

Contents

| | |
|--|-------------|
| Preface | i |
| | |
| Chapter 1. Training Overview | |
| Training Challenges | 1-1 |
| Active and Reserve Component Training | 1-2 |
| Active Component (AC) CONUS Units | 1-2 |
| AC OCONUS Units | 1-2 |
| Reserve Component (RC) Units | 1-2 |
| Principles of Training | 1-3 |
| Train as Combined Arms and Services Team | 1-3 |
| Train as You Fight | 1-3 |
| Use Appropriate Doctrine | 1-4 |
| Use Performance-Oriented Training | 1-4 |
| Train to Challenge | 1-4 |
| Train to Sustain Proficiency | 1-4 |
| Train Using Multiechelon Techniques | 1-4 |
| Train to Maintain | 1-4 |
| Make Commanders the Primary Trainers | 1-5 |
| Senior Leaders and Training | 1-5 |
| Battle Focus | 1-7 |
| | |
| Chapter 2. Mission Essential Task List (METL) Development | |
| METL Development Process | 2-1 |
| Inputs to METL Development | 2-1 |
| Commander's Analysis | 2-3 |
| Mission Essential Task List | 2-4 |
| RC and TDA METL Development | 2-5 |
| RC METL Development | 2-5 |
| TDA METL Development | 2-6 |
| Training Objectives | 2-6 |
| Battle Tasks | 2-7 |
| | |
| Chapter 3. Planning | |
| Planning Process | 3-1 |
| Training Plans | 3-4 |
| Long-Range Planning | 3-5 |
| Short-Range Planning | 3-12 |
| Near-Term Planning | 3-18 |

| | |
|--|-------------------|
| Chapter 4. Execution | |
| Senior Leaders' Role | 4-1 |
| Requirements for Training Execution | 4-1 |
| Preparation for Training | 4-2 |
| Presentation and Practice | 4-2 |
| | |
| Chapter 5. Assessment | |
| Evaluation of Training | 5-1 |
| Evaluations | 5-1 |
| After-Action Review | 5-1 |
| Evaluators | 5-2 |
| Senior Leaders' Role | 5-3 |
| Training Feedback | 5-3 |
| Organizational Assessment | 5-3 |
| | |
| Glossary | |
| Acronyms and Abbreviations | Glossary-1 |
| Definitions | Glossary-3 |
| | |
| Index | Index-1 |

Training - The Cornerstone of Readiness

By adhering to the concepts that produce combat-ready forces, the Army's leaders prepare for victory in the next battle. At the start of the American Civil War in 1861, Thomas Jonathan Jackson, an obscure professor from the Virginia Military Institute, understood that message. He rigorously trained his brigade of Virginia volunteers by drilling them from sunrise to sunset according to the linear tactics of the day until each component—company, regiment, brigade—moved as a machine. His men practiced until the nine-count firing movement became an automatic function.

That summer at Manassas, Jackson and his superbly prepared brigade were put to a critical test in the opening battle of the Civil War. Against the attack of numerically superior Union forces that were on the verge of victory, Jackson and his men defended their position on the hill like a stone wall until the Confederates were able to bring in their reserves. Amidst all the noise, smoke, and confusion of the battlefield, Jackson's men stood their ground in their first taste of combat—thanks to their leader's skill in thoroughly preparing them. Afterwards, Jackson paid tribute to the men of his brigade; in his view, it was their discipline and training that saved the day for the Confederate Army. Over the next few years, the brigade, first trained by Jackson, continued to display the same fighting spirit as on that memorable day in 1861, and became the standard against which other units of the Confederate Army were judged.

Training, then and now, must be the Army's top peacetime priority—it is the cornerstone of readiness.

TRAINING THE FORCE

Preface

Training prepares soldiers, leaders, and units to fight and win in combat—the Army’s basic mission. “Training the Force” is the Army’s standardized training doctrine applicable throughout the force. It provides the necessary guidelines on how to plan, execute, and assess training at all levels. The manual provides authoritative foundations for individual, leader, and unit training. Individual training must develop soldiers who are proficient in battlefield skills, disciplined, physically tough, and highly motivated. Leader training is an imperative for every echelon; it is an investment in the Army of today and tomorrow. Unit training must prepare our forces for the rigors of the battlefield.

