

TLS6 SMARTBOOK



**TLS6: The Leader's
SMARTbook, 6th Ed.**

**Leadership & the
Profession (ADP 6-22)**

**Leader Development
(FM 6-22)**

**Counsel, Coach,
Mentor (ATP 6-22.1)**

**Team Building
(ATP 6-22.6)**

**Training
(ADP 7-0)**

**Train to Win in a
Complex World (FM 7-0)**

**Unit Training Plans,
Mtgs, Schedules, Briefs**

**Conducting Training
Events & Exercises**

**Training Assessments
& After Action Reviews**

Military

LEADERSHIP & TRAINING in a Complex World

The Lightning Press
Norman M. Wade



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(TLS6) The Leader's SMARTbook, 6th Ed. Military Leadership & Training in a Complex World

TLS6 is the sixth edition of The Leader's SMARTbook, completely updated for 2020.

TLS6 incorporates the full scope of new material from ADP 6-22 Army Leadership and the Profession (with Change 1), ADP 7-0 Training, and FM 7-0 Train to Win in a Complex World. Jam-packed at 392 pages, topics and chapters include military leadership (ADP 6-22); leader development (FM 6-22); coach, counsel, and mentor (ATP 6-22.1), team building; (ATP 6-22.6), military training (ADP 7-0), train to win in a complex world (FM 7-0); unit training plans, meetings, schedules, briefs; conducting training events and exercises; training assessments, evaluations and after action reviews.

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(TLS6) Notes to Reader

Among professions, the **Army Profession** has unique characteristics because of the lethality of our operations. The Nation tasks the Army to do many things besides combat operations, but ultimately the primary reason the Army exists is to fight and win the Nation's wars through prompt and sustained land combat, as part of the joint force. The Army must always be prepared to accomplish this mission through the application of **lethal force**.

Leadership is the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization. As an **element of combat power**, leadership unifies the other elements of combat power (information, mission command, movement and maneuver, intelligence, fires, sustainment and protection). Confident, competent, and informed leadership intensifies the effectiveness of the other elements of combat power.

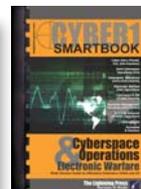
The Army depends upon itself to develop adaptable leaders able to achieve mission accomplishment in dynamic, unstable, and complex environments. A robust, holistic **leader development** program is essential. Through a mix of education, training, and experience, Army leader development processes produce and sustain agile, adaptive, and innovative leaders who act with boldness and initiative in dynamic, complex situations to execute missions according to doctrine, orders, and training.

Leaders have three principal ways of developing others. They can provide knowledge and feedback through **counseling, coaching, and mentoring**. The military is a team of teams composed of numerous organizations with one overarching common mission: win the nation's wars. The ability to **build teams** through mutual trust and maintain effective, cohesive teams throughout military operations is an essential skill for all commanders, staffs, and leaders.

The Army trains to win in a complex world. To fight and win in a chaotic, ambiguous, and complex environment, the Army trains to provide forces ready to conduct unified land operations. The Army does this by conducting tough, realistic, and challenging training. Training is the most important thing the Army does to prepare for operations. **Training is the cornerstone of readiness.** Readiness determines our Nation's ability to fight and win in a complex global environment.

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Military Leadership



ADP 6-22
(w/Chg 1)



FM 6-22



ATP 6-22.1



ATP 6-22.6

Chap 1: Army Leadership & Profession (ADP 6-22 w/Chg 1)

War is a lethal clash of wills and an inherently human endeavor that requires perseverance, sacrifice, and tenacity. Enduring the physical hardship, danger, and uncertainty of combat requires an **Army that is professionally committed and guided by an ethic** that motivates and guides its forces in the conduct of missions, performance of duty, and all aspects of life.

Leadership is the activity of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization. Leadership as an element of combat power, coupled with information, unifies the warfighting functions.

Chap 2: Leader Development (FM 6-22)

The Army depends upon itself to develop adaptable leaders able to achieve mission accomplishment in dynamic, unstable, and complex environments. A robust, holistic leader development program is essential. Through a mix of education, training, and experience, **Army leader development** processes produce and sustain agile, adaptive, and innovative leaders who act with boldness and initiative in dynamic, complex situations to execute missions according to doctrine, orders, and training. Furthermore, it also produces leaders that possess the integrity and willingness to act in the absence of orders, when existing orders, doctrine or their own experience no longer fit the situation, or when unforeseen opportunities or threats arise.

Chap 3: Counseling, Coaching, Mentoring (ATP 6-22.1)

Leaders have three principal ways of developing others. They can provide knowledge and feedback through counseling, coaching, and mentoring.

Counseling is central to leader development. Good counseling focuses on the subordinate's performance and issues with an eye toward tomorrow's plans and solutions. Leaders expect subordinates to be active participants seeking constructive feedback. Counseling cannot be an occasional event but should be part of a comprehensive program to develop subordinates.

While a mentor or counselor generally has more experience than the person being supported does, **coaching** relies primarily on teaching and guiding to bring out and enhance the capabilities already present.

To help leaders acquire the necessary abilities, the Army relies on a leader development system that compresses and accelerates development of professional expertise, maturity, and conceptual and team-building skills. **Mentoring** is a developmental tool that can effectively support many of these learning objectives.

Chap 4: Army Team Building (ATP 6-22.6)

Army organizations rely on effective **teams** to complete tasks, achieve objectives, and accomplish missions. The ability to build teams through mutual trust and maintain effective, cohesive teams throughout military operations is an essential skill for all Army commanders, staffs, and leaders.

Military Training



ADP 7-0



FM 7-0



Unit Training
Mgmt Guide

Chap 5: Army Training (ADP 7-0 and FM 7-0)

The Army **trains** to fight and win. To do this, the Army **trains** by developing proficiencies in mission-essential tasks, weapon systems, and the effective integration and employment of both. These components of training readiness provide the backbone to the development of unit readiness—the Army's first priority.

Chap 6: Planning Training

Training readiness stems from attaining proficiency in individual and collective tasks. To do that, unit commanders develop their **unit training plan (UTP)**, focusing on the tasks to train, based on the higher commander's guidance. This is battle-focused training. Following the general framework of the military decisionmaking process (MDMP) (or troop leading procedures [TLP] for company and below), unit commanders begin the process to determine the METs—what to train. Training readiness is at the core of this determination—whether it is training to maintain and sustain certain capabilities or training to meet the requirements of an assigned mission.

Chap 7: Conducting Training Events & Exercises

Units **execute training** when they put a plan into action to meet the training proficiencies and training objectives specified by the commander. Commanders establish measurable and attainable training objectives that develop and demonstrate collective task proficiencies. Well planned and communicated training guidance, well-developed plans, and maximized opportunities and resources enable units to execute quality training.

Chap 8: Assessing Training

Assessing unit training is a two-step process of objectively evaluating performance and assessing the results of evaluations. Following observed and evaluated training, commanders assess the unit's ability to execute tasks to standard. In addition to evaluations, commanders consider after action reviews, the commander's own personal observations, and other sources of feedback before making objective, holistic assessments of tasks, weapons, and overall unit training proficiency.



(TLS6) References

The following primary references were used to compile *TLS6: The Leader's SMARTbook*. All references are open-source, public domain, available to the general public, and/or designated as "approved for public release; distribution is unlimited." *TLS6: The Leader's SMARTbook* does not contain classified or sensitive material restricted from public release.

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Army Doctrinal Publications (ADPs)

ADP 3-0*	Jul 2019	Operations
ADP 5-0*	Jul 2019	The Operations Process
ADP 6-0*	Jul 2019	Mission Command
ADP 6-22*	Nov 2019	Army Leadership and the Profession (INCL C1)
ADP 7-0*	Jul 2019	Training

Army Techniques Publications (ATPs)

ATP 6-22.1	Jul 2014	The Counseling Process
ATP 6-22.6	Oct 2015	Army Team Building

Field Manuals (FMs)

FM 6-0	Apr 2016	Commander and Staff Organization and Operations (w/change 2)
FM 6-22	Jun 2015	Leader Development
FM 7-0	Oct 2016	Train to Win in a Complex World

Other Publications

UTM Guide	Aug 2012	Unit Training Management (Guide), Combined Arms Center - Training
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* New or updated reference publication since last edition.



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Army Leadership & the Profession

Ref: ADP 6-22 (w/C1), *Army Leadership and the Profession* (Nov '19), chap. 1.

For more than 240 years, the United States Army has protected the people and interests of the Nation. The Army is not alone. The Marines Corps, Navy, Air Force, Coast Guard, government agencies, and local law enforcement and firefighters all perform similar services to the Nation and its communities. All volunteered. In many cases, they choose to place themselves in harm's way based on a conviction that personal service makes a difference. Leading Soldiers requires an understanding of the Army profession and ethic that are the basis for a shared professional identity and underpin all leader decisions and actions. To inspire Soldiers to risk their lives requires professional leaders capable of providing purpose, direction, and motivation.

The Army Profession and Ethic

War is a lethal clash of wills and an inherently human endeavor that requires perseverance, sacrifice, and tenacity. The United States Army's primary reason for existence is to deploy, fight, and win the Nation's wars by providing ready, prompt, and sustained land dominance by Army forces across the range of military operations as part of the joint force. Enduring the physical hardship, danger, and uncertainty of combat requires an Army that is professionally committed and guided by an ethic that motivates and guides its forces in the conduct of missions, performance of duty, and all aspects of life.

Providing the purpose, direction, and motivation required to inspire others to risk their lives to accomplish missions requires leaders committed to their profession and ethic. To prepare Army leaders to fulfill their responsibilities, the Army profession develops Soldiers and Army civilians who demonstrate character, competence, and commitment through career-long training, education, and experience.

See pp. 1-6 to 1-7 for an overview and further discussion of the Army profession.

See pp. 1-8 to 1-9 for an overview and further discussion of the Army ethic.

I. Army Leadership

The Army experience over more than two centuries is that most people have leadership potential and can learn to be effective leaders. The ability to influence others is a central component of leadership. As a result, leader development has long been an Army priority. This development begins with education, training, and experience, and requires understanding about what Army leaders do and why

See chap. 2, *Leader Development*, for further discussion from FM 6-22

Leadership is the activity of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization. Leadership as an element of combat power, coupled with information, unifies the warfighting functions (movement and maneuver, intelligence, fires, sustainment, protection and command and control). Leadership focuses and synchronizes organizations. Leaders inspire people to become energized and motivated to achieve desired outcomes. An Army leader is anyone who by virtue of assumed role or assigned responsibility inspires and influences people by providing purpose, direction, and motivation to accomplish the mission and improve the organization.

The Army Ethic

Ref: ADP 6-22 (w/C1), *Army Leadership and the Profession* (Nov '19), pp. 1-6 to 1-12.

True professions are guided by an ethic that establishes the personal and institutional standards expected of its members. A professional ethic creates a shared professional identity, and provides an enduring set of moral principles, values and beliefs that guide that profession as it provides its specialized service to society. The Army ethic is the set of enduring moral principles, values, beliefs, and laws that guide the Army profession and create the culture of trust essential to Army professionals in the conduct of missions, performance of duty, and all aspects of life.

The Army ethic is the basis of the Army's shared professional identity of trusted Army professionals. This identity expresses how Army professionals view their profession and why they serve. Love of country and family, preservation of the peace, and defense of the American people and the Army Values are inherent to the Army ethic. The ethical, effective, and efficient accomplishment of the mission is the core of this ethic. Soldiers and Army civilians are bound in common moral purpose to support and defend the Constitution and the American people.

The Army ethic has its origins in the philosophical heritage, theological and cultural traditions, and the historical legacy that frame our Nation. Army professionals swear to uphold the principles codified in the Constitution, which include establishing justice, ensuring domestic tranquility, providing for the common defense, promoting the general welfare, and securing the blessings of liberty to ourselves and our posterity. These principles are affirmed in oaths of service, and reflected in the Army motto—This We'll Defend.

Foundations of the Army Ethic		
Applicable to:	Legal Motivation of Compliance	Moral Motivation of Aspiration
Army profession Trust Honorable service Military expertise Stewardship Esprit de corps	United States Constitution United States Code Uniform Code of Military Justice Executive Orders Treaties, Law of Land Warfare	Declaration of Independence Universal Declaration of Human Rights Just War Tradition (Jus ad Bellum) Army culture of trust Professional organizational climate
Trusted Army professionals Honorable servants Army experts Stewards	Oaths of Service Standards of conduct Directives and policies The Soldier's Rules Rules of engagement	Natural moral reason – Golden Rule Army Values Soldier's and Army Civilian Corps creeds Justice in War (Jus in Bello)

The *Army ethic*, our professional ethic, is the set of enduring moral principles, values, beliefs, and applicable laws embedded within the *Army culture of trust* that motivates and guides the Army profession and *trusted Army professionals* in conduct of the mission, performance of duty, and all aspects of life.

Ref: ADP 6-22 (w/C1), *Table 1-1. The framework for the Army ethic.*

Soldiers and Army civilians join the Army profession with personal values developed in childhood and nurtured through years of experience. Diverse backgrounds and perspectives reflect American society and are a great strength of the Army. The oath to support and defend the Constitution unites all Army professionals. In so doing, they agree to live by and uphold the Army ethic. The framework for the Army ethic (see table 1-1) illustrates the historic sources that inform its content.

In situations of uncertainty, where the rules do not provide clear, courses of action, Army professionals base their decisions and actions on the moral principles of the Army ethic.

The Army Ethic

The Heart of the Army

The Army ethic includes the moral principles that guide our decisions and actions as we fulfill our purpose: to support and defend the Constitution and our way of life. Living the Army ethic is the basis for our mutual trust with each other and the American people. Today our ethic is expressed in laws, values, and shared beliefs within American and Army cultures. The Army ethic motivates our commitment as Soldiers and Army civilians who are bound together to accomplish the Army mission as expressed in our historic and prophetic motto:

This We'll Defend

Living the Army ethic inspires our shared identity as trusted Army professionals with distinctive roles as honorable servants, Army experts, and stewards of the profession. To honor these obligations we adopt, live by, and uphold the moral principles of the Army ethic. Beginning with our solemn oath of service as defenders of the Nation, we voluntarily incur the extraordinary moral obligation to be:

Trusted Army Professionals

Honorable Servants of the Nation—Professionals of Character:

We serve honorably—according to the Army ethic—under civilian authority while obeying the laws of the Nation and all legal orders; further, we reject and report illegal, unethical, or immoral orders or actions.

We take pride in honorably serving the Nation with integrity, demonstrating character in all aspects of our lives. In war and peace, we recognize the intrinsic dignity and worth of all people, treating them with respect.

We lead by example and demonstrate courage by doing what is right despite risk, uncertainty, and fear; we candidly express our professional judgment to subordinates, peers, and superiors.

Army Experts—Competent Professionals:

We do our duty leading and following with discipline, striving for excellence, putting the needs of others above our own, and accomplishing the mission as a team. We accomplish the mission and understand it may demand risking our lives and justly taking the lives of others.

We continuously advance the expertise of our chosen profession through lifelong learning, professional development, and certifications.

Stewards of the Army Profession—Committed Professionals:

We embrace and uphold the Army Values and standards of the profession, always accountable to each other and the American people for our decisions and actions. We wisely use the resources entrusted to us, ensuring our Army is well-led and well-prepared, while caring for Soldiers, Army civilians, and families.

We continuously strengthen the essential characteristics of the Army profession, reinforcing our bond of trust with each other and the American people.

Army Values *(See pp. 1-24 to 1-25.)*

Loyalty—Duty—Respect—Service—Honor—Integrity—Courage. The Army Values set expectations for conduct and are fundamental to making the right decision in any situation.

Ref: Figure 1-2. The Army ethic, including Army Values.

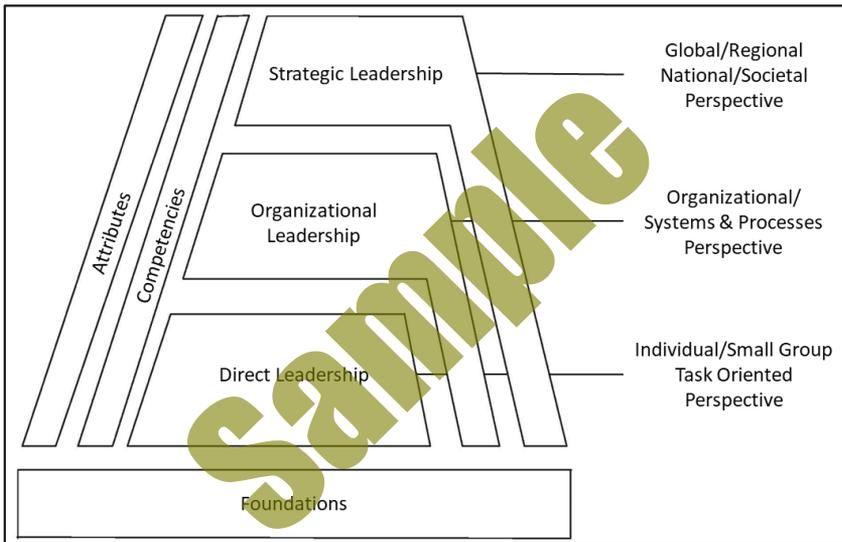
V. Levels of Leadership

Ref: ADP 6-22 (w/C1), *Army Leadership and the Profession* (Nov '19), pp. 1-22 to 1-23.

The Army acknowledges three levels of leadership—

- Direct.
- Organizational.
- Strategic.

The leader attributes and competencies apply across all leadership levels. The concept of subordination helps members understand the expectations the Army has for them across a career. Foundations include understanding oaths, dignity and respect for all people, the Army Values, leadership, command, authority, Army operations, military discipline, and similar basics (see figure 1-5). Leaders gain a firmer understanding of the enduring requirements and add specialized knowledge as they move through the levels.



Ref: ADP 6-22 (w/C1), *Figure 1-5. Army leadership levels.*

Factors determining a leadership level include the leader's relationship to a subordinate, number of subordinates, scope of responsibility, and time horizons of missions. Regardless of which level they serve in, a leader is always a direct leader. Direct leaders are task oriented. Organizational leaders are both task and mission oriented and lead through subordinate leaders. Army organizations execute missions and tasks. Strategic leaders apply a global, regional, national, and societal perspective to the organizations they lead. Organizational and strategic leaders lead through others. Rank does not generally determine the difference between organizational and strategic leaders, positions do. The Sergeant Major of the Army is a sergeant major. A battalion sergeant major is also a sergeant major. While there are significant differences in seniority and responsibilities, they are both sergeants major. Junior leaders and some DA Civilians serve at the direct leadership level. NCOs and officers that direct other leaders to accomplish tasks are organizational leaders. Generally, senior grade and general officers and equivalent senior executive service DA Civilians and their sergeants major serve at the organizational or strategic leadership levels.

A. Direct Leadership

Direct leadership is face-to-face or first-line leadership that generally occurs in organizations where subordinates see their leaders all the time such as teams, squads, sections, platoons, departments, companies, batteries, and troops. The direct leader's span of influence may range from a few to dozens of people. The leader's day-to-day involvement is important for successful unit performance. Direct level leadership covers the same type of functions, such as those performed by an infantry squad or a graves registration unit.

Direct leaders develop others through coaching, counseling, mentoring, and setting the example. For instance, company grade officers and NCOs are close enough to Soldiers to exert direct influence when observing training or interacting with subordinates during other functions.

Direct leaders generally experience more certainty and less complexity than organizational and strategic leaders because of their close physical proximity to their subordinates. They direct actions, assign tasks, teach, coach, encourage, give guidance, and ensure successful completion of tasks or missions. They must be close enough to the action to determine or address problems. Examples of direct leadership tasks are vehicle maintenance, supervision of creating of fighting positions, and performance counseling.

Direct leaders understand the mission of their higher headquarters two levels up and when applicable the tasks assigned one level down. This provides them with the context in which they perform their duties.

B. Organizational Leadership *(See pp. 1-77 to 1-80.)*

Organizational leaders exercise leadership through subordinate leaders responsible for leading the various organizations that make up the larger organization. Organizational leaders establish a climate that supports their subordinate leaders. Subordinate units and organizations do not depend on daily guidance from their higher-level leaders to be successful. Organizational leaders, particularly commanders, are responsible for communicating intent two echelons down and understanding intent two echelons up. Organizational leaders operate within commanders' intent and communicate that intent to subordinates as a means of providing room for subordinate initiative and decreasing the number of decisions they must personally make to keep the organization operating effectively. Organizational leadership includes responsibility over multiple functions, such as leading and synchronizing combined arms operations.

Organizational leaders regularly and personally interact with their subordinates. They make time to verify that reports and briefings match their own perceptions of the organization's progress toward mission accomplishment. Organizational leaders use personal observation and visits by designated personnel to assess how well subordinates understand the commander's intent and to determine if they need to reinforce or reassess the organization's priorities.

C. Strategic Leadership *(See pp. 1-81 to 1-84.)*

Strategic leaders include military and civilian leaders at the major command through DOD levels. Strategic leadership guides and integrates multiple organizational level units that perform a wide range of functions. It influences several thousand to hundreds of thousands of people. These leaders allocate resources, communicate strategic vision, and prepare their commands and the Army itself for future missions. Strategic leaders shape Army culture by ensuring their directives, policies, programs, and systems are ethical, effective, and efficient.

Strategic leaders apply all core leader competencies they acquired as direct and organizational leaders, while further adapting them to the complex realities of their strategic conditions. Strategic leader decisions must consider congressional hearings, Army budgetary constraints, new systems acquisition, civilian programs, research, development, and inter-service cooperation. Every strategic leader decision has the potential of affecting the entire Army.

I. Leader Attributes (Character, Presence, Intellect)

Ref: ADP 6-22 (w/C1), *Army Leadership and the Profession* (Nov '19), part 1.

The Army Leader -

A Person of Character, Presence, and Intellect

Part One of ADP 6-22 highlights the critical attribute categories of character, presence, and intellect. All Army leaders use them to reach their full potential from direct leader to strategic leader. The attributes support leadership actions valuable for continued development and effective performance.

Core Leader Attributes

Attributes are characteristics internal to a leader. These affect how an individual behaves, thinks, and learns within certain conditions. Strong character, solid presence, and keen intellect enable individuals to perform the core leader competencies with greater effect.

Leader Attributes

The Army Leader - A Person of Character, Presence, and Intellect.

Attributes

A. Character

- Army values
- Empathy
- Warrior ethos and Service ethos
- Discipline
- Humility

B. Presence

- Military and professional bearing
- Fitness
- Confidence
- Resilience

C. Intellect

- Mental agility
- Sound judgement
- Innovation
- Interpersonal tact
- Expertise

The three categories of core attributes are—

Character (See p. 1-22.)

Character: the moral and ethical qualities of the leader.

Presence (See p. 1-28.)

Presence: characteristics open to display by the leader and open to viewing by others.

Intellect (See p. 1-30.)

Intellect: the mental and social abilities the leader applies while leading.

Leader Attributes (Overview)

Ref: ADP 6-22 (w/C1), *Army Leadership and the Profession* (Nov '19), pp. 6 to 7.

Attributes are characteristics internal to a leader. These affect how an individual behaves, thinks, and learns within certain conditions. Strong character, solid presence, and keen intellect enable individuals to perform the core leader competencies with greater effect. The three categories of core attributes are—

Leader Attributes

Core Leader Attributes

A. Character

- Army values
- Empathy
- Warrior ethos and Service ethos
- Discipline
- Humility

B. Presence

- Military and professional bearing
- Fitness
- Confidence
- Resilience

C. Intellect

- Mental agility
- Sound judgement
- Innovation
- Interpersonal tact
- Expertise

I. Character

A person's character affects how they lead. A leader's character consists of their true nature guided by their conscience, which affects their moral attitudes and actions. A leader's personal reputation is what others view as character. Leaders who firmly adhere to applicable laws, regulations, and unit standards build credibility with their subordinates and enhance trust of the Nation they serve.

Influences such as background, beliefs, education, and experiences affect all Soldiers and DA Civilians. An Army leader's role in developing others' character would be simple if it merely required checking and aligning personal values with the Army Values. Reality is much different. Becoming and remaining a leader of character is a process involving day-to-day experiences and internal fortitude. While education, self-development, counseling, coaching, and mentoring can refine the outward signs of character, modifying deeply held values is the only way to change character. Leaders are responsible for their own character and for encouraging, supporting, and assessing their subordinates' efforts to embody character.

Factors internal and central to a leader serving in either leader or follower roles that constitute an individual's character.

