



**U.S. ARMY**



# The United States Army



# ARMOR 2019-2020

# Training and Leader Development Strategy



JUNE 2019  
DISTRIBUTION RESTRICTION  
Approved for public release:  
distribution unlimited  
HEADQUARTERS,  
MCOE - USAARMS

U.S. Army Armor School Pamphlet 360-9

## The Armor Branch Narrative



*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


Since our formation as the Armored Corps 100 years ago, the Armor Branch has remained the Combat Arm of Decision. Born from our Cavalry heritage, the Armor Branch delivers mobility, fire power, and shock effect like no other branch of our service.

Today, the Armor School is focused on creating Armor and Cavalry Soldiers and Leaders that are the best trained, best equipped, and fully prepared to successfully plan, coordinate, and fight the next war as the lead element of a joint and combined arms team. The central idea remains that we must provide the requisite training to give a Soldier, NCO, or officer, the fundamental knowledge, skills, and attributes to arrive at their assigned unit prepared to lead by example on day one.

As a part of that effort, this Armor Training and Leader Development Strategy aims to provide leaders at all levels the information and tools to aid in increasing training proficiency and focused leader development. As a reference and collection of extracts from other manuals, it should assist you in achieving leader development and commanders training guidance in the operational force.

I am honored to be a part of your team and proud of what our branch continues to do. As we look to the future, we will execute combined arms maneuver and reconnaissance and security missions across all domains, under all conditions, in all environments. As we have in the first 100 years', the Combat Arm of Decision will continue to lead the way for the next 100 and beyond.

Treat 'em Rough!



DAVID A. LESPERANCE  
Brigadier General, USA  
51<sup>st</sup> Chief of Armor

## PREFACE

This Training and Leader Development Strategy (TLDS) 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 foci.

Furthermore, the strategy outlines the structural landscape of the Army's mounted maneuver and mounted/dismounted reconnaissance and security (R&S) training and education architecture. It reviews how the U.S. Army Armor School (USAARMS), Office of the Chief of Armor (OCA), 194<sup>th</sup> Armored Brigade, 316<sup>th</sup> 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 in the conduct of cross-domain maneuver. 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 (HST), combat training center (CTC) rotations, and operational deployments.

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

## TABLE OF CONTENTS

<b>FOREWORD</b>		<b>2</b>
<b>PREFACE</b>		<b>3</b>
<b>TABLE OF CONTENTS</b>		<b>4</b>
<b>TABLES AND FIGURES</b>		<b>6</b>
<b>CHAPTER 1:</b>	<b>Armor and Cavalry in the Operational Environment (OE)</b>	<b>7</b>
<b>CHAPTER 2:</b>	<b>Armor School Vision, Mission, and Key Tasks</b>	<b>9</b>
	2-1. The Armor School Vision	9
	2-2. The Armor School Mission	9
	2-3. The Armor School Key Tasks and Endstate	9
	2-3.1. Key Task 1: Develop	9
	2-3.2. Key Task 2: Build	9
	2-3.3. Key Task 3: Train	9
	2-3.4. Key Task 4: Improve	9
	2-3.5. Key Task 5: Inspire	9
	2-3.6. Endstate	9
	2-4. Training and Leader Development Operational Framework	10
	2-5. Risk to the Strategy	10
<b>CHAPTER 3:</b>	<b>Building Readiness</b>	<b>12</b>
	3-1. Personnel Readiness	12
	3-2. Training Readiness	12
	3-2.1. Armor and Cavalry Operational Capabilities and Mission Focus	13
	3-2.2. Progressive Training	14
	3-2.3. Mission-Essential Task List (METL) Methodology	15
	3-2.4. Combined Arms Training Strategy (CATS)	15
	3-2.5. Unit Training Management (UTM)	16
	3-2.6. Gunnery Training	20
	3-2.7. Live-Fire Exercise Certification	23
	3-2.8. Mission Command	24
	3-2.9. After-Action Reviews (AARs)	24
	3-2.10. Assessing Training Readiness	24
	3-2.11. Increasing Reconnaissance and Security (R&S) Proficiency	25
	3-3. Equipment Readiness	26
	3-3.1. Command Maintenance	26
	3-3.2. Preventive Maintenance Checks and Services (PMCS)	26
	3-3.3. After-Operations Recovery (AOR)	26
	3-3.4. Services	27
	3-4. Risk Management	28
<b>CHAPTER 4:</b>	<b>Enabling Readiness</b>	<b>30</b>
	4-1. USAARMS	30
	4-1.1. Improving R&S Knowledge, Skills, and Abilities (KSA), and Alignment of Functional Courses	30
	4-1.2. MCoE Cavalry Warfighter Forum (CWfF)	30
	4-1.3. High Physical-Demand Tasks (HPDT)	30
	4-1.4. Army Combat Fitness Test (ACFT)	30
	4-1.5. Instructor Selection, Certification, and Development	31
	4-1.6. Civilian Professional Development	32
	4-1.7. Maneuver Force and Armor Branch Collaboration	32

4-2. OCOA	32
4-2.1. U.S. Army Combined Arms Support Command (CASCOM)	32
4-2.2. Branching	32
4-2.3. Excellence in Armor (EIA)	32
4-2.4. Project Warrior	32
4-2.5. Cavalry Spur Rides	33
4-3. 194 <sup>th</sup> Armored Brigade	33
4-3.1. 22-week Armor One-Station Unit Training (OSUT)	33
4-4. 316 <sup>th</sup> Cavalry Brigade	33
4-4.1. Armor Basic Officer Leaders Course (ABOLC)	33
4-4.2. Army Reconnaissance Course (ARC)	33
4-4.3. Cavalry Leader's Course (CLC)	33
4-4.4. M1A1/M1A2 SEP Tank Commander's Course	33
4-4.5. Bradley Commander and Gunner Certification Course (BCGC2)	34
4-4.6. Maneuver Leader's Maintenance Course (MLMC)	34
4-4.7. CTC and Operational Unit Visits	34
4-5. Armor School Competitions	34
4-5.1. Gainey Cup	34
4-5.2. Sullivan Cup	34
4-5.3. Saint George Armor and Cavalry Ball	34
4-6. Maneuver Center Partner Organizations	34
4-6.1. 199 <sup>th</sup> Infantry Brigade	34
4-6.2. Directorate of Training and Doctrine (DOTD)	34
4-6.3. Maneuver Capabilities Development and Integration Directorate (MCDID)	35
<b>CHAPTER 5: Leader Education, Training, and Self-Development</b>	<b>37</b>
5-1. Ensuring Our Leaders are Trained and Ready	37
5-1.1. Operating Force Leader Development	37
5-1.2. Armor PME	38
5-1.3. Key-Leader Turbulence	40
5-2. Self-Development	41
5-2.1. Distributed Leader Course (DLC)	41
5-2.2. Guided Self-Development (GSD)	42
5-2.3. Personal Self-Development (PSD)	42
<b>CHAPTER 6: Training Support and Live, Virtual, Constructive, and Gaming (LVCG) Training Enablers</b>	<b>43</b>
6-1. Training Aids, Devices, Simulators, and Simulation (TADSS)	43
6-2. Live Training	43
6-3. Virtual Training and Gaming	43
6-4. Constructive Training	43
6-5. Integrated Training Environments (ITE)	44
6-6. Incorporating the ITE into Unit Training	44
6-7. Planning for ITE Exercises	44
6-7.1. Task-Based Approach	45
6-7.2. Echelon	45
6-7.3. Environment-Based Approach	46
6-7.4. Scenario/Vignette-Based Approach	46
6-7.5. Prepare, Execute, Assess	46

6-8. Future Training Environment	47
<b>APPENDIX A: Acronyms, References, and Terms</b>	<b>49</b>
<b>APPENDIX B: Army Standardized Mission-Essential Task Lists (METLs)</b>	<b>53</b>
<b>APPENDIX C: Sample Unit Training Plans (UTPs)</b>	<b>61</b>
<b>APPENDIX D: Example Services Planning and AOR</b>	<b>62</b>
<b>APPENDIX E: Recommended Reading for Professional Development</b>	<b>63</b>
<b>APPENDIX F: MCoE Functional Courses</b>	<b>65</b>
<b>APPENDIX G: Training Resources</b>	<b>66</b>
<b>APPENDIX H: Example Command Transition Model</b>	<b>69</b>
<b>APPENDIX I: ITEs</b>	<b>70</b>
<b>APPENDIX J: Course Maps</b>	<b>74</b>
<b>APPENDIX K: Objective T</b>	<b>80</b>
<b>APPENDIX L: MCoE Publications</b>	<b>81</b>
<b>APPENDIX M: Career Maps (19 D/K/A)</b>	<b>82</b>
<b>APPENDIX N: Unit Training Management (UTM)/Military Decision-Making Process (MDMP) Relationship and UTP/Commander Dialogue</b>	<b>84</b>
<b>APPENDIX O: Army Leader Development Strategy Lines of Effort (LoE)</b>	<b>86</b>
<b>APPENDIX P: PME Follow-on Assignment Training Strategies</b>	<b>87</b>
<b>APPENDIX Q: 8-Step Training Model Worksheet</b>	<b>89</b>
<b>APPENDIX R: Integrated Weapons-Training Strategy (IWTS) Table Methodology</b>	<b>90</b>

## **TABLES AND FIGURES**

<b>CHAPTER 2: Armor School Vision, Mission, and Key Tasks</b>	
Figure 2.1. Operational Framework	10
<b>CHAPTER 3: Building Training Readiness</b>	
Table 3.1. Updated 2018 IWTS Structure by Echelon	15
Figure 3.2. MDMP and Troop-Leading Procedures (TLP) Parallel Planning with Risk-Management Steps	28
<b>CHAPTER 5: Leader Education, Training, and Self-Development</b>	
Figure 5.1. NCO PME Learning Continuum	42
<b>CHAPTER 6: Training Support and LVCG Training Enablers</b>	
Table 6.1. Menu Selection for Training Objectives by Echelon	46

## CHAPTER 1

### Armor and Cavalry in the OE

*"Our first duty to our Soldiers and our Nation is readiness today and readiness tomorrow. We are charged to be lethal above all else."* –General Mark A. Milley, 39<sup>th</sup> Chief of Staff of the Army (CSA), 9 October 2018

The U.S. Army Training and Doctrine Command (TRADOC) Pamphlet 525-3-1, **U.S. Army in Multi-Domain Operations 2028**, details the future operating environment (OE) of the United States Army where adversaries contest all domains and U.S. dominance is not assured. Smaller armies fight on an expanded battlefield that is increasingly lethal and hyperactive; nation-states have more difficulty imposing their will within a politically, culturally, technologically and strategically complex environment; and near-peer states readily compete below armed conflict, making deterrence more challenging. Increasing rates of urbanization and the strategic importance of cities ensure that operations will take place within dense urban terrain. Adversaries, such as China and Russia, have leveraged these trends, expanding the battlefield in time (a blurred distinction between peace and war), in domains (space and cyberspace), and in geography (now extended into the Strategic Support Area, including the homeland) to create tactical, operational, and strategic standoff (TRADOC Pamphlet 525-3-1).

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. 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 past 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 environments with degraded communications and reduced access to cyber and space capabilities.

The emerging OE and the challenges posed by China and Russia, particularly their capability to create political and military stand-off, demand that the Joint Force apply the proven principles of combined arms maneuver (CAM) and massing of effects in decisive spaces. What is different is the idea that Army forces must apply these joint capabilities more comprehensively (earlier, in greater capacity, and at lower echelons) and in new ways (faster and with greater agility). Multi-domain formations provide the Joint Force with additional means to stimulate, see, and strike key components and vulnerabilities within enemy systems. Army forces also continue to conduct the traditional tasks of seizing terrain, destroying enemy forces, and securing friendly populations. Army forces retain the ability to overmatch the enemy, despite reduced friendly capacity, by converging capabilities from across all domains (TRADOC Pamphlet 525-3-1, ix).

The Armor Branch must anticipate these changes and OE characteristics, and adapt while considering how continuities, such as those reflected in the principles of war and tenants of unified land operations (ULO), affect how maneuver units conduct cross-domain maneuver. 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.

To be successful, Armor and Cavalry units at echelon must focus on building and sustaining combat readiness, whether at home station or deployed. BCT operational tempo is extremely high. Therefore units will not have designated periods of time for regeneration and must maintain a state of sustained readiness. This can only be 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 the mission-essential tasks (METs) and assigned mission tasks at the highest levels of combat readiness.

The most effective training method 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, 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 HST 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 inclusion of unified action partners and multifaceted, 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 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 available time 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 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.

USAARMS' primary purpose 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 focuses toward that endstate.

We cannot afford to lose the combat experience we have gained during 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 R&S missions; we also lead 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. Those leaders, Soldiers, and formations are 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 CAM, and capable of executing R&S missions 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 through 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 provide the requisite training that provides a Soldier, NCO, or officer the fundamental KSAs to arrive at their assigned unit prepared to lead by example on Day 1. Armor and Cavalry Soldiers and leaders are prepared to successfully plan, coordinate, and execute CAM and R&S missions 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 TLDS’ 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.

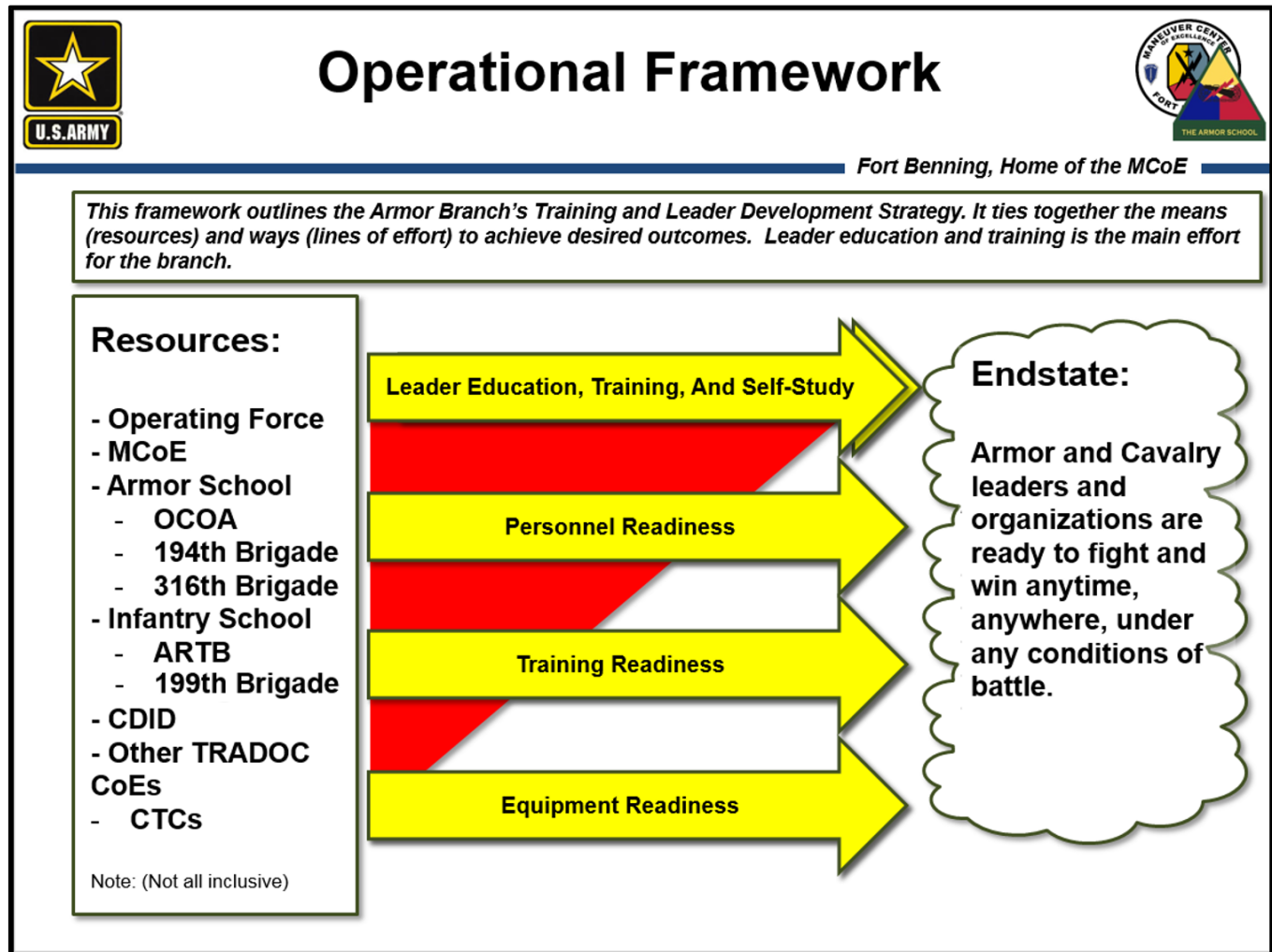


Figure 2.1. Operational framework.

**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.

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 Pols, 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 reachback to the MCoE. There are a number of avenues for units to provide feedback to the MCoE such as through supporting TRADOC Capability Manager (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 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 MCoE will directly benefit the operating force's Soldiers in the short- and long-term.

# ARMOR



## Send Us Your Manuscripts

**ARMOR** magazine's manuscript suspense for 2019 and 2020:

- Summer 2019 edition: 15 May 2019
- Fall 2019 edition: 21 August 2019
- Winter 2020 edition: 20 November 2019
- Spring 2020 edition: 28 February 2020
- Summer 2020 edition: 14 May 2020
- Fall 2020 edition: 17 August 2020

For planning purposes, **ARMOR** magazine suspense dates are an average of 10-11 weeks before the edition is published.

Manuscript Submission: [usarmy.benning.tradoc.mbx.armor-magazine@mail.mil](mailto:usarmy.benning.tradoc.mbx.armor-magazine@mail.mil)

**ARMOR** magazine  
McGinnis-Wickam Hall, Suite W-142  
1 Karker Street  
Fort Benning, GA 31905  
Phone: (706) 545-2698 or DSN 835-2698

## CHAPTER 3

### Building Readiness

Honorable Mark Esper, 23<sup>rd</sup> Secretary of the Army, stated in his 16 November 2018 address at Fort Benning, Georgia, “The U.S. Army is in a renaissance as the force splits focus between the current engagements in Iraq and Afghanistan and the near-peer and peer threats.” His message to the Soldiers at Fort Benning was that leaders at all levels should focus on the readiness of Soldiers, equipment, and the Soldiers’ families. General Milley said, “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.” General Milley’s focus has not changed and remains focused on taking care of Soldiers, modernizing equipment, and preparing the force for the future.

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 NCOs can develop courses of action (CoAs) to achieve readiness. Chapter 3 details how the Armor force builds readiness.

A key component to ensure effective and efficient training is the commander’s dialogue. The commander’s dialogue is a formal requirement in UTP development; however, it should occur informally throughout development and execution. When combined with the advice of senior NCOs, 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 their Soldiers meet required personnel readiness standards. Commanders must empower their NCOs to help manage and enforce personnel readiness. In a situation where time and resources are limited, leaders should focus on individual Soldier readiness. Units that execute personnel readiness as a unit operation often end up with more time for training with a higher number of Soldiers present for training.

A notable change came in the form of the Secretary of the Army’s 2018 memorandum for distribution. Highlights from the memorandum include the elimination of the Travel Risk Planning System, allowing two-star commanders to exempt mandatory training, and allowing leaders at echelon to dictate the time and place for mandatory training.

Commanders can work with higher-level personnel offices and HRC to ensure their unit’s personnel needs are met. The 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.

Commanders should continue focusing 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. The new ACFT is a six-event readiness assessment that is already being conducted in pilot courses around the Army.

"The [ACFT] will ignite a generational, cultural change in Army fitness and become a cornerstone of individual Soldier combat readiness. It will reduce attrition, and it will reduce musculoskeletal injuries and actually save, in the long run, the Army a heck of a lot of money." – MG. Malcolm Frost

#### **3-2. Training readiness.**

Commanders and leaders at echelon must drive rigorous, relevant, and METL-focused training to ensure the Army is training the way it intends to fight. All training activities that leaders and their units conduct at home station, at 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 UTM. Also central to planning training events are 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
- 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 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.

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 provide overviews of progressive training, the METL method, how to use 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 in their operational training plan.

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

- Train as you fight
- Train to standard
- Train to sustain
- Train to maintain

### **3-2.1. Armor and Cavalry operational capabilities and mission focus.**

Cavalry troops. Cavalry troops conduct R&S missions throughout the area of operations of their parent brigades. The Cavalry troop's primary purpose is to answer the commander's priority information requirements (PIR). 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 TLPs, 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, although 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 (DA) METL details that all Cavalry troops will be able to conduct route, zone, and area recons. They will also be able to conduct screens, area security missions, and expeditionary deployment operations. Therefore, Cavalry squadron training should be focused on building proficiency in these types of missions in a decisive-action type of OE. See Appendix B for more on the Cavalry troop standardized METL.

Scout platoons. The fundamental role of the scout platoon is to answer the commander's PIR through aggressive or stealthy reconnaissance. 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 TLPs, 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 an Armor company is to fight and win engagements through mobility, 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, **Armor and Mechanized Infantry Company Team**, Chapter 1-9 – 1-13). Additionally, Armor companies must be able to conduct TLPs; maneuver tank and infantry 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 CAM. The decision of when to task-organize infantry and tank companies should be planned by battalion-level commanders during training plan development. 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, including Cavalry troops. In the offense, the tank platoon is an integral part of company/team maneuver. The platoon conducts tactical movement, actions on contact and 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, sector, strongpoint, or perimeter. The tank platoon 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 TLPs, 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. Using 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 MET proficiency level during 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. External evaluators from the unit should be used for FTXs and CALFEXs to evaluate leaders and unit tactics, techniques, and procedures (TTPs). 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 IWTS' table methodology through platoon level and, by extension, BCT level.

	Prerequisites (L,V)		Live (L)			
	Table I	Table II	Table III	Table IV <i>Collective Task Proficiency (CTP)</i>	Table V	Table VI <i>Live Fire Proficiency Gate (LFPG)</i>
Battalion / Squadron	TEWT <i>Live</i>	STAFFEX COMMEX <i>Blended</i>	CPX <i>Multi-Echelon</i> <i>Live</i>	FTX  <i>EVEVAL FoF</i> <i>Live - TADSS</i>	FCX  <i>Multi-Echelon</i> <i>Blended</i>	DEPEX <b>CALFEX</b> <b>(CTC)</b> <i>Multi-Echelon</i> <i>Live / Blended</i>
Company / Troop	TEWT <i>Live</i>	STX-V <i>Virtual</i>	STX <i>Live - TADSS</i>	FTX  <i>EVEVAL FoF</i> <i>Live - TADSS</i>	FCX  <i>Live - Live Fire</i>	<b>CALFEX</b>  <i>EVEVAL LF</i> <i>Live - Live Fire</i>
Section and Platoon	CLASS SOP <i>Live</i>	STX-V <i>Virtual</i>	STX <i>Live - TADSS</i>	FTX  <i>EVEVAL FoF</i> <i>Live - TADSS</i>	FCX  <i>Live - Live Fire</i>	<b>LFX</b>  <i>EVEVAL LF</i> <i>Live - Live Fire</i>
Squad						
Mortars (Section and Platoon)	CLASS GST <i>Live</i>	STX-V <i>Virtual</i>	STX <i>Live - TADSS</i>	Basic  <i>Live - Live Fire</i>	Practice  <i>Live - Live Fire</i>	<b>Qualification</b>  <i>Live - Live Fire</i>
Crew Platforms						
Individual Weapons	CLASS PMI&E <i>Live</i>	PLFS <i>Virtual</i>	DRILLS <i>Live - TADSS</i>	Basic  <i>Live - Live Fire</i>	Practice  <i>Live - Live Fire</i>	<b>Qualification</b>  <i>Live - Live Fire</i>
Crew Served Weapons						
Special Purpose Weapons						
	<i>Crawl</i> <i>Instruction, Hands On,</i> <i>Virtual</i>		<i>Walk</i> <i>TADSS Based</i> <i>Tactical</i>		<i>Run</i> <i>Live-Fire</i> <i>Maneuver Live-Fire</i>	

**Table 3.1 Updated 2018 IWTS Structure by Echelon.**

**3-2.3. METL methodology.** A METL represents the doctrinal framework of fundamental tasks for which a unit was designed. DA standardized METLs and standardized reporting allow the Army to accurately assess available capabilities and identify current unit readiness status. For examples of DA standardized METLs, refer to Appendix B for updated METL task numbers. 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 is the Army’s overarching strategy for training the force. The Armor CATS is comprised of collective training products developed and approved by the Armor proponent and provided to maneuver commanders through the Army Training Network (ATN). CATS is developed for all maneuver units with a current Headquarters, Department of the Army (HQDA)-approved modified table of organization and equipment (MTOE). The unit CATS lists recommended iterations, training environments (LVCG), training and evaluation outlines (T&EOs), and the time and resources required to train a task. Each unit’s CATS is specifically tailored to support the missions, functions, and capabilities of the specific maneuver MTOE.

