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# TRAINING

## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREFACE</td>
<td>II</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>V</td>
</tr>
<tr>
<td><strong>Chapter 1</strong> TRAINING TO WIN</td>
<td>I-1</td>
</tr>
<tr>
<td>Winning Large-Scale Ground Combat Operations</td>
<td>I-1</td>
</tr>
<tr>
<td>Individual Training</td>
<td>I-1</td>
</tr>
<tr>
<td>Collective Training</td>
<td>I-1</td>
</tr>
<tr>
<td>Certifying and Developing Leaders in Training</td>
<td>I-2</td>
</tr>
<tr>
<td><strong>Chapter 2</strong> COMMANDER’S ACTIVITIES IN UNIT TRAINING</td>
<td>2-1</td>
</tr>
<tr>
<td>Activities Overview</td>
<td>2-1</td>
</tr>
<tr>
<td>Understand</td>
<td>2-1</td>
</tr>
<tr>
<td>Visualize</td>
<td>2-2</td>
</tr>
<tr>
<td>Describe</td>
<td>2-2</td>
</tr>
<tr>
<td>Direct</td>
<td>2-2</td>
</tr>
<tr>
<td>Lead</td>
<td>2-2</td>
</tr>
<tr>
<td>Assess</td>
<td>2-2</td>
</tr>
<tr>
<td><strong>Chapter 3</strong> PRINCIPLES OF TRAINING</td>
<td>3-1</td>
</tr>
<tr>
<td>Introducing the Principles of Training</td>
<td>3-1</td>
</tr>
<tr>
<td>Train As You Fight</td>
<td>3-1</td>
</tr>
<tr>
<td>Train to Standard</td>
<td>3-2</td>
</tr>
<tr>
<td>Train to Sustain</td>
<td>3-2</td>
</tr>
<tr>
<td>Train to Maintain</td>
<td>3-3</td>
</tr>
<tr>
<td><strong>Chapter 4</strong> TRAIN TO WIN</td>
<td>4-1</td>
</tr>
<tr>
<td>Training Overview</td>
<td>4-1</td>
</tr>
<tr>
<td>Developing the Unit Training Plan</td>
<td>4-4</td>
</tr>
<tr>
<td>Conducting Training Events</td>
<td>4-8</td>
</tr>
<tr>
<td><strong>GLOSSARY</strong></td>
<td>Glossary-1</td>
</tr>
<tr>
<td><strong>REFERENCES</strong></td>
<td>References-1</td>
</tr>
<tr>
<td><strong>INDEX</strong></td>
<td>Index-1</td>
</tr>
</tbody>
</table>

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Contents

Figures

Introductory figure. Training logic chart ................................................................. 3
Figure 2-1. Commander’s activities to guide unit training .................................... 2-1
Figure 4-1. Battle focus integration of collective and individual training .............. 4-2
Figure 4-2. Sustaining unit proficiency in a band of excellence ......................... 4-3
Figure 4-3. The Army operations process .............................................................. 4-5
Figure 4-4. From unit training plan to training proficiency ................................... 4-8

Tables

Table 3-1. The Army principles of training .............................................................. 3-1
Table 4-1. Measures of collective task proficiency ................................................. 4-1
Preface

The Army trains to win. Training prepares the Army to execute the tasks necessary to shape operational environments, prevent conflict, conduct large-scale ground combat, and consolidate gains against a peer threat. The factors in the logic chart on page iv combined with the changing nature of technology and continuously developing asymmetric threats make training challenging.

The principal audience for this publication is Army commanders and staffs. Commanders and staffs of Army headquarters serving as joint task force or multinational headquarters should refer to applicable joint or multinational doctrine concerning joint or multinational planning.

Commanders, staffs, 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. (See FM 27-10.)

ADP 7-0 uses Army terms and definitions. When these appear in both the glossary and the text, the term is italicized, and the number of the proponent publication follows the definition. Terms for which ADP 7-0 is the proponent (the authority) are indicated with an asterisk in the glossary. Definitions for which ADP 7-0 is the proponent are 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 (CAC). The preparing agencies are the Combined Arms Doctrine Directorate (CADD) and the Training Management Directorate (TMD). Send written comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) to Commanding General, U.S. Army Combined Arms Center, Fort Leavenworth, ATTN: ATZL-MCD (ADP 7-0), 300 McPherson Avenue, Fort Leavenworth, KS 66027-2337; by email to usarmy.leavenworth.mccoe.mbx.cadd-org-mailbox@mail.mil; or submit an electronic DA Form 2028.
Unified Land Operations
Unified land operations are simultaneous offensive, defensive, and stability or defense support of civil authorities tasks to seize, retain, and exploit the initiative to shape the operational environment, prevent conflict, consolidate gains, and win our Nation’s wars as part of unified action.

*Prepare Soldiers and units for conducting decisive action, guided by the following principles, processes, and procedures:*

**Principles of Training**
- Train as you fight
- Train to standard
- Train to sustain
- Train to maintain

**Training**
- Plan
- Prepare
- Execute
- Assess

Unit Training Management (UTM) located on the Army Training Network (ATN) ([https://atn.army.mil](https://atn.army.mil))

Introductory figure. Training logic chart
Introduction

The purpose of ADP 7-0 is to provide the Army the framework leaders follow to effectively ready Soldiers and units to execute unified land operations. Readiness is the Army’s number one priority, and training represents the most important activity units do every day to achieve readiness. The Army does this by conducting tough, realistic, standards-based, performance-oriented training.

ADP 7-0 is founded on the concept that training management is a logical extension of the Army’s operations process. The ideas and concepts of planning, preparing, executing, and assessing operations is fundamentally the same whether the unit trains to achieve readiness at home station or trains to operate when deployed. Learning and applying the concepts, ideas, and terminology of the operations process as units train makes the transition from training to operations more seamless for both leaders and their units—and improves the overall readiness of the force.

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

During the entire training process, leaders provide candid and objective evaluations, assessments, after action reviews, and applied lessons learned. This approach produces versatile units, quality Soldiers, and Army Civilians ready to conduct operations.

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

ADP 7-0 contains four chapters:

Chapter 1 introduces the Army’s overarching concepts of training Soldiers and units to conduct operations. This chapter discusses the links between unit training and the Army’s fulfillment of its strategic roles. It explains the foundations of the Army task hierarchy as individual and collective tasks and the mutually supporting relationship between them. The chapter also introduces the concept of multiechelon training as the primary method of simultaneously training several echelons to replicate how units operate when employed for operations. It discusses a commander’s responsibility for developing subordinate leaders, ensuring that trained, competent, and certified leaders lead all unit training.