Army Values	<ul style="list-style-type: none">• Values are principles, standards, or qualities considered essential for successful leaders.• Guide leaders' decisions and actions in accomplishing missions, performing duty, and all aspects of life.• The Army has seven values applicable to all Army individuals: loyalty, duty, respect, selfless service, honor, integrity, and personal courage.
Empathy	<ul style="list-style-type: none">• Propensity to experience something from another person's point of view.• Ability to identify with and enter into another person's feelings and emotions, enabling clearer communications and better guidance.• Desire to care for and take care of Soldiers and others.
Warrior Ethos/ Service Ethos	<ul style="list-style-type: none">• Internal shared attitudes and beliefs that embody the spirit of the Army profession.
Discipline	<ul style="list-style-type: none">• Decisions and actions consistent with the Army Values; willing obedience to lawful orders
Humility	<ul style="list-style-type: none">• Inherently motivated to support mission goals ahead of actions that are self-serving.• Possesses honest and accurate self-understanding.• Eager for input and feedback from others.

Ref: ADP 6-22 (w/C1), Table 2-1. Attributes associated with CHARACTER.

Army Values

Ref: ADP 6-22 (w/C1), *Army Leadership and the Profession* (Nov '19), pp. 2-1 to 2-5.

Personal values develop over the years from childhood to adulthood. People are free to choose and hold their own values, but upon taking the oath of service, Soldiers and DA Civilians agree to live and act by the Army Values. Army Values consist of the principles, standards, and qualities considered essential for service. The Army Values set expectations for conduct and are fundamental to making the right decision in any situation. Living, teaching, and reinforcing Army Values is an important leader responsibility.

The Army recognizes seven values that all Soldiers and DA Civilians must internalize.

Embracing the Army Values is the hallmark of being an Army professional. Doing so represents a pact with teammates and the American people to be trustworthy and accountable.

When read in sequence, the first letters of the Army Values form the acronym LDRSHIP:

Army Values - "LDRSHIP"

L	Loyalty
D	Duty
R	Respect
S	Selfless service
H	Honor
I	Integrity
P	Personal courage

Ref: ADP 6-22 (w/C1), *Army Profession and Leadership* (Nov '19), pp. 2-1 to 2-5.

L - Loyalty: Bear True Faith And Allegiance To The U.S. Constitution, The Army, Your Unit And Other Soldiers

The first order of loyalty is to the Constitution and the ideals upon which it is based. One cannot remain loyal to the Constitution by being loyal to those who violate it. To create strong organizations, superiors, subordinates, and peers must embrace loyalty. One way that individuals demonstrate loyalty is by upholding all of the Army values. With those values as a foundation, loyalty is a two-way exchange: leaders earn loyalty and subordinates expect loyalty in return. Leaders earn subordinates' loyalty by training them well, treating them fairly, and living the Army Values. Subordinates demonstrate loyalty by working hard for their leaders and being as good as they can be at their jobs. Loyalty and trust enable the successful day-to-day operations of all organizations.

D - Duty: Fulfill Your Obligations -- Always Do Your Best

All Soldiers and DA Civilians strive to do their best. Duty extends beyond law, regulation, and orders. Army professionals exercise initiative when they fulfill the purpose, not merely the letter, of received orders. Leaders take responsibility for their actions and those of their subordinates; it is inherent in their duty to the larger organization, the Army, and the Nation. Conscientious leaders and subordinates possess a sense of responsibility to apply their best efforts to accomplish the mission. This guides Soldiers and DA Civilians to do what is right to the best of their ability.

R - Respect: Treat People as They Should Be Treated

The Army Values reinforce that all people have dignity and worth and must be treated with respect. The Nation was founded on the ideal that all are created equal. In the Army, each is judged by the content of their character. Army leaders should consistently foster a climate that treats everyone with dignity and respect, regardless of ethnicity, gender identity, sexual orientation, creed, or religious belief. Fostering a positive climate begins with a leader's personal example. Leaders treat others, including adversaries, with respect.

S - Selfless Service: Put the Welfare of the Nation, the Army and Your Subordinates Before Your Own

Selfless service means doing what is right for the Nation, the Army, the organization, and subordinates. While the needs of the Army and the Nation should come first, selfless service does not imply leaders should neglect their families or themselves. Unselfish, humble leaders set themselves apart as teammates who are approachable, trustworthy, and open to follower input and advice. Selfless leaders aspire to attain goals for the greater good, beyond their own interests and benefits.

H - Honor: Live Up to Army Values

Living honorably, in line with the Army Values, sets an example for every member of the organization and contributes to an organization's positive climate and morale. How leaders conduct themselves and meet their obligations to the mission, other people, and the organization defines them as people and leaders.

I - Integrity: Do What is Right, Legally and Morally

Leaders of integrity consistently follow honorable principles. The Army relies on leaders who are honest in word and deed. Leaders of integrity do the right thing because their character permits nothing less. To instill the Army Values in others, leaders must demonstrate them. As an Army leader and a person of integrity, personal values should reinforce the Army Values.

P - Personal Courage: Face Fear, Danger, or Adversity (Physical and Moral)

Personal courage is not the absence of fear; it is the ability to put fear aside and do what is necessary or right. Personal courage takes two forms: physical and moral. Effective leaders demonstrate both.

Physical courage requires overcoming fears of bodily harm and doing one's duty. It triggers bravery that allows a Soldier to take risks in combat in spite of the fear of injury or death. For leaders, mission accomplishment may demand risking their own lives or those of Soldiers and justly taking the lives of enemies.

Moral courage is the willingness to stand firm on values, principles, and convictions. It enables all leaders to stand up for what they believe is right, regardless of the consequences. Leaders, who take full responsibility for their decisions and actions, even when things go wrong, display moral courage. Moral courage also expresses itself as candor—being frank, honest, and sincere with others. Carefully considered professional judgment offered to subordinates, peers, and superiors is an expression of personal courage

It is difficult to judge our own humility. One's humility is largely determined by other people. It is a subjective perception of the leader. Humility is interpreted differently by different genders and cultures. Individuals need to guard against their biases and assess character based on the whole set of Army Values and attributes.

II. Leader Presence

Demonstrating presence is more than just showing up and being seen, although both are important. The actions, words, and the manner in which leaders carry themselves should convey confidence, competence, and a positive example for others to emulate. Presence represents who leaders are and what they stand for. Every leader has presence. Unfortunately, some lose the respect and confidence of their subordinates because their presence provides little or no positive effect on others. Part of projecting a positive leadership presence is being comfortable in one's own skin. While leaders should understand that their subordinates are always observing how leaders carry themselves, they should also understand that subordinates can quickly tell the difference between leaders who are trying to portray themselves as something they are not. This often happens when a leader is new to a duty position or lacks experience. Remembering that most subordinates want their leaders to be successful is important. When they sense that their leaders are genuine, honest, and willing to learn by putting themselves into positions where they might risk a little embarrassment learning a new skill, their level of respect for a leader increases. Leaders able to do what they ask others to do, who can 'walk the talk,' generate a positive reputation that contributes to their effective presence around Soldiers.

See table 3-1 on p. 1-21 for a summary of the presence attributes.

Leader Presence

A leader's effectiveness is dramatically enhanced by understanding and developing the following areas:



Military and Professional Bearing



Fitness



Confidence



Resilience

Ref: ADP 6-22 (w/C1), *Army Profession and Leadership* (Nov '19), chap. 3.

Through their presence, leaders show what they stand for and how they expect others to carry themselves. Leaders who routinely share in hardships and dangers have firsthand knowledge of what they are asking subordinates to do, and show their subordinates that they are not above putting themselves at the same level of risk or discomfort. It assures Soldiers that what they are doing is important. A leader's ef-

fectiveness is dramatically enhanced by understanding and developing the following areas:

- **Military and professional bearing:** projecting a commanding presence, a professional image of authority, calmness under pressure, and control over emotions.
- **Fitness:** looking like a fit, professional Soldier, having the strength, and endurance to lead others from the front, and being physically able to do what subordinates are expected to do.
- **Confidence:** projecting self-confidence and certainty in the unit's ability to accomplish the mission, able to retain composure and demonstrate calm through steady control over emotion.
- **Resilience:** demonstrating the psychological and physical capacity to overcome failures, setbacks, and hardship.

A. Military and Professional Bearing

The Army expects all Army members to look and act as professionals. Skillful use of professional bearing—fitness, courtesy, proper military appearance, appropriate civilian attire, and professionally correct behavior in accordance with established Army standards sets the professional tone with which a unit functions. A professional military demeanor establishes credibility, sets expectations, and reduces organizational ambiguity. Consistent professionalism strengthens mutual respect among members of the team.

B. Fitness

The Army's approach to holistic fitness reduces the risk of unnecessary harm during operations, while training, in garrison, and off duty. Holistic fitness recognizes that individual well-being depends on interdependent areas including physical fitness, resilience, training, individual spirituality (self-identity, beliefs, and life purpose beyond self), social interaction (positive connection with others), and physical, psychological, and behavioral health. Leaders promote policies and practices to maintain total fitness for themselves and their subordinates.

Unit readiness begins with physically fit Soldiers. Operations place physical, mental, and emotional demands upon the individuals conducting them. Physical fitness, while crucial for success in battle, is important for all members of the Army team in all environments. Physically fit people feel more competent and confident, handle stress better, can work longer more effectively, and recover faster from hardship. Physical fitness is the cornerstone of combat readiness.

The physical demands of leadership during repeated deployments or continuous operations can erode how well one thinks and emotional stability, both of which are essential to the effective decision making required for sound leadership. Poor physical fitness multiplies the effects of stress, eventually compromising mental and emotional fitness. Operations in difficult terrain, extreme climates, or high altitudes require extensive physical conditioning. Once in the area of operations, leaders must continue efforts to sustain their own fitness and that of their subordinates.

Preparedness for operational missions should be the primary focus of the unit's fitness program. The forward-looking leader develops a balanced fitness program that enables Soldiers to execute the unit's most challenging missions.

It is a leader's duty to stay healthy and fit since the leader's decisions affect the welfare of the entire organization. Fit and healthy leaders motivate and challenge subordinates to become like them. Staying healthy and physically fit enables Soldiers to cope with the psychological effects of extended operations. To maintain peak performance, leaders and Soldiers need exercise, sufficient sleep, nutritional food, and adequate hydration.

II. Leader Competencies (Leads, Develops, Achieves)

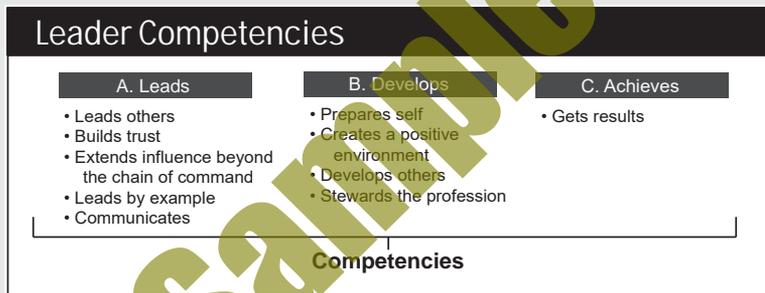
Ref: ADP 6-22 (w/C1), *Army Leadership and the Profession* (Nov '19), part two.

Competency-based Leadership for Direct Through Strategic Levels

ADP 6-22 Part Two describes the core leader competencies and their application. Army leaders lead others; develop themselves, their subordinates, and organizations; and accomplish assigned and implied missions. The ten competencies of Army leadership apply across leadership levels as core requirements, while subtle changes occur in purpose and activity at each successive level.

Core Leader Competencies

The core leader competencies are actions that the Army expects leaders to do: lead, develop, and achieve. Competencies provide an enduring, clear, and consistent way of conveying expectations for Army leaders. The core competencies are universal for all Army leaders.



The core competency categories are—

Leads (See pp. 1-35 to 1-52.)

Leads provides purpose, direction, and motivation; builds trust; provides an example; communicates.

Develops (See pp. 1-53 to 1-68.)

Develops themselves, creates a positive climate, develops subordinates, and stewards the profession.

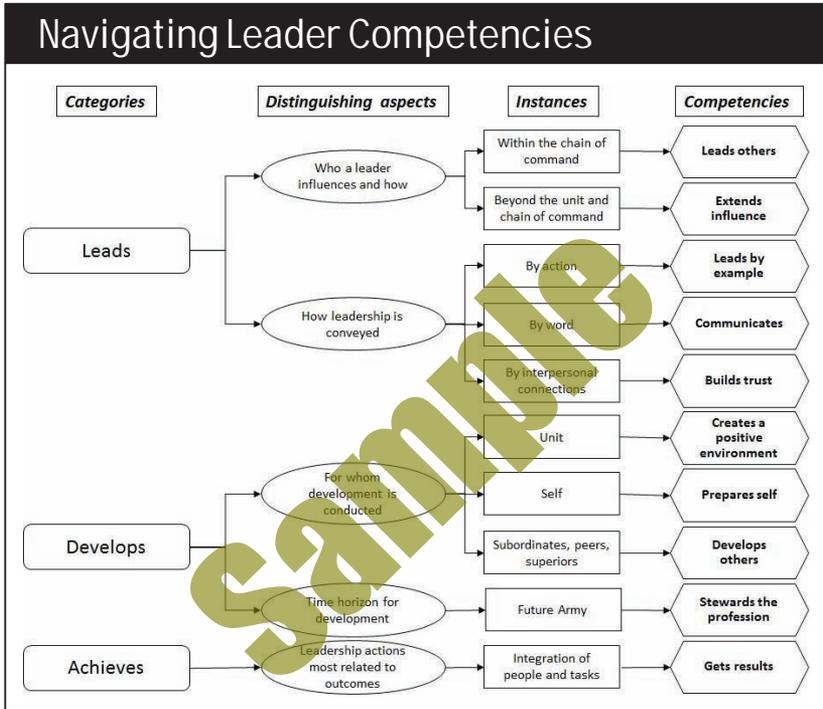
Achieves (See pp. 1-69 to 1-72.)

Achieves executes, adjusts, and gets results to accomplish tasks and missions on time and to standard.

Core Leader Competencies (Overview)

Ref: ADP 6-22 (w/C1), *Army Leadership and the Profession* (Nov '19), p. 1-16.

The core leader competencies make up a core set. Figure 1-4 below depicts similarities and distinctions among core leader competencies, demonstrates how competencies fall into three categories and that each represents different leader actions. For instance, Army leaders are expected to develop themselves (prepares self), develop others, ensure unit readiness (create a positive environment) and sustain the Army as a whole (stewards the profession).



Ref: ADP 6-22 (w/C1), Figure 1-4. Navigating leader competencies.

The core competency categories are—

Leads (See pp. 1-35 to 1-52.)

Leads provides purpose, direction, and motivation; builds trust; provides an example; communicates.

Develops (See pp. 1-53 to 1-68.)

Develops themselves, creates a positive climate, develops subordinates, and stewards the profession.

Achieves (See pp. 1-69 to 1-72.)

Achieves executes, adjusts, and gets results to accomplish tasks and missions on time and to standard.

Chap 1

(Leader Competencies)

IIa. Leads

Ref: ADP 6-22 (w/C1), *Army Leadership and the Profession* (Nov '19), chap. 5.

Leads consists of five competencies. Leads others includes influencing members in the leader's organization. Influence is central to leadership. Extends influence beyond the chain of command involves influencing others when the leader does not have designated authority or when others may not recognize the leader's authority. Builds trust establishes conditions that lead to mutual confidence among leaders and subordinates. Leader actions and words comprise the competencies of leads by example and communicates. Actions can speak louder than words and leaders who embody standards as role models are generally more effective than those who simply talk about standards. Effective leaders clearly communicate what needs to be done and why.

Leads (Leader Competencies)

A. Leads

- I** Leads Others
- II** Builds Trust
- III** Extends Influence Beyond the Chain of Command
- IV** Leads by Example
- V** Communicates

Leader Competencies		
A. Leads Others	B. Builds Trust	C. Extends Influence Beyond the Chain of Command
• Influence others	• Prepare and create a positive environment	• Gain results
• Develop others	• Develop a positive environment	• Develop others
• Develop others beyond the chain of command	• Develop others	• Develop others
• Communicate	• Communicate	• Communicate

Ref: ADP 6-22 (w/C1), *Army Leadership and the Profession* (Nov '19), chap. 5.

I. Leads Others

Army leaders draw upon their character, presence, and intellect while leading others. Direct leaders influence others person-to-person, such as a team leader who instructs, encourages hard work, and recognizes achievement. Organizational and strategic leaders guide organizations directly through their subordinate leaders, using both direct and indirect means of influence. A company commander directly leads the platoon leaders, who in turn know what the battalion commander wants done, because the lieutenants understand the commander's intent two levels up. The battalion commander does not communicate to the platoon leaders directly, but rather depends upon the company commanders to lead their organizations according to the commander's intent. Intent links higher and lower echelons.

Leads - Summary of Competencies

Ref: ADP 6-22 (w/C1), Army Leadership and the Profession (Nov '19), tables 5-1 to 5-5.

I. Leads Others (See pp. 1-35 to 1-42.)

Leaders motivate, inspire, and influence others to take initiative, work toward a common purpose, accomplish critical tasks, and achieve organizational objectives. Influence focuses on compelling others to go beyond their individual interests and to work for the common good.	
Uses appropriate methods of influence to motivate others	<ul style="list-style-type: none">• Uses methods ranging from compliance to commitment• Applies influence methods to adapt to the followers at a given point in time under the conditions of the situation
Provides purpose, motivation and inspiration	<ul style="list-style-type: none">• Inspires, encourages, and guides others toward mission accomplishment.• Emphasizes the importance of organizational goals.• Determines the course of action to reach objectives and fulfill mission requirements.• Communicates instructions, orders, and directives to followers.• Ensures subordinates understand and accept direction.• Empowers and delegates authority to subordinates.• Focuses on the most important aspects of a situation.
Enforces standards	<ul style="list-style-type: none">• Reinforces the importance and role of standards.• Performs individual and collective tasks to standard.• Recognizes and takes responsibility for poor performance; addresses it appropriately.
Balances mission and welfare of followers	<ul style="list-style-type: none">• Assesses and routinely monitors effects of mission fulfillment on mental, physical, and emotional attributes of subordinates.• Monitors morale, physical condition, and safety of subordinates.• Provides appropriate relief when conditions jeopardize success of the mission or present overwhelming risk to personnel.

II. Builds Trust (See p. 1-43.)

Leaders build trust to mediate relationships and encourage commitment among followers. Trust starts from respect among people and grows from common experiences and shared understanding. Leaders and followers share in building trust.	
Sets personal example for trust	<ul style="list-style-type: none">• Is firm, fair, and respectful to gain trust.• Assesses degree of own trustworthiness.
Takes direct actions to build trust	<ul style="list-style-type: none">• Fosters positive relationship with others.• Identifies areas of commonality (understanding, goals, and experiences).• Engages other members in activities and objectives.• Corrects team members who undermine trust with their attitudes or actions.
Sustains a climate of trust	<ul style="list-style-type: none">• Assesses factors or conditions that promote or hinder trust.• Keeps people informed of goals, actions, and results.• Follows through on actions related to expectations of others.

III. Extends Influence Beyond Chain of Command (pp. 1-44 to 1-47)

Leaders need to influence beyond their direct lines of authority and beyond chains of command to include unified action partners. In these situations, leaders use indirect means of influence: diplomacy, negotiation, mediation, arbitration, partnering, conflict resolution, consensus building, and coordination.	
Understands sphere, means, and limits of influence	<ul style="list-style-type: none">• Assesses situations, missions, and assignments to determine the parties involved in decision making, decision support, and possible interference or resistance.
Negotiates, builds consensus, and resolves conflict	<ul style="list-style-type: none">• Builds effective working relationships.• Uses two-way, meaningful communication.• Identifies individual and group interests.• Identifies roles and resources.• Generates and facilitates generation of possible solutions.• Applies fair standards to assess options.

Leads Others

(Summary of the Competency)

Ref: ADP 6-22 (w/C1), *Army Leadership and the Profession* (Nov '19), table 5-1, p. 5-8.

Leaders motivate, inspire, and influence others to take initiative, work toward a common purpose, accomplish critical tasks, and achieve organizational objectives. Influence focuses on compelling others to go beyond their individual interests and to work for the common good.

Uses appropriate methods of influence to motivate others

- Uses methods ranging from **compliance to commitment**
- Applies influence methods to adapt to the followers at a given point in time under the conditions of the situation

Provides purpose, motivation, and inspiration

- Inspires, encourages, and guides others toward mission accomplishment
- Emphasizes the importance of organizational goals
- Determines the course of action necessary to reach objectives and fulfill mission requirements
- Communicates instructions, orders, and directives to subordinates
- Ensures subordinates understand and accept direction
- Empowers and delegates authority to subordinates
- Focuses on the most important aspects of a situation

Enforces standards

- Reinforces the importance and role of standards
- Performs individual and collective tasks to standard
- Recognizes and takes responsibility for poor performance and addresses it appropriately

Balances mission and welfare of followers

- Assesses and routinely monitors effects of mission fulfillment on mental, physical, and emotional attributes of subordinates
- Monitors morale, physical condition, and safety of subordinates
- Provides appropriate relief when conditions jeopardize success of the mission or present overwhelming risk to personnel

See also p. 1-36.

Methods of Influence

Ref: ADP 6-22 (w/C1), *Army Leadership and the Profession* (Nov '19), pp. 5-3 to 5-5.

Influence is the essential activity of leadership and refers to how people affect the intentions, attitudes, and actions of another person or group of people. Influence depends upon the relationship that develops between leaders and others. Positive rapport and a sense of mutual trust make subordinates more likely to respond positively to a leader's influence. Leaders indirectly influence others by demonstrating integrity, empathy, judgment, expertise, and commitment. Army leaders employ various methods of direct influence based on audience, intent, and context of the situation.

ADP 6-22 discusses nine methods representing different ways to influence: pressure, legitimating, exchange, personal appeals, collaboration, rational persuasion, apprising, inspirational appeals, and participation.

Application of Influence

Creating commitment among subordinates requires that they know their leaders are sincere. Committed subordinates trust their leaders to be doing what is right for the Army, the mission, the team, and each individual Soldier. Leaders who primarily focus on personal gain or recognition are seen by subordinates as self-serving, which undermines trust and erodes motivation. Honorable intentions wrongly perceived by followers as self-serving will yield mere compliance.

The nature of the mission determines which influence method or combination of methods is appropriate. When a situation is urgent and greater risk is involved, eliciting follower compliance through more directive methods may be desirable. Direct-level leaders are often required to coordinate team activities in an expedient manner, meaning that they focus on explaining themselves before or after the activities, and not during execution. In comparison, organizational leaders typically use methods that draw out strong commitment from their subordinate leaders. The degree to which a leader uses commitment or compliance depends on the leader, the led, and the situation. When influencing others, Army leaders understand—

- The reasons for influence should align with the Army Values, the Uniform Code of Military Justice, the Soldier's Creed, and the Army Civilian Corps Creed.
- Commitment emphasizes empowerment and long-lasting trust.
- Compliance focuses on quickly meeting task demands.

Resistance

When leaders experience resistance, the first response is to understand the nature of the relationship and reasons for opposition or non-compliance. Resistance may stem from a lack of trust, lack of understanding, or concerns about well-being. Leaders may need to clarify misperceptions or correct false beliefs. Unfounded rumors can hurt unit cohesiveness and create friction if not confronted at their source. Gossip and rumors reduce focus while increasing the amount of energy leaders must spend on activities other than the mission at hand.

Leaders need to ensure all parties focus on a shared understanding. Overt acknowledgement of resistance can be the first step in reducing it. Leaders should confront resistance quickly to determine the reasons why it exists and how to address the causes constructively. This may be enough to change negative mindsets and build or restore mutual trust within the organization. Leaders can lessen resistance by acknowledging concerns with their own position or requests. This demonstrates that the leaders recognize both the positives and negatives of a given request and that they are approaching the issue even-handedly and fairly.

Leads by Example (Summary of the Competency) *See also p. 1-37.*

Ref: ADP 6-22 (w/C1), Army Leadership and the Profession (Nov '19), table 5-4, p. 5-14.

Leaders serve as role models. They maintain standards and provide effective examples through their actions. All Army leaders should model the Army Values.

