ADP 7-0
TRAINING



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HEADQUARTERS, DEPARTMENT OF THE ARMY

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TRAINING

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Preface

The Army trains to fight and win to preserve the peace and to decisively defeat enemies. This manual describes how the Army's principles of training provide leaders a foundational understanding to training Soldiers and units. It also describes how the training management cycle, based on these principles, gives leaders a logical and chronological framework for accomplishing effective training.

The primary audience for FM 7-0 is commanders, officers, noncommissioned officers, and all members of the profession of arms. Commanders of Army headquarters serving as joint task force or multinational headquarters should refer to applicable joint or multinational doctrine as appropriate. Trainers and educators throughout the Army will also use this publication.

Commanders and subordinates ensure their decisions and actions comply with applicable U.S., international, and, in some cases, host-nation laws and regulations. Commanders at all levels ensure their Soldiers operate in accordance with the law of war and the rules of engagement. (Refer to FM 6-27 for more on the law of war.)

ADP 7-0 uses Army terms and definitions. When these appear in the text, the term is italicized, and the number of the proponent publication follows the definition. The term for which ADP 7-0 is the proponent (the authority) is indicated with an asterisk in the glossary. The definition for the term which ADP 7-0 is the proponent is printed in boldface in the text.

ADP 7-0 applies to the Active Army, the Army National Guard/Army National Guard of the United States, and the United States Army Reserve unless otherwise stated.

The proponent of ADP 7-0 is the United States Army Combined Arms Center. The preparing agencies are the Combined Arms Doctrine Directorate and the Training Management Directorate. Send written comments and recommendations on DA Form 2028 (*Recommended Changes to Publications and Blank Forms*) to Commander, U.S. Army Combined Arms Center, Fort Leavenworth, ATZL-MCD (ADP 7-0), 300 McPherson Avenue, Fort Leavenworth, KS 66027-2337; by email to usarmy.leavenworth.mccoe.mbx.cadd-org-mailbox@army.mil; or submit an electronic DA Form 2028.

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Introduction

ADP 7-0, *Training*, provides Army leaders with a common, practical framework to effectively train Soldiers and units to conduct multidomain operations. ADP 7-0 establishes the principles and concepts of training. It introduces the Army's training processes and procedures further expanded on in FM 7-0. Units train all the time—at home station, at combat training centers, and while deployed.

During the training process, leaders conduct candid and objective evaluations. Based on those evaluations and other sources of feedback, the commander assesses the unit's proficiency to conduct multidomain operations. This approach produces proficient and operationally effective Soldiers and units.

ADP 7-0 contains four chapters:

Chapter 1 discusses the training challenge and introduces the fundamentals of training Soldiers and units. It also discusses the impact of technology and continuous transformation have on unit training.

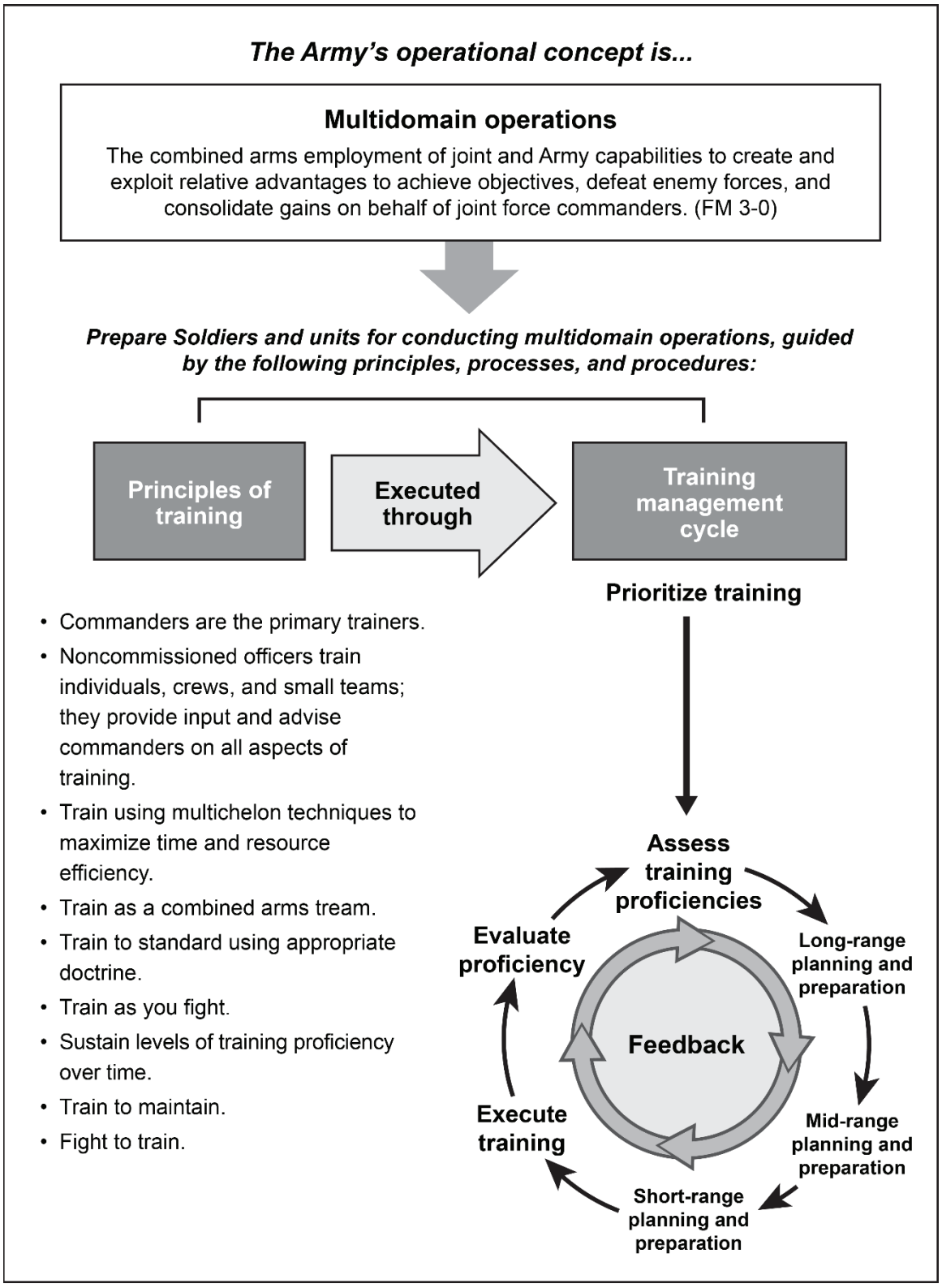
Chapter 2 discusses the responsibilities of senior leaders in training.

