TC 7-0.3

PLAN AN EVENT

SEPTEMBER 2025

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HEADQUARTERS, DEPARTMENT OF THE ARMY

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PLAN AN EVENT

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Preface

TC 7-0.3, *Plan an Event*, provides Army leaders the fundamental processes and procedures to plan and conduct training events. Users of this training circular (TC) must familiarize themselves with Army training doctrine as described in ADP 7-0 and FM 7-0.

The principal audience for TC 7-0.3 is all members of the profession of arms. Commanders and staffs of Army headquarters serving as joint task force or multinational headquarters should also refer to applicable joint or multinational doctrine concerning the range of military operations and joint or multinational forces. Trainers and educators throughout the Army will also use this publication.

Commanders, staffs, and subordinates ensure that their decisions and actions comply with applicable United States, international, and in some cases host-nation laws and regulations. Commanders at all levels ensure that their Soldiers operate in accordance with the law of war and the rules of engagement. (See FM 6-27).

TC 7-0.3 uses joint terms where applicable. Selected joint and Army terms and definitions appear in both the glossary and the text. For definitions shown in the text, the term is italicized, and the number of the proponent publication follows the definition.

TC 7-0.3 applies to the Active Army, Army National Guard/Army National Guard of the United States and United States Army Reserve unless otherwise stated.

The proponent of TC 7-0.3 is the United States Army Combined Arms Center. The preparing agency is the Training Management Directorate, United States Army Combined Arms Center. Send comments and recommendations on DA Form 2028 (*Recommended Changes to Publications and Blank Forms*) to Commander, United States Army Combined Arms Center – Training and Fort Leavenworth, ATZL-CTD (TC 7-0.3), 410 Kearny Avenue, Building 45, Fort Leavenworth, KS 66027-1356, or email trainingdoctrine@army.mil.

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Introduction

Army training forms the foundation of unit readiness, emphasizing mission-essential tasks and operational effectiveness. TC 7-0.3, *Plan an Event*, outlines key frameworks for planning training activities, including lane training, the 8-step training model, and Troop Leading Procedures (TLP). It provides leaders with practical strategies to efficiently plan, execute, and evaluate training events at various levels. This TC further elaborates on the training concepts introduced in the Army's training doctrine, ADP 7-0 and FM 7-0.

TC 7-0.3 contains two chapters:

Chapter 1 offers a comprehensive and detailed methodology for planning training events, aimed at enhancing coordination, skill development, and overall effectiveness. From individual tasks to collective operations, every activity is aligned with the commander's training guidance, leveraging structured models and resource-efficient methods to achieve optimal outcomes. This chapter explores the processes and principles of planning training events, emphasizing platoon-level planning and execution strategies.

Chapter 2 provides detailed planning for lane training, a structured approach to improving unit proficiency in essential tasks within a controlled environment. Lane training emphasizes repeated practice, feedback, and retraining to efficiently meet tactical and technical standards. This chapter highlights its principles, advantages, and practical applications, with a focus on platoon-level planning to optimize training outcome.

TC 7-0.3 contains two appendices:

Appendix A outlines the 8-step training model, a flexible framework for planning and executing small-unit training events efficiently while ensuring key activities are completed and adaptable to unit needs.

Appendix B outlines Army troop leading procedures, a structured detailed 8-step process used by small-unit leaders to efficiently plan, prepare, and execute training while translating the commander's intent into actionable tasks.

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Chapter 1

Training Event Planning

Army training events serve as the cornerstone for developing unit readiness, ensuring that soldiers are proficient in mission-critical tasks and equipped to succeed in diverse operational scenarios. These events are meticulously planned and executed, following established frameworks and methodologies to enhance coordination, skills, and overall effectiveness. From individual tasks to collective operations, each activity is designed to align with the commander's training guidance, utilizing structured models and resource-efficient methods to achieve optimal results. This chapter explores the processes and principles guiding training events, with an emphasis on platoon-level planning and execution strategies.

OVERVIEW

1-1. Army training events are structured activities aimed at enhancing the skills, coordination, and overall readiness of a unit. These events focus on collective tasks critical to the unit's mission, including mission essential tasks (MET), tactical tasks, battle tasks, weapons training, battle drills, and communication exercises. The primary objective is to ensure that the unit functions as a cohesive and effective entity in scenarios ranging from combat operations to other mission requirements.

1-2. Training events are typically guided by the **Army's operations process**, which encompasses *planning, preparation, execution,* and *assessment* phases. Leaders prioritize tasks, allocate necessary resources, and conduct after action reviews (AAR) to evaluate performance and identify areas for improvement.

1-3. Leaders begin the planning process several months before execution to ensure that the resources required for effective training are secured ahead of time. This process involves coordination and support from the company, battalion, and higher echelons. Training events are integrated into the organization's unit training plan (UTP) and are aligned with the commander's training guidance.

1-4. Training events at the platoon and lower echelons typically demand fewer resources compared to those conducted at the company level or higher. A highly recommended method for platoon training is **Lane Training**, which is resource-efficient and facility-light. This technique centers on limited tasks performed within a controlled environment, enabling soldiers to practice repeatedly until they achieve proficiency. Chapter 2 details the process of planning and conducting lane training.

1-5. **While the 8-Step Training Model** serves as a valuable checklist to ensure that key planning actions for major training events are completed, it lacks the necessary detail to fully plan and prepare small unit training events. However, squads and teams may still find the 8-Step Training Model beneficial for their needs. (Refer to Appendix A for a detailed description of the model).

PLATOON TRAINING EVENT PLANNING

1-6. This chapter emphasizes a comprehensive sequence of actions and activities that leaders can follow at the platoon level to plan and execute effective training events:

1. **Dialogue with the Commander**: Communicate with the commander to ensure alignment with training goals and directives.
2. **Determine Event Requirements**: Identify the objectives, resources, and personnel needed for the event.
3. **Iterate and Develop an Event Concept**: Create a detailed outline of the event, including tasks, timeline, and logistical considerations.
4. **Obtain Commander Approval**: Present the concept for review and secure the commander's authorization.
5. **Issue Orders**: Distribute operational orders to ensure all participants are informed and prepared.
6. **Monitor Pre-Execution Checks**: Verify that all necessary preparations are completed before the event begins.
7. **Execute the Event**: Conduct training, evaluate performance, and implement recovery activities.

8. **Provide Feedback to the Commander and other leaders**: Share insights on performance, challenges, and successes observed during the event across the organization.
9. **Record & Share Results:** Document outcomes and lessons learned, ensuring information is disseminated for future improvements.

1. DIALOGUE WITH THE COMMANDER

1-7. The platoon leader consults with the company commander to seek additional guidance and gain approval to proceed with planning. During this step, both leaders review training requirements and discuss the execution plan. Communication continues throughout the event, incorporating a series of touch points as necessary.

1-8. At a minimum, the discussion should cover the following topics:

- **MET to battle task nesting**: Alignment of tasks to METs, initial training objectives, and any additional tasks to be trained.
- **Proficiency End State:** The commander defines the desired proficiency level to be achieved by the end of the event. This includes attaining a "T" rating (trained) for the primary tasks being practiced.
- **Training Environment**: Determine whether the event is conducted live, virtually, constructively, or through a blended approach (combination of these approaches).
- **Feasibility of Objectives**: An assessment of whether the training objectives are achievable, based on a review of Training and Evaluation Outlines (T&EOs). For a detailed analysis of the task, refer to TC 7-0.4.
- **Resource Requirements**: Identification of necessary resources and discussion of any known constraints related to time or availability requiring attention by the chain of command.

2. DETERMINE EVENT REQUIREMENTS

1-9. Platoon leaders gather comprehensive information about the training event to ensure the most accurate and complete details are considered. In this step, platoon leadership performs the following actions:

- **Reviews commander's training guidance** to align the event in time and within the broader unit objectives.
- **Examine initial training objectives** to clarify priorities and focus areas and specific tasks and required proficiency to train.
- **Assesses records of previous similar events** to identify lessons learned and best practices.
- **Determines major resource requirements**, including personnel, equipment, and facilities.
- **Evaluates standards and proficiency requirements** as outlined in the T&EO, to ensure training goals meet operational benchmarks and standards.
- **Identifies additional tasks to train**, addressing any gaps in skills or readiness required to execute the primary tasks trained.

Review Commanders' Training Guidance

1-10. The company commander's training guidance (CTG) provides direction for the entire training period. Platoon leaders review the CTG to identify critical details for planning events, such as:

- Event types (e.g., Tactical Exercise Without Troops (TEWT), Lane Training, Situational Training Exercise (STX)).
- Event dates.
- Initial training objectives.
- Additional information needed for planning.

Review of Initial Training Objectives

1-11. Platoon leadership reviews the initial training objectives outlined in the CTG. These tactical goals focus on specific results that need to be achieved during training. During this stage, leadership refines initial training events to align with these goals. Platoons and lower echelons typically concentrate on:

- Company METs: objectives critical for company success

- Designated battle tasks: critical subtasks nested below the company level ensuring successful completion of company METs. For more detailed guidance on developing battle tasks, refer to FM 7-0.

Review Records of Previous Like-Events

1-12. Platoon leadership reviews previous unit training records, focusing on the last instance when a similar event was conducted. This review provides valuable planning insights such as whether training objectives were met, resourcing requirements, necessary points of contact, coordination challenges, after action review (AAR) comments, and other critical details. Key sources of information on past training events include:

- Unit training records (e.g., the Army's digital system of record) and unit files.
- AAR reports, documenting lessons learned.
- Orders and concept of operation (CONOP) issued for previous events.
- Resource requests related to the training.
- Range facility contracts.
- Unit lessons learned files, accessible through computer common drives, SharePoint or similar platforms.

Identify Major Resources

1-13. Leaders identify and coordinate major training resources that require long lead times. Coordination may involve battalion-level and higher headquarters to ensure availability and support. After identifying resources, leaders must determine the best approach to synchronize resource requests, procurement, and expenditure with the training event requirements. For instance, if ammunition requires a 120-day reservation period while ranges only need 90 days, leaders should prioritize ranges that align with the requested ammunition. Examples of these resources include:

- **Ranges** for live-fire and tactical exercises.
- **Range Regulations** for compliance with local requirements and prerequisite conditions.
- **Training Areas** for maneuver and scenario-based drills.
- **Multiple Integrated Laser Engagement Systems** (MILES) for personnel and vehicles.
- **Class V** (ammunition) blank, for weapons and live-fire training.
- **Simulators** to support virtual and constructive training environments.
- **Unique Training Facility**.
- **Unique or scarce resources** critical for specialized training.
- **Off-installation training resources**, such as facilities or areas located outside the installation.

Review Standards & Proficiency Requirements

1-14. Leaders review task and weapon system standards alongside proficiency requirements. For tasks, leaders examine performance measures, and the task criteria matrix outlined in the T&EOs. These resources define the criteria necessary to achieve the desired training objectives. (For detailed information on using T&EOs, refer to TC 7-0.4. Training and Evaluation Outlines. 26 August 2025).

1-15. For weapons training, leaders consult the appropriate training circular specific to each weapon type to ensure compliance with standards and requirements.

1-16. Additionally, T&EO's assist planners in event design.

Determine Additional Tasks to Train

1-17. Platoon leadership evaluates additional collective tasks to include in training. These tasks may consist of activities that the platoon chooses to prioritize or mission-specific requirements that need attention. Special emphasis is placed on training ***high-payoff tasks***, which yield significant operational benefits. Leaders can refer to T&EOs to identify supporting collective and individual tasks that align with the parent task.

Note: ***High-payoff tasks*** are tasks that provide significant value by supporting multiple METs or battle tasks within an organization. When an organization trains on a high-payoff task, the skills and proficiencies developed during this training transfer to other METs or battle tasks that the high-payoff task supports. These transferable skills are particularly important for multi-echelon training, where multiple levels of the organization train together. By identifying high-payoff tasks, leaders can enhance training efficiency and maximize the overall impact of their efforts. (Refer to FM 7-0 for further details).

3. DEVELOP AN EVENT CONCEPT

1-18. With the guidance and approval of the company commander, the platoon leader proceeds with the further development and refinement of the plan. This includes:

- Conducting reconnaissance of training sites.
- Developing training course of action (COA).
- Determining and requesting the necessary resources.

Recon Training Sites

1-19. Training sites are identified during the development of the company UTP. In this step, leaders conduct physical verification of training locations to ensure they can support the proposed training and enable the unit to achieve its training objectives. Leaders also review training support plans to confirm that necessary resources are properly coordinated and prepared for execution

1-20. Leaders visualize the progression of event actions based on the proposed COAs. They create a concept for execution that optimizes training and retraining opportunities within the constraints of available time and space. It's important to have all key participants involved with the training execution to attend the recon.

Develop a Training Course of Action

1-21. Leaders visually work backward from the end state (the desired outcome) of the training event. Once a desired end state is determined, the backward planning approach starts by determining what to train and subsequently deciding how to train. Figure 1-1 on page 5 demonstrates the flow and backwards planning concept.

