible for its operation. This leader is the primary trainer for the collective tasks of that group. Examples of tasks that each of these groups must be able to perform are:

(a) Select, reconnoiter, and occupy TOC/ALC/trains location.

(b) Displace TOC/ALC/trains.

(c) Establish and employ communications.

(3) Platoon and section leaders are responsible for the training of their units to perform the functions assigned. Platoon and section sergeants are responsible for the training of the individual tasks of the soldiers assigned.

SAMPLE BN MTP

3-6. Developing training exercises. Chapter 4, Training Exercises, provides sample exercise(s) for that battalion to use or modify to meet specific training needs. Since only an example FTX is contained in the MTP, it is necessary for the battalion to develop exercises for its own use. This section provides general procedures for the battalion staff to use to prepare field training exercises (FTX's) and for the battalion supporting situational training exercises (STX's). Exercise plans are normally prepared during preparation of the short-range plan.

a. Selecting missions and tasks for training. This was accomplished during the development of the long-range plan and refined during the development of the short-range plan. Missions and tasks are then incorporated into a continuous exercise scenario.

b. Site selection. Battalion receives confirmation of maneuver rights area which has been previously requested in accordance with local directives.

c. Scenario development. After missions and tasks are selected, a detailed scenario for the exercise must be prepared. The scenario is prepared by:

(1) Listing the missions and tasks in the preferred sequence of occurrence.

(2) Identifying major events necessary for the control of the exercised. These activities would normally include issuance of orders, after-action reviews, and any other administrative or logistic actions necessary to conduct the exercise.

(3) Listing the missions, tasks and major events in sequence.

(4) Preparing the exercise overlays which show the sequence of actions and terrain to be used for each event.

(5) Determining the estimated time for each major event using the overlay and scenario. The total time is determined to ensure that the scenario can be completed in the time allocated for the exercise.

d. Selection of evaluators and OPFOR. Evaluators and OPFOR are normally required for every FTX. It is difficult for a battalion to provide these from its own resources. When evaluators and OPFOR's must be provided from within the battalion, unit leader may have to serve as the evaluators for their units and the OPFOR may be selected from personnel or units not essential for attainment of the exercise objectives. Ideally, higher headquarters should provide evaluators and OPFOR's.

SAMPLE BN MTP

e. Preparation of the control plan. Control plans are developed to coordinate the actions of the training units, OPFOR's, and evaluators. The scenario is used and a detailed control plan is prepared. The control plan should consist of:

(1) Detailed schedules of OPFOR actions.

(2) Detailed instructions for the OPFOR.

(3) Detailed schedule of activities for units.

(4) Operation and fragmentary orders for friendly units. Normally, friendly unit actions are controlled through the issuance of operation and fragmentary orders. These must normally be prepared prior to the start of the exercise.

f. Preparation of the evaluation plan. Evaluation is not a separate event. It is continuous. All training is evaluated by someone, either internally or externally. The evaluation plan identifies the tasks to be evaluated, by whom, and at what time. The evaluation will consist of:

(1) Specific instructions for the evaluators.

(2) A list, in sequence, of T&EO's for tasks to be evaluated by each evaluator.

(3) Detailed time schedules for evaluation of tasks and after-action reviews.

3-7. Mission outlines. The mission outline(s) provided in part two of this chapter are designed to provide a graphic portrayal of the relationship of critical wartime mission to FTX(s) and STX's. These outlines should assist the commander and staff in the preparation of training plans.