Chapter 3 identifies and examines each of the Army's principles of training.

Chapter 4 introduces and expands on the Army's training management cycle.

See the Introductory figure on page vi for a visual summary.

ADP 7-0 made no changes to its proponent terms. The glossary contains acronyms and defined terms.



Introductory figure. Training logic chart.

Chapter 1

Train to Win

This chapter discusses how training prepares the Army to fulfill its strategic roles. It first discusses the challenges Army leaders face in training. It then discusses training fundamentals. It continues with discussions on individual and collective training. The chapter examines the elements of training proficiency. The chapter concludes with discussions on technology and training proficiency as well as transformation.

THE TRAINING CHALLENGE

1-1. Global and regional adversaries apply all instruments of national power to challenge U.S. interests and the joint force. Militarily, adversaries have extended the battlefield by employing network-enabled sensors and long-range fires to deny access during conflict and to challenge friendly forces' freedom of action during competition. Multidomain operations is how our Army trains and how our Army will operate to counter these expansive threats.

1-2. To address these diverse challenges, the Army trains by providing tough, realistic, and challenging training. This requires dedicated and focused leaders and Soldiers committed to delivering the most effective training possible given the limitations of time and resources. Effective training builds basic operational skills and aims to replicate the often difficult and chaotic nature of combat. The Army trains at home station, at training centers, and while deployed. Army forces conduct training individually and collectively as a combined arms team to fight and win.

TRAINING FUNDAMENTALS

1-3. Given the scope of tasks and missions Soldiers and units can execute, effective training demands that commanders narrow their training focus. Commanders do this by carefully considering time, resources, people, and leaders. They first prioritize the most important tasks and systems to train and the proficiency levels to achieve. They do this by analyzing unit mission and higher commander requirements. Taking a prioritized approach, commanders focus training to develop proficiency progressively beginning with individual training at the Soldier level. Then they focus training to progress through collective training at the unit level. Soldiers and units execute tasks under varied and changing conditions to ensure they meet the standard in any situation. Training is always observed, evaluated against standards, and assessed to ensure task competency. The unit is fully trained when it achieves the proficiencies specified by the commander.

INDIVIDUAL TRAINING

1-4. Individual training is the development and sustainment of skills and proficiencies at the Soldier level. Soldiers train on individual tasks consisting of observable and measurable individual activities and actions. Individual training works with collective training to develop effective Soldiers and units. Soldiers gain confidence and units build competence as Soldiers hone their individual skills. Confidence and competence combined are imperative to the conduct of unit collective training. Unit-level training proficiency directly ties to Soldier proficiency—the sum of the parts is equal to the whole.

1-5. Training and education provide the skills and confidence Soldiers need to perform individual tasks and accomplish missions in all situations and conditions. Education provided at Army institutions gives Soldiers the fundamental knowledge and information necessary to understand standards and perform effectively. For example, a Soldier at advanced individual training (known as AIT) learns basic skills and tasks required to perform proficiently in their military occupational specialty (known as MOS). The Soldier who learns basic military occupational specialty skills at school has opportunities to apply more advanced skill applications at the unit of assignment since operating forces continue training. Each unit provides individuals with environments and opportunities to practice and apply the knowledge and information obtained during education. Additional self-development provides Soldiers opportunities to seek and expand their knowledge and understanding beyond that gained from experiences with operating forces and the institutional force. Soldiers learned about basic military occupational specialty tasks and skills at a center of excellence, applied

this knowledge at the unit, and now can learn more about their military occupational specialty through individual self-study. This holistic approach to individual training forms the basis for the Army's training domains (institutional, operational, and self-development training). (Refer to AR 350-1 for a discussion of the training domains.)

1-6. Unit noncommissioned officers (NCOs) ensure Soldiers meet and sustain individual proficiency standards. NCOs guide, mentor, and oversee Soldier and small-unit training. They monitor and constantly train and retrain individual task proficiencies as necessary. Soldiers demonstrate task proficiency by performing to standard. NCOs train, observe, evaluate, and record Soldier individual task proficiency. Individual task proficiency is measured as GO/NO-GO as specified by individual task training and evaluation outlines (T&EOs). (Refer to FM 7-0 for more on measuring task proficiency. Refer to the Army Training Network (ATN) for the primary repository of T&EOs.)

COLLECTIVE TRAINING

1-7. Collective training is the essence of teamwork. It develops the mutual trust essential to developing effective teams and units. Collective tasks are tasks units perform as a cohesive team. Collective tasks are clearly defined and measurable; they require an organized team or unit to achieve proficiency in a mission or function. Once the team or unit demonstrates proficiency at the individual task level, units advance to conduct collective training.

1-8. Collective task proficiency is rated as the following:

- **Trained: T**.
- **Practiced: P**.
- **Untrained: U**.

Trained is *advanced task proficiency*. In this first proficiency, the unit is trained and has attained advanced task proficiency free of significant shortcomings requiring minimal training to meet the Army standard. Practiced is *basic task proficiency*. In this proficiency, the unit is practiced and has attained basic task proficiency with shortcomings requiring significant training to meet the Army standard. Untrained is *cannot perform task*. In this last proficiency, the unit cannot perform the task. The unit requires complete retraining to achieve the Army standard.

1-9. Commanders are often challenged by the lack of sufficient resources or time to train every collective task equally well. Unit commanders develop long-range training plans that prioritize training for those collective tasks, weapons, and systems critical to mission success. These priorities are driven by the unit mission, the guidance provided by higher commanders, training time available, and resources available to train. Collective training capitalizes on multiechelon, joint, and interorganizational cooperation as well as multinational force training opportunities.

1-10. Multiechelon training reinforces the concept that the Army trains as a team at every echelon. ***Multiechelon training*** **is a training technique that allows for the simultaneous training of more than one echelon on different or complementary tasks.** When exercised, multiechelon training builds basic skills at each echelon while simulating realistic missions. Multiechelon training is integrated during combined arms training. Combined arms training consists of tasks performed jointly by associated warfighting functions and functional units. This training technique optimizes the use of time and resources to train more than one echelon, multiple warfighting functions, and functional units simultaneously and realistically.

ELEMENTS OF UNIT TRAINING PROFICIENCY

1-11. Units train on prioritized tasks and weapons as specified by the commander to achieve desired proficiency levels. Units train on three elements to achieve proficiency:

- Mission-essential task (MET) proficiency.
- Weapons qualification.
- Collective live-fire task proficiency.

