

# CHAPTER 1

## TRAINING OVERVIEW

***Training is the cornerstone of readiness—it is the top priority for the Total Army.***

***General Carl E. Vuono***

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*The Army exists to deter war or, if deterrence fails, to win in combat. For deterrence to be effective, our enemies must know that the Army can mobilize, deploy, fight, and sustain combat operations. Effective training molds human and material resources into cohesive, combat-ready units.*

*To be successful in combat, the Army must train continually to develop and maintain combat-ready soldiers, leaders, and units that can perform assigned tasks to specific standards. The requirement for training continues even during wartime (especially within the combat zone). Training builds self-confidence, promotes teamwork and esprit de corps, and increases professionalism in soldiers, leaders, and units.*

## LEADERS AND TRAINING

### COMMANDER'S ROLE

Effective training requires the personal time, energy, and guidance of commanders. Commanders must personally observe and assess training at all echelons. Their specific emphasis is on training one level down and evaluating two levels down; for example, battalion commanders train company commanders with their

companies and evaluate platoon leaders with their platoons. Company commanders train platoon leaders with their platoons and evaluate section, squad, team, and crew leaders with their units. Commanders must—

- Develop and communicate a clear vision or intent. This vision is based on an understanding of the following:

- Unit's mission, doctrine, and history.
- Unit capabilities, to include strengths and weaknesses.
- Supporting and supported units' doctrine and capabilities.
- Enemy capabilities.
- Training philosophy.
- Training environment (geographic dispersion, location, or unique command structure).
- Train the trainer. They must—
  - Develop junior leaders.
  - Ensure subordinate leaders understand and use leader development programs.
- Establish a safe, realistic training program that is based on and enforces the Army's standards of performance.
- Foster a command climate which—
  - Promotes learning.
  - Allows honest mistakes.
  - Encourages open communications and disagreement without fear of retribution.
  - Instills discipline in units.
- Be personally involved in planning, executing, and assessing training.
- State their expectations of what the unit should achieve by the end of the training period (expected levels of proficiency on mission essential task list (METL) tasks).
- Protect units from training distracters by ruthlessly enforcing the lock in of major events agreed upon during training briefings and contained in the signed training schedules.
- Ensure subordinate commanders understand the importance of training meetings (weekly for AC, monthly for RC), rigidly enforce their conduct, and (periodically) attend them.
- Protect resources (ranges, ammunition, land, training aids, and time) for training.
- Personally visit training to—
  - Show that training is the top priority.

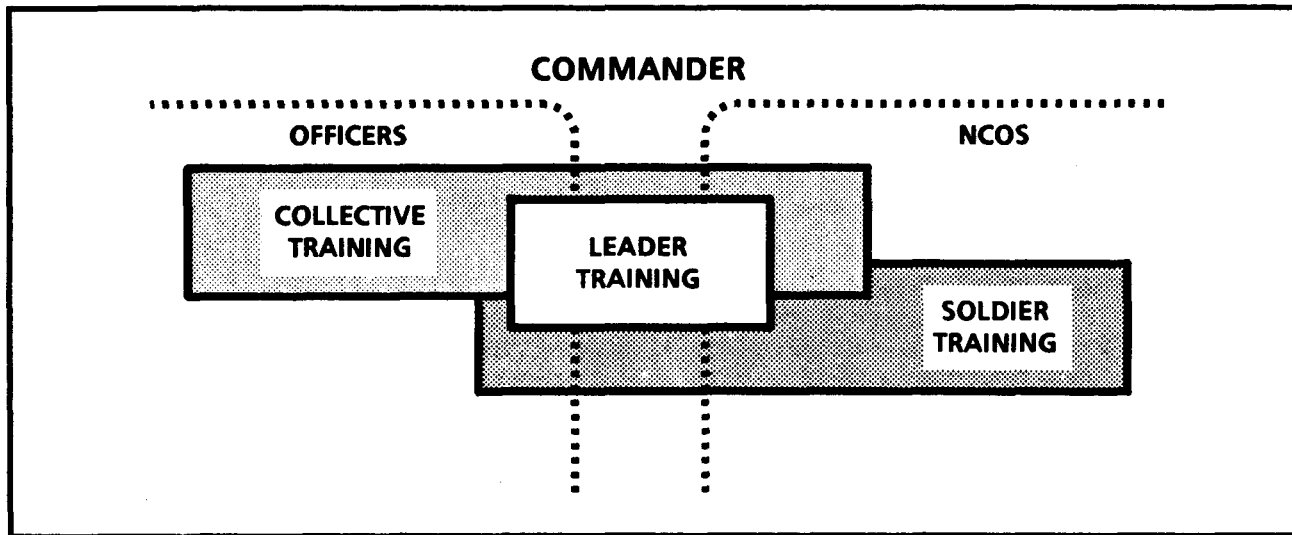
- Observe and assess the execution of subordinate training at all levels to ensure training is conducted to standard.
- Assess leader development and provide developmental feedback and guidance as coach, teacher, and mentor.
- Direct changes to improve unit training and enhance warfighting capability (within scope of unit training objectives, using the chain of command).
- Ensure quality of external training support and resolve systemic problems.

