TLS4 SMARTBOOK

Fourth Edition

the LEADER'S SMARTbook

Guide to the Army Profession, Leadership & Training

The Lightning Press

Norman M Wade

THE

Leader's

SMARTbook

Guide to the Army Profession, Leadership, & Training

4th Revised Edition
(Second Printing)

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About our cover photo: Directing Movements. U.S. Army Sgt. 1st Class Fernando Gonzalez, platoon sergeant for 3rd Platoon, Dog Company, 3rd Battalion (Airborne), 509th Infantry Regiment, hailing from El Paso, Texas, directs the movements of his platoon outside Combat Outpost Zormat, May 30. Dog Company is part of the 4th Brigade Combat Team (Airborne), 25th Infantry Division, Task Force 4-25. Dept of Army photo by Spc. Eric-James Estrada.

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Preface

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**. The uniformed members accept unlimited personal liability, knowing that they may lose their lives to accomplish their mission. The moral implications of this for Soldiers are great and compel them to be diligent in their understanding of what it means to be an Army professional.

The Army exists to serve the American people, protect enduring national interests, and fulfill the nation's military responsibilities. Fulfilling these purposes relies on capable **leaders** who embody values based leadership, impeccable character, and professional competence. Leaders require these enduring qualities regardless of the mission or assignment, at all levels, across all cohorts.

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.

Unit training and leader development are the Army's life-blood. Army leaders train units to be versatile. They develop subordinate leaders—military and Army civilians—to be competent, confident, agile, and adaptive using the Army leader development model. Units and leaders master individual and collective tasks required to execute the unit's designed capabilities and accomplish its mission. Leader development involves recruiting, accessing, developing, assigning, promoting, broadening, and retaining the best leaders, while challenging them over time with greater responsibility, authority and accountability.

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References

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Army Doctrinal Publications (ADPs) and Army Doctrinal Reference Publications (ADRPs)

ADP 1	Sept 2012	The Army (INCL C1 AND C2)
ADRP 1	Jun 2013	The Army Profession
ADP 3-0	Oct 2011	Unified Land Operations
ADRP 3-0	May 2012	Unified Land Operations
ADRP 3-90	Aug 2012	Offense and Defense
ADP/ADRP 5-0	May 2012	The Operations Process
ADP/ADRP 6-0	May 2012	Mission Command (INCL C1)
ADP/ADRP 6-22	Aug 2012	Army Leadership (INCL C1)
ADP/ADRP 7-0	Aug 2012	Training Units and Developing Leaders

Army Techniques Publications (ATPs) and Army Tactics, Techniques and Procedures (ATTPs)

ATTP 5-0.1	Sept 2011	Commander and Staff Officer's Guide
ATP 6-22.1	Jul 2014	The Counseling Process

Field Manuals (FMs)

FM 3-19	Mar 2002	Military Police Leader's Handbook
FM 6-01.1	Jul 2012	Knowledge Management Operations

Joint Publications (JPs)

JP 3-0	Aug 2011	Joint Operations

Other Publications

AAR Guide	Aug 2012	Leader's Guide to After Action Reviews, Combined Arms Center - Training
Co Trng Mtgs	Aug 2012	Leader's Guide To Company Training Meetings, Combined Arms Center - Training
TRADOC PAM 525-3-1	Oct 2014	The U.S. Army Operating Concept: Win in a Complex World
UTM Guide	Aug 2012	Unit Training Management (Guide), Combined Arms Center - Training

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I. The Army: Mission and Roles

Ref: ADP 1, The Army (Sept '12).

I. The Army Mission

The United States Army Mission

The mission of the United States Army is to fight and win the Nation's wars through prompt and sustained land combat, as part of the joint force. We do this by—Organizing, equipping, and training Army forces for prompt and sustained combat incident to operations on land; Integrating our capabilities with those of the other Armed Services; Accomplishing all missions assigned by the President, Secretary of Defense, and combatant commanders; Remaining ready while preparing for the future.

We derive our mission from the intent of Congress and through the laws governing the Armed Forces. The Constitution of the United States gives Congress the authority to determine the size and organization of the Army, and gives the President overall command of the Armed Forces. Title 10, United States Code (USC), regulates the Armed Forces.

Army forces fight on land as part of an integrated joint force and conduct "prompt and sustained" combined arms maneuver. "Prompt" requires us to provide combat-ready forces immediately; "sustained" requires us to maintain Army forces in the fight until the President says otherwise. Therefore, the forces we provide require the endurance to continue the fight indefinitely.

We refine our mission based on Department of Defense Directive 5100.01. This directive assigns specific responsibilities to the Armed Forces. In common with all of the Services, the Army provides "conventional, strategic, and special operations forces to conduct the range of operations as defined by the President and the Secretary of Defense." This directive specifically charges us to "…organize, train, equip, and provide forces with expeditionary and campaign qualities" in order to:

- Conduct operations in all environments and types of terrain, including complex urban environments, to defeat enemy ground forces, and seize, occupy, and defend land areas
- Conduct air and missile defense to support joint campaigns and assist in achieving air superiority
- Conduct airborne, air assault, and amphibious operations
- Occupy territories abroad and provide for the initial establishment of a military government pending transfer of this responsibility to another authority
- Interdict enemy air, sea, and space forces and [their lines of] communications through operations on or from the land
- Provide logistics to joint operations and campaigns, including joint over-the shore and intra-theater transport of time-sensitive, mission-critical personnel and materiel
- Conduct authorized civil works programs and other civil activities prescribed by law

Landpower for the Nation

Ref: ADP 1, The Army (Sept '12), pp. 1-2 to 1-4.

The Army gives the United States landpower. Landpower is the ability—by threat, force, or occupation—to gain, sustain, and exploit control over land, resources, and people (ADRP 3-0). Landpower includes the ability to:

- Impose the Nation's will on an enemy, by force if necessary
- Engage to influence, shape, prevent, and deter in any operational environment
- Establish and maintain a stable environment that sets the conditions for political and economic development
- Address the consequences of catastrophic events—both natural and man-made—to restore infrastructure and reestablish basic civil services
- Secure and support bases from which joint forces can influence and dominate the air, land, and maritime domains of an operational environment

No major conflict has ever been won without boots on the ground. Strategic change rarely stems from a single, rapid strike, and swift and victorious campaigns have been the exception in history. Often conflicts last months or years and become something quite different from the original plan. Campaigns require steady pressure exerted by U.S. military forces and those of partner nations, while working closely with civilian agencies. Soldiers not only seize, occupy, and defend land areas; they can also remain in the region until they secure the Nation's long-term strategic objectives. Indeed, inserting ground troops is the most tangible and durable measure of America's commitment to defend American interests. It signals the Nation's intent to protect friends and deny aggression.

The Land Domain

The distinguishing characteristic of the land domain is the presence of humans in large numbers. Humans are interlopers in the air, on the sea, and in space; temporary occupants, maintained there through various technologies. Cyberspace is a technological repository and means of transit for information, but its content originates with people on land. Humans live on the land and affect almost every aspect of land operations. Soldiers operate among populations, not adjacent to them or above them. They accomplish missions face-to-face with people, in the midst of environmental, societal, religious, and political tumult. Winning battles and engagements is important but alone is usually insufficient to produce lasting change in the conditions that spawned conflict. Our effectiveness depends on our ability to manage populations and civilian authorities as much as it does on technical competence employing equipment. Managing populations before, during, and after all phases of the campaign normally determines its success or failure. Soldiers often cooperate, shape, influence, assist, and coerce according to the situation, varying their actions to make permanent the otherwise temporary gains achieved through combat.

The influence Soldiers exert before and after campaigns—**shaping**—is more important than ever. Shaping is best understood as altering conditions that, if left unchanged, can precipitate international crisis or war. Geographic combatant commanders shape their regions through many cooperative actions with partner nations. The equipment, training, and financial assistance the United States provides to partner nations improve their abilities to secure themselves. This assistance often improves access to key regions. Security cooperation also communicates our position to potential adversaries in that region. If necessary, combat-ready Army units can deploy to threatened areas, reinforcing host-nation forces, complementing American air and sea power, and communicating unmistakable American intent to partner and adversary alike. These are the tangible effects of the Army's role in security cooperation and assistance. Other benefits are less tangible; these develop through face-to-face training involving our Soldiers and those of

our partners. Working together develops trust between military partners. The impression we make upon multinational forces, local leaders, and other government agencies can produce lasting benefits.

Few nations can afford a potent air force or navy; their principal military force is an army. This is true even in the Pacific littoral, a region with many large armies and only a few naval powers. For most nations, even in the Pacific region, their long-term security requirements stress land forces. Hence, U.S. strategic interests may be best met by extending American air, sea, and space power across the globe while working directly with multinational partners to improve their land forces. Our Soldiers form the most dominant land power in the world, and this gives us unmatched credibility.

Land Operations

Land combat against an armed adversary is an intense, lethal human activity. Its conditions include complexity, chaos, fear, violence, fatigue, and uncertainty. The battlefield often teems with noncombatants and is crowded with infrastructure. In any conflict, Soldiers potentially face regular, irregular, or paramilitary enemy forces that possess advanced weapons and rapidly communicate using cellular devices. Our enemies will employ terror, criminal activity, and every means of messaging to further complicate our tasks. To an ever-increasing degree, activities in cyberspace and the information environment are inseparable from ground operations. Successful land combat requires protected friendly networks (wired and wireless) while exploiting or degrading the enemy's networks. The information environment, our use of it, and inform and influence activities continues to increase. Because the land environment is so complex, the potential for unintended consequences remains quite high. In the end, it is not the quality of weapons, but the quality of Soldiers employing them that determines mission success.

Any mission can rapidly become a combination of combat, governance, and civil security. Most of our missions require combinations of lethal and nonlethal actions. This is inherent in the nature of land operations, usually conducted in the midst of noncombatants. When called upon, Soldiers accomplish nonlethal missions such as disaster relief and humanitarian assistance quickly and effectively. Regardless, our combat capability often underwrites our ability to provide assistance. Nobody in or outside the military profession should mistake the Army for anything other than a force organized, equipped, and trained for winning the Nation's wars.

Unified Land Operations is the title of the Army's basic operational doctrine, ADP 3-0. It emphasizes the necessity of synchronizing our capabilities with the other Services (joint), other government agencies (interagency), other international government partners (intergovernmental), and military forces from partner nations (multinational). The basic premise of unified land operations is that Army forces combine offensive tasks, defensive tasks, stability tasks, and defense support of civil authorities (DSCA) in concert with joint, interagency, intergovernmental, and multinational partners. Army operations conducted overseas combine offensive, defensive, and stability tasks. Within the United States, we support civil authorities through DSCA. If hostile powers threaten the homeland, we combine defensive and offensive tasks with DSCA. The effort accorded to each task is proportional to the mission and varies with the situation. We label these combinations decisive action because of their necessity in any campaign.

