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(PUBLICATION DRAFT V2—NOT FOR IMPLEMENTATION)

DISTRIBUTION RESTRICTION. The material in this manual is under development. It is NOT approved doctrine and CANNOT be used for reference or citation. The approved FM is still current and must be used for reference or citation until this draft is approved and authenticated. Upon publication, this manual will be approved for public release; distribution will be unlimited.

Headquarters, Department of the Army
Chapter 4  ARMY TRAINING MANAGEMENT

39
The Force Generation Process Drives Training Management ................................. 4-1
Impact of the Modular Force on Training Management .............................................. 4-1
Leader Roles in Training Management ...................................................................... 4-3
Mission Essential Task List Development .................................................................. 4-4
Mission Focus ........................................................................................................... 4-5
Mission-Essential Task Lists ....................................................................................... 4-5
The Army Training Management Model .................................................................. 4-13
Plan ......................................................................................................................... 4-14
Prepare .................................................................................................................... 4-31
Execute .................................................................................................................... 4-33
Assess ....................................................................................................................... 4-34

GLOSSARY ................................................................................................................. Glossary-1
REFERENCES ............................................................................................................. References-1

Figures

55  Figure 1-1. Aim point for Army training and leader development ............................. 1-6
56  Figure 2-1. The Army’s seven principles of training .................................................. 2-1
57  Figure 3-1. Army training domains .......................................................................... 3-2
58  Figure 3-2. Army training and leader development model ........................................ 3-5
59  Figure 4-1. Battle command ..................................................................................... 4-6
60  Figure 4-2. Notional CMETL and supporting tasks .................................................... 4-8
61  Figure 4-3. METL training focus ............................................................................. 4-10
62  Figure 4-4. Commander’s DMETL analysis model ................................................... 4-11
63  Figure 4-5. Army training management model .......................................................... 4-14

Tables

66  Table 4-1. Comparison of long-range, short-range, and near-term training plans .......... 4-27
67  Table 4-2. Example of Regular Army short-range training cycle ............................... 4-29
68  Table 4-3. Example of Reserve Component short-range training cycle ...................... 4-29
69
70
Preface

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

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

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

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

SCOPE
FM 7-0 is organized as follows:
- Chapter 1 stresses the need for the Army to prepare for full spectrum operations.
- Chapter 2 focuses on the seven principles and tenets that apply at all organizational levels.
- Chapter 3 describes the Army’s Training System, defines training and education, describes the three training domains, and provides a brief discussion of leader development.
- Chapter 4 describes the Army’s Training Management Process. It addresses the mission-essential task list (METL) development process and the necessary guidelines on planning, preparing, executing, and assessing, along with a discussion on oversight of training in the modular Army.

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

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

ADMINISTRATIVE INFORMATION
Headquarters, U.S. Army Training and Doctrine Command, is the proponent for this publication. The preparing agency is the Army Doctrine Proponenty Division, U.S. Army Combined Arms Center. Send written comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) to Commander, U.S. Army Combined Arms Center and Fort Leavenworth, ATTN: ATZL-CD (FM 7-0), 201
Reynolds Avenue, Fort Leavenworth, KS 66027-2337; by e-mail to leav-cadd-web-cadd@conus.army.mil or submitted on an electronic DA Form 2028.
Chapter 1

Training for Full Spectrum Operations…Changing the Army Mindset

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:

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.

THE STRATEGIC LANDSCAPE

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.

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.

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

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

- Traditional threats emerge from states employing recognized military capabilities and forces in
understood forms of military competition and conflict. In the past, the United States optimized
its forces for this challenge. The United States currently possesses the world’s preeminent
conventional and nuclear forces, but this status is not guaranteed. Many nations maintain
powerful conventional forces, and not all are friendly to the United States. Some of these
potentially hostile powers possess weapons of mass destruction. Although these powers may not
actively seek armed confrontation and will actively avoid U.S. military strength, their activities
can provoke regional conflicts that threaten U.S. interests. Deterrence therefore remains the first
aim of the joint force. Should deterrence fail, and there is some evidence that deterrence is less
able to accomplish this goal, the United States strives to maintain capabilities to overmatch any
combination of enemy conventional and unconventional forces.

- Irregular threats are those posed by an opponent employing unconventional, asymmetric
methods and means to counter traditional U.S. advantages. A weaker enemy often uses irregular
warfare to exhaust the U.S. collective will through protracted conflict. Irregular warfare includes
such means as terrorism, insurgency, and guerrilla warfare. Economic, political, informational,
and cultural initiatives usually accompany and may even be the chief means of irregular attacks
on U.S. influence.

- Catastrophic threats involve the acquisition, possession, and use of nuclear, biological,
chemical, and radiological weapons, also called weapons of mass destruction and effects.
Possession of these weapons gives an enemy the potential to inflict sudden and catastrophic
effects. The proliferation of related technology has made this threat more likely than in the past.

- Disruptive threats involve an enemy using new technologies that reduce U.S. advantages in key
operational domains. Disruptive threats involve developing and using breakthrough technologies
to negate current U.S. advantages in key operational domains.

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

1-6. Threats can be expected to use the environment and rapidly adapt. Extremist organizations will seek
to take on state-like qualities using the media and technology and their position within a state’s political,
military, and social infrastructures to their advantage. Their operations will become more sophisticated,
combining conventional, unconventional, irregular, and criminal tactics. They will focus on creating
conditions of instability, seek to alienate legitimate forces from the population, and employ global
1-7. Future conflicts are much more likely to be fought “among the people” instead of “around the people.” This fundamentally alters the manner in which Soldiers can apply force to achieve success in a conflict. Enemies will increasingly seek populations within which to hide as protection against the proven attack and detection means of U.S. forces, in preparation for attacks against communities, as refuge from U.S. strikes against their bases, and to draw resources. War remains a battle of wills—a contest for dominance over people. The essential struggle of the future conflict will take place in areas in which people are concentrated and will require U.S. security dominance to extend across the population.

**IMPACT OF THE OPERATIONAL ENVIRONMENT**

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

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

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

1-11. Civil support operations in the United States and its territories will continue to involve both Regular Army and Reserve Component Soldiers and civilians, operating with nongovernmental, local, state, and federal agencies. Since the homeland is vulnerable to attacks and natural disasters, both components must be prepared to plan, prepare, and execute civil support operations on short notice. Regular Army forces can expect to be more involved in civil support if natural or manmade disasters and incidents within the United States and its territories exceed the capabilities of the Reserve Component and domestic civilian agencies.
1-12. In the past, the Army primarily trained to fight against other conventional armies with conventional capabilities, within clearly defined military and political boundaries. Our enemies are adaptive, smart, and innovative. We cannot predict their actions with absolute assurance. They will look for ways to attack our vulnerabilities. Rather than directly confront the U.S. Army’s overwhelming superiority, our enemies now employ asymmetric means to attack us. In a single campaign, we may fight multiple enemies and adversaries with different agendas, rather than a single enemy unified by purpose or command. The Cold War enemy who planned to fight us in predictable formations was replaced by an adaptive, unpredictable, fleeting enemy who hides among the population. The conventional threat is not gone. Army units will not only have to deal with conventional armed forces but will also interact with vastly different cultures and languages of civilian populations and deal with both crumbling infrastructures and irregular forces. Nonlethal capabilities and information engagement will often be our primary weapons. Interactions between deployed Army units and the media have increased exponentially. Today’s information environment means that we must accept that everything we do will be subject to viewing and listening by our friends and enemies; the ability to get our message out and to compete in the information environment is often as important as physical actions on the battlefield. Commanders use information engagement in their areas of operation to communicate information, build trust and confidence, promote support for Army operations, and influence perceptions and behavior. Information engagement is the integrated employment of public affairs to inform U.S. and friendly audiences; psychological operations, combat camera, U.S. Government strategic communication and defense support to public diplomacy, and other means necessary to influence foreign audiences; and leader and Soldier engagements to support both the information and influence efforts.

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

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

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

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

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

1-16. Contemporary operations challenge the Army in many ways. The U.S. Army has always depended upon its ability to learn and adapt. German Field Marshal Erwin Rommel observed that American Soldiers...
were initially inexperienced but learned and adapted quickly and well. Even though the Army is much more experienced than it was in North Africa in World War II, today’s complex environment requires organizations and Soldiers that can adapt equally quickly and well. To adapt, organizations constantly learn from experience (their own and that of others) and apply new knowledge to each situation. Flexibility and innovation are at a premium, as are creative and adaptive leaders. As knowledge increases, the Army will continuously adapt its doctrine, organization, training, materiel, leadership and education, personnel, and facilities.

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

THE ROLE OF TRAINING

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

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

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

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

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

1-23. Managing training for full spectrum operations presents challenges for leaders at all echelons. Training develops discipline, endurance, unit cohesion, and tolerance for uncertainty. It prepares Soldiers and units to address the ambiguities and complexities inherent in operations. Operational experience demonstrates that forces trained exclusively for offensive and defensive tasks are not as proficient at stability tasks as those trained specifically for stability. For maximum effectiveness, stability and civil
support tasks require dedicated training, similar to training for offensive and defensive tasks. Similarly, forces involved in protracted stability or civil support operations require intensive training to regain proficiency in offensive or defensive tasks before engaging in large-scale combat operations. Therefore, a balanced approach to the types of tasks to be trained is essential to full spectrum readiness.

