

LESSON 2

LEADER RESPONSIBILITIES IN THE TRAINING MANAGEMENT CYCLE

OVERVIEW

LESSON DESCRIPTION: This lesson will discuss the specific commander and leader training responsibilities during METL development and each phase of the training management cycle.

TERMINAL LEARNING OBJECTIVE:

ACTION: Explain the specific commander and leader training responsibilities during METL development and each phase of the training management cycle.

CONDITION: You are a company commander, given unit leaders and a battalion through brigade chain of command.

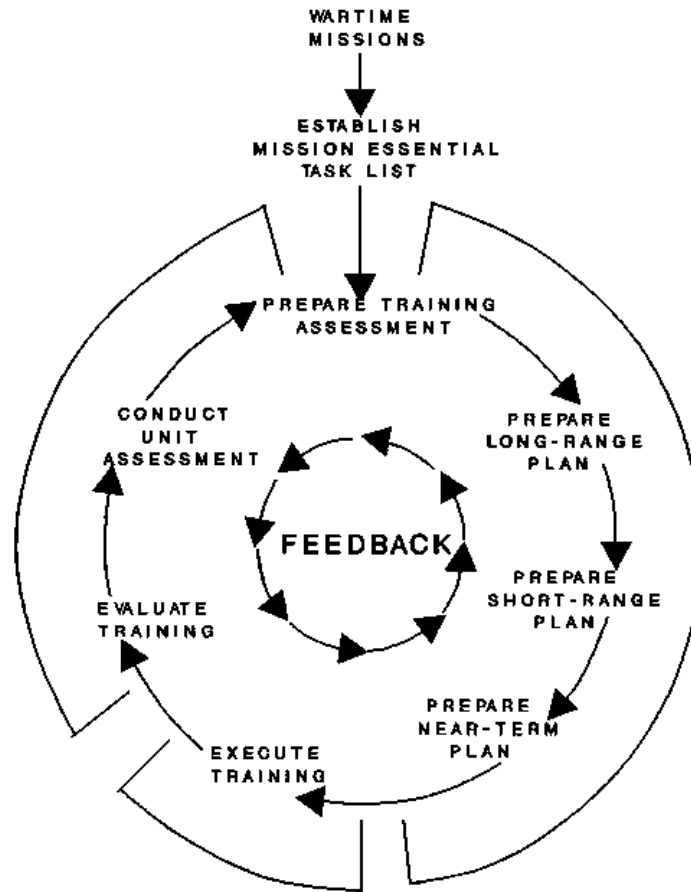
STANDARD: Explain the specific commander and leader responsibilities during METL and each phase of the training management cycle in accordance with FM 25-101.

REFERENCES: The material contained in this lesson was derived from the following publication: FM 25-101.

INTRODUCTION

In Lesson 1 we discussed general commander and leader responsibilities that apply to multiple, or possibly all, phases of the Battle Focus process. This lesson will address the specific leader responsibilities during the Mission Essential Task List (METL) development process and each phase of the Battle Focus training cycle (figure 2-1). As a company commander, you must understand the leadership roles and responsibilities in training from brigade commander down through the most junior leadership positions within your company. Each of these responsibilities will be discussed during the lesson.

TRAINING MANAGEMENT CYCLE



The training management cycle is a continuous process. METL development is shown outside the circle reflecting the requirement to only review the METL once approved.

Figure 2-1. The Training Management Cycle

PART A - MISSION ESSENTIAL TASK LIST DEVELOPMENT

1. Introduction. The Mission Essential Task List (METL) is the foundation for all training in units. Battle focus drives the METL development process. Commanders develop METLs because it is impossible to become proficient on every possible task. The METL development process narrows training requirements to an attainable number by limiting the tasks a unit will train to those directly supporting wartime missions. The process, from receipt of the mission through establishment of training objectives, is summarized below.

METL Development Sequence

- * Mission Analysis.
- * Identify collective tasks that support the mission.
- * Determine/Approve METL Tasks.
- * Determine/Approve soldier, leader and collective tasks.
- * Select and approve battle staff METLs (battalion and above).
- * Select Battle Tasks (battalion and above).
- * Establish training objectives.

2. RC Unit METL Development. All units, corps to company, AC and RC, must develop a METL for their organization. RC units frequently face the challenge of operating in two chains of command, peacetime and wartime. Recognizing the limited training time available to the RC during peacetime, wartime commanders assign missions that are as specific as possible. Mission specificity limits the range of possible RC mission essential tasks and allows the RC to achieve Army standards on each training task. The RC peacetime chain of command must review and coordinate the RC METLs to provide resources and ensure the proper training is planned. The two chains of command must work and coordinate together, focused on the METL.

3. TDA Organization METL Development. TDA organizations also must develop METLs to focus their training efforts on being able to accomplish their mission. Though the mission of a TDA organization may not change during wartime, battle focused training will enhance their ability to perform their mission.

4. The METL Development Process. The first steps of the process, mission analysis through approval of the METL, are identical for brigade through company. Once their METLs are approved, commanders and leaders at different levels have different specific responsibilities that will be discussed in detail.

a. Commanders at every level execute the first step in the process, mission analysis. War plans and other external directives are the basis of any METL. The commander must analyze the mission to identify all specified and implied tasks his unit will be expected to be capable of performing. Wherever possible, the commander should use doctrinal publications such as field manuals to assist in determining and defining these tasks. For many battalion and company-sized units, the best source of tasks is the ARTEP Mission Training Plan (MTP). When no MTP exists, commanders may develop task lists using the following sources:

- * Table of Organization and Equipment (TO&E).
- * General Defense Plan (GDP).
- * Tactical Standing Operating Procedures (TSOPs).
- * Technical Manuals (TMs).
- * Readiness Standing Operating Procedures (RSOPs).
- * State wartime contingency plans for ARNG.