Civilian agencies of the United States Government are indispensable partners with landpower. These agencies operate on land and depend on landpower to create secure conditions in regions of conflict. Secure land areas allow them to work directly with local leaders to address the causes of conflict. The enemy often perceives the Army's constructive actions in concert with these agencies as a significant threat, since we help isolate the enemy from popular support. In turn, the Army needs civilian agencies to provide expertise and resources needed to reconstruct facilities within war-torn regions and relieve Soldiers of the responsibility of administering to noncombatants.

II. Army Roles: Prevent, Shape, and Win

The Army Vision

The Army Vision captures the three strategic roles of the Army: prevent, shape, and win. We derive our roles from the National Military Strategy and Department of Defense directives. Our roles clarify the enduring reasons for which the Army is manned, trained, and equipped.

Our Roles: Prevent, Shape, and Win

Prevent

Shape

Win

Ref: ADP 1, The Army (Sept '12), pp. 1-5 to 1-7.

A. Prevent

First, the Army must prevent conflict. Prevention requires a credible force. Friends and adversaries must believe that the Army is credible in order to prevent conflicts. Credibility equates to capability and is built upon combat-ready forces that can be tailored and deployed rapidly. Credible Army forces convince potential opponents that, committed as part of our joint force, the U.S. Army is unbeatable. Partner nations under external threat need to understand that introducing U.S. forces alters the regional military balance in their favor and bolsters their resolve to resist aggression.

Credible Army forces reduce the risk of miscalculation by an adversary. We cannot depend upon our reputation alone to dissuade our adversaries. They must understand what we can do today and tomorrow, in a way that leaves no room for miscalculation. To convince any potential adversary, we need rigorous and realistic training, expert leaders, modern equipment, and quality personnel. Given that, our landpower becomes more than credible; combined with the Nation's air, sea, and space-based power, it becomes preeminent.

B. Shape

Second, the Army must help shape the international environment to enable our partners and contain our enemies. We do that by engaging with partners, fostering mutual understanding through military-to-military contacts, and helping partners build the capacity to defend themselves. Shaping the strategic security environment improves the chance for peace around the world. It diminishes regional tensions and is therefore vital to American security interests. Each geographic combatant commander develops programs to improve regional stability and promote peace through security cooperation. American military capabilities can reassure allies, while dissuading adversaries. Shaping by itself cannot prevent conflict, but it nudges global regions away from military confrontation and increases the effect of diplomatic, informational, and economic instruments of national power.

Soldiers are particularly important in this effort, since all nations have land security elements, even if lacking credible air and naval forces. To the degree that other na-

tions see us as the best army in the world, they gravitate to us to help them achieve the same high standards of military performance, or tie their security to the world's most capable army. Soldiers deploy around the world to train with security forces of other nations. Army special operations forces carry out a significant part of this effort; however, conventional units frequently train with foreign counterparts. Concurrently, our Soldiers and Army Civilians train foreign military personnel at Army bases. This unobtrusive use of landpower quietly builds multinational partnerships that may be critical in war. It increases our partners' capacities to provide for their own defense and is vital to ensuring we have access to regional bases should Army forces have to deploy to their region.

C. Win

Finally, the Army must be ready to win, and win decisively. We must be able to attack and defend successfully against enemy ground forces. Joint force commanders require Army units that can destroy an enemy with all types of combat power. Land combat remains chaotic, lethal, and intensely human. The ability to prevail in ground combat becomes a decisive factor in breaking the enemy's will. If the enemy cannot be defeated from a distance using Army and joint capabilities, then Soldiers close with and destroy the enemy—room to room, face to face. This requires skilled use of combined arms, the ability to fight using all available combat power in complementary ways. Combined arms multiply the effectiveness of Army units exponentially. If Army units cannot find, fix, close with, and destroy armed opponents in any terrain; exploit success; shatter opponents' coherence; and break the enemy's will to continue the fight, then neither we, nor the joint force, will be decisive. But lethality, by itself, is not enough. If Army forces do not address the requirements of noncombatants in the joint operational area before, during, and after battle, then the tactical victories achieved by our firepower only lead to strategic failure and world condemnation.

For the Army, winning is especially important because historically, we commit the greatest number of personnel to the combat area and suffer the highest casualties. With so much at stake, the American people expect our commanders to advise political leaders candidly on the military implications of any potential conflict beforehand. If U.S. forces fight, the Nation expects us to inflict a defeat of sufficient magnitude that the enemy abandons his objectives and agrees to peace on our terms. In other words, Americans expect us to dominate and win decisively. Prevent, shape, and win summarizes the Army's roles as part of the joint force. Our roles depend upon our capabilities, depth, experience, and professionalism. Preventing and shaping are not episodic. We fulfill these roles continuously, based upon the requirements of combatant commanders. When the Army is committed, winning is our non-negotiable obligation to the Nation. When we combine our capabilities with Marines, sailors, and airmen, the United States is the greatest military power on earth. As we, the Army, continue to adapt to future strategic challenges, we remember that we are the force of decisive action; we are the landpower required by the Nation to prevent, shape, and win.

III. The Army and the Joint Force

Landpower complements air, maritime, and space-based power, and in turn the other Services make the Army the preeminent ground force in the world. Joint interdependence is the evolution of combined arms; the use of a specific military capability to multiply the effectiveness and redress the shortcomings of another. Combined arms is not new idea, and mastery of combined arms has been crucial to our success from the Civil War onwards. But where combined arms are tactical in nature, joint interdependence is combined arms achieved at tactical, operational, and strategic levels.

See following pages (pp. 1-6 to 1-7 and 1-8 to 1-9) for an overview of joint interdependence / joint missions.

Joint Operations, Unified Action, & the Range of Military Operations (ROMO)

Ref: JP 3-0, Joint Operations (Aug '11), chap. 1.

Services may accomplish tasks and missions in support of Department of Defense (DOD) objectives. However, the DOD primarily employs two or more services in a single operation, particularly in combat, through joint operations. The general term, joint operations, describes military actions conducted by joint forces or by Service forces employed under command relationships. A joint force is one composed of significant elements, assigned or attached, of two or more military departments operating under a single joint force commander. Joint operations exploit the advantages of interdependent Service capabilities through unified action, and joint planning integrates military power with other instruments of national power to achieve a desired military end state.

Unified Action

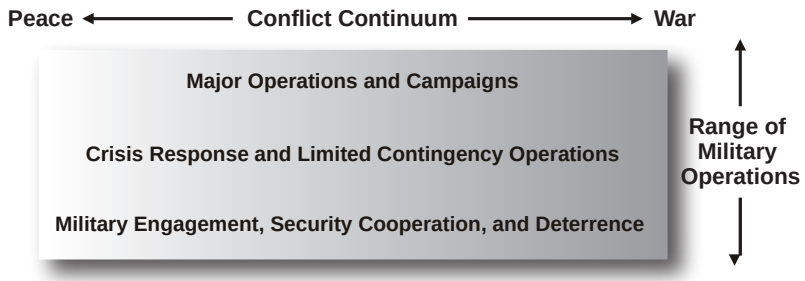
Whereas the term joint operations focuses on the integrated actions of the Armed Forces of the United States in a unified effort, the term unified action has a broader connotation. JFCs are challenged to achieve and maintain operational coherence given the requirement to operate in conjunction with interorganizational partners. CCDRs play a pivotal role in unifying joint force actions, since all of the elements and actions that comprise unified action normally are present at the CCDR's level. However, subordinate JFCs also integrate and synchronize their operations directly with the operations of other military forces and the activities of nonmilitary organizations in the operational area to promote unified action.

Unified action is a comprehensive approach that synchronizes, coordinates, and when appropriate, integrates military operations with the activities of other governmental and nongovernmental organizations to achieve unity of effort.

The Range of Military Operations (ROMO)

The range of military operations is a fundamental construct that provides context. Military operations vary in scope, purpose, and conflict intensity across a range that extends from military engagement, security cooperation, and deterrence activities to crisis response and limited contingency operations and, if necessary, to major operations and campaigns. Use of joint capabilities in military engagement, security cooperation, and deterrence activities helps shape the operational environment and keep the day-to-day tensions between nations or groups below the threshold of armed conflict while maintaining US global influence.

Range of Military Operations



Our national leaders can use the military instrument of national power across the conflict continuum in a wide variety of operations that are commonly characterized in three groups.

Ref: JP 3-0, Joint Operations, fig. V-1, p V-1.

A. Military Engagement, Security Cooperation, and Deterrence

These ongoing activities establish, shape, maintain, and refine relations with other nations and domestic civil authorities (e.g., state governors or local law enforcement). The general strategic and operational objective is to protect US interests at home and abroad.

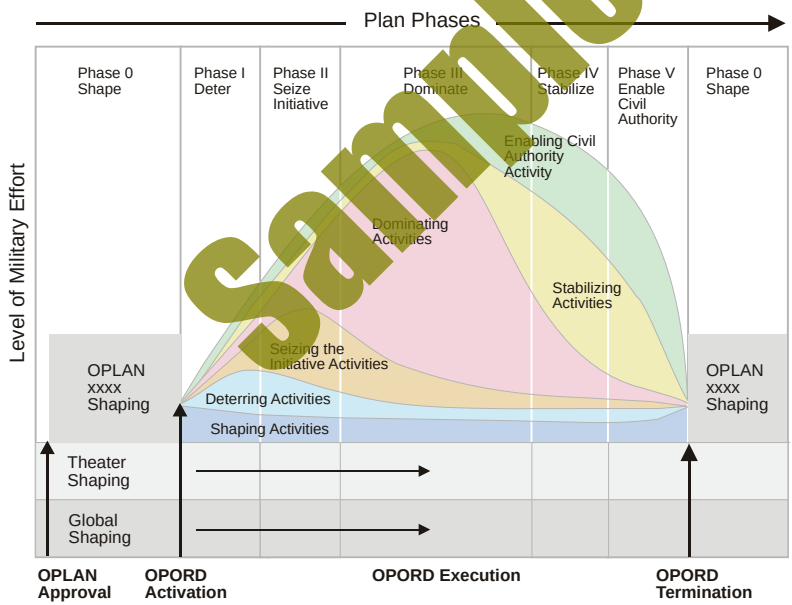
B. Crisis Response & Limited Contingency Operations

A crisis response or limited contingency operation can be a single small-scale, limited-duration operation or a significant part of a major operation of extended duration involving combat. The associated general strategic and operational objectives are to protect US interests and/or prevent surprise attack or further conflict.

C. Major Operations and Campaigns

When required to achieve national strategic objectives or protect national interests, the US national leadership may decide to conduct a major operation or campaign normally involving large-scale combat. During major operations, joint force actions are conducted simultaneously or sequentially in accordance with a common plan and are controlled by a single commander. A campaign is a series of related major operations aimed at achieving strategic and operational objectives within a given time and space.

