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Training
GUIDE FOR DEVELOPING COLLECTIVE TRAINING PRODUCTS

Summary	This update provides training developers guidance for producing collective training products, and reflects the current version of TRADOC Reg 350-70, FM 7-0, and the use of training development automation tools. The pamphlet now contains guidance for developing combined arms training strategies (CATS) and training support packages (TSPs) for collective training, and revises the recommended composition for a mission training plan (MTP).
Applicability	The procedures outlined in this pamphlet apply to TRADOC centers and schools in preparing collective training documents for use by the Active Army, Army National Guard, and Army Reserve.
Suggested improvements	The proponent of this regulation is the Deputy Chief of Staff for Operations and Training (DCSOPS&T). Send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) through channels to Commander, TRADOC (ATTG-CD), 5 Fenwick Road, Fort Monroe, VA 23651-1049. Suggested improvements may also be submitted using DA Form 1045 (Army Ideas for Excellence Program (AIEP) Proposal).
Availability	This publication is distributed solely through the TRADOC homepage at http://www.tradoc.army.mil .

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*This pamphlet supersedes TRADOC Pamphlet 350-70-1, 15 March 1996.

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Chapter 1 Introduction

- 1-1. Purpose.** This pamphlet provides implementation guidance to training developers for use in producing collective training products that are the output of collective training development, including unit short-range Combined Arms Training Strategy (CATS), Mission Training Plans (MTPs), Drill Books (DBs), and Training Support Packages (TSPs). It is a guide for developing collective training products, in compliance with the Army's Systems Approach to Training (SAT) as it pertains to collective training development, using available information technology, within designated TRADOC automation systems. This pamphlet is directed at training developers within TRADOC, proponent schools, and associated active and reserve component Army agencies and directorates.
- 1-2. References.** The references for this pamphlet appear in [appendix A](#).
- 1-3. Explanation of abbreviations and terms.** Abbreviations and terms used in this pamphlet are explained in the [glossary](#).
- 1-4. Scope.** This pamphlet provides "how-to" guidance to training developers, in accordance with (IAW) TRADOC Regulation (Reg) 350-70, for use in conducting needs analysis, and developing procedures, products, and quality assurance criteria. Guidance on contract considerations for producing collective training products is also provided.
- 1-5. Collective training.**
- Goals
- a. The objectives of combined arms focused collective training development are to:
 - (1) Ensure training development occurs in compliance with TRADOC Reg 350-70, using available information technology, within approved TRADOC automation systems.
 - (2) Incorporate current and relevant doctrine, organization, training, materiel, leadership and education, personnel, and facilities (DOTMLPF) changes into collective training products.
 - (3) Ensure changes in collective tasks are reflected in all task attributes, e.g., individual tasks.
 - (4) Ensure training issues, in any arena, are adequately addressed throughout the rest of the force.

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Background

b. Army training development procedures, and collective training products generated as a result of the SAT process, are currently transformed from a paper-based system to a more economical automated process, which takes advantage of the information technology derived from the Army Training and Information Management Program (ATIMP) tools and architecture. This transformation requires the training developer to utilize approved TRADOC automation systems in developing and delivering training products. These systems currently include:

(1) Automated Systems Approach to Training (ASAT) for training development.

(2) Standard Army Training System (SATS) for product delivery.

(3) Reimer Digital Library (RDL) for access to digital training products.

Characteristics of collective training

c. Collective training is:

(1) Part of unit training.

(2) Performance oriented.

(3) A command responsibility executed by leaders at all echelons.

(4) A continuous process executed IAW a formal training program.

(5) Training units and teams on tasks and missions they are expected to perform.

(6) Executed in a crawl-walk-run (CWR) approach.

(7) Reaches across all training domains and integrated live, virtual, and constructive training environments.

Collective training development

d. Collective training development is the systemic process of creating training materials/products for collective training, and is derived using the SAT process, based on relevant and current doctrine. Using unit CATS, the main function of the training development process is the production of MTPs, DBs, TSPs, and other training support products. These documents are the tools used to plan, implement, and evaluate collective unit training.

SAT e. The SAT is a systematic, spiral approach to making collective, individual, and self-development training decisions for the total Army. It determines whether or not training is needed; what is trained; who gets the training; how, how well, and where the training is presented; and the training support/resources required to produce, distribute, implement, and evaluate those products. [TRADOC Reg 350-70](#) contains the detailed guidance of the entire process.

1-6. Collective training output. The outputs from collective training development are provided below:

Triggering event a. Triggering event - Needs analysis (see [para 1-7](#), below).

Needs analysis b. Needs analysis - Requirements to revise, rescind, or create training development products (e.g., MTPs and DBs). (See [para 1-7](#), below.)

Mission analysis c. Mission analysis (see [chap 2](#), below).

- (1) Mission list.
- (2) Critical collective task list.
- (3) Supporting individual tasks performed as part of the critical collective task.

Collective task analysis d. Collective task analysis (see [chap 2](#), below).

- (1) Collective task performance specifications.
- (2) Drill candidate list.
- (3) Supporting individual tasks.

Combined Arms Training Strategy e. Combined Arms Training Strategy (see [chap 3](#), below).

- (1) Describes unit training strategy for each Table of Organization and Equipment (TO&E) unit.
- (2) Descriptive unit collective training strategies.
- (3) Identifies embedded training gates and multiechelon training.

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(4) Designated training aids, devices, simulators, and simulations (TADSS) and TSPs required for support of training.

(5) Delineated training frequency and fidelity.

Mission Training Plans

f. Mission Training Plans (see [chap 4](#), below).

(1) Training matrixes.

(2) Mission outlines and training plans.

(3) Training exercises.

(4) Training and evaluation outlines (T&EOs).

Drill Books

g. Drill Books (see [chap 5](#), below).

(1) Performance measures.

(2) Training and evaluation outlines.

(3) Supporting individual tasks.

Training Support Packages

h. Training Support Packages (see [chap 6](#), below).

(1) Training exercises.

(2) Exercise support material.

(3) Training Aids, Devices, Simulators, and Simulations support requirements.

(4) Embedded training.

1-7.

Needs analysis. Prior to developing any training product, conduct a needs analysis. This analysis is in response to a triggering event, which is essentially a change in conditions, requiring a change or modification to current training products or materials. It may also be a directed action.

Triggering event

a. While a predetermined standard (e.g., a 5-year review) may routinely direct a triggering event, a change of conditions is now more likely to precipitate it. Events that can cause a triggering event may include:

(1) An identified performance deficiency.

- (2) New, integrated systems available in the field.
- (3) Force structure and organizational changes.
- (4) New missions.
- (5) New or revised doctrine.

b. When a triggering event occurs, a needs analysis is conducted. For collective training developers, this means a review of current tasks, to determine their adequacy and the potential need to develop new tasks. Any identified revision or new product becomes a requirement.

c. Review available resources and determine how best to meet the requirement. This determination is primarily analyzed in terms of time and personnel. If sufficient personnel are available, or can shift off lower priority projects, then perform the work in-house. If manpower is insufficient to complete the task, and/or the timeframe necessary for the project is realistically beyond the ability of the organization, then consider outsourcing the work.

d. The development of the needs analysis outlines the level of effort necessary to generate the product. Once a level of effort is determined, it is converted to required resources (e.g., funding) and appropriate command and installation authorities resource it.

1-8. Validation of training products.

Description

a. Validation is a quality control process used to determine if training products/materials accomplish their intended purpose efficiently and effectively. Validation and training revisions are continuous actions in the training improvement process. Product and material validation involves:

(1) Individual and/or group validation trials, depending upon the nature of the training product.

(2) Verification of training effectiveness.

(3) Determination of beneficial improvements in the quality of training products and materials.

(4) Identification of training product deficiencies.

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Output	<p>b. Validation of all training products is a minimum essential requirement of the SAT process:</p> <ol style="list-style-type: none">(1) Training materials and products validated and approved.*(2) Instructors and key personnel trained in the use of the validated training products/materials.*(3) Information useful to improving training products/materials. <p>Note: Required outputs are marked with an asterisk.</p>
Start point	<p>c. Training product/material validation is conducted just prior to preparing the camera-ready copy (CRC), as outlined in chapter 7, below.</p>
1-9.	<p>How to manage collective training products. Continuously assess collective training products for adequacy and relevancy. (See TRADOC Reg 350-70, chap V-9, for collective task management.)</p>
Description of collective training product management	<p>a. Collective training product management involves monitoring trigger circumstances that affect the products, and responding responsibly to the following events:</p> <ol style="list-style-type: none">(1) Monitoring collective training product trigger circumstances.(2) Assessing the impact of the circumstances.(3) Applying modifications to the collective training product, as applicable.
Procedures	<p>b. To monitor collective training products:</p> <ol style="list-style-type: none">(1) Monitor commander/field user feedback.(2) Monitor Combat Training Center (CTC) feedback.(3) Monitor laws and Department of the Army (DA) directives impacting training.(4) Monitor DA and major Army command (MACOM)-directed training requirements.(5) Monitor training resourcing.

(6) Monitor doctrine changes.

(7) Monitor improvements and/or constraints in the training environment.

(8) Monitor leader development and leader tasks.

(9) Monitor organizational (TO&E) and proponent Table of Distribution and Allowances (TDA) changes.

(10) Monitor equipment (materiel) development or modifications.

(11) Monitor lessons learned feedback from Center for Army Lessons Learned.

(12) Monitor changes in related training products, e.g., collective tasks in other Army Training and Evaluation Program (ARTEP) MTPs, Standards in Weapons Training (STRAC), TADSS, and TSP.

(13) Monitor changes in other proponent's combined arms doctrine or tasks.

c. To assess the impact of trigger circumstances:

(1) Determine if collective training products are affected.

(2) Determine how the collective training product is affected.

(3) Determine if the trigger event warrants modifications and/or updates to the collective training product.

(4) Determine if the trigger event warrants development of a new collective training product.

d. To revise a collective training product:

(1) Identify the applicable change to the collective training product.

(2) Apply the applicable change to the collective training product.

(3) Review the change to the collective training product.

(4) Determine the impact of the change on all related collective training products.

(5) If applicable, update the collective task analysis IAW TRADOC Reg 350-70, [paragraph V-2-8](#).

(6) Obtain commandant approval of changed product.

(7) Disseminate changed collective training product.

1-10. Development tools and system descriptions.

ASAT

a. The ASAT is the current training information and doctrine development management tool that provides task development, task management, training product, and doctrine creation capabilities. The functional areas in ASAT include Collective, Individual, CATS, and Doctrine. The Collective module allows training developers to capture collective task information, and compile MTPs and DBs. The Individual module allows for capturing development of individual tasks, compiling Soldier Training Publications (STPs), and writing lesson plans. The CATS module assists in the development of short-range unit CATS. The ASAT also includes an import/export capability that allows proponents to upload information to the data repository, RDL. The ASAT software is available at <http://www.asat.army.mil/>.

Note: The ASAT is the tool currently in use, and will remain such until replaced. The name on this program changes, but the requirements remain constant. Please provide collective training functional change recommendations to Commander, Combined Arms Center, Collective Training Directorate, CAC-T, 513 Grant Avenue, Fort Leavenworth, Kansas 66027-1356, or E-mail recommendations to: ctd-web@leavenworth.army.mil.

ATIA

b. The Army Training Information Architecture (ATIA) is a Headquarters (HQ) TRADOC-developed integrated training information applications suite. It is designed to support students, training developers, trainers, and training managers. The TRADOC automation system designed to replace ASAT is the Training and Doctrine Development Tool (TDDT). The Army Training Support Center (ATSC), the program manager, is currently migrating ASAT, as well as other automated training information systems, into ATIA. The SATS will also migrate to the Unit Training Management Configuration. Additional information and updates are available at http://www.atimp.army.mil/atia/atiam_fact.asp.

Note: Provide warfighter and collective training functional change recommendations to address in paragraph a, above.

System objectives

c. The ATIA architecture and its associated automated subsystems are designed to meet the following goals:

- (1) Align the different digital systems.
- (2) Allow information sharing between all proponent training and doctrine developers, and unit users.
- (3) Allow multiple proponent training developers to share and update training products, using a distributed database.
- (4) Speed the development or revision process.
- (5) Provide timely training products to the field.
- (6) Eliminate extensive hardware and user train-up requirements.
- (7) Provide an Armywide information repository.
- (8) Develop a common set of core training scenarios and fully packaged TSPs.
- (9) Support multiechelon vertical and horizontal unit training.
- (10) Allow rapid integration of lessons learned into new and existing training products.

Chapter 2

How to Capture Mission and Critical Collective Task Analysis in the Training Development Database

- 2-1. Mission analysis.** The mission analysis process provides the critical links between mission, Battlefield Operating Systems (BOS), Army Universal Task List (AUTL) tasks (see [FM 7-15](#)), Universal Joint Task List (UJTL), and critical collective tasks, to support the commanders' Mission-Essential Task List (METL) determination, and horizontal and vertical training integration. A mission analysis is initiated as a result of a needs analysis, or a short-range unit training strategy update. These processes may identify the requirement to revise an existing mission analysis, or conduct a new one.

Process

a. The mission analysis process in [figure 2-1](#) is from TRADOC Reg 350-70, chapter V-1.

b. The desired end products of the mission analysis process are a critical collective task list the proponent commander approved, a mission list, and a list of critical supporting individual tasks.

2-2. Critical collective task analysis.

Essential products

a. Conduct critical collective task analysis using the TRADOC automated tools (currently ASAT). The following products are essential to conduct critical collective task analysis in ASAT:

- (1) Mission list.*
- (2) Approved critical collective task list.*
- (3) Supporting individual tasks.*
- (4) Appropriate doctrine reference.*
- (5) Current authorization document (e.g., TO&E or TDA).
- (6) Collective task performance specifications.

Note: The minimum essential outputs of the mission analysis process are marked with an asterisk.

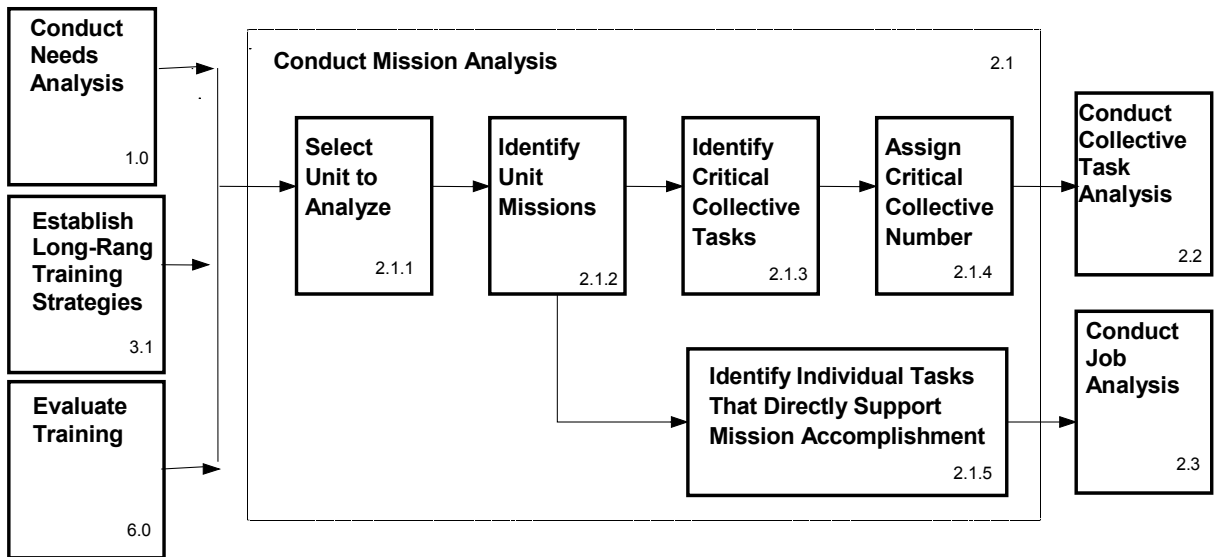


Figure 2-1. Mission analysis process

Procedures

b. The steps required to conduct critical collective task analysis in ASAT, for a newly identified collective task, are listed below:

- (1) Enter collective task development wizard in ASAT.
- (2) Enter task title, echelon at which task is performed, and proponent number.
- (3) Proceed with subsequent filters in task development wizard until collective task shell is created in ASAT.
 - (a) Write condition statement.
 - (b) Write objective task standard.
 - (c) Enter element/mission links.
 - (d) Link equipment used in task.
 - (e) Link collective task to one or more exercises (as appropriate).
 - (f) Link doctrine references/products.
 - (g) Enter Mission Oriented Protective Posture (MOPP) condition, AUTL link, and night vision requirement.
 - (h) Enter task type (TO&E/TDA or shared).
 - (i) Enter primary location where task is performed.
 - (j) Enter cue to perform task.
 - (k) Enter condition statement.
 - (l) Enter all task steps.
 - (m) Enter task standard.
 - (n) Link supporting collective and individual tasks.
 - (o) Link drill tasks.
 - (p) Link Opposing Forces (OPFOR) tasks.

(4) Exit wizard to collective tasks TAB folders, and complete all links.

(5) Supporting data may require updating in support tables— data such as TO&E, personnel data, and logistic support information.

(6) When all TAB folders are linked, enter the T&EO outliner to complete the T&EO.

Stability operations conditions and standards

c. Conventional MTP tasks, relevant to stability operations and civilians on the battlefield, must include the following approved generic conditions and standards statements in the task T&EO:

(1) Generic conventional MTP conditions statement:

“The unit is provided guidance by the Rules of Engagement (ROE). It may also have Mission Instructions, such as a peace mandate, Terms of Reference, Status of Forces Agreement (SOFA), and Rules of Interaction (ROI). Civilians, government agencies, nongovernment organizations, and local and international media are in the area.”

(2) Generic conventional MTP standards statement:

“The unit complied with the Rules of Engagement (ROE), Mission Instructions, higher headquarters order, and other special orders. Local inhabitants were treated with respect.”

2-3. How to number collective tasks. Collective tasks are numbered for identification and Armywide automation of collective training production IAW TRADOC Reg 350-70. The TE&O is numbered using the collective task number (see TRADOC Reg 350-70, [para V-1-5](#), and [para 4-8](#) below, for additional information on shared/derivative task numbering).

Diagram a. An example of a platoon collective task number is shown in figure 2-2.

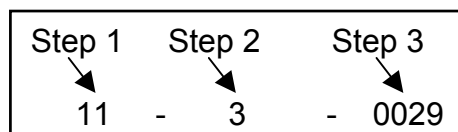


Figure 2-2. Platoon collective task number

Procedures b. Use the following steps to number a collective task:
(1) Assign the proponent identification number to the first

position.* Proponent numbers are found in [DA Pam 25-40](#), table 13-1.

(2) Assign the echelon identification number to the second position.* For tasks performed at different echelons, use the highest echelon identification number (i.e., 1-Battalion (Squadron); 2-Company (Troop, Battery, Detachment); 3-Platoon; 4-Squad/Section; 5-Crew/Team; 6-Brigade (Group, Regiment); 7-Division; 8-Corps; and 18-Garrison/Installation).

(3) Assign the task identification number to the last four digits. Task identification numbers range from 0001-9999.

***Note:** Actions marked with an asterisk are automatically entered in ASAT as a function in the collective task wizard.

Chapter 3 Developing Unit Combined Arms Training Strategies (CATS)

3-1. Combined Arms Training Strategy. The CATS provide Army units with a training strategy, linked to resources and readiness, to sustain unit operational readiness. The CATS is the Army’s overarching strategy for current and future training of the force. It describes how the Army will train the force to standard, and consists of unit, individual, and self-development training strategies. The CATS further identifies, quantifies, and justifies training resources required to execute training. The following paragraphs describe CATS program components; unit CATS, and how they are developed and presented; regulatory guidance; responsibilities; key elements of the CATS matrix report; and how to manage CATS.

Background

a. The CATS were established to:

(1) Determine who, when, where, what, and how tasks are trained.

(2) Identify and acquire required resources for training.

(3) Establish training development and training support requirements.

(4) Define requirements for TADSS and TSPs.

(5) Ensure that training supports accomplishing unit wartime missions, METL, and the full spectrum of military operations.

Components

b. The CATS consist of the following:

(1) Unit CATS.

(a) Descriptive training for units.

(b) Represents the Army Training Strategy's primary focus.

(c) Mission focused.

(d) Table of Organization and Equipment and MTP task-based.

(2) Individual CATS.

(a) Cradle-to-grave description of the methods and resources required for developing and implementing prescriptive individual training.

(b) Describes who (soldier), what (task), where (training site), when, and at what cost the training is developed and implemented.

(c) Tasks are directly linked to supporting collective tasks.

(d) Applicable to unit CATS.

(3) Self-Development CATS.

(a) Individual guide for self-improvement, consisting of directed and self-motivated components.

(b) Provides for individuals to posture themselves for promotion, a better job, or self-motivated improvements in personal performance.

(c) Assists individuals in developing a personal self-development training strategy; created for each enlisted and warrant officer military occupational specialty, officer area of concentration (AOC), or civilian career field for which DA has responsibility for training.

(d) Self-development enhances individual skills, and supports unit CATS through satisfactory completion of the individual task gates.

Short-range unit training strategies

c. Short-range unit CATS are ARTEP/MTP task-based, identify tasks that are trained together, and describe a pattern of events to train these related tasks. In ATIA, CATS is unit-type focused (for both organization/resources and tasks). The CATS training strategies provide descriptive training options to the commander and unit trainer. They describe “a way” of organizing task-based, multiechelon training into a set of events that will allow the unit to achieve and maintain a required training readiness status, with consideration for an environment of high personnel turbulence and key leader turnover. They are designed to sustain unit operational readiness, within the band of excellence, over a 2-year cycle.

Agency responsibilities

d. Table 3-1 lists agencies comprising the CATS team, and their responsibilities.

**Table 3-1
CATS team responsibilities**

Agency	Responsibilities
DA	Guidance and resources
TRADOC	Executive agent
Proponent school	Development, approval, and management
ATSC	Automation support
MACOMs/National Guard Bureau/Office of the Chief, Army Reserve	Validation

Proponent unit CATS responsibilities

- e. Proponent development responsibilities include:
- (1) Programming requirements.
 - (2) Research, formulation, and production of a unit strategy which is mission-focused, combined arms integrated, doctrinally sound, feasible to execute, and based on the combined arms ARTEP/MTP collective tasks linked to individual tasks.
 - (3) Identifying training products and resources needed for execution.

3-2. How to develop a short-range unit CATS. Development of CATS involves knowledgeable application of doctrinal and training directives and guidance using the ASAT system. The ASAT allows the training developer to build, edit, publish, and review CATS, in addition to other doctrine and training products.

ASAT/ATIA-M links a. The CATS are electronically developed, managed, and accessed. The ASAT/TDDT provides a tool for training development with a resident database. Unit training management software will then deliver the unit CATS to the field user, allowing them to adopt and modify CATS, based on their needs and resources.

How to plan and formulate CATS b. The CATS development begins with planning. The developer formulates an unformatted conceptual draft plan, describing the objective the unit CATS is to achieve, in terms of the mission and level of training readiness. This plan will provide a framework to structure CATS.

Structure and format of CATS short-range unit training strategy matrixes c. The CATS are presented in matrix format. The CATS matrix is structured to present the user with an easy to follow, logical flow of key training information, designed to describe a way to plan, prepare, and execute training. The matrix is a product report of the CATS development module within ASAT (see [app B](#)). For ATIA, the primary delivery method is the CATS Builder view, which allows the user to see as much, or as little, of the data in CATS as desired.

Unit CATS components d. The following components are presented in a unit CATS (from top to bottom):

(1) Task Selection or Task Group - The title for the Task Selection. This title best identifies the group of Supporting Tasks. Task Selection includes a number of Supporting Tasks. (For ATIA, this is called Task Group.)

(2) Supported Mission - Identifies unit missions supported by Task Selections.

(3) Supporting Tasks - Identifies collective tasks that are normally trained as part of the Task Selection. Some of these may support other Task Selections. The commander/field user may decide to exclude or not emphasize some Supporting Tasks and events, in order to focus the training.

(4) Frequency - The recommended number of times the Task Selection is trained during one training year.

(5) Types of Events - A listing of the events identified as suitable for training the Task Selection (or for ATIA, what events should/could the unit use to train this task group, and in what sequence) (see [chap 4](#)). Generally, each Task Selection will have more than one event identified. The commander/field user may select one or more events from the recommended Types of Events, based on the conditions to simulate to achieve the desired results.

(6) Training Audience - Describes all units, elements, or individuals necessary to perform the Task Selection, and ensure that training can achieve the desired end-state and proficiency.

(7) Means (Event) (TADSS) (TSP) - Provides information about one of the types of events selected as appropriate for training this Task Selection. Identifies the name of the event, any relevant TADSS and TSP, and the recommended number of iterations to conduct the event in a given year. (Absence of a number indicates there is no recommended number of iterations.)

(8) Title - Identifies the title of the event for the short-range unit training strategy.

(9) Estimated Duration - The recommended duration of the event, in hours, to include time to conduct After Action Reviews (AARs) and retraining, as required.

(10) Replication of Conditions (A-D) - Replication of Conditions codes are a characterization of the fidelity of the battle or contingency conditions that are simulated in a training event. The characterizations are subjective relationships, based on the degree of confidence a commander would have in the accuracy of the Unit Status Report (USR) "T" rating assessment, if the rating were based on the unit's performance during that event. Each CATS event has a code, followed by a short definition of what the code means. The codes are more fully defined below.

(a) "A" – Highest fidelity simulation of conditions, cues, and responses for sustainment training as defined in Field Manual (FM) 7-1. "A" level events permit the interaction, provide the cues, and facilitate assessment of collective training, to maintain peak proficiency at the coordination, integration, and if applicable, synchronization of combined arms mission execution. "A" level events provide the greatest realism and require the greatest level of resources as reflected in FM 7-1. The best examples of "A" level events are CTC rotations.

(b) “B” – High fidelity simulation of conditions, cues, and responses, at a site other than a CTC, for sustainment training as defined in FM 7-1. “B” level events permit the interaction, provide the cues, and facilitate assessment of collective training, to maintain peak proficiency at the coordination, integration, and if applicable, the synchronization of combined arms mission execution. “B” level events usually include OPFOR and appropriate observers to assist the commander in assessment.

