

ADP 7-0

TRAINING



JULY 2019

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This manual supersedes ADP 7-0, 29 August 2018.

HEADQUARTERS, DEPARTMENT OF THE ARMY

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TRAINING

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Preface

Training prepares the Army to conduct prompt and sustained operations across multiple domains. In concert with ADP 3-0, *Operations*, ADP 7-0 further articulates the Army's foundational training doctrine as leaders and units prepare to conduct unified land operations.

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.

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Introduction

ADP 7-0 describes the fundamentals of how the Army trains to conduct operations as a unified action partner employing the Army's operational concept—unified land operations. Developing and sustaining readiness is the Army's number one priority. Training represents the most important activity units do every day to achieve readiness. The Army does this by conducting tough, realistic, standards-based, and performance-oriented training.

ADP 7-0 is founded on the concept that unit training 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. See introductory figure on page vi.

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:

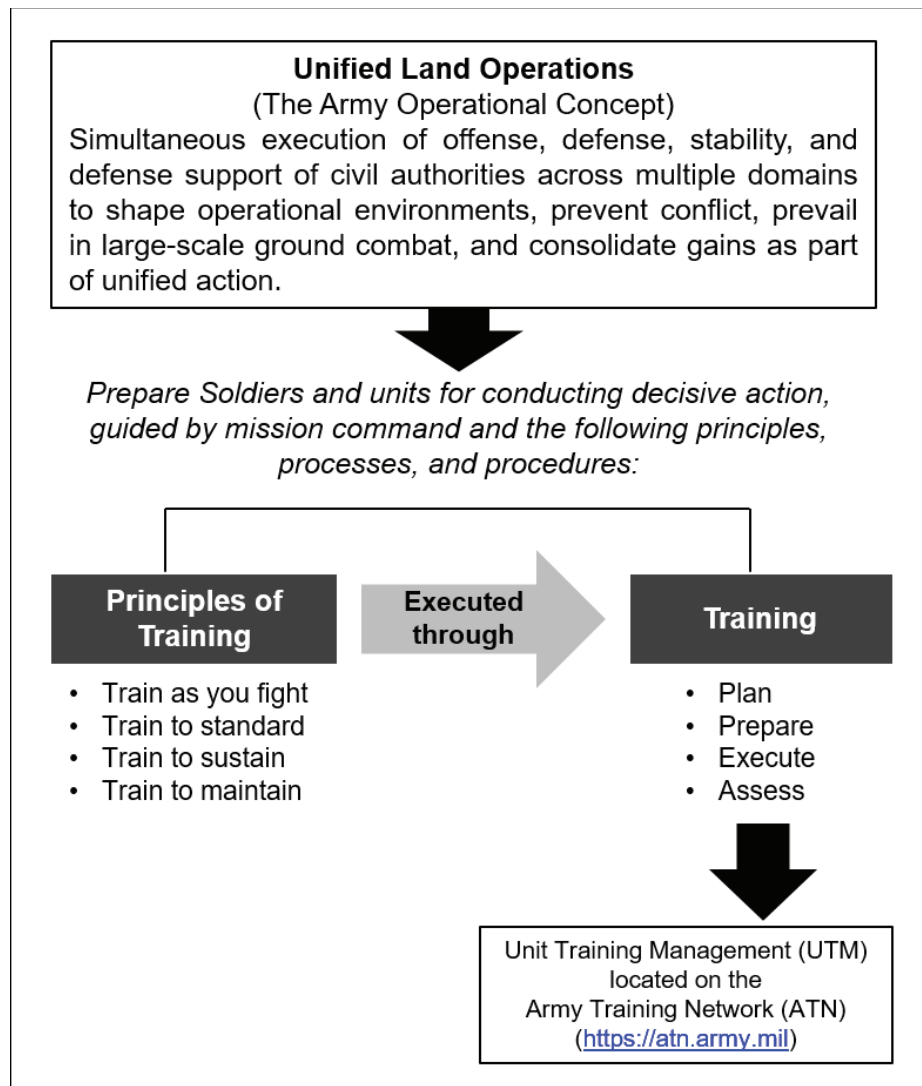
Chapter 1 introduces the Army's overarching concepts of training Soldiers and units to conduct operations. This chapter discusses the links between unit training and the Army's fulfillment of its strategic roles. It explains the foundations of the Army task hierarchy as individual and collective tasks 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 and weapons trained, the methods the unit will use, and the subordinate leaders' understanding of the standards to achieve. The chapter emphasizes the shared and mutual understanding that must exist between the commander and subordinate leaders for effective unit training.

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 next 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 by projecting planning with the long-, mid- and short range planning horizons. The chapter further discusses how 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.



Introductory figure. Training logic chart

Chapter 1

Training to Fight and Win

This chapter discusses how training is key to preparing the Army to conduct prompt and sustained operations across multiple domains in support of unified land operations. It explains how individual and collective training integrate to provide a battle focus to the progressive development of unit training proficiency and readiness.

TRAINING READINESS

1-1. The Army trains to fight and win. To do this, the Army trains by developing proficiencies in mission-essential tasks, weapon systems, and the effective integration and employment of both. These components of training readiness provide the backbone to the development of unit readiness—the Army’s first priority.