SAMPLE BN MTP

PART TWO
MISSION OUTLINES

Mission Outline Number ___

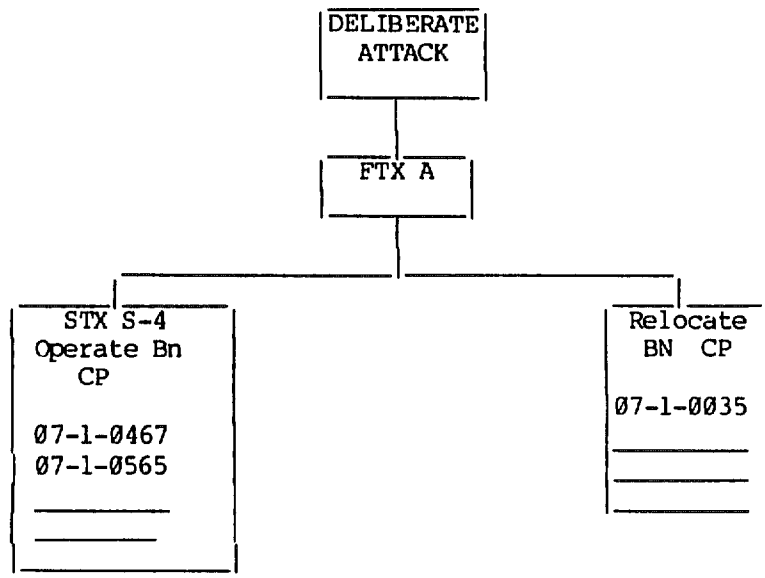



Figure 3-5. Sample mission outline

NOTE TO TRAINING DEVELOPER: The above figure portrays a sample normal mission outline for the battalion level MTP. The simplified mission outline should be placed in chapter 3 if you are providing fully developed FTX's and STX's in your MTP.

NOTE TO TRAINING DEVELOPER: THE above figure is provided to illustrate format and placement only and does not represent USAIS actual products.

SAMPLE BN MTP

# CHAPTER 6

# EXTERNAL EVALUATION

## Section I

## INTRODUCTION

6-1. General.

a. External evaluations are designed to evaluate the units' fighting capabilities. Evaluations are administered at the discretion of the chain of command and are usually planned, administered, and evaluated at a level two headquarters higher than the unit being evaluated. The using units should modify the evaluation based on METT-T and other considerations; e.g., contingency plans.

b. The following evaluation scenario (figure 6-1) from the mission to task matrix in chapter 2. The evaluation is generic in that it does not take into consideration contingency plans or training limitations. The number of tasks in a given mission was the criterion for mission selection. The matrix was analyzed both horizontally and vertically in order to ensure that the majority of tasks were covered with minimum redundancy. The evaluation is built around two missions--attack and defend. By adding the missions withdrawal, conduct river crossing, conduct passage of lines, a smooth flowing scenario is built.

EVALUATION SCENARIO

| Event | Action | Time Allowed |
|---|---|---|
| 1 | Occupy assembly area/conduct assembly area activities. | 8 to 12 hours |
| 2 | Conduct passage of lines (forward) (assume multiple passage points) | 2 hours (day) |
| 3 | Conduct hasty river crossing | 3 hours |
| 4 | Conduct deliberate attack | 4 to 6 hours |
| 5 | Defend in sector | 36 to 48 hours |
| 6 | Withdraw (under pressure) | 4 to 8 hours (depends on distance) |

Figure 6-1. Sample evaluation

SAMPLE BN MTP

EVALUATION SCENARIO

| Event | Action | Time Allowd |
|---|---|---|
| 7 | Conduct passage of lines (rearward) (conditions day/night) | 2 hours (day) |
| 8 | Occupy assembly area (battalion TAA) | 2 hours |
| 9 | Terminate the evaluation | |

Figure 6-1.(continued) Sample evaluation

6-2. Purpose. This chapter contains guidance and examples of methods of preparing and evaluating battalion evaluations. The unit evaluation provides an assessment to the chain of command of the unit's capability to conduct its wartime mission(s). The evaluation may also be used as a diagnostic from which the unit commander can develop future training plans. The basis of the evaluation should be the training and evaluation outlines contained in chapter 5.

Section II

PREPARING THE EVALUATION

6-3. General. To ensure the evaluation accurately measures unit's capability, the administering headquarters must develop a plan for preparation, administration, evaluation, and reporting of the examination results. This section outlines the preparation procedures for the evaluated unit.

6-4. Preparation procedures.

a. The method used to prepare the evaluation depends on the intent of the commander administering the evaluation. If the evaluation is to determine the unit's ability to execute its wartime mission, the evaluation should be a mirror of those missions required by contingency plans. If the evaluation is to be a diagnostic tool for the commander to develop future training plans, the emphasis should be on devising an evaluation that will allow the commander the opportunity to see his unit perform as many tasks or subtasks as possible in the given time, with as little redundancy as possible.

(1) Execution of wartime missions. An evaluation developed to evaluate fighting abilities should use, as a start point, the unit's wartime contingency plan and possible missions that are associated with the execution of that plan; for example, a unit that has a contingency mission of defense might be expected to defend, delay, withdraw, and conduct relief operations. While the scenario evaluates contingency plans, the preparer of the evaluation must realize that because of the nature of the types of missions being evaluated, there will be redundancy in the tasks that must be executed.

(2) A diagnostic evaluation to develop future training plans. In formulating this type of evaluation, the initiating headquarters should look across the spectrum of missions that the unit might be called upon to execute and select those in which there would occur a limited amount of task/subtask redundancies. By using the mission and task matrix in chapter 2, the initiating headquarters can minimize redundancy and, therefore, give the evaluated unit a more comprehensive evaluation in a given time frame as compared to a unit evaluation based solely on missions alone.