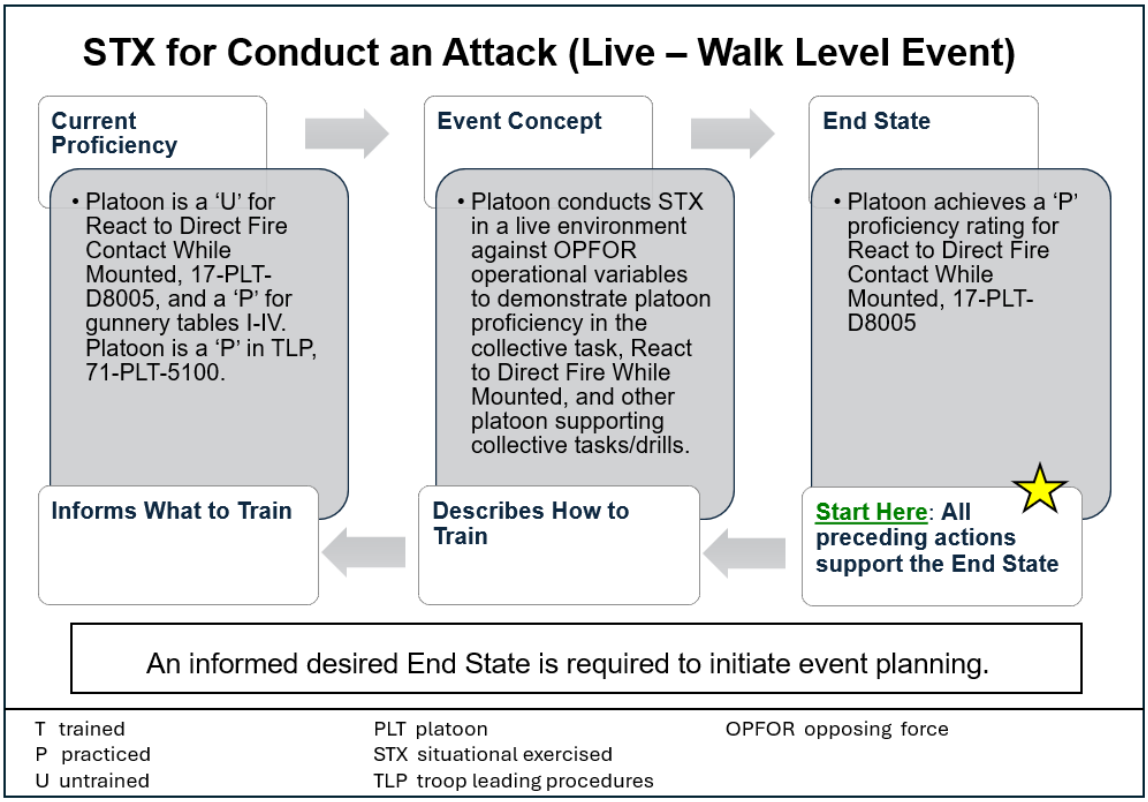


Figure 1-1. Course of Action Concept

1-22. Leaders explore various approaches to achieving training objectives, and one effective method is the use of a sketch—a straightforward technique that visually represents anticipated unit or higher-echelon actions, similar to operations graphics. These sketches help leaders sequence tasks, map out training objectives, and identify key actions necessary for success. By analyzing these visualizations, leaders can concentrate their planning efforts on the COA that best meets their training goals.

1-23. One example of this approach is the concept development sketch, as illustrated in figure 1-2, page 6. This sketch provides planners, leaders, and executing units with a high-level overview of a training event, outlining major operational movements without including frontside operations graphics, schemes of maneuver, or other mission-analysis details. Rather than presenting a detailed plan, it offers a broad concept by sequencing unit activities, identifying backside support area movements, and defining general execution principles. This visual tool can be integrated into planners' concepts of operations, five paragraph operations orders (OPORD), or other command products, ensuring that key elements are captured in orders, briefings, and rehearsals.

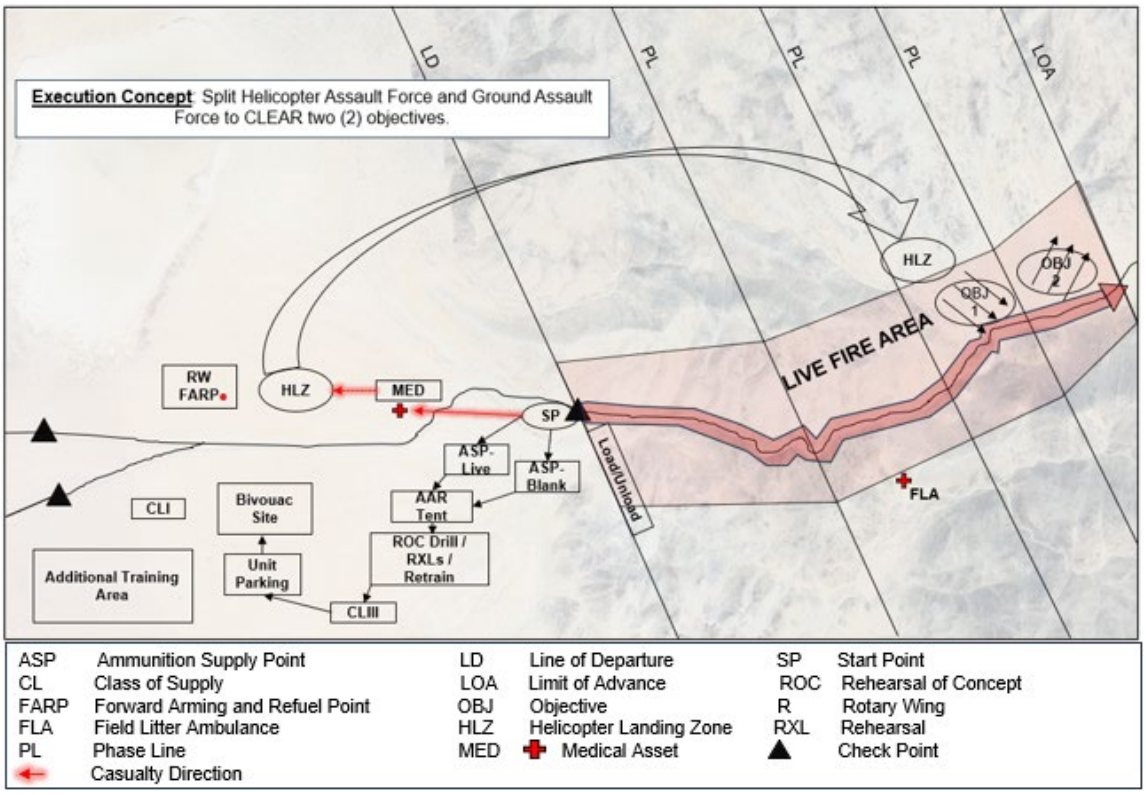


Figure 1-2. Concept Development Sketch

Determine/Request Required Resources

1-24. At this stage, the primary resources have been identified and coordinated. Platoons proceed by identifying and requesting any additional resources that may be required. It is essential to submit all requests for resources and support early in the planning process. Leaders should explore additional sources to ensure all resource needs are addressed:

- Assessing resource requirements based on the type and scope of the event, including tasks outlined in T&EOs and weapons training circulars.
- Reviewing records from similar past events, as these often provide the most accurate insights into resource needs. Unit historical records serve as a valuable tool for estimating requirements for like-type events previously conducted.
- Utilizing the locally available installation training resources. The Battalion S3/S4 staff are a reliable source of this information.
- Determine if the unit has any equipment or devices that can be used in the training.

1-25. **Resource Monitoring and Coordination:** After submitting supporting resource requisitions, platoons must consistently track their status to ensure timely coordination. A T-Week calendar serves as an effective tool to remind planners to follow up on resource coordination efforts. Additionally, using a "training resource tracker," such as the example provided in FM 7-0, helps maintain progress and ensures all resources are prepared for execution.

1-26. The installation Training Support Center (TSC) is an organization responsible for providing various training resources, including training aids, devices, and facilities. The range of resources available varies depending on the installation. Leaders should always consult the battalion S4 to confirm locally accessible training resources. Examples of resources offered by a TSC include:

- **Terrain Boards, Map Boards, METL Boards, and Sand Tables** for planning and visualization.
- **Training Mines and Training Improvised Explosive Devices (IED)** for recognition exercises.
- **Functional Triggers** designed for use with Training IEDs.

- **Mock-ups** for simulation and instructional purposes.
- **Land Navigation Field Stakes** to support navigation training.
- **MILES:**
  - Loan, Issue, Receive, Store, and Maintain MILES and Gunnery Systems.
  - Provide Familiarization Training.
  - Provide field support for Force-on-Force Training and Gunnery Through Contact Teams in the field.
- **Virtual Simulations**
  - **Engagement Skills Training** – Simulates live weapon training events that directly support individual and crew-served weapons.
  - **Bradley Training** – Focused on the Bradley Fighting Vehicle.
  - **Abrams Training** – Focused on the Abrams Main Battle Tank.
  - **Observed Fire Training** – Covers fire coordination and targeting.

1-27. If a training resource is requisitioned but later deemed unnecessary, leaders must promptly cancel the request. Training resources are often limited, and other units may require access for their own training needs.

4. Obtain Commander Approval

1-28. Platoon leadership provides a detailed briefing to the company commander on the progress of planning. This includes all aspects of the training event, from the status of resource coordination to the planned execution of the event. The briefing enables the commander to assess whether the training event aligns with the company and platoon training objectives, or whether refinements are needed.

1-29. Based on the briefing, the commander issues guidance and approves the training event plan, pending any necessary modifications. Once approval is granted, platoons proceed with further development and preparation for the event.

5. Issue Orders

1-30. Leaders create and distribute orders to provide essential information about training events to all participants and support personnel. These orders address the "who, what, when, where, and why," ensuring everyone involved is informed and can complete necessary preparations. Known as the five paragraph OPORD, this format is a structured way to organize and communicate military operations, ensuring clarity and consistency in conveying plans. See FM 5-0 for details on all types of orders.

1-31. All orders generally follow the standard five paragraph format, with content tailored to the specific type of order. Refer to figure 1-3, page 9, for the structure of a five paragraph OPORD. The format is remembered using the acronym SMEAC, which stands for Situation, Mission, Execution, Administration/Logistics, and Command/Signal:

- **Situation**: Describes the current environment, including details about enemy forces, friendly forces, attachments, and terrain considerations.
- **Mission**: Outlines the "who, what, when, where, and why" of the operation.
- **Execution**: Details the concept of operations, tasks for subunits, and coordinating instructions.
- **Sustainment** (or Administration/Logistics): Covers logistical and administrative support, such as supplies, medical evacuation, and transportation.
- **Command and Signal**: Specifies command relationships, communication methods, and signal instructions.

1-32. In training scenarios, there are typically three types of orders. These include—

Types of Orders

Administrative (Admin) order. This order outlines the task and purpose of the event. It assigns responsibilities, specifies key coordination actions, and includes relevant dates. However, it does not address the tactical situation or scenario for the event.

Tactical Order: This order outlines the tactical scenario involving both friendly and enemy forces, providing the situational "road-to-war" for the event. It is written from the company commanders' perspective. It includes a detailed description of the enemy and friendly situation, the concept of operations, the scheme of maneuver, and other relevant details. The purpose of the tactical order is to immerse the platoon and its leaders in a realistic operational environment and allow the training unit to produce its on order.

Opposing Force (OPFOR) Order (optional). Not all platoon or below training events require an OPFOR order. However, if the platoon is replicating an operational environment using OPFOR personnel/role players/equipment, an order to organize these personnel and assets is helpful. At platoon level, limited use of OPFOR is particularly useful during lane training. The battalion S-2 can provide specific OPFOR resource information.

Note: For all uses of orders, the information is customized to suit the specific training situation and environment.

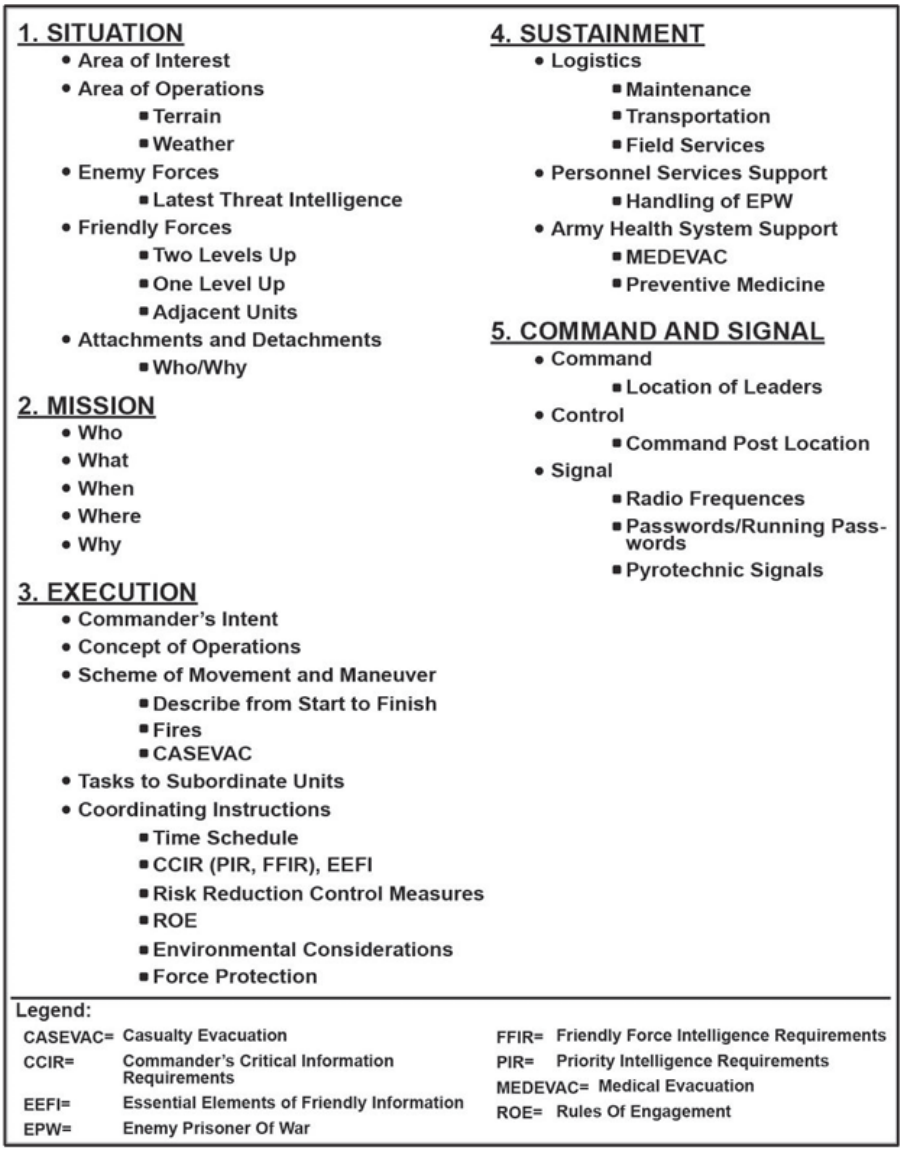


Figure 1-3. Five paragraph OPORD format

Other Order Techniques

1-33. The CONOP format is commonly used by leaders to plan, prepare, and execute small unit training. Its format is determined by the unit Standard Operating Procedure (SOP) and normally includes an abbreviated five paragraph OPORD format, operations graphics, and other details in a clean and single product for rapid dissemination and comprehension. See figure 1-4, page 10, as an example.

