A LEADER'S GUIDE TO COMPANY TRAINING MEETINGS

HEADQUARTERS, DEPARTMENT OF THE ARMY

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Preface

Forging a trained and ready force begins with the company and the platoon. The Army is no better than its platoons and companies. They have more to do with a trained and ready Army than anything else we have. Company training meetings are the integrity of a trained and ready Army.

Key to proper execution of battle-focused training at this level is preparation. Preparation begins with the company training meeting. This manual provides a practical guide to company training meetings for company commanders, platoon leaders, platoon sergeants, and other leaders involved in the planning and execution of company-level training. Many of the techniques in this circular are described in some detail because experience shows that this is what produces the desired result.

Significantly, this manual is the direct result of a collective writing effort of serving company commanders from every division in our Army. These techniques and procedures represent the best of what is working in the field today. Their experiences reinforce the idea that when those responsible for executing training are deeply involved in planning and preparation, improved performance will be the result.

This Training Circular was written by winners for winners!

The U.S. Army Combined Arms Command is the proponent for this publication. Send comments or suggestions to the Deputy Commanding General for Training, Combined Arms Command, ATTN ATZL-CTT, Fort Leavenworth, KS 66027-7000.

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

CHAPTER 1

Company-Level Training Management

OVERVIEW OF TRAINING MANAGEMENT

Definition

Effective training is the Army's number one priority during peacetime. Training management is the process used by Army leaders to identify training requirements and then plan, resource, execute and evaluate training. At the company level, as at all levels of command, the training meeting is an essential element of the training management process. Training meetings are periodic meetings conducted by leaders to review past training, plan and prepare future training, and exchange timely training information between participants.

Battle Focused Training

Battle focus is the process of deriving peacetime training requirements from wartime missions. The purpose of developing a "battle focus" approach to training is to allow commanders to achieve a successful training program by *consciously narrowing the focus of the unit's training efforts to a reduced number of vital tasks that are essential to mission accomplishment.* Once the commander has developed a battle focus approach to training, the next step is to ensure that the scarce resources of time and training dollars are not wasted. For a more in-depth discussion of battle focused training, see Chapter 1 of FM 25-101.

> **Training in all its phases must be intensive....it must be intelligently directed so that every individual, including the last private in the ranks, can understand the reasons for the exertions he is called upon to make.**
>
> **Dwight D. Eisenhower**
> **General of the Army**

TRAINING MANAGEMENT CYCLE

WARTIME
MISSIONS

BATTLE
FOCUS

MISSION ESSENTIAL
TASK LIST

ASSESSMENT

PLANNING

PREPARE TRAINING
ASSESSMENT

CONDUCT
UNIT
ASSESSMENT

PREPARE
LONG-RANGE
PLAN

FEEDBACK

PREPARE
SHORT-RANGE
PLAN

EVALUATE
TRAINING
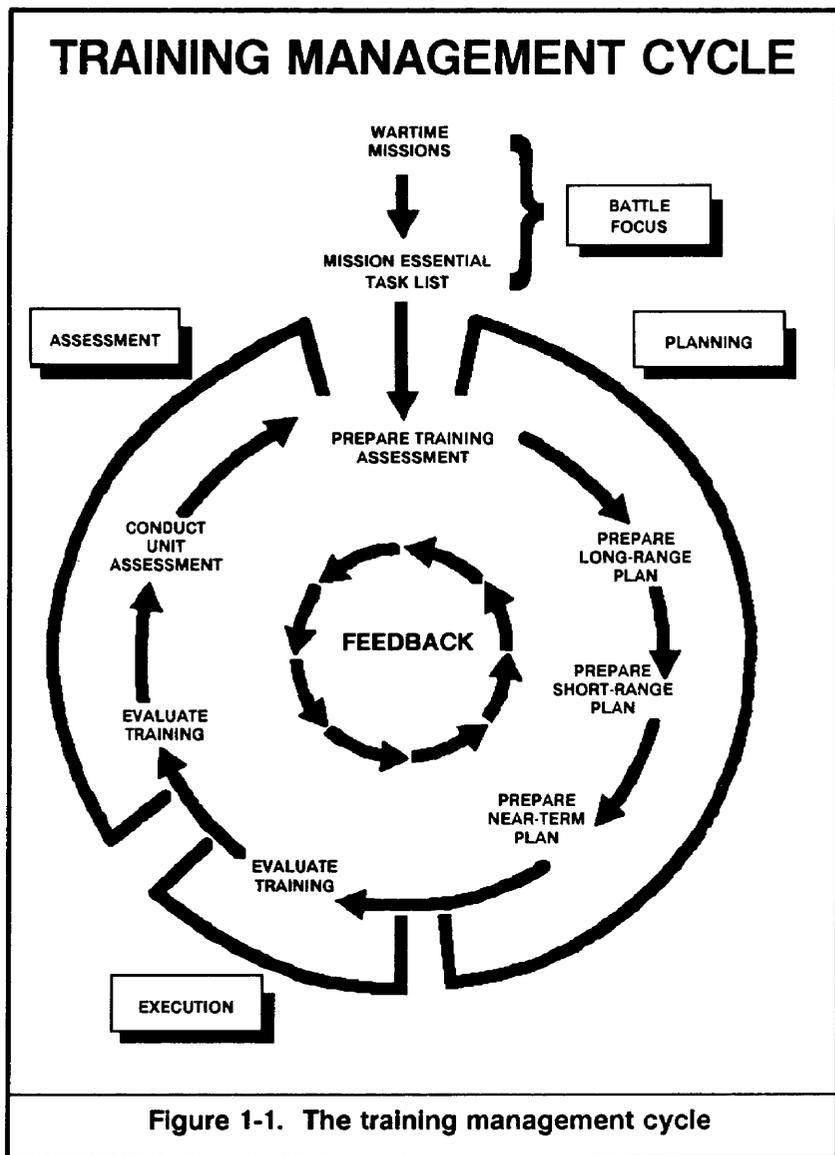
PREPARE
NEAR-TERM
PLAN

EVALUATE
TRAINING

EXECUTION

Figure 1-1. The training management cycle

Training Management Cycle

The training management cycle begins with the assignment of a wartime mission and the establishment of a mission essential task list (METL). For a more detailed discussion of METL development, see Chapter 2 of FM 25-101. Once the METL is developed, it becomes the training focus for the unit, or the "where we want to be" in terms of training proficiency. The training management cycle continues with a training assessment. This assessment is a "where we are" check in terms of training proficiency for the unit. These two basic elements of the training management cycle define the framework of the training plan. Knowing where you are (training assessment) and knowing where you are going (METL) are half the battle to conducting effective training.

The training management cycle is a continuous cycle of planning, executing, and assessing. Figure 1-1 shows the training management cycle. An important aspect of the cycle is the continuous use of *feedback* to refine the training plan. This feedback takes many forms: personal observations, after-action reviews, and informal evaluations, to name just a few. A primary forum for the discussion of training assessments is the training meeting.

TRAINING MANAGEMENT RESPONSIBILITIES

Battalion Commander and Staff

The battalion command and his staff play a key role in the successful execution of company-level training. Besides providing command guidance and long-range training plans, the battalion commander sets the tone for establishing a safe, realistic training program that achieves the unit's training objectives. The commander must be personally involved in all phases of the training management cycle. Most importantly, the battalion commander is the key leader with the power to protect companies from training detractors by *ruthlessly enforcing the lock-in of major events agreed upon during training briefings and contained in signed training schedules.* The Command Sergeant Major (CSM) is personally responsible for advising the commander on all matters pertaining to

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enlisted soldiers. In this capacity the CSM has a mandate to ensure that soldiers receive the best possible training. Additionally, the CSM, with other NCO leaders, helps in the integration of collective and individual soldier training tasks. The CSM assists the commander in ensuring that NCOs select appropriate soldier tasks to support each collective task selected for training. Figure 1-2 shows the linkage between the CSM (and NCO leaders) and commanders' training responsibilities.

Company Commander

The company commander is the training manager for the company. Historically the commander has been responsible for everything the unit does or fails to do. This is especially true for training. Company commanders personally train platoon leaders with their platoons, and evaluate section, squad, team, and crew leaders with their units. If training needs to be scheduled, it is the company commander's responsibility to see that it gets put on the training schedule.

Executive Officer (XO)

As second in command of the company, the XO must prepare to assume control of the company-level training management program. The XO must be aware of command guidance, understand how to schedule training, and request the appropriate resources. Additionally, the XO is usually tasked with significant additional duties that can have a major impact on the training schedule. For example, the XO may also be the company maintenance officer. In this capacity, he advises the commander about scheduled vehicle/equipment services.

