
**TRAINING FOR FULL SPECTRUM OPERATIONS
(PUBLICATION DRAFT V2—NOT FOR IMPLEMENTATION)**

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Headquarters, Department of the Army

Field Manual
No. 7-0

Headquarters
Department of the Army
Washington, DC, (Publication Draft V2)

10 **Training for Full Spectrum Operations**
11 **Publication Draft V2**
12 **NOT FOR IMPLEMENTATION**

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*When published, this publication will supersede FM 7-0, 22 October 2002.

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Preface

72 **PURPOSE**

73 FM 7-0, *Training for Full Spectrum Operations*, establishes the Army's keystone doctrine for training. It
74 provides the "what" of training management. FM 7-1, *Battle Focused Training*, provides the "how to." Since
75 FM 7-0 and FM 7-1 were last published, enough has changed in the nature of the operational environment (OE)
76 to merit a full review of their content and form. FM 7-0 is the guide for Army training and training
77 management. It addresses the fundamental principles and tenets of training.

78 FM 7-0 addresses the concepts required for training a modular, expeditionary Army to conduct full spectrum
79 operations—simultaneous offensive, defensive, and stability or civil support operations—in an era of persistent
80 conflict using the force generation process. Effective training for full spectrum operations is a top priority of
81 senior leaders in an era of persistent conflict. During operational deployments, training continues to be a top
82 priority.

83 While the FM recognizes that training will be different, it also has evolved the concepts found in the 2002
84 version, since we do not want to lose the many sound aspects of the way the Army used to train before 11
85 September 2001. The FM also recognizes that since persistent conflict is the nature of the future environment,
86 commanders must leverage the experience of seasoned leaders and Soldiers.

87 The manual cannot cover the answer to every training challenge in today's complex environment. It should,
88 however, generate reflection and introspection on how we train for full spectrum operations as an expeditionary
89 Army.

90 **SCOPE**

91 FM 7-0 is organized as follows:

- 92 • Chapter 1 stresses the need for the Army to prepare for full spectrum operations.
- 93 • Chapter 2 focuses on the seven principles and tenets that apply at all organizational levels.
- 94 • Chapter 3 describes the Army's Training System, defines training and education, describes the
95 three training domains, and provides a brief discussion of leader development.
- 96 • Chapter 4 describes the Army's Training Management Process. It addresses the mission-
97 essential task list (METL) development process and the necessary guidelines on planning,
98 preparing, executing, and assessing, along with a discussion on oversight of training in the
99 modular Army.

100 The glossary contains terms with both Army and/or joint definitions.

101 **APPLICABILITY**

102 FM 7-0 applies to all leaders at all organizational levels. All leaders are trainers. Leaders include officers,
103 warrant officers, noncommissioned officers, and Army civilians in leadership positions.

104 **ADMINISTRATIVE INFORMATION**

105 Headquarters, U.S. Army Training and Doctrine Command, is the proponent for this publication. The preparing
106 agency is the Army Doctrine Proponency Division, U.S. Army Combined Arms Center. Send written comments
107 and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) to
108 Commander, U.S. Army Combined Arms Center and Fort Leavenworth, ATTN: ATZL-CD (FM 7-0), 201

Preface

(Publication Draft V2—NOT FOR IMPLEMENTATION)

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110 submitted on an electronic DA Form 2028.

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Chapter 1

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**Training for Full Spectrum Operations...Changing the
Army Mindset**

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The primary mission of the Army is to fight and win the Nation's wars. Conducting offensive and defensive operations has long been the Army's core capability. However, the recent experience of operations in the Balkans, Operations Iraqi Freedom and Enduring Freedom, coupled with the operational environment, are clear indications that the future will be an era of persistent conflict—one where we expect to always be engaged somewhere in the world. This all points to the fact that the Army must adopt a new mindset that recognizes its requirement to be capable of successfully conducting operations across the spectrum of conflict, anytime, anywhere. This forward-looking paradigm shift is codified in the Army's operational concept in FM 3-0 *Operations*:

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Army forces combine offensive, defensive, and stability or civil support operations simultaneously as part of an interdependent Joint force to seize, retain, and exploit the initiative, accepting prudent risk to create opportunities to achieve decisive results. They employ synchronized action—lethal and nonlethal—proportional to the mission, and informed by a thorough understanding of all variables of the operational environment. Mission command that conveys intent and an appreciation of all aspects of the situation guides the adaptive use of Army forces.

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THE STRATEGIC LANDSCAPE

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1-1. The future is one of persistent conflict. Science and technology, information technology, transportation technology, the acceleration of the global economic community, and the rise of a networked society will all impact the operational environment. The international nature of commercial and academic efforts will also have dramatic impacts. The complexity of the operational environment will guarantee that future operations will occur across the spectrum of conflict.

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1-2. The operational environment of the future will still be an arena in which bloodshed is the immediate result of hostilities between antagonists. It will also be an arena in which operational goals are attained or lost not only by the use of highly lethal force, but also by how quickly a state of stability can be established and maintained. The operational environment will remain a dirty, frightening, physically and emotionally draining one in which death and destruction result from environmental conditions creating humanitarian crises as well as conflict itself. Due to the extremely high lethality and range of advanced weapons systems, and the tendency of adversaries to operate among the population, the risk to combatants and noncombatants will be much greater. All adversaries, state or nonstate, regardless of technological or military capability, can be expected to use the full range of options, including every political, economic, informational, and military measure at their disposal. In addition, the operational environment will expand to areas historically immune to battle, including the homeland—the United States and its territories—and the territory of multinational partners, especially urban areas. The operational environment will probably include areas not defined by geography, such as cyberspace. Computer network attacks will span borders and will be able to hit anywhere, anytime. With the exception of cyberspace, all operations will be conducted “among the people” and outcomes will be measured in terms of effects on populations.

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1-3. The operational environment will be extremely fluid, with continually changing coalitions, alliances, partnerships, and actors. Interagency and joint operations will be required to deal with this wide and intricate range of players occupying the environment. International news organizations, using new information and communications technologies, will no longer have to depend on states to gain access to the

155 area of operations and will greatly influence how operations are viewed. They will have satellites or their
156 own unmanned aerial reconnaissance platforms from which to monitor the scene. Secrecy will be difficult
157 to maintain, making operations security more vital than ever. Finally, complex cultural, demographic, and
158 physical environmental factors will be present, adding to the fog of war. Such factors include humanitarian
159 crises, ethnic and religious differences, and complex and urban terrain, which often become major centers
160 of gravity and a haven for potential threats. The operational environment will be interconnected, dynamic,
161 and extremely volatile.

162 1-4. States, nations, transnational actors, and nonstate entities will continue to challenge and redefine the
163 global distribution of power, the concept of sovereignty, and the nature of warfare. Threats are nation
164 states, organizations, people, groups, conditions, or natural phenomena able to damage or destroy life, vital
165 resources, or institutions. Preparing for and managing these threats requires employing all instruments of
166 national power—diplomatic, informational, military, and economic. Threats may be described through a
167 range of four major categories or challenges: traditional, irregular, catastrophic, and disruptive. While
168 helpful in describing the threats the Army is likely to face, these categories do not define the nature of the
169 adversary. In fact, adversaries may use any and all of these challenges in combination to achieve the
170 desired effect against the United States.

- 171 ● Traditional threats emerge from states employing recognized military capabilities and forces in
172 understood forms of military competition and conflict. In the past, the United States optimized
173 its forces for this challenge. The United States currently possesses the world's preeminent
174 conventional and nuclear forces, but this status is not guaranteed. Many nations maintain
175 powerful conventional forces, and not all are friendly to the United States. Some of these
176 potentially hostile powers possess weapons of mass destruction. Although these powers may not
177 actively seek armed confrontation and will actively avoid U.S. military strength, their activities
178 can provoke regional conflicts that threaten U.S. interests. Deterrence therefore remains the first
179 aim of the joint force. Should deterrence fail, and there is some evidence that deterrence is less
180 able to accomplish this goal, the United States strives to maintain capabilities to overmatch any
181 combination of enemy conventional and unconventional forces.
- 182 ● Irregular threats are those posed by an opponent employing unconventional, asymmetric
183 methods and means to counter traditional U.S. advantages. A weaker enemy often uses irregular
184 warfare to exhaust the U.S. collective will through protracted conflict. Irregular warfare includes
185 such means as terrorism, insurgency, and guerrilla warfare. Economic, political, informational,
186 and cultural initiatives usually accompany and may even be the chief means of irregular attacks
187 on U.S. influence.
- 188 ● Catastrophic threats involve the acquisition, possession, and use of nuclear, biological,
189 chemical, and radiological weapons, also called weapons of mass destruction and effects.
190 Possession of these weapons gives an enemy the potential to inflict sudden and catastrophic
191 effects. The proliferation of related technology has made this threat more likely than in the past.
- 192 ● Disruptive threats involve an enemy using new technologies that reduce U.S. advantages in key
193 operational domains. Disruptive threats involve developing and using breakthrough technologies
194 to negate current U.S. advantages in key operational domains.

195 1-5. By combining traditional, disruptive, catastrophic, and irregular capabilities, adversaries will seek to
196 create advantageous conditions by quickly changing the nature of the conflict and moving to employ
197 capabilities for which the United States is least prepared. The enemy will seek to interdict U.S. forces
198 attempting to enter any area of crisis. If U.S. forces successfully gain entry, the enemy will seek
199 engagement in complex terrain and urban environments as a way of offsetting U.S. advantages. Methods
200 used by adversaries include dispersing their forces into small mobile combat teams—combined only when
201 required to strike a common objective—and becoming invisible by blending in with the local population.

202 1-6. Threats can be expected to use the environment and rapidly adapt. Extremist organizations will seek
203 to take on state-like qualities using the media and technology and their position within a state's political,
204 military, and social infrastructures to their advantage. Their operations will become more sophisticated,
205 combining conventional, unconventional, irregular, and criminal tactics. They will focus on creating
206 conditions of instability, seek to alienate legitimate forces from the population, and employ global

207 networks to expand local operations. The threat will employ advanced information engagement and will
208 not be bound by limits on the use of violence.

209 1-7. Future conflicts are much more likely to be fought “among the people” instead of “around the
210 people.” This fundamentally alters the manner in which Soldiers can apply force to achieve success in a
211 conflict. Enemies will increasingly seek populations within which to hide as protection against the proven
212 attack and detection means of U.S. forces, in preparation for attacks against communities, as refuge from
213 U.S. strikes against their bases, and to draw resources. War remains a battle of wills—a contest for
214 dominance over people. The essential struggle of the future conflict will take place in areas in which
215 people are concentrated and will require U.S. security dominance to extend across the population.

216 **IMPACT OF THE OPERATIONAL ENVIRONMENT**

217 1-8. Because the Army, the threat, and the operational concept (see chapter 1, introductory paragraph)
218 have changed, our thinking about Army missions and capabilities must also change. We do not want to
219 train for the last war. Major combat operations include more than large-scale offensive and defensive
220 operations; they also include stability operations. All overseas Army operations (as defined by FM 3-0) are
221 a simultaneous combination of offensive, defensive and stability operations; operations within the
222 homeland simultaneously combine offense, defense, and civil support. The Army must not only be capable
223 of defeating the enemy’s armed forces, but also must be able to work in concert with the other instruments
224 of national power—, diplomatic, informational, and economic. . . the “whole of government”—to achieve
225 national objectives. It must be campaign capable: once deployed, the Army will operate for extended
226 periods across the spectrum of conflict, from stable peace through general war, until strategic objectives
227 are achieved. This campaign capability is the ability to sustain operations for as long as necessary to
228 conclude operations successfully.

229 1-9. The Army’s basing strategy and formations have changed. Our Army has gone from being a
230 forward-based Army with individual replacements to one that is primarily CONUS-based and rotates
231 whole units during operations. The Army transformed itself into a modular, brigade-based, deployable
232 force capable of expeditionary full spectrum operations. The Reserve Component is adapting from a
233 strategic reserve to an operational force.

234 1-10. Army operations have changed significantly; since all operations are now full spectrum operations.
235 At present, the operational training domain is developing leaders with significant capabilities to conduct
236 counterinsurgency operations—the other training domains must adjust to ensure our leaders build and
237 sustain competency for major combat operations (MCO) and limited intervention operations to support
238 building the Army’s strategic depth. Commanders must be able to mass both effects over time and fires at a
239 decisive point and time. Decentralized rather than centralized operations are the norm. Unit operations
240 must be commander- rather than staff-centric; commanders, rather than staffs, drive the decision making
241 process. Leaders synchronize not only combined arms forces, but also lethal and nonlethal effects. Down to
242 the lowest levels, leaders must understand both the art and the science of operations and battle command.
243 We can no longer focus on just the enemy; in any conflict the population will be a key factor in our
244 operations—and more so as Army required capabilities slide to the left on the spectrum of conflict. These
245 operations among the people occur throughout a campaign, and are not just as part of post-conflict
246 operations. The military cannot solve all of the problems faced in this environment by itself. Unified
247 action—joint and multinational forces, interagency and inter-governmental organizations, as well as
248 nongovernmental and private organizations—now reaches to the tactical level, and is leveraged by leaders
249 at each level. Soldiers will continue to depend on the support of Army civilians and contractors in all
250 phases of a campaign.

251 1-11. Civil support operations in the United States and its territories will continue to involve both Regular
252 Army and Reserve Component Soldiers and civilians, operating with nongovernmental, local, state, and
253 federal agencies. Since the homeland is vulnerable to attacks and natural disasters, both components must
254 be prepared to plan, prepare, and execute civil support operations on short notice. Regular Army forces can
255 expect to be more involved in civil support if natural or manmade disasters and incidents within the United
256 States and its territories exceed the capabilities of the Reserve Component and domestic civilian agencies

257 1-12. In the past, the Army primarily trained to fight against other conventional armies with conventional
258 capabilities, within clearly defined military and political boundaries. Our enemies are adaptive, smart, and
259 innovative. We cannot predict their actions with absolute assurance. They will look for ways to attack our
260 vulnerabilities. Rather than directly confront the U.S. Army's overwhelming superiority, our enemies now
261 employ asymmetric means to attack us. In a single campaign, we may fight multiple enemies and
262 adversaries with different agendas, rather than a single enemy unified by purpose or command. The Cold
263 War enemy who planned to fight us in predictable formations was replaced by an adaptive, unpredictable,
264 fleeting enemy who hides among the population. The conventional threat is not gone. Army units will not
265 only have to deal with conventional armed forces but will also interact with vastly different cultures and
266 languages of civilian populations and deal with both crumbling infrastructures and irregular forces.
267 Nonlethal capabilities and information engagement will often be our primary weapons. Interactions
268 between deployed Army units and the media have increased exponentially. Today's information
269 environment means that we must accept that everything we do will be subject to viewing and listening by
270 our friends and enemies; the ability to get our message out and to compete in the information environment
271 is often as important as physical actions on the battlefield. Commanders use information engagement in
272 their areas of operation to communicate information, build trust and confidence, promote support for Army
273 operations, and influence perceptions and behavior. Information engagement is the integrated employment
274 of public affairs to inform U.S. and friendly audiences; psychological operations, combat camera, U.S.
275 Government strategic communication and defense support to public diplomacy, and other means necessary
276 to influence foreign audiences; and leader and Soldier engagements to support both the information and
277 influence efforts.

278 1-13. Despite the changed environment, one thing that has not changed is the fact that the Army and the
279 other Services must retain the ability to fight and win a conventional conflict. To do otherwise would
280 create a potential vulnerability for our enemies to exploit.

281 1-14. Today's dangerous and complex security environment requires Soldiers who are men and women of
282 character. Their character and competence represent the foundation of a values-based, trained, and ready
283 Army. Soldiers train to perform tasks while operating alone or in groups. Soldiers and leaders develop the
284 ability to exercise mature judgment and initiative under stress. The Army requires agile and adaptive
285 leaders able to handle the challenges of full spectrum operations in an era of persistent conflict. Army
286 leaders must be—

- 287 ● Competent in their core proficiencies.
- 288 ● Broad enough to operate across the spectrum of conflict.
- 289 ● Able to operate in joint, interagency, intergovernmental, and multinational environments and
290 leverage other capabilities in achieving their objectives.
- 291 ● Culturally astute and able to use this awareness and understanding to conduct operations
292 innovatively.
- 293 ● Courageous enough to see and exploit opportunities in the challenges and complexities of the
294 operational environment.
- 295 ● Grounded in Army Values and the Warrior Ethos.

296 1-15. Commanders at all levels ensure their Soldiers operate in accordance with the law of war. The *law of*
297 *war* (also called the law of armed conflict) is that part of international law that regulates the conduct of
298 armed hostilities (JP 1-02). It is the customary and treaty law applicable to the conduct of warfare on land
299 and to relationships between belligerents and neutral states. The law of war includes treaties and
300 international agreements to which the United States is a party as well as applicable customary international
301 law. The purposes of the law of war are to—

- 302 ● Protect both combatants and noncombatants from unnecessary suffering.
- 303 ● Safeguard certain fundamental human rights of persons who become prisoners of war, the
304 wounded and sick, and civilians.
- 305 ● Make the transition to peace easier.

306 1-16. Contemporary operations challenge the Army in many ways. The U.S. Army has always depended
307 upon its ability to learn and adapt. German Field Marshal Erwin Rommel observed that American Soldiers

308 were initially inexperienced but learned and adapted quickly and well. Even though the Army is much
309 more experienced than it was in North Africa in World War II, today's complex environment requires
310 organizations and Soldiers that can adapt equally quickly and well. To adapt, organizations constantly learn
311 from experience (their own and that of others) and apply new knowledge to each situation. Flexibility and
312 innovation are at a premium, as are creative and adaptive leaders. As knowledge increases, the Army will
313 continuously adapt its doctrine, organization, training, materiel, leadership and education, personnel, and
314 facilities.

315 1-17. The Army as a whole must be versatile enough to operate successfully across the spectrum of
316 conflict from stable peace through insurgency to general war. Change and adaptation that once required
317 years to implement must now be recognized, communicated, and enacted far more quickly. Technology,
318 having played an increasingly important role in increasing the lethality of the industrial age battlefield, will
319 assume more importance and require greater and more rapid innovation in tomorrow's conflicts. No longer
320 can responses to hostile asymmetric approaches be measured in months. Solutions must be fielded across
321 the force in weeks—and then be adapted frequently and innovatively as the enemy adapts to counter the
322 new-found advantages.

323 THE ROLE OF TRAINING

324 1-18. Effective training is the cornerstone of operational success. Through training, Soldiers, leaders, and
325 units achieve the tactical and technical competence that builds confidence and allows them to conduct
326 successful operations across the spectrum of conflict. The Army trains its forces using training doctrine
327 that sustains their expeditionary and campaign excellence. Focused training prepares Soldiers, leaders, and
328 units to deploy, fight, and win. This same training prepares Soldiers to create stable environments.
329 Achieving this competence requires specific, dedicated training on offensive, defensive, and stability or
330 civil support tasks. The Army trains Soldiers and units daily in individual and collective tasks under
331 challenging, realistic conditions. Training continues in deployed units to sustain skills and to adapt to
332 changes in the operational environment.

333 1-19. The United States' responsibilities are global; therefore, Army forces prepare to operate in any
334 environment. Army training develops confident, competent, and agile leaders and units. Training
335 management links training with missions. Commanders focus their training time and other resources on
336 tasks linked to their mission. Because Army forces face diverse threats and mission requirements, senior
337 commanders adjust their training priorities based on the likely operational environment. As units prepare
338 for deployment, commanders adapt training priorities to address tasks required by actual or anticipated
339 operations.

340 1-20. Army training includes a system of techniques and standards that allow Soldiers and units to
341 determine, acquire, and practice necessary skills. Candid assessments, after action reviews, and applying
342 lessons learned and best practices produce quality Soldiers and versatile units, ready for all aspects of the
343 situation. The Army's training system prepares Soldiers and leaders to employ Army capabilities
344 adaptively and effectively in today's varied and challenging conditions.

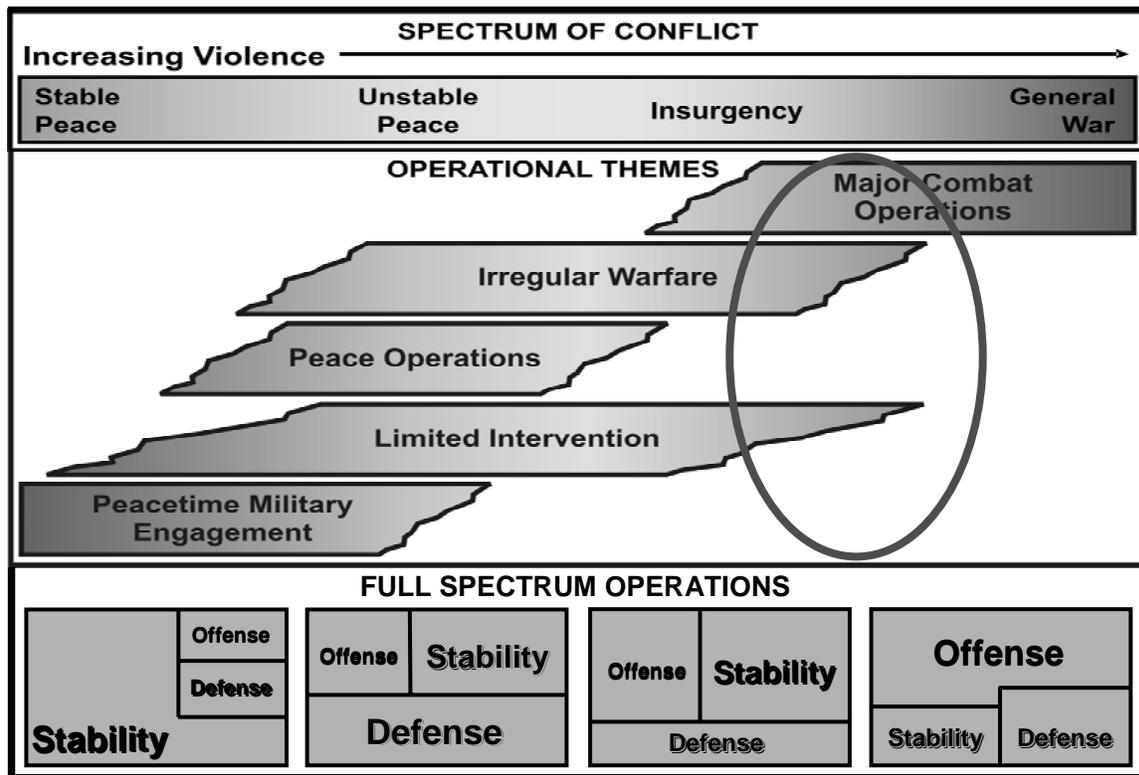
345 1-21. Through training, the Army prepares Soldiers to win in land combat. Training builds teamwork and
346 cohesion within units. It recognizes that Soldiers ultimately fight for one another and their units. Training
347 instills discipline. It conditions Soldiers to operate within the law of war and rules of engagement. Training
348 prepares unit leaders for the harsh reality of land combat. It emphasizes the fluid and disorderly conditions
349 inherent in land operations.

350 1-22. Within these training situations, commanders emphasize mission command. To employ mission
351 command successfully during operations, units must understand, foster, and frequently practice its
352 principles during training.

353 1-23. Managing training for full spectrum operations presents challenges for leaders at all echelons.
354 Training develops discipline, endurance, unit cohesion, and tolerance for uncertainty. It prepares Soldiers
355 and units to address the ambiguities and complexities inherent in operations. Operational experience
356 demonstrates that forces trained exclusively for offensive and defensive tasks are not as proficient at
357 stability tasks as those trained specifically for stability. For maximum effectiveness, stability and civil

358 support tasks require dedicated training, similar to training for offensive and defensive tasks. Similarly,
359 forces involved in protracted stability or civil support operations require intensive training to regain
360 proficiency in offensive or defensive tasks before engaging in large-scale combat operations. Therefore, a
361 balanced approach to the types of tasks to be trained is essential to full spectrum readiness.

362 1-24. Leaders and units must be prepared to achieve military objectives throughout the phases of a joint
363 campaign. The Army must be trained to conduct full spectrum operations under the conditions of any
364 operational theme, anywhere along the spectrum of conflict. However, even as recently as the 2001 version
365 of FM 3-0, the Army believed that if we could conduct major combat operations, then everything else—
366 including stability and civil support operations—was a lesser included capability. Our recent recognition
367 of the importance of stability operations, the complexity of the OE, and our legal and moral obligations to a
368 population wherever the U.S. military is operating means that approach is incorrect. The Army must train
369 for, organize for, and develop capabilities for stability operations with the same intensity and focus that it
370 does for combat operations. During the Cold War and up until 2001, the Army’s training focus had been on
371 high-end offensive and defensive operations, in order to prepare the Army to fight and win against a near-
372 peer competitor. Figure 1-1 displays the concept of full spectrum operations. The oval on the diagram—
373 called the aim point—indicates that, based on the challenges in the OE, the focus of Army training and
374 leader development must shift to the left from the right hand side of the spectrum of conflict in order to
375 gain proficiency in irregular warfare and limited intervention, in addition to major combat operations.



376 **Figure 1-1. Aim point for Army training and leader development**

377 1-25. The aim point concept is a major cultural change for Army leaders and units. To be successful in
378 future operations, the Army cannot afford to look at operations since the end of the Cold War as temporary
379 interruptions to preparing for major offensive and defensive operations against a near-peer enemy. Nor can
380 it afford to view offense-defense operations and stability operations as either/or propositions, since they
381 will usually occur simultaneously. The Army must be a well-trained force that can deploy rapidly, conduct
382 and win engagements and wars, but also be prepared to remain in the joint operations area to conduct
383 sustained unified action stability operations after major offensive and defensive operations have concluded.
384 Similarly, they must be prepared to conduct offensive and defensive operations, even when stability

385 operations are predominating. The predominate operation—offense, defense, or stability—is determined by
386 the situation, objectives or conditions to be achieved, desired end state, and level of violence. Commanders
387 must consider the simultaneous execution of the three elements of full spectrum operations in their mission
388 analysis.

389 1-26. The art of command takes on even greater significance in the OE. Land operations occur among the
390 people. While technology can enhance their effectiveness, land operations are basically a human endeavor,
391 involving human interactions. As a result, they are conducted in the realm of complexity, fog, friction, and
392 uncertainty. Consequently, command in this environment is an art and not a science. It requires leaders
393 who can think creatively, who understand their environment to a degree not required before, and who can
394 provide unique solutions to ever-changing problems posed by adaptable foes who look for every
395 opportunity to apply asymmetric capabilities against us.

396 1-27. The challenge is how to train to develop those full spectrum capabilities, considering that units
397 previously found they did not have time to train, as much as they would have liked, on offensive and
398 defensive operations to prepare for major combat operations.

399 **MEETING THE CHALLENGES OF FULL SPECTRUM OPERATIONS**

400 1-28. In an era of persistent conflict, where uncertainty exists as to where and how the Army will operate
401 and resources are limited, commanders must train their units on those tasks that will not only prepare them
402 for the most likely missions, but also give them skills to quickly and easily adapt training, training
403 conditions, and leader development to achieve proficiency for operations at any point on the spectrum of
404 conflict.

405 1-29. To focus training and leader development in the operational training domain, Headquarters,
406 Department of the Army approves core mission-essential tasks lists (core METLs) for each type of unit.
407 The core METLs (CMETL) rarely change; they provide a mix of mission-essential tasks that cover
408 offensive, defensive, and stability or civil support operations. Units train on collective and individual tasks,
409 derived from and appropriately supporting those broad core mission-essential tasks.

410 1-30. Units will likely not have the time, or other resources required to train under the conditions of the
411 OE represented by each of the operational themes. Headquarters, Department of the Army will analyze the
412 OE and will determine the likely force package requirements for each of the operational themes along the
413 spectrum of conflict where the Army will most likely operate. Based on this analysis and guidance from
414 Headquarters, Department of the Army, Army command, Army Service component command, and direct
415 reporting unit commanders will focus their subordinate units' training on specific operational themes for
416 training.

417 1-31. Commanders must leverage the experience of their combat-seasoned soldiers. They can help train
418 other soldiers and they can reduce the training time for the unit in certain tasks. However, just because an
419 individual has been to combat, commanders cannot make the assumption that the Soldier or leader will be
420 automatically proficient in his or her new position.

421 **IMPLICATIONS OF THE AIM POINT ON TRAINING AND LEADER** 422 **DEVELOPMENT**

423 1-32. Given the aim point's shift in mindset and HQ DA-standardized CMETL, the requirements for a
424 training briefing have changed. Previously, the training briefing focused on mission-essential tasks to be
425 trained and the training plan. Now, it is a two-step process. The training briefing must be preceded by a
426 separate commander-to-commander dialogue that discusses the training conditions and corresponding
427 resources required; the proportion of effort to be allocated among offensive, defensive, stability operations,
428 and civil support tasks; the risks to readiness; and the core capabilities required of a unit as it adjusts its
429 training focus to prepare for a directed mission. Commanders will use training briefings to enter into a
430 "contract" with their subordinate commanders, not only on the tasks to be trained, but also the conditions
431 under which they will train, and the risks associated with where they are focusing training and training
432 conditions, and the resources required. This concept will be discussed further in chapter 4.

433 1-33. With an expanded capability that now embraces preparedness for stability operations, Army units
434 must have the capability to train on stability tasks—civil security; civil control; providing essential services
435 (such as sewer, water, electric, and telecommunications infrastructure); support to governance; and support
436 to economic and infrastructure development—while still sustaining their proficiency for offensive and
437 defensive operations. Training must develop the capability for collecting accurate bottom-up intelligence
438 along with the receipt and actioning of national intelligence capabilities at the tactical level.

439 1-34. Training conditions must include the ability to portray the OE realistically. For example, training
440 should incorporate population cultures and languages, key leaders, media, unified action partners, special
441 operations forces, as well as portray the contributions of both lethal and nonlethal effects.

442 1-35. Leaders and Soldiers must be proficient in core warfighting competencies, but also mentally agile
443 and trained enough to adapt those competencies across the spectrum of conflict. They must be agile enough
444 to readily seize rapidly fleeting opportunities. Their competencies must expand from warfighting to
445 competencies that support stability operations, including language skills, cross-cultural communication,
446 enabling economic development and governance, and conflict resolution through negotiation and
447 mediation. They must be able to use their knowledge of culture and language to enable operations and
448 leverage the instruments of national power to achieve objectives.

449 1-36. The role of the generating force has changed. Meeting the significant challenges of the OE requires
450 an integrated, coordinated team effort from both the operating force and generating force. The generating
451 force recruits, helps train, and equips Soldiers and units. It provides doctrine, mobile training teams,
452 training support, and reachback resources to assist in preparing units and leaders for missions. The
453 generating force must be able to support training and education in the institution, at home stations, and
454 while units are deployed. Training must be both fixed- and field-based. The generating force must be ready
455 to adjust the content of courses to maintain a balance of capabilities within the Army's leadership for
456 operations across each of the operational themes.

