ARMY TRAINING MANAGEMENT

ADP 7-0

TERMINAL LEARNING OBJECTIVE

ACTION: Identify the elements of the Army’s fundamental role of training units and developing leaders.

CONDITION: Given instruction by a CAID instructor and a classroom.

STANDARD: The students will identify the elements of training Army units IAW ADP 7-0 Training Units and Developing Leaders, ADRP 7-0 Training Units and Developing Leaders, Unit Training Management, Army Training Network, and score a 70% on a written exam.

WHY?

“Good leaders take pride in planning, preparing, executing, and assessing training.”

General Martin Dempsey
CJCS

ADMINISTRATIVE DATA

SAFETY: (General) In case of a Fire, use Fire Exits
RISK: LOW
ENVIRONMENTAL: NONE – No Cell Phone Use
EVALUATION: Your performance on the PE

REFERENCES

• Army Training Network (ATN)
  – Single, web-based portal to doctrine, processes, and resources for training Army units
  – Combined Arms Training Strategy (CATS)
  – Digital Training Management System (DTMS)
  – Leaders Guide to After Action Reviews
  – Mandatory Training (AR 350-1)
  – Leaders Guide to Company Training Meetings
  – Training Enablers and Products
  – https://atn.army.mil

TRAINING ENABLERS

• Army Training Network (ATN)
  – Single, web-based portal to doctrine, processes, and resources for training Army units
  – Combined Arms Training Strategy (CATS)
  – Digital Training Management System (DTMS)
  – Leaders Guide to After Action Reviews
  – Mandatory Training (AR 350-1)
  – Leaders Guide to Company Training Meetings
  – Training Enablers and Products
  – https://atn.army.mil
TRAINING ENABLERS

• Combined Arms Training Strategies (CATS)
  – ATN has numerous links to training materials which can assist unit training managers develop and conduct training.
  – Provides training materials to reduce planning time
  – Provides task-based, event driven training strategies designed to assist unit commander
  – Provides training events, frequency, and duration that a commander uses in developing unit training guidance, strategy, and calendars.

• Digital Training Management System (DTMS)
  – Web based program to manage training readiness
  – Training Schedules
  – METL Assessments
  – Assess training readiness
  – Monitor individual training

ENABLING LEARNING OBJ 1

ACTION: Identify and define the Army's principles of unit training, leader development, and the roles of the commander.

CONDITIONS: Given instruction by a CAID instructor and a classroom.

STANDARD: The student will identify and define the Army's principles of unit training, leader development, and the roles of the commander.

UNIT TRAINING AND LEADER DEVELOPMENT

PRINCIPLES OF LEADER DEVELOPMENT

• Operational Domain – training activities organizations undertake while at home station, at maneuver combat training centers, during joint exercises, and while operationally deployed.

• Self-development training domain – goal oriented learning that reinforces and expands the depth and breadth of an individual’s knowledge base

• Institutional training domain – Army’s institutional training and education system, which includes primary training centers (U.S. Army Training and Doctrine Command)

PRINCIPLES OF LEADER TRAINING

The Army’s principles of leader development
1. Lead by example
2. Develop subordinate leaders
3. Create a learning environment for subordinate leaders
4. Train leaders in the art and science of mission command
5. Train to develop adaptive leaders
6. Train leaders to think critically and creatively
7. Train your leaders to know their subordinates and their Families
**PRINCIPLES OF UNIT TRAINING**

The Army's eleven principles of unit training
1. Commanders and other leaders are responsible for training.
2. Noncommissioned officers train individuals, crews, and small teams.
3. Train to standard.
4. Train as you will fight.
5. Train while operating.
6. Train fundamentals first.
7. Train to develop adaptability.
8. Understand the operational environment.
9. Train to sustain.
10. Train to maintain.
11. Conduct multiechelon and concurrent training.

**ROLE OF THE COMMANDER**

- Understand
- Visualize
- Describe
- Direct
- Lead
- Assess

**MISSION ESSENTIAL TASK LIST**

**METL:**

A mission-essential task represents a task a unit could perform based on its design, equipment, manning, and table of organization and equipment/table of distribution and allowances mission.

A mission-essential task list is a compilation of mission-essential tasks.

(ADRP 7-0)

**ENABLING LEARNING OBJ 2**

**ACTION:** Define and crosswalk the Mission Essential Task List, Mission Essential Tasks, collective training, and individual training.