Platoon Leader/ Platoon Sergeant

Platoon leaders and platoon sergeants (PSGs) are responsible for the training proficiency of their platoons. They assess the training proficiency with input from section/ squad leaders to identify the individual soldier and collective tasks that need training. Platoon

1-4

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                          ┌─────────────┐
                          │ BATTLE FOCUS│
                          └──────┬──────┘
                                 │
  EACH          ┌─────────────┐  │  ┌──────────────┐   EACH CSM &
COMMANDER       │SELECTS COLLE│◄─┴─►│SELECTS SUPPORT│  NCO LEADER
                │CTIVE MISSION│     │ING SOLDIER    │
                │ESSENTIAL TSK│     │TASKS          │
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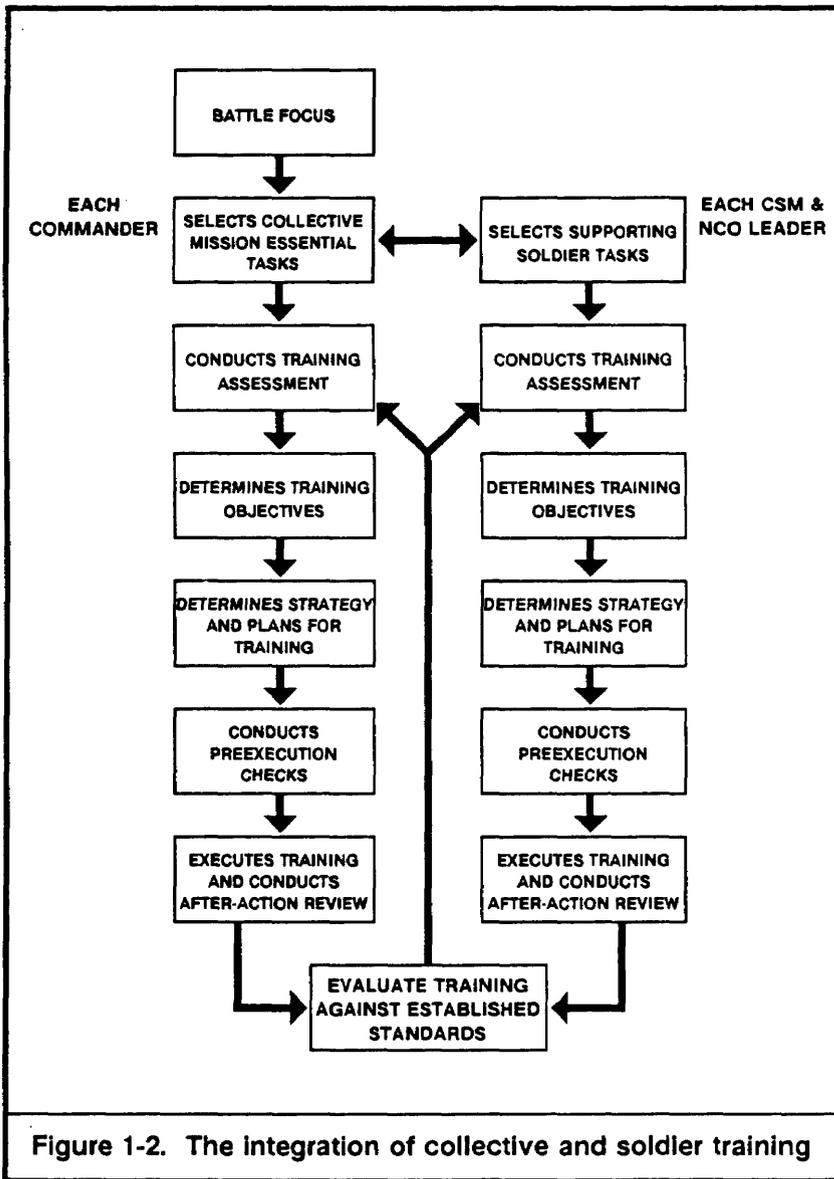
Figure 1-2. The integration of collective and soldier training

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sergeants, who may also serve as platoon leader when no officer is assigned, must be equally involved with the collective and individual proficiency of the platoon.

The platoon leader—

- Assesses the training proficiency of collective tasks.
- Plans training.
- Rehearses trainers.
- Evaluates leader, team, and crew-level collective training.
- Conducts platoon training meetings.

The platoon sergeant—

- Assesses and evaluates the training proficiency of individual soldier tasks.
- Plans conduct of training.
- Selects individual soldier training tasks.
- Selects opportunity training.
- Provides input to the platoon leader's collective task assessment.
- Assigns trainers.
- Rehearses trainers.
- Conducts preexecution checks.
- Ensures soldiers are prepared for and attend training.

First Sergeant

The first sergeant (lSG) holds a special place in the company training management arena. As the senior enlisted soldier in the company, the 1SG is charged with maintaining a high level of proficiency on soldier tasks and the NCO leader development program.

> *The noncommissioned officer wearing the chevrons is supposed to be the best soldier in the platoon and he is supposed to know how to perform all the duties expected of him. The American soldier expects his sergeant to be able to teach him how to do his job. And he expects even more from his officers.*
>
> *Omar N. Bradley*
> *General of the Army*

First Sergeants keep tabs on the "training pulse" of the company. They do this in many ways, not the least of which is the constant monitoring of soldier training. This can be formally, such as an announced inspection, or informally, such as a periodic review of NCO leader books. First sergeants also have formal responsibilities during Quarterly Training Briefs (QTBs). During these briefings, lSGs discuss specific training topics, such as—

- CTT survival skills.

- An assessment of the unit's battle focused soldier and NCO leader training programs.

- Soldier training proficiency feedback from current training events.

- Company education, Army Physical Fitness Test (APFT), weapon qualification data, reenlistment status and overweight programs.

Other Leaders

Other leaders have training management responsibilities. Slice leaders must keep the company commander informed of their training needs, and their ability to help the unit with specialty training. The supply sergeant and maintenance team chief provide input to the commander so important training events get scheduled.

LONG-RANGE PLANNING

Definition

At the company level, long-range planning encompasses training that is planned for and resourced 12 months (active component (AC)) to 36 months (reserve components (RC)) in advance. Example resources that are planned for include training areas, ammunition, and fuel. By conducting long-range planning, units can predict their needs and coordinate for support well in advance of the planned training.

Planning Calendars

Long-range plans are translated into planning calendars for use by subordinate units in their planning process. An AC battalion calendar covers one training year, normally coinciding with a fiscal year (FY). An RC battalion calendar covers three training years. This "planning horizon" allows companies to plan and prepare appropriately for major training events. It also allows soldiers to make plans for leave, military schooling, or specialty training without conflicting with major training events.

Planning calendars provide specific information on training events. Generally, each separate event has a beginning and ending date, as well as a brief description of the activity. The calendar is displayed in the Standard Army Training System (SATS) format.

SHORT-RANGE PLANNING

Definition

Short-range planning is a refinement of the long-range plan. The short-range plan defines in specific detail the broad general guidance found in the long-range plan. The short-range plan begins with a training assessment, and results in specific command training guidance (CTG). Short-range planning at the battalion and company level has a planning horizon of 3 months (AC) and 12 months (RC). For AC battalions, short-range plans are prepared for each

quarter, and are published 6 weeks before the start of the quarter. For RC battalions, yearly guidance is published 3 to 4 months before the start of the training year.

Command Guidance

Command guidance is the product of the short-range plan. At the company level, command guidance comes from the battalion commander. The commander's training guidance is a document that describes the training strategy and assigns specific training objectives and priorities for the next quarter (AC) or year (RC). Battalion commanders base their command training guidance on input from brigade and higher commanders, along with planning recommendations from subordinate leaders. Command training guidance is very specific in nature, and normally addresses topics such as—

- Commander's assessment of METL proficiency.

- Training priorities.

- Integration of slice training (other units that habitually fight and train together).

- Impact of time management systems on scheduled training (duty company, for example).

- Integration of soldier, leader, and collective training.

- Evaluations, inspections, and feedback.

> *Soldiers want to do what the boss wants done—and if they do not, it is because he has done something wrong—because he did not communicate his desires.*
> *General Bruce C. Clark*

Quarterly/Yearly Training Briefings

Each quarter for active component units (yearly for RC units) company commanders and first sergeants brief their brigade commanders on training-related issues. The briefings discuss past, present, and future training expectations. At this briefing, company commanders seek the approval of their training plans. Once approved, the brigade commander agrees to provide appropriate resources, and then promises to ruthlessly protect the company from unprogrammed training detractors.

Quarterly and yearly training briefings (YTBs) are high priority events and impact the entire chain of command. It is important that all primary leaders (lSG, platoon leader/PSG) and slice leaders attend the training briefing with the company commander. The briefing is designed to create confidence throughout the chain of command by ensuring that leaders at all levels understand the intent of the senior commanders. As a result, company commanders can make effective, independent training decisions as they execute the approved training plan.

NEAR-TERM PLANNING

Definition

Near-term planning identifies specific actions required to execute the short-range plan. Near-term planning covers a four- to six-week period before the execution of training for AC units (four-month period for RC units). Near-term planning is conducted weekly for AC units (monthly for RC) and consists of training meetings at battalion and company levels.

TRAINING MEETINGS

Training meetings are conducted weekly (monthly for RC) at platoon and company level and are the primary forum for providing guidance for forming the training schedules.

> *When NCOs tell me they never get to train on the tasks that really need training, I know that company commanders aren't running good training meetings.*
>
> **Brigade Commander**
> **3d Armored Division**

CHAPTER 2

Training Meeting Planning Process

TRAINING MEETING OBJECTIVES

The objectives of the company training meeting are to review completed training, deconflict training issues, plan and prepare future training, and exchange timely training information between participants. With these objectives in mind, the training meeting process can be described as a three-phase operation:

- Phase I: Assessment (completed training).
- Phase II: Coordination.
- Phase III: Future planning.

