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# FM 21-5

DEPARTMENT OF THE ARMY FIELD MANUAL

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# MILITARY TRAINING



HEADQUARTERS, DEPARTMENT OF THE ARMY  
AUGUST 1959

FIELD MANUAL }  
 No. 21-5 }

HEADQUARTERS,  
 DEPARTMENT OF THE ARMY  
 WASHINGTON 25, D.C., 19 August 1959

## MILITARY TRAINING

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**PART ONE**  
**OBJECTIVES, RESPONSIBILITIES, AND CONCEPTS**

**CHAPTER 1**  
**INTRODUCTION**

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**1. Purpose and Scope**

*a.* This manual is a guide to training management and the preparation and conduct of tactical exercises used in training. It provides guidance and assistance to personnel at all levels responsible for training individuals and units. To avoid repetition, the infantry division battle group is used as the command level for illustrating the application of the principles and procedures discussed. Reserve components and commands other than infantry can readily adapt these principles and procedures to their particular use.

*b.* The material contained herein is applicable without modification to both nuclear and nonnuclear warfare.

**2. Military Training Objectives**

Successful military operations depend on the attainment of the following training objectives:

*a. Military Discipline.* Military discipline is the state of individual and group training that creates a mental attitude resulting in correct conduct and automatic obedience to military law under all conditions. It is founded on respect for, loyalty to, military law and authority. This training is continuous throughout military service. It is emphasized in the early stages of individual and unit training. Its principles are applied in every military activity. Although it is developed primarily through military drills and repetitive training, every feature of military life has its effect upon military discipline. It is indicated in the individual or unit by smartness of appearance and action; by cleanliness and neatness of dress, equipment and quarters; by respect for seniors; and by the prompt and willing execution by subordinates of both the spirit and intent of orders or instructions. The ultimate teamwork expected of all personnel is based on thorough military discipline.

*b. Health, Strength, and Endurance.* Health, strength, and endurance are essential if the individual is to withstand the hardships of combat. An Army composed of men possessing good health, physical strength, and powers of endurance has the foundation for becoming an unconquerable force. These objectives are developed and maintained by observing the principles of hygiene, by physical training and athletics, and by progressively increased practice in training exercises requiring physical endurance.

*c. Morale and Esprit de Corps.* Morale and esprit de corps refer to the mental state of troops—their confidence, courage, zeal, and pride in organization. In peace, it is the measure of their contentment and well-being; in war, it is the measure of their will to do and the courage to execute unhesitatingly the arduous tasks assigned them. Individual morale and esprit de corps denote optimism and confidence; both stimulate determination and physical effort. Strength in numbers, equipment, and material resources cannot wholly compensate for lack of morale within a unit. Morale and esprit de corps are influenced by many factors, but primarily by good leadership, thorough and comprehensive training, and the pride and confidence of the individual in himself and his unit.

*d. Initiative and Adaptability.* The energy and ability to initiate action promptly to meet any situation are essential qualities for every individual member of a military force. The mission of any unit is accomplished by the prompt and, when necessary, independent action of individuals and small groups. Therefore, the development of initiative and adaptability is a most important factor to be attained in training. These objectives are developed effectively through practice in occupying positions of responsibility and by training that frequently requires the individual to rely on his own resources.

*e. Leadership.* A leader must be qualified professionally and possess personal qualities that will inspire confidence and loyalty in subordinates. Some of the personal characteristics necessary are courage, mental and physical stability and energy, and a sense of justice. The development of leadership is a primary consideration in the training of all officers and noncommissioned officers.

*f. Teamwork.* Teamwork is the concerted action of a group of individuals in the accomplishment of a common objective. It involves the subordination of the individual to the common interest. This objective is attained by the careful training of individuals and units in their respective roles, and by the effective utilization and training of all elements in coordinated action to

achieve a single goal. Military discipline and morale are essential factors in the development of teamwork as a fundamental objective in military training.

*g. Technical Proficiency.* Technical proficiency in the use of weapons, equipment, and materiel is required of the individual and unit to insure efficient tactical employment. Technical proficiency means that every individual possesses the knowledge and skills to perform his duties properly and maintain equipment in a serviceable condition.

*h. Tactical Proficiency.* Tactical proficiency is the ultimate goal of all military training. It is achieved through attainment of the objectives discussed in *a* through *g* above. During times of peace, the tactical proficiency of a unit is evaluated by its ability to function efficiently and effectively in field exercises simulating actual combat.

### **3. Basic Concepts of Training**

Military training is based on the following concepts:

- a.* The dignity of the individual is not violated.
- b.* Given proper leadership and training the average man can become an effective soldier.
- c.* The applicatory system of training most effectively meets the needs of military training.
- d.* Military training progresses from basic to advanced subjects, and from individual to unit training.
- e.* Skills are acquired through supervised practice.
- f.* Doctrine and techniques are standard throughout the Army.
- g.* The commander is responsible for training his unit.

## CHAPTER 2

### RESPONSIBILITIES FOR TRAINING

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#### 4. General

*a.* The mission of the Army, as a part of the Armed Forces of the United States, is to provide for the security of this nation and for the support of its national and international policies. To accomplish this mission, the Army must be ready at all times to undertake land combat operations and sustain them indefinitely.

*b.* The traditional policy of the United States is to maintain an Army of minimum size consistent with immediate needs of the nation, but one that is capable of rapid expansion in the event of a national emergency. This policy demands the ability to mobilize rapidly. Because time is critical during mobilization, training requirements during that period must be reduced to essentials. Peacetime training must serve to determine which requirements are essential and must provide a force ready for immediate combat in the event of a sudden attack.

#### 5. Department of the Army Training Responsibilities

*a.* The Department of the Army is responsible for the training of all components of the Army. Its training missions include—

- (1) Achieving and maintaining a state of training that will insure the capability of prompt and sustained combat operation on land. To establish and maintain a combat-ready force requires soldiers trained in appropriate military occupational specialties, units trained in the performance of operational missions, an adequate and progressive system of military education, and the maintenance of training facilities.
- (2) Maintaining a trained mobilization base for expanding the active Army. To maintain a trained mobilization base requires trained cadres.
- (3) Developing tactics and techniques for Army combat and service elements. To develop tactics and techniques requires the conception and field testing of new doctrine and techniques.

*b.* The Department of the Army prepares broad, basic, Army-wide policies and plans for training, and issues periodic directives to implement them. Training by units is based on the directives

received through the chain of command and conducted according to the guides furnished by training literature in the form of field manuals, Army training programs, subject schedules, and training tests for specific units.

## **6. Oversea Army Command Training Responsibilities**

Oversea Army commands are responsible for implementing Department of the Army training policies and directives; for conducting specific training as necessary; for determining and executing training requirements generated by operational missions; and for maintaining their units in a high state of combat readiness. Oversea commands discharge these responsibilities by preparing appropriate plans and policies; by issuing the directives and training publications needed to accomplish the established training missions; and by supervising the training activities of subordinate units.

## **7. U.S. Continental Army Command Training Responsibilities**

a. The Commanding General, United States Continental Army Command (CG, USCONARC), is charged with the training and training inspection of the army in the field within the continental United States. (The term "army in the field" refers to the individuals and units of the Army intended for use in a theater of operations.) He is responsible for the training of the six armies within the continental United States, the Military District of Washington, and other units, activities, and installations which may be assigned or attached. He is responsible to the Chief of Staff of the Army for certain specified functions pertaining to the army in the field, to include—

- (1) Reviewing, developing, recommending, and testing new and revised organizations, doctrine, and techniques.
- (2) Preparing training literature and training aids.
- (3) Teaching tactical, administrative, intelligence, and logistical doctrine and techniques.
- (4) Training within the continental United States to meet Department of the Army training objectives, including the combat, service, and technical training of the Army in the field on active duty.

b. The CG, USCONARC, discharges his responsibilities by preparing plans and establishing policies for accomplishing the required missions. Instructions for units, activities, and installations controlled by technical or administrative services or other Department of the Army agencies are issued through the heads of the agencies concerned.



## **8. Subordinate Command Training Responsibilities**

Commanders of commands that are immediately subordinate to Headquarters, United States Continental Army Command are responsible for implementing broad USCONARC training policies and directives; for conducting specific training requirements as directed; and for determining and executing the training requirements needed to accomplish assigned training missions.

## **9. Unit Training Responsibilities**

A unit is defined as any military element whose structure is prescribed by competent authority, such as a table of organization or distribution; specifically, it is part of an organization. A unit commander is responsible for training his unit to perform the mission for which it is organized, and other assigned missions. He plans, directs, conducts, and supervises this training. Within the limits of directives and policies of higher headquarters, he specifies the training that is to be conducted and charges his commanders and staff with its accomplishment. He insures that the performance, maintenance, and proficiency standards used are consistent with Department of the Army policies. He procures or controls the use of training facilities, aids, and equipment. As necessary, he issues training directives appropriate to the type of instructions or information to be disseminated. He uses the members of his staff to assist in the planning and supervision of training as appropriate to their specialized functions.

## CHAPTER 3

### PHASES OF TRAINING

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#### Section I. GENERAL

#### 10. Training Categories

The training being conducted by active Army and Reserve component units at any given period can be appropriately placed into one of three major categories—individual training, unit training, and combined training. They have been established for convenience in planning and to indicate definite stages of progress. These categories may be further subdivided into phases of training, depending largely upon the type of organization, its assigned mission, and the existing state of training.

a. Individual training begins when the individual enters the Army and continues throughout his service. Initially, emphasis is placed in the various phases of training on development of the individual as a basic soldier. Then emphasis is shifted to the development of his primary skill to perform a duty assignment within a unit.

b. Unit training emphasizes the training of individuals to function as members of a team or unit. It integrates the smaller units into coordinated battlefield teams within respective branches. These units develop their tactical proficiency, perfecting operating procedures and the use of manpower, weapons, and equipment. Unit training continues to emphasize individual training by providing the opportunity for basically trained soldiers to learn the value of teamwork and to practice their individual skills. Advanced individual training is continued for all leaders and those specialists whose duties require additional training during the development of unit proficiency.

c. Combined training develops combined arms teams composed of branches which normally conduct combined combat operations. This type of training is generally initiated in the early stages of unit training. It continues as a major area of emphasis throughout the development of units, from platoon through army level. Advanced stages in the training of units may include point training exercises that develop effective teams of combined services to insure the balanced forces necessary for major operations.

## **11. Subjects**

The subject areas in training can be conveniently grouped into three types, according to the broad objectives to be accomplished.

*a.* Basic subjects, by nature and content, are directed toward developing military discipline in individuals and within units. Dismounted drill, military courtesy, interior guard duty, physical training, marches, and battle drill are examples of these subjects.

*b.* Technical training includes those subject areas designed to develop the technical ability of the individual to perform its technical function. Technical training of the individual includes those subjects designed to teach the fundamentals of his duty assignment, such as weapons training, marksmanship, communications, or clerical training. Technical training of the unit depends largely on the organization, mission, and branch of the unit; but it generally includes training in fundamental subjects designed to support its tactical performance.

*c.* Tactical training includes those subjects and exercises conducted to train the individual in his role and to develop the proficiency of the unit to accomplish the mission for which it was organized. Effectiveness in tactical training depends to a large extent on the effectiveness of the disciplinary and technical training previously conducted and on the degree of realism achieved in the training exercises. This training may be conducted in field or garrison training areas using the applicatory exercises discussed in part three, but includes all phases of combat operations.

## **Section II. INDIVIDUAL TRAINING**

### **12. Purpose**

Individual training familiarizes the new soldier with his surroundings and acquaints him with his responsibilities as a soldier. During this period, he receives short orientations on what is expected of him during his service and what he may expect from the Army. The commander responsible for the initial conduct of individual training makes every effort to eliminate personal problems and bring about rapid adjustment of the new enlisted man. Practice, drills and physical training develop knowledge, discipline, coordination, and teamwork in execution. The primary purpose of this training is to instill in the new enlisted man precise and orderly habits. As he gradually progresses, he develops proficiency in weapons familiarization and marksmanship, maintenance of individual equipment, and other training. This provides him with a firm foundation in the fundamentals of basic military subjects. His training then is directed

toward the development of skills with respect to job performance. Application in later phases of training insures a high degree of proficiency.

### 13. Replacement Training

a. The Department of the Army assists in maintaining the operational proficiency of units by providing branch qualified basic soldiers and specialists as replacements for unit personnel losses and as fillers for newly activated units. These individuals are trained within the continental United States or its possessions, in training centers, and in designated TOE units. Replacement training is that training conducted to provide new soldiers with basic military knowledge. It develops their proficiency for a specific duty assignment within a TOE unit. The finished product must be physically conditioned, technically qualified, and emotionally prepared to perform successfully in combat operations. This training provides a continuous flow of qualified basic soldiers, as individuals or in packets of variable size, to units in combat or conducting peacetime training requirements.

b. The replacement training cycle consists of the basic combat and advanced individual training phases. The Department of the Army has established mandatory training requirements in time and subject areas to insure standardization of training and qualification of replacements for service outside the continental United States (AR 612-35).

- (1) *Basic combat training (BCT)*. This phase of training transforms the civilian into a basic soldier. All enlisted men without prior military service inducted or enlisted in the Army receive the training prescribed for this phase as outlined in Army Training Program 21-114. This phase is in the initial stage of individual training and has the broad objective of training the newly inducted soldier in the fundamentals of soldiery, to include basic infantry formations and battlefield survival. This prepares him for further individual training in a designated branch. Specific objectives to be attained include, but are not limited to—
  - (a) An understanding of, appreciation for, and confidence in achievements and traditions of the Army.
  - (b) An understanding and appreciation of military courtesy and customs.
  - (c) Moral responsibilities in military service.
  - (d) An understanding by each individual of his role in the Army.
  - (e) Physical health, stamina, and agility.

- (f) Standards for protection and improvement in personal hygiene and health.
  - (g) Self-confidence, personal courage, aggressiveness, resourcefulness, and spirit of teamwork necessary to prepare individuals for combat duty.
  - (h) A sense of confidence in weapons and their effects.
  - (i) An understanding of the basic fundamentals of combat operations.
- (2) *Advanced individual training (AIT)*. Advanced individual training is the second stage of individual training and completes the mandatory replacement training. The broad objective of this training phase is to develop within the individual a general knowledge of the organization, mission, and functions of the unit within the branch to which he is assigned, and to qualify him to perform duties in a military occupational specialty. Specific objectives to be accomplished are outlined in the appropriate Army training program for the unit, supporting Army subject schedules, or in the appropriate programs of instruction for service schools. This phase of training may be conducted in training centers, service schools, or in TOE units; it may be accomplished by on-the-job training, schooling, or a combination of these. Upon successful completion of training in this phase, individuals are awarded the MOS for which they were trained. Then they are considered to be qualified for assignment as replacements to the appropriate units utilizing their MOS.

c. Subsequent to the completion of the replacement training cycle, any individual found to be deficient in his primary MOS will be retrained until he reaches the proper proficiency level. In the event retraining is impractical, a new primary MOS will be assigned commensurate with his demonstrated capabilities and qualifications according to appropriate personnel procedures.

#### **14. Cadre Training**

a. A cadre is the key group of leaders and specialists needed to perform essential duties in the formation, administration, and training of a unit. Active Army units designated by army commanders to provide a cadre for an AUS unit, to be activated after M-day, will maintain two cadres, equally qualified. Cadres will consist of officer and enlisted positions as listed in cadre column of appropriate TOE or, if appropriate TOE does not include cadre requirements, as designated by the proponent agency.

b. The requirement for each designated TOE unit to maintain an alternate qualified cadre insures the capability of units to provide the skeletal force to activate a similar type unit in any rapid expansion of the Army. This requirement makes it necessary for units to select and train alternate personnel for TOE positions designated as cadre positions. Personnel may become qualified to serve as members of a cadre through training within the unit, training in service schools, or through experience. Maximum advantage should be taken of service school quotas for the training of cadre personnel. Unit training of the cadre is normally conducted as on-the-job training under close supervision of the persons assigned to the TOE cadre positions. Unit commanders should make provisions for training alternate cadremen concurrently with the conduct of normal cycle and post cycle training. A cadre training program is outlined in Army Training Program 21-160.

## **15. Responsibility and Leadership**

The development of leaders is a major function of military training. Leadership potential must be developed and exploited in all phases of training. An initial requirement of military training is to develop a sense of responsibility in all personnel; that is, to teach every soldier to feel a personal obligation for the effective performance of his duties and for the efficient functioning of his unit. Those who are capable of leadership are given the opportunity to command. A man of good character who has the intelligence and the desire to lead can be made into an effective military leader through progressive training and supervision. Diligent application of the principles and techniques by the man himself is required. Leaders are trained in the duties of the grades that they can be expected to assume in wartime.

## **16. Physical Training**

a. A continuing command consideration and requirement in training is the physical development and fitness of all individuals. The objective of physical training is to develop soldiers to be fully capable and ready to perform their duty assignment or combat role, and to aid in preservation of good health through exercise. Commanders must insure that all personnel, regardless of branch or duty assignment, engage in sufficient physical activity to develop and maintain the necessary degree of physical fitness to prepare them for the strenuous duties associated with military service.

b. Commanders plan physical training programs based on the existing state of physical condition of the personnel of the unit. Programs are initiated in individual training and continued in all subsequent phases. Rules of health are integrated as a major con-

sideration in physical conditioning. Personal cleanliness, ample sleep, sound eating habits, and healthful recreation must be stressed. Physical fitness improves the attitude of the soldier toward his responsibilities and obligations. When an individual recognizes physical improvement, his confidence increases in his ability to do his part in a group or team performance. This confidence results in higher morale, esprit, and discipline. Commanders and training officers must understand the stages of physical conditioning and be aware that these are gradual processes. Once a satisfactory standard has been attained, it must be maintained through formal physical training or tactical training.

### **17. Maintenance Training**

Commanders are responsible for maintaining their equipment in a serviceable condition. Personnel are trained in the proper use of equipment and, in addition, to inspect, clean, lubricate, make limited adjustments to, and preserve equipment as authorized in appropriate technical instructions. Sufficient time should be provided in the training schedules for maintenance training and performance of this maintenance.

### **18. Character Guidance**

During training, soldiers are encouraged to develop high standards of personal conduct and honesty, a sense of responsibility toward duty, an obligation toward their fellow soldiers, and a concern for their unit's welfare. The commander supports his training by personal example and requires exemplary conduct of his unit leaders. He encourages military and civilian agencies that sponsor wholesome recreation. The chaplain, as an assistant to the commander, directs his efforts toward the spiritual and moral welfare of the command. Mandatory requirements for character guidance in all phases of training are outlined in AR 600-30.

### **19. Troop Information Program**

Troop information is a command activity consisting of any means used by the commander to develop in the soldier an understanding of his role in the Army and to keep him informed of the military and civil events, conditions, policies, and actions which affect him as an individual. A successfully conducted troop information program contributes to the effectiveness and prestige of the Army by developing within the soldier a sense of responsibility as a member of the Armed Forces and as a citizen. Both formal and informal methods are used to conduct this program. Formal instruction is conducted by means of the troop information hour. Subjects for these periods are prescribed by the Department of

the Army for the BCT and AIT phases of training, and other special occasions. Subsequent to the BCT and AIT training phases, troop information subjects may be prescribed by the Department of the Army and intermediate or local commanders. Troop information is the voice of the commander expressing facts, his interpretation of facts, and his policies on specific issues. The effectiveness of the troop information program is determined by the support and emphasis given it by commanders at all echelons.

## **20. Recreation**

Healthful recreation and diversion are essential to efficiency. The commander provides for recreation during off-duty hours and makes leave time available to all members of his unit. He insures that all members of the command know what recreational facilities are available. He explains to them pass and leave policies.

## **21. Career Management and Career Guidance**

Career plans aid commanders in developing the capabilities of officers, warrant officers, and enlisted personnel. These generally are directed by the Department of the Army and are administered by lower commanders. Such plans are designed to provide a system of progressive development of military personnel through careful assignment, training, and advancement based on individual abilities, aptitudes, and initiative. They assist in the efficient utilization of manpower and provide the maximum opportunity for advancement within the individual's capabilities.

*a.* A commander's responsibility includes encouragement and assistance to his officer personnel in improving themselves professionally. He increases their experience by carefully varying their duty assignments. An officer must continue to increase his own knowledge and skill by capitalizing on his various assignments, by attending unit and service schools, and by individual study.

*b.* A commander must give his noncommissioned officers responsibilities commensurate with their demonstrated capabilities and appropriate grades. He develops them as leaders by requiring them to exercise their abilities and by supporting their position within the unit. The commander uses unit and service schools to instruct noncommissioned officers in their duties and to prepare them for higher positions of authority and responsibility.

### **Section III. TRAINING OF UNITS**

## **22. Training Objectives**

Training objectives and requirements that originate at higher command levels culminate in the training of units. Training of



units to high levels of operational proficiency, and then training to maintain these standards, provides the basis for initial accomplishment of the mission of the Army. Trained units can provide the deterrent forces to discourage aggression; initiate land combat operations in the event of an act of aggression; and provide the basis for augmentation and expansion of the Army by the Reserve components in event of national mobilization. Peacetime training must be directed toward accomplishing these objectives.

## **23. Schools**

*a. Army Schools.* The Army operates branch and branch immaterial schools to meet Army-wide requirements for trained commanders and specialists. The courses of instruction are controlled by USCONARC or appropriate Department of the Army agencies. The student body is selected and assigned directly by the Department of the Army, or by units, on the basis of space available or mandatory unit quotas. Units should take full advantage of their school quotas so they can have a ready source of expertly trained replacements for critical specialist positions. In selecting personnel for attendance at service schools, the commander should consider the individual's potential ability to teach as well as his ability to complete the course of instruction. Such a selection policy will provide a unit its required school-trained specialists as well as unit school instructors capable of teaching the latest Army doctrines and techniques, thus keeping the unit abreast of the rapid changes and developments of today's Army. Courses offered in Army schools and the general provisions of the Army's school system for the education and training of individuals are described in AR 350-5 and DA Pam 20-21.

