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Platoon Level
Training Management

United States Army
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Contents

Submit recommended changes to:
unittrainingmanagement@army.mil
using the subject: PLT TM Handbook

<u>Note</u>: This handbook is optimized for 2-sided printing

Terms of Reference

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

annual training briefing (ATB) - a briefing provided to the commander two levels above prior to the training FY to gain approval of the unit's long-range training plan (LRTP). When approved, it is the basis for the commander's annual training guidance (ATG). (FM 7-0)

annual training guidance (ATG) - the product of long-range planning, it specifies the commander's training requirements and goals for the fiscal year (FY). It is published IAW FM 7-0, tables 3-1 or 3-2 and includes the unit's long-range training calendar (LRTC) as an attachment. (FM 7-0)

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

collective task - a task that is clearly defined, observable, and measurable activities or actions that require an organized team or unit to perform, leading to the accomplishment of a mission or function. (ADP 7-0)

external evaluation (EXEVAL) - a scenario-driven evaluation of a unit's training proficiency conducted by leaders from outside the evaluated unit's chain of command. The commander two levels above the evaluated unit directs and resources the external evaluation. External evaluations include all organic and attached personnel and units at the echelon of evaluation. (FM 7-0)

high-payoff task - a task that supports more than one of the organization's METs or battle tasks. The skills and proficiencies achieved while training on a high-payoff task transfers to other METs or battle tasks that it supports. (FM 7-0)

individual task - a task that is clearly defined, observable, and measurable activities accomplished by an individual. (ADP 7-0)

long-range training calendar (LRTC) - a calendar that depicts the unit's training events in support of the commander's annual training guidance (ATG). (FM 7-0)

long-range training plan (LRTP) - the commander's plan to achieve the training proficiencies specified for a fiscal year (FY). (FM 7-0)

mission-essential task (MET) - a collective task on which an organization trains to be proficient in its designed capabilities or assigned mission. (FM 7-0)

mission-essential task list (METL) - a tailored group of mission-essential tasks. (FM 7-0)

multiechelon training - a training technique that allows for the simultaneous training of one or more echelons on different or complementary tasks. (ADP 7-0)

quarterly training briefing (QTB) - periodic (quarterly) briefings to discuss past, present, and future training expectations during the execution of the commander's ATG. Also, to approve any necessary modifications to the ATG. Provided to the commander two levels above. (FM 7-0)

semi-annual training briefing (SATB) - same purpose as the QTB but provided to the commander two levels above at the mid-point of the training FY. (FM 7-0)

training and evaluation outline (T&EO) - a summary document that provides performance and proficiency standards for individual and collective tasks. (FM 7-0)

training environment - an environment comprised of conditions, supporting resources, and time that enables training tasks to proficiency. Example: live, virtual, constructive (LVC) training environments. Note: gaming is a subset of the virtual training environment. (FM 7-0)

training objective - a statement that describes the desired outcome of a training event. Includes task, conditions, and standards to achieve. (FM 7-0)

Overview

The Army trains to fight and win—it is what we do to preserve the peace and to decisively defeat our enemies. We do this through challenging, relevant, and realistic training performed to the highest standards. This handbook provides platoon level leaders with training techniques and procedures in support of the Army's training doctrine, [FM 7-0](#).

Principles of Platoon Training Management

These principles form the foundation of platoon training management. They guide and influence training at platoon and below echelons:

- **Leaders (platoon, section, squad, and team) are responsible and accountable for the training and performance of their Soldiers**.

- **Noncommissioned officers set the foundation for Army training. NCOs train Soldiers, crews, and small teams**. They provide crucial input and advice to the platoon leader and company commander on what is trained and how it is trained. This ensures the platoon trains on its most important tasks down to the individual Soldier.

- **The standards for Army training are found in Training and evaluation outlines (T&EOs) or in training circulars (TC)/technical manuals (TM) for weapons qualification**. Leaders ensure all training is conducted to standard - the Army's standard!

- **Leaders resource and protect approved training**. They focus training efforts by being present at training to ensure subordinates understand and perform their roles to standard.

The Training Management Cycle

The Training Management Cycle is the Army's framework for training (see the illustration on the next page). It depicts the logical order and sequence of how leaders prioritize training, plan and prepare training, execute, and evaluate training and finally, how the commander assesses overall training proficiency. Throughout the cycle, feedback provides leaders the information necessary to improve current and follow-on training events.

- Prioritize training.

- Commander's assessment of unit training proficiencies.

- Long-range planning and preparation. Conducted at company level (with platoon input) and focused on developing the company's annual training guidance (ATG) and long-range training calendar (LRTC).

• Mid-range planning and preparation. Briefings and activities conducted quarterly and semi-annually to monitor progress of the ATG during the FY.

• Short-range planning and preparation. Anchored around weekly company training meetings and activities just prior to training event execution (weeks T-6 to T).

• Execute training. Training is conducted, training objectives achieved.

• Evaluate training. Training is evaluated as it is executed by trained and certified evaluators. Feedback is provided to the commander when training is complete.

• Assess training proficiencies. The commander, based on multiple sources of feedback, assesses unit training proficiency. Only the unit commander assesses training proficiency.

• Feedback. A continuous process throughout the cycle that provides the commander and other leaders the information necessary to make timely, informed decisions about unit training.

The Training Management Cycle

Chapter 1

Prioritizing Training

Overview

1-1. **Units cannot train every task to proficiency simultaneously due to limitations of time and training resources. Therefore, company commanders and leaders at echelon must use a prioritized training approach to focus training on tasks most critical to the unit's assigned, or most likely mission**.

Note: the unit task list (UTL) is a proponent approved listing of all tasks (collective and individual), and battle drills the unit could perform based on its design. These are available in the unit's Combined Arms Training Strategies (CATS).

Prioritizing Tasks

1-2. Based on senior commander training guidance, company commanders prioritize their mission-essential tasks (METs), weapons qualification, and collective live fire requirements. The process of prioritizing tasks continues below the company level by the identification of battle tasks.

Note: A MET is a collective task on which an organization trains to be proficient in its designed capabilities or assigned mission. A mission-essential task list (METL) is a tailored group of mission-essential tasks. Company and higher units have METLs.

Identify Platoon and Below Battle Tasks

1-3. Platoon leaders, with the assistance of their platoon sergeant prioritize the platoon collective tasks that most closely nest with the company's prioritized METs. Once approved by the company commander, these become the platoon's battle tasks.

Note: A battle task is a platoon or lower echelon collective task that is crucial to the successful accomplishment of a company, battery, or troop mission-essential task).

Example:
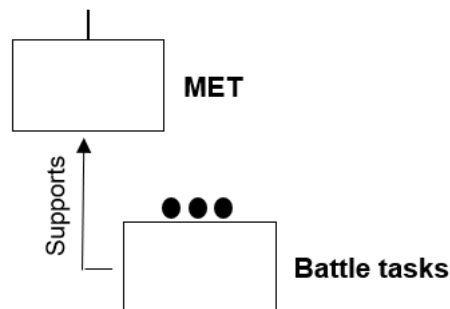
1-4. This prioritization of tasks continues down through each lower echelon with leaders identifying and prioritizing the collective tasks at their echelon that best nest with the next higher echelon's battle tasks. Once approved, these collective tasks become the echelon's prioritized battle tasks.

Example:

1-5. In the following example, in the unit's annual training guidance (ATG), the company commander prioritized the following METs:

> 07-CO-1072   Conduct a Movement to Contact – Rifle Company
>
> 07-CO-1092   Conduct an Attack – Rifle Company

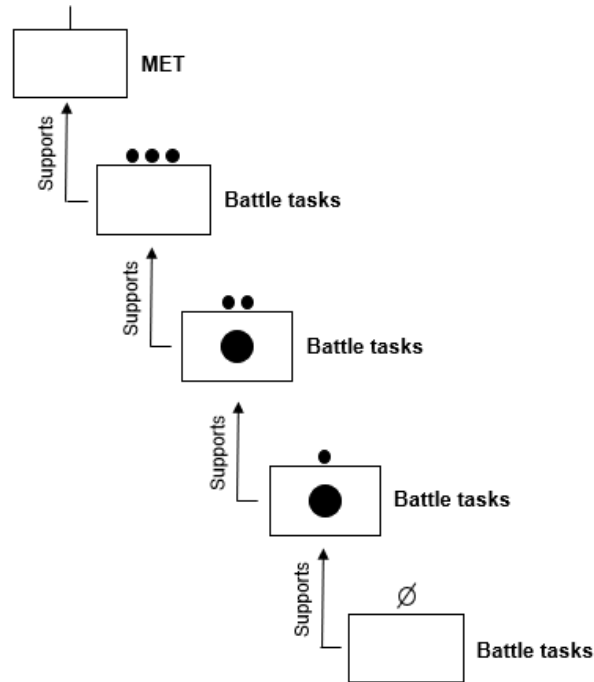1-6. In determining platoon actions in support of these METs, platoon level leaders refer to both the task's training and evaluation outlines (T&EO) and their proponent published Army Techniques Publication, (ATP). These resources provide leaders a complete understanding of tactical missions and employment at their echelon. In this example, the platoon leader would refer to ATP 3-21-8, Infantry Platoon and Squad. Other type units (Field Artillery, Signal, etc.) would refer to their doctrinal manuals (Field Manual (FM), and or ATP as appropriate at their echelon). These manuals are available on the Army Publishing website, https://apd.army.mil. The process of identifying subordinate priority tasks is called a task crosswalk, described in detail in Appendix B, of this handbook.

1-7. The platoon leader identifies the platoon level collective tasks crucial to the support the selected company MET. For example, the platoon leader identified, 07-PLT-3027, Integrate Direct Fires, as a platoon battle task. See illustration below:
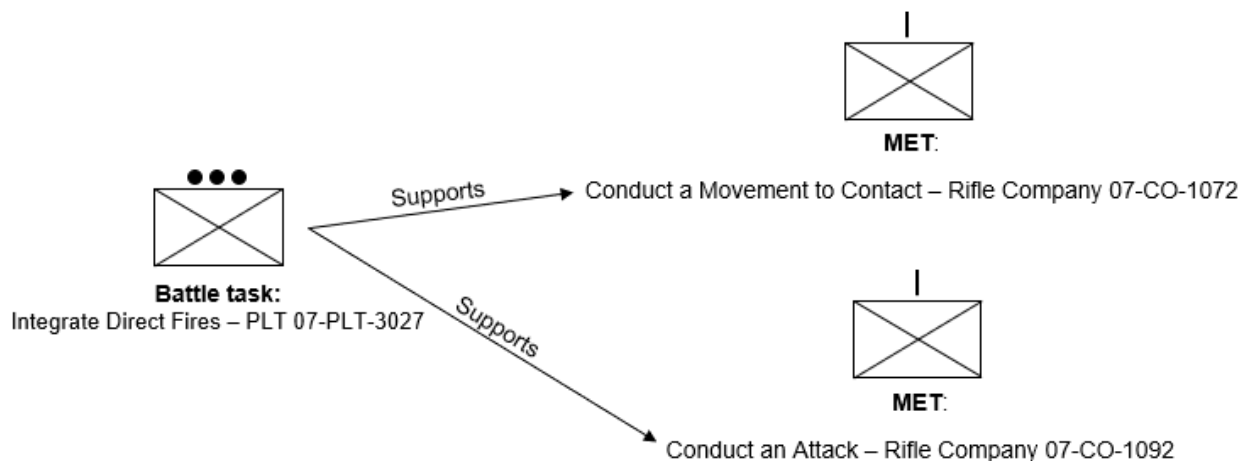
Illustration of a platoon battle task supporting two company METs

1-8. Additionally, this platoon battle task is also a high-payoff task. This means that if trained to proficiency for one of these company METs (07-CO-1072), the proficiency achieved translates to the other company MET (07-CO-1028).

Note: High-payoff tasks are those tasks supporting more than one of the organization's METs or battle tasks.

1-9. Based on organizational structure and design, some units may not perform collective tasks at certain echelons. In these cases, the unit's leaders proceed by linking prioritized individual tasks to the next higher level of unit collective tasks (in some cases, these may be METs).

1-10. While each senior echelon leader (squad and platoon) approves the selection and prioritization of battle tasks for their subordinate echelons, ultimately it is the company commander's responsibility to ensure the proper nesting of all battle tasks to the company's prioritized METs.

Prioritize Individual Tasks

1-11. Once battle tasks are approved, the process of prioritization continues at each echelon. Noncommissioned officers prioritize the individual tasks for their Soldiers that best support their echelon's battle tasks. Prioritization of tasks ensures the right tasks are trained based on the unit mission, and commander's guidance, nesting from the highest echelon to the lowest. Refer to the illustration on the next page:

Example:
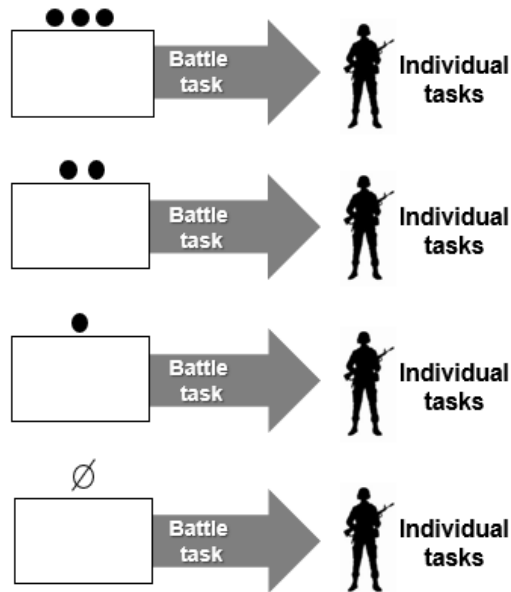
1-12. As this process continues, the leader adds associated Army Warrior Tasks, Drills, individual critical task list (ICTL) tasks, etc. The result is a list of individual tasks crucial to support the battle tasks at echelon.

1-13. The challenge in identifying individual tasks is the large number of individual tasks available. The leader's analysis may reveal a significant number of tasks from multiple sources, so careful analysis and common sense must be taken to ensure only those individual tasks supporting the prioritized battle tasks are trained.