b. The tasks selected must apply to the entire unit. The list does not include tasks assigned solely to subordinate organizations and may be different for similar units based on wartime missions or locations.

c. The commander then restates his wartime mission and selects those tasks that are essential to accomplish the wartime mission from the task list. The selected tasks may be listed in order of expected execution. This is not intended to suggest any task is more important than another. All the selected tasks are of equal priority since failure to accomplish any of the tasks will result in the unit failing to accomplish its mission. This list of tasks becomes the unit METL. Company is the lowest level unit that prepares a METL.

d. It is especially critical to understand that the availability of resources does not affect METL development. The METL is an unconstrained statement of the tasks required to accomplish wartime missions. If a commander determines his unit cannot train all tasks on its METL to standard due to peacetime training limitations he must request an adjustment of the unit's wartime mission. Wartime commanders must recognize these limitations and tailor wartime missions within these practical constraints. If the wartime mission is modified, the commander must begin the METL development process again to ensure the modifications are properly reflected in the METL.

5. METL Approval. Once a commander compiles his METL he must brief the METL and get approval from the next higher commander in his wartime chain of command. Some RC units may be unable to conduct in person briefings to wartime higher headquarters. In those cases, commanders must use other means such as messengers or mail to get their METL approved. Once approved, senior commanders must attempt to stabilize the METL by stabilizing wartime missions. Any significant revision of the wartime mission can result in major changes to the METL and drive equivalent changes in training plans.

6. METL Distribution. Following approval of the METL the commander gives the unit mission and METL to his subordinates so that they can execute their roles in the METL development process. Supporting slice unit commanders or leaders must be included in this distribution since their METL development must consider the METL of the unit they support. At this point in the METL development process specific actions depend on the size of the unit.

7. Company-Level Actions. Companies have unique actions within the METL development process since companies are the lowest level units that prepare a METL. When the company commander provides his subordinates with the company mission and METL, the platoon leader and platoon sergeant must:

- * Determine platoon collective tasks that support each company mission essential task using the mission to collective task matrix in the appropriate ARTEP MTP.
- * Identify collective tasks that support more than one company mission essential task as high payoff tasks.
- * Obtain company commander guidance and approval for the collective tasks selected. The commander uses mission, enemy, terrain, troops and time available (METT-T) analysis, resource availability and unit status to identify the most important platoon tasks.

a. The platoon leader and platoon sergeant will use the approved list and commander's guidance to assist the squad leaders in selecting squad collective tasks. This process of guidance, analysis, selection and approval continues down through the lowest level where collective tasks are executed.

b. The next step is to select and integrate leader and soldier tasks at every level within the company. Leader tasks can be found in the appropriate Soldier Training Publications (STP), Military Qualification Standards (MQS) manuals, Mission Training Plans (MTP) or Soldiers Manuals (SM). If no published leader tasks exist, leaders must develop them using doctrinal manuals, proponent school publications or common task manuals.

c. Leaders select soldier tasks to support squad and platoon collective tasks using the collective to soldier task matrix found in the appropriate ARTEP MTP and the Soldiers Manual of Common Tasks (SMCT). The SMCT lists 85 common tasks. These, combined with MOS specific tasks, represent too many soldier tasks for any unit to sustain realistically because of limited training time and other resource restrictions. Leaders use battle focus to refine the list to mission related tasks that are essential to the soldier's duty position. Soldier tasks should be selected at each skill level for every MOS in the unit.

8. Battalion-Level and Higher Actions. At battalion and higher headquarters each staff section and slice leader (battle staff members) will develop a METL for their wartime missions. The section leader conducts his analysis and task selection much the same way any unit commander would. He analyzes his mission and selects collective tasks that are essential to accomplishing the mission. The battle staff METLs are reviewed by the Executive Officer and approved by the Commander. The commander must ensure that the battle staff METL integrates combined arms tasks that enable the battalion to fight as a combined arms team.

9. Battle Staff METL Application. Once the battle staff METL is approved, battle staff leaders must continue their task analysis to identify collective, leader and soldier tasks that support each battle staff mission essential task. Battle staff leaders use the same process as company commanders, working with subordinate leaders down through the most junior level to ensure the task analysis is complete. The identification of leader and soldier tasks is especially critical since battle staff leaders are responsible for training most of the low-density MOS soldiers in most units.

10. Battle Tasks. When the subordinate unit, battle staff and slice unit METLs are complete, the commander will select battle tasks from those METLs. For each mission essential task the commander selects subordinate mission essential tasks that are critical to the accomplishment of that battalion mission essential task. In a battalion for example, the battalion commander would select tasks from the company, battalion battle staff and battalion slice unit METLs that are critical to the battalion's success. The commander then uses the battle tasks to focus future training and to allocate resources. Battalion is the lowest level unit that selects battle tasks.

11. Training Objectives. The final step in the METL development process is determining the conditions and standards for each mission essential task, supporting platoon and squad collective tasks, and supporting leader and soldier tasks. The resulting training objectives describe the desired outcome of a training activity. Local conditions vary. Commanders must modify conditions statements to fit their training environment and assessment of their unit's level of proficiency. The goal is to create as realistic and demanding a training environment as possible consistent with unit proficiency and the resources available. If no published standard exists for a collective, leader or soldier task, the commander must develop a standard and have it approved by the commander two levels above.

PART B - TRAINING PLANNING

1. Introduction. Planning links the unit METL and the execution of battle focused training. It is a centralized process that aligns training priorities with wartime requirements at all levels within the unit. Although there are other training requirements, battle focus allows the commander to narrow his scope of planning to wartime mission essential tasks.

