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Platoon Leader's Guide to Training Management



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Contents

		<u>Page</u>
	Introduction	5
Chapter 1	Battle Tasks	7
Chapter 2	Plan a Platoon Training Event	19
Chapter 3	Platoon Training Meetings	29
Chapter 4	Evaluate Training	33
Chapter 5	Lane Training	41
Chapter 6	Online Training Support	45
Chapter 7	Terms of Reference	49

Note:

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Submit recommended changes/comments at the [Army Training Doctrine](#) channel on MS Teams.

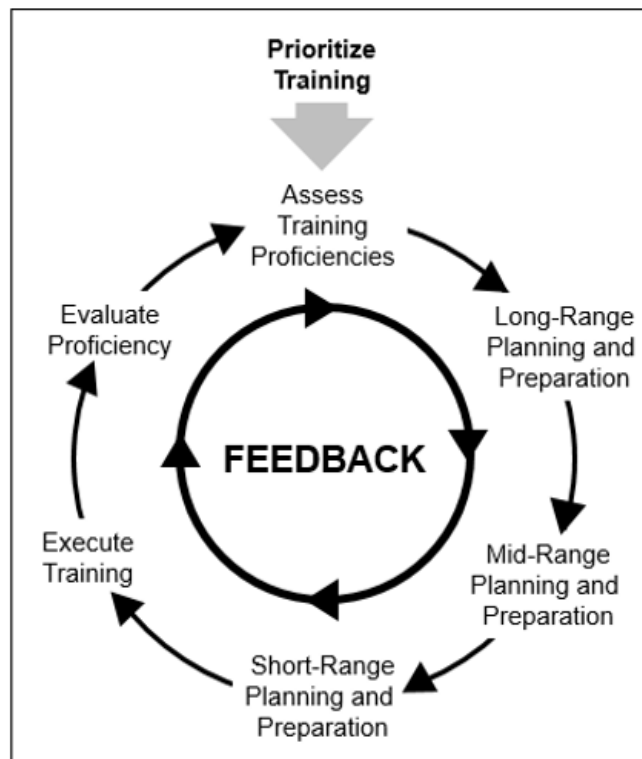
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Introduction

Platoons must be well led and trained to dominate the fight to win on first contact. To that end, platoon and below leaders must train their units and Soldiers effectively through challenging, standards-based, performance oriented training.

This leaders guide provides platoon and below leaders with effective training techniques and procedures in support of the Army's training doctrine, [FM 7-0 Training \(2021\)](#). Before reading this guide, leaders must be familiar with the principles, processes and procedures described in FM 7-0.

The Army's common framework for training is the **Training Management Cycle** (see below). The Training Management Cycle provides leaders across the Army a common understanding and methodology to prepare Soldiers and units for operations:



The Training Management Cycle

Planning training must also consider the limitations of time and resources. Even with these constraints, leaders strive to make training innovative, challenging, and effective. The ultimate goal of platoon training is to develop operationally proficient platoons prepared to win on first contact.

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Chapter 1

Battle Tasks

Overview

1-1. For platoons, unit training begins with the company commander prioritizing what to train* based on mission and higher commander guidance. This process continues below the company level to ensure platoons focus their training on the tasks that best support the commander's training focus.

1-2. The procedures platoons follow within the Training Management Cycle is the focus of this leader's guide. It represents 'a way' to conduct platoon training management. While it may not be the only way, it does represent a logical series of techniques based on the Army's training doctrine: [FM 7-0](#) (2021).

**Note: IAW FM 7-0, units train to three proficiencies: mission-essential tasks (MET); weapons qualification; and collective live-fire tasks.*

Identify Battle Tasks

1-3. A battle task is a platoon or lower echelon collective task crucial to the successful accomplishment of a company, battery, or troop mission-essential task. (See FM 7-0). Currently, battle tasks are not identified, or standardized by proponents (Infantry, Armor, Logistics, etc.). This requires platoon and below leaders to identify their battle tasks.

1-4. To identify platoon and below battle tasks, leaders conduct a **task crosswalk** from higher echelon to lower. For example,

- Platoon battle tasks are derived from a company MET.
- Section battle tasks are derived from platoon battle tasks.
- Squad battle tasks are derived from section battle tasks.
- Crew/team battle tasks are derived from squad battle tasks.

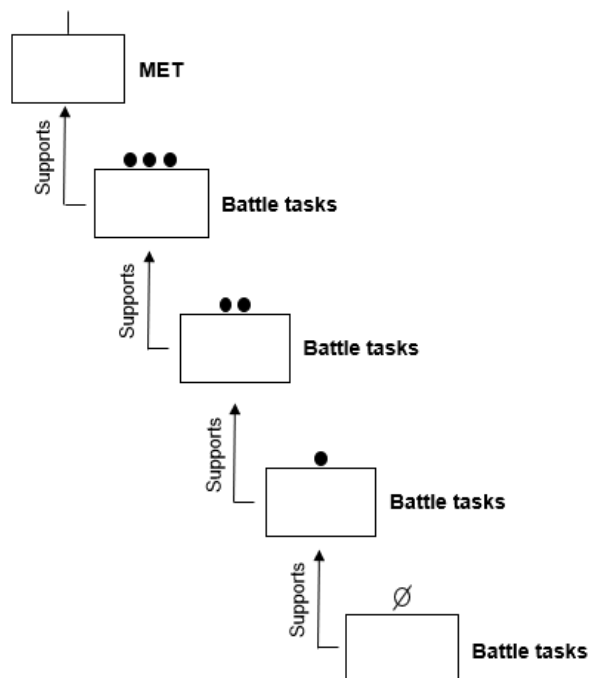
Note: The unit's TOE/TDA structure drives the number of echelons for the task crosswalk process. For example, some units only go down to the squad level in echelon.

1-5. Platoon leaders, with the assistance of their platoon sergeant start the crosswalk process and oversee subordinate leaders as the process continues down through each lower echelon within the platoon (sections, squads, crew/team). Once battle tasks are identified, leaders complete the process by identifying the individual tasks that best support their echelon's battle tasks.

1-6. This process results in a seamless, mission-focused linkage of tasks from a company MET to supporting platoon and below battle tasks (and finally individual tasks) necessary to focus unit training. It's the company commanders' responsibility to ensure the correct linking of METs to platoon and below battle tasks.

Conduct a Task Crosswalk

1-7. Platoon leaders begin the crosswalk process by selecting a company MET (found on [ATN](#), [CATS](#), and [DTMS](#)). Prioritized METs are published in the company's annual training guidance (ATG). From each MET, the platoon leader and platoon sergeant analyze how the MET should be supported by tasks at their echelon. This process is continued down to the lowest company echelon (unit dependent). Also refer to the task crosswalk process described in this chapter, [FM 7-0](#) Appendix B, and the UTM tutorial [MET to IND Task Crosswalk](#). The below diagram depicts the general concept of determining battle tasks from echelon to echelon:



Note: A reliable crosswalk technique is to develop a storyboard – a visual graphic to better understand how actions at the platoon level best support the higher MET/battle task. Another approach is to simply list out the platoon collective tasks that best support each MET. Using the storyboard method illustrated below allows leaders to better visualize and understand how the platoon would support the company MET in operations. This process is repeated at lower echelons. The [UTM Task Crosswalk](#) page on [ATN](#) has examples of this method for various type units like logistics, engineers, infantry, etc.

Task Crosswalk Examples

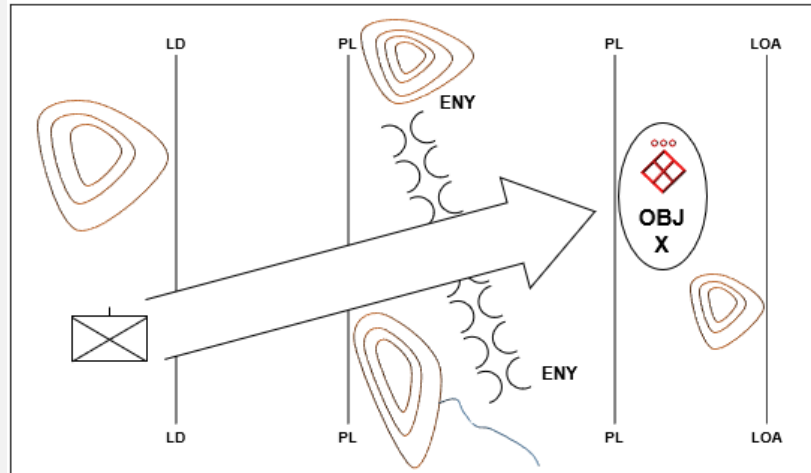
1-8. The following are examples of a task crosswalk from a company MET to the lowest echelon battle tasks for different type units. Keep in mind that the methodology used applies to other types of units:

- Example #1 - Infantry Rifle Company.
- Example #2 - Forward Support Company (FSC).

Note: These examples provide a method (a way) of identifying battle tasks. Actual results are dependent on the tactical situation, unit mission, commander's guidance, training objectives and other situational factors.