1-14. The concept of identifying battle tasks described earlier also applies when identifying prioritized individual tasks. For example, the squad leader prioritized the individual task, Engage Targets with an M16/M4 – 071-COM-0030. This task supports two squad battle tasks, Conduct Support by Fire, 07-SQD-3000 and Conduct an Ambush, 07-SQD-9010. See the illustration below:

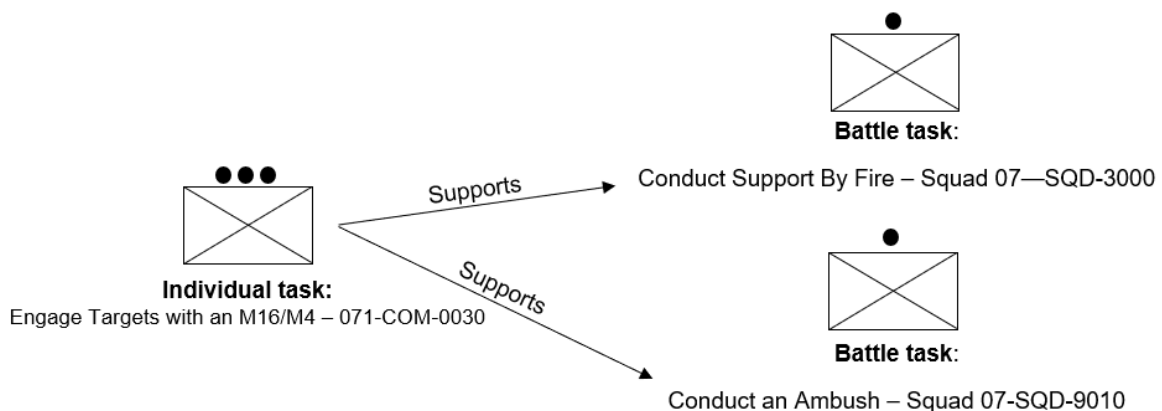Illustration of a prioritized individual task supporting two squad battle tasks

Chapter 2

Long-Range Planning and Preparation

Overview

2-1. Long-range planning and preparation determine the training required to progress from the unit's current state of training proficiency to the desired proficiency level. The unit commander conducts long-range planning to sequence training events with resources over time to determine who, what, when, and where to train.

2-2. The long-range training plan (LRTP) aligns a unit's prioritized training with resources over the coming fiscal year (FY). Long-range planning and preparation helps ensure the coordination and actions needed to secure long-lead time resources are accomplished prior to the start of training. The company long-range planning process culminates when the LRTP is approved by the brigade-level commander at an annual training briefing (ATB). Once approved, it is published as the company's annual training guidance (ATG) (to include a long-range training calendar (LRTC)). At the company level, this occurs no later than four months (June) prior to the beginning of the FY (October 1st).

2-3. During LRTP development, platoon leaders and platoon sergeants collaborate planning with the commander. Because unit NCOs are responsible for the training of individuals, crews and small teams, their input to the LRTP is essential. NCO professionalism, knowledge, and extensive training experience provides invaluable input and feedback as the plan develops.

Training Models

2-4. Training models are an effective technique for small units (company and below) to plan and prepare **single training events**. They provide a tailorable, logical framework of activities and actions for small-unit leaders to plan and prepare single training events.

2-5. Training models provide unit leaders the planning flexibility to account for unit SOP requirements, local installation training resource coordination, and other command directives. This gives the unit commander and leaders the ability to create and adjust training models to individual unit needs.

2-6. The 8-Step Training Model described in FM 7-0, chapter 3 is depicted as the Army's preeminent training model (Appendix A of this handbook). However, also introduced in this handbook is a revised 8-Step Training Model that better aligns with the Army's Training Management Cycle. The revised 8-Step Training Model consists of the following steps:

Step 1- Prioritize Training

Step 2- Conduct Long Range Planning and Preparation

Step 3- Conduct Mid-Range Planning and Preparation

Step-4- Conduct Short-Range Planning and Preparation

Step 5- Execute and Evaluate Proficiency

Step 6- Provide Feedback

Step 7- Assess Proficiency (Commanders)

Step 8- Record and Share Results

2-7. The revised 8-Step Training Model guides small unit leaders through every phase of the Training Management Cycle, ensuring all critical actions in planning and preparing a single training event are captured. Chapters 2-6 of this handbook provide specific actions and activities identified by the 8-step Training Model (revised). Refer also to Appendix A of this handbook.

Company Long-Range Training Plan (LRTP) Development

2-8. LRTP development begins with the company commander reading and understanding their battalion commander's ATG along with the battalion LRTC. The company commander must understand the battalion commander's guidance and at a minimum:

- Accounts for higher headquarters training directives and time management system.
- Places all battalion and above level training events that affect the company on the draft LRTC.
- Determines and backward plans company level training events.

Accounts for higher headquarters training directives and time management system

2-9. This ensures that company training nests with the higher commander's intent to include:

- Prioritized battalion mission-essential tasks (METs).

- Prioritized weapons qualification requirements.

- Prioritized collective live-fire tasks (if specified).

- Additional guidance such as scheduled maintenance services, external evaluations, individual task guidance (Warrior Tasks, low density training requirements, occupational specialty training, etc.), physical fitness training focus, and leader development requirements.

Places all battalion and above level training events that affect the company on the draft LRTC

2-10. This includes any other applicable information such as the battalion's directed time management system.

Determines and backward plans company level training events.

2-11. These include training events required to meet designated MET proficiencies prior to participation in battalion level training events using a crawl, walk, run methodology. Critical to this analysis is identifying the time required to train to standard, the type training site(s) required for the training, and any external resource requirements needed for the training to include:

- Class V ammunition forecasting.
- Training area identification and coordination.
- Field feeding.
- Medical support.
- Transportation.
- Opposing forces.
- External evaluators.
- Training facilities, like unit conduct of fire trainers, aviation simulators, etc.
- Coordinating training support not on the installation.
- Integration and coordination of low-density MOS training.

Example battalion LRTC with battalion level events:

Example company LRTC with company level events:

2-12. Once company level training events are identified on the LRTC, the commander seeks planning input from platoon level leaders. This is to identify the platoon and below training events that support the company prioritized mission-essential tasks.

Platoon Input to Company LRTP

2-13. The company commander with the assistance of the platoon leaders, continues LRTP development, incorporating platoon input into the plan. This ensures training within the company is nested from the company's METs down to Soldier individual tasks. This process also ensures valuable training time and resources are focused on the company's ability to accomplish its highest priority tasks.

2-14. Platoon level input into the company's LRTP begins with the platoon leadership fully understanding their company commander's guidance. At a minimum this includes:

•   Company's prioritized mission-essential tasks (METs); prioritized weapons qualification; and prioritized collective live-fire task requirements (if specified).

•   Company level training events and their associated training objectives

•   Additional guidance as specified (scheduled maintenance services, external evaluations expectations and responsibilities, individual task guidance (Warrior Tasks and Battle Drills (WTBD), low density training requirements, occupational specialty training), physical fitness training focus, and leader development requirements

2-15. The platoon leader receives a copy of the company draft LRTC with all company level training events and other applicable information such as the company's directed time management system.

Platoon LRTP Planning Considerations

2-16. After a careful analysis of the commander's training guidance and requirements, platoon leaders base their input to the company LRTP on:

- Selection and approval of platoon battle tasks.
- Determining the sequence and frequency of platoon events.
- Identifying training objectives.
- Identifying training sites.
- Identifying major training resource requirements.
- Identifying additional LRTP considerations.

Selection and Approval of Platoon Battle Tasks

2-17. Based on the company commander's training priorities, platoon leaders select and receive commander approval of their platoon battle tasks. A battle task is a platoon or lower echelon collective task that is crucial to the successful accomplishment of a company, battery, or troop mission essential task. (See Appendix B, Task Crosswalk for more information).

2-18. The platoon leadership then determines and backward plans the platoon level training events required to meet required battle task proficiency on their highest priority battle tasks. The platoon leadership also accounts for training events to meet required collective live-fire and weapons qualification proficiencies.

Determining the Sequence and Frequency of Platoon Events

2-19. Using the crawl, walk, run methodology, platoons carefully select and sequence platoon level training events supporting the company's prioritized METs. This ensures training events incrementally and progressively build to increasingly higher levels of skill proficiency.

2-20. The frequency (number of times a like-event is trained) depends on the time available to train, resource availability and other considerations. The more frequently an event is planned, the greater the opportunity achieve and sustain proficiency over time.

2-21. The platoon must balance what is trained (battle tasks), the type of training (training events), the frequency of training (how often), with how much time is allocated for squad and below echelon training to build proficiency at lower echelons.

2-22. Additional planning considerations in determining the sequencing and frequency of platoon events include:

- How much time is allocated to train battle tasks?

- Are the resources required to train available?

- What is the current proficiency rate of the battle task(s)?

- How many iterations are necessary to achieve proficiency?

- How will the platoon sustain proficiency?

Identifying Training Objectives

2-23. Every platoon training event is assigned training objectives. A training objective is a statement that specifies the desired outcome of a training event (FM 7-0). Platoon leaders, based on the commander's guidance identify the platoon proficiency ratings to achieve - these become the event's training objectives. Training objectives state the task(s) trained and the standards to achieve (proficiency). A few considerations include:

- Review T&EO proficiency standards for the task(s) (T or P).

- Ensure task training objectives are assigned to each event.

- Time available to train.

- Resources required.

2-24. Below is an example of a platoon training objective. These initial training objectives may be further refined during mid-range planning and preparations.

Task:	Perform an Engineer Reconnaissance (04-PLT-1018)
Conditions:	Daylight and limited visibility conditions
Standard:	Achieve a 'T' proficiency

Identifying Training Sites

2-25. Leaders consider where training should occur – locations must allow the platoon the ability to execute tasks and retrain as necessary. Ranges, maneuver space, training areas (TA) and training facilities are considered, to include:

- How much space is needed to train and maneuver safely?

- What equipment is involved?

- Are there live-fire components to the training?

- Vehicle types (tracked/wheeled) and number? Weight/size constraints?

- Use of simulations or simulators?

- Computer system requirements?

- How many personnel are training?

Identifying Major Training Resource Requirements

2-26. Consideration is given to identifying major resource requirements for platoon training events. These are typically training resources which are locally scarce/unique or require long lead times to coordinate. Examples include:

- Ranges.

- Training Areas (TA).

- Class V (ammunition).

- Simulators.

- Unique/scarce resources.

- Off-installation training resources.

Identifying Additional LRTP Considerations

2.27. In addition to the key LRTP issues already identified, the commander also discusses with platoon leaders and NCOs:

- Collective live-fire and gunnery requirements.

- Training environments (live, virtual, constructive (LVC). See FM 7-0, Appendix J, Training Environments.

- Leader development.

- Leader certification.

- Individual training guidance.

- Physical training focus.

- Risk management considerations.

2-28. When planning platoon level events, the platoon leader also considers the following when providing input to the company LRTP:

- Focus on fundamentals.
- Train to Task Mastery on highest priority tasks.
- Sergeant's Time Training (STT).

Focus on Fundamentals

2-29. Commanders and leaders keep it simple: shoot, move, communicate, and survive. Units must master the basics before progressing to increasingly complex tasks. A basic task training focus provides the foundation to build proficiency in individual tasks as the unit progresses to more complex unit collective tasks.

Train to Task Mastery on Highest Priority Tasks

2-30. Task mastery is not a training proficiency rating but a concept that requires full understanding of a task, its component parts, its underlying principles, its importance, and its support to the larger mission. To build task mastery, units focus on fundamentals at individual, crew, squad, and platoon levels before proceeding to higher-level collective tasks. Organizations then gradually increase the difficulty of conditions under which the prioritized task is trained to include limited visibility, degraded communications, loss of key leaders, and unexpected changes in an operational environment.

2-31. Task mastery goes beyond executing a task to standard through constant repetition. It entails successfully executing multiple iterations (sets and repetitions) of a task under the most

challenging and dynamic conditions while constantly adjusting for changes in the operational environment and making the best use of resources. Prioritized training acknowledges that mission, limited time, and resources dictate that units train the most important tasks first. However, leaders should not settle for achieving a trained proficiency rating on priority tasks but strive to reach task mastery on them.

Vignette

1LT Johnson is discussing with her platoon the difference between being 'trained' on a task and achieving 'task mastery' on it. She explains that when the platoon executes a platoon task to standard (evaluated in accordance with the task's T&EO) the platoon has achieved a 'Trained' (Advanced Task Proficiency) rating. She refers to this as 'training on the task until you get it right.' 1LT Johnson then explains task mastery is continuing to train on the same task, but under increasingly difficult conditions 'until you can't get the task wrong.'

Note: Collective task proficiency is rated as:

> Trained: T (Advanced Task Proficiency). A Trained proficiency rating means a unit is trained. It has attained advanced task proficiency free of significant shortcomings. The unit's shortcomings require minimal training to meet the Army standard.

> Practiced: P (Basic Task Proficiency). A Practiced proficiency rating means a unit is practiced. It has attained basic task proficiency with shortcomings. The unit's shortcomings may require significant training to meet the Army standard.

> Untrained: U (Cannot Perform Task). An Untrained proficiency rating means a unit is untrained. The unit cannot perform the task. The unit requires complete training on the task to achieve the Army standard.

Sergeant's Time Training (STT)

2-32. Sergeant's time training (many units call this leader's time training) provides scheduled training time set aside by unit commanders for unit NCOs to train their Soldiers in specified tasks and skills. It requires preparation, resourcing, and predictability so commanders and leaders at every level protect, support, incorporate, and maximize the importance of sergeant's time training during company training. Sergeant's time training is standards-based, is performance-oriented, and supports unit mission-essential tasks and battle tasks. STT helps build mutual trust and confidence between Soldiers and their first line leaders which is critical to effective training.

Company LRTP Approval

2-33. Once platoon level planning is integrated into the company LRTP & LRTC it is then briefed to the brigade-level commander as part of the company's annual training briefing (ATB). On approval by the brigade commander, it then becomes a training contract or agreement between the brigade commander and company commander consisting of two parts:

- First, the brigade commander agrees to provide the necessary training resources and protect the company and platoons from unprogrammed training distracters. The identification of company and platoon training resources is critical to this process. The LRTP must be resource informed (training resources must be available to execute the plan as briefed). Once the brigade commander agrees to resource the training, resource requests should be submitted (as appropriate) through the company to the battalion (according to the unit's SOP) for consolidation, submission to the appropriate agency, and tracked.
- Second, the company commander agrees to execute the approved training to standard. This training contract between the two commanders helps ensure planned and approved training is properly resourced and protected against any unprogrammed distractors to its execution.

Vignette

2nd LT Greene and SFC Jeffries (platoon leader and platoon sergeant, 3rd platoon, Company C) completed working with the commander and 1SG on the company long-range training plan (LRTP) for the next FY, providing their input. They call the platoon leadership together to discuss the primary aspects of the LRTP to include:

- The company prioritized METs, weapons qualifications, collective live-fire tasks the company will focus training on during the next FY.
- The training proficiency ratings the commander requires for these – and when to achieve them during the FY.
- The platoon level prioritized battle tasks that will focus platoon training during the FY.
- The company and platoon training events selected during the FY.