2. Long-Range Planning. Commanders at every level provide two principal inputs at the start of the planning process: the METL and unit assessment. The unit assessment compares the organization's current level of proficiency with the desired level of wartime proficiency. The unit commander conducts the unit assessment. It is based on first-hand observations and input from all leaders (officer and NCO). Also, commanders use all available previous training evaluations, projected personnel or equipment changes, and any other events that may affect the organization's overall ability to perform each mission essential task. Current task proficiency is recorded by rating each task as "T" (trained), "P" (needs practice), or "U" (untrained). The training requirement is the training necessary to achieve and sustain desired levels of proficiency. Assessment is a continuous process; but formal assessment is normally only conducted at the start of planning phases and after major training events.

a. Training Strategy Development. The commander uses his assessment and higher headquarters command training guidance (CTG) to develop a training strategy. The training strategy determines events and activities to improve or sustain proficiency on each mission essential task. The training strategy supports unit goals and objectives that provide a common direction for the unit's training program. The commander continuously refines his strategy throughout the training process. In developing his training strategy, the commander must:

- * Focus training on METL and subordinate unit leader development.
- * Incorporate combined arms into all training.
- * Determine who, what, when, and where to train, giving consideration to the time management system in place.
- * Determine the logical sequence to conduct training.
- * Determine the types of training exercises to be used to train to, or sustain, proficiency.
- * Determine training frequencies for a given task.
- * Coordinate all training events. CS and CSS commanders must consider unlike units and physical dispersion.
- * Match the available resources to the training requirements.
- * Strategy development results in training guidance.

b. Command Training Guidance. Senior Commanders present their long range training guidance in two forms, Commander's Training Guidance (CTG) and long-range calendars. The CTG is published at division and brigade levels to document the commander's long-range training plan. It is the training equivalent of the organization's operational war plan. Division commanders often provide suggested frequency for training events and other activities. Subordinate commanders use the CTG as a ready reference for the planning, execution and assessment of training throughout the long range training period. Examples of topics normally addressed in the CTG are--

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

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

c. The Long-Range Training Calendar. The long-range training calendar is a graphic depiction of the events described in the CTG. The commander constructs the long-range training calendar using the following four step process.

Step 1. Post the Time Management System. Posting the time management system first highlights prime-time training periods available to the unit. Commanders then focus their resource and exercise planning to take advantage of prime training time.

Step 2. Post Required Training Events. These are training events directed by higher headquarters. They provide excellent training opportunities for the battalion commander and subordinate leaders. Examples are:

- * MAPEX, TEWT, CPX, CFX, FCX and FTX.
- * CTC training rotations.
- * External evaluations.
- * Gunnery periods.

- * ROTC support.
- * OPFOR support and training.
- * RC support (for AC units).

The principal daily activities, training areas or ranges and other resources for these major events should be identified.

Step 3. Schedule Other Requirements. Identify other requirements that impact on training. Reduce training distractors by properly identifying required events early in the planning process. Examples are: announced inspections, new equipment fielding, community and installation support and directed administrative requirements.

Step 4. Schedule Unit Controlled Exercises and Other Training. The commander compares his training requirements to the events already on the calendar. Based on his strategy, he schedules events that will improve or sustain METL proficiency and fit within higher headquarters' directed events. For example, the battalion commander could schedule a TEWT, CPX, FCX, and STXs before a brigade FTX.

d. Time Standards. Commanders publish Commander's Training Guidance and long-range planning calendars within the time standards shown in figure 2-2. This gives battalion and subordinate commanders adequate time to properly plan training.

| ACTION | LATEST PUBLICATION DATE | FUTURE PLANNING HORIZON |
|---|-----------------------------|--|
| ACTIVE COMPONENT (AC) LONG-RANGE PLANNING CYCLE | | |
| AC Div/Sep Bde/Sep Gp publish CTG and long-range calendar | 8 months prior to FY start | CTG minimum 1 year, calendar minimum 2 years |
| Installation/Community publish long-range calendar | 7 months prior to FY start | At least 1 year |
| AC Bde/Gp/Sep Bn publish CTG and long-range calendar | 6 months prior to FY start | CTG minimum 1 year, calendar minimum 18 months |
| AC Bn/Sqdn/Sep Co publish long-range calendar | 4 months prior to FY start | Calendar minimum 1 year |
| RESERVE COMPONENT (RC) LONG-RANGE PLANNING CYCLE | | |
| RC Div/Sep Bde/Sep Gp publish CTG and long-range calendar | 12 months prior to FY start | CTG minimum 2 years, calendar minimum 5 years |
| RC Bde/Gp/Sep Bn publish CTG and long-range calendar | 10 months prior to FY start | CTG minimum 2 years, calendar minimum 5 years |
| RC Bn/Sqdn/Sep Co publish long-range calendar | 6 months prior | Calendar minimum 3 years |

Figure 2-2. RC Long-Range Planning Cycle

e. Written Training Guidance. Although written training guidance is not required at battalion level, it may be used to emphasize key training events or training guidance. Subordinate leaders provide input to the battalion long-range training calendar. Company commanders may, but are not required to, construct a company long-range calendar.

3. Short-Range Planning. Short-Range planning adjusts and refines the long-range calendar. It defines in greater detail the broad guidance on training events and other activities in the long-range planning calendar and CTG. For AC units short-range planning considers the upcoming quarter, for RC units it considers the upcoming year. It begins with the commander's training assessment and results in:

- * Quarterly (AC)/Yearly (RC) Training Guidance.
- * Quarterly (AC)/Yearly (RC) Training Calendar.
- * Quarterly (AC)/Yearly (RC) Training Briefing.