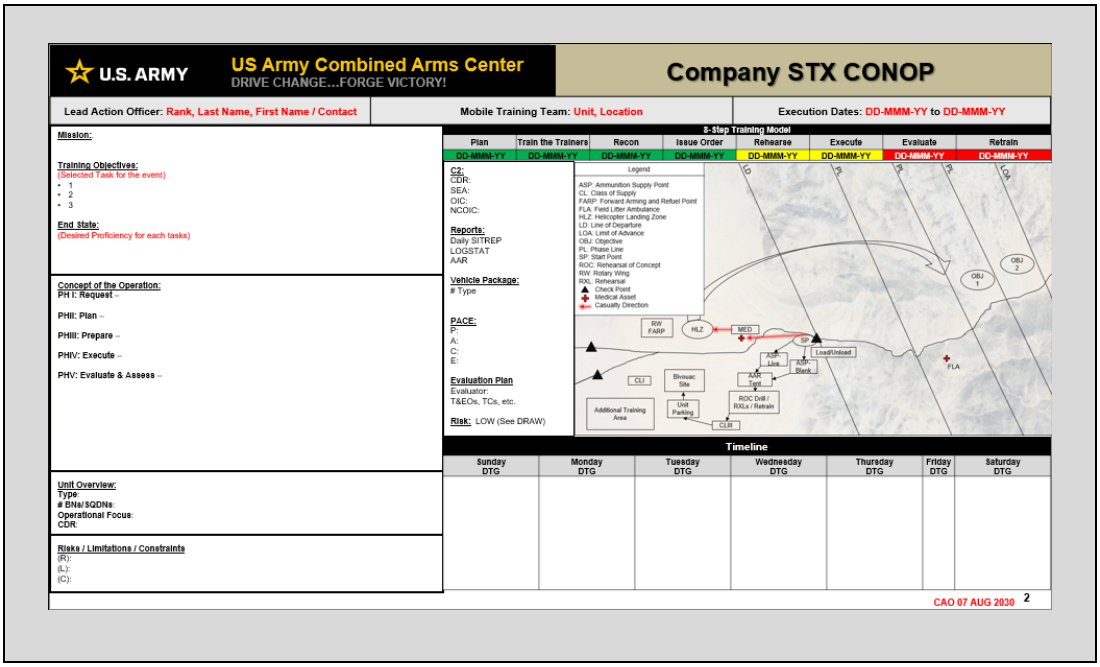


Figure 1-4 Example of a CONOP

6. Monitor Pre-Execution Checks

1-34. Using a **T-Week calendar** and unit developed pre-execution checklists is recommended to track specific preparation actions and activities for each event planned. They are constantly reviewed to ensure pre-execution checks are identified and accomplished on time prior to the event. For example:

Example T-Week considerations

T-Week	Activity
T-16	Identify major training facilities (sixteen weeks before the event)
T-12	Conduct training event planning (twelve weeks before the event)
T-11	Refine event requirements (eleven weeks before the event), etc.

1-35. Leaders create and adjust T-Week calendars based on the planning requirements and the resourcing timelines of the installation and command. For instance, submitting a request for MILES equipment may require 18 weeks on one installation, while it could take longer than others. For a comprehensive explanation of T-Week planning, refer to TC 7-0.2.

Select and Certify Primary Trainers

1-36. **Initial Selection and Identification:** Potential trainers are chosen based on their expertise, leadership potential, and operational experience to ensure that only the most qualified individuals serve as trainers within the unit. The commander defines the training and certification requirements for these trainers, as outlined in the unit's SOP. Candidates selected to lead training events, conduct simulation-based exercises, or teach specific classes must undergo additional certification processes. This systematic approach ensures that those designated as primary trainers possess the requisite qualifications, instructional capabilities, and operational knowledge to effectively fulfill their roles.

1-37. **Practical Experience and Certification:** After gaining hands-on experience, trainers must demonstrate their proficiency by leading sessions under observation. Training event rehearsals provide an opportunity for trainers to gain experience and showcase their expertise before being certified by the

commander. Trainers are evaluated on their ability to effectively deliver training, engage learners, and convey doctrine while adapting to various training scenarios. Once they meet the established performance standards, they are officially certified, ensuring consistency in training quality across the organization.

Note: Unit commanders are solely responsible for developing the unit's certification process and establishing requirements and procedures for certification and documenting in the unit's training SOP.

Conduct Rehearsals

1-38. Leaders conduct rehearsals before training to ensure plans are well understood, synchronized, and that subordinates are aware of their roles and actions. Refer to the Army Training Network's (ATN) "*How to Conduct Rehearsals"* video for additional guidance. Rehearsals help leaders to:

- Confirm the micro timeline estimates.
- Identify weaknesses or gaps in the plan.
- Teach effective training techniques.
- Coach trainers until they are confident in their roles.
- Ensure safety and environmental considerations are addressed and updated.
- Determine if subordinate leaders are tactically and technically proficient.
- Evaluate subordinate leader competencies and provide constructive feedback.
- Build subordinates' confidence in their ability to train or operate effectively.

1-39. A few examples of rehearsals include:

- **Rehearsal of Concept (ROC) Drills:** A visual and verbal walkthrough of the operation or training event to align understanding and coordination.
- **Backbriefs:** Subordinate leaders brief back their understanding of the plan to confirm intent and alignment.
- **Sand Table Exercise:** A physical or visual representation of the terrain and plan, used to rehearse operations in a hands-on manner.
- **TEWT:** A low-cost exercise conducted in field conditions on actual terrain with minimum troop and support personnel.

Note: OPFOR personnel (if used) also conduct rehearsals prior to training

Additional Planning Considerations

1-40. Plan to include **multiple sets and repetitions** during training. Allocate sufficient time to perform as many iterations of tasks as possible. Increased practice, combined with timely feedback, enhances performance. Once proficiency is achieved, leaders should adjust the conditions under which tasks are trained, making the training environment more difficult, unpredictable, and challenging. When the unit consistently demonstrates task proficiency under any conditions, it achieves the concept of **task mastery**. Examples of altering task conditions include:

- Conducting execution during day and night.
- Adapting to changes in terrain or weather conditions.
- Introducing changes in leadership roles.
- Simulating equipment malfunctions or substitutions.
- Experiencing failures in communication and command/control systems.
- Reacting to actions or activities by opposing forces.

Note: **Task mastery** extends beyond merely performing a task to standard through repeated practice (sets and repetitions). It involves successfully completing multiple iterations of a task under the most challenging and dynamic conditions. Task mastery requires continuously adapting to changes in the operational environment while optimizing the use of available resources.

1-41. Plan to evaluate training during the event. This involves platoon leadership developing a comprehensive evaluation plan. Key considerations include:

- **Who will evaluate?** Identifying personnel responsible for conducting evaluations.
- **Evaluator certification:** Evaluators must be knowledgeable, experienced, and competent in the tasks being trained.
- **Observation positioning:** Determining where evaluators should be located to best observe task execution.
- **Evaluation standards:** Confirming evaluators have access to task T&EOs or weapon TCs to assess performance against established standards.
- **AAR equipment:** Ensuring evaluators have the necessary equipment to conduct AARs.
- **Feedback reporting:** Establishing how evaluators will report feedback and identifying recipients (e.g., through T&EOs, AAR reports, and observations).

1-42. **Plan to retrain.** Leaders allocate time for retraining tasks and weapons to ensure training objectives are fully achieved before concluding any event. Retraining is typically scheduled at the mid-point or the end of the event. Lane training offers an additional benefit: if task standards are not met, the lane can be reattempted repeatedly until proficiency is attained.

1-43. **Plan opportunity training.** Opportunity training (or "hip-pocket training") focuses on individual tasks or crew-based skills during inactive periods. Before the event, platoon NCOs select tasks or drills that support battle tasks, require minimal preparation, and can be completed in 10 to 20 minutes.

1-44. **Pre-combat checks and inspections.** Prior to execution, leaders perform pre-combat checks and inspections (PCC/PCI). These operational checks ensure that all personnel and equipment are fully prepared for operations. Unlike pre-execution checks, PCC/PCI focuses directly on readiness for the mission.

7. EXECUTE (TRAIN, EVALUATE, RECOVER)

1-45. Platoons and squads execute training while leaders simultaneously carry out other critical activities, such as conducting evaluations, informal AARs, and retraining whenever proficiency is not achieved.

1-46. During training, trainers and evaluators monitor the process, evaluate performance, and provide feedback using tools like T&EOs, weapon training TCs, written observations, or electronic means.

1-47. Training is not considered complete until the objectives are fully met. Given the scarcity of training time, postponing proficiency goals necessitates scheduling future training events to address deficiencies. This also requires additional planning and coordination to secure unprogrammed resources for regaining proficiency.

1-48. Leaders conduct recovery activities immediately after the event to ensure that resources, equipment, and personnel are prepared for future operations. The recovery process is an essential part of training and is outlined in the unit's SOP. Completion of recovery marks the official end of the training event. Final AAR comments assess the effectiveness of the recovery process and provide input for updating platoon and company SOPs. Examples of recovery activities include:

- Accountability of Soldiers, weapons, and sensitive items.
- Reporting unit closure to higher headquarters.
- Ammunition accountability and turn-in.
- Cleaning equipment, vehicles, weapons, and communications gear.
- Verifying personnel health and welfare.
- Conducting post-operation preventive maintenance checks and services.
- Ensuring organizational and individual equipment accountability.
- Maintaining, accounting for, and turning in Class IV, Class V, training aids, devices, simulations and simulators (TADSS), and other support items.
- Cleaning up and closing out training areas, ranges, and facilities.
- Conducting final AARs (see TC 7-0.1).
- Recording training results in the current Army training system of record, such as leader books, the small unit leader tool (SULT), Digital Training Management System (DTMS) or the Army Training Information System (ATIS).

- Allowing Soldiers time to recover personal equipment and conduct personal hygiene.
- Performing final inspections.

8. Provide Feedback to the Commander

1-49. After platoon training, platoon leaders deliver feedback to the company commander regarding the training. This feedback is essential for the commander to make an accurate and balanced assessment of proficiency. Key components of platoon feedback include:

- Evaluator T&EOs.
- Weapon system range results.
- AARs and facilitator comments.
- Observations from platoon and squad leadership.
- Multimedia files, such as phone or tablet videos, when appropriate.

9. Record & Share Results

1-50. Training records are valuable resources that leaders use for reference in the future. These records assist in replicating previously conducted training events or developing innovative methods to enhance training techniques and procedures.

1-51. Platoons document and access training records using tools such as:

- Leader books.
- Small Unit Leader Tool (SULT) on ATN.
- Battle roster updates.
- Certification records.
- AAR reports.
- Current Army training system of record such as DTMS or ATIS.

1-52. Platoons share training results with other platoons within the company. Additionally, as authorized by the commander, they may share results with the Army through various channels, including AAR reports, papers, articles, the Center for Army Lessons Learned website, and other means.

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Chapter 2

Lane Training

Lane training is a systematic and effective approach to improving unit proficiency in individual and collective tasks, battle tasks, and battle drills within a controlled environment. This method focuses on repeated practice, immediate feedback, and retraining, enabling units to efficiently meet tactical and technical standards. From rehearsing tasks to executing them in realistic scenarios, lane training enhances readiness and sharpens performance under evaluative oversight. Through its structured framework, this chapter examines the principles, planning processes, advantages, and practical applications of lane training at the platoon level and beyond, providing leaders with strategies to optimize training outcomes and operational efficiency.

OVERVIEW

2-1. Lane training is a technique to train and evaluate small units and Soldiers on individual tasks, collective tasks, or battle drills in a designated and controlled area, or facility. In lane training, a small unit (company size and smaller) operates from a stationary position, or tactically moves mounted, or dismounted through a prescribed land course (a lane), and performs selected tasks which are observed by an evaluator. The tasks performed are observed and evaluated based on standards outlined in the tasks' T&EO. The focus of lane training is on small unit task proficiency.

2-2. In planning the lane, the unit commander determines the training objectives for the exercise. Typically, the unit moves through each stage of the lane executing tasks as it goes. During execution, certified evaluators observe and evaluate tasks focused on the training objectives. Following task execution, an evaluator provides feedback to the unit based on observed performance during an on-site AAR. Based on unit performance, the unit then moves to the next lane or retrains the task before re-entering the lane for another attempt. An evaluator applies this general technique for either a lane training exercise or a situational training exercise.