*b. Unit Schools.* Unit schools are organized and operated to meet local training requirements outside the province of Army schools. For example, high speed radio operator schools, supply schools, and clerk-typist schools are commonly conducted at division level. Driver schools, instructor training schools, and mess management schools are normally conducted at battle group or battalion level. Officer and NCO schools may be conducted at any level. The authority and guidance for establishing noncommissioned officer academies at division and comparable levels is contained in AR 350-90. Unit schools are normally operated for a limited period of time and for a limited number of men whose training requires special knowledge, techniques, facilities, or equipment. The headquarters of the unit establishing the school determines who will attend it.

## 24. Life Cycle of a Unit

Training is conducted throughout the life of a unit. The nature of the training depends on the type of unit, status of training, and its mission. The life of a mobilized or active unit can be divided into logical stages and normally follows a definite sequence. Training requirements and objectives exist in each of these stages; commanders and staff officers must be aware of their existence to achieve success during mobilization periods. The progressive stages in the life of a unit are as follows:

*a. Activation and Organization.* When a new unit is to be activated, Department of the Army designates the unit and the effective date and place for activation. Concurrently, additional instructions are issued to indicate what unit is to provide the cadre and to designate the commander and key officer personnel. (Prior to reporting, the officer personnel are normally provided the opportunity to attend service schools to receive refresher instruction in the latest doctrine and techniques.) Plans are then initiated for the conduct of training of the unit. A cadre training program must be prepared and implemented upon arrival and assignment of the cadre in preparation for conduct of the ATP cycle training. Prior to receipt of filler personnel, a precycle filler training program must be developed to assist in adaptation of these personnel to Army life. Plans must be made to prepare and implement the basic combat training program immediately after the activation ceremonies.

*b. Training.* During this stage, individuals and units are trained to the desired level of proficiency. The Army training program cycle training is conducted to insure development of the unit's capability to accomplish its assigned mission. Upon completion of cycle training, post cycle training is initiated prior to beginning of the movement of the unit. Specific objectives to be accomplished in cycle and post cycle training are discussed in paragraphs 25 and 26.

*c. Pre-Embarkation and Movement.* Training is conducted during the early portion of this period to correct deficiencies noted during latter phases of the training stage, to maintain the physical conditioning of the troops, and to perfect unit operating techniques so far as training time permits. Training is conducted to prepare the units for execution of loading and lashing, packing and crating, and other movement requirements. Other training requirements for this stage include orientations concerning shipboard procedures. Troops are provided information about the area to which they are going and about the enemy. The shipboard training program must be prepared for implementation during actual movement overseas.

*d. Oversea Staging.* In oversea staging areas, units make final preparation to complete combat readiness. In this period, personnel and equipment requisitions are filled and an intensive refresher training program is implemented. This training includes physical conditioning, indoctrination and integration of replacement personnel, zeroing weapons, familiarization training on new weapons and equipment introduced, orientation on new enemy techniques and tactics, reviewing small unit tactics, and perfecting staff operating procedures. This preparation to complete combat readiness may be completed in the zone of the interior in event initial combat operations climax a shore-to-shore movement.

*e. Combat.* This stage constitutes the ultimate evaluation of the training in all previous stages. During combat, training is conducted to remedy observed operational weaknesses, to prepare the unit to conduct special operational missions, to integrate replacement personnel and equipment, and to improve unit operating procedures.

*f. Occupation.* Training is conducted in oversea occupation areas to maintain the operational proficiency of the unit and to prepare individuals and units for any special requirements in accomplishing their occupational duties.

*g. Inactivation.* Training is conducted to prepare individuals for return to civilian life or reassignment to other units.

## **25. Army Training Program Cycle Training**

*a.* The Army's system of expanding its peacetime size provides for the training of newly inducted personnel or replacements, the training of selected personnel to serve as cadres for new units, and the development of new units. The training to develop a unit is accomplished in two stages. The first stage is to attain an adequate status of operational proficiency in a minimum of time through conduct of the formal phases of cycle training. The second stage is to maintain a maximum of operational readiness, as remaining time permits, through conduct of post cycle training requirements.

*b.* The formal phases of cycle training in sequence of conduct are as follows:

- (1) *The basic combat training phase.* The basic combat phase transforms the untrained filler into a basic soldier. He is taught such military subjects as first aid, dismounted drill, marksmanship, maintenance of individual equipment, and the fundamentals of infantry tactics (par. 13b(1)).
- (2) *The advanced individual training phase.* The advanced individual phase includes training to qualify the basic

soldier in branch material subjects. It teaches him the skills he must know to effectively perform the duties of his TOE position; e.g., driver, rifleman, radio operator (par. 13b(2)).

- (3) *The basic unit training phase (BUT)*. The basic unit phase trains skilled individuals to coordinate their efforts toward the accomplishment of unit missions. This phase provides the opportunity for the soldier to learn the value of teamwork and to apply, in practice, the skills he acquired in advanced individual training. The team training is conducted in a progressive manner, beginning with the development of the squad, then platoon, followed by company-sized team training. During this phase, combined arms training is initiated to develop fully the functional concepts and capabilities in each level team. The training during this and the advanced unit phase is governed by the appropriate unit Army training program.
- (4) *The advanced unit training phase (AUT)*. The advanced unit phase integrates the company-sized teams, now fully capable of accomplishing their TOE missions, into the coordinated units (battalion or battle group) within their respective branches. Emphasis is placed on the development of tactical proficiency, operating procedures, combined arms training, and proper utilization of manpower, weapons, and equipment. On completion of this phase of training, the battle group or battalion should have attained as a minimum, a satisfactory standard of operational proficiency and could undertake combat operations.
- (5) *The field exercise and maneuver phase*. The field exercise and maneuver phase provides for the training of large units on the ground under simulated combat conditions. This period provides the opportunity for the battle group or battalion to become fully capable of operating as a separate combat unit or as a part of a larger force. These maneuvers will involve many type units to insure maximum effect in combined arms training. Conduct of training in this phase is prescribed in AR 220-55 and ATP 20-5.

c. Although cycle training consists of definite phases, there is no distinct boundary between them; rather, each is designed to blend into the succeeding phase. The training to be conducted under mobilization in each phase is prescribed by the appropriate unit Army training program.

## **26. Post Cycle Training**

Post cycle training is that stage of training undertaken by units which have completed the formal phases of cycle training and which are not required immediately in a combat role. The objectives of this training are to correct deficiencies noted during conduct of cycle training; develop and maintain the unit at a peak of operational proficiency; and develop the unit's proficiency in conduct of special exercises. There are no formal phases in post cycle training; however, commanders will normally require subordinate units to undergo training paralleling cycle training on an expanded or reduced time scale for each phase. Mandatory subjects are conducted as prescribed by the appropriate higher headquarters.

**PART TWO**  
**TRAINING MANAGEMENT**  
**CHAPTER 4**  
**GUIDANCE**

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**27. General**

a. Training management is the planning, direction, and supervision necessary to accomplish the assigned training objective or requirement in the specified time limit. It is a function of command and is a responsibility of every commander. Commanders at all echelons are responsible that measures used to implement training provide for the most economical and efficient use of manpower, facilities, equipment, time, and money.

b. Training management must be intelligently studied, planned, and executed with proper consideration for the general and local conditions affecting the conduct of training. Planning, within the guidance furnished by higher headquarters, begins on receipt of the mission and evolves in the commander's general plan. The commander, assisted by his staff, must finalize each element within this plan and publish the necessary directives for implementation by subordinate units. The commander then plans and provides for supervision of the execution of these directives to insure accomplishment of the mission. The commander must constantly review his training program during implementation and revise his instructions to meet changing conditions.

**28. Training Publications**

The Department of the Army publishes and distributes training literature in various forms to guide and assist commanders in developing and executing effective procedures in training management. These publications pertain to doctrine, tactics, techniques, and procedures adopted for use in training individuals and units of the Army. In addition to Army regulations that state broad training policies and requirements, commanders and other personnel concerned with training management should be familiar with the following training publications concerning the appropriate unit:

a. *Army Training Programs*. Based on mobilization plans, ATP's are prepared for each type unit. They prescribe the minimum

essential training to be conducted during each phase of cycle training. These programs provide guidance to commanders in the preparation of detailed unit training programs and schedules, and in the conduct of training of units. They outline the training to be conducted by subject and the suggested minimum number of hours to be devoted to each. During mobilization, these programs become the basis for conduct of training in the appropriate unit. In peacetime, they should be used as *guides* to develop effective unit training objectives. Each ATP contains specific information concerning the Department of the Army policies relative to conduct of training for the appropriate unit, general training objectives to be attained, instructions as to training records and use of commander's time, and the scope of each subject. In addition, it includes guidance to commanders in determining the requirements for training publications, training aids, and the necessary facilities to support the training to be conducted. Judicious use of these programs insures standardization in training and achievement levels in similar type units throughout the Army.

*b. Army Subject Schedules.* These are published by the Department of the Army to support ATP's. They are used by all Army components. Subject schedules are prepared and published to insure maximum uniformity in conduct of MOS training and training in subject areas. These schedules contain detailed instructions to commanders and staff officers in the planning and direction of training. In addition, the training notes, sequence chart, and lesson outlines included in them provide considerable assistance to instructors in the preparation and conduct of training.

*c. Training Circulars.* Training circulars are used to promulgate new training policies, doctrine, tactics, or techniques, the immediate dissemination of which is considered essential. They are published by Department of the Army and include information to be published in permanent training literature at a later date.

*d. Army Training Tests.* ATT's are designed to standardize the evaluation of the progress of training, or in achievement levels attained. These tests may be used, in conjunction with Army training programs and subject schedules, to provide additional planning guidance in developing effective unit training programs or delineating specific training objective. Army tests are administered upon completion of phases of training, or upon completion of the various levels in team training. Commanders use training tests to determine specific areas in which additional training is required.

*e. Training Directive.* This is the all-inclusive term given to oral instructions or written training publications that are of a directive nature, regardless of contents or publishing headquarters. Gen-

erally, a directive establishes a definite policy or orders a specific requirement or objective to be accomplished. Training directives include such publications as training memorandums and training schedules.



## CHAPTER 5

### PLANNING

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#### 29. The Training Plan

*a.* The training plan is the commander's determination of the manner in which his unit can accomplish its training mission. It results from the commander's evaluation of the training situation; it is announced to subordinate units in the form of a training directive. Planning involves a careful consideration by the commander and his staff of methods suitable to the existing state of training, the personnel available, the weather and climate, and training objective. The scope of their evaluation depends on the details contained in the directive from higher headquarters. During the evaluation or analysis process, decisions may be required on all elements considered, or may be required only as to the specific training to be conducted. From this evaluation, the training plan evolves. It includes such items as determination of the sequence of subjects or courses, the efficient utilization of facilities, and the most economical use of training time. It is only through careful evaluation of all factors that the commander can develop his training plan.

*b.* The development of a training plan consists of an analysis of the mission, determination of a system of organization for training, analysis of the local training situation, and decisions.

#### 30. Analysis of the Mission

*a.* The mission is the most important element in a training situation. The commander must study and analyze the directive from higher headquarters to determine precisely what his unit must accomplish. In event the unit has been assigned multiple missions, he must establish priorities. If he includes additional objectives of his own, he must be certain that all requirements can be met within the time specified and with the facilities and personnel available. The mission, or objectives, must be specifically delineated for the information of all concerned. Unnecessarily limited objectives result in a loss of time and interest. Ineffectiveness and laxity develop when the objectives are unattainable. The shorter the training time, the greater the care that must be taken in defining the training mission or objectives.

*b.* Training missions assigned by higher headquarters generally

are broad in nature. They can be placed into one or more of the following general categories:

- (1) Attaining and maintaining a prescribed level of combat operational proficiency.
- (2) Conducting replacement training.
- (3) Training a unit for specialized operations.
- (4) In addition to a primary mission, maintaining the capability of providing cadres to other organizations.

### **31. Organization for Training**

*a.* An early consideration in the development of a training plan is the tentative determination of how the unit can be effectively organized. The organization or systems for training selected depend primarily upon the purpose for which the training is to be conducted. The two basic systems are *centralized* and *decentralized*. The factors within the local training situation, time available, existing state of training of the unit, and facilities available, all determine which system will most economically and efficiently accomplish the training mission.

- (1) *Centralized.* Centralized organization provides for all training or instruction to be given by committees composed of instructors. Through this system, instructors are detailed to instructional groups that specialize in teaching or training in certain subjects. The commander who organizes for training using the centralized system has, by nature of the committee system, relieved his subordinate unit commanders of much of their normal responsibility for training their units in those subjects. The centralized control of this system results in maximum standardization of training and instruction, efficient utilization of training time, and the most economical and effective utilization of qualified instructor personnel, facilities, and training aids. The commander who uses this system must realize that he is obtaining only individual proficiency. This system is used by service schools and is particularly effective in the training of specialists.
- (2) *Decentralized.* Decentralized organization releases primary responsibility for detailed planning, direction, and conduct of training to the lowest level of command possible, with the higher headquarters retaining only supervisory control and coordination. It is intended that companies (or batteries) be considered the lowest level of decentralization. In organizing for training under this system, company commanders must plan, program in detail, and prepare weekly training schedules, subject to

approval by battle group. This system normally is used in the training of TOE units. It encourages development of leadership qualities, initiative, and self-confidence in officers and noncommissioned officers. Through personal contact of leaders with subordinates, it encourages the development of troop morale, esprit de corps, and teamwork. Current Department of the Army policies emphasize the use of this system in all training where conditions permit.

b. Analysis of the advantages and disadvantages of each system will result in the tentative selection of a system to be used. In general practice, however, neither system can be used exclusively (a company commander can rarely train all men in all subjects, and committees cannot teach all subjects). Normally, a combination of both systems will be used, with one system always predominant. This practice insures full utilization of the advantages of one method to counteract the disadvantages of the others. The phases of training to be conducted and the qualified instructors available influence the organization for training.

### **32. Analysis of the Local Training Situation**

The commander and his staff must evaluate all aspects of the local training situation to determine those factors that contribute to the overall conduct of training. This analysis may reveal obstacles to training that will require reconsideration of related items or, perhaps, the selection of another method of organization for training. Factors to be considered in any given training situation include—

a. *Essential Training To Be Conducted.* Essential training is that training in which proficiency is required to insure attainment of a particular training objective. Once the training mission has been clearly established, a greater portion of the training may be prescribed or outlined by the appropriate ATP. Guidance to more detailed analysis of the mission to determine the essential training may be found in ASubjScd's, ATT's, FM's, and TM's, training directives from higher headquarters, and previous unit directives. In addition, the experience factors of the commander and his staff officers should not be overlooked. In the event adequate guidance is not available, the commander should consider the relative experience of the personnel of his unit and the existing state of training. He then determines the additional training or subjects required, establishes the scope of each, and establishes the sequence of conduct to attain his objective or training mission. The commander may be required to modify the essential training to be conducted

to conform to other factors in the local training situation as they are analyzed.

*b. Personnel.* The commander considers the personnel available to assist in training and the status of the personnel to be trained. He is concerned with evaluating the subordinate commanders who will plan, direct, and conduct the training. A careful consideration of the number and qualifications of instructors available within the unit, and anticipated gains or losses, is an important part of the development of a detailed training plan. Lack of sufficient number of competent individuals to instruct in technical or specialized areas seriously handicaps the conduct of training. In evaluating the personnel to be trained, the commander is concerned with numbers, their prior training or experience, and the expected gains or losses.

*c. Time.* Training time is the time actually available for training, and, as such, is one of the most critical factors to be considered. Normally, the directive assigning the units its training mission specifies the time allotted for its accomplishment. When time is not specified, the commander must estimate it. The time available for training will vary considerably, depending on the type unit, its assigned mission(s), and location. When determining the time available, the following demands on time must be considered: the time to be used in the performance of operational tasks; the time to be used in preventive maintenance of equipment; the time to be used in the performance of administrative requirements; and the loss of time due to movements to and from training areas and interruptions by authorized holidays.

*d. Training Facilities.* The commander analyzes the status of training facilities to determine the availability, during the prescribed training period, of permanent and semipermanent aids to training (ranges, classrooms, and other required training areas). The nature of the training determines those facilities necessary; training literature provides valuable assistance in planning for their use. The commander considers the number and type of facilities available in relation to the number of personnel to be trained and subjects to be taught. He anticipates any additional or special facilities required and plans for their construction or procurement. He coordinates the use of limited facilities to insure equitable availability to each unit. He evaluates each type facility as to number, size, capacity, and suitability. Further, he considers the operating condition of each, equipment installed, maintenance requirements, proximity to garrison areas, and the effect of the climate on the use of these facilities. Based on this evaluation, he determines how facilities can be effectively used.

*e. Training Aids.* Training aids are defined as any means or devices used to assist the instructor. When used for training purposes, the following are classified as training aids: films, filmstrips, slides, transparencies, recordings, graphic aids, and training devices such as models or cutaways. When analyzing the training aids factor, the commander considers the number and type required, availability, and suitability; and problems in procurement, control, and storage.

*f. Equipment.* The commander evaluates the equipment factor to determine that the authorized equipment is available, adequate, and in the hands of the troops. He must consider procuring any special equipment required; he must evaluate the condition of all TOE equipment to be used.

*g. Administrative Requirements.* The commander must envision the effects of administrative requirements, physical obstacles, and personal desires on training. These present definite problems or obstacles to the effective conduct of training and the commander must plan to remove or reduce their effect.

- (1) Administrative obstacles include fatigue duty, guard and custodial requirements that remove personnel from training; and the type and number of training records and reports which are required for the effective conduct of training. Good administration and effective training exist in a well-run organization. Rotation of personnel on administrative assignments permits them to receive the necessary training. To offset training time lost due to fatigue duty and other requirements, these details should, when practicable, be handled by complete units; thus, a complete squad with its leader continues to be developed as a unit.
- (2) Physical obstacles include distance from training areas, loss of time due to movement, poor facilities, and similar factors that adversely affect training. Alternate plans must be made, coordination constantly effected, and inclement weather schedules prepared to overcome them.
- (3) A lack of individual desire to develop proficiency is the primary human obstacle during peacetime because the need is not readily apparent. The practice of correct training methods, effective troop information, sound leadership principles, and consideration of other personnel factors aid in overcoming this type of obstacle. Commanders must exploit all means possible to motivate the individual's desire to improve himself in military knowledge and skills.

### **33. Decisions**

*a.* The commander makes decisions to overcome limitations imposed by the local training situation (par. 31) and to exploit fully any circumstances which favor the accomplishment of the mission. Typical examples of the many decisions required in developing a training plan are as follows :

- (1) In his analysis of training facilities, the commander determines that he has only one tactical area suitable for company attack exercises. Therefore, he decides to retain control of this critical area, rotate its use by all units, and divide the remaining areas among his subordinate commands.
- (2) In his analysis of the equipment, the commander of a TOE unit finds that he will be critically short of automatic rifles during advance individual training. His analysis of the personnel situation reveals that the companies have an adequate number of personnel qualified to teach the automatic rifle. He then decides to pool the available weapons and rotate their use throughout the command. In this manner he makes maximum use of the equipment and supports his decision to use decentralized training.

*b.* The commander expresses his decisions relative to the training factors in his plan, which must be disseminated to subordinate commanders. He continues to review his plan after implementation to insure adequate attention to changing conditions. The completed training plan becomes the commander's determination of how his unit can accomplish its training mission ; it is the basis for developing the training directive.

## CHAPTER 6

### DIRECTION

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#### 34. General

A unit training program is the commander's directive that states his determination of how the unit will achieve its training mission or objectives in a given period of time. It contains specific instructions on all the information the commander analyzed or considered in the development of his training plan. At battle group level or higher the training program normally is disseminated as a training memorandum. It is generally prepared by the operations and training officer in written form for a phase of training, a specialized type of training, or for a specified period of time. At company level, the directive takes the form of training schedules prepared by the company commander.

#### 35. Training Program

a. Training programs outlining the general plan for the conduct of training for the entire organization for specified periods of time are prepared and disseminated for the information of all personnel concerned with training. The scope of each program depends on the size of the organization and its overall training mission. In general, the program amplified the directive received from higher headquarters. It directs and coordinates the training of subordinate units. The completed program should contain *all* of the detailed information subordinate commanders need to plan, direct, conduct and supervise the required training. The normal medium for dissemination is the training memorandum.

b. The training program should be prepared in a form that will insure understanding by subordinate units, thus precluding the necessity for subsequent clarification. Generally, the program consists of two elements—a body that contains specific information or instructions applicable to all units, and annexes that may contain voluminous information applicable to all units or specific instructions for a single type unit. Programs prepared by a battle group or higher commanders should contain, as a minimum, information concerning the following items:

- (1) *Effective date.* An effective date for implementation by subordinate units must be specified to allow for adequate planning by the commanders concerned. Training pro-

grams are prepared and distributed well in advance of the effective date for implementation.