Each level from division through battalion publishes short-range training guidance.

a. Training Assessment. Commanders base short-range plans on the long-range unit assessment and a detailed assessment of the unit's current METL proficiency. This detailed assessment is called a training assessment. The training assessment focuses on training deficiencies which impact on the unit's ability to perform its wartime mission. A training assessment is:

- * Required for each METL task, platoon and squad collective task, leader task, soldier task, and, at battalion and higher headquarters, each battle task.
- * A snapshot of the unit's current soldier, leader, and collective task proficiency.
- * A comparison of task proficiency with Army standards.
- * Based on review of training evaluations; for example, annual training evaluations, CTC take-home packages, and CTC lessons learned.
- * Used to determine quarterly (AC) or yearly (RC) training guidance.

b. Information Sources. The best source of information to base a training assessment on is personal observation. Officer leaders provide input on platoon and higher level unit proficiency on essential collective tasks. The CSM, 1SGs, PSGs, squad leaders and other key NCOs provide input on section, squad, crew and soldier proficiency on essential soldier tasks. NCOs may use a leader book and battle rosters to record crew data on task proficiency. Within the framework of commander's guidance, the CSM and other key NCOs provide planning recommendations on the unit's individual training program.

They identify the individual training tasks that must be integrated into collective mission essential tasks during the short-range training period. All leaders also provide input to the commander's assessment of leader task proficiency.

c. Training Requirements. The commander examines the training assessment to determine training requirements. These training requirements become the basis for his short-range training strategy. He must gauge current and expected proficiency to discover shortcomings and then match these requirements to events that offer the opportunity to train the task to standard. Every task requiring training should be trained during one, or more, events. Additionally, commanders must allocate sufficient time to retrain and repeat critical tasks often enough to attain and sustain proficiency.

d. Short-Range Training Plan Approval. A commander gains approval of his training strategy for the upcoming short-range training period by briefing the appropriate senior commander. The battalion commander and CSM, or company commander and first sergeant, personally present a detailed briefing of their training plans. All habitually associated battalion slice commanders participate in preparing and conducting the training briefing.

(1) AC Units. AC commanders brief their short-range training plans to the commander two levels above at the quarterly training brief. Battalion commanders brief the division commander and company commanders brief the brigade commander. Battalion commanders in separate brigades and regiments brief the QTB to corps major subordinate commanders.

(2) RC Units. The yearly training brief (YTB) for RC units is normally presented to the next higher peacetime commander. Separate RC battalion commanders and company commanders may brief the next higher wartime commander. For example, RC brigade commanders receive short-range training briefings from subordinate battalions. At RC battalion level, the company commanders and LSGs normally deliver their briefing to the battalion commander. Some RC units may not be able to conduct in-person briefings. In those cases, commanders must use other means such as messages or mail.

e. The Training Contract. The briefings discuss past, present and future training expectations. They result in a contract or agreement between the senior and subordinate commander.

The senior commander provides resources and protects the subordinate unit from unprogrammed training distractors. The subordinate commander then locks in and executes the approved training plan to standard. This shared responsibility helps maintain priorities, achieve unity of effort, and synchronize actions to achieve quality training. Subordinate commanders usually do not publish their short-range training guidance until the training briefing is completed and approved.

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

g. Commander's Briefing. The senior commander specifies the format and content of the briefing in his QTG or YTG. FM 25-101 has an example format complete with slide formats. The briefing guidance should be flexible enough to provide subordinate commanders and CSMs/1SGs the latitude to highlight their strengths, weaknesses, initiatives, and priorities. The senior commander also specifies who attends the briefing, including subordinate commanders, staff, slice/ specialty unit leaders and any others he directs. During the briefing, subordinate commanders, as a minimum, usually address these specific areas:

- * Unit's METL assessment.
- * Training assessment (to include assessment of slice units).
- * Training briefed, but not conducted, from last QTB or YTB.
- * Commander's strategy to train METL tasks.
- * Next quarter's (AC) or year's (RC) training.
- * Assessment of soldier and leader training.
- * Linkage of soldier, leader, and collective task training.
- * Resource management and restrictions.

- * Long-range training update.

- * Lessons learned.

h. CSM/1SG Briefing. The CSM or 1SG normally follows their respective commander's presentation. The NCOs provide an analysis of the unit's individual training proficiency and discusses the unit's planned individual training and education. Example topics include:

- * An assessment of the unit's battle-focused soldier and leader training program.

- * Soldier training proficiency feedback received during the previous short-range planning period.

- * A description of METL-derived soldier tasks to be emphasized during the upcoming training period (such as marksmanship).

- * A description of soldier and collective task linkage.

- * The unit's education, Army Physical Fitness Test (APFT), and overweight programs.

i. Publishing the Training Plan. Following the training briefing the commander publishes his approved training strategy as training guidance and a training calendar. AC commanders publish quarterly training guidance (QTC) and RC commanders publish yearly training guidance (YTC). Subjects normally addressed by the QTC or YTC are--

- * Commander's training assessment of METL proficiency. * Training priorities based on assessment.

- * Integration of slice training (train as you fight).

- * Impact of time management systems on scheduled training (protect training from distractors).

- * Integration of soldier, leader, and collective training (multiechelon training).

- * Allocation of resources.

- * Impact of new equipment and new equipment training.

- * Evaluations, inspections and feedback.

- * Integration of maintenance training (train to maintain).
- * Trainer preparation time (pre-execution checks to ensure safe and realistic training).
- * Designation of which units will portray OPFOR during planned exercises (establish realistic training).

j. Short-Range Training Calendars. Short-range calendars are published with the QTG or YTG, graphically depicting the commander's short-range planning strategy and the schedule of events. These calendars should be posted where soldiers can see them. Although company commanders are not required to prepare short-range planning calendars, they may use one as a management tool or to help inform their soldiers.

k. Short-Range Time Standards. Commanders must publish the short-range training guidance and calendars with sufficient lead time to ensure subordinate units have time to develop their short-range training plans and conduct training briefings. Figure 2-3 gives the minimum time standards for QTG and YTG publication.