2-3. In a lane, the unit enters and conducts a rehearsal of the tasks it will perform. Movement through the lane is performed through tactical movement. For example, a dismounted infantry squad moves forward in patrol formation, or a mounted logistics convoy moves from one location to another. Following a rehearsal, the unit enters the lane area in which it will react to a tactical situation. Unit reaction to the programmed scenario requires it to execute the tasks selected for observation and evaluation (training objectives). After task execution, the evaluator conducts a facilitated AAR and provides the unit with a GO or NO-GO rating. In the lane training context, a GO rating indicates that the unit met T&EO standards for the task as specified by the training objectives for the lane. A NO-GO rating indicates the unit did not.

2-4. If the unit achieves a GO rating, the unit is allowed to proceed to the next lane to perform other tasks. If the unit is rated a NO-GO and fails to achieve task standards and training objectives, then it retrains and then re-enters the same lane at the start to perform the task again. This process is repeated multiple times until the unit achieves task standards.

2-5. The primary advantages of lane training are—

- It requires limited space to execute tasks.
- The training environment is unit controlled.
- Tasks are based on unit proficiency requirements and training objectives.
- Feedback of performance is immediate.
- It provides the opportunity to retrain and execute tasks until performed to standard.

2-6. Lane training is a systematic, performance-oriented process. The rigor of the lane training process enables units to attain proficiency quickly and efficiently in tactical and technical tasks. It enables training to be effectively structured, administered, supported, and evaluated by limiting the number of tasks, time,

terrain, facilities, or other resources. Lane training provides a controlled approach to training selected tasks to proficiency.

2-7. Lane training enables leaders to—

- Conduct initial, developmental, sustainment, refresher, and enhancement training and assessment for tactical and technical tasks.
- Train similar units—simultaneously or sequentially—using mission-related scenarios.
- Test, standardize, and train tactics, techniques and procedures (TTP).
- Develop and refine unit SOPs that support unit METs or battle tasks.
- Efficiently control training objectives (tasks trained and end state proficiencies) during training.
- Support initial training and retraining.
- Vary training conditions to the training level of the unit (which may be at the initial, refresher, or sustainment level).
- Achieve proficiency on multiechelon, multi-unit, combined, joint, multinational, or interagency procedures and on other difficult, infrequent, or teamwork-based tasks.
- Achieve maximum results when resources are limited (including land, facilities, personnel, and equipment).
- Prepare for both formal and informal assessments, internal evaluations, and external evaluations (EXEVAL).
- Conduct competitions.

2-8. In certain instances, lane training may be the most efficient and effective means to train small units to attain and sustain selected task proficiencies. Lane training techniques may be indicated as a training method—

- When task evaluations indicate there may be changes or performance deficiencies in squad, team, section, platoon, or company collective tasks. Potential situations or indicators include changes in—
  - Doctrine.
  - Organization.
  - Material.
  - Personnel.
  - Training.
  - Leader development.
  - Task performance.
- When units need to prepare for assigned missions or specific operational environments.
- When leaders need to prepare Soldiers and units for major training events, including annual training, gunnery exercises, combat training center rotations, and EXEVALs.
- When sustainment training is needed.
- When task proficiency is perishable or easily atrophied.
- When there is a need to evaluate performance on collective and supporting individual tasks further.
- When there is a need for integrated multiechelon or multifunctional training.
- When training requires significant planning, management, or resource support.
- When the use of other training techniques proves more expensive or impractical.
- When directed by higher headquarters.

TYPES OF LANE TRAINING

2-9. There are two types of exercises that employ basic lane training techniques:

- Lane training exercise (known as LTX).
- Situational training exercise (known as STX).

2-10. A ***lane training exercise*** is a company and below exercise conducted in a live or simulated training environment used to train individual and/or collective tasks and battle drills that include a designated area, terrain, or facility. A LTX consists of an assembly area, rehearsal, lane execution, AAR, and retraining activities. It is a limited scope exercise, does not rely on a tactical scenario and allows leaders to focus training on multiple iterations of a task to proficiency. Trainers consider the following when developing LTXs:

- An LTX focuses on fewer tasks to enhance training efficiency.
- An LTX does not use free play.
- The purpose of an LTX is to develop task or drill proficiency
- LTXs are locally developed by units.

2-11. An LTX will include one or more lanes, with each lane focusing on executing one primary task or drill. When an LTX includes more than one lane, each lane can be used to train the same primary task over in multiple iterations or to train different tasks. Ideally, units use different lanes for rehearsals, lane execution, and retraining on the same primary task.

2-12. A ***situational training exercise*** is a company and below exercise conducted in a live or simulated training environment to train mission-based tactical situations focused on a group of related collective tasks or battle drills. A STX usually contains multiple collective tasks linked to form a realistic scenario of a military operation, sometimes incorporating free play. STXs are developed by the Army branch proponent to train the doctrinally preferred way to perform a specific series of tasks. The STX is a walk-level event.

2-13. Commanders employ STXs to—

- Train multiple tasks in a small-scale, limited operational environment.
- Conduct multiple iterations of tasks until standards are met.
- Provide immediate feedback through AARs in a controlled environment.
- Develop and refine unit tactical SOPs.

2-14. STXs facilitate training through the application of standardized tactical formations and employment. They are considered when training small units whenever appropriate. They provide immediate feedback to leaders and Soldiers through integrated AARs. STXs require fewer resources and support personnel than large-scale command post exercises (CPX) or field training exercises (FTX) and can be set up in smaller training areas close to unit garrison locations as necessary.

LANE TRAINING CHARACTERISTICS

2-15. The lane training process follows the same steps—plan, prepare, execute, and assess—as the operations process. Historically, lane training has been associated with tasks requiring movement over terrain (for example, conduct a movement to contact, conduct an attack or conduct convoy operations); however, movement is not required. Lane training is appropriate for most small-unit maneuver, maneuver support, and sustainment collective tasks requiring teamwork and practice, whether conducted in fixed facilities or in a field environment.

2-16. To ensure standardization, units conduct lane training to teach doctrinally preferred ways to perform specific missions or tasks. Initially, lane training focuses on a task or a few tasks one at a time and may exclude related tasks that may distract Soldiers from learning. However, once a unit is proficient in the tasks trained, more tasks may be progressively included to increase realism.

2-17. A lane can consist of multiple lanes training the same task but with different and varying conditions. Lanes are more flexible than drills, and units can tailor a lane to meet a unit's METs, battle tasks, or assigned mission requirements.

2-18. Lane training has characteristics that make it significantly different from other forms of training exercises. Unit leaders consider these characteristics before planning and executing lane training to ensure that conducting lane training is the most efficient manner of developing the task proficiency desired. These characteristics are listed in table 2-1, pages 17-18.

Table 2-1. Characteristics of lane training

Characteristics	*Description*
Small-unit focus	A focus by units of platoon size or below (including staff and small groups).
Disciplined scenario	A disciplined scenario concentrating on specific tasks and providing structured stimuli to prompt friendly force task-based reaction.
Mission focus	A focus on the unit performing a limited number of tasks, or battle drills.

Table 2-1. Characteristics of lane training *continued*

Characteristics	*Description*
Validated tasks	Doctrinally and technically correct tasks and training objectives that have been validated against current doctrine and approved standards.
Controlled tasks and events	Highly controlled tasks, countertasks, and events that are structured to provide specific stimuli and elicit specific responses from the unit trained.
Trained and certified evaluators	Evaluators trained and certified on the tasks trained.
Trained OPFOR	OPFOR trained and certified on specific OPFOR countertasks.
Support from outside the unit trained	Support (including evaluators, OPFOR, and resources) provided from outside the unit trained.
OPFOR	opposing force

2-19. Prior to conducting a lane, trainers coordinate for post-lane training activities, including final AARs, evaluations, and retraining. For example, evaluators and unit leaders conduct AARs immediately following lane execution to provide feedback to the unit in training. AARs are facilitated by evaluators, are supported by the unit's leaders and OPFOR, and involve all unit participants. (Refer to TC 7-0.1 for AAR techniques). Post-LTX, senior unit leaders conduct a task performance evaluation. This evaluation determines whether units performed tasks to standard or not based on the evaluator T&EOs and their observations of the training. The senior evaluator coordinates with the leader of the unit trained. After a lane, some units may require retraining (re-enter the lane) before concluding the exercise or moving to the next lane. If task standards are not met, then the unit should retrain following the AAR, and re-enter the lane until it can perform the task to standard.

2-20. The general flow of a lane follows a logical sequence of activities that includes rehearsals, task execution, AARs, evaluations, and retraining if necessary.

COMPONENTS OF LANE TRAINING

2-21. At a minimum, lane training consists of the following components and personnel:

- The training unit.
- Evaluators.
- OPFOR teams (as required).

2-22. Additionally, an exercise control cell may be created to manage lane training for one or more lanes or units. (This cell is for training purposes only; it is not an operational cell). The exercise control cell is supervised by an exercise director. It may be composed of operations, communications, administration, and logistics cells. (See FM 7-0 for additional information on exercise control cell details).

2-23. Normally, the unit two echelons higher than the unit on the lane manages the lane, but a unit one echelon higher can manage it. For example, a brigade normally manages company lanes, a battalion normally manages platoon lanes, and a company normally manages squad or section lanes.

2-24. Table 2-2 lists key personnel involved in managing lane training. Other personnel involved in lane training include—

- Exercise planners.
- Unit Soldiers.
- OPFOR personnel.
- Support personnel.
- Role players (if used).
- Higher headquarters' commanders, staff, or representatives.

Table 2-2. Key personnel in managing lane training

Personnel	*Description and Responsibilities*
Exercise controller	The individual responsible for managing all lanes. This duty position is sometimes called chief controller or senior evaluator team chief.

Table 2-2. Key personnel in managing lane training *continued*

Personnel	*Description and Responsibilities*
Senior evaluator	The individual responsible for managing a specific lane or area. There is one lane evaluator for each lane.

EXERCISE CONTROLLER RESPONSIBILITIES

2-25. The exercise controller—

- Provides command and control of evaluators.
- Provides operational control of OPFOR, player customers, and other supporting units or activities in the lane.
- Orchestrates planning, execution, and assessment of lane training.
- Plans, schedules, and coordinates lane training events.
- Uses risk management procedures to achieve realistic and safe lane training while protecting the environment.
- Conducts (or facilitates) a final AAR for the supported unit after completion of a series of lanes.

SENIOR EVALUATOR RESPONSIBILITIES

2-26. The LTX senior evaluator—

- Ensure lane evaluators and leaders understand the doctrine and TTP.
- Ensure the LTX is conducted as designed to facilitate training to the Army standard.
- Follows the tactical and field SOPs for the unit being evaluated.
- Receives the leader's backbrief prior to execution of the lane.
- Controls unit advancement through a lane and movement to subsequent training sites.
- Ensures events occur at the right time and place as planned by the scenario and schedule.
- Determines outcomes of engagements, fires, obstacles, and support activities.
- Ensures all evaluators identify major training strengths and weaknesses that occurred during lane execution.
- Evaluates the task proficiency of the unit executing the lane to the Army standard (in full compliance with doctrine, current task T&EOs, and TTP) and provides feedback to the unit leader using AARs.
- Conduct AARs where and when needed.
- Directs retraining when the standard has not been achieved.
- Assists in developing the commander's training assessment.

LANE TRAINING PROCESS

2-27. Although lane training activities generally occur sequentially, some lane training activities can occur simultaneously for different phases. For example, in figure 2-1, "Perform AAR planning procedures" and "Perform AAR preparation procedures" consist of the same procedures as the execute phase's activity "Perform AAR procedures" and the assessment phase's activity "Conduct an AAR." Also, in the assessment phase, "Perform AAR planning procedures" takes place during the planning phase. Figure 2-1, page 20, illustrates the lane training process.

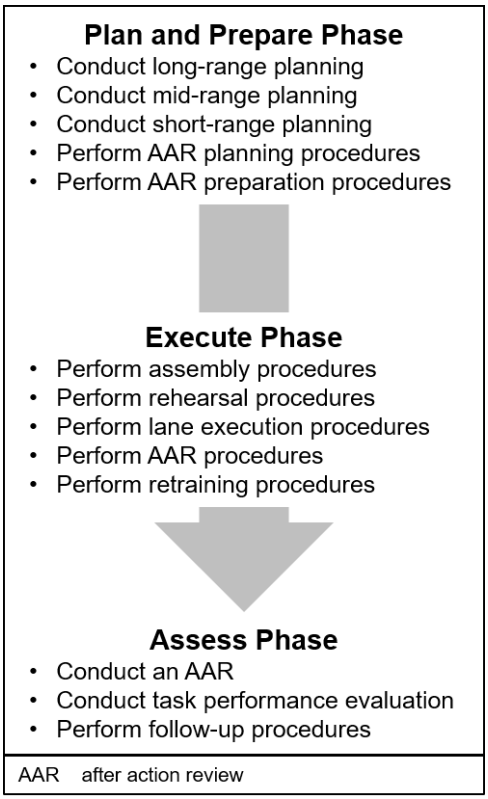


Figure 2-1. Lane training process

LANE TRAINING EXERCISE ACTIVITIES AND SCENARIOS

2-28. Paragraphs 2-29 through 2-45 discuss lane activities and associated scenarios depicting how a lane is developed and executed. Lanes also provide an opportunity for the unit to retrain tasks not performed to standard. As necessary, a unit can perform multiple iterations of the lane (and its associated tasks) including opportunities to change task conditions and master the selected tasks.

