HOME-STATION TRAINING

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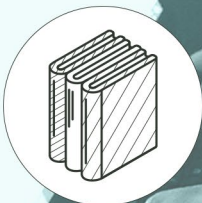
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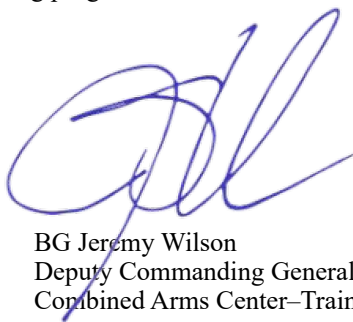
Foreword

As the deputy commanding general of the Combined Arms Center-Training (CAC-T), it is my pleasure to introduce the Home-Station Training Handbook, a comprehensive guide designed to support commanders and leaders in planning, preparing, and executing effective training at home station. This handbook provides the framework and tools necessary to ensure that our Soldiers are trained to the highest standards, enabling them to succeed in an increasingly complex and dynamic operational environment.

The handbook offers a thorough overview of Army training management, covering the key principles and best practices that underpin successful training. It provides guidance on planning, preparing, and executing training, as well as assessing and evaluating its effectiveness. The handbook also addresses the importance of safety, risk management, and resource allocation, and offers practical advice on how to overcome common challenges and obstacles.

This handbook is the result of a collaborative effort between subject matter experts and training professionals from across the Army, reflecting the latest developments in training doctrine, technology, and best practices. It is designed to be a valuable resource for anyone involved in home-station training, from commanders and leaders to instructors and trainers. I am confident that it will help to improve the quality and effectiveness of our training, and I encourage all users to provide feedback and suggestions for future updates.

As we continue to operate in a rapidly changing and uncertain environment, the importance of effective training cannot be overstated. Our Soldiers deserve the best possible training, and it is our responsibility as leaders to provide them with the skills, knowledge, and confidence they need to succeed. I am proud to introduce this handbook and committed to supporting the ongoing development of our training programs.

BG Jeremy Wilson
Deputy Commanding General
Combined Arms Center–Training (CAC–T)

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CHAPTER 1

Army Training Management Overview

> "We do not rise to the level of our expectations; we fall to the level of our training."
>
> —Archilochus

INTRODUCTION

Army training is the foundational activity that creates teams, builds cohesion, and generates combat power. "Training management is the process commanders use to prioritize, plan, and identify the resources needed to conduct training."[1]

LEADERSHIP IN TRAINING

> "We do not want to win the next fight 4-3; we want to win 100 to 0."
>
> —Former division commander

Commander's Training Vision And Guidance

Commanders at all levels must direct and shape training to generate the lethality required to prevail against a near-pear threat.

Commanders use the operations process to communicate their training vision and direction throughout planning, preparation, execution, and assessment.

Battalion commanders enable company-level training by providing effective guidance, resources, and protected time, and by applying sufficient oversight to ensure safe, effective training without stifling initiative. Company commanders help platoon leaders train by providing time and resources while ensuring they have a plan focused on training the correct tasks. Commanders use each event to improve individual skills and enhance collective task effectiveness.

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1. Army Doctrine Publication (ADP) 7-0, *Training*, 29 April 2024, page 13.

Leaders Conduct Home-Station Training Leader Development

> "The Army cannot hire a battalion commander or command sergeant major off the street; we have to grow them. We do that by having an effective leader development program."
>
> —Former U.S. Army Forces Command (FORSCOM) command sergeant major, February 2020

Commanders drive leader development by coaching, teaching, and ensuring subordinates are responsible for their training practices. Young leaders and trainers may not always grasp the significance of training and training systems. Therefore, leaders must organize and execute professional development programs to educate their leaders and trainers.

Junior noncommissioned officer (NCO) development is a critical component of unit readiness, as it provides the foundation for future Army leadership. Units often struggle to develop junior NCOs because of high turnover, insufficient training opportunities, and a lack of mentors qualified in skills required to train for large-scale combat operations (LSCO). Commanders, as senior trainers, must foster a positive, professional environment that allows for honest mistakes, encouraging growth through experience. Leaders facilitate subordinate personal growth by teaching and coaching subordinates who make honest errors.

Leader Development in Training Management

LTC Hampton made junior leader training management a top priority, drawing from his own experiences as a platoon leader and company executive officer (XO). During his time in those roles, he had limited opportunities to plan, prepare, execute, and assess training because of the demands of rotational support in Iraq and the introduction of new equipment.

As a battalion S-3, LTC Hampton learned valuable lessons about training management the hard way. He decided to share his knowledge with the next generation of leaders, so they could avoid the mistakes he made. He believed teaching training management was crucial, and he made it a core part of his leader development program (LDP) for platoon sergeants and above.

LTC Hampton's strategy began with assigned readings from doctrine, which established a foundational understanding of training for leaders. He then led discussions and Q&A sessions to provide clarity and understanding. These professional discussions served as team-building events, creating a positive and immersive training environment. Topics included—

- Conducting training meetings at the company and platoon level

- Identifying and prioritizing training tasks

- Finding training opportunities

- Leveraging installation training resources

Subsequent LDP sessions featured battalion staff members demonstrating the training planning process. They showed how the commander and staff communicate to achieve training objectives and how the battalion commander provides clear guidance to subordinate commanders. LTC Hampton emphasized that training is a mutual agreement between commanders and any changes require formal discussions and a new training plan.

To reinforce this concept, LTC Hampton took platoon leaders and platoon sergeants to the quarterly training brief (QTB) with the brigade commander. This allowed them to see how their feedback flows through the chain of command and how the brigade commander adjusts training guidance and plans.

The final LDP event focused on after-action reviews (AARs) and assessments. LTC Hampton led a discussion on how to conduct AARs, record results, and develop formal assessments. The session explored how to incorporate feedback into the training cycle, enabling leaders to assess holistic training and determine if they achieved their objectives. The discussion concluded with a review of how to address training shortcomings, retrain, and inform the next QTB training plan.

THE OPERATIONS APPROACH TO TRAINING MANAGEMENT

Train Toward an Objective

There is limited value in managing training on a purely time-based system, such as annual, semiannual, quarterly, etc. Commanders should focus training efforts to prepare for significant unit events, such as deployments, external evaluations (EXEVALs), and combat training center (CTC) rotations.

Manage Training Using the Operations Process

Training management doctrine has evolved through several process models. One simple model has proven the test of time and enabled units to master training management. This is the Army operations process, as defined in Army Doctrine Publication (ADP) 5-0, *Operations*.[2] Commanders and staffs rely on the operations process to guide them as they plan, prepare, execute, and assess training.

The Eight-Step Training Model

The eight-step training model is a proven method for training management at the battalion level and below. This model provides a logical framework for achieving positive training outcomes. Unlike the more complex military decision-making process (MDMP) used at higher levels, the eight-step model is manageable for commanders, leaders, and trainers without a supporting staff, allowing them to effectively plan, resource, and execute training. See annex E.

THE ARMY TRAINING MANAGEMENT SYSTEM

The Army Training Management System (ATMS) is the Army system of record for training management. It is a system of systems that includes the Army Training Network (ATN), Digital Training Management System (DTMS), and Combined Arms Training Strategy (CATS).

THE ARMY TRAINING NETWORK

The ATN provides centralized access to training doctrine, unit training management (UTM) tutorials, unit mission-essential task lists (METLs), individual and collective task training and evaluation outlines (T&EOs), and instructions on how to request a mobile training team (MTT) visit. Visit the ATN at https://atn.army.mil (CAC enabled).

THE DIGITAL TRAINING MANAGEMENT SYSTEM

The ATN defines the DTMS as "a system of record for capturing training planned and completed—from unit level to individual Soldier."[3] Commanders use the DTMS digital tool to record, review, and understand readiness metrics in their formations.

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2. ADP 5-0, *The Operations Process*, 31 July 2019, accessed 12 May 2025, https://armypubs.army.mil/ProductMaps/PubForm/Details.aspx?PUB_ID=1007409.
3. DTMS Knowledge Base, ATN, https://atn.army.mil/unit-training-management-(utm)/dtms-knowledge-base/quick-reference-guide, accessed 21 February 2023.

The DTMS feeds Army unit status reporting as part of the Defense Readiness Reporting System–Army (DRRS–A) and informs the Regionally Aligned Readiness and Modernization Model (ReARMM) process.[4] Army leaders use the DTMS to assess the proficiency and capability of their formations. Senior Army leaders and FORSCOM use DTMS information to support world-wide combatant commander requirements.

Senior commanders rely on subordinate commands to input accurate data that supports effective decision making. Company-/battery-/troop- level commanders and their orderly rooms must use the DTMS correctly to facilitate assessment of training and readiness levels.

The DTMS has "live" and "practice" sites. Leaders should always record official training in the "live" site. Commanders and leaders can access the strictly controlled live site through their battalion-level organizations.

Soldiers can view their own training and qualification data on the DTMS with digital job book assistance. This only requires internet capability and an Army identity, credential, and access management (ICAM) legacy user identification (UID).

The small-unit leader tool (SULT) interconnects with the DTMS and provides junior leaders a means to view, assign, update, and record Soldier training and qualification information. SULT inputs transfer directly to the DTMS without need for a system account or specialized training.

Digital Training Management System Best Practices

- Most Army installations provide a DTMS basic user course. Brigades and battalions typically require platoon leaders and training/orderly room personnel to attend the course.

- Successful company-grade commanders conduct weekly DTMS scrubs as part of their weekly battle rhythm.

- Leaders input fresh training data in SULT via mobile phones rather than waiting for access to computer terminals.

- Commanders integrate DTMS training as part of the unit in-processing standard operating procedure (SOP) for new leaders and trainers in support of training management.

- Commanders and leaders develop a bench of trained DTMS operators to sustain uninterrupted system use.

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4. Army Regulation (AR) 220-1, *Army Unit Status Reporting and Force Registration–Consolidated Policies*, 16 August 2022, https://armypubs. army.mil/epubs/DR_pubs/DR_a/ARN31982-AR_220-1-000-WEB-1.pdf.

Avoiding Digital Training Management System Operator Shortfalls

On two occasions, after our training room clerk's transfer, my engineer company sent DTMS training data to battalion operations that underreported actual training completed. The operations sergeant major contacted our first sergeant after the first instance to discuss inaccurate weapons qualification statistics. Our first sergeant contacted our only school-trained DTMS operator, now a platoon sergeant, and assigned him to enter all company training data until we could find another solution. He also assigned a junior NCO to shadow the platoon sergeant and learn the system via on-the-job training.

The fix partially worked but conflicted with the platoon sergeant's normal duties. There were also times when his understudy was unavailable to observe and assist.

Three months later, our data reflected only 22 percent of our Soldiers passed the record Army Combat Fitness Test (ACFT), while our actual pass rate was 93 percent. The platoon sergeant was on leave and his understudy was unaware that entering ACFT data in the DTMS was required. This prompted the battalion commander to contact me with a directive to find and fix the root cause for the inaccurate submissions.

The root cause was an insufficient number of company personnel trained to enter DTMS data, resulting in a single point of failure when the platoon sergeant was off duty or occupied by other priorities.

We directed each platoon to provide a primary and secondary DTMS operator. The first sergeant and I reviewed the DTMS entries and adjusted data as necessary before reporting to our battalion.

—Former engineer company commander

Combined Arms Training Strategies

The CATS contains templates used to build unit training plans (UTPs). They contain military occupational specialty (MOS)-specific T&EOs and METLs that are doctrinally approved by relevant proponents. The T&EOs use the "crawl, walk, run" training event methodology, which enables efficient training time use to achieve a "trained" status. Soldiers can access the CATS through the ATN portal at https://atn.army.mil/ATNPortalUI/CATS.[5]

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5. Ibid, accessed 24 March 2025.