Assessment

The assessment phase seeks to describe the effectiveness of the training conducted since the last training meeting. Leaders from all subordinate units brief changes in training status. The commander takes this information, combines it with his personal observations, and comes up with a commander's assessment.

Coordination

With the formulation of the commander's assessment complete, the next phase is the coordination of future training that has already been planned. Detailed and specific instructions are added to events that already appear on the training schedule. Individual subordinate leaders may brief the company leadership on specific training exercises or events.

Future Planning

With coordination complete, the final phase of the training meeting process is to plan for future training. Subordinate leaders work with the commander to develop future training plans that support the assessment conducted in Phase I (assessment). During this phase the company commander ensures that scarce training time is effectively used.

2-1

WHO ATTENDS AND WHY

Internal Company

The company training meeting is a high priority mission for the leadership of the company. Attendance for selected leaders is mandatory. Figure 2-1 shows a list of leaders who normally attend company training meetings.

The company commander is responsible for the efficient conduct of the training meeting. Although all leaders participate in the training discussion, it is the commander who leads the meeting and provides direction and focus.

The XO is the second in command, and as such, runs the training meeting in the commander's absence. Additionally the XO helps coordinate training for all the soldiers in sections or attachments without platoon leaders or PSGs. If assigned as maintenance officers, XOs assist the commander with coordinating maintenance-related activities that need to be addressed during training meetings (services, for example).

• Company Commander	• Maintenance Team Chief
• Executive Officer	• Supply Sergeant
• First Sergeant	• NBC NCO
• Platoon Leaders	• Food Service Sergeant
• Platoon Sergeants	• Slice Leaders and Attachments
• Master Gunner/Chief of Firing Battery/Shop Supervisor	• Others as designated by the commander

Figure 2-1. Company training meeting attendees

The lSG is the senior enlisted soldier in the company, and a personal advisor to the commander on all issues that effect individual soldier training in the unit. During the training meeting the lSG has the key task of helping the commander with individual soldier training assessments. Additionally, the lSG provides guidance and

advice on training plans, also helping review preexecution checks discussed during the training meeting. In the role of advisor, the lSG helps in the leader development of both officers and NCOs by actively participating in the formulation of effective training plans for platoons.

Platoon leaders brief the collective task proficiency of their platoon during the assessment phase of the training meeting. During the coordination phase of the training meeting, platoon leaders provide the commander and other members of the company with details on upcoming training. During the future planning phase platoon leaders request and recommend collective training tasks they want to train.

Platoon sergeants are prepared to brief individual soldier task proficiency during the assessment phase of the meeting if required by the commander. During the coordination phase, platoon sergeants brief specific essential preexecution checks for upcoming training. During the future planning phase, platoon sergeants recommend individual soldier tasks for opportunity training.

Master gunners or other key staff NCOs attend training meetings to advise the commander on specialist training. For example, the master gunner works with the lSG to track individual and crew-served weapon qualification, and helps the leaders with gunnery training assessments.

Maintenance team chiefs coordinate the maintenance efforts of the company and work with the commander and XO to ensure that timely support is provided whenever necessary. The maintenance team chief provides valuable input to the commander on the status of maintenance training in the company. Additionally, the maintenance team chief recommends maintenance-related training for the company and informs the commander of scheduled services and inspections.

Supply sergeants advise the commander on supply-related issues, inspections, and inventories. Supply sergeants also work with the XO and 1SG to coordinate necessary support from outside sources.

External-Slice and Attachments

Slice leaders, such as attached infantry, armor, engineer, or fire support leaders, attend training meetings to coordinate their training efforts with those of the company commander. To "train like you fight" commanders must fully integrate the training of all habitually associated units. This may be difficult, especially for RC units, but every effort must be made to see that this goal is reached. Slice leaders get a good feel for the way a unit operates by attending their training meetings.

Special

Reserve Component companies may have readiness group (RG) and resident training detachment (RTD) personnel attend their training meetings. RG/RTDs bring valuable experience and the latest training techniques from AC units.

TRAINING MEETING TIME AND PLACE

When To Conduct the Training Meeting

Training meetings should be conducted on the same day and time each week when in garrison. Selection of a particular day to conduct the meeting depends on when the battalion conducts its training meeting. Logically, the company training meeting should follow the battalion training meeting by not more than two days. This allows for the information gleaned from this meeting to be incorporated into the company meeting before it becomes outdated.

Selection of a time to conduct training meetings depends on several factors. Main considerations include: enabling attendees to make the meeting, minimizing training disruptions, and allowing subordinate leaders time to brief their soldiers without delaying their normal release time.

For RC companies, selecting a time to conduct training meetings is more difficult. There are three alternatives:

• Conduct the meeting during a regularly scheduled drill session.

- Conduct the meeting during an Additional Training Assembly (ATA).

- Conduct the meeting during a "for points only" or nonpaid assembly.

For most companies, scheduling the meeting during the last period of the monthly drill is the best solution. However, commanders must select the time that best supports their needs.

Regardless of when the meeting is conducted, both AC and RC commanders must strive to hold the meeting on the same day and time each week or month. This allows subordinate leaders to plan and prepare for company training meetings, and plan their platoon meetings accordingly.

Training Meeting Location

Commanders select locations for training meetings based on the following factors: size, accessibility, and environmental considerations. With the large number of attendees for the typical training meeting, it is important to select a location that will fit everyone comfortably. A room in the company area may be sufficient, or possibly a conference room in the battalion headquarters. Other possible locations include an empty motor pool bay or outside if the weather permits.

The site selected should be easily accessible to all attendees, and preferably at the same location each meeting. This is particularly important for RC companies since subordinate or slice units may not all be based at the same location. Confusion and delays can be avoided if attendees do not have to search for the meeting place each month.

Environmental considerations that impact on the effectiveness of the meeting include weather and noise. A room that is excessively hot or cold, or lacks proper ventilation is inappropriate for a meeting place.

TRAINING MEETING FREQUENCY

Garrison and Field Locations

Training meetings are held each week for AC companies/platoons and each month for RC companies/platoons. In a garrison environment this is generally easy to do. During extended deployments or field training exercises it may be more difficult. Commanders must strive to find the time, even in the field, to conduct training meetings. The planning cycle does not stop simply because it is not convenient to hold a meeting.

Company Huddles

Company huddles are daily gatherings of key leaders, usually before the first duty formation, to conduct a quick discussion of the day's training. As such, topics are limited to the following:

- Last minute changes to training.

- Final preexecution check review.

- Special or new command guidance.

- Maintenance/personnel status changes.

Reserve Component companies conduct huddles before each drill, and every day during multiple unit training assemblies (MUTAs). Company huddles allow commanders to manage training

> " I hold training meetings every week, same time, same place, so why shouldn't they be on the training schedule? I found that if I didn't put it [training meeting] on the training schedule, it probably didn't get done. It's just a good way to do business.
>
> Military Intelligence Company Commander
> 6th Infantry Division (Light) "

> *Interference from higher headquarters, "good ideas" that change the training schedule after it has been locked-in, and other late-breaking changes all combine to destroy good solid company training plans.*
> *Many Company Commanders*

on a daily basis, without calling impromptu training meetings. Company huddles usually last no more than five to ten minutes.

CHAPTER 3

Preparing For Training Meetings

COMMANDER'S ASSESSMENT

Definition

The commander's assessment determines the training strengths and weaknesses of the unit. AC commanders' assessments generally review the training conducted in the past week. RC commanders' assessments focus on training that occurred during the most recent drill period.

Commanders use the T (trained) -P (needs practice) -U (untrained) rating scale to assess training proficiency on METL tasks. Figure 3-1 shows the definition of the T-P-U rating scale.

Sources Of Input

Commanders and leaders at all levels use many sources to develop their training assessments. Possibly the best source is through personal observation. Personal observation allows leaders to see firsthand the training strengths and weaknesses. Other important

T-P-U	
Letter	**Definition**
T (trained)	"T" means that the unit can perform the task to standard without any significant shortcomings. Practice of "T" tasks is designed to keep soldiers from loosing proficiency.
P (needs practice)	"P" means that the unit can perform the task with some shortcomings. The shortcomings are not severe enough to require complete retraining.
U (untrained)	"U" means that the unit cannot perform the task to standard.

Figure 3-1. T-P-U definitions

- AGI reports.

- Local external evaluations.

- Combat training Center (CTC) take home packages.

- After-action reviews (FTXs, gunnery, etc).

- Annual training (AT) reports.

- Common Task test results.

- Unit/mobile conduct-of-fire trainer (UCOFT/MCOFT).

- Maintenance and logistic evaluations.

- APFT scores.

- Weapon qualifications records.

- Readiness group (RG) / Resident Training Detachment (RTD) assistance input.

Figure 3-2. Sources for training assessment

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sources of information that assist leaders in assessing their unit's training status are listed in Figure 3-2.

TRAINING MEETING WORK SHEETS

Purpose

The purpose of the training meeting work sheet is to help the commander maintain focus during the training meeting. The commander partially fills out the work sheet prior to the training meeting with notes and general plans for future training. During the meeting the work sheet is used to record training notes and assessment results.