**CONDITIONS:** Given instruction by a CAID instructor and a classroom.

**STANDARD:** The student will define and crosswalk the Mission Essential Task List, Mission Essential Tasks, collective training, and individual training.

**INDIVIDUAL TRAINING**

- Individual Training
- Proficiency of individual Soldiers to perform specified tasks related to an assigned duty position and skill level.
- Individual task training occurs both at institutional level and unit training.
- Units continue individual training to improve and sustain proficiency levels.
COLLECTIVE TRAINING

- Collective Training
  - Reinforces foundations of individual training and introduces additional skills needed to support the units mission and readiness.
  - Contribute to the unit’s training objectives and mission essential task proficiency.
  - Occurs at home station and maneuver combat training centers.
  - Unit training develops and sustains organization’s readiness by achieving and sustaining proficiency.

METL CROSSWALK

<table>
<thead>
<tr>
<th>COMPANY COLLECTIVE TASKS</th>
<th>COMPANY METL TASKS</th>
<th>PLATOON COLLECTIVE TASKS</th>
<th>PLATOON INDIVIDUAL TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and apply the operations process when planning unit training.</td>
<td>Conditions: Given instruction by a CAID instructor and a classroom.</td>
<td>Standard: The student will apply the operations process when planning unit training.</td>
<td></td>
</tr>
</tbody>
</table>
DEVELOPING A COMPANY LEVEL TRAINING PLAN

Step 3 – Make a tentative plan
- Mission Analysis
  - Determine collective tasks to train
  - Operational environment to replicate
  - Resources needed
  - Training limitations – constraints and restraints
- Course of Action Development
  - Develop the single, most logical COA to conduct training
  - Utilize CATS for training strategy
  - Higher commander approves/modifies plan

Step 4 – Initiate Movement
- Subordinates begin actions that facilitate execution of plan
Step 5 – Conduct Reconnaissance
- Schedule resources when required. IE training area, ranges, simulations, simulators, and facilities.
Step 6 – Complete the plan
- Make final updates before providing final approved plan to subordinates
Step 7 – Issue the Order
- Issue a five paragraph OPORD
Step 8 – Supervise and Refine
- Company training meetings to ensure training is on track

DEVELOPING A COMPANY LEVEL TRAINING PLAN

Step 1 – Receive the mission
  - Receive WARNO from higher commander
  - Leaders perform initial assessment of the mission and determine collective tasks the unit will train on and time and resources necessary to achieve collective task proficiency
  - Ensure all subordinate elements have adequate training time to achieve task proficiency
Step 2 – Issue a Warning Order
  - Provide subordinates with training mission, tasks to be trained on, and timeline
  - Follows the five paragraph OPORD format

PREPARE

Preparation is the transition from planning to execution
TRAINER CERTIFICATION

- Understand commanders guidance
- Know tasks to be trained (T&EO)
- Reviews references
- Gathers and prepares training support
- Conduct pre-train of training site
- Conducts risk assessment
- Rehearsal for trainer and other trainers
- Plans, prepares, and rehearses AARs

PRE EXECUTION REHEASALS

- Identify weak points in the plan
- Teach effective training techniques
- Coach the trainer until they are comfortable
- Safety and environmental considerations are met
- Leaders are tactically and technically proficient
- Determine how the trainer will evaluate the training
- Assess subordinate trainer competencies and provide feedback
- Give subordinates confidence in their ability to train

CRAWL-WALK-RUN TRAINING

- Crawl
  - Train each task step.
  - Train task step in sequence.
  - Train complete task until done correctly.
- Walk
  - Train to training objective standard.
  - Work as crews or small units.
- Run
  - Train collectively to achieve and sustain proficiency.
  - Train under conditions that simulate combat.
  - Develop effective team relationships.

PRE EXECUTION CHECKS

- Are Soldiers trained on prerequisite tasks?
- Are ranges and facilities requested; recon of site complete?
- Leaders certified to conduct range operations?
- Convoy clearances submitted and approved?
- Are Class I, III, V supplies requested w/ pick-up times finalized?
- Have risk assessments been completed?
- Back brief to the chain of command coordinated?
- Is time allocated/scheduled for retraining?

LEADER DEVELOPMENT

- Primary opportunity to coach and mentor subordinates
- Subordinate leaders are developed during planning and execution
- Senior leaders development is planned, conducted, and assessed for each major training event
- Training objectives must be nested with the unit training plan

EIGHT STEP TRAINING MODEL

- Step 1: Plan the Training
- Step 2: Train/Certify
- Step 3: Recon the Site
- Step 4: Issue the Plan
- Step 5: Rehearse
- Step 6: Execute
- Step 7: Conduct AAR
- Step 8: Retrain
**EXECUTE**

*Training execution:*
Effective training builds proficiency, teamwork, confidence, and cohesiveness. Effective training is competitive. Efficient and effective training is well structured to increase individual Soldier and leader task proficiency before and during training on collective tasks.