2nd LT Greene stated that once the company LRTP is finalized, it will be briefed to the brigade commander, COL Johnson at the next annual training briefing (ATB). When it is approved, the company commander will publish the LRTP as annual training guidance (ATG). SFC Jeffries reminded the platoon leadership that the company ATG will guide the company and platoons training throughout the FY.

2nd LT Greene states that now the squad and team leaders know what the platoon's prioritized battle tasks are, he wants the squad leaders to crosswalk the platoon battle tasks to the crucial collective tasks at their echelon. Once that's done, he wants the squad leaders to brief he and SFC Jeffries on their recommended battle tasks tomorrow afternoon.

At the platoon meeting the next day, the squad leaders present the results of their task crosswalk, identifying their recommended squad battle tasks. Both 2nd LT Greene and SFC Jeffries review these, asking how each squad battle task supports the platoon level battle tasks. Satisfied that the squad leaders have done their analysis correctly, 2nd LT Greene concurs with the squad battle tasks.

Next, the squad leaders have each crew/team leader conduct a task crosswalk to identify battle tasks at their echelon. Once this is done, the crew/team leaders discuss their analysis with the squad leaders to ensure they've chosen the correct collective tasks that support the squad battle tasks. The squad leaders back brief 2nd LT Greene and SFC Jeffries who ensure all the platoon battle tasks crosswalk from each echelon and nest to the company prioritized METs. Once each echelon has identified its battle tasks, they are presented to the company commander for approval.

After all platoon battle tasks are identified and approved, SFC Jeffries informs platoon NCOs that their crosswalk isn't complete until each echelon identifies the prioritized individual tasks supporting each echelon's battle tasks. 2nd LT Greene states that the prioritized battle tasks and individual tasks will be trained during the platoon training events identified on the long-range training calendar (LRTC) to the proficiencies required by the commander.

Chapter 3

Mid-Range Planning and Preparation

Overview

3-1 Mid-range planning and preparation is highlighted by the periodic review and refinement of the company annual training guidance (ATG) throughout the fiscal year (FY). Additionally, during this planning horizon, planning and preparing individual platoon training events based on the company ATG begins in detail.

Semi-Annual and Quarterly Training Briefings

3-2. Following publication of the commander's ATG and at the beginning of the new FY, company commanders begin a series of periodic briefings to the brigade-level commander. These briefings conducted quarterly and semi-annually provide the senior commander updates on the progress of the company's LRTP, briefed during the annual training briefing (ATB) the previous June. This on-going review of ATG progress also provides commanders the opportunity to make course corrections and modifications to the ATG as necessary. These reviews result in revised semi-annual and quarterly training guidance (SATG/QTG) as needed. See also FM 7-0, Tables 3-1 and 3-2.

Training Meetings

3-3. Training meetings from brigade down to platoon are essential to provide the command frequent, periodic reviews of current and future training plans and preparations. They also provide the commander the opportunity to issue interim training guidance as necessary, as well as receive training feedback from subordinates.

Battalion and Brigade Training Meetings

3-4. Battalions and brigades conduct training meetings to refine mid-range training guidance and training calendars. These meetings focus on ensuring training resources for subordinate units are coordinated and available when training begins. Commanders also monitor and aggressively eliminate potential training distracters that may impede, or even cancel planned, approved subordinate training.

Company Training Meetings

3-5. **Company, troop, and battery training meetings are the center of gravity of unit training management.** Training meetings review training just conducted, discuss planning for future events, and provide a platform for the commander to issue training guidance. Additionally, training meetings facilitate the flow of training information and coordination among unit leaders. Company, troop, and battery level units conduct training meetings on a weekly basis. Reserve component (RC) units conduct training meetings monthly. The Army Training Network (ATN) provides a video

outlining how to conduct a company training meeting. It also includes how platoon level input is essential to an effective company meeting: How to Conduct a Company Training Meeting.

Platoon Training Meetings

3-6. Platoon training meetings are scheduled and conducted weekly prior to the company training meeting. These meetings coordinate platoon training efforts, share training feedback from subordinate leaders and provide the platoon leader a forum to issue training guidance. They also provide platoon leadership the opportunity to discuss and prepare for the weekly company training meeting. Training and only training is discussed to ensure meeting task and purpose is focused.

Platoon training meetings have three objectives:

- Gather training information from subordinate leaders.
- Discuss preparations for training events (weeks T-6 to T).
- Discuss future training event planning and coordination (weeks T-16 to T-7).

3-7. As primary participants in the company weekly training meeting, platoon leaders and platoon sergeants play a key role in providing the commander necessary bottom-up feedback on the status of platoon level training. These meetings are also a primary venue for the company commander to issue training guidance to platoon and company leadership. See Appendix C, Conduct a Platoon Training Meeting, also FM 7-0, Appendix E, Training Meetings.

Plan and Prepare Platoon Training Events

3-8. During Mid-range planning and preparations, as each training event date approaches, detailed event planning and preparations must take place (refer to Overview, and the Training Management Cycle).

3-9. Platoon leaders continue to follow the 8-Step Training Model (revised), or locally developed training model as a general planning framework (see Appendix A, 8-Step Training Model). The planning priority are for those events at or near the start of the FY. Platoon and below training events focus on achieving and sustaining training proficiencies specified by the commander in the ATG.

Determine training event requirement

3-10. Platoon leaders gather as much information about the training event as possible. This ensures the most accurate and complete information about the event is reviewed. In this step, platoon leadership will:

> Review the company annual training guidance (ATG). The company ATG provides the platoon its training guidance for the FY. The platoon leader reviews the company ATG and long-range training calendar (LRTC) to begin detailed event planning This includes the type of event to plan (example: TEWT, MAPEX, STX, etc.), dates of the event, initial training objectives and any additional preliminary information necessary for planning.

Review initial training objectives. Platoon leadership reviews initial training objectives from the company ATG. Think of training objectives as tactical objectives focused on the results needed to achieve. Each platoon training event will have initial training objectives associated with it. Any refinement of initial training events occurs during this stage of planning.

Review records of previous like-events. Platoon leadership reviews previous unit training records (when the event was last trained). This provides important planning information to include whether training objectives were met, identifying resourcing requirements, coordination issues, AAR comments, and more. Sources of information of previous platoon training events may include:

- Unit training records (DTMS/unit files).
- AAR reports.
- Orders.
- Resource requests.
- Unit lessons learned files.

Review standards and proficiency requirements. Platoons review task and weapon system standards and proficiency requirements. For tasks, leaders review performance measures and the Task Criteria Matrix from T&EOs. These identify the proponent criteria needed to achieve the desired training objectives. See Chapter 6 for a detailed discussion. For weapon system standards, leaders refer to the appropriate weapon's training circular (TC).
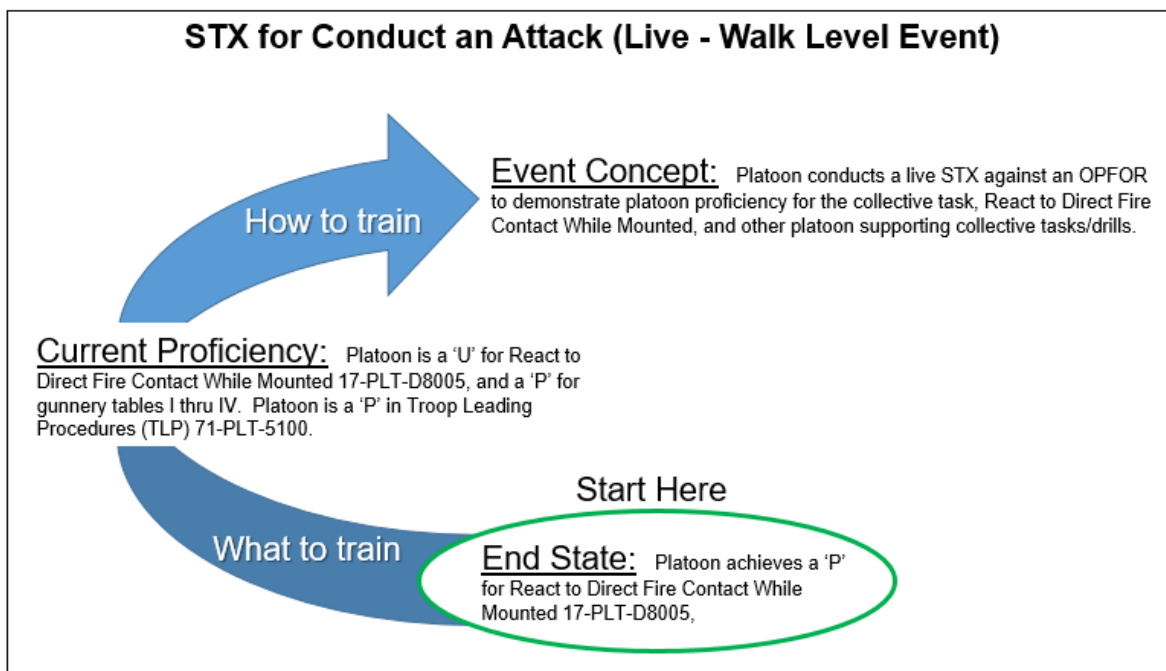
Dialogue with the commander

3-11. The platoon leader dialogues with the company commander for additional guidance to obtain concurrence to continue planning. In this step, the leaders review training requirements and discuss event execution. As a minimum, discussion topics include:

- MET to battle task nesting, initial training objectives and additional tasks to train.
- Whether the event is done live, virtual, or constructive (or blended).
- Whether training objectives are attainable based on task criteria matrix review.
- Resource requirements, or any known resource/time constraints.

Develop a training event concept

3-12. With guidance and approval from the company commander, the platoon leader continues with further development and refinement of the event. Leaders consider different ways to achieve training objectives. A storyboard sketch is a simple technique where leaders draw the anticipated actions of the unit or higher echelon – similar to a tactical graphic. The idea is to visualize how the sequence of tasks are executed so they can identify the crucial actions that must take place to accomplish training objectives. Developing multiple COAs is advised – focusing on the one that best achieves the training objectives and required proficiencies. Leaders visually start at the end state of the training event (backward plan), determining what to train, then how to train.

Example:

STX for Conduct an Attack (Live - Walk Level Event)

How to train

Event Concept: Platoon conducts a live STX against an OPFOR to demonstrate platoon proficiency for the collective task, React to Direct Fire Contact While Mounted, and other platoon supporting collective tasks/drills.

Current Proficiency: Platoon is a 'U' for React to Direct Fire Contact While Mounted 17-PLT-D8005, and a 'P' for gunnery tables I thru IV. Platoon is a 'P' in Troop Leading Procedures (TLP) 71-PLT-5100.

Start Here

What to train

End State: Platoon achieves a 'P' for React to Direct Fire Contact While Mounted 17-PLT-D8005,

Determine/Request Required Resources. During LRTP development, the platoon leader already identified and coordinated major resources. Now, platoons continue the process by identifying and requesting any additional resources required. It is essential that all requests for resources and support are made as early in the planning process as possible. Additional sources to identify resources includes:

- Analyzing resource needs based on the type and scope of the event to include task T&EOs/weapons TCs.
- Previous records of like events (these are the best way to accurately gauge what is needed for a future event). Unit historical records often provide the most accurate estimates for like-type events the unit previously conducted.
- Locally available installation training resources (BN S3/S4 is a good source of this information).

3-13. Once supporting resource requisitions are submitted, platoons continuously check on the status of these. Using a T-Week calendar is a great reminder for the platoon to check on the status of resource coordination. It is also recommended that a 'training tracker' like the one shown in FM 7-0, Figure E-1 be used.

3-14. The installation training support center (TSC) is an organization that supplies training resources such as training aids, devices, and facilities. The resources offered vary from installation to installation. A few of the training resources that the local TSC may offer include (always check with the battalion S4 for locally available training resources):

• Training land and training areas.

• Indirect firing points.

• Range facilities (to include multipurpose range complex, if available). These may have training and certification requirements. Some of these are reserved with range control, range facility management support system (RFMSS), and the digital training facility.

• Classroom facilities.

• Live, virtual, and constructive facilities.

• TADSS and TADSS warehouse, lasers, OPFOR clothing and mock simulators.

• Medical Simulation Training Center.

• Flight simulators.

• Multiple Integrated Laser Engagement System (MILES) sets.

• Engagement Skills Training (EST).

• Improvised mock explosive training devices.

• Call for Fire Trainer (CFFT).

3-15. If a training resource is requisitioned, but later determined not required, leaders should take immediate action to cancel the requisition. Training resources are often scarce – other units may require them for their own training.

Obtain commander approval

3-16. The platoon leader briefs the commander on planning progress. Presenting in detail every aspect of the training event from resource coordination status to execution of the event. This allows the commander the opportunity to consider whether the training event can achieve platoon training objectives as planned, or if refinement is necessary. Pending modifications and guidance, the commander approves the training event plan.

Train and certify leaders

3-17. During mid-range preparations, the training and certification of leaders for the event begins. Leaders must demonstrate knowledge and proficiency in the tasks trained. This not only prepares leaders for the event, but also instills confidence in those trained that their leaders and trainers are competent. This also includes training and certifying opposing force (OPFOR) leaders. Unit commanders establish unit training certification criteria.

3-18. Platoon leadership reviews company certification requirements for each event to ensure compliance with the commander's program of certification. Platoons identify who to certify – for example:

• Participating leaders.
• Trainers.
• Equipment/weapon crews.
• Evaluators.
• After action review (AAR) facilitators.

- OPFOR personnel.

Track and monitor pre-execution checks

3-19. At every phase of planning and preparing training, leaders constantly track and monitor pre-execution checks. This ensures planning and training resource coordination is identified, actioned and complete prior to training.

3-20. To assist in this process, a T-Week calendar and unit developed pre-execution checklists are recommended to track specific training preparation activities and actions. Pre-execution checks are not pre-combat checks, or inspections (PCC/PCI), but are those sequenced actions and activities leaders ensure are done before the start of training.

For example:

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

3-21. Platoon leaders develop and modify T-Week calendars based on planning needs – in association with installation and command resourcing requirements. For example, coordination for Multiple Integrated Laser Engagement System (MILES) equipment may take 18 weeks to initiate a request on one installation, while on other installations it may take longer. See FM 7-0, paras E-30 to E-31.

3-22. A T-Week calendar is established for each training event planned. A training event scheduled three weeks from now would naturally have different planning requirements than a training event scheduled 10 weeks from now.

3-23. The process of planning and preparing each training event continues through short-range planning and preparations, weeks T-6 to T. See chapter 4, Short-Range Planning and Preparations.