CATS is 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 AAR reports.



CATS provides proponents the recommended resources (e.g. fuel, ammo, training aids 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. Using CATS when developing the training plan will assist leaders to fully integrate all LVCG 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 on the ATN Website provides tutorials, briefs, and information on how to use CATS.

CATS also provides 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>.

Using 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 the 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
- 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 it 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 the 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)
- Required readiness endstate

Commanders initiate the MDMP for battalions and higher, or TLPs for company-sized 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
- 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:

- SCTs selected to train
- Commander's assessment (trained/needs practice/untrained) 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
- 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 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, and it enhances AARs. TADSS improves training efficiency, allowing access to varying levels of complexity and increased iterations. This ensures 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 time for leader certification events into training plans. 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, PMCS certification, radio transmissions operator 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, and 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.

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 among 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 unit training guidance and plans to allow for the development and preparation of environments, orders, and procedures to support the inclusion of additional organizations.

**Mix LVCG 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 it 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, constructive, and gaming training environments to supplement, enhance, and complement live training, allowing units to reduce time,

ammunition, simulations, and range requirements. Units can combine LVCG training in blended training environments (BTEs) and integrated training environments (ITEs). BTEs are conducted concurrently within two or more training environments, but they lack the sophisticated integrating technologies beyond a shared COP at the unit and headquarters level. ITEs 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 LVCG settings and with focused training audiences. Chapter 6 goes into further details about different types of training environments.

An important resource for units planning for ITE is the ITE 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 from the motor pool or company/troop area. Units should use deployment exercises as they improve the deployment readiness of their organizations. This provides an important metric about 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 one. Level I deployment readiness exercises (DREs) test the unit's ability to conduct an alert, assemble personnel, and conduct Soldier prep-to-deploy checks. Level II DREs test a unit's proficiency in conducting equipment staging and load-out operations. Level III DREs are the most difficult because they require units to 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, this method can identify significant deficiencies in a unit's deployment readiness proficiency. Another idea for increasing the effectiveness of these exercises is to incorporate joint and civilian partners in their execution (for example, training with the Air Force on loading armored vehicles or working with local police forces to coordinate 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 plans.

**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, commanders should ensure retraining is accomplished at the earliest opportunity, but it must be 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. This provides key feedback to senior leaders and peers about 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
- Discuss training issues

Units should standardize the day and time 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. 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 (QTBs) (for AC) and yearly training briefs (YTBs) (for RC) are opportunities for subordinate commanders to update commanders two levels up on the UTP's progress. During the QTB/YTB, 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 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. A revised version of Training Circular (TC) 3-20.0, ***Integrated Weapons Training Strategy***, is being developed and updated to reflect future improvements to the gunnery training programs for all three BCTs. The 2015 version of TC 3-20.0 is located on-line at the Army Publishing Directorate, <https://armypubs.army.mil>

**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 with their assigned rifle or pistol ensures Soldiers are prepared to move to crew-served weapons and vehicle gunnery programs. While ensuring 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 provide units with opportunities to execute range operations. All these principles are also necessary for crew and collective gunnery.

**3-2.6.2 Crew.** The crew gunnery phase trains crew skills developed in individual gunnery, and it allows leaders to evaluate crew coordination and proficiency during 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 it 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 with full-caliber ammunition for all weapon systems platforms. Additional virtual and/or device-based training may be necessary for sections and platoons to facilitate successful completion during this phase.

**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)

- Engage stationary and moving targets from a stationary and moving combat vehicle.
- Engage targets in a CBRN environment.
- Engage targets at night.
- Engage targets from a short halt.
- Detect, identify, classify, and discriminate targets as friendly, neutral, or threat.
- Acquire and engage targets in an urban, woodland, or desert environment.
- Call for indirect fire.
- Call for medical evacuation.
- Call for support.
- Engage targets under digital conditions (applies to digitally equipped platforms only).
- Engage targets using the appropriate technique for the target type.
- Engage multiple and successive targets.

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

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

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

- Execute collective tasks as a section or platoon.

- Engage multiple targets using fire control and distribution.
- Engage targets while maneuvering as a section or platoon.
- Use digital capabilities during a tactical scenario.
- Maintain SA and ensure personnel protection.

**3-2.6.5. Training requirements.** Training must conform to Army doctrine. The following training requirements 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, concurrent with 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, sub-caliber or in-bore training, 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 units.
- 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 using 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 assist with the development of training 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 Armored BCT (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
- Serves as the organization's knowledge and training authority on all BFV related matters
- Serves as the unit's senior instructor operator for the Bradley Advanced Training System (BATS) and is the organization's simulations training expert.

The Abrams master gunner. The Abrams master gunner is an accomplished Armor NCO trained in advanced gunnery methodology, turret weapon systems maintenance, and gunnery training management. The acquired skills and knowledge will allow him to advise the commander through assessments, planning development, implementation, instruction, evaluation, and reassessment through all phases of gunnery and combat-readiness training. The Abrams master gunner advises commanders on advanced gunnery methodology, doctrinal and technical procedures to assess crew proficiency, gunnery training management, and integration of TADSS.

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 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 key collective tasks; warfighting skills; preliminary gunnery training; and the integration of TADSS, individual and crew-served weapons 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 trains 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. It also trains Soldiers how to advise 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 leaders are prepared to properly plan and safely conduct these challenging exercises. They also serve to develop leaders 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 weapons and assigned platforms (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 (WfF) 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 [ULO]." 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 confidence in themselves and their subordinate leaders. This trust enables commanders to rely on clear commander's intent and mission orders to encourage disciplined initiative. Reps and sets allow commanders to become 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 WfF comprises the related tasks and systems that develop and integrate those activities to enable a commander to balance the art of command and the science of control to integrate the other WfFs (Army Doctrinal Reference Publication (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 use mission command systems to enable their tasks. Key structures that enable mission command for units are command posts (CPs). Unit CPs 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 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/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 complete 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 it decreases subjectivity when 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 percent or more of both performance measures and leader performance measures and in 100 percent 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 percent or more of both performance measures and leader performance measures and in 100 percent 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 percent or more of all performance measures, 80 percent or more of all leader performance measures and in 100 percent 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 percent or more of all performance measures but less than 80 percent of all leader performance measures and less than 100 percent 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 percent of all performance measures, less than 80 percent in all leader performance measures and less than 100 percent 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 of political, military, economic, social, infrastructure, information, physical environment, and time (PMESII-PT) needed to stimulate mission variables of mission, enemy, terrain, troops, time available, and civilians (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’ (BLUFOR) tasks.
- **Complex**: Requires a minimum of four (terrain, time, military [threat], and social [population]) or more operational variables, while 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 beneficial 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 missions. To increase R&S proficiency, commanders should work to include special emphasis on R&S as they develop UTPs. Building training plans that include early and continuous emphasis on R&S helps train leaders, staffs, and units how to plan for and execute R&S missions. R&S missions should be embedded in maneuver training plans at all levels. By using multi-echelon training events, units can increase the number of opportunities for higher-level CPs and staff to manage 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.

### 3-3. Equipment readiness.

Operational readiness is a training resource that 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 not have an established and secured footprint and logistical lines of communication to maintain a garrison-style maintenance program. Unlike the forward operating bases of Afghanistan and Iraq, our units must be prepared to conduct expeditionary maintenance operations for extended periods using

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 not only aware of but directing maintenance operations and statuses within the formation. The meeting's goal 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: before/during/after PMCS, AOR, command maintenance, and dedicated services. All four pillars should be considered, planned, resourced, and integrated in 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 into 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 that units conduct maintenance operations as assembly area operations. Exercising all unit tasks in this environment, including daily operations, leader professional development, communication security 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, and unit maintenance collection points 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 Blue Force Trackers (BFT) and Joint Capabilities Release systems. When conducted periodically during command maintenance, units can prevent discovery of communications equipment failure when executing missions.

During extended collective training events (i.e. gunnery, FTXs, external evaluations, 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, and 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 is conducted in conjunction with the Conditions-Based Maintenance Plus Program, equipment condition variances will be noted from standard checks and combined with diagnostics and prognostics to determine what and when maintenance actions are taken on equipment. Commanders must provide adequate time in training and operations schedules for Soldiers to perform proper PMCS; this is critical for success. This must be followed by time diagnosis and correction of equipment faults and the forecast of future serviceability of the items.

**3-3.3. 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 its 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 critical to ensure the weapons are both mechanically sound and within the published lifecycles for the weapons components. Failure to follow required service intervals can result in non-mission-capable vehicles, increasing repair manhours 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
- Battalion/squadron review with company/troop first sergeant and platoon sergeants
- 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
- 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 has four tanks. During ancillary equipment week, Soldier readiness processing services are conducted, including Soldiers Group Life Insurance (SGLI), DD Form 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. AAC.** AACs are conducted once a month during command maintenance at the motorpool. 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.** Services are conducted on a semi-annual and annual basis for each Bradley company. 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 tube-launched, optically tracked, wire-guided (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 machineguns, Soldier personnel file updates, organizational clothing and individual equipment 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 Mobile Gun System (MGS), Anti-Tank Guided Missile (ATGM) system, and the Nuclear, Biological and Chemical 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; maintaining weapons and communications equipment; and completing the various individual Soldier readiness 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 because 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.

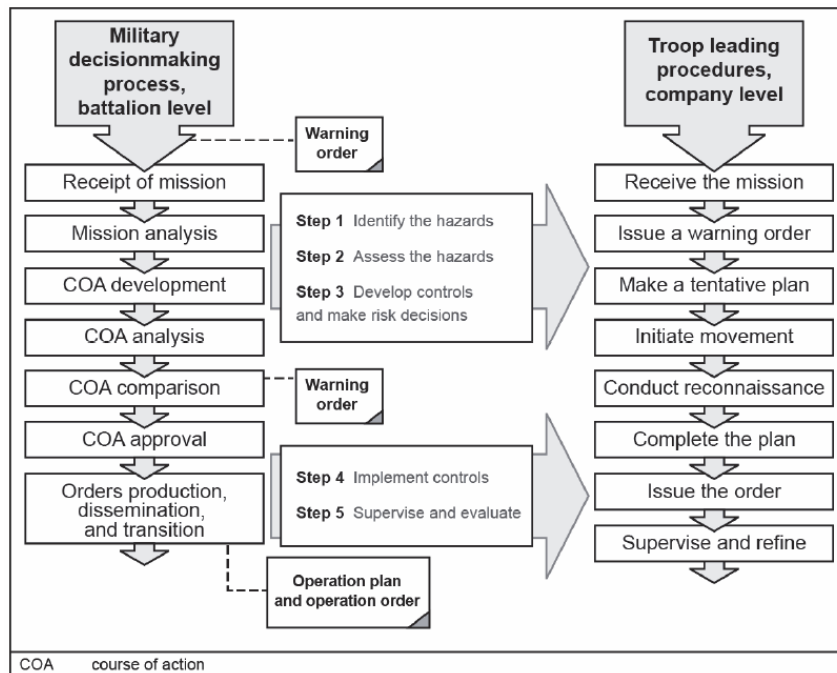


Figure 3.2. MDMP and TLP parallel planning correlated with risk management steps.

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, assessed, mitigated or controlled. 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 available resources, and knowing when to request more from higher, is an important part of managing mission risk. The No. 1 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 LVCG training environments will help mitigate risk. It ensures individuals and crews enter 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 emphasize leadership focus on risk management and mission accomplishment.

Leaders have a responsibility to mitigate risk as it pertains to realistic training and to mitigate risks for actions of Soldiers during non-duty hours. Appendix E of DA PAM 385-30 addresses the role of all leaders to help mitigate the negative impacts of risks in other areas:

“The effects of criminal acts, suicide, sexual assault, domestic violence, substance abuse, child abuse, and other high risk reckless behaviors can also cripple an organization’s morale and destroy its combat effectiveness. Commanders and leaders must establish and maintain a command environment that fosters cohesion, team work, and performance to standard while caring for the well-being of the individual.” -DA PAM 385-30, Appendix E

## 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 crewmen and Cavalry troopers can perform critical tasks to prescribed standards throughout their careers; and to continually support units.

Institutional training and education provides the following:

- Doctrinally sound CAM 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 area of concentration (AOC), a military occupational specialty (MOS), additional skill identifier (ASI), and special qualification identifier
- Leader development (training and education) for all Armor soldiers and Cavalry troopers

USAARMS ensures 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 during 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 these opportunities and others remain up-to-date and relevant.

#### 4-1. USAARMS

**4-1.1. Improving R&S KSAs, and alignment of functional courses.** As the Army refocuses on CAM 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 18 years but also to the 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 ASIs 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 across the doctrine, organization, training, materiel, leadership and education, personnel, facilities, and policy (DOTMLPF-P) spectrum, and as gaps are identified, to rapidly shift to address those shortcomings.

**4-1.2. MCoE CWfF.** Hosted by 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 DOTMLPF affecting R&S missions across all formation types. Each CWfF takes place under the guidance of a senior maneuver mentor. TCM-ABCT and TCM-Recon are the executive agents for the CWfF.

**4-1.3. HPDTs.** 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 sandbags; 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 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. ACFT.** As we quoted General Milley earlier, the Army's No. 1 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. Beginning in FY20, all Soldiers assigned or attached to the Armor School will participate in physical training (PT) on a daily basis. Brigade commanders are authorized to adjust standard PT times to meet POI requirements. Units will ensure Soldiers 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. Soldiers will be assessed using the ACFT in accordance with standards to be announced in FY20.

**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 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.

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 Soldiers 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 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 time to 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 other vacancies that are not defined as 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 G-1 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 a backfill can be expected is 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 Soldiers rotate 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 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 use 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 the needs of the operating force to ensure the Armor School provides the Soldiers, leaders, doctrine, and FDUs needed.

## 4-2. OCOA

OCOA 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**; DA Pam 611-21, **Military Occupational Classification and Structure**; USAARMS PAM 360-3, **Excellence in Armor (EIA) Program**; USAARMS PAM 360-4, **The Armor and Cavalry Leadership Award**; and USAARMS PAM 360-8, **The Armor and Cavalry Regimental Guide**.

**4-2.1. CASCOM.** CASCOM has recoded the ABCT FSC distribution-platoon leader positions to AOC 02B (Armor/Infantry immaterial) from AOC 92 (quartermaster). This effort will provide maneuver officers with sustainment experiential developmental opportunities to address a maneuver leader development gap. OCOA is working to further hard-code the two Armor combined-arms battalions (CABs) and one Cavalry squadron distribution-platoon leader positions to AOC 19A (total 33 for all ABCTs).

**4-2.2. Branching.** The Armor Branch demands agile, adaptive, and competent officers from diverse commissioning sources to lead Soldiers. The Chief of Armor, through OCOA, has the regulatory responsibility for the messaging of the branch to the force. To ensure this, the Chief of Armor, with full support of the Armor School organizations, will continue to promote the Armor Branch in conjunction with U.S. 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; 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.

**4-2.3. 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, in the Regular Army, Army Reserve, and Army 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 (PDSI) of E4J. For more information, download USAARMS PAM 360-3 at <https://www.benning.army.mil/armor/OCO/ExcellenceinArmor.html>.

**4-2.4. 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 an observer/coach/trainer (O/C/T) at a CTC for two years, followed by two years as an instructor at the MCoE. 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 in USAARMS PAM 360-5 <https://www.benning.army.mil/Armor/OCO/Content/PDF/PW%20SOP.pdf?21JUN2018>. OCOA provides oversight

for the Armor Project Warrior Program for the Chief of Armor and works with HRC regarding selection and assignment of personnel. Soldiers who are enrolled in the Project Warrior Program will be awarded a PDSI of P4W.

**4-2.5. 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 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. USAARMS PAM 360-12, **Example Spur Ride SOP**, is available for download at <https://www.benning.army.mil/Armor/OCOA/Content/PDF/USAARMS%20Pam%20360-12%20Example%20Spur%20Ride%20SOP.pdf?07FEB2019>.

### 4-3. 194<sup>th</sup> Armor Brigade (194<sup>th</sup> AR Brigade).

The 194<sup>th</sup> AR Brigade 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. Armor OSUT Transformation (OSUT-T).** In accordance with the CSA's guidance, the 194<sup>th</sup> AR BDE will transform Armor OSUT into a 22-week POI for all scouts and Armor crewmen. This new POI focuses on training proficiency on key elements of lethality, mental/physical toughness, combat vehicle platforms, fieldcraft, and discipline.

Upcoming milestones:

- 22-Week Armor OSUT-T pilots: Will occur starting in 1<sup>st</sup> Quarter FY20.
- 22-Week Armor OSUT-T implementation: Following the conclusion of the 22-week pilots, the 194<sup>th</sup> AR Brigade will transition all legacy AR OSUT pools to 22 weeks starting in 1<sup>st</sup> Quarter FY21.

The goal of the Armor OSUT transformation is to create a more tactically and technically proficient scout or Armor crewman who is able to rapidly integrate into their first unit of assignment (FUA) during any phase of the Army's Sustainable Readiness Model.

### 4-4. 316<sup>th</sup> Cavalry Brigade (316<sup>th</sup> CAV Brigade)

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. As the Army's experts on R&S, 316<sup>th</sup> CAV Brigade is leading the way in reinvigorating the maneuver force's understanding and execution of R&S fundamentals. Additionally, ABOLC is newly assigned to 316<sup>th</sup> CAV Brigade, further consolidating Armor training under the USAARMS chain of command.

**4-4.1. ABOLC.** ABOLC develops Armor officers for tank platoon leadership. Graduates are trained and competent leaders of character capable to lead, fight, and win in the multi-domain environment. Trained in CAM and the fundamentals of tank platoon weapons systems and capabilities, and instilled with the warrior spirit, the graduates are prepared to assume leadership of a mounted platoon.

**4-4.2. ARC.** Develops higher-level fundamental R&S skills through instruction 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.

**4-4.3. CLC.** 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. CLC conducts quarterly MTTs at corps installations focused on training Soldiers from across the corps at those sites. The 316<sup>th</sup> will continue to develop executive-level MTT for division-level leadership.

**4-4.4. M1A1/M1A2 SEP Tank Commander's Course.** This course focuses on technical rather than tactical instruction, with emphasis 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.

**4-4.5. Bradley Commander and Gunner Certification Course (BCGC2).** Trains Active and Reserve Component officers and NCOs in combat-critical Bradley commander and gunner skills, giving graduates the knowledge needed to supervise, train, and lead subordinates. Successful completion of this course awards the B9 ASI.

**4-4.6. MLMC.** 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.

**4-4.7. Additional tasks.**

**4-4.7.1. CTC visits.** Leaders of the 316<sup>th</sup> CAV Brigade routinely augment O/C/Ts at CTCs to gain insights and incorporate lessons into MCoE courses.

**4-4.7.2. Operational unit visits.** The 316<sup>th</sup> CAV BDE makes SMEs available to support unit training and the Maneuver Battle Lab as requested.

**4-5. Armor School events.**

**4-5.1. Gainey Cup.** This is the Army's "Best Scout Squad" competition. The competition occurs the first week of May during odd calendar years. Event information is available on Fort Benning's Armor School Website.

<https://www.benning.army.mil/armor/gaineycup/>

**4-5.2. Sullivan Cup.** This is the Army's "Best Tank Crew" competition. The competition occurs the first week of May during even calendar years. Event information is available on the Armor School Website.

<https://www.benning.army.mil/armor/sullivan/>

**4-5.3 Armor Ball.** The Armor Ball occurs on the final day of the Sullivan and Gainey Cup competitions, which is the first Friday in May every year. The ball is scheduled at an established location in Columbus, Georgia, with catering for 500 or more attendees. The ball includes the presentation of the annual Order of Saint George Gold Medallion awardees, presented through the U.S. Cavalry and Armor Association.

**4-6. Maneuver Center partner organizations.**

**4-6.1. 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.

**4-6.1.1. Maneuver Captains Career Course (MCCC).** Graduates are self-aware, understand the way the enemy fights, are tactically proficient in warfighting skills, understand the fundamentals of multi-domain operations, and have the confidence to apply their skills in combat. They are also prepared to contribute immediately with an understanding of the variables that make their future BCT unique, with the skills necessary to lead, operate, and employ their assigned platform. During the battalion phase (using MDMP), students are re-sectioned into small groups based on future unit of assignment and led by a small group leader who has experience in that BCT construct.

**4-6.1.2. Maneuver Pre-Command Course (MPCC).** Course outcomes focus on the following: "train and maintain" WfF capabilities within BCTs; identify current initiatives, issues, and programs related to the maneuver force; and define current updates to maneuver doctrine and force structure that impact command. Students learn how to mentor future subordinate leaders through integration with MCCC, IBOLC, and ABOLC students in a small group setting. The students discuss leadership best practices through professional forums with MCoE leadership, the Armor and Infantry commandants, and former brigade and battalion commanders.

**4-6.2. 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 doctrine, collective training, and leader development efforts with the Armor Branch proponent are operationally relevant and meet operational requirements.

**4-6.2.1 Doctrine.** DOTD's Doctrine and Collective Training Division (DCTD), ABCT Doctrine Branch, is currently updating ATP 3-20.15, *The Tank Platoon*. It is a multi-service (U.S. Army and U.S. Marine Corps) combined-arms manual based on the current OE, covering tank platoon use in a CAB or Cavalry squadron. DCTD anticipates publishing this ATP by the end of 3<sup>rd</sup> Quarter FY19. Additionally, ABCT Branch will begin the updates to ATP 3-90.5, *Combined Arms Battalion*, and ATP 3-90.1, *Armor and Mechanized Infantry Company* to revise the techniques and procedures used to tactically employ the company teams and CABs respectively in large-scale combat operations. DOTD anticipates ATP 3-90.5 will be ready for publication no later than 4<sup>th</sup> Quarter FY20 and ATP 3-90.1 no later than 1<sup>st</sup> Quarter FY21.

Cavalry Doctrine Branch is currently updating ATP 3-20.98, *The Scout Platoon*. It provides a framework, tactical employment principles, and techniques for scout platoons of the Cavalry troops within each of the three BCT formations. It will also apply to the scout platoons within a CAB, Stryker Infantry Battalion, and Infantry battalion.

Cavalry Branch will initiate the update of FM 3-98, *Reconnaissance and Security Operations*, beginning 3<sup>rd</sup> Quarter FY19. It will provide the doctrinal guidance and direction for Cavalry organizations across each BCT formation, explaining how effective R&S operations generate depth, provide commanders reaction time and maneuver space. Effective R&S also allows scouts to fight for and collect information through stealth, protect against surprise, ease the forward movement of follow-on forces, and provide commanders with flexibility and adaptability. FM 3-98 will also apply to the scout platoon of maneuver battalions and combat aviation brigade air squadrons. FM 3-98 has an anticipated publication date of mid-3<sup>rd</sup> Quarter FY20.

Additionally, Cavalry Branch will begin the rewrites of ATP 3-20.96, *Cavalry Squadron*, and ATP 3-20.97, *Cavalry Troop*. Both ATPs provide doctrinal guidance and techniques of how Cavalry squadrons and troops, respectively, conduct R&S tasks in close contact with enemy organizations and civilians. Rewrites of both manuals will begin late in 2019, with anticipated publication during 1<sup>st</sup> Quarter FY21.

Continuing into FY19, DOTD will update FM 3-96, *Brigade Combat Team*, to maintain alignment with the upcoming FM 3-94, *Theater Army, Corps, and Division Operations*, as well as the recently published ADP/ADRP/FM 3-0, *Operations*, and ADRP 3-90, *Offense and Defense*, the expected release date coinciding with the 2019 Maneuver Warfighter Conference. FM 3-96 addresses how the BCT conducts, with unified action partners, land operations to shape security environments, prevent conflict, prevail in ground combat, and consolidate gains.

Appendix L shows the status of maneuver doctrine managed by MCoE.

