



# **ADRP 7-0**

## **TRAINING UNITS AND DEVELOPING LEADERS**

**AUGUST 2012**

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# Training Units and Developing Leaders

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## Preface

Army Doctrine Reference Publication (ADRP) 7-0, *Training Units and Developing Leaders*, augments fundamental principles discussed in Army Doctrine Publication (ADP) 7-0, *Training Units and Developing Leaders*. Both ADP 7-0 and ADRP 7-0 support the doctrine established in ADP 3-0 and ADRP 3-0. Army units will face a complex operational environment shaped by a wide range of threats, allies, and populations. Rapid advances in communications, weapons, transportation, information technologies, and space-based capabilities make it a challenge to just stay even with the pace of change. Because Army units face a wide mix of challenges—from strategic to tactical—they must develop leaders to conduct unified land operations anywhere in the world in any operation across the conflict continuum. Army training prepares units and leaders to be successful through challenging, realistic, and relevant unit training and leader development at home station, at the combat training centers, and in the schoolhouses.

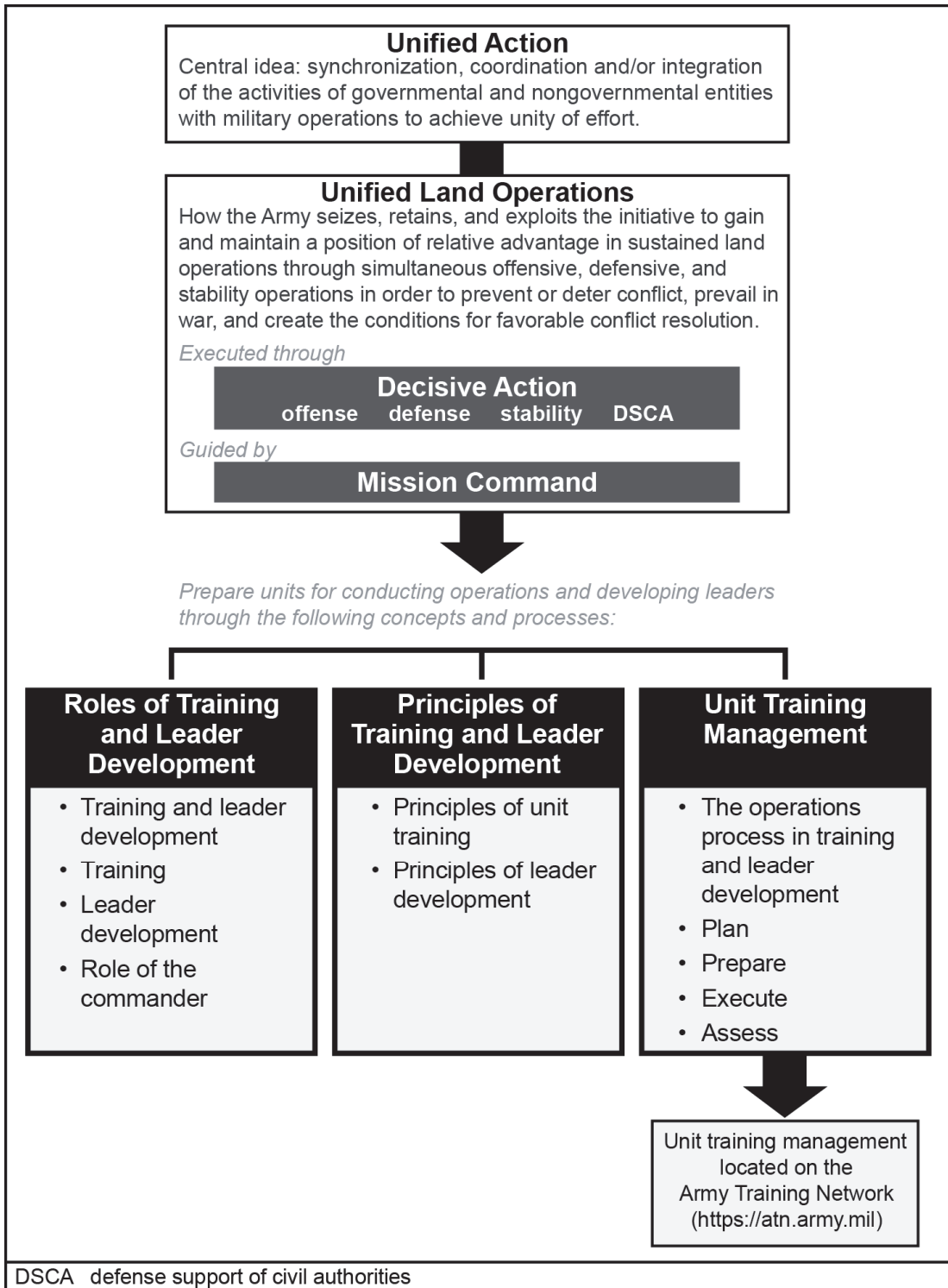
ADRP 7-0 applies to all Army leaders, including Army civilians in leadership positions.

ADP 7-0 supports the implementation of North Atlantic Treaty Organization (known as NATO) standardization agreements for training.

ADRP 7-0 applies to the Active Army, the Army National Guard (ARNG)/Army National Guard of the United States (ARNGUS), and the United States Army Reserve (USAR) unless otherwise stated.

Terms for which ADRP 7-0 is the proponent (the authority) are indicated with an asterisk in the glossary. Definitions for which ADRP 7-0 is the proponent are printed in boldface in the text.

The proponent of ADRP 7-0 is the United States Army Combined Arms Center (CAC). The preparing agencies are the Combined Arms Doctrine Directorate (CADD) and the Training Management Directorate (TMD) within CAC–Training (CAC-T). Both CADD and CAC–T are subordinate to the United States Army Combined Arms Center. Send written comments and recommendations on Department of the Army (DA) Form 2028 (Recommended Changes to Publications and Blank Forms) to Commanding General, U.S. Army Combined Arms Center, Fort Leavenworth, ATTN: ATZL-MCK-D (ADRP 7-0), 300 McPherson Avenue, Fort Leavenworth, KS 66027-2337; by email to <mailto:usarmy.leavenworth.mccoe.mbx.cadd-org-mailbox@mail.mil>; or submit an electronic DA Form 2028.



**Introductory figure. Unit training and leader development underlying logic**

## Introduction

Army Doctrine Reference Publication (ADRP) 7-0, *Training Units and Developing Leaders*, expands on the foundations and tenets found in Army Doctrine Publication (ADP) 7-0. The most significant change from the 2011 edition of Field Manual (FM) 7-0 is the inclusion of the operations process as the accepted model for planning not only operations, but also unit training and leader development. The ADRP rescinds the idea that a separate and distinct training management process exists from the operations process for training and leader development. Such earlier concepts as long-range planning and short-range planning are now based on the military decisionmaking process and troop leading procedures as defined by ADRP 5-0 and Army Tactics, Techniques, and Procedures (ATTP) 5-0.1. Both ADP 7-0 and ADRP 7-0 support the idea that training a unit is not fundamentally different from preparing a unit for an operation. Learning the concepts, ideas, and terminology of the operations process as units train will make the transition from training to operations a more seamless effort for both leaders and their units.

ADRP 7-0 contains three chapters:

**Chapter 1** introduces the Army's concepts of training and leader development and the role of the commander in these. This chapter also specifies the role of the commander in training and leader development through the activities of understand, visualize, describe, direct, lead and assess.

**Chapter 2** re-establishes and re-affirms the principles of unit training and principles of leader development from the 2011 edition of FM 7-0.

**Chapter 3—**

- Discusses the operations process in unit training and leader development. It introduces unit training management (UTM) concepts and discusses planning, preparing, executing, and assessing training.
- Describes how UTM details the over-arching Army training management process.
- Adopts the operations planning processes as the same processes used for planning unit training.
- Redefines the battalion- and company-level mission-essential task lists (METLs) as representing the tasks that support the unit's designed capabilities.
- Specifies mission-essential tasks at battalion and company levels.
- Replaces the unit long-range plan with the unit training plan.
- Rescinds the concept of short-range planning.
- Establishes operation orders, warning orders, and fragmentary orders as the formats used for communicating unit training plans and training events.
- Modifies the term *after action review*.

