TRAINING AND LEADER DEVELOPMENT

TRAINING AND LEADER DEVELOPMENT

office skill management knowledge skills study career

motivation learning word **TRAINING**

leadership

technology **DEVELOPMENT**

learn success olution job strategy professional direction teaching lesson

ADDIE PROCESS

TRAINING DEVELOPMENT TOOLS

TACTICS, TECHNIQUES, AND PROCEDURES

Operational Domain

Institutional Domain

Leader Development

Training
Experience
Education

Training | Education | Experience

Education
Experience
Training

Army Capstone Concept

Self-Development Domain

Experience

Education

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Training and Leader Development

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PREFACE

USAREC TC 5.03.4 - 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, 3-30, 3-31. This UTC augments fundamental principles discussed in Army Doctrine Publication (ADP) 7-0, Training. Field Manual (FM) 7-0, Train to Win in a Complex World, 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 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. ADP 7-0, Training (31 July 2019) describes the four principles on training. In this unique environment, leaders follow these principles but adapt and incorporate more "*Train while operating"* to meet training needs.

SCOPE

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

APPLICABILITY

This Training Circular applies to all Recruiters, leaders, and civilians.

ADMINISTRATIVE INFORMATION

The proponent for this manual is the Recruiting and Retention College, Doctrine Division. Send comments and recommendations on DA Form 2028 (Recommended Changes to this publication) directly to HQ RRC, ATTN: RCRS-DD, 1929 Old Ironsides Ave, Building 2389, Fort Knox, KY 40121 or by e-mail to usarmy.knox.usarec.list.hq-rrc-doctrine@mail.mil

INTRODUCTION

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.

There exists a dynamic relationship between training and the development and execution of the Operations Plan. Without training, the leaders and Soldiers ability to execute the Operations Plan, regardless of how well planned, is an operation that is unlikely to succeed. Similarly, the analysis that is part of training plan development assesses the same documents as when developing the Operations Plan therefore 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 capabilities of the audience, and developing training that cumulates in a sound and effective training plan.

PART I

ADDIE Process

Part I introduces the ADDIE (Analysis-Design-Development-Implementation- Evaluation) Process. It guides training and leader development from analysis through evaluation of training.

Chapter 1 describes the ADDIE Process and correlation to the 8-Step Training Model, Military Decision-Making Process, and Troop Leading Procedures.

Chapter 2 provides an overview of the 5-phases of the ADDIE Process.

Chapter 3 describes the Analysis Phase of the ADDIE process.

Chapter 4 describes the Design Phase of the ADDIE Process.

Chapter 5 describes the Development Phase of the ADDIE Process.

Chapter 6 describes the Implementation Phase of the ADDIE Process.

Chapter 7 describes the Evaluation Phase of the ADDIE Process

Chapter 1.

ADDIE Process Correlation to the 8-Step Training Model, MDMP, and TLP

INTRODUCTION

1-1. 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.

TRAINING CORRELATION

1-2. The correlation between the ADDIE Process and the 8-Step Training Model is visible in Figure 1-1. 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 the Plan step of the 8-Step Training Model, the Implementation Phase associates with the Train the Trainer, Rehearse, and Execute steps, and the Evaluation Phase with Evaluate the Training and Retrain steps. 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.

1-3. Training Correlation Note: In the 8-Step Training Model or the ADDIE Process, Recon the Site (e.g. Facility Coordination) occurs upon approval of the type of training required. Issue Order (Warning Order) should come at the earliest opportunity to notify attendees. These techniques ensure facilities are available, scheduled, and mitigate disruption to battle rhythms.
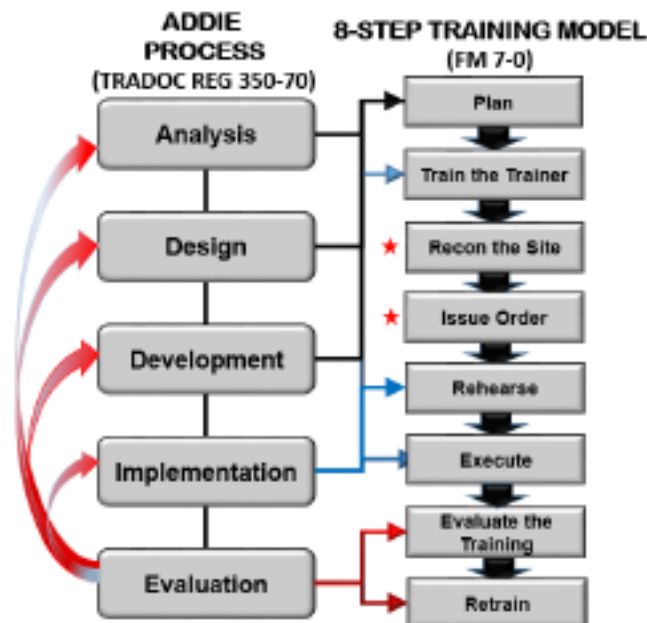
Figure 1-1. ADDIE Process correlation to the 8-Step Training Model

MDMP CORRELATION

1-4. The MDMP correlation with the ADDIE Process is visible in Figure 1-2. Similar to 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.
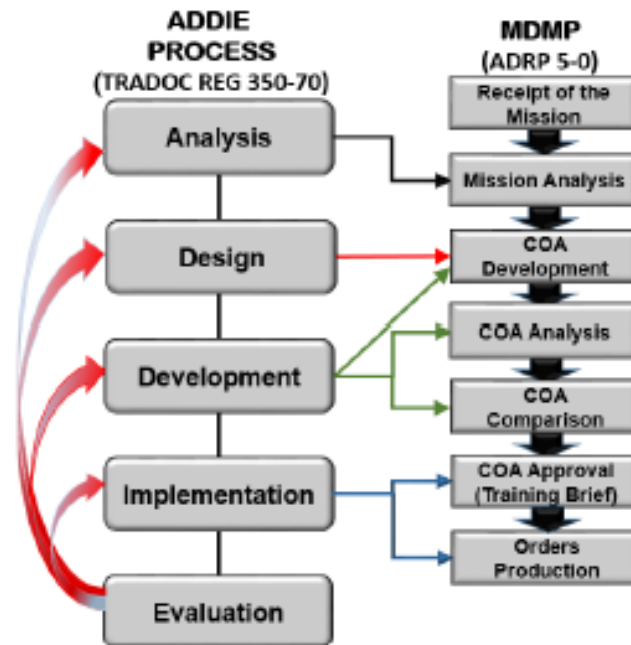
Figure 1-2. ADDIE Process correlation to the Military Decision-Making Process TLP CORRELATION

TLP CORRELATION

1-5. Troop Leading Procedures (TLP) correlation with the ADDIE Process phase is visible in Figure 1-3. The Analysis, Design, and Development Phase of the ADDIE process correlate with the Make a Tentative Plan in TLP. The Development Phase also correlates to the TLP step of Complete the Plan. The Implementation Phase associates with the Issue the Order step and the Evaluation Phase of ADDIE process ties to the TLP step of Supervise and Refine.

1-6. An important reminder regarding Troop Leading Procedures, Initiate Movement, and Conduct Reconnaissance steps, and within the ADDIE Process, is to coordinate transportation and facilities at the earliest opportunity to ensure both are available and satisfactory upon conducting the training.
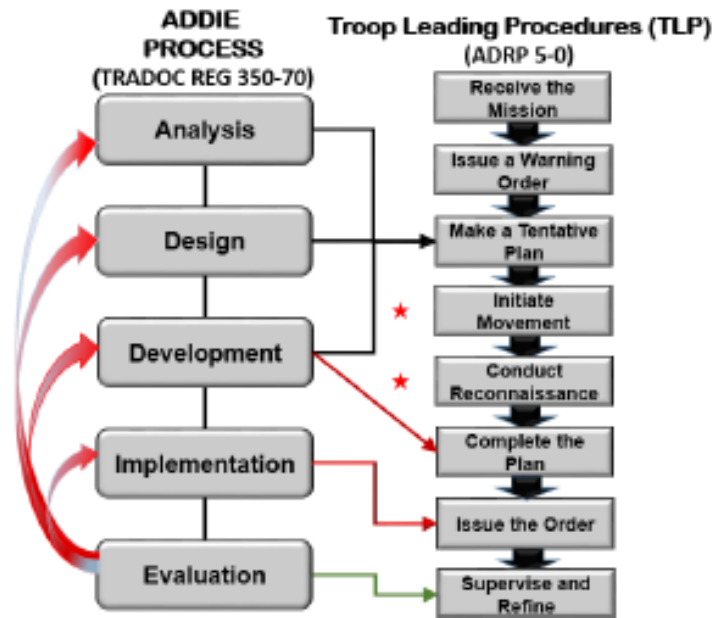
Figure 1-3. ADDIE Process correlation to Troop Leading Procedures

SUMMARY

1-7. The ADDIE Process directly correlates to the 8-Step Training Model, MDMP, and Troop Leading Procedures and takes training development to the next level. Leaders that 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 meeting both the organizational and individual training needs.