**4-6.3. Maneuver Capabilities Development and Integration Directorate (MCDID).** CDIDs and associated battle labs were reassigned from TRADOC to the Army Futures Command (AFC) in December 2018. CDIDs are focused on the future force and contain requirements development, battle labs, experimentation, concepts, and analysis. TRADOC is focused on the fielded force and retains TCMs, organizational design, personnel proponentcy, and threat analysis functions within the TRADOC CoEs. CDIDs are in general support to their respective CoEs; TCMs are in general support to CDID at their respective CoE.

**4-6.3.1. Chief of Armor.** The Chief of Armor partners with the TCMs and MCDID for force modernization, integration, and requirement analysis. TCM-ABCT and TCM-Security Force Assistance Brigade (SFAB) are assigned to the Armor School.

**4-6.3.2. TCM-ABCT.** Representing the TRADOC commanding general (CG) and reporting to the MCoE commander, TCM-ABCT acts as TRADOC's centralized manager for fielded force integration activities associated with the ABCT and all CMF 19 ground cavalry and scout organizations regardless of formation. TCM-ABCT coordinates work on DOTMLPF-P integration of the fielded force in support of appropriate organizations to ensure success on the battlefield. TCM-ABCT coordinates with the AFC, III U.S. Corps, all active and reserve ABCTs, all reconnaissance units, program/product managers, pertinent TCMs, TRADOC CoEs, the director of MCDID, and the Armor and Infantry Schools to accomplish this mission.

**4-6.3.2.1 Operational and organizational (O&O) scope.** TCM-ABCT develops O&O concepts for the scout platoon, Cavalry squadron, and R&S. These concepts drive the DOTMLPF integration for R&S organizations and will inform their future designs. TCM-ABCT will continue to develop and support the

Army's efforts to determine the appropriate organization to conduct echelons-above-brigade R&S missions. Armor School organizations support the TCM's 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.

**4-6.3.3. TCM-SFAB.** Representing the TRADOC CG and reporting to the MCoE CG, TCM-SFAB acts as TRADOC's centralized manager for fielded force integration activities associated with the SFAB O&O structure, fielding, deployment, and sustainment activities. TCM-SFAB coordinates DOTMLPF-P integration supporting security force assistance (SFA) activities with foreign security forces to ensure success on the battlefield. TCM-SFAB also coordinates DOTMLPF-P actions to promote interoperability and standardization between SFA units and other supported/supporting organizations – AFC, Peacekeeping and Stability Operations Institute, U.S. John F. Kennedy Special Warfare Center, Security Force Assistance Command, Asymmetric Warfare Group, Combined Arms Center, program executive offices/managers, TRADOC CoEs, and TCMs.

**4-6.3.4 Current equipping priorities.** USAARMS supports CDID in providing organizational and material solutions for Armor and Cavalry. Current equipping priorities include Mobile Protected Firepower for IBCTs, Armored Multi-Purpose Vehicle, Light Reconnaissance Vehicle, Abrams and Bradley Engineering Change Proposals, and Next-Generation Combat Vehicles. USAARMS also supports CDID's efforts to operationalize the U.S. Army's Combat Vehicle Modernization 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 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, 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 also 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 of this publication 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 create and maintain leader development programs across the Army Leader Development Strategy LoEs. The three LoEs 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 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 use 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” LoE 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 should be followed to ensure 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, **U.S. 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 of this publication 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, goals, and plan career paths.

As there is no substitute for serving in 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” LoE 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, especially USAARMS’ professional development magazine, **ARMOR**. This writing program can be tied to the unit’s training and education leader development programs as well.

Across all three LoEs, 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, **Army Leadership**, 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 session, 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 NCO, these programs should include leader certification efforts to ensure leaders are proficient in the requisite KSAs their current duties require. Additionally, these programs should 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 the 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.

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 started taking 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 CGSC. SAMS has one AMSP education program (up to nine seminars), which begins in June 2019 and graduates in May 2020.

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 PCC (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's 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's Course (ALC) — ALC consists of technical training that is "hands-on," performance-oriented, and specific to the MOS. The purpose of the course is to train tank commander and scout squad leaders. 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 Leader's Course (M-SLC) — M-SLC has proponent phases that include hands-on and performance-oriented training that emphasizes warfighting skills. M-SLC is a seven-week course that consists 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 and 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 foundational understanding of the duties of a platoon sergeant and a battle-staff NCO. Refer to Appendix J for M-SLC course maps.

Master Leader's 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.



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 attend PCC at Fort Leavenworth. Additionally, depending on the type of command, NCOs may attend 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 NCOs 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 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 tailored to the follow-on BCT type. These paths will efficiently align courses within a leader's timeline at Fort Benning to ensure he or she receives the training and education required to lead organizations specific to the follow-on assignment BCT type.

Once Armor lieutenants graduate ABOLC, their primary PME course, the priority for functional-course attendance 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. These efforts 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 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 courses hosted or endorsed by the Armor School are available for Armor leaders within any BCT to attend:

- ARC
- CLC
- BCGC2
- Master gunner (common core, Abrams, Bradley, Stryker)
- Stryker Leader's Course (Infantry proponent)
- MGS Commander Course
- Tank Commander's Course
- MLMC
- Airborne School
- Ranger School

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

**5-1.3. Key-leader turbulence.** As leaders take advantage of these schools and further their education, units can experience turbulence in operations because of decreased personnel. Leaders at all echelons must anticipate future constraints and requirements, make necessary personnel moves early, and prudently certify and fill crew, team, staff, and leader positions. Changeover of personnel can be a significant challenge for organizations as they execute training plans. Therefore, 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:

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

**5-2.1. DLC.** 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 as both a warrior and a warrior leader.

**5-2.1.1. DLC Level I.** The DLC Level I teaches initial-term Armor Branch Soldiers communication skills, lessons in character and values, and a framework for tactical and technical competence. DLC 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 DLC is a prerequisite for BLC.

**5-2.1.2. DLC Level II.** The DLC 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 DLC is a prerequisite for ALC.

**5-2.1.3. DLC Level III.** The DLC 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-sized element. Students will analyze and apply leadership development, mission command, cognitive dominance, and Army programs. This DLC is a prerequisite for SLC.

**5-2.1.4. DLC Level IV.** DLC 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 DLC is a prerequisite for MLC.

**5-2.1.5. DLC Level V.** DLC 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 DLC is a prerequisite for SMC.

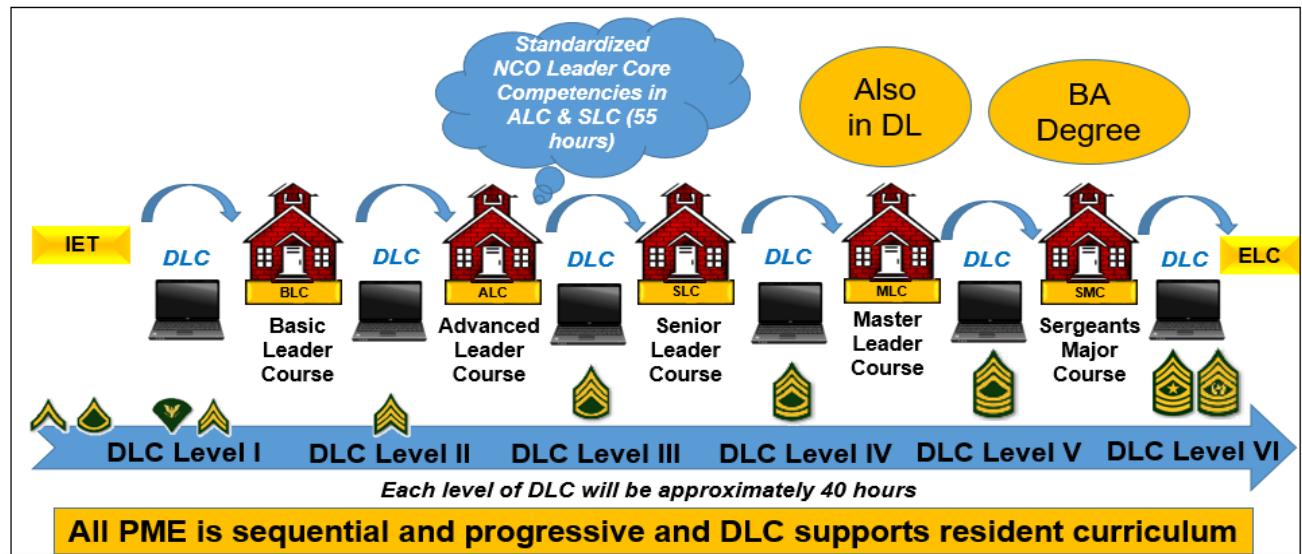


Figure 5.1. NCO Professional Military Education Learning Continuum.

**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 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 that encourages 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.

Other areas of guided self-study include the Global Combat Support System – Army (GCCS-A) training program available at <https://www.gcass.army.mil>. While this training is required for those who use 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 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 LVCG 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 enables time and budget savings, and it is 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 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, Army National Guard (ARNG), and U.S. Army Reserve (USAR)) from the individual level to echelons above corps.

Depending on Army Component type and location, access to Army-provided HST enablers will vary. U.S. Army Installation Management Command's Directorate of Plans, Training, Mobilization and Security 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.

#### 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 conducting a live iteration; MILES supported situational training exercise (STXs) lanes; maneuver exercises to provide real-time monitoring and post-mission AAR capability; and visual modification 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. Simulated systems can be used to mitigate constraints in time, level of realism, and resources. Simulated systems enable more repetitions in the same amount of time as live training, and it allows for near-realistic conditions that cannot otherwise be attained because of safety conditions. Simulated systems also avoid some of the resource costs and time required to train in live conditions. They 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. Role players make inputs to the simulation but are not involved in determining the outcomes (i.e., the constructive simulation determines the speed of movement, the effect of the engagement with the enemy and any battle damage that may occur). 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 information systems (MCIS), 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 training complex (MTC) using constructive simulations to stimulate the MCIS, allowing individual MCIS operators to use the simulation/stimulated data to create a COP for the commander on Command Post of the Future. 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 LVCG training environments to simulate unit MCIS. By integrating LVCG enablers, commanders can expand their OEs through technology rather than being limited to physical terrain and forces. LVCG – Integrating Architecture (LVCG-IA) enables interoperability between simulated systems and simulators across LVCG as well as MCIS to conduct brigade-and-below combined arms collective training. Unlike any other HST 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, and it is capable of supporting individual through multi-echelon collective training.

An essential strength of the ITE is its ability to closely replicate the OE, so commanders can challenge their formations with complex problem sets that force 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 its 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 (Close-Combat Tactical Trainer (CCTT)) at the 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 LVCG 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 (OPFOR)/civilians on the battlefield required on those objectives. The rest of the resources are embedded in the simulation at high fidelity and 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 it has 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. Incorporating the ITE into unit training.

Commanders consider the ITE by integrating and synchronizing the components that enable LVCG 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. Commanders should understand how to employ TADSS effectively and optimally to enhance live training. Apart from integrating TADSS, commanders should also consider using MCIS 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 LVCG environments. Refer to Appendix I for examples of battalion/ brigade combat team nested training strategy using 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; it 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 [LVCG] 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 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 or she emplaces a strong safety program and develops and coordinates training events that synchronize training areas and facilities, training support systems products and services, 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 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 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 (e.g., 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.), develops an exercise using 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 or she 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
- 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 O/C/T 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, reviewed in an AAR, and retrained 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 a simulations operations officer (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); 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, and 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, the commander 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, the commander 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 to the exercise director
- Exercise updates (MSEL inject issues, simulation thread issues, simulator issues)
- TTP capture
- Battle rhythm review
- 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 AAR (EAAR) tool. EAAR collects data from the entire LVCG-IA network, including information on what is happening in the LVCG 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 videoplayer formats for the unit to use during its AAR brief. Once EAAR products are exported, the unit can conduct its AAR at whatever location they desire.

The CCTT, AVCATT, HITS, and 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.

The Army’s future collective training capability is the synthetic training environment (STE). Currently in the early acquisition process, the STE will enable units and leaders to conduct realistic multi-echelon / multi-domain operations, CAM, and mission command training at the point of need from squad through Army Service Component Command. STE provides a convergence of virtual, constructive, and gaming environments into a single synthetic environment with augmented reality and modular open systems architecture to link with live. This will increase the realism of live training and reduce dependency on brick-and-mortar training sites. The STE will be capable of training units across the full range of ULO in multiple domains (land, maritime, air, space, and cyber) that can support regionally aligned forces and missions.

The STE will use artificial intelligence enabled attributes to replicate operational complexity and uncertainty, increasing the realism and intricacy of training scenarios. This will lower costs by replacing some human role players with avatars.



It will also include automated tools to rapidly generate scenarios to customize training goals as well as adaptive, intelligent tutors to support more efficient instruction and evaluation in a holistic-training COP.

The STE provides an immersive, reconfigurable air and ground training capability to represent numerous rotary wing aircraft, ground/amphibious track and wheeled vehicles. It also provides close-combat squads and immersive simulation capability for STE squad capability), weapons-skills development (WSD), Joint fires, and use of force (UoF) that support individual and squad collective-training tasks. Additionally, the STE provides the foundational core cross-cutting capabilities of training simulation software (TSS), One World Terrain, and training management tool.

This STE will enable all aspects of the operations process to capture the seamless planning, preparation, execution, and assessment of synthetic-live training. The AAR and assessment tools are linked to execution outcomes, providing 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.

Chapter 6 and Appendix I are informed by and borrow from the September 2014 **Leaders Guide to Training in the Integrated Training Environment**. Information on TCM-ITE can be found here: <https://usacac.army.mil/organizations/cact/tcm-ite>.

Resources on the ITE for units can be found here: <https://ite.army.mil/Entrance/Product/ResourceList.aspx?pid=38>

## APPENDIX A

### Acronyms, References and Terms

#### A-C

**AAC** – armament accuracy check  
**AAR** – after-action review  
**ABCT** – armored brigade combat team

**ABOLC** – Armor Basic Officer Leader’s Course  
**AC** – Active Component  
**ACFT** – Army Combat Fitness Test  
**ADP** – Army doctrinal publication  
**ADRP** – Army doctrinal reference publication  
**AFC** – Army Futures Command  
**AG** – assistant gunner  
**AGTS** – Advanced Gunnery Training System  
**ALC** – Advanced Leader’s Course  
**AOC** – area of concentration  
**AOR** – after-operations recovery  
**APD** – Army Publications Directorate  
**AR** – Army regulation  
**ARC** – Army Reconnaissance Course  
**ARDP** – Army doctrinal reference publication  
**ARTB** – Airborne and Ranger Training Brigade  
**ATGM** – anti-tank guided missile  
**ATN** – Army Training Network  
**ATP** – Army technical publication  
**AVCATT** – Aviation Combined Arms Tactical Trainer  
**BATS** – Bradley Advanced Training System  
**BCGC2** – Bradley Commander and Gunner’s Certification Course  
**BCT** – brigade combat team

**BES** – Battle Effects Simulator  
**BFV** – Bradley Fighting Vehicle  
**BFT** – Blue Force Tracker  
**BLC** – Basic Leader’s Course  
**BLUFOR** – Blue Forces (friendly)  
**BSB** – brigade support battalion  
**BTE** – blended training environment  
**BUB** – battle-update brief

**CAB** – combined-arms battalion  
**CALFEX** – combined arms live-fire exercise  
**CAM** – combined arms maneuver  
**CAS** – close air support  
**CASCOM** – Combined Arms Support Command

**CATS** – Combined Arms Training Strategy  
**CBRN** – chemical, biological, radiological, and nuclear

**CCTT** – Close-Combat Tactical Trainer  
**CDID** – Capabilities Development and Integration Directorate  
**CEMA** – cyberelectromagnetic activities  
**CFFT** – Call-for-Fire Trainer  
**CFDP-IC** – Common Faculty Development Program – Instructor Course  
**CG** – commanding general  
**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  
**CoE** – center of excellence  
**COFT-SA** – Conduct of Fire Trainer – Situational Awareness  
**COIN** – counterinsurgency  
**COP** – common operational picture

**CP** – command post  
**CPC** – Crew Proficiency Course  
**CRM** – composite risk management  
**CSA** – Chief of Staff of the Army  
**CTC** – combat training center  
**CTSV-CMUR** – Common Thru-Sight Video-Crew Module Unit Recorder

**CVTESS** – Combat Vehicle Tactical Engagement Simulations System  
**CWfF** – Cavalry Warfighter Forum

## D-I

**DA** – Department of the Army  
**DA PAM** – Department of the Army pamphlet  
**DATE** – decisive-action training environment  
**DCTD** – Doctrine and Collective Training Division  
**DLC** – Distributed Leader’s Course  
**DoTD** – Directorate of Training and Doctrine  
**DOTMLPF-P** – doctrine, organization, training, materiel, leadership and education, personnel, facilities, and policy  
**DRE** – deployment-readiness exercise  
**DRTS** – Digital Range Training System

**DTMS** – Digital Training Management System  
**DXTRS** – Division Exercise Training and Review System  
**EAAR** – enterprise after-action review

**EIA** – Excellence in Armor  
**EST** – Engagement Skills Trainer  
**FCS** – fire-control system  
**FDU** – force-design update  
**FM** – field manual  
**FOB** – forward operating base  
**FoT** – force on target  
**FSC** – forward support company  
**FTX** – field training exercise  
**FUA** – first unit of assignment  
**FY** – fiscal year  
**GCSS-A** – Global Combat Support System-Army

**GNR** -- gunner  
**GSD** – guided self-development  
**GST** – Gunnery Skills Test  
**HITS** – Home Station Instrumentation Training System  
**HPDT** – high-physical-demand task  
**HQ** – headquarters  
**HQDA** – Headquarters, Department of the Army  
**HRC** – Human Resources Command  
**HST** – home-station training

**IBCT** – Infantry brigade combat team  
**IC** – information collection

**IDS** – inbore device sub-caliber  
**IET** – initial-entry training  
**ILE** – intermediate-level education  
**ITE** – integrated training environment  
**IWTS** – Integrated Weapons Training Strategy

## J-O

**JCATS** – Joint Conflict and Tactical Simulation

**JIIM** – joint, interagency, intergovernmental, and multinational  
**JLCCTC** – Joint Land Component Constructive Training Capability  
**JLCCTC-ERF** – Joint Land Component Constructive Training Capability-Entity Resolution Federation

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

**LFPG** – Live-Fire Proficiency Gate

**LFX** – live-fire exercise

**LoE** – line of effort

**LRS3** – Long-Range Advanced Scout Surveillance System

**LVCG** – live, virtual, constructive, and gaming

**LVCG-IA** – Live, Virtual, Constructive, and Gaming – Integrated Architecture

**MCCC** – Maneuver Captains Career Course

**MCDID** -- Maneuver Capabilities Development and Integration Directorate

**MCoE** – Maneuver Center of Excellence

**MCIS** – mission-command information system

**MDMP** – military decision-making process

**MET** – mission-essential task

**METL** – mission-essential task list

**MGS** – Mobile Gun System

**MILES** – Multiple Integrated Laser Engagement System

**MLC** – Master Leader’s Course

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

**MMG** – mounted machinegun

**MOS** – military occupational specialty

**MOU** – military operations in urban terrain

**MPCC** – Maneuver Pre-Command Course

**MSEL** – Master Scenario Event List

**M-SLC** – Maneuver Senior Leaders Course

**MTC** – mission training complex

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

**MTT** – mobile training team

**NAI** – named area of interest

**NCO** – noncommissioned officer

**O&O** – operational and organizational

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

**OCS** – Officer Candidate School

**O/C/T** – observer/coach/trainer

**OE** – operational environment

**OIC** – officer in charge

**OSUT** – one-station unit training

**OSUT-T** – one-station unit training transformation

**OPFOR** – opposing force

**OPTEMPO** – operational tempo

## **P-S**

**PCC** – Pre-Command Course

**PCC** – pre-combat check

**PCI** – pre-combat inspection

**PDSI** – project-development skill identifier

**PGS** – Precision Gunnery System

**PIR** – priority information requirement

**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

**PoI** – program of instruction

**PSD** – personal self-development

**PT** – physical training

**QTB** – quarterly training brief

**R2C** – Ready and Resilient Campaign

**R&S** – reconnaissance and security

**RC** – Reserve Component

**ROTC** – Reserve Officer Training Corps

**RSO** – range safety officer

**RVS** – Reconfigurable Vehicle Simulator

**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

**SFA** – security force assistance

**SFAB** – security force assistance brigade

**SGLI** – Servicemembers Group Life Insurance

**SLC** – Senior Leader’s Course

**SMC** – Sergeants Major Course

**SME** – subject-matter expert

**SOP** – standard operating procedure

**SOPI&E** – standard operating procedures instruction and evaluation

**SSPC** – Scout Squad Proficiency Course

**STE** – synthetic training environment

**STX** – situational training exercise

**SVCT** – Stryker Virtual Collective Trainer

## 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-ITE** – TRADOC Capability Manager – Integrated Training Environment

**TCM-Recon** – TRADOC Capability Manager – Reconnaissance and Security

**TCM-SFAB** – TRADOC Capability Manager – Security Force Assistance Brigade

**TDY** – temporary duty

**T&EO** – training and evaluation outline

**TESS** – tactical engagement simulation system

**TLDS** – Training and Leader Development Strategy

**TLP** – troop-leading procedures

**TOC** – tactical operations center

**TOW** – tube-launched, optically tracked, wire-guided

**TRADOC** – (U.S. Army) Training and Doctrine Command

**TSV** – Thru Sight Video

**TTP** – tactics, techniques, and procedures

**TTP&E** – tactics, techniques, procedures, and evaluation

**UAS** – unmanned aerial system

**ULO** – unified land operations

**UoF** – use of force

**USAARMS** – United States Army Armor School

**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

**WfF** – warfighting function

**WSD** – weapons-skills development

**YTB** – yearly training brief

## APPENDIX B

### HQDA Standardized METLs

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

All METL tasks are available through DTMS at <https://dtms.army.mil>.

The MCoE point of contact is Mr. Terry Legette, (706) 545-4363, [terry.l.legette.civ@mail.mil](mailto:terry.l.legette.civ@mail.mil).