Displays character

- Sets the example by displaying high standards of duty performance, personal appearance, military and professional bearing, physical fitness and ethics
- Fosters an ethical climate; shows good moral judgment and behavior
- Completes individual and unit tasks to standard, on time, & within the cdr's intent
- Demonstrates determination, persistence, and patience
- Uses sound judgment and logical reasoning

Exemplifies the Warrior Ethos

- Removes or fights through obstacles, difficulties, & hardships to accomplish mission
- Demonstrates the will to succeed
- Demonstrates physical and emotional courage
- Shares hardships with subordinates

Leads with confidence in adverse situations

- Provides leader presence at the right time and place
- Displays self-control, composure, and positive attitude
- Is resilient
- Remains decisive after discovering a mistake
- Acts in the absence of guidance
- Does not show discouragement when facing setbacks
- Remains positive when the situation becomes confusing or change
- Encourages subordinates

Demonstrates technical and tactical competence

- Performs duty with discipline and to standards, while striving for excellence
- Displays appropriate knowledge of equipment, procedures and methods; recognizes and generates innovative solutions
- Uses knowledgeable sources and subject matter experts

Understands the importance of conceptual skills and models them to others

- Displays comfort working in open systems
- Makes logical assumptions in the absence of facts
- Identifies critical issues to use as a guide in making decisions
- Relates and compares information from different sources to identify possible cause-and-effect relationships.

Seeks diverse ideas and points of view

- Encourages honest communications among staff and decision makers
- Explores alternative explanations and approaches for accompanying tasks
- Reinforces new ideas; demonstrates willingness to consider alternative perspectives to resolve difficult problems
- Discourages individuals from seeking favor through tacit agreement

whether a new piece of military equipment performs to established specifications. Knowing that a failed test may cause the possibility of personal pressure and command resistance from the program management office, a morally courageous tester will be prepared to endure that pressure and remain objective and fair in test procedures and conclusions. Moral courage is fundamental to living the Army Values of integrity and honor, for all civilian or military members

B. Demonstrating Competence

Having the appropriate levels of expertise is vital to competent leaders who display confidence through their attitudes, actions, and words. Subordinates become suspicious of leaders who act confident but do not demonstrate the competence to justify their confidence.

V. Communicates

Competent leadership requires good communication. Communication as a competency ensures more than the simple transmission of information. Communication generates shared understanding and situational awareness. Succinctly communicating information in a clear manner is an important skill for both leaders and subordinates to learn. Leaders cannot lead, supervise, counsel, coach, mentor, or build teams without communication.

Communicates



Listening Actively



Create Shared Understanding

Ref: ADP 6-22 (w/C1), Army Leadership & the Profession (Nov '19), pp. 5-14 to 5-16.

A. Listening Actively

An important part of effective two-way communication is active listening. Although the most important purpose of listening is to comprehend the sender's message, listeners should provide an occasional indication to the speaker that they are attentive, such as a head nod when face-to-face or stating "roger" when using radio or telephonic communication. Active listening involves avoiding interruption and keeping mental or written notes (when possible) of important points or items for clarification. Good listeners will understand the message being sent in terms of its content, urgency, and the emotion with which it is communicated.

Leaders should remain aware of barriers to listening that prevent hearing and absorbing what speakers say. Avoid formulating a response before hearing what the person says. Avoid distraction by anger, disagreement with the speaker, or other things that impede focusing on the message itself.

B. Create Shared Understanding

Competent leaders know themselves, the mission, and the message. They owe their organizations and subordinates information that directly applies to their duties, providing context, and purpose. Sharing information contributes to shared understanding. Additionally, sharing information prepares subordinates for future duties and greater responsibility.

Communicates (Summary of the Competency)

Ref: ADP 6-22 (w/C1), *Army Leadership and the Profession* (Nov '19), table 5-5, p. 5-16.

Leaders communicate effectively by clearly expressing ideas and actively listening to others. By understanding the nature and importance of communication and practicing effective communication techniques, leaders will relate better to others and be able to translate goals into actions. Communication is essential to all other leadership competencies. A leader:

Listens actively

- Listens and watches attentively
- Makes appropriate notes
- Tunes in to content, emotion, and urgency
- Uses verbal and nonverbal means to reinforce with the speaker that you are paying attention
- Reflects on new information before expressing views

Creates shared understanding

- Shares necessary information with others and subordinates
- Protects confidential information
- Coordinates plans with higher, lower and adjacent organizations
- Keeps higher and lower headquarters, superiors, and subordinates informed
- Expresses thoughts and ideas clearly to individuals and groups
- Recognizes potential miscommunication
- Uses appropriate means for communicating a message

Employs engaging communication techniques

- States goals to energize others to adopt and act on them
- Uses logic and relevant facts in dialogue; expresses well-organized ideas
- Speaks enthusiastically and maintains listeners' interest and involvement
- Makes appropriate eye contact when speaking
- Uses appropriate gestures
- Uses visual aids as needed
- Determines, recognizes, and resolves misunderstandings

Is sensitive to cultural factors in communication

- Maintains awareness of communication customs, expressions, actions, or behaviors
- Demonstrates respect for others

See also p. 1-37.

(Leader Competencies) IIc. Achieves

Ref: ADP 6-22 (w/C1), *Army Leadership and the Profession* (Nov '19), chap. 7.

I. Gets Results

Gets results is the single achieves competency and relates to actions of leading to accomplish tasks and missions on time and to standard. Getting results requires the right integration of tasks, roles, resources, and priorities. Getting results focuses tasks, priorities, people, and other resources to achieve the desired outcomes. Leaders are ready to take action all the time to achieve outcomes and make necessary adjustments for success. Leaders also work to sustain or improve the organization's performance by assessing and giving feedback as they execute and make adjustments.

Achieves (Leader Competencies)

C. Achieves

Gets Results

A. Providing Direction, Guidance, and Priorities

B. Assessing, Adjusting, and Continuing Mission

Leader Competencies

A. Provides	IIc. Achieves	C. Achieves
• Provides and	• Provides and	• Gets results
• Develops the plan	• Creates a position	
• Develops the mission	• Assesses	
• Develops the mission	• Develops the plan	
• Develops the mission	• Develops the mission	

Ref: ADP 6-22 (w/C1), *Army Leadership and the Profession* (Nov '19), chap. 7.

A Leader's Purpose

A leader's primary purpose is to accomplish the mission. Leadership builds and guides the effective organizations necessary to do so. Leaders require a focus on the future that views building and maintaining effective organizations as critical to mission accomplishment. Building effective Army organizations serves the larger purpose of mission accomplishment. Mission accomplishment takes priority over everything else, especially in combat where their unit may be at risk of destruction.

Achieves embraces all actions to accomplish tasks on time and to standard by—

- Providing direction, guidance, and priorities.
- Assessing, adjusting, and continuing mission.

Gets Results Competency

Ref: ADP 6-22 (w/C1), *Army Leadership and the Profession* (Nov '19), table 7-1.

Gets results is the single achieves competency and relates to actions of leading to accomplish tasks and missions on time and to standard. Getting results requires the right integration of tasks, roles, resources, and priorities. Getting results focuses tasks, priorities, people, and other resources to achieve the desired outcomes. Leaders are ready to take action all the time to achieve outcomes and make necessary adjustments for success. Leaders also work to sustain or improve the organization's performance by assessing and giving feedback as they execute and make adjustments.

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Achieves embraces all actions to accomplish tasks on time and to standard by—

- Providing direction, guidance, and priorities.
- Assessing, adjusting, and continuing mission.

A leader's ultimate purpose is to accomplish organizational missions. A leader gets results by providing guidance and influence while managing resources, as well as performing the other leader competencies. Gets results focuses on consistent task accomplishment through supervising, managing, monitoring, and controlling work.

Prioritizes, organizes and coordinates taskings for teams or other organizations structures/groups

- Ensures the course of action achieves the desired outcome through planning.
- Organizes groups and teams to accomplish work.
- Ensures subordinates can execute all tasks in the time available and in the correct sequence.
- Limits over specification and micromanagement.

Identifies and accounts for capabilities and commitment to task

- Considers duty positions, capabilities, and developmental needs when assigning tasks.
- Conducts initial assessments to assume a new task or position.
- Keeps followers focused on vision, intent, directive, and plan.

Designates, clarifies, and deconflicts roles

- Establishes and employs procedures for monitoring, coordinating, and regulating subordinate's actions and activities
- Mediates peer conflicts and disagreements

Identifies, contends for, allocates and manages resources

- Tracks people and equipment
- Allocates adequate time for task completion
- Allocates time to prepare and conduct rehearsals
- Continually seeks improvement in operating efficiency, resource conservation, and fiscal responsibility
- Attracts, recognizes, and retains talent

Removes work barriers

- Protects organization from unnecessary taskings and distractions
- Recognizes and resolves scheduling conflicts
- Overcomes obstacles preventing accomplishment of the mission

Recognizes and rewards good performance

- Recognizes individual and team accomplishments; rewards appropriately
- Credits subordinates for good performance; builds on successes
- Explores reward systems and individual reward motivations

Seeks, recognizes and takes advantage of opportunities to improve performance

- Asks incisive questions
- Anticipates needs for actions; envisions ways to improve
- Acts to improve the organization's collective performance
- Recommends best methods to accomplish tasks; uses information and technology to improve individual and group effectiveness
- Encourages staff to use creativity to solve problems

Makes feedback part of work processes

- Gives and seeks accurate and timely feedback
- Uses feedback to modify duties, tasks, procedures, requirements, and goals
- Uses assessment techniques and evaluation tools (such as AARs) to identify lessons learned and facilitate consistent improvement
- Determines the appropriate setting and timing for feedback

Executes plans to accomplish the mission

- Schedules activities to meet commitments in critical performance areas.
- Notifies peers and subordinates in advance of required support.
- Keeps track of task assignments and suspenses; attends to details.
- Adjusts assignments, if necessary.
- Assesses progress toward mission accomplishment, provides additional guidance, or resets the team as necessary.

Identifies and adjusts to external influences on the mission and organization

- Gathers and analyzes relevant information about changing conditions
- Determines causes, effects, and contributing factors of problems
- Considers contingencies and their consequences
- Makes necessary, on-the-spot adjustments

A. Providing Direction, Guidance, and Priorities

Many matters consume a leader's time and attention. Leaders have obligations that are far ranging and at times are contradictory. Leaders make these challenges transparent to their subordinates whenever possible. Leaders are responsible to create conditions that enable subordinates to focus and accomplish critical tasks. They do this by minimizing distractions and prioritizing what they need to accomplish within the commander's intent. Leaders are responsible for anticipating the consequences of any action. Thorough planning is beneficial, but anticipating second- and third-order effects requires imagination, vision, and an appreciation of other people, talents, and organizations.

When communicating the mission, leaders provide clear guidance so subordinates and others understand the mission and their commander's intent. Leaders ensure tasks are within the capabilities of the organization and do not detract from the ability to accomplish the mission. If leaders are unable to deconflict the friction between taskings, they should seek relief by approaching superiors with the impact on their critical task and possible alternative courses of action.

All leaders understand that change is inevitable. Army leaders prepare their organizations to adapt. It does not matter if the unit is on block leave, in a garrison support cycle, or in the most intense firefight. Leaders focus their subordinates on what they need to do to accomplish the mission. This allows subordinates to know where to place effort or what not to do. Leaders monitor their subordinates to ensure they are handling the stress that a task or mission places on them. Even in the most mundane or dangerous situations, there are opportunities to restore or build morale.

All leaders have a responsibility to ensure resources are available and used wisely. Managing resources requires different approaches and different skills. Resources can take the form of money, materiel, personnel, or time. Getting resources can be a relatively straightforward process, such as putting in an ammunition request through established support channels for an upcoming range. Other times, a leader may need to be more creative and resourceful in securing resources for a complex task.

Ultimately, a leader must decide how to best allocate resources to accomplish the mission. Leaders need to deal openly and honestly with their allocation decisions and be prepared to handle reactions from those who feel the leader handled their requests unfairly or ineffectively.

B. Assessing, Adjusting, and Continuing Mission

The ability to assess a situation accurately and reliably against desired outcomes, established values, and ethical standards is a key way for leaders to achieve consistent results and mission success. Assessment occurs continually during planning, preparation, and execution; it is not solely an after-the-fact evaluation. Accurate assessment requires instinct and intuition based on experience and learning. Accurate assessment requires reliable and valid information. Leaders take action based on their assessments to reset or keep tasks and missions on track. Leaders periodically assess individual and organizational weaknesses to prevent mishaps and mission failure. Accurate assessment is essential to developing subordinate leadership, training management, and initiating improvements.

To accomplish missions consistently, leaders need to maintain motivation within the team. One of the best ways to do this is to recognize and reward good performance. Leaders who recognize individual and team accomplishments promote positive motivation and actions for the future. Recognizing individuals and teams in front of superiors and others gives those contributors an increased sense of worth. Leaders seek opportunities to recognize the performance of their subordinates. They do this by crediting their subordinates for the work they do. Sharing credit has enormous payoffs in terms of building trust and teams.

IV. Organizational Leadership

Ref: ADP 6-22 (w/C1), *Army Leadership and the Profession* (Nov '19), chap. 9.

Army leaders consistently prepare themselves for greater responsibilities while mastering core leader competencies. By the time they become organizational and strategic leaders, they should be multi-skilled leaders who can comfortably operate at all levels of leadership inside or outside the Army and apply their vast experiences and knowledge for success across the spectrum of operations. They oversee continuous transformation of the Army and respond to evolving operational environments. They mentor and develop the leadership of the future force.

Organizational Leadership		
Leading	Developing	Achieving
<ul style="list-style-type: none">Leads othersExtends influence beyond the chain of commandLeads by exampleCommunicates	<ul style="list-style-type: none">Creates a positive environmentPrepares selfDevelops others	<ul style="list-style-type: none">Providing direction, guidance, & clear prioritiesMastering resources and systemsUnderstanding/Synchronizing Systems for Combat PowerAssessing to Ensure Mission Success & Org. Improvement

I. Leading

Whether they fight for key terrain or work to achieve training readiness, organizational leaders must be able to translate complex concepts into understandable plans their subordinates can execute. Organizational leaders develop the plans and synchronize the systems that allow subordinates to turn ideas into action.

Organizational leaders build teams of teams with discipline, cohesion, trust, and proficiency through personal example, using a wide range of knowledge and applying leader competencies. They focus their organizations down to the lowest level on the mission by disseminating a clear intent, sound concepts, and a systematic approach to execution.

Organizational leaders build on direct leader experiences, reflect the Army Values, and instill pride within organizations. Since they lead complex organizations throughout the Army's generating forces and operating forces, organizational leaders often apply elements of direct and organizational leadership simultaneously

A. Leads Others

Organizational leaders have developed a strong background in fundamentals as well as an appreciation for the geopolitical implications of their situation. From their experiences, they have developed the instincts, intuition, and knowledge that form their understanding of the interrelation of the levels of leadership. Their refined skills allow them to understand, integrate, and synchronize the activities of multiple systems and employ resources and systems across a range of challenges.

B. Extends Influence Beyond the Chain of Command

While organizational leaders primarily exert direct influence through their chain of command and staff, they extend influence beyond their chain of command and or-

Leader Development

Ref: FM 6-22, Leader Development (Jun '15), chap. 1 and 2.

The Army depends upon itself to develop adaptable leaders able to achieve mission accomplishment in dynamic, unstable, and complex environments. A robust, holistic leader development program is essential. Through a mix of education, training, and experience, Army leader development processes produce and sustain agile, adaptive, and innovative leaders who act with boldness and initiative in dynamic, complex situations to execute missions according to doctrine, orders, and training. Furthermore, it also produces leaders that possess the integrity and willingness to act in the absence of orders, when existing orders, doctrine or their own experience no longer fit the situation, or when unforeseen opportunities or threats arise.



Ref: FM 6-22 (Jun '15), Introductory Figure 1. Integrating diagram.

The goal of leader development programs is to develop Army leaders who clearly provide purpose, direction, motivation, and vision to their teams and subordinates while executing missions to support their commander's intent. Leaders at all levels need to be prepared to understand the strategic context for execution and success of any mission.

ownership for their cohorts' leader development in the organization.

- Each leader (as well as those who aspire to positions of leadership) takes responsibility for their own leader development.

The next-higher echelon commander, human resources and operations staff, and senior cohort leaders must clarify leader development roles and responsibilities. These individuals directly and indirectly affect the efficiency and effectiveness of leader development.

Delineating Responsibilities

Efficient implementation of leader development programs depends on a clear definition and allocation of responsibilities across leaders and staff both in and outside the organization. Develop a matrix to document notes on the roles and responsibilities for developing leaders in the organization.

I. Unit Leader Development Programs

Leader development is a mindset and process, not merely an event, reflected by everything leaders do. An opportunity for leader development exists in every event, class, assignment, duty position, discussion, physical training formation, briefing, and engagement. Leader development is a continuous and purposeful process. It is an ongoing process intended to achieve incremental and progressive results over time.

Plan Creation

Various types and echelons of commands and organizations label their leader development guidance with different descriptions such as strategy, philosophy, policy, memorandum, plan, or standing procedure. The title and format are less important than having a good plan—one that aligns with the tenets of leader development: committed organization; clear purpose; supportive learning culture; enabler of education, training, and experience; and feedback. The plan helps to inspire and guide the organization to engage in leader development. Plans that incorporate leader development into daily operations without creating extra events will be well received and have the greatest chance for effective implementation. The imperative of having a plan is to bring attention to leader development, provide focus and purpose, encourage the mindset, set the conditions, show how development should occur, and coordinate efforts across the organization.

Developing a leader development plan follows the same steps used in the operations process (see ADP 5-0). Planning involves understanding a situation, envisioning a desired future, and planning effective ways of achieving that future. The plan should allow for disciplined initiative by subordinate units and individual leaders. A leader development plan is specific because the outcomes need to address both organizational and individual goals as well as both short-term and long-term goals. The long-term focus extends beyond a military commander's tour and beyond the military personnel's time in the unit. Most Army Civilian leaders are not reassigned based on time, though leader development plans similar to those in operational units can serve their needs. Once the commander's visualization is described and the plan is developed, it directs preparation and execution of the unit's leader development program. The commander and unit leaders lead the execution of the program and assess its progress. The leader development program will create change in the organization and in individuals—it is a living document. As the program creates change and as leaders develop, the plan can be updated.

A. Understand

To aid in understanding, command teams can use formal assessments such as command climate surveys, unit Multi-Source Assessment and Feedback (MSAF) 360 assessments, training center after action review (AAR) take-home packages, and

Assessment Considerations

Ref: FM 6-22, Leader Development (Jun '15), p. 2-3.

Planning a holistic leader development program starts with an assessment. Leaders gain the information needed to shape and inform an assessment from multiple external and internal sources. These are some sources for leaders to consider when developing an assessment:

External

- Review the Army Leader Development Strategy, Army Campaign Plan, and command guidance.
- Meet with personnel who focus on the organization's well-being such as the higher headquarters' chaplain, Staff Judge Advocate, Inspector General, other staff, and support agencies.
- Review higher headquarters' leader development guidance, programs, and plans.
- Review prior command inspection program results.

Internal

- Mission essential task list assessment.
- Exercise or deployment results and after action reviews.
- Operational and training exercise performance records.
- Upcoming events or training calendars.
- Organizational climate surveys.
- Multi-Source Assessment and Feedback unit rollup report.
- Personnel roster and personnel qualification records.
- Personal assessment of subordinates' education and experience.
- Social media.
- Tour work areas and facilities.
- Evaluations and support forms.
- Initial counseling feedback.
- Individual development plans.

The leadership team may not always have existing formal assessments to use. Additionally, the unit mission or composition may change so those sources may no longer apply. In these cases, leaders align goals with their observational assessments and any changes to organizational mission and goals.

One source to determine an organizational developmental baseline is to schedule and complete a unit-level MSAF event. The unit rollup report provides information on organizational leadership strengths and developmental needs that can focus planning and identifying developmental priorities. In addition, assessed leaders receive an individual feedback report highlighting personal leadership strengths and developmental needs. Individuals can use this information to develop their individual development plan (IDP). During periodic developmental counseling sessions, leaders can review subordinate IDPs to gain insight on current developmental priorities and possible program improvements.

command inspection program results to focus on conditions indicating unit strengths and developmental needs. The command team takes these various sources of information along with their own observations and discussions with subordinates and colleagues to determine an appropriate focus.

B. Visualize

There are several sources to inform decisions about setting the desired future end states for leader development. For the philosophy aspects, the team can examine the ALDS, Army Campaign Plan, and the intent in higher and sister organization's leader development plans. The most important and enduring outcomes are stated in a statement of vision or intent, depending on the preference of the commander.

An organizational leader development plan establishes the goals for specific end states. Each leader development plan has four mutually supporting purposes. The leader of each organization has a designated responsibility to 1) accomplish the mission, 2) improve the organization, 3) enable personnel to be prepared to perform their current duties and 4) develop leaders for future responsibilities and other assignments. Different from unit training plans, the leader development plan addresses long-term outcomes for individuals and the organization (see table 2-1).

	<i>Individual</i>	<i>Organization</i>
<i>Short-term outcomes</i>	Improve personnel capabilities for unit duties	Accomplish the mission
<i>Long-term outcomes</i>	Increase personnel capabilities beyond current assignment	Improve the organization

Ref: FM 6-22 (Jun '15), table 2-1. Goals and end states of the leader development plan.

Outcomes should address at least these four areas. The planning and execution of the leader development program is a responsibility of the leaders in the organization and the individual. The vision or intent helps to focus and synchronize the leader development actions across the organization to achieve the greatest effects.

Leaders who recognize and approach leader development as a process are able to balance the long-term needs of the Army, the short-term and career needs of their subordinates, and the immediate needs of their organizations to determine how and when to integrate leader development opportunities in already-busy schedules

C. Plan

To start a plan, the leadership team goes through a conceptual process to consider how to achieve its desired end state. The end state and enduring purpose help guide the detailed phase of planning that involves the selection of activities to emphasize in the unit's program.

See facing page for further discussion.

From considering the learning enablers and developmental opportunities, the command team will create a plan for scheduling events. The schedule assists those leading and supporting the execution. The schedule maintains a reasonable number of activities and direction of emphasis to help ensure quality. Some events are required, such as performance evaluations and professional growth counseling, and the plan's emphasis triggers other activities. The plan should encourage a mindset where leaders take the initiative to incorporate development into daily activities.

Successful programs integrate formal, semiformal, and informal practices. Policy or regulation direct formal techniques. Addressed in doctrine, semiformal activities are commonly practiced and may be required, but failure to conduct them does not carry punitive consequences. Informal leader development consists of opportunities with a focus on learning.

Planning Leader Development Programs

Ref: FM 6-22, *Leader Development* (Jun '15), pp. 2-4 to 2-5.

To start a plan, the leadership team goes through a conceptual process to consider how to achieve its desired end state. The end state and enduring purpose help guide the detailed phase of planning that involves the selection of activities to emphasize in the unit's program.

Leaders with a mindset, clear-cut vision, and a passion for developing others, themselves, and teams are the most important elements of a successful leader development program. They capitalize on every opportunity. The activities cover both unit and individual development for short-term and long-term development. The following factors provide ways to structure a plan:

- Phases of a leader's cycle within a unit.
 - Reception.
 - Integration.
 - Utilization.
 - Assignment rotation within the unit.
 - Transition.
- Unit cycles.
 - Sustainable readiness model.
 - Deployment schedule.
 - Green-amber-red time management and training cycles.
- Cohort programs.
 - Sergeant's time.
 - Preparation for Soldier and sergeant excellence boards.
 - NCO professional development.
 - Warrant officer professional development.
 - Officer professional development.
 - Command team.
 - Civilian leader development seminars.
 - Combined leader development programs.
- Developmental focus—common core for the team and all leaders.
 - Essential characteristics of the profession (see ADRP 1).
 - Command climate (see AR 600-20).
 - Mission command principles (see ADRP 6-0).
 - Core leadership competencies (see ADRP 6-22).
 - Core leader attributes (see ADRP 6-22).
 - Performance qualities, such as adaptability, resilience, versatility, creativity.
 - Core unit mission and functions.
- Developmental focus—career paths for groups of leaders.
 - Career leadership responsibilities (see DA PAM 600-3, DA PAM 600-25, Army Civilian Training, Education, and Development System (ACTEDS)).
 - Career Management Field.
 - Functional area.
 - Army Civilian Career Programs.

Setting the Conditions for Development

Ref: FM 6-22, *Leader Development* (Jun '15), pp. 3-3 to 3-4.

Leaders set the conditions for leader development by performing their tasks and missions in ways that signal to subordinates throughout the organization that leader development is important. It can have a big effect in return for minimal personal time and resource investment.

