USAREC TRAINING CIRCULAR 5-03.4
TRAINING AND LEADER DEVELOPMENT

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Headquarters
United States Army Recruiting Command
1307 3rd Avenue
Fort Knox, Kentucky 40121-2725

RECRUITING

RECRUITING
U.S. ARMY

SUMMARY of CHANGE

USAREC Training Circular 5-03.4
Training and Leader Development

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o   Updated The Doctrine Division mailing and email addresses.

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Training and Leader Development

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PREFACE

The United States Army Recruiting Command (USAREC) publication, USAREC Training Circular (UTC) 5-03.4, Training and Leader Development, expands on the fundamental concepts and requirements introduced in USAREC Manuals 3-0, 3-29, 3-30, 3-31, and 3-32. This UTC augments fundamental principles discussed in Field Manual (FM) 7-0, Train, TRADOC Regulation (TR) 350-70, Army Learning Policy and Systems, and USAREC Regulation (UR) 350-1, Training and Leader Development. USAREC units experience a complex and changing operational environment requiring all leaders to master the fundamentals of recruiting while maintaining Soldier and leader task proficiency. The criticality of performing analysis, designing, developing, implementing, and evaluating sound training is not only essential to prepare Soldiers but also to shape the command's ability to execute operations and complete its mission.

PURPOSE

This Training Circular describes the tactics, techniques, and procedures to prepare, conduct, and evaluate training and leader development within the United States Army Recruiting Command. USAREC's constant operational mission and geographical dispersion are unlike most Army units and must not result in diminishing training requirements. FM 7-0, Training (14 June 2021) describes the principles on training. In this unique environment, leaders follow these principles but adapt and incorporate more "*train while operating*" to meet training needs.

SCOPE

This UTC supports the concepts of training and leader development in USAREC Manuals 3-0, 3-29, 3-30, 3-31, and 3-32. Leaders, Recruiters, and civilians should refer to the appropriate publication as it pertains to their level of application. This UTC establishes the fundamental training methodologies for all USAREC personnel to effectively develop subordinates and successfully execute recruiting operations.

APPLICABILITY

This manual applies to all members of USAREC, including enlisted (prior service and non-prior service), chaplain, health care, and Special Operations Recruiting Battalion (SORB) recruiters. Although there are differences between these recruiting organizations, the basics of prospecting, processing, and analysis are similar in methodology. This UTC supports all the critical individual recruiting tasks relating to the content of this manual, and they are accessible through the CAR.

ADMINISTRATION INFORMATION

The proponent for this publication is the Doctrine Division, G–3/5/7, Headquarters, United States Army Recruiting Command. Send comments and recommendations on Department of the Army (DA) Form 2028, Recommended Changes to Publications and Blank Forms (Jun 2018), to HQ USAREC, ATTN: Doctrine Division, 1307 Third Avenue, Fort Knox, KY 40121, or by email to usarmy.knox.usarec.list.doctrine@army.mil.

INTRODUCTION

Training and Leader Development is the preservation and effectiveness of all training, education, and leader development actions that occur within the Army and United States Army Recruiting Command (USAREC) culture, a culture that embraces the values and ethics, the Warrior Ethos, standards, and enduring principles and imperatives. Training and Leader Development is not linear; it is a continuous and enduring process that is planned, prepared, executed, and assessed throughout USAREC operations and encompasses everything that makes USAREC leadership and recruiters effective and competent. This Training Circular represents one of eight recruiting functions. The Training and Leader Development function is the foundation of building a base critical to the execution of all others. The intent of each chapter is to look at the content from a training perspective, identify training indicators, and provide a methodology to develop and execute training.

USAREC Training Circular (UTC) consists of twelve chapters:

Chapter 1 discusses an overview of the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) Process.

Chapter 2 expands on the Analysis Phase of the ADDIE Process with a focus on the types of analysis used to evaluate unit and organizational training.

Chapter 3 expands on the Design Phase of the ADDIE Process, identifying learning objectives, styles, and domains.

Chapter 4 expands on the Development Phase of the ADDIE Process, focusing on the identification and verification of training material and resources.

Chapter 5 expands on the Implementation Phase of the ADDIE Process, which includes final coordination, training proficiency, conducting rehearsals, and preparing learning material for distribution.

Chapter 6 expands on the Evaluation of the ADDIE Process to meet training standards and revisions.

Chapter 7 discusses the correlation between the ADDIE Process and the 8-Step Training Model, Troop Leading Procedures (TLP), and Military Decision-Making Process (MDMP).

Chapter 8 discusses the Mission Accomplishment Plan (MAP) template as a training indicator tool to expose deficiencies at the prospecting and processing lines of efforts.

Chapter 9 discusses the Company/Station Training Assessment Review (CSTAR) template to analyze the company's or station's operational capabilities and identify training needs.

Chapter 10 discusses the Digital Training Management System (DTMS) as a System of Record for capturing planned and completed training from the unit level to the individual Soldier.

Chapter 11 discusses Training Tactics, Techniques, and Procedures (TTP) that aid the command in accomplishing training goals while maintaining a consistent operational tempo.

Chapter 12 discusses the personnel development of the Soldiers assigned to USAREC through the utilization of the Individual Development Plan (IDP) and Professional Development Model (PDM).

There exists a dynamic relationship between training and the development and execution of the operations plan. Without training, the ability to execute the operations plan, regardless of how well planned, becomes more difficult and is less likely to succeed. Similarly, the analysis that is part of training plan development uses the same documents as developing the operations plan; therefore, they are mutually supporting.

The end-state of this Training Circular is to educate and assist all USAREC personnel in the steps of identifying and prioritizing training needs, designing training that matches the requirements of the audience, and developing training that culminates in a sound and effective training plan.

Chapter 1

ADDIE PROCESS OVERVIEW

INTRODUCTION

1-1. The Analysis, Design, Development, Implementation, Evaluation (ADDIE) Process is a systematic approach to developing institutional as well as operational training. It provides a framework for considering factors that are critical in the planning and implementation of training. The ADDIE Process consists of five phases that sequentially lead to identifying needs-based training while considering the audience's skill level, learning styles, and best training methods to accomplish the learning objective. TRADOC Regulation (TR) 350-70, Army Learning Policy and Systems, is the primary reference for the ADDIE Process and the phases for learning product development.
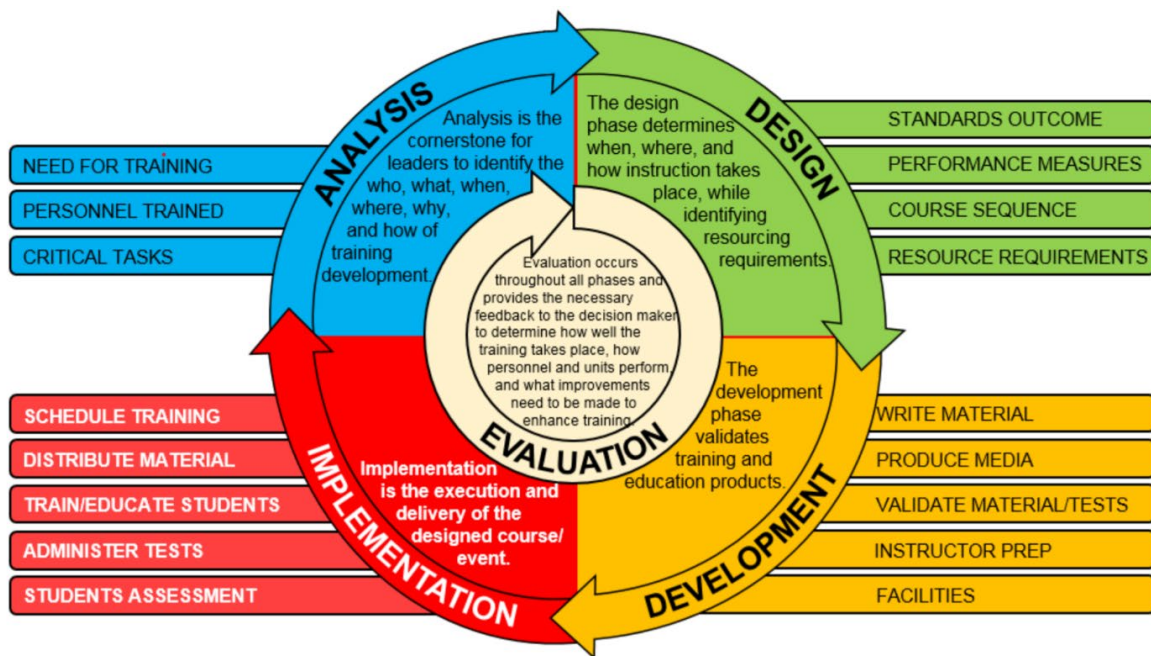
Figure 1-1. The ADDIE Process with Key Management Components

ADDIE PHASES

1-2. **Analysis Phase.** The Analysis Phase of ADDIE consists of conducting a root cause analysis to determine:
- Performance gaps and training needs against the objective or mission.
- Current knowledge, skills, capabilities, and learning styles of each Soldier, station, or audience.

1-3. **Design Phase.** The Design Phase produces the details of when, where, and how to meet learning outcomes. This phase focuses on understanding the learner and considers how to approach training that facilitates learning in such a manner that the learner grasps, executes, and retains the instruction. The Design Phase helps:

- Specify the explicit learning objectives (what the Soldier, station, audience, etc. must be able to perform at the end of the training).

- Determine the appropriate training strategy depending on the type of learning objective.

- Match the learning objective to the appropriate domain:
  - **Cognitive** - (thinking/mental skills). Knowledge-based learning activities, comprehension, application, and critical thinking on a particular topic.
  - **Affective** - (emotions/feeling). Attitudes, motivation, willingness to participate, valuing the learning, and ultimately incorporating the values into a way of life.
  - **Psychomotor** - (hands-on/physical). Focuses on performing a sequence of motor activities to a specified level of accuracy to complete.
- Identify training strategies to support the Soldier's learning style:
  - **Visual** - Processes information through what the Soldier sees.
  - **Auditory** - Processes information by hearing; words, songs, music, or other auditory method.
  - **Kinesthetic** - Processes information through physical experience by participating in a group or hands-on activity.

1-4. **Development Phase**. The Development Phase is the production phase of ADDIE where leaders complete, approve, and validate training design products. This phase includes developing details to implement the training, assessing the students, and evaluating the program. As part of the Development Phase, leaders:
- Generate or identify existing training materials.
- Validate that materials support the training objective.
- Validate feedback mechanisms.

1-5. **Implementation Phase**. The Implementation Phase is the conduct and delivery of the training to include:
- Conduct final coordination checks.
- Train the trainer.
- Rehearse.
- Prepare learning materials for distribution.
- Execute.

1-6. **Evaluation Phase.** The Evaluation Phase is applied consistently throughout the ADDIE Process to ensure that all stated goals of the process meet the individual or organizational needs.
- Evaluate the training of tasks to standard.
- Revise the training if necessary.

SUMMARY

1-7. The five phases of the ADDIE Process provide leaders with a pathway to perform analysis, develop, design, implement, and evaluate training. Leaders gain confidence that training meets the organizational training needs, contains the appropriate content, considers the learning styles of the audience, meets the training objectives, ensures coordination is complete, and that the evaluation methodology is in place.

Chapter 2
Analysis Phase

Figure 2-1. Analysis Phase

INTRODUCTION

2-1. Analysis is the first phase of the ADDIE Process. The Analysis Phase is critical in determining whether a problem exists and requires training. A leader performs analysis to the depth that identifies the root cause of a problem if one exists. Failure to do so results in training on a task that does not correct the problem. Leaders continuously perform analysis (e.g., Mission Analysis, Recruiting Functions Analysis, etc.) to develop, revise, and improve operations plans; therefore, a considerable amount of information and data is already available. Numerous types of analysis exist, but a critical first step is the conduct of a needs analysis. Additionally, the Analysis Phase is part of "Planning" in the 8-Step Training Model; "Make a Tentative Plan" in Troop Leading Procedures (TLP); and "Mission Analysis" in Military Decision-Making Process (MDMP) which are discussed in Chapter 7.

TYPES OF ANALYSIS

2-2. **Needs Analysis**. Needs analysis is determining whether training is required. A needs analysis is necessary when: (See Figure 2-2 Needs Analysis Example.)
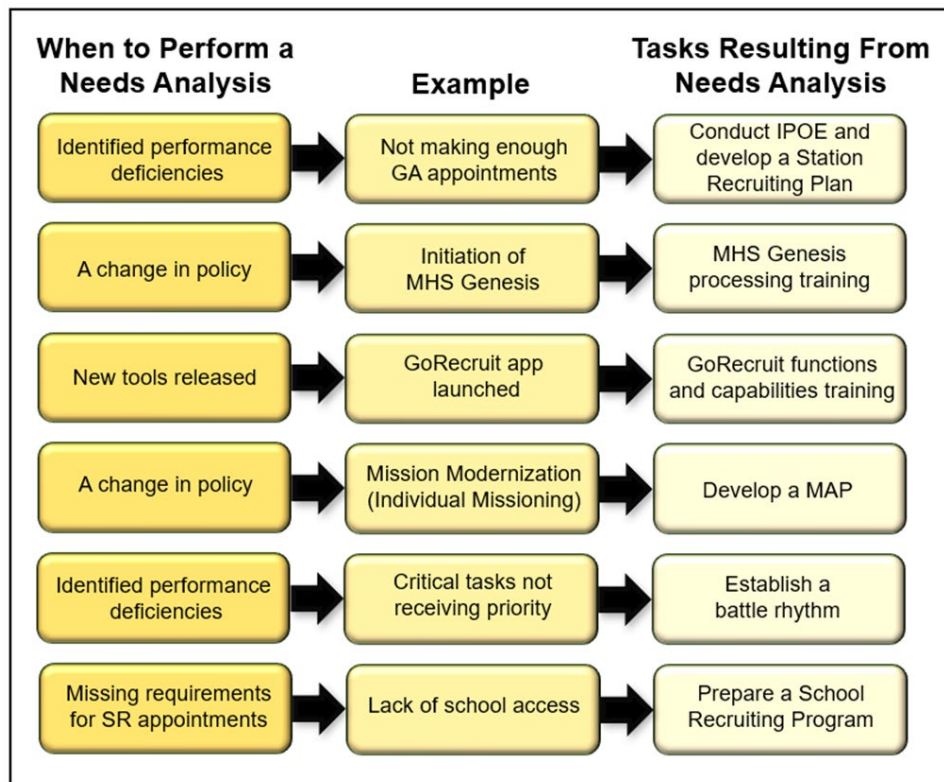
Figure 2-2. Needs Analysis

2-3. **Task Analysis**. Task analysis is the process of analyzing tasks (e.g., individual, critical, leader, and staff tasks) to determine which tasks to train to achieve the mission(s).