1-2. Training prepares Soldiers to execute missions which shape operational environments, prevent conflict, and conduct large-scale ground combat against peer threats with chemical and nuclear capabilities. Army forces must be organized, trained, and equipped to meet worldwide challenges. The Army provides these forces by planning for and executing tough, realistic training. Unit training occurs continuously—while at home station, at combat training centers, and while deployed.

1-3. As part of decisive action, Army units must be capable of simultaneously employing the offense, defense, and stability or defense support of civil authorities (known as DSCA) across multiple domains. The Army does this to shape operational environments, prevent conflict, prevail in large-scale ground combat, and consolidate gains as part of unified action. The expansive scope of possible tasks to conduct complex and sustained operations demands that commanders provide subordinates with clearly prioritized training guidance that aligns with missions and the resources necessary to train.

1-4. Commanders ensure Soldiers and units train under challenging and realistic conditions that closely replicate an operational environment. Deployed units continue training to sustain their skills and facilitate their adaptation to changes in tactical and demanding operational environments. Candid and objective assessments made as a result of evaluated training and feedback, and the rapid application of lessons learned, produce effective, versatile, and adaptive units and leaders.

1-5. The core of training readiness centers on tasks that Soldiers and units train to fight and win as cohesive and effective teams. It is the progressive development and sustainment of these tasks that form the basis of a unit’s ability to conduct unified land operations.

INDIVIDUAL TRAINING

1-6. Individual Soldier skills and proficiencies establish a solid foundation for unit collective training proficiency. Soldiers train to individual tasks which are clearly defined, observable, and measurable activities accomplished by an individual. These individual tasks enable Soldiers to master the necessary fundamental skills to fight and win. Training and education prepares Soldiers to perform assigned tasks to standard. Training and education also provides the skills and confidence that individuals need in order to perform duties and accomplish missions under a wide range of circumstances, some of which may be unfamiliar. Training individual tasks occurs in the institutional, operational, and self-development training domains. (See AR 350-1 for a discussion of the training domains). Individual skill proficiency is the basis for collective task proficiency.

1-7. Individual training also includes the training that Soldiers receive and the proficiencies achieved on the individual weapons they are assigned. In addition to individual task proficiency, individual weapons

proficiencies form the backbone of the unit's ability to execute more complex and dynamic collective training under live-fire conditions and ultimately the unit's ability to successfully execute operational missions.

1-8. Unit noncommissioned officers (NCOs) ensure Soldiers meet individual task and weapons proficiencies and work to ensure those proficiencies are sustained. Unit NCOs constantly monitor—as well as constantly train and retrained as necessary—the underlying proficiencies at the individual level. In units where Soldiers cannot perform individual skills to standard, the unit cannot effectively execute collective tasks to standard.

COLLECTIVE TRAINING

1-9. Units train collective tasks which are clearly defined, observable, and measurable activities or actions. Collective tasks require organized team or unit performance, leading to the accomplishment of a mission or function. Based on the accomplishment of individual task proficiencies, units progress to more complex collective training. Collective training is the essence of teamwork, and develops the mutual trust essential to developing effective, cohesive teams.

1-10. An integral component of collective training includes the successful and lethal employment of a unit's weapons systems. This training is tied not just to the Soldier's proficiency with individually assigned weapons, but also to the proficiencies gained as part of collective teams. Proficiencies in both crew-served and platform weapon systems require the same level of constant attention and training as those at the individual level.

1-11. There are never sufficient resources or time to train every collective task equally well. Commanders and other leaders ensure training is planned for the long-range and communicated to subordinates in training guidance and unit training plans (UTPs) that prioritize battle-focused training as the unit's first training priority. Battle-focused training is that training that develops skills and proficiencies tied to unit capabilities and mission requirements (see FM 7-0 for a full discussion on battle-focused training). Unit training priorities are based upon the guidance provided by the next higher commander with consideration to the mission, time, and available training resources.

1-12. Collective training also capitalizes on a multiechelon approach, unified action partners, and multinational force training opportunities whenever possible. ***Multiechelon training is a training technique that allows for the simultaneous training of more than one echelon on different or complementary tasks.*** Combined arms training consists of tasks conducted jointly by associated warfighting functions and functional units. 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 in multiple domains and functional units simultaneously and realistically. Multiechelon training reinforces the concept that the Army trains as a team at every level.

1-13. Department of the Army Civilians train to support both operating forces and the institutional force. They provide unit continuity and fill positions that make it possible to man, equip, resource, and train units. Commanders ensure the civilian workforce gets the training, education, and experience necessary to hone skills and prepare for future positions and responsibilities. Generally, Department of the Army Civilians enter the Army with the skills and knowledge required for their positions. They continue to enhance their knowledge, skills, and abilities through the civilian education system, functional training, self-development, and progressive assignments.

Chapter 2

Commander's Activities in Training

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

ACTIVITIES OVERVIEW

2-1. Central to training, commanders perform specific and recurring activities that facilitate training to achieve 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 need to be trained and ensure subordinates understand the standards to meet. This shared understanding between the commander and subordinates is fundamental to Army training. The commander then encourages initiative and innovation in subordinates as they determine the most effective ways to achieve standards, training objectives, and meet the commander's intent for training.