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

![Figure 1-1. Aim point for Army training and leader development](image)

1-25. The aim point concept is a major cultural change for Army leaders and units. To be successful in future operations, the Army cannot afford to look at operations since the end of the Cold War as temporary interruptions to preparing for major offensive and defensive operations against a near-peer enemy. Nor can it afford to view offense-defense operations and stability operations as either/or propositions, since they will usually occur simultaneously. The Army must be a well-trained force that can deploy rapidly, conduct and win engagements and wars, but also be prepared to remain in the joint operations area to conduct sustained unified action stability operations after major offensive and defensive operations have concluded. Similarly, they must be prepared to conduct offensive and defensive operations, even when stability...
Training for Full Spectrum Operations…Changing the Army Mindset
(Publication Draft V2—NOT FOR IMPLEMENTATION)

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

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

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

MEETING THE CHALLENGES OF FULL SPECTRUM OPERATIONS

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

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

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

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

IMPLICATIONS OF THE AIM POINT ON TRAINING AND LEADER
DEVELOPMENT

1-32. Given the aim point’s shift in mindset and HQ DA-standardized CMETL, the requirements for a
training briefing have changed. Previously, the training briefing focused on mission-essential tasks to be
trained and the training plan. Now, it is a two-step process. The training briefing must be preceded by a
separate commander-to-commander dialogue that discusses the training conditions and corresponding
resources required; the proportion of effort to be allocated among offensive, defensive, stability operations,
and civil support tasks; the risks to readiness; and the core capabilities required of a unit as it adjusts its
training focus to prepare for a directed mission. Commanders will use training briefings to enter into a
“contract” with their subordinate commanders, not only on the tasks to be trained, but also the conditions
under which they will train, and the risks associated with where they are focusing training and training
conditions, and the resources required. This concept will be discussed further in chapter 4.
1-33. With an expanded capability that now embraces preparedness for stability operations, Army units must have the capability to train on stability tasks—civil security; civil control; providing essential services (such as sewer, water, electric, and telecommunications infrastructure); support to governance; and support to economic and infrastructure development—while still sustaining their proficiency for offensive and defensive operations. Training must develop the capability for collecting accurate bottom-up intelligence along with the receipt and actioning of national intelligence capabilities at the tactical level.

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

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

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

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

SUMMARY

1-38. The operational environment, threat, and Army operational concepts have changed. The Army must be a full spectrum capable force. Therefore, Soldiers and leaders, military and civilians, and Regular Army and Reserve Component need to adapt to new concepts and think about how the Army can train more wisely, efficiently, and effectively.
Chapter 2
Principles of Training

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.

![Figure 2-1. The Army’s seven principles of training](figure)

<table>
<thead>
<tr>
<th>Tenets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commanders and other leaders are responsible for training</td>
</tr>
<tr>
<td>Noncommissioned officers train individuals, crews, and small teams</td>
</tr>
<tr>
<td>Train as you will fight</td>
</tr>
<tr>
<td>Train to standard</td>
</tr>
<tr>
<td>Train to sustain</td>
</tr>
<tr>
<td>Conduct multiechelon training</td>
</tr>
<tr>
<td>Train to develop agile leaders and organizations</td>
</tr>
</tbody>
</table>

TRAINING CONCEPT

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.

COMMANDERS AND OTHER LEADERS ARE RESPONSIBLE FOR TRAINING

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

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

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

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

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

2-6. Leaders motivate their subordinates toward excellence and encourage initiative and innovation. Leaders must create training conditions that prompt individuals to be self-starters and use creativity to solve challenges. Textbook answers will seldom solve a problem exactly. Commanders should practice mission command during training to create these opportunities. Mission command is the conduct of military operations through decentralized execution based on mission orders for effective mission accomplishment. Successful mission command results from subordinate leaders at all echelons exercising
disciplined initiative within the commander’s intent to accomplish missions. It requires an environment of trust and mutual understanding between leaders and subordinates. Commanders intentionally create complex, ambiguous, and uncertain situations for their subordinate leaders that challenge individuals and organizations. Leaders must grow accustomed to making decisions with only partial information; they must learn to work outside their comfort zone. Leaders should expect subordinates to assess the situation, determine tasks that will lead to a solution, and execute them to standard. Finally, leaders should reward individuals by recognizing those able to adapt to unfamiliar situations, take the initiative, and develop creative solutions.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2-21. Leaders make training performance-oriented, realistic, and mission-focused. Performance-oriented training involves physically performing tasks—a hands-on approach as opposed to passive listening. It
Principles of Training
(Publication Draft V2—NOT FOR IMPLEMENTATION)

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

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

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

2-24. A combination of live, virtual, and constructive training environments and gaming technologies can help replicate an actual OE. Based on resources available—such as time, fuel, funds, and training area
availability—commanders must determine the right mix of L-V-C TADSS to effectively and efficiently
train or rehearse missions in a realistic, relevant environment that approximates an actual OE.

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

TRAIN TO STANDARD

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

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

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

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

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

TRAIN TO SUSTAIN

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

- Individual, equipment, and organizational maintenance must be part of every training event.
2-31. Individual, equipment, and organization maintenance must be part of every training event. Individuals must develop an appreciation for the importance of maintaining their equipment. Organizations perform maintenance during actual operations to the standards they learn in training. Maintenance training, in this context not only includes equipment, but also includes training to sustain critical individual and collective skills. Maintenance training helps to sustain mental and physical fitness, essential skills, and equipment readiness rates. Effective maintenance training ensures organizational equipment is available when needed. It also reduces the impact of frequent deployments and high personnel tempo. Training must prepare individuals and organizations to operate for long durations of time.

2-32. Equipment maintenance requires training as the cornerstone of sustainment. Leaders instill in subordinates the importance of equipment to the operations. Functional, reliable, and maintained equipment is essential to mission success and allows individuals and units to complete their tasks and missions. Equipment maintenance is every Soldier’s responsibility. Equipment maintenance must be vigorously enforced, whether in training or an actual OE. Commanders must allocate time for individuals and units to maintain themselves and their equipment to standard. This time includes scheduled maintenance periods such as preventive maintenance, checks, and services; assembly area operations; and physical training. As with other types of training, leaders are present to supervise the training, check standards, complete AARs, and hold subordinates accountable.

2-33. Leaders must train individuals to maintain entire systems. For example, maintaining a fighting vehicle involves maintenance on its weapons; radios; basic issue items; and chemical, biological, radiological, nuclear, and high-yield explosive equipment; and the vehicle. Scheduled maintenance periods must be performed with the same intensity as other training events. These periods should have clear, focused, and measurable objectives. Leaders must direct and participate in these sessions to coach, train, and enforce standards and lead by example to underscore that maintenance training is important to readiness. Units are systems that require sustainment in the form of rest, resupply, rotation of shifts and special training as required.

2-34. Leaders must train and retrain critical tasks to sustain proficiency. This applies to maintaining skill proficiency, since physical health, memory, and skills atrophy without regular use and periodic challenges. With limited time available to train, leaders must pick the most important tasks to sustain or improve—for example, those tasks that are essential to mission accomplishment, and are perishable without continuous practice. Retraining important tasks that are already proficient, while not training important tasks that are deficient, wastes valuable, limited training time. Selecting these tasks should be based on AARs, trends, new equipment, and collaboration among leaders at all levels as part of the METL assessment. Sustain individual and collective training skills using the “right mix” of L,V and C TADSS and gaming.

2-35. Train to sustain core individual and collective capabilities. Leaders must balance the time spent training on core warfighting functional skills with such skills as physical and mental fitness, marksmanship, and navigation.

2-36. Sustain leader presence. Leader presence is sustained by honing decisionmaking skills and preserving those skills over extended periods. Setting the example for health, physical fitness, resilience, and calmness under pressure is the foundation of leader presence.

2-37. Train staffs routinely. The staff is an extension of the commander and a vital part of the command and control system. The staff must operate 24/7 without losing proficiency. Staffs should train regularly...
and often, rather than in short bursts just before a major evaluation. A staff maintenance program must progress to a high level of proficiency and include—

- Operating over extended periods and distances.
- Enforcing rest plans.
- Maintaining tactical command and control equipment.
- Establishing security measures.
- Cross training.

2-38. Leaders must develop a sense of stewardship in subordinates. Resources include individual and organizational equipment, installation property, training areas, ranges, facilities, time, the environment, and organizational funds. Protection of these assets is not only a leader responsibility, but also an individual’s responsibility. Subordinates follow the example set by leaders. Accountability for property and other resources must be enforced across all echelons to preserve readiness. Individuals must willingly take ownership of and properly care for their equipment to avoid costly and unnecessary expenditures on replacements. Individuals must be physically and mentally ready, and have their equipment properly functioning and maintained to ensure mission accomplishment. This readiness ensures their safety and security, as well as that of everyone else in the organization. Good stewardship is learned during tough training in which individuals learn to respect and trust themselves and their leaders, and appreciate the importance of well-maintained equipment and other valuable resources.

2-39. Preventable loss is unacceptable. The Army must protect the Nation’s resources: human, financial, materiel, environmental, and informational. Preventable loss can be mitigated by integrating CRM throughout Army training.

CONDUCT MULTIECHELON TRAINING

2-40. Multiechelon training is training on tasks across several echelons, often simultaneously. It is the most efficient way to train, especially when resources are limited. It requires synchronized planning and coordination by commanders and other leaders at each affected echelon.

2-41. Multiechelon training optimizes the use of time and resources, particularly in an environment characterized by frequent deployments and limited resources. Multiechelon training can occur when an entire unit trains on a single mission-essential task or when different echelons of a unit simultaneously conduct training on related or even unrelated mission-essential tasks. Multiechelon training allows individuals and leaders to see the effects of one echelon’s execution on another echelon. This type of training offers commanders an opportunity to reduce training overhead; for example, rather than employ observer controllers at each level of command to the same level of fidelity, observer controller requirements could be consolidated to cover down on those echelons that may not require the same level of fidelity as an echelon below it. While multiechelon training involves as many echelons as a commander desires, a general rule of thumb is that the training audience should be only two echelons.

2-42. While large-scale training events provide the best opportunity to conduct multiechelon training, smaller scale events can provide conditions conducive to training multiple echelons simultaneously. Leaders should exercise initiative and create their own training events within a larger training exercise, based on the needs of their unit and through coordination with the larger or supported unit. Concurrent training occurs when a leader conducts training within another type of training. For example, an artillery battery commander supporting an infantry battalion during a nonfiring maneuver exercise could conduct individual howitzer section training at the firing position, as long as the fire direction center maintains communications with fire support officers located with the infantry. Similarly, squad leaders can perform concurrent training while their squads await their turn to move on to a range to zero their weapons. Leaders need to seek out such opportunities to optimize the time available for training.