457 1-37. Training the modular force is different. Training during an era of continuous conflict is different.
458 The focus on brigades rather than corps and divisions is different. While the need for trained divisions and
459 corps has not changed, ASCC's have a new requirement for trained deployable command posts. Therefore,
460 Army leaders must think differently about how we train. For example, they should assess if the benefit of
461 training overhead (external support, level of evaluators desired, etc.) is worth the cost. They should look
462 for ways to leverage a combat-seasoned force to reduce the ramp-up time to readiness. And they must look
463 for opportunities to train smartly as the level of funding varies over time.

464 **SUMMARY**

465 1-38. The operational environment, threat, and Army operational concepts have changed. The Army must
466 be a full spectrum capable force. Therefore, Soldiers and leaders, military and civilians, and Regular Army
467 and Reserve Component need to adapt to new concepts and think about how the Army can train more
468 wisely, efficiently, and effectively.

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Chapter 2

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Principles of Training

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This chapter discusses the Army's seven principles of training (see figure 2-1). Commanders and other leaders apply these principles to develop and conduct effective training. The principles of training provide a broad but basic foundation to guide how leaders plan, prepare, execute, and assess training. Each principle contains an associated set of tenets that support and expand the corresponding principle.

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|---|
| <ul style="list-style-type: none"> • Commanders and other leaders are responsible for training • Noncommissioned officers train individuals, crews, and small teams • Train as you will fight • Train to standard • Train to sustain • Conduct multiechelon training • Train to develop agile leaders and organizations |
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Figure 2-1. The Army's seven principles of training

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TRAINING CONCEPT

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2-1. The Army provides agile Soldiers, leaders, and units to Combatant Commanders to conduct unified actions. These expeditionary forces are trained and ready to plan, prepare, and execute full spectrum operations anywhere along the spectrum of conflict. The Army accomplishes this by conducting tough, realistic, standards-based, performance-oriented training in live, virtual, and constructive training environments while deployed, at home station, and at the Combat Training Centers. Commanders lead and assess training to ensure the training is high quality and that the Soldiers meet established standards. To meet the challenge of preparing for full spectrum operations, the Army fully leverages the training capabilities found in the three training domains: institutional, operational, and self-development.

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COMMANDERS AND OTHER LEADERS ARE RESPONSIBLE FOR TRAINING

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2-2. Commanders are ultimately responsible for the training, performance and readiness of their Soldiers, civilians and organizations. However, leaders across all echelons and throughout the operating force and generating force are responsible for training their respective organizations. For example, a commander is responsible for training a unit; a chief of staff for training an entire staff; an S-3 for training the operations staff; a platoon leader and platoon sergeant for training a platoon; and a squad leader or section chief for training a squad or section. They ensure their respective organizations are trained and mission ready. Leaders fulfill this responsibility by actively engaging in all aspects of training and adhering to eight tenets:

- Commanders are the unit's primary training managers and primary trainers.

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- 497 ● Commanders train their direct subordinate units and guide and evaluate training two echelons
498 down.
499 ● A leader's primary objective is to train subordinates and organizations for mission success.
500 ● Leaders motivate their subordinates toward excellence and encourage initiative and innovation.
501 ● Leaders place high priority on training and leader development.
502 ● Leaders ensure training is executed to standard.
503 ● Leaders continually assess individual and organization proficiency.
504 ● Leaders enforce safety and manage risks.

505 2-3. The commander is the unit's primary trainer and primary training manager. Senior noncommissioned
506 officers (NCOs) at every level of command are key to assisting the commander in meeting his training
507 responsibilities. Our senior NCOs are often the most experienced trainers in the unit and are therefore
508 essential to a successful training program. Commanders develop their organization's mission-essential task
509 list (METL), approve a subordinate organization's METL, publish training and leader development
510 guidance, and make resource decisions that allow subordinate leaders to train effectively. Company
511 commanders are the primary training managers for their units. Commanders at battalion level and higher
512 manage training through their operations officer who develops the training plan. However, to ensure
513 effective unit training, those commanders remain involved in the training process. Effective training leads
514 to well-trained units and ensures the welfare of Soldiers and civilians. Commanders set the training
515 direction by providing subordinates with clear guidance without stifling initiative and innovation.
516 Commanders ensure the unit is focused on the right tasks, conditions, and standards. To perform their
517 responsibilities as the unit's primary trainer and primary training manager, commanders should—

- 518 ● Use mission command in training as well as in operations.
519 ● Supervise the development and execution of training.
520 ● Ensure training supports the unit's needs.
521 ● Focus training on the unit's METL.
522 ● Provide and protect the required resources.
523 ● Incorporate safety and composite risk management (CRM) into all aspects of training.
524 ● Ensure training is conducted to standard.
525 ● Develop and execute training plans that result in proficient individuals, leaders, and
526 organizations.
527 ● Assess proficiency and provide feedback.
528 ● Develop and communicate a clear vision for training.
529 ● Ensure the training environment replicates the anticipated OE.

530 2-4. Commanders are responsible for training their direct subordinate units and guide and evaluate two
531 echelons down. For example, brigade commanders train battalions and evaluate companies; battalion
532 commanders train companies and evaluate platoons. Commanders develop leaders at one and two levels
533 below their own through personal interaction and by providing clear guidance to subordinate leaders.

534 2-5. A leader's primary objective is to train subordinates, teams, and organizations for mission success.
535 Their ultimate goal is to train the organization to established standards, under a variety of rapidly changing
536 and stressful conditions. The leader sets intermediate goals to prepare the organization to reach this goal
537 and employs the Army training management model (see chapter 4) to ensure mission accomplishment. The
538 leader must focus the organization's training on the tasks that are most important to mission
539 accomplishment. Leaders must avoid the natural instinct to try to do too much, since there is not enough
540 time to do everything.

541 2-6. Leaders motivate their subordinates toward excellence and encourage initiative and innovation.
542 Leaders must create training conditions that prompt individuals to be self-starters and use creativity to
543 solve challenges. Textbook answers will seldom solve a problem exactly. Commanders should practice
544 mission command during training to create these opportunities. Mission command is the conduct of
545 military operations through decentralized execution based on mission orders for effective mission
546 accomplishment. Successful mission command results from subordinate leaders at all echelons exercising

547 disciplined initiative within the commander's intent to accomplish missions. It requires an environment of
548 trust and mutual understanding between leaders and subordinates. Commanders intentionally create
549 complex, ambiguous, and uncertain situations for their subordinate leaders that challenge individuals and
550 organizations. Leaders must grow accustomed to making decisions with only partial information; they must
551 learn to work outside their comfort zone. Leaders should expect subordinates to assess the situation,
552 determine tasks that will lead to a solution, and execute them to standard. Finally, leaders should reward
553 individuals by recognizing those able to adapt to unfamiliar situations, take the initiative, and develop
554 creative solutions.

555 2-7. A leader places high priority on training and leader development. A leader's primary focus is
556 preparing individuals and organizations to conduct full spectrum operations in a variety of OEs.
557 Preparation includes training for ongoing operations as well as likely contingency operations. It means
558 making the training tougher than the expected operation. Leaders at all levels make the most of every
559 available training opportunity or event to build organizations and develop individuals. Developing staffs is
560 just as important to operational success as is developing squads, platoons, and companies. Training and
561 leader development remain a priority throughout a deployment to improve task performance, hone skills
562 needed for the current operation, and minimize the degradation of key skills for future operations.

563 2-8. Leaders ensure training is executed to standard (see paragraph 2-26). The Army is a standards-based
564 organization. Its leaders enforce established standards or establish and enforce standards where none exists.
565 To ensure training meets established standards, leaders stay involved during all phases of training—
566 planning, preparation, execution, and assessment. Leaders inspect training for quality and effectiveness.
567 They ensure individuals and organizations meet training objectives and that the training is supported by
568 sufficient resources and qualified trainers and instructors. Leaders establish discipline in training by
569 creating and maintaining the right climate so that individuals and organizations meet the standards.
570 Disciplined training results in training conducted to standard even when leaders are not present. Leaders
571 who enforce standards in training set the example for future generations of leaders.

572 2-9. Leaders continually assess their own proficiency, the proficiency of subordinates, and that of their
573 organizations. They ensure that they themselves are competent. Leaders ensure training is relevant to
574 individual and organizational needs so they are prepared to perform their mission requirements. Leaders
575 assist the commander by continually assessing not only individual performance and organizational
576 proficiency, but also training efficiency and effectiveness. Equally important, leaders provide feedback on
577 performance to individuals and the organization through coaching, individual performance counseling, and
578 after action reviews (AARs). Leaders develop learning organizations by ensuring these processes are fully
579 ingrained into the unit's culture and climate.

580 2-10. Leaders enforce safety and manage risks. By providing effective supervision, enforcing standards,
581 and applying CRM, involved leadership minimizes damage, injury and loss of equipment and personnel. In
582 some of the most dangerous OEs and during the most complex missions, the Army has experienced fewer
583 losses than expected for the level of exposure to risks. This success is due to good leadership,
584 comprehensive planning, effective supervision, and enforcement of standards. Leaders must influence first-
585 line leader risk-management decisions and guide first-line leaders to influence individual risk decisions at
586 the lowest echelons. Leaders—

- 587 ● Mitigate identified training risks by developing and implementing controls that target specific
588 risks. Leaders use CRM to match solutions to risks they identify. CRM is discussed later in this
589 manual. (See FM 5-19.)
- 590 ● Make risk decisions at the appropriate level. As a matter of policy, commanders establish and
591 publish approval authority for risk decision making. This process requires leaders to identify not
592 only the risks and the mitigating measures, but also to ensure that the right leaders make
593 decisions involving safety.

594 **NONCOMMISSIONED OFFICERS TRAIN INDIVIDUALS, CREWS,**
595 **AND SMALL TEAMS**

596 2-11. Noncommissioned officers are the primary trainers of enlisted Soldiers, crews, and small teams.
597 Officers and NCOs have a special training relationship because their training responsibilities complement
598 each other. This relationship spans all echelons and types of organizations. NCOs are usually the
599 organization's most experienced trainers. Their input is crucial to an organization's overall training
600 strategy and a key ingredient of the "top-down/bottom-up" approach to training. This approach is
601 characterized by direction from commanders ("top-down") and subsequent input from subordinate officers
602 and NCOs ("bottom-up"). This two-way communication helps ensure the organization trains on the right
603 tasks. Five tenets support noncommissioned officers as they train individuals, crews, and small teams.
604 These tenets are—

- 605 ● Training is a primary duty of NCOs; NCOs turn guidance into action.
- 606 ● NCOs must identify Soldier, crew, and small-team tasks and help identify unit collective tasks
607 that support the unit's mission-essential tasks.
- 608 ● NCOs provide and enforce standards-based, performance-oriented, and mission-focused
609 training.
- 610 ● NCOs focus on sustaining strengths and improving weaknesses.
- 611 ● NCOs develop junior NCOs and assist officers in developing junior officers.

612 2-12. Training is a primary duty of NCOs; NCOs turn guidance into action. NCOs train, lead, and care for
613 Soldiers and their equipment and instill the Warrior Ethos and Army Values into Soldiers. NCOs take the
614 broad guidance given them by their leaders; identify the necessary tasks, standards and resources; and then
615 execute the mission in accordance with their leader's intent.

616 2-13. NCOs must identify Soldier, crew, and small-team tasks. NCOs begin with tasks of the individual
617 Soldier and work their way up, identifying all the individual, crew, and small-team tasks that link to or
618 support the unit's mission-essential tasks. NCOs also assist officers in identifying the collective tasks that
619 support the METL. Once NCOs identify these tasks, leaders are responsible for enforcing standards.

620 2-14. NCOs provide and enforce standards-based, performance-oriented, and mission-focused training.
621 Disciplined, mission-focused training ensures Soldier proficiency in the individual tasks that support an
622 organization's METL; NCOs ensure key individual tasks are integrated into appropriate training plans.
623 NCOs plan, prepare, execute, and assess training. They assist commanders and other leaders in assessing
624 training by completing internal AARs and participating in external AARs. NCOs provide candid feedback
625 to commanders and other leaders on all aspects of training—especially individual Soldier, crew and small
626 teams training—based on their observations and evaluations before, during, and after training. NCOs
627 identify problems with training and proactively implement solutions.

628 2-15. NCOs focus on sustaining strengths and eliminating weaknesses. NCOs quickly assimilate new
629 Soldiers into the organization, hone their newly acquired skills, and continuously coach and mentor them.
630 NCOs cross train their Soldiers in other critical skills and duties. Such cross training prepares Soldiers to
631 accept positions of increased responsibility, or to assume a position in the event of a personnel loss. NCOs
632 are dedicated to helping each Soldier grow and develop, both professionally and personally. This
633 dedication to professional development is vital to developing future leaders and is essential in ensuring the
634 organization can successfully accomplish its mission, even when its leaders are absent. In the process of
635 developing Soldier skills and knowledge, NCOs also help foster initiative and agility in their subordinates.

636 2-16. NCOs develop junior NCOs and assist officers and civilian leaders in developing junior officers.
637 NCOs train and coach Soldiers; senior NCOs train junior NCOs for the next higher position well before
638 they assume it. They help form high performing officer-NCO teams, and help clarify to officers the role
639 differences between the officer and NCO in training. NCOs also help officers develop junior officer
640 competence and professionalism and explain NCO expectations of officers.

641 **TRAIN AS YOU WILL FIGHT**

642 2-17. For 21st century full spectrum operations “fight” includes lethal and nonlethal skill sets. Train as you
643 fight means training under the conditions under which you expect to operate. To train as you will fight,
644 leaders must adhere to the following eight tenets:

- 645 ● Train for full spectrum operations and quick transitions between missions.
- 646 ● Train for proficiency in combined arms and unified action operations.
- 647 ● Train the fundamentals first.
- 648 ● Make training performance-oriented, realistic, and mission-focused.
- 649 ● Train for challenging, complex, ambiguous, and uncomfortable situations.
- 650 ● Integrate safety and CRM throughout training.
- 651 ● Determine and use the right mix of live-virtual-constructive (L-V-C) training environments and
652 gaming solutions to replicate the OE chosen to provide the appropriate conditions for a
653 particular training event.
- 654 ● Train while deployed.

655 2-18. Leaders train their subordinates and organizations for full spectrum operations (simultaneous
656 offense, defense, and stability or civil support) and quick transitions between missions. Army organizations
657 must be able to conduct offensive and defensive operations as well as be able to support the diplomatic,
658 informational, and economic efforts. A single unit could simultaneously conduct offense, defense, and
659 stability or civil support missions during an operational theme. Effective training challenges leaders and
660 organizations with rapidly changing conditions, requiring them to adapt to accomplish evolving missions.
661 Commanders must create training conditions that force leaders to quickly assess situations and develop
662 innovative solutions. In order to do this, leaders must be able to train subordinate organizations that are
663 functionally diverse. Leaders and their subordinates must put as much emphasis on rapid decisionmaking
664 and execution as on deliberate planning and preparation. Leaders and their subordinates must exercise their
665 mental abilities to transition quickly among offensive, defensive, and stability or civil support operations.

666 2-19. Leaders train their subordinates and organizations for combined arms proficiency in unified action.
667 Combined arms proficiency is met through the effective integration of warfighting functions and is
668 fundamental to all Army operations. Leaders and units must be able to fight and win our nation’s wars, but
669 they must also be able to contribute to implementing the peace alongside and in support of the diplomatic,
670 informational, and economic instruments of national power. Army combined arms teams must be prepared
671 to operate in an OE that is described by the following operational variables: political, military, economic,
672 social, information, infrastructure, physical environment, and time. Joint interdependence will occur during
673 operations. Unified action requires a high degree of cultural awareness to understand how different
674 Service, interagency, intergovernmental, nongovernmental, private organizations, and multinational
675 partners operate and make decisions; units can only develop that understanding by continuous education
676 and by regularly training with these partners and their capabilities. When deployed, units must be prepared
677 to participate in unified action with minimal additional training or lengthy adjustment periods.
678 Commanders and leaders should replicate as much as possible, joint, interagency, intergovernmental and
679 multinational environments during training. By leveraging the L-V-C training environment, they expand
680 the OE and replicate the conditions of an actual OE as much as possible. Where possible, predeployment
681 training relationships should mirror operational task organization to build the unified action team under
682 realistic training conditions.

683 2-20. Training the fundamentals first is an essential element of Army training. Fundamentals, such as
684 warrior tasks and battle drills, are a critical part of the crawl-walk-run concept and focus individual training
685 on conducting basic tasks to a high degree of proficiency. Leaders assess whether or not their Soldiers
686 must begin at the crawl stage. Training on fundamentals first can ease training on more complex or
687 collective tasks and allow individuals to become more agile and innovative. Well-trained individuals
688 grounded in the basics, such as physical fitness, lifesaving skills, marksmanship, small unit drills, and
689 culture and language is the key to success and confidence at the collective level.

690 2-21. Leaders make training performance-oriented, realistic, and mission-focused. Performance-oriented
691 training involves physically performing tasks—a hands-on approach as opposed to passive listening. It

692 focuses on results rather than process. Performance-oriented training allows individuals and units to train
693 core and common tasks to standard under conditions they can expect to encounter while conducting full
694 spectrum operations. That training should be stressful physically and mentally. Commanders and
695 subordinate leaders plan training that provides these opportunities. They integrate the correct training
696 support resources into the training environment to create realism and replicate OE conditions. Training
697 starts with a unit's core tasks—tasks it was designed to execute as a table of organization and equipment or
698 table of distribution and allowances unit. While Soldiers must be able to engage and destroy the enemy,
699 they must also protect lives and property, and perform the basic tasks common to all types of operations.
700 The Army has learned that just because an organization is proficient at conducting offensive and defensive
701 operations, there is no guarantee that it can easily conduct stability or civil support tasks. Similarly, an
702 Army that focuses only on tasks at the low end of the spectrum of conflict may have significant difficulties
703 quickly transitioning to major combat operations. Training must incorporate conditions that allow for the
704 execution of both core and general tasks using lethal and nonlethal actions to adapt to different situations.
705 While no organization can be completely proficient on all types of operations at all times, it can become
706 proficient in the tasks it will most likely face in the near term. As the complexity of conducting training
707 increases, the Army relies on live, virtual, and constructive training enablers to enhance the effectiveness
708 of training by replicating the conditions of an actual OE. Leaders are responsible for ensuring the
709 integration and effective use of training aids, devices, simulators, and simulations (TADSS) to enhance
710 realism.

711 2-22. Leaders train their subordinates and organizations to be able to deal with challenging, complex,
712 ambiguous, and uncomfortable situations. Such conditions require Soldiers and leaders who are agile, who
713 show initiative and creativity, who are comfortable with fog and friction, and who have the freedom to try
714 different solutions to challenging problems. Training builds competent and confident units and leaders.
715 Individuals must develop the ability to remain calm when dealing with chaos and uncertainty. Training
716 must include situations where conditions test their discipline and resolve. Conditions must be varied and
717 tough. Individuals must be able to adapt to conducting continuous operations and different elements of full
718 spectrum operations simultaneously. Soldiers and civilians train to respond appropriately with a use of
719 force commensurate to the situation. Soldiers also train to anticipate second-order and third-order effects of
720 their actions. All Soldiers must develop the ability to assess quickly the level of force required. Training
721 should also challenge commanders. Some training should place them in situations requiring quick
722 decisionmaking based on their own rapid analysis and without staff support. Such training prepares
723 individuals and organizations for the complexities they will face. Proficiency in full spectrum operations
724 requires leader-trainers who understand the requirements of that environment and achieve more efficiency
725 in training.

726 2-23. Leaders integrate safety and CRM throughout training. Risk management is not risk aversion. Risk is
727 inherent to Army training since success in battle depends on tough, realistic, and challenging training.
728 Leaders identify hazards, mitigate risks, evaluate environmental considerations, and make decisions at the
729 appropriate level to manage risks without degrading training realism. Managing risk applies to individual
730 and collective training, under any operational or environmental condition, regardless of the type of force,
731 echelon, component, or mission. CRM arms individuals with the knowledge necessary to take calculated
732 risks. The risk-management process reveals the right balance between the potential gain and potential loss
733 associated with dealing with risk in missions and training. It is similar to the infantryman who must adjust
734 the prescribed combat load to maximize combat power and mobility while balancing weight requirements.
735 CRM expands the scope of the compliance-based Army Safety Program to identify, analyze, and manage
736 risks that doctrine may or may not address. CRM underpins the protection element of combat power and
737 uses the risk management process. Individuals and organizations continuously apply CRM to training and
738 account for risks. In training, CRM optimizes a tough, realistic, and challenging training environment,
739 thereby improving performance. In combat, CRM optimizes the chance to succeed in the current battle and
740 sustain combat power for future operations. Since individuals will operate as they have trained, they must
741 be able to take wise and prudent risks while training.

742 2-24. A combination of live, virtual, and constructive training environments and gaming technologies can
743 help replicate an actual OE. Based on resources available—such as time, fuel, funds, and training area

744 availability—commanders must determine the right mix of L-V-C TADSS to effectively and efficiently
745 train or rehearse missions in a realistic, relevant environment that approximates an actual OE.

746 2-25. Training does not stop just because a unit is deployed. Commanders should periodically review their
747 directed mission-essential task list (DMETL) to sustain or retrain certain tasks, as needed. As time and
748 resources allow, they should also train core capabilities tasks to prevent skill atrophy during long
749 deployments. Obviously, commanders must consider the political, military, economic, social,
750 infrastructure, informational, physical environment, and time (PMESII-PT) conditions before undertaking
751 such core training to avoid interfering with the efforts of the other instruments of national power.

752 TRAIN TO STANDARD

753 2-26. Army training must be performed to standard. Leaders prescribe tasks and their associated standards
754 that ensure the organization is capable of performing its mission. A standard is the minimum proficiency
755 required to accomplish a task under a set of conditions (see paragraph 4-61). The goal in training should be
756 to achieve not only proficiency, but also mastery. Leaders should continually challenge individuals and
757 organizations by varying training conditions, raising the bar to make it more challenging to achieve the
758 standard. The following three tenets focus on standards-based training:

- 759 ● Leaders must know and enforce standards.
- 760 ● Leaders define success where standards have not been established.
- 761 ● Leaders train to standard, not to time.

762 2-27. Leaders must know and enforce standards to ensure individuals and organizations have a sound basis
763 for training. Effective training is executed to Army or joint standards, or both. Standards provide measures
764 of performance and measures of effectiveness that evaluate the ability of individuals and organizations to
765 accomplish those tasks. Standards are found in such publications as doctrine (for example, Field Manuals
766 and Combined Arms Training Strategies) and unit standard operating procedures.

767 2-28. Leaders define success where standards have not been established. Individuals and organizations
768 may be asked to perform missions or tasks that lack prescribed or established standards based on emerging
769 tactics, techniques, and procedures or new conditions. Leaders adapt by either redefining a task or
770 establishing a new standard to meet the situation. Leaders must create achievable standards by relying on
771 mission orders, commander's guidance, lessons learned from similar operations, and professional judgment
772 or common sense. The next higher commander approves the standards for these tasks. Supporting doctrine
773 describes common tactics, techniques, and procedures that permit commanders, other leaders, and units to
774 adjust rapidly to changing situations. New standards, where possible, must be rooted in doctrine as it
775 provides the basis for a common vocabulary and evaluation criteria.

776 2-29. Leaders train to standard, not to time. Leaders must allocate enough time to train tasks to standard,
777 and, when necessary, retrain tasks under the same or different, preferably more difficult, conditions. Good
778 leaders understand they cannot train on everything; so, they focus on training the most important tasks.
779 Leaders should not accept substandard performance in the interest of completing all tasks on the training
780 schedule. Achieving the standard may require repetition, restarts, and re-dos. Training a few tasks to
781 standard is preferable to training many tasks below standard. Just as time should be planned for remedial
782 training, when a unit meets standards in less time than expected, a training plan should allow for
783 progression to another related task, or for early conclusion of training.

784 TRAIN TO SUSTAIN

785 2-30. Units must be capable of operating 24/7 while deployed. Maintenance is essential for continuous
786 operations and is, therefore, an integral part of training. Maintenance has a broader connotation than simply
787 maintaining equipment. Leaders structure training by creating conditions that require units to maintain and
788 sustain performance levels, personnel, equipment, and systems over extended periods. Leaders must
789 develop individual and collective training that supports maintaining a unit's core capabilities to accomplish
790 missions by following these nine tenets:

- 791 ● Individual, equipment, and organizational maintenance must be part of every training event.

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- 792 ● Equipment maintenance is the cornerstone of sustainment.
793 ● Soldiers and civilians must maintain entire systems.
794 ● Leaders must train and retrain critical tasks to sustain proficiency.
795 ● Train to sustain core individual and collective skills and knowledge.
796 ● Sustain leader presence.
797 ● Train staffs routinely.
798 ● Leaders must develop a sense of stewardship in Soldiers and civilians.
799 ● Preventable loss is unacceptable.
- 800 2-31. Individual, equipment, and organization maintenance must be part of every training event.
801 Individuals must develop an appreciation for the importance of maintaining their equipment. Organizations
802 perform maintenance during actual operations to the standards they learn in training. Maintenance training,
803 in this context not only includes equipment, but also includes training to sustain critical individual and
804 collective skills. Maintenance training helps to sustain mental and physical fitness, essential skills, and
805 equipment readiness rates. Effective maintenance training ensures organizational equipment is available
806 when needed. It also reduces the impact of frequent deployments and high personnel tempo. Training must
807 prepare individuals and organizations to operate for long durations of time.
- 808 2-32. Equipment maintenance requires training as the cornerstone of sustainment. Leaders instill in
809 subordinates the importance of equipment to the operations. Functional, reliable, and maintained
810 equipment is essential to mission success and allows individuals and units to complete their tasks and
811 missions. Equipment maintenance is every Soldier's responsibility. Equipment maintenance must be
812 vigorously enforced, whether in training or an actual OE. Commanders must allocate time for individuals
813 and units to maintain themselves and their equipment to standard. This time includes scheduled
814 maintenance periods such as preventive maintenance, checks, and services; assembly area operations; and
815 physical training. As with other types of training, leaders are present to supervise the training, check
816 standards, complete AARs, and hold subordinates accountable.
- 817 2-33. Leaders must train individuals to maintain entire systems. For example, maintaining a fighting
818 vehicle involves maintenance on its weapons; radios; basic issue items; and chemical, biological,
819 radiological, nuclear, and high-yield explosive equipment; and the vehicle. Scheduled maintenance periods
820 must be performed with the same intensity as other training events. These periods should have clear,
821 focused, and measurable objectives. Leaders must direct and participate in these sessions to coach, train,
822 and enforce standards and lead by example to underscore that maintenance training is important to
823 readiness. Units are systems that require sustainment in the form of rest, resupply, rotation of shifts and
824 special training as required.
- 825 2-34. Leaders must train and retrain critical tasks to sustain proficiency. This applies to maintaining skill
826 proficiency, since physical health, memory, and skills atrophy without regular use and periodic challenges.
827 With limited time available to train, leaders must pick the most important tasks to sustain or improve—for
828 example, those tasks that are essential to mission accomplishment, and are perishable without continuous
829 practice. Retraining important tasks that are already proficient, while not training important tasks that are
830 deficient, wastes valuable, limited training time. Selecting these tasks should be based on AARs, trends,
831 new equipment, and collaboration among leaders at all levels as part of the METL assessment. Sustain
832 individual and collective training skills using the "right mix" of L,V and C TADSS and gaming.
- 833 2-35. Train to sustain core individual and collective capabilities. Leaders must balance the time spent
834 training on core warfighting functional skills with such skills as physical and mental fitness,
835 marksmanship, and navigation.
- 836 2-36. Sustain leader presence. Leader presence is sustained by honing decisionmaking skills and
837 preserving those skills over extended periods. Setting the example for health, physical fitness, resilience,
838 and calmness under pressure is the foundation of leader presence.
- 839 2-37. Train staffs routinely. The staff is an extension of the commander and a vital part of the command
840 and control system. The staff must operate 24/7 without losing proficiency. Staffs should train regularly

- 841 and often, rather than in short bursts just before a major evaluation. A staff maintenance program must
842 progress to a high level of proficiency and include—
- 843 ● Operating over extended periods and distances.
 - 844 ● Enforcing rest plans.
 - 845 ● Maintaining tactical command and control equipment.
 - 846 ● Establishing security measures.
 - 847 ● Cross training.
- 848 2-38. Leaders must develop a sense of stewardship in subordinates. Resources include individual and
849 organizational equipment, installation property, training areas, ranges, facilities, time, the environment, and
850 organizational funds. Protection of these assets is not only a leader responsibility, but also an individual's
851 responsibility. Subordinates follow the example set by leaders. Accountability for property and other
852 resources must be enforced across all echelons to preserve readiness. Individuals must willingly take
853 ownership of and properly care for their equipment to avoid costly and unnecessary expenditures on
854 replacements. Individuals must be physically and mentally ready, and have their equipment properly
855 functioning and maintained to ensure mission accomplishment. This readiness ensures their safety and
856 security, as well as that of everyone else in the organization. Good stewardship is learned during tough
857 training in which individuals learn to respect and trust themselves and their leaders, and appreciate the
858 importance of well-maintained equipment and other valuable resources.
- 859 2-39. Preventable loss is unacceptable. The Army must protect the Nation's resources: human, financial,
860 materiel, environmental, and informational. Preventable loss can be mitigated by integrating CRM
861 throughout Army training.

862 CONDUCT MULTIECHELON TRAINING

- 863 2-40. Multiechelon training is training on tasks across several echelons, often simultaneously. It is the
864 most efficient way to train, especially when resources are limited. It requires synchronized planning and
865 coordination by commanders and other leaders at each affected echelon.
- 866 2-41. Multiechelon training optimizes the use of time and resources, particularly in an environment
867 characterized by frequent deployments and limited resources. Multiechelon training can occur when an
868 entire unit trains on a single mission-essential task or when different echelons of a unit simultaneously
869 conduct training on related or even unrelated mission-essential tasks. Multiechelon training allows
870 individuals and leaders to see the effects of one echelon's execution on another echelon. This type of
871 training offers commanders an opportunity to reduce training overhead; for example, rather than employ
872 observer controllers at each level of command to the same level of fidelity, observer controller
873 requirements could be consolidated to cover down on those echelons that may not require the same level of
874 fidelity as an echelon below it. While multiechelon training involves as many echelons as a commander
875 desires, a general rule of thumb is that the training audience should be only two echelons.
- 876 2-42. While large-scale training events provide the best opportunity to conduct multiechelon training,
877 smaller scale events can provide conditions conducive to training multiple echelons simultaneously.
878 Leaders should exercise initiative and create their own training events within a larger training exercise,
879 based on the needs of their unit and through coordination with the larger or supported unit. Concurrent
880 training occurs when a leader conducts training within another type of training. For example, an artillery
881 battery commander supporting an infantry battalion during a nonfiring maneuver exercise could conduct
882 individual howitzer section training at the firing position, as long as the fire direction center maintains
883 communications with fire support officers located with the infantry. Similarly, squad leaders can perform
884 concurrent training while their squads await their turn to move on to a range to zero their weapons. Leaders
885 need to seek out such opportunities to optimize the time available for training.