Notional Operation Plan Phases



Ref: JP 3-0, Joint Operations, fig. V-3, p V-6.

Refer to The Joint Forces Operations & Doctrine SMARTbook (Guide to Joint, Multinational & Interagency Operations) for complete discussion of joint operations and unified action, the range of military operations and operation plan phases. Additional topics include joint doctrine fundamentals, joint operation planning, joint logistics, joint task forces, information operations, multinational operations, and IGO/NGO coordination.

II. The Army's Operational Concept

Ref: ADRP 3-0, Unified Land Operations (May '12), chap. 1 and 2.

I. Unified Land Operations (Defined)

Unified land operations describes how the Army seizes, retains, and exploits the initiative to gain and maintain a position of relative advantage in sustained land operations through simultaneous offensive, defensive, and stability operations in order to prevent or deter conflict, prevail in war, and create the conditions for favorable conflict resolution (ADP 3-0). Unified land operations is the Army's operational concept and the Army's contribution to unified action.

Goal of Unified Land Operations

The goal of unified land operations is to apply land power as part of unified action to defeat the enemy on land and establish conditions that achieve the joint force commander's end state. Today's operational environments require commanders to demonstrate the core competencies of combined arms maneuver and wide area security conducted through offensive, defensive, and stability or defense support of civil authorities tasks to reach this goal.

Unified land operations is the Army's operational concept and the Army's contribution to unified action. The central idea of unified land operations is how the Army seizes, retains, and exploits the initiative to gain and maintain a position of relative advantage in sustained land operations through simultaneous offensive, defensive, and stability or defense support of civil authorities tasks to prevent or deter conflict, prevail in war, and create the conditions for favorable conflict resolution. Where possible, military forces working with unified action partners seek to prevent or deter threats. However, if necessary, military forces possess the capability in unified land operations to prevail over aggression.

II. Foundations of Unified Land Operations

By integrating the four foundations of unified land operations—initiative, decisive action, Army core competencies, and mission command—Army commanders can achieve strategic success. Strategic success requires full integration of U.S. military operations with the efforts of unified action partners. The foundations of unified land operations begin and end with the exercise of individual and operational initiative. Initiative is used to gain a position of advantage that degrades and defeats the enemy throughout the depth of an organization. The Army demonstrates its core competencies through decisive action.

The **Army's two core competencies—combined arms maneuver and wide area security**—provide the means for balancing the application of Army war fighting functions within the tactical actions and tasks inherent in the offense, defense, and stability overseas, or defense support of civil authorities in the United States. By demonstrating the two core competencies, Army forces:

- Defeat or destroy an enemy
- Seize or occupy key terrain
- Protect or secure critical assets and populations
- Prevent the enemy from gaining a position of advantage

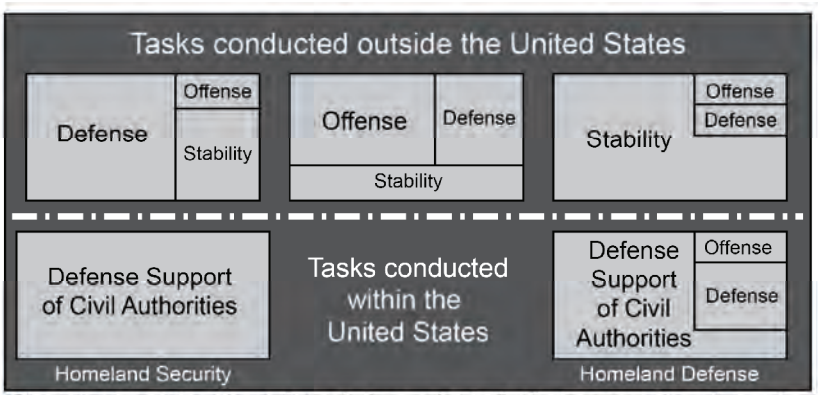
A. Seize, Retain and Exploit the Initiative

All Army operations aim to seize, retain, and exploit the initiative and achieve decisive results. **Operational initiative** is setting or dictating the terms of action throughout an operation. Individual initiative is the willingness to act in the absence of orders, when existing orders no longer fit the situation, or when unforeseen opportunities or threats arise. Initiative gives all operations the spirit, if not the form, of the offense. It originates in the principle of war of the offensive. This principle goes beyond simply attacking. It requires action to change the situation on the ground. Risk and opportunity are intrinsic in seizing the initiative. To seize the initiative, commanders evaluate and take prudent risks as necessary to exploit opportunities. Initiative requires constant effort to control tempo and momentum while maintaining freedom of action. This offensive mindset, with its focus on initiative, is central to the Army's operational concept and guides all leaders in the performance of their duty. It emphasizes opportunity created by developing the situation through decisive action, whether in offensive, defensive, stability, or defense support of civil authorities tasks.

In combined arms maneuver, commanders compel the enemy to respond to friendly action. In the offense, it involves taking the fight to the enemy and never allowing enemy forces to recover from the initial shock of the attack. In the defense, it involves preventing the enemy from achieving success and then counterattacking to seize the initiative. The object is more than just killing enemy personnel and destroying their equipment. Combined arms maneuver forces the enemy to react continuously and finally to be driven into untenable positions. Seizing the initiative pressures enemy commanders into abandoning their preferred courses of action, accepting too much risk, or making costly mistakes. As enemy mistakes occur, friendly forces seize opportunities and create new avenues for exploitation. Ultimately, combined arms maneuver aims to break the enemy's will through relentless and continuous pressure.

B. Decisive Action

Army forces demonstrate the Army's core competencies through decisive action—the continuous, simultaneous combinations of offensive, defensive, and stability or defense support of civil authorities tasks. In unified land operations, commanders seek to seize, retain, and exploit the initiative while synchronizing their actions to achieve the best effects possible. Operations conducted outside the United States and its territories simultaneously combine three elements—offense, defense, and stability. Within the United States and its territories, decisive action combines the elements of defense support of civil authorities and, as required, offense and defense to support homeland defense.



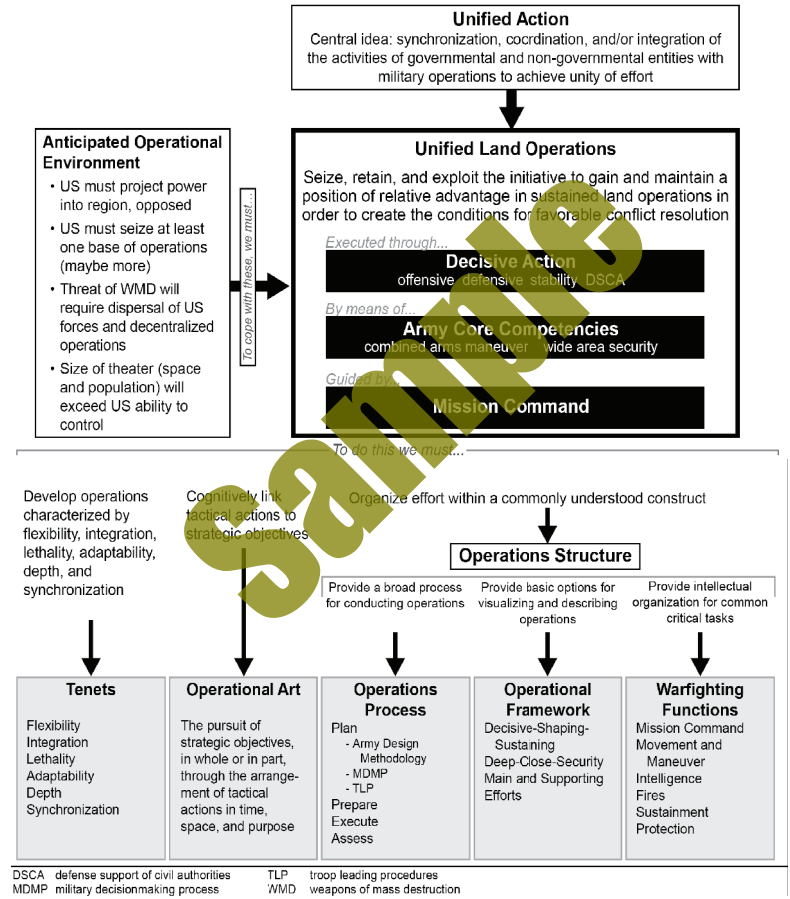
The mission determines the relative weight of effort among the elements.

Unified Land Operations

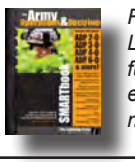
Ref: ADP 3-0, Unified Land Operations (Oct '11).

Unified land operations describes how the Army seizes, retains, and exploits the initiative to gain and maintain a position of relative advantage in sustained land operations through simultaneous offensive, defensive, and stability operations in order to prevent or deter conflict, prevail in war, and create the conditions for favorable conflict resolution. ADP 3-0, Unified Land Operations, is the Army's basic warfighting doctrine and is the Army's contribution to unified action.

Unified Land Operations (Underlying Logic)



DSCA defense support of civil authorities
MDMP military decisionmaking process
TLP troop leading procedures
WMD weapons of mass destruction



Refer to The Army Operations & Doctrine SMARTbook (Guide to Unified Land Operations and the Six Warfighting Functions) for discussion of the fundamentals, principles and tenets of Army operations, plus chapters on each of the six warfighting functions: mission command, movement and maneuver, intelligence, fires, sustainment, and protection.

IV. The Tactical Level of War

Ref: ADRP 3-90, Offense & Defense (Aug '12), chap. 1.

Tactics is the employment of units in combat. It includes the ordered arrangement and maneuver of units in relation to each other, the terrain and the enemy to translate potential combat power into victorious battles and engagements. (Dept. of Army photo by Staff Sgt. Russell Bassett).

I. The Tactical Level of War

Through tactics, commanders use combat power to accomplish missions. The tactical-level commander employs combat power to accomplish assigned missions.

The tactical level of war is the level of war at which battles and engagements are planned and executed to achieve military objectives assigned to tactical units or task forces (JP 3-0). Activities at this level focus on the ordered arrangement and maneuver of combat elements in relation to each other and to the enemy to achieve combat objectives. It is important to understand tactics within the context of the levels of war. The strategic and operational levels provide the context for tactical operations. Without this context, tactical operations are reduced to a series of disconnected and unfocused actions.

Tactical operations always require judgment and adaptation to the unique circumstances of a specific situation. Techniques and procedures are established patterns that can be applied repeatedly with little or no judgment in a variety of circumstances. Tactics, techniques, and procedures (TTP) provide commanders and staffs with a set of tools to use in developing the solution to a tactical problem.