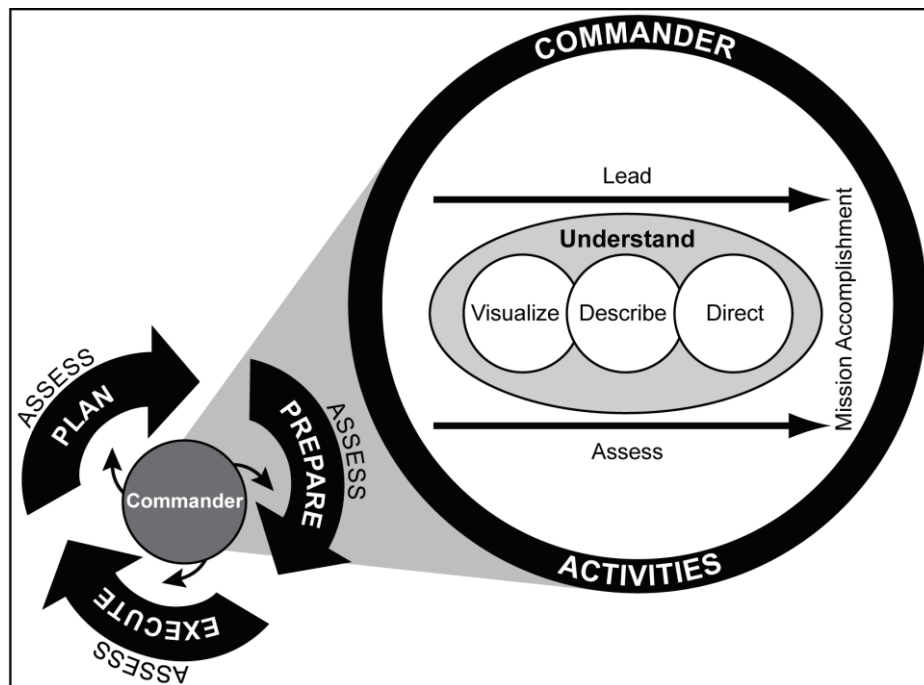


Figure 2-1. Commander's activities to guide unit training

UNDERSTAND

2-2. Unit commanders understand the next higher commander's training guidance, which drives the tasks the unit trains. The first step in devising effective UTPs, unit commanders analyze the next higher commander's training guidance and determine the tasks and weapons the unit must train to meet that guidance. This is done with an understanding of the current state of unit training readiness. During the entire

process, the unit commander maintains a continuous dialogue with the next 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 with and use web-based training resources such as the Army Training Management System (known as ATMS).

VISUALIZE

2-3. Commanders visualize how their units should conduct training based on their understanding of next higher commander's 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 required to train.

DESCRIBE

2-4. Commanders describe the desired end state of training to their subordinate leaders by providing clear, detailed, and unambiguous training guidance. They ensure that subordinates understand what tasks and weapons proficiencies to achieve, when to attain them, and how long to sustain them. In providing training guidance, the next higher commander empowers subordinate commanders to develop their own training plans based on this guidance and backbrief these plans for concurrence.

LEAD

2-5. Commanders influence unit training with their presence and leadership by 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

2-6. Once training has concluded, the commander considers the results of observed training—in particular evaluations. These evaluations along with other sources of feedback—to include the commander's own observations—provide the information necessary to accurately and objectively assess whether the unit can perform tasks 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 training readiness.

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

- | |
|---|
| <ul style="list-style-type: none">• 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. This means replicating the complex and uncertain operational environments in training that the unit will likely face in combat and other operations. Leaders ensure that Soldiers and the unit train to cope with the complex, stressful, and lethal situations they will likely 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 for 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 stability and predictability throughout the organization by protecting approved training plans from unnecessary and unprogrammed training distracters. Commanders and other leaders ensure subordinates understand the end state of training while empowering them to develop the best plan to achieve and then 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 and weapons 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, units conduct training 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 decisive 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 esprit 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 is task and standards based as it trains. Through mission analysis, leaders at every level identify the right tasks to train with their associated standards. A standard is the minimum proficiency required to accomplish a task under a specified 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 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 training is done to standard. Standards 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 challenging operational environments. Leaders and Soldiers find current Army doctrine at the Army Publishing Directorate (known as APD) website (<https://armypubs.army.mil/>).

3-8. Leaders train to standard, not to time by allocating sufficient time to train tasks to standard. 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. They prefer units to train a few tasks to standard over training many tasks below standard. Achieving the standard may require repeating tasks or restarting a training event when appropriate. Leaders always allocate time for retraining tasks during training events.

TRAIN TO SUSTAIN

3-9. Sustaining unit training 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 training proficiencies within a band of excellence. (See paragraph 4-14 for discussion on band of excellence.) This common sense approach precludes significant fluctuations 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 consistent performance and combat readiness.