(3) Rarely is the case so well defined as stated above; therefore, the unit evaluation will in all, likelihood, be a combination of the two--some missions selected because of the unit's wartime contingency mission and some missions selected because of the value of the tasks and the contribution of the tasks to a well-rounded evaluation. Regardless of the technique used, after the mission and tasks have been identified, they should be arranged in a logical sequence based on the order in which they will occur in the detailed scenario. The selected missions and tasks are then grouped into events. The end of each event represents a break point where the MTP scenario can be interrupted if required for battle assessment, AAR's, or a change in the scenario. After the missions/tasks have been subdivided into events, they are listed on the unit proficiency worksheet (see FM 25-2 and Annex 1 of this chapter), which in turn serves the dual purpose of both a master events key list and the base document for the after-action review.

b. Develop enemy situations, friendly situations, warning orders, FRAGO's, operation orders, overlays, milestones, and message input to support the scenario. In addition to being a vital requirement for a well coordinated MTP, the production of these documents affords an outstanding opportunity for staff training (see FM 25-4).

c. Develop evaluator organization and evaluator information packets, and tie in evaluator AAR's/meeting requirements with the milestone schedule/key events list (see FM 25-4).

d. In preparing the evaluation for a battalion, the division should ensure that proper maneuver space is available, supporting forces (both OPFOR and combat support/combat service support normally attached to the unit being evaluated) are identified and made available and that sufficient ammunition, POL, and spare parts are available.

SAMPLE BN MTP

## Section III

## SELECTING AND TRAINING THE EVALUATOR AND STANDARDIZING EVALUATION PROCEDURES

6-5. General. Selecting and training the evaluators and standardizing evaluation procedures are essential to ensuring that the evaluation is administered fairly and correctly for all units commanded by the evaluating headquarters.

6-6. Selecting the evaluators.

a. At the battalion level, the number of evaluators required varies, depending on the technique of the evaluation. If the intent is to conduct a multiechelon simultaneous evaluation, the cost in numbers of evaluators can be high. If the intent is to stick to the two-echelons-above rule, that is, brigade evaluates rifle companies, battalions evaluate rifle platoons, and rifle companies evaluate rifle squads, then the number of evaluators can be reduced.

b. Regardless of the evaluation organization employed, evaluators must know the evaluated unit's missions, organization, equipment, and doctrinal employment. Ideally, evaluators should be at least equal in rank to the unit commander/staff officer being evaluated. A prerequisite to be selected for evaluation duty is the requirement that the evaluator has previous experience in the position being evaluated.

6-7. Training the evaluator. To ensure standardized administration of the evaluation, evaluators must have a thorough understanding of the following:

a. Evaluation design. Each event is designed to evaluate specific critical missions or tasks within the overall scenario. The evaluators must know the evaluation thoroughly and precisely to ensure that it is implemented correctly.

b. Training and evaluation outlines. The evaluator must understand the task, the doctrine required to execute the task, the standards, and the methods used to measure mission/task accomplishment.

c. Evaluation system. The evaluation control system is used to ensure that the evaluation is administered in a consistent and standardized manner and that the correct data is collected for the final evaluation. The evaluation control system includes the following:

(1) Evaluator duties and responsibilities.

(2) Evaluator organization apparatus--usually a position flow chart used to ensure that evaluator coverage is sufficient and in proper depth.

(3) The communication system. Normally a separate radio net and CEOI are provided for the evaluators. CEOI should include call signs/frequencies for the evaluated unit, controllers, and OPFOR as well as all evaluators.

(4) Evaluation data collection plan. The plans state how data is to be reported/collected, consolidated, and briefed. The plans cover time/location of the evaluator meeting and when evaluators should debrief their counterparts.

6-8. Recording external evaluation information.

a. The evaluating headquarters is responsible for designing, distributing, and collecting the evaluator worksheets, and determining the extent to which demographic worksheets (for example, unit personnel figures, unit turnover rates) are to be used in the report.

b. The senior evaluator has overall responsibility for ensuring that the evaluation is standardized. The senior evaluator also makes the determination as to the overall training status of the unit or the ability of the unit to conduct its wartime mission.

## Section IV

## SELECTING AND TRAINING THE OPFOR

6-9. General. The selection and training of the OPFOR are crucial to the success of a standardized evaluation. They provide one of the control measures that influences the conditions under which the evaluation is administered. While it is impossible to have the same unit for OPFOR each time, the better trained the OPFOR is to a stated standard, the more standard the evaluation.