(c) “C” – Simulation of conditions provides sufficient cues to facilitate responses and collective demonstration of interaction with others, to accomplish a collective task, or to perform a function to standard. Normally, “C” level events are associated with refresher training, as defined in FM 7-1. Examples of “C” level training are a staff exercise (STAFFEX) for members of the S2 and S3 sections, and the Fire Support Element (FSE) on mission analysis, or a “rock drill” of assembly area procedures for the element leaders of a unit’s field trains.

(d) “D” – Simulation of conditions provides sufficient conditions to enable initial training, as defined in FM 7-1, to achieve individual or collective proficiency at part-tasks, process steps, facts, or other data. An example of “D” level events is a squad’s step-by-step practice of formations before conducting drills of the same task. (For ATIA, this is changing to CWR: D=Crawl, C=Walk. B/A=Run.)

(11) Multi-Echelon Training - Identifies other Task Selections the subordinate elements are recommended to perform during the training.

(12) Critical Training Gates: Event, Collective Task, Certification, and Individual Tasks - Identifies training gates to achieve prior to training the Task Selection.

(13) Comments:

(a) PURPOSE describes why this particular event was selected to train this task selection.

(b) OUTCOME describes the end state of training by the unit as a result of training the Task Selection in the specified event.

(c) EXECUTION GUIDANCE provides information for the commander/field user to assist in determining the appropriate event to train a Task Selection. Includes information to assist in executing the training, including applicable TSP.

(14) Resources - Identifies approximate resource requirements to support the event, for planning purposes. This includes, but is not limited to, quantities of supply categories – Class III (Petroleum, Oils, and Lubricants (POL)), Class V (Ammunition), and Class VII (Major End Items). The commander/field user may adjust the levels, based on specific training objectives and local training conditions.

How to develop a unit CATS

e. To develop a unit CATS, following the developer's conceptual framework, using the ASAT CATS Builder module:

(1) Determine unit type by TO&E and relevant collective task lists (and, as applicable, ARTEP MTPs).

(2) Review mission and critical collective task analysis (see [para 2-1](#), above).

(3) Review the missions and critical collective task analysis of habitually associated units.

(4) Determine MISSIONS.

(5) Identify all relevant TASKS for each mission, and formulate a Task Selection or Task Group.

(6) Determine the AUDIENCE for each event used to train each Task Selection.

(7) Determine the FREQUENCY and the INTERVAL of training for each Task Selection and each audience.

(8) Identify a logical sequence for training the events, to reflect an efficient training strategy in terms of skills progression (CWR).

(9) Identify conditions to provide required cues and/or degree of difficulty, to achieve levels of proficiency IAW the goal for that stage of training progression.

(10) Select the EVENTS that provide those cues and/or degree of difficulty, to cause the desired learning; also determine the frequency of the specific events used to train the Task Selection.

(11) Determine CRITICAL TRAINING GATES required by the training audience in each event.

(12) Determine DURATION, TADSS, TSPs, QUALITY, and RESOURCES for each event. (Resource requirements also address STRAC application, which are listed.)

(13) Articulate additional information for training the task for each event: PURPOSE, OUTCOME, and EXECUTION GUIDANCE.

(14) Upon completion of CATS, formulate the CATS Summary, which recaps key elements of the unit CATS. It provides the doctrinal background, logic, and rationale of how and why the CATS was developed, and the developer's vision of the unit's execution of the CATS, to satisfy mission-directed readiness requirements. (Place the summary in the CATS Summary tab of the unit TO&E in the ASAT Support module.)

Chapter 4

Producing Mission Training Plans

4-1.

How to produce an MTP.

Production

a. Producing an MTP involves:

- (1) Analyzing appropriate doctrine.
- (2) Conducting mission and task analyses.
- (3) Developing and linking collective task attributes.
- (4) Designing and developing T&EOs.
- (5) Designing and developing short-range unit CATS.

(6) Integrating these items into a training document that provides specific guidance to assist unit leaders.

Procedures

b. To produce an MTP:

(1) Research doctrine and other documentation/informational sources for preparing collective tasks, T&EOs, and short-range unit CATS. Review the mission and collective task analysis documentation/informational sources (see paras [4-2](#) and [4-3](#)).

(2) Input required collective tasks in ASAT (see [para 2-2](#)):

(a) Create the collective task shell.

- (b) Revise or copy a shared task, if needed.
 - (c) Link all collective task attributes.
- (3) Compile a T&EO for each collective task (see [paras 4-4](#) through 4-9):
- (a) Identify collective tasks for T&EO development.
 - (b) Review task performance specifications for writing the T&EOs.
 - (c) Write the T&EOs.
 - (d) Number the T&EOs.
 - (e) Revise the T&EOs, if required.
- (4) Integrate short-range unit CATS (see [para 3-2](#), above).
- (a) Select task, or design task groups to train each mission/AUTL task.
 - (b) Determine the events required to train the task groups.
 - (c) Determine the Purpose, Outcome, and Execution Guidance required for training the events.
 - (d) Link the Training Audience and Critical Gates.
- (5) Prepare Collective Training Matrixes (see [paras 4-9](#) through 4-13).
- (6) Prepare Mission Outlines (see [paras 4-15](#) through 4-17).
- (7) Prepare Training Events (see [paras 4-13](#) and [4-14](#)).
- (8) Prepare draft MTP using the MTP wizard in ASAT (see [paras 4-18](#) through 4-21).
- (a) Number and name the MTP.
 - (b) Select missions/AUTL/UJTL tasks to include.

- (c) Select CATS to include.
- (d) Select additional matrixes, if desired.
- (e) Select the collective tasks that support the missions/AUTL/UJTL included.
- (f) Prepare the initial graphics.
- (g) Staff the draft.
- (h) Revise the draft.

Note: Change to the collective task analysis data is accomplished IAW TRADOC Reg 350-70, [chapter V-2](#).

- (9) Prepare a CRC of the MTP (see [para 7-9](#), below):
 - (a) Prepare the CRC for publication.
 - (b) Review the CRC.
 - (c) Submit CRC to the appropriate board (Doctrinal Review and Approval Group (DRAG) or In Process Review (IPR)) for additional review.
 - (d) Mail the CRC to ATSC for printing.
- (10) Maintain current MTP production documentation (see [para 7-10](#), below):
 - (a) Obtain the documents to maintain.
 - (b) Label the documents.
 - (c) File the documents throughout production.

4-2. Documentation/Information sources for review.

a. The first effort in producing an MTP is to research current echelon doctrine and other source material for preparing and integrating:

- (1) Collective tasks.
- (2) AUTL/UJTL.

(3) T&EOs.

(4) CATS.

(5) Draft MTP.

b. The following paragraphs identify specific source material to review, and provide procedures for researching source material, and determining if an MTP is the publication medium for drills.

4-3. Types of documentation/informational sources to review.

Focus of research

a. Focus your research on the mission analysis documentation, collective task documentation, and Army publications.

Types of sources

b. Table 4-1 identifies specific sources to review.

**Table 4-1
Sources to review**

Types of Documentation	Sources of Information
Mission Analysis Products	<ul style="list-style-type: none"> • Mission analysis data. • Critical mission list. • Approved collective task list.
Collective Task Analysis Products	<ul style="list-style-type: none"> • Collective task performance specifications. • Critical individual task lists. • Drill candidates list. • Proponent collective task list.
Short-Range Unit CATS	<ul style="list-style-type: none"> • Mission outlines. • Task groups. • Training events/strategy.
System Management Products	<ul style="list-style-type: none"> • System Training Plans. • Basis of Issue Plans. • New Equipment Training Plans.
Army Publications	<ul style="list-style-type: none"> • FMs • Army regulations (ARs) • TRADOC regulations • TRADOC pamphlets • Center for Army Lessons Learned documents • Technical manuals • Training circulars • Individual critical task database • TO&E • The Army Digital Training Strategy

Field manuals

c. Field manuals are the primary doctrinal reference for the employment of the subject organization. Doctrine standardizes how

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the military conducts operations and are used as the basis for what the Army trains. Field manuals to review may include, but are not limited to: FMs [7-0](#), [7-1](#), and FMs that deal with the subject, branch, operations, tactics, techniques, and procedures, or areas from which the MTP is developed.

Army regulations and pamphlets

d. Army regulations and pamphlets to review may include, but are not limited to: ARs [25-30](#) and [350-1](#), and [DA Pam 25-40](#).

TRADOC regulations

e. TRADOC regulations to review may include, but are not limited to, TRADOC Regs [350-70](#) and [25-30](#).

4-4.

How to prepare T&EOs.

Procedures

a. To prepare T&EOs, review pertinent information in the task performance specifications for inclusion in T&EOs, and transfer information into the T&EO format. Prepare and format a T&EO for every collective task identified during mission analysis. The ASAT provides an automated tool for capturing collective task information. Enter T&EOs in the outline editor.

b. To prepare T&EOs:

(1) Review information for writing the T&EOs.

(2) Write the T&EOs (see paras [4-6](#) and [4-7](#), below).

(3) Identify shared T&EOs (see [para 4-8](#), below).

4-5.

Training and Evaluation Outline components.

Definition:
T&EOs

a. The T&EOs are part of the Army Training and Evaluation Program Mission Training Plan that provide collective tasks, conditions, and performance standards. These form the basis for training to standard, internal evaluations, and formal external evaluations.

T&EO format

b. The components of the T&EO format, in the order they would appear, and their purpose, are provided below. The collective task wizard in ASAT will assist by providing filters to each component of the collective task during task analysis.

(1) Element - Identifies the organizational echelon(s) or element(s) for which the T&EO is developed.

(2) Task - Identifies the collective task title and number from the approved critical collective task list, and the applicable references for the task. The primary reference is listed first and underlined. If only one reference is listed, it is not underlined.

(3) Iteration* - Trainers identify the number of times the task is performed during training exercises. When an "M" is listed in the iteration line, it means at least one iteration is trained in Mission Oriented Protective Posture Level 4 (MOPP4), even if the use of nuclear, biological, and chemical (NBC) is not included as a factor in the "Conditions" statement.

Note: If the decision is to add the "M," then the task proponent must update the critical collective task analysis data.

(4) Commander/Leader Training Assessment* - Unit leaders assess the unit's ability to accomplish the task to wartime standards. The leader circles either "T" for trained, "P" for practice, or "U" for untrained.

(5) Conditions - Describe the situation or environment in which the unit performs the task. Identifies when, where, and why the unit performs the task.

(6) Task Standards - Describe the minimum acceptable level of performance to meet for successful execution of the task. Standards are:

- (a) Objective.
- (b) Valid.
- (c) Reliable.
- (d) Usable.
- (e) Comprehensible.
- (f) Discriminating.

(7) Task Performance Steps - Provide the sequential steps or actions required to perform the task. Includes risk assessment, and implementation of safety and fratricide prevention controls, if such steps are required.

(8) Performance Measures - Actions that are objectively observed and measured, to determine if a task performer has performed the task to the prescribed standard.

Note: Performance measures are not task performance steps. A single performance measure may cover one step, more than one step, or part of a step.

(9) Go/No-Go - Used by trainers or evaluators during evaluations to record the results achieved during the execution of each task step. Results are recorded using a “GO” or “NO-GO” rating scale.

(10) Task Performance/Evaluation Summary Block - Used during evaluations to record the total number of task steps and performance measures evaluated, those evaluated as a “GO,” and the unit’s overall training status as a “GO” or “NO-GO.”

(11) Supporting Individual Tasks - The individual references, tasks, their numbers and titles, grouped by STP/AOC or special area, and/or other appropriate task lists are linked to the collective task, and may be linked at the task step level.

OPFOR Tasks and Standards

List OPFOR task and standards to use with the T&EO, which confronts the unit being trained/evaluated with a realistic battlefield scenario. The task and standards are general and descriptive in nature, not prescriptive. Do not give OPFOR “canned” missions that will result in their quick defeat by the unit being trained/evaluated.

Note: The ASAT automatically enters items marked with an asterisk.

Safety guidelines

c. Include safety requirements and environmental consideration in the Task Step and Performance Measures, if identified during task analysis. Figure 4-1 shows examples of the safety statements, and the definition of each.

4-6.

How to write T&EOs.

Format development

a. The T&EO format standardizes the type of information included in T&EOs. Most of the information is from the task performance specifications. The ASAT provides an automated tool for compiling T&EOs. See [appendix C](#) for an example of a T&EO.

Procedures

b. To write a T&EO:

(1) Select a task.

- (2) Review existing T&EOs.

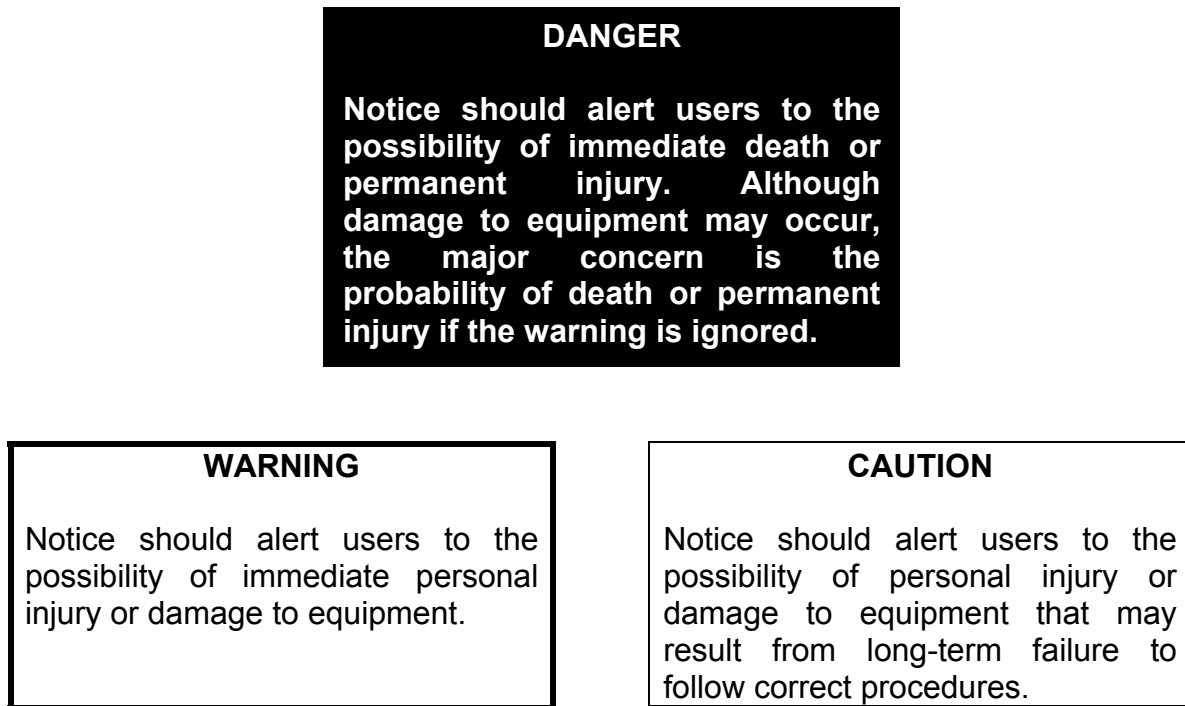


Figure 4-1. Safety statements

- (3) Review the applicable collective task performance specifications for the T&EO being prepared, and pertinent references needed to perform the task.
- (4) Determine, from task analysis, whether risk management and assessment are required for force protection, safety, or fratricide prevention.
- (5) Transfer data from the collective task performance specification worksheet to the appropriate TAB folder for the collective task in ASAT. Link collective task attributes in all TAB folders.
- (6) Copy the supporting individual tasks and links under SUPPORTING INDIVIDUAL TASKS.
- (7) Determine if OPFOR tasks are appropriate.

(8) Select/develop OPFOR tasks and standards. **Note:** The OPFOR tasks are created in the Mission and Collective task analysis modules of ASAT.

(9) Select collective task outliner or collective task development wizard.

4-7. Guidelines for writing T&EOs.

Guidelines

a. This paragraph contains guidelines for transferring information from the collective task performance specifications into ASAT to develop the collective task and formatted T&EOs.

Procedures

b. To develop the fully linked tasks and T&EOs, follow the steps in the collective task wizard.

(1) Element - Copy the organizational echelon or element from the task performance specifications.

(2) Task.

(a) Copy task title.

(b) Copy task number. Copy the primary and supporting references from the task performance specifications. The primary reference is listed first and underlined. If only one reference is listed, it is not underlined.

(3) Iteration - Write the numbers 1 through 5 after ITERATION. If some task iterations are performed in MOPP, write the letter "M" after the number 5. If all task iterations are performed in MOPP, write the letter "M" after each number. Include the word "circle" in parentheses after the number 5, the letter M, or 5M. (See fig 4-2.) The ASAT provides MOPP4 information, based on an abstract syntax notation code assigned during task analysis:

1	2	3	4	5	(circle)
(Not performed in MOPP4)					
1	2	3	4	5M	(circle)
(Some iterations are performed in MOPP4)					
1M	2M	3M	4M	5M	(circle)
(Every iteration of this task is performed in MOPP4)					

Figure 4-2. Number configurations

(4) Commander/ Leader Assessment - Write the letters "T" for

trained, “P” for practice, and “U” for untrained, and the word “circle” in parentheses after COMMANDER/LEADER ASSESSMENT. The ASAT will automatically enter the Commander/Leader Assessment.

(5) Conditions - Copy the condition statement from the collective task performance specifications. Enter an alternate condition statement for MOPP4, Night Vision, underwater, or other, if applicable.

(6) Task Standard - Copy the task standard from the task performance specifications. Copy any specific differences caused by alternate conditions for those tasks that are trained under stated alternate conditions. Copy a specific reference to risk management for tasks that include planning or implementation of controls for safety or force protection.

(7) Task Steps and Performance Measures - Copy the task steps and performance measures from the performance specifications. If the task step is:

(a) A leader task, then set the leader flag by selecting outline on the toolbar, and set/reset the leader flag.

(b) A drill, then identify the manual or the MTP appendix in which the drill appears, and the drill number, in parentheses, following the task step.

(c) Performed under special conditions, the performance measures must include any specific difference.

List references to task steps by each task step. If graphics were embedded with task steps and performance measures, to illustrate the task step, also copy them into the T&EO.

(8) GO/NO-GO Column - Locate the “GO” and “NO-GO” to the right of the task performance measures.*

(9) Task Performance/ Evaluation Summary Block - Include the following subheadings:*

(a) ITERATION.

(b) TOTAL TASK STEPS EVALUATED.

(c) TOTAL TASK STEPS GO.

(d) TRAINING STATUS GO/NO-GO.

Align the ITERATION line under the task performance/evaluation summary block, with the ITERATION line under the task title.*

(10) Supporting Individual Tasks - List the individual references, task numbers, and task titles. TRADOC Common tasks replaced Military Qualification Standard(s)/Officer Foundation Standards. Do not use these manuals as references or sources of officer tasks.

(11) Opposing Forces:

(a) If an OPFOR task is applicable, develop a task and standards in the task database that specify the overall OPFOR performance for the collective task. The OPFOR task standards must specify what to accomplish, not how it is done.

(b) If an OPFOR task is not applicable, include the heading OPFOR TASKS AND STANDARDS in the table. Insert the word NONE in parentheses under the table heading.

4-8. Shared collective task T&EO development. Some proponent-developed T&EOs may apply to another proponent's MTPs, or to different echelon/TO&E units within the proponent's authority.

Definition: Shared collective task

a. A shared collective task is a collective task that applies to, or is performed by, more than one type unit, e.g., to units that have different proponents, or to different echelon/TOE units within a single proponent's authority. Since the task, conditions, standard, task steps, and performance measures of shared collective tasks do not change, all units that "share" the task train and perform the collective task in the same way.

Purpose

b. Shared collective task T&EOs are developed to:

(1) Decrease the training development time.

(2) Provide standardized training across the Army.

How to identify, number, and use shared collective T&EOs

c. Preparing proponents develop, number, and update shared collective tasks. Guidance for their identification, numbering, and use is provided in TRADOC Reg 350-70, paragraph [V-4-3](#).

4-9. How to prepare collective training matrixes.

Preparation a. Preparing collective training matrixes involves identifying matrixes to construct, compiling information for the matrixes, and then displaying the information graphically.

Procedures b. To prepare collective training matrixes:

- (1) Determine matrixes to prepare (see [para 4-11](#), below).
- (2) Compile necessary information (see [para 4-11](#), below).
- (3) Construct the matrixes (see [para 4-13](#), below).

4-10. Collective training matrixes. Collective training matrixes are graphic portrayals of collective training data that show an organized set of relationships between missions, collective tasks, references, and/or individual tasks. They are designed to aid leaders in planning training. As the proponent requires or desires, prepare and include any type of report, based on the relationships between a collective task and its attributes.

Types of training matrixes a. The two types of training matrixes for the MTP are required and optional.

(1) Required.

(a) Mission-to-Collective Task Matrix (as developed in [para 3-2](#), above).

(b) The CATS Task Selection to Task Group (as described in [para 3-2](#), above).

(2) Optional.

(a) Individual Task-to-Drill Matrix.

(b) The T&EO-to-Individual Task Matrix.

(c) Platoon Collective-to-Crew Collective Task Matrix.

(d) Reference-to-Collective Task Matrix.

Matrix components b. The generic components of a matrix and their purpose are:

(1) Title - Identifies the type of matrix.

(2) Headings - Summarize the information in the body.

(3) Body - Displays sets or a grouping of tasks under the headings.

Mission-to-collective task matrix

c. The components of a Mission-To-Collective Task Matrix are:

(1) Title - Identifies the type of matrix.

(2) Headings - Identify the mission.

(3) Body - Displays sets, or a grouping of tasks under the headings.

Note: You may select and include this matrix the MTP as a step in the MTP wizard in ASAT.

Example matrix

d. An example of a collective training matrix is shown in table 4-2.

Table 4-2
Collective training matrix example

Collective Tasks and T&EO Number	Offense	Generic Mission	Defense	Stability	Support
Assault 7-3-1001	X	X			X
Overwatch/Support by Fire 7-3-1007	X	X	X		X
Establish Checkpoints and or Roadblocks (Antiarmor/ Infantry Company) 07-2-1414		X	X	X	X
Conduct a Tactical Road March (Dismounted) 07-2-1189	X	X		X	X
Conduct a Cordon and Search in a Built-up Area 07-2-1027		X		X	X

4-11. How to determine matrixes to prepare.

Considerations

a. When deciding to prepare a particular training matrix for the MTP, consider whether it is required or optional. The echelon level, and the number of missions for that unit also influence the decision.

Procedures

b. To determine the type of matrixes to prepare for each MTP:

(1) Verify the echelon level of the MTP.

(2) Verify that the unit has two or more missions.

(3) Identify the required and optional matrixes to include in the MTP.

4-12.

How to select matrixes. To select a matrix, first determine the information desired in the matrix. This involves researching the collective task links and the echelon of the unit.

Type of sources to review

a. To compile specific information for matrixes, focus research on:

(1) Appropriate echelon doctrine.

(2) Mission analysis documentation (mission, mission matrixes, etc.).

(3) Collective tasks performance specifications.

(4) Mission outlines.

(5) Training events.

(6) The CATS Task Selection/Task Group (as described in [para 3-2](#), above).

Procedures

b. To construct a collective training matrix:

(1) Select a matrix to construct.

(2) Compile the following information for the matrix:

(a) Determine type of matrix (required or optional).

(b) Select or create the report in ASAT.

Note: If matrixes are not required in the MTP, enter “Not Applicable” after Chapter 2 in the Table of Contents. If matrixes are used, make them simple and user friendly. Mission Training Plans for echelons with multiple missions will result in a very large page count for most matrixes.

4-13.

How to select training events.

Strategy

a. Short-range unit CATS are developed using mission-oriented

collective task groups, to determine the training events appropriate for the organizational echelon of the MTP that will provide iterative, gated, CWR training. Later, when preparing an initial draft of the MTP, you will incorporate the fully developed training strategies into Chapter 3.

Procedures

b. To prepare training exercises:

- (1) Determine the types of exercises to develop (see [para 4-14](#), below).
- (2) Design the training exercise (see [para 3-2](#), above).
- (3) Develop the training exercise (see para 3-2, above).
- (4) Obtain approval for the training exercise, if required (see para 3-2, above).
- (5) Revise the training exercise, if needed (see para 3-2, above).

4-14.

Training events.

a. Collective training events are linked in CATS, to task groups designed to train missions or AUTL/UJTL tasks, for a specific unit or echelon. The training events provide an iterative, gated, CWR approach to training. The events are selected to provide the appropriate training for the echelon of the organization, with more live Situational Training Exercises and Lane Training Exercises at lower echelons, and more constructive simulations and Command Post Exercises (CPX) at higher echelons. Leaders must apply their METL and training assessment to the task groups provided, IAW FM 7-0, to determine the actual tasks to train. Staff training in a constructive environment is the focus for training at higher echelons, and is supported by the training of staff sections, staff groups, and full staff training events. Digital training is integrated into CATS at all levels, to support sustainment of critical skills required, and provide integrated unit command and control (C2).

Training events

b. The following are typical types of training events used in CATS (see FMs [7-0](#) and [7-1](#) for additional information on training exercises):

- (1) Joint Training Exercises are higher-level exercises, to train Joint staffs and C2 elements.

(2) Combined Training Exercises are higher-level exercises used to train U.S. forces to operate with the armed forces of other nations. They are undertaken to enhance U.S. security interests, and designed to train and evaluate U.S. forces' interoperability with participating Allied nations. They involve planning, preparation, and execution of military maneuvers, or simulated wartime and other contingency operations, between U.S. and other participating Allied nations.

(3) Field Training Exercises (FTX) are high cost, high overhead, higher level exercises used to train the commander, staff, subordinate units, and slice elements. A company or battalion uses FTX to train to their mission proficiency (trains an entire mission or missions). They involve combat arms, combat support, and combat service support (CSS) units, and are conducted under simulated combat conditions, encompassing battle drills, crew drills, and collective tasks, and integrate the total force in realistic battle functions.

(4) Command Field Exercises are high or medium cost/overhead, depending on available resources. They train leaders and staff on weapons integration, such as intelligence, fire support, slice integration CSS, rear area operations, and command, control, and communications.

(5) Command Post Exercises are medium cost, medium overhead, and train commanders and staff to lead and control tactical operations, by using tactical communications systems.