Being a role model—setting the example—for leader development is essential. Leaders who model these leader actions encourage effective development in others and signal that leader development is valued:

- Encourage development.
 - Are you actively and directly engaged in the development of others.
 - Are leaders visibly present and actively engaged in the development of others?
 - Are leaders inspiring others through genuine concern for their growth?
 - Are leaders readily available to provide guidance and answer questions?
 - Do leaders defer to others to develop their subordinates?
- Encourage learning.
 - Do leaders feel free to ask themselves what went right and wrong in planning and executing an operation? Is there tolerance for discussing mistakes?
 - Do others observe you engaged in learning? Do you develop yourself? Are you prepared to meet mission challenges as they arise?
 - Do you actively listen to what others have to say? Are followers encouraged to provide candid feedback?
 - Do you create a positive environment? Do you enjoy being a leader and does your example motivate subordinates to emulate you?
 - Do you develop subordinates? Do you know their strengths, developmental needs, goals, and life activities that extend beyond the workday? Are you serving as a teacher and mentor?
- Promote learning from mistakes.
 - When mistakes occur, is the focus on assigning blame or on why the mistakes occurred and how to reduce the likelihood of a recurrence? Do you avoid criticizing individuals publicly?
 - Do you speak openly about personal leadership mistakes and lessons learned?
- Encourage innovation.
 - Are leaders restricted to operating strictly according to standing operating procedures? Do leaders dismiss new ideas in favor of tried and true practices?
 - Do you promote innovation? Can leaders debate with you, exchange issues, or challenge each other's perspectives?
 - Allow for risk taking and encourage exercise of disciplined initiative.
 - Do you delineate the boundaries or prioritize the areas where subordinates can take risk? Is it clear what is or is not acceptable?
 - Are leaders willing to accept the challenges in unit performance that come with new ideas?
 - Do you show empathy? Do you consider the situations of others relating to their challenges?
 - Encourage effective decisionmaking.
 - Are leaders well informed when they make important decisions? Do they consider and understand the relevant consequences for Soldiers, Army Civilians, and the mission?

the team. This means they trust you as an advisor and coach who facilitates their success. Starting with the first encounter, leaders position themselves as trusted advisors by communicating and modeling attributes and competencies to create a developmental culture. Initial communications might start like this—

- “The only thing I want out of this is to help you (or your staff or unit) maximize capability.”
- “I am a developmental resource. The measuring stick for success here is for you to look back when it’s all over and see the progress you have made”
- “Tell me a little about yourself—what have you been going through leading up to this assignment? How much experience do you have in your current leadership role? What comes next for you?”

The objective of engaging in this communication with subordinates is as much about listening to their response and understanding their situation as it is about clarifying your role and willingness to be a developmental resource. It is important to build rapport by sharing something about yourself.

From a master sergeant: Without trust, Soldiers will not level with you—at best, you learn either non-truths or part truths. The best way to start building trust is to take the time and talk to your Soldiers from the first day that you become their leader.

Early in interactions with subordinates, briefly share personal experiences—including areas of specialized expertise and areas of less experience. Candor helps build credibility while at the same time role modeling that it is okay to bring up personal leader developmental needs. It is important to establish trust and a developmental culture. Subordinates have to be receptive, engaged, and ready to develop. With some individuals, it may take extra interaction time to build the necessary level of rapport. Some individuals will seek additional attention and feedback and some will want less.

Individual Development Plan (IDP)

Counseling and feedback provide clear, timely, and accurate information concerning individual performance compared to established criteria. As a part of professional growth counseling and feedback sessions, leaders should help subordinates in identifying strengths and developmental needs. As part of this process, leaders should help subordinates design an IDP. IDPs enable developing an objective approach to professional development. Army Career Tracker (ACT) provides the central location to develop and track IDPs over a service career for both military members and Army Civilians. Reserve Component IDPs should include career development plans that relate to the individual’s civilian career as well as Army career and focus on balancing Army careers with civilian careers and family life. Figure 3-2 provides an example IDP.

IDP TIMEFRAME						
Status	Draft		Last Updated			
Start Date	01 Sep 2015		End Date	30 Jun 2025		
Name	Daniel R. Christopher	SSN	xxx-xx-xxxx	Rank	2LT	
Duty Position	Rifle platoon leader	DOR	24 May 2015	MOS	11A	
MOS Description	Infantry	UTC	WABCAA	Date Assesed	14 Nov 2015	
ASI	5P Parachutist		SQL	LSI		
SHORT TERM IDP GOALS						
Goal Description	Activity Type	Range	Targeted Completion Date	Actual Completion Date	Status	
Handgun certification	Personal	Short	30 Jul 2016		Pending	
Scout platoon leader	Professional	Short	05 Mar 2017		Pending	
Battalion Supply Officer	Professional	Short	15 Mar 2018		Pending	
Maneuver Captain’s Career Course	Professional	Short	30 July 2019		Pending	
LONG TERM IDP GOALS						
Goal Description	Activity Type	Range	Targeted Completion Date	Actual Completion Date	Status	
Hindi-Urdu proficiency	Personal	Long	30 July 2020		Pending	
Company command	Professional	Long	30 July 2021		Pending	
Complete master’s degree	Personal	Long	30 May 2023		Pending	
Complete Command & General Staff College	Professional	Long	30 June 2025		Pending	

Ref: FM 6-22 (Jun ‘15), fig. 3-2. Example IDP.

III. Self-Development

Ref: FM 6-22, Leader Development (Jun '15), chap 4.

Self-development bridges the gaps between the operational and institutional domains and sets the conditions for continuous learning and growth. Military and Army Civilian personnel engage in self-development to improve their capabilities for current and future positions. Self-knowledge is an important part of a leader's development. Several tools, such as the Army MSAF program, are available to leaders to understand strengths and obtain insights into developmental needs.

Self-Development Process

The self-development process consists of four major phases. They are—



I Strengths and Developmental Needs Determination



II Goal Setting



III Self-Enhanced Learning



IV Learning In Action

Self-development is an individual's responsibility but it is important for leaders to set conditions and support self-development. Leaders need to be actively involved in developing themselves and each other. Development happens through study and practice. Leaders can support others' self-development through the exchange of professional development information, discoveries, and opinions.

Self-development supports planned, goal-oriented learning to reinforce and expand the depth and breadth of what a person knows to include themselves and situations they experience and how they perform their duties. The Army acknowledges three types of self-development:

- **Structured self-development** includes mandatory learning modules required to meet specific learning objectives and requirements.
- **Guided self-development** is recommended, optional learning intended to enhance professional competence.
- **Personal self-development** is self-initiated learning to meet personal objectives such as pursuing a college education or an advanced degree.

To help subordinates learn from their experiences, leaders should provide opportunities for them to pause, reflect, and process the experience for what was learned. Reflecting on an experience—

- Keeps leaders from repeating the same mistakes.
- Helps leaders consider effects in future decisionmaking.
- Helps leaders to link their actions with the resulting effects on unit performance.

Working environments can be chaotic, noisy, and filled with activity. However, prioritizing time for reflection and consolidation of thoughts enhances self-development.

I. Strengths and Developmental Needs Determination

The first step in determining strengths and developmental needs is to think about what you do and how well you do it. At a minimum, this information comes from self-examination. Outside opinions and information on strengths and developmental needs are useful. Feedback can come from formal or informal assessments and from other leaders, peers, or subordinates. Keep this in mind during a self-examination.

Understanding current strengths and developmental needs is necessary before setting self-development goals. This is part of being self-aware. These methods help identify strengths and developmental needs:

A. Information Collection

Formal assessments such as evaluations and tests are a good place to start gaining insight into strengths and developmental needs, since they measure individual performance and compare it to a standard. Individuals use the information and results from relevant assessments to inform understanding of personal strengths and developmental needs. Formal assessments include—

- Performance evaluations.
- Counseling sessions (formal and informal).
- Skills tests (such as the Expert Field Medical Badge and Expert Infantryman Badge tests).
- Tests administered in resident and non-resident schools.
- Field performance evaluations such as those at the combat training centers.
- Intelligence and aptitude tests (such as Armed Services Vocational Aptitude Battery or Defense Language Aptitude Battery).
- MSAF program feedback (360-degree assessment) where superiors, peers, and subordinates provide anonymous feedback.
- Occupational interest inventories.

B. Feedback Gathering

Hearing what peers, subordinates, superiors, mentors, family, and friends think can help identify strengths and developmental needs that went unnoticed or you have been reluctant to acknowledge. There are two ways to get feedback: observe how others interact with you or ask them directly. Supervisors have an explicit role in subordinate development. Subordinates should consult supervisors for guidance about development goals or any other aspect of self-development.

Compare the feedback received from different sources to look for common themes. These themes will help to identify strengths and developmental needs. Army leaders must try to avoid the natural inclination to reject or minimize responses that do not confirm self-perceptions or attribute them to the situation instead.

I. Counseling, Coaching, Mentoring

Ref: ATP 6-22.1, *The Counseling Process* (Jul '14) and ADP 6-22 (w/C1), *Army Leadership and the Profession* (Nov '19), pp. 6-10 to 6-11.

Leaders have three principal ways of developing others. They can provide knowledge and feedback through counseling, coaching, and mentoring.

Counseling-Coaching-Mentoring

*Leaders have three principal ways of **developing others**. They can provide others with knowledge and feedback through **counseling, coaching, and mentoring**:*



Counseling



Coaching



Mentoring

Ref: ADRP 6-22, pp. 7-10 to 7-12.

See pp. 1-63 to 1-67 for related discussion of the leader competency “develops others.”

Providing feedback is common to interacting with others during development. Feedback significantly contributes to development, accelerates learning in day-to-day experiences, and translates into better leader performance. Providing feedback starts with observation and accurate assessment of performance. Planning to make observations of a subordinate is the first step in feedback. The best observations occur when subordinates engage in critical performance, interact with their subordinates or other Soldiers, or address a challenging problem. Keeping observation notes is useful when tracking multiple subordinates.

See following page (p. 3-3) for a counseling, coaching and mentoring comparison.

I. Counseling

Counseling is central to leader development. Leaders who serve as designated raters have to prepare their subordinates to be better Soldiers or Army Civilians. Good counseling focuses on the subordinate’s performance and issues with an eye toward tomorrow’s plans and solutions. Leaders expect subordinates to be active participants seeking constructive feedback. Counseling cannot be an occasional event but should be part of a comprehensive program to develop subordinates. With effective counseling, no evaluation report—positive or negative—should be a surprise. A consistent counseling program includes all subordinates, not just the people thought to have the most potential.

Counseling is the process used by leaders to guide subordinates to improve performance and develop their potential. Subordinates are active participants in the counseling process. Counseling uses a standard format to help mentally organize and isolate relevant issues before, during, and after the counseling session. During counseling, leaders help subordinates to identify strengths and weaknesses and create plans of action. To make the plans work, leaders actively support their subordinates throughout the implementation and assessment processes. Subordinates invest themselves in the process by being forthright in their willingness to improve and being candid in their assessment and goal setting.

Approaches to Counseling

Inexperienced leaders are sometimes uncomfortable when confronting a subordinate who is not performing to standard. Counseling is not about leader comfort; it is about correcting the performance or developing the character of a subordinate. To be effective counselors, Army leaders must demonstrate certain qualities: respect for subordinates, self-awareness, cultural awareness, empathy, and credibility.

One challenging aspect of counseling is selecting the proper approach for a specific situation. To counsel effectively, the technique used must fit the situation. Some cases may only require giving information or listening. A subordinate's improvement may call for just a brief word of praise. Other situations may require structured counseling followed by specific plans for actions. An effective leader approaches each subordinate as an individual. Counseling includes nondirective, directive, and combined approaches. The major difference between the approaches is the degree to which the subordinate participates and interacts during a counseling session.

See p. 3-14 to 3-15 for related discussion (*adaptive approaches to counseling*).

Nondirective Approach

The nondirective approach is preferred for most counseling sessions. Leaders use their experiences, insight and judgment to assist subordinates in developing solutions. Leaders partially structure this type of counseling by telling the subordinate about the counseling process and explaining expectations.

Directive Approach

The directive approach works best to correct simple problems, make on-the-spot corrections, and correct aspects of duty performance. When using the directive style, the leader does most of the talking and tells the subordinate what to do and when to do it. In contrast to the nondirective approach, the leader directs a course of action for the subordinate.

Combined Approach

In the combined approach, the leader uses techniques from both the directive and nondirective approaches, adjusting them to articulate what is best for the subordinate. The combined approach emphasizes the subordinate's planning and decision-making responsibilities.

Counseling, Coaching and Mentoring Comparison

Ref: ADP 6-22 (w/C1), *Army Leadership and the Profession* (Nov '19), table 6-3, p. 6-11.

Leaders have three principal roles in developing others. They provide knowledge and feedback through counseling, coaching, and mentoring.

Counseling-Coaching-Mentoring

	<i>Counseling</i>	<i>Coaching</i>	<i>Mentoring</i>
Purpose	Review past or current performance to sustain and improve current or future performance.	Guide learning or improvement skills.	Provide guidance focused on professional or personal growth.
Source	Rater, chain of command.	Assigned coach or trainer with special knowledge.	Those with greater experience.
Interaction	As a formal or informal conversation between superior and subordinate.	During practice or performance between a coach/trainer and the individual, observation guidance.	Conversation on a personal level.
How it works	The counselor identifies the need, prepares for the session, conducts counseling to encourage subordinate's active participation, sets goals, and checks on progress.	The coach demonstrates a skill, observes performance, and provides guidance and feedback.	The mentor applies experience to guide the protégé, shares knowledge, provides challenges, and addresses questions.
Outcome	Formal (Individual Development Plan) or informal goals for sustainment and improvement.	Behaviors identified for improvement, higher performance level.	Personal commitment to career choices, intent to improve, or better knowledge.
Requirement	Required—develop and counsel all subordinates.	Required or voluntary.	Voluntary, mutual agreement.
Occurrence	Prescribed times IAW performance evaluation or upon event when rater determines a need.	Training or performance events.	Initiated by either party.

Ref: ADP 6-22 (w/C1), table 6-3. *Counseling—Coaching—Mentoring Comparison.*

Providing feedback is a common element of interacting with others, regardless of developmental role or process. Feedback significantly contributes to development, accelerates learning in day-to-day experiences, and translates into better performance. Providing feedback starts with observation and accurate assessment of performance. Planning to make observations of a subordinate is the first step in feedback. The best observations occur when subordinates engage in critical performance, interact with others, or address a challenging problem. Keeping observation notes is useful when tracking multiple subordinates. Table 6-3 provides a concise comparison of each approach to development

Active Listening

Ref: ATP 6-22.1, *The Counseling Process* (Jul '14), pp. 2-1 to 2-3.

Active listening helps communicate reception of the subordinate's message verbally and nonverbally. To capture the message fully, leaders listen to what is said and observe the subordinate's manners. Key elements of active listening include:

Eye contact

Maintaining eye contact without staring helps show sincere interest. Occasional breaks of eye contact are normal and acceptable, while excessive breaks, paper shuffling, and clock-watching may be perceived as a lack of interest or concern.

Body Posture

Being relaxed and comfortable will help put the subordinate at ease. However, a too-relaxed position or slouching may be interpreted as a lack of interest.

Head Nods

Occasionally head nodding indicates paying attention and encourages the subordinate to continue.

Facial Expressions

Keep facial expressions natural and relaxed to signal a sincere interest.

Check for Understanding

Paraphrase or summarize points back to the subordinate for confirmation; for example, "What I heard was...".

Verbal Expressions

Refrain from talking too much and avoid interrupting. Let the subordinate do the talking, while keeping the discussion on the counseling subject. Active listening implies listening thoughtfully and deliberately to capture the nuances of the subordinate's language. Stay alert for common themes. A subordinate's opening and closing statements as well as recurring references may indicate his priorities. Inconsistencies and gaps may indicate an avoidance of the real issue. Certain inconsistencies may suggest additional questions by the counselor.

Pay attention to the subordinate's gestures to understand the complete message. By watching the subordinate's actions, leaders identify the emotions behind the words. Not all actions are proof of a subordinate's feelings but they should be considered. Nonverbal indicators of a subordinate's attitude include—

- **Self-confidence.** Standing tall, leaning back with hands behind the head, and maintaining steady eye contact
- **Interest, friendliness, and openness.** Be aware that leader actions must be context and situation specific. For example, leaning towards the subordinate may be considered as expressing interest or being aggressive.
- **Anxiety.** Sitting on the edge of the chair with arms uncrossed and hands open
- **Boredom.** Drumming on the table, doodling, clicking a ballpoint pen, or resting the head in the palm of the hand
- **Defensiveness.** Pushing deeply into a chair, glaring at the leader, and making sarcastic comments as well as crossing or folding arms in front of the chest
- **Frustration.** Rubbing eyes, pulling on an ear, taking short breaths, wringing the hands, or frequently changing total body position

Leaders consider each indicator carefully. Although each may reveal something about the subordinate, do not judge too quickly. When unsure look for reinforcing indicators or check with the subordinate to understand the behavior, determine what is underlying it, and allow the subordinate to take responsibility.

Adaptive Approaches to Counseling

Ref: ATP 6-22.1, *The Counseling Process* (Jul '14), pp. 2-4 to 2-5 and table 2-1, p. 2-4.

Leaders plan each counseling session, tailoring the counseling session to the individual and situation. Part of the planning process includes identifying the counseling approach, assessing the individual's situation and reputation, and identifying any likely resistance. An effective leader approaches each subordinate as an individual. Different people and different situations require different counseling approaches. Three approaches to counseling include nondirective, directive, and combined.

IV. Counseling Techniques

The Army leader can select from several techniques when counseling subordinates. These techniques may cause subordinates to change behavior and improve upon their performance.

	Advantages	Disadvantages
Nondirective	<ul style="list-style-type: none">■ Encourages maturity■ Encourages open communication■ Develops personal responsibility	<ul style="list-style-type: none">■ More time-consuming■ Requires greatest counselor skills
Combined	<ul style="list-style-type: none">■ Moderately quick■ Encourages maturity■ Encourages open communication■ Allows counselors to use their experience	<ul style="list-style-type: none">■ May take too much time for some situations
Directive	<ul style="list-style-type: none">■ Quickest method■ Good for those needing clear, concise direction■ Allows counselors to use their experience	<ul style="list-style-type: none">■ Does not encourage subordinate to be part of solution■ Treats symptoms, not issues■ Tends to discourage subordinates from talking freely■ Solution is the counselor's, not the subordinates

Nondirective and Combined Approaches

- **Suggesting Alternatives.** Discuss alternative actions that the subordinate may take. Leader and subordinate together decide which course of action is most appropriate.
- **Recommending.** Recommend one course of action, but leave the decision to accept it to the subordinate.
- **Persuading.** Persuade the subordinate that a given course of action is best, but leave the final decision to the subordinate. Successful persuasion depends on the leader's credibility, the subordinate's willingness to listen, and mutual trust.
- **Advising.** Advise the subordinate that a given course of action is best. This is the strongest form of influence not involving a command.

Directive Approach to Counseling

- **Corrective Training.** Teach and assist the subordinate in attaining and maintaining the required standard. A subordinate completes corrective training once consistently meeting standards.
- **Commanding.** Order the subordinate to take a given course of action in clear, precise words. The subordinate will face consequences for failing to execute.

V. Counseling Practices

Dominating the counseling by talking too much, giving unnecessary or inappropriate advice, not truly listening, and projecting personal likes, dislikes, biases, and prejudices all interfere with effective counseling. Competent leaders avoid rash judgments, stereotyping, losing emotional control, inflexible counseling methods, or improper follow-up. Leaders conduct effective counseling sessions and improve their counseling skills when they follow these general guidelines:

- Determine the subordinate's role in the situation and what has been done to resolve the issue
- Focus attention on the subordinate. Listen to what is said and how it is said to understand what the subordinate says and feels
- Encourage the subordinate to take the initiative and speak aloud
- Remain objective; avoid confirming a subordinate's prejudices
- Display empathy when discussing the issue. Be receptive to the subordinate's emotions without feeling responsible
- Ask open-ended questions for relevant information; avoid interrogating the subordinate
- Listen more and talk less; avoid interrupting
- Keep personal experiences out of the counseling session
- Draw conclusions based on all information, not just the subordinate's statement
- Enable the subordinate to help himself or herself
- Know what information to keep confidential and what to present to the chain of command, if necessary

VI. Accepting Limitations

Army leaders cannot help everyone in every situation. Army leaders should recognize their personal limitations and seek outside assistance when required. When necessary, refer a subordinate to an agency more qualified to help.

Although it is generally in an individual's best interest to begin by seeking help from his or her first-line leaders, leaders should respect an individual's preference to contact support agencies.

VII. Addressing Resistance

Resistance in counseling may stem from either the leader or subordinate and may occur in several ways. Identifying and understanding the possible forms of resistance is essential. A leader may be reluctant to counsel subordinates because the leader has not been counseled, has had no effective role modeling for what is involved in the process, or does not understand how to conduct counseling. Additionally, leaders may feel there is no time to do counseling, counseling will not be a constructive use of time, or counseling will violate a regulation or policy. They may associate counseling with only negative issues such as dispensing punishment or correcting poor performance. Further, leaders may not want to confront a subordinate. Other typical reasons for leader reluctance involve a lack of respect for the subordinate, believing the subordinate lacks potential, or encountering constant issues with the subordinate.

See following page (p. 3-16) for further discussion of addressing resistance.

Army Team Building

Ref: ATP 6-22.6, *Army Team Building* (Oct '15), chap. 1.

A team is any group that functions together to accomplish a mission or perform a collective task. A team's work is interdependent and team members share responsibility and accountability for attaining results. There is no size limit to a team. Teams are complex, dynamic groups that range from two people to thousands of individuals. In the Army profession, Soldiers and Department of the Army Civilians are a part of different teams, and sometimes they can be a part of many teams simultaneously.



Ref: ATP 6-22.6 (Oct '15), fig. 1-1. *Army team building process*.

I. Fundamentals of Army Team Building

Army organizations rely on effective teams to complete tasks, achieve objectives, and accomplish missions. The ability to build teams through mutual trust and maintain effective, cohesive teams throughout military operations is an essential skill for all Army commanders, staffs, and leaders. Faced with many different types of missions and joint operations in an operational environment, building and maintaining effective teams is a constant challenge for leaders. Building a successful team is challenging, but the positive benefits of teamwork in a cohesive, effective team are well worth the effort and time it takes. These benefits enhance the performance of the team, improve the skills of the individual team members, and build important relationships with other organizations and unified action partners for the present and future.

Building cohesive teams through mutual trust and creating a shared understanding within those teams are two principles that guide commanders in exercising mission command. Mission command is the exercise of authority and direction by the commander using mission orders to enable disciplined initiative within the commander's intent to empower agile and adaptive leaders in the conduct of unified land operations

II. Team Building Stages

Ref: ATP 6-22.6, *Army Team Building* (Oct '15), pp. 1-2 to 1-3.

Developing cohesive teams is a process that transforms groups of people into effective teams that are able to accomplish missions and perform tasks. This continuous process helps newly formed teams from initial orientation and integration through mission accomplishment. Team leaders and team members must know and understand the stages in this process so they can identify them as the team develops and progresses. Identifying and monitoring each stage allows the team to move toward the next step.

Team Building Stages

The three stages of team building are the:



Formation Stage



Enrichment Stage



Sustainment stage



I. Formation Stage

Team leaders have an instrumental role in how a team works together, beginning with team formation. Team leaders assemble the team and provide the team direction. The formation stage is important because the team members get to know one another, exchange some personal information, and make new friends. This is also a good opportunity to see how each member of the team works as an individual.

Formation begins with receiving new team members. The new member reception and orientation creates the first impression that affects the person's opinion of the team. Having a good experience when joining an organization makes it easier for a new member to fit in and to contribute to the team effort. The team leader prepares the team to work, which involves orienting team members to the team's mission, goals, and objectives. The team leader sets the team on a path to success by assigning team roles and responsibilities appropriately to team members with the right capabilities.

The principal work for the team during the formation stage is to create a team with a clear structure, goals, direction, and roles so that members begin to build trust, understand how to collaborate, and learn to communicate effectively.

See pp. 4-7 to 4-16 for discussion of the formation stage.

II. Enrichment Stage

During the enrichment stage, the team members build commitment to the team. Commitment is the foundation for synergy in groups when individuals put aside personal needs for the benefit of the team. The team begins to work together effectively as individual

Building Trust

Ref: ATP 6-22.6, *Army Team Building* (Oct '15), pp. 2-6 to 2-9.

Successful leaders—and fellow team members—build trust over time by behaving consistently and predictably and by showing that the needs of the team come before their personal needs. Team leaders have a key role in building and maintaining a climate of mutual trust within the team. Some techniques to build trust include—

Expressing Mutual Trust In The Team

The simple expression of confidence in team members can engender mutual trust. Team leaders affirm their trust in their team members and in the team with statements such as “I trust you,” or “I have faith in your judgment and the judgment of the team.”