- (2) *References.* Adequate references must be cited and made available to subordinate commanders for their use in detail planning for implementation of the training program. References enable the commanders to fully understand the overall concept of the required training. These references should be the same as those used by the commander and his staff in developing the training plan. Some applicable references are training directives from higher headquarters, appropriate Army training programs, training tests, subject schedules, applicable Army and special regulations, and appropriate tables of allowances.
- (3) *Training objectives.* The specific objectives to be accomplished by each subordinate unit must be clearly defined. In outlining these objectives, the commander should not reiterate the broad mission(s) stated by higher headquarters; instead, he should indicate the specific objectives to be achieved in major subdivisions of required training. An example in application of this procedure is as follows:
  - (a) The division training program indicates that a broad mission to be accomplished by battle groups during the basic unit training phase is to develop the proficiency of small combat teams through company level.
  - (b) The battle group commander, when implementing the division program, includes the following objectives:
    1. To continue to develop the proficiency of soldiers through application of individual skills learned in advanced individual training.
    2. To mold individuals into squad size teams capable of performing functions and operations commensurate with their organization.
    3. To develop platoon size teams capable of performing tactical missions.
    4. To develop company level teams capable of performing missions for which they are organized.
    5. To improve the proficiency level of all individuals in combat intelligence procedures through integrated training.
- (4) *System for training.* The method of organization determined to be the most effective to accomplish the training mission must be explained in order to delineate command and staff responsibilities. When the centralized method



is used (par. 31), the control to be exercised over all training, the organization of committees, and other items necessary for implementation of training must be clearly outlined. When the responsibility is decentralized to company level, the exceptions to complete decentralization must be indicated, e.g., schools to be conducted by battle group.

- (5) *Training time.* Information should be included to indicate the length of the period in which stated training objectives must be attained, the number of hours to be devoted to training in each week, holidays to be excluded from training time, and any exceptions as appropriate. Basic Department of the Army policy prescribes that the training week will not exceed 44 hours during peacetime and that all normal training and support activities will be accomplished during that period. This policy does not restrict the number of hours, in addition, necessary for required activities such as guard, range firing, field exercises, special ceremonies, or other essential operating functions. Time off from training may be granted on a meritorious basis, or as deemed necessary to insure proper morale and welfare of the troops.
- (6) *Standards for training.* Standards for training are uniform for similar type units and cannot be altered because of the training situation. Information should be included as to the level of proficiency or standards to be attained. The training test(s) to be administered and conducted during or upon completion of a specified time interval or phase of training should be indicated. In addition, the plan for conduct of supervision should specify types of inspection, procedures, and the individuals responsible for their conduct.
- (7) *Assignment and allocation of training facilities.* Complete instructions should be included on the use of facilities to support the selected system for training. The control of all facilities must be coordinated with other items of the training program as appropriate. This information may be included as an annex in tabular form.
- (8) *Allocation, procurement, and control of training aids.* Sufficient detailed information should be included as to availability, allocation, and control of training aids to support the conduct of training.
- (9) *Training schedules.* Specific instructions should be included on the preparation of unit weekly training sched-

ules. Generally, these instructions are prepared in such detail as to require separate annexes.

- (10) *Training records and reports.* Specific instructions must be stated concerning the individual and unit training records to be maintained and the frequency and type training reports to be rendered during the conduct of training. These instructions may be contained in the unit SOP; however, instructions must indicate compliance with, or permissible deviation from, normal policy.
- (11) *Miscellaneous training instructions.* Additional paragraphs may be added to include other instructions necessary on such items as safety policies in conduct of training, realism in exercises, ammunition, or policies to be in force during the implementation of the program. These may, however, be included in appropriate annexes.

c. Normally, the entire program is disseminated, but it may be necessary to publish some annexes at a later date when additional information is received from higher headquarters. Changes are published as required. The format of a typical training program prepared as a training memorandum is included as appendix II.

### **36. Master Training Schedules**

a. A master training schedule is a part of the training program. Designed to guide subordinate commanders in preparing their weekly training schedules, it is prepared for each type unit within the organization. These schedules specify the subjects to be taught, the number of hours to be devoted to each subject, and outline the general sequence of instruction. A master schedule, normally an annex to the training program, may be prepared in either the *abbreviated* or *detailed* format.

b. The detailed master schedule (fig. 1) prescribes the subjects to be taught, the number of hours to be devoted to each subject, appropriate references to limit the scope of each subject, the required amount of night training for the appropriate subjects, and the week(s) in which the training will be conducted. Additional instructions may be included if necessary to insure proper scheduling at subordinate levels. This type schedule is used when the major commander desires to maintain maximum control over the conduct of training or when factors within the local training situation require maximum control and coordination. The detailed master schedule is normally used in centralized training, but can also be used in decentralized training. Subordinate commanders must program in detail the training indicated for the particular week by instructional periods and by days in their weekly schedule.

*c.* The abbreviated master schedule (fig. 2) contains less information than the detailed form and is used when the commander desires to give subordinate commanders maximum latitude in planning and conducting training. This type master schedule is normally used in decentralized training. It contains the subjects to be conducted, the number of hours to be devoted to each, appropriate references to indicate the scope of each subject, and appropriate remarks to outline required integrated, concurrent, or coordinated training. When it is used, subordinate commanders must determine the amount of night training to be conducted in the appropriate subjects, program subject material into the appropriate week of training for the entire period or phase, and program in detail the instructional periods by day and by week. Although this schedule requires additional work on the part of subordinate commanders, it promotes interest and experience in planning for and conducting training.

*d.* In the absence of detailed guidance, or because of limitations in the local training situation, the principles of scheduling should be used as a general guide to insure continuity and logical sequence in conduct of training.

### **37. Weekly Training Schedules**

The final directives needed to implement the training program are the unit weekly training schedule and inclement weather training schedule (fig. 3). These directives contain specific instructions, based on the training program, and are prepared at the level of command responsible for the conduct of training.

*a.* The unit weekly training schedule is based on the requirements of higher headquarters directives, but the satisfaction of these requirements alone will not necessarily insure the maximum effectiveness of training. In general, the content of a unit training schedule should include two types of information: that which instructors will need to prepare and present the prescribed subjects, and that which the personnel to be trained need to enable them to be present at the designated place of instruction at the proper time and with the proper equipment. This information is broken down as follows:

- (1) Personnel to be trained.
- (2) Subjects to be taught.
- (3) Instructors for each subject.
- (4) Text references.
- (5) Date, time, and place of instruction.
- (6) Uniform and equipment.
- (7) Administrative instructions that will help the instructors and personnel to be trained.







b. The unit inclement weather training schedule is an alternate plan that enables unit commanders to salvage training time that might otherwise be lost. This schedule is a necessary alternative to the regular schedule. The commander who prepares the regular unit weekly schedule should also prepare the alternate. It should be adaptable for an entire week of training or for any portion of it. Since the inclement weather schedule performs the same general function as the regular weekly schedule, its contents are essentially the same. The principal differences are that the inclement weather schedule does not prescribe the date and time of instruction; it normally contains fewer hours of instruction than the regular one; and, if the uniform is known, it is included in "remarks." The geographic location, weather, troop experience, and type of training to be conducted, all should be considered in determining the number of hours on the inclement weather schedule. The basis for selecting inclement weather subjects in order of priority is as follows:

- (1) Subjects appearing on the regular schedule as indoor instruction.
- (2) Subjects appearing on the regular schedule as outdoor instruction that can be taught indoors.
- (3) Subjects which will be scheduled for indoor presentation at a later date.

### **38. Principles of Scheduling**

The success or failure of a training program is ultimately determined by the effectiveness of the instruction presented. Effective instruction depends on the development of the master training schedules and unit weekly training schedules. In order to insure logical development in subject sequence, proper relationship of subjects during training, continuity in each subject, and development of the proper attitude of the soldier or student to training, maximum use should be made of all available guidance. As a final guide to insure effective training, the principles of scheduling should be applied. These principles are—*facilitate preparation of instruction, facilitate learning, use training time efficiently, and accommodate the troops* (pars. 39–42). These principles are specifically designed to assist in the development of the unit weekly training schedule, but can be applied in a broad sense to the preparation of master training schedules at battle group or higher levels. In the preparation of master training schedules, the commander is concerned with broad concepts. His programming should provide for proper sequence in subject scheduling, adequate allocation of time in subject areas by week, and coordination in use

of equipment, facilities and training aids. Detailed scheduling should be done by subordinate commanders.

### **39. Facilitate Preparation of Instruction**

Effective instruction depends on adequate preparation. Here are some ways the training schedule can help instructors prepare for their classes:

a. The references cited for each subject in the training schedule should be specific and pertinent. They should be so selected as to limit the scope of the subjects being taught.

b. Show the time actually available for *instruction* in each subject. When two or more subjects are to be taught in different areas during the same day, some training time may be lost in moving the troops from one area to another. The movement time may be only a fraction of an hour, but a 10- to 20-minute time loss can appreciably decrease the effectiveness of a lesson planned for 1 to 2 hours. The training schedule should account for this movement in some manner. It may be noted in the time or remarks column.

c. Use the commander's time to compensate for interruptions, to bring units up to standard, and to provide refresher training or retraining where the unit is weak. Commander's time may also be used for inspirational lectures, organized athletics, special inspections, and special ceremonies. The training conducted during commander's time must be adequately prepared; therefore, the weekly training schedules should reflect, in addition to commander's time, the subject to be taught.

### **40. Facilitate Learning**

a. The amount of information troops get from a period of instruction is appreciably affected by the circumstances under which the subject is taught. Instructional areas selected and the methods of instruction to be used should be appropriate to the subjects. The weather forecast should be considered because troops who are physically uncomfortable or otherwise distracted will gain little from the instruction.

b. Schedule subjects progressively. It is good teaching practice to lead troops from facts that are familiar, whether from civilian or military experience, into new, but related subjects. Closely relate the subjects to their functional application and have the troops apply the more simple elements of newly acquired knowledge before confronting them with more complex situations. When applicable, schedule subjects in a sequence comparable to normal operational conditions. For example, give movement to the line of departure before taking up the attack; give training in



the defense before taking up the withdrawal. When both day and night training are required in the same or similar subjects, the day training should come first.

c. Following night training schedule open time as required for rest and maintenance of equipment. Troops cannot be expected to be at their normal state of mental or physical alertness early on the day following night exercises.

d. The time allotted for teaching each subject is based on subject schedules, the troop's knowledge of the subject, the methods of instruction to be used, and the commander's knowledge of the troops. Devote enough consecutive hours to a subject to allow all the related teaching points to be brought out at one time, but not enough to cause the troops to lose interest.

e. Schedule subjects that are taught primarily by lecture or conference for the morning hours when troops are mentally alert. It is generally better to devote afternoon hours to training requiring greater physical activity, because the troops tend to become drowsy and sluggish if inactive during the afternoon.

#### **41. Use Training Time Efficiently**

The necessity for moving to widely spaced training facilities and the administrative demands of garrison living tend to reduce the time allotted for training. Careful scheduling can help to reduce the time lost to such causes, as suggested in the following:

a. *Movement.* The requirements for 1 week of training may involve the use of training facilities dispersed over a major portion of the post. Consider the time required to move from one facility to another and schedule the subjects so that movement time is minimized. Subjects that can be taught at the same or adjacent facilities should be scheduled during the same day.

b. *Integrated Training.* Integrated training is training in which one or more subjects previously taught and related to the primary subject are incorporated into instruction being given to an entire unit. The subjects selected may be any in which weaknesses have been observed in which a commander desires more emphasis. One or more subjects may be integrated, but each subject must be planned. Additional instructors are not normally necessary. Examples of integrated training are as follows:

- (1) A gas attack exercise during a platoon advance party exercise.
- (2) Demolition training during a company attack exercise.
- (3) Escape and evasion techniques during a patrolling problem.
- (4) Combat intelligence training during a night compass problem.

*c. Concurrent Training.* Concurrent training is simultaneous but separate training of part of a unit in one or more subjects other than the primary subject. These subjects may or may not have been taught previously. This training may be used as makeup periods for personnel who miss regularly scheduled instruction, for training in required subjects of limited scope, or for additional training in subjects previously presented. Concurrent training subjects are prepared and presented as carefully as the principal subjects. This training should not be used merely to keep troops busy. It must serve a materially constructive purpose. Examples of concurrent training are—

- (1) Training in reporting information on the enemy for those persons not on the firing or ready line during range firing.
- (2) Bayonet training for personnel waiting to negotiate a close combat course.
- (3) Training in the use of boobytraps for personnel waiting to participate in a combat in cities problem.

#### **42. Accommodate the Troops**

Although scheduling must be aimed primarily at accomplishing the training objectives and, ultimately, the unit's mission, several ways of scheduling subjects contribute equally to this end. Therefore, subjects are scheduled to best suit the convenience of the troops. While the first priority for scheduling open time should be the need for rest, maintenance of equipment, and various administrative requirements, at other times it can be scheduled for the personal use of the men. Scheduling to accommodate the troops promotes good morale and willingness to learn.

## CHAPTER 7

# SUPERVISION

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### 43. Responsibilities

a. The commander is responsible for the training of his unit. Within the limits of directives from higher headquarters, he exercises this responsibility either by personally planning and conducting the training or by directing and supervising the training activities of subordinates.

b. Supervision is the direct, immediate guidance and control of subordinates in the performance of their tasks. A commander supervises training activities by means of recurrent inspections and counseling. Inspection involves not only visits to a unit under supervision, but also the evaluation of reports and records pertaining to that unit. Counseling refers to the advice the commander gives subordinates on the proper methods and manner of conducting training activities.

### 44. Purpose

The effectiveness of a unit's training activities depends largely on the subordinates' interpretation of the requirements of training directives, on their ability to do what is required, and on the commander's reaction to changes in the training situation. The purpose of supervision is to see that subordinates comply with the intent of directives, to help them execute specific requirements, and to determine the validity or effectiveness of instructions.

### 45. Principles of Supervision

a. *Effective Supervision Is Based on Sound Leadership Principles.* Supervision is the best means the commander has to influence the training and combat readiness of his unit. The commander's attitude toward the individuals and units he supervises is of particular importance. It should be one of helpfulness, demonstrated personally. It must adhere to accepted leadership techniques. Such an approach develops mutual respect between superior and subordinates and creates a feeling of working toward a common objective by all personnel concerned.

b. *Supervision Is Essential to Effective Command and Development of Subordinates.* The commander is responsible for training and developing subordinate commanders within his unit. Mission

type orders, minimum control of subordinates, and a positive counseling program are effective means for developing subordinates to their maximum potential. Supervision is inherent to command and vital to effective training. Conversely, overcontrol and oversupervision are primary causes for unsatisfactory development of subordinates.

*c. Effective Supervision Stresses Encouragement and Deserved Praise and Minimizes Criticism.* The commander gives special thought to combining needed criticism with deserved praise to insure that subordinate units respond favorably to the training and that the prestige of subordinate commanders is constantly enhanced in the eyes of their men.

## **46. Steps in Supervision**

Since a commander must spend some time on planning and administrative matters, he cannot devote his full attention to the supervision of his unit's training activities. To make the most of the time he can devote to supervision, he must follow certain steps. These steps are *Plan, Qualify, Inspect, Evaluate, Critique, and Act.*

### *a. Plan.*

- (1) Planning provides the basis for subsequent steps in the supervisory process. It includes the determination of the training activity to be supervised, the portions of that activity that should receive special attention, and the supervisory techniques to be used.
- (2) The commander basis his choice of the activity to be supervised on the following considerations:
  - (a) *Relative importance.* Which activities contribute most to the success of the training program of the unit?
  - (b) *Need.* Which training activities will benefit most from evaluation and guidance? Which activities have received little attention in the past or which have previously required improvement?
  - (c) *Time.* How much time is available? Which activities can be effectively supervised in that time?
  - (d) *Personnel.* What are the known or suspected weaknesses of individuals conducting and receiving training?
- (3) The choice of supervisory techniques depends mainly on the purpose of the supervision of a training activity and its relative importance. Supervision is most effective when accomplished personally by the commander. It is emphasized that only the commander can exercise abso-

lute supervision, because the power to take corrective action rests only with him. Because of other demands on his time, however, or because of the magnitude and variety of the scheduled training, it may be advisable for him to use other techniques. He may assign unit staff officers or training inspectors to operate for him as observers, advisors, and reporters.

*b. Qualify.* To properly evaluate and supervise a training activity, a commander must have at least a *general* knowledge of the subject being presented; he must have a *thorough* knowledge of the methods of effective military instruction. It is unrealistic to expect him to know all the details about a training activity or subject, but he must know enough about the instructional material to detect ineffective instruction and violations of training doctrine. He can consult specialists and refer to field and technical manuals for the information he needs. These sources, however, should be used to augment, rather than to substitute for, judgment, imagination, and understanding.

*c. Inspect.*

- (1) The commander determines the training proficiency of a unit by inspection. He makes the inspection by observing the conduct of the activity, by studying the results of training tests, or by reviewing the records and reports on the unit.
- (2) Inspections are either informal or formal. Informal inspections are made by day-to-day, unannounced observation of regularly scheduled training and routine training activities, and by the study of routine reports on the progress of the training. They give the commander a current and continuing check on his unit. Formal inspections are characterized by observation of training activities at times announced in advance so that units can make special preparations. Formal inspections reveal the unit's maximum capabilities and help the unit to detect and correct its own deficiencies.

*d. Evaluate.* The results of an inspection should be evaluated to determine the quality of a training activity and to find methods of improving the future conduct of the same or similar activities. This evaluation should be based on the established standards for training. If, through no fault of its own, the unit's immediate training situation does not promote the attainment of training objectives, the commander should recognize this fact. On the other hand, the commander who has the authority to improve training conditions should do so.

*e. Critique.*

- (1) A critique is a discussion and review of a performance. It is used to inform personnel of the quality of their work and to indicate methods for improvement. It may be presented orally, in writing, or by a combination of both.
- (2) All critiques should include—
  - (a) An overall evaluation of the activity.
  - (b) As appropriate, an acknowledgment of individual and team proficiency.
  - (c) Emphatic comments on important elements of the instruction, including the practices observed that should be continued, discontinued, or improved.
  - (d) A brief but comprehensive summation of the points brought out.
- (3) The commander presents the critique as soon as he can evaluate the results of his inspection. It is most effective when presented only to his immediate subordinates because it encourages them to exercise their responsibilities. When the commander wants to comment on extremely good or poor unit performance, he may assemble key personnel or the entire unit for the critique.

*f. Act.*

- (1) This step in the supervisory process is the followup action taken by the commander after his subordinates have been informed of the corrective action he desires them to take. It may include, but is not limited to, consideration of the following:
  - (a) Making followup inspections.
  - (b) Inspecting the same or similar activities of other units of the command to see if they show similar deficiencies.
  - (c) Changing or rescinding directives and policies.
  - (d) Initiating additional training for personnel not fully qualified.
  - (e) Modifying future training programs to accommodate the needs of the unit inspected.
- (2) An individual designated by the commander to assist in the supervision of training usually does not issue orders. Normally, he is limited to reporting to his commander on the specific matters itemized in (1) above, and to assisting the unit in administrative and other matters requiring the attention and assistance of the commander.

**PART THREE**  
**TACTICAL EXERCISES**  
**CHAPTER 8**  
**TACTICAL EXERCISES—GENERAL**

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**Section I. TACTICAL TRAINING**

**47. Purpose and Definition**

*a.* Tactical training is the training of individuals and units in all phases of combat operations. Soldiers are first trained to be proficient as individuals and then as members of small units. Small units are then trained to become a part of a larger unit, which in turn is trained to function with other combat arms and administrative and technical services. Tactical exercises are used to train the individual, unit, staff, and combined arms. Part three of this manual is designed to assist commanders at all levels to select appropriate tactical exercises that are consistent with specific training needs and local facilities, and to describe a procedure for planning, preparing, and conducting them.

*b.* Tactical exercises are exercises that require practical application of tactical, technical, logistical, or administrative procedures and doctrine in an assumed combat situation.

**48. Need for Realism**

The ultimate goal of all military training is combat efficiency and success in battle; the purpose of tactical exercises is to insure that goal. Tactical exercises accomplish their purpose only if they present logical and realistic situations, including enemy representation; and if they are adequately controlled. The exercises must be executed with firmness and force, as one coherent operation, and must be followed by a thorough critique which outlines strengths and weaknesses.

**49. Sequence**

Troops and units should be required to participate in appropriate tactical exercises as early in the training cycle as their degree of training permits. Since all tactical exercises are applications of classroom theory, they should come after instruction in basic methods and techniques.

## Section II. TYPES OF TACTICAL EXERCISES

### 50. Applicatory Method

The Army emphasizes application in training. The applicatory method, as it applies to tactical training, involves an explanation of a tactical principle, method, or technique to be learned, followed by its application under an assumed combat situation. For balanced and progressive training, each type of tactical exercise should be used when appropriate. Map exercises, staff rides or walks, historical rides, field exercises, tactical drills, and field maneuvers are tactical exercises used to portray combat situations. They require a practical application of tactical principles, methods, and techniques. Each exercise has certain advantages.

### 51. Sandtable or Terrain Model Exercise

*a.* A terrain model exercise is a tactical exercise in which a sandtable or some other terrain model is substituted for the terrain. Friendly and enemy troops are represented by suitable miniatures or tabs.

*b.* This exercise is excellent for teaching basic principles to small units, but it may be used at any level. The sandtable or terrain model is an excellent training aid for critiques of completed operations and briefings for future operations.

*c.* A sandtable exercise may be conducted as a lecture, conference, demonstration, or practical exercise. It may be used in individual or unit training.

### 52. Tactical Drill Exercise

A tactical drill exercise is an exercise conducted "by the numbers." It is a form of small unit training in which the fundamentals of tactics are stressed by progressive repetition. In each exercise, the leader states the problem to his unit, explains the solution and the reasons for adopting the particular solution, and conducts the unit through the problem according to the stated solution. He makes appropriate on-the-spot corrections of individual actions. He then reviews the entire problem to insure thorough understanding by every individual in the unit. The exercise is repeated until the leader is satisfied with the unit's proficiency. The procedures used to develop a tactical drill exercise are similar to those used for a field exercise as outlined in paragraphs 70 through 79.