1-12. MET proficiency is achieved by the unit (company and above) executing prioritized METs to standard. A *mission-essential task* is a collective task on which an organization trains to be proficient in its designed

capabilities or assigned mission (FM 7-0). A *mission-essential task list* is a tailored group of mission-essential tasks (FM 7-0). MET proficiency is achieved by units training and getting externally evaluated in multiple complex and dynamic operational environments. Proficiency standards are found in each MET's T&EO. Below the company level, leaders at each echelon identify battle tasks. A *battle task* is a platoon or lower echelon collective task that is crucial to the successful accomplishment of a company, battery, or troop mission-essential task (FM 7-0). The link between company METs and lower echelon battle tasks establishes a seamless training focus at each echelon in the unit.

1-13. Weapons qualification is achieved by the unit meeting qualification standards for individual, crew-served, and platform systems. The commander considers the unit mission and other operational requirements when prioritizing weapons and system qualifications. The standard for weapons qualification is specified in proponent publications. AR 350-1 and other applicable directives specify the frequency of qualification. Qualification also includes systems like radars, communications systems, and other specialized equipment if those systems are crucial to the unit's successful delivery of its capabilities.

1-14. Collective live-fire task proficiency is achieved by the unit executing prioritized collective live-fire tasks to standard. These tasks are achieved by the unit executing commander-specified collective tasks in a live-fire environment to standard. This proficiency demonstrates the unit's ability to execute commander-specified collective tasks while engaging its organic weapon systems.

INTEGRATED TECHNOLOGY AND PROFICIENCY

1-15. While live-fire training comes closest to the demands of an operational environment, it is not always possible because of limited time and resources. Commanders and unit leaders strive to integrate existing training technologies with possible emerging technologies and the capabilities they bring. Technology allows us to replicate and integrate operational environments and conditions bringing the training experience to a more complete, realistic level. For example, a platoon can use conduct of fire simulators (known as COFT) to build proficiency in gunnery skills and procedures prior to live-fire training. The platoon can further enhance this proficiency during training exercises by recreating command and control functions in simulated multiechelon or even joint environments. These capabilities provide Army forces powerful training tools that will continue to expand in the future. Army leaders must become proficient in using and integrating these technologies in their training plans as they build and sustain operational proficiency.

CONTINUOUS TRANSFORMATION AND TRAINING RELEVANCY

1-16. The Army continuously transforms to maintain the relevance of its training. Transformation is a continuous process to the Army today and for the future. It includes changes to the Army's organizational culture, concepts, doctrine, processes, capabilities, organizations, technology, and training. The Army continuously transforms to maintain dominance as it quickly adapts to meet the demands of the nation's global commitments.

1-17. As part of the Army's strategic approach to transformation, its training must be equally aggressive. As the Army trains, it also plans for and integrates the training of new and emerging technologies, capabilities, doctrine, and future and anticipated trends (both friendly and threat). This approach ensures training is always forward-thinking and innovative given the realities and challenges of constant change. Leaders must not remain static in their thinking and approach to unit training. Training must provide Army leaders and Soldiers with the knowledge and tools to sustain and improve their operational proficiency in very fluid, operational environments.

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Chapter 2

Senior Leader Training Responsibilities

This chapter discusses the responsibilities and roles of commanders and senior leaders in training. It explains the influence commanders and senior leaders have in guiding and directing subordinate leaders in the development of proficient, lethal, and combat-ready units. It also discusses how training develops leaders.

OVERVIEW

2-1. Training requires the direct involvement of the unit commander and senior leaders. They are critical to ensuring training is well planned, resourced, evaluated, and effective. They focus unit training efforts through their leadership, presence, and by providing timely, focused guidance.

2-2. Ideally, commanders and senior leaders develop and issue training guidance annually before training begins. They do this sequentially from higher unit to lower unit. To ensure subordinate commanders have adequate planning and resourcing time, subordinate commanders incorporate the higher commander's guidance and requirements into their own plans and guidance. Commanders publish training guidance to provide clear and concise instructions. This guidance covers who is trained and why, what is trained, the proficiencies to achieve, and the due date to achieve proficiencies. As a whole, this guidance clarifies the task and purpose of future unit training. See Figure 2-1 on page 6 for annual training guidance (ATG).

2-3. Commanders often inherit ATG already in motion. Upon taking command, the new commander first assesses the unit's current state of training proficiency. This assessment gauges any potential modifications to already published guidance. In the first 90 days of command, before making any substantive changes to the ATG, the new commander dialogues with subordinate commanders one or two levels below. These commander-to-commander dialogues are instrumental in guiding the new commander's considerations on refinements to already published ATG. See Figure 2-2 on page 6 for more information on ATG.