TRAIN TO DEVELOP AGILE LEADERS AND ORGANIZATIONS

2-43. The Army trains and educates to develop agile leaders and organizations that can operate successfully in any OE. The Army develops leaders who can direct fires in a firefight one minute and
calmly help a family evacuate a destroyed home the next. The Army trains leaders who accept prudent risk
to create opportunities to seize, retain, and exploit the initiative. This agility requires individuals to be
educated, highly trained, disciplined, physically tough, mentally agile, and well grounded in their core
competencies and Warrior Ethos. Individuals must adapt to any situation and operate successfully in any
OE. Individuals and organizations must capably perform various challenging and complex tasks under any
condition. The Army needs expeditionary leaders and Soldiers—those who can say that they have
experienced enough and are knowledgeable enough to be capable of successfully conducting any mission
along the spectrum of conflict and in any operational theme.

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

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

2-45. Train leaders in the art and science of battle command. Battle command is the art and science of
understanding, visualizing, describing, directing, leading, and assessing forces in operations against a
hostile, thinking, and agile enemy. During the Cold War, the Army thought it knew what was necessary to
succeed since the enemy was predictable. Now the Army faces different challenges generated by a myriad
of circumstances that are not just military, but also are generated by the civilian populations in the area of
operations. This change requires an unprecedented level of understanding of a wide variety of factors—
PMESII-PT—than at any time in our history. The understanding is essential to successful battle command.

Battle command applies leadership to translate decisions into actions—by synchronizing forces and
warfighting functions in time, space, and purpose—to accomplish missions. Battle command is guided by
professional judgment gained from experience, knowledge, education, intelligence, and intuition. Leaders
improve their battle command skills through realistic, complex, and changing training scenarios. Training
gives commanders greater understanding that enables them to make qualitatively better decisions while
focusing intuitive abilities on visualizing the current and future conditions of their OE. Successful battle
command demands timely and effective decisions by combining judgment with information. It requires
knowing when and what to decide. It also requires commanders to assess the quality of information and
knowledge. Commanders identify important information requirements and focus subordinates and the staff
on them. Commanders anticipate the activities that follow decisions, knowing that once executed, the
effects of those decisions are frequently irreversible. In battle command, commanders combine analytical
and intuitive approaches for decisionmaking. These skills are developed and honed through rigorous
training and mentoring by senior commanders at every echelon.

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

2-47. Develop an expeditionary mindset in leaders and units. Organizations are only as agile as their
people are, especially their leaders. An expeditionary Soldier is confident that he or she is knowledgeable
enough and experienced enough to be capable of successfully operating anywhere along the spectrum of
conflict, in any operational theme, while conducting offensive, defensive, and stability or civil support
operations. Full spectrum operational experiences will multiply in an era of persistent conflict. Home
station training and rotations at the combat training centers (CTCs) will incorporate scenarios that include
offense, defense, and stability operations in at least major combat operations and irregular warfare.
Operational experiences must be complemented by self-development through reading and simulations.
Institutional training must be a broadening and introspective experience. It must be a time when Soldiers
can reflect on their strengths and weaknesses in full spectrum operations, and take the necessary steps to
develop and enhance their skills and knowledge Reading the AARs and lessons learned by soldiers and
units in operations can augment personal knowledge and even experiences. Leaders must be versatile in
their skills, knowledge, behaviors, and capabilities. Leaders must know the skills and capabilities
associated with other branches in order to train their modular units. Schools, home station training, CTC
exercises, and self-development all contribute to producing expeditionary leaders and units.

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

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

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

2-51. Provide subordinates with feedback. AARs provide feedback based on observations and assessments of performance during operations and in training. AARs are essential for developing agile leaders and subordinates. Feedback helps all individuals learn from training, allowing them to reflect on what they did and how they can improve future performance. AARs are not critiques; they are a means of self-discovery led by a facilitator. AARs help subordinates and leaders understand how and why actions unfolded and what they should do the next time to avoid the same mistakes or to repeat successes. AARs can also be used to gauge the effectiveness of training and whether changes need to be made in how similar training will be conducted in the future. Well-planned and executed AARs form the building blocks of learning organizations.
Chapter 3
The Army Training System

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 end education.

FOUNDATIONS OF ARMY TRAINING

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:

- 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.

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).

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

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

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

3-7. Traditional training and education may not meet all the needs of an expeditionary Army; as appropriate, training and education must adapt to the needs of a new operational environment. The training and education requirements differ for a fully trained force. Developing new approaches may be necessary to ensure Soldiers and Army Civilians are confident in their ability to conduct full spectrum operations anywhere along the spectrum of conflict with minimal additional training. For example, outcome-based training and education is supposed to develop individuals who can think and organizations that can operate in complex environments. Used in initial entry training, it aims to develop individual confidence, initiative, and accountability in addition to mastery of skills, instead of just minimum baseline level of performance.
The focus is on the total outcome of a task or event rather than on the execution of a particular task to a standard under a given set of conditions. Given operational expectations, it is supposed to develop tangible skills—such as marksmanship—and intangible attributes—such as creativity and judgment.

LIFECYCLE TRAINING OF SOLDIERS AND CIVILIANS

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

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

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

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

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

3-13. Civilian skills, knowledge, and abilities are key contributors to Army readiness, and are enhanced through the CES and focused continuous learning. Commanders and first-line leaders monitor and annually assess individual performance and development. In schools, individuals monitor their own progress.
Regardless of who tracks the plan, the burden of self-development rests with the individual and is a function of the individual’s desire to improve.

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

FOUNDATIONS OF LEADER DEVELOPMENT

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

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

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

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

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

- Who are competent in core proficiencies.
- Who can successfully employ their units across the spectrum of conflict.
The Army Training System
(Publication Draft V2—NOT FOR IMPLEMENTATION)

Who are tactically and technically competent, confident, and agile.
Who possess the knowledge and skills necessary to train and employ modular force units and operate as a part of a unified action.
Who are culturally astute.
Who are capable of executing mission command through orders that meet their commander’s intent.
Who are courageous and seize opportunities.
Who take care of their people and effectively manage risk.

These characteristics are developed in the three training domains.

Figure 3-2. Army training and leader development model

TRAINING DOMAINS

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

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

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

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

Support to the Field

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

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

Initial Military Training

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

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

Functional Training

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

The Operational Training Domain

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

- Responsibilities of commanders and other leaders.
- Unit training.
- Major training exercises.
- Operational missions.

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

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

3-31. Unit training is executed through training events. These events, such as situational training exercises, external evaluations, command post exercises, and deployment exercises, create the opportunities needed to fully train organizations and develop agile leaders. Major training events allow units, leaders, and other individuals to improve and sustain their tactical and technical proficiencies. Some units will not have the benefit of a battle command training program or maneuver combat training center experience. Therefore, commanders must wisely use the live, virtual, and constructive training environments and gaming solutions available to them at home station to optimize their combined arms and joint, interagency, intergovernmental, and multinational training experiences. Major training events provide a means for a
commander to assess the unit’s METL proficiency and allow leaders to solve unfamiliar problems and hone their decisionmaking skills. Major training events provide opportunities for obtaining observations, insights, and lessons on operations and tactics, techniques, and procedures. In unified action exercises, leaders learn how to function as part of a diverse team and leverage the strengths of all team members. Actual or role players should represent the multiple participants in unified actions—the joint, interagency, intergovernmental, and multinational operatives as well as the wide variety of contracted support.

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

THE COMBAT TRAINING CENTERS

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

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

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

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

Army Training Management

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.

THE FORCE GENERATION PROCESS DRIVES TRAINING MANAGEMENT

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.

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.

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.

IMPACT OF THE MODULAR FORCE ON TRAINING MANAGEMENT

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

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

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

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

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

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

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

LEADER ROLES IN TRAINING MANAGEMENT

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

OFFICERS

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

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

4-14. By personally visiting training, commanders and senior noncommissioned officers communicate the
paramount importance of training and leader development to subordinate organizations and leaders. They
receive feedback from subordinate leaders and Soldiers during training visits. From the feedback,
commanders and senior noncommissioned officers identify and resolve systemic problems in planning,
leadership, leader development, management, support, and other functions. From their observations and
other feedback, commanders provide guidance and direct changes that lead to improved training and
increased readiness. The most beneficial visits to training by senior leaders are unannounced or on short
notice; such visits prevent excessive preparation—a training distraction—by subordinate organizations.
4-15. The warrant officer must be technically and tactically focused and able to perform the primary duties of technical leader, advisor, and commander. Through progressive levels of expertise in assignments, training, and education, the warrant officer performs these duties across the full spectrum of Army operations and at all levels of command. While their primary duties are that of a technical and tactical leader, they also provide training and leader development guidance, assistance, and supervision necessary for individuals at all levels to perform their mission. Warrant officers provide leader development, mentorship, and counsel to other warrant officers, officers, noncommissioned officers, and Army civilians. Warrant officers lead and train functional sections, teams, or crews in units. Finally, they serve as critical advisors to commanders in planning and executing organizational training.

NONCOMMISSIONED OFFICERS

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

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

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

ARMY CIVILIANS

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

MISSION ESSENTIAL TASK LIST DEVELOPMENT

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

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

MISSION-ESSENTIAL TASK LISTS

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

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

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

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

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

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

4-28. Joint training manuals provide an overview of the Joint Training System and assist in—
- Developing joint training requirements.
- Planning joint training.
- Executing joint training.
- Assessing joint proficiency.