| ACTION | LATEST PUBLICATION DATE | FUTURE PLANNING HORIZON |
|--|------------------------------------|-------------------------|
| ACTIVE COMPONENT (AC) SHORT-RANGE PLANNING CYCLE | | |
| AC Div/Sep Bde/Sep Gp publish QTG | 3 mo prior to start of quarter | 3 months |
| AC Bde/Gp/Sep Bn publish QTG | 2 mo prior to start of quarter | 3 months |
| AC Bn/Sqdn/Sep Co publish QTG | 6 wks prior to start of quarter | 3 months |
| QTB conducted | Prior to start of quarter | 3+ months |
| RESERVE COMPONENT (RC) SHORT-RANGE PLANNING CYCLE | | |
| RC Div/Sep Bde/Sep Gp publish YTG | 6-8 mo prior to to FY start | 1 year |
| RC Bde/Gp/Sep Bn publish YTG | 4-6 mo prior to to FY start | 1 year |
| RC Bn/Sqdn/Sep Co publish YTG | 3-4 mo prior to to FY start | 1 year |
| RC YTB conducted | Prior to FY start | 1+ years |

Figure 2-3. Short-Range Planning Cycle

4. Near-Term Planning. Near-term planning defines specific actions required to execute the short-range plan. It is the final phase of planning prior to the execution of training. In near-term planning, commanders--

- * Conduct training meetings to coordinate and finalize all training events, activities, and resources.
- * Provide specific guidance to trainers and Observer/ Controllers (OCs).
- * Prepare OPFOR plan and training objectives.
- * Prepare Training and Evaluation Outlines (T&EOs).
- * Ensure slice units have been integrated into training.

- * Determine time for pre-execution checks.
- * Prepare detailed training schedules.

Near term planning covers a six to eight week period prior to training execution for AC units and a four-month period prior to training execution for RC units.

a. Training Meetings. Training meetings are non-negotiable at battalion and company level. They must be scheduled and conducted by commanders. Training meetings provide the opportunity for exchange of training information, guidance from higher headquarters, and training requirements from subordinates to develop training schedules. The primary focus of training meetings at battalion level is training management issues for the next six weeks. Coordination for training resources, administrative details and logistical support should be conducted prior to, not at, the meetings. At company level training meetings focus on the specifics of training to be conducted.

b. Battalion-Level Training Meeting Participants. Battalion level training meeting participants include:

- * Battalion commander.
- * Command sergeant major.
- * Battalion executive officer.
- * Company commanders and first sergeants.
- * Specialty platoon leaders (medical, support, scout, mortar, signal, as required).
- * Operations officer from the forward support battalion (FSB) or main support battalion (MSB).
- * Battalion staff (S1, S2, S3, S4).
- * Special staff (chaplain, chemical officer, maintenance officer (BMO), and physician's assistant).
- * Battalion operations sergeant.

RC commanders are encouraged to include participants from the readiness group and AC partnership unit.

When geographical dispersion precludes the company attending battalion training meetings, essential training information must be exchanged. Units should consider mail or other means to exchange critical information.

c. Battalion Training Meeting Agenda. A suggested agenda for a battalion training meeting follows.

- * Review of QTC or YTC.
- * Past training (briefed by company commanders), to include:
 - Assess training conducted since the last meeting.
 - Review reasons for training planned, but not conducted.
 - Update the status of training proficiency.
- * Near-term training, to include:
 - -Discuss new guidance received from higher commanders.
 - -Lock in training scheduled for the next four to six weeks for AC units and three months for RC units.
 - -Review and complete pre-execution checks (document training distractors from higher headquarters).
 - -Issue commander's guidance for training scheduled six to eight weeks out for AC units, four months for RC units.
 - -Review preparations for multiechelon training. -Review short-range plan.
 - -Review projected resources.

d. Company Training Meeting Participants. At company level, participants include the following:

- * Company commander.
- * First sergeant.
- * Executive officer.
- * Platoon leaders and platoon sergeants.

- * Supply sergeant.
- * NBC NCO or specialist.
- * Motor sergeant or maintenance section sergeant (as applicable).
- * Slice team leaders (medical, FIST, engineer, and others, as applicable).
- * Other key leaders designated by the commander.

e. Company Training Meeting Agenda. At company training meetings the recommended agenda is:

- * Past training (briefed by platoon leaders and platoon sergeants), to include--
 - -Assess training conducted since the last meeting (collective and soldier tasks).
 - -Review reasons for training planned but not conducted.
 - -Determine status of training proficiency.
 - Near-term training to include--
 - -Apply new guidelines from higher commanders, especially new or unscheduled requirements.
 - -Review pre-execution checks for training scheduled for the next four to six weeks for AC units and three months for RC units.
 - -Ensure platoon leader and platoon sergeant recommendations are included in training scheduled six to eight weeks out for AC units, four months for RC units.
 - -Identify and select opportunity training tasks.
 - -Identify key soldier changes and resource needs.

f. Platoon Meetings. The exchange of training information is an important element of routine leader meetings at platoon level and below. Essential soldier, leader, and collective training needs must be identified and sent up the chain of command. Information passed out at company training meetings must also reach every soldier through the platoon chain of command. The training schedule provides this detailed information.

g. Training Schedules. Near-term planning conducted at training meetings results in detailed training schedules. The training schedule is the unit's primary management tool to ensure training is conducted on time by qualified trainers with the necessary resources. Draft training schedules and pre-execution checks must be initiated at least six to eight weeks prior to the training for AC units and four months for RC units. This ensures resources are coordinated and external support is requested.

h. Approved Training Schedules. Once the battalion commander approves, and the company commander signs, the training schedule; it is locked in and constitutes an official order. It can only be changed by the approving authority. For a company, it is normally the battalion commander. Approved AC training schedules should be published three to four weeks prior to the execution of the training on the schedule. RC schedules should be published three months prior. Leaders must ensure daily training is conducted to standard and adheres to the training schedule. CSMs and 1SGs are key to making this happen.

i. Training Schedule Responsibilities. Commanders establish procedures to minimize changes to the training schedules. Commander's responsibilities are normally as follows:

- * Subordinate commanders and leaders give training guidance and allocate training time and resources during the company training meeting.
- * The company commander drafts the training schedule based on this input.
- * The battalion commander approves the training schedule and the company commander signs it. The battalion commander provides necessary administrative support for publishing.
- * The brigade commander normally reviews each training schedule published in his command and visits selected training.
- * The division commander reviews selected training highlights prepared by the division staff. These provide information on scheduled training that he may decide to visit and assess.

j. Pre-execution Checks. Formal planning for training culminates with the publication of training schedules. Informal planning and coordination continues as pre-execution checks. Commanders and leaders develop pre-execution checks to systemically prepare soldiers, trainers, and resources to ensure training is executed properly. These checks are developed and responsibility fixed for them during the short-range planning phase. They become increasingly detailed during the near-term phase.

k. Sample Pre-execution Checks. A sampling of pre-execution checks follows:

- * What were the lessons learned from the last time the training was conducted? Have they been integrated?
- * Has the OPFOR been equipped and trained?
- * Have rehearsals been scheduled?
- * Has a risk assessment been completed and safety considerations incorporated?
- * Have Training and Evaluation Outlines (T&EOs) been prepared?
- * Has the necessary logistical support (Class I, III & V) been requested?

l. Training Presentation. Proper preparation gives trainers confidence in their ability to train. To prepare trainers to conduct performance-oriented training, commanders and leaders must--

- * Provide training guidance, resources, and references.
- * Provide preparation time so that the trainer can--
 - -Review references, such as ARTEP MTPs, soldier's manuals, FMs, and TMs to understand tasks, conditions, and standards.
 - -Prepare T&EOs.
 - -Gather and prepare training support items, equipment, and supplies such as MILES equipment, other TADSS (Training Aids, Devices, Simulators and Simulations), and Class III and IX items.

* Schedule rehearsals to--

- -Identify weak points in the training plan. -Teach effective training techniques.
- -Coach the trainer until he feels comfortable.
- -Ensure safety and environmental considerations are met.
- -Ask pertinent questions to determine if the leader is technically and tactically proficient.
- -Determine how the trainer will evaluate the soldier's or unit's performance at the end of the training for compliance with the training objective. Have the trainer demonstrate the evaluation procedure, if appropriate.
- -Assess subordinate leader competencies and provide developmental feedback to them throughout the training preparation and execution process.

* Prepare T&EOs to--

- -Guide soldier, leader, and collective training.
- -Provide summary information on training objectives (soldier, leader, and unit) that support mission essential tasks.
- -Provide information on resource requirements.
- -Provide generic conditions. Leaders must adjust to METT-T.

PART C - EXECUTING TRAINING

1. Introduction. The proper execution of training to standard is a difficult but rewarding process. It places a significant burden on the trainer in terms of preparation and assessment of performance. The payoff for properly executed training is a unit trained to standard on its wartime mission. Brigade and battalion commanders, and their staffs, must be actively involved in the execution of battalion and company training. A unit executes training the same way it executes a

combat mission. The chain of command is "present", "in charge", and responsible. Commanders must:

- * Be tactically and technically proficient.
- * Protect subordinate units from training distractors.
- * Ruthlessly enforce the lock-in of training schedules.
- * Ensure pre-execution and precombat checks are completed.
- * Provide resources required for training.
- * Ensure training resources are properly used.
- * Be an active participant in training.
- * Personally check to ensure planned training is executed to standard.
- * Evaluate training using T&EOs based on training objectives.
- * Assess soldier, leader, and unit performance.

2. NCO Responsibilities. Senior NCOs are responsible for getting soldiers, subordinate leaders, and units to the training sites. They ensure that soldiers are at the right location, in the right uniform, with the right equipment, at the right time. Further, senior NCOs ensure--

- * Detailed inspections and checks are performed prior to the execution of all training.
- * Prerequisite training is completed so that time is not wasted.
- * Leaders are trained and prepared to train their sections, squads, teams, or crews. They train the trainers.
- * Preliminary training for section, squad, team and crew has the right focus and is executed to standard.
- * Number of tasks scheduled to be trained is realistic.
- * Training is conducted to standard and meets the training objectives. Special emphasis is placed on low-density MOSs.

- * Adequate time is scheduled to repeat tasks not
- * performed to standard the first time.
- * Soldiers are properly motivated and well led.
- * Soldiers are present and accounted for, especially during prime time training.

3. Unit Leader Responsibilities. Unit leaders are the primary trainers. They are responsible to:

- * Account for their soldiers.
- * Know their unit and soldier's training needs and, based on that assessment, plan appropriate time to train tasks to standard.
- * Identify and conduct appropriate prerequisite training.
- * Retrain soldiers when the standards are not met.
- * Be properly prepared to conduct opportunity training whenever time is available.

4. Precombat Checks.

a. The coordination and preparation that began during near-term planning must continue throughout training execution. Precombat checks are the bridge between pre-execution checks and execution of training. Precombat checks are detailed final checks that all units conduct before and during execution of training and combat operations. They are also conducted at the beginning of each event or exercise as a part of the troop leading procedures.

b. Although precombat checks start in garrison, some checks may be completed in the assembly area or battle position; for example, applying camouflage, communications checks, and distributing ammunition. Additionally, precombat checks should be performed as part of stand-to. They are continuous and are repeated when mission changes occur. The chain of command is responsible for developing, validating, and verifying all precombat checks. These checks should be included in the unit Tactical Standing Operating Procedures (TSOP).