Chapter 2 discusses a commander’s pivotal role and activity in training the unit. It discusses the activities of understand, visualize, describe, direct, lead, and assess as the mechanisms commanders employ to drive unit training. The chapter reinforces the necessity of the commander as the unit’s primary trainer who determines the tasks to train, the methods the unit will use, and the subordinate leaders’ understanding of the standards to attain. The chapter emphasizes the shared and mutual understanding that must exist between the commander and subordinate leaders to ensure unit training proficiency is achieved.

Chapter 3 introduces a detailed discussion of each of the Army’s principles of training. Units employ effective training based on an understanding and application of the Army’s principles of training. These principles provide a broad but essential foundation to guide unit commanders and leaders as they plan, prepare, execute, and assess sustained and effective training. The chapter provides leaders with a base understanding of the most effective concepts of training which are elemental to developing the skills necessary to conduct successful operations. Each principle provides an enduring and central tenet to how all leaders think about and conduct unit training.
Chapter 4 describes the major actions and procedures units perform as training is conducted. The chapter begins by discussing the measures of training proficiency and transitions into the concept of battle-focused training—training that develops required operational skills and capabilities. Top-down training guidance provided by the higher commander begins the planning process for subordinate units to develop the most effective training plan possible. The chapter covers how units plan, prepare for, execute, and assess each training event in challenging conditions with the highest fidelity of realism. Training performance is objectively evaluated with the results providing the commander the firm basis for an accurate assessment of unit operational skills and capabilities. The commander’s training assessments become the basis of training readiness reporting.

The glossary contains acronyms and defined terms.

ADP 7-0 moves proponency for after action review and training objective to FM 7-0 without modification. ADP 7-0 modifies the definition and moves proponency for mission-essential task, mission-essential task list, and training and evaluation outline to FM 7-0.
Chapter 1

Training to Win

This chapter discusses how training to counter peer threats prepares the Army to fulfill its strategic roles of shaping operational environments, preventing conflict, prevailing during large-scale ground combat, and consolidating gains. It explains the difference between individual and collective training and how training develops leaders.

WINNING LARGE-SCALE GROUND COMBAT OPERATIONS

1-1. The Army trains individual and collective tasks, as well as develops proficiency in weapons systems that prepare Soldiers to execute missions which shape operational environments, prevent conflict, conduct large-scale ground combat, and consolidate gains against a peer threat. Army forces must be organized, trained, and equipped to meet worldwide challenges. The Army provides these forces by planning for and executing tough, realistic training. Unit training occurs continuously—while at home station, at combat training centers, and while deployed.

1-2. As part of decisive action, Army units conduct offensive, defensive, and stability or defense support of civil authorities (known as DSCA) tasks. The expansive scope of possible tasks demands that commanders provide clearly prioritized training guidance to subordinates that aligns with missions and available resources.

1-3. Commanders ensure Soldiers train under challenging and realistic conditions. Training continues in deployed units to sustain their skills and facilitate their adaptation to changes in tactical and demanding operational environments. Candid and objective assessments made as a result of training, and the rapid application of lessons learned, produce effective, versatile, and adaptive units and leaders.

INDIVIDUAL TRAINING

1-4. An individual task is a clearly defined, observable, and measurable activity accomplished by an individual. Individual training enables the mastery of fundamental skills. Training and education prepares Soldiers to perform assigned tasks to standard. Training and education also provides the skills and confidence that individuals need in order to perform duties and accomplish missions under a wide range of circumstances, some of which may be unfamiliar. Training individual tasks occurs in the institutional, operational, and self-development training domains. (See AR 350-1 for a discussion of the training domains.) Individual skill proficiency is the basis for collective task proficiency.

1-5. Individual Soldier skills and proficiencies establish the solid foundation for units to train more complex collective tasks at the unit level. Building this foundation at the Soldier level is key to the ability of the unit to ultimately perform its mission. Unit noncommissioned officers (NCOs) ensure Soldiers meet individual task proficiencies and work to ensure those proficiencies are sustained. Even when the unit trains to achieve mission-essential task (MET) proficiency, the underlying task proficiencies at the individual level are monitored and constantly trained and retrained as necessary by unit NCOs. In units where Soldiers are incapable of performing individual tasks to standard, the unit cannot effectively execute collective tasks to standard.

COLLECTIVE TRAINING

1-6. Collective tasks are clearly defined, observable, and measurable activities or actions that require organized team or unit performance, leading to the accomplishment of a mission or function. Based on the accomplishment of task proficiencies at the individual level, units conduct collective training. This is done at home station, at maneuver combat training centers, at mobilization training centers, during joint training
exercises, and while deployed. Collective training is the essence of teamwork, and develops mutual trust, which is essential to developing effective, cohesive teams.

1-7. There are never sufficient resources or time to train every collective task equally well. Commanders and other leaders ensure unit training plans (UTPs) prioritize training METs first. Unit training priorities are based upon the guidance from the higher commander, time, and available training resources. Collective training capitalizes on a multiechelon approach, unified action partners, and multinational force training opportunities whenever possible. **Multiechelon training is a training technique that allows for the simultaneous training of more than one echelon on different or complementary tasks.** Combined arms training consists of tasks conducted jointly by associated warfighting functions and functional units. For example, an infantry unit requires artillery, engineer, and other functional support to train to “Conduct a Combined Arms Breach of an Obstacle.” 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. Multiechelon training reinforces the concept that the Army trains as a team at every level.

1-8. Army Civilians train to support both operating forces and the generating force. They provide unit continuity and fill positions that make it possible to man, equip, resource, and train units. Commanders ensure the civilian workforce gets the training, education, and experience necessary to hone skills and prepare for future positions. Generally, Army Civilians enter the Army with the skills and knowledge required for their positions. They continue to enhance their knowledge, skills, and abilities through the civilian education system, functional training, self-development, and progressive assignments.

**CERTIFYING AND DEVELOPING LEADERS IN TRAINING**

1-9. The most impactful way to develop leaders is through experiential learning, the majority of which occurs in the operational force during training and the conduct of operational missions. There are two components to consider. First, the Army must develop leaders as part of every training event and ensure all training is led by trained and certified leaders. Commanders must ensure they have developed and trained their subordinate leaders to enter the training events they will lead at higher levels of proficiency than the training audience. This requires higher commanders to prioritize the development and training of their leaders and to never allow an untrained leader to lead Soldiers in training. A way to think about how to match the development of leaders to training units is using the crawl, walk, run methodology. For units that enter collective events at the crawl level, leaders in the unit should be at the walk level of competence at a minimum before executing the event, or at the run level for unit events at the walk level. This ensures the unit being trained is more likely to advance to the next level of proficiency. With certified leaders in place, each training event provides commanders an opportunity to coach, teach, and mentor subordinate leaders. Junior leaders employ their leader skills, improve their performance, and are enabled to make honest mistakes without prejudice. As leaders develop at all levels, trust is earned and the philosophy of mission command is better realized.
Chapter 2

Commander’s Activities in Unit Training

This chapter discusses the role of commanders in training. It explains the six commander’s activities in unit training.