CORE MISSION-ESSENTIAL TASK LIST

4-29. Army units, whether Regular Army or Reserve Component, cannot achieve and sustain proficiency on every possible task along the spectrum of conflict. CMETL focuses unit training on those tasks necessary to conduct full spectrum operations. CMETL is a list of a unit’s essential tasks which are derived from its core capabilities, and based on the unit’s TOE mission and doctrine. Units train on CMETL tasks until the unit commander and the next higher commander mutually decide to focus on training for a directed mission. CMETL is the framework to support training for full spectrum operations and is normally the training focus of units in the reset/train phase of ARFORGEN; however, it can continue to provide the focus of training in other ARFORGEN phases if the unit does not receive a directed mission. It is not
possible to build or to try to sustain readiness for operations across the full spectrum of conflict, across all operational themes and under all conditions. Therefore, given guidance from higher headquarters, units conduct CMETL training under the conditions found in a single operational theme and at an appropriate level of violence on the spectrum of conflict (for example, midway between insurgency and general war).

**Standardization**

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

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

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

**CMETL Components**

4-33. Two types of tasks comprise CMETL: those which the organization was designed to perform called core capability mission-essential tasks and those general tasks applicable to all organizations, regardless of type called general mission-essential tasks (GMETs). CMETLs are supported by task groups, supporting collective tasks, and supporting individual tasks. See figure 4-2 for an example of CMETL taxonomy.
4-34. A task group is a group of related collective tasks necessary to accomplish a specific part of a mission essential task. For example, if the METL task is “conduct offensive operations,” the tasks groups might be “conduct an attack” and “conduct a movement to contact.” To accomplish a task group, a unit must be able to conduct the related supporting collective tasks.

Supporting Collective Tasks

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

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

Figure 4-2. Notional CMETL and supporting tasks
Supporting Individual Tasks

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

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

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

Identification of Tasks, Priority of Effort, and Risk

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

ADJUSTING FROM CMETL TO DMETL

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

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

Development of a Directed Mission Essential Task List

4-42. The DMETL development model assists the commander in identifying those tasks that the organization must be able to perform in order to accomplish its assigned/directed mission. The model lists just a guide and not a fixed process. The model melds mission and training and leader development guidance with other inputs filtered by the commanders and subordinate leaders to determine mission-essential tasks. Commanders involve subordinates, staffs, and their CSM or 1SG in DMETL development. Subordinate participation helps to develop a common understanding of the organization’s critical mission requirements so that the DMETL of subordinate organizations mutually supports the higher headquarters’ or supported organization’s DMETL. Subordinate commanders can apply insights gained while supporting the development of higher or supported headquarters’ DMETL to the development of their own DMETL.

Figure 4-4 illustrates the commander’s DMETL analysis model. This model can also be used by units to develop CMETL if none exists for the unit.
4-43. Applying the DMETL development model—

- 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.

**Directed Mission-Essential Task List Development Fundamentals**

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

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

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

- Intelligence.
- Movement and maneuver.
- Fires.
- Protection.
- Sustainment.
- Command and control.

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

Commander’s DMETL Analysis

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

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

Inputs to Directed Mission-Essential Task List Development

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

4-50. CMETL can serve as a start point for DMETL development, since the unit’s core capabilities may contribute to the capabilities needed for the directed mission. These core capabilities are derived from the unit’s doctrinal mission as documented in paragraph 1 of the TOE or TDA and doctrinal manuals—the fundamental reasons for the unit’s existence. These core tasks are collective tasks developed by the unit’s proponent branch to support the unit’s MTOE or TDA and doctrinal missions. The unit’s capabilities combine with those of other units to form combined arms teams that are capable of conducting full spectrum operations.
4-51. Operation plans and orders provide missions and related information that are key to determining essential tasks.

4-52. An OE has eight variables: political, military, economic, social, information, infrastructure, physical environment, and time to add breadth and depth to the analysis and represent the nature of land operations (see FM 3-0). Each affects how Army forces combine, sequence, and conduct military operations. Commanders tailor forces, employ diverse capabilities, and support different missions to succeed in this complex environment. These variables form the basis for determining the conditions under which a unit will not only operate but also under which it will train. These conditions, when combined with directed mission task standards, help the commander assess unit readiness for the mission.

4-53. External guidance serves as an additional source of tasks that relate to a unit’s operational mission. Some examples are:

- Commander’s training and leader development guidance.
- Higher headquarters’ DMETL.
- Higher headquarters’ directives.
- Force integration plans.
- AR 350-1, Army Training and Leader Development.
- CJCSM 3500.04D, The Universal Joint Task List.
- CATS and TRADOC proponent-developed collective tasks and drills.
- Proponent-developed CMETLs.

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

THE ARMY TRAINING MANAGEMENT MODEL

4-55. The foundation of Army training is the Army training management model (see figure 4-5). This model provides the framework for commanders to achieve METL proficiency. This model mirrors the Army’s FM 3-0 operations model. The primary differences between models are that battle command in the FM 3-0 model has been replaced by METL as the basis of the training management model, and bottom-up feedback has been added to the model to support commanders’ assessments. While each aspect of the model is important, successful training is largely the result of thorough preparation.
4-56. Automated training management allows commanders to develop their unit mission and METL and provides a link to individual and collective tasks through several sources, such as the CATS, The Army Universal Task List, and the Universal Joint Task List. The Digital Training Management System (DTMS) is the Army’s automated training management system. It addresses issues involving training and training management in the organization and provides a link to individual tasks, collective tasks and CATS. DTMS is capable of producing long-range, short-range, and near-term planning calendars, training plans, and training schedules; and providing commanders with snapshot statuses of unit training.

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

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

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

**PLAN**

4-59. Conducting training to standard begins with planning. Units must develop training plans that enable them to attain METL proficiency in full spectrum operations under various conditions they are likely to encounter when deployed. Commanders determine a training strategy for the unit, prepare a plan, identify
and schedule training events, allocate time and resources, and coordinate support from the host installation—all of which comprises the unit’s training plan. Commanders perform long-range, short-range, and near-term planning as they develop their training plans. Commanders lead a training briefing to their higher headquarters for approval of the plans, especially for approval of the commander-selected collective tasks that support the METL.

PLANNING

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

TRAINING OBJECTIVES

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

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

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

- Combined Arms Training Strategies.
- Soldier training publications.
- Deployment or mobilization plans.
- The Army Universal Task List.
- The Universal Joint Task List.

TRAINING STRATEGY

Commanders use the training strategy to describe the ends, ways, and means to achieve and sustain training proficiency on METL tasks. The training strategy is based on the commander’s assessment and detailed discussions with his higher commander. An organization’s training strategy includes tasks to be trained, training objectives, the order in which the tasks are trained given limited time and other resources, the conditions under which the tasks will be trained, and the resources required to execute the training
strategy. The Army’s combined arms training strategies provide a doctrinal template for training that can be adapted to the unit’s requirements based on the commander’s assessment.

COMBINED ARMS TRAINING STRATEGIES

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

- Institutional.
- Operational (unit and functional).
- Self-development.

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

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

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

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

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

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

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

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

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

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

4-74. Sequential training programs successively train each echelon from lower to higher to achieve successive levels of proficiency; however, limited resources such as time often prevent the use of sequential training programs. Each training event therefore, must be structured taking full advantage of multiechelon and concurrent training.
4-75. Concurrent training occurs within a single echelon; for example, within a squad. It complements the execution of primary training objectives by allowing leaders to make the most efficient use of available time. For example, while Soldiers are waiting their turn on the firing line at a range, their leaders can train them on a variety of subjects. Concurrent training can occur during multiechelon training.

**TRAINING RESOURCES**

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

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

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

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

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

**Live-Virtual-Constructive Training**

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

- **Live** – training executed in field conditions using tactical equipment enhanced by training aids, devices, simulators, and simulations, and tactical engagement simulation to simulate combat conditions—real people operating real systems.
- **Virtual** – human-in-the-loop training executed using computer-generated areas of operation to exercise motor control such as using the same skills needed to operate actual equipment—for example, aircraft controls, decisionmaking and communication skills—real people operating simulated systems.
Constructive – the use of computer models and simulations to exercise the command and staff functions of units from platoon through echelons above corps—simulated people operating simulated systems.

Gaming – The military uses commercial- and government-off-the-shelf technologies to create gaming capabilities that can help train and educate at the individual, collective, and multi-echelon levels. Games are categorized according to their use. For example, a first-person shooter game (FPS) is an action video game that involves an avatar, one or more ranged weapons, and a varying number of enemies. FPS games can enhance such skills as individual and small unit tactics, battle drills, mission planning and rehearsal, troop leading procedures, battlefield visualization, and team building. A real-time strategy game—another category or genre—is played continuously and without turns—players act simultaneously. Employed in a realistic, semi-immersive environment, gaming can simulate operations and capabilities in a stand-alone mode or it can enable the live, virtual, and constructive training environments.

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

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

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

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

Training Support System

4-85. Commanders coordinate training plans with the various resource processes that support training. The Army’s Training Support System (TSS) provides the resources required to support Army’s training strategies. TSS includes training system:
Army Training Management
(Publication Draft V2—NOT FOR IMPLEMENTATION)

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

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

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

TIME MANAGEMENT

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

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

TRAINING BRIEFING

4-89. Training briefings are a two-step process; first a dialogue and then a formal training briefing. The
importance of this two-step collaboration process cannot be overstated. Prior to the training briefing, a unit
commander and the next higher commander conduct a dialogue. The focus is on either CMETL or DMETL
training. The purpose of the dialogue is to determine the specific METL task groups and supporting
collective tasks to be trained. Such dialogue helps commanders agree on the commander’s assessment of
the METL in light of the operational theme (for CMETL) or the OE (for DMETL); the conditions under
which the units will train; key challenges to readiness; any nonstandard or unavailable resources required
to replicate those conditions; and the risks involved with where they are focusing training. In the case of
CMETL-focused training, the dialogue helps to determine how long it will take to achieve CMETL
proficiency before the unit begins training on its DMETL. The value-added of the dialogue is that it saves
both commanders time and ensures that the training unit’s plan is synchronized with not only the immediate commander’s vision but also Department of the Army’s focus. The second step, the training briefing, results in an approved training plan and a resource contract between commanders. The timings of the dialogue and briefing are at the discretion of the higher commander, but they should be held early enough to ensure that training resources can be locked in for the training unit.