## LEADER RESPONSIBILITIES

In addition to the above commander's responsibilities, all leaders must require their subordinates to understand and perform their roles in training (Figure I-1). The commander assigns primary responsibility to officers for collective training and to noncommissioned officers (NCOs) for soldier training. NCOs also have responsibility to train sections, squads, teams, and crews. The commander is responsible to meld leader and soldier training requirements into collective training events using multiechelon techniques.

Additionally, all leaders must—

- Train the combined arms team to be proficient on its mission essential tasks. This includes training soldiers, leaders, subordinate units, and supporting elements. The key is to train the leader with the unit. Special attention must be paid to training newly assigned lieutenants and sergeants as they train with their platoons, and newly promoted sergeants as they train with their sections, squads, teams, and crews.
- Centralize training planning to maintain unit focus on the wartime mission.
- Decentralize execution to allow subordinate leaders the flexibility to focus training on their units' strengths and weaknesses.
- Establish effective communications at all levels. Leaders must talk to one another and exchange information. Guidance on wartime missions and priorities flows down; soldier, leader, and collective training needs flow up. Training meetings, briefings, and after action

**Overlapping training responsibilities****Figure 1-1.**

reviews (AARs) are the primary forums for the exchange of training information among leaders.

- Demand training standards be achieved. They must—
  - Plan time for additional training to allow for tasks not performed to standard.
  - Plan to train a realistic number of tasks during a training event. It is better to train to standard on a few tasks than fail to achieve the standard on many. *Soldiers will remember the enforced standard.*
- Understand the role of the RC and the nature of the RC training environment. About half of today's total Army force structure is in the RC: the Army National Guard (ARNG) and US Army Reserve (USAR). RC units are required to train to the same standard on each task as AC units. However, they train fewer tasks because of—
  - Reduced training time.
  - Geographical dispersion.
  - Availability of equipment for training.
  - Adequate training areas.

Many RC units operate within two different chains of command. RC units receive their wartime missions through their CAPSTONE

chain of command. Their peacetime chain of command, however, provides training guidance and the day-to-day command and control. Additionally, the peacetime chain of command reviews and approves resources for RC units to train on mission essential tasks.

### PRINCIPLES OF TRAINING

Leaders must know and understand the principles of training to effectively train their units. The principles provide direction, but are sufficiently flexible to accommodate local conditions and the judgment of commanders and other leaders. The nine principles of training are—

- Train as combined arms and services team.
- Train as you fight.
- Use appropriate doctrine.
- Use performance-oriented training.
- Train to challenge.
- Train to sustain proficiency.
- Train using multiechelon techniques.
- Train to maintain.
- Make commanders the primary trainers.

**Train as Combined Arms and Services Team**

The greatest combat power results when leaders synchronize combat, combat support (CS), and combat service support (CSS) systems to complement and reinforce one another. The slice concept refers to CS and CSS units task-organized to support a particular maneuver or combined arms unit. *Leaders should routinely practice habitual relationship and cross attachment of units.*

Habitual relationship of supporting elements builds cohesion and a winning spirit. Habitual relationship also helps each element understand how it contributes to fight the battle. The team works together. All slice team members, particularly officers and key NCOs, must be present at every opportunity. This includes staff meetings, training meetings, and social events.