2-4. **Training & Evaluation Outlines.** (T&EO): USAREC individual, critical, and staff tasks use Training & Evaluation Outlines (T&EO) to describe tasks. Figures 2-3 through 2-8 show the common sections of a T&EO and provide a segmented explanation of the task.

Figure 2-3. T&EO Example

Performance Steps

1. Determine the individual's age.

   a. Verify date and place of birth using approved documentation.

   b. Verify citizenship status using approved documentation.

   c. Verify Social Security Number (SSN) using approved documentation.

2. Determine if the individual had prior military service.

   a. Determine which service individual was in.

   b. Verify prior service using approved documentation.

3. Determine the individual's physical qualifications.

   a. Determine if the individual has ever been or is currently under the care of a physician.

   b. Determine if the individual has ever taken or is currently taking any medications.

   c. Determine if the individual has ever used or experimented with illegal drugs.

   d. Determine if the individual has a history of or been treated for a psychological disorder including Attention Deficit Disorder (ADD).

   e. Determine if the individual has ever had a broken bone.

   f. Determine if the individual has any tattoos or piercings.

   g. Verify individual's height and weight.

> Performance Steps describes the exact steps that must be performed to complete the task.
>
> Note: Unless otherwise stated, performance steps are normally displayed and completed in a sequential manner.

Figure 2-4. T&EO Example

Evaluation Guidance: Score "GO" if Soldier correctly performs all performance measures. Score "NO GO" if Soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the Soldier experience minor difficulty. Consider directing self-study or on the job training (OJT) for Soldiers who experience major difficulties in task performance.

Evaluation Preparation: This task may be evaluated by using the evaluation guide and/or administering the performance test. If the task is performed on the job, use the materials listed in the CONDITIONS statement above. This task can be evaluated by using the evaluation guide.

Figure 2-5. T&EO Example

PERFORMANCE MEASURES	GO	NO-GO	N/A
1. Determined the individual's age.			
2. Determined if the individual had prior military service.			
3. Determined the individual's physical qualifications.			
4. Determined if the individual had any law violations.			
5. Determined the individual's education level.			
6. Determined the individual's marital status.			
7. Determined the individual's dependency status.			
8. Determined if the individual has taken the ASVAB, ASVAB-CEP or PICAT.			

Figure 2-6. T&EO Example

Supporting Reference(s):

Step Number	Reference ID	Reference Name	Required	Primary
	AR 40-501	Standards of Medical Fitness	Yes	No
	AR 600-9	The Army Body Composition Program	Yes	No
	AR 601-210 w Ch 3	ACTIVE AND RESERVE COMPONENTS ENLISTMENT PROGRAM	Yes	No
	UR 601-210V5	Regular Army and Reserve Components Enlistment Program	Yes	No
	USAREC TC 5-03.2	Influencing and Interviewing	Yes	Yes

Figure 2-7. T&EO Example

Prerequisite Individual Tasks : None

Supporting Individual Tasks :

Task Number	Title	Proponent	Status
805K-79R-3008	Conduct Face to Face Prospecting	805K - Recruiting and Retention, Ft. Knox, (Individual)	ArmyU Review
805K-79R-3010	Conduct the Army Interview	805K - Recruiting and Retention, Ft. Knox, (Individual)	Approved
805K-79R-3011	Process an Enlistment Application	805K - Recruiting and Retention, Ft. Knox, (Individual)	ArmyU Review
805K-79R-3020	Conduct Virtual Prospecting	805K - Recruiting and Retention, Ft. Knox, (Individual)	ArmyU Review
805K-79R-3019	Conduct Telephone Prospecting	805K - Recruiting and Retention, Ft. Knox, (Individual)	ArmyU Review

Supported Individual Tasks :

Task Number	Title	Proponent	Status
805K-79R-3010	Conduct the Army Interview	805K - Recruiting and Retention, Ft. Knox, (Individual)	Approved
805K-79R-3019	Conduct Telephone Prospecting	805K - Recruiting and Retention, Ft. Knox, (Individual)	ArmyU Review
805K-79R-3009	Prepare for the Army Interview	805K - Recruiting and Retention, Ft. Knox, (Individual)	Approved

Supported Collective Tasks : None

Knowledges :

Knowledge ID	Knowledge Name
K0163	Knowledge of Personal Privacy Act 1974
K1291	Know Army Tattoo Policy
K1330	Know Enlistment Eligibility

Skills :

Skill ID	Skill Name
S0391	Perform Body Fat Measurements
S0404	Perform Research Skills
S0434	Utilize Active Listening

ICTL Data :

ICTL Title	Personnel Type	MOS Data
79R - Recruiter - SL3	Enlisted	MOS: 79R, Skill Level: SL3, Duty Pos: REA, LIC: YY, SQI: 4

Figure 2-8. T&EO Example

2-5. **End State.** The end-state of performing a task analysis is to select the correct tasks to meet the training objective, identify and train the supporting tasks, and identify whether the task improves cognition. Consider the following when performing a task analysis and review the examples in Figure 2-9:

- Does the task meet the objective of training?
- Does the mission require a task that builds skill or knowledge?
- Does the task progressively increase thinking (cognition) in comparison to before training, during training, and after the instruction is complete?
- Are there tasks required for learning before moving to next task?
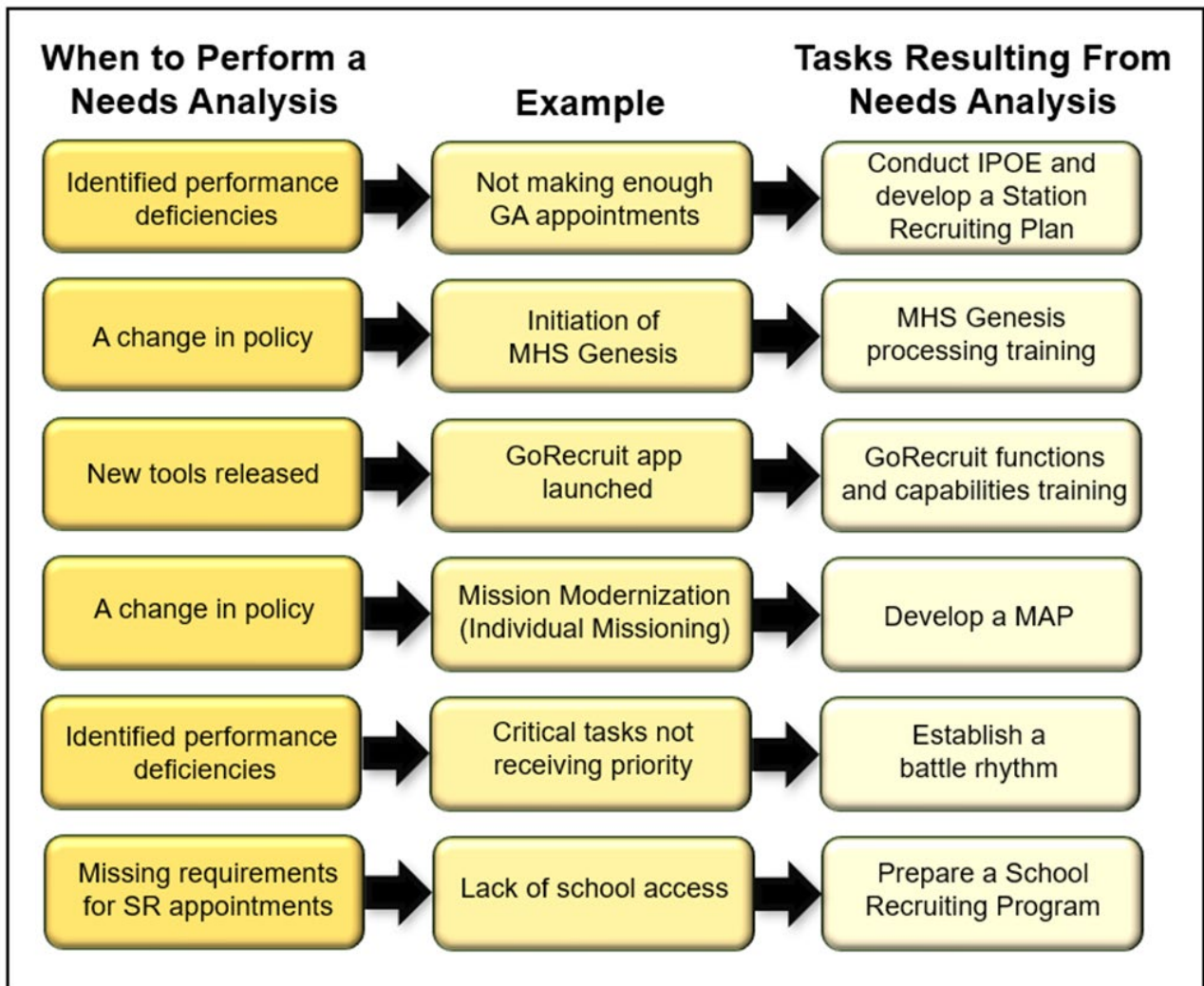
Figure 2-9. Task Analysis Considerations

2-6. **Root Cause Analysis.** A root cause analysis is a critical part of any training analysis. Determining the root cause allows the leader to identify whether the deficiency is a result of training, compliance, or resourcing. Perform a root cause analysis to dig deeper into the problem to ensure that training tasks selected correct the deficiency. See vignette below.

SGT Smith is experiencing difficulty in moving prospects to the test line with an Appointment Conduct (AC) to Test (T) conversion rate of 5% against a standard of 36%. The station commander incorporates the Army Interview into SGT Smith's training plan, but the problem still exists. A common action is to assume the issue is with the Army Interview as a whole and conduct training with SGT Smith on the Army Interview; however, a root cause analysis will dig deeper to determine the specific reason why SGT Smith is struggling. Training on the entire Army Interview instead of a specific performance measure may waste time and not adequately correct the deficiency. Additionally, the root cause analysis may determine that the Army Interview is fine, but SGT Smith is making poor appointments, and the station commander is not validating the appointments. In this case, it may be a training issue with making quality appointments or compliance with a policy.

2-7. **Templates.** The use of an analysis template guides leaders through the analysis process. These templates vary depending on the unit's mission, echelon, and experience level of the leader. This training circular provides examples of some basic templates from USAREC units with the understanding that leaders use the templates as a base that can be modified later with experience.

SUMMARY

2-8. Organizational and individual training needs are at the forefront of the Analysis Phase, specifically against individual critical tasks. In the end, leaders who invest time in performing analysis can experience greater returns and growth from training in the unit.

Chapter 3

DESIGN PHASE

Figure 3-1. Design Phase

INTRODUCTION

3-1. The Design Phase produces the details of when, where, and how to meet learning outcomes. This phase focuses on understanding the learner and considering how to approach training that facilitates learning in such a manner that the learner grasps, successfully executes, and retains the instruction.

3-2. **Learning Objective.** A critical aspect of the Design Phase is specifying the explicit learning objectives. During the Analysis Phase, the leader determines and prioritizes task deficiencies and identifies the type of training to correct deficiencies. Now leaders determine what or how the participants must perform (learning objective) as a result of the training.

3-3. **Strategy**. Leaders determine the most appropriate training strategy depending on the learning objective. A common error in designing training is failing to understand several factors that are critical in determining the training strategy. The students' learning styles, learning domains, experience, attitudes, and the learning objective are considerations in developing an appropriate training strategy. Learning domains, consisting of cognitive, affective, and psychomotor, are critical considerations to designing training.

LEARNING DOMAINS

3-4. The three domains of learning, known as Bloom's Taxonomy, were created by Dr. Benjamin Bloom in 1956. Bloom's Taxonomy promotes higher forms of thinking, such as analyzing and evaluating concepts, processes, procedures, and principles. The three learning domains are:
- **Cognitive:** mental skills (knowledge)
- **Affective:** growth in feelings or emotional areas (attitude or self)
- **Psychomotor:** manual or physical skills (skills)

Figure 3-2. Learning Domains

3-5. **Cognitive.** The way a person thinks, how they process information, and how they work through a problem must be a considered. As part of the Design Phase, determine if the intended outcome of training requires or focuses on the development of cognition. When designing training, determine whether the training and the participant's ability matches. In cases where the design does not match, consider incorporating or replacing strategies to increase the participant's ability to perform knowledge-based learning activities, comprehension, application, or critical thinking on a particular topic.

3-6. **Affective**. How a person feels about a particular topic may be a barrier to learning and training. This domain involves dealing with attitudes, motivation, willingness to participate, valuing the learning experience, and ultimately incorporating these values into a way of life. In designing training, evaluating the affective domain is necessary. During the Design Phase, affective training is always considered. An example of affective training is training on the Army Values.

3-7. **Psychomotor**. Psychomotor focuses on performing a sequence of motor activities to a specified level of accuracy to complete a task. Hands-on training is the actual manipulation or physical action of a task. In the Design Phase, leaders should match the learning strategy against the task type and the expected outcome.

LEARNING STYLES

3-8. **Overview.** Learning styles consist of visual, auditory, and kinesthetic processes and are critical in the Design Phase because the learning styles of the participants should dictate the type of learning strategies to incorporate. Often the instructor is not aware of how a group of participants will learn; therefore, a blended approach is best. For individual one-on-one training, the leader should understand the learning style of the subordinate and use learning strategies that facilitate learning.

3-9. **Visual.** A visual learning style is an ability or preference to process information through what the person sees. Reading, videos, graphs, or demonstrations are best for those with a visual learning style.

3-10. **Auditory.** An auditory learning style is an ability or preference to process information through what a person hears. Lecture, audiobooks, songs, or music serve the audio learner best.

