TRAINING THE FORCE

OCTOBER 2002

HEADQUARTERS
DEPARTMENT OF THE ARMY
Training the Force

Contents

Preface ............................................................................................................................ iv

CHAPTER 1
How the Army Trains ...................................................................................................1-1

The Training Imperative..............................................................................................1-1
The Strategic Environment.........................................................................................1-2
Joint, Interagency, Multinational (JIM) Training.......................................................1-4
How the Army Trains the Army.................................................................................1-4
Leader Training and Development ........................................................................1-6
The Institutional Domain ..........................................................................................1-7
Initial Military Training (IMT) ................................................................................1-8
Professional Military Education (PME) ....................................................................1-8
The Operational Domain ..........................................................................................1-9
Commander's Responsibility ....................................................................................1-9
NCO Responsibility ..................................................................................................1-9
Unit Responsibility ....................................................................................................1-10
Relationship Between Institution and Unit .............................................................1-10
Operational Training and Major Exercises .............................................................1-10
The Self-Development Domain .................................................................................1-11
The Role of MACOMS, Corps, Divisions, USAR Regional Commands
and ARNG Area Commands in Training .................................................................1-12
Reserve Component Training ................................................................................1-13
Summary ..................................................................................................................1-14

CHAPTER 2
Battle Focused Training ..............................................................................................2-1

Principle of Training .................................................................................................2-1
Commanders are Responsible for Training ............................................................2-2
NCOs Train Individuals, Crews, and Small Teams ..................................................2-2
Train as a Combined Arms and Joint Team .............................................................2-2
Train for Combat Proficiency ..................................................................................2-6
Train to Standard Using Appropriate Doctrine ......................................................2-6
Train to Adapt ...........................................................................................................2-7
Train to Maintain and Sustain ................................................................................2-7
Train Using Multiechelon Techniques ...................................................................2-7
Train to Sustain Proficiency ....................................................................................2-8
Train and Develop Leaders .....................................................................................2-9
Commanders and Training ......................................................................................2-10

Distribution Restriction: Approved for public release; distribution is unlimited.

*This publication supersedes FM 25-100, 15 November 1988.
Develop and Communicate a Clear Vision ................................................................. 2-10
Train One Echelon Below and Evaluate Two Echelons Below ................................ 2-10
Require Subordinates to Understand and Perform Their Roles in Training .......... 2-11
Train All Elements to be Proficient on Their Mission Essential Tasks ................. 2-11
Develop Subordinates ......................................................................................... 2-12
Involve Themselves Personally in Planning, Preparing, Executing, and Assessing Training ........................................................................................................ 2-12
Demand Training Standards are Achieved ............................................................ 2-12
Ensure Proper Task and Event Discipline ............................................................. 2-12
Foster a Command Climate That is Conducive to Good Training ......................... 2-12
Eliminate Training Distractions ............................................................................ 2-13

**Top-Down/Bottom-Up Approach to Training** .................................................. 2-13
**Battle Focus** ...................................................................................................... 2-13
**Army Training Management Cycle** .................................................................... 2-14

### CHAPTER 3

**Mission Essential Task List Development** ....................................................... 3-1

- **METL** .............................................................................................................. 3-2
- **METL Development Process** .......................................................................... 3-2
- Inputs to METL Development ............................................................................. 3-3
  - Wartime Operational Plans .............................................................................. 3-3
  - Enduring Combat Capabilities ....................................................................... 3-3
  - Operational Environment ................................................................................ 3-3
  - Directed Missions ........................................................................................... 3-3
  - External Guidance .......................................................................................... 3-4
- Commander’s Analysis ........................................................................................ 3-5
- **Reserve Component METL Development** .................................................. 3-5
- **Echelon Above Division/Echelon Above Corps (EAD/EAC) METL Development** ........................................................................................................ 3-6
- **TDA METL Development** ............................................................................... 3-6
- **METL Development for Directed Missions** ................................................. 3-7
- **Joint METL (JMETL) Development** ................................................................. 3-8
- **METL Development Fundamentals** ................................................................ 3-8
- **METL Linked Training Strategy** ................................................................... 3-10
- **Training Objectives** ...................................................................................... 3-11
- **Battle Tasks** .................................................................................................. 3-13

### CHAPTER 4

**Planning** ........................................................................................................... 4-1

- **Planning Process** .......................................................................................... 4-1
- **Training Plans** .............................................................................................. 4-4
- **Long-range Planning** .................................................................................... 4-6
  - Command Training Guidance (CTG) .............................................................. 4-8
  - Long-range Planning Calendar ...................................................................... 4-9
  - Training and Time Management ..................................................................... 4-9
  - Training Events ............................................................................................... 4-13
  - Live, Virtual, and Constructive (L-V-C) Training .......................................... 4-15
- **Training Resources** .................................................................................... 4-17
- **Short-range Planning** .................................................................................. 4-22
  - Short-range Training Guidance ...................................................................... 4-22
  - Short-range Planning Calendar ...................................................................... 4-23
  - Training Events ............................................................................................... 4-24
  - Multiechelon Training .................................................................................... 4-24
  - Training Resources ....................................................................................... 4-27
Preface

The U. S. Army exists for one reason—to serve the Nation. From the earliest days of its creation, the Army has embodied and defended the American way of life and its constitutional system of government. It will continue to answer the call to fight and win our Nation's wars, whenever and wherever they may occur. That is the Army's non-negotiable contract with the American people.