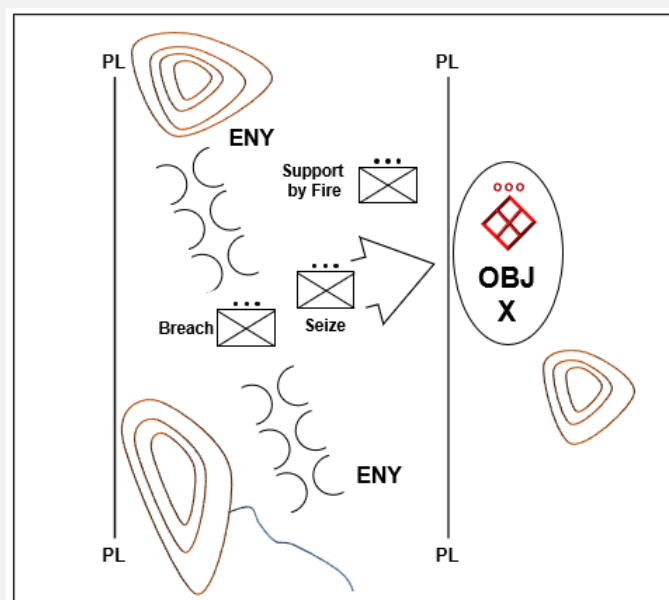
Example #1: Infantry Rifle Company

Scenario: Charlie company commander plans an FTX to improve the unit's proficiency in the MET: Conduct an Attack, Company, 07-CO-1092. In developing the tactical scenario for the FTX, the company maneuvers to penetrate the enemy front line and attack to seize objective X-Ray:



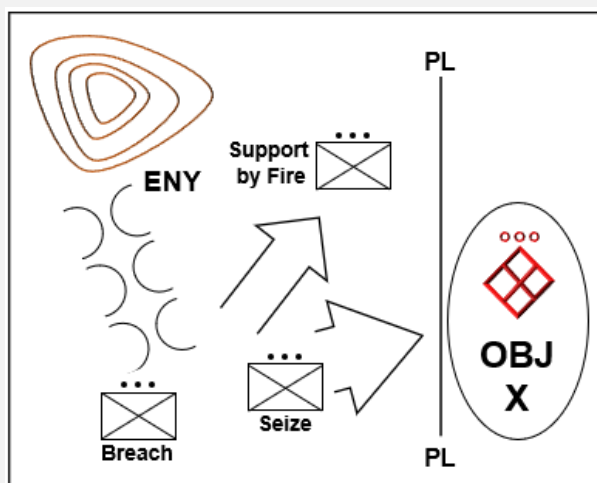
To secure the objective, the commander further assigns tactical missions to each platoon as follows:

- 2nd platoon Breach the enemy front line.
- 1st platoon Suppress the enemy at Objective X-Ray.
- 3rd platoon Seize Objective X-Ray.



Based on each platoon's tactical missions, each platoon leader analyzes how their platoon will best support the company MET. They refer to their echelon's doctrine, in this case [ATP 3-21.18](#), Infantry Platoon and Squad, to review platoon and squad movement and maneuver techniques, and tactical missions.

1st platoon leader, 2nd Lieutenant Greene knows that his platoon will move with the company from the LD, follow 2nd platoon as they breach enemy lines, and suppress enemy fires on Objective X-Ray. By analyzing what his platoon must do, he consults with his platoon sergeant to determine the crucial actions 1st platoon will need to perform in support of the company:



In their analysis, leaders determine the crucial actions for the platoon:

- Move with the company.
- Follow 2nd platoon as it breaches the enemy front line.
- Suppress enemy fire as 3rd platoon seizes Objective X-Ray.
- Coordinate direct and indirect fires on Objective X-Ray.
- Provide indirect fire on Objective X-Ray.
- Treat and evacuate casualties.

From this list of crucial platoon actions, 2nd LT Greene associates these with corresponding platoon-level collective task(s). This is facilitated by using the ATN '[Task Search](#)' and other resources (see [FM 7-0](#) Table B-1). These platoon collective tasks then become platoon battle tasks in support of the company MET.

From the platoon crucial actions, 2nd LT Greene determines the platoon battle tasks:

- Conduct Tactical Movement – Platoon (07-PLT-1341).
- Conduct Support By-Fire – Platoon (07-PLT-3000).
- Integrate Direct Fire – Platoon (07-PLT-3027).
- Integrate Indirect Fire – Platoon (07-PLT-3036).
- Treat Casualties – Platoon (07-PLT-9032).
- Evacuate Casualties – Platoon (07-PLT-9033).

Note: There are two recommended methods of linking crucial actions to collective tasks:

#1 - Use the unit proponent code and echelon to conduct a task search. To determine the proponent code, go to ATN. For example, for an engineer unit, this would be code '05'. For an engineer platoon, enter '05-PLT-' in the ATN Task Search. This will return all engineer platoon level collective tasks.

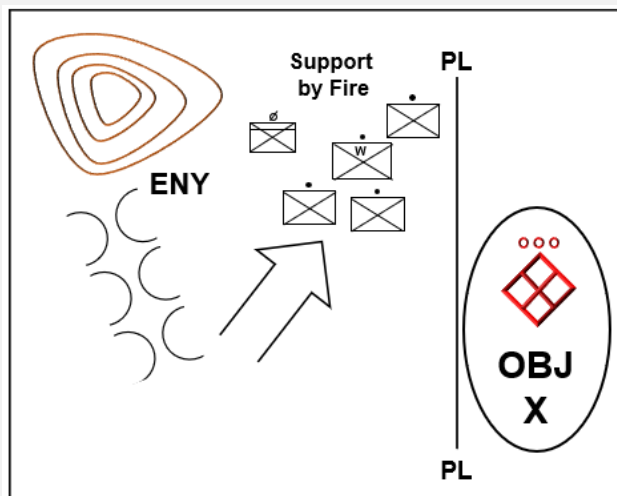
#2 – Use the unit task list (UTL). Go to [CATS](#) on ATN, select your unit by Table of Organization and Equipment 'TO&E'. Select 'UTL'. This displays all the tasks the unit was designed to perform. Select only 'PLT' echelon tasks.

It's recommended to keep the list of battle tasks limited to the 5-7 tasks necessary to focus training. Identifying more battle tasks may result in training tasks not crucial, or directly related to the mission, or can be adequately resourced with the training time available.

1-9. During this process, leaders may also identify duplicates of the same task. [FM 7-0](#) refers to these as '**high payoff**' tasks. 'High-payoff tasks are tasks that support more than one of the organization's METs or battle tasks. The skills and proficiencies achieved while training on a high-payoff task transfers to other METs or battle tasks that it supports.

1-10. The crosswalk techniques described above are repeated at the squad level to determine squad level battle tasks:

Scenario continued: SGT Franklin, Squad Leader, 1st Squad reviews the platoon battle tasks to identify the squad battle tasks that support the platoon:



From his analysis, SGT Franklin determines the squad crucial actions to support the platoon are:

- Conduct tactical movement.
- React to contact.
- Provide support by fire.
- Provide direct fire - integrate fire support.
- Treat/evacuate casualties.

From these crucial actions, SGT Franklin conducts a task search on ATN and associates the squad crucial actions to battle tasks:

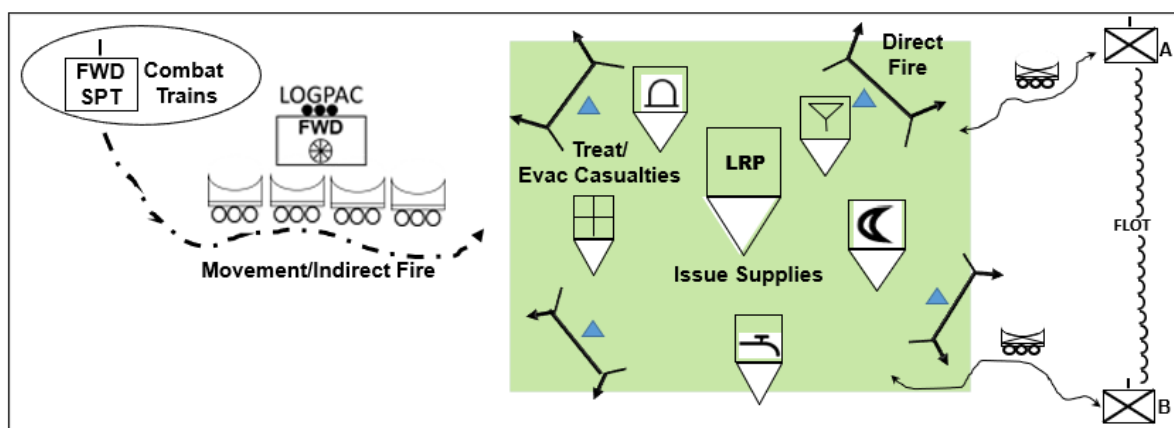
- Conduct Movement Techniques (071-326-5610)*.
- Conduct Support by Fire (07-SQD-3000).
- Conduct an Attack by Fire – Squad (07-SQD-1256).
- Conduct Precision Adjust Fire Mission (061-283-1005)*.
- Treat Casualties - Squad (07-SQD-9032).
- Evacuate Casualties – Squad (07-SQD-9033).

**Note: In some instances, individual tasks may be appropriate as battle tasks when there is no collective task appropriate at that echelon.*

Example #2: Forward Support Company (FSC)

Scenario: The Forward Support Company (FSC) establishes and conducts supply point distribution of Classes I, III, V and water to resupply company trains. The company commander wants to focus training the company MET, Conduct Logistics Package (LOGPAC) Support (63-CO-4546). The plan is to use the brigade FTX to improve proficiency using the tactical scenario of the exercise to replicate operational conditions.

B-18. 1st Lieutenant Angela French, 3rd Platoon Leader with her platoon sergeant review [ATP 4-90](#), Brigade Support Battalion, the tactical OPORD for the FTX, and the company commander's guidance to better understand how to best support the company MET. They develop a storyboard (graphic below) to help visualize the crucial actions the platoon will have to perform in support:



1LT French and her platoon sergeant determine platoon crucial actions in support:

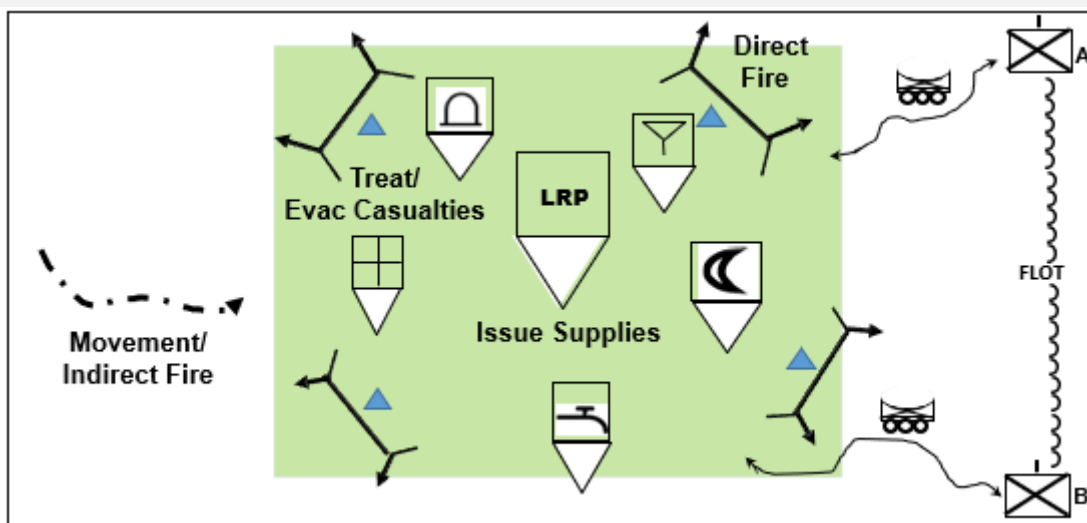
- Plan and execute convoy movement.
- Call for fire/react to indirect fire.
- Treat and evac casualties.
- React to contact.