Combined Arms Training Strategy Best Practices

- Brigade and battalion commanders optimize training efficiency by using the CATS and prioritizing a limited number of mission-essential tasks (METs) per quarter.

- Company command teams use prioritized METs and METLs to inform CATS preparation.

- Battalion in-processing SOPs require leaders to attend CATS training before unit assignment.

- Commanders at all levels support and protect training time for Soldiers attending division-level CATS training.

- Company command teams train multiple Soldiers on the CATS to build redundancy for training and training room operations.

- NCOs trained on the CATS improve their training outcomes with a deliberate strategy for individual and collective training.

MOBILE TRAINING TEAM

Units can request MTT support from the Combined Arms Center–Training Management Division (CAC–TMD). MTTs provide instruction on UTM and other ATMS programs via three-day training seminars. Commanders and leaders can attend a refresher course on ATMS programs and how to leverage them to maximize training opportunities. Use the following link to request an MTT: https://atn.army.mil/unit-training-management-(utm)/request-a-utm-mtt-for-your-unit.[6]

UTM MTTs share their training management products on the ATN. They post and update their master slide deck regularly on the ATN. The UTM master deck (image below) is located at https://atn.army.mil/unit-training-management-(utm).[7]

Training Management Education: Unit Training Management Mobile Training Team

MTTs provide instruction to assist units with improving their training management practices and linking training at echelon to priority METs. They conduct training for brigade or battalion leaders down to squad leaders and section chiefs. Units request MTT support through the ATN under the UTM page. Click on the UTM MTT dates/ request bar to observe available MTT dates. **Note.** Units must submit requests at least 60 days before their desired training dates.

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6. Ibid.
7. Ibid.

UNIT TRAINING MANAGEMENT MOBILE TRAINING TEAM BEST PRACTICES

- Plan for UTM MTT visits early in command to enable common training management understanding.

- Request subsequent MTT training visits to build on early success.

- Protect training time and maximize participation with MTTs to ensure learning across the formation.

UNIT TRAINING MANAGEMENT MOBILE TRAINING TEAM: CONDITIONS SETTING

The outgoing commander and I were close friends. About six months before our change of command, he asked if I wanted to nominate any training events for execution shortly after my assumption of command. I asked the commander to have the S-3 shop request a UTM MTT and block four days on the training calendar. I explained my intent to conduct training management professional development, create and refine the first QTB, and brief the brigade commander on our training plan. We coordinated for early training guidance from the brigade commander so I could synchronize with the senior commander's training intent and guidance.

The UTM MTT paid huge dividends. We developed a training plan that achieved the commander's intent and guidance, trained the staff and company commanders with their subordinate leadership, and achieved a common understanding of our training priorities and execution methods. The brigade commander was so impressed that the brigade requested its own UTM MTT.

—Former battalion commander

CHAPTER 2

Planning Training

INTRODUCTION

Effective planning is essential to training success. This chapter explores key principles and best practices for planning training, including mission focus, mission-essential task (MET) proficiency assessment, commander's training guidance (CTG), unit training plans (UTPs), and multiechelon training.

MISSION FOCUS

Effective training planning begins with a clear understanding of the unit's mission and the tasks required to accomplish it. Commanders must align prioritized training tasks with resources to achieve necessary MET proficiency levels.

MISSION-ESSENTIAL TASK PROFICIENCY ASSESSMENT

Commanders use proponent-developed training and evaluation outlines (T&OES) to assess MET proficiency. Assessing all unit METs, per requirements in Army Regulation (AR) 220-1, *Army Unit Status Reporting and Force Registration–Consolidated Policies*, 16 August 2022, yields a MET proficiency metric (T-level [training level] percentage) included in the unit status report (USR). This assessment informs the development of training plans and ensures allocation of resources to address the most critical training needs. Commanders evaluate training two echelons down to ensure subordinate units are meeting MET proficiency standards.

The Army Training Network (ATN) provides the following resources to find task T&EOs and calculate MET assessments:

- T&EO search: https://atn.army.mil/ATNPortalUI/task/[8]

- MET assessment: https://atn.army.mil/mission-essential-task-assessment[9]

Unit Task Lists, Mission-Essential Tasks, and Mission-Essential Task Lists

- The UTL consists of every collective task the unit could perform and includes weapons-related individual tasks.

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8. ATN task search: https://atn.army.mil/ATNPortalUI/task/, accessed 20 November 2024.
9. ATN MET assessment: https://atn.army.mil/mission-essential-task-assessment, accessed 20 November 2024.

- A MET is a collective task on which an organization trains to be proficient in its designed capabilities or assigned mission.

- Standard mission-essential task lists (METLs) are approved Headquarters, Department of the Army official listings of a unit's METs (modified table of organization and equipment (MTOE) and select Table of Distribution and Allowance [TDA] units). Leaders can view unit METLs on the ATN METL viewer at https://atn.army.mil/ATNPortalUI/METL.[10]

COMMANDER'S TRAINING GUIDANCE

CTG is a critical component of training management that aligns training with a unit's mission and priorities. The ATN includes examples in operation order (OPORD) and memorandum for record (MFR) CTG formats. Common elements of CTG include the following:[11]

- Prioritized METs

- Required proficiencies and when they must be achieved

- The operational environment

- Time management cycle (red-amber-green [RAG])

- Unit training events

- Long-range training calendar

Commanders enable subordinate leaders to plan, prepare, execute, and resource focused training by providing clear CTG and protecting time and resources. They develop subordinate commanders and leaders in their training management and execution roles and use each training event to improve individual skills and enhance collective task effectiveness.

Leader Vision and Direction

Senior leaders drive focused training by sharing their vision, intent, and objectives with their subordinates. Commanders take ownership of training effectiveness. They ensure execution meets standards and objectives and that tasks are retrained as needed.

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10. ATN METL viewer: https://atn.army.mil/ATNPortalUI/METL/, accessed 24 March 2025.
11. UTM mobile training team (MTT) Field Manual (FM) 7-0, *Training*, 14 June 2021, master slide deck, slide 68, 14 November 2024. Downloadable from ATN (CAC enabled) at https://atn.army.mil, accessed 30 January 2024.

THE UNIT TRAINING PLAN

UTPs outline specific training priorities, objectives, and resources required to achieve desired MET proficiency levels. Units develop these plans in accordance with CTG and gear them toward successful execution of key events, such as deployments or combat training center (CTC) rotations, rather than standard time frames.

The training calendar is a useful tool but does not constitute a training plan by itself. UTPs are based on training objectives, each comprised of a task and an end state (proficiency level). The five-paragraph OPORD is an effective UTP format.

Commanders two levels up approve subordinate unit's current training proficiency assessment, MET prioritization, and UTP.

PLANNING FOR MULTIECHELON TRAINING

Army formations must operate effectively at echelon to ensure synchronization and simultaneity across the depth of their battlespace. Multiechelon training helps develop this capability. Commanders must plan and coordinate training events to ensure all units are working toward common objectives. This requires careful planning, resource allocation, and communication to ensure training is effective and efficient. Commanders must account for higher headquarters training guidance and requirements to ensure their training plans align (nest) with the higher commander's intent.

TASK CROSSWALKS

Task crosswalks link lower-echelon tasks to a higher-echelon task based on mission requirements. Leaders at echelon crosswalk tasks to prioritize training from METs down to individual tasks. Conducting a task crosswalk allows units to prioritize the most important tasks to train on at each echelon and allows commanders to align mission training tasks with resources.

A battle task is a platoon or lower echelon collective task that is crucial to the successful accomplishment of a company, battery, or troop MET. Commanders conduct battle task crosswalks to ensure platoon leaders are training on the correct tasks. See figure 2-1.
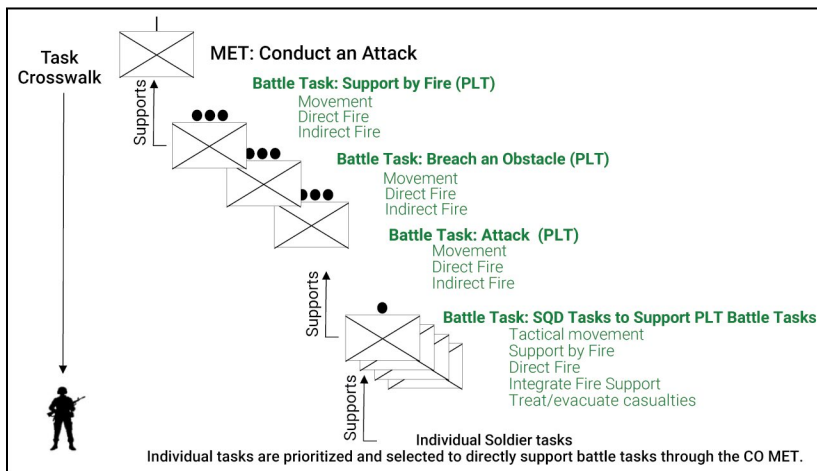
Figure 2-1. Task crosswalk: UTM mobile training team FM 7-0 master slide deck, 14 November 2024[12]

Detailed Instructions on Conducting Crosswalks

The ATN UTM splash page includes detailed instructions on conducting MET to individual crosswalks, including the following documents: *Leaders Guide for MET to Individual Crosswalk, MET to Individual Crosswalk Slides, MET to Individual Crosswalk Worksheet,* and *Crosswalk Examples*. See https://atn.army.mil/unit-training-management-(utm).

Task Crosswalk Best Practices

- Company commanders brief their METs and battle tasks to the brigade commander during the quarterly training brief (QTB), and the battalion staff briefs the commander on relevant T&EOs for training.

- Newly assigned battalion and company commanders review METs with their outgoing counterparts and conduct a MET and battle task crosswalk before or immediately after assuming command.

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12. Ibid, slide 41.

CHAPTER 3

Preparing Training

INTRODUCTION

Preparation is a critical phase in the training cycle, bridging the planning and execution stages. Commanders, staffs, and subordinate leaders ensure necessary arrangements are in place to facilitate effective training. Preparation involves a range of activities, including resource coordination and trainer development.

TIME AND RESOURCE ALLOCATION

Commanders allocate training time and resources based on mission focus. Some subordinate units receive more training time and resources than others in each timeframe based on their respective missions or proficiency levels. Each echelon needs its own training management system that nests tasks vertically, rather than assigned horizontally. The definition of training objectives should precede allocation of resources.

Leaders and trainers must manage last-minute distractions to create and sustain a predictable training environment. Predictability generates confidence and the ability to train with focus and purpose.

> "One of the biggest complaints is predictability. Soldiers will tell you what aggravates them the most is the lack of predictability. Soldiers need it. Commanders at all levels need to insist on and enforce predictability."
>
> —Current company commander

Training Cycles

The daily challenge commanders face is balancing competing demands. Commanders use training cycles to manage time and resources effectively, creating predictability for subordinate commanders to plan and execute their training. Active Component (composition [COMPO] 1), National Guard (COMPO 2), and Reserve units (COMPO 3) operate on different training timelines, presenting coordination challenges for ranges, training areas, and access to simulation trainers.

TRAINING CYCLES AND RESOURCE SYNCHRONIZATION/MANAGEMENT

The Multi-Purpose Range Complex (MPRC) at Fort Campbell, KY, is a high-demand training facility serving at least six states, all three Army components, and other federal and state entities. National Guard units often secure their slots two to three years in advance for gunnery exercises.