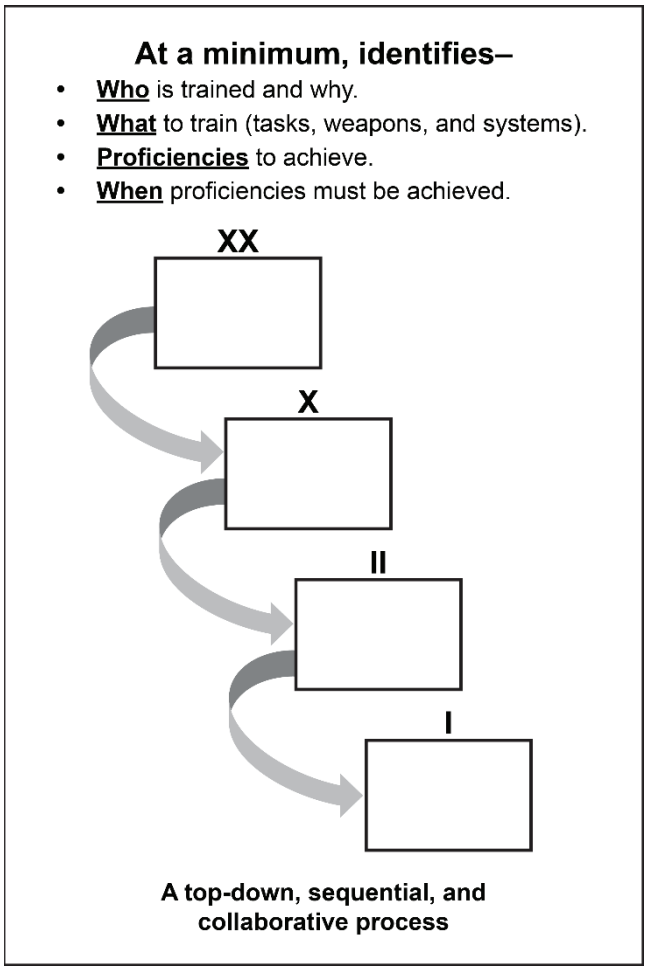


Figure 2-1. Annual training guidance

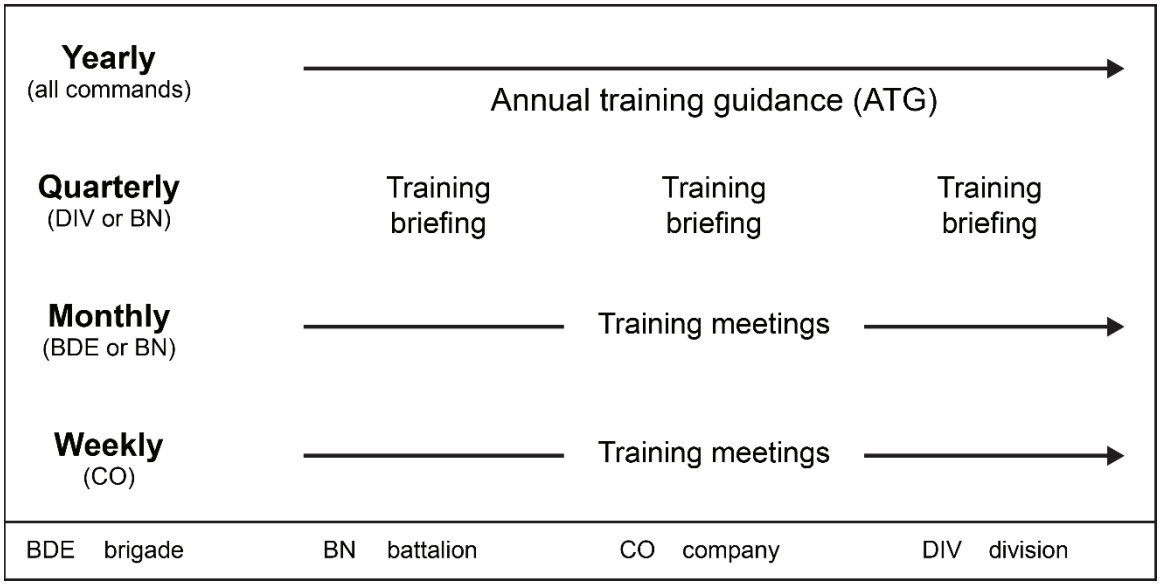


Figure 2-2. Annual training guidance drives unit training

2-4. The commander's ATG is based on a comprehensive understanding of the following considerations:

- Ensure subordinates understand and perform their roles in training.
- Train one echelon down, evaluate two echelons down.
- Resource and protect approved training.
- Develop subordinates.
- Train to standard.
- Top-down, bottom-up approach to training.

2-5. Commanders first must consider and ensure subordinates understand and perform their roles in training. Through their involvement and presence, senior leaders teach, coach, mentor, and guide subordinates how to fight. Senior leaders are directly involved in the planning, execution, and evaluation of training. The assessment of unit training proficiency is reserved for commanders only.

2-6. Senior leaders consider that units train one echelon down and evaluate two echelons down. Commanders are responsible for training the next echelon down. For example, a brigade commander has responsibility for training subordinate battalions while evaluating company-level proficiencies. Senior commanders ensure subordinate commanders do the same at their respective echelons.

2-7. Commanders consider available resources and protect approved training. When senior commanders approve training, that training is resourced and protected from unforeseen and nonessential demands that detract from training. Approved and protected training provides predictable training schedules for junior leaders and Soldiers.

2-8. Commanders and senior leaders develop subordinates as the unit trains. Senior leaders train subordinate leaders to plan carefully, execute aggressively, and evaluate short-term achievements in terms of required long-term proficiency. They personally invest in the development of subordinate leaders through focused, meaningful leader development activities and performance-oriented counseling.

2-9. The Army of the United States is a standards-based Army. Commanders, senior leaders, and NCOs ensure training is conducted to the prescribed standard by ensuring leaders are trained, competent, and certified to train others. Qualified leaders have successfully completed necessary instruction, been mentored, and proven individual competency.

2-10. Commanders ensure units follow a top-down, bottom-up approach to training. A top-down, bottom-up approach to training is a team effort. Commanders provide top-down guidance in training focus, direction, and resources. From the bottom up, subordinate leaders provide timely feedback on unit task proficiency, ensure training resources are available when needed, and execute training to standard. This team effort helps maintain training focus, coordination, and synchronization of resources; establishes training priorities; and enables effective communication between command echelons.

LEADER ROLES IN EXECUTION

2-11. All leaders are responsible for ensuring their subordinate leaders know and understand their roles in executing effective, performance-oriented training. Commanders and leaders must—

- Be present and actively engaged in training.
- Demonstrate tactical and technical proficiency.
- Ensure training is conducted to standard as prescribed by Army doctrine using standards published in Army T&EOs and applicable publications.
- Ensure training is led by trained and certified officers and NCOs.
- Protect training by eliminating distractors.
- Continuously assess risk and establish and implement risk mitigation and control measures.

2-12. For ensuring their subordinate leaders know and understand their roles, senior NCOs ensure—

- Subordinate leaders are trained and prepared.
- Training is conducted to standard, not time.
- Task execution is repeated until the standard is reached.
- Subordinate leaders use the 8-step training model. (Refer to FM 7-0 for details of the 8-step training model.)

TRAINING AS LEADER DEVELOPMENT

2-13. Implementing training as leader development is critical to mission success. Leader development means building competent and effective leaders prepared to lead units and Soldiers. From basic training forward, Soldiers gain confidence, competence, and skill expertise when given the opportunity to demonstrate that expertise. Such opportunities occur by training the most junior of Soldiers in their individual tasks until they become unqualified experts and then giving them the opportunity to demonstrate their expertise to their peers. These first leader experiences form the life-long basis of leadership when a Soldier moves to advanced individual training (known as AIT), first unit of assignment, and beyond. This leader development approach helps build team cohesion using peer leadership through an early exposure to Army culture and by demonstrating warfighting proficiency.

2-14. Training represents the most effective leader development possible. Commanders must invest time and resources in developing effective leader development programs within their units. They treat leader development with the same degree of detailed planning and execution as they would a training event.

2-15. Unit training provides the framework for leaders to develop their leadership skills and evolve as effective leaders. Training provides significant learning opportunities for junior leaders to make and learn from mistakes and to improve their leadership attributes and competencies. Senior leaders teach, coach, mentor, and guide junior leaders, underwriting their honest mistakes without prejudice. (Refer to FM 6-22 for more on developing leaders.)