The Army must be trained and ready in peacetime to *deter* war, to *fight* and *control* wars that do start, and to *terminate* wars on terms favorable to US and allied interests. The complex world environment and the sophisticated military capabilities of potential adversaries, to include the Soviet Union, its allies, and a number of well-armed developing nations, have removed the time buffer the United States previously enjoyed that allowed it to mobilize and train to an adequate level of readiness before engaging in combat operations. As recent events have illustrated, our nation’s ability to deter attack or act decisively to contain and de-escalate a crisis demands an essentially instantaneous transition from peace to war preparedness. This requires that all leaders in the Army understand, attain, sustain, and enforce high standards of combat readiness through tough, realistic multi-echelon combined arms training designed to challenge and develop individuals, leaders, and units.

DISTRIBUTION RESTRICTION: Distribution authorized to US government agencies only to protect technical or operational information from automatic dissemination under the International Exchange program or by other means. This determination was made on 15 November 1988. Other requests will be referred to Commander, U.S. Army Combined Arms Center and Fort Leavenworth, Attn: ATZL-GOP-SE, Fort Leavenworth, KS 66027-5070.

Destruction Notice—Destroy by any method that will prevent disclosure of contents or reconstruction of the document.

*This publication supersedes FM 25-1, 28 February 1985.

The key to fighting and winning is an understanding of “how we train to fight” at every echelon. Training programs must result in demonstrated tactical and technical competence, confidence, and initiative in our soldiers and their leaders. This manual has application for leaders at all levels and for every type organization. The principal focus is on Active and Reserve battalion equivalent and higher level commanders, their command sergeants major, and staffs. Implied throughout the manual is recognition of the extremely important role of junior leaders in training and providing feedback. The role of our noncommissioned officers in ensuring that individual soldiers in their units attain the required standards of proficiency through training, and in linking the individual’s performance with the unit’s training plans, is of fundamental importance.

Every senior leader is expected to know, understand, and apply the concepts in this manual. It reflects the lessons learned since the introduction of FC 25-100 in August 1985 and has incorporated recommendations and comments from the Army in the field.

Training will remain the Army’s top priority because it is the cornerstone of combat readiness!



Carl E. Vuono
General, United States Army
Chief of Staff

The proponent of this publication is HQ TRADOC. Submit changes for improving this publication on DA Form 2028 (Recommended Changes to Publications and Blank Forms) and forward it to Commander, U.S. Army Combined Arms Center, ATTN: ATZL-SWA-DL, Fort Leavenworth, Kansas 66027-6900.

Unless otherwise stated, whenever the masculine gender is used, both men and women are included.

CHAPTER 1

Training Overview

The Army training mission is to prepare soldiers, leaders, and units to deploy, fight, and win in combat at any intensity level, anywhere, anytime.

- *The training focus is on our wartime missions.*
- *Our top priority is training.*
- *Maintenance is a vital part of our training program.*
- *Realistic, sustained multiechelon totally integrated combined arms training must be continuously stressed at all levels.*
- *Every soldier, leader, and unit training program must be carefully planned, aggressively executed, and thoroughly assessed.*

General Carl E. Vuono

Training Challenges

The Army exists to deter war or, if deterrence fails, to reestablish peace through victory in combat wherever US interests are challenged. To accomplish this, the Army's forces must be able to accomplish their assigned strategic roles. Moreover, for deterrence to be effective, potential enemies must perceive that the Army has the capability to mobilize, deploy, fight, and sustain combat operations in unified action with our sister services and allies. Training, therefore, is the process that melds human and material resources into these required capabilities.

We train the way we intend to fight because our historical experiences amply show the direct correlation between realistic training and success on the battlefield. The Army has an obligation to the American people to ensure its sons and daughters go into battle with the best chance of success and survival. This is an obligation that only outstanding and realistic training

conducted to the most exacting standards can fulfill. The highest quality training is, therefore, essential at all levels.

We can trace the connection between training and success in battle to one of the Army's earliest leaders and trainers, General Winfield Scott, in the War of 1812. For nearly two years, American soldiers had suffered loss after loss against British forces along the Canadian border. To end the defeats, President James Madison appointed new military leaders, one of whom was Scott. On March 24, 1814, he took charge of a small, poorly prepared force at Buffalo and set out to make these men the professional equals of the British soldier. His training, based on the current British handbook, was hard and realistic, and his discipline was strict. He drilled his men ten hours a day in infantry tactics, the use of the musket and bayonet, and close order drill. The first test of Scott's training came on July 3, 1814, during the battle of

Chippewa. For the first time in the war, American soldiers stood up to their foe and drove them from the field. Scott's training had paid off. He had trained and he had won. Today's leaders must learn the lessons of history and find ways to use this wisdom to meet contemporary training challenges.