### Armored Brigade Combat Team

#### ABCT METL Tasks

- 07-BDE-1272 Conduct Area Security - BCT
  - 01-BDE-0436 Coordinate Air-Ground Operations when Providing Attack Aviation Support
  - 06-BDE-5066 Employ Fires
  - 07-BDE-6084 Conduct Survivability Activities - BCT
  - 17-BDE-1007 Conduct Reconnaissance Activities - Brigade
  - 17-BDE-9225 Conduct a Screen - Brigade
  - 71-BDE-5100 Conduct the Mission Command Operations Process for Brigades
  - 71-BDE-8600 Establish Civil Security for Brigades
- 17-BDE-1030 Conduct an Area Defense - ABCT
  - 01-BDE-0436 Coordinate Air-Ground Operations when Providing Attack Aviation Support
  - 06-BDE-5066 Employ Fires
  - 07-BDE-6084 Conduct Survivability Activities - BCT
  - 17-BDE-1007 Conduct Reconnaissance Activities - Brigade
  - 63-BDE-4021 Provide Internal Sustainment (Brigade)
  - 71-BDE-5100 Conduct the Mission Command Operations Process for Brigades
- 17-BDE-1074 Conduct a Movement to Contact - ABCT
  - 01-BDE-0436 Coordinate Air-Ground Operations when Providing Attack Aviation Support
  - 06-BDE-5066 Employ Fires
  - 07-BDE-6082 Conduct Mobility Activities - BCT
  - 17-BDE-1007 Conduct Reconnaissance Activities - Brigade
  - 17-BDE-1254 Conduct a Combined Arms Breach of an Obstacle – ABCT
  - 63-BDE-4021 Provide Internal Sustainment (Brigade)
  - 71-BDE-5100 Conduct the Mission Command Operations Process for Brigades
- 17-BDE-1094 Conduct an Attack - ABCT
  - 01-BDE-0436 Coordinate Air-Ground Operations when Providing Attack Aviation Support
  - 06-BDE-5066 Employ Fires
  - 07-BDE-6082 Conduct Mobility Activities - BCT
  - 17-BDE-1007 Conduct Reconnaissance Activities - Brigade
  - 17-BDE-1254 Conduct a Combined Arms Breach of an Obstacle - ABCT
  - 63-BDE-4021 Provide Internal Sustainment (Brigade)
  - 71-BDE-5100 Conduct the Mission Command Operations Process for Brigades
- 55-BDE-4800 Conduct Expeditionary Deployment Operations at the Brigade Level
  - 12-BDE-0004 Prepare Personnel for Deployment (S1)
  - 55-BDE-4801 Conduct Actions Associated with Force Projection at the Brigade Level
  - 55-BDE-4804 Conduct Deployment Activities at the Brigade Level
  - 71-BDE-5100 Conduct the Mission Command Operations Process for Brigades

#### HHC CAB METL Tasks

- 07-CO-5135 Operate a Command Post - Company
  - 07-PLT-9016 Establish Observation Posts - Platoon
  - 07-PLT-9022 Conduct a Security Patrol - Platoon
  - 19-PLT-2203 Conduct Command Post (CP) Security
  - 71-CO-5100 Conduct Troop Leading Procedures
- 55-CO-4830 Conduct Expeditionary Deployment Operations
  - 55-CO-4801 Perform Deployment Alert Activities
  - 55-CO-4826 Conduct Staging Activities
  - 55-CO-4828 Plan Unit Deployment Activities Upon Receipt of a Warning Order
  - 71-CO-5100 Conduct Troop Leading Procedures
- 63-CO-4574 Conduct Sustainment Support Operations (Company)
  - 63-CO-4000 Coordinate Replenishment/Sustainment Operations
  - 63-CO-4546 Conduct Logistics Package (LOGPAC) Support
  - 71-CO-5100 Conduct Troop Leading Procedures

### Armor Company CAB METL Tasks

- 07-CO-1272 Conduct Area Security - Company
  - 07-CO-1450 Secure Routes - Company
  - 07-CO-3036 Integrate Indirect Fire Support - Company
  - 07-CO-4054 Secure Civilians During Operations - Company
  - 07-PLT-9022 Conduct a Security Patrol - Platoon
  - 19-PLT-2406 Conduct Roadblock and Checkpoint
  - 71-CO-5100 Conduct Troop Leading Procedures
- 17-CO-1030 Conduct an Area Defense - Armor & Mechanized Infantry Company Team (ABCT)
  - 07-CO-1396 Employ Obstacles - Company
  - 07-CO-3027 Integrate Direct Fires - Company
  - 07-CO-3036 Integrate Indirect Fire Support - Company
  - 07-CO-6045 Employ Deception Techniques - Company
  - 71-CO-5100 Conduct Troop Leading Procedures
- 17-CO-1074 Conduct a Movement to Contact - Armor & Mechanized Infantry Company Team (ABCT)
  - 07-CO-3000 Conduct Support by Fire - Company
  - 07-CO-3027 Integrate Direct Fires - Company
  - 07-CO-3036 Integrate Indirect Fire Support - Company
  - 71-CO-5100 Conduct Troop Leading Procedures
- 17-CO-1094 Conduct an Attack - Armor & Mechanized Infantry Company Team (ABCT)
  - 07-CO-1256 Conduct an Attack by Fire - Company
  - 07-CO-3000 Conduct Support by Fire - Company
  - 07-CO-3027 Integrate Direct Fires - Company
  - 07-CO-3036 Integrate Indirect Fire Support – Company
  - 71-CO-5100 Conduct Troop Leading Procedures
- 55-CO-4830 Conduct Expeditionary Deployment Operations
  - 55-CO-4801 Perform Deployment Alert Activities
  - 55-CO-4826 Conduct Staging Activities
  - 55-CO-4828 Plan Unit Deployment Activities Upon Receipt of a Warning Order
  - 71-CO-5100 Conduct Troop Leading Procedures

### Cavalry Squadron ABCT METL Tasks

- 07-BN-1272 Conduct Area Security - Battalion
  - 06-BN-5076 Synchronize Fires
  - 07-BN-6084 Conduct Survivability Activities - Battalion
  - 17-BN-0308 Synchronize Close Air Support - Battalion
  - 17-BN-1007 Conduct Reconnaissance Activities - Battalion
  - 17-BN-9406 Conduct Lines of Communication Security - Battalion
- 17-SQDN-9225 Conduct a Screen - Squadron
  - 71-BN-5100 Conduct the Mission Command Operations Process for Battalions
  - 17-SQDN-9222 Conduct a Guard - Squadron
  - 06-BN-5076 Synchronize Fires
  - 07-BN-6082 Conduct Mobility Activities - Battalion
  - 17-BN-0308 Synchronize Close Air Support - Battalion
  - 63-BN-4878 Provide Internal Sustainment for Battalion.
  - 71-BN-5100 Conduct the Mission Command Operations Process for Battalions
- 17-SQDN-9225 Conduct a Screen - Squadron
  - 06-BN-5076 Synchronize Fires
  - 07-BN-6082 Conduct Mobility Activities - Battalion
  - 17-BN-0308 Synchronize Close Air Support - Battalion
  - 63-BN-4878 Provide Internal Sustainment for Battalion.
  - 71-BN-5100 Conduct the Mission Command Operations Process for Battalions
- 17-SQDN-9314 Conduct Zone Reconnaissance – Squadron
  - 06-BN-5076 Synchronize Fires
  - 17-BN-4025 Conduct a Reconnaissance Handover - Battalion
  - 17-SQDN-9320 Conduct Reconnaissance In Force - Squadron
  - 63-BN-4878 Provide Internal Sustainment for Battalion.
  - 71-BN-5100 Conduct the Mission Command Operations Process for Battalions
- 17-SQDN-9315 Conduct Area Reconnaissance - Squadron
  - 06-BN-5076 Synchronize Fires
  - 17-BN-4025 Conduct a Reconnaissance Handover - Battalion
  - 17-SQDN-9320 Conduct Reconnaissance In Force - Squadron
  - 63-BN-4878 Provide Internal Sustainment for Battalion.
  - 71-BN-5100 Conduct the Mission Command Operations Process for Battalions
- 55-BN-4800 Conduct Expeditionary Deployment Operations at the Battalion Level

- 12-BN-0004 Prepare Personnel for Deployment (S1)
- 55-BN-4801 Conduct Actions Associated with Force Projection at the Battalion Level
- 55-BN-4804 Conduct Expeditionary Deployment Activities at the Battalion Level
- 71-BN-5100 Conduct the Mission Command Operations Process for Battalions

### **HHT Cavalry Squadron ABCT METL Tasks**

- 07-CO-5135 Operate a Command Post - Company
  - 07-PLT-9016 Establish Observation Posts - Platoon
  - 07-PLT-9022 Conduct a Security Patrol - Platoon
  - 19-PLT-2203 Conduct Command Post (CP) Security
  - 71-CO-5100 Conduct Troop Leading Procedures
- 55-CO-4830 Conduct Expeditionary Deployment Operations
  - 55-CO-4801 Perform Deployment Alert Activities
  - 55-CO-4826 Conduct Staging Activities
  - 55-CO-4828 Plan Unit Deployment Activities Upon Receipt of a Warning Order
  - 71-CO-5100 Conduct Troop Leading Procedures
- 63-CO-4574 Conduct Sustainment Support Operations (Company)
  - 63-CO-4000 Coordinate Replenishment/Sustainment Operations
  - 63-CO-4546 Conduct Logistics Package (LOGPAC) Support
  - 71-CO-5100 Conduct Troop Leading Procedures

### **Cavalry Troop Cavalry Squadron ABCT METL Tasks**

- 07-CO-1272 Conduct Area Security - Company
  - 07-CO-1450 Secure Routes - Company
  - 07-CO-3036 Integrate Indirect Fire Support - Company
  - 07-CO-4054 Secure Civilians During Operations - Company
  - 07-PLT-9022 Conduct a Security Patrol - Platoon
  - 19-PLT-2406 Conduct Roadblock and Checkpoint
  - 71-CO-5100 Conduct Troop Leading Procedures
- 17-TRP-4000 Conduct Route Reconnaissance - Cavalry Troop
  - 17-PLT-4012 Reconnoiter an Obstacle - Platoon
  - 17-TRP-4011 Conduct Area Reconnaissance - Cavalry Troop
  - 71-CO-5100 Conduct Troop Leading Procedures
- 17-TRP-4010 Conduct Zone Reconnaissance - Cavalry Troop
  - 17-TRP-4000 Conduct Route Reconnaissance - Cavalry Troop
  - 17-TRP-4011 Conduct Area Reconnaissance - Cavalry Troop
  - 17-TRP-4025 Conduct Reconnaissance Handover - Troop
  - 71-CO-5100 Conduct Troop Leading Procedures
- 17-TRP-4011 Conduct Area Reconnaissance - Cavalry Troop
  - 17-PLT-4012 Reconnoiter an Obstacle - Platoon
  - 17-TRP-4000 Conduct Route Reconnaissance - Cavalry Troop
  - 17-TRP-4025 Conduct Reconnaissance Handover - Troop
  - 71-CO-5100 Conduct Troop Leading Procedures
- 17-TRP-9225 Conduct a Screen – Troop
  - 07-CO-3036 Integrate Indirect Fire Support - Company
  - 07-PLT-9016 Establish Observation Posts - Platoon
  - 17-TRP-2625 Displace To Subsequent Screen - Troop
  - 17-TRP-4010 Conduct Zone Reconnaissance - Cavalry Troop
  - 71-CO-5100 Conduct Troop Leading Procedures
- 55-CO-4830 Conduct Expeditionary Deployment Operations
  - 55-CO-4801 Perform Deployment Alert Activities
  - 55-CO-4826 Conduct Staging Activities
  - 55-CO-4828 Plan Unit Deployment Activities Upon Receipt of a Warning Order
  - 71-CO-5100 Conduct Troop Leading Procedures

### **Infantry Brigade Combat Team IBCT METL Tasks**

- 07-BDE-1028 Conduct an Area Defense - IBCT
  - 01-BDE-0436 Coordinate Air-Ground Operations when Providing Attack Aviation Support
  - 06-BDE-5066 Employ Fires
  - 07-BDE-6084 Conduct Survivability Activities - BCT
  - 17-BDE-1007 Conduct Reconnaissance Activities - Brigade
  - 63-BDE-4021 Provide Internal Sustainment (Brigade)



- 71-BDE-5100 Conduct the Mission Command Operations Process for Brigades
- 07-BDE-1072 Conduct a Movement to Contact - IBCT
  - 01-BDE-0436 Coordinate Air-Ground Operations when Providing Attack Aviation Support
  - 06-BDE-5066 Employ Fires
  - 07-BDE-1252 Conduct a Combined Arms Breach of an Obstacle - IBCT
  - 07-BDE-6082 Conduct Mobility Activities - BCT
  - 17-BDE-1007 Conduct Reconnaissance Activities - Brigade
  - 63-BDE-4021 Provide Internal Sustainment (Brigade)
  - 71-BDE-5100 Conduct the Mission Command Operations Process for Brigades
- 07-BDE-1092 Conduct an Attack - IBCT
  - 01-BDE-0436 Coordinate Air-Ground Operations when Providing Attack Aviation Support
  - 06-BDE-5066 Employ Fires
  - 07-BDE-1252 Conduct a Combined Arms Breach of an Obstacle - IBCT
  - 07-BDE-6082 Conduct Mobility Activities - BCT
  - 17-BDE-1007 Conduct Reconnaissance Activities - Brigade
  - 63-BDE-4021 Provide Internal Sustainment (Brigade)
  - 71-BDE-5100 Conduct the Mission Command Operations Process for Brigades
- 07-BDE-1262 Conduct an Air Assault - Stryker/Infantry BCT
  - 01-BDE-0436 Coordinate Air-Ground Operations when Providing Attack Aviation Support
  - 06-BDE-5066 Employ Fires
  - 07-BDE-1012 Establish Lodgment - BCT
  - 07-BDE-6082 Conduct Mobility Activities - BCT
  - 17-BDE-1007 Conduct Reconnaissance Activities - Brigade
  - 71-BDE-5100 Conduct the Mission Command Operations Process for Brigades
- 07-BDE-1272 Conduct Area Security - BCT
  - 01-BDE-0436 Coordinate Air-Ground Operations when Providing Attack Aviation Support
  - 06-BDE-5066 Employ Fires
  - 07-BDE-6084 Conduct Survivability Activities - BCT
  - 17-BDE-1007 Conduct Reconnaissance Activities - Brigade
  - 17-BDE-9225 Conduct a Screen - Brigade
  - 71-BDE-5100 Conduct the Mission Command Operations Process for Brigades
  - 71-BDE-8600 Establish Civil Security for Brigades
- 55-BDE-4800 Conduct Expeditionary Deployment Operations at the Brigade Level
  - 12-BDE-0004 Prepare Personnel for Deployment (S1)
  - 55-EAC-4801 Conduct Actions Associated with Force Projection at Echelon Above Corp
  - 55-EAC-4804 Conduct Deployment Activities at Echelon Above Corp
  - 71-BDE-5100 Conduct the Mission Command Operations Process for Brigades

### **Cavalry Squadron IBCT METL Tasks**

- 07-BN-1262 Conduct an Air Assault - Infantry BN (Stryker/Infantry BCT)
  - 06-BN-5076 Synchronize Fires
  - 07-BN-6082 Conduct Mobility Activities - Battalion
  - 17-BN-0308 Synchronize Close Air Support - Battalion
  - 17-BN-1007 Conduct Reconnaissance Activities - Battalion
  - 71-BN-5100 Conduct the Mission Command Operations Process for Battalions
- 07-BN-1272 Conduct Area Security - Battalion
  - 06-BN-5076 Synchronize Fires
  - 07-BN-6084 Conduct Survivability Activities - Battalion
  - 17-BN-0308 Synchronize Close Air Support - Battalion
  - 17-BN-1007 Conduct Reconnaissance Activities - Battalion
  - 17-BN-9406 Conduct Lines of Communication Security - Battalion
  - 17-SQDN-9225 Conduct a Screen - Squadron
  - 71-BN-5100 Conduct the Mission Command Operations Process for Battalions
- 17-SQDN-9222 Conduct a Guard - Squadron
  - 06-BN-5076 Synchronize Fires
  - 07-BN-6082 Conduct Mobility Activities - Battalion
  - 17-BN-0308 Synchronize Close Air Support - Battalion
  - 63-BN-4878 Provide Internal Sustainment for Battalion.
  - 71-BN-5100 Conduct the Mission Command Operations Process for Battalions
- 17-SQDN-9225 Conduct a Screen - Squadron
  - 06-BN-5076 Synchronize Fires
  - 07-BN-6082 Conduct Mobility Activities - Battalion
  - 17-BN-0308 Synchronize Close Air Support - Battalion
  - 63-BN-4878 Provide Internal Sustainment for Battalion.
  - 71-BN-5100 Conduct the Mission Command Operations Process for Battalions

- 17-SQDN-9314 Conduct Zone Reconnaissance - Squadron
  - 06-BN-5076 Synchronize Fires
  - 17-BN-4025 Conduct a Reconnaissance Handover - Battalion
  - 17-SQDN-9320 Conduct Reconnaissance In Force - Squadron
  - 63-BN-4878 Provide Internal Sustainment for Battalion.
  - 71-BN-5100 Conduct the Mission Command Operations Process for Battalions
- 17-SQDN-9315 Conduct Area Reconnaissance - Squadron
  - 06-BN-5076 Synchronize Fires
  - 17-BN-4025 Conduct a Reconnaissance Handover - Battalion
  - 17-SQDN-9320 Conduct Reconnaissance In Force - Squadron
  - 63-BN-4878 Provide Internal Sustainment for Battalion.
  - 71-BN-5100 Conduct the Mission Command Operations Process for Battalions
- 55-BN-4800 Conduct Expeditionary Deployment Operations at the Battalion Level
  - 12-BN-0004 Prepare Personnel for Deployment (S1)
  - 55-BN-4801 Conduct Actions Associated with Force Projection at the Battalion Level
  - 55-BN-4804 Conduct Expeditionary Deployment Activities at the Battalion Level
  - 71-BN-5100 Conduct the Mission Command Operations Process for Battalions

### **Motorized Cavalry Troop IBCT METL Tasks**

- 07-CO-1272 Conduct Area Security - Company
  - 07-CO-1450 Secure Routes - Company
  - 07-CO-3036 Integrate Indirect Fire Support - Company
  - 07-CO-4054 Secure Civilians During Operations - Company
  - 07-PLT-9022 Conduct a Security Patrol - Platoon
  - 19-PLT-2406 Conduct Roadblock and Checkpoint
  - 71-CO-5100 Conduct Troop Leading Procedures
- 17-TRP-4000 Conduct Route Reconnaissance - Cavalry Troop
  - 17-PLT-4012 Reconnoiter an Obstacle - Platoon
  - 17-TRP-4011 Conduct Area Reconnaissance - Cavalry Troop
  - 71-CO-5100 Conduct Troop Leading Procedures
- 17-TRP-4010 Conduct Zone Reconnaissance - Cavalry Troop
  - 17-TRP-4000 Conduct Route Reconnaissance - Cavalry Troop
  - 17-TRP-4011 Conduct Area Reconnaissance - Cavalry Troop
  - 17-TRP-4025 Conduct Reconnaissance Handover - Troop
  - 71-CO-5100 Conduct Troop Leading Procedures
- 17-TRP-4011 Conduct Area Reconnaissance - Cavalry Troop
  - 17-PLT-4012 Reconnoiter an Obstacle - Platoon
  - 17-TRP-4000 Conduct Route Reconnaissance - Cavalry Troop
  - 17-TRP-4025 Conduct Reconnaissance Handover - Troop
  - 71-CO-5100 Conduct Troop Leading Procedures
- 17-TRP-9225 Conduct a Screen - Troop
  - 07-CO-3036 Integrate Indirect Fire Support – Company
  - 07-PLT-9016 Establish Observation Posts - Platoon
  - 17-TRP-2625 Displace To Subsequent Screen - Troop
  - 17-TRP-4010 Conduct Zone Reconnaissance - Cavalry Troop
  - 71-CO-5100 Conduct Troop Leading Procedures
- 55-CO-4830 Conduct Expeditionary Deployment Operations
  - 55-CO-4801 Perform Deployment Alert Activities
  - 55-CO-4826 Conduct Staging Activities
  - 55-CO-4828 Plan Unit Deployment Activities Upon Receipt of a Warning Order
  - 71-CO-5100 Conduct Troop Leading Procedures

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

- 07-CO-1272 Conduct Area Security - Company
  - 07-CO-1450 Secure Routes - Company
  - 07-CO-3036 Integrate Indirect Fire Support - Company
  - 07-CO-4054 Secure Civilians During Operations - Company
  - 07-PLT-9022 Conduct a Security Patrol - Platoon
  - 19-PLT-2406 Conduct Roadblock and Checkpoint
  - 71-CO-5100 Conduct Troop Leading Procedures
- 17-TRP-4000 Conduct Route Reconnaissance - Cavalry Troop
  - 17-PLT-4012 Reconnoiter an Obstacle - Platoon
  - 17-TRP-4011 Conduct Area Reconnaissance - Cavalry Troop
  - 71-CO-5100 Conduct Troop Leading Procedures
- 17-TRP-4010 Conduct Zone Reconnaissance - Cavalry Troop

- 17-TRP-4000 Conduct Route Reconnaissance - Cavalry Troop
- 17-TRP-4011 Conduct Area Reconnaissance - Cavalry Troop
- 17-TRP-4025 Conduct Reconnaissance Handover - Troop
- 71-CO-5100 Conduct Troop Leading Procedures
- 17-TRP-4011 Conduct Area Reconnaissance - Cavalry Troop
  - 17-PLT-4012 Reconnoiter an Obstacle - Platoon
  - 17-TRP-4000 Conduct Route Reconnaissance - Cavalry Troop
  - 17-TRP-4025 Conduct Reconnaissance Handover - Troop
  - 71-CO-5100 Conduct Troop Leading Procedures
- 17-TRP-9225 Conduct a Screen - Troop
  - 07-CO-3036 Integrate Indirect Fire Support – Company
  - 07-PLT-9016 Establish Observation Posts - Platoon
  - 17-TRP-2625 Displace To Subsequent Screen - Troop
  - 17-TRP-4010 Conduct Zone Reconnaissance - Cavalry Troop
  - 71-CO-5100 Conduct Troop Leading Procedures
- 55-CO-4830 Conduct Expeditionary Deployment Operations
  - 55-CO-4801 Perform Deployment Alert Activities
  - 55-CO-4826 Conduct Staging Activities
  - 55-CO-4828 Plan Unit Deployment Activities Upon Receipt of a Warning Order
  - 71-CO-5100 Conduct Troop Leading Procedures

## **Stryker Brigade Combat Team SBCT METL Tasks**

- 07-BDE-1029 Conduct an Area Defense - SBCT
  - 01-BDE-0436 Coordinate Air-Ground Operations when Providing Attack Aviation Support
  - 06-BDE-5066 Employ Fires
  - 07-BDE-6084 Conduct Survivability Activities - BCT
  - 17-BDE-1007 Conduct Reconnaissance Activities - Brigade
  - 63-BDE-4021 Provide Internal Sustainment (Brigade)
  - 71-BDE-5100 Conduct the Mission Command Operations Process for Brigades
- 07-BDE-1073 Conduct a Movement to Contact - SBCT
  - 01-BDE-0436 Coordinate Air-Ground Operations when Providing Attack Aviation Support
  - 06-BDE-5066 Employ Fires
  - 07-BDE-1253 Conduct a Combined Arms Breach of an Obstacle - SBCT
  - 07-BDE-6082 Conduct Mobility Activities - BCT
  - 17-BDE-1007 Conduct Reconnaissance Activities - Brigade
  - 63-BDE-4021 Provide Internal Sustainment (Brigade)
  - 71-BDE-5100 Conduct the Mission Command Operations Process for Brigades
- 07-BDE-1093 Conduct an Attack - SBCT
  - 01-BDE-0436 Coordinate Air-Ground Operations when Providing Attack Aviation Support
  - 06-BDE-5066 Employ Fires
  - 07-BDE-1253 Conduct a Combined Arms Breach of an Obstacle - SBCT
  - 07-BDE-6082 Conduct Mobility Activities - BCT
  - 17-BDE-1007 Conduct Reconnaissance Activities - Brigade
  - 63-BDE-4021 Provide Internal Sustainment (Brigade)
  - 71-BDE-5100 Conduct the Mission Command Operations Process for Brigades
- 07-BDE-1262 Conduct an Air Assault - Stryker/Infantry BCT
  - 01-BDE-0436 Coordinate Air-Ground Operations when Providing Attack Aviation Support
  - 06-BDE-5066 Employ Fires
  - 07-BDE-1012 Establish Lodgment - BCT
  - 07-BDE-6082 Conduct Mobility Activities - BCT
  - 17-BDE-1007 Conduct Reconnaissance Activities - Brigade
  - 71-BDE-5100 Conduct the Mission Command Operations Process for Brigades
- 07-BDE-1272 Conduct Area Security - BCT
  - 01-BDE-0436 Coordinate Air-Ground Operations when Providing Attack Aviation Support
  - 06-BDE-5066 Employ Fires
  - 07-BDE-6084 Conduct Survivability Activities - BCT
  - 17-BDE-1007 Conduct Reconnaissance Activities - Brigade
  - 17-BDE-9225 Conduct a Screen - Brigade
  - 71-BDE-5100 Conduct the Mission Command Operations Process for Brigades
  - 71-BDE-8600 Establish Civil Security for Brigades
- 55-BDE-4800 Conduct Expeditionary Deployment Operations at the Brigade Level
  - 12-BDE-0004 Prepare Personnel for Deployment (S1)
  - 55-BDE-4801 Conduct Actions Associated with Force Projection at the Brigade Level
  - 55-BDE-4804 Conduct Deployment Activities at the Brigade Level

