

**INFORMATION PAPER**

**SUBJECT:** FM 7-0, *Training for Full Spectrum Operations*, 2008.

1. **Purpose.** To summarize the "big differences/new ideas" in FM 7-0.

2. **Facts.** The 2008 version of Field Manual 7-0 is the 3<sup>rd</sup> edition of the Army's keystone training doctrine. Previous editions were published in 1988 as FM 25-100, *Training the Force*, and in 2002 as FM 7-0, *Training the Force*. The big differences/ideas follow:

a. **First time our ops manual and training manual are completely synched.** Both manuals initiated and completed about the same time. FM 3-0 authors continued to review FM 7-0 throughout the 7-0 development process. The training management model was changed to mirror operations model of plan, prepare, and execute, with continuous assessment.

b. **Change the Army mindset. . . no return to pre-9-11 focus on offense and defense in MCO.** The title changed from *Training the Force* to *Training for Full Spectrum Operations*. We devoted the entire first chapter to stressing the need for Army leaders to think differently about training and leader development to support an expeditionary Army that is fully trained and capable to conduct simultaneous offense, defense, and stability or civil support operations anywhere along the spectrum of conflict. The operational environment and requirements for the operating and generating forces have changed so significantly—we have a combat-seasoned force, we are in an era of persistent conflict, and we have an expeditionary Army whose training construct is shaped by the Army Force Generation Model. The *Aim Point* symbolically shows the necessary shift in training and education focus from general war to training on core tasks under conditions midway between general war and insurgency.

c. **Leaders train as they will fight.** Even though we are a full-spectrum force—offense, defense, and stability or support ops, and even though we have entered a period of persistent conflict, our first priority is to fight and win our nation's wars. We can never lose that Warrior ethos. Our training must be realistic to reflect the operational environment and challenging across the full spectrum to develop both lethal and non-lethal skill sets to accomplish the mission.

d. **What has not changed is that we're still a standards-based force; however, we must think, train, and educate differently to develop agile leaders and an expeditionary force.** We still train in accordance with tasks and standards; commanders define standards when they are not defined by the Army. Standards are constant but leaders change training conditions to develop Soldiers who can adapt to any environment and employ both lethal and non-lethal means with equal skill. These expeditionary leaders are confident that they are experienced enough and know enough to be able to conduct full spectrum ops successfully anywhere along the spectrum of conflict.

e. **We can't train on all tasks . . . but must train on the most important tasks.** Commanders decide which tasks are most important using the battle command model of *understand* the environment, *visualize* the requirements, *decide* the tasks to be trained, and *direct* the training plan. Commanders build their training plans around the most important tasks—either to build core capabilities or prepare for a specific mission.

f. **Training briefings are a two-step process . . . the dialogue and the training briefing/contract.** The commander proposes to the higher commander the tasks his/her unit will train during a pre-training briefing "dialogue." The dialogue helps commanders decide not only the important tasks to be trained, but also the conditions for training and the resources needed to replicate the training conditions. The training conditions are those found in either an operational theme (for CMETL training) or the theater (for DMETL training). The commanders also agree on the risks that the higher commander is willing to assume, since the lower commander cannot train on every task. The tasks, conditions, resources required, and risks assumed then form the basis for the "contract" finalized between the two commanders during the training briefing.

g. **Core Mission Essential Task List (CMETL) helps standardize Army capabilities by type unit AND provides the basis for full spectrum capabilities.** Units train on CMETL until they prepare for a directed mission by conducting Directed METL training--and only when they have sufficient dwell time to do so. CMETL contains offense, defense, and stability or civil support tasks, and is derived from the type-unit's TOE mission and from doctrine. Standardized by HQ DA, CMETL applies to brigade-sized units and above. Below brigade level, units will build and nest their METL based on the brigade's CMETL.

h. **Developing agile, expeditionary leaders requires that the three training domains complement each other.** Training, education, and leader development are inextricably linked. The generating force must expand its focus beyond the institution to

support the operating force as leaders and units prepare for deployments.

**i. The Band of Excellence is gone . . . the ARFORGEN process increases readiness over time.** When sufficient dwell time exists, commanders will be able to train for full spectrum operations on an expeditionary cycle. Under ARFORGEN, commanders must have more flexibility in how they manage training. Many of the training management concepts in the 2002 version of FM 7-0 were modified with respect to timing and frequency to give commanders greater flexibility in meeting the demands of the ARFORGEN process.

**j. Practice Mission Command in training . . . and exercise battle command routinely and frequently.** Commanders must exercise mission command in training so that subordinates are used to it and are ready to execute it during actual operations. FM 7-0 emphasizes the importance of command and staff training occurring regularly, similar to the training of a weapons system, in order to develop leaders who are skilled in both the art and science of battle command.

3. Other new ideas or changes from the 2002 version:

- Given sufficient dwell time, units can train on both CMETL and DMETL, but only on one METL at a time.

- Gaming has been added to the live, virtual and constructive training environments as tools to enhance training realism.

- Civilian leader development has taken on equal importance with military leader development.

- For the first time, the manual lays out the roles and imperatives of the combat training centers (CTCs), which serve as a training bridge between the generating and operating forces.

- The modular force is different. In the past, Divisions usually could expect to deploy with only their assigned units. Today, units can come from anywhere. The manual clarifies that a commander having ADCON of a unit is responsible for the training and readiness of it until it is assigned or attached to a force package. Until then, Expeditionary Force Package commanders influence the training of the units that will deploy with them through coordinating authority.

- Because of the broad expanse of skills in a modular force, unit commanders may have to ask for outside assistance with training their modular units.

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