The future battlefield will be characterized by high volumes of fire and lack of a distinct FEBA or FLOT trace; in many cases, small units and task forces may find themselves either bypassed or encircled. Units will frequently be cross attached in order to react to the flow of the battle or to reconstitute units. The key to winning in that battlefield environment will be the understanding of "how we fight" at every level and the demonstrated confidence, competence, and initiative of our soldiers

and their leaders. Training is the means to achieve the tactical and technical proficiency that soldiers, leaders, and units must have to enable them to accomplish their missions. Therefore, training must—

- Practice the techniques and procedures of integrated command and control.
- Enable units to apply joint and combined doctrine and tactics.
- Exercise all support systems required to sustain combat operations.

Responsibility for the Army's success on the future battlefield rests on the shoulders of today's Active, National Guard, Reserve, and civilian leaders at all levels. These senior leaders must concentrate training on warfighting skills.

Active and Reserve Component Training

The differences between Active and Reserve training opportunities are important to the Army's senior leaders and theater commanders in chief. They must be prepared to provide or receive units from the National Guard, Army Reserve, and Active Component in wartime or in peacetime exercises.

ACTIVE COMPONENT (AC) CONUS UNITS

AC CONUS units are generally located at installations that have nearby modern ranges and training areas available for unit training; classrooms, simulators, and learning centers available for individual training; and academies, libraries, and other professional development resources available for leader training. These units normally enjoy relatively high levels of personnel and equipment fill. Combat training centers (CTCs) also provide unique training opportunities. The relative geographical concentration and ease of access to all these training facilities provide a good overall training environment.

AC OCONUS UNITS

Active duty units that are stationed overseas normally experience more

geographic dispersion than CONUS AC units. However, these units often enjoy higher fills of MOS-qualified soldiers and equipment than their AC CONUS counterparts. The OCONUS units usually have the unique motivation and training opportunities afforded by being assigned "real world," wartime-oriented missions. OCONUS major training facilities are normally smaller and farther from garrison than those that serve CONUS-based AC units. While local training areas (LTAs) are available, their small size and environmental restrictions tend to constrain their use. In some parts of the world, maneuver rights areas (MRAs) allow large-unit combined arms and services exercises on the host nation countryside; however, these are normally subject to maneuver restrictions.

RESERVE COMPONENT (RC) UNITS

The training environment of the RC, the Army National Guard and Army Reserve, is generally more challenging than that of the AC. The training year for the average soldier in an RC unit consists of 24 days of inactive duty training (IDT) and 15 days of annual training (AT)—39 days per year.

The soldiers and leaders in the RC have military service and separate civilian careers competing for their attention and time. These units face considerable geographic dispersion. For example, the average RC battalion is dispersed over a 150- to 300-mile radius; soldiers travel an average of 40 miles to reach the nearest LTA; and units must move an average of 150 miles to the nearest major training area (MTA).

RC units have to recruit many of their own soldiers. Since these new recruits may be assigned to the RC unit prior to completion of initial entry training, the RC may have fewer MOS-qualified personnel assigned than their AC counterparts. Notwithstanding these challenges, the Reserve Components offer the nation a large measure of deterrence and warfighting power per dollar invested.

Principles of Training

TRAIN AS COMBINED ARMS AND SERVICES TEAM

Today's Army doctrine requires combined arms and services teamwork. When committed to battle, each unit must be prepared to execute combined arms and services operations without additional training or lengthy adjustment periods. Combined arms proficiency develops when teams train together. Leaders must regularly practice cross attachment of the full wartime spectrum of combat, combat support, and combat service support units. Peacetime relationships must mirror wartime task organization to the greatest extent possible. The full integration of the combined arms team is attained through the "slice" approach to training management. This approach acknowledges that the maneuver commander controls and orchestrates the basic combat, combat support, and combat service support systems. It states that in order to fight with these systems, he must train them often enough to sustain combat-level proficiency. In short, the maneuver commander, with the assistance of higher-level leaders, must forge the combined arms team. An example of a "brigade slice" is at Figure 1-1.

Using this same approach, to assist division-level training, the corps commander requires all corps units that would be supporting the division in wartime to participate in division training exercises. The divisional and nondivisional units that habitually train with the division are termed the "division slice."