Chapter 2.
ADDIE Process Overview

INTRODUCTION

2-1. The ADDIE Process is a systemic approach to developing both individual, unit and Institutional training. It provides a framework to consider 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 skill level, learning styles, and the best training methods to accomplish the learning objective.
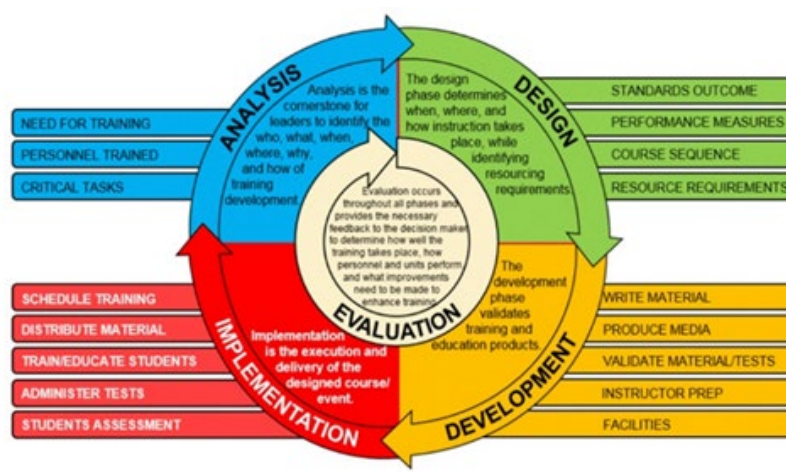
Figure 2-1. The ADDIE Process with Key Management Components

While each phase of the ADDIE process builds on the outputs of the preceding phases, the phase are not sequential. A change in any phase requires review and may require adjustments to preceding phases. Continues formative evaluation of products from each phase, along with approvals, serves to eliminate or reduce wasted effort.

ADDIE PHASES

2-2. **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.

2-3. **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 considering how to approach training that facilitates learning in such a manner that the learner grasps, executes, and retains the instruction:

- 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 a task.
- Identify training strategies to support the Soldier's learning style:
  - **Visual -** Processes information through what he or she sees.
  - **Auditory** - Processes information by hearing; words, songs or music, etc.
  - **Kinesthetic -** Processes information through physical experience by participating in a group and hands-on activity.

2-4. **Development Phase**. The Development Phase is the production phase of ADDIE where training designs become completed, approved and validated products. This phase includes developing the details required to implement the training, assess the students, and evaluate the program. As part of the Development Phase, leaders will:

- Generate or identify existing training materials.
- Validate that materials support the training objective.
- Validate feedback mechanisms.

2-5. **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.

2-6. **Evaluation Phase**. The Evaluation Phase is consistent throughout the ADDIE process to ensure that all stated goals of the process meet the individual/ organizational needs.

- Evaluate the training of tasks to standard.
- Revise the training if necessary.

SUMMARY

2-7. 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, coordination is complete, and the evaluation methodology is in place.

Chapter 3.
Analysis Phase

INTRODUCTION

3-1. Analysis is the first phase of the ADDIE Process and part of "Planning" in the 8-Step Training Model; "Mission Analysis" in MDMP; and "Make a Tentative Plan" in Troop Leading Procedures. This 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 consistently perform analysis (e.g. Mission Analysis, Recruiting Functions Analysis, etc.) to develop operation plans; therefore, a considerable amount of data is already available. Numerous types of analysis exist, but a critical first step is the conduct of a needs analysis.

TYPES OF ANALYSIS

3-2. Needs Analysis. Needs analysis is determining whether training is required. A needs analysis is necessary when: (See Figure 3-1 Needs Analysis Example)

When to Perform a Needs Analysis	Example	Result of a Needs Analysis
Identified performance deficiencies	Inability to achieve HS Senior prospecting	High School Prospecting Training
A change in threat and doctrine (current/emerging)	Chattanooga Recruiting Station Terrorist Attack	Arming the Force Training
	The return of the Mission Accomplishment Plan	How to build / analyze the MAP
A change in an organization or mission	Occupational Physical Assessment Test (OPAT)	OPAT Training
A change in equipment or material	The distribution of Tablets	Tablet Training
A change in leader development	The new NCOER	New NCOER and Evaluation Entry System
A change in occupational specialty structure	The opening of all MOSs to Females	Female Engagement Team Training

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

3-4. **Training & Evaluation Outlines.** (T&EO): USAREC Collective, Individual, Critical, and Staff tasks use Training & Evaluation Outlines (T&EO) to describe tasks. Figures 3-2 thru 3-9 show the common sections of a T&EO and provides a segmented explanation of the task.

Figure 3-2. T&EO Example

Figure 3-3. 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 3-4. 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 3-5. 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 3-6. T&EO Example

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 3-7. T&EO Example

Note: Chapter 9 provides instructions to locate T&EOs and an in-depth review of Mission Essential, Collective, and Individual tasks to perform a METL Crosswalk.

3-5. **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 3-8:

- 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, then during, and after the instruction is complete?
- Are there tasks required for learning before moving to next task?

Task Analysis Considerations

Considerations	Example Mission – Improve HS Senior Recruiting
Objective of Training	• If the objective of training is to improve HS Senior recruiting then a review of T&EO 805K-79R-3012, Implement a School Recruiting Program, may be one of the tasks requiring analysis to determine if the performance measures meet the objective of the training.
Skill or knowledge requirements to perform a particular mission	• Does HS Senior Recruiting require skill, knowledge, or both? • Does T&EO 805K-79R-3012, Implement a School Recruiting Program, build one or both skill and knowledge?
How the learner thinks before, during and after instruction is complete	• Assess how the learner currently thinks (cognition) through problems, reacts to challenges, and feels about HS Senior Recruiting. • How will the task (T&EO 805K-79R-3012) affect the learner thinking during training? • How will the learner think after the completion of training? Will training the task (T&EO 805K-79R-3012) establish a foundation that results in long-term improvement of how the learner thinks about and approaches HS Senior Recruiting
Identification of task that a learner must master before moving to the next task	• What tasks are critical to master before training T&EO 805K-79R-3012, Implement a School Recruiting Program? Consider: ✓ Should the learner master the use of School Zone or Recruiter Zone firs? ✓ Should the learner master how to prospect? ✓ Should the learner master develop a battle rhythm?

Figure 3-8. Task Analysis Considerations

3-6. **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 performance is a result of training, compliance, or resourcing. Perform a root cause analysis to dig deeper into the problem to ensure that training tasks correct the deficiency. See example in Figure 3-9.

> SGT Smith is experiencing difficulty in moving prospects to the test with an appointment made to test conversion at 5% against a standard of 36%. The station commander incorporates the Army Interview into SGT Smith's training plan but the problem still exists. The common action is to assume and then train 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 and compliance issue.

Figure 3-9. Root Cause Analysis example

3-7. **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 basic templates within USAREC units with the understanding that leaders can use the templates as a base foundation and develop further with experience.

SUMMARY

3-8. The Analysis Phase of the ADDIE Process is just as critical as performing mission analysis within the MDMP. Organizational and Individual training needs are at the forefront of the Analysis Phase specifically, against Mission Essential, Key Collective, and Individual Critical Tasks. In the end, leaders that invest time in performing analysis can experience greater returns and growth from training in the unit.

Chapter 4.

Design Phase

INTRODUCTION

4-1. The Design Phase produces the details of when, where, and how of 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.

4-2. **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.

4-3. **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 style, 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

4-4. The three domains of learning were created by Dr. Benjamin Bloom in 1956, "Bloom's Taxonomy," in order to promote higher forms of thinking, such as analyzing and evaluating concepts, processes, procedures and principles.

- Cognitive: mental skills (knowledge)
- Affective: growth in feelings or emotional areas (attitude or self)
- Psychomotor: manual or physical skills (skills)

Figure 4-1. Learning Domains

4-5. **Cognitive**. The way a person thinks, how they process information, or 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 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.

4-6. **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.

4-7. **Psychomotor**. (Hands-on/physical). 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

4-8. **Overview** Learning styles consist of visual, auditory, and kinesthetic 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.

4-9. **Visual.** A visual learning style is an ability or preference to processes information through what the person sees. Reading, videos, graphs, or demonstrations are best for those with a visual learning style.

Figure 4-2. Learning Styles

4-10. **Auditory.** An auditory learning style is an ability or preference to process information through what a person hears. Lecture, audio books, songs, or music serve the audio learner best.

4-11. **Kinesthetic**. A kinesthetic learner processes information through physical experiences by participating in a group and hands-on activity. Regardless of learning style, it is necessary to add practical exercises into the learning strategy.

SUMMARY

4-12. The Design Phase of the ADDIE Process is the phase where the focus is on the learner. Leaders that 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 and learning outcomes.

Chapter 5.
Development Phase

INTRODUCTION

5-1. 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.

5-2. **Identification.** One of the critical aspects of the Development Phase is identifying if current training material 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, then leaders should make a request to USAREC G3 Training for training development.

5-3. **Validation.** Validation of all training material occurs in the Development Phase. Leaders review all materials to determine that 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.

5-4. **Feedback.** Leaders also develop feedback mechanism during the Development Phase. Feedback mechanisms come in the manner of tests, After Action Review, surveys, etc. The feedback mechanism validates that the participants have learned the instruction and that the training meets the objective.

5-5. **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

5-6. 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, are adequate to support the training objective, and 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 6.

Implementation Phase

INTRODUCTION

6-1. The Implementation Phase is the instructor's 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

6-2. **Final coordination.** Coordination includes validating that facility, classrooms, and audio/visual materials are ready, confirming transportation, to include pick-up/drop-off times, and contact with guest instructors, and receipt of their training materials. Confirm all trainers and remind them of pre-training requirements.

6-3. **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. Change in doctrine may occur; technologies are constantly changing and it never hurts to validate the trainer's proficiency, and conducting rehearsals.

6-4. **Conduct Rehearsal.** Conduct rehearsals to identify problems that may occur before training and to implement corrective measures. Rehearsals validate that the trainers and instructional material are appropriate to accomplish the training. Rehearsals also include the testing of audio/visual systems.