### 53. Terrain Exercise

*a.* A terrain exercise is a tactical exercise in which the disposition and movement of simulated troops are planned and discussed



on a particular piece of ground. The exercise is especially useful in training small unit commanders in terrain appreciation and reconnaissance techniques, but may be used to train commanders and staff officers at all levels.

b. Personnel can participate in the exercise as individuals or as members of staff groups.

#### **54. Field Exercise**

a. A field exercise is a tactical exercise conducted under simulated combat conditions. The personnel and equipment of the friendly side are present on the ground in whole or in part while the personnel and equipment of the opposing side may be represented or simulated.

b. This exercise is used to train or test any size unit and its leader. The procedure for preparing a field exercise for a squad, platoon, and company is outlined in paragraphs 70 through 79. The procedure for battle group and larger units is outlined in paragraphs 85 through 100.

#### **55. Command Post Exercise**

a. A command post exercise is a field exercise for command, staff, headquarters, and communication personnel at all levels. All troops other than headquarters and communication personnel are represented by umpires. The enemy may be represented by umpires. This exercise permits command and staff personnel to apply their knowledge of correct command and staff procedures to a wide variety of tactical situations.

b. Command post exercises may vary in type. At one extreme is the type which resembles a map maneuver in which only key staff personnel participate. Few, if any, communication facilities are provided and the command posts are grouped in one location (reduced distance). At the other extreme is the type which closely simulates combat. Here the command posts are separated by normal distances and enough headquarters and communication personnel are available to locate, install, and operate the command posts as in combat (normal distance). Command post exercises may be one-sided or two-sided. Umpires represent friendly and enemy units that are not represented by players.

#### **56. Map Exercise**

a. A map exercise is a tactical exercise in which a series of related situations requiring individual or group solutions are stated. The exercise is followed by a discussion of the solutions presented. A map is the only guide to the terrain. This exercise is especially useful for instruction in staff techniques and troop

leading procedures for commanders and staffs of battle group and larger units.

b. In conducting a map exercise, the instructor presents a series of situations with their accompanying requirements. The students, acting as either the commander or as staff officers, solve the requirements by making decisions or by preparing plans and orders to implement them. The students solve the requirements individually, as members of designated groups, or as unit staffs. They discuss several of the solutions to each requirement; then the instructor presents a solution that provides a basis for the solution of subsequent requirements.

### **57. Map Maneuver**

a. A map maneuver consists of presenting a military situation by outlining it on a map or overlay and stating requirements that call for decisions, actions, orders, and plans by the players acting as commanders and staff officers. The situation may be progressive or developmental, depending on whether it presents successive steps or different aspects of an operation.

b. Map maneuvers may be free or controlled, one-sided or two-sided. The controlled map maneuver is conducted according to a preconceived plan of action for one or both sides; umpires force the play of the problem to follow this plan. The free map maneuver places no restrictions on the actions of the opposing forces. They are free to follow any course of action desired within broad limitations of zones of action. Umpires represent the units, both friendly and enemy, that are not represented by players.

### **58. Field Maneuver**

A field maneuver is a tactical exercise in which a military operation is conducted; troops and armament of both sides are present in whole or in part. All the conditions of war are simulated. The maneuver is extensive in scope and time, with logistical depth often extending beyond the army rear boundary into the theater administrative zone. It involves multiphase tactical problems in which more than one division normally participates and requires extensive movement in relatively large areas.

## **Section III. SELECTION OF TYPE EXERCISES**

### **59. Sequence**

Tactical exercises are programmed to follow one another in logical sequence to insure progressive training. For example, a unit should undergo a series of small unit field exercises before participating in a large unit field exercise. It may then progress

to a field maneuver. This orderly progression avoids much confusion and misunderstanding.

## **60. Objective**

The first consideration in selecting the type of tactical exercise is whether the training is for individuals or units. If it is for individuals, a map exercise may be appropriate; if for a unit, a field exercise could be scheduled. The type of training to be conducted is determined by considering the training that is to be emphasized and current training directives.

## **61. Status of Training**

The proficiency of the individuals or unit to be trained may be a determining factor, not only as to the type of exercise to use, but also its complexity. For example, there is no definite or scheduled time that a field exercise will be injected into the basic unit phase of training. It is programmed as soon as the small unit's status of training permits it. The teamwork and training of a staff may be such that it should participate in a series of map maneuvers before taking part in a command post exercise or a large unit field exercise. Under the same reasoning, the staff's working knowledge should be verified by command post exercises before it is required to direct the operation of an entire unit in a large unit field exercise or a field maneuver.

## **62. Terrain Available**

The terrain available is a deciding factor in determining the size of the unit that will participate in a field exercise or field maneuver. When the type or extent of terrain that is needed to properly emphasize the desired training objectives is not available, a terrain substitute such as a sandtable may be selected. For example, a commander desiring to provide training in jungle operations may schedule a map maneuver or map exercise because of the lack of suitable terrain.

## **63. Time**

Enough time must be allowed for preparation of tactical exercises to insure accurate and logical presentation. The time allocated for the conduct of the exercise must permit realistic development of the situation(s) leading to a logical conclusion. All exercises should embody a complete operation or a distinct phase of an operation.

## **64. Equipment**

Since the participating units need all their organic equipment,

the equipment utilized by control personnel must come from other sources. This becomes a major consideration when a large amount of equipment must be obtained and returned in a short time.

## **65. Control Personnel**

Efficient control is essential to the success of any tactical exercise. When selecting a tactical exercise, it is necessary to consider the need for and the availability and qualification of umpire personnel. The number and qualification of umpire personnel may determine whether an entire unit can participate in an exercise, or whether a series of smaller unit exercises will be more practicable. A small unit exercise may be prepared and conducted by one individual, using only visual signals for control. A large unit exercise may require hundreds of men in the umpire system and an elaborate communication net for control.

## **66. Funds**

Special field exercise funds are budgeted and allocated for expenses above normal training costs. These funds cannot be considered as being available to cover any and all types of expenses incident to field training. For a detailed explanation regarding their use, see AR 220-55.

## CHAPTER 9

# DEVELOPMENT OF TACTICAL EXERCISES FOR SQUAD, PLATOON, AND COMPANY

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### Section I. INTRODUCTION

#### **67. Scope**

This chapter describes the exercises most often used to train the squad, platoon, and company. It prescribes a step-by-step process for the development of the field exercise and points out the variations in developing other exercises commonly used. In general, however, all tactical exercises for the squad, platoon, and company are developed in a similar manner.

#### **68. Realism**

*a.* Soldiers learn best by doing. For this reason training doctrine emphasizes that theory must give way to practical exercise as quickly as possible.

*b.* In the tactical training of individuals and units, stress must be placed on situations that may arise in combat. Constant attention is given to the use of covered routes, individual cover and concealment, response to orders and signals, movement to and occupation of positions, changing positions, advancing by bounds, the technique of fire, the employment of supporting weapons, and taking full advantage of the effects of supporting weapons. Consideration is given to the confusion and uncertainty resulting from a changing situation: noise, discomfort, lack of time, fatigue, sketchy and false information, and lack of instructions. Care must be taken to have combat missions executed by applying correct tactical principles, and not by following arbitrary rules. Decisions are made and action is taken only after careful consideration of the mission, terrain, weather, enemy, and many other variables affecting the situation. Soldiers must be conditioned for battle mentally as well as physically. Training must be so realistically designed that a unit or individual will not find the noise and confusion of battle a strange experience when introduced to combat for the first time.

#### **69. Control Personnel and Assistants**

A tactical exercise for the squad, platoon, or company is nor-

mally prepared by one individual. During normal training situations, this individual is appointed by the next higher echelon of command. Ideally, the exercise is prepared at a level two echelons higher than the unit being tested. The individual preparing the exercise is normally the chief umpire for the exercise. He requires a number of assistants to properly control the exercise and to evaluate the performance of the participating unit. Depending on the complexity of the exercise, it may be advisable to designate more than one individual to prepare a company exercise.

## **Section II. DEVELOPMENT OF A FIELD EXERCISE**

### **70. General**

*a.* The field exercise is conducted on the ground rather than on a terrain substitute. For this reason time and space factors are accurately represented. The exercise is an excellent means of training the squad, platoon, and company. In the progressive scheme of tactical training for these units, the field exercise is utilized after the unit has demonstrated a satisfactory degree of proficiency during sandtable and tactical drill exercises.

*b.* The field exercise is a commonly used tactical exercise throughout the Army because of its versatility. Any size unit can participate in the exercise. Units and their leaders can be tested regarding their ability to employ correct tactical principles and techniques, administration, or logistics under realistic combat conditions. Since troops are actually operating on the terrain according to true time and space factors, the feasibility of new organizations and the practicality of new items of equipment can be tested. Through the use of a well-controlled Aggressor force and a properly organized exercise area, it is possible to accomplish specific training missions.

*c.* This section, supplemented by appendixes III through VIII, prescribes the steps involved in the preparation of the field exercises.

### **71. Directive**

*a. Definition.* A directive is an oral or written military communication in which a policy is established or a specific action is ordered. The issue, receipt, and study of the directive constitutes the first step in the development of the exercise. A directive requiring the development of a tactical exercise may be issued by any authorized person or headquarters in the chain of command. At company level a directive is normally issued orally. A clear understanding of the directive is essential because it contains the planning guidance which is the basis for the preparation of the

exercise. Any information not provided must be deduced, or it must be requested by the officer who prepares the exercise. A directive may contain many different items of information, depending on the desires of the commander issuing it and the local training situation. As a minimum, it should contain the items mentioned in *b* through *f* below.

*b. Purpose.* The purpose of the exercise describes the training to be accomplished, such as combat formations, assault, or reorganization. These are the areas in which the person issuing the directive desires training to be accomplished. These are the training objectives that will be emphasized during the conduct of the exercise.

*c. Type Training.* This explains the type of tactical operation to be conducted in order to attain the training objectives. It may specify the attack, defense, or a retrograde operation. It will further specify a particular type of attack or defense such as the infantry-tank team in the attack or the defense of a river line. It will specify whether the operation is to take place during daylight or darkness and whether service ammunition, blank ammunition, or no ammunition will be used.

*d. Time and Place.* This portion of the directive designates the terrain area allocated for the exercise. It is normally supplemented with a map or overlay showing the area to be utilized. This portion further specifies certain time factors governing the preparation and the conduct of the exercise. It may establish the amount of time available for each unit to participate or a block of time during which a specified number of units will be conducted through the exercise. It also establishes a planning deadline for the officer preparing the exercise.

*e. Units To Participate.* This item of information prescribes by type and number which units will participate. For instance, the exercise may be prepared in order to train all weapons squads of the rifle company or to train all rifle platoons of the battle group.

*f. Special Equipment.* In many instances, such as the attack of a fortified position, a night raid, a helicopterborne or airborne assault, the use of special equipment is required. The directive indicates the type and amount of special equipment available for the exercise.

## **72. Research**

*a. Organization, weapons, and equipment must change to meet the demands of changing tactical doctrine. For this reason the officer preparing the exercise must research pertinent material to insure the authenticity of the exercise. His research must be thorough enough to provide him with the necessary background*

to place the exercise in a realistic combat environment and command the interest and enthusiasm of the participants. To accomplish this, the officer preparing the exercise should consult such tactical references as field manuals, subject schedules, training films, service school publications, and copies of exercises previously conducted which are available in unit files.

b. The author should consult administrative references to insure the uninterrupted progress of the exercise and to preclude injuries during the training. Some administrative references pertinent in all cases are post and garrison regulations, range regulations, and unit SOP's. Occasionally, Army and special regulations will apply.

c. In conducting his research, the problem author should draw on his own experience as well as that of others in an effort to make the exercise as realistic and authentic as possible.

### **73. Reconnaissance**

a. To make the most efficient use of the area allocated for the exercise, the preparing officer must plan and conduct a thorough reconnaissance. This reconnaissance should consist of first a map and then a ground reconnaissance.

b. To save time and effort during preparation, the author should first study a map or aerial photo of the area for the exercise. In doing so, he analyzes the terrain according to its military characteristics, including observation and fields of fire, cover and concealment, obstacles, key terrain, and avenues of approach. If the exercise is offensive by type, he starts by choosing the unit objective. He then plans backwards, choosing a possible assault line, line of departure, assembly area, and other control features normally used in the attack. He selects additional locations of Aggressor activities or positions where specific actions are to take place. If the exercise is defensive by type, he starts by choosing the main battle area, locations for security elements, routes of approach to the defensive positions, location of the reserve, if applicable, and assembly areas. Next, he selects administrative installations such as roadblocks, locations for road guards, wire communication points, and visitor control points. In plotting locations for Aggressor activities, the color red should be used; for friendly unit activities, blue is used. For administrative installations, black is the color. These positions are plotted on the map, using a series of letters and numbers which are carried over to the margin and explained in a legend. This is an aid which avoids cluttering the map, especially if the problem author wishes to choose more than one tentative plan for conducting the exercise. Since this method of organizing the exercise area is for the author's own use, it is not necessary to utilize orthodox overlay techniques



at this time. When this has been accomplished, the overall scheme of operation is determined by visualizing the employment of the parent unit two levels of command higher than the unit to participate. In the case of a squad exercise, the employment of the other squads in the platoon and the other platoons in the company must be determined. The officer preparing the exercise must bear in mind that in selecting the location for activities he is limited to the area designated for the exercise. See figure 4 for an example of the organization of an exercise area.

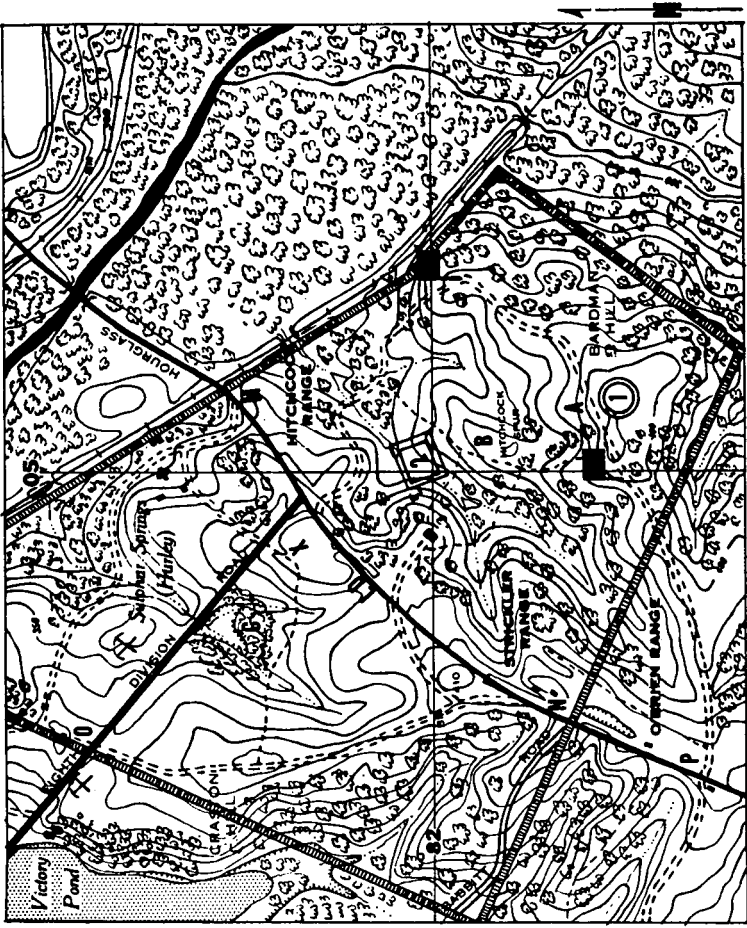
c. The author makes a ground reconnaissance to verify the tentative plan he has prepared from his map reconnaissance. His plan will need only minor changes if his map reconnaissance has been thorough. In making the ground reconnaissance, he again checks his plan backwards from the objective which he first located. He insures that the objective is appropriate for the type units to participate. While on the objective, he critically examines the terrain as would the enemy commander, to determine the realistic location of activities to take place. He then walks through the remaining portion of the area, determining the realistic location and feasibility of the other features he has selected. He changes his original plan as necessary and, before continuing his planning of the exercise, submits it for approval to the individual who originally directed that the exercise be prepared.

## 74. Scenario

After completing the steps described in paragraphs 70 through 73, the author writes the scenario (the story of the exercise). The scenario portrays a series of situations that will provide the training required by the commander's directive. The scenario is written to guide control and Aggressor personnel so that they may cause the exercise to progress according to the predetermined plan. It is composed of four parts: *a general situation; an initial situation and requirement; subsequent situations and requirements; and the time schedule.*

a. The general situation provides the participants with the tactical background normally available in a tactical situation. Depending on the officer preparing the exercise and the conditions under which it is to be conducted, many items may be included in the general situation. As a minimum, it should include—

- (1) A general statement describing the situation of both friendly and enemy forces. The description of the enemy situation includes comments that create a realistic background for the exercise. The situation of the friendly forces two echelons higher than the participating unit



**ORGANIZATION OF THE EXERCISE AREA**

Location of enemy squad (simulated)

Enemy mortar fire area

Probable assault line

Lead elements fired on from point

Platoon assembly area

Company OP

M,N,O Road guard

P Roadblock

①

②

A

B

C

X

M,N,O

P

**LEGEND**

- AREA BOUNDARY
- BLEACHER LOCATION
- RANGE MARKERS

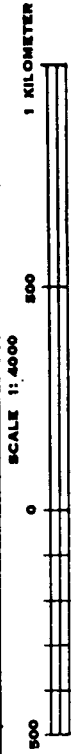


Figure 4. Hitchcock range area map.

is explained. This means that for a platoon exercise, the situation of the battle group is explained.

- (2) A statement explaining the location of the unit on the ground and its relation to adjacent units. Adjacent units are limited to those whose activity will be easily understood by the members of the participating unit. For example, if the unit participating is a platoon, refer to adjacent platoons and companies. Realism is lost if the participating unit is placed in contact with the enemy at the time the exercise begins because the unit would have to be moved into its initial positions administratively. To start the exercise, the unit should be so placed that it has to move tactically to gain contact with the enemy.
- (3) The activities of the participating unit during the preceding 24 to 48 hours. This explanation should include sufficient reference to the unit's prior mission to lead smoothly into the mission the unit will receive for the exercise.
- (4) The location of the unit leader, if he is not with the unit when the general situation is issued. Normally, he will be at the next higher unit command post or observation post receiving the order when the unit is receiving the general situation. If he is with the unit at the time the general situation is issued, no mention need be made of his location.

b. The initial situation initiates the action on the part of the unit participating in the exercise. It is designed so that a logical solution to it will start the exercise along the desired lines. The situation should be described in enough detail to give the unit and its leader a complete mental picture of it. Any tactical situation that requires action on the part of the unit may be used as an initial situation. However, for the squad, platoon, and company, an operation order issued by the next higher unit commander is normally used to commence the action. When an operation order is used, it should be complete, covering all five paragraphs and referring to the missions of all subordinate units in the parent unit as if they were also participating in the exercise. The use of an extract or fragmentary order results in a loss of realism. The order should be issued under tactical conditions at a location such as the command or observation post.

c. The first requirement follows the initial situation. It consists of a statement outlining the expected actions or orders of the participating unit and its leader as a result of the conditions confronting the unit in the initial situation. The correct actions

or orders are based on previous tactical instruction. The requirement is a guide for control personnel in observing and evaluating the actions of the unit. The requirement is broken down in detail in the umpire checklist prepared by the officer writing the exercise. It indicates to the assistant umpires specific actions to be observed and reported.

*d.* The initial situation seldom provides training in all the training objectives outlined in the directive. The officer preparing the exercise must create subsequent situations in order to accomplish all of the desired training and to insure interest and continuity in the exercise. Subsequent situations also cause the exercise to develop logically and are dependent upon the type of operation involved. In writing them, the author includes sufficient detail to properly direct control personnel in the performance of their duties. In order to provide this direction, subsequent situations should include a written portrayal of the following:

- (1) What action is to occur.
- (2) When the action takes place.
- (3) Where the action takes place.
- (4) Who is involved in the action.
- (5) How the action is indicated.

*e.* Guided by this information, control personnel are able to properly portray each situation to the participating unit during the exercise. Following each subsequent situation is a requirement which must be fulfilled by the participating unit or its leader.

*f.* The final portion of the scenario is the time schedule. It is an estimate of the amount of time required to conduct one unit through the exercise, including time for the troop orientation at the beginning of the exercise and a critique at the end of the exercise. This time estimate will be more accurate after the rehearsal of the exercise has taken place. However, it must be understood by the officer preparing the exercise and his assistant control personnel that no two units will require exactly the same amount of time to complete the exercise. No attempt should be made to require them to do so. This time estimate is for planning purposes only (app. IV).

## **75. Control**

*a. General.* Control measures must be incorporated to insure the efficient conduct of the exercise. This is the plan for placing the exercise on the ground and causing it to progress as planned. In it, the problem author anticipates and solves the problems that may arise while conducting the exercise. The chief umpire will need assistants for this exercise; therefore, the officer preparing

the exercise includes specific instructions for them in the control plan.

*b. Umpires.* Normally, the officer preparing the exercise acts as the chief umpire. He selects assistant umpires and outlines specific instruction for them. (FM 105-5 contains a discussion of umpire duties.) He considers the following when planning for his assistants:

- (1) *Number required.* Number of umpires required to effectively control the exercise.
- (2) *Uniform and identification.*
- (3) *Equipment.* Equipment other than regular individual equipment, such as communication equipment needed for the exercise.
- (4) *Duties.* He outlines the tasks delegated to assistants, provides instructions for doing them, and assigns responsibility.