TRAIN AS YOU FIGHT

The goal of combat-level training is to achieve combat-level standards. Every effort must be made to attain this difficult goal. Within the confines of safety and common sense, leaders must be willing to accept less than perfect results initially and demand realism in training. They must integrate such realistic conditions as smoke, noise, simulated NBC, battlefield debris, loss of key leaders, and cold weather. They must seize every opportunity to move soldiers out of the classroom into the field, fire weapons, maneuver as a combined arms

EXAMPLE BRIGADE SLICE

- Maneuver Battalions
- Field Artillery Battalion
- Engineer Company
- Air Defense Artillery Battery
- Aviation Section
- Military Police Platoon
- Chemical Platoon
- Signal Platoon
- Military Intelligence Team
- Forward Support Battalion
- Brigade Headquarters and Headquarters Company
- Other organizations associated with the brigade's wartime organization

Figure 1-1.

team, incorporate protective measures against enemy actions, and include joint and combined operations.

USE APPROPRIATE DOCTRINE

Training must conform to Army doctrine. FM 100-5, Operations, and supporting doctrinal manuals describe common procedures and uniform operational methods that permit commanders and organizations to adjust rapidly to changing situations. At higher echelons, standardized doctrinal principles provide a basis for a common vocabulary and for military literacy across the force. In units, new soldiers will have little time to learn nonstandard procedures. Therefore, units must train on peacetime training tasks to the Army standards contained in mission training plans (MTPs), battle drill books, soldier's manuals, regulations, and other training and doctrinal publications.

USE PERFORMANCE-ORIENTED TRAINING

Units become proficient in the performance of critical tasks and missions by practicing the tasks and missions. Soldiers learn best by doing, using a hands-on approach. Leaders are responsible to plan training that will provide these opportunities. All training assets and resources, to include simulators, simulations, and training devices, must be included in the strategy.

TRAIN TO CHALLENGE

Tough, realistic, and intellectually and physically challenging training both excites and motivates soldiers and leaders. It builds competence and confidence by developing and honing skills. Challenging training inspires excellence by fostering initiative, enthusiasm, and eagerness to learn. Successful completion of each training phase increases the capacity and motivation of individuals and units for more sophisticated and challenging achievement.

TRAIN TO SUSTAIN PROFICIENCY

Once individuals and units have trained to a required level of proficiency, leaders must structure collective and individual training plans to repeat critical task training at the minimum frequency necessary for sustainment. Mission training plans and the Individual Training Evaluation Program (ITEP) are tools to help achieve and sustain collective and individual proficiency. Sustainment training is often misunderstood, although it is a reasonable, commonsense approach to training. Put simply, sustainment training must sustain skills to high standards often enough to prevent skill decay and to train new people. Army units must be prepared to accomplish their wartime missions by frequent sustainment training on critical tasks; they cannot rely on infrequent "peaking" to the appropriate level of wartime proficiency. As depicted in Figure 1-2, sustainment training enables units to operate in a "band of excellence" by appropriate repetitions of critical task training during prime training periods.

TRAIN USING MULTIECHELON TECHNIQUES

To use available time and resources most effectively, commanders must simultaneously train individuals, leaders, and units at each echelon in the organization during training events. Multiechelon training is the most efficient way of training and sustaining a diverse number of mission essential tasks within limited periods of training time.

TRAIN TO MAINTAIN

Maintenance is a vital part of every training program. Maintenance training designed to keep equipment in the fight is of equal importance to soldiers being expert in its use. Soldiers and leaders are responsible for maintaining all assigned equipment in a high state of readiness in support of training or combat employment.