886 TRAIN TO DEVELOP AGILE LEADERS AND ORGANIZATIONS

- 887 2-43. The Army trains and educates to develop agile leaders and organizations that can operate
888 successfully in any OE. The Army develops leaders who can direct fires in a firefight one minute and

889 calmly help a family evacuate a destroyed home the next. The Army trains leaders who accept prudent risk
890 to create opportunities to seize, retain, and exploit the initiative. This agility requires individuals to be
891 educated, highly trained, disciplined, physically tough, mentally agile, and well grounded in their core
892 competencies and Warrior Ethos. Individuals must adapt to any situation and operate successfully in any
893 OE. Individuals and organizations must capably perform various challenging and complex tasks under any
894 condition. The Army needs expeditionary leaders and Soldiers—those who can say that they have
895 experienced enough and are knowledgeable enough to be capable of successfully conducting any mission
896 along the spectrum of conflict and in any operational theme.

897 2-44. These seven tenets will assist in developing competent and agile leaders and organizations:

- 898 ● Train leaders in the art and science of battle command.
- 899 ● Train leaders who can execute mission command.
- 900 ● Develop an expeditionary mindset in Soldiers.
- 901 ● Educate leaders to think.
- 902 ● Train leaders and organizations to adapt to changing mission roles and responsibilities.
- 903 ● Create a “freedom to learn” environment.
- 904 ● Provide subordinates with feedback.

905 2-45. Train leaders in the art and science of battle command. Battle command is the art and science of
906 understanding, visualizing, describing, directing, leading, and assessing forces in operations against a
907 hostile, thinking, and agile enemy. During the Cold War, the Army thought it knew what was necessary to
908 succeed since the enemy was predictable. Now the Army faces different challenges generated by a myriad
909 of circumstances that are not just military, but also are generated by the civilian populations in the area of
910 operations. This change requires an unprecedented level of understanding of a wide variety of factors—
911 PMESII-PT—than at any time in our history. The understanding is essential to successful battle command.
912 Battle command applies leadership to translate decisions into actions—by synchronizing forces and
913 warfighting functions in time, space, and purpose—to accomplish missions. Battle command is guided by
914 professional judgment gained from experience, knowledge, education, intelligence, and intuition. Leaders
915 improve their battle command skills through realistic, complex, and changing training scenarios. Training
916 gives commanders greater understanding that enables them to make qualitatively better decisions while
917 focusing intuitive abilities on visualizing the current and future conditions of their OE. Successful battle
918 command demands timely and effective decisions by combining judgment with information. It requires
919 knowing when and what to decide. It also requires commanders to assess the quality of information and
920 knowledge. Commanders identify important information requirements and focus subordinates and the staff
921 on them. Commanders anticipate the activities that follow decisions, knowing that once executed, the
922 effects of those decisions are frequently irreversible. In battle command, commanders combine analytical
923 and intuitive approaches for decisionmaking. These skills are developed and honed through rigorous
924 training and mentoring by senior commanders at every echelon.

925 2-46. Train leaders to execute mission command. Mission command is the conduct of operations through
926 decentralized execution based on mission orders. Successful mission command results from subordinate
927 leaders at all echelons exercising disciplined initiative within the commander’s intent to accomplish
928 missions. It requires an environment of trust and mutual understanding. Training on mission command
929 produces leaders who practice mission command and subordinates who are comfortable with and expect
930 mission orders. If mission command is not practiced in training, then leaders will not be able to execute
931 mission command in operations. Mission command training increases trust and allows the unit to achieve
932 unity of effort by focusing on the commander’s intent. Training on mission command helps subordinates
933 develop initiative and the ability to develop creative solutions to problems—in short, they become more
934 agile. To facilitate effective mission command, leaders must develop the capability to develop clear intent
935 statements—statements that provide a clear purpose and end state. As with battle command, commanders
936 and other leaders train and employ mission command at every level.

937 2-47. Develop an expeditionary mindset in leaders and units. Organizations are only as agile as their
938 people are, especially their leaders. An expeditionary Soldier is confident that he or she is knowledgeable
939 enough and experienced enough to be capable of successfully operating anywhere along the spectrum of
940 conflict, in any operational theme, while conducting offensive, defensive, and stability or civil support

941 operations. Full spectrum operational experiences will multiply in an era of persistent conflict. Home
942 station training and rotations at the combat training centers (CTCs) will incorporate scenarios that include
943 offense, defense, and stability operations in at least major combat operations and irregular warfare.
944 Operational experiences must be complemented by self-development through reading and simulations.
945 Institutional training must be a broadening and introspective experience. It must be a time when Soldiers
946 can reflect on their strengths and weaknesses in full spectrum operations, and take the necessary steps to
947 develop and enhance their skills and knowledge Reading the AARs and lessons learned by soldiers and
948 units in operations can augment personal knowledge and even experiences. Leaders must be versatile in
949 their skills, knowledge, behaviors, and capabilities. Leaders must know the skills and capabilities
950 associated with other branches in order to train their modular units. Schools, home station training, CTC
951 exercises, and self-development all contribute to producing expeditionary leaders and units.

952 2-48. Educate leaders to think. Train leaders on how to think critically and originally. Leaders must know
953 how to conduct operations, and as importantly, they must know how to develop novel, original solutions to
954 the complex tactical situations in actual OEs. Training must cultivate a leader's ability to develop workable
955 tactical concepts, choose between alternatives quickly, and modify their actions as their OE changes. This
956 involves a mix of education and experience, which is, in turn, reinforced through training, training
957 exercises, and day-to-day operations. They must understand no set solution exists to solve each problem;
958 what worked yesterday may not work today. Leaders must be able to apply their learned skills and
959 knowledge to new problems. Leaders also develop the skills of their subordinate leaders by creating a
960 training environment that challenges them to think beyond known drills and common solutions. Leaders
961 make clear to subordinates that operations do not always occur under the same conditions, in sequence, or
962 with logical transitions.

963 2-49. Train leaders and organizations to adapt to changing mission roles and responsibilities across the
964 operational themes. This training takes creativity and imagination on the part of the commander.
965 Commanders and leaders must prepare themselves, their subordinates, and units for potential situations
966 they may encounter, including the employment of both lethal and nonlethal means. Leaders must develop
967 flexible subordinates—subordinates who do not freeze in unfamiliar situations. Leaders train subordinates
968 to perform at both their current and at their next level of responsibility. Individuals must be able to assume
969 the next higher position quickly when the unit suffers a loss. To make units agile, commanders and senior
970 NCOs must help subordinates develop the intuition for how to accomplish a mission. Leaders must coach
971 subordinates through various situations comprised of varying conditions and degrees of force. When they
972 encounter a similar situation, they will recognize it, intuitively know how to handle it, but not be limited by
973 a single, "approved solution." Using an L-V-C training environment and gaming lets leaders inexpensively
974 train and retrain on tasks under varying conditions. Leaders must help subordinates recognize alternative—
975 even nonstandard—solutions to complex challenges rather than rely on past courses of action. Battle drills
976 are important combat skills; they teach Soldiers how to react instinctively in life-and-death situations where
977 aggressiveness may be more important than finesse or where immediate action is more important than
978 deliberate decisionmaking. However, these same Soldiers also must quickly think their way through
979 situations that do not fit the battle drill actions.

980 2-50. Create a "freedom to learn" environment. Leaders must foster an environment that allows
981 subordinate leaders to think their way through unanticipated events and react to unfamiliar situations.
982 Freedom to learn does not mean accepting substandard performance. It means establishing a standard that
983 rewards creativity, innovation, and initiative—and a command climate that allows honest mistakes. The
984 focus is on what was completed and how individuals responded to the situation. If results are
985 unsatisfactory, subordinates learn from mistakes through feedback, analyze why they failed to achieve the
986 desired results, discover how to adapt, and then try again. Recommendations should also be solicited from
987 subordinates engaged directly in training execution. If subordinates think they are not allowed to fail or try
988 innovative means to accomplish tasks, they will avoid risk and imaginative solutions to challenges. The
989 best lessons learned are often learned through failure. However, repeated failures of the same task can
990 indicate an inability to learn or the need to reassess the techniques, training, or both. Given the how
991 dynamic the OE can be, Soldiers and leaders must be able to learn while operating. This important skill is
992 not the same as having the freedom to learn. It requires agile leaders who can learn from their mistakes,

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993 while under the pressures associated with an operation, and then adapt successfully to a new but similar
994 situation.

995 2-51. Provide subordinates with feedback. AARs provide feedback based on observations and assessments
996 of performance during operations and in training. AARs are essential for developing agile leaders and
997 subordinates. Feedback helps all individuals learn from training, allowing them to reflect on what they did
998 and how they can improve future performance. AARs are not critiques; they are a means of self-discovery
999 led by a facilitator. AARs help subordinates and leaders understand how and why actions unfolded and
1000 what they should do the next time to avoid the same mistakes or to repeat successes. AARs can also be
1001 used to gauge the effectiveness of training and whether changes need to be made in how similar training
1002 will be conducted in the future. Well-planned and executed AARs form the building blocks of learning
1003 organizations.

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Chapter 3

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The Army Training System

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This chapter discusses the Army Training System that serves to prepare Soldiers, civilians, leaders, and organizations to conduct full spectrum operations. This discussion addresses the importance of discipline in training and, the complementary nature of the training domains; defines training and education; reinforces the importance of leader development, and describes the lifecycle of training and education.

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FOUNDATIONS OF ARMY TRAINING

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3-1. The foundations of Army training are discipline, sound principles and tenets, and a responsive support system. The essential foundation of any good training program is discipline. Good commanders and leaders instill discipline in training to ensure mission success. Discipline in training can be summed up as follows:

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- Doing the right thing when no one is looking, even under chaotic or uncertain conditions. Discipline demands habitual and reasoned obedience, even when the leader is absent.
- Disciplined individuals will perform to standard, regardless of conditions, because they have repeatedly practiced tasks to standard, have sustained standards in training, and have trained under conditions that closely replicate the expected operation.
- Discipline is an individual, leader, and organizational responsibility, essential to mission success. Well-trained, disciplined individuals and organizations increase the probability of success for any operation.
- Discipline in training relates to the Army's seven values and is required in all three training domains.

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3-2. The purpose of Army training is to provide the combatant commander with trained and ready forces using a system of progressive training. Training builds individual confidence and competence while providing individuals with essential skills and knowledge. Individuals and organizations need skills and knowledge to operate as part of an expeditionary Army capable of conducting full spectrum operations under any conditions in their operational environment (OE). The principles of training established in chapter 2 form the foundation of Army training. These principles apply to all training throughout the Army, regardless of topic, location, or duration. The Army trains individuals and organizations by applying these principles to the planning, preparation, execution, and assessment of training in three distinct but linked training domains: institutional, operational, and self-development (see figure 3-1).

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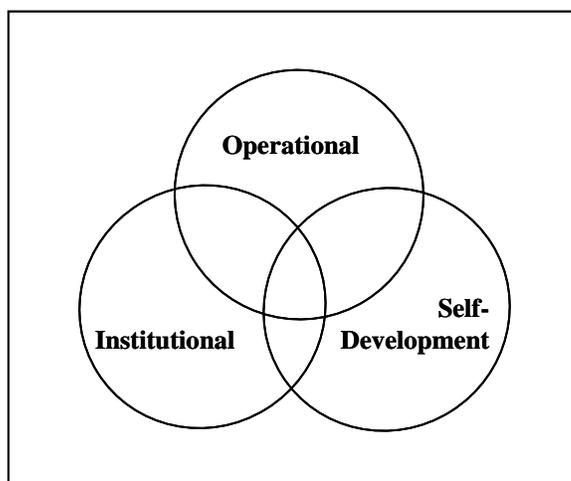
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3-3. The responsibility for developing leaders and preparing Soldiers, civilians, staffs, and units able to conduct full spectrum operations is an Armywide team effort. It is a shared responsibility between the generating force and operating force, requiring close coordination, integration, and synchronization. While each domain has specific responsibilities, some intentional overlap ensures tasks are trained so individuals and organizations are capable of conducting full spectrum operations. The ability to conduct and accomplish quality training relies on a training infrastructure that is designed to prepare subordinates and leaders for the challenges of an OE. The Army Training Support System (TSS) provides the training support products, services, and facilities necessary to enable a relevant training environment for warfighters. Chapter 4 will discuss the TSS in more detail.



1046 **Figure 3-1. Army training domains**

1047 **TRAINING AND EDUCATION**

1048 3-4. The Army Training System is comprised of training and education. Training is not solely the domain
1049 of the generating force; similarly, education continues in the operating force. Training and education occur
1050 in all three training domains. Education enables agility, judgment, and creativity; training enables action.
1051 Training prepares individuals for certainty; education prepares individuals for uncertainty.

1052 3-5. Training is the instruction and repetitive practice that develops tactical and technical individual and
1053 collective skills. Training uses a crawl-walk-run approach that systematically builds on the successful
1054 performance of each task. Whether a Soldier or unit enters training at the crawl, walk, or run stage depends
1055 on the leader's assessment of the current level of readiness; not everyone needs to begin at the crawl stage.
1056 Mastery comes with practice under varying conditions and by meeting the standards for the task trained.
1057 Army training prepares individuals and units by developing necessary skills, functions, and teamwork to
1058 accomplish the task or mission successfully. Training is generally associated with "what to do." Well-
1059 trained organizations and individuals can react instinctively to even unknown situations. Training also
1060 helps to develop leaders and organizations who can adapt to change under familiar circumstances. Soldiers
1061 and teams who execute a battle drill to standard in a new situation and under the stress of combat
1062 exemplify the result of good training. Repetitive training on a task under varying conditions develops
1063 intuition on how to approach the task under completely new and unfamiliar conditions.

1064 3-6. Education, on the other hand, provides intellectual constructs and principles so trained skills can be
1065 applied beyond a standard situation to gain a desired result. It helps develop individuals and leaders who
1066 can think, apply acquired knowledge, and solve problems under uncertain or ambiguous conditions.
1067 Education is associated with "how to think." It provides individuals with lifelong abilities that enable
1068 higher cognitive thought processes. Education prepares individuals for service by teaching skills,
1069 knowledge, and behaviors applicable to multiple duty positions in peace or war. Educated Soldiers and
1070 civilians have the foundation needed to be able to adapt to new and unfamiliar situations.

1071 3-7. Traditional training and education may not meet all the needs of an expeditionary Army; as
1072 appropriate, training and education must adapt to the needs of a new operational environment. The training
1073 and education requirements differ for a fully trained force. Developing new approaches may be necessary
1074 to ensure Soldiers and Army Civilians are confident in their ability to conduct full spectrum operations
1075 anywhere along the spectrum of conflict with minimal additional training. For example, outcome-based
1076 training and education is supposed to develop individuals who can think and organizations that can operate
1077 in complex environments. Used in initial entry training, it aims to develop individual confidence, initiative,
1078 and accountability in addition to mastery of skills, instead of just minimum baseline level of performance.

1079 The focus is on the total outcome of a task or event rather than on the execution of a particular task to a
1080 standard under a given set of conditions. Given operational expectations, it is supposed to develop tangible
1081 skills—such as marksmanship—and intangible attributes—such as creativity and judgment.

1082 **LIFECYCLE TRAINING OF SOLDIERS AND CIVILIANS**

1083 3-8. Soldiers begin training from the day they enter the Service and continue training until the day they
1084 retire or separate from the Army. Soldiers train to build skills and knowledge essential to a trained,
1085 expeditionary Army. Trained Soldiers, units, leaders, and staffs are ready to operate anytime and anywhere
1086 in full spectrum operations along the spectrum of conflict.

1087 3-9. The Soldier is, first of all, a Warrior. Soldier training begins in the generating force. In schools and
1088 training centers, Soldiers train on individual tasks that ultimately support their assigned operational unit's
1089 core mission-essential tasks. Soldiers are also exposed to the skills of other branches while in schools and
1090 training centers. Finally, they train on Army warrior tasks that all Soldiers must perform in full spectrum
1091 operations. Armed with basic skills from the institution, Soldiers are then assigned to a unit where they
1092 integrate into a team and continue training in the operational training domain.

1093 3-10. Similarly, civilians embark on a path leading from initial assignment to training in the generating
1094 force to ensure they can operate in an expeditionary Army capable of conducting full spectrum operations.
1095 Generally, civilians come into the Army possessing the requisite skills and knowledge required for their
1096 position. Civilian skills, knowledge, and abilities are key contributors to Army readiness, and are enhanced
1097 through the Civilian Education System (CES), functional training, self-development, and assignments.

1098 3-11. Operational assignments build on the foundation of individual skills learned in the schools. Leaders
1099 also introduce new individual skills required of the individual's specialty as well as collective tasks that
1100 support the unit's mission. In units, individuals train to standard on their missions: first as a unit and then
1101 as an integrated component of a combined arms team, which may be part of unified action. Major training
1102 events, combat training center (CTC) exercises, and operational deployments provide additional
1103 experiences necessary for building fully trained units. Regardless of where individuals train—in the
1104 generating force or operating force—training must be relevant, rigorous, realistic, challenging and properly
1105 resourced. Conditions must replicate the OE as much as possible to provide the full range of experiences
1106 needed to produce capable, bold, and agile individuals and units. Civilian operational experience usually is
1107 gained in the generating force; however, civilians support the operating force, as well as the generating
1108 force. They fill roles that make it possible to man, equip, resource, and train the operating force. They
1109 provide skills and continuity essential to the functioning of Army organizations and programs.

1110 3-12. Self-development is as important as other individual training. It allows the individual to expand his
1111 or her knowledge and experiences to supplement training in the institutional or operational training
1112 domains. It can enhance skills needed for a current position or help prepare the individual for a future
1113 position. It can mean the difference between failure and success. Individuals must take responsibility for
1114 their own professional growth and seek out opportunities for self-development to complement the skills
1115 and knowledge gained in the institutional and operational training domains. Soldiers and civilians complete
1116 their own self-assessments with or without supervision. They thoroughly assess their capabilities and seek
1117 advice and counsel from others to determine strengths and weaknesses. As professionals, they discipline
1118 themselves to pursue training and education on their own time. Self-development can include reading
1119 Army and joint manuals, professional journals, and military history; taking specific college courses;
1120 completing self-paced online training modules; or pursuing academic degrees. Such training and education
1121 is critical to developing agility and the breadth of skills an individual needs to conduct full spectrum
1122 operations. The institution and the commercial world develop training and education products to help
1123 individuals become more proficient in any area. Guidance on self-development can come from schools,
1124 organizational leaders, mentors, and peers.

1125 3-13. Civilian skills, knowledge, and abilities are key contributors to Army readiness, and are enhanced
1126 through the CES and focused continuous learning. Commanders and first-line leaders monitor and annually
1127 assess individual performance and development. In schools, individuals monitor their own progress.

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1128 Regardless of who tracks the plan, the burden of self-development rests with the individual and is a
 1129 function of the individual's desire to improve.

1130 3-14. This cycle of transitioning back and forth between the generating force and operating force for
 1131 training and education, supplemented by structured, guided and personal self-development, continues—and
 1132 should be encouraged—throughout the individual's entire career. Individuals return to the schools and
 1133 centers at certain points to gain new skills and knowledge needed for the next duty assignment and to
 1134 prepare them for higher levels of responsibility. They return to units, sometimes at the next higher grade,
 1135 assume new responsibilities, and apply the knowledge and experience gained to missions they are assigned.
 1136 Commanders and other leaders supplement and reinforce what individuals learned in the schools.
 1137 Subordinates and leaders identify gaps in learning and fill in the gaps through self-development. Similarly,
 1138 civilians hone their skills in the institutional training domain through functional training courses and CES
 1139 to return more knowledgeable to their current positions or move on to positions of greater responsibility.
 1140 This three-pronged, Armywide team approach to broadening individual training and education helps
 1141 develop agile leaders.

1142 **FOUNDATIONS OF LEADER DEVELOPMENT**

1143 3-15. The Army is committed to training, educating, and developing all of its leaders--officers, warrant
 1144 officers, noncommissioned officers, and civilians. Army Leaders must have the necessary skills,
 1145 knowledge, and attributes to lead organizations in the complex and challenging 21st century national
 1146 security environment. Training and education develops agile leaders and prepares them for current and
 1147 future assignments of increasing responsibility. Army leaders must have character, presence, and
 1148 intellectual capacity:

- 1149 ● A leader of character practices Army values, empathizes with those around him, and exemplifies
 1150 the Warrior Ethos.
- 1151 ● A leader with presence displays military bearing; is physically fit, composed, and confident, and
 1152 is resilient under stress.
- 1153 ● A leader with intellectual capacity possesses mental agility, makes sound judgments, is
 1154 innovative, employs tact in interpersonal relations, and is knowledgeable of his domain.

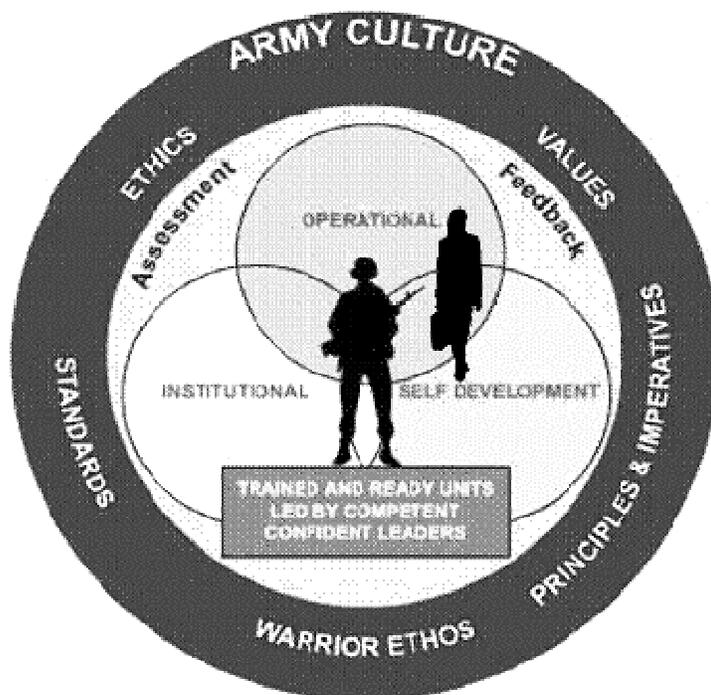
1155 3-16. The Army training and leader development model helps to develop trained and ready units, led by
 1156 competent and confident leaders (see figure 3-2). Leader development is the deliberate, continuous,
 1157 sequential, and progressive process—grounded in Army Values—that develops Soldiers and civilians into
 1158 competent and confident leaders capable of decisive action, mission accomplishment, and taking care of
 1159 individuals and their families. The aptitude for command, staff leadership, and special duties such as
 1160 teaching, foreign internal defense team leadership, attaché duties, and joint staff assignments all contribute
 1161 to leader development and affect future assignments and promotions. Leader development is reached
 1162 through the lifelong synthesis of knowledge, skills, and experiences gained through the three training
 1163 domains. The domains interact, using feedback and assessments from various sources and procedures, to
 1164 maximize operational readiness. Each domain provides experience and has specific, measurable actions
 1165 that develop our leaders. Formal and informal assessments and performance feedback prepare individuals
 1166 to perform successfully in their current assignment and at their next level of responsibility.

1167 3-17. Competent and confident leaders are a prerequisite to the successful training of ready units, and,
 1168 ultimately, the fighting of those units. Uniformed leaders are inherently Soldiers first; they should be
 1169 technically and tactically proficient in basic Soldier skills. Civilian leaders must master their professions
 1170 and hone their leadership abilities in order to provide organizations with the requisite expertise and
 1171 management skills. All leaders must be agile and capable of sensing their OE; executing mission
 1172 command; adjusting the plan; and applying relevant knowledge, skills, and experiences acquired through
 1173 education and training.

1174 3-18. Commanders and other leaders play key roles in the three training domains—institutional,
 1175 operational, and self-development—by developing subordinate leaders:

- 1176 ● Who are competent in core proficiencies.
- 1177 ● Who can successfully employ their units across the spectrum of conflict.

- 1178
- Who are tactically and technically competent, confident, and agile.
- 1179
- Who possess the knowledge and skills necessary to train and employ modular force units and
- 1180
- operate as a part of a unified action.
- 1181
- Who are culturally astute.
- 1182
- Who are capable of executing mission command through orders that meet their commander's
- 1183
- intent.
- 1184
- Who are courageous and seize opportunities.
- 1185
- Who take care of their people and effectively manage risk.
- 1186
- These characteristics are developed in the three training domains.



1187 **Figure 3-2. Army training and leader development model**

1188 TRAINING DOMAINS

1189 3-19. The Army Training System includes three training domains: institutional, operational, and self-
 1190 development. Each training domain complements the other two, to provide a synergistic system of training
 1191 and education. The integration of these three domains is critical to the training of Soldiers, civilians, and
 1192 organizations. That integration is especially critical to the development of an expeditionary army that can
 1193 successfully conduct full spectrum operations, on short notice, anywhere along the spectrum of conflict.
 1194 Soldiers must be experienced enough and knowledgeable enough to be competent and confident in full
 1195 spectrum operations. What they do not get in one or more domains must be made up in the other training
 1196 domains. For example, if a Soldier has not deployed to disaster relief operations, he needs to read and
 1197 understand the lessons, insights, and observations from such operations. Mechanisms must be in place to
 1198 ensure that leaders know what Soldiers were taught in the schoolhouse, and that those same leaders give
 1199 their Soldiers and subordinate leader's guidance on self-development requirements—to fill in the gaps in
 1200 institutional and unit training.

1201 THE INSTITUTIONAL TRAINING DOMAIN

1202 3-20. The institutional training domain—comprised of military and civilian schools and courses—provides
1203 individuals with basic knowledge, skills, behaviors, and experiences that are enhanced and broadened
1204 through operational assignments and self-development. This domain supports Soldiers and civilians
1205 throughout their Army careers. A key enabler for unit readiness, it provides initial military training,
1206 professional military education (PME) and civilian education, functional training and direct support to the
1207 operational training domain. The schools and centers teach specialty skills, warrior tasks, battle drills, and
1208 individual skills, providing the foundational skills and knowledge required for operational assignments and
1209 promotions. Institutional training must provide the basics of full spectrum operations to individuals, so that
1210 the units can focus on collective training supported by advanced and sustainment individual training and
1211 education.

1212 3-21. The institutional training domain provides the framework that develops critical thinkers, who can
1213 visualize the challenges of full spectrum operations, understand complex systems, be mentally agile, and
1214 understand the fundamentals of their profession and branch. Branch schools must also provide a basic
1215 understanding of how their branch and the other branches interact. Institutions of higher learning, such as
1216 Senior Service College (SSC) or civilian graduate schools, can take individuals out of their “comfort zone”
1217 and help develop more agile leaders.

1218 3-22. The Army uses a systematic approach to develop individual Soldiers and civilians over time and
1219 prepares units to accomplish their missions. An individual’s training and education becomes progressively
1220 more advanced during their career. Institutional training complements and forms the foundation for the
1221 operational training an individual receives when assigned to a unit.

1222 Support to the Field

1223 3-23. Training for full spectrum operations requires that the institutional training domain be linked closely
1224 with the operational training domain. The institutional training domain does more than just train and
1225 educate. The generating force is where Army doctrine is developed, taught, and applied to ensure
1226 individuals understand how the Army conducts operations. Doctrine provides the framework for all the
1227 Army does and provides the basis for establishing standards for tasks and missions. The institutional
1228 training domain is an extensive resource that exists to support the operational training domain. The
1229 generating force mobile training teams (MTTs), for example, help commanders train their units for
1230 deployments and develop leaders.

1231 3-24. The institutional training domain provides training products—such as training strategies, training
1232 support packages, MTTs, and both on-site and distributed learning (dL) courses—to help commanders and
1233 leaders train their units. Individuals and units reach back to the generating force for subject matter
1234 expertise assistance, as needed, and for self-development training and information.

1235 Initial Military Training

1236 3-25. In initial military training, individuals begin learning tasks required in both the generating force and
1237 the operating force. Initial military training (IMT) provides the basic skills, knowledge, and behaviors to
1238 become a Soldier, succeed as a member of an Army unit, contribute to a unit’s mission accomplishment,
1239 and survive and win on the battlefield. IMT is given to all personnel entering the Army. It provides an
1240 ordered transition from being a civilian to becoming a Soldier. IMT motivates Soldiers to become
1241 dedicated and productive, and qualifies them in basic warrior skills and knowledge. IMT instills an
1242 appreciation for the Army in a democratic society, inspires the Warrior Ethos, and introduces the Army
1243 Values. Newly commissioned officer training focuses on developing competent and confident small-unit
1244 leaders trained in tactics, techniques, and procedures (TTPs) and field craft. Newly appointed warrant
1245 officer training focuses on developing competent and confident leaders technically proficient in systems
1246 associated with their individual functional specialty. Enlisted Soldier training focuses on qualifications in
1247 the designated military occupational specialty tasks and standards defined by their branch proponent. The
1248 socialization and professional development process continues under the leadership of commanders and
1249 noncommissioned officers when Soldiers arrive in their first unit.

1250 Professional Military Education and Civilian Education System

1251 3-26. PME and CES help develop Army leaders. Training and education for officers, warrant officers,
1252 NCOs and civilians is a continuous, career-long, learning process that integrates structured programs of
1253 instruction—whether resident at the institution or nonresident via dL or MTT. It is a broadening
1254 experience. It is a time to learn and a time to teach others. It should be a time to reflect and introspectively
1255 assess the status of one’s skills, knowledge, and abilities—and how to improve them. PME and CES are
1256 progressive and sequential; provides a doctrinal foundation; and builds on previous training, education, and
1257 operational experiences. PME and CES provide hands-on technical, tactical, and leader training focused on
1258 preparing leaders for success at their next assignments. PME and CES teach individuals how to think so
1259 they become mentally agile leaders.

1260 Functional Training

1261 3-27. Functional training is designed to qualify leaders, Soldiers, and civilians for assignment to duty
1262 positions that require specific functional skills and knowledge. Functional training supplements the basic
1263 military occupational specialty, branch, and grade skills and knowledge gained through IMT and PME and
1264 CES courses with more specialized skills and knowledge. Functional courses meet the training
1265 requirements for particular organizations (for example, airborne training and contracting officer training);
1266 meet the specific training requirements of a particular individual’s assignment or functional responsibility
1267 (such as language training or sniper training), address force modernization training requirements, and meet
1268 theater- or operational-specific training requirements (such as detainee operations or high-altitude, rotary-
1269 wing flight training).

1270 THE OPERATIONAL TRAINING DOMAIN

1271 3-28. Soldier, civilian, and leader training and development continue in the operational training domain.
1272 The four areas of the operational training domain are:

- 1273 ● Responsibilities of commanders and other leaders.
- 1274 ● Unit training.
- 1275 ● Major training exercises.
- 1276 ● Operational missions.

1277 3-29. Commanders are responsible for unit readiness. Subordinate leaders help the commander achieve
1278 mission readiness by ensuring all training and leader development are conducted in support of the unit’s
1279 mission-essential task list (METL) and to Army standard.