*c. Road Guards.*

- (1) *Number and location.* While making his ground reconnaissance, the problem author determines the number of road guards required and their location. He includes this information in his control plan. Since the road guards receive no training, the number used should be kept to a minimum. Roadblocks are used in their place whenever possible.
- (2) *Uniform and identification.* Normally, the road guards wear the same uniform and identification as umpire personnel.
- (3) *Equipment.* Items of individual equipment not needed by the guards in performing their assigned tasks should be kept to a minimum. In addition to their individual equipment, guards must have a means of communicating with the chief umpire.
- (4) *Duties.* The author designates definite times and circumstances under which road guards will permit nonproblem traffic to move into or through the exercise area and outlines the procedure for directing visitors into the area.

*d. Communications.* The author establishes a primary and alternate means of communication for control personnel. He designates the individuals to be provided with radio communication, and determines the location of telephones.

*e. Troop Orientation.*

- (1) *Responsibility.* The assistant chief umpire normally orients the unit.

- (2) *Time and location.* The unit is oriented in the exercise assembly area just before the exercise begins.
- (3) *Scope.* The orientation should include the purpose of the exercise, an explanation of the training objectives, how the exercise will emphasize these training objectives, the identity of control personnel, and the safety instructions.

*f. Safety.*

- (1) *Personnel.* The danger involved in an exercise determines whether personnel other than umpires are necessary. Unit safety regulations, range regulations, or SOP's may prescribe definite conditions under which safety personnel will be used.
- (2) *Uniform and identification.* Normally, safety personnel wear the same identification as umpire personnel.
- (3) *Equipment.* Safety personnel should have the equipment needed to cope with an emergency. They should have radio communication with all umpire personnel and a visual signaling device to stop the exercise in the event of extreme danger or emergency.
- (4) *Duties.* The author prescribes definite duties for safety personnel. He gives the safety officer the responsibility for displaying the range flag, posting road guards, determining the presence of roadblocks, and posting the area as a danger area.
- (5) *Safety rules.* The author prescribes specific safety rules for the exercise and includes them in the troop orientation. He does not relieve the unit leader of his command responsibility for safety.

*g. Enemy Representation and Target Detail.*

- (1) *Aggressor.* The author determines the number of Aggressors needed, their uniform, identification, and duties. Aggressors should be used habitually. If Aggressor uniforms are not available, substitutes can be improvised from salvage materials. For a discussion of the Aggressor Army, see FM's 30-101, 30-102, and 30-103.
- (2) *Target detail.* The author prescribes the size, uniform, and duties of the target detail when service ammunition is fired.

*h. Critique.*

- (1) *Location and time.* The chief umpire critiques the unit at a spot where they can see all or a major part of the exercise area. The objective is an ideal location. The critique immediately follows the exercise while it is fresh in the soldiers' minds.

- (2) *Speaker.* Normally, the chief umpire should conduct the critique and be the only speaker. He encourages discussion but does not permit arguments.
- (3) *Personnel present.* All umpires and the unit should attend the critique. The chief umpire may conduct a separate critique for control personnel.
- (4) *Scope.* The chief umpire restates the purpose of the exercise and reviews each situation, explaining the training objectives emphasized. He mentions the good and bad points observed during the exercise, and suggests how the unit can improve its proficiency (app. V).

## 76. Administration

The problem author must plan for the accomplishment of administrative details associated with the field exercise. The administrative plan provides for the dissemination of required information to participating units and for obtaining the necessary personnel and equipment to support the exercise. This information is usually published in the form of a unit order (company level) or a training memorandum. Preparation of the various portions of the training memorandum is the responsibility of the appropriate staff officer in the headquarters which initiated the directive. However, the problem author furnishes the necessary information for each portion. The unit order or training memorandum is paragraphed to indicate the following (app. VII):

*a. Purpose.* A restatement of the purpose of the exercise as given in the directive.

*b. Reference Material.* A list of references pertinent to the subject and of interest to the students.

*c. Schedule.* A schedule for the rehearsal as well as the date and time for the units to participate.

*d. Troop Orientation.* The time and place of the troop orientation and its scope.

*e. Control Personnel.* A list of the personnel who are to assist in the exercise, to include enemy representation or a target detail if service ammunition is to be used.

*f. Administrative Details.*

- (1) The time and place the units are to report and the starting time of the exercise.
- (2) Route to the exercise area.
- (3) Uniform and equipment for the participants.
- (4) Transportation for control personnel and the unit.
- (5) Communication equipment and supplies for control purposes.

- (6) Evacuation plan and list of personnel and equipment to be furnished for medical support.

## **77. Terrain Preparation**

Preparation of the terrain is necessary to provide a realistic combat environment. The problem officer accomplishes this by requesting work details for construction needed in the exercise area. If he is preparing the exercise by direction of the battle group commander, the engineer platoon may assist in this work. If it is to be a live fire exercise, he makes use of electrically or mechanically controlled targets installed in foxholes or bunkers to represent the enemy. He may choose to install a dug-in remote controlled machinegun to represent enemy fire from the objective. If it is to be a blank fire exercise, he may wish to install barbed wire obstacles on the objective, demolition pits along routes of approach to the objective, or other safety devices to facilitate control and safe operation during the exercise. These projects require a considerable amount of coordination on the part of the officer preparing the exercise, but are necessary to provide realism.

## **78. Rehearsal**

The officer preparing the exercise rehearses as a final check on his plan. He should conduct the rehearsal well in advance of the scheduled exercise so he will have time to correct any errors and readjust the time schedule. He rehearses the umpires and Aggressor detail first, repeating the rehearsal as necessary to insure that everyone is thoroughly familiar with his duties. He follows this with a full scale rehearsal, using a practice unit. The individual who originally directed that the exercise be prepared should be present at the rehearsal to indicate any changes he feels necessary or to give his approval of the field exercise.

## **79. Conduct**

*a. General.* The success or failure of an exercise depends largely on the initiative, ingenuity, energy, and enthusiasm of the chief umpire and his assistants. They should supervise the exercise in a professional manner from the orientation through the critique.

*b. Orientation.* The assistant chief umpire should meet the unit at the detrucking point and guide it into the assembly area. He presents the orientation as soon as the unit arrives in the assembly area.

*c. General Situation.* Immediately following or during the unit orientation, the chief umpire takes the unit leader to the observation post and issues the general situation. At the same time the assistant chief umpire issues the general situation to the unit in



the assembly area. Upon receipt of general situation, the exercise becomes tactical.

*d. Initial Situation.* The parent unit commander (chief umpire) issues the initial situation to the participating unit leader at a tactical location under tactical conditions, normally at the observation post. The chief umpire should remain with the unit leader to observe his actions and listen to the order he issues. The actions of the entire unit are then observed during the initial phases of the exercise.

*e. Subsequent Situations.* A logical solution of the initial situation will start the exercise along desired lines. At the appropriate time, the actions portrayed in the subsequent situations, prepared as part of the scenario, are presented. During the presentation of all situations, the umpires must remain as tactical as possible. They should station themselves in a position to best observe the leaders and other members of the unit. Normally, the chief umpire remains with the unit leader. All umpires must be prepared to assist in control and make the exercise develop along the desired lines. In the event a decision made by the unit leader threatens to seriously disrupt the exercise, the umpires must realistically bring the play back to the desired plan.

*f. Critique.* At the conclusion of the chief umpire's critique, the unit is turned over to the leader, who may then critique his unit. The chief umpire may conduct a critique for the personnel who assisted in the conduct of the exercise. A summary of the observations and comments made by the chief umpire should be sent through command channels to the unit leader.

### **Section III. OTHER TACTICAL EXERCISES**

#### **80. Sandtable Exercise**

When time or training facilities limit or prohibit the use of the ground, a sandtable or terrain model is used as a terrain substitute. Either may be used as a training aid for a conference, demonstration, or an applicatory exercise for units or individuals. Their use is not restricted to small unit training. They may be used at all levels and during all phases of training to teach new lessons, re-emphasize lessons already taught, to critique a completed operation, or as an aid to briefings on planned operations. They are particularly valuable training mediums for teaching basic tactical principles. A sandtable or terrain model exercise may be used during the early part of the basic unit phase of training to prepare the unit for a field exercise. The steps in preparation of the sandtable exercises are identical to the procedure prescribed for the field exercise with the following variations:

a. During the reconnaissance, the officer preparing the exercise normally conducts a map reconnaissance only. After organizing the exercise area on the map, he then constructs the sandtable or terrain model and the necessary accessories.

b. The problem of control is reduced since the instructor is able to control the exercise by limiting the number of participants.

c. The administrative support required for this exercise is greatly reduced.

d. A rehearsal with a practice group should be conducted whether the instructor intends to use assistants or not.

e. The instructor starts the exercise by orienting the unit or student group. The orientation should include the purpose of the exercise; how the sandtable will be used and the method of representing enemy and friendly forces on it; and explanation of the terrain represented, pointing out prominent terrain features; and an explanation of the scale to be used for the exercise. The instructor then presents the general and initial situation. The students are allowed a few minutes to study the initial situation before the requirement is explained. Each student should prepare his own solution to the requirement. The instructor has one student present his solution which the instructor then discusses. He may ask for and discuss additional solutions. When the instructor is satisfied that a training objective has been properly emphasized, he proceeds to the next situation and follows the same procedure. When all the situations have been presented and various solutions to all the requirements have been discussed, the instructor conducts a critique, summarizing the lessons learned.

## **81. Terrain Exercise**

a. Office and noncommissioned officer schools should be scheduled to supplement daily training requirements. The terrain exercise is an excellent means of providing unit leaders with additional training in tactics and administrative procedures during combat operations.

b. The terrain exercise is developed along the sequence of steps prescribed for the field exercise, but the following variations must be considered:

- (1) The act of preparing the terrain takes on a slightly different aspect. In the field exercise, such projects as digging foxholes, constructing bunkers, digging demolition pits and erecting obstacles of various types are accomplished in an effort to prepare the terrain for the conduct phase. In the terrain exercise, such projects as clearing pathways of fields of vision, erecting panels to designate limiting points and objectives, and clearing

roadways for transportation of student groups, are accomplished for the efficient conduct of the exercise.

- (2) The instructor orients the student group or unit on the terrain, pointing out its prominent features and explaining their relation to the exercise. He then presents the general situation, followed by the initial situation.
- (3) The students should be issued a terrain sketch as an aid to solving requirements. This insures that solutions are a result of a ground reconnaissance rather than the result of a study of a topographical or aerial photomap. The instructor tells the students when the requirements are to be completed and where the students will reassemble to present their solution and receive the next requirement. After each requirement has been completed, the instructor should start subsequent situations with an orientation on the terrain and the present disposition of friendly and enemy forces. During the practical exercises, the instructor and his assistants should make themselves available to the students for advice and counseling.

# CHAPTER 10

## DEVELOPMENT OF TACTICAL EXERCISES FOR BATTLE GROUP AND LARGER UNITS

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### Section I. GENERAL

#### 82. Objectives

*a.* The field exercise and field maneuver are the principal vehicles for training every member of a unit in advanced tactics. Commanders and staffs derive their supplementary advanced training from participation in command post exercises, map exercises, and map maneuvers. This chapter prescribes the procedure for planning, preparing and conducting tactical exercises most appropriate to advanced unit training at battle group and higher levels of organization.

*b.* The objectives of all types of tactical exercises at battle group, division, and higher level are—

- (1) The integration of the organic staffs and units into a coordinated and efficient team capable of successful action in combat.
- (2) The attainment of a high degree of unit and individual proficiency in tactical operations.
- (3) The advancement of the status of training of all individuals, units, and staffs.

*c.* Tactical exercises at battle group and higher levels represent an advanced phase of training. Individuals, units, and staffs should take part in them only after they have attained a reasonable degree of proficiency in smaller unit tactics.

#### 83. Staff Coordination

It is unrealistic to charge one individual with the preparation of a tactical exercise for a battle group or larger unit. At battle group and higher levels, a directive to prepare a tactical exercise is issued to an individual who has a unit or general and special staff to assist him. While the individual assumes responsibility for the overall preparation of the exercise, his staff members are responsible to him for the preparation of various portions of it. The individual preparing an exercise for a squad, platoon, or company receives staff support from the higher echelon, whereas at battle group and higher levels there is actual staff participation in the preparation of the exercise.

## **84. Realism**

*a.* Tactical exercises are conducted with as much battlefield realism as the planners can devise. Such realism is gained by the use of well-controlled Aggressor elements, using a 1-to-1 time ratio during the exercise, playing space and movement according to true time-distance factors, and by maximum integration of all unit and individual training accomplished prior to the exercise.

*b.* All types of weapons and equipment and the latest military technology for both friendly and enemy forces, including all recently developed specialties, should be integrated.

*c.* Tactical training should require the simultaneous employment of all components of the unit, both tactical and administrative.

*d.* In combat, the feeling of acting against time, strained nerves, meager or vague information, delayed orders, physical discomfort, noise and fatigue, all can be expected. A realistic exercise embodies these and many other elements during the conduct phase.

## **Section II. FIELD EXERCISES**

### **85. General**

*a.* Battle group and larger unit field exercises are utilized during more advanced phases in the progressive scheme of military training. They are designed not only to provide practical application of current doctrine under realistic combat conditions, but also to test the soundness of the doctrine itself. In many instances the exercise will be designed to test the feasibility of a certain administrative procedure, the organizational structure of a certain type unit, or the practicality of certain types of equipment. In many cases the unit and its commander are being tested, such as during an Army training test.

*b.* The development of an exercise for a division, corps, or an army follows the same sequence as that described in this section for the battle group. But, as the number of troops participating in the exercise increases, so do the ramifications of planning, preparing, and conducting the exercise. Appendix VIII provides a guide for the preparation of a large unit field exercise.

### **86. Task Responsibilities**

*a.* An exercise director is appointed to develop a battle group or larger unit exercise. His S3 assumes the major portion of the staff responsibility for preparing the exercise. The "S" designation is used in this section when referring to battle group staff members. However, it should be remembered that the statement applies equally to the counterpart on the general staff or on a director-type staff.

b. The senior participating staff may plan, prepare, and conduct the exercise when the primary objective is to train the subordinate units. When a particular headquarters is to participate in the exercise as the highest echelon involved, realism is increased if another (normally the next senior) headquarters prepares it. If the next senior headquarters is not available, then a temporary staff, called a director staff, may be drawn from the participating staff with the sole mission of planning, preparing, and conducting the exercise. This can be accomplished in a number of ways. The principal member of each staff section may perform as the principal staff section member on the director staff. This causes the most experienced staff members to prepare the exercise and provides the assistant participating staff section chiefs with the opportunity to perform the duties of the participating staff section chief. If this arrangement is not feasible, the assistant staff section chiefs may function as the director staff section chiefs. This allows the most experienced staff members to carry on normal duties and prepare the unit for the exercise, and provides training for the assistant participating staff section chiefs in preparing the exercise. As an alternative to these methods, a director staff may be formed from outside sources to prepare and conduct the exercise. For maximum training benefit the first two methods should be used alternately. When participating in normal training under an ATP, a higher headquarters is usually not available, and one of these three methods is used. However, when units are participating in Army training tests a higher headquarters should prepare the exercise.

c. The staff responsible for the development of a field exercise follows a sequence of tasks in planning and preparing for it. On receiving the directive, the S3, in coordination with the other staff sections concerned and the chief umpire or director—

- (1) Studies the directive and determines the general nature of the exercise to be conducted.
- (2) Selects and reviews pertinent references.
- (3) Prepares and distributes a planning schedule.
- (4) Makes a map reconnaissance of the area allocated for the exercise in order to formulate an outline plan.
- (5) Confirms the outline plan by making a ground reconnaissance.
- (6) Prepares a draft of the exercise scenario containing all situations, requirements, and the time schedule.
- (7) Prepares the operation order with appropriate annexes.
- (8) Prepares the orientation and critique plan for the exercise.

(9) Prepares the training memorandum to support the exercise.

*d.* When the scenario has been completed to the satisfaction of all staff sections and approved by the responsible commander, the appropriate staff sections can begin work on their portions of the supporting plans and instructions.

*e.* The S1 consults with the S3 and the chief umpire on umpire requirements. He prepares the personnel paragraph of the administrative order and provides the S3 with the name, rank, and organization of all personnel who have a part in presenting the exercise.

*f.* The S2 studies the directive, appropriate references, the scenario, and the operation order, and prepares a series of enemy situations to guide the exercise along the lines intended. He reconnoiters the terrain to insure that his enemy situations are workable. The S2 consults with the chief umpire, the S3, and the Aggressor force commander to obtain concurrence on the information concerning the enemy situation to be released to the troops, and to plan the methods of releasing this information so that the units will get maximum combat intelligence training. The S2 then prepares the intelligence plan to consolidate all aspects of intelligence play in the exercise.

*g.* The S4 studies the directive, appropriate references, the scenario, and the operation order, and consults with the individuals and agencies that will support the exercise. He plans for playing logistic support during the exercise. This includes provisions for establishing complete or skeleton installations, incorporating actual resupply where feasible, and simulating physical quantities and weights where the actual supplies cannot be carried into the field. He also plans the actual support for the exercise based on requirements for ammunition, field rations, fuel, pyrotechnics, and any special equipment, as well as medical evacuation and traffic control. The S4 drafts the administrative plan and reconnoiters the terrain to make sure it is workable. He consults with the S3 to make sure it conforms to the operation order, the control plan, and the troop orientation and critique plan.

*h.* The chief umpire (or the S3 if he has been given staff responsibility) designs the umpire system, including the number required and their assignments, the equipment required, communication channels, command channels, and the reporting and scoring procedures to be followed. He prepares instructions for the umpires to assist them in the problem and acquaint them with their duties; he makes plans for the location, date, and scope of the orientation and critique. The chief umpire makes sure that his plans conform to the scenario and operation order.

## **87. Directive**

a. The directive is the result of staff consideration of the unit's state of training, time factors, availability of equipment, and the availability of supporting troops. The contents of the directive set forth the planning guidance necessary for the director and the preparing staff to initiate their plans. As a minimum, the directive designates the director of the exercise, the headquarters responsible for the preparation of the exercise, the training objectives, the designation of an Aggressor force, the units that will participate, the area available, time limitations, and funding requirements.

b. Upon receipt of the directives by the preparing staff, the director discusses the various aspects of it in a planning conference. The directive is then studied by all staff members so that they can become completely familiar with their responsibilities in the preparation of the exercise.

## **88. Research**

To insure the efficient conduct of the exercise, enhance realism, make use of latest techniques, and verify the correctness of doctrine set forth during the exercise, each staff member studies pertinent references within his sphere of activity. He should systematize his research and the collation of his material. In addition to the suggestions in paragraph 72, other helpful material is available through library services, unit histories, service journals, and semiofficial publications. The training directives of higher headquarters must also be consulted for the inclusion of integrated subjects.

## **89. Planning Schedule**

After a thorough study of the directive by the preparing staff, the S3 announces a planning schedule calling for the completion of the various supporting plans within the time available for preparation. He accomplishes this by first determining the date on which the training memorandum with all annexes is to be published. By planning backward, he can then establish the completion date of all supporting plans based on this date. The planning schedule lists all of the major plans required for the exercise. It designates the staff officer responsible for each and the time it must be submitted for the commander's approval. This insures coordinated and timely planning. Detailed coordination between responsible staff officers is necessary when overlapping areas are encountered.



## 90. Reconnaissance

A map, ground, and aerial reconnaissance is necessary in order to organize the exercise area. This task involves close coordination between the S3 and S2. Once the planning schedule is formulated and disseminated, the S3 makes a map reconnaissance of the exercise area. In planning backward for a large unit exercise, the S3 first determines the general area in which the problem will terminate. In conjunction with the S2, he then works back through the exercise area, selecting general locations for friendly and enemy activities. Combat situations that will accomplish the training objective of the exercise are visualized at each of these locations. Control of these activities is effected by incorporating control lines, boundaries, and administrative installations to guide the exercise along the lines intended by the directive. This visualization of the manner in which the exercise will be conducted is called the outline plan. It provides for—

- a. Moving the participating unit to the exercise area.
- b. Starting the exercise (initial situation).
- c. Conducting the exercise (subsequent situations).
- d. Terminating the exercise.

*Note.* Once the outline plan is completed, a ground and aerial reconnaissance is made to confirm the plan. Any changes dictated by the actual terrain are made and the final outline plan is then presented to the exercise director for his approval.