6-5. **Prepare Learning Materials for Distribution.** During this phase, instructors distribute all learning materials to include read-a-heads, hand-outs, presentations, practical exercises, tests, survey AARs, etc. Recall the learning styles (Visual, Auditory, and Kinesthetic) and remember that not everyone learns by hearing the content of training so ensure materials contain all learning styles and ready for distribution.

SUMMARY

6-6. The Implementation Phase of the ADDIE Process is the leader's 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-a-heads, and distribute training materials. Leaders that follow the Implementation Phase discover that preparation and aggressive follow-up leads to great execution of training and Soldiers experience effective instruction.

Chapter 7.

Evaluation Phase

INTRODUCTION

7-1. The Evaluation Phase is consistent throughout the ADDIE process to ensure that all stated goals of the process meet the individual/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, whether the root cause is valid, and that tasks selected meet the training objective. During the Design Phase, evaluate whether the training meets the stated objective and factors in the learning domains (cognitive, affective, and psychomotor). Continue to evaluate during the Development and Implementation Phase.

7-2. **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 training objectives. This evaluation not only comes from examination but follow-on assessments. Successfully completing the Analysis, Design, Development, and Implementation Phase ensures the test(s), AARs or observations support the training objectives.

7-3. **Training Revisions.** Revise the 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

7-4. Leaders always assess training. The Evaluation Phase of the ADDIE process is the phase where leaders evaluate whether training met the training objective. Additionally, because of AARs, this phase is where to make adjustments and correct gaps within the training packages. Consistent follow-up and sustainment are critical. Therefore, leaders maintain oversight to identify which tasks the unit sustains and which tasks possess retention difficulty.

PART II

Training Development Tools

Part II introduces tools that support the ADDIE Process and assists the leader in identifying training needs and then developing sound training plans. Some of the tools within Part II are common, day-to-day tools but seldom used to address training. Part II also reintroduces the Company / Station Training Assessment Review (CSTAR) that provides leaders with a single template that organizes information from the Analysis Phase to Evaluation Phase.

Chapter 8 describes the Mission Accomplishment Plan (MAP).

Chapter 9 describes the Mission Essential Task List (METL) crosswalk.

Chapter 10 describes the Company / Station Training Assessment Review (CSTAR).

Chapter 11 introduces the Digital Training Management System (DTMS).

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 at the prospecting and processing lines of efforts. The examples listed in the following paragraphs extract training indicators using only a one-week period. Leaders can use similar methodologies or data that displays phase- line, quarter, or greater periods to perform the 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 Requirements (REQ). The MAP mathematically displays the number of Appointment Made requirements by category. Failure to identify and then correct training indicators at the Appointment Made negatively affects the unit's ability to achieve Appointment Conduct requirements.
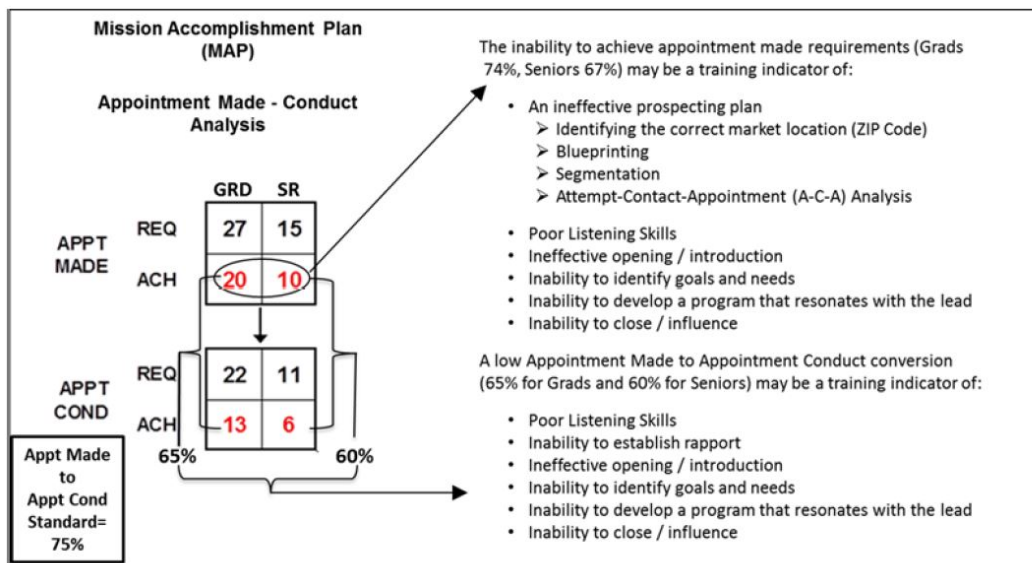
Figure 8-1. Appointment Made to Conduct Analysis

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 and Appointment Conduct conversion follow:

    a. Making an appointment without influencer approval.

    b. Scheduling appointments for the station and not at the residence.

    c. Scheduling appointments more than 72 hours out.

d. Scheduling appointments during holiday schedules (e.g. New Year's Eve).

e. Not counting an appointment made until the conduct of the appointment.

f. Not counting an appointment conduct if the prospect fails to achieve a specific score on the ASVAB screening test.

g. 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 critical to understanding the qualification and the psychological and physical commitment of the applicant.
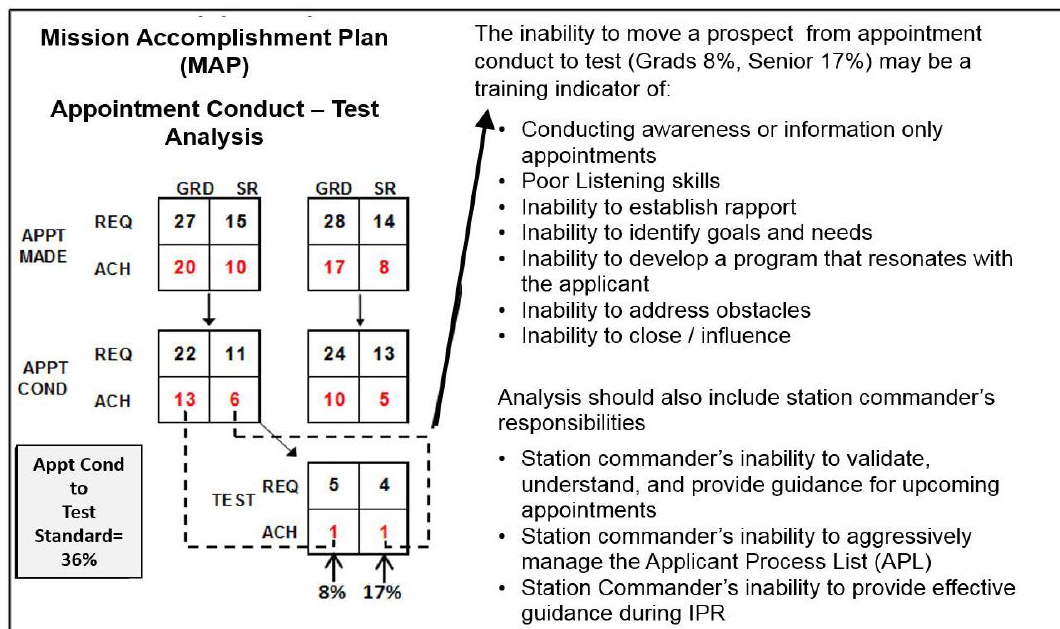
Figure 8-2. Appointment Conduct to Test Analysis

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 that appointment conducts because the flow of the MAP demonstrates that 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:

a. Testing only those that agree to enlist.

b. Unwillingness to use ASVAB Military Entrance Test (MET) sites due to distance or time.

c. Establishing "Test Run" schedules that fall outside of an aggressive 72-hour rule.

d. Only testing applicants that score over 50 Armed Forces Qualification Test (AFQT)

equivalent on the Enlistment Screening Test (EST).

    e. Not utilizing the Pending Internet Computer 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, increasing the potential for contracts, and just as important, more prospecting.
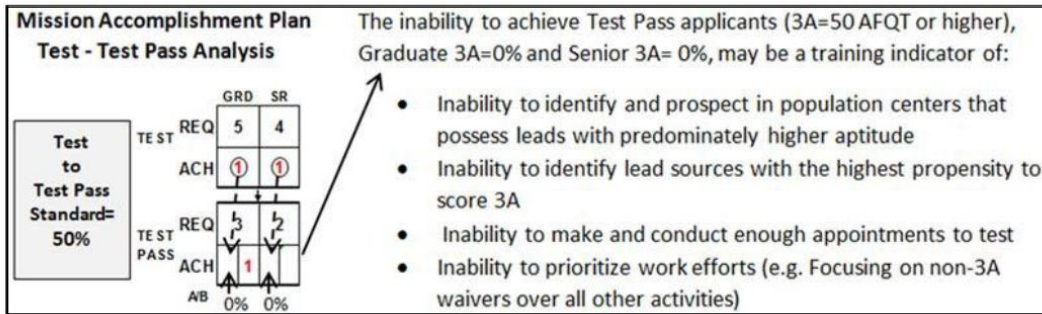
Figure 8-3. Test to Test Pass Analysis