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

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

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

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

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

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

- Conduct an attack.
- Conduct a movement to contact.
- Conduct a guard mission.
- Conduct logistical support.
- Conduct a mobile defense.

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

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

The commanding general had addressed in his division’s training and leader development guidance how the installation could best replicate the operational theme’s conditions during training. For example, the commanding general expects units to be prepared to face an active insurgency in urban areas, deal with an unfriendly population that has the ability to support and generate organized guerilla/insurgent activity during stability operations, operate in an austere environment with few essential services to support the population, coordinate with interagency and nongovernmental organizations, and face organized palace guard or company-to-battalion-sized mechanized forces. The commanding general expects these conditions to be replicated during collective training and said that the 2d BCT
from the 52d can provide role players, observers, and serve as the opposing force at
the battalion level. He also suggested that the BCT maximize the use of the
simulation center to exercise large-scale staff planning and execution rather than use
troops as training aids during FTXs.

During the dialogue, COL Smith identified resources not available at home station
but needed to train his BCT. These include a military operation in urban terrain; site
located at another post and the close combat tactical trainer suite, since his
installation’s suite was under renovation. After so many months in counterinsurgency
operations with his artillery battalion operating as a light infantry battalion, the BCT
commander asked to exceed the Standards and Training Commission allowance for
155mm rounds, but the commanding general said he would make that call after the
commander laid out his training plan and justified the need in the training briefing.

COL Smith also recognized that after so many months of focusing on
counterinsurgency, he would need some help from the fires brigade commander to
help train his field artillery battalion on offensive and defensive fire support tasks; his
division commander concurred and said he would forward the request.

Finally, the leaders acknowledged that, if the time allotted for training is cut short,
COL Smith’s BCT may not be able to train all the Supporting Collective Tasks to the
rating he and the commanding general agreed upon. This may result in training
“Conduct offensive operations” to only a “P” rating, thus diminishing the offensive
capabilities of the BCT.

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

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

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.

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.

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.

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.

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.

TRAINING PLANS

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.

4-99. Properly developed training plans will—

- **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—**
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.
4-100. The three types of training plans are shown in table 4-1:

- Long-range.
- Short-range.
- Near-term.

<table>
<thead>
<tr>
<th>Long-Range</th>
<th>Short-Range</th>
<th>Near-Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disseminate METL and supporting collectives tasks</td>
<td>Refine and expand upon appropriate portions of long-range plan</td>
<td>Refine and expand upon short-range plan by holding training meetings</td>
</tr>
<tr>
<td>Establish training objectives for each mission-essential task</td>
<td>Cross reference each training event with specific training objectives</td>
<td>Determine best sequence for training</td>
</tr>
<tr>
<td>Schedule projected major training events</td>
<td>Identify and allocate short lead-time resources such as local training facilities</td>
<td>Provide specific guidance for trainers</td>
</tr>
<tr>
<td>Identify long lead-time resources and allocate major resources such as major training area rotations</td>
<td>Coordinate long-range calendar with all support agencies</td>
<td>Allocate Training Support System products and services including training aids, devices, simulators, simulations, and similar resources to specific trainers</td>
</tr>
<tr>
<td>Identify available Training Support System products and services; identify new requirements</td>
<td>Publish short-range guidance and planning calendar</td>
<td>Publish detailed training schedules</td>
</tr>
<tr>
<td>Coordinate long-range calendars with all supporting agencies to eliminate training detractors</td>
<td>Provide input to unit training meeting</td>
<td>Provide basis for executing and evaluating training</td>
</tr>
<tr>
<td>Publish long-range guidance and planning calendar</td>
<td>Commander’s assessment</td>
<td>Commander’s assessment</td>
</tr>
<tr>
<td>Provide basis for command operating budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide long-range training input to higher headquarters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commander’s assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
spend on training tasks, and other resources they plan to use. Commanders use the TLDG as a ready reference to perform training throughout the long-range planning period. Commanders define the planning period covered by the TLDG. Commanders make this determination based on the mission and situation. The planning period covered by TLDG could span the unit’s entire ARFORGEN cycle or some portion of the cycle. Commanders could also define the planning period to be a calendar year or more, again depending on mission and situation. Both the generating and operating forces publish TLDGs, as appropriate. Topics often addressed in the TLDG are—

- Commander’s training philosophy.
- Commander’s concept for training.
- METL and supporting collective tasks.
- Training conditions.
- Command priorities.
- Leader development program.
- Combined arms training.
- Unified action training, as applicable.
- Major training events and exercises.
- Organizational inspection program.
- Battle staff training.
- Individual training.
- Self-development training.
- Standardization.
- Training evaluation and feedback.
- New equipment training and other force integration considerations.
- Resource allocation.
- Training management cycles.
- Composite risk management.

### Long-Range Planning Calendar

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

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

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

Short-Range Training Guidance

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

<table>
<thead>
<tr>
<th>Action</th>
<th>Example of Planning Guidance Publication Date</th>
<th>Example of Future Planning Horizon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division, or similar level command, publishes training guidance</td>
<td>3 months prior to start of training</td>
<td>3 months</td>
</tr>
<tr>
<td>Brigade publishes training guidance</td>
<td>2 months prior to start of training</td>
<td>3 months</td>
</tr>
<tr>
<td>Battalion, squadron, and separate company publishes training guidance</td>
<td>6 weeks prior to start*</td>
<td>3 months</td>
</tr>
<tr>
<td>Conduct training briefing</td>
<td>At discretion of commanders; prior to start of training</td>
<td>3+ months</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Action</th>
<th>Example of Planning Guidance Publication Date</th>
<th>Example of Future Planning Horizon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division, or similar level command, publishes training guidance</td>
<td>6–8 months prior to FY start</td>
<td>1 year</td>
</tr>
<tr>
<td>Brigade and separate battalion publish training guidance</td>
<td>4–6 months prior to FY start</td>
<td>1 year</td>
</tr>
<tr>
<td>Battalion, squadron, and separate company publish training guidance</td>
<td>3–4 months prior to FY start</td>
<td>1 year</td>
</tr>
<tr>
<td>Conduct training briefing</td>
<td>At discretion of commanders; prior to start of training</td>
<td>1+ year</td>
</tr>
</tbody>
</table>
4-108. An important aspect of short-range training guidance is the role of the NCO. Within the framework of the commander’s guidance, the CSM or 1SG and other key NCOs provide planning recommendations on the unit’s individual training program. They identify the individual training tasks that should be integrated into mission-essential tasks during the short-range planning period.

**Short-Range Planning Calendar**

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

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

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

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

**Near-Term Planning**

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

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

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

**Training Meetings**

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

**Training Schedules**

4-115. Near-term planning results in a detailed training schedule. At a minimum, it should—

- Specify when training starts and where it takes place.
Allocate adequate time for scheduled training and additional training as required to correct anticipated deficiencies.

Specify individual, leader, and collective tasks on which to train.

Provide multiechelon and concurrent training topics that will efficiently use available training time.

Specify who conducts and who evaluates the training.

Provide administrative information concerning uniform, weapons, equipment, references, and safety precautions.

Senior commanders establish policies to minimize changes to the training schedule. Command responsibilities consist of the following:

- The company commander approves and signs the company’s draft training schedule.
- The battalion commander approves and signs the schedule and provides necessary administrative and logistical support. Training is considered “locked in” when the battalion commander signs the training schedule.
- The brigade commander reviews each training schedule published in the brigade.
- The brigade’s higher headquarters reviews selected training schedules and the list of unit-wide training highlights.

Senior commanders provide feedback to subordinates on training schedule quality and attend training to ensure that training objectives are met and tasks are trained to standard.

### Installation and Garrison Command Training

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

As discussed earlier, formal near-term planning for training culminates when the unit publishes its training schedule. Informal planning, detailed coordination, and preparation for executing the training continue until the training is performed. Preparation is the heart of training management. Commanders and other trainers use training meetings to assign responsibility for preparation of all scheduled training. Preparation includes selecting tasks to be trained, planning the training, conducting composite risk management, training the trainers, reconnaissance of the site, ensuring required TADSS availability, issuing the training execution plan, and performing rehearsals and pre-execution checks. Pre-execution checks identify responsibility for training support tasks, monitor preparation activities, and assess whether training can be conducted to standard. Identifying the responsibility for pre-execution checks is a critical portion of any training meeting. During preparation for training, battalion and company commanders identify and eliminate potential training distracters and ensure maximum attendance at training.

Subordinate leaders, as a result of the bottom-up feed from internal training meetings, identify and select the collective, leader, and individual tasks necessary to support the identified training objectives. Commanders develop a tentative plan, to include requirements for preparatory training, multi-echelon training, concurrent training, and training resources. The training plan includes confirmation of training areas and locations, training ammunition allocations, training simulations and simulators availability, transportation requirements, Soldier support items, risk management analysis, designation of trainers responsible for approved training, and final coordination requirements. Time and other necessary resources for retraining must also be an integral part of the training plan.
SELECTING AND TRAINING THOSE WHO TRAIN FORCES

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

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

SITE RECONNAISSANCE AND THE TRAINING PLAN

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

INSPECTIONS

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

REHEARSALS

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

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

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

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

- **Realistic** training requires organizations to train the way they will operate within all dimensions of the area of operations. Realistic training includes all available elements of combined arms teams and, as appropriate, unified action organizations or individuals. It optimizes the use of TSS products to replicate the stresses, sounds, and conditions of actual operations.

- **Safe** training is the predictable result of performing to established tactical and technical standards. Through composite risk management, leaders at all echelons ensure safety requirements are integral and not add-on considerations to all aspects of planning, executing, and evaluating training.