## 91. Scenario

### a. General.

- (1) The S3 prepares the scenario as an annex to the training memorandum. It is the basis for the preparation of all supporting plans, which must be carefully coordinated with it. The scenario may be prepared in narrative form, in illustrative form on a map or an overlay, or in a combination of the two.
- (2) The scenario may be general or detailed, depending on the desires of the commander and the purpose of the exercise. Scenarios of a general nature are used in exercises designed to develop coordination in the command, or when the exercise is to be the vehicle for a training test. Scenarios of this category outline only the broad aspects of the exercise, such as the mission, control lines, times to cross control lines, and the action of the command as a whole during each phase of the exercise. This allows greater freedom of play on the part of the participants. A detailed scenario is used when the purpose of the exercise is to correct specific deficiencies or to em-

phasize specific points in training. An exercise based on a detailed scenario requires close control and allows the participants less freedom of play.

b. *The General Situation.* The general situation includes a general statement of opposing forces, the location of the unit relative to the ground and other units, the recent tactical activities of the unit, and the location of the unit commander if he is not present at the time. It furnishes the tactical background knowledge the participants would normally possess in a tactical situation. For larger exercises, the general situation is usually issued administratively to the key personnel and disseminated through regular command channels. Imagination and realism must be incorporated into the general situation. This arouses interest and enthusiasm and logically leads the unit into an assumed combat situation.

c. *The Initial Situation and First Requirement.*

- (1) The initial situation is any action, order, or activity that will cause the problem to start in a realistic manner. It is developed under tactical conditions and requires specific action on the part of the unit and its leaders. Normally, it is unrealistic to start the exercise with the participating unit in contact with the enemy. The initial situation should be prepared in such a manner that it will phase the unit into a contact situation. This allows time for staff planning and coordination prior to commitment of the unit.
- (2) The initial situation for the field exercise is accompanied by a requirement. This requirement is a general statement of what action is expected on the part of the unit or the unit leaders as a result of the situation with which they were confronted. It provides for satisfying one or more of the training objectives indicated in the directive.

d. *Subsequent Situation.* Seldom will the initial situation provide all the training required by the directive. For this reason and for the sake of continuity and realism, subsequent situations and requirements must be written into the scenario. For clarity of instruction to control personnel, subsequent situations should include information on *who* is involved in the situation, *what* happens during the situation to bring out the desired training, *when* it happens, *where* the action takes place, and exactly *how* the action is brought about.

e. *Time Schedule* (par. 74f). To insure the completion of all the training objectives of the exercise, it may be necessary to divide it into phases. Normally, an active phase is followed by a short administrative phase to allow the unit time to reorganize, consolidate, or change location in preparation for the next active

phase. In this manner the most judicious use is made of training time, and the tendency to compound deficiencies is minimized.

*f. Sequence of Events.* A "sequence of events" may be prepared as an inclosure to the scenario. This is an abbreviated scenario arranged chronologically in column form to provide a ready index to the time, place, persons or units involved, and activity planned for any given situation.

## **92. Intelligence Plan**

*a.* The S2 prepares the intelligence plan in coordination with the S3 and the chief umpire. It provides for the realistic play of combat intelligence.

*b.* Before writing the intelligence plan, the S2 studies the directive and the scenario and prepares a series of enemy situations that will guide the exercise along the lines intended. He reconnoiters the terrain to make sure that the enemy situations are workable. The intelligence plan must be carefully coordinated with the control plan as well as the scenario. Documents which support the intelligence plan are the—

- (1) *Aggressor plan and situation.* This plan indicates the various enemy situations which must be portrayed by the Aggressor force. Situation overlay(s) should be prepared for each phase to clarify the plan. With this plan and overlay(s), the Aggressor commander will make his detailed plan of operation to carry out the tasks indicated.
- (2) *Directive to Aggressor commander.* The S2 prepares this directive as a means of outlining the responsibilities of the Aggressor commander. The training objectives are cited, exercise dates announced, and the suspense date for the Aggressor commander's plan is specified. The command relationship between the Aggressor commander and the exercise director or chief umpire should be stated in this directive.
- (3) *Special instructions to Aggressor forces.* These instructions are prepared as an inclosure to the Aggressor commander's directive. They outline matters of interest to the entire command. As a minimum these instructions should cover—
  - (a) The composition and identity of the Aggressor force.
  - (b) The Aggressor uniform and equipment.
  - (c) Provisions for an orientation of Aggressor key personnel.
  - (d) Guidance for conducting Aggressor schools.

(e) Pre-exercise training area allocation.

(f) A rehearsal schedule for Aggressor forces.

(4) *Intelligence annex to operation order.* The most realistic method of starting intelligence play for the large unit field exercise is to provide for the issuance of tactical instructions to the participating unit from the next higher tactical headquarters (chief umpire). This is accomplished through the dissemination of information in the intelligence annex to the operation order. This medium lays the groundwork for intelligence play at all levels.

(5) *The information distribution plan.* The continuous play of intelligence during the field exercise is provided by the information distribution plan. This plan indicates the information to be released, the manner of releasing it, and a schedule for distribution. There are two categories of information released: the automatic type, or that which the unit must receive to insure that the exercise progresses as planned; and the request type, or that which the unit must take specific action to receive.

c. As the size of the unit increases, the details of preparation of the intelligence plan become more complex. Careful planning is required in order to achieve the desired degree of intelligence play and to exploit the capabilities of participating intelligence personnel and agencies. Appropriate documents and reports are prepared to supplement the information contained in the intelligence plan. They include such items as appendixes to the intelligence plan, periodic reports, and summaries.

### **93. Control Plan**

a. The control plan provides for the organization of an umpire system and for instructions pertinent to the control and evaluation of the exercise. The success of the exercise depends to a large degree on the thoroughness of this plan and how well it is carried out.

b. The director staff S3 or the chief umpire prepares the control plan. He refers to the exercise scenario and appropriate references in order to build an umpire system that will effect the proper degree of control and evaluation. All instructions for control personnel (exercise director, control group, chief umpire and staff, and unit umpires) must be prepared to reflect conformity with the scenario and the intelligence plan. The control plan consists of the following supporting documents:

(1) *A plan for umpire distribution and assignment.* Distribution of umpires is determined by the exercise director,

based on the degree of evaluation and control he desires. A notation indicating the lowest level at which umpires will be utilized may be included in the directive. The S3, in conjunction with the S1, will make recommendations to the exercise director regarding the source and selection criteria of umpires. If the umpires are taken from the participating units, there will be vacancies which will have to be occupied by junior personnel. This is desirable at times, particularly in the latter phases of training. At other times, however, it is more desirable to have the unit at full strength with all personnel in their assigned positions; for example, when the exercise is for testing a unit or for a training inspection. Umpire assignment is the process of assigning each umpire to a specific headquarters or unit for the period of the exercise(s).

- (2) *Safety instructions.* In attaining maximum realism, hazardous conditions and situations may arise which could have an adverse effect on the progress of the problem and the individual participants. To preclude accidents and injuries, specific safety instructions must be prepared and disseminated well in advance. The responsibility for implementing these instructions rests with the control personnel in the exercise area. However, this in no way lessens the command responsibility within the participating unit for issuing, clarifying, and enforcing safety rules.
- (3) *Umpire communication and transportation.* Good communication is an essential element of umpire control. It insures complete umpire coordination. The large unit field exercise which encompasses operations over extended distances creates numerous obstacles to continuous and efficient communications and requires of umpire personnel a high degree of mobility. The S3, in conjunction with the S4 and the director staff signal officer, prepares a plan to support effectively the exercise from a communication and transportation standpoint. Since the participating units require most of their organic communication and vehicular equipment during the exercise, the S3, S4, and signal officer must normally provide for this equipment from other sources. An effective plan is one that provides for the displacement of umpires and links all major umpire headquarters, the artillery umpires, fire marker teams, and friendly and Aggressor forces on a continuing basis.

- (4) *Schedule of umpire training.* This schedule reflects the type of training to be given umpire personnel to qualify them as controllers and evaluators. The degree of training is dependent upon the background and experience of these umpires. The schedule provides for—
  - (a) A detailed orientation on the field exercise, to include the training objectives and the methods of attaining the objectives.
  - (b) A detailed reconnaissance of the exercise area.
  - (c) An umpire school which emphasizes functions of the umpire, qualification in the use of umpire equipment, mapreading, and tactics.
  - (d) A rehearsal in the form of tactical exercises to insure complete understanding of the exercise.
- (5) *Records and reports.* The S3 is responsible for formulating a plan for reporting procedures. As a minimum, these reports should include a periodic report of unit activities, special reports covering specific subjects, and after-action reports at the completion of the exercise.
- (6) *Umpire checklists.* The S3 prepares umpire checklists to guide the umpires in their analysis of actions taken by the players. The checklists also provide for a coordinated and comprehensive basis for critique discussion and after-action umpire reports. They consist of a series of questions regarding tactical, logistic, technical, and administrative actions pertinent to each type unit or headquarters. Collection of information contained in the checklists is made at the end of each active phase or at the end of the exercise and is used in preparing the critique. The checklists reflect in detail the exercise requirements stated in the scenario.

c. For more detailed information on umpire organization, functions, and communications, see FM 105-5.

#### **94. Administrative Plan**

a. The purpose of the administrative plan is to provide for logistic and administrative support and logistic and administrative play in the exercise.

b. The S4 prepares the administrative plan. He includes every factor that will add to the realistic play of logistics from the standpoint of both administrative and technical requirements. He incorporates service participating to give a proper picture of the part that service elements play in the support and conduct of such an operation. In effect, it provides for the concurrent training of these service elements.

c. The S4 coordinates with the S1 and appropriate special staff officers regarding the play of personnel matters and logistics, including the establishment of complete or skeleton service installations and resupply. He determines the availability of essential supplies, and plans for medical evacuation and traffic circulation. The administrative plan must be in consonance with the scenario; it consists of the following supporting documents:

- (1) *The umpire assignment plan.* This plan lists all personnel to be assigned as umpires and places them under the control of the chief umpire.
- (2) *Movement plan.* The number of participating troops, Aggressor troops, and control personnel involved in the large unit field exercise requires that the director staff S4 prepare a detailed movement plan to coordinate the use of transportation and use of all routes into and out of the exercise area. Failure to do so may result in many difficulties that could have a direct effect on the entire time schedule.
- (3) *Administrative instructions.* These instructions are defined as those which the participating unit, Aggressor forces, controllers, and support agencies must receive in order to be guided in their preparation for the field exercise and their conduct during the field exercise. They include—
  - (a) The extent of play of the various classes of supply.
  - (b) The extent of casualty play.
  - (c) Evacuation and hospitalization.
  - (d) The types of reports to be played.
  - (e) Play of simulated losses in equipment.
  - (f) Traffic control and circulation in the exercise area.
  - (g) Area restrictions.
- (4) *The administrative order or paragraph 4 of the operation order.* This order provides for realistic play of all administrative and logistic elements in the performance of their normal support functions.

d. Once the S4, S1, and the special staff officers prepare their respective portions of the administrative plan, they make a detailed ground reconnaissance to insure the feasibility of their plans over the actual terrain.

## 95. Orientation and Critique Plan

The director staff S3, or the chief umpire in conjunction with the S3, prepares this plan. It contains detailed instructions for orienting the players before the exercise and for critiquing them afterwards.

a. The pre-exercise orientation is essential if all personnel are to start on the same basis and carry out their duties with interest and enthusiasm. Sufficient key personnel of the participating unit should be designated to attend the orientation to insure dissemination of pertinent information to all participants. The plan must be conducive to an understanding of the training objectives and the general manner of attaining these objectives. A classroom type arrangement with appropriate briefing aids will aid materially in this regard. A schedule of speakers should be published and a rehearsal conducted to prevent duplication, overlap, or conflict in instruction.

b. The critique is held as soon as practicable after the exercise. Consideration must be given to the physical condition of the troops, location of units, and the time needed to collect, collate, and evaluate the umpire reports. The most effective critique is one that is brief and to the point. A review of the training objective, by phases, and discussion of major achievements and errors will satisfy this requirement. Like the orientation procedure, the critique should be rehearsed and then presented to the key personnel. Unit commanders should be allowed sufficient time to continue the critique process down to the smallest participating unit level.

c. Although the orientation and critique plan is considered as a separate major plan, it may be included as an appendix to the control plan.

## **96. Public Information Plan**

The director staff public information officer, through coordination with all staff sections, prepares a plan to take advantage of the opportunity for developing an awareness of the Army's mission in the minds of the public. The extent of this plan will be determined by the scope and objectives of the exercise and the command emphasis attached to it. In the interest of sound public relations, it is incumbent upon the exercise director to prepare the local populace for any unusual or inconveniencing situations that may arise.

## **97. Claims Plan**

When a large unit field exercise involves the use of privately-owned land, buildings, or equipment, the director staff S4 must prepare a claims plan. He coordinates with the S1, staff judge advocate, the engineer officer, and the S3. The plan must designate—



- a. A claims officer. He must be appointed early enough to execute the leases for the property required. The same officer should be responsible for settling any claims arising from the exercise.
- b. The amount of land, equipment, or building space required.
- c. A rental procedure which includes the length of time that these facilities will be required.
- d. The limitations which will be imposed regarding the utilization of all leased property.
- e. The means for issuing these instructions to all units affected.
- f. A means of processing claims.
- g. The procedure for obtaining claim releases.
- h. The off-limits areas.

## **98. Publication of the Training Memorandum**

The S3 draws up a training memorandum as the final step in preparing a field exercise. This memorandum is used for issuing the necessary orders, instructions, or directives to all personnel and units participating in or contributing to the exercise. It is prepared as a basic memorandum with annexes.

- a. The basic memorandum answers the *who, what, when, where,* and *why* of the exercise. It is paragraphed to show the purpose of the exercise, references pertaining to the tactical doctrine involved, and a participating schedule.

- b. The annexes to the basic memorandum include information requiring special distribution or instructions on particular subjects that are detailed or lengthy. They are composed of the scenario with the operation order and administrative order, the orientation and critique plan, the administrative instructions, the control plan, and the special instructions to the Aggressor forces. Only "need to know" annexes are attached to the training memorandum which is issued to participating units.

## **99. Comptroller Matters**

The large unit field exercise of division level or higher normally requires, for funding purposes, the assignment of a comptroller as a permanent member of the director staff. Since most activities connected with the exercise must be met by special field exercise funds, a policy of rigid economy must be pursued at all levels.

## **100. Conduct**

- a. A field exercise must be conducted with the same care and attention to details that go into its preparation. A properly prepared exercise can be ineffective if its conduct is not thoroughly planned and coordinated.

b. Although the staffs of all headquarters and the communication system may function continuously during a field exercise, the combat features of the exercise are ordinarily played in phases. Each phase consists of an action that can be presented with realism and effectively controlled by umpires. For example, an approach march to contact, followed by an advance guard meeting engagement and subsequent deployment of the entire force, is very difficult to present realistically in terms of enemy fire and movement if the action flows continuously. It is better to divide a field exercise of this scope into phases; for example, approach march and meeting engagement involving lead elements only; issuance of unit operation orders; or movement to attack position or assembly area and execution of unit attacks. The chief umpire announces the end of each phase. During the intervals between phases, umpires and commanders explain the progress of the exercise to the troops. In exercises involving a battle group or larger unit, the phases should take up to two or more days. This enables the units and the command and staff echelons to receive training in continuous operation. The exercise will have more training value if it is carried through to a logical conclusion.

c. The play of the exercise normally begins with the commander's orders for starting action on the first requirement. The commander's first need is information of the enemy. He is allowed to obtain this information only if he seeks it through the regular channels that would be available to him in combat; that is, from higher headquarters or subordinate units, through the various reconnaissance agencies, or by personal reconnaissance. If he follows this procedure, the umpires furnish the information that he would normally obtain this way.

d. While umpires are not charged with the actual control of troops, they influence their movement and conduct by assessing casualties and restricting forward movement against superior firepower. It is important for umpires to prevent a situation from developing more rapidly than it would in combat and to keep the exercise from proceeding at an illogical rate. They penalize improper formations and exposed elements by subjecting them to air attack, artillery fire, or small arms fire.

e. Commanders are responsible for tactical decisions and the appropriate orders to carry out the decisions. Umpires must avoid curbing the commander's initiative. For example, if a commander orders his unit over an exposed area swept by hostile fire, the umpires should not countermand the order. Instead, if the situation warrants, the Aggressor is instructed to indicate such heavy fire that the umpire could inform the commander

that he is unable to advance because of the enemy's fire superiority. Then the commander must either establish local fire superiority or change his scheme of maneuver before he is allowed to advance.

*f.* The scenario is the basis for umpire control. It is impossible to foresee all of the situations that may arise during the exercise, or to include in the scenario all of the instructions that may be necessary. Therefore, based on their knowledge of the situation, the umpires must supply the action needed to keep the exercise within the preconceived plan.

*g.* The chief umpire, his assistants, and the Aggressor force act continuously to give the exercise mobility and continuity. Assistant umpires keep their senior umpires informed of the situation, particularly troop movements, and the chief umpire maintains contact with the exercise director. In this manner the field exercise progresses in a manner aimed at accomplishing all of the training objectives. This forceful supervision during the conduct phase(s) results in superior training for the units concerned.

### **Section III. OTHER TACTICAL EXERCISES USED TO TRAIN BATTLE GROUP AND LARGER UNITS**

#### **101. Command Post Exercise**

The command post exercise is developed in the same manner as a field exercise for battle group and larger units, except for the following variations:

*a.* The primary purpose of the command post exercise is to train commanders, staffs, communication personnel and certain headquarters personnel. However, it is invaluable as a means of rehearsing a field exercise or preparing for a field maneuver prior to its actual conduct.

*b.* Subordinate units do not participate in the exercise; therefore, umpires must represent each unit—higher, lower, or adjacent—that is not physically present.

*c.* Since subordinate units are not present, changes in the tactical situation will not require time to physically relocate the units. This permits utilizing a time ratio in the exercise to save training time. When a participating headquarters is planning an attack and coordinating its preparation, the ratio is 1 to 1 (1 hour of problem time equals 1 hour of clock time). After the coordination is completed and orders formulated and issued, a ratio of 3 to 1, for example, may be employed. Thus, 3 hours of problem time equal 1 hour of clock time, and a time saving is realized.

d. If the exercise is of reduced distance, a reduction in the use of communication equipment and transportation is possible. Administrative support is also reduced in this case.

e. The directive indicates the headquarters and categories of personnel to participate and specifies the time ratio to be utilized.

f. The reconnaissance made by the S2 and S3 may be reduced to a map reconnaissance in most cases.

g. Since subordinate units do not participate, the scenario must be written in greater detail in order to direct the umpires representing these units. For the same reason the information distribution plan will be prepared in much greater detail.

h. No Aggressor force is utilized and the directive to the Aggressor commander is not necessary. However, it must be remembered that no umpire will represent the Aggressor and he must be provided with a situation map containing the contemplated employment of the Aggressor force.

i. The plan for administrative support will be reduced in accordance with the reduction in personnel, units, and equipment.

j. While control is one of the most important factors in this type exercise, the overall requirements for personnel and equipment will be reduced.

k. The Aggressor plan of employment must be prepared by the director staff S2 rather than the Aggressor commander as is done in the field exercise.

l. In conducting the exercise, umpires must follow the scenario and Aggressor plan and overlay to represent the Aggressor force which is not physically present in the exercise area. The Aggressor situation map must be maintained in accurate and timely detail. Umpires indicate the result of actions by subordinate units by sending messages to the participating headquarters.

## **102. Map Exercise**

a. *Advantages.* A map exercise is the most commonly used and probably the most effective type of tactical exercise for classroom presentation of command and staff principles, doctrine, and procedures. It overcomes many of the inconveniences of field exercises and field maneuvers. In addition to being economical and suitable for training large numbers of officers for key positions, the map exercise has no artificial limitations of safety zones, private property, or understrength units, which sometimes detract from field training. It offers a broad field for selecting terrain to fit any type of problem, since any terrain can be used if suitable maps are available. Map exercises permit realistic training in the preparation of plans and orders from a map.

*b. Disadvantages.* A map exercise is not realistic as to time, space, weather, and terrain. It provides only a limited opportunity for introducing problems that arise from human imperfections and mechanical failures. It is difficult to demonstrate in a map exercise that sound, workable plans and clear orders will not, by themselves, insure success in battle, but that constant supervision and determined execution by capable and aggressive leadership is equally important and necessary. Realism must often be sacrificed in order to provide certain facts and assumptions as a basis for solution that the commander or staff would have to deduce in a real situation. In the map exercise it is difficult to portray conditions that show how surprise influences a given situation. Map exercises should be planned and developed to minimize these disadvantages as much as possible.

### **103. Directive**

The directive requiring the preparation of a map exercise contains information similar to that for a field exercise except as prescribed below.

*a. Purpose.* Examples of training objectives stressed in a map exercise include making unit intelligence estimates, preparing plans for employing engineers, and planning for traffic control.

*b. Type Training.* The type of training for a map exercise indicates the conditions which are assumed during the conduct of the problem. These include the weather, time of the year, and time of day, as well as operational variables such as offensive or defensive operations.

*c. Time and Place.* The place, date, and time of the exercises are shown in the directive. (A map exercise is normally conducted in an indoor classroom.)

*d. Units To Be Played.* The size and type of units involved depend on the level of the training. If the objective of the exercise is to prepare command and staff officers at battle group level, then battle group size units should normally be the largest played.

*e. Maps.* If the map(s) to be used for the exercise is not specified in the directive, the officer preparing the exercise may choose an appropriate one that is in adequate supply. The map must show terrain features appropriate to the exercise; for example, the most obvious features such as a river-for-river crossing instruction, as well as less apparent ones such as soil trafficability for armored operations. The map scale must be large enough to portray the complete operation and all the details a student needs to make an adequate terrain analysis. It may be necessary to use two maps of different scales to fill both these

requirements, or to show both general and subsequent situations; but it is desirable to use only one map, when possible.

*f. Status of Training.* The officer preparing the exercise should know what training his students have completed and what future training has been planned for them. Such information enables him to develop his map exercise at a level that is both instructional and interesting.

#### **104. Research**

To insure authenticity and realism, it is necessary to study tactical and historical references that will provide a background of information in preparing the exercise. The same procedure is followed as for the field exercise.

#### **105. Developing the Plan**

*a.* The first step in developing a plan for a map exercise is to write an outline of presentation. This outline is simply a list of the training objectives in a logical sequence in instructional blocks with classroom time allocated to each of the blocks. The training objectives are those stated or implied in the directive and expanded or modified by the author after he has studied his reference material. The outline is perhaps the most important step in developing a map exercise because it is the basis for most of the other preparatory work.

*b.* If the directive does not specify the map to be used for the exercise, the preparing officer's next step is to choose a map that is appropriate.