TRAIN TO MAINTAIN

3-10. Maintenance is essential for continuous operations and is an integral component 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 leaders and units to operate more effectively in austere operational conditions.

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Chapter 4

Training to Win

This chapter describes the actions and activities units perform as they develop and sustain training proficiencies in order to conduct unified land operations. It then describes the actions and activities that units and leaders conduct as they plan, prepare, execute, and assess each training event.

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 proficiencies and military expertise (an essential characteristic of the Army Profession). The Army conducts 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 professional experiences that ultimately reflect in the unit's overall training readiness and its ability to conduct unified land operations.

THE ARMY OPERATIONS PROCESS

4-2. 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 as they train—as well as its terminologies, processes, and procedures—make the transition to actual operations more seamless and effective.

4-3. The unit commander is central to unit training in the same way a commander is central to the operations process. Planning, preparing, executing, and assessing unit training does not significantly differ from conducting an operation. Each unit begins a training cycle based on training guidance from the next higher commander. The unit then develops a long-range plan (known as the UTP) to progressively develop and sustain training proficiencies. Before a training event begins, leaders and staff complete much work well in advance of training. Leaders prepare detailed plans, develop training objectives, and most importantly coordinate the resources necessary to train. Additionally, leaders determine who will observe the training and determine the criteria observers will use for evaluating performance. Observed training is recorded by leaders and evaluators. These recorded evaluations provide commanders an essential part of the training feedback mechanism necessary to make accurate and objective assessments of proficiency. Commanders continually assess training proficiency to ensure the unit and individual Soldiers meet task and weapon standards. Each training event involves planning for, preparing for, executing, and assessing training. See figure 4-1 on page 4-2.

TRAINING PROFICIENCY

4-4. Training proficiency measures how well a unit or individual performs to approved standards. Soldiers and units train and are evaluated on their ability to meet standards in individual and collective tasks and weapons qualification and employment. Proficiencies built at the foundational Soldier level are tied directly to the unit's ability to execute complex mission related tasks.

- 4-5. Training proficiency at the individual level is measured by the Soldiers' ability to perform:
- Individual military occupational specialty (known as MOS) tasks (by skill level).
 - Warrior tasks (common tasks) and battle drills.
 - Qualify assigned individual weapons.

- 4-6. At the unit level, proficiency is measured by the unit's ability to—
- Perform mission-essential tasks, battle tasks, and other collective tasks.
 - Qualify crew-served and platform weapon systems.
 - Employ weapon systems while performing unit collective tasks.

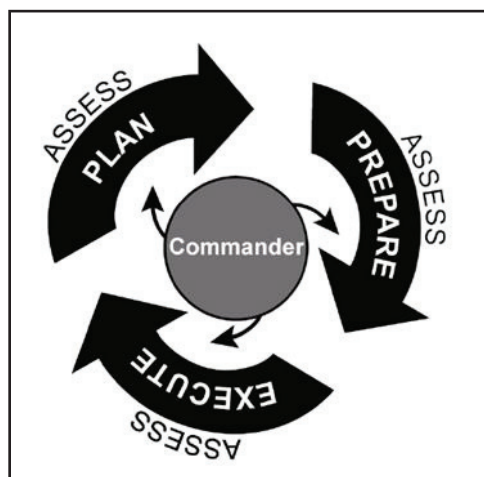


Figure 4-1. The Army operations process

4-7. Individual and collective task standards are found in training and evaluation outlines (known as T&EOs) available 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 found at the Army Publishing Directorate website.

4-8. Individual task proficiency is rated as either GO or NO-GO. 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.) Weapons proficiency for individual, crew-served, and platform systems is measured and rated as either qualified or not qualified. A unit's training readiness ties directly to the commander's assessment of reportable proficiencies as specified by AR 220-1.

Table 4-1. Measures of collective task proficiency

Acronym	Description	Rate of proficiency
T	fully trained	complete task proficiency
T-	trained	advanced task proficiency
P	practiced	basic task proficiency
P-	marginally practiced	limited task proficiency
U	untrained	cannot perform the task

DEVELOPING TRAINING PROFICIENCY

4-9. Achieving and sustaining training proficiency is the commander's challenge. Limited time, resources, and competing requirements increase the complexity of that challenge. It is essential that every unit develops a long-range plan to develop and sustain skills and capabilities. This unit long-range plan for training is the UTP. Based on guidance from the next higher commander followed by mission analysis, the development of the UTP provides the unit's battle focus strategy for training.

4-10. Lastly, throughout the training process, commanders constantly collaborate and dialogue amongst themselves and with other leaders in their chain of command. This helps ensure training plans meet the commander's intent specified in training guidance.

BATTLE FOCUS FOR TRAINING

4-11. Units cannot simultaneously train every task to standard because of mission, time, or 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 (METs) and weapon systems necessary for the unit to meet the higher commander's guidance. This is battle-focused training. Battle focus also relies on the integration and nesting of individual and collective tasks. Soldiers and units train to achieve battle focus. Figure 4-2 depicts these relationships.