The MPRC is particularly busy during spring, summer, and fall with its schedule managed through the U.S. Army Installation Management Command (IMCOM) quarterly and semiannual resourcing meetings. The 101st Airborne Division commander hosts these meetings where training leaders and planners from the battalion level and higher discuss MPRC use in detail. Planning extends to the company level for range usage with units outlining their activities on the training complex.

To maximize training time, transitions between active duty units and National Guard formations often occur late in the week, allowing the range to support National Guard and Reserve units over the weekend. Senior commanders collaborate with range control and the 101st Airborne Division G-3 (training) to resolve conflicts and facilitate these transitions smoothly.

Range control personnel work to ensure range maintenance causes minimal disruption to unit training and focus their efforts on reducing time spent on range-clearance requirements. This approach is crucial for optimizing range training efficiency.

Training Time Management Systems

Time management systems provide stability for the units to plan, prepare, execute, and assess training. Red-amber-green (RAG) is the most common time management system.

- Red cycle directly supports tasking requirements. Individual- and team-level training is the highest level of training executed because of task demands and support requirements.

- Amber cycle is when units are next in priority for premium training time. Units can train up to the platoon level if they balance support requirements. Companies and platoons can train if higher headquarters fence the formations from requirements.

- Green cycle is the premium training period for individual and collective training.

Commanders synchronize time management cycles with the "crawl, walk, run" training event methodology. This optimizes multiechelon training and facilitates multiple sets and repetitions of individual and collective tasks.

> As a battalion operations sergeant major, I used a matrix to meticulously track tasking to companies during the RAG cycle, ensuring the red company (primary tasked) company received taskings until they were out of Soldiers. This protected the amber and green companies as much as possible so they could still conduct some level of training. Company first sergeants followed the same procedures to task their subordinate units. By us maintaining unit integrity as much as possible, companies in the amber and green cycle could have some elements training. Sometimes this meant drawing individual weapons and outlining a building with engineer tape to train on entering and clearing a building or other individual tasks, but it helped build and maintain readiness for the unit.
>
> —Former operations sergeant major

P-Week. P-Week is another useful time management system. Its methodology is prescriptive and mandates commanders comply with and account for activities scheduled in weeks coded P1 through P4. See figure 3-1.
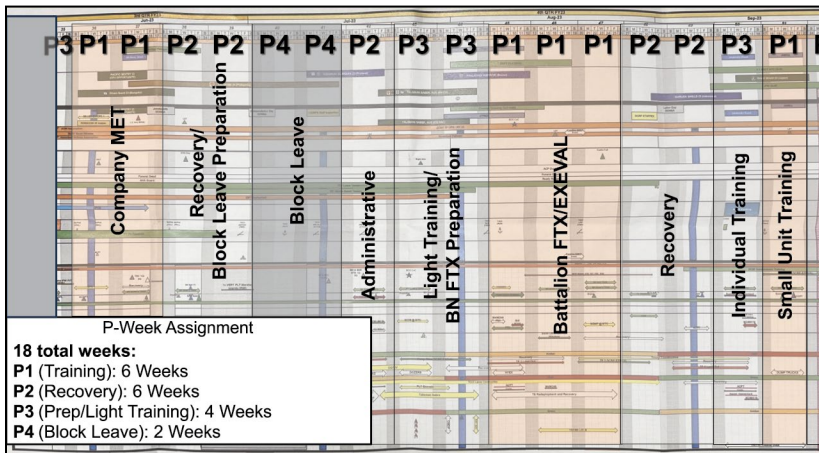

Figure 3-1. P-Week example[13]

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13. Ibid.

T-Week. This concept provides a framework to conduct backward planning from the execution week (T-Week). Leaders use the time preceding T-Week to plan and prepare for successfully executing the training. See the *Develop and Employ Pre-execution Checklist* (chapter 3) and *Company, Battery, Troop Training Meetings* (chapter 5) sections for details on implementing the T-Week construct.

Time and Resource Allocation Best Practices

- Red cycle units with supporting taskings maintain unit integrity as much as possible, allowing subordinate elements to conduct individual and collective training as circumstances allow.

- Use a tiered planning approach to break training into smaller, manageable chunks, and allocate resources accordingly.

- Prioritize training based on unit readiness, ensuring units with lower readiness levels receive the necessary training and resources to improve readiness.

- Develop protocols to alert commanders early about potential training conflicts and task support requirements.

- Establish and follow a clear reclama process to resolve training distractors in accordance with time allocation priorities.

- Battalion executive officers (XOs) or S-3s chair a weekly training resource meeting that compliments the battalion training meeting and ensures planned training events are properly resourced. Participants may include the battalion and company XOs, battalion S-3, and battalion staff members responsible for coordinating or providing land, facilities, maintenance, transportation, medical support, aviation assets, training aids, devices, simulators, and simulations (TADSS), and relevant classes of supply.[14]

The following is a sample battalion training resource agenda:

- Battalion training calendar overview

- Status of long lead time resource requests (weeks T-21 through T-8)

  ○ Land, ranges, billeting/bivouac areas

  ○ Class V: Ammunition, including hostile fire simulators, smoke, and star clusters

  ○ TADSS

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14. LTC Richard P. Taylor, Infantry Magazine, *A Disciplined Approach to Training Management*, January to March 2016.

○ Portable latrines

○ Medical support

○ Rations

○ Etc.

● Company XO training resource briefs (weeks T-7 through T-1)

Table 3-1 is a sample company-level training event briefing slide for a battalion training resource meeting.

Table 3-1. Company executive officer briefing slide, battalion training resource meeting

HHC Company Training Resource Data			
Event		**M9 Range**	
Land/Description/POC/Date		Humphreys 25m Range/ LT Smith/01SEPXX	
Request Date	Status	30 May XX	Approved
Total PAX to be Trained		85	
Ammo/DODIC/Amount		9mm Full Metal Jacket/AC20/4000	
Drop Off Time/Location		010730SEPXX/Humphreys 25m Range	
Vehicles by No., Type, and Anticipated Mileage		2x M1151 20mi, 2x M1078 20mi	
HEMTT Needed?	Convoy Request Needed?	No	No
Signal Support		Signal Support	
Medical Support		Medics - Internal	
Ration Cycle		MRE - Submitted	
Field Feeding Request		N/A	
Class II and IV		N/A	
Class III and IX		Refuel Before SP 5x5 Gallon Fuel Cans	
Range Support Needed		No	
H2O		1x Water Trailer	
Issues/Special Purchases Required (GPC)		None	

DODIC: Department of Defense identification code	**MRE:** meal, ready to eat
GPC: government purchase card	**POC:** point of contact
HEMTT: heavy expanded mobile tactical truck	**PAX:** passengers

DEVELOP AND EMPLOY PRE-EXECUTION CHECKLIST

Units develop and employ pre-execution checks to ensure planning and preparation, and prerequisite training are complete. Primary trainers, with leader oversight, develop pre-execution checks and brief them to commanders. Active duty company commanders schedule pre-execution reviews at least six weeks before execution, or further out when requesting resources with long lead times. Reserve Component company commanders should start reviewing these checks about three months out to ensure success. An effective pre-execution checklist aligns with preparations on the T-Week calendar, providing detailed checks associated with calendar events. See table 3-2.

Table 3-2. Sample pre-execution checklist (derived from Training Circular 3-20.40, *Training and Qualification - Individual Weapons*, 30 July 2019, tables 2-4 through 2-15)

Sample Pre-Execution Checklist – Individual Weapons Qualification Range		
Week	**Unit Tasks**	**Master Gunner Tasks**
T-10	• Publish training event warning order • Begin pre-execution checks	• TADSS training and certification • Verify class II, IV, and V requests • Verify ranges, training areas, and facilities (including portable latrines)
T-9	• Conduct training event in-progress review • Final scenario review • Submit convoy clearances	• Confirm TADSS • Verify scenario approval • Request medical support
T-8	• Conduct range walk • Develop risk assessment (DD Form 2977) • Develop tasks to subordinate units	• Certify table I instructors and evaluators • Conduct range walk • Confirm external evaluation support • Develop conduct of the range and layout diagrams
T-7	• Issue training event operation order • Issue risk assessment (DD Form 2977) • Verify convoy and main supply routes	• Confirm range support packages • Develop briefing packets • Coordinate barrier and road closures

Table 3-2. Continued

Sample Pre-Execution Checklist – Individual Weapons Qualification Range		
Week	**Unit Tasks**	**Master Gunner Tasks**
T-6	• Conduct training event in-progress review • Develop and publish training schedules • Begin execution of tables I and II	• Conduct and supervise tables I and II • Verify DA Form 581 • Review OIC and RSO status of unit
T-5	• Conduct training event in-progress review • Issue fragmentary order, as needed	• Update tower, OIC, and RSO checklists and books • Verify supplies for range support
T-4	• Conduct training event in-progress review • Conduct table III, if planned • Train convoy operations	• Proof range scenarios/adjust as needed • Draw class V, as required (table III) • Draw class IV, as required (table III)
T-3	• Conduct key leader walk-through • Conduct medical support backbrief • Confirm manning rosters and certification requirements	• Identify firefighting details, as required • Identify target details, as required • Conduct range-specific OIC and RSO briefings • Rehearse barrier guard and road closure plan
T-2	• Conduct in-progress review • Update risk assessment (DD Form 2977) • Issue fragmentary order, as required	• Draw and issue TADSS • Brief external evaluators • Finalize training packets
T-1	• Perform convoy operations PCC and PCI	• Verify all firers have completed tables I, II, and III

Table 3-2. Continued

Week	Unit Tasks	Master Gunner Tasks
**Sample Pre-Execution Checklist – Individual Weapons Qualification Range**	

Week	Unit Tasks	Master Gunner Tasks
T	• Open and close ranges according to policy • Manage ammunition draw, issue, and turn-in • Draw and issue rations • Provide concurrent training on all training event locations • Execute retraining, as appropriate • Conduct daily situation reports to higher headquarters	• Oversee range operations on all live facilities • Provide quality assurance and quality checks on live-fire training score sheets, roll-ups, and AARs • Collect firing information: scores, penalties, infractions, malfunctions, alibis, etc., as they occur • Provide daily updates to commander and key leaders • Verify targets are presented according to TC 25-8 • Provide recommendations to the commander on live-fire related topics
T+1	• Manage ammunition turn-in and reconciliation • Manage and record OPTEMPO use • Develop USR and QTB training comments based on training conducted • Provide and execute retraining, as appropriate • Update manning rosters, as appropriate	• Provide detailed analysis and recommendations to the commander on the live-fire results overall • Analyze training to identify training gaps • Determine ammunition expended versus drawn. Develop plan for turn-in and reforecasting, as necessary. • Determine and prepare Soldier awards as appropriate • Conduct AAR to gather information about ranges, scenario, training, conduct of fire, and other live-fire topics • Submit detailed live-fire and training roll-up and complete qualification table results to higher headquarters

TADSS: training aids, devices, simulators, and simulations **OIC:** officer in charge
RSO: range safety officer **PCC:** precombat checks **PCI:** precombat inspection
AAR: after action review **USR:** unit status report **QTB:** quarterly training brief

TRAIN AND CERTIFY LEADERS AND TRAINERS

Commanders mandate leader training and certification to develop subject matter expertise and build trust in the competence of subordinate leaders. Competent, certified leaders ensure successful performance of mission-essential tasks (METs) at echelon. Commanders define the tasks, conditions, standards, and procedures related to leader certification in training guidance or unit standard operating procedures (SOPs).

Training Management Leader Development

Commanders educate leaders to build their training management knowledge. Commanders use leader professional development (LPD) sessions early and throughout their command to educate and train their organization. They also use all processes and events related to planning, preparation, execution, and evaluation of training to increase training management proficiency in subordinate leaders and staff.