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> *A technique I have found success with is keeping "minutes" of the training meeting. After the meeting is complete, I get with my full-time training NCO and we go over the training meeting work sheet [FM 25-101] together. His job is to get the facts straight and put them in memo format. About a week after the meeting we mail out the minutes of the meeting to key leaders. This cuts down on communications problems and has a positive effect on training preparations.*
> *Headquarters Company Commander*
> *26th Infantry Division*

Format

The recommended format for the training meeting work sheet is a simple two-column form. Each column is then broken down into week-long blocks.

The left side of the work sheet is reserved for the commander's notes and "reminders" of issues to address during the meeting. The right side of the work sheet is filled out during the meeting and is used to help complete future training schedules. Figure 3-3 shows an example of a partially filled out training meeting work sheet.

NOTE: The training meeting work sheet is an informal training management tool used by the company commander. It should not be inspected.

TRAINING AIDS

Purpose

Training aids assist the commander by providing visual displays of future training plans, preexecution checks, and other related products. Training aids do not need to be elaborate to be effective. Calendars posted on the wall, and a butcher paper chart

Figure 3-3. Example training meeting work sheet

may be all that is needed to enhance the effectiveness of the meeting. Figure 3-4 shows examples of training meeting training aids.

WHAT TO BRING TO THE TRAINING MEETING

Just as in combat, soldiers need to be properly equipped for training meetings. The key to success is leaders having everything

Training Aids	Purpose
Long-range calendar.	Graphically shows schedule of upcoming events.
Maps.	Shows locations of training events.
METL chart.	Displays METL and current commander's assessment.
Post training schedules for the next 4−6 weeks (AC) or 2−3 months. (RC0.	Good "snap-shot" of near-term training.
Butcher charts.	Briefing/discussion aid.
Overhead projector.	Briefing/discussion aid.
Combined Arms Training Strategies (CATS)	Lists TADSS and resources.

Figure 3-4. Example training aids

at their fingertips so that they can effectively participate in the meeting process. Each leader has different needs that are addressed below.

Commander

* Company battle rosters.
* Training meeting work sheet.
* Mission essential task list with current assessment.
* Most current Command Training Guidance.
* Long- and short-range calendars.
* Company training schedules.
    — Past week/month.
    — Approved future schedules.

- Applicable manuals (FMs, TCs, ARTEP/MTP drill books and regulations).
- Applicable OPORDs, MOIs, and training support requests.

Executive Officer

- Maintenance schedule.
- Inspection schedule.
- Current DA Form 2406.
- Supply inventory schedule.
- Headquarters and headquarters company (HHC) training schedules.
- Status of resources requested for training.

First Sergeant

- Leader book.
- Company battle rosters.
- Company duty rosters.
- Battalion duty schedules.
- Taskings.
- Appointment schedules.
- Schools schedules.
- Inspection schedules.
- Miscellaneous information (APFT, height/weight data).

Platoon Leader/Platoon Sergeant

- Leader book.
- Platoon assessment work sheets.

- Training schedules.
- Preexecution checklists.
- Training and evaluation outlines (TEO) for future training (should be reviewed and discussed with commander before the meeting).
- Platoon battle rosters.
- Future training work sheets.

Master Gunner

- Leader book.
- Training schedules.
- Battle rosters.
- Individual and crew weapon qualification records.
- Unit Conduct-of-Fire Trainer (UCOFT) training results.
- Gunnery training plans.

Battle Staff NCO

- Training schedules.
- Maintenance schedule.
- Staff inspection schedule.

Maintenance Team Chief

- Leader book.
- Battle roster.
- Training schedules.
- Maintenance schedule.

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- Inspection schedule.
- Current DA Form 2406.

Supply Sergeant

- Leader book.
- Training schedules.
- Supply inventory schedules (10 percent inventories).
- Inspection schedules.

Training NCO (if assigned or appointed)

- Training schedule.
- Battle roster.
- SDT schedules.
- Schools information.

NBC NCO

- Leader book.
- Training schedules.
- NBC equipment services schedule.
- Inspection schedule.

Slice Leaders And Attachments

- Leader books.
- Training schedules (own unit and company).
- Applicable SOPs.
- Command training guidance.
- Long- and short-range training calendars.

Food Service NCO

- Leader book.
- Training schedule.
- Mess equipment service schedule.
- Inspection schedule.

HOMEWORK

Key leaders have "homework" to do before each training meeting. This homework includes specific tasks that require attention on a weekly basis. Preparing in advance of the meeting ensures leaders waste no time during the actual training meeting.

Commander

The company commander reviews the past week's (current drill for the RC) training and makes a tentative assessment prior to the meeting. Coordination with higher headquarters (includes battalion commander's latest training guidance) and adjacent units is finalized as much as possible for near-term training events. Other tasks include:

- Update training calendars.
- See that platoon leaders are prepared for the training meeting.
- Discuss training plans with the XO and lSG and seek any advice he may have to make training more effective.
- Fill out left side of training meeting worksheet (see Figure 3-3).

Executive Officer

The XO ensures that the supply sergeant and maintenance team chief are prepared for the training meeting. In the maintenance arena, the XO sees that all service schedules are coordinated with the battalion motor officer. Additionally, the XO works closely

with the S4 and support platoon leader for all classes of supply for training.

First Sergeant

The lSG works with platoon sergeants and other NCOs to ensure that platoons are prepared for the training meeting. Random reviews of leader books gives the lSG a unique insight into the proficiency of individual soldiers. Information gleaned from this review helps the lSG give the commander a better insight into soldier task proficiency.

Platoon Leader/Platoon Sergeant

The platoon leader and PSG have the most to gain from the company training meeting. They, particularly the PSG, must coordinate all of the details that support training that they want on the training schedule. For example, platoon leaders and PSGs would conduct the following coordination for land navigation training:

- Is a training area available?
- Can medics support?
- Develop TEOs.
- Check with lSG for duty roster conflicts,
- Coordinate with the supply sergeant.

The objective for PSGs is to do as much as possible to see that the training event is not "shot down" during the training meeting.

CHAPTER 4

Conducting Training Meetings

AGENDA

Components

There are three phases to company training meetings. They are completed training, near-term training, and short-range training. Commanders begin the meeting by discussing the training conducted since the last meeting, and progress through preexecution checks for near-term training. They finish by planning future training.

Time Requirements

Training meeting length should not exceed one hour. There are occasions or situations where meetings may last more than one hour. The key is for the commander to achieve the meeting objectives as quickly and efficiently as possible. A recommended time line for a typical training meeting is shown at Figure 4-1.

> **When I first took command, training meetings were lasting two and three hours. I just wasn't organized. I didn't have a system. After I started following a published agenda and strictly enforcing the policy of only discussing training issues during the meeting, they started dropping to one hour in length. Getting organized...that's half the battle.**
>
> *Maintenance Company Commander*
> *2d Armored Division*

```
┌────────────────────────────────────────────────────┐
│             Recommended time line                    │
│   Action                          Time               │
│   Completed Training          15 Minutes             │
│   Near-term Training          30 Minutes             │
│   Short-range Training        15 Minutes             │
├────────────────────────────────────────────────────┤
│          Figure 4-1. Agenda time line                │
└────────────────────────────────────────────────────┘
```

COMPLETED TRAINING

Platoon Assessments

Training meetings begin with platoon leaders and platoon sergeants assessing collective and soldier training since the last training meeting. This assessment is a detailed "go and no go" snapshot of all training conducted by the platoon. The sources of the platoon assessment may be formal, such as a platoon training evaluation extract from an ARTEP Mission Training Plan (MTP), or informal, such as comments gathered from an after-action review (AAR).

For example, if an interrogation platoon conducted training on establishing an operations site, the most logical source for giving an assessment of the training would be the training and evaluation outlines (TEO) found in ARTEP 34-298-1O-MTP, *Mission Training Plan for Interrogation Platoon, Military Intelligence Battalion, Light Infantry Division.* Figure 4-2 shows an example extract of the TEO for the task "Establish Operations Site (34-4-0205).

Based on the TEO extract, the platoon leader's assessment would sound like this:

> "The interrogation platoon trained on establishing an operations site during last week's FTX. My assessment that we are a "GO" for the task, with the following shortcomings:
>
> • Weak local security during occupation.
>
> • OPs need to improve camouflage skills.
>
> • Everyone needs to learn the proper tactical symbols to post on the SITMAP."