ACTIVITIES OVERVIEW

2-1. Central to unit training, commanders perform specific and recurring activities that facilitate training to attain and sustain proficiencies. These activities—understand, visualize, describe, direct, lead, and assess—ensure that the commander drives training. As commanders plan, prepare, execute, and assess training, they ensure that all training is done to Army standards. (See figure 2-1.) As the unit’s primary trainers, commanders determine what tasks need to be trained and ensure subordinates understand task standards. This shared understanding between the commander and subordinates is fundamental to training as Army forces fight and are enabled by the application of the mission command philosophy. The commander then encourages initiative and innovation in subordinates as they determine the most effective ways to achieve standards, attain training objectives, and meet the commander’s intent for training.

![Figure 2-1. Commander’s activities to guide unit training](image)

UNDERSTAND

2-2. Unit commanders understand the higher commander’s guidance, which drives the tasks the unit trains. The first step in devising effective unit training plans is understanding the higher commander’s intent for training. With that understanding, unit commanders analyze the higher commander’s guidance and determine the tasks the unit must train to meet that guidance. This is done with an understanding of the current state of unit training readiness and task proficiency. Given the higher commander’s guidance, the roles and mission of the unit as well as the expected operational environment are fundamental to providing sound training guidance. During the entire process, the commander maintains a continuous dialogue with the higher echelon to ensure a shared understanding of training expectations as training plans are formulated. Additionally, commanders read and understand operations and training doctrine. They also familiarize themselves and use the Army Training Management System (known as ATMS) training enablers such as the Army Training Network (known as ATN), Combined Arms Training Strategies (CATSs), the Digital Training Management System (known as DTMS), and other relevant training support resources.
VISUALIZE

2-3. Commanders visualize how their units should conduct training based on the commanders’ understanding of training guidance. Drawing on their own training, education, and experience, commanders develop a mental model as the unit progresses through training events to attain the desired end state. Visualization should encompass the environment, potential for improvement, and resources likely to be available.

DESCRIBE

2-4. Commanders describe the desired end state of training to their subordinate leaders so that it is clearly understood. They ensure that subordinates understand what tasks will be trained under what conditions during each training event, emphasizing the level of proficiency required before further progression towards the end state. This description forms the basis of the UTP, which commanders publish as training guidance once approved. Training guidance includes—
- The higher commander’s intent for training.
- Tasks and task proficiencies to attain (the what to train).
- Enemy or threat capabilities.
- The expected operational environment.
- The current training assessment driven by the unit METs.
- The training environment.

DIRECT

2-5. Commanders oversee and direct all aspects of unit training. They do this by—
- Personally observing and participating in training.
- Dialoguing with higher and subordinate commanders.
- Participating in unit training meetings, training briefings, after action reviews, and other training related activities.
- Adjusting the training plan and resources as required.

LEAD

2-6. Commanders influence unit training by their leadership and presence providing purpose, direction and motivation. During every aspect of unit training, commanders give the unit the benefit of their experience, knowledge, and guidance from planning training to execution. By setting the example for all subordinates to follow, the commander sends the message that unit training is key to operational success.

ASSESS

2-7. Once training is concluded, the commander considers the results of observed evaluations of task performance. These evaluations along with other sources of feedback—to include the commander’s own observations—provide the commander the information necessary to accurately and objectively assess whether the unit can perform the task to standard. Assessment is a continual process that not only considers task performance, but also the other factors that directly affect unit training. These factors include assessing the efficacy of training plans, the effectiveness of after action reviews, and the achievement of training objectives, among others. Based on the commander’s assessment of these factors, unit training evolves and improves as the unit progresses toward mission proficiency.
Chapter 3

Principles of Training

This chapter introduces and discusses each of the Army’s principles of training. These principles provide a broad and foundational guide in the understanding of and application of basic training concepts. The principles demonstrate the means by which commanders and leaders plan, prepare and execute effective, performance-oriented training.

INTRODUCING THE PRINCIPLES OF TRAINING

3-1. Units employ effective training based on the Army’s principles of training. (See table 3-1.) Training must embody all the principles to be effective.

Table 3-1. The Army principles of training

- Train as you fight
- Train to standard
- Train to sustain
- Train to maintain

TRAIN AS YOU FIGHT

3-2. Units train as they intend to operate when deployed. This means replicating the complex and uncertain operational environments in training that the unit will likely face in combat. Leaders ensure that Soldiers and the unit train to cope with the complex, stressful, and lethal situations they will encounter in combat.

3-3. Just as in operations, unit commanders drive training through their personal engagement and presence. A commander’s actions and activities at training communicate a clear message to the unit that training and the mission is a priority. Commanders effectively resource training and protect subordinates’ valuable training time. They create a sense of stability throughout the organization by protecting approved training plans from training distracters. Commanders are responsible for training to standard as well as providing timely, expert feedback to all participants. They employ the philosophy of mission command to ensure subordinates understand the end state of training while empowering them to plan and execute it. Commanders create a positive and effective training culture by listening to and rewarding subordinates who are bold and innovative. Commanders challenge the organization and individual Soldiers to train to their full potential. By challenging Soldiers and leaders, commanders foster a can-do training culture to attain not just task standards but to attain task mastery.

3-4. The Army fights and trains as a combined arms team by training tasks conducted jointly by associated warfighting functions and functional units. The Army also trains using multiechelon training techniques capitalizing on the inherent relationships among higher, lower and adjacent units that habitually operate together. In this way, training is conducted employing more than one echelon, multiple warfighting functions, and functional units in a manner that closely replicates how they will fight.