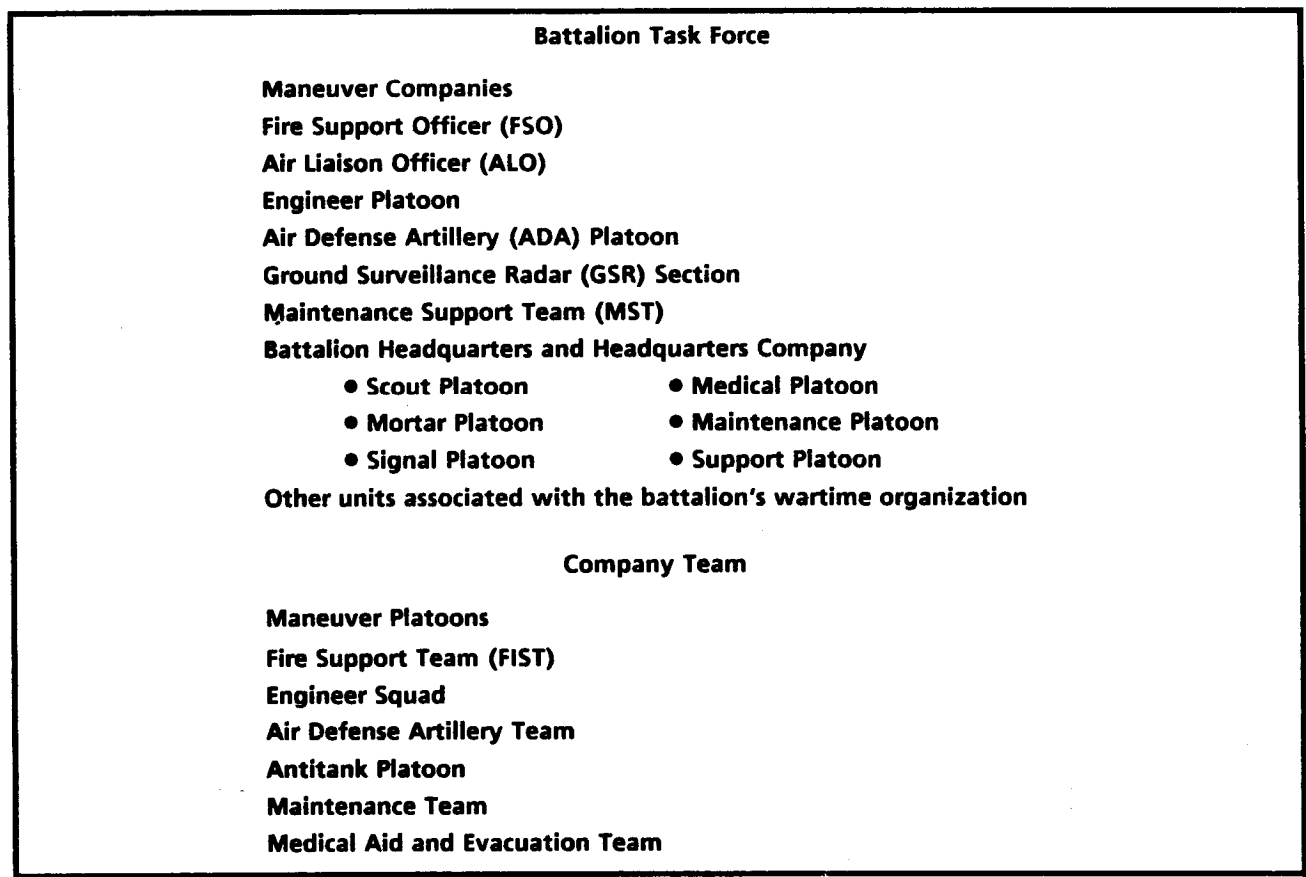
Figure 1-2 shows a representative battalion task force (TF) and company team with their slice elements.

RC units may have difficulty training as a combined arms team during inactive duty training (IDT) because of the dispersion of combat arms, CS, and CSS units. RC commanders must therefore emphasize slice training during annual training (AT).

**Train as You Fight**

Units should train in peacetime as they will fight during war. Peacetime training must replicate battlefield conditions. All training is based on this principle. Leaders must ensure that soldiers are trained to cope with complex, stressful, and lethal situations they will encounter in combat. They do this by—

**Sample battalion task force and company team task organization**



**Figure 1-2.**

- Demanding high standards, but initially accepting less than desired results. They sequentially increase the level of difficulty of conditions to attain the Army standard on tasks.
- Training soldiers, leaders, and units in a near wartime environment, not in the classroom. Leaders make training conditions as realistic as possible.
- Ensuring all training is tactically oriented. This intrudes CS and CSS.
- Ensuring that opposing forces (OPFOR) use appropriate threat doctrine, tactics, and equipment.
- Integrating realistic conditions into training, such as—
  - Loss of key leaders.
  - Smoke.
  - Casualty evacuation.
  - Noise.
  - Simulated nuclear, biological, chemical (NBC) situations.
  - Battlefield debris.
  - Limited visibility (night).
  - Loss or jamming of communications.

Leaders must ensure realistic training is safe. Safety awareness protects combat power. Historically, more casualties occur in combat due to accidents than from enemy action. Ensuring that realistic training is safe instills the awareness that will save lives in combat.

Conducting realistic training is challenging business. The goal of the chain of command is not training first nor safety first, but training safely. The commander is the safety officer. He is ultimately responsible for unit safety; however, every soldier is responsible for safe training. This includes leaders throughout the chain of command, not just range safety officers and NCOs, observer-controllers (OCs), and installation safety officers.

### Use Appropriate Doctrine

Training must conform to Army doctrine. Doctrinal manuals provide leaders correct procedures and principles in order to conduct training properly. When units are cross-attached,

these manuals provide common doctrine and standard operational methods to permit rapid adjustment on the battlefield. Leaders and soldiers must understand standardized doctrinal principles found in applicable—

- Field manuals (FMs).
- Training circulars (TCS).
- Mission training plans (MTPs).
- Drill books.
- Soldier's manuals (SMs).
- Army regulations (ARs).