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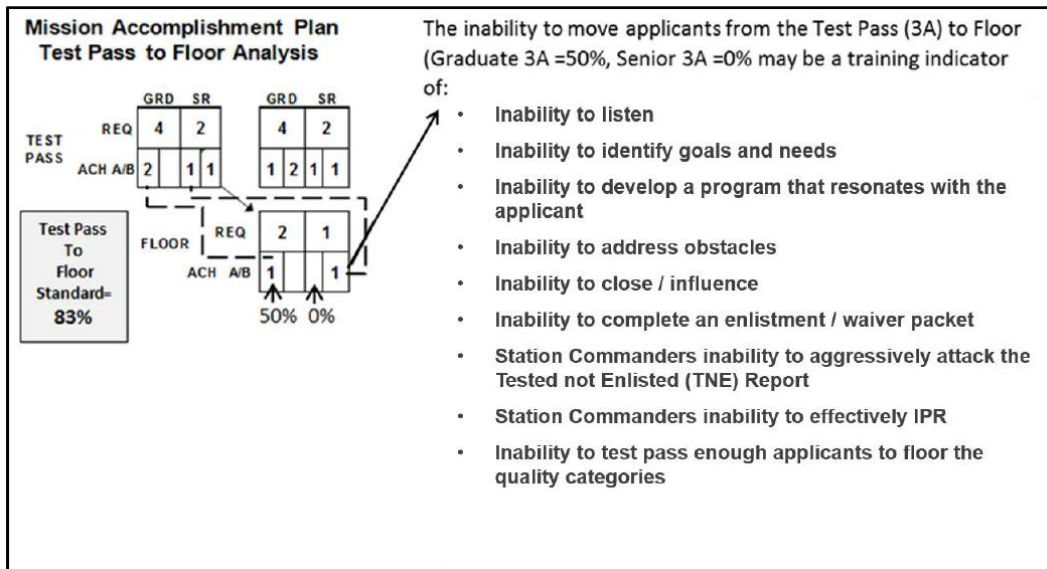
Figure 8-4. Test Pass to Floor Analysis

8-9. Test Pass to Floor Analysis Note. Notice the example uses the Test Pass data from the previous week to determine the Test Pass to Floor conversion. The designing of the MAP is so that Test Pass applicants should Floor the following week. Leaders should analyze why Flash-to-Bang exceeds realistic 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 and the applicant is temporarily or permanently disqualified, then an analysis is required to determine the reason.
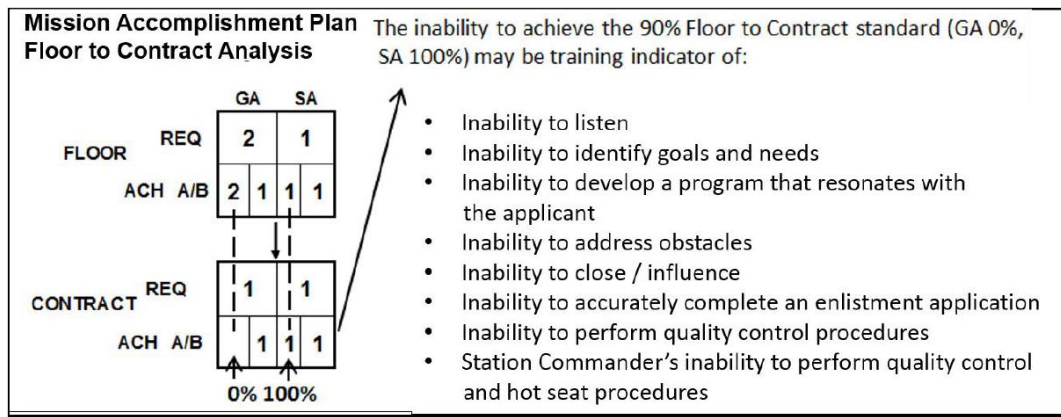
Figure 8-5. Floor to Contract Analysis

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

    a. Step-selling. Defined as the act of engendering a commitment from the prospect or applicant to commit to only the next step of the process; Testing or scheduling a committed applicant as a single event instead of scheduling for test, physical and enlist.

    b. Scheduling for Physical only and return.

8-12. **Training Indicator Prioritization.** Upon performing a MAP analysis to identify training indicators, leaders should prioritize and identify true and specific root-causes to address the problem and incorporate into training plans.

SUMMARY

8-13. A leader's understanding of the MAP is critical, not only for the operations plan development but also identifies where deficiencies are causing mission failure. Leaders possess the skill to identify choke points, determine if the choke points are a result of training or policies and take immediate action. When a leader understands the science of the MAP, he/she can apply the art of recruiting. When combined with a dynamic operations plan, the unit's potential for success increases exponentially.

Chapter 9.
Mission Essential Task List (METL) Crosswalk

INTRODUCTION

9-1. The USAREC METL Crosswalk allow leaders to analyze the proficiency or difficulty {(T) -Fully Trained, complete task proficiency}, {(T-) - Trained, advanced task proficiency}, {(P) – Practice, basic task proficiency}, {(P-) - Marginally Practiced, limited task proficiency}, {(U) Untrained, cannot perform the task} in performing Mission Essential Tasks (MET), Supporting Collective Tasks (SCT), and Individual Critical Tasks (ICT). Performing a METL Crosswalk highlights deficiencies and then allows leaders to prioritize tasks for training. Leaders at all levels should be proficient at locating, understanding the connections, and analyzing each type of task. Before a METL Crosswalk can occur, a recruiter must understand the different types of tasks. (See Figure 9-1).

TASK TYPES

9-2. The METL consists of METs. Collective tasks support METs, and they consist of a series of Individual tasks.

9-3. **Key Critical Tasks (KCT).** It is not feasible to train on every MET. After conducting an analysis, commanders select the Key Critical Tasks (KCT) to train to support the mission; this includes the ICTs that support the KCTs. **Note:** When reporting a rating during the Commander's Unit Status Report (CUSR), report only MET ratings, not KCTs.
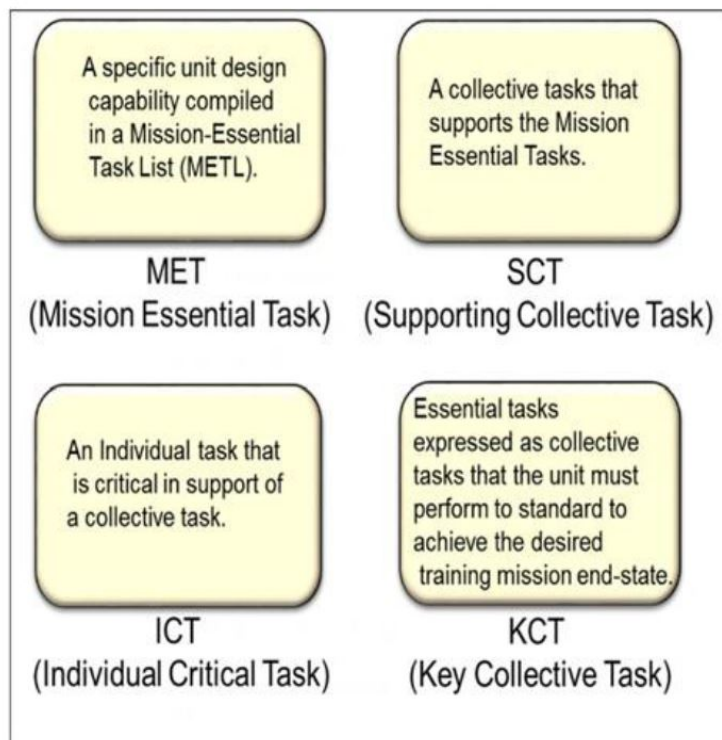
Figure 9-1. Task Definitions

LOCATION

9-4. **Location of Sites.** All tasks come in the form of T& EOs. Locate the Individual tasks in the Central Army Registry (CAR), Combined Arms Training Strategy (CATS), and the Digital Training Management System (DTMS) via The Army Training Network (ATN) @ www.ATN.Army.mil.

9-5. **Army Training Network (ATN).** The Army Training Network is the Army's primary training resource repository and is open to CAC holders. Access the ATN by opening a browser and typing www.atn.army.mil into the address box. Click on the CAC login to enter the ATN and search tasks. (Figure 9-2).

9-6. **Tasks in DTMS, CAR, and CATS.** Locate the tasks in DTMS, the CAR, or CATS; however, a simple method is to use the Task Search box. Figure 9-3 shows all three-entry points. **Note:** Currently, the only tasks in DTMS and CATS are the Recruiting Individual Tasks. MET and Supporting Collective Tasks are, until further notice, loaded into the USAREC G3 Training SharePoint.

9-7. **Using the Task Search.** Use the Task Search and type in the Task Title or Task Number to retrieve the Recruiter Individual Task. For ease of research, type in the Task Number "805K-79R" to retrieve all Individual Recruiting Tasks. Figure 9-4 displays an excerpt.

9-8. **Locating 148 Recruiting ICT T&EOs.** Notice in Figure 9-5 that 148 ICT tasks are available. Click on the desired link to retrieve the desired T&EO.

9-9. **USAREC METL and Collective Tasks.** Locate the USAREC METL and collective tasks in the USAREC G3 Training SharePoint site at the link in Figure 9-6 and "clicking on the "METL Crosswalk" link".