- 71-BDE-5100 Conduct the Mission Command Operations Process for Brigades

### **Cavalry Squadron SBCT METL Tasks**

- 07-BN-1262 Conduct an Air Assault - Infantry BN (Stryker/Infantry BCT)
  - 06-BN-5076 Synchronize Fires
  - 07-BN-6082 Conduct Mobility Activities - Battalion
  - 17-BN-0308 Synchronize Close Air Support - Battalion
  - 17-BN-1007 Conduct Reconnaissance Activities - Battalion
  - 71-BN-5100 Conduct the Mission Command Operations Process for Battalions
- 07-BN-1272 Conduct Area Security - Battalion
  - 06-BN-5076 Synchronize Fires
  - 07-BN-6084 Conduct Survivability Activities - Battalion
  - 17-BN-0308 Synchronize Close Air Support - Battalion
  - 17-BN-1007 Conduct Reconnaissance Activities - Battalion
  - 17-BN-9406 Conduct Lines of Communication Security - Battalion
  - 17-SQDN-9225 Conduct a Screen - Squadron
  - 71-BN-5100 Conduct the Mission Command Operations Process for Battalions
- 17-SQDN-9222 Conduct a Guard - Squadron
  - 06-BN-5076 Synchronize Fires
  - 07-BN-6082 Conduct Mobility Activities - Battalion
  - 17-BN-0308 Synchronize Close Air Support - Battalion
  - 63-BN-4878 Provide Internal Sustainment for Battalion.
  - 71-BN-5100 Conduct the Mission Command Operations Process for Battalions
- 17-SQDN-9225 Conduct a Screen - Squadron
  - 06-BN-5076 Synchronize Fires
  - 07-BN-6082 Conduct Mobility Activities – Battalion
  - 17-BN-0308 Synchronize Close Air Support - Battalion
  - 63-BN-4878 Provide Internal Sustainment for Battalion.
  - 71-BN-5100 Conduct the Mission Command Operations Process for Battalions
- 17-SQDN-9314 Conduct Zone Reconnaissance - Squadron
  - 06-BN-5076 Synchronize Fires
  - 17-BN-4025 Conduct a Reconnaissance Handover - Battalion
  - 17-SQDN-9320 Conduct Reconnaissance In Force - Squadron
  - 63-BN-4878 Provide Internal Sustainment for Battalion.
  - 71-BN-5100 Conduct the Mission Command Operations Process for Battalions
- 17-SQDN-9315 Conduct Area Reconnaissance - Squadron
  - 06-BN-5076 Synchronize Fires
  - 17-BN-4025 Conduct a Reconnaissance Handover - Battalion
  - 17-SQDN-9320 Conduct Reconnaissance In Force - Squadron
  - 63-BN-4878 Provide Internal Sustainment for Battalion.
  - 71-BN-5100 Conduct the Mission Command Operations Process for Battalions
- 55-BN-4800 Conduct Expeditionary Deployment Operations at the Battalion Level
  - 12-BN-0004 Prepare Personnel for Deployment (S1)
  - 55-BN-4801 Conduct Actions Associated with Force Projection at the Battalion Level
  - 55-BN-4804 Conduct Expeditionary Deployment Activities at the Battalion Level
  - 71-BN-5100 Conduct the Mission Command Operations Process for Battalions

### **HHT Cavalry Squadron SBCT METL Tasks**

- 07-CO-5135 Operate a Command Post - Company
  - 07-PLT-9016 Establish Observation Posts - Platoon
  - 07-PLT-9022 Conduct a Security Patrol - Platoon
  - 19-PLT-2203 Conduct Command Post (CP) Security
  - 71-CO-5100 Conduct Troop Leading Procedures
- 55-CO-4830 Conduct Expeditionary Deployment Operations
  - 55-CO-4801 Perform Deployment Alert Activities
  - 55-CO-4826 Conduct Staging Activities
  - 55-CO-4828 Plan Unit Deployment Activities Upon Receipt of a Warning Order
  - 71-CO-5100 Conduct Troop Leading Procedures
- 63-CO-4574 Conduct Sustainment Support Operations (Company)
  - 63-CO-4000 Coordinate Replenishment/Sustainment Operations
  - 63-CO-4546 Conduct Logistics Package (LOGPAC) Support
  - 71-CO-5100 Conduct Troop Leading Procedures

## **Cavalry Troop SBCT METL Tasks**

- 07-CO-1272 Conduct Area Security - Company
  - 07-CO-1450 Secure Routes - Company
  - 07-CO-3036 Integrate Indirect Fire Support - Company
  - 07-CO-4054 Secure Civilians During Operations - Company
  - 07-PLT-9022 Conduct a Security Patrol - Platoon
  - 19-PLT-2406 Conduct Roadblock and Checkpoint
  - 71-CO-5100 Conduct Troop Leading Procedures
- 17-TRP-4000 Conduct Route Reconnaissance - Cavalry Troop
  - 17-PLT-4012 Reconnoiter an Obstacle - Platoon
  - 17-TRP-4011 Conduct Area Reconnaissance - Cavalry Troop
  - 71-CO-5100 Conduct Troop Leading Procedures
- 17-TRP-4010 Conduct Zone Reconnaissance - Cavalry Troop
  - 17-TRP-4000 Conduct Route Reconnaissance - Cavalry Troop
  - 17-TRP-4011 Conduct Area Reconnaissance - Cavalry Troop
  - 17-TRP-4025 Conduct Reconnaissance Handover - Troop
  - 71-CO-5100 Conduct Troop Leading Procedures
- 17-TRP-4011 Conduct Area Reconnaissance - Cavalry Troop
  - 17-PLT-4012 Reconnoiter an Obstacle - Platoon
  - 17-TRP-4000 Conduct Route Reconnaissance - Cavalry Troop
  - 17-TRP-4025 Conduct Reconnaissance Handover - Troop
  - 71-CO-5100 Conduct Troop Leading Procedures
- 17-TRP-9225 Conduct a Screen - Troop
  - 07-CO-3036 Integrate Indirect Fire Support – Company
  - 07-PLT-9016 Establish Observation Posts - Platoon
  - 17-TRP-2625 Displace To Subsequent Screen - Troop
  - 17-TRP-4010 Conduct Zone Reconnaissance - Cavalry Troop
  - 71-CO-5100 Conduct Troop Leading Procedures
- 55-CO-4830 Conduct Expeditionary Deployment Operations
  - 55-CO-4801 Perform Deployment Alert Activities
  - 55-CO-4826 Conduct Staging Activities
  - 55-CO-4828 Plan Unit Deployment Activities Upon Receipt of a Warning Order
  - 71-CO-5100 Conduct Troop Leading Procedures

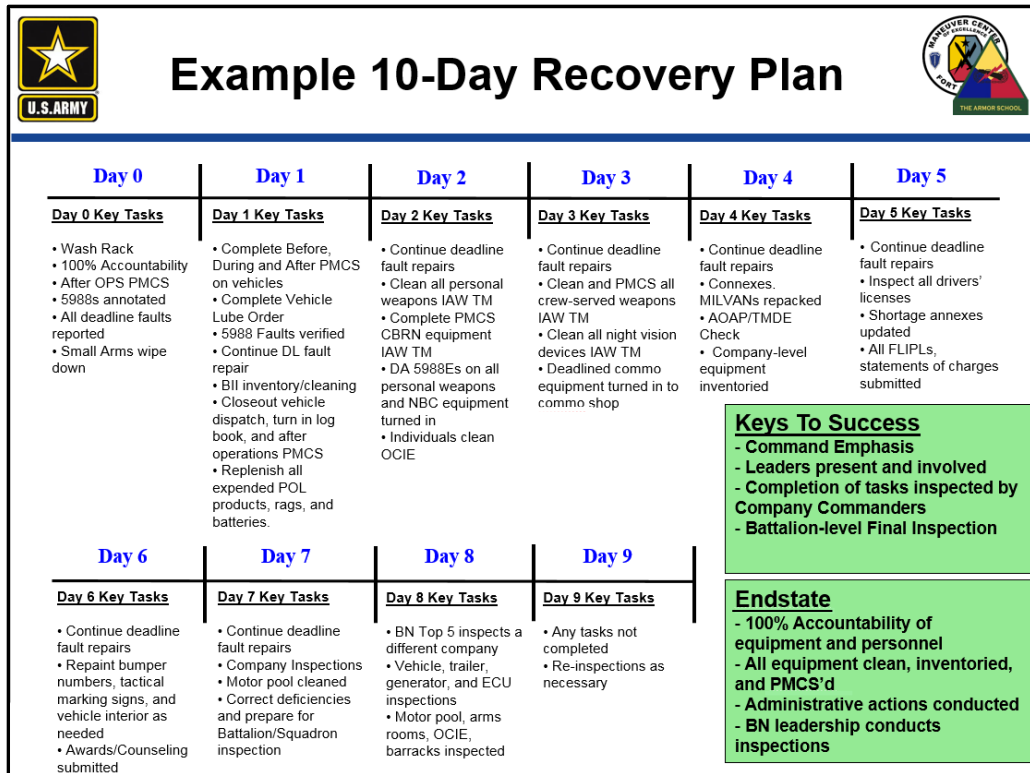
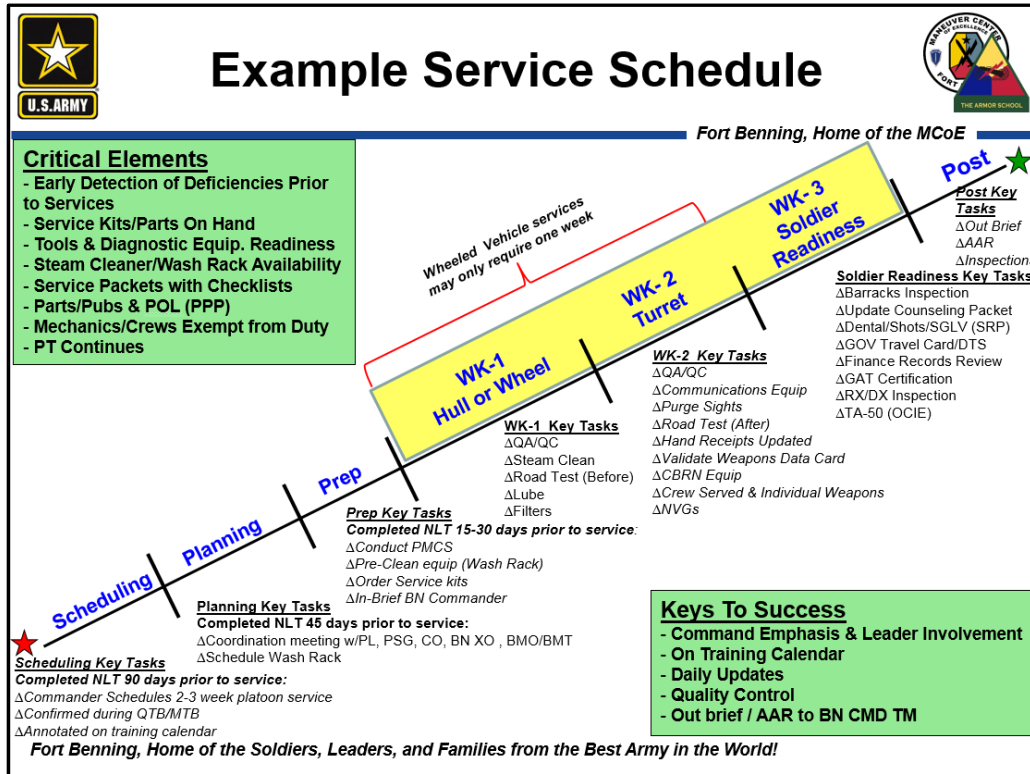
## APPENDIX C Sample UTPs (Days 1-60)

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	TACSOP	TACSOP													
ABCT Cav TRP (Bradley)		SOP			GST (5 days)			SEC V/G	PLT V/G	Sims GTLF	Sims GTLF	Sims GTLF	Sims GTLF	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	Sims GTLF	Sims GTLF	Sims GTLF	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	STAFFEX V/G	STAFFEX V/G	STAFFEX V/G	STAFFEX V/G	STAFFEX V/G	STAFFEX V/G	STAFFEX V/G	STAFFEX 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					
GTFL	Gate to Live Fire			FCX	Fire Coordination Ex				CPX	Command Post Exercise					
GST	Gunnery Skills Test														

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 AOR



## 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

- Mildred Hanson Gillie, ***Forging the Thunderbolt : history of the U.S. Army's Armored Force, 1917-45*** [commercial publication]  
 Discusses the development and organization of the tank platform and formation from World War I to World War II.
- 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, ***Steads 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.
- Lewis Sorley, ***Press On! Selected Works of General Donn A. Starry*** [CSI publication]  
 Selected works of General Donn A. Starry / selected, edited, annotated, and with an introductory essay by Lewis Sorley covering best practices for training and operations.
- Donn Starry, ***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

**ARC** – 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.

**CLC** – 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 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 on technical rather than tactical instruction, with emphasis 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.

**BCGC2** – Trains Active and Reserve Component officers and NCOs in combat critical Bradley commander and gunner skills and knowledge needed to supervise, train and lead subordinates. Successful completion of this course awards the B9 ASI.

**MLMC** – 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 Leaders 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 PIR.

**Stryker Leaders 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.

## APPENDIX G

### G-1. Training Resources

#### Simulators and tracking systems

**HITS** – This system is a live force-on-force and force-on-target (FoT) HST 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 (TESS), e.g., MILES or Combat Vehicle (CV) TESS, 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 LVCG-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 day and night range exercises 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.

**TESS** – This is offered in Stryker (MGS TESS) and CVTESS (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.

**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** – This inbore device sub-caliber (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** – This IDS is an integral component to CATS for Abrams tank crew gunnery training used 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 uses the vehicle's firing circuits. Also known as the .50-caliber Advanced Inbore Marksmanship Training Enhancement System for Tanks.

**Digital Range Training System (DRTS)** – 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. It 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)** – This is a family of gunnery training simulators for vehicle commander/gunner teams to use for M1A2 SEP, M1A2, M1A1, M1A1 SA, M1A1 FEP and LAV-25 vehicles. It is rapidly transportable and deployable; features a high-fidelity crew compartment replicating the vehicle's turret; and has FCS in both physical and functional aspects. The system trains both fully operational and degraded-mode gunnery techniques under a 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.

**MGS AGTS** – This is a gunnery training simulator for vehicle commander/gunner teams to use for the Stryker MGS vehicle. It is rapidly transportable and deployable; features a high-fidelity crew compartment that replicates the vehicle's turret; and has FCS in both physical and functional aspects. The system trains both fully operational and degraded-mode gunnery techniques under a 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.

**BATS** – BATS simulates the functionality of the M2A3 BFV system used to train and sustain a vehicle crew's ability to perform critical gunnery skills required for direct-fire engagements. It comprises 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 M2A2 ODS-SA and M2A3 BFV, enabling the crew to operate in a synthetic environment.

**CCTT (ground trainer)** – 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 CPs and live battalion CPs to accomplish their combined arms training tasks. CCTT can also be linked to AVCATT to conduct small unit air-ground operations (AGO) to support AGO training with CAM teammates. The Reconfigurable Vehicle Tactical Trainer (RVTT) is a system within CCTT that includes the RVS. The RVTT simulator provides training for select combat and tactical wheeled vehicles, including multiple variants of the High-Mobility Multipurpose Wheeled Vehicle and the Heavy Expanded Mobility Tactical Truck.

**Engagement Skills Trainer II (EST II)** – EST II provides audio and visual presentations and feedback during training scenario exercises that simulate the operation of a variety of small-arms weapons. The simulator uses visual display systems, audio system(s), aiming detection system(s), and/or modified real weapons with the weapon power source interfaced by computer to provide marksmanship and 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 they 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 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 fluid transition between mounted and dismounted operations both in-game and at the physical training site. SVCT provides Stryker platoons opportunities to train repetitively as a system of vehicle crews and dismounted infantry while at home station.

**VBS3** – The U.S. Army's flagship gaming simulation, 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 within the platform.

## 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 comprises brigade and battalion battle staffs, functional CP training and full CP training. JLCCTC-ERF will be retired at the end of FY19 to be replaced by the Joint Land Component Constructive Training Capability (JLCCTC).

**JLCCTC** – This training capability is a federation of simulations, data collection, and AAR tools that stimulate mission command 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 comprises battalion through corps battle staffs, functional 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 it 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. It also trains complete MOUT operations. Multiple databases are available. Users are able to create and tailor scenarios to meet training objectives.

## Future training systems

**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 ULO. 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)
Current Non-Systems		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
	LVCG-IA			X	STX, FTX, MC
	HITS		X	X	STX, FTX
	IMILES-IWS	X	X	X	WSD/Crew Skills, STX, FTX
	APPs	X			WSD
Future Non-Systems	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
Current Systems	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.

