



# Commandant's NOTE

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## TRAINING THE FORCE

In August 1987, the Chief of Staff of the Army, General Carl E. Vuono, approved revisions to FM 25-100, Training the Force. While the tenets of this field manual are not new, its new focus is worthy of particular note.

In the past, we have concentrated on teaching our doctrine, tactics, techniques, and procedures to our soldiers and leaders in our schools as well as in our units. But we have missed the key element in the process—teaching the trainers how to train to fight the doctrine—and the revisions to FM 25-100 now provide that needed link.

It is widely accepted that the next battlefield will be the most deadly known to man. The worst-case scenario is a NATO war in Europe in which we will fight out-manned and out-equipped. On the other end of the spectrum, the most probable mode of employment will be in extremely complex situations that will de-emphasize the direct application of combat power and stress instead the interaction of the military, political, social, and economic elements of national power.

In preparing to fight in such complex and dangerous environments, our leaders must understand the importance of training as they will fight. That is to say, our training must be doctrinally correct, must be performance oriented, and must have measurable standards. Most significantly, we must put our effort into training to a high standard those critical tasks and skills that will insure victory.

The greatest contribution that FM 25-100 makes is its emphasis on battle focus, which is developed by concentrating on a unit's wartime mission. The analysis of missions or contingency operations and the commander's intent and goals generate a restated mission and a mission essential task list (METL). Thus, the battle focus of a training program must be centered on the most critical battle tasks a unit can expect to be called

on to do.

Knowing *what* to train is only a portion of the road map that leads to a combat ready unit. It is critical also to establish a unit's current training status. The unit proficiency worksheet is a tool for displaying a unit's training status—*trained*, *needs practice*, or *untrained*. The intent is to develop units that operate within a band of excellence that eliminates peaks and valleys in training and ensures a unit's consistent, steady performance of battle-related tasks.

Over the past few years, Fort Benning has produced a large amount of doctrinal and training material. If a unit develops a thorough understanding of these products, it should have little difficulty in establishing a valid training program designed to correct its training deficiencies.

In addition, the Infantry School is now in the process of completing its ARTEP series of publications to give even more definitive guidance. The new ARTEP publications include drill books and mission training plans (MTPs).

Recently, the School published three interim drill books (ARTEP 7-17-10-DRILL, ARTEP 7-247-10-DRILL, and ARTEP 7-247-11-DRILL). Drills are critical to combat survival, are totally or largely independent of METT-T, require little leader action to execute, and are standardized for execution throughout the Army. They serve to bridge the gap between soldier's manual tasks and collective tasks. We are now consolidating these books into one drill manual for the infantry and are putting the non-drill events now found in the drill books into the squad and platoon MTPs.

The ARTEP MTP is a vital link in the training development process that must be fully understood before it can be properly used. These documents list the critical wartime missions or operations, mission outlines for these operations, and training evaluation outlines (TEOs) for the tasks.

Here at Fort Benning, we are completing a front-end analysis that will lead to the standardization throughout the infantry of critical wartime missions and operations. This standardization will permit the consolidation of tasks and will eliminate much of the confusion in the field.

The mission outlines graphically portray how these wartime operations are supported by specific collective tasks that are linked together as situational training exercises (STXs). These short exercises are designed specifically to correct deficiencies found in the evaluations of the critical wartime missions.

Each training evaluation outline is a statement of the task, condition, and standard for a collective task. Additionally, the TEO lays out the sub-tasks that combine to make that particular event a battle task. The other vital element that the TEO provides is guidance to the OPFOR, which will state the task the OPFOR must perform and will give the standard it must meet to ensure good training.

To produce a training program, therefore, a leader needs to select those tasks in which his unit has demonstrated a weakness and then combine them into STXs. An STX sequentially trains the tasks (TEOs) that a unit will do and also lays out the resources needed to make that training meaningful.

Since the major missing element in our institutions has been teaching the trainer how to train, we have begun a process that will integrate the principles of FM 25-100 into all the courses at the Infantry School. This process is best described by using the Infantry Officers Advanced Course (IOAC) as an example.

Early in the course, the students are briefed on the principles and procedures of FM 25-100. From there, the students must construct a mission essential task list for a typical unit. Next, they evaluate the unit's training status, using a simulated unit and unit proficiency worksheets. This METL and the training status are used throughout the course, and are applied during small group tactical instruction so that students can learn tactical fundamentals and principles. At the

conclusion of each phase of the tactics instruction, a student is required to develop a training plan that will correct the deficiencies listed on his unit proficiency worksheet and to accomplish the tactical task that has been taught.

Each student develops an STX that will permit him to train for that task, and he can take that package with him for use at his next unit. This STX includes the task, condition, and standards, OPFOR requirements, and other resource requirements necessary for training.

Each student who attends a course at Fort Benning, from squad leader to battalion commander, will undergo a variation of this model. There is a direct, positive correlation between the model and all the courses taught at the School. In the Pre-Command Course, for instance, a prospective battalion commander analyzes his unit's METL and develops a training plan based on its actual status. The same process, when used for those attending the Light Leaders Course, combines the efforts of the battalion commander, his staff, and the company commander. All other courses also teach the student both to understand the procedure and to train his unit.

Another key aspect of the Infantry School's initiative is the development of standardized training literature throughout the Army. A collective front-end analysis procedure will be used for identifying the tasks that are common to several units, and tasks that are the same will be addressed as being the same for all units. Where there is a difference, we at Fort Benning will determine how it can best be addressed and provide the field with a solution. I must stress, however, that our primary emphasis is being placed on standardizing the doctrine and training literature to provide the best product to the field and to reduce the size and number of publications in circulation.

We at Fort Benning are committed to integrating the training management process into all of our courses and to bringing standardization to the infantry force.

We firmly believe that training is our most important function, and today's emphasis must be on *teaching the trainer how to train*.