THE BAND OF EXCELLENCE

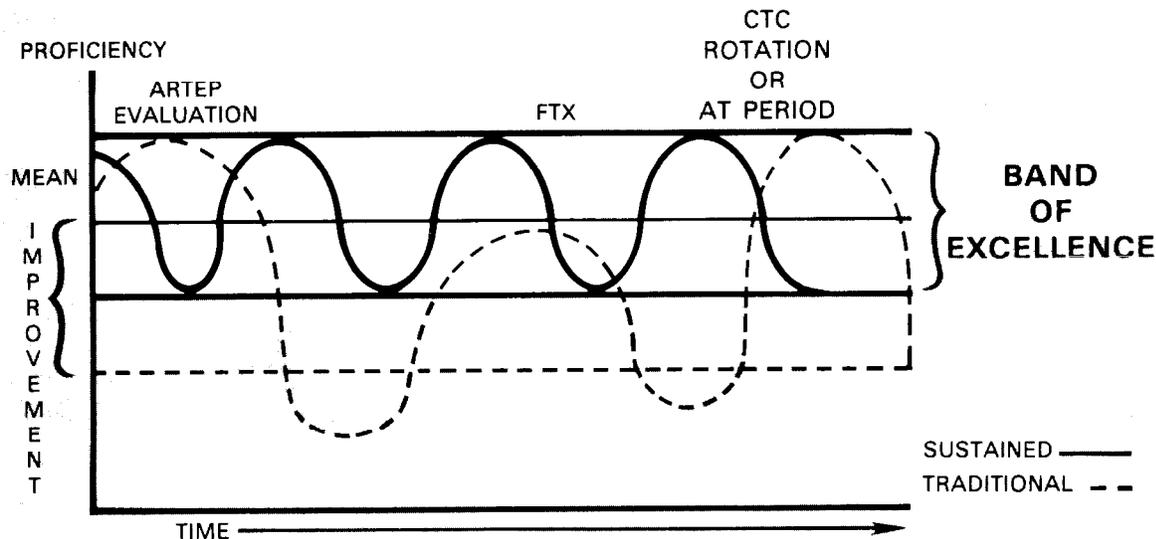


Figure 1-2.

MAKE COMMANDERS THE PRIMARY TRAINERS

The leaders in the chain of command are responsible for the training and performance of their soldiers and units. They are the primary training managers and trainers for their organizations. To accomplish their training responsibility, commanders must-

- Base training on wartime mission requirements.
- Identify applicable Army standards.
- Assess current levels of proficiency.
- Provide the required resources.
- Develop and execute training plans that result in proficient individuals, leaders, and units.

Senior Leaders and Training

Effective training is the number one priority of senior leaders in peacetime. In wartime, training continues with a priority second only to combat or to the support of combat operations. Senior leaders must extract the greatest training value from every opportunity in every activity. Effective training requires their continuous personal time and energy as they accomplish the following:

- **Develop and communicate a clear vision.** The senior leader's training vision provides the direction, purpose, and motivation necessary to prepare individuals and organizations to win in war.
- **Require their subordinates to understand and perform their roles in training.** Since good training results from leader involvement, one of the commander's principal roles in training is to teach subordinate trainers how to

It is based on a comprehensive understanding of the following:

- Mission, doctrine, and history.
- Enemy capabilities.
- Organizational strengths and weaknesses.
- Training environment.

OVERLAPPING TRAINING RESPONSIBILITIES

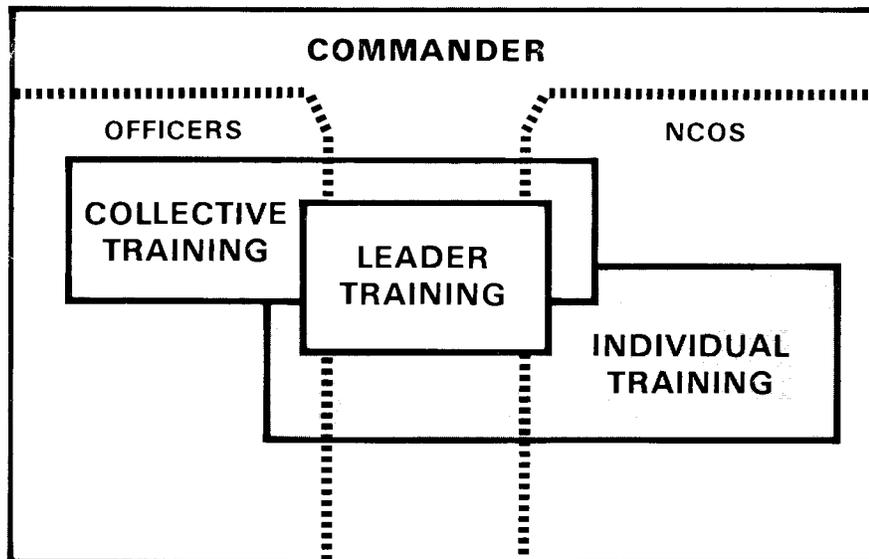


Figure 1-3.

train and how to fight. He provides the continuing leadership that focuses training on the organization's wartime mission. The commander assigns officers primary responsibility for collective training and noncommissioned officers primary responsibility for individual training. The commander is the integrator who melds leader and individual training requirements into collective training events using multiechelon techniques (Figure 1-3).