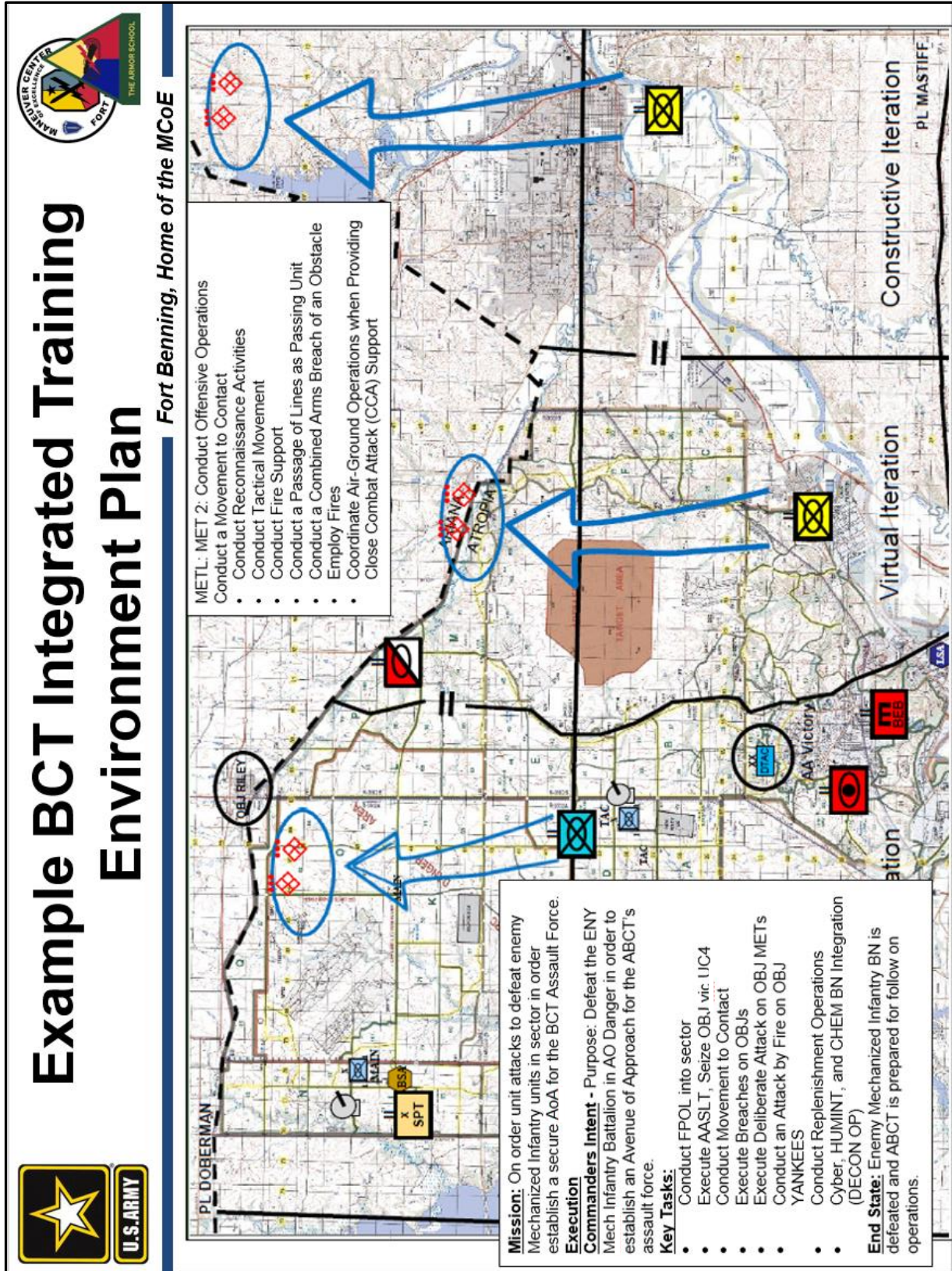
\*Personnel Asset Inventory

**Example Command Transition Timeline**

***Fort Benning, Home of the Soldiers, Leaders, and Families from the Best Army in the World!***

## APPENDIX I ITEs

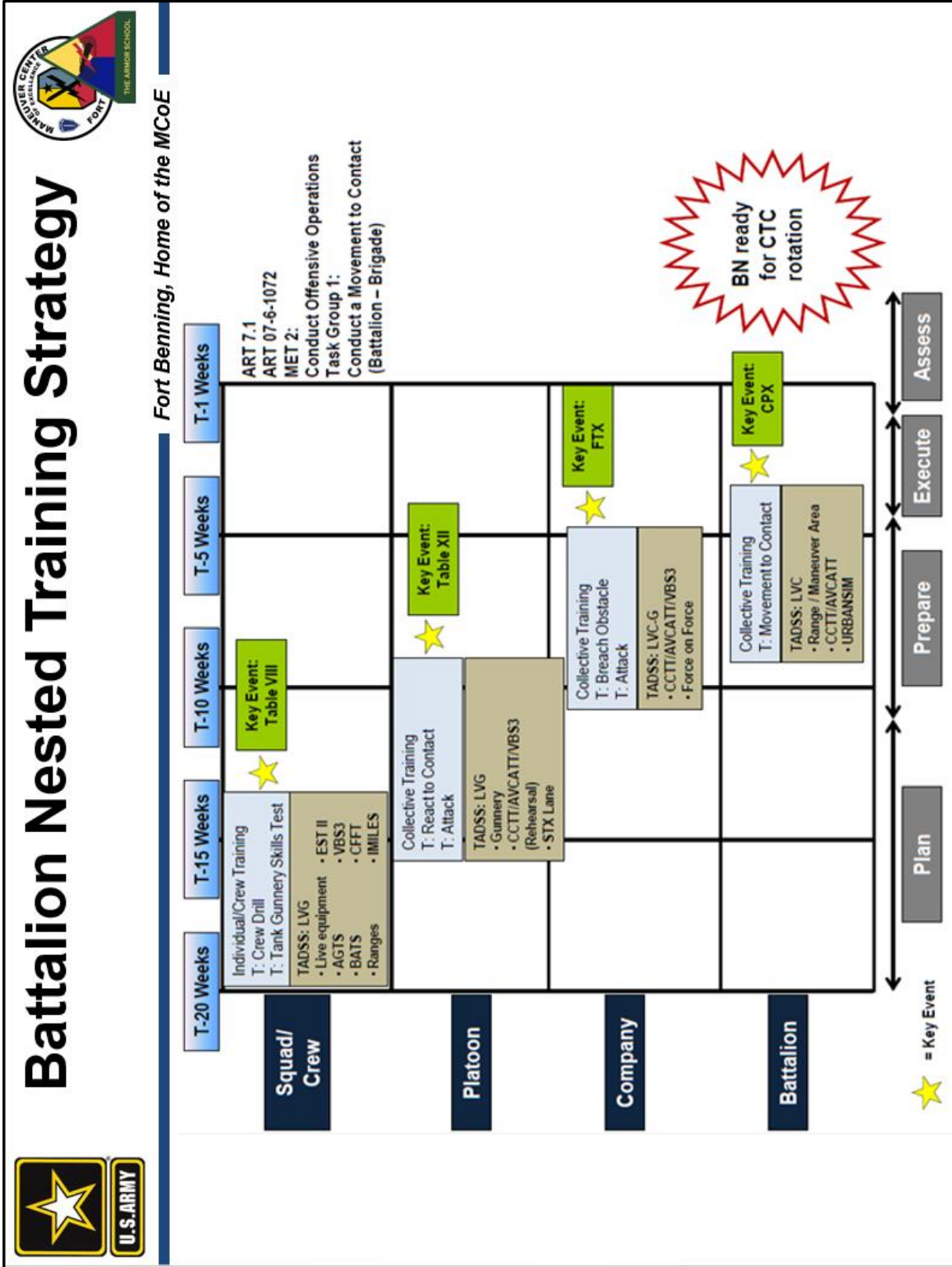
### I-1. Example BCT ITE Plan



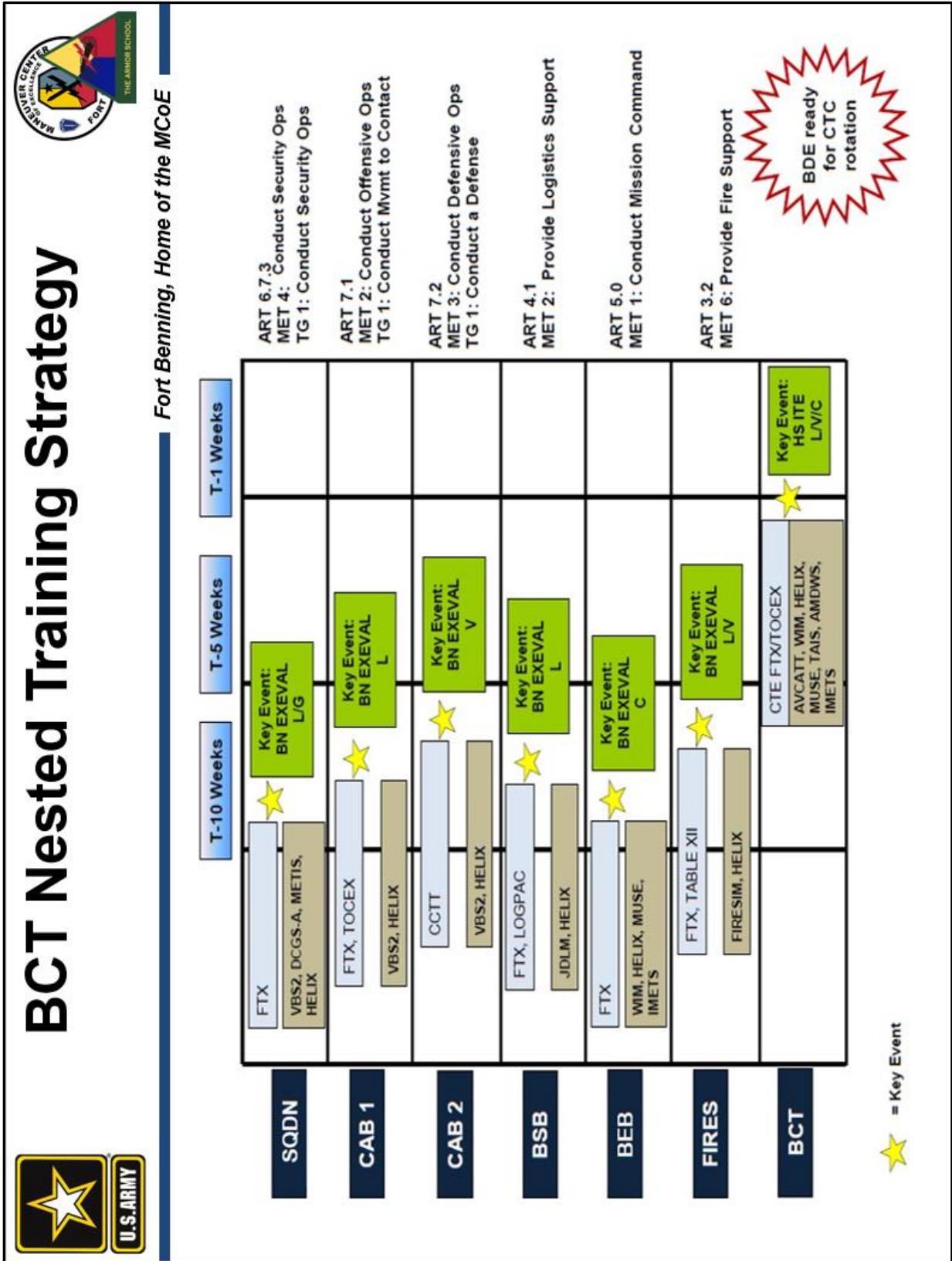




### I-3. Example Battalion Nested Training Strategy

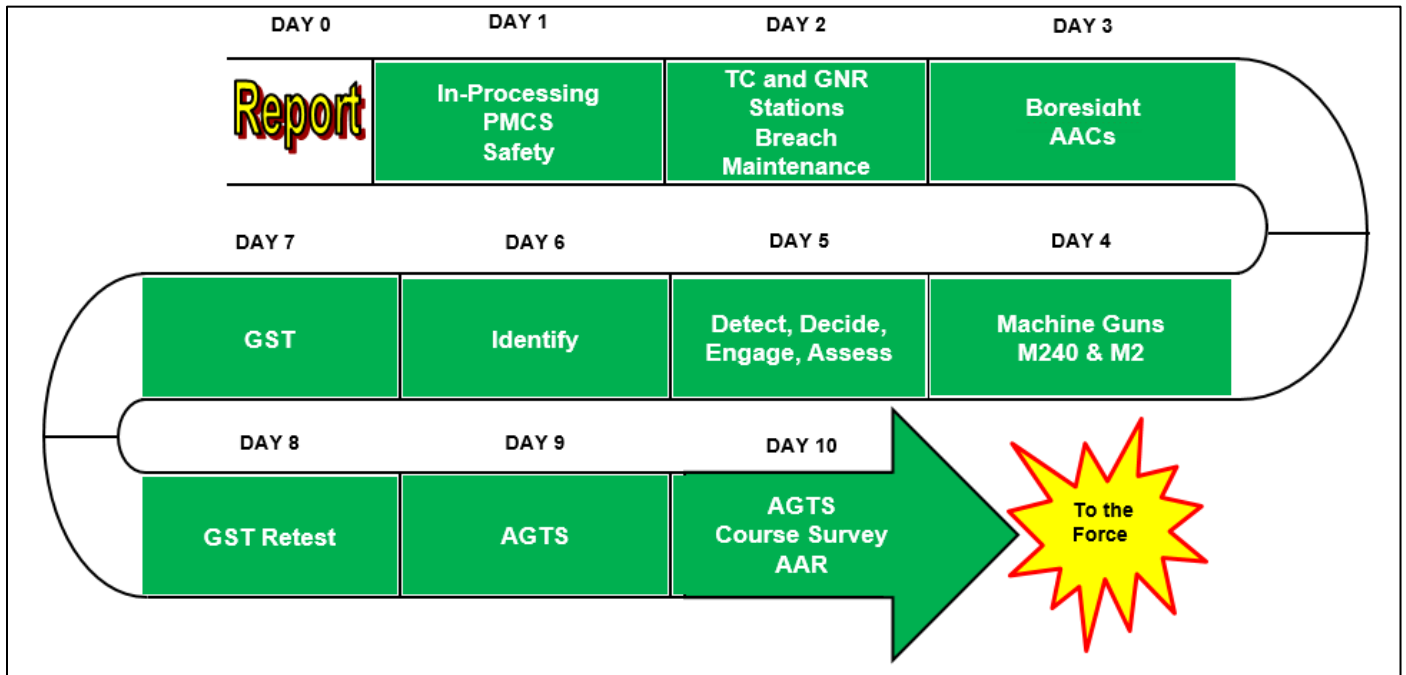


### I-4. Example BCT Nested Training Strategy



## APPENDIX J Course Maps

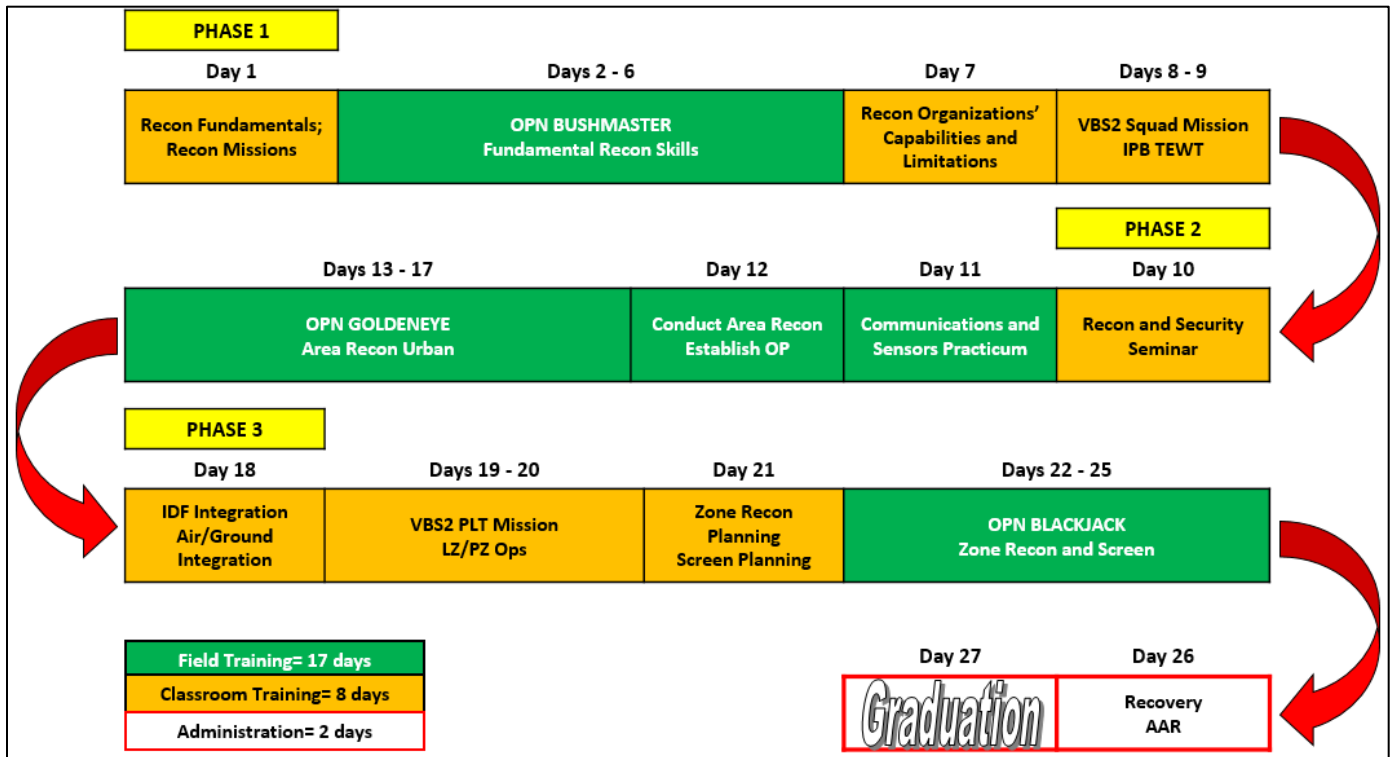
### J-1. M1A1/M1A2 SEP Tank Commander's Course Map



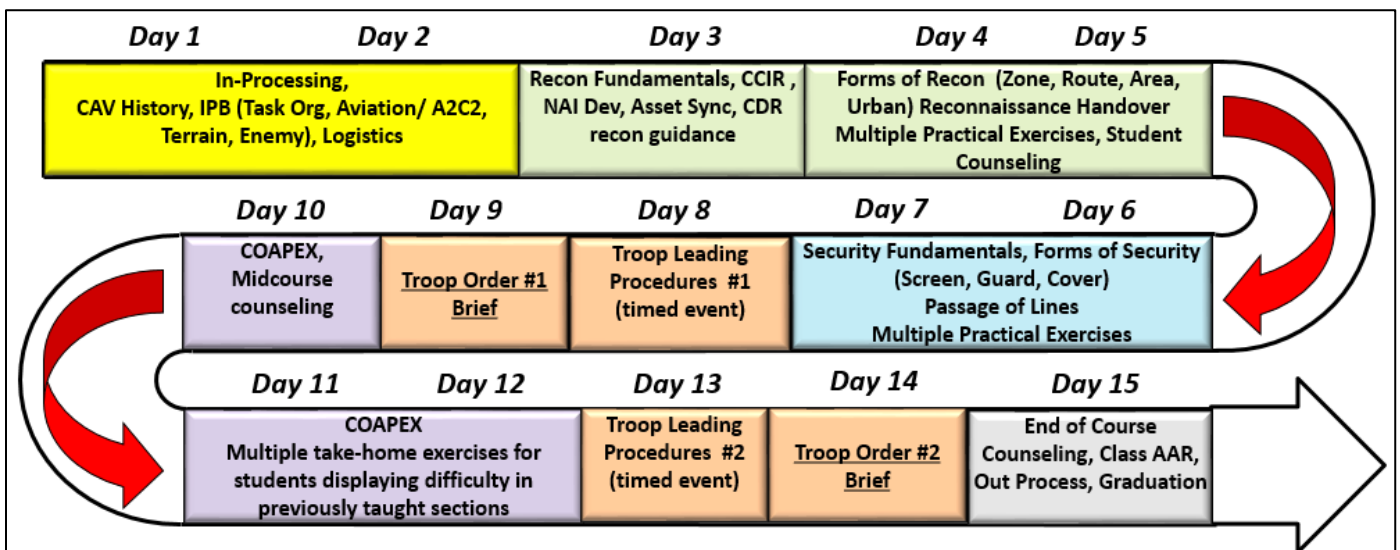
### J-2. BCGCC Course Map

BRADLEY COMMANDER AND GUNNER CERTIFICATION COURSE – 140 hrs					
Day 1 0800-1700	Day 2 0800-1700	Day 3 0800-1700	Day 4 0800-1700	Day 5 0800-1700	Day 6 0800-1700
Introduction to M2A3 BFV Communication Safety Hands On PMCS BII Layout	Sustainment & Diagnostics (S&D) Commanders Tactical Display (CTD) Hands On	Improved Bradley Acquisition Subsystem / Commander's Independent Viewer (IBAS/ CIV) Hands On	Exam Block 1 (Intro, Commo, S&D, CTD, IBAS/CIV) Fire Control System (FCS) Preliminary Gunnery / Direct Fire Engagement Process (DIDEA) TOW Missiles	Exam Block 1 Retest Exam Block II Test (FCS, Prelim/DIDEA) GST BATS	Exam Block II Retest GST BATS
Day 7 0800-1700	Day 8 0800-1700	Day 9 0800-1700	Day 10 0600-2359	Day 11 0000-2359	Day 12 0000-1700
GST BATS	GST BATS	GST Test Range Preparation	Modified Gate 3 / Table III Day (Off/Def) Night (Off/Def)	Modified Gate 3 / Table IV LFX Day (Off/Def) Night (Off/Def)	Recovery Graduation

### J-3. ARC Course Map



### J-4. CLC Course Map

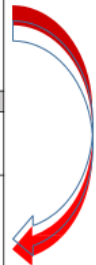


COAPEX: Cavalry Operations Adaptive Planning Exercise- Students operate as a SQDN planning cell (S2, S3). Instructor will provide daily SIGACTS and BDE Commander guidance. Students will then synchronize organic and external assets to conduct various recon and security operations. Operations throughout COAPEX affect final Troop Operations Order.

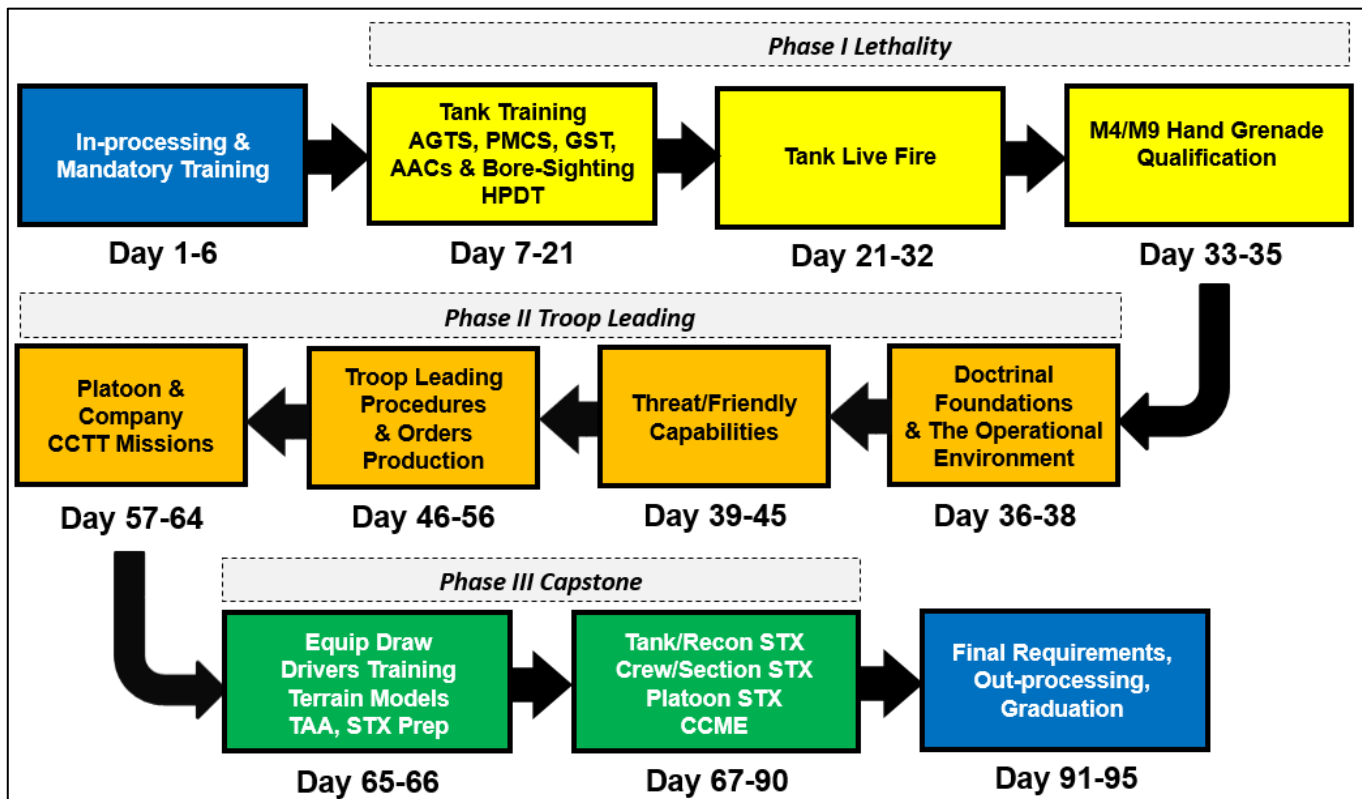


### J-5. MLMC Course Map

MANEUVER LEADERS MAINTENANCE COURSE				
Day 1	Day 2	Day 3	Day 4	Day 5
Physical Training / Personal Hygiene/Breakfast	Physical Training / Personal Hygiene/Breakfast	Physical Training / Personal Hygiene/Breakfast	Physical Training / Personal Hygiene/Breakfast	Physical Training / Personal Hygiene/Breakfast
Administrative Actions: In-Process/Account Verification/Welcome Brief  Squadron Commanders Maintenance Seminar  Pre Assessment  Introduction to Battalion Maintenance Operations	Maintenance Activities / PMCS	Vehicle Recovery Operations Overview and Demonstration  Analyze Unit Maintenance Fundamentals	Analyze Unit Maintenance Fundamentals W/PE  Maintenance Information Systems	Maintenance Information Systems W/PE
Day 10	Day 9	Day 8	Day 7	Day 6
Physical Training / Personal Hygiene/Breakfast	Physical Training / Personal Hygiene/Breakfast	Physical Training / Personal Hygiene/Breakfast	Physical Training / Personal Hygiene/Breakfast	Physical Training / Personal Hygiene/Breakfast
GSCC-Army  SARP  End of Course Exam  End of Course AAR  Administrative Actions: Out-Process/Graduation	Maintenance Meeting  Tactical Maintenance and Planning	Maintenance Organizations: -AMC -BSB -SSA -LRC  Maintenance Meeting	Analyze Unit Maintenance Fundamentals  Maintenance Information Systems W/PE	Mid Course Assessment  Maintenance Activities / PMCS  Vehicle/Equipment Documentation/Drivers Training



### J-6. ABOLC Course Map



J-

### 7. MCCC Course Map

A0: Common Core	A1: IBCT Offense			A2: ABCT Offense		A3: ABCT Defense
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
-Critical Thinking -Doctrine -Mission Command	-Receive the Mission -WARNORD -Time Analysis -Terrain/Weather	-Threat Analysis -Bush Hill TEWT -Fires Planning -COA Dev	-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
A3: ABCT Defense	A4: SBCT Offense		A5: Battle Forge	B0/CCME Prep	C0: CCME Integration	B1: Squadron RECON
Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
-ENG Planning -Defensive Fires -RECON/Security -CCTT Execution -CO OPORDs	-SBCT Organization -Urban Operations -Stability Tasks	-Complex Environment -Columbus TEWT -CO OPORDs	-Battle Forge TLPs -CO OPORDs -Comp Exam	-Staff Organization -CP Operations -TLPs for CCME TEWT	-TLPs -BN CAR -CCTT -TOC/TAC OPS -Recovery	-Squadron OPNs -Information Collection -Intro to MDMP -MDMP Step 1 - 2
B1: Squadron RECON	B2: Offense		B3: BCT MTC		C1: UTM	
Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21
-MDMP Step 3 - 7	-ABCT Review -MDMP Step 1 - 3	-MDMP Step 4 - 7 -OPORD Production	-BCT Specific Instruction -MDMP Step 1 - 3	-MDMP Step 4 - 7 -JCATS Execution	-UTM -Determine Key Tasks to Train -CDR's Dialogue -CO Training MTG	-LFX Development -Gunnery Planning -Deployment Consideration -DTMS Overview
BCT Specific to Students Future Assignment						
CME/Leader Forge Support, CLSP, RSDS, COE Exchange, and MPCC Integration					Company Phase	
Graduation					Battalion Phase	
Week 22					Command Phase	

### J-8. MPCC Course Map

MON - DAY 1	TUE - DAY 2	WED - DAY 3	THU - DAY 4	FRI - DAY 5
<ul style="list-style-type: none"> <li>MCCC Operations Update</li> <li>Army Functional Concept: Movement and Maneuver</li> <li>Maintaining the Organization: IN &amp; AR DOTMLPF</li> <li>TRADOC Capabilities Managers:</li> <li>TCM - ABCT/IBCT/SBCT</li> </ul>	<ul style="list-style-type: none"> <li>HRC OPMD</li> <li>DCG-ARNG Brief (ARNG Only)</li> <li>MCoE CG Discussion</li> <li>Changing Organizational Culture</li> <li>MCoE CG Welcome Social</li> </ul>	<ul style="list-style-type: none"> <li>HRC EPMD</li> <li>SHARP NDAA (ARNG Only)</li> <li>NCO Academy MELD</li> <li>MCoE CSM Discussion</li> <li>Transformational Moral Leadership and Chaplain Employment</li> </ul>	<ul style="list-style-type: none"> <li>TCM Soldier</li> <li>MCCC Integration (MDMP/UTM Cycle)</li> <li>AR CMDT Discussion</li> <li>AR&amp;CAV Ldr Award Presentation</li> <li>ABOLC Integration &amp; Social</li> </ul>	<ul style="list-style-type: none"> <li>New Generation Warfare: Russia / N. Korea (SECRET)</li> <li>Space, Cyber, Electronic Warfare Forum (SECRET)</li> <li>IN CMDT Discussion</li> <li>IBOLC Integration</li> </ul>
MON - DAY 8	TUE - DAY 9	WED - DAY 10	THU - DAY 11	FRI - DAY 12
<ul style="list-style-type: none"> <li>Legal Training</li> <li>Lethality Training Courses for Unit Personnel</li> <li>Reconnaissance Planning and Integration at BN &amp; BDE</li> <li>Unit Maintenance for Commanders Update</li> </ul>	<ul style="list-style-type: none"> <li>Planning and Integrating Joint Fires/AGO/ADA</li> <li>MCCC Integration (MDMP/UTM Cycle)</li> <li>SOCOM Interoperability &amp; Operations Update (SECRET)</li> <li>Platform Lethality Forum and Hands-On</li> </ul>	<ul style="list-style-type: none"> <li>11B/C, 19K &amp; 19D OSUT Training &amp; Unit Reception and Integration Considerations</li> <li>NTC/JRTC TF Senior Trends and TTPs VTC</li> <li>Airborne and Ranger Training Update</li> <li>Warrior Training Center Capabilities</li> </ul>	<ul style="list-style-type: none"> <li>Individual Marksmanship</li> <li>Former BCT/BN CDR Brown Bag Lunch</li> <li>TCM SFAB</li> <li>Doctrine Update</li> <li>Integrated Weapons Training Strategy</li> <li>MCCC Integration (CMD Vision Discussion)</li> </ul>	<ul style="list-style-type: none"> <li>IN OSUT Graduation</li> <li>O.S.M. Presentation</li> <li>MPCC End of Course AAR</li> </ul>