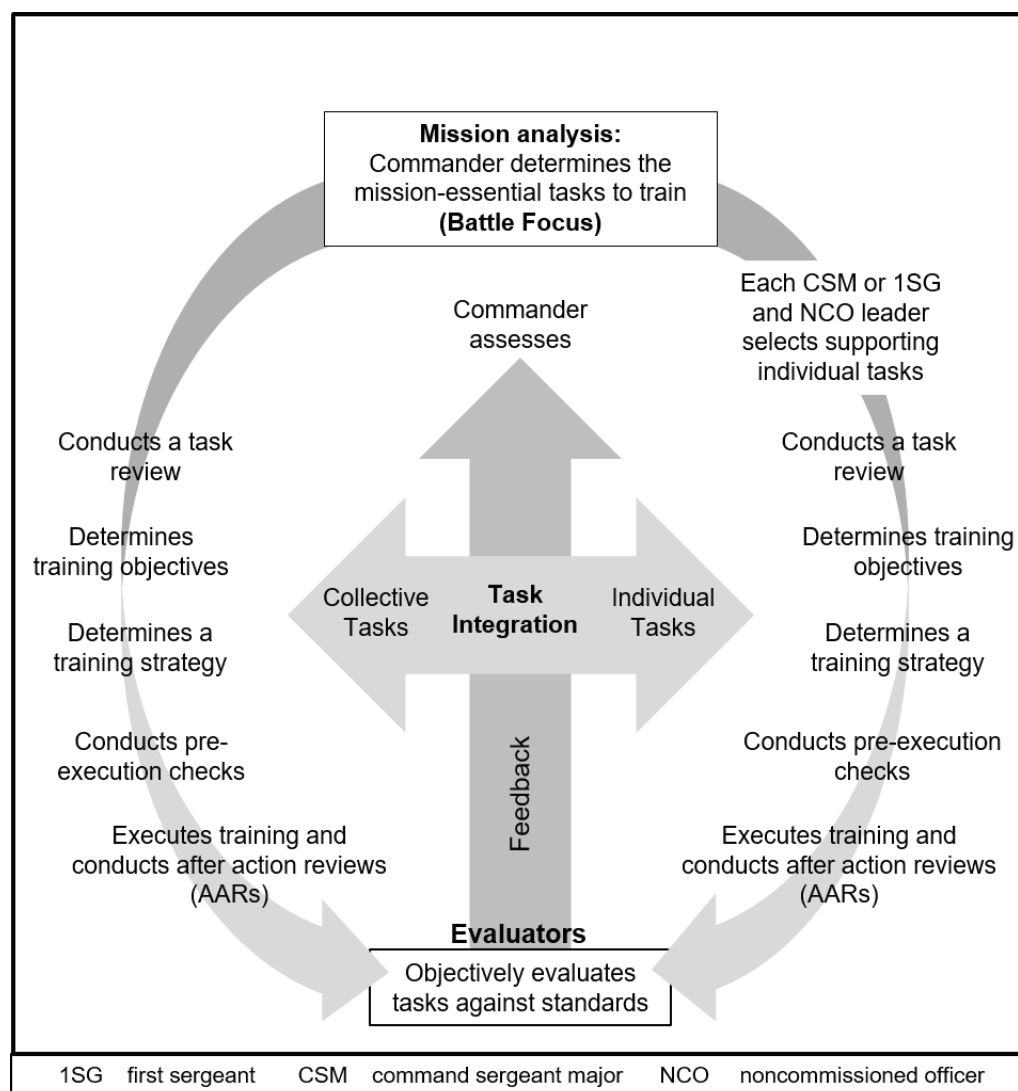


Figure 4-2. Battle focus integration of collective and individual training

4-12. 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; a combatant command (often known as COCOM); or an Army operational headquarters (such as, U.S. Army Pacific Command).

4-13. When there is no assigned mission originating from these headquarters, units train 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 next higher commander’s guidance and derived through mission analysis—represent the unit’s battle focus for training. To ensure that lower echelons and staffs have a logical process to nest the collective and individual tasks they train back to the unit’s METs, commanders use the concept of battle tasks. A battle task is a collective task platoons and staffs train that support unit mission-essential tasks. (See FM 7-0 for a full discussion on battle tasks.) Platoon and below echelons as well as staffs at echelons above use the concept of battle tasks to determine the most important tasks to train. This ensures that from the highest echelon to the lowest, the entire unit uses battle focus for its training effort.

BAND OF EXCELLENCE

4-14. Once the unit achieves required task and weapon proficiencies, it strives to maintain these proficiencies within a band of excellence. (See figure 4-3) 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.