1280 3-30. Unit training reinforces foundations established by the generating force and introduces additional
1281 skills needed to support collective training in the organization. Units continue individual training to
1282 improve and sustain the individual’s task proficiency while training on collective tasks. Collective training
1283 requires interaction among or between two or more individuals or organizations to perform tasks, actions,
1284 or activities that support the unit’s mission. It includes the performance of supporting collective,
1285 individual, and leader tasks associated with each task, action, or activity. It includes training at home
1286 station, at combat training centers, at mobilization training centers, in joint training exercises, and while
1287 operationally deployed. Unit training must develop and sustain the organization’s capability by achieving
1288 METL proficiency to deploy rapidly and accomplish any directed mission across the spectrum of conflict.
1289 Installations are responsible for ensuring units have access to the training enablers needed to enhance unit
1290 readiness.

1291 3-31. Unit training is executed through training events. These events, such as situational training exercises,
1292 external evaluations, command post exercises, and deployment exercises, create the opportunities needed
1293 to fully train organizations and develop agile leaders. Major training events allow units, leaders, and other
1294 individuals to improve and sustain their tactical and technical proficiencies. Some units will not have the
1295 benefit of a battle command training program or maneuver combat training center experience. Therefore,
1296 commanders must wisely use the live, virtual, and constructive training environments and gaming solutions
1297 available to them at home station to optimize their combined arms and joint, interagency,
1298 intergovernmental, and multinational training experiences. Major training events provide a means for a

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1299 commander to assess the unit's METL proficiency and allow leaders to solve unfamiliar problems and
 1300 hone their decisionmaking skills. Major training events provide opportunities for obtaining observations,
 1301 insights, and lessons on operations and tactics, techniques, and procedures. In unified action exercises,
 1302 leaders learn how to function as part of a diverse team and leverage the strengths of all team members.
 1303 Actual or role players should represent the multiple participants in unified actions—the joint, interagency,
 1304 intergovernmental, and multinational operatives as well as the wide variety of contracted support.

1305 3-32. Operational missions reinforce what individuals and organizations learn in both the institutional and
 1306 operational training domains. Operational deployments allow individuals, staffs, and units the ability to
 1307 develop confidence from the results of their training and improve performance based on observations,
 1308 insights, and lessons gained during the operation. Training continues during a deployment—whenever and
 1309 wherever a commander can fit it in—to minimize degradation of key skills, and refine and refresh skills
 1310 needed for current and future operations. Operational experience validates or repudiates what subordinates
 1311 and leaders have learned about the fundamentals of leadership, doctrine, and training. Operational
 1312 experience also allows individuals and organizations to learn to adapt to ambiguous, changing situations,
 1313 by modifying TTP based on varied operational experiences.

1314 **THE COMBAT TRAINING CENTERS**

1315 3-33. Combat training centers support training and leader development in both the operational and
 1316 institutional training domains; they are not a separate training domain but serve as a bridge between the
 1317 domains. The three maneuver combat training centers (the National Training Center, the Joint Readiness
 1318 Training Center, and the Joint Multinational Readiness Center) and the Battle Command Training Program
 1319 comprise the Army's Combat Training Center Program. The CTC Program is not a place; it is a training
 1320 concept that supports an expeditionary Army. The CTCs assist commanders as they develop ready units
 1321 and agile leaders to operate under uncertainty in full spectrum operations at any point along the spectrum
 1322 of conflict. The CTCs are a critical element of transforming the Army; doctrinally based, they assist units
 1323 and leaders as they adapt to the concepts found in FM 3-0. They drive the transformation of training for an
 1324 expeditionary army. As they are helping the Army to transform, the CTCs will continue to transform
 1325 themselves: by focusing on the following imperatives:

- 1326 ● The CTC experience must be demanding . . . both physically and intellectually.
- 1327 ● The opposing forces and contemporary operational environment must help drive the
- 1328 development of innovative leaders and organizations.
- 1329 ● As they would expect to do in operations, units must be prepared to fight upon arrival at the
- 1330 CTCs.
- 1331 ● Full spectrum operations—offense, defense, and stability or civil support operations—in the
- 1332 operational themes of major combat operations and irregular warfare will be the norm during
- 1333 CTC exercises.
- 1334 ● Scenarios must challenge the intellect of leaders and test their unified action skills in a joint,
- 1335 interagency, intergovernmental, and multinational environment—for example, by conducting
- 1336 operations next to the borders of countries.
- 1337 ● The CTCs must leverage the L-V-C training environment to broaden the training to integrate
- 1338 unified action partners.
- 1339 ● The focus must be on output and products, and not on process.
- 1340 ● The observer-controllers and trainers (OC/Ts) must have a solid breadth and depth of
- 1341 experience.
- 1342 ● Feedback must focus on output and not on process; feedback must be timely in order to allow
- 1343 leaders to make corrections.
- 1344 ● The CTC OC/Ts must know and enforce standards; repetition, restarts, and redos may do more
- 1345 to help develop leaders and units more than by continuing on to the next mission when the
- 1346 current mission did not meet standards.
- 1347 ● The CTCs must reflect threat trends and future capabilities.
- 1348 ● Finally, the CTCs exist to help commanders ramp up their readiness as they pass through the
- 1349 ARFORGEN cycles to eventually deploy or be prepared to deploy.

1350 **THE SELF-DEVELOPMENT TRAINING DOMAIN**

1351 3-34. Learning is a continuous process. Training and education in the institutional and operational training
1352 domains cannot meet every individual's needs in terms of knowledge, insights, intuition, experience,
1353 imagination, and judgment. Self-development enhances previously acquired skills, knowledge, behaviors,
1354 and experiences. Self-development focuses on maximizing individual strengths, minimizing weaknesses,
1355 and achieving individual development goals.

1356 3-35. Individuals at all levels continually study Army and joint doctrine and observations, insights,
1357 lessons, and best practices, as well as continue to learn from military history and other disciplines. Soldiers
1358 start their self-development plans during initial military training. Civilians begin their self-development
1359 plans when they are hired. The self-development plan provides commanders and other leaders the means to
1360 improve Soldiers' and civilians' tactical and technical skills throughout their careers. The self-development
1361 plan follows each Soldier from assignment to assignment and each civilian from position to position.
1362 Successful self-development requires a team effort between individual Soldiers, civilians and their leaders.
1363 Self-development begins with a self-assessment of one's strengths, weaknesses, potential, and
1364 developmental needs. Commanders and other leaders create an environment that encourages subordinates
1365 to establish personal and professional development goals. Refinement of those goals occurs through
1366 personal coaching or mentoring by commanders and leaders. Reachback, dL, and other technologies
1367 support these self-development programs.
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Chapter 4

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Army Training Management

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This chapter describes Army training management—the process used by Army leaders to identify training requirements and subsequently plan, prepare, execute, and assess training. Army training management provides a systematic way of managing time and resources and of meeting training objectives through purposeful training activities. It begins with an overview of force generation, training the modular force and leader roles in training management, describes mission-essential task list (METL) development and training, and concludes with a description of the Army's training management model.

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THE FORCE GENERATION PROCESS DRIVES TRAINING MANAGEMENT

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4-1. The Army supports the National Military Strategy by organizing, training, equipping, and providing forces to various combatant commands. The size of the force and mix of capabilities are driven by the National Military Strategy, the Joint Strategic Capabilities Plan and operational requirements enumerated by the geographical and functional combatant commanders (CCDRs). The Army prepares and provides campaign capable, expeditionary forces through Army force generation (ARFORGEN)—a process that progressively builds unit readiness over time, during predictable periods of availability, to provide trained, ready, and cohesive units prepared for operational deployments.

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4-2. Both the generating and operating forces participate in and respond to the ARFORGEN process. The generating force supports the readiness training of the operating force. Operating force commanders develop plans for training mission-essential tasks and prioritize resource allocation, based on time available, training time required, resource availability, and the assigned mission. The generating force adjusts its tempo and level of support to meet operational force requirements as the latter resources, recruits, organizes, mans, equips, trains, sustains, sources, mobilizes, deploys, redeploys and de-mobilizes units in accordance with known priorities.

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4-3. The ARFORGEN process applies to both Regular Army and Reserve Component (RC) units. Because of personnel retention and historically strong affiliation to units, the Reserve Component may return from deployment and see less manpower turbulence than the Regular Army. Units with a directed mission will progress as rapidly as possible to achieve directed mission capability levels. Prior to receiving a mission, units will focus on developing their core capabilities. Combatant command requirements pull units forward through the process, as needed, and influence when units are manned, equipped, and trained. RC unit training will also be affected by State and Homeland Security/Homeland Defense requirements in addition to operational requirements.

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IMPACT OF THE MODULAR FORCE ON TRAINING MANAGEMENT

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4-4. Modular force. The shift to a modular expeditionary army, the need for the ability to conduct full spectrum operations, and unified action force requirements for smaller, more versatile units have changed the way the Army views training and readiness in units. The modular force has changed the Army from one based around large, fixed divisions to a brigade-centric organization. The standard hierarchical headquarters array has been replaced by a functional array. Brigades will often deploy and work for headquarters other than the headquarters which has administrative control (ADCON). Senior commanders

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1411 bear the responsibility for the training and readiness of these units until they are assigned or attached to a
1412 force package. With augmentation, divisions and corps headquarters are also capable of being joint task
1413 force (JTF), joint force land component command), and ARFOR headquarters. Units are task organized
1414 through the Army force generation (ARFORGEN) process to create tailored force packages to meet
1415 specific mission requirements. Army force packages will often be composed of units from multiple
1416 commands and installations. As a result, unit training can be influenced by ADCON commanders and
1417 future force package commanders. These commanders will have influence in the development, resourcing
1418 and execution of unit training plans and preparation of units for deployment, but unit commanders are
1419 ultimately responsible for training, performance, and readiness of their units.

1420 4-5. Staffs at all levels must be well trained in the operations process in order to integrate modular
1421 formations—or to be integrated into a force package. The staff, therefore, requires a high degree of
1422 understanding of the limitations and capabilities of the different types of units that may comprise the
1423 organization. Commanders must also develop their staffs to become, or integrate into, a force package
1424 capable of coordinating and executing operations in support of unified action. The battle staff must be an
1425 agile staff capable of assisting the commander with the command and control (C2) warfighting function. It
1426 is through C2 that commanders, assisted by their staffs, integrate all warfighting functions and subordinate
1427 units toward mission accomplishment. The training of staffs requires frequent integrated training on the
1428 digital battle command systems. The staff is a “weapon system”; as with the crew of any weapons system,
1429 the staff must be exercised as often as necessary to maintain readiness and ensure their integration with
1430 other digital systems. Staff training cannot be an afterthought. It must be an integral part of the unit’s
1431 training plan. Since persistent conflict will likely be the norm for the future, leaders should have ample
1432 experience in staff functions and coordination, which should, in turn, help focus staff training
1433 requirements-

1434 4-6. The modular force represents a more agile, expeditionary and versatile force. It requires a higher
1435 degree of training and operational synchronization at the brigade level. Brigade combat team (BCT)
1436 commanders coordinate and synchronize the training and proficiency of the multiple functional units that
1437 comprise the organic BCT. In order to accomplish this successfully, brigade commanders and staffs must
1438 be agile leaders. This is necessary in order to ensure that their brigade training strategies result in METL
1439 proficiency for the entire BCT. The BCT commander is responsible for the training of the artillery battalion
1440 and the support battalion because they are organic to the brigade. This is quite different from the Army of
1441 Excellence structure, wherein the artillery battalion was organic to the division artillery and the support
1442 battalion was organic to the division support command. BCT commanders and their staff may need to
1443 reach outside the organization for functional expertise to assist in the training of the functional components
1444 of their modular unit. Functional and multi-functional support brigade commanders are responsible for
1445 ensuring their subordinates maintain training proficiency regardless of location. For example, an engineer
1446 brigade headquarters on one post with subordinate battalions on other posts is responsible for training all
1447 its battalions, regardless of location.

1448 4-7. As with the BCTs, the training levels of divisions must be equally high to coordinate the operations
1449 of modular brigade combat teams and employ the support and functional brigades effectively. Corps must
1450 be capable of commanding and controlling large operations and—with augmentation—becoming joint task
1451 force headquarters. Army service component commands must have trained and ready deployable command
1452 posts that can operate anywhere in the world. While it is brigade focused, the expeditionary Army requires
1453 that all echelons be prepared for full spectrum operations anywhere along the spectrum of conflict.

1454 4-8. Training Relationships. Commanders are ultimately responsible for training, performance, and
1455 readiness of their soldiers, civilians, and organizations. Commanders are the unit’s primary training
1456 manager and trainer; responsible for training their unit, both organic and attached components. As an
1457 organizing principle, Army units are assigned or attached to a designated headquarters. Although the
1458 commander is responsible for training and readiness of the subordinate, the commander cannot do this
1459 without the support of the installation. The installation and other elements of the Army generating force
1460 support the commander not only in training, but also in all aspects of sustainment and administration.
1461 Training support is a shared responsibility between the higher headquarters and installation. The higher
1462 headquarters establishes training priorities and provides resources such as evaluators, equipment, and
1463 Soldiers. The senior commander, through the garrison staff, provides facilities, logistics, and other training

1464 services and support. Installation support to all units stationed on that installation continues even when the
1465 higher headquarters deploys.

1466 4-9. Training Relationships for expeditionary force packages. As a key tenet of the ARFORGEN process,
1467 home station training responsibilities will remain more static than dynamic in order to minimize
1468 ARFORGEN C2 turbulence in the pre-deployment period. Commanders will retain unit training
1469 responsibility even after subordinate units are mission-sourced into an expeditionary force package—and
1470 up until the time the unit is assigned or attached to the Expeditionary force package. Commanders of force
1471 packages will normally influence the training of units that will be assigned or attached to the force package
1472 by exercising coordinating authority, once delegated, with the commander responsible for providing the
1473 unit to the force package commander. After assignment/attachment, the force package headquarters should
1474 periodically provide a training and readiness summary on the assigned/attached unit to its future post-
1475 deployment headquarters to facilitate training plans for reset.

1476 4-10. Responsibility for training in the Reserve Components (RCs) has changed little. The RC has the
1477 additional challenges of interstate coordination and balancing CMETL training with homeland security
1478 requirements. Command and control of Army National Guard (ARNG) units, while in a Title 32 status, is
1479 exercised by the state governor and/or the adjutant general. United States Army Reserve (USAR) units are
1480 Title 10. CONUS-based USAR units are ADCON to the United States Army Reserve Command. Prior to
1481 mobilization, RC commanders are the supported commanders with support from available Army training
1482 assets and capability. When mobilized, RC units are attached to a gaining headquarters. Most ADCON
1483 responsibilities shift to the gaining headquarters, which becomes the supported command for training.

1484 LEADER ROLES IN TRAINING MANAGEMENT

1485 4-11. Officers, noncommissioned officers, and Army civilians work in complementary roles and
1486 responsibilities to plan, prepare, execute, and assess training and to ensure training is conducted
1487 professionally and to standard.

1488 OFFICERS

1489 4-12. Commanders and other officers are involved in all aspects of training, from planning, preparation,
1490 execution and assessment. Planning for training is centralized and coordinated to align training priorities
1491 and provide a consistent training focus throughout all echelons of a unit; however, the execution of training
1492 is decentralized. Decentralization promotes bottom-up communications of unique mission-related strengths
1493 and weaknesses of each individual and organization. Decentralized execution promotes subordinates'
1494 initiative to train their organizations but does not mean senior leaders give up their responsibilities to
1495 supervise training, develop leaders, and provide feedback.

1496 4-13. Commanders do more than manage or oversee training; they also conduct both individual and
1497 collective training, as appropriate. Officers must personally observe and assess training to instill discipline
1498 and ensure units are meeting Army standards. This is an area where the unit senior enlisted advisor plays a
1499 significant role in assisting the commander in supervising the unit's training program. They observe and
1500 assess the quality of training and adherence to standards down to the lowest levels of the organization.
1501 Commanders check the adequacy of external training support during training visits, and require prompt and
1502 effective corrections to resolve support deficiencies. Commanders assign coordination of training support
1503 for subordinate units as a priority requirement for unit staffs. Senior noncommissioned officers at every
1504 level perform these same actions within the commander's intent.

1505 4-14. By personally visiting training, commanders and senior noncommissioned officers communicate the
1506 paramount importance of training and leader development to subordinate organizations and leaders. They
1507 receive feedback from subordinate leaders and Soldiers during training visits. From the feedback,
1508 commanders and senior noncommissioned officers identify and resolve systemic problems in planning,
1509 leadership, leader development, management, support, and other functions. From their observations and
1510 other feedback, commanders provide guidance and direct changes that lead to improved training and
1511 increased readiness. The most beneficial visits to training by senior leaders are unannounced or on short
1512 notice; such visits prevent excessive preparation—a training distraction—by subordinate organizations.

1513 4-15. The warrant officer must be technically and tactically focused and able to perform the primary duties
1514 of technical leader, advisor, and commander. Through progressive levels of expertise in assignments,
1515 training, and education, the warrant officer performs these duties across the full spectrum of Army
1516 operations and at all levels of command. While their primary duties are that of a technical and tactical
1517 leader, they also provide training and leader development guidance, assistance, and supervision necessary
1518 for individuals at all levels to perform their mission. Warrant officers provide leader development,
1519 mentorship, and counsel to other warrant officers, officers, noncommissioned officers, and Army civilians.
1520 Warrant officers lead and train functional sections, teams, or crews in units. Finally, they serve as critical
1521 advisors to commanders in planning and executing organizational training.

1522 **NONCOMMISSIONED OFFICERS**

1523 4-16. NCOs are responsible for the care and individual training of Soldiers. Command sergeant majors
1524 (CSMs), first sergeants (1SGs), and other key noncommissioned officers (NCOs) select and train specific
1525 individual and small-unit tasks and help identify unit collective tasks. All of these tasks support the
1526 organization's mission-essential tasks. Commanders approve the tasks selected, and then supervise and
1527 evaluate training along with the organization's officers and NCOs.

1528 4-17. NCOs focus on the fundamental skills and knowledge Soldiers need to develop fundamental
1529 capabilities. Mastery of tasks occurs through repetition. This foundation, built upon such skills as
1530 marksmanship, protection, military occupational specialty (MOS) skills, and physical fitness, is essential to
1531 unit readiness. NCOs integrate newly assigned enlisted Soldiers into organizations, and continue to
1532 develop them professionally. The first-line leader trains Soldiers to conduct individual tasks in their
1533 squads, crews, teams, and equivalent small organizations. The first-line leader and senior NCOs emphasize
1534 standards-based, performance-oriented training to ensure Soldiers achieve the Army standard. NCOs cross
1535 train their subordinates to reduce the effects of unit losses and to develop future leaders. CSMs, 1SGs, and
1536 other senior NCOs coach junior NCOs and junior officers to master a wide range of individual tasks.

1537 4-18. Commanders allocate time for NCOs to provide individual training in all METL training. The time
1538 allocated must allow for repetition of tasks. NCOs train individuals to standard and must understand how
1539 individual task training relates to mission-essential tasks and supporting collective tasks. Individual, crew
1540 and small-team tasks to be trained are selected based on input from NCOs, based on their evaluation of
1541 training deficiencies. These tasks are provided at the training meeting; they are then approved by the
1542 commander, and incorporated into the unit's training plans and subsequent training schedules. NCOs plan
1543 and prepare the approved training, execute after action reviews (AAR) during training and provide
1544 feedback on individual Soldier performance during training meetings. For efficiency, low-density
1545 occupational specialty Soldiers may be consolidated for training under a senior NCO.

1546 **ARMY CIVILIANS**

1547 4-19. The Army Civilian Corps provides stability and continuity for the Army. Civilians generally serve in
1548 organizations much longer than their military counterparts. Normally they are assigned to the generating
1549 force, providing specialized skills and knowledge in the day-to-day operations of the Army. Civilians are
1550 integral to the manning, equipping, resourcing and training of both the generating force and the operating
1551 force. They must be proficient in their duties as they both support and lead Army operations. Civilian
1552 leaders plan, prepare, execute and assess training of their subordinates and organizations to ensure they can
1553 accomplish their mission. Army civilians follow the principles of training outlined in chapter 2 and use the
1554 tools of this chapter to focus the training of their organizations.

1555 **MISSION ESSENTIAL TASK LIST DEVELOPMENT**

1556 4-20. Because sufficient resources, especially time, are not available, units cannot train to standard on
1557 every full spectrum task across the spectrum of conflict. Therefore, commanders must focus training on the
1558 most important tasks—tasks that will help a unit be prepared to conduct a mission.

1559 **MISSION FOCUS**

1560 4-21. Mission-focus is the process used to derive training requirements from a unit's core mission and
1561 capabilities as documented in a table of organization and equipment (TOE) or table of distribution and
1562 allowance (TDA) or from a directed mission which the unit is formally tasked to execute or be prepared to
1563 execute, such as an execution order, an operation order, or an operation plan (OPLAN). Mission-focus
1564 guides the planning, preparation, execution, and assessment of each unit's training program to ensure its
1565 members train as they will operate. Mission focus is primarily achieved through mission analysis and
1566 focusing training on tasks essential for mission accomplishment. Mission-focus is critical throughout the
1567 entire training process. Commanders use mission-focus to allocate resources for training based on mission
1568 requirements. Mission-focus enables commanders and staffs at all echelons to develop a structured training
1569 program that focuses on mission-essential training activities, including tasks specified for all Army units in
1570 AR 350-1. An organization cannot attain proficiency on every task because of time or other resource
1571 constraints. Commanders build a successful training program by consciously focusing on those tasks
1572 critical to mission accomplishment.

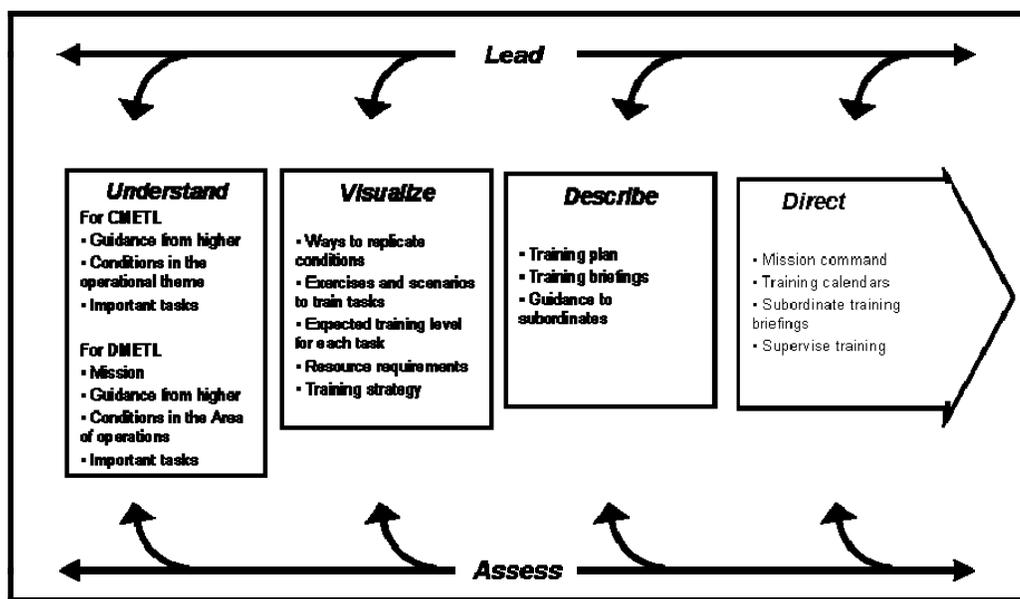
1573 **MISSION-ESSENTIAL TASK LISTS**

1574 4-22. A mission-essential task is a collective task a unit must be able to perform successfully in order to
1575 accomplish its mission. One METL task is no more or less important than another. Since organizations
1576 must be capable of performing full spectrum operations, sometimes simultaneously, they cannot afford to
1577 train exclusively on one component of full spectrum operations at the expense of others. Similarly, they
1578 cannot feasibly be proficient in all tasks at all points in the spectrum of conflict. Therefore, commanders
1579 use the mission-essential task list to focus organizational training. There are three types of METL: joint
1580 METL (JMETL, which is derived from the *Universal Joint Task List*), core METL (CMETL, which is
1581 standardized for brigade and above units by the Department of the Army), and directed METL (DMETL,
1582 which is developed by a commander). Units train on only one METL at any given time, but, in accordance
1583 with Department of Defense requirements, must report readiness on more than one METL—specifically,
1584 core tasks, tasks for Joint Chiefs of Staff-named operations, and numbered plans.

1585 4-23. All METLs require analysis by commanders and staffs to assess the state of training and determine
1586 the priority of effort to be devoted to training each task. The amount of effort that the unit must devote to
1587 training on that task is a function of the risk to future operations and the proficiency that the unit has in that
1588 task. This allocation of training effort is a commander's call and is done in coordination with his higher
1589 commander.

1590 4-24. The METL provides the foundation for the unit's training strategy and, subsequently, the training
1591 plan. Commanders develop training strategies to attain mission-essential task proficiency. All METL tasks
1592 are equally essential to ensure mission accomplishment. While METL tasks are not prioritized,
1593 commanders will prioritize their efforts and resources on some tasks over others, depending on their
1594 assessment of task proficiency.

1595 4-25. The "understand-visualize-describe-direct-lead-assess" battle command model found in FM 3-0 and
1596 modified for use in this manual (figure 4-1) can help the commander focus on the most important tasks,
1597 and determine the priority of training effort, how to replicate operational conditions in training, and the risk
1598 of not training to standard on certain tasks. Understanding the conditions—either those described by an
1599 operational theme or those that are likely in a directed mission—is absolutely essential to making decisions
1600 about the tasks to train, the conditions to replicate, and the prudent risks to take. Visualizing where the unit
1601 needs to be and how it will achieve that state of readiness leads to the development of a training strategy
1602 that describes the ends, ways, and means to attain mission readiness. Finally, the commander describes that
1603 strategy in a training plan. By participating in and overseeing training, the commander can assess the state
1604 of readiness and the value of the training.



1605 **Figure 4-1. Battle command**

1606 **JOINT MISSION-ESSENTIAL TASK LIST**

1607 4-26. JMETL is a list of tasks, the completion of which is deemed essential to mission accomplishment by
 1608 a joint force commander (JFC). The tasks are defined using the common language of the *Universal Joint*
 1609 *Task List* selected by a JFC to accomplish an assigned or anticipated mission. JMETL includes associated
 1610 tasks, conditions, and standards and requires the identification of command-linked and supporting tasks.
 1611 See CJCSM 3500.03B, Enclosure C, which defines JMETL development and linkage.

1612 4-27. Army organizations often provide forces to joint force commanders. Army headquarters—theater
 1613 army, corps, and division—may be designated as a joint force headquarters. This requires the designated
 1614 Army headquarters to develop a joint METL. The joint force commander derives the joint METL from the
 1615 *Universal Joint Task List*. The CCDR or joint force commander that established a subordinate joint task
 1616 force then approves the joint METL. If an Army force is assigned or attached to a joint force, the JMETL
 1617 will drive the Army force’s directed mission essential task list, since the Army DMETL must be nested
 1618 with the JMETL.

1619 4-28. Joint training manuals provide an overview of the Joint Training System and assist in—

- 1620 ● Developing joint training requirements.
- 1621 ● Planning joint training.
- 1622 ● Executing joint training.
- 1623 ● Assessing joint proficiency.

1624 **CORE MISSION-ESSENTIAL TASK LIST**

1625 4-29. Army units, whether Regular Army or Reserve Component, cannot achieve and sustain proficiency
 1626 on every possible task along the spectrum of conflict. CMETL focuses unit training on those tasks
 1627 necessary to conduct full spectrum operations. CMETL is a list of a unit’s essential tasks which are derived
 1628 from its core capabilities, and based on the unit’s TOE mission and doctrine. Units train on CMETL tasks
 1629 until the unit commander and the next higher commander mutually decide to focus on training for a
 1630 directed mission. CMETL is the framework to support training for full spectrum operations and is normally
 1631 the training focus of units in the reset/train phase of ARFORGEN; however, it can continue to provide the
 1632 focus of training in other ARFORGEN phases if the unit does not receive a directed mission. It is not

1633 possible to build or to try to sustain readiness for operations across the full spectrum of conflict, across all
1634 operational themes and under all conditions. Therefore, given guidance from higher headquarters, units
1635 conduct CMETL training under the conditions found in a single operational theme and at an appropriate
1636 level of violence on the spectrum of conflict (for example, midway between insurgency and general war).

1637 **Standardization**

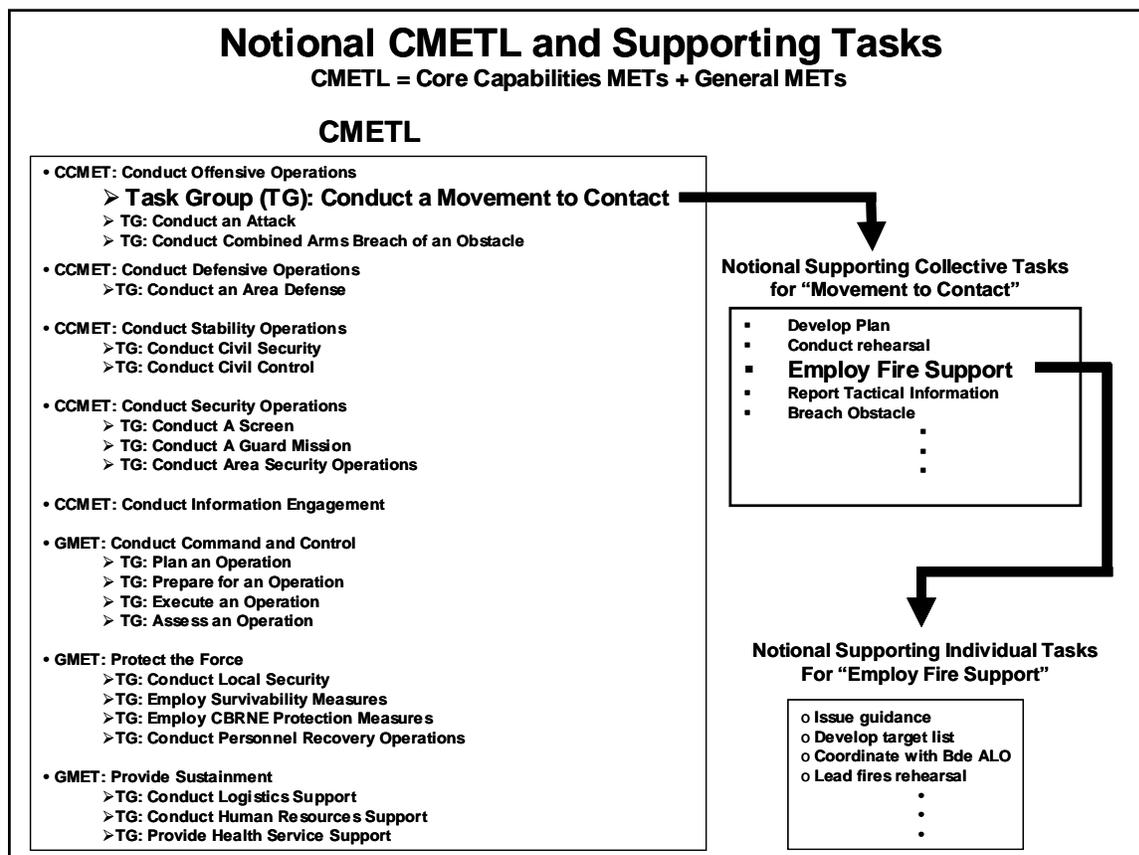
1638 4-30. Headquarters DA-standardized CMETLs for like units brigade and above, are necessary in a
1639 modular, expeditionary Army, since commanders and leaders will expect organizations assigned to their
1640 force package to provide certain capabilities. Standardized CMETL and focused training conditions
1641 support rapid assembly of force packages, and minimize required additional training for the most probable
1642 directed missions. Maintaining a CMETL training focus provides the Nation the strategic depth required
1643 for unforeseen contingencies. Department of the Army will adjust training conditions periodically as it
1644 reassesses the strategic conditions. As discussed in paragraph 4-39, commanders cannot, and do not need
1645 to, train on all CMETL-related collective and individual tasks. Instead, they train on those collective and
1646 individual tasks they deem as most important, and take prudent risks on the others.