LANE TRAINING EXERCISE ACTIVITIES

2-29. There are five basic activities that occur in the conduct of a LTX. These activities are executed sequentially and consist of assembly, rehearsal, execution, AAR, and retraining. These activities are described in figure 2-2, page 21.

Assembly	Activities involving unit in-briefing, leader preparation, and troop leading procedures (including issuance of the unit's OPORD). These activities are normally conducted in an AA.
Rehearsal	Activities involving practices of unit task to be performed on the lane (or to execute the OPORD), normally at a crawl or walk speed. These practices may take place in rehearsal areas, in AAs, or on lanes.
Execution	Activities required to perform specific collective tasks on the lane (or to execute the OPORD), normally at a run speed. These activities may take place on a lane.
AAR	Activities required to provide— • A structured, interactive, group-oriented review and evaluation of the unit's task performance on the execution lane. • Suggestions on how to improve future performance These activities usually take place in an AAR area or on a lane.
Retraining	Activities required to enable the unit to perform lane tasks to the desired standards. These activities normally take place in a retraining area, rehearsal area, or on a lane.

AA assembly area AAR after action review OPORD operation order

Figure 2-2. Lane training execution activities

2-30. Rehearsals, execution, and retraining activities may occur on different lanes within the LTX area. The execution of a lane follows a general pattern. A diagram of this pattern is depicted in figure 2 -3 on page 22.

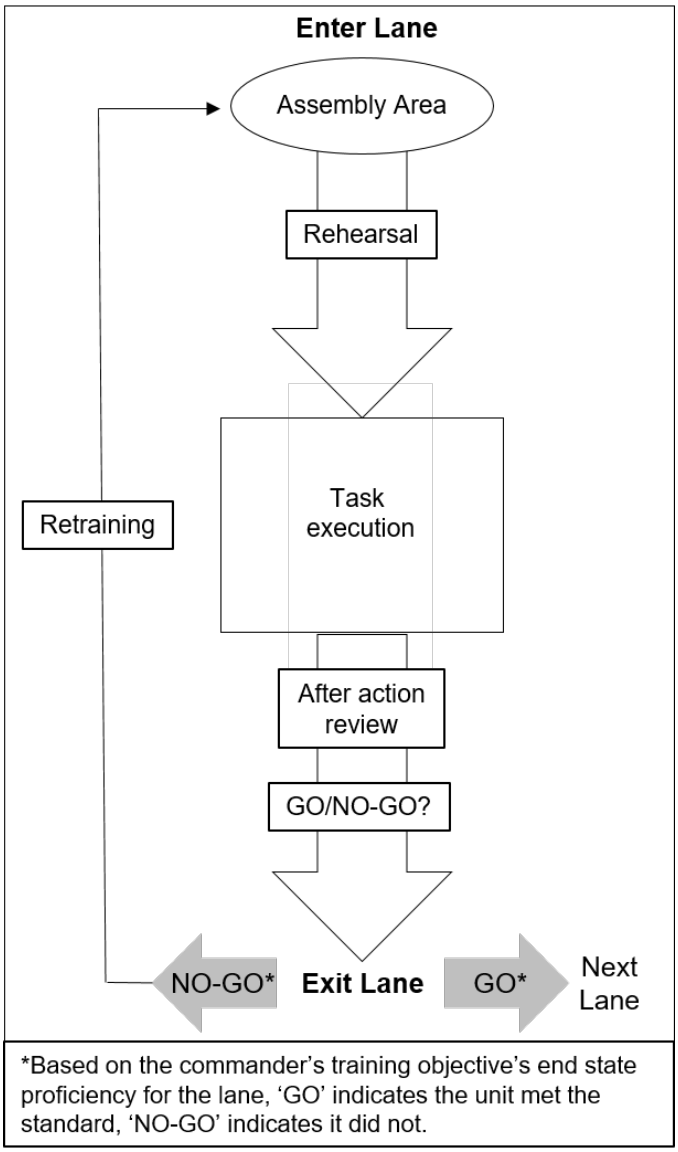


Figure 2-3. Diagram of lane training

2-31. An LTX is used to train one collective task or a group of related tasks. The name of the lane is the title of the primary collective task trained.

2-32. Exercise planners have flexibility in designing the structure of lanes. The lane training structure can vary depending on the tasks trained, the number of lanes used, the number of units trained, and the size of the lane area. Usually more than one lane area is set up at a training area. This creates additional possibilities for lane structures and improved efficiency, especially when several units are trained, and necessary transportation is available.

2-33. A lane is illustrated using a graphic scenario or lane diagram similar to figure 2-4, page 24. This diagram represents the series of events on the lane (usually in the execution area).

2-34. The lane events list includes supporting tasks or task steps associated with the collective task being trained. All unit events are conducted and assessed in the sequence normally performed during operations and in relationship to how they support the unit mission.

2-35. The events list may also indicate OPFOR events required for the lane. These events may include tasks or countertasks. OPFOR events are prefixed by a ">>." Key unit and OPFOR events performed on the lane are indicated in the graphic scenario or lane diagram.

2-36. AARs are planned to follow completion of lane execution but also may follow key supporting tasks or events occurring during lane execution. AAR events may also be indicated in a graphic scenario or lane diagram.

2-37. The following graphic control measures are frequently used for a lane involving unit movement:

- Assembly area.
- Start point.
- Line of departure.
- Phase lines.
- Boundaries (represented by lines with unit information).
- Objective.
- Release point.

END STATE PROFICIENCY

2-38. **Planning and Evaluation Process:** As part of the planning process, the commander defines the training objective for the lane, culminating in the desired end state proficiency. Following the lane AAR, the evaluator determines the unit's performance against the task's T&EO and assigns a proficiency rating: T (Trained), P (Practiced), or U (Untrained).

2-39. For example, the commander may require first and second platoons to achieve a 'T' rating for a specific collective task. If the first platoon achieves a 'P,' the result is a NO-GO for the lane. Conversely, if the second platoon achieves a 'T,' the result is a GO.

Note: The commander's stated training proficiency end state should align with the unit's capabilities, such as ensuring the presence of the required number of leaders and Soldiers.

2-40. In the event of a NO-GO, the unit retrains and re-enters the lane until it achieves a GO. Once a GO is achieved, the unit may advance to the next lane (if applicable) or re-enter the same lane to improve its proficiency rating or train under more demanding conditions. Ideally, event planners schedule multiple iterations for each unit to maximize training effectiveness.

LANE TRAINING EXERCISE SCENARIOS

2-41. Figures 2-4 through 2-7 on pages 24 through 27 depict examples of generic scenarios for lane exercises. A lane has one primary collective task (or lane title) for a specific type of unit and one or more supporting collective tasks or task performance steps structured as events.

Note. An AAR is scheduled at the end of a lane.

2-42. The LTX example lane in figure 2-4 on page 24 consists of three events for supporting collective tasks.

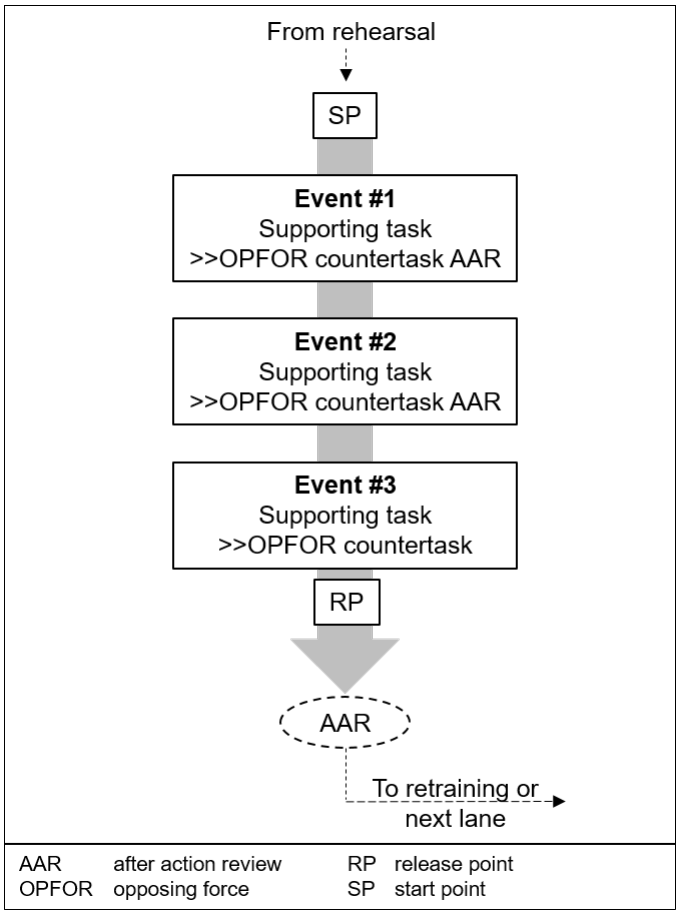


Figure 2-4. Example generic lane scenario

2-43. The LTX example diagram in figure 2-5 on page 25 depicts an example of a scenario for one collective task with three task steps as events. The unit depicted is a platoon. The unit's task is to cross a radiologically contaminated area.

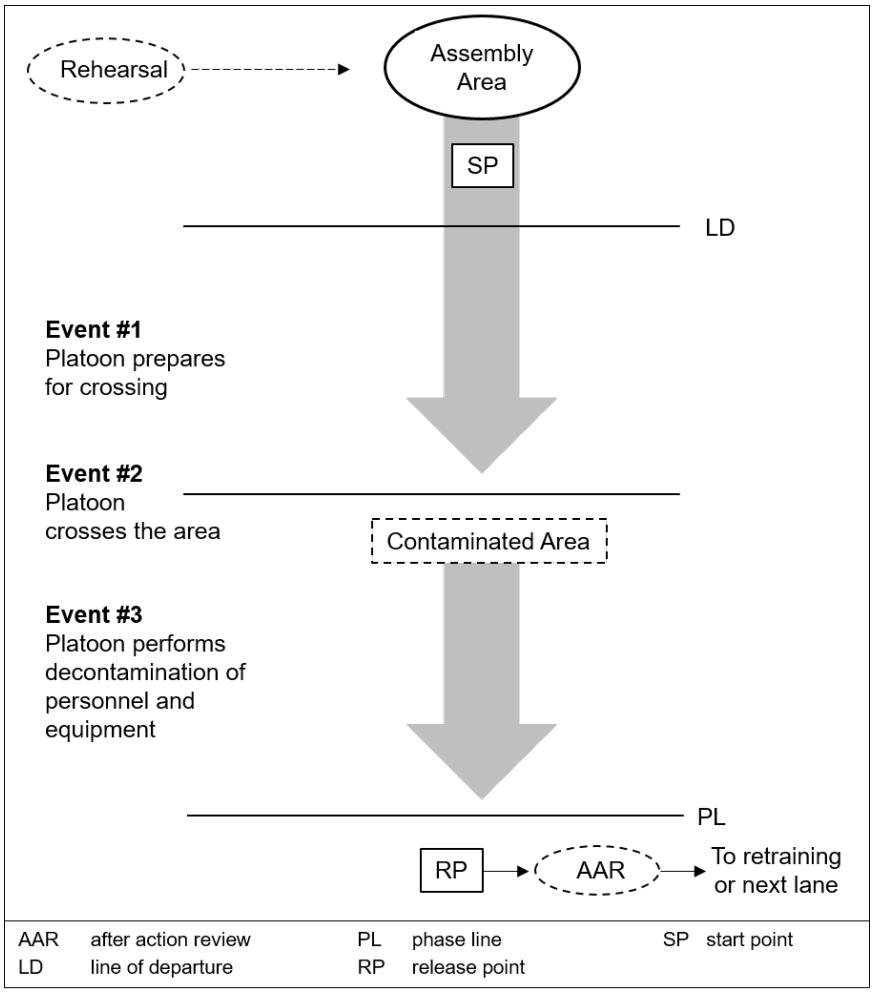


Figure 2-5. Example scenario for one collective task with three task steps

2-44. Figure 2-6 on page 26 depicts an example of a PLATOON scenario with several supporting or related collective tasks. The scenario also has one OPFOR >> countertask. Normally, the unit should be proficient on each supporting or related collective task before the tasks are combined into a single lane. The task trained is to relocate the platoon to a new operating area.