3-11. **Kinesthetic.** A kinesthetic learner processes information through physical experiences by participating in a group or hands-on activity. Regardless of learning style, it is necessary to add practical exercises into the learning strategy.
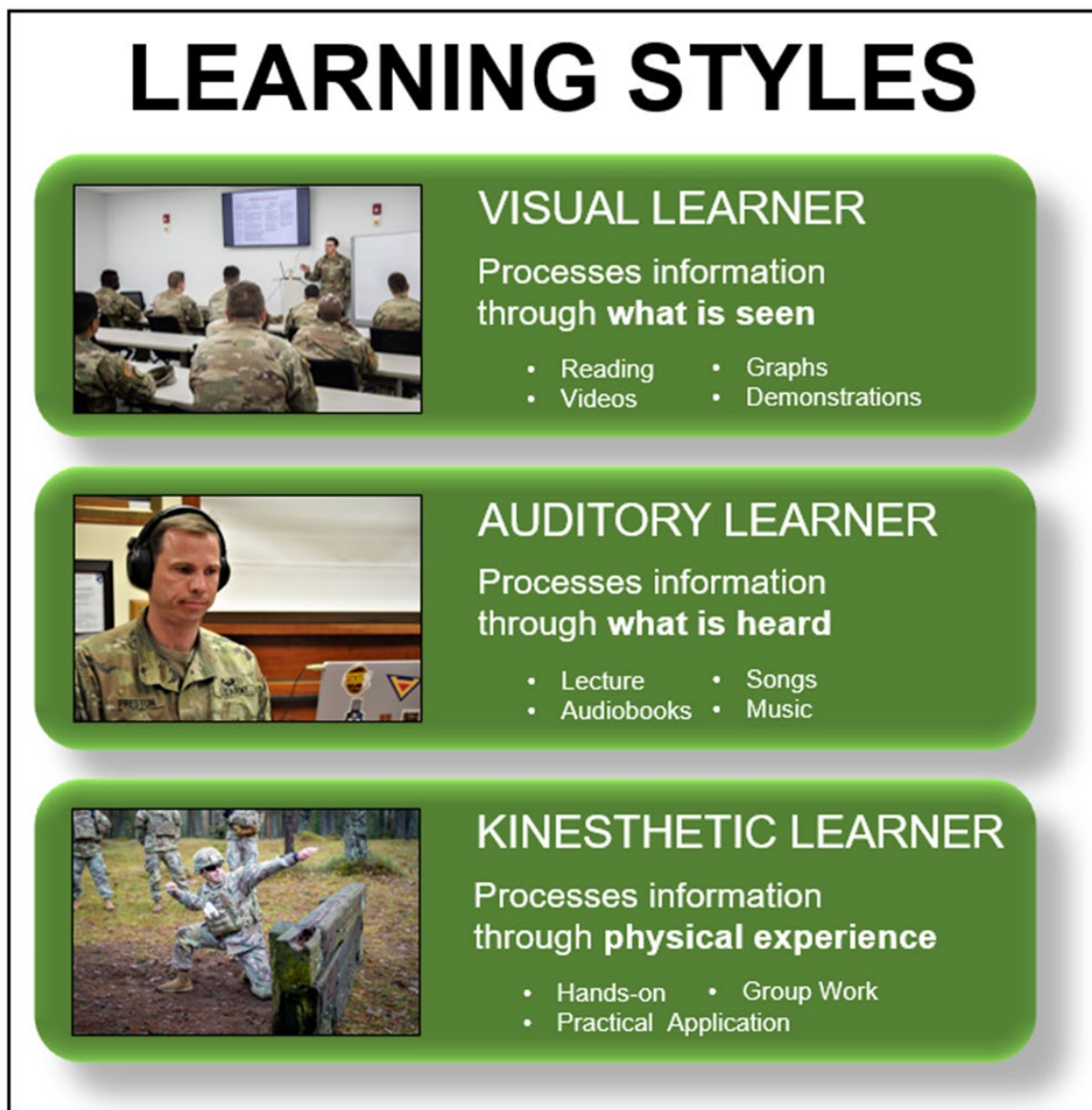
Figure 3-3. Learning Styles

SUMMARY

3-12. The Design Phase of the ADDIE Process is the phase where the focus is on the learner. Leaders who understand the learning styles of Soldiers can then adapt training methodologies that support and increase learning. Additionally, during the Design Phase, leaders assess which domains, (Cognitive, Affective, or Psychomotor) require modification or development. Understanding the styles and domains of the learner is critical, so the leader can then design training that facilitates effective learning to reach learning outcomes.

Chapter 4
DEVELOPMENT PHASE

Figure 4-1. Development Phase

INTRODUCTION

4-1. The Development Phase is the production phase of ADDIE where the Analysis Phase and Design Phase go into actionable construction. In this phase, training designs are developed into completed, approved, and validated products. This phase includes developing the details required to implement the training, assess the students, and evaluate the program.

4-2. **Identification.** One of the critical aspects of the Development Phase is identifying if training material for the subject already exists. Leaders should first research to determine if lesson plans, classes, or other relevant training materials exist. The Recruiting and Retention College, G3 Training, and the Army Training Network are great resources. In cases where a specific training material does not exist, leaders should make a request to USAREC G3 Training for training development.

4-3. **Validation.** Validation of all training material occurs in the Development Phase. Leaders review all materials to determine if content meets the needs of the training objective. Leaders also ensure the training includes the lesson plan instructions and meets the appropriate domains and learning styles of the training participants.

4-4. **Feedback.** Leaders also develop feedback mechanisms during the Development Phase. Feedback mechanisms come in the form of tests, After Action Reviews (AARs), and surveys. The feedback mechanism validates that the participants have learned the instruction and that the training meets the objective.

4-5. **Natural Flow.** Understanding and following the natural flow of the ADDIE Process from the Analysis Phase to the Development Phase simplifies training development. This process ensures leaders develop training that is needed, relevant, tailored to the audience, and holistic in preparation for the Implementation Phase.

SUMMARY

4-6. The Development Phase of the ADDIE Process is, in simplistic terms, the phase where the leader puts everything together from the Analysis and Design Phases. Leaders ensure that training products are available, developed, and adequate to support the training objective, and they develop feedback mechanisms that assess the critical performance measures and learning objectives. The Development Phase is just as critical as the Analysis and Design Phases; therefore, leaders ensure that instructors validate that training products are current and relevant.

Chapter 5

IMPLEMENTATION PHASE

Figure 5-1. Implementation Phase

INTRODUCTION

5-1. The Implementation Phase is the final preparatory step and culminates with the execution of the training. This phase is a critical aspect of the ADDIE Process; performed correctly, this phase ensures a successful training session.

STEPS

FINAL COORDINATION

5-2. **Final coordination.** Coordination includes validating that facilities, classrooms, and audio and visual materials are ready; confirming transportation to include pick-up and drop-off times; and contacting guest instructors to arrange receipt of their training materials. Confirm all trainers and remind them of pre-training requirements.

5-3. **Trainer Proficiency.** The individual responsible for training ensures that trainers are subject matter experts and ready to deliver training in a manner that meets the learning objective. Do not assume the trainers are proficient and consider the last time the trainer instructed the topic. Changes in doctrine may occur and technologies are constantly changing. It never hurts to validate the trainer's proficiency and conduct rehearsals.

5-4. **Conduct Rehearsal.** Conduct rehearsals to identify problems that may occur before training and to implement corrective measures. Rehearsals validate that the trainer is proficient and instructional material is appropriate to accomplish the training. Rehearsals also include the testing of audio and visual systems.

5-5. **Prepare Learning Materials for Distribution.** During this step, instructors distribute all learning materials, to include read-aheads, handouts, presentations, practical exercises, and tests. Recall the learning styles (Visual, Auditory, and Kinesthetic) and remember that not everyone learns by just hearing the content of the training. Ensure materials consider all learning styles and are ready for distribution.

SUMMARY

5-6. The Implementation Phase of the ADDIE Process is the final opportunity to validate training requirements and coordinate prior to execution. This is the leader's opportunity to confirm facility reservations, conduct classroom inspections, and conduct audio and visual equipment checks. Leaders validate trainer proficiency, conduct rehearsals, complete read-aheads, and distribute training materials. Leaders who perform the Implementation Phase properly discover that preparation and aggressive follow-up lead to the successful execution of training and Soldiers receive effective instruction.

Chapter 6
EVALUATION PHASE

Figure 6-1. Evaluation Phase

INTRODUCTION

6-1. The Evaluation Phase is continuously applied throughout the ADDIE Process to ensure that all stated goals of the process meet the individual and organizational needs. Evaluation never stops, regardless of phase, within the ADDIE Process. When in the Analysis Phase, evaluate whether there truly exists a training need, the root cause is valid, and tasks selected meet the training objective. During the Design Phase, evaluate whether the training meets the stated objectives and factors in the learning domains (Cognitive, Affective, and Psychomotor). Continue to evaluate during the Development and Implementation Phases.

6-2. **Training Standards.** Evaluate the training of tasks to standard. Upon completion of training, leaders evaluate the abilities of the participants to determine whether training met the standards and objectives. This evaluation not only comes from examination, but also follow-on assessments. Successfully completing the Analysis, Design, Development, and Implementation Phases ensures the test(s), AARs, or observations support the training objectives.

6-3. **Training Revisions.** Revise training if necessary. Revise training by first evaluating where learning stopped. Adjust the training by executing the ADDIE Process from the beginning as it pertains to the areas found deficient in the training.

SUMMARY

6-4. Leaders always assess training. The Evaluation Phase of the ADDIE Process is the phase where leaders evaluate whether training met the training objective. Additionally, this phase is where adjustments are made to correct gaps and deficiencies in the training packages. A consistent and thorough evaluation process is critical to developing and sustaining a superior training product. Therefore, leaders need to maintain oversight to identify which training packages to sustain and which training packages to update.

Chapter 7

ADDIE PROCESS CORRELATION TO THE 8-STEP TRAINING MODEL, TLP, AND MDMP
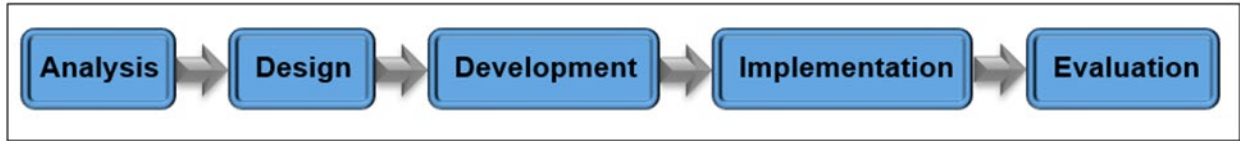

Figure 7-1. ADDIE Process

INTRODUCTION

7-1. Training developers and institutional training normally find the ADDIE (Analysis-Design-Development-Implementation-Evaluation) Process in use. However, this application contains an in-depth approach to training at the organizational and unit levels. Each phase of the ADDIE Process is also part of the commonly known 8-Step Training Model, Military Decision-Making Process (MDMP), and Troop Leading Procedures (TLP), creating an extensive understanding of how to approach and execute training.

8-STEP TRAINING MODEL CORRELATION

7-2. The correlation between the ADDIE Process and the 8-Step Training Model is depicted in Figure 7-2. Each phase of the ADDIE Process corresponds to one or more of the steps in the 8-Step Training Model. Analysis, Design, and the Development Phases associate with Step 1 (Plan) of the 8-Step Training Model; the Implementation Phase associates with Step 2 (Train the Trainer), Step 5 (Rehearse), and Step 6 (Execute); and the Evaluation Phase with Step 7 (Evaluate the Training) and Step 8 (Retrain). The difference is the ADDIE Process drills down in more detail than the 8-Step Training Model to consider training and learning development nuances more appropriate for training success.

7-3. **Training Correlation Note:** In the 8-Step Training Model or the ADDIE Process, Step 3 (Recon the Site) (e.g., facility coordination) occurs upon approval of the type of training required. Step 4 (Issue Order) may be in the form of a Warning Order and should come at the earliest opportunity to notify attendees. These techniques ensure facilities are available and reserved and mitigate disruption to battle rhythms.
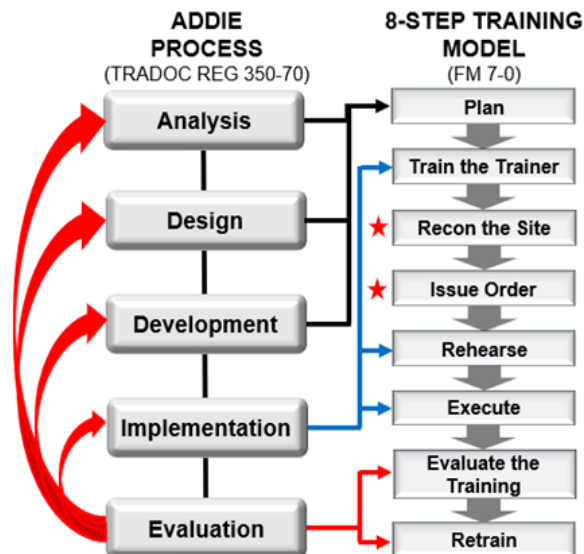
Figure 7-2. ADDIE Process correlation to the 8-Step Training Model

TLP CORRELATION

7-4. The Troop Leading Procedures correlation with the ADDIE Process phases is depicted in Figure 7-3. The Analysis, Design, and Development Phases of the ADDIE Process correlate with Step 3 (Make a Tentative Plan) in TLP. The Development Phase also correlates to Step 6 (Complete the Plan) of the TLP. The Implementation Phase associates with Step 7 (Issue the Order), and the Evaluation Phase of the ADDIE Process ties to Step 8 (Supervise and Refine) of the TLP.