(6) Combined Arms Live Fire Exercises (CALFEX) are high cost, high overhead, and employ organic and supporting weapons systems, using full service ammunition. They provide realistic training, in such areas as fire control and distribution, weapons not used in other exercises, or safety awareness.

(7) Live Fire Exercises (LFX) are high cost, high overhead, and employ primarily organic weapon systems, using full service or practice ammunition. They provide realistic training, in such areas as fire control and distribution, weapons not used in other exercises, or safety awareness.

(8) Fire Coordination Exercises are high cost, high overhead, and train the combined arms team chain of command, and related fire control elements, to rapidly synchronize, coordinate, and integrate fires on the battlefield.

(9) Logistics Exercises are medium cost, medium overhead, and provide leaders with a valuable, hands-on opportunity to deal with combat-related challenges, such as transportation, maintenance, and graves registration.

(10) Map Exercises/STAFFEX are low cost, low overhead, and portray military situations on maps and overlays. They require a minimum number of support personnel, and are an excellent training tool before conducting other, more costly exercises.

(11) Tactical Exercises Without Troops are low cost, low overhead, and conducted on actual terrain, with unit leaders and staffs, without soldiers.

(12) Situational Training Exercises (STX) provide preconstructed, bite-sized, short-term exercises that are central to sustainment training for tactical mission proficiency (trains smaller component tasks of a mission or missions). They support training at company, platoon, and staff section levels, and provide leaders with a method to train, using doctrinally approved tactics and techniques. The STX is more flexible than drills, and prepares units for larger scale exercises.

(13) Lane Training Exercises (LTX) are designed to conduct training and external evaluations at the squad and section level. They are resourced two echelons above.

(14) Deployment Exercises are designed to train deployment tasks.

(15) Sergeant's Time/Team Training is a weekly training of squads, sections, and teams that bridges the gap between individual and collective training at squad, team, and section level.

4-15. How to prepare mission outlines.

Preparation

a. The mission outline is a product of the mission analysis process, and results in groups of collective tasks, or task selections, designed to train a mission, or AUTL task supporting a mission. These task groups and the mission or AUTL task training are the basis of the short-range unit CATS. These task groups or mission outlines are found in chapter 3 of the MTP.

Procedures

b. To prepare mission outlines:

(1) Review the missions/AUTL tasks identified during the mission analysis process (see [para 2-1](#), above).

(2) Identify the task listing for each task group (see [para 3-2](#), above).

(3) Select the CATS task groups/missions (see [para 3-2](#), above).

4-16. Mission outlines.

Definition and purpose

a. Mission outlines are graphic portrayals of the relationship between critical missions and the supporting tasks inherent in those missions. Mission outlines facilitate training planning and management, at the unit level, by providing a commander with the task selections and recommended strategy for training those task selections, in a CATS designed to train the unit's critical missions.

Mission outline preparation

b. Prepare mission outlines for all unit missions using the same general format. List each supporting task in a task group, as they are trained, to support an AUTL task or mission. These tasks are grouped, as they are trained, and performed to support multiechelon training. The task groups are then linked to training exercises that provide CWR training in a training strategy for the unit.

Mission outline

c. The mission outline and associated training events are the short-range unit training strategy, or CATS, for the unit, less the associated resources. The CATS matrix summary report, less the resources, is included as chapter 3 of the MTP.

4-17.

Mission outline example. See [appendix C](#) for an example of a mission outline, which indicates the relationship between a battery-level task selection, or group of tasks, and the MTP missions; events recommended to train the tasks; and recommended frequency to train the tasks.

4-18.

How to prepare a draft MTP. Paragraphs 4-1 through 4-17, above, present the procedural steps for designing an MTP. This paragraph addresses the procedural steps for preparing a draft MTP.

Preparing a draft

a. The draft MTP is a draft of the final product, and includes draft illustrations. The process of preparing a draft involves numbering the MTP, writing the chapters, writing the front and back matter, editing the draft, staffing it for review, and adjudicating comments.

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- When to prepare a draft MTP
- b. A draft MTP is prepared after meeting the following conditions:
- (1) A triggering circumstance has initiated a needs analysis.
 - (2) The mission analysis and collective task analysis are complete.
 - (3) Collective tasks, T&EOs, and short-range unit CATS are prepared.
- Getting started
- c. To produce a complete and well written draft, carefully review the MTP format, writing guidelines, and any regulations or pamphlets pertaining to writing, including [DA Pam 600-67](#), and TRADOC Regs [25-30](#), and [350-70](#).
- Procedures
- d. To prepare a coordinating draft of an MTP:
- (1) Select the MTP wizard in ASAT.
 - (2) Select the optional matrixes as desired (see [para 4-12](#), above).
 - (3) Enter all required data, as requested in each step of the MTP wizard.
 - (4) Print or electronically distribute the draft (see [para 7-2](#), below).
 - (5) Edit the draft (see [para 7-6](#), below).
 - (6) Prepare the draft for printing (see [para 7-9](#), below).
 - (7) Staff the draft (see [para 7-7](#), below).

4-19. Mission Training Plan format.

- Format
- a. There is a standardized format for MTPs, with specific components. Become familiar with the format, and its components, to prepare MTPs.
- MTP components
- b. The components of the MTP format, and their purpose, are presented below, in the order they would appear in an MTP.

(1) Cover* - Identifies the MTP number, the title of the MTP, and issuing headquarters.**

(2) Table of Contents* - Lists the chapter titles, section titles, appendixes, and page numbers.**

(3) Preface* - Provides a brief opening comment or introductory remark regarding the MTP.**

(4) Chapter 1, Unit Training - Provides an explanation and the organization of the MTP, and explains how to use it in establishing an effective training program.

(5) Chapter 2, Training Matrixes - Provides collective training matrixes which show the relationship between missions and collective tasks as a minimum.**

(6) Chapter 3, Mission Outlines (company and below) or Training Plans (battalion and higher) - Provides mission outlines and linked training events from unit short-range CATS, to assist leaders in developing plans to train units and soldiers in the missions and tasks required in combat. For appropriate level headquarters, it includes information on training the Headquarters and Headquarters Company (HHC), Headquarters and Headquarters Battery (HHB), or Headquarters and Headquarters Detachment (HHD). At battalion level and higher, the chapter is titled "Training Plans".**

(7) Chapter 4, Training and Evaluation Outlines - Provides the training criteria for tasks to master to perform the critical missions.**

(8) Chapter 5, External Evaluation - Provides instructions for the planning, preparation, and execution of an external evaluation.

(9) Appendixes* - Provides additional or supplemental information on a subject covered in the MTP.

(10) Back Matter - Include glossary of acronyms and abbreviations used in the MTP, a list of references used throughout the MTP, a questionnaire, and an authentication page.

*See [paragraph 7-5](#), below, for further guidance.

**Automatically produced in ASAT.

4-20.

How to number the MTP. The MTP is numbered for identification and for Armywide automation of MTP production.

Diagram

a. Figure 4-3 shows a diagram of an MTP number.

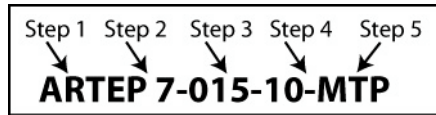


Figure 4-3. MTP number

Procedures

b. To number an MTP:

(1) Assign the publication medium “ARTEP” (see fig 4-3, above).

(2) Assign the proponent identification number to the initial number position.

Note: See [DA Pam 25-40](#), table 13-1, for proponent numbers.

(3) Assign the TO&E number to the next three digits. If the MTP involves more than one TO&E, use the lowest TO&E number to number the MTP (see fig 4-3, above).

(4) If the TO&E is below the battalion level, add a two-digit organization identifier (for each MTP with the same TO&E, increase identifier by one number):

(a) 10-29: platoon or sections.

(b) 30-39: company or detachment.

(c) 40-59: office, branch, or division.

(d) 60-79: unique organizational requirements.

(5) Assign the designator “-MTP” after the last number (see [fig 4-3](#), above).

4-21.

How to write the chapters. To write the MTP, follow the procedures listed below for writing the chapters. In addition, you must know the topics and content requirements for each chapter. The ASAT provides an automated tool for customized MTP development.

Procedures

a. To write the MTP chapters:

- (1) Confirm the echelon level of the unit MTP.
- (2) Review or create an MTP in ASAT.
- (3) Identify information that is appropriate to the unit MTP.
- (4) Identify information that requires modification.

Chapter 1

b. Chapter 1 topics, and the requirement for each, are provided below:

- (1) General - Explain the purpose for the MTP.
- (2) Supporting Material - Explain use of the MTP as a training and evaluation tool. Include an MTP echelon relationship diagram.
- (3) Contents – Explain the organization of the MTP.
- (4) Training Requirement - Describe the training environment, how the Army trains the Army, and responsibilities of leaders in training.
- (5) Missions and Tasks - Identify the missions and tasks; commanders, training, and top-down/bottom-up approach; battle focus; and battle-focused training management.
- (6) METL Linked Training Strategy - METL development, METL-based training, and battle tasks.
- (7) Planning Process - METL and training assessment impacts on planning training.
- (8) Training Strategy - Explain the Army's CATS and the integration of the MTP with CATS.
- (9) Execute Training - Explain how to plan, prepare, and conduct unit training using the MTP.
- (10) Force Protection (Safety) - Explain risk assessment, safety requirements, or concerns to prevent fratricide.
- (11) Environmental Protection - Explain environmental assessment, and any environmental requirements or concerns.

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(12) Assessment - Commander's responsibility, and types of evaluations.

(13) Evaluation - Define the evaluation types and explain how to conduct them.

(14) Feedback - Provide a statement on recommendations for improvement. Include feedback to the MTP proponent on the quality and usefulness of the product and contents.

Chapter 2

c. Chapter 2 topics and their requirements, in the order they would appear in an MTP, are provided below. The topics and requirements for developing matrixes are found in [paragraph 4-9](#), above.

(1) General - Explain the purpose for training matrixes.

(2) Training - Describe each training matrix and incorporate the appropriate training matrix graphic after each description.

Chapter 3

d. The topics in Chapter 3, and their requirements, are provided below, in the order they would appear in an MTP. The example is of a battalion level or above MTP.

(1) General - Explain the purpose for training plans.

(2) Long-Range Planning - Explain the purpose for long-range planning. Provide procedures for developing unit METL and a sample METL, training assessment and sample assessment, and establishing priorities.

(3) Short-Range Planning - Provide procedures for short-range planning.

(4) Near-Term Planning - Provide procedures for near-term planning.

(5) Training the HHC - Provide procedures for training the HHC, Headquarters and Headquarters Troop, HHB, or HHD.

(6) Developing Training Exercises - Provide short-range unit CATS, and describe how to apply the unit METL and training assessment to the CATS, to create a unit-training plan.

(7) Mission Outlines - Show the relationships between missions and collective tasks, and the training events selected, to train the task selections that support mission training.

(8) General - Explain the purpose for training exercises.

(9) Table of Training Exercises - List the training exercises included in the MTP, and incorporate fully developed training exercises after the listing.

Chapter 4

e. The topics in Chapter 4, and their requirements, are provided in the order they would appear in an MTP:

(1) General - Provide an overview of the chapter contents.

(2) Structure - Explain the arrangement of the T&EOs.

(3) Format - Explain the T&EO format.

(4) Usage - Explain the T&EO role in the training process and incorporate the T&EOs.

(5) Training and Evaluation Outlines - Provide T&EOs.

Note: The topics and requirements for developing T&EOs are found in [paragraph 4-5](#), above.

Chapter 5

f. The topics in Chapter 5, and the requirement for each, are provided in the order they would appear in an MTP:

(1) General - Explain the purpose of evaluations, and an overview of the evaluation process.

(2) Preparing the Evaluation - Provide guidance on preparing for an evaluation (i.e., preparing an evaluation instrument, forecasting and requisitioning resources, and selecting and preparing a field evaluation site).

(3) Selecting and Training the Observer/Controller (O/C) - Provide guidance on selecting and training O/Cs (i.e., knowledge needed, minimum rank, and experience for O/Cs).

(4) Recording External Evaluation Information - Explain the responsibilities for developing data recording instruments.

(5) Selecting and Training OPFOR - Explain the criteria for selecting OPFOR, knowledge needed, and OPFOR strength (offense and defense).

(6) Conducting the Evaluation - Provide guidance for conducting an evaluation (the pre-evaluation, evaluation, and post-evaluation).

(7) Recording External Evaluation Information - Explain the responsibilities for developing data recording instruments.

(8) Conducting the AAR - Provide guidance on the AAR (i.e., purpose, preparing the AAR, and conducting the AAR).

Note: For more information on training evaluation, see FMs [7-0](#) and [7-1](#).

Constructing supporting graphics

g. After writing the chapters, prepare graphics to clarify chapter content.

(1) Determine the graphics requirements.

(2) Develop the graphics (tables, charts, diagrams, illustrations, etc.).

(3) Edit the graphics.

(4) Establish the placement of the graphics within the text.

Chapter 5 Developing Drill Books

5-1. Use of automation tools. Developing a DB involves identifying and grouping collective tasks or task steps into drills, and compiling them into a training document. The ASAT Collective Module Drill Book Wizard is the automated tool used to construct the document. Use word processing software to support development of certain matrix presentations, pending transition of ASAT to ATIA capabilities.

5-2. Background. Drills originate from collective tasks, or task steps, identified during the collective task analysis phase of collective training development. Whether they are developed into drills depends on the relative criticality, in terms of cue to action time; time to execute and consequences of execution; and how frequently tasks and/or steps are performed.

Definition: a. Drills are disciplined, repetitious exercises to teach and perfect
Drills a skill or procedure. They are linked to MTPs in that they are a method for executing a collective task, or task step.

Purpose b. Drills are an integral part of the unit support training strategy.
They are designed to:

(1) Focus on a limited number of key actions that every like unit in the Army must master.

(2) Provide standardized actions that link soldiers and collective tasks at platoon level and below.

(3) Provide soldiers and units with the skills and knowledge to fight and win, in any environment.

General characteristics of drills c. Drills are:

(1) Largely independent of mission, enemy, terrain and weather, troops and support available, time available, and civilian considerations.

(2) Executed with minimal leader action.

(3) Initiated on a cue.

(4) Performed the same every time.

Advantages of drills d. Drills reduce the need for unnecessary orders, save time, and allow the leader to concentrate on assessing the situation from which subsequent actions flow.

5-3. Drills in MTPS. If the number of drills are small and relate to the specific MTP unit TO&E, add the drills to the MTP as appendix A, or publish under a separate cover, at the discretion of the proponent.

5-4. Procedures. To develop a DB:

a. Prepare the drills (see paras [5-8](#) through 5-13, below):

(1) Examine the drill candidates.

(2) Determine the type of drill to develop for each candidate.

(3) Write the drill.

(4) Validate the drill.

(5) Number the drill.

b. Prepare the individual task-to-drill matrix (see paras [5-14](#) and [5-15](#), below):

(1) Verify the drills developed.

(2) Verify individual tasks that make up each drill.

(3) Identify the individual tasks to train before each drill is performed.

(4) Identify the individual tasks to train during each drill.

(5) Construct a matrix, to show the training requirements of the individual tasks in relation to each drill.

c. Prepare a draft of the DB (see paras [5-16](#), and [7-6](#) through 7-10, below):

(1) Number the DB.

(2) Write the chapters.

(3) Prepare the graphics.

(4) Assemble the draft.*

(5) Prepare the draft.*

(6) Edit the draft.*

(7) Validate the draft.*

(8) Prepare the draft for printing.*

(9) Staff the draft.*

(10) Revise the draft.

- d. Prepare a CRC of the DB (see [para 7-9](#), below).
 - (1) Prepare the CRC for printing.
 - (2) Review the CRC.
 - (3) Submit CRC to the appropriate board (DRAG or IPR) for additional review.
 - (4) Mail the CRC to ATSC for printing.

- e. Maintain the drills/DB production documentation (see [para 7-10](#), below).
 - (1) Obtain the documents to maintain.
 - (2) Label the documents.
 - (3) File the documents throughout production.

Note: Procedures and steps marked with an asterisk are addressed in [chapter 7](#), below.

Section I Drills

5-5. Types of drills. Candidate tasks from the task list must meet the characteristics of one of the drill types for drill development. The three key types of drills are battle, crew, and battle staff.

- a. A battle drill is a collective action involving units in fire and/or maneuver, and is:
 - (1) Generally executed by a platoon or smaller element.
 - (2) Executed without the application of a deliberate decisionmaking process.
 - (3) Vital to success in combat, or critical to preserving life.
 - (4) Initiated on a cue, such as a leader's order.
 - (5) A trained response to the given stimulus.

(6) Accomplished with minimal leader orders.

(7) Standard throughout like units in the Army.

b. A crew drill is a collective action that involves the actions of a section, team, or crew, on a specific piece of equipment, and is:

(1) Performed repeatedly in combat, or to preserve life.

(2) Initiated on a cue, such as a leader's order.

(3) A trained response to a given stimulus.

(4) Accomplished with minimal leader orders.

(5) Standard throughout the Army.

c. A battle staff drill is a collective action that involves the actions of a battle staff providing support to the unit/echelon commander, and is:

(1) Initiated on a cue, such as a leader's order.

(2) A trained response to a given stimulus.

(3) Accomplished with minimal leader orders.

(4) Standard throughout the Army.

5-6. Drill formats. There is a standardized format for each drill type. Become familiar with the components (topics) and formats (topic sequence) in order to prepare drills in the proper format.

Battle versus crew drill format a. Formats for battle and crew drills are similar, with the same topics covered; however, in the crew drill format, the sequencing of topics and the treatment of illustrations are different. (See [app D](#) for examples.)

Drill components b. The drill format consists of the following components:

(1) Task - Identifies the specific work behavior.

(2) Conditions - Describe the situation/environment in which the unit will perform the task, and the initiating cue.

(3) Standards - Describe the required outcome when executing

the drill.

(4) Supporting Individual Tasks - Refer the drill trainer to the individual task-to-drill matrix, or lists the applicable supporting individual tasks.

(5) Illustrations - Clarify how the drill is executed, or supplements the performance measure.

(6) Setup Instructions - Describe the drill resources, training site, and unit instructions for conducting the drill.

(7) Talk-Through Instructions - Describe how to state and demonstrate the actions that make up the drill.

(8) Walk-Through Instructions - Describe how to perform the drill at a reduced speed.

(9) Performance Measures - Describe the observable behavior the soldiers must perform. Text format is the preferred method for listing performance measures, with duty position identifiers (using ASAT). Table format is an additional method proponents may use.

(10) Coaching Points - Clarify and expand on the performance measures, and provide instructions for drill leaders on actions or techniques that soldiers should use to perform particular tasks.

(11) Run-Through Instructions - Describe how to practice the drill.

(12) Perform - Refers to evaluation of performance—statement to describe how/when to evaluate drill performance.

(13) Supported Training and Evaluation Outlines - Refers the trainer to the appropriate collective task-to-drill matrix, or lists the appropriate supported collective tasks.

Safety guidelines

c. Include safety statements in the Performance Measures. These statements identify safety requirements and environmental considerations identified during task analysis. See [figure 4-1](#), above, for examples of the safety statements and the definition of each.

5-7.

Types of drill instructions. There are specific types of instructions to include in drills. Become familiar with these types to prepare drills.

Purpose of drill

a. Drill instructions provide the drill trainer with a clear description

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instructions	of the “what” and “how” to execute a drill. In addition, clear instructions ensure that the drill performance is consistent with each execution.
Types of drill instructions	<p>b. The drill instructions provided below are shown in the order they would appear in a drill, and include a description of the topics for each type.</p> <p>(1) Setup provides instructions for arranging for the drill.</p> <p>(a) <u>Resources</u>: Provides an explanation of the materials required to conduct the drill.</p> <p>(b) <u>Training Site</u>: Provides the characteristics of the training area.</p>
Setup	<p>(c) <u>Unit Instructions</u>: Provides instructions for initial placement of unit, and special instructions for arranging training.</p>
Talk-Through	<p>(2) Talk-Through provides instructions on how to describe and demonstrate the actions that make up the drill.</p> <p>(a) <u>Orientation</u>: Provides instructions for presenting the training objective.</p> <p>(b) <u>Safety/Fratricide</u>: Provides instructions for specific safety measures to observe during the drill.</p> <p>(c) <u>Demonstration</u>: Provides instructions for an optional demonstration of the drill by another unit proficient in the drill.</p> <p>(d) <u>Explanation</u>: Provides instructions for explaining the performance measures, using a chalkboard, sand table, piece of equipment, or simple diagram drawn on the ground.</p>
Walk-Through	<p>(3) Walk-Through provides instructions on how to perform the drill at a reduced speed.</p> <p>(a) <u>Specific Instructions</u>: Provides instructions for conducting the walk-through.</p> <p>(b) <u>Initiating Cue</u>: Provides the event, command, or signal that prompts the execution of the drill.</p>

Run-Through (4) Run-Through provides specific instructions on how to practice the drill.

Section II
How to Prepare Drills

5-8. Drill production.

Drill production process a. Preparing drills begins with reviewing the collective task analysis documentation, and ends upon completion of the CRC. During this process, develop the approved and numbered drill task candidates, which emerged from the analysis phase, into final written drills.

When to prepare drills b. Prepare drills after the collective task analysis phase, and after the parent MTP is developed in draft format.

Procedures c. To prepare drills:

- (1) Examine the candidate tasks for drill development.
- (2) Determine the type of drill to develop for each task (see [para 5-10](#), below) .
- (3) Write the drills (see [para 5-11](#), below).
- (4) Validate the drills (see [para 5-12](#), below).
- (5) Number the drills (see [para 5-13](#),below).

5-9. How to examine collective tasks for drill development. To prepare drills, use the same collective task analysis documentation used to develop the parent MTP; however, examine the documentation for specific task information to build the drills.

What to examine a. Examine the Collective Task Analysis documentation, for drill candidates list and collective task performance specifications, and the MTP for training exercises and individual-to-collective task matrix.

Procedures b. To examine a collective task for drill development:

- (1) Verify the drill candidate task.
 - (a) Review the drill candidate task list.

(b) Confirm the drill candidate task.

(2) Verify that the task standard is observable and measurable.

(a) Review the collective task performance specifications.

(b) Examine the task performance specifications (standards, task steps, and performance measures of the candidate drill task).

(3) Verify leader tasks and individual tasks that make up the drill task.

(a) Examine the collective-to-individual task matrix.

(b) Review the leader and individual tasks of the collective task.

(4) Consider using a designated SAT Team to verify appropriate individual-to-collective task linkage for drill development.

5-10. How to determine type of drill to develop. Once the drill candidate tasks are examined, determine the type of drill to develop for each task.

Principal a. A drill candidate task must meet one of the three drill definition types (battle, crew, or battle staff) for development into a drill, as described in [paragraph 5-5](#), above.

Procedures b. To determine the type of drill to develop for a drill candidate task:

(1) Verify echelon level of the candidate task for drill development.

(2) Review leader and individual tasks that make up the drill, to ensure that they are valid for the drill.

(3) Identify type of drill to develop:

(a) If the drill task is executed by a platoon or smaller element, without a deliberate decisionmaking process to preserve life, then develop a battle drill.

(b) If the crew of a weapon or piece of equipment executes the drill task, in combat, or to preserve life, then develop a crew drill.

(c) If a staff or staff section executes the drill task, then develop a battle staff drill

Verifying
appropriate
cues for drills

c. After determining the type of drill to develop, review collective task performance specifications for the candidate task to:

(1) Identify/determine the initiating cues.

(2) Confirm whether they are appropriate for the candidate task.

5-11.

How to write drills. Section I, above, explains the drill formats that standardize the type of information included in drills. Follow the formats to write battle, crew, and battle staff drills.

Procedures

a. To write a drill:

(1) Select a drill to write.

(a) Format a battle, crew, or battle staff layout for the drill.

(b) Verify type of drill being developed.

(2) Review drill formats for battle, crew, or battle staff drills. Create the appropriate layout, with the topic headings in the correct sequence.

(3) Transfer data from the collective task performance specifications under the appropriate topic headings.

(a) Enter the task statement or task step(s) statement under TASK.

(b) Enter the conditions statement under CONDITIONS.

(c) Enter the standards statement under STANDARDS.

(d) List the performance measures under PERFORMANCE MEASURES.

Note: If the drill task is a task step or steps, enter the task step statement as the task, or develop a generalized statement, if more than one task step is used. Develop the conditions and standard when task steps are used.

(4) Enter a statement about supporting tasks under SUPPORTING INDIVIDUAL TASKS.

(5) If you are writing a battle drill, enter a statement about illustrations under ILLUSTRATIONS.

(6) Enter a statement about supporting tasks under SUPPORTED COLLECTIVE TASKS.

(7) Transfer drill instructions into drill format.

(8) Enter performance measures.

(9) Enter additional leader instructions under COACHING POINTS.

(10) Incorporate drill illustrations.

Guidelines

b. Follow the guidelines below when writing drills.

(1) Task - Begin task statements with an action verb.

(2) Condition - Include the initiating cue for the task in the conditions statement.

(3) Standards - Write a simple, short, clear standards statement. The statement is dictated by the execution of tasks appropriate to the situation.

(4) Supporting Individual Tasks - If using an individual task-to-drill matrix, include the phrase "See Figure..." to refer the trainer to the individual task-to-drill matrix.

(5) Illustrations - Provide illustrations, whenever possible, to help add clarity.

(6) Setup Instructions - Verify that instructions clearly define the training site and specific unit instructions.

(7) Talk-Through Instructions - Verify that instructions clearly define the orientation, safety, optional demonstration of the drill, and explanation of performance measures.

(8) Walk-Through Instructions - Verify that instructions clearly describe how to perform the drill at a reduced speed, and include the initiating cue that prompts the drill.

(9) Performance Measures - Indicate the sequence of the steps through the statements; and indicate in each statement what is done, and who performs the task.

(10) Run-Through Instructions - Verify that instructions clearly describe how to practice the drill.

(11) Coaching Points - Use coaching points, whenever possible, to clarify performance measures.

(12) Perform - Verify the evaluation statement.

(13) Supported Training and Evaluation Outlines - If using a collective task-to-drill matrix, include the phrase "See Figure..." to refer the trainer to the collective task-to-drill matrix.