- Distribute classes I, III, V and water, etc.

Using the ATN Platoon Task Search on ATN for each of these crucial platoon tasks, they identify the corresponding collective tasks:

- Transport Palletized Loads of Ammunition (55-PLT-0012).
- Direct Truck Platoon Operations (55-PLT-0010).
- Conduct Tactical Convoy (55-CO-4003).
- Conduct Troop Leading Procedures (71-PLT-5100).
- Provide Class I Subsistence Support (10-PLT-0404).
- Conduct Class I, II, III (Packaged), IV, VII and IX Supply Operations (10-PLT-4006).

At the section level, SGT Davis, section leader continues the process to determine section crucial actions to support the platoon:



He identifies section crucial actions at the Logistics Resupply Point (LRP):

- Movement.
- React to direct/indirect fire.
- Treat/evacuate casualties.
- Issue supplies.

Associating crucial actions to collective tasks using the task search on ATN, SGT Davis identifies the following section battle tasks:

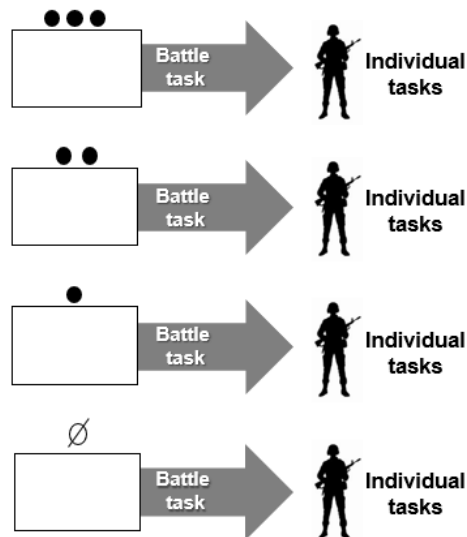
- Conduct Supply Stock Control Section Operations (10-SEC-7730).
- Conduct Supply Receiving Section Operations (10-SEC-7731).
- Conduct Supply Storage Section Operations (10-SEC-7732).
- Conduct Supply Section Operations (10-SEC-7734).
- Conduct Petroleum Operations Section Functions (10-SEC-1014).
- Convoy Reacts to Enemy Indirect Fire (55-3-D0016).

- Provide Emergency Medical Treatment -- Non-Medical Units (08-PLT-0313).

Identify Individual Tasks

1-11. Once each echelon identifies their battle tasks, leaders continue the task crosswalk process to identify the individual tasks necessary to support their identified battle tasks.

Example:



1-12. A starting point in determining prioritized individual tasks is using each battle task's training and evaluation outline (T&EO). Supporting individual tasks associated to that task are listed. (See next page)

Supporting Collective Task(s):

Step Number	Task Number	Title	Proponent	Status
2.	71-CO-5100	Conduct Troop Leading Procedures	71 - Combined Arms (Collective)	Approved
8.	07-CO-3000	Conduct Support by Fire - Company	07 - Infantry (Collective)	Approved
8.	07-CO-3038	Integrate Indirect Fire Support - Company	07 - Infantry (Collective)	Approved
8.	07-CO-3027	Integrate Direct Fires - Company	07 - Infantry (Collective)	Approved

OPFOR Task(s):

Task Number	Title	Status
71-CO-8510	OPFOR Disrupt	Approved

Supporting Individual Task(s):

Step Number	Task Number	Title	Proponent	Status
	071-001-0006	Engage Targets using the Weapon Systems on a Bradley Fighting Vehicle (BFV)	071 - Infantry (Individual)	Approved
	071-030-0004	Engage Targets with a MK19 Grenade Machine Gun	071 - Infantry (Individual)	Approved
	071-058-1108	Engage Targets with a TOW Missile using the M41 Improved Target Acquisition System	071 - Infantry (Individual)	Approved
	071-060-0005	Engage Targets with a Javelin	071 - Infantry (Individual)	Approved
	071-313-3454	Engage Targets with a Caliber .50 M2 Series Machine Gun	071 - Infantry (Individual)	Approved
	071-COM-0030	Engage Targets with an M16-Series Rifle/M4-Series Carbine	071 - Infantry (Individual)	Approved
	071-COM-2130	Engage Targets with an M203 Grenade Launcher	071 - Infantry (Individual)	Approved
	071-COM-4024	Engage Targets with an M249 Machine Gun	071 - Infantry (Individual)	Approved
	150-LDR-5012	Conduct Troop Leading Procedures	150 - Combined Arms (Individual)	Approved
	171-121-4078	Conduct an Attack by Fire at Platoon Level	171 - Armor (Individual)	Approved
	171-155-0030	Engage Targets With Primary Weapon From Stryker Remote Weapon Station (RWS)	171 - Armor (Individual)	Approved
	171-19K-2238	Engage Targets with the Main Gun from the Gunner's Station on an M1-Series Tank	171 - Armor (Individual)	Approved
	171-820-0027	Conduct an Attack by Fire at Company Level	171 - Armor (Individual)	Approved
	171-COM-4079	Send a Situation Report (SITREP)	171 - Armor (Individual)	Approved

Supporting Drill(s):

Step Number	Drill Number	Drill Title	Drill Type	Proponent	Status
	07-PLT-D9503	React to Indirect Fire While Mounted - Rifle Platoon	Battle Drill	07 - Infantry (Collective)	Approved
	07-PLT-D9504	React to Indirect Fire While Dismounted - Platoon	Battle Drill	07 - Infantry (Collective)	Approved
	17-PLT-D9504	React to Indirect Fire While Mounted - Platoon	Battle Drill	17 - Armor (Collective)	Approved

1-13. As this process continues, the leader adds associated Army Warrior Tasks (AWT), Drills, individual critical task list (ICTL) tasks, etc. The result is a complete list of individual tasks crucial to support the battle tasks at echelon. Example:

• 071-001-0006	Engage targets using the weapons systems on a Bradley Fighting Vehicle (BFV).
• 071-030-0004	Engage targets with a MK19 Grenade machine gun.
• 071-060-0005	Engage targets with a Javelin.
• 071-COM-0030	Engage targets with an M-16 series carbine.
• 171-COM-4079	Send a SITREP.
• Etc.	

1-14. The challenge in identifying individual tasks is the large number of individual tasks available (both ICTL and Warrior Tasks, drills, etc.). The leader's analysis may reveal a significant number of tasks from multiple sources, so careful analysis and common sense is taken to ensure only those crucial individual tasks are linked to the echelon's battle task.

Task Crosswalk Worksheet

1-15. To assist in the crosswalk process, a worksheet is available on ATN [Task Crosswalk Worksheet](#). The worksheet helps leaders determine and record battle tasks and associated individual tasks. See an example on the next page:

Task Crosswalk Resources

1-16. Leaders use the following resources to conduct a task crosswalk. These include:

- Army Training Network ([ATN](#)). There are several useful tutorials on the Unit Training Management (UTM) page.
- Training and Evaluation Outlines ([T&EO](#)).
- Combined Arms Training Strategies ([CATS](#)).
- Unit Task List ([UTL](#)) – found in CATS, this is a list of all the collective, individual tasks and battle drills the unit's designed to execute.
- Know the doctrine and other associated publications (available on the [Army Publishing Directorate \(APD\)](#) website:
 - Army Techniques Publications/Field Manuals ([ATP/FM](#)).
 - Soldier Training Publications ([STP](#)).
 - [Soldiers Manual of Common Tasks](#) (Army Warrior Task/Battle Drills).
 - [Individual Critical Task List](#) (ICTL) Skill level 2-4.
- Experience – leaders who are proficient in the task.
- [FM 7-0 TRAINING \(See chapter 2 and Appendix B, Task Crosswalk\)](#)
- [Leaders Guide for MET to IND Task Crosswalk](#)
- For examples of different type unit task crosswalks, go to the UTM page on ATN, [Crosswalk Examples](#).

Chapter 2

Plan a Platoon Training Event

Overview

2-1. Platoon leaders begin this process months from execution (mid-range planning). This ensures the resources necessary to train are available when training starts. Platoon training events are identified as part of the company's long-range training plan and the commander's annual training guidance (ATG).

2-2. Platoon and below training events are generally less resource intensive than at company and higher echelons. **Lane Training** is a highly recommended training technique for platoon training. Requiring fewer resources and facilities, lane training provides a mechanism to focus training on limited tasks in a controlled environment with tasks repeated over, and over again until proficiency is achieved. For more on how to conduct lane training, see FM 7-0, appendix G, Lane Training.

2-3. While the **8-Step Training Model** (FM 7-0, para 3-21) is an excellent checklist to ensure major training event planning actions are complete, it doesn't provide the level of detail necessary to fully plan and prepare small unit training events.

Platoon Training Event Planning

2-4. This chapter focuses on a more complete set of sequential actions and activities leaders can follow at the platoon level:

1. Determine event requirements.
2. Dialogue with the commander.
3. Develop an event concept.
4. Obtain commander approval.
5. Issue orders.
6. Monitor pre-execution checks.
7. Execute (train, evaluate, recover).
8. Provide feedback to the commander.
9. Record & share results.