### J-9. ALC 19D Course Map

Day 1	Day 2	Day 3	Day 4	Day 5
In-processing In Briefs Pre-Assessments (Land Nav/19D/SSDII)	APFT CIF Writing Assessment	Advanced Land Navigation (PE)- 9	Land Navigation Assessment-4	Branch History-2 Soldier 2020 – 1.5 D3SOE-1 Transgender-1
Day 6	Day 7	Day 8	Day 9	Day 10
In-Ranks Inspection-1 Maintenance Management-4 Fratricide Avoidance-2	<b>TRAINING ASSESSMENT-.9</b> Property & Accountability-2 Ethical Problem Solving-4 Military Leadership-2	<b>LEADERSHIP ASSESSMENT-.9</b> Troop Leading Procedures-5.4 Army Writing Style-3	Operational Terms & Symbols-6.5 Intelligence Preparation of the Battlefield-2.0	<b>TACTICAL LEADERSHIP ASSESSMENT-.9</b> <b>OPERATIONAL TERMS&amp;SYMBOLS ASSESSMENTS (Written/Performance)-.9 / 1.3</b> Combat Reports-7
Day 11	Day 12	Day 13	Day 14	Day 15
<b>COMBAT REPORTS ASSESSMENT-2</b> Vehicle ID-6	Develop a Route Recon Overlay-6.5	Develop a Route Recon Overlay-6.5	<b>ROUTE RECON OVERLAY ASSESSMENT-2.3</b> Route Recon TEWT-4.0	Army Aviation-3 Perform Passage of Lines-2.4 Conduct Occupation of Assembly Area-1
Day 16	Day 17	Day 18	Day 19	Day 20
Conduct Occupation of Assembly Area-1 Recon of a Route/Obstacle-5 Scout PLT Action on Contact-2	Conduct Area/Zone Recon-5 Conduct Linkup/Relief in Place-3	<b>TACTICS I ASSESSMENT-1.5</b> Perform Screen Operations-6 Conduct Resupply/Reorg Operations-2	Adjust Indirect Fire-8	<b>TACTICS II ASSESSMENT-1</b> Patrolling Operations-6
Day 21	Day 22	Day 23	Day 24	Day 25
Direct Convoy Escort Operations-2 Cordon & Search PLT Level-6	Recon STX-5 CCTT Familiarization-1	Recon STX-5 CCTT Familiarization-1	<b>TACTICS III ASSESSMENT-1</b> Risk Management-2 Training Management-4	19D Terrain Board PE-8
Day 26	Day 27	Day 28	Day 29	Day 30
<b>19D TERRAIN BOARD ASSESSMENT-8</b>	<b>19D TERRAIN BOARD ASSESSMENT-8</b>	19D FTX / CCTT-21.5	19D FTX / CCTT-21.5	19D FTX / CCTT-21.5
Day 31	Day 32	Day 33	Day 34	Day 35
19D FTX / CCTT-21.5	FTX (RECOVERY)-10	EOC Survey CIF Turn-in Out-processing	Grad Rehearsal EOC with Commandant Out-processing	<b>Graduation</b>

### J-10. ALC 19K Course Map

Day 1	Day 2	Day 3	Day 4	Day 5
In-processing (Admin) In Briefs (Admin) SHARP-2	APFT (Admin) Army Writing Style-3 Maintenance Management-4	Property Accountability-2 D3SOE-1 Transgender-1	<b>Land Navigation Assessment-6</b> <b>Training Assessment-.9</b>	Fratricide Avoidance-2 Training Management-4 Conduct Inspections (In-Ranks)-1
Day 6	Day 7	Day 8	Day 9	Day 10
Ethical Problem Solving-4 <b>Leadership Assessment-1</b>	Blackboard Retesting (Admin) Course Counselling (Admin) TLP-5.4	Branch History & Heritage-2 Military Leadership-2	Combat Reports-6	Operational Terms & Symbols-6.5 IPB-2
Day 11	Day 12	Day 13	Day 14	Day 15
<b>Combat Reports Assessment-1.5</b> <b>Tactical Leadership Assessment-.9</b> <b>Operational T&amp;S Assessments-.9 / 1.3</b>	Relief in Place-3 Army Aviation-3 Vehicle Tactical Movement-2	Vehicle Tactical Movement-2 Passage of Lines-2.5 Breach Ops-3	Attack Inferior Force-2 Ops with attached Infantry-3 Ammo ID-1.5	<b>Tactics I Assessment-.9</b> Quartering Party-2 Occupy BP-6
Day 16	Day 17	Day 18	Day 19	Day 20
AGTS-8	Resupply / Reorganization-2.5 Displacement-4	Adjust Indirect Fire-8	<b>Sector Sketch Assessment-.9</b> <b>Tactics II Assessment-1.5</b> Cordon & Search-6	Patrolling Ops-6 Convoy Escort Ops-2
Day 21	Day 22	Day 23	Day 24	Day 25
<b>Tactics III Assessment-1</b> Boresight / TCE Overview-4	Terrain Board (TB) PE-10	<b>TB Assessment-8</b>	<b>TB Assessment-8</b>	Resilience Training for Leaders (ALC)-2
Day 26	Day 27	Day 28	Day 29	Day 30
Vehicle ID-6.5	FTX -16 CCTT-8	FTX -16 CCTT-9	FTX-16 CCTT-8	FTX-16 CCTT-8
Day 31	Day 32	Day 33	Day 34	Day 35
FTX (Recovery)-5	FTX (Recovery)-4	EOC Survey CIF Turn-in Out-processing	Grad Rehearsal EOC with Commandant Out-processing	<b>Graduation</b>



### J-11. MSLC Course Map

0	Day 0 Report and Sign in	1	APFT, HT/WMT In-processing	2	Course Overview (1) The Analytical Survey (8)	3	Feedback, Coaching and Mentoring Techniques (5) Training Management (5)	4	Leadership Case Study (2) Active and Reserve Component Capabilities (2) Mission Command Wargaming Function (3) Inform and Influence Audiences (1) The Combined Arms Team (1)
5	The Rapid Decision and Synchronization Process (RDSP); (4) Planning and Mission Rehearsals (2) Army's Maintenance Program at the Platoon/Section Level (3)	6	The Basic Principles of Negotiations (2) Military Briefings (4) Physical Fitness Program for a Platoon (3)	7	The Ethical Leader (2) Contemporary Issues (7)	8	Land Navigation (4.2) Shared Training (4.5) Integrated Military History (3)	9	AFTB (1.5) ABCP (3.2) NCOFD (2.2) Co Drill and Ceremony (2)
10	AFTB Exam (1) ABCP NCOFD Exam (1.3) NCOER (3.1) Problem Solving Vignettes (5)	11	Risk Management (2) Unit Sponsorship (1) Space Impacts on Army Operations (1.8) Personnel Recovery (2.0) BCT Structure (1.5)	12	Unit Sponsorship Exam (1) RM Exam (1) Promotions/Reductions/UCMJ (7.2)	13	Promotions/Reductions/UCMJ Exam (.7) Army Programs (1.5) Lethality Capabilities (6) NCO 2020 (1)	14	Military Property and Accountability (3) Duties and Responsibilities of Staff 1-9 (2) Integrate Military History Exam (7.6)
15	Duties / Responsibilities of Staff 1-9 Exam (1) Military Property / Accountability Exam (1) Security Operations (2) Stability Operations (2) TLP and MDMP (6)	16	TLP and MDMP (11)	17	ULO (6) Resupply and Consolidation (1.5)	18	ULO Exam (.8) OPORD/OTG (8)	19	OPORD/OTG (2) Sustainment Ops (3)
20	Sustainment Ops (7)	21	RIP/TOA (3) Sniper Employment (1.6) Fire Support Planning (4)	22	Sustainment Ops Exam (1.3) RIP/TOA Exam (.9) Site Exploitation in a COIN Environment (4.5)	23	Conduct Overwatch at PLT Level (2) Control PLT Fires (2) Air/Ground Integration (4.2)	24	Prepare a PLT Fire Plan (4) Conduct Attack by PLT (6)
25	Culminating Course Assessment (3) Actions on Contact (2) Conduct a Raid (3.2)	26	Cordon and Search (3.2) Unit MVMAT at Co Level (3) Unit MVMAT (2)	27	MOS Specific	28	MOS Specific	29	MOS Specific
30	MOS Specific	31	Tactic exam (10)	32	Tactic exam (10)	33	CCTT/VBS3 (8.8)	34	CCTT/VBS3 (8.7)
35		36	CCTT/VBS3 (8.7)	37	CCTT/VBS3 (8.7)	38	FUTURES (8)	39	Out-briefs Grad Rehearsal Out Processing
40	Graduation	<b>M-SLC Course Map</b>							



# APPENDIX K Objective T

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

 				
<h3>Objective T-Level Definitions</h3>				
<p style="text-align: right;"><i>Fort Benning, Home of the MCoE</i></p> <p><b>T-level Rating Definition:</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.</p>				
<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 with no "U". 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.			
T Level	Mission Essential Task Proficiency	Individual / Team Qualification	Qualification LFX Gate	Continuous Training Days to Achieve T1
<b>T1</b>	≥ T- in <b>all</b> ETs	≥ 90%	Unit LFX at directed echelon	10 Days to RLD
<b>T2</b>	≥ T- in <b>most</b> ETs ( <b>No U</b> )	80-89%	Unit LFX at one level below directed echelon	≤ 35
<b>T3</b>	≥ P in <b>most</b> ETs	70-79%	Unit LFX at two levels below directed echelon	≤ 90
<b>T4</b>		<70%	Unit LFX not complete	>90

## K-2. Objective Task Evaluation Criteria


Plan and Prepare			Execute				Assess			
Operational Environment			Training Environment (U/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)	Proponent establishes training environment standards	≥85%	≥80%	Yes	≥90% GO	All	80-89%	T
				75-84%			80-90% GO			T-
Static (single threat)	Dynamic (single threat)	Dynamic and complex (all OE variables and single threat)		65-74%	75-79%	No	85-79% GO			P
				60-64%	60-74%		51-64% GO	P-		
	Static (single threat)	Dynamic & complex (< all OE variables and single threat)	<60%	<60%		<51% GO	<All	<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

Fort Benning, Home of the MCoE



### 3 x Field Manuals

<b>FM 3-96</b> Brigade Combat Team	<b>FM 3-98</b> Reconnaissance & Security Operations	<b>FM 3-99</b> Airborne & Air Assault Operations
---------------------------------------	--	---

### 21 x Army Techniques Publications

<b>ATP 3-90.5</b> Combined Arms Battalion	<b>ATP 3-90.1</b> Armor and Mech Infantry Company Team	<b>ATP 3-21.10</b> Infantry Rifle Company
<b>ATP 3-21.8</b> Infantry Platoon and Squad	<b>ATP 3-21.11</b> SBCT Infantry Rifle Company	<b>ATP 3-21.20</b> Infantry Battalion
<b>ATP 3-21.90</b> Tactical Employment of Mortars	<b>ATP 3-21.121</b> SBCT Infantry Battalion	<b>ATP 3-21.91</b> SBCT Weapons Company
<b>ATP 3-21.51</b> Jungle Operations	<b>ATP 3-20.97</b> Cavalry Troop	<b>ATP 3-21.18</b> Foot Marches
<b>ATP 3-21.51</b> Jungle Operations	<b>ATP 3-21.50</b> Infantry Small Unit Mountain Operations	<b>ATP 3-06.11</b> Combined Arms in Urban Terrain
<b>ATP 3-21.51</b> Jungle Operations	<b>ATP 3-90.3</b> Desert Operations	<b>ATP 3-96.1</b> Security Force Assistance Brigade
<b>ATP 3-21.38</b> Pathfinder	<b>ATP 3-21.51</b> Subterranean Operations	

### 44 x Training Circulars

<b>TC 3-20.0</b> Integrated Weapons Training Strategy	<b>TC 3-20.31</b> Training and Qualification, Crew Platforms	<b>TC 3-20.31-1</b> Training Skills Test	<b>TC 3-20.31-2</b> Visual Crew Evaluator	<b>TC 3-20.31-3</b> Direct Fire TADSS	<b>TC 3-20.31-4</b> Direct Fire Engagement Process	<b>TC 3-20.31-5</b> Direct Fire Ammunition
<b>TC 3-20.10</b> Training and Proficiency Maneuver Battalion	<b>TC 3-20.33</b> Training and Qualification, Mortars	<b>TC 3-22.80</b> Mortars	<b>TC 3-22.91</b> Mortar Fire Direction Center Procedures	<b>TC 3-20.40</b> Training and Qualification, Individual Weapons	<b>TC 3-20.41</b> Training and Qualification, Crew-Served Weapons	<b>TC 3-20.42</b> Training and Qualification, Special Purpose Weapons
<b>TC 3-20.11</b> Training and Proficiency Maneuver Company	<b>TC 3-21.5</b> Drill and Ceremonies	<b>TC 3-21.6</b> Guard Duty	<b>TC 21-24</b> Rappelling	<b>TC 3-21.60</b> Visual Signals	<b>TC 3-21.75</b> Warrior Ethos and Soldier Combat Skills	<b>TC 3-21.220</b> Static Line Parachuting Techniques and Training
<b>TC 3-20.20</b> Training and Proficiency Section and Platoon	<b>TC 3-22.9</b> Rifle and Carbine	<b>TC 3-22.10</b> Sniper Operations	<b>TC 3-22.12</b> Modular Accessory Shotgun System	<b>TC 3-22.19</b> MK19 Grenade Machine Gun	<b>TC 3-22.23</b> M18A1 Claymore Munition	<b>TC 3-22.37</b> Javelin Close Combat Missile System - Medium
<b>TC 3-20.20</b> Training and Proficiency Section and Platoon	<b>TC 3-22.99</b> M2 Series Machine Gun	<b>TC 3-22.99</b> M2 Series Machine Gun	<b>TC 3-22.240</b> M240 Series Machine Gun	<b>TC 3-22.249</b> M249 Series Machine Gun	<b>TC 3-22.320</b> 40MM Grenade Launchers	<b>TC 3-23.30</b> Guided Pyrotechnic Signals
<b>TC 3-20.11</b> Training and Proficiency Maneuver Company	<b>TC 3-23.95</b> Pistols	<b>TC 3-25.26</b> Map Reading and Land Navigation	<b>TC 3-25.150</b> Compasses	<b>TC 90-1</b> Training for Urban Operations	<b>TM 3-22.32</b> ITLS / POW Missile	<b>TM 3-23.25</b> Smoke-Launched Munitions

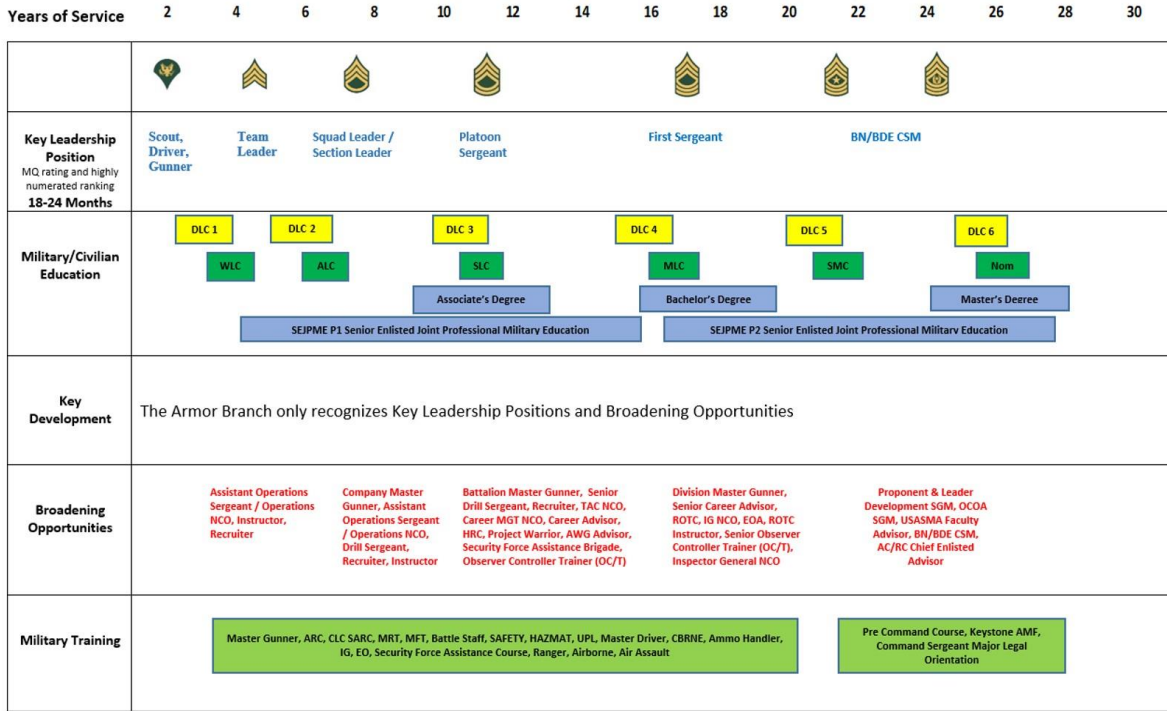
● = Current  
● = Working

Maneuver Center of Excellence - Team of Soldiers, Families, and Civilians from the Best Army in the World!

