

KSARNG PAM 350-1

Training

Training Management

**Adjutant General's Department
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Training

By Order of The Adjutant General:

Eric Peck
Brigadier General, KSARNG

Official:


Howard E. Wheeler
COL, AR, KSARNG
Director of Plans, Operations and Training

History. This issue is used in conjunction with NGKS SOP 350-1 dated 1 October 2011

Summary. This KS PAM facilitates state-wide standardization of training management in the Kansas Army National Guard (KSARNG) while providing procedural guidance on training management to senior commands. Additionally, it is designed to identify responsibilities of key stakeholder with respect to training management.

Suggested Improvements.

The proponent of this publication is the G3, KSARNG. Users are invited to send comments and suggested improvement to The Adjutant General's Department, ATTN: G3, 2800 Topeka Blvd, Topeka, KS 66611

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Chapter 1

General

1-1. Purpose

The purpose of this pamphlet is to facilitate state-wide standardization of training management in the Kansas Army National Guard (KSARNG) while providing procedural guidance on training management to senior commands. Additionally it is designed to identify responsibilities of key stakeholders with respect to training management.

1-2. References

ADP 5-0

The Operations Process

ADP 7-0

Training Units and Developing Leaders

ADRP-7.0

Training Units and Developing Leaders

AR 350-1

Training and Leader Development

AR 525-29

Army Force Generation

FM 5.0 (Replaced by ADP 5-0)

Army Planning and Orders Production

FM 7.0 (Replaced by ADP 7-0)

Training for Full Spectrum Operations

KSARNG SOP 350-1

Kansas Army National Guard Training and Leader Development

KSARNG SOP 350-2

Yearly Training Requirements

ATN

Army Training Network

CATS

Combined Arms Training Strategy

DTMS

Digital Training Management System

1-3. Scope

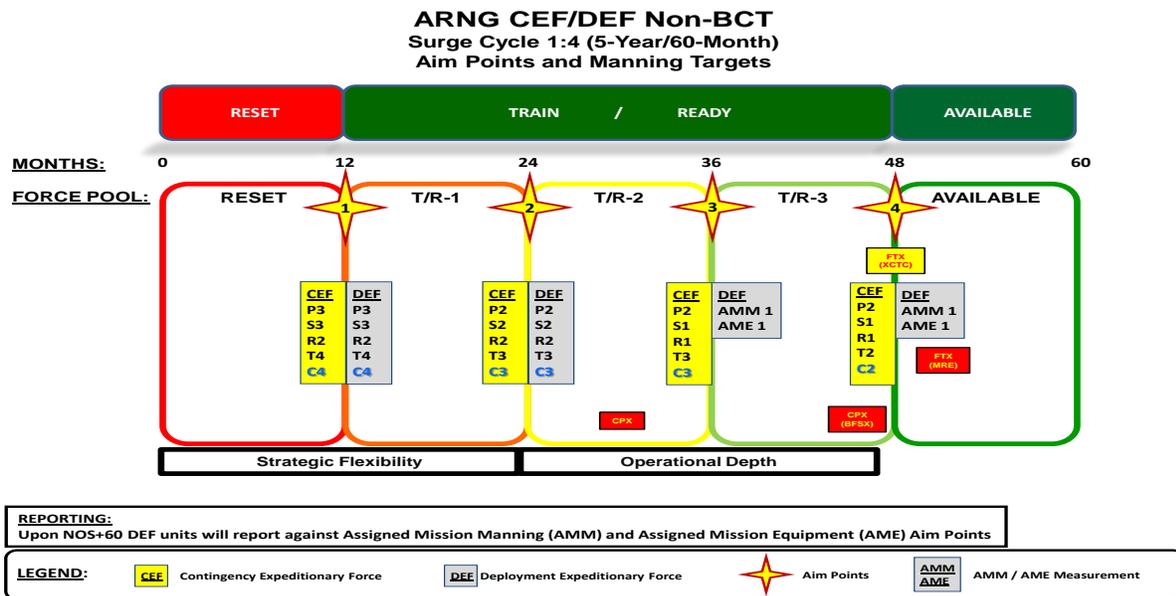
This PAM is intended to be utilized in conjunction with KSARNG SOP 350-1 and the Army Training Network (ATN). It is designed to provide instructions and guidance for the most common and frequently recurring training subjects encountered by units in the KSARNG. Additionally it provides knowledge/tools for commanders and leaders at all levels to plan, resources, execute and assess training.

1-4. Objective

The objective of the KSARNG is to provide an organized, trained and prepared community-based force of ready Citizen-Soldiers. We must first attain then maintain individual Soldier readiness before immersing

Soldiers in aggressive collective training. We must dramatically diminish individual Soldier readiness driven cross-leveling to support mobilizations. Individually, Soldiers must be medically and administratively ready, Duty Military Occupational Specialty Qualified (DMOSQ), professionally developed according to their rank, physically and mentally resilient, proficient as leaders, and disciplined. Commanders must dedicate sufficient time and resources to ensure individual Soldier readiness. We must focus our limited resources on producing ready Soldiers; we will not wait until a Soldier Readiness Processing (SRP) event to discover that we have Soldiers that are unavailable for deployment. We will increase Soldier resiliency through realistic, mission-focused and physically demanding training. KSARNG units will remain focused on mission essential tasks; however, individual Soldier readiness takes precedence over all other training. Clearly, commanders must understand doctrine, pre-mobilization training requirements, theater-directed training requirements and their mission. However, emphasizing Individual Soldier Readiness over collective mission essential task list (METL) training requires flexible commanders, leaders, and trainers who can develop multi-echelon training plans. In the future, commanders will have to be savvy enough to balance individual readiness and training management.

(a) In order to be effective in training management it is imperative that commanders develop long range training plans that are nested within the Army Force Generation Plan (ARFORGEN).



(b) ARFORGEN involves a structured progression that builds unit readiness over time, resulting in recurring periods of availability of trained, ready and cohesive modular units to meet both combatant command and Army requirements.

(c) Long range training plans synchronize supporting units by allocating dedicated training time for units to train on METL tasks. Long range planning encompasses 5 years for BDE/MSB, 5 years for BNs and 3 year at the CO level. It is imperative that commands identify significant training events and develop an overall training focus in building their 5 year plan. Additionally, BN commanders are required to develop long range training plans for each of their subordinate AA units.

	State	Division / BDE Level Commands	BNs	CO
Long Range Planning Horizon	<ul style="list-style-type: none"> • CTG: 2 years • Execution Matrix (EM): 5 years 	<ul style="list-style-type: none"> • 5 year 	<ul style="list-style-type: none"> • 5 year (years 4-5 overall training focus and AT event only) 	<ul style="list-style-type: none"> • 3 year
Long Range Guidance Publication Date	<ul style="list-style-type: none"> • 12 months prior to the FY start (1 OCT annually) 	<ul style="list-style-type: none"> • 9 – 10 months prior to the FY (NLT 1 JAN annually) 	<ul style="list-style-type: none"> • EM published 6 months prior to FY start (1 APR annually) 	<ul style="list-style-type: none"> • EM published 4 months prior to FY start (1 JUN annually)
Short Range Planning Horizon	<ul style="list-style-type: none"> • 1 year 	<ul style="list-style-type: none"> • 1 year 	<ul style="list-style-type: none"> • 1 year 	<ul style="list-style-type: none"> • 1 year
Short Range Guidance Publication Date	<ul style="list-style-type: none"> • Specific annual training requirements (350-2) by 1 OCT annually 	<ul style="list-style-type: none"> • 9 months prior to FY (NLT 1 JAN annually) 	<ul style="list-style-type: none"> • 6 months prior to FY (NLT 1 APR annually) 	<ul style="list-style-type: none"> • 4 months prior to FY (NLT 1 JUN annually)
Near Term Planning Cycle (monthly)	<ul style="list-style-type: none"> • Staff meetings 	<ul style="list-style-type: none"> • Staff meetings / training meetings 	<ul style="list-style-type: none"> • Staff meetings / training meetings 	<ul style="list-style-type: none"> • Training meetings
Near Term Guidance Publication Date	<ul style="list-style-type: none"> • OPORD, FRAGO, LOI, etc. as needed 	<ul style="list-style-type: none"> • OPORD, FRAGO, LOI, etc. as needed 	<ul style="list-style-type: none"> • OPORD, FRAGO, LOI, etc. as needed • Tng Schedule approved NLT 3 months out 	<ul style="list-style-type: none"> • Training Schedule developed NLT 4 months prior to drill

(Planning Timeline Matrix)

1-5. Tools

Training management planning has evolved significantly over the last five years; therefore, leaders need to be aware and understand this evolution and utilize the most current tools in developing their training plans.

(a) Commander’s Training Guidance: provides the Kansas Army National Guard Commander’s yearly training guidance. It includes philosophy, intent and identifies vital and important training tasks; generally 4-6 pages

(b) KSARNG SOP 350-1: provides detailed Commander’s Training Guidance to all Kansas Army National Guard subordinate elements, complies with Department of the Army and National Guard Bureau guidance on training. Normally updated every 24-36 months

(c) KSARNG PAM 350-1: provides procedural guidance on training management to senior commands. Additionally it is designed to identify responsibilities of key stakeholders with respect to training management.

(d) KSARNG SOP 350-2: provides Training Guidance pertaining to the execution of training for 1-2 years. Key chapters provide guidance on annual training and IDT funding, schools, training and yearly requirements which may change from year to year as regulations and guidance changes.

(e) ADP-7.0: contains the fundamental principles by which the military forces or elements guide their actions in support of national objectives; generally limited to 10-15 pages.

(f) ADRP-7.0: supports ADP 7.0 and gives a detailed explanation of all doctrinal principles which provides the foundational understanding so everyone in the Army can interpret it the same way.

(g) FM 7.0: lays out the tactics and procedures needed for the employment and ordered arrangement of forces in relation to each other; generally 150 pages.

(h) ATN: Is the Army training network and compliments ADP/ADRP 7.0 it provides the detailed descriptions and examples of “how” to conduct training. It can be accessed thru the web at <https://atn.army.mil>.

(i) CATS: provides task-based, event driven training strategies designed to assist unit commander in achieving training readiness consistent with ARFORGEN, Army unit training guidance, reporting regulations and doctrine. CATS provide commanders, leaders and trainers with a foundation on which to build an training plan by providing a strategy for training that can be modified to meet unit training requirements, CATS task selections group collective tasks into a logical training sequence which includes the event, resources and training support required. The training events and tasks selections can be adapted to the unit’s requirements based on the commander’s training focus and assessment of METL

proficiency.

(j) Conclusion: changes in OPTEMPO across the KSARNG require commanders, both senior and subordinate, to follow effective training management techniques. Transitioning from a perpetually deploying organization to a reliable reserve will force trainers to maximize and standardize training tools. At end-state, the KSARNG will increase Soldier readiness thus enabling the fielding of mission focused units capable of meeting current and future operational challenges.

**Chapter 2
Mission Essential Task List (METL) Development**

2-1. Purpose

The purpose of this chapter is to define the METL development process from higher commander's guidance down to the individual task the Soldier must perform. In this chapter, we will define the METL, illustrate the METL hierarchy, explain how to refine the METL and provide the reader with discussion points. Additionally, the chapter will outline the purpose of developing a Staff METL and illustrate it is a process from start to finish.

2-2. What is a METL?

A unit's mission essential task list (METL) is the list of collective tasks a unit must perform to accomplish its mission. At BDE-level and above, these are pre-determined by DA and are standardized by-type. These standardized METLs represent the entire scope of possible tasks and capabilities the unit could perform. BDE and higher unit standardized METLS are not designed for all tasks to be trained at one time. They are designed to depict all the unified land operations tasks the unit be able to perform – they represent the range of capabilities of that type unit.

(a) BDE and higher unit DA standardized METLs are comprised of METs and subordinate Task Groups (TG). Task Groups are groupings of collective tasks that reflect a portion of a mission capability the unit performs. Task Groups are comprised of collective tasks. The collective tasks become the focus for the BDE's training based on the BDE commander's revised mission statement.

(b) BNs and companies do not have standardized METLs but must focus their training and develop their METLs based on:

- Guidance provided by the higher commander (the mission/tasks he wants the unit to perform)
- The higher unit's METL

(c) BN & Co commanders ensure that their higher unit commander's guidance and METL guide the development of their own unit METL. BN tasks should clearly trace down to individual Soldier tasks.

(d) BN and CO METLs are comprised of collective tasks, not Task Groups (TG), or Task Selections (TS). Commanders limit the tasks to be trained, striving to train fewer tasks is better. Three to five METL tasks is an optimal number for a BN.



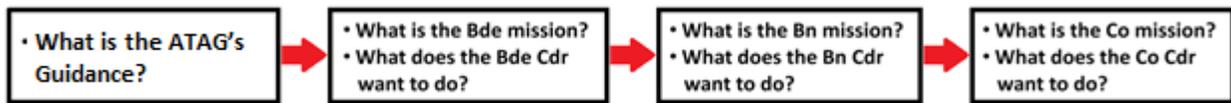
2-3. Understanding the Higher Units METL

BDE and higher units are provided their DA Standardized METL. Although BDEs don't have to create a METL, the BDE commander must refine the standardized METL down to the collective tasks the BDE must train. They do this to meet the higher commander's guidance and based on the higher unit's METL. BNs and Companies have to create their unit METL with the higher commander's guidance and the higher unit METL. Guidance communicates the higher commander's requirements of what he/she expects the unit to accomplish. The higher commander states what he/she wants done – not how to do it. Subordinate commanders determine the best way to meet the higher commander's requirements.

All commanders should strive to limit the number of collective tasks to train, or that comprise their METL to those that are truly essential tasks.

(a) There are two fundamental questions that each commander must ask as they develop their own METL:

- (1) *What is the higher unit mission/METL? And,*
- (2) *What does my higher commander want my unit to do to support that mission?*

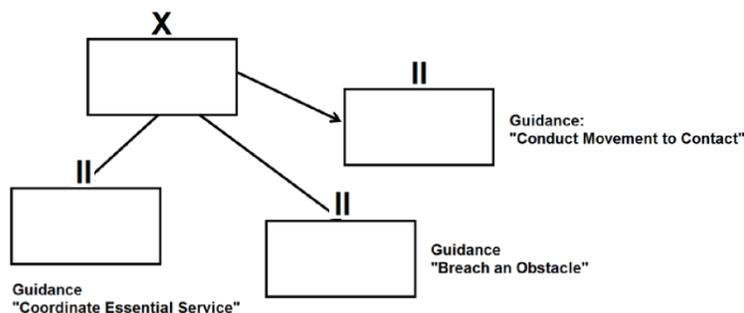


(b) Higher Commander Guidance

(1) In order to refine/build the unit METL, you must have guidance from the higher commander. He/she will either provide it, or you must initiate the discussion.

(2) You must have a clear and unambiguous understanding of what the higher commander wants your unit to do in support of the higher unit mission. Without this guidance, you cannot refine/build an accurate METL for your unit to train and, will not meet the commander's intent for your unit. This clear statement of requirements helps focus the unit on fewer tasks that directly support the higher unit's mission.

(3) Don't assume that every unit receives the same guidance. The higher commander will state specifically what he/she wants your unit to do in support of the higher unit.



2.4. Refine/Build the Unit METL

(a) Armed with:

- An understanding of the higher units METL
- The guidance of what the higher commander wants the unit to do

There is now enough information to refine/build the unit's METL. For BNs and companies, METs are the specified tasks from the higher commander's guidance and the implied tasks you derive from analyzing how the unit can best support the higher units METL.