7-5. An important reminder regarding Troop Leading Procedures: Action for Step 4 (Initiate Movement) and Step 5 (Conduct Reconnaissance), as conducted within the ADDIE Process, is to coordinate transportation and facilities at the earliest opportunity to ensure both are available and satisfactory for conducting the training.
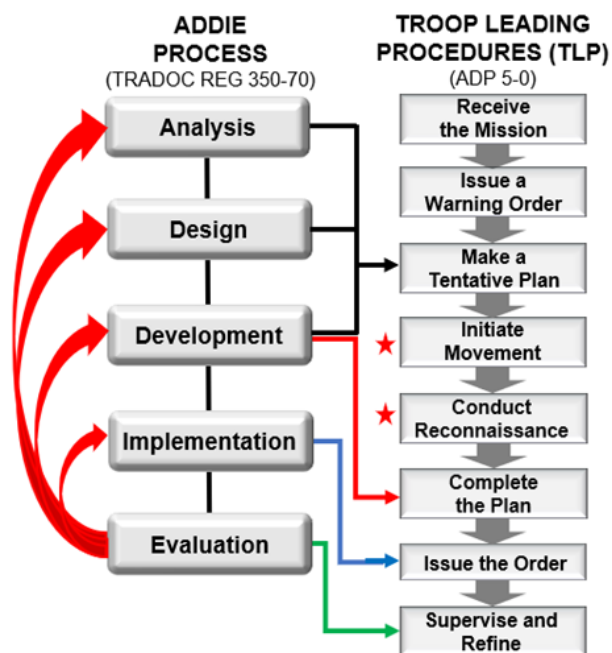
Figure 7-3. ADDIE Process correlation to the Troop Leading Procedures

MDMP CORRELATION

7-6. The MDMP correlation with the ADDIE Process is depicted in Figure 7-4. Like the 8-Step Training Model, each phase of the ADDIE Process corresponds to one or more of the steps in the MDMP. The Analysis Phase associates with Mission Analysis. The Design Phase aligns with Course of Action (COA) Development. The Development Phase coincides with COA Development, COA Analysis, and COA Comparison. The Implementation Phase corresponds with COA Approval (e.g., Training Brief) and Orders Production. The ADDIE Process, unlike the MDMP, contains a stated Evaluation Phase, whereas this is more of an implied task in the MDMP.
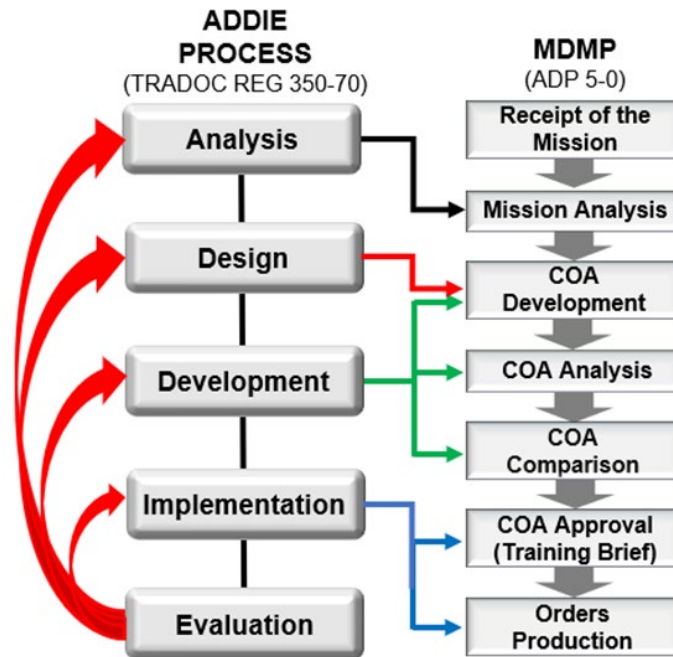
Figure 7-4. ADDIE Process correlation to the Military Decision-Making Process

SUMMARY

7-7. The ADDIE Process directly correlates to the 8-Step Training Model, TLP, and MDMP and takes training development to the next level. Leaders who use the ADDIE Process find that it allows for the consideration of each critical aspect of training beyond just the content. While not a new concept, this UTC introduces the ADDIE Process for use by the recruiting force to develop dynamic training for meeting both organizational and individual training needs.

Chapter 8

MISSION ACCOMPLISHMENT PLAN (MAP)

INTRODUCTION

8-1. Mission Accomplishment Plan (MAP). The MAP is one of the most common templates that provides training indicators. Using the MAP as a training indicator tool allows leaders to expose deficiencies in the prospecting and processing lines of effort. The examples listed in the following paragraphs extract training indicators using a one-week period. Leaders can use similar methodologies or data that display monthly, quarterly, or greater periods of time to perform analysis. Note: (UTC 5-03.1, Prospecting, Processing, and Analysis, serves as the primary resource for understanding the MAP.)

TRAINING INDICATORS

8-2. **Appointment Made (APPT MADE) to Appointment Conduct (APPT COND)** analysis also includes Appointment Made Achieved (ACH) versus Required (REQ). The MAP mathematically displays the Appointment Made requirements by category. Failure to identify and then correct training indicators at the Appointment Made line negatively affects the unit's ability to achieve Appointment Conduct requirements.
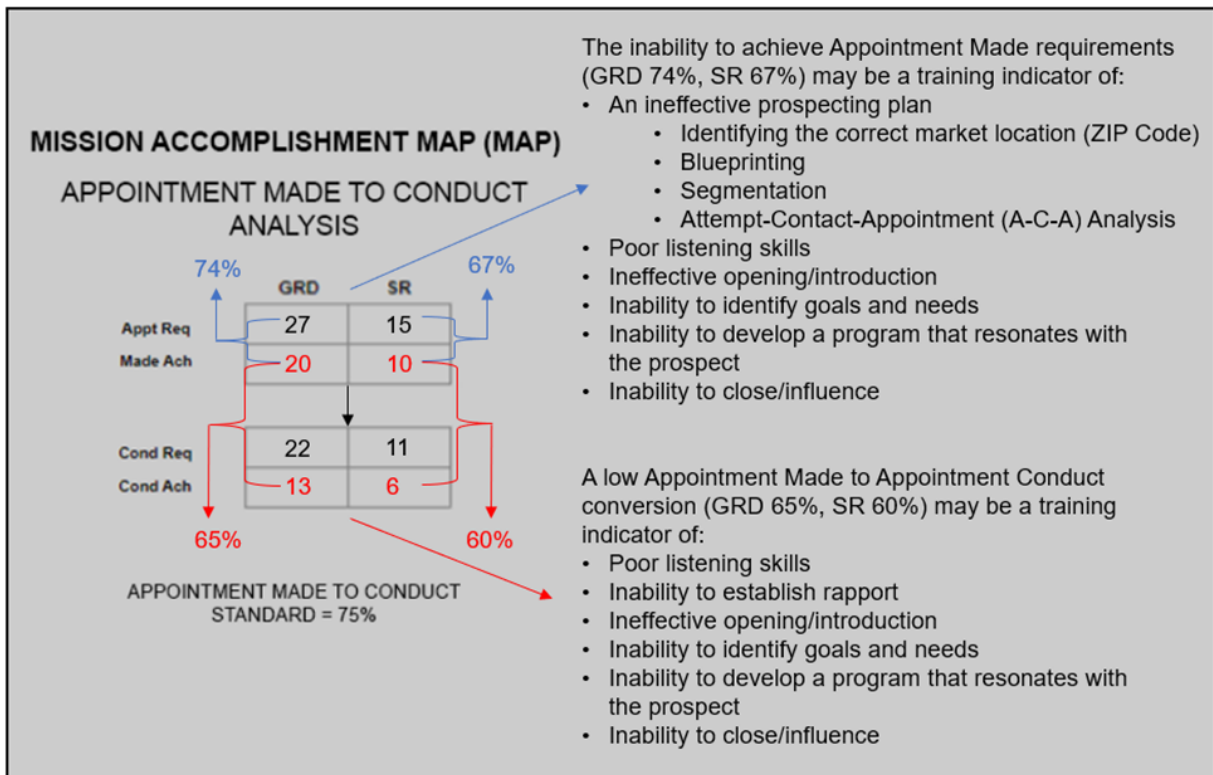
Figure 8-1. Appointment Made to Conduct Analysis

8-3. **High "No-Show" Rate.** A high no-show rate may be a result of policies or practices and not necessarily a training need. Types of policies or practices that negatively affect the Appointment Made to Appointment Conduct conversion are:

- Making an appointment without influencer approval.
- Scheduling appointments for the station and not at the residence.
- Scheduling appointments more than 72 hours out.
- Scheduling appointments during holiday schedules (e.g., New Year's Eve).

- Not counting an Appointment Made until the conduct of the appointment.
- Not counting an Appointment Conduct if the prospect fails to achieve a specific score on the ASVAB screening test.
- Not counting an Appointment Conduct until the prospect tests.

8-4. **Appointment Conduct to Test Analysis.** Testing is the first step in the processing cycle and is critical to understanding commitment as well as the psychological and physical qualifications of the applicant.

MISSION ACCOMPLISHMENT MAP (MAP)

APPOINTMENT CONDUCT TO TEST ANALYSIS

	GRD	SR	GRD	SR
Appt Req	27	15	28	14
Made Ach	20	10	17	8
Cond Req	22	11	24	13
Cond Ach	13	6	10	5
Test Req			5	4
Test Ach			1	1
			8%	17%

APPOINTMENT CONDUCT TO TEST STANDARD = 36%

The inability to move a prospect from Appointment Conduct to Test (GRD 8%, SR 17%) may be a training indicator of:
- Conducting awareness or information only appointments
- Poor listening skills
- Inability to establish rapport
- Inability to identify goals and needs
- Inability to develop a program that resonates with the prospect
- Inability to address obstacles
- Inability to close/influence

Analysis should also include station commander's responsibilities:
- Station commander's inability to validate, understand, and provide guidance for upcoming appointments
- Station commander's inability to aggressively manage the Applicant Process List (APL)
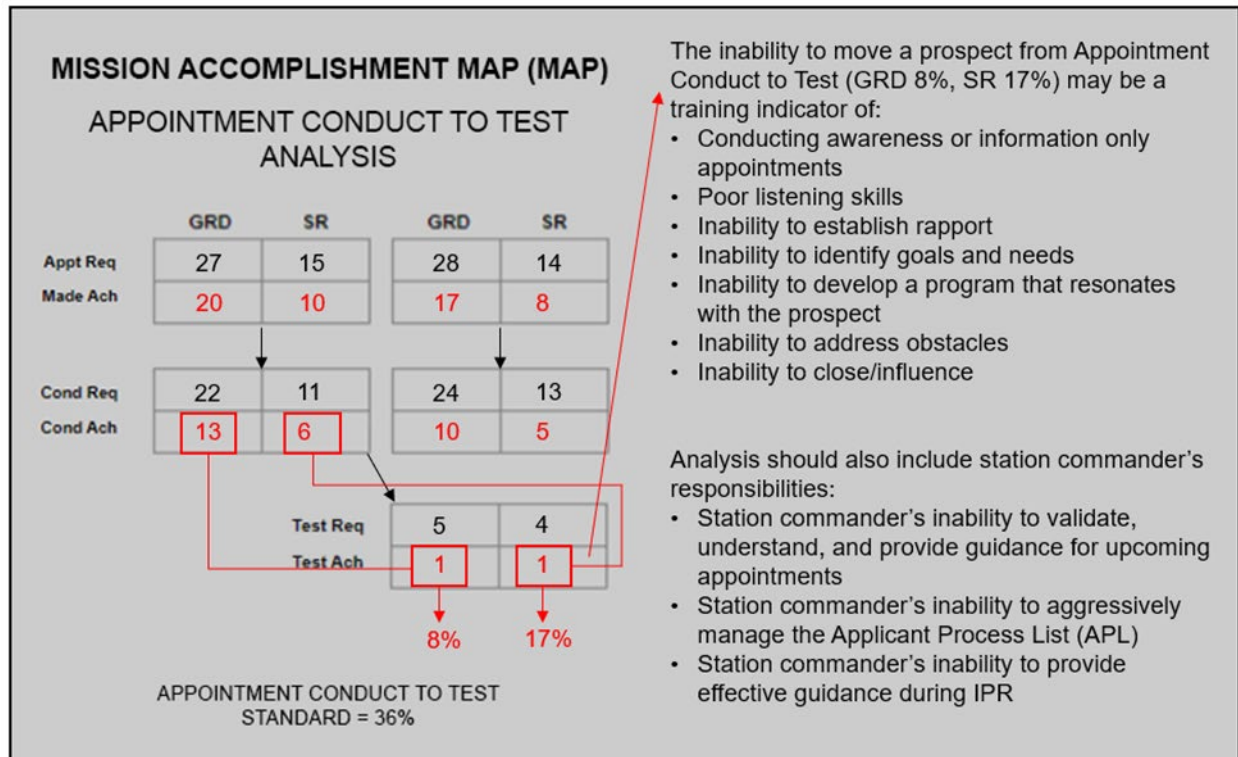- Station commander's inability to provide effective guidance during IPR

Figure 8-2. Appointment Conduct to Test Analysis

8-5. **Appointment Conduct to Test Analysis Note 1.** Notice the example uses the Appointment Conduct from the previous week to factor Appointment Conduct to Test conversion. Use those Appointment Conducts because the flow of the MAP demonstrates that Appointment Conducts this week should Test the following week.

8-6. **Appointment Conduct to Test Analysis Note 2.** A low Appointment Conduct to Test conversion may be a result of policies or practices and not necessarily a training indicator. Types of policies or practices that may negatively affect Appointment Conduct to Test conversion are:

- Testing only those who agree to enlist.
- Unwillingness to use ASVAB Military Entrance Test (MET) sites due to distance or time.
- Establishing "Test Run" schedules that fall outside of an aggressive 72-hour rule.
- Only testing applicants who score 50 or higher on an ASVAB Predictor Test (APT).
- Not utilizing the Pending Internet Computerized Adaptive Test (PiCAT).