> "Too often, units neglect the deliberate and focused education necessary to comprehend the doctrinal concepts that underpin training objectives. This results in Soldiers who do not fully understand what they are being trained to do and are thus incapable of adapting their narrowly acquired skills to changing mission, enemy, terrain and weather, troops and support available, time available, civil considerations (METT-TC) conditions in dynamic and complex environments. Education empowers Soldiers with disciplined flexibility and adaptability that remain firmly rooted in sound doctrinal thinking."
>
> —Former light infantry battalion commander[15]

Battle Staff Training

Battle staff training is critical for ensuring units are prepared to execute their mission. Commanders must plan and conduct training for staff members to ensure they are proficient in their roles and responsibilities. This includes training on METs, collective live-fire tasks, and other critical skills required for effective mission execution. Battalion commanders often fail to conduct sufficient battle staff training, including the conduct of battle staff crosswalks.

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15. LTC Michael A. Hamilton, Infantry Magazine, *Going from Good to Great: Avoiding Subtle Pitfalls in Unit Training Management*, Summer 2023, pages 6-10.

Training Circular (TC) 6-0.2, *Training the Mission Command Warfighting Function for Battalions, Brigades, and Brigade Combat Teams*, is the doctrinal staff training reference. TC 6-0.2 has mission command training tables used "to develop and test the proficiency of four training audiences—commander, staff, command post, and digital crew."[16]

Tactical Exercise Without Troops

A tactical exercise without troops (TEWT) is an exercise conducted on terrain suitable for specific missions that trains subordinate leaders and battle staffs in terrain analysis, unit and weapon emplacement, and operation planning.[17] TEWTs can be effective and low-cost, allowing leaders to analyze unit actions with minimal troop and support personnel involved. They are also a critical component in the integrated weapons training strategy (IWTS).[18] See annex A.

LEADER PROFESSIONAL DEVELOPMENT IN PREPARATION FOR A COMBAT TRAINING CENTER ROTATION

The mechanized infantry brigade was slated for a National Training Center (NTC) rotation. The brigade commander directed a monthly LPD series, addressing the critical METs required to achieve success at the NTC and in large-scale combat operations (LSCO). The brigade covered one MET at each LPD that it would train on extensively during an exercise scheduled for the following month.

Commanders and staffs designed exercises that would allow subordinate units to execute tasks nested in and supporting the targeted MET. The brigade commander used the exercise to confirm leaders understood and could execute the action. The LPD sessions and subsequent training exercises were essential to preparing the brigade to conduct a successful NTC rotation that validated the unit's ability to perform the critical METs to standard.

—NTC leader training program coach

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16. TC 6-0.2, *Training the Mission Command Warfighting Function for Battalions, Brigades, and Brigade Combat Teams*, 15 July 2019, page 1-1, https://armypubs.army.mil/ProductMaps/PubForm/Details.aspx?PUB_ID=1007336, accessed 28 November 2023.
17. Army Regulation (AR) 350-28, *Army Exercises*, 9 December 1997, table 2-1.
18. TC 3-20.11, *Training to Proficiency: Maneuver Company and Troop*, 28 April 2021, chapter 1.

Leader Development Best Practices

- Commanders, XOs, and S-3s conduct LPDs on training management using the UTM master slide deck maintained on the Army Training Network (ATN) at https://atn.army.mil/getmedia/8caa8863-1c99-48b2-9cd9-c833b94dd634/UTM-Master-Slide-Deck-CAO-14NOV24.pptx.

- Brigade commanders use quarterly, annual, and semiannual training briefs for professional development of battalion and company commanders.

- Units maintain a bench of school-trained master gunners to ensure continuity as seasoned individuals transfer or are promoted to higher positions.

- Unit leaders establish processes to train and certify subordinates as trainers. One example is assigning platoon sergeants to maintain job books and certify successful execution of training events by junior noncommissioned officers (NCOs).

CONDUCT REHEARSALS

"A rehearsal is a session in which the commander and staff or unit practices expected actions to improve performance during execution."[19] Leaders conduct training rehearsals to ensure training meets planned objectives, and that leaders and trainers understand and are ready to execute their respective roles and tasks.

Appendix C of Field Manual (FM) 6-0, *Commander and Staff Organization and Operations*, 16 May 2022, describes rehearsal techniques that are applicable to the conduct of training as well as combat operations.

FINAL PREPARATIONS

The primary trainer executes final preparations via the following three steps:

- Step 1. Confirm
  - All resources approved.
  - Coordination complete.
  - Hip-pocket/opportunity training tasks assigned.
  - Prerequisite training complete.
- Step 2. Receive resources
  - Coordinate pickup and delivery to training site.

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19. Army Doctrine Publication (ADP) 5-0), *The Operations Process*, 19 July 2019, page 3-7.

○ Pre-execution maintenance for training aids, devices, simulators, and simulations (TADSS) and other equipment.

○ Trainers familiar with and trained to use TADSS.

● Step 3. Site setup

○ Training set as designed in the operation order (OPORD).

○ Final rehearsals. The most in-depth of these are key leader rehearsals and full dress rehearsals.

CHAPTER 4

Executing and Assessing Training

INTRODUCTION

This chapter covers the key principles that commanders and leaders must follow to execute and assess training effectively, including leadership during execution, training predictability, training to standard, after action reviews (AARs), and evaluation and assessment. By following these principles, commanders can optimize their training programs, improve performance, and achieve proficiency in their mission-essential tasks (METs).

LEADERSHIP DURING EXECUTION

Units cannot execute effective collective training without organic leadership at echelon. Leaders, including commanders, at least one level up should attend and assess training where their immediate subordinates are part of the training audience. They ensure competent officers and noncommissioned officers (NCOs) lead and conduct training to standard. This participation also demonstrates their own tactical and technical proficiency, fostering confidence in their leadership within the formation.

Commanders two echelons above the training audience help set conditions that allow subordinate leaders to participate in and evaluate training, including minimizing distractors that consume subordinate leader's time with other demands.

TRAINING SCHEDULE DISCIPLINE AND TRAINING OPPORTUNITY

As a firing battery commander, I learned the value of training schedule discipline and adherence to planned training. By planning and coordinating with the battalion commander and S-3 shop, I secured a dedicated week for my subordinate leaders to train their platoons, fire direction centers, and howitzer sections. Our week-long battery field problem included crew drills, occupation drills, and hip-shoot training, with live-firing exercises planned for two days.

Just as we finalized our internal field training, the division artillery tasking emerged from division headquarters, offering an additional four days of training with extra ammunition for live-fire exercises. This tasking supported the division commander's leader professional development (LPD) program for battalion commanders and above. The division commander had constructed a company-sized bunker complex, which we targeted with concrete 155mm rounds to demonstrate artillery capabilities.

Our prior planning and training plan enabled perfect execution. The battery achieved multiple direct hits, destroying the bunker complex and collapsing fighting positions. The division commander and senior leaders walked through the complex, commenting on the destruction caused by the concrete rounds. This exercise showcased the importance of detailed planning, synchronization, and rehearsals in combined arms operations. If this was a real enemy position, our maneuver forces would have had minimal tasks to execute.

The battery received division-wide recognition for its performance. Battalion leadership later revealed that our effective training schedule management and adherence to objectives earned us the opportunity to support the LPD tasking. Although the recognition was welcome, the key takeaway was our training prepared us to execute a primary MET requirement. Early planning, synchronized resourcing, and disciplined training created the conditions for success, ultimately leading to a unique opportunity to conduct additional live-fire training and support a senior leader's training objective.

—Former firing battery commander

TRAINING TO STANDARD

Effective training is task and standards based. Senior NCOs ensure units train to standard, not time, and that they repeat tasks until they can meet the standard in all conditions.

Tasks and Standards

Leaders must reference tasks and standards from authoritative sources. These include training circulars (TCs) and training and evaluation outlines (T&EOs). TCs include standards for integrated weapons training and individual- and crew-served weapons. T&EOs outline tasks, conditions, and standards for individual and collective training. Important sections of the T&EO include—

- References

- Leader statement

- Objective task criteria matrix

- Performance steps and measures

- Supporting collective tasks

- Supporting individual tasks

Other authoritative sources for training standards include Soldier training publications (STPs), individual critical task lists (ICTLs), and Department of the Army Pamphlet 350–38, *Standards in Weapons Training*, 15 November 2024.

Retraining

Units should build time and resources into training plans to conduct retraining after initial failures to meet the standard-based training objectives. Units that demonstrate proficiency with time to spare should conduct repeat iterations to develop task mastery.

AFTER ACTION REVIEWS[20]

An AAR is a guided analysis of an organization's performance, conducted during or after a training event or operation. AARs provide valuable feedback to correct training deficiencies and improve future performance.

AARs should include evaluators, opposing force (OPFOR) personnel, and all personnel who participated in the training. Role players may also attend. A trained leader acts as a facilitator to guide participants in the systematic assessment of the exercise. The facilitator may be a unit leader (internal or external to the unit trained), an evaluator, or an observer coach/trainer (OC/T).

> When we conducted platoon situational training exercises (STXs) I would have the OPFOR commander provide their perspective to the platoon during the AAR. I was usually located with a squad or section and could not see everything, so I also asked my command sergeant major to provide feedback on what they saw. We planned for this in advance and provided priority information requirements to our OPFOR and civilians on the battlefield. By involving multiple informed perspectives, we shared a multifaceted view of the battle and avoided a discussion that was just me against the platoon.
>
> —Former squadron commander

20. TC 7-0.1, *After Action Reviews*, 13 February 2025.

AARs may be formal or informal. Formal AARs are resource intensive and involve planning, preparation, and external facilitators. Informal AARs are less formal and can be conducted by internal leaders.

Leaders and trainers should also conduct an AAR of the training event itself. This can improve the training outcomes and experience of the training event. These AARs cover the topics of planning, preparing, and executing the training event, including the resourcing of the training.

Plan and Prepare an After Action Review

AAR planning is part of the unit's evaluation plan. Leaders identify critical places and events to observe task performance and provide accurate evaluation. AAR plans designate facilitators, evaluators, participants, locations, times, and resources required. AARs are most effective when conducted at the end of each critical phase or major training event while participants and evaluators can still recall pertinent details.

Units usually conduct AARs at or near the training location. Optimal AAR sites allow Soldiers to directly view the terrain where significant actions occurred or enable the timely preparation and use of effective terrain models or projected images of maps and graphics. They should also provide shelter from precipitation and oppressive cold or heat. Facilitators plan and rehearse AARs before training begins. Evaluators focus on key events and identify performance standards.

Conduct an After Action Review

When conducting an AAR—

- Introduce the context and set the stage for review, including ground rules for the discussion.

- Review the original plan so everyone understands what was supposed to happen. Describe the event in a factual and chronological manner, outlining key actions, decisions, and outcomes.

- Analyze the event to identify what went well and what did not.

- Discuss the reasons for the outcomes.

From this discussion, identify lessons and develop recommendations for improvement, assigning tasks, responsibilities, and timelines for implementation. In a successful AAR, the audience identifies most of the points; the facilitator is there to guide the discussion and raise points the training unit overlooks.

Follow-Up

Leaders take immediate action to address weak task proficiencies and schedule retraining to improve performance to meet Army standards. They revise standard operating procedures (SOPs) to reflect improvements and changes. Leaders record lessons learned and share them throughout the unit and Army. For detailed AAR processes and procedures, see TC 7-0.1, *After Action Reviews*, 13 February 2025.