Chapter 4

Short-Range Planning and Preparation

Overview

4-1. Training event planning and preparations continue during the short-range planning horizon (Weeks T-6 to T). In this planning horizon, company and platoon training meetings continue, training schedules are approved and published, and final planning and pre-execution checks are completed. During short-range preparations, particular emphasis is placed on pre-execution checks, ensuring supplies and resources are delivered on time, and leaders and Soldiers are prepared to train.

Short-Range Planning and Preparations

4-2. With training event execution imminent, some of the primary activities that must be completed include:

- Continue conducting weekly training meetings.
- Continue monitoring T-Week activities and pre-execution checks.
- Complete leader training and certification.
- Review and prepare task training and evaluation outlines (T&EO).
- Review doctrinal resources like proponent FMs and ATPs.
- Recon and verify training sites.
- Verify convoy clearances are submitted and approved.
- Verify all classes of supply requests are submitted and ready for pickup.
- Conduct rehearsals.
- Draw equipment and supplies to include training aids devices simulators and simulations (TADSS).
- Complete training event risk assessments. (See ATP 5-19 (Risk Management) and DD Form 2977 (Deliberate Risk Assessment Worksheet).
- Conduct pre-combat checks and inspections (PCC/PCI).

Additional Short-Range Planning Considerations

4-3. In addition to the above activities, the following are additional platoon short-range planning and preparation considerations:

Plan to Conduct Multiple Sets and Reps

4-4. Allocate time to conduct as many sets and repetitions of tasks as possible. The more often tasks are attempted, and feedback provided, the better performance becomes over time. When proficiency is achieved, leaders begin to change the conditions tasks are trained making training more difficult, unpredictable, and challenging. When the unit consistently achieves task proficiency under any conditions, it has reached the concept of task mastery. A few examples of changing task conditions include:

- Day/night execution.
- Changes in terrain/weather conditions.
- Changes in leadership.
- Equipment malfunction/substitution.
- Failure in communication and C2 systems.
- Reaction to OPFOR actions/activities.

Plan to Evaluate

4-5. Training is always evaluated. This requires platoon leadership to create an evaluation plan. Some considerations include:

- Who will evaluate?
- Are evaluators trained and certified to evaluate tasks?
- What resources will they need?
- Where are they best positioned to observe task execution?
- Do they have task T&EOs/weapon TCs to evaluate performance against standards?
- If evaluators conduct AARs, do they have the equipment needed?
- How do they report feedback and to whom?

Plan to Retrain

4-6. Platoon leaders ensure time is allocated during the event to retrain tasks/weapons. No training event concludes until training objectives are met. Retraining time is generally planned at the mid-point, or at the end of the event. This is another advantage of lane training - if task standards are not met, the lane is attempted again and again until proficiency is achieved.

Plan Opportunity Training

4-7. Opportunity training (also referred to as 'hip-pocket training') consists of training individual tasks, drills and or crew-based skills when there are inactive periods during training. Prior to training, platoon NCOs select tasks/drills that support battle tasks, are trained with little or no notice, and can be accomplished within 10 to 20 minutes.

Consider Additional Tasks to Train

4-8. While training objectives are the primary tasks to train during the training event, platoon leadership also considers additional collective tasks to train. Additional tasks can be tasks/activities the platoon wants to focus on, or additional mission requirements to train. Special emphasis is placed on the training of high-payoff tasks. T&EOs are a source to view other collective and individual tasks supporting the parent task.

4-9. Published orders specify responsibilities, timelines for execution, tactical scenarios, and other key information necessary to execute the training event. Leaders identify the tasks trained, training objectives, the training mission, and the methods to execute the training. Leaders ensure subordinates have all available information to prepare and execute the training event. A successful training event relies on all leaders understanding the expected outcome and remain focused on achieving proficiency in the training objectives.

Publish Orders

4-10. Typically, several orders may be necessary to cover who, what, when where and why to ensure all personnel involved are kept informed and accomplish preparations. These orders usually include an administrative order, tactical order and opposing forces (OPFOR) order (if required).

> Administrative (Admin) order. This order identifies the task and purpose of the event, as well as assigns responsibility, key coordination actions and relevant dates. It does not discuss the tactical situation/scenario for the event.

> Tactical order. This order describes the enemy/friendly situation, concept of operations, scheme of maneuver, and other tactical details. Its purpose is to put the platoon and its leaders into a realistic operational environment to train.

> OPFOR order (optional). If the platoon is replicating an operational environment using OPFOR personnel/role players/equipment, an order to organize these personnel and assets is helpful. The battalion S-2 can provide specific OPFOR resource information.

Conduct Rehearsals

4-11. Leaders conduct rehearsals prior to training to ensure plans are understood, synchronized and actions acknowledged by subordinates. Leaders supervise rehearsals to ensure those responsible for training are prepared and organized. This step includes conducting rehearsals necessary for OPFOR leaders and personnel. See ATN for a How to Conduct Rehearsals video.

Rehearsals allow leaders to:

- Identify weak points in the plan.
- Teach effective training techniques.
- Coach trainers until they feel comfortable.
- Ensure safety and environmental considerations are met and updated.
- Determine if subordinate leaders are tactically and technically proficient.
- Determine how leaders will evaluate Soldier and unit performance.
- Evaluate subordinate leader competencies and provide feedback.
- Give subordinates confidence in their ability to train or operate.

4-12. A few examples of rehearsals include:

- Rehearsal of concept (ROC) drills.
- Back-briefs.
- Sand table exercise.
- Tactical exercise without troops (TEWT).

Publish Company Training Schedules

4-13. Company training schedules are the culmination of long-, mid-, and short-range planning and preparation. These are developed by the company commander, approved by the battalion commander, and published company-wide NLT Week T-6.

4-14. Company training schedules ensure training is conducted on time, by qualified trainers, and with the necessary resources. Company training schedules are priorities of work tied to timelines. Approved training schedules are posted in company common areas and provided to every Soldier. At a minimum, company training schedules include the following information:

- Date and time of training (start and end).
- Attendees.
- Tasks trained (task title and numbers for reference).
- Trainer (primary and alternate).
- Uniform and equipment.
- Location (such as training areas, grid location, facilities, etc.).
- References (example: FM 6-22, TC 7-101, TACSOP, etc.).
- Authentication (company and battalion commander signatures).

Changes to Approved Training Schedules

4-15. For predictability and quality execution, training events specified in a training schedule should not change once approved and published. However, changes to approved training are sometimes unavoidable. Any substantive changes between Weeks T-6 through T-4 require battalion commander approval; changes between Weeks T-3 through T-2 require brigade commander approval; and any change inside Week T-1 requires division-level commander approval. Consistent changes within two weeks of training indicate a commander failure to accurately plan unit training or higher commander failure to protect subordinate units from un-forecasted distracters. (See FM 7-0, figure 3-3 for change approval to training schedules.)

4-16. Not all changes to approved training schedules require battalion commander or higher-level approval. Simple administrative changes such as changes/updates to references, or instructors can be made by the company commander; however, substantive changes to tasks trained, dates, or cancellations require higher level commander approval.

Complete Short-Range Planning and Preparation

4-17. Leaders check and double check all training event coordination, the delivery of supplies is accomplished, pre-execution checks are completed, ensuring the platoon is ready to conduct training. Just prior to execution, leaders conduct pre-combat checks and inspections (PCC/PCI) to ensure the platoon is operationally ready. These are not pre-execution checks but are operational readiness checks to ensure all personnel and equipment are prepared to execute training. Short-range planning and preparations are complete when the unit is ready to execute training.

Chapter 5

Execute Training

Overview

5-1. Training execution is the implementation of long-, mid- and short-range planning and preparations supporting the commander's annual training guidance (ATG). Executing increasingly challenging training to prescribed standard builds the proficiency required to achieve designated mission-essential task, weapons, and collective live-fire task proficiency levels. It also develops increasingly capable, and confident Soldiers, leaders, and units.

Leader Roles in Execution

5-2. Leaders must know and understand their roles in executing training. Commanders and leaders must:

- Be present and actively engaged in training.
- Demonstrate tactical and technical proficiency (know the doctrine).
- Ensure training is conducted to standard as prescribed in Army training and evaluation outlines (known as T&EOs) and applicable weapon system publications.
- Ensure training is led by trained and certified officers and noncommissioned officers (NCOs).
- Protect training by eliminating distractors.
- Effectively manage and continuously review risk assessments.

5-3. Senior NCOs ensure:

- Subordinate leaders are trained and prepared.
- Training is conducted to standard, not time.
- Task execution is repeated until the standard is reached.

Execution

5-4. The platoon/squad executes training as planned. Leaders also perform other critical, concurrent activities to include evaluations, conducting informal AARs, and retraining when proficiency is not achieved. During training, trainers and or evaluators observe training, evaluate performance, and provide feedback using T&EOs/TCs, written observation/electronic means, etc.

5-5. Training is not complete until training objectives are achieved. Training time is scarce – postponing proficiency goals requires programming future training events to make-up the deficiency. It also requires additional planning and coordinating un-programmed resources to regain proficiency.

Presenting and Performing Training

5-6. How training is presented is key to its effectiveness. Training is best presented by the chain of command whenever possible. Leaders presenting training are well prepared, professional and know the tasks trained. During training, leaders display expertise and confidence to the Soldiers they train, to inspire and motivate them to peak performance. Unit leaders are present and responsible for training even if a technical trainer provides the information.

5-7. Leaders progressively adjust task conditions to increase task difficulty. This builds task familiarity and Soldier and leader confidence. Leaders progressively add realism and complexity to task conditions as rapidly as possible to achieve timely, near-operational conditions.

5-8. Tasks not performed to standard are retrained and re-evaluated until the standard is achieved. Units do not depart the training event with tasks not trained to standard and training objectives not met.

5-9. Platoon leaders ensure time is allocated to retrain tasks/weapons. Retraining time is generally planned at the mid-point, or at the end of the event. This is another advantage of lane training for small units - if task standards are not met, the lane is attempted until proficiency is achieved. See FM 7-0, Appendix G, Lane Training.

Post-Execution

5-10. Leaders conduct recovery activities immediately following platoon training events to ensure resources, equipment and personnel are returned to pre-exercise standards as quickly as possible. The recovery process is an integral part of training and is discussed in unit SOPs. Once recovery is complete, it signifies the end of the training event. Final AAR comments cover and reflect the effectiveness of the recovery process and provide input to update platoon and company SOPs. The following are examples of platoon recovery activities:

- Soldier accountability.
- Weapon and sensitive item accountability.
- Reporting unit closure to higher headquarters.
- Ammunition accountability and turn-in.
- Cleaning of equipment, vehicles, weapons, and communications gear.
- Accounting for personnel health and welfare.
- Performing post operations preventative maintenance checks and services.
- Accountability of organizational and individual equipment.
- Ensure Class IV, Class V, TADSS, and other support items are maintained, accounted for, and turned in.
- Clean-up and close out of training area, ranges, and facilities.
- Conducting final AARs. See FM 7-0, Appendix K (After Action Review).
- Leaders record results of training in leader books/Small Unit Leader Tool (SULT) and DTMS.
- Allow Soldiers recover personal equipment and conduct personal hygiene.
- Conduct final inspections.

5-11. Once training and recovery activities are concluded, leaders continue to review and discuss how well training was planned and conducted. Leaders consider:

- Were training objectives achieved?
- Was training effective?
- Was planning, preparation and coordination adequate and timely?
- Were the resources sufficient for the training conducted?
- Was leader development integrated into the training event and was it effective?
- What could be done differently/better next time?
- Were the results of training recorded for future reference?

5-12. Training is performance oriented, executed, observed, and evaluated. Training is not complete until training objectives are achieved. Training time is scarce – postponing proficiency goals requires programming future training events to make-up the shortfall. It also requires additional planning and coordinating un-programmed resources to achieve/regain proficiency.

Vignette

2LT Greene and SFC Jeffries have just completed a platoon situational training exercise (STX) to improved two of the platoon's battle tasks. They successfully achieved the training objectives for the three battle tasks trained during the exercise. Following the STX, SFC Jeffries directs squad leaders to update their squad battle task proficiencies using the Small Unit Tool (SULT) on ATN. He also directs the squad leaders to prepare their observation notes, informal AAR comments and completed evaluation T&EOs for discussion with the platoon leader at the next platoon training meeting.

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Chapter 6

Evaluate Training

Overview

6-1. All training is evaluated. Evaluation is the observation of performance measured against standards. For individual tasks, collective tasks (to include battle tasks), and collective live-fire tasks, training and evaluation outlines (T&EOs) are the reference for task standards. For weapons qualification standards, applicable weapon system publications Training Circulars (TC) are the primary reference. Go to the Army Publishing Directorate (APD) website for current Army doctrine.

After Action Review

6-2. An after action review is a guided analysis of an organization's performance, conducted at appropriate times during and at the conclusion of a training event or operation with the objective of improving future performance. An after action review (AAR) can be formal or informal (sometimes called a hotwash) and includes a facilitator, event participants, and other observers.

6-3. AARs also signal the start of the next planning cycle. Lessons learned from the review of performance provide leaders the specifics of what and how to perform better for future training. The AAR process ensures participants self-discover what went right, what went wrong, and how to perform to standard next time.

6-4. Leaders capture AAR results to craft more effective training plans and execution. AARs also help leaders frame the unit's retraining efforts. Training is not complete until all training objective proficiency goals are achieved. When this is not possible, leaders ensure retraining is planned and executed as expeditiously as possible. (For more detailed descriptions and discussions for conducting AARs, see FM 7-0, Appendix K.)

Training and Evaluation Outlines

6-5. Training and evaluation outlines (T&EO) provide important task information to train and evaluate individual and collective task proficiency. T&EOs have three primary purposes:

- Training**.** Leaders use T&EOs to prepare, practice and evaluate task execution.
- Evaluation**.** Evaluators use T&EOs to observe, evaluate and report task performance.
- Assessment**.** Commanders use T&EOs as a key part of feedback to help assess collective task proficiency.

6-6. T&EOs are proponent published and available from the following web-based resources (also refer to the ATN tutorial Finding T&EOs and Understanding Collective Task T&EO tutorial):

- Army Training Network (ATN)

- Combined Arms Training Strategies (CATS)
- Digital Training Management System (DTMS)
- Central Army Registry (CAR).

T&EO Elements

6-7. T&EOs are organized with common elements describing the task, the conditions it can be trained and the standards to achieve. It also includes important reference information, like supporting collective and individual tasks, and references.