3-5. In operations, Soldiers and units are led by trained and qualified leaders—officers and NCOs. These leaders have a direct and substantial role in unit training. NCOs are directly responsible for training individual Soldiers, crews, and small teams. Additionally, NCOs coach other NCOs, advise senior leaders, and help develop junior officers. Leaders implement a strong chain of command, high éspirit de corps, and good discipline. As the unit trains, leaders mentor, guide, listen to, and offer solutions by thinking with subordinates to challenge their depth of knowledge and understanding. Commanders ensure their
subordinates know how to think instead of what to think. This type of training builds trust among Soldiers and between Soldiers and their leaders. Commanders develop their subordinates’ confidence and empower them to make independent, situational-based decisions. Ultimately, commanders aim to develop subordinates who have agile and adaptive mindsets that easily translate to operations.

**TRAIN TO STANDARD**

3-6. The Army trains to standard. Leaders prescribe tasks with their associated standards to ensure the unit can accomplish its mission. A standard is the minimum proficiency required to accomplish a task under a set of conditions. The goal in training is achieving task mastery, not just proficiency. Task mastery means Soldiers and units can perform a task to standard repeatedly under increasingly challenging, stressful, and varying conditions. Soldiers and units rarely achieve task standards on the first attempt or even after a few initial attempts. Leaders continually vary task conditions and conduct multiple iterations of task execution to make achieving standards more challenging. This technique builds Soldiers’ confidence that they can perform tasks under the most demanding conditions.

3-7. Leaders know and enforce standards. Standards include measures of performance that leaders use to evaluate the ability of individuals and organizations to accomplish tasks. Standards are found in current doctrine and other Army approved and published materials. These products provide leaders with basic principles and correct tactics, techniques, and procedures so units can conduct training to standard. They also provide Soldiers and leaders with a common framework of understanding including terminology and symbology. Doctrine establishes standard operating procedures so units and Soldiers can rapidly adjust when operating anywhere in the world and in stressful and challenging operational environments. Leaders and Soldiers find current Army doctrine at the Army Publishing Directorate (known as APD) website ([https://armypubs.army.mil/](https://armypubs.army.mil/)).

3-8. Leaders train to standard, not to time. Leaders allocate sufficient time to train tasks to specified standards. When the unit achieves task standards in less time than expected, it can conduct more iterations of the task by changing the conditions, moving on to the next task, or moving on to a more complex task. Good leaders understand that they cannot train on everything; therefore, they focus on training the most important tasks. Leaders do not accept substandard performance to complete all tasks on the training schedule. Training a few tasks to standard is preferable to training more tasks below standard. Achieving the standard may require repeating tasks or restarting a training event. Leaders always allocate time for retraining tasks during training events.

**TRAIN TO SUSTAIN**

3-9. Units train to achieve task and weapon proficiencies and continue to sustain those proficiencies over time. Sustaining unit proficiencies takes solid planning and insightful execution. Unit proficiencies naturally fluctuate because of the many factors that cause task atrophy. These factors include training frequency, key personnel turnover, new equipment fielding, and resource constraints. Leaders work to sustain achieved training proficiencies within a band of excellence. (See paragraph 4-7 for discussion of band of excellence.) This common sense approach precludes deep valleys in task and weapon proficiencies that would require excessive time and resources to regain. Sustaining training proficiency within a band of excellence is the key to combat readiness.
TRAIN TO MAINTAIN

3-10. Maintenance is essential for continuous operations and is an integral part of unit training. Maintenance includes maintaining personnel, equipment, and systems over extended periods. Leaders create conditions that require units to do this as they train. Maintenance training is designed to keep equipment in the fight and ensures Soldiers are expert in its use. Training to maintain personal and unit equipment is fundamental to ensuring that units retain capabilities and accomplish missions. Units train maintenance tasks continuously according to Army standards under a variety of conditions that replicate the challenges of combat operations.

3-11. Additionally, individual and unit maintenance tasks represent important training opportunities that leaders must exploit. Disciplined units conduct disciplined maintenance to Army standards in garrison, during training, and when deployed. Training to maintain also means leaders train subordinates to be good stewards of Army resources. Building a sense of stewardship and frugality conditions units to operate more effectively in austere operational conditions.
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Chapter 4
Train to Win

This chapter describes the actions units perform as they train to shape operational environments, prevent conflict, prevail in large-scale ground combat, and consolidate gains as part of the joint force. It then describes development of the UTP. The chapter concludes with a discussion of the conduct of training events.

TRAINING OVERVIEW

4-1. Units train at home station, at training centers, and while deployed. Army forces conduct training individually and collectively to develop task and weapon proficiency and military expertise (an essential characteristic of the Army Profession). These forces conduct training in three training domains—institutional, operational, and self-development. (See AR 350-1 for a discussion of each training domain.) Training in each domain provides important, progressive, and interlocking experiences that develop training proficiency, ultimately reflecting in the unit’s overall training readiness.

TRAINING PROFICIENCY

4-2. Training proficiency is a measure of an individual, or unit’s, ability to perform a task or weapon qualification to standard. At the individual level, the development of Soldier-level skills is key to the unit’s success at the collective task level. For individuals, task standards are found in individual task reports on the Army Training Network website and in other proponent publications. Proficiency standards for weapons systems are specified in training circulars (known as TCs), field manuals (known as FMs), or other proponent publications. For collective tasks, these are published in training and evaluation outlines (known as T&EOs) available through the Army Training Network. The Army measures collective task proficiency as complete task proficiency, advanced task proficiency, basic task proficiency, limited task proficiency, and cannot perform the task. (See table 4-1. Also see FM 7-0 for a detailed discussion of each collective task proficiency rating.)

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
<th>Rate of proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>fully trained</td>
<td>complete task proficiency</td>
</tr>
<tr>
<td>T-</td>
<td>trained</td>
<td>advanced task proficiency</td>
</tr>
<tr>
<td>P</td>
<td>practiced</td>
<td>basic task proficiency</td>
</tr>
<tr>
<td>P-</td>
<td>marginally practiced</td>
<td>limited task proficiency</td>
</tr>
<tr>
<td>U</td>
<td>untrained</td>
<td>cannot perform the task</td>
</tr>
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4-3. Achieving training proficiency and then maintaining that proficiency over time is the commander’s challenge. Limited time, resources, and competing requirements increase that challenge. UTPs allow commanders to focus time and resources in ways that mitigate constraints to maintain required levels of proficiency.

4-4. Commanders focus unit training on the selected METs. Once units achieve proficiency, commanders sustain that proficiency within a band of excellence. Throughout the training process, commanders establish and maintain an acceptable battle rhythm to ensure training plans and expectations remain on track. Lastly, commanders continue to collaborate and dialogue amongst themselves and with other leaders in their chain of command.
**Battle Focus for Training**

4-5. Units cannot simultaneously train every task to standard because of time or other resource constraints. Attempting to train many tasks to proficiency only serves to diffuse the unit’s training effort. Through mission analysis, commanders consciously narrow the training focus to those collective tasks—selected METs necessary for the unit to meet the higher commander’s guidance. This is battle-focused training. Figure 4-1 depicts the relationships and nesting of individual and collective tasks Soldiers and units use to achieve battle focus.

