



**U.S.ARMY**



**The United States Army**

**Armor**  
**2017-2018**  
**Training and**  
**Leader Development**  
**Strategy**

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*Ride with the Armor & Cavalry*



**THE UNITED STATES ARMY ARMOR  
BRANCH IS THE COMBAT ARM OF DECISION.**

*We are the premier mounted maneuver force comprised of the best trained, best led, best equipped, and most lethal Tankers and Scouts in the world. Soldiers first, we are experts in the art of maneuver warfare; mounted and dismounted reconnaissance and security operations; and the employment of combined arms and joint capabilities on the battlefield.*

*Armor and cavalry troopers thrive in conditions of ambiguity, uncertainty, and complexity; comfortable away from the main body --- out front or on the flanks --- and decisive when leading it. We operate with a mission command mentality always seeking opportunities to seize, retain, and exploit the initiative; creating and preserving freedom of action for our force while denying the enemy options.*

*Armor and cavalry leaders combine the superior capabilities of our equipment with the ingenuity of our Troopers to find, fix, close with and destroy the enemies of our nation through combinations of mobility; precise, lethal, and overwhelming firepower; and devastating shock effect.*

*Armor branch is a team of teams ready to fight and win anytime, anywhere, under any conditions of battle.*

**FORGE THE THUNDERBOLT!**



*Thunderbolt 7*

*Thunderbolt 6*

## **FOREWORD**

*For more than 240 years, the Army has served to protect the very idea and freedoms upon which this nation was built. Throughout, Armor and Cavalry leaders and organizations have played a leading role.*

*Today, on all four corners of the map sheet, Armor and Cavalry formations are demonstrating American commitment and resolve. In places like Korea, Europe (Operation Atlantic Resolve), Afghanistan (Operation Freedom's Sentinel), Iraq (Operation Inherent Resolve), and the greater Middle East (Operation Spartan Shield), our Soldiers and troopers are carrying out operations aimed at bolstering partner capacity, preventing conflict, and deterring our adversaries, oftentimes at great personal risk and sacrifice. When not deployed, these same units are focused on building readiness so, when called upon, they are prepared to fight and win decisively across the full spectrum of conflict as part of the joint force.*

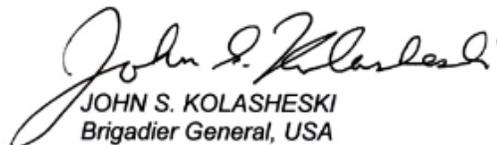
*Our last 15 years of war have proven once again that great teams win when they combine efforts to pursue excellence. I feel honored to be a part of a great team assembled at the home of Infantry and Armor, Fort Benning, Georgia, where we are committed to help produce the world's best combined arms maneuver Soldiers — be it enhancing the lethality of the maneuver force through functionally based training or training, educating, and inspiring the world's finest tank crewmembers, Cavalry scouts, and Armor NCOs/lieutenants/captains.*

*As our Army and the operational environments in which we conduct operations evolve, change is also occurring across our Armor and Cavalry units in both the operating and generating force. This requires a well-thought-out, practical, and deliberate Proponent Training and Leader Development Strategy that provides ideas and approaches on how best to prepare Armor and Cavalry leaders and formations capable of winning anytime, anywhere, and under any conditions of battle. This document attempts to articulate the linkage of key "ways and means" necessary to achieve desired "ends" while codifying Army requirements for Armor units. It is intended to complement the training and leader development guidance issued by unit commanders in the field.*

*In closing, I am immensely proud of our branch and what we represent. We must always remember that we will fight the way we train and that units are only as good as the leaders who lead them and the conditions we establish. Your feedback on what's working, and what's not, is greatly appreciated.*

*The United States Army Armor Branch is the Combat Arm of Decision!*

*Forge the Thunderbolt!*

  
JOHN S. KOLASHESKI  
Brigadier General, USA  
50<sup>th</sup> Chief of Armor

## PREFACE

This Training and Leader Development Strategy provides a comprehensive guide for the training and education of Armor and Cavalry leaders to negotiate complexity and win on any battlefield. It is provided to complement and supplement unit training and leader development guidance documents and strategies. It outlines the Armor School's vision, mission, and key tasks, and how the institution builds personnel and training readiness through a series of planning, training, maintenance, operations, and assessment focuses.

Furthermore, the strategy outlines the structural landscape of the Army's mounted maneuver and mounted and dismounted reconnaissance and security training and education architecture. It reviews how the U.S. Army Armor School (USAARMS), Office of the Chief of Armor, 194th Armored Brigade, 316th Cavalry Brigade, and other Maneuver Center of Excellence (MCoE) partners combine efforts to enable echeloned readiness across the maneuver force with emphasis on ensuring success in tank platoons, scout platoons, tank companies, and Cavalry troops.

Finally, this strategy describes how the Armor School and partnered organizations develop agile leaders to fight with confidence across multiple domains. It details the integrated progression of professional military education (PME) that prepares officers and noncommissioned officers (NCOs) for assignment to Armored, Stryker, or Infantry brigade combat teams (BCTs), primary staff billets, and command-select opportunities. The manual concludes with descriptions of available self-development programs and how leaders can apply training support and enablers to enhance unit preparation for home-station training, combat training center (CTC) rotations, and operational deployments.

This document provides an accessible, detailed, and comprehensive consolidated reference for leader, individual, and collective training in order to ensure readiness across the Armor and Cavalry force.

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## CHAPTER 1

### ARMOR AND CAVALRY IN THE OPERATIONAL ENVIRONMENT

*"Rapid change has become increasingly compressed. ... Those of us [serving] today will find it difficult to recognize the battlefield of 2035, let alone 2050." -General Mark A. Milley, Chief of Staff of the Army (CSA), 4 October 2016*

The Army Operating Concept details the future operating environment (OE) of the United States Army as defined by instability and characterized by the rise of both regional powers and non-state actors. Threat organizations such as state militaries, geographically separated irregular forces, criminal organizations, and separate terror groups will employ hybrid strategies in attempts to deny U.S. strategic efforts across the globe in the domains of land, sea, air, space, and cyberspace. Further, the existence of inexpensive technological advances — combined with geographically separated diverse organizations, improvised weapon systems, and weapons of mass destruction will increase the potential of these threats to outmatch the U.S. military.

Global and regional competitors are rapidly investing in capabilities to protect their domains and disrupt or deny access to others. Added to this is the growth of affordable advanced technologies, which increases the return on these investments. The future land domain will be dominated by precision and extended range munitions while the space domain will see adversaries denying the U.S. and its allies their advantages in space-based intelligence, reconnaissance, position, navigation, and timing capabilities. Army commanders must protect their own systems and disrupt the enemy's capabilities, and units must be capable of operating in degraded communications and reduced access to cyber and space capabilities environments.

Across the domains, the diversity of threats to national security and our nation's vital interests will increase operational requirements for the Army. These threats are employed from hostile nation states and from areas where weakened state governments and societies allow non-state actors or adversary organizations to grow. Disorder (the breakdown of peaceful and lawful behavior) often breeds conflict and is accelerated by the speed of human interaction. In contests between nation states, disorder often follows the defeat of enemy forces or the collapse of a regime as populations seek to survive and adversary organizations seek to take advantage of resulting power vacuums. Joint military operations enable the U.S. Army to overcome the effects of this disorder. The ability to project power on land in any domain is an integral component of joint operations.

Assigned missions, emerging technologies, the OE, and changes in an enemy's capabilities, objectives, and resolve drive the evolution of the character of future warfare. The Armor Branch must anticipate these changes and OE characteristics, and change while considering how continuities, such as those reflected in the principles of war and tenants of unified land operations (ULO), affect how maneuver units operate to accomplish future missions.

The OE we face is a composite of the conditions, circumstances, and influences that affect the employment of capabilities and bear on the decisions of the commander (Army Doctrinal Reference Publication [ADRP 3-0]). The OE can be expected to be complex when the environment is not only unknown, but unknowable and constantly changing (U.S. Army Training and Doctrine Command [TRADOC] Pamphlet 525-3-1, **The Army Operating Concept**). Army maneuver leaders must understand current and emerging threats, threat systems, friendly capabilities and limitations; the operational variables of political, military, economic, social, infrastructure, information, physical environment, and time (PMESII-PT) and the mission variables of mission, enemy, terrain and weather, troops and support available, time available, and civil considerations (METT-TC) that are present and emerging in the OE.

To be successful, today's OE demands that Armor and Cavalry units at echelon be focused on building and sustaining combat readiness, whether at home station or deployed. BCT operational tempo is extremely high. During the next two fiscal years, every U.S. Army Forces Command (FORSCOM) BCT will be allocated against a combatant command requirement. This means at any given time, every FORSCOM BCT is either on mission, recently returned from mission, or preparing to assume mission. Most BCTs not on a mission are either within 6 months of returning from a mission or within 6 months of deployment. Units will not have designated periods of time for regeneration and must maintain a state of sustained readiness. This is accomplished through progressive, rigorous, and repetitive training executed under realistic combat conditions. The focus of training and leader development should be on building and maintaining competent and cohesive teams that can execute their mission and essential tasks and assigned mission tasks at the highest levels of combat readiness.

The most effective training methodology is the “crawl-walk-run” approach. This method builds unit task performance at a specified level, allowing leaders to progressively evaluate the training level of their units before allowing them to progress to a more advanced level. In order for leaders to effectively evaluate unit proficiency, they have to demonstrate a level of proficiency themselves. Certification of junior leaders in the basics of maneuver proficiency ensures that, prior to collective training, the expected proficiency level is established by all leader teams. This helps establish the foundation of trust between leaders and subordinates as units move forward along a training progression. “Crawl-walk-run” also builds knowledge, skills, and abilities by ensuring units are not overwhelmed during training. Leaders should incorporate challenging and scalable training environments and echelon training events across their formations to more efficiently and effectively manage training time. At each level of training, repetition in varying conditions builds proficiency while allowing commanders to “dial” up or down the level of difficulty. The “run” level of training includes fully planned, integrated and resourced events at the collective level. This level provides commanders with an objective evaluation of their unit’s readiness levels.

All training should be conducted in environments that are as realistic and doctrinally based as possible. Training should tie task accomplishment (individual, leader, and collective) to mission success. These events must present conditions that replicate the complexities of the ever-changing OE with the physical and mental rigor necessary to challenge units, leaders, and Soldiers to excel in critical thinking and complex problem solving.

Maneuver leaders should use the decisive action training environment (DATE) or mission-specific OE (when the mission is known) as a driver for home station training to challenge their units. This environment combines emerging hybrid threats and security challenges to immerse units in a complex training environment while also providing scenarios for building and training operationally adaptive units. Fully realized, the DATE also allows for the inclusion of unified action partners and multifaceted and complex host nation security forces that present the unit with simultaneous challenges and opportunities for collaboration and integration that are critical to prevailing in a volatile environment.

Units achieve readiness when trained leaders effectively apply training management to design and resource outcome-focused training to attain task proficiency. Proficiency in individual, leader, and collective tasks is measured against published standards. Collective mission-essential task list (METL) proficiency results from developing tactical and technical, individual, leader, and lower-level collective skill through instruction, experience, and repetitive practice. Leaders apply training management to plan challenging training that achieves the highest level of readiness that resourcing and time available permit. To adjust to the anticipated highs and lows of training proficiency, commanders continually assess training plans and strategies to keep the unit mission-ready over long periods.

## CHAPTER 2

### ARMOR SCHOOL VISION, MISSION, AND KEY TASKS

Two key enablers for the operating force's building and sustaining of training readiness are the MCoE and USAARMS. Through initial training for new Armor Soldiers, educating the future leaders of these Soldiers, and leading Army efforts on force design, the Armor School's focus is on increasing the training-readiness capacity of the operating force. Close communication between the operating force and the Armor School is vital to ensure that the Soldiers, leaders, doctrine and force-design updates (FDU) the school produces meet Armor and Cavalry units' mission requirements.

The primary purpose of the USAARMS and the Chief of Armor's office is to enable the operating force. We provide training, doctrine, and materials that enable the warfighter to win in any conflict. Ultimately, the Armor Branch and USAARMS support the operating force by providing leaders, Soldiers, and force updates to maneuver commanders, enabling them to fight and win the nation's wars. Everything in this strategy is to that end.

We cannot afford to lose the combat experience we have gained over the last decade. We must capitalize on and reinvest this experience into future training while focusing on the fundamentals of maneuver warfare so our experienced force dominates through complex and operationally relevant training.

#### 2-1. THE ARMOR SCHOOL VISION

USAARMS is the premier institution for developing agile and adaptive Armor and Cavalry leaders and Soldiers who have mastered the fundamentals and are capable of operating in any environment. We are leaders on the battlefield; skilled in the art of mounted warfare and reconnaissance and security (R&S) operations; and in integrating enablers at echelon and across all domains.

#### 2-2. THE ARMOR SCHOOL MISSION

USAARMS trains to win in a complex environment by educating and inspiring agile and adaptive Armor and Cavalry leaders, Soldiers, and formations capable of executing ULO through decisive action and able to close with and destroy the enemy using fire, maneuver, and shock effect as part of a globally responsive and regionally engaged Army.

#### 2-3. THE ARMOR SCHOOL KEY TASKS AND ENDSTATE

There are five key tasks of the Armor School: Develop, Build, Train, Improve, and Inspire.

**2-3.1. Key Task 1: Develop** the doctrine and capabilities of the future maneuver force. Continue to develop and optimize capabilities (platform and organizational) for the mounted force that permit our Armor and Cavalry formations to dominate and win across the range of military operations.

**2-3.2. Key Task 2: Build** civilian volunteers into disciplined, competent, confident Soldiers who are masters of the fundamentals and prepared to become valued members of the Profession of Arms.

**2-3.3. Key Task 3:** In conjunction with the operating force, **Train** individual Soldiers who are grounded in the fundamentals, experts in mounted and dismounted combined arms maneuver, and capable of executing R&S operations across varying environments.

**2-3.4. Key Task 4: Improve** the lethality and functional capabilities of our Soldiers and operational units.

**2-3.5. Key Task 5: Inspire** Soldiers to leadership and the relentless pursuit of excellence -- dedicated to serving the Army and the Nation in peacetime and war.

**2-3.6. Endstate.** We must continue to be positive "change agents" in the Army; creating Armor and Cavalry Soldiers and leaders who remain well trained, well led, well equipped, and well prepared to successfully plan, coordinate, and execute combined arms maneuver and R&S operations as part of a joint and combined arms team, regardless of the mission environment.

## 2-4. TRAINING AND LEADER DEVELOPMENT OPERATIONAL FRAMEWORK

The Armor Branch Training and Leader Development Strategy’s operational framework demonstrates how we operationalize the strategy across the force. The framework ties together the means (resources) and ways (lines of effort) to build readiness across the Armor force. The endstate is that Armor and Cavalry leaders and units are ready to fight and win anytime, anywhere, under any conditions of battle. Leader education and training is the main effort for the Armor Branch, as it will ensure a current and future Armor force capable of achieving the endstate.

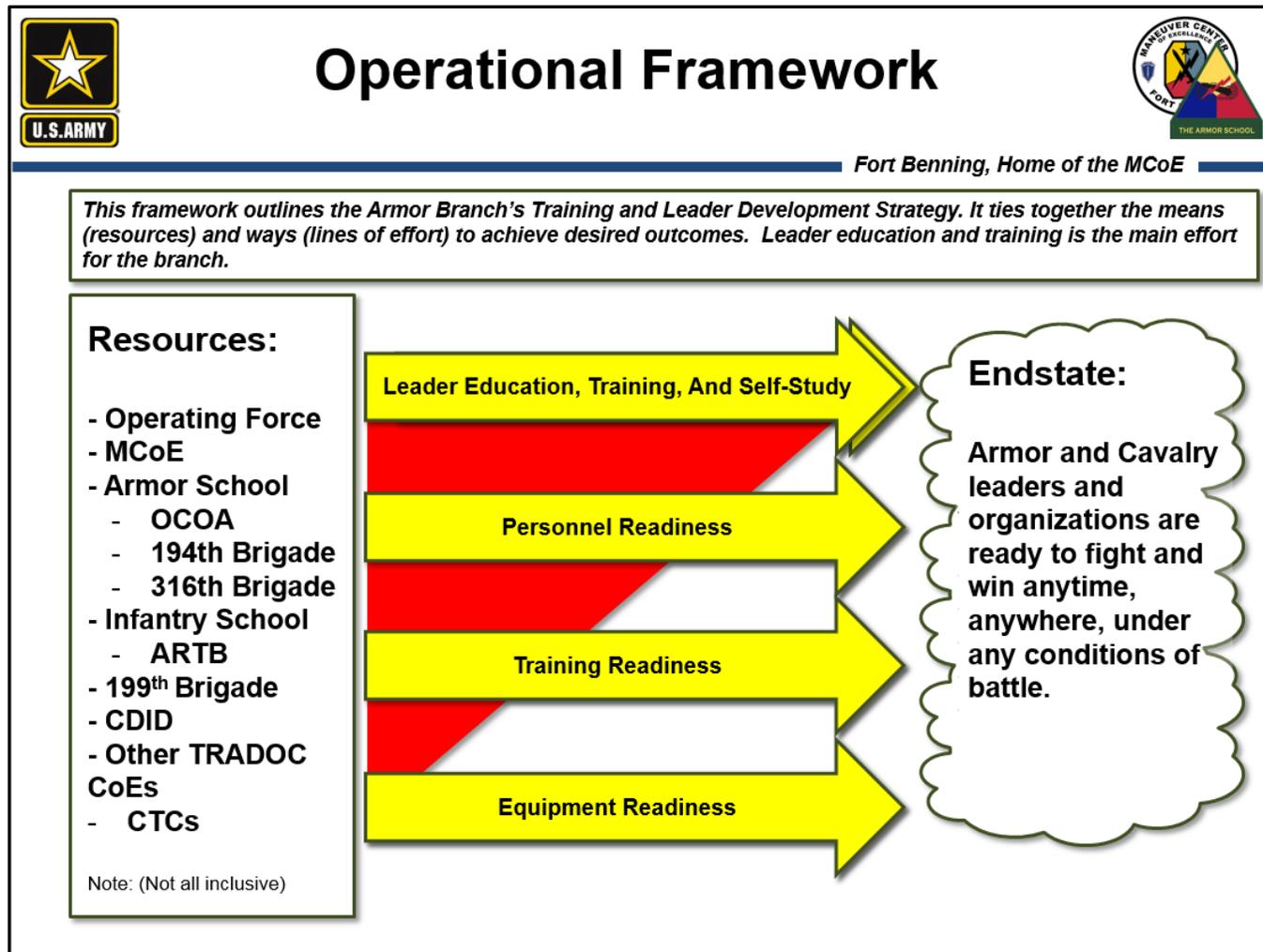


Figure 2.1. Operational framework.

## 2-5. RISK TO THE STRATEGY

As USAARMS moves forward with our efforts to ensure maneuver leaders are fully qualified to lead formations, we are cognizant of risks that could prevent us from accomplishing our strategy’s ends. Reduced resources in available cadre, time available, and funding levels could threaten our mission. Failure to account for these possible shortfalls can limit our responsiveness to the needs of the operating force.

In order to ensure that USAARMS can fully support the operating force even in a resource-constrained environment, we are leaning forward to mitigate associated risks. Regular program of instruction (POI) reviews allow us to ensure that courses are up to date and resources required are correct. The MCoE and USAARMS maintain a close working relationship with the Human Resources Command (HRC) to prioritize cadre first to ensure we have the right people at the right time in the right job. Mobile training teams (MTTs) allow USAARMS to extend our training and education reach while reducing temporary duty (TDY) costs on the operating force and operating costs on the MCoE. Aligning courses helps to ensure that our cadre, training population, and resources are used most efficiently.

These are only some of our efforts to mitigate risk to ensure we are still producing qualified maneuver leaders. Additionally, operating force units provide USAARMS the leaders that make up our cadre and staffs.

As the OE changes, operating force units are innovating and adapting their efforts to meet emerging and developing threats. Our instruction is only as relevant as the input the MCoE receives from the operating force on their innovations. The MCoE is constantly evaluating our organizations and POIs, to ensure that what we teach meets the needs of the force; to do otherwise is not efficient and could present a resource and time risk for our strategy. We ask that the operating force provide reach-back to the MCoE. There are a number of avenues for units to provide feedback to the MCoE such as through supporting TRADOC Capability Managers (TCM) visits to units and CTC rotations, submitting articles for **ARMOR** magazine, participating in the MCoE Maneuver Warfighters Forum, and supporting collective task development.

Another way to provide input to the MCoE is by encouraging your personnel to accept an assignment to the MCoE. An assignment at the MCoE is a great opportunity for dynamic operating force junior leaders; it provides them an opportunity to directly impact the future Soldier and leaders of the maneuver force. The work they will do at the MCoE will directly benefit the operating force's Soldiers in the short- and long-term.

## CHAPTER 3

### BUILDING READINESS

General Mark Milley, 39<sup>th</sup> Chief of Staff of the U.S. Army (CSA), states, “Readiness for ground combat is — and will remain — the U.S. Army’s number one priority. ...Readiness is number one, and there is no other number one.” The CSA’s calendar year 2016-2017 Army Readiness Guidance defines readiness as determining “our ability to fight and win our Nation’s wars. More specifically, it is the capability of our forces to conduct the full range of military operations to defeat all enemies regardless of the threats they pose.” Ready units are properly manned, trained, equipped, and led. Readiness encompasses personnel, training, and equipment readiness.

The art of achieving readiness is making all the requirements fit into a limited timeframe with limited resources. How do you fit everything into a training year? How do you prioritize? How do you adjust to emerging and evolving requirements? Chapters 3-6 will present ways in which commanders, staffs, and senior enlisted Soldiers can develop courses of action (CoAs) to achieve readiness. Chapter 3 details how the Armor force builds readiness. Chapter 4 highlights how the MCoE and Armor School enable the operating force to build readiness. Chapter 5 defines how the Armor Branch educates and trains leaders. Chapter 6 goes into depth on leveraging and integrating different training environments.

A key component during this process is the commander’s dialogue. The commander’s dialogue is a formal requirement in unit training plan (UTP) development; however, it should occur informally throughout development and execution. When combined with the advice of senior enlisted Soldiers, continuous commander’s dialogue enables informed CoA adjustments throughout a training cycle. This ensures the unit is executing the most effective and efficient training to build readiness for the mission.

#### 3-1. PERSONNEL READINESS

Our Soldiers are the Army’s most valued assets. Army units without the required deployable personnel are unable to conduct the full range of military operations. Personnel readiness is a combination of administrative and medical factors that determine if an individual is ready to deploy. Commanders should diligently strive to ensure that their Soldiers meet required personnel readiness standards. Individual Soldier readiness is a commander’s primary responsibility. In a situation where time and resources are limited, leaders should focus on individual Soldier readiness.

The Secretary of the Army’s Directive 2016-07, published 1 March 2016, incorporates redefined administrative and medical deployment determinations with a new readiness reporting process. This process will streamline reporting to provide commanders a more efficient situational understanding of their unit’s personnel readiness levels. It includes updated deployable and nondeployable standards.

Commanders can work with higher-level personnel offices and Human Resources Command (HRC) to ensure their unit’s personnel needs are met. Key to this is ensuring units accurately report their personnel status. Personnel Status Reporting will more closely rely on authoritative sources for personnel and medical data.

The current systemically high levels of non-deployable Soldiers reduce the Army’s readiness. Commanders are responsible for returning injured Soldiers to duty. The Army provides commanders tools to improve the personnel readiness level of their unit. The Performance Triad is a comprehensive plan to improve readiness and increased resilience through better lifestyle choices in the areas of sleep, activity, and nutrition. Commanders employ their Comprehensive Soldier and Family Fitness (CSF2) professionals and Army Wellness Centers to ensure subordinate leaders and Soldiers are educated and have access to cognitive enhancement program resources.

Commanders should focus on reducing muscular/skeletal injuries which account for almost 80 percent of our medically non-deployable Soldiers. Commanders focus on physical readiness through planning and managing counseling, special population physical training, persistent engagement with medical professionals involved with Soldier Care, and judicious use of administrative actions. To enable commanders to properly assess the physical readiness of their Soldiers, TRADOC in coordination with FORSCOM is developing a physical assessment program and readiness test (Soldier Readiness Test) commensurate with the experience level and capabilities of the Soldiers. This test will be challenging and will measure each of the five pillars of comprehensive physical fitness: muscular strength, explosive power, speed agility, muscular endurance, and cardio endurance. Several FORSCOM BCTs will pilot this program in FY17.

## 3-2. TRAINING READINESS

Commanders and leaders at each echelon must drive rigorous, relevant, and mission-essential task list (METL)-focused training to ensure that the Army is training the way it intends to fight. All training activities leaders and their units conduct at home station, at maneuver CTCs, and while operationally deployed build training readiness. The battle-focused concept to plan, execute, and assess training to build readiness helps in this process. Battle-focused planning aligns a UTP to support the METL so commanders can allocate time and resources to conduct unit training management (UTM). Also central to planning training events are the Combined Arms Training Strategies (CATS), which provide resources for planning, scheduling, and evaluating training.

Operational training provides:

- Collective training of combined arms warfighting at every echelon;
- Full integration of cross-domain enablers;
- Reinforcement of foundations established in the institutional training domain and introduction of additional skills needed to support the unit's mission and readiness; and
- The senior commander with a maneuver force trained and ready to integrate and execute warfighting missions.

Field Manual (FM) 7-0 (*Train to Win in a Complex World*, 5 October 2016) provides commanders and staffs a wealth of information to develop training plans and conduct training events. A more "how to" manual than recent training manuals, every unit (Active and Reserve Component [AC/RC]) should fully review and implement this document, and it should be a key focus area for unit leader professional development sessions.

In order to understand what to train, it is important to understand the capabilities required from organizations. Section 3-2.1 of this document details Armor and Cavalry unit capabilities. The sections following thereafter provide overviews of progressive training, the METL methodology, how to utilize CATS, how to develop a UTP, gunnery training program requirements, the importance of AARs, training readiness reporting, and equipment readiness management. Portions of the guidance are taken from FM 7-0, and units are highly encouraged to rely on this important resource. Appendix C also provides a sample UTP for company-level units. These strategies are aligned against a 60 day calendar to show requirements for training (both events and days), but units should place the events along their operational training plan.

As units are planning, preparing, executing, and assessing unit training, they should apply principles of quality training (as adapted from Army Doctrinal Publication [ADP] 7-0, *Army Principles of Training and Leader Development*) to ensure such training is relevant, rigorous, realistic, challenging, and properly resourced. These guiding principles for training are:

- Commander driven;
- Prioritized and protected;
- Trains and certifies leaders as the first priority;
- Purposeful, prioritized, and linked to the mission;
- Tailored to drive initiative and adaptability;
- Multi-echelon, combined arms always;
- Resourced and realistic;
- Physically and mentally challenging;
- Supported by rehearsals, leader reconnaissance, pre-combat checks/ pre-combat inspections (PCCs/PCIs), retraining, and recovery;
- Assessed by commanders and leaders (internally and externally evaluated);
- Repetitive with increasing complexity; and
- Retrained if the standard is not met.

### 3-2.1. Armor and Cavalry Operational Capabilities and Mission Focus.

Cavalry Troops. Cavalry troops conduct R&S tasks throughout the area of operations (AO) of their parent brigades. The Cavalry troop's operational picture develops the situational awareness (SA) to form a squadron common operational picture (COP) in command nodes within and external to the parent BCT. This COP allows commanders to accurately assess the situation and develop their situational understanding of the correct CoA to take. These capabilities are unique to the Cavalry troops of the BCT organizational variants. (Army Technical Publication [ATP] 3-20.97: *Cavalry Troop*, Chapter 1-1 – 1-17) Additionally, Cavalry troops conduct troop leading procedures, maneuver scout and tank platoons (fire and movement based on the fundamentals of R&S), employ fires and enablers, execute sustainment, and manage tactical risk.

*Troop Missions.* Cavalry troops conduct R&S to develop SA as outlined in the Cavalry squadron's operations order. They specialize in developing the situation in close contact with civilian populations and can conduct security force assistance and multinational R&S tasks.

Troops can conduct limited offensive and defensive tasks though they typically support higher level offensive and defensive task completion through the conduct of R&S tasks. The commander considers the troop's capabilities and limitations before employing the troop in any specific mission.

*Cavalry Troop Training Focus.* Standardized Department of the Army METL details that all Cavalry troops will be able to conduct route, zone and area recons; and conduct screens, area security missions and expeditionary deployment operations. Cavalry squadron training should be focused on building proficiency in these types of missions in a decisive action type of OE. Cavalry troops in squadrons with tank companies and Stryker Mobile Gun System (MGS) troops should execute training cross-attached to begin developing tactics, techniques, and procedures (TTPs) for future operations. See Appendix B for more on the Cavalry troop standardized METL.

*Scout Platoons.* The fundamental role of the scout platoon is to conduct aggressive or stealthy reconnaissance that satisfies the commander's critical information requirements. The commander gives missions to the platoon and the platoon progressively builds SA of the OE for the commander. The critical information the platoon provides enables the commander to develop situational understanding, make comprehensive plans and decisions, and direct follow-on or future operations. To accomplish this, Scout platoon leaders must be able to conduct troop leading procedures, maneuver (fire and movement based on the fundamentals of R&S), employ fires and enablers, execute sustainment, and manage tactical risk.

*Armor Company.* The role of the Armor company is to fight and win engagements through speed, firepower, and shock effect. The Armor company is organized, equipped, and trained to fight with organic assets or as task-organized company teams. Its main battle tanks provide lethality, survivability, and mobility unmatched by any other ground combat platform. The company maneuvers in all types of terrain, weather, and visibility conditions. It capitalizes on long-range, direct-fire combat with enemy mechanized or armored units in open terrain with speed and shock effect. (ATP 3-90.1, Chapter 1-9 – 1-13). Additionally, Armor companies must be able to conduct troop leading procedures; maneuver tank, infantry, and scout platoons (fire and movement); employ fires and enablers; execute sustainment operations; and manage tactical risk.

*Armor Company Missions.* The mission of the Armor company is to close with the enemy by maneuver to destroy or capture the enemy, repel the enemy's assault by fire, and engage in close combat and counterattack. The Armor company standardized METL directs that tank companies be able to conduct a movement to contact, attack, area defense, area security, and expeditionary deployment operations. The company is capable of deploying worldwide and conducting operations across the full range of military operations.

*Armor Company Training Focus.* Armor company training should be focused on building proficiency in standardized METL tasks in a decisive action type of OE. Units should look to incorporate combined arms partners early in the training progression to develop the skills required to conduct combined arms maneuver. The decision of when to task-organize infantry and tank companies should be planned for by battalion-level commanders during training plan development. Tank companies in Cavalry squadrons should execute training cross-attached to begin developing TTPs for future operations. See Appendix B for more on the Armor company standardized METL.

*Tank Platoons.* The fundamental mission of the tank platoon is to close with and destroy the enemy. The platoon's ability to shoot, move, and communicate is a decisive factor on the modern battlefield. In accomplishing its assigned missions, the tank platoon employs firepower and maneuver, synchronizing its capabilities with those of other maneuver elements and warfighting functions. The platoon conducts offensive, defensive, stability and security operations in support of the higher-unit mission, to include Cavalry troops. In the offense, the tank platoon is an integral part of company/team maneuver. The platoon conducts tactical movement, actions on contact, attacks, and may serve as reserve in support of higher operations. It can destroy, fix, or bypass an enemy as required by the commander's intent and the tactical situation. In the defense, the tank platoon participates in the company-team defense by performing one or more of the following operations: defend a battle position (BP), sector, strongpoint, or perimeter. It may be ordered to conduct a counterattack or perform as reserve. (ATP 3-20.15, 2-1). To accomplish this, tank platoon leaders

must be able to conduct troop leading procedures, maneuver (fire and movement), employ fires and enablers, execute sustainment operations, and manage tactical risk.

**3-2.2. Progressive Training.** The path to readiness is through progressive and gated events that culminate in a combined arms collective live-fire training event for each unit size. Commanders should look to integrate maneuver and combat arms partners and external warfighter enablers into training events and training plans as early as possible. Sections 3-2.3 and 3-2.4 outline METL methodology and CATS in depth. Utilizing these, units develop plans that progress from individual to crew to section to platoon and then to company/troop training events. Units should exhibit proficiency at a specific mission essential task (MET) proficiency level in a field training exercise (FTX) before progressing to a corresponding live-fire exercise (LFX) event.

In addition, units should complete all prerequisite and progressive live-fire tables before conducting the combined arms live-fire exercise (CALFEX). While tables are generally executed in a prescribed sequence, commanders have the flexibility to execute tables as safety, training, resources, and other synchronization requirements demand. Evaluators external to the unit being evaluated, utilizing training and evaluation outlines (T&EO), should be utilized for FTXs and combined arms collective live-fire training events. Reference Table 3.1 for a breakdown of required training gates for maneuver units at home station and at CTCs to prepare units for operational deployments. Reference Appendix R for a description of the Integrated Weapons Training Strategy's Table methodology through platoon level and by extension BCT Level.

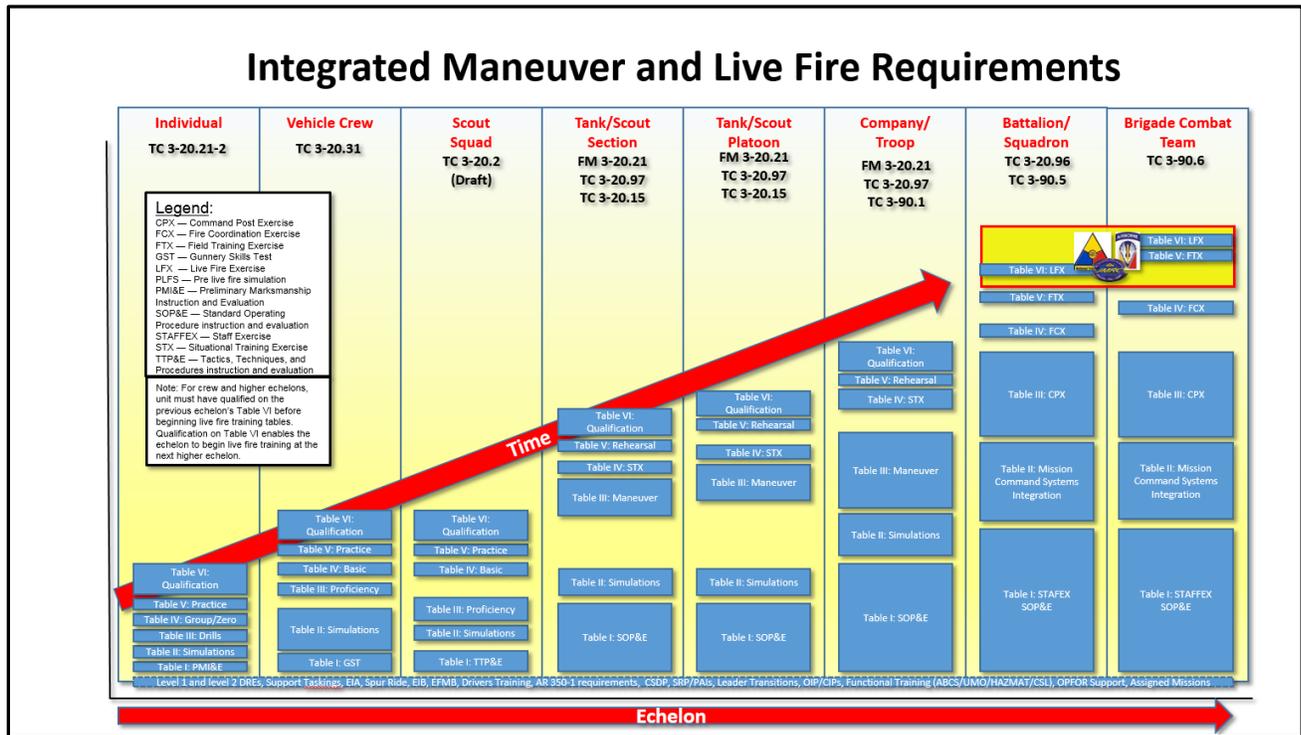


Table 3.1. Integrated Maneuver and Live Fire Requirements

**3-2.3. METL Methodology.** A METL represents the doctrinal framework of fundamental tasks for which a unit was designed. Department of the Army standardized METLs and standardized reporting allow the Army to accurately assess available capabilities and identify current unit readiness status. For examples of Department of the Army standardized METLs, refer to Appendix B. Because of emerging global requirements, units with assigned missions review their METL to ensure METs support mission accomplishment. If the METL does not support accomplishment of the assigned mission, commanders develop additional METs for approval by the next higher commander.

Each MET is supported by other collective tasks, called supporting collective tasks (SCTs), which identify complementary or enabling capabilities that are essential to mission accomplishment. SCTs can be common to multiple METs and serve as fundamental building blocks to decisive action capability. Units demonstrate and

assess proficiency in key SCTs identified in the METL as part of determining overall MET proficiency in objective readiness reporting.

**3-2.4. CATS.** CATS are the Army's overarching strategies for training the force. Armor CATS are collective training products developed and approved by the Armor proponent and provided to maneuver commanders through the Army Training Network (ATN). Unit CATS are developed for all current Headquarters, Department of the Army (HQDA)-approved maneuver modified tables of organization and equipment (MTOEs). They list recommended iterations, training environments (live, virtual, constructive [LVC], and gaming), T&EOs, and the time and resources required to train a task. Each unit's CATS are specifically tailored to support the missions, functions, and capabilities of the specific maneuver MTOE.

CATS are also designed to assist the commander and staff in developing the UTP. When determining the key tasks to train, commanders can choose to select specific collective tasks or start with the proponent-approved CATS product tailored for their MTOE and METL.

Accessing CATS through the Digital Training Management System (DTMS) is unit-specific and provides users with the full range of system planning and tracking capabilities. DTMS further facilitates the ability to plan and assess training, maintain a record of collective task proficiency, and compile after action review (AAR) reports.

CATS provide proponents the recommended resources (e.g. fuel, ammo, training aides and devices, facilities/training areas) to support training— event planning and execution. The training strategies provide units a starting point for determining their resource requirements. Historic documentation from previous training events and experience from the commander and staff refine/improve CATS provided data and enable accurate forecasting of unit requirements.

Leaders at all levels must understand CATS capabilities and dictate their use to support selection of the appropriate training environment and the correct tasks, conditions, and standards to achieve training objectives. Utilizing CATS in developing the training plan will assist leaders to fully integrate all LVC and gaming enablers to maximize training benefits. The more resource-constrained the training environment, most significantly in time, the more critical the optimum use of virtual, constructive, and gaming capabilities becomes to achieving mission readiness. The CATS knowledge base found on the ATN website provides tutorials, briefs, and information on how to use CATS.