1. Determine Event Requirements

2-4. Platoon leaders gather as much information about the training event as possible. This ensures the most accurate and complete information about the event is reviewed. In this step, platoon leadership:

- Reviews annual training guidance (ATG).
- Reviews initial training objectives.
- Reviews records of previous like-events.
- Determines major resource requirements.
- Reviews standards and proficiency requirements.

- Determines additional tasks to train.

Review Annual Training Guidance (ATG)

2-5. The company ATG provides the platoon training direction for the entire FY. The platoon leader begins planning training events by reviewing the company ATG to understand the type of event to plan (example: TEWT, CPX, STX, etc.), dates of the event, initial training objectives and any additional preliminary information for planning.

Review Initial Training Objectives

2-6. Platoon leadership reviews initial training objectives from the company ATG. Think of training objectives as tactical objectives focused on the results needed to achieve. Refinement of initial training events occurs during this stage of planning.

Review Records of Previous Like-Events

2-7. Platoon leadership reviews previous unit training records (the last time the type event was trained). This provides important planning information to include whether training objectives were met, identifying resourcing requirements, coordination issues, AAR comments, and more. Sources of information on previous training events include:

- Unit training records (DTMS/unit files).
- AAR reports.
- Orders.
- Resource requests.
- Unit lessons learned files (computer common drives, SharePoint, etc.).

Identify Major Resources

2-8. Platoons identify and coordinate major training resources requiring long-lead times. These may include:

- Ranges.
- Training Areas (TA).
- Class V.
- Simulators.
- Unique/scarce resources.
- Off-installation training resources

Review Standards & Proficiency Requirements

2-9. Platoons review task and weapon system standards and proficiency requirements. For tasks, leaders review performance measures and the Task Criteria Matrix from T&EOs. These identify the criteria needed to achieve the desired training objectives. See chapter 4, Evaluate Training for detailed discussions.

Determine Additional Tasks to Train

2-10. Platoon leadership considers additional collective tasks to train. Additional tasks can be tasks/activities the platoon wants to focus on, or additional mission requirements to train. Special

emphasis is placed on the training of high-payoff tasks. T&EOs are a source to view other collective and individual tasks supporting the parent task.

2. Dialogue with the Commander

2-11. The platoon leader dialogues with the company commander for additional guidance and obtain concurrence to continue planning. In this step, the leaders review training requirements and discuss event execution.

2-12. As a minimum, discussion topics include:

- MET to battle task nesting, initial training objectives and additional tasks trained.
- Whether the event is done live, virtual, or constructive (or blended).
- Whether training objectives are attainable based on T&EO review.
- Resource requirements, or any known resource/time constraints.

3. Develop an Event Concept

2-13. With guidance and approval from the company commander, the platoon leader moves forward with further development and refinement:

- Recon training sites.
- Develop a training course of action (COA).
- Determine/request required resources.

Recon Training Sites

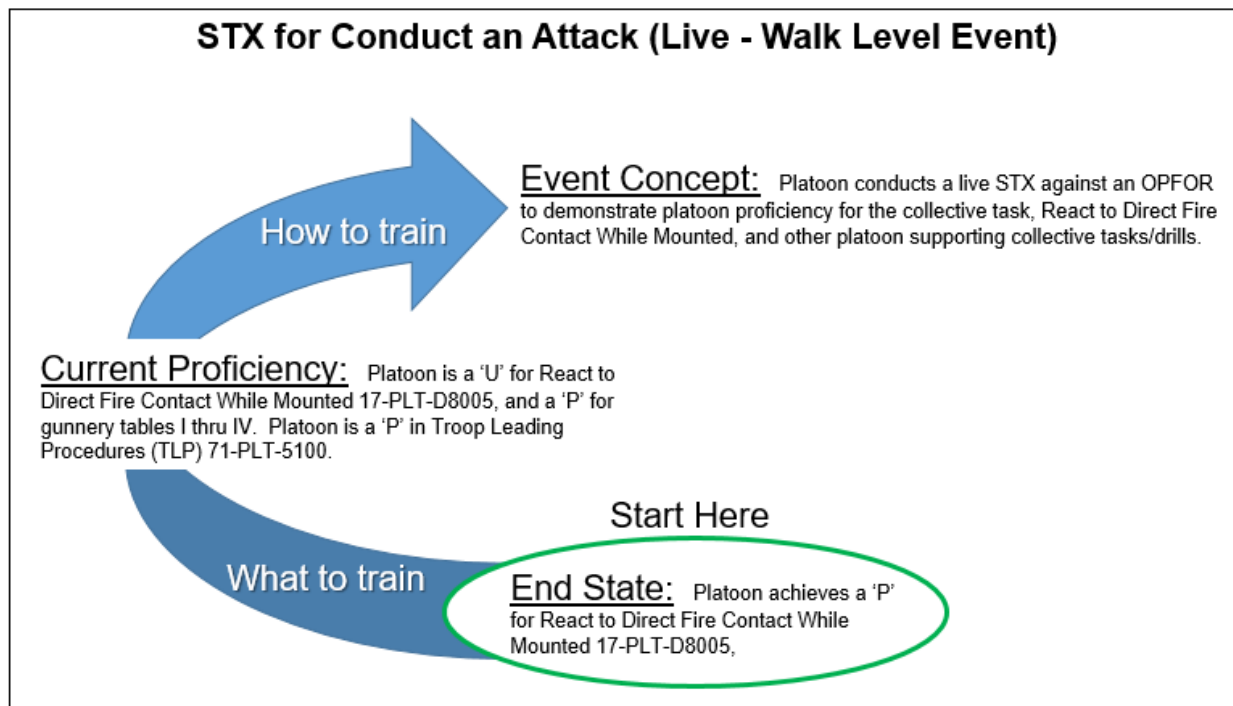
2-14. Training sites were identified during the development of the company long-range training plan (LRTP). In this step, leaders physically verify training locations to ensure these can support the proposed training and enable the unit to accomplish training objectives. Leaders check training support plans to ensure resources are coordinated and prepared for execution.

2-15. Leaders also visualize event actions as they unfold based on proposed COAs. They develop a concept for execution that maximizes training/retraining opportunities for the time and space available.

Develop a Training Course of Action (COA)

2-16. Leaders consider different ways to achieve training objectives. A storyboard sketch is a simple technique where leaders draw the anticipated actions of the unit or higher echelon – similar to a tactical graphic. The idea is to visualize how the sequence of tasks and training objectives are executed so they can identify crucial actions that must take place in order accomplish the action. Leaders focus planning on the COA that best achieves the training objectives.

2-17. In the following illustration, leaders visually start at the end state of the training event (backward plan), determining what to train, then how to train.



Determine/Request Required Resources

- At this stage, major resources have been identified and coordinated. Now, platoons continue the process by identifying and requesting additional resources that may be required. It is essential that all requests for resources and support are made as early in the planning process as possible. Additional sources to identify resources includes:
- Analyzing resource needs based on the type and scope of the event to include task T&EOs/weapons TCs.
- Previous records of like events (these are the best way to accurately gauge what is needed for a future event). Unit historical records often provide the most accurate estimates for like-type events the unit previously conducted.
- Locally available installation training resources (BN S3/S4 is a good source of this information).

2-18. Once supporting resource requisitions are submitted, platoons continuously check on the status of these. Using a T-Week calendar is a great reminder for the platoon to check on the status of resource coordination. It is also recommended that a 'training tracker' like the one shown in [FM 7-0](#), Figure E-1 is used.

2-19. The installation training support center (TSC) is an organization that supplies training resources such as training aids, devices, and facilities. The resources offered vary from installation to installation. A few of the training resources that the local TSC may offer include (always check with the battalion S4 for locally available training resources):

- Training land and training areas.
- Indirect firing points.
- Range facilities (to include multipurpose range complex, if available). These may have training and certification requirements. Some of these are reserved with range control, range facility management support system (RFMSS), and the digital training facility.
- Classroom facilities.
- Live, virtual, and constructive facilities.
- TADSS and TADSS warehouse, lasers, OPFOR clothing and mock simulators.
- Medical Simulation Training Center.
- Flight simulators.
- Multiple Integrated Laser Engagement System (MILES) sets.
- Engagement Skills Training (EST).
- Improvised mock explosive training devices.
- Call for Fire Trainer (CFFT).

2-20. If a training resource is requisitioned, but later determined not required, leaders should take immediate action to cancel the requisition. Training resources are often scarce – other units may require them for their own training.

4. Obtain Commander Approval

2-21. Platoon leadership briefs the company commander on planning progress. They present in detail every aspect of the training event from resource coordination status to execution of the event. This allows the commander the opportunity to consider whether the training event achieves company/platoon training objectives as planned, or if refinement is necessary.

2-22. Pending modifications and guidance, the commander approves the training event plan. Once approved, platoons continue to develop the event.

5. Issue Orders

2-23. Platoon leaders develop and issue orders to provide key information about the training event to participants and supporters. These orders cover who, what, when where and why to ensure all personnel involved are kept informed and accomplish preparations. These orders include an administrative order, tactical order and opposing forces (OPFOR) order.

Administrative (Admin) order. The administrative order identifies the task and purpose of the event, as well as assigns responsibility, key coordination actions and relevant dates. It does not discuss the tactical situation/scenario for the event.

Tactical order. This order addresses the friendly and enemy forces tactical scenario – to provide the situational ‘road-to-war’ for the event. It describes the enemy/friendly situation, concept of operations, scheme of maneuver, and other details. Its purpose is to put the platoon and its leaders into a realistic operational environment.

OPFOR order (optional). Not all platoon or below training events require an OPFOR order. However, if the platoon is replicating an operational environment using OPFOR personnel/role players/equipment, an order to organize these personnel and assets is helpful. At platoon level, limited use of OPFOR is particularly useful during lane training. The battalion S-2 can provide specific OPFOR resource information.