Figure 9-2. ATN Login
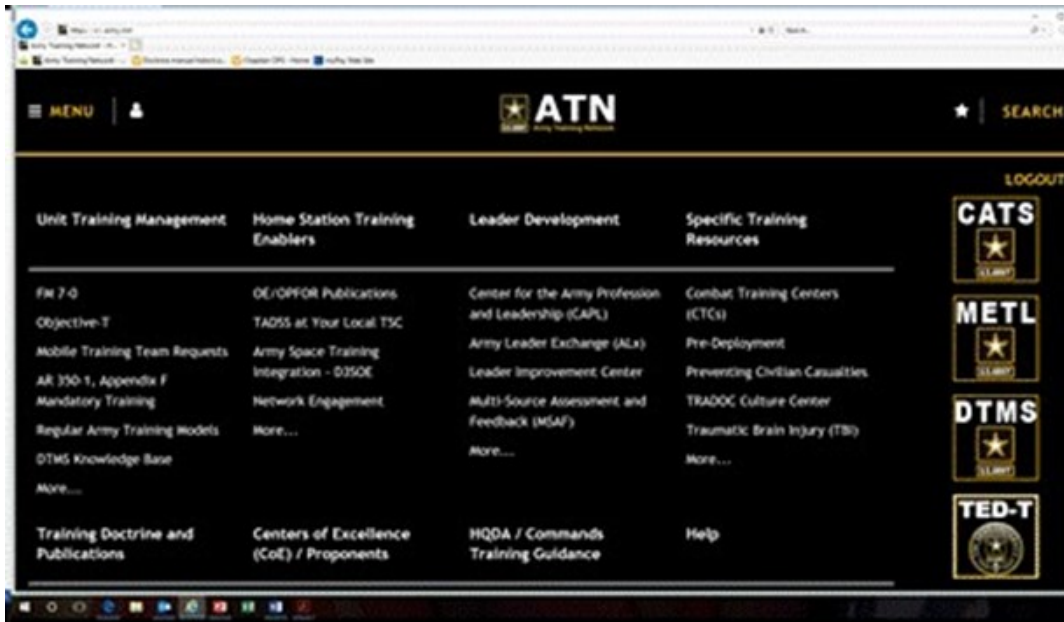
Figure 9-3. ATN Task Entry Points
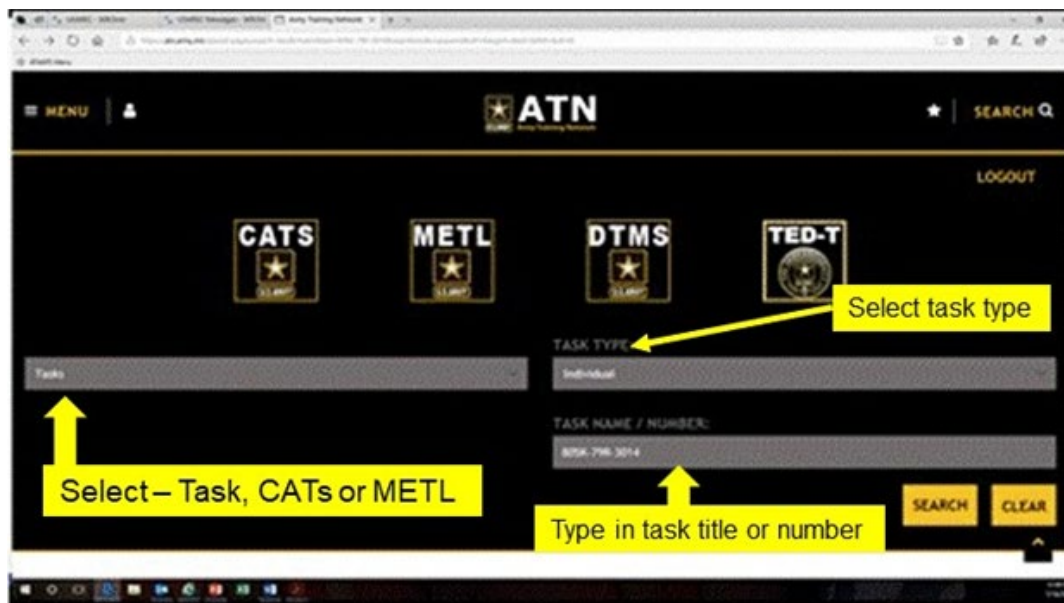
Figure 9-4. ATN Task Search
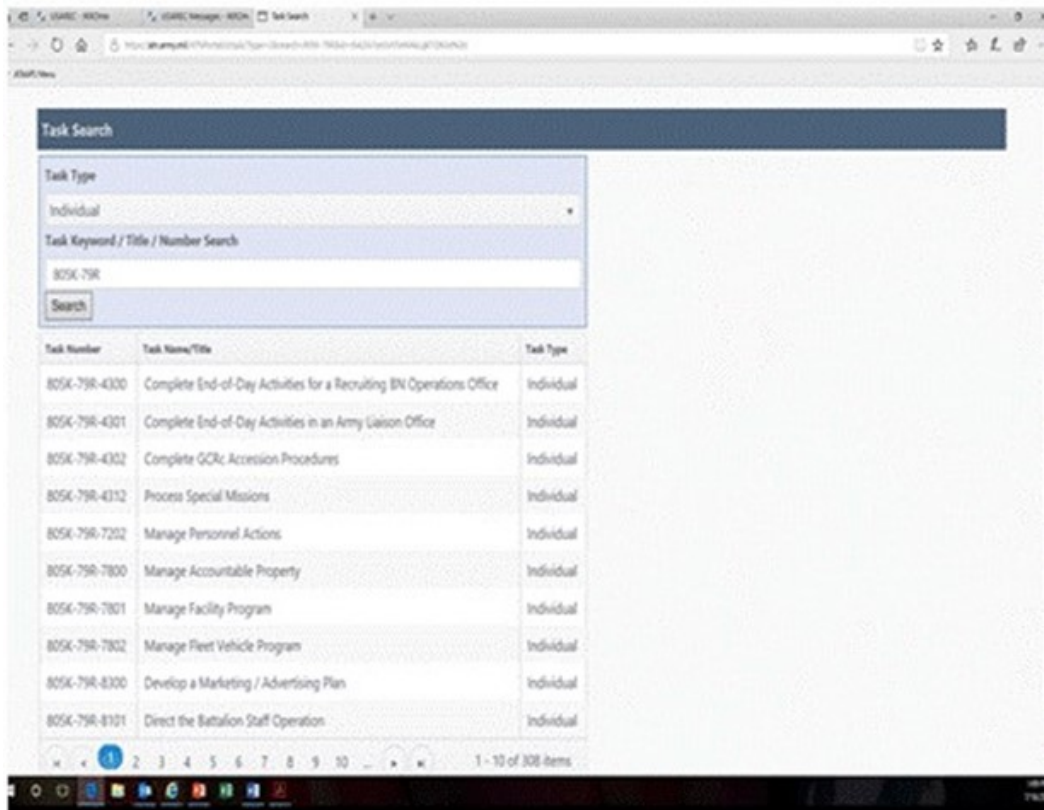
Figure 9-5. ATN Recruiting Individual Task

9-10. Digital Job Book. The Digital Job Book is a permission based tool which has been updated with first line leaders in mind and now streamlines the process for updating unit and Soldier training records. When given the proper permissions with the right subordinate personnel assigned to the leader by the unit's DTMS manager, leaders can now easily manage and track their subordinates' training using this tool. The tool provides the following:

• The Small Unit Leader tab allows leaders to view or update subordinates' Unit Course Registration (any ATRRS courses the Soldiers are programed to attend), Record Mass APFT, ACFT, Height and Weight, Weapons Assignment, Weapons Qualification, Task, Export subordinate training data and Manage their Small Units.
• The My Job Book tab provides Soldiers the ability to ensure correct training data has been entered into DTMS and they have been given credit for training and qualifications completed. Soldiers can also view their Unit Course Registration, Physical Training, Weapons Qualification, Training Schedules and Task assigned or completed.
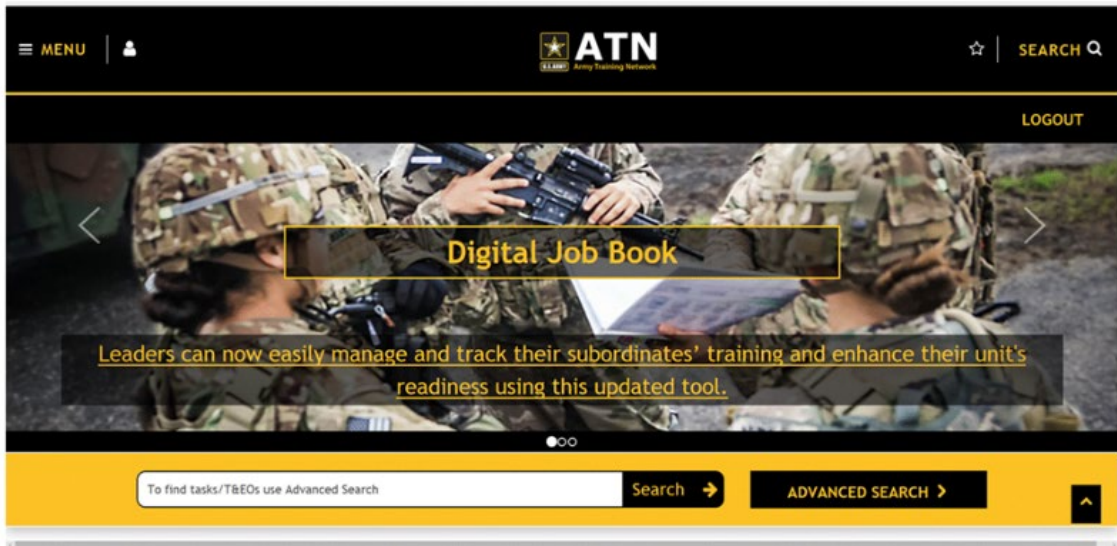
Figure 9-6. ATN Digital Job Book

9-11. **Five Mission Essential Tasks.** USAREC METL currently consists of Five Mission Essential Tasks (Figure 9-7). Each MET allows leaders to view the MET, their SCTs, and the associated ICTs.