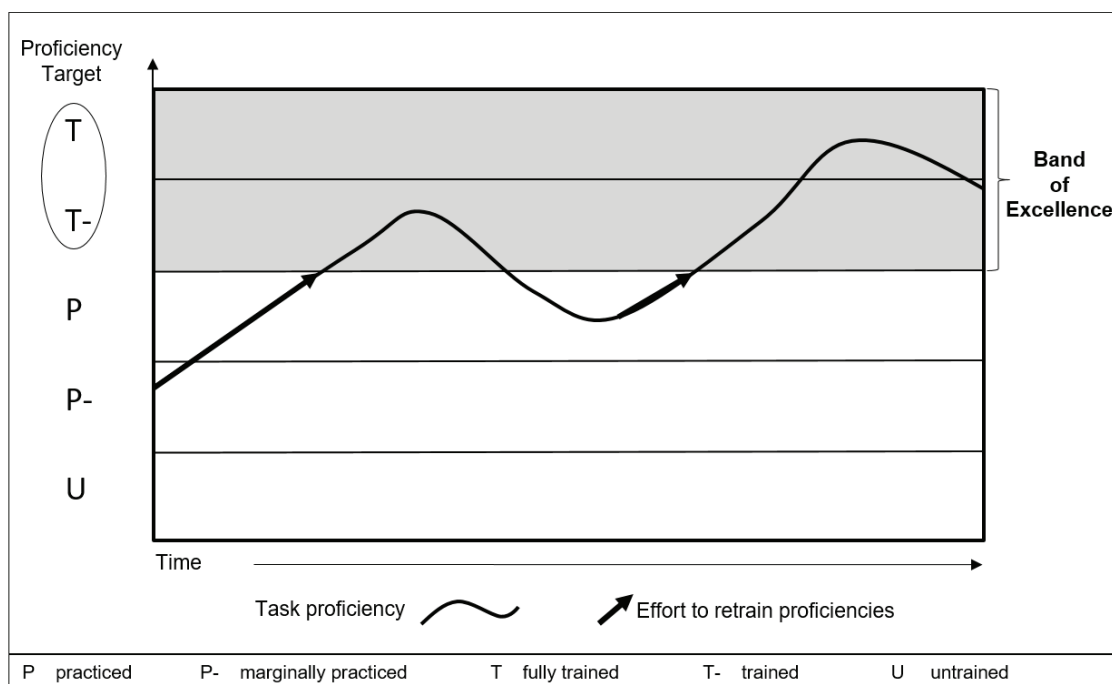


Figure 4-3. Sustaining unit proficiency in a band of excellence

4-15. To overcome the anticipated highs and lows of training proficiency, commanders continually re-evaluate training plans, current proficiencies, and strategies. Sustaining high levels of proficiency sometimes proves more difficult than developing proficiency from a starting point. By understanding and predicting the factors that affect training proficiency, commanders work to mitigate those effects and sustain higher levels of training proficiency longer.

BATTLE RHYTHM FOR TRAINING

4-16. 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 training meetings, training briefings, training resource conferences, and continual dialogues between the unit and next higher commander. 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 progression and decision making.

COMMANDERS' DIALOGUES

4-17. 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. These dialogue opportunities help ensure commanders efficiently align training plans and efforts with their higher and subordinate commanders. Commanders' dialogues also provide critical decision points so commanders can—

- Agree on expected unit training proficiencies and training readiness.
- Adjust training plans if necessary.
- Ensure training resources are coordinated.
- Ensure training resources are available when and where needed.

LEADER TRAINING CERTIFICATION AND DEVELOPMENT

4-18. 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 develops leaders as part of every training event and ensures all training is led by trained and certified leaders. Commanders 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.

4-19. One method to match the development of leaders to training units involves the crawl-walk-run methodology. Effective units that enter collective events at the crawl level have unit leaders at the walk level of competence before executing the event, or units at the walk level have leaders at the run level. This development ensures that 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 established and the training end state is achieved.

RESERVE COMPONENT TRAINING

4-20. The Regular Army and Reserve Components—the Army National Guard and Army Reserve—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.

4-21. 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 as well as individual weapons proficiency. They focus postmobilization training on company-level and above collective tasks and unit weapon system proficiencies. (See FM 7-0 for a discussion on training Reserve Component units.)

PLANNING HORIZONS

4-22. Planning horizons for training mirror those described in ADP 5-0. The long-, mid-, and short-range planning horizons help commanders place the execution of the UTP in the time frames necessary to develop

and sustain unit training proficiencies. The planning horizons also assist commanders in understanding the activities, coordination, and planning necessary to ensure they have resources available when training begins.

4-23. Planning for unit training follows the military decision-making process (known as the MDMP) or troop leading procedures (known as TLP). Commanders with a coordinating staff use the military decision-making process when developing a plan; commanders of company-level and smaller units use troop leading procedures when planning training events. Planning for unit training supports the training principle: *train as you fight*. Leaders trained in—and proficient in—the Army’s planning processes adapt more easily to planning and executing operations when deployed.

LONG-RANGE PLANNING

4-24. Army units develop long-range training plans focused on developing and sustaining training proficiencies. The UTP is the unit’s long-range training plan that identifies the methodology and progressive training events that build and sustain proficiency. Units develop their UTP by using the Army operations process and by following training guidance.

4-25. The long-range planning horizon covers a unit’s training strategy spanning many months and often years (see FM 7-0 for recommended long-range planning horizons by echelon). This planning synchronizes unit efforts and supporting installation agencies so that training events can be fully resourced and executed. The long-range planning horizon is described by training guidance and graphically depicted on the unit’s long-range training calendar as a primary component of the UTP. The mid-range planning horizon further refines the long-range planning horizon by detailing the activities and coordination required for each training event. The short-range planning horizon defines the specific final actions weeks prior to and at the point of training event execution.