EVALUATION AND ASSESSMENT

Evaluation

Evaluations, observations of performance measured against standards, are a primary component of a commander's assessment of unit proficiency. T&EOs are primary references for task standards related to individual tasks, drills, collective live-fire tasks, and other collective tasks. They contain objective criteria for evaluation including—

- Operational environment

- Training environment (live, virtual, or constructive)

- Percentage of leaders present

- Percentage of Soldiers present

- Performance measures

- Critical performance measures

- Leader performance measures

See the Army Training Network (ATN) T&EO search function to find T&EOs for specific tasks at https://atn.army.mil/ATNPortalUI/task/#.

The principle references for weapons qualification standards are publications for the specific weapons. Evaluations can be external or internal. Commanders two echelons above the evaluated unit direct and resource external evaluations (EXEVALs) using an evaluation plan that includes tasks and standards, processes, time and resources, and evaluator training and certification.

Assessment

Training assessment is a command function. The commander renders a proficiency assessment (trained, practiced, or untrained) based on evaluations and other sources of feedback. T&EO based evaluations, although not the sole source of feedback, generally have the greatest impact when considering a unit's ability to perform tasks to standard. The commander's assessment reflects the current state and informs planning for future training events, thus continuing the plan, prepare, execute, and assess training cycle.

CHAPTER 5

Training Meetings

INTRODUCTION

Training meetings are a critical component of unit training management (UTM), enabling commanders to review past training, plan future events, and synchronize resources. These meetings provide a platform for commanders to issue training guidance, facilitate communication and coordination among unit leaders, and ensure units stay on track to achieve their training objectives. Held at various frequencies depending on the echelon, training meetings are essential for refining training plans, allocating resources, and driving unit proficiency and readiness.

TRAINING MEETING STANDARDIZATION

Standardizing training meeting formats is crucial for effective UTM. A standardized format enables effective communication, as everyone is clear on the meeting's purpose, agenda, and expected outcomes. Commanders should structure meetings to focus on training management and two-way communication and reduce time spent generating slides and other meeting products. Subordinate leaders must come prepared to discuss training conducted, their assessment, and training needs.

BATTALION TRAINING MEETINGS

Battalion training meetings are a pivotal battle rhythm event, conducted at least every other week in Active Component units. Attendees include the battalion commander, command sergeant major, executive officer (XO), company commanders, first sergeants and all primary coordinating staff (S-1, S-2, S-3, etc.). Battalion commanders refine their training guidance, direct adjustments to mid-range training plans, assess progress on training plan execution, eliminate training distractors, and ensure resources for training at the company level and below.[21]

Company commanders brief their formation's training status, proficiency, and capability; and discuss training outcomes from previously planned and briefed training. After action reviews (AARs) are a crucial component of these meetings, as they provide a basic first step in creating organizational knowledge management. The operations officer should point out battalion priorities for distant training weeks, giving subordinate commanders time to prepare and execute.

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21. ATN Training Meetings Tab, https://atn.army.mil/training-meetings, accessed 30 January 2025.

The agenda items covered in a battalion training meeting may include—

- Training proficiency overview.

- Training conducted (previous month).

- Training planned and not conducted (and why).

- Training highlights (including event training events for the next 45 days down to the company level). Subordinate commanders, in coordination with the S-3, nominate these highlights.

- Installation training resource conferences (TRCs) scheduled for the next 60 to 90 days and the status of training resource requests.

- Staff training projected for the next 45 days.

- Leader development planning.

- Issues affecting the resourcing of subordinate unit training.

- Commander's mid-range (semiannual and quarterly) training guidance.[22]

FINDING AND CORRECTING A SHORTCOMING

A squadron commander assumed command in a hectic period. His troop commanders were all new and the squadron was set to deploy to Europe. He had minimal time to ensure his commanders were going to be prepared with prioritized training goals over the deployment. The squadron commander identified that the training meetings were going to be vital to the success of his unit, yet his commanders were ill-prepared to lead these training meetings. They simply had little to no experience leading a proper training meeting.

Working in conjunction with his operations officer (S-3), the squadron commander developed a standard battalion training meeting slide set and conducted a focused leader professional development (LPD) session shortly after assuming command. By standardizing the slide set and instructing his commanders on their content, he made certain his subordinates understood and saw the value in training meetings. To assist them further, his S-3 officer and XO occasionally attended troop training meetings to assist where they could, without criticizing or "sharpshooting" the commanders. He dedicates his unit's success to "getting on the same page" early in his command.

—Former squadron commander

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22. Ibid.

COMPANY, BATTERY, AND TROOP TRAINING MEETINGS

Company-level training meetings enable effective planning, preparation, execution, and assessment of training from the company and platoon echelons down to individual Soldier tasks. Active Component companies hold training meetings on a weekly basis, always on the same day and time. Reserve Component units strive for equal consistency, while holding training meetings monthly.

Company-level training meetings focus predominantly on mid-range or short-range planning, preparation, and execution. This enables commanders to review training just conducted, discuss planning for future events, and issue training guidance.

Participants include—[23]

- Company commander
- XO
- First sergeant
- Platoon leaders
- Platoon sergeants
- Key noncommissioned officers (NCOs)
- Supporting maintenance personnel
- Supply sergeant
- Attached and other support leaders

The company commander leads the meeting, with support from the XO, who coordinates training activities, and the first sergeant, who reports on Soldier, crew, and small-team tasks; and advises on training plans. Platoon leaders and platoon sergeants report on their unit's training progress and provide feedback on training activities. NCOs providing sustainment or operations support report statuses and coordinate support with company and platoon leadership.

23. Ibid.

The T-Week construct provides a useful framework for units to further define their own actions and training meeting deliverables. The following is an example of a T-Week calendar and associated actions.[24] See table 5-1. Units develop and tailor their own T-week actions and timelines based on local command and installation requirements.

Table 5-1. T-Week calendar and associated actions example

Weeks to training	Activities
T-16	Identify major training facilities.
Week T-12	Conduct training event planning.
Week T-11	Refine event requirements.
Week T-10	Begin pre-execution checks.
Week T-9	Confirm resource requests.
Week T-8	Execute reconnaissance and confirm resources.
Week T-7	Publish the training event orders.
Week T-6*	Review and complete deliberate risk assessments.
Week T-5	Complete tactical plan and supporting products.
Week T-4	Conduct certifications and complete prerequisite training.
Week T-3	Conduct rehearsals.
Week T-2	Finalize support and conduct opposing force (OPFOR) rehearsal.
Week T-1	Draw equipment and supplies.
Week T-1	Execute subordinate rehearsals and checks.
T-Week	Execute training.
Week T +1	Recover and conduct final AARs.
*Company training schedules are approved by battalion-level commanders and published no later than Week T-6.	
Note. Reserve Component units should aggregate activities based on their monthly drill schedule.	

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24. Adapted from the ATN Training meeting page, https://atn.army.mil/ training-meetings, accessed 30 January 2025.

ANNEX A

Integrated Weapons Training Strategy Lethality at Echelon

INTRODUCTION

"Lethality is the capability and capacity to destroy. Employing and threatening the employment of lethal force lies at the core of how Army forces achieve objectives and enable the rest of the instruments of national power to achieve objectives."[25] Firepower, direct and indirect, is the U.S. Army's primary source of lethality. It achieves maximum lethality through a combination of mass and precision firepower. The integrated weapons training strategy (IWTS) develops units' ability to maneuver to positions of relative advantage and apply firepower effectively against enemy forces.

STRUCTURE

The IWTS provides a single, overarching training strategy for every weapon system and unit echelon to achieve combat readiness across all maneuver formations. This includes—

- Individual and crew-served weapons.

- Direct and indirect fire platforms (including mortars).

- Small-unit formations (squads, sections, or platoons).

- Companies and battalions.

- Battalion staff fire coordination training.

The IWTS structures training through six tables (I-VI), which outline critical training events, culminating in qualification. Commanders may adjust the sequence while ensuring units meet prerequisites. See table A-1.[26]

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25. Field manual (FM) 3-0, *Operations*, 21 March 2025, page 5.
26. Training Circular (TC) 3-20.40, *Training and Qualification - Individual Weapons*, table 1-1, 30 July 2019.

Table A-1. Integrated weapons training strategy structure

Echelon	Table I, PREREQ CRAWL	Table II, PREREQ CRAWL	Table III, PREREQ WALK	Table IV, Collective Task Proficiency RUN	Table V, COORD / Rehearsal / Practice RUN	Table VI, Live-Fire Proficiency Gate RUN
Battalion	TEWT Live	STAFFEX Blended	CPX Live	FTX TADSS	FCX Blended	CALFEX Live-Fire
Company	TEWT Live	STX-V Virtual	STX TADSS	FTX TADSS	FCX Live-Fire	CALFEX Live-Fire
Platoon	CLASS SOP Live	STX-V Virtual	STX TADSS	FTX TADSS	FCX Live-Fire	LFX Live-Fire
Section						
Squad						
Mortar Formation	GST Live	STX-V Virtual	STX TADSS	FTX TADSS Basic Live-Fire	Practice Live-Fire	Qualification Live-Fire
Crew Platform						
Special Purpose Weapons	PMI&E Live	PLFS Virtual	Drills TADSS	Basic Live-Fire	Practice Live-Fire	Qualification Live-Fire
Crew-Served Weapons						
Individual Weapons						

Legend: CALFEX – combined arms live-fire exercise, COORD – coordination, CPX – command post exercise, FCX – fire coordination exercise, FTX – field training exercise, GST – gunnery skills test, LFX – live-fire training exercise, PLFS – preliminary live-fire simulations, PMI&E – preliminary marksmanship instruction and evaluation, PREREQ – prerequisite, SOP – standard operating procedure, STAFFEX – staff exercise, STX – situational training exercise, TADSS – training aids, devices, simulators, and simulations, TEWT – tactical exercise without troops, V – virtual training environment

The following TCs provide detailed descriptions and processes for specific tables:

- TC 3-20.11, *Training to Proficiency: Maneuver Company and Troop*, 28 April 2021

- TC 3-20.33, *Training Qualifications and Mortars*, 17 August 2017

- TC 3-20.40, *Training and Qualification - Individual Weapons*, 30 July 2019

INTEGRATED WEAPONS TRAINING STRATEGY CHALLENGES AND RECOMMENDATIONS

"Range-isms" and Unrealistic Training

Static engagements, slow maneuver, and unrealistic targets do not prepare Soldiers for the dynamic nature of combat. Accuracy in these conditions may not translate to battlefield effectiveness.

"We are accurate on the range but struggle to achieve combat accuracy when placed under the duress of simulated combat where the speed of decision-making and cognitive load stress Soldiers and crews in real-time."[27]

Recommendations

- Train and evaluate Soldiers on engaging targets while moving, using cover effectively and reacting to dynamic enemy situations.

- Employ diverse target types, ranges, and exposures to challenge target acquisition and engagement in varied conditions.

Daytime Bias

Overemphasis on daytime qualifications fails to adequately prepare Soldiers for low-light and nighttime combat.

Recommendations

- Increase nighttime and low-light, live-fire training across all tables and exercises.

- Train and qualify Soldiers on night vision devices and thermal optics during live fire.

Armament Accuracy Checks and Prepare to Fire Checks

Units must routinely conduct armament accuracy checks (AACs) on tanks and prepare to fire checks (PtFCs) on Bradley fighting vehicles to ensure first-round hits—a critical gunnery metric, as stressed by LTC Chuck Bies and CSM Gary John Kurtzhals, in Armor Magazine (Winter/Spring 2024). They noted many combined arms battalions only execute these immediately before a gunnery density, stating "… doing so fails to exercise the fire control system and line replaceable units/line replaceable modules routinely, increasing the probability of faults going undetected."[28]

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27. *Decoding Lethality Measuring What Matters*, Military Review Online Exclusive, October 2024, page 4.