CATS also provide the objective framework for assessing training through the use of T&EOs. T&EOs provide the proponent approved task, condition, standards, and performance criteria necessary to develop and assess training events. They currently describe the task training environment. In depth information on CATS and T&EOs is available at <https://atn.army.mil/>.

Utilizing realistic and increasingly challenging conditions during training progression increases unit proficiency. As conditions become more challenging the increased difficulty induces a positive learning environment and builds the leader's confidence to master tasks. Once proficiency on a task is achieved, leaders should continually change the conditions. They change the tactical scenario, higher and subordinate participation, the physical environment, and time of day. Additionally, units should change the chemical, biological, radiological, and nuclear (CBRN) conditions as well as the cyber electromagnetic activities (CEMA) conditions of training environments.

Adding CEMA conditions to the training environment allows commanders to develop within their formations an appreciation for the threats within the cyberspace environment with priority to building the capacities to identify, respond to, and neutralize cyber and electronic warfare threats. Just like CBRN, commanders should train to fight in degraded cyber environments. Critical to cyber readiness is the mastery of the tools available to conduct defensive cyber operations such as Assured Compliance Assessment Solution, Host based Security System, and Enterprise Security manager. CTC rotations will include contested cyber and electromagnetic spectrum environments.

**3-2.5. UTM.** UTM is the process commanders, leaders, and staffs use to plan, prepare, execute, and assess unit training and leader development (Reference Appendix N). UTM helps identify the events and resources needed to conduct effective, performance-based training and leader development. It is a cyclical process that involves direct commander engagement. Commanders will:

- Determine key tasks to train;
- Develop a plan to train;

- Certify leaders;
- Resource and conduct training;
- Evaluate and assess training; and
- Conduct necessary retraining.

**3-2.5.1. Determine Key Tasks to Train.** The planning process is doctrinally aligned with the operations process (plan, prepare, execute, and assess) and begins with receipt of the mission and an understanding of the unit's METL. The commander and staff develop a clear understanding of the mission and endstate for training to identify the key collective tasks to train. For subordinate units to initiate the operations process to develop their UTP, the next higher commander must, at a minimum, provide the following:

- Higher headquarters' (HQ) mission statement;
- Higher commander's training and leader development guidance;
- The expected OE;
- Planning horizon (the time period allotted to train the unit to meet mission requirements); and
- Required readiness endstate.

Commanders initiate the military decision-making process (MDMP) for battalions and higher, or troop-leading procedures (TLPs) for company-size units and below. Commanders and their staffs conduct mission analysis to determine the specified/implied tasks and the METs that will determine the training focus. Factors the commander should consider when determining which tasks the unit trains on include the following:

- Unit's current METL readiness assessment;
- Higher commander's guidance;
- Unit METL;
- Time available to train;
- Expected OE;
- Risks involved in not training collective tasks the mission may require;
- Any resources needed for training that are not readily available at home station; and
- Input from subordinates.

The commanders' dialogue is the back-brief and discussion of the results of mission analysis to the higher commander. This is a formal dialogue conducted at company level and above. In this briefing, the two commanders discuss:

- Supporting collective tasks (SCTs) selected to train;
- Commander's assessment (T/P/U) of the selected SCTs;
- Amount of time required to train to proficiency;
- Potential risk of not training other tasks associated with the mission and risk mitigation steps;
- Training/OE selected;
- Unique resources that may require assistance from higher HQs; and
- Significant readiness issues.

Once the dialogue is complete and the higher commander approves the results of the mission analysis, the unit commander can begin the process of CoA development. (Reference Appendix N for more on the commander's dialogue)

**3-2.5.2. Develop a Plan to Train.** Following the commander's dialogue, the staff develops CoAs. If time or resources do not allow for multiple CoAs, commanders may direct development of only one CoA for consideration. Once the advantages and disadvantages of each CoA are considered, the commander, with input from key personnel, determines which CoA to present at the training brief.

During the training brief, the commander briefs the CoA to the commander two levels higher. Company level commanders brief the brigade commander, and battalion-level commanders brief the division commander. This process ensures the commander completes the training as planned and the higher commander agrees to protect the unit from unnecessary distractions and provide the resources for execution. (Note: It is recommended that company training schedules are approved by battalion level commanders upon completion of the battalion level training meeting or in accordance with unit standard operating procedures (SOP).)

Next, the commander and staff refine the selected CoA and develop a training plan. The essential elements, those critical to begin the planning process, include the approved METs, the time frame, resource allocation,

and the higher commander's training guidance. The commander then determines the training events that will train each MET.

Commanders use the "crawl-walk-run" process when determining the training events needed and the number of task iterations. If a MET requires three iterations to train to standard, train first in a less demanding environment and increase the complexity as the unit develops capability. This reduces risk, prevents leader overload, and enables the unit to build consistent competence in foundational skills prior to the introduction of complexity. The process of systematically determining key training objectives that support mission capability and identifying the associated training events culminates in the publication of the UTP. Risk increases when maneuver units do not execute the required repetitions to build individual, small unit collective, and leader task proficiency (under all conditions) prior to executing complex combined arms collective training. Commanders must also remember that training to standard does not equate to mastery of a task. Training plans and their execution must also account for adequate time for repetition and to pursue mastery of the fundamentals and excellence, not just the minimum standard, in all areas of training.

Commanders should optimize the use of training aids, devices, simulations and simulators (TADSS) in training plans as an effective means to add realism to training, mitigate risk, and build low-cost competence prior to entering live training. Using TADSS also provides opportunities to identify and mitigate risks prior to live execution, as well as enhanced AARs. TADSS improve training efficiency, allowing access to varying levels of complexity and increased iterations, to ensure crews and units enter and exit live training at a higher level of proficiency.

**3-2.5.3. Certify Leaders.** As stated in Chapter 1, certification of junior leaders in the basics of maneuver leader proficiency ensures that, prior to collective training, the expected proficiency level is established by all leader teams. This helps establish the foundation of trust between leaders and subordinates as units move forward along a training progression. Units should build into training plans time for leader certification events. This should include recertification events and make-up certification for leadership transitions. Example areas of focus for leader certification programs are: TADSS certification, weapons qualification, preventive maintenance checks and services (PMCS) certification, radio transmissions operator (RTO) certification, rehearsal techniques, range certification, training meetings execution, and conducting AAR certification.

**3-2.5.4. Plan and Conduct Training.** After approval of the training plan, the detailed work of planning and conducting training events begins. Units develop and manage each training event through the operations process (plan-prepare-execute-assess). Planning a training event is no different than planning an operation. Resource coordination, rehearsals, pre-combat checks, trained leaders, and commander involvement are critical to success. The training event planning process begins early to identify and reserve required resources.

Understanding the time horizon for the various resources and services required enables timely coordination to minimize conflicts with other installation users who compete for training resources such as TADSS, ranges, maneuver land and airspace. Always include additional event time to allow for retraining. Recovery must also be planned and executed to ensure personnel and equipment are ready for subsequent missions and training. MET proficiency is the purpose of the training and this must remain the focus throughout the planning cycle.

**The Leader's Guide to Unit Training Management** ([http://usacac.army.mil/organizations/cact/news/07-24-2014\\_leaders-guide-to-unit-training-management](http://usacac.army.mil/organizations/cact/news/07-24-2014_leaders-guide-to-unit-training-management)) recommends using the T-Week concept as the structure for planning each training event. This manual lays out the concept and each associated T-Date in a detailed manner that ensures completion of all planning and coordination in a timely manner.

Battalion and company training meetings ensure the synchronization, resourcing, and planning of training events to achieve the desired outcomes to meet the commander's intent. Training meetings should include a review of past training, identification and planning of necessary retraining, planning and preparation of future training, and the exchange of other relevant training information between leaders. Additionally, commanders can use training meetings to obtain feedback from subordinates on collective and individual tasks that require sustainment training. This feedback is used to assess unit training proficiency and refine the training plan accordingly.

**8-Step Training Model.** At the company and platoon levels, training models are developed and used as a simple and effective planning and execution tool for small-unit, individual training events. Training models do not provide a sufficient level of detail from which to develop a UTP, to fully develop training events, or to coordinate training events. Instead, they serve as a useful tool for subordinate leaders to ensure major

activities and steps are accomplished. Units modify training models in the number of steps and procedures based on experience and the efficiencies gained by their use. One useful training model is the 8-step training model which provides a flexible and reliable vehicle for creating continuity for planning and managing simple training events. Appendix Q provides an example of how a unit could execute an 8-step training model checklist.

*Multi-Echelon Training.* Multi-echelon training is an important training technique that allows organizations to efficiently train across multiple unit levels during training events. This technique can greatly increase the training time available for exercising unit command posts and enabling organizations. Multi-echelon training should be incorporated into units training guidance and plans to allow for the development and preparation of environments, orders, and procedures to support the inclusion of additional organizations.

*Mix LVC Training Environments.* Units have a number of environment options in which to conduct training. Live training is executed in field conditions using tactical equipment and real personnel operating real systems and replicates an actual OE as closely as possible. Virtual training exercises involve real personnel using simulated systems with computer-generated environments and vehicles to exercise motor-control, decision-making, and communication skills. Constructive training uses computer models to exercise command and staff function and involves personnel operating simulated systems.

*Blended and Integrated Training Environments.* Units use virtual and constructive training environments to supplement, enhance, and complement live training, allowing units to reduce time, ammunition, simulations, and range requirements. Units can combine LVC training in blended training environments (BTE) and integrated training environments (ITE). BTE are conducted concurrently within two or more training environments, but lack the sophisticated integrating technologies beyond a shared COP at the unit and headquarters level. ITE include a sophisticated integrated architecture that allows full interaction between virtual and constructive environments and limited interaction between live environments and virtual/constructive environments. Units incorporate these different environments when available to enhance unit multi-echelon training. While usually managed at BCT or battalion levels, company-level units may execute training within these environments in LVC settings and with focused training audiences. Chapter 6 goes in to further details about different types of training environments. An important resource for units planning for ITE is the Integrated Training Environment Portal, available at <https://ite.army.mil>. This website provides units with scenario planning assistance, methodologies for execution of ITE exercises, a collaboration venue for assessing, and ITE best practices.

*Deployment Readiness Training.* Unit training does not start at the line of departure (LD) from the motorpool or company/troop area. Units should utilize deployment exercises as they improve the deployment readiness of their organizations and provide an important metric for a unit's deployment readiness for commanders. Deployment-readiness proficiency required for organizations should be codified by commanders in training guidance. A crawl-walk-run approach to deployment exercises is necessary to develop a unit's deployment plans, checklists, procedures and validation events. Combining deployment exercises with maneuver training events is an effective way to determine the readiness proficiency of an organization. Once a unit has demonstrated proficiency on deployment readiness, deployment exercises should be included in all live training events.

Unit deployment readiness training should consist of three-levels of training events. Each level builds on the previous level. Level I deployment readiness exercises (DREs) tests the unit's ability to conduct an alert, assemble personnel, and conduct Soldier prep-to-deploy checks. Level II DREs tests a unit's proficiency in conducting equipment staging and load-out operations. Level III DREs are the most difficult as they require units to actually move personnel and equipment from an installation to a seaport or airport.

Units can increase the difficulty for all three levels by not announcing the exercises. Called Emergency Deployment-Readiness Exercises (EDREs), these exercises can identify significant deficiencies in a unit's deployment readiness proficiency. Another idea for increasing the effectiveness of these exercises is incorporating joint and civilian partners in their execution (for example, training with the Air Force on loading armored vehicles or working with local police forces on their support to military movement plans).

Deployment readiness also includes family readiness group and rear detachment readiness. Good opportunities to develop these groups are when units deploy to displaced training locations and CTCs.

Because rear-detachment personnel decisions are generally made later in a training cycle, commanders should plan for the training progression of these organizations in their long-range training planning.

**3-2.5.5. Evaluate and Assess Training.** There is no substitute for a leader's presence during training for a personal assessment of unit readiness. Commanders and leaders enforce standards; determine if further iterations are required; and coach, teach, mentor, and assess subordinate leaders. Commanders are by design uniquely positioned in their units to connect their formation to the larger unit and higher commander's intent. Personal observation of the training environment, leader actions, and unit responsiveness provide unmatched situational understanding of a unit's capabilities.

Commanders and leaders will conduct both formal and informal AARs to get a bottom-up/top-down assessment of task execution. This facilitated "self-analysis" compares performance against standards and desired outcomes with the goal of increasing unit and leader proficiency. Formal AARs conducted after the event should have all participating subordinate-element key individuals present. Informal AARs conducted during training focus on the collective, individual, or leader level.

Objective training measures (Objective T) ensure training meets the required conditions, the appropriate personnel are present for training, and the training environment replicates the correct level of operational complexity. Although a commander's subjective assessment is important, using objective and measurable metrics to assess training is critical. The objective criteria in the T&EOs provides a common reference point for determining unit proficiency and reporting readiness.

Commanders should consider and articulate to their higher commander the risk to mission success associated with not completing planned training tasks to standard. They should also determine if a lack of proficiency in a task, as a building block to other tasks, will negatively impact future planned training. If determined to create unacceptable risk or impacts to future training, leaders should decide whether to immediately retrain the task or adjust plans to include a focus on the task in a planned follow-on event.

Commanders should ensure that recovery time is adequate. Recovery is a critical component of every training event and, when properly planned and executed, ensures the accountability of sensitive items, serviceability of equipment, and safety of unit personnel.

**3-2.5.6 Retraining.** If a training event does not achieve a desired outcome or if inadequate personnel participated in the training event, commanders conduct retraining. Executing a training event does not equate to task proficiency. Leaders use the proponent-developed T&EOs to assess the execution of training according to the tasks, conditions, standards, and measures of effectiveness criteria. When identifying training not conducted to standard, accomplish retraining at the earliest opportunity but before follow-on training occurs. If necessary, restart or redo an event before executing the next training event. Leaders should plan time in each training event to allow for retraining. Leaders should also take into account retraining when requesting and allocating resources. Training Soldiers to the wrong standard is worse than not training them at all as it establishes a new substandard benchmark for success in future training events, fails to achieve required readiness, and erodes trust within the team. As the authoritative assessors of unit readiness, commanders do not allow an organization to end training believing that a substandard performance was acceptable.

**3-2.5.7 Training Meetings.** Training meetings conducted weekly provide commanders and unit leaders with an assessment of training proficiency measured against the unit's METL and assigned missions. Conducted at battalion and company level, these meetings enable leaders and staffs to conduct top-down and bottom-up information flow and provide key feedback to senior leaders and peers on training events and resources.

During these meetings, training should be the only topic discussed. The goals of these meetings are:

- Review past training;
- Review future training; and
- Discuss training issues.

Units should standardize the time and day each week that training meetings will be conducted. This protects that time and allows unit leaders to visit training meetings to check performance. More information on training meetings can be found in Appendix C of FM 7-0 and in Training Circular (TC) 25.30, **A Leader's Guide to**

***Company Training Meetings.*** In addition, it is recommended that units execute a weekly or bi-weekly training resource meeting to synchronize resources with training events.

***Periodic Training Briefs.*** Quarterly Training Briefs (QTB) (for Regular Army) and Yearly Training Briefs (YTB) (for Reserve Component) are opportunities for subordinate commanders to update commanders two-levels up on the progress of the UTP. During the QTB/YTP brief, the unit commanders brief the higher level commander on training previously conducted, training being conducted, and training planned for the future. During these briefings, commanders can discuss any recommended changes to the UTP and resource requirements allowing higher level commanders to approve, disapprove, or give additional guidance. These briefings are important opportunities for unit leaders to provide guidance to subordinate commanders based on the subordinate leaders' assessment.

**3-2.6. Gunnery Training.** Gunnery training programs for all three BCTs — Armored, Infantry, or Stryker — should be developed to follow a logical progression of training, conducted in three phases: individual, crew, and collective gunnery (TC 3-20.0, ***Integrated Weapons Training Strategy***, Chapter 2-21). For more information see Appendix R.

**3-2.6.1 Individual.** The individual gunnery phase develops individual and crew skills needed to operate individual weapons, and the vehicle and turret weapon systems. Individual gunnery training focuses on individual weapon proficiency, the technical aspects of gun theory, turret operations, gunnery techniques, virtual and crew simulations training, and device-based training. The trainers use classroom instruction, hands-on training and crew gunnery simulators to provide each crew member with knowledge of the capabilities, limitations, and characteristics of the weapon and vehicle, as well as training.

***Individual Marksmanship.*** Individual weapon marksmanship is a fundamental for Armor and Cavalry Soldiers. Qualification on the rifle and pistol ensures that our Soldiers are prepared to move to crew-served weapon and vehicle gunnery programs. While ensuring that our Soldiers can protect themselves and their equipment, personal weapon marksmanship also gives Soldiers a basic understanding of detecting, identifying and classifying threats, and fratricide prevention. Additionally, individual marksmanship ranges develop leaders and organizations as they provides units with opportunities to execute range operations. All of these principles will be tested in crew and collective gunnery.

**3-2.6.2 Crew.** The crew gunnery phase trains crew skills developed in individual gunnery and evaluates the crew's coordination and proficiency during crew qualifications through direct fire engagements. This phase is conducted primarily using the live training method; however, qualification tables must be conducted live using full-caliber ammunition for all weapon systems platforms. The commander may choose to use device-based training to conduct practice tables. Device-based gunnery includes the Crew Proficiency Course (CPC). This is conducted in local training areas or ranges using the Multiple Integrated Laser Engagement System (MILES) or Precision Gunnery System (PGS). PGS is the primary device for Bradley Fighting Vehicle (BFV) gunnery training. Thru-Sight Video (TSV) enhances this training with its ability to provide recorded feedback on target acquisition, sight picture, and engagement technique. The commander may choose to use the live training method for the CPC and fire sub-caliber ammunition – providing that crews conduct a dry run first to demonstrate mastery of the basic skills and safety principles, including the firing of sub-caliber devices. Once CPC has been completed and qualified dry, the commander may re-fire CPC with full-caliber ammunition if the range and ammunition resourcing permits.

**3-2.6.3 Collective.** The collective gunnery phase trains squad, section, and platoon leaders and company commanders to fight their maneuver element and enhances the crew's gunnery skills by applying those skills during tactical scenarios as part of a section or platoon. Collective gunnery training focuses on accomplishing collective tasks in support of a maneuver element's mission. The collective gunnery phase is conducted using the device-based training method for proficiency exercises and practice tables. The live training method is required for all qualification tables. Qualification tables must be conducted live using full-caliber ammunition for all weapon systems platforms. Additional virtual and/or device-based training may be necessary for sections and platoons during this phase to facilitate successful completion.

**3-2.6.4. Essential Warfighting Skills.** Crews must achieve proficiency in certain skills critical to maintaining their warfighting capabilities.

All platform systems. (Gunnery Skills Test [GST] Tasks in TC 3-20.31-1, Chapters 7 and 8)

- Engaging stationary and moving targets from a stationary and moving combat vehicle.
- Engaging targets in a chemical, biological, radiological, and nuclear (CBRN) environment.
- Engaging targets at night.
- Engaging targets from a short halt.
- Detecting, identifying, classifying, and discriminating targets as friendly, neutral, or threat.
- Acquiring and engaging targets in an urban, woodland, or desert environment.
- Calling for indirect fire.
- Calling for medical evacuation (MEDEVAC).
- Calling for support.
- Engaging targets under digital conditions (applies to digitally equipped platforms only).
- Engaging targets using the appropriate technique for the target type.
- Engaging multiple and successive targets.

Abrams, Bradley, and Stryker MGS. (GST Tasks in TC 3-20.31-1 Chapters 2 through 5)

- Engaging multiple targets using the auxiliary sight.
- Engaging targets using manual controls.
- Engaging multiple targets with multiple weapon systems from multiple stations.
- Engaging multiple and successive targets requiring different ammunition types.
- Engaging targets using hunter-killer techniques. (M1A2 SEP v2 and M2A3 variants only).
- Conducting a fire mission task (applies to Bradley Fire Support Team [BFIST] and reconnaissance only).

Sections and platoons. Sections and platoons must achieve proficiency in the following skills:

- Executing collective tasks as a section or platoon.
- Engaging multiple targets utilizing fire control and distribution.
- Engaging targets while maneuvering as a section or platoon.
- Using digital capabilities during a tactical scenario.
- Maintaining SA and ensuring personnel protection.

**3-2.6.5. Training Requirements.** Training must conform to Army doctrine. The training requirements that follow must be trained and completed to standard to ensure the ultimate success of the gunnery training plan. (TC 3-20.31, **Training and Qualification, Crew**)

- Schedule crew/squad skills training monthly, concurrently with preventative maintenance checks and services (PMCS), prepare-to-fire checks, armament accuracy checks (AAC) (Abrams only), and tactical training.
- The GST evaluates the individual crewmember's ability to execute selected fundamental gunnery-related skills. Table I evaluates the entire crew's ability to execute selected tasks that are critical to safe, successful live-fire training. Table I is a mandatory prerequisite for any live fire event, including zeroing procedures, live-fire accuracy screening test (LFAST), sub-caliber or in-bore training event, or any live-fire maintenance procedure. Crews must successfully complete Table I of the GST within training window T-6 through T-week for both AC and RC.
- Schedule gun tube recoil exercise and borescope semi-annually (Abrams).
- The Master Gunner oversees and supports all armament maintenance checks and services, as required. This includes a detailed review of any DA Form 2408-4, Weapon Record Data cards, to ensure sufficient tube life remains to support the upcoming live-fire events, recoil exercises, optics purging, and AAC for main gun platforms, as required. For the Mounted Machine Gun (MMG) platforms, the Master Gunner should verify that any gauging requirements, optics purging, and other services are completed.
- Successfully complete Table II, "simulations gate to live-fire," on the authorized training system.
- Crews must qualify on Crew Table VI before conducting higher-level collective gates.
- The Master Gunner certifies the instructors and evaluators for the GST period. Subordinate units should be prepared to support the GST with their most experienced NCOs.
- Trained and experienced evaluators must be used to achieve the goals and objectives of the weapons-platform training program and to determine the level of proficiency of the firing crews. Vehicle Crew Evaluators (VCEs) are key to successful weapons training density that builds on crews' previous performance, increased competence and confidence. Selecting, certifying, and effectively utilizing these

evaluators enable a high proficiency standard. The VCE's primary method of instruction to the crews is an effective AAR. The VCE, if selected correctly, is a large contributor to the overall success of the unit during the live-fire events as he collects data and facilitates the AAR process.

- A VCE team must be trained and certified prior to live fire to evaluate a gunnery density correctly. Once completed, the unit must ensure sufficient VCEs are available to support the live-fire event. Evaluations of crew gunnery always come from outside the firing platoon element. For qualification purposes, VCEs external to the battalion are required.
- Evaluators external to the firing unit's battalion must conduct a coordination meeting with the firing unit prior to the live-fire density to ensure consistency of evaluation. This ensures current standards are used by all evaluators and reduces confusion, particularly during the qualification tables. The external lead evaluator also is required to attend the day and night safety brief and evaluate the conduct of the range briefing the day of firing. The brigade S-3 typically tasks external evaluators for qualification tables. The lead VCE, generally a Master Gunner, serves as a quality assurance/quality control NCO for the duration of the live-fire density.
- VCEs are expected to be certified or recertified no earlier than T-6 (AC) or T-9 (RC) and no later than T-1 of evaluating the training event. VCEs should be knowledgeable and certified on the use of Digital Range Training Systems (DRTS) to improve individual crew and collective unit lethality.

**3-2.6.6. Master Gunner.** The mission of the Master Gunner is to train the unit for gunnery and is the subject-matter expert (SME) for all weapon system platforms and crew served weapons. The Master Gunner advises commanders at all echelons and assists with the planning, development, execution, and evaluation of all gunnery-related training (individual, crew, and collective). (FM 3-20.21, 12-50)

*The Bradley Master Gunner.* The Bradley Master Gunner is the commander's principal BFV gunnery adviser and resource manager. He is responsible for advising the commander on the training and evaluation of Bradley crews, squads, platoons, and evaluators, including all preliminary gunnery tasks as well as advisement to the commander on the development of a UTP for ABCT gunnery and maneuver training. In addition to these responsibilities, the Bradley Master Gunner also must maintain the following skills and responsibilities:

- Manages simulation training programs and TADSS;
- Maintains and conducts unit-level services on all BFV turret weapon systems;
- Serves as the organization's knowledge and training authority on all BFV related matters;
- Serves as the unit's senior instructor operator for the Conduct of Fire Trainer and is the organization's simulations training expert; and
- Is the unit-level expert in maintenance and maintenance management of turret mounted weapons systems, and in troubleshooting turret gun systems.

*The Abrams Master Gunner.* The Abrams Master Gunner is an accomplished Armor NCO trained in advanced gunnery methodology, turret weapons systems maintenance, and gunnery training management. The acquired skills and knowledge will allow him to advise his commander through assessments, planning development, implementation, instruction, evaluation, and reassessment through all phases of gunnery and combat readiness training. The Abrams Master Gunner also has the following roles and responsibilities:

- Advises commanders on advanced gunnery methodology, doctrinal and technical procedures to assess crew proficiency, gunnery training management, and integration of TADSS; and
- Identifies and troubleshoots complex malfunctions that occur in the tank turret electrical, hydraulic, armaments and fire control systems.

*The Stryker Master Gunner.* The Stryker Master Gunner is the SME for all weapon system platforms in the Stryker BCT. The Stryker Master Gunner advises commanders at all echelons and assists with the planning, development, execution, and evaluation of all combat and gunnery-related training (individual, crew, and collective). The Stryker Master Gunner also has the following roles and responsibilities:

- Is able to identify, troubleshoot, and repair complex malfunctions at the unit level that occur in the weapon and fire control systems of Stryker Vehicle Variants: M1126 ICV, M1127 RV, M1128 MGS, and M1134 ATGM;
- Is the expert adviser and planner on Stryker gunnery training and advanced gunnery methodology; and
- Can assist the commander in the development of a maneuver and gunnery program that provides supervised training on KCTs; warfighting skills; preliminary gunnery training; and the integration of

TADSS, individual and crew-served weapon training/qualification, ammunition forecasting/management, and direct fire sustainment plan.

*Unstabilized Gunnery SMEs.* In addition to the three platform Master Gunners above, units without stabilized weapon platforms can still send personnel to the Master Gunner common core course. This course will train Soldiers on a systematic approach to troubleshooting the M240, M2, and MK19 crew served weapon systems, developing ranges and gunnery training plans for those systems, and advising commanders on the employment of those systems. Soldiers can attend just the common core course without having to attend the follow-on platform Master Gunner courses.

**3-2.7. Live-Fire Exercise Certification.** Properly conducted maneuver LFXs are essential to realistic training. LFXs should be the culmination of deliberate, progressive training programs. The purpose of LFX certification programs is to ensure our leaders are prepared to properly plan and safely conduct these challenging exercises. They also serve to develop leaders on how to correctly execute LFX training. These programs should go beyond installation range officer in charge (OIC) and safety officer (RSO) certification.

Units are encouraged to establish a battalion-level formal LFX certification program with oversight from BCT-level commanders. Battalion-level commanders certify their leaders two levels down in the planning and conduct of an LFX. The audience for certification can be squad leaders through company commanders and key personnel and staff within the battalion/squadron and companies/troops. Key to these programs is ensuring that personnel are qualified on their individual weapon and assigned platform (M1, M2, etc.) and familiar with all enabling unit capabilities.

Certification programs can consist of four phases:

- Phase I, range safety and orientation briefings. Installation-specific range OIC and RSO certification is sufficient to cover this phase.
- Phase II, individual study/written exam. Battalions/squadrons administer a written exam that covers the certification, validation, and execution of LFXs. Included in this is ensuring leaders understand the protocol for switching between blank and live ammunition and ammunition supply point procedures.
- Phase III, practical application. In this phase, company commanders, platoon leaders, and senior enlisted leaders plan maneuver LFXs under the guidance and supervision of the battalion commander. Battalion-level commanders provide a block of instruction on the five-step risk-assessment process. Leaders then conduct a concept back-brief and walk-through of the LFX scenario on the terrain with the battalion commander or designated representative.
- Phase IV, execute the range. Ensure rehearsals are conducted per command guidance and local policy.

**3-2.8. Mission Command.** Mission command is both a warfighting function and the Army's philosophy of command. ADRP 6-0, *Mission Command*, defines the philosophy as, "the exercise of authority and direction by the commander using mission orders to enable disciplined initiative within the commander's intent to empower agile and adaptive leaders in the conduct of unified land operations." Key to this philosophy is the establishment of trust within an organization, both up and down the chain of command and across the unit. Trust is built with continuous communication, such as the commander's informal dialogue, throughout the training plan development and execution. As units execute reps and sets during training, leaders within the organization develop trust in themselves and in each other. This trust enables commanders to rely on clear commander's intent and mission-type orders to encourage disciplined initiative. Reps and sets allow commanders to be comfortable that subordinate leaders will understand how to identify and either accept and control for prudent risk at their level or understand when the risk is too great and pass it up to the appropriate level.

The mission command warfighting function comprises the related tasks and systems that develop and integrate those activities enabling a commander to balance the art of command and the science of control in order to integrate the other warfighting functions (ADRP 6-0). Commanders drive the operations process, develop teams and inform and influence audiences. Staffs execute the operations process and manage knowledge and information. Both the commanders and staffs utilize Mission Command Systems to enable their tasks. A key structure that enables mission command for units are command posts (CPs). Unit command posts must be expeditionary and small, which can tear-down, jump, set-up and protect themselves rapidly to keep pace with maneuvering units. This includes all CPs from company-level to BCT-level. Units with multiple CPs should ensure there are redundancies between these structures to enable continuous mission command even during displacement operation.

Units train leaders on how to execute expeditionary CP operations by employing a CP throughout the training plan. Multi-echelon training enables units to execute mission command operations, increasing reps and sets for unit command and control nodes. Deploy CPs as early in the training progression as possible, and look for ways to gain efficiencies in size, set-up and tear-down, and movement operations.

**3-2.9. AARs.** AARs improve unit performance and are a key element of training. ADRP 7-0, Chapter 3-73; and FM 7-0, Appendix D, detail how AARs develop critical thinking in leaders and provide “guided analysis of an organization’s performance during training events”. AARs are more effective when conducted by certified knowledgeable leaders; nothing can substitute for the input of a unit commander on a subordinate unit’s performance. While every effort should be made to make the AAR as formal as possible, an informal AAR on the objective during a break in training can have a lasting impact on unit and leader performance going forward. Commanders can then direct retraining as required.

If resourced, units should take advantage of Home Station Instrumentation Training Systems (HITS), Common Thru-Sight Video – Crew Module Unit Recorder (CTSV-CMUR) and DRTS to enhance training-event AARs. These systems are detailed in Appendix G, Training Resources. DRTS provides the digital infrastructure on which digital multi-purpose ranges are built. HITS can provide units with on-the-spot maneuver and force-on-force data to support AARs.

**3-2.10. Assessing Training Readiness.** Training readiness has four foundational components. These are individual and crew qualification, MET proficiency, collective live-fire proficiency, and training days. Objective assessment of training proficiency, or Objective T, is a concept that uses objective training data to determine the T-level rating for unit status reporting. The T-level rating is an assessment of the unit’s ability to provide the capabilities for which it was designed, based on the four foundational components of readiness. Objectifying the T-level allows commanders to better see themselves and decreases subjectivity in assessing individual and collective training during exercises and gunnery events. The commander’s final assessment of training proficiency, especially after an externally evaluated event, is paramount.

Individual and Crew Qualification. Individual, crew, and platform qualification is conducted in accordance with appropriate doctrinal references. Individuals and crew are evaluated as either qualified or unqualified. This is then compared against the total authorized systems in a formation to determine a qualification range. This range is an input into the T rating.

MET Proficiency. Throughout a training progression, leaders evaluate unit performance in METs using the following definitions:

- **T:** Complete task proficiency to Army standard by achieving a “go” in 90% or more of both performance measures and leader performance measures, and 100% of all critical performance measures. The unit executed the task under complex and dynamic conditions.
- **T-:** Advanced task proficiency free of significant shortcomings by achieving a “go” in 80% or more of both performance measures and leader performance measures, and 100% of all critical performance measures. The shortcomings require minimal training to meet the Army standard, and the unit executed the task under complex or dynamic conditions.
- **P:** Basic task proficiency with shortcomings by achieving a “go” in 65% or more of all performance measures, 80% or more of all leader performance measures, and 100% of all critical performance measures. Shortcomings require significant training to meet Army standards, and the task is executed under static and simple conditions.
- **P-:** Limited task proficiency with major shortcomings by achieving a “go” in 51% or more of all performance measures but less than 80% of all leader performance measures and less than 100% of all critical performance measures. Shortcomings require complete retraining of the task to achieve the Army standard.
- **U:** Cannot perform the task. Unit achieves a “go” in less than 50% of all performance measures, less than 80% in all leader performance measures, and less than 100% in all critical performance measures. The unit requires complete training on the task to achieve the Army standard.

Conditions are evaluated using the following OE Evaluation Criteria:

- **Static:** Aspects of operational variables (PMESII-PT) needed to stimulate mission variables (METT-TC) that do not change throughout the unit’s execution of the task.
- **Dynamic:** Operational variables and threat TTPs for assigned counter-tasks change in response to the execution of Blue Forces’ tasks.

- **Complex:** Requires a minimum of four (terrain, time, military [threat], and social [population]) or more operational variables; brigade and higher units require all eight operational variables to be replicated in varying degrees based on the task being trained.
- **Single threat:** Regular, irregular, criminal, or terrorist forces.
- **Hybrid threat:** The diverse and dynamic combination of regular forces, irregular forces, terrorist forces, and/or criminal elements unified to achieve mutually benefitting effects.

Collective Live-Fire Proficiency. Commanders two levels up determine the collective live-fire tasks to be evaluated for a unit's collective live-fire training exercise. That commander's evaluation and assessment is what determines the proficiency rating and progression from one echelon's gate to the next.

See Appendix K for more on Objective Task Evaluation Criteria and Objective T-ratings.

**3-2.11 Increasing R&S proficiency.** Recent decisive action CTC rotations have demonstrated that BCTs and below lack proficiency in R&S operations. In order to increase R&S proficiency, units should work to include special emphasis on R&S as they develop unit training plans. Building training plans that include early and continuous emphasis on R&S helps to train leaders, staffs, and units on how to plan for and execute R&S operations. R&S tasks should be embedded in maneuver training plans at all levels. By utilizing multi-echelon training events, units can increase higher-level command posts and staff repetitions managing the information collection process. Beyond multi-echelon maneuver training events, units can also focus unit professional developments programs on R&S, participate in division-level R&S summits, and ensure leaders at all echelons have attended the appropriate R&S functional courses at Fort Benning. Section 4-1 in Chapter 4 goes into more details about the MCoE efforts to increase R&S proficiency.

Scout of the Future. Scout of the Future (SotF) is a concept that describes individual skill sets contributing and building to organizational competencies from the Scout platoon to Cavalry squadron necessary to prosecute R&S operations for decisive action as described in the Army Operating Concept. Required competencies include those that relate to organic (core and additional) competencies as well as those that augment the formation. SotF applies to standard 6 x 36 scout platoons and enables the effective combination of mounted and dismounted R&S operations.

Future Cavalry Soldiers and leaders support these operations by shaping perceptions and influencing the behavior of both adversaries and partnered nations. Commanders should focus on the fundamentals and core competencies; however, with additional time and resources, commanders can look to increase capabilities in the specialized skills and attributes needed in current and emerging operational environments. In order to meet these demands, it is necessary to establish a deliberate strategy of training, education, and professional experience that develops future reconnaissance leaders on the competencies of conducting security force assistance, improving foreign internal defense, and building partnership capacity.

To this end, future reconnaissance Soldiers will require specific and specialized skills and attributes in addition to traditional R&S competencies:

- Understand, plan, and direct execution of reconnaissance operations in hostile, denied, or politically sensitive environments to collect or verify information of strategic or operational significance.
- Conduct combat advisory to strengthen coalition forces and build partnership capacity.
- Develop and apply expertise in human interaction and events.
- Acquire increased cultural understanding proficiency and language familiarization to assist in developing security force capacity and to integrate with host nation and regional coalition forces.
- Perform sensitive site exploitation in hostile and non-hostile environments.
- Conduct advanced land navigation skills on all terrain types to increase survivability and information collection.
- Communicate worldwide with organic equipment.
- Conduct operations in austere, harsh environments without extensive support.
- Organize people into working teams to help solve local problems.
- Conduct key leader engagements and negotiations with local governments and security forces.

To acquire these skills and attributes, the SotF concept would utilize training for specific skill levels and training in initial entry training, professional military education (PME), and functional courses. Additionally, future Cavalry organizations would be augmented with Soldiers from other military occupational specialties (MOS) and areas of concentration (AOCs) to provide required capabilities. These organizations would then conduct specialized

collective training prior to operational deployment to ensure the unit has obtained the specific regionally aligned requirements for the mission.

### 3-3. EQUIPMENT READINESS

Unlike many resources, operational readiness is a training resource that commanders control completely and, when conducted efficiently, sets the conditions for sustained readiness at echelon. In the force today, Soldier maintenance proficiency has atrophied due to deployment force-manning levels and a recent history of high use of contract maintenance. Commanders develop maintenance programs that not only build combat power and maintain readiness, but also build Soldier and leader maintenance skills to enable units to conduct high operational tempo (OPTEMPO) expeditionary operations under austere conditions anywhere in the world. Commanders will no longer be able to rely on contract maintenance to achieve readiness and must ensure that operators and maintainers are trained and employed for vehicle maintenance to sustain their fleet and equipment readiness levels.

Additionally, our forces, in future conflicts, will be unlikely to have an established and secured footprint and logistical lines of communication (LOC) to maintain a garrison-style maintenance program. Unlike the forward operating bases (FOBs) of Afghanistan and Iraq, our units must be prepared to conduct expeditionary maintenance operations for extended periods utilizing organic equipment and lift in field environments. Given this limitation, commanders should develop maintenance programs and procedures that are efficient and effective in both expeditionary and garrison environments, vice programs that only operate efficiently in a garrison cantonment.

Commanders should ensure their maintenance programs are planned, resourced, and executed with the same detail and focus that is dedicated to training events. Employing the 8-Step Training Model or TLPs ensures that maintenance operations are focused, resourced, and executed with a clear endstate.