Providing Opportunities For Social Interaction

Social events are great opportunities for team members to know one another on a more personal level and provide a needed reprieve from intense work and discourse. However, social events are not mandatory, as they can possibly backfire on the trust-building intent.

Taking Advantage of Breaks

Breaks provide opportunities for team members to talk about the issues they address in an informal, non-threatening way. Not only do team members release tension and recharge during breaks, they also get to know each other, on a professional as well as a personal level. Breaks should be consistent, but team leaders do not allow breaks to become excessive and have a negative effect on the workload.

Facilitating Relationship Building When Receiving New Team Members

New team members may arrive at any moment as a replacement for a current team member, to increase the size of the team, for a specific skill set, or on a temporary basis for a specific task. If possible, it is helpful to discuss the addition of a new member with the team ahead of time. This prepares the team for the addition, so team members can integrate the new member into the team. The team leader introduces the new members to the team by describing their backgrounds, skills, expertise, experiences, and why the new members are coming to the team. Teams can also consider a version of the personal storytelling activity that provides the new team members an opportunity to tell the team a little about themselves.

Increasing Difficulty of Training Sessions

During training, team leaders develop exercises and training situations that increase the difficulty and complexity of the scenarios as the team becomes familiar with one another. With increased difficulty and complexity, mutual trust among team members expands, and the team's comfort level increases. Team leaders increase the freedom of action permitted to team members and broaden each team member's range of authorized action. This indirectly increases mutual trust between the team leader and other team members.

Recognizing Importance of Maintaining or Rebuilding Trust

2-44. Attention is often given to mutual trust-building activities. However, maintaining mutual trust or rebuilding trust after it has been damaged is equally important, and considerable time must be dedicated to these activities and techniques. Rebuilding trust once it is broken is different and often much more difficult than building and maintaining mutual trust. If trust is damaged, it takes significant effort and time to mend. Thus, attention to maintaining good mutual trust is very important. A few ways to support the maintenance of mutual trust in the team include monitoring and evaluating the level of trust within the team. Team leaders can discuss the importance of trust in the team and task the team members to monitor trust relationships. Team members should actively note or engage the issue when a breakdown in trust is imminent.

Providing Feedback to Team Members

Teams who have worked together for a sustained period may find it helpful to discuss the key strengths and weaknesses for each individual on the team. In other words, what does the team member bring to the team that offers the greatest benefit, and what does the team member bring that could potentially harm the team? Discussing these strengths and weaknesses alert the individual team members personally and as a group, so that the team can make adjustments. Team leaders ensure feedback is constructive and not personal, as negative feedback has the potential of doing more harm than good.

Building Trust by Increasing Transparency

When team members have a low level of trust in each other or the team leader, it may be because they feel the information they need is not being fully shared with them or the entire team. This is particularly likely to be the case when the team is operating under a high tempo or a stressful combat situation. Under these conditions, team members become more distrustful of being excluded from the information loop because of the fast pace of the operations. Team leaders or team members identify the need for greater informational transparency in this environment.

Mitigating Distrust

When team members do not trust each other, they are more likely to hold grudges and find reasons to avoid spending time together. There are ways that team members can prevent distrust from surfacing within a team. One way is to foster information sharing. Information sharing facilitates cooperation and communication between team members. On teams in which distrust might become a problem, it is important for the team members to prevent information from becoming a tool to leverage advantages over other team members. Team leaders communicate instructions and expectations clearly to the whole team and try to avoid giving more information to one team member than another.

Repairing Trust

If an incident occurs that breaks trust within a working relationship, team leaders should address the behaviors that created distrust. Action must be taken immediately after the violation. Each person responsible for the violation of trust should apologize and explain the violation. These team members should also be sincere, take action through their own volition, and make sure to show a genuine desire to earn the person's trust again. The team leader can ask each party to restate and renegotiate expectations for one another for the future and agree to the terms.

Identify and Evaluate Barriers to Trust

There can be obstacles and challenges to building mutual trust. One obstacle to promoting a positive climate can be the Army culture itself. Army personnel conform to a command structure. However, if teams operate using the standard Army modes of interaction, many junior members of a team may fear asking questions. Another obstacle is the time and opportunities for the interaction that building mutual trust requires. In some teams, members may be working with team members whom they already know and trust. In other teams, members will likely be working with others for the first time. Having the necessary time and shared experiences for building mutual trust can be particularly challenging when the team is operating under time constraints with limited opportunity to develop relationships. This is often the case with a team that is convened quickly for purposes of crisis response.

Lastly, integrating external personnel into a team might create challenges to building and maintaining trust within that team. These personnel may come from organizations and agencies with differing agendas, different organizational cultures, differing views of the military, and different norms for interacting and conducting business. All of these differences have the potential to create challenges to trust development and information sharing within a team.

I. Training to Fight & Win

Ref: ADP 7-0, Training (Jul '19), chap. 1.

I. Training Readiness

The Army trains to fight and win. To do this, the Army trains by developing proficiencies in mission-essential tasks, weapon systems, and the effective integration and employment of both. These components of training readiness provide the backbone to the development of unit readiness—the Army's first priority.

Training prepares Soldiers to execute missions which shape operational environments, prevent conflict, and conduct large-scale ground combat against peer threats with chemical and nuclear capabilities. Army forces must be organized, trained, and equipped to meet worldwide challenges. The Army provides these forces by planning for and executing tough, realistic training. Unit training occurs continuously—while at home station, at combat training centers, and while deployed.

Training prepares the Army to conduct prompt and sustained operations across multiple domains. Units train all the time—while deployed, at home station, and at combat training centers. Through effective, battle-focused training, units, leaders, and Soldiers achieve the tactical and technical competence that builds confidence, adaptability, and effectiveness. Army forces train using proven training doctrine that sustains their operational capabilities. The Army trains units, Soldiers, and Army Civilians to achieve proficiency in individual and collective tasks under challenging and realistic conditions. Training continues in deployed units to sustain skills and adapt to continual changes in an operational environment.

Readiness is the Army's top priority. Training is the most important activity units do to achieve and maintain readiness. ADP 7-0 establishes the principles and concepts of training and introduces the training procedures further expanded upon in FM 7-0.

As part of decisive action, Army units must be capable of simultaneously employing the offense, defense, and stability or defense support of civil authorities (known as DSCA) across multiple domains. The Army does this to shape operational environments, prevent conflict, prevail in large-scale ground combat, and consolidate gains as part of unified action. The expansive scope of possible tasks to conduct complex and sustained operations demands that commanders provide subordinates with clearly prioritized training guidance that aligns with missions and the resources necessary to train.

Commanders ensure Soldiers and units train under challenging and realistic conditions that closely replicate an operational environment. Deployed units continue training to sustain their skills and facilitate their adaptation to changes in tactical and demanding operational environments. Candid and objective assessments made as a result of evaluated training and feedback, and the rapid application of lessons learned, produce effective, versatile, and adaptive units and leaders.

The core of training readiness centers on tasks that Soldiers and units train to fight and win as cohesive and effective teams. It is the progressive development and sustainment of these tasks that form the basis of a unit's ability to conduct unified land operations.

II. Individual Training

Individual Soldier skills and proficiencies establish a solid foundation for unit collective training proficiency. Soldiers train to individual tasks which are clearly defined, observable, and measurable activities accomplished by an individual. These individual tasks enable Soldiers to master the necessary fundamental skills to fight and win. Training and education prepares Soldiers to perform assigned tasks to standard. Training and education also provides the skills and confidence that individuals need in order to perform duties and accomplish missions under a wide range of circumstances, some of which may be unfamiliar. Training individual tasks occurs in the institutional, operational, and self-development training domains. (See AR 350-1 for a discussion of the training domains). Individual skill proficiency is the basis for collective task proficiency.

Individual training also includes the training that Soldiers receive and the proficiencies achieved on the individual weapons they are assigned. In addition to individual task proficiency, individual weapons proficiencies form the backbone of the unit's ability to execute more complex and dynamic collective training under live-fire conditions and ultimately the unit's ability to successfully execute operational missions.

Unit noncommissioned officers (NCOs) ensure Soldiers meet individual task and weapons proficiencies and work to ensure those proficiencies are sustained. Unit NCOs constantly monitor—as well as constantly train and retrained as necessary—the underlying proficiencies at the individual level. In units where Soldiers cannot perform individual skills to standard, the unit cannot effectively execute collective tasks to standard.

III. Collective Training

Units train collective tasks which are clearly defined, observable, and measurable activities or actions. Collective tasks require organized team or unit performance, leading to the accomplishment of a mission or function. Based on the accomplishment of individual task proficiencies, units progress to more complex collective training. Collective training is the essence of teamwork, and develops the mutual trust essential to developing effective, cohesive teams.

An integral component of collective training includes the successful and lethal employment of a unit's weapons systems. This training is tied not just to the Soldier's proficiency with individually assigned weapons, but also to the proficiencies gained as part of collective teams. Proficiencies in both crew-served and platform weapon systems require the same level of constant attention and training as those at the individual level.

There are never sufficient resources or time to train every collective task equally well. Commanders and other leaders ensure training is planned for the long-range and communicated to subordinates in training guidance and unit training plans (UTPs) that prioritize battle-focused training as the unit's first training priority. Battle-focused training is that training that develops skills and proficiencies tied to unit capabilities and mission requirements. Unit training priorities are based upon the guidance provided by the next higher commander with consideration to the mission, time, and available training resources.

Collective training also capitalizes on a multiechelon approach, unified action partners, and multinational force training opportunities whenever possible. Multiechelon training is a training technique that allows for the simultaneous training of more than one echelon on different or complementary tasks. Combined arms training consists of tasks conducted jointly by associated warfighting functions and functional units.

Department of the Army Civilians train to support both operating forces and the institutional force. They provide unit continuity and fill positions that make it possible to man, equip, resource, and train units. Commanders ensure the civilian workforce gets the training, education, and experience necessary to hone skills and prepare for future positions and responsibilities. Generally, Department of the Army Civilians enter the Army with the skills and knowledge required for their positions. They continue to enhance their knowledge, skills, and abilities through the civilian education system, functional training, self-development, and progressive assignments.

5-2 (Army Training) I. Training to Fight & Win

II. Training Proficiency & Battle Focus

Ref: FM 7-0, *Train to Win in a Complex World* (Oct '16), chap 1

The Army trains to win in a complex world. To fight and win in a chaotic, ambiguous, and complex environment, the Army trains to provide forces ready to conduct unified land operations. The Army does this by conducting tough, realistic, and challenging training. Unit and individual training occurs all the time—at home station, at combat training centers, and while deployed.

Army forces face threats that will manifest themselves in combinations of conventional and irregular forces, including insurgents, terrorists, and criminals. Some threats will have access to sophisticated technologies such as night vision systems, unmanned systems (aerial and ground), and weapons of mass destruction. Some threats will merge cyberspace and electronic warfare capabilities to operate from disparate locations. Additionally, they may hide among the people or in complex terrain to thwart the Army's conventional combat overmatch. Adding to this complexity is continued urbanization and the threat's access to social media. This complex environment will therefore require future Soldiers to train to perform at the highest levels possible.

Principles of Training

- **Train As You Fight**
- **Training Is Commander Driven**
- **Training Is Led By Trained Officers and Noncommissioned Officers (NCOs)**
- **Train To Standard**
- **Train Using Appropriate Standard**
- **Training Is Protected**
- **Training Is Resourced**
- **Train To Sustain**
- **Train To Maintain**
- **Training Is Multiechelon and Combined Arms**

Ref: FM 7-0 (Oct '16), p. 1-4 provides this list of training principles. The newer ADP 7-0 (2019) narrows the list to four (primary) training principles. See p. 5-6.

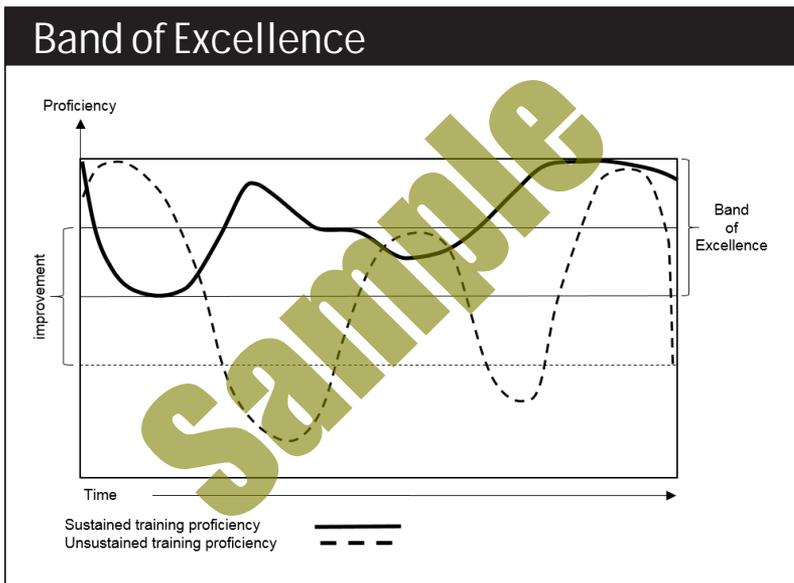
Training is the most important thing the Army does to prepare for operations. Training is the cornerstone of readiness. Readiness determines our Nation's ability to fight and win in a complex global environment. To achieve a high degree of readiness, the Army trains in the most efficient and effective manner possible. Realistic training with limited time and resources demands that commanders focus their unit training efforts to maximize training proficiency.

I. Training Proficiency

Proficiency in individual, leader, and collective tasks is measured against published standards. Proficiency is recognized as complete task proficiency, advanced task proficiency, basic task proficiency, limited task proficiency, and cannot perform the task.

A. Sustaining Proficiency - the Band of Excellence

A unit's training readiness is directly tied to its training proficiency. That proficiency naturally fluctuates over time and in response to various factors. Each unit encounters and adjusts to these factors, including training frequency, key personnel turnover, new equipment fielding, and resource constraints. Well-trained units seek to minimize significant variances in achieved training proficiency over time. This is training in a band of excellence. This common sense approach precludes deep valleys in proficiency that occur when units lose their training proficiency. Failing to sustain proficiency requires more resources and time to retrain the unit. Training within a band of excellence is the key to sustaining long-range training readiness.



Ref: FM 7-0 (Oct '16), fig. 1-1. Sustaining proficiency within a band of excellence.

Effective commanders take the unit from a training start point, attain the required training proficiency, and maintain that proficiency over time. Once training proficiency is attained, the unit strives to maintain that proficiency within a band of excellence. The commander who understands factors that negatively affect training proficiency can better plan so that unit training skills do not atrophy to a less than acceptable level.

To adjust to the anticipated highs and lows of training proficiency, commanders continually assess training plans and strategies to keep the unit mission-ready over long periods. This assessment may cover individual memory degradation, skill degradation, unit personnel turnover, changes in crew assignments, and changes in key leadership. Maintaining high levels of proficiency may prove more difficult than building proficiency from a training start point. By understanding and predicting the factors that affect training proficiency, commanders can mitigate those effects and maintain higher levels of training readiness longer.

Training Proficiency Ratings

Ref: FM 7-0, *Train to Win in a Complex World* (Oct '16), p. 1-2.

The proficiency ratings are as follows:

- T is fully trained (complete task proficiency).
- T- is trained (advanced task proficiency).
- P is practiced (basic task proficiency).
- P- is marginally practiced (limited task proficiency).
- U is untrained (cannot perform the task).

T (Fully Trained)

A T proficiency rating means a unit is fully trained. It has attained task proficiency to the Army standard, achieved a GO in 90% or more of both performance measures and leader performance measures, and has met 100% of all critical performance measures. The task is externally evaluated and meets the remaining requirements as outlined in the training and evaluation outline (T&EO) in accordance with the objective task evaluation criteria matrix. (See appendix B for a detailed explanation of the objective task evaluation criteria matrix.)

T- (Trained)

A T- proficiency rating means a unit is trained. It has attained advanced task proficiency free of significant shortcomings, achieved a GO in 80% or more of both performance measures and leader performance measures, and has met 100% of all critical performance measures. The unit's shortcomings require minimal training to meet the Army standard. The task is externally evaluated and meets the remaining requirements as outlined in the T&EO in accordance with the objective task evaluation criteria matrix.

P (Practiced)

A P proficiency rating means a unit is practiced. It has attained basic task proficiency with shortcomings, achieved a GO in 65% or more of all performance measures, achieved 80% or more of all leader performance measures, and has met 100% of all critical performance measures. The unit's shortcomings require significant training to meet the Army standard. The task is not externally evaluated and meets the remaining requirements as outlined in the T&EO in accordance with the objective task evaluation criteria matrix.

P- (Marginally Practiced)

A P- proficiency rating means a unit is marginally practiced. It has attained limited task proficiency with major shortcomings, achieved a GO in 51% or more of all performance measures, achieved less than 80% of all leader performance measures, and has met less than 100% of all critical performance measures. The unit's shortcomings require complete retraining of the task to achieve the Army standard. The task is not externally evaluated and does not meet the remaining requirements as outlined in the T&EO in accordance with the objective task evaluation criteria matrix.

U (Untrained)

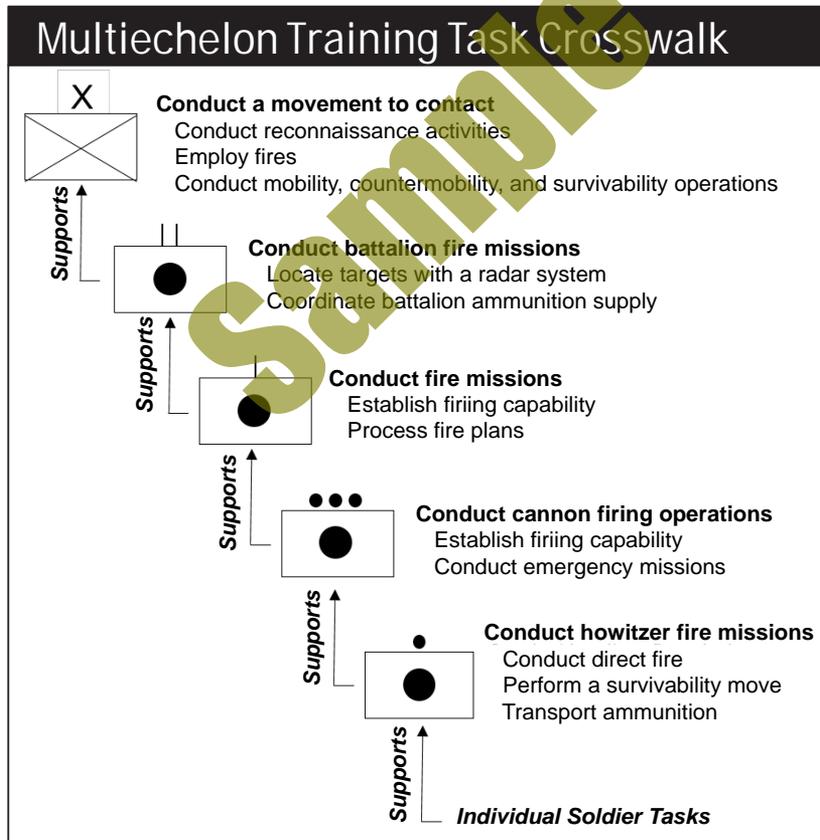
A U proficiency rating means a unit is untrained. The unit cannot perform the task. It achieved a GO in less than 51% of all performance measures, less than 80% in all leader performance measures, and less than 100% in all critical performance measures. The unit requires complete training on the task to achieve the Army standard.

III. Multiechelon Training

Ref: FM 7-0, *Train to Win in a Complex World* (Oct '16), pp. 1-14 to 1-15.

Multiechelon training is a training technique that allows for the simultaneous training of more than one echelon on different or complementary tasks (ADRP 7-0). As each echelon conducts its mission analysis to determine the tasks to train, it provides a logic trail from individual Soldier tasks to brigade-level METs. An effective logic trail clearly nests from one echelon to the next and effectively crosswalks the tasks up the echelons and down the echelons. Although not an integral part of planning, this task crosswalk enables leaders to visualize how the top-down training guidance directly supports the bottom-up alignment of individual and collective tasks that support the higher unit.

To illustrate this concept, see figure 1-8. In this example, an infantry brigade combat team (known as IBCT) commander focuses training on offensive operations—specifically conduct a movement to contact—and states this in the training guidance. Through mission analysis, the subordinate artillery battalion commander determines that to support a brigade movement to contact, the battalion needs to focus training on the task, Conduct Battalion Fire Missions. Likewise, other subordinate commanders do their mission analyses to determine the collective tasks on which they must focus training to support the brigade commander's guidance.



Ref: FM 7-0 (Oct '16), fig. 1-8. Multiechelon training task crosswalk.

- View and update the digital small-unit leader dashboard.
- Manage the Army's electronic individual training record.
- Use the common access card (known as CAC) to sign in to large-group training sessions.
- Enable bulk data uploads to allow units to record training completion.
- Use the Survey Tool to collect customer and user information.
- Use the Unit Individual Training Management (known as UITM) module to support central management of distributed individual training.

Other Supporting Training Resources

In addition to the Web-based resources available within ATMS, other additional resources provide information and access to data and knowledge to assist trainers. These include, but are not limited to the Central Army Registry (CAR) and Center for Army Lessons Learned (known as CALL).

The CAR is a Web-based digital catalog and repository that serves as the warfighters' one-stop source for training-related products such as doctrine, published tasks, training circulars, training support packages, and graphic training aids. Users can first search for training products in the CAR by identification, title, and keywords, and then browse the CAR catalog by product type and proponent. The CAR is available on ATN under the Unit Training Management or myTraining tabs. Users can directly access the CAR at <https://atiam.train.army.mil/catalog/dashboard>.

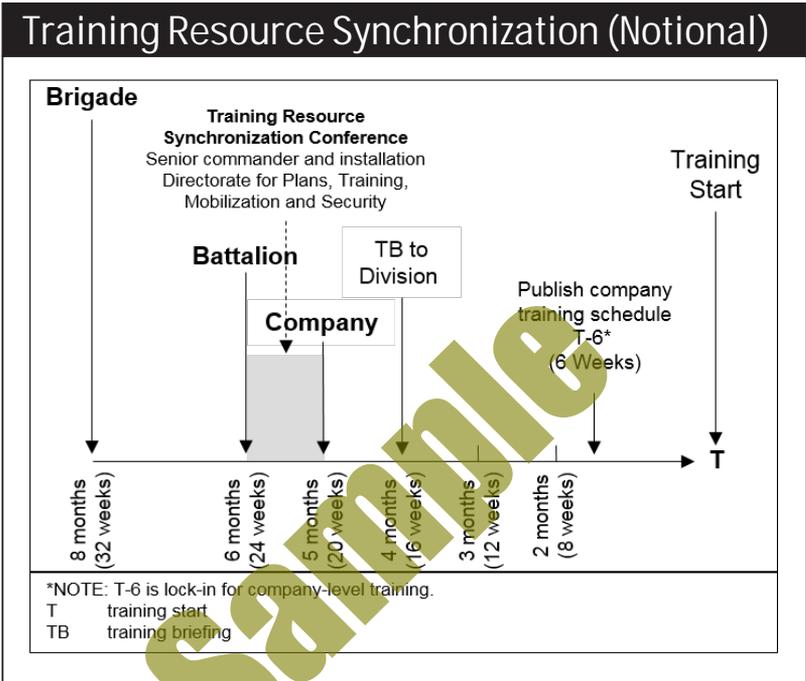
The Center for Army Lessons Learned is the Army's source for adaptive learning based on lessons and best practices from the Army. It provides timely and relevant knowledge by using integrated systems and interactive technology. Users can access the Center for Army Lessons Learned at <http://usacac.army.mil/organizations/mccoe/call>.

IV. Training Resource Synchronization Conferences

The senior commander on an installation hosts periodic installation-level resource synchronization conferences. Ideally, the senior commander schedules these training resource conferences every quarter (see figure 1-9). These conferences provide leaders two types of information. First, it identifies installation training resources. These resources may include training areas, ranges, ITE facilities and resources, and TADSS availability. Second, the conference shows the availability of any unscheduled resources.

As echelons develop UTP calendars, they coordinate and requisition training resources. The installation-level resource synchronization conferences verify that the senior commander acknowledges and validates that units require training resources to execute training. This validation is the senior commander's endorsement that the resources will be available when needed. Effective leaders—especially at the brigade and battalion levels—must attend these conferences to prepare their training plans. At these conferences, leaders learn of locally available installation training support resources and the method to schedule for their units' training cycle. Once training requirements are identified at the company level, brigade and battalion commanders and staff work diligently to properly resource company-level training.