Based on current doctrinal changes, the following terms for which ADRP 7-0 is proponent have been modified for purposes of this manual: *after action review* and *mission-essential task*. The term *training domain* is no longer formally defined but retained based on common English usage. The glossary contains acronyms and defined terms.

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## Chapter 1

# The Role of Training and Leader Development

This chapter discusses the Army's fundamental role of training units and developing leaders. It explains the differences between individual and collective training. It then discusses the importance of leader development and the primary role of the commander in training.

### TRAINING AND LEADER DEVELOPMENT

1-1. The Army provides combatant commanders with trained and ready units, leaders, and individuals. Army expeditionary forces are prepared to conduct unified land operations in support of unified action. The Army does this by conducting tough, realistic, standards-based, performance-oriented training. Units train all the time—while deployed, at home station, and at combat training centers. Unit commanders lead and assess training to ensure it is mission focused and done to standard.

1-2. Effective training and leader development form the cornerstone of operational success. Through training, units, leaders, and Soldiers achieve the tactical and technical competence that builds confidence and adaptability. Army forces train using training doctrine that sustains their expeditionary and campaign capabilities. Focused training and leader development prepares units, leaders, Soldiers, and civilians to deploy, fight, and win. The Army trains units, Soldiers, and civilians daily in individual and collective tasks under challenging and realistic conditions. Training continues in deployed units to sustain skills and adapt to changes in operational environments.

1-3. Army training includes a system of techniques and standards that allow units and Soldiers to determine, acquire, and practice necessary skills. Candid assessments, after action reviews, and applied lessons learned and best practices produce versatile units, quality Soldiers, and Army civilians ready for all aspects of an operational environment.

1-4. Training is becoming more complex. Doing business as the Army has in the past is not an option. During the Cold War, the Army trained to a largely identified potential adversary using well-researched tactics. During the overseas contingency operations, the Army trained to a known adversary using largely emergent counterinsurgency tactics. The nature, scope, breadth, and depth of future conflict require that commanders train to produce adaptation and flexibility in forces and are decisively engaged in training management. Effective commanders use the same principles of mission command found in ADP 6-0 to build learning organizations and empower subordinates to develop and conduct training at the lowest possible echelons.

### TRAINING

1-5. Training and educating Soldiers and Army civilians begin the day they enter the Army. They continue learning until the day they retire or separate. Army forces conduct training at the individual level and collectively by units using the three training domains. (See ADP 7-0 for the training domains.)

### INDIVIDUAL TRAINING

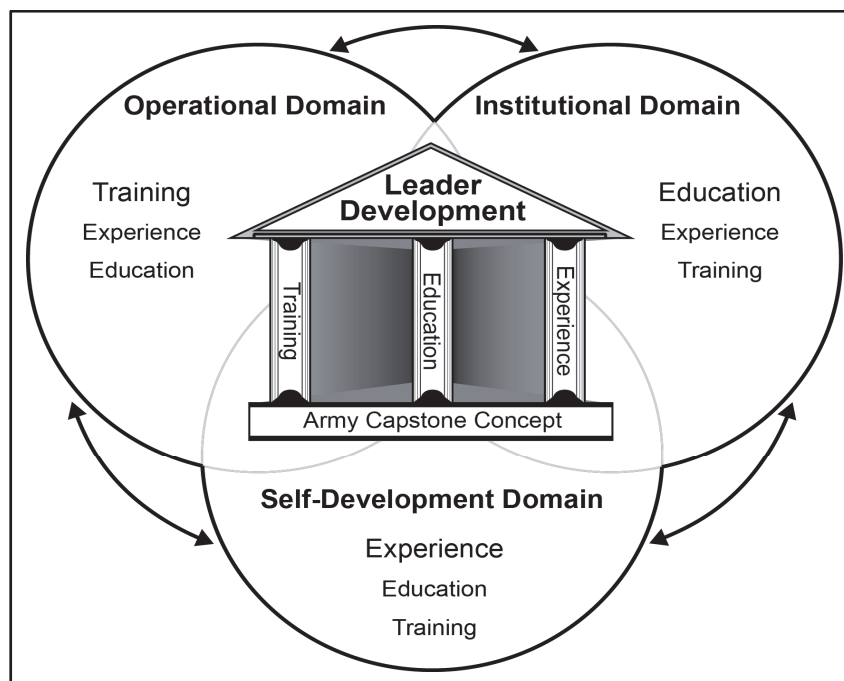
1-6. The foundation of a unit's readiness ties directly to the proficiencies of its individual Soldiers and Army civilians to perform specified tasks related to an assigned duty position and skill level. Training and education prepare individuals to perform assigned tasks to standard, accomplish their mission and duties, and survive on the battlefield. Training on individual tasks occurs in both institutional and unit training. Units continue individual training to improve and sustain individual task proficiency while training on collective tasks.

## COLLECTIVE TRAINING

1-7. Unit collective training reinforces foundations established in the institutional training domain and introduces additional skills needed to support the unit's mission and readiness posture. Collective training requires interactions among individuals or organizations to perform tasks that contribute to the unit's training objectives and mission-essential task proficiency. Unit training occurs in the operational training domain at home station, maneuver combat training centers, and mobilization training centers. Units also train during joint training exercises and while operationally deployed. Unit training develops and sustains an organization's readiness by achieving and sustaining proficiency in mission-essential tasks. Installations ensure units have access to the training enablers needed to develop that mission readiness.

## LEADER DEVELOPMENT

1-8. Leader development is a continuous and progressive process, spanning a leader's entire career. Leader development comprises training, education, and experience gained in schools, while assigned to organizations, and through the individual's own program of self-development. The Army capstone concept—a description that describes future armed conflict and how the Army will conduct future joint land operations—drives leader development. With limited time in the schoolhouse, the majority of leader development occurs in operational assignments and through self-development. The Army leader development model (see figure 1-1) illustrates how the Army develops competent and confident military and Army civilian leaders through these three mutually supporting training domains.



**Figure 1-1. The Army's leader development model**

1-9. Commanders and other leaders in the operating and generating forces build on the knowledge, skills, abilities, and behaviors their subordinate leaders gained in schools. They train and educate their subordinate leaders—and their emerging leaders—providing an environment of learning. They approach this responsibility with the same intensity that they use in training their units. They provide challenging assignments to further individual growth and learning. They help subordinates recognize their individual strengths and weaknesses, encouraging and supporting individual self-development programs.

## THE ROLE OF THE COMMANDER

1-10. Commanders exercise mission command to give subordinates latitude in determining how to train their units to achieve the desired end state. Per the principle of “train as you will fight” (discussed in paragraphs 2-6 and 2-7), commanders and other leaders exercise mission command in training as well as in operations. They provide the commander’s intent to subordinates, who determine how to achieve that commander’s intent. Leaders encourage initiative and innovation in their subordinates by allowing them to determine the most effective ways to achieve the standards and meet training objectives. Commanders ensure their subordinate leaders have the necessary skills and knowledge to manage training and achieve desired levels of readiness. Commanders conduct training through the activities of understanding, visualizing, describing, directing, leading, and assessing.

### UNDERSTAND

1-11. Commanders plan and execute unit training and leader development as they do in the operations process. A commander understands the higher commander’s intent and its repercussions as the intent drives the collective tasks the unit must be able to perform. Understanding also means the commander must be knowledgeable of the environment in which the unit will eventually operate to better replicate it in training.

### VISUALIZE

1-12. Commanders visualize both the end state of the training and the events that they will use to achieve that end state. Beginning with an understanding of the key collective tasks the unit must train, the current state of readiness, and the guidance from the higher commander, the commander creates a mental picture of the series of training events that will progressively lead the unit to the desired level of task proficiency.