5-12. How to validate drills. Validate drills to verify their technical accuracy and effectiveness. For additional information on validation, see TRADOC Reg 350-70, [chapter III-3](#).

Procedures

a. To validate a drill.

(1) Select a drill to validate.

(2) Develop a validation plan:

(a) Identify units.

(b) Determine constraints.

(c) Determine number of trials.

(d) Identify events to take place.

(e) Determine data collection method.

(f) Prepare data collection instruments.

- (3) Prepare for conducting the validation.
 - (a) Draft validation plan.
 - (b) Make necessary arrangements for conducting the validation.
- (4) Conduct the validation.
 - (a) Collect data to verify technical accuracy and effectiveness of the drill.
 - (b) Determine revision requirements.
- (5) Prepare a Validation Report.
 - (a) Write validation findings.
 - (b) Provide recommendations.
- (6) Revise the drill, as necessary.

Developing the validation plan

b. Time and manpower constraints make it difficult to plan the validation of drills; however, plan on conducting at least two to five trials. Within a trial, use more than one unit to evaluate the drill before revisions are made. See figure 5-1 for another way of looking at this trial process.

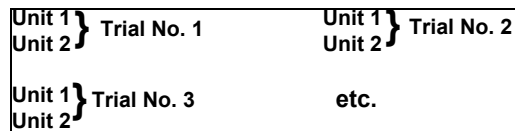


Figure 5-1. Illustration of trial process

Conducting the validation

c. Data collection should focus on determining if the task steps are technically accurate and sequential; drill instructions are technically accurate and operable; and the unit meets the performance measures.

Preparing the validation report

- d. Prepare a report that summarizes:
 - (1) Procedures used.
 - (2) Findings and inferences.

(3) Recommendations, to include corrections and, if needed, a requirement for revalidation.

(4) Unforeseen hazardous conditions, or situations that occurred and were not part of the risk assessment.

Revising the drill e. Review the validation report and the data collected on the trials, identify changes needed, and make appropriate changes to revise the drill, if needed.

5-13. How to number drills. Numbering is the last step in preparing drills. Drills are numbered for identification, and for Armywide automation of drill production.

Principle a. Number drills in the same manner as T&EOs; however, the task identification number for a drill begins with a “D” (Task ID numbers range from D001-D999).

Diagram b. Figure 5-2 shows an example of a drill number:

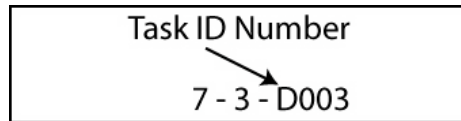


Figure 5-2. Drill number

Procedures c. To number a drill:

(1) Assign the proponent identification number to the first position.

Note: See [DA Pam 25-40](#), table 13-1, for proponent numbers.

(2) Assign the echelon identification number to the second position (i.e., 5–Platoon; 4–Squad/Section/Battle Staff; 5–Crew/Team).

(3) Assign the drill identification number to the last four digits. Begin with the letter “D” to identify the number as a drill, and follow with a three-digit sequential number. (Note: Task identification numbers range from D001-D999.)

Section III
How to Prepare Individual Task-to-Drill Matrixes for Drill Books

5-14. Development. After preparing the drills, prepare the individual task-to-drill matrix. This matrix clarifies the relationship of the individual tasks to the drills. The individual task-to-drill matrix aids unit commanders in planning training, and helps them identify which tasks to train before and during a drill. Make the content of the individual task-to-drill matrix self-explanatory and easy to read.

Procedures

a. To develop the individual task-to-drill matrix.

- (1) Verify drills developed.
- (2) Verify individual tasks that make up each drill.
- (3) Identify individual tasks to train before each drill.
- (4) Identify individual tasks to train during each drill.
- (5) Construct a matrix to show the training requirements of the individual tasks, in relation to each drill. Use word processing software to support development of this matrix presentation, pending transition of ASAT to ATIA capabilities.

Identifying critical tasks to train

b. Use the following criteria to identify tasks to train before and during each drill:

- (1) Train before each drill: These tasks are required preparatory tasks for the conduct of the drill.
- (2) Train during the drill: These tasks are required to perform the drill.

Constructing the matrix

c. To construct the matrix:

- (1) Draft the matrix:
 - (a) Obtain a blank matrix.
 - (b) Write the title: Individual Task-to-Drill Matrix.
 - (c) Write the main headings.
 - (d) Write the task title for the column subheadings.
 - (e) Write the drill title for the row subheadings.

- (f) Write the subheadings.
 - (g) In the columns under the task title, list the individual tasks.
 - (h) In the rows under the drill title, list the drills.
 - (i) List information for each drill.
 - (j) Indicate with a “B” those tasks trained before the drill.
 - (k) Indicate with a “D” those tasks trained during the drill.
- (2) Cross-reference the draft matrix with the T&EOs, to ensure that no individual tasks are excluded.
 - (3) Finalize the matrix in the proper format.

5-15. Individual task-to-drill matrix example. Table 5-1 provides an example of a task-to-drill matrix.

**Table 5-1
Individual task-to-drill matrix example**

Skill Level 1 Individual Task Number and Title	Battle Drills				
	7-5-D001	7-5-D002	7-5-D003	7-5-D005	7-5-D006
031-505-1004 Protect Yourself From Chemical and Biological Injury/Contamination Using Your M17 Series Protective Mask With Hood				B	
031-505-1007 Decontaminate Skin and Personal Equipment Using an M258A1 Decontamination Kit				B	B
031-505-1018 React to a Nuclear Hazard				D	D
031-505-1019 React to Chemical or Biological Hazard/ Attack				D	
031-505-1020 Detect Chemical Agents Using M9 Detector Paper				B	
071-311-2007 Engage Targets with an M16A1 or M16A2 Rifle	B	B	B		
071-311-2027 Load an M16A1 or M16A2 Rifle	B	B	B		

B – Trained Before the Drill
D – Trained During the Drill

Note: If only one drill is developed in the DB, or listed in the MTP annex, a matrix is not required. List the supporting individual tasks in the drill.

Section IV
How to Prepare a Draft Drill Book

5-16. Preparing an initial draft.

Description of preparing an initial draft a. The draft of a DB is simply a draft of the final product, and includes draft illustrations. The process for preparing a draft involves numbering the DB, writing the chapters, incorporating the drills into a chapter, writing the front and back matter of the book, and staffing it for review.

When to prepare a DB b. Prepare a DB after the drills are written, and only when it is identified as the publication medium for the drills.

Getting started c. To develop a more complete and well-written draft, before writing, carefully review the drill format and any writing guidelines. See TRADOC Regs [25-30](#), [350-70](#), and [DA Pam 600-67](#) for additional guidance in writing the draft.

Procedures d. To prepare an initial draft DB:

- (1) Drill book format (see [para 5-17](#), below).
- (2) Number the DB (see [para 5-18](#), below).
- (3) Write the chapters (see [para 5-19](#), below).
- (4) Prepare the graphics (see [para 5-19f](#), below).
- (5) Edit the draft (see [para 7-6](#), below)
- (6) Validate the draft (see [para 1-8](#), above).
- (7) Staff the draft (see [para 7-7](#), below).
- (8) Prepare the draft for printing (see [para 7-9](#), below).

5-17. Drill book format.

a. There is a standard format for DBs, with specific components. Become familiar with the format and its components in order to prepare DBs.

Types of components	<p>b. The following components of DBs are listed in the order they would appear. Use word processing software support development of certain presentations, pending transition of ASAT to ATIA capabilities.</p>
Cover*	(1) Cover* - Identifies the DB number, the title of the DB, and gives other information about the drill.
Table of Contents*	(2) Table of Contents* - Lists the chapter titles, section titles, appendixes, and page numbers.
Preface*	(3) Preface* - Provides introductory information regarding the drill performance.
Chapter 1	<p>(4) Chapter 1 - Provides guidance for conducting drill training, to include:</p> <ul style="list-style-type: none"> (a) General information. (b) Training guidance. (c) Safety considerations. (d) Evaluation information.
Chapter 2	(5) Chapter 2 - Provides general information about the drills, and provides the drills.
Chapters 3 - 4	(6) Chapters 3 - 4 - Provide general information about the other type of drills, and provide the drills.
<p>Note: If the DB contains only one type of drill, omit these chapters.</p>	
Appendixes	<p>(7) Appendixes.</p> <ul style="list-style-type: none"> (a) <u>Appendix A</u> contains the individual task-to-drill matrixes. If only one drill is developed in the DB or listed in the MTP appendix, a matrix is not required. List the supporting individual tasks in the body of the drill. (b) <u>Appendix B</u> contains a list of illustrations used with the drills. Normally, only illustrations used repeatedly in many drills are listed here and referred to within the drills. Illustrations used only once are normally provided in the body of the drill.

(c) Appendixes C through X are used to provide proponent-specific information not provided in the chapters. If an appendix is not used to list illustrations, start with appendix B.

Glossary (8) Glossary - Provides explanation of terms and acronyms used in the DB.

References (9) References - Lists manuals and publications used to develop the DB, or proponent used in conjunction with the DB.

*See [paragraph 4-2](#), above, for guidance.

5-18. How to number the drill book.

a. Number DBs for identification, and for Armywide automation of drill production. Number DBs in the same manner as MTPs; however, assign the designator “Drill” after the last TO&E number. See figure 5-3 for an example of a DB number.

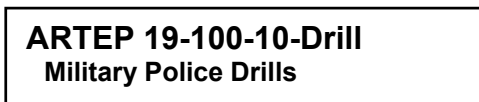


Figure 5-3. Example of a drill book number

Procedures b. To number a DB:

(1) Assign the publication medium “ARTEP” (see fig 5-3, above).

(2) Assign the proponent identification number to the first numerical position.

Note: Proponent numbers are found in [DA Pam 25-40](#), table 13-1.

(3) Assign the TO&E number to the next three digits. If the MTP involves more than one TO&E, use the lowest TO&E number to number the MTP (see fig 5-3, above).

(4) If the TO&E is below the battalion level, then add a two-digit organization identifier (for each DB with same TO&E, increase identifier by one number):

(a) 10-29: platoon or sections.

- (b) 30-39: company or detachment.
- (c) 40-59: office, branch, or division.
- (d) 60-79: unique organizational requirements.

(5) Assign the designator “-Drill” after the last number (see fig 5-3, above).

5-19. How to write the chapters. To write the chapters of the DB, become familiar with the procedures for writing the chapters. In addition, know the topics and content requirements of each chapter.

Procedure

a. Follow the procedures below to write the chapters. Use word processing software to support development of certain matrix presentations, pending transition of ASAT to ATIA capabilities.

- (1) Verify boilerplate information contained in the DB shell.
 - (a) Identify echelon level of the DB being developed.
 - (b) Review sample DB.
 - (c) Identify information appropriate to the unit DB.
 - (d) Identify information that needs modifying.
- (2) Develop chapters with topic sentences and paragraphs.
 - (a) Modify standardized parts of the DB.
 - (b) Develop drills for the book.

Chapter 1

b. Include the following topics in Chapter 1:

- (1) General - Provide an explanation of purpose for drills/drill training, a description of drill(s) used in the DB, and a list of advantages of drills.
- (2) Training - Provide an explanation of training strategy for drills.
- (3) Safety - Provide an explanation of safety considerations.

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Chapter 2 c. Chapter 2 should include battle drills. Provide the battle drills, separated by echelon (squad and platoon).

Note: If the DB contains only crew or battle staff drills, list them in place of battle drills in this chapter.

Chapter 3 d. Chapter 3 should include crew drills. Provide the crew drills, separated by echelon (section and platoon).

Note: If the DB does not contain more than one type of drill, omit this chapter.

Chapter 4 e. If the DB contains all three types of drills, use the fourth chapter to provide the battle staff drills, separated by echelon.

Appendixes f. Types of topics to include in the appendixes include:

(1) Appendix A - General. Provide an explanation of the use and content of the Individual Task-to-Drill Matrix, and the matrix.

(2) Appendix B - Provide a list of illustrations, if needed. If illustrations are used repeatedly in many drills, place the illustrations in the appendix. A paragraph describing the illustrations can precede the illustrations.

(3) Appendixes C through X – Use these appendixes to provide proponent-specific information not provided in the chapters. If Appendix B is not used for illustrations, start with Appendix B, in lieu of C.

Preparing graphics g. Prepare graphics to help clarify the chapter content. To prepare graphics:

(1) Determine the graphic requirements. (Does a chapter need a chart to clarify content?)

(2) Develop the graphics (tables, charts, diagrams, illustrations, etc.).

(3) Determine the graphic software requirements (select software to satisfy both CRC and RDL specifications).

(4) Edit the graphics.

(5) Establish the placement of graphics within the text.

Chapter 6 Collective Training Support Packages

6-1. Developing a TSP.

Definition:
Collective/
Warfighter TSP

a. A Collective/Warfighter TSP is a complete, task-based, exportable package integrating training products, materials, and information necessary to train one or more critical collective tasks and supporting individual tasks.

Scope

b. The goal is that all collective TSPs will be Warfighter TSPs, and support training in all units, including current Stryker Brigade Combat Team, and the Future Force. To achieve this goal, TSPs:

(1) Are modular in design.

(2) Are developed in ASAT/TDDT and linked to short-range unit CATS.

(3) Include digital drivers for current and future digital systems.

(4) Are flexible to change, as collective tasks change.

Application

c. Training Support Packages are:

(1) Developed at a robust level (units may tailor the TSP to fit less robust environments).

(2) Developed using the CWR methodology.

(3) Designed to reduce planning time.

(4) An off-the-shelf product.

(5) Flexible, allowing tailoring to meet the needs of an organization.

(6) Modular in design.

(7) Developed in ASAT/ATIA, TDDT, and linked to ASAT data.

d. All TSPs may not need all elements. The developer determines those that are needed, and the level of detail in each. For the sake of standardization, developers should include each component and element, and indicate “Not Required” for any element containing no data. For example, a section level certification TSP may not require a complete operation order (OPORD) or TADSS driver files. See [AR 350-1](#) and [TRADOC Reg 350-70](#) for additional information.

6-2. Training Support Package identification process.

a. To identify the need for a collective TSP:

(1) Conduct needs analysis for TSP identified during short-range unit CATS development (see TRADOC Reg 350-70, para [V-7-4](#)).

(2) Specify unit(s) to train (see [para 3-1](#), above).

(3) Determine focus of task(s).

(4) Determine events (see [para 3-1](#), above).

(5) Determine cues and unit response (see [para 2-2](#), above).

(6) Determine components of TSP required.

Identify training focus

b. To identify the training focus and methods for TSP development:

(1) Determine how tasks actually occur.*

(2) Group the tasks that are trained together.*

(3) Identify the events and methods (live, virtual, and constructive) most appropriate for the echelon being trained that provides CWR training of the tasks.*

(4) Review each task in the task group, to determine the cues required, and if that cue is provided or generated by a TSP element.

Note: Items marked with an asterisk indicate steps in the short-range unit CATS development process.

Determine requirements for a digital driver

c. To determine the requirements for a digital driver, consider the following:

(1) Is the event live, virtual, or constructive?

(2) Do the tasks being trained require a digital cue or response?

(3) Is there embedded training to provide the appropriate cue or response?

(4) Does the Army Battle Command System (ABCS) device/system have a simulation/stimulation capability?

TSP identification

d. See [appendix E](#) for an example of a TSP Table of Contents. Table 6-1 contains a list of components and elements to consider for the development of all TSPs. Examples of elements are included in [appendix F](#).

**Table 6-1
TSP components and elements**

Component	Element
TSP Identification	Exercise Identifier <ul style="list-style-type: none"> • Exercise Title • Exercise Security Classification • Echelon(s) • Unit Type • Unit Designation • Mission Type • Exercise Type • TADSS TSP Developer/POC Information <ul style="list-style-type: none"> • Name • Unit/Organization • Telephone/E-Mail TSP Development Status <ul style="list-style-type: none"> • Status • Date
Exercise Overview	Exercise Narrative Exercise Storyline Conditions Nature of Threat Exercise Difficulty (CWR) Training Objective <ul style="list-style-type: none"> • Collective Tasks Trained <ul style="list-style-type: none"> ◦ Task Number ◦ Task Title

**Table 6-1
TSP components and elements**

Component	Element
	<ul style="list-style-type: none"> ◦ Condition ◦ Standard ◦ Cues Individual Tasks Trained <ul style="list-style-type: none"> ◦ Task Number ◦ Task Title
<u>Tactical Materials</u>	Orders/Plans ¹ Map sheets Overlays ¹ Tactical Reports ¹ Road to War Geographical Location Geographical Setting Political Factors Economic Factors Social Factors Military Factors Infrastructure Factors
<u>Exercise Control Materials</u>	Exercise Storyboard Event ² Cues ³ Unit Responses/Tasks ³ Exercise Execution Timeline Exercise Support Personnel Guidelines Role (If role players are required, define role played.) Duties Location (Determine required location of all support personnel by phase or fixed site.) Tactical Purpose Execution Guidance Unit Starting Locations Unit ID Unit Type Grid Coordinate Control Measures List <ul style="list-style-type: none"> ⇒ Type ⇒ ID ⇒ Grid Target Array Target Type Target Quantity Target Position Target Ignition Exposure Time Engagement Criteria Rules of Engagement

Table 6-1
TSP components and elements

Component	Element
	Administrative Training Rules Army Aviation Air Defense Civilians on Battlefield Electronic Warfare CSS Command & Control Direct Fire Engagements Dismounted Operations Fire Support Mobility & Survivability NBC Prisoners of War (POWs) Tactical Air (TACAIR) Communication Call Signs Communications Network Diagram Simulation Workarounds (Virtual/Constructive)
<u>Exercise Setup Materials</u>	Training/Range Area ⁴ Terrain Database ⁵ Initialization Data for ABCS ⁵ Training Site/Range Preparation ⁴ Exercise Date/Time Group Force Structure ⁵ Blue Forces (BLUFOR) OPFOR WHITE FORCES GREEN FORCES Classes of Supply ⁶ Starting Locations ⁵ BLUFOR OPFOR WHITE FORCES GREEN FORCES Starting Conditions ⁵ Orientation Formation Spacing Posture

**Table 6-1
TSP components and elements**

Component	Element
	Maintenance Status Equipment Status Personnel Status Gunnery Competency Environmental Conditions ⁵ Barometric Pressure Cloud Ceiling Density Altitude Fog General Visibility Haze Relative Humidity Absolute Humidity Illumination Precipitation Surface Wind Temperature Communication Plan Radio Nets Radio Frequencies Simulation Files ⁵
Evaluation Plan	Observation Plan <ul style="list-style-type: none"> • Role • Duties • Location • Schedule • Focus <ul style="list-style-type: none"> ◦ METL Tasks ◦ Collective ◦ Supporting ◦ Individual Observation Tools AAR Plan Focus Technique Facilitators Attendees Schedule Location Type Tools

**Table 6-1
TSP components and elements**

Component	Element
Administrative Materials	Planning Timeline Exercise Schedule Personnel Requirements Personnel Required Observer/Controller Higher/Adjacent/Subordinate Units OPFOR Units Civilians/Government Agencies Administrative Support Personnel Qualifications Risk Assessment Management Environmental Conditions Safety Considerations
Assemble References	Document List Key Word Index
<ol style="list-style-type: none"> ^{1.} Determine transmission methods for tactical materials and/or requirements for digital cues. ^{2.} Events requiring TSPs are identified in unit short-range CATS. ^{3.} Cues, unit responses, and collective tasks are all products of collective task analysis. ^{4.} Requires live coordination prior to event. ^{5.} Requires information for Virtual/Constructive simulation. ^{6.} Classes of Supply, I-X. 	

6-3. Training Support Package guides. Develop collective TSP guides from the components and elements identified for a TSP. Guides are selected components or elements of a TSP, designed for select elements of the total training audience, such as O/C or Role Players, to use. Examples of such guides are:

Use and implementation guide

a. Use and implementation guide - A broad overview of the TSP, containing the following:

- (1) Identification of training audience.
- (2) Definition of the environment (institutional, home station, etc.).
- (3) Listing of Collective and Individual Tasks trained.
- (4) Definition of Role Players.
- (5) Definition of O/C requirements.

(6) Listing of TADSS used in the training.

(7) Definition of any training gates.

Role player
guide

b. Role player guide - Explain the exact part that role players have in the training and the impact, if they do not take part in the training. Incorporate the following elements:

(1) Role player requirements.

(2) Support role players provide.

(3) Required preparation for exercise.

(4) Detailed execution guidance.

(5) Environmental impacts.

(6) Safety/risk management.

O/C guide

c. Combine the Evaluation Plan and administrative materials in an O/C guide.

Chapter 7 Production of Collective Training Products

7-1.

Production. The goal in the production of CATS, MTPs, DBs, and TSPs is to provide digitized, cross-referenced, and linked products that are readily available and accessible for use. The primary production tool for TRADOC proponents is ASAT (see [para 1-10](#), above).

a. Production tasks include:

(1) Writing the training materials, i.e., CATS, MTPs, DBs, and TSPs.

(2) Producing the training materials.

(3) Validating the training materials IAW TRADOC Reg 350-70, [chapter III-3](#).

(4) Preparing materials for reproduction.

- (5) Reproducing the training materials.
 - (6) Submitting reproduced training materials to the approval authority.
- General
- (7) Obtaining approval.
 - (8) Disseminating training materials.
- Product approval
- b. Approval levels/types:
 - (1) Official departmental publications: the Army Publishing Directorate (APD).
 - (2) Commandant approved: proponent school commandant.
 - c. Official departmental publications are printed, published, and distributed by APD to the field and hosted on the RDL (see [DA Pam 25-40](#)).
 - d. The proponent school commandant publishes commandant-approved products, which are produced and distributed in electronic format to the RDL. Publishing standards are available at <http://www.adtdl.army.mil/help/htmlstd/standards.html>.
- Dissemination of products
- e. Once approval is obtained, the implementation phase of SAT begins, and the training materials are published and disseminated for electronic and paper product availability.
 - f. Dissemination is accomplished, at proponent option, by various methods. Guidelines for automated processing are on the respective web sites:
 - (1) The RDL (electronic) (official and commandant approved). The RDL guidelines are available at http://www.adtdl.army.mil/help/htmlstd/html_std.htm. Consult [AR 25-30](#) and [DA Pam 25-40](#) for guidance.
 - (2) Proponent web site/homepage.
 - (3) Army Knowledge Online.
 - (4) Official publication printing by APD (nonautomated).
- Forms
- g. The use of unapproved forms in collective training products is not authorized. If forms are required, TRADOC approves TRADOC

locally reproducible forms, and APD approves DA forms.

(1) To publish a new DA form, complete [DD Form 67](#) for each new and revised form. Perform the appropriate DA-level coordination in block 14 (i.e., Privacy Act, Postal, and Reports (DAPE-ZXI-RM), Room 8S41, Hoffman II, 200 Stovall Street, Alexandria, VA 22331-0302, (703) 325 8433; and Data Elements (SAIS-IOE-S), Room 1C-670, Pentagon, Arlington, VA 22202, (703) 602-5740). The appropriate HQDA level forms manager signs DD Form 67 in block 18. The TRADOC forms manager to approve forms in collective training products is Training Media Support Directorate (ATIC-TMSD-T), 1557 11th Street, Fort Eustis, VA 23604-5168, (757) 878-4668 or DSN 927-4668.

(2) The following training forms are approved and available through the APD web site:

- (a) DA Form [7502](#) (Task Summary Sheet).
- (b) DA Form [7503](#) (Environment Data Sheet).
- (c) DA Form [7504](#) (Personnel and Equipment Loss Report).
- (d) DA Form [7505](#) (Unit Data Sheet).
- (e) DA Form [7506](#) (Unit Proficiency/Evaluation Worksheet).
- (f) DA Form [7507](#) (ARTEP Mission Training Plan User Feedback).

7-2. Completing document production. To complete the production of the document and CRC:

Procedures

- a. Complete the preparation of the document (see paras [7-2](#), above, and [7-5](#) through 7-9, below):
 - (1) Assemble the document.
 - (2) Sequence the chapters per CATS, MTP, DB, STP chapter format, and ASAT module.
 - (3) Write the front and back matter, or produce in ASAT.

- (4) Edit the document.
 - (5) Validate the document.
 - (6) Prepare the document for printing.
 - (7) Staff the document.
 - (8) Review and incorporate valid comments from staffing.
- b. Prepare a CRC (see [para 7-9](#), below):
- (1) Prepare the CRC.
 - (2) Review the CRC.
 - (3) Submit the CRC to the appropriate board (DRAG or IPR) for additional review.
 - (4) Mail CRC to Commander, ATSC (ATIC-ETL-M), Bldg 1721, Pershing Avenue, Fort Eustis, VA 23604-5168 for printing.
- c. Maintain production documentation (see [para 7-10](#), below):
- (1) Obtain the documents to maintain.
 - (2) Label the documents.
 - (3) File the documents throughout production.

7-3. Publication sizes. The following publication sizes are authorized IAW DA Pam 25-40, paragraph J-18.

- a. For an MTP: $4\frac{1}{8}$ inches x $6\frac{1}{4}$ inches, $5\frac{3}{8}$ inches x $6\frac{3}{8}$ inches, or $8\frac{3}{8}$ inches x $10\frac{7}{8}$ inches.
- b. For a DB: $4\frac{1}{8}$ inches x $6\frac{1}{4}$ inches, or $5\frac{3}{8}$ inches x $8\frac{3}{8}$ inches.

Note: The proponent must coordinate with the editor on downsizing the document, because ASAT only prints $8\frac{3}{8}$ inches x $10\frac{7}{8}$ inches.

7-4. How to produce the front and back matter.

- Purpose
- a. The front matter gives the reader a general idea of the content, purpose, and location of information. The back matter gives the reader supplemental information on subjects within the chapters.

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Procedures

b. To produce the front and back matter:

(1) Produce the cover, including the:

(a) MTP/DB/TSP/CATS book number.

(b) Title.

(c) Issuing headquarters.

(d) Distribution restriction statement.

(2) Date of publication.

(a) Security classification at both top and bottom of page, if required.

(b) Classification authority and downgrading instructions, if required.

(c) Destruction notices, as appropriate.

(d) Export-controlled technical data warning notice, as appropriate.

Notes: The cover may include an illustration of a branch or corps insignia; or an MTP unit equipment or historical reference. Use distribution statement "A" unless the publication contains information that is denied if requested under the Freedom of Information Act (refer to [AR 25-55](#)).