6. Monitor Pre-Execution Checks

2-24. Using a **T-Week calendar** and unit developed pre-execution checklists is recommended to track specific preparation actions and activities. They are constantly reviewed to ensure pre-execution checks are identified accomplished on time prior to the event. For example:

<u>T-Week</u>	<u>Activity</u>
T-16	Identify major training facilities (sixteen weeks before the event)
T-12	Conduct training event planning (twelve weeks before the event)
T-11	Refine event requirements (eleven weeks before the event), etc.

2-25. Platoon leaders develop and modify T-Week calendars based on planning needs – in association with installation and command resourcing requirements. For example, coordination for Multiple Integrated Laser Engagement System (MILES) equipment may take 18 weeks to initiate a request on one installation, while on other installations it may take longer. See FM 7-0, appendix E, Training Meetings.

Train & Certify Leaders

2-26. The company commander establishes the training and certification of leaders and specifies procedures and standards in unit SOPs. Platoons review company certification requirements for the event to ensure compliance with the commander's program of certification. For each event, platoons identify who to certify – for example:

- Participating leaders.
- Trainers.
- Equipment/weapon crews.
- Evaluators.
- OPFOR personnel.

Conduct Rehearsals

2-27. Leaders conduct rehearsals prior to training to ensure plans are understood, synchronized and actions acknowledged by subordinates. See ATN for a [How to Conduct Rehearsals](#) video. Rehearsals allow leaders to:

- Identify weak points in the plan.
- Teach effective training techniques.
- Coach trainers until they feel comfortable.
- Ensure safety and environmental considerations are met and updated.
- Determine if subordinate leaders are tactically and technically proficient.
- Determine how leaders will evaluate Soldier and unit performance.
- Evaluate subordinate leader competencies and provide feedback.
- Give subordinates confidence in their ability to train or operate.

2-28. A few examples of rehearsals include:

- Rehearsal of concept (ROC) drills.
- Back-briefs.
- Sand table exercise.
- Tactical exercise without troops (TEWT).

Note: OPFOR personnel (if used) also conduct rehearsals prior to training.

Additional Planning Considerations

2-29. Plan to conduct multiple sets and reps. Allocate time to conduct as many sets and repetitions of tasks as possible. The more tasks are attempted, and feedback is provided, the better performance becomes. When proficiency is achieved, leaders begin to change the conditions tasks are trained making training more difficult, unpredictable, and challenging. When the unit consistently achieves task proficiency under any conditions, it has reached the concept of task mastery. A few examples of changing task conditions include:

- Day/night execution.
- Changes in terrain/weather conditions.
- Changes in leadership.
- Equipment malfunction/substitution.
- Failure in communication and C2 systems.
- Reaction to OPFOR actions/activities.

2-30. Plan to evaluate. During the event, training is evaluated. This requires platoon leadership to create an evaluation plan. Some considerations include:

- Who will evaluate?
- Are evaluators certified to evaluate tasks (knowledgeable and experienced in tasks trained)?
- Where are they best positioned to observe task execution?
- Do they have task T&EOs/weapon TCs to evaluate against standards?
- If they conduct AARs, do they have the equipment needed?

- How do they report feedback and to whom (T&EOs, AAR reports, observations)?

2-31. Plan to retrain. Platoon leaders ensure time is allocated to retrain tasks/weapons. No training event concludes until training objectives are met. Retraining time is generally planned at the mid-point, or at the end of the event. This is another advantage of lane training - if task standards are not met, the lane is attempted again and again until proficiency is achieved.

2-32. Plan opportunity training. **Opportunity training** (also referred to as 'hip-pocket training') consists of training individual tasks or crew-based skills when there are inactive periods (down time). Prior to the event, platoon NCOs select tasks/drills that support battle tasks, can be trained with little or no notice, and leaders can train in 10 to 20 minutes.

2-33. Pre-combat checks and inspections. Prior to execution, leaders conduct pre-combat checks and inspections (PCC/PCI). These are not pre-execution checks but are operational checks to ensure all personnel and equipment are prepared for operations.

7. Execute (Train, Evaluate, Recover)

2-34. The platoon/squad executes training as planned. Leaders also perform other critical, concurrent activities to include evaluations, conducting informal AARs, and retraining when proficiency is not achieved.

2-35. During training, trainers and or evaluators observe training, evaluate performance, and provide feedback using T&EOs/TCs, written observation/electronic means, etc.

2-36. Training is not done until training objectives are achieved. Training time is scarce – postponing proficiency goals requires programming future training events to make-up the deficiency. It also requires additional planning and coordinating un-programmed resources to regain proficiency.

2-37. Leaders conduct recovery activities immediately following the event to ensure resources, equipment and personnel are returned to pre-exercise standards. The recovery process is an integral part of training and is discussed in unit SOPs. Once recovery is complete, it signifies the end of the training event. Final AAR comments cover and reflect the effectiveness of the recovery process and provide input to update platoon and company SOPs. The following are examples of recovery activities:

- Soldier accountability.
- Weapon and sensitive item accountability.
- Reporting unit closure to higher headquarters.
- Ammunition accountability and turn-in.
- Cleaning of equipment, vehicles, weapons, and communications gear.
- Accounting for personnel health and welfare.
- Performing post operations preventative maintenance checks and services.
- Accountability of organizational and individual equipment.
- Ensure Class IV, Class V, TADSS, and other support items are maintained, accounted for, and turned in.
- Clean-up and close out of training area, ranges, and facilities.

- Conducting final AARs. See [FM 7-0](#), Appendix K (After Action Review).
- Leaders record results of training in leader books/Small Unit Leader Tool (SULT) and DTMS.
- Allow time for individual Soldiers to recover personal equipment and conduct personal hygiene.
- Conduct final inspections.

8. Provide Feedback to the Commander

2-38. Following platoon training, platoon leaders provide the company commander feedback on platoon training. Feedback from the platoon leadership is vital for the commander to make an accurate, balanced assessment of proficiency. Platoon feedback to the commander includes:

- Evaluator T&EOs.
- Weapon system range results.
- AARs and facilitator comments.
- Platoon/squad leadership observations.
- Multi-media files, like phone and tablet video as appropriate.

9. Record & Share Results

2-39. These records represent important training information leaders refer to for future use. They help leaders replicate training events previously conducted, or to develop innovative ways to improve training techniques and procedures.

2-40. Platoons record and access training records in—

- Leader books.
- Small Unit Leader Tool (SULT) on ATN.
- Battle roster updates.
- Certification records.
- AAR reports.
- DTMS.

2-41. Platoons share the results of training with other platoons in the company and as authorized by the commander, to the Army through AAR reports, papers, articles, [Center for Army Lessons Learned \(CALL\) website](#), articles and other means.

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Chapter 3

Platoon Training Meetings

Overview

3-1. Platoon training meetings coordinate training efforts, share training feedback from subordinate leaders and provide the platoon leader a forum to issue training guidance. They also provide platoon leadership the opportunity to discuss and prepare for the weekly company training meeting. Only training is discussed to ensure meeting task and purpose. The Army Training Network (ATN) provides a video outlining how to conduct a company training meeting. It also includes how platoon level input is essential to an effective company meeting: [How to Conduct a Company Training Meeting](#).

3-2. Platoon training meetings have three objectives:

- Gather training feedback and assessments from subordinate leaders.
- Discuss preparations for short-range training events (weeks T-6 to T).
- Discuss preparations for mid-range training events (weeks T-16 to T-7).

Organization and Responsibilities

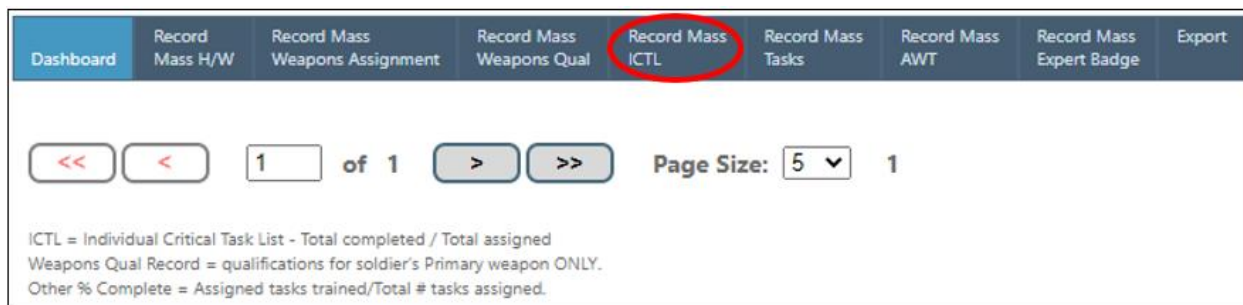
3-3. Platoon training meetings are less formal than company training meetings and are conducted every week at the same day and time (monthly for RC). They are conducted prior to the company training meeting to review and update platoon training information. They are short, concise, and generally last no more than 30 minutes. The platoon leader establishes an atmosphere of open and frank two-way dialogue with subordinate leaders. Attendees include:

- Platoon leader.
- Platoon sergeant.
- Squad leaders.
- Section, team, or crew leaders.
- Others as necessary.

3-4. The platoon sergeant ensures all NCOs are present and prepared for the meeting. Prior to the meeting, NCOs update Soldier training data in their Small Unit Leader Tool (SULT) on [ATN](#). See the [Digital Job Book & Small Unit Leader Tool "How-To" Video](#) and [Small Unit Leader Tool Video Tutorial](#) on ATN. NCOs record Soldier:

- Height/Weight.
- Weapons assignment.
- Weapons qualification.
- Individual Critical Task List (ICTL).
- Army Warrior Tasks (AWT).
- Expert badge.

3-5. For example, when updating individual MOS task proficiencies, a squad leader goes to ATN> opens the SULT> and records individual training for each Soldier under 'Record Mass ICTL'. See below.



Recording Soldier individual task proficiencies in the SULT

3-6. NCOs attend the meeting prepared to discuss training and bring:

- Paper and pen/pencil, tablet, laptop, etc.
- Notes on training observations.
- Training schedules.
- Calendar.