![Figure 4-1. Battle focus integration of collective and individual training](image)

4-6. The commander determines the unit’s battle focus for training, at the company level and above, by using the concept of METs. 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). When training to an assigned mission, it is one directed by the Headquarters, Department of the Army. When there is no assigned mission from the Headquarters, Department of the Army, the unit trains METs from its Headquarters, Department of the Army standard mission-essential task list. (See FM 7-0 for more detailed descriptions of those capabilities.) A mission-essential task list is a tailored group of mission-essential tasks (FM 7-0). The METs selected to train—based on the higher commander’s guidance and derived through mission analysis—represent the unit’s battle focus for training. At platoon level and below, commanders use battle tasks to determine the battle focus. A battle task is a collective task on which a platoon or lower echelon trains that supports a company MET.
4-7. Once the unit attains required task and weapon proficiencies, it strives to maintain these proficiencies within a band of excellence. (See figure 4-2.) Many factors affect training proficiency, such as personnel turbulence, skill atrophy, and new equipment training. Successful commanders understand these factors and ensure that the training proficiencies attained do not degrade to a less than acceptable level. Following a proficiency evaluation, and until deployed for operations, the unit must sustain required training proficiency within a band of excellence.

![Figure 4-2. Sustaining unit proficiency in a band of excellence](image)

4-8. To overcome the anticipated highs and lows of training proficiency, commanders continually re-evaluate training plans and strategies. Maintaining high levels of proficiency sometimes proves more difficult than developing proficiency. By understanding and predicting the factors that affect training proficiency, commanders work to mitigate those effects and maintain higher levels of training proficiency longer.

**BATTLE RHYTHM FOR TRAINING**

4-9. During operations, battle rhythm is a deliberate daily cycle of command, staff, and unit activities intended to synchronize current and future operations (FM 6-0). This concept is directly applicable in how units plan and prepare training. Throughout unit training, commanders integrate and synchronize recurring training activities. These include meetings, briefings, conferences, and reports in their commands and with the higher commander. Commanders do this by establishing the unit’s battle rhythm for training. In the context of unit training, establishing a battle rhythm helps sequence the actions, activities, and events that regulate the flow and sharing of information that supports training and decision making.

**COMMANDERS’ DIALOGUES**

4-10. Unit commanders maintain continuous dialogue with their higher and subordinate commanders about training priorities, techniques, resources, and results. Training is iterative and continuous across echelons, so formal and informal communication between commanders is essential to good situational awareness. Founded in the mission command philosophy, these dialogue opportunities help ensure both commanders align training plans and efforts with efficiency. These dialogues also provide critical decision points so commanders can—

- Agree on the expected training readiness level or MET proficiencies to achieve.
- Adjust training plans if necessary.
- Ensure training resources are coordinated.
- Ensure training resources are available when and where needed.
**RESERVE COMPONENTS TRAINING**

4-11. The Regular Army and Reserve Components share the same training doctrine, procedures, and standards. The planning and activities for Regular Army and Reserve Components training have four differences. The planning horizon for Regular Army units is more compact than the planning horizon for the Reserve Component units. The resource coordination differs because the Reserve Component units coordinate (and compete for) resources with the Regular Army and other Reserve Component units. Reserve Component units conduct yearly training briefings rather than quarterly training briefings. Lastly, Regular Army units use the T-week concept whereas Reserve Component units may adopt a monthly based concept.

4-12. Reserve units also adapt premobilization and postmobilization training. The requirements differ from Regular Army requirements. Reserve Component units focus premobilization training on company-level individual and collective tasks. They focus postmobilization training on company-level and above collective tasks. See FM 7-0 for a discussion on training Reserve Component units.

**DEVELOPING THE UNIT TRAINING PLAN**

4-13. Army units develop long-range plans focused on developing and sustaining training proficiencies in accordance with the guidance and priorities of their higher commander. The UTP identifies the methodology and progressive training events that build and sustain proficiency over a specified period. Units develop the training plan using the Army operations process and following training guidance.

**THE ARMY OPERATIONS PROCESS**

4-14. The operations process of plan, prepare, execute, and assess is the framework for unit training. (See ADP 5-0 and FM 6-0 for discussions on the operations process.) Units that train using the operations process for training, as well as its terminology and processes, transition to actual operations more seamlessly and effectively.

4-15. The unit commander is central to unit training in the same way a commander is central to the operations process. Planning, preparing, executing, and assessing unit training does not significantly differ from conducting an operation. Each unit begins a training cycle based on training guidance from the higher commander. The unit then develops a UTP to progressively develop and sustain training proficiency. (See the discussion beginning in paragraph 4-30 for conducting training events.) Well in advance of training, leaders prepare by planning each training event in detail. Leaders develop training objectives, determine who will observe the training, and determine what criteria observers will use for evaluating unit performance. Feedback recorded during and after the training event provides commanders with the information necessary to make accurate and objective task assessments. Commanders continually assess training to ensure the unit and individual Soldiers meet proficiency standards. Each training event involves planning for, preparing for, executing, and assessing training. See figure 4-3.
4-16. Planning for unit training follows the military decisionmaking process (known as the MDMP) or troop leading procedures (known as TLP). Commanders with a coordinating staff use the military decisionmaking process when developing a plan; commanders of company-level and smaller units use troop leading procedures when planning training events. Below company level (platoon and squad), the use of locally developed training models are useful tools for planning and preparing training events that are not complex in nature and do not rely on significant resources to execute. An example of a much used and successful training model is the 8-step training model, detailed in FM 7-0. Planning for unit training supports the training principle: train as you fight. Leaders trained in—and conversant in—the Army’s planning process adapt more easily to planning and executing operations when deployed.

4-17. Planning horizons for training mirror those described in ADP 5-0. The long-, mid-, and short-range planning horizons help commanders place the UTP in the time frame necessary to develop and sustain unit training proficiencies. The planning horizons also assist commanders in understanding the activities, coordination, and planning necessary to ensure they have resources available when training begins.

4-18. The long-range planning horizon covers a unit’s overarching training plan typically covering years. It synchronizes units and supporting installation agencies so that training events can be properly resourced and executed. The long-range planning horizon is described by training guidance and graphically depicted on the unit’s training calendar. The mid-range planning horizon further refines the long-range planning horizon. It details the broad training guidance, activities, and coordination required for training events closer to the training start. The short-range planning horizon defines the specific actions prior to and at the point of the execution of training.