For BN's and Co's: **Specified Tasks + Implied Tasks = METL**

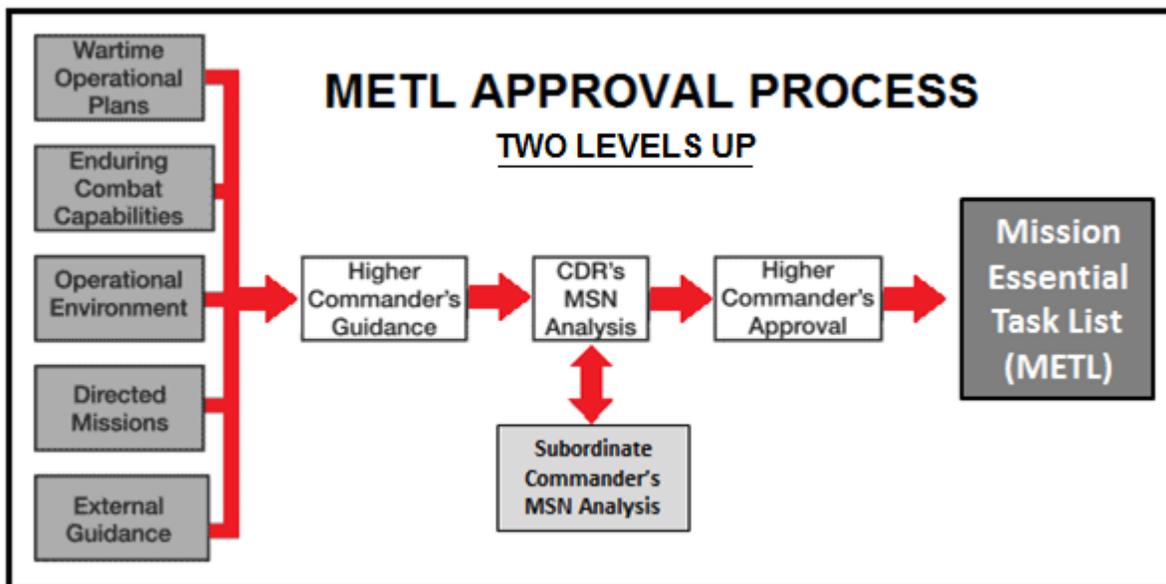
(b) Once all the tasks your unit could possibly train are reviewed, you will quickly realize that the unit

cannot train all possible tasks to proficiency simultaneously. Based on guidance from your higher commander, the unit focuses its training on the few select tasks necessary to support the higher units METL as stated in the higher commander's guidance. This forms the basis of your refined METL at BN level, or the basis of the unit METL at Co level.

(c) Review the supporting collective tasks and get input from subordinate leaders to determine the tasks you must train.

Once the unit commander has determined his unit's METL there are other considerations to examine before engaging the higher commander during the METL approval process. The commander, with the assistance of his staff and subordinate commanders and leaders, identifies the following information:

- The unit METL
- An initial assessment (T-P-U) of the unit's ability to perform these METL tasks
- The potential training risks (tasks not trained (BDE & higher); time available to train (BN & Co)
- How the operational environment will be replicated
- Obtaining scarce or unique resources needed to train
- Anticipated challenges to unit readiness



2-5. The METL Approval Process

The METL approval process is the mechanism that allows the higher commander to ensure the subordinate unit's METL is nested with the established/published guidance and is approved two levels up. A key component of the higher commander's METL approval process is to determine if subordinate units have properly synchronized their METLs with higher. Since the METL forms the basis for the funding and resourcing of a unit's training plans, it is "Locked In" once approved. The METL is normally modified only if changes occur in the unit's missions. Commanders will make every effort to stabilize missions since significant revision of a unit's mission can result in major changes to its METL and require subsequent major modifications to training plans and resourcing.

Heavy BDE Combat Team FSO METL

CORE MISSION: To disrupt or destroy enemy military forces, control land areas including populations and resources and be prepared to conduct combat operations to protect U.S. national interests. (SRC 77300G000 / SRC 47100F400/7300G000 (HDCT TOE))

DOCTRINAL MISSIONS: Offense, Defense, Stability Operations, Security Operations.

- **Conduct Command and Control (ART 5.0)**
 - 71-B-5100 TG: Execute the Operations Process (BN - Corps)
 - 71-B-5300 TG: Integrate Information Engagement Capabilities (Bde - Corps)
- **Conduct Offensive Operations (ART 7.1)**
 - 07-B-1672 TG: Conduct a Movement to Contact (BN - DGT)
 - 07-B-1692 TG: Conduct an Attack (BN - BCT)
- **Conduct Defensive Operations (ART 7.2)**
 - 07-B-1628 TG: Conduct a Defense (BN - DGT)
- **Conduct Security Operations (ART 6.7.A)**
 - 71-B-6500 TG: Conduct Security Operations (BN - Corps)
 - 07-B-1972 TG: Conduct Area Security (BN - BCT)
- **Conduct Stability Operations (ART 7.3)**
 - 71-B-7331 TG: Coordinate Essential Services for Host Nation (BDE - Corps)
 - 71-B-7321 TG: Plan Restoration of Public Safety (BDE - Corps)
- **Provide Fire Support (ART 3.3)**
 - 71-B-3000 TG: Plan Fire Support (BN - Corps)
- **Conduct Civil Support Operations (ART 7.4) (ARNG only)**
 - 71-B-7413 TG: Coordinate Disaster Management (BDE - Corps)

BN METL

- Conduct a Movement to Contact
- Conduct Area Security
- Conduct Civil Military Operations
- Secure Civilians During Operations

2-6. Risks to the Training Plan

Training risk is different for BDE and higher units than it is for the BN and Co levels. Since BN and Co units do not have standardized METLs, they must build their METLs, based on the higher commander's guidance, and the higher unit METL. Because of that, the tasks they select as their unit METL *will be trained* prior to deployment.

2-7. Give Guidance to Subordinates

Now that the unit METL is developed and approved, you are now prepared to:

- Publish the METL to subordinate units
- Publish additional guidance
- Issue tasks to subordinate units

2-8. Determining Tasks to Train

(a) In order to begin the process there are two essential pieces of information needed to begin the process:

- (1) METL Assessment
- (2) Guidance from the higher commander (what he wants your unit to do)

(b) The higher commander provides initial training guidance to the unit. This guidance will contain at least four things that will help focus your efforts in refining, or building your training plan. These are:

- (1) The higher unit's mission statement (may not apply to CSS units who are stand alone AA units)
- (2) The specified tasks he wants the unit to perform (may not apply to CSS units who are stand alone AA units)
- (3) The operational environment to replicate (PMESII-PT)
- (4) A description of the higher commander's visualized end-state for training

(c) There is now sufficient information to begin a Commander's Analysis of the tasks the unit must train. These are the tasks that best support the higher commander's guidance and METL. He has provided specified tasks in guidance and through analysis, you will also determine the implied tasks that must be performed to meet the higher commanders intent for the unit.

(d) CSS units may not nest with higher HQ's mission or METL. CO commanders are given responsibility and flexibility in developing their training plan based on their CO's mission and METL. BN commanders provide oversight and guidance while guiding the process.

2-9. Tools to assist in finding tasks to be trained

The following are the web-based tools available to search for all tasks as you conduct your analysis. These can be found in the Digital Training Management System (DTMS) and in the Army Training

Network (ATN). You will need privileged access to access DTMS. ATN does not required additional login requirements beyond your CAC login.

To access DTMS, go to: <https://dtms.army.mil>

After you log in, go to:

- > Links
- > ATN– **Select Enablers, Select HQ DA METL Viewer**
- > **Select Proponent**
- > **Identify Mission Essential Tasks, Task Groups, and Critical Collective Tasks**
- > **T&EO representation (Slides 5-6)**

Then go to: **Enablers>Combined Arms Training Strategy (CATS)**. Once there, you can search for tasks using title, or task number.

Note: Both ATN and DTMS will allow you to view and print the related Training & Evaluation Outlines (T&EOs) for your collective tasks.

Each collective task includes a **Training and Evaluation Outline (T&EO)**. Here you can find the **task-condition-standards** for each specified and implied task as you conduct the commander’s analysis.

Task

Conditions

Standards

The T&EO also includes the **Performance Steps** including ‘Go/No-Go’ criteria for each of the tasks steps. These provide specific criteria for the successful completion of each step of the collective task.

Sample T&EO

Task: 07-2-5081 - Conduct Troop-leading Procedures (Platoon-Company)

Conditions: The unit is conducting operations as part of a higher headquarters and has received a warning order (WARNO), an operation order (OPORD), or a fragmentary order (FRAGO) for an upcoming mission. Time is available to conduct troop-leading procedures (TLP). All necessary personnel and equipment are available. The unit has communications with higher, adjacent, and subordinate elements. The unit has been provided guidance on the rules of engagement (ROE). Casualty forces and noncombatants may be present in the operational environment. Some iterations of this task should be conducted during limited visibility conditions.

Standards: The unit conducts troop-leading procedures in accordance with (IAW) the tactical standing operating procedures (TSOP) and appropriate field manual. All planning, coordination, preparations, rehearsals, inspections, and orders are conducted.

Evaluation Preparation:

Evaluation Guidance:

Safety Notes: In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a Job Form 7566 COMPOSITE RISK MANAGEMENT WORKSHEET during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations. (METT-TC). Note: During MOPR training, leaders must ensure personnel are monitored for potential heat injury. Local policies and procedures must be followed during times of increased heat category in order to avoid heat related injury. Consider the MOPR/work-rest cycles and water replacement guidelines IAW FM 3-11.4, NBC Protection, FM 3-11.5, CBNI Decontamination.

Environment: Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustenance of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34.5 Environmental Considerations and GTA 95-08-002 ENVIRONMENTAL-RELATED RISK ASSESSMENT

TASK STEPS AND PERFORMANCE MEASURES	GO	NO-GO
<p>Performance Steps:</p> <ul style="list-style-type: none"> • 1. Unit leaders gain and/or maintain situational understanding using available communications equipment, maps, intelligence summaries, situation reports (SITREPs) and other available information sources. Intelligence sources include human intelligence (HUMINT), signal intelligence (SIGINT), and imagery intelligence (IMINT) to include unmanned aircraft systems (UAS). • 2. Unit leader receives the mission. <ul style="list-style-type: none"> a. Conducts an initial assessment of the mission focused on METT-TC analysis. b. Identifies critical time requirements. • 3. Unit leader issues warning order (WARNO) to the unit that includes: <ul style="list-style-type: none"> a. Unit's mission. b. Units or elements participating in the operation. c. Time and place for issuing the OPORD. d. Specific tasks not addressed by unit SOP. e. Time line for the operation. f. Movement instructions, if movement is to be initiated before OPORD issuance. • 4. Unit leader makes a tentative plan. 		

T&EOs also contain **Reference Data** and importantly, the **Supporting Collective Tasks** and **Supporting Individual Tasks** that support the task itself.

These supporting collective tasks can be the primary source of **implied tasks** when conducting the Commander’s Analysis.

This helps determine what additional tasks may be needed to successfully support the higher commander’s specified task(s), or inferred based on the commander’s understanding of what additional tasks may be required to meet the higher commander’s intent and mission requirements.

References

FM 5-0 Army Planning and Orders Production
FM 3-21.10 THE INFANTRY RIFLE COMPANY DRAFT

Supporting Collective Tasks

[07-2-5009 Conduct a Rehearsal \(Platoon-Company\)](#)

Supporting Individual Tasks

[071-410-0010 Conduct a Leader's Reconnaissance](#)

[071-008-0015 Mount an AN/PAS-13 Thermal Weapon Sight](#)

[071-030-0007 Perform a Function Check on a MK 19 Gren](#)

[071-326-5503 Issue a Warning Order](#)

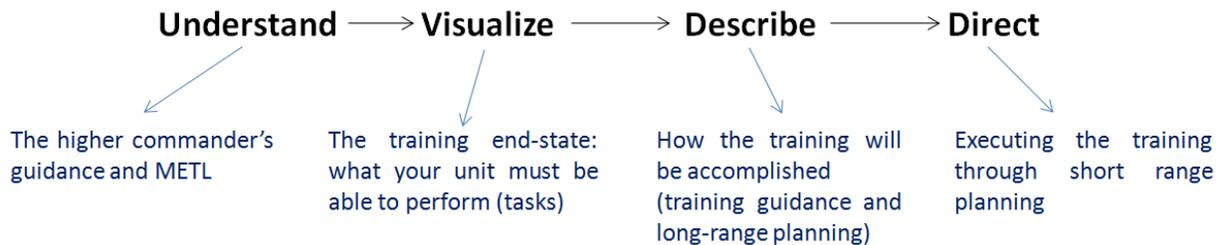
[071-326-5505 Issue an Operation Order at the Company.](#)

[171-133-5020 Supervise the Implementation of the Battal](#)

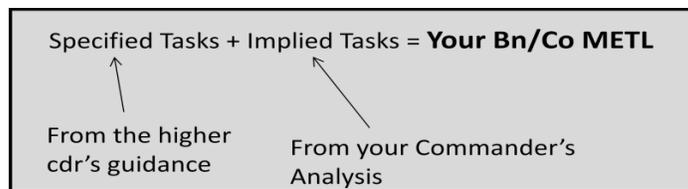
2-10. The Commander’s Analysis

The output of this analysis is to determine the specified and implied tasks your unit must be able to perform to meet the higher commander’s guidance. Although the higher commander identifies specified tasks – you may uncover others – as well as the implied tasks your unit must perform.

Once the specified tasks have been identified, the commander with the assistance of the staff and other leaders, through the mechanism of mission command, consider these in the context of:

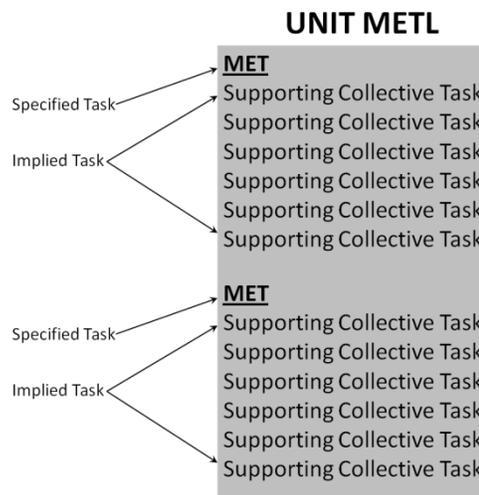


At BN and Co, the specified and implied tasks you determine from the Commander’s Analysis represent your unit METs. Together, these are the unit’s METL. At the BN level, staff will continue the analysis to determine the supporting collective task. For CO-level, this analysis is done by the Cdr/1SG and other leaders as necessary.



Once the unit METL is determined (collective tasks the unit will train), the next step is to do an initial assessment (T-P-U) of these tasks. Refer to the task T&EOs to help you do this. This critical step gives you a broad understanding of current unit readiness with regard to the tasks your unit must train. This is also important to do prior to conducting the Commanders’ Dialog. An understanding of the unit’s current METL assessment will help frame the dialog and the guidance received from the higher commander.

(a) Displaying the unit METL. Once the unit METL is determined along with supporting collective tasks, these should be consolidated in a composite list. For example, identify the specified tasks as mission essential tasks (MET).



Note: The primary place the unit METL is recorded is in Digital Training Management System (DTMS). This allows your higher unit and subordinate units the ability to view the unit METL, as well as the current T-P-U assessments of each MET and supporting task. DTMS also provides the tools to approve, or disapprove unit METL tasks by the higher commander.