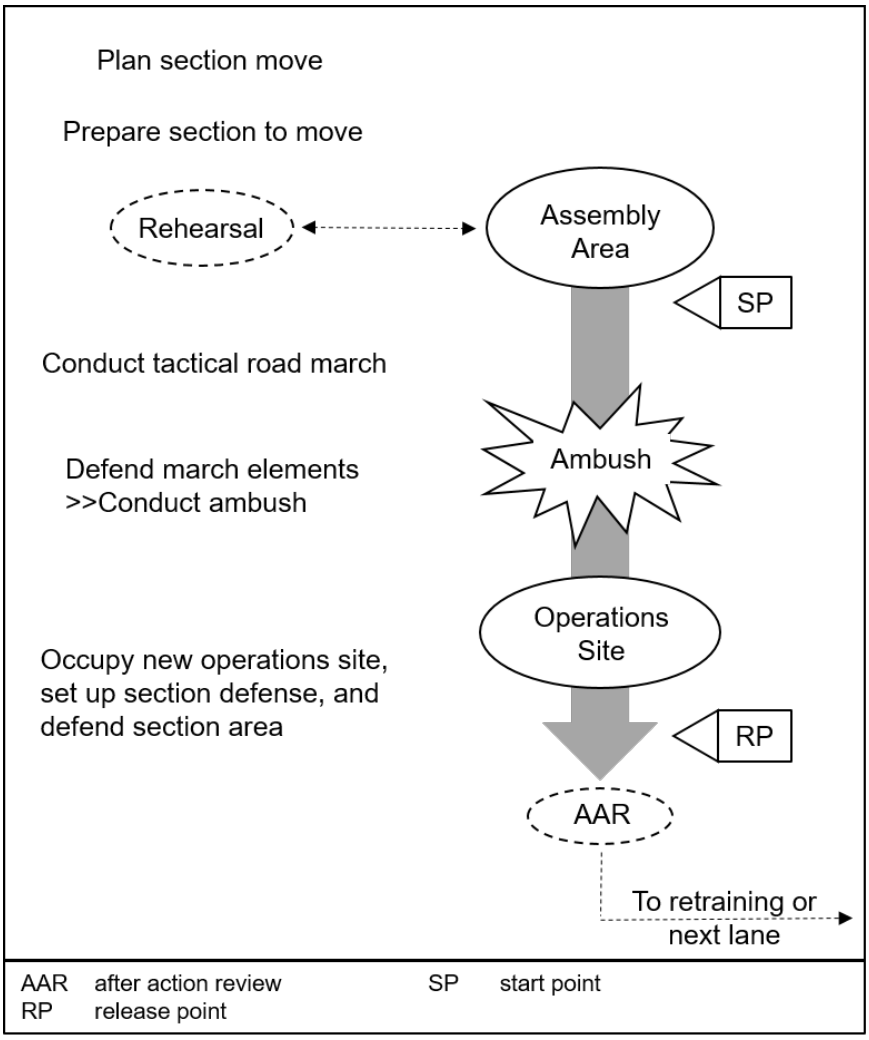


Figure 2-6. Example scenario with several supporting or related collective tasks

2-45. Figure 2-7 on page 27 depicts an example of a scenario for a stationary unit (no movement is involved). Although the entire company is participating in the LTX, each element (including platoons or sections) trains and performs its own tasks in support of the company's higher-level task. The exercise is designed for a unit ordnance maintenance company in general support. The LTX task is to conduct general support maintenance.

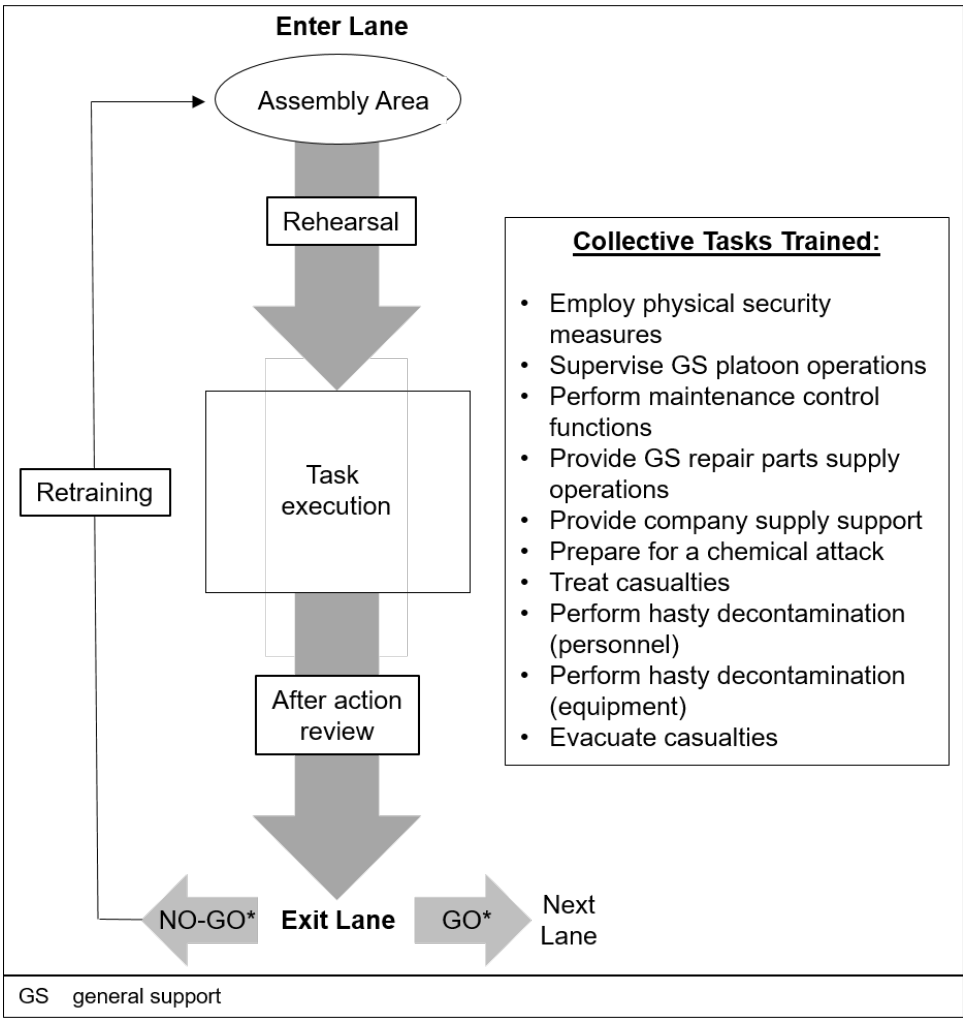


Figure 2-7. Scenario for a stationary unit

SUPPORT REQUIREMENTS

2-46. Effective lane training has support requirements which include (but are not limited to) the following:

- Time.
- Personnel (lane planners, evaluators, OPFOR, customers, and role players).
- Doctrine and training publications and other training information.
- Training areas (maneuver areas, bivouac areas, ranges, and facilities).
- Materiel (vehicles, weapons, communications equipment, TADSS, tools, and special equipment).
- Supplies (ammunition, food, and fuel).
- Operational tempo allocation.
- Other resources.

TIME

2-47. Sufficient time is required to conduct adequate planning, execution, and assessment. Variables affecting time include the following:

- Planning requirements.
- Number of METs, other collective tasks, and supporting tasks be trained.
- Difficulty and complexity of tasks.
- Number of lanes conducted.

- Number of units trained.
- Size and echelon of the units trained.
- Task proficiency of units trained.
- Distances involved between—
  - Unit's garrison location and the training area.
  - Unit's bivouac areas and lanes in the training area.
  - Lane start and release points.
- Safety and environmental issues.
- Available resources.
- Component of unit: Regular Army (RA) or Reserve Component (RC). RC units have significantly fewer available workdays per month than RA units.
- Quality of lane training. Quality depends on effective leadership, planning, and resource support.

2-48. Due to time constraints, planning for the RC begins earlier than planning for the RA.

2-49. The time required to conduct a lane training may range from a few hours to several days, primarily depending upon the layout of the lane area, nature of, and number of tasks trained.

2-50. Although the time required to conduct an AAR can range from 30 minutes to 2 hours, the time required for planning and preparation is much longer. The time required to perform follow-up procedures depends upon the number and nature of issues identified during lane execution and subsequent AARs.

PERSONNEL

2-51. Lane training, especially for company or platoon-size lanes, can be manpower intensive. This is due to the large numbers of personnel involved in managing the planning, execution, and assessment of the lane training process.

INFORMATION

2-52. Training information is also an important resource. Sources of training information include combined arms training strategies (CATS), Soldier training publications, Army doctrine publications, field manuals, Army techniques publications, training circulars, technical manuals, regulations, and SOPs. CATSs are a key source for information concerning tasks and resource requirements although they do not address requirements for lane experts.

2-53. Several automated systems contain training information that can be used to support lane training. Among them are the components of the Army Training Management System (ATMS) or the Army Training Information System (ATIS). These systems provide access to unit and collective training information. Automated systems can also be used to develop training COAs, plans, T&EOs, resource statuses and allocations, long-range training calendars, training schedules, briefings, and assessments.

SIMULATIONS AND SIMULATORS

2-54. The effectiveness of lane training can be enhanced by using simulations and simulators. Trainers ensure that lane preparation and execution are supported by appropriate training multipliers such as TADSS. Simulators, simulations, and other TADSS are training multipliers. They—

- Enhance the realism of pre-lane training.
- Increase proficiency on prerequisite tasks through practice and repetition.
- Enhance the realism of both force-on-force and force-on targeting.
- Reduce safety and environmental hazards.

2-55. Trainers design and use simulations to conduct preliminary training (pre-lane), rehearsals, execution, or retraining. Units can use simulations and simulators during lane training—

- Prior to the lane by—
  - Having the exercise director and lane planners develop effective scenarios.
  - Enabling evaluators to refresh or enhance their proficiency on lane tasks and prerequisite tasks in the preparation for conducting the lane.
  - Having the training unit or the OPFOR develop, maintain, or enhance Soldier, leader, and unit proficiency on lane tasks and/or prerequisite tasks.

- During the lane to—
  - Rehearse tasks trained.
  - Conduct the lane within a simulation or simulator.
  - Conduct the lane with the use of weapons simulators to enhance realism.
  - Provide feedback during an AAR (including statistics and a replay of events).
  - Retrain the unit after an AAR.

2-56. Units can use simulations and simulators simultaneously with the lane to provide training to staffs, other personnel, or units not training on the lane.

2-57. Exercise planners and leaders should integrate simulations, simulators, and other TADSS into their lane training process. The use of TADSS can enhance the replication of an operational environment and increase training effectiveness. However, the use of TADSS normally requires long-range planning.

INTERNAL AND EXTERNAL SUPPORT

2-58. A unit conducting lane training should not provide its own support, as this limits the full participation of all its members. The lane training process is classified by the primary source of resource support as either internally supported or externally supported. Long-range planning and coordination are critical to ensuring sufficient support for lane training. When external support is unavailable, leaders organize and conduct internally supported lanes.

Internally Supported

2-59. Internally Supported Training: Internally supported training relies on resources provided within the unit responsible for managing the training. It is typically used in the following scenarios—

- **Single-Unit Lane Training**: When only one unit undergoes lane training, support functions are often managed adequately by the next higher unit.
- **Multi-Unit Lane Training**: When several units undergo training on one or more lanes, the supporting headquarters (two echelons above the training unit) identifies and acquires resources from units within the command.

Externally Supported

2-60. Externally supported training involves resources sourced from outside the unit responsible for achieving training proficiency. This approach is typically necessary when multiple units undergo training across one or more lanes, and internal resource support cannot meet the demand. In such cases, the supporting or managing headquarters identifies the required resources and secures them externally.

2-61. **Multi-Lane Training Implementation:** Senior commanders often utilize multi-lane training, which demands significantly more planning, scheduling, coordination, and resource allocation compared to single-lane training. Examples include company or platoon EXEVALs.

Resource Sources

2-62. Lane training resource support can be sourced from various entities, including:

- Higher headquarters.
- Adjacent units.
- Installations.
- Centers of excellence or training proponents.
- Readiness groups, regional training teams, resident training detachments.
- Regular Army (RA) regional training brigades (e.g., evaluators).
- United States Army Reserve exercise divisions (e.g., evaluators).
- Regional training sites.

2-63. **Resource Responsibility:** At a minimum, the command two echelons above the evaluated unit is responsible for identifying and securing the required resources, as outlined in FM 7-0.

Note. United States Army Reserve exercise divisions deliver a turnkey lane training solution for United States Army Reserve and Army National Guard units. This includes a comprehensive support package comprising training materials and services to assist units in planning and executing lane training.

2-64. **Leader Training Development and Certification:** Various sources can aid commanders in developing mission-focused leader training and certifying the doctrinal and training proficiency of leaders, evaluators, and OPFOR. Once certified, leaders are responsible for training and evaluating their Soldiers on designated tasks. Support entities, such as regional training brigades, readiness groups, regional training teams, and resident training detachments, can assist units in designing leader training programs and validating leader proficiency.

PREPARING LANE REFERENCE DOCUMENTATION

2-65. Lane training is typically a recurring unit training event that with detailed planning becomes a routine and effective means to improve task proficiency. Developing an LTX or STX can take substantial time and resources to coordinate. Since they are recurring training events, much future time in the planning and preparing of these events can be captured for future use.

2-66. Units use four types of lane training documentation. These are—

- Lane training support package.
- Lane handbook.
- Evaluator handbook.
- OPFOR handbook.

LANE TRAINING SUPPORT PACKAGE

2-67. A lane training support package provides a standard, unit developed product that reduces the training development workload by preparing a product one time and using it repetitively or sharing its use. A lane training support package is locally developed and compiled by the organizing unit exercise director. It includes information needed by evaluators, the OPFOR, the training unit, and supporting units to plan, prepare, and execute all aspects of lane training. It may contain information pertaining to a single lane or to more than one lane depending on the scope of the exercise. It includes the plans or materials developed during mid-range planning and refined during short-range planning. For a lane exercise that includes multiple lanes, each lane evaluator develops a lane handbook for a particular lane.

2-68. Recommended lane training support package content includes the following:

- Introduction (description of lane).
- List of collective tasks trained and training objectives.
- List of supporting individual tasks.
- General and special situations (scenario).
- OPORDs: include initial OPORD, fragmentary orders (FRAGORD), and warning orders (WARNORD).
- Lane diagrams and graphics.
- Lane timeline or schedule.
- T&EOs for tasks trained.
- Safety and environmental guidance.
- Range operation SOPs and range contracts.
- Notice to Airman (NOTAM).
- Risk assessment model and worksheet.
- Rules of engagement (ROE).

2-69. Additional recommended content includes—

- A list of OPFOR collective countertasks.
- A list of supporting individual tasks for the OPFOR.
- Individual task descriptions.