### DESCRIBE

1-13. After commanders visualize the plan, they describe it to their staffs and subordinates. Describing the plan facilitates a shared understanding of the tasks the unit will train to proficiency, the operational environment the unit will replicate, and the operational approach the unit will train to proficiency. This description takes the form of a unit training plan.

### DIRECT

1-14. Commanders and other leaders oversee and adjust the unit training plan’s execution. As the unit training plan is executed, commanders make decisions and provide guidance to ensure the training end state is achieved. Commanders direct training by—

- Personally observing the training.
- Participating in unit training meetings.
- Adjusting the plan and resources as required.

### LEAD

1-15. Commanders lead by example and by their personal presence throughout the training. Their example and presence influence the training by providing purpose, direction, and motivation for the unit and subordinates. Since commanders are the unit’s subject matter experts for training, they read and understand operations, training, and leader development doctrine. Commanders also familiarize themselves with training enablers such as the Army Training Network (ATN), the Digital Training Management System (DTMS), Combined Arms Training Strategies (CATS), and relevant training support and training development capabilities.

### ASSESS

1-16. As the unit trains, the commander continually assesses not just the mission-essential task list and key collective tasks the unit must perform, but also the unit and its subordinate leaders as they train.

Assessment not only considers task, unit, and leader proficiencies, but also reviews the relevance, realism, and quality of the training.

1-17. Leaders understand the unit's mission and the commander's intent. This understanding allows the unit to focus on training the few collective tasks that will best prepare it and its leaders to accomplish a mission or adapt to the requirements of a contingency mission. As units conduct training, commanders and subordinate leaders assess unit and leader proficiencies on individual and collective tasks.

1-18. Per the principle of "train as you will fight" (paragraphs 2-6 and 2-7), commanders and other leaders exercise mission command in training as well as in operations. They provide their commander's intent to subordinates, who determine how to achieve that commander's intent. Leaders encourage initiative and innovation in their subordinates by allowing them to determine the most effective ways to achieve the standards and meet training objectives.



## Chapter 2

# Principles of Unit Training and Leader Development

This chapter discusses the principles of unit training and the principles of leader development.

## PRINCIPLES OF UNIT TRAINING

2-1. The principles of unit training in table 2-1 describe leader responsibilities and how effective leaders conduct training.

**Table 2-1. The Army principles of unit training**

- Commanders and other leaders are responsible for training.
- Noncommissioned officers train individuals, crews, and small teams.
- Train to standard.
- Train as you will fight.
- Train while operating.
- Train fundamentals first.
- Train to develop adaptability.
- Understand the operational environment.
- Train to sustain.
- Train to maintain.
- Conduct multiechelon and concurrent training.

## COMMANDERS AND OTHER LEADERS ARE RESPONSIBLE FOR TRAINING

2-2. Unit commanders are responsible for training. They ensure their units are capable of accomplishing their missions. While commanders are the unit's overall training manager, subordinate leaders have responsibility for the proficiency of their respective organizations and subordinates. For example, a battalion S-3 oversees the training and resulting readiness of a section, but the battalion commander oversees the training and readiness of the battalion as a whole.

## NONCOMMISSIONED OFFICERS TRAIN INDIVIDUALS, CREWS, AND SMALL TEAMS

2-3. Noncommissioned officers (NCOs) are the primary trainers of enlisted Soldiers, crews, and small teams. NCOs take broad guidance from their leaders; identify the necessary tasks, standards, and resources; and then plan, prepare, execute, and assess training. They ensure their Soldiers demonstrate proficiency in their individual military occupational specialty (commonly known as MOS) skills, warrior tasks, and battle drills. NCOs instill in Soldiers discipline, resiliency, the Warrior Ethos, and Army Values. In their assessment, NCOs provide feedback on task proficiency and the quality of the training.

2-4. NCOs help officers train units. NCOs develop and conduct training for their subordinates, coaching other NCOs, advising senior leaders, and helping develop junior officers. Leaders allot sufficient time and resources, and empower NCOs to plan, prepare, execute, and assess training with their Soldiers based on the NCO's analysis of identified strengths and weaknesses. Training management is an essential part of a unit's leader development program. Sergeant's time training (known as STT) is a common approach to NCO-led training events. NCOs conduct sergeant's time training to standard, not time.

### **TRAIN TO STANDARD**

2-5. Each individual and collective task has standards of performance. A standard is the accepted proficiency level required to accomplish a task. Mastery, the ability to perform the task instinctively, regardless of the conditions, is the desired level of proficiency. Units master tasks by limiting the number of tasks to train to the few key tasks required to accomplish the mission—assigned or contingency. Leaders know and enforce standards to ensure their organization meets mission requirements. When no standard exists, the commander establishes one and the next higher commander approves it.

### **TRAIN AS YOU WILL FIGHT**

2-6. “Train as you will fight” means training under an expected operational environment for the mission. It also means adjusting the levels of intensity and complexity to improve unit and leader adaptability. Training conditions must enable leaders and Soldiers to assess challenges and employ critical thinking to develop sound, creative solutions rapidly.

2-7. Operations require leaders who understand the cultures in which they will operate. The cultures are not just foreign cultures; they include such non-Army cultures as those in other Services and government agencies. Individuals, units, and their leaders develop cultural understanding through education and frequent training with military and nonmilitary partners to avoid actions and perceptions that can undermine relationships and missions. Leaders develop proficiency in both cultural norms and language and, when possible, train with their partners before participating in operations. Commanders and other leaders replicate cultural settings as much as possible during training, using role players or actual partners.

### **TRAIN WHILE OPERATING**

2-8. Units conduct training even when the unit is engaged in operations. As units operate, they learn from formal and informal after action reviews—during and after operations. Leaders continuously evaluate observations, insights, and lessons on planning, preparing, and execution. They also incorporate corrective action into training before the unit conducts the next operation. An after action review is a facilitated self-analysis of an organization’s performance, with the objective of improving future performance (see paragraph 3-73). It addresses what went well and how to sustain it, and what went wrong and how to improve it. Usually, training during operations is more decentralized than during training at home station.

### **TRAIN FUNDAMENTALS FIRST**

2-9. Fundamentals typically cover basic soldiering, the warrior tasks, battle drills, marksmanship, fitness, and military occupational specialty skills. Company-level units and below establish this fundamental by focusing training on individual and small-unit skills. Units proficient in fundamentals tend to integrate more easily into higher level, more complex collective tasks.

### **TRAIN TO DEVELOP ADAPTABILITY**

2-10. Effective leaders understand that change is inevitable in any operational environment. The time to adjust to that change can be short. Leaders focus training on those tasks most essential to mission accomplishment. They also understand that Soldiers and leaders must be ready to perform tasks successfully for which they have not trained. By mastering the few key tasks under varying, challenging, and complex conditions, Soldiers and their leaders become confident that they can adapt to any new mission.

### **UNDERSTAND THE OPERATIONAL ENVIRONMENT**

2-11. As commanders plan training, they must understand their expected operational environment. Once they understand these environments, they replicate the conditions as closely as possible in training. They often use the operational variables (known as PMESII-PT), mission variables (known as METT-TC), and tools found on the Army Training Network (ATN), such as scenarios, to create a training environment. Commanders conduct an analysis based on an actual operational environment if deploying, or an

operational environment established in training guidance if not deploying, to determine the conditions required to train realistically.

### **TRAIN TO SUSTAIN**

2-12. Units train to improve and enhance their capabilities and individual resiliency and endurance. Commanders and other leaders first design training to sustain unit proficiency. Then they build the capability of individuals to sustain themselves mentally and physically during long operations. Leaders incorporate comprehensive fitness programs into unit training and leader development.

### **TRAIN TO MAINTAIN**

2-13. Commanders allocate time in training for units to maintain themselves and their equipment to standard. Maintaining is training. Maintenance training has clear, focused, and measurable objectives. Regular, routine maintenance training tends to instill discipline in individuals. Well-disciplined individuals properly care for themselves and their equipment. Organizations tend to perform maintenance during operations to the standards they practice in training.