4-2

```
                                              ARTEP 34-298-10-MTP

ELEMENT:  OPERATIONS SECTION

TASK:  ESTABLISH OPERATIONS SITE (34-4-0205) (FM 34-52)

                        ITERATION  1  (2)  3  4  5  N  (circle)

                        TRAINING  (GO)  NO GO

CONDITIONS:  The interrogation platoon has arrived at the holding area
with all assigned personnel and equipment and is directed to establish
operational sites.

TASK STANDARD:  The operations section is ready to begin operations
within 60 minutes.
```

SUBTASKS AND STANDARDS	GO	NO-GO
*+1. Operations sergeant supervises section personnel in setup of platoon headquarters or administrative and operations area.		
a. Assigns one individual to assist in use area setup.	GO	
(b.) Assigns all section personnel to set up tents, if buildings are unavailable. *TOOK TOO LONG TO SET UP TENTS*	GO	
c. Directs personnel to set up platoon headquarters or administrative area physical layout in accordance with local SOP.		
(d.) Assigns personnel to set up operations area physical layout in accordance with local SOP. *POOR SECURITY*	GO	
e. Assigns remaining section personnel to set up and post SITMAP and establish reference material files. *— MESSY SITMAP — IMPROPER SYMBOLS*	GO	
f. Assigns first available section individual to open interrogation journal and establish files.	GO	

Figure 4-2. Platoon evaluation extract

     To assist in briefing this assessment, the platoon leader and platoon sergeant can prepare a simple one-page acetate-covered poster that graphically portrays the assessment. This poster can be used over again for each training meeting. An example of a platoon training assessment briefing chart is shown at Figure 4-3.

```
┌─────────────────────────────────────────────────────────┐
│              Interrogation Platoon Training Assessment    │
│                       Week of 4-8 Oct 93                  │
│                                                           │
│  Collective Tasks         Assessment        Notes         │
│  Occupy an Operations Site GO               — Weak local security │
│                                             — OPs need work on    │
│                                               camouflage skills   │
│  Organize Teams for Combat GO               — Improper load plans │
│                                                           │
│  Soldier Tasks            Assessment        Notes         │
│  Camouflage Equipment     10 GO, 6 NO GO    — OPs         │
│  Perform Search and       6 NO GO           — OPs         │
│  Scan Procedures                                          │
│                                                           │
├─────────────────────────────────────────────────────────┤
│      Figure 4-3.  Example platoon assessment briefing chart │
└─────────────────────────────────────────────────────────┘
```

Training Shortfalls

As each platoon completes the training assessment, training shortfalls are addressed. A training shortfall is when training has been planned for, but not conducted. Platoon leaders must explain to the commander the reasons for not executing training, and what the plans are to makeup the missed training.

METL Update

After all platoons complete their training assessments and discuss any training shortfalls, the commander then updates the company training assessment. Just as with the platoon assessment, this only deals with training conducted since the last training meeting.

The primary source for the training assessment is the input from platoon leaders and personal observations of training. Other sources for training input are listed in Figure 3-2.

The commander updates his training assessment for each

METL task using a training assessment work sheet. The work sheet can take any form, but should contain the following information:

- A listing of each METL task.
- Current training status of each METL task broken down by Battlefield Operating System (BOS).
- An overall assessment of each METL task.
- A strategy to improve or sustain training proficiency.

An example of a training assessment work sheet is shown at Figure 4-4.

This example shows how a military intelligence company commander would use the input from the platoon assessments. Note that the commander elected to assess the company as "P" for the METL task "Establish Interrogation Site."

The general definition of "needs practice" assists when deciding upon an assessment, but the final decision of whether a task is a T, P, or U always comes down to a judgment call. Commanders must honestly assess the ability of their company to execute METL tasks.

MISSION ESSENTIAL TASK	CURRENT TRAINING STATUS							OVERALL	STRATEGY TO IMPROVE OR SUSTAIN TRAINING PROFICIENCY TO WARFIGHTING
	INT	MAN	FS	M/CM/S	AD	CSS	C2		
MOVE BY ROAD/RAIL	T	T				P	T	T	– SUSTAINMENT TRAINING DURING "MOVEX 93"
PERFORM TACTICAL ROAD MARCH	P	T	P	P	P	P	T	P	– Co STX – SAND TABLE DRILLS
ESTABLISH INTERROGATION SITE	T	P		P	T	P	P	(P)	– PLT STX – NCO PD – OPD
SCREEN EPWs	T	T					P	T	– SUSTAINMENT TRAINING DURING FTX

Figure 4-4. Example training assessment work sheet

NEAR-TERM TRAINING

Command Guidance

The next step in the training meeting process is to apply new command guidance. Command guidance usually comes in the form of new or unscheduled requirements. Commanders must limit the discussion of new command guidance to training-related issues.

Preexecution Check Review

One of the most important parts of the training meeting is the discussion of preexecution checks. Preexecution checks include the informal planning and detailed coordination conducted during the preparation for training. By reviewing key preexecution checks the commander ensures that training events are fully planned for and coordinated with all elements of the company.

The AC commanders look four to six weeks out when reviewing preexecution checks. For RC commanders, the time period is the next three months. Within these training windows, commanders review preexecution checks in reverse order. The last week (AC) or month (RC) first, working down until the next training period is covered in detail.

Commanders focus on specific details when reviewing preexecution checks. For example, if the training schedule reflected

> When reviewing near-term training, I always start with the training six weeks out. Then I methodically work my way down to discussing the training we will conduct next week. This way we don't get bogged down on minutia, and everything gets the attention it deserves.
>
> Infantry Company Commander
> 3d Infantry Division (Mechanized)

that a platoon would conduct land navigation training, the commander would look for the following level of detail:

- Have TEOs been prepared?
- Have lessons learned from the last land navigation training been incorporated?
- Has the training area been confirmed?
- Has transportation been requested?
- Has class I been coordinated?
- Are enough maps and compasses available?
- Have leaders conducted a risk and environment assessment?
- Have "lessons learned" been incorporated?

This is just a partial list, but enough to give an idea of what level of detail is discussed during preexecution check review. The closer the training is to being executed, the more detail required when reviewing preexecution checks. Figure 4-5 shows an example of the level of detail of preexecution checks for sample training events for an AC maintenance company. This information would come from the commander's training meeting work sheet.

This example list of preexecution checks highlights only one training event per week. In reality, preexecution checks would be discussed for *every major training event.* Habitually recurring events such as PT, motor stables, and barracks maintenance normally do not need to be reviewed during the training meeting.

> We use a modified preexecution checklist in my company. Our checklist has blanks for names and phone numbers. When we are done we also attach lesson plans and other "lessons learned." That way the next time we conduct the training....we don't have to reinvent the wheel.
>
> Engineer Company Commander
> 34th Infantry Division

Preexecution checks are briefed by the primary trainer as indicated on the training schedule. If this trainer is an NCO other than the platoon sergeant, then the platoon sergeant would brief the preexecution checks during the training meeting. For almost every training event for platoons and below, the platoon sergeant is the key coordinator. The platoon sergeant coordinates the efforts of other NCOs in the platoon and ensures that training is thoroughly prepared.

	Preexecution Checklist	
Week	Event	Preexecution checks
T-6	APFT	— Gym Coordinated?
T-5	Plt STX	— TEO review.
T-4	OC spt for A Co	— AAR site recon. — Vehicle support.
T-3	Grenade qualification	— TEOs. — Slice planned for? — Class V?
T-2	Tactical road march STX	— Confirm training area. — Recon schedule? — MILES coordinated? — Class V coordinated?
T-1	Maintenance/recovery from FTX	— Confirm wash rack? — Class I in motor pool? — Class III at back gate? — Class V turn-in? — Inspection schedule?

Figure 4-5. Sample preexecution checks for an AC maintenance company

For reserve component companies, the preexecution check review process is almost identical to that for AC companies.

Activity or Event(s): Emplace a hasty protective mine field (17-3-0404).

Personnel to be trained: 1st platoon and maintenance team.

Target date and time: Tuesday 12 December, 0830-1700

Location: Training Area 1, 14, or 16.

Trainers: SFC Thomas (primary), SSG Jones (assistant).

Text references: FM 20-32 and FM 17-15.

Uniform and equipment: Field w/weapons.

Reason for Training

Supports company METL task(s): Defend.

Supports platoon collective task(s): defend, and occupy an assembly area.

Current training assessment: Defend:P, occupy an AA:P.

Coordination

Training area: CPT Mark, S3 Air, confirmed all were open.

TADSS availability: TSC can provide AT and AP mines.

Class I/III/V, medics, and maintenance support: Coordinated w/1SG.

Other: Armorer confirmed compasses will be back from calibration.

Figure 4-6. Example training event work sheet

Since the training window is generally three months long (usually six training days) the level of detail can be much higher.

SHORT-RANGE TRAINING

Calendar Review

Before planning any new training, the commander must first check the battalion long-range training calendar. Any events indicated on the battalion calendar or found in command training guidance are put on the company training schedule first. After these events are accounted for, the commander can then begin planning company training.

> *I don't settle for the terms "PSG" or "TC (tank commander)" in the block for "trainer" on the training schedule. I want a name. If SSG Jones is training "prep to fire checks," then SSG Jones' name goes on the training schedule. If an NCO is a by-name owner of the training, chances are he'll do a better job.*
> **Tank Company Commander**
> **42d Armored Division**

Platoon Leader/Platoon Sergeant Input

Based on their training assessments, platoon leaders and platoon sergeants develop plans to improve training proficiency. These plans are prepared and briefed to the commander during the training meeting.

One method of preparing all the necessary information required to "win a slot" on the training schedule is to use a training event work sheet. The work sheet contains all of the information necessary to convince the commander that the particular training event fits into the overall company training plan.

NOTE: The training event work sheet is an informal form. It is shown as an example to graphically illustrate the information necessary to plan training.

Training Schedule Development

Commanders receive input from all platoons and other elements of the company before formulating the draft training schedule. Because of support limitations or other conflicts, the commander may have to disapprove a training event that a platoon requested, or move it to another week (AC) or month (RC).