**TRAINING GUIDANCE**

4-19. Training guidance from the higher commander begins the process for subordinate commanders to determine what tasks to train and how to train their units. This process of mission analysis helps the unit commander determine how best to support the higher unit and the collective tasks necessary to train to ensure mission success. The unit commander then issues training guidance to subordinates; the guidance communicates the commander’s training expectations for the planning horizon. This communication ensures that training plans are nested from one echelon to the next. Commanders issue training guidance early enough in the process to ensure subordinates have sufficient time to plan and resource their training effectively. (See FM 7-0 for a discussion of UTP publication timelines.)
Mission Analysis

4-20. When conducting a mission analysis, in addition to the higher commander’s training guidance, the unit commander gathers and analyzes all available information to assess the current condition of the unit’s training proficiencies. Once the unit commander has identified and assessed the collective tasks and weapon qualification standards on which to train, the unit commander briefs the higher commander the results of the analysis. During this dialogue, the two commanders confirm the higher commander’s training guidance will be met during the training.

4-21. Following the backbrief, the unit commander begins to develop a long-term plan—the UTP—to train the unit over the long-range planning horizon. The UTP with its associated training calendar identifies the progressive training events (crawl-walk-run) to attain and sustain the required proficiencies. Subordinate commanders and leaders continue parallel and collaborative planning throughout this process as they develop their own UTPs to support the higher unit’s capabilities or mission.

Course of Action Development

4-22. Commanders may develop several training courses of action by taking the results of the mission analysis and dialogue between the two commanders to formulate the best plan to train the unit. Typically, given the constraints of time and available resources, a single course of action (COA) is developed rather than multiple COAs. COA development focuses on determining and sequencing the progressive multiechelon training events that train the selected METs. Commanders and staff look closely at known information as they develop the COAs. For organizations based on a table of organization and equipment, the CATS provides a starting point to begin development of a training COA. At the company level, the CATS reflects a proponent-recommended crawl-walk-run progression of training events given the METs selected to train. Additionally, each strategy provides recommendations on who, what, and how often to train. The CATS also provides detailed event information to include training aids, devices, simulators, and simulations (known as TADSS); training gates; multiechelon training events; major resources; and a purpose, outcome, and recommended execution guidance.

4-23. Part of the COA development includes developing a graphical representation of the unit’s long-range plan to train—a calendar. Planners begin the process by starting at the training end state and then working backward to the training start point.

Planning Considerations for Each Course of Action Developed

4-24. As the commander and staff develop training COAs, they—

- Prepare the UTP calendar.
- Apply the command or installation time management cycle.
- Post the higher unit (multiechelon) training events.
- Determine unit training events.
- Identify training objectives for each training event.
- Use a backward planning approach using a crawl-walk-run progression of training.
- Consider the training environment.
- Ensure time is programmed for subordinate units to train.

4-25. Developing the plan using a calendar provides a sequential, logical, and graphical representation of the long-range planning horizon. It also provides a useful means to move and adjust training events where they best support the plan. The calendar enables commanders to view other unit and higher unit training events and to anticipate how other units might affect the overall plan.

4-26. To prioritize training resources at the installation level, the senior commander establishes a time management cycle. A management cycle gives priority for installation training resources to units as specified by the command and based on scheduled unit deployment cycles, combat training center rotations, and other training priorities. An example of time management cycles is the GREEN, AMBER, and RED cycles. Units in GREEN cycle focus on unit collective training, are free of external taskings, and have priority for resources. Units in AMBER cycle conduct some unit training, are vulnerable for some external taskings, and
have second priority for resources. Units in RED cycle primarily focus on individual, crew, or team training; fulfill most external taskings; and are last in resource priority. This time management cycle provides a simple and effective method for ensuring training resource equity across the command and installation. Unit training calendars depict time management cycles.

4-27. Planners post the higher unit multiechelon training events before projected unit training events. This way of posting events clearly identifies training events directed by the higher commander. It prevents units from planning their own events during these periods. Instead, units will need to schedule unit training events around these periods. Clearly posted multiechelon training events also provide the commander and staff a decision point to consider what events the unit should schedule in preparation for the higher unit event.

4-28. When determining the training events to schedule, the commander considers those events that specifically train the selected proficiencies. Commanders refer to the unit CATS, which provides an excellent starting point for determining those training events. They also refer to the appropriate training circulars for weapon qualification standards.

4-29. Using the training calendar, planners lay out training events in a crawl-walk-run progressive manner. As they post training events on the calendar, they consider the commander’s training objectives for each event. A training objective is a statement that describes the desired outcome of a training event (FM 7-0). It consists of one or more tasks to train and the task proficiency expected at the conclusion of the event. Planners consider the why of each major training event—why an event is placed on the calendar, where it is in relationship to other events on the training calendar, and what is the expected task proficiency at the conclusion of the event.

4-30. A training environment is an environment comprised of conditions, supporting resources, and time that enables training tasks to proficiency (FM 7-0). Conducting all training events in a strictly live environment is not practical nor possible given time and resource limitations. Commanders and planners must consider other than live training environments as they consider viable COAs. The integrated training environment (known as ITE) consists of live, virtual, and constructive environments. These environments provide the commander the flexibility to plan and execute events in high resolution when they have restricted resources.

4-31. As the training calendar develops, planners ensure time is made available for subordinates to plan their own unit training. As training guidance and training plans flow down from higher headquarters, each succeeding command leaves sufficient time on the training calendar for subordinate units to plan training. On the unit training calendar, this is visually depicted as white space—time available for subordinate units training plans.

Publish Training Guidance

4-32. Once the unit commander selects the best COA and obtains the higher commander’s approval, it is then published to higher and subordinate units as the unit’s training guidance. At division level and above, the format of training guidance is at the commander’s discretion. At brigade level and below, commanders issue training guidance as the UTP and publish it in the operation order format with the associated calendar. Higher commanders begin issuing training guidance in a top-down, sequential manner by echelon. This ensures that each echelon plans its own training in succession, ensures plans fully support the higher unit mission and capabilities, and nests its plans with the higher unit.