The senior commander on the installation is responsible for prioritizing installation training resources (see AR 350-1). The higher commander determines the priority of units to training readiness and resources. Units with a higher priority often affect the availability of critical training resources for units with a lower priority. For example, a unit within six months of deploying has a higher priority for using ranges and training areas than a unit that is not scheduled for deployment. Knowledgeable commanders know when these conferences and meetings occur, and they ensure their unit is represented by the right leader who can make decisions on behalf of the commander.



Ref: FM 7-0 (Oct '16) fig. 1-9. Notional training resource synchronization conference for a Regular Army brigade.

Note. In figure 1-9, the installation training resource synchronization conference occurs within a planning and publication window that allows for validation of training resources no later than 5 months from the start of training and prior to the training briefing. For Reserve Component units, the coordination and synchronization of training resources require an understanding and visibility of training resource conferences all installations. This is key when Regular Army and Reserve Component installations and facilities provide training resources to support UTPs.

Planning Training (Unit Training Mgmt)

Ref: ADP 7-0, *Training* (Jul '19), chap. 4 and FM 7-0, *Train to Win in a Complex World* (Oct '16), chap 2.

I. The Army Operations Process (as Framework for Unit Training)

The operations process of **plan, prepare, execute, and assess** is the framework for unit training. Units that train using the operations process as they train—as well as its terminologies, processes, and procedures—make the transition to actual operations more seamless and effective.



Ref: ADP 7-0 (Jul '19), fig. 4-1. *The Army operations process.*

The unit commander is central to unit training in the same way a commander is central to the operations process. Planning, preparing, executing, and assessing unit training does not significantly differ from conducting an operation. Each unit begins a training cycle based on training guidance from the next higher commander. The unit then develops a **long-range plan known as the Unit Training Plan (UTP)** to progressively develop and sustain training proficiencies. Before a training event begins, leaders and staff complete much work well in advance of training. Leaders prepare detailed plans, develop training objectives, and most importantly coordinate the resources necessary to train. Additionally, leaders determine who will observe the training and determine the criteria observers will use for evaluating performance. Observed training is recorded by leaders and evaluators. These recorded evaluations provide commanders an essential part of the training feedback mechanism necessary to make accurate and objective assessments of proficiency. Commanders continually assess training proficiency to ensure the unit and individual Soldiers meet task and weapon standards. Each training event involves planning for, preparing for, executing, and assessing training.

See overview on p. 6-8 for further discussion of the operations process and training. The process for developing the UTP is discussed in the remainder of this chapter.

II. Planning Horizons for Training

Planning horizons for training mirror those described in ADP 5-0. The long-, mid-, and short-range planning horizons help commanders place the execution of the UTP in the time frames necessary to develop and sustain unit training proficiencies. The planning horizons also assist commanders in understanding the activities, coordination, and planning necessary to ensure they have resources available when training begins.

Planning for unit training follows the military decision-making process (known as the MDMP) or troop leading procedures (known as TLP). Commanders with a coordinating staff use the military decision-making process when developing a plan; commanders of company-level and smaller units use troop leading procedures when planning training events. Planning for unit training supports the training principle: train as you fight. Leaders trained in—and proficient in—the Army’s planning processes adapt more easily to planning and executing operations when deployed.

See pp. 6-11 to 6-32 for further discussion of planning for unit training using the MDMP or TLP from FM 7-0.

A. Long-Range Planning

Army units develop long-range training plans focused on developing and sustaining training proficiencies. The UTP is the unit’s long-range training plan that identifies the methodology and progressive training events that build and sustain proficiency. Units develop their UTP by using the Army operations process and by following training guidance.

The long-range planning horizon covers a unit’s training strategy spanning many months and often years (see FM 7-0 for recommended long-range planning horizons by echelon). This planning synchronizes unit efforts and supporting installation agencies so that training events can be fully resourced and executed. The long-range planning horizon is described by training guidance and graphically depicted on the unit’s long-range training calendar as a primary component of the UTP. The mid-range planning horizon further refines the long-range planning horizon by detailing the activities and coordination required for each training event. The short-range planning horizon defines the specific final actions weeks prior to and at the point of training event execution.

Training Guidance

Issuing training guidance is every commander’s responsibility. It begins the process for subordinate commanders to understand and determine what tasks and weapons to train in order to support the higher command’s training focus. Once guidance is received from the next higher commander, the process of mission analysis helps the unit commander determine how best to support the next higher unit and determine the collective tasks and weapons proficiencies necessary to ensure mission success. The unit commander then issues training guidance to subordinates; the guidance communicates the commander’s training expectations. This communication ensures that training plans and activities are nested from one echelon to the next. Commanders issue training guidance early enough in the process to ensure subordinates have sufficient time to plan and resource their own training effectively.

See p. 6-13 for discussion of commander’s training guidance from FM 7-0.

Mission Analysis

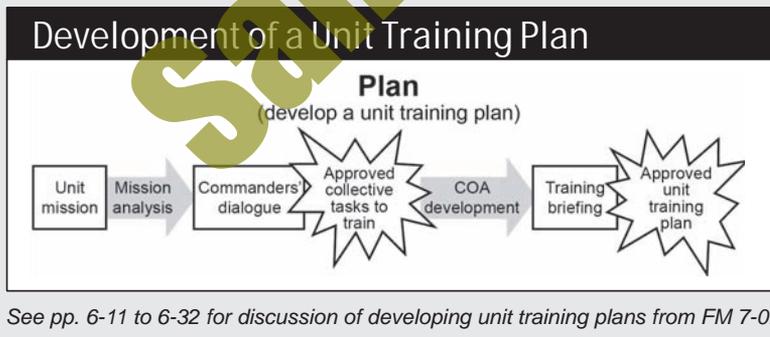
When conducting a mission analysis, in addition to the next higher commander’s training guidance, the unit commander gathers and analyzes all available information to assess the current condition of the unit’s training proficiencies. Once the unit commander has identified and assessed the collective tasks and weapon qualification standards on which to train, the unit commander backbriefs the next higher

Ia. Unit Training Plan (UTP) Overview

Ref: ADRP 7-0, *Training Units & Developing Leaders* (Aug '12), chap. 3.

Training readiness stems from attaining proficiency in individual and collective tasks. To do that, unit commanders develop their **unit training plan (UTP)**, focusing on the tasks to train, based on the higher commander's guidance. This is battle-focused training. Following the general framework of the military decisionmaking process (MDMP) (or troop leading procedures [TLP] for company and below), unit commanders begin the process to determine the METs—what to train. Training readiness is at the core of this determination—whether it is training to maintain and sustain certain capabilities or training to meet the requirements of an assigned mission.

Each unit begins a training cycle based on training guidance from the next higher commander. The unit then develops a **long-range plan known as the Unit Training Plan (UTP)** to progressively develop and sustain training proficiencies. Before a training event begins, leaders and staff complete much work well in advance of training. Leaders prepare detailed plans, develop training objectives, and most importantly coordinate the resources necessary to train. Additionally, leaders determine who will observe the training and determine the criteria observers will use for evaluating performance. Observed training is recorded by leaders and evaluators. These recorded evaluations provide commanders an essential part of the training feedback mechanism necessary to make accurate and objective assessments of proficiency. Commanders continually assess training proficiency to ensure the unit and individual Soldiers meet task and weapon standards. Each training event involves planning for, preparing for, executing, and assessing training. (ADP 7-0)



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. 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 re-train tasks and if the training plan requires modification. The process of determining essential tasks begins with receipt of guidance from the higher commander.

Ib. Developing the Unit Training Plan (UTP)

Ref: FM 7-0, *Train to Win in a Complex World* (Oct '16), chapter 2.

When the mission analysis backbrief is complete, the unit commander begins developing the **unit training plan (UTP)**. This process begins with the development of training courses of action (COAs). Given the selected METs to train, the long-range planning horizon, training environments, and the higher commander's training guidance, planning can begin. Leaders first gather the information they know. Steps 3 through 6 of the MDMP provide a sequential and logical framework to develop a training COA. The resulting COA is approved by the next higher commander and becomes the UTP with a calendar.

See p. 6-5 for discussion of development of training courses of action.

Developing the Unit Training Plan

MDMP

Bn Level and Higher

TLP

Co Level and Below

MDMP - Battalion Level and Higher

At battalion level and higher (units with a coordinating staff), commanders follow the steps of the military decision making process (MDMP) to plan unit training. Some steps of the MDMP for operations translate differently for training and are addressed in this chapter.

TLP - Company Level and Below

At the Company level and below (units without a coordinating staff), the troop leading procedures (TLP) are used. The UTP development at company level follows the same concepts employed at battalion and higher echelons. Companies use the troop leading procedures that follow steps similar to the military decisionmaking process (MDMP)—used at battalion and higher with units with a coordinating staff. At the discretion of the battalion commander, company commanders—collaborating with the battalion staff (primarily the S-3 and S-4)—may develop an overarching battalion UTP rather than individual companies developing separate UTPs. In this instance, the battalion staff ensures that the COA development includes company training events integrated into the battalion UTP. The battalion staff ensures that time is available for individual company training events, company training objectives are identified, and company-level training resources are programmed and coordinated for as part of the battalion UTP.

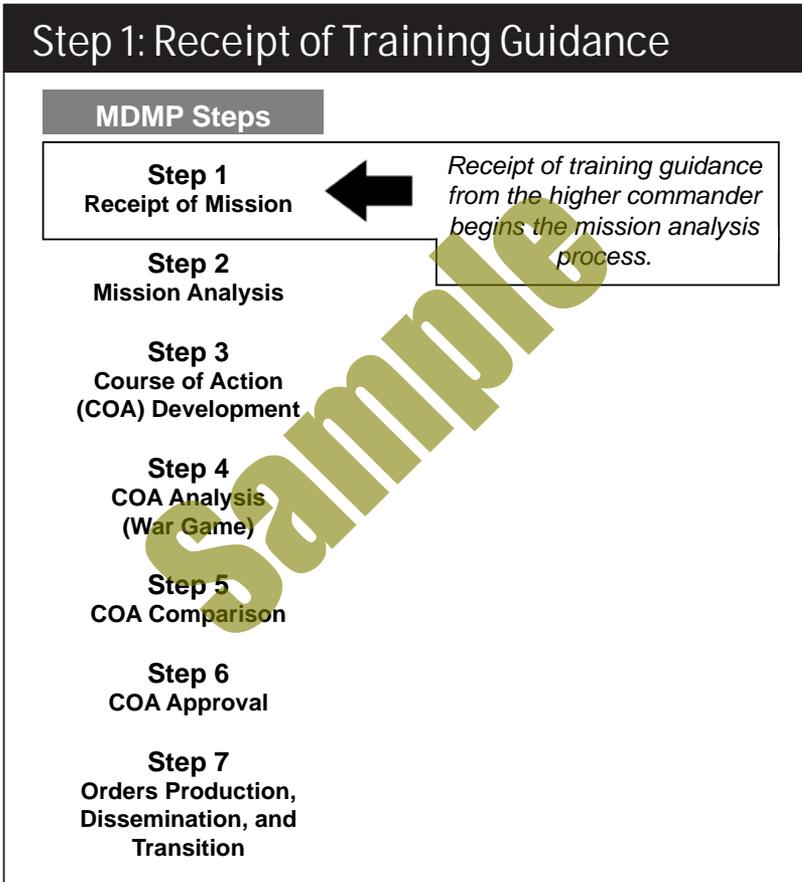
Refer to BSS6: *The Battle Staff SMARTbook, 6th Ed.* for discussion of MDMP & TLP.

Step 1. Receipt of Training Guidance

Training readiness stems from attaining proficiency in individual and collective tasks. To do that, unit commanders develop their UTP, focusing on the tasks to train, based on the higher commander's guidance. This is battle-focused training. Following the general framework of the military decisionmaking process (MDMP) (or troop leading procedures [TLP] for company and below), unit commanders begin the process to determine the METs—what to train. Training readiness is at the core of this determination—whether it is training to maintain and sustain certain capabilities or training to meet the requirements of an assigned mission.

The process of determining essential tasks begins with receipt of guidance from the higher commander.

Step 1: Receipt of Training Guidance



Ref: FM 7-0 (Oct '16), fig. 2-1. Receipt of training guidance begins the planning process.

Training Guidance

Ref: FM 7-0, *Train to Win in a Complex World* (Oct '16), pp. 2-1 to 2-2.

The Army uses the operations process of plan, prepare, execute, and assess as its training framework. Using this framework, the unit commander remains central to the training process in the same way the commander is central to the operations process. Planning, preparing, executing and assessing unit training does not significantly differ from performing these activities for an operation. Each unit commander begins the training cycle with top-down training guidance from the higher commander. The receipt of guidance begins a process of determining the correct collective tasks on which to train. The commander then develops a UTP to conduct that training in the time allotted.

The resulting plan consists of training events that progressively develop task proficiency. Each training event follows a plan, prepare, execute, and assess cycle. Prior to the start of training, leaders verify availability of and coordinate for resources. Units execute training to standard, and leaders evaluate that training and determine if the unit meets proficiency standards. Leaders report to commanders on the unit's success for achieving proficiency. This bottom-up feedback provides commanders with complete information and data to accurately assess the unit and adjust training plans as necessary.

Command Training Guidance (CTG)

Guidance from the higher commander to the subordinate unit commanders begins the training planning process. This top-down CTG communicates the higher commander's training priorities and helps provide a battle focus for the entire unit. Effective communication at each echelon ensures that subordinates understand the higher commander's guidance for training, that UTPs fully support the higher unit capability or mission, and that UTPs nest at each succeeding echelon.

In the CTG, the higher commander identifies—

- The unit's training focus, including its capabilities and mission.
- The desired readiness level down to brigade.
- The long-range planning horizon.
- The installation or command time management cycle.
- Brigade-level external evaluation (EXEVAL) dates and responsibilities by unit.
- Combat training center (known as CTC) rotation dates (by unit).
- Training environments in which to train.
- Other training guidance as necessary.

Division and higher commanders determine the desired readiness levels down to brigade. (Refer to AR 220-1 for a description of readiness levels.) Due to the classification level of this information, the written CTG to subordinates does not include the desired readiness levels. Instead, the two commanders discuss and determine the desired readiness levels. This determination affects the installation-level resources priorities made by the senior commander as well as the installation time management cycle.

At division level and higher, the format of CTG is at the discretion of the commander. Many commanders use the memorandum format, while others use an OPORD format. At brigade to company level, a five-paragraph OPORD is used. Its training guidance is communicated in the UTP.

See pp. 6-33 to 6-36 for a sample UTP and pp. 5-20 to 5-21 for discussion of published training guidance (CTG/UTP) battle rhythm.

COA Development

Ref: FM 7-0, *Train to Win in a Complex World* (Oct '16), p. 2-10.

Step 3: COA Development

MDMP Steps

Step 1
Receipt of Mission

Step 2
Mission Analysis

Step 3
Course of Action
(COA) Development



Following the mission analysis backbrief, the unit commander leads the effort to develop potential training courses of action.

Step 4
COA Analysis
(War Game)

Step 5
COA Comparison

Step 6
COA Approval

Step 7
Orders Production,
Dissemination, and
Transition

Ref: FM 7-0 (Oct '16), fig. 2-10. Steps 3-6 of the MDMP as it relates to unit training.

From company to brigade levels, developing the UTP calendar is fundamental to graphically developing training of COAs. (See ADRP 5-0 for developing COAs.) Often several possible best ways exist to train the unit. The development of several unit calendars allows the commander to choose the most viable ways to train the unit. The calendar graphically represents the unit's plan to train. Planners viewing the calendar framework generate options for analysis and comparison that satisfy the commander's guidance for training. As planners develop different COA options, they ensure each COA is—

- **Feasible**—doable.
- **Acceptable**—benefit is worth the cost.
- **Suitable**—appropriate.
- **Distinguishable**—not similar to another COA.
- **Complete**—no clear gaps.

HEADQUARTERS 1 st Brigade, 52 nd Infantry Division						
	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Time management cycle →	RED		GREEN			AMBER
1 st Brigade	QTB	Brigade Gunnery	STAFFEX		CPX	QTB
2-77 Field Artillery	QTB	Brigade Gunnery	STAFFEX	FTX		QTB
Company A	QTB	Brigade Gunnery		FTX		QTB
CPX	command post exercise		QTB	quarterly training briefing		
FTX	field training exercise		STAFFEX	staff training exercise		

Ref: FM 7-0 (Oct '16), fig. 2-11. Multiechelon training events demonstrated in a notional UTP calendar.

Figure 2-11 demonstrates the building of multiechelon events from the top echelon to the bottom. Each headquarters develops the multiechelon training events that focus on attaining MET proficiency while preserving sufficient time on the UTP calendar for subordinates to plan and execute their own training.

Higher headquarter events affect subordinate unit planning as each unit develops COAs. A brigade that plans a minimum of brigade-level multiechelon events leaves time for the battalions to train. A brigade that plans too many brigade-level multiechelon events leaves less time for the battalions to train and even less time for companies and platoons to plan and execute their training in support of the brigade.

Following approval of the COA, other training activities—such as mandatory training, predeployment training, and installation support—can and should be included on the UTP calendar. This calendar provides the unit with a complete view of all training scheduled. When creating potential COAs and the UTP calendar, planners account for how the unit will achieve training proficiency.

Determine Unit Training Events

Commanders link training strategies to training plans by identifying and planning training events. Training events are the building blocks that are the foundation of a COA. During COA development, commanders and staffs broadly assess the number, type, and duration of training events that a unit may require to train the METs to proficiency.

Effective and realistic training events require commanders to analyze the tasks to be trained, the opposing force's (OPFOR's) counter tasks, and variables represented in a training scenario. Well-developed events incorporate conditions replicating an anticipated operational environment as much as possible. They place Soldiers and leaders in complex, ambiguous, challenging (morally and ethically), and rapidly changing conditions. Effective training includes events that require units and leaders to transition quickly between METs to develop adaptive and innovative leaders with decision-making agility.

METs are not trained in isolation. They are trained with their associated supporting collective and individual tasks during training events. Knowing what training events to train is an important first step in COA development. Ideally, the right series of training events will train multiple METs. Determining the right mix and sequence of training events ensures that units maximize valuable training time and resources and do not waste training time.

Annotated OPLAN/OPORD Format

Ref: FM 7-0, *Train to Win in a Complex World* (Oct '16), app. F.

[CLASSIFICATION]

Place the classification at the top and bottom of every page of the OPLAN or OPORD. Place the classification marking at the front of each paragraph and subparagraph in parentheses. Refer to AR 380-5 for classification and release marking instructions.

Copy ## of ## copies

Issuing headquarters

Place of issue

Date-time group of signature

Message reference number

The first line of the heading is the copy number assigned by the issuing headquarters. A log is maintained of specific copies issued to addressees. The second line is the official designation of the issuing headquarters (for example, 1st Infantry Division). The third line is the place of issue. It may be a code name, postal designation, or geographic location. The fourth line is the date or date-time group that the plan or order was signed or issued and becomes effective unless specified otherwise in the coordinating instructions. The fifth line is a headquarters internal control number assigned to all plans and orders in accordance with unit standing operating procedures (SOPs).

OPERATION PLAN/ORDER [number] [(code name)] [(classification of title)]

Example: **OPORD 3411 (OPERATION DESERT DRAGON) (UNCLASSIFIED)**

Number plans and orders consecutively by calendar year. Include code name, if any.

(U) References: List documents essential to understanding the operation plan (OPLAN) or operation order (OPORD). For example, higher headquarters training guidance, higher headquarters directives, OPORDs, ADP 7-0, ADRP 7-0, FM 7-0, Combined Arms Training Strategies (CATSs), Army Training Network (ATN), Digital Training Management System (DTMS), and decisive action standardized mission-essential task list (METL).

(U) Time Zone Used Throughout the OPLAN/OPORD: State the time zone used in the training environment during execution. (Optional)

(U) Task Organization: Describe the organization of forces available to the issuing headquarters and their command and support relationships. Refer to Annex A (Task Organization) if long or complicated.

1. (U) Situation. Describe the conditions and circumstances of an operational environment for which the unit must train in the following subparagraphs:

a. (U) **Training Environment.** Use the operational variables to describe the environment at battalion and above and use the mission variables for company and below (a useful resource for the variables is ADRP 3-0, Operations).

b. (U) **Friendly Forces.** Briefly identify the missions of friendly forces and the objectives, goals, and missions of civilian organizations that impact the issuing headquarters.

c. (U) **Training Risk, Challenges and Resources.** List any significant training risks (such as insufficient time or resources) and challenges (such as difficulty obtaining resources or assets required to execute training) identified during planning. Describe any approved mitigating measures. This is not personnel safety risk.

[page number]

[CLASSIFICATION]

II. Training Meetings

Ref: FM 7-0, *Train to Win in a Complex World* (Oct '16), app. C.

Training meetings provide the commander and unit leaders with visibility of the current state of unit training readiness and are the key to keeping the UTP on course. Accordingly, they are a recurring entry on the company's weekly training schedule. Training meetings also facilitate the top-down/bottom-up flow of training information and coordination.

The T-Week concept provides the general framework and guide for planning and coordination of training events during training meetings. See pp. 6-53 to 6-76.

Note. Although the following discussion focuses on the company level, training meetings held at battalion and brigade are no less important and are equally vital to ensuring unit training proficiency. Training meetings at all echelons apply the basic ideas discussed in this section.

Feedback is an important aspect of training meetings and is used to refine the UTP as it progresses. Feedback takes many forms including personal observation, AARs, and informal evaluations. Subordinates provide their bottom-up feedback when they assess the training proficiency needs of the unit and individual Soldiers. Leaders provide top-down feedback when they conduct training meetings. The agenda of a training meeting includes reviewing past training, identifying and planning necessary retraining, planning and preparing future training, and exchanging timely training information between leaders. A training meeting is a forum for discussing training assessments and unit, leader, and task proficiencies.

Training meetings are not a forum for discussion of administrative operations or activities not related to training. Training is the sole topic. Training meetings have three goals:

- **Review past training** (previous week) to include—
 - Training scheduled but not conducted and the reason why it was not conducted.
 - The commander's review of bottom-up feedback and assessment of tasks trained. After the assessment, commanders record them in DTMS.
- **Review future training events** (to T-Week 5) to include—
 - Re-confirming the training focus and training objectives for future events. Validate tasks (collective and individual) to train focusing on the METs.
 - Ensuring training resources are coordinated and locked in for each event as well as resolving resource discrepancies.
- **Ensure that face-to-face cross-communication between leaders occurs** and that they discuss and resolve training issues. Subordinate leaders provide assessments of proficiencies as well as ensure tasks trained at platoon, squad, and individual levels are executed and assessed to standard and support the tasks the company must train.

Successful training meetings—

- Validate the tasks (collective and individual) to train for upcoming events, focusing on the METs.
- Synchronize unit METs with training events.
- Delegate and confirm responsibilities critical to executing events.
- Review and confirm resource requirements and statuses.
- Ensure communication between leaders.
- Refine the training focus—METs and training objectives—for upcoming events.

Preexecution Checks (T-10)

Ref: FM 7-0, *Train to Win in a Complex World* (Oct '16), pp. H-8 to H-9.

Preexecution checks are informal checks that units complete to coordinate prior to conducting training events; these are not precombat checks. The chain of command develops these checks to prepare participants systematically and to ensure that units resource and properly conduct training. As units develop training schedules, the checks become increasingly detailed. Preexecution checks provide the attention to detail needed to use resources efficiently.

Preexecution checks are an important component of preparation for training events. A unit goes through the checks intending to have a YES for every response. Checks with a NO response require the unit to make corrections. Sample questions for a preexecution checklist can include the following:

- Is the current level of collective or individual task proficiency rating a trained or fully trained?
- Have the lessons learned from the last time training been applied?
- Has the OPFOR been equipped and trained (if applicable)?
- Are combat multipliers integrated into planning and execution of training?
- Has a risk assessment been completed? Have safety considerations been completed?
- Are Soldiers trained on prerequisite tasks?
- Has the appropriate training support been requested?
- Has reconnaissance of the training site been conducted?
- Are ranges and maneuver books on hand?
- Are leaders certified to conduct range operations?
- Are leaders briefed on environmental considerations?
- Have convoy clearances been submitted and approved?
- Have TADSS been identified, requested, and approved?
- Can trainers properly operate all TADSS?
- Has Class I been requested?
- Has Class III been requested and picked up?
- Has Class V been requested per ammunition supply point requirements and picked up?
- Has transportation been requested?
- Are sufficient expendable supplies on hand?
- Is a rehearsal time programmed for trainers?
- Has a backbrief for the chain of command been coordinated?
- Are times scheduled for AARs at the end and throughout the exercise?