Once all conflicts are resolved, the commander develops a rough draft of the next training schedule. When formulating the training schedule the commander needs to keep the two "rules" of successful company training management in mind.

Rule Number One

The first rule is that commanders do not put anything on the training schedule that they do not intend to execute. Commanders must avoid the temptation of scheduling events they know cannot or will not be executed just to satisfy cyclic training requirements. If a commander does not intend to execute the training, then it should not be on the training schedule.

Rule Number Two

The second rule is that commanders do not need to fill up every minute of the training schedule. Filling up every minute on the training schedule often leaves subordinate leaders with little room to "maneuver" during the training day. Even the best units often must react to short notice, high priority taskings. With this in mind commanders should leave uncommitted time on the training schedule. Doing this allows for the following occurrences:

- Reaction time for short-notice taskings.
- Time for immediate retraining.
- Preparation time for training.
- Make-up training for soldiers on sick call, etc.

CHAPTER 5

Preparing For Training

CERTIFYING LEADERS AND TRAINERS

A key element in executing successful training is the preparation and certification of trainers and leaders. Time must be dedicated on the training schedule to train, rehearse, and certify leaders and trainers.

To ensure all the necessary preparation is done, leaders have specific duties. These duties can be broken down into three categories: trainer, certifier, and validator. The duties of each are listed below—

Trainer:

- Conducts collective and individual training.

- Provides evaluation on TEOs.

- Conducts risk assessment.

- Conducts environmental assessment; considers environmental constraints.

- Assesses training and directs collective training on weak subtasks.

- Conducts leader training.

Certifier:

- Senior trainer, conducts leader training.

- Provides assessment through capstone events.

- Certifies that the trainer is prepared for training.

- Reviews risk and environmental assessment.

Validator:

  • Conducts sample assessments of a task in a unit.

Figure 5-1 lists specific assignments of training preparation duties.

	TRAINER	CERTIFIER	VALIDATOR
INDIVIDUAL	SL/TC	PSG	1SG
SECTION/ CREW/SQUAD	PL/PSG	CO CDR/1SG	BN CDR/CSM
PLATOON	CO CDR	BN CDR	BDE CDR
COMPANY	BN CDR	BDE CDR	ADC

Figure 5-1. Training preparation duties

GUIDANCE FOR TRAINERS

The proper execution of training is a difficult but rewarding process. Trainers use a four-step process when preparing for training. These steps are: prepare yourself, prepare the resources, prepare training support personnel, and prepare the soldiers.

PREPARE YOURSELF FOR TRAINING

Trainers must know how to perform the task being trained. This requires the trainer to master the task through study and practice. After mastering the actual task, trainers must rehearse the training exactly as it is to be presented. Figure 5-2 lists rehearsal techniques.

Before conducting training, trainers must know how to train others to perform the task. Good trainers ensure that training is

● Schedule the rehearsal well in advance of the training	● Leaders coach trainers until they feel comfortable training the task.
● Rehearse at the actual training location, if possible.	● Leaders quiz the trainer to determine technical and tactical proficiency.
● Leaders observe trainers rehearsing to identify weak points and any risks in the training plan.	● Leaders have the trainer demonstrate the evaluation procedure (if appropriate).

Figure 5-2. Rehearsal techniques

performance oriented (hands-on). That means getting enough training aids so that every soldier can practice the task.

PREPARE THE RESOURCES

Once a training event is scheduled, the trainer must arrange for training aids to support the training. When looking at training aids, the trainer takes the following actions:

• Identify and request training aids, devices, simulators, and simulations (TADSS).

• Get the equipment and materials before rehearsal.

• Operate the equipment to become familiar with it and check it for completeness and functionality during rehearsal.

● Make the training performance oriented.	● Train an assistant who can conduct the training in your absence.
● Conduct yourself in a confident manner in front of your soldiers.	● Rehearse with your assistant.
● Know enough about the subject to accurately answer your soldiers' questions.	

Figure 5-3. Preparing for training.

5-3

For the active component, the platoon sergeant is the key to acquiring the appropriate training aids. Once the TADSS are identified, the trainer works with the platoon sergeant to develop a schedule to accomplish all of the required inspections and rehearsals prior to the training event. An example schedule for resource preparation for an AC unit is shown at Figure 5-4.

For reserve component companies the resource preparation process is more complicated. There are generally three "scenarios" that exist for TADSS support. They are:

• Scenario 1. The training aids may be on hand at the Armory/Reserve Training Center. In this case the trainer can request the training aid and rehearse before training execution without much difficulty.

• Scenario 2. The training aid is only available from the unit's training support installation. In this case the trainer coordinates with the unit training NCO (full time Active Guard Reserve (AGR)) to pickup the training aid a month in advance of training execution.

• Scenario 3. The training aid is only available from the unit's support installation and is an item that is in high demand (such as MILES equipment). This type of equipment cannot sit idle for a full month. As in scenario 2, the trainer coordinates with the unit training NCO for TADSS support. The training NCO would then draw the equipment a week in advance, inspect it, and make it available for the trainer to rehearse when time permits.

It is obvious that an RC trainer may not be able to conduct extensive rehearsals. An example resource preparation plan for an RC company is shown at Figure 5-5.

PREPARE THE TRAINING SUPPORT PERSONNEL

Trainers must ensure that support personnel are fully prepared to support the training event. Trainers do this by ensuring that the following actions occur:

• Training support personnel understand their mission.

• Evaluators or OCs know their roles.

• Support personnel are equipped and prepared to perform the tasks to standard.

• Support personnel participate in recons and rehearsals.

DATE	ACTION
T-6 weeks	Submit requests for TADSS.
T-5 weeks	Verify support requests with TSC.
T-3 weeks	Pick up TADSS and inspect. Conduct initial rehearsals.
T-2 weeks	Execute training. Rehearse with assistant.
T-1 week	Complete rehearsals.
Training week	Execute training.

Figure 5-4. Resource preparation schedule (AC)

DATE	ACTION
T-3 months	Submit requests for TADSS.
T-2 months	Verify support requests with training NCO.
T-5 weeks	Training NCO picks up TADSS.
T-1 month	Trainer inspects TADSS and conducts rehearsal.
Drill	Execute training

Figure 5-5. Resource preparation schedule (RC)

PREPARE THE SOLDIER

Soldiers need to be ready for training to achieve the maximum training benefit. Posting a copy of the training schedule is not sufficient to ensure soldiers are fully ready for training. The platoon sergeant assists trainers by—

* Identifying soldiers to be trained.

* Ensuring subordinate leaders assess levels of training proficiency for each soldier (leader books).

* Training any prerequisite tasks or skills first.

* Motivating soldiers by telling them the tasks to be trained and expected performance standards.

Platoon sergeants do not necessarily physically execute each of these tasks. They are the catalyst to see that the chain of command sees that every effort is taken to prepare soldiers for training. This often includes after-duty-hours training for soldiers to ensure that they can get the maximum benefit from scheduled training.

EVALUATION PLAN

Purpose

Each training event is evaluated during training execution. The purpose of a training evaluation is to provide feedback to the chain of command. This feedback is used to assess METL task

> " I have a chalkboard at the entrance to my battery. The 1SG posts the highlights of the week's training schedule for everyone to see. Sure, we have training schedules posted. But soldiers tend to pay more attention to the chalkboard. Its usually easier to read. . . . and more up to date.
> **Artillery Battery Commander**
> **82d Airborne Division** "

proficiency, shape future training plans, and enhance leader development.

Planning for evaluations

Planning for evaluations begins when the company training schedule is signed and approved. Companies are primarily involved with planning and resourcing evaluations for sections, squads, crews, and individual soldiers. Other evaluations, such as those for platoon STX lanes, would be planned and resourced at battalion level.

Types of evaluations

Evaluations can be informal or formal and internal or external. Key points for each type of evaluation follow.

Informal evaluations are most commonly used at battalion level and below. They are—

- Conducted by all leaders in the chain of command.
- Continuous.
- Used to provide immediate feedback on training proficiency.

Formal evaluations are usually scheduled on the long-range and short-range calendars. These include ARTEP external evaluations, operational readiness evaluations (ORE), and technical validation inspections (TVIs). They are—

- Sometimes unannounced, such as an EDRE.
- Normally highlighted during QTBs and YTBs.
- Resourced with dedicated evaluators or OCs.

Internal evaluations are planned, resourced, and conducted by the unit undergoing the evaluation. External evaluations are also planned and resourced. However, they are normally conducted by the headquarters two levels above the unit being evaluated. For example, division evaluates battalions; brigade evaluates companies;

battalion evaluates platoons; and company evaluates sections, squads, teams, or crews.

These evaluations can be combined to meet the particular needs of the units or soldiers being evaluated. Regardless of the type of evaluation, leaders must be present at all training, personally supervising and evaluating.

Evaluation Plan Work Sheet

Once the commander has selected the type of evaluation that will be used, the next step is to complete the plan. One way to do this is to use an evaluation plan work sheet. Figure 5-7 shows an example evaluation plan work sheet.