28. *Establishing the Foundation of Success – The Gunnery Training Program*, LTC Chuck Bies and CSM Gary John Kurtzhals, Armor Magazine, 28 May 2024.

Recommendation

Increase AAC and PtFC frequency and visibility. 3rd ABCT, 4th Infantry Division, implemented monthly reporting on these checks, improving proficiency and identifying training and maintenance gaps.[29]

Inadequate Assessment of Combat Accuracy

Metrics often focus on basic target hits, failing to capture the nuances of combat marksmanship, such as speed, precision under stress, and effective ammunition management.

Recommendations

- Incorporate robust metrics that assess—
  - Engagement time (speed and efficiency).
  - Precision under stress (for example, hit probability within a given time limit).
  - Accuracy vs. volume of fires (tracking rounds fired and hits achieved).
- Replicate the physical and mental effects of combat stress on Soldiers during live-fire exercises.

> MAJ Tony Formica and LTC Eli Myers, in "*Rate of Fire Against Men*,"[30] present a method for evaluating fire team lethality during live-fire exercises. They assessed 45 fire teams over three iterations, measuring critical zone hits on E type silhouette targets marked with paper. Their analysis revealed a low overall hit percentage of 13.32 percent, with higher rates of fire correlating to lower accuracy. The study indicates fire teams prioritizing volume of fire over marksmanship fundamentals negatively impact lethality, while simultaneously increasing ammunition resupply requirements.

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29. Ibid.
30. Tony Formica and Eli Myers, *Rate of Fire Against Men*, The Company Leader, 25 August 2024.

The 3rd Infantry Division conducts a lethality stress shoot in which Abrams tank and Bradley fighting vehicle crews complete strenuous physical exercises immediately before engaging targets. This activity helps replicate the physical effects of stress that crew members would experience in combat. The course consists of three lanes, each beginning with a 50-meter sprint. Subsequent exercises include—

Lane 1: Tank Track Carry. Teams work together to carry three pieces of tank track 50 meters.

Lane 2: Tank Wheel Carry. Teams work together to carry three tank wheels 50 meters.

Lane 3:

- Five-Gallon Can Carry. Teams work together to carry six five-gallon cans filled with water 50 meters.

- Synchronized Burpees. Teams perform 10 burpees simultaneously, with their chests on the ground at the same time.

- Tow Bar Carry. Crews carry a tank tow bar 50 meters back to the platform and start the shoot while the clock is running.

—3rd Infantry Division gunnery SOP, 19 August 2024,
Lethality Stress Shoot Guidance, annex F

Underutilization of Training Aids

Units often fail to maximize the use of training aids, which can significantly enhance realism and stress decision making during exercises.[31]

Recommendation

Encourage and incentivize the use of training aids, such as the Multiple Integrated Laser Engagement System (MILES), simulation rounds, and simulated pyrotechnics to supplement blank ammunition during drills and situational training exercises (STXs).

31. MAJ Gerard T. Spinney, Infantry Magazine, *A New Training Path: Maximizing LFXs Rather than Culminating with Them*, Summer 2022.

A 4th Infantry Division study demonstrated that crews excelling in table III (laser and blank fire) were more likely to qualify on their first table VI attempt. This underscores the importance of teamwork and communication exercised in conjunction with effective target engagement while executing table III drills.[32]

Simulator Availability and Scheduling

Limited access to simulators, particularly for advanced gunnery training systems (AGTSs) and conduct-of-fire trainers (COFTs), creates scheduling bottlenecks, restricts repetitions, and hinders IWTS progression.

"Synchronization of the resource is the issue. It takes my battalion seven days of continuous operation to meet the monthly four hours per crew requirement for the Bradley's and an additional four days for the Abrams tanks."

—Combined arms battalion operations officer

Recommendations

- Implement centralized systems or coordination mechanisms to maximize simulator use and minimize unit conflicts.

- Maximize simulator time by selecting seasoned crew members (for example, platoon sergeants or master gunners) as instructor operators.

"Some crews had seasoned platoon sergeants and master gunners working as instructor operators, while others had young Soldiers (drivers, loaders, etc.) with limited platform experience running the simulator. These younger Soldiers were generally incapable of providing detailed feedback and did little more than run scenarios and move the vehicle in and out of battle positions; we immediately elevated the requirement for instructor operators to experienced vehicle commanders only…."[33]

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32. Lauren C. Williams, *'Moneyball' for gun crews: Surprising data have Army division reshaping its gunnery training*, Defense-One, 1 September 2024.
33. LTC Chuck Bies and CSM Gary John Kurtzhals, *Establishing the Foundation of Success – The Gunnery Training Program*, Armor Magazine, 28 May 2024.

ANNEX B

Maintenance Training: Developing Maintenance as an Organizational and Cultural Way of Life

> "I cannot over-emphasize the importance of commanders' involvement in maintenance operations. Using command presence during maintenance meetings, preventative maintenance activities, and recovery is an effective command maintenance discipline tool. The baseline of maintenance readiness is training management. Units can only train to the level they can maintain; therefore, maintenance management is an integral part of training management."
>
> —GEN Andrew P. Poppas,
> U.S. Army Forces Command (FORSCOM), commanding general,
> command readiness guidance (CRG), fiscal year (FY) 2024/2025

INTRODUCTION

Commanders prioritize maintenance as a crucial aspect of training and readiness. By driving a maintenance-focused culture, they create successful units. Monday is the Army's designated command maintenance day, providing a primary training window for maintenance operations.

Effective commanders use maintenance activities to enhance training, deliberately emphasizing its importance and connection to unit success. They assess leader knowledge, readiness, discipline, and accountability through unit maintenance activities, fostering a culture that links maintenance to training and overall unit effectiveness.

"Three years of data at the National Training Center (NTC) has shown the units that maintain the highest fleet readiness during sustained combat are not those with the highest operational readiness (OR) rate upon arrival, but those with the most accurate. The most effective ways units can generate an accurate OR rate at home station are to do the following: train and certify Soldiers and leaders on proper preventive maintenance checks and services (PMCS) for all equipment, require leaders to routinely inspect their equipment to verify quality PMCS, and create a culture of immediate and honest reporting of deadlining faults."

—BG Curt Taylor, NTC commanding general

BEYOND MAINTENANCE MONDAYS

"Noncommissioned officers (NCOs) I served with in 2008 and 2009 were individuals who took their vehicles to war. They took pride in their vehicles, knowing them inside and out. They would voluntarily work on them, even on their own time, because they saw them as their combat platforms. This sense of ownership and responsibility has faded over time. We are working to revive that pride and understanding of maintenance as a continuous task, not just a Monday routine. Our goal is to set a high standard for vehicle maintenance and ensure NCOs understand their critical role in keeping their equipment in top condition."

—Battalion executive officer (XO)

SYNCHRONIZING MAINTENANCE WITH TRAINING

Commanders improve their units' maintenance by synchronizing it with training. Deliberate maintenance processes reduce challenges and help units focus on training. Disciplined dispatch processes train Soldiers, leaders, and units on deployment maintenance preparation, enabling them to train without distractions.

Commanders may use the red-amber-green (RAG) cycle to generally align maintenance priorities with units executing collective training or use a P-Week structure to prescribe specific maintenance tasks to support units with training priority.

INADEQUATE MAINTENANCE IMPACTS TRAININGS

"As the forward support company (FSC), our mission is to provide prompt and timely maintenance and logistic support to our maneuver battalion. With our prime training window approaching, we coordinated closely with the battalion to plan logistic support for their training. One of our primary objectives was to train on field maintenance operations, including transitioning all vehicles and equipment to the field. Our commander worked with the battalion's S-3, XO, and staff to issue training guidance, and we received approval to proceed with our plan.

However, just as we were setting up our unit maintenance collection point at the training site, the battalion commander requested our assistance with deploying the battalion's vehicle fleet to the field. The battalion discovered several additional vehicles that were not fully mission capable and had overdue services. We halted our maintenance training and dispatched our team to assist the battalion, spending the rest of the day and much of the next day helping with maintenance and hauling inoperable vehicles to the field.

The disruption had a significant impact on both our companies. We lost a full day of maintenance training and the maneuver battalion lost two to three days of training. After the incident, we conducted an after action review (AAR) with the battalion commander, leaders, and staff members to identify lessons learned. We incorporated these lessons into our tactical standard operating procedure (SOP) and planning SOP, ensuring we would be better prepared to handle similar situations in the future."

—FSC first sergeant

POST-TRAINING MAINTENANCE RECOVERY

After training, units use a post-training maintenance SOP to recover and reset their maintenance condition. This process streamlines recovery times and Soldiers know exactly what maintenance they must perform. By conducting maintenance recovery and inspecting for potential problems, units can identify and address issues before they arise.

Commanders observe and assess their units' maintenance recovery operations to understand how well they conduct maintenance. By evaluating the unit's overall maintenance posture and readiness state, commanders can identify areas for improvement and make data-driven decisions to enhance their unit's maintenance capabilities.

PROTECTING MAINTENANCE

Commanders and trainers must prioritize protecting time blocks for maintenance on the training calendar. This requires deliberate effort and clear communication. To achieve this, commanders at all levels must explain the purpose of maintenance blocks to their higher headquarters, dispelling the notion that open time is available for additional taskings. By doing so, they can safeguard time for essential maintenance activities and ensure their units can effectively prepare for operations.

Protecting Maintenance Time

"As the XO, I own maintenance operations, which are crucial to our success. Although the Command Deployment Discipline Program (CDDP) focuses on movement and maneuver, it also impacts maintenance and logistics. I believe maintenance deserves the same protection as live-fire exercises or gunnery training. However, I have noticed a lack of coordination between services and maneuver activities in terms of timing and space.

At an upcoming meeting at the division, the chief of staff or logistics officer may ask if our operations officer is aware of the services we should conduct. I will explain how we are prioritizing services to support our operations with multiple training blocks and required services over the next six months and stress the need to protect maintenance time. This will enable our brigade and battalions to train effectively and maintain a strong maintenance posture. My goal is to convince the division to avoid overtasking us during this period, allowing us to focus on essential services and set ourselves up for future success."

—Brigade XO

PROTECTING MAINTENANCE BEST PRACTICES

Commanders use creative strategies to minimize disruptions and protect maintenance time. These best practices include—

- Briefing maintenance activities in long-range training plans and quarterly training briefs (QTBs).

- Providing flexibility to commands for adjusting other requirements, such as physical fitness training and first formation/reporting hours for maintainers and Soldiers.

- Blocking maintenance section training separately on the training calendar.

● Developing and using standardized services time requirements on the training calendar.

● Enforcing maintenance recovery timelines on the training calendar.

By implementing these best practices, commanders can ensure maintenance is integral to unit operations, enabling and sustaining training. Proper maintenance teaches Soldiers they are responsible for their equipment and readiness, and protecting maintenance time is as important as protecting training time. The benefits of protecting maintenance time include—

● Enabling units to balance Soldier maintenance workload.

● Improving mechanic-retention rates.

● Allowing mechanics to conduct required training without exceeding a normal workday.

● Enabling trained mechanics and Soldiers to achieve required services within scheduled periods.

● Gaining additional training time through efficient and effective services.

> "The FSC often faces challenges in conducting full recovery operations due to varying training week support requirements for the supported unit. As a result, we typically break down the standard recovery process into multiple windows to ensure a complete and thorough maintenance recovery, as we often cannot complete our post-support recovery prior to our own training."
>
> —FSC commander

MAINTENANCE TRAINING FOR MAINTAINERS

Commanders must prioritize maintainer training to ensure they receive their military occupational specialty (MOS) training. However, manpower constraints often hinder support for fleet maintenance and OR, making it challenging for maintainers to fulfill their duties and meet training requirements.