See also p. 6-48.

Individual Tasks			
Individual training task focus (weeks T-9 to T-7) in preparation for the company FTX:			
<ul style="list-style-type: none">• Move Under Direct Fire (071-COM-0502)• Direct Main Gun Engagements on M1-Series Tank (171-126-1322)• Direct Machine Gun Engagements on M1-Series Tank (171-126-1262)• Communicate in a Radio Net (113-571-1003)• Engage Targets with M16 / M4 Series Carbine (071-COM-0030)			
Battle Drills			
Battle drill focus training (weeks T-6 to T-4) in preparation for the company FTX:			
<ul style="list-style-type: none">• React to an IED Attack While Mounted (05-3-D0017)• React to Direct Fire Contact (07-3-D9501)• React to Indirect Fire (07-3-D9504)• React to CBRN Attack (17-3-D8006)• Breach of a Mined Wired Obstacle (07-3-D9412)			
Training Gates			
Individual tasks and battle drills nested with training gates (from CATS) for an armor company FTX:			
<ul style="list-style-type: none">• STX Attack• STX Defend• STX Breaching Operations			
CATS	Combined Arms Training Strategy	IED	improvised explosive device
CBRN	chemical, biological, radiological, and nuclear	STX	situational training exercise
FTX	field training exercise		

Ref: FM 7-0 (Oct '16), fig. H-2 illustrates individual training objectives provided to a company by a platoon.

Training Environment

As part of the training environment identified in the WARNORD, the staff analyzes potential operational environments to provide the requisite amount of realism to the training. A training environment that properly replicates a potential operational environment provides a higher degree of fidelity to the training scenarios developed in support of the event. Ultimately, it makes the training more challenging and realistic for the unit and at the Soldier level. When published in the WARNORD, information regarding the training environment helps subordinate units identify the necessary training resources to coordinate prior to the event.

Defining the training environment involves determining the tasks to be trained, the necessary OPFOR countertasks, and variables that provide the necessary physical, mental, and ethical stressors. The training environment provides a generalized representation of potential enemies and projected operational environment conditions that challenge unit task execution. For example, when this information is published in a WARNORD for a mission rehearsal exercise where an operational environment is known, trainers apply known information from the theater of operations to make training more realistic.

See pp. 6-28 to 6-29 (LVC) for further discussion.

T-9: Confirm Resource Requests

In T-9, commanders confirm resource requests. When the UTP is published to T-13, the UTP identifies major resource requirements and the planners requisition and schedule all supporting resources with the local installation. In T-9, commanders and staff confirm resources requisitioned before T-13 to ensure their availability when and where needed during T-Week. The unit also continues to review and refine requirements for every class of supply to support both the administrative and tactical executions of the training event. Planners can access general resource requirements (Classes V and IX) and other information in the CATS. The commander modifies these general requirements based on the desired end state of training or the local training environment. Planners draw and confirm resource estimates from three main sources: CATS, tactical logistic planning tools, and request support.

Security classification of a training event and its associated measures can impact the administrative resource requirements. The higher the classification of an event, the more limiting the resources. For example, a training event with a higher classification may require more guards, protocols, and destruction capabilities.

Combined Arms Training Strategy (CATS)

The CATS provides proponent-recommended resources necessary to conduct training. It provides units with a good starting point to begin determining their requirements. Successful planners review historic documentation from previous training events and gather experience from the commander and staff. Planners then refine and improve data gathered from the CATS and forecast their unit needs. The more resource-constrained the training environment, the more likely leaders will use virtual, constructive, or combined capabilities to support training.

After determining OPFOR requirements and the tactical scenario, commanders make a more informed estimate of the TADSS required to support the training event. The CATS contains general TADSS recommendations for each training event. The commander modifies the recommended TADSS based on the desired end state of training and the local training environment. Commanders and planners use the TADSS to refine or research their requirements. The CATS provides TADSS's descriptions, contacts for every installation, and a list of resources and supporting materials. Successful trainers check in with their local installation-level TADSS office first to determine locally available resources and to coordinate off-installation support when needed.

Tactical Logistic Planning Tools

Commanders and planners use installation planning tools to confirm resource requests. Various planning tools such as the operational logistic planner are available for planning every class of supply. The operational logistic planner is the official U.S. Army tool for planning tactical logistic requirements, but others planners are readily available.

Request Support

Almost every resource and class of supply has different systems, Web sites, procedures, and timelines for forecasting and requesting. Effective training requests require commanders and planners to verify that the installation or approval authority processes their requests promptly. Requests should be processed as soon as possible and in accordance with the required timelines set by higher.

T-8: Execute Reconnaissance and Lock In Resources

In week T-8, commanders execute reconnaissance and lock in resources. After determining the training environment and required training support resources, commanders conduct an initial reconnaissance of the training sites and facilities. A thorough and detailed reconnaissance ensures that the training environment provides the necessary conditions to facilitate the training of the collective tasks to the level of fidelity needed. This reconnaissance enables commanders to identify details to complete the plan, specifically the simulations architecture possibilities and limitations. This reconnaissance also helps commanders identify any previously overlooked resources and other issues including security issues, traffic control, and possible route concerns. A reconnaissance requires the following minimum personnel: leaders, evaluators, trainers, OC/Ts, and OPFOR.

Training Area Reconnaissance Questions

A unit strives to have a YES or clarification for every response. Questions with a NO or vague response require the unit to make corrections.

See facing page for further discussion.

Training Area Reconnaissance (T-8)

Ref: FM 7-0, *Train to Win in a Complex World* (Oct '16), pp. H-10 to H-11.

A unit strives to have a YES or clarification for every response. Questions with a NO or vague response require the unit to make corrections. During the initial reconnaissance, commander and planners answer the following administrative questions:

- Are reconnaissance personnel familiar with the training event OPORD and commander's guidance?
- Are there safety-related environmental factors (flash flood area, electric hazards, or wildlife)?
- Does the terrain support administrative employment of equipment and personnel? How?
- Are sleep areas located in acceptable area?
- Is the maintenance area acceptable?
- Is the distance from garrison less than one mile?
- Is the amount of fuel required acceptable and sustainable? Confirm.
- Is heavy equipment transport an option?
- Are maps available?
- Is satellite imagery updated?
- Is the resupply point located in acceptable area? Confirm.
- Can roads and bridges support heavy vehicle crossing? Confirm.
- Is the road network in the area of operations sufficient to support the operation?
- Does the traffic flow inside the area of operations need to be marked?
- Is there an area sufficient for aerial medical evacuation?
- Are civilians cleared from the area? Confirm.
- Does logistic support exist on site? Does it include water, electric, and sewer?
- Does fixed site support exist on site? What type is it? Will it support the commander's objective?
- Is the access control point located in acceptable area?

During the initial reconnaissance, commander and planners answer the following tactical questions:

- Can the terrain support the commander's objectives?
- Is the area large enough to support the required unit-level maneuver?
- Does the terrain support tactical employment of equipment and personnel? How?
- Is the fuel point located at acceptable distance? Confirm.
- Is the ammunition distribution point located at acceptable distance? What is the blast area?
- Is the network available (for example cell phone, or satellite)?
- Are the command post and alternate command post located in acceptable areas?
- Is the amount of Class IV required acceptable and sustainable? Confirm.
- Is the prisoner exchange point acceptable and sustainable?
- Are enemy avenues of approach located? Identify locations.
- Are fields of fire identified? Identify areas.
- Is the safety danger zone identified? Identify area.
- Are the observations post located in acceptable locations? Identify locations.
- Are alternate and secondary positions in acceptable locations? Identify locations.
- Does terrain facilitate traffic management?

Lock In Resources

H-46. Following initial reconnaissance, commanders and planners re-confirm that all resources are locked-in (request receipts verified and recorded in memo format) to ensure all equipment, facilities, and supplies are available for training. Effective commanders and planners check the local installation requirements for locking in resources. They often manage training resources via annual, quarterly, and weekly conferences or meetings. Common examples of such meetings include but are not limited to—

- A monthly training resource integration conference.
- A weekly range and training area scheduling conference.

T-7: Publish the Training Event Operation Order

In week T-7, commanders publish the training event OPORD. After the commander has approved the plan, the OPORD is published on DTMS. Planners use the standard five-paragraph OPORD format with required modifications to the annexes to reflect training-specific requirements.

The base OPORD for the training event coordinates the actions necessary to manage the execution of the event. This does not include the plan and MSEL. The OPORD identifies the collective and individual tasks to be trained and the desired levels of task proficiency expected to be reached by the conclusion of training. The OPORD also addresses the actions to be taken to retrain the collective and individual tasks during the event if the desired end state is not achieved.

See pp. 6-34 to 6-36 for a sample training event OPORD. The staff can publish annexes later as a follow up.

Planners add the friendly force (training audience) and the OPFOR troop list to the published OPORD. The OPORD identifies trainers, evaluators, and OC/Ts. At seven weeks out, specific names may not yet be available; however, the OPORD identifies the grade and background necessary to fill the positions. These details help a subordinate or coordinating unit fill the tasking for support through higher headquarters. If planners know the names of individuals, this information is included in the OPORD.

Leader Development Plan

The execution paragraph of the OPORD identifies the leader development plan. This plan addresses prerequisite training leading up to the event, the event itself, and the follow-on post event reviews. Effective training for leaders grows increasingly difficult and complex to train adaptable and agile leaders.

Figure H-3 on the facing page illustrates a leader development plan for a company-level training event.

17 – 21 February 2017 FTX Armor Company, Leader Development

METs or tasks to train:

- Conduct an Attack (07-2-9001)
- Conduct a Defense (07-2-9003)
- Conduct Area Security (07-2-1324)
- Breach an Obstacle (17-2-3070)

Leader Objective: Demonstrated ability to make sound tactical decisions enabling unit battlefield success.

Leader Training:

Crawl:

- Conduct professional development classes – Attack (T-8); Deliberate Breach (T-7); Defend (T-6); and Area Security (T-5)
- Review unit SOPs, collective task T&EO, and TTP (check on learning during rehearsal)
- Develop individual training objectives at all echelons (T-10)
- Conduct leader certification training as necessary (training area, driver training, and more)

Walk:

- Squad Rehearsal (T-3); Platoon Rehearsal (T-2); and Company Rehearsal (T-1)
- Conduct Pre-Execution Checks (T-10 – T-1)
- Conduct Pre-Combat Checks (T-Week)

Run:

- Conduct informal after action reviews at all echelons (T-Week)
- Conduct leader performance feedback at all echelons
- All leaders facilitate a positive learning environment (T-Week)

FTX field training exercise
MET mission-essential task
SOP standard operating procedure

T&EO training and evaluation outline
T- training week
TTP tactics, techniques, and procedures

Ref: FM 7-0 (Oct '16), fig. H-3. Sample leader development plan for an armor company.

Logistics Plan

The logistic plan to support the training event is the last critical piece of the OPORD. This plan addresses the resources requested at T-9. The logistic plan also lays out the coordination requirements for attached support, such as medical, maintenance, chemical, engineer, and military police support. Figure H-4 depicts an example of a logistic support plan for a company-level training event.

17 – 21 February 2017 FTX Armor Company, Logistic Support Plan

Logistic Support Objective: Provide continuous logistic support to the company, OPFOR and attachments during the FTX.

Class I: Ration cycle M-M-A, Battalion logistics operations 1500 daily at designated resupply point. Estimated headcount – 96; OPFOR headcount – 32. Two days of supply on hand basic load.

Class III: Resupply daily; estimated fuel consumption – 430 gal per day; OPFOR – 300 gal per day. Oil as required.

Class IV: Located at the designated Class IV point; issue on order.

Class V: L602 – 504; OPFOR 288

- K866 – 6; OPFOR 2
- A080 – 4,080; OPFOR 2,040
- G950 – 8; OPFOR 4; OC/T 2
- L709 – OC/T 30
- LG936 – OC 8

Resupply from ammunition holding area to ammunition supply point on T-Day 1. Distribution on order.

Class VIII: Combat lifesaver bags fully supplied (1 per vehicle); Medical attachment with basic load.

Class IX: Prescriber load list items available on request.

Medical: Medical team attached to the company; combat lifesavers trained – one per vehicle.

Maintenance: Company maintenance and recovery team attached.

FTX field training exercise OC/T observer-controller/trainer OPFOR opposing force

Ref: FM 7-0 (Oct '16), fig. H-4. Sample logistic support plan for an armor company.

After commanders identify and request TADSS requirements, commanders schedule the training necessary to ensure trainers and operators are trained and certified prior to the event.

IV. Training Briefings (TB and QTB/YTB)

Ref: FM 7-0, *Train to Win in a Complex World* (Oct '16), appendix G and p. 3-10.

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. 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.

There are two types of training briefs (TBs). These are the TB and the QTB (Regular Army) or YTB (Reserve Component).

Training Briefs (TBs)

As described earlier, brigade and battalion commanders brief their UTP at the TB. The general format of a TB follows eleven basic slides:

- Brigade commander's training focus
- Operational environment
- Battalion training focus
- Battalion's commander training guidance
- Concept of operations: decisive operations
- Concept of operations: shaping operations #1 (individual training)
- Concept of operations: shaping operations #2 (leader development)
- Assessment plans
- Key resources required to train
- Training risks
- Training challenges

To begin a TB, a brigade commander discusses the brigade training focus and the training environment to which the brigade will train. All TB slides contain a title and bullet points. The figures in this section illustrate the details a user needs to add. Battalion commanders or command sergeants major follow the format of slides illustrated in figures G-3 through G-11 to complete the TB for their units. Commanders tailor the slides to meet their training requirements.

See p. 6-76 for sample training briefing (TB) slides.

Quarterly /Yearly Training Briefing

QTBs (for Regular Army) and YTBs (for Reserve Component) are periodic UTP updates to the commander two echelons above. These briefings support the TB that is briefed prior to the start of training.

See following pages (pp. 6-74 to 6-75) for sample QTB/YTB slides.

Quarterly/Yearly Training Briefing (QTB/YTB)

Ref: FM 7-0, *Train to Win in a Complex World* (Oct '16), pp. G-4 to G-8.

The QTB (for Regular Army) and the YTB (for Reserve Component) are periodic conferences on training between battalion commanders and division commanders. These TBs directly support the UTP. QTBs and YTBs are integral to the mid-range planning for training.

This discussion illustrates briefing slides for presenting QTBs and YTBs. The exact format and content will vary from command to command based on the commander's guidance and preference. Users can download slides for TBs slides from ATN. Staffs post the brigade and battalion UTP calendars in the meeting room for commanders to use as a reference throughout the briefing.

These TBs focus on reporting the overall progress of the UTP, identifying issues related to execution of the UTP, and ensuring the UTP as published is on track. The briefing gives battalion commanders a venue to discuss training previously conducted, training being conducted, and training planned for the future. These briefings can also be the venue for proposing and approving potential changes to the UTP as necessary. If changes are necessary, the base UTP OPORD requires a FRAGORD once the higher commander approves the modification.

Similar to the TB, the brigade commander provides the brigade training overview, and battalion commanders and command sergeants major brief the current status of UTP progress. Battalion commanders in separate brigades and regiments present the QTB to corps major subordinate commanders. The YTB for Reserve Component units is normally presented to the next higher commander. The YTB is conducted prior to the start of the fiscal year in Reserve Component units. Separate Reserve Component battalion commanders and company commanders may also brief the next higher commander. Some Reserve Component units may not be able to conduct in-person briefings. Ideally, installation training resource conferences should occur just prior to the QTBs or YTB to provide the most current and accurate information relating to the installation training resources and facility scheduling.

Sample QTB/YTB Slides

Brigade Commander Training Focus

- State the higher commander's training focus as stated in the unit training plan.
- Include who, what, when, where, and why. The 'what' includes the METs the higher unit will train on during the planning horizon.

MET mission-essential task

Figure G-12. Sample slide for brigade training focus

Operational Environment

- Write a concise statement describing an operational environment the unit will train for (*train as you fight*).
- Break the statement down by operational variables—political, military, economic, social, information, infrastructure, physical environment, and time.

Figure G-13. Sample slide for training environment

Battalion Training Focus

- State the unit's training focus from the UTP.
- Answer who, what, when, where, and why. The 'what' includes the METs the unit will train on during the planning horizon to support the higher unit. If no mission is assigned, this should be the prioritized METL the unit will train.

MET mission-essential task
METL mission-essential task list
UTP unit training plan

Figure G-14. Sample slide for battalion training focus

Battalion MET Assessments

- List the unit METL (and METL for assigned missions if applicable). Include subordinate unit METs assessments.
- Indicate the current assessments of the METs selected to train. This helps frame the training strategy to improve and sustain proficiencies.

MET mission-essential task
METL mission-essential task list

Figure G-15. Sample slide for battalion assessments

Conducting Training Events & Exercises

Ref: FM 7-0, *Train to Win in a Complex World* (Oct '16), chap 3 and ADP 7-0, *Training* (Jul '19), chap 4.

Conducting training events encompasses all activities related to planning for, preparing for, executing, and assessing the training events that comprise the UTP. Commanders plan and coordinate training events in detail well before execution to synchronize METs and training objectives and to resource each event properly. Commanders use training meetings as the primary forum to ensure that coordination and planning for training events are on track.

Conducting Training

I PLAN for Training

II PREPARE for Training

III EXECUTE for Training

IV ASSESS for Training

Training Framework

PLAN for Training
To establish an understanding of the situation, determine the intent, and assign the tasks to be performed.

PREPARE for Training
To make ready those activities performed by units and Soldiers to improve their ability to train for an operation.

EXECUTE for Training
To put a plan into action by training units and individuals to accomplish the mission.

ASSESS for Training
To continuously check the progress toward accomplishing a task or achieving an objective.

Training Framework, see p. 7-3.

All successful training requires resources coordination, rehearsals, and precombat checks before training. Effective training requires time locked in on the UTP calendar for units and individuals to retrain tasks as training occurs. If the unit fails to meet the training objectives for a specific training event, the unit allocates time to ensure that it can retrain the tasks before the event is concluded. A unit must be proficient in a failed task before it advances to more complex collective tasks.

For discussion of PLAN for Training, see pp. 7-9 to 7-12.

For discussion of PREPARE Training, see pp. 7-13 to 7-16.

For discussion of EXECUTE Training, see pp. 7-17 to 7-18.

For discussion of ASSESS for Training, see pp. 8-1 to 8-6.

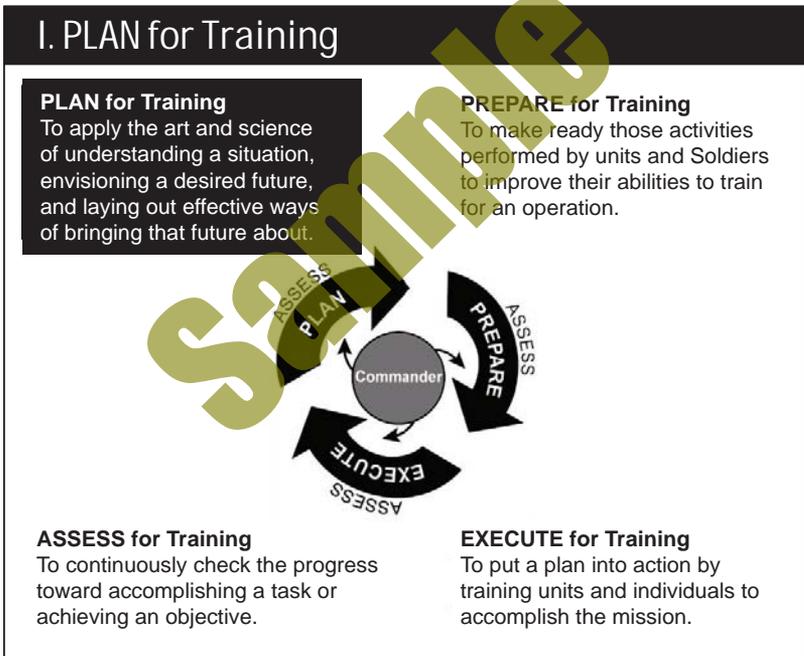
Where to Start

The UTP identifies the multiechelon training events crucial to attaining task proficiency. It is the starting point for leaders to begin to assign planning responsibility and begin the process of determining and coordinating resources. It focuses on the multiechelon training events that train the METs such as a staff training exercise (known as STAFFEX), command post exercise, live fire exercise (known as LFX), or FTX. These training events require substantial resources, coordination, and facilities.

I. PLAN for Training

Ref: FM 7-0, *Train to Win in a Complex World* (Oct '16), pp. 3-2 to 3-5.

Following the operations process framework, the leader assigned as the primary planner for the training event reviews the initial training objectives for the event from the UTP. Following this review, the planner completes a mission analysis and confers with the commander for additional training guidance. Based on this discussion, the planner refines training objectives with additional details based on the guidance from the commander. (See the Event Details page found at the CATS Web site for major resources to assist the planner in mission analysis.) The planner uses T&EOs to identify other supporting collective and individual tasks that support higher collective tasks. Once planners identify these tasks, they determine all prerequisite tasks on which the unit must train prior to executing the event. CATSs help identify training gates for the event being planned.



Ref: FM 7-0 (Oct '16), fig. 3-1. *Plan phase of the operations process.*

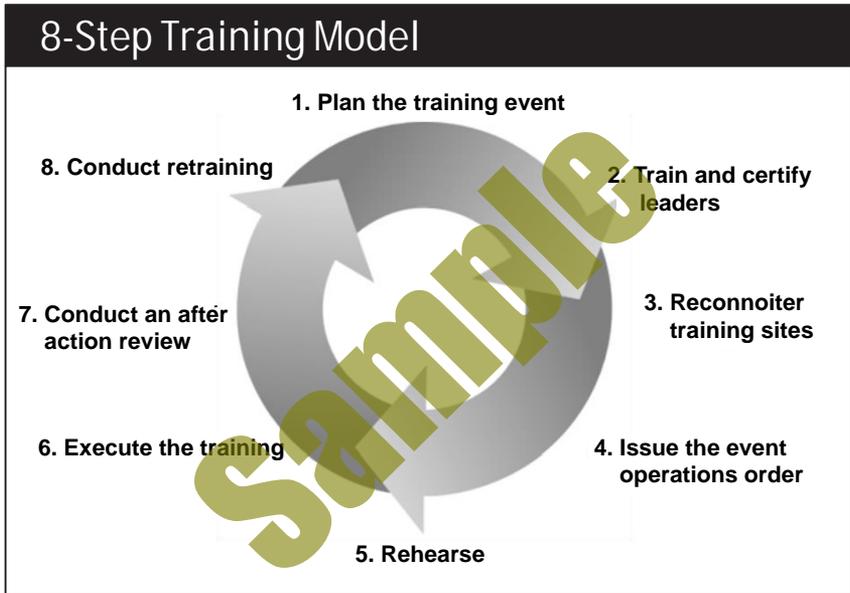
Planners evaluate an operational environment to consider how to replicate it in the training environment. The higher commander's CTG identifies a potential environment to replicate in the training environment, including role players, type of visibility, types of terrain, and enemy forces. Using the objective task evaluation criteria matrix in the T&EO, planners identify the complexity of the training environment based on the commander's desired end state for task proficiency at the end of the training event.

See discussion of the objective task evaluation criteria matrix in the T&EO on pp. 8-7 to 8-10.

II. 8-Step Training Model

Ref: FM 7-0, *Train to Win in a Complex World* (Oct '16), pp. 3-3 to 3-5.

At the company and platoon levels, training models are developed and used as a simple and effective planning and execution tool for small-unit, individual training events. Training models do not provide a sufficient level of detail from which to develop a UTP, to fully develop training events, or to coordinate training events. Instead, they serve as a useful tool for subordinate leaders to ensure major activities and steps are accomplished. Training models help manage training events that are not complex in planning or execution. Units modify training models in the number of steps and procedures based on experience and the efficiencies gained by their use. One training model is the 8-step training model (below). The 8-step training model provides a flexible and reliable vehicle for creating continuity for planning and managing simple training events.



Ref: FM 7-0 (Oct '16), fig. 3-2. *The 8-step training model.*

Step 1 – Plan the Training Event

During step 1, leaders develop specific, obtainable, and measurable training objectives for the upcoming event based on guidance from the commander. Leaders allocate and ensure that there is adequate time scheduled for the event and it is indicated on the unit's training schedule. They create scenarios and instructions to support the training objectives. Leaders identify required resources, including necessary training areas and possible trainers. They identify hazards and eliminate or mitigate associated risks. Lastly, leaders develop training support and assessment plans, thereby establishing the groundwork for high-quality training.