1647 4-31. Branch, functional, and specified proponents develop (and Headquarters, Department of the Army
1648 approves, with input from Armywide staffing) CMETL for *brigade and above* units, based on unit MTOE
1649 mission statements and core capabilities, and supporting doctrine. Department of the Army determined that
1650 CMETL should be standardized no lower than brigade level. Branch, functional, and specified proponents
1651 are responsible for and ensure the CMETL is the basis for the associated unit's Combined Arms Training
1652 Strategies (CATS). CMETLs for divisions, corps, BCTs, functional brigades, and multifunctional support
1653 brigades have been synchronized with each other to ensure appropriate supporting-to-supported alignments
1654 of essential tasks. Commanders adopt the CMETL established in their organization's CATS and are
1655 expected to train on CMETL until receipt of a directed mission and transition to a DMETL. Battalion and
1656 company commanders develop and align their CMETLs to support their higher organization's METL.
1657 Platoons and below plan and execute collective and individual tasks that support the higher's CMETL.
1658 Staffs identify and train on task groups, and supporting collective and individual tasks that support the
1659 headquarters' CMETL—they do not have a "staff METL." A commander of a unit for which a CMETL is
1660 not published by the Army will develop a CMETL as if his TOE or TDA mission were a directed mission.
1661 Under this circumstance, the next higher commander with ADCON approves the CMETL.

1662 4-32. The CMETL for RC units is the same CMETL as that of Regular Army units that share a common
1663 TOE. State homeland security tasks for the ARNG are treated as a directed mission. The ARNG command
1664 with ADCON approves the DMETL for ARNG units with an assigned civil support mission.

1665 **CMETL Components**

1666 4-33. Two types of tasks comprise CMETL: those which the organization was designed to perform called
1667 core capability mission-essential tasks and those general tasks applicable to all organizations, regardless of
1668 type called general mission-essential tasks (GMETs). CMETLs are supported by task groups, supporting
1669 collective tasks, and supporting individual tasks. See figure 4-2 for an example of CMETL taxonomy.



1670 **Figure 4-2. Notional CMETL and supporting tasks**

1671 **Task Groups**

1672 4-34. A task group is a group of related collective tasks necessary to accomplish a specific part of a
 1673 mission essential task. For example, if the METL task is “conduct offensive operations,” the tasks groups
 1674 might be “conduct an attack” and “conduct a movement to contact.” To accomplish a task group, a unit
 1675 must be able to conduct the related supporting collective tasks.

1676 **Supporting Collective Tasks**

1677 4-35. After commanders identify the priority of effort necessary to devote to appropriate task groups to
 1678 accomplish the unit’s mission essential tasks, they select collective tasks that support the task groups.
 1679 Supporting collective tasks are tasks that are so critical that their accomplishment will determine the
 1680 success of each task group. Supporting collective tasks usually can be found in the unit’s CATS.
 1681 Identifying the supporting collective tasks allows the senior commander to define the tasks that—

- 1682 ● Integrate the warfighting functions.
- 1683 ● Receive the highest priority for resources such as ammunition, training areas and facilities (to
 1684 include live, virtual, and constructive simulations), materiel, and funds.
- 1685 ● Receive emphasis during evaluations directed by senior headquarters.
- 1686 ● Support the higher organization’s METL.

1687 Supporting Individual Tasks

1688 4-36. During METL development, commanders develop effective training strategies when they crosswalk
1689 collective, leader, and individual tasks to each METL task or task group with subordinate commanders,
1690 staffs, CSMs or 1SGs; and other key officers, NCOs, and civilians. The CSM or 1SG and other key NCOs
1691 understand the unit's METL; therefore, they can integrate individual tasks into each mission-essential task
1692 during METL-based training.

1693 4-37. After all supporting collective tasks have been identified, the CSM or 1SG, with other key NCOs,
1694 develops a supporting individual task list for each of these collective tasks. Soldier training publications
1695 and CATS are sources for selecting appropriate individual tasks.

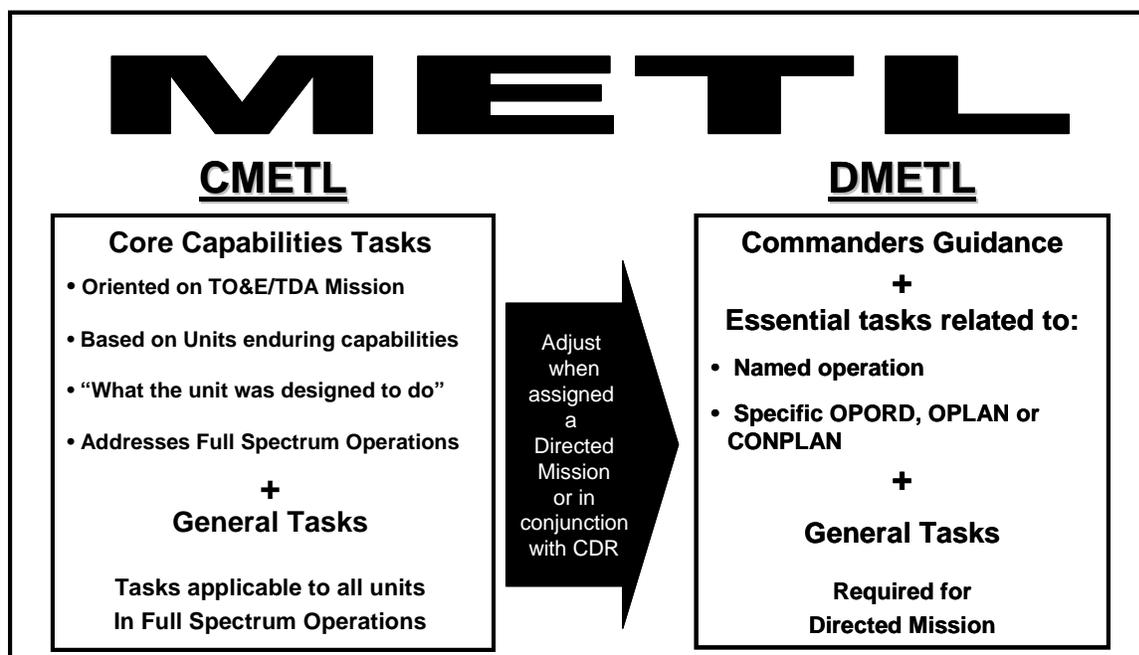
1696 4-38. Commanders realize some nonmission-specific requirements are critical to the health, welfare,
1697 individual readiness, and cohesiveness of a well-trained organization. Commanders must carefully select,
1698 with the CSM or 1SG, those nonmission-specific requirements (for example, some of the mandatory
1699 training in AR 350-1) on which the organization needs to train. Unit leaders emphasize the priority of
1700 METL training, but find opportunities to include nonmission-specific requirements, where possible, in the
1701 training plan.

1702 Identification of Tasks, Priority of Effort, and Risk

1703 4-39. While Department of the Army standardizes those broad CMETL tasks and the supporting task
1704 groups, commanders must still analyze which collective and individual tasks will be trained, the priority of
1705 effort for each task, and the risk associated with not training other collective tasks. The intellectual process
1706 associated with METL development has not changed; the only change is that commanders will have a full
1707 spectrum operations *framework* for METL to help ensure their units have the capability to perform
1708 offensive, defensive, and stability or civil support operations. To be complete, the Army's CMETL
1709 supporting collective task lists for each task group can be extensive. A leader's natural—and correct—
1710 reaction is to say that he or she cannot train on all the tasks listed. Or, the commander may incorrectly try
1711 to do too much. Instead, a commander, in concert with his higher commander, must focus training on the
1712 most important tasks to his mission, given the assigned operational theme, and take risk with others. Those
1713 tasks that will not be trained are usually those that are only peripheral to the mission or those that the
1714 commander knows his unit can execute without additional training. The assignment of an operational
1715 theme for the CMETL training will help a commander identify the most important tasks. Given enough
1716 time, it may be possible for a commander to train CMETL under two different operational themes
1717 sequentially; simultaneous training for more than one operational theme is likely counterproductive. This
1718 assessment of what to train and what not to train is a function of the experience level of the two
1719 commanders. As discussed in paragraph 4-25, commanders can use the battle command framework to help
1720 them focus their training efforts and develop a training plan.

1721 ADJUSTING FROM CMETL TO DMETL

1722 4-40. The focus of unit training adjusts, at the appropriate time, from CMETL to directed-mission tasks
1723 and training conditions that realistically portray mission conditions (see figure 4-3). Since a directed
1724 mission may be assigned at any point in the ARFORGEN process, training and training support systems
1725 must be capable of quickly adapting support from a CMETL to a DMETL focus. Organizations in the
1726 ARFORGEN process will be notified as early as necessary of an upcoming mission or deployment so units
1727 can adjust their METL and training focus. Units begin training on DMETL when the CMETL proficiency
1728 agreed to by the unit commander and the next higher commander is achieved. Exceptions include a unit
1729 with insufficient time between operational deployments to train on CMETL tasks and units assigned a
1730 mission that is significantly different from its core mission, capabilities, and equipment. Such units could
1731 begin training on DMETL tasks immediately upon learning of a new mission.



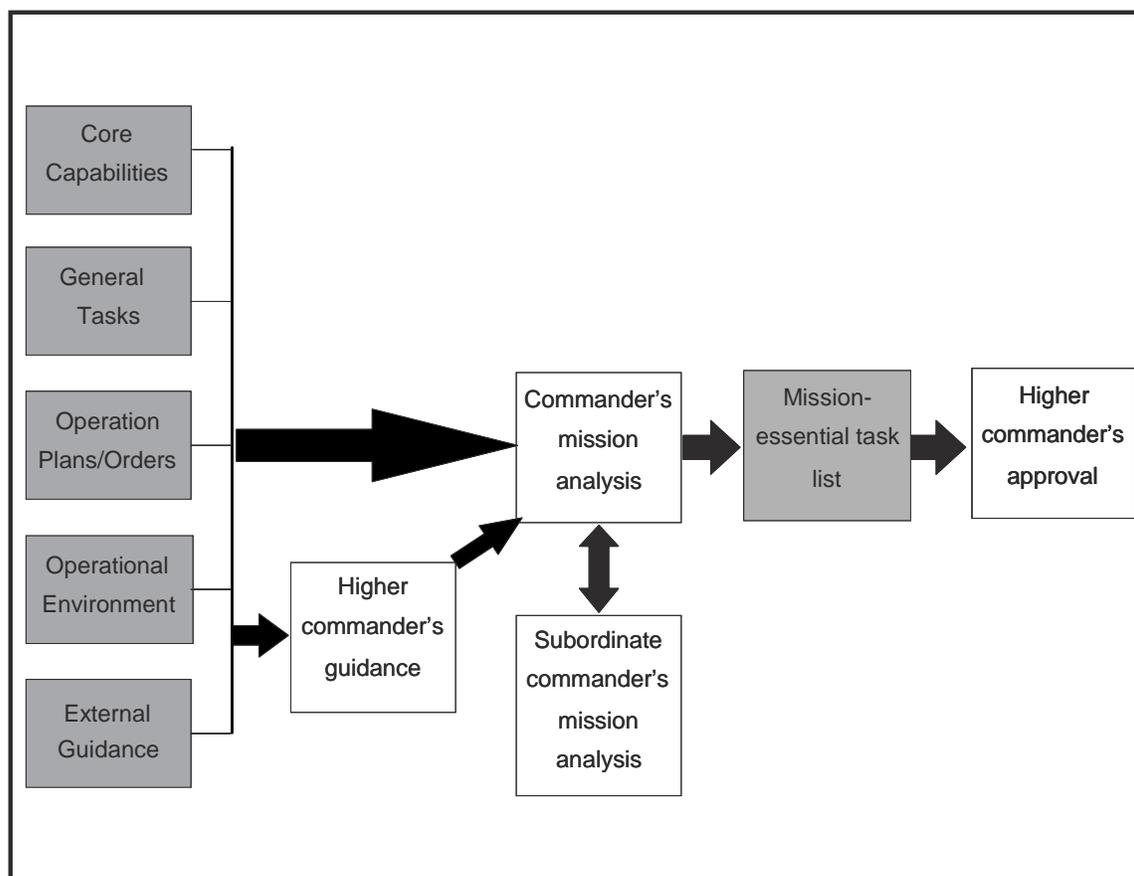
1732 **Figure 4-3. METL training focus**

1733 **DIRECTED MISSION-ESSENTIAL TASK LIST**

1734 4-41. Unit training focuses on the CMETL throughout ARFORGEN, until required to shift focus to a
 1735 DMETL. A DMETL is a list of the unit’s tasks required to accomplish an assigned mission. When a unit is
 1736 assigned a mission, the commander will develop a DMETL by adjusting the unit’s CMETL, based on
 1737 mission analysis. Once the DMETL is established, it forms the new foundation and focus for the unit’s
 1738 training program until completion of the assigned mission. Theater-assigned and/or theater-committed
 1739 support units perform the same functions deployed or not deployed. Therefore, these types of units, as well
 1740 as units in support of specific operation plans, would always focus training on a DMETL.

1741 **Development of a Directed Mission Essential Task List**

1742 4-42. The DMETL development model assists the commander in identifying those tasks that the
 1743 organization must be able to perform in order to accomplish its assigned/directed mission. The model lists
 1744 just a guide and not a fixed process. The model melds mission and training and leader development
 1745 guidance with other inputs filtered by the commanders and subordinate leaders to determine mission-
 1746 essential tasks. Commanders involve subordinates, staffs, and their CSM or 1SG in DMETL development.
 1747 Subordinate participation helps to develop a common understanding of the organization’s critical mission
 1748 requirements so that the DMETL of subordinate organizations mutually supports the higher headquarters’
 1749 or supported organization’s DMETL. Subordinate commanders can apply insights gained while supporting
 1750 the development of higher or supported headquarters’ DMETL to the development of their own DMETL.
 1751 Figure 4-4 illustrates the commander’s DMETL analysis model. This model can also be used by units to
 1752 develop CMETL if none exists for the unit.



1753 **Figure 4-4. Commander's DMETL analysis model**

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1754 4-43. Applying the DMETL development model—

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- Focuses the organization's training on essential tasks.
- Provides a forum for professional discussion and leader development among senior, subordinate and adjacent (peer) commanders and staffs concerning the link between mission and training.
- Enables subordinate commanders, staffs, and key NCOs to crosswalk collective, leader, and individual tasks to the mission.
- Leads to commitment of the organization's leaders to the organization's training plan.

1761

Directed Mission-Essential Task List Development Fundamentals

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4-44. The following fundamentals apply to DMETL development:

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- The DMETL is derived from the commander's analysis of his assigned/directed mission.
- Mission-essential tasks must apply to the entire unit. DMETL does not include tasks assigned solely to subordinate organizations.
- Each organization's DMETL must support and complement the DMETL of the higher headquarters or the headquarters to which it provides support.
- The availability of resources does not affect DMETL development. The DMETL is an unconstrained statement of tasks required to accomplish the unit's mission.
- Where mission tasks involve emerging doctrine or nonstandard tasks, commanders establish tasks, conditions, and standards using mission orders and guidance; observations, insights, and lessons learned from similar operations; and their professional judgment. Senior commanders

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1773 approve commander-developed standards for these tasks as part of the DMETL approval
 1774 process.

1775 4-45. Commanders integrate the warfighting functions through plans and orders to conduct combined arms
 1776 operations. They employ warfighting functions to ensure that interdependent organizational tasks necessary
 1777 to build, sustain, and apply combat power are collectively directed toward accomplishing the overall
 1778 mission. A warfighting function is a group of tasks and systems (people, organizations, information and
 1779 processes) united by a common purpose that commanders use to accomplish missions and training
 1780 objectives. They include—

- 1781 ● Intelligence.
- 1782 ● Movement and maneuver.
- 1783 ● Fires.
- 1784 ● Protection.
- 1785 ● Sustainment.
- 1786 ● Command and control.

1787 4-46. The DMETL for unit's assigned, attached, or operational control to a deploying or deployed force
 1788 headquarters must be coordinated during DMETL development between a unit's commander and assigned
 1789 or supported unit headquarters. A key component of commander's DMETL approval is determining if each
 1790 subordinate organization has properly developed its DMETL and that it is nested with or supports its
 1791 higher headquarters' DMETL.

1792 **Commander's DMETL Analysis**

1793 4-47. The start point for development of DMETL is the organization's directed mission. Each unit
 1794 commander personally analyzes the mission assigned the organization in operations plans or operations
 1795 orders and other primary sources; and identifies tasks essential to mission accomplishment. Higher
 1796 commanders provide their DMETL and guidance to help subordinate commanders focus this analysis.
 1797 Commanders coordinate results of their analysis with subordinate unit commanders. In some cases,
 1798 commanders may want to identify a major theme for the operation—MCO, irregular warfare, peace
 1799 operations, limited intervention, or peacetime military engagement—to help focus Soldiers and leaders and
 1800 create a mindset. The higher commander approves the DMETL. This process provides the means to
 1801 coordinate, link, and integrate a focused DMETL and appropriate supporting collective and individual
 1802 tasks throughout the organization. DMETL will be more focused than CMETL, allowing the commander to
 1803 concentrate on a limited number of tasks that are essential to accomplishing the mission.

1804 4-48. When time is limited, commanders may need to be more prescriptive, when issuing their mission and
 1805 training and leader development guidance, by specifying DMETL tasks for subordinate units. When
 1806 specifying DMETL tasks, commanders acknowledge a commensurate level of operational risk involved;
 1807 such as, some DMETL tasks may not achieve complete proficiency because of resource constraints. Risk
 1808 also occurs when subordinate commanders and their staffs do not have sufficient time to analyze all aspects
 1809 of the mission.

1810 **Inputs to Directed Mission-Essential Task List Development**

1811 4-49. The key inputs that can help focus the commander's mission analysis and subsequent DMETL
 1812 development are the higher commander's guidance and subordinate commander's mission analysis.

1813 4-50. CMETL can serve as a start point for DMETL development, since the unit's core capabilities may
 1814 contribute to the capabilities needed for the directed mission. These core capabilities are derived from the
 1815 unit's doctrinal mission as documented in paragraph 1 of the TOE or TDA and doctrinal manuals—the
 1816 fundamental reasons for the unit's existence. These core tasks are collective tasks developed by the unit's
 1817 proponent branch to support the unit's MTOE or TDA and doctrinal missions. The unit's capabilities
 1818 combine with those of other units to form combined arms teams that are capable of conducting full
 1819 spectrum operations.

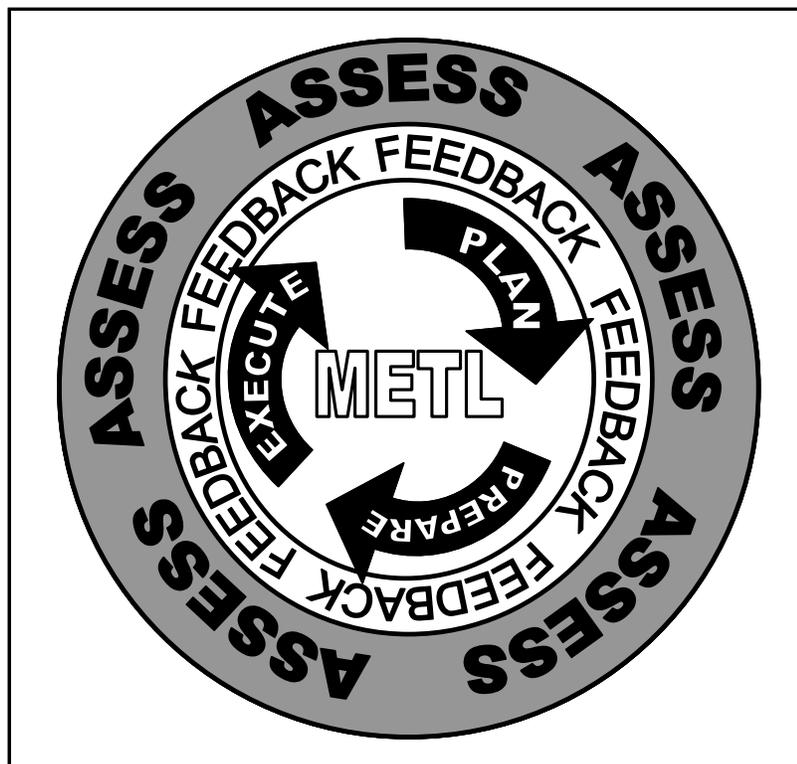
- 1820 4-51. Operation plans and orders provide missions and related information that are key to determining
1821 essential tasks.
- 1822 4-52. An OE has eight variables: political, military, economic, social, information, infrastructure, physical
1823 environment, and time to add breadth and depth to the analysis and represent the nature of land operations
1824 (see FM 3-0). Each affects how Army forces combine, sequence, and conduct military operations.
1825 Commanders tailor forces, employ diverse capabilities, and support different missions to succeed in this
1826 complex environment. These variables form the basis for determining the conditions under which a unit
1827 will not only operate but also under which it will train. These conditions, when combined with directed
1828 mission task standards, help the commander assess unit readiness for the mission.
- 1829 4-53. External guidance serves as an additional source of tasks that relate to a unit's operational mission.
1830 External guidance also can specify additional tasks that relate to the mission such as mobilization plans.
1831 Some examples are:
- 1832 ● Commander's training and leader development guidance.
 - 1833 ● Higher headquarters' DMETL.
 - 1834 ● Higher headquarters' directives.
 - 1835 ● Force integration plans.
 - 1836 ● AR 350-1, *Army Training and Leader Development*.
 - 1837 ● FM 7-15, *The Army Universal Task List*.
 - 1838 ● CJCSM 3500.04D, *The Universal Joint Task List*.
 - 1839 ● CATS and TRADOC proponent-developed collective tasks and drills.
 - 1840 ● Proponent-developed CMETLs.

1841 **Directed Mission-Essential Task List Approval**

- 1842 4-54. DMETL approval resides with the commander of the next higher headquarters unless otherwise
1843 specified. When units receive a directed mission, the force package commander or the CCDR to which
1844 they are assigned to support will provide input to the DMETL. The higher headquarters to which a unit is
1845 assigned or attached, in coordination with the ARFORGEN expeditionary force commander, will approve
1846 the DMETL for units assigned to a force package. When RC units are mobilized, DMETL approval shifts
1847 to First Army, the appropriate Army Service component commander or CCDR.

1848 **THE ARMY TRAINING MANAGEMENT MODEL**

- 1849 4-55. The foundation of Army training is the Army training management model (see figure 4-5). This
1850 model provides the framework for commanders to achieve METL proficiency. This model mirrors the
1851 Army's FM 3-0 operations model. The primary differences between models are that battle command in the
1852 FM 3-0 model has been replaced by METL as the basis of the training management model, and bottom-up
1853 feedback has been added to the model to support commanders' assessments. While each aspect of the
1854 model is important, successful training is largely the result of thorough preparation.



1855 **Figure 4-5. Army training management model**

1856 4-56. Automated training management allows commanders to develop their unit mission and METL and
1857 provides a link to individual and collective tasks through several sources, such as the CATS, *The Army*
1858 *Universal Task List*, and the *Universal Joint Task List*. The Digital Training Management System (DTMS)
1859 is the Army's automated training management system. It addresses issues involving training and training
1860 management in the organization and provides a link to individual tasks, collective tasks and CATS. DTMS
1861 is capable of producing long-range, short-range, and near-term planning calendars, training plans, and
1862 training schedules; and providing commanders with snapshot statuses of unit training.

1863 **TOP-DOWN/BOTTOM-UP APPROACH TO TRAINING**

1864 4-57. The top-down/bottom-up approach to training is a team effort. This approach requires senior leaders
1865 to provide the training focus, direction, and resources. Subordinate leaders develop objectives and
1866 requirements specific to their unit's needs and provide feedback on organizational training proficiency,
1867 identify specific organizational training needs, and execute training to standard per the approved plan. This
1868 team effort maintains training focus, establishes training priorities, and enables effective communication
1869 among command echelons.

1870 4-58. Guidance, based on mission and priorities, flows from the top down and results in subordinate unit
1871 identification of specific collective and individual tasks that support the higher headquarters' mission.
1872 Input from the bottom up is essential because it identifies training needs to meet task proficiency on
1873 identified collective and individual tasks. Leaders at all echelons communicate with each other on
1874 requirements and the conduct—planning, preparing, executing, and assessing—of training.

1875 **PLAN**

1876 4-59. Conducting training to standard begins with planning. Units must develop training plans that enable
1877 them to attain METL proficiency in full spectrum operations under various conditions they are likely to
1878 encounter when deployed. Commanders determine a training strategy for the unit, prepare a plan, identify

1879 and schedule training events, allocate time and resources, and coordinate support from the host
1880 installation—all of which comprises the unit’s training plan. Commanders perform long-range, short-range,
1881 and near-term planning as they develop their training plans. Commanders lead a training briefing to their
1882 higher headquarters for approval of the plans, especially for approval of the commander-selected collective
1883 tasks that support the METL.

1884 PLANNING

1885 4-60. Planning is an extension of the mission-focus process that links the METL with the subsequent
1886 preparation, execution, and assessment of training. Centralized, coordinated planning develops mutually
1887 supporting METL-based training at all echelons within a unit. Planning ensures continuous coordination
1888 from long-range planning, through short-range and near-term planning, and ultimately leads to training
1889 execution. The planning process is the same for long-range, short-range and near-term planning and takes
1890 into account all the considerations discussed in the subparagraphs below. Commanders at all levels assess
1891 training, provide guidance, and publish training plans. The only difference is the complexity of assessment,
1892 scope, scale, and form of the command guidance at each echelon. To begin the planning process the
1893 commander applies two principle inputs—the METL and training assessment (which is addressed later in
1894 this chapter). Training assessments provide direction and focus to the planning process by identifying
1895 training tasks that are new, where performance needs improvement, or where performance needs to be
1896 sustained. Training assessments provide commanders with a start point for describing the training strategy.
1897 The training assessment compares the organization’s current level of training proficiency with the desired
1898 level of proficiency based on Army standards. This results in training requirements that are necessary to
1899 achieve and sustain METL task proficiency. The commander, assisted by key leaders, develops a training
1900 strategy to perform each training requirement.

1901 TRAINING OBJECTIVES

1902 4-61. After mission-essential tasks are selected, commanders identify supporting training objectives for
1903 each task. The resulting training objective consists of three parts:

- 1904 ● **Task.** A clearly defined and measurable activity accomplished by individuals and organizations
- 1905 ● **Condition(s).** The variables of the OE that produce the specific situation in which an
1906 organization is expected to conduct operations
- 1907 ● **Standard.** The task standard is the quantitative or qualitative measure and criterion for
1908 specifying the levels of performance of a task. A measure provides the basis for describing
1909 varying levels of task performance. A criterion is the minimum acceptable level of performance
1910 associated with a particular measure of task performance For example, the measure when
1911 donning a protective mask is time, and the criterion is a certain number of seconds.

1912 4-62. The conditions and standards for the majority of a unit’s collective training tasks are identified in
1913 applicable training and evaluation outlines. The following documents can assist commanders and staffs in
1914 developing collective and individual training objectives:

- 1915 ● Combined Arms Training Strategies.
- 1916 ● Soldier training publications.
- 1917 ● DA Pamphlet 350-38, *Standards in Training Commission*.
- 1918 ● Deployment or mobilization plans.
- 1919 ● *The Army Universal Task List*.
- 1920 ● *The Universal Joint Task List*.

1921 TRAINING STRATEGY

1922 4-63. Commanders use the training strategy to describe the ends, ways, and means to achieve and sustain
1923 training proficiency on METL tasks. The training strategy is based on the commander’s assessment and
1924 detailed discussions with his higher commander. An organization’s training strategy includes tasks to be
1925 trained, training objectives, the order in which the tasks are trained given limited time and other resources,
1926 the conditions under which the tasks will be trained, and the resources required to execute the training

1927 strategy. The Army's combined arms training strategies provide a doctrinal template for training that can
 1928 be adapted to the unit's requirements based on the commander's assessment.

1929 **COMBINED ARMS TRAINING STRATEGIES**

1930 4-64. The CATS provide commanders with task-based, event-driven, training strategies. They state the
 1931 purpose, outcome, execution guidance and resource requirements for training events that can be modified
 1932 to meet unit training objectives. CATS are a descriptive training management tool for commanders,
 1933 leaders, and unit trainers. CATS establish organization, Soldier, and leader training requirements. These
 1934 strategies describe how the Army can train and sustain Army standards in the institution, in units, and
 1935 through self-development. CATS also identify and quantify training resources required to execute short-
 1936 range and long-range individual and collective training. Three types of CATS exist:

- 1937 ● Institutional.
- 1938 ● Operational (unit and functional).
- 1939 ● Self-development.

1940 4-65. Institutional CATS are prescriptive. They identify the specific individual tasks for each MOS,
 1941 alternate skill identifier, and special skill identifier and are incorporated into task-based programs of
 1942 instruction. Each strategy consists of tasks to be trained, how each task is to be trained, and the type
 1943 event(s) used to create conditions for training tasks and the individual products and materials to include
 1944 training aids, devices, simulators, and simulations (TADSS) and training support packages.