Among the three aspects of leader development—training, education, and experience—experience is the most direct and powerful. Subordinates learn by doing. Lessons learned while making mistakes can be the best way to improve as a leader. Commanders give their subordinates the freedom to succeed and learn through their mistakes. The operational environment is not only challenging but also unpredictable... Solving unforeseen problems drives leaders to use critical and creative thinking to find a solution.

**COMPANY TRAINING MEETING**

*Agenda:*
- Review last weeks training: 15 minutes
  - Conducted, not conducted, retraining, assessment
- Coordination (De-conflict Training Issues): 30 minutes
- Review command guidance, T-5 thru T-1
- Planning future training: 15 minutes
  - CDRs guidance, confirm resources, review T-6 & T-7 training schedule

*Outputs:*
- T-6 & T-7 training schedules
- *Training schedules = contract with your subordinates*

---

**TRAINING MEETINGS**

- Non-negotiable at battalion and company level
- Focus on:
  - **Battalion Level: Training Management**
  - **Company Level: Specifics of executing training to standard (Training Execution)**
- A Leaders’ Guide to Company Training Meetings

---

**TRAINING MEETING**

*PARTICIPANTS*
- Commander
- Executive Officer
- First Sergeant
- Platoon Leader
- Platoon Sergeant
- Training NCO
- Maintenance NCO
RETRAINING

- Not all tasks will be completed to standard on the first or second attempt
- Allocate time and resources to retrain
- Training is incomplete until the unit or individual attains the Army standard on the task IAW the training and evaluation outline (T&EO)
- Substandard performance cannot be acceptable

TRAINING FEEDBACK FOR LEADERS

- Personal observations of training
- Assessment and feedback from higher
- After Action Reviews (AARs)
- Subordinate leader and Soldier Feedback
- Trainer and/or O/C comments
- Leader performance

RECOVERY FROM TRAINING

- Recovery is an extension of training. A training event has not ended until recovery is complete.
- Recovery ends when the organization is again prepared to conduct collective training and operations.
- Recovery includes—
  - Inspecting and maintaining equipment and personnel.
  - Accounting for equipment, training support items, and ammunition.
  - Gaining insights on how to make the next exercise better.

AFTER ACTION REVIEWS

“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, with the objective of improving future performance. It includes a facilitator, event participants, and other observers.” ADRP 7-0

- Focus directly on training objectives
- Emphasizes meeting Army standards
- Uses leading questions to encourage participation
- Allow large number of Soldiers and leaders to participate

ASSESS

“Commanders assess and evaluate all aspects of training management, including the planning, preparation, execution, and ultimate task proficiency”

FOUR PARTS OF AN AAR

- Review what was supposed to happen (training plans)
- Establish what happened
- Determine what was right or wrong with what happened
- Determine how the task should be done differently the next time
**AAR RULES OF ENGAGEMENT**

- Bottom line: This is your AAR
- Success = Learning
- Participate in this interactive professional discussion
- Foster the non-hostile environment (spirited, but not emotional)
- Be thick-skinned (put your ACH on and buckle your chin straps)

**EVALUATION RATINGS**

- Evaluation Ratings (Specific Tasks)
  - “Go”
  - “No Go”
- Training and Evaluation Outlines (T&EO)
  Summary document that provides information on objectives, evaluation procedures, and performance measures.

**TRAINING & EVALUATION OUTLINES**

- Informal ★
- Internal ★
- Formal ★
- External ★

<table>
<thead>
<tr>
<th>Internal</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ An evaluation of squad and below proficiency. For example, squad leaders evaluate the squad individual and collective tasks.</td>
<td>★ An evaluation of battalion / company / battalion proficiency. For example, battalion evaluates platoon A&amp;R/TE training events.</td>
</tr>
</tbody>
</table>

**TRAINING EVALUATIONS**

- Informal ★
- Internal ★
- Formal ★
- External ★

<table>
<thead>
<tr>
<th>Internal</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ A function of unit leadership whenever training is conducted. For example, squad leader checks vehicle recommended.</td>
<td>★ Conferred by leaders during visits to training of subordinate units. For example, CM spot checks squads' range cards.</td>
</tr>
</tbody>
</table>
TRAINING ASSESSMENTS