8-7. **Test to Test Pass Analysis.** Testing, and then having those testers pass with a qualifying score, is critical to time management because it increases the potential for contracts and allows more time for prospecting.
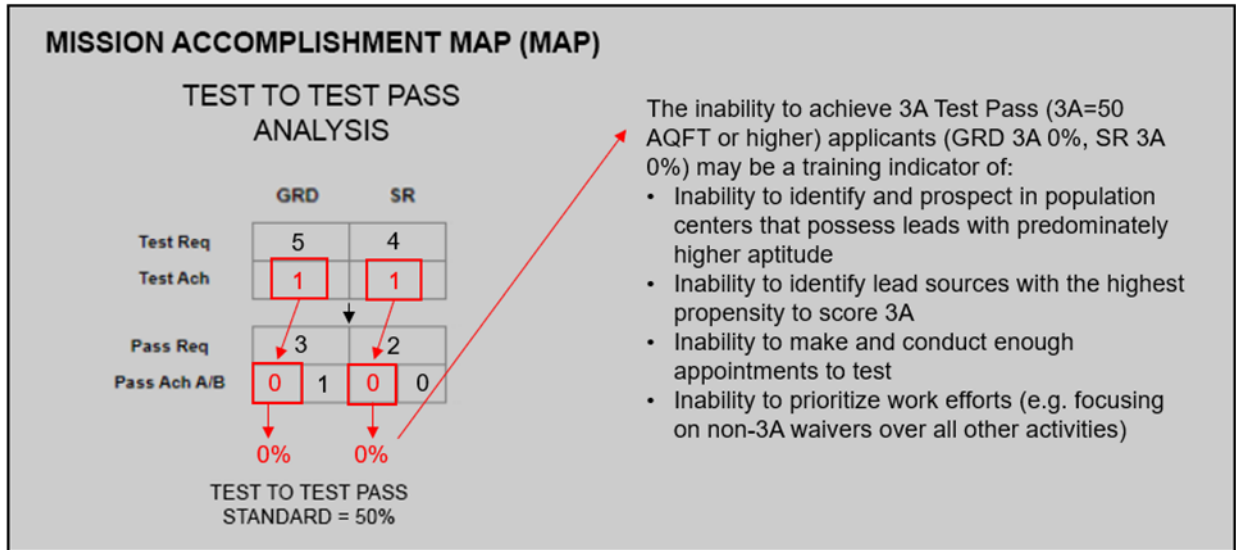
Figure 8-3. Test to Test Pass Analysis

8-8. **Test Pass to Floor Analysis.** Test Pass to Floor is just as much about influencing and interviewing as it is about leader involvement. Since many applicants believe that this is the final step to commitment, Recruiters, station commanders, and First Sergeants must be intimately involved in the process to maintain the commitment to enlist.
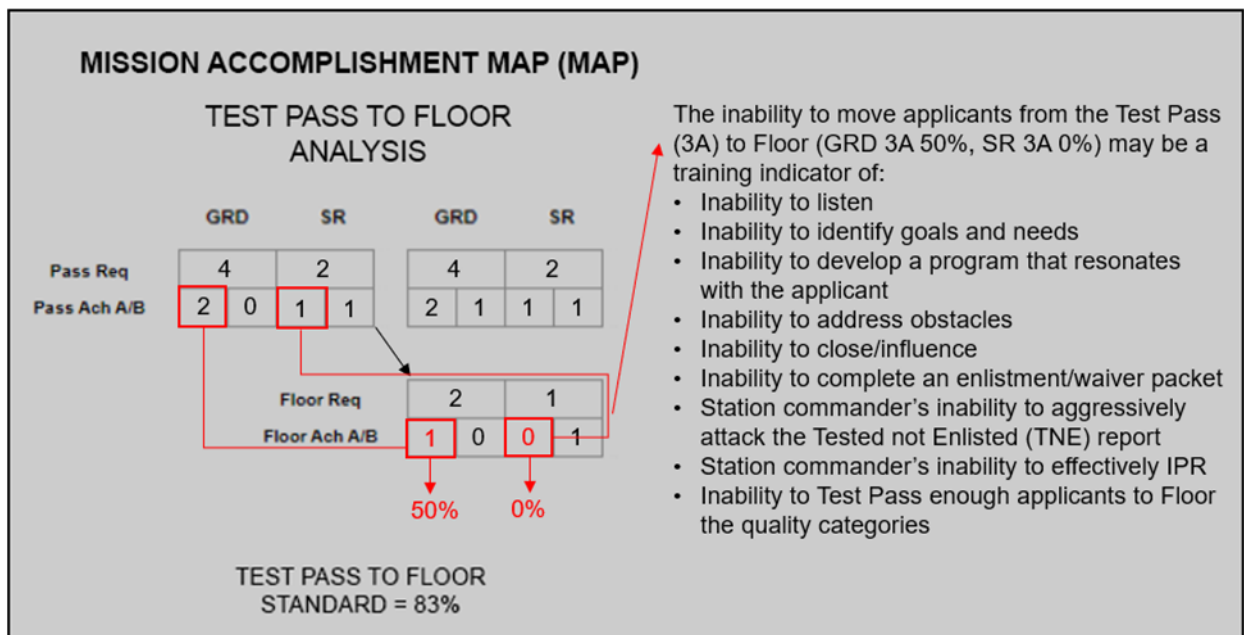
Figure 8-4. Test Pass to Floor Analysis

8-9. **Test Pass to Floor Analysis Note.** Notice the example above uses the Test Pass data from the previous week to determine Test Pass to Floor conversion. The design of the MAP is so that Test Pass applicants Floor the following week. Leaders continuously analyze Flash-to-Bang to ensure efficient, realistic processing timelines.

8-10. **Floor to Contract Analysis.** When an applicant floors, there is a reasonable expectation that the applicant enlists. When an applicant does not enlist or is temporarily or permanently disqualified, then an analysis is required to determine the reason.
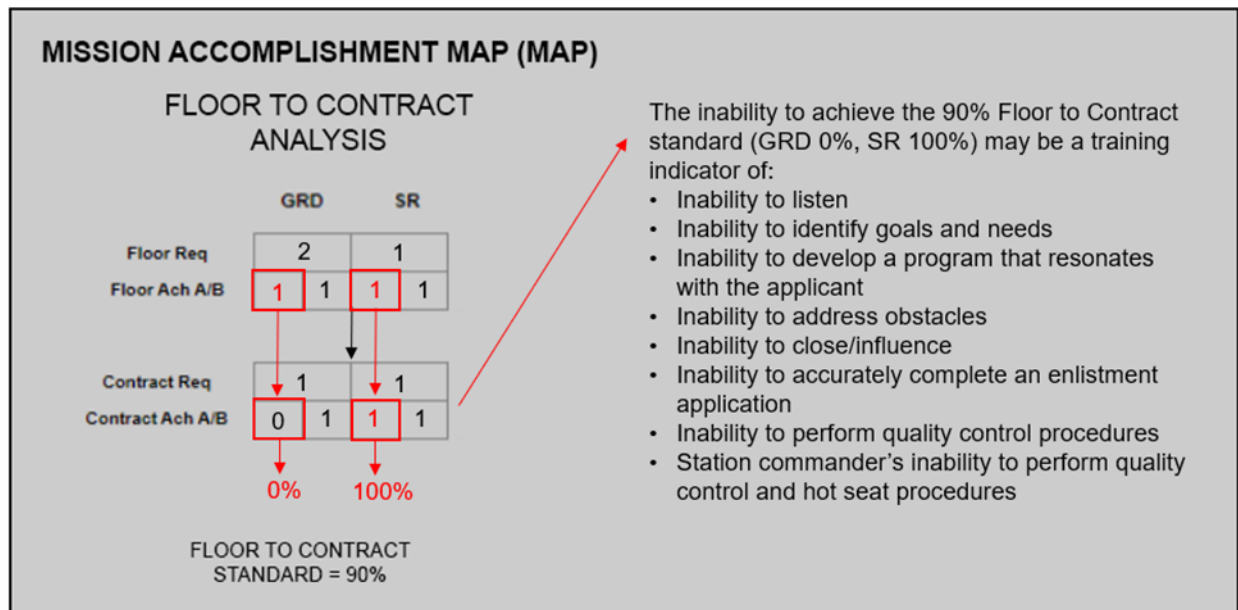
Figure 8-5. Floor to Contract Analysis

8-11. Deficiencies may be a result of policy or practices within the organization rather than a training indicator.

8-12. Step-selling is defined as the act of engendering a commitment from the prospect or applicant to commit to only the next step of the process, such as scheduling the applicant for "test only" to see what MOSs they qualify for based on their line scores or scheduling them for "physical only and return" instead of scheduling for test, physical, and enlist.

8-13. **Training Indicator Prioritization.** Upon performing a MAP analysis to identify training indicators, leaders prioritize and identify true and specific root causes to address the problem and incorporate into training plans.

SUMMARY

8-14. A leader's understanding of the MAP is critical, not only for operations plan development but to identify where deficiencies cause mission failure. Leaders possess the skill to identify chokepoints, determine if the chokepoint is a result of training or policy, and take immediate action to correct those deficiencies. When a leader understands the science of the MAP, they can apply the art of recruiting. When combined with a dynamic operations plan, the unit's potential for success increases exponentially.

Chapter 9

COMPANY/STATION TRAINING ASSESSMENT REVIEW (CSTAR)

INTRODUCTION

9-1. **Company/Station Training Assessment Review (CSTAR).** (Enlisted or Health Care) The CSTAR is a mandatory quarterly template used to analyze the company's or station's operational capabilities and identify training needs. The CSTAR facilitates the review of a company's or station's last completed quarter's data, identifies the root cause of training deficiencies, and develops a training plan for the upcoming quarter. This flexible template allows the addition of items for assessment and contains two parts: Part 1 for analysis and Part 2 for training plan development.

ANALYSIS

9-2. **CSTAR Part 1:** Part 1 (Figure 9-1) is analyzing tasks against a standard, understanding the root cause, prioritizing which deficiencies are most critical to address, and developing courses of action to correct the problem. **Note:** During task analysis, leaders use T&EOs to determine if personnel perform the tasks to standard and to identify which performance measures are deficient. Refer to Chapter 2 for examples.

Instructions for CSTAR Part 1:
- **Assessment:** Review the assessment criteria listed and include local items of interest.
- **Standard:** List the standard for each criterion. Items in gray are example standards.
- **Actual:** List the actual results for each criterion identified from the last quarter.
- **Root Cause:** Identify the root cause for each criteria representing deficient standards.

  Note: Be specific with the root cause because it ensures task selection meets the training need. It is important to delineate between what is a training need and what is deficient due to non-compliance.

- **Priority:** Prioritize the criticality of the deficiency for each criteria using Red, Amber, or Green.
- **Red**=Critical task that must be trained immediately
- **Amber**=Task that must be trained within the quarter
- **Green/Blank**=No training required at this time or only if time permits

  Note: If everything is a priority, then nothing is a priority.

- **Course of Action**: What is the course of action to correct the deficiency.

9-3. **CSTAR Part 1 Note.** CSTAR Part 1 fulfills the Analysis Phase and portion of the Design Phase of the ADDIE Process. Recall that in the Design Phase, the details of when, where, and how learning outcomes occur are initially thought through when developing COAs in Part 1.

NPS COMPANY / STATION TRAINING ASSESSMENT REVIEW (CSTAR)

RSID: [blank] (For use of this form see USAREC Reg 350-1) QTR/FY 1Q24

OPERATIONAL

Assessment	STD	Actual	Root Cause	Pri	COA
Quarter Mission Achievement	100%	RA 11/20=55% GA 4/11=36.4% SA 2/2=100% OTH 5/7=71.4% AR 3/3=100%	See Subcategories	(red)	See Subcategories
Appointment Made by Category Required/Achieved # and % (MAP)	100%	RA 96/164=58.5% GD 65/98=66.3% SR 16/42=38.1% AR 11/34=32.4%	Ineffective Prospecting Plan (A-C-A Analysis)	(red)	805K-79R-3030 (Construct a Plan in Support of the Recruiting Station's Operations Plan)
Appointment Made to Conduct # and %	75%	RA 73/119=61.3% GD 52/69=75.4% SR 11/29=37.9% AR 9/18=50%	High SR No-Show Rate from Virtual Prospecting	(red)	805K-79R-3038 (Conduct Virtual Prospecting)
Conduct to Test # and %	36%	RA 21/51=41.2% GD 12/32=37.5% SR 4/12=33.3% AR 6/13=46.2%	Conducting Awareness or Info Only Appointments	(red)	805K-79R-3032 (Conduct the Army Interview) and review closing techniques
Test To Test Pass # and %	50%	RA 20/32=62.5% GA 10/19=52.6% SA 3/6=50% OTH 7/7=100% AR 6/10=60%		(green)	
Test Pass to Floor # and %	83%	RA 12/29=41.4% GA 5/15=33.3% SA 2/1=200% OTH 5/13=38.5% AR 5/10=50%	Step-selling Instead of Engendering a Commitment	(gold)	805K-79R-3033 (Resolve Obstacles)
Floor Conversion # and %	90%	RA 11/20=55% GA 4/11=36.4% SA 2/2=100% OTH 5/7=71.4% AR 3/3=100%	Unexpected Medical Obstacles Identified at MEPS	(gold)	805K-79R-3047 (Determine Basic Enlistment Eligibility) and MHS Genesis training
Flash to Bang RA/USAR	14	RA = 90 Days AR = 70 Days	Processing timelines lengthened because of medical waiver wait times	(gold)	805K-79R-3017 (Conduct Waiver Processing)
FS Losses %(#)	>10%	15% = 6 of 40	6 Future Soldiers were FTG due to lack of recruiter engagement	(gold)	805K-79R-3024 (Conduct Future Soldier Follow-up)
# FS, # Referrals / # Contracts RA/USAR	1:1	RA = 11, 3/3 AR = 3, 3/0	Recruiters do not know how to effectively ask for or influence FS for referrals	(gold)	Provide training on alternative methods to obtain FS referrals
Total # of Appt Cond # Applicant Refs RA/USAR	5:1	RA = 65/6 = 11:1 AR = 12/3 = 4:1	Station commander did not enforce or validate	(red)	Not a training issue but rather restating the policy and incorporating procedures to immediately enforce and validate at appointment completion
# of CPs , # Referrals/# CP Contracts RA/USAR	4:1	RA = 24/3/1 AR = 11/4/1	Of 24 CPs in database, only 15 are true CPs	(red)	Train on local policy, TTPs, and requirements and review key elements from UTC 5-03.3 Partnerships
# of TPU # Referrals/# TPU Contracts	1:1	4/2/0	Visits only occurred during non-drill periods	(red)	Review Key Elements from UTP 3-10.5 Reserve Recruiting

Figure 9-1. CSTAR Part 1 (Example Only)

TRAINING PLAN DEVELOPMENT

9-4. **CSTAR Part 2.** CSTAR Part 2 - (Figure 9-2) is the portion of the CSTAR that allows leaders the ability to continue the Design, begin the Development, and consider Implementation and Evaluation requirements within the ADDIE Process. Upon completion of Part 2, a leader should understand how the training occurs and what to expect. Remember the three learning domains (Cognitive, Affective, and Psychomotor) as well as the learning styles, and the training and evaluation dates. Upon completion, transfer and upload the CSTAR into the Digital Training Management System (DTMS) for submission to the next higher command for review and approval.