*c.* The officer then makes a tentative plan on the map for the play of the exercise, basing it on his outline of presentation. The plan must insure that the students arrive at the goal indicated in the outline of presentation. The best approach is to decide first how the students are to participate. The author asks himself, "What can I require of the student in this exercise that will cause him to learn?" This is a general question and it should be answered generally, without a specific situation in mind. For example, the author may decide that the student should demonstrate and apply his knowledge by participating as the S3 of a battle group and that he will require the student to submit on an overlay his recommendations for the zones of action and line of departure to implement an attack. He leaves until later the exact wording of the requirement which will produce this effort on the part of the student and the writing of the situation that will provide the basis for the solution. In the outline of presentation he determines the general pattern for student participation in all of the training objectives.

d. After the author establishes a general pattern for the requirements, he determines the specific situations that he must place in the exercise. Completeness and continuity of the situations are important. When he has decided on the specific situations, he organizes the exercise area. This consists of outlining on the map the situations in the exercise. To do this, he visualizes the disposition of troops and installations, both friendly and enemy, on the ground represented by the map. He decides, for the entire exercise, what the activities and movement of the opposing forces must be to tie in with the situations he wants to present. By outlining on the map the various forces and activities, he has a graphic picture of the plan and play of the problem.

### **106. Study Assignments**

a. Students must have sufficient background knowledge, acquired through experience or study, to allow them to participate intelligently in the map exercise. Since experience is a variable factor within any group, the preparing officer must select study assignments for the members that will give them a common level of background knowledge. He can choose a minimum study assignment of new and review material by analyzing the answers to the following questions:

- (1) In view of the purpose of the map exercise and its requirements, what does the student need to know?
- (2) How much does the participant already know, based on previous instructions?
- (3) For this particular map exercise, what learning is to take place solely in the classroom?
- (4) What remains for the participant to learn before he begins the map exercise?

b. The officer also assigns any practical work that the students need to complete before they start the map exercise.

### **107. Checking the Initial Plan**

The author has now decided on the requirements necessary to emphasize the training objectives and has devised situations that will lead to their logical presentation. He has made a graphic portrayal of the exercise on the map and chosen study assignments for the participants. This completes his initial planning, which he should check with the directing authority, if appropriate, before proceeding with the final plan. The author and the directing authority check the following:

a. Outline of presentation to see that the breakdown of time and the method of presentation are practical.

b. The preparing officer's notes on the requirements and situations to see that they are complete, clearly stated, and plausible.

c. Organization of the exercise area to see that the story of the exercise is clearly indicated and that the terrain has been used adequately and correctly.

d. The study assignment to see that it is pertinent and maintains continuity with other instruction.

## 108. Writing the Exercise

The author is now ready to write the exercise in its final form. He prepares the situations and requirements that he will present to the students, and the administrative requirements. The requirements are as follows:

a. *Student Requirements.* Realism is of paramount importance in a good requirement, whether it is one of tactical decision, planning, or staff work at any level. The correct wording of a requirement is also important and requires considerable thought, skill, and practice. The officer must specifically state, without excess wordage, what is wanted from the students. Appropriate subjects for requirements in a realistic sequence of events are—

- (1) An estimate or analysis of the factors to be considered in arriving at a decision.
- (2) The development of long-range and alternate plans or portions of them.
- (3) The preparation of instructions and orders or portions of them.
- (4) The actions taken when subordinate units request modifications in plans, orders, and instructions. Such requests are common and require the use of judgment and knowledge on the part of commanders and staff officers.
- (5) The actions and orders of commanders and staff officers during the execution of plans and orders.
- (6) Coordination within a staff and between commanders.

b. *General Situation.* The instructor gives the students the general situation immediately before they start the exercise. It consists of a brief picture of the events that take place immediately before the exercise begins, including a short summary of what the participating unit has been doing, its location at the start of the exercise, and friendly and enemy situations. The friendly situation starts with a unit two echelons higher than the participating unit. For example, for a company exercise, the statement of the friendly situation starts with the division. The maps that will be used are specified.

c. *Subsequent Situations.* The officer preparing the exercise now puts his tentatively planned subsequent situations in final



form, writing them down in such a way that they tell a realistic story. The situations can be described realistically by using complete orders or extracts, estimates, or reports that would be normal in combat. The situations in a map exercise must do more than present a complete set of facts from which a solution may be deduced; they must indicate the status of variable influencing factors in the light of which military principles are applied to arrive at a sound solution. The following are the most commonly used variables:

- (1) *Mission*. This is the most important variable. The use of a specific mission in connection with other variables allows the officer to create almost any situation desired. Students must have as much practice as possible in meeting and overcoming the many variables that affect the accomplishment of the mission.
- (2) *Relative strength*. Portraying the enemy as being weaker or stronger in manpower, firepower, or materiel ordinarily causes aggressive or passive action on the part of the friendly force being played in the exercise. To create maximum realism, relative strengths should seldom be presented as the single decisive variable.
- (3) *Morale*. It is difficult to portray realistically a state of morale and the effect of morale on the combat efficiency of a force. When a situation is based on a force's state of morale, the instructor can only give facts that have a bearing on morale and then require the student to deduce their effect.
- (4) *The composition and disposition of forces*. Either one or both of these factors may be made a critical influence. A superiority in friendly artillery, for example, may justify attacking an enemy that is equally strong in other respects. Similarly, a weaker force, mobile and prepared for combat, may make a successful attack against a larger force that is in an unfavorable formation or position. Other variables such as weather and terrain are closely related to these factors.
- (5) *Reinforcements*. The location of a reserve or a second force, along with information that can be used to estimate the time when it can enter the battle, has considerable influence on a decision.
- (6) *Terrain*. Observation, cover, troop movements, location of installations, and transportation, all are affected by terrain. Unnatural assumptions regarding terrain should be avoided in a map exercise; terrain best suited to the

operation should be selected. The student should be required to use it as represented on the map.

- (7) *Time and space.* Distance, as an element of time and space, enters into most of the variables mentioned. Distance must always be considered in connection with rates of movement and time. Varying amounts of daylight and darkness can be used in connection with distances to create a desired situation.
- (8) *Logistical considerations.* The status and continuity of logistical support (supply, evacuation and hospitalization, transportation, and service) can determine the effectiveness of any military force.
- (9) *Weather.* This factor should always be introduced into map exercises, particularly as it affects observation and ground mobility.

*d. Time Schedule.* The officer preparing the exercise makes up a time schedule showing the amount of time to be devoted to the orientation, the situations and requirements, and the critique. A rehearsal will assist in confirming the time schedule.

*e. Assignments.* The instructor prescribes the student study assignment in the form of references to standard available texts. He may prescribe supplementary study material in advance sheets when necessary.

*f. Advice to Officers Preparing a Map Exercise.* Write briefly and clearly. Use simple words and sentences that convey a precise meaning. Keep instructional material to a minimum. In addition—

- (1) Do not issue a separate general situation unless it is essential to understanding.
- (2) Overprint situations on the map rather than issue separate special situation overlays.
- (3) Consolidate material on overlays as much as possible. Do not use overlays to illustrate unimportant changes.

*g. Training Aids.* The preparing officer is responsible for providing training aids. All training aids that are used should be appropriate to the subject, guarantee an economy of time and effort, and simplify instruction. Small groups do not usually need elaborate aids. For information concerning their use and characteristics, see FM 21-6. Complete instructions for the use of training aids should be included in the lesson plan.

*h. Lesson Plan.* The author's final major task is to write a lesson plan. This is a plan of the exercise written in such detail that an instructor who is not familiar with the original study and research involved can use it to conduct the exercise. The lesson plan insures a uniform presentation of the exercise to

various groups. A more detailed discussion of lesson plans is contained in FM 21-6.

### **109. Conduct**

a. Study assignments are issued to the student before the time scheduled for the exercise. The general situation and the opening subsequent situation(s) may also be issued the students required to complete them before the scheduled presentation.

b. The instructor precedes each situation with a short summary of the principles and techniques that are to be applied to it. He gives the students enough time to complete the requirements as they are presented. He tells them the approved solution, summarizing the principles involved and pointing out their application to the situation. In addition to this, he gives the students written copies of more detailed solutions, especially those involving a large amount of actual or computational information. He also distributes written solutions that he does not plan to discuss in class.

c. The preparing officer may have the students solve the requirements individually, by committee (5 or 6 students), or by small staff groups. Individual solutions are appropriate for short requirements that relate primarily to one subject and for which the pertinent factors are already established. Group solutions are appropriate when basic factors must first be considered and when the task can be further divided into subtasks that can be undertaken simultaneously. In deciding whether to use individual or group solutions, the preparing officer must consider the time that can be devoted to each requirement. As a general rule, it is seldom profitable to devote less than 1 hour to group work.

d. It is very important to critique a map exercise. The instructor restates all the principles illustrated, discusses the way they were applied to the requirements, and analyzes the lessons learned.

## **APPENDIX I**

### **REFERENCES**

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AR 220-50	Regiments; General Provisions
AR 220-55	Field and Command Post Exercises
AR 220-58	Organization and Training for Chemical, Biological, and Radiological Warfare
AR 220-60	Battalions, Battle Groups, Squadrons—General Provisions
AR 320-5	Dictionary of United States Army Terms
AR 320-50	Authorized Abbreviations and Brevity Codes
AR 350-1	Army Training Policies
AR 350-5	Military Education
AR 350-90	Noncommissioned Officer Academies
AR 355-5	General Provisions
AR 385-63	Regulations for Firing Ammunition for Training, Target Practice and Combat
AR 600-30	Character Guidance Program
AR 612-35	Preparation of Replacements for Oversea Movement (POR)
DA Pam 20-21	The Army School Catalog
DA Pam 108-1	Index of Army Motion Pictures, Filmstrips, Slides, and Phono-Recordings
DA Pam 310-3	Military Publications; Index of Training Publications
DA Pam 310-5	Military Publications; Index of Graphic Training Aids and Devices
FM 21-6	Techniques of Military Instruction
FM 21-20	Physical Training
FM 21-30	Military Symbols
FM 30-101	The Maneuver Enemy
FM 30-102	Handbook on Aggressor Military Forces
FM 30-103	Aggressor Order of Battle
FM 105-5	Maneuver Control
ATP 20-5	Army Training Program for Field Exercises and Maneuvers
ATP 21-114	Basic Combat Training Program for Male Military Personnel without Prior Service
ATP 21-160	Cadre Training

**APPENDIX II**  
**TYPICAL FORMAT OF BATTLE GROUP TRAINING**  
**MEMORANDUM**

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HEADQUARTERS  
1ST BATTLE GROUP, 87TH INFANTRY  
Fort Benning, Georgia

TRAINING MEMORANDUM) 1 December 19..  
NUMBER 1)

TRAINING PROGRAM FOR BASIC UNIT TRAINING PHASE

1. Effective Date:

(Date of publication or specific date this program will be implemented.)

2. References:

(Official publications of issuing or higher headquarters upon which this training program is based, to include Army regulations, training programs, training tests, training circulars, tables of allowances, and any previous organizational publications that may provide assistance or guidance to implementing units.)

3. Purpose:

(A specific statement of the purpose of this training program.)

4. Mission and Objectives:

(The training mission that is to be accomplished through conduct of the training prescribed, and the principal integral objectives that must be attained to accomplish the mission.)

5. Standards for Training:

(The methods of determining proficiency, the degree of proficiency expected, training inspection responsibilities, inspection systems and reports. The specific training tests to be administered should be enumerated. A tabular schedule of conduct of each test by unit and the type of inspection forms to be used may be included as annexes.)

6. Organization for Training:

(The system for training to be used and specific responsibilities for conduct of training. Any exceptions, such as schools to be conducted, should be explained.)

**7. Training Time:**

(Inclusive calendar dates for the conduct of prescribed training, the specific holidays to be observed, number of days and hours in each training week.)

**8. Master Training Schedules:**

(The abbreviated or detailed master training schedule for each type subordinate unit as appropriate, outlining the subjects to be taught.)

**9. Training Facilities:**

(Allocation, use, control and/or means of procurement of facilities available to subordinate units.)

**10. Training Aids:**

(Allocation, use, control and/or means of procurement of training aids available to subordinate units.)

**11. Training Records and Reports:**

(The required training records and reports to be maintained and rendered during implementation of prescribed training; instruction as to preparation and maintenance of forms as appropriate. Format to be used may be included as an annex.)

**12. Training Policies:**

(Policy decisions to effect the required standardization of procedures or to insure maximum effectiveness of the training program. These may concern such items as availability of personnel for nontraining duties, training attendance, leaves, passes, schools, equipment shortages, movements, or use of transportation.)

**FOR THE COMMANDER:**

STEVEN N. DELL  
Major, Infantry  
Adjutant

**OFFICIAL:**

/s/Steven N. Dell

/t/STEVEN N. DELL

Major, Infantry  
Adjutant

**ANNEXES:** Annex A—Inspection Report Form (Omitted)  
Annex B—Schedule of Training Tests (Omitted)  
Annex C—Battle Group Schools (Omitted)  
Annex D—Master Training Schedules (Omitted)  
Annex E—Facilities Allocation (Omitted)  
Annex F—Training Aids (Omitted)  
Annex G—Training Progress Record (Omitted)  
Annex H—Training Policies (Omitted)

**DISTRIBUTION: A**

# APPENDIX III

## TYPE DIRECTIVE

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HEADQUARTERS  
1ST BATTLE GROUP, 87TH INFANTRY  
Fort Benning, Georgia

23 October 19..

SUBJECT: Preparation of a Rifle Platoon Field Exercise

MEMORANDUM TO: Captain Daniel O. Brown  
Company A, 1st Battle Group, 87th Infantry  
Fort Benning, Georgia

1. The 1st Battle Group, 87th Infantry, will conduct rifle platoon field exercises during the period 10-20 November 19.. This exercise will involve the rifle platoon in a daylight attack, utilizing live ammunition in the assault phase.

2. Situations will be developed to provide training in the following:

- a. Initial and subsequent orders of troop leaders.
- b. Use of combat formations.
- c. Fire and maneuver (battle drill).
- d. Assault, reorganization, and consolidation.
- e. Preparation for continuing the attack.

Related individual training will be integrated whenever practical.

3. Limit the conduct phase of the exercise to 3 hours for each rifle platoon.

4. The HITCHCOCK RANGE area is reserved for the exercise. Firing limitations are outlined in post range regulations.

5. Ammunition available for each exercise:

<u>TYPE</u>	<u>AMOUNT</u>
7.62-mm .....	1520 rds
7.62-mm (tracer) .....	48rds
7.62-mm (blank) (belted) .....	1000 rds
Hand grenade simulators .....	20 ea
Smoke streamers, green .....	2 ea
Smoke grenades, red .....	3 ea
Electric blasting caps .....	25 ea
TNT .....	10 lbs

6. Direct coordination with unit or special staff members is authorized.

7. The commanding officer, Co A, will prepare and direct the exercise.

**FOR THE COMMANDER:**

/s/Steven N. Dell  
**STEVEN N. DELL**  
Major, Infantry  
Adjutant

1 Incl  
Hitchcock Range  
Exercise Area Map  
(omitted)



## APPENDIX IV

### FIELD EXERCISE FOR A RIFLE PLATOON IN ATTACK

---

#### SCENARIO

##### 1. GENERAL SITUATION.

"Your Company, as the advance guard of the battle group, has been advancing to the southeast along EIGHTH DIVISION Road against light enemy resistance. The point and the advance party have reached a point about 250 meters southeast of the RJ EIGHTH DIVISION-HOUR GLASS Roads, where they were pinned down by fire from an Aggressor force located on BARDMAN Hill. Your platoon, the leading platoon of the support proper, is located here at Point C, approximately 350 meters northwest of RJ EIGHTH DIVISION-HOURGLASS Roads. Your platoon leader has been called forward by the company commander."

NOTE: The general situation is issued to all members of the platoon. Upon issuance of the general situation, the problem becomes tactical. It is normally issued in the assembly area immediately after arrival of the platoon, using a map or sketch of the area as required.

##### 2. INITIAL SITUATION.

When the platoon arrives in the assembly area the chief umpire, acting as the company commander, will take the platoon leader to Point X and issue the following attack order:

"You are now 50 meters west of the RJ EIGHTH DIVISION-HOURGLASS Roads. That direction (pointing) is north. That ridge running across our front at a range of 500 meters is HITCHCOCK SPUR. As you can see it is part of BARDMAN Hill which you can see to the right front at a range of about 1000 meters.

"An estimated Aggressor squad occupies positions on BARDMAN Hill. The squad still has its machinegun.

"There is no change in the friendly situation.

"We will attack and seize BARDMAN Hill.

"The 2d Platoon will attack BARDMAN Hill. 1st Platoon supports attack from present positions. 3d Platoon be prepared to support the attack on order.

"2d Platoon, attack and seize BARDMAN Hill. Be prepared to resume the advance on order.

"1st Platoon with AT squads attached support the 2d platoon from present positions.

"Weapons Platoon. Mortars in general support from positions in vicinity of VICTORY Pond. Initial targets Aggressor positions on BARDMAN Hill.

"AT Squads attached 1st Platoon.

"3d Platoon assemble in draw west of EIGHTH DIVISION Road 300 meters from RJ. Be prepared to assist in the attack on order.

"LD is HOURGLASS Road. Time of Attack . . . . .

"Co ADP on EIGHTH DIVISION Road at deserted mine southeast of VICTORY Pond. Route of evacuation is EIGHTH DIVISION. Road.

"Signal to shift support fire is a green smoke streamer. I will be with the 2d Platoon.

"Time is now . . . . ."

### 3. SUBSEQUENT SITUATIONS.

#### SECOND SITUATION.

The platoon moves across the line of departure; as it reaches the vicinity of area 2, it is hit with enemy mortar fire. This fire is indicated by umpires firing simulated hand grenades in the vicinity of the platoon.

#### SECOND REQUIREMENT.

Orders of all leaders, reaction of the platoon to mortar fire, and change or maintenance of formations.

#### THIRD SITUATION.

The platoon passes through the enemy mortar fire; as the lead element reaches the vicinity of area B, it comes under fire from BARDMAN Hill. Automatic small-arms and rifle fire are indicated by the target detail firing simulator devices located on BARDMAN Hill. Silhouette targets representing approximately an enemy squad are displayed in the vicinity of Point 1. A surprise target of two silhouettes in the same area is used to represent the automatic weapon and is shown intermittently for 1-minute periods.

#### THIRD REQUIREMENT

Action of the security element, orders of all leaders, conduct of the attack.

#### FOURTH SITUATION.

After the platoon has reached a suitable assault position in the vicinity of area A, and the assault is launched, enemy

fire from BARDMAN Hill becomes weak and sporadic. The amount of fire will be controlled by the chief umpire by radio.

#### FOURTH REQUIREMENT

Actions and orders of all leaders. Control and conduct of the assault.

#### FIFTH SITUATION.

BARDMAN Hill is captured.

#### FIFTH REQUIREMENT.

Actions and orders of all leaders. Actions of the platoon during reorganization and consolidation. Preparation for continuing the attack.

#### 4. TIME SCHEDULE.

- a. Troop orientation and issuance of company and platoon orders to second situation—60 minutes.
- b. Section situation—10 minutes.
- c. Third situation—20 minutes.
- d. Fourth situation—20 minutes.
- e. Fifth situation—20 minutes.
- f. Critique—30 minutes.
- g. Total—2 hours and 40 minutes.

## APPENDIX V

### CONTROL PLAN FOR RIFLE PLATOON FIELD EXERCISE

---

#### 1. UMPIRES

a. *Number*: 2 officers (1 chief umpire, 1 asst. chief umpire)  
4 NCO's (squad umpires).

b. *Uniform and identification*: Fatigues; steel helmet; white shoulder loop on the left under arm and over shoulder.

c. *Equipment*:

- (1) Radio.
- (2) Umpire checklist.
- (3) Pencil.
- (4) 1 red smoke grenade.
- (5) 5 simulated hand grenades.

d. *Duties*:

(1) General Instructions.

(a) Umpires will be familiar with paragraphs 37 and 38, FM 105-5.

(b) Casualties will not be declared.

(c) Remain as tactical as practicable.

(2) Chief Umpire.

(a) Normally will be with the platoon leader.

(b) Makes all decisions which will affect the advance of the platoon.

(c) Orients the platoon leader and issues him the general and initial situations at Point X.

(d) Collects the umpire checklists and conducts the critique at Point 1.

(3) Assistant Chief Umpire.

(a) Orients the platoon and explains the general situation.

(b) Performs other duties assigned by the chief umpire.

(4) Squad Umpires.

(a) Place themselves to best observe the squad and record observations on the umpire checklist.

(b) Write-in situations will not be injected unless approved by the chief umpire.

## 2. SAFETY PERSONNEL

### a. *Responsibility.*

(1) The chief umpire and the platoon leader will have overall responsibility for safety. The assistant chief umpire is chief safety officer.

(2) Squad umpires and the squad leaders will be responsible for safety within the squads.

(3) The NCO in charge of the target detail will be responsible for safety of that detail.

### b. *Uniform and Identification.* Same as paragraph 1b.

### c. *Duties of the Safety Officer.*

(1) Insures that the range flag is properly displayed during running of the exercise.

(2) Posts and instructs the road guards.

(3) Insures the placement of roadblocks.

(4) Posts and instructs the aid men.

(5) Places the target detail in the pits at Point 1 and issues safety instructions.

(6) Supervises collection of unexpended ammunition and safety inspection prior to the critique.

(7) Explains safety rules to the platoon at Point A.

### d. *Safety Rules.*

(1) All pieces will be locked until ready to fire.

(2) Red panels mark safety boundaries.

(3) Fire will be in a southeasterly direction between the two panels.

(4) No firing permitted until the line of departure is crossed.

(5) Upon signal to cease fire, all weapons will be locked or cleared.