1945 4-66. Operational CATS are descriptive, allowing a commander to modify them based on the training
 1946 requirements of the unit. Unit CMETL is published in the operational CATS. The requirement to train on
 1947 CMETL, until notified otherwise, is prescriptive. There are two types of operational CATS, those that are
 1948 unique to a type organization (unit CATS) or those that address a specific functional capability (functional
 1949 CATS) common to multiple units. Unit CATS are based on the core capabilities described in a unit's TOE.
 1950 Functional CATS are based on standard capabilities performed by most Army units such as command and
 1951 control, protection, and deployment. Regardless of type, each strategy consists of tasks to be trained, the
 1952 training audience, the frequency at which they are trained, the type event used to create conditions for
 1953 training tasks, and alternatives ways of training tasks. The strategies identify and group the supporting
 1954 collective tasks for each mission-essential task the unit must be capable of performing to accomplish the
 1955 mission or provide its unique capability. Each group of collective tasks includes guidance for training the
 1956 task group, resource requirements, and training support requirements for each proposed training event.
 1957 CATS training events are iterative to compensate for personnel turbulence, turnover, and skill atrophy.
 1958 Each event offers a crawl-walk-run approach. The strategies identify training gates and suggest ways to
 1959 conserve resources by using multiechelon training opportunities. These strategies suitably and efficiently
 1960 achieve training proficiency by using live, virtual, and constructive environments and gaming for training.
 1961 Ideally, operational CATS are available to commanders on an automated training management system,
 1962 currently the DTMS, to allow them more time to focus on oversight of training.

1963 4-67. Self-development CATS are prescriptive and descriptive, consisting of directed and self-motivated
 1964 components. They enable Soldiers and Army civilians to supplement their professional growth
 1965 continuously during institutional and operational assignments. The self-development training strategy is a
 1966 structured program of individual training created for each enlisted and warrant officer specialty, officer
 1967 area of concentration), or civilian career field. Self-development CATS allow individuals to acquire and
 1968 sustain the skills, knowledge, competencies, and experience needed to successfully perform the duty
 1969 position requirements of current and future assignments. These CATS involve participation by the
 1970 Soldier's or civilian's commander or supervisor to identify developmental goals, monitor progress via the
 1971 Army's automated training management system, and counsel the individual on performance. Self-
 1972 development CATS activities include, for example, self-study, reading programs, advanced civil schooling,
 1973 and community involvement that support the individual's development goals.

1974 **TRAINING EVENTS**

1975 4-68. Commanders link training strategies to executable training plans by designing and scheduling
1976 training events. During long-range planning, commanders and their staffs broadly assess the number, type,
1977 and duration of training events required to complete METL training. The event itself is only a tool to meet
1978 and sustain the METL. In the subsequent development of short-range training plans, senior commanders
1979 define training events in terms of METL-based training objectives, scenarios, resources, and coordinating
1980 instructions. Through training events, commanders—

- 1981 ● Develop mission-related scenarios.
- 1982 ● Focus the entire organization on one or more METL tasks or task groups.
- 1983 ● Integrate all warfighting functions into coordinated combined arms training.
- 1984 ● Focus their attention on supporting collective tasks and subordinate unit METLs.

1985 4-69. Training events are common building blocks that support an integrated set of training requirements
1986 that relate to METL. Included in long-range training plans, training events form the framework for
1987 resource allocation and provide early planning guidance to subordinate commanders and staffs.

1988 4-70. Training events must be well coordinated and mission-focused. A training event requires training
1989 areas and facilities. It should incorporate an appropriate OE. As appropriate, in the run and even in the
1990 walk phase, training events should provide ambiguity and uncertainty, with unexpected events and rapidly
1991 changing conditions. Training should include events that require leaders and units to make quick
1992 transitions and operate at different points along the spectrum of conflict—but within the limits of the
1993 CMETL or DMETL, as appropriate. Some events may require opposing forces (OPFORs), observer-
1994 controllers and trainers, and role players. Training events may need some Training Support System (TSS)
1995 products and services, such as instrumentation and TADSS. Finally, all training events should be evaluated
1996 for their value to readiness.

1997 4-71. As much as possible, commanders and leaders at all echelons should integrate the appropriate OE
1998 and level of combined arms; unified action capabilities; and special operations forces capabilities into
1999 training events. A combination of live, virtual, and constructive training environments and gaming can
2000 simulate/stimulate the training environment to approximate an actual OE in a joint context for mission
2001 rehearsals and training. By complementing the live environment with virtual and constructive training
2002 environments, the commander will be able to increase the effective size of the training area and increase
2003 the realism of the training environment. CATS can assist commanders in developing training events. Some
2004 typical training events include: joint training exercises, situational training exercises, live-fire exercises,
2005 and CTC exercises. For a complete listing, see CATS and FM 7-1.

2006 4-72. Large-scale, multiechelon training events should be centrally planned, so that senior commanders
2007 can exercise and integrate all warfighting functions in their unit; for example, BCTs integrate warfighting
2008 functions while their battalions exercise their core competencies. Although events are centrally planned,
2009 development of the training objectives and the scenarios should be a collaborative process between the
2010 levels to be trained to ensure all units meet their training objectives, that training is focused on the right
2011 echelons, and that training overhead is minimized.

2012 4-73. Externally supported evaluation events allow the units being trained to focus on training execution.
2013 Higher headquarters support usually includes scenarios derived from the unit's METL and commander-
2014 derived training objectives, an OPFOR, observer-controllers and trainers, role players, and evaluation
2015 support. The Army's maneuver combat training centers and the Battle Command Training Program
2016 (BCTP) are an example of externally supported training opportunities that provide combined arms,
2017 mission-focused training. Maneuver combat training centers and BCTP provide training events, based on
2018 each participating unit's training objectives that are performed under realistic and stressful conditions.

2019 4-74. Sequential training programs successively train each echelon from lower to higher to achieve
2020 successive levels of proficiency; however, limited resources such as time often prevent the use of
2021 sequential training programs. Each training event therefore, must be structured taking full advantage of
2022 multiechelon and concurrent training.

2023 4-75. Concurrent training occurs within a single echelon; for example, within a squad. It complements the
2024 execution of primary training objectives by allowing leaders to make the most efficient use of available
2025 time. For example, while Soldiers are waiting their turn on the firing line at a range, their leaders can train
2026 them on a variety of subjects. Concurrent training can occur during multiechelon training.

2027 **TRAINING RESOURCES**

2028 4-76. Commanders use their assessments of METL and critical collective subtasks to prioritize resources
2029 for training requirements. If possible, commanders confirm resources before publishing training plans.
2030 Otherwise, during long-range and short-range planning, limited resources may require deleting low-priority
2031 training requirements, substituting less-costly training alternatives, substituting resources to execute METL
2032 training not resourced.

2033 4-77. A METL-based events approach to resource planning is used to allocate time, facilities, ammunition,
2034 funds, fuel, and other resources. Not all tasks may require equal training time or resources. Commanders
2035 allocate training resources to sustain the unit METL proficiency based on their assessments of past
2036 performance and proficiency in performing mission-essential tasks.

2037 4-78. The Army relies on a creative mix of live, virtual and constructive training environments and gaming
2038 solutions to provide realistic training. Units perform, for example, field training exercises (FTXs), live fire
2039 exercises (LFXs), situational training exercises (STXs), deployment exercises, and battle drills under
2040 conditions that replicate an actual OE as closely as possible. This is especially true at the battalion level
2041 and below. Virtual and constructive training environments and gaming solutions are used to supplement,
2042 enhance, and complement live training to sustain organizational proficiency. They can help raise the entry
2043 level of proficiency for live training, reduce time to prepare training and provide a variety of training
2044 environments, allowing multiple scenarios to be replicated under different conditions. Based on training
2045 objectives and resources available—such as time, ammunition, simulations, range availability—
2046 commanders determine the right mix and frequency of live, virtual, and constructive training to ensure
2047 organizations use allocated resources efficiently.

2048 4-79. Because of resource limitations, the organization may be required to perform fewer FTXs and LFXs
2049 (which require higher densities of equipment and higher resource expenditures), substituting a mix of live-
2050 virtual-constructive simulation exercises to stay within resource constraints and maintain training
2051 proficiency. Commanders determine how these substitutions will affect attaining desired levels of training
2052 proficiency. They then provide this information to the next higher commander who will either provide
2053 additional resources or approve the constrained resource plan.

2054 4-80. By assessing the fiscal resource projections of subordinate units, commanders at higher echelons can
2055 estimate resource requirements to support their training strategies. Similar analyses are completed to
2056 estimate ammunition, facilities, and other resource requirements. Upon completion of trade-off analyses,
2057 commanders include the resulting events and associated resources in the long-range training plan. Unit
2058 commanders must work closely with installation and garrison commanders concerning training resource
2059 requirements, since Installation Management Command manages all ranges, training areas and TADSS.

2060 **Live-Virtual-Constructive Training**

2061 4-81. Live-virtual-constructive (L-V-C) training is a broad taxonomy that covers the degree to which a
2062 training event uses simulations. Virtual and constructive training raises the entry-level skills of Soldiers
2063 entering live training. Gaming complements and enhances LVC training.

- 2064 ● **Live** – training executed in field conditions using tactical equipment enhanced by training aids,
2065 devices, simulators, and simulations, and tactical engagement simulation to simulate combat
2066 conditions—real people operating real systems.
- 2067 ● **Virtual** – human-in-the-loop training executed using computer-generated areas of operation to
2068 exercise motor control such as using the same skills needed to operate actual equipment—for
2069 example, aircraft controls), decisionmaking and communication skills—real people operating
2070 simulated systems.

- 2071 ● **Constructive** – the use of computer models and simulations to exercise the command and staff
2072 functions of units from platoon through echelons above corps—simulated people operating
2073 simulated systems.
- 2074 ● **Gaming** – The military uses commercial- and government-off-the-shelf technologies to create
2075 gaming capabilities that can help train and educate at the individual, collective, and multi-
2076 echelon levels. Games are categorized according to their use. For example, a first-person shooter
2077 game (FPS) is an action video game that involves an avatar, one or more ranged weapons, and a
2078 varying number of enemies. FPS games can enhance such skills as individual and small unit
2079 tactics, battle drills, mission planning and rehearsal, troop leading procedures, battlefield
2080 visualization, and team building. A real-time strategy game—another category or genre—is
2081 played continuously and without turns—players act simultaneously. Employed in a realistic,
2082 semi-immersive environment, gaming can simulate operations and capabilities in a stand-alone
2083 mode or it can enable the live, virtual, and constructive training environments.

2084 4-82. L V and C training environments enhance an organization’s ability to train effectively and
2085 efficiently. The mix of L V and C training environments gives commanders the ability to simulate the
2086 participation of large units, scarce resources or high cost equipment in training events, and it allows
2087 commanders the ability to reduce the resources required (to include maneuver space) to conduct training.
2088 These environments, when properly used, make it possible for commanders to be located in a tactical
2089 operations center or in a combat vehicle to receive command and control input and other information from
2090 higher headquarters, adjacent units, and subordinates without those units actually being present or
2091 participating in the training event. The goal of the L-V-C training environment is to make the training
2092 event as realistic as possible for the participants. Commanders use a mix of live, virtual, and constructive
2093 environments to increase efficiency and achieve and sustain organization and staff proficiency on selected
2094 METL tasks and supporting organization tasks.

2095 4-83. Battalion-sized and smaller units attain and sustain proficiency and develop warrior skills primarily
2096 using live training. Additionally, they use simulation and gaming capabilities to improve decisionmaking
2097 skills, practice staff drills, refine standing operating procedures, rehearse, and wargame plans, increase
2098 situational awareness, and develop leaders. Brigade-sized and larger units rely more on constructive
2099 training events to attain and sustain their proficiency. In general, commanders at battalion level and lower
2100 plan and execute standards-based training events in virtual and constructive simulations to—

- 2101 ● Prepare for a higher entry-level capability for live, “in the dirt” training.
- 2102 ● Rehearse selected unit collective tasks, and squad, team, and crew drills.
- 2103 ● Retrain on selected organizational tasks; supporting squad, team, and crew critical tasks; and
2104 leader and individual Soldier tasks evaluated as either “P” (needs practice) or “U” (untrained).
- 2105 ● Virtually expand the training area of operations without actually expanding the physical training
2106 area.
- 2107 ● Perform tasks repetitively under varying conditions to develop intuition on how to execute tasks.
- 2108 ● Exercise all warfighting functions.
- 2109 ● Increase training realism.
- 2110 ● Allow geographically dispersed units to train as a team.

2111 4-84. Virtual and constructive training should be maximized during the reset/train portion of the
2112 ARFORGEN process when units do not have all of their equipment available to conduct live training.
2113 Units in reset/train should leverage every opportunity to sustain their digital individual and collective battle
2114 command proficiency by using the installation’s battle command training capability or battle simulation
2115 center to conduct digital, simulation-driven C2 exercises. Simulation-driven, repetitive exercises can, over
2116 time, help contribute to leader proficiency in the art, as well as the science, of battle command.

2117 Training Support System

2118 4-85. Commanders coordinate training plans with the various resource processes that support training. The
2119 Army’s Training Support System (TSS) provides the resources required to support Army’s training
2120 strategies. TSS includes training system:

Army Training Management
(Publication Draft V2—NOT FOR IMPLEMENTATION)

- 2121 ● Products—instrumentation and training aids, devices, simulations and simulators (TADSS).
- 2122 ● Services—training support operations and manpower.
- 2123 ● Facilities—ranges, simulation centers, and training support centers.

2124 These products, services, and facilities help create the conditions necessary for leaders to portray the
 2125 operational environment realistically. They enable such training strategies as Combined Arms Training
 2126 Strategies (CATS) and weapons training strategies, as well as school programs of instruction by providing
 2127 the tools to execute Soldier, leader, staff, and collective training to standard at any location.

2128 4-86. The Army will continue to adapt installation TSS capabilities to enable CMETL and DMETL
 2129 training. Range modernization supports new weapons systems, integrates battle command systems, and
 2130 allows units to conduct training using a variety of scenarios. Military operations in urban terrain (MOUT)
 2131 and combined arm collective training facilities (CACTF) support urban operations training objectives.
 2132 Battle command training centers (formerly battle simulation centers) support battle command system
 2133 operator and leader training, staff section training, command post exercises, and mission rehearsal
 2134 exercises. As gaming tools are developed, they will provide commanders with additional means to train full
 2135 spectrum tasks in any operational theme. Live, virtual and constructive training enablers can facilitate
 2136 multiechelon training, and expand the training area virtually without expanding the physical space. An
 2137 LVC Integrated Training Environment (LVC ITE) at selected locations enables commanders to complete
 2138 required training more efficiently within the ARFORGEN construct. The TSS also provides the operations
 2139 staff for ranges, battle command training capabilities, training support centers, and training area
 2140 management, so leaders can focus on training.

2141 **TIME MANAGEMENT**

2142 4-87. The purpose of time management is to ensure commanders have predictability when developing their
 2143 training plans. Time management cycles help commanders meet and sustain technical and tactical
 2144 competence, maintain training proficiency, and support the installation. Time management periods are
 2145 depicted on long-range planning calendars. Time management systems identify, focus, and protect training
 2146 periods and resources that support the training so subordinate units can concentrate on mission-essential
 2147 training. The Army has used cycles—such as red-green-amber and training-mission-support—to manage
 2148 time requirements and resources. Typically, cycles last anywhere from four to eight weeks. Specific cycles
 2149 and lengths of cycles vary between installations according to the local situation and requirements such as
 2150 Army force generation cycles, unit deployment dates, and installation size and type. No one solution for
 2151 time management exists since so many variables affect each time management system employed. A system
 2152 that works at one installation may not work at another. Different circumstances require different solutions
 2153 for managing training time and prioritizing resources. Therefore, installation commanders will establish
 2154 priorities based on the ARFORGEN force pool cycles in concert with operational commanders to develop
 2155 the system that best suits the installation.

2156 4-88. Allocation of available training time is a significant resource consideration in Reserve Component
 2157 planning for training. Limited training time requires RC commanders to prioritize training requirements
 2158 carefully. Assigning RC units specific missions enables them to tailor their training to the anticipated
 2159 operational mission as opposed to training on a broad spectrum of tasks for a nonspecific mission.

2160 **TRAINING BRIEFING**

2161 4-89. Training briefings are a two-step process; first a dialogue and then a formal training briefing. The
 2162 importance of this two-step collaboration process cannot be overstated. Prior to the training briefing, a unit
 2163 commander and the next higher commander conduct a dialogue. The focus is on either CMETL or DMETL
 2164 training. The purpose of the dialogue is to determine the specific METL task groups and supporting
 2165 collective tasks to be trained. Such dialogue helps commanders agree on the commander's assessment of
 2166 the METL in light of the operational theme (for CMETL) or the OE (for DMETL); the conditions under
 2167 which the units will train; key challenges to readiness; any nonstandard or unavailable resources required
 2168 to replicate those conditions; and the risks involved with where they are focusing training. In the case of
 2169 CMETL-focused training, the dialogue helps to determine how long it will take to achieve CMETL
 2170 proficiency before the unit begins training on its DMETL. The value-added of the dialogue is that it saves

2171 both commanders time and ensures that the training unit's plan is synchronized with not only the
2172 immediate commander's vision but also Department of the Army's focus. The second step, the training
2173 briefing, results in an approved training plan and a resource contract between commanders. The timings of
2174 the dialogue and briefing are at the discretion of the higher commander, but they should be held early
2175 enough to ensure that training resources can be locked in for the training unit.

2176 4-90. The training briefing will focus on how the unit commander will achieve proficiency in the
2177 collective tasks that support the unit's CMETL and DMETL and the required resources. While each unit's
2178 CMETL will usually remain constant, the training conditions and the specific supporting collective tasks to
2179 be trained will be based on the operational theme. Those training conditions and the unit's experience with
2180 the METL tasks will drive the priority of effort devoted to the task groups and supporting collective and
2181 individual tasks. For example, if the training and leader development guidance indicates that unit should
2182 train CMETL under the conditions inherent in irregular warfare, the commander may decide to focus more
2183 on collective tasks that support the CMETL task of "conduct stability operations" than those that support
2184 offensive or defensive operations. After a unit receives a directed mission, the two commanders will
2185 determine the unit's DMETL and when the unit will stop training on its CMETL. The two commanders
2186 will repeat the above process to develop an approved training plan and resource contract to achieve
2187 DMETL proficiency.

2188 4-91. Training briefings produce "contracts," verbal or otherwise, among the senior commander,
2189 supporting commanders, and each subordinate commander. The "contract" is an agreement on tasks to be
2190 trained, training conditions, resources required to create those conditions, risks associated with where the
2191 commanders are focusing training, and (in the case of the CMETL training briefing) when the unit will
2192 transition from CMETL training to DMETL training. The senior commander agrees to the negotiated
2193 training plan; and agrees to provide resources, including time, and to minimize subordinate unit exposure
2194 to unscheduled taskings. The subordinate commander agrees to execute the approved training plan and
2195 conduct training to standard. This shared responsibility helps maintain priorities, achieve unity of effort,
2196 and synchronize actions to achieve quality training and efficient resourcing.

2197 4-92. As discussed in paragraph 4-25, commanders can use the battle command model to facilitate the
2198 dialogue. *Understanding* the PMESII-PT factors in the OE is absolutely essential to making decisions
2199 about the tasks to train, the conditions to replicate, and the prudent risks to take. Visualizing where the unit
2200 needs to be with respect to training proficiency and readiness can help focus the unit. Describing training
2201 plan, including the time required, training areas and facilities, ranges, and other resources, based on the
2202 visualization, can help clarify the unit's requirements for the training briefing. Finally, based on the
2203 "contract," the commander directs the contract directs the responsibilities of each commander.

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Example – Commanders' Dialogue (CMETL)

The 3rd Brigade Combat Team (BCT), Heavy of the 52d Division is preparing to redeploy to home station after a year of conducting irregular warfare operations in support of a counterinsurgency operation. The brigade commander, COL Smith, is planning his core METL (CMETL) training at home station for when his unit will be resetting equipment and personnel—and before he receives orders for any future operational mission.

To gain approval of his training plan, COL Smith and the division staff scheduled a training briefing to the commanding general. Before the training briefing can occur, however, COL Smith sets up a one-on-one video teleconference dialogue from the theater with the division commander to ensure the training plan is on track.

The purpose of the dialogue between the commanders is:

- For COL Smith to lay out his assessment of the unit's CMETL T-P-U training ratings.
- To gain the commanding general's concurrence on the brigade combat team (BCT) commander's focus for training—such as those CMETL task groups or supporting collective tasks on which the BCT will train to a T.

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- To agree on the tasks groups or supporting collective tasks the BCT will *not* train at all (and why), and those they will not train to a T—and the associated risks.
- To identify reset issues, such as when unit equipment will be available for training.
- To identify the resources the BCT needs to replicate the operational theme in training events—especially those resources which are not available through the installation Training Support System or funded through unit operating tempo.
- To agree on when the COL Smith expects to reach CMETL training objectives.
- To agree on the means COL Smith will use to assess CMETL readiness.

The dialogue allows the commander to prioritize the BCT's training efforts to achieve ARFORGEN readiness requirements, given equipment, personnel, and time constraints.

In preparation for the dialogue, COL Smith reviewed the commanding general's training and leader development guidance. The guidance will provide the operational theme—and its inherent conditions—under which the unit will train. The theme will describe the operating conditions that the units should replicate—the typical threats, physical environments, and PMESII-PT operational variables to be found in that operational theme at a point midway between general war and insurgency on the spectrum of conflict. Prior to beginning the dialogue, COL Smith accessed the Digital Training Management System to review the task groups and supporting collective tasks for each of the core METL tasks. He then conducted, in coordination with his subordinate leaders, his assessment of the BCT's CMETL tasks.

The commanders began the discussion by talking about any challenges the BCT will have. They agreed on the fact that the majority of the unit's leadership will change during reset—and the resultant impacts. They also agreed on the BCT's CMETL assessment—an assessment based primarily on the unit's recent deployment. COL Smith rated his CMETL, given the operational theme conditions, as follows:

- Conduct Offensive Operations: P
- Conduct Defensive Operations: P
- Conduct Security Operations: P
- Conduct Stability Operations: T
- Conduct Information Engagement T
- Conduct Command and Control: T
- Protect the Force: T
- Provide Sustainment: P

The assessment provides a common frame of reference and helps the commanding general understand the BCT commander's requests for support. COL Smith's position is that even though the 3rd BCT's full spectrum operations were very successful at the company and below level; the irregular warfare theme requires BCT-level capabilities. Information engagement skills had matured significantly during the current operation. He is very confident that planning and execution of C2, protection, and stability operations can be raised to the BCT level with little additional training. However, BCT- and battalion-level offensive, security, and sustainment operations have not been trained or evaluated in over a year. Further, the BCT and battalions have not trained on defensive operations for over a year and a half; but the companies have planned and executed both offensive and defensive operations during the deployment. His assessments led COL Smith to recommend to the commanding general that he focus his time and resources to training on collective

2268 tasks that support the CMETL tasks of “conduct security operations,” “provide
2269 sustainment,” and “conduct offensive operations.” He is confident that he can sustain
2270 a T in “conduct C2” through one or two BCT-level CPXs, can allow “conduct stability
2271 operations” to become a P (since he can improve it to a T very quickly based on
2272 recent operations), and should maintain “conduct defensive operations” at P-level,
2273 since the operational theme does not indicate the likelihood of near-peer offensive
2274 capabilities. Given his plan, the obvious risk is that the BCT and its subordinate
2275 organizations will be unprepared to face an enemy with significant offensive
2276 capabilities. The commanding general agreed with COL Smith’s assessments and
2277 logic, and concurred that the risk to defensive operations was low; however, he told
2278 the commander his unit needed to be able to conduct a mobile defense at least at
2279 the P level.

2280 Both commanders agreed that the BCT cannot train on all eight METL tasks and a
2281 total of 21 subordinate task groups, let alone the many supporting collective tasks
2282 associated with each task group within the time envisioned for the 3rd BCT. Given
2283 those lists of tasks and the irregular warfare theme, the commanders used the battle
2284 command model of understand, visualize, and decide, as well as their extensive
2285 experience, to determine which task groups and supporting collective tasks were
2286 most critical to METL readiness, which ones needed training, and which did not—
2287 because they were already trained, were easy to train quickly, or were a low risk.

2288 After some give and take between the two commanders, they concluded that the
2289 priority of training effort will be to the following BCT CMETL task groups in the order
2290 shown.

- 2291 • Conduct an attack.
- 2292 • Conduct a movement to contact.
- 2293 • Conduct a guard mission.
- 2294 • Conduct logistical support.
- 2295 • Conduct a mobile defense.

2296 The commander also identified several prioritized supporting collective tasks for each
2297 task group. He reminded COL Smith that while METL tasks are not prioritized, task
2298 groups and supporting collective tasks must be prioritized since some METL tasks
2299 will take more effort and resources than others would.

2300 COL Smith then highlighted his significant reset issues. These included the need to
2301 provide equipment for training as soon as possible after redeployment; the need to fill
2302 certain key MOSs early in the reset period; the rumored shortage of allocations to
2303 send Soldiers to such schools as sniper, master gunner, and joint fires observer; the
2304 usual over scheduling of the virtual and constructive simulations; when and how new
2305 equipment training would occur; and the need to have mobile training teams support
2306 collective training on digital command and control systems as soon as possible after
2307 digital C2 new equipment training ends. The commanding general tasked his staff to
2308 come back with answers in sufficient time to influence the commander’s training
2309 briefing.

2310 The commanding general had addressed in his division’s training and leader
2311 development guidance how the installation could best replicate the operational
2312 theme’s conditions during training. For example, the commanding general expects
2313 units to be prepared to face an active insurgency in urban areas, deal with an
2314 unfriendly population that has the ability to support and generate organized
2315 guerilla/insurgent activity during stability operations, operate in an austere
2316 environment with few essential services to support the population, coordinate with
2317 interagency and nongovernmental organizations, and face organized palace guard or
2318 company-to-battalion-sized mechanized forces. The commanding general expects
2319 these conditions to be replicated during collective training and said that the 2d BCT

2320 from the 52d can provide role players, observers, and serve as the opposing force at
2321 the battalion level. He also suggested that the BCT maximize the use of the
2322 simulation center to exercise large-scale staff planning and execution rather than use
2323 troops as training aids during FTXs.

2324 During the dialogue, COL Smith identified resources not available at home station
2325 but needed to train his BCT. These include a military operation in urban terrain; site
2326 located at another post and the close combat tactical trainer suite, since his
2327 installation's suite was under renovation. After so many months in counterinsurgency
2328 operations with his artillery battalion operating as a light infantry battalion, the BCT
2329 commander asked to exceed the Standards and Training Commission allowance for
2330 155mm rounds, but the commanding general said he would make that call after the
2331 commander laid out his training plan and justified the need in the training briefing.
2332 COL Smith also recognized that after so many months of focusing on
2333 counterinsurgency, he would need some help from the fires brigade commander to
2334 help train his field artillery battalion on offensive and defensive fire support tasks; his
2335 division commander concurred and said he would forward the request.

2336 Finally, the leaders acknowledged that, if the time allotted for training is cut short,
2337 COL Smith's BCT may not be able to train all the supporting collective tasks to the
2338 rating he and the commanding general agreed upon. This may result in training
2339 "conduct offensive operations" to only a "P" rating, thus diminishing the offensive
2340 capabilities of the BCT.

2341 Given tasks, training conditions required for task proficiency, likely risks, and
2342 ARFORGEN requirements, COL Smith then explains his estimate of the level of
2343 proficiency he expects to achieve on each CMETL task before transitioning to the
2344 ready phase. The commanding general recommends that if time is cut short because
2345 of a contingency mission, COL Smith will ensure he has at least trained his platoons
2346 and companies to a "T" on their supporting collective tasks, while the battalion and
2347 brigade staffs should be trained to at least a "P" on their CMETL tasks. To help
2348 provide a sound assessment, they agree that a home station, externally evaluated
2349 BCT-level CPX to assess the staff, followed by a home station BCT external
2350 evaluation will help COL Smith assess his unit's CMETL readiness to transition to
2351 DMETL-focused training.

2352 Now t the two commanders have clarified the following:

- 2353 • The commander's CMETL assessment.
- 2354 • Tasks to train/not train, based on unit experience and commander's CMETL
2355 assessment.
- 2356 • Replication of training conditions.
- 2357 • Estimates of resources and subject matter experts required.
- 2358 • Reset and regeneration issues.
- 2359 • Timelines to achieve CMETL readiness objectives.
- 2360 • Associated risks to readiness and their potential implications.
- 2361 • Means for measuring CMETL readiness.

2362 The next step is to develop the training plan to achieve the CMETL proficiency
2363 agreed to by the two commanders. Once the plan is complete, COL Smith briefs the
2364 commanding general and his staff to obtain the commanding general's approval and
2365 finalize the contract between the two commanders; the CG will provide the required
2366 resources and protect the BCT commander's training time, and the BCT commander
2367 will execute the approved training plan.

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COL Smith knows that after he eventually receives a directed mission, he will develop a DMETL training plan, using a process similar to the one described above. The major differences will be that he must develop and gain approval of the BCT's DMETL, determine when the BCT's training will switch from a CMETL- to a DMETL-focus, and determine how to replicate the conditions that will be found in theater.

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4-93. Commanders receive the training briefing from all assigned or attached brigades for which they have responsibility, and their subordinate battalions. The brigade commander and CSM personally present the overview of the brigade training plan; battalion commanders and CSMs present briefings of their training plans. All habitually associated commanders participate in preparing and presenting the briefing. Brigades should conduct a similar process internally with their battalions and separate company-level units.

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4-94. Training briefings should include the appropriate installation management command representatives. Coordination between commanders and the installation representatives is required to ensure the allocation of resources to support training plans for all units on an installation.

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4-95. The training briefing is a highlight of the leader development program of senior commanders. Commanders have an opportunity to coach and teach subordinates their philosophies and strategies for training and executing full spectrum operations, including doctrine, force integration, and leader development. It enables subordinate commanders and senior NCOs to better understand how their mission-essential training relates to the mission-focused training programs of their senior commanders and peers.

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4-96. The senior commander specifies the format and content of the training briefing. However, the briefing guidance should be flexible enough to provide subordinate commanders and CSMs the latitude to highlight their initiatives and priorities. The CSM normally provides an analysis of the unit's individual training proficiency and discusses the unit's planned individual training and education.

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4-97. Units should not discuss readiness issues not directly related to training. Statistical, logistic, manning, or other management data are more appropriate to other readiness review forums and distract from the overall focus of the training briefing.

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TRAINING PLANS

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4-98. A training plan uses training and leader development guidance to translate the unit's training strategy into a usable plan that connects training requirements and events, including frequencies and duration of each event, with resources. Required resources and events drive planning considerations.