Evaluation Plan Work Sheet

Training Event/METL tasks: _____

Date/time: _____

Location: _____

Trainer(s): _____

Collective and soldier task selected for evaluation:

   1. _____
   2. _____
   3. _____

Evaluator(s): _____

Evaluator train-up schedule:

   1. Trainer's briefing: _____
   2. Evaluator certification: _____
   3. Training area reconnaissance: _____
   4. Rehearsal: _____

Notes: _____

Figure 5-7. Sample evaluation plan work sheet

Selecting Observers and Controllers to Assist in the Evaluation

Commanders use observers and controllers (OCs) to assist in the evaluation process. OCs must be highly qualified to enhance the training experience for the unit. A qualified OC provides valid, credible observations that leaders use to develop their training assessments. OCs should meet the following criteria:

• Should have the same or higher rank as the senior leader conducting training, and have experience in that position.

• Must be trained and rehearsed (tactical and technical proficiency).

• Should be a good coach.

• Must know how to conduct an after-action review (AAR).

After-Action Reviews

An after-action review is a professional discussion of an event, focused on performance standards, that allows soldiers to discover for themselves what happened, why it happened, and how to improve on weaknesses and sustain strengths in the future. Leaders use AARs as a primary source for their training assessments. For a broader discussion of AARs, see TC 25-20, and Appendix G, FM 25-101.

APPENDIX A

Platoon Meetings

Leaders use informal platoon meetings to coordinate the training efforts of the platoon. Platoon meetings have three objectives gather information from subordinate leaders on the training proficiency of their soldiers, discuss preparation for upcoming training, and solicit ideas for future training requirements.

ORGANIZATION

Overview

Platoon training meetings are organized very similar to company training meetings, only less formal in nature. They are held every week (every month for RC during inactive duty training) and generally last about 30 minutes. Only key leaders attend; each squad- or section-level unit is represented by a single NCO. Keeping the number of leaders to an essential minimum allows for a more candid and efficient exchange of information. A typical list of attendees for a platoon meeting are listed below.

- Platoon leader.
- Platoon sergeant.
- Squad leaders/section leaders.

Some platoons do not neatly fit the mold of infantry or armor platoons. For these platoons the platoon leader and PSG together decide who should attend the meeting, keeping in mind that the objective is to have each section represented by one NCO. For example, a maintenance platoon without a platoon leader may have a list of attendees that resembles the list shown below.

- Platoon sergeant.
- Recovery section sergeant.
- Services section sergeant.

- Maintenance team chief.

- PLL section sergeant.

Whatever the composition of the list of participants, the platoon sergeant ensures that all NCOs are prepared for the meeting. This means everyone being on time and properly equipped. At a minimum, NCOs need to bring the following to a platoon meeting:

- Leader book.

- Paper and pencil/pen.

- Training schedules.

- Calendar.

When the meeting is conducted in the field the leaders assemble in a convenient location: in the back of a Bradley Fighting Vehicle, under a tree, or in a tent. The key is the meeting is informal. Elaborate training aids and other props are not necessary for a successful meeting.

AGENDA

General

Platoons follow an established agenda when executing training meetings. This allows for a quick and efficient meeting, very similar to the system used for the issuing of an operation order (OPORD) for a tactical operation. Keeping in mind the three objectives of platoon meetings, a sample agenda appears as follows:

- Squad or section training assessments.

- Platoon leader's assessment.

- Preparation for training.

- Future training.

- Command guidance.

> *Last week we concentrated on recovering M1 tanks and Bradley Fighting Vehicles mired in mud to turret level. All crews received "go's" except HQ 87. Sergeant Jones and his crew just did not understand basic rigging principles, even after repeated retraining. During the AAR for the training it became clear that they didn't bother to do the prerequisite training. The crew of HQ 87 will be in the motor pool Friday working on rigging drills. . .*

Figure A-1. Example squad or section assessment

Squad or Section Training Assessments

Squad leaders give the platoon leader their assessments of the training they conducted since the last platoon meeting. This does not need to be an elaborate briefing. Since the platoon leader normally attends all training, squad leaders will only have to highlight what went right and what went wrong for the squad. Figure B-1 shows an example of a vehicle recovery section sergeant's assessment of training.

The purpose of the squad or section assessment is to get honest input directly from the fret-line leader. If the squad can perform the task to standard, then that is what needs to come out during the discussion. Likewise, if the squad leader feels the squad cannot perform a task to standard, that needs to be said. The platoon leader must establish an atmosphere where this can occur.

Platoon Leader's Assessment

Upon completion of squad assessments the platoon leader gives his assessment of the status of platoon collective tasks that support the company METL. This assessment is based upon squad assessments, personal observations, and discussions with the PSG. Upon announcing his assessment, other leaders update their leader books with the appropriate new entry for collective task proficiency. Elements of the platoon assessment are:

- Platoon collective task title.
- Company METL that it supports.

A-3

- Assessment (T-P-U, or GO/NO GO as appropriate).

- Brief description of the "why" for the assessment.

- Plan to improve, if possible at this time (may be delayed until next meeting).

Preparation For Training

This phase of the platoon meeting belongs to the PSG. After the platoon leader has developed and received approval for a training plan, it is up to the PSG to see that the training is thoroughly prepared and executed. In this capacity, the PSG must personally ensure preexecution checks are completed and that nothing that could effect the quality of the training is left to chance. To do this, the PSG ensures that his NCOs-

- Prepare themselves.

- Prepare the training resources (TADSS).

- Prepare training support personnel (OPFOR).

- Prepare their soldiers (prerequisite training).

Much of this review is discussed one-on-one between the PSG and the primary NCO trainer. However, during the platoon meeting squad leaders brief specifics of their training, ensuring to cover, at a minimum—

- Key preexecution checks.

- Rehearsal plan.

- "Homework" requirements.

- Any unresolved problems.

Platoon sergeants maintain the tempo of the meeting by prompting squad leaders with questions and suggestions on the training being discussed. If the PSG or platoon leader is not satisfied

A-4

that the training is prepared to standard, the discussion is continued after the meeting.

Short-Range Training

The platoon leader next solicits recommendations for future training from the NCOs. This is the chance for squad leaders to ask for time on the training schedule to correct training deficiencies. Squad leaders use the data in their leader books to select the individual and collective tasks that require attention.

The platoon leader and the platoon sergeant evaluate this input after the meeting and decide the specific tasks (individual and collective) that they feel require attention. The platoon leader then develops a detailed plan and briefs it to the company commander either one-on-one or during the company training meeting.

Command Guidance

Although command guidance is generally passed to subordinates as soon as it is received, the platoon meeting is a good time for a recap. The platoon leader briefs new training guidance or command directives. The PSG then covers any specific guidance from the 1SG or CSM.

TIPS FOR A SUCCESSFUL MEETING

Good, efficient meetings come in many shapes and forms. The techniques listed below apply to all types of platoons, both active and reserve:

• Conduct the meetings the same time and place each week and make them mandatory.

• Try a "standing meeting" (do not use chairs) if the meetings are lasting too long.

• Enforce the use of leader books.

• Listen when it is time to listen.

A-5

- Do not wait until the meeting to conduct essential coordination.
- Focus on training issues, leave administrative details until after the meeting.
- Discuss one-on-one issues after the meeting.

APPENDIX B

Leader Books

Overview

Leaders are responsible for providing training assessments to the chain of command on their soldiers and units. Commanders use these assessments to make training decisions. The purpose of the leader book is to give leaders a tool that efficiently tracks soldier and unit training status.

Definition

The leader book is a tool maintained by leaders at all levels for recording and tracking soldier proficiency on mission-oriented tasks. The exact composition of leader books varies depending on the mission and type of unit. Specific uses for the leader book are to–

• Track and evaluate soldiers' training status and proficiency on essential soldier tasks.

• Provide administrative input to the chain of command on the proficiency of the unit; for example platoon, section, squad, team, or crew.

• Conduct soldier performance counseling.

ORGANIZATION

General Organization

The organization of the leader book is up to each individual leader. To be effective they must be well organized and "user friendly." Only essential training information is included in the leader book. The following is a recommended format that is applicable to all types of units with minor modifications:

B-1

Leader Book Organization

SECTION 1: Administrative soldier data.

SECTION 2: Company METL/plt supporting collective task list with assessments.

SECTION 3: CTT proficiency (survival skills).

SECTION 4: Essential soldier task proficiency and status.

SECTION 5: Unit collective task proficiency.

ADMINISTRATIVE SOLDIER DATA

Administrative soldier data sheets contain everything leaders need to know about their soldiers. The form can be SATS generated or one developed by the leader. Recommended information for soldier data sheets includes the following:

- Name, rank, age, and duty position.

- Current weapon qualification.

- APFT score/date.

- Height/weight data.

- Family data.

- Special medical data.

Knowing this type of information allows leaders to better provide training which meets their soldiers' personal needs. Figure B-1 shows a SATS generated administrative data form.