Refer to The Small Unit Tactics SMARTbook (Leader's Reference Guide to Conducting Tactical Operations) for complete discussion of the tactical level of war. Topics include the offense and defense, tactical mission fundamentals, stability & counterinsurgency operations, tactical enabling operations, special purpose attacks, urban & regional environments, patrols & patrolling.

Individuals, Crews, and Small Units

Individuals, crews, and small units act at the tactical level. At times, their actions may produce strategic or operational effects. However, this does not mean these elements are acting at the strategic or operational level. Actions are not strategic unless they contribute directly to achieving the strategic end state. Similarly, actions are considered operational only if they are directly related to operational movement or the sequencing of battles and engagements. The level at which an action occurs is determined by the perspective of the echelon in terms of planning, preparation, and execution.

Battles, Engagements and Small-Unit Actions

Tactics is the employment and ordered arrangement of forces in relation to each other. Through tactics, commanders use combat power to accomplish missions. The tactical-level commander uses combat power in battles, engagements, and small-unit actions. A battle consists of a set of related engagements that lasts longer and involves larger forces than an engagement. Battles can affect the course of a campaign or major operation. An engagement is a tactical conflict, usually between opposing, lower echelons maneuver forces (JP 1-02). Engagements are typically conducted at brigade level and below. They are usually short, executed in terms of minutes, hours, or days.

II. The Science and Art of Tactics

The tactician must understand and master the science and the art of tactics, two distinctly different yet inseparable concepts. Commanders and leaders at all echelons and supporting commissioned, warrant, and noncommissioned staff officers must be tacticians to lead their soldiers in the conduct of full spectrum operations.

A. The Science

The science of tactics encompasses the understanding of those military aspects of tactics—capabilities, techniques, and procedures—that can be measured and codified. The science of tactics includes the physical capabilities of friendly and enemy organizations and systems, such as determining how long it takes a division to move a certain distance. It also includes techniques and procedures used to accomplish specific tasks, such as the tactical terms and control graphics that comprise the language of tactics. While not easy, the science of tactics is fairly straightforward. Much of what is contained in this manual is the science of tactics—techniques and procedures for employing the various elements of the combined arms team to achieve greater effects.

Mastery of the science of tactics is necessary for the tactician to understand the physical and procedural constraints under which he must work. These constraints include the effects of terrain, time, space, and weather on friendly and enemy forces. However—because combat is an intensely human activity—the solution to tactical problems cannot be reduced to a formula. This realization necessitates the study of the art of tactics.

B. The Art

The art of tactics consists of three interrelated aspects: the creative and flexible array of means to accomplish assigned missions, decision making under conditions of uncertainty when faced with an intelligent enemy, and understanding the human dimension—the effects of combat on soldiers. An art, as opposed to a science, requires exercising intuitive faculties that cannot be learned solely by study. The tactician must temper his study and evolve his skill through a variety of relevant, practical experiences. The more experience the tactician gains from practice under a variety of circumstances, the greater his mastery of the art of tactics.

V. Army Operating Concept: Win in a Complex World

Ref: TRADOC Pamphlet 525-3-1, The U.S. Army Operating Concept: Win in a Complex World 2020-2040 (Oct '14).

The Army Operating Concept (AOC) describes how future Army forces will prevent conflict, shape security environments, and win wars while operating as part of our Joint Force and working with multiple partners. The AOC guides future force development by identifying first order capabilities that the Army needs to support U.S. policy objectives. It provides the intellectual foundation and framework for learning and for applying what we learn to future force development under Force 2025 and Beyond.

I. Continuity and Change in Armed Conflict

Anticipating the demands of future armed conflict requires an understanding of continuities in the nature of war as well as an appreciation for changes in the character of armed conflict. Technological advances and changes in strategic guidance, joint operating concepts, and security challenges require the U.S. Army to innovate to ensure that forces are prepared to accomplish future missions. Shifts in the geopolitical landscape caused by competition for power and resources influence the character of armed conflict. These shifts, and violence associated with them, occur more rapidly than in the past due to advances in technology, the proliferation of information, and the associated increased momentum of human interaction.9

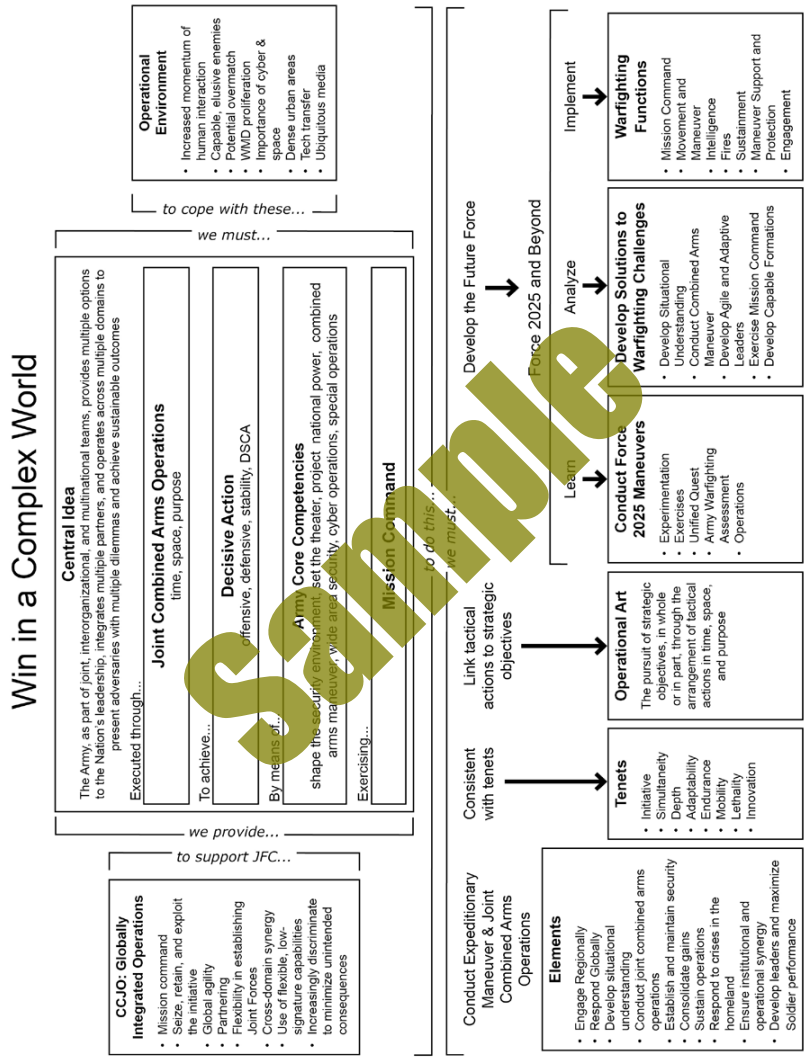
Recent and ongoing conflicts reinforce the need to balance the technological focus of Army modernization with a recognition of the limits of technology and an emphasis on the human, cultural, and political continuities of armed conflict. Nations and organizations in the future will fight for the same reasons that the Greek historian Thucydides identified 2,500 years ago: fear, honor, and interest.10 Every armed conflict exhibits some combination of violence, emotion, policy, chance, and risk. Fundamentally, war will remain a contest of wills.11 Although advances in technology will continue to influence the character of warfare, the effect of technologies on land are often not as great as in other domains due to geography, the interaction with adaptive enemies, the presence of noncombatants, and other complexities associated with war's continuities.

Threats to U.S. vital interests across the land, air, maritime, space, and cyberspace domains originate on land. Land-based threats emanate from the fielded forces of hostile nation states and from areas where state weakness allows nonstate enemy or adversary organizations to operate. Conflict often arises from disorder (the breakdown of peaceful and lawful behavior). In conflicts involving nation states, disorder often follows the defeat of enemy forces or the collapse of a regime. Land forces are required to overcome the effects of this disorder through military operations that integrate joint, interorganizational, and multinational capabilities. Although the ability to project power onto land from the air, maritime, space, and cyberspace domains will remain vital to joint operations, the employment of land forces will remain essential to achieve political outcomes.

The character of future warfare evolves based upon assigned missions; the operational environment; emerging technologies; and changes in enemy capabilities, objectives, and will. The Army must anticipate change while considering how continuities, such as those reflected in the principles of war, affect how the Army must operate to accomplish future missions.

The U.S. Army Operating Concept: Win in a Complex World (Logic Map)

Ref: TRADOC Pamphlet 525-3-1, The U.S. Army Operating Concept: Win in a Complex World 2020-2040 (Oct '14), fig. 1, p. vi.



Refer to The Army Operations & Doctrine SMARTbook (Guide to Unified Land Operations and the Six Warfighting Functions) for discussion of the fundamentals, principles and tenets of Army operations, plus chapters on each of the six warfighting functions: mission command, movement and maneuver, intelligence, fires, sustainment, and protection.

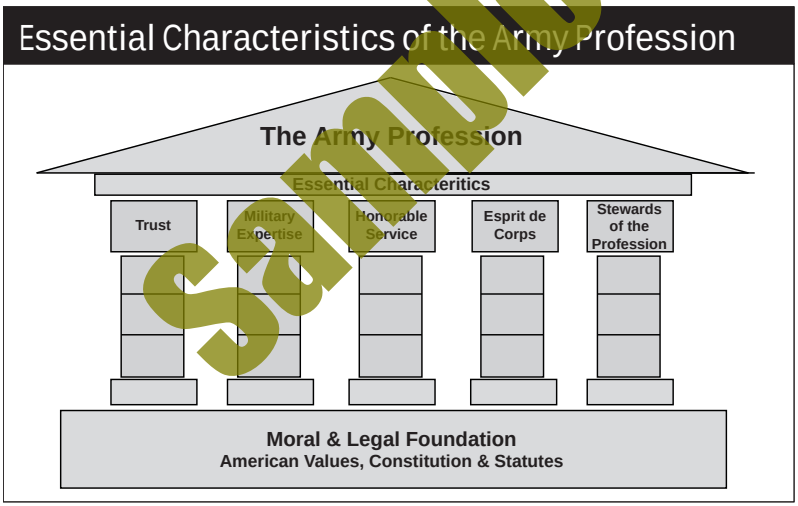
Chap 2

The Army Profession

Ref: ADRP 1, The Army Profession (Jun '13), chap. 1.

I. The United States Army - a Noble Calling, a Trusted Profession

The Chief of Staff of the Army charged all Army professionals to continue their commitment to maintaining the Army as a military profession. An Army professional is a member of the Army Profession who meets the Army's certification criteria of competence, character, and commitment. Uniformed and civilian, an Army professional is an expert certified within the profession and bonded with comrades in a shared identity and culture of sacrifice and service to the Nation. An Army professional is one who acts as a steward of the Army Profession while adhering to the highest standards of the Army's Ethic. Our Chief of Staff of the Army recognizes that stewardship will be more of a challenge during the transition that follows the past decade of war.