Key to this process is the weekly battalion/squadron maintenance meeting. Chaired by the battalion or squadron commander with all subordinate unit commanders present, this meeting ensures that commanders are directing and are aware of maintenance operations and statuses within the formation. The goal of the maintenance meeting is to provide a clear picture of the unit's current maintenance posture and to set the conditions needed to ensure equipment readiness for the next mission. Several factors determine how effective a maintenance meeting will be, but none has more positive effect than the attendance of battalion/squadron and subordinate commanders.

Equipment readiness is the key in bridging operational readiness to combat readiness. The four pillars to equipment readiness are: PMCS, after-operations recovery (AOR), command maintenance, and services. All four pillars should be considered, planned, resourced, and integrated into the planning for all collective training events and time periods in between training.

**3-3.1. Command Maintenance.** Command maintenance is scheduled weekly and is based on PMCS doctrine and schedules. To better improve equipment readiness and the efficiency of unit command and control systems, command maintenance periods will be transformed in to training events, which focus not only on "to standard" maintenance but also on conducting multi-echelon training with selected gunnery/combat-related tasks. Through effective and consistent implementation, both the unit operational readiness rate and unit combat readiness will increase.

Another best practice is units conducting maintenance operations as assembly area (AA) operations. Exercising all unit tasks in this environment, including daily operations, leader professional development, communication security (COMSEC) changeover practice, administration, etc., during command maintenance periods trains the unit staff and mission command, at echelon. Tactical operations centers (TOCs), combat trains command posts (CTCPs), and unit maintenance collection points (UMCPs) should be established to test mission command connectivity and proficiency at all levels and to track and control the execution of the maintenance program. Unit staffs will have the opportunity to conduct concurrent training on battle tracking while conducting daily staff operations in an expeditionary posture. To be successful, integrating mission command and training into maintenance operations requires enhanced command presence, and usage of the full suite of mission command systems.

It is important to maintain all systems during command maintenance, to include conducting long-range radio checks as well as standing up and exercising Force XXI Battle Command Brigade and Below (FBCB2) Blue Force Trackers (BFT) and Joint Capabilities Release (JCR) systems. When conducted periodically during command maintenance, this will prevent discovery of communication equipment failure when executing missions.

During extended collective training events (i.e. gunnery, FTXs, external evaluations [EXEVALs], etc.), unit staffs should coordinate with brigade support battalions (BSBs) to deploy their forward support companies (FSCs) to the field. This enables the FSCs to train and practice, maintenance and battle-damage assessment and repair (BDAR) in an expeditionary environment, but it also enables the FSCs to train recovery, logistic resupply, convoy escort, and security tasks while exercising both digital and analog sustainment reporting and tracking systems.

**3-3.2. PMCS.** PMCS is the care, servicing, inspection, detection, and correction of minor faults before these faults cause serious damage, failure, or injury. When PMCS are conducted in conjunction with the Conditions Based Maintenance Plus (CBM+) Program, equipment condition variances will be noted from standard checks and combined with diagnostics and prognostics to determine what and when maintenance actions will be taken on equipment. Critical to success is commanders providing adequate time in training and operations schedules for Soldiers to perform proper PMCS. This must be followed by time diagnosis and correction of equipment faults and the forecast of future serviceability of the items.

**3-3.3. After Operations Recovery (AOR).** After initial recovery from field training is complete, Soldiers will begin recovery operations on their equipment (lasting from 3-10 days depending on the unit, duration, and type of training). Recovery includes maintenance on **ALL** assigned equipment, including weapons, vehicles, and all associated and ancillary components. Each crew is responsible for the care of their respective platforms, and the vehicle commander will coordinate any requirements for higher echelons of maintenance with the motor sergeant. No matter the duration of the allocated AOR density, units should schedule formal company/troop AOR inspections. Refer to Appendix D for an example AOR schedule.

**3-3.4. Services.** Scheduled services are performed at the service interval required by the applicable technical publication for each piece of equipment. Units are authorized a 10-percent time variance when performing scheduled services to account for competing mission requirements. For combat platforms, the integration of the unit's Master Gunners is a critical task in ensuring the weapons are both mechanically sound and within the published life cycles for the weapons components. Failure to follow required service intervals can result in non-mission-capable vehicles, increasing repair man hours and Class IX costs while possibly rendering the vehicle unusable for training or missions.

A good services program includes the following principles:

- In-brief to the battalion/squadron commander;
- Out-brief to the battalion/squadron commander/executive officer;
- Treated as a training event;
- Distributed throughout the year;
- Scheduled on the training schedule by unit (not bumper);
- Operators are present;
- Platoon and section chain of command are present;
- Service material ordered and on hand (ordered more than 90 days out and controlled);
- Conducted in dedicated bays;
- Includes all ancillary equipment; and
- Trailers, generators, and radios are serviced at the same time as the prime mover.

**3-3.4.1. Tank Services and Maintenance Schedule.** For each tank company, services are conducted on a semi-annual, annual, and bi-annual rotation. Services take approximately three weeks for one company. Each tank platoon is divided among turret week, hull week, and ancillary equipment week. The commander and executive officer's tank are typically split between two different platoons, so two platoons have five tanks and the other platoon will have four tanks. During ancillary equipment week, Soldier-related services are conducted, including SGLI, DD 93 updates, TA-50 inspections, and any other service the commander deems necessary. During turret week, the armament shop conducts borescope and recoil of the main gun (see Appendix D for an example service schedule).

**3-3.4.2. Borescope and Recoil.** Borescoping has several criteria that trigger the need to conduct a borescope: every 180 days, every 150 equivalent full charges (rounds fired), or if there is no borescope data once the equipment is received by the unit. This information is recorded by the Master Gunner on a gun card. The recoil operation is conducted every 180 days and is done during semi-annual services or during turret week of annual services. Borescoping takes approximately 30 minutes per tank and recoil takes approximately 10 minutes per tank.

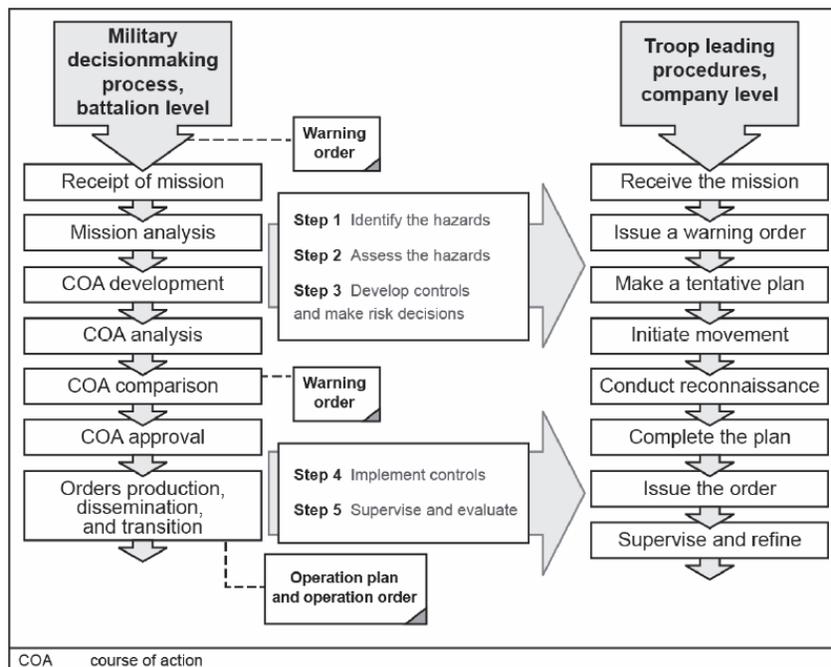
**3-3.4.3. Armament Accuracy Check (AAC).** AACs are conducted once a month during command maintenance at the motor pool. Typically the platoons rotate the operation throughout the month. This is not part of the GST but is essential during prep-to-fire checks, as outlined in the technical manual.

**3-3.4.4. Bradley Services and Maintenance Schedule.** For each Bradley company, services are conducted on a semi-annual and annual basis. Services take approximately three weeks for a company. Each Bradley platoon is divided among turret week, hull week, and ancillary equipment week. Critical checks and maintenance are performed on the M242 25mm main gun, the TOW missile system, and the fire-control system during turret week. Hull week consists of engine, transmission, and drive-train maintenance. This includes removing the engine and transmission, changing filters and fluids, and cleaning the vehicle thoroughly inside and out. Ancillary week consists of maintenance on the vehicle's machine-guns, Soldier personnel file updates, organizational clothing and individual equipment (OCIE) inventories, and communications equipment checks and services.

**3-3.4.5. Stryker Services and Maintenance Schedule.** Stryker services are performed on both a semi-annual and annual basis and take approximately three weeks for a company-sized unit to complete. The three weeks include turret, hull, and ancillary weeks. Due to the large variety of Stryker platforms, including the MGS, ATGM system, and the NBC Reconnaissance variant, many of the maintenance checks and services outside the hull are unique to the various platforms. The checks and services performed during the hull and ancillary weeks tend to be similar across platforms and include many of the same checks as the Bradleys and tanks, including changing component filters and oil; removing the power pack and thoroughly cleaning the vehicle; weapons and communications equipment maintenance; and completing the various individual Soldier readiness and checks and inspections.

### 3-4. RISK MANAGEMENT

Leaders should use the risk-management process as an integral part of their decision-making and planning processes. This will result in increased readiness as a result of safer, smarter, and more beneficial training, and increased survivability on the battlefield. Department of the Army Pamphlet (DA PAM) 385-30: **Risk Management**, defines the five-step risk-management process. ATP 5-19: **Risk Management**, focuses on operational risk. Local commanders and installations have location- and activity-specific risk guidance and policies. Refer to Figure 3.2 for a representation of how risk management ties into different planning processes.



**Figure 3.2. MDMP and TLP parallel planning correlated with risk management steps.**

Key to risk management for maneuver leaders, though, is the identification and assessment of hazards. Objective guidance on identifying and assessing hazards is available, but maneuver leaders still have to use their experience to make risk decisions. It is imperative that maneuver leaders make risk decisions at the appropriate level; when the risk is too great, leaders should send the decision up to the appropriate level commander. DA PAM 385-30 states that

“risk can only be accepted by the commander with the resources and/or authority necessary to control, eliminate, or correct the hazard in an appropriate timeframe.” Another way to say this is that maneuver leaders should not take on risk that is not theirs to take on.

The risk management process applies to more than just managing operational event risk. Threats to mission accomplishment are all risks that need to be identified and assessed and mitigated or controlled for. Leader education and certification programs should ensure that leaders understand all Army and local risk management policies. ATP 5-19 is a good source for maneuver units as it discusses risk management techniques for TLPs and MDMP.

Management of resources available, and knowing when to request more from higher, is an important method in managing mission risk. The number one resource constraint reflected by unit commanders is available time — too many requirements and not enough time to accomplish them. Commanders at echelon share in the risks associated with making tough decisions about what can and cannot be accomplished with available time. Training management systems alone will not solve the challenges with available time. Commanders must be encouraged to find innovative ways to reduce administrative requirements to allow leaders more time with those they are entrusted to lead.

Leaders setting and maintaining standards are the most important factors when managing risk. Every member of the chain of command has a role in risk management and protecting the force from unnecessary risk. A well-designed UTP that effectively leverages the LVC and gaming training environments will help mitigate risk and ensure individuals and crews enter into training events with the appropriate level of proficiency. Units do well what leaders check, and leaders appropriately positioned at the highest risk points during training events emphasizes leadership focus on risk management and mission accomplishment.

## CHAPTER 4

### ENABLING READINESS

Armor institutional training provides functional and PME for Soldiers, military leaders, and Army civilians. As the proponent, USAARMS is responsible for the development, publication, and dissemination of Armor and Cavalry doctrinal, technical, and regulatory publications and associated professional literature; ensuring Armor crewman and Cavalry troopers can perform critical tasks to prescribed standards throughout their careers; and to support units on a continuous basis.

Institutional training and education provides the following:

- Doctrinally sound combined arms maneuver warfighters to the field;
- Initial training that instills common values, ethics, critical thinking, and warrior ethos; qualifies individuals on common tasks; qualifies individuals on the critical tasks of their assigned occupational specialty; and produces highly motivated and disciplined individuals;
- Training that qualifies individuals for an AOC, a MOS, additional skill identifier (ASI), and special qualification identifier (SQI); and
- Leader development (training and education) for all Armor soldiers and Cavalry troopers.

USAARMS is ensuring it is prepared to meet the demands of the operating force as it builds training readiness. This chapter details some of the key initiatives that are nested with the Armor School's vision, mission, key tasks and endstate to facilitate this goal over the next two years. In addition to these, the Armor School conducts daily efforts in conjunction with the MCoE and the operating force to ensure that these opportunities and others remain up-to-date and relevant.

#### 4-1. USAARMS

**4-1.1. Improving R&S Knowledge, Skills and Abilities (KSA), and Alignment of Functional Courses.** As the Army refocuses on combined arms maneuver along with wide area security tasks as part of ULO, senior maneuver leaders have observed a gap in our understanding of R&S fundamentals and the application of TTPs at all levels. This gap is attributed to not only the counterinsurgency (COIN) focus of the last 15 years but also to our lack of enforcement of attendance at functional courses prior to assuming critical positions. The Armor School is executing a three-pronged strategy to quickly reverse this trend by (1) immediately requiring attendance at critical R&S and functional training courses prior to departing PME for follow-on units; (2) submitting FDUs to codify personal and positional ASI for critical positions; and (3) recruiting the highest quality personnel with the right operational experience as instructors and cadre at Fort Benning.

Within this strategy, the Armor School has two primary purposes: first, to provide relevant, doctrinally based PME and functional course education and training to both officers and NCOs; and second, to be responsive to the needs of the force and, as gaps are identified, to rapidly shift to address those shortcomings.

**4-1.2. MCoE Cavalry Warfighter Forum (CWfF).** Hosted by the MCoE's commanding general, the quarterly CWfF provides a venue for R&S stakeholders to collaborate and share information about observed trends and updates to current doctrine, organization, training, materiel, leadership and education, personnel, and facilities (DOTMLPF) effecting R&S operations across all formation types. Each CWfF takes place under the guidance of a senior maneuver mentor. Generally, the mentor will either be the FORSCOM commanding general or the MCoE's commanding general. TCM-ABCT and TCM-Recon are the executive agents for the CWfF.

**4-1.3. Soldier 2020.** The MCoE and Armor School are managing the training of female leaders and Soldiers to meet the "Leader First" initiative to provide operational Armor units with female Armor officers and NCOs before female enlisted Soldiers arrive at those organizations. Female Armor officers are in Armor basic officer leader course (ABOLC), female Armor NCOs have graduated from transition courses, and female Armor enlisted Soldiers will begin One Station Unit Training (OSUT) in Second Quarter FY 2017, reporting to the operating force in Summer 2017. The Armor School will continue to prepare and maintain the facilities required to train integrated OSUT and Basic Combat Training while also ensuring that the high physical demand testing is conducted to standard. The Chief of Armor will be present during Soldier 2020 gender integration updates to the TRADOC commanding general and deputy commanding general, and the Armor School deputy commandant will be present at gender integration updates to the TRADOC G-3 and other TRADOC key leaders.

**4-1.3.1. High Physical Demand Tasks (HPDT).** Branch schools have the task of ensuring that all HPDTs related to their specific branch or MOS are trained and tested as graduation requirements in accordance with TRADOC Task Order IN141195. The implementation of HPDT testing is to match the right Soldiers to the branch or MOS that best corresponds to their abilities, regardless of gender. Armor HPDT tasks are dragging a casualty to immediate safety (dismounted); conducting a 12-mile foot march; employing hand grenades (35M); carrying and emplacing sand bags; removing a casualty from an armored vehicle (mounted); lifting and moving the 25mm feeder (19A and 19D only); loading a TOW missile launcher on the Bradley Fighting Vehicle (BFV) (19D only); stowing ammunition on an Abrams tank (19A and 19K only); and loading the 120mm main gun (19A and 19K only).

**4-1.4. CSF2/ Physical Training (PT).** The Chief of Staff of the Army and the FORSCOM commander's number one priority is readiness. USAARMS will directly support readiness by ensuring that the Soldiers we train and send to the force are fully prepared for the mental, physical, and emotional rigors required of operational units. All Soldiers assigned or attached to the Armor School will participate in Physical Readiness Training (PRT) on a daily basis. Brigade commanders are authorized to adjust standard PT times to meet Pol requirements. Units will ensure they adhere to the Army weight control regulation (AR 600-9) and conduct squadron/battalion level remedial, rehabilitative, and profile PT programs in accordance with TC 3- 22.20 and TRADOC Regulation 350-6. Additionally, brigade commanders will make CSF2 a commander's program, as it requires command emphasis. Commanders will ensure that all CSF2 position requirements are filled and that all USAARMS leaders and permanent-party Soldiers conduct all required resilience skills and required performance enhancement skills once per year. All USAARMS permanent-party Soldiers will also complete the Global Assessment Tool and ArmyFit Self-Development Component annually. USAARMS OSUT, ABOLC and NCOA courses will also meet all institutional resilience training requirements for students and trainees.

**4-1.4.1 Ready and Resilient Campaign (R2C).** To ensure the health and well-being of the entire team, the Army's goal is to invest in and improve the performance of every individual on the team. All commands in the Armor School will fully support all R2C efforts on Fort Benning. Following is additional guidance on areas that affect our Soldiers' readiness and resiliency.

Suicide Prevention. Continue efforts in suicide prevention in FY17 in order to preserve the strength of our formation. Proactive leadership that builds and sustains the resilience of our Soldiers, and educates our Soldiers and Families on all the available programs is critical to this effort.

Medical Readiness. Commanders are responsible for maintaining 95 percent or higher medical readiness at all times and will establish systems that promote readiness at the leader, staff, and individual levels. We will ensure that our Soldiers who suffer from long-term medical ailments receive complete and timely care in accordance with the Integrated Disability Evaluation System (IDES).

Composite Risk Management. Composite Risk Management (CRM) is required for every training event. A completed CRM worksheet will accompany any maneuvering element and will be updated as the conditions change in accordance with MCoE Pamphlet (PAM) 385-6-14.

**4-1.5. Instructor Selection, Certification, and Development.** The professionalism of our instructors, drill sergeants, and cadre has a tremendous impact on the quality of training conducted and on the quality of soldier and leaders sent to the operating force.

Like all training, certification of instructors and trainers is necessary to ensure doctrinally sound instruction is delivered to students effectively. The four major components of certification are:

- Foundation: Successful completion of the ArmyU instructor/facilitator qualification course. The Army Common Faculty Development Program – Instructor Course (CFDP-IC) (which replaced the Army Basic Instructor Course (ABIC) in January 2017, is the primary instructor certification course at Fort Benning. All instructors in PME and functional courses at Fort Benning are required to have successfully completed CFDP-IC.
- Technical: Instructors are provided a period of time where they master the specific course material in the area they will instruct. The instructor must demonstrate proficiency in the methods and techniques for delivery/facilitation while teaching as an assistant instructor under the supervision of a certified instructor/facilitator (defined by unit standards). As every course is different, this phase is conducted at unit level and ensures that instructors have the knowledge and skills to instruct the specific course.
- Practicum: The instructor is formally assessed by a certified instructor or panel using evaluation guidelines and institution requirements for instruction. Armor School brigade-level units will manage this process for the courses they instruct.

- **Continued Professional Development:** Following certification, the instructor must stay up to date on course material and focus through continued professional-development opportunities.

Leader development opportunities will be offered through civilian education and career enhancing schools and assignments available on Fort Benning. Command teams, senior raters, raters, and individuals each have a role in creating and executing a deliberate leader development plan. However, it is imperative that instructor positions become the primary focus of fill before considering fill for other vacancies that are not considered Directed Fill. Armor officer and NCO instructor strength should maintain a minimum of 90-percent fill. Once an officer or NCO is identified for an assignment to fill an instructor billet, any diversions will be staffed through the MCoE G1 and approved through the USAARMS commandant and the Armor Branch. MCoE subordinate units must understand that HRC and the Armor Branch will not immediately backfill instructor positions when an instructor is internally diverted to fill another vacancy or released earlier than the prescribed tour length. The earliest that a backfill could be expected would be within the following distribution cycle. Additionally, USAARMS fully supports the 36-month maximum tour length for cadre and staff assigned to Fort Benning and will work closely with HRC to ensure that Soldiers are rotating back to the operating force.

Armor School brigades should encourage their instructors to earn the Army's Basic, Senior and Master Instructor Badges. The Basic Instructor Badge is managed at brigade level. The Senior and Master Instructor Badges are managed at commandant and center of excellence (CoE) level, respectively. Striving to earn the progressive levels of the Army instructor badge will provide instructors an additional incentive to continuously improve their KSAs while they are assigned as instructors at the MCoE.

**4-1.6. Civilian Professional Development.** To build on our capabilities, we will commit to our civilians' professional development needs. Commanders and supervisors will utilize the civilian developmental program to counsel their civilians on professional development and promote/ incentivize participation in unit activities.

**4-1.7. Maneuver Force and Armor Branch Collaboration.** The Armor School will host and participate in venues for discussions and collaboration on relevant issues and topics in the maneuver force. These include but are not limited to the warfighting forums, senior mentor symposiums, and division Cavalry conferences. We must establish a shared understanding of the current OE and needs of the operating force to ensure that the Armor School is providing the Soldiers, leaders, doctrine, and FDUs needed.

## 4-2. OFFICE OF THE CHIEF OF ARMOR (OCA)

The OCA manages and oversees the eight personnel management lifecycle functions (structure, acquisition, individual training and education, distribution, deployment, professional development and separation) for the Chief of Armor. The organization is also the proponent for DA PAM 600-3, **Officer Professional Development**, DA PAM 600-25, **Enlisted Professional Development**, the Excellence in Armor (EIA) Program, the Armor Regimental System and the Armor and Cavalry Leadership Award.

**4-2.1. 19D Scout Sniper ASI.** The Armor School is working to add the B4 (sniper) ASI and M110 rifles to two 19D scout positions in each BCT scout platoon. This will increase operational flexibility and add sniper lethality capabilities to current scout platoons. OCA will work closely with the U.S. Army Infantry School (USAIS) Office of the Chief of Infantry (OCOI) to implement this FDU.

**4-2.2. Combined Arms Support Command (CASCOM).** CASCOM is recoding the 36 ABCT combined arms battalion (CAB) FSC distribution-platoon leader positions to AOC 03 (maneuver) from AOC 92 (quartermaster). This effort will provide maneuver officers with sustainment experiential developmental opportunities to address a maneuver leader development gap. OCA is responsible for ensuring that operational units are aware of this update.

**4-2.3. Branching.** The Armor Branch demands agile, adaptive, and competent officers from diverse commissioning sources to lead a smart, fast, lethal, and precise force. USAARMS, through OCA, has the regulatory responsibility for the messaging of the branch to the force. To ensure this, USAARMS, with full support of the Armor School organizations, will continue to promote the Armor Branch in conjunction with United States Military Academy (USMA), Reserve Officer Training Corps (ROTC), and Officer Candidate School (OCS) by participating in USMA branch week/night and graduation week; ROTC Leader Development Accessions Course (LDAC); and OCS Maneuver Runs and Branch Briefs. Additionally, ABOLC will continue to conduct ROTC mentorship activities with local colleges and universities (Columbus State and Auburn are example institutions).

While showcasing the importance of the Armor Branch and opportunities in the maneuver force, the focus of these activities should be on officership and leader development, as these ROTC cadets will be able to commission in other branches.

**4-2.4. EIA.** The EIA program identifies outstanding Career Management Field (CMF) 19 Soldiers in the ranks of private through sergeant who have demonstrated performance and leadership potential, either in OSUT or in Armor and Cavalry units. EIA also applies to CMF 19 Soldiers serving in non-Armor units, Active, Reserve, and National Guard. OCOA will continue to serve as the EIA proponent and will actively promote the program to the force. The 194<sup>th</sup> Armor Brigade will continue to develop and maintain OSUT EIA task lists and lesson plans and will include OSUT EIA training. Soldiers who are enrolled in the EIA program will be awarded a Project Development Skill Identifier of E4J. More information is available at <https://www.benning.army.mil/armor/OCOA/ExcellenceinArmor.html>.

**4-2.5. Project Warrior.** The Army's renewed Project Warrior Program is highly selective, intended to extend the expertise developed by company commanders and platoon sergeants to the rest of the maneuver force. Eligible officers and NCOs can compete to serve as observers/coaches/trainers (O/C/Ts) at a CTC for two years, followed by two years as an instructor at a TRADOC CoE. The program focuses on building agile and adaptive leaders as the Army continues its transition from COIN operations to broader national-defense objectives. More information can be found at <https://www.hrc.army.mil/officer/project%20warrior>. OCOA will provide oversight for the Armor Project Warrior Program for the Chief of Armor and work with HRC regarding selection and assignment of personnel.

**4-2-6. Cavalry Spur Rides.** Since unit spur rides are an excellent example of a Cavalry squadron leader certification program, OCOA will ensure that the example spur ride standard operating procedure (SOP) is updated and relevant for today's operating force. Yearly reviews will be conducted and updates will be published at the start of the fiscal year.

### **4-3. 194<sup>th</sup> ARMOR BRIGADE (194<sup>th</sup> AR BDE).**

The 194<sup>th</sup> AR BDE conducts Armor Initial Entry Training for all Armor Soldiers across the force. The brigade trains armor crewmembers, scouts, vehicle maintainers, and Soldiers of all MOSs by focusing on fundamentals to maintain pace with the maneuver force.

**4-3.1. Soldier 2020.** The 194<sup>th</sup> AR BDE will continue bringing all of their integrated facilities to "safe and secure" standards. Also, 194<sup>th</sup> AR BDE is responsible for conducting retests for Armor HPDTs. Retest procedures are:

- Blue Phase Diagnostic Test (NCOIC certified): Trainees who pass all tasks are complete.
- Record Test 1 (NCOIC certified): Trainee takes the entire test if a single task is failed during the diagnostic.
- Record Test 2 (company commander certified): If a task is failed only that task is retested.
- Record Test 3 (battalion commander certified): If a task is failed only that task is retested; failure of the final test results in recycle or drop.

These standards are codified in individual course Individual Student Assessment Plans.

The 194<sup>th</sup> AR BDE will continue to provide weekly updates to OCOA on Soldier 2020 Gender Integration Conditions Check (MILCON updates, course attendance timeline, reservation numbers, HPDT testing numbers, female drill sergeants on-hand/upcoming losses and upcoming gains).

**4-3.2. Personnel Requirements.** The 194<sup>th</sup> AR BDE began training an increased number of 19K and 19D OSUT Soldiers in February 2017 to accommodate the following changes to the operating force: conversion of one IBCT to an ABCT; Stryker BCTs (SBCT) transitioning 19K MGS crewmembers to 19Ds; creation of a weapons troop within the Stryker Cavalry squadrons; and a scout platoon within an SBCT infantry battalion re-coding its 19D positions. The 194<sup>th</sup> AR BDE leaders in coordination with OCOA will continue to support the Army's and TRADOC's analysis of CoAs to most efficiently meet the personnel requirements of the operating force. Paramount throughout this process is to ensure that all stakeholders understand the attributes that make scouts and tankers such important components of our Army.

**4-3.3. Sullivan Cup.** The 194<sup>th</sup> AR BDE is the lead for planning and executing the "precision gunnery" Sullivan Cup Competition in the first week of May in even calendar years. Hosted by the Armor School, the Sullivan Cup is

open to competitors from all active-duty divisions, the Army National Guard, the United States Marine Corps, and select Allied nations.

#### **4-4. 316<sup>th</sup> CAVALRY BRIGADE (316<sup>th</sup> CAV BDE)**

The 316<sup>th</sup> CAV BDE conducts functional training to educate and train leaders to command, lead and train maneuver formations to support the combined arms fight. The Army's experts on R&S, 316<sup>th</sup> CAV BDE is leading the way in reinvigorating the maneuver force's understanding and execution of R&S fundamentals.

**4-4.1. Cavalry Leader's Course (CLC).** The 316<sup>th</sup> CAV BDE will explore the possibility of expanding CLC offerings to 12 resident classes from the planned six in FY17. While the expansion of resident courses shifts instructor focus from MTTs that traditionally train a broader Cavalry audience, the additional courses would maximize availability of on-hand instructors. This will double the training capacity for resident courses, focusing on the target demographic of captains and senior 19D NCOs. Since February 2017, all MCCC Armor officers were able to attend CLC upon graduation from MCCC. Additionally, CLC will conduct quarterly MTTs at corps installations focused on training Soldiers from across the corps at those sites. 316<sup>th</sup> will continue to develop executive-level MTT for division-level leadership.

**4-4.2. Army Reconnaissance Course (ARC).** The 316<sup>th</sup> CAV BDE will explore the possibility of expanding Army Reconnaissance Course (ARC) offerings from eight to 12 resident classes in FY17. By March 2017, all ABOLC Armor officers will be able to attend ARC upon graduation. Further, USAARMS will ensure ARC and CLC manning remains above 90 percent regardless of other manning guidance, to ensure that increased load can be maintained.

**4-4.3. Maneuver Leader's Maintenance Course (MLMC).** The 316<sup>th</sup> CAV BDE will look to increase course offerings on Fort Benning and make it exportable to operating force locations.

**4-4.4. Ten-Day Platform Commander's Courses.** The 316<sup>th</sup> CAV BDE will evolve the platform commander's courses for inclusion in the MCCC and also as stand-alone courses to support the operating force's platform certification requirements.

**4-4.5. Commander's Handbook for R&S.** The 316<sup>th</sup> CAV BDE, in collaboration with the Center for Army Lessons Learned, will publish a commander's handbook for R&S in April of 2017. This document will help non-Cavalry battalion and brigade commanders better understand planning and execution of R&S operations.

**4-4.6. CTC Visits.** Leaders of the 316<sup>th</sup> CAV BDE will routinely augment O/C/T at CTCs to gain insights and incorporate lessons into MCoE courses.

**4-4.7. Operational Unit Visits.** The 316<sup>th</sup> CAV BDE will make SMEs available to support unit training and the Maneuver Battle Lab as requested.

**4-4.8. Gainey Cup.** 316<sup>th</sup> CAV BDE has the lead for planning and executing the May 2017 Gainey Cup "Best Scout Squad" Competition. The competition will continue in the first week of May on odd calendar years. Armor School units will immediately begin aligning their training calendars and submit course alignment requests to support these competitions with maximum available cadre during the first week of May each year.

#### **4-5. MANEUVER CENTER PARTNER ORGANIZATIONS**

**4-5.1. 199<sup>th</sup> Infantry Brigade.** The 199<sup>th</sup> Infantry Brigade is the combined arms leadership development brigade and falls directly under MCoE.

**4-5.1.1. ABOLC Ranger Course preparation.** Ranger-qualified Armor Maneuver Captains' Career Course (MCCC) students will be involved in all ABOLC pre-Ranger students' activities to serve as mentors. The ABOLC pre-Ranger focus is to prepare students for the first week of the course, with the goal of 75 percent graduation of Armor lieutenants who attend the Ranger Course.

**4-5.1.2. Maneuver Pre-Command Course.** Officers and CSMs selected to command operational brigades and squadrons who attend the MCoE's Maneuver Pre-Command Course (MPCC) will participate in an

executive session on R&S training and execution during the course. This session will be executed by the 316<sup>th</sup> CAV BDE in conjunction with CATD. It will allow commanders of future Cavalry organizations to gain a better understanding of the planning, training and execution of Cavalry operations prior to assuming command.

**4-5.2. Directorate of Training and Doctrine (DOTD).** DOTD develops and sustains doctrine and training products and services to enhance the combat effectiveness of the current and future maneuver force. Working closely with the Armor School, DOTD ensures that doctrine, collective training, and leader development efforts with the Armor Branch proponent are operationally relevant and meet operational requirements.

**4-5.2.1 Doctrine.** DOTD's Doctrine and Collective Training Division is currently updating ATP 3-20.15 (*The Tank Platoon*). This manual is planned as a multi-service combined arms manual based on the contemporary OE that covers tank platoon utilization in CABS, Cavalry squadrons, and Infantry battalions, and will include vignettes. Also, during FY 17, DOTD will lead efforts to update the BCT FM (FM 3.96) as well as develop a manual for employment of tank and MGS employment within the Cavalry squadrons of an ABCT and IBCT.

Appendix L shows the current status of maneuver doctrine managed by MCoE. Current Armor proponent (or Infantry/Armor dual proponent) ATPs being updated are:

- ATP 3-20.98 (*The Scout Platoon*)
- ATP 3-90.3 (*Desert Operations*)
- ATP 3-21.51 (*Jungle Operations*)

Current TCs being updated are:

- TC 3-20.1 (*Combined Arms Live-Fire Exercises*)
- TC 3-20.10 (*Training and Proficiency Maneuver Battalion*)
- TC 3-20.31 (*Training and Qualification, Crew Platforms*)
- TC 3-20.31-1 (*Gunnery Skills Test*)
- TC 3-20.31-4 (*Direct Fire Engagement Process*)
- TC 3-20.31-5 (*Direct Fire Ammunition*)
- TC 3-20.40 (*Training and Qualification, Individual, Crew Served, Special Purpose Weapons*)
- TC 3-22.12 (*M2 Series Machine Gun*)
- TC 3-22.240 (*M240 Series Machine Gun*)
- TC 3-23.35 (*Pistol Marksmanship*)

**4-5.3. Capabilities Development and Integration Directorate (CDID).** CDID determines and develops future force capabilities and future Armor and Infantry requirements across the DOTMLPF domains. The Armor School partners with the CDID TCMs and the Mounted Requirements Division for all force modernization, integration, and requirement analysis for all Armor proponent organizations.

**4-5.3.1. Operational and Organizational (O&O) Scope.** The TCM for ABCTs (TCM-ABCT), with the TCM for R&S (TCM-Recon) in support, led the effort to develop operational and organizational (O&O) concepts for the scout platoon, Cavalry squadron, and R&S strike group in 2016. The O&O for the Cavalry troop and the ABCT are currently being developed. These concepts drive the DOTMLPF integration for R&S organizations and will inform their future designs. TCM-ABCT and TCM-Recon will continue to develop the R&S strike group, along with supporting the Army's efforts in determining the appropriate organization to conduct echelons-above-brigade (EAB) R&S operations. Armor School organizations will be prepared to support the TCMs' efforts by providing SMEs, formations, and equipment. TCM-ABCT is the formation manager for ABCTs; they determine existing capability gaps and conduct DOTMLPF integration between formations, TRADOC Centers of Excellence, and ABCT combat vehicle material developers. POC for TCM-ABCT is Mr. John Miller, TCM-ABCT Director. He can be reached at: john.w.miller.civ@mail.mil.

**4-5.3.2. Current Equipping Priorities.** USAARMS will support CDID in providing organizational and material solutions for Armor and Cavalry. Current equipping priorities include Mobile Protected Firepower (MPF) for IBCTs, Ground Combat Vehicle (GCV), Armored Multi-Purpose Vehicle (AMPV), Light Reconnaissance Vehicle (LRV), Abrams and Bradley Engineering Change Proposals (ECPs), and Next-Generation Combat Vehicles (NGCV) analysis. USAARMS will also support CDID in its efforts to operationalize the U.S. Army's Combat Vehicle Modernization (CVM) strategy. While not directly related to the school's training mission, subordinate units are asked to assist CDID in providing the reinforcing intellectual and organizational energy to sustain this vital effort.

## CHAPTER 5

### LEADER EDUCATION, TRAINING, AND SELF-DEVELOPMENT

#### 5-1. ENSURING OUR LEADERS ARE TRAINED AND READY

As described in the Army Operating Concept, future armed conflict will require maneuver units to present enemies with multiple dilemmas in multiple domains. This will require maneuver leaders who thrive in environments of uncertainty. There must be a close relationship between the operating force and the MCoE and USAARMS to properly prepare leaders for these future demands. This will better enable both organizations to educate and train leaders to recognize and leverage opportunities required to lead and win in current and future OEs.

Operational unit leader development strategies and plans are important tools for organizations to enhance the KSAs demanded by the evolving OE and to increase the operational experience of their leaders. These strategies and plans directly tie an organization's leader-development efforts into UTPs, enabling synthesis between development programs and operational training experiences. In-person leader development from an operational unit commander can have an enduring impact on a young leader while reinforcing performance expectations for an organization.

Open lines of communication between the operating and institutional forces ensure that units are equipped with the information necessary to correctly advise young leaders, ensuring Soldiers are following recommended projected timelines for career progression. Communication between the operating force and USAARMS is key to ensuring that USAARMS is providing leaders with the right training and education. This training and education, combined with experience in the operating force, produces leaders with KSAs required for the OE.

This chapter shows how the Armor Branch is aligning PME courses with follow-on units of assignment to ensure that maneuver leaders are prepared for the operational experience that will follow their assignment at Fort Benning. Additionally, this chapter provides units with ways to mitigate key-leader turbulence as leaders move in and out of the operating force.

Refer to DA PAM 600-25, DA PAM 600-3 and Appendix M for additional details regarding timelines for officers and NCOs to take advantage of these courses with respect to their career progression.

**5-1.1. Operating Force Leader Development.** Commanders, leaders, and staffs should look to create and maintain leader development programs across the Army Leader Development Strategy lines of effort. The three lines of effort in the Army Leader Development Strategy are training, education, and experience. These programs should be integrated into the UTP and focused to continue the development of leaders who possess the attributes ("know" and "be") and exhibit the competencies ("do") required for future maneuver leaders. These programs should develop trust between the leader and the led.

**5-1.1.1. Training.** Properly executing training events that achieve the higher commander's training goals are some of the best ways to develop maneuver leaders. Short of actual combat operations, nothing develops responsibility and confidence, and forces leaders to be accountable for their actions, more than live training events. Progressive training, combined with deliberate and timely AARs of unit and leader actions, build adaptive and agile maneuver leaders. While focused on the "do" aspects required of leaders, leader development within the training domain also grows leaders in the "know" and "be" aspects required of leaders.

Training events allow leaders to practice and enforce mission command within their units. Through progressively more rigorous training, leaders can develop the communication skills required to share the vision and endstate required for mission success. Training in the operating force enables leaders to develop the trust within themselves and the organization to decentralize the execution of tasks.

**5-1.1.2. Education.** Unit leader development education programs focus on building the "know" aspects required of leaders. Commanders must weigh the available time and resources when determining how to focus their leader development education programs.

One method is to utilize education programs to enhance unit training. When synchronized within a UTP, these programs can reinforce upcoming unit training objectives, helping develop the "intellect" attribute within young Army leaders. Training-focused programs should be balanced with the other educational areas. Other possible areas of leader development education prepare the leader for future PME, future positions, and career progression.