2-14. Leaders instill in their subordinates an appreciation of the importance of personal and equipment maintenance through their presence, personal example, and involvement in maintenance training. Maintenance training is an essential aspect of leader development that involves the entire unit chain of command.

2-15. Soldiers learn stewardship of Army resources during training. Leaders and subordinates are responsible for protecting resources, including people, time, individual and organizational equipment, installation property, training areas, ranges, facilities, and funds. Good stewardship avoids costly and unnecessary expenditures for replacements and helps ensure that people and equipment are available and ready to deploy.

### **CONDUCT MULTIECHELON AND CONCURRENT TRAINING**

2-16. ***Multiechelon training*** is a training technique that allows for the simultaneous training of more than one echelon on different or complementary tasks. It optimizes the use of time and resources to train more than one echelon simultaneously. Commanders ensure subordinate units have the opportunity to train their essential tasks during the higher unit's training event while still supporting the higher echelon's training objectives. Planning for these events requires detailed synchronization and coordination at each echelon. For example, an artillery battery commander supporting an infantry battalion during a non-firing exercise might conduct howitzer section training while the fire direction center maintains communications with fire support officers moving with the infantry.

2-17. During a training event, units may execute concurrent training on tasks not directly related to the training event to make the most efficient use of available training time. For example, while Soldiers are waiting their turn on the firing line at a marksmanship range, their leaders can train them on important tasks needing improvement, often using proficient Soldiers to train their peers.

### **PRINCIPLES OF LEADER DEVELOPMENT**

2-18. Every Army leader is responsible for the professional development of their subordinate military and civilian leaders. Leaders execute this significant responsibility by assigning their subordinates to developmental positions and through training, education, coaching, and, in special cases, mentoring. Leader development is an investment, since good leaders will develop not only good training but also other good leaders.

2-19. Table 2-2 lists the Army's principles of leader development. Paragraphs 2-20 through 2-28 discuss these principles.

**Table 2-2. The Army's principles of leader development**

- Lead by example.
- Develop subordinate leaders.
- Create a learning environment for subordinate leaders.
- Train leaders in the art and science of mission command.
- Train to develop adaptive leaders.
- Train leaders to think critically and creatively.
- Train your leaders to know their subordinates and their families.

### **LEAD BY EXAMPLE**

2-20. Everything a leader does and says is scrutinized, analyzed, and often imitated. What leaders do and say influences the behaviors, attitudes, and performance of their subordinates. Good leaders understand they are role models for others and demonstrate the desired leader attributes and core leader competencies found in ADP 6-22.

### **DEVELOP SUBORDINATE LEADERS**

2-21. Leaders have the responsibility to develop subordinate leaders. All leaders need to understand if they are meeting standards. Leaders observe and assess subordinates. Much like an after action review, they facilitate discussions to help subordinates self-discover strengths and weaknesses and ways subordinate leaders can sustain and improve their performance, skills, knowledge, abilities, and behaviors. Leaders provide challenges in training to enhance their subordinates' capabilities and performance, allowing subordinates to rise to the level of expectations. Leaders ensure their subordinates attend professional military education at the right time in their careers, obtain functional training as needed, and ensure they get help and support if needed. They counsel all subordinates face-to-face, recognize high performers, and take remedial and disciplinary action as required.

### **CREATE A LEARNING ENVIRONMENT FOR SUBORDINATE LEADERS**

2-22. Leader growth occurs when subordinates are provided opportunities to overcome obstacles and make difficult decisions. Learning comes from experiencing both success and failure. An environment that allows subordinate leaders to make honest—as opposed to repeated or careless—mistakes without prejudice is essential to leader development and personal growth.

2-23. Self-assessments and candid after action reviews are important in facilitating leader development. Good leaders know standards and expectations and are completely honest with themselves on how well they meet those standards and expectations. Successful leaders willingly accept constructive criticism and learn from their peers and subordinates as well as their leaders.

### **TRAIN IN THE ART AND SCIENCE OF MISSION COMMAND**

2-24. Commanders train in the art of command and train their staffs in the science of control. Effective leaders conduct operations while exercising mission command (ADRP 3-0 and ADRP 6-0 address mission command). Exercising mission command to manage training not only improves mission command proficiency, but also encourages risk-taking, initiative, and creativity in subordinates.

### **TRAIN TO DEVELOP ADAPTIVE LEADERS**

2-25. The Army continues to succeed under the most challenging conditions because Soldiers and Army civilians have learned to adapt to new tasks. Units and individuals cannot train on every task under every possible condition. They must excel at a few tasks and then adapt to new tasks. They improve their ability to adapt through exposure to—and the intuition gained from—multiple, complex, and unexpected situations in challenging, unfamiliar, and uncomfortable conditions. While individuals may not have trained on a specific task under specific conditions, they should have performed the task enough times under multiple conditions to confidently adapt to a new mission or environment. Change is inevitable. Agile



leaders expect change, develop plans to mitigate the effects of change, and look for indicators of change so that they can ease effects of change.

### **TRAIN LEADERS TO THINK CRITICALLY AND CREATIVELY**

2-26. The Army develops leaders able to solve difficult, complex problems. Effective leaders comfortably make decisions with only partial information. Critical and creative thinkers—

- Are open-minded and consider alternative, sometimes nonconformist, solutions and the second- and third-order effects of those solutions.
- Collaborate with others for help in analyzing and war-gaming solutions.
- Make timely, informed decisions.
- Are adept at honestly assessing their own strengths and weaknesses and determining ways to sustain strengths and overcome weaknesses.

### **TRAIN YOUR LEADERS TO KNOW THEIR SUBORDINATES AND THEIR FAMILIES**

2-27. All successful leaders know their subordinates at least two levels down—their strengths, weaknesses, and capabilities. Effective leaders maximize subordinates' strengths and help them overcome weaknesses. Similarly, an effective leader provides advice, counsel, and support as subordinate leaders develop their own subordinates. Leaders keep the relationship professional—fraternization with subordinates is unacceptable.

2-28. Family well-being is essential to unit and individual readiness. The Army trains leaders to know and help not only the subordinates, but also their families. Training and education ensure subordinate leaders recognize the importance of families and are adept at helping individuals solve family issues and sustain sound relationships.

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## Chapter 3

# Unit Training Management

This chapter discusses how the Army manages unit training using the operations process. It explains the planning, preparation, execution, and assessment of training. Unit training management on the Army Training Network provides the how-to details of performing the training management concepts described in this chapter.

### **THE OPERATIONS PROCESS IN UNIT TRAINING AND LEADER DEVELOPMENT**

3-1. The operations process in unit training and leader development uses unit training management (UTM) to detail the Army training management processes. UTM is delivered in several ways for Soldiers to use. The primary portal to UTM is through the Army Training Network (ATN). This password-protected Web site enables users to view UTM modules, tutorials, and examples. UTM mirrors the Army's method to plan and operate rather than the artificialities of a distinct and separate training management process.

3-2. The Army's operations process provides a common framework for guiding commanders as they lead and manage unit training and leader development. Effective unit training results from a sound analysis of the unit's mission and its ability to accomplish that mission. The higher unit's mission, the unit mission-essential task list (METL), and higher commander's guidance drive the commander's selection of collective tasks on which the unit trains to accomplish mission success.

3-3. Commanders and other leaders plan to develop their subordinate leaders—through training, education, and experience—in the three training domains (institutional, operational, and self-development). Leaders use the operations process to integrate leader development into a unit training plan.

3-4. The commander is central to determining the few tasks on which the unit must train. Commanders, with the assistance of unit leadership, follow the operations process. Figure 3-1 illustrates the Army operations process (see ADRP 3-0) of plan, prepare, execute, and assess. Commanders first plan for training. They identify the collective tasks on which to train, identify, and sequence training events; identify resources required; and provide the guidance necessary to achieve mission readiness. While commanders plan, they exercise mission command to enable their subordinates to determine how they will achieve their training objectives. Thorough preparation ensures that training conditions reflect the expected mission and that commanders have the resources and enablers necessary to train. Commanders then execute the training. Lastly, they assess the training. Assessments help commanders determine if units need to retrain tasks and if the training plan requires modification.