2-16. Training and leader development are inextricably linked and mutually support each other. Leaders must train their subordinate leaders to train effectively as the unit plans, prepares, executes, evaluates, and assesses training. Short of combat, unit training provides the best and most practical leader development possible. This becomes evident in how leaders perform in combat situations—under extreme stress and hardship. The experiences gained and lessons learned as the unit trains form the solid foundation for effectively led teams.

2-17. Every Army leader has responsibility for the professional development of subordinate leaders. Leader development is a proactive process and is an integral part of training plans, meetings, and briefings. Leaders develop subordinate leaders by—

- Establishing leader goals, objectives, and expectations as part of every training event as senior leaders guide junior leaders toward operational and professional success.
- Developing leaders who can fight and win—training is the most important leader development practiced.
- Ensuring leader development planning is incorporated in every unit training event.
- Training and certifying leaders.
- Evaluating and assessing leaders as part of the training process.

2-18. People are the most important Army resource. Providing people with knowledge and skill sets strengthens that resource. Leader development during training must include situations where people perform in roles in which they have not had formal training or institutional education. Leader development is crucial to filling the knowledge gap. This approach can also fill gaps in joint, multiechelon, and multinational education and training through focused, mentored leader development.

Chapter 3

Principles of Training

This chapter discusses the Army's principles of training. These principles provide Army leaders a broad, foundational guide to developing and conducting challenging and effective unit training.

OVERVIEW

3-1. The Army's nine principles of training guide how Army leaders implement effective and disciplined training. These principles strive to influence how commanders and leaders ensure that training achieves the proficiencies required to win. The principles provide general direction and allow leaders the flexibility to adjust training to local conditions and the guidance from higher commanders.

3-2. The principles of training are complementary to each other, providing task and purpose to every aspect of how the Army trains. These are the Army's principles of training:

- Commanders are the primary trainers.
- NCOs train individuals, crews, and small teams; they provide input and advise commanders on all aspects of training.
- Train using multiechelon techniques.
- Train as a combined arms team.
- Train to standard using appropriate doctrine.
- Train as you fight.
- Sustain levels of training proficiency over time.
- Train to maintain.
- Fight to train.

COMMANDERS ARE THE PRIMARY TRAINER

3-3. Commanders at every echelon are responsible and accountable for the training and performance of their units. Commanders train and resource training one echelon down and evaluate training two echelons down. They are responsible for assessing unit training proficiency and prioritizing unit training. Subordinate unit leaders are the primary trainers of their elements. For example, a platoon leader is responsible for the training and performance of the platoon.

NONCOMMISSIONED OFFICERS TRAIN INDIVIDUALS, CREWS, AND SMALL TEAMS; THEY PROVIDE INPUT AND ADVISE COMMANDERS ON ALL ASPECTS OF TRAINING

3-4. NCOs set the foundation for Army training. They train Soldiers, crews, and small teams to be battle ready. They provide crucial input and advice to the commander on what is trained and how it is trained. This ensures the organization trains on its most important tasks down to the individual Soldier. NCOs—

- Maintain responsibility for Soldier and small-unit training proficiency.
- Identify and train Soldier, crew, and small-team tasks.
- Help identify and prioritize unit collective tasks that support unit METs.
- Train and enforce task standards.
- Continually focus training on sustaining strengths and improving weaknesses.
- Develop junior NCOs and help officers develop junior officers.
- Provide timely and objective training advice to their officers.
- Assist in planning, resource coordination, support, risk management, supervision, and evaluation of training.

TRAIN USING MULTIECHELON TECHNIQUES

3-5. The Army fights as a team. Whenever possible, the Army trains at all echelons as a team, typically with joint and multinational partners. Additionally, the simultaneous training of multiple echelons on complementary tasks is the most efficient and effective way to train because it optimizes the use of time and resources. For example, in planning a company field training exercise (known as FTX), the company may engage the battalion staff to replicate higher unit command and control functions.

3-6. Multiechelon training also includes the need for commanders to consider and incorporate multifaceted components reflecting the complexity of a contemporary operational environment (known as OE). Leaders replicate capabilities like new and emerging threat systems, friendly equipment and capabilities, and unit operating concepts, tactics, techniques, and procedures (known as TTP). Commanders train their leaders and formations to account for these known and anticipated factors to keep pace with change and remain relevant in preparing for the next fight.

TRAIN AS A COMBINED ARMS TEAM

3-7. The Army fights as a combined arms team. To win, units must regularly train with the organizations they operate and the capabilities with which they will fight. Training as a combined arms team ensures the best use of resources since it helps avoid redundancies. Leaders proactively plan and coordinate training, considering as many of the elements and domains as possible with which they operate. For example, a tank battalion would train with its supporting engineers, signal personnel and equipment, and air defense teams. Combined arms team training is crucial to battalion and higher echelons as they train to integrate as part of a joint forces team.

TRAIN TO STANDARD USING APPROPRIATE DOCTRINE

3-8. The Army trains to standard using appropriate doctrine. A standard is the proficiency required to accomplish a task under a specified set of conditions. These conditions reflect the dynamic complexities of expected operational environments to include cyber, information warfare, and hybrid threats. As applicable, units train using a regionally based training environment (for example, Europe or the Caucuses). Leaders continue to train high-priority tasks even after units achieve trained proficiency standards. Leaders do this by increasing the complexity of task conditions, by intensifying the levels of stress, and by maximizing repetitions and sets until units achieve task mastery. In the absence of fully developed doctrine, commanders and leaders communicate directly with the appropriate proponent for clarification and intent. For example, a platoon leader trains the platoon using proponent-approved doctrine and task T&EOs. Training continues beyond meeting basic task standards by constantly changing task conditions, like training in inclement weather, changing the threat, and replacing squad leaders. The training continues until a platoon masters tasks it can perform to standard under any condition. When the platoon has a task that has no published standard, the leader develops and coordinates a standard through command channels with the applicable proponent.

TRAIN AS YOU FIGHT

3-9. Leaders create training environments as close to combat-like conditions as possible. Such training environments include opposing forces that replicate tough, realistic, and relevant near-peer threats. Training also mimics various operational variables. This intense and life-like training enables Soldiers and units to overcome the stress, chaos, uncertainty, and complexity of combat as they train. For example, in planning a battalion command post exercise (known as CPX), planners consider using a mix of live, virtual, and constructive training environments to replicate the complexities of actual combat conditions.