**5-1.1.3. Experience.** Units conduct leader development within the “experience” line of effort through deliberate and progressive developmental assignment timelines. It is imperative that these timelines are tied to training and operational milestones. Assignment progression should balance the unit’s needs with the officer’s developmental requirements.

Recommended career timelines from HRC should be followed in order to ensure that officers are competitive for the next promotion or selection opportunity. Additionally, when recommended time in positions has been completed and the needs of the unit have been met, leaders should be encouraged to take advantage of broadening opportunities to vary their experiences as these are an important part of leader development. DA PAM 600-25 (*US Army Noncommissioned Officer Professional Development Guide*) and DA PAM 600-3 (*Commissioned Officer Professional Development and Career Management*) provide recommended leader career maps (see Appendix M for 19A, 19D and 19K career map examples). Additionally, the Army Career Tracker Website (available at <https://actnow.army.mil/>) is a great resource for leaders to view career-related data, create individual development plans, receive career recommendations from leaders and mentors, track career information and goals, and plan career paths.

As there is no substitute for operating force key and developmental positions, the Armor Branch strives to balance a leader’s time between generating and operating force assignments. We ask the operating force to support leaders transitioning into units from generating force assignments. Additionally, we encourage operating force units to consider sending leaders to generating force assignments upon completion of an operating force key and developmental position. Experience in operating and generating force assignments will give Armor leaders a greater understanding of how the Army operates and equip these leaders with a more diverse set of capabilities for future positions.

Another important method to develop leaders in the “experience” line of effort is to initiate a unit writing program. Leaders can reflect and learn from operating force experiences by writing about them. As allowed by information security requirements, units can encourage publication in Army and Department of Defense publications and other outlets. This writing program can be tied with the unit’s training and education leader development programs as well.

Across all three lines of effort, unit leader development programs should seek to encourage junior leaders to conduct their own self-development. A goal of these programs should be that leaders can identify knowledge and skills gaps. Another goal is to provide junior leaders the resources to conduct their own self-development on these subjects. ADRP 6-22 puts the responsibility for self-development on the leader. Leaders now have the obligation to identify and seek out self-development to increase knowledge and skills in an area. Chapter 6 goes into more detail about self-development opportunities for leaders. Operating unit professional development programs can help young leaders identify the areas on which they need to focus.

The most effective method to synthesize these leader development domain efforts is through commander and senior leader counseling and coaching of subordinate leaders. Provided continuously throughout a training progression, there is no substitute for one-on-one feedback for developing leaders. Whether in a formal counseling sessions, a post-range huddle, or at a brown-bag lunch, candid, timely, and relevant feedback can leave a lasting impact on junior leaders.

Geared to junior leaders (corporal through staff sergeant and lieutenant through captain), the goals for Armor operating force junior leader development programs are to increase combat readiness by preparing leaders to lead and train the formations they lead now as well as the formations they may lead in the future. Typically led by the unit commander or senior-enlisted Soldier, these programs should include leader certification efforts to ensure leaders are proficient in the requisite KSAs their current duties require. Additionally, these programs should look to educate and develop leaders for future organizational and field-grade-level positions.

**5-1.2. Armor PME.** While the bulk of the training and experience these leaders receive is in the operational domain, the MCoE’s and Armor School’s PME and functional courses provide an important facet of Soldiers’ leader development needs.

#### **5-1.2.1. Officers**

**ABOLC** — ABOLC’s purpose is to produce physically fit, mentally agile, technically proficient leaders grounded in the Army Values and capable of decisive operations as part of a combined arms team. ABOLC further

provides the Armor lieutenant the baseline skills necessary to function as a tank and scout platoon leader. Failure to complete this course may result in separation from service. Refer to Appendix J for ABOLC Course Map.

MCCC— MCCC provides maneuver captains an education on the fundamentals of combined arms warfighting at the tactical level across the range of military operations. It uses small group instruction of no more than 16-20 students. Students are evaluated on visualization of company-level tactical operations, expression of that visualization in oral and written form, mastery of TLPs, performance as a battalion staff officer in MDMP, and application of the fundamentals of battalion and brigade operations. The MCCC is extending its course length by three weeks, which will include follow-on-assignment-focused tracks. These tracks will reduce captains' demands on platform training and more efficiently allow captains to progress through aligned course strategy for each BCT type. Refer to Appendix J for the MCCC Course Map.

Intermediate Level Education (ILE)— Armor majors complete ILE through the Command and General Staff College (CGSC), sister-service-equivalent in-residence courses, or through distance learning. In addition to Army and sister-service ILE programs, officers can also compete for foreign and interagency fellowship positions. In accordance with the December 2014 DA PAM 600-3, all Armor majors attending resident ILE at Fort Leavenworth, Kansas, are required to take A331, Cavalry elective and P940, Branch Week. As of 30 September 2016, the CGSC added the course to the mandatory electives that current Staff Officer Course (CGSOC) students will take in Spring 2017 and in all follow-on CGSOC iterations. In conjunction with HRC, USAARMS is working to determine opportunities for officers attending satellite, sister service, and fellowship ILE courses to attend critical functional training in a TDY status prior to arrival at their next duty station following graduation.

School of Advanced Military Studies Advanced Military Studies Program (SAMS - AMSP)— The AMSP is for majors and junior lieutenant colonels who have completed their ILE requirement or equivalent, with the majority coming to AMSP from Command and General Staff School. SAMS has one AMSP education program (up to nine seminars), which begins in June and graduates in May 2018.

Pre-Command Courses (PCC)— Officers selected to command at company, battalion, and brigade level will attend appropriate-level command courses. Pre-company command courses are generally conducted at the command's installation level. For field grade commands, officers will attend PCC at Fort Leavenworth. Additionally, depending on the type of command, officers may attend the Maneuver Pre-Command Course (MPCC) at Fort Benning and other pre-command courses for different subcategory command levels. Refer to Appendix J for the MPCC Course Map.

#### **5-1.2.2. NCOs**

Basic Leader Course (BLC)—The BLC is a non-MOS-specific, field-oriented leadership course built around warrior leader tasks. It trains eligible Soldiers on the values, attributes, skills, and actions needed for team and squad leadership responsibilities at the rank of sergeant.

Armor Advanced Leader Course (ALC)— ALC consists of technical training that is “hands-on,” performance-oriented, and specific to the MOS. The level of training received at ALC progressively and sequentially improves on the previous instruction received in the BLC and operational assignments. Refer to Appendix J for ALC Course Maps.

Maneuver Senior Leaders Course (M-SLC)— M-SLC has proponent phases that include hands-on and performance-oriented training emphasizing warfighting skills. M-SLC is a 7-week course consisting of approximately 289 hours of small-group instruction combining CMFs 11 and 19 in the same learning environment with the purpose of educating Infantry and Armor NCOs to be adaptive leaders, critical and creative thinkers, armed with the technical, tactical, administrative, and logistical skills necessary to serve successfully at the platoon and company level. NCOs leave M-SLC prepared with a principle understanding of the duties of a platoon sergeant and a battle-staff NCO. Refer to Appendix J for M-SLC Course Maps.

Master Leader Course (MLC)— MLC is a branch-immaterial course that provides an opportunity for Soldiers selected for promotion to master sergeant to acquire the leader skills required for success at both troop and staff assignments throughout the defense establishment.

*Pre-Command Courses (PCC)* — NCOs selected to assume duties as first sergeants and battalion and brigade-level command sergeants major will attend appropriate-level command courses. PCC courses are generally conducted at the command's installation level. For field-grade commands, NCOs will attend PCC at Fort Leavenworth. Additionally, depending on the type of command, NCOs attend may the MPCC at Fort Benning and other PCCs for different subcategory command levels.

*United States Army Sergeants Major Academy Sergeants Major Course (USASMA – SMC)* — SMC educates senior enlisted leaders from our Army, sister services, and allied militaries to be agile and adaptive senior NCOs through the study of leadership, the conduct of ULO, and the application of joint, interagency, intergovernmental, and multinational (JIIM) organizations in an era of persistent conflict. USASMA is the consummate institution that prepares them to execute at all command levels throughout the Department of Defense.

**5-1.2.3. PME Follow-on Functional Course Offerings.** To ensure that Armor officers and NCOs possess the requisite KSAs to be successful as leaders in ABCTs, SBCTs, and IBCTs, the Armor School is developing critical functional education paths depending on the follow-on BCT type. These paths will efficiently align courses within a leader's timeline at Fort Benning to ensure that they receive the training and education required to lead organizations specific to the follow-on assignment BCT type. Once the primary PME course for Armor lieutenants (ABOLC) is graduated, the priority for functional-course attendance for Armor lieutenants following ABOLC is ARC. To make the follow-on assignment more efficient, the Armor School is mapping the ARC start dates with ABOLC graduation dates. USAARMS is also mapping CLC and MLMC start dates with the MCCC graduation dates. This effort will reduce required time for functional-course attendance for officers at the MCoE.

Refer to Appendix P for recommended PME assignment training strategies. It is important to note that at this time, NCO Education System (NCOES) students are TDY and return; coordination for additional follow-on must happen between the school and unit for directed PME follow-on course training requirements.

#### **5-1.2.4. Armor School Functional Courses.**

In addition to PME taught at the MCoE, the Armor School provides an array of relevant and demanding functional courses to improve the KSA of maneuver leaders across the force.

The following are courses that are hosted or endorsed by the Armor School and available for Armor leaders within any BCT to attend:

- ARC
- CLC
- Bradley Leader's Course (Infantry School is the proponent)
- Master Gunner (common core, Bradley, Abrams, Stryker)
- Reconnaissance and Surveillance Leader's Course (Infantry School is the proponent)
- Stryker Leader's Course (Infantry School is the proponent)
- Tank Commander's Course
- 10-day platform commander's courses
- MLMC
- Ranger School

For more information about each course, see Appendix F. Refer to Appendix J for a Commander's Course course map.

**NOTE: Airborne IBCTs** – Due to the requirements for leaders to attain a specific number of jumps and spend a certain amount of time on jump status when they attend Jumpmaster School, the MCoE — through the U.S. Army Infantry School (USAIS) — is developing a strategy to assign captains who have follow-on assignments to Airborne IBCTs to the Airborne and Ranger Training Brigade (ARTB) once they graduate MCCC. This will provide those captains opportunities to increase Airborne jump experience and receive educational opportunities that may shorten their waiting time to attend Jumpmaster School at their gaining unit.

**5-1.3. Key-Leader Turbulence.** As leaders take advantage of these schools and further their education, units can experience turbulence in operations as a result of decreased personnel. Leaders at all echelons must anticipate future constraints and requirements, make necessary personnel moves early; and prudently certify and man crews, teams, staff, and leader positions. Changeover of personnel can be a significant challenge for organizations

as they execute training plans. Commanders should look to reduce key-leader changeover, as this will maintain overall unit readiness for the maximum amount of time. Crew management, leader turbulence, and reduction of non-deployable personnel affect Objective T levels. Some techniques to reduce changeover turbulence are:

*Closely manage key personnel groups.* Platoon leader/platoon sergeant and vehicle commander/vehicle gunner are examples of key leader groupings. Senior leadership within an organization should closely monitor and change out personnel within these groupings at low-impact time in the training schedule.

*Certify alternates.* Train alternate personnel when possible for key positions to cover leader changes during a training cycles.

*Cross-train.* Train personnel within a unit to cover another Soldier's duties.

*Establish policies to utilize SMEs.* Units should identify leaders with potential as an SME (to include career progression considerations), send those individuals to training, stabilize them within the unit, and use them as the SMEs.

**5-1.3.1 Command and Leadership Transition Planning.** Changes in command and leadership need to be deliberate, planned operations and accounted for in organizational training schedules. No event is as transformative for a unit than a change of command or senior leader.

A deliberate command transition process mitigates the risk in leader transitions, as it ensures a complete orientation to the unit and post. Senior leaders should look to provide guidance during the transition through in- and out-briefs to ensure higher-level-leader focus areas (administrative concerns, manning and personnel, training and operations, and logistics). The command transition process should also account for time needed to conduct command-climate surveys and deliberate equipment accountability and transfer; allow incoming leaders to review and participate in weekly battle rhythm events both internally and externally; tour unit facilities and key training and operational areas; update policy letters; receive introductions of key leaders and staffs; meet family readiness group leaders; meet with same level unit commanders within the organization; and ensure that the change of command or responsibility ceremony (if required) is resourced and rehearsed. Appendix H provides an example command transition model for units to use for planning considerations.

## 5-2. SELF-DEVELOPMENT

The Army defines self-development as planned, goal-oriented learning that reinforces and expands the depth and breadth of an individual's knowledge base, self-awareness, and situational awareness. The three types of self-development are:

- **Structured Self-Development (SSD)** — Required learning that continues throughout a Soldier's career and is synchronized with classroom and on-the-job learning.
- **Guided Self-Development (GSD)** — Recommended but optional learning that will help keep a Soldier prepared for the changing technical, functional, and leadership responsibilities throughout his/her career.
- **Personal Self-Development (PSD)** — Self-initiated learning where the Soldier defines the objective, pace, and process.

**5-2.1. SSD.** A clearly defined set of required content progressively sequenced across a Soldier's career and synchronized with the operational and institutional domains, setting conditions for continuous growth both as a warrior and a warrior leader.

**5-2.1.1. SSD Level I.** The SSD Level I teaches initial-term Armor Branch Soldiers communication skills, lessons in character and values, and a framework for tactical and technical competence. SSD Level I also encourages Soldiers to take the initiative to become a lifelong learner by exploring personal and professional interests and pursuing a civilian education. This SSD is a prerequisite for BLC.

**5-2.1.2. SSD Level II.** The SSD Level II prepares Armor sergeants to react to cultural dynamics in the JIIM environment; develop self and subordinates to use sound and ethical judgement; be an agile and a multi-skilled leader in the OE even when information is ambiguous and uncertain; and be accountable with moral and ethical character when managing programs. This SSD is a prerequisite for ALC.

**5-2.1.3. SSD Level III.** The SSD Level III prepares Armor Branch staff sergeants by providing them with opportunities to improve themselves as professionals and as individuals. Additionally, it will provide an

opportunity to acquire the “be-know-do” model skills needed to lead a platoon-size element. Students will analyze and apply leadership development, mission command, cognitive dominance, and Army programs. This SSD is a prerequisite for SLC.

**5-2.1.4. SSD Level IV.** SSD Level IV prepares Armor Branch staff sergeants and sergeants first class by providing them with an opportunity to improve as individuals and as professionals. Students will enhance their ability to apply cognitive dominance while preparing professionally for MLC. Soldiers will study organizational leadership, functions of a joint staff, principles of sustainment, the exercise of mission command, and the problem solving process. This SSD is a prerequisite for MLC.

**5-2.1.5. SSD Level V.** SSD Level V prepares Armor Branch master sergeants by providing them with an opportunity to improve as individuals and as professionals. Students will enhance their ability to apply cognitive dominance while preparing professionally for SMC. Students will analyze leading change in an organization, receive an introduction to contracting and funding, understand the capabilities of multinational and inter-governmental agencies, and study contemporary legal issues. This SSD is a prerequisite for SMC.

**5-2.2. GSD.** To enhance the institutional training and operational experience Soldiers receive in the Army, it is important for Armor leaders to broaden their understanding of technical, tactical, functional, leadership, and maneuver elements of the branch. GSD can assist Soldiers in this learning through programs that provide structure but allow Soldiers to pick topic areas and focuses.

GSD is a defined set of recommended content and topics progressively sequenced across a Soldier’s career and encouraging the individual’s continuous growth. The GSD, while encouraged, is optional and not required for continued advancement. The GSD focuses on a recommended set of common individual development goals that challenge the individuals to continue to expand their competence across a wide spectrum of topics related to, but not limited to, the military profession. The GSD includes the pursuit of civilian education goals, licensure, and certification; an expanded understanding of world languages and culture; governance; the history and evolution of conflict; Army and unit-level reading lists; and participation in relevant communities of practice. The GSD provides guidance to participants while reinforcing their persistence and commitment to lifelong learning.

An example of a guided self-development is the Maneuver Self Study Program (MSSP) at <http://www.benning.army.mil/mssp/>. This program consists of books, articles, doctrine, films, lectures, and practical application exercises to help educate maneuver leaders about the nature and character of war, as well as their responsibilities to prepare their Soldiers for combat, lead them in battle, and accomplish the mission. The intent is to enhance understanding of the complex interaction between war and politics .

Other areas of guided self-study include the Global Combat Support System – Army (GCCS-A) training program available at <https://www.gcss.army.mil/>. While this training is required for those who utilize the GCCS-A in their day to day duties, Armor leaders can gain valuable insight into the Army’s sustainment systems by completing training on this important system.

**5-2.3. PSD. *The Army Handbook for Self-Development.*** Provides guidance on creating a self-development program. In addition to these resources, the Armor Branch recommended reading list is provided in Appendix E and is broken up by institutional, platform, and combat operations categories.

**5-2.3.1. *The Army Leader Development Strategy.*** This tool provides vision and guidance for developing leaders of all cohorts and components that exercise mission command while executing ULO. Additional resources can be found at <http://usacac.army.mil/core-functions/leader-development>.

**5-2.3.2. *The Multi-Source Assessment and Feedback (MSAF) Program.*** The MSAF provides a confidential and developmental 360 degree assessment showing leaders how their superiors, peers, and subordinates see them in relation to the Army leader competencies. The program also offers coaching and leader development tools. <http://msaf.army.mil>.

**5-2.3.3. *The Virtual Improvement Center (VIC).*** VIC is a collection of instructional media designed to assist leaders in increasing their leadership skills. The site includes a vast amount of resources, including stories, relevant websites, and multimedia (such as simulations) that are separated and focused solely on individual improvement in each Army leader competency. A catalog of material available in the VIC can be found at <http://usacac.army.mil/organizations/mccoe/cal/ldrdevelopment>.

## CHAPTER 6

### TRAINING SUPPORT AND LVC TRAINING ENABLERS

#### 6-1. TADSS

TADSS allows leaders flexibility and increased capabilities to conduct demanding, realistic, METL focused, and multi-echelon training at home station. TADSS enable time and budget savings, and an accurate assessment of proficiency. By blending live training with one or more of the available training enablers, leaders can expand both the size of the training area and the complexity of the OE to maximize training effectiveness. These are critical to building readiness at echelon.

The Army's Training Support Service (TSS) provides the networked, integrated, and interoperable training support necessary to enable an operationally relevant training environment for warfighters, across all three domains (operational, institutional, and self-development) and all components (Active, ARNG, and USAR) from the individual level to echelons above corps.

Depending upon Army Component type and location, access to Army provided home station training (HST) enablers will vary. U.S. Army Installation Management Command's (IMCOM) Directorate of Plans, Training, Mobilization and Security (DPTMS) is the primary management agent for Army-provided TADSS.

Another critical resource that unit leadership can use to quickly obtain information about local TADSS resources is ATN. ATN's TADSS page provides a quick access link for limited searches in the Army's Training Support Materiel Army-wide Tracking System (TS-MATS).

#### 6-2. LIVE TRAINING

Live training is conducted by real people operating real systems in a real environment and is enhanced by adding training support enablers to improve realism and complexity. Live training enhancements may include simulation and gaming-enabled rehearsals prior to conduct of a live iteration; multiple integrated laser engagement system (MILES) supported situational training exercise (STXs) lanes; maneuver exercises to provide real-time monitoring and post-mission AAR capability; and visual modification (VISMOD) kits applied to unit equipment or portable targets emplaced in the maneuver area to provide realistic threat-system replication. Refer to Appendix G for more information on simulators and tracking systems that support a unit's live training.

#### 6-3. VIRTUAL TRAINING AND GAMING

Virtual training and gaming is real people training on simulated systems. These systems place the operator in a virtual environment that looks, feels, and reacts like the actual platform. The computer-generated terrain views, weapons characteristics, and threat systems provide realism.

Simulations can be used to mitigate constraints in time, level of realism, and resources. Simulations can enable more repetitions in the same amount of time as live training allows for near-realistic conditions that cannot otherwise be attained because of safety conditions; and avoid some of the resource costs and time required to train in live conditions. Simulations provide incremental resources and training environments that bridge gaps when facilities or conditions are unavailable at the locations and during the times personnel and units require the training. Refer to Appendix G for more information on virtual training and gaming systems to support training.

#### 6-4. CONSTRUCTIVE TRAINING

Constructive training is simulated people and equipment operating in a simulated environment. Constructive training enables the commander to expand the training area. Constructive simulations create the complex OE to drive mission command, providing synthetic units and terrain in the computer to stimulate information in mission-command systems (MCS), making the training environment appear much larger. Personal-computer-like workstations, manned by unit leaders, control the movement of units. Computer screens display map contours and unit/individual/equipment icons that workstation operators maneuver. Brigade/battalion commanders and their staffs conduct mission-command training in or close to a mission command training center (MCTC) using constructive simulations to stimulate the MCS, allowing individual MCS operators to use the simulation/stimulated data to create a COP for the commander on Command Post of the Future (CPoF). Refer to Appendix G for more information on constructive training systems that can support unit BTE and ITE.

## 6-5. ITE

ITE brings technologies, systems, data, and information together in LVC training environments in order to stimulate unit MCS. By integrating LVC enablers, commanders can expand their OEs through technology rather than being limited to physical terrain and forces. LVC – Integrating Architecture (LVC-IA) enables ITE by connecting simulation systems used to conduct brigade-and-below combined-arms collective training.

Unlike any other home-station training capability available to commanders, ITE affords units and commanders the means to conduct near-seamless training events using these enablers to achieve readiness. It provides them the ability to train on multiple tasks, including mission command functions, joint/interagency, Special Forces integration, and ULO simultaneously in a distributed manner. The ITE is efficient and effective, enabling training at echelon, capable of supporting individual through multi-echelon collective training.

An essential strength of the ITE is its ability to closely replicate the OE so that commanders can challenge their formations with complex problem sets, forcing leaders and units to train as they fight and prepare for ambiguity. In the resource-constrained environment, the ITE is able to stress BCT-sized formations across the breadth of the warfighting functions with more fidelity and at a fraction of the cost (money, land, and time) of pure live training. An illustrative example is found in the brigade-designed, battalion-executed ITE exercise described as follows:

*A battalion is conducting an operation to clear their 60-kilometer OE and has a supporting-effort company conducting cordon-and-search operations in a high-fidelity gaming environment. The main-effort company is conducting an attack to clear an objective 30 kilometers away (notional). One platoon is operating in ground combat virtual simulators (CCTT) at the Mission Training Complex (MTC). The other two platoons are attacking live, on the ground, but outfitted with HITS. The battalion's third company is conducting a combat logistics patrol along a 50-kilometer main supply route to facilitate logistics operations and is conducting this in a constructive environment. The battalion commander is able to view all his forces through his mission-command suite at his TOC which is being stimulated by the three LVC environments. Additionally, his units operating within the virtual and constructive environments are all able to see their adjacent unit activity through their BFT.*

*With the exercise encompassing an OE that is more than 60 kilometers in size, fully populated with a hybrid enemy and a civilian population, the resources required would be expected to be extremely costly. However, in reality, the only training area needed is a maneuver box large enough to accommodate the two maneuvering platoons to clear the objective, and the opposing force/COBs required on those objectives. The rest of the resources are embedded in the simulation, at high fidelity, low cost, and ready for numerous iterations.*

Additionally, simulated combat multipliers such as unmanned aerial systems, aviation, close air support (CAS), artillery, etc., are all available all the time in the simulations, which allows for repetition of their use so that the battalion can maximize the limited time they have the live assets. Finally, with the exception of the live element, the conditions can be tailored to meet differing levels of mastery and objectives. The natural conditions of day vs. night, terrain, and weather can all be modified within a very short period. Man-made conditions — including enemy and population equipment, size, location, disposition, etc. — are all easily tailored as well. All these factors achieve the complexity we need to build readiness in a volatile and uncertain world.

## 6-6. INTEGRATING ITE INTO TRAINING

Commanders consider the ITE by integrating and synchronizing the components that enable LVC and gaming environments as appropriate to enhance training, improve realism, and save resources. Simulators and simulations do not replace live, dirt training. They are used to supplement, not replace live training. It is all about repetitions and sets to build competence and confidence in formations. Commanders should understand how to employ TADSS effectively and optimally to enhance live training. Apart from integrating TADSS, commanders should also consider utilizing their Mission Command Common Service Suite Systems and factor in refresher training for individuals in key positions of responsibility prior to ITE exercises, since most of these systems are not used during normal operations in garrison.

In the weeks leading up to key events, units can integrate multiple TADSS to conduct training in LVC environments. Refer to Appendix I for examples of battalion/ brigade combat team nested training strategy utilizing simulation platforms before executing key training events.

## 6-7. PLANNING FOR ITE EXERCISES

Commanders and senior leaders need a systematic approach to employ the variety of training enablers contained within the elements of the ITE. Not all training environments are created equal for addressing specific training tasks at the company and battalion maneuver level, or at the battalion and brigade staff level. The key to effectively leveraging ITE capabilities lies in leaders creating a task-based, echelon-appropriate, environment-tailored, scenario/vignette-driven exercise that can be reliably evaluated with timely, precise feedback to the training unit. TC 7-101, **Exercise Design** (November 2010), defines the steps in designing and tailoring an exercise to the commander's training objectives; TC 7-101 also describes planning procedures and methodologies, responsibilities, and analysis for those who plan and control Army exercises intended as culminating collective training events that critically assess unit-training status. Collective training is part of unit training. It is performance-oriented and a command responsibility executed by leaders at all echelons. As a continuous process executed in accordance with a formal training program, collective training trains units and teams on tasks and missions they are expected to perform. Appendix I provides an example ITE training plan to assist units. This example demonstrates how to align subordinate units across different training environments and training areas and synchronize training events across time on a training schedule.

Employing the ITE provides an excellent means to execute "a crawl-walk-run approach [that] reaches across all training domains and integrated [LVC] training environments" (TC 7-101). The three key players in exercise design and execution are the senior trainer, exercise director, and exercise planner.

**6-7.1. Task-based approach.** The commander determines the training objectives for the exercise and ensures the unit's training objectives support the approved METL. After METs are selected, the senior trainer identifies supporting training objectives for each task. According to ADRP 7-0, each training objective has three parts:

**6-7.1.1. Task.** A clearly defined and measurable activity accomplished by individuals and organizations. Tasks are specific activities that contribute to the accomplishment of encompassing missions or other requirements. Not all elements or enablers within the ITE train all tasks equally well. Some train tasks fully; others only partially.

**6-7.1.2. Condition.** Those variables of an OE or situation in which a unit, system, or individual is expected to operate and may affect performance. One of the ITE's strengths is its ability to rapidly and efficiently modify the conditions under which tasks are trained and to offer more timely and cost-effective iterations of the training under variable conditions.

**6-7.1.3. Standard.** A quantitative or qualitative measure and criterion for specifying the levels of performance of a task (FM 7-0). Choice of an ITE environment or enabler should not significantly alter the standard of performance.

**6-7.2. Echelon.** Once leaders (staff and senior trainer) have identified the key missions and critical tasks, they focus upon the echelon that will be the primary training audience. Will the platoon from one or more companies be the targeted training audience? Will tasks like "platoon assault a building" be the focus, or will it be company-level tasks such as "company attack in an urban area?" Next, the leader will determine a prioritized list of training objectives by-echelon. Only after the leader has identified the key training audience and the secondary training audience (e.g., the battalion S-2/S-2 and targeting cell) can he or she then move to the next step of selecting what mix of training environments will best service the training objectives.

	Attack		Defend		Screen		CSS	
<b>Crew/ Squad</b>		Conduct direct-fire engagement	React to indirect fire		Position and monitor with LRS3			
<b>PLT</b>	Secure an Objective			Defend a battle position	Establish a Checkpoint	Establish a refuel point		
<b>CO</b>	Attack in an Urban Environment	Conduct Cordon & Screen		Defend a battle position	Conduct a Screen	Establish a Water Purification Point	Conduct Resupply by land	
<b>BN Staff</b>	Synchronize IC across the BN	Targeting Cell-Conducting Target Planning			Develop an IC Planning Matrix	Synchronize Air Resupply Operations		
<b>BDE Staff</b>	Synchronize IC across the BDE		Dynamically re-task a UAS asset			Integrate BDE resupply operations		

**Table 6.1. Menu selection for training objectives by echelon.**

**6-7.3. Environment-Based Approach.** Not all training environments work equally well to fully or partially train tasks. Leaders establish what tasks can best be trained in the available ITE environments. The exercise director determines in which training environment (or mode) a task is “best trained” as a function of OPTEMPO costs, environmental impacts, safety mitigation, and the existing skill level of the training audience to create and enforce the essential conditions called for by the training objectives. He emplaces a strong safety program and develops and coordinates training events that synchronize training areas and facilities, training support systems products and services, opposing forces (OPFOR), O/C/Ts, and all other resources to support the required conditions. (TC 7-101)

Hence, live training is the start-point of any ITE exercise analysis. Leaders first ask the questions, “What collective and individual tasks that I’ve identified as focus, or key, can I train live?” “Which tasks have mitigating factors that do not allow me to train them live?” Perhaps the unit cannot afford the OPTEMPO costs of establishing the battalion staff in a field headquarters, jumping that TOC multiple times, and providing timely evaluation and feedback. Perhaps the commander needs less information about the staff’s capabilities to set-up and tear-down shelters, and more information about their competency at managing information, windows of opportunity, etc., within a dynamic, ongoing operation. These factors might lead him or her to select a constructive exercise instead of a full-blown, live exercise that includes the deployment of the headquarters to a distant training area. Suppose a company commander wants see how a new platoon leader handles his Bradley platoon in some fundamental “actions on contact” and wants to do so prior to spending the OPTEMPO costs of sending that unit to the field with sister platoons and a full-up live OPFOR in a force-on-force engagement. This might lead the commander/senior trainer to select a virtual capability (maybe CCTT) to provide an initial assessment of that new leader’s skills. But the unit training leader will recognize that training other than live will likely only produce a partially trained product, as many tasks (i.e., set-up and tear down of a field headquarters, or land navigation skills in dust obscuration) cannot be fully trained in a non-live environment.

The unit leader, having identified “gaps” in the capability to train some tasks live (perhaps based upon time, money, environment, safety, etc.), sets about to develop an exercise using the virtual and constructive enablers to fill the “gaps” in live training. The exercise, or exercises, that the leaders construct will be scenario/vignette-driven and focused around the key training tasks and the primary training audience.

**6-7.4. Scenario/Vignette Based Approach.** Having identified the key missions to train, and the critical collective and individual tasks inherent in those missions, and having selected the best training environmental enabler to train those tasks, the exercise planner must now construct the exercise or exercises using scenarios and vignettes as the building blocks. “The exercise planner is typically an officer tasked with the actual creation of the exercise and its conditions. He incorporates the training objectives, desired training conditions, resources available, commander’s evaluation, and guidance from the exercise director into a cohesive exercise design” (TC 7-101).

The exercise planner will:

- Develop the exercise scenario;
- Determine the setting for operational variables; and
- Develop all orders, plans and instructions for the exercise.

Task-based, echelon-appropriate, scenarios and vignettes are combined to produce a Master Scenario Event List (MSEL), which is assigned against observer controller responsibilities, BLUFOR and OPFOR roles, the type of operation to be conducted, and the events executed under the management of an exercise director. This creates the framework for an ITE exercise that can be observed, controlled, AAR'd, and re-trained as required.

### 6-7.5. Prepare, Execute, Assess.

**6-7.5.1. Prepare.** Determination of the essential equipment and personnel needed to accomplish the training is based on the type of exercise conducted. Time should be set aside to conduct back-briefs and rehearsals among the training unit, agencies, and enablers that will participate in the exercise. Conducting site surveys of field locations, meeting with staff personnel at the MTC on post, and visiting the simulation training facility is essential in understanding the abilities and limitations of each training environment. The planner, S-6 representative, and an FA-57 should be on this survey team to ensure that the architecture, personnel, and systems are able to effectively support the exercise and meet training requirements.

Confirm and lock in these resources: land, ranges and ammunition; TADSS requirements; gaming Virtual Battle Space 3 (VBS3, etc.); virtual enablers (CCTT, Aviation Combined Arms Tactical Trainer [AVCATT], CCTT-Reconfigurable Vehicle Simulator [RVS]); OPFOR personnel and training; leader and O/C/T instruction; and role players.

Complete the detailed scenario support-products: OE environment road to war, graphics, operations orders; PMESII-PT products; MSEL injects and storyline for higher control; O/C/T training plan; thread testing network connectivity; and support personnel training ("pucksters" on constructive network systems).

**6-7.5.2. Execute.** Having a synchronized observation plan ensures key events are observed and the results briefed to the commander. As such, during the execution phase, adjustments to the training plan may be recommended based on leader or O/C/T observations. Following are examples of issues that may require adjustment to the exercise:

- If tasks were not completed to standard, you may choose to retrain those tasks prior to the end of the exercise;
- If an MSEL did not adequately stimulate the training required, it may be repeated, or refined and repeated;
- If a resource is not available or does not create the training effect expected, you may choose to redo or try another approach to meet the training objective.

Continuous feedback is gathered to ensure the exercise is meeting the training objective. If shortfalls are identified rapid corrections are made.

Daily reporting:

- Updates to the commander on the exercise;
- Battle Update Briefs (BUBs) to the exercise director;
- Exercise updates (MSEL inject issues, simulation thread issues, simulator issues);
- Capturing TTPs;
- Review battle rhythm;
- Exercise huddle (review next 24/48 hours);

**6-7.5.3. Assess.** When assessing training, commanders consider:

- Their own observations and those of subordinate leaders and other individuals;
- Feedback from AARs;
- Results of unit evaluations.

The primary tool for capturing data in an ITE event is the Enterprise After-Action Review (EAAR) tool. EAAR collects data from the entire LVC-IA network, including information on what is happening in the LVC environments. EAAR operators are assigned to the MTC and provide data products (slides, charts, graphs,

voice recording, 3D video captures, etc.) to support a unit's AAR data collection team. The EAAR operator can export all EAAR products into standard Microsoft Office and video player formats for the unit to utilize during their AAR brief. Once EAAR products are exported, the unit can conduct their AAR at whatever location they desire.

The CCTT, AVCATT, HITS, and gaming (VBS3) AAR systems are embedded within the respective systems and can provide a playback of the unit's mission that occurred during the training. This AAR is facilitated by the system operators at the installation and takes place in the designated AAR room.

## **6-8 FUTURE TRAINING ENVIRONMENT**

Today's systems present interoperability challenges for the force. Additionally, the systems provide limited capability to conduct repetitions in training. The closed nature of the LVC systems do not allow them to seamlessly interact with unit mission command systems. In the future, maneuver units require the ability to conduct scalable, dispersed training untethered from garrison mission training complexes.

A future answer is the Synthetic Training Environment (STE). Currently in the acquisition process, the STE is a Soldier-centric training environment that optimizes human performance. It provides a convergence of virtual, constructive, and gaming environments with augmented reality into a single synthetic environment to link with live training. This will increase the realism of live training and reduce dependency on brick-and-mortar training sites. The STE incorporates a single environment that encapsulates land, sea, air, space, and cyber that can support regionally aligned forces and missions.

The STE will have artificial intelligence to replicate operational complexity and uncertainty. This will lower costs by replacing some human role players with avatars. It will also include automated tools and intelligent tutors to provide a holistic training common operational picture.

This system will enable all aspects of the operations process to capture the seamless planning, preparation, execution, and assessment of live-synthetic training. The STE will also provide after-action review and assessment tools that are linked to execution outcomes and that assist unit readiness reporting. This will provide commanders with useful information and benchmarks to evaluate training exercises.

The goal of the STE is a 24/7, low-overhead capability worldwide at home stations, combat training centers and deployed locations that will require fewer contractors. This could provide training at the point of need while reducing costs.