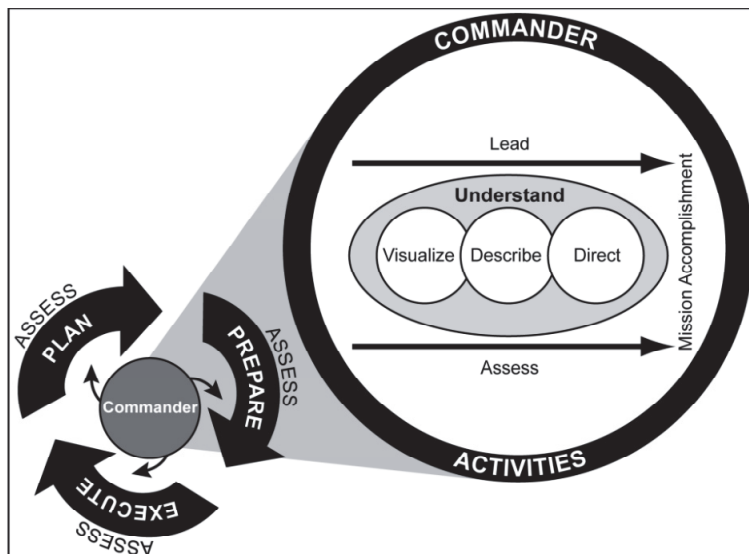


Figure 3-1. The operations process

3-5. A *mission-essential task* represents a task a unit could perform based on its design, equipment, manning, and table of organization and equipment/table of distribution and allowances mission. A *mission-essential task list* is a compilation of mission-essential tasks. For brigade and higher units, headquarters, the Department of the Army standardizes METLs for like-type units. The standardized METL represents the tasks of decisive action that a unit could perform based on its table of organization and equipment or table of distribution and allowance. A unit given a non-standard mission (such as an artillery unit given a transportation unit mission) will not change its standardized METL; instead, it will determine the additional transportation unit tasks it must train for the mission. When reporting its readiness to headquarters, Department of the Army, the commander rates only the mission-essential tasks (METs) in the standardized METL. A unit does not have the resources to train on every MET; therefore, units sometimes only partially train or not train on some METs.

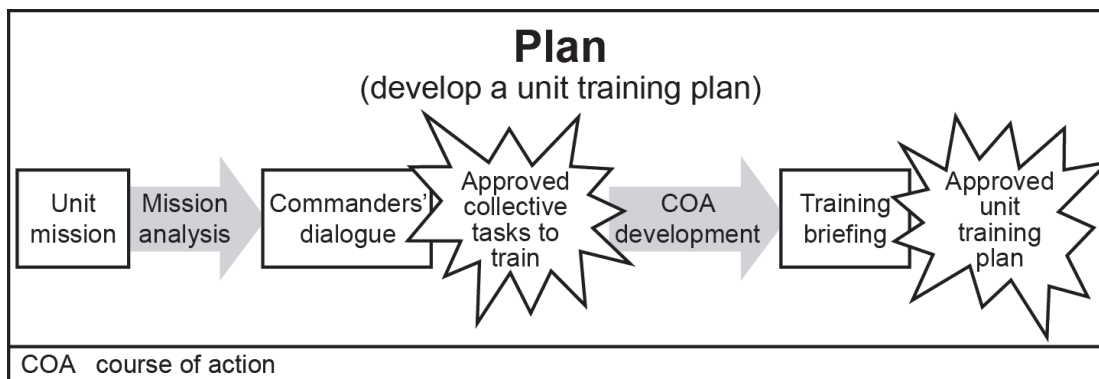
3-6. At the battalion and company levels, the higher commander collaborates with the subordinate commander on the latter's METL. A MET at battalion and company levels can be a universal joint task list (known as the UJTL) task, an Army tactical task from the Army universal task list (known as the AUTL), a Combined Arms Training Strategies (CATS) task selection, a task group from the brigade or higher unit Department of the Army standardized METL, or a major collective task. The higher commander approves the subordinate unit's METL. Subordinate unit METLs align with, nest with, and support their next higher unit's METL. Subordinate unit METLs usually do not change since they are based on the higher unit's METL and the unit's designed mission. Based on the unit's METL and the higher commander's guidance, the unit trains on the supporting collective tasks most important to the success of the mission and gives the unit the most flexibility to adapt to new missions.

3-7. Because training time and other essential resources are often limited, units cannot train all the METL tasks to proficiency at once. Based on the unit mission and higher commander's guidance, commanders use the unit METL as a primary source to select the few, most important supporting collective tasks to train.

## PLAN

3-8. Planning for unit training begins with the commander determining the unit mission, reviewing the unit's METL, and determining the tasks that the unit must perform to support the higher unit's mission. Figure 3-2 describes the development of a unit training plan. (Paragraph 3-30 discusses unit training plan.)





**Figure 3-2. Development of the unit training plan**

3-9. At battalion level and higher (units with a coordinating staff), commanders follow the steps of the military decisionmaking process (MDMP) to plan unit training. ADRP 5-0 discusses the MDMP in detail. Some steps of the MDMP for operations translate differently for training and are addressed beginning in paragraph 3-11. Company level and below (units without a coordinating staff) use troop leading procedures. (Paragraph 3-33 discusses troop leading procedures.)

### THE MILITARY DECISIONMAKING PROCESS FOR DEVELOPING A UNIT TRAINING PLAN

3-10. The steps of MDMP are as follows:

- Step 1 – Receipt of Mission
- Step 2 – Mission Analysis
- Step 3 – Course of Action Development
- Step 4 – Course of Action Analysis (War Game)
- Step 5 – Course of Action Comparison
- Step 6 – Course of Action Approval
- Step 7 – Orders Production

#### Receipt of Mission

3-11. When the commander receives a mission from the higher commander, the commander begins the process of determining and analyzing the tasks the unit must be able to perform in support of the new mission. The commander determines how the unit will train for proficiency in those tasks. To ensure parallel planning throughout the command, the commander sends a warning order to subordinate units to begin their planning processes.

#### Mission Analysis

3-12. The commander begins mission analysis with the unit's re-stated mission, the higher commander's guidance, and the unit METL. Commanders conduct this analysis to determine the capabilities the unit must have to accomplish the unit's mission in support of the higher headquarters. Mission analysis helps commanders select the few—the most important—collective tasks on which the unit must train. Commanders do not attempt to train all the tasks and supporting collective tasks that support their unit METL, or all the capabilities specified in the unit's table of organization and equipment or table of distribution and allowances mission. Commanders at all levels train to master a select few mission-focused collective tasks—even though they know they will probably have to adapt to unforeseen missions.

### ***Determining the Collective Tasks to Train***

3-13. When selecting collective tasks to train, commanders seek the right collective tasks that not only support the mission, but also are more likely to enable the unit to adapt to unexpected missions.

3-14. During mission analysis, the commander also considers—

- The unit's current readiness assessment of the collective tasks to train.
- The higher commander's guidance.
- The unit METL.
- Time available to train.
- The expected operational environment.
- Risks involved in not training collective tasks that the mission might require.
- Any resources needed for training that are not readily available at home station.
- Input from subordinates.

### ***Commanders' Dialogue***

3-15. The mission analysis is complete when commanders are prepared to discuss the following topics with their higher commanders in a one-on-one discussion:

- The collective tasks the unit should train during the upcoming Army force generation (ARFORGEN) force pool or similar training cycle.
- The commander's assessment of the collective tasks to train.
- The amount of time a commander expects the unit requires for proficiency in the selected tasks.
- Potential risks with not training other tasks that could be used in the mission—and intended mitigation measures.
- The training environment the commander will create to replicate an operational environment and any required support to achieve that environment.
- Significant unit readiness issues.

3-16. The commander coordinates a dialogue with the higher commander to discuss the topics to gain guidance, gain support, and set expectations for developing the unit training plan. Formal dialogues occur at company level and above. If feasible, the dialogue includes the gaining commander if the unit commander is deploying. For brigades, the dialogue includes any units that will be part of the deploying force.