Ref: The Army Profession pamphlet (2012), CAPE, p. 11 (updated per ADRP 1).

A profession is a trusted self-policing and relatively autonomous vocation whose members develop and apply expert knowledge as human expertise to render an essential service to society in a particular field:

- Professions provide a unique and vital service to the society served, one it cannot provide itself
- Professions provide this service by applying expert knowledge and practice
- Professions earn the trust of the society because of effective and ethical application of their expertise
- Professions self-regulate; they police the practice of their members to ensure it is effective and ethical (includes the educating and certifying professionals)
- Professions are therefore granted significant autonomy and discretion in their practice of expertise on behalf of the society

I. Maintaining Military Expertise

Ref: ADRP 1, The Army Profession (Jun '13), pp. 3-1 to 3-4.

The Army has three critical tasks with respect to maintaining its military expertise:

- Develop expert knowledge and expertise
- Apply Army expertise
- Certify the expertise of Army professionals and units

Our First Task - Continuously Developing Expert Knowledge and Expertise

The Army's first task is to continually develop the expert knowledge of its unique military expertise. The Army's expert knowledge is divided into four distinct fields:

- The military-technical field
- The moral-ethical field
- The political-cultural field
- The leader/human development field

The military-technical field includes knowledge of Army force design, force generation, the effective and ethical use of landpower, integration of technology, and the conduct of military operations.

The moral-ethical field includes knowledge of how the Army applies its landpower, which is often lethal, according to the American people's ethical expectations and values. This field includes the legal and moral content of the Army Ethic and the cultural norms. The moral-ethical field includes shared and commonly agreed upon standards, beliefs, rules, and expectations that guide behavior and are passed from generation to generation. These expectations and values mold the development and actions of each Army professional and unit in both peace and war. The political-cultural field includes knowledge of how Army professionals and units interact with unified action partners and civilian populations in all civil-military relations.

The leader/human development field informs how the profession inspires American citizens to a calling of service that develops their professional identity, talents, and certifies them in competence, character, and commitment. Critical within this field is the knowledge of leader development.

Within this task, the Army develops in its individual professionals the skills, abilities, and attributes associated with each of these four fields of knowledge. With this knowledge and human expertise, the Army has the capability within its organizations to execute its missions effectively and ethically. Lifelong learning is expected of all Army professionals. Reserve Component Soldiers often face greater challenges since they are expected to maintain their expertise on a part-time basis. Finding effective solutions to such challenges is the responsibility of the total Army.

Our Second Task - Applying Army Expertise

Our second task is to apply our military expertise using the autonomy granted us by the American people. Army doctrine emphasizes mission command. Every Soldier must be prepared to assume responsibility, maintain unity of effort, take prudent action, and act resourcefully within the commander's intent to accomplish the mission.

In such a professional culture, the art of the Army professional is to exercise discretionary judgments that often carry with them moral implications or consequences. For example, the non-commissioned officer patrol leader in a combat zone or a senior Army civilian in the Pentagon both make discretionary judgments in accordance with mission command, based on law and regulation, and guided by their ethics. And both sets of decisions will affect many lives.

Army professionals must have high moral character to make the proper discretionary judgments. Army professionals maintain the Army's effectiveness as they apply broad, often lethal, expertise. If individual Army members fail to make the right decision, it will negatively affect mission effectiveness (Abu Ghraib and My Lai). In addition, under mission command we need to underwrite the honest mistakes of subordinates. We encourage them to try different approaches and to make decisions in the absence of guidance and orders. We expect that they will make mistakes. The only time mistakes are not acceptable is when they:

- Violate the commander's intent
- Unnecessarily risk lives
- Fail to learn from the mistakes
- Violate laws or ethical principles

Our Third Task - Certifying the Expertise of Army Professionals

Our third task is to certify the expertise of Army professionals and units. Certification is verification and validation of an Army professional's competence, character, and commitment to fulfill responsibilities and perform assigned duties with discipline and to standard. The Army has autonomy to make decisions due to its unique military expertise and moral obligation to serve the best interests of the Nation. For example, Congress does not normally dictate to the Army its doctrine; it trusts the Army to develop it correctly. Through certification, the Army maintains such trust by ensuring the expertise of its individual professionals and their units.

Certification in the Army has two roles. For the Army Profession, certification demonstrates to the American people that the Army is qualified to perform its expert work effectively and ethically. For Army professionals, certification milestones also provide motivation.

The Army Profession certifies the competence, character, and commitment of individuals throughout that individual's service. Each of the three certification characteristics is emphasized through:

- Official promotion and evaluation systems for military and civilian Army professionals using individual performance evaluations
- Professional training and education within progressive Army school systems to include branch, skill, or functional area qualifications. Examples include War College attendance for certification as a strategic leader or pilot and flight crew certifications.
- Selections and assignments, often centralized, for leadership or command positions. Examples include assignment as brigade and installation commanders.

The Army Profession has a set of three broad criteria for the certification of all Army professionals. These criteria will be applied in more specific detail by Army branches, proponents, and civilian career programs based on the specific context of the certification.

- **Competence** is an Army professional's demonstrated ability to perform his/her duties successfully and to accomplish the mission with discipline and to standard. It is proficiency in expert work.
- **Character** is an Army professional's dedication and adherence to the Army Values and the profession's ethic as consistently and faithfully demonstrated in decisions and actions. Moral character is requisite to being an Army professional.
- **Commitment** is the resolve of Army professionals to contribute honorable service to the Nation, to perform their duties successfully with discipline and to standard, and to strive to successfully and ethically accomplish the mission despite adversity, obstacles, and challenges. It means to be primarily motivated by the intrinsic factors of sacrifice and service to others and to the nation, rather than being simply motivated by the extrinsic factors related to a job—such as pay, vacations, and work hours.

Chap 3

Army Leadership

Ref: ADP 6-22, Army Leadership (Aug '12).

The Army exists to serve the American people, protect enduring national interests, and fulfill the nation's military responsibilities. Fulfilling these purposes relies on leaders who embody values based leadership, impeccable character, and professional competence. Leaders require these enduring qualities regardless of the mission or assignment, at all levels, across all cohorts.

I. Army Leader Defined

Leadership, the lifeblood of an army, makes a difference every day in the United States Army. Since the formation of the Continental Army until today with Soldiers deployed around the globe, Army leaders have accepted the challenges before them. The United States Army has always had great leaders who have risen above hardships and have drawn on a range of leadership qualities to influence Soldiers, build units, and accomplish the mission.

Leadership is characterized by a complex mix of organizational, situational, and mission demands on a leader who applies personal qualities, abilities, and experiences to exert influence on the organization, its people, the situation, and the unfolding mission. Difficult and complex situations are the proving ground for leaders expected to make consistent timely, effective and just decisions.

An Army leader is anyone who by virtue of assumed role or assigned responsibility inspires and influences people to accomplish organizational goals. Army leaders motivate people both inside and outside the chain of command to pursue actions, focus thinking and shape decisions for the greater good of the organization.

See p. 3-9 for discussion of leadership as an element of combat power.

II. Purpose of Leadership

The Army requires leadership to make choices and establish unifying direction for the organization. Organizations have multiple sources to monitor and assess situations and provide input for decisions; however, a central leader must oversee and ultimately accept responsibility for the conduct of missions. Leadership is the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization.

Leadership is a process of influence. Since first publishing leadership doctrine in 1948, the Army has consistently defined leadership as a process. This is significant because a process can be learned, monitored and improved. While personality and innate traits affect a process, the Army endorses the idea that good leadership does not just happen by chance but is a developable skill. A leader influences other people to accomplish a mission or fulfill a purpose. The means of influence include actions to convey motivation. Accomplishing the current mission is not enough—the leader is responsible for developing individuals and improving the organization for the near and long-term.

As an **element of combat power**, leadership unifies the other elements (information, mission command, movement and maneuver, intelligence, fires, sustainment, and protection). Leadership is a multiplier of effects; with it, organizations are focused and synchronized, resources are used efficiently, people become energized and motivated, and missions are more likely to achieve desired outcomes. Leadership serves a motivational purpose: to energize others to achieve challenging goals.

See p. 3-9 for discussion of leadership as an element of combat power.

III. Leadership Requirements Model

Ref: ADP 6-22, Army Leadership (Aug '12), pp. 5 to 6.

The Leadership Requirements Model conveys the expectations that the Army wants leaders to meet. A common model of leadership shows how different types of leaders work together and is useful for aligning leader development activities and personnel management practices and systems. One set of requirements consists of attributes of what leaders should **be** and **know** and the second is a set of competencies that the Army requires leaders to **do**. The single model organizes the disparate requirements and expectations of leaders at all levels of leadership.

Army Leadership Requirements Model

Attributes

A. Character
- Army values
- Empathy
- Warrior ethos/ Service ethos
- Discipline

B. Presence
- Military and professional bearing
- Fitness
- Confidence
- Resilience

C. Intellect
- Mental agility
- Sound judgement
- Innovation
- Interpersonal tact
- Expertise

A. Leads
- Leads others
- Builds trust
- Extends influence beyond the chain of command
- Leads by example
- Communicates

B. Develops
- Creates a positive environment/Fosters esprit de corps
- Prepares self
- Develops others
- Stewards the profession

C. Achieves
- Gets results

Competencies

Ref: ADP 6-22, Army Leadership, fig. 2, p. 5.

Leadership Attributes

Leadership attributes are characteristics internal to a leader. Character is the essence of who a person is, what a person believes, how a person acts. The internalization of Army Values is one type of character attribute. Empathy is identifying and understanding what others think, feel and believe. Leaders of character who embrace the Army leader attributes and competencies will be authentic, positive leaders. While character relates to the internal identity of the leader, presence attributes relate how others see the leader and intellect relates to what abilities and knowledge the leader possesses to think and interact with others.

See pp. 3-17 to 3-34 for further discussion.

Leadership Competencies

Leadership competencies are groups of related actions that the Army expects leaders to do—lead, develop and achieve. Core competencies are those groups of actions universal to leaders, across cohorts and throughout organizations.

See pp. 3-35 to 3-82 for further discussion.

Develops Others (Summary of the Competency)

Ref: ADRP 6-22, Army Leadership (Aug '12), table 7-4, p. 7-15.