## **APPENDIX A**

### **ACRONYMS, REFERENCES, AND TERMS**

#### **A - C**

**AA** – assembly area  
**AAC** – armament accuracy check  
**AAR** – after-action review  
**ABCT** – armor brigade combat team  
**ABIC** – Army Basic Instructor Course  
**ABOLC** – Armor Basic Officer Leader Course  
**AC** – Active Component  
**ADP** – Army doctrinal publication  
**ADRP** – Army doctrinal reference publication  
**AGTS** – Advanced Gunnery Training System  
**ALC** – Advanced Leader Course  
**AMPV** – Armored Multi-Purpose Vehicle  
**AO** – area of operation  
**AOC** – area of concentration  
**AOR** – after-operations recovery  
**AR** – Army regulation  
**ARC** – Army Reconnaissance Course  
**ARDP** – Army doctrinal reference publication  
**ARNG** – Army National Guard  
**ARTB** – Airborne and Ranger Training Brigade  
**ASI** – additional skill identifier  
**ATGM** – anti-tank guided missile  
**ATN** – Army Training Network  
**ATP** – Army techniques publication  
**AVCATT** – Aviation Combined Arms Tactical Trainer  
**BATS** – Bradley Advanced Training System  
**BCT** – brigade combat team  
**BDAR** – battle-damage assessment and repair  
**BES** – Battle Effects Simulator  
**BFIST** – Bradley fire support team  
**BFV** – Bradley Fighting Vehicle  
**BFT** – Blue Force Tracker  
**BLC** – Basic Leader Course  
**BLUFOR** – Blue Forces (friendly)  
**BP** – battle position  
**BSB** – brigade support battalion  
**BTE** – blended training environment  
**BUB** – battle update brief  
**CAB** – combined arms battalion  
**CALFEX** – combined arms live-fire exercise  
**CAS** – close air support  
**CASCOM** – Combined Arms Support Command  
**CATD** – Command and Tactics Directorate  
**CATS** – Combined Arms Training Strategy  
**CBRN** – chemical, biological, radiological, and nuclear  
**CCIR** – commander's critical information requirements  
**CCTT** – Close-Combat Tactical Trainer  
**CCTT-RVS** – Close Combat Tactical Trainer – Reconfigurable Vehicle Simulator  
**CDID** – Capabilities Development and Integration Directorate  
**CFDP-IC** – Common Faculty Development Program – Instructor Course  
**CGSC** – Command and General Staff College  
**CGSOC** – Command and General Staff Officer Course  
**CLC** – Cavalry Leader's Course  
**CMF** – career management field  
**CoA** – course of action  
**COB** – civilian(s) on the battlefield  
**CoE** – center of excellence  
**COIN** – counterinsurgency  
**COMSEC** – communications security  
**COP** – common operational picture

**CP** – command post  
**CPC** – Crew Proficiency Course  
**CPoF** – Command Post of the Future  
**CRM** – composite risk management  
**CSF2** – Comprehensive Soldier and Family Fitness (Program)  
**CSA** – Chief of Staff of the Army  
**CTC** – combat training center  
**CTCP** – combat trains command post  
**CTSV-CMUR** – Common Thru-Sight Video-Crew Module Unit Recorder  
**CVM** – combat vehicle modernization  
**CVTESS** – Combat Vehicle Tactical Engagement Simulations Systems  
**CWfF** – Cavalry Warfighter Forum

**D - I**

**DA PAM** – Department of the Army pamphlet  
**DATE** – decisive action training environment  
**DoTD** – Directorate of Training and Doctrine  
**DOTMLPF** – doctrine, organization, training, materiel, leadership and education, personnel, and facilities  
**DPTMS** – Directorate of Plans, Training, Mobilization, and Security  
**DRE** – deployment-readiness exercise  
**DRTS** – Digital Range Training Systems  
**DSTS** – Dismounted Soldier Training System  
**DTMS** – Digital Training Management System  
**DXTRS** – Division Exercise Training and Review System  
**EAAR** – enterprise after-action review  
**EAB** – echelons above brigade  
**ECP** – engineering change proposal  
**EDRE** – emergency deployment-readiness exercise  
**EIA** – Excellence in Armor  
**EXEVAL** – external evaluation  
**FBCB2** – Force XXI Battle Command Brigade and Below  
**FCS** – fire-control system  
**FDU** – force-design update  
**FM** – field manual  
**FOB** – forward operating base  
**FORSCOM** – (U.S. Army) Forces Command  
**FoT** – force on target  
**FSC** – forward support company  
**FTX** – field training exercise  
**FY** – fiscal year  
**GCSS-A** – Global Combat Support System-Army  
**GCV** – Ground Combat Vehicle  
**GSD** – guided self-development  
**GST** – gunnery skills testing  
**HEMTT** – Heavy Expanded Mobility Tactical Truck  
**HITS** – Home Station Instrumentation Training System  
**HMMWV** – High-Mobility Multipurpose Wheeled Vehicle  
**HPDT** – high-physical-demand task  
**HQ** – headquarters  
**HQDA** – Headquarters, Department of the Army  
**HRC** – Human Resources Command  
**HST** – home-station training  
**IAW** – in accordance with  
**IBAS** – Improved Bradley Acquisition System  
**IBCT** – infantry brigade combat team  
**ICV** – infantry carrier vehicle  
**IDES** – Integrated Disability Evaluation System  
**ILE** – intermediate-level education  
**IMCOM** – Installation Management Command  
**ITE** – integrated training environment  
**IWTS** – Integrated Weapons Training Strategy

**J - O**

**JCATS** – Joint Conflict and Tactical Simulation  
**JCR** – Joint Capabilities Release

**JIIM** – joint, interagency, intergovernmental, and multinational

**JLCCTC-ERF** – Joint Land Component Constructive Training Capability-Entity Resolution Federation

**KCT** – key collective task

**KSA** – knowledge, skills, and abilities

**LD** – line of departure

**LDAC** – Leader Development and Assessment Course

**LFAST** – live-fire accuracy screening test

**LFPG** – Live Fire Proficiency Gate

**LFX** – live-fire exercise

**LOC** – lines of communication

**LRV** – Light Reconnaissance Vehicle

**LVC** – live, virtual, and constructive

**LVC-IA** – Live, Virtual, and Constructive – Integrated Architecture

**MCCC** – Maneuver Captain’s Career Course

**MCoE** – Maneuver Center of Excellence

**MCS** – mission-command system

**MCTC** – mission-command training center

**MDMP** – military decision-making process

**MEDEVAC** – medical evacuation

**MET** – mission-essential task

**METL** – mission-essential task list

**METT-TC** – mission, enemy, terrain, troops, time, and civilians

**MGS** – Mobile Gun System

**MILES** – Multiple Integrated Laser Engagement System

**MLC** – Master Leader Course

**MLMC** – Maneuver Leader’s Maintenance Course

**MMG** – mounted machine gun

**MOS** – military occupational specialty

**MPCC** – Maneuver Pre-Command Course

**MPF** – mobile protected firepower

**MSAF** – Multi-Source Assessment and Feedback

**MSEL** – Master Scenario Event List

**M-SLC** – Maneuver Senior Leader’s Course

**MSSP** – Maneuver Self-Study Program

**MTC** – Mission Training Center

**MTOE** – modified tables of organization and equipment

**MTT** – mobile training team

**NBC** – nuclear, biological, and chemical

**NCO** – noncommissioned officer

**NCOA** – Noncommissioned Officer Academy

**NCOES** – Noncommissioned Officer Education System

**NCOIC** – noncommissioned officer in charge

**NGCV** – Next-Generation Combat Vehicle

**O&O** – operational and organizational

**OCIE** – organizational clothing and equipment inventory

**OCOA** – Office of the Chief of Armor

**OCOI** – Office of the Chief of Infantry

**OCS** – Officer Candidate School

**O/C/T** – observer/coach/trainer

**OE** – operational environment

**OIC** – officer in charge

**OSUT** – one-station unit training

**OPFOR** – opposing force

**OPTEMPO** – operational tempo

**P - S**

**PCC** – pre-command course

**PCC** – pre-combat check

**PCI** – pre-combat inspection

**PGS** – Precision Gunnery System

**PLFS** – Pre-Live Fire Simulations

**PMCS** – preventative maintenance checks and services

**PME** – professional military education

**PMESII-PT** – political, military, economic, social, infrastructure, information, physical environment, and time

**PMI&E** – Preliminary Marksmanship Instruction and Evaluations  
**PoI** – program of instruction  
**PRT** – physical readiness training  
**PSD** – personal self-development  
**PT** – physical training  
**QTB** – quarterly training brief  
**R2C** – Ready and Resilient Campaign  
**RC** – Reserve Component  
**ROTC** – Reserve Officer Training Corps  
**R&S** – reconnaissance and surveillance  
**RSO** – range safety officer  
**RV** – reconnaissance vehicle  
**RVTT** – Reconfigurable Vehicle Tactical Trainer  
**SA** – situational awareness  
**SAMS – AMSP** – School of Advanced Military Studies – Advanced Military Studies Program  
**SBCT** – Stryker brigade combat team  
**SCT** – supporting collective task  
**SEP** – System Enhanced Package  
**SGLI** – Servicemembers Group Life Insurance  
**SME** – subject-matter expert  
**SOP** – standard operating procedure  
**SQI** – special qualification identifier  
**SSD** – structured self-development  
**STE** – synthetic training environment  
**STX** – situational training exercise

**T – Y**

**TADSS** – training aids, devices, simulators, and simulations  
**TC** – training circular  
**TCM** – TRADOC capability manager  
**TCM-ABCT** – TRADOC Capability Manager – Armored Brigade Combat Team  
**TCM-Recon** – TRADOC Capability Manager – Reconnaissance and Security  
**TDY** – temporary duty  
**T&EO** – training and evaluation outline  
**TESS** – Tactical Engagement Simulation System  
**TLP** – troop-leading procedures  
**TOC** – tactical operations center  
**TOW** – tube-launched, optically tracked, wire-guided  
**TRADOC** – (U.S. Army) Training and Doctrine Command  
**TS-MATS** – Training Support Materiel Army-wide Tracking System  
**TSS** – Training Support Service  
**TSV** – Thru Sight Video  
**TTP** – tactics, techniques, and procedures  
**UAS** – unmanned aerial system  
**ULO** – unified land operations  
**UMCP** – unit maintenance collection point  
**USAARMS** – United States Army Armor School  
**USAIS** – United States Army Infantry School  
**USAR** – United States Army Reserve  
**USASMA – SMC** – United States Army Sergeants Major Academy – Sergeants Major Course  
**USMA** – United States Military Academy  
**UTM** – unit training management  
**UTP** – unit training plan  
**VBS3** – Virtual Battlespace 3  
**VCE** – vehicle-crew evaluator  
**VIC** – Virtual Improvement Center  
**VISMOD** – visual modification  
**WfF** – warfighting function  
**YTB** – yearly training brief

## APPENDIX B

### SAMPLE STANDARDIZED METLS

*METL represents the doctrinal framework of fundamental collective tasks (MET and associated SCTs) for which the unit was designed in order to perform decisive action in support of ULO.*

*These sample Standardized METLs are HQDA-approved as of 4 FEB 2016. NETUSR reporting is effective as of the July 2016 reporting period. All METL tasks are available through DTMS.*

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## Armored Brigade Combat Team

### ABCT METL Tasks

#### **Conduct a Movement to Contact (07-6-1072)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Conduct Reconnaissance Activities (17-6-1007)
- Employ Fires (06-6-5066)
- Conduct a Combined Arms Breach of an Obstacle (07-6-1252)
- Coordinate Air-Ground Operations when Providing Attack Aviation Support (01-6-0436)
- Provide Internal Sustainment (63-6-4021)
- Conduct the Mission Command Operations Process (71-6-5100)

#### **Conduct an Attack (07-6-1092)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Conduct Reconnaissance Activities (17-6-1007)
- Employ Fires (06-6-5066)
- Conduct a Combined Arms Breach of an Obstacle (07-6-1252)
- Provide Internal Sustainment (63-6-4021)
- Coordinate Air-Ground Operations when Providing Attack Aviation Support (01-6-0436)
- Conduct the Mission Command Operations Process (71-6-5100)

#### **Conduct an Area Defense (07-6-1028)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Conduct Reconnaissance Activities (17-6-1007)
- Employ Fires (06-6-5066)
- Provide Internal Sustainment (63-6-4021)
- Coordinate Air-Ground Operations when Providing Attack Aviation Support (01-6-0436)
- Conduct the Mission Command Operations Process (71-6-5100)

#### **Conduct Area Security (07-6-1272)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Conduct Reconnaissance Activities (17-6-1007)
- Employ Fires (06-6-5066)
- Conduct a Screen (17-6-9225)
- Establish Civil Security (71-8-8600)
- Coordinate Air-Ground Operations when Providing Attack Aviation Support (01-6-0436)
- Conduct the Mission Command Operations Process (71-6-5100)

#### **Conduct Expeditionary Deployment Operations (55-6-4800)**

- Prepare Personnel for Deployment (12-6-0004)
- Conduct Actions Associated with Force Projection (55-9-4801)
- Conduct Deployment Activities (55-9-4804)
- Conduct the Mission Command Operations Process (71-6-5100)

### HHC CAB METL Tasks

#### **Operate a Command Post (07-2-5135)**

- Establish an Observation Post (07-3-9016)
- Conduct a Security Patrol (07-3-9022)
- Conduct Command Post Security Operations (19-3-9003)
- Conduct Troop Leading Procedures (71-2-5100)

#### **Conduct Sustainment Support Operations (08-2-1302)**

- Coordinate Replenishment/Sustainment Operations (63-2-4000)
- Conduct Logistics Package (LOGPAC) Support (63-2-4546)

- Conduct Troop Leading Procedures (71-2-5100)

**Conduct Expeditionary Deployment Operations (55-2-4830)**

- Plan Unit Deployment Activities Upon Receipt of a Warning Order (55-2-4828)
- Perform Staging Activities (55-2-4826)
- Perform Deployment Alert Activities (55-2-4801)
- Conduct Troop Leading Procedures (71-2-5100)

**Armor Company CAB METL Tasks**

**Conduct a Movement to Contact (07-2-1090)**

- Integrate Direct Fires (07-2-3027)
- Conduct Support by Fire (07-2-3000)
- Integrate Indirect Fire Support (07-2-3036)
- Conduct Troop Leading Procedures (71-2-5100)

**Conduct an Attack (07-2-9001)**

- Conduct an Attack by Fire (07-2-1256)
- Conduct Support by Fire (07-2-3000)
- Integrate Direct Fires (07-2-3027)
- Integrate Indirect Fire Support (07-2-3036)
- Conduct Troop Leading Procedures (71-2-5100)

**Conduct an Area Defense (07-2-9003)**

- Integrate Indirect Fire Support (07-2-3036)
- Integrate Direct Fires (07-2-3027)
- Employ Obstacles (07-2-1396)
- Employ Deception Techniques (07-2-6045)
- Conduct Troop Leading Procedures (71-2-5100)

**Conduct Area Security (07-2-1324)**

- Conduct a Security Patrol (07-3-9022)
- Secure Routes (07-2-1450)
- Secure Civilians During Operations (07-2-4054)
- Integrate Indirect Fire Support (07-2-3036)
- Conduct Roadblock and Checkpoint (19-3-2406)
- Conduct Troop Leading Procedures (71-2-5100)

**Conduct Expeditionary Deployment Operations (55-2-4830)**

- Plan Unit Deployment Activities Upon Receipt of a Warning Order (55-2-4828)
- Perform Staging Activities (55-2-4826)
- Perform Deployment Alert Activities (55-2-4801)
- Conduct Troop Leading Procedures (71-2-5100)

**Cavalry Squadron ABCT METL Tasks**

**Conduct Zone Reconnaissance (07-6-9314)**

- Conduct Reconnaissance Handover (17-1-4025)
- Reconnaissance In Force (17-6-9320)
- Employ Fires (06-6-5066)
- Provide Internal Sustainment (63-6-4021)
- Conduct the Mission Command Operations Process (71-1-5100)

**Conduct Area Reconnaissance (07-6-9315)**

- Conduct Reconnaissance Handover (17-1-4025)
- Reconnaissance In Force (17-6-9320)
- Employ Fires (06-6-5066)
- Provide Internal Sustainment (63-6-4021)
- Conduct the Mission Command Operations Process (71-1-5100)

**Conduct a Screen (17-6-9225)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Synchronize Close Air Support (17-6-0308)
- Employ Fires (06-6-5066)
- Provide Internal Sustainment (63-6-4021)
- Conduct the Mission Command Operations Process (71-1-5100)

**Conduct a Guard (17-6-9222)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Synchronize Close Air Support (17-6-0308)
- Employ Fires (06-6-5066)
- Provide Internal Sustainment (63-6-4021)
- Conduct the Mission Command Operations Process (71-1-5100)

**Conduct Area Security (07-6-1272)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Synchronize Close Air Support (17-6-0308)
- Conduct Reconnaissance Activities (17-6-1007)
- Employ Fires (06-6-5066)
- Conduct a Screen (17-6-9225)
- Conduct Lines of Communication Security (17-6-9406)
- Conduct the Mission Command Operations Process (71-1-5100)

**Conduct Expeditionary Deployment Operations (55-1-4800)**

- Prepare Personnel for Deployment (12-6-0004)
- Conduct Actions Associated with Force Projection (55-9-4801)
- Conduct Deployment Activities (55-9-4804)
- Conduct the Mission Command Operations Process (71-1-5100)

**HHT Cavalry Squadron ABCT METL Tasks**

**Operate a Command Post (07-2-5135)**

- Establish an Observation Post (07-3-9016)
- Conduct a Security Patrol (07-3-9022)
- Conduct Command Post Security Operations (19-3-9003)
- Conduct Troop Leading Procedures (71-2-5100)

**Conduct Sustainment Support Operations (08-2-1302)**

- Coordinate Replenishment/Sustainment Operations (63-2-4000)
- Conduct Logistics Package (LOGPAC) Support (63-2-4546)
- Conduct Troop Leading Procedures (71-2-5100)

**Conduct Expeditionary Deployment Operations (55-2-4830)**

- Plan Unit Deployment Activities Upon Receipt of a Warning Order (55-2-4828)
- Perform Staging Activities (55-2-4826)
- Perform Deployment Alert Activities (55-2-4801)
- Conduct Troop Leading Procedures (71-2-5100)

**Cavalry Troop Cavalry Squadron ABCT METL Tasks**

**Conduct Area Security (07-2-1324)**

- Conduct a Security Patrol (07-3-9022)
- Secure Routes (07-2-1450)
- Secure Civilians During Operations (07-2-4054)
- Integrate Indirect Fire Support (07-2-3036)
- Conduct Roadblock and Checkpoint (19-3-2406)
- Conduct Troop Leading Procedures (71-2-5100)

**Conduct Route Reconnaissance (17-2-4000)**

- Reconnoiter an Obstacle (17-3-4012)
- Conduct Area Reconnaissance (17-2-4011)
- Conduct Troop Leading Procedures (71-2-5100)

**Conduct Zone Reconnaissance (17-2-4010)**

- Conduct Route Reconnaissance (17-2-4000)
- Conduct Area Reconnaissance (17-2-4011)
- Conduct Reconnaissance Handover (17-2-4025)
- Conduct Troop Leading Procedures (71-2-5100)

**Conduct Area Reconnaissance (17-2-4011)**

- Reconnoiter an Obstacle (17-3-4012)
- Conduct Route Reconnaissance (17-2-4000)
- Conduct Reconnaissance Handover (17-2-4025)
- Conduct Troop Leading Procedures (71-2-5100)

**Conduct a Screen (17-2-9225)**

- Conduct Zone Reconnaissance (17-2-4010)
- Displace To Subsequent Screen (17-2-2625)
- Integrate Indirect Fire Support (07-2-3036)
- Establish an Observation Post (07-3-9016)
- Conduct Troop Leading Procedures (71-2-5100)

**Conduct Expeditionary Deployment Operations (55-2-4830)**

- Plan Unit Deployment Activities Upon Receipt of a Warning Order (55-2-4828)
- Perform Staging Activities (55-2-4826)
- Perform Deployment Alert Activities (55-2-4801)
- Conduct Troop Leading Procedures (71-2-5100)

## Infantry Brigade Combat Team

### IBCT METL Tasks

#### **Conduct a Movement to Contact (07-6-1072)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Conduct Reconnaissance Activities (17-6-1007)
- Employ Fires (06-6-5066)
- Conduct a Combined Arms Breach of an Obstacle (07-6-1252)
- Coordinate Air-Ground Operations when Providing Attack Aviation Support (01-6-0436)
- Provide Internal Sustainment (63-6-4021)
- Conduct the Mission Command Operations Process (71-6-5100)

#### **Conduct an Attack (07-6-1092)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Conduct Reconnaissance Activities (17-6-1007)
- Employ Fires (06-6-5066)
- Conduct a Combined Arms Breach of an Obstacle (07-6-1252)
- Provide Internal Sustainment (63-6-4021)
- Coordinate Air-Ground Operations when Providing Attack Aviation Support (01-6-0436)
- Conduct the Mission Command Operations Process (71-6-5100)

#### **Conduct an Area Defense (07-6-1028)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Conduct Reconnaissance Activities (17-6-1007)
- Employ Fires (06-6-5066)
- Provide Internal Sustainment (63-6-4021)
- Coordinate Air-Ground Operations when Providing Attack Aviation Support (01-6-0436)
- Conduct the Mission Command Operations Process (71-6-5100)

#### **Conduct Area Security (07-6-1272)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Conduct Reconnaissance Activities (17-6-1007)
- Employ Fires (06-6-5066)
- Conduct a Screen (17-6-9225)
- Establish Civil Security (71-8-8600)
- Coordinate Air-Ground Operations when Providing Attack Aviation Support (01-6-0436)
- Conduct the Mission Command Operations Process (71-6-5100)

#### **\* Conduct an Airborne Assault (07-6-1154) (Airborne units only)**

- Establish Lodgment (07-6-1012)
- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Conduct Reconnaissance Activities (17-6-1007)
- Employ Fires (06-6-5066)
- Coordinate Air-Ground Operations when Providing Attack Aviation Support (01-6-0436)
- Conduct the Mission Command Operations Process (71-6-5100)

#### **Conduct Air Assault (07-6-1262)**

- Establish Lodgment (07-6-1012)
- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Conduct Reconnaissance Activities (17-6-1007)
- Employ Fires (06-6-5066)
- Coordinate Air-Ground Operations when Providing Attack Aviation Support (01-6-0436)
- Conduct the Mission Command Operations Process (71-6-5100)

#### **Conduct Expeditionary Deployment Operations (55-6-4800)**

- Prepare Personnel for Deployment (12-6-0004)
- Conduct Actions Associated with Force Projection (55-9-4801)
- Conduct Deployment Activities (55-9-4804)
- Conduct the Mission Command Operations Process (71-6-5100)

### Cavalry Squadron IBCT METL Tasks

#### **Conduct Zone Reconnaissance (07-6-9314)**

- Conduct Reconnaissance Handover (17-1-4025)
- Reconnaissance In Force (17-6-9320)
- Employ Fires (06-6-5066)
- Provide Internal Sustainment (63-6-4021)
- Conduct the Mission Command Operations Process (71-1-5100)

**Conduct Area Reconnaissance (07-6-9315)**

- Conduct Reconnaissance Handover (17-1-4025)
- Reconnaissance In Force (17-6-9320)
- Employ Fires (06-6-5066)
- Provide Internal Sustainment (63-6-4021)
- Conduct the Mission Command Operations Process (71-1-5100)

**Conduct a Screen (17-6-9225)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Synchronize Close Air Support (17-6-0308)
- Employ Fires (06-6-5066)
- Provide Internal Sustainment (63-6-4021)
- Conduct the Mission Command Operations Process (71-1-5100)

**Conduct a Guard (17-6-9222)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Synchronize Close Air Support (17-6-0308)
- Employ Fires (06-6-5066)
- Provide Internal Sustainment (63-6-4021)
- Conduct the Mission Command Operations Process (71-1-5100)

**\* Conduct an Airborne Assault (07-6-1154) (Airborne units only)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Conduct Reconnaissance Activities (17-6-1007)
- Employ Fires (06-6-5066)
- Synchronize Close Air Support (17-6-0308)
- Conduct the Mission Command Operations Process (71-1-5100)

**Conduct Air Assault (07-6-1262)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Conduct Reconnaissance Activities (17-6-1007)
- Employ Fires (06-6-5066)
- Synchronize Close Air Support (17-6-0308)
- Conduct the Mission Command Operations Process (71-1-5100)

**Conduct Area Security (07-6-1272)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Synchronize Close Air Support (17-6-0308)
- Conduct Reconnaissance Activities (17-6-1007)
- Employ Fires (06-6-5066)
- Conduct a Screen (17-6-9225)
- Conduct Lines of Communication Security (17-6-9406)
- Conduct the Mission Command Operations Process (71-1-5100)

**Conduct Expeditionary Deployment Operations (55-1-4800)**

- Prepare Personnel for Deployment (12-6-0004)
- Conduct Actions Associated with Force Projection (55-9-4801)
- Conduct Deployment Activities (55-9-4804)
- Conduct the Mission Command Operations Process (71-1-5100)

**Operate a Command Post (07-2-5135)**

- Establish an Observation Post (07-3-9016)
- Conduct a Security Patrol (07-3-9022)
- Conduct Command Post Security Operations (19-3-9003)
- Conduct Troop Leading Procedures (71-2-5100)

**Conduct Sustainment Support Operations (08-2-1302)**

- Coordinate Replenishment/Sustainment Operations (63-2-4000)
- Conduct Logistics Package (LOGPAC) Support (63-2-4546)
- Conduct Troop Leading Procedures (71-2-5100)

**Conduct Expeditionary Deployment Operations (55-2-4830)**

- Plan Unit Deployment Activities Upon Receipt of a Warning Order (55-2-4828)
- Perform Staging Activities (55-2-4826)
- Perform Deployment Alert Activities (55-2-4801)
- Conduct Troop Leading Procedures (71-2-5100)

**Motorized Cavalry Troop IBCT METL Tasks**

**Conduct Area Security (07-2-1324)**

- Conduct a Security Patrol (07-3-9022)
- Secure Routes (07-2-1450)
- Secure Civilians During Operations (07-2-4054)
- Integrate Indirect Fire Support (07-2-3036)

- Conduct Roadblock and Checkpoint (19-3-2406)
- Conduct Troop Leading Procedures (71-2-5100)
- Conduct Route Reconnaissance (17-2-4000)**
  - Reconnoiter an Obstacle (17-3-4012)
  - Conduct Area Reconnaissance (17-2-4011)
  - Conduct Troop Leading Procedures (71-2-5100)
- Conduct Zone Reconnaissance (17-2-4010)**
  - Conduct Route Reconnaissance (17-2-4000)
  - Conduct Area Reconnaissance (17-2-4011)
  - Conduct Reconnaissance Handover (17-2-4025)
  - Conduct Troop Leading Procedures (71-2-5100)
- Conduct Area Reconnaissance (17-2-4011)**
  - Reconnoiter an Obstacle (17-3-4012)
  - Conduct Route Reconnaissance (17-2-4000)
  - Conduct Reconnaissance Handover (17-2-4025)
  - Conduct Troop Leading Procedures (71-2-5100)
- Conduct a Screen (17-2-9225)**
  - Conduct Zone Reconnaissance (17-2-4010)
  - Displace To Subsequent Screen (17-2-2625)
  - Integrate Indirect Fire Support (07-2-3036)
  - Establish an Observation Post (07-3-9016)
  - Conduct Troop Leading Procedures (71-2-5100)
- Conduct Expeditionary Deployment Operations (55-2-4830)**
  - Plan Unit Deployment Activities Upon Receipt of a Warning Order (55-2-4828)
  - Perform Staging Activities (55-2-4826)
  - Perform Deployment Alert Activities (55-2-4801)
  - Conduct Troop Leading Procedures (71-2-5100)

### **Dismounted Cavalry Troop IBCT METL Tasks**

- Conduct Area Security (07-2-1324)**
  - Conduct a Security Patrol (07-3-9022)
  - Secure Routes (07-2-1450)
  - Secure Civilians During Operations (07-2-4054)
  - Integrate Indirect Fire Support (07-2-3036)
  - Conduct Roadblock and Checkpoint (19-3-2406)
  - Conduct Troop Leading Procedures (71-2-5100)
- Conduct Route Reconnaissance (17-2-4000)**
  - Reconnoiter an Obstacle (17-3-4012)
  - Conduct Area Reconnaissance (17-2-4011)
  - Conduct Troop Leading Procedures (71-2-5100)
- Conduct Zone Reconnaissance (17-2-4010)**
  - Conduct Route Reconnaissance (17-2-4000)
  - Conduct Area Reconnaissance (17-2-4011)
  - Conduct Reconnaissance Handover (17-2-4025)
  - Conduct Troop Leading Procedures (71-2-5100)
- Conduct Area Reconnaissance (17-2-4011)**
  - Reconnoiter an Obstacle (17-3-4012)
  - Conduct Route Reconnaissance (17-2-4000)
  - Conduct Reconnaissance Handover (17-2-4025)
  - Conduct Troop Leading Procedures (71-2-5100)
- Conduct a Screen (17-2-9225)**
  - Conduct Zone Reconnaissance (17-2-4010)
  - Displace To Subsequent Screen (17-2-2625)
  - Integrate Indirect Fire Support (07-2-3036)
  - Establish an Observation Post (07-3-9016)
  - Conduct Troop Leading Procedures (71-2-5100)
- Conduct Expeditionary Deployment Operations (55-2-4830)**
  - Plan Unit Deployment Activities Upon Receipt of a Warning Order (55-2-4828)
  - Perform Staging Activities (55-2-4826)
  - Perform Deployment Alert Activities (55-2-4801)
  - Conduct Troop Leading Procedures (71-2-5100)

## Stryker Brigade Combat Team

### SBCT METL Tasks

#### **Conduct a Movement to Contact (07-6-1072)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Conduct Reconnaissance Activities (17-6-1007)
- Employ Fires (06-6-5066)
- Conduct a Combined Arms Breach of an Obstacle (07-6-1252)
- Coordinate Air-Ground Operations when Providing Attack Aviation Support (01-6-0436)
- Provide Internal Sustainment (63-6-4021)
- Conduct the Mission Command Operations Process (71-6-5100)

#### **Conduct an Attack (07-6-1092)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Conduct Reconnaissance Activities (17-6-1007)
- Employ Fires (06-6-5066)
- Conduct a Combined Arms Breach of an Obstacle (07-6-1252)
- Provide Internal Sustainment (63-6-4021)
- Coordinate Air-Ground Operations when Providing Attack Aviation Support (01-6-0436)
- Conduct the Mission Command Operations Process (71-6-5100)

#### **Conduct an Area Defense (07-6-1028)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Conduct Reconnaissance Activities (17-6-1007)
- Employ Fires (06-6-5066)
- Provide Internal Sustainment (63-6-4021)
- Coordinate Air-Ground Operations when Providing Attack Aviation Support (01-6-0436)
- Conduct the Mission Command Operations Process (71-6-5100)

#### **Conduct Area Security (07-6-1272)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Conduct Reconnaissance Activities (17-6-1007)
- Employ Fires (06-6-5066)
- Conduct a Screen (17-6-9225)
- Establish Civil Security (71-8-8600)
- Coordinate Air-Ground Operations when Providing Attack Aviation Support (01-6-0436)
- Conduct the Mission Command Operations Process (71-6-5100)

#### **Conduct Air Assault (07-6-1262)**

- Establish Lodgment (07-6-1012)
- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Conduct Reconnaissance Activities (17-6-1007)
- Employ Fires (06-6-5066)
- Coordinate Air-Ground Operations when Providing Attack Aviation Support (01-6-0436)
- Conduct the Mission Command Operations Process (71-6-5100)

#### **Conduct Expeditionary Deployment Operations (55-6-4800)**

- Prepare Personnel for Deployment (12-6-0004)
- Conduct Actions Associated with Force Projection (55-9-4801)
- Conduct Deployment Activities (55-9-4804)
- Conduct the Mission Command Operations Process (71-6-5100)

### Cavalry Squadron SBCT METL Tasks

#### **Conduct Zone Reconnaissance (07-6-9314)**

- Conduct Reconnaissance Handover (17-1-4025)
- Reconnaissance In Force (17-6-9320)
- Employ Fires (06-6-5066)
- Provide Internal Sustainment (63-6-4021)
- Conduct the Mission Command Operations Process (71-1-5100)

#### **Conduct Area Reconnaissance (07-6-9315)**

- Conduct Reconnaissance Handover (17-1-4025)
- Reconnaissance In Force (17-6-9320)
- Employ Fires (06-6-5066)
- Provide Internal Sustainment (63-6-4021)
- Conduct the Mission Command Operations Process (71-1-5100)

#### **Conduct a Screen (17-6-9225)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)

- Synchronize Close Air Support (17-6-0308)
- Employ Fires (06-6-5066)
- Provide Internal Sustainment (63-6-4021)
- Conduct the Mission Command Operations Process (71-1-5100)

**Conduct a Guard (17-6-9222)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Synchronize Close Air Support (17-6-0308)
- Employ Fires (06-6-5066)
- Provide Internal Sustainment (63-6-4021)
- Conduct the Mission Command Operations Process (71-1-5100)

**Conduct Air Assault (07-6-1262)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Conduct Reconnaissance Activities (17-6-1007)
- Employ Fires (06-6-5066)
- Synchronize Close Air Support (17-6-0308)
- Conduct the Mission Command Operations Process (71-1-5100)

**Conduct Area Security (07-6-1272)**

- Conduct Mobility, Countermobility, and Survivability Activities (07-6-6082)
- Synchronize Close Air Support (17-6-0308)
- Conduct Reconnaissance Activities (17-6-1007)
- Employ Fires (06-6-5066)
- Conduct a Screen (17-6-9225)
- Conduct Lines of Communication Security (17-6-9406)
- Conduct the Mission Command Operations Process (71-1-5100)

**Conduct Expeditionary Deployment Operations (55-1-4800)**

- Prepare Personnel for Deployment (12-6-0004)
- Conduct Actions Associated with Force Projection (55-9-4801)
- Conduct Deployment Activities (55-9-4804)
- Conduct the Mission Command Operations Process (71-1-5100)

**HHT Cavalry Squadron SBCT METL Tasks**

**Operate a Command Post (07-2-5135)**

- Establish an Observation Post (07-3-9016)
- Conduct a Security Patrol (07-3-9022)
- Conduct Command Post Security Operations (19-3-9003)
- Conduct Troop Leading Procedures (71-2-5100)

**Conduct Sustainment Support Operations (08-2-1302)**

- Coordinate Replenishment/Sustainment Operations (63-2-4000)
- Conduct Logistics Package (LOGPAC) Support (63-2-4546)
- Conduct Troop Leading Procedures (71-2-5100)

**Conduct Expeditionary Deployment Operations (55-2-4830)**

- Plan Unit Deployment Activities Upon Receipt of a Warning Order (55-2-4828)
- Perform Staging Activities (55-2-4826)
- Perform Deployment Alert Activities (55-2-4801)
- Conduct Troop Leading Procedures (71-2-5100)

**Cavalry Troop SBCT METL Tasks**

**Conduct Area Security (07-2-1324)**

- Conduct a Security Patrol (07-3-9022)
- Secure Routes (07-2-1450)
- Secure Civilians During Operations (07-2-4054)
- Integrate Indirect Fire Support (07-2-3036)
- Conduct Roadblock and Checkpoint (19-3-2406)
- Conduct Troop Leading Procedures (71-2-5100)

**Conduct Route Reconnaissance (17-2-4000)**

- Reconnoiter an Obstacle (17-3-4012)
- Conduct Area Reconnaissance (17-2-4011)
- Conduct Troop Leading Procedures (71-2-5100)

**Conduct Zone Reconnaissance (17-2-4010)**

- Conduct Route Reconnaissance (17-2-4000)
- Conduct Area Reconnaissance (17-2-4011)
- Conduct Reconnaissance Handover (17-2-4025)
- Conduct Troop Leading Procedures (71-2-5100)

**Conduct Area Reconnaissance (17-2-4011)**

- Reconnoiter an Obstacle (17-3-4012)
- Conduct Route Reconnaissance (17-2-4000)
- Conduct Reconnaissance Handover (17-2-4025)
- Conduct Troop Leading Procedures (71-2-5100)

**Conduct a Screen (17-2-9225)**

- Conduct Zone Reconnaissance (17-2-4010)
- Displace To Subsequent Screen (17-2-2625)
- Integrate Indirect Fire Support (07-2-3036)
- Establish an Observation Post (07-3-9016)
- Conduct Troop Leading Procedures (71-2-5100)

**Conduct Expeditionary Deployment Operations (55-2-4830)**

- Plan Unit Deployment Activities Upon Receipt of a Warning Order (55-2-4828)
- Perform Staging Activities (55-2-4826)
- Perform Deployment Alert Activities (55-2-4801)
- Conduct Troop Leading Procedures (71-2-5100)

## APPENDIX C SAMPLE UNIT TRAINING PLANS (DAYS 1-60)

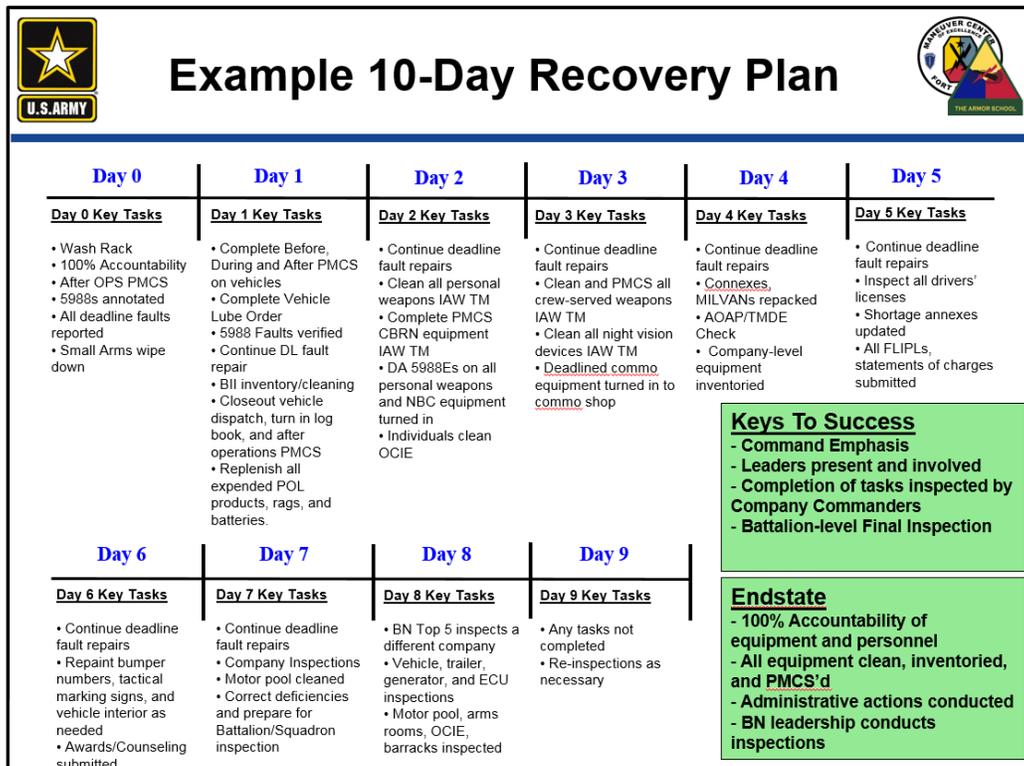
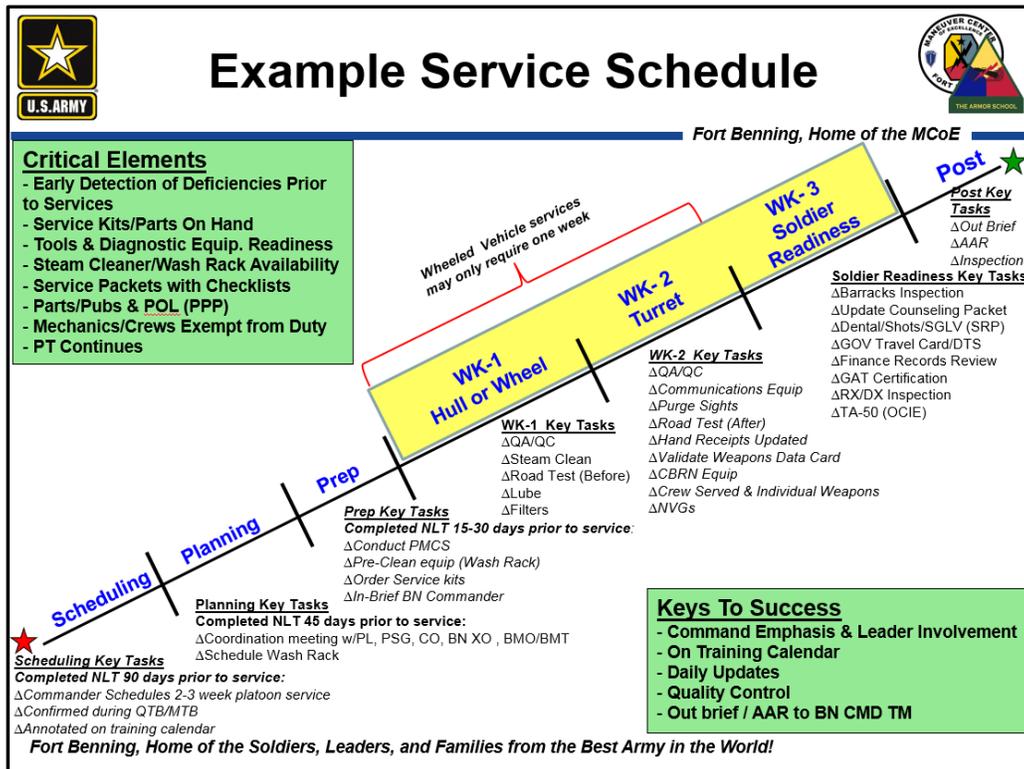
Prerequisite Training - Completed T-6 through T (30 training days total), with Commander Flexibility (See Facts and Assumptions)																
Training Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
SQDN/BN Staff	TACSO P	TACSO P														
ABCT Cav TRP (Bradley)		SOP	GST (5 days)						SEC V/G	PLT V/G	Sims GTLF					
ABCT Tank Co (Abrams)		SOP	GST (5 days)						Sims GTLF	Sims GTLF	Sims GTLF	Sims GTLF	SEC V/G	PLT V/G	Sims GTLF	
IBCT (UnStab)		SOP	GST (5 days)						SEC V/G	PLT V/G	Sims GTLF					
SBCT Cav TRP (RV)		SOP	GST (5 days)						Sims GTLF	Sims GTLF	Sims GTLF	Sims GTLF	SEC V/G	PLT V/G	Sims GTLF	
Prerequisite Training - Completed T-6 through T (30 training days total), with Commander Flexibility (See Facts and Assumptions)																
Training Day	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
SQDN/BN Staff	STAFFE X V/G	STAFFE X V/G	STAFFE X V/G	STAFFEX V/G	STAFFE X V/G	STAFFE X V/G	STAFFE X V/G	STAFFE X V/G								
ABCT Cav TRP (Bradley)	CO V/G	CO V/G				Proficiency										
ABCT Tank Co (Abrams)					CO V/G	CO V/G		Proficiency								
IBCT (UnStab)	CO V/G	CO V/G				Proficiency										
SBCT Cav TRP (RV)					CO V/G	CO V/G		Proficiency								
Legend																
SOP	Unit LDR given class			STX	Situational Training Ex				CALFEX	Combined-Arms Live Fire						
V/G	Virtual/Gaming			FTX	Field Training Ex				STAFFEX	BN/SQDN Staff Ex						
GTLF	Gate to Live Fire			FCX	Fire Coordination Ex				CPX	Command Post Exercise						
GST	Gunnery Skills Test															

Field Prep

Crew, Squad, and FDC							Section and Platoon							
31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
Basic	Pre-Qual	Qual					STX	STX	FTX	FTX	Section FCX	Section CALFEX	Platoon FCX	Platoon CALFEX
		Basic	Pre-Qual	Qual			STX	STX	FTX	FTX			Section FCX	Section CALFEX
Basic	Pre-Qual	Qual					STX	STX	FTX	FTX	Section FCX	Section CALFEX	Platoon FCX	Platoon CALFEX
		Basic	Pre-Qual	Qual			STX	STX	FTX	FTX			Section FCX	Section CALFEX
Company and Multi-echelon														
46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
STAFFEX	STAFFEX	STAFFEX & CPX	STAFFEX & CPX	STAFFEX & CPX	STAFFEX & CPX	CPX	CPX	FCX	FCX	FCX	FCX	FCX	SQDN CALFEX	SQDN CALFEX
STX	STX	FTX	FTX	FTX	FTX	FTX	FCX	CALFEX	CALFEX				SQDN CALFEX	SQDN CALFEX
Platoon FCX	Platoon CALFEX	STX	STX	FTX	FTX	FTX	FTX	FTX	FCX	CALFEX	CALFEX		SQDN CALFEX	SQDN CALFEX
STX	STX	FTX	FTX	FTX	FTX	FTX	FCX	CALFEX	CALFEX				SQDN CALFEX	SQDN CALFEX
Platoon FCX	Platoon CALFEX	STX	STX	FTX	FTX	FTX	FTX	FTX	FCX	CALFEX	CALFEX		SQDN CALFEX	SQDN CALFEX

## APPENDIX D

### EXAMPLE SERVICES PLANNING AND AFTER-OPERATIONS RECOVERY



## APPENDIX E

### RECOMMENDED READING FOR PROFESSIONAL DEVELOPMENT

*Organized by general subject rather than command echelon.*

#### Profession of Arms

- Don Higginbotham, ***George Washington and the American Military Tradition*** [commercial publication]
- Suzanne C. Nielsen and Don M. Snider, ***American Civil-Military Relations: The Soldiers and the State in the New Era*** [commercial publication]  
***American Civil-Military Relations*** offers the first comprehensive assessment of the subject since the publication of Samuel P. Huntington's field-defining book, ***The Soldier and the State***.