- Assessment Ratings (METL)
  - "T" (trained)
  - "P" (needs practice)
  - "U" (untrained)

Commanders consider the following:
- Own observances and those of subordinate leaders
- Feedback from AAR
- Results of unit evaluations

THREE TYPES OF RISK

TACTICAL RISK
- Risk concerned with hazards that exists because of the presence of either the enemy or an adversary

ACCIDENTAL RISK
- Risk includes all operational risk considerations other than tactical risk

RESIDUAL RISK
- Risk level remaining after controls have been implemented for the hazard

ENABLING LEARNING OBJ 4

ACTION: Identify and apply the steps of composite risk management.
CONDITION: Given instruction by a CAID instructor and a classroom.
STANDARD: The student will identify and apply the steps of composite risk management.

RISK MANAGEMENT PROCESS

Step 1. Identify hazards.
Step 2. Assess hazards to determine risks.
Step 3. Develop controls and make risk decisions.
Step 4. Implement controls.
Step 5. Supervise and evaluate.

FM 100-14, p. 2-0, 2-2

RISK MANAGEMENT

Risk management is the process of identifying, assessing, and controlling risks arising from operational factors and making decisions that balance risk costs with mission benefits.

PREVENTABLE LOSS IS UNACCEPTABLE

FM 100-14, p. 1-1

IDENTIFY HAZARDS

Step 1 - Identify Hazards: Consider all aspects of current and future situations, environment, and known historical problem areas. Use the factors of METT-TC (Mission, Enemy, Terrain and Weather, Troops, Time, and Civilians).

FM 100-14 PG 2-2/2-7
ASSESS HAZARDS

STEP 2: IS CONDUCTED IN THREE SUBSTEPS
1. SUBSTEP A – DEGREE OF PROBABILITY
2. SUBSTEP B - DEGREE OF SEVERITY
3. SUBSTEP C - ESTIMATE LEVEL OF RISK

DEGREE OF PROBABILITY

PROBABILITY - The likelihood that an event will occur. There are five degrees of probability:
1. Frequent (A) - Occurs very often, continuously experienced
2. Likely (B) - Occurs several times
3. Occasional (C) - Occurs sporadically
4. Seldom (D) - Remotely possible; could occur at some time
5. Unlikely (E) - Can assume it will not occur, but not impossible

DEGREE OF SEVERITY

SEVERITY - The degree of injury or illness, loss of or damage to equipment or property, environmental damage, or other mission impairing factors. There are four degrees of severity.
1. Catastrophic (I) - Loss of ability to accomplish the mission or mission failure
2. Critical (II) - Significantly (severely) degraded mission capability or unit readiness
3. Marginal (III) - Degraded mission capability or unit readiness
4. Negligible (IV) - Little or no adverse impact on mission capability

ESTIMATE LEVEL OF RISK

RISK LEVEL – Estimating risk follows from examining the outcomes of both the probability and severity of hazardous incidents. There are four levels of risk.
1. Extremely High Risk (E) - Loss of ability to accomplish the mission if hazard occurs during mission
2. High (H) - Significant degradation of mission capabilities in terms of the required mission standard
3. Moderate (M) - Expected degraded mission capabilities in terms of the required mission standard
4. Low (L) - Expected losses have little or no impact on accomplishment of mission
DEVELOP CONTROLS & MAKE RISK DECISION

STEP 3:
- Develop specific controls for each hazard
- Do not lump controls together for multiple hazards
- Be specific
- Controls should result in reduction of severity, probability or both
- If there is no reduction reassess the controls

IMPLEMENT CONTROLS

STEP 4:
- Assign responsibility for implementation of controls
- Communicate requirements to all involved
- Incorporate into mission documents and briefings
- SOPs
- Orders
- Briefings and back-briefs
- Training
- Rehearsals
**SUPERVISE AND EVALUATE**

**STEP 5:**
- Supervise
  - All soldiers responsible for:
    - Performing to standard
    - Executing controls
    - Recognizing unsafe acts and conditions
  - Leaders are also responsible for enforcement
- Evaluate
  - Effectiveness of controls (adjust/update)
  - Feedback - AARs

*Remember*

Risk Management Process

1. Identify Hazards
2. Assess Hazards
3. Develop Controls & Make Risk Decisions
4. Implement Controls
5. Supervise & Evaluate

https://safety.army.mil