TRAINING GUIDANCE

4-26. Issuing training guidance is every commander’s responsibility. It begins the process for subordinate commanders to understand and determine what tasks and weapons to train in order to support the higher command’s training focus. Once guidance is received from the next higher commander, the process of mission analysis helps the unit commander determine how best to support the next higher unit and determine the collective tasks and weapons proficiencies necessary to ensure mission success. The unit commander then issues training guidance to subordinates; the guidance communicates the commander’s training expectations. This communication ensures that training plans and activities are nested from one echelon to the next. Commanders issue training guidance early enough in the process to ensure subordinates have sufficient time to plan and resource their own training effectively.

MISSION ANALYSIS

4-27. When conducting a mission analysis, in addition to the next higher commander’s training guidance, the unit commander gathers and analyzes all available information to assess the current condition of the unit’s training proficiencies. Once the unit commander has identified and assessed the collective tasks and weapon qualification standards on which to train, the unit commander backbriefs the next higher commander the results of the analysis. During this dialogue, the two commanders confirm that the unit commander understands the next higher training guidance, focusing on the tasks that will be trained.

4-28. After the backbrief, the unit commander begins to develop the UTP covering the long-range planning horizon. The UTP with its associated long-range training calendar identifies the progressive training events (crawl-walk-run) for the unit to train. Subordinate commanders and leaders continue parallel and collaborative planning throughout this process as they conduct their own mission analysis and develop their UTPs to support the higher unit’s capabilities or mission.

COURSE OF ACTION DEVELOPMENT

4-29. Commanders develop 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 mission, time, and resources, a commander develops a single course of action (COA) rather

than multiple COAs. COA development focuses on determining and sequencing the progressive multiechelon training events that train the selected METs and unit weapons.

4-30. Commanders and other leaders closely review known information as they develop the COAs. For organizations based on a table of organization and equipment, the combined arms training strategy (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 fundamental planning and 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.

PLANNING CONSIDERATIONS FOR EACH COURSE OF ACTION DEVELOPED

4-31. As the commander and staff develop training COAs, they—

- Prepare the long-range calendar.
- Apply the command or installation time management cycle.
- Post the next higher unit (multiechelon) training events.
- Determine own 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 for each event.
- Ensure time is programmed for subordinate units to train.

4-32. 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.

4-33. To prioritize training resources at the installation level, the senior commander establishes a time management cycle. A time 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 a time management cycle 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 long-range training calendars depict time management cycles.

4-34. 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 next higher commander. It prevents units from planning their own events during these periods. Instead, units 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.

4-35. When determining the unit training events to plan, 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.

4-36. Using the long-range 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 activity in the unit (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.

4-37. 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 with restricted resources.

4-38. 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 long-range training calendar, this is visually depicted as white space—representing training opportunities available for subordinate unit training.

Unit Training Plan Briefing

4-39. Once the UTP is briefed to the next higher commander (company to battalion; battalion to brigade), the plan is briefed by brigade-level commanders to the division-level commander for final approval. 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.

Publish the UTP

4-40. Once the division-level commander approves the brigade level UTP, it is then published to battalions; battalions publish their UTP to companies; and companies publish their UTP to platoons. There is no UTP below company level, but platoons and below nest what they train and how they train to support company UTPs. At brigade level and below, commanders publish the UTP in the operation order format with the associated long-range training calendar.

MID-RANGE PLANNING

4-41. The mid-range planning horizon focuses on preexecution planning for each training event identified in the UTP. The mid-range planning horizon is applied to each training event depending on the date training is to occur. In most cases, this is months in advance of training event execution. Training events provide the venue in which individual tasks, collective tasks, and weapon systems are trained, observed, and evaluated, but by themselves are not a measure of unit training proficiency. Training objectives selected for tasks trained during each training event identify the tasks trained and the desired outcome of each in terms of the task proficiencies to achieve. Effective commanders continually evaluate and assess task and leader proficiency as units execute training events. All training events are planned and executed following the Army operations process (plan, prepare, execute, and assess). Additionally, the effectiveness of training events to achieve task proficiency is evaluated and assessed after the fact to make future events better. 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 training time lost.

4-42. During the mid-range planning horizon, training meetings and quarterly or yearly training briefings provide venues 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 the most recent training; they ensure that resources for 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.

4-43. Quarterly or yearly training briefings conducted during the mid-range planning horizon provide division-level commanders visibility of the progression of brigade UTPs. They also provide senior commanders the opportunity to provide interim training guidance and to make training plan course corrections as necessary.

SHORT-RANGE PLANNING

4-44. As the date of training execution approaches, planners and leaders continue to monitor and coordinate actions and activities to ensure success of each training event. These final preparations ensure that proper coordination and resourcing has been conducted and also ensures that units are prepared to conduct training as planned. For Regular Army units the short-range planning horizon is six weeks prior to training execution. For Reserve Component units, this is ninety days from training execution. (For a detailed description of short-range training activities, see FM 7-0).