5. Presentation of Training. Presentation of training provides soldiers with the specific training objectives (tasks, conditions, and standards) to be trained, and the evaluation methods to be used. The exact type and amount of information presented prior to performing a task depend on the task and the proficiency of the soldiers being trained on that task. Whenever possible, training is presented by the chain of command. The unit leader is responsible for training his unit even if a technical trainer provides the information. Trainers primarily use three methods to present training to soldiers. These three methods may be used in any combination to present training.

a. Lecture. Lecture presents information with little discussion. Lectures are used when there is a large group and no performance-oriented training will be given; when time is limited; when soldiers know little about the subject; and when the lecture is preparing them for demonstration and practice. It is the least preferred method of presentation. An example of a lecture is a predeployment briefing.

b. Conference. Conference provides soldiers the opportunity to discuss the information presented. The trainer initiates and guides the discussion. Conferences are effective when soldiers are familiar with the subject; when there is more than one correct technique or solution, and when time is not critical. Conferences do not require hands-on performance. An example of a conference is an After Action Review (AAR).

c. Demonstration. Demonstration is the preferred method of presentation used at company level and below. The visual impact of a brief demonstration on the proper method of performing a task assists the learning process by providing greater understanding than any amount of description. Demonstrations tend to stimulate interest by providing realism that other techniques do not offer. Trainers may conduct demonstrations on map boards, chalkboards, sand tables or demonstrators.

6. Performance of Training. Performance begins immediately following presentation. It is the hands on execution of a training task or event. Early performance reinforces newly acquired skills and converts them into usable soldier, leader, and collective skills. Performance of soldiers, leaders, and units is evaluated against ARTEP, MTP, MQS, SM, or SMCT standards for all training. Leaders emphasize accomplishing training to

Army standard and, more importantly, demand that standards be achieved. Leaders must allow sufficient time to retrain the task until it can be performed correctly.

7. Levels of training. Leaders tailor training conditions to the appropriate level of training. They add progressively difficult conditions to increase the challenge as proficiency increases. They add complexity and realism as rapidly as possible to achieve actual wartime conditions. There are three stages of training. Each stage can occur separately or in combination. Leaders must ensure soldiers and units move through the first two stages when the standards are met.

a. Initial training. Soldiers being trained have little or no familiarity with a given task.

b. Refresher training. Soldiers being trained require training on certain subtasks.

c. Sustainment training. Soldiers or unit meet the training objective, but will lose proficiency without practice.

8. Post Operations Checks. Post operations checks are those actions a unit accomplishes at the conclusion of an event to ensure the unit is prepared for the next event or action. Readiness, to go to war or the next training event, is the goal of post operations checks. These checks should be a part of the unit SOP. They will vary depending on the type of event; for example, a Field Training Exercise (FTX) will require more extensive post operations checks than garrison type training. Sample post operations checks include the following:

- * Soldier accountability.
 - * Sensitive item accountability (such as weapons or COMSEC materials).
 - * Report closure of unit to higher headquarters.
 - * Ammunition and equipment turn in.
 - * Maintenance (vehicle, weapons, communications).
 - * Training assessments.
- -AARs completed.

- -Leaders record results of training in leader books.
- -After action report initiated, if appropriate.
- * Soldier recovery.
- * Chain of command inspections of soldiers and equipment

PART D - ASSESSING TRAINING

1. Introduction. Training assessment is an integral part of the training management cycle. Information obtained as a result of thoroughly planned evaluation provides the basis for assessment of units and training programs. Ultimately, adjustments are made in resources, personnel, training methods, and other areas to refine the training program.

2. Training Evaluations. The evaluation process is continuous. Therefore, evaluations must be planned for all training and considered as a way of life in the unit. Evaluation of training measures the demonstrated ability of soldiers, leaders, and units to perform a task to Army standards. It is a snapshot, at a given time, on whether or not the task was conducted to standard under the prescribed conditions.

a. To assess training proficiency, commanders--

- * Select the type of evaluation.
- * Develop an evaluation plan.
- * Conduct evaluation of training.
- * Conduct after action reviews.
- * Provide feedback to the chain of command.

b. Each training event is evaluated during execution. Planning for training must include resources (such as leader time, prerequisite training, evaluators and equipment) to ease evaluation. The use of evaluation data can have a strong effect on the command climate of the unit.

c. Evaluations are used to--

- * Provide feedback on training proficiency to those participating in the training event (using AARs).
- * Assess METL task proficiency.
- * Develop lessons learned for distribution throughout the command, and the Army, when applicable.
- * Shape future training plans.
- * Enhance leader development.

3. Planning for Evaluations. The evaluation of collective training is critical to assessing the unit's capability to perform its METL tasks. For evaluation to be effective, it must be thoroughly planned and rigorously executed. Thus, leaders must begin the evaluation planning process as early as possible to provide an accurate evaluation.

a. RC commanders may request assistance from Maneuver Training Commands, partnership or affiliated units, CAPSTONE aligned units, or readiness groups to assist in the planning, preparation, and evaluation of training. Yet, the RC chain of command remains responsible for the evaluation.

b. The chain of command needs the following information to facilitate long-range evaluation planning:

- * Type of exercise (battalion FTX, company FTX, company STX, TEWT, etc.)
- * Dates of exercise.
- * Type of evaluation (formal, informal, internal, external, or combination).
- * Support requirements (internal and external).
- * Coordination for external support.

c. More detailed evaluation planning occurs during short-range planning. The commanders and key leaders develop and provide the following information:

- * Commander's intent and focus for the exercise.

- * Pre-execution check list.
- * Level of evaluation; for example, down to platoon level.
- * Dates for training the evaluators.
- * Plan for conduct of evaluator training.

d. The commander and key leaders also provide a completed evaluation and control plan. The plan contains--

- * Intent of the exercise and evaluation.
- * Evaluation procedures.
- * Exercise scenario.
- * Training objectives.
- * Guidance on the conduct of AARs.
- * Resource guidance.
- * Required coordination.
- * Discussion of the evaluator's role in safety.
- * Rules of engagement.
- * References (SMs, FMs, MTPs, and SOPs including those of slice units).