Step 2 – Train and Certify Leaders

Step 2 involves training and certifying leaders. Leaders consist of officers, NCOs, civilians, and Soldiers. Qualified leaders train and certify other leaders. Qualified personnel are knowledgeable of the training subject matter and have performed the task themselves

to standard. The train-the-trainer concept ensures that those responsible for training can provide proper instruction and certification to the unit. This step also includes training and certifying OPFOR leaders and training role players for the training environment.

Step 3 – Reconnoiter the Training Site

Leaders reconnoiter proposed training areas and facilities. Leaders verify that the location can adequately support the proposed training and enable the unit to accomplish training objectives. During step 3, leaders check that all resources, training areas, and training support plans are properly coordinated and prepared for execution. They make contact with support site personnel and review scheduling and coordination issues. If necessary, leaders modify the training event plan during step 3 to accommodate training site requirements and maximize training opportunities. Effective units do not perform training when training is not planned, coordinated, and supported properly with adequate resources.

Step 4 – Issue the Event Operation Order

Commanders and leaders ensure subordinates have all available information to perform the training. Through the OPORD, the commander clearly identifies the tasks to be trained, training objectives, and a clear mission statement. The commander also defines the scope of the training, how it will be conducted, and the tasks to train. A successful training event relies on all leaders understanding the expected outcome of the training, focused on the commander's training objectives.

Step 5 – Rehearse

Rehearsals are critical to the execution of any plan whether for operations or training. All those involved in the training event conduct rehearsals to ensure understanding, synchronization, and preparation of tactical actions. Leaders supervise rehearsals to ensure that those responsible for the training are prepared to conduct efficient, organized, and effective performance-oriented training. This step includes conducting the rehearsals necessary for OPFOR leaders and personnel.

Step 6 – Execute the Training

Commanders ensure the training event occurs as planned and on schedule. A training event requires maximum participation, minimum training distracters, and leaders checking and supervising where necessary. Trainers train Soldiers and ensure standards are met. To the greatest extent possible, commanders avoid planning training and not conducting it; they conduct every training planned. Commanders also minimize training distracters that interfere with training.

Step 7 – Conduct an After Action Review

During and after training, commanders review the tasks trained, assess the unit's training level in respect to the objectives, and obtain lessons learned to improve the training and unit's tactics, techniques, and procedures (TTP). Commanders record these assessments in DTMS for future use in other training events or to include these in unit SOPs.

Step 8 – Conduct Retraining

Units never depart a training event with tasks not trained to standard and training objectives not met. Units retrain tasks as necessary until they achieve the standard before they conclude the training event. Too often, units neglect this step because of limited time, limited resources, or other pressing requirements. However, step 8 is often the most critical step. Training instills competency and confidence in units, leaders, and Soldiers and enables the unit to develop task proficiency. Commanders honestly and objectively assess their units and ensure the unit meets task standards.

III. EXECUTE for Training

Ref: FM 7-0, *Train to Win in a Complex World* (Oct '16), pp. 3-6 to 3-7 and ADP 7-0, *Training* (Jul '19), p. 4-10.

Units execute training when they put a plan into action to meet the training proficiencies and training objectives specified by the commander. Commanders establish measurable and attainable training objectives that develop and demonstrate collective task proficiencies. Well planned and communicated training guidance, well-developed plans, and maximized opportunities and resources enable units to execute quality training.

III. EXECUTE for Training

PLAN for Training

To apply the art and science of understanding a situation, envisioning a desired future, and laying out effective ways of bringing that future about.

PREPARE for Training

To make ready those activities performed by units and Soldiers to improve their abilities to train for an operation.



ASSESS for Training

To continuously check the progress toward accomplishing a task or achieving an objective.

EXECUTE for Training

To put a plan into action by training units and individuals to accomplish the mission.

Ref: FM 7-0 (Oct '16), fig. 3-4. *Execute phase of the operations process.*

During execution, leaders and OC/Ts perform evaluations using Training and Evaluation Outlines (T&EOs) to record a unit's performance as training is executed. Leaders conduct on-site, informal AARs during training, where training occurs to correct deficiencies in observed task execution. Trainers objectively measure unit training against published Army standards (found in the T&EOs). When standards are not met, the unit retrains tasks to meet the standard.

See pp. 7-4 to 7-7 for discussion of realistic training and pp. 7-19 to 7-32 for a description of lane training. See pp. 8-7 to 8-14 for discussion training and evaluation outlines (T&EOs) and pp. 8-15 to 8-24 for after action reviews.

VI. Lane Training Exercise Activities

There are five basic activities that occur in the conduct of a LTX. These activities are executed sequentially and consist of assembly, rehearsal, execution, AAR, and retraining. Rehearsals, execution, and retraining activities may occur on different lanes within the LTX area.

Assembly

Activities involving unit in-briefing, leader preparation, and troop leading procedures (including issuance of the unit's OPORD). These activities are normally conducted in the assembly area (AA).

Rehearsal

Activities involving practices of unit task to be performed on the lane (or to execute the OPORD), normally conducted at a crawl or walk speed. These practices may take place in rehearsal areas, AAs, or on lanes.

Execution

Activities required to perform specific collective tasks on the lane (or to execute the OPORD), normally at run speed. These activities may take place over time.

After Action Review (AAR)

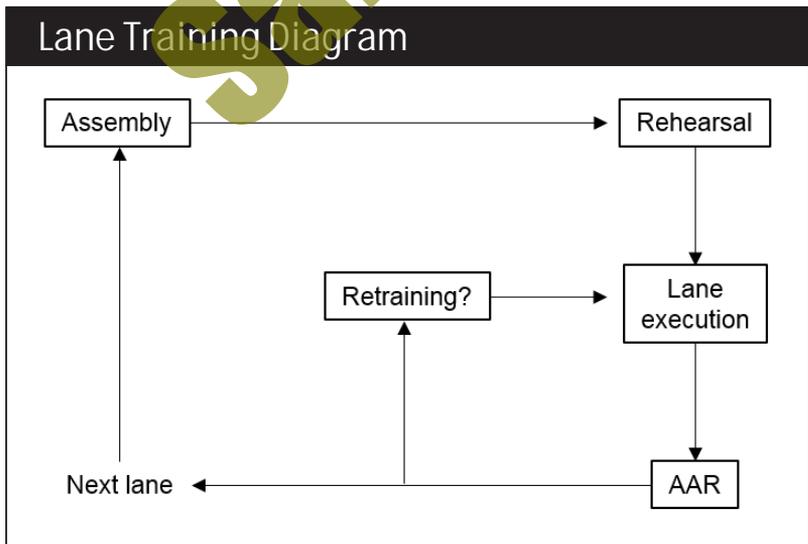
Activities required to provide:

- A structured, interactive, group-oriented review and evaluation of the unit's task performance on the execution lane.
- Suggestions on how to improve future performance. These activities normally take place in an AAR area or on a lane.

Retraining

Activities required to enable the unit to perform lane tasks to the desired standards. These activities normally take place in the retraining area, rehearsal area, or lane.

The execution of a lane follows a general pattern.



Ref: FM 7-0 (Oct '16), fig. E-4. Diagram of lane training and FM 7-0 (Oct '16), fig. E-3. Lane training execution process.

VII. Lane Training Methodology (Crawl-Walk-Run)

Ref: FM 7-0, *Train to Win in a Complex World* (Oct '16), pp. E-8 to E-9.

Lane training is based on a crawl-walk-run methodology. This methodology has three phases: crawl, walk, and run. These phases are described in table E-4.

Phase	Description
Crawl (explain and demonstrate)	The leader describes the task step-by-step, indicating what each individual does.
Walk (practice)	The leader directs the unit to execute the task at a slow, step-by-step pace.
Run (perform)	The leader requires the unit to perform the task at full speed, as if in an operation, under realistic conditions.

Normally, the entire crawl-walk-run process occurs within a short time frame of only a few hours or days. This is determined by the tasks selected to train and the number of Soldiers to train. However, for lane training, the crawl-walk-run process can occur over several weeks, months, or years (especially for units within the Reserve Component). Lane training normally follows the crawl-walk-run methodology described below:

A. Crawl

During the crawl phase, each Soldier receives instructions from unit leaders on the common and specific individual tasks supporting the collective tasks that will be conducted during the LTX. Leaders review training objectives to demonstrate and discuss tasks, conditions, standards, and training proficiencies. This includes a review of supporting individual tasks for the collective tasks, battle drills, and T&EOs to train prior to and during the LTX. Leaders demonstrate a way to perform each task.

Junior leaders train their units on common and duty-specific individual tasks. After meeting the standards for all required individual tasks, junior leaders explain the units' collective tasks and drills. Individual and prerequisite collective training should be completed at a home station location prior to deploying for the training area to participate in the LTX.

B. Walk

During the walk phase, leaders conduct individual tasks and drills. Leaders train on each collective task until each unit meets the published standard. This phase is usually conducted without combat effects or the OPFOR. When possible, units complete supporting individual and collective training at a home station location so these tasks can be immediately performed at a run speed during the LTX to support the primary collective tasks to be trained. At the LTX area (in an assembly area or rehearsal area)—

- Unit leaders rehearse the primary collective tasks.
- Leaders & Soldiers rehearse supporting individual and collective tasks and drills.

C. Run

During the run phase, the unit actually performs the LTX. On a lane, the unit conducts training at combat speed under tactical conditions. Training multipliers such as TADSS, OPFOR, or live munitions may be used to enhance training. The LTX may integrate maneuver, maneuver support, and sustainment activities.

OC/Ts conduct (or facilitate) scheduled AARs at the end of the run phase. Although OC/Ts normally avoid stopping lane execution, OC/Ts may halt any phase of training to conduct an AAR at logical breaks in the training, whenever standards are not being met, or to address safety and environmental issues. If training standards are not achieved, the unit retrain until the standards are achieved.

ASSESS for Training

Ref: FM 7-0, *Train to Win in a Complex World* (Oct '16), pp. 3-7 to 3-14 and ADP 7-0, *Training* (Jul '19), pp. 4-10 to 4-11.

Leaders assess training by continuously checking progress toward task achievement or training objectives. Training events provide the venue for commanders and leaders to evaluate and measure the effectiveness of the collective tasks selected to train. The training objectives—determined and published by the commander for each training event—communicate the task, condition, standard, and expected training proficiencies for the collective tasks selected.

IV. ASSESS for Training

PLAN for Training

To apply the art and science of understanding a situation, envisioning a desired future, and laying out effective ways of bringing that future about.

PREPARE for Training

To make ready those activities performed by units and Soldiers to improve their abilities to train for an operation.



ASSESS for Training

To continuously check the progress toward accomplishing a task or achieving an objective.

EXECUTE for Training

To put a plan into action by training units and individuals to accomplish the mission.

Ref: FM 7-0 (Oct '16), fig. 3-5. *Assess phase of the operations process.*

Leaders use the assessment plan developed during preparation to evaluate unit performance. During execution, leaders use T&EOs to record a unit's performance every time it attempts a collective task. Evaluators—using the objective task evaluation criteria matrix on the T&EO—objectively record the proficiencies noted as the unit completes tasks. At the training meeting following the training event, evaluations are aggregated bottom-up, so the commander can assess whether the unit met the training objectives. The training meeting occurs the week following the start of training (T+1 per the T-Week concept). Using the training proficiency ratings, the commander completes the assessments and subsequently records them into DTMS. Training meetings conducted routinely by echelon are critical to the assessment process.

See p. 5-11 for discussion of training proficiency ratings.

Objective Task Evaluation Criteria Matrix

Ref: FM 7-0, Train to Win in a Complex World (Oct '16), pp. B-4 to B-5.

The objective task evaluation criteria matrix as seen in figure B-3 enables unit leaders to evaluate unit task proficiency more accurately and more objectively. When the commander assesses unit task proficiency, and the unit has not performed the task at echelon (as an entire unit), the commander can then consider proficiency of subordinate units on the task. In this case, the commander's assessment of task proficiency should be no higher than the lowest task proficiency assessment of any subordinate unit. After commanders consider T&EOs and other sources of bottom-up feedback, commanders can subjectively upgrade or downgrade an assessment of a unit's MET proficiency.

Plan and Prepare				Execute					Assess		
Operational Environment				Training Environment (L/V/C)	% Leaders present at training/authorized	% Present at training/authorized	External evaluation	Performance measures	Critical performance measures	Leader performance measures	Task assessment
SQD and PLT	CO and BN	BDE and above									
Dynamic (single threat)	Dynamic and complex (4 + OE variables and hybrid threat)	Dynamic and complex (all OE variables and hybrid threat)	Night	Proponent establishes training environment standards	>85%	>80%	Yes	>90% GO	All	>90%	T
					75-84%			80-90% GO		T-	
Static (single threat)	Dynamic (single threat)	Dynamic and complex (all OE variables and single threat)	Day		65-74%	75-79%	No	65-79% GO		<All	80-89%
					60-64%	60-74%		51-64% GO	P-		
		Static (single threat)	Dynamic & complex (< all OE variables and single threat)			<60%	<60%	<51% GO	<80%		U



BDE	brigade	OE	operational environment	T	fully trained
BN	battalion	P	practiced	T-	trained
C	constructive	P-	marginally practiced	U	untrained
CO	company	PLT	platoon	V	virtual
L	live	SQD	squad		

Note: The percentages used in this figure are for illustration only. See the collective task's published training and evaluation outline for the applicable percentages.

Ref: FM 7-0 (Oct '16), fig. B-3. Objective task evaluation criteria matrix.

Terms of Reference

Proponents use several terms of reference for the objective task evaluation criteria matrix.

Operational Environment

The proponent describes the variables of an operational environment in the condition paragraph of the T&EO. The school or proponent builds a near-peer competitor into the training scenario. It uses the following terms: static, dynamic, complex, single threat, hybrid threat.

Training Environment

The proponent sets training environment conditions. The three training environments consist of live training, virtual training, and constructive training.

Percent of Leaders Present

The unit records the percent of unit key leaders present at the training event. The objective task evaluation criteria matrix compares the number present against the numbers identified in the TOE, modified TOE, or TDA that authorized unit strength.

Percent Present for Training

The unit records the percent of the unit's members present at the training event. The objective task evaluation criteria matrix compares the number present against the numbers identified in the TOE, modified TOE, or TDA that authorized unit strength.

External Evaluation

An EXEVAL is an evaluation planned, coordinated, and executed by an organization outside the unit two levels up. The evaluating unit can be one level up or another like-type unit or echelon. All readiness reporting units in the Army undergo an EXEVAL to achieve and validate fully trained (T) or trained (T-) task proficiency standards.

Performance Measures

The proponent defines the performance measures for each task. The proponent identifies the performance measures in the applicable T&EO for the task.

Critical Performance Measures

The proponent defines critical performance measures for each task. The unit gets these measures in the applicable T&EO for the task.

Leader Performance Measures

The proponent defines the leader performance measures for each task. The proponent identifies the performance measures in the applicable T&EO for the task.

Task Assessment

The overall task assessment is determined by the highest assessment level of the lowest rated category. Once the evaluator has tallied up the GO and NO-GO performance steps and measures, the evaluator circles those measures on the objective task evaluation criteria matrix (see figure B-3). Present with other criteria that is aggregated across the matrix, the evaluator makes an objective task assessment using the highest level assessment of the lowest rated category.

In figure B-3, all items except Leader performance measures were rated as fully trained (T). Since the evaluator scored the performance measure as 80-89%, the Task assessment is scored as a trained (T-).

See p. 5-11 for discussion of training proficiency ratings.

Agenda for a Training AAR

Ref: FM 7-0, *Train to Win in a Complex World* (Oct '16), p. D-3.

AARs conducted during training follow the same agenda as AARs conducted during operations:

- Review what was supposed to happen.
- Establish what happened.
- Determine what was right or wrong with what happened.
- Determine how to perform the task differently next time.

A training AAR begins with a review of what was supposed to happen. A facilitator (sometimes called an evaluator), along with participants, reviews what was supposed to happen. This review is based on the commander's guidance, training objectives, and tasks to train. An OPORD or the training schedule typically contains information that states what was supposed to happen. This information is repeated in the training plan. The facilitator also reviews the UTP, training objectives, applicable individual training records, and T&EOs. Ideally, the leader of the evaluated unit conducts the AAR with assistance from an evaluator or OC/T.

The training AAR continues as the evaluator establishes what happened. The facilitator and participants determine what actually occurred during the training event, phase, or operation. The leader attempts to gather as many views or perspectives—such as from the OPFOR, squad leader, team leader, or rifleman—as feasible. These views help to establish a common understanding of the operation or event. Leaders then understand the complexity of an event and work to solve complex, ill-defined problems quickly. An effective AAR requires an accurate account of events. The evaluator and participants determine what actually happened during performance of the task. The discussion that follows is only as good as the accuracy of the events. For force-on-force training, OPFOR members assist in describing the flow of the training event and both the evaluated unit and OPFOR discuss training outcomes from their respective points of view.

After establishing the events, the AAR covers what was right or wrong with what happened. Participants identify the strong and weak points of their performances based on the commander's guidance and performance measures. The facilitator guides discussions to ensure maximum input that is operationally sound and relevant to the training event. Effectively guided discussions reach conclusions that are doctrinally sound, consistent with Army standards, and relevant to the unit mission. Participants and evaluators assess and candidly discuss what happened in terms of whether actions and decisions were ethical, effective, and efficient.

A training AAR concludes as the participants determine how the unit should complete the task differently next time. The facilitator guides the unit in self-determining how it might perform the task more effectively in the future. The unit identifies problems and provides solutions as well as identifies who is responsible for making the recommended changes. Additionally, the facilitator guides the discussion to determine a more effective way to train the tasks to achieve the commander's guidance. The evaluator or OC/T assists the chain of command undergoing the training to lead the group in determining exactly how participants will perform differently the next time the unit attempts the task. Ideally, this assistance motivates units and Soldiers to conduct future sustainment training to standard.

Step 1. PLAN the After Action Review

Ref: FM 7-0, *Train to Win in a Complex World* (Oct '16), pp. D-3 to D-5.

Effective AARs, formal or informal, require leaders to plan, prepare for, execute, and assess. AAR planning is part of each training event. Successful training leaders understand the unit's mission and the commander's guidance for the training event. During planning, commanders identify opportunities to conduct AARs, assign OC/T responsibilities, and lock in allocated time and resources to conduct AARs. As leaders conduct training, subordinate leaders assess unit and leader proficiency on collective and individual tasks, conduct on-the-spot coaching, and lead informal AARs. These tasks require that leaders understand the commander's guidance, concept of operations, and tasks to be trained during a training event.

The amount and level of detail needed during the planning and preparation processes depend on the type of AAR to be conducted and available resources. The AAR process has four steps:

- Plan.
- Prepare.
- Execute.
- Assess.

STEP 1: PLAN the After Action Review

The AAR plan provides the foundation for successful AARs. Commanders provide their guidance to develop an AAR plan for each training event. Subordinates then determine how to achieve the commander's guidance. The guidance applies to formal and informal AARs and identifies—

- Who will conduct the AAR.
- Who will provide information.
- Aspects of the operation an AAR evaluates.
- Who will attend the AAR.
- When and where the AAR occurs.

Leaders or OC/Ts use the AAR plan to identify critical places and events to observe to provide the unit a timely and valid assessment. Critical places can include unit maintenance collection points, passage points, and unit aid stations. The AAR plan identifies responsible persons who (either internal or external to the unit) facilitate the AAR for a particular event. The leader or OC/T is the individual tasked to observe training, provide control for the training, and lead the AAR.

Selecting and Training Observer-Controllers/Trainers

When planning an AAR, commanders select leaders and OC/Ts—

- Who demonstrate proficiency in the tasks to be trained.
- With knowledge of the duties they are to observe.
- With knowledge of current doctrine and TTP.

When using external OC/Ts, ideally they are at least equal in rank to the leader of the unit they will assess. If commanders must choose between experience and an understanding of current TTP or rank, they should go with experience. A staff sergeant with experience as a tank platoon sergeant is a better platoon OC/T than a sergeant first class who has no platoon sergeant experience. Commanders are responsible for training and certifying OC/Ts to include providing training on how to conduct an AAR. Ideally, inexperienced OC/Ts should observe properly conducted AARs before acting as an OC/T.

III. (OIP) Organizational Inspection Program

Ref: FM 7-0, *Train to Win in a Complex World* (Oct '16), appendix I.

Unit training is a subset of the unit's overall Organizational Inspection Program (known as OIP). This section provides a training management inspector with the basic overarching program and then focuses on the specifics for training management. Refer to AR 1-201 for details on inspections.

Guidance for Inspectors

All inspections have a major purpose: to provide feedback to commanders so they can make decisions that will improve the Army. Inspections focus on measuring compliance against established standards to ensure that the Army as a whole can function effectively in its combat role. The five principles of Army inspections support the five basic elements of an inspection. Those five elements are—

- Measure performance against a standard.
- Determine the magnitude of the problem.
- Seek the root cause of the problem.
- Determine a solution.
- Assign responsibility to the appropriate individuals or agencies.

Checklist Structure

Section I provides an inspector with a checklist for identifying training management processes in the unit. The presence of these processes imply that the unit has an understanding of the doctrine and contains the parts essential for planning, preparing, executing, and assessing unit training.

Section II focuses on evaluating the indicators of an effective training management program. It provides indicators of specific inspection items that allow for a more detailed assessment. The second section may require multiple observations of training planning, preparation, and execution to provide an accurate review of the unit's training program effectiveness.

Section I –Brigade, Battalion, and Company Inspection Checklist

This series of questions measures the unit's training. These questions enable an inspector to determine if the foundations of effective unit training exist. The series of questions is not an indicator of unit training effectiveness. The key to any training program is the commander's personal involvement. As the unit's primary trainer, the commander has direct involvement in the planning, preparation, execution, and assessment of training proficiencies and ensures compliance with the commander's vision and guidance for training. Ideally, a unit conducts annual formal inspections with semiannual internal informal inspections.

As a staff completes the checklist, it aims to answer each question in the affirmative (YES). If the staff cannot answer in the affirmative, it adds notes or comments to the checklist. Often those items require retraining.

Task

As staffs check each item in the checklist, they note if the unit sustains or improves the task and add a comment to elaborate.

Unit Training Plan

The UTP ensures units plan and prepare for training. Inspectors ask the following questions pertaining to the UTP:

- Is the higher headquarters UTP available and posted in DTMS?
- Is the inspected unit's UTP published? Is it posted to DTMS?
- Does the UTP contain the higher headquarters mission?
- Does the UTP contain the higher headquarters METL?
- Does the UTP contain the higher headquarters commander's training guidance?
- Does the UTP contain the unit mission?
- Does the UTP contain the commander's guidance?
- Does the UTP contain 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?
- Does the UTP contain a time management cycle?
- Does the UTP contain tasks to subordinate units?
- Does the UTP contain an assessment plan?
- Does the UTP contain the training environment?
- Does the UTP contain resources required?
- Does the UTP contain risks and mitigation for key tasks not trained?
- Does the UTP contain the UTP calendar?

Commanders' Dialogues

Commanders' dialogues ensure commanders communicate with each other. Inspectors ask the following questions pertaining to commanders' dialogue:

- Did commanders' conduct dialogues?
- Did the higher commander approve the unit's METs selected to train (key output of mission analysis)?
- Is the output of the mission analysis recorded?

Mission-Essential Task List

The METL ensures units have a list of tasks to attain. Inspectors ask the following questions pertaining to the METL:

- Is the unit METL available?
- Is the unit METL posted to the DTMS and to the CATS?
- For battalion and company, does the unit METL reflect the unit's as-designed capabilities as described by the TOE or TDA?
- Is the unit METL reportable on the unit status report?

Training Objectives

Training objectives are an essential part of the commander's training vision. Overall collective task objectives help sequence training events from simple to increasingly more complex tasks. The progressive nature of the training helps build upon previously mastered skills. Inspectors ask the following questions pertaining to training objectives:

- Are training objectives published for each major training event?
- Do the training objectives support training the unit METs for each event?
- Are objectives for the leader, collective leader, collective tasks, and individual tasks identified for each major training event?

Training Schedules

Training schedules are necessary to inform Soldiers and leaders and to focus support, project resource requirements, and allow companies optimum time to prepare for training events. Inspectors ask the following questions pertaining to training schedules:

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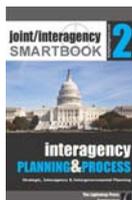
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