(b) Inputs to the initial METL/task assessment. Here are a few key items that should be considered as you do an assessment of unit METL and collective tasks. These items help inform your decision as to whether a MET/collective task is a T-P or U rating:

- After Action Reviews (AAR)
- Bottom-up feedback from subordinates
- Internal and external evaluations/reports
- Training meetings
- Your personal experiences and observations

Note: Record the MET and task assessments in DTMS.

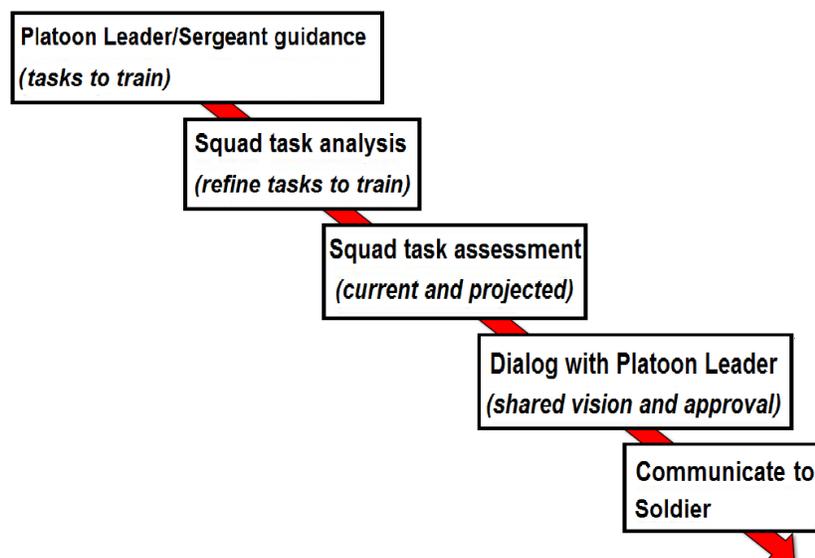
2-11. Platoon Task Development

Ultimately, the METL development process initiated at BN level results in task development, execution and evaluation at the Soldier/squad/crew/team level. Although platoons/squads do not have METLs, they do determine the platoon and squad tasks to train based on guidance from the CO Commander.

The Platoon Leader and Platoon Sergeant determine the tasks the squads will train. These tasks are broken down as:

- Squad collective tasks
- Warrior Tasks
- Platoon and squad Battle Drills
- Leader Tasks
- Individual Soldier tasks

With an understanding of the CO METL and guidance from the CO commander, the Platoon Leader and Platoon Sergeant can begin an analysis of the tasks the platoon will train and how it will be conducted from collective tasks, at the platoon level, through the individual tasks that must be performed by the individual Soldier.



The platoon leader and platoon sergeant initiate a review of the collective tasks, Warrior Tasks, Battle

Drills, crew drills, individual and leader tasks. The platoon leader and platoon sergeant then identify:

- The collective tasks, battle drills, crew drills, individual and leader tasks the platoon will train
- An estimate of the time required to train
- Conditions necessary to train
- Any scarce or unique resources required

Once these items are identified, the Platoon Leader, assisted by the Platoon Sergeant, does an initial assessment of the platoon's current and projected ability to perform these tasks (T-P-U). The current assessment is recorded in DTMS.

The Platoon Leader seeks approval of his tasks to be trained and discusses the following with the CO commander:

- The tasks the platoon will execute
- The initial assessment (T-P-U) of these tasks
- The potential training risk if the platoon does not have sufficient time to train all tasks to proficiency
- How the platoon will replicate the operational environment
- Identify scarce or unique resources needed to train
- Other platoon training issues

With the CO Commander's approval, the Platoon Leader gives guidance to train the tasks to the required standards and conditions.

Chapter 3

Staff METL Development

3-1. Staff Training

Headquarters at BN to division can be considered two separate units: the headquarters and the headquarters support element. The headquarters (command staff) should be looked at and considered a separate unit. Especially when talking about training management, the headquarters has to be trained separately from the headquarters CO. Headquarters must have separate training but have the same individual staff METL requirements as the other units of the command. At the basic level, the staff provides information to the commander enabling him or her to make timely, well informed decisions on the battlefield. Training a BN or above staff is little different than training any section or squad at the tactical level. Leaders within the staff must know how to train their sections, and when to take advantage of commander's white space to accomplish that training. Just like training a squad, the Soldiers assigned to the staff section become qualified through the combination of institutional training (TASS), scenario based exercises (STAFFEX), and professional development. Where staff sections can differ is that their day to day support jobs can qualify as training. For example, when the S1 prepares evaluations and awards, or prepares a Red Cross message, the process can be used to evaluate how the section as a whole performs.

3-2. Roles & Responsibilities

(a) Commander (BN and above)

Issues overall training guidance. Commanders should issue staff training guidance along with their functional subordinate units. The tool for this is the commander's yearly training guidance. Commander's guidance to staff training should include, but is not limited to: the unit's METL, collective level training events, professional development opportunities for officers and NCOs, and any areas that the commander specifically wants addressed. If there is no training guidance issued to the staff, then the staff has no direction or starting point. In short, the staff needs to receive concise yearly training guidance as much as the functional subordinate units. The commander reviews the Staff Collective Task List that is submitted by the Executive Officer to ensure that the staff collective tasks match the commander's intent.

(b) Executive Officer

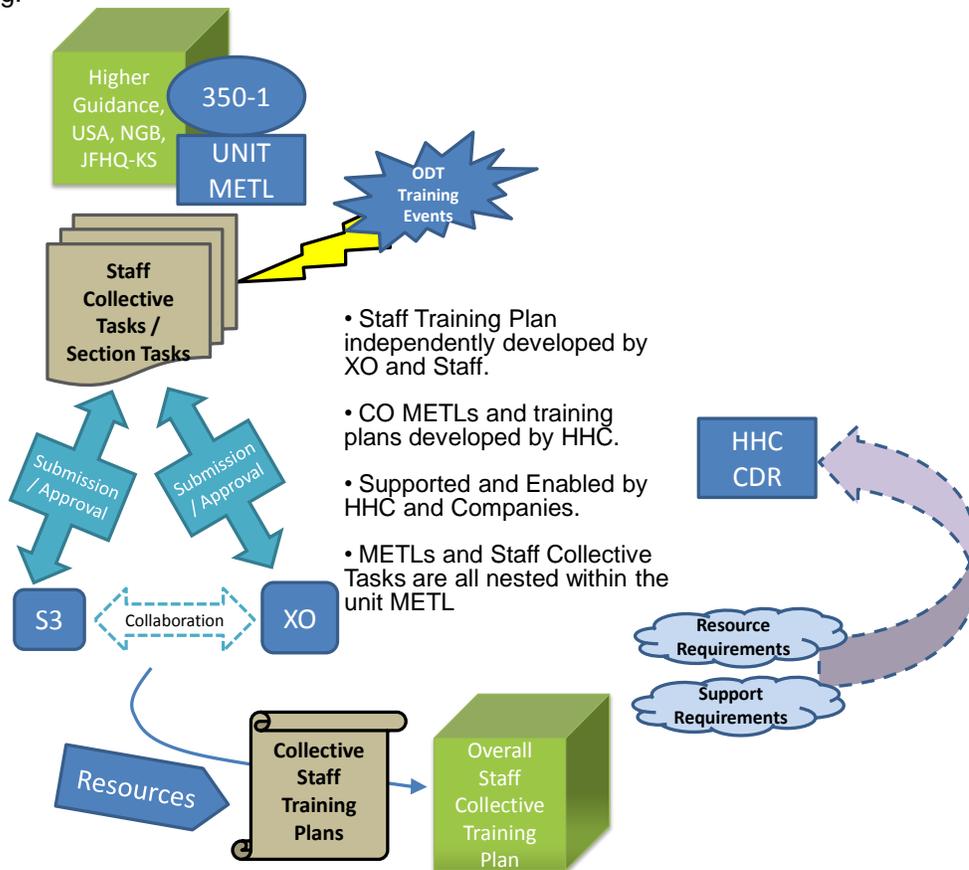
The Executive Officer (XO) owns the staff training plan. In the role of trainer, the XO focuses the staff on what training is most critical to validate the unit’s METL, as well as special areas of emphasis. These areas may include: emerging roles of the unit or threats to the unit, deployment mission (if different than the unit’s MTOE mission), or areas where the staff needs special training (professional development). The XO has the task of coordinating the staff not only in its day to day operations, but also during training events. In coordinating staff training events, the XO selects staff tasks that engage the largest number of Soldiers to maximize training time. The XO validates the staff tasks that are submitted by the staff sections. If participating in an outside evaluated event, the XO works with the Observer/Evaluator Team to review evaluations disseminate to the staff, and catalog for training documentation purposes in support of the commander’s training objectives.

(c) Operations Officer

Just like training subordinate units, the Operations Officer is primarily responsible for resourcing the training for the staff. With commander’s guidance, the Operations Officer provides input to the XO on how best to train the staff in the time available. During execution and assessment, the Operations Officer and his/her staff collect and analyze any training documentation from the staff sections.

(d) Individual Staff Sections

Staff sections are the keepers of their own knowledge. Staff primaries must be able to understand the guidance from the commander, the training focus from the XO, and the specific training needs of their section. Staff primaries must be able to read through applicable doctrine and the selected METL tasks to select those staff tasks that carry the most impact. Staff Sections are responsible for conducting internal professional development, as well as instructing the rest of the staff on important topics in their functional area. Staff sections are responsible for developing and coordinating resource requirements for their training.



(e) Headquarters & Headquarters CO.

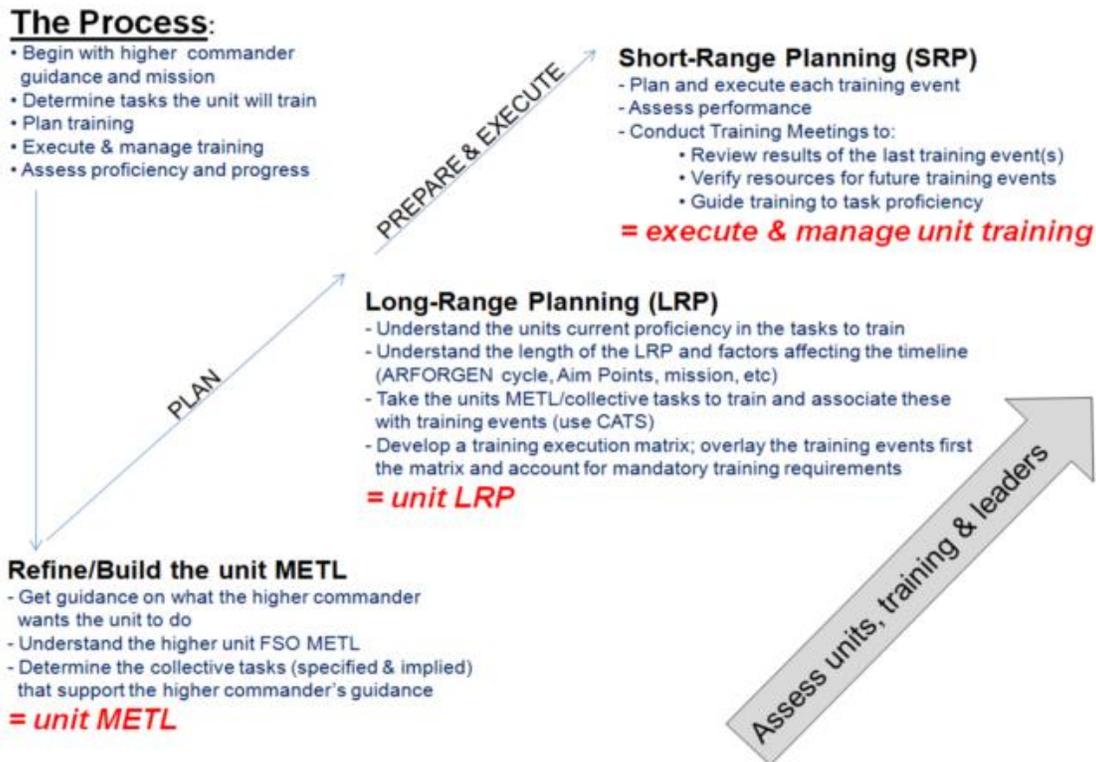
The HHC provides administrative and logistic support to the staff as needed. In a training environment,

the CO administrative staff supports staff training by requesting needed resources. The HHC commander is responsible to the commander for keeping Soldiers of the Headquarters element individually ready. The HHC ensures that staff officers and Soldiers are medically deployable, administratively ready, fitness qualified, and qualified on their individual weapons and MTOE equipment. The HHC commander is not responsible for conducting the functional training of the staff, except where directed by the commander. Staff sections must participate in individual training requirements such as Warrior Tasks and Battle Drills set forth by the HHC commander in support of the commander’s overall training objectives.

(f) Unit Training Management and the Staff

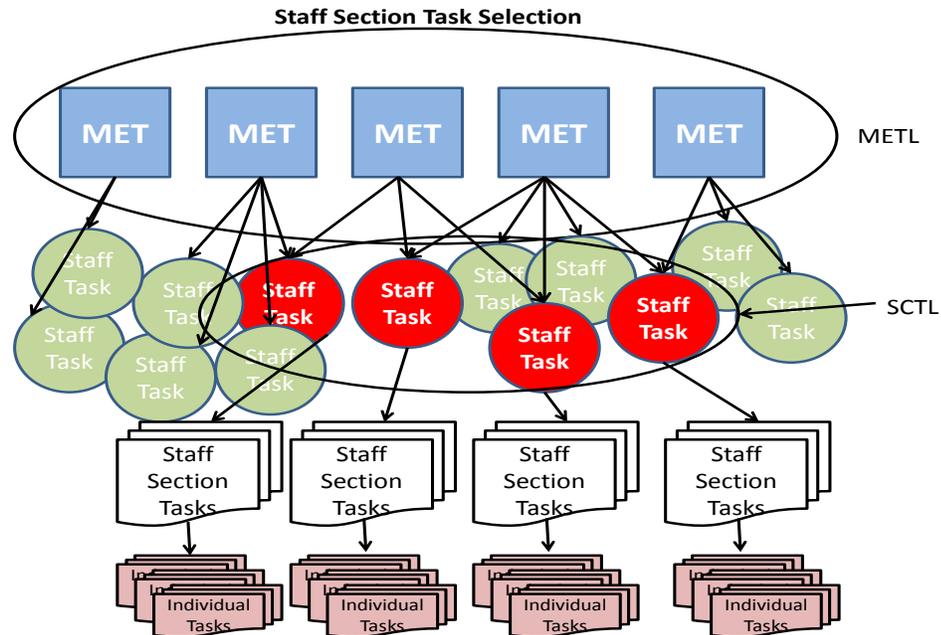
When applied to the unit training management model, the staff should be treated no differently than any other unit. Staff sections should view themselves as platoons, using the unit METL to guide their selection of tasks.

Unit Training Management (UTM)



(g) Staff Section Collective Task List

The Staff Section Collective Task List is the list of tasks derived from the unit’s METL and the section’s functional area. These are not individual Soldier tasks in their functional area, but collective tasks that are fed by functional tasks. The XO and staff officers analyze the approved METL and select those collective staff tasks that support the most METs. After these “high payoff” tasks are selected, the staff section selects other collective tasks that address critical functions within their section. From a bottom up perspective, staff sections can look at which individual tasks most show up in functional area staff task and select those as their “high payoff” tasks. Ultimately, the staff section must select tasks that support the unit’s METL, as well as train their sections.