Task Number

6-8. A task number is a unique identifier assigned to each T&EO. For collective tasks, the task number consists of two groups of numbers and one group of letters separated by hyphens. An example of a task number is: 07-PLT-5009. The first set of numbers (code) identifies the school or proponent responsible for developing the task. A proponent is an Army organization or staff assigned primary responsibility for material or subject matter in its area of interest. In this example, the first two digits, 07, indicates an infantry task. See proponent and echelon codes for collective tasks later in this chapter, and also on ATN.

6-9. The second set of letters are echelon codes for the level of command the collective task applies. In the example of 07-PLT-5009, the 'PLT' is a platoon level task. The last four digits are unique to the task and echelon. In the example of 04-PLT-1018, '1018' is the number assigned the task by the engineer proponent.

Task Title

6-10. The task title is the descriptive name of the task assigned by the proponent. For example, task number 07-PLT-5009, is 'Conduct a Rehearsal - Platoon'.

Conditions

6-11. The conditions statement identifies the general situation and training environment the unit should apply as the task is performed. Local commanders increase the complexity of task conditions to provide real-world complexity. This supports the concept of training to task mastery (see FM 7-0, chapter 4).

Standards

6-12. Standards provide the proponent statement to determine acceptable task performance.

Live-Fire

6-13. The proponent indicates if there are requirements for conducting the task under live-fire conditions. If there are, the task would be a 'collective live-fire task'.

Task Criteria Matrix

6-14. The task criteria matrix provides the criteria the proponent has established to achieve specified ratings of task proficiency. Example:

Plan and Prepare		Execute						Assess	
Operational Environment (SQD & PLT)	Training Environment (LV/IC)	Leaders Present at Training/Required	Present at Training/Required	External Eval	Performance Measures	Critical Performance Measures	Leader Performance Measures	Evaluator's Observed Task Proficiency Rating	Commander's Assessment
Dynamic (Single Threat) — Night	A live training environment is required for external evaluation of this task and to achieve a T or T- task assessment. The virtual training environment can be used during crawl and walk training events to enhance follow-on live training.	>=85%	>=80%	Yes	>=91%	All	>=90%	T	T
		75-84%	>=80%	Yes	80-90%	All	80-89%	T-	T-
		65-74%	75-79%		65-79%			P	P
Static (Single Threat) — Day		60-64%	60-74%	No	51-64%	<All	<=79%	P-	P-
		<=59%	<=59%	No	<=50%			U	U

T
P

Note: 'T-' and 'P-' collective task proficiency ratings have been removed per FM 7-0. The effort to adjust all T&EO Task Criteria Matrices and Task Performance Summary blocks to reflect this change is on-going. As an interim measure, trainers, evaluators, and commanders treat 'T-' ratings as 'T', and 'P- ' ratings as 'P'.

Operational Environment

6-15. The proponent describes the variables of the operational environment in the condition paragraph of the T&EO which may include the OPFOR and selected counter-tasks. For units training to an assigned mission, commanders further filter OE conditions by considering mission variables based on their understanding of the tactical situation. Refer to ADP 5-0 for a discussion of operational and mission variables.

6-16. The following is an example of how platoon leaders replicate the operational environment for training. Commanders specify the aspect of the operational variables in accordance with training objectives:

- STATIC: Aspects of operational variables needed to stimulate mission variables are fixed throughout the unit's execution of the task.
- DYNAMIC: Aspects of operational variables and threat TTPs for assigned counter-tasks change in response to the execution of BLUFOR's task.
- COMPLEX: Aspects of operational variables to be replicated in varying degrees based on the task trained. Lower echelons require a minimum of four (physical environment, time, military [threat], and social [population]) or more variables. Brigade and higher units require all eight operational variables.
- SINGLE THREAT: A regular force, irregular force, criminal element, or terrorist force.

- <u>HYBRID THREAT</u>: A combination of regular forces, irregular forces, terrorist forces, or criminal elements unified to achieve mutually benefitting effects.

Example:

```
┌─────────────────────────────┐
│          SQD & PLT          │
│         (3 variables)       │
├─────────────────────────────┤
│ Political                   │
│ • Local tribes/religious    │
│                             │
│ Military                    │
│ • Dynamic                   │
│ • Single threat             │
│ • OC/T or evaluator         │
│   adjudicate advanced       │
│   weapons                   │
│                             │
│ Economic (NA)               │
│                             │
│ Social                      │
│ • Civilians as human        │
│   shields                   │
│                             │
│ Information (NA)            │
│                             │
│ Infrastructure (NA)         │
│                             │
│ Physical Environment        │
│ • Field environment         │
│ • Several buildings         │
│                             │
│ Time                        │
│ • Compressed                │
│ • Dictated by OPFOR         │
│   actions                   │
├─────────────────────────────┤
│ OC/T   observer controller  │
│        trainer              │
│ PLT    platoon              │
│ SQD    squad                │
└─────────────────────────────┘
```

Training Environment

6-17. A training environment is an environment comprised of conditions, supporting resources, and time enabling training tasks to proficiency. There are three basic training environments: live, virtual, and constructive (LVC). Due to time and resource limitations, training in an exclusively live environment is not always possible. Platoons are knowledgeable of training environment resources locally available on the installation to maximize their capabilities. Proponents specify the recommended training environment for the task (live, virtual, constructive (LVC)). (See FM 7-0, Appendix J, Training Environments).

<u>Note</u>: Gaming is a subset of the virtual training environment.

Percent Leaders Present

6-18. The number of leaders present is determined from the required column from the unit TOE, MTOE, or TDA for the training echelon. For example, a platoon T&EO states leaders are the platoon leader, platoon sergeants, and squad leaders. If a staff sergeant is assigned as the platoon sergeant permanently then the leader position is accounted for. If a leader is attending a professional military education (PME) course, but not available for training, the leader is counted as present.

Percent Present for Training

6-19. The percent present at Training/Required is the number of Soldiers present at the training against the total number of Soldiers identified by the Unit Manning Report (UMR).

External Evaluation (EXEVAL)

6-20. This block is used to record if the unit is required to have an EXEVAL (see the unit ATG). (Also refer to AR 350-1 and FM 7-0, Appendix H, External Evaluation).

Evaluate

6-21. The evaluate section of the matrix is used for evaluators and trainers to record observed task performance.

Performance Steps and Measures

6-22. Performance steps are actions composing or informing the completion of a task. Performance is recorded as GO, NO-GO, or N/A (not applicable if the evaluator did not witness the performance step, or if the step is omitted during training). Numbered steps are always measured while sub-steps are not, except for 'critical' and 'leader' sub-steps. See example on the next page.

Critical Performance Sub-steps

6-23. These are indicated with a [+] next to the sub-step. Critical performance sub-steps must achieve a GO in 100% of these in order to achieve a task proficiency rating of (T).

Leader Performance Sub-steps

6-24. These are indicated with a [*] next to the sub-step. 80% GO in these sub-steps is required to achieve a task proficiency rating of (T).

Example:

Performance Steps and Performance Measures

NOTE: Assess task proficiency using the task evaluation criteria matrix.

NOTE: Plus signs (+) indicate Critical Performance Steps; Asterisks (*) indicate Leader Performance Steps

	GO	NO/GO	N/A
Plan			
1. The company gains and/or maintains situational understanding using available communications equipment, maps, intelligence summaries, situation reports (SITREPs), and other available information sources. Intelligence sources may include company intelligence support team (COIST), a human intelligence (HUMINT) team, a signal intelligence (SIGINT) team, and an imagery intelligence (IMINT) team to include unmanned aircraft systems (UASs) and unattended ground sensors (UGSs).	✔		
+ 2. The company commander receives the mission to conduct an attack and begins execution of troopleading procedures (TLP). (Refer to Task 71-CO-5100, Conduct Troop leading Procedures.)	✔		
* 3. The company commander issues the warning order (WARNORD), which may include the following: 　a. General location of operation. 　b. Initial task organization. 　c. Initial operational timeline. 　d. Reconnaissance to initiate. 　e. Movement to initiate. 　f. Planning and preparation instructions (to include planning timeline). 　g. Information requirements.		✔	
Prepare			
* 4. The company commander and subordinate leaders prepare to conduct an attack. They take the following actions: 　a. Supervise subordinates and continue priorities of work. 　b. Conduct pre-combat checks and inspections. 　c. Conduct backbriefs		✔	
d. Conduct rehearsals. Actions to consider during rehearsals include: 　(1) Actions on enemy contact. 　(2) Occupying support-by-fire positions. 　(3) Assaulting the objective. 　(4) Actions on the objective. 　(5) Fire support.	✔		

Task Performance Summary Block

6-25. This section provides the trainer or evaluator a means of aggregating data from the Task Criteria Matrix and the Performance Steps section. The trainer or evaluator records the results of iterations trained, and the proficiency ratings achieved from the evaluator's column of the Task Criteria Matrix. See next page for an example of a partially completed Task Performance Summary for two iterations of task execution.

Example:

TASK PERFORMANCE SUMMARY

Unit			Iteration							
2/B/1-82 FA			1		2		3		4	
Date trained (per Iteration):										
Day / night trained:			(Day) / Night		Day / (Night)		Day / Night		Day / Night	
			#	%	#	%	#	%	#	%
Total leaders authorized	4	% Leaders present	3	75%	3	75%				
Total Soldiers authorized	25	% Soldiers present	23	92%	22	88%				
Total number of performance steps	10	% Performance steps GO	8	80%	7	70%				
Total number of critical performance steps (+)	2	% Critical performance steps NO-GO	2	100%	1	50%				
Total number of leader performance steps (*)	1	% Leader performance steps GO	1	100%	1	100%				
MOPP LEVEL			2		2					
Evaluated Rating per Iteration (T , T-, P, P-, U)			P		P-					

6-26. Completed T&EOs provide an important history of task performance and are maintained for future reference. They are also an important part of platoon feedback to the commander to assess battle task proficiency. IAW FM 7-0, they are not the sole source of feedback a commander considers in the assessment process.

Proponent & Echelon Codes

Proponent Codes

Code	School or Proponent
01	Aviation
02	Music
03	Chemical Biological, Radiological, and Nuclear
05	Engineers
06	Field Artillery
07	Infantry
08	Medical
09	Ordnance (missile and munitions)
10	Quartermaster
11	Signal
12	Adjutant General
14	Finance
16	Chaplain
17	Armor
19	Military Police
27	Judge Advocate
30	Military Intelligence
31	Special Forces
32	Intelligence and Security Command
33	Military Information Support Operations

Code	School or Proponent
34	Combat Electronic Warfare and Intelligence
36	Environment Operations
37	Improvised Explosive Device-Defeat
40	Space and Missile Defense
41	Civil Affairs
42	Supply
43	Maintenance (except missile)
44	Air Defense Artillery
45	Public Affairs
54	Logistical Organizations and Operations
55	Transportation
60	Explosive Ordinance Disposal Procedures
63	Combat Service Support*
70	Acquisition, Logistics and Technology
71	Mission Command
75	Military Advisory Groups
80	Special Operations
90	Combat Operations
95	Air Traffic Control

* Combat Service Support is known as Sustainment

Echelon Abbreviations

Army Command	ACOM
Battalion	BN
Battery	BTRY
Branch	BR
Brigade	BDE
Center	CTR
Command	CMD
Company	CO
Corps	CORP
Crew	CW
Detachment (TDA)	DT
Detachment (TOE)	DET
Division (TDA)	DV
Division (TOE)	DIV
Echelons Above Corps	EAC
Group	GRP
Joint	JT
Office	OFF
Platoon	PLT
Regiment	REGT
Regional Cyber Center	RCC
School	SCHOOL
Section	SEC
Squad	SQD
Squadron	SQDN
Theater Army	TA
Team (TDA)	TE
Team (TOE)	TM
Troop	TRP

Appendix A
Training Models

Overview

A-1. Training models are a flexible approach for small units (company and below) to plan and prepare a **single** training event. Units are encouraged to modify steps to account for unit planning and resourcing requirements (add steps, modify actions and activities as needed).

8-Step Training Model (Revised)

A-2. As an alternative to the 8-Step Training Model discussed in FM 7-0 (and at the end of this appendix), platoon and below leaders are encouraged to use the revised 8-Step Training Model discussed in this appendix and detailed throughout the handbook. This revised model follows the framework of the Training Management Cycle, and follows a more sequential, logical structure:

> Step 1- Prioritize Training
>
> Step 2- Conduct Long Range Planning and Preparation
>
> Step 3- Conduct Mid-Range Planning and Preparation
>
> Step-4- Conduct Short-Range Planning and Preparation
>
> Step 5- Execute and Evaluate Proficiency
>
> Step 6- Provide Feedback
>
> Step 7- Assess Proficiency (Commanders)
>
> Step 8- Record and Share Results

Step 1 - Prioritize Training

A-3. Based on the platoon mission and company commander's guidance, platoon leaders with the advice of the platoon sergeant prioritize the collective tasks the platoon must train. These tasks become the platoon's battle tasks, and the platoon focus for training. This step also includes the identification of prioritized individual tasks at each platoon and below echelon. See chapter 1, Prioritizing Training for details.

Step 2 - Conduct Long-Range Planning and Preparation

A-4. As the company commander develops the company Long-Range Training Plan (LRTP), platoon leaders concurrently assist the commander in this process. This key step ensures that

subordinate platoon training is accounted for, and nests with company training for the fiscal year (FY). See chapter 2, Long-Range Planning and Preparations for details.

Step 3 - Conduct Mid-Range Planning and Preparation

A-5. In this step, leaders perform detailed training event planning and preparations. Company and platoon weekly training meetings are conducted and quarterly and semi-annual training briefings (QTB/SATB) are conducted. Leaders verify that training locations can support the training event and enable the unit to accomplish its training objectives. Leaders contact site support personnel to identify and resolve scheduling and coordination issues. See chapter 3, Mid-Range Planning and Preparations for details.

Step 4 - Conduct Short-Range Planning and Preparation

A-6. With six weeks left (T-6) to training event execution, planning and preparations turn to final coordination and ensuring resources are available when training begins. The company commander prepares the company training schedule for that week – the battalion commander approves it and is published to every Soldier.

A-7. Pre-execution checks take on greater significance the closer to event execution. Rehearsals are conducted, orders are published. Platoon, and company training meetings continue for leaders to discuss all detailed aspects of planning – and for the commander to provide training guidance. See chapter 4, Short-Range Planning and Preparations for details.

Step 5 - Execute and Evaluate Proficiency

A-8. The platoon training event is executed at Week T-0. Training objectives are achieved to the proficiencies specified by the commander. Trained and certified leaders/trainers observe task execution and record their observations on training and evaluation outlines (T&EO). The training event does not conclude until training objective proficiencies are achieved. Tasks not meeting the standard are retrained until the unit and Soldiers successfully demonstrate proficiency.