Leaders encourage and support others to grow as individuals and teams. They facilitate the achievement of organizational goals through helping others to develop. They prepare others to assume new positions elsewhere in the organization, making the organization more versatile and productive. A leader:

Assesses developmental needs of others

- Determines strengths and weaknesses of subordinates under different conditions
- Evaluates subordinates in a fair and consistent manner
- Assesses tasks and subordinate motivation to consider methods of improving work assignments, when job enrichment would be useful, methods of cross-training on tasks and methods of accomplishing missions
- Designs ways to challenge subordinates to improve weaknesses and sustain strengths
- Encourages subordinates to improve processes

Counsels, coaches and mentors

- Improves subordinate's understanding and proficiency
- Uses experience and knowledge to improve future performance
- Counsels, coaches and mentors subordinates, subordinate leaders, and others

Facilitates ongoing development

- Maintains awareness of existing individual and organizational development programs and removes barriers to development
- Supports opportunities for self-development
- Arranges training opportunities to help subordinates improve self awareness, confidence, and competence
- Encourages subordinates to pursue institutional learning opportunities
- Provide subordinates information about institutional training and career progression
- Maintains resources related to development

Builds team or group skills and processes

- Presents challenging assignments for team or group interaction
- Provides resources and support for realistic, mission-oriented training
- Sustains and improves the relationships among team or group members
- Provides feedback on team processes

job? Leaders review the organization's policies, status reports, and recent inspection results. They ask the outgoing leader for an assessment and meet with key people outside the organization. They may reflect upon those initial impressions. Effective leaders update in-depth assessments since a thorough assessment helps implement changes gradually and systematically without causing damaging organizational turmoil. To objectively assess subordinates, leaders:

- Observe and record subordinates' performance in the core leader competencies
- Determine if the performances meet, exceed, or fall below expected standards
- Share observations with subordinates and give an opportunity to comment

Leaders provide honest feedback to others, discussing strengths and areas for improvement. Effective assessment results in an individual development plan designed to improve weaknesses and sustain strengths. These steps move planning to results:

- Design the plan together, to improve performance and encourage subordinates to take the lead
- Agree on the required actions to improve leader performance in the core leader competencies. Subordinates must buy into this plan if it is going to work.
- Review the plan frequently, check progress, and modify the plan if necessary

C. Counseling, Coaching and Mentoring

Leaders have three principal ways of developing others. They can provide knowledge and feedback through counseling, coaching, and mentoring. 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 chap. 4, Counseling, Coaching and Mentoring, for further discussion.

1. 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.

See pp. 4-1 to 4-3 for further discussion.

2. Coaching

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. Coaching refers to the function of helping someone through a set of tasks or with general qualities. Those being coached may, or may not, have appreciated their potential. The coach helps them understand their current level of performance and guides them how to reach the next level of knowledge and skill.

Coaching is a development technique used for a skill, task, or specific behaviors. Coaches should possess considerable knowledge in the area in which they coach others. An important aspect of coaching is identifying and planning for short- and long-term goals. The coach and the person being coached discuss strengths, weaknesses, and courses of action to sustain or improve.

See pp. 4-4 to 4-5 for further discussion.

3. Mentoring

Current and anticipated operations place additional pressures on developing leaders rapidly. 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.

It is not required for leaders to have the same occupational or educational background as those they coach or counsel. In comparison, mentors generally specialize in the same area as those they mentor. Mentors have likely experienced what their protégés are experiencing or are going to experience. Consequently, mentoring relationships tend to be occupation-specific, with the mentor having expertise in the particular area. Mentoring focuses primarily on developing a more experienced leader for the future.

Mentorship is the voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect (AR 600-100). Mentorship is generally characterized by the following:

- Mentoring takes place when the mentor provides a less experienced leader with advice and counsel over time to help with professional and personal growth
- The developing leader often initiates the relationship and seeks counsel from the mentor. The mentor takes the initiative to check on the well-being and development of that person.
- Mentorship affects personal development (maturity and interpersonal and communication skills) as well as professional development (technical, tactical, and career path knowledge)
- Mentorship helps the Army maintain a highly competent set of leaders
- The strength of the mentoring relationship relies on mutual trust and respect. Protégés carefully consider assessment, feedback, and guidance; these become valuable for growth to occur.

Supportive mentoring occurs when a mentor does not outrank the person being mentored, but has extensive knowledge and experience. Contrary to common belief, mentoring relationships are not confined to the superior-subordinate relationship. They may occur between peers and often between senior NCOs and junior officers. This relationship can occur across many levels of rank. In many circumstances, this relationship extends past the time where one party has left the chain of command.

See pp. 4-4 to 4-6 for further discussion.

II. Developmental Counseling

Ref: ATP 6-22.1, The Counseling Process (Jul '14), chaps. 1 and 2.

Counseling is the process used by leaders to review with a subordinate the subordinate's demonstrated performance and potential. Counseling, one of the most important leadership development responsibilities, enables Army leaders to help Soldiers and Army Civilians become more capable, resilient, satisfied, and better prepared for new responsibilities. Counseling is one process within the developing others competency and benefits from techniques of other competencies: getting results, communicating, and creating a positive environment. Counseling is required of raters and occurs at prescribed times while the related developmental processes of coaching and mentoring may be done voluntarily by others. The Army's future and the legacy of today's Army leaders rest on the shoulders of those they help prepare for greater responsibility.

Types of Counseling

Event Counseling

Performance Counseling

Performance Growth Counseling

Leaders at all levels must understand the counseling process. More importantly, Army leaders must understand that effective counseling helps achieve desired goals and effects, manages expectations, and improves the organization. Regular counseling provides leaders with opportunities to:

- Demonstrate genuine interest in subordinates
- Help subordinates understand their role in accomplishing the unit's mission
- Acknowledge and reinforce exceptional work or dedication
- Evaluate subordinates' potential for development
- Provide subordinates with assistance or resources to address issues or further strengths
- Empower subordinates to identify and solve issues on their own so they become more self-reliant
- Identify issues before they become significant problems
- Identify causes of sub-standard performance

I. Types of Developmental Counseling

Developmental counseling is categorized by the purpose of the session. Understanding the purpose and types of counseling enables the leader to adapt the counseling session to the individual subordinate's needs in order to achieve desired outcomes and manage expectations. Counseling is not a one-size-fits-all endeavor.

While these categories can help organize and focus counseling sessions, they should not be viewed as separate or exhaustive. For example, a counseling session that focuses on resolving an issue may also address improving duty performance. A session focused on performance often includes a discussion on opportunities for professional growth. Regardless of the purpose or topic of the counseling session, leaders should follow a basic format for preparation and execution. The Developmental Counseling Form, DA Form 4856, provides a useful framework to prepare for counseling. It helps organize the relevant issues to cover during counseling sessions.

A. Event Counseling

See following pages (pp. 4-10 to 4-11) for discussion on event counseling.

Event-oriented counseling involves a specific event or situation. It may precede events such as participating in promotion boards, attending training courses, and preparing for deployment or redeployment. It also addresses events such as noteworthy duty performance, an issue with performance or mission accomplishment, or a personal issue. Examples of event-oriented counseling include:

- Specific instances of superior or substandard performance
- Reception and integration counseling
- Crisis counseling
- Referral counseling
- Promotion counseling
- Separation counseling

B. Performance Counseling

Performance counseling is the review of a subordinate's duty performance during a specified period. The leader and the subordinate jointly establish performance objectives and clear standards for the next counseling period. The counseling focuses on the subordinate's strengths, areas to improve, and potential. Effective counseling includes providing specific examples of strengths and areas needing improvement and providing guidance on how subordinates can improve their performance. Performance counseling is required under the officer, noncommissioned officer, and Army Civilian evaluation reporting systems.

Chap 5

Training Units & Developing Leaders

Ref: ADP 7-0, Training Units & Developing Leaders (Aug '12).

The Role of Training & Leader Development

Unit training and leader development are the Army's life-blood. Army leaders train units to be versatile. They develop subordinate leaders—military and Army civilians—to be competent, confident, agile, and adaptive using the Army leader development model. Units and leaders master individual and collective tasks required to execute the unit's designed capabilities and accomplish its mission. Army forces conduct training and education in the Army in three training domains: institutional, operational, and self-development. Army training and education methods evolve.

Commanders are responsible for training units and developing leaders. Commanders exercise this responsibility through formal and informal chains, assisted by other officers and noncommissioned officers, through the development and execution of progressive, challenging, and realistic training. Commanders are responsible for the objective, professional assessment of the results of unit training and leader development.

Training begins in the **generating force**. In schools and training centers, Soldiers are introduced to Warrior Tasks and focus on developing individual skills and knowledge—the fundamentals that will help them integrate into a team to train on unit collective tasks. Individuals return to schools from operational assignments at certain points to gain the skills, knowledge, and behaviors needed in their current assignment as well as prepare them for the next duty assignment and for higher levels of responsibility.

Operational assignments build on the fundamental skills, knowledge, and behaviors developed in institutional training. Operational assignments mature this baseline knowledge into a mission capability at the individual, crew, unit, staff, and leader level. Periodic re-engagements in institutional venues incrementally improve Soldier capabilities. Soldiers and leaders train to master both the individual and unit collective tasks that support the unit's mission-essential tasks. Individuals, teams, sections, and units train to standard as part of a combined arms team.

Major training events, combat training center exercises, and operational deployments link together as a comprehensive progressive and sequential training and leader development program, providing the experiences necessary for building ready units. Unit commanders must allocate time during operational assignments to ensure leaders can meet the prerequisites to attend and get the most benefit from institutional training. Commanders manage the balance among unit training requirements, leader unit assignment experience, and ensuring leaders have the right institutional training and education opportunities.

Army civilians support both the operating and generating forces. They fill positions that make it possible to man, equip, resource, and train operational Army units. Army civilians provide the skills and continuity essential to the functioning of Army organizations and programs. A well-trained civilian workforce is key to mission accomplishment. Commanders ensure the civilian workforce gets the training, education, and experience to hone its skills and prepare for future positions.

Self-development is as important as institutional training and operational assignments. Self-development is a personal responsibility. Self-development enhances qualifications for a current position or helps prepare an individual for future positions. Individuals are responsible for their own professional growth and for seeking out self-development opportunities.

V. Unit Training Management (UTM)

Training is the primary focus of a unit when not deployed. It requires the same level of detail, intensity, and focus that a unit applies to deployed operations. The operations process provides a common framework for units to plan, prepare, execute, and assess training and to integrate leader development into training plans.

See pp. chap. 6, Unit Training Management for further discussion.

A. The Operations Process

The Army's operations process provides a common framework for guiding commanders as they lead and manage unit training and leader development. Effective unit training results from a sound analysis of the unit's mission and its ability to accomplish that mission. The higher unit's mission, the unit mission-essential task list (METL), and higher commander's guidance drive the commander's selection of collective tasks on which the unit trains to accomplish mission success. (ADRP 7-0)

See pp. 1-32 and 6-1 for further discussion of the operations process.

B. Mission Essential Task List (METL)

The unit's mission-essential task list (METL) represents the doctrinal framework of fundamental tasks for which the unit was designed (its table of organization and equipment and table of distribution and allowances mission). METL proficiency enables the unit to adapt to unexpected situations during mission execution. Therefore, units strive to maintain mission-essential task readiness. The Department of the Army standardizes brigade and above METLs. Battalions and companies develop their METLs to support the METL of their higher headquarters. Units do not have the time or other resources to train on all tasks that support execution of their METLs across the range of military operations. Instead, the unit's mission drives the focus of its training. When the unit is assigned a mission, the commander determines key collective tasks that support the METL and are essential to mission accomplishment. Training focuses on those key tasks and replicates the expected operational environment.