6-10. Selection. The OPFOR for a battalion MTP should replicate the most likely threat force the battalion will encounter. The force must be augmented with sufficient combat support and combat service support to accurately portray the expected threat.

6-11. Training. The OPFOR must receive thorough training/indoctrination in the following areas:

a. Rules of engagement.

b. Threat tactics.

SAMPLE BN MTP

c. The evaluation scenario (who does what, when).

d. Threat weapons/equipment, if available.

e. Impact of evaluated unit personnel and equipment shortages.

6-12. OPFOR strength.

a. Offense. If available, the OPFOR should be armed with weapons organic to the force that is being replicated. The OPFOR does not normally have the required strength to defeat a battalion in the defense; therefore, the OPFOR must have the mobility to move rapidly around the battlefield in order to mass his forces at the proper time and place to offer a challenging attack to the evaluated battalion. The OPFOR should be strong enough to offer the evaluated unit a realistic challenge. Without assessing casualties from indirect fire, a rule of thumb would be that the OPFOR should not exceed a ratio of 3 or 4 to 1. A more exact ratio would be dependent on METT-T.

b. Defense. As in the offense, the OPFOR must have weapons organic to the force being replicated. Attack/defense ratios can be greatly reduced directly proportionate to the amount of time available for the OPFOR to prepare the defense. The defense should again be challenging, and like the offense, is also METT-T dependent for exact friendly/OPFOR ratios. A rule of thumb would be that the friendly forces would require at least a 5 or 6 to 1 ratio to be successful.

## Section V

## CONDUCTING THE EVALUATION

6-13. General. Conduct of the evaluation is divided into three phases--preevaluation, evaluation, and post evaluation.

a. Preevaluation phase.

(1) Reconnaissance of the evaluation area. The senior evaluator and all other evaluators must make a reconnaissance of the evaluation area to ensure that all evaluators understand the boundaries of the evaluation area, and the location of key terrain, avenues of approach, and objectives throughout the evaluation area.

(2) Review of evaluator folders. Under the control of the senior evaluator, evaluators should review their evaluation packets to ensure that they are complete--contain all pertinent administrative and tactical directives--and that the directives are understood by all evaluators. The senior evaluator should review the milestone schedule and answer any questions pertaining to the evaluation plan, control plan, or tactical scenario for the evaluated unit.

b. Evaluation Phase

(1) Controlling the exercise. Normally, in a battalion MTP the evaluated units' next higher headquarters acts as the controlling unit. In accomplishing this task, it issue orders, receive reports, provide feeder information, and control the OPFOR. This frees the evaluators to perform their principal duty of observing, reporting, and recording the actions of the evaluated unit. The next higher headquarters may even choose to super-impose a separate control element to accompany the evaluated unit; thus, allowing the evaluator maximum flexibility in that he does not have to function as both a controller and evaluator.

(2) In the absence of a separate control element, or if there is a disconnect in the control plan that is detrimental to the continuance of the scenario, the evaluator must be able to step in and implement the necessary controls required to salvage the operation. If the evaluator is forced to take action, he must be cautious to the point that he does not overreact and thus disrupt the initiative and momentum of the exercise.

(3) Terminating the event. The senior evaluator should terminate an event when the evaluated unit has completed all the tasks/missions in a particular event or when the unit has suffered so many casualties or damage that the assigned mission or tasks cannot be executed. Coordination with the senior evaluator is crucial in order to ensure that events are stopped/started in a timely fashion. The senior evaluator may decide that he wants to run several events in sequence before halting the scenario for a critique or gather evaluation data. While this decision is normally made before the exercise begins, the adjustment can be made during the operation if coordinated with the control headquarters.

(4) Guidelines for evaluators.

(a) Observe critical events per the milestone schedule and record any action that might have an effect on later performance or mission outcome. Be specific. Evaluate using the T&EO's contained in accordance with the BTMS unit proficiency worksheet and current doctrine and unit SOP's (Figure 6-2).

(b) Ensure that the control headquarters is kept abreast of the unit's location, direction, and intent. This is necessary to enable OPFOR action to be controlled in accordance with the desired sequence of events.

(c) Enforce rules of engagement.

(d) Enforce safety.

(5) Use the following criteria in evaluating the unit's performance.

MISSION/TASK STANDARDS:

a. MISSION STANDARDS:

(1) GO--overall, the unit accomplished the mission.