## APPENDIX M

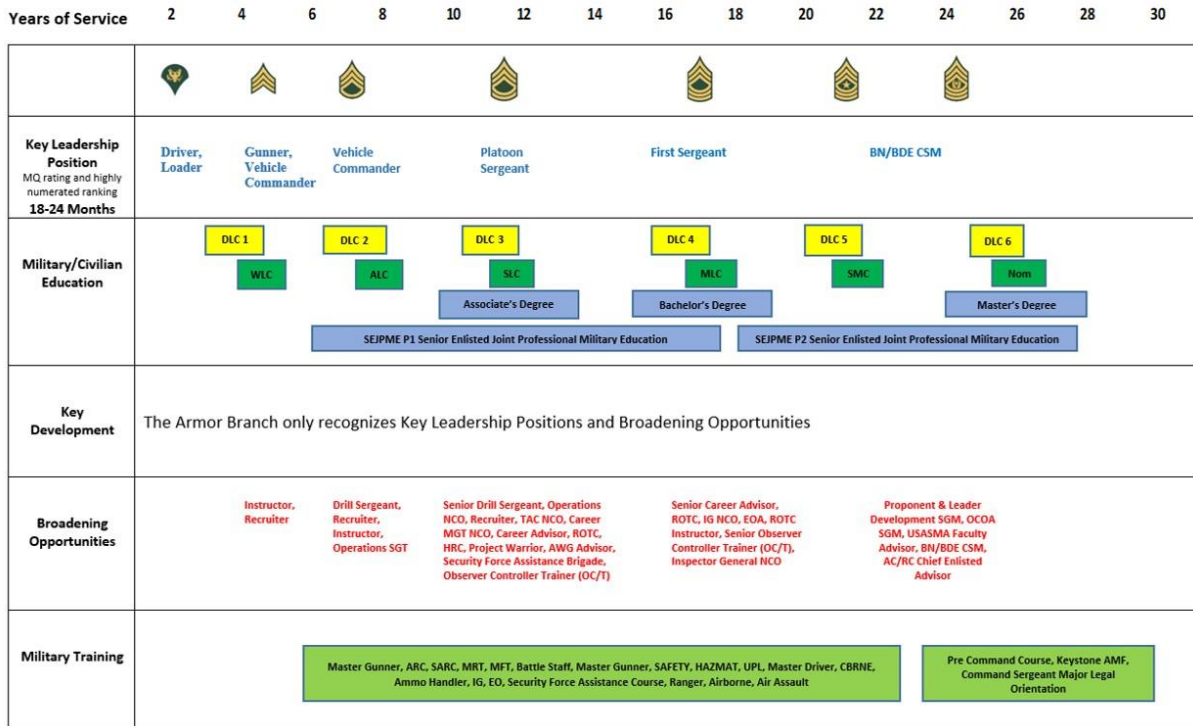
### M-1. 19D Career Map

#### 19D Talent Development Model

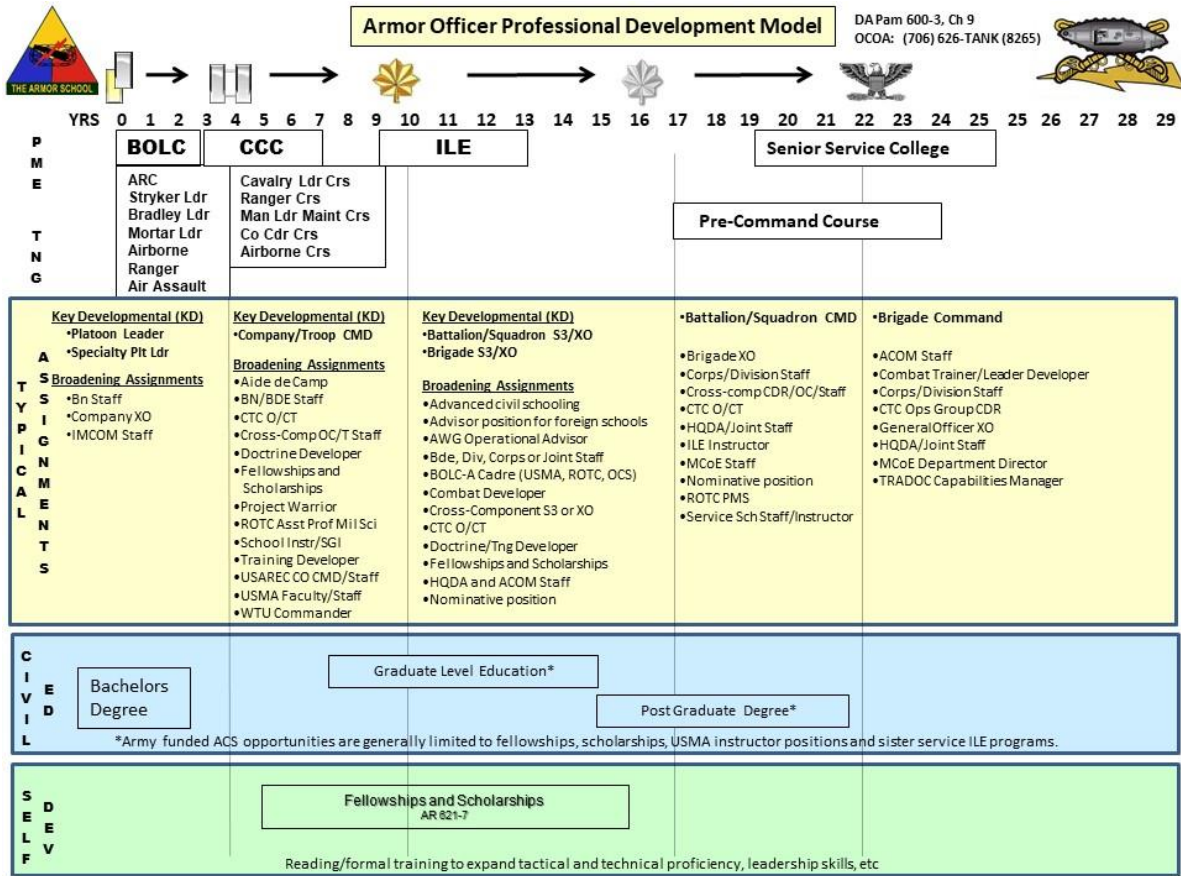


### M-2. ACT 19K Career Map

#### 19K Talent Development Model

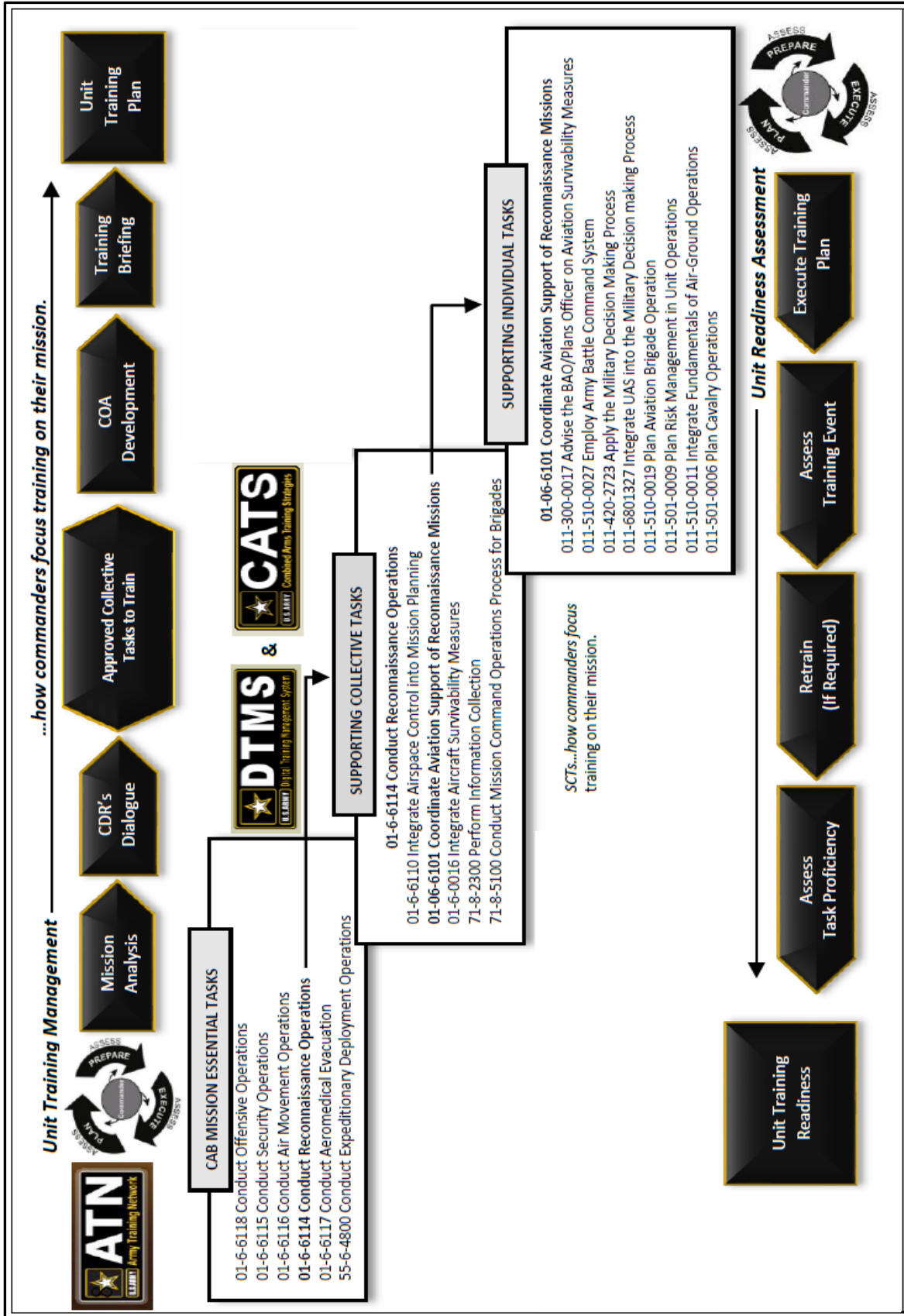


## M-3. 19A Career Map

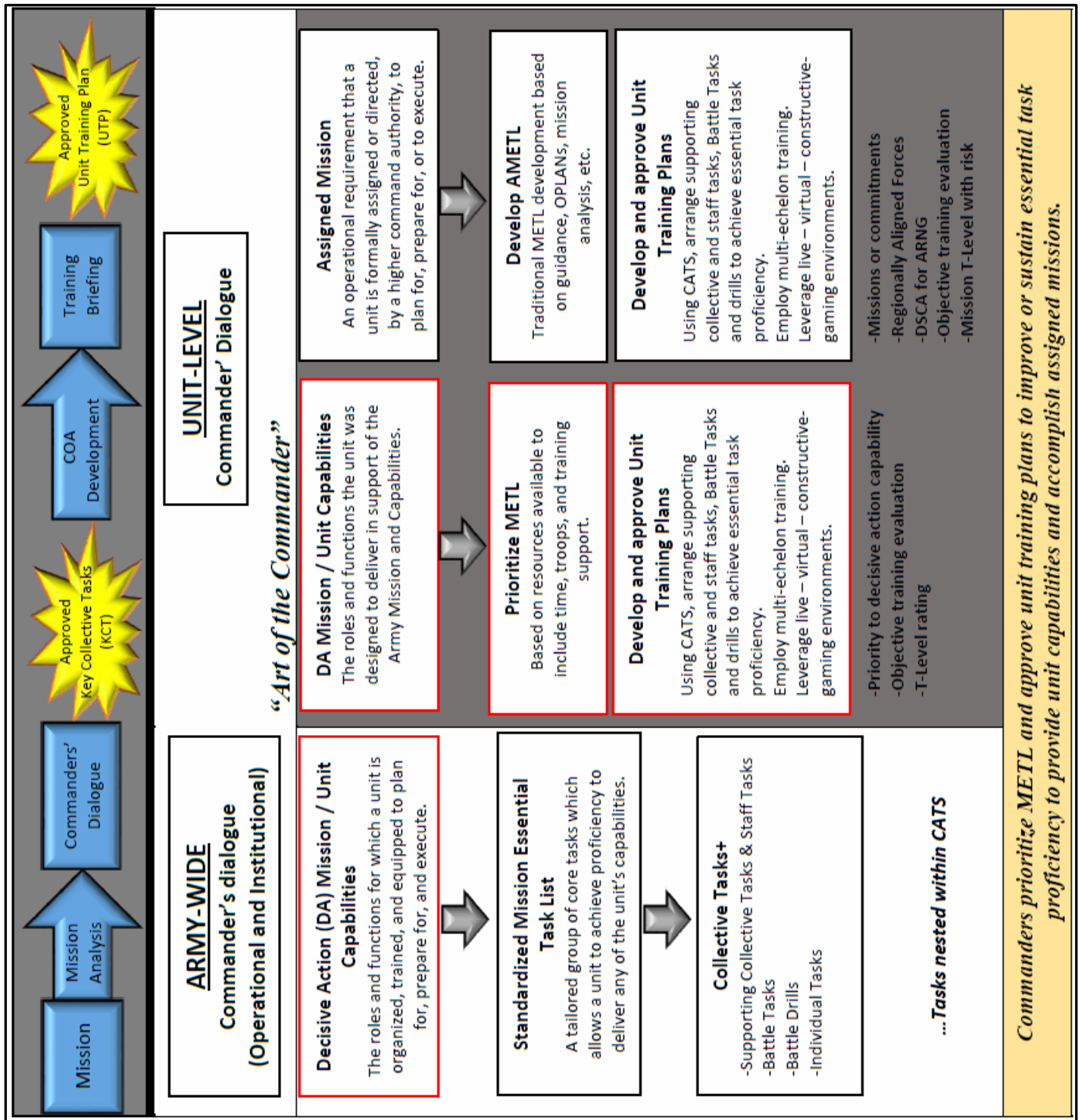


## APPENDIX N

### N-1. UTM/MDMP Relationship

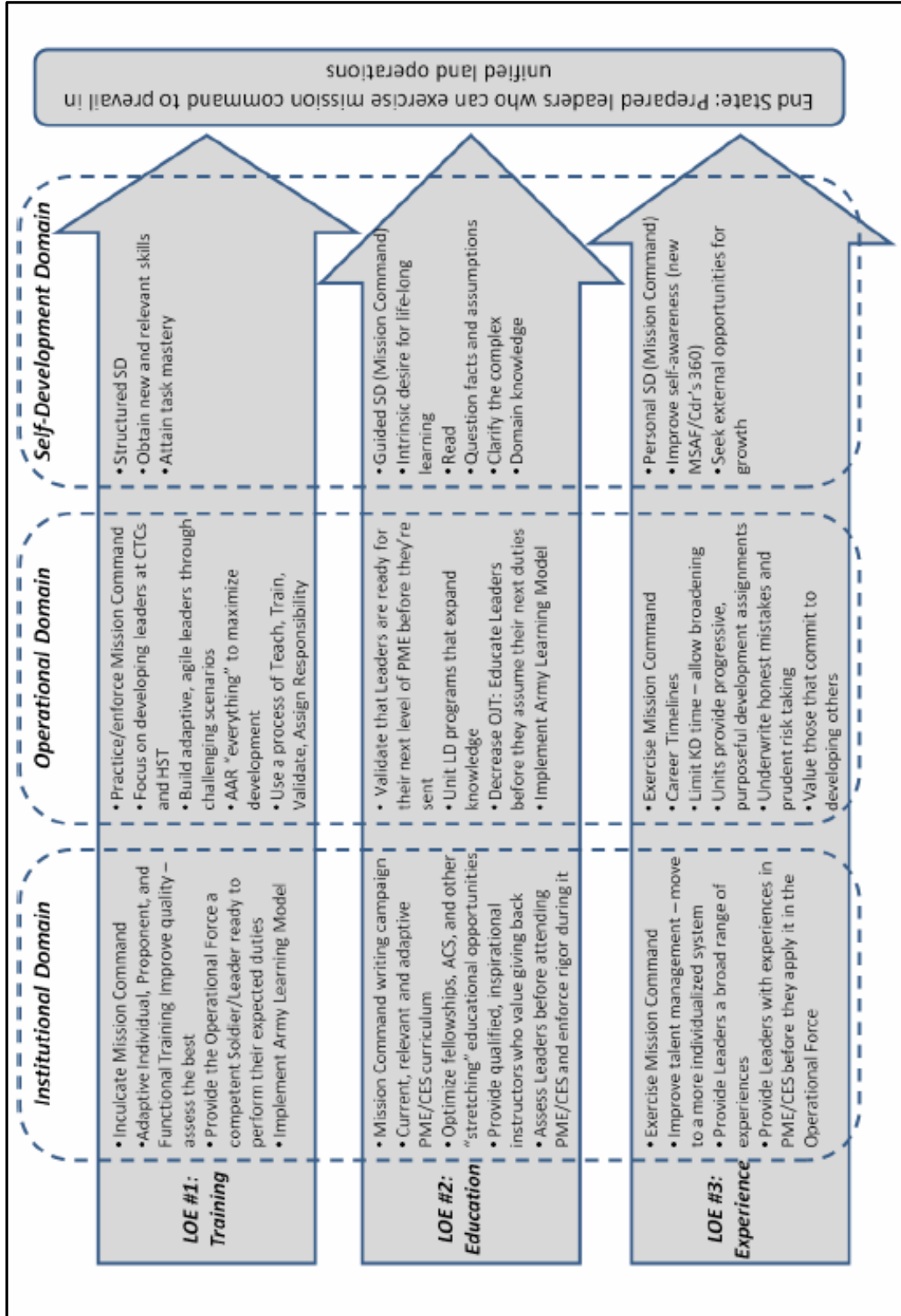


## N-2. Development of the UTP/ Commander Dialogue



## APPENDIX O

### Army Leader Development Strategy LoEs



## APPENDIX P PME Follow-On Assignment Training Strategies

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

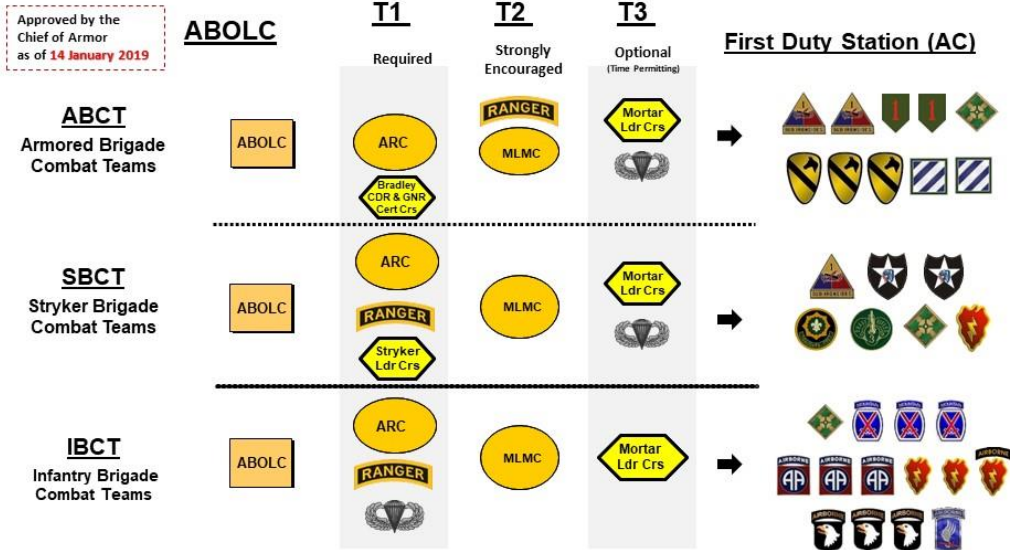


## ABOLC Assignment Training Strategy



---

Fort Benning, Home of the MCoE



- 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 encouraged for all Armor 2LTs (time permitting).

1

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

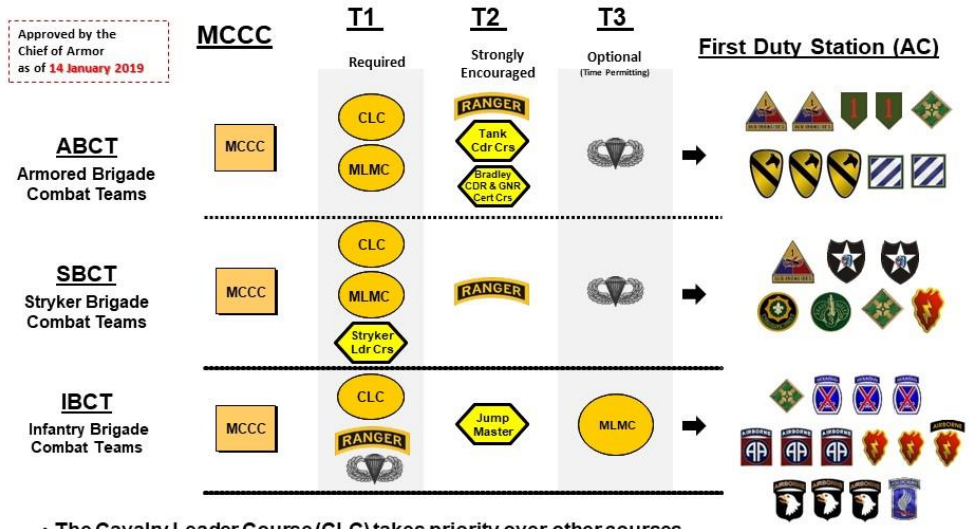


## MCCC Assignment Training Strategy



---

Fort Benning, Home of the MCoE



- 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.

2



P-3. NCO Follow on Assignment Training Strategy

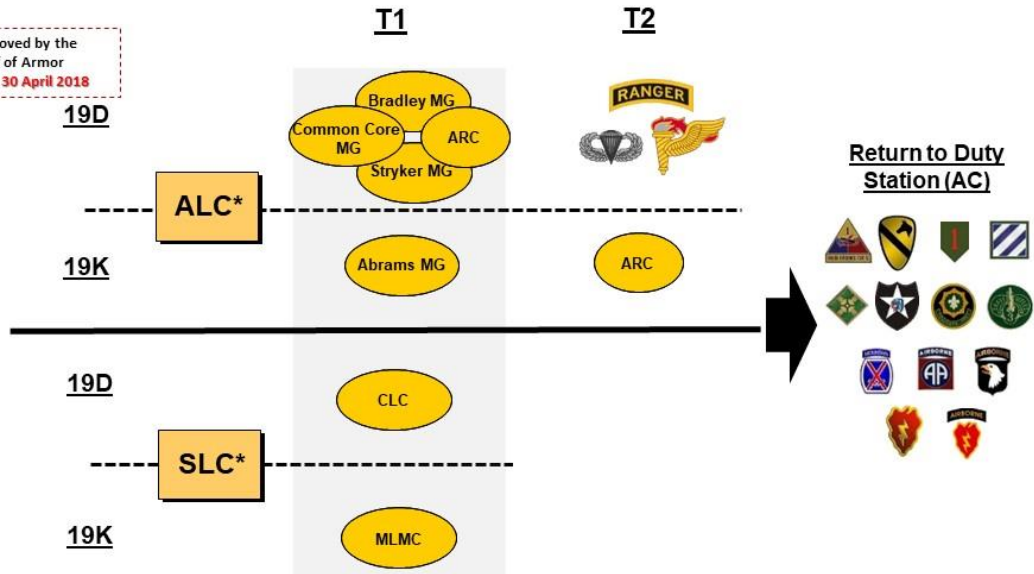


# NCO Recommended Training Strategy



Fort Benning, Home of the MCoE


Approved by the Chief of Armor as of 30 April 2018




\*NCOES Students are TDY and Return – Coordination for additional schools must happen between school and unit

## APPENDIX Q

### 8-Step Training Model Worksheet



### 8-Step Training Model Worksheet



Fort Benning, Home of the MCoE

---


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



Fort Benning, Home of the MCoE

---

**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 OPORD 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



Fort Benning, Home of the MCoE

---

**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 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 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 weapons or systems assigned to a team (gunner (GNR) and an assistant gunner (AG), 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:

- GNR – the primary firer;
- AG – the assistant to the primary firer who serves as an alternate firer; and
- Ammunition bearer – one or more Soldiers who 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
- 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, MMG, and ATGM.

A crew consists of all personnel operating a particular system. This system might be a weapons system, such as a main battle tank or Infantry fighting vehicle. The rank of the senior crew member can vary widely from a junior NCO 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 – GST
- Table II – PLFS
- Table III – Proficiency
- Table IV – Basic
- Table V – Practice
- Table VI – Qualification

Table I is a pre-live fire, hands-on performance with 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 in 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 using training aids and devices, and may include the use of blank ammunition, pyrotechnics, and BES. 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 Tables 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 it 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 it 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 MCoE is currently developing the Scout Squad Proficiency Course (SSPC), which will 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, scout squads will qualify using the scout qualification tables below that they will need to complete before moving into higher level collective training.

Table I - tactics, techniques, procedures and evaluation (TTP&E)

- Table II - PLFS
- Table III - Proficiency
- Table IV - Basic
- Table V - Practice
- Table VI - Qualification

Table I evaluates the squad members on their knowledge of TLP, movement techniques, land navigation, battle drills, reporting, air-ground operations, recon-handover, route recon, area recon, and passage of lines to ensure that the squad possesses the required knowledge of scout fundamentals before executing follow-on tables.

Table II verifies the ability of scout squads to execute battle drills, call for fire and perform tactical combat casualty care through the use of simulations such as the EST 2000, CFFT, 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 SCTs (small teams and squads) or its live-fire qualification course (crew platforms and mortars). It provides a measured demonstration of performance prior to any live-fire event for the element.

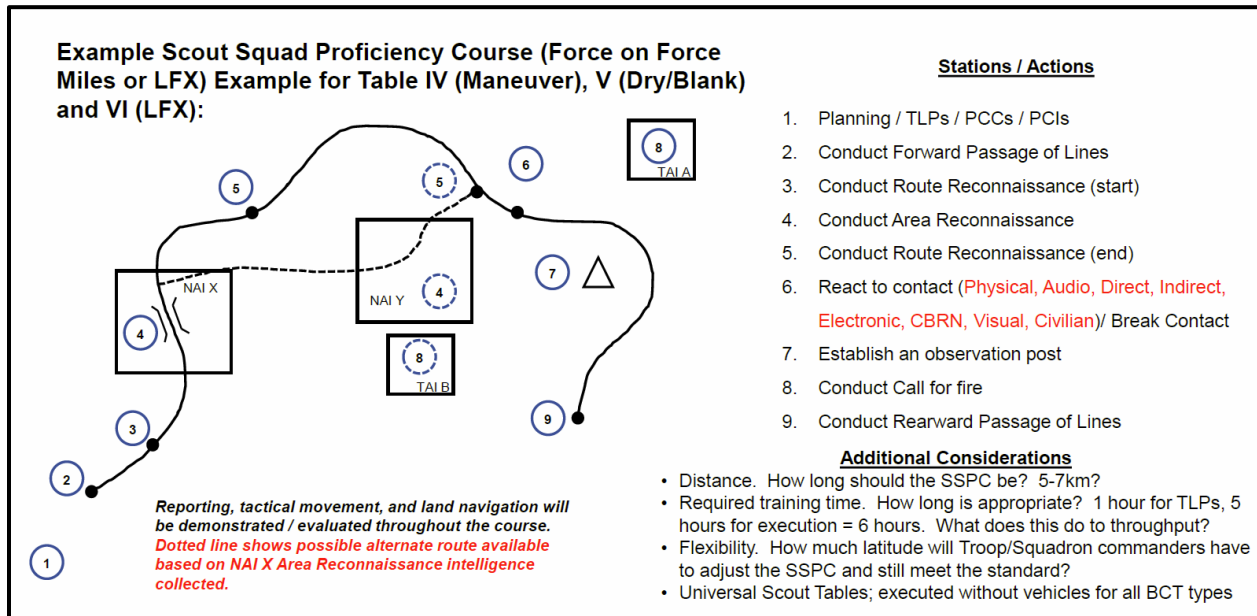
Table III validates that the squad can perform non-vehicle supported tactical land navigation as a squad (movement techniques and formations, terrain association, etc.).

Table IV comprises the initial execution of the SSPC 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. It also evaluates the element's ability to operate in a chemical environment as well as against an appropriately trained and equipped OPFOR. This table will certify the squad's MET proficiency.

Table V comprises the squad conducting dry- and blank-fire execution of the SSPC that takes place on a live-fire training range that supports multiple directions of fire.

Table VI validates the squad's ability to execute the SSPC in a live-fire environment on a live-fire training range that supports multiple directions of fire. It evaluates the key and subordinate leaders' ability to integrate organic weapons systems, subordinate units, and multiple warfighting functions.

The following graphic presents a draft example SSPC for use on Tables IV, V, and VI. It displays a possible laydown of the course, as well as 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 named area of interest (NAI) information collection that determines future CoAs (such as movement to another NAI, engagement of a target area of interest with indirect fires, etc.). This course is universal for all scout squads in all BCT types; it's not executed with vehicles.



### Vehicle section

Sections also train on a six-table structure.

- Table I - SOP instruction and evaluation (SOPI&E)
- Table II - PLFS
- Table III - Maneuver
- Table IV - STX
- Table V - Rehearsal
- 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 section's ability to perform critical tasks, understand how the unit operates tactically as the mission requires, and how it employs weapons and systems safely during training and tactical operations as part of the element.

Table II is a simulations-based demonstration of performance employing the element in 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 SCTs (small teams and squads), or its 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 using training aids and devices, and it may include the use of blank ammunition, pyrotechnics, and BES. This event trains and evaluates the element's ability to execute critical tasks using organic weapons, systems, and equipment during day and limited-visibility conditions and while operating in a chemical environment.

Table IV is a section force on force, TADDS-enabled training event conducted in the unit's maneuver training area. The section is tested on its MET proficiency during this event.

Table V 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 is an externally evaluated maneuver live-fire training event that measures a unit's proficiency in executing a series of SCTs based on its higher headquarters' MET. It evaluates the key and subordinate leaders' 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. Below are the individual tables that platoons need to complete before moving into higher-level collective training.

- Table I - Platoon SOP
- Table II - Simulations-based STE
- Table III - Maneuver
- Table IV - STX
- Table V - Rehearsal
- Table VI - LFX

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 platoon.

Table II is a simulations based demonstration of performance of employing the platoon in 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 SCTs (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 using training aids and devices, and it may include the use of blank ammunition, pyrotechnics, and BES. This event trains and evaluates the platoon's ability to execute critical tasks using 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 its company/troop commander.

Table IV is a force-on-force, TADDS-enabled training event in the unit's maneuver training area. The platoon is tested on its MET proficiency during this event. Training and evaluation of the platoon is the responsibility of the squadron commander.

Table V 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 is an externally evaluated maneuver live-fire event that measures a unit's proficiency in executing a series of SCTs based on higher headquarters' MET. It evaluates the key and subordinate leaders' 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. Below are the individual tables that companies and troops need to complete before moving into higher-level collective training.

- Table I - SOPI&E
- Table II - Simulations
- Table III - Maneuver
- Table IV - STX
- Table V - Rehearsal
- 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 troop.

Table II is a simulations-based demonstration of performance of employing the troop in 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 SCTs. 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 using training aids and devices, and it may include the use of blank ammunition, pyrotechnics, and BES. This event trains and evaluates the company/troop's ability to execute critical tasks using 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 in a directed sequence and/or time standard as listed in the platoon's training publication.

Table IV is a force-on-force, TADDS-enabled training event in the unit's maneuver training area. The company/troop is tested on its MET proficiency during this training event. Training and evaluation of the company/troop is the responsibility of the BCT commander.

Table V 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 is an externally evaluated CALFEX. This maneuver event measures a unit's proficiency in executing a series of SCTs based on the higher headquarters' MET. It evaluates the key and subordinate leaders' ability to integrate organic weapons systems, subordinate units, and multiple WfF. 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 LFPG. The LFPG provides commanders a common standard to create an unbiased assessment of the unit's overall proficiency. Successful completion of the LFPG is required to progress to any Tier 1 live-fire event. Evaluation of the company/troop is the responsibility of the BCT commander.