3-3. Execution

As covered earlier in this chapter, the characteristics of effective training apply to staff sections as much as functional subordinate units. Training for the staff should be Realistic, Safe, Standards-Based, Well-Structured, Efficient, Effective, and Challenging. The Crawl, Walk, Run methodology should be used with staff sections just as with subordinate formations, therefore staff section's proficiency should mirror that of the subordinate formations. For example, if a unit is conducting a CTC rotation, then the staff should be at the same level of training readiness as the unit. The Staff Section Leader is responsible for coordinating the training event that addresses these tasks if not part of a larger STAFFEX. If part of a STAFFEX, the section leader is responsible for training and evaluating the section tasks and the individual Soldier tasks that are being trained. Any combination of staff exercises, table top exercises, or battle drills can be used to do this.

3-4. Assessment

While there is little difference in training management techniques, there is some divergence during Assessment. The Executive Officer cannot evaluate each staff section individually, so outside evaluation and assessment become more critical. However, unless the unit is involved in a scenario based STAFFEX, outside evaluators are hard to come by. Therefore, commanders should maximize their training opportunities when involved in a STAFFEX to record as many training evaluations as they can. Officers formally assigned to the unit can assist in evaluations. Units should coordinate with their higher headquarters to arrange this support. TE&Os can be found on ATN at <https://atn.army.mil/>.

3-5. Battle Command As a Weapons System (BCAWS)

The increased significance of digital enablers in staff sections at all levels creates the requirement for sustainment training on these systems. BCAWS is a way for individual and collective sections to train on ABCS systems. This should be used as a tool to backward plan a staff's ABCS training needs to meet gated exercises and/or the commander's goal of digital proficiency. Digital enablers must be trained to proficiency as if they were a weapon. Digital Master Gunners will train on all systems that the command is authorized in order to train system operators. System operators must maintain their skills on these systems. Staff section leaders must allow time in their training period to conduct routine tasks in their functional area on their ABCS systems.

Table	Title	Training Event Supporting Table	Metrics	Notes
I	Individual staff Warfighter training	Classroom/Lab Instruction in Institution / NET / Unit	Soldiers and leaders are trained in the time tested analog methods of staff operations. Proficiencies demonstrated include ability to perform individual tasks which support critical collective tasks (e.g. information management (IM) and the MDMP).	Individual Training
II	Individual digital training	Classroom/Lab Instruction in Institution / NET / Unit	Soldiers learn assigned ABCS equipment and can perform individual tasks which support IM and the MDMP.	
III	Leader training	Classroom/Lab Instruction in Institution / NET / Unit	Leaders are familiarized with the functions and limitations of the ABCS equipment in their staff cell(s) and function.	
GATE IV	Individual Integrator	Classroom/Lab Instruction in Institution / NET / Unit	Soldiers understand how their assigned ABCS equipment integrates into the network. CP NCO leadership can digitally configure his or her cell and function. SoS integrators can configure different cells and functions into a coherent network within the CP and can establish and maintain connectivity to the network outside of the CP.	
GATE V	Collective Digital Integration / Command Post Emplacement and Displacement	COMEX	Command Posts capable of establishing physical networks, configuring servers, routers, switches, and BFA systems; and demonstrating basic functional capability on all systems to include proficiency in horizontal and vertical information sharing.	Vertical and Horizontal Training
VI	Cell/Element training w/o INFOSYS	STX	Cells, and elements Sections, cells, and elements conduct critical collective tasks (e.g.IM and MDMP) without digital enablers. (e.g the Current Operations Cell delivers a shift change without INFOSYS).	Cell/Element Collective Training
VII	Cell/Element training w/ INFOSYS	STX	Cells, and elements conduct critical collective tasks (e.g.IM and MDMP) with digital enablers.	
VIII	Staff Drills	STX	The Staff or CP collectively conducts critical collective tasks using vignettes.	Horizontal Training
IX	Vertical functional training w/o INFOSYS	STX	A staff function is exercised and evaluated without digital enablers (e.g. the fire support warfighting function conducts call for fire training through different echelons of command).	Vertical Training
GATE X	Vertical functional training w/ INFOSYS	STX	A staff function is exercised and evaluated with digital enablers.	Vertical Training
XI	Delta Training	Classroom/Lab Instruction in NET / Unit COMEX STX	Soldiers, Cells, Functions and CPs are able to perform critical collective tasks when new digital enablers are introduced. (e.g. If a unit was operating under software version "A.a" and was upgraded to "A.b", training would focus on the changes that software dictated in MDP and IM support).	Vertical and Horizontal Training
GATE XII	Integrated Command Post training	CPX* WFX	A unit's assigned CP's full METL is exercised under realistic conditions. As Table XII for armor units serves as a gate for CALFEX, Table XII can serve as a gate for BCBST or BCTP rotations.	Integrated Training

3-6. Staff Battle Drills

Battle drills are based on situational scenarios, actions, unit type and the assigned mission. They are commonly occurring collective tasks that must be executed quickly and precisely in a high stress environment. Battle drills can range from reaction to troops in contact, to a security breach, to issuing a severe weather alert. Whatever the functions of the staff, it is important to establish and rehearse battle drills. In a staff, these are commonly kept in a "Battle Book" and outline the tasks, sequence of execution, and the position(s) responsible for each sub task. Staff battle drills, if not rehearsed, can lead to confusion and error. Battle Staff NCOs are responsible for the operations in their staff sections during a battle drill.

Chapter 4 Planning and Resourcing

4-1. What is Long Range Planning?

Once the unit METL has been refined/developed, the next step is to create the unit long-range plan. Long-range planning is a process to progressively align the collective tasks your unit will train with specific events that facilitate training those tasks. The long-range plan communicates how and when the unit will attain METL proficiency in order to meet the higher commander's guidance. Long-range planning is based on:

- Guidance from the higher commander
- The initial METL assessment
- Backward planning (based on the commander's visualization of the unit's training end-state)
- The estimated time (training days required) to achieve METL proficiency

- FORSCOM ARFORGEN Templates (if applicable)
- Home station resource availability

The long-range plan is communicated to subordinate units using the BN's training SOP 350-1 and often includes a 'training calendar'. Units typically refer to this as the unit's 'long-range calendar', but to be consistent with current operational terms, it is an execution matrix. This execution matrix provides a visual and sequential representation of the tasks to be trained by-event, the units responsible, and when the event(s) will be executed (who/what/when).

4-2. Integrating Leader Development

Senior leaders actively plan to develop subordinate leaders as operations are planned and executed. As the unit long-range plan is developed, senior leaders ensure that leader development is planned, conducted and assessed for each operation. This plan can be as simple, or as complex as the senior leader wants it to be. The objectives should be a part of long-range plan with assessments made by the senior leader during and after the training event. Training is a primary leader development opportunity. Each event gives senior leaders the opportunity to coach and mentor subordinates. Senior leaders must be present at training and give feedback on performance as it occurs. Some examples of leader development are OPD, NCOBP and developmental positions.

4-3. Building the Training Execution Matrix

Once you know the events will be trained, begin laying these out visually in an execution matrix format based in time (see ADP 5.0). Units use different methods of doing this – some use a calendar format, others an Excel spreadsheet. The method of display does not matter – only that it accurately represents the plan as communicated in the BN's training SOP 350-1. Some key items to consider:

- Ensure it reflects the commander's intent and his guidance.
- Backward plan from the visualized training end-state to where you will begin training.
- Build events progressively from simple to increasingly complex unit-level collective tasks (FTX/MRE/MRX type events). Train fundamental tasks first.
- Consider projected community and state support activities as required.

4-4. Long Range Planning

Long-Range planning should build from year to year and may incorporate exercises, CTCs and ODT as well as other training events. To begin the process of selecting training events, as a minimum there are two essential pieces of information needed to begin the process:

- (1) Guidance from the higher commander
- (2) The collective tasks the unit will train (unit's METL)

The higher commander provides guidance prior to the Training Brief. This guidance will contain information that will help focus unit efforts in selecting and sequencing training events, such as:

- The higher unit's mission statement
- The specified higher level training events
- FORCOM ARFORGEN Doctrinal Template (if appropriate)
- The operational environment to replicate (PMESII-PT)
- A description of the higher commander's visualized end-state for training

There is now enough information to begin selecting and sequencing training events. The higher commander has provided specific training events in the concept of the operations and Training Execution Matrix. Working backwards from the culminating training event, select events that enable your unit to achieve task proficiency and thus best support the higher commander's guidance. Using the Understand, Visualize, Describe and Direct methodology found in previous chapters, leaders can sequence tasks to be trained in appropriate years of the ARFORGEN cycle. Training plans in conjunction with ARFORGEN Aim points should attain proficiency over the course of the long range training plan. Commanders should focus on specific individual and collective tasks which build to support METL proficiency over the course of the long range plan.

Helpful tool: The Task Selections (TS) within the Combined Arms Training Strategies (CATS) are a starting point for selecting training events. CATS can be found in the Digital Training Management System (DTMS) and on the Army Training Network (ATN). You will need privileged access to get into DTMS. ATN does not require additional login credentials beyond your CAC login.

To access DTMS, goto: <https://dtms.army.mil>

To search for tasks in ATN, goto: <https://atn.army.mil>

Then go to: Enablers>Combined Arms Training Strategy (CATS). Once there, search for your units CATS under the appropriate proponent.

4-5. ARFORGEN and Non-ARFORGEN (TDA) Based Units

(a) ARFORGEN Based Units

(1) The collective training execution matrix for an ARFORGEN-based unit at a minimum should cover the period from Aim Point 1 to the Culminating Training Event (CTE). The training execution matrix that is developed for a unit contains:

- Higher HQ training events that affect the units METL training
- The training events that the unit will train

(2) A useful technique is to build the matrix and plan it as a phased operation. For example, if the unit is currently deployed and AVAILABLE, Phase 1 might be actions during the RESET pool. Phase 2 might be training events executed during the TRAIN/READY pool, etc. Breaking the execution matrix into a phased operation also encourages the commander and other leaders to consider the training actions needed to seamlessly transition between phases. This method also supports building METL proficiency over the ARFORGEN cycle.

(3) As subordinate units develop their plans based on the events that affect their units, the higher unit rolls these up (bottom-up) into a consolidated execution matrix that captures the major, METL related training events each unit executes in support of the higher unit. CSS units often fall into different years of the ARFORGEN cycle where one BN may have three COs in different years of the cycle. Each CO would receive different guidance from the BN commander on their training plan.

(4) A singular execution matrix should capture all training requirements for planning and scheduling. The matrix must track every task the unit must do during the training year.

(b) Non-ARFORGEN Based Units (TDA, 69th Troop Command, etc.)

(1) Non-ARFORGEN based units are typically performing their mission on a daily basis, or providing subordinate elements in support of ARFORGEN-based units. Their training end-state should be based on sustaining and improving their core mission performance over an extended period of time – and to be prepared to execute anticipated missions that they are likely to be tasked to do.

(2) This is a cognitive process that requires the commander to tailor the unit matrix to meet the goals of training within the ARFORGEN framework.

(3) The commander also has to consider his visualized end-state for training. Since this may not be driven by a deployment requirement, or major exercise support, the commander determines the units training end-state.

Step 1 - Post higher unit required training events on the matrix. These are requirements that are directed by higher headquarters that affect unit METL training.

Some examples of required training events might be:

- Staff training
- External evaluations
- Internal and external scheduled exercises (MAPEX, COMMEX, etc)
- Small arms ranges, etc
- Train the trainer (certification)

Step 2 - Post the unit's METL training events. Working backward, begin at the commander's visualized training end state. Then progressively working backward, add events from higher complexity to lesser complexity. These are unit-controlled exercises which are designed to improve or sustain the unit's METL proficiency. For example, the BN commander could schedule a TEWT, a CPX, and STXs prior to a BDE FTX or participate in exercises such as Vigilant Guard.

4-6. Build the Unit Training Execution Matrix

The unit training execution matrix graphically depicts the schedule of events described in the commander's Training Brief.

(a) Commanders coordinate long-range planning matrices with subordinate commanders, support agencies (such as medical), and any other organizations that require visibility of the plan. The training execution matrix provides direction and a point of common reference for coordinating unit training and scheduling training resources. Both the unit training SOP 350-1 and matrix give subordinate elements the guidance and predictability needed to develop their own unit training plans.

(b) There are several methods (formats) that can be used to develop the unit training execution matrix. DTMS provides a calendar template to build an execution matrix. Excel is an application many units use, as well as other calendar-based software tools which provide a matrix-like view. Whatever the base format, the process of development is the same. Through analysis and planning, the matrix describes by-unit, the METL training to be conducted and when. ARFORGEN based units must consider and integrate the ARFORGEN timelines IAW AR 525-29 and the ARFORGEN pools of RESET, TRAIN/READY and AVAILABLE.

4-7. Short Range Planning

What is Short-Range Planning?

(a) Short-range planning is generally viewed as the 1-year plan and is the process that commanders use to direct the execution of the unit's yearly plan. It is a continual process focusing on each training event that supports (builds) the unit's culminating training event (AT).

(b) Short-range planning is a process, not a stand-alone plan. The process provides the details and direction for executing the training events in the long-range plan. Short-range planning supports near-term planning by laying the ground work for resourcing and planning for key events which will be executed in the near-term plan.

4-8. Near Term Planning

Near-term planning is generally viewed as 0-120 day planning window with training locked at 90 days. Commanders at all levels must protect the 90 day training plan from unnecessary modification and changes. A key event during near term planning is the unit training meetings. These are conducted to plan, resource and refine training events from 30-120 days from training. The major focus should be

applied to the 120 day plan which will result in a training schedule or at a minimum a draft training schedule. Units will publish training schedules 90 days out from training and build a draft at 120. Resourcing is coordinated throughout this planning stage and refined during the training meeting.

The driving mechanism that commanders use to continually assess and refine the Short-range plan is the unit *training meeting*.

(a) Section Time (Sergeants Time Training)

Section time should focus on technical tasks for the section specific MOS(s). This is time given to subordinate leaders to focus on building section proficiency. When determining the events your unit will train, and the order these events should be sequenced, unit commanders and staff should consider:

- The impact of numerous higher unit events on subordinate units. Maintaining ‘*section time*’ (open periods) in the short-range plan affords subordinate elements opportunities to plan and execute their own operations.
- Working backward, it’s necessary to look at events that progressively prepare your unit to execute the major culminating event at the end (cdr’s visualization of the end-state). The plan should reflect your unit training fundamental tasks first.

(b) Managing Training Events

Each training event must be planned, prepared, executed and assessed based on training objectives. Since each training event has associated training objectives, these must directly support the collective tasks the commander has chosen to train.

Example: A CO has an initial assessment of ‘U’ for the task of ‘Conduct a Movement to Contact’. It plans a TEWT for that task and, as an expected assessment, determines that the unit should be a ‘P’ following the event. Following the TEWT, for its next event (CPX) for that task, it plans to continue to need practice (‘P’). However, by the time the unit executes an FTX, one of the training objectives for Conduct a Movement to Contact, the unit expects to achieve a ‘T’ assessment.

Here’s an example of how training objectives help the unit manage the progression of METL task proficiencies:

METL Task: Conduct a Movement to Contact (Initial Assessment: U)

<u>Events to train</u>	<u>Training Objective</u>	<u>Expected Assessment</u>
TEWT	Conduct a Movement to Contact	P
CPX	Conduct a Movement to Contact	P
FTX	Conduct a Movement to Contact	T

By aligning training objectives and their expected outcomes for each training event, and by completion of the unit’s CTE (Culminating Training Event), all METL tasks are trained to a “T” proficiency.

(c) Using training models is a simple and effective way to help units manage each of its training events and maintain continuity of purpose with the long-range plan. A well-known and used training model is the ‘eight-step training model’. This model provides a simple and effective way of managing each training event to ensure the collective tasks the commander has selected to train are trained to proficiency.