Figure 9-7. METL Crosswalk Link

9-12. **Analyze MET and SCT to identify KCTs.** Commanders analyze each MET and SCTs to identify KCTs based on the current mission requirements. Subordinate leaders should assess ICTs to identify Individual tasks that support the KCTs selected.

9-13. **METL Crosswalk Instructions and quick view.** Figure 9-7 displays two additional items to facilitate a METL Crosswalk: a step-by-step to retrieve METs and SCTs and a METL 'quick view'.
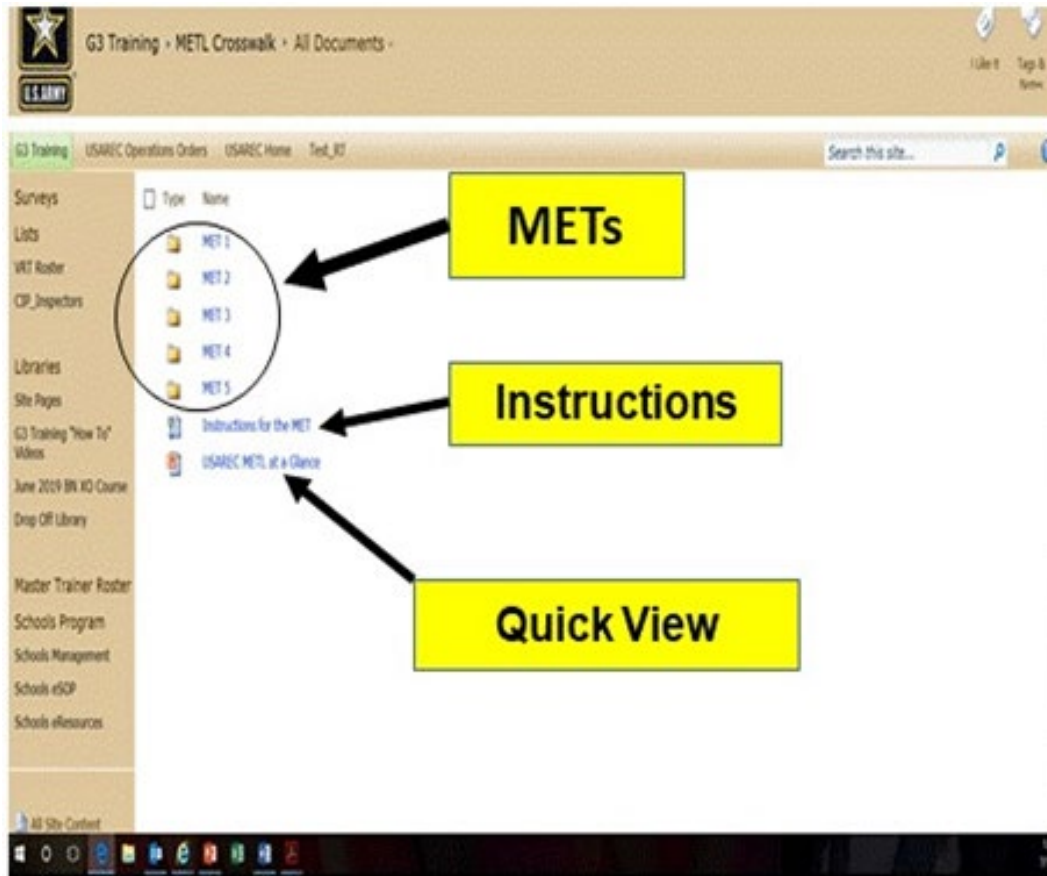
Figure 9-8. METs 1-5

CROSSWALK

9-14. **The METL Crosswalk.** The METL Crosswalk (Figure 9-8) shows all METs, SCTs, and links to the ICTs. In the example of USAREC MET 1, Conduct Mission Command, notice Five (5) Brigade SCTs, Five Battalion SCTs, and Nine (9) Company SCTs support it.

Note: The USAREC and Brigade SCTs have a T&EO number. Some of the Battalion and Company SCTs are identified by the unit level and number (BN 1, CO 2, etc.); this is due to the pending approval to place into CATS. The USAREC Commanding General has approved these SCTs.
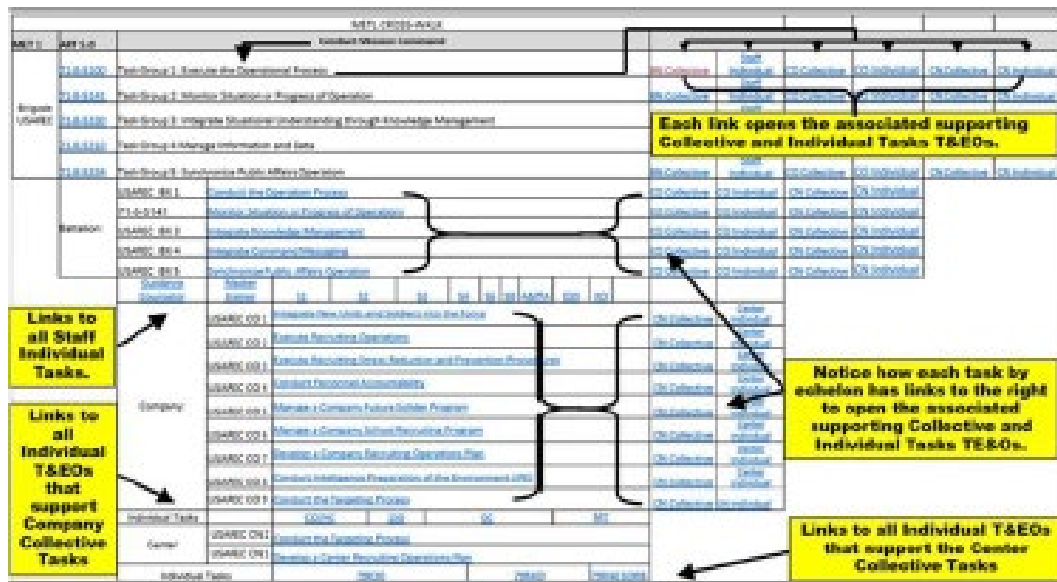
Figure 9-9. MET 1 Crosswalk Matrix

9-15. **METL Crosswalk Process.** Figure 9-9 depicts one MET Crosswalk to demonstrate the process. The example uses only one of the five (5) brigade SCTs to drill down to the station level in this example.
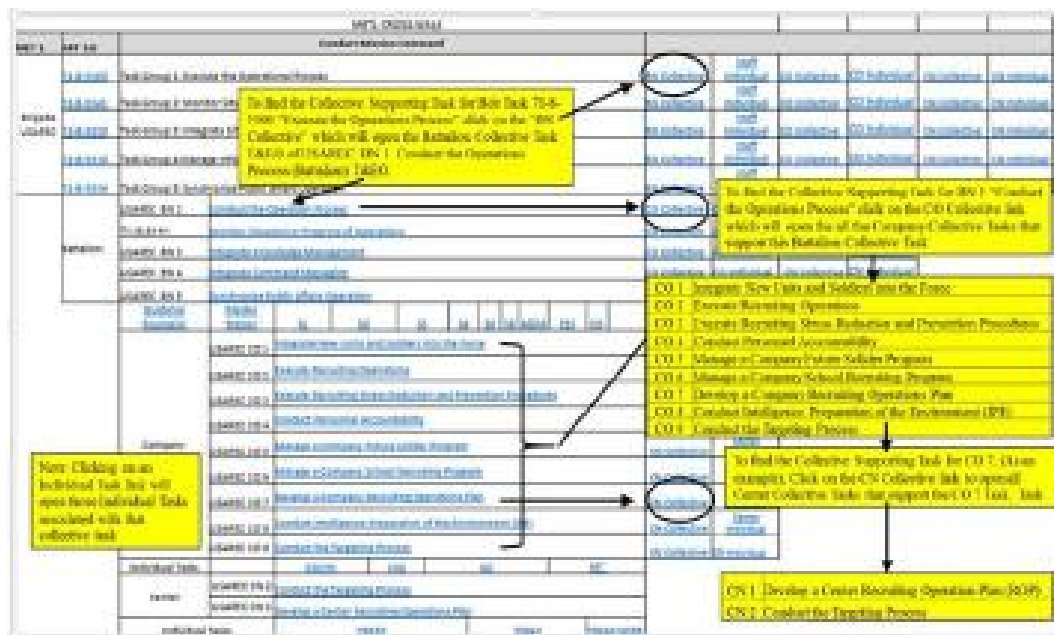
Figure 9-10. MET 1 Station SCT Crosswalk

9-16. **Identifying KCTs and ICTs that support the mission.** Commanders and leaders focus on identifying KCTs and ICTs that support the mission and external directives. This methodology allows the Commander the ability to focus training on only those critical tasks rather than all tasks. Performing a METL Crosswalk and identifying KCTs narrows the scope to determine training needs that increase the mission posture of the unit. It is critical that station commanders understand the next higher level KCTs and assess the ICTs to train to support the collective tasks and achieve the mission.

9-17. **Commanders Unit Status Report (CUSR).** The CUSR requires reporting of the unit's METs. Commanders evaluate each MET and report using the T, P, or U format. Do not report Critical Tasks in the CUSR unless otherwise directed.

SUMMARY

9-18. All warfighting units possess Mission Essential Tasks to focus training on critical tasks necessary to fight and win the war. In USAREC, we fight a non-stop battle every day without any reset and that is the reason for developing the METL. USAREC's METL, as in any warfighting unit, contains the critical tasks that the unit must master or mission failure occurs. Leaders at all levels understand the Mission Essential, Supporting Collective, Key Collective, and Individual Critical Tasks and how they crosswalk to assess and train units to accomplish each mission.