- **Standards-based** training complies with Joint and Army doctrine and is technically correct. Field manuals, CATS, battle drills, and other training publications provide information to trainers to facilitate training, coach subordinate trainers, and evaluate training results. Adherence to standards should not stifle innovation and prudent risk taking. Training and evaluation outlines provide information concerning collective training objectives as well as individual and leader training tasks that support collective training objectives.

- **Well-structured** training contains a mixture of initial, sustainment and improvement training. It also consists of a mix of individual and leader tasks incorporated into collective tasks. It organizes and sequences the training to allow the unit to meet its training objectives.

- **Efficient** training ensures that training resources are expended wisely. Efficiently executed training makes the best use of everyone’s time.

- **Effective** training builds proficiency, teamwork, confidence, and cohesiveness. Effective training allows commanders and their teams to achieve their training objectives.

- **Challenging** training is competitive. Although individuals and organizations may sometimes compete against one another, they should always compete to achieve the prescribed standard. Once the standard has been achieved, trainers can “raise the bar” to make the task more challenging by altering the conditions. If the standard is not initially achieved, trainers take corrective actions to produce proper performance. Training is done to standard, not time.

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

CRAWL-WALK-RUN

4-129. Training starts at the basic level, beginning with the crawl stage. However, leaders must first assess individual and unit training levels. Some individuals and organizations may be ready for the walk or even run stage, depending on their experience levels. Crawl stage events are simple to perform and require minimum support from the unit. The crawl stage focuses on the basics of the task and proceeds as slowly as necessary to ensure the individuals and the organization understands task requirements. Walk stage training becomes incrementally more difficult. It requires more resources from the unit and home station,
and increases the level of realism and the pace. At the run stage, the level of difficulty for training
intensifies. Run-stage training requires optimum resources and approaches the level of realism expected in
the operation. Progression from crawl to run for a particular task may occur during a one-day training
exercise or may require a succession of training periods.

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

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

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

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

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

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

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

- Fixes responsibility within the staff and subordinate organizations for gathering and analyzing
evaluation data and preparing recommendations.
- 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 section training.
2796 • Allows the senior commander to monitor outcomes and take action to reshape priorities, 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 readiness. These packages can consist of videos and written AARs, a report of unit strengths and weaknesses as noted by the observer-controllers and trainers, and recommendations for future home station training. Other sources of feedback include personal observations, reports from higher headquarters, staff assistance visits, external evaluations, readiness reports, organized inspections, and digital training management system reports.

2805 4-138. Feedback provides the basis for assessments. Feedback is the transmission of verbal or written 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 two echelons below their unit. Training evaluations provide the commander with feedback on the demonstrated proficiency of individuals, staffs, and organizations against a standard. Training conducted without evaluation is a waste of time and resources. Evaluations can be informal, formal, internal, external, or any combination thereof:

2813 • **Informal** evaluations occur when leaders conduct training to standard with their units; for example, when a squad leader provides verbal feedback to a fire team leader’s ability to control his team during a movement to contact. Another example would be whenever a leader visits ongoing training and discusses with the subordinate leader about his observations of individual and unit performance in comparison to the standard. This type of evaluation provides real-time 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. Normally, formal evaluations are highlighted during short-range training briefings. As much as possible, headquarters two echelons higher perform formal external evaluations—division commanders evaluate battalions, brigade commanders evaluate companies, and battalion commanders evaluate platoons. Feedback is usually in the form of AARs and followed up with a written report.

2825 • **Internal** evaluations are planned, resourced, and performed by the organization undergoing the evaluation. Unit-conducted situational training exercises are an example.

2827 • **External** evaluations are planned, resourced, and performed by a headquarters at an echelon higher in the chain of command than the organization undergoing the evaluation or a headquarters outside the chain of command. The exercise director is normally two echelons above the evaluated organization.

2831 4-140. Training evaluations are a critical component of measuring readiness. Evaluation measures the 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 mission-essential and critical collective subtasks. They also use evaluation results to develop appropriate 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 training. For large-scale training events, evaluators usually sample individual and subordinate organizations and tasks to determine if the entire unit will likely be able to perform specific mission-essential tasks to standard, based on the sampling.

2840 4-143. During and after formal evaluations of performance, evaluators prepare their findings and recommendations. They provide these evaluations to the evaluated unit commander and higher commanders as required by the headquarters directing the evaluations. Evaluation documentation can range
from an annotated training and evaluation outline for an internal training evaluation to a comprehensive report for an external evaluation.

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

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

AFTER ACTION REVIEW

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

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

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

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

RETRAINING

4-149. Leaders understand that not all tasks will be performed to standard in the first attempt. In their initial planning, they allocate time and other resources for retraining. Retraining allows participants to
implement corrective action by applying lessons learned during the AAR. Retraining should be completed
at the earliest opportunity, if not immediately, to translate observations and evaluations into tasks trained to
standard. Commanders ensure their organizations understand that training is incomplete until they achieve
the Army standard. Commanders do not allow an organization to end training believing that a substandard
performance was acceptable. In some cases, a “restart” or “redo” of an event may be necessary before
moving on to the next training event.

EVALUATORS

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

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

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

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

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

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

### SECTION I – ACRONYMS AND ABBREVIATIONS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1SG</td>
<td>first sergeant</td>
</tr>
<tr>
<td>AAR</td>
<td>after action review</td>
</tr>
<tr>
<td>ADA</td>
<td>air defense artillery</td>
</tr>
<tr>
<td>ADCON</td>
<td>administrative control</td>
</tr>
<tr>
<td>AR</td>
<td>Army regulation</td>
</tr>
<tr>
<td>ARFOR</td>
<td>Army forces</td>
</tr>
<tr>
<td>ARFORGEN</td>
<td>Army force generation</td>
</tr>
<tr>
<td>ARNG</td>
<td>Army National Guard</td>
</tr>
<tr>
<td>BCT</td>
<td>brigade combat team</td>
</tr>
<tr>
<td>BCTP</td>
<td>Battle Command Training Program</td>
</tr>
<tr>
<td>C2</td>
<td>command and control</td>
</tr>
<tr>
<td>CATS</td>
<td>Combined Arms Training Strategy</td>
</tr>
<tr>
<td>CCDR</td>
<td>combatant commander</td>
</tr>
<tr>
<td>CES</td>
<td>Civilian Education System</td>
</tr>
<tr>
<td>CJCSM</td>
<td>Chairman of the Joint Chiefs of Staff manual</td>
</tr>
<tr>
<td>CMETL</td>
<td>core mission-essential task list</td>
</tr>
<tr>
<td>COL</td>
<td>colonel</td>
</tr>
<tr>
<td>CONUS</td>
<td>continental United States</td>
</tr>
<tr>
<td>CRM</td>
<td>composite risk management</td>
</tr>
<tr>
<td>CSM</td>
<td>command sergeant major</td>
</tr>
<tr>
<td>CTC</td>
<td>combat training centers</td>
</tr>
<tr>
<td>DA</td>
<td>Department of the Army</td>
</tr>
<tr>
<td>dL</td>
<td>distributed learning</td>
</tr>
<tr>
<td>DMETL</td>
<td>directed mission-essential task list</td>
</tr>
<tr>
<td>DTMS</td>
<td>Digital Training Management System</td>
</tr>
<tr>
<td>FM</td>
<td>field manual</td>
</tr>
<tr>
<td>FTX</td>
<td>field training exercises</td>
</tr>
<tr>
<td>GMET</td>
<td>general mission-essential tasks</td>
</tr>
<tr>
<td>IMT</td>
<td>initial military training</td>
</tr>
<tr>
<td>JFC</td>
<td>joint force commander</td>
</tr>
<tr>
<td>JMETL</td>
<td>joint mission-essential task list</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>JP</td>
<td>joint publication</td>
</tr>
<tr>
<td>JTF</td>
<td>joint task force</td>
</tr>
<tr>
<td>LFX</td>
<td>live fire exercise</td>
</tr>
<tr>
<td>L-V-C</td>
<td>live-virtual-constructive</td>
</tr>
<tr>
<td>MCO</td>
<td>major combat operations</td>
</tr>
<tr>
<td>METL</td>
<td>mission-essential task list</td>
</tr>
<tr>
<td>MTT</td>
<td>mobile training team</td>
</tr>
<tr>
<td>NCO</td>
<td>noncommissioned officer</td>
</tr>
<tr>
<td>OC/T</td>
<td>observer-controller and trainer</td>
</tr>
<tr>
<td>OE</td>
<td>operational environment</td>
</tr>
<tr>
<td>OFFOR</td>
<td>opposing forces</td>
</tr>
<tr>
<td>OPLAN</td>
<td>operation plan</td>
</tr>
<tr>
<td>PME</td>
<td>professional military education</td>
</tr>
<tr>
<td>PMESII-PT</td>
<td>political, military, economic, social, infrastructure, informational, physical environment, and time</td>
</tr>
<tr>
<td>RC</td>
<td>Reserve Component</td>
</tr>
<tr>
<td>SSC</td>
<td>Senior Service College</td>
</tr>
<tr>
<td>STX</td>
<td>situational training exercise</td>
</tr>
<tr>
<td>TADSS</td>
<td>training aids, devices, simulators, and simulations</td>
</tr>
<tr>
<td>TC</td>
<td>training circular</td>
</tr>
<tr>
<td>TDA</td>
<td>table of distribution and allowance</td>
</tr>
<tr>
<td>TLDG</td>
<td>training and leader development guidance</td>
</tr>
<tr>
<td>TOE</td>
<td>table of organization and equipment</td>
</tr>
<tr>
<td>TRADOC</td>
<td>United States Army Training and Doctrine Command</td>
</tr>
<tr>
<td>TSS</td>
<td>Training Support System</td>
</tr>
<tr>
<td>TTP</td>
<td>tactics, techniques, and procedures</td>
</tr>
<tr>
<td>U.S.</td>
<td>United States</td>
</tr>
<tr>
<td>USAR</td>
<td>United States Army Reserve</td>
</tr>
</tbody>
</table>

### SECTION II – TERMS

**administrative control**

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

**after action review**

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

**annual training**

(joint) The minimal period of training reserve members must perform each year to satisfy the training requirements associated with their Reserve Component assignment. (JP 1-02)
Army command
An Army force designated by the Secretary of the Army, performing multiple Army Service Title 10 functions across multiple disciplines.