(3) Produce the table of contents, including the:

(a) MTP/DB/TSP/CATS number in the upper right-hand corner.

(b) Heading "Headquarters, Department of the Army, Washington, DC," and the publication date under the MTP/DB/TSP/CATS number.

(c) Heading that identifies the product, e.g., ARTEP with the MTP publication number under it, in the upper left-hand corner.

(d) Preface.

(e) Chapters.

(f) Supporting paragraphs for each chapter.

(g) Appendixes.

(h) Page numbers.

(4) Produce the preface with a statement of the purpose, and a statement to the intended audience, to include proponent and gender statements.

(5) Produce the appendixes.

(a) For an MTP:

- Appendix A, Drills, when they are included in the MTP.
- A threat appendix in battalion or higher echelons for MTPs only.
- A sample OPORD in battalion or higher echelon MTPs.

(b) For a DB:

- Appendix A, Individual Task-to-Drill Matrix.
- Appendix B, List of Illustrations, when illustrations are not included in the body of the drills.

Note: You may include proponent-peculiar appendixes.

(6) Produce the required back matter, including:

(a) Glossary.

(b) References.

(c) Questionnaire.

(d) Authentication page.

7-5.

How to edit.

Purpose

a. Edit the training products to ensure that they are technically accurate, clear, complete, and concise.

Editing the document

b. To edit the document:

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(1) Edit content for accuracy, relevancy of subject matter, and sound technology. Consult an editor (General Schedule-1082 or 1083 series) for a detailed editorial review. If none are available, consult a subject matter expert and/or training specialist familiar with preparing CATS, MTPs, DBs, or TSPs for the technical accuracy of content, and the relevancy of content to collective training; or consult an instructional systems specialist for sound educational technology, including logical sequencing, appropriate transitions, and consistent terminology.

(2) Edit grammar, punctuation, and spelling for:

- (a) Errors in verb tenses, word use, and syntax.
- (b) Errors in punctuation.
- (c) Misspellings.

(3) Edit for clarity, to improve the readability, and ensure that the writing is at an appropriate reading grade level for the product user (see [TRADOC Reg 25-30](#), app D).

(4) Edit internal references to verify:

- (a) Titles and page numbers in the table of contents.
- (b) References to figures, appendixes, paragraphs, and page numbers.

7-6. How to staff the document for review.

Purpose

a. Staffing the document for review helps minimize the number of changes at the CRC stage. Staffing the document obtains input regarding:

- (1) Users (target audience).
- (2) Supervisory comments and approval.
- (3) Educational soundness.
- (4) Visual presentation.

Principle

b. Staff the document within the school, and to selected users in the field, Army schools, and agencies.

Before staffing c. To prepare the document for printing:

- (1) Make a copy of the document.
- (2) Prepare a print request for the document.
- (3) Forward the print request and copy of the document to the print plant.

Procedures d. To staff the document for review:

- (1) Prepare a transmittal memorandum.
- (2) Route the memorandum and enclosure for signature.
- (3) Pack the document and transmittal memorandum.
- (4) Route the packet per distribution guidelines.

7-7. How to revise the document.

Principle a. Revise the document, prior to publication, by incorporating appropriate staffing comments.

- (1) Review the staffing comments.
- (2) Identify appropriate recommendations or comments.
- (3) Identify comments not appropriate for inclusion.
- (4) Make the appropriate changes.
- (5) Write a justification for not incorporating a recommendation or comment.
- (6) Verify that modifications identified during validation were completed.
- (7) Revise the graphics, if needed.

7-8. How to prepare the CRC for publication. The last task is preparing the CRC for publication. (See [TRADOC Reg 25-30](#), chap 8, for instructions on producing and processing the CRC).

a. Revise the document, if necessary.

- b. Prepare the final graphics.
 - (1) Prepare or coordinate the preparation of the graphics.
 - (2) Request assistance from a Visual Information Specialist, if needed.
 - (3) Establish final placement of graphics within text.
- c. Edit the document and prepare a CRC.
- d. Present the CRC to the DRAG, if required, for additional review.
- e. Prepare the CRC for reproduction.
 - (1) Publish two laser print CRC copies.
 - (2) Proofread the CRC.
- f. Forward the CRC and two copies, plus the completed [DA Form 260](#), to Commander, ATSC (ATIC-ETL-M), Bldg 1721, Pershing Avenue, Fort Eustis, VA 23604-5168 (see [TRADOC Reg 25-30](#), para 10-2).

7-9. Maintaining production documentation.

What to maintain

a. Maintaining production documentation is important to the overall production process. Maintaining significant production documentation reduces backtracking, lost time, and counterproductive actions. Table 7-1 lists the most important documents to maintain. All other documents are optional.

**Table 7-1
Important documents to maintain**

If you are developing:	Then you maintain:
CATS, MTP, TSP	<ul style="list-style-type: none"> • Copy of all matrixes and T&EOs. • Staffing comments. • Copies of the document and CRC.
DB	<ul style="list-style-type: none"> • Copy of the individual task-to-drill matrix. • Original copies of the drills. • Staffing comments. • Copies of the document and CRC. • Copy of the validation instrument and results. • Copy of the validation report. • Current copy of the DB.

Advantages for maintaining documentation

- b. Maintaining production documentation enables you to:
- (1) Support timely publication approval.
 - (2) Provide a completed action file for future revisions.
 - (3) Make training modifications and revisions in a logical, coordinated, and systematic manner.
 - (4) Provide a continuous check on the completeness of the production effort.
 - (5) Show the reasons for, and actions taken, during the production process of a CATS, MTP, DB, or TSP.

7-10. Publishing and distribution.

Guidance

- a. Follow the guidance below for publishing approved publications:

Official departmental publications

- (1) Official departmental publications.
 - (a) Develop from exportable ASAT training data in Rich Text Format.
 - (b) Read using Microsoft® Word. Staff with proponents and submit digitally, with electronic DA Form 260, to ATSC Armywide Doctrinal and Training Literature Program (ADTLP) staff (imitechs@atsc.army.mil).
 - (c) The ATSC ADTLP staff:
 - Processes DA Form 260, IAW APD standard operating procedures, and submits cover and table of contents to APD for authentication.
 - Submits authenticated document to RDL for posting, ensuring that the Form 260 date used for authentication matches the commandant approved date.
 - (2) Commandant approved publications.
 - (a) Upload to RDL repository.

(b) The RDL automated programs validate data to ensure that all required links are present.

Commandant approved publications

(c) The RDL notifies proponent of any edit failures that require corrective action.

(d) Within 24 hours of submission, RDL notifies proponent when documents pass edit criteria and are included in the RDL repository.

Keys to success

b. Remember:

(1) When the proponent initiates the DA Form 260, enter the publication print date (if requested), which is the same date used for the authentication date and the ASAT RDL repository date.

(2) "Commandant Approved" means that the information is authorized for uploading to ATSC and authorized for "Armywide training."

(3) The RDL only accepts uploads from authorized proponent personnel. The ASAT training developer must ensure that dates are coordinated with the "authorized proponent personnel" that coordinates with ATSC.

Chapter 8 Contract Considerations for Training Developers

8-1. Define contracting parameters.

Identify the requirement

a. Based on the needs analysis discussed in [paragraph 1-7](#), above, the requirement:

- (1) Is clearly stated in objective terms.
- (2) Defines the end state product.
- (3) Identifies exactly what is expected.
- (4) Identifies any special considerations.

Determine available time

b. Time is always a factor. Two components to address are when the work needs completion; and how much time it will realistically take to complete the requirement. Understand the administrative leadtime of a contract that occurs before a contractor

begins work. Depending on the complexity of the requirement, funding constraints, and administrative processing, this can consume several months.

Determine product delivery timeline

c. When establishing a delivery timeline:

(1) Identify what products are expected, and when they are expected.

(2) Prioritize multiple products, so they are delivered in the appropriate sequence.

(3) Identify any deliverables that provide a key building block, or critical piece for another related effort.

(4) Determine what, if any, partial products are required or desired during the course of the contract.

Determine rough level of effort

d. Determine the rough level of effort. Essentially, this is the process by which the available resources (time and money) are subtracted from the estimated level of effort necessary to complete the task. This will provide a rough guide as to how much external assistance is needed, and make it possible to sketch out a rough level of effort for a potential contract. In concert with this estimate, there are several questions to further clarify the amount of work expected from the contractor:

(1) How much support can you provide the contractor?

(2) Is the work done onsite or elsewhere?

(3) Are local facilities available?

(4) What are the equipment requirements?

(5) Can government personnel perform some of the tasks?

(6) Are there any special information requirements necessary for a contractor to complete the assignment?

Determine available funding

e. Cost is always a consideration, but it is beyond the scope of training developers. This area belongs to the headquarters controlling the budget, and the installation contracting office. However, the level of effort assessment provides the foundation for identifying cost saving measures, value added features, and appropriate recommendations on how to proceed.

- Outsourcing
- f. Since priorities and budgets always determine whether a project is outsourced, the decision to contract for a particular requirement is also determined elsewhere. Even so, the training developer remains a key agent in the process, and provides input based on the following considerations:
- (1) What the product will look like when complete.
 - (2) The duration of the contract.
 - (3) The intermediate deliverables expected, and when are they expected.
 - (4) What the contractor is provided.
 - (5) Other government agencies affected.
 - (6) The IPR schedule.

8-2. Staff coordination.

- Identify stakeholders
- a. There are a variety of other headquarters, agencies, and directorates with a direct interest in training development products. Continuously and inclusively coordinate with these other organizations. A way to identify other affected organizations is to approach the issue in a manner similar to developing an Operations Order—address all higher, lower, adjacent, and supporting components.
- b. Routinely consult the following components (see [TRADOC Reg 350-70](#) for a more definitive list with point of contact (POC) addresses):
- (1) HQ, TRADOC.
 - (2) Combined Arms Center at Fort Leavenworth.
 - (3) Proponent schools.
 - (4) Army Training Support Center.

- Coordinate initial staff reviews
- c. Consult all affected parties to confirm that pertinent elements of a proposed contract are IAW their requirements, and provide appropriate input. Some of the key issues to discuss are:

- (1) Timeline requirements.
- (2) Priority and sequence of product deliveries.
- (3) External influences that impact product development.

d. Determine the environment in which the work is done. Some of the key issues to discuss are:

- (1) On or offsite location.
- (2) Management and supervisory responsibilities.
- (3) Collective goals.
- (4) Integrated government-contractor project team.

e. The contractor must possess a level of capability that provides a reasonable expectation of compliance with project requirements, to include:

- (1) Previous successful work on similar projects.
- (2) Expertise and experience of key personnel.
- (3) Sufficient resources to complete the project.

8-3. Contract process overview.

General

a. There are a myriad of contract types and vehicles, and each has its own peculiarities. The information below will familiarize training developers with some of the main categories. The local installation contracting office is the POC for all contracts.

Contract specifications

b. The two ways to initiate a contract are to add to an existing contract or establish a new contract. Both cases require a written document describing the work to accomplish.

(1) To modify or add to an existing contract necessitates a Statement of Task (SOT). This document activates a Delivery Order or Task Order, and is issued against an established contract where the terms, conditions, and prices are already fixed.

(2) To establish a new contract requires a Statement of Work (SOW). This document describes the essential and technical requirements for products, materials, or services, and the standard

for measuring performance, both during the contract and upon contract completion.

Contract characteristics

c. Contracts come in a wide variety of terms and conditions; generally, all are structured under either fixed price or reimbursable costs. In both cases, if the money runs out before the work is completed, the contractor ceases work and the project remains unfinished. Frequently, contractors will continue to work, using their own funds for goodwill reasons, but this is not assured.

(1) Fixed price contracts give the contractor a set price for the project, which means the contractor stays on task until the money runs out. If the project is completed early, any remaining money belongs to the contractor.

(2) A reimbursable contract has an established cost ceiling, but payments to the contractor are based on actual expenditures. Time and Material, or Cost Plus contracts are the most common versions of a reimbursable contract.

Contract vehicles

d. As with contract characteristics, contract vehicles are equally diverse. There are three main categories: omnibus, task order, and sole source. Since a stand-alone Task Order contract to support training development is rare, only the omnibus and sole source contracts are addressed.

Omnibus contracts

(1) An omnibus contract is an umbrella contract designed to streamline and help manage the contracting process. It essentially establishes a list of prescreened contractors available to support government projects. Signatory contractors can add additional Task Order contracts, as directed.

(a) Since omnibus contracts involve multiple projects performed by multiple contractors over extended time periods (typically 5 years), these are also called Indefinite Delivery/Indefinite Quantity contracts.

(b) The government-wide General Services Administration (GSA) Schedule provides a nearly universal contract vehicle, as most contractors are already signatories. Local funding is allocated to a project, and the contractor follows the Schedule's preset conditions and pricing. While the GSA Schedule is characterized as an omnibus contract, a specific local headquarters or installation, such as CAC or TRADOC, host most omnibus contracts.

(c) Because virtually every new training development

contract is tied to an existing omnibus contract vehicle, any new work (as opposed to modifying current work) requires a SOW.

Sole source contracts

(2) Sole source contracts are special circumstance contracts that acknowledge there is only one viable contractor that can complete the required work. It requires a written justification.

Requests for proposal

e. The local contracting office handles the administrative formal posting of the SOW (or SOT). This notice states the period that contract submissions are accepted, and the date that the contract is awarded.

f. Once posted, interested contractors will typically respond with requests for additional information. It is critical that information given one contractor from any government source is made available to all others. To preclude confusion and resolve any potential conflicts, ensure all government information is previously defined, and comes from one source. Depending on the complexity of the project, you may find it worthwhile to host a briefing for all interested parties.

Contract variables

g. To ensure that neither the contractor nor government is unduly constrained during the period of work, understand three variables: labor, material, and travel.

Labor

(1) Labor is the cost of contract personnel, and is addressed in terms of cost and expertise.

(a) Cost is expressed as Personnel Service Year (PSY) or the cost of one individual for 1 year. Two PSY, for example, is one person for 2 years, or two individuals for 1 year. Based on earlier analysis, the Government should have a fair idea of the personnel level of effort for the contract.

(b) Expertise is measured against the education and experience of key contract personnel, and provides a level of confidence in contractor capability.

Material

(2) Material in the training development arena is generally the physical cost of operations (rent, telephones, paper, etc.). This is contract overhead and is the cost of doing business for a contractor.

Travel

(3) Travel is the most overlooked cost in a contract. Coordination meetings for IPRs, or meetings the integrating headquarters direct, are a contract requirement and need addressing up front.

8-4. Quality control.

Products

a. Virtually every contract involves multiple deliverables whose content and timing are clearly defined and understood by all affected parties beforehand. Some other considerations for deliverable products are:

(1) Time deliverables to correspond with the main components of the contract and logical break points in the work effort.

(2) Each deliverable is a formal, finished, stand-alone product.

IPRs

b. While staff coordination and contract review is an ongoing process throughout the project, IPRs are scheduled at regular intervals, to assist in tracking and directing the contract effort. These intervals typically are timed for logical decision points in the contract, and probably coincide with the delivery of intermediate products.

c. Attendees at IPRs should include representatives from the contractor and affected government agencies. The comprehensiveness of each review is up to the contracting officer, but each IPR should:

(1) Be a formal presentation.

(2) Present a detailed discussion of contract progress to date.

(3) Outline and discuss expected future activities.

Monitor product development

d. The contracting officer is responsible for ensuring that the government's best interests remain paramount, which includes responsibility for the product a contractor delivers. To ensure that all aspects of the development process are proceeding as desired:

(1) Prepare and follow quality control guidelines.

(2) Verify product quality.

(3) Be prepared to provide expert guidance.

(4) Maintain continuous interface with the contractor.

(5) Ensure that contract modifications are handled appropriately and fairly.

COR responsibilities e. The Contracting Officer's Representative (COR) is responsible for:

(1) Ensuring that the government's best interests remain paramount.

(2) The product delivered by the contractor.

(3) Ensuring contractor compliance during the project.

Best effort concept f. All contracts are "best effort." This concept does not release a contractor from meeting established performance standards. Once hired, contractors are obligated to do their best to meet the specifications and intent of contract requirements.

Appendix A References

Section I Required Publications

AR 25-30
The Army Publishing Program

AR 25-55
The Department of the Army Freedom of Information Act Program

AR 350-1
Army Training and Education

DA Pam 25-40
Army Publishing: Action Officers Guide

DA Pam 600-67
Effective Writing for Army Leaders

FM 3-20.15
Tank Platoon

FM 3-20.98
Reconnaissance Platoon

FM 3-90.3
The Mounted Brigade Combat Team

TRADOC Pam 350-70-1

FM 7-0
Training the Force

FM 7-1
Battle Focused Training

FM 7-15
The Army Universal Task List

FM 7-90
Tactical Employment of Mortars

FM 17-97
Cavalry Troop

FM 100-61
Armor- and Mechanized-Based Opposing Force Operational Art

FM 100-63
Infantry-Based Opposing Force Organization Guide

FM 101-5-1
Operational Terms and Graphics

TRADOC Reg 25-30
Preparation, Production and Processing of Armywide Doctrinal and Training Literature (ADTLP)

TRADOC Reg 350-70
Systems Approach to Training Management, Processes, and Products

Section II Related Publications

AR 5-14
Management of Contracted Advisory and Assistance Services

AR 5-22
The Army Proponent System

AR 310-25
Dictionary of United States Army Terms

DA Pam 350-38
Standards in Weapons Training

TRADOC Reg 25-36
The TRADOC Doctrinal Literature Program (DLP)

Section III
Referenced Forms

DA Form 260
Request for Publishing

DA Form 7502
Task Summary Sheet

DA Form 7503
Environment Data Sheet

DA Form 7504
Personnel and Equipment Loss Report

DA Form 7505
Unit Data Sheet

DA Form 7506
Unit Proficiency/Evaluation Worksheet

DA Form 7507
ARTEP Mission Training Plan User Feedback

DD Form 67
Form Processing Action Request

Appendix B
CATS Short-Range Unit Training Strategies Matrix

B-1. Figure B-1 shows an example of the structure and format of the CATS short-range unit training strategy matrix.

REVISED CATS TASK TEMPLATE
TANK COMPANY, TANK BATTALION (XXI)

<p>Task: Conduct Tank Company Operations (71-TS-2006)</p> <p>Supporting Task(s): 03-2-0107 RESPOND TO A CHEMICAL ATTACK 12-2-0203 CONDUCT CONSOLIDATION/ REORGANIZATION ACTIVITIES 44-2-1766 TAKE COMBINED ARMS ACTIVE AIR DEFENSE MEASURES AGAINST HOSTILE AERIAL PLATFORMS</p>	<p>Supported Mission(s): ATTACK</p>
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Figure B-1. CATS matrix

TRADOC Pam 350-70-1

<p>71-2-4283 CONDUCT TROOP-LEADING PROCEDURES 71-2-2145 ATTACK BY FIRE 71-2-2150 ASSAULT AN ENEMY POSITION 71-2-2155 EXECUTE ACTIONS ON CONTACT 71-2-2175 CONDUCT FIRE AND MOVEMENT 71-2-2180 CONDUCT TACTICAL MOVEMENT 71-2-3000 CONDUCT ASSEMBLY AREA ACTIVITIES 71-2-3544 BREACH AN OBSTACLE</p> <p>Frequency: Quarterly (4)</p> <p>Types of Events: CFX, FTX, GUNNERY</p> <p>Training Audience: COMPANY HQ (CDR [1], EXECUTIVE OFFICER [1], 1SG [1], SUPPLY SGT [1], NBC NCO [1]), 3 TANK PLATOONS (PLATOON LDR [3], PLATOON SGT [3]), 9 MVR CO FIST (06366F000) (FIRE SUPPORT OFFICER [1], FIRE SUPPORT SGT [1])</p>	
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Means (Event) (TADSS)(TSP): 2 - Company CFX (Field Training (a)) (JANUS) (TSPxx)

Title: CFX for Conduct Tank Company Operations

Estimated Duration: 120 Hours

Replication of Conditions (A-D): C - Gate quality for task or echelon

Multi-echelon Training: STX for Conduct Tank Company NBC Operations (Live), STX for Conduct Tank Company CSS Operations (Live)

Critical Training Gates:

Action Gates: STX for Conduct an Attack by Fire - Tank Company (Live); STX for Assault an Enemy

Position: Tank Company (Live)

Individual Tasks:

Comments: (Includes purpose of event; outcome supported; execution guidance about execution of the event; constraints posed by TADSS/et al.)

PURPOSE: To train the company leadership in the tasks associated with conducting the full spectrum of digital tank company operations.

OUTCOME: The company leadership can plan, prepare, and execute the full spectrum of digital tank company operations at the “walk” level of proficiency.

EXECUTION GUIDANCE: This exercise trains the company leadership to a “walk” level of proficiency in the full spectrum of tasks that the digital tank company can be expected to perform. This CFX serves as train-up for company and battalion FTXs. Use TSP xx. Training should incorporate the tank company’s five core missions.

Resources:

COMPANY HEADQUARTERS

LIN	Qty	Nomenclature	OPTEMPO	Class 3 POL	Class 5 - Ammunition		
			Hours/Miles	Gallons	DODIC	Qty	Nomenclature
C18234	1	Carrier Personnel Full Tracked: Armored (Rise)	65.0 mi	39.0			
L91975	4	Machine Gun Cal. 50: HB Flex (Ground and Vehicle) W/E	0	0	A598	400	CTG CAL.50 BLANK M1A1 W/M9 LINKS
T13305	2	Tank, Combat, FT, M1A2	65.0 mi	923.0	L602	72	SIMULATOR FLASH ART M21

Figure B-1. CATS matrix (cont)

T61494	2	Truck Utility: Cargo/Troop Carrier 1- 1/4 ton (HMMWV)	100.0 mi	20.0			
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3 TANK PLATOONS

LIN	Qty	Nomenclature	OPTEMPO	Class 3 POL	Class 5 - Ammunition		
			Hours/Miles	Gallons	DODIC	Qty	Nomenclature
L91975	6	Machine Gun Cal. 50: HB Flex (Ground and Vehicle) W/E	0	0	A598	600	CTG CAL.50 BLANK M1A1 W/M9 LINKS
T13305	6	Tank, Combat, FT, M1A2	65.0 mi	2769.0	L602	216	Simulator Flash Art M21

Figure B-1. CATS matrix (cont)

B-2. See [chapter 3](#), above, for additional information.

Appendix C
Training and Evaluation Outline and Mission Outline Examples

C-1. T&EO example. Figure C-1 is an example task only, and not representative of any proponent or derivative task.

ARTEP 7-8-MTP							
TASK: React to Snipers (Infantry/Reconnaissance Platoon/Squad) (07-3-1406)							
(FM 21-60) (FM 24-35) (FM 24-35-1) (FM 7-7) (FM 7-8) (FM 7-85) (FM 7-92)							
ITERATION	1	2	3	4	5	M	(Circle)
COMMANDER/LEADER ASSESSMENT					T	P	U (Circle)
CONDITIONS: The platoon is conducting operations as part of a larger force and receives fire from an enemy sniper. The platoon must react immediately for their protection. All necessary personnel and equipment are available. The platoon has communications with higher, adjacent, and subordinate elements. The platoon has been provided guidance on the rules of engagement (ROE) and/or rules of interaction (ROI). Coalition forces and noncombatants may be present in the operational environment. Some iterations of this task should be conducted during limited visibility conditions. Some iterations should be performed in MOPP4.							
TASK STANDARDS: The platoon reacts to the sniper in accordance with (IAW) tactical standing operating procedures, the order, and/or commander's guidance. The platoon correctly locates and then bypasses, eliminates, or forces the withdrawal of the enemy sniper while disengaging the element in the kill zone. The platoon complies the ROE and or ROI.							

Figure C-1. Example of a T&EO

TASK STEPS AND PERFORMANCE MEASURES	GO	NO-GO
<p>1. Platoon conducts actions on contact (sniper fire).</p> <ul style="list-style-type: none"> a. Returns fire immediately to destroy or suppress the enemy. b. Deploys to covered and concealed positions, if available. c. Utilizes indirect fire assets, if available. d. Activates onboard self-protection measures as appropriate. e. Conducts battle drills, as necessary. f. Maintains visual contact with the enemy while continuing to develop the situation through reconnaissance or surveillance. g. Maintains cross talk with all platoon elements using Force XXI Battle Command-Brigade and Below (FBCB2), FM, or other tactical means. <p>2. Platoon reacts to enemy sniper fire.</p> <ul style="list-style-type: none"> a. Reports contact to higher headquarters using FBCB2, FM, or other tactical means. b. Bypasses the sniper. <ul style="list-style-type: none"> (1) The platoon uses smoke to obscure the enemy snipers view. (2) The platoon uses available fires to suppress the sniper. (3) The platoon maneuvers to break contact with the sniper. Note: The platoon leader may choose to call for indirect fire on the sniper position. c. Eliminates the sniper. <ul style="list-style-type: none"> (1) Complies with ROE and or ROI. (2) The platoon uses smoke to obscure the enemy snipers view. (3) The platoon uses available firepower to suppress and fix the sniper. (4) The platoon maneuvers to close with the sniper and eliminate or force him to withdraw. <p>3. Platoon consolidates and reorganizes as necessary.</p> <p>4. Platoon treats and evacuates casualties as necessary.</p> <p>5. Platoon secures enemy prisoners of war (EPW), if applicable.</p>		

Figure C-1. Example of a T&EO (cont)

6. Platoon processes captured documents and or equipment, if applicable.		
*7. Platoon leader reports to higher headquarters as required using FBCB2, FM, or other tactical means.		
8. Platoon continues operations as directed.		

*Indicates a leader task step.