#### Institutional Development

- Bruce Godmundsson, ***On Armor*** [commercial publication]  
 Overview of evolution of combined arms organizations from World War I through Cold War; analyzes combined arms teams from a multi-national perspective, including the United States.
- George Hofmann and Donn Starry (eds), ***Camp Colt to Desert Storm*** [commercial publication]  
 Anthology that includes set of articles devoted to principal eras in Armor Branch history; includes chapter on USMC armor development.
- Robert S. Cameron, ***To Fight or Not to Fight?*** [CSI publication]  
 Overview of doctrinal and organizational trends related to reconnaissance organizations and related issues; provides context for understanding current state of Cavalry/recon.
- John J. McGrath, ***Scouts Out!*** [CSI publication]  
 Overview of reconnaissance organizations in modern armies; multinational perspective.
- Robert S. Cameron, ***Mobility, Shock, and Firepower*** [CMH publication]  
 Provides context for understanding the early development of the Armor Branch and its evolution from a platform-centric orientation into a set of unique capabilities amid the constraints of organizational precedents, budgetary limitations, and uncertainty RE the capabilities of new technology.
- Martin L. Van Creveld, ***Supplying War: Logistics from Wallenstein to Patton***; 2<sup>nd</sup> Edition [commercial publication]  
 A second edition of this classic work, commenting on the role of logistics in warfare.
- John Stone, ***The Tank Debate: Armour and the Anglo-American Military Tradition*** [commercial publication]  
 Analysis of tank development from World War II to 2000 with focus upon shaping factors and technology limitations; multinational perspective.
- NTC Ops Group, ***Training for Decisive Action: Stories of Mission Command*** [CSI publication]
- Scott C. Farquhar (ed), ***Back to Basics: A Study of the Second Lebanon War and Operation Cast Lead*** [CSI publication]  
 Chronicles the Israeli Defense Force's efforts to identify and apply lessons learned from 2006 to operations in Gaza; and transition from COIN-centric orientation toward a more traditional combined arms approach, not unlike current shifts in U.S. Army in the last few years.

#### Platform Development

- David E. Johnson, ***Fast Tanks and Heavy Bombers: Innovation in the U.S. Army, 1917-1945*** [commercial publication]  
 Johnson examines the U.S. Army's innovations for both armor and aviation between the world wars, arguing that the tank became a captive of the conservative Infantry and Cavalry Branches, while the airplane's development was channeled by airpower insurgents bent on creating an independent air force.
- Orr Kelley, ***King of the Killing Zone*** [commercial publication]  
 Highly readable overview of the development and fielding of the Abrams tank.
- Blair W. Haworth, ***The Bradley and How it Got That Way*** [commercial publication]  
 Overview of the BFV and the factors influencing its development; also provides contextual understanding of mechanized infantry evolution.
- Mark J. Reardon and Jeffery A. Charlston, ***From Transformation to Combat: The First Stryker Brigade at War*** [CMH publication]  
 Overview of SBCT development and initial entrance into combat.

#### Combat Operations

- Center for Army Lessons Learned (CALL), 17-01, ***Scouts in Contact, Tactical Vignettes for Cavalry Leaders Handbook***, 8 December 2016 [CAC]  
 Full of vignettes developed by SMEs at the National Training Center (NTC) to help lead teams through a variety of scenarios that will help challenge young reconnaissance leaders' decision-making skills. Facilitator instructions guarantee you have the information needed to make leaders and teams successful.
- James R. McDonough, ***The Defense of Hill 781: An Allegory of Modern Mechanized Combat***  
 Follows the fictional exploits of a lieutenant colonel who has died and found himself in purgatory (which happens to be NTC). He must atone for his sins as an officer through the successful completion of six missions. A modern version of ***The Defence of Duffer's Drift***, it provides a light-hearted tactical primer for making serious command decisions and learning lessons about tactics, people, and what it takes to win a battle.
- Dale Wilson, ***Treat 'Em Rough!*** [commercial publication]  
 Narrative of American tank experience in World War I.
- Harry Yeide, ***Steeds of Steel: A History of American Mechanized Cavalry in World War II*** [commercial publication]  
 Readable overview of the varied experiences of mechanized Cavalry in all theaters of operations, including the Pacific.

- Gene E. Salecker, ***Rolling Thunder Against the Rising Sun*** [commercial publication]  
Details operations of Army tank units in the Pacific during World War II – good illustration of the use of armor to support forcible-entry operations.
- Donn Stary, ***Mounted Combat in Vietnam*** [CMH publication]  
Readable text detailing the role of Armor/Cavalry in COIN; highlights versatility and adaptive qualities at a time when mounted COIN doctrine was largely nonexistent.
- Robert S. Cameron, ***Armor in Battle*** [CMH/APD publication]  
Collection of tactical engagements spanning experience of American armor from the interwar years through Operation Iraqi Freedom/Operation Enduring Freedom.
- Jon T. Hoffman (ed), ***Tip of the Spear: U.S. Army Small Unit Action in Iraq, 2004-2007*** [CMH publication]
- John J. McGrath (ed), ***Between the Rivers: Combat Action Iraq 2003-2005*** [CSI publication]
- William G. Robertson (ed), ***In Contact! Case Studies from the Long War***, Vol. 1 [CSI publication]
- Donald P. Wright (ed), ***Vanguard of Valor: Small Unit Actions in Afghanistan***, Vol 1 [CSI publication]
- Donald P. Wright (ed), ***Vanguard of Valor: Small Unit Actions in Afghanistan***, Vol. 2 [CSI publication]
- David Zucchini, ***Thunder Run*** [commercial publication]  
Detailed description of the planning, preparation, and execution of the April 2003 armored operations into Baghdad.
- Kendall Gott, ***Breaking the Mold: Tanks in the Cities*** [CSI publication]  
Collection of urban operations in which armor played a significant role.
- Asymmetric Warfare Group, ***The Defense of Battle Position Duffer***  
NTC narrative covering electromagnetic warfare, spectrum management, operational security, social media, information operations, and others. Focused on brigade and below.
- William Haponski, ***Danger's Dragoons: The Armored Cavalry of the Big Red One in Vietnam***, 1969 Cantigny Park: First Division Museum, 2014  
Discussion of an armored cavalry task force conducting multi-national combat operations in restrictive terrain.
- James Sawicki, ***Cavalry Regiments of the U.S. Army***, Dumfries, VA: Wyvern Publications, 1985
- Stephan Bourque and John Burdan, ***The Road to Safwan: The 1<sup>st</sup> Squadron, 4<sup>th</sup> Cavalry in the 1991 Persian Gulf War***, Denton: University of North Texas Press, 2007  
Describes an armored cavalry squadron conducting forced entry.

## APPENDIX F

### MCOE FUNCTIONAL COURSES

#### Armor School Proponent

**Army Reconnaissance Course** – Develops higher level fundamental R&S skills through courses in navigation, communications, and reporting. Students graduate the course better equipped to understand BCT, squadron, and troop commanders' information requirements, and how to find and communicate battlefield information about terrain, enemy, and local populations to enhance mission effectiveness.

**Cavalry Leader's Course** – This course trains officers, chief warrant officers, and NCOs who are involved in the planning and execution of reconnaissance collection and tactical security tasks at the troop and squadron level, as well as Joint asset planners and operators who support ground operations.

**Master Gunner** – Divided into two phases: 1) common core and 2) platform-specific instruction. Phase I: Common core provides students a common skill set for Integrated Weapons Strategy (IWTS) with a UTP focus on unstabilized machine gun weapon platform gunnery and training scenario development. Phase II: Platform-specific instruction (Abrams, Bradley, or Stryker) trains accomplished armor NCOs in advanced gunnery methodology, weapons systems maintenance, and gunnery training management for their respective platforms. These acquired skills and knowledge will allow him to function as the unit's master of gunnery, the commander's technical mentor, and the commander's gunnery technical adviser.

**Tank Commander's Course** – This course focuses more on technical than tactical instruction through instruction on crew stations and duties, tank maintenance, unit gunnery management, boresighting, AACs, plumb and synchronization, tank ammunition and weapons, screening, and tank gunnery. Students are trained using conventional training methods, stand-alone training devices, and simulators, and they graduate with the skills needed to function as a M1A1 or M1A2 SEP tank commander.

**Maneuver Leader's Maintenance Course** – This 10-day course trains maneuver leaders in the fundamentals of Army maintenance management and battalion, squadron and company level maintenance management regardless of platform. All officers assigned to an ABCT will attend this course. It is highly recommended for officers assigned to an SBCT.

#### Infantry School Proponent

**Bradley Leader's Course** – Trains newly assigned officers (second lieutenant through captain) and NCOs (staff sergeant to sergeant major) serving in a BFV leadership position. This is a career progression and a leader development course to teach higher fundamental mechanized platoon/section leader skills, practical knowledge of the M2 platform, competence in the duties of a BFV commander, higher planning and communication skills, confidence with mission-context problem-solving, and the Army Training Management process at the platoon level.

**Ranger School** – The Ranger Course, a functional course in the U.S. Army Infantry School, is the premier small unit leadership school in the Army. All Armor officers should strive to attend and complete the course. If not Ranger-qualified, Armor officers assigned to IBCTs and SBCTs will attend following attendance at ABOLC or MCCC. Attendance at the Warrior Training Center's Ranger Training Assessment Course is encouraged, but the officer and the officer's chain of command must determine if this is required and what is the appropriate timeline to ensure successful preparation for the Ranger Course. This analysis should ensure that the officer's time at Fort Benning is not unnecessarily extended.

**Reconnaissance and Surveillance Leader's Course** – A 29-day program that teaches the fundamentals of dismounted reconnaissance, surveillance, and target acquisition to Soldiers, NCOs, and officers focusing on long-range surveillance operations, mission command, Airborne operations, special insertion/extraction techniques, and covert collection of commander's priority intelligence requirements.

**Stryker Leader's Course** – During this three-week resident course, the future Stryker leader is trained in maintenance, training management, and tactics of the Stryker platform. Upon completion of this course, the graduates will be fully capable of performing in a Stryker unit leadership position.

#### Shared Proponency

**Ten-Day Platform Commander's Courses** – In conjunction with the US Army Infantry School, these platform courses are pilot courses to continue to develop the methods to certify leaders on Army vehicle platforms. Once approved these courses will be fully implemented. These platform courses provide technical instruction on the Abrams, Bradley, and Stryker vehicle platforms. Instruction includes crew stations and duties, maintenance, gunnery management, fire control, ammunition, and weapons. Students are trained using vehicle platforms and simulators. These courses will prepare leaders for assignment to a platform-specific BCT. Target audience for these courses is leaders assigned to these units. If these courses are successful, USAARMS will proceed with requesting full course implementation. Refer to Appendix J for Platform Commander's Course Maps.

## APPENDIX G

### G-1. Training Resources

#### *Simulators and Tracking Systems*

**Home Station Instrumentation Training System (HITS)** – This system is a live force-on-force and force-on-target (FoT) home station training capability that supports platoon through battalion task force level collective maneuver training. It is a transportable, stand-alone system that operates with current Combat Tactical Engagement Simulation Systems (MILES CVTESS) providing position location and weapons effects data for real-time exercise monitoring and battlefield adjudication for AAR development. HITS provides a live environment real-time training capability that can be used in stand-alone mode or in conjunction with virtual and constructive enablers through the use of the LVC-IA to enhance home station training and ITE. It supports all BCT formations (Armored, Stryker, and Infantry) with associated OPFOR and O/C/Ts.

**Battlefield Effects Simulator (BES)** – This simulator provides real-time feedback to units conducting FoT tactical training and realistic battlefield effects. It can be used in a day and night range exercise for visual and acoustic target recognition at stationary range positions with a target mechanism, or it can be mounted on a moving target platform. BES is designed to produce flash/bang and smoke signatures using the M34 (hostile fire) cartridge and/or M35 (target hit) cartridge, which simulates/replicates a large-caliber weapon fire of a hostile threat and/or an impact round on an armor target. The system is a core feature in support of live fire ranges throughout the Army as identified within TC 25-8.

**Tactical Engagement Simulations Systems (TESS)** – Offered in Stryker (MGS TESS) and Combat Vehicle Tactical Engagement Simulations Systems (Abrams and Bradley CVTESS) variants to provide laser-based force-on-force training. These systems provide a full-fire control interface that allows crews to train reinforcing tactical, crew, and engagement skills. The main and secondary weapons are simulated and integrated through the Fire Control System (FCS). TESS interfaces with the vehicle with brackets and connectors and to the crew with audio and visual signals.

**Common Thru-Sight Video – Crew Module Unit Recorder (CTSV-CMUR)** – The CMUR is compatible with a wide range of combat vehicles, including M1 variants, M2 variants, and Stryker vehicle variants. The system also supports a host of wheeled vehicles and their fire-control platforms. The CMUR is an on-board recording device used to support ranges without infrastructure to support a fully instrumented range and is able to support up to eight video feeds from the thru-site and crew cameras.

**Sub-Caliber Inbore 105mm Semi-Automatic, Stryker Device (IDS)** – The IDS is designed for use with the Stryker MGS 105mm, M68A1E8 cannon for live-fire gunnery or urban gunnery training with full- or half-scale targets. The device is also used in conjunction with MGS TESS to provide full- and half-scale sub-caliber live-fire gunnery and urban (Military Operations in Urban Terrain, or MOUT) warfare training.

**Sub-Caliber Inbore 120mm Training Device (IDS)** – An integral component to CATS for Abrams tank crew gunnery training to conduct sustainment and remedial training. It consists of a single-shot bolt-action receiver, solenoid actuated trigger, which is activated through a single connection on the right side of the breech block assembly and interfaces with and utilizes the vehicle's firing circuits. Also known as the .50 caliber Advanced Inbore Marksmanship Training Enhancement System for Tanks (AIMTEST).

**Digital Range Training System (DRTS)** – Provides the infrastructure and instrumentation for Abrams, Bradley, Stryker, and aviation platform live-fire gunnery training and qualification and the ability to conduct CALFEX. Also facilitates individual, collective live-fire training and qualification with enhanced training data collection and AAR capabilities.

#### *Virtual Training and Gaming*

**Advanced Gunnery Training System (AGTS)** – A family of gunnery training simulators for vehicle commander/gunner teams for M1A2 System Enhanced Package (SEP), M1A2, M1A1, M1A1 SA, M1A1 FEP and LAV-25 vehicles. It is rapidly transportable and deployable and features a high-fidelity crew compartment replicating the vehicle's turret and FCS in both physical and functional aspects. The system trains both fully operational and degraded-mode gunnery techniques under a wide variety of conditions. The pre-programmed, computer-controlled exercises vary in target type and number, range, vehicle and target motion, and visibility. AGTS-based systems are capable of networking to provide section, platoon and company collective gunnery training. An AAR capability is also provided for exercise management.

**Mobile Gun System Advanced Gunnery Training System (MGS AGTS)** – A gunnery training simulator for vehicle commander/gunner teams for the Stryker MGS vehicle. It is rapidly transportable and deployable and features a high-fidelity crew compartment replicating the vehicle's turret and FCS in both physical and functional aspects. The system trains both fully operational and degraded-mode gunnery techniques under a wide variety of conditions. The pre-programmed, computer-controlled exercises vary in target type and number, range, vehicle and target motion, and visibility. The MGS AGTS-based

system is capable of networking to provide section, platoon and company collective gunnery training. An AAR capability is also provided for exercise management.

**Bradley Advanced Training System (BATS)** – Simulates the functionality of the M2A3 BFV system to be used to train and sustain a vehicle crew's ability to perform critical gunnery skills required for direct-fire engagements. It is comprised of a crew station, an instructor/operator station and a remote monitoring station. The system provides precision and degraded-mode gunnery simulation training, and the latest update includes urban operations exercises. The BATS system will be replaced in the future by the Conduct of Fire Trainer – Situational Awareness (COFT-SA). The COFT-SA trainer replicates the performance of the M2/M3A2 ODS-SA and M2/M3A3 BFV, enabling the crew to operate in a synthetic environment.

**Close Combat Tactical Trainer (Ground Trainer) (CCTT)** – A collective training program that supports the training of infantry, armor, mechanized infantry, cavalry, and armored reconnaissance units from squad through battalion/squadron level, including their staffs. The primary training audience operates from full crew simulators, mock-up command posts and live battalion command posts to accomplish their combined arms training tasks. CCTT can also be linked to AVCATT to conduct small unit air-ground operations to support AGO training with combined arms maneuver teammates. RVTT is a system within CCTT that includes the Reconfigurable Vehicle Simulator (RVS). The RVTT simulator provides training for select combat and tactical wheeled vehicles, including multiple variants of the HMMWV and HEMTT. DSTS is a virtual trainer focused on the individual Soldier and squad-level training that combine gaming technology in a virtual, 360-degree training environment using untethered weapons.

**Engagement Skills Trainer II (EST II)** – EST II provides audio and visual presentations and feedback during training scenario exercises simulating the operation of a variety of small arms weapons. The simulator utilizes visual display systems, audio system(s), aiming detection system(s), and or modified real weapons with weapon power source interfaced by computer to provide marksmanship, shoot/don't shoot decision training scenarios. These trainers safely replicate weapon training events that lead to live-fire individual and weapon crew qualification and that contribute to increased weapon, crew, fire team, and squad combat effectiveness training in Army defined scenarios.

**Call for Fire Trainer III (CFFT III)** – A training system that provides a simulated battlefield for training forward observer tasks at the institutional and unit level. CFFT III will train Soldiers in the basic 19-series "call for fire" tasks for artillery, mortars, and naval surface fire support. It will train Joint fires observers (JFO) to conduct Joint CAS Types II and III as well as Army attack aviation and the integration of fires planning. CFFT III operates in a stand-alone mode to train from one to 30 Soldiers.

**Stryker Virtual Collective Trainer (SVCT)** – An interim bridging solution using VBS3 for Stryker rifle and Cavalry platoons to conduct virtual collective training until STE Increment 2 is fielded. The SVCT will integrate the Stryker platform with the dismounted squads and will allow for fluid transition between mounted and dismounted operations both in-game and at the physical training site. Provides Stryker platoons opportunities to train repetitively as a system of vehicle crews and dismounted infantry while at home station.

**Virtual Battlespace 3 (VBS3)** – The U.S. Army's flagship gaming engine, VBS3 is a three-dimensional, first-person gaming platform that provides realistic, semi-immersive environments, dynamic terrain, hundreds of simulated military and civilian entities, and geotypical terrain areas as actual geospecific terrains. Equipment from the U.S. Army, U.S. Marine Corps, U.S. Air Force and multinational forces are modelled.

### **Constructive Training**

**Joint Land Component Constructive Training Capability-Entity Resolution Federation (JLCCTC-ERF)** – This training capability is a federation of simulations, data collection, and AAR tools that stimulates mission command networks and systems to facilitate battle-staff collective training by requiring staff reaction to incoming digital information while executing the commander's tactical plan. The targeted training audience is comprised of brigade and battalion battle staffs, functional command post (CP) training and full CP training.

**Division Exercise Training and Readiness System (DXTRS)** – This system is a low-overhead staff trainer for staff officers and NCOs at the battalion through corps levels. It is focused on major combat operations. DXTRS is a constructive simulation that is also being released in a new version known as the brigade/battalion (B2) release. This version is designed for use at the advanced-course level in TRADOC schools and is also available on the Army's "Milgaming" site for use at the unit level. DXTRS has proven to be an outstanding "wargaming" tool. It also allows units to train using their organizational real-world mission-command equipment. The system provides for the "construction" of full-spectrum scenarios involving small or major combat operations to train staff officers and NCOs as individuals or in small groups.

**Joint Conflict and Tactical Simulation (JCATS)** – This simulation provides computer simulation support of command and staff training at all operational levels. JCATS is an interactive, multi-sided, multi-service, high-resolution (entity level) conflict simulation. It supports exercises at the Joint task force level across the spectrum of war, including littoral naval operations, ground combat, associated air operations, amphibious operations, and specialized operations. It is capable of modeling small group, rural, urban, and day/night operations with very high resolution. Several AAR methods are available within the system. It replicates individual weapons and weapon platforms, mines, smoke, radars, sensors, and fixed-wing aircraft for air-to-air and

CAS missions, and it trains complete MOUT operations. Multiple databases are available. Users are able to create and tailor scenarios to meet training objectives.

### Future Training Systems

**The Synthetic Training Environment (STE)** – The STE is a Soldier-centric training environment that optimizes human performance. It converges the Virtual, Constructive, and Gaming environments into a single-synthetic environment. The STE provides a common training simulation for the Operational, Institutional, and Self- Development domains across all echelons. Leveraging current technologies, the STE blends virtual, augmented, and physical realities, providing commanders with multiple options to train operational complexities. Transported via operational networks, the STE delivers training as a service on-demand, from the cloud to the point-of-need. It is capable of operating in a disconnected mode for training under limited or degraded network conditions. The STE supports train as you fight, commander-driven, unit mission-oriented Decisive Action training in support of Unified Land Operations. The STE provides intuitive, composable applications and services that enable embedded training with mission command workstations and select platforms.

## G-2. Training Resources and Related Training Events

TADSS	Individual	Crew/ Section/ Squad	Platoon & Above	Examples of Training Event(s)	
<b>Current Non- Systems</b>		X			
	CCTT		X	X	STX, FTX, MC
	EST II	X	X		WSD/Crew Skills
	CFFT III	X	X		WSD/Crew Skills
	CDT	X	X		Ind./Crew Skills
	Gaming VBS3		X	X	STX, FTX
	JCATS			X	FTX
	LVC-IA			X	STX, FTX, MC
	HITS		X	X	STX, FTX
	IMILES-IWS	X	X	X	WSD/Crew Skills, STX, FTX
APPs	X			WSD	
<b>Future Non- Systems</b>	SVT	X	X		WSD, CFFT, UoF
	STE (Incr. II)		X	X	STX, FTX, MC
	STE (Incr. III)		X	X	STX, FTX, MC
	Virtual Reality	X	X		Ind./Crew Skills, STX, FTX
	Augmented Reality	X	X	X	Ind./Crew Skills, STX, FTX
<b>Current Systems</b>	Inbore Devices		X		IWTS (Table II) Gunnery
	COFT-SA		X	X	IWTS (Table II) Gunnery
	AGTS	X	X	X	IWTS (Table II) Gunnery
	MGS-AGTS	X	X	X	IWTS (Table II) Gunnery
	MMR TSV		X	X	IWTS Gunnery

## APPENDIX H EXAMPLE COMMAND TRANSITION MODEL



# Example Command Transition Model



*Fort Benning, Home of the MCoE*

- A deliberate command transition model with an in-brief and out-brief to designated leaders ensures that organizations receive leaders who are prepared to hit the ground running. Transitions are more than just about transferring property. Changes of command transition command responsibility for personnel, training, and equipment.
- These recommended briefing areas are a method to ensure higher-level commanders maintain awareness of command transition. Specificities vary based off each echelon, but tasks are oriented toward the incoming commander understanding the organization through these four categories. Incoming leaders would also have completed all required pre-command training and schools as required by Army, organizational command and local policies. Briefing areas fall into four categories:

- Administrative
- Manning and personnel status
- Training and operations
- Logistics for all echelons

1	2	3	4	5
Command In-brief (one level up)	Change of Command (CoC) Property In-brief	AM: CoC Inventories PM: Key Leader Introductions	AM: CoC Inventories PM: FRG Leadership introductions	AM: CoC Inventories
6	7	8	9	10
AM: CoC Inventories PM: Post/Facilities/ Footprint Tours	AM: CoC Inventories PM: Training Area Tours	AM: CoC Inventories PM: Training Area Tours	AM: CoC Inventories PM: Battle Rhythm Events	AM: CoC Inventories PM: Battle Rhythm Events
11	12	13	14	15
AM: CoC Inventories	AM: CoC Inventory Reconciliation PM: CoC Ceremony Rehearsal	AM: CoC Inventory Reconciliation	Command Out-brief (two levels up)	Change of Command Ceremony/PAI*

**Briefing Model:**

- Incoming and outgoing leaders conduct transition in-brief with higher commander 1 level up.
- Incoming and outgoing leaders conduct transition out-brief with higher commander 2 levels up.

\*Personnel Asset Inventory

**Example Command Transition Timeline**

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## APPENDIX I INTEGRATED TRAINING ENVIRONMENTS

### I-1. Example BCT ITE Plan



**U.S. ARMY**

# Example BCT Integrated Training Environment Plan



**MANTLER CENTER**  
FORT BENNING

**Fort Benning, Home of the MCoE**

**METL:** MET 2: Conduct Offensive Operations

- Conduct a Movement to Contact
- Conduct Reconnaissance Activities
- Conduct Tactical Movement
- Conduct Fire Support
- Conduct a Passage of Lines as Passing Unit
- Conduct a Combined Arms Breach of an Obstacle
- Employ Fires
- Coordinate Air-Ground Operations when Providing Close Combat Attack (CCA) Support

**Mission:** On order unit attacks to defeat enemy Mechanized Infantry units in sector in order establish a secure AoA for the BCT Assault Force.

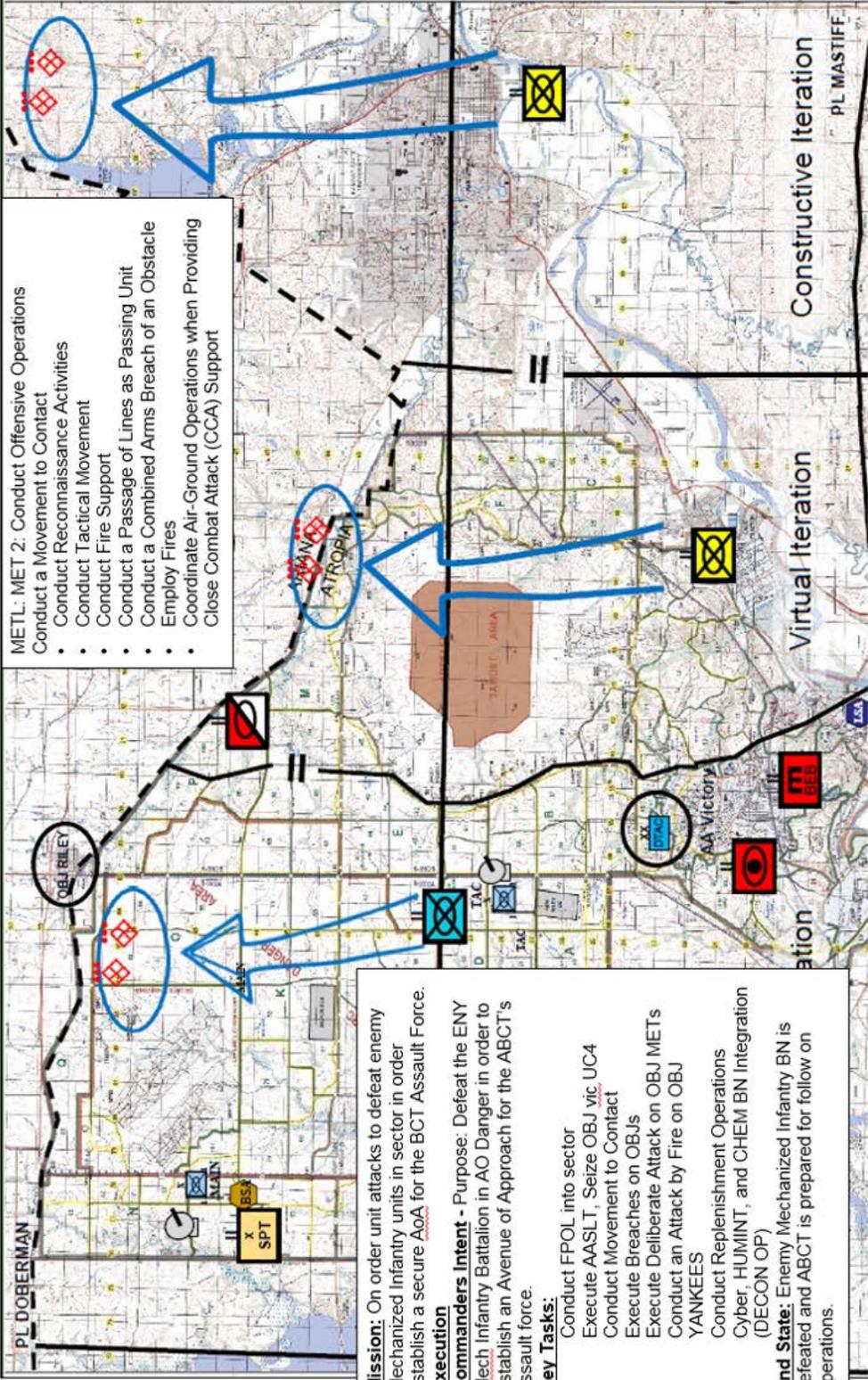
**Execution**

**Commanders Intent - Purpose:** Defeat the ENY Mech Infantry Battalion in AO Danger in order to establish an Avenue of Approach for the ABCT's assault force.