### **Course of Action Development**

3-17. Given the results of the commanders' dialogue, the commander determines the best training plan for the unit. As with planning an operation—which involves the analysis of several suitable, feasible, and acceptable courses of action (COAs)—the commander and staff assess different ways to achieve task proficiency for the unit in the time available before developing the final training plan.

### ***Determining and Sequencing Training Events***

3-18. Using the list of approved collective tasks from the commanders' dialogue, the unit commander develops the training events (for example, field-training exercises, situational training exercises, and terrain walks) that will support task training to proficiency. Given the visualized end state, the commander backward plans the training events needed to achieve task proficiency. To help determine the right events, the commander consults various references such as doctrinal training templates, event menu matrixes, and unit-specific and functional CATS. These resources, located on ATN, can inform the development of the unit training plan (UTP).

### ***Time for Subordinate Training Management***

3-19. While developing the training plan, the commander ensures it allows subordinates adequate time to plan their own training events. Commanders select the few, major training events necessary for the unit to

attain intended MET proficiency levels. Leaving time between these events is essential, since it allows subordinate commanders the ability to accomplish the training necessary to support the higher unit's mission and achieve their own training objectives. Adequate allocation of time at each echelon facilitates training down to individual Soldier tasks. Commanders and staffs leave ample time available for company and below training without designating a separate, special event.

### ***Time Management***

3-20. Senior mission commanders use time management cycles—such as red-green-amber and training-mission-support—to manage access to training capabilities at home station. A time management cycle helps provide some measure of predictability for commanders as they develop their training plans. These cycles establish the priority of support to units at an installation. In the past, these cycles have allowed some units to have greater access to maneuver space, ranges, and other training support capabilities, while others focused on training for a potential contingency mission or on providing support to the installation. Time management cycles help reduce the likelihood that nontraining requirements from higher headquarters or the installation affect a commander's UTP.

3-21. Specific training cycles and their lengths vary among installations according to local requirements, such as ARFORGEN pools, unit deployment dates, and installation size and type. No one solution for time management exists. A system that works at one installation may not work at another. Installation commanders develop a system that best suits the installation and the units stationed there.

### ***Leader Development Planning***

3-22. Commanders and other leaders plan, execute, and assess leader development objectives. As commanders develop the UTP, they concurrently plan how they intend to develop subordinate leaders by leveraging scheduled training events. Whether the senior leader creates a detailed and formal leader development plan, or a broad and informal plan focused on the basics of leadership, the senior leader sets leader development objectives for each exercise. The commander develops unit leader development plans as part of the UTP.

3-23. A unit leader development plan potentially includes—

- Leadership's expectations of subordinate leaders.
- Leader individual training and certification programs by position.
- Leader development objectives in scheduled unit training events.
- Opportunities for leaders to experience positions of higher responsibility in training.
- Subordinate unit leader development plans.
- Leader professional training and education.
- Retraining until leader achieves task standards.

### ***Course of Action Analysis (War Game)***

3-24. During this step, the commander and staff war game the most logical sequencing of training events based on the training time available and the commander's desired end state. Unlike the MDMP for planning an operation, in training, the commander typically arranges and sequences training events in the most effective way possible without devising multiple COAs for consideration. Using a crawl-walk-run approach, the commander sequences events from simple to complex. For example, they plan from small-team or crew events to unit-level events as a command post exercise. Any COA, however, must account for the unit's current state of readiness as an entry point for training.

3-25. When using the CATS as the means to create a training strategy, the commander and staff must scrutinize the events and their sequencing to meet the commander's intent for training. The commander and staff also provide sufficient unscheduled time between major events for subordinates to conduct their own training, since their readiness is key to the higher unit's readiness.

### Course of Action Comparison

3-26. Commanders can use a variety of events to achieve task proficiency. Based on their experience, time available, and in-depth knowledge of their units' capabilities with respect to the assigned mission, commanders choose the best events and sequence of execution.

### Course of Action Approval

3-27. Once the training COA is selected, the commander seeks approval of the COA from the next higher commander during the training briefing. The approved COA becomes the basis for the UTP.

### *Training Briefing*

3-28. Commanders brief the plan to the next higher commander. This briefing formalizes the plan and the resources required to support it. The training briefing focuses exclusively on unit training and leader development planning; it does not cover other administrative matters. The training briefing is concise and focused.

3-29. The training briefing is a contract between commanders. The unit commander agrees to train as described in the plan, and the higher commander approves the plan and agrees to provide resources to execute it. If the subordinate unit is deploying under another headquarters, the gaining commander or a representative participates in the briefing. The installation staff also participates in the briefing, since they manage the training support resources on the installation.

### *Approved Unit Training Plan*

3-30. The written plan resulting from COA development is the unit training plan. The UTP is similar to planning a major operation in that it is aimed at achieving strategic and operational objectives within a given time and space. In training, the UTP aims at achieving unit training proficiency and leader development within a given period. The UTP lays out a series of training events—a roadmap—that leads the unit to achieve the objective of training proficiency in select collective tasks. As part of the UTP, the unit can include a unit training calendar that depicts the unit's major training events and the sequence in which they will be executed.

### Orders Production

3-31. After the training briefing and the higher commander's approval of the plan, the unit commander publishes the UTP as an operation order to subordinates via the Digital Training Management System (DTMS).

3-32. The UTP should include as a minimum—

- The training operational environment.
- The higher headquarters' mission.
- The higher headquarters' METL.
- The higher headquarters commander's guidance.
- The unit mission.
- The commander's intent.
- Key collective tasks to train.
- A concept of operations that includes—
  - A collective training plan.
  - An individual training plan in support of the collective training plan.
  - A leader development plan.
- A time management system (see paragraphs 3-20 and 3-21).
- Tasks to subordinate units.
- An assessment plan.
- Resources required.



- Risks and mitigation for key tasks not trained.
- Supporting attachments as required including the unit training calendar.

## **TROOP LEADING PROCEDURES FOR DEVELOPING A UNIT TRAINING PLAN**

3-33. Company-level units develop UTPs using troop leading procedures (TLP) that provide small-unit leaders a framework for planning and preparing for operations. This framework extends the MDMP to the small-unit level, typically company and below for units that do not have a coordinating staff. (See ATTP 5-0.1 for a more detailed discussion of TLP.) Once the company-level UTP is approved, TLP are also used for planning training events, as appropriate.

3-34. Leaders begin TLP for unit training when they receive the initial warning order (WARNO) from their next higher unit.

3-35. Steps of TLP are as follows:

- Step 1 – Receive the mission.
- Step 2 – Issue a warning order.
- Step 3 – Make a tentative plan.
- Step 4 – Initiate movement.
- Step 5 – Conduct reconnaissance.
- Step 6 – Complete the plan.
- Step 7 – Issue the order.
- Step 8 – Supervise and refine.

### **Step 1 – Receive the Mission**

3-36. Receipt of a new training mission may occur in several ways. The primary means of transmission from higher headquarters is a WARNO via DTMS, but the staff can just as easily pass the order by any other communications means. With the receipt of the WARNO, leaders normally conduct a confirmation briefing to the next higher commander. Leaders ensure they understand the commander's intent for training, the implied and specified collective tasks on which to train, the time window to achieve proficiency, and any other clarifying guidance from the higher commander.

3-37. Upon mission receipt, leaders perform an initial assessment of the mission and begin determining the collective tasks the unit will train to meet mission requirements. They also assess the time and resources necessary for the unit to achieve collective tasks proficiency.

3-38. Just as at the battalion level and higher, leaders at the company level ensure that all subordinate elements have adequate training time to achieve task proficiency. Generally, leaders at all levels use no more than one-third of the training time available for planning and issuing their operation order (OPORD). They allocate two-thirds of the time remaining for subordinates to plan their own training.

### **Step 2 – Issue a Warning Order**

3-39. As soon as leaders complete their initial assessment of the situation and available training time, they issue a WARNO to subordinate elements. The WARNO is as detailed as needed. It provides subordinates the unit training mission as well as the collective tasks that the unit will need to train. It will also include the training timeline to attain unit task proficiency. As more information becomes available, leaders may issue additional WARNOs to provide better details to aid in subordinate element training plans.