SUSTAIN LEVELS OF TRAINING PROFICIENCY OVER TIME

3-10. Commanders strive to achieve unit training proficiency and seek to sustain it over time. Leaders understand the impact of task atrophy—that over time and circumstances, individual and unit skills naturally fade. The factors causing task atrophy include infrequent training frequency, key personnel turnover, new equipment fielding, and resource constraints. Leaders actively and aggressively work to mitigate the effects of task atrophy by using available training resources to extend training proficiency when possible. Effectively leveraging live, virtual, and constructive environments assists leaders in sustaining training proficiency and

enabling task mastery. Virtual training sets conditions for live training by allowing for unlimited task repetitions during the preparation phase of a training event. Continued repetitions after execution helps units and Soldiers sustain proficiency over time.

3-11. Commanders train to sustain designated proficiency levels for METs, weapons qualification, and collective live-fire tasks within a band of excellence. They recognize the effects that task atrophy has on unit training skills, while continuously mitigating the effects of task atrophy to sustain proficiencies over time. For example, the battery commander must sustain a T proficiency in the MET 'Deliver Indirect Fires.' Since the battery has limited gunnery time for live-fire, the commander employs other training environments (constructive and virtual) to sustain gun section and platoon proficiencies over time. (See Figure 3-1 for sustaining unit proficiency within a band of excellence.)

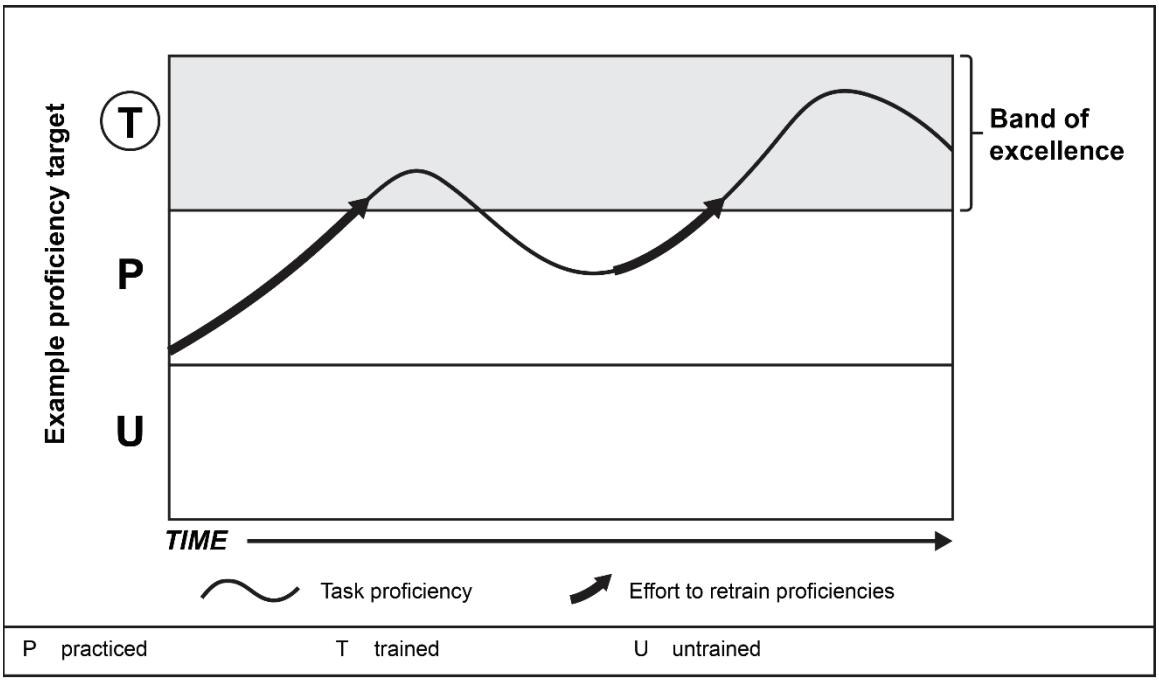


Figure 3-1. Sustaining unit proficiency within a band of excellence

TRAIN TO MAINTAIN

3-12. Units train to maintain to keep personnel, equipment, and systems in the fight. To keep personnel in the fight, leaders train their subordinates to maintain unit cohesion and motivation and to ensure Soldier health and welfare is constantly monitored. Leaders ensure training includes training to maintain equipment like weapons, vehicles, and tactical gear, so they are serviceable and always mission ready. Leaders train to ensure complex systems like communications and digital systems are also maintained and serviceable to a high level of readiness. Leaders ensure units conduct maintenance under all conditions to sustain maximum, effective combat power over time and significant distances.

3-13. Commanders also adapt their formations to continually maintain combat capabilities. Adaptation involves accounting for mission adjustments and transitions in often fluid and challenging operational environments. (See FM 3-0 for combat capabilities.) Commanders and all leaders anticipate and adapt to operational changes, ensuring any changes focus on maintaining the unit's ability to fight and win.

3-14. Units train to a level that is sustainable. As the unit progresses toward training proficiency, leaders ensure adequate recovery, services, and maintenance operations exist to replenish Soldiers, equipment, and systems. Leaders ensure the staff assesses and plans for replenishment prior to and while the unit executes its long-range training plan to achieve and sustain required training proficiencies. For example, the brigade logistics staff officer constantly trains the logistics staff to project and plan for subordinate unit sustainment needs in the future to ensure the brigade fight can be sustained.

FIGHT TO TRAIN

3-15. It is a commander's duty to fight through distractions and protect training. All higher echelon commanders have the responsibility to defend their subordinate organizations' approved training from unforeseen requirements and to underwrite associated risk to lower priority missions. Regardless of the quality of planning and preparation, challenges will exist with the execution of training. The fight to train principle separates great trainers and units from the others.

Chapter 4

Training Management

This chapter describes the major actions and activities units perform to achieve and sustain mission proficiency by managing training. Commanders and leaders follow the training management cycle to guide them through the training process. This chapter first discusses priorities for training. It then discusses the training management cycle.

OVERVIEW

4-1. Training management is the process commanders use to prioritize, plan, and identify the resources needed to conduct training. It is a continuous, commander-driven process using the training management cycle as its core framework. (See Figure 4-1 for a visual illustration of the training management cycle.) It is a sequential and continuous process ensuring commanders and other leaders perform the actions and activities necessary to train their units efficiently and effectively. Refer to FM 7-0 which expands on these processes and procedures in greater detail. Leaders use supporting training resources and products available on the ATN at https://atn.army.mil.