When Army standards are not published, leaders must develop standards that are challenging, attainable, and easily evaluated. Because leaders two levels up are responsible for evaluating training, they should approve the developed standards. Soldiers and leaders must understand the standards; for example, each soldier must hit four of five targets in his sector during a squad attack live fire exercise (LFX).

### Use Performance-Oriented Training

Soldiers, leaders, and units must be proficient in the basic skills required to perform their missions under battlefield conditions. This requires hands-on training. For example, all soldiers and leaders should conduct both mounted and dismounted land navigation courses instead of relying only on classroom instruction.

Soldiers train better and faster, and to a higher degree of proficiency, when they know the tasks, conditions, and standards. Likewise, training becomes more effective when it is performance-oriented (can the soldier perform to standard?), rather than procedure-oriented (did the instructor use the right lesson plan?), or time-oriented (the training schedule calls for four hours on this subject). Enforcing standards helps leaders identify and correct training deficiencies, giving them a more accurate assessment of combat capabilities.

As soldier performance levels increase, conditions under which tasks are performed become more demanding while standards remain constant. Soldiers and leaders must execute the planned training, assess performance, and retrain until Army standards are met under the most difficult wartime conditions.

The same standards must be enforced on a task whether it is performed individually or as part of a larger operation. For example, the squad leader enforces individual movement techniques during squad training as well as when executed as part of a company attack exercise. Soldier and leader training must occur continually and be fully integrated into collective training.

### **Train to Challenge**

Training that is tough, realistic, and mentally and physically challenging excites and motivates soldiers and leaders. Challenging training—

- Builds competence and confidence by developing new skills.
- Instills loyalty and dedication.
- Inspires excellence by fostering initiative, enthusiasm, and eagerness to learn.
- Builds aggressive, well-trained soldiers.

Leaders must make all training safe, challenging, and as close to wartime conditions as possible. Routinely operating in NBC and electronic warfare (EW) environment enhances the training challenge. Innovative leaders seize every opportunity to increase training value for soldiers, leaders, and units.

### **Train to Sustain Proficiency**

Once soldiers and units have trained to the standard, they maintain proficiency through sustainment training. Sustainment training—

- Trains on tasks which build on skills mastered by the soldier, leader, and unit.
- Uses opportunity training to constantly hone proficiency on known tasks.

Opportunity training is the conduct of preselected, preplanned critical tasks that require little explanation. It is conducted when proficiency has been reached on the scheduled primary training task and time is available. Unscheduled breaks in exercises or assembly area operations, or while waiting for transportation, provide time for opportunity training. Creative, aggressive leaders use this time to sustain the skills of their soldiers and units.

For example, an ADA crew leader may conduct opportunity training on aircraft identification while waiting to have his crew's Multiple Integrated Laser Engagement System (MILES) rekeyed during a field training exercise (FTX).

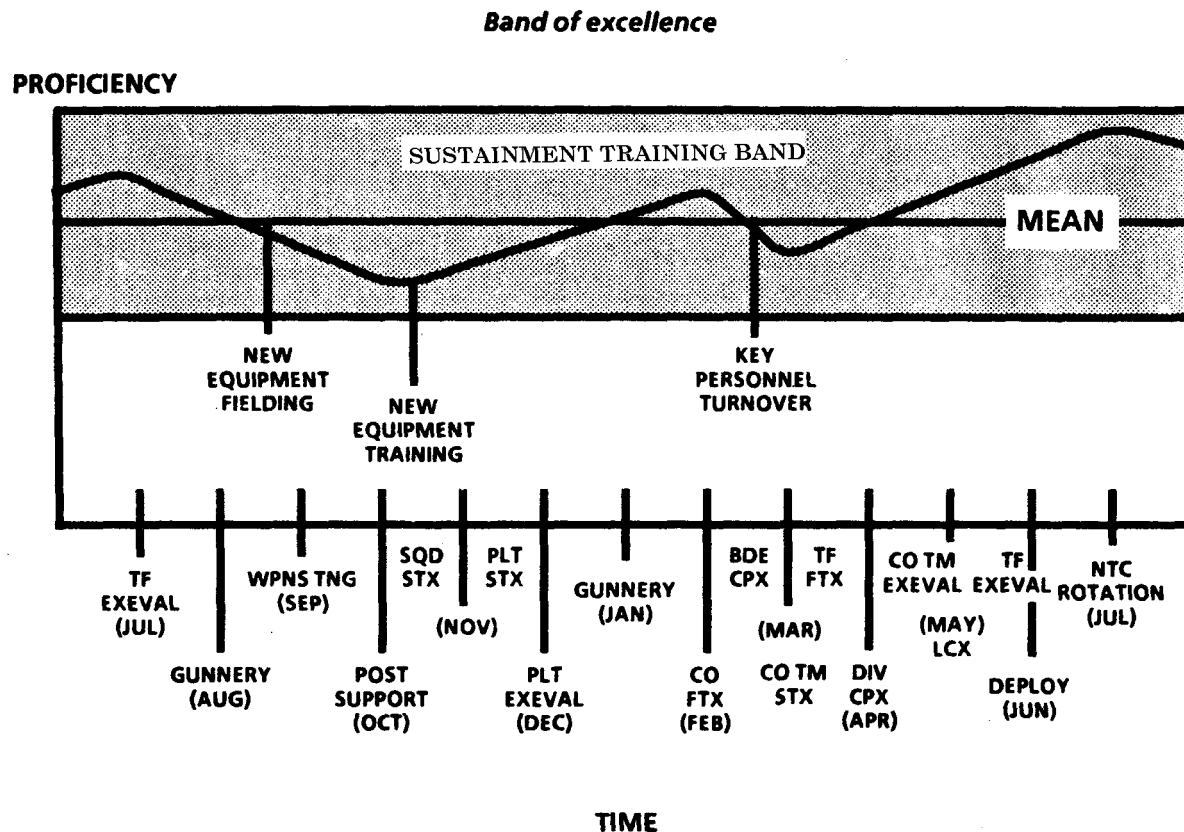
Units naturally fluctuate in proficiency because of many factors, including training frequency, key personnel turnover, new equipment fielding, and resource constraints. Well-trained units' training programs minimize peaking for selected events or at predetermined times. This is training in a *band of excellence*.