3-40. WARNOs follow the five-paragraph OPORD format. Normally at company level, the WARNO includes—

- The training mission and the collective tasks to train.
- The time and place for issuing the order.
- Units or elements participating in the training.
- Specific tasks not addressed by unit standard operating procedures.
- The timeline for the training.

### Step 3 – Make a Tentative Plan

3-41. Once the initial WARNO has been issued, leaders begin to develop a tentative training plan for the unit. These steps are less structured than for units with staffs. Often, leaders perform them mentally and include their principle subordinates in the process. However, leaders—not their subordinates—select the training COA on which to develop the unit training plan.

#### *Mission Analysis*

3-42. To frame the tentative training plan, leaders perform mission analysis. In this case, the objective is to—

- Determine the collective tasks to train (higher commander's intent and mission for training).
- An operational environment to replicate.
- Training resources needed to train.
- Training limitations—constraints and restraints.

3-43. Leaders determine the collective tasks to train from the WARNO provided by the higher commander. This would include the specified tasks to train, including additional implied tasks needed to train to ensure mission success.

3-44. Replicating an operational environment is critical to ensuring that training is as realistic and challenging as possible.

3-45. Leaders also determine the training resources needed to train the unit collective tasks. Some of these resources include unique items not readily available on the installation. In such cases, leaders identify the resources to the next higher commander, and staffs obtain them.

3-46. Limitations may include any other considerations that preclude the unit from training all identified collective tasks to standard. For example, units may lack the training time available or available essential resources to train. Restraints identify actions that prohibit the unit from conducting unit training.

#### *Course of Action Development*

3-47. Leaders develop a course action using mission analysis and strategies. Mission analysis provides the information necessary for leaders to develop the single, most logical COA for conducting unit training. The CATS provide proponent-approved strategies on which to base the UTP. The plan is stored in DTMS for record and disseminated to subordinates as needed. Once the tentative plan is ready, the leader dialogues with the higher leader to review the list of key collective tasks to train and the overall unit training plan (same concept as the commanders' dialogue for units above company level). This also includes the higher leader's acknowledgement of the resources that the unit requires to conduct the training. The higher commander then approves or modifies the plan, as required.

### Step 4 – Initiate Movement

3-48. Once the higher unit commander has approved the plan, the commander directs subordinates to begin actions that facilitate execution of the plan.

### Step 5 – Conduct Reconnaissance

3-49. When creating a UTP or planning for a training event, this step ensures that units have these resources available for scheduling and unit use when required. Resources include maneuver space, ranges, simulations, simulators, and facilities.

### Step 6 – Complete the Plan

3-50. Following the higher commander's approval of the plan, leaders make final updates pending any modifications made by the higher leader. Leaders make these updates before providing the final approved plan to subordinates.

### Step 7 – Issue the Order

3-51. Normally leaders issue small-unit orders verbally. They write fragmentary orders as necessary. At company level, leaders post approved training plans to DTMS for dissemination to subordinate elements. These orders follow the standard five-paragraph OPORD format.

### Step 8 – Supervise and Refine

3-52. Company-level training meetings help ensure both the unit and higher training plans are on track. Leaders use training meetings to review the results of the previous weeks' training and adjust future training planning and preparation, as required. (The *Leader's Guide to Company Training Meetings* on ATN has more information.)

## PREPARE

3-53. Once leaders disseminate the UTP OPORD to subordinates, execution of the training plan begins. Leaders adapt to changes, as necessary. Thorough preparation to conduct training is essential. Assessment of unit and individual performance is a continual process. While units execute one event, they plan and prepare another. Plan, prepare, execute, and assess are not performed sequentially, but overlap in a series of dynamic and interrelated processes throughout the life cycle of the UTP until the unit attains the commander's visualized end state for training. Training meetings facilitate this integrated process by assessing the collective tasks trained during UTP execution, as well as coordinating resources and planning for future events. Training meetings provide the necessary course corrections as the UTP is executed.

## PLANNING AND PREPARING TRAINING EVENTS

3-54. Because the UTP is executed as a series of interrelated training events, each event builds upon the training proficiencies attained from the previous events, ultimately leading the unit to the commander's visualized training proficiency. Event outcomes are usually a direct reflection of the amount and quality of the preparation that preceded it. Whether training evaluators, conducting rehearsals, or coordinating resources, quality preparation ensures successful event execution and effective unit training and leader development.

## TRAINING OBJECTIVES

3-55. A **training objective** is a statement that describes the desired outcome of a training activity in the unit. A training objective consists of the task, conditions, and standard. Units focus their training execution on achieving the standards for these objectives during training events. Units achieve a training objective when they meet the standards. The time it takes to achieve the objective is not the deciding factor. Leaders allow enough time during training execution to retrain tasks if training units did not meet the standards. If necessary, units continue training beyond the scheduled time until the unit meets the standards. Retraining should be tailored to fix the shortcomings. If training units achieve the objectives before the scheduled end of the event, then leaders consider ending the training early or training on tasks that require additional training.

## TRAINING SUPERVISION

3-56. The Army commander with administrative control of a unit oversees a unit's training until the unit is assigned or attached to a gaining unit. Once assignment or attachment occurs, the gaining commander is responsible for not only the unit's training and leader development, but also for informing the providing commander about the unit's readiness.

3-57. Training supervision is a collaborative process. For a deploying ARFORGEN unit, the providing commander involves the gaining commander in the training process. The providing and gaining commanders share information, resources, and guidance to ensure the unit trains on the right tasks under the right conditions to accomplish the mission. This mutual involvement begins with the assignment of a mission to the unit and ends when the unit returns from deployment to enter the reset force pool of ARFORGEN.

3-58. The commander providing a subordinate unit to another commander for an operation is ultimately responsible for the unit's training. This responsibility includes approval of METLs and the unit training plan, provisioning of training resources, and assessments of training events. The gaining commander recommends tasks to train for the assigned mission and can help assess the training proficiency of the unit. The gaining commander shares information on the area of operations (which may have an impact on training), provides unit standard operating procedures, and visits key training events—especially during culminating training events.

### **Training Models**

3-59. Training models can provide a framework for planning and managing training events. Training models, such as the eight-step training model, are only guides and not lock-step processes. They can be useful, but they are, effectively, just modifications of either the MDMP or TLP.

### **Support Requirements**

3-60. Providing required resources for unit training and leader development is a shared responsibility between the unit's higher headquarters and the installation. The higher headquarters prioritizes units for training support and provides such resources for exercises. These resources include higher control, evaluators, and equipment and Soldier augmentation. The installation supports all units stationed on the installation through the garrison staff by providing facilities, ranges, maneuver space, ammunition, logistics support, and other training support services.

3-61. Commanders leverage the capabilities offered by mission command training complexes and employ an integrated training environment (known as ITE). Commanders use a combination of live, virtual, constructive and gaming training enablers to create a realistic training environment, optimize training time, and mitigate live resource shortfalls.

### **Training the Trainer**

3-62. Trainers include leaders, evaluators, observer-controller-trainers, opposing force personnel, and role players. Commanders identify these individuals early enough to ensure they are trained and rehearsed before training begins. These personnel not only improve the quality of the event, but these roles offer developmental opportunities since they can observe how other units and leaders operate. Commanders ensure that these personnel are not only tactically and technically competent on the unit's tasks, but also that these personnel understand how their role supports the unit's training.

### **Pre-Execution Checks**

3-63. Similar to pre-combat checks, pre-execution checks ensure that equipment is ready and serviceable, trainers are prepared, training support resources are coordinated and available, and leaders have conducted initial risk management checks. The training plan must allocate time for pre-execution checks.