(2) NO GO--the unit did not accomplish the mission.

b. TASK STANDARDS:

(1) T--unit is trained and capable of accomplishing mission.

(2) P--unit is capable of meeting minimum standards; however, more practice is required to meet desired level of proficiency.

(3) U--untrained. The unit is not capable of meeting minimum standards.

(4) ?--unobserved. Either the task was not required to be performed or the evaluator was not in a position to render a judgment.

Figure 6-2. BTMS unit proficiency worksheet

SAMPLE BN MTP

c. Post evaluation.

(1) Immediately upon termination of the exercise, the senior evaluator should assemble his evaluators and prepare the final after-action review and begin work on the final after-action report.

(2) The AAR is an ongoing process throughout the length of the evaluation. At the end of each event or mission or at intervals directed by the senior evaluator, an oral AAR of the action to date takes place at every level (assuming a multilevel evaluation) between the evaluator and his counterpart in the evaluated unit. The oral review is a dialogue and covers not only strengths and weaknesses, but also the rationale behind the decision and/or actions that resulted in the demonstrated strengths or weaknesses. For example: if a unit received a NO GO on the mission occupying an Assembly Area, the AAR would focus on the demonstrated proficiency of the unit on the collective tasks it employed in an attempt to accomplish the mission. The evaluator might indicate that critical collective tasks were not performed or that tasks performed were performed poorly. In this manner, the reason for success or failure of a unit is specifically tied to its performance on a task. These AAR's form the basis for the end of the exercise after-action review. The end of exercise review should be a summation of the action to date and will form the basis for the formal written after-action report, which follows. For further information on after-action reviews, see FC 25-20 and FM 25-4.

(3) The AAR will be a discussion led by the evaluator. Sequentially, the discussion will normally cover what was planned, what happened to the doctrine that applies to the action, a critique from the evaluator, and a critique from the OPFOR view. The discussion should orient on the eight combined arms functional systems in order to focus on the training objectives. The summation by the evaluator focuses on the demonstrated proficiency of the unit in executing T&EO's.

(4) The after-action report is a formal document that the commander uses to update his BTMS unit proficiency worksheets and develop his future training plans. It addresses all combined arms functional tasks performed in the missions executed during the evaluation. While the format and content for the after-action report may vary among commands, all after-action reports should have as a base the unit proficiency worksheet (UPW) annotated with the proper BTMS rating criteria (Figure 6-2) as demonstrated during the course of the evaluation. See Annex 1 for an example of a battalion UPW. This technique provides the commander a precise evaluation of his unit training status and serves as the bridge between evaluation and training. The technique also eliminates ambiguity often caused by the use of generalized strength/weakness statements.

SAMPLE BN MTP

EVALUATION SHEETS. This will be in the form of a unit evaluation worksheet and will give the grade, for example, GO or NO GO for the missions, and the status of training, for example, T, P, U, ?, for the tasks. The composition of the worksheet will vary depending on the unit's location, contingency plans, and intent of the evaluation. For example, is the evaluation designed to give an overall diagnostic, thus concentrating on underlying tasks or is it designed to test contingency plans, thus concentrating on specific missions.

EXAMPLE

MISSION

| | | | | | | |
|---|---|---|---|---|---|---|
| A. | CONDUCT HASTY ATTACK | GO | NO GO | | | |
| | Prepare to Move | T | | P | U | ? |
| | Conduct Tactical Movement | T | | P | U | ? |
| | React to Indirect Fire | T | | P | U | ? |
| | Breach Obstacles | T | | P | U | ? |
| | Maintain Mobility | T | | P | U | ? |
| B. | DELAY | GO | NO GO | | | |
| | *Prepare to Move | T | | P | U | ? |
| | *Conduct Tactical Movement | T | | P | U | ? |
| | *React to Indirect Fire | T | | P | U | ? |
| | Conduct Passage of Lines | T | | P | U | ? |
| | React to Air Attack | T | | P | U | ? |
| | *Maintain Mobility | T | | P | U | ? |
| C. | WITHDRAW | GO | NO GO | | | |
| | | T | | P | U | ? |
| D. | ..... | | | | | |

*These are redundant collective tasks and therefore will be evaluated more than one time. The more an evaluation is devised on a mission concept, the more redundancies you will have.