Army force generation
A structured progression of increased unit readiness over time, resulting in recurring periods of availability of trained, ready, and cohesive units prepared for operational deployment in support of a geographical combatant commander’s requirements.

Army National Guard
The “land force” of the United States National Guard or organized militia of the several states and territories, Puerto Rico, and the District of Columbia, active and inactive, as defined in Title 32, USC Section 101.

Army operating force
The operating force is the warfighting portion of the Army; the force that fights and wins the Nation’s wars by providing the combat capability necessary to sustain land dominance.

Army Service component command
(joint) Command responsible for recommendations to the joint force commander on the allocation and employment of Army forces within a combatant command. Also called ASCC. See also Service component command; unified command. (JP 3-31)

Army Training and Evaluation Program
The umbrella program used by the trainer and training manager in the training evaluation of a unit. It enables commanders to evaluate and develop collective training based on unit weaknesses, and then to train the unit to overcome those weaknesses.

Army training management cycle
The cyclic process of managing and executing training, used by Army leaders to identify training requirements and sequentially plan, resource, execute, and evaluate training.

Army Universal Task List
A comprehensive listing of Army tactical-level tasks, missions, and operations, which complements the Universal Joint Task List by providing tactical-level Army-specific tasks.

assessment (training)
An analysis of training evaluations and other sources of feedback to determine an organization’s current levels of training proficiency in mission-essential tasks.

Battle Command Training Program
A program that provides leader development and command and staff training for brigade, division, corps, ARFOR, Army Service component command, and joint task force commanders, their staffs, major subordinate commanders, and supporting special operations forces, using simulation centers worldwide.

battle roster
A listing of individuals, crews, or elements that reflects capabilities, proficiencies in critical tasks, or other information concerning warfighting abilities.

brigade combat team
A brigade that is designated as a module that is self-sufficient and standardized.

Civilian Education System
An education system that focuses on areas derived from the Office of Personnel Management leadership competencies and those identified by the United States Army Training and Doctrine Command Center for Army Leadership. It provides leader development training and education that supports civilian leader career path requirements.

civil support operations
Domestic operations that address the consequences of man-made or natural accidents and incidents beyond the capabilities of civilian authorities. See also civil support; defensive operations; offensive operations; stability operations. (FM 1)

**collective training**

Training conducted either in institutions or units, requiring interaction among or between two or more individuals, leaders, or organizations to perform tasks, actions or activities that support the unit’s mission. Collective training focuses on building cohesive teams and units that are capable of conducting full spectrum operations across the spectrum of conflict.

**Combined Arms Training Strategy**

The Army’s overarching strategy for current and future training of the force. It establishes unit, Soldier, and leader training requirements and describes how the Army will train and sustain the Army standard in the institution and units, and through self-development. The combined arms training strategies also identify and quantify the training resources required to execute training. (AR 350-1)

**composite risk management**

The decision-making process for identifying and assessing hazards, developing and implementing risk mitigation actions to control risk across the full spectrum of Army missions, functions, operations, and activities. (FM 5-19)

**condition**

(joint) Those variables of an operational environment or situation in which a unit, system, or individual is expected to operate and may affect performance. (JP 1-02)

**contemporary operational environment**

The realistic combination of current and near-term operational environment variables with a capabilities-based composite of potential adversaries to create a wide array of conditions necessary for full spectrum training and leader development. Note: this term has restricted application and can only used to describe a training scenario.

**core capability mission-essential task**

Mission essential task that is specific to the type of unit, which is designed and resourced according to its table of organization and equipment and doctrine, and approved by Headquarters, Department of the Army.

**core mission-essential task list**

A list of a unit’s essential tasks which are derived from its core capabilities, and based on the unit’s table of organization and equipment mission and doctrine. The core mission-essential task list is comprised of tasks which the organization was designed to perform and general tasks applicable to all organizations, regardless of type, and contains general mission-essential tasks and core capability mission-essential tasks.

**crawl-walk-run**

An objective, incremental, standards-based approach to training. Tasks are initially trained at a very basic level (crawl), then become increasingly difficult (walk), and finally approach the level of realism expected in combat (run).

**criterion**

The minimum acceptable level of performance associated with a particular measure of task performance.

**defensive operations**

Combat operations conducted to defeat an enemy attack, gain time, economize forces, and develop conditions favorable for offensive or stability operations (FM 3-0).

**deployment exercise**

An exercise that provides training for individuals, organizations, and support agencies in the tasks and procedures for deploying from home stations or installations to potential areas of operations.
<table>
<thead>
<tr>
<th>Glossary</th>
<th>(Publication Draft V2—NOT FOR IMPLEMENTATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>direct reporting unit</strong></td>
<td>An Army unit comprised of one or more units with institutional or operational support functions, designated by the Secretary of the Army, normally to provide broad general support to the Army in a single unique, discipline not otherwise available elsewhere in the Army. Direct reporting units report directly to a Headquarters, Department of the Army principal and/or Army command and operate under authorities established by the Secretary of the Army.</td>
</tr>
<tr>
<td><strong>directed mission-essential task list</strong></td>
<td>A list of essential tasks that must be performed to accomplish a directed mission.</td>
</tr>
<tr>
<td><strong>distributed learning</strong></td>
<td>The delivery of standardized individual, collective, and self-development training to Soldiers, civilians, and organizations at the right place and time through the use of multiple means and technology. (AR 350-1)</td>
</tr>
<tr>
<td><strong>doctrine</strong></td>
<td>(joint) Fundamental principles by which the military forces or elements thereof guide their actions in support of national objectives. It is authoritative but requires judgment in application. (JP 1-02)</td>
</tr>
<tr>
<td><strong>evaluation (training)</strong></td>
<td>The process used to measure the demonstrated ability of individuals and units to accomplish specified training objectives.</td>
</tr>
<tr>
<td><strong>experiential training</strong></td>
<td>The process by which a person learns by doing.</td>
</tr>
<tr>
<td><strong>feedback</strong></td>
<td>The transmission of evaluative or corrective information about a process or task to individuals and organizations.</td>
</tr>
<tr>
<td><strong>field training exercise</strong></td>
<td>An exercise conducted in the field under simulated combat conditions. It exercises command and control of all echelons in battle functions against actual or simulated opposing forces.</td>
</tr>
<tr>
<td><strong>force integration</strong></td>
<td>The process of incorporating new doctrine, equipment, and force structure into an organization while simultaneously sustaining the highest possible levels of combat readiness.</td>
</tr>
<tr>
<td><strong>gaming</strong></td>
<td>Education and training executed with simulations that use commercial or government off-the-shelf software in a semi-immersive environment that supports individual, collective, multi-echelon training and education. Gaming can operate as a stand-alone environment or as an enabler to the live, virtual, and constructive integrated training environment.</td>
</tr>
<tr>
<td><strong>gated training strategy</strong></td>
<td>Training that requires organizations and individuals to complete training objectives successfully before moving onto the next training objective.</td>
</tr>
<tr>
<td><strong>general mission-essential task</strong></td>
<td>A task that must be accomplished by all units, regardless of type, in full spectrum operations in support of Army force generation, and approved by Headquarters, Department of the Army.</td>
</tr>
<tr>
<td><strong>generating force</strong></td>
<td>Those Army organizations whose primary mission is to generate and sustain the operating force capabilities for employment by joint force commanders.</td>
</tr>
<tr>
<td><strong>guided self-development</strong></td>
<td>A defined set of recommended but optional learning progressively sequenced across a career. (DA G-3)</td>
</tr>
</tbody>
</table>
homeland defense
(joint) The protection of United States sovereignty, territory, domestic population, and critical infrastructure against external threats and aggression or other threats, as directed by the President. (JP 3-27)

homeland security
A concerted national effort to prevent terrorist attacks within the United States; reduce America’s vulnerability to terrorism, major disasters, and other emergencies; and minimize the damage and recover from attacks, major disasters, and other emergencies that occur. (JP 3-28)

individual training
Training which prepares the Soldier and civilian to perform specified duties or tasks related to an assigned duty position or next higher or subsequent duty positions and skill levels.

initial military training
Training that provides an orderly transition from civilian to military life, teaching Soldiers the tasks and supporting skills and knowledge needed to be proficient in required skills at the first unit of assignment.

installation management activity
A standard garrison organization that ensures quality services and representation are provided at each installation.

institutional training domain
The Army’s institutional training and education system, which primarily includes training base centers and schools that provide initial training and subsequent professional military education for Soldiers, military leaders, and Army civilians.

irregular warfare
A violent struggle among state and nonstate actors for legitimacy and influence over the relevant population. (FM 3-0)

joint force commander
(joint) A general term applied to a combatant commander, subunified commander, or joint task force commander authorized to exercise combatant command (command authority) or operational control over a joint force. (JP 1)

leader training
The expansion of basic Soldier skills that qualifies Soldiers to lead other Soldiers.

leadership
The process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization. (FM 6-22)

learning organization
An organization in which people continually, where new and expansive patterns of thinking are encouraged, where collective aspiration is the norm, and where people are continually learning to achieve their goals together.

live-virtual-constructive
A broad taxonomy that covers the degree to which a training event uses simulations. Live-Virtual-Constructive integrated training environments enhance an organization’s ability to train effectively and efficiently. These environments are as follows:

live—training executed in field conditions using tactical equipment enhanced by training aids, devices, simulators, and simulations, and tactical engagement simulation to simulate combat conditions—real people operating real equipment.
virtual – training executed using computer-generated battlefields in simulators with approximate
physical layout of tactical weapons and vehicles – real people operating simulated equipment.
constructive – the use of computer models and simulations to exercise the command and staff
functions of units from platoon through echelons above corps – simulated people operating simulated
equipment.