Chapter 10.

Company/Station Training Assessment Review (CSTAR)

INTRODUCTION

10-1. **Company/Station Training Assessment Review (CSTAR).** CSTAR (NPS) and CSTAR (Healthcare) **-** The CSTAR is a mandatory Quarterly template to analyze the company or station operational capabilities and identify training needs. The CSTAR facilitates the review of a company or station's last completed quarter data, identifies the root-cause 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.

PART 1 - ANALYSIS

10-2. **CSTAR Part 1:** Part 1 (Figure 10-1) is analyzing tasks against a standard, understanding the root cause, prioritizing which deficiencies are most critical to address and developing courses of actions to correct the problem. Note: During task analysis, leaders use T&EOs to determine if personnel perform the tasks to a standard, and to identify which performance measures are deficient.

10-3. Instructions.

    a. Assessment Criteria: Review the assessment criteria listed and incorporate local items of interest.

    b. List the standard for each criterion. Items in gray are example standards only.

    c. List the actual results for each criterion from the last completed quarter.

    d. Identify the root cause for each criteria representing deficient standards. **Note**: Be specific as to the root-cause as 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.

    e. Prioritize the criticality of the deficiency for each criteria using Red, Amber, or Green.

    f. Red=Critical task that must be trained immediately

    g. Amber=Task that must be trained within the Quarter

    h. Green/Blank=No training required at this time or if time permits

    i. The course of action to correct the deficiency.

10-4. **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 occurs are initially thought through when developing COAs in Part 1.

COMPANY / STATION TRAINING ASSESSMENT REVIEW

RSID: 4G3B | QTR/FY: 3Q16

OPERATIONAL

Assessment	STD	Actual	Root Cause	Pri	COA
Quarter Mission Achievement	100%	RA 17 / 12 = 71% GA 10 / 7 = 70% SA 5 / 2 = 40% AR 3 / 3 = 100%	See Sub Categories	R	See Sub Categories
Appointment Made to Conduct # and %	75%	RA 65 / 97 = 66% GD 52 / 63 = 83% SR 13 / 34 = 38% AR 12 / 17 = 70%	82% of all Senior NSX were made on the phone did not involve influencers, and message did not resonate with lead	R	Train Recruiters on how to blueprint, prepare, for and conduct telephone prospecting. Train on how to ask for and speak to influencers to gain approval
Conduct to Test # and %	36%	RA 26 / 65 = 40% GD 21 / 44 = 48% SR 5 / 21 = 24% AR 3 / 12 = 25%	4 of 5 Recruiters display difficulty in influencing senior prospects to move to the next step	R	Train Recruiters on developing programs that resonate with the prospect, influencing, and closing techniques
Test To Test Pass # and %	50%	RA 9 / 26 = 36% GD 6 / 17 = 33% SR 3 / 9 = 33% AR 3 / 3 = 100%	Recruiters are prospecting in areas proven to have high propensity but low aptitude	R	Train on IPB and market analysis to identify locations that contain higher academic scores
Test Pass to Floor # and %	83%	RA 7 / 9 = 77% GD 5 / 7 = 75% SR 2 / 2 = 100% AR 3 / 3 = 100%			
Floor Conversion # and %	80%	RA 7 / 7 = 100% GD 5 / 5 = 100% SR 2 / 2 = 100% AR 3 / 3 = 100%			
Flash to Bang RA/USAR	14 Day	RA = 37 Days GD = 16 SR = 21 AR = 19 Days	Low senior contracts (2) caused 21 day Flash-Bang		
FS Losses %(#)	>10%	15% = 6 of 40	6 Future Soldiers were FTG due to lack of recruiter engagement	A	Train recruiters how to assess the academic process of FSs and techniques on gaining school assistance
# FS, # Referrals / # Contracts RA/USAR	1:1	RA 40 / 26 / 5 AR 15 / 10 / 1	Recruiters do not know how to effectively ask for or influence FS for referrals	R	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	R	Not a training issues but rather restating the policy and incorporating procedures to immediately enforce and validate upon completion of the appointment
# of CPs , # Referrals/# CP Contracts RA/USAR	4:1	RA 64 / 3 / 1 AR 21 / 4 / 1	Of the 64 CPs in the database only 20 are true CPs	R	Train in targeting and CP development to include how to build relationships with those that have influence over the market
# of TPU # Referrals/# TPU Contracts	1 per TPU	4 \ 2 \ 0	Visits only occurred during non-drill periods	R	Train Recruiters how to build an effective TPU plan
		Represents local standards			

Figure 10-1. CSTAR Part 1 (Example Only)

PART 2 - TRAINING PLAN DEVELOPMENT

10-5. **CSTAR Part 2**. CSTAR Part 2- (Figure 10-2) is the portion of the CSTAR that allow 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. (Recall Cognitive, Affective, and Psychomotor Domains as well as learning styles), and the training and evaluation dates. Upon completion, transfer and upload into the Digital Training Management System (DTMS) for submission and next higher review and approval.

NEXT QUARTER TRAINING PRIORITIES
Part 2

1- Training Task	2- Intended Outcome	3- Training Methodology	4- Date(s) of Training	5- Evaluation of Training
Evaluate the Market - 805K-79R-3000	Learn Market Intelligence	Facilitation- Hands-on	8-Jul-16	12-Jul-16
Develop a Recruiter Centric Environment- 805K-79R-3007	Identify key target locations- COIs	Facilitation- Hands-on	15-Jul-16	20-Jul-16
School Recruiting Program- 805K-79R-3004	Developing School SPT elements	Facilitation Hands-on	22-Jul-16	20-Sep-16
Conduct Telephone Prospecting- 805K-79R-3002	Blue Printing, Pre-call, & Execution,	Hands-on Practical Application	29-Jul-16	3-Aug-16
Stand Down Day	NA	NA	5-Aug-16	NA
Establish Goals and Passions- 805K-79R-3001	Develop message that resonates	Facilitation Hands-on	12-Aug-16	17-Aug-16
Influencing Techniques	Generational/cultural influence techniques	Facilitation	19-Aug-16	24-Aug-16
Engender a Commitment	Effective Closing Skills	Facilitation	26-Aug-16	7-Sep-16
School Recruiting Program- 805K-79R-3004	Developing School Support elements	Facilitation Hands-on	9-Sep-16	14-Sep-16
Mandatory Training	Complete Resilience EO-Anti bullying	Facilitation	16-Sep-16	20-Sep-16
NCOPDS /Proponent Brief	Understand all current	Briefing	22-Sep-16	27-Sep-16
Battle Rhythm	Develop a sound Battle Rhythm	Hands-on Practical Application	29-Sep-16	5-Oct-16

NOTE: Each Training Task fall within the performance measures of the listed T&EO. Only the deficient portions will be trained
NOTE: Wednesdays are blocked for Center Leader - Recruiter Ride-Along assessment and training

Figure 10-2. CSTAR Part 2 (Example Only)

10-6. Instructions for CSTAR Part 2.

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

b. List the intended outcome- What the training must accomplish. Recall the Design Phase and learning strategies, domains, and styles.

c. List how the training takes place. Recall the Design Phase and learning strategies, domains, and styles.

d. List the date(s) of training. Upon the selection of dates and knowing the tasks, outcomes, and training methodologies, request facilities and transportation.

e. List the date(s) the leader returns to evaluate the results of the training.

f. Transpose results from the CSTAR to the 'Schedule Events' in DTMS. Complete and submit the training schedule into DTMS.

10-7. CSTAR Part 2 Notes. Notes at the bottom of Part 2 are example 'leader comments' as part of the training plan development.

TRAINING SCHEDULES

10-8. **DTMS.** Use DTMS (Chapter 11) to complete and submit training schedules for approval by the next higher-level commander. The input, when extracted by the CSTAR (Company or Station) or other templates by higher levels, should provide a holistic plan that meets the unit's specific and critical training needs.

10-9. **DTMS Training Schedule Notes.** Figure 10-3 displays a Company's training schedule for one week submitted to the battalion for approval. Review the plan and answer the questions that follow:

Figure 10-3. Company Training Schedule

a. 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 it was not entered.

b. Can the commander validate whether training matches the units 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.

c. 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 train on an earlier day to set up a specific operation. Recall the Design Phase of the ADDIE process that requires the leader to design training that meets the training objectives in a manner that facilitates learning. Include sufficient time to train to standard.

SUMMARY

10-10. The Company and Station 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 simplistic tool to assist leaders in developing training plans that extend beyond the phase-line and focus training.

Chapter 11.

Digital Training Management System (DTMS)

INTRODUCTION

11-1. Chapter 11 consists of extracts from the Digital Training Management System (DTMS) USER Guide (CAC-T, 14 May 2019). 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.

11-2. DTMS assists with implementing doctrine, tactics, techniques, and procedures outlined in FM 7-0, Train to Win in a Complex World. DTMS provides leaders with an end-to- end view of current unit training status at all echelons. The entry point for the CATS planning tool allows leaders the ability to develop, record and modify training strategies.

11-3. 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.

11-4. 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.

11-5. DTMS provides an easily accessible record of training and replaces the old mission essential task list crosswalk with a digital version, called the Combined Arms Training Strategy. (**Note:** USAREC currently uses the METL crosswalk pending and uploading of all METs and SCTs into CATS and DTMS). 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 qualification, physical training, mandatory training, and other training completion information.

11-6. DTMS reduces manual data entry by recording data in a database that communicates with other systems and automatically updates records. DTMS populates the DTMS Widget on the "My Training Tab" on AKO, informs the individual user of their training status, and provides access to the Soldier's unit training schedule.