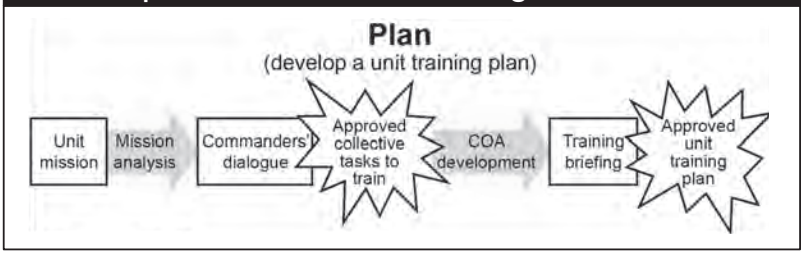
See also p. 6-6.

C. The Unit Training Plan (UTP)

Collective task proficiency results from developing tactical and technical, individual, leader, and lower-level collective skills through instruction, experience, and repetitive practice. Commanders develop a unit training plan to develop collective task proficiency. The unit training plan is expressed in an operation order to the unit. The unit training plan uses a crawl-walk-run approach that progressively and systematically builds on successful task performance before progressing to more complex tasks. Unit training initially focuses on developing proficiency in Soldier and small-unit skills, since they are the essential foundation for training more complex, higher-level collective tasks.

See pp. 6-5 to 6-16 for further discussion.

Development of a Unit Training Plan



Ref: ADRP 7-0, Training Units and Developing Leaders, fig. 3-2, p. 3-3.

I. The Role of Training & Leader Development

Ref: ADRP 7-0, Training Units & Developing Leaders (Aug '12), chap. 1.

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

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

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

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

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

I. Training

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

A. Individual Training

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

Role of the Commander

Ref: ADP 7-0, Training Units & Developing Leaders (Aug '12), pp. 4 to 5 and ADRP 7-0, Training Units & Developing Leaders (Aug '12), pp. 1-3 to 1-4.

Commanders are responsible for ensuring their units are capable of performing their missions. Commanders cannot delegate this responsibility. Commanders are directly responsible, and accountable, for all aspects of unit training. They understand and employ the principles of unit training and leader development. Through guidance and direction, commanders drive the training management process. They directly observe and participate in the unit's training and leader development in order to better assess mission readiness and help their subordinates to improve. They understand that unit training and leader development are inextricably linked—that good training can help develop good leaders and good leaders are the key to good unit training. They focus the unit's efforts to optimize available time, ensuring their units train the right tasks to meet mission requirements and to support the next higher commander's intent. They give their subordinate leaders their commander's intent and the resources—including time—to plan, prepare, and conduct the training necessary to develop unit proficiency. Commander involvement makes a quantitative and qualitative difference in unit training and leader development.

The Operations Process

Commanders apply the operations process—plan, prepare, execute, and assess—to unit training and leader development. They drive the process by understanding, visualizing, describing, directing, leading, and assessing unit training and leader development. The commander's understanding of the mission determines which essential collective tasks the unit must train on to accomplish the mission and which skills and knowledge subordinate leaders need for the mission. Throughout the process, the commander constantly refines his understanding. Through visualization, commanders determine the end state—the training objectives—for unit training and leader development. Commanders describe their end state through guidance and orders. They direct training through orders and lead through their personal presence at training events. They constantly assess the effect of training on collective task proficiency and leader development, and the efficiency of the training conducted.

See page p. 1-32 for further discussion. of the operations process.

The Integrated Training Environment (ITE)

The Army cannot afford to conduct all training in a live environment. Commanders consider the integrated training environment (known as ITE) by mixing live, virtual, constructive, and gaming enablers as appropriate to enhance training, improve realism, and save resources where practicable. They must understand how to employ the training aids, devices, simulators, and simulations (known as TADSS) effectively and optimally.

Mission Command

Commanders exercise mission command to give subordinates latitude in determining how to train their units to achieve the desired end state, building trust and initiative in subordinates. However, the commander must be involved in unit training and leader development. The commander's guidance, presence, and feedback are critical to building trust in the unit and demonstrating the importance of unit training and leader development.

Commanders determine the **collective tasks** the unit will train, limiting the number of tasks trained to those essential to the mission. Commanders must know, teach, and use Army doctrine. They assess unit proficiency in each essential task and develop a plan to achieve proficiency. As they prepare, commanders monitor activities, ensuring resources are available and the unit can execute the training event. Since only the commander can assess the readiness of the unit, commanders must be present during training event execution. They assess performance during each training event. By being involved in unit training, commanders help subordinate leaders improve and ensure that the right training is occurring, and it is to standard.

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

A. Understand

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

B. Visualize

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

C. Describe

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

D. Direct

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

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

E. Lead

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

F. Assess

As the unit trains, the commander continually assesses not just the mission-essential task list and key collective tasks the unit must perform, but also the unit and its subordinate leaders as they train. Assessment not only considers task, unit, and leader proficiencies, but also reviews the relevance, realism, and quality of the training.

Leaders understand the unit's mission and the commander's intent. This understanding allows the unit to focus on training the few collective tasks that will best prepare it and its leaders to accomplish a mission or adapt to the requirements of a contingency mission.

Chap 5

I. Unit Training Management (UTM)

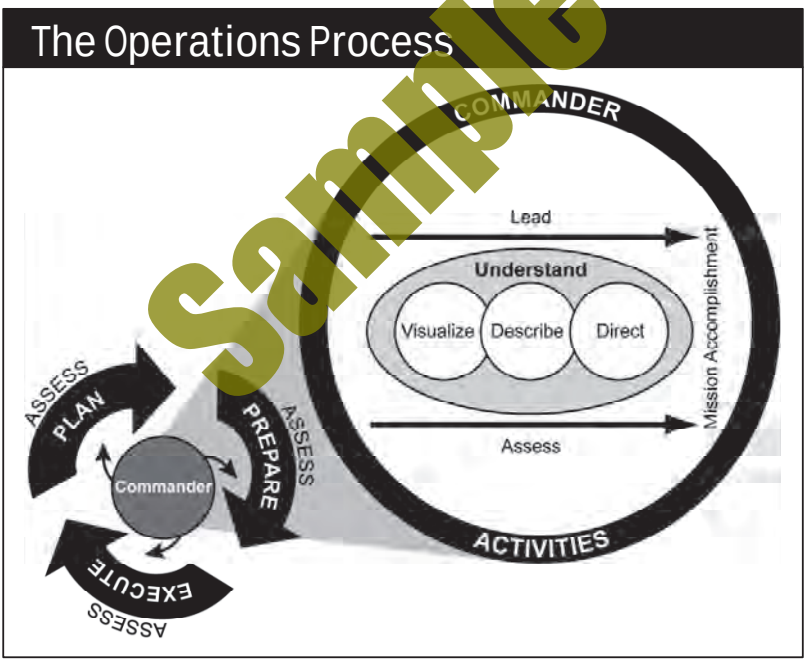
Ref: ADRP 7-0, Training Units & Developing Leaders (Aug '12), chap. 3.

This section discusses how the Army manages unit training using the operations process. It explains the planning, preparation, execution, and assessment of training.

The Operations Process in Unit Training and Leader Development

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

See following pages (pp. 6-2 to 6-3) for an overview of UTM modules and tutorials.



Ref: ADRP 7-0, Training Units and Developing Leaders, fig. 3-1, p 3-2.

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

See p. 6-4 for discussion of the operations process in unit training & leader development.

Unit Training Management (UTM) Overview

Ref: Unit Training Management (Guide), Combined Arms Center - Training (Aug '12).

Unit Training Management (UTM) provides the how-to details of the US Army's training processes as described in Army Doctrine Publication (ADP) (Training Units and Developing Leaders, dated August 2012) and Army Doctrine Reference Publication (ADRP) 7-0 (Training Units and Developing Leaders, dated August 2012). UTM provides the key how-to details that bridge the doctrine and the dynamic tools (ATN/CATS/DTMS/HQ DA Standardized METL) that make planning, preparing, executing and assessing unit training possible.

The content of UTM is delivered in several ways for Soldiers to use. The primary portal to UTM is through the **Army Training Network (ATN)**. From ATN, users have access to view UTM and navigate to any part of it. There are also downloadable modules that can be used as is, or can be unit -modified for additional instructional purposes. And finally, UTM is delivered in a book format to download, or print as needed.

UTM Resources Page

All supporting UTM resources (tutorials and examples) as well as links found in each module are available from a single source on ATN. The UTM Resources Page on ATN allows users to access all supporting UTM products without having to search within each UTM module. All UTM modules and associated products can be easily downloaded for Soldier, or unit use as needed.

Time Management

Ref: ADRP 7-0, Training Units & Developing Leaders (Aug '12), p. 3-5 and adaptation from previous reference (FM 7-0, p. 4-22).

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

"Green-Amber-Red" Time Management System

Green Cycle

- Training focus primarily on collective tasks with individual and leader tasks integrated during multiechelon training
- Maximum soldier attendance at prime time, mission essential training
- Coincides with availability of major resources and key training facilities or devices
- Administrative and support requirements that keep personnel from participating in training eliminated to the maximum extent possible
- Leaves and passes limited to the minimum essential

Amber Cycle

- Small unit, crew, leader and individual soldier training emphasized
- Provides time for soldier attendance at education and training courses
- Some sub-organizations may be able to schedule collective training
- Scheduling of periodic maintenance services
- Selected personnel diverted to support requirements when all available personnel in organizations in red period are completely committed to support requirements

Red Cycle

- Maximize self development
- Diverts the minimum essential number of personnel to perform administrative and support rqmts
- Sub-organizations take advantage of all training opportunities to conduct individual, leader, and crew training
- Support missions/details accomplished with unit integrity to exercise the chain of command and provide individual training opportunities for first line supervisors, as time permits. Unit taskings can be used to reduce the number of permanent special duty personnel within installations and communities.
- Leaves and passes maximized. When appropriate, block leave may be scheduled.
- Routine medical, dental, and administrative appointments coordinated and scheduled with installation support facilities

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

No one solution for time management exists, since so many factors affect managing time and prioritizing resources. A system that works at one installation may not work at another. Different circumstances require different solutions. Allocation of available training time is a significant resource consideration in Reserve Component planning for training.

III. Unit Training Meetings

Ref: ADRP 7-0, Training Units & Developing Leaders (Aug '12), pp. 3-11 and adaptations from previous reference (FM 7-1, pp. 4-75 to 4-78.)