4. Evaluators.

a. Evaluators must be highly qualified to enhance the training experience for the evaluated unit by providing valid, credible observations. The evaluator must be equal or senior in rank to the leader being evaluated. Ideally, the evaluator should have held the position himself, as it lends credibility to his role.

b. Leaders and soldiers learn from the evaluator. Likewise, the evaluator learns by observing the unit. Listed below are some basic rules for the evaluator:

- * Be trained and rehearsed.
- * Know the terrain. Conduct reconnaissance when possible.
- * Don't be argumentative.
- * Identify strengths as well as weaknesses.
- * Patiently observe all actions of the unit. Don't jump to conclusions.
- * Always use the chain of command. Don't take command of the unit.
- * Be prepared to coach the leaders.
- * Be flexible; base the evaluation on the unit's reaction to the tactical situation, not on personal knowledge of the planned scenario.
- * Do what soldiers do. Experience the same conditions as the evaluated unit.
- * Know OPFOR training objectives.

5. After Action Review (AAR). The AAR is a structured review process that allows training participants to discover for themselves what happened, why it happened, and how it can be done better. Refer to TC 25-20, After Action Reviews for more information.

a. After action reviews--

- * Focus on the training objectives. Was the mission accomplished?
- * Emphasize meeting Army standards. AARs do not determine winners or losers.
- * Encourage soldiers to discover important lessons from the training event. AARs are not a critique.
- * Allow a large number of soldiers and leaders, including OPFOR, to participate so that lessons learned can be shared.

b. The AAR consists of four parts:

- * Review what was supposed to happen (training plan).
- * Establish what happened, to include OPFOR point of view.
- * Determine what happened to standard or not to standard.
- * Determine how the task should be done differently next time.

c. The AAR is often used as a leader development technique to develop leaders throughout the chain of command. Leaders may use the AAR for an extended professional discussion with subordinate leaders. At the completion of an exercise, a final AAR is conducted. It is a meeting with the evaluators or OCs, OPFOR, and unit leaders to review training just conducted. Training weaknesses identified must be included in future training.

6. Training Assessment. After the conduct of the final AAR, the commander reviews the evaluation and AAR results to reassess his unit's training proficiency. The commander's assessment of training proficiency on METL tasks is based on his judgement of his unit compared to Army standards. It is recorded as "T" (trained), "P" (needs practice), or "U" (untrained). The commander uses the assessment to identify a strategy to improve or sustain training proficiency.

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LESSON 2

PRACTICE EXERCISE

The following items will test your grasp of the material covered in this lesson. There is only one correct answer for each item. When you complete the exercise, check your answer with the answer key that follows. If you answer any item incorrectly, study again that part of the lesson that contains the portion involved.

1. Who is responsible to approve the battalion battle staff mission essential task list?
 - A. Brigade Commander.
 - B. Brigade Executive Officer.
 - C. Battalion Commander.
 - D. Battalion Executive Officer.

SITUATION: You are a company commander developing your company mission essential task list. You are ready to seek approval of the list when you determine that your company cannot train a task you have selected because peacetime training restrictions.

2. What should you do?
 - A. Leave the list unchanged and seek approval as is.
 - B. Eliminate the task from your METL.
 - C. Request that your commander modify your mission.
 - D. Change the task to one you can train and seek approval.
3. What is the lowest level unit to have battle tasks?
 - A. Brigade.
 - B. Battalion.
 - C. Company.
 - D. Platoon.
4. What does a task proficiency rating of "P" indicate?
 - A. Practice.
 - B. Proficient.
 - C. Poor.
 - D. Needs practice.
5. What is the long-range planning horizon for RC Command Training Guidance?
 - A. One year.
 - B. Two years.
 - C. Three years.
 - D. Five years.
6. Which is the lowest level commander who must publish long-

range Command Training Guidance?

- A. Company commanders.
- B. Battalion commanders.
- C. Brigade commanders.
- D. Division commanders.

7. Who approves RC unit short-range training plans at the yearly training brief (YTB)?

- A. The company commander.
- B. The battalion commander.
- C. The brigade commander.
- D. Next higher peacetime commander.

8. Short-range planning for AC units covers what period?

- A. The upcoming month.
- B. The upcoming two months.
- C. The upcoming three months.
- D. The upcoming six months.

9. Who conducts training meetings?

- A. Company commanders.
- B. Battalion commanders.
- C. Brigade commanders.
- D. Company and battalion commanders.

10. Once soldiers or units have trained a task to standard, they maintain proficiency through what type of training?

- A. Collective.
- B. Refresher.
- C. Sustainment.
- D. Squad.

LESSON 2

PRACTICE EXERCISE

ANSWER KEY AND FEEDBACK

| <u>Item</u> | <u>Correct Answer and Feedback</u> |
|-------------|--|
| 1. | C The battalion commander approves the battalion battle staff METL. (page 2-6, para 8) |
| 2. | C If a commander determines he cannot train one of his METL tasks due to peacetime training restrictions, he must request a change of mission. (page 2-4, para 4d). |
| 3. | B Battalion is the lowest level unit that selects battle tasks. (page 2-6, para 10) |
| 4. | D A rating of "P" indicates that the unit needs practice on the task. (page 2-7, para 2) |
| 5. | B Two years. (page 2-11, figure 2-2) |
| 6. | C Commanders down to brigade level are required to publish Command Training Guidance. Lower level commanders may publish guidance but are not required to. (page 2-11, figure 2-2) |
| 7. | D The next higher peacetime commander usually approves short-range plans briefed by RC units during their YTB. (page 2-13, para 3d(2)) |
| 8. | C The short-range planning period for AC units is the upcoming three months. (page 2-11, para 3) |
| 9. | D Battalion and company commanders conduct training meetings. (page 2-17, para 4a) |
| 10. | C Sustainment training. (page 2-27, para 7c) |