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4-99. Properly developed training plans will—

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- **Maintain a consistent mission-focus.** Each headquarters in the unit involves its subordinate headquarters when developing training plans. Based on the higher headquarters' plans, subordinate commanders prepare plans that have a consistent mission-focus.
- **Be coordinated with habitually task-organized supporting organizations.** Commanders of brigade combat teams and battalion task forces plan for coordinated combined arms training of their task forces. Commanders of other units deploying with BCTs must actively participate in this process and develop complementary training plans. Commanders require integrated training plans and monitor coordination efforts during planning.
- **Focus on the correct time horizon.** Long-range training plans in the Regular Army extend out at least one year or can cover an entire Army force generation cycle. The RC long-range plans consider a minimum of two years or an entire ARFORGEN cycle. Short-range training plans in the Regular Army normally focus on an upcoming quarter or as dictated by a particular force generation cycle. RC short-range training plans typically use a one-year planning horizon. Near-term planning for the Regular Army starts six to eight weeks before the execution of training while the RC planning starts approximately four months prior. Time frames are flexible and determined between appropriate commanders.
- **Focus on organization building blocks that include—**

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- **Individual and small-unit skills.** The individual Soldier is the heart of any organization's ability to complete its mission. The ability to perform individual or leader skills to standard is initiated in the institutional training base, but it is honed and maintained by effective, periodic repetition of tasks in the operational army. Well-trained Soldiers—grounded in such basics as physical fitness, first aid skills, marksmanship, and small-unit drills—are essential to success at the collective level. Priority for collective training proficiency should go to small units—crews, teams, squads, sections, platoons—over training at company and above levels. Take care of the small-unit proficiency first as it provides the foundation for large-unit readiness.
 - **Leader development.** Leaders spend much of their available training time supervising the training of subordinates. However, they must also develop as leaders. Leaders learn on the job during collective training, but commanders must also provide leader development opportunities and challenges for subordinate leaders during training.
 - **Battle rosters.** Battle rosters are maintained at battalion level and below to track key crew training information on selected mission-essential systems such as tanks, howitzers, automated command and control system, and forklifts. Commanders oversee systems that track pertinent training data such as crew stability, manning levels, and qualification status. Battle rosters designate qualified back-up operators or crewmembers assigned to other positions in the unit. During the execution of training, crewmembers on the battle roster train with their assigned crews.
 - **Staff training.** A staff is a weapon system that must be trained as regularly as any other weapon system. Staffs and commanders must train together as a team—ideally in the L-V-C training environment—to help the staff understand how the commander operates and thinks. Staff training objectives are derived from the collective tasks that support the unit METL. Staffs must balance routine garrison duties with operational training. Only through frequent, challenging training on digital command and control systems can commanders and their staffs become proficient in the intuitive art of battle command. The staff must be able to operate as a collective team to provide the commander with the relevant information needed to make timely, correct decisions.
 - **Focus on the unit's METL and supporting tasks.** Training plans must focus on raising or sustaining the proficiency of mission-essential tasks to the Army standard.
 - **Incorporate risk management into all training plans.** Commanders must train their units to tough standards under the most realistic conditions possible. Application of composite risk management should not detract from this training goal; rather, it should enhance execution of highly effective, realistic training. Composite risk management is identifying, assessing, and controlling risks arising from operational factors and making decisions that balance risk costs with mission training benefits. Leaders and individuals at all echelons use composite risk management to conserve combat power and resources. Leaders and staffs continuously identify hazards, assess risks, and then develop and coordinate control measures to mitigate or eliminate hazards. Composite risk management is continuous for each mission or training event and must be integral to military decisions, tied into each training plan, and a continuous part of preparation for training (see FM 5-19).
 - **Ensure organizational stability.** Unplanned or unanticipated changes disrupt training and frustrate subordinate leaders and individuals. Planning allows organizations to anticipate and incorporate change in a coordinated manner. Stability and predictability can result from locking in training plans. This stability is crucial to training RC units where a disruption or delay in training has a significant impact. For instance, a two-hour delay in the start of training during a weekend assembly represents a 12.5-percent loss in available training time. As much as possible, senior commanders must protect subordinate organizations from unnecessary change. Commanders decide the lock-in period for training plans. Nevertheless, change is a part of any OE; good organizations will adapt to changes that cannot be avoided.
 - **Make the most efficient use of resources.** Planning allocates limited time and other resources for training that contribute the most to achieving and sustaining operational proficiency levels.

- 2468 4-100. The three types of training plans are shown in table 4-1:
 2469 ● Long-range.
 2470 ● Short-range.
 2471 ● Near-term.

2472 **Table 4-1. Comparison of long-range, short-range, and near-term training plans**

<i>Long-Range</i>	<i>Short-Range</i>	<i>Near-Term</i>
Disseminate METL and supporting collectives tasks	Refine and expand upon appropriate portions of long-range plan	Refine and expand upon short-range plan by holding training meetings
Establish training objectives for each mission-essential task	Cross reference each training event with specific training objectives	Determine best sequence for training
Schedule projected major training events	Identify and allocate short lead-time resources such as local training facilities	Provide specific guidance for trainers
Identify long lead-time resources and allocate major resources such as major training area rotations	Coordinate short-range calendar with all support agencies	Allocate Training Support System products and services including training aids, devices, simulators, simulations, and similar resources to specific trainers
Identify available Training Support System products and services; identify new requirements	Publish short-range guidance and planning calendar	Publish detailed training schedules
Coordinate long-range calendars with all supporting agencies to eliminate training detractors	Provide input to unit training meeting	Provide basis for executing and evaluating training
Publish long-range guidance and planning calendar	Commander's assessment	
Provide basis for command operating budget		
Provide long-range training input to higher headquarters		
Commander's assessment		

2473 **Long-Range Planning**

2474 4-101. Senior commanders publish their training and leader development guidance in advance to provide
 2475 adequate planning time for their units, both during operations and in peacetime. Guidance from these
 2476 senior command echelons is critical to the development and integration of subordinate Regular Army and
 2477 RC long-range training plans. Therefore, long lead times, consistent with the ARFORGEN cycles, are the
 2478 norm. Each headquarters follows an established timeline so subordinates have time to prepare their plans.
 2479 Higher headquarters should allocate more time to subordinate unit planning than they allocate to their
 2480 planning.

2481 **Long-Range Training Guidance**

2482 4-102. Training and leader development guidance (TLDG) is published to document the unit's long-range
 2483 training plan and includes the commander's training assessment. Commanders down to company level can
 2484 develop TLDG. Commanders must ensure their guidance aligns with their higher commander's guidance.
 2485 The TLDG includes tasks to be trained, guidance for the conduct of major training events, resources for
 2486 training and guidance for leader development. Commanders must ensure that all his subordinate leaders are
 2487 prepared for the mission at hand and developed for their next duty position. Unit training and leader
 2488 development guidance is based on the Chief of Staff, Army's training and leader development guidance.

2489 4-103. Leaders must read and understand the TLDG. The TLDG assists subordinate commanders with
 2490 developing their own TLDGs. Subordinate commanders use the TLDG as a basis for discussion with
 2491 higher commanders to determine which mix of tasks they plan to train, how much time they intend to

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2492 spend on training tasks, and other resources they plan to use. Commanders use the TLDG as a ready
 2493 reference to perform training throughout the long-range planning period. Commanders define the planning
 2494 period covered by the TLDG. Commanders make this determination based on the mission and situation.
 2495 The planning period covered by TLDG could span the unit's entire ARFORGEN cycle or some portion of
 2496 the cycle. Commanders could also define the planning period to be a calendar year or more, again
 2497 depending on mission and situation. Both the generating and operating forces publish TLDGs, as
 2498 appropriate. Topics often addressed in the TLDG are—

- 2499 ● Commander's training philosophy.
- 2500 ● Commander's concept for training.
- 2501 ● METL and supporting collective tasks.
- 2502 ● Training conditions.
- 2503 ● Command priorities.
- 2504 ● Leader development program.
- 2505 ● Combined arms training.
- 2506 ● Unified action training, as applicable.
- 2507 ● Major training events and exercises.
- 2508 ● Organizational inspection program.
- 2509 ● Battle staff training.
- 2510 ● Individual training.
- 2511 ● Self-development training.
- 2512 ● Standardization.
- 2513 ● Training evaluation and feedback.
- 2514 ● New equipment training and other force integration considerations.
- 2515 ● Resource allocation.
- 2516 ● Training management cycles.
- 2517 ● Composite risk management.

2518 ***Long-Range Planning Calendar***

2519 4-104. Long-range training plans start the process of implementing the unit's training strategy. Long-
 2520 range plans identify the major training events for the unit along with the resources required to execute the
 2521 training events. The long-range plan normally covers a 12-month time for Regular Army units and three
 2522 years for RC units to give subordinate units sufficient time to prepare for the training. However,
 2523 commanders have the latitude to adjust the timeframe covered to meet their needs. Commanders publish
 2524 the long-range planning calendar with their TLDG. The calendar graphically depicts the schedule of events
 2525 described in the TLDG. Any known major training events or deployments scheduled beyond the planning
 2526 window appear on the long-range planning calendar. To provide extended planning guidance for RC units,
 2527 Regular Army and RC planners forecast major events that require RC participation for up to five years into
 2528 the future. They include major events such as annual training periods and overseas deployments for
 2529 training. Upon publication and approval by higher headquarters, long-range planning calendars are "locked
 2530 in" to provide planning stability to subordinate units. Only the approving commander can change a long-
 2531 range planning calendar. The senior commander agrees to allocate and protect the requisite resources,
 2532 including time, and subordinate commanders agree to conduct training to standard per the published
 2533 calendar.

2534 4-105. During long-range planning, commanders organize training time to support METL training and
 2535 mitigate training distracters. In addition to individual requirements such as leave and medical
 2536 appointments, units may have temporary duty details and other support functions at the installation level.
 2537 Failure to consider these requirements early in planning can disrupt planned mission-essential training.

2538 **Short-Range Planning**

2539 4-106. Short-range training plans refine the broad guidance on training events and other activities
 2540 contained in the long-range training guidance and long-range calendar. They detail how resources are
 2541 allocated to subordinate units and provide a common basis for preparing near-term training plans. When
 2542 designing short-range training events, planners allocate enough time to conduct the training to standard and
 2543 time for retraining, if necessary.

2544 **Short-Range Training Guidance**

2545 4-107. Each echelon has the option of publishing short-range training guidance. Short-range training
 2546 guidance enables the commander and key leaders to further prioritize and refine mission-essential training
 2547 guidance contained in the long-range TLDG. Commanders should publish the short-range training
 2548 guidance in enough time so that subordinate units have sufficient time to develop their own short-range
 2549 training plans. As depicted in table 4-2, the future planning horizon is the period in which the training
 2550 described in the short-range planning guidance occurs. This guidance should synchronize with the
 2551 ARFORGEN process and should be provided to subordinate commands and installations before training
 2552 starts. After receiving guidance from higher headquarters, subordinate units down to battalion level
 2553 sequentially can publish their short-range training guidance. The RC process is conceptually the same as
 2554 the Regular Army process except RC timelines are normally longer than that of the Regular Army. Often
 2555 RC unit commanders publish their short-range guidance as annual training guidance. (See table 4-3.)
 2556 Additionally, RC unit commanders must develop a plan for post-mobilization training. Commanders
 2557 should update this plan concurrently with the short-range training plan.

2558 **Table 4-2. Example of Regular Army short-range training cycle**

<i>Action</i>	<i>Example of Planning Guidance Publication Date</i>	<i>Example of Future Planning Horizon</i>
Division, or similar level command, publishes training guidance	3 months prior to start of training	3 months
Brigade publishes training guidance	2 months prior to start of training	3 months
Battalion, squadron, and separate company publishes training guidance	6 weeks prior to start*	3 months
Conduct training briefing	At discretion of commanders; prior to start of training	3+ months
*To allow sufficient time for near-term planning at company level before the start of the training; must be synchronized with the Army force generation cycle, when appropriate		

2559 **Table 4-3. Example of Reserve Component short-range training cycle**

<i>Action</i>	<i>Example of Planning Guidance Publication Date</i>	<i>Example of Future Planning Horizon</i>
Division, or similar level command, publishes training guidance	6–8 months prior to FY start	1 year
Brigade and separate battalion publish training guidance	4–6 months prior to FY start	1 year
Battalion, squadron, and separate company publish training guidance	3–4 months prior to FY start	1 year
Conduct training briefing	At discretion of commanders; prior to start of training	1+ year

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2560 4-108. An important aspect of short-range training guidance is the role of the NCO. Within the
2561 framework of the commander's guidance, the CSM or ISG and other key NCOs provide planning
2562 recommendations on the unit's individual training program. They identify the individual training tasks that
2563 should be integrated into mission-essential tasks during the short-range planning period.

2564 *Short-Range Planning Calendar*

2565 4-109. The short-range planning calendar refines the long-range planning calendar and provides the
2566 timelines necessary for small-unit leaders to prepare near-term training schedules.

2567 4-110. In preparing a short-range calendar, leaders add details to define further the major training events
2568 contained on the long-range planning calendar. Some examples of these details include:

- 2569 ● The principal daily activities of major training events
- 2570 ● Home station training performed to prepare for major training events, evaluations and
2571 deployments
- 2572 ● Other mandatory training that supports METL such as command inspections as part of the
2573 organizational inspection program, Army physical fitness tests, weapons qualifications, or
2574 periodic preventive maintenance checks and services
- 2575 ● Significant nontraining events or activities such as national holidays and installation support
2576 missions

2577 4-111. The short-range training calendar is coordinated with appropriate installation management
2578 command and support agencies. This coordination creates a common training and support focus between
2579 supported and supporting units

2580 *Near-Term Planning*

2581 4-112. Near-term planning is often performed at battalion and subordinate command levels. It is done
2582 to—

- 2583 ● Schedule and execute training objectives specified in the short-range training plan.
- 2584 ● Provide specific guidance to trainers.
- 2585 ● Make final coordination for the allocation of resources to be used in training.
- 2586 ● Complete final coordination with other organizations that will participate in training as part of
2587 the task organizations.
- 2588 ● Prepare detailed training schedules.

2589 4-113. Near-term planning normally covers the six to eight weeks before the training for Regular Army
2590 units and four months before the training for RC units. In coordination with higher headquarters,
2591 commanders determine which timeline works best for them and their subordinate units. Formal near-term
2592 planning culminates when the organization publishes its training schedule.

2593 *Training Meetings*

2594 4-114. The single most important company meeting is the training meeting. (See TC 25-30.) Training
2595 meetings create the bottom-up flow of information regarding the specific training proficiency needs of the
2596 small unit, staff, and individual Soldier. Normally platoons, companies, and battalions hold weekly training
2597 meetings. At battalion level, training meetings primarily cover training management issues. At company
2598 and platoon level, they are directly concerned with the specifics of training execution and pre-execution
2599 checks. During training meetings, only training is discussed. Appropriate representatives of subordinate
2600 and supporting units attend. Bottom up feed of information and requirements is essential to the success of
2601 the meeting.

2602 *Training Schedules*

2603 4-115. Near-term planning results in a detailed training schedule. At a minimum, it should—
2604 ● Specify when training starts and where it takes place.

- 2605 ● Allocate adequate time for scheduled training and additional training as required to correct
2606 anticipated deficiencies.
- 2607 ● Specify individual, leader, and collective tasks on which to train.
- 2608 ● Provide multiechelon and concurrent training topics that will efficiently use available training
2609 time.
- 2610 ● Specify who conducts and who evaluates the training.
- 2611 ● Provide administrative information concerning uniform, weapons, equipment, references, and
2612 safety precautions.
- 2613 4-116. Senior commanders establish policies to minimize changes to the training schedule. Command
2614 responsibilities consist of the following:
- 2615 ● The company commander approves and signs the company’s draft training schedule.
- 2616 ● The battalion commander approves and signs the schedule and provides necessary
2617 administrative and logistical support. Training is considered “locked in” when the battalion
2618 commander signs the training schedule.
- 2619 ● The brigade commander reviews each training schedule published in the brigade.
- 2620 ● The brigade’s higher headquarters reviews selected training schedules and the list of unit-wide
2621 training highlights.
- 2622 4-117. Senior commanders provide feedback to subordinates on training schedule quality and attend
2623 training to ensure that training objectives are met and tasks are trained to standard.

2624 **INSTALLATION AND GARRISON COMMAND TRAINING**

- 2625 4-118. Garrison commanders’ training plans incorporate mobilization, post-mobilization, deployment,
2626 redeployment, and demobilization requirements. Garrison commanders plan and schedule periodic
2627 mobilization exercises, emergency deployment readiness exercises, and other contingency plan exercises to
2628 sustain proficiency on relevant tasks. Garrison commanders coordinate their training plans with their
2629 supported corps, division, and tenant organizations. Garrisons routinely support scheduled unit training
2630 deployments and exercise certain deployment tasks such as operating departure and arrival airfield control
2631 groups and seaports of embarkation and debarkation.

2632 **PREPARE**

- 2633 4-119. As discussed earlier, formal near-term planning for training culminates when the unit publishes its
2634 training schedule. Informal planning, detailed coordination, and preparation for executing the training
2635 continue until the training is performed. Preparation is the heart of training management. Commanders and
2636 other trainers use training meetings to assign responsibility for preparation of all scheduled training.
2637 Preparation includes selecting tasks to be trained, planning the training, conducting composite risk
2638 management, training the trainers, reconnaissance of the site, ensuring required TADSS availability,
2639 issuing the training execution plan, and performing rehearsals and pre-execution checks. Pre-execution
2640 checks identify responsibility for training support tasks, monitor preparation activities, and assess whether
2641 training can be conducted to standard. Identifying the responsibility for pre-execution checks is a critical
2642 portion of any training meeting. During preparation for training, battalion and company commanders
2643 identify and eliminate potential training distracters and ensure maximum attendance at training.
- 2644 4-120. Subordinate leaders, as a result of the bottom-up feed from internal training meetings, identify and
2645 select the collective, leader, and individual tasks necessary to support the identified training objectives.
2646 Commanders develop a tentative plan, to include requirements for preparatory training, multi-echelon
2647 training, concurrent training, and training resources. The training plan includes confirmation of training
2648 areas and locations, training ammunition allocations, training simulations and simulators availability,
2649 transportation requirements, Soldier support items, risk management analysis, designation of trainers
2650 responsible for approved training, and final coordination requirements. Time and other necessary resources
2651 for retraining must also be an integral part of the training plan.

2652 SELECTING AND TRAINING THOSE WHO TRAIN FORCES

2653 4-121. Leaders, evaluators, observer-controllers/trainers, OPFOR, and role players are identified, trained
2654 to standard, and rehearsed before training. Leaders and trainers are coached on how to train, given time to
2655 prepare, and rehearsed so that training will be challenging, doctrinally correct, and professionally executed.
2656 Commanders ensure that trainers and evaluators are tactically and technically competent on their training
2657 tasks and understand how the training relates to the unit METL and training objectives. Properly prepared
2658 trainers, evaluators, and leaders project confidence and enthusiasm to those being trained.

2659 4-122. Training the trainers is a critical step in preparation for training. Each training event must
2660 eventually be accomplished to standard. Leaders, evaluators, observer-controllers and trainers, and OPFOR
2661 involved in any training event must know, understand, and be proficient on the specified standard for each
2662 task. All leaders are trainers, but all trainers are not necessarily leaders. A junior Soldier or subject matter
2663 expert may be necessary to instruct a particular collective or individual task. Subordinate leaders may also
2664 be the trainer as well as the leader of an element undergoing a collective training event.

2665 SITE RECONNAISSANCE AND THE TRAINING PLAN

2666 4-123. Commanders, with their subordinate leaders and trainers, complete training site reconnaissance,
2667 identify additional training support requirements, and refine and issue the training plan, as early as
2668 possible. This plan guides the organization in completing training events. It identifies elements necessary
2669 for the unit to conduct the training to standard. It may be in the form of an operations order, or it may be
2670 oral guidance given in the weekly training meeting. Trainers must coordinate to obtain equipment,
2671 products, and ammunition needed to support training based on the site reconnaissance and training plan.

2672 INSPECTIONS

2673 4-124. Preparing for training requires inspections to ensure resources needed for training are available.
2674 Inspections can be as simple as pre-training checks or as complex as an organizational inspection program
2675 that scrutinizes the unit's entire training program. Leaders ensure their organizations have what they need
2676 to conduct quality training, that they conduct training to standard, that training time is optimized, that
2677 training is focused on the METL, that they have achievable training objectives, and that individual skills
2678 and knowledge are improved. These inspections also aim to ensure equipment is ready and serviceable,
2679 trainers are prepared, resources are available, and safety is a priority.

2680 REHEARSALS

2681 4-125. Rehearsal is a critical element of preparation. Often called a "ROC (rehearsal of concept) drill," it
2682 allows leaders and subordinates involved in the training to develop a mental picture of responsibilities and
2683 events. It helps the organization synchronize training with times, places, and resources. A simple walk-
2684 through or sand table exercise helps leaders visualize where personnel are supposed to be to perform a
2685 coordinated action at a certain time. Leaders see how training will unfold, what might go wrong, and how
2686 the training could change to adjust for intended and unintended events. Commanders and leaders also
2687 perform rehearsals to—

- 2688 ● Identify weak points in the training plan.
- 2689 ● Teach and coach effective training techniques.
- 2690 ● Ensure they meet safety and environmental considerations.
- 2691 ● Ensure they understand training objectives.
- 2692 ● Determine how the trainer will evaluate the performance of the individual or organization for
2693 compliance with the training standards.
- 2694 ● Assess subordinate trainer competencies and provide feedback to them throughout training
2695 preparation and execution.
- 2696 ● Give them confidence in the training plan.

2697 EXECUTE

2698 4-126. Training execution applies to all echelons, from a unified action training exercise to a first-line
2699 leader conducting individual training. Ideally, leaders execute training using a crawl-walk-run approach—
2700 as appropriate and tailored to the individual's, teams, or unit's needs and capabilities—to build confidence
2701 over time and emphasize fundamentals and standards. Effective training execution, regardless of the
2702 specific collective, leader, and individual tasks being executed, must include adequate preparation,
2703 effective presentation and practice, and thorough evaluation. After training is executed, individuals must
2704 recover from training and review successes and challenges to apply lessons learned to future training.

2705 4-127. Properly presented and executed training is realistic, safe, standards-based, well-structured,
2706 efficient, effective, and challenging:

- 2707 ● **Realistic** training requires organizations to train the way they will operate within all dimensions
2708 of the area of operations. Realistic training includes all available elements of combined arms
2709 teams and, as appropriate, unified action organizations or individuals. It optimizes the use of
2710 TSS products to replicate the stresses, sounds, and conditions of actual operations.
- 2711 ● **Safe** training is the predictable result of performing to established tactical and technical
2712 standards. Through composite risk management, leaders at all echelons ensure safety
2713 requirements are integral and not add-on considerations to all aspects of planning, executing,
2714 and evaluating training.
- 2715 ● **Standards-based** training complies with Joint and Army doctrine and is technically correct.
2716 Field manuals, CATS, battle drills, and other training publications provide information to
2717 trainers to facilitate training, coach subordinate trainers, and evaluate training results. Adherence
2718 to standards should not stifle innovation and prudent risk taking. Training and evaluation
2719 outlines provide information concerning collective training objectives as well as individual and
2720 leader training tasks that support collective training objectives.
- 2721 ● **Well-structured** training contains a mixture of initial, sustainment and improvement training. It
2722 also consists of a mix of individual and leader tasks incorporated into collective tasks. It
2723 organizes and sequences the training to allow the unit to meet its training objectives.
- 2724 ● **Efficient** training ensures that training resources are expended wisely. Efficiently executed
2725 training makes the best use of everyone's time.
- 2726 ● **Effective** training builds proficiency, teamwork, confidence, and cohesiveness. Effective
2727 training allows commanders and their teams to achieve their training objectives.
- 2728 ● **Challenging** training is competitive. Although individuals and organizations may sometimes
2729 compete against one another, they should always compete to achieve the prescribed standard.
2730 Once the standard has been achieved, trainers can "raise the bar" to make the task more
2731 challenging by altering the conditions. If the standard is not initially achieved, trainers take
2732 corrective actions to produce proper performance. Training is done to standard, not time.

2733 4-128. Joint training is performed using approved joint doctrine and tactics, techniques, and procedures.
2734 When assigned as joint force commanders, Army commanders establish joint training objectives and plans,
2735 execute and evaluate joint training, and assess training proficiency. The training experience facilitates
2736 understanding of the other Services as well as interagency and multinational partners. The Army trains
2737 with those partners to better understand their capabilities, limitations, cultures, and ways of conducting
2738 operations. When Army missions involve unified action partners, training should be conducted with the
2739 organizations and people likely to be involved.

2740 CRAWL-WALK-RUN

2741 4-129. Training starts at the basic level, beginning with the crawl stage. However, leaders must first
2742 assess individual and unit training levels. Some individuals and organizations may be ready for the walk or
2743 even run stage, depending on their experience levels. Crawl stage events are simple to perform and require
2744 minimum support from the unit. The crawl stage focuses on the basics of the task and proceeds as slowly
2745 as necessary to ensure the individuals and the organization understands task requirements. Walk stage
2746 training becomes incrementally more difficult. It requires more resources from the unit and home station,

2747 and increases the level of realism and the pace. At the run stage, the level of difficulty for training
2748 intensifies. Run-stage training requires optimum resources and approaches the level of realism expected in
2749 the operation. Progression from crawl to run for a particular task may occur during a one-day training
2750 exercise or may require a succession of training periods.

2751 4-130. In crawl-walk-run training, tasks and standards remain the same; however, conditions under which
2752 they are trained change. The L V and C training environments and gaming solutions help provide the
2753 variable conditions for supporting a gated, crawl-walk-run training strategy. Commanders may change
2754 conditions, for example, by increasing the difficulty of conditions under which the task is being performed,
2755 increasing the tempo of the training, increasing the number of tasks being trained or increasing or
2756 decreasing the number of personnel involved.

2757 4-131. Trainers use the appropriate combination of demonstrations, conferences, discussions, and practice
2758 to present training. Using the crawl-walk-run approach, they inform individuals being trained of the
2759 training objectives (tasks, conditions, and standards) and applicable evaluation procedures. They
2760 immediately follow presentations with practice to convert information into usable individual and collective
2761 skills. How much detail trainers include in practice depends on experience levels. If individuals or
2762 organizations are receiving initial training on a mission-essential task, trainers emphasize basic conditions.
2763 If those receiving the instruction are receiving sustainment training on a task, trainers raise the level of
2764 detail and realism until conditions replicate an actual OE as closely as possible. Trainers challenge those
2765 with considerable experience to perform multiple training tasks under stressful conditions.

2766 4-132. After action reviews should be conducted as often as necessary during the training, as well as at
2767 the end of the training. Leader feedback to subordinates during training induces on-the-spot corrective
2768 action. Using feedback, leaders provide their organizations with an opportunity to train to correct
2769 deficiencies before the training event ends. If leaders only conduct end-of-exercise AARs, valuable lessons
2770 may be lost by the time of the next exercise. AARs are further discussed in the section on recovery and
2771 after the section on assessments.

2772 **RECOVERY FROM TRAINING**

2773 4-133. Recovery is an extension of training; once completed, it signifies the end of the training event.
2774 Recovery from training is complete when the organization is again prepared to conduct its mission. At a
2775 minimum, recovery includes performing maintenance training, cleaning and accounting for equipment,
2776 turning in training support items, and performing final AARs that review the overall effectiveness of the
2777 training just completed.

2778 4-134. Maintenance training completes post-operations preventive maintenance checks and services,
2779 accountability of organizational and individual equipment, and final inspections. Weapons; systems; basic
2780 issue items; class IV items; class V items; TADSS; and other support items are maintained, accounted for,
2781 and turned-in.

2782 **ASSESS**

2783 4-135. Assessment is the leader's subjective judgment of the organization's ability to accomplish its
2784 METL and, ultimately, its ability to perform its mission. Commanders use their own observations and those
2785 from subordinate leaders, feedback from AARs, and unit evaluations where performance is measured
2786 against standards to arrive at the assessment. Assessments consider a wide variety of areas, including
2787 training support, force integration, logistics, and personnel availability. Training assessments form the
2788 basis for determining the organization's training ratings for readiness reporting.

2789 4-136. Battalion and higher echelon commanders must be concerned with overall unit readiness.
2790 Accordingly, they perform organizational assessments that aggregate numerous evaluations. These
2791 commanders establish an organizational assessment program that—

- 2792 ● Fixes responsibility within the staff and subordinate organizations for gathering and analyzing
2793 evaluation data and preparing recommendations.
- 2794 ● Concentrates on the effectiveness of leader and unit training.

- 2795 ● Uses the CSM and other senior NCOs to gather feedback on the individual, crew, team, and
2796 section training.
- 2797 ● Allows the senior commander to monitor outcomes and take action to reshape priorities,
2798 policies, or plans to overcome assessed weaknesses and sustain demonstrated strengths.
- 2799 4-137. CTC take-home packages provide excellent feedback to include in the commander's assessment of
2800 readiness. These packages can consist of videos and written AARs, a report of unit strengths and
2801 weaknesses as noted by the observer-controllers and trainers, and recommendations for future home station
2802 training. Other sources of feedback include personal observations, reports from higher headquarters, staff
2803 assistance visits, external evaluations, readiness reports, organized inspections, and digital training
2804 management system reports.
- 2805 4-138. Feedback provides the basis for assessments. Feedback is the transmission of verbal or written
2806 evaluative or corrective information about a process or task to individuals and organizations.

2807 EVALUATIONS

- 2808 4-139. Evaluations are one form of feedback for assessments. Commanders evaluate subordinate units
2809 two echelons below their unit. Training evaluations provide the commander with feedback on the
2810 demonstrated proficiency of individuals, staffs, and organizations against a standard. Training conducted
2811 without evaluation is a waste of time and resources. Evaluations can be informal, formal, internal, external,
2812 or any combination thereof:
- 2813 ● **Informal** evaluations occur when leaders conduct training to standard with their units; for
2814 example, when a squad leader provides verbal feedback to a fire team leader's ability to control
2815 his team during a movement to contact. Another example would be whenever a leader visits
2816 ongoing training and discusses with the subordinate leader about his observations of individual
2817 and unit performance in comparison to the standard. This type of evaluation provides real-time
2818 feedback on the training environment and the proficiency resulting from training.
 - 2819 ● **Formal** evaluations are resourced with dedicated evaluators and are scheduled in training plans.
2820 Normally, formal evaluations are highlighted during short-range training briefings. As much as
2821 possible, headquarters two echelons higher perform formal external evaluations—division
2822 commanders evaluate battalions, brigade commanders evaluate companies, and battalion
2823 commanders evaluate platoons. Feedback is usually in the form of AARs and followed up with a
2824 written report.
 - 2825 ● **Internal** evaluations are planned, resourced, and performed by the organization undergoing the
2826 evaluation. Unit-conducted situational training exercises are an example.
 - 2827 ● **External** evaluations are planned, resourced, and performed by a headquarters at an echelon
2828 higher in the chain of command than the organization undergoing the evaluation or a
2829 headquarters outside the chain of command. The exercise director is normally two echelons
2830 above the evaluated organization.
- 2831 4-140. Training evaluations are a critical component of measuring readiness. Evaluation measures the
2832 demonstrated ability of individuals, leaders, staffs, and units to perform against the Army or joint standard.
- 2833 4-141. Senior commanders and leaders focus on unit readiness by requiring evaluations of specific
2834 mission-essential and critical collective subtasks. They also use evaluation results to develop appropriate
2835 observations, insights, and lessons for distribution throughout their commands and to plan future training.
- 2836 4-142. Evaluation of individual and small-unit training normally includes every individual involved in the
2837 training. For large-scale training events, evaluators usually sample individual and subordinate
2838 organizations and tasks to determine if the entire unit will likely be able to perform specific mission-
2839 essential tasks to standard, based on the sampling.
- 2840 4-143. During and after formal evaluations of performance, evaluators prepare their findings and
2841 recommendations. They provide these evaluations to the evaluated unit commander and higher
2842 commanders as required by the headquarters directing the evaluations. Evaluation documentation can range

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2843 from an annotated training and evaluation outline for an internal training evaluation to a comprehensive
 2844 report for an external evaluation.