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

Training Meetings

The purpose of the training meeting is to-

1. Identify leader and unit training tasks
2. Review preparation for upcoming training to include, for example-
   - Leader and unit preparatory training
   - Rehearsals for trainers, evaluators, and OCs
   - OPFOR training and preparation
   - Training site preparation
   - TADSS issue and maintenance
3. Provide a forum for leaders, trainers, and evaluators to give feedback on the training executed during the past week
4. Provide commanders with a continuous source of "bottom-up" input for periodic training assessments

Ref: Adapted from previous reference (FM 7-1, p. 4-75).

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

Training meetings are non-negotiable-they are key to near-term planning. Training meetings create the bottom-up flow of information regarding specific training proficiency needs of the small unit, staff, and individual soldier. Training meetings are planned and appear on the training schedule.

At training meetings, each echelon reviews recently conducted training. They also refine and plan training for the next 6 to 8 weeks. Training meetings provide guidance to ensure the quality of training. Well-structured, organized, and recurring training meetings impact directly on the unit's mission. Training meetings should last no more than 1 hour and should focus on training (leaders should not discuss readiness status issues, nor treat the meeting as a command and staff meeting, etc.).

Chap 7

Training Execution & Training Exercises

Ref: ADRP 7-0, Training Units & Developing Leaders (Aug '12), chap 3 and adaptations from previous references (FM 7-0 and FM 7-1).

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

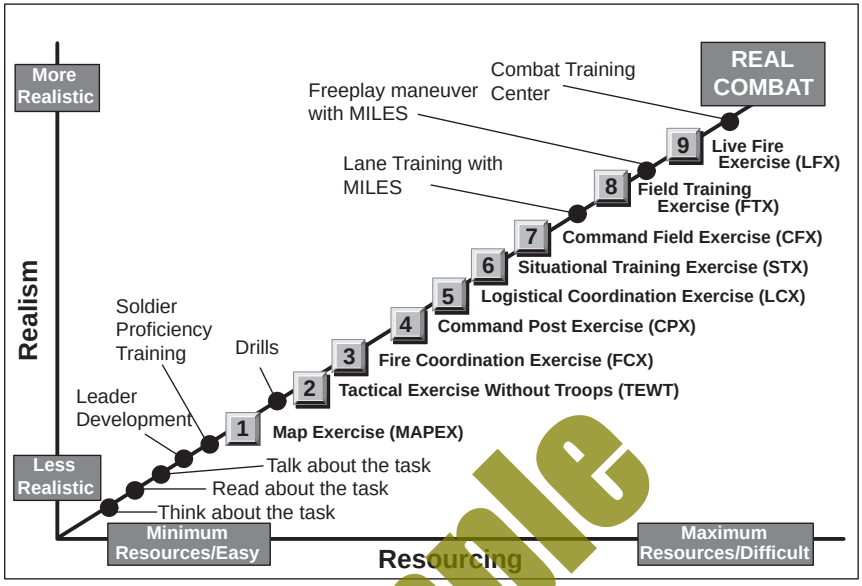
Training Execution

I. Prepare for Training	II. Conduct of Training	III. Recovery from Training
■ Select tasks ■ Plan the training ■ Train the trainer ■ Recon the site ■ Condut risk assessment ■ Issue training plan ■ Rehearse ■ Conduct pre-execution checks	■ Conduct pre-execution checks ■ Supervise, evaluate hazard controls ■ Implement hazard controls ■ Execute training ■ Conduct AAR ■ Retrain at first opportunity	■ Conduct after operations maintenance checks and services ■ Equipment accountability ■ Turn-in support items ■ Close out training sites ■ Conduct AARs ■ Individual soldier recovery ■ Conduct final inspections ■ Conduct risk management

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

Realism vs. Level of Resourcing

Ref: Adapted from previous reference (FM 25-101, fig. C-1, p. C-2).



Suggested Exercise Participants

Ref: Adapted from previous reference (FM 25-101, pp. C-6 to C-9).

1. MAPEX

Battalion & Task Force Level
- Battalion cdr, CSM and XO
- Primary staff (S1, S2, S3, S4)
- Company cdrs & 1SGs
- Battalion motor officer
- Slice cdrs and leaders

Company & Team Level
- Company cdr, 1SG, and XO
- Platoon Leaders
- FIST chief
- Support leaders & co HQs personnel as appropriate
- Platoon sergeants

Platoon Level
- Platoon leader
- Platoon sergeant
- Squad ldrs & vehicle cdrs

2. TEWT

Battalion Level
- Battalion cdr, CSM and XO
- Primary and special staff
- Slice cdrs and leaders
- Company cdrs, XOs, plt ldrs

Company Level
- Company cdr, 1SG, and XO
- Platoon Leaders
- FIST chief
- Platoon sergeants

3. FCX

Battalion Level
- Battalion cdr
- S3, FSO, ALO
- Company cdrs and plt ldrs
- Squad and team leaders
- Slice leaders if applicable
- Weapon system personnel

Company Level
- Company cdr
- Platoon Leaders
- Squad and team leaders

Platoon Level
- Platoon leader
- Squad leader
- Team and section leaders
- Weapon system personnel

4. CPX

Battalion Level
- Battalion cdr, CSM and XO
- Battalion staff
- Company cdrs and plt ldrs
- Bn slice and spt leaders

Company Level
- Company cdr, 1SG, and XO
- Platoon ldrs and plt sgts
- FIST chief

5. LCX

Battalion Level
- Battalion XO
- S1 and S4 sections
- Bn motor officer and NCO
- Spt platoon leader
- Personnel services NCO
- Medical platoon leader

Company Level
- Company XO and 1SG
- Platoon ldrs, plt sgts
- Squad leaders
- Unit supply sgt & co medic
- Key soldiers

II. The After Action Review (AAR)

Ref: FM 6-01.1, Knowledge Management Operations (Jul '12), app. B and A Leader's Guide to After Action Reviews (Aug '12).

An after action review (AAR) is a guided analysis of an organization's performance, conducted at appropriate times during and at the conclusion of a training event or operation with the objective of improving future performance. It includes a facilitator, event participants, and other observers (ADRP 7-0, Training Units and Developing Leaders, Aug '12). The AAR provides valuable feedback essential to correcting training deficiencies. Feedback must be direct, on-the-spot and standards-based.

After Action Review Steps

1. **Plan the AAR**
2. **Prepare the AAR**
3. **Conduct the AAR**
4. **Follow-up (using AAR results)**

Ref: FM 6-01.1, Knowledge Management Operations, p. B-2.

AARs are a professional discussion of an event that enables Soldiers/units to discover for themselves what happened and develop a strategy (e.g., retraining) for improving performance. They provide candid insights into strengths and weaknesses from various perspectives and feedback, and focus directly on the commander's intent, training objectives and standards. Leaders know and enforce standards for collective and individual tasks. Task standards are performance measures found in the respective training and evaluation outlines (T&EO) found on the Army Training Network (ATN) and the Digital Training Management System (DTMS).

Leaders must avoid creating the environment of a critique during AARs. Because Soldiers and leaders participating in an AAR actively self-discover what happened and why, they learn and remember more than they would from a critique alone. A critique only gives one viewpoint and frequently provides little opportunity for discussion of events by participants. The climate of the critique, focusing only on what is wrong, prevents candid and open discussion of training events and stifles learning and team building.

Leaders make on-the-spot corrections and take responsibility for training Soldiers and units. This occurs when leaders understand the commander's intent and the tasks to be trained, and then exercise the principles of Mission Command to improve Soldier, leader, and unit performance. Units that conduct AARs and empower subordinates to make on-the-spot corrections are more effective.

Types Of After Action Reviews

There are two types of AARs, formal and informal. A formal AAR is resource-intensive and involves the planning, coordination, and preparation of the AAR site, supporting training aids, and support personnel. Informal AARs require less preparation and planning.

Types of After-Action Reviews

Formal Reviews	Informal Reviews
■ Conducted by either internal or external leaders and external observer and controllers (OC)	■ Conducted by internal chain of command
■ Takes more time to prepare	■ Takes less time to prepare
■ Uses complex training aids	■ Uses simple training aids
■ Scheduled - events and / or tasks are identified beforehand	■ Conducted as needed. Primarily based on leaders assessment
■ Conducted where best supported	■ Held at the training site

Ref: A Leader's Guide to After Action Reviews, p. 5.

A. Formal

Leaders plan formal AARs at the same time they finalize their training plan (six to eight weeks before execution). Formal AARs require more planning and preparation than informal AARs. They require site reconnaissance and selection, coordination for training aids (terrain models, map blow-ups, etc.), and selection, set up, and maintenance of the AAR site.

During formal AARs, the AAR facilitator (unit leader or observer controller (OC) identifies and facilitates a discussion of specific event(s) based on training objectives, performance measures and the commander's intent. The facilitator provides an overview of the event(s) plan (what was supposed to happen) and facilitates a discussion of what actually happened during execution, and the identification of strengths, weaknesses and issues. Participants are then able to identify what retraining needs to be conducted, and how to conduct the tasks differently to achieve the desired outcomes.

At the end of the AAR, the facilitator reviews key points and issues, and summarizes observed strengths and weaknesses and the plan to train tasks differently to meet the commander's intent.

B. Informal

Leaders and OCs use informal AARs in much the same way as the formal AAR. Leaders conduct the informal AAR after previously identified events or as on-the-spot coaching tools while reviewing Soldier and unit performance during training. Both AARs involve all Soldiers and focus on what was planned, what happened, what worked and a determination of how to improve performance and increase complexity within the commander's intent.

The most significant difference between the formal and informal AAR is that informal AARs require fewer training aids. Informal AARs provide immediate feedback to Soldiers, leaders, and units during training. Ideas and solutions gathered during informal AARs can be put to use as the unit continues its training. Due to time constraints and other limitations, conducting informal AARs at appropriate times as the training event progresses allows for on-the-spot corrections that improve performance now, while improving the overall performance of the unit as it progresses toward to conclusion of the training event or scenario.

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the LEADER'S SMARTBOOK

Guide to the Army Profession, Leadership & Training

Among professions, the **Army Profession** has unique characteristics because of the lethality of our operations. The Nation tasks the Army to do many things, 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 exists to serve the American people, protect enduring national interests, and fulfill the nation's military responsibilities. Fulfilling these purposes relies on **capable leaders** who embody values based leadership, impeccable character, and professional competence.

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).

Unit training and leader development are the Army's life-blood. Army leaders train units to be versatile. They develop subordinate leaders—military and Army civilians—to be competent, confident, agile, and adaptive using the Army leader development model.

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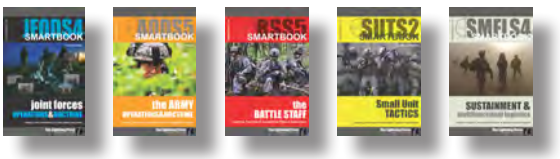

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