An example of how the TF 1-77 commander planned his yearly sustainment training to remain in a band of excellence is at Figure 1-3. His plan repeats critical training at the minimum frequency necessary for sustainment. This commonsense approach precludes deep valleys in proficiency that would require a great amount of resources and time to retrain the unit on its wartime mission. Sustainment training within a band of excellence is the key to combat readiness.

### **Train Using Multiechelon Techniques**

Multiechelon training is the simultaneous training of more than one echelon on different tasks. Examples of multiechelon training are the concurrent conduct of different exercises by subordinate elements in a unit, and the training of different tasks by elements of the same unit.

Commanders must maintain a focus on their units' wartime mission to determine those multiechelon events required to train the units. Prior to a multiechelon training event, commanders assess their units' proficiency to determine the tasks to be trained. Tasks for soldiers and leaders must be identified to support collective training. Leaders set and announce training objectives for subordinate leaders and soldiers participating in the training. If subordinate leaders know what training will occur during a scheduled major training exercise, they can plan prerequisite training and training to overcome particular known weaknesses. While leaders are being trained on leader tasks, they are still responsible to ensure collective and soldier training is done to standard.



**Figure 1-3.**

For example, a battalion commander determines an upcoming battalion FTX will include a deliberate defense. He informs his subordinate leaders of his decision. The battalion staff and subordinate commanders plan to train specific subtasks associated with the deliberate defense. Because of the units' assessed weaknesses, commanders might also focus on the following

- Alpha Company—preparation of individual fighting positions.
- Bravo Company—patrolling procedures.
- Charlie Company—emplacement of obstacles.
- Delta Company—direct fire synchronization.

The battalion staff and specialty platoons, such as the scout, mortar, and medical platoons, also focus on specific training objectives in support of the deliberate defense. At all levels, leaders select specific training objectives for

subordinate leaders and soldiers, such as individual movement techniques, squad formations, and land navigation. The key for leaders is to know their units' strengths and weaknesses. They then plan to train, assess, and retrain to correct the performance of those tasks selected for training.

Units should always use a multiechelon approach to training. It maximizes resources such as time, ammunition, and firing ranges. Multiechelon training is the most effective way to train and sustain each echelon within the unit.

### **Train to Maintain**

The standard for the Army is to train and maintain to the published standards in Technical Manuals (TMs) -10 and -20. Maintenance

*If you don't maintain, you can't train!*

is vital to training. Training cannot happen if essential equipment and systems (such as tracks, weapons, wheeled vehicles, or radios) are nonmission capable (NMC). Everyone (leaders, maintenance personnel, and operators) must be trained and involved to improve and sustain the unit's maintenance posture.

In war, soldiers and crews perform preventive maintenance checks and services (PMCS) under combat conditions and without the normal direction and supervision of superiors. This requires maintenance personnel, and equipment or vehicle operators, who are proficient in their maintenance duties. Leaders must plan training objectives for command maintenance periods and ensure they are executed to standard. They must train the trainer to train soldiers to meet Army maintenance standards. Trainers must instill an understanding of, and the know-how to perform, day-to-day maintenance operations. Leaders and soldiers must constantly hone their tactical and maintenance skills to be successful on the battlefield.