maneuver combat training center
A training center where predominately live training is conducted for brigade combat teams. The three
maneuver training centers are the National Training Center, Joint Readiness Training Center, and Joint
Multinational Readiness Center.

measure
A parameter that provides the basis for describing varying levels of performance of a task.

measure of effectiveness
(joint) A criterion used to assess changes in system behavior, capacity, or operational environment that
is tied to measuring the attainment of an end state, achievement of an objective, or creation of an
effect. (JP 3-0)

measure of performance
(joint) A criterion to assess friendly actions that is tied to measuring task accomplishment (JP 3-0)

mission
(joint) 1. The task, together with the purpose, that clearly indicates the action to be taken and the
reason therefore. 2. In common usage, especially when applied to lower military organizations, a duty
assigned to an individual or organization; a task. (JP 1-02)

mission command
The conduct of military operations through decentralized execution based upon mission orders.
Successful mission command demands that subordinate leaders at all echelons exercise disciplined
initiative, acting aggressively and independently to accomplish the mission within the commander’s
intent. (FM 3-0)

mission-essential task
A collective task that an organization must be proficient at performing in order to accomplish its core
or operational mission.

mission-essential task list
A compilation of collective mission-essential tasks that an organization must perform successfully to
accomplish its operational mission(s).

mission-focus
The process used to derive training requirements from a unit’s core mission and capabilities as
documented in a table of organization and equipment or Table of Distribution and Allowance,
anticipated missions assigned in contingency plans, or directed missions assigned in operation plans or
operation orders.

multiechelon training
A training technique that allows for the simultaneous training of more than one echelon on different or
complementary tasks.

offensive operations
Combat operations conducted to defeat and destroy enemy forces and seize terrain, resources, and
population centers. They impose the commander’s will on the enemy (FM 3-0).

operating tempo
The annual operating miles or hours for the major equipment system in a battalion-level or equivalent
unit.
**operation order**

(joint) A directive issued by a commander to subordinate commanders for the purpose of effecting the coordinated execution of an operation. (JP 1-02)

**operation plan**

(Army) Any plan for the preparation, execution, and assessment of military operations. (FM 5-0)

**operational environment**

(joint) A composite of the conditions, circumstances, and influences that affect the employment of capabilities and bear on the decisions of the commander. (JP 3-0)

**operational theme**

The character of the dominant major operation being conducted at any time within a land force commander’s area of operations. The operational theme helps convey the nature of the major operation to the force to facilitate common understanding of how the commander broadly intends to operation. (FM 3-0)

**operational training domain**

Training activities that organizations undertake, including training at home stations, at combat training centers, during joint exercises, at mobilization centers, and while operationally deployed.

**organizational assessment**

A process used by Army senior leaders to analyze and correlate evaluations of various functional systems, such as training, logistics, personnel, and force integration, to determine an organization’s capability to accomplish its operational mission. (TRADOC Regulation 350-70)

**organizational inspection program**

The commander’s program to manage all inspections within the command. The program is a comprehensive, written plan that addresses all inspections and audits conducted by the command and its subordinate elements, as well as those audits and inspections by outside agencies.

**personal self-development**

Self-initiated learning where the individual defines the objective, pace, and process. (DA G-3)

**pre-execution checks**

The informal planning and detailed coordination conducted during preparation for training.

**primary trainer**

An individual who conducts training, whether in a unit or a training institution. (AR 350-1)

**procedures**

(Army) Standard, detailed steps that describe how to perform specific tasks. (CJCSI 5120.02)

**professional military education**

The sequenced instruction for professionals in subjects that enhances knowledge of the science and art of war. Professional military education is a progressive system that prepares leaders for increased responsibilities and successful performance at the next higher level by developing the key knowledge, skills and attributes required to operate successfully at that level in any environment.

**program budget advisory committee**

A committee comprised of the principal staff officers of a command, agency, or installation headquarters and established for the purpose of coordinating program and budget actions within the command.

**Regular Army**

A federal force consisting of full-time Soldiers and Army civilians assigned to the operational and institutional organizations and engaged in the day-to-day Army missions. (FM 1).

**Reserve Component**
role player
A person used in training scenarios who acts as a member of the opposing forces or a civilian involved in replicating operations across the spectrum of conflict.

self-development training domain
Planned, goal-oriented learning that reinforces and expands the depth and breadth of an individual’s knowledge base, self-awareness, and situational awareness; complements institutional and operational learning, enhances professional competence and meets personal objectives. (DA G-3)

Senior Service College
An institution that provides senior level professional military education and leader development training.

situational training exercise
A mission-related, limited exercise designed to train one collective task or a group of related tasks or drills through practice.

Soldier training publication
A training publication that contains critical tasks and other information used to train all Army Soldiers to the same standards. It provides guidance on the conduct of individual Soldier training in the unit and aids all Soldiers in the training of critical tasks. (AR 350-1)

special operations forces
(joint) Those Active and Reserve Component forces of the Military Services designated by the Secretary of Defense and specifically organized, trained, and equipped to conduct and support special operations. (JP 3-05.1)

stability operations
(joint) An overarching term encompassing various military missions, tasks, and activities conducted outside the United States in coordination with other instruments of national power to maintain or reestablish a safe and secure environment and provide essential government services, emergency infrastructure reconstruction, and humanitarian relief. (JP 3-0)

standard
Quantitative or qualitative measures and criteria for specifying the levels of performance of a task.

structured self-development
A defined set of required learning progressively sequenced across a career, closely linked to and synchronized with operational and institutional domains. (DA G-3)

supporting collective task
A clearly defined, discrete, and measurable activity, action, or event (such as task) which requires organized team or unit performance and leads to accomplishment of a mission or function. A collective task describes the exact performance a group must perform in the field under actual operational conditions. (AR 350-1)

table of distribution and allowance
The authorization document that prescribes the organizational structure and the personnel and equipment requirements and authorizations of a military unit to perform a specific mission for which there is no appropriate table of organization and equipment.

table of organization and equipment
The normal mission, organizational structure, and personnel and equipment requirements for a military unit. The table of organization and equipment is the basis for an authorization document.
A clearly defined and measurable activity accomplished by individuals and organizations.

**task organization**

A temporary grouping of forces designed to accomplish a particular mission. (FM 3-0)

**techniques**

(Army) The general and detailed methods used by troops and/or commanders to perform assigned missions and functions, specifically, the methods of using equipment and personnel. (FM 3-90)

**The Army School System**

Fully accredited and integrated Regular Army, Army National Guard/Army National Guard of the United States, and united States Army Reserve schools that provide standard resident and nonresident (distance learning) training and education for the Army. (AR 350-1)

**training aids, devices, simulators, and simulations**

Training support that includes, but is not limited to combat training centers and training range instrumentation, tactical engagement simulation, battle simulation, targetry, training-unique ammunition, dummy, drill, and inert munitions, casualty assessment systems, and graphic training aids.

**training and evaluation outline**

A summary document prepared for each training activity that provides information on collective training objectives, related individual training objectives, resource requirements, and applicable evaluation procedures.

**training and leader development guidance**

Instruction given by commanders to subordinates that expresses the commander’s intent for the planning, preparation, execution and assessment of training for an established time period.

**training briefing**

A conference conducted by a commander with his subordinate commanders to approve training plans and allocate training resources.

**training environment**

The physical and cognitive environment which fosters, stimulates and facilitates learning

**training event**

A building block that supports an integrated set of mission-essential task list-related training requirements.

**training execution plan**

The commander’s plan for the sequencing and coordination of his overall scheme for training.

**training management**

The process used by Army leaders to identify training requirements and subsequently plan, prepare, execute, and assess training.

**training meeting**

A periodic meeting conducted by commanders and leaders to review past training and prepare for future training.

**training objective**

A statement that describes the desired outcome of a training activity in the unit. It consists of the task, condition(s), and standard.

**training requirement**

The difference between demonstrated performance and the Army standard of proficiency.

**training schedule**

A document prepared that specifies the who, what, where, and when of training to be conducted by the unit.
training strategy
The method(s) used to attain the Army standard of training proficiency on mission-essential tasks.

Training Support System
A system of systems that provides the networked, integrated, interoperable training support necessary to enable an operationally relevant training environment for warfighters. It is comprised of product lines, architectures and standards, and management, evaluation, and resource processes that enhance training effectiveness.

unified action
The synchronization, coordination, and/or integration of the activities of governmental and nongovernmental entities with military operations to achieve unity of effort. (JP 1)

Universal Joint Task List
(joint) A menu of capabilities (mission-derived tasks with associated conditions and standards, that is, the tools) that may be selected by a joint force commander to accomplish the assigned mission. Once identified as essential to mission accomplishment, the tasks are reflected within the command joint mission-essential task list. (JP 3-33)

warfighting function
A group of tasks and systems (people, organizations, information, and processes), united by a common purpose, that commanders use to accomplish missions and training objectives. (FM 3-0)

Warrior Ethos
The frame of mind of the professional Soldier. It proclaims the selfless commitment to the Nation, mission, unit, and fellow Soldiers that all Soldiers espouse.
Field manuals and selected joint publications are listed by new number followed by old number.

**REQUIRED PUBLICATIONS**

These documents must be available to intended users of this publication.


**RELATED PUBLICATIONS**

These documents contain relevant supplemental information.

**JOINT AND DEPARTMENT OF DEFENSE PUBLICATIONS**

Most joint publications are available online: <http://www.dtic.mil/doctrine/jpcapstonepubs.htm>.


**ARMY PUBLICATIONS**

Most Army doctrinal publications are available online: <http://www.army.mil/usapa/doctrine/Active_FM.html>. Army regulations are produced only in electronic media. Most are available online:

- *Commander’s Handbook for Unit Leader Development*. 2007 (AKO site – see Center for Army Leadership)


FM 3-0. Operations. 27 February 2008.


FM 5-0. Army Planning and Orders Production. 20 January 2005.


FM 6-0. Mission Command: Command and Control of Army Forces. 11 August 2003.