A-9. Post execution activities are conducted to ensure personnel, and sensitive items are accounted for. Equipment is accounted for cleaned and returned to pre-execution serviceability. Leaders/evaluators begin to review their observations to ensure accuracy. See chapter 5 - Execute Training, and chapter 6 - Evaluate Training, for details.

Step 6 - Provide Feedback

A-10. Following platoon training, platoon and other leaders provide the company commander feedback on training execution. Feedback from the platoon leadership and evaluators is vital for the commander to make an accurate, balanced assessment of company task proficiency.

Feedback can take many forms to include task T&EOs, video files, leader observations, notes, AAR reports, etc.

Step 7- Assess Proficiency (Commanders)

A-11. Only commanders assess unit training proficiency. Based on observed task performance and other feedback, the commander renders a proficiency assessment (Trained, Practiced, Untrained). The commander's assessment also informs planning for future training events in the areas requiring improvement or sustainment.

A-12. Commanders take a holistic approach to feedback when assessing training. A holistic view ensures that the final assessment is not based on one or a few sources of feedback but is a balanced, complete consideration of all available information. See the illustration below:

The many feedback inputs a commander may consider in assessing task proficiency

Step 8 - Record and Share Results

A-13. Records of training conducted represent important information leaders refer to for future use – and for training readiness reporting. They also provide leaders a baseline to replicate future training events and apply lessons learned to develop new, innovative and better ways to make training more effective.

A-14. Platoons share the results of training with other platoons in the company and as authorized by the commander (AAR reports, papers, articles, Center for Army Lessons Learned (CALL) website, and other means).

8-Step Training Model

A-15. The 8-Step Training Model, as described in FM 7-0:

> Step 1- Plan the Training Event
>
> Step 2- Train and Certify Leaders
>
> Step 3- Recon Training Sites
>
> Step-4- Issue the Operation Order (OPORD)
>
> Step 5- Rehearse
>
> Step 6- Train
>
> Step 7- Conduct After Action Reviews
>
> Step 8- Retrain

Step 1: Plan the Training Event

A-16. Leaders develop specific and measurable training objectives based on the commander's guidance. They identify and coordinate the resources necessary to train and provide guidance and direction to subordinates. Leaders allocate and ensure Soldiers have enough time for training as well as identify the required resources to train effectively. They identify potential hazards and eliminate or mitigate associated risks. Lastly, leaders develop evaluation plans that support the tasks trained.

Step 2: Train and Certify Leaders

A-17. Certification requirements are established, and leaders and trainers are certified to lead and conduct the training. Certified personnel must have detailed knowledge of the training subject matter and have performed the task to standard themselves. This step also includes training and certifying opposing force (OPFOR) leaders.

Step 3: Recon Training Sites

A-18. Leaders perform reconnaissance of training sites and report back observations and potential issues prior to training execution. Leaders verify that training locations can support the training event and enable the unit to accomplish its training objectives. They contact site support personnel and solve scheduling and coordination issues.

Step 4: Issue the Operation Order (OPORD)

A-19. This order specifies responsibilities, timelines for execution, tactical scenarios, and other key information necessary to execute the training event. Leaders identify the tasks trained, training objectives, the training mission, and the methods to execute the training. Leaders ensure subordinates have all available information to prepare and execute the training event. A successful training event relies on all leaders understanding the expected outcome and remaining focused on the training objectives.

Step 5: Rehearse

A-20. Leaders conduct rehearsals to ensure plans are synchronized and actions are understood by subordinates. Leaders supervise rehearsals to ensure those responsible for training are prepared and organized. This step includes conducting rehearsals necessary for OPFOR leaders and personnel.

Step 6: Train

A-21. Training is executed, tasks are observed and evaluated, and training objectives are trained until proficiency is achieved. As participants perform tasks, trainers evaluate performance against published standards.

Step 7: Conduct After Action Reviews

A-22. After action reviews (AARs) are conducted during training and after the training event. AAR feedback is provided to the unit commander to help assess task proficiency. Lessons learned are discussed, recorded for future use, and shared with other units and leaders. These reviews help improve unit training as well as the unit's tactics, techniques, and procedures (TTP).

Step 8: Retrain

A-23. Tasks not performed to standard are retrained and re-evaluated until the standard is achieved. Units do not depart the training event with tasks not trained to standard and training objectives not met.

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Appendix B

Task Crosswalk

Overview

B-1. The process of determining battle tasks (and associated individual tasks) is accomplished by conducting a task crosswalk. Battle tasks are platoon and below prioritized collective tasks linked to a specific company MET. Battle tasks are not standard and require platoon and subordinate leaders to determine those collective tasks at echelon, crucial to the mission and commander's guidance. The company commander ensures battle tasks link/nest to the company MET they support.

Conduct a Task Crosswalk

B-2. The goal of a task crosswalk is to identify and link (nest) higher echelon tasks to lower echelon tasks based on mission requirements and commander's guidance. This process ensures the correct mission-based tasks are trained from one echelon to the next. The task crosswalk process also ensures prioritized tasks are the focus of training throughout the unit.

B-3. Platoon leaders begin the crosswalk process by selecting a company MET. Company METs are found on ATN, CATS, DTMS and published in the company annual training guidance (ATG). From each MET, the platoon leader and the platoon sergeant analyze its execution and consider the platoon actions best supporting the company MET.

B-4. During their analysis, platoon leaders conduct a task crosswalk to identify platoon-level collective tasks crucial to the accomplishment of the company MET. Platoon battle tasks become the primary focus of platoon training. This process is continued down to the lowest company echelon (unit dependent). Refer to the task crosswalk process described in this chapter, FM 7-0 Appendix B, and the UTM tutorial MET to IND Task Crosswalk. The diagram on the next page depicts the general process of determining battle tasks from echelon to echelon:
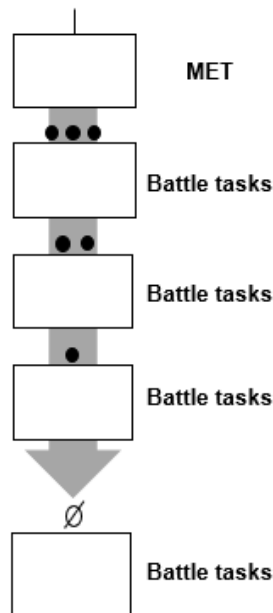
Note: A reliable crosswalk technique is to develop a storyboard – a visual graphic to better understand how actions at the platoon level best support the higher MET/battle task. Another approach is to simply list out the platoon crucial actions in support of the MET. Using the storyboard examples illustrated below, a storyboard graphic allows leaders to better visualize and understand how the platoon supports the higher MET. This process is repeated at lower echelons. The UTM Task Crosswalk page on ATN has examples of this method for various type units like logistics, engineers, infantry, etc.

Task Crosswalk Examples

B-5. The following are examples of determining battle tasks by conducting a task crosswalk from a company MET to the lowest echelon battle tasks:

- Infantry Rifle Company.
- Forward Support Company (FSC).

Note: These examples provide potential solutions in determining battle tasks. Actual results are dependent on the tactical situation, commander's guidance, training objectives and other situational factors.

Example #1: Infantry Rifle Company

Scenario: Charlie company commander plans an FTX to improve the unit's proficiency in the MET: Conduct an Attack, Company, 07-CO-1092. In developing the tactical scenario for the FTX, the company maneuvers to penetrate the enemy front line and attack to seize objective X-Ray. See graphic:
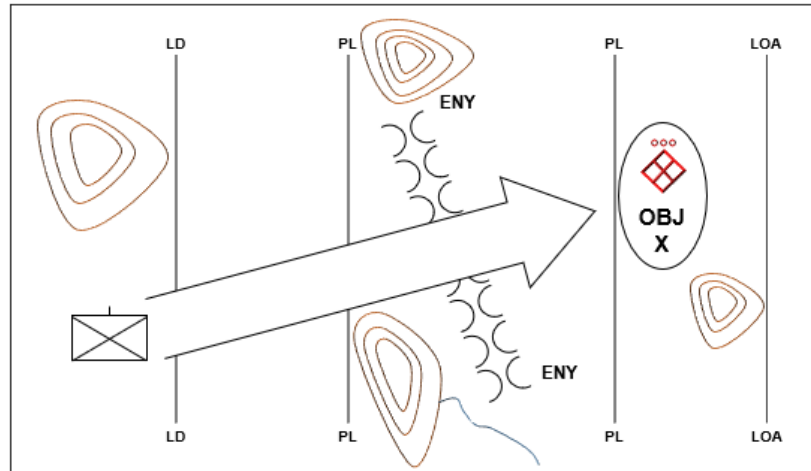
B-6. To secure the objective, the commander further assigns tactical missions to each platoon as follows:

2nd platoon   Breach the enemy front line.

1st platoon   Suppress the enemy at Objective X-Ray.

3rd platoon   Seize Objective X-Ray.

B-7. Refer to the graphic below:
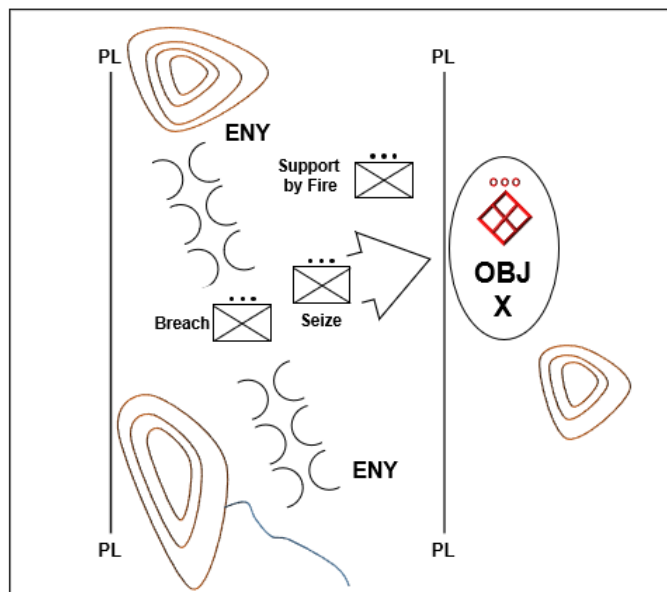
B-8. Based on these platoon tactical missions, each platoon leader analyzes how their platoon can best support the company MET. They refer to their echelon's doctrine, ATP 3-21.18, Infantry Platoon and Squad, to review platoon and squad movement and maneuver techniques, and tactical missions.

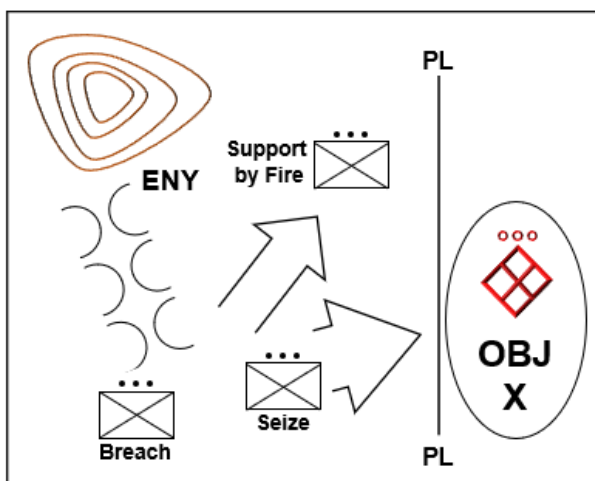B-9. 1st platoon leader, 2nd Lieutenant Greene knows that his platoon will move with the company from the LD, follow 2nd platoon as they breach enemy lines, and suppress enemy fires on Objective X-Ray. By analyzing what his platoon must do, he consults with his platoon sergeant to determine the crucial actions 1st platoon will need to train. Refer to the graphic below:

B-10. In their analysis, the leaders determine the following crucial actions the platoon must take:

- Move with the company
- Follow 2nd platoon as it breaches the enemy front line.
- Suppress enemy fire as 3rd platoon seizes Objective X-Ray.
- Coordinate direct and indirect fires on Objective X-Ray.
- Provide indirect fire on Objective X-Ray.
- Treat and evacuate casualties.

B-11. From this list of crucial platoon actions, 2nd LT Greene associates these with corresponding platoon-level collective task(s). This is facilitated by using the ATN 'Task Search' and other resources (see FM 7-0 Table B-1). These platoon collective tasks then become platoon battle tasks in support of the company MET (further approved by the company commander).

B-12. From the platoon crucial actions, 2nd LT Greene determines the platoon battle tasks:

- Conduct Tactical Movement – Platoon (07-PLT-1341).
- Conduct Support By-Fire – Platoon (07-PLT-3000).
- Integrate Direct Fire – Platoon (07-PLT-3027).
- Integrate Indirect Fire – Platoon (07-PLT-3036).
- Treat Casualties – Platoon (07-PLT-9032).
- Evacuate Casualties – Platoon (07-PLT-9033).

Note: There are two recommended methods of finding collective tasks:

#1. Use your unit proponent code and echelon to conduct a search. To determine the proponent code, go to ATN. For example, for an engineer unit, this would be code '05'. For an engineer platoon, enter '05-PLT-' in the ATN Task Search. This will return all engineer platoon level collective tasks.

#2. Use your unit task list (UTL) . Go to CATS on ATN, select your proponent (in this example, 'ENGINEERS'), select your unit by Table of Organization and Equipment 'TO&E'. Select 'UTL'. This displays all the tasks the unit was designed to perform. Select only 'PLT' echelon tasks.

Note: It is recommended to keep the list of battle tasks limited to the 5-7 necessary to train for mission success. Identifying more battle tasks may result in training tasks not crucial, or directly related to the mission, or can be resourced adequately with the training time available.

B-13. Additionally, leaders may also identify duplicates of the same task. FM 7-0 refers to these as 'high payoff' tasks. 'High-payoff tasks are tasks that support more than one of the organization's METs or battle tasks. The skills and proficiencies an organization achieved while training on a high-payoff task transfers to other METs or battle tasks that it supports. Leaders recognize and capitalize on the training efficiencies gained by identifying 'high-payoff tasks'.

B-14. For example, when training two different battle tasks, there may be instances of the same supporting collective, or individual task(s) appearing in both battle tasks. When this occurs, the duplicated task need only be trained to proficiency when training one of the battle tasks. This saves valuable training time and resources, rather than training the same task over, and over again.