NEXT QUARTER TRAINING PRIORITIES				
Training Task	Intended Outcome	Training Methodology	Date(s) of Training	Evaluation of Training
805K-79R-3030 (Construct a Plan in Support of th	Improve operational effectiveness	Facilitation / PE	5 JAN 2024	2 FEB 2024
805K-79R-3038 (Conduct Virtual Prospecting)	Improve Appointments Conducted ra	Facilitation / Live-Fire	12 JAN 2024	9 FEB 2024
805K-79R-3032 (Conduct the Army Interview)	Increase commitments	Facilitation / PE	19 JAN 2024	16 FEB 2024
805K-79R-3033 (Resolve Obstacles)	Increase commitments	Facilitation / Live-Fire	26 JAN 2024	23 FEB 2024
805K-79R-3047 (Determine Basic Enlistment Eligi	Improve prospect quality	Facilitation / PE	2 FEB 2024	1 MAR 2024
805K-79R-3017 (Conduct Waiver Processing)	Reduce flash to bang	Facilitation / PE	9 FEB 2024	8 MAR 2024
805K-79R-3024 (Conduct Future Soldier Follow U	Decrease FS losses	Facilitation / Live-Fire	16 FEB 2024	15 MAR 2024
Review key elements of UTP 3-10.5 (Reserve Req	Improve Reserve contract count	Facilitation / PE	23 FEB 2024	22 MAR 2024
805K-79R-3037 (Conduct Telephone Prospecting	Improve quality and quantity of appts	Facilitation / Live-Fire	1 MAR 2024	29 MAR 2024
805K-79R-3039 (Conduct Future Soldier Orientati	Decrease FS losses	Facilitation / PE	8 MAR 2024	5 APR 2024
805K-79R-3036 (Prepare a School Recruiting Pro	Increase HS SR & GRD production	Facilitation / PE	15 MAR 2024	12 APR 2024
805K-79R-3043 (Perform Follow-Up Activities)	Increase commitments	Facilitation / PE	22 MAR 2024	19 APR 2024

USAREC Form 350-1.6, Sep 2018   V1.00

Figure 9-2. CSTAR Part 2 (Example Only)

Instructions for CSTAR Part 2:

- **Training Task:** List the specific Training Task to correct identified deficiencies.

Note: If the task requires training only on a performance measure within the task, list the performance measure and the T&EO number.

- **Intended Outcome:** List the intended outcome: What the training must accomplish. Recall the Design Phase and learning strategies, domains, and styles.
- **Training Methodology:** List how the training takes place. Recall the Design Phase and learning strategies, domains, and styles.
- **Date(s) of Training:** List the date(s) of training. Upon the selection of dates and knowing the tasks, outcomes, and training methodologies, request facilities and transportation.
- **Evaluation of Training:** List the date(s) the leader returns to evaluate the results of the training.
- Enter results from the CSTAR to the "Schedule Events" in DTMS. Complete and submit the training schedule into DTMS.

9-5. **CSTAR Part 2 Notes.** Notes at the bottom of Part 2 are example "leader comments" as part of the training plan development.

TRAINING SCHEDULES

9-6. **DTMS.** Use DTMS (Chapter 10) to complete and submit training schedules for approval by the next higher-level commander. The input, when extracted from the CSTAR (company or station) and other requirements from higher echelons, provide a holistic plan that meets the unit's specific and critical training needs.

9-7. **DTMS Training Schedule Notes.** Figure 9-3 displays a company's training schedule for one week which has been submitted to the battalion for approval. An effective training plan answers questions below.

Figure 9-3. Company Training Schedule

1. Is this a complete training schedule?
    *   **Answer:** Notice Nashville RTC only states station training instead of specific training tasks. Remember, this schedule displays input data; therefore, if it is blank, then data was not entered.

2. Can the commander validate whether training matches the unit's training needs?
    *   **Answer:** For the company and station, the training schedule should mirror Part 2 of the CSTAR. In this case, the commander cannot validate that the training schedule for the company contains the appropriate training tasks to meet the unit's training needs.

3. Are the dates and times of training sufficient to train the tasks listed to standard?
    *   **Answer:** It depends. Leaders assess whether the day and time interfere with mission requirements or if training on an earlier day assists in setting up a specific operation. Recall the Design Phase of the ADDIE Process requires the leader to design training that meets the training objectives in a manner that facilitates learning and includes sufficient time to train to standard.

SUMMARY

9-8. The Company/Station Training Assessment Review (CSTAR) is a systematic approach to assess and develop quarterly training. Too often, subordinates submit training plans that are a result of assumptions, lack prioritization, and fail to address operational training needs. The CSTAR is a simple tool to assist leaders in developing training plans that focus on critical training needs.

Chapter 10

DIGITAL TRAINING MANAGEMENT SYSTEM (DTMS)

INTRODUCTION

10-1. Chapter 10 consists of extracts from the Digital Training Management System (DTMS) USER Guide (Combined Arms Center – Training (CAC-T), 29 DEC 2023). DTMS is a system of record for capturing training planned and completed from unit level to the individual Soldier. It is a web-based training enabler designed to link existing systems to create a single point of entry for units to schedule unit training, manage training resources, and create schedules and master calendars for training.

10-2. DTMS assists with implementing doctrine, tactics, techniques, and procedures as outlined in FM 7-0, Training. DTMS provides leaders with an end-to-end view of current unit training status at all echelons. The entry point for the Combined Arms Training Strategies (CATS) planning tool allows leaders the ability to develop, record, and modify training strategies.

10-3. DTMS helps commanders at each step of the training management process from the plan and prepare to execute and assess. It also maintains a Soldier's training history from hire to retire. DTMS allows users to communicate and coordinate across the chain of command. It also features calendars to plan and schedule training.

10-4. DTMS is a resource that affects Soldiers and commanders throughout the Army. For unit leaders and trainers down to squads and even team leaders, DTMS provides a digital version of the Soldier's individual training record, job book, and leader book to inform training management decisions and reduce manual data entry as new Soldiers arrive and Soldiers move to other units.

10-5. DTMS provides an easily accessible record of training and replaces the old mission essential task list crosswalk with a digital version called CATS. It allows commanders to formulate a training plan and synchronize it with Army doctrine. Commanders and training managers can also quickly query records to track the status of any unit or individual training, to include weapons qualifications, physical training, mandatory training, and other training completion information.

10-6. DTMS reduces manual data entry by recording data in a database that communicates with other systems and automatically updates records. DTMS populates the Soldier's Digital Job Book located on the Army Training Network (ATN). The Digital Job Book informs the individual user of their training status and provides access to the Soldier's unit training schedule.

DTMS ASSISTANCE

10-7. **DTMS Manager**. Training Management Directorate at Fort Leavenworth, Kansas, maintains DTMS. It is a subordinate organization of the Combined Arms Center-Training (CAC-T), which manages training support and training development programs. For assistance with DTMS, you can email the USAREC DTMS Manager at usarmy.knox.usarec.list.hq-g3-master-trainers@army.mil.

10-8. **DTMS USER Guide and Resource Location.** DTMS training resources such as the DTMS Quick Reference Guide and DTMS User Guide are available on Army Training Network - Home.
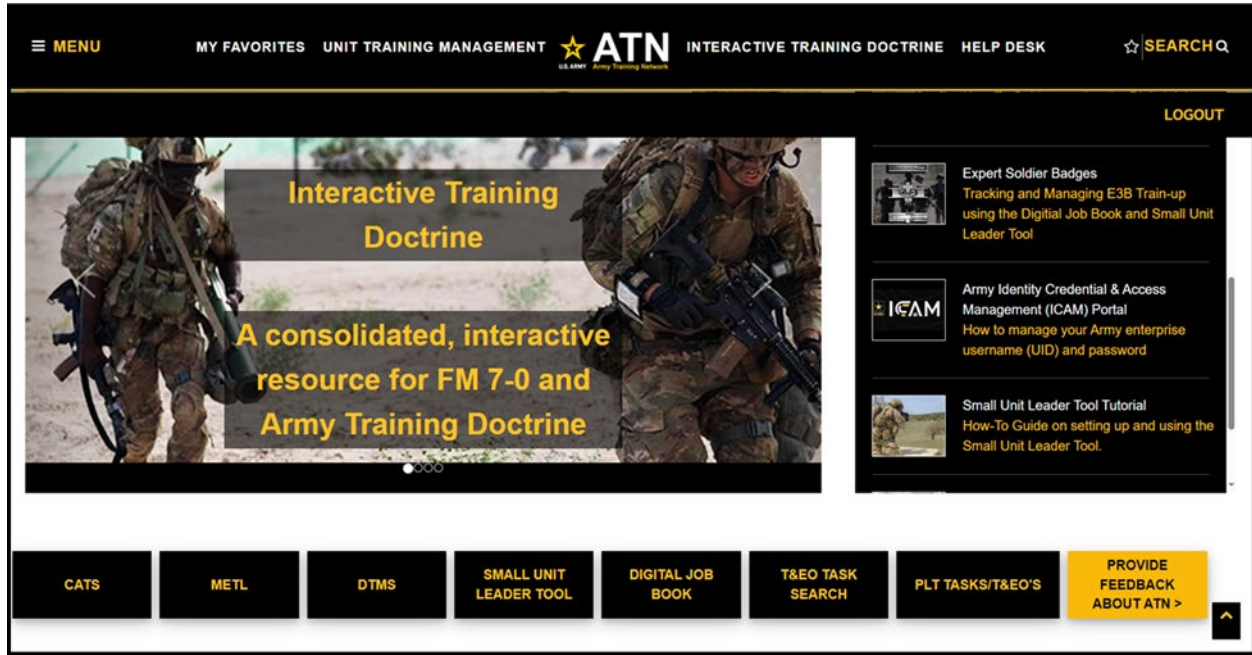
Figure 10-1. Army Training Network
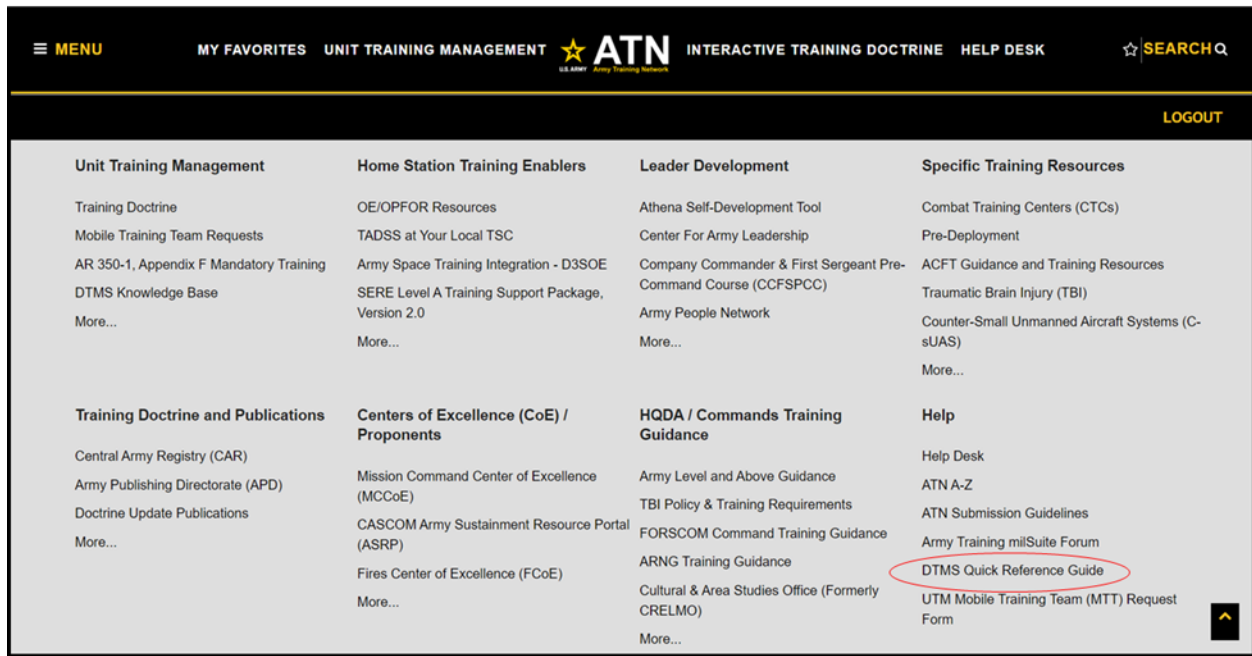
Figure 10-2. DTMS Quick Reference Guide and Training Resources
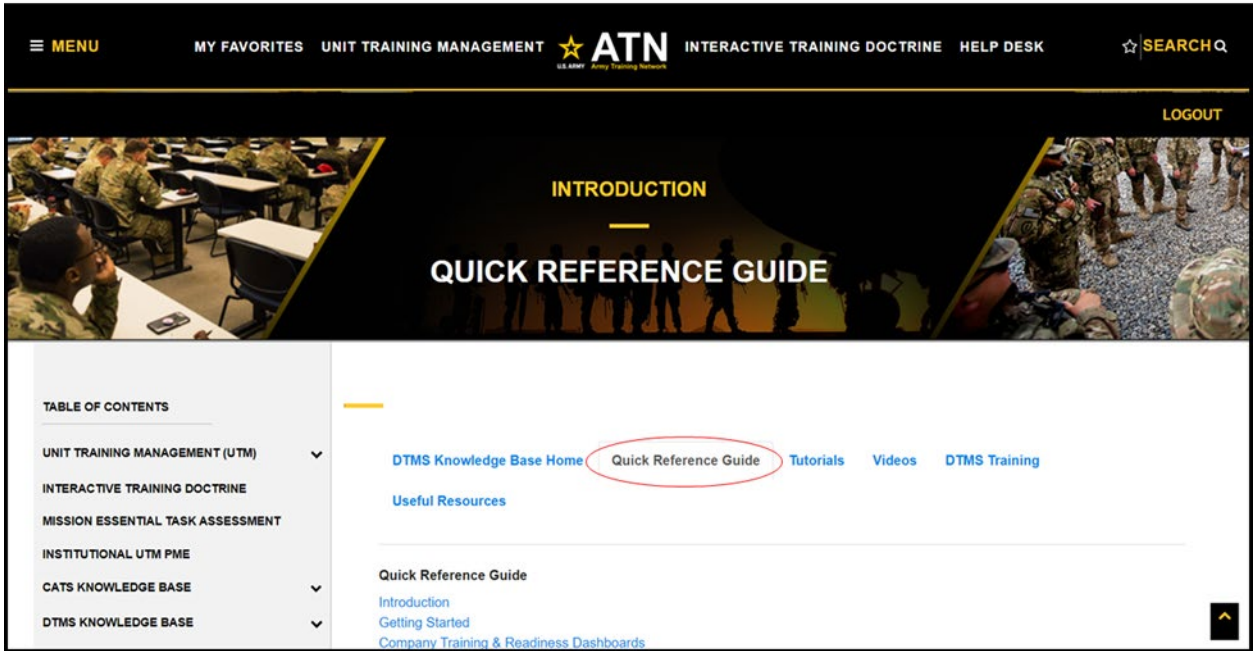
Figure 10-3. DTMS Quick Reference Guide
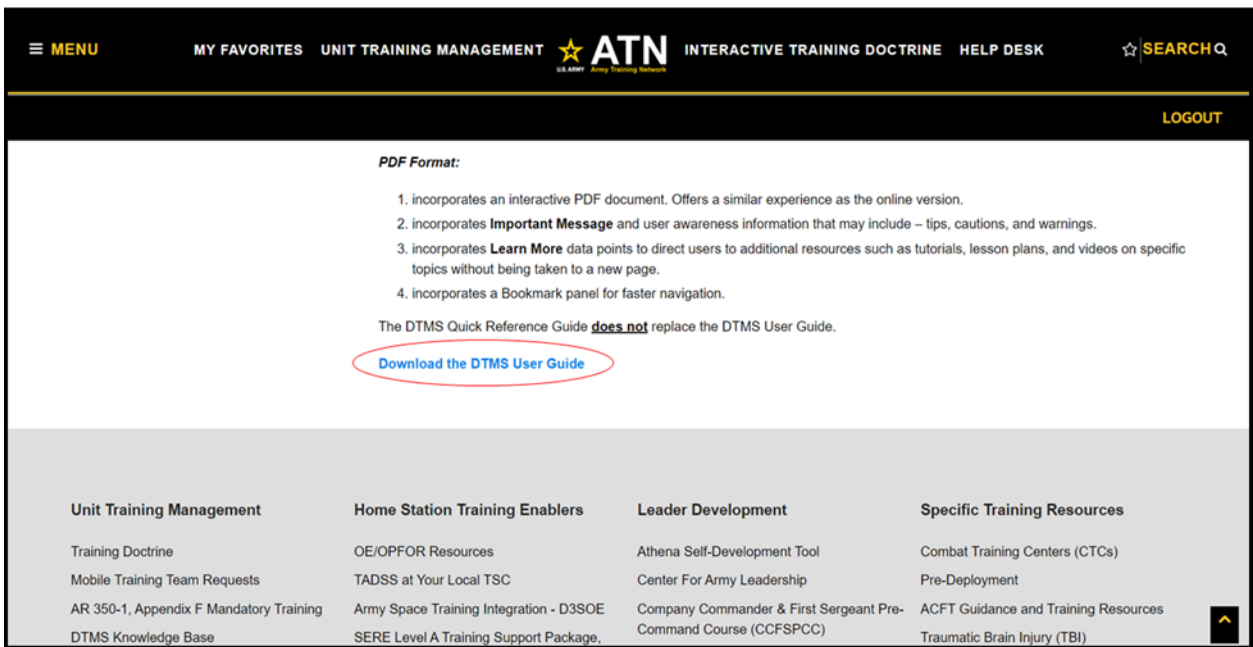
Figure 10-4. DTMS User Guide Download Link