Agenda

3-7. Platoons follow an agenda to allow a quick and focused meeting. An example of a platoon training meeting agenda includes:

- Squad or section training SITREP.
- Platoon leader's training SITREP.
- Preparations for training.
- Future training.
- Opportunity training focus areas.
- Platoon leader training guidance.

Squad or Section Training SITREP

3-8. Squad leaders provide the platoon leader their current training SITREP. The report focuses on squad/section battle tasks, weapons, and collective live-fire proficiencies.

3-9. The purpose of the squad or section training SITREP is to get timely feedback directly from first-line leaders. If the squad can or cannot perform tasks to standard, then the leader states this during the discussion. As a minimum, the squad/section SITREP includes:

- Current squad/section battle task, weapons, and collective live-fire proficiencies.
- Squad/section training conducted the previous week.
- Training planned, but not conducted and why.

- Squad/section training next 30 days.
- Training resource requirements.

Platoon Leader's Training SITREP

3-10. Based on the squad/section SITREPs and other feedback, the platoon leader provides platoon leadership an overall SITREP of platoon training proficiencies.

3-11. Elements of the platoon training SITREP include—

- Current platoon battle task, weapons qualification, and collective live-fire task proficiencies.
- A plan to improve or sustain proficiencies.

Preparations for Training

3-12. To prepare for training, the platoon sergeant ensures NCOs:

- Familiarize themselves with the company LRTC, training events and training objectives.
- Prepare to discuss training resource requirements, like training aids, devices, simulators, and simulations (TADSS).
- Prepare support personnel (such as the opposing forces (OPFOR), role players, etc.).
- Prepare their Soldiers (prerequisite training).

3-13. During the platoon meeting, squad leaders discuss the specifics of training events covering:

- Status of pre-execution checks.
- Rehearsal plans.
- "Homework" requirements.
- Any unresolved issues.

3-14. Platoon sergeants maintain the tempo of the meeting by prompting squad leaders with questions and suggestions. Platoon sergeants keep the meeting from straying to other issues and focus it solely on platoon training.

Opportunity Training Focus Areas

3-15. Opportunity training (also referred to as '**hip-pocket training**') consists of training individual tasks or crew-based skills when there are inactive periods (down time) during scheduled training. It's used for improving or sustaining individual task proficiencies when time is available.

3-16. Platoon training meetings obtain feedback from subordinate leaders on tasks/skills requiring improvement or need to be sustained. Opportunity training gives leaders the flexibility to fill gaps in scheduled training making training time more effective and efficient.

3-17. The platoon leader and platoon sergeant review and approve tasks/crew drills for opportunity training during platoon training meetings. Leaders pre-select these tasks based on individual/crew proficiency. Once approved, leaders are prepared and ready to execute and evaluate the tasks at any time when the opportunity presents itself. Training time is limited—so leaders ensure no training time is wasted.

3-18. Tasks and skills approved for opportunity training must support commander prioritized proficiencies (METs/battle tasks, weapons, and collective live-fire tasks). Leaders limit tasks/skills to those easily trained in 10 to 20 minutes and require little or no external resources.

Platoon Leader Training Guidance

3-19. At the end of the training meeting, the platoon leader issues clear and concise training guidance and communicates additional command information as needed. The platoon sergeant covers any specific NCO guidance from the company first sergeant and/or battalion command sergeant major. The platoon is now prepared for the company training meeting.

Tips for a Successful Meeting

3-20. The following techniques help platoon leaders ensure an effective, efficient platoon training meeting:

- Conduct the meeting at the same time and place each week and prior to the weekly company training meeting.
- Enforce the use of leader books and ensure entries are current and recorded in each leader's [Small Unit Leaders Tool \(SULT\)](#) on [ATN](#).
- Don't completely dominate the discussion - listen when subordinates contribute.
- Confirm the status of upcoming training events (pre-execution checks). Highlight issues affecting the event (resource shortfalls, coordination issues, personnel issues, etc.).
- Don't wait until the training meeting to act on critical/unresolved training issues.
- Focus on training issues only. Discuss unit administrative issues for another meeting (schools, awards, professional development, etc.).
- Assign tasks to personnel with dates to accomplish.

Chapter 4

Evaluate Training

Overview

4-1. All training is evaluated. Evaluation is the observation of performance measured against standards. For individual tasks, collective tasks (to include battle tasks), and collective live-fire tasks, training and evaluation outlines (T&EOs) are the reference for task standards. For weapons qualification standards, applicable weapon system publications Training Circulars (TC) are the primary reference. Go to the [Army Publishing Directorate \(APD\)](#) website for current Army doctrine.

After Action Review (AAR)

4-2. AARs are also an effective means for evaluation. An after action review is a guided analysis of an organization's performance, conducted at appropriate times during and at the conclusion of a training event or operation with the objective of improving future performance. An after action review (AAR) can be formal or informal (sometimes called a hotwash) and includes a facilitator, event participants, and other observers.

4-3. AARs also signal the end of a training cycle and the start of the next. Lessons learned from the review of performance provide leaders the specifics of what and how to perform better for future training. The AAR process ensures participants self-discover what went right, what went wrong, and how to perform to standard next time.

4-4. Leaders capture AAR results to craft more effective training plans and execution. AARs also help leaders frame the unit's retraining efforts. Training is not complete until all training objective proficiency goals are achieved. When this is not possible, leaders ensure retraining is planned and executed as expeditiously as possible. (For more detailed descriptions and discussions for conducting AARs, see [FM 7-0](#), Appendix K.)

Training and Evaluation Outlines (T&EO)

4-5. T&EOs provide essential information to train and evaluate individual and collective task proficiency. They represent the proponents standards for task proficiency. T&EOs have three primary purposes:

- Training. Leaders use T&EOs to prepare, practice and evaluate task execution.
- Evaluation. Evaluators use T&EOs to observe, evaluate and report task performance.
- Assessment. Commanders use T&EOs as a key part of feedback to help assess task proficiency.

4-6. T&EOs are proponent published and available from the following web-based resources (also refer to the ATN tutorial [Finding T&EOs and Understanding Collective Task T&EO tutorial](#)):

- Army Training Network ([ATN](#))

- Combined Arms Training Strategies ([CATS](#))
- Digital Training Management System ([DTMS](#))
- Central Army Registry ([CAR](#)).

T&EO Elements

4-7. T&EOs are organized with common elements describing the task, the conditions it can be trained and the standards to achieve. It also includes important reference information, like supporting collective and individual tasks, and references.

Task Number

4-8. A task number is a unique identifier assigned to each T&EO. For collective tasks, the task number consists of two groups of numbers and one group of letters separated by hyphens. An example of a task number is: 07-PLT-5009. The first set of numbers (code) identifies the school or proponent responsible for developing the task. A proponent is an Army organization or staff assigned primary responsibility for material or subject matter in its area of interest. In this example, the first two digits, 07, indicates an infantry task. See [proponent and echelon codes](#) for collective tasks later in this chapter, and also on ATN.

4-9. The second set of letters are echelon codes for the level of command the collective task applies. In the example of 07-PLT-5009, the 'PLT' is a platoon level task. The last four digits are unique to the task and echelon. In the example of 04-PLT-1018, '1018' is the number assigned the task by the engineer proponent.

Task Title

4-10. The task title is the descriptive name of the task assigned by the proponent. For example, task number 07-PLT-5009, is 'Conduct a Rehearsal - Platoon'.

Conditions

4-11. The conditions statement identifies the general situation and training environment the unit should apply as the task is performed. Local commanders increase the complexity of task conditions to provide real-world complexity. This supports the concept of training to task mastery (see [FM 7-0](#), chapter 4).

Standards

4-12. Standards provide the proponent statement to determine acceptable task performance.

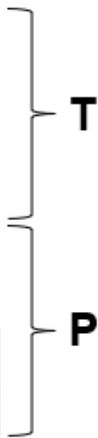
Live-Fire

4-13. The proponent indicates if there are requirements for conducting the task under live-fire conditions. If there are, the task would be a 'collective live-fire task'.

Task Criteria Matrix

4-14. The task criteria matrix provides the criteria the proponent has established to achieve specified ratings of task proficiency. Example:

Plan and Prepare		Execute					Assess						
Operational Environment	Training Environment (U/V/S)	Leaders Present at Training Required	Performance Measures	External Eval	Critical Performance Measures	Leader Proficiency Measures	Evaluator's Observed Task Proficiency Rating	Commander's Assessment					
SQD & PLT													
Dynamic (Single Threat)	Night	>=85%	>=80%	Yes	All	80-89%	T	T					
									75-84%	80-90%	T-	T-	
Static (Single Threat)	Day	65-74%	75-79%	No	<All	<=79%	P	P					
									60-64%	60-74%	51-64%	P-	P-
									<=59%	<=59%	<=50%	U	U



Note: 'T-' and 'P-' collective task proficiency ratings have been removed per FM 7-0. The effort to adjust all T&EO Task Criteria Matrices and Task Performance Summary blocks to reflect this change is on-going. As an interim measure, trainers, evaluators, and commanders treat 'T-' ratings as 'T', and 'P-' ratings as 'P'.

Operational Environment

4-15. The proponent describes the variables of the operational environment in the condition paragraph of the T&EO which may include the OPFOR and selected counter-tasks. For units training to an assigned mission, commanders further filter OE conditions by considering mission variables based on their understanding of the tactical situation. Refer to [ADP 5-0](#) for a discussion of operational and mission variables.

4-16. The following is an example of how platoon leaders replicate the operational environment for training. Commanders specify the aspect of the operational variables in accordance with training objectives:

- **STATIC:** Aspects of operational variables needed to stimulate mission variables are fixed throughout the unit's execution of the task.
- **DYNAMIC:** Aspects of operational variables and threat TTPs for assigned counter-tasks change in response to the execution of BLUFOR's task.
- **COMPLEX:** Aspects of operational variables to be replicated in varying degrees based on the task trained. Lower echelons require a minimum of four (physical environment, time, military [threat], and social [population]) or more variables. Brigade and higher units require all eight operational variables.
- **SINGLE THREAT:** A regular force, irregular force, criminal element, or terrorist force.