Training Briefing

4-33. Once the UTP is approved by the higher commander, the plan is normally briefed by battalion-level commanders to the division-level commander. The briefing covers the long-range planning horizon of the UTP. It normally spans years for both Regular Army and Reserve Component units. Units conduct follow-on periodic training briefings describing progression in training proficiencies on a quarterly basis in the Regular Army and annually in the Reserve Component. These quarterly or annual briefings provide commanders opportunities to describe and discuss planned training and discuss changes to the UTP if necessary.
CONDUCTING TRAINING EVENTS

4-34. Training events provide the venue in which individual tasks, collective tasks, and weapon systems are trained. All training events that compose the UTP are planned and executed following the Army operations process (plan, prepare, execute, and assess). Training events provide the venue in which the performance of tasks can be observed and evaluated. Additionally, the effectiveness of training events to achieve task proficiency is evaluated and assessed after the fact to make future events better. Training events by themselves are not a measure of task or unit training proficiency. Training objectives selected for each training event identify the tasks trained and the desired outcome of each in terms of the task proficiencies to be achieved.

4-35. Advance resource planning and coordination are essential to the successful execution of training events. Without the right resources available at the right point in time, meaningful and effective training will not occur and valuable, irreplaceable training time will be lost. Effective commanders continually assess task and leader proficiency as units execute training events. See figure 4-4. Task performance is observed and evaluated as it is performed. These evaluations become the primary feedback that provides the commander the information necessary to make accurate and timely task assessments.

![Figure 4-4. From unit training plan to training proficiency](image)

PLAN AND PREPARE TRAINING

4-36. Planners use a backward planning approach in planning and preparing each training event to ensure proper coordination and resourcing. It also ensures that units are prepared and the training occurs as planned.

Lock-In and Protect Training

4-37. Commanders must protect approved training plans and schedules from subsequent changes. Failure to protect training can derail the unit’s ability to execute effective and meaningful training. It also creates an atmosphere in which leaders and Soldiers lose confidence in the unit’s leadership. When the chain of command fails to lock in and protect training, Soldiers perceive that training is not a priority. When the chain of command locks in training, publishes the training schedules, and protects training (six weeks at the company level for Regular Army units and ninety days for Reserve Component units), then Soldiers and their leaders can confidently predict that training will occur as planned.
Training Schedules

4-38. Company training schedules are the primary means of communicating unit training to Soldiers. (See FM 7-0 for discussion on training schedules.) At a minimum, training schedules include the following information:

- The dates and times when the training will occur.
- The attendees (such as 1st platoon, Company A).
- The tasks to be trained (task title and number).
- The trainers (primary and alternate).
- Uniform and equipment requirements.
- The location of training (such as training area or simulations facility).
- References (such as technical manuals, field manuals, and Soldier training publications).
- Submitting authority and signature (company-level commander).
- Approving authority and signature (battalion-level commander).

4-39. Training schedules are written orders and provide predictability by locking in approved training weeks before training begins. Training schedules are usually organized by—or coincide with—training weeks and cover a full week or more. Maintaining stability and discipline to published training schedules is very important since these are a Soldiers’ primary source of knowing daily training requirements. (See FM 7-0 for procedures for making changes to company training schedules.)

EXECUTE TRAINING

4-40. Effective training occurs following detailed and coordinated planning and preparation. While executing each training event, units exercise training guidance and staffs validate training plans. Each training event aims to ensure that—in a building block manner—training objectives and training proficiencies are met. Training also allows tactics, techniques, and procedures (known as TTP) to be identified, developed, and implemented. During each training event, a tactical scenario—replicating the actual or anticipated operational environment with supporting opposing force elements—drives the actions of the unit. As the tactical scenario unfolds, the unit focuses on training objectives. As the training event progresses, evaluators positioned to observe the execution of tasks record unit performance. Observers, leaders, and commanders conduct after action reviews during and after training events to provide participants valuable feedback to improve or sustain performance. Following each event, the commander relies on evaluators’ recorded observations and other sources of feedback to assess tasks trained.

4-41. Tasks are rarely performed to standard on the first attempt. During a training event, units perform multiple iterations of tasks to ensure that they can perform the task to the proficiency rating required by the end of the event. Leaders allocate time and other resources for unit retraining of individual and collective tasks in their training plans. Retraining allows participants to implement corrective action quickly. Ideally, units should complete retraining at the earliest opportunity if not immediately after they attempt the task. In some cases, units may need to restart an event before moving to the next training event.

4-42. Performing multiple iterations of a task already performed to standard can be made more difficult and challenging by changing the task’s conditions and leadership. Additional difficulties and challenges help build a more confident and capable unit. A unit that can perform a task under increasingly complex conditions and in more iterations comes closer to attaining task mastery. This mastery or proficiency also aids in building a deeper pool of leaders who are better adept at performing in varying positions and under increasingly stressful conditions and situations.

ASSESS TRAINING

4-43. All unit training is objectively evaluated and assessed. Following observed and evaluated training, commanders assess the unit’s ability to execute tasks to standard. The feedback provided from evaluations, after action reviews, subordinate and higher leader feedback, and the commander’s personal observations provide the basis to objectively and accurately assess task and unit proficiency. Based on these assessments, commanders report the unit’s training readiness. (See AR 220-1 for unit readiness reporting.)
Training Meetings

4-44. Training meetings are one of the most important meetings that units conduct. Training meetings provide the venue for the commander and unit leaders to meet periodically to ensure training event planning, resourcing, and coordination stay on track. Brigades conduct training meetings monthly whereas battalions and companies conduct them weekly. At battalion and brigade levels, training meetings focus primarily on overall training plan progress and ensure that resources for subordinate units are coordinated within the command and at the installation level. Company-level training meetings focus on the commander’s assessment of most recent training; they ensure that future training is coordinated and locked-in. Training meetings also enable the commander to track and assess the progress of the UTP and to modify the plan as needed.

Evaluations

4-45. Evaluations are conducted by trained and certified evaluators. They are objective measures of observed performance against an approved standard for individual tasks, collective tasks and weapons qualifications. The Army publishes training standards in individual task reports for individual tasks, training and evaluation outlines for collective tasks, and training circulars and other doctrinal publications for weapons proficiency.

Assessments

4-46. Using observed and evaluated task performance and other sources of feedback, unit commanders assess collective task proficiency using the proficiency ratings of T, T-, P, P-, or U. (See table 4-1 on page 4-1.) This assessment is recorded for training management purposes as well as readiness reporting requirements. Weapon qualification standards are in accordance with the applicable training circular and are also recorded for future reference.

After Action Reviews

4-47. Observers, leaders, and commanders conduct after action reviews in support of training. An after action review is a guided analysis of an organization’s performance, conducted at appropriate times during and at the conclusion of a training event or operation with the objective of improving future performance. It includes a facilitator, event participants, and other observers (FM 7-0). An after action review enables an organization to objectively ascertain its mastery of a task.