**Key Tasks:**

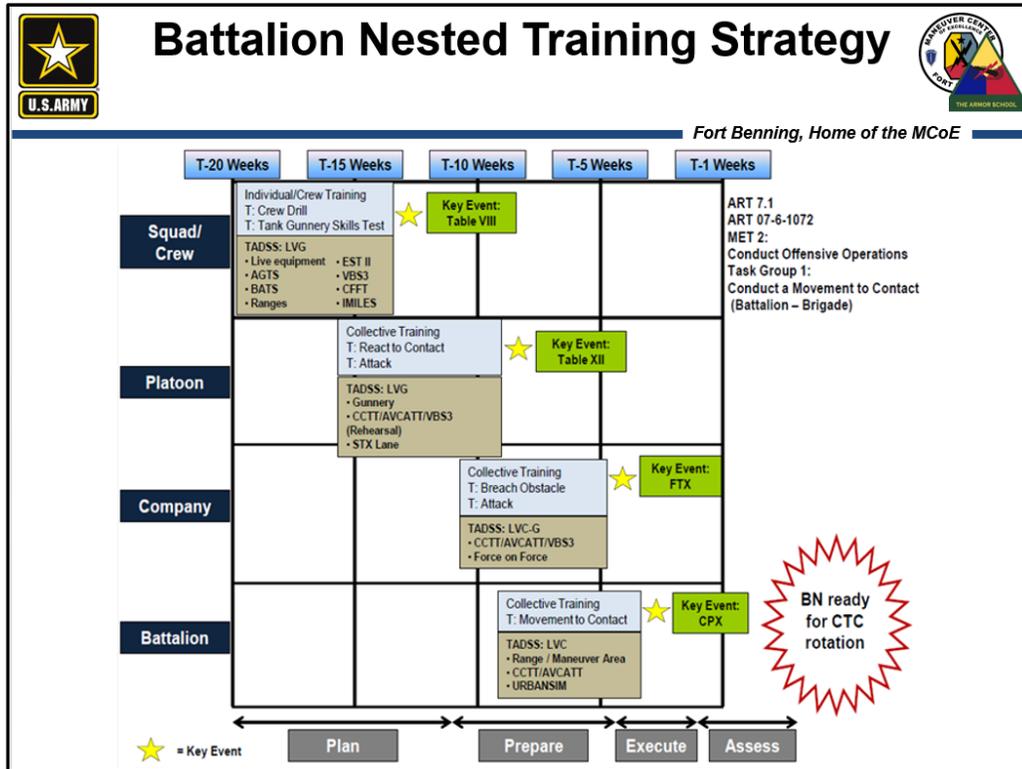
- Conduct FPOL into sector
- Execute AASLT, Seize OBJ vic UC4
- Conduct Movement to Contact
- Execute Breaches on OBJs
- Execute Deliberate Attack on OBJ METs
- Conduct an Attack by Fire on OBJ YANKEES
- Conduct Replenishment Operations
- Cyber, HUMINT, and CHEM BN Integration (DECON OP)

**End State:** Enemy Mechanized Infantry BN is defeated and ABCT is prepared for follow on operations.

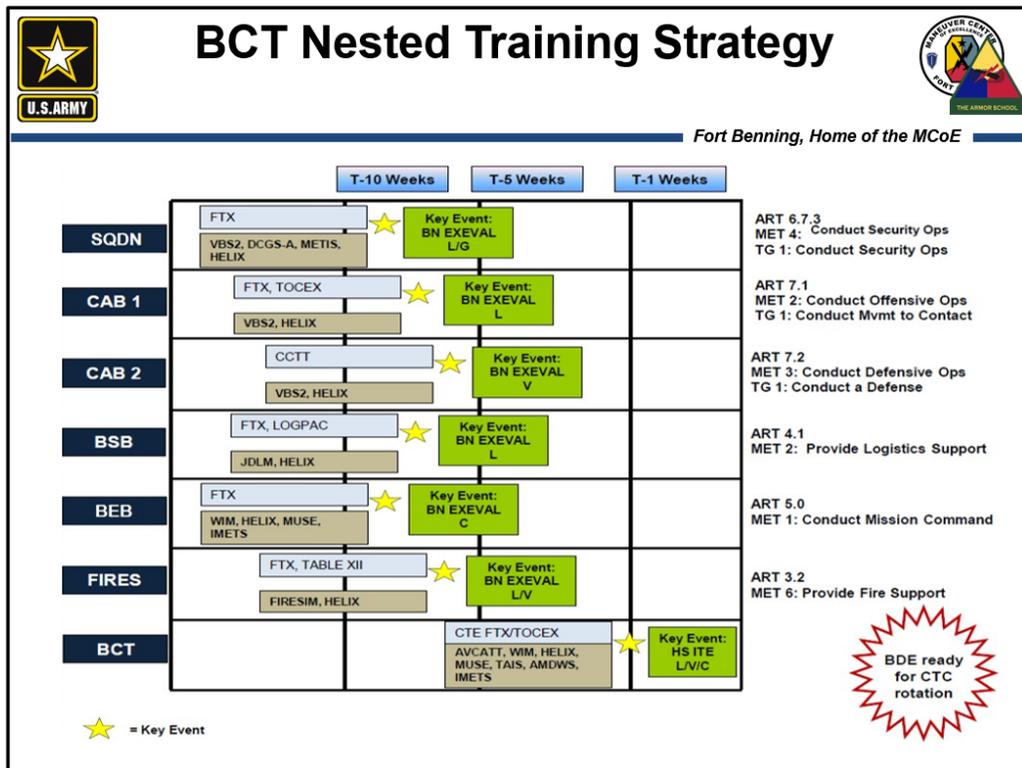




### I-3. Example Battalion Nested Training Strategy



### I-4. Example BCT Nested Training Strategy



## APPENDIX J COURSE MAPS

### J-1. Example 10-Day Platform Commander’s Course Map

<b>Tank 10-Day Platform Commander’s Course</b>				
Fort Benning, Home of the MCoE				
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>Platform Familiarization</b>	<b>Targeting Process</b>	<b>Crew Communications</b>	<b>Weapons and System Training</b>	
<b>Platform Familiarization:</b> - Capabilities / Limitations - Modernizations - Safety - Bill / AAI - Recover Disabled Vehicle  <b>DIDEA:</b> - Detect	<b>DIDEA:</b> - Identify - Decide - Engage - Assess	<b>Communication:</b> - Radios (ASIP) - Intercom  <b>Improved Fire Control:</b> - Gunner/Commander Station - Gunner/Commander Sighting Systems - Boresight/Calibration - Crew Fire Commands	<b>Weapons / Capabilities:</b> - Munitions 120MM Gun / .50 Cal: - Install/Remove - Clear, Load, Immediate Action, Unload - Disassemble/Assemble  (Demonstration/Hands-on)	<b>Weapons / Capabilities:</b> - Munitions 120MM Gun / .50 Cal: - Install/Remove - Clear, Load, Immediate Action, Unload - Disassemble/Assemble  (Evaluation/Assessment)
Advanced Gunnery Training Systems (AGTS)				
HW- Study: Vehicle/Aircraft Identification	HW- Study: Fire Control Handouts	HW- Read: Weapons Handouts	HW- Study: Weapons Handouts	HW- Vehicle Evacuation
DAY 10	DAY 9	DAY 8	DAY 7	DAY 6
		<b>Maintenance</b>	<b>Gunnery Criteria</b>	<b>Emergency Procedures</b>
Abrams Cumulative Management Seminar	Crew Preparation for Live Fire Training Seminar	Maintenance Seminar PMCS Plumb & Sync and AAC's - DA Form 5988-E/ DA 2408-4 - Maintenance Programs - Abrams Maintenance Lessons Learned	<b>Crew Gunnery Programs:</b> - Integrated Weapons Training Strategies - Standards for Crew Qualifications  AGTS	<b>Crew Drills:</b> - Fire (Rack/Compartment) - Roll-over Evacuation - Remove Injured Crew Member
			HW- Review PMCS	HW- Read TC 3-20.0 IWTS

### J-2. ABOLC Course Map

<b>ABOLC Course Map</b>				
Fort Benning, Home of the MCoE				
<span style="background-color: #e0e0e0; padding: 2px;">Individual Training</span> <span style="background-color: #90ee90; padding: 2px; margin-left: 10px;">Crew/Platform Training</span> <span style="background-color: #ffa500; padding: 2px; margin-left: 10px;">STX/Assessment</span>				
Day 1-6	Day 7-10	Day 11-18	Day 19-29	Day 30-33
<b>In-processing &amp; Mandatory Training</b>	<b>Doctrinal Foundations</b>	<b>Threat/Friendly Capabilities &amp; The Operational Environment</b>	<b>Troop Leading Procedures &amp; Orders Production</b>	<b>M4/M9 Qualification</b>
Day 34-38	Day 39-49	Day 50-58	Day 59-64	Day 65-66
<b>M4/M9 Qualification, Indirect Fires, Hand Grenades</b>	<b>Crew/Platform Training</b> AGTS/COFT-SA, PMCS, GST, GT1, AACs, Bore-sighting	<b>Tank Live Fire</b> <b>Bradley Live Fire</b> <b>Intro to CCTT</b>	<b>CCTT Platoon Tactical Tasks</b> <b>Mounted Maneuver</b> <b>Cognitive Assessment</b>	<b>Tactics Final Review</b>
Day 67-68	Day 69-92		Day 93-97	
<b>CCTT Missions</b>	<b>Tank STX</b> <b>Recon STX</b> <b>CME/CCME</b>		<b>Final Requirements, Out-processing, Graduation</b>	

### J-3. MCCC Course Map

		<h1>MCCC Course Map</h1>					
<i>Fort Benning, Home of the MCoE</i>							
Company Phase		Battalion Phase			Command Phase		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
<b>A0: Common Core</b>		<b>A1: IBCT Offense</b>		<b>A2: ABCT Offense</b>		<b>A3: ABCT Defense</b>	
-Think Critically and Creatively -Doctrinal Foundations -Mission Command	-Receive the mission -WARNORD -Time Analysis -Terrain/Weather	-Threat Analysis -Bush Hill TEWT -Direct/IDF Planning -COA Development	-Enabling Operations -Bush Hill OPOrDs	-ABCT Organization -Threat Defense -Combined Arms Breach	-SEAD/AGO -CCTT Execution -CO OPOrDs	-Fundamentals of the Defense -Threat Offense -EA Development -Heavy Logistics	
Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
<b>A3: ABCT Defense</b>	<b>A4: SBCT Offense</b>	<b>A5: Battle Forge</b>	<b>B0: FTX Prep</b>	<b>C0: FTX</b>	<b>B1: SQDRN Recon</b>		
-ENG Planning -Defensive Fires -Recon/Security -CCTT Execution -CO OPOrDs	-SBCT Org -Urban Ops -Columbus TEWT -CO OPOrDs	-Battle Forge TLPs -CO OPOrDs -Comp Exam	-Staff Organization -CP Operations -TLPs for FTX	-TLPs -BN CAR -Reduced Force RXL -Recovery	-SQDRN Ops -Information Collection -Intro to MDMP -MDMP Step 1 -MDMP Step 2	-MDMP Step 3 -MDMP Step 4 -MDMP Step 5 -MDMP Step 6 -MDMP Step 7	
Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	
<b>B2: Offense</b>		<b>B3: Stability</b>	<b>B4: BCT MTC</b>	<b>C1: Unit TRNG MGMT</b>		<b>C2: Taking Command</b>	
-BCT Review -BCT Specific Instruction -MDMP to OPOrD Production	-Center of Gravity -Critical Thinking -JIM	-BCT Specific Instruction -MDMP to OPOrD Production -JCATS Execution	-UTM -Determine Key Tasks to Train -Develop CDR's Dialogue -CO TNG MTG	-LFX Terrain Walk -LFX Development -DTMS Overview -Gunnery Planning -Deployment Considerations	-Commander's Programs -CSDP -Unit Maintenance -MEDPROS -ASAP	-FRG Panel -Counseling -CDR/1SG Relationship -Military Justice	
<b>CCME/CME/ Leader Forge Support, CLSP, RSDS, COE Exchange, and MPCC Integration</b>							
 <i>HRC Issues RFOs to AR Officers</i>							

\*Note: Week 22 consists of Admin Closeout and Graduation

### J-4. MPCC Course Map

		<h1>MPCC Course Map</h1>			
<i>Fort Benning, Home of the MCoE</i>					
<ul style="list-style-type: none"> <li>Train and Maintain Formations</li> <li>Leadership Discussions</li> <li>Integration with MCCC/BOLC</li> <li>Pre-Command Required Training</li> </ul>					
Day 1- Mon	Day 2- Tue	Day 3- Wed	Day 4- Thur	Day 5- Fri	
<ul style="list-style-type: none"> <li>CATD Overview</li> <li>DATE Scenario Overview</li> <li>TRADOC Capabilities Managers</li> <li>TCM- Mission Command</li> <li>TCM- Soldier</li> <li>TCM- A/I/S BCT</li> <li>MCOE CG Welcome Social</li> </ul>	<ul style="list-style-type: none"> <li>HRC OPMD</li> <li>DCG-ARNG Brief</li> <li>SHARP NDA A Training</li> <li>MCOE CG Discussion</li> <li>MCCC Integration (MDMP/UTM Cycle)</li> </ul>	<ul style="list-style-type: none"> <li>HRC EPMD</li> <li>MCOE CSM Discussion</li> <li>NCOA Engagement</li> <li>316<sup>th</sup> CAV BDE Overview</li> <li>Lethality Discussion (1-29 IN)</li> </ul>	<ul style="list-style-type: none"> <li>ABOLC Integration</li> <li>AR CMDT Discussion</li> <li>Draper Award Presentation</li> <li>MCCC Integration (MDMP/UTM Cycle)</li> </ul>	<ul style="list-style-type: none"> <li>IN OSUT Graduation</li> <li>O. S. M. Presentation</li> <li>IN CMDT Discussion</li> <li>IBOLC Integration</li> </ul>	
Day 6- Mon	Day 7- Tue	Day 8- Wed	Day 9- Thur	Day 10- Fri	
<ul style="list-style-type: none"> <li>75<sup>th</sup> Ranger Regt Engagement</li> <li>ARTB Engagement</li> <li>WTC Engagement</li> <li>OCOI/COCA Discussion</li> <li>MCCC Integration (CMD Vision Discussion)</li> </ul>	<ul style="list-style-type: none"> <li>Space Operations Brief</li> <li>EW Brief</li> <li>Ethics Discussion (Dr. Wong)- Military Profession &amp; Generation Gap</li> <li>Legal Training (UMCJ/Admin Actions)</li> <li>VTC w/ MSCOE (BEB Overview)</li> </ul>	<ul style="list-style-type: none"> <li>Maintenance Training (1-16 CAV)</li> <li>Sustainment Training</li> <li>194<sup>th</sup> IN BDE OSUT Integration</li> <li>Recon Training (3-16<sup>th</sup> CAV)</li> <li>VTC w/ JRTC Ops Group</li> </ul>	<ul style="list-style-type: none"> <li>198<sup>th</sup> IN BDE OSUT Integration</li> <li>Army Marksmanship Unit</li> <li>Former BCT/BN CDR Brown Bag Lunch</li> <li>Joint Fires/AGO Training</li> <li>BOLC/MPCC Social</li> </ul>	<ul style="list-style-type: none"> <li>Doctrine Brief</li> <li>Functional Concept for Movement and Maneuver Brief</li> <li>Formation/Platform Specific Elective Opportunity</li> <li>MPCC End of Course AAR</li> </ul>	

### J-5. ALC Course Map

 <span style="float: right;"></span> <h2 style="text-align: center;">Cavalry Scout ALC Course Map</h2>				
<i>Fort Benning, Home of the MCoE</i>				
Day 1	Day 2	Day 3	Day 4	Day 5
In-processing In-Briefs SHARP	APFT Training Management Maintenance Management	In Ranks Inspection class <b>TRAINING ASSESSMENT</b> Property Accountability Army Writing Style	<b>LEADERSHIP ASSESSMENT</b> Ethical Problem Solving	TRP Leading Procedures Operational Terms and Graphics
Day 6	Day 7	Day 8	Day 9	Day 10
IPB	<b>TACTICAL LEADERSHIP ASSESSMENT</b> Demolitions	Demolitions	<b>DEMOLITIONS ASSESSMENT</b> Combat Reports	Land Navigation PE Fratricide Avoidance
Day 11	Day 12	Day 13	Day 14	Day 15
<b>LAND NAVIGATION ASSESSMENT</b> Military Leadership	<b>COMBAT REPORTS ASSESSMENT</b> Area and Zone Recon Recon of RTE/Obstacle	Recon of RTE/Obstacle Branch Heritage & History Resilience Training	Prep a Route Reconnaissance Overlay	Prep a Route Reconnaissance Overlay Vehicle ID
Day 16	Day 17	Day 18	Day 19	Day 20
Vehicle ID Route Reconnaissance TEWT	<b>ROUTE RECONNAISSANCE OVERLAY ASSESSMENT</b> Army Aviation Scout PLT Actions on Contact Occupation of AA	Conduct linkup/Relief in Place Adjust Indirect Fire	F/R Passage of lines <b>TACTICS I ASSESSMENT</b> Perform Screen Operations	Resupply/Reorganization Operations <b>TACTICS II ASSESSMENT</b> Patrolling Operations
Day 21	Day 22	Day 23	Day 24	Day 25
Direct Convoy Escort Operations PLT Cordon and Search	Reconnaissance STX	<b>TACTICS III ASSESSMENT</b> Terrain Board PE	<b>TERRAIN BOARD ASSESSMENT</b>	<b>TERRAIN BOARD ASSESSMENT</b>
Day 26	Day 27	Day 28	Day 29	Day 30
FTX	FTX	FTX	FTX (Recovery)	CCTT
Day 31	Day 32	Day 33	Day 34	Day 35
CCTT	CCTT	EOC Survey CIF Turn-In Out-processing	Grad Rehearsal EOC with Commandant	Graduation

 <span style="float: right;"></span> <h2 style="text-align: center;">Armor Crewman ALC Course Map</h2>				
<i>Fort Benning, Home of the MCoE</i>				
Day 1	Day 2	Day 3	Day 4	Day 5
In-processing In-Briefs SHARP	APFT Fratricide Avoidance Maintenance Management Conduct a Person Search	Training Management In-Ranks Inspection VBS2/SIEX	<b>TRAINING ASSESSMENT</b> Counseling	CIF Issue Property Accountability
Day 6	Day 7	Day 8	Day 9	Day 10
<b>LAND NAVIGATION ASSESSMENT</b>	<b>LEADERSHIP ASSESSMENT</b> Military Leadership Branch Heritage & History	Ethical Problem Solving	Combat Reports	TLPs Operational Terms and Symbols IPB
Day 11	Day 12	Day 13	Day 14	Day 15
<b>TACTICAL LEADERSHIP ASSESSMENT</b> <b>COMBAT REPORTS ASSESSMENT</b> <b>OP TERMS &amp; SYMBOLS ASSESSMENT</b>	Relief In Place Army Aviation Vehicle Tactical Movement	Vehicle Tactical Mvmt Passage Of Lines Breaching Operations	Attack to Destroy an Inferior Force Ops with Attached Infantry in an Urban Environment Ammo ID	<b>TACTICS I ASSESSMENT</b> Quartermaster Party Occupation of a Battle Position
Day 16	Day 17	Day 18	Day 19	Day 20
AGTS	Resupply/Reorg Operations Conduct Displacement	Adjust Indirect Fire	<b>SECTOR SKETCH ASSESSMENT</b> <b>TACTICS II ASSESSMENT</b> Cordon & Search at Platoon Level	Patrol Operations Convoy Escort Ops
Day 21	Day 22	Day 23	Day 24	Day 25
<b>TACTICS III ASSESSMENT</b> Boresight/TC Overview	Terrain Board PE	<b>TERRAIN BOARD ASSESSMENT</b>	<b>TERRAIN BOARD ASSESSMENT</b>	Resilience Training for Leaders
Day 26	Day 27	Day 28	Day 29	Day 30
Vehicle ID	FTX/CCTT	FTX/CCTT	FTX/CCTT	FTX/CCTT
Day 31	Day 32	Day 33	Day 34	Day 35
FTX (Recovery)	FTX (Recovery)	EOC Survey CIF Turn-In Out-processing	Grad Rehearsal EOC with Commandant Out-processing	Graduation

## J-6. Maneuver SLC Course Map

 <b>Maneuver SLC Course Map</b> <b>(1 of 2)</b> 				
Fort Benning, Home of the MCoE				
Day 1	Day 2	Day 3	Day 4	Day 5
In-processing HT / WT Screening In-briefs CIF Effective Communication	APFT AFTB Military History ABCP NCOPD	CRM Drill and Ceremony Unit Sponsorship Effective Communication Exam SHARP	AFTB Exam Unit Sponsorship Exam ABCP/NCOPD Exam CRM Exam Military History Exam	WTU NCOER DA 6 Prof Dev Counseling MRT
Day 6	Day 7	Day 8	Day 9	Day 10
Land Navigation Mil Prop Accountability Duties & Responsibility of Staff BCT Structure	Promotions / Reductions Problem-Solving Vignettes	Land Navigation Tactical Veils Prof Dev Counseling Personnel Recovery	EXAMS: DA 6, NCOER Promotions/Reductions Duties and Responsibilities Military Property	COIN
Day 11	Day 12	Day 13	Day 14	Day 15
TLP and MDMP	TLP and MDMP	COIN Exam OPORD Exam Prof Dev Counseling	Sustainment Operations Effective Communication	RIP / TOA Prof Dev Counseling Predictive/Pattern Analysis
Day 16	Day 17	Day 18	Day 19	Day 20
Sustainment Exam RIP / TOA Exam Cultural Awareness Training Management	Cultural Awareness Exam Manage CREW Combat ID Integration of C-IED Assets Respond to IED	IED Devices Site Exploitation Plan for IED Threats	OPORD / OTG	OPORD / OTG Air / Ground Integration Coordinate with Adjacent Units Sniper Employment Inform and Influence Activities Resupply and Consolidation

 <b>Maneuver SLC Course Map</b> <b>(2 of 2)</b> 				
Fort Benning, Home of the MCoE				
Day 21	Day 22	Day 23	Day 24	Day 25
Displacement Planning and Techniques Fire Support Planning Control PLT Fires	Air Assault Operations Plan Unit Movement at CO LV Survivability Tech of Mortar PLT Prof Dev Counseling	VBS3 CCTT DSTS	VBS3 CCTT DSTS	VBS3 CCTT DSTS
Day 26	Day 27	Day 28	Day 29	Day 30
VBS3 CCTT DSTS	VBS3 CCTT DSTS	Prepare PLT Fire Plan PLT Breaching Operations Unit Movement Recon by Fire	Stability Operations Security Operations Conduct Over-watch at PLT LV Prof Dev Counseling	Conduct Attack by PLT Actions on Contact Conduct a Raid
Day 31	Day 32	Day 33	Day 34	Day 35
EOC Final Exam Cordon and Search Recon Selection of MFP Perform Recon and Security Missions	PRT/M-SLC Challenge Perform Recon and Security Missions	G2 Intel Brief MRAP Brief TRADOC Brief Direct Ammo Fire Brief Prof Dev Counseling	EOC AAR Shared Training Role of the 1SG Out-briefs CIF	Graduation

## APPENDIX K OBJECTIVE T

### K-1. Objective T-Level Rating Definitions

	
<h1 style="margin: 0;">Objective T-Level Definitions</h1>	
<i>Fort Benning, Home of the MCoE</i>	
<b><u>T-level Rating Definition:</u></b> T-Level is an assessment of the unit's ability to provide the capabilities for which it was designed based upon: both sub-unit and unit-level mission essential task proficiency, foundational training qualifications, collective LFX proficiency; and, the number of additional training days required to achieve either T1 status or Ready to Load (RLD) status for T1 units.	
<b>T1</b>	The unit is assessed as a minimum of "T-" in all of its METs. Greater than 90% of the unit's individuals, and teams are qualified, unit achieves a T- (Trained) proficiency at the appropriate qualification gate for its unit type / echelon. Resource constraints do not limit the unit's ability to train. The unit is prepared to provide the capabilities for which it was designed and <b>can be employed immediately</b> for Unified Land Operations (ULO).
<b>T2</b>	The unit is assessed at a minimum of "T-" in most of its METs <b>with no "U"</b> . At least 80% of the unit's individuals and crews are qualified, and subordinate units have achieved T- (Trained) proficiency for the appropriate qualification gate at least one level below that required of its echelon. Resource constraints have minimal impact on the unit's ability to train, and the unit needs no more than <b>35 continuous</b> days of additional training to provide the capabilities for which it was designed. The unit can be employed for ULO.
<b>T3</b>	The unit is assessed at a "P" or better in most of its METs. Less than 80% of the unit's individuals, crews, and sections are qualified, and subordinate units have completed the appropriate qualification gate at least two levels below that required of its echelon. Resource constraints may limit the unit's ability to train, and the unit needs no more than <b>90 continuous</b> days of additional training to provide the capabilities for which it was designed before it can be employed for ULO.
<b>T4</b>	The unit is assessed at "P-" or less in most of its METs; the unit is not prepared to execute the mission for which it was designed. The unit has resource constraints, has not completed any of its required qualifications, and needs at least <b>90 days of additional training</b> before it can be employed for ULO.
<b>T Level</b>	<b>Mission Essential Task Proficiency</b>
<b>T1</b>	≥ T- in all ETs
<b>T2</b>	≥ T- in most ETs (No U)
<b>T3</b>	≥ P in most ETs
<b>T4</b>	<70%
<b>Individual / Team Qualification</b>	<b>Qualification LFX Gate</b>
<b>T1</b>	≥ 90%
<b>T2</b>	80-89%
<b>T3</b>	70-79%
<b>T4</b>	<70%
<b>Continuous Training Days to Achieve T1</b>	<b>Unit LFX at directed echelon</b>
<b>T1</b>	Unit LFX at directed echelon
<b>T2</b>	Unit LFX at one level below directed echelon
<b>T3</b>	Unit LFX at two levels below directed echelon
<b>T4</b>	Unit LFX not complete
<b>10 Days to RLD</b>	<b>≤ 35</b>
<b>≤ 90</b>	<b>&gt;90</b>

### K-2. Objective Task Evaluation Criteria

Plan and Prepare				Execute				Assess		
Operational Environment			Training Environment (L/V/C)	% Leaders present at training/authorized	% Present at training/authorized	External evaluation	Performance measures	Critical performance measures	Leader performance measures	Task assessment
SQD and PLT	CO and BN	BDE and above								
Dynamic (single threat)	Dynamic and complex (4 + OE variables and hybrid threat)	Dynamic and complex (all OE variables and hybrid threat)	Proprietor establishes training environment standards	≥ 85%	≥ 80%	Yes	≥ 90% GO	All	≥ 90%	T
				75-84%			80-90% GO		80-89%	T-
Static (single threat)	Dynamic (single threat)	Dynamic and complex (all OE variables and single threat)		65-74%	75-79%	No	65-79% GO		65-79% GO	P
				60-64%	60-74%		51-64% GO	<All	<80%	P-
	Static (single threat)	Dynamic & complex (< all OE variables and single threat)	<60%	<60%		<51% GO		<80%	U	

← Task Dependent →
← Task Independent →

BDE	brigade	OE	operational environment	T	fully trained
BN	battalion	P	practiced	T-	trained
C	constructive	P-	marginally practiced	U	untrained
CO	company	PLT	platoon	V	virtual
L	live	SQD	squad		

Note: The percentages used in this figure are for illustration only. See the collective task's published training and evaluation outline for the applicable percentages.

## APPENDIX L MCOE PUBLICATIONS



**U.S. ARMY**

# MCoE Publications



**THE ARMOR SCHOOL**

**Fort Benning, Home of the MCoE**

**3 x Field Manuals**

FM 3-96 Brigade Combat Team	FM 3-98 Reconnaissance & Security Operations	FM 3-99 Airborne & Air Assault Operations
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**22 x Army Techniques Publications**

ATP 3-90.5 Combined Arms Battalion	ATP 3-21.8 Infantry Platoon and Squad	ATP 3-20.96 Cavalry Squadron	ATP 3-21.90 Tactical Employment of Mortars	ATP 3-21.98 Pathfinder Operations
ATP 3-90.1 Armor and Mech Infantry Company Team	ATP 3-21.21 SBCT Infantry Battalion	ATP 3-20.97 Cavalry Troop	ATP 3-55.93 Long Range Surveillance Unit Operations	ATP 3-06.11 Combined Arms Operations in Urban Terrain
ATP 3-20.15 Tank Platoon	ATP 3-21.11 SBCT Infantry Rifle Company	ATP 3-20.98 Reconnaissance Platoon	ATP 3-90.3 Desert Operations	
ATP 3-21.20 Infantry Battalion	ATP 3-21.91 Weapons Troop	ATP 3-24.2 Tactics in Counter-Insurgency	ATP 3-21.50 Infantry Small Unit Mountain Operations	
ATP 3-21.10 Infantry Rifle Company	ATP 3-20.16 Mobile Gun System Platoon	ATP 3-21.18 Foot Marches	ATP 90-5 Jungle Operations	

**39 x Training Circulars**

TC 3-20.0 Integrated Weapons Training Strategy	TC 3-20.31.4 Direct Fire Engagement Process	TC 3-21.6 Guard Duty	TC 3-22.10 Sniper Training and Operations	TC 3-22.37 Javelin Close Assault System - Medium	TC 3-22.249 M249 Series Machine Gun	TC 3-25.150 Combatives
TC 3-20.2 Training and Qualification, Section and Platoon	TC 3-20.31.5 Direct Fire Ammunition	TC 3-21.32 Training and Qualification, Squad	TC 3-22.12 Modular Accessory Shotgun System	TC 3-22.50 M2 Series Machine Gun	TC 3-22.320 40MM Grenade Launchers	TC 90-1 Training for Urban Operations
TC 3-20.5 Training and Qualification, Grenades and Explosives	TC 3-20.31.13 Direct Fire TADS	TC 3-21.60 Visual Signals	TC 3-22.19 MK19 Grenade Machine Gun	TC 3-22.60 Advanced Airweaves	TC 3-23.25 Shoulder Launched Munitions	TC 21-24 Rappelling
TC 3-20.10 Training and Proficiency, Maneuver Battalion	TC 3-20.33 Training and Qualification, Mortars	TC 3-21.75 Training and Qualification, Combat Skills	TC 3-22.23 M16A1 Claymore Munition	TC 3-22.80 Mortars	TC 3-23.30 Grenades and Pyrotechnic Signals	
TC 3-20.31 Training and Qualification, Crew Platforms	TC 3-20.40 Training and Qualification, Individual, Crew Served, Special Purpose Weapons	TC 3-21.220 Training and Qualification, Paratrooper Techniques and Training	TC 3-22.25 Counter Defeat Weapons (CDW)	TC 3-22.81 Mortar Fire Mission Center Procedures	TC 3-23.35 Pitons	
TC 3-20.31.1 Training and Qualification, Drill and Ceremonies	TC 3-21.6 Drill and Ceremonies	TC 3-22.9 Rifle and Carbine	TC 3-22.32 ITAS / TOW Missile	TC 3-22.240 M240 Series Machine Gun	TC 3-25.28 Map Reading and Land Navigation	

■ = Armor	■ = Infantry	■ = Dual
● = Current	● = Working	● = Not current

## APPENDIX M

### M-1. ACT 19D Career Map



#### ACT Career Map - 19D - Cavalry Scout

		SKILL LEVEL	1	2	3	4
		TIS	0-4	4-8	8-12	12-18
		GRADE / RANK RCP	 PVT(E1)-SPC M(E4) PVT-PFC 5 YEARS CPL/SPC 8 YEARS CPL/SPC(P) 8 YEARS	 SGT (E5) SGT 14 YEARS SGT(P) 14 YEARS	 SSG(E6) SSG 20 YEARS SSG(P) 20 YEARS	 SFC (E7) SFC 24 YEARS SFC(P) 24 YEARS
		RCP Info...				
Organizational	HUMAN DIMENSION	Operating	<ul style="list-style-type: none"> <li>Scout -</li> <li>Driver -</li> <li>Gunner -</li> <li>Operations Assistant -</li> </ul>	<ul style="list-style-type: none"> <li>Team Leader -</li> <li>Assistant Operations Sergeant / Operations NCO -</li> </ul>	<ul style="list-style-type: none"> <li>Squad Leader -</li> <li>Vehicle Commander -</li> <li>Master Gunner -</li> <li>Assistant Operations Sergeant / Operations NCO -</li> </ul>	<ul style="list-style-type: none"> <li>Platoon Sergeant -</li> <li>Assistant Operations Sergeant -</li> <li>Master Gunner -</li> </ul>
		Generating		<ul style="list-style-type: none"> <li>Recruiter -</li> <li>Instructor -</li> </ul>	<ul style="list-style-type: none"> <li>Drill Sergeant -</li> <li>Recruiter -</li> <li>Instructor -</li> </ul>	<ul style="list-style-type: none"> <li>Senior Drill Sergeant -</li> <li>Recruiter -</li> <li>Instructor -</li> </ul>
		Broadening			<ul style="list-style-type: none"> <li>Observer Controller Trainer (OC/T) -</li> </ul>	<ul style="list-style-type: none"> <li>ROTC Instructor -</li> <li>Observer Controller Trainer (OC/T) -</li> <li>AC/RC Advisor -</li> <li>AWG Advisor -</li> <li>Project Warrior -</li> </ul>
Institutional	HUMAN DIMENSION	PME	<ul style="list-style-type: none"> <li>SSD I -</li> <li>BLC -</li> </ul>	<ul style="list-style-type: none"> <li>SSD II -</li> <li>ALC -</li> </ul>	<ul style="list-style-type: none"> <li>SSD III -</li> <li>SLC -</li> </ul>	<ul style="list-style-type: none"> <li>SSD IV -</li> <li>MLC -</li> </ul>
		JPME		<ul style="list-style-type: none"> <li>SEJPME I -</li> </ul>	<ul style="list-style-type: none"> <li>SEJPME I -</li> </ul>	<ul style="list-style-type: none"> <li>JCWS -</li> <li>SEJPME I -</li> <li>SEJPME II -</li> </ul>
Lifelong Learning	HUMAN DIMENSION	Functional Training	<ul style="list-style-type: none"> <li>Reconnaissance Surveillance Leaders Course (RSLC) -</li> <li>Airborne -</li> <li>Air Assault -</li> <li>Sniper -</li> <li>Ranger -</li> <li>Culture and Language -</li> </ul>	<ul style="list-style-type: none"> <li>Reconnaissance Surveillance Leaders Course (RSLC) -</li> <li>Airborne -</li> <li>Jumpmaster -</li> <li>Air Assault -</li> <li>Sniper -</li> <li>Ranger -</li> <li>Pathfinder -</li> <li>Culture and Language -</li> </ul>	<ul style="list-style-type: none"> <li>Army Reconnaissance Course (ARC) -</li> <li>Ranger -</li> <li>Airborne -</li> <li>Jumpmaster -</li> <li>Air Assault -</li> <li>Rappel Master -</li> <li>Pathfinder -</li> <li>Battle Staff -</li> <li>Culture and Language -</li> <li>Master Gunner (Bradley) -</li> <li>Master Gunner (Stryker) -</li> </ul>	<ul style="list-style-type: none"> <li>Cavalry Leaders Course (CLC) -</li> <li>Army Reconnaissance Course (ARC) -</li> <li>Ranger -</li> <li>Airborne -</li> <li>Jumpmaster -</li> <li>Air Assault -</li> <li>Rappel Master -</li> <li>Pathfinder -</li> <li>Battle Staff -</li> <li>Sniper -</li> <li>Culture and Language -</li> <li>Master Gunner (Bradley) -</li> <li>Master Gunner (Stryker) -</li> </ul>
		Civilian Education	<ul style="list-style-type: none"> <li>Army Continuing Education System (ACES) -</li> <li>Army Correspondence Course Program -</li> <li>Associates Degree (AS/AA) -</li> <li>Army eLearning -</li> <li>College of the American Soldier - Career NCO Degrees Program -</li> <li>College of the American Soldier - Enlisted Education Program (EEP) -</li> <li>Defense Activity for Non-Traditional Education Support (DANTES) -</li> <li>GoArmyEd -</li> <li>Joint Service Transcript (JST) -</li> </ul>	<ul style="list-style-type: none"> <li>Army Continuing Education System (ACES) -</li> <li>Army Correspondence Course Program -</li> <li>Associates Degree (AS/AA) -</li> <li>Army eLearning -</li> <li>College of the American Soldier - Career NCO Degrees Program -</li> <li>College of the American Soldier - Enlisted Education Program (EEP) -</li> <li>Defense Activity for Non-Traditional Education Support (DANTES) -</li> <li>GoArmyEd -</li> <li>Joint Service Transcript (JST) -</li> </ul>	<ul style="list-style-type: none"> <li>Army Continuing Education System (ACES) -</li> <li>Associates Degree (AS/AA) -</li> <li>Army Correspondence Course Program -</li> <li>Army eLearning -</li> <li>College of the American Soldier - Career NCO Degrees Program -</li> <li>College of the American Soldier - Enlisted Education Program (EEP) -</li> <li>Defense Activity for Non-Traditional Education Support (DANTES) -</li> <li>GoArmyEd -</li> <li>Joint Service Transcript (JST) -</li> </ul>	<ul style="list-style-type: none"> <li>Army Continuing Education System (ACES) -</li> <li>Army Correspondence Course Program -</li> <li>Bachelors Degree -</li> <li>Army eLearning -</li> <li>College of the American Soldier - Career NCO Degrees Program -</li> <li>College of the American Soldier - Enlisted Education Program (EEP) -</li> <li>Defense Activity for Non-Traditional Education Support (DANTES) -</li> <li>GoArmyEd -</li> <li>Joint Service Transcript (JST) -</li> </ul>
Self Development	HUMAN DIMENSION	Competitive Boards		<ul style="list-style-type: none"> <li>Sergeant Audie Murphy Award -</li> </ul>	<ul style="list-style-type: none"> <li>Sergeant Audie Murphy Award -</li> </ul>	<ul style="list-style-type: none"> <li>Sergeant Audie Murphy Award -</li> </ul>
		Stewardship of the Profession	<ul style="list-style-type: none"> <li>Excellence in Armor -</li> </ul>	<ul style="list-style-type: none"> <li>Excellence in Armor -</li> </ul>		

### M-2. ACT 19K Career Map



#### ACT Career Map - 19K - M1 Armor Crewman CareerTracker

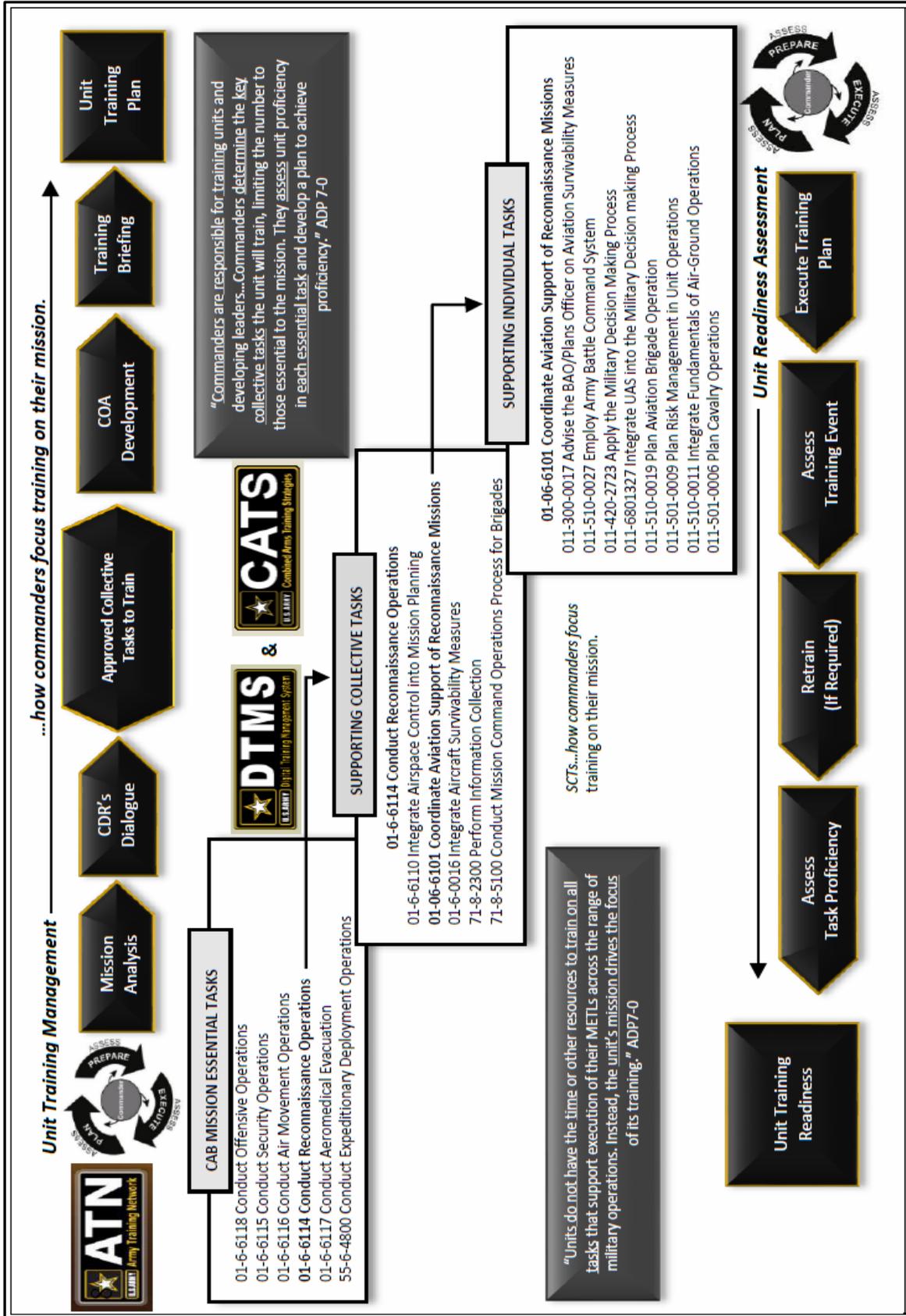
SOLDIER FOR LIFE	DA PAM 600-25	SKILL LEVEL	1	2	3	4	5	6
		TIS	0-4	4-8	8-12	12-18	18-22	22+
		GRADE / RANK RCP	PVT(E1)-SPC M(E4) PVT-PFC 5 YEARS CPL/SPC 8 YEARS CPL/SPC(P) 8 YEARS	SGT (E5) SGT 14 YEARS SGT(P) 14 YEARS	SSG(E6) SSG 20 YEARS SSG(P) 20 YEARS	SFC (E7) SFC 24 YEARS SFC(P) 24 YEARS	MSG/15G (E8) MSG 26 YEARS MSG(P) 30 YEARS	SGM/CSM (E9) 30 YEARS
Organizational	HUMAN DIMENSION	Operating	• Driver - • Loader -	• Gunner - • Vehicle Commander -	• Vehicle Commander - • Master Gunner -	• Platoon Sergeant - • Master Gunner -		
		Generating		• Instructor - • Recruiter -	• Drill Sergeant - • Recruiter -	• Senior Drill Sergeant -		
		Broadening				• Project Warrior - • Observer/Controller Trainer (OCT) - • AWG Advisor - • ROTC Instructor -		
Institutional	HUMAN DIMENSION	PME	• SSD I - • BLC -	• SSD II - • ALC -	• SSD III - • SLC -	• SSD IV - • MLC -		
		JPME		• SEIPME I -	• SEIPME I -	• ICWS - • SEIPME I - • SEIPME II -		
		Functional Training	• Basic Airborne Course - • Air Assault Course - • Culture and Language -	• Tank Commanders Course - • Foundation Instructor Facilitator Course - • Basic Airborne Course - • Air Assault Course - • Culture and Language -	• Battle Staff - • Basic Airborne Course - • Air Assault Course - • Tank Commanders Course - • Culture and Language - • Abrams Master Gunner -	• Cavalry Leaders Course (CLC) - • Battle Staff - • Culture and Language - • Abrams Master Gunner -		
Lifelong Learning	HUMAN DIMENSION	Civilian Education	• Army Continuing Education System (ACES) - • Army Correspondence Course Program - • Army eLearning - • College of the American Soldier - Career NCO Degrees Program - • College of the American Soldier - Enlisted Education Program (EEP) - • Defense Activity for Non-Traditional Education Support (DANTES) - • GoArmyEd -	• Army Continuing Education System (ACES) - • Army Correspondence Course Program - • Army eLearning - • College of the American Soldier - Career NCO Degrees Program - • College of the American Soldier - Enlisted Education Program (EEP) - • Defense Activity for Non-Traditional Education Support (DANTES) - • GoArmyEd -	• Army Continuing Education System (ACES) - • Army Correspondence Course Program - • Army eLearning - • College of the American Soldier - Career NCO Degrees Program - • College of the American Soldier - Enlisted Education Program (EEP) - • Defense Activity for Non-Traditional Education Support (DANTES) - • GoArmyEd -	• Army Continuing Education System (ACES) - • Army Correspondence Course Program - • Associates Degree - • Army eLearning - • College of the American Soldier - Career NCO Degrees Program - • College of the American Soldier - Enlisted Education Program (EEP) - • Defense Activity for Non-Traditional Education Support (DANTES) - • GoArmyEd -		
		Competitive Boards	• Excellence in Armor -	• Excellence in Armor - • Sergeant Audie Murphy Award -	• Sergeant Audie Murphy Award -	• Sergeant Audie Murphy Award -		
		Stewardship of the Profession		• Maneuver Self Study Program -	• Maneuver Self Study Program -	• Maneuver Self Study Program -		
Credentials / Certifications	STAR Credentials	★ Certified Protection Professional (CPP) - Initial Phase ★ Commercial Driver License (CDL) - Initial Phase	★ Certified Protection Professional (CPP) - Initial Phase ★ Commercial Driver License (CDL) - Initial Phase	★ Certified Protection Professional (CPP) - Initial Phase ★ Commercial Driver License (CDL) - Initial Phase	★ Certified Protection Professional (CPP) - Initial Phase ★ Commercial Driver License (CDL) - Initial Phase	★ Certified Protection Professional (CPP) - Initial Phase ★ Commercial Driver License (CDL) - Initial Phase	★ Certified Protection Professional (CPP) - Initial Phase ★ Commercial Driver License (CDL) - Initial Phase	