Training must focus on the total unit maintenance concept with safe procedures emphasized during all maintenance activities. All maintenance must be on the unit training schedule. It must focus on the total unit, to include—

- The soldier, and his uniforms.
- The soldier's equipment, such as common table of allowances (CTA) 50, weapons, and protective mask.
- Major end items, such as tracked and wheeled vehicles, helicopters, and shop vans.

Scheduled maintenance allows units to “train to maintain.” Drivers training is an important part of the unit's training program and must be integrated into the overall schedule. Time must also be allotted for maintenance and other logistical personnel (supply, cooks, or mechanics) to maintain their equipment to standard.

The training schedule must also include weekly PMCS, equipment services, and command maintenance programs. Soldiers must understand PMCS requirements and how they are

*If you don't train how to maintain, you can't maintain!*

executed. Leaders must integrate soldiers into maintenance by maintaining the entire system, not just pieces of the system. For example, a Bradley fighting vehicle (BFV) squad would focus on maintaining weapons, radios, basic issue items (BII), NBC equipment, as well as the vehicle.

The commanders, command sergeant major (CSM), and first sergeants (ISGs) instill in soldiers and leaders the importance of keeping equipment in the fight. The commander reviews the unit maintenance proficiency based on readiness standards, completion of scheduled equipment services, and identified training weaknesses. During the weekly training meeting, he adjusts the emphasis on the unit's maintenance training program to correct identified shortcomings.

### **Make Commanders (Leaders) the Primary Trainers**

At all levels, commanders and leaders must be personally involved in training to train the trainer. Brigade commanders train the battalion commander and his staff. Battalion commanders train company commanders with their companies; company commanders train platoon leaders with their platoons; platoon leaders train squad leaders with their squads; and NCOs train sections, squads, teams, crews, and soldiers. For commanders, an important part of training junior leaders is developing them. The CSM, ISGs, and platoon sergeants (PSGs) must also actively participate in leader training and development.

*Leader development* is the process the Army uses to develop competent, confident leaders. The leader development process is assessment, feedback, additional training and reinforcement, education, training, experience, and selection for advancement. This cycle occurs in a logical sequence; each step builds on past successes. The cycle also progresses sequentially to challenges of greater scope.

The commander plays a critical role in the development of the unit's junior leaders. This, more than anything else he does, impacts on the future of the Army. He must ensure the unit's leader development program meets the needs of the organization and of the junior leaders. To do so, he must take advantage of opportunities for the leader and the unit through—



- Unit leader development training, which includes varied assignments and METL-based training.
- Institutional training.
- Structured self-development training.

**Unit programs** for leader development through operational assignments are focused at battalion and separate company level. These programs must be—

- Driven by the METL and the professional development needs of junior leaders.
- Based on Army doctrine.

Leader development programs must address officers, warrant officers, and NCOs. The program should be published and disseminated throughout the unit. It should include—

- A *reception and integration* phase for incorporating new leaders into the unit.
- A *basic skills development* phase that brings the leader to a minimum acceptable level of proficiency in critical tasks.
- An *advanced development and sustainment* phase that sustains basic skills, trains the leaders to a higher level of proficiency in critical tasks, and integrates the leader into the unit's continuing professional development program.

**Institutional programs** comprise the Army School System's formal resident training. This formal training is a key part of the unit commander's leader development program. Commanders take advantage of opportunities to send their leaders to training which benefits both the unit and the individual leader. Further, commanders remain abreast of selection criteria for competitive institutional training, such as—

- Noncommissioned Officer Education System (NCOES) Courses.
- The Warrant Officer Senior Course and the Master Warrant Course.
- Command and Staff College (CSC).

**Self-development programs** enhance the leader's overall professional competency. The military qualification standards (MQS) system, the three-level program for officers (precommissioning, company grade, and field grade), provides a common structure to leader development programs.

For self-development to be most effective, the commander and his junior leaders must share the responsibility for maintaining and increasing proficiency. The commander determines where his leaders are in their career-long programs of self-development. He then assists them in designing meaningful action plans for their future development. These include recommended professional reading, correspondence courses, and civilian education as time and resources permit.

Leader development occurs in the formal school system; it occurs in METL-based training in operational (unit) assignments; and it occurs in the individual leader's self-development programs. A balanced (officer and NCO) unit program should also incorporate other proven professional development components. Additional programs can include, but are not limited to, the following:

- Tactical exercises without troops (TEWTs).
- Terrain rides.
- Battle analysis seminars.
- Computer-assisted simulations.
- Certification programs.
- Shared experiences and periodic change of duty programs.
- Guest lectures.
- Unit professional associations.
- History classes and exhibits.
- Professional reading programs.

Commanders can adapt these to the unit's needs, local conditions, traditions, and their own preferences.