4-45. In preparation for training event execution, preexecution checks are essential to ensure that all actions and activities prior to execution are completed. For example, in planning a range, the unit identifies when ammunition requisitions must be submitted. Another example would be the weeks before the event that Class I must be ordered. These weeks just before the training event occurs are organized in 'T-weeks'—a backward planning technique that identifies specific activities units conduct prior to training to ensure coordination is done in time and resources are available when needed. See FM 7-0 for a full discussion of preexecution checks and T-week activities.

LOCK-IN AND PROTECT TRAINING

4-46. As a key part of final training event preparations, commanders aggressively protect approved and scheduled training from subsequent changes and unprogrammed training distracters. Failure to protect training can easily 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, commanders publish training schedules at the company level and aggressively protect it. When this high degree of training discipline is maintained, Soldiers and their leaders can confidently predict that training will occur as planned.

PUBLISH TRAINING SCHEDULES

4-47. Company training schedules are published weekly during the short-range training horizon. Training schedules provide 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).

4-48. Training schedules are written orders and provide predictability by locking in approved training weeks (and months for Reserve Component units) before training begins. Training schedules are usually organized by—or coincide with—training weeks and cover a full week or more. Adhering to published training schedules maintains stability and discipline 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

4-49. Effective training occurs following detailed and coordinated planning and preparation. 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, tested, 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 best 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.

4-50. 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.

4-51. 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 more adept at performing in varying positions and under increasingly stressful conditions and situations.

ASSESSING PROFICIENCY

4-52. Assessing unit training is a two-step process of objectively evaluating performance and assessing the results of evaluations. (See figure 4-4.) Following observed and evaluated training, commanders assess the unit's ability to execute tasks to standard. In addition to evaluations, commanders consider after action reviews, the commander's own personal observations, and other sources of feedback before making objective, holistic assessments of tasks, weapons, and overall unit training proficiency. Based on these continual assessments, commanders report the unit's training readiness. (See AR 220-1 for unit readiness reporting.)

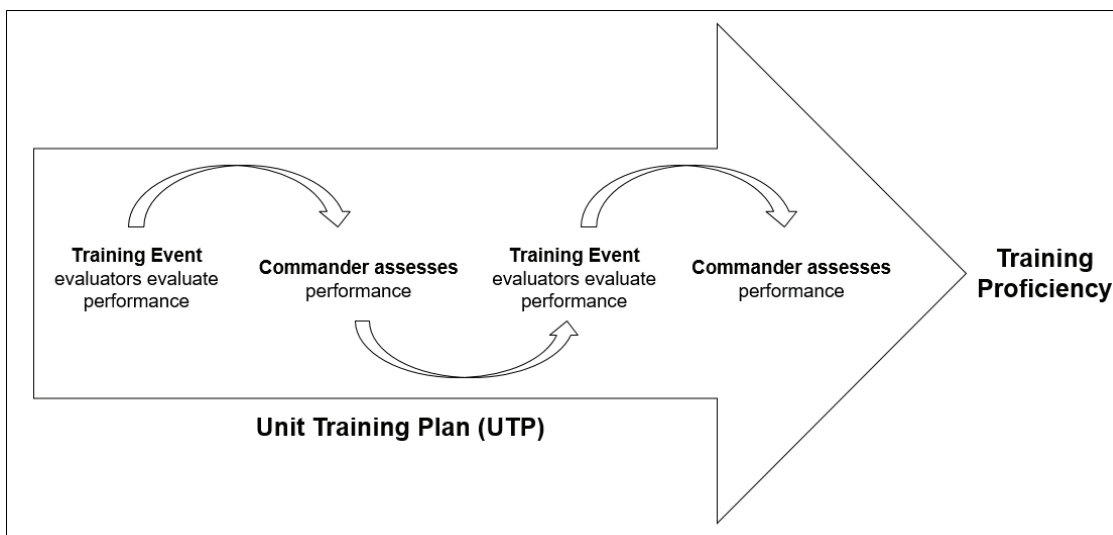


Figure 4-4. Cycle of evaluating and assessing training proficiency

EVALUATIONS

4-53. Evaluations are conducted by leaders who are trained and certified to conduct them. Additionally, evaluations are objective measures of observed performance against an approved standard of performance. Proponents establish these standards for individual and collective tasks as well as for weapons proficiencies. The Army publishes training standards in training and evaluation outlines for tasks, and in training circulars and other doctrinal publications for weapons proficiency.

ASSESSMENTS

4-54. Using the results of observed and evaluated task performance and other sources of feedback, unit commanders assess collective task proficiency using proficiency ratings of T, T-, P, P-, or U. (See table 4-1 on page 4-2 for proficiency ratings.) These assessments are recorded for training management purposes as well as training readiness reporting requirements. Weapons proficiency is recorded in accordance with applicable weapons publications.

AFTER ACTION REVIEWS

4-55. 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 tasks.

4-56. 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.

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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

ADP	Army doctrine publication
AR	Army regulation
CATS	combined arms training strategy
COA	course of action
DA	Department of the Army
FM	field manual
MET	mission-essential task
NCO	noncommissioned officer
UTP	unit training plan

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 activity in the unit. (FM 7-0)

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