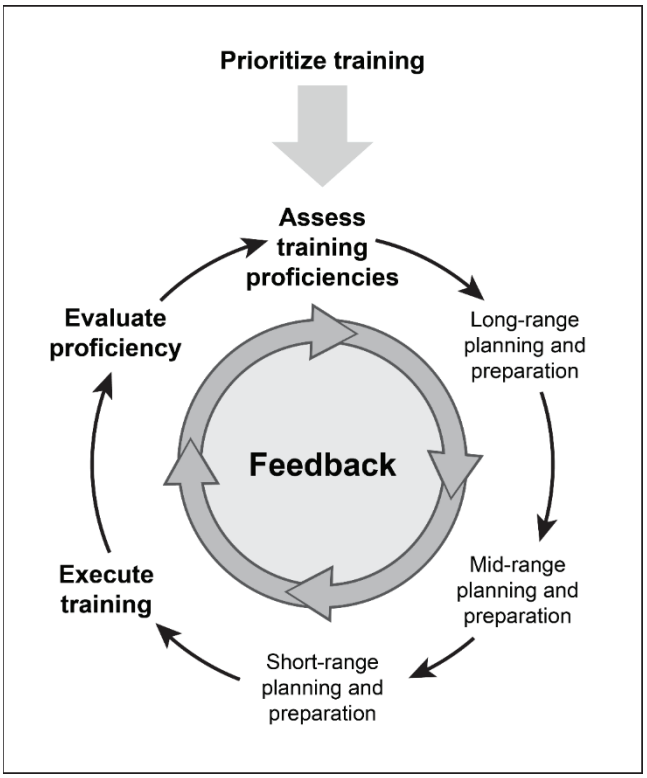


Figure 4-1. The training management cycle

TRAINING MANAGEMENT CYCLE

4-2. The training management cycle is a continuous process of prioritizing, assessing, planning and preparing, executing, and evaluating training. The commander drives the training management cycle by first prioritizing training, assessing proficiencies, and considering key factors such as time, resources, and upcoming missions. Then commanders examine and conduct long-, mid-, and short-range planning and preparation for training. Units then execute training by performing prioritized tasks to prescribed standards. Lastly, continuous feedback through evaluation and other key inputs provides the commander the information necessary to accurately assess unit training proficiencies.

PRIORITIZE TRAINING

4-3. Before the training management cycle begins, commanders examine and adjust prioritizing training. Commanders prioritize the most important tasks and weapons in which to train based on the unit mission and higher commander's guidance. When prioritizing what to train, commanders consider limits in time and the availability of training resources. By prioritizing training, commanders focus the unit's training efforts in developing those skills and proficiencies necessary to accomplish the mission. For example, because of time and resources, the commander may prioritize the MET 'Conduct an Attack' to a T proficiency because it is vital to the unit mission. At the same time, the commander may accept a sustained P proficiency in the MET 'Conduct Deployment Operations' because of the unit mission and limited time and resources.

ASSESS TRAINING PROFICIENCIES

4-4. The training management cycle begins with the commander's assessment of the unit's current training proficiencies. This crucial stage requires commanders to honestly and candidly assess the unit's ability to meet mission requirements and the higher commander's guidance. Only then can the commander begin the process of charting a realistic and effective unit training program that improves training shortfalls while sustaining training strengths. For example, a unit commander determines the effort to train to proficiency with consideration for time, resources, people, and leaders (to include if leaders are not in place). During this assessment, the commander may review—

- Lessons learned.
- Previous assessments.
- After action reviews.
- Combat training center results.
- Task T&EOs.
- Higher and subordinate leader observations.

PLANNING AND PREPARATION

4-5. After assessing training proficiencies, commanders begin planning and preparing resources. Commanders use planning and preparation to align prioritized METs, weapons qualification, and collective live-fire tasks with resources. Commanders complete planning and preparation in an overlapping manner by first conducting long-range planning to identify the training events and the resources needed to train. For example, they look at the resources needed to travel to Fort Irwin, California in the following three years to complete rotations at the National Training Center. Then throughout the fiscal year (known as FY), commanders conduct mid-range planning and preparations periodically to manage and adjust training guidance, plans, and resources for each upcoming rotation. For example, commanders may coordinate and verify local training areas and resources for each training event as part of mid-range planning and preparation. As each training event nears execution, commanders conduct detailed short-range planning to ensure each event is coordinated, resourced, and ready to execute. For example, commanders ensure training resources are available and received, training schedules are approved and published, and they ensure units conduct pre-combat checks and pre-combat inspections (known as PCC and PCI) as part of the event for short-range planning and preparation.

4-6. Commanders identify and coordinate resources for training in the training management cycle through planning and preparation. Commanders at every echelon down to company level plan unit training based on conducting the training management cycle. (Refer to FM 7-0 for planning and preparation and their planning horizons.) The three levels of planning and preparation are—

- Long-range planning and preparation.
- Mid-range planning and preparation.
- Short-range planning and preparation.

Long-Range Planning and Preparation

4-7. Commanders examine resources for training in the training management cycle first through long-range planning and preparation. Long-range planning begins with the commander's development of the unit's long-range training plan. Long-range training plan development is a collaborative process between the unit commander and unit leaders. When complete, the long-range training plan is briefed for approval to the

commander two echelons above during the annual training briefing (known as ATB). Once approved, staffs publish it as the commander's ATG. At a minimum, the commander's ATG specifies—

- Who is trained and why.
- What is trained (priorities).
- The proficiencies to achieve.
- Training priority due dates.

4-8. An essential item in the ATG is the specification of who is trained. The commander identifies subordinate units and elements to which the guidance applies. This is especially important at higher echelons with diverse command structures. This leaves no doubt as to which subordinate units of the command the ATG applies. For example, a division with one brigade deployed on operations is not available for home station training, while its other two brigades rely on the higher commander's ATG to provide the guidance necessary to train for the coming fiscal year. The commander also specifies the reason for the training. For example, to prepare for a combat training center (known as CTC) rotation or to train in preparation for deployment.

4-9. The commander specifies what is trained—the commander's training priorities. These include the commander's prioritized METs, weapons qualification, and collective live-fire tasks to train. For example, the battalion commander may specify that the METs 'Conduct Area Security' and 'Conduct Area Defense' are the unit's highest training priority. Below the company level, subordinate leaders use the commander's prioritized METs to identify and train battle tasks and prioritized individual tasks. (Refer to FM 7-0 for more discussions on prioritized tasks.)