There are other training models that units have devised and follow – use the one that works best for your unit.

Eight-step Training Model

1. Plan the training event
2. Train and certify leaders
3. Recon the training site(s)
4. Issue the OPORD
5. Rehearse
6. Execute
7. Conduct AARs
8. Retrain as needed

4-9. Training Meetings

Training meetings are the mechanism that commanders use to direct training events during the short-range planning process. They ensure that the unit stays on course to attain long-range planning goals (proficiency in the tasks the unit will train), and provide a means of 'steerage' to modify and update the long-range plan as necessary.

(a) The objectives of the CO training meeting are to review completed training, deconflict training issues, plan and prepare future training, and exchange timely training information between participants. With these objectives in mind, the training meeting process can be described as a three-phase operation

- (1) Phase 1: Assessment (completed training)
- (2) Phase 2: Coordination
- (3) Phase 3: Future planning

- Assessment: The assessment phase seeks to describe the effectiveness of the training conducted since the last training meeting. Leaders from all subordinate elements brief changes in training status. The commander takes this information, combines it with his personal observations, and comes up with a commander's assessment.

- Coordination: With the formulation of the commander's assessment complete, the next phase is the coordination of future training that has already been planned. Detailed and specific instructions are added to events that already appear on the training schedule. Individual subordinate leaders may brief the CO leadership on specific training exercises or events.

- Future planning: With coordination complete, the final phase of the training meeting process is to plan for future training. Subordinate leaders work with the commander to develop future training plans that support the assessment conducted in Phase 1. During this phase the CO commander ensures that scarce training time is effectively used.

(b) During the training meeting, commanders should address all aspects of training to include, administrative, logistics, medical and training as these individual areas have a significant impact on the commander's ability to conduct realistic and meaningful training.

(c) Training meetings focus on the details of planning, preparing, executing and assessing training. At BN and above, the focus is on the training management process – in particular, resourcing coordination for subordinate units. As resources decline, training meetings are more important than ever to ensure training is well planned and resourced.

A detailed training meeting summary is found in the Training Meeting Appendix 3.

4-10. Prepare to Execute Training

Successful execution of training is based on thorough and detailed preparations. The preparation, work and coordination done prior to executing an event results in confident trainers and units that will ensure the unit achieves collective task proficiency.

When preparing for a training event, leaders:

- Provide guidance, resources and references
- Provide sufficient time for trainers to:

- Review applicable references
- Prepare T&EOs
- Gather and prepare training support resources like equipment, supplies, MILES, other TADDS, classes of supply, etc
- Prepare Soldiers
- Conduct a recon of the training site
- Schedule rehearsals

4-11. Train the Trainers

Qualified and competent trainers are critical in delivering quality, effective training to the unit. Trainers must demonstrate task proficiency before teaching a task to others. Commanders and leaders ensure that trainers are prepared to conduct performance- oriented training to standard.

They ensure adequate preparation time so the trainer:

- Understands the commander's guidance
- Knows the tasks that are to be performed
- Has demonstrated by experience the tasks to standard themselves
- Reviews references, such as ADP 7-0, ATN, T&EOs, Soldier's manuals, FMs, and TMs to understand tasks, conditions, and standards
- Gathers and prepares training support items as required
- Conducts a reconnaissance of the training site prior to training
- Prepare the training and materials needed
- Conducts a risk assessment
- Schedules rehearsals for himself and other trainers
- Plan, prepare, and rehearse for AARs

4-12. Pre-Execution Checks

Pre-execution checks are the informal coordination conducted prior to conducting training events. They are developed by the chain of command to prepare Soldiers, leaders, trainers, and units systematically, and to ensure that training is resourced and conducted properly. They become increasingly detailed as training schedules are developed. Pre-execution checks provide the attention to detail needed to use resources efficiently. These checks are developed and responsibilities for them are fixed. Pre-execution checks are an important component of preparation for training events.

4-13. Rehearse

Rehearsals are conducted before training and early enough to conduct multiple rehearsals if necessary. They provide an invaluable means of ensuring during training is executed to standard. Rehearsals also provide a mechanism for leaders and Soldiers to visualize what is supposed to happen, and to correct deficiencies during subsequent rehearsals if necessary.

be kept to an absolute minimum. Higher commanders must protect subordinate units from needless, un-programmed events, activities and other training distracters.

(c) For the Soldier, the training schedule tells him daily where he needs to be, when he needs to be there, the uniform he must be in, and the equipment he must bring. It also tells him any additional information he needs to know, to include the references he can read in advance regarding the particular training event, or operation. It also tells him who is giving the instruction or training.

4-15. Recovery

The recovery process is an extension of training. Once recovery is complete, it signifies the end of the training event or operation. While recovery tasks vary depending on the type and intensity of the training, most include equipment maintenance training, turn-in of training support items, inspection of equipment, and conducting AARs that review the overall effectiveness of the training just completed.

Here are a number of recovery activities your unit should routinely perform following a training event, or operation:

- Personnel accountability
- Perform post-operations preventative maintenance checks and services
- Ensure sensitive item accountability
- Ensure accountability of organizational and individual equipment
- Ensure that Class IV, V, TADSS, and other support items are maintained, accounted for, and turned in
- Close out training areas and ranges
- Conduct AARs
- Allow time for the individual soldier to recover personal equipment and conduct personal hygiene
- Conduct final inspections

4-16. Training and Leader Development Guidance (TLDG) / Training Brief (TB)

The Training Brief is conducted by senior commanders to review and approve the training plans of subordinate units. It is conducted at the discretion of the senior commander and well before training is projected to begin.

These briefs produce a 'contract' between the senior commander and each subordinate commander. As a result of this contract, the senior commander agrees to provide resources, including time, and to protect the subordinate unit from un-programmed tasking and other training distracters. The subordinate commander agrees to execute the approved training plan and to conduct training to standard. This shared responsibility helps maintain training priorities (METL), achieve unity of effort, and synchronize actions to achieve quality training and efficient resourcing.

BDE commanders should receive training briefs from their subordinate commanders and are the approval authority for all CO level training plans. The ATAG receives training briefs from BDE and BN commanders. The BDE commander and CSM present the overview of the BDE's training plan, while BN commanders and CSMs provide detailed briefings of their training plans.

The higher commander holds the brief early enough to ensure that resources can be locked-in for the training unit. The commander and CSM/1SG personally present the overview of the unit training plan. The higher commander determines the timing, format and topics of the briefing.

The format should be flexible enough to allow subordinate commanders, CSM/1SGs to highlight their strengths, weaknesses, initiatives, and priorities.

The training brief should follow a few general guidelines:

- The training briefs is conducted prior to the start of the fiscal year
- Training briefs are designed to discuss past, present, and future training
- They result in a training contract between senior and subordinate commanders
- The senior commander agrees to provide resources and protect the subordinate unit from un-programmed tasking
- Subordinate commanders agree to execute approved training to the Army standard
- The senior commander ensures that training is the exclusive focus of the training briefing
- Ensure that the unit time management system is agreed to and supports the plan

Note: If the unit receives a change of mission, it may be necessary to conduct additional long-range planning and conduct another training brief as necessary.

Chapter 5

Training Execution and Assessment

5-1. Training Execution Intent

Training execution occurs at all echelons, from a unified action training exercise to a first-line leader conducting individual training. Ideally, leaders execute training using the crawl-walk-run approach as appropriate and tailored to the individual's, team's, or unit's needs and capabilities to build confidence over time and emphasize fundamentals and standards. Effective training execution, regardless of the specific collective, leader, and individual tasks being executed, requires adequate preparation, effective presentation and practice, and thorough evaluation. After training is executed, leaders ensure individuals recover from training and review successes and challenges to apply observations, insights, and lessons to future training and operations.

5-2. Characteristics of Effective Training

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

(a) Realistic - Realistic training requires organizations to train the way they intend to operate in all dimensions of the projected operational environment. Realistic training includes all available elements of combined arms teams and, as appropriate, organizations or individuals normally involved in unified action. It optimizes the use of TADSS to replicate the stresses, sounds, and conditions of actual operations.

(b) Safe - Safe training is the predictable result of performing to established tactical and technical standards. Through CRM, leaders at all echelons ensure safety requirements are integral, not add-on, considerations to all aspects of planning, preparing for, executing, and assessing training.

(c) Standards-Based - Standards-based training complies with joint and Army doctrine and is technically correct. Adherence to standards should not stifle innovation and prudent risk taking. Field manuals, CATSs, and other training publications provide information to facilitate training, coach subordinate trainers, and evaluate training results. Training and evaluation outlines (contained in CATSs) provide information concerning collective training objectives. These outlines also include individual and leader training tasks that support collective training objectives.

(d) Well-Structured - Well-structured training contains a mixture of initial, sustainment, and improvement training events. It also consists of a mix of individual and leader tasks incorporated into collective tasks.

It organizes and sequences training events to allow units to meet their training objectives.

(e) Efficient - Efficient training makes the best use of training resources. Efficiently executed training makes the best use of everyone's time.

(f) Effective - Effective training builds proficiency, teamwork, confidence, and cohesiveness. Effective training allows commanders and their organizations to achieve their training objectives.

(g) Challenging - Challenging training is competitive. Although individuals and organizations may sometimes compete against one another, they should always compete to achieve the prescribed standard. Once the standard has been achieved, trainers alter the conditions to make the task more challenging. If the standard is not achieved, trainers take corrective actions and repeat the training. They do this until the standard is met. Training is done to standard, not to available time.

5-3. Crawl-Walk-Run

The crawl-walk-run technique is an objective, incremental, standards-based approach to training. Tasks are initially trained at a very basic level (crawl), then become increasingly difficult (walk), and finally approach the level of realism expected in combat (run). Leaders must first assess individual and unit training levels. Some individuals and organizations may be ready for the walk, or even the run stage, depending on their experience.

(a) Crawl stage events are simple to perform and require minimal support. The crawl stage focuses on the basics of the task and proceeds as slowly as needed for individuals and the organization to understand task requirements. Walk stage training becomes incrementally more difficult. It requires more resources from the unit and home station and increases the level of realism and the pace. At the run stage, the level of difficulty for training intensifies. Run-stage training requires the resources needed to create the conditions expected in the projected operational environment. Progression from crawl to run for a particular task may occur during a one-day training exercise or may require a succession of training periods.

(b) In crawl-walk-run training, tasks and standards remain the same; however, the conditions under which they are trained change. Live, virtual, constructive, and gaming training enablers help provide the variable conditions for supporting a crawl-walk-run training strategy. Ways to change conditions include the following:

- Increasing the difficulty of conditions under which tasks are being performed.
- Increasing the tempo of the training.
- Increasing the number of tasks being trained.
- Increasing or decreasing the number of personnel involved.

(c) Trainers use the crawl-walk-run approach to determine the amount of detail to include in practice. If individuals or organizations are receiving initial training on a task, trainers emphasize basic conditions. If individuals are receiving sustainment training, trainers raise the level of detail and realism until conditions replicate an actual operational environment as closely as possible. Trainers challenge those with considerable experience to perform multiple training tasks under stressful conditions.

(d) Trainers conduct training using the combination of demonstrations, conferences, discussions, and practice appropriate to the experience of those being trained. They inform individuals of the training objectives (tasks, conditions, and standards) and applicable evaluation procedures. Trainers immediately follow presentations with practice to convert information into usable individual and collective skills.

5-4. Recovery from Training

Recovery is an extension of training. A training event is not ended until recovery is complete. Recovery ends when the organization is again prepared to conduct operations. At a minimum, recovery includes the following:

- Performing maintenance training.
- Cleaning and accounting for equipment and components.
- Turning in training support items and ammunition.
- Performing final AARs.

- Performing final inspections.

5-5. Assessment

Unit level assessments are a commander's responsibility. Training and leader assessments are every leader's responsibility. Assessments are a leader's judgment of his/her organization's ability to accomplish its mission and task(s); that training was conducted to the Army standard; that subordinate leaders are properly coached, mentored and can perform leader tasks to standard. Assessments are done throughout the training process to include planning and conducting assessments.

There are many sources of information to make accurate and timely assessments. These sources include, but are not limited to: experience, evaluations, formal and informal feedback, and personal observations. Leaders do not rely on a single source of information to arrive at an assessment. Multiple sources of information and data are collected, analyzed and considered to give the commander and leader a holistic understanding of unit, task, or leader proficiency. There are three types of assessments:

- Unit
- Training
- Leader

(a) Assessments vs. Evaluations

Commanders apply their own judgment to assessments. Sometimes based on personal and professional observations and instinct (as well as empirical inputs from many other sources), the assessment should always answer the question: Can the unit/individual perform the task(s) to standard?

The primary feature that sets an assessment apart from the concept of an evaluation is that an assessment is subjective in nature.

(b) Evaluations are strictly based on the performance of the task(s) against the established standard. T&EOs provide the proponent established standards (Go/No-Go) of nearly all collective and individual tasks in the Army. Where no standard has been established, commanders determine what that standard is.

NOTE: T&Eos can be found in DTMS or CATS. Once accessed thru either DTMS or ATN (utilizing the CATS) the user can print the form for local use then record the results in DTMS.

(c) Unit Assessment

Only unit commanders can assess their unit's ability to execute missions. Commanders perform unit assessments that aggregate a large number of evaluations. They include such diverse systems as training, force integration, logistics, and personnel.

The assessment plan is part of the Training and Leader Development Guidance (TLDG), and:

- Fixes responsibility within the staff and subordinate units for gathering and analyzing evaluation data and preparing recommendations
- Concentrates on the effectiveness of leader and unit training
- Utilizes the CSM/1SG and other senior NCOs to gather feedback on individual, crew, and small team training
- Allows the higher commander to monitor outcomes and take action to reshape priorities, policies, or plans to overcome training weaknesses and sustain demonstrated strengths.

Commanders assemble as much information as they can about a unit's performance during a training event. Oftentimes these are compiled – as is commonly done following a CTC rotation (CTC take-home packages are an excellent source of feedback), or by other units if training is conducted at home station. A few important sources of feedback for the senior commander's assessment of the unit's ability to accomplish missions are noted below:

- Personal observations of training
- Assessment and feedback from higher

- Staff visit reports
- Unit status reports
- Training briefings
- Training evaluations
- MRE / MRX
- CTC take-home packages
- AARs from major training exercises
- AT reports
- MCOFT results

The commander/leader has multiple sources from which to draw from to make accurate unit/training/leader assessments. No one source can provide a complete and unbiased picture of the event being assessed. Commanders and leaders should strive to consider as many inputs to the assessment as possible before coming to a final decision as to the rating given.

(d) Training Assessment

To identify training needs, the leader assesses the ability of the unit to perform METL tasks before planning training. In assessing whether the unit can perform a METL task to the Army standard, the leader considers all sources of information, such as recent evaluations of performance during training, personal observations of training, and assessments of tasks performed by subordinates.

Commanders and leaders cannot personally observe all training in their organizations; therefore, they gather feedback from their subordinate commanders, senior staff officers, and NCOs. Based on all available information, the commander rates each METL task as either “T”, “P”, or “U”.

(1) “T” (trained): The unit is trained and has demonstrated proficiency in accomplishing the task to the Army standard. The leader judges task performance to be free of significant shortcomings. Training on “T” tasks is designed to sustain proficiency on that task.

(2) “P” (needs practice): The unit can perform the task with some shortcomings. Performance has demonstrated that the unit does not achieve the standard without some difficulty or has failed to perform some task steps to standard. The shortcomings are not severe enough to require complete retraining. Only retraining is required.