2845 4-144. External sources should evaluate training whenever possible to measure performance levels
 2846 against the established Army and Joint standard. However, self-evaluation of individual and organization
 2847 performance is just as important, if not more important, as that from external evaluators. Commanders must
 2848 establish a climate that encourages open and candid feedback.

2849 4-145. Evaluation of training is not a test; it is not used to find reasons to punish leaders and subordinates.
 2850 Leaders use evaluations as opportunities to coach and develop subordinates. Evaluations tell organizations
 2851 and individuals whether they achieved the standard, and assist them in determining the overall
 2852 effectiveness of their training plans. Results of evaluations can strongly affect the command climate of an
 2853 organization. Senior commanders should underwrite honest mistakes and create a positive learning
 2854 environment so that the same mistakes do not reoccur.

2855 **AFTER ACTION REVIEW**

2856 4-146. The AAR, whether formal or informal, provides feedback for all training. This structured review
 2857 and information sharing allows participating individuals, leaders, staffs, and units to discover for
 2858 themselves what happened during the training, why it happened, and how to execute tasks or operations
 2859 better. The AAR is a professional discussion requiring active participation of those being trained. The
 2860 AAR—

- 2861 ● Is a two-way discussion rather than a one-way critique of the organization's performance.
- 2862 ● Increases the likelihood of learning because it actively involves participants and fosters the
- 2863 development of a learning organization.
- 2864 ● Uses "leading questions" to encourage key participants to self-discover important lessons,
- 2865 insights, and observations from the training event.
- 2866 ● Emphasizes corrective action rather than just what went wrong.
- 2867 ● Focuses directly on attainment of training objectives derived from the METL.
- 2868 ● Emphasizes meeting Army or Joint standards rather than pronouncing judgment of success or
- 2869 failure.

2870 4-147. The AAR is often "tiered" as a multiechelon leader development technique. For example,
 2871 feedback from squad or section AARs should be brought into platoon AARs, while feedback from platoon
 2872 AARs should feed discussion in company or battery AARs. Following an AAR with all participants, senior
 2873 trainers may extend the professional discussion with selected leaders. These discussions usually include
 2874 more specific AARs of leader contributions to the observed training results. Commanders use this process
 2875 as a link between training and leader development. AARs can be more formal gatherings of the unit key
 2876 leaders or they can be as simple as one-on-one discussions between a commander and the observer-
 2877 controller over the hood of a vehicle. AARs can occur anytime during training; if leaders wait until
 2878 recovery from training to conduct AARs, valuable lessons, insights, and other observations may be lost.

2879 4-148. AARs performed during recovery focus on collective, leader, and individual task performances;
 2880 and on the planning, preparation, and execution of the training just completed. Organizational AARs focus
 2881 on individual and collective task performance and identify shortcomings and the training required to
 2882 correct deficiencies in the next exercise if retraining was unable to correct the deficiencies. AARs with
 2883 leaders focus on tactical judgment. These AARs contribute to leader learning and provide opportunities for
 2884 leader development. AARs include the performance of evaluators, observer-controllers and trainers, and
 2885 the OPFOR, providing additional opportunities for leader development. These AARs contribute to the
 2886 commander's overall evaluation of training effectiveness and the commander's assessment of unit
 2887 proficiency.

2888 **RETRAINING**

2889 4-149. Leaders understand that not all tasks will be performed to standard in the first attempt. In their
 2890 initial planning, they allocate time and other resources for retraining. Retraining allows participants to

2891 implement corrective action by applying lessons learned during the AAR. Retraining should be completed
2892 at the earliest opportunity, if not immediately, to translate observations and evaluations into tasks trained to
2893 standard. Commanders ensure their organizations understand that training is incomplete until they achieve
2894 the Army standard. Commanders do not allow an organization to end training believing that a substandard
2895 performance was acceptable. In some cases, a “restart” or “redo” of an event may be necessary before
2896 moving on to the next training event.

2897 EVALUATORS

2898 4-150. Commanders ensure evaluators are trained as facilitators to perform AARs that elicit maximum
2899 participation from those being trained. External evaluators will be trained in tasks they are evaluating and
2900 normally will not be dual-hatted as a participant in the training being executed. In addition to being able to
2901 plan, prepare, and execute AARs, effective evaluators must also—

- 2902 ● Be familiar with the METL and training objectives of the evaluated organization.
- 2903 ● Be tactically and technically proficient, and rehearsed in the evaluated tasks.
- 2904 ● Know the evaluation standards.
- 2905 ● Know the tactical and field standing operating procedures for the evaluated organization.
- 2906 ● Consider relevant information about the evaluated organization such as missions, personnel
2907 turbulence, leader fill, and equipment status.

2908 4-151. Unit leaders must be trained to complete informal, internal evaluations as well. They must be able
2909 to plan, prepare, and execute AARs effectively whenever and wherever needed. Taking too much time
2910 between an event and the AAR can cause a loss of learning. This means leaders must —

- 2911 ● Be familiar with their unit’s METL and how it supports their higher headquarters’ METL.
- 2912 ● Be tactically and technically proficient in the evaluated tasks.

2913 Not only do individuals and units receiving the training learn from the evaluator, but also the evaluator
2914 learns while observing the evaluated organization.
2915

2916

Glossary

2917 The glossary lists acronyms and terms with Army, multi-Service, or joint definitions,
 2918 and other selected terms. Where Army and joint definitions are different, (Army)
 2919 follows the term. Terms for which FM 7-0 is the proponent manual (the authority) are
 2920 marked with an asterisk (*). The proponent manual for other terms is listed in
 2921 parentheses after the definition.

2922

SECTION I – ACRONYMS AND ABBREVIATIONS

ISG	first sergeant
AAR	after action review
ADA	air defense artillery
ADCON	administrative control
AR	Army regulation
ARFOR	Army forces
ARFORGEN	Army force generation
ARNG	Army National Guard
BCT	brigade combat team
BCTP	Battle Command Training Program
C2	command and control
CATS	Combined Arms Training Strategy
CCDR	combatant commander
CES	Civilian Education System
CJCSM	Chairman of the Joint Chiefs of Staff manual
CMETL	core mission-essential task list
COL	colonel
CONUS	continental United States
CRM	composite risk management
CSM	command sergeant major
CTC	combat training centers
DA	Department of the Army
dL	distributed learning
DMETL	directed mission-essential task list
DTMS	Digital Training Management System
FM	field manual
FTX	field training exercises
GMET	general mission-essential tasks
IMT	initial military training
JFC	joint force commander
JMETL	joint mission-essential task list

JP	joint publication
JTF	joint task force
LFX	live fire exercise
L-V-C	live-virtual-constructive
MCO	major combat operations
METL	mission-essential task list
MTT	mobile training team
NCO	noncommissioned officer
OC/T	observer-controller and trainer
OE	operational environment
OPFOR	opposing forces
OPLAN	operation plan
PME	professional military education
PMESII-PT	political, military, economic, social, infrastructure, informational, physical environment, and time
RC	Reserve Component
SSC	Senior Service College
STX	situational training exercise
TADSS	training aids, devices, simulators, and simulations
TC	training circular
TDA	table of distribution and allowance
TLDG	training and leader development guidance
TOE	table of organization and equipment
TRADOC	United States Army Training and Doctrine Command
TSS	Training Support System
TTP	tactics, techniques, and procedures
U.S.	United States
USAR	United States Army Reserve

SECTION II – TERMS

2923

2924 administrative control

2925 (joint) Direction or exercise of authority over subordinate or other organizations in respect to
 2926 administration and support, including organization of Service forces, control of resources and
 2927 equipment, personnel management, unit logistics, individual and unit training, readiness, mobilization,
 2928 demobilization, discipline, and other matters not included in the operational missions of the
 2929 subordinate or other organizations. (JP 1)

2930 after action review

2931 A method of providing feedback to organizations by involving participants in the training diagnostic
 2932 process in order to increase and reinforce learning.

2933 annual training

2934 (joint) The minimal period of training reserve members must perform each year to satisfy the training
 2935 requirements associated with their Reserve Component assignment. (JP 1-02)

- 2936 **Army command**
- 2937 An Army force designated by the Secretary of the Army, performing multiple Army Service Title 10
- 2938 functions across multiple disciplines.
- 2939 **Army force generation**
- 2940 A structured progression of increased unit readiness over time, resulting in recurring periods of
- 2941 availability of trained, ready, and cohesive units prepared for operational deployment in support of a
- 2942 geographical combatant commander's requirements.
- 2943 **Army National Guard**
- 2944 The "land force" of the United States National Guard or organized militia of the several states and
- 2945 territories, Puerto Rico, and the District of Columbia, active and inactive, as defined in Title 32, USC
- 2946 Section 101.
- 2947 **Army operating force**
- 2948 The operating force is the warfighting portion of the Army; the force that fights and wins the Nation's
- 2949 wars by providing the combat capability necessary to sustain land dominance.
- 2950 **Army Service component command**
- 2951 (joint) Command responsible for recommendations to the joint force commander on the allocation and
- 2952 employment of Army forces within a combatant command. Also called ASCC. See also Service
- 2953 component command; unified command. (JP 3-31)
- 2954 **Army Training and Evaluation Program**
- 2955 The umbrella program used by the trainer and training manager in the training evaluation of a unit. It
- 2956 enables commanders to evaluate and develop collective training based on unit weaknesses, and then to
- 2957 train the unit to overcome those weaknesses.
- 2958 **Army training management cycle**
- 2959 The cyclic process of managing and executing training, used by Army leaders to identify training
- 2960 requirements and sequentially plan, resource, execute, and evaluate training.
- 2961 **Army Universal Task List**
- 2962 A comprehensive listing of Army tactical-level tasks, missions, and operations, which complements
- 2963 the Universal Joint Task List by providing tactical-level Army-specific tasks.
- 2964 **assessment (training)**
- 2965 An analysis of training evaluations and other sources of feedback to determine an organization's
- 2966 current levels of training proficiency in mission-essential tasks.
- 2967 **Battle Command Training Program**
- 2968 A program that provides leader development and command and staff training for brigade, division,
- 2969 corps, ARFOR, Army Service component command, and joint task force commanders, their staffs,
- 2970 major subordinate commanders, and supporting special operations forces, using simulation centers
- 2971 worldwide.
- 2972 **battle roster**
- 2973 A listing of individuals, crews, or elements that reflects capabilities, proficiencies in critical tasks, or
- 2974 other information concerning warfighting abilities.
- 2975 **brigade combat team**
- 2976 A brigade that is designated as a module that is self-sufficient and standardized.
- 2977 **Civilian Education System**
- 2978 An education system that focuses on areas derived from the Office of Personnel Management
- 2979 leadership competencies and those identified by the United States Army Training and Doctrine
- 2980 Command Center for Army Leadership. It provides leader development training and education that
- 2981 supports civilian leader career path requirements.
- 2982 **civil support operations**

- 2983 Domestic operations that address the consequences of man-made or natural accidents and incidents
 2984 beyond the capabilities of civilian authorities. See also civil support; defensive operations; offensive
 2985 operations; stability operations. (FM 1)
- 2986 **collective training**
- 2987 Training conducted either in institutions or units, requiring interaction among or between two or more
 2988 individuals, leaders, or organizations to perform tasks, actions or activities that support the unit's
 2989 mission. Collective training focuses on building cohesive teams and units that are capable of
 2990 conducting full spectrum operations across the spectrum of conflict.
- 2991 **Combined Arms Training Strategy**
- 2992 The Army's overarching strategy for current and future training of the force. It establishes unit,
 2993 Soldier, and leader training requirements and describes how the Army will train and sustain the Army
 2994 standard in the institution and units, and through self-development. The combined arms training
 2995 strategies also identify and quantify the training resources required to execute training. (AR 350-1)
- 2996 **composite risk management**
- 2997 The decision-making process for identifying and assessing hazards, developing and implementing risk
 2998 mitigation actions to control risk across the full spectrum of Army missions, functions, operations, and
 2999 activities. (FM 5-19)
- 3000 **condition**
- 3001 (joint) Those variables of an operational environment or situation in which a unit, system, or
 3002 individual is expected to operate and may affect performance. (JP 1-02)
- 3003 **contemporary operational environment**
- 3004 The realistic combination of current and near-term operational environment variables with a
 3005 capabilities-based composite of potential adversaries to create a wide array of conditions necessary for
 3006 full spectrum training and leader development. Note: this term has restricted application and can only
 3007 used to describe a training scenario.
- 3008 **core capability mission-essential task**
- 3009 Mission essential task that is specific to the type of unit, which is designed and resourced according to
 3010 its table of organization and equipment and doctrine, and approved by Headquarters, Department of
 3011 the Army.
- 3012 **core mission-essential task list**
- 3013 A list of a unit's essential tasks which are derived from its core capabilities, and based on the unit's
 3014 table of organization and equipment mission and doctrine. The core mission-essential task list is
 3015 comprised of tasks which the organization was designed to perform and general tasks applicable to all
 3016 organizations, regardless of type, and contains general mission-essential tasks and core capability
 3017 mission-essential tasks.
- 3018 **crawl-walk-run**
- 3019 An objective, incremental, standards-based approach to training. Tasks are initially trained at a very
 3020 basic level (crawl), then become increasingly difficult (walk), and finally approach the level of realism
 3021 expected in combat (run).
- 3022 **criterion**
- 3023 The minimum acceptable level of performance associated with a particular measure of task
 3024 performance.
- 3025 **defensive operations**
- 3026 Combat operations conducted to defeat an enemy attack, gain time, economize forces, and develop
 3027 conditions favorable for offensive or stability operations (FM 3-0).
- 3028 **deployment exercise**
- 3029 An exercise that provides training for individuals, organizations, and support agencies in the tasks and
 3030 procedures for deploying from home stations or installations to potential areas of operations.

- 3031 **direct reporting unit**
- 3032 An Army unit comprised of one or more units with institutional or operational support functions,
3033 designated by the Secretary of the Army, normally to provide broad general support to the Army in a
3034 single unique, discipline not otherwise available elsewhere in the Army. Direct reporting units report
3035 directly to a Headquarters, Department of the Army principal and/or Army command and operate
3036 under authorities established by the Secretary of the Army.
- 3037 **directed mission-essential task list**
- 3038 A list of essential tasks that must be performed to accomplish a directed mission.
- 3039 **distributed learning**
- 3040 The delivery of standardized individual, collective, and self-development training to Soldiers,
3041 civilians, and organizations at the right place and time through the use of multiple means and
3042 technology. (AR 350-1)
- 3043 **doctrine**
- 3044 (joint) Fundamental principles by which the military forces or elements thereof guide their actions in
3045 support of national objectives. It is authoritative but requires judgment in application. (JP 1-02)
- 3046 **evaluation (training)**
- 3047 The process used to measure the demonstrated ability of individuals and units to accomplish specified
3048 training objectives.
- 3049 **experiential training**
- 3050 The process by which a person learns by doing.
- 3051 **feedback**
- 3052 The transmission of evaluative or corrective information about a process or task to individuals and
3053 organizations.
- 3054 **field training exercise**
- 3055 An exercise conducted in the field under simulated combat conditions. It exercises command and
3056 control of all echelons in battle functions against actual or simulated opposing forces.
- 3057 **force integration**
- 3058 The process of incorporating new doctrine, equipment, and force structure into an organization while
3059 simultaneously sustaining the highest possible levels of combat readiness.
- 3060 **gaming**
- 3061 Education and training executed with simulations that use commercial or government off-the-shelf
3062 software in a semi-immersive environment that supports individual, collective, multi-echelon training
3063 and education. Gaming can operate as a stand-alone environment or as an enabler to the live, virtual,
3064 and constructive integrated training environment.
- 3065 **gated training strategy**
- 3066 Training that requires organizations and individuals to complete training objectives successfully before
3067 moving onto the next training objective.
- 3068 **general mission-essential task**
- 3069 A task that must be accomplished by all units, regardless of type, in full spectrum operations in
3070 support of Army force generation, and approved by Headquarters, Department of the Army.
- 3071 **generating force**
- 3072 Those Army organizations whose primary mission is to generate and sustain the operating force
3073 capabilities for employment by joint force commanders.
- 3074 **guided self-development**
- 3075 A defined set of recommended but optional learning progressively sequenced across a career. (DA G-
3076 3)

- 3077 **homeland defense**
- 3078 (joint) The protection of United States sovereignty, territory, domestic population, and critical
3079 infrastructure against external threats and aggression or other threats, as directed by the President. (JP
3080 3-27)
- 3081 **homeland security**
- 3082 A concerted national effort to prevent terrorist attacks within the United States; reduce America's
3083 vulnerability to terrorism, major disasters, and other emergencies; and minimize the damage and
3084 recover from attacks, major disasters, and other emergencies that occur. (JP 3-28)
- 3085 **individual training**
- 3086 Training which prepares the Soldier and civilian to perform specified duties or tasks related to an
3087 assigned duty position or next higher or subsequent duty positions and skill levels.
- 3088 **initial military training**
- 3089 Training that provides an orderly transition from civilian to military life, teaching Soldiers the tasks
3090 and supporting skills and knowledge needed to be proficient in required skills at the first unit of
3091 assignment.
- 3092 **installation management activity**
- 3093 A standard garrison organization that ensures quality services and representation are provided at each
3094 installation.
- 3095 **institutional training domain**
- 3096 The Army's institutional training and education system, which primarily includes training base centers
3097 and schools that provide initial training and subsequent professional military education for Soldiers,
3098 military leaders, and Army civilians.
- 3099 **irregular warfare**
- 3100 A violent struggle among state and nonstate actors for legitimacy and influence over the relevant
3101 population. (FM 3-0)
- 3102 **joint force commander**
- 3103 (joint) A general term applied to a combatant commander, subunified commander, or joint task force
3104 commander authorized to exercise combatant command (command authority) or operational control
3105 over a joint force. (JP 1)
- 3106
- 3107 **leader training**
- 3108 The expansion of basic Soldier skills that qualifies Soldiers to lead other Soldiers.
- 3109 **leadership**
- 3110 The process of influencing people by providing purpose, direction, and motivation while operating to
3111 accomplish the mission and improving the organization. (FM 6-22)
- 3112 **learning organization**
- 3113 An organization in which people continually , where new and expansive patterns of thinking are
3114 encouraged, where collective aspiration is the norm, and where people are continually learning to
3115 achieve their goals together.
- 3116 **live-virtual-constructive**
- 3117 A broad taxonomy that covers the degree to which a training event uses simulations. Live-Virtual-
3118 Constructive integrated training environments enhance an organization's ability to train effectively
3119 and efficiently. These environments are as follows:
- 3120 live – training executed in field conditions using tactical equipment enhanced by training aids, devices,
3121 simulators, and simulations, and tactical engagement simulation to simulate combat conditions – real
3122 people operating real equipment.

- 3123 virtual – training executed using computer-generated battlefields in simulators with approximate
3124 physical layout of tactical weapons and vehicles – real people operating simulated equipment.
- 3125 constructive – the use of computer models and simulations to exercise the command and staff
3126 functions of units from platoon through echelons above corps – simulated people operating simulated
3127 equipment.
- 3128 **maneuver combat training center**
- 3129 A training center where predominately live training is conducted for brigade combat teams. The three
3130 maneuver training centers are the National Training Center, Joint Readiness Training Center, and Joint
3131 Multinational Readiness Center.
- 3132 **measure**
- 3133 A parameter that provides the basis for describing varying levels of performance of a task.
- 3134 **measure of effectiveness**
- 3135 (joint) A criterion used to assess changes in system behavior, capacity, or operational environment that
3136 is tied to measuring the attainment of an end state, achievement of an objective, or creation of an
3137 effect. (JP 3-0)
- 3138 **measure of performance**
- 3139 (joint) A criterion to assess friendly actions that is tied to measuring task accomplishment (JP 3-0)
- 3140 **mission**
- 3141 (joint) 1. The task, together with the purpose, that clearly indicates the action to be taken and the
3142 reason therefore. 2. In common usage, especially when applied to lower military organizations, a duty
3143 assigned to an individual or organization; a task. (JP 1-02)
- 3144 **mission command**
- 3145 The conduct of military operations through decentralized execution based upon mission orders.
3146 Successful mission command demands that subordinate leaders at all echelons exercise disciplined
3147 initiative, acting aggressively and independently to accomplish the mission within the commander's
3148 intent. (FM 3-0)
- 3149 **mission-essential task**
- 3150 A collective task that an organization must be proficient at performing in order to accomplish its core
3151 or operational mission.
- 3152 **mission-essential task list**
- 3153 A compilation of collective mission-essential tasks that an organization must perform successfully to
3154 accomplish its operational mission(s).
- 3155 **mission-focus**
- 3156 The process used to derive training requirements from a unit's core mission and capabilities as
3157 documented in a table of organization and equipment or Table of Distribution and Allowance,
3158 anticipated missions assigned in contingency plans, or directed missions assigned in operation plans or
3159 operation orders.
- 3160 **multiechelon training**
- 3161 A training technique that allows for the simultaneous training of more than one echelon on different or
3162 complementary tasks.
- 3163 **offensive operations**
- 3164 Combat operations conducted to defeat and destroy enemy forces and seize terrain, resources, and
3165 population centers. They impose the commander's will on the enemy (FM 3-0).
- 3166 **operating tempo**
- 3167 The annual operating miles or hours for the major equipment system in a battalion-level or equivalent
3168 unit.

- 3169 **operation order**
- 3170 (joint) A directive issued by a commander to subordinate commanders for the purpose of effecting the
- 3171 coordinated execution of an operation. (JP 1-02)
- 3172 **operation plan**
- 3173 (Army) Any plan for the preparation, execution, and assessment of military operations. (FM 5-0)
- 3174 **operational environment**
- 3175 (joint) A composite of the conditions, circumstances, and influences that affect the employment of
- 3176 capabilities and bear on the decisions of the commander. (JP 3-0)
- 3177 **operational theme**
- 3178 The character of the dominant major operation being conducted at any time within a land force
- 3179 commander's area of operations. The operational theme helps convey the nature of the major operation
- 3180 to the force to facilitate common understanding of how the commander broadly intends to operation.
- 3181 (FM 3-0)
- 3182 **operational training domain**
- 3183 Training activities that organizations undertake, including training at home stations, at combat training
- 3184 centers, during joint exercises, at mobilization centers, and while operationally deployed.
- 3185 **organizational assessment**
- 3186 A process used by Army senior leaders to analyze and correlate evaluations of various functional
- 3187 systems, such as training, logistics, personnel, and force integration, to determine an organization's
- 3188 capability to accomplish its operational mission. (TRADOC Regulation 350-70)
- 3189 **organizational inspection program**
- 3190 The commander's program to manage all inspections within the command. The program is a
- 3191 comprehensive, written plan that addresses all inspections and audits conducted by the command and
- 3192 its subordinate elements, as well as those audits and inspections by outside agencies.
- 3193 **personal self-development**
- 3194 Self-initiated learning where the individual defines the objective, pace, and process. (DA G-3)
- 3195 **pre-execution checks**
- 3196 The informal planning and detailed coordination conducted during preparation for training.
- 3197 **primary trainer**
- 3198 An individual who conducts training, whether in a unit or a training institution. (AR 350-1)
- 3199 **procedures**
- 3200 (Army) Standard, detailed steps that describe how to perform specific tasks. (CJCSI 5120.02)
- 3201 **professional military education**
- 3202 The sequenced instruction for professionals in subjects that enhances knowledge of the science and art
- 3203 of war. Professional military education is a progressive system that prepares leaders for increased
- 3204 responsibilities and successful performance at the next higher level by developing the key knowledge,
- 3205 skills and attributes required to operate successfully at that level in any environment.
- 3206 **program budget advisory committee**
- 3207 A committee comprised of the principal staff officers of a command, agency, or installation
- 3208 headquarters and established for the purpose of coordinating program and budget actions within the
- 3209 command.
- 3210 **Regular Army**
- 3211 A federal force consisting of full-time Soldiers and Army civilians assigned to the operational and
- 3212 institutional organizations and engaged in the day-to-day Army missions.. (FM 1).
- 3213 **Reserve Component**

- 3214 (joint) Reserve Components of the Armed Forces of the United States are the Army National Guard of
3215 the United States, the Army Reserve, the Naval Reserve, the Marine Corps Reserve, the Air National
3216 Guard of the United States, the Air Force Reserve, and the Coast guard Reserve. (JP 4-05)
- 3217 **role player**
- 3218 A person used in training scenarios who acts as a member of the opposing forces or a civilian involved
3219 in replicating operations across the spectrum of conflict.
- 3220 **self-development training domain**
- 3221 Planned, goal-oriented learning that reinforces and expands the depth and breadth of an individual's
3222 knowledge base, self-awareness, and situational awareness; complements institutional and operational
3223 learning, enhances professional competence and meets personal objectives. (DA G-3)
- 3224 **Senior Service College**
- 3225 An institution that provides senior level professional military education and leader development
3226 training.
- 3227 **situational training exercise**
- 3228 A mission-related, limited exercise designed to train one collective task or a group of related tasks or
3229 drills through practice.
- 3230 **Soldier training publication**
- 3231 A training publication that contains critical tasks and other information used to train all Army Soldiers
3232 to the same standards. It provides guidance on the conduct of individual Soldier training in the unit
3233 and aids all Soldiers in the training of critical tasks. (AR 350-1)
- 3234 **special operations forces**
- 3235 (joint) Those Active and Reserve Component forces of the Military Services designated by the
3236 Secretary of Defense and specifically organized, trained, and equipped to conduct and support special
3237 operations. (JP 3-05.1)
- 3238 **stability operations**
- 3239 (joint) An overarching term encompassing various military missions, tasks, and activities conducted
3240 outside the United States in coordination with other instruments of national power to maintain or
3241 reestablish a safe and secure environment and provide essential government services, emergency
3242 infrastructure reconstruction, and humanitarian relief. (JP 3-0)
- 3243 **standard**
- 3244 Quantitative or qualitative measures and criteria for specifying the levels of performance of a task.
- 3245 **structured self-development**
- 3246 A defined set of required learning progressively sequenced across a career, closely linked to and
3247 synchronized with operational and institutional domains. (DA G-3)
- 3248 **supporting collective task**
- 3249 A clearly defined, discrete, and measurable activity, action, or event (such as task) which requires
3250 organized team or unit performance and leads to accomplishment of a mission or function. A
3251 collective task describes the exact performance a group must perform in the field under actual
3252 operational conditions. (AR 350-1)
- 3253 **table of distribution and allowance**
- 3254 The authorization document that prescribes the organizational structure and the personnel and
3255 equipment requirements and authorizations of a military unit to perform a specific mission for which
3256 there is no appropriate table of organization and equipment.
- 3257 **table of organization and equipment**
- 3258 The normal mission, organizational structure, and personnel and equipment requirements for a military
3259 unit. The table of organization and equipment is the basis for an authorization document.
- 3260 **task**

- 3261 A clearly defined and measurable activity accomplished by individuals and organizations.
- 3262 **task organization**
- 3263 A temporary grouping of forces designed to accomplish a particular mission. (FM 3-0)
- 3264 **techniques**
- 3265 (Army) The general and detailed methods used by troops and/or commanders to perform assigned
- 3266 missions and functions, specifically, the methods of using equipment and personnel. (FM 3-90)
- 3267 **The Army School System**
- 3268 Fully accredited and integrated Regular Army, Army National Guard/Army National Guard of the
- 3269 United States, and United States Army Reserve schools that provide standard resident and nonresident
- 3270 (distance learning) training and education for the Army. (AR 350-1)
- 3271 **training aids, devices, simulators, and simulations**
- 3272 Training support that includes, but is not limited to combat training centers and training range
- 3273 instrumentation, tactical engagement simulation, battle simulation, targetry, training-unique
- 3274 ammunition, dummy, drill, and inert munitions, casualty assessment systems, and graphic training
- 3275 aids.
- 3276 **training and evaluation outline**
- 3277 A summary document prepared for each training activity that provides information on collective
- 3278 training objectives, related individual training objectives, resource requirements, and applicable
- 3279 evaluation procedures.
- 3280 **training and leader development guidance**
- 3281 Instruction given by commanders to subordinates that expresses the commander's intent for the
- 3282 planning, preparation, execution and assessment of training for an established time period.
- 3283 **training briefing**
- 3284 A conference conducted by a commander with his subordinate commanders to approve training plans
- 3285 and allocate training resources.
- 3286 **training environment**
- 3287 The physical and cognitive environment which fosters, stimulates and facilitates learning
- 3288 **training event**
- 3289 A building block that supports an integrated set of mission-essential task list-related training
- 3290 requirements.
- 3291 **training execution plan**
- 3292 The commander's plan for the sequencing and coordination of his overall scheme for training.
- 3293 **training management**
- 3294 The process used by Army leaders to identify training requirements and subsequently plan, prepare,
- 3295 execute, and assess training.
- 3296 **training meeting**
- 3297 A periodic meeting conducted by commanders and leaders to review past training and prepare for
- 3298 future training.
- 3299 **training objective**
- 3300 A statement that describes the desired outcome of a training activity in the unit. It consists of the task,
- 3301 condition(s), and standard.
- 3302 **training requirement**
- 3303 The difference between demonstrated performance and the Army standard of proficiency.
- 3304 **training schedule**
- 3305 A document prepared that specifies the who, what, where, and when of training to be conducted by the
- 3306 unit.

- 3307 **training strategy**
- 3308 The method(s) used to attain the Army standard of training proficiency on mission-essential tasks.
- 3309 **Training Support System**
- 3310 A system of systems that provides the networked, integrated, interoperable training support necessary
- 3311 to enable an operationally relevant training environment for warfighters. It is comprised of product
- 3312 lines, architectures and standards, and management, evaluation, and resource processes that enhance
- 3313 training effectiveness.
- 3314 **unified action**
- 3315 The synchronization, coordination, and/or integration of the activities of governmental and
- 3316 nongovernmental entities with military operations to achieve unity of effort. (JP 1)
- 3317 **Universal Joint Task List**
- 3318 (joint) A menu of capabilities (mission-derived tasks with associated conditions and standards, that is,
- 3319 the tools) that may be selected by a joint force commander to accomplish the assigned mission. Once
- 3320 identified as essential to mission accomplishment, the tasks are reflected within the command joint
- 3321 mission-essential task list. (JP 3-33)
- 3322 **warfighting function**
- 3323 A group of tasks and systems (people, organizations, information, and processes), united by a common
- 3324 purpose, that commanders use to accomplish missions and training objectives. (FM 3-0)
- 3325 **Warrior Ethos**
- 3326 The frame of mind of the professional Soldier. It proclaims the selfless commitment to the Nation,
- 3327 mission, unit, and fellow Soldiers that all Soldiers espouse.
- 3328 –

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3329

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