SUMMARY

10-9. The Army's training management system is the Digital Training Management System. DTMS serves commanders and leaders as a tool that not only identifies training requirements but provides templates for planning training and conducting AARs and serves as a repository for all training documents. The leader's proficiency in using DTMS is critical to predict, develop, and train Soldiers to standard.

Chapter 11

TACTICS, TECHNIQUES, AND PROCEDURES (TTP)

INTRODUCTION

11-1. USAREC is a geographically dispersed organization requiring commanders, leaders, and trainers to be versatile, specific, and efficient when it comes to training and leader development. The consistent operational tempo and competing priorities often inhibit training completion; therefore, the content within this chapter highlights best practices that aid the command in accomplishing training goals.

TRAINING ASSESSMENT BOARD

11-2. **Training Assessment Board (TAB).** TABs are quarterly boards mandated by USAREC IAW UR 350-1. The intent of the TAB is to gather subordinate unit training assessments; the units plan to address deficiencies and share best practices.

TTP: The Senior Master Trainer (SMT), S3, or Operations SGM leads a TAB before the USAREC TAB and before scheduled Quarterly Training Briefs (QTBs) and Operation Update Assessments (OUAs).

Benefits:
- Identifies training trends throughout the unit.
- Validates subordinate unit compliance in conducting internal training assessments and developing/incorporating solutions.
- Ensures that data within the QTB/OUA is accurate.
- Causes the staff to be proactive rather than reactive.

TRAINING GUIDANCE

11-3. **Training Guidance.** Publishing training guidance is critical to communicating the commander's training priorities. Publishing the Key Critical Tasks (KCTs) and providing guidance that aligns training with operational requirements prepares subordinate units to execute the commander's intent.

TTP: Include specific dates rather than generalized time periods that subordinates must comply with in order to complete training requirements (e.g. training plan or Order of Merit List (OML) submission, certification program updates, etc.). Add dates to the long-range calendar for visibility and compliance.

Benefits:
- Creates a conditioning process and improves battle rhythms.
- Reduces daily requirements to review DTMS or SharePoint.
- Increases the staff's ability to address noncompliance.
- Increases the SMT or Master Trainer's (MT) opportunities to train.

FUSION CELL

11-4. **Fusion Cell.** The Fusion Cell primarily consists of the Executive Officer (XO), S3, A&PA Chief, Education Service Specialist (ESS), and the S2. Under the XO's supervision, the Fusion Cell conducts the MDMP to execute the commander's intent, de-conflict resources, and predict and prepare for upcoming requirements.

TTP: Incorporate the SMT into the conduct of Fusion Cells. In fact, commanders are not limited to only those listed in Paragraph 11-4.

Benefits:
- SMTs look at operations and plans from a training perspective and provide awareness about the unit's skills capabilities and develops training timelines in support of operations.
- Develops the SMT for positions of greater responsibility.

IN-PROGRESS REVIEW

11-5. **In-progress Review (IPR).** Conduct IPRs daily. IPRs are daily analysis and discussions that leaders conduct with subordinates to validate, adjust, or provide operational guidance to achieve the recruiting mission.

TTP 1: Develop and create a briefing template for subordinates to brief during daily IPRs. The template follows doctrine, and the subordinate briefs, versus the leader using a question and answer, then guidance methodology.

Benefits:
- Causes the subordinate to understand the operational process and take ownership of developing an effective plan and solutions to problems.
- Continues to require the leader to prepare for the IPR by conducting research and analysis.
- Decreases IPR time dramatically.
- Improves development of subordinate and leader.

TTP 2: Question of the Day. The Question of the Day is where the leader identifies a policy, procedure, or requirement that the subordinate should know at their level. The leader asks the Recruiter the Question of the Day sometime during the IPR process where it most appropriately fits. If the subordinate accurately answers the question, then the IPR process continues. If the subordinate is unsuccessful, then the leader directs the subordinate to research the answer and sets up a time to discuss what they have learned. The answer must include where the answer was found, such as what regulation, chapter, and paragraph.

Benefits:
- Causes the leader to conduct research to find an appropriate question.
- Causes the subordinate to conduct research to find the appropriate answer.
- Increases the knowledge of both the leader and subordinate by forcing them to read doctrine.
- Conditions the subordinate to conduct self-development (reading) to prevent not being able to answer the questions.
- Continues to elevate until the questions become higher-level questions, thereby beginning development of higher-level knowledge.
- Subordinate uses the same methods on their own subordinates.

MOBILE TRAINING TEAM (MTT)

11-6. **Mobile Training Team (MTT).** The MTT is made up of MTs and potentially operations personnel. It provides SMTs and OPS Sergeants Major expert feedback and validates core competencies abilities. The complexities of continuous real-time recruiting operations challenges trainers to develop the means and methods necessary to train and sustain the recruiting force.

TTP: The MTT develops, administers, and monitors the unit's training program. The team provides Recruiter and Soldier training guidance. The team also conducts training assistance visits as required and provides classroom, seminar, and one-on-one teaching for RA and AR Recruiters.

Benefits:
- Offers convenience of learning in the Recruiters' areas of operation
- Provides improved outcomes.
- Provides performance support.
- Fights the forgetting curve – 70% of what is learned is forgotten within the first 24 hours.
- Creates multiple training opportunities per recruiting month.

11-7. Before launching an MTT, leaders will conduct a meeting with the Battalion Commander (BC), CSM, and SMT to position MTs effectively, eliminate risk that interferes with decisive operations, identify opportunities to provide support, coordinate operations with local agencies and USAR units, analyze training deficiencies and sustainment training, and discuss the plan of action and return on investment (ROI).

11-8. A plan of action and ROI is developed based on analysis. Determine the training needs, potential ROI, and training plan, and present them to the OPS SGM prior to launching the MTT. Before deploying the MTT, trainers use available resources and assets such as Recruiter Zone (RZ), BI Zone, BDE/BN S-2, BDE/BN S-3, etc. to determine training deficiencies through a needs analysis.

11-9. The MTT identifies supporting operations opportunities like higher learning facilities, Partnership for Your Success (PaYS) partners, special community events, and community social groups.

11-10. After identifying the intent and duration of the operation, position the MTTs appropriately for the best ROI and synchronize assets to target high-payoff zones and events. This will allow the MTT the ability to effectively engage the market and gather information on the area's recruiting operational environment.

11-11. Eliminate risk to decisive operations by managing internal distracters, external distracters, weather conditions, time management discipline, and resources.

11-12. While conducting MTT operations, networking with leaders from USAR units and community agencies creates a competitive and cooperative environment that supports the USAREC mission. These elements are an integral part of ensuring success in the area of operation.

11-13. Upon returning from a MTT operation, trainers compile their observations and recommendations in a report and distribute the report to the BDE/BN Commander, BDE/BN Command Sergeant Major, Operations SGM, and SMT, as well as the Company Leadership Team (CLT) and station commanders of the unit involved.

ONE-ON-ONE TRAINING

11-14. First-line leaders are the primary trainers of subordinates, and training is critical to not only achieving current missions but also the future of the command. While training in a group is effective for certain tasks, one-on-one training is unmatched in developing subordinates by improving areas of weakness identified by their individual needs. First Sergeants training station commanders one-on-one and station commanders training Recruiters one-on-one significantly improves the subordinate's knowledge, skills, and abilities (KSAs), making them more efficient, effective, and productive.

TTP: First Sergeants dedicate a portion of each station inspection to train the station commander on a specific critical task. Incorporating training into a station inspection changes the negative perception toward inspections and leaves the station commander with much more than a list of deficiencies. With USAREC's geographic dispersion and infrequent opportunities to train subordinates, the First Sergeant takes advantage of the inspection schedule to conduct one-on-one training. Station commanders build battle rhythms that dedicate a day each week where the station commander rides along with a Recruiter to assess and train.

Benefits:
- Creates multiple training opportunities per month.
- Creates a more positive impression of the leader by the subordinate.
- Increases independence, proficiency, and innovation.
- Increases operational capabilities and mission success.
- Causes the leader to become proficient or sustain proficiency.
- Creates a greater appreciation for what the subordinate experiences.
- Identifies training deficiency trends.
- Incorporation and execution of the battle rhythm eventually becomes standard operating procedure.

SUMMARY

11-15. The art and science of recruiting are not always in doctrine. Often, successful TTPs are those derived from trial and error from fellow leaders and Recruiters. The intent of this chapter is to serve as a reminder of the importance of developing internal lessons learned and sharing methodologies.

Chapter 12

LEADER PROFESSIONAL DEVELOPMENT

INTRODUCTION

12-1. Soldier and leader development is an essential function for all leaders to perform to ensure the proper and successful development of their subordinates. Professional development is an essential part of everyday life at work. Supporting the professional development of NCOs places tough requirements on leaders and commanders alike and is not something that happens just once a year during an annual appraisal.

INDIVIDUAL DEVELOPMENT PLAN (IDP)

12-2. The Army continually challenges Soldiers to set goals to grow, develop, and progress. The development of a culture of lifelong learning coupled with professional and personal goal setting is mutually beneficial to the Army and its Soldiers. Under the Army's lifecycle approach, all Soldiers receive counseling within 30 days of arrival to their first permanent duty station. As part of this counseling process, Soldiers create an Individual Development Plan (IDP) in Army Career Tracker (ACT) with the assistance of the first-line leader. The IDP identifies the Soldier's career, education, and training goals as well as milestones for each.

PROFESSIONAL DEVELOPMENT MODEL (PDM)

12-3. Each proponent defines the appropriate mix of education, training, and experience noncommissioned officers need at each rank within the context of the overarching requirement to develop adaptive leaders. DA PAM 600-25, The Noncommissioned Officer Professional Development Guide, is the primary reference for PDMs.