(3) “U” (untrained): The unit cannot demonstrate an ability to achieve mission proficiency. The leader prepares a comprehensive plan to train all supporting tasks not executed to standard. Unless the task is a new Unified Land Operations METL task, a rating of “U” indicates a serious training deficiency.

(e) Leader Assessment

As unit training is planned and conducted, senior leaders plan how they assess subordinate leaders. Training provides excellent opportunities to grow and develop leaders throughout the unit. Training fosters a learning environment that allows subordinate leaders an opportunity to make honest mistakes without endangering themselves, or other Soldiers as training is executed.

This plan is included as a part of the training brief and should include as a minimum:

- The commander’s leadership philosophy
- The commander’s goal for leader development (to include how he plans to assess subordinate leaders)
- OPD/NCOPD focus areas
- The leader tasks that support the unit METL (found in T&EOs)

(f) Training Evaluations

Evaluations of training are one of the feedback mechanisms that leaders use to help inform their judgment as to whether a unit or individual can, or cannot perform a specific task to the Army standard. Unlike an assessment which includes a subjective component, evaluations are strictly measured against a pre-determined standard (typically the performance steps of a task T&EO). They can be done internally, or externally to a unit. This process is continuous, and must be planned for all training.

a. Commanders and other leaders use evaluations to inform their assessments of units and training.

To evaluate training proficiency, leaders:

- (1) Select the type of evaluation

- (2) Develop an evaluation plan
- (3) Conduct evaluations of training
- (4) Conduct AARs
- (5) Provide feedback up and down the chain of command

b. All training is evaluated to measure performance against the Army standard. The evaluation can be very simple (verbal between the commander and evaluator), or may be very complex (multi-unit external evaluation).

- Evaluating training is not a test and is not used to find reasons to punish leaders and Soldiers.
- Evaluations assist commanders and leaders in determining the overall effectiveness of their training planning and execution.

c. Each training event is evaluated during training execution. Planning for training must include resources (such as leader time, preparation, evaluators, and equipment) to facilitate the evaluation. Leaders use evaluations as an opportunity to coach and mentor subordinates. They are also a key element in developing leaders by providing them immediate feedback that helps coaches and lead subordinate leaders in achieving Army standards.

d. Evaluation ratings are assigned by evaluators and should not be confused with leader assessment ratings. Evaluation ratings are ratings assigned directly to demonstrated task proficiency. Using T&EOs, evaluators observe training tasks and grade the performance "GO" or "NO-GO," as defined below:

(1) "GO:" The task or performance step of a task was performed to standard. A rating of GO is normally awarded if all steps in the task are passed.

(2) "NO-GO:" The task or any performance step in the task was not performed to standard.

e. The completed T&EOs, with written comments, AAR comments, coaching, and mentoring comments provide leaders and Soldiers with immediate and documented feedback on performance. Commanders use the evaluator ratings as a source of input when making their training assessment ratings of T, P, or U for each METL task.

f. Evaluations are used to:

- (1) Provide feedback on training proficiency, both strengths and weaknesses, to those participating in the training event
- (2) Evaluate unit METL task (and collective task) proficiencies
- (3) Develop lessons learned for distribution throughout the command and the Army, when applicable
- (4) Shape future training plans
- (5) Coach and mentor subordinates
- (6) Enhance leader development

5-6. Evaluation

(a) Using Training and Evaluation Outlines (T&EOs)

NCOs at the platoon and squad level conduct evaluations of individuals and collective tasks using T&EOs. These are summary documents prepared for each training activity that provide information on collective training objectives, related individual training objectives, resource requirements, and applicable evaluation procedures.

(b) T&EOs are comprised of the following elements:

(1) Task # and title: A clearly defined and measurable activity accomplished by individuals and organizations. Tasks are specific activities that contribute to the accomplishment of missions or other requirements.

(2) Conditions: The circumstances and environment a task is to be performed.

(3) Standards: The minimum acceptable proficiency required to perform the task under the specified conditions.

(4) Task Steps and Performance Measures: The steps required to conduct the task to the Army standard to include columns to annotate whether the task as demonstrated is rated a 'Go' or 'No Go' based on the standard.

(5) Supporting Collective and Individual Tasks: Any additional tasks that support the task noted. T&EO evaluations are an integral part of the training execution process and are aggregated bottom-up from section to squad to platoon to CO, etc to provide the commander a direct source of task

performance to help inform his decision on whether a METL task is assessed a T-P-U.

(c) Types of Evaluations

Evaluations may be informal, formal, internal, external, or any combination of these.

(1) Informal evaluations take place when leaders conduct training. For example, when a squad leader trains the squad on the task, 'assault an objective' - this type of evaluation provides real time feedback on task proficiency. Informal evaluations are most commonly used at BN level and below. They are:

- Conducted by all leaders in the chain of command
- Continuous as training is conducted

(2) Formal evaluations are resourced with dedicated evaluators or OCs, and are generally scheduled during the planning process. Formal evaluations are normally highlighted during the training brief. The headquarters two levels higher usually conduct formal external evaluations. For example, BDE commanders evaluate companies. Examples of formal evaluations include EIB and EFMB.

(3) Internal evaluations are planned, resourced, and conducted by the unit undergoing the evaluation.

(4) External evaluations are planned, resourced, and conducted by a headquarters at an echelon higher in the chain of command than the organization undergoing the evaluation or a headquarters outside the chain of command.

The four types of evaluations can be combined to meet the particular needs of the units or Soldiers being evaluated. Regardless of the type of evaluation, leaders must be present at all training to supervise and evaluate the training.

(5) Evaluations of individual and small-unit training normally include every Soldier and leader involved in the training. For large-scale training events, evaluators sample a number of individuals and subordinate organizations to determine the likelihood of the entire organization performing specific mission essential tasks to standard.

(6) During and after formal evaluations, evaluators prepare their findings and recommendations. Evaluators provide reports to the evaluated unit commander and higher commanders as required by the headquarters directing the evaluation. Evaluation documentation can range from an annotated T&EO for an internal training evaluation to a comprehensive report on RC units during AT periods.

5-7. Certification

Certification is a measure of individual/crew/team technical proficiency. Certification is not a normal part of day-to-day training. The decision to require certification is made at a higher headquarters and is the result of a deliberate process. Certification requirements for observer controllers (OC) and individuals to supervise live-fire ranges, driver licensing, etc., are examples of individual technical proficiencies that commanders may require to support training. Certification is more often applied to processes and procedures that support operations and training, such as destruction of classified documents or outdated medicines. Certification can also be validation of professional skills in such fields as law and medicine.

Commanders may require certification to confirm a unit's collective training proficiency to perform a specific type of mission or task. Certification of an infantry squad that has been tasked to conduct a specific stability or support task is an example of unit collective certification. Higher headquarters on a "by exception" basis normally directs this confirmation requirement.

5-8. After Action Review (AAR)

The after action review (AAR) provides feedback for all training. The AAR is a structured review process that allows training participants to discover for themselves what happened, why it happened, and how it can be done better. The AAR is a professional discussion that requires the active participation of those being trained. The AAR is not a critique. It has the following advantages over a critique:

- Focuses directly on key, METL-derived training objectives
- Emphasizes meeting Army standards rather than judging success or failure (AARs do not determine winners or losers)
- Uses leading questions to encourage participants to self-discover important lessons from the training event
- Allows a large number of soldiers and leaders (including OPFOR) to participate so that more of the training can be recalled, and more lessons learned can be shared

AARs consist of four parts:

(a) Review what was supposed to happen (training plan). The evaluator, along with the participants, reviews what was supposed to happen based on the commander's intent for the training event, unit training plan, training objectives, and applicable T&EOs.

(b) Establish what happened. The evaluator and the participants determine what actually happened during performance of the training task. A factual and indisputable account is vital to the effectiveness of the discussion that follows. For force on force training, OPFOR members assist in describing the flow of the training event and discuss training outcomes from their points of view.

(c) Determine what was right or wrong with what happened. The participants establish the strong and weak points of their performance. The evaluator plays a critical role in guiding the discussions so that conclusions reached by participants are doctrinally sound, consistent with Army standards, and relevant to the unit mission.

(d) Determine how the task should be done differently next time. The evaluator assists the chain of command undergoing the training to lead the group in determining exactly how participants will perform differently the next time the task is performed. This results in organizational and individual motivation to conduct future sustainment training to standard. Additional Resources: Leader's Guide to After-Action Reviews (AAR).

Appendix 1 DTMS

References

Digital Training Management System (DTMS) - <https://dtms.army.mil/>

DTMS Training Site - <https://dtms.army.mil/Training>

Combined Arms Training Strategies (CATS)

Army Training Network (ATN) - <https://atn.army.mil/>

AR 350-1

1-1. Purpose

To cover the mandatory areas of use for the Digital Training Management System (DTMS).

1-2. Responsibilities

MSC, BN and CO/Detachment levels will appoint, a primary and assistant System Administrator for DTMS. Their duties will include:

- (1) Liaison between their Unit and next higher echelon.
- (2) Train all necessary leadership and FTUS on DTMS responsibilities and applications.
- (3) Ensure subordinate units are training their leadership and operators on how to properly use the DTMS application.
- (4) Manage user accounts and System Administration for the assigned subordinate units and leadership at their levels.
- (5) Training for new users can be done on the DTMS Training Site. Information input in this site will not change data in the actual Unit DTMS.

1-3. Scope

DTMS is a program designed to track multiple areas of Unit and Soldier Readiness. Due to lack of connectivity to vital processing systems, the Kansas Army National Guard requires the use of DTMS in the following.

Mission Essential Task List (METL)

(a) Chapter 2 (MISSION ESSENTIAL TASK LIST) of this SOP describes the process for finding a Unit METL. Use DTMS under the "Planning" "Mission/METL" tab to input/view the CO/BN METL.

(b) The Combined Arms Training Strategies (CATS) are a descriptive unit training tool that provides commanders and unit trainers a task based, event driven unit training strategy from which training plans can be extracted.

- (1) CATS can be accessed through DTMS under the "Planning" "CATS" tabs.
- (2) Subordinate unit training strategies are nested BCT/BDE to Platoon and occasionally to Crew following a METL construct so subordinate units support the higher units METL and training strategy.
- (3) Once METL selections are identified in DTMS, subordinate tasks are accessible by selecting the METL Task and view

1-4. AT/IDT Plans

(a) In DTMS under the "Planning" "TARGTS" tab is the location to input/view the AT/IDT Plans.

(b) All units will use the DTMS IDT function to input and submit their IDT Assemblies and AT Plans for approval.

(c) The Training Cycle is determined by the Yearly Training Schedule, as created by the unit.

1-5. Training Schedules

(a) In DTMS under the "Training Manager" tab is the location to input/view the CO Level Training Schedules.

(b) It is the responsibility of the leadership to ensure that the unit training schedules are entered and forwarded in a timely manner and in accordance with the Kansas Army National Guard Training SOP.

(1) Readiness / Training NCO's will ensure that all YTG and YTC data from higher commands (YTG) and CO commander (YTC) along with mandatory information is input NLT 120 days prior and will ensure all parties' assigned rolls have entered their information.

(2) Commanders will review by checking off their signature block for each training schedule submitted

prior to submitting to their BN.

(3) BN S3 will review BN Commander approval NLT 90 days prior to training date by ensuring that the signature block is checked off for each training schedule submitted by their assigned CO prior to submission.

(4) MSC will review by ensuring that BN Commanders/CO Commanders signature block is checked off for each training schedule submitted by their assigned BN and CO prior to submitting to JFHQ-G3.

(c) DA Form 7566 (Composite Risk Management Worksheet) for completing the IDT Risk assessment will be attached to each Training Schedule. This form is located under the training documents page of the Planning Manager. The completed CRM worksheet is uploaded to the units IDT Event for the corresponding IDT period.

(d) Training Tracking:

Units will attach tasks and attendance rosters the; Mandatory / Collective/Individual events in DTMS while building their training schedules. These documents will be used for signing in and for OIP inspections. Use a blank copy of this version of the DTMS sign in roster format. For soldiers not listed in your DTMS or guests that attend these scheduled events, place it on the back of the original roster.

1-6. Assessment

(a) Chapter 2 (TRAINING ASSESSMENT AND EXECUTION) of this SOP describes the importance and requirements of Unit Commanders completing assessments of training. Use DTMS under the "Planning" "Mission/METL" and tab of the CO/BN METL, click on the checkmark box of each Mission Essential Task.

(b) This area allows for T, P and U input, comments and strategies.

1-7. State Classes

(a) In DTMS under the "Training Manager" "Course Management" tab is the location to Find Courses, Prerequisites, Allocations and Enrollment for State Classes.

(b) When Course LOIs specify DTMS enrollment, this is the location to access and track course specifics.

(c) Submit requests for State Classes to the G3 DTMS Manager.

1-8. Database of Record

The Soldier Management screen is a useful tool and is encouraged to be used for internal Unit Tracking. Until connectivity issues are resolved, the information listed in the Soldier Manager screen will use the following Database of Record:

- (a) Schools – ATRRS
- (b) Skills – ATRRS
- (c) Civilian Info – DBIW
- (d) SIDPERS – DBIW
- (e) Contact Info – DBIW
- (f) APFT – DBIW
- (g) Weapons Qual – DBIW
- (h) Individual Equipment – iMAP
- (i) Education – iPERMS
- (j) Certification – iPERMS
- (k) Language – iPERMS
- (l) PERSTATS – iPERMS
- (m) Medical – MEDPROS
- (n) Family Dental – MEDPROS
- (o) Pay – MyUnitPay
- (p) RCAS Data – RCAS
- (q) Military License – SAMS-E
- (r) POV License – SAMS-E

1-9. Troubleshoot and Support

(a) The DTMS Knowledge Base is found in the "Help" tab in DTMS. It is a dynamic section that allows users to post questions and issues to the DTMS help desk.

(b) Whenever an issue or problem cannot be resolved at a particular level, it must be submitted to the System Administrator at the next higher level of command to ensure it is properly resolved.

(c) The System Administrators for each organization need to complete the DTMS Master Training course, or have been trained by a DTMS Master Trainer in order to have the knowledge base to support their Units.

(d) Point of Contact for State DTMS issues: 1LT Nicholas Carlson, (785)274-1102,
nicholas.carlson@us.army.mil

Appendix 2 Schools Management Standard Operations Procedure

2-1. Purpose

The purpose of this Standard Operating Procedure (SOP) is to establish policy, guidance and procedures for the standardization of The Army School System (TASS).

2-2. References

- (a) AR 350-1, Army Training and Leader Development
- (b) AR 350-10, Management of Army Individual Training Requirements and Resources
- (c) AR 600-9, The Army Weight Control Program
- (d) DA PAM 351-4, U.S. Army Formal Schools Catalog
- (e) TRADOC Regulation 350-18, The Army Schools Program
- (f) NGR 351-1, Individual Military Education and Training

2-3. Scope

This SOP includes details from the references listed above as well as additional requirements required to successfully manage the One Army Schools System at the unit level.

2-4. Responsibilities

(a) Commanders, at all levels have ultimate responsibility for schools management, and to ensure that Soldiers are prepared for, and attend required courses. Commanders must confirm that course selections are accurate and appropriate, and meet current guidance. They are also responsible for assuring subordinates are trained in schools management.

(b) Command Sergeants Major and First Sergeants are the primary managers of Non-Commissioned Officer education (NCOES) and Military Occupational Specialty (MOS) qualification. They direct and manage the development of Order of Merit Lists and manage the counseling of Soldiers prior to school attendance. They must ensure that Soldier's meet all prerequisites, APFT/Height/Weight (as appropriate), and have all necessary equipment prior to enrollment and report date.