EVALUATOR'S COMMENTS:

(Give overall summary and highlights)

EVALUATOR'S SIGNATURE

Figure 6-3. Unit evaluation worksheet

SAMPLE BN MTP

6-14. Planning future training.

a. General. The training status of the unit is recorded on the unit proficiency worksheet. Assessments of strong and weak areas noted during training and the external evaluations noted during training are recorded. The battalion commander and S3 use this record of training status to develop and modify their unit's long-and-short range training plans to prepare their unit for success in combat.

b. Preparation. At battalion level, the UPW can be divided into two sections.

(1) The first section contains UPW's of all the critical wartime missions. As a minimum each UPW should list the critical wartime missions and the appropriate combined arms functional systems.

(2) The second section contains a list of all the collective tasks (T&EO's) of the staff planning sequence found in chapter 5. It provides a training assessment of the battalion staff.

# APPENDIX D

## DISTRIBUTION FOR MTP COORDINATING DRAFTS

D-1. Distribution. The preparing agency will provide copies to each of the ICs for review and comment and at least one copy for information to the information addressees cited below. Schools or agencies from which comments are solicited should receive additional copies as recommended below.

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D-2. Using units. The preparing agency is responsible for maintaining a list of using units, to include Reserve Components, and the distribution of drafts for review and comment. As a minimum each MTP will be reviewed by representative units from FORSCOM, USAEUR, EUSA (Korea) and selected RC units. Copies for units located in Europe will be sent to Hq 7th ATC.

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| CDR, III CORPS | FT HOOD, TX 76545 | AFZF-DPT-TNG |
| CDR, XVIII CORPS | FT BRAGG, NC 28307 | AFZA-DPT |
| CDR, 1ST INF DIV (MECH) | FT RILEY, KS 66442 | AFZN-DPT-T |
| CDR, 1ST CAV DIV | FT HOOD, TX 76545 | AFVA-GC |
| CDR, 2ND ARMD DIV | FT HOOD, TX 76545 | AFVB-GC |

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| CDR, 5TH INF DIV (MECH) | FT POLK, LA 71459 | AFZX-DPT-T |
| CDR, 7TH INF DIV (LID) | FT ORD, CA 93941 | AFZW-GC |
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# APPENDIX E

## REFERENCES

Army Regulations (AR's)

| | |
|---|---|
| AR 34-4 | Army Standardization Policy |
| AR 310-2 | Identification and Distribution of DA Publications and Issue of Agency and Command Administrative Publications, with TRADOC Suppl thereto. |
| AR 310-3 | Preparation, Coordination, and Approval of Department of the Army Publications, with TRADOC Suppl thereto. |
| AR 350-1 | Army Training and Education System |
| AR 350-XX | Forces Training |

Field Manuals (FM's)

| | |
|---|---|
| FM 25-1 | Training |
| FM 25-2 | Unit Training Management |
| FM 25-3 | Training in Units |
| FM 25-4 | How to Conduct Training Exercises |
| FM 25-7 | Training Ranges |
| FM 30-102 | Opposing Forces Europe |
| FM 34-71 | Opposing Forces Training Module-North Korean Military Forces |
| FM 100-5 | Operations |

Training Circulars (TC's)

| | |
|---|---|
| TC 25-7 | How to Develop Training Management Skills in the Unit |

TRADOC Regulations

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| TRADOC Reg 10-1 | Organization and Function. School Model 83 |
| TRADOC Reg 10-41 | Mission Assignments |
| TRADOC Reg 11-4 | Installation Contract Systems |

TRADOC Regulation (con't)

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|---|---|
| TRADOC Reg 11-7 | TRADOC Doctrinal and Training Literature Programs |
| TRADOC Reg 350-7 | A systems Approach to Training |
| TRADOC Reg 351-4 | Job and Task Analysis |
| TRADOC Reg 351-6 | Support of Training In Units |
| TRADOC Reg 351-9 | Individual and Collective Training Plan for Developing Systems Policy and Procedures |
| TRADOC Reg 351-11 | Soldiers Training Publications (STP) Policy and Procedures |
| TRADOC Reg 381-1 | Threat Management |

TRADOC Pamphlets

| | |
|---|---|
| TRADOC Pam 310-6 | Armywide Doctrinal and Training Literature (ADTL): Development and Preparation |
| TRADOC Pam 310-8 | Collective Front-end Analysis for Development of the Army Training and Evaluation Program (ARTEP) and a Method for the Development of Drills |
| TRADOC Pam 351-4 | Job and Task Analysis Handbook |
| TRADOC Pam 525 series | US Army Operational Concepts |

Department of the Army Circulars

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| DA Circular 350-85-4 | Standards in Weapons Training |

TRADOC Circulars

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|---|---|
| TRADOC Circular 351-84-1 | Individual and Collective Training and Development Glossary |

Field Circulars

| | |
|---|---|
| FC 25-20 | A Leaders Guide to After Action Reviews |
| FC 25-100 | Training the Force |

# GLOSSARY

Army Training and Evaluation Program (ARTEP)
The ARTEP is the program for collective training in units. It describes the collective tasks which the unit must perform to accomplish its critical wartime missions and survive on the battlefield. ARTEP combines the training and evaluation process into one integrated function. The ARTEP is a training program and not a test. The primary purpose of external evaluation under this program is to diagnose unit requirements for future training.