The Army will do whatever the Nation asks it to do, from decisively winning wars to promoting and keeping the peace. To this end, the Army must be strategically responsive and ready to be dominant at every point across the full spectrum of military operations.

Today, the Army must meet the challenge of a wider range of threats and a more complex set of operating environments while incorporating new and diverse technology. The Army meets these challenges through its core competencies: Shape the Security Environment, Prompt Response, Mobilize the Army, Forcible Entry Operations, Sustained Land Dominance and Support Civil Authorities. We must maintain combat readiness as our primary focus while transitioning to a more agile, versatile, lethal, and survivable Army.

Doctrine represents a professional army's collective thinking about how it intends to fight, train, equip, and modernize. When the first edition of FM 25-100, Training the Force, was published in 1988, it represented a revolution in the way the Army trains. The doctrine articulated by FMs 25-100, Training the Force, and 25-101, Battle Focused Training, has served the Army well. These enduring principles of training remain sound; much of the content of these manuals remains valid for both today and well into the future. FM 7-0 updates FM 25-100 to our current operational environment and will soon be followed by FM 7-1, which will update FM 25-101.

FM 7-0 is the Army's capstone training doctrine and is applicable to all units, at all levels, and in all components. While the examples in this manual are principally focused at division and below, FM 7-0 provides the essential fundamentals for all individual, leader, and unit training.

Training for warfighting is our number one priority in peace and in war. Warfighting readiness is derived from tactical and technical competence and confidence. Competence relates to the ability to fight our doctrine through tactical and technical execution. Confidence is the individual and collective belief that we can do all things better than the adversary and the unit possesses the trust and will to accomplish the mission.

FM 7-0 provides the training and leader development methodology that forms the foundation for developing competent and confident soldiers and units that will win decisively in any environment. Training is the means to achieve tactical and technical competence for specific tasks, conditions, and standards. Leader Development is the deliberate, continuous, sequential, and progressive process, based on Army values, that develops soldiers and civilians into competent and confident leaders capable of decisive action.

Closing the gap between training, leader development, and battlefield performance has always been the critical challenge for any army. Overcoming this challenge requires achieving the correct balance between training management and training execution. Training management focuses leaders on the science of training in terms of resource efficiencies (such as people, time, and ammunition) measured against tasks and standards. Training execution focuses leaders on the art of leadership to develop trust, will, and teamwork under varying conditions—intangibles that must be developed to win decisively in combat. Leaders integrate this science and art to identify the right tasks, conditions, and standards in training, foster unit will and spirit, and then adapt to the battlefield to win decisively.
FM 7-0 provides the Training Management Cycle and the necessary guidelines on how to plan, execute, and assess training and leader development. Understanding “How the Army Trains the Army” to fight is key to successful joint, interagency, multinational (JIM), and combined arms operations. Effective training leads to units that execute the Army’s core competencies and capabilities.

All leaders are trainers! This manual is designed for leaders at every level and in every type of organization in the Army.

The proponent for this publication is U.S. Army Training and Doctrine Command (TRADOC). Send comments and recommendations on DA Form 2028 to Commander, HQ TRADOC, ATTN: ATTG-ZA, Fort Monroe, Virginia 23651-5000.

Direct e-mail questions to the following address: doctrine@Monroe.army.mil.

Unless this publication states otherwise, masculine nouns and pronouns do not refer exclusively to men.
Chapter 1

How the Army Trains

- Develop trust soldier-to-soldier, leader to led, unit-to-unit in the Army and grow the warfighting confidence of the force.

- Train for decisive warfighting.

- Train soldiers now, and grow leaders for the next conflict.

- Ensure that our soldiers are physically and mentally prepared to dominate the next battlefield—no soldier goes into harm's way untrained.

- Our soldiers must be comfortable and confident in the elements—fieldcraft, fieldcraft.

General Eric Shinseki

THE TRAINING IMPERATIVE

1-1. Every soldier, noncommissioned officer (NCO), warrant officer, and officer has one primary mission—to be trained and ready to fight and win our Nation's wars. Success in battle does not happen by accident; it is a direct result of tough, realistic, and challenging training. The Army exists to deter war, or if deterrence fails, to reestablish peace through victory in combat wherever U.S. interests are challenged. To accomplish this, the Army's forces must be able to perform their assigned strategic, operational, and tactical missions. For deterrence to be effective, potential enemies must know with certainty that the Army has the credible, demonstrable capability to mobilize, deploy, fight, sustain, and win any conflict. Training is the process that melds human and materiel resources into these required capabilities. The Army has an obligation to the American people to ensure its soldiers go into battle with the assurance of success and survival. This is an obligation that only rigorous and realistic training, conducted to standard, can fulfill.

1-2. We train the way we fight because our historical experiences show the direct correlation between realistic training and success on the battlefield. Today's leaders must apply the lessons of history in planning training for tomorrow's battles. We can trace the connection between training and success in battle to our Army's earliest experiences during the American Revolution. General Washington had long sensed the need for uniform training and organization and, during the winter of 1777-1778 while camped at Valley Forge, he secured the appointment of Von Steuben, a Prussian, as inspector general in charge of training. Von Steuben clearly understood the difference between the American citizen-soldier and the European professional. He noted early that American soldiers had to be told why they did things before they would do them well, and he applied this philosophy in his training. It