Each commander's leader development program will be unique. He develops the unit's program with the assistance of the CSM or the ISG. To be most effective, the commander must continually listen to, understand, and mentor junior leaders. He must challenge their depth of knowledge and competence. However structured, the program's quality, and its results, depend on how well the commander increases his subordinates' proficiency and motivates them to seek higher levels of excellence throughout their service to the Army. One example of a unit leader development program is at Appendix B.

## BATTLE FOCUS

Battle focus is a concept used to derive peacetime training requirements from wartime missions. Units cannot achieve and sustain proficiency on all possible soldier, leader, and collective tasks.

Commanders must selectively identify and train on those tasks that accomplish the unit's critical wartime mission. The METL serves as the focal point on which commanders plan, execute, and assess training. This is critical throughout the entire training process and aids commanders in allocating resources for training. It also enables the commander to tailor the unit development training for those leader

competencies required to execute Army warfighting doctrine.

Critical to the battle focus concept is understanding the linkage between the collective mission essential tasks and the leader and soldier tasks which support them. The CSM and NCO leaders must select specific soldier tasks that support each collective task to be focused on during training. NCOs are primarily responsible for training soldier tasks. Leaders at every level remain responsible for training to established standards during soldier, leader and unit training. Figure 1-4 depicts the influence of battle focus on the integration of collective and soldier training.

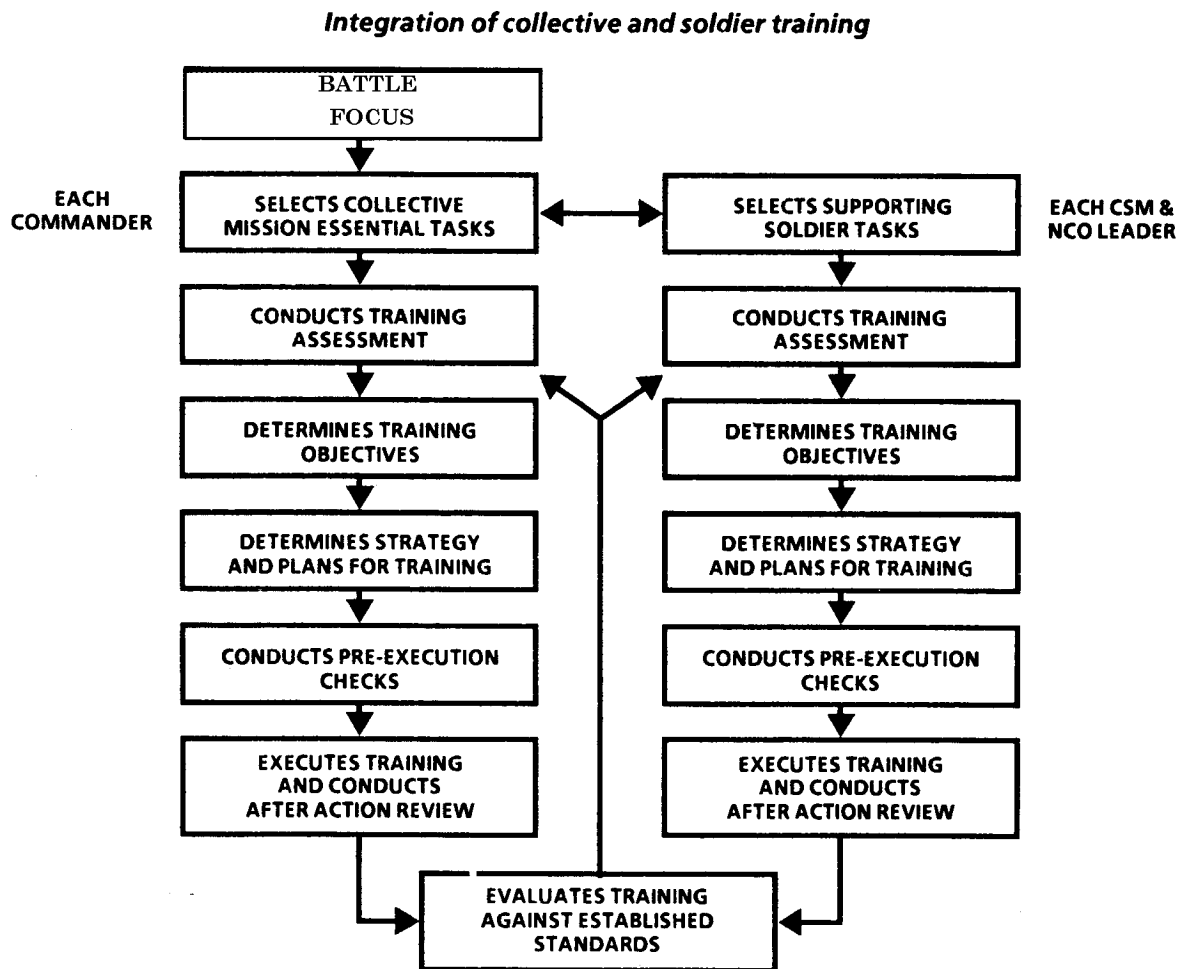


Figure 1-4.