COMPANY METL/PLT SUPPORTING COLLECTIVE TASK LIST

Leaders need to maintain copies of both company METL and platoon supporting collective task lists in their leader books. Having these lists and current assessments helps leaders to select the

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	Name _Jones, William_ SSN _123-45-6789_ Rank _PV2_ DOR _01/01/92_ BASD _6/6/91_ PMOS _11Hu0_ SMOS ___ HT/WT _72/155_ PULHES _111111_ Blood Type _O Pos_	Name _SMITH, ALBERT_ SSN _234-56-7894_ Rank _PFC_ DOR _02/02/92_ BASD _4/4/89_ PMOS _31Hu0_ SMOS ___ HT/WT _73/165_ PULHES _111111_ Blood Type _O Pos_	Name ___ SSN ___ Rank ___ DOR ___ BASD ___ PMOS ___ SMOS ___ HT/WT ___ PULHES ___ Blood Type ___
Training & Personnel Data			
Indiv Wpns Qual & Date	Expert 2 Jun 92	MM 3 Jun 92	
Crew Wpns Qual & Date			
Special Duties/Qual			
APFT & Date	267 16 MAY 92	300 10 MAY 92	
Mask Size	MEDIUM	LARGE	
Last Serviced	17 AUG 92	17 AUG 92	
Civilian Education	HIGH SCHOOL GRAD	GED	
Military Education	AIT, ABN, RANGER	AIT, AIR ASLT	
ETS/PCS (date/date)	06/95 06/95	06/95 06/95	
Married (if yes, spouse)	No	YES JANE	
Children		Allen, 6	
		Sam, 4	
In Country/Cmd Sponsored			
Allergies	PENICILLIN		

Figure B-1. SATS soldier data form extract

appropriate individual, and collective tasks that require training emphasis.

This form can be in any format that the leader chooses. A recommended technique is to list the task, the current assessment, and also a "why" for the assessment. Figure B-2 shows example company METL and platoon collective task list assessment forms.

METL TASK	T	P	U	REASON NOT T	STRATEGY TO T
DEFEND		X		Weak counter recon, poor use of smoke and FS	Plt STX 1–3 May, TEWT (to TC) arty classes

Example Company METL Assessment Extract

PLATOON COLLECTIVE TASK	GO	NO GO	NOTES	STRATEGY TO IMPROVE
DEFEND		X	poor plt fire plan, failed to detect counter recon, 2 tanks dest'd by dismounts	2-hr class on fire plans, sand table drills-25 Apr, TEWT w/TCs 30 Apr, plt STX 1–3 May

Example Platoon Supporting Collective Task List Assessment

Figure B-2. Example company and platoon assessment forms

Common Task Test Proficiency

Common Task Test (CTT) proficiency is critical information for all leaders. GO/NO GO data should be recorded for each soldier, along with the date of the evaluation. Knowing this information allows leaders to select appropriate opportunity training.

ESSENTIAL SOLDIER TASKS	NAME									
Unit: MTP: SCOUT PLATOON MOSC: 19D CAVALRY SCOUT Skill Level 1 C = Common Tasks Collective Tasks	SPC JONES	SPC SMITH	SPC FOX	PFC JOHNSON	PFC STONE	PVT HEAD				
Supporting Tasks	GO/NO-GO	GO/NO-GO	GO/NO-GO	GO/NO-GO	GO/NO-GO	GO/NO-GO	GO/NO-GO	GO/NO-GO	GO/NO-GO	GO/NO-GO
08-3-C018 PREPARE and evacuate casualties										
C Apply a Dressing to an Open Chest Wound	GO	GO	GO	NO GO		GO				
C Administer Nerve Agent Antidote to Self (Self-Aid)	GO	NO GO	GO							
C Administer First Aid to a Nerve Agent Casualty (Buddy-Aid)	GO		GO		GO	GO				
C Apply a Dressing to an Open Head Wound				GO						
C Splint a Suspected Fracture		NO GO		NO GO	GO	NO GO				
C Transport a Casualty Using a One-Man Carry	GO	GO	GO		GO	GO				
C Transport a Casualty Use a Two-Man Carry/Improvised Litter				GO						
C Perform Mouth-to-Mouth Resuscitation	GO				NO GO	GO				
C Send a Radio Message	GO		GO							
Encode and Decode Messages Using KTC 600(*) Tactical Operations	GO	GO		NO GO		GO				
Use the KTC 1400(*) Numeral Cipher/Authentication System	GO	GO		GO		NO GO				

Figure B-4. Essential soldier task tracking form

Unit Collective Task Proficiency

Leaders need to know the proficiency of their units to perform the collective tasks and drills that support the platoon supporting collective task list. Leaders derive section/squad/crew collective tasks from the applicable MTPs.

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Units without a published MTP must determine for themselves which collective tasks and drills support the platoon supporting collective tasks. In many cases the section/squad/crew collective task list will be identical to the platoon list.

SATS does not provide a collective task proficiency tracking form. Recommended information for collective task proficiency forms includes-

- Collective task.
- Assessment blocks (T-P-U or GO/NO GO).
- Date training last executed.
- Reason for assessment/strategy to improve.

Soldier Counseling Forms and Status

Soldier counseling is an essential element of a leader's duties. The leader book is a natural focal point for performance counseling. Leaders strive to link counseling to demonstrated performance, the leader book provides the necessary training information.

The extent that counseling can be tracked with the leader book is the leader's decision. Some leaders may want to maintain the DA Form 2166-7-1, NCO Counseling Checklist/Record (MCSR), for each subordinate NCO. DA Form 4856, General Counseling Form, may be maintained for each soldier.

Another technique is to keep a log of soldier counseling sessions in the leader book. Leaders still use the leader book to assist in counseling, but maintain the actual counseling forms in a separate file. An example of a soldier counseling log is shown in Figure B-5.

LEADER BOOK APPLICATIONS

Daily Evaluations and Soldier Counseling

Leaders books are an integral part of everyday training. Leaders habitually carry their leader books with them during the training day. Shortly after training is evaluated leaders update the

NAME	DATE/ TYPE	DATE/ TYPE	DATE/ TYPE	DATE/ TYPE
SGT Thompson	6 Jan 93/ monthly	1 Feb 93/ late for APFT	9 Feb 93/ monthly	2 Mar 93/ NCOER
PFC Donavan	5 Jan 93/ monthly	1 Feb 93/ max APFT	2 Feb 93/ 100% GO on CTT	9 Feb 93/ monthly

Figure B-5. Extract of soldier counseling log

appropriate section of their leader book. By keeping up with the current status of the training of their soldiers, leaders can give timely and accurate assessments to their leaders.

Company and Platoon Training Meetings

Leader books are "part of the uniform" for both company and platoon training meetings. Accurate leader books add credibility to training assessments, and form the basis for requesting training. Good leader books serve as a tool for leaders to determine what tasks need training, and what tasks do not.

NOTE

Leader books are leader business, not inspector's business. They should not be formally inspected. Their periodic review by the chain of command is appropriate. Leaders should not lose sight of the purpose of leader books-that of being a self-designed tool to assist leaders in tracking the training proficiency of their soldiers. They come in many shapes and forms; there is no approved solution or format. To formally inspect them would be **inappropriate.**

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GLOSSARY

Acronyms and Abbreviations

AAR — after-action review

AC — Active Component

AGR — Active Guard Reserve

APFT — Army Physical Fitness Test

ARTEP — Army Readiness Training and Evaluation Plan

AT — annual training

ATA — Additional Training Assembly

BOS — battlefield operating system

BP — battle position

cbt — combat

cdr — commander

co — company

CSM — Command Sergeant Major

CTC — Combat Training Center

CTG — command training guidance

CTT — Common Task Test

EDRE — emergency deployment readiness exercise

1SG — first sergeant

FM — field manual

FTX — field training exercise

FY — fiscal year

HHC — headquarters and headquarters company

ldr — leader

METL — mission essential task list

MILES — Multiple Integrated Laser Engagement System

mm — millimeter

MTP — mission training plan

MUTAs — multiple unit training assemblies

NBC — nuclear, biological, chemical

NCO — noncommissioned officer

NCOER — noncommissioned officer evaluation report

NCOPD — noncommissioned officer professional development

NLT — not later than

OC — observer and controller

OPD — officer professional development

OPFOR — opposing forces

OPLAN — operation plan

OPORD — operation order

ORE — operational readiness evaluation

P — needs practice

plt — platoon

PSG — platoon sergeant

QTBs — quarterly training briefs

RC — Reserve Components

RG — readiness group

RTD — resident training detachment

S3 — Operations and Training Officer (U.S. Army)

S5 — Civil Affairs Officer (U.S. Army)

SATS — Standard Army Training System

SITMAP — situation map

SL — squad leader

spt — support

STX — simulated training exercise

T — trained

TADSS — training aids, devices, simulators, and simulations

TC — tank commander

TEO — training and evaluation outlines

TEWT — tactical exercise without troops

T-P-U — trained, needs practice, untrained

TVIs — technical validation inspections

U — untrained

UCOFT/MCOFT — unit/mobile conduct-of-fire trainer

YTB — yearly training briefings

References

SOURCES USED

These are the sources quoted or paraphrased in this publication.

Army Publications

FM 17-15, *Tank Platoon,* October 1987.

FM 20-32, *Mine/Countermine Operations,* September 1992.

FM 25-101, *Battle Focused Training,* September 1990,

FM 34-52, *Intelligence Interrogations,* September 1992.

DOCUMENTS NEEDED

These documents must be available to the intended users of this publication.

DA Form 2166-7-1. *NCO Counseling Checklist/Record* (MCSR).

DA Form 4856. *General Counseling Form.*

DA Form 2406. *Material Condition Status Report.*

TC 25-20. *A Leader's Guide to After-Action Reviews.*

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By Order of the Secretary of the Army:

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