B-15. The crosswalk techniques described above are repeated at the squad level to determine squad level battle tasks:

Scenario continued: SGT Franklin, Squad Leader, 1st Squad reviews the platoon battle tasks and his to determine squad battle tasks using the same procedures. See graphic below:
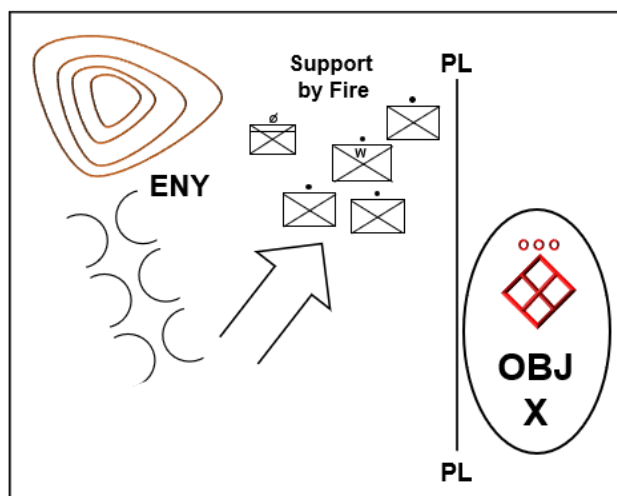
B-16. From his analysis, SGT Franklin determines the squad crucial actions to support the platoon are:

- Conduct tactical movement.
- React to contact.
- Provide support by fire.
- Provide direct fire - integrate fire support.
- Treat/evacuate casualties.

B-17. From these, SGT Franklin conducts a task search on ATN and associates the squad crucial actions to battle tasks:

- Conduct Movement Techniques (071-326-5610)*.
- Conduct Support by Fire (07-SQD-3000).
- Conduct an Attack by Fire – Squad (07-SQD-1256).
- Conduct Precision Adjust Fire Mission (061-283-1005)*.
- Treat Casualties - Squad (07-SQD-9032).
- Evacuate Casualties – Squad (07-SQD-9033).

*In some instances, individual tasks may be appropriate as battle tasks.

Example #2: Forward Support Company (FSC)

Scenario: The Forward Support Company (FSC) establishes and conducts supply point distribution of Classes I, III, V and water to resupply company trains. The company commander wants to focus training the company MET, Conduct Logistics Package (LOGPAC) Support (63-CO-4546). The plan is to use the brigade FTX to improve proficiency using the tactical scenario of the exercise to replicate operational conditions.

B-18. 1st Lieutenant Angela French, 3rd Platoon Leader with her platoon sergeant review ATP 4-90, Brigade Support Battalion, the tactical OPORD for the FTX, and the company commander's guidance to better understand how to best support the company MET. They develop a storyboard (graphic below) to help visualize the crucial actions the platoon will have to perform in support:
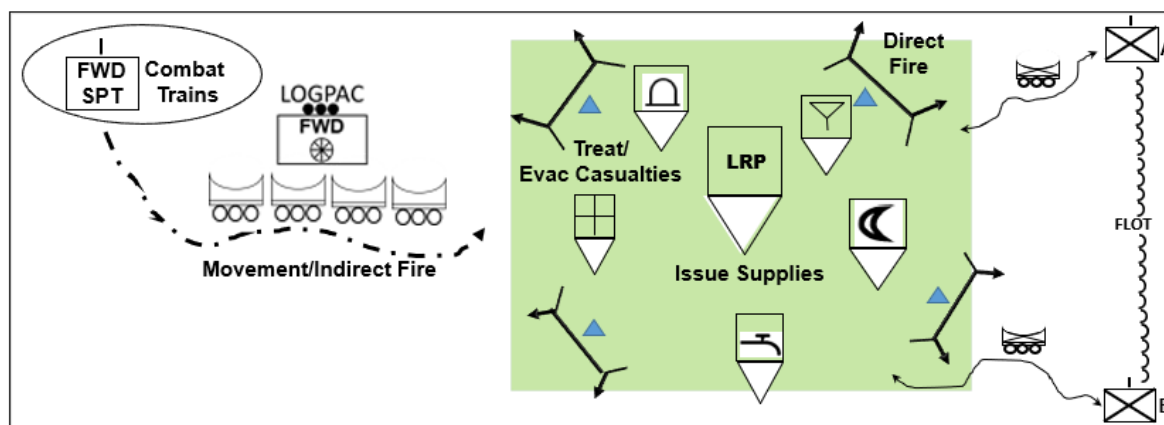
B-19. 1LT French and her platoon sergeant determine platoon crucial actions in support:

- Plan and execute convoy movement.
- Call for fire/react to indirect fire.
- Treat and evac casualties.
- React to contact.
- Distribute classes I, III, V and water,

B-20. Using the ATN Platoon Task Search, for each of these crucial platoon tasks, they identify the corresponding collective tasks:

- Transport Palletized Loads of Ammunition (55-PLT-0012).
- Direct Truck Platoon Operations (55-PLT-0010).
- Conduct Tactical Convoy (55-CO-4003).
- Conduct Troop Leading Procedures (71-PLT-5100).
- Provide Class I Subsistence Support (10-PLT-0404).
- Conduct Class I, II, III (Packaged), IV, VII and IX Supply Operations (10-PLT-4006).

B-21. At the section level, SGT Davis continues the process to determine section crucial actions to support the platoon:
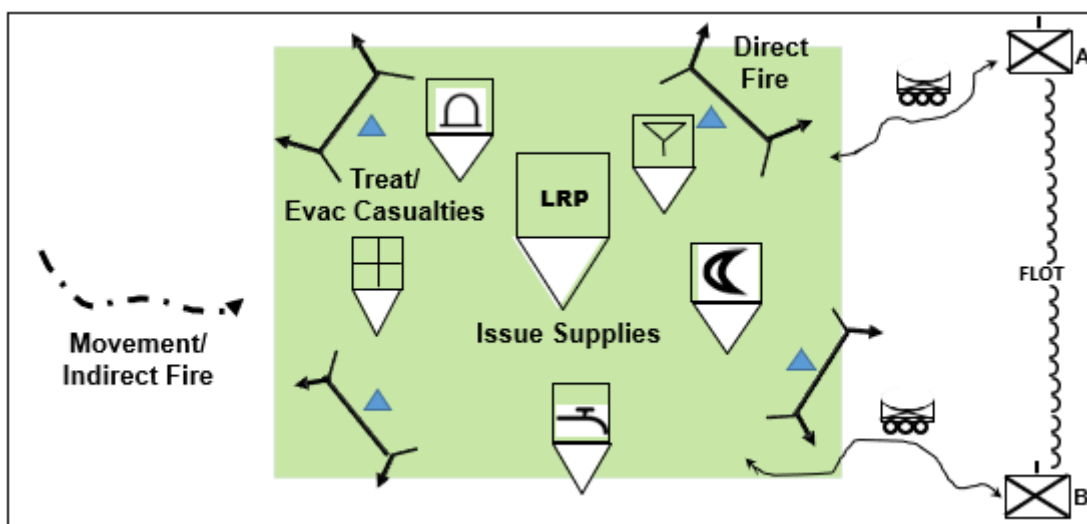
B-22. He identifies section crucial actions at the Logistics Resupply Point (LRP):

- Movement.
- React to direct/indirect fire.
- Treat/evacuate casualties.
- Issue supplies.

B-23. Associating crucial actions to collective tasks using the task search on ATN, SGT Davis identifies the following section battle tasks:

- Conduct Supply Stock Control Section Operations (10-SEC-7730).

- Conduct Supply Receiving Section Operations (10-SEC-7731).
- Conduct Supply Storage Section Operations (10-SEC-7732).
- Conduct Supply Section Operations (10-SEC-7734).
- Conduct Petroleum Operations Section Functions (10-SEC-1014).
- Convoy Reacts to Enemy Indirect Fire (55-3-D0016).
- Provide Emergency Medical Treatment -- Non-Medical Units (08-PLT-0313).

Identify Individual Tasks

B-24. Once battle tasks are identified at echelon, each echelon leader continues the task crosswalk process to identify prioritized <u>individual tasks</u> crucial to their echelon's battle tasks (step 3). Example:
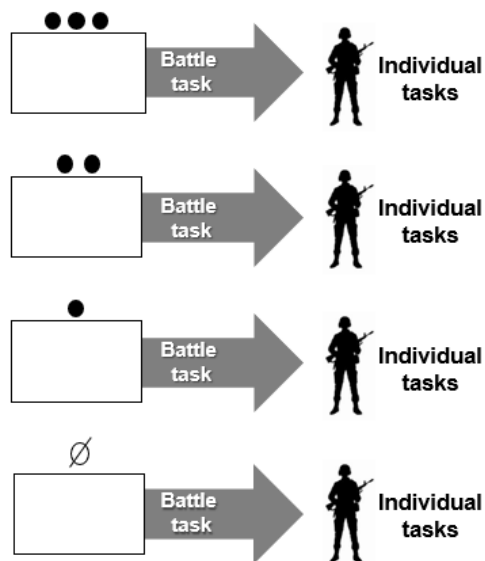
B-25. A starting point in determining prioritized individual tasks is using each battle task's training and evaluation outline (T&EO). Supporting individual tasks associated to that task are listed. See next page:

Supporting Collective Task(s):

Step Number	Task Number	Title	Proponent	Status
2.	71-CO-5100	Conduct Troop Leading Procedures	71 - Combined Arms (Collective)	Approved
6.	07-CO-3000	Conduct Support by Fire - Company	07 - Infantry (Collective)	Approved
6.	07-CO-3036	Integrate Indirect Fire Support - Company	07 - Infantry (Collective)	Approved
6.	07-CO-3027	Integrate Direct Fires - Company	07 - Infantry (Collective)	Approved

OPFOR Task(s):

Task Number	Title	Status
71-CO-8510	OPFOR Disrupt	Approved

Supporting Individual Task(s):

Step Number	Task Number	Title	Proponent	Status
	071-001-0006	Engage Targets using the Weapon Systems on a Bradley Fighting Vehicle (BFV)	071 - Infantry (Individual)	Approved
	071-030-0004	Engage Targets with a MK19 Grenade Machine Gun	071 - Infantry (Individual)	Approved
	071-056-1108	Engage Targets with a TOW Missile using the M41 Improved Target Acquisition System	071 - Infantry (Individual)	Approved
	071-060-0005	Engage Targets with a Javelin	071 - Infantry (Individual)	Approved
	071-313-3454	Engage Targets with a Caliber .50 M2 Series Machine Gun	071 - Infantry (Individual)	Approved
	071-COM-0030	Engage Targets with an M16-Series Rifle/M4-Series Carbine	071 - Infantry (Individual)	Approved
	071-COM-2130	Engage Targets with an M203 Grenade Launcher	071 - Infantry (Individual)	Approved
	071-COM-4024	Engage Targets with an M249 Machine Gun	071 - Infantry (Individual)	Approved
	150-LDR-5012	Conduct Troop Leading Procedures	150 - Combined Arms (Individual)	Approved
	171-121-4078	Conduct an Attack by Fire at Platoon Level	171 - Armor (Individual)	Approved
	171-155-0030	Engage Targets With Primary Weapon From Stryker Remote Weapon Station (RWS)	171 - Armor (Individual)	Approved
	171-19K-2236	Engage Targets with the Main Gun from the Gunner's Station on an M1-Series Tank	171 - Armor (Individual)	Approved
	171-620-0027	Conduct an Attack by Fire at Company Level	171 - Armor (Individual)	Approved
	171-COM-4079	Send a Situation Report (SITREP)	171 - Armor (Individual)	Approved

Supporting Drill(s):

Step Number	Drill Number	Drill Title	Drill Type	Proponent	Status
	07-PLT-D9503	React to Indirect Fire While Mounted - Rifle Platoon	Battle Drill	07 - Infantry (Collective)	Approved
	07-PLT-D9504	React to Indirect Fire While Dismounted - Platoon	Battle Drill	07 - Infantry (Collective)	Approved
	17-PLT-D9504	React to Indirect Fire While Mounted - Platoon	Battle Drill	17 - Armor (Collective)	Approved

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B-26. As this process continues, the leader adds associated Army Warrior Tasks (AWT), Drills, individual critical task list (ICTL) tasks, etc. The result is a list of individual tasks crucial to support the battle tasks at echelon. Example:

•	071-001-0006	Engage targets using the weapons systems on a Bradley Fighting Vehicle (BFV).
•	071-030-0004	Engage targets with a MK19 Grenade machine gun.
•	071-060-0005	Engage targets with a Javelin.
•	071-COM-0030	Engage targets with an M-16 series carbine.
•	171-COM-4079	Send a SITREP.
•	Etc.	

B-27. The challenge in identifying individual tasks is the large number of individual tasks available (both ICTL and Warrior Tasks, drills, etc.). The leader's analysis may reveal a significant number of tasks from multiple sources, so careful analysis and common sense is taken to ensure only those crucial individual tasks are linked to the associated echelon battle task.

Vignette

2LT Greene (platoon leader) and SFC Jeffries (platoon sergeant) begin a task crosswalk focusing on identifying the platoon battle tasks directly supporting each of the company METs. Subordinate echelon leaders (squad leaders, crew/team leaders) perform the same process at their echelon, but not until the platoon leader determines platoon battle tasks.

Once platoon battle tasks are identified, squad leaders identify the squad battle tasks. When this is complete, crew/team leaders identify their crew/team battle tasks. This must be done by echelon in this sequence to ensure each echelon identifies the correct battle tasks nesting with and supporting the next higher echelon.

After all battle tasks have been identified, each echelon continues to identify the individual tasks each Soldier must train in support of the battle tasks. This process creates a mission-focused task thread from the highest echelon to the lowest, ensuring each company MET is linked to subordinate echelon tasks.

Task Crosswalk Worksheet

B-28. To assist in the crosswalk process, a worksheet is available on ATN Task Crosswalk Worksheet. The worksheet helps leaders determine and record battle tasks and associated individual tasks. See an example on the next page:

STEP 1 — COMPANY MET		STEP 2 — PLT / SEC / SQD Battle Task	STEP 3 — INDIVIDUAL TASKS
MET Name and Task Number	Critical Actions	Battle Task Name / Battle Task Number	Individual Task Name / Individual Task Number

Determining subordinate tasks that link to higher echelon METs or battle tasks to lower echelon training is a critical task for leaders. This practical exercise will demonstrate the simplicity and need for leader involvement in the process.

1. Start with one MET per work sheet for your Company or smaller formation (Battle Tasks for Platoon and below. If in a TO&E organization, use DTMS or CATS; if TDA utilize the METL viewer and find a familiar MET). List the MET Name and Task Number in the appropriate step one block. In this step, determine the "critical actions" that must be completed by a subordinate unit (PLT, SQD, SEC or TM) and list those in the second column. Utilize the Company MET Task T&EO, doctrine such as the ATP or FM, and storyboard or sketch to ensure you capture all "Critical Actions."