- A control plan.
- An organizational diagram for the lane evaluators and OPFOR.
- A list of evaluator team duty positions (with names of lane personnel).
- A map extract for specific lanes (including one for each lane in the exercise area).
- A training and verification plan.
- A planning timeline.
- Maps and overlays.
- An AAR plan.
- A master scenario events list (MSEL).
- An event guide.
- A training schedule.
- A retraining plan.
- Site preparation.
- Resource requirements.
- TADSS instructions.
- An evaluator or OPFOR special instructions.
- A memorandum of agreement (between units involved in the lane) addressing support.
- Reference materials such as handbooks or SOPs.
- Take-home package content and information display formats.

2-70. The potential contents for an exercise training support package that supports several lanes and units include the following:

- A master exercise schedule.
- A list of supporting lane battle books.
- Schedules for each supported lane.
- Lane books.
- Schedules for use of critical resources during the lane (such as OPFOR, TADSS, training areas, or facilities).
- A memorandum of agreement (between units involved in the exercises).
- Other plans, if needed but not incorporated in other materials.
- An administrative and logistic plan or handbook.
- A civil-military operations plan.
- A claims plan.
- Communications.
- A comptroller plan.
- A contingency plan.
- An emergency or readiness measures plan.
- An evaluation plan.
- An information plan.
- An intelligence plan.
- A maneuver damage control plan.
- A movement plan.
- An operation plan.
- An orientation and AAR plan.
- A records and reports plan.
- Other information (for example, visitor control).

LANE HANDBOOK

2-71. Lane handbooks provide general information and guidance applicable to all lanes. Lane evaluators develop handbooks tailored to the specific user of the document such as an evaluator handbook or OPFOR handbook. The exercise director determines the contents of the lane handbook. Lane evaluators organize and package this information depending upon the needs of the user and the frequency of revision.

2-72. Lane evaluators usually provide this material to the training unit several months prior to the scheduled lane. It may include the information previously described for a generic lane book plus the following:

- A memorandum of agreement between units involved in conducting and training in the lane area.
- A lane planning timeline.
- Guidance on related subordinate leader and collective training that the unit leader may wish to consider for training before conduct of the lane.
- Tips that will aid the unit leader in preparing and executing the lane.

Note. This is normally part of a pre-lane package provided the training unit to aid it in preparing for the lane. This package may also include an orientation guide to the training area, maps and overlays, demonstration videos (such as simulators or units conducting successful lanes), TADSS operator manuals, and lessons learned from previous lanes.

EVALUATOR HANDBOOK

2-73. Evaluators (and possibly OPFOR) use this lane book to conduct a specific LTX. It includes:

- Special instructions to evaluators and OPFOR such as timing of actions or AARs.
- A list of OPFOR collective countertasks (with T&EOs) and supporting individual tasks (with task descriptions).
- A lane diagram (one for each lane in the LTX area).
- A LTX communications network diagram.
- A LTX or lane schedule.
- Evaluator duties, responsibilities, and procedures.
- AAR procedures.
- General safety and environmental guidance.
- First aid procedures.
- Comprehensive ROE.

Appendix A

8-Step Training Model

The 8-step training model is a practical and adaptable tool designed to streamline the planning and execution of small-unit training events at the company and platoon levels. By breaking down training into manageable steps, the model ensures key activities are completed while maintaining flexibility for adjustments based on unit experience and efficiency. Though not a substitute for TLP or the operations process, the 8-step training model offers leaders a straightforward framework to effectively plan and manage simpler training activities with continuity and consistency.

OVERVIEW

A-1. At the company and platoon levels, training models are developed and used as a simple and effective planning and execution tool for small-unit, individual training events. Models can serve as a useful tool for subordinate leaders to ensure major activities and steps are accomplished. *Training models help manage training events that are not complex* in planning or execution. Training models are not a replacement for TLP or the operations process in planning at these echelons (train as you fight). Units modify training models in the number of steps and procedures based on experience and the efficiencies gained by their use. One training model is the **8-step training model** depicted in figure A-1. The 8-step training model provides a flexible and reliable vehicle for creating continuity for planning and managing simple training events.

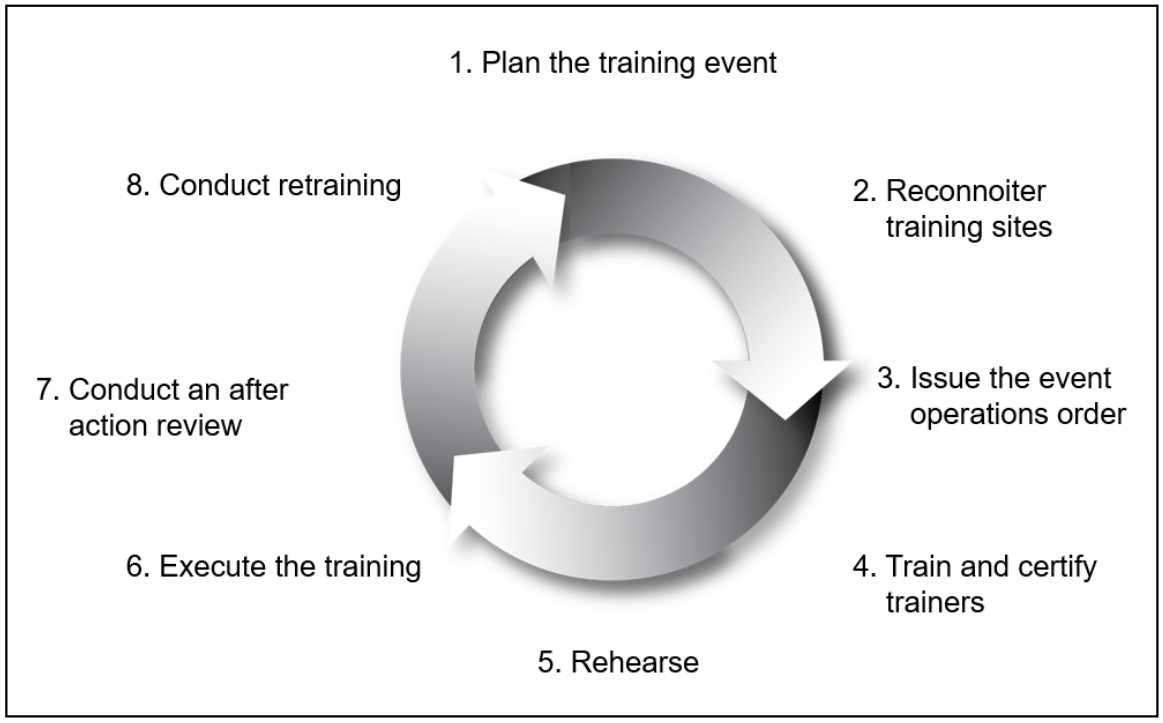


Figure A-1. 8 Step Training Model

NOTE: Training models do not provide a sufficient level of detail from which to develop a UTP, to fully develop training events, or to coordinate training events.

8-STEP TRAINING MODEL DETAILS

A-2. The 8-Step Training Model is a structured approach used to plan, execute, and assess training effectively for small units. Here's a breakdown of each step—

STEP 1: PLAN THE TRAINING EVENT

A-3. During step 1, leaders plan training events using TLP and specific, obtainable, and measurable *training objectives* for the upcoming event based on guidance from the commander. Training objectives are based on platoon or squad battle tasks that support the company METs trained. Leaders also ensure that platoons or squads use battle tasks and other collective tasks' T&EOs to understand the standards to achieve. Leaders allocate and ensure Soldiers have enough time for training as indicated on the unit's training schedule for the week of training. They create scenarios and instructions that support the training objectives. Leaders identify required resources, including supporting training areas and trainers. They identify hazards and eliminate or mitigate associated risks. Lastly, leaders develop evaluation plans that support the tasks trained.

A-4. Step one focus:

- Identify the training needs.
- Define the training objectives.
- Develop a training plan and timeline.
- Determine required resources.
  - Materials.
  - Training aids.
  - Venue.
- Develop an evaluation plan.

STEP 2: RECONNOITER THE TRAINING SITE

A-5. In step 2, leaders reconnoiter proposed training areas and facilities prior to training. Leaders verify that the location can adequately support the planned training and enable the unit to accomplish the training objectives. During step 3, leaders check that all resources, training areas, and training support plans are properly coordinated and prepared for execution. They contact support site personnel and review scheduling and coordination issues. If necessary, leaders modify the training event plan during step 2 to accommodate training site requirements and maximize training opportunities.

A-6. Step 2 focus:

- Conduct a site reconnaissance to check the training area.
- Ensure the site is suitable for the training objectives.
- Identify any potential hazards or challenges.
- Coordinate with support site personnel.

STEP 3: ISSUE THE EVENT OPERATIONS ORDER

A-7. Step 3 involves issuing the training event OPORD, which outlines the tasks to be trained, the training objectives, a clear mission statement, and methods for executing the training. Additionally, it specifies responsibilities, timelines, tactical scenarios, and other critical information required to carry out the training event. Leaders ensure that subordinates have access to all relevant information to effectively perform the training. A successful training event depends on leaders fully understanding the expected outcomes, which are aligned with the commander's training objectives and the stated training proficiency goals for the tasks.

A-8. Step 3 focus:

- Develop and issue a comprehensive training order (five paragraphs).
- Include detailed instructions and training objectives.
- Ensure all personnel understand their roles and responsibilities.

STEP 4: TRAIN AND CERTIFY PRIMARY TRAINERS

A-9. Step 4 involves training and certifying primary trainers and other personnel, with the company commander serving as the certifying official for the unit. Qualified trainers must possess detailed knowledge

of the training subject matter and demonstrate proficiency by having performed the task to standard themselves.

A-10. The train-the-trainer concept ensures that trainers are equipped to provide effective instruction and task completion guidance to the unit. Primary trainers must be well-versed in all aspects of the task, including relevant references such as TCs, FMs, and T&EOs. Step 5, Rehearse, can serve as an additional opportunity to train or certify the primary trainers.

A-11. This step also includes training and certifying OPFOR leaders and role players for the event. For more information on training and certifying primary trainers, see Chapter 1 of this TC.

A-12. Step 4 focus:

- Select and prepare qualified trainers.
- Provide and verify necessary training materials and resources.
- Conduct a Train-the-Trainer session to ensure trainers are ready.

STEP 5: REHEARSE

2-74. Step 5 rehearsals are vital to the effective execution of any plan, whether operational or training related. These rehearsals involve all personnel participating in training to ensure understanding, synchronization, and readiness for tactical actions. Leaders supervise rehearsals to confirm that those responsible for training are well-prepared, organized, and equipped to deliver effective instruction. As needed, this step also includes rehearsals for primary trainers, evaluators, and OPFOR leaders.

A-13. Step 5 focus:

- Conduct rehearsals to practice and refine the training:
  - Does the training flow as intended?
  - Is there sufficient time to achieve the training objective?
  - Do the training aids and devices function as intended?
- Identify and resolve any issues or gaps in the plan.
- Ensure that all leaders and trainers are fully prepared and confident.
- Involve evaluators to validate the observation and evaluation plan.

STEP 6: EXECUTE THE TRAINING

A-14. During step 6, leaders train their unit, and commanders ensure training occurs as planned and on schedule. A training event requires maximum participation, minimum distracters, and leaders checking and supervising where necessary. Trainers train Soldiers and ensure standards are met. To the greatest extent possible, commanders avoid planning and not conducting training; they conduct every training event as planned. As participants perform tasks, trainers evaluate performance against standards as stated in the task T&EO. AARs conducted during the event provide important feedback to participants of what they did right, what they did wrong, and what they could do better. As time is available during execution, tasks not performed to standard the first time are retrained and performed until the standard is met.

A-15. Step 6 focus:

- Implement the training according to the plan.
- Monitor and supervise to ensure adherence to standards.
- Adjust as necessary to achieve training objectives.

STEP 7: CONDUCT AFTER ACTION REVIEWS

A-16. In step 7 the unit evaluates the training against the standards. AARs are conducted during and after training. Commanders review the performance of tasks trained with participants. Effective AARs need to be planned and executed. (See TC 7-0.1 for more detail in planning AARs). This review discusses training objectives as they develop lessons learned, improve training, and improve the unit's internal TTP, and update unit SOPs as required. Commanders ensure to record task evaluation and subsequent assessments for future reference.

A-17. Step 7 focus:

- Assess the training's effectiveness and outcomes.

- Gather feedback from participants and trainers.
- Identify areas for improvement.

STEP 8: CONDUCT RETRAINING

A-18. Step 8 intends that units never depart a training event with tasks not trained to task standards and training objectives not met. Units retrain tasks as necessary until they achieve the standard before they conclude the event. Too often, units neglect this step because of limited time, limited resources, or other pressing requirements. However, step 8 is often the most critical step. Training instills competency and confidence in units, leaders, and Soldiers and enables the unit to develop task proficiency.

A-19. Step 8 focus:

- Address any gaps or deficiencies identified during evaluation.
- Provide additional training as needed to achieve proficiency.
- Update the training plan based on lessons learned.

A-20. The 8-step training model is a guide to help commanders and small unit leaders systematically approach planning a training event. It should be modified as necessary to meet the commander and unit's needs. It may require the combination of other training models or techniques such as troop leading procedures. See appendix B for examples of using TLP while planning an event. Figure A-2 provides a quick summary of the model.