- **HYBRID THREAT:** A combination of regular forces, irregular forces, terrorist forces, or criminal elements unified to achieve mutually benefitting effects.

Example:

SQD & PLT (3 variables)	
Political	
• Local tribes/religious	
Military	
• Dynamic	
• Single threat	
• OC/T or evaluator adjudicate advanced weapons	
Economic (NA)	
Social	
• Civilians as human shields	
Information (NA)	
Infrastructure (NA)	
Physical Environment	
• Field environment	
• Several buildings	
Time	
• Compressed	
• Dictated by OPFOR actions	
OC/T	observer controller trainer
PLT	platoon
SQD	squad

Training Environment

4-17. A training environment is comprised of conditions, supporting resources, and time enabling training tasks to proficiency. There are three basic training environments: live, virtual, and constructive (LVC). Due to time and resource limitations, training in an exclusively live environment is not always possible. Platoons are knowledgeable of training environment resources locally available on the installation to maximize their capabilities. Proponents specify the recommended training environment for the task (live, virtual, constructive (LVC)). (See [FM 7-0](#), Appendix J, Training Environments).

Note: Gaming is a subset of the virtual training environment.

Percent Leaders Present

4-18. The number of leaders present is determined from the required column from the unit TOE, MTOE, or TDA for the training echelon. For example, a platoon T&EO states leaders are the platoon leader, platoon sergeants, and squad leaders. If a staff sergeant is assigned as the platoon sergeant permanently then the leader position is accounted for. If a leader is attending a

professional military education (PME) course, but not available for training, the leader is counted as present.

Percent Present for Training

4-19. The percent present at Training/Required is the number of Soldiers present at the training against the total number of Soldiers identified by the Unit Manning Report (UMR).

External Evaluation (EXEVAL)

4-20. This block is used to record if the unit's required to have an EXEVAL (see the unit ATG). (Also refer to [AR 350-1](#) and [FM 7-0](#), Appendix H, External Evaluation).

Evaluate

4-21. The evaluate section of the matrix is used for evaluators and trainers to record observed task performance.

Performance Steps and Measures

4-22. Performance steps are actions composing or informing the completion of a task. Performance is recorded as GO, NO-GO, or N/A (not applicable if the evaluator did not witness the performance step, or if the step is omitted during training). Numbered steps are always measured while sub-steps are not, except for 'critical' and 'leader' sub-steps. See example on the next page.

Critical Performance Sub-steps

4-23. These are indicated with a [+] next to the sub-step. Critical performance sub-steps must achieve a GO in 100% of these in order to achieve a task proficiency rating of (T).

Leader Performance Sub-steps

4-24. These are indicated with a [*] next to the sub-step. 80% GO in these sub-steps is required to achieve a task proficiency rating of (T).

Example:

Performance Steps and Performance Measures

NOTE: Assess task proficiency using the task evaluation criteria matrix.
 NOTE: Plus signs (+) indicate Critical Performance Steps; Asterisks (*) indicate Leader Performance Steps

Plan

1. The company gains and/or maintains situational understanding using available communications equipment, maps, intelligence summaries, situation reports (SITREPs), and other available information sources. Intelligence sources may include company intelligence support team (COIST), a human intelligence (HUMINT) team, a signal intelligence (SIGINT) team, and an imagery intelligence (IMINT) team to include unmanned aircraft systems (UASs) and unattended ground sensors (UGSS).

+ 2. The company commander receives the mission to conduct an attack and begins execution of troop leading procedures (TLP). (Refer to Task 71-CO-5100, Conduct Troop leading Procedures.)

* 3. The company commander issues the warning order (WARNORD), which may include the following:

- a. General location of operation.
- b. Initial task organization.
- c. Initial operational timeline.
- d. Reconnaissance to initiate.
- e. Movement to initiate.
- f. Planning and preparation instructions (to include planning timeline).
- g. Information requirements.

Prepare

* 4. The company commander and subordinate leaders prepare to conduct an attack. They take the following actions:

- a. Supervise subordinates and continue priorities of work.
- b. Conduct pre-combat checks and inspections.
- c. Conduct backbriefs
- d. Conduct rehearsals. Actions to consider during rehearsals include:
 - (1) Actions on enemy contact.
 - (2) Occupying support-by-fire positions.
 - (3) Assaulting the objective.
 - (4) Actions on the objective.
 - (5) Fire support.

GO	NO/GO	N/A
✓		
✓		
	✓	
	✓	
✓		

Task Performance Summary Block

4-25. This section provides the trainer or evaluator a means of aggregating data from the Task Criteria Matrix and the Performance Steps section. The trainer or evaluator records the results of iterations trained, and the proficiency ratings achieved from the evaluator's column of the Task Criteria Matrix. See next page for an example of a partially completed Task Performance Summary for two iterations of task execution.

Example:

TASK PERFORMANCE SUMMARY										
Unit 2/B/1-82 FA			Iteration							
			1		2		3		4	
Date trained (per Iteration):			Day / Night		Day / Night		Day / Night		Day / Night	
Day / night trained:			#	%	#	%	#	%	#	%
Total leaders authorized	4	% Leaders present	3	75%	3	75%				
Total Soldiers authorized	25	% Soldiers present	23	92%	22	88%				
Total number of performance steps	10	% Performance steps GO	8	80%	7	70%				
Total number of critical performance steps (+)	2	% Critical performance steps NO-GO	2	100%	1	50%				
Total number of leader performance steps (*)	1	% Leader performance steps GO	1	100%	1	100%				
MOPP LEVEL			2		2					
Evaluated Rating per Iteration (T, T-, P, P-, U)			P		P-					

4-26. Completed T&EOs provide an important history of task performance and are maintained for future reference. They are also an important part of platoon feedback to the commander to assess battle task proficiency. IAW [FM 7-0](#), they are not the sole source of feedback a commander considers in the assessment process.

Proponent & Echelon Codes

Echelon Abbreviations

Army Command	ACOM
Battalion	BN
Battery	BTRY
Branch	BR
Brigade	BDE
Center	CTR
Command	CMD
Company	CO
Corps	CORP
Crew	CW
Detachment (TDA)	DT
Detachment (TOE)	DET
Division (TDA)	DV
Division (TOE)	DIV
Echelons Above Corps	EAC
Group	GRP
Joint	JT
Office	OFF
Platoon	PLT
Regiment	REGT
Regional Cyber Center	RCC
School	SCHOOL
Section	SEC
Squad	SQD
Squadron	SQDN
Theater Army	TA
Team (TDA)	TE
Team (TOE)	TM
Troop	TRP

Proponent Codes

Code	School or Proponent	Code	School or Proponent
01	Aviation	34	Combat Electronic Warfare and Intelligence
02	Music	36	Environment Operations
03	Chemical Biological, Radiological, and Nuclear	37	Improvised Explosive Device-Defeat
05	Engineers	40	Space and Missile Defense
06	Field Artillery	41	Civil Affairs
07	Infantry	42	Supply
08	Medical	43	Maintenance (except missile)
09	Ordnance (missile and munitions)	44	Air Defense Artillery
10	Quartermaster	45	Public Affairs
11	Signal	54	Logistical Organizations and Operations
12	Adjutant General	55	Transportation
14	Finance	60	Explosive Ordnance Disposal Procedures
16	Chaplain	63	Combat Service Support*
17	Armor	70	Acquisition, Logistics and Technology
19	Military Police	71	Mission Command
27	Judge Advocate	75	Military Advisory Groups
30	Military Intelligence	80	Special Operations
31	Special Forces	90	Combat Operations
32	Intelligence and Security Command	95	Air Traffic Control
33	Military Information Support Operations		
	* Combat Service Support is known as Sustainment		

Chapter 5

Lane Training

Overview

5-1. Lane training is a company and below training technique to train individual tasks, collective tasks, and drills. It is an ideal training technique for platoon and below units. Lane training consists of activities conducted sequentially from an assembly area, rehearsal, execution, after action review (AAR), and retraining. Lane training can be as simple as training a single individual task, or as complex as training several collective tasks using a tactical scenario. Lane training may include more than one lane, each lane focusing on executing specific tasks or drills. Lane training can be tailored to unit training needs and training objectives. This chapter describes basic lane training features, however the primary reference for lane training is [FM 7-0 \(2021\)](#) appendix G which provides expanded how-to details.

5-2. Lane training can be conducted in a designated area or facility. The unit trained operates from a stationary position, or tactically moves over designated terrain (lane) executing selected tasks. The focus of lane training is on small-unit task proficiency. At the small-unit level, lane training is extremely effective and allows unlimited repetitions of tasks or drills until proficiency is achieved.

5-3. The primary advantages of lane training are:

- It requires limited space to execute tasks.
- The training environment is unit controlled.
- Tasks are based on unit proficiency requirements and training objectives.
- Feedback of performance is immediate.