12-4. The demands of each specialty balanced with broadening opportunities are reflected in the proponents' sections of DA Pam 600-25. Refer to the U.S. Army G-1 | Personnel site, G-1 Publications tab, under "PAM 600-25 Documents" and choose an MOS to see detailed information in "DA Pam 600-25; NCO Evaluation Board Supplement" and the "Board Brief; NCO Evaluation Board Supplement" links. This site assists leaders in mentoring, counseling, and developing subordinates no matter what the Primary Military Occupational Specialty (PMOS) of the Recruiter is. This information is invaluable when counseling and developing subordinates for success, growth, and promotion in their PMOS.
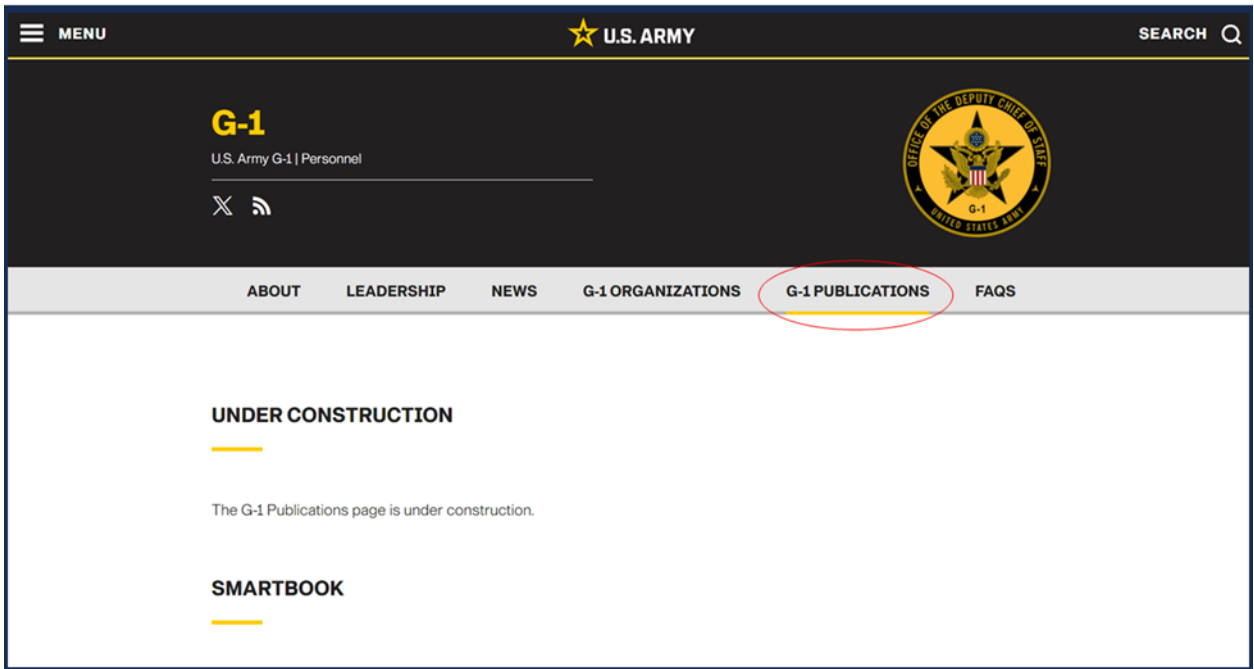
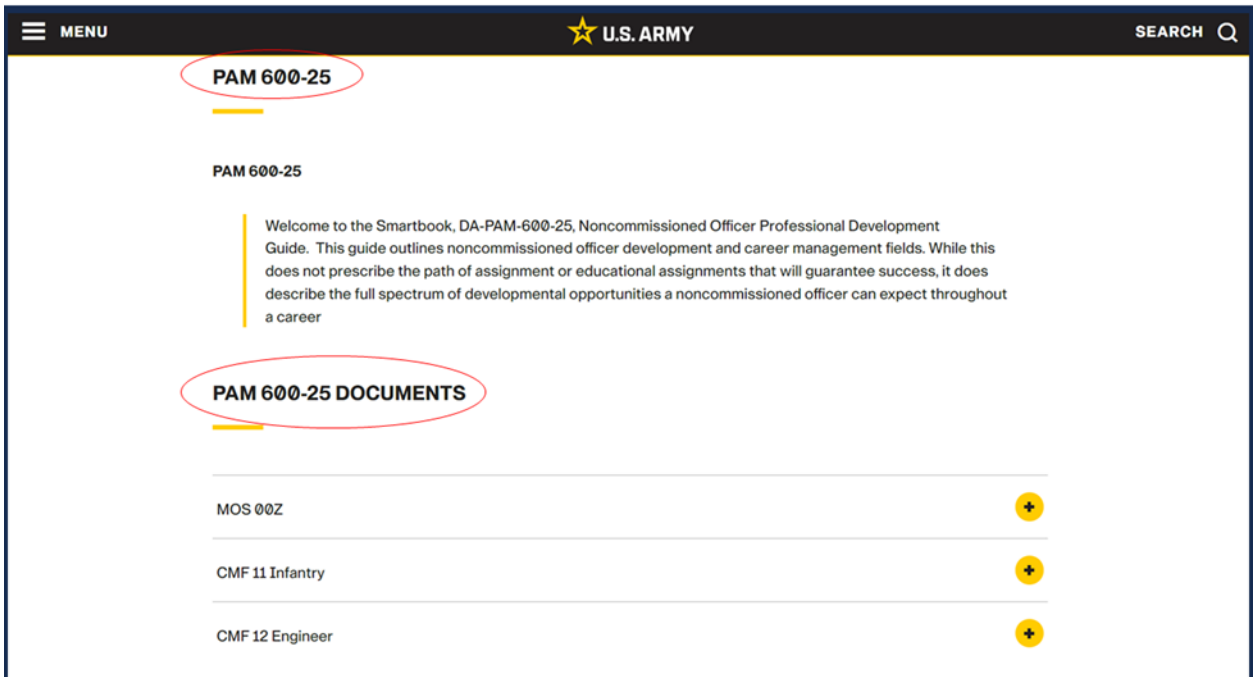**Figure 12-1. Army G-1 Personnel Site**

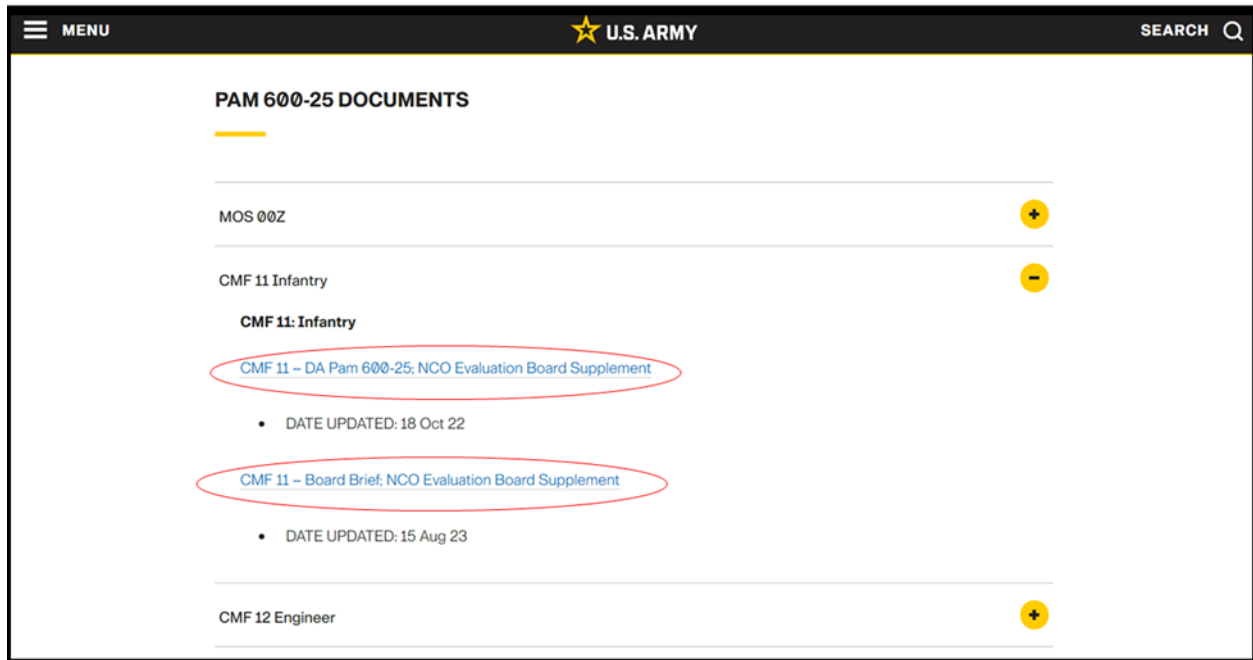**Figure 12-2. Army G-1 Personnel Site (DA Pam 600-25)**

Figure 12-3. Army G-1 Personnel Site (DA Pam 600-25 Documents)

12-5. The PDM/Career Maps serve as the professional reference for a successful military career while providing information and guidance on assignments, education, and training.

12-6. Army proponents create PDMs in ACT. The PDM is web-based and interactive, and supports the three core domains (Institutional, Operational, and Self-Development) that shape critical learning experiences throughout a Soldier's career.

LEADER DEVELOPMENT PROGRAMS

12-7. USAREC maintains leader development programs to train and develop its force. The Advanced Training Program (ATP) is a leader development program designed to evaluate and develop new Recruiters in Enlisted, Health Care, SORB, and Chaplain recruiting. This program requires station commanders to validate foundational skills learned during institutional training and focuses training on the critical tasks Recruiters must be able to perform in order to be effective and successful in recruiting. For more information on the ATP, refer to UR 350-1.

12-8. USAREC has also established leader certification programs such as the Station Commander Certification and the Company Leadership Certification, which assist leaders in training, evaluating, developing, and certifying 79R leaders and staff. Leaders at every level train and develop their subordinates by performing sustainment training and validating the competencies of Soldiers, leaders, and staff. All Soldiers are required to complete their applicable certification. Certifications include assessing duty position knowledge, leadership tasks, and professional competencies commensurate with their rank and position. Refer to UR 350-1 for additional information on leader certifications.

LEADERSHIP

12-9. Leader development is a process that combines training, education, and experience to prepare leaders for not only their current position, but for progressive responsibilities as well. The leader development process is a deliberate, continuous, and progressive process founded in Army Values that grows Soldiers into competent, committed, professional leaders of character. Our 79R NCOs must expect complexities and be able to operate independently under mission orders. They must also be living examples of "Be, Know, Do" and must possess and demonstrate traits such as adaptability, agility, flexibility, responsiveness, and resiliency.

12-10. 79Rs must be competent in their core attributes and competencies and be able to lead change in the Army. They must also understand the socio-economic environment in which they operate and be culturally aware to successfully operate in complex, uncertain environments. 79Rs must be courageous enough to see and exploit opportunities in the challenging, complex operational environment and be professionals who are grounded in the Army Values and Warrior Ethos.

SUMMARY

12-11. Leader development does not stop for Soldiers simply because they are assigned to USAREC. Personnel and leader development is essential to the strength and the future of the Army. An IDP created in ACT produces a plan that guides the development of the individual Soldier and is tailored to the Soldier's specific needs and goals. PDMs from each proponent provide guidance for growth and development as a Soldier and as a leader. USAREC leader development programs develop Soldiers as Recruiters and develop the 79R cadre as leaders. Additionally, leaders throughout the command are responsible for the continued development of their subordinates into leaders for the Army and not just as Recruiters for the command. By using proponent information from DA PAM 600-25, leaders construct effective counseling and create realistic and relevant progression plans for the proper development of their subordinates for future success.

Glossary

SECTION I – ACRONYMS AND ABBREVIATIONS

AAR	After Action Review
ACA	Attempts – Contacts – Appointments
ACH	Achieved
ACT	Army Career Tracker
ADDIE	Analysis, Design, Development, Implementation, and Evaluation
AFQT	Armed Forces Qualification Test
A&PA	Advertising and Public Affairs
APL	Applicant Processing List
APT	AFQT Predictor Test
AR	Army Reserve
ASVAB	Armed Services Vocational Aptitude Battery
ATN	Army Training Network
ATP	Advanced Training Program
BC	Battalion Commander
BDE	Brigade
BI Zone	Business Intelligence Zone
BN	Battalion
CAC-T	Combined Arms Center – Training
CATS	Combined Arms Training Strategies
CLT	Company Leadership Team
COA	Course of Action
COI	Center of Influence
CP	Community Partner
CSM	Command Sergeant Major
CSTAR	Company/Station Training Assessment Review
DA PAM	Department of Army Pamphlet
DTMS	Digital Training Management System
EO	Equal Opportunity
ESS	Education Services Specialist
EST	Enlistment Screening Test
FM	Field Manual
FS	Future Soldier
FTG	Failed to Graduate
FY	Fiscal Year

GRD	(High School) Graduate
GD	(High School) Graduate
IAW	In Accordance With
IDP	Individual Development Plan
IPOE	Intelligence Preparation of the Operational Environment
IPR	In-Progress Review
KCT	Key Critical Tasks
KSA	Knowledge, Skills, and Abilities
MAP	Mission Accomplishment Plan
MDMP	Military Decision-Making Process
MET	Military Entrance Test
MOS	Military Occupational Specialty
MT	Master Trainer
MTT	Mobile Training Team
NPS	Non-Prior Service
OML	Order of Merit List
OPAT	Occupational Physical Assessment Test
OPS	Operations
OUA	Operation Update Assessments
PaYS	Partnership for Your Success
PDM	Professional Development Model
PiCAT	Pending Internet Computerized Adaptive Test
PMOS	Primary Military Occupational Specialty
PRI	Priority
QTB	Quarterly Training Brief
QTR	Quarter
RA	Regular Army
REQ	Required
ROI	Return on Investment
RRC	Recruiting and Retention College
RTC	Recruiting Company
RZ	Recruiter Zone
SGM	Sergeant Major
SMT	Senior Master Trainer
SR	(High School) Senior
STD	Standard
TAB	Training Assessment Board
T&EO	Training & Evaluation Outline
TLP	Troop Leading Procedures

TNE	Tested Not Enlisted
TPU	Troop Program Unit
TR	TRADOC Regulation
TRADOC	Training and Doctrine Command
TTP	Tactics, Techniques, and Procedures
UR	USAREC Regulation
USAR	United States Army Reserve
USAREC	United States Army Recruiting Command
UTC	USAREC Training Circular
XO	Executive Officer

SECTION II – TERMS

ADDIE Process

The ADDIE Process is a framework used to organize and manage educational programs. ADDIE organizes all course and curriculum development activities using a disciplined process that ensures classroom instruction accomplishes the institution's educational purpose. The ADDIE Process includes five phases that support program management with inputs to the process by the institutional leadership and outputs to support systematic review and updates.

References

REQUIRED PUBLICATIONS

AR 350-1 "Army Training and Leader Development" (10 Dec 2017)

ADP 7-0 "Training" (31 July 2019)

DA PAM 600-25 "U.S. Army Noncommissioned Officer Professional Development Guide" (11 September 2023)

FM 7-0 "Training" (14 June 2021)

TRADOC Reg 350-70 "Army Learning Policy and Systems" (10 Jul 2017)

USAREC Reg 350-1 "Training and Leader Development" (19 September 2022)

USAREC Training Circular 5-03.1 "Processing, Prospecting, and Analysis" (26 September 2019)

WEBSITES

Army Training Network (ATN) at https://atn.army.mil

Army Career Tracker (ACT) at https://actnow.army.mil

Center for Army Lessons Learned (CALL) at https://www.army.mil/CALL

Combined Arms Training Strategies (CATS) at https://atn.army.mil

Army COOL at https://www.cool.osd.mil/army/index.html

Digital Training Management System (DTMS) at https://atn.army.mil

USAREC G3 Training at: https://armyeitaas.sharepoint-mil.us/sites/TR-USAREC-HQ/SitePages/Directorates/G3/G3Training.aspx

United Services Military Apprenticeship Program (USMAP) at https://usmap.osd.mil/index.htm

SHRM-CP at https://www.shrm.org

Army G-1 Publications site for DA Pam 600-25 Proponent specific information https://www.army.mil/g-1#org-g-1-publications

PRESCRIBED FORMS

None

REFERENCED FORMS

DA Form 2029 "Recommended Changes to Publications and Blank Forms"

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