

HEADQUARTERS
DEPARTMENT OF THE ARMY
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HOW TO CONDUCT TRAINING EXERCISES

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Preface

The US Army must be prepared to fight and achieve victory in combat operations conducted anywhere in the world. Moreover, the Army must be prepared to conduct military operations in support of national policy objectives through tactical engagements and logistical support at any level of intensity within the spectrum of conflict. It must be ready for war in deserts, arctic regions, jungles, and mountains, as well as in urban areas. It must be ready to defeat modern and well-equipped armies, as well as small, lightly equipped irregular forces. Training exercises help achieve the high level of readiness needed to defeat the enemy.

Training exercises provide an excellent environment for the simultaneous performance of multiechelon responsibilities to evaluate and to sustain the skills of soldiers, leaders, teams, staffs, and units. Exercises simulate battle conditions to train leaders, staffs, and units in their wartime missions. They also train leaders for mission-unique conditions and for applying the best tactics to the unit mission, enemy, terrain, and troops available (METT). Some exercises employ minimal troop support in providing commanders and staffs realistic practice in executing wartime missions. Other exercises combine complete units, including those from other services and nations in order to train critical teamwork and coordination skills.

This manual provides commanders, staffs, and exercise planners with doctrine, guidance, and examples for planning, conducting, and controlling training exercises.

FM 25-4, which is one of the 25-series of training manuals, covers the conduct of training exercises. Beginning with fundamental training theory, this manual discusses how to determine training needs and how to plan for and conduct the appropriate exercises. It concludes with sample scenarios for exercises.

This manual is written for commanders, staffs, and exercise planners primarily at battalion level and above. It applies to both Active and Reserve Component units. The concepts described herein, however, are applicable at any level. It applies to combat arms, combat support, and combat service support units.

The proponent of this publication is the US Army Training Board. Submit changes for improving this publication on DA Form 2028 (Recommended Changes to Publications and Blank Forms) and forward it to the President, US Army Training Board, ATIC-TBT, Fort Eustis, VA 23604-5170.

Unless otherwise stated, whenever The masculine or feminine gender is used, both are intended.

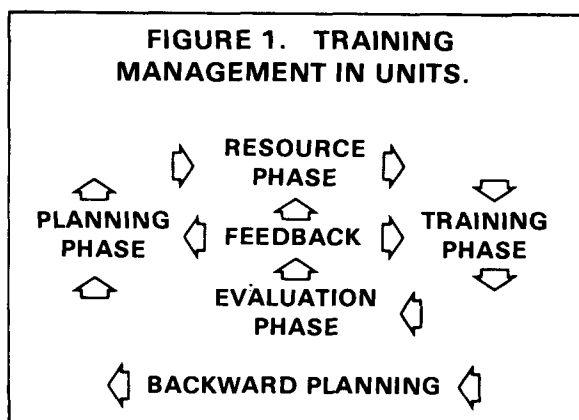
CHAPTER 1

Training Management and Training Exercises

TRAINING MANAGEMENT

Commanders are responsible for all organizational training. They evaluate soldier and unit proficiency. They identify the training objectives and provide the necessary training guidance. They ensure that the training is supported with the needed resources and that it is properly planned and conducted. They then conduct and evaluate the training and obtain feedback.

Training management is the continuous process commanders use to develop unit training programs. The goal of training management is the best combination of resources, materials, guidance, and time to meet specific training requirements. The training management functions depicted in Figure 1 apply equally to training exercises and to all training conducted in a unit. All management functions in the process take place at the same time. Training management and its applications are explained in detail in FM 25-2.



PLANNING

Planning for training requires input from several sources. Commanders and their

planners must know the unit missions, goals, and objectives and the guidance from higher headquarters. They evaluate unit and soldier proficiency and obtain feedback from recent unit training activities. Commanders add their knowledge and experience to this basic information and develop training programs that specifically address unit and soldier training requirements.

RESOURCES

Training plans specify training events or activities that require resources and support. To implement those plans, resource actions—

- Identify.
- Program.
- Coordinate.
- Obtain.
- Provide the training support necessary.

Training events and activities identified during the planning phase provide input for the assessment of resources required to conduct effective training. Feedback on how well current and past training was supported with resources is also essential input in preparation of the resource assessment.

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