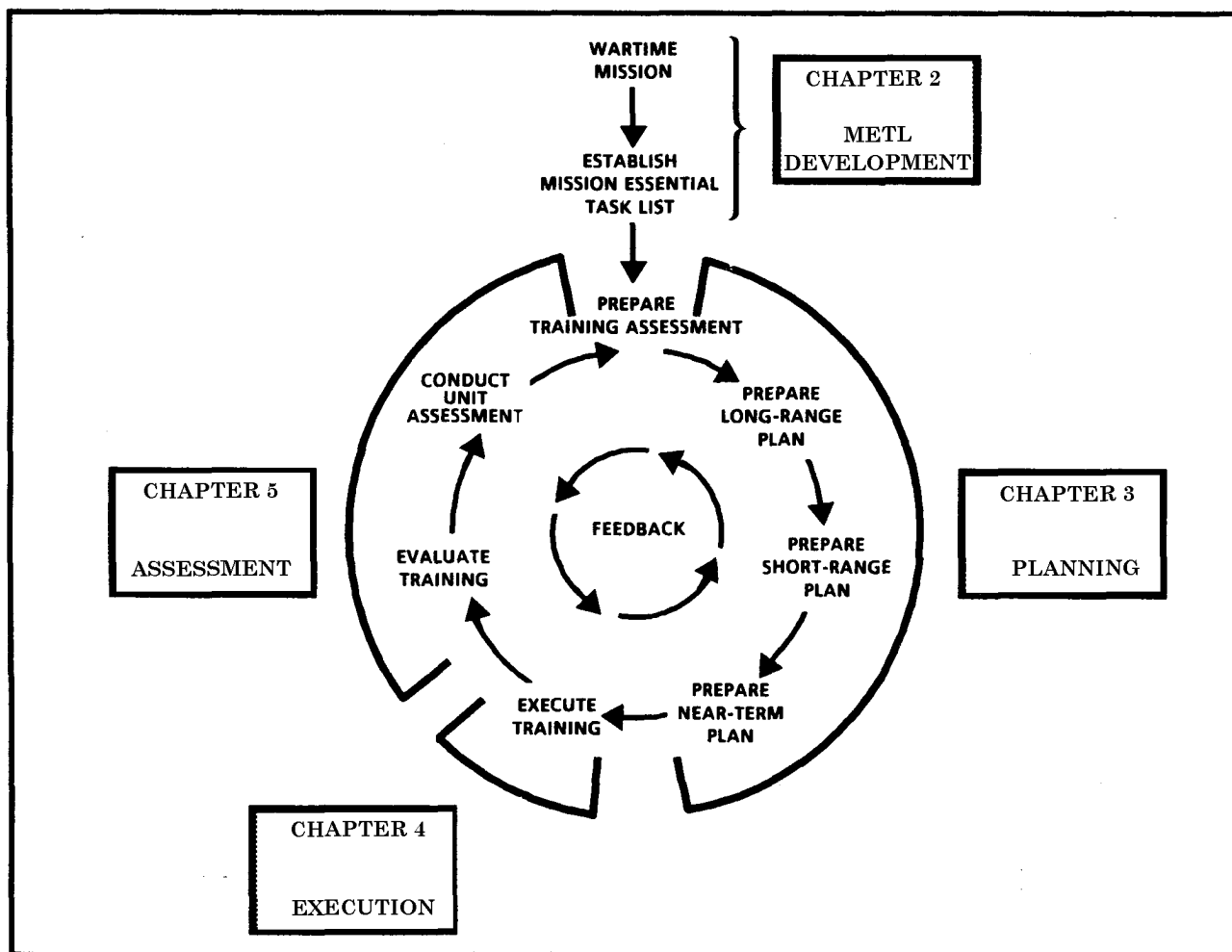
## TRAINING MANAGEMENT

The training management approach to implement the battle focus is shown in Figure 1-5. It is a continuous process centering on feedback to enable leaders to properly focus peacetime training on their wartime mission. Assessment is conducted throughout the training management cycle.

The METL development process will be discussed in Chapter 2. It is shown outside the cycle reflecting a requirement to only review the METL after it has been initially approved. The planning

process, Chapter 3, is based on the commander's assessment and focuses on identified strengths and weaknesses which enable the commander to determine which soldier, leader, and collective tasks require additional training. This allows for initial, refresher, or sustainment training, covered in Chapter 4, on the subtasks which keep the task from being performed to standard. Chapter 5 describes the assessment process the leader uses to plan subsequent training.

*Training management cycle*



*Figure 1-5.*