4-10. Another item included in the ATG is the proficiencies to achieve for the prioritized METs, weapons qualification, and collective live-fire tasks. For example, the battalion commander may specify for the prioritized MET 'Conduct Aerial Casualty Evacuation (CASEVAC)' that achieving a T proficiency is required, and other unit METs could be sustained at a P proficiency. This prioritizing ensures the unit develops training plans focused on achieving the highest proficiency for those METs crucial to mission success.

4-11. The last minimal requirement for an ATG is the due date to achieve training priorities. Commanders identify when (by date) units must achieve training proficiencies during the fiscal year. These due dates are included on the long-range training calendar. For example, the battalion commander may specify that 30 September is the date each subordinate company must be a T proficiency in the prioritized MET 'Conduct a Movement to Contact.' Another example may be a company commander specifying 1 June for all company personnel to be 100-percent qualified in their assigned individual weapons.

Mid-Range Planning and Preparation

4-12. After commanders publish ATG, they monitor and manage its execution using mid-range planning and preparation. Mid-range planning and preparation is based on periodic reviews of ATG progress and the detailed planning and preparation of each training event. This includes—

- Training briefings.
- Training meetings.
- Training event planning.

4-13. Training briefings are conducted quarterly and semi-annually to review subordinate unit training progress. They are provided to the commander two echelons up. Periodic training briefings provide senior commanders a review of subordinate unit progress of the ATG. They also provide a forum for senior commanders to issue refinements to the AGT as necessary. For example, battalion commanders brief the division commander on the battalion's training progress.

4-14. Training meetings are a second type of ATG periodic review. Regular Army and Reserve Component brigades serving on active duty conduct training meetings monthly and battalions conduct training meetings (and training support meetings) each week or bi-weekly at a minimum. At the company level, units conduct training meetings weekly. These meetings continuously review training just conducted, coordinate future training plans and resources, and act as a forum for the commander to issue additional training guidance as necessary.

4-15. During mid-range planning and preparation, each training event from the ATG is individually planned and prepared for execution. Commanders, NCOs, and staffs plan each training event in detail to include coordinating all necessary resources. At the company level and below, unit-developed training models provide a tailorable checklist to ensure critical planning, coordination, and actions are accomplished on time. See Table 4-1 for the 8-step training model. This model illustrates the Army's most common training event planning.

Table 4-1. The 8-step training model

Step 1: Plan the training event.
Step 2: Train and certify leaders.
Step 3: Recon training sites.
Step 4: Issue the operation order (OPORD).
Step 5: Rehearse.
Step 6: Train.
Step 7: Conduct after action reviews.
Step 8: Retrain.

Short-Range Planning and Preparation

4-16. The last stage in training event planning and preparation is accomplished during the short-range planning and preparation planning horizon. It typically begins six weeks prior to the event. This occurs shortly before training event execution when commanders have little time to adjust resources or to ensure final actions in preparations are taken. During short-range planning and preparation, company and below leaders continue to manage training through weekly training meetings. Additionally, other significant short-range actions include the following:

- Training schedules are approved by the battalion-level commander and published six weeks prior to execution for leader and Soldier predictability and preparation.
- Leaders are certified.
- Training sites are reconned.
- Rehearsals are conducted.
- Final pre-execution checks are conducted; supplies delivered and inspected.
- Just prior to execution, leaders conduct pre-combat checks and pre-combat inspections (known as PCC and PCI) to ensure the unit is ready to train.

Execution

4-17. After the planning of each training event concludes, the training management cycle moves to execution. Execution occurs when units conduct training. It is the implementation of the commander's ATG. During a training event, the unit executes the training plan and focuses on achieving each training objective. During execution, unit leaders are present, are engaged, and provide guidance and direction. Commanders, leaders, and NCOs conduct after action reviews (AARs) during and after training. Units conduct retraining as required until they meet task standards. The unit does not depart training until it achieves proficiency in each training objective. A *training objective* is a statement that describes the desired outcome of a training event (FM 7-0).

Evaluation and Assessment

4-18. The final stage to the training management cycle is the evaluation and assessment of tasks trained. Evaluation and assessment is a two-step process.

4-19. First, during the evaluation step, units execute tasks while evaluators and other certified leaders observe and evaluate task performances against published standards. During training event execution, units strive to achieve proficiency in each training objective. Standards for individual and collective tasks are found in T&EOs available on the ATN at https://atn.army.mil. Standards for weapons qualification are found in each weapon system's training circular available on the Army Publishing Directorate website at https://armypubs.army.mil/.

4-20. Second, based on all available feedback, the commander holistically renders an assessment of training proficiency. The commander does this to determine as accurately as possible whether the evaluated unit can perform the task to standard. Commanders use multiple sources as a general guide to assess training. Sources can include personal observations and experiences, evaluator or observer comments, and AAR results. Commanders also consider completed T&EOs of observed performances to provide an important, objective factor in helping make accurate training assessments of proficiency.

4-21. A major component of the evaluation and assessment process includes the results of AAR. An *after action review* is a guided analysis of an organization's performance, conducted at appropriate times during and at the conclusion of a training event or operation with the objective of improving future performance (FM 7-0). Unit commanders and leaders periodically review the results of AARs to ensure lessons learned from previous training are incorporated into current training efforts. They also use AARs to inform changes to unit techniques and procedures, like updates to tactical standard operating procedures (known as TACSOPs).

4-22. Before the training management cycle continues, commanders document results. Leaders record the results of training for future reference and to update unit standard operating procedures. As authorized by the commander, training lessons learned are shared with other units and the Army. Shared results assist other commanders with planning for and acquiring resources for training events.

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Glossary

The glossary lists acronyms and terms. The term for which ADP 7-0 is the proponent is marked with an asterisk (*).

SECTION I – ACRONYMS AND ABBREVIATIONS

AAR	after action review
ADP	Army doctrine publication
AR	Army regulation
ATG	annual training guidance
ATN	Army Training Network
DA	Department of the Army
FM	field manual
MET	mission-essential task
NCO	noncommissioned officer
P	practiced
T	trained
T&EO	training and evaluation outline
U	untrained
U.S.	United States

SECTION II – TERMS

after action review

A guided analysis of an organization's performance, conducted at appropriate times during and at the conclusion of a training event or operation with the objective of improving future performance. (FM 7-0)

battle task

A platoon or lower echelon collective task that is crucial to the successful accomplishment of a company, battery, or troop mission-essential task. (FM 7-0)

mission-essential task

A collective task on which an organization trains to be proficient in its designed capabilities or assigned mission. (FM 7-0)

mission-essential task list

A tailored group of mission-essential tasks. (FM 7-0)

***multiechelon training**

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

training objective

A statement that describes the desired outcome of a training event. (FM 7-0)

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