"One of the toughest challenges we face in the FSC is the cycle of condensed training followed by immediate maintenance work. This leads to burnout and retention issues. To mitigate this, we closely manage our team's workload and flex our personnel to meet the demands. Since we are already thin on manpower, we prioritize tasks and aim to wrap up work between 1700 and 1800 daily. If a task is not deadline-critical or essential for the next day, we push it to the next day, rather than overworking our team."

—FSC first sergeant

MAINTAINER TRAINING BEST PRACTICES

Training maintainers requires careful planning, creativity, and a long-term approach. Effective commanders involve themselves in maintainer training activities, carefully manage maintenance section strength, and protect maintainers from excessive taskings. To develop skilled maintainers, commanders—

- Incorporate maintainer training into the overall training plan to ensure trained mechanics can support future activities and operations.

- Protect maintenance training time.

- Provide maintainers with external training and certification opportunities.

- Encourage maintainers to cross-train non-maintainers to improve unit maintenance performance.

MAINTENANCE TRAINING AND ENABLING NON-MAINTAINERS: REAL-WORLD DEPLOYMENTS

"Maintenance is a critical enabler to our mission. We send platoons all over the U.S. Indo-Pacific Command (USINDOPACOM) region for significant periods of time in support of regional exercises. Our equipment frequently deploys at least 60 days before the planned exercise. Individuals and the platoon tasked with the mission receive the equipment, service as necessary, and employ the equipment as part of the training. Then, the platoon leader and leadership redeploy the equipment by sea surface to home station and return to home before the arrival of the returning equipment.

We have a two-pronged strategy in our maintenance. First, we have a leader certification program that includes multiple facets of maintenance. Leaders must pass and certify on maintenance operations qualifications before they leave the battalion headquarters. Leaders at this level are platoon sergeants and above. We also established a maintenance sustainment program. The program includes an annual maintenance certification event for all leaders. The second strategy includes training Soldiers outside of the mechanic MOS to 10- and 20-level maintenance. We even want our specialists to achieve this training before an operational deployment. The more maintenance training we push to the lowest level, the more burden we can remove from the daily duties and tasks on our maintainers. Our maintainers, of course, follow up on the maintenance actions and often assist and supervise, as needed. Overall, the maintenance program effect has been significant in our readiness. In addition to increasing our readiness, we are enabling better 10- and 20- level maintenance activities, embedding a sense of pride for crews and sections maintaining their equipment, and teaching our future leaders."

—Battalion commander and S-3 officer

MAINTENANCE: "TRAIN AS YOU FIGHT" PRACTICES FOR COMBAT TRAINING CENTERS

Commanders and leaders must drive maintenance and emphasize its importance as a priority that enables training and unit readiness. They should reinforce the interconnection between maintenance, readiness, and training to their formations. To achieve this, commanders can use various training methods that do not always require field deployments.

For example, during command maintenance periods, mechanic teams can conduct maintenance training at a local training area, setting up field tents, generators, and communications equipment. Forward support companies can execute disciplined logistics package (LOGPAC) operations, moving all relevant classes of supplies daily and establishing extended distance supply routes to exercise doctrinal movement distances.

Commanders can also deploy the common authorized stockage list (CASL) and shop stock list (SSL) to a field environment, practicing tactical movement and managing critical maintenance resources. This validates maintenance lift capacity and load plans for combat operations.

Gunnery training provides another opportunity for unit maintenance training. Commanders can deploy their maintenance section to the gunnery range to conduct vehicle services in the field and stress its maintenance capability. Maintenance sections that can execute routine, semiannual, and annual services in a field environment gain valuable experience.

To further test their maintenance capabilities, commanders can use force protection measures to simulate rapid relocations to new maintenance support locations. This forces units to demonstrate their haul and recovery capabilities—moving vehicles before, during, and after services—and prepares them for the challenges of field operations.

MAINTENANCE AND LOGISTIC TRAINING: PREPARING FOR THE NATIONAL TRAINING CENTER (ONE METHOD)

A new battalion commander, tracking their brigade's rotation to the NTC more than a year in advance, recognized the need for a holistic approach to maintenance and logistic training. The commander's goal was to set conditions for a successful NTC rotation by synchronizing training and maintenance activities.

To achieve this, the commander emphasized depicting major services and maintenance activities on the training calendar and in training guidance. They also stated battalion leaders and staff members must understand the critical role of maintenance and services in supporting training. The commander's approach included individual and collective training, leveraging weekly command maintenance, training exercises, and gunnery training.

The commander stressed the need for leaders to understand the intellectual foundation of maintenance and logistics, incorporating these topics into leader professional development (LPD) programs. To prepare for the NTC rotation, the battalion conducted regular command maintenance, deploying the maintenance section to a nearby local training area at least once per month.

The battalion challenged companies by increasing the range of long-range communications requirements and conducting maintenance in the motor pool. The commander directed companies to conduct quarterly and semiannual services during field exercises and gunnery, with each platoon conducting at least one of each in a field environment.

The commander established specific training objectives, including conducting maintenance and logistics operations up to 45 kilometers from the company front line trace to the battalion field trains.

The battalion's rigorous maintenance and logistic training program paid off during its NTC rotation. The unit's ability to conduct maintenance and logistics operations at extended distances enabled it to maintain high-level readiness and operational tempo. The commander's emphasis on synchronizing training and maintenance activities earned them high praise from observer/controllers and set a new standard for units to follow.

ADDITIONAL MAINTENANCE OPERATIONS BEST PRACTICES

To improve maintenance activities and posture, units can adopt the following best practices, derived from combat training center (CTC) observations:

- Invest in a high-quality driver's training program that requires every Soldier to demonstrate proper PMCS on a platform before being licensed to operate it.

- Ensure every vehicle has a written -10 manual on board and use it for every maintenance check. This is crucial, as a contested electromagnetic spectrum may preclude digital access and battery-powered devices may not be available.

- Deadline vehicles immediately after a mechanic verifies a non-mission capable fault and conduct troubleshooting while the vehicle is in an authorized status.

- Schedule unit services as collective training events, requiring full crew participation and involving the commander, leadership team, maintenance team, and crew members in post-service inspections to expand their knowledge and understanding.

- Develop and execute maintenance oversight processes, including unannounced roll-out inspections, to ensure accurate Department of the Army (DA) Form 5988E, *Equipment Maintenance and Inspection Worksheet*, 1 March 1991, reporting and processing. Hold crews accountable for accurate reporting and confirm their knowledge of the 5988E process at the company and battalion level.

ANNEX C

Training Environments and Training Aids

INTRODUCTION

Today's commanders have more flexibility in choosing their units' training environment than their predecessors. They can leverage advanced virtual, constructive, and gaming technologies to train more effectively. With their familiarity with these modern tools, commanders should be well-equipped to integrate live, virtual, and constructive (LVC) training seamlessly.

> "Virtual training has been the second key enabler to our battalion's success. Not only do we train and sustain our aviation crew certifications using simulations, but we train our battalion staff and company leaders in command and control functions while our crews conduct sustainment training in the simulators."
>
> —Aviation battalion commander

TRAINING ENVIRONMENTS

Field Manual (FM) 7-0, *Training*, 14 June 2021, defines a training environment "as an environment comprised of conditions, supporting resources, and time that enables training tasks to proficiency. The three basic training environments are live, virtual, and constructive."[34]

Live Training

Soldiers conduct live training with real equipment and systems in the field or facilities like motor pools. Training aids, devices, simulators, and simulations (TADSSs), typically maintained at the training support center (TSC), enhance this training. See figure C-1.

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34. FM 7-0, *Training*, 14 June 2021, page J-1.

Figure C-1. U.S. Soldier with 2nd Cavalry Regiment during Dragoon Ready 23 at the Joint Multinational Readiness Center[35]

Virtual Training

Virtual training, in the form of computer-generated battlefield simulations, integrates with real personnel that use actual or simulated systems. The training systems provide a replication experience like the actual weapons systems, combat platforms, and vehicles. These systems can stress operators under combat-like conditions. The virtual systems can create and develop situations that enable decision making, communications, and motor control without the physical stress on equipment in a real-world environment.[36] The virtual training environment includes gaming as a sub-element. See figure C-2.

35. Photo by SSG Jose Rodriguez Guzman, Joint Multinational Readiness Center, Hohenfels, Germany, 1 February 2023, https://www.dvidshub.net/image/7611624/2cr-engaging-simulated-enemy.

36. CALL No. 22-04, *Company Leadership: The First 100 Days, Lessons and Best Practices*, 20 April 2022.

Figure C-2. Stinger gunner and team leader in the 360-degree Stinger Training Dome[37]

Constructive Training

Constructive training involves training on command and control functions with computer simulations. Commanders use constructive training to facilitate the training of their commands and the command and control function. This training environment supports training from the platoon level to echelons above corps. See figure C-3.

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37. Photo by Monica Wood, Fort Sill, OK, Public Affairs, 12 October 2021, https://www.dvidshub.net/image/6892885/stingerrc-0253.

Figure C-3. Staff command and control training with the synthetic training environment[38]

Commanders use the LVC training environments in any combination they feel is most effective to generate and meet proficiency and readiness requirements. The LVC training environments provide commanders a way to conduct training, mitigate excessive resource consumption, and balance requirements in a resource constrained environment. See table C-1.

38. Photo by Ariana Aubuchon, Program Executive Office Simulation, Training, and Instrumentation (PEO STRI), 23 August 2023, https://www.dvidshub.net/image/8005759/stp-4-training-management-tool-aug-17-25-2023.

Table C-1. Training environments[39]

Environment	Participants	Description
Live Training	battalion and below	executed in field conditions using tactical equipment
Virtual Training	brigade and below	computer-generated battlefields in simulators
Constructive Training	platoon through echelons above corps	computer models and simulations
Blended Training	platoon through echelons above corps	two or more training environments
Integrated Training	platoon through echelons above corps	virtual and constructive environments, to include information systems

Blended Training

Commanders use blended training to conduct unit training in two or more environments simultaneously, as part of a multiechelon training strategy. This approach enables training in resource-constrained environments.

BATTALION COMMAND POST EXERCISE AND PLATOON LIVE-FIRE : A BLENDED TRAINING EXERCISE

A battalion commander used a limited training window to conduct a cost-effective exercise. The goal was to combine multiple small training events into a single, cohesive activity. To achieve this, the commander directed the staff to plan a multiechelon training event that included company headquarters.

The battalion headquarters and staff set up their command post at the local training area. Two maneuver companies used the close combat tactical trainer (CCTT) site for crew and platform training, while another company conducted platoon and squad live-fire training and mortar live-fire exercises.

To integrate the different training activities, the company conducting live-fire training reported its events through a predetermined matrix. This triggered battle drills and decision-making processes for the battalion staff. The companies at the CCTT site received tasks from the battalion and reported their progress, providing feedback to the battalion staff.

Through this blended training exercise, the commander and staff practiced mission command skills, including planning, decision making, and communication. The exercise provided valuable experience for the commander, staff members, and subordinate commanders in commanding and controlling their units.

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39. FM 7-0, *Training*, table J-1, page J-1.

Best practices for training in the LVC environment are emerging as installations develop infrastructure to support training. U.S. Army Forces Command (FORSCOM) installations are upgrading their training ranges with new network and range capabilities, including training pads, digital networks, and remote sensor sites. These upgrades enable units to quickly set up and integrate mission command systems and conduct threat capabilities training using sensor and emitter operations.

TRAINING EXERCISES

Commanders use training exercises to conduct training events based on the resources and optimal training environments. There are 15 foundational training exercises commanders use to achieve their training objectives. Table C-2 lists the exercises and their abbreviations.