4-48. After action reviews are conducted as needed during and following a training event. Participants record observations, insights, and lessons learned for future use to identify trends and prevent reoccurrences of improper practices. The after action review is a structured review process, formal or informal, that allows training participants to discover for themselves what happened, why it happened, and how they can perform better. As a professional discussion, the after action review requires active participation of those being trained to be effective. The after action review is not a critique.
Glossary

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

SECTION I – ACRONYMS AND ABBREVIATIONS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADP</td>
<td>Army doctrine publication</td>
</tr>
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<td>ADRP</td>
<td>Army doctrine reference publication</td>
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<td>AR</td>
<td>Army regulation</td>
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<td>CATS</td>
<td>Combined Arms Training Strategy</td>
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<td>COA</td>
<td>course of action</td>
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<td>DA</td>
<td>Department of the Army</td>
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<tr>
<td>FM</td>
<td>field manual</td>
</tr>
<tr>
<td>MET</td>
<td>mission-essential task</td>
</tr>
<tr>
<td>NCO</td>
<td>noncommissioned officer</td>
</tr>
</tbody>
</table>

SECTION II – TERMS

after action review
A guided analysis of an organization’s performance, conducted at appropriate times during and at the conclusion of a training event or operation with the objective of improving future performance. It includes a facilitator, event participants, and other observers. (FM 7-0)

battle rhythm
A deliberate daily cycle of command, staff, and unit activities intended to synchronize current and future operations. (FM 6-0)

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 environment
An environment comprised of conditions, supporting resources, and time that enables training tasks to proficiency. (FM 7-0)

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

All websites accessed on 30 July 2018.

REQUIRED PUBLICATIONS
These documents must be available to intended users of this publication. Joint publications are available at http://www.jcs.mil/Doctrine.


RELATED PUBLICATIONS
These documents contain relevant supplemental information. Most Army doctrinal publications are available online: https://armypubs.army.mil/.

ADP 5-0. The Operations Process. 17 May 2012.
AR 350-1. Army Training and Leader Development. 10 December 2017.
FM 6-0. Commander and Staff Organization and Operations. 05 May 2014.
FM 7-0. Train to Win in a Complex World. 05 October 2016.

WEBSITES

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This page intentionally left blank.
Entries are by paragraph number.

**A**
- activities, unit training, 2-1
- after action review, 4-47–4-48
defining, 4-47
- assess, 2-7
  - training, 4-43–4-48
- assessments, feedback and, 4-46

**B**
- band of excellence, 3-9, 4-7
- battle focus, 4-5
- battle rhythm, defining, 4-9
- briefing, 4-33

**C**
- certification, leaders, 1-9
- challenges, to proficiency, 4-3
civilians, support from, 1-8
- collective tasks, 1-6
  - proficiency of, 4-2
combined arms, 3-4
commanders, assessing by, 4-43
  - challenges for, 4-3
  - considerations, 2-7, 4-28
decisions by, 4-10
influence, 2-6, 3-3
- responsibilities, 2-1, 2-5, 4-6, 4-8, 4-37
role of, 4-15
course of action, developing, 4-22–4-31

**D**
- decisive action, 1-2
deployment, 3-2
describe, end state, 2-4
dialogues, commanders, 4-10
direct, 2-5

**E–F–G–H**
- echelon, training for, 4-6
describe, end state, 2-4
evaluations, training, 4-45
- executing, 4-40–4-42

**I–J–K**
- individual tasks, 1-4

**L**
- large-scale ground combat, winning, 1-1–1-3
- lead, 2-6
leaders, developing, 1-9
certifying, 1-9
training by, 3-5
  - responsibilities, 3-7, 3-10
long-term plan, 4-21

**M–N**
- maintenance, 3-10
management cycle, establishing, 4-26
meetings, training, 4-44
mission analysis, 4-20–4-21
mission-essential task, defining, 4-6
mission-essential task list, defining, 4-6
multi-echelon training, defining, 1-7

**O**
- operational environments, shaping, 1-1
operations process, training and, 4-14–4-18

**P–Q**
- plan, training, 4-36–4-39
planners, responsibilities, 4-27
- planning, 4-9
  - unit training, 4-16
  - considerations of, 4-24–4-31
calendar for, 4-25
planning horizons, training, 4-17–4-18
principles, training, 3-1–3-11

**R**
- Reserve Components, 4-11–4-12
resources, challenges, 4-6
- priorities, 4-26
planning and coordination, 4-35

**S**
schedules, requirements of, 4-38
organization of, 4-39
skills, fundamental, 1-4
- evolving, 1-5
Soldiers, training as individuals, 1-5
standards, tasks for, 3-6
- performing, 4-41–4-42
subordinates, responsibilities, 4-19

**T**
task mastery, 3-6
tasks, collective, 1-1
- training for, 3-4
  - maintaining, 3-11
  - performing, 4-41–4-42
time, standards and, 3-8
train as you fight, 3-2–3-5
train to maintain, 3-10–3-11
train to standard, 3-6–3-8
train to sustain, 3-9
training, challenges, 1-7
collective, 1-6–1-8
commanders, 3-3
conditions, 1-3
coordination, 4-11
individual, 1-4–1-5
opportunities, 4-1
- planning for, 4-36–4-39
- priorities, 1-7
- protect, 4-37
requirements, 4-12
training calendar, 4-23, 4-29, 4-31
  - for planning, 4-25
training environment, defining, 4-30
training events, 4-40, 4-21, 4-22
  - conducting, 4-34–4-48
  - coordinating, 4-27
training guidance, 2-4, 4-19–4-33
- publishing, 4-32
- visualizing, 2-3
<table>
<thead>
<tr>
<th>Training Objective, Defining</th>
<th>4-29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Proficiency</td>
<td>4-2–4-4</td>
</tr>
<tr>
<td>Understand</td>
<td>2-2</td>
</tr>
<tr>
<td>Unit Proficiency of</td>
<td>4-7</td>
</tr>
<tr>
<td>Unit Training</td>
<td>4-4</td>
</tr>
<tr>
<td>Unit Training Plan</td>
<td>4-13–4-33, 4-34</td>
</tr>
<tr>
<td>Developing</td>
<td>4-13, 4-21</td>
</tr>
<tr>
<td>Understand</td>
<td>2-2</td>
</tr>
<tr>
<td>V–W–X–Y–Z</td>
<td></td>
</tr>
<tr>
<td>Visualize</td>
<td>2-3</td>
</tr>
</tbody>
</table>
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