### **Rehearsals**

3-64. Rehearsals help leaders and subordinates understand the conduct of events and their responsibilities. Rehearsals help the organization synchronize training with times, places, logistics, and training support. A rehearsal of a concept drill helps leaders visualize an event as it unfolds as well as likely branches and sequels if leaders must adjust the training. Commanders and other leaders also use rehearsals to—

- Ensure leaders and trainers understand training objectives.
- Identify shortcomings and deficiencies in the training plan.
- Instill confidence in the training plan.
- Suggest effective training techniques to subordinates.
- Identify and correct potential safety issues.
- Understand how trainers intend to evaluate the performance of individuals and organizations and whether they understand how to conduct effective after action reviews.
- Assess trainer competencies to conduct the training.

## Training Schedules

3-65. The OPORD developed for each training event provides enough guidance on preparation, execution, and assessment to leave room for the exercise of initiative. Once the OPORD is published, units develop their training schedules. The schedule normally covers at least one week of training; however, commanders determine how far in advance subordinate commanders must publish their training schedules. Commanders determine the approval authority for changes to the training schedule. Information in training schedules normally includes, but is not limited to, the training audience, the time and place to conduct the training, the individual responsible for the training, the uniform, and the equipment.

## EXECUTE

3-66. Leaders must plan, prepare, execute, and assess each training event that supports the UTP. Training meetings and recovery after training are key activities that occur as each training event is conducted. These activities ensure that units execute the UTP and it meets the commander's desired objectives for unit training and leader development.

## TRAINING MEETINGS

3-67. Training meetings provide an integrating function to allow the commander, staff, subordinate commanders, and other leaders to manage current and future training events that support the UTP. Training meetings provide commanders with continuous bottom-up feedback on requirements, task proficiency, task performance, and the quality of the training conducted. They give the commander an opportunity to provide feedback to the unit on its unit training and leader development. The meetings allow the commander to allocate resources to ensure subordinates have what they need to achieve their objectives.

3-68. Training meetings are the single most important meeting for managing training in brigades, battalions, and companies. Normally, platoons, companies, and battalions meet weekly. At company and platoon level, training meetings focus on the specifics of assessing previous training events, training preparation, pre-execution checks, and execution. Companies must become proficient in individual skills and small-unit collective tasks to support battalion and brigade collective task proficiency. At battalion level and above, training meetings primarily cover training management—especially resourcing issues—as well as staff training proficiencies. Meeting frequency is a function of command preference, but occurs often enough to ensure subordinate units have what they require to execute training. (See the *Leader's Guide to Company Training Meetings* on ATN.)

## RECOVERY AFTER TRAINING

3-69. Recovery after training is part of training. A training event has not ended until recovery is complete. Recovery ends when the organization is again prepared to conduct collective training and operations. Recovery includes—

- Inspecting and maintaining equipment and personnel.
- Accounting for personnel, equipment, training support items, and ammunition.
- Gaining insights on how to make the next exercise or event better.

## ASSESS

3-70. Commanders assess and evaluate all aspects of training—planning, preparation, execution, and ultimate task proficiency. Only the unit commander can assess the readiness of a MET. Assessment refers to the leader's judgment of the organization's ability to perform its METLs and, ultimately, its ability to accomplish its mission. Evaluation refers to the process used to measure the demonstrated ability of individuals and units to accomplish specified training objectives and achieve task proficiency. Leaders continuously monitor the unit's METL proficiency and the progress of the UTP.

## TRAINING EFFECTIVENESS

3-71. Commanders assess each training event by focusing on the extent to which the unit achieved the commander's intent, training objectives, and progress towards unit collective task proficiency. The training meeting is the best forum to aggregate evaluations of tasks by subordinates and the commander into the METL assessment. Commanders assess METs as **T**—trained, **P**—needs practice or **U**—untrained. The commander records these assessments in the DTMS and uses these assessments to determine the organization's training ratings for readiness reporting. Training assessments also address such areas as training support, force integration, logistics, and personnel availability. Given these assessments, commanders adjust their future training plans.

## ASSESSMENT CONSIDERATIONS

3-72. When assessing training, commanders consider—

- Their own observations and those of subordinate leaders and other individuals.
- Feedback from after action reviews.
- Results of unit evaluations.

## AFTER ACTION REVIEWS

3-73. After action reviews provide opportunities for units to develop critical thinking in leaders. **An after action review is a guided analysis of an organization's performance, conducted at appropriate times during and at the conclusion of a training event or operation with the objective of improving future performance. It includes a facilitator, event participants, and other observers.** Organizations conduct after action reviews (AARs) to identify unit strengths to be sustained and weaknesses that need to improve. They apply observations, insights, and lessons to future training and operations to improve not only task proficiency, but also the quality of the training event. AARs are best conducted throughout an exercise at appropriate times, rather than just at the end of the exercise, to allow Soldiers and their leaders to take immediate, in-stride corrective actions. AARs are not critiques. They are part of an open learning environment where facilitators, participants, and observers freely discuss successes and honest mistakes. AARs help units and individuals understand what went right and why, what went wrong and why, and what to do better in future training and operations. Units share lessons learned with other units using various methods. They can use the ATN and Center for Army Lessons Learned web sites, video teleconferences, pre-deployment site surveys, right-seat rides, and other collaborative opportunities. Commanders and other leaders integrate these observations, insights, and lessons into their unit training and education to try to prevent their units from committing the same mistakes. (Refer to the *Leader's Guide to After-Action Reviews* on ATN.)

## TRAINING AND EVALUATION OUTLINES

3-74. All training must be evaluated. Otherwise, the training time is wasted. Task standards reside in the training and evaluation outlines for each collective task. **A training and evaluation outline is a summary document that provides information on collective training objectives, related individual training objectives, resource requirements, and applicable evaluation procedures for a type of organization.** This document provides the task title, task description, the recommended conditions to use in training, the standard to be met and the task steps and performance measures to attain a 'GO/NO-GO' for each step. Trainers access training and evaluation outlines from ATN, through CATS and the DTMS. The training and evaluation outline provides the means to help leaders evaluate task execution and subjectively assess the unit's ability to perform the task.

# Glossary

The glossary lists acronyms and terms. Terms for which ADRP 7-0 is the proponent are marked with an asterisk (\*).

## SECTION I – ACRONYMS AND ABBREVIATIONS

<b>AAR</b>	after action review
<b>ADP</b>	Army doctrine publication
<b>ADRP</b>	Army doctrine reference publication
<b>ARFORGEN</b>	Army force generation
<b>ATN</b>	Army Training Network
<b>CATS</b>	Combined Arms Training Strategies
<b>COA</b>	course of action
<b>DA</b>	Department of the Army
<b>DTMS</b>	Digital Training Management System
<b>FM</b>	field manual
<b>JP</b>	joint publication
<b>MDMP</b>	military decisionmaking process
<b>MET</b>	mission-essential task
<b>METL</b>	mission-essential task list
<b>NCO</b>	noncommissioned officer
<b>OPORD</b>	operation order
<b>TLP</b>	troop leading procedures
<b>UTM</b>	unit training management
<b>UTP</b>	unit training plan
<b>WARNO</b>	warning order

## SECTION II – TERMS

### **\*after action review**

A guided analysis of an organization's performance, conducted at appropriate times during and at the conclusion of a training event or operation with the objective of improving future performance. It includes a facilitator, event participants, and other observers.

### **\*mission-essential task**

A task a unit could perform based on its design, equipment, manning, and table of organization and equipment/table of distribution and allowances mission.

### **\*mission-essential task list**

A compilation of mission-essential tasks.

### **\*multiechelon training**

A training technique that allows for the simultaneous training of more than one echelon on different or complementary tasks.



**\*training and evaluation outline**

A summary document that provides information on collective training objectives, related individual training objectives, resource requirements, and applicable evaluation procedures for a type of organization.

**\*training objective**

A statement that describes the desired outcome of a training activity in the unit.

## References

Field manuals and selected joint publications are listed by new number followed by old number.

### REQUIRED PUBLICATIONS

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

JP 1-02. *Department of Defense Dictionary of Military and Associated Terms*. 8 November 2010.

### RELATED PUBLICATIONS

These documents contain relevant supplemental information.

### ARMY PUBLICATIONS

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