Table C-2. Training exercises[40]

Exercise name	Exercise abbreviation
combined arms live-fire exercise	CALFEX
command post exercise	CPX
communications exercise	COMMEX
deployment exercise	DEPEX
emergency deployment readiness exercise	EDRE
external evaluation	EXEVAL
field training exercise	FTX
fire coordination exercise	FCX
live-fire exercise	LFX
map exercise	MAPEX
mission readiness exercise	MRE
situational training exercise	STX
staff exercise	STAFFEX
tactical exercise without troops	TEWT
warfighter exercise	WFX

TRAINING AIDS

Training aids enhance training realism and effectiveness. However, trainers often lack awareness of available aids. The Training Aid Support Center (TASC) serves as an installation's resource center for training aids.

To increase awareness, installations use the following best practices:

- Include TASC information in pre-command courses for commanders.

- Introduce new leaders to TASC during command and leader welcome courses.

- Discuss TASC capabilities during professional development sessions.

40. Ibid, table J-1, page J-1.

- Conduct "terrain walks" to showcase available training aids.

- Provide TASC briefs during Directorate of Plans, Training, Mobilization, and Security (DPTMS) installation briefings.

> One of the most impactful leader development discussions I have had was a training terrain walk with the installation TSC. Our battalion commander invited the TSC supervisor to brief us on the center's capabilities and services. The supervisor provided context and then walked us through the warehouse, answering questions and reinforcing our understanding of the TSC's role in supporting our training.
>
> This experience gave me a thorough understanding of the TSC's capabilities, limitations, and requirements for requesting training aids. I gained valuable insight into how to add realism to platoon and company training. As a result, I replicated this professional development discussion with my own leaders when I became a company and battalion commander, helping them enhance their training effectiveness.
>
> —Former artillery battalion commander

TRAINING AIDS, DEVICES, SIMULATORS, AND SIMULATIONS CATALOG

The PEO STRI training support system offers a comprehensive TADSS catalog. A common access card (CAC) and Intelink account are required to access the catalog.[41]

"This catalog presents guidance on the identification and description of the devices that have been acquired and fielded by the U.S. Army materiel developers that are presently being used by the active duty Army and Reserve Components. It is a compilation of fact sheets that describe Army training devices, which are updated on a quarterly basis."[42]

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41. The catalog link appears under "RESOURCES" at https://www.peostri.army.mil/, accessed 6 January 2025.
42. Catalog summary, https://www.peostri.army.mil/, accessed 6 January 2025.

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ANNEX D

Training Support Resources for U.S. Army National Guard and Reserve Units

INTRODUCTION

The U.S. Army's National Guard (composition [COMPO] 2) and Reserve (COMPO 3) units face unique challenges in conducting effective home-station training. Unlike their Active Component counterparts with far more training time and resources, COMPO 2 and 3 units must balance their part-time training schedules with unique responsibilities and civilian careers. Army National Guard units must also plan, prepare, and execute state-specific missions that place further demands on their training time. With limited weekend drills and annual training periods, COMPO 2 and 3 units must prioritize their training time to ensure they are ready to operate effectively in a variety of environments. This annex examines valuable resources U.S. Army National Guard and Reserve units can leverage to attain better training outcomes and increase unit proficiency in mission-essential tasks (METs), including—

- First Army training support battalions (TSBs).
- Mission Command Training Support Program (MCTSP).
- eXportable Combat Training Capability (XCTC).

FIRST ARMY

First Army is a senior command of the U.S. Army, responsible for training and preparing National Guard and Reserve units for deployment. One of the key components of the 1st Army is the TSB. These battalions are specialized units that provide training support to National Guard and Reserve units. The primary mission of a TSB is to assist these units in achieving and maintaining readiness by providing training, guidance, and resources to help them prepare for mobilization and deployment.

First Army divides it units between two divisions, First Army East and West. TSBs are typically composed of experienced observer coach/trainers (OC/Ts) who have expertise in various military occupational specialties (MOSs) and warfighting function capabilities following completion of their key developmental assignments. They work closely with COMPO 2 and 3 units to identify training gaps and develop customized training plans to address these gaps. TSBs also provide training support in areas, such as collective training, leader development, and sustainment training.

Additionally, they often conduct training exercises and simulations to help units prepare for real-world scenarios. By working with a TSB, COMPO 2 and 3 units can improve their readiness and increase their chances of success in future deployments.

BEST PRACTICES FOR WORKING WITH TRAINING SUPPORT BATTALIONS

- Be proactive and communicate unit training needs and goals.

- Take advantage of the resources and expertise provided by the TSB, such as training simulations and subject matter experts.

- Commanders should designate a primary point of contact to work with the TSB and ensure this individual has the authority to make decisions and coordinate training activities.

- Build a strong partnership with an assigned TSB to develop a training plan that meets commanders' requirements through early and continuous coordination.

- Units should be open to feedback and guidance from the TSB and willing to adapt their training plans as needed.

—Former training support battalion commander

The best way to work with a TSB is to establish a strong relationship built on trust, communication, and mutual understanding. Units should also be flexible, adaptable, and willing to adjust their training plans to accommodate changing requirements or unexpected challenges. By working together in a collaborative and proactive manner, COMPO 2 and 3 units can get the most out of their TSBs and achieve readiness goals. This enables them to deploy and operate effectively, and achieve their mission objectives.

Access the First Army website at https://www.first.army.mil/ to establish contact with First Army leadership to develop a training plan and access resources.

MISSION COMMAND TRAINING SUPPORT PROGRAM

The MCTSP is a training program available to National Guard units at the battalion level and higher, designed to enhance their mission command capabilities. The program provides training and support to help units develop the skills and knowledge needed to conduct effective command and control in a variety of environments. The program allows commanders to tailor support to meet the specific staff training from the individual to

collective level in environments ranging from large-scale combat operations (LSCO) to defense support of civil authorities.

The National Guard's Training and Exercise Division is responsible for the MCTSP in partnership with the U.S. Army's Mission Command Training Program. The program includes a range of training activities, such as classroom instruction, simulation-based training, and exercise design and execution. The MCTSP also provides units with access to subject matter experts and mentors, who can provide guidance and support on mission command related topics. The program can be iterative, with units receiving ongoing training and support as they progress toward an operational mission requirement. This approach allows units to build on their existing knowledge and skills, and develop the capabilities needed to operate effectively in a complex and dynamic environment.

Coordinate the following support from one of six mission training centers providing MCTSP support (Gowen, Dodge, Leavenworth, Chaffee, Atterbury, or Indiantown Gap):[43]

- Senior trainer teams (STTs) comprised of officer skill trainers (OSTs)/enlisted skills trainers (ESTs) habitually aligned to National Guard divisions, brigades, and battalions.

- Doctrinal training teams (DTTs). Six personnel per team aligned against warfighting functions that provide staff collective training.

- Mission command systems training (MCST). Formal information system classes and "over the shoulder" training on key systems.

- Technical services teams (TSTs). Integration of all mission command information systems from shelters to power generation.

- Intelligence electronic warfare tactical proficiency trainer (IEWTPT) instructor/operators provide proficiency training for military intelligence capability integration.

- Simulation support teams (SSTs). Provides federation of constructive simulations that simulate military operations and mission command information systems.

- Mission command assessment teams (MCATs). Technical support co-located and assigned to the Mission Training Complex–Leavenworth (MTC–LVN) provide qualified technical personnel to install, operate, integrate, and troubleshoot communications and application configurations, and establish network addresses and connections.

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43. MCTSP capabilities brief, 12 March 2022.

One of the MCTSP's benefits is its focus on simulation-based training. The program uses advanced simulation tools and technologies to create realistic and immersive training environments, which allow units to practice and rehearse mission command scenarios in a safe and controlled setting. The MCTSP routinely assists units in conducting computer-simulated command post exercises (CPXs) through level 3 in preparation for an upcoming mission.

For National Guard staffs where time is a critical resource, the MCTSP provides a capability to develop extensive training environments and allow staffs to focus on refining processes and developing capability. The MCTSP can help units validate staff processes, system training, and personnel while providing simulation and technical mission command system training at no cost to the unit.

EXPORTABLE COMBAT TRAINING CAPABILITY

National Guard Regulation 350-50-1, *eXportable Combat Training Capability (XCTC)*, 11 July 2017, establishes the XCTC, which is the National Guard's program of record that enables brigade combat teams (BCTs) to achieve trained platoon readiness in preparation for a maneuver combat training center (MCTC) rotation. Units access their readiness in the training year prior to their MCTC rotation through highly realistic, immersive, and fully instrumented training. XCTC provides commanders with an opportunity to assess their units' METs and collective live-fire proficiency levels.

EXPORTABLE COMBAT TRAINING CAPABILITY KEY TASKS[44]

The XCTC Program provides tailorable training events to meet the exercising brigade commander's training objectives. This includes the following training opportunities:

- Certification of available platoons on required decisive action collective readiness objectives.

- Multiechelon training in a tactical field environment.

- Incorporation of critical training enablers and simulators.

- Integration of opposing forces (OPFORs), OC/Ts, and role players.

- Multiechelon mission command in a tactical environment.

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44. National Guard Regulation 350-50-1, page 1.

ANNEX E

Eight-Step Training Model

INTRODUCTION

The eight-step training model is a proven method for training management at the company level and below. This model provides a logical framework for achieving positive training outcomes, making it ideal for company commanders who use troop leading procedures (TLPs) to plan training. Unlike the more complex military decision-making process (MDMP) used at higher levels, the eight-step model is manageable for commanders, leaders, and trainers without a supporting staff, allowing them to effectively plan, resource, and execute training.

> Home-station training provides an excellent opportunity to sustain company level and below training focus, which maintains lethal units that can win at the point of contact. Training should be performed within the eight-step training model, using a progression, including the integrated weapons training strategy (IWTS), tactical exercises without troops (TEWTs), situational training exercises (STXs), and field training exercises (FTXs) and allow time for additional repetitions and sets where needed.
>
> —U.S. Army Forces Command (FORSCOM), command readiness guidance (CRG), fiscal year (FY) 2024/2025

The eight-step training model is the Army's preeminent training model.

EIGHT-STEP TRAINING MODEL[48]

Step 1: Plan the training event. 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 enough time and resources for Soldiers to train effectively. They identify potential hazards and eliminate or mitigate associated risks. Lastly, leaders develop evaluation plans that support the tasks trained.

48. Derived from FM 7-0, *Training*, 14 June 2021, page 3-9.

- **Step 2: Train and certify leaders.** Commanders establish certification requirements and steer the certification of leaders and trainers. 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.** Leaders perform reconnaissance of training sites and report observations and potential issues before training execution. Leaders verify that training locations can support the training event and enable the unit to accomplish its training objectives. They make contact with site support personnel and solve scheduling and coordination issues.

- **Step 4: Issue the operation order (OPORD).** 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.** Leaders conduct rehearsals to synchronize plans and ensure subordinates understand required actions. 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.** Units execute training and repeat tasks until they have met objectives and achieved proficiency. As participants perform tasks, trainers evaluate performance against published standards.

- **Step 7: Conduct after action reviews.** Leaders conduct after action reviews (AARs) during and after the training event. Evaluators and leaders provide AAR feedback to the unit commander to help assess task proficiency. AAR participants discuss and record lessons learned, which their leaders share with their counterparts in other units. These reviews help improve unit training as well as the unit's tactics, techniques, and procedures (TTP).

- **Step 8: Retrain.** Units retrain on tasks not performed to standard until they meet the standard. Units do not depart the training event with tasks not trained to standard and training objectives not met.

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