(c) First Line Leaders complete TRADOC FORM 350-18-2-R-E, TASS Unit Pre-execution Checklist, prepare Soldiers for school – ensuring all prerequisites are met. Leaders are also responsible for counseling their Soldiers.

(d) Individual Soldiers are responsible for self monitoring of their military education level. Soldiers are responsible for meeting all course prerequisites. Soldiers also must remain in contact with First Line Leader/Unit for administrative tasks (orders, travel details, etc.).

2-5. Training Selections

(a) The Training Resources Arbitration Panel (TRAP) process is initiated when the Department of the Army identifies changes to training programs are required. The purpose of the TRAP is to manage and implement budget and execution year training program adjustments. In this process units request seats, or quotas, based on forecasted requirements. The results of the TRAP impact directly upon manning and distribution of the forces, MOS readiness and end strength levels through the availability of the correct quantity of training in the correct MOS/AOC for specific agencies or commands.

(b) Army Training Requirements and Resources System (ATRRS) and Army Funding Allocation Model (AFAM) Training Selections determine a training need by comparing a Soldier's completed training to ATRRS data for the courses needed to become qualified in the corresponding category. Units then utilize AFAM to make accurate and realistic training selections for future training, IAW annual published guidance. Schools quotas, or seats and schools funding is allocated based on the unit training selections.

2-6. Order of Merit List, Priorities of Training and Funding Guidance

The Order of Merit List (OML) is used to establish priority for military education. Applications for course attendance are processed in accordance with the approved OML. The OML is completed based on current guidance and Commander's priorities and submitted through channels for approval. Funding Guidance is published annually and is based on the ARFORGEN cycle. Kansas Priorities for Training are:

- (a) Duty MOS Qualification
- (b) Professional Development – NCOES
- (c) Professional Development – OES

- (d) ASI / SQI Courses
- (e) All others as required

2-7. Prerequisites

(a) All course prerequisites are verified before submitting an application for any course. Prerequisites include, but are not limited to: Prior course completion, ASVAB line scores, PULHES codes, Medical Readiness Category, security clearance, assignment to specific paragraph/line on the MTOE, assigned additional duty that requires training, or possession of a particular MOS. Prerequisite requirements are verified by using the SLR portal function on ATRRS, DA PAM 351-4, recent ALARACT messages and policy letters. Applications for course attendance in which a Soldier does not meet the prerequisites are either denied or not processed.

(b) Soldiers attending professional military education (PME) beyond initial military training that are 60 days or longer will be administered the APFT as a course requirement. PME courses less than 60 days will not administer an APFT. Proponents of functional training courses may require an APFT, as either an entrance or graduation requirement, regardless of their length. Soldiers who fail to meet the APFT standards will be considered an academic course graduate, but their DA Form 1059 will be marked "Marginally Achieved Course Standards" and "Failed to Meet APFT Standards".

(c) Effective 1 November 2012, Soldiers who are flagged for failure to pass the APFT or comply with Army height and weight standards are not eligible for selection, scheduling or attendance at the PME schools. Any Soldier who is flagged becomes eligible for scheduling and attendance at the PME schools and courses once the flag is removed.

(d) Successful completion of the APFT and height and weight screening are mandatory for course graduation. For PME courses with multiple phases, the initial APFT and height and weight screening will be administered during the first phase of the resident course. One APFT retest and/or height and weight screening is allowed and will be administered no earlier than 7 and no later than 24 days after the initial failure of the APFT and/or height and weight screening. Soldiers who subsequently fail to meet physical fitness and/or height and weight standards will be removed from the course.

(e) The DA Form 1059 of Soldiers who fail to pass the APFT and/or meet height and weight standards will be annotated in block 11d "Failed to Achieve Course Standards." Soldiers who fail to achieve course standards are not eligible to enroll in any PME courses for 6 months after their dismissal. The 6-month waiting period begins on the day after the DA Form 1059 is signed. Soldiers who fail to pass the APFT and/or meet height and weight standards a second time are not eligible to enroll in any PME courses for 1 year after the second failure.

(f) The unit commander is responsible to ensure that all Soldiers enrolled in institutional training meet course prerequisites. Soldiers reporting for training must have in their possession a completed and properly signed TRADOC Form 350-18-2-R-E – The Army School System (TASS) Unit Pre-Execution Checklist. The Army School System (TASS) Unit Pre-Execution Checklist is started no less than 60 days prior to the school report date and completed no less than 15 days prior to the Soldiers departure.

(g) ATRRS Post Reservation Check Lists (PRCL) are completed on the ATRRS system after a Soldier receives a valid course reservation. Checklist questions are answered honestly and updated as necessary. Soldiers may be cancelled from a course if the PRCL is not completed within 30 days of the report date.

2-8. Structured Self Development

Structured Self Development (SSD) bridges the operations and institutional domain of Army training for enlisted Soldiers. From Private to Command Sergeant Major, SSD will ensure learning in continuous and enduring. SSD is a planned, goal-oriented learning that reinforces and expands the depth and breadth of an individual's knowledge base, self-awareness and situational awareness. SSD complements intuitional and operational learning while enhancing professional competence.

(a) SSD I tasks are primarily focused at the team level and common leader and tactical skills. Soldiers will be enrolled in SSD I automatically upon completing Basic Combat Training (BCT) / One - Station Unit Training (OSUT). Soldiers must complete SSD I prior to attending the Warrior Leader Course.

(b) There is not an SSD level between Warrior Leader Course (WLC) and SSD III. The Advanced Leader Course Common Core (ALC-CC) is in lieu of SSD II. ALC-CC focuses on preparing unit and subordinate elements for peace, wartime missions and contingencies

(c) SSD III tasks are primarily focused at the platoon level. SSD III will be completed after the Advanced

Leader Course (ALC) and prior to the Senior Leader Course; previously known as the Advanced Noncommissioned Officers Course (ANCOC).

(d) SSD IV tasks are primarily focused at the BN level. It is highly recommended that SSD IV be completed prior to assuming duties as a first sergeant

(e) SSD V tasks are focused at nominative and joint staff levels. Completion of SSD V is prerequisite to be considered for nominative and joint assignments.

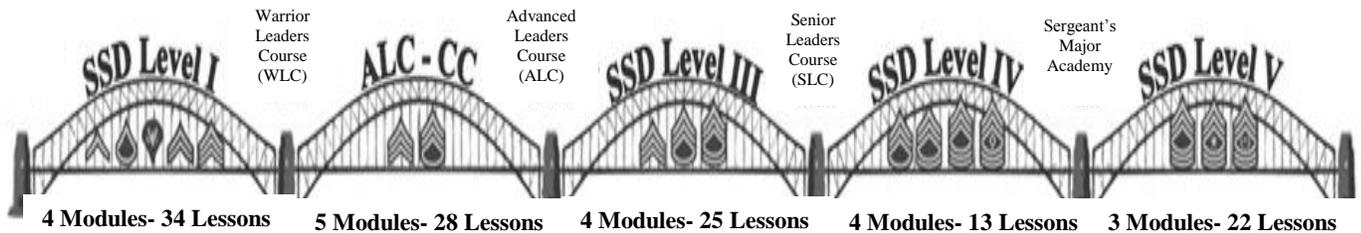


Figure 1 – Structured Self Development training path

2-9. Additional Skill Identifier

Some MTOE positions require a Soldier to hold an Additional Skill Identifier (ASI). In order to apply for an ASI producing school the Soldier must occupy the authorizing paragraph and line on the MTOE. ASI schooling is based on duty position, command recommendation, command approval and funding availability. Exceptions may be granted during special circumstances, i.e. attendance at Air Assault as recognition for achievement.

Applications for ASI schools must include a statement in the comment section of the application (ATRRS A1 Screen). For example, an application for the Ranger Course would have the following statement:

“Soldier occupies a Ranger Coded position (Para:___ Line:___) in ___(Unit) (UIC WXXXXX)”

2-10. Special Qualification Identifiers

Special Qualification Identifier (SQI) are authorized for use with any MOS and skill level character, unless otherwise specified, to identify special requirements. Some examples of SQIs are: 8 – Instructor, M – First Sergeant and X – Drill Sergeant. Applications for these schools are processed as required and as current funding level allows.

2-11. ATRRS application process

Unit level schools managers are responsible for the timely and accurate submission of applications. Verification of course prerequisites and seat availability enhances the speed of application processing. BN level schools managers are responsible for reviewing application for accuracy, prerequisite qualification and seat availability. If the application meets the requirements it is forwarded to the next level. Major Subordinate Command and higher managers make final review for accuracy and seat availability. MSC and higher managers may make reservations, waits or forward higher for action.

2-12. Cancellations, No Shows and Failures

Cancellations for Soldier reservations are submitted via email to the appropriate manager, using the most current form. A reason or comment is included to explain the reason for the cancellation. A two-digit code that corresponds to the explanation is included in the next line. The reason codes are found in ATRRS Table A35. Soldiers who No Show, fail to complete, or cancel courses without valid justification will not be authorized to attend any course for a minimum of 12 months. Substitutions for Soldier reservations are submitted via email to the appropriate manager, using the most current form. Substitutions may not be granted if there is a Soldier previously enrolled that is in a “wait” status. Soldiers are not authorized to report to a school without a valid reservation, i.e. “walk-on”.

2-13. Waivers

Waivers may be requested for exception to one or more course prerequisites. Some example waiver situations are:

- Two or more years have passed since the completion of Phase 1
- A Plan of Instruction changed between the completion of course phases
- Other circumstances IAW governing regulation and/or policies.

Appendix 3 Training Meetings

3-1. Purpose

(a) Training meetings are key to short-range planning, are *non-negotiable* and guide the execution of the long-range plan. Training meetings facilitate the top down / bottom-up flow of information. Training meetings are formally conducted at BDE, BN and CO level. Training meetings are not a forum for discussion of administrative operations and activities - training is the sole topic. Training meetings have four goals:

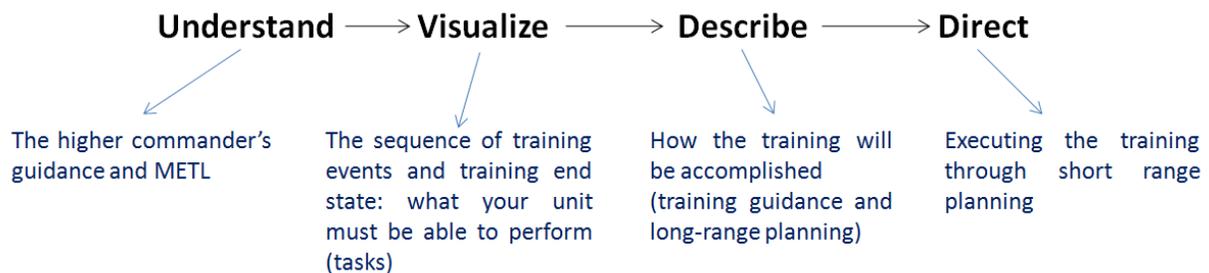
(1) Validate the tasks to train (collective and individual) for future training events. The commander modifies and updates the tasks to meet the long-range planning goals.

(2) Synchronize METL and collective tasks with upcoming training, confirm training objectives and resource requirements and status of coordination.

(3) Ensure cross-communication between leaders. Subordinate leaders provide assessments of proficiency after each training event. They ensure tasks trained at platoon, squad and individual are executed and assessed to standard and support the tasks the CO must train.

(4) Review and / or refine the training focus for upcoming events.

(b) Commanders direct all aspects of training. They make decisions and direct actions based on their situational understanding during the planning, preparation, execution, and assessment of training. Commanders use training meetings to refine and focus the long-range plan as short range planning progresses. They focus on the desired end state for training.



3-2. Participants

Leader participation is essential for training meetings. Below is a list of some key participants and areas of responsibility. The commander, with input from the CSM/1SG will determine who attends:

(a) CDR – Chairs the meeting; assesses unit METL proficiency; provides planning guidance for future events; updates the running estimate

(b) XO – Chairs the meeting in the CDR's absence; coordinates training for HQ section; provides status of resources required to support future events; identifies new resource requirements

(c) CSM/1SG – advisor to the CDR on all individual and collective training; provides assessment of tasks and battle drills that support the unit METL; assist in the formulation of leader development plans

(d) PLT LDR (at Co level) – briefs assessment of tasks and battle drill proficiency; recommend adjusting tasks to train for future events; confirm or identify resource requirements

(e) PSG (at Co level) – provide assessment of individual tasks; brief pre-execution checks (status of trainers, resources, tasks to train, site recon, etc)

(f) Key staff NCOs – such as master gunners advise the CDR on the status of specialized training

(g) RNCO/Tng NCO – takes notes and ensures all taskings are documented

3-3. Time and Place

(a) Training meetings generally are conducted on the same day and time each month or quarter.

Selection of a time to conduct training meetings depends on several factors. Main considerations include:

(1) Enabling leaders to attend

(2) Minimizing training disruptions

(3) Allowing subordinate leaders time to prepare

(4) Local policy

(b) RC CO's ability to conduct training meetings is more challenging. There are three alternatives:

- (1) Conduct the meeting during a regularly scheduled drill period
 - (2) Conduct the meeting during an Readiness Management Assembly (RMA)
 - (3) Conduct the training meeting during a "for points only" or non-paid assembly
- (c) Many units have found conducting training meetings on Sunday afternoon to be efficient and productive

3-4. Agenda and Time Requirements

There are three phases to a training meeting. They are assessment of the training completed, coordination for upcoming events 30-120 days, and planning for future events 120-180 days. As a general rule, training meetings should last one hour. A posted agenda maintains a focus for all to see, understand, and follow. The following is an example of a CO training meeting agenda:

- (a) Review this month's training (10 minutes):
 - (1) Platoon / Subordinate Element Assessment (collective and individual training and battle drills training)
 - (2) Training not conducted
 - (3) Update CO Assessment (METs)
 - (4) ID retraining required
- (b) Review future events 120-180 days (5 minutes)
- (c) 90 day review (IDT 3 months out) (25 minutes):
 - (1) Primary Training Focus
 - (2) Instructor Identification
 - (3) Ranges/ Resource Requirements
- (d) 60 day review (IDT 2 months out) (15 minutes):
 - (1) Confirm Instructors
 - (2) Confirm Resources
 - (3) Identify Changes
- (e) 30 day review (Next IDT) (10 minutes):
 - (1) Confirm Instructors
 - (2) Confirm Resources
 - (3) ID/ Resolve changes and issues

3-5. Training Meeting Inputs and Outputs

Critical to the successful execution of the Co Training Meeting is a common understanding of required inputs and expected outputs. Here are a few examples for the CO level:

Inputs:

- (a) Co TLDG, long-range execution matrix (Calendar), training event OPORDS
- (b) Current assessment of collective tasks, Battle Drills, key individual tasks
- (c) AARs from recent training
- (d) CTC take home package

Outputs:

- (a) Detailed guidance for training events
- (b) Training schedules for weeks 120 days out
- (c) New resource requests ISO training events 60-120 days
- (d) Update CDR's Running Estimate (METL/collective task assessment, training risk, status of external resources, status of trainers, etc.)