TASK PERFORMANCE/EVALUATION SUMMARY BLOCK							
ITERATION	1	2	3	4	5	M	TOTAL
TOTAL TASK STEPS EVALUATED							
TOTAL TASK STEPS "GO"							
TRAINING STATUS "GO/NO-GO"							

SUPPORTING INDIVIDUAL TASKS	
	Task Number Task Title References
071-326-0501 Move as a Member of a Fire Team STP 7-11BC1-SM-TG	
STP 7-11BC24-SM-TG	
071-326-0515 Select a Movement Route Using a Map STP 21-24- Soldier's Manual of Common Tasks	
071-326-5605 Control Movement of a Fire Team STP 7-11BC24-SM-TG	
STP 7-11BCHM24-SM-TG	
071-326-5611 Conduct the Maneuver of a Squad STP 7-11BC24-SM-TG	
071-326-0501 Move as a Member of a Fire Team STP 7-11BC1-SM-TG	
STP 7-11BC24-SM-TG	

071-326-0515
Select a Movement Route Using a Map
STP 21-24- Soldier's Manual
of Common Tasks

071-326-5605

TRADOC Pam 350-70-1

071-326-0515
Select a Movement Route Using a Map
STP 21-24- Soldier's Manual
of Common Tasks

071-326-5605
Control Movement of a Fire Team
STP 7-11BC24-SM-TG

STP 7-11BCHM24-SM-TG

071-326-5611
Conduct the Maneuver of a Squad
STP 7-11BC24-SM-TG

SUPPORTING COLLECTIVE TASKS

07-3-1009 Conduct a Deliberate Attack (Infantry Platoon/Squad)
07-3-1072 Conduct a Disengagement (Infantry/Reconnaissance Platoon/Squad)
07-3-1252 Conduct Overwatch and or Support by Fire (Antiarmor/Infantry Platoon/Squad)
07-3-1270 Conduct Tactical Movement (Mounted or Dismounted) (Antiarmor/Infantry/Reconnaissance Platoon/Squad)
07-3-1279 Conduct Tactical Movement in a Built-up Area (Antiarmor/Infantry/Reconnaissance Platoon/Squad)
07-3-1432 Take Action on Contact (Infantry/Mortar/Reconnaissance Platoon/Squad)
07-3-2054 Report Tactical Information (Infantry/Mortar/Reconnaissance Platoon/Squad)
07-3-4009 Handle Enemy Prisoners of War (Infantry/Mortar/Reconnaissance Platoon/Squad)
07-3-4027 Process Captured Documents and Equipment (Infantry/Mortar/Reconnaissance Platoon/Squad)
07-3-4045 Treat and Evacuate Casualties (Infantry/Mortar/Reconnaissance Platoon/Squad)
07-3-5036 Conduct Troop-leading Procedures (Infantry/Mortar/Reconnaissance Platoon/Squad)
07-3-6027 Maintain Operations Security (Infantry/Mortar/Reconnaissance Platoon/Squad)

OPFOR TASKS AND STANDARDS

07-OPFOR-0017 Maintain Operations Security (Infantry/Mortar/Reconnaissance Platoon/Squad)

Figure C-1. Example of a T&EO (cont)

C-2. Mission outline example. Figure C-2 is an example of a CATS matrix showing the relationships, or links, between missions and supporting collective tasks, or mission outline. The example also shows the event strategy for training the mission/tasks.

Task: Deliver Fires-Battery (06-TS-2302)	
Supporting Task(s):	Supported Mission(s):
06-1-0103 COMMAND AND CONTROL DELIVERY OF FIRES	COMMUNICATE COORDINATE FIRE SUPPORT DELIVER FIRES MAINTAIN AND RESUPPLY MOVE SURVIVE
06-2-0709 ESTABLISH COMMUNICATIONS	
06-2-0444 REINFORCE THE UNIT PERIMETER	
06-2-0007 COORDINATE COMBAT SERVICE SUPPORT FOR A FIELD ARTILLERY BATTERY	
06-2-0098 PREPARE FOR COMBAT	
06-2-0099 DEVELOP A PLAN	
06-2-0010 PERFORM RECONNAISSANCE OPERATIONS	
06-2-0107 CONDUCT AN ARTILLERY RAID	
06-2-1109 MAINTAIN A BATTERY/PLATOON OPERATIONS AND FIRE DIRECTION CENTERS	
06-3-0003 CONDUCT OCCUPATION OF POSITION AREA (NON PALADIN UNITS)	
06-3-0001 DIRECT FIRING BATTERY/PLATOON OPERATIONS (CANNON)	
06-3-0002 CONDUCT EMERGENCY MISSIONS	
06-3-0011 PERFORM HASTY SURVEY	
06-4-0002 DETERMINE FIRING DATA	
06-4-0003 CONDUCT FIRE MISSIONS	
06-4-0006 TRANSPORT AMMUNITION (FIRING BATTERY)	
06-4-0010 DRAW CANNON AMMUNITION (BATTERY AMMUNITION SECTION)	
11-2-0302 OPERATE A SINGLE-CHANNEL VOICE RADIO NET	
Frequency: Monthly (12)	
Types of Events: CALFEX, LFX, LTX, STX, Tm Tng	

Training Audience: BATTERY HEADQUARTERS, FIRE DIRECTION CENTER, FIRING PLATOON HEADQUARTERS

Means (Event) (TADSS): 52 - Section Tm Tng

Title: Tm Tng for BOC, POC, FDC SECTION TASKS (06367F000)

Estimated Duration: 5 Hours

Replication of Conditions (A-D): C - Gate quality for task or echelon

Multi-echelon Training:

Critical Training Gates:

Comments: (Includes purpose of event; outcome supported; execution guidance about execution of the event; constraints posed by TADSS/et al.)

PURPOSE: To train the BOC/POC/FDC in the C2 and fire control tasks necessary to execute the delivery of fires in support of the mission and commander’s intent for fires.

OUTCOME: To attain proficiency in all METL C2 and Fire Control tasks required of the BOC/POC/FDC.

EXECUTION GUIDANCE: This is a “crawl/walk” level of training for the BOC/POC/FDC section focused on the processes that require integrated and coordinated planning and execution of C2. This training requires a TSP consisting of a Time Oriented Event List, or other driver, to provide realistic digital cues and responses. The training of this task selection also requires the sections to maintain proficiency on those tactical automated systems for which they have primary operational responsibility, or may employ (e.g., Battle Command System). This requirement necessitates the further development of automated tasks and task steps. The training of the C2 and Fire Control tasks at these levels is consistent with, and identical to, the digital sustainment training requirements, and is a supporting action for all digital sustainment training. One or more howitzers may satisfy the requirement for cues and responses from the howitzer during platoon/battery collective training.

Figure C-2. Example of a mission outline

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Training Audience: BATTERY HEADQUARTERS, FIRE DIRECTION CENTER, FIRING PLATOON HEADQUARTERS, HOWITZER SECTION, SUPPORT PLATOON HEADQUARTERS, BATTERY MAINTENANCE SECTION, SUPPLY SECTION, FOOD SERVICE SECTION, AMMUNITION SECTION

Means (Event) (TADSS): 3 - Battery LFX

Title: LFX Table XV (06367F000)

Estimated Duration: 48 Hours

Replication of Conditions (A-D): C - Gate quality for task or echelon

Multi-echelon Training: Tm Tng for BOC, POC, FDC SECTION TASKS (06367F000), STX for Protect the Force (Firing battery) (06367F000), STX for Perform logistics and CSS (Firing battery) (06367F000), STX for Move-Firing Battery (06367F000), STX for Digital Sustainment (06367F000)

Critical Training Gates:

Action Gates: LTX for BOC, POC, FDC SECTION TASKS (06367F000); Lane Tng for HOWITZER SECTION TASKS using (06367F000)

Comments: (Includes purpose of event; outcome supported; execution guidance about execution of the event; constraints posed by TADSS/et al.)

PURPOSE: To train gunnery-related METL tasks in a less resource-intensive means than FTX.

OUTCOME: All elements of the gunnery team sustain proficiency on all gunnery-related METL tasks.

EXECUTION GUIDANCE: The LFX provides the commander the opportunity to train all elements of the gunnery team in live fire, while consuming fewer resources than an FTX. The LFX provides the opportunity for focused training on the technical gunnery tasks in artillery Table XV. As part of the battery, each section must live-fire 80 percent of its METL-related fire missions to MTP standard twice annually. External support must be requested to provide Fire Support Team (FIST), Radar, and Met. This event may be combined with LFX Table XV Special Missions. The multi-echelon training that should be trained during the FTX is those task selections associated with the events listed as multi-echelon training, but not the events.

Training Audience: BATTERY HEADQUARTERS, FIRE DIRECTION CENTER, FIRING PLATOON HEADQUARTERS, HOWITZER SECTION, AND AMMUNITION SECTION

Means (Event) (TADSS): Battery STX

Title: STX for Deliver Fires (06367F000)

Estimated Duration: 8 Hours

Replication of Conditions (A-D): C - Gate quality for task or echelon

Multi-echelon Training: Sergeant's Time for HOWITZER SECTION TASKS using (06367F000), Tm Tng for BOC, POC, FDC SECTION TASKS (06367F000)

Critical Training Gates:

Action Gates: LTX for BOC, POC, FDC SECTION TASKS (06367F000); Lane Tng for HOWITZER SECTION TASKS using (06367F000)

Comments: (Includes purpose of event; outcome supported; execution guidance about execution of the event; constraints posed by TADSS/et al.)

PURPOSE: To train the battery in all gunnery-related tasks.

OUTCOME: The battery gains and sustains proficiency in all tasks required to deliver safe, timely, and effective fires.

EXECUTION GUIDANCE: This task selection contains the core gunnery tasks required to maintain proficiency in the basic mission of the field artillery: to deliver timely and accurate artillery fires. This task selection may be nested in battalion-level events, in battery-level FTXs, as a CALFEX, STX, or as base-piece LFX, but it is suggested that it be trained on a monthly basis. The various actions in which this task selection is included provide the commander the opportunity to select a strategy that provides progressive, sequential training of these tasks, as stated in the Artillery Tables. Howitzer section and BOC/POC/FDC tasks are included as supporting actions and as Gate actions, as

Figure C-2. Example of a mission outline (cont)

required in the Artillery Tables, section certification, and qualification. The ammunition suggested as resources for this action is for all required battery-level fire missions. The commander must request support from battalion to provide FIST, survey, and Metro. The multiechelon training that should be trained during the FTX is those task selections associated with the events listed as multiechelon training, but not the events. TSP #IBCT 003 is available to support the training of this task selection, and includes a SISTIM driver. The TSP may be downloaded from the Fort Sill Training and Doctrine homepage.

Training Audience: BATTERY HEADQUARTERS, FIRE DIRECTION CENTER, AND FIRING PLATOON HEADQUARTERS

Means (Event) (TADSS): 2 - Section LTX (EXEVAL)

Title: LTX for BOC, POC, FDC SECTION TASKS (06367F000)

Estimated Duration: 8 Hours

Replication of Conditions (A-D): B - CTC quality training; realism sufficient to permit appraisal of training readiness for USR

Multi-echelon Training:

Critical Training Gates:

Comments: (Includes purpose of event; outcome supported; execution guidance about execution of the event; constraints posed by TADSS/et al.)

PURPOSE: To train, certify, and qualify the BOC/POC/FDC on all METL tasks.

OUTCOME: The BOC/POC/FDC will perform 80 percent of the tasks to MTP standard.

EXECUTION GUIDANCE: The BOC/POC/FDC must be trained and certified IAW AT 6,7 (80 percent of tasks to MTP standard) prior to participating in live-fire exercises at battery or battalion level, or higher. This is a critical gate prior to qualification. Lane Training must be resourced and managed two levels above the echelon being trained. The battalion may elect to consolidate all section lanes to conserve on resources, encourage section competition, and to standardize the assessment and AAR process. TSP #0006A is available to support this training on the USAFAS doctrine website at <http://155.219.39.98/>.

Figure C-2. Example of a mission outline (cont)

Appendix D
Drill Format Examples

D-1. Battle drill example. Figure D-1 shows an example of an individual task-to-drill matrix and a collective task-to-drill matrix.

BATTLE DRILL
<p>TASK: Move from column to wedge formation while moving mounted (7-4-D001).</p>
<p>CONDITIONS: Moving in a column formation, the platoon leader commands his track commanders, "Move into the wedge formation".</p>
<p>STANDARDS: The platoon moves from a column to a wedge formation within 1 minute, without slowing forward cross-country speed.</p>
<p>SUPPORTING INDIVIDUAL TASKS: See Appendix A, Individual Task-to-Drill Matrix.</p>
<p>ILLUSTRATIONS: See Appendix B, Moving From Column to Wedge Formation.</p>
<p>SETUP INSTRUCTIONS:</p> <ul style="list-style-type: none">a. Resources.<ul style="list-style-type: none">(1) Platoon APCs.(2) Flag set (one green and one yellow flag).(3) APC vehicle models from DUNN-KEMP game (optional).b. Training Site. Cross-country area 1000 x 2000 meters trafficable by APCs.c. Unit Instructions. The platoon is moving in column formation mounted. The platoon leader allows the platoon to move approximately 400 meters before issuing his order to move into the wedge formation. Track commanders and squad members have been assigned sectors of fire.
<p>TALK-THROUGH INSTRUCTIONS:</p> <ul style="list-style-type: none">a. Orientation. The objective of this battle drill is to rapidly move into the wedge formation without slowing forward cross-country speed. During tactical operations the terrain and enemy situation will dictate changes in mounted formations. The platoon's ability to react rapidly to these changes is critical to its success on the battlefield.b. Safety/Fratricide. Drivers briefed to employ safe cross-country driving procedures. Terrain and weather related hazards associated with the cross-country movement are identified. Techniques to avoid identified hazards and accidents are briefed.c. Demonstration (optional). Demonstrate how the squads move from column to wedge formation using the APC models from the DUNN-KEMP game.

Figure D-1. Battle drill example

d. Explanation. Use the performance measures as a guide, and in your own words, explain the actions of each squad. Illustrate with a sketch, sand table, or simple diagram drawn in the dirt. Answer all questions about the battle drill. Have the platoon sergeant, squad leaders, track commanders, and drivers explain their parts in the battle drill.

WALK-THROUGH INSTRUCTIONS: Move from column to wedge formation while moving mounted.

a. Form a platoon column on foot, with the platoon sergeant, squad leaders, track commanders and drivers representing their vehicles, and walk through the battle drill. Practice changing from column to wedge formation, keeping distance and lateral separation.

b. Form the mounted column and conduct the battle drill, starting slowly, and increasing the speed with each iteration, until the standards are met.

c. Initiating Cue. With the platoon moving in a mounted column, the platoon leader commands his track commanders, "Move into the wedge formation."

PERFORMANCE MEASURES:

1. Platoon leader's track commander executes the flag signal for the wedge formation.
2. Track commanders (TC) relay the platoon leader's flag signal (Figure 5-3).
3. Platoon leader maintains appropriate cross-country speed with his APC.
4. Platoon sergeant (PS) moves his APC on line with and 50-100 meters to the right of platoon leader.
5. The 1st squad leader moves his APC (1) to a position 50-100 meters to the left and rear of the platoon leaders' APC and on line with the 3rd squad (Figure 5-3).
6. The 3rd squad leader moves his APC (3) to a position 50-100 meters to the right and rear of the PSs' APC and on line with the 1st squad (1) (Figure 5-3).
7. TCs traverse caliber .50 machine guns toward assigned sectors.
8. Squad members orient their weapons on assigned sectors.

COACHING POINT: Squad leaders caution squad members to avoid aiming their weapons at friendly vehicles and personnel when the platoon is moving into wedge formation.

RUN-THROUGH INSTRUCTIONS: The soldiers should practice this drill until they can perform the drill according to the standard without the DB. The initial run-through should be conducted slowly. The soldiers should change positions in order to learn all steps and standards.

PERFORM: When the soldiers can perform this drill according to standard, they should be evaluated by the platoon or section leader.

SUPPORTED TRAINING AND EVALUATION OUTLINES: See Figure 5-2, Collective Task-To-Drill Matrix.

Figure D-1. Battle drill example (cont)

D-2. Crew drill example. The example at figure D-2 lists the supporting individual tasks and supported collective tasks within the body of the drill.

Crew Drill		
TASK: Emplace the Avenger system (hasty or deliberate) and prepare for action. (44-4-D012)		
CONDITIONS: Vehicle is moving, and the driver commands the gunner, "Emplace and prepare for action." All components of the system are available and operable. The area is secure. The area provides adequate space for emplacing the system and easy access.		
STANDARDS: In a nonchemical environment or in MOPP 1 or 2, the squad must emplace and prepare the Avenger for action within 5 minutes and 30 seconds. In MOPP 3 or 4, the squad must emplace and prepare the Avenger for action within 7 minutes.		
SUPPORTING INDIVIDUAL TASKS:		
<u>Manual Title</u>	<u>Tasks Number</u>	<u>Task Title</u>
STP 44-14S14-SM-TG	441-066-1150	Plot fire unit's position and early warning information on MSCS.
	441-092-2001	Select firing position.
	115-587-2064	Operate radio set AN/VRC-12 or AN/VRC-47 with TSEC/KY-57.
	441-092-1035	Operate intercommunications set AN/VIC-1.
	441-092-1011	Perform driver/observer duties during emplacement.
	441-092-1012	Perform gunner duties during emplacement.
ILLUSTRATIONS: None.		
SETUP INSTRUCTIONS:		
a. Resources.		
(1) One Avenger with BII.		
(2) Stinger missiles, caliber .50 machine gun, and ammunition. For training, use captive flight trainers and dummy ammunition.		
(3) Individual weapons, NBC equipment, and protective clothing.		
b. Training Site. The site should allow good observation (both air and ground), fields of fire, and communications.		
c. Unit Instructions. Squad is moving and approaching its new position. The system is in the ENGAGE mode and ready to shoot on the move during movement. RCU POWER ON switch is on. The OPORD has provided current PTL and SOF. The task is to emplace the Avenger system and prepare for action. The squad is not expected to remain in the location for very long.		
TALK-THROUGH INSTRUCTIONS:		
a. Orientation. Before beginning the drill training, ensure that each squad member knows the purpose of the drill and is briefed on safety awareness.		
b. Safety/Fratricide. The squad must be extremely cautious at all times when climbing into or out of the turret or vehicle cab, especially during wet weather. The ARM switch will remain in the SAFE position to prevent accidental firing of the machine gun.		

Figure D-2. Crew drill example

c. Demonstration (optional). If another squad has successfully performed the drill, have that squad demonstrate the drill. Describe its actions using the performance measures as a guide. After the demonstration, summarize.

d. Explanation. The drill leader should tell the squad what their duties are in the drill. Read the performance measures for the drill and have the squad members explain their performance measures to ensure that they understand them. Ensure that the RCU POWER switch is in the ON position.

WALK-THROUGH INSTRUCTIONS:

a. The squad leader should conduct the walk-through slowly at first. Correct any mistakes the squad members make as they go. Do not proceed until the drill is done right. After the squad members demonstrate their proficiency at a slow pace, let them do it faster. Remember, however, that safety is never sacrificed for speed. Watch carefully to make sure the squad members achieve all of the standards for the drill.

b. Initiating Cue. The driver commands, "Emplace and prepare for action."

PERFORMANCE MEASURES:

1. Driver halts the vehicle with the rear of the vehicle facing the PTL and commands "Emplace and prepare for action." Gunner acknowledges command by replying "Roger." Driver places the gearshift lever to neutral and sets the parking brake. Driver shuts engine off or leaves running, as required.

2. Driver commands, "Gunner monitor radio net." Gunner replies, "Roger," and switches radio net, monitors radio, and performs air and ground surveillance. Driver disconnects CVC cable, exits the vehicle, closes the window and door, and pushes the driver's side rearview mirror in.

3. Driver determines magnetic north with a compass. Orients the gunner to magnetic north by using arm-and-hand signals and converts magnetic north to grid north. Gunner uses the keyboard to input magnetic north, PTL, SOF data, and air density information into the CDT.

4. Driver removes the RCU and cable and places them on the ground. Reconnects CVC cable to the RCU. Closes window and door, and pushes the passenger's side rearview mirror in.

5. Driver moves the RCU approximately 50 meters to the front of the system that provides the best FOV and concealment.

6. Driver assumes monitoring of the radio net. Gunner returns to monitoring the intercom, begins search of his SOF, and reports "Prepared for action." Driver begins searching SOF not searched by the gunner and goes to step 9.

NOTE: For hasty emplacement, driver and gunner perform steps 7 through 9.

7. Driver connects 50-foot CVC cable to RCU, exits the vehicle, closes the door and window, and pushes the passenger's side rearview mirror in.

Figure D-2. Crew drill example (cont)

8. Driver moves to front of vehicle to a position that provides a good FOV and concealment and orients MSCS map to grid north. Gunner begins search of his SOF and reports, "Prepared for action." Driver begins search of SOF not searched by the gunner.

9. Driver notifies the platoon CP, "Emplaced and prepared for action."

COACHING POINT: If needed, correct the soldier after he completes a performance measure. Soldiers complete performance measures in sequence.

RUN-THROUGH INSTRUCTIONS: The soldiers should practice this drill until they can perform the drill according to standard without the DB. The initial run-through should be conducted slowly. The soldiers should change positions in order to learn all steps and standards.

PERFORM: When the soldiers can perform this drill according to the standard, they should be evaluated by the platoon or section leader.

SUPPORTED TRAINING AND EVALUATION OUTLINES:

<u>ARTEP Number</u>	<u>T&EO</u>	<u>T&EO Task Title</u>
44-117-21-MTP	44-5-7024	Deploy and Occupy Position

Figure D-2. Crew drill example (cont)

D-3. Battle staff drill example. An example of a battle staff drill is shown in figure D-3.

Battle Staff Drill
<p>TASK: Interdiction or Loss of Use of Airfield or Seaport Point of Debarkation (APOD/SPOD) (CFLCC Battle Staff) (BD 409) (71-9-D0409)</p>
<p>CONDITIONS (CUE): The Coalition Forces Land Component Command (CFLCC) digital battle staff is conducting, or preparing to conduct, command post operations. Secure communications have been established with major subordinate commands (MSCs), higher headquarters, and component commanders. All digital systems, required doctrinal publications, and standard operating procedures (SOPs) are on-hand and operational. The CFLCC receives a report of a potential loss of an Airport or Seaport Point of Debarkation (APOD/SPOD).</p>
<p>STANDARDS: The CFLCC battle staff:</p> <ul style="list-style-type: none">(1) Disseminated the report within 10 minutes.(2) Assessed the impact on CFLCC operations IAW COMCFLCC criteria.(3) C3 issued a fragmentary order (FRAGO) to all staff elements, component commands, MSCs, and Critical Assessment Center (CAC) within 6 hours of receiving the initial report.

Figure D-3. Battle staff drill example

SUPPORTING INDIVIDUAL TASKS:		
<u>References</u>	<u>Task Number</u>	<u>Task Title</u>
STP 34-RWS-14-1-SM	301-96B-1018	Assess Incoming Information
	301-96B-5327-FH42	Develop a Threat Model
	301-RWS-0408LMC	Perform Doctrinal Templating
	301-RWS-0410LMC	Perform ASAS Overlay Operations
	301-RWS-0412LMC	Manipulate Battlefield Geometry
	301-RWS-0414LM	Use Situation Analysis Tool
	301-RWS-0415LMC	Perform Situation Templating
	301-RWS-0501LMC	Display Entity History
	301-RWS-0502LMC	Perform Map Operations
	301-RWS-0609LMC	Query the Database Via WWW
STP ABCS-BSNCO	301-96B-1018	Assess Incoming Information
	301-96B-5332-FH42	Prioritize Threat Probable Courses of Action

ILLUSTRATIONS: (See battle drill example)

SETUP INSTRUCTIONS: (See battle drill example)

TALK-THROUGH INSTRUCTIONS: (See battle drill example)

WALK-THROUGH INSTRUCTIONS: (See battle drill example)

TASK STEPS AND PERFORMANCE MEASURES:

1. C3 disseminates the Situation Report (SITREP) to all CFLCC battle staff within 10 minutes by:
 - a. Sending a message using GCCS-A (C2PC)
 - b. Posting report to the C3 Current Operations Section (OPS) web page.
 - c. Sending a message using E-mail.
 - d. Sending a message using Microsoft Chat.
2. Battle Staff verifies the accuracy of the report:
 - a. C2 validates information.
 - b. C3 validates information.
 - c. C4 validates information.
 - d. PMO validates information.
3. C3 directs the Battle Staff to conduct assessment of operational significance of loss of lines of communication (LOC).
4. Staff assesses impact on current operations.

Figure D-3. Battle staff drill example (cont)

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- a. C2 assesses enemy's current situation.
 - b. Staff weather officer (SWO) assesses current and forecasted weather's impacts on LOC (if required).
- NOTE: This assessment is mandatory if loss of APOD/SPOD was due to the effects of weather.
- c. C3 evaluates the impact on friendly current and planned operations.
 - (1) Current operations (OPS) section evaluates the impact on current operations.
 - (2) The future operations (FUOPS) section evaluates the impact on future operations.
 - d. C4 determines the impact on logistical support and alternate LOC.
 - e. C7 provides an estimate of personnel, materials, and funding requirements to accomplish repairs (if applicable).
5. Each staff section updates its' staff estimate and provides an impact statement to C3.
 6. C3 recommends execution of a modified military decisionmaking process (MDMP) (UJTL OP 5.3) to Chief of Staff (CofS).
 7. Chief of Staff (CofS) directs execution of a modified MDMP and provides any necessary planning guidance.
 8. CFLCC battle staff conducts a modified MDMP (UJTL OP5.3.1, OP 5.3.4).
 - a. C3 issues warning order to staff elements, CENTCOM Component Commands, MSCs, and CAC (IAW FM 101-5) (UJTL OP5.3.2).
 - b. C2 conducts modified intelligence preparation of the battlefield (IPB):
 - (1) Defines the battlefield environment.
 - (2) Describes the battlefield's effects.
 - (3) Evaluates the threat.
 - (4) Determines threat courses of action (COAs).
 - c. Future Operations (FUOPS) cell:
 - (1) Conducts a mission analysis.
 - (2) Develops COAs.
 - (3) Compares COAs.
- NOTE: Reference FM 101-5: (1) wartime-page 5-30; (2) peacetime-page 5-11.
- (4) Develops COA briefing.