### M-3. ACT 19A Career Map

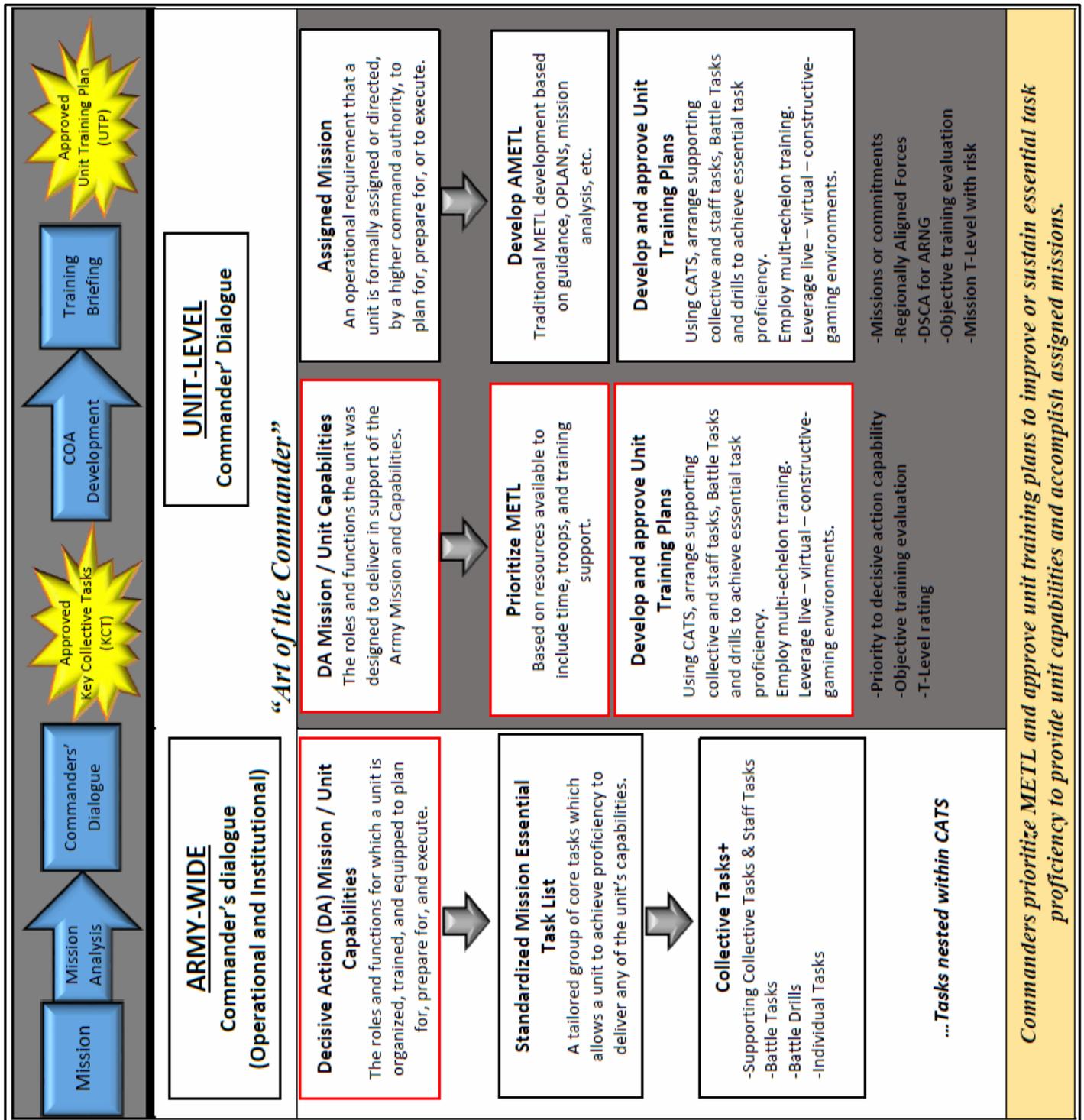
		LT	CPT	MAJ	LTC	COL
OPERATIONAL DOMAIN	KEY DEVELOPMENTAL ASSIGNMENTS	• Platoon Leader • Specialty Platoon Leader	• Company/Troop Command	• Battalion/Squadron S3/XO • Brigade S3/XO • Security Force Assistance • Division Chief of Plans (SAMS)	• Battalion/Squadron Command	• Brigade Command
	DEVELOPMENT / BROADENING ASSIGNMENTS	• Battalion Staff • Company XO • IMCOM Staff	• AC/RC OC/Team Chief/Staff • Battalion/Brigade Staff • BOLC-A Cadre (USMA, ROTC, OCS) • CTC OC • Doctrine/Training Developer • School Instructor/SGI • USAREC Co Cmdr/Staff • Fellowships and Internships • Nominative Position	• AC/RC S3 or XO • BDE, DIV, Corps, or Joint Staff • BOLC-A Cadre (USMA, ROTC, OCS) • CTC Trainer • Doctrine/Training Developer • Fellowships and Internships • Foreign School Advisor • HQDA and ACOM Staff • Nominative Position	• AC/RC Commander, OC, staff • Brigade DCO/XO • Corps/Division Staff • CTC • Joint Assignment • ROTC PMS • Nominative Position	• ACOM Staff • Corps/Division Staff • HQDA/Joint Staff • Joint Assignment
INSTITUTIONAL DOMAIN	PME	• BOLC	• MCCC	• ILE	• SSC	• SSC
	FUNCTIONAL TRAINING	• Air Assault • Airborne • Army Reconnaissance Course • M1A2 Abrams Tank (3J) • M2M3 Bradley CV/IFV (3X) • Ranger	• Air Assault • Airborne • Cavalry Leaders Course • M1A2 Abrams Tank (3J) • M2M3 Bradley CV/IFV (3X) • Ranger	• Cavalry Leaders Course • M1A2 Abrams Tank (3J) • M2M3 Bradley CV/IFV (3X)	• MPCC	• BCTCDP • MPCC
SELF-DEVELOPMENT DOMAIN: GUIDED		• Maneuver Self Study Program	• Maneuver Self Study Program	• Maneuver Self Study Program	• Maneuver Self Study Program	• Maneuver Self Study Program

## APPENDIX N

### N-1. UTM/MDMP Relationship

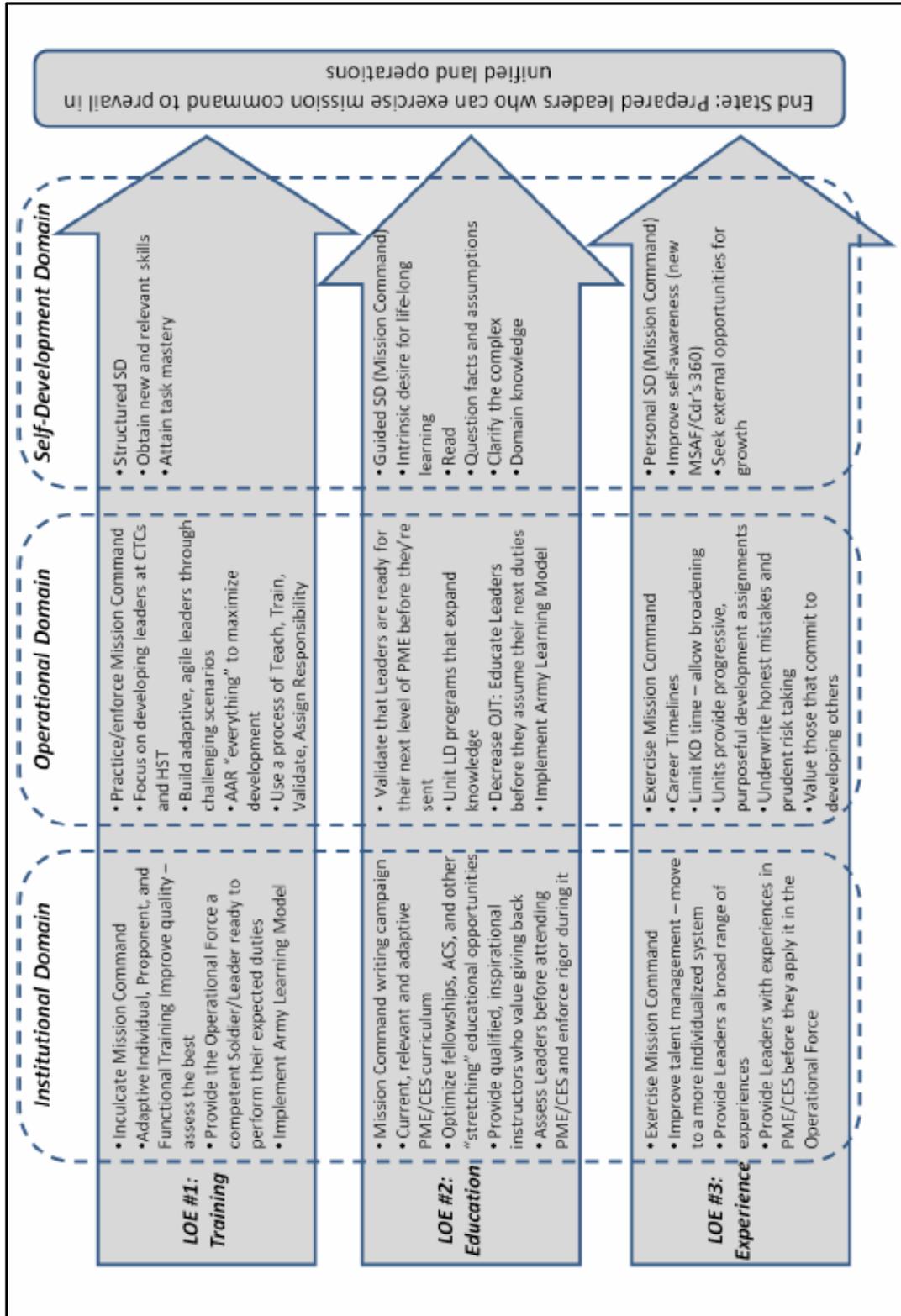


## N-2. Development of the UTP/ Commander Dialogue



## APPENDIX O

### ARMY LEADER DEVELOPMENT STRATEGY LINES OF EFFORT



## APPENDIX P PME FOLLOW-ON ASSIGNMENT TRAINING STRATEGIES

### P-1. ABOLC Follow on Assignment Training Strategy



**U.S. ARMY**

# ABOLC Assignment Training Strategy



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	<b>ABOLC</b>	<b>T1</b> Required	<b>T2</b> Strongly Encouraged	<b>T3</b> Optional (Time Permitting)	<b>First Duty Station (AC)</b>
<p><b>ABCT</b> Armored Brigade Combat Teams</p>	ABOLC	ARC	 MLMC	  	
<p><b>SBCT</b> Stryker Brigade Combat Teams</p>	ABOLC	ARC  Stryker Cdr Crs	MLMC	 	
<p><b>IBCT</b> Infantry Brigade Combat Teams</p>	ABOLC	ARC  	 MLMC	 MLMC	

- The Army Reconnaissance Course (ARC) takes priority over other courses.
- Officers on assignment to Airborne IBCT are required to attend Airborne course.
- Priority may change due to course availability.
- T3 Functional courses are strongly encouraged for all Armor 2LTs (time permitting).

### P-2. MCCC Follow on Assignment Training Strategy



**U.S. ARMY**

# MCCC Assignment Training Strategy



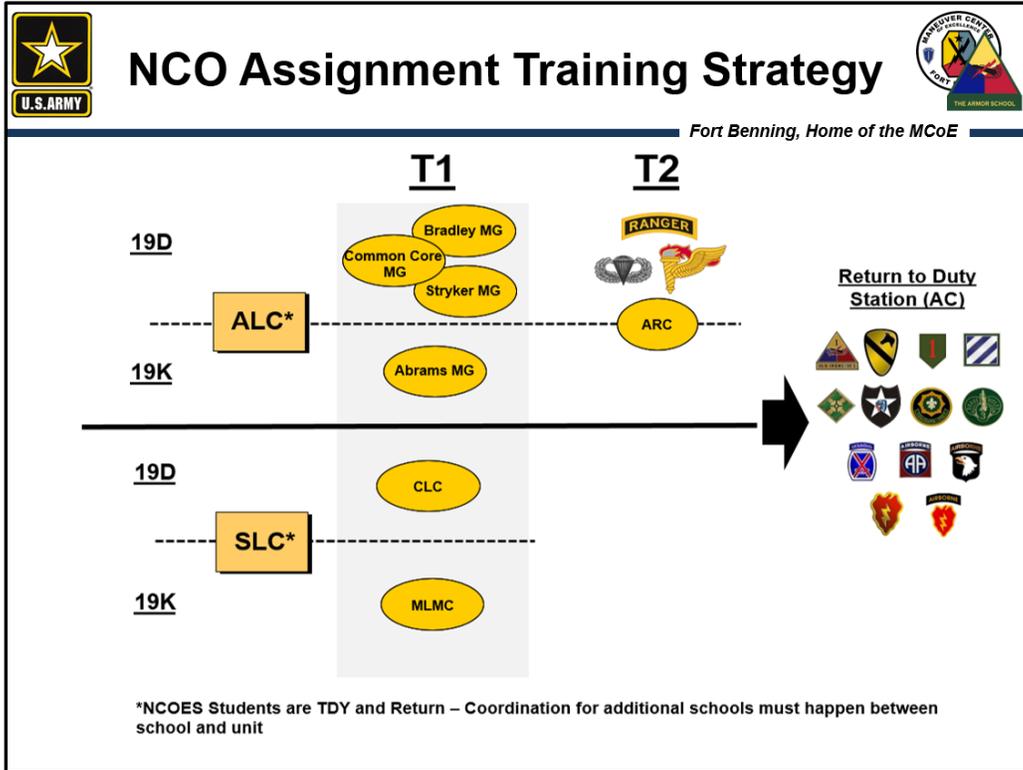
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	<b>MCCC</b>	<b>T1</b> Required	<b>T2</b> Strongly Encouraged	<b>T3</b> Optional (Time Permitting)	<b>First Duty Station (AC)</b>
<p><b>ABCT</b> Armored Brigade Combat Teams</p>	MCCC	CLC MLMC	 Tank Cdr Crs Bradley Cdr Crs	 	
<p><b>SBCT</b> Stryker Brigade Combat Teams</p>	MCCC	CLC MLMC Stryker Cdr Crs		 	
<p><b>IBCT</b> Infantry Brigade Combat Teams</p>	MCCC	CLC  	 	MLMC	

- The Cavalry Leader Course (CLC) takes priority over other courses.
- Officers on assignment to Airborne IBCT are required to attend Airborne course and are strongly encouraged to attend the Jumpmaster course at the earliest opportunity.
- ABCT assigned officers with ARC may attend MLMC and Ranger course first.

### P-3. NCO Follow on Assignment Training Strategy



## APPENDIX Q

### 8-STEP TRAINING MODEL WORKSHEET



### 8-Step Training Model Worksheet



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NAME \_\_\_\_\_ TRAINING EVENT \_\_\_\_\_ EVENT DATE \_\_\_\_\_

**1. PLAN THE TRAINING**

- What is to be trained: \_\_\_\_\_
- What is the METL assessment: \_\_\_\_\_
- Who is to be trained: \_\_\_\_\_
- Identify an instructor/assistant instructor: \_\_\_\_\_
- Date training was planned: \_\_\_\_\_
- Date training will be executed: \_\_\_\_\_
- Is the training site coordinated: \_\_\_\_\_
- Are all resources coordinated: \_\_\_\_\_
- Materials/training aids required: \_\_\_\_\_
- Has a Risk Assessment been done: \_\_\_\_\_

**2. TRAIN THE TRAINERS**

- Has the trainers training outline been reviewed: \_\_\_\_\_
- Is the trainer technically and tactically proficient: \_\_\_\_\_
- Does the trainer have/understand the task, conditions, and standards: \_\_\_\_\_
- Review references, IE: FMs ARTEPs, TMs, and soldier's manuals: \_\_\_\_\_
- Is the trainer's evaluation procedure in compliance with the training objective: \_\_\_\_\_



### 8-Step Training Model Worksheet



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**3. RECON THE SITE**

- Location of training: \_\_\_\_\_
- Is the site suitable for the training: \_\_\_\_\_
- Is it easily accessible for emergency cases: \_\_\_\_\_

**4. ISSUE THE ORDER**

- Has a OPRD been issued for the training: \_\_\_\_\_
- Has the uniform for the training been briefed: \_\_\_\_\_

**5. REHEARSE THE TRAINING**

- Identify weak points in the training plan: \_\_\_\_\_
- Does the training flow: \_\_\_\_\_
- Is there sufficient time for the training: \_\_\_\_\_
- Are the training aids/material present and operational: \_\_\_\_\_
- Did you review pre-execution and pre-combat checks: \_\_\_\_\_

**6. EXECUTE THE TRAINING**

- Is the training conducted to standard: \_\_\_\_\_
- Are soldiers for training accounted for: \_\_\_\_\_
- Is everyone in uniform: \_\_\_\_\_



### 8-Step Training Model Worksheet



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**7. EVALUTE THE TRAINING**

- Was there an evaluation done after the training execution: \_\_\_\_\_
- Were the training objective/standards met: \_\_\_\_\_
- What is the METL assessment: \_\_\_\_\_
- Were the materials/training aids sufficient for the training: \_\_\_\_\_
- Was an After Action Review done: \_\_\_\_\_
- Are the training results recorded in the leaders book: \_\_\_\_\_

**8. RETRAIN AS NECESSARY**

- Be prepared for opportunity training: \_\_\_\_\_
- Review references, IE: FMs ARTEPs, TMs, and soldier's manuals: \_\_\_\_\_

## APPENDIX R

### IWTS TABLE METHODOLOGY

Table 3.1, lays down the specific training events required for each echelon in a maneuver BCT. For a Cavalry troop, the specific focus areas would be on individual, crew, section, platoon and troop. The boxes with the dashes surrounding them are not separate events but support the higher level training event.

Per the IWTS, found in Training Circular (TC) 3-20.0, for each weapon, system, small unit, or echelon, a series of six tables are provided to train, build, sustain, and assess the weapon, system, or small unit's proficiency. The tables train in a crawl, walk, run manner using defined training events. Each table progressively builds on performance demonstrated during previous training events (tables) within the strategy. During the unit training plan (UTP), the tables are typically executed in sequence; however, commanders have the flexibility to execute tables in a varying sequence based on their training need, accessibility to resources, and other synchronization requirements.

#### Individual

Individual events culminate in individual weapon qualification. This includes all the weapons, systems, and munitions available at the individual and small team level. They include only those items that are assigned or designated within the company/troop to a Soldier or small team, such as a machine gun team. When more than one individual weapon is assigned to a Soldier for use, one is designated the primary and one is designated the secondary weapon. Both weapons, regardless if they are the primary or secondary weapon, must be trained and qualified by the Soldier.

This includes crew-served weapon systems, such as a M240B, M2A1 or M2HB and MK19 not mounted on a vehicle and man-portable weapon or system assigned to a team (gunner and an assistant gunner, supported by one or more ammunition bearers) qualified in the ground (dismounted) role. The team consists of two or more personnel, referred to as the machine gun team:

- Gunner (GNR) – the primary firer.
- Assistant gunner (AG) – the assistant to the primary firer. Serves as an alternate firer.
- Ammunition bearer – one or more Soldiers that assist carrying the basic load of ammunition during combat operations.

All members of crew-served weapons teams are assigned an individual weapon. The crew-served weapon requires a complete training strategy for assigned crewmembers, including the ammunition bearers, as appropriate. The below table shows the six tables for individual, crew-served, and special-purpose weapon systems. Table VI, live fire qualification, is the required table to move on to higher-level training.

- Table I – Preliminary Marksmanship Instruction and Evaluations (PMI&E)
- Table II – Pre-Live Fire Simulations (PLFS)
- Table III – Drills
- Table IV – Zero
- Table V – Practice
- Table VI – Qualification

#### Vehicle Crew

Crew platforms are combat vehicles with main and/or secondary armament and the required group of Soldiers necessary to operate that system. The crew platforms include three sub-categories: main gun, mounted machine gun, and anti-tank guided missile (ATGM).

A crew consists of all personnel operating a particular system. This system might be a weapons system, such as a main battle tank (MBT) or Infantry fighting vehicle (IFV). The rank of the senior crew member can vary widely from a junior noncommissioned officer to a commissioned or warrant officer based on the platform (alteration to the definition found in ADRP 3-90). TC 3-20.31, Training and Qualification, Crew Platforms provides the training strategies for all crew-served weapons.

The below table shows the six tables for crew weapon systems.

- Table I – Gunnery Skills Test
- Table II – Pre-Live Fire Simulations
- Table III – Proficiency
- Table IV – Basic
- Table V – Practice
- Table VI – Qualification

Table I, is a pre-live fire, hands-on performance, and written evaluation of weaponry tasks, characteristics, capabilities, and function in the live environment. It verifies the Soldier's ability to perform critical tasks, understand how the unit operates tactically as the mission requires, and employ the weapons and systems safely during training and tactical operations as part of the element. During Table I, Soldiers must demonstrate proficiency on individual tasks, skills, and knowledge through testable (written) and performance (hands-on) evaluation. Table I is a prerequisite to any live-fire training with the element. This includes any screening, calibration, zeroing, or registration exercises or events.

Table II, is a simulations-based demonstration of performance of employing the element to its primary capabilities. It is the culminating evaluation of the crew after completing the element's appropriate simulations training strategy. Table II is a replication (simulation) of the crew's live-fire qualification course. It provides a measured demonstration of performance prior to any live-fire event for the element.

Table III, is live environment, hands-on training event utilizing training aids and devices, and may include the use of blank ammunition, pyrotechnics, and battle effects simulators. This event trains and evaluates the crew's ability to execute critical tasks using their organic weapons, systems, and equipment, during day and limited visibility conditions, and while operating in a chemical environment. Each element must perform tasks and skills to a directed sequence and/or time standard as listed in the weapon's training publication.

Table IV is a course of fire using full-caliber training ammunition on an authorized live-fire facility. This table trains basic skills at a reduced tempo to enable proper leader and Soldier execution of crew skills. This table builds upon those skills trained and tested during Table I, II, and III. It includes a demonstration of performance of critical skills in a live environment under live-fire conditions. Table IV is commonly the first training event where the element employs its weapons with full caliber training ammunition against prescribed targetry. It uses combat realistic scenarios to a required performance measure and standard, and includes engagements during day, night, limited visibility, and chemical conditions on demand.

Table V is a live environment training event under live-fire conditions using full-caliber training ammunition, realistic targetry and engagement scenarios, at a combat tempo. It is conducted on an authorized live fire facility. Regardless of crew platform type, this table reinforces the basic skills trained during previous events, but increases the tempo to expected engagement sequence capabilities to build leader and element tactical and technical mastery. This table includes execution of critical skills in a live environment. Table V prepares the crew to employ their weapons and systems against most common threat scenarios using prescribed targetry to a required standard.

Table VI is the record course of fire used to determine the live fire proficiency of an element. Table VI serves as the live-fire proficiency gate for the element and is the required table to move on to higher level live-fire training. Table VI uses full-caliber training ammunition on an authorized live-fire facility or safety certified training area that assesses an element's tactical employment proficiency and lethality. This table reinforces the basic skills trained during previous events within the element's Tier 3 training. It uses a combat-realistic tempo and rigor during established scenarios to externally evaluate the element's demonstrated performance.

### **Scout Squad**

Squads, to include the Scout squad, train on a six table structure. The Maneuver Center is currently developing the Scout squad Proficiency Course which would certify Scout squads. This course is currently in draft form but is included in this handbook to encourage units to execute this certification. Once approved, the Scout squads would be qualified using the Scout Qualification tables below. The below lays out the tables that Scout squads need to complete before moving into higher level collective training.

- Table I – Tactics, Techniques, Procedures, and Evaluation (TTP&E)
- Table II – Pre-Live Fire Simulations
- Table III – Proficiency
- Table IV – Basic
- Table V – Practice
- Table VI – Qualification

Table I — Tactics, Techniques, Procedures, and Evaluation (TTP&E), evaluates the squad on their knowledge of troop leading procedures, movement techniques, land navigation, battle drills, reporting, air ground operations, recon-handover, route recon, area recon, and passage of lines to ensure that squad possesses the required knowledge of scout fundamentals before executing follow-on tables.

Table II — Simulations, verifies the ability of a Scout squad to execute battle drills, call for fire, and tactical combat casualty care through use of simulations such as the EST 2000, Call for Fire Trainer, and the Medical Simulation Training Center. It is the culminating evaluation of the squad after completing the element's appropriate simulations training strategy. Table II is a replication (simulation) of the element's supporting collective tasks (small teams and squads), or their live fire qualification course (crew platforms and mortars). It provides a measured demonstration of performance prior to any live fire event for the element.

Table III — Proficiency, validates the squad can perform non-vehicle supported tactical land navigation as a squad (movement techniques and formations, terrain association, etc.).

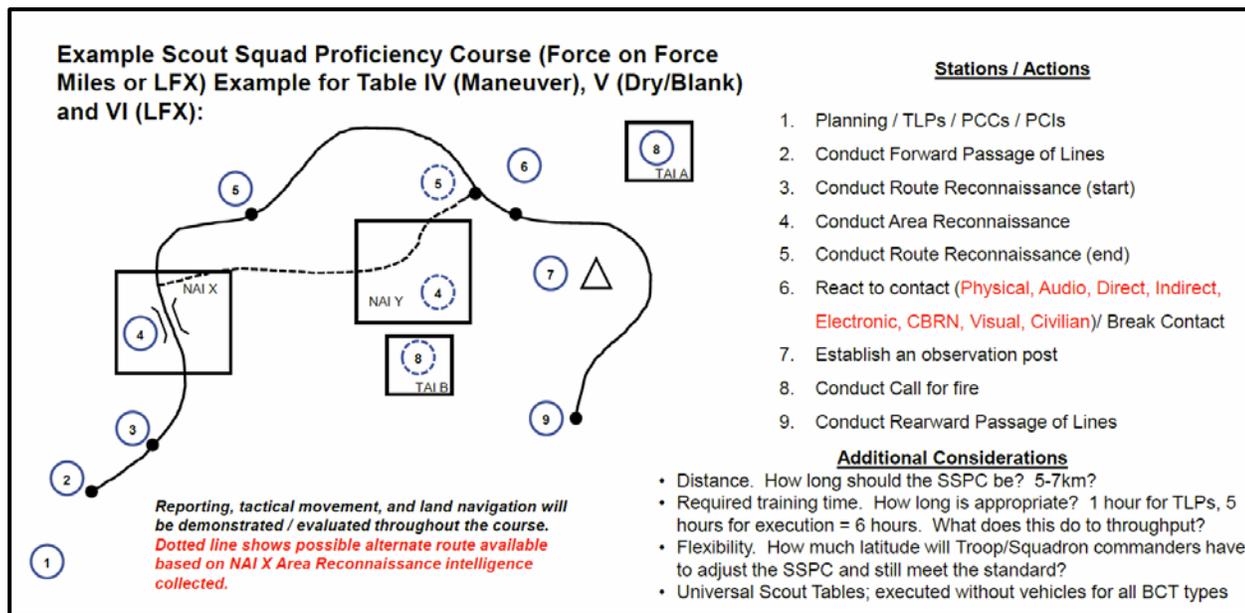
Table IV — Basic, is comprised of the initial execution of the Scout Squad Proficiency Course through a force on force TADSS enabled training event that takes place in the unit's maneuver training area. This event trains and evaluates the element's ability to execute critical tasks using their organic weapons, systems, and equipment, during day and limited visibility conditions, and while operating in a chemical environment as well as an appropriately trained and equipped opposing forces. This table will certify the Squad's mission essential task proficiency.

Table V — Practice, is comprised of the squad conducting dry and blank fire execution of the Scout Squad Proficiency Course that take place on a live fire training range that supports multiple directions of fire.

Table VI — Qualification, validates the squad's ability to execute the Scout Squad Proficiency Course in a live fire environment on a live fire training range that support multiple directions of fire. It evaluates the key and subordinate leader's ability to integrate organic weapons systems, subordinate units and multiple warfighting functions.

The below graphic presents a draft example Scout Squad Proficiency Course for use on Tables IV, V, and VI. It demonstrates a possible lay down of the course and stations and actions as a squad progresses through the course. Not a single lane, the course's tactical situation is developed based on the Scout Squad's actions, including NAI information collection determining future courses of action (such as movement to another NAI, engagement of a TAI with indirect fires, etc.). This course is universal for all scout Squads in all BCT types; not executed with vehicles.

The Maneuver Center's Goal will be to include the Scout Squad Proficiency Course in the next publication of the Integrated Weapons Training Strategy, TC 3-20.0.



### Vehicle Section

Sections also train on a six-table structure.

- Table I – Standard Operating Procedures instruction and evaluation (SOP&E)
- Table II – Pre-Live Fire Simulations
- Table III – Maneuver
- Table IV – STX
- Table V – Rehearsal
- Table VI – Qualification

Table I, Section SOP&E, is a pre-live fire, hands-on performance, and written evaluation of weaponry tasks, characteristics, capabilities, and function in the live environment. It verifies the section's ability to perform critical tasks, understand how the unit operates tactically as the mission requires, and employ the weapons and systems safely during training and tactical operations as part of the element.

Table II, is a simulations based demonstration of performance of employing the element to its primary capabilities. It is the culminating evaluation of the Section after completing the element's appropriate simulations training strategy. Table II is a

replication (simulation) of the element's supporting collective tasks (small teams and squads), or their live fire qualification course (crew platforms and mortars). It provides a measured demonstration of performance prior to any live fire event for the element.

Table III, is a live–environment, hands–on training event utilizing training aids and devices, and may include the use of blank ammunition, pyrotechnics, and battle effects simulators. This event trains and evaluates the element's ability to execute critical tasks using their organic weapons, systems, and equipment, during day and limited visibility conditions, and while operating in a chemical environment.

Table IV, Section STX, is a force on force, TADDS enabled training event in the unit's maneuver training area. The Section is tested on its mission essential task proficiency during this training event.

Table V, LFX Rehearsal, is a dry and blank fire training event where the section rehearses for the Table VI LFX exercise using the same scenario and live fire range.

Table VI, Live–Fire Exercise, is an externally evaluated maneuver live fire event that measures a unit's proficiency in executing a series of supporting collective tasks based on their higher headquarters' mission essential task. It evaluates the key and subordinate leader's ability to integrate organic weapons systems, subordinate units and multiple warfighting functions. Table VI uses full–caliber training ammunition on an authorized live fire facility or safety–certified training area. Table VI is the section's externally evaluated live–fire–proficiency–gate (LFPG). The LFPG provides commanders a common standard to create an unbiased assessment of the element's overall proficiency. Successful completion of the LFPG is required to progress to any Tier 2 or Tier 1 live–fire event.

### **Tank and Scout Platoon**

Platoons and all higher level unit echelons also train on a six table structure. The below lays out the individual tables that platoons need to complete before moving into higher level collective training.

- Table I – Class SOP.
- Table II – Simulations based Situational Training Exercise
- Table III – Maneuver
- Table IV – STX
- Table V – Rehearsal
- Table VI – Live Fire Exercise (LFX)

Table I, Platoon SOP, is a pre–live–fire, hands–on performance, and written evaluation of weaponry tasks, characteristics, capabilities, and function in the live environment. It verifies the Soldier's ability to perform critical tasks, understand how the unit operates tactically as the mission requires, and employ the weapons and systems safely during training and tactical operations as part of the platoon.

Table II, is a simulations–based demonstration of performance of employing the platoon to its primary capabilities. It is the culminating evaluation of the platoon after completing the unit's appropriate simulations training strategy. Table II is a replication (simulation) of the element's supporting collective tasks (section and platoon). It provides a measured demonstration of performance prior to any live–fire event for the platoon.

Table III, is a live–environment, hands–on training event utilizing training aids and devices, and may include the use of blank ammunition, pyrotechnics, and battle effects simulators. This event trains and evaluates the platoon's ability to execute critical tasks using their organic weapons, systems, and equipment, during day and limited visibility conditions, and while operating in a chemical environment. Each maneuver platoon must perform tasks and skills to a directed sequence and/or time standard as listed in the platoon's training publication. Training and evaluation of the platoon is the responsibility of their company/troop commander.

Table IV, Platoon STX, is a force–on–force, TADDS enabled training event in the unit's maneuver training area. The Platoon is tested on its mission essential task proficiency during this training event. Training and evaluation of the platoon is the responsibility of the Squadron commander.

Table V, LFX Rehearsal, is a dry and blank fire training event where the platoon rehearses for the Table VI LFX exercise using the same scenario and live–fire range.

Table VI, Live–Fire Exercise, is an externally evaluated maneuver live–fire event that measures a unit's proficiency in executing a series of supporting collective tasks based on their higher headquarters' mission essential task. It evaluates the key and subordinate leader's ability to integrate organic weapons systems, subordinate units and multiple warfighting functions. Table VI uses full caliber training ammunition on an authorized live–fire facility or safety–certified training area. Table VI is the platoon's externally evaluated LFPG. The LFPG provides commanders a common standard to create an unbiased assessment of the small unit's overall proficiency. Successful completion of the LFPG is required to progress to any Tier 1 live–fire event.

## Company and Troop

Tank companies and Cavalry troops also train on a six table structure. The below lays out the individual tables that Company and Troops need to complete before moving into higher level collective training.

- Table I – SOP&E
- Table II – Simulations
- Table III – Maneuver
- Table IV – STX
- Table V – Rehearsal
- Table VI – Qualification

Table I, Company/Troop SOP, is a pre-live fire, hands-on performance, and written evaluation of weaponry tasks, characteristics, capabilities, and function in the live environment. It verifies the Soldier's ability to perform critical tasks, understand how the unit operates tactically as the mission requires, and employ the weapons and systems safely during training and tactical operations as part of the troop.

Table II, is a simulations based demonstration of performance of employing the troop to its primary capabilities. It is the culminating evaluation of the company/troop after completing the unit's appropriate simulations training strategy. Table II is a replication (simulation) of the element's supporting collective tasks. It provides a measured demonstration of performance prior to any live fire event for the troop.

Table III, is a live environment, hands on training event utilizing training aids and devices, and may include the use of blank ammunition, pyrotechnics, and battle effects simulators. This event trains and evaluates the company/troop's ability to execute critical tasks using their organic weapons, systems, and equipment, during day and limited visibility conditions, and while operating in a chemical environment. Each company/troop must perform tasks and skills to a directed sequence and/or time standard as listed in the platoon's training publication.

Table IV, Company/Troop STX, is a force on force, TADDS enabled training event in the unit's maneuver training area. The Company/Troop is tested on its mission essential task proficiency during this training event. Training and evaluation of the Company/Troop is the responsibility of their BCT Commander.

Table V, LFX Rehearsal, is a dry and blank fire training event where the Company/Troop rehearses for the Table VI LFX exercise using the same scenario and live fire range.

Table VI, Combined Arms Live Fire Exercise, is an externally evaluated maneuver live fire event that measures a unit's proficiency in executing a series of supporting collective tasks based on their higher headquarters' mission essential task. It evaluates the key and subordinate leader's ability to integrate organic weapons systems, subordinate units and multiple warfighting functions. Table VI uses full caliber training ammunition on an authorized live fire facility or safety certified training area. Table VI is the company/troop's externally evaluated Live Fire Proficiency Gate. The LFPG provides commanders a common standard to create an unbiased assessment of the unit's overall proficiency. Successful completion of the Live Fire Proficiency Gate is required to progress to any Tier 1 live fire event. Evaluation of the company/troop is the responsibility of the Brigade Combat Team Commander.