- **Train all elements to be proficient on their mission essential tasks.** They must integrate and train to Army standard all elements in and supporting their command—combat, combat support, and combat service support—on their selected mission essential tasks. An important requirement is for all leaders to project training plans far enough into the future to coordinate resources with long lead times.
- **Centralize training planning and decentralize training-execution.** Senior leaders centralize planning to provide a

consistent training focus on wartime missions from the top to the bottom of the organization. However, they decentralize execution to ensure that the conduct of mission-related training sustains strengths and overcomes the weaknesses unique to each unit.

- **Establish effective communications between command echelons.** Guidance based on wartime missions and priorities flows from the highest echelons downward. Specific information about individual and collective training proficiency and needs flows from the lowest organizational levels upwards. Leaders at all levels use effective two-way communications to exchange feedback concerning the planning, execution, and assessment of training.
- **Develop their subordinates.** Competent and confident leaders build cohesive organizations with a strong chain of command, high morale, and good discipline. Therefore, senior leaders create leader development programs that develop a warfighter's professionalism-knowledge,

attitudes, and skills. They mentor, guide, listen to, and “think with” subordinates to challenge their depth of knowledge and understanding. Senior leaders share experienced insights that encourage subordinates to study their profession and develop themselves. They train leaders to plan training carefully, execute aggressively, and assess short-term achievement in terms of desired long-term results. Effective leader development programs will continuously influence the Army as younger leaders progress to higher levels of responsibility.

- ***Involve themselves personally in planning, executing, and assessing training.*** They are actively involved in planning for future training. They create a sense of stability throughout the organization by protecting approved training plans from training distracters. Senior leaders are present during the conduct of training and provide experienced feedback to all participants.
- ***Demand training standards are achieved.*** Leaders anticipate that all tasks will not be performed to standard. Therefore, they design time into training events to allow additional training on tasks not performed to standard. It is

more important, however, that they achieve the established standard on a limited number of tasks during a training event than to attempt many and fail to achieve the standards on any, rationalizing that they will take corrective action at some later training period. Soldiers will remember the enforced standard, not the one that was discussed.

- ***Foster a command climate that is conducive to good training.*** Senior leaders create a command climate that rewards subordinates who are bold and innovative trainers. They challenge the organization and each individual to train to full potential.
- ***Eliminate training distractions.*** The commander who has planned and resourced a training event is responsible to ensure that the maximum number of soldiers participate. The administrative support burdens cannot be ignored, but they can be managed using an effective time management system. Senior leaders must support their commanders’ efforts to train effectively by eliminating training distracters and reinforcing the requirement for all assigned personnel to be present during prime training time.

Battle Focus

Battle focus is a concept used to derive peacetime training requirements from wartime missions. Battle focus guides the planning, execution, and assessment of each organization’s training program to ensure its members train as they are going to fight. Battle focus is critical throughout the entire training process and is used by commanders to allocate resources for training based on wartime mission requirements. Its implementation enables commanders at all levels and their staffs to structure a training program which copes with nonmission-related requirements while

focusing on mission essential training activities. Battle focus is a recognition that a unit cannot attain proficiency to standard on every task whether due to time or other resource constraints. However, commanders can achieve a successful training program by consciously narrowing the focus to a reduced number of vital tasks that are essential to mission accomplishment.

A critical aspect of the battle focus concept is to understand the responsibility for and the linkage between the collective mission essential tasks and the individual

tasks which support them. The diagram at Figure 1-4 depicts the relationships and the

proper sequence to derive optimum training benefit from each training opportunity.