2. Now, search ATN task search or use the CATS UTL, and find the appropriate collective or individual tasks that the subordinate platoon or lower echelon will exercise to accomplish the critical action; these become your Platoon Battle Tasks. List them by Task Name and Number in the appropriate block. This step should be done by Platoon leadership and confirmed by the Company Commander to ensure nesting.

3. Utilize the appropriate Battle Task T&EO in the same fashion and identify the critical individual Tasks that are essential the execution of Platoon Battle Task(s). This step should be performed by Squad/Section/Team leaders and confirmed by Platoon Sergeant to ensure nesting and accuracy.

EXAMPLE

COMPANY MET		PLT / SEC / SQD Battle Task	INDIVIDUAL TASKS
MET Name and Task Number	Critical Actions	Battle Task Name / Number	INDIVIDUAL TASKS Number and Name
Conduct an Attack 07-CO-2012	Move	Conduct Tactical Movement / 07-PLT-1342	071-030-0004 Engage Targets with a M419 Grenade Machine Gun
	Support By Fire	Conduct Support by Fire / 07-PLT-3000	071-063-0005 Engage Targets with a Javelin
	Breach	Breach an Obstacle / 17-PLT-1070	171-121-4071 Conduct Overwatch Support by Fire
	Attack	Conduct an Attack / 07-PLT-1092	171-COM-4079 Send a Situation Report (SITREP)
	Direct Fire	Integrate Direct Fires / 07-PLT-3027	071-420-0028 Conduct a Squad Attack
	Indirect Fire	Integrate Indirect Fire Support / 07-PLT-3036	071-326-5610 Conduct Movement Techniques by a Squad
			150-LDR-5012 Conduct Troop Leading Procedures
			071-410-0010 Conduct a Leader's Reconnaissance

Crosswalk Resources

B-29. Leaders use the following resources to conduct a task crosswalk. These include:

- Army Training Network (ATN). There are several useful tutorials on the Unit Training Management (UTM) page.
- Training and Evaluation Outlines (T&EO).
- Combined Arms Training Strategies (CATS).
- Unit Task List (UTL) – found in CATS, this is a list of all the collective, individual tasks and battle drills the unit is designed to execute.
- Know the doctrine and other associated publications (available on the Army Publishing Directorate (APD) website:
  - ➢ Army Techniques Publications/Field Manuals (ATP/FM).
  - ➢ Soldier Training Publications (STP).
  - ➢ Soldiers Manual of Common Tasks (Army Warrior Task/Battle Drills).
  - ➢ Individual Critical Task List (ICTL) Skill level 2-4.
- Experience – leaders who are proficient in the task.
- FM 7-0 TRAINING (See chapter 2 and Appendix B, Task Crosswalk)
- Leaders Guide for MET to IND Task Crosswalk
- For examples of different type unit task crosswalks, go to the UTM page on ATN, Crosswalk Examples.

Vignette

2LT Greene and SFC Jeffries continue their task crosswalk with a second company MET. They review the crosswalk tutorial on ATN (an example of their type-unit task crosswalk to better understand the process).

They storyboard how the company MET would be executed, and then identify the platoon crucial actions they need to train to support the MET. Using the Task Crosswalk Worksheet and the ATN Task Search for platoon level tasks, they begin to associate platoon crucial actions to the appropriate platoon collective task in support. These become the platoon battle tasks when approved.

SFC Greene calls in the squad leaders so they can perform the same process at their echelon – to determine squad level battle tasks. They start by storyboarding the squad crucial actions in support of the platoon battle task. They associate squad crucial actions to squad collective tasks – these become squad battle tasks.

Finally, each echelon identifies the individual tasks support battle tasks. At each step, each battle task and individual task is recorded on the Task Crosswalk Worksheet. This becomes an important document to show the logic and process used to determine tasks at each echelon. They also use the worksheet to brief the company commander and 1SG to obtain approval and to ensure each task supports the company MET(s).

Appendix C

Conduct a Platoon Training Meeting

Overview

C-1. Platoon training meetings coordinate training efforts, share training feedback from subordinate leaders and provide the platoon leader a forum to issue training guidance. They also provide platoon leadership the opportunity to discuss and prepare for the weekly company training meeting. Only training is discussed to ensure meeting task and purpose. The Army Training Network (ATN) provides a video outlining how to conduct a company training meeting. It also includes how platoon level input is essential to an effective company meeting: How to Conduct a Company Training Meeting.

C-2. Platoon training meetings have three objectives:

- Gather training information from subordinate leaders.
- Discuss preparations for training events (weeks T-6 to T).
- Discuss future training event planning and coordination (weeks T-16 to T-7).

Organization and Responsibilities

C-3. Platoon training meetings are less formal than company training meetings and are conducted every week at the same day and time (monthly for RC). They are conducted prior to the company training meeting to review and update platoon training information. They are short, concise, and generally last no more than 30 minutes. The platoon leader establishes an atmosphere of open and frank two-way dialogue with subordinate leaders. Attendees include:

- Platoon leader.
- Platoon sergeant.
- Squad leaders.
- Section, team, or crew leaders.

C-4. The platoon sergeant ensures all NCOs are present and prepared for the meeting. Prior to the meeting, NCOs update Soldier training data in their Small Unit Leader Tool (SULT) on ATN. See the Digital Job Book & Small Unit Leader Tool "How-To" Video and Small Unit Leader Tool Video Tutorial on ATN. NCOs record Soldier:

- Height/Weight.
- Weapons assignment.
- Weapons qualification.
- Individual Critical Task List (ICTL).
- Army Warrior Tasks (AWT).
- Expert badge.

C-5. For example, when updating individual MOS task proficiencies, a squad leader goes to ATN> opens the SULT> and records individual training for each Soldier under 'Record Mass ICTL'. See figure B-1.
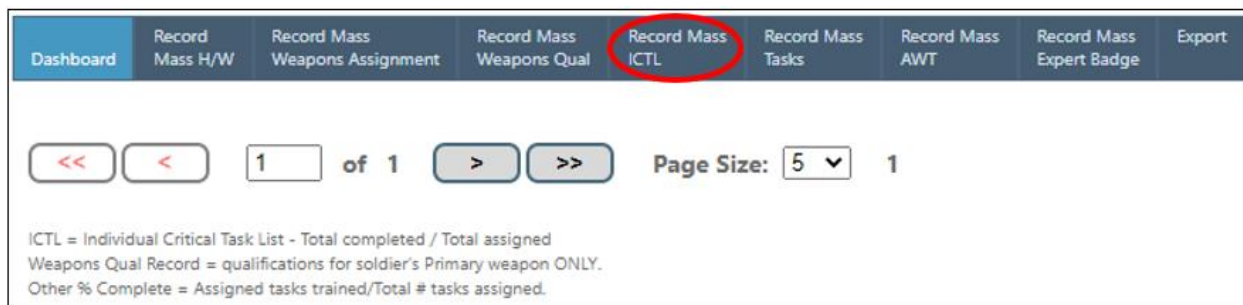

Figure B-1. Recording Soldier individual task proficiencies in the SULT

C-6. NCOs attend the meeting prepared to discuss training and bring:

- Paper and pen/pencil, tablet, laptop, etc.
- Notes on training observations.
- Training schedules.
- Calendar.

Agenda

C-7. Platoons follow an agenda to allow a quick and focused meeting. An example of a platoon training meeting agenda includes:

- Squad training situation report (SITREP).
- Platoon leader's training SITREP.
- Preparations for training.
- Future training.
- Opportunity training focus areas.
- Platoon leader training guidance.

Squad or Section Training SITREP

C-8. Squad leaders provide the platoon leader their current training SITREP. The report focuses on squad/section battle tasks, weapons, and collective live-fire proficiencies.

C-9. The purpose of the squad or section training SITREP is to get timely feedback directly from first-line leaders. If the squad can or cannot perform tasks to standard, then the leader states this during the discussion. As a minimum, the squad/section SITREP includes:

- Current squad/section battle task, weapons, and collective live-fire proficiencies.
- Squad/section training conducted the previous week.
- Training planned, but not conducted and why.

- Squad/section training next 30 days.
- Training resource requirements.

Platoon Leader's Training SITREP

C-10. Based on the squad/section SITREPs and other feedback, the platoon leader provides platoon leadership an overall SITREP of platoon training proficiencies.

C-11. Elements of the platoon training SITREP include—

- Current platoon battle task, weapons qualification, and collective live-fire task proficiencies.
- A plan to improve or sustain proficiencies.

Preparations for Training

C-12. To prepare for training, the platoon sergeant ensures NCOs:

- Familiarize themselves with the company LRTC, training events and training objectives.
- Prepare to discuss training resource requirements, like training aids, devices, simulators, and simulations (TADSS).
- Prepare support personnel (such as the opposing forces (OPFOR), role players, etc.).
- Prepare their Soldiers (prerequisite training).

C-13. During the platoon meeting, squad leaders discuss the specifics of training events covering:

- Status of pre-execution checks.
- Rehearsal plans.
- "Homework" requirements.
- Any unresolved issues.

C-14. Platoon sergeants maintain the tempo of the meeting by prompting squad leaders with questions and suggestions. Platoon sergeants keep the meeting from straying to other issues and focus it solely on platoon training.

Opportunity Training Focus Areas

C-15. Opportunity training (also referred to as 'hip-pocket training') consists of training individual tasks or crew-based skills when there are inactive periods (down time) during scheduled training. It is used for improving or sustaining individual task proficiencies when time is available.

C-16. Platoon training meetings are used to obtain input from subordinate leaders on tasks/skills requiring improvement or need to be sustained. Opportunity training gives leaders the flexibility to fill gaps in scheduled training making training time more effective and efficient.

C-17. The platoon leader and platoon sergeant review and approve tasks/crew drills for opportunity training during platoon training meetings. Leaders pre-select these tasks based on individual/crew proficiency. Once approved, leaders are prepared and ready to execute and evaluate the tasks at any time when the opportunity presents itself. Training time is limited—so leaders ensure no training time is wasted.

C-18. Tasks and skills approved for opportunity training must support commander prioritized proficiencies (METs/battle tasks, weapons, and collective live-fire tasks). Leaders limit tasks/skills to those easily trained in 10 to 20 minutes.

Platoon Leader Training Guidance

C-19. At the end of the training meeting, the platoon leader issues clear and concise training guidance and communicates additional command information as needed. The platoon sergeant covers any specific NCO guidance from the company first sergeant and/or battalion command sergeant major. The platoon is now prepared for the company training meeting.

Tips for a Successful Meeting

C-20. The following techniques help platoon leaders ensure an effective, efficient platoon training meeting:

- Conduct the meeting at the same time and place each week and prior to the weekly company training meeting.
- Enforce the use of leader books and ensure entries are current and recorded in each leader's Small Unit Leaders Tool (SULT) on ATN.
- Don't completely dominate the discussion - listen when subordinates contribute.
- Confirm the status of upcoming training events (pre-execution checks). Highlight issues affecting the event (resource shortfalls, coordination issues, personnel issues, etc.).
- Do not wait until the training meeting to act on critical/unresolved training issues.
- Focus on training issues only. Discuss unit administrative issues for another meeting (schools, awards, professional development, etc.).
- Assign tasks to personnel with dates to accomplish.

Appendix D

Online Training Support

Overview

D-1. Training doctrine is directly supported by online resources. These resources provide a wealth of information and tools for leaders to better understand and implement training with how-to tutorials, instructions, videos, etc.

D-2. There are three primary systems supporting platoon training. These are:

- Army Training Network (ATN) (specifically the Unit Training Management (UTM) page).
- Combined Arms Training Strategies (CATS).
- Digital Training Management System (DTMS).

Army Training Network (ATN)

D-3. ATN is a secure, web-based site providing significant online tools to assist leaders with resources to:

- Conduct task searches (collective and individual tasks, drills, etc.).
- Training doctrine & Unit Training Management (UTM) resources.
- Unit standard METL.
- Access to CATS and DTMS.
- Training resources (how-to tutorials, videos, and links to additional websites).
- Digital Job Book (DJB).
- Small Unit Leader Tool (SULT).
- Much more.

D-4. Two features recently added to ATN include the DJB, and the SULT. These tools are designed to provide small unit leaders the ability to input Soldier training data, and for all Soldiers to view their training information without a DTMS account – from their personal device. Both are available from the ATN homepage.

D-5. The Digital Job Book allows all Soldiers the ability to view their recorded individual training records from DTMS using their personal devices such as phone, tablet, or personal computer (PC). The Digital Job Book allows Soldiers to view:

- Army course registrations.
- Height/weight data.
- APFT data/ACFT date.
- Individual weapons qualifications.
- Warrior Tasks, MOS-specific individual critical tasks, unit mandated training tasks and supporting T&EOs (access is dependent on proponent distribution restrictions).

- Unit training schedules.

D-6. The Small Unit Leader Tool is permissions based and provides first line leaders the ability to input, update and track their Soldiers' training records in DTMS. It allows them to record:

- Height/weight.
- APFT Data/ACFT date.
- Individual weapons qualifications.
- Warrior Tasks, MOS-specific individual critical tasks, unit mandated training tasks and supporting T&EOs (access dependent on proponent distribution restrictions).

Combined Arms Training Strategies (CATS)

D-7. CATS provides task-based, event driven training strategies, designed to assist commanders and leaders in developing a long-range training plan (LRTP). CATS identifies training events that progressively build proficiencies in selected tasks. Given a MET, battle task, or collective task, CATS identifies the training event(s) and associated resources to train the task. Although CATS is structured at the company-level, it does provide useful planning information for platoon leaders.

Digital Training Management System (DTMS)

D-8. DTMS is the Army's system of record for recording training planned and completed – from unit level to individual Soldier (it is the authoritative data source for individual training records and unit collective task proficiency). It provides leaders with an end-to-end view of current unit training status - for all echelons. DTMS also provides an entry point for the CATS planning tool – the ability to develop, record and modify training strategies. It provides commanders the ability to record training assessments which are automatically reported to NETUSR.

D-9. A few of the training records DTMS captures as mandated by HQDA include:

- MET assessments (automatically pushed to NETUSR via DRRS-A).
- Weapons qualification (individual and crew served).
- ACFT and height/weight.
- SHARP face-to-face training.
- Army Warrior Task (AWT) for selected tasks.

D-10. Additional DTMS capabilities include:

- Development of training calendars.
- Development and publication of company training schedules.
- Digital Job Book (ATN interface).
- Rostering training events (automatically populate the individual training record (ITR).
- Recording unit training statistics.
- Recording unit selected training.
- CATS Planning Tool.
- Recording training event AARs.

- Easy access to training data.
- Developing and recording training reports.
- Exporting results to MS Outlook.

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