Figure D-3. Battle staff drill example (cont)

- d. Briefs COAs to the CFLCC CofS (UJTL OP 5.3.5).
 - e. COS modifies, or provides additional guidance to COA analysis (UJTL OP 5.3.6).
 - f. Briefs revised COAs to the Commander, Combined Forces Land Component Command (COMCFLCC) for a decision (UJTL OP 5.3.7).
9. CFLCC battle staff develops FRAGO or Plan.
- a. Updates staff estimates and produces FRAGO input or annexes.
 - b. Provides input to C3 for incorporation into FRAGO or Plan.
 - c. C3 produces FRAGO or plan.
10. COMCFLCC approves FRAGO or plan.
11. C3 issues FRAGO or plan to all staff elements, CENTCOM, component commands, MSCs, and CAC via (UJTL OP 5.4.2):
- a. GCCS-A (C2PC) message (format).
 - b. C3 OPS web page.
 - c. E-mail.

COACHING POINT: (See battle drill example)

RUN-THROUGH INSTRUCTIONS: (See battle drill example)

PERFORM: (See battle drill example)

SUPPORTED TRAINING AND EVALUATION OUTLINES:

<u>ARTEP Number</u>	<u>T&EO</u>	<u>T&EO Task Title</u>
ARTEP 34-113-11-MTP	34-7-2013	Process Specific Information Requirements (SIR) Data (DIV)
ARTEP 34-113-12-MTP	34-8-2010	Maintain Current Enemy Situation St
	20-101-5-ABCS-DIV-MTP	Define the Battlefield Environment, Intelligence
	20-7-1171.72-BC03	Preparation of the Battlefield (IPB) (Battle Staff)
	20-7-1173.72-BC03	Evaluate the Threat, Intelligence
		Preparation of the Battlefield (IPB) (Battle Staff)
	20-7-1174.72-BC03	Determine Threat Courses of Action (COAs)
	20-7-7472.72-BC03	Develop Courses of Action (COAs), Military Decision Making Process (MDMP) (Battle Staff)
	20-7-7472.72-BC03	Conduct Mission Analysis, Military Decision Making Process (MDMP) (Battle Staff)
	20-7-7477.72-BC03	Produce Order or Plan, Military Decision Making Process (MDMP) (Battle Staff)

Figure D-3. Battle staff drill example (cont)

Appendix E
Training Support Package Table of Contents

E-1. Example. Figure E-1 provides an example of a TSP table of contents format.

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Figure E-1. TSP table of contents sample format

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Figure E-1. TSP table of contents sample format (cont)

E-2. More information. Refer to [chapter 6](#) for more information on a Collective/Warfighter TSP.

Appendix F
Collective Training Support Package Element List

F-1. Application. Refer to [chapter 6](#) for information on the application of TSPs.

F-2. Elements. Table F-1 contains examples of elements of TSPs.


Table F-1
TSP Elements

Components	Descriptions	Examples
TSP IDENTIFICATION		
Exercise Identifier		
Exercise Title	The name and number the developer assigns to the exercise.	Aerial Gunnery A Close Combat Tactical Trainer (CCTT) Exercise – Warrior Focus JANUS Staff Peacemakers
Exercise Security Classification	Security classification of the exercise.	SECRET, TOP SECRET, UNCLASSIFIED
Echelon(s)	Echelon(s) the exercise is designed to train.	Brigade, Battalion, Company/Team, Platoon
Unit Type	Type of unit the exercise is designed to train.	Armor, Mechanized Infantry, Scout
Unit Designation	The unit the exercise is designed to train.	A CO, 2-34 AR, 1 Brigade (BDE), 234 Armor ID(M)
Mission Type	The mission the exercise supports. Short-range unit CATS provide the links to mission, collective tasks, and exercise type.	Movement to Contact, Defense, Deliberate Attack
Exercise Type	The type of exercise as defined in the short-range unit CATS, appendix C, FM 7-1, and/or gunnery tables.	LFX, CPX, STX, Decisionmaking Exercise
TADSS	The training aids, devices, simulators, and simulations needed to support the exercise. TADSS are linked to the Exercise Type in the CATS.	CCTT - Multiple Integrated Laser Engagement System (MILES) Aviation Combined Arms Tactical Trainer - Brigade-Battalion Battle Simulation (BBS) JANUS - OneSAF
TSP Developer/POC Information		

Components	Descriptions	Examples
Developer/POC Name(s)	The name(s) of the TSP developer/POC(s).	Major John Smith
Developer/POC Unit Identification Code and/or Organization(s)	The alphanumeric code that uniquely identifies the TSP developer's/POC's unit.	WA9LAAA HQ 7 th Engineer BDE
Developer/POC Phone Number(s)/E-Mail Address	The DSN and/or commercial telephone number and electronic mail address of the TSP developer/POC.	555-555-5555 John.Smith@eustis.army.mil
TSP Development Status		
Status	The state of development for a given TSP.	Initial Draft Training Draft Final Draft
Date	The TSP development status date.	22 June 1996
EXERCISE OVERVIEW		
Exercise Narrative	A brief description of the exercise's tactical storyline (including the unit's mission or actions) and a general statement of the storyline conditions that are key to supporting the training objectives.	
Exercise Storyline	A general overview of the events leading up to the exercise and the expected actions that will occur during the exercise.	Following a tactical road march from AA TANK to the line of departure (LD), platoon maneuvers as the left flank platoon of the lead team in a TF movement to contact. Team Alpha moves along AXIS WEASEL to defeat forces in zone and secure OBJ CHEVY. On order (O/O), the team occupies battle position (BP) 3 orienting from Target Reference Point (TRP) 02 to TRP 04.
Conditions	A general description of the environmental conditions and/or starting status as it impacts training. Conditions are derived from the collective tasks to train.	The exercise begins at 170445JAN00 requiring the unit to perform the tasks during limited visibility.
Nature of Threat	The OPFOR organization, equipment, and tactics employed in the exercise as defined in FM 100-61 and FM 100-63 are determined from the collective tasks.	The enemy in the exercise consists of a BMP-II equipped Military Intelligence (MI) Battalion (BN) deployed with two Combat Reconnaissance Patrols (CRPs), an FSE, and an advance guard. The MI BN is reinforced with a tank company and an SP howitzer battalion (-).

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Components	Descriptions	Examples
Exercise Difficulty	A developer-provided estimate of the general difficulty of the exercise relative to unit's current capabilities. The TSP may be designed to train a combination of CWR.	Crawl Walk Run
Training Objective	A statement that describes the desired participant outcomes in terms of the tasks, conditions, and standards for the specified exercise. Refer to Execution Guidance in unit CATS.	
Task Groups/METL Tasks Supported	The CATS collective task groups or unit METL tasks supported by the exercise.	Mobilize and Deploy Defend
Task Number	The alphanumeric identification assigned by the proponent.	71-6-9263.17.00KB
Task Title	The name of the task assigned by the proponent.	Defend
Task Date	The date the task was published and approved by the proponent.	
Collective Tasks Trained	The tasks trained in the exercise, drawn from the appropriate Mission Training Plan, which support the METL tasks trained.	17-3-1016 Conduct Tactical Movement 17-3-0221 Execute Actions on Contact 17-3-0219 Conduct an Attack by Fire
Task Number	The alphanumeric identification assigned by the proponent.	17-3-0221
Task Title	The name of the task assigned by the proponent.	Execute Actions on Contact
Task Condition	The field conditions under which the task is performed. This may include the when, where, and why the unit performs the task, and what materials, personnel, and equipment the unit must have to perform the task.	The platoon is conducting tactical operations as part of a company team or cavalry troop. It makes enemy contact by receipt of direct/indirect fires, direct observation of enemy forces or obstacles, or from reports sent to, or coming from, higher headquarters.
Task Standard	A statement that establishes the criteria for how well a task must be performed.	The platoon reacts to the contact, deploys as required, and reports the contact to the commander. It develops the situation, based on the commander's intent, while retaining sufficient combat power to continue the mission. The platoon successfully accomplishes the course of action directed by the commander.

Components	Descriptions	Examples
Cues	Stimuli prompting action. An initiating cue is a signal to begin performing a task. A terminating cue indicates task completion.	The battalion staff receives a warning order on the upcoming change of mission.
Task Date	The date the task was published and approved by the proponent.	
Task Performance Support Codes	TPS codes indicate the degree to which a simulation provides the necessary cues and responses one would expect in a field training environment, when performing the task in simulation.	
Individual Tasks Trained	The key individual tasks trained in the exercise, drawn from the appropriate MTP matrix.	
Task Number	The alphanumeric identification assigned by the proponent.	
Task Title	The name of the task assigned by the proponent	
Exercise Diagram	A graphic depiction of the exercise.	
Exercise Development Notes	Information provided by the developer to clarify the exercise design and development decisions. This should include modifications of doctrinal tasks, conditions, and standards.	“This exercise focuses on movement techniques, formations, and C2 procedures; thus, no enemy contact was included.”
Exercise After Action Review Notes	Information learned from exercise execution.	“When we ran the exercise, all the OPFOR was on one workstation; it would have been easier to control the OPFOR if we had used two workstations.”
TACTICAL MATERIALS		
Orders/Plans	A directive issued for the purpose of effecting the coordinated execution of an operation, as defined in appendix H, FM	

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Components	Descriptions	Examples
	101-5-1. It may contain a description of the task organization, situation, mission, execution guidance, administrative and logistics support, and command and signal information for the specified operation.	
Orders/Plans	The specific order/plan needed to support the exercise.	OPORDs, FRAGOs, WARNOs, Operation Plans
Map sheets	Scale, series, and description of map sheets required for the exercise.	1:250,000, Series JOG 1501 Air, Sheet NK 34-5, Edition 6, February 1999 1:50,000: SERBIA Series M709, Sheet: 3178 I,
Transmission Methods	The means, electronic or otherwise, by which a HQ sends an order/plan to its subordinates.	Maneuver Control System (MCS) FBCB2
Overlays	A printing or drawing scaled to a map to show graphics for combat, combat support, and combat service support operations, as defined in Appendix H, FM 101-5-1.	
Overlays	The specific overlay needed to support the exercise.	Operation Overlay Fire Support Overlay Engineer Overlay
Transmission Methods	The means, electronic or otherwise, by which a HQ sends an overlay to its subordinates.	MCS All Source Analysis System (ASAS) FBCB2 Tactical Digital Facsimile (TACFAX) Hardcopy
Tactical Reports	Oral and/or written communication delivered in an appropriate military format, as defined in FM 3-90.3.	
Reports	The specific tactical report needed to support the exercise.	Intelligence Summary, SITREP, Spot Report
Transmission Methods	The means, electronic or otherwise, by which a HQ sends a report to its subordinates.	MCS Hardcopy ASAS FBCB2 Radio TACFAX
Road to War	A graphic and/or narrative description of the events leading up to the situation at the start of the exercise.	
Geographical Location	The area in which the events of an exercise	The area adjacent to the boundary between Kentucky and

Components	Descriptions	Examples
Geographical Setting	<p>take place.</p> <p>The surroundings or environment in which the exercise takes place.</p>	<p>Indiana.</p> <p>This area has been hotly disputed since 1992. In 1993, the United Nations (UN) established a multinational peacekeeping force to patrol the area. Constant violence along the border has been escalating until March of 2000.</p> <p>Elements of the People’s Democratic Republic of Kentucky sent forces across the Ohio Canal, prompting the deployment of U.S. forces to assist in reestablishing peace in the region.</p>
Political Factors	<p>Issues and considerations related to the government of the area.</p>	<p>Since the mid-1930’s, Kentucky has been ruled by a Marxist-inclined political party. It tolerates little or no dissent. Indiana has been ruled during the same time by a series of center-left coalitions. A broader range of political debate is tolerated in Indiana than in Kentucky.</p>
Economic Factors	<p>Financial considerations of the area.</p>	<p>Kentucky’s economic power is based on agriculture commodities and is subject to significant price fluctuations, based on the international market. Indiana’s economy is based on a mix of manufacturing, small business, and agriculture. Indiana is a net exporter. Kentucky has relied on a series of large loans from the International Monetary Fund to finance its military hardware purchases.</p>
Social Factors	<p>Cultural characteristics of the location.</p>	<p>Although nominally egalitarian, Kentucky is divided into two very different social classes. Social power and prestige are actually vested in the ruling party’s hierarchy. Indiana was original ruled by a land-owning minority; however, over the last 30 years it has developed a middle class that now includes approximately 1/3 of Indiana’s population.</p>
Military Factors	<p>Characteristics of the armed forces in the area.</p>	<p>Kentucky’s armed forces consist of 500,000 personnel in uniform. Eighty percent of those people are members of Kentucky’s ground component that consists of a mix of modernized infantry and armored forces. Kentucky’s air power is a mix of helicopters and fixed wing aircraft, with a close air support mission. Indiana’s armed forces are similar to Kentucky’s, but only half the size.</p>
Infrastructure Factors	<p>Utilities, communication network, sewerage, and transportation networks of the area.</p>	<p>The major arteries run north and south, 31W and I-65. Each has a paved surface and is viable in all weather</p>

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Components	Descriptions	Examples
		conditions. The roads have from two to six lanes. Railroads run parallel to these roads. Coal-generated electricity is available for the operations. All cities and villages throughout area of operation have adequate sewerage.
EXERCISE CONTROL MATERIALS		
Exercise Storyboard	The script for the exercise. It identifies the events (i.e., what is going to happen in the exercise in terms of cues/responses) and the approximate event times.	
Event	Small well-defined segments of an exercise. Each event uses cues to cause a specified unit action that represents performance of one or more tasks.	Occupation of a BP Displacement Rehearsal Rearm and Refuel
Cues	Stimuli that prompt unit performance. The cues are derived from the collective task analysis and must be linked to the evaluation plan to ensure that the task is properly evaluated.	Reports and Orders Scripted Messages Tactical and Administrative Occurrences or Actions
Unit Responses/ Tasks	Unit performances expected to occur in response to cues.	0800 – Unit crosses Phase Line (PL) Alpha
Exercise Execution Timeline	The timeline for the occurrence of events (i.e., cues/responses) included in the exercise storyboard.	0800 – Send FRAGO #1
Exercise Support Personnel Guidelines	Execution-focused instructions for all supporting personnel that direct performance of activities that support the training unit's performance.	
Role	The function an individual provides or portrays during the exercise.	OPFOR Commander Field Artillery BN Tactical Operations Center Workstation Operator Refugee
Duties	Activities required for performing a role or function during the exercise.	<ul style="list-style-type: none"> • Initialize workstation • Verify OPFOR starting locations • Conduct security zone reconnaissance • Conduct a strong point defense

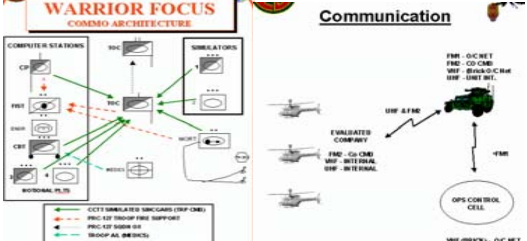
Components	Descriptions	Examples
Location	The location(s) of the supporting personnel by role.	OPFOR SAF Room – OPFOR Workstation B
Tactical Purpose	The mission and/or concept of the operation for the elements controlled and represented during the exercise.	An OPFOR MI BN(+) supported by a Tank Company and 2S1 Battery will conduct an attack through Brown Pass, vicinity NK337180, to key the actions of the training unit.
Execution Guidance	Specific instructions for accomplishing the tactical purpose in the exercise.	At the start of the exercise, the OPFOR Combat Reconnaissance Patrol (CRP) is located at NK461132 in a traveling formation with the T80s leading, with the NBC recon squad and an engineer recon section following. When the BLUFOR platoon passes command post (CP) 56, start the 2 HIND-Ds and let them run their course. At the direction of the O/C (after the BLUFOR platoon passes CP 51), you will execute OPFOR PLATOON movement. When the CRP(+) makes contact with the BLUFOR, it will engage the tank platoon. When one vehicle from the Motorized Infantry Platoon is lost, withdraw the CRP(+) toward CP 8.
Unit Starting Locations	Locations of the elements controlled and represented by the workstations, as well as any other related graphic control measures.	Artillery Battery – NK600500
Unit ID	The alphanumeric identification of a unit controlled by a workstation.	1/A/1-5F
Unit Type	The type of unit controlled by the workstation.	BLUFOR Mechanized Platoon, BLUFOR Artillery Unit OPFOR Dismounted Infantry Squad OPFOR Tank Platoon
Grid Coordinate	A grid coordinate for the unit location.	NK4500011000
Control Measures List	List or sketch used to depict actions, units, and tactical tasks. It may also include obstacles, boundaries, fire support control measures, and targets.	Target Reference Points Unit Boundaries Coordinating Point
Control Measure Type	The type of control measure needed to support the exercise.	Target Reference Points, Boundaries Coordinating Point Contact Points
Control Measure ID	The name or numbers identifying a control measure.	AL2011, CP24 PL Phoenix
Control Measure Grid Coordinate	The grid coordinate for a control measure.	NK3353620698

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Components	Descriptions	Examples
Target Array	The type, location, and sequence of targets, including the amount of time a target is displayed on a range.	
Target Type	An object, vehicle, and/or individual that is the aiming point of any weapon or weapons system.	Frontal Tank Moving Flank Tank Rocket Propelled Grenade Team
Target Quantity	The number of targets needed to support the exercise.	4 BMPs 2 Tanks
Target Position	The range of a target from the firing line.	600-800 Meters, 400-600 Meters
Target Ignition	The point in the exercise, by time or event, when the target is exposed.	Unit crosses over PL Alpha 0930-Range crew emplaces frontal tank
Exposure Time	The length of time a target is available to engage.	9 Seconds 60 Seconds
Engagement Criteria	Those circumstances that allow engagement of a force without a specific command to do so. This may include a point or line on the ground that a force crosses, or an event or action that a force does.	Direct fire engagements will begin when BLUFOR main body elements are between TRP 001 and TRP 002.
Rules of Engagement	Directives that delineate the circumstances and limitations under which forces initiate and/or continue combat engagements.	Recon elements will use direct fire only for self-defense.
Administrative Training Rules	The basic guidelines and procedures for the use of combat, combat support, and combat service support systems, within the limitations and restrictions of the training environment.	
Army Aviation	Administrative rules to define the use and the results of Army Aviation activities during the exercise.	Helicopters assessed as casualties are directed to land by O/Cs, as near to the engagement location as safety considerations will allow. After the pilot informs his unit of his status, a "killed" helicopter is allowed no further radio communications.
Air Defense	Administrative rules to define the use and results of air defense during the exercise.	Aircraft engaged by Stinger missiles will be assessed as killed, unless the aircraft disperses flares and takes evasive action.

Components	Descriptions	Examples
Civilians on Battlefield	Administrative rules to define the use and results of civilians on the battlefield during the exercise.	All civilians must wear MILES on the battlefield.
Combat Electronic Warfare	Administrative rules to define the use and results of combat electronic warfare during the exercise.	Tactical medical evacuation frequencies may not be jammed.
Combat Service Support	Administrative rules that define the use and results of combat service support activities during the exercise.	Killed In Action (KIA) reconstituted 1 hour after casualty feeder reports have been submitted to BDE S-1.
Command & Control	Administrative rules that define the use and results of C2 activities during an exercise.	Single-Channel Ground and Airborne Radio System frequency hopping may not be used during the exercise.
Direct Fire Engagements	Administrative rules that define the use and results of direct fire engagements during an exercise.	Crewmen of vehicles assessed as direct fire hits are considered KIA.
Dismounted Operations	Administrative rules that define the use and results of dismounted operations and reconnaissance during the exercise.	Blanks will never be fired at personnel within 20 feet.
Fire Support	Administrative rules that define the use and results of fire support during the exercise.	O/Cs or fire markers throw ground burst and fire air burst simulators to replicate incoming artillery. Casualties are assessed based on the number and type of rounds falling in the impact area. Personnel and vehicles are assessed based on the battle damage assessment (BDA) table.
Mobility & Survivability	Administrative rules that define the use and results of mobility and survivability operations during the exercise.	All mines are assumed to have antihandling capability.
NBC	Administrative rules that define the use and results of NBC activities during the exercise.	During decontamination operations, commercial laundry detergent will be used in lieu of decontamination agents STP and DS2.
Prisoners of War Considerations	Administrative rules that define the treatment and activities associated with the handling of POWs during the exercise.	The upper right-hand pocket is a "safe" pocket and may not be searched.
TACAIR	Administrative rules defining the use and results of TACAIR activities during the exercise.	BDA assessments will be based on aircraft altitude at the time of release.
Communication		
Call Signs	The call signs for the training unit and	Black 6

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Components	Descriptions	Examples
	supporting personnel.	Saber 7
Communication Network Diagram	A diagram that identifies the stations on the tactical and administrative network and the hierarchy of communications for the exercise.	
Simulation Workarounds (Virtual/ Constructive)	Guidelines that explain how to overcome simulation limitations.	Manned module crews can detect and cross over tunnels during the exercise. However, when crews cross over tunnels, the module “falls” through the database, flipping the module and killing the crew. If this occurs, you must pause the exercise, reposition the module in a new grid location, and restart the exercise.
EXERCISE SETUP MATERIALS		
Training Area/Range (Live)	The range or maneuver area for which the exercise was developed.	Fort Hood Training Area 41-47 Drop Zone Zulu
Terrain Database (Virtual/ Constructive)	The digital terrain for which the exercise was developed.	CCTT Primary 2 – Central Europe BBS – National Training Center
Initialization Data for ABCS		
Training Site/Range Preparation	The unit and/or site activities required for conducting the exercise.	OPFOR needs to setup obstacles and traps prior to the unit FTX.
Exercise Date & Time Group	The date and time of exercise activities.	021300MAR022
Force Structure		
BLUFOR Task Organization	The composition of the friendly forces in the exercise.	Armor Heavy Task Force (2 Tank Co, 1 Mechanized Co), Engineer Co, and an Air Defense Artillery Platoon (plt)
OPFOR Task Organization	The composition of the enemy forces in the exercise.	A MI BN supported by the mine warfare plt of its parent BDE’s Engineer Co
White Elements	The civilian agencies and elements involved in the exercise.	40 Red Cross relief workers Electrical team from the city public works department 300 refugees with 50 goats
Green Elements	The noncombatants involved in the	UN Peacekeeping Forces

Components	Descriptions	Examples
	exercise.	
Classes of Supply	Lists the logistic requirements (live or simulated) in terms of the amount of classes of supply required for the exercise. Resources required to conduct the exercise may be determined from short-range unit CATS. The TSP must clearly identify the difference between the actual resources and the classes of supply for the simulation. Each separate supply item required should include the nomenclature, national stock number, unit of issue, and quantity as shown for the subsistence items (example below).	
Class I	Subsistence items and gratuitous-issue health and comfort items.	
Subsistence Items	The types of meals ready to eat, T-rations, fresh fruits, and vegetables.	
Nomenclature	The names/descriptions of items needed to support the exercise.	
National Stock Number	The stock numbers of the items.	
Unit of Issue	The item quantity as issued.	
Quantity	The amount issued	
Gratuitous-Issue Health Items		
Nomenclature	The names/descriptions of items needed to support the exercise.	
National Stock Number	The stock numbers of the item.	
Unit of Issue	The item quantity as issued.	
Quantity	The amount issued	
Gratuitous-Issue Comfort Items		
Class II	Clothing, individual equipment, tentage, organizational tool sets and kits, hand tools, maps, and administrative and housekeeping supplies and equipment.	
Clothing		Battle Dress Uniform

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Components	Descriptions	Examples
Individual Equipment		
Tentage		
Organizational Tool Sets and Kits		
Hand Tools		
Maps		
Administrative and Housekeeping Supplies		
Administrative and Housekeeping Equipment		
Class III	Petroleum fuels, lubricants, hydraulic and insulating oils, preservative, liquids and gases, bulk chemical products, coolants, deicer and antifreeze compounds, components and additives of petroleum and chemical products, and coal.	
Petroleum Fuels		
Lubricants		
Hydraulic and Insulating Oils		
Preservative		
Liquids and Gases		
Bulk Chemical Products		
Coolants		
Deicer and Antifreeze Compounds		
Additives of Petroleum		
Chemical Products		
Coal		
Class IV	Construction materials including installed equipment, and all fortification and obstacle materials.	
Class V	Ammunition of all types, including chemical, bombs, explosives, mines, fuses, detonators, pyrotechnics, missiles, rockets,	

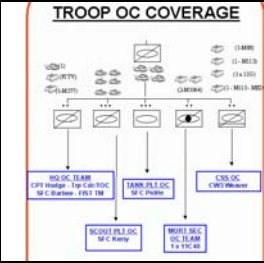
Components	Descriptions	Examples
	propellants, and other associated items.	
Class VI	Personal demand items, such as health and hygiene products, writing materials, snack food, beverages, cigarettes, batteries, and cameras (nonmilitary items).	
Class VII	Major end items, such as launchers, tanks, mobile machine shops, and vehicles.	
Class VIII	Medical materials including repair parts peculiar to medical equipment and management of blood.	
Class IX	Repair parts and components, to include kits, assemblies, and subassemblies (repairable or nonrepairable) that are required for maintenance support of all equipment.	
Class X	Material required for supporting nonmilitary programs, such as agricultural and economic development projects (not included in classes I-IX).	
MISC	Water, captured enemy material, and salvage material.	
Starting Locations (Virtual/ Constructive)	The individual soldier, vehicle, or unit grid locations at the start of the exercise.	
BLUFOR	The friendly soldier, vehicle, or unit grid locations at the start of the exercise.	NK600553
OPFOR	The enemy soldier, vehicle, or unit grid locations at the start of the exercise.	NK600542
White	The civilian agency and/or element grid locations at the start of the exercise.	NK600500
Green	The noncombatant grid locations at the start of the exercise.	NK123999
Starting Conditions (Virtual/ Constructive)	The initial status for all entities at the start of the exercise.	
Orientation	The initial azimuth in degrees/mils for all entities at the start of the exercise.	270 Degrees
Formation	The formation the entities will be in at the	Column, Wedge, Line