(6) Signal to cease fire will be a red smoke grenade. All umpires have authority to stop the problem in event of accident, injury, or exceptionally dangerous conditions.

(7) When the signal to cease fire is given, all action will stop and will not resume until ordered by the chief umpire.

(8) All injuries will be reported to the nearest umpire. An umpire receiving a report of accident or injury relays that report immediately to the chief umpire. Reports of injury or accident take precedence over all other radio traffic.

(9) Simulated grenades: Before removing the safety clip, the firer selects the area where the grenade is to be thrown. He insures that no personnel are within 15 meters of the spot where the grenade is to be thrown and that no one is moving toward that area. The grenade explodes 6 to 10 seconds after it

is ignited and with sufficient violence to project sticks and stones through the air with enough force to inflict serious injury on personnel within a radius of 15 meters.

e. *Road Guards.*

(1) Three enlisted men, located at Points M, N, O.

(2) Uniform and identification (same as paragraph 1b).

(3) Equipment: Belt, rifle or pistol, canteen, telephone TA 312/PT.

(4) Duties: Allow only those persons authorized by the chief umpire to enter the exercise area. Direct authorized visitors to Point X and instruct them to remain at Point X until met by an umpire. Notify either the chief umpire or the assistant chief umpire of any visitors entering the area.

### 3. ENEMY REPRESENTATION (TARGET DETAIL)

a. *NCO and 3 Pvts.*

b. *Uniform and Identification* (same as paragraph 1b).

c. *Equipment.* Radio Set AN/PRC-10; telephone TA 312/PT; red smoke grenade.

d. *Duties and Conduct.*

(1) The enemy will be represented by painted silhouette targets showing helmet, face outline, and shoulders. The targets will be placed in camouflaged foxholes. The machinegun will be indicated by emplacement of a mock weapon and grouping of targets to represent the crew.

(2) The target detail will simulate enemy fire by remote controlled munitions at the target position. A remote controlled machinegun emplaced near the mock weapon will indicate machinegun fire.

(3) The target detail will operate in a plainly marked, covered pit located near the panel on the southwestern slope of BARDMAN Hill. Simulated fire will commence and cease as directed by the chief umpire. Upon termination of each problem and verification that the range is clear, targets will be replaced or repaired, camouflage restored, and remote controlled firing devices reloaded.

### 4. COMMUNICATIONS

a. *Personnel:* Two AN/PRC-10 radio operators, one for the chief umpire and one for the assistant chief umpire.

b. *Uniform and Identification* (same as paragraph 1b).

<i>c. TYPE</i>	<i>QUANTITY</i>	<i>USE</i>
Radio Set AN/PRC- 10	3	Chief umpire, assistant chief umpire, target detail.
Radio Set AN/PRC- 6	8	1 each umpire, target detail, 1 spare.
Telephone Set TA 312/PT 8	8	Located at Points A, B, C, N, M, O, X, and 1.

## 5. TROOP ORIENTATION

- a. *Location.* In the assembly area, vicinity of Point C.
- b. *Personnel to Attend.* All members of the platoon and selected umpires.
- c. *Time.* Immediately after the platoon arrives in the assembly area.
- d. *Personnel to Conduct.* Assistant chief umpire.
- e. *Scope.*
  - (1) Purpose of the exercise.
  - (2) Identifications.
  - (3) Safety rules.
  - (4) Special instructions.
  - (5) General situation.

## 6. CRITIQUE

- a. *Location.* On the objective, vicinity of Point 1.
- b. *Personnel To Attend.* All members of the platoon and all umpires except the assistant chief umpire.
- c. *Time.* Immediately following the exercise.
- d. *Personnel To Conduct.* The chief umpire will conduct the critique, basing his remarks on his own observations and a consolidation of comments made on the checklists of the assistant umpires.
- e. *Scope.*
  - (1) Review the purpose of the exercise.
  - (2) Plans, actions, and orders of the leaders.
  - (3) Actions of security elements.
  - (4) Conduct of attack to include formations and execution of the assault.

## APPENDIX VI

### TYPICAL UMPIRE CHECKLIST FOR RIFLE PLATOON FIELD EXERCISE

UNIT: \_\_\_\_\_ DATE: \_\_\_\_\_

<i>ACTIONS</i>	<i>YES</i>	<i>NO</i>	<i>REMARKS</i>
1. Initial Situation:			
a. Did the platoon leader arrange for movement of his unit?	_____	_____	
b. Did the platoon leader plan his reconnaissance?	_____	_____	
c. Did the platoon leader select a position from which to issue his order?	_____	_____	
d. Was his order clear, concise, and timely?	_____	_____	
e. Was the platoon leader's plan and initial formation sound?	_____	_____	
f. Were the squad leader's orders clear, concise, and timely?	_____	_____	
g. Did the platoon maintain its formation while moving to the LD?	_____	_____	
h. Was the security element alert during the initial advances?	_____	_____	
i. Did all leaders maintain coordination and control?	_____	_____	
j. Were the following promptly carried out:			
(1) Reconnaissance, decisions, and formulation of plans?	_____	_____	
(2) Issuance of orders?	_____	_____	
2. Second Situation:			
a. Did the platoon react properly to mortar fire?	_____	_____	
b. Did all leaders maintain control?	_____	_____	
c. Were formations:			
(1) Changed?	_____	_____	
(2) Maintained?	_____	_____	
(3) Controlled?	_____	_____	



**ACTIONS**

**YES NO REMARKS**

	YES	NO	
<b>3. Third Situation:</b>			
a. Did the security element react in a positive manner when fired on?	_____	_____	
(1) Did the unit move forward aggressively?	_____	_____	
(2) Did individuals use cover and concealment?	_____	_____	
(3) Did squad leaders control volume of fire returned?	_____	_____	
b. Did the platoon leader:			
(1) Move unit to cover?	_____	_____	
(2) Make a reconnaissance?	_____	_____	
c. Was the platoon leader's order clear, concise, and timely?	_____	_____	
d. Did the platoon leader's plan of attack include:			
(1) A base of fire?	_____	_____	
(2) A maneuver element?	_____	_____	
(3) Coordination measures?	_____	_____	
e. Were the squad leaders' orders clear, concise, and timely?	_____	_____	
f. Did the base of fire:			
(1) Use cover and concealment?	_____	_____	
(2) Occupy good firing positions?	_____	_____	
(3) Engage surprise targets promptly?	_____	_____	
g. Did the maneuver element:			
(1) Use cover and concealment?	_____	_____	
(2) Move aggressively and promptly?	_____	_____	
(3) Achieve surprise?	_____	_____	
h. Did the platoon leader make use of supporting fires?	_____	_____	
<b>4. Fourth Situation:</b>			
a. Was coordination effected between the maneuver element and the base of fire at the beginning of the assault?	_____	_____	
b. Was the assault aggressive?	_____	_____	
c. Was the fire controlled during the assault?	_____	_____	
d. Did leaders have control of their units during the assault?	_____	_____	

**ACTIONS**

**YES NO REMARKS**

**5. Fifth Situation :**

- a. Were the squads effectively located during consolidation?
- b. Did the squad leaders check for :
  - (1) Casualties?
  - (2) Replacement of key individuals?
  - (3) Ammunition requirements?
  - (4) Redistribution of ammunition?
- c. Did the platoon leader effectively consolidate the position?
- d. Did the platoon leader send a message to the company commander to include :
  - (1) Platoon situation?
  - (2) Casualties?
  - (3) Ammunition requirements?
- e. Did the platoon leader make preparations to continue the attack or repel counterattack to include :
  - (1) Security?
  - (2) Completion of consolidation?

YES	NO	REMARKS
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	

**APPENDIX VII**  
**TYPICAL BATTLE GROUP TRAINING MEMORANDUM**

---

HEADQUARTERS  
1S BATTLE GROUP, 87TH INFANTRY  
Fort Benning, Georgia

TRAINING MEMORANDUM)

NR

10)

1 November 19..

RIFLE PLATOON FIELD EXERCISE

1. *References.*

- a. FM 7-10, paragraphs 95-98.
- b. FM 105-5, paragraphs 36-38.
- c. AR 385-63.
- d. Post range and safety regulations.

2. *Purpose.*

The purpose of this exercise is to train the rifle platoons of the battle group for a daylight attack. This will be a combat firing exercise designed to provide training in the following:

- a. Initial and subsequent orders of the leaders.
- b. Combat formations.
- c. Use of battle drill.
- d. Conduct of an assault.
- e. Reorganization and consolidation.

3. *Schedule.*

- a. 6 Nov—1st Platoon Co A 2d Battle Group, 7th Infantry—rehearsal unit
- b. 10 Nov—1st and 2d Platoons Co A 1st Battle Group, 87th Infantry
- c. 11 Nov—3d Platoon, Co A and 1st Platoon Co B 1st Battle Group, 87th Infantry
- d. 12 Nov—2d and 3d Platoons Co B 1st Battle Group, 87th Infantry
- e. 13 Nov—1st and 2d Platoons Co C 1st Battle Group, 87th Infantry
- f. 14 Nov—3d Platoon Co C 1st Battle Group, 87th Infantry
- g. 16 Nov—1st and 2d Platoons Co D 1st Battle Group, 87th Infantry
- h. 17 Nov—3d Platoon, Co D and 1st Platoon, Co E 1st Battle Group, 87th Infantry

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i. 18 Nov—2d and 3d Platoons Co E 1st Battle Group, 87th Infantry

4. *Troop Orientation.*

The platoons will be oriented in the exercise area by the umpires immediately after arrival in the exercise area. The orientation will cover the purpose of the exercise, safety instructions, identification of control personnel, special instructions, and the general situation.

5. *Control Personnel.*

a. The chief umpire and safety officer will be Captain Daniel O. Brown, Company A, 1st Battle Group, 87th Infantry.

b. Additional personnel will be furnished by each company as indicated:

(1) Co A—two radio operators, AN/PRC-10.

(2) Co B—one officer, assistant chief umpire, one NCO, and three privates for target detail.

(3) Co C—two NCO's, assistant umpires, and three privates for work detail.

(4) Co D—one NCO, assistant umpire, and three privates for road guards.

c. *Requirements:*

(1) Names of the above personnel will be furnished this headquarters, attention S1, no later than 030900 Nov.

(2) All control personnel will report to Captain Smith at Company A orderly room, 050800 Nov, for initial briefing. All control personnel will be available to Captain Smith for the period 1-19 Nov, inclusive.

(3) Work detail will report to Captain Smith at Company A orderly room, 040800 Nov, for instructions.

(4) Rehearsal unit: The 1st Platoon Co A 2d Battle Group, 7th Infantry, is available to the chief umpire on 6 November.

6. *Administrative Details.*

a. *Time and Place for Participating Units to Report.*

(1) One exercise will begin at 0805 and another at 1305 each day. Companies will have one platoon at the detrucking point at 0800 and another at 1300 on the day scheduled.

(2) The detrucking point is on EIGHTH DIVISION Road, 400 meters northwest of RJ EIGHTH DIVISION and HOURGLASS Roads.

b. *Route.* FIRST DIVISION Road—EIGHTH DIVISION Road.

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c. Uniform and Equipment. Fatigue, steel helmet, combat pack, platoon combat equipment.

d. Transportation. The battle group motor officer will make the following transportation available to the chief umpire.

(1) Two 2½-ton trucks, one ¾-ton truck, and two ¼-ton trucks for control personnel.

(2) Two 3½-ton trucks to transport the platoons to exercise area.

e. Equipment and Supplies.

(1) The battle group S4 will make the following items available to the chief umpire by 041000 Nov:

- 13 white shoulder loops
- 1 MG, 7.62-mm w/blank attachment
- 6 disappearing E and F targets
- 18 E-silhouette targets
- 36 F-silhouette targets
- 4 roadblocks
- 2 shovels
- 2 picks
- 2 axes
- 2 hammers
- 1 crosscut saw
- 2 pounds assorted nails
- 2 batteries BA-279/U

(2) The battle group S4 will make the following ammunition available for each platoon to the chief umpire by 1630 on the day prior to the problems:

- 1520 rounds rifle, 7.62-mm
- 48 rounds rifle, 7.62-mm
- 1 linked belt, 1000 rounds 7.62-mm (blank)
- 20 simulated hand grenades
- 2 green smoke streamers
- 3 red smoke grenades
- 25 electric blasting caps
- 10 pounds TNT

(3) The battle group communication officer will make the following equipment available to the chief umpire by 050900 Nov:

- 3 radio sets, AN/PRC-10
- 8 radio sets, AN/PRC-6
- 8 telephone sets, TT 312/PT
- 1 mile telephone wire

f. Evacuation. The battle group surgeon will make one truck ambulance and one aid man available to the chief umpire at the

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detrucking point prior to starting time for each exercise. The aid man will be equipped with a field medical kit. Evacuation will be via EIGHTH DIVISION and FIRST DIVISION Roads to Station Hospital.

FOR THE COMMANDER:

STEVEN N. DELL  
Major, Infantry  
Adjutant

OFFICIAL:

/s/ Steven N. Dell  
t/ STEVEN N. DELL  
Major, Infantry  
Adjutant

ANNEX: Annex A—Scenario (omitted)

DISTRIBUTION:

1 File  
11 Battle Group Staff  
1 ea umpire and safety officer  
1 ea rifle Co (less annex)  
1 2d Battle Group, 7th Inf

**APPENDIX VIII**  
**SEQUENCE OF BUILDING THE LARGE UNIT FIELD**  
**EXERCISE**

(see page 116 for figure 5)

---

1. Receipt of the directive.
2. Study of reference material by all staff sections concerned.
3. Preparation of the planning schedule (S3 or G3).
4. Development of the Outline Plan:
  - a. Map reconnaissance.
  - b. Conduct of ground reconnaissance.
5. Preparation of the scenario.
6. Preparation of major supporting plans.
7. Preparatory training conducted by:
  - a. Units to participate.
  - b. Director headquarters and umpires.
  - c. Aggressor force.
8. Accomplishment of support missions to include:
  - a. Acquisition of terrain.
  - b. Schooling of umpires.
  - c. Preparation of exercise area by Aggressor force and technical teams.
  - d. Press releases to public.
9. Troop orientation by director staff.
10. Conduct of the exercise by all concerned.
11. Supervision of the exercise by:
  - a. Director headquarters.
  - b. Higher headquarters.
12. Critique by the exercise director and selected umpires.
13. Unit critique by all commanders.
14. Submission of after action report.

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By Order of *Wilber M. Brucker*, Secretary of the Army:

L. L. LEMNITZER,  
*General, United States Army,*  
*Chief of Staff.*

Official:

R. V. LEE,  
*Major General, United States Army,*  
*The Adjutant General.*

Distribution:

*Active Army:*

DCSPER (3)	Gp (3)
ACSI (3)	Regt/BG (5)
DCSOPS (3)	Bn (3)
DCSLOG (3)	Co (3)
ACSRC (3)	Svc Colleges (5)
CNGB (2)	Br Svc Sch (5) except
Tech Stf, DA (3)	US ARADSCH (500)
USCONARC (15)	USAARMS (500)
OS Maj Comd (10)	USAAMS (300)
OS Base Comd (5)	USACAMGSCH (200)
Log Comd (3)	USACMLCSCH (725)
MDW (3)	USAES (800)
US Armies (10) except	AMSS (400)
First USA (12)	USA Ord Sch (75)
Corps (5)	USA Qm Sch (500)
Div (5) except	USASCS (260)
Armd Div (10) (ea CC)	USATSCH (170)
(5)	USAIS (3500)
USATC (15)	USAAVNS (302)
Brig (3)	USAINTC (430)

*NG*: State AG (3); units—same as Active Army.

*USAR*: Same as Active Army.

For explanation of abbreviations used, see AR 320-50.



**PREPARATION OF THE SCENARIO**  
S3 or G3

1. Study the directive to ascertain the purpose of the exercise.
2. Analyze appropriate reference material to insure technical accuracy.
3. Prepare a planning schedule and distribute it to all responsible staff officers.
4. Develop an outline plan by:
  - a. Making a map reconnaissance.
  - b. Organizing the exercise area.
  - c. Making a ground and aerial reconnaissance.
5. Prepare a series of situations and requirements to satisfy the training objectives.
6. Prepare a time schedule.
7. Prepare a sequence of events table.
8. Prepare the operation order that is to be issued to the participating unit.
9. Prepare any other orders, messages, or directives that are to be used during the conduct of the exercise and that can be anticipated in advance.

**PREPARATION OF THE PUBLIC INFORMATION PLAN**  
P1 Officer

1. Study the directive and the scenario for the exercise.
2. Consult with S4 or G4 to determine the location of leased lands and the road restrictions that will be enforced in the problem area.
3. Study the Claims Plan.
4. Determine the information necessary and desirable to release to the public through the press.
5. Determine the information to be released to other services.
6. Prepare press releases according to schedule set up for the exercise.
7. Prepare the public information plan.

**PREPARATION OF THE INTELLIGENCE PLAN**  
S2 or G2

1. Study the directive and the scenario with all accompanying orders.
2. Make a detailed study of references with particular emphasis on Aggressor "play" in the exercise.
3. Prepare a series of enemy situations that will force the exercise along the lines intended (AGGRESSOR PLAN AND SITUATION).
4. Reconnoiter terrain to check feasibility of enemy situations.
5. Prepare directive to Aggressor commander.
6. Devise a plan for the issuance of information to the participating unit in order to provide maximum combat intelligence training.
7. Prepare paragraph 1a or an INTELLIGENCE ANNEX to the operation order, whichever is applicable.
8. Consolidate all entries and prepare the INFORMATION DISTRIBUTION PLAN.
9. Prepare ADMINISTRATIVE INSTRUCTIONS TO THE AGGRESSOR FORCE.

NOTE: The supporting material for the Intelligence Plan is closely coordinated by the S2 with the other staff officers concerned. (Example: The S2 must check with the S3 to insure that the Intelligence Plan conforms with the Control Plan.)

**PREPARATION OF THE CONTROL PLAN**  
S3 or G3

1. Study the problem scenario with the view of incorporating an umpire system that can properly evaluate and control the exercise.
2. Consult with the S1 or G1 regarding the personnel requirements for the umpire system.
3. Design the umpire system to include:
  - a. Distribution plan.
  - b. Assignment.
  - c. Plan for communication.
  - d. An umpire school.
  - e. Types of reports required.
4. Prepare safety instructions for issue to both the umpires and the participating unit.
5. Coordinate with the S2 to insure that the Control Plan and Intelligence Plan agree on the means of releasing information, in developing enemy situations and representing enemy forces.
6. Prepare detailed instructions for umpire and safety personnel so that they clearly understand their roles in the exercise.

**PREPARATION OF THE ADMINISTRATIVE PLAN**  
S4 or G4

1. Study the directive and the scenario with all accompanying orders.
2. Make a detailed study of reference materials pertaining to logistics and personnel support of a large unit field exercise.
3. Consult with the division quartermaster, ordnance officer, surgeon, engineer, signal officer, provost marshal, chemical officer and transportation officer regarding:
  - a. A plan for playing logistic support to include establishment of service installations and resupply.
  - b. Availability of essential supplies such as training ammunition, field rations, fuels, demolitions and umpire equipment.
  - c. Medical evacuation.
  - d. Pertinent sections of the Administrative Annex to the operation order.
  - e. Traffic circulation and control in the exercise area.
4. Draft the Administrative Annex to the operation order and the Administrative Instructions governing troop participation in the exercise.
5. Reconnoiter the problem area to insure the feasibility of the Administrative Plan.
6. Coordinate with the S3 or G3 to insure that the Administrative Plan conforms with the Control Plan and the Troop Orientation and Critique Plan.

**PREPARATION OF THE TROOP ORIENTATION AND CRITIQUE PLAN**  
S3 or G3

1. Determine who is to attend the initial orientation, depending on facilities available and size of group desired. Select time and date.
2. Select site(s) for orientation and critique. Arrange for use at times required.
3. Prepare such maps and charts as are desirable to clarify the orientation and to conduct the critique.
4. Prepare and rehearse the orientation.
5. Prepare instructions for the orientation of junior officers and troops by their commanders.
6. Prepare instructions for critique, to include time, place, date, schedule of speakers and scope.

NOTE: Though this plan is considered separately here, it may be prepared as an appendix with the Control Plan.

**PREPARATION OF THE CLAIMS PLAN**  
(When required)  
S4 or G4

1. Study the scenario.
2. Study pertinent regulations on claims procedure. Consult with judge advocate, the G1 and division engineer.
3. Designate a claims officer. Prepare his instructions for acquisition of land, procedure for rental, period required, and provisions of contracts with owners.
4. Prepare instructions to troops regarding limitations on use of rented ground and procedure for obtaining claim release after use of ground has ended.
5. Consult with G3 to insure that the claims plan conforms with the scenario.
6. Prepare the plan itself.

**TRAINING MEMORANDUM FOR THE EXERCISE**  
S3 or G3

1. Incorporate the provisions of the various plans into a training memorandum for the exercise.
2. Include in the basic memorandum the references, purpose, schedule and administrative instructions applicable to all units affected by the exercise.
3. Include as annexes, instructions on particular subjects that are detailed and lengthy. These normally are:
 

<ol style="list-style-type: none"> <li>a. The complete scenario.</li> <li>b. Troop orientation and critique instructions.</li> <li>c. Administrative instructions.</li> </ol>	<ol style="list-style-type: none"> <li>d. Instructions to control personnel.</li> <li>e. Administrative instructions for Aggressor personnel.</li> <li>f. Other administrative instructions.</li> </ol>
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**INSTRUCTIONS TO PARTICIPATING UNITS**  
(TM w/need to know annexes)

**INSTRUCTIONS TO UMPIRES AND AGGRESSOR PERSONNEL**  
(TM w/all annexes)

Figure 5. Supporting plans.