Armywide Doctrinal Training and Literature Program (ADTLP)
A Department of the Army program for the administration and management of doctrinal and training publications.

ARTEP Documents
Those training documents that together comprise the ARTEP for a specific echelon. These are Mission Training Plans (MTP's) and Drill Books.

Associated School
A TRADOC school whose primary mission falls within the functional area of an IC, is associated with , and under the tasking authority of that IC for combat developments, training developments, and selected training actions.

Audit Trail
1. A systematic documentation of actions that leads to or supports decisions about implementation of the training system management plan. It includes the data, information, and rationale that influenced the training development and training processes. Maintenance of a complete audit trail enables training modification and revision in a logical, coordinated, and systematic manner.
2. A methodical listing of events, rationale, data sources, and justification(s) for change(s) to the original plan or concept; alternate courses of action are delineated and filed in chronological sequence.
3. An audit file, the opening page(s) of which is (are) the list of contents.

Battalion Training Management System (BTMS)
BTMS is a systems approach to the execution of training management responsibilities for the use of commanders and their subordinates in the planning and conduct of training.

Battle Drill
A battle drill is a collective task at squad or platoon level which has been identified as one of the most vital tasks performed by that unit for success in combat. Battle drills are totally or largely METT-T independent, require minimal leader actions to execute, and are standardized for execution throughout the Army. Battle drills are usually executed or initiated on a cue such as a specified enemy action or simple leader order. Battle drills are U.S. Army standard doctrine and may not be modified in training.

Collective Task
A unit of work or action requiring interaction between two or more individuals for its accomplishment (i.e., operate a M105 Howitzer). It may also be a mission requirement, such as secure a bridgehead, that can be broken down into individual tasks. A collective task has identifiable start and end points and results in a measurable accomplishment or product. Some parts of a collective task may be achievable by an individual soldier, in which case they constitute individual tasks in their own right.

Common Collective Task
Those collective tasks which apply to units in general, or to many units which have different service school proponents. "Set up personnel decontamination station (PDS)" is an example of a common collective task.

Condition
That portion of the learning objective which describes the situation or environment in which the learner will write, express, and perform a specified behavior. Conditions include any pertinent influence upon task performance, including any or all of the following: location of performance, environment, equipment, manuals, or supervision required.

Coordinating Draft
A draft circulated for review. Reviewers comment on the information, recommend changes, or approve the draft as written.

Critical Collective Task
A collective task identified by front-end analysis that provides an immediate, direct, or significant impact on the ability of a unit to accomplish a specific wartime mission or to survive on the battlefield.

Critical Wartime Missions
Those missions, assigned or implied, that a unit must accomplish in wartime. Critical wartime missions are identified during the conduct of front-end analysis as missions that are vital to the unit's success or survival on the battlefield.

Department of the Army (DA) Print Edition
A publication distributed through the Standard Army Publications System from the U.S. Army Adjutant General's Publications Center.

Design
A process in the SAT that translates individual and collective performance requirements into training objectives, establishes training standards, establishes the best sequence for learning, and develops tests to measure mastery of training objectives.

Development
A process in a SAT that selects methods and media for training, develops material needed to implement training, and validates effectiveness of training programs prior to implementation.

Drill Book
Drill books are separate documents developed for squads and platoons, or equivalent units. They provide a limited number of DA standard methods (battle drills) for executing selected standard critical collective tasks.

Echelon (of publications)
Publications as they apply to each unit echelon, e.g., battalion, company, or platoon.

Field Training Exercise (FTX)
FTX's are high-cost, high-overhead exercises conducted under simulated combat conditions in the field. FTX's are the highest level exercise used by a platoon, company, or battalion to train to mission proficiency at its level.

Front-End Analysis (FEA)
The disciplined process of "top down" analysis whereby the capability of a unit, the unit missions (stated and implied), the most current tactical doctrine, and applicable threat doctrine are systematically analyzed and integrated to determine a unit's critical wartime missions and collective tasks. The FEA will ensure the accurate description of collective tasks to include the conditions and standards of task performance. The products of the FEA include a list of critical wartime missions, a list of critical collective tasks and performance measures, and a comprehensive list of leader and individual tasks.