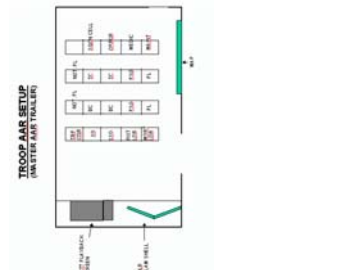
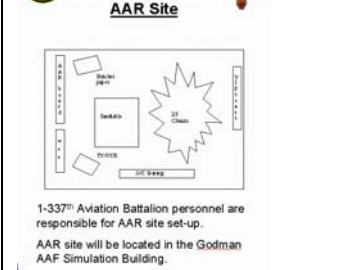
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Components	Descriptions	Examples
	start of the exercise.	
Spacing	The distance between entities at the start of the exercise.	200 Meters
Posture	The specific operational status and activities of the entities in the exercise.	Defend, Halt, Traveling Overwatch, Defilade
Maintenance Status	The readiness of material/equipment that is in fact, or administratively classified as, unserviceable, pending completion of required servicing or repairs. It is used to determine the probability of a maintenance fault.	Tanks 50% mission capable Bradleys 85% mission capable
Equipment Status	The initial equipment state for entities at the start of the exercise.	Mobility-kill, Firepower-kill, Mobility/Firepower-kill, Catastrophic-kill
Personnel Status	The condition of personnel.	KIA, Wounded In Action
Gunnery Competency	The skill level of the entities at the start of the exercise.	Novice, Competent, Marksman
Environmental Conditions (Virtual/Constructive)	The weather conditions at the start of the exercise.	
Barometric Pressure	The measure of atmospheric pressure specified at the start of the exercise.	29.7
Cloud Ceiling	The range of cloud cover specified at the start of the exercise.	5000 feet
Density Altitude	The height above mean sea level at which the existing density of the atmosphere would be duplicated in the standard atmosphere.	
Fog	The range of fog visibility specified at the start of the exercise.	500 meters
General Visibility	The range of visibility specified at the start of the exercise.	4000 meters
Haze	The range for haze visibility specified at the start of the exercise.	200 meters
Relative Humidity	The ratio, usually expressed as a percentage of air's water vapor content, to its water vapor capacity, at a given	

Components	Descriptions	Examples
	temperature and pressure.	
Absolute Humidity	A ratio of the quantity of water vapor present per unit volume of air, usually expressed as grams per cubic meter or grains per cubic feet.	
Illumination	The light levels specified at the start of the exercise. This may include ambient light, lunar light (no moon, half moon, full moon, starlight), and solar light (dawn, dusk, high noon).	Full Moon
Precipitation	The measured, or estimated, rate of rainfall or snowfall specified at the start of the exercise.	
Surface Wind	The wind speed, direction, and gust speeds measured over the land or water, specified at the start of the exercise.	
Temperature	A measure of hotness or coldness of the air near the ground, specified at the start of the exercise.	Dry/Cold, Dry/Hot, Wet/Cold, Wet/Hot
Communication Plan		
Radio Nets	The radio nets for the training unit and supporting personnel.	A Co Command A Co Plt
Radio Frequencies	The radio frequencies for the training unit and supporting personnel.	31.000 31.100
Simulation File(s) (Virtual/ Constructive)	The electronic file(s) that load exercise starting data into the simulator.	
EVALUATION PLAN		

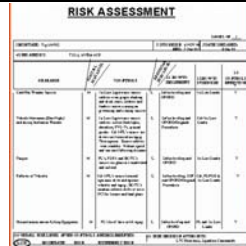
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Components	Descriptions	Examples
Observation Plan	The plan for observing and recording unit task performance.	
Observation Role	List of individuals who act as O/Cs and their roles in the exercise.	<p>S2 O/C S3 O/C Tank Crew Evaluator Scout Plt Observer</p> 
Observation Duties	The tasks required for performing the observation role or function during the exercise.	<ul style="list-style-type: none"> • Observe S2 and S2 section • Apply battlefield effects near Main CP, as required or O/O
Observation Location	The location or point-of-view, by task or event, the O/C needs to observe during the exercise.	Main CP
Observation Schedule	A list of observation events or activities, and when they occur.	<ul style="list-style-type: none"> • Planning 0900-1200 • BDE Rehearsal 1400 • LD 2100
Observation Focus	The task objectives and outcomes, as well as any other information the O/C should be aware of, while observing unit task performance.	Observe interaction between the S2 and the BDE engineer during the development of the situation template as part of BDE staff task 71-TS-6010 Conduct IPB.
METL Tasks Supported	The METL tasks supported by the exercise.	Mobilize and Deploy Defend
Collective Tasks Trained	The tasks, drawn from the appropriate Mission Training Plan trained in the exercise, that support the METL tasks trained.	17-3-1016 Conduct Tactical Movement 17-3-0221 Execute Actions on Contact 17-3-0219 Conduct an Attack by Fire
Supporting Collective Tasks	The subordinate unit Mission Training Plan tasks trained in the exercise that support the collective tasks trained.	17-3-0065 Conduct Troop Leading Procedures
Supporting Individual Tasks	The individual tasks trained in the exercise that support the collective tasks trained.	17-3-0219 Engage Targets
Observation Tools	The devices the O/C uses to collect and record observations on unit task	Training and Evaluation Outlines

Components	Descriptions	Examples									
	performance.	Score Sheets Observation Forms									
AAR Plan	The plan for providing focused feedback to the training unit.										
AAR Focus	Key points to discuss during the AAR.	<ul style="list-style-type: none"> • Family of Scatterable Mines employment and S2, Fire Support Officer, and engineer coordination • Combat power regeneration and logistics operations in BDE 									
AAR Technique	The method used to organize the AAR discussion.	Chronological Key Event BOS									
AAR Facilitators	The individuals who facilitate the AARs.	S2 O/C Senior O/C									
AAR Attendees	The training unit and supporting personnel who attend and participate in the AAR(s).	Troop Cdrs, Battery Cdrs, 1SG, XO, Maintenance Platoon Sergeant, Mortar Sec Sgt, FIST Noncommissioned Officer in Charge (NCOIC), Troop Co									
AAR Schedule	List, by time or event occurrences, when AARs are conducted.	<p style="text-align: center;">AAR PURPOSE</p> <p style="text-align: center;">Provides immediate feedback on specific training events through group discussion. This allows units to identify strengths and areas to improve and provides them an opportunity to refine their performance and meet Army standards.</p> <p style="text-align: center;">Schedule</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>UNIT</th> <th>Date & Location</th> <th>Attendees</th> </tr> </thead> <tbody> <tr> <td>A CO</td> <td>14000 APR 04 10000 Fort McCh, TX</td> <td>1 AAVN MC Commande S-48 Company personnel</td> </tr> <tr> <td>C CO</td> <td>14000 APR 04 10000 Fort McCh, TX</td> <td>1 AAVN MC Commande S-48 Company personnel</td> </tr> </tbody> </table>	UNIT	Date & Location	Attendees	A CO	14000 APR 04 10000 Fort McCh, TX	1 AAVN MC Commande S-48 Company personnel	C CO	14000 APR 04 10000 Fort McCh, TX	1 AAVN MC Commande S-48 Company personnel
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A CO	14000 APR 04 10000 Fort McCh, TX	1 AAVN MC Commande S-48 Company personnel									
C CO	14000 APR 04 10000 Fort McCh, TX	1 AAVN MC Commande S-48 Company personnel									
AAR Locations	A diagram or narrative identifying the location of the AARs, and any special setup requirements.	<div style="display: flex; justify-content: space-around;"> <div data-bbox="1176 1063 1522 1331">  <p>TROOP AAR SETUP (Troop AAR Tables)</p> <p>The diagram shows a rectangular room layout with tables arranged in rows. Labels include 'Troop AAR Tables', 'S2 O/C', 'Senior O/C', and 'Troop Co'. A north arrow is present.</p> </div> <div data-bbox="1533 1063 1879 1331">  <p>AAR Site</p> <p>The diagram shows a room layout with a central 'Seating' area, a 'TV/Video' area, and a 'S2 O/C' area. A starburst shape is labeled 'S2 O/C'. A north arrow is present.</p> <p>1-337th Aviation Battalion personnel are responsible for AAR site set-up. AAR site will be located in the Godman AAF Simulation Building.</p> </div> </div>									

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Components	Descriptions	Examples
AAR Type	The form of AAR being conducted for the exercise. This can include both an informal and formal AAR.	Staff Section AAR Key Leaders AAR
AAR Tools	The devices used to support the AAR discussion.	Training and Evaluation Outlines AAR Worksheet Data Analysis Recording Reports
ADMINISTRATIVE MATERIALS		
Planning Timeline	A schedule of major activities involved in the development, preparation, and execution of the exercise. It may include activities completed by unit personnel, training site personnel, and/or supporting personnel.	3 Dec Squadron Commander's Guidance 15 March Brief the Concept 26 April TSP to JANUS Site 30 May JANUS Team Sets Up Site 3 June JANUS Exercise
Exercise Schedule	A timetable for the training unit to plan that indicates when to arrive at the site, and when major events will occur during the training.	2 June 0800-0900 JANUS Concept Brief 3 June 0800 First Formation 1100-1145 Lunch 1200-1300 Squadron AAR 4 June 0800-0900 Issue FRAGO 1200-1300 Squadron AAR 1330 Exercise Complete 1400 Unit Departs
Personnel Requirements	The logistic and personnel requirements necessary for the exercise.	
Personnel Required	Lists the personnel and quantity needed to support the exercise.	
Observer/Controller	Individuals who observe the unit's task performance, control the exercise, and provide focused feedback, based on the observations.	1 Tank Crew Evaluator 1 S2 O/C
Higher/Adjacent/Subordinate Units	Individuals who represent the Higher, Adjacent, and/or Subordinate units in the exercise.	1 G3 52 nd Division 1 201 st Armored Cavalry Regiment
OPFOR Units	Individuals or unit that represent the OPFOR in the exercise.	1 OPFOR Workstation Operator

Components	Descriptions	Examples
Civilians/Government Agencies	Individuals who represent civilians on the battlefield, and/or government agencies in the exercise.	1 Refugee
Administrative Support	Individuals who support the training unit during the exercise.	Range Detail (1 NCO, 5 Soldiers) 1 Range OIC/NCOIC 1 Range Safety Officer 1 Fire Support Workstation Operator
Personnel Qualifications	The prerequisite knowledge, experience, skills, and abilities an individual must possess to fill a specific exercise position.	
Military Occupation Specialty	An alphanumeric code that describes the skill level and military job title required for filling the specific exercise position.	12B30 Combat Engineer Staff Sgt
Rank	The military grade title required for filling the specific exercise position.	LTC, MAJ, CPT
Military Education/ Experience	The military schools and previous experience required for filling the specific exercise position.	The O/C must be a Command and General Staff College graduate and have previous brigade level staff experience.
Risk Assessment & Management	The process of detecting, assessing, and controlling risk arising from operational factors, and making the decisions that balance risk costs with mission benefits.	
Environmental Considerations	Administrative rules that define the environmental precautions to observe during the exercise.	Wildlife Do not feed wildlife. Feeding wildlife will cause them to lose their fear of humans and may cause them to become more aggressive.
Safety Considerations	Administrative rules that define the safety precautions to observe during the exercise.	Heat Exhaustion <u>Symptoms</u> . Profuse sweating, headache, tingling sensations in the extremities, pallor, nausea, vomiting, weakness, and rapid pulse. <u>Treatment</u> . Remove the patient to a cool place and request a medic. Elevate the patient's legs, and give cool water. Seek medical attention.

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Components	Descriptions	Examples
ASSEMBLE REFERENCES		
Document List	A list of documents (electronic and/or paper) used to develop the exercise, or needed to support the exercise. It may include Army regulations, ARTEPs, field manuals, maps, tactics, techniques, procedures, and unit and site SOPs.	FM 3-20.15, Tank Platoon FM 17-97 , Cavalry Troop FM 3-20.98 , Reconnaissance Platoon (superseded FM 17-98, Scout Platoon) FM 7-90 , Tactical Employment of Mortars
Key Word Index	A metafile of words produced automatically by the "TSP tool" for the purpose of electronic search.	

Glossary

Section I Abbreviations

AAR	After Action Review
ABCS	Army Battle Command System
ADTLP	Armywide Doctrinal and Training Literature Program
AOC	area of concentration
APD	Army Publishing Directorate
AR	Army Regulation
ARTEP	Army Training and Evaluation Program
ASAS	All Source Analysis System
ASAT	Automated Systems Approach to Training
ATIA	Army Training Information Architecture
ATIMP	Army Training and Information Management Program
ATSC	Army Training Support Center
AUTL	Army Universal Task List
BBS	Brigade-Battalion Battle Simulation
BDA	battle damage assessment
BDE	Brigade
BLUFOR	Blue Forces
BMP	Armored Soviet Personnel Carrier
BN	Battalion
BOS	Battlefield Operating Systems
BP	battle position
C2	command and control
CALFEX	Combined Arms Live Fire Exercise
CATS	Combined Arms Training Strategy
CCTT	Close Combat Tactical Trainer
CFX	Command Field Exercise
CO	company
COR	Contracting Officer's Representative
CP	command post
CPX	Command Post Exercise
CRC	camera-ready copy
CRP	Combat Reconnaissance Patrol
CSS	combat service support
CTC	Combat Training Center
CWR	crawl-walk-run
DA	U.S. Department of the Army
DB	Drill Book
DRAG	Doctrinal Review and Approval Group
FBCB2	Force XXI Battle Command-Brigade and Below
FIST	Fire Support Team
FM	Field Manuals

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FRAGO	fragmentary order
FSE	Fire Support Element
FTX	Field Training Exercise
GSA	General Services Administration
HHB	Headquarters and Headquarters Battery
HHC	Headquarters and Headquarters Company
HHD	Headquarters and Headquarters Detachment
HQ	Headquarters
IAW	in accordance with
IPB	intelligence preparation of the battlefield
IPR	In Progress Review
JANUS	Force Model (Livermore Labs) (simulation named after mythological figure)
KIA	Killed in Action
LD	line of departure
LFX	Live Fire Exercise
LTX	Lane Training Exercise
MACOM	major Army command
MCS	Maneuver Control System
METL	Mission-Essential Task List
MI	Military Intelligence
MILES	Multiple Integrated Laser Engagement System
MOPP	Mission Oriented Protective Posture
MTP	Mission Training Plan
NBC	nuclear, biological, and chemical
NCOIC	Noncommissioned Officer in Charge
O/C	observer/controller
O/O	on order
OPFOR	Opposing Forces
OPORD	Operations Order
Pam	Pamphlet
PL	phase line
plt	platoon
POC	point of contact
POL	petroleum, oils, and lubricants
POWs	Prisoners of War
PSY	Personnel Service Year
RDL	Reimer Digital Library
Reg	Regulation
ROE	Rules of Engagement
ROI	Rules of Interaction
SAT	Systems Approach to Training
SATS	Standard Army Training System
SITREP	Situation Report
SOT	Statement of Task
SOW	Statement of Work

STAFFEX	staff exercise
STP	Soldier Training Publication
STRAC	Standards in Weapons Training
STX	Situational Training Exercise
T&EO	Training and Evaluation Outline
TACFAX	Tactical Digital Facsimile
TADSS	Training Aids, Devices, Simulators, and Simulations
TDA	Table of Distribution and Allowances
TDDT	Training Doctrine Development Tool
TO&E	Table of Organization and Equipment
TRP	Target Reference Point
TSP	Training Support Package
UJTL	Universal Joint Task List
UN	United Nations
USR	Unit Status Report

Section II

Terms

Army Training and Evaluation Program (ARTEP)

A program for collective training in units. It describes the collective tasks that the unit must perform to accomplish its critical wartime missions and survive on the battlefield.

battle drill

A critical collective task, performed by a platoon or smaller element, involving fire and/or maneuver, executed without the application of a deliberate decisionmaking process, initiated on cue that is standard throughout like units in the Army, and accomplished with minimal leader orders.

battle staff drill

A C2 collective task performed by a unit commander's staff or staff section; a grouping of individual staff tasks performed in a designated sequence; or a series of several different individual staff task performance steps, performed in a designated sequence to accomplish a unit C2 function. Battle staff tasks maybe initiated by the unit commander's directive (directed response to a CCIR, or enemy action), on cue (identification of a critical supply shortage), a specific action (response to a serious incident), or as a component of a higher collective C2 task (conduct the military decisionmaking process). Battle staff tasks are performed with minimal orders, and standardize the Army C2 battlefield operating system (BOS) function across all Army units, to enable efficient C2 of unit conducting operations.

Battlefield Operating Systems (BOS)

The major functions (maneuver, fire support, air defense, intelligence, C2, mobility and survivability, and CSS), occurring on the battlefield. Each system is used by the total Army to successfully execute operations.

coaching points

Statements in a drill that help clarify the performance measures.

collective task

A unit of work or action requiring interaction between two or more individuals for its accomplishment (i.e., operate a M105 Howitzer). It may also be a mission requirement, such as secure a bridgehead, which can be broken down into individual tasks.

collective task analysis

Analysis process that identifies all actions and decisions required for accomplishing each critical collective task.

collective task analysis worksheets

Worksheets used to record the actions and decisions required to perform a given collective task. Includes task performance specifications, such as conditions, standard, cue, task steps, references, safety and environmental factors/hazard, skills/knowledge, and performance measures.

collective task list

Compilation of collective tasks identified during mission analysis that are required for mission accomplishment.

collective training

Training, either in institutions or units, that prepares cohesive teams and units to accomplish their combined arms and service missions on the battlefield.

collective training development

A systematic process of creating training materials and products for collective training.

collective training matrixes

Graphic portrayals of collective training data which shows an organized set of relationships between missions, collective tasks, leader tasks, and/or individual tasks (i.e., collective-to-individual task matrix, FTX-to-mission matrix, mission-to-collective task matrix, publication reference-to-collective task matrix, STX-to-FTX matrix).

Combined Arms Training Strategy (CATS)

The Army's overarching strategy for the current and future training of the force. It describes how the Army will train the total force to standard in the institution, unit, and through self-development. It also identifies, quantifies, and justifies the training resources required to execute the training.

Command Field Exercise (CFX)

A field exercise with fewer troops and vehicles, but with full C2, and CSS elements. It involves the commander, staff, key elements of participating units, and communications between headquarters.

Command Post Exercise (CPX)

An exercise designed to train leaders and staff in the planning and execution of tactical operations, without requiring the presence and participation of the soldiers in the unit.

condition

The situation or environment in which a soldier or unit is expected to perform a task (e.g., tools, reference, weather, restrictions).

contract

A promise or a set of promises for the breach of which the law gives a remedy, or the performance of which the law in some way recognizes as a duty. Its necessary elements are an offer, acceptance, and consideration.

crew drill

A collective action (or task) a crew of a weapon or piece of equipment performs successfully in combat, or to preserve life; initiated on cue; accomplished with minimal leader orders; and performed to standard throughout like units in the Army. This action is a trained response to a given stimulus, such as an enemy action, a leader's brief order, or the status of the weapon or equipment.

critical collective task

A collective task a unit must perform to accomplish its mission and duties and to survive in the full range of Army operations. Critical tasks are trained.

critical collective task list

A list of all collective tasks selected as critical collective tasks by the Critical Collective Task Selection Board.

critical wartime missions

Those missions, assigned or implied, that a unit must accomplish in wartime. Critical wartime missions are identified during mission analysis.

Doctrinal Review and Approval Group (DRAG)

A group of senior officers, chosen based on their experience and knowledge, to review doctrinal manuals prior to command approval and publication.

drill

A disciplined, repetitious exercise to teach and perfect a skill or procedure (e.g., fire, man overboard, abandon ship, lifeboat, and damage control drills on Army water craft).

Drill Books (DBs)

Separate training documents developed for squads and platoons, or equivalent units. They provide a limited number of DA standard methods (battle drills) for executing selected standard critical collective tasks.

drill candidate list

A compilation of low-level collective tasks identified for drill development.

external evaluation

An evaluation initiated by higher HQs to diagnose the proficiency of an individual or unit(s).

field test

A tryout of any training on a representative sample of the target population, under the same conditions the actual training occurs, to gather data on the effectiveness of training in regard to error rates, criterion test performance, and time to complete the training.

Field Training Exercise (FTX)

A high cost, high overhead exercise conducted under simulated combat conditions in the field. A FTX is the highest-level exercise used by a platoon, company, or battalion to train to mission proficiency at its level.

Fire Coordination Exercise

A reduced-scale exercise to train on the integration of all organic weapons systems, as well as indirect fire and supporting weapons. Emphasizes subcaliber devices.

fragmentary orders (FRAGOs)

Orders issued to subordinates when there is not enough time to give a complete OPORD, or when there is a change to an existing OPORD.

In-Process Review (IPR)

A joint review and decision on proceeding to the next phase of development. It provides recommendations, with supporting rationale.

individual task

A unit of work or action accomplished by a single individual. It has identifiable start and end points, and results in measurable accomplishments or products.

initiating cue

A signal to begin performing a task.

leader task

An individual task (Skill level 2 or higher) a leader performs that is integral to the performance of a collective task.

Live Fire Exercise (LFX)

An exercise designed to allow a team/unit to engage targets with its organic weapons and support.

Logistical Coordination Exercise

A hands-on exercise that allows leaders to become proficient at conducting unit sustainment operations, such as supply, transportation, medical, personnel replacement, maintenance, and graves registration.

Map Exercise

A low-cost, low-overhead training exercise that portrays military situations on maps and overlays, supplemented with terrain models and sand tables. It enables commanders to train their staffs in performing essential integrating and control functions under wartime conditions.

Multiple Integrated Laser Engagement System (MILES)

A simulation system used in small unit tactical training to develop skills required for fighting and surviving on the modern battlefield. It uses an integrated family of low power, eye safe, laser-based devices that simulate the casualty-producing effects of the direct fire weapons such as M-16 rifles, M-60 machine guns, and Vipers.

mission activity list

A sequential listing of all activities that must take place to accomplish a mission.

mission analysis

A process to review mission requirements, and develop collective task statements. This process identifies unit, organizational, and functional structure, stated and implied missions, and collective and individual tasks.

mission essential task

A collective task in which an organization must be proficient to accomplish an appropriate portion of its wartime mission(s).

mission list

A compilation of missions for the units with a TO&E.

mission matrix

Graphic display of the identified relationships between missions performed at different echelons. It identifies what missions the next lower echelons are performing during each of the higher-level missions.

mission outlines

Graphic portrayals of the relationship between critical wartime missions, and the subordinate tasks inherent to those missions. Mission outlines are designed to provide the commander with a visual outline of the unit's critical wartime missions in a format that helps the planning and management of training at his/her level.

Mission Training Plan (MTP)

Descriptive training documents which provide units a clear description of "what" and "how" to train to achieve critical wartime mission proficiency. They are designed to

identify and elaborate on critical wartime missions on terms of comprehensive, detailed training, and evaluation outlines. They also provide exercises and other training, related to training management aids, to assist field commanders in the planning and execution of effective unit training.

missions

The primary task assigned to an individual, unit, or force. It usually contains the elements of who, what, when, where, and the reasons therefore, but seldom specifies how.

observer/controller

An individual tasked to evaluate training, and provide administrative control and constructive feedback to participants during a training exercise.

operation order (OPORD)

Orders to subordinates that give the essential information needed to carry out an operation.

Opposing Force (OPFOR)

An organized force created from U.S. Army units trained, organized, and equipped to portray the doctrine, tactics, and configuration of a potential adversary armed force during U.S. Army forces training.

performance measures

Those behaviors, products, and characteristics that the scorer observes to determine if the soldier has performed a task correctly. Successful accomplishment of these measures results in meeting the task standard. In Soldier's Manuals, the performance measures are the steps to follow in performing a job task.

run-through instructions

Instructions in a drill that describe how to practice the drill.

setup instructions

Instructions in a drill that describe how the drill resources, training site, and unit instructions are used to conduct the drill.

Shared Collective Task

A shared collective task is a collective task that applies to or is performed by more than one type unit (e.g., to units which have different proponents, or to different echelon/TOE units within a single proponent's authority). Since the task, conditions, standards, task steps, and performance measures of shared collective tasks do not change, the collective task is trained and performed in the same way by all units that "share" the task.

Situational Training Exercise (STX)

A short, scenario-driven, mission-oriented tactical exercise that provides a vehicle to train a group of closely related collective tasks and battle drills together. The STX provides preconstructed, bite-sized, short-term exercises that are central to sustainment training for tactical mission proficiency.

Statement of Task (SOT)

A document that activates a Delivery Order or Task Order and is issued against an established contract where the terms, conditions, and prices are already fixed.

Statement of Work (SOW)

A detailed description of what the contractor is to accomplish to satisfy the Government's needs.

Supporting Individual Tasks

Tasks performed by individuals that are integral to the performance of a collective task.

Systems Approach to Training (SAT)

A logical process for effectively and efficiently determining what, where, when, and how tasks are taught. It consists of five interrelated phases of analysis, design, development, implementation, and evaluation.

Table of Organization and Equipment (TO&E)

Prescribes the required structure, manpower, and equipment for several organizational options for a particular type unit. It also specifies the normal tasks the unit is designed to perform, and the capabilities the unit has to accomplish its mission.

Tactical Exercise Without Troops

A low-cost, low-overhead exercise, conducted in the field, on terrain suitable for training units for specific missions. Commanders use this exercise to train subordinate leaders and battle staff at any echelon to analyze terrain, employ units according to terrain analysis, emplace weapon systems to best support the unit's missions, plan conduct of the unit mission, and coach subordinates on best use of terrain, and proper employment of all assets.

Talk-Through Instructions

Instructions in a drill that describe how to state and demonstrate the actions that make up the drill.

Task

A clearly defined and measurable activity accomplished by individuals and organizations. Tasks are specific activities that contribute to the accomplishment of encompassing missions or other requirements.

Task Standards

The ultimate outcome criteria for the task.

Task Steps

The required unit actions, supporting collective tasks performed by subordinate echelons, or the individual tasks executed during the performance of a collective task.

Training and Evaluation Outline (T&EO)

Part of the ARTEP Mission Training Plan that provides collective tasks, conditions, and performance standards. These form the basis for training, internal evaluations, and formal external evaluations.

training exercises

A method of training that involves the use of a maneuver, operation, or series of drills. They are used in units, to train teams or units to accomplish their combined arms and service missions on the battlefield.

validation

A process of determining that, within given constraints, training objectives reflect the actual tasks performed individually and collectively to accomplish unit mission requirements.

walk-through instructions

Instructions in a drill that describe how to perform the drill at a reduced speed.

wargame

A simulated battle or campaign to test military concepts using a terrain board, map computer simulation, or available method.

FOR THE COMMANDER:

OFFICIAL:

ANTHONY R. JONES
Lieutenant General, U.S. Army
Deputy Commanding General/
Chief of Staff

//signed//
JANE F. MALISZEWSKI
Colonel, GS
Chief Information Officer