INTEGRATION OF COLLECTIVE AND INDIVIDUAL TRAINING

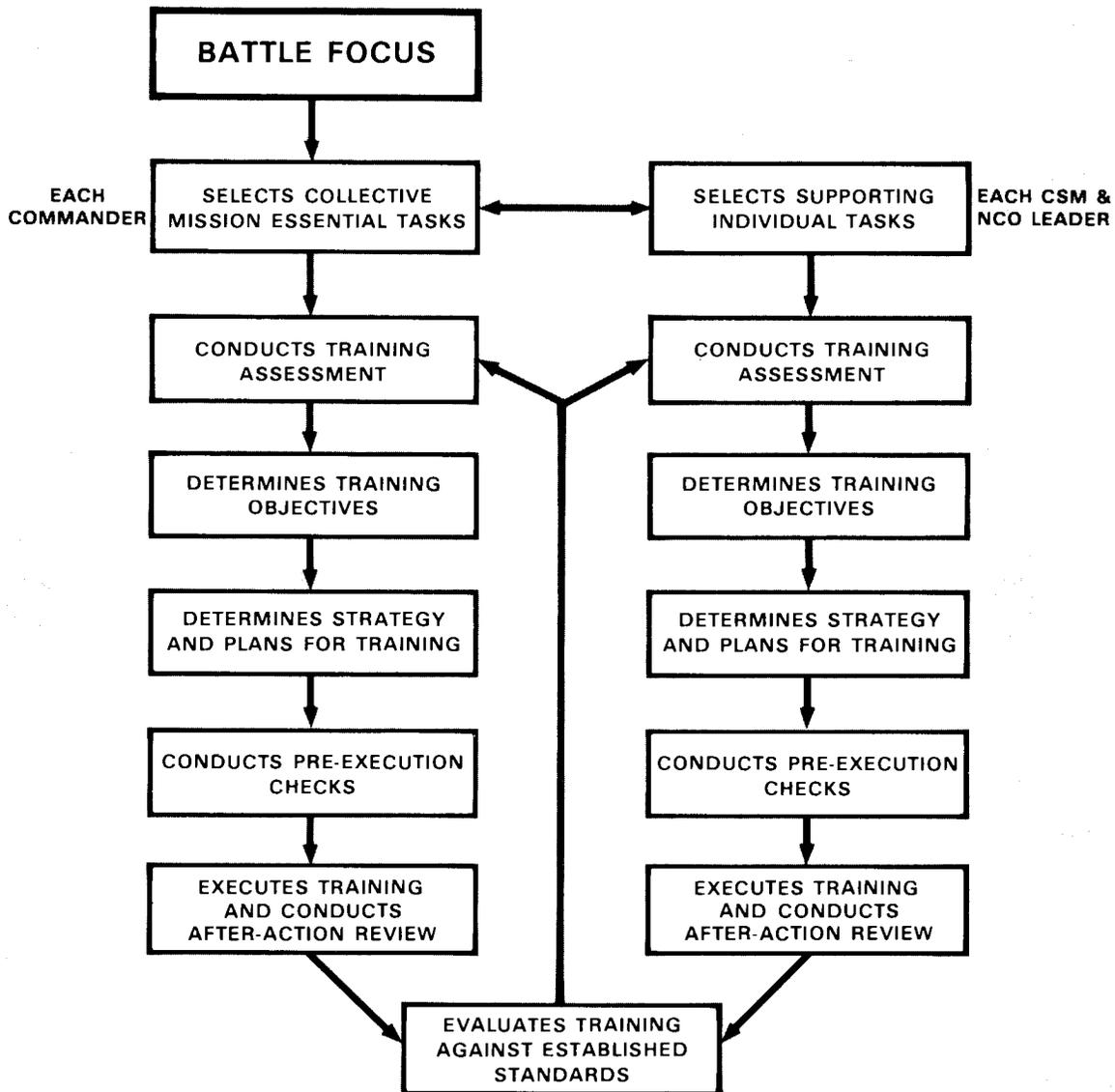


Figure 1-4.

The commander and the command sergeant major (CSM) must jointly coordinate the collective mission essential tasks and individual training tasks on which the unit will concentrate its efforts during a given period. The CSM and NCO leaders must select the specific individual tasks, which support each collective task, to be trained during this same period. NCOs have the primary role in training and developing individual soldier skills. Officers at every level remain responsible for training to established standards during both individual and collective training.

The training management approach to implement the battle focus is depicted in

Figure 1-5. Chapter 2 explains the mission essential task list development process—training must relate to the organization’s wartime mission. Chapter 3 describes the long-range, short-range, and near-term training plans that leaders use to manage training over various periods of time. Chapter 4 discusses the execution of training and the role of senior leaders. Chapter 5 explains the procedures for evaluating training and conducting organizational assessments. Training evaluations and organizational assessments are feedback mechanisms that leaders use to keep the system dynamic and capable of continual improvement and fine tuning.