5-4. Lane training enables leaders to:

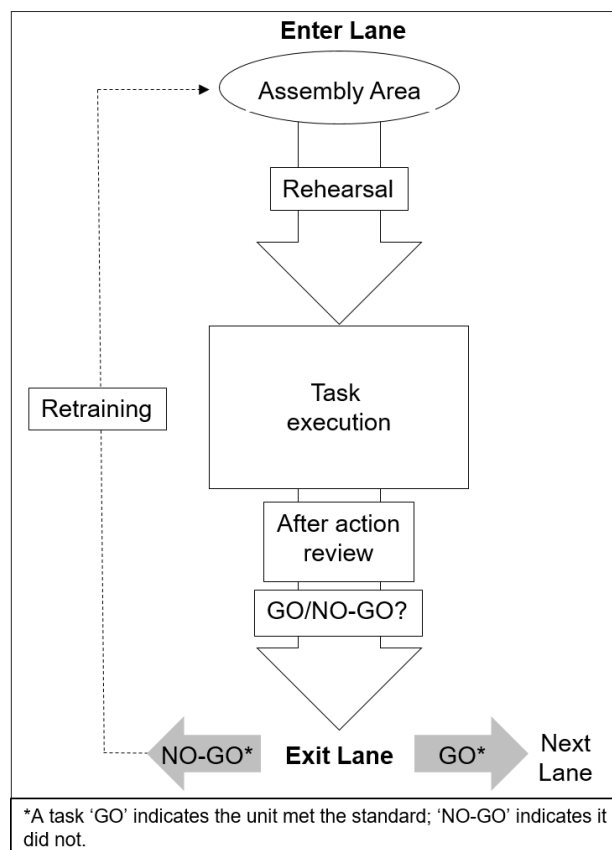
- Focus training on specific training objectives.
- Train similar units—simultaneously or sequentially—using mission-related scenarios.
- Test, standardize, and train unit tactics, techniques, and procedures.
- Support initial training and retraining.
- Vary training conditions to the training level of the unit and leaders.
- Achieve proficiency when resources and time are limited (including land, facilities, personnel, and equipment).
- Prepare for internal and external evaluations.
- Conduct unit competitions.

Lane Training Activities

5-6. There are five basic activities that occur in the conduct of a lane. These are executed sequentially and consist of assembly, rehearsal, execution, AAR, and retraining. These activities are described on the next page:

Assembly	Activities involving unit in-briefing, leader preparation, and troop leading procedures (including issuance of the unit's OPORD). These activities are normally conducted in an AA.		
Rehearsal	Activities involving practices of unit tasks to be performed on the lane (or to execute for the OPORD), normally at a crawl or walk speed. These practices may take place in rehearsal areas, in AAs, or on lanes.		
Execution	Activities required to perform specific individual or collective tasks on the lane (or to execute for the OPORD), normally at a run speed. These activities may take place on a lane.		
AAR	Activities required to provide— <ul style="list-style-type: none"> • A structured, interactive, group-oriented review and evaluation of the unit's task performance on the execution lane. • Suggestions on how to improve future performance. These activities usually take place in an AAR area or on a lane. 		
Retraining	Activities required to enable the unit to perform lane tasks to the required standards. These activities normally take place in a retraining area, rehearsal area, or on a lane.		
AA	assembly area	OPORD	operation order
AAR	after action review		

5-7. The following illustration shows how basic lane training activities can be physically arranged:



5-8. These activities are tailored to the platoon's particular training requirements and training objectives. When employing multiple lanes, each lane focuses on specific tasks and training objectives. When tasks are performed to the standard and the lane is completed, evaluators direct the unit/Soldiers to the next lane to execute, etc. until all lanes are complete, and the unit is trained. If the unit receives a 'NO-GO' on a particular lane, it repeats the lane again until it receives a 'GO' by achieving task standards. At that time, evaluators direct the unit/Soldiers to the next lane.

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Chapter 6

Online Training Support

Overview

6-1. Training doctrine is directly supported by online resources. These resources provide a wealth of information and tools for leaders to better understand and implement training with how-to tutorials, instructions, videos, tools, etc.

6-2. The Army's enterprise online training support system is the **Army Training Management System (ATMS)**. ATMS isn't a website you can navigate to but is comprised of three subsystem you providing essential support. These are:

- [Army Training Network \(ATN\)](#) (specifically the [Unit Training Management \(UTM\)](#) page).
- [Combined Arms Training Strategies \(CATS\)](#).
- [Digital Training Management System \(DTMS\)](#).

Army Training Network (ATN)

6-3. ATN is a secure, web-based site providing significant online tools to assist leaders with resources to:

- Conduct task searches (collective and individual tasks, drills, etc.).
- Training doctrine & Unit Training Management (UTM) resources.
- Unit standard METL.
- Access to CATS and DTMS.
- Training resources (how-to tutorials, videos, and links to additional websites).
- Digital Job Book ([DJB](#)).
- Small Unit Leader Tool ([SULT](#)).
- Much more.

6-4. Two features recently added to ATN include the DJB, and the SULT. These tools are designed to provide small unit leaders the ability to input Soldier training data, and for all Soldiers to view their training information without a DTMS account – from their personal device. Both are available from the ATN homepage.

6-5. The [Digital Job Book](#) allows all Soldiers the ability to view their recorded individual training records from DTMS using their personal devices such as phone, tablet, or personal computer (PC). The Digital Job Book allows Soldiers to view:

- Army course registrations.
- Height/weight data.
- APFT data/ACFT date.
- Individual weapons qualifications.
- Warrior Tasks, MOS-specific individual critical tasks, unit mandated training tasks and supporting T&EOs (access is dependent on proponent distribution restrictions).

- Unit training schedules.

6-6. The [Small Unit Leader Tool](#) is permissions based and provides first line leaders the ability to input, update and track their Soldiers' training records in DTMS. It allows them to record:

- Height/weight.
- APFT Data/ACFT date.
- Individual weapons qualifications.
- Warrior Tasks, MOS-specific individual critical tasks, unit mandated training tasks and supporting T&EOs (access dependent on proponent distribution restrictions).

Combined Arms Training Strategies (CATS)

6-7. [CATS](#) provides task-based, event driven training strategies, designed to assist commanders and leaders in developing a long-range training plan (LRTP). CATS identifies training events that progressively build proficiencies in selected tasks. Given a MET, battle task, or collective task, CATS identifies the training event(s) and associated resources to train the task. Although CATS is structured at the company-level, it does provide useful planning information for platoon leaders.

Digital Training Management System (DTMS)

6-8. [DTMS](#) is the Army's system of record for recording training planned and completed – from unit level to individual Soldier (it's the authoritative data source for individual training records and unit collective task proficiency). It provides leaders with an end-to-end view of current unit training status - for all echelons. DTMS also provides an entry point for the CATS planning tool – the ability to develop, record and modify training strategies. It provides commanders the ability to record training assessments which are automatically reported to NETUSR.

6-9. A few of the training records DTMS captures as mandated by HQDA include:

- MET assessments (automatically pushed to NETUSR via DRRS-A).
- Weapons qualification (individual and crew served).
- ACFT and height/weight.
- SHARP face-to-face training.
- Army Warrior Task (AWT) for selected tasks.

6-10. Additional DTMS capabilities include:

- Development of training calendars.
- Development and publication of company training schedules.
- Digital Job Book (ATN interface).
- Rostering training events (automatically populate the individual training record (ITR)).
- Recording unit training statistics.
- Recording unit selected training.
- CATS Planning Tool.
- Recording training event AARs.

- Easy access to training data.
- Developing and recording training reports.
- Exporting results to MS Outlook.

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Chapter 7

Terms of Reference

after action review (AAR) - A guided analysis of an organization's performance, conducted at appropriate times during and at the conclusion of a training event or operation with the objective of improving future performance. (FM 7-0)

annual training briefing (ATB) - a briefing provided to the commander two levels above prior to the training FY to gain approval of the unit's long-range training plan (LRTP). When approved, it's the basis for the commander's annual training guidance (ATG). (FM 7-0)

annual training guidance (ATG) - the product of long-range planning, it specifies the commander's training requirements and goals for the fiscal year (FY). It's published IAW FM 7-0, tables 3-1 or 3-2 and includes the unit's long-range training calendar (LRTC) as an attachment. (FM 7-0)

battle task - a platoon or lower echelon collective task that is crucial to the successful accomplishment of a company, battery, or troop mission-essential task. (FM 7-0)

collective task – a task that is clearly defined and measurable requiring an organized team or unit to perform in the accomplishment of a mission or function. (ADP 7-0)

eight-step training model - a small unit planning checklist used to ensure major actions are accomplished prior to a training event. (FM 7-0)

external evaluation (EXEVAL) - a scenario-driven evaluation of a unit's training proficiency conducted by leaders from outside the evaluated unit's chain of command. The commander two levels above the evaluated unit directs and resources the external evaluation. External evaluations include all organic and attached personnel and units at the echelon of evaluation. (FM 7-0)

high-payoff task - a task that supports more than one of the organization's METs or battle tasks. The skills and proficiencies achieved while training on a high-payoff task transfers to other METs or battle tasks that it supports. (FM 7-0)

individual task - a task that is clearly defined, observable, and consists of measurable activities accomplished by an individual. (ADP 7-0)

lane training – a company and below training technique to train tasks and drills. (FM 7-0)

long-range training calendar (LRTC) - a calendar that depicts the unit's training events in support of the commander's annual training guidance (ATG). (FM 7-0)

long-range training plan (LRTP) - the commander's plan to achieve the training proficiencies specified for a fiscal year (FY). (FM 7-0)

mission-essential task (MET) - a collective task an organization trains to be proficient in its designed capabilities or assigned mission. (FM 7-0)

mission-essential task list (METL) - a tailored group of mission-essential tasks. (FM 7-0)

multiechelon training - a training technique that allows for the simultaneous training of one or more echelons on different or complementary tasks. (ADP 7-0)

quarterly training briefing (QTB) - periodic (quarterly) briefings to discuss past, present, and future training expectations during the execution of the commander's ATG. Also, to approve any necessary modifications to the ATG. Provided to the commander two levels above. (FM 7-0)

semi-annual training briefing (SATB) - same purpose as the QTB but provided to the commander two levels above at the mid-point of the training FY. (FM 7-0)

training and evaluation outline (T&EO) - a summary document that provides performance and proficiency standards for individual and collective tasks. (FM 7-0)

training environment - an environment comprised of conditions, supporting resources, and time that enables training tasks to proficiency. Example: live, virtual, constructive (LVC) training environments. Note: gaming is a subset of the virtual training environment. (FM 7-0)

training management cycle - a framework providing leaders across the Army a common understanding and methodology to prepare Soldiers and units for operations. (FM 7-0)

training objective - a statement that describes the desired outcome of a training event. Includes task, conditions, and standards to achieve. (FM 7-0)

unit training management (UTM) - training management techniques and procedures (best practices) based in the doctrine of FM 7-0 and incorporating the web-based resources of the Army Training Management System (ATMS).

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