A posted Quad Chart maintains a focus for all to see, understand, and follow. Here’s an example for the company level training meeting:

<p>Purpose – Guide execution of long-range training plan:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Validate: Tasks for future training <input type="checkbox"/> Synchronize: METL/Collective Tasks with TNG events, objectives, and resources <input type="checkbox"/> Ensure: cross-communication CDRs and leaders <input type="checkbox"/> Review / refine: TNG focus for future events 	<p>Frequency – Weekly</p> <p>Duration – 1 to 1 ½ hours</p> <p>Attendees = (Primary Trainers): CDR, 1SG, XO, PLT LDRs, PSGs, Master Gunners, TNG NCO, Supply SGT, NBC NCO, Maint Team Chief, Food Service SGT, <i>others as designated by the CDR</i></p>		
<table border="0"> <tr> <td data-bbox="206 615 483 1026"> <p>In puts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> CO TLDG w/execution matrix, Training Event OPORDS <input type="checkbox"/> Assessment of tasks and Battle Drills <input type="checkbox"/> AARs from recent training <input type="checkbox"/> CTC Take Home Package </td> <td data-bbox="492 615 808 1026"> <p>Out puts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Detailed guidance for training <input type="checkbox"/> Training schedules for weeks T-7 & T-8 <input type="checkbox"/> New resource requests <input type="checkbox"/> Update CDR’s Running Estimate (METL/task assessment, training risk, status of external resources, status of trainers, etc.) </td> </tr> </table>	<p>In puts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> CO TLDG w/execution matrix, Training Event OPORDS <input type="checkbox"/> Assessment of tasks and Battle Drills <input type="checkbox"/> AARs from recent training <input type="checkbox"/> CTC Take Home Package 	<p>Out puts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Detailed guidance for training <input type="checkbox"/> Training schedules for weeks T-7 & T-8 <input type="checkbox"/> New resource requests <input type="checkbox"/> Update CDR’s Running Estimate (METL/task assessment, training risk, status of external resources, status of trainers, etc.) 	<p>Review Last Weeks Training (15 minutes):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Platoon/subordinate element assessment , training not conducted <input type="checkbox"/> Update company assessment (METs) <p>Coordination (30 minutes):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review Bn FRAGOs <input type="checkbox"/> Pre-execution checks T-5 thru T-1 <input type="checkbox"/> ID changes to events <p>Future Planning (15 minutes):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review CO execution matrix for adjustment <input type="checkbox"/> CDR’s planning guidance for events <input type="checkbox"/> Review draft training schedule for T-6 & T-7 <input type="checkbox"/> ID additional resource requirements
<p>In puts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> CO TLDG w/execution matrix, Training Event OPORDS <input type="checkbox"/> Assessment of tasks and Battle Drills <input type="checkbox"/> AARs from recent training <input type="checkbox"/> CTC Take Home Package 	<p>Out puts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Detailed guidance for training <input type="checkbox"/> Training schedules for weeks T-7 & T-8 <input type="checkbox"/> New resource requests <input type="checkbox"/> Update CDR’s Running Estimate (METL/task assessment, training risk, status of external resources, status of trainers, etc.) 		

3-6. Additional Resources

- (a) There are additional Training Meeting resources posted on ATN. Focus areas for the CO level meeting are “A Leader’s Guide to CO Training Meetings” and “How to conduct a CO Level Training Meeting” video.
- (b) Every training event during short-range planning results in detailed training schedules. The training schedule is the unit’s primary tool to ensure that training is conducted in a timely manner by qualified trainers, with the necessary resources, to the Army standard.
- (c) Draft training schedules and pre-combat checks are initiated at least 4 months prior to the training. This ensures that resources are coordinated and external support is requested. Training schedules are published 3 months prior.
- (d) The CO commander signs the training schedule, which identifies the specific unit training needs that have been planned. The BN commander then signs the training schedule, thereby giving it final approval. The BN commander’s signature finalizes the training “contract,” and verifies that necessary resources are provided.
- (e) Once the BN commander approves and the signs the training schedule, it is locked in and constitutes an official order. Only the approving authority can authorize changes to the training schedule. For example, the BN commander is authorized to approve changes to an approved and signed CO, battery, or troop training schedule. Higher headquarters must protect subordinate units from un-programmed events, activities, and other distracters.
- (f) Leaders must ensure that daily training is conducted to standard and adheres to the training schedule. CSMs, 1SGs, and other NCO leaders are key to ensuring that training is conducted to standard.
- (g) Commanders establish procedures to minimize changes to the unit training schedule.
- (h) Commander’s Responsibilities. Commanders at every level have the responsibility to ensure that training schedules are posted and adhered to with precision:
 - (1) BDE commanders:
 - Review published training schedules

- Visit and assess selected training
- (2) BN commanders:
 - Approve training schedules. Their signature validates the CO plan and provides required resources. Approved and signed training schedules lock-in training, and constitute an official order.
- (3) CO commanders:
 - Sign training schedules and submit them to the BN commander for final approval
- (4) All commanders:
 - Establish procedures to minimize training schedule changes
- (i) Training Schedule Development (30-120 days)
 - (1) 120 days
 - Assess training and ID collective, leader, and individual Soldier tasks that require additional training
 - Platoon leadership provides input on tasks that require additional training
 - Approve draft training schedules
 - Request Class I, III, IV, and V supplies, TADSS, training areas, ranges, and other requirements
 - Provide pre-execution check guidance
 - Begin pre-execution checks
 - (2) 90 days
 - CO commander finalizes and signs training schedules in DTMS
 - BN commander approves and signs training schedules in DTMS
 - NCOs provide commander with individual Soldier training objectives
 - Confirm support requests; lock in resources
 - Identify trainer, evaluator, OC, and OPFOR rehearsal requirements
 - Resolve scheduling conflicts
 - Post training schedules in the CO area.
 - Identify and brief trainers, evaluators, OCs, and OPFOR on their responsibilities.
 - Conduct initial trainer, evaluator, OC, and OPFOR backbriefs.
 - (3) 60 days
 - Begin rehearsals for trainers, evaluators, OCs, and OPFOR.
 - Continue to resolve scheduling conflicts as necessary.
 - Recon training areas, ranges, firing points, OPs, and simulation facilities.
 - Conduct IPR for trainers, evaluators, OCs, and OPFOR.

- Continue trainer, evaluator, OC, and OPFOR rehearsals and preparation
- Conduct final IPR

(4) 30 days

- Draw and test engagement simulation equipment and other training aids
- Complete pre-execution checks. This includes trainer, evaluator, OC, and OPFOR rehearsals, & training site preparation (replicate training operational conditions)
- Brief soldiers on details of training

(5) T- Month

- Conduct pre-execution checks
- Conduct training
- Conduct AARs
- Conduct retraining as necessary

(6) T-Month +1

- Conduct recovery. This includes those actions to complete accountability actions for organizational and individual equipment and all after-operations PMCS
- Conduct final AAR for the training event
- Solicit training evaluation feedback
- Solicit training requirement input from platoon leaders and platoon sergeants
- Assess current status of training proficiency

(j) Training schedule development at CO level focuses on the specifics of training to be conducted for the next 120-150 days. The training schedule provides detailed information necessary for executing training to the Army standard. Training schedule content should include as a minimum:

- Who is to be trained
- What tasks are to be trained
- References for the tasks/training and safety precautions as necessary
- When training begins and ends
- Where the training takes place
- The trainers conducting the training
- The uniform, weapons, equipment, and safety precautions
- Are signed as approved by the CO commander

- Are signed as final approved by the BN commander

Example Company Training Schedule

764th MP CO
Training Schedule for Period: 29 NOV – 5 DEC 20XX

Uniform/
Equipment References

Where

Trainers

What (Tasks)

Who

When

Date	Start Time	End Time	Unit/Section	Audience	Description/Notes	Instructor / Alternate	Uniform	Location	Reference
DEC. 3 20XX	0930	1700	563 rd MP CO	1 st PLATOON (35)	BN Range Density: MK- 19, M240B, and M2 CCMRF Individual Tasks: Rules for Use of Force	SGT ROCK	D- Duty Uniform	TBD COF#1980	FM3-22.27, 65, 68 SPT 21-24 MP CS & BCT PLT Task List
	0930	1700	563 rd MP CO	2 nd PLATOON (37)	BN Range Density: MK- 19, M240B, and M2 CCMRF Individual Tasks: Determine Location on ground (terrain association, Map, GPS)	SGT SHEFFIELD	D- Duty Uniform	TBD COF#1980	FM3-22.27, 65, 68 SPT 21-24 MP CS & BCT PLT Task List
	0930	1700	563 rd MP CO	3 rd PLATOON (37)	BN Range Density: MK- 19, M240B, and M2 CCMRF Individual Tasks: Select a Temporary Fighting Position	SGT WILLIAMS	D- Duty Uniform	TBD COF#1980	FM3-22.27, 65, 68 SPT 21-24 MP CS & BCT PLT Task List
	1130	1300	563 rd MP CO	563 rd MP CO	Lunch	CDR/1SG	D- Duty Uniform	Various	Various
	1600	1700	563 rd MP CO	563 rd MP CO (22)	Special Population PT/ Soldier Counseling	PL/PSG	APFU	COF#1980	FM 21-20 TC 3-22.20
	1645	1700	563 rd MP CO	563 rd MP CO	Assn Cleanup/Announcements/End of day formation/ Safety Brief	CDR/1SG	D- Duty Uniform	COF#1980	Various
DEC. 4, 20XX	0001	2359	563 rd MP CO	563 rd MP CO	No Training Scheduled	CDR/1SG	Various	Various	Various
DEC. 5, 201XX	0001	2359	563 rd MP CO	563 rd MP CO	No Training Scheduled	CDR/1SG	Various	Various	Various

Submitted by: CPT John Smith

ANTHONY D. JONES
CPT, MP
Commanding

Approved by:

CARL K. JEFFRIES
LTC, MP
Commanding

Unit commander signs

For Illustration Only

Next higher commander signs
(final approval)

Example – Rehearsal Checklist (content from Appendix I, pages I-14 FM 5-0, 26 March 2010)

- ___ Conduct roll call
- ___ Review the ground rules
- ___ Read the unit mission statement
- ___ Orient participants to the terrain
- ___ Note the location of local civilians
- Conduct the rehearsal:*
- ___ Step 1 –Enemy Forces
- ___ Step 2 –Friendly Forces
- ___ Step 3 –Initiate Action
- ___ Step 4 –Decision Point
- ___ Step 5 –End State Reached
- ___ Step 6 –Reset

Note: This checklist is intended to be an easy to use guide for conducting rehearsals. It is not intended to replace Appendix I to FM 5-0 which should be referred to as the principle resource for this process

Example – Pre-Execution Checklist

- ___ What are the lessons learned from the last time the training was conducted? Are they integrated?
- ___ Has the OPFOR been equipped and trained (if applicable)?
- ___ Are slice elements integrated into planning and execution of training?
- ___ Has a risk assessment been completed? Have safety consideration been completed?
- ___ Do the trainers have the list of tasks to be trained?

- Have leaders identified prerequisite tasks for the training event? Are Soldiers trained on these tasks?
- Are leaders certified to conduct range operations?
- Are trainers identified and available for training?
- Do trainers have T&EO's for all tasks to be trained?
- Do trainers have a copy of the OPORD?
- Is rehearsal time programmed for trainers?
- Have training ranges, facilities and training areas been requested? Has a reconnaissance been conducted?
- Are range or maneuver books on hand?
- Have convoy clearances been submitted and approved?
- Have TADSS been identified, requested and approved?
- Can trainers properly operate all TADSS and targetry?
- Has Class I (food) been requested? Does the dining facility and support platoon know?
- Has Class II (Fuel) been requested and picked up?
- Has Class V (Ammo) been requested and picked up?
- Has transportation been requested?
- Are sufficient expendable supplies on hand?
- Are external tasking and appointments de-conflicted?
- Is time scheduled for retraining as necessary?
- Is the recovery plan specified in the OPORD?
- Is time scheduled for an AAR?
- Has the back brief for the chain of command been coordinated? Unit Training

90 DAY TRAINING SCHEDULE REVIEW CHECKLIST (SAMPLE)

ORGANIZATION/UNIT: _____

MONTHLY SCHEDULE DATES: _____

The attached document is to be completed by Bn Operations Sergeants prior to being submitted to higher headquarters. This guide will be used to ensure that all required fields are completed on a DTMS training schedule. OPS NCOs' will complete columns in pencil; MACOM will overwrite in pen for verification.

	YES	NO
1. Training Schedule Document Heading		
a. Training Schedule Period, year	_____	_____
b. Inclusive dates of training	_____	_____
c. Date Submitted/Approved	_____	_____
d. Type of Assembly (M4, M5, AT) Cycle color	_____	_____
e. Assembly # (the number of the month (TY) the drill occurs)	_____	_____
2. WHEN/FROM/TO:		
a. Times flow with no breaks/holes	_____	_____
b. Time periods indicated for each period of training	_____	_____
3. WHO:		
a. Who receives training (ALL, ALL (-), 1ST PLT ETC)	_____	_____
b. Does the "who" accurately reflect those receiving training	_____	_____
c. Where applicable listed by Platoon/Section	_____	_____
d. Listed down to lowest level receiving training	_____	_____
4. WHAT:		
a. Listed training schedule activity	_____	_____
b. Listed MTP/Battle drill/ task numbers in notes underneath activity	_____	_____
c. Listed activity by type and explain further in notes underneath (Activity: ASSAULT Note: Plts will focus on MOUT)	_____	_____
d. Listed collective tasks separately	_____	_____
e. Activity concurs with the YTC/YTG	_____	_____
5. WHERE:		
a. Ensured training location is listed	_____	_____
b. Used Grid Coordinates GZD's whenever possible	_____	_____
c. Does activity concurs with YTC/YTG	_____	_____
6. TRAINERS:		
a. Listed Primary and Assistant trainers	_____	_____
b. Listed trainers by name when applicable	_____	_____
c. Listed trainers by Duty Position when more than one platoon Was being trained on the same task by different personnel	_____	_____

7. REFERENCE:

- a. Appropriate references are listed _____
- b. SOP is only used when written SOP exists _____
- c. Use of Work plan is appropriately used as a reference _____
- d. Applicable TM's/FM's etc are only is only used when three or more are required for training _____

8. UNIFORM: Proper uniform noted _____

9. COVER PAGE:

- a. COMMENTS:
 - (1) MUTA # are listed _____
 - (2) Training Management cycle is listed _____
 - (3) Ration cycle is listed _____
 - (4) Listed two opportunity training tasks w/references _____
 - (5) Listed required services due _____

- b. REQUIRED COMMENTS
 - (1) Comment on risk assessment being conducted prior to each training event. _____
 - (2) Comment on AAR's being conducted after each training event _____
 - (3) Comment on assistant instructor being prepared to conduct training. _____
 - (4) Comment that lesson plans will be turned in 60 days prior to conduct of training _____
 - (5) Comment on Individual training information will be recorded In unit leader books, DTMS, reviewed by the unit 1SG _____
 - (6) The conduct of SGT's time is recorded on (SGT Time) work plans _____

10. OTHER:

- a. Safety Briefing listed with first and Final formations _____
- b. AAR/Training Meeting/ METL Update listed _____
- c. NCOBP Listed by task/Reference and trainer _____
- d. ODP Listed by task/Reference and trainer _____
- e. Maintenance training listed by task/Reference and trainer _____
- f. Supervised Maintenance listed on training schedule _____
- g. Listed required services as a note under supervised maint _____
- h. NBC Training listed by task/Reference and trainer _____
- i. A minimum of four hours (not continuous) has been dedicated for SGT's Time _____
- j. YTC matches schedule _____
- k. Does my schedule meet a senility check _____
- l. Does my training schedule and its tasks match the Yearly Training Guidance _____
- m. Does my opportunity training support my collective focus _____
- n. Listed Inspections such as OIP's, SCI's, ICI's, and staff visits as Published in the YTG and other documentation _____

11. REQUIRED ATTACHMENTS:

- a. Resource matrix _____
- b. IDT Drill Checklist _____
- c. Risk Assessment _____
- d. Approved Training Schedule _____

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