TRAINING MANAGEMENT CYCLE

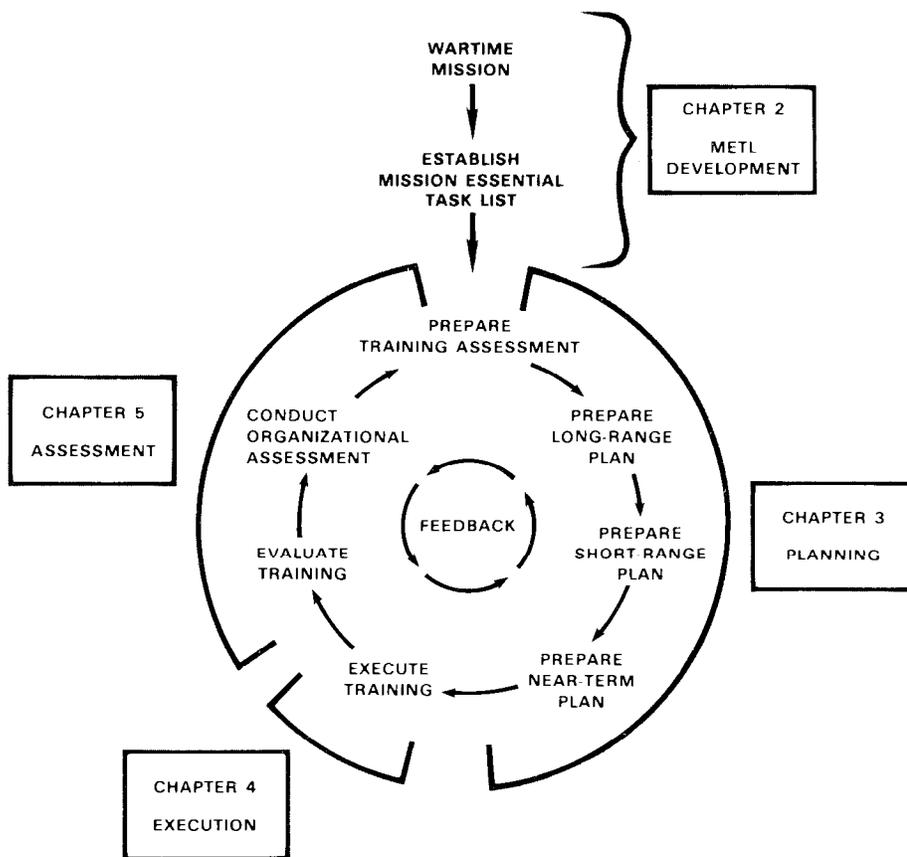


Figure 1-5.

CHAPTER 2

Mission Essential Task List (METL) Development

Do essential things first. There is not enough time for the commander to do everything. Each commander will have to determine wisely what is essential, and assign responsibilities for accomplishment. He should spend the remaining time on near essentials. This is especially true of training. Nonessentials should not take up time required for essentials.

General Bruce C. Clarke

METL Development Process

Battle-focused training programs are based on wartime requirements. Army organizations cannot achieve and sustain proficiency on every possible training task. Therefore, commanders must selectively

identify the tasks that are essential to accomplishing the organization's wartime mission. Figure 2-1 depicts the process that leaders use to identify and select mission essential tasks.

METL DEVELOPMENT PROCESS

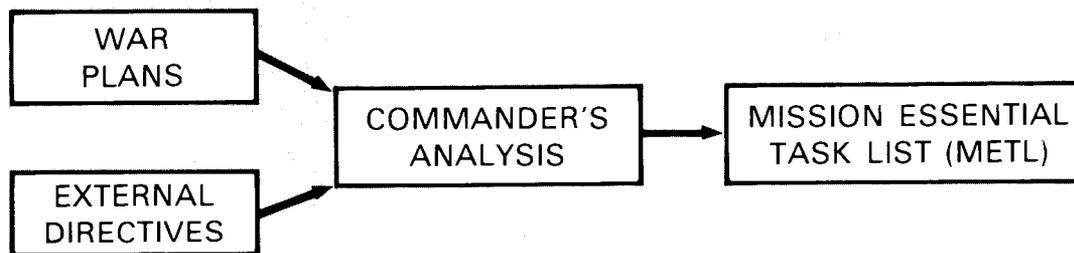


Figure 2-1.

INPUTS TO METL DEVELOPMENT

There are two primary inputs to METL development: war plans and external directives.

War Plans. The most critical inputs to METL development are the organization's wartime operations and contingency plans. The missions and related information provided in these plans are key to determining essential training tasks.

External Directives. External directives are additional sources of training tasks that relate to an organization's wartime mission. Some examples are—

- Mission training plans.
- Mobilization plans.
- Installation wartime transition and deployment plans.
- Force integration plans.