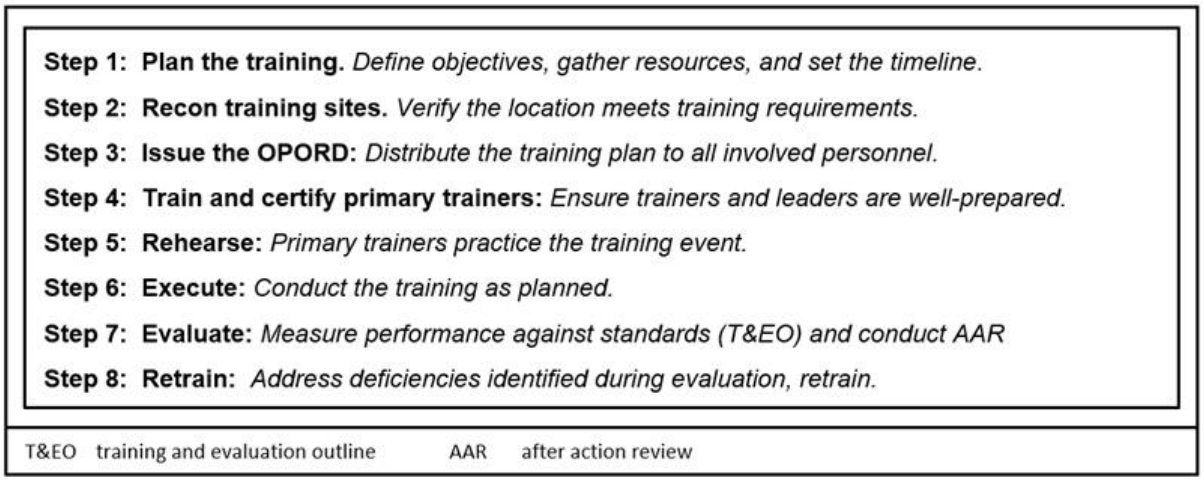


Figure A-2. 8 Step Training Model Summary

Appendix B

Using Troop Leading Procedures for Planning Training Events

Army troop leading procedures are a systematic, 8-step process that small-unit leaders use to plan, prepare, and execute missions (training) efficiently—even under time constraints. TLPs transform a higher commander's intent into clear, actionable steps for training or combat operations.

OVERVIEW

B-1. When developing training events and plans at company level and below, leaders follow troop leading TLP as the framework for planning (see FM 5-0). Although some of the planning activities performed for operations differ for training, they are similar enough that TLP provide a sound and reliable basis for planning training events. Additionally, using TLP reinforces the principle of train as you fight. Leaders familiar with Army operations and planning processes in training can more seamlessly transition to operations and planning processes when deployed.

B-2. Platoon and below leaders begin TLP when they receive a WARNORD from company leadership to plan a training event. The process typically includes the following steps—

TROOP LEADING PROCEDURES

- **STEP 1** ***Receive the Mission***: The leader gathers the initial mission briefing, gaining an understanding of the objective and operational environment.
- **STEP 2** ***Issue a Warning Order***: A preliminary order is distributed to alert subordinates and allow them to begin preparations.
- **STEP 3** ***Make a Tentative Plan***: The leader quickly develops an initial plan, considering available information and resources.
- **STEP 4** ***Initiate Movement***: Orders are given to begin positioning or movement as needed while planning continues (May be skipped when conducting training events).
- **STEP 5 Conduct** ***Reconnaissance***: The leader, often accompanied by subordinate leaders, gathers more detailed information on the terrain, enemy positions, or other relevant factors.
- **STEP 6** ***Complete the Plan***: The tentative plan is refined and finalized, incorporating updated intelligence and resource assessments.
- **STEP 7** ***Issue the OPORD***: A detailed order is delivered to all unit elements that outline the mission, tasks, and coordination activities.
- **STEP 8** ***Supervise and Refine***: Continuous oversight ensures that the execution stays on track, with adjustments made as necessary based on evolving conditions.

B-3. These steps help ensure that all details—from logistical considerations to tactical actions—are addressed. The TLPs provide a flexible yet structured framework that can be adapted depending on the specific circumstances and challenges of a training event. This approach is integral to fostering cohesion, ensuring proper synchronization among team members, and ultimately achieving the training objectives.

STEP 1 - RECEIVE THE MISSION

B-4. The company commander or first sergeant assigns an action officer to begin planning a training event. When this occurs, the planner begins the process of gathering known information for the event. In particular, the planner determines the following:

- Type of event.
- Dates.
- Initial training objectives.
- Unit training records (last time trained).

B-5. Once these facts are determined, the planner dialogues with the commander or first sergeant to discuss the commander's intent for the event, the training objectives, and any other training guidance the leadership team may have. Following this dialogue and based on the dialogue, the planner adjusts understanding of the scope of the event.

STEP 2 - ISSUE A WARNING ORDER

B-6. The planner meets with other company leaders and issues a verbal WARNORD to notify them of the information known at this stage. This meeting can be accomplished during the next scheduled company training meeting.

STEP 3 - MAKE A TENTATIVE PLAN

B-7. The planner begins to develop a plan (administrative OPORD) for the event. With the known information, the planner conducts a mission analysis.

Mission Analysis

B-8. To frame the event plan, the planner begins to develop—

- Training mission statement for the event.
- Commander's intent for the training event.
- Refined training objectives.
- Training resources needed.

B-9. **Training mission statement for the event**. This statement is the task and purpose for the event that addresses who, *what*, *when*, *where*, and *why*. For example—

> *"Battery B, 1st Battalion, 16th Field Artillery, 3rd ABCT, 53rd Infantry Division will conduct a FTX at Fort Marshall, TX, from 15-21 August 2029. The training will focus on the following objective: 06-BTRY-5424, with the goal of achieving a 'P' proficiency level by the end of the exercise (ENDEX)".*

B-10. **Commander's intent for the training event**. The commander's intent is a clear and concise expression of the purpose of the operation and the desired military end state. This statement expresses how it provides focus to the staff and helps subordinate and supporting commanders act to achieve the commander's desired results without further orders, even when the operation does not unfold as planned. See Chapter 1. For example—

> *"Battery B will conduct a FTX to achieve a 'P' proficiency rating in task 06-BTRY-5424 no later than the end of the exercise (ENDEX). This will prepare the battery to progress to a 'T' proficiency rating in this task before the brigade Combined Arms Live Fire Exercise (CALFEX) scheduled for 15-18 October 2030".*

B-11. **Refined training objectives.** The initial training objectives for the event came from the company UTP and the dialogue conducted with the company leadership team. Leaders assist planners in refining these as

necessary. The dialogue verifies if the training objectives remain the same or if the commander wishes to modify them. A training objective consists of the task trained and the expected proficiency to achieve.

B-12. At this stage of planning in the review of training objectives, planners review the associated task's T&EOs. They review the task criteria matrix for each training objective. Based on the indicated criteria to achieve a specific proficiency rating (like personnel available, leaders present, and other criteria), the planner can understand whether the unit can achieve the proficiency required. For example, if the unit can only muster 77% personnel present at training or authorized by MTOE, the highest rating achievable will only be 'P' rating. In another example, if the task has not had an EXEVAL, the highest rating achievable will again only be 'P' rating. The planner brings this potential shortfall to the projected rating to the commander's attention.

B-13. **Training resources needed.** The coordination for training resources drives much of the content of the administrative OPORD. Referring to pre-execution checks allows the planner to gauge which resources need to be coordinated and when to coordinate them in the planning cycle.

B-14. When planning a UTP, major resources are a primary consideration. When the detailed planning for the training event begins, resource requirements must become very specific. For example—

- What classes of supply will be needed (Classes I through IX)?
- What training areas, facilities, and ranges are needed?
- What TADSS will be required?
- Will ammunition be required and what type?
- Which routes will the unit take to reach the training areas?
- Will convoy clearances be required?
- Are range and safety certifications required?

B-15. In support of these issues, the planner considers—

- When should coordination be initiated or carried out?
- What is the lead-time to submit resource requests?
- With whom?

B-16. Direct support for company planning to include logistics planning is available through the battalion staff, particularly the S-3 and S-4.

B-17. Additionally, planners refer to the unit training SOP. It provides a locally expanded version of the T-Week concept showing week-by-week activities and the coordination necessary to ensure all major planning actions are accomplished on time. (See TC 7-0.2 for a detailed discussion of the T-Week concept).

B-18. At this stage in planning, the planner in dialogue with company leadership discusses the training environment to employ. The planner considers if the company should execute the event in a completely live training environment. The planner also considers if constructive or virtual (including gaming) training environments would be more effective, or if a mix of environments facilitates achievement of the training objectives. These decisions help drive the installation resources required and the agency with which to coordinate. The company planner contacts the battalion S-3 to determine what live, virtual or constructive (L/V/C) resources are available, and if necessary, make the coordination for the company. See FM 7-0 for more information on L/V/C training environments.

Course of Action Development

B-19. When planning training events, there may be multiple ways to achieve the training objectives. The planner evaluates the method by which the company will conduct the exercise, considering the following:

- How will the unit travel to the training area or location?
- What tactical scenario will drive the unit to execute the training objectives?
- Is there a need for refueling sites?
- What is the Class I supply cycle, and who is responsible for coordination?
- What is the plan for evaluation?
- How will the unit re-deploy from field locations?
- When analyzing each COA, the planner ensures that it is—

- **Feasible**: Practical and doable.
- **Acceptable**: Offers benefits that justify the costs.
- **Suitable**: Appropriate for achieving the objectives.
- **Distinguishable**: Clearly different from other COAs.
- **Complete**: Covers all elements with no significant gaps.

Course of Action Analysis

B-20. For each COA, planners visualize the exercise from deployment to ENDEX to the final AAR at week T+1. They consider which COAs best achieve the commander's intent and the training objectives.

Course of Action Comparison and Selection

B-21. Planners and other company leaders compare and discuss training COAs by weighing the advantages, disadvantages, strengths, and weaknesses of each. The principal planner dialogues with the company commander and first sergeant. The commander selects the best COA that achieves the intent.

STEP 4 - INITIATE MOVEMENT

B-22. In developing a training event, omit this step because movement is not imminent.

STEP 5 - CONDUCT RECONNAISSANCE

B-23. Conducting a reconnaissance of training areas, facilities, and other sites is essential before the training event. This step ensures that the planner has physically inspected and coordinated resources, including maneuver space, ranges, simulations, simulators, and facilities, ahead of the training's start. On a tactical level, this reconnaissance also provides platoon leaders or sergeants with an opportunity to perform a terrain walk, helping them visualize the tactical deployment of their small units.

STEP 6 - COMPLETE THE PLAN

B-24. Once the tentative plan is prepared, the planner conducts a dialogue (backbrief) with the company commander and first sergeant. This review covers the list of training objectives, the overall concept of operations, and the support requirements for the event. The backbrief should be sufficiently detailed to allow the command team to ask critical questions and confirm that all exercise coordination is progressing as planned. Upon completion, the company commander approves the selected COA for the training event.

STEP 7 - ISSUE THE ORDER

B-25. In step 7, the commander issues the administrative OPORD to subordinate leaders to support further planning. Leaders below the company level typically deliver small unit orders verbally. Planners make updates, changes, and clarifications to the base administrative OPORD through WARNORD and FRAGORD as necessary. All orders follow the standard five-paragraph order format. Refer to chapter one for more information on the types of orders.

STEP 8 - SUPERVISE AND REFINE

B-26. In the final step, all company leaders oversee and monitor pre-execution checks, providing updates on progress and status during weekly training meetings. These meetings are essential for maintaining the timeline of T-Week actions and facilitating face-to-face discussions between planners and leaders on completed actions and upcoming tasks. This process ensures that accountability for specific actions is assigned to designated individuals and remains enforced until the company successfully completes the training event.

Glossary

SECTION I – ACRONYMS AND ABBREVIATIONS

AA	assembly area
AAR	after action review
ADP	Army doctrine publication
ATIS	Army training information system
ATN	Army training network
CATS	combined arms training strategies
COA	course of action
CONOP	concept of operations
CPX	command post exercise
CTG	commander's training guidance
DA	Department of the Army
DOD	Department of Defense
DTMS	digital training management system
EXEVAL	external evaluation
FM	field manual
FRAGORD	fragmentary order
FTX	field training exercise
GS	general support
IED	improvised explosive device
LD	line of departure
LTX	lane training exercise
MET	mission essential task
METL	mission essential task list
MILES	multiple integrated laser engagement system
OPFOR	opposing force
OPORD	operations order
P	practiced
PCC	pre-combat checks
PCI	pre-combat inspections
PL	phase line
RA	Regular Army
RC	Reserve Component
RP	release point
SMEAC	situation, mission, execution, administration/logistics, command and signal
SOP	standard operating procedures
SP	starting point
STX	situational training exercise
SULT	small unit leader tool
T	trained
TADSS	training aids, devices, simulations, simulators

TC	training circular
T&EO	training and evaluation outline
TEWT	tactical exercise without troops
TLP	troop leading procedures
TSC	training support center
TTP	tactics, techniques, and procedures
WARNORD	warning order
U	Untrained
UTP	unit training plan

SECTION II – TERMS

after action review

A guided analysis of an organization's performance, conducted at appropriate times during and at the conclusion of a training event or operation with the objective of improving future performance. (FM 7-0)

battle tasks

A platoon or lower echelon collective task that is crucial to accomplishment of a company, battery or troop mission-essential task. (FM 7-0)

mission-essential task

A collective task on which an organization trains to be proficient in its design capabilities or assigned mission. (FM 7-0)

mission-essential task list

A tailored group of mission-essential tasks. (FM 7-0)

training and evaluation outline

A summary document that provides performance and proficiency standards for individual and collective tasks. (FM 7-0)

training objective

A statement that describes the desired outcome of a training event. (FM 7-0).

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By Order of the Secretary of the Army:

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