Individual Task
A unit of work or action accomplished by a single individual. It has identifiable start and end points and results in measurable accomplishment or product.

Leader Task
An individual task (Skill level 2 or higher) performed by a leader that is integral to the performance of a collective task.

Mission
Major TOE activities performed by recognized TOE echelons. Mission may be assigned or implied by the TOE or a MACOM to support local contingencies. Stated missions are those missions stated in a unit's TOE or in related mission documents. Implied missions are those missions not found in a unit's TOE or in related documents, but which analysts determine are required to be performed.

Mission Outlines
Mission outlines are graphic portrayals of the relationship between critical wartime missions and the subordinate tasks inherent to those missions. Mission outlines are designed to provide the commander with a visual outline of his unit's critical wartime missions in a format which facilitates the planning and management of training at his level.

Mission Training Plans (MTP's)
MTP's are descriptive training documents which provide units (battalions, companies, platoons, and equivalent TOE units) a clear description of "what" and "how" to train to achieve critical wartime mission proficiency. They are designed to identify and elaborate on critical wartime missions in terms of comprehensive detailed T&EO's and to provide exercises and other related training management aids to assist field commanders in the planning and execution of effective unit training. Training developers must key on producing MTP's which are user friendly and thorough.

Parent Integrating Center (IC)
An activity specifically authorized and designated to formulate, develop, and integrate concepts, doctrine, force structures, materiel requirements, systems, training developments, and selected training in broad functional areas for itself and its associated schools.

Preliminary Draft
The initial draft of a publication. The major functions in preparing a preliminary draft are outlining/organizing, writing/editing, revising, and internal staffing.

Primary References
The principal source of information pertaining to the subject.

Proponent School
A TRADOC school designated by CG, TRADOC, to develop and review instructional material which is primary to branch doctrine, combat, or logistic training responsibility and which is presented at one or more Army schools or training centers.

Situational Training Exercise (STX)
A STX is a short, scenario-driven, mission-oriented type tactical exercise that provides a vehicle to train a group of closely related collective tasks and battle drills together. STX's provide preconstructed, bite-sized, short-term exercises that are central to sustainment training for tactical mission proficiency.

Soldier Training Publication (STP)
STP's are task specific publications which support individual training and evaluation of critical tasks. This group of publications consists of soldier's manuals (SM's), trainer's guides (TG's), job books (JB's), and military qualification standards (MQS).

Systems Approach to Training (SAT)
A logical process for effectively and efficiently determining what, where, when, and how tasks should be taught. It consists of the five interrelated phases of evaluation, analysis, design, development, and implementation.

Subtasks
Constituent actions or units of work in normal sequential order that are required to fully perform the collective task. Subtasks will identify leader task(s) and function(s) performed by some or all of the unit members. Subtasks are used to group and sequence standards in a logical manner. Subtasks may be individual or collective. They each identify the leader, individual(s), unit, or element responsible for performing the subtask.

Team Approach
In FEA, the pulling together of the combat developer, the doctrinal developer, the threat manager, and the training analyst to conduct the FEA.

Test Edition
An MTP prepared on a strictly limited basis to support the evaluation of operational or organizational concepts, doctrine, tactics, techniques, equipment, and weapons systems.

Training Analyst
In front-end analysis, an individual assigned to perform the analysis process. Personnel assigned to this position should be knowledgeable in the Systems Approach to Training, the command and unit structure of the unit being analyzed, the Battlefield Development Plan, current tactical and threat doctrine, analysis techniques, documentation research techniques, and have the ability to communicate (verbally and in writing). An analyst need not be a SME, but must work with SME's.

Training and Evaluation Outline (T&EO)
T&EO's are the foundation of the MTP. They provide measurable objective performance standards which form the basis for training, internal evaluations, and formal external evaluations. T&EO's contain task(s), condition(s), and standard(s) for each collective task.

Type Battalion
A classification of battalions by TOE, e.g., Mechanized Infantry, Light Infantry, M-1 Tank, Forward Support Battalion for a Heavy Division.

Unit Support Strategy
A proponent school's comprehensive training strategy for support of each MOS, system, or unit based on a critical analysis of the actual needs of units.

The proponent of this regulation is the Deputy Chief of Staff for Training. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) through channels to the Cdr, TRADOC, ATTN: ATTG-U, Fort Monroe, Virginia 23651-5000.

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