DTMS ASSISTANCE

11-7. **DTMS Manager.** Training Management Directorate at Fort Leavenworth, Kansas maintains the DTMS. It is a subordinate organization of the Combined Arms Center-Training, 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@mail.mil.

11-8. DTMS USER Guide and Resource Location. A complete DTMS USER Guide and DTMS Training Resources are available via ATN@ www.ATN.Army.mil.
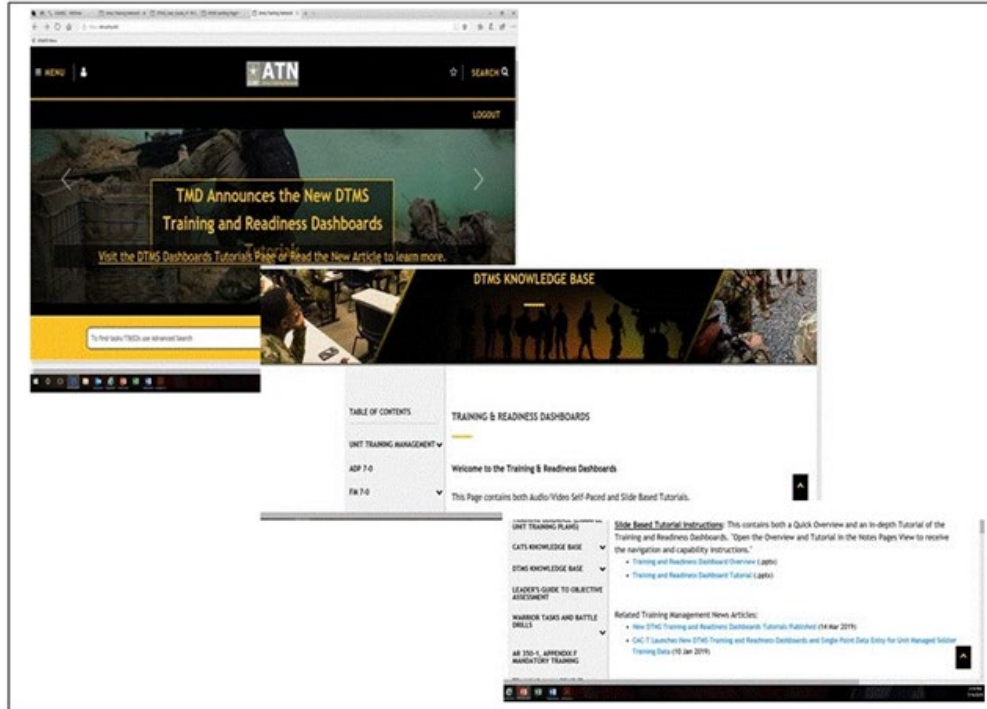
Figure 11-1. DTMS User Guide and Training Resources

SUMMARY

11-9. The Army's Training Management System is the Digital Training Management system. DTMS serves commanders and leaders with a tool that not only identifies, training requirements but, provides templates for planning training, 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.

PART III

Tactics Techniques and Procedures

Part III introduces Training Tactics, Techniques, and Procedures (TTP). This UTC is not intended to restate duties and responsibilities as directed in USAREC Regulation 350-1, (Training and Leader Development) or Field Manual 7-0, (Train to Win in a Complex World) but rather, provide a pathway of recruiting TTPs for use by Recruiters and leaders.

Chapter 12.
Tactics, Techniques, and Procedures (TTP)

INTRODUCTION

12-1. The United States Army Recruiting Command 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 stations on best practices that aid the command in accomplishing training goals.

TRAINING ASSESSMENT BOARD

12-2. 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 should lead a TAB before the USAREC TAB and before scheduled Quarterly Training Briefs (QTB) and Operations Updates Assessments (OUA).

Benefit:

- 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

12-3. Training Guidance - Publishing Training Guidance is critical to communicating the commander's training priorities. Publishing the KCTs and providing guidance that aligns training with operational requirements prepare subordinate units to execute the commander's intent.

TTP: Include specific dates rather than generalized time- periods that subordinates must comply with 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.

Benefit:

- Creates a conditioning process and improves battle rhythms.
- Reduces daily requirements to review DTMS or SharePoint since establishing the dates.
- Increases the Staff's ability to address non-compliance.
- Increase the SMT or Master Trainer (MT) opportunities to train.

FUSION CELL

12-4. Fusion Cell – The Fusion Cell primaries consist of the Executive Officer (XO), S3, A&PA Chief, Virtual Station Commander, Education Service Specialist (ESS), and the S2. Under the XOs supervision, the Fusion Cell conducts the MDMP process 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 12-4.

Benefit:

- SMTs can look at operations and plans, from a training perspective, and provide awareness as to the unit's skill capabilities and develop training timelines in support of the operations.
- Develops the SMT for positions of greater responsibility.

INTERNAL PROGRESS REVIEW

12-5. Daily Internal Progress Review (IPR) - 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 should follow doctrine and the subordinate briefs versus the leader using a question, answer, and guidance methodology.

Benefit:

- Causes the subordinate to understand the operational process and take ownership for developing solutions and a plan
- Continues to require the leader to conduct Pre-IPR preparation
- Decreases IPR time dramatically
- Increases the development between leader and subordinate

TTP 2: Implement the Question of the Day. The Question of the Day is where the leader identifies a policy, procedure, or requirement that the subordinate must know at their level. The leader begins the IPR process with the selected question and if the subordinate can accurately answer the question then the IPR process continues. If the subordinate is unsuccessful, then the leader directs the subordinate to research the answer, sets up a time for a return call and that the answer must include what regulation, chapter, and paragraph for the answer.

Benefit:

- 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 next higher level questions thereby beginning next higher level development
- Subordinate can use the same methods on own subordinates.

Mobile Training Team (MTT)

12-6. The MTT is made up of Master Trainers and potentially operations personnel. It provides Senior Master Trainers and OPS Sergeant Major expert feedback, and validates readiness of core competencies. 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.

Before launching a MTT leaders will conduct a meeting with SMT/CDR/CSM to position MT's, eliminate risk that that interfere with decisive operations, identify opportunities to provide support, coordinate operations with local agencies/USAR units, analyze training deficiencies and sustainment training, and discuss the plan of action and ROI.

The 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 SM prior to launching the MTT. Prior to launching a MTT trainers utilize assets available (Leader Zone, BI Zone, BDE/BN S-2, BDE/BN S-3, etc.) to determine training deficiencies through a needs analysis.

Identify supporting operations opportunities like higher learning facilities, possible PAYS partners, special community events, and community social groups.

Position MTTs once you have identified the specific intent and duration of the operation, have synchronized assets to target high payoff zones and events, and evaluated the market and gathered information on the targeted recruiting environment.

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

While on a MTT operation, networking with leaders from USAR units and community agencies will create a competitive and cooperative environment that supports the USAREC mission. These elements are an integral part of ensuring success in the field.

Upon returning from a MT operation, trainers will compile their observations and recommendations in a report and distribute the report to the Commander, Command Sergeant Major, Operations SM, and SMT of the BN or BDE, and the Command Team and

Station Commanders of the units involved.

Benefit:

- Offers convenience of learning in recruiter's AO
- 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 phase-line

ONE-ON-ONE TRAINING

12-7. First Sergeant-Station Commander, Station Commander-Recruiter 'one-on- one training' -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.

TTP: First Sergeants dedicate a portion of each station inspection to train the station commander on a specific, critical task. Incorporating training into all station inspections will change the negative perceptions towards inspections and leave the station commander with much more than a list of deficiencies. With the geographical dispersion of most stations and infrequent opportunities to train subordinates, the First Sergeant should take advantage of the inspection schedule. Station Commanders should build into the battle rhythm a dedicated day each week where the Station Commander rides along with the Recruiter to assess and train.

Benefit:

- Creates multiple training opportunities per phase-line.
- 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 into the battle rhythm eventually becomes standard operating procedures.

SUMMARY

12-8. 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. Chapter 12 contains a few TTPs for consideration as well as all USAREC Training Circulars. The intent of this chapter is to serve as a reminder for the importance of developing internal lessons learned and sharing methodologies.

Chapter 13.

Personnel Development MOS 79R

Introduction

13-1. Good Soldier development is not just the job of Battalion Trainers, it should be in the commanders DNA. Personnel development needs to become an integral part of everyday life at work. Supporting the professional development of NCO's places tough requirements on leaders and commanders alike and should not be something that happens once a year in their annual appraisal.

Individual Development Plan (IDP)

13-2. The Army continually challenges Soldiers to set goals 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 will receive counseling within 30 days of arrival to their first permanent duty station. As part of this counseling process, Soldiers will create an IDP in the Army Career Tracker (ACT) with the assistance of the first line leader. The IDP will identify the Soldier's career (military and civilian), education, and training goals as well as milestones for each. The IDP will be reviewed at least annually by their leaders.

Professional Development Model (PDM)

13-3. Each proponent defines the appropriate mix of education, training, and experience needed by noncommissioned officers at each grade level within the context of the overarching requirement to develop adaptive leaders. The demands of each specialty balanced with broadening opportunities are reflected in the proponent sections in DA PAM 600-25 (The Noncommissioned Officer Professional Development Guide).

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

PDMs are created by the Army proponents in ACT. The PDM is web-based, interactive and supports the three core domains that shape critical learning experience throughout the Soldier's career: Operational, Institutional, and Self-Development Domains.

Leadership

13-4. Leader development is a process that aligns training, education, and experience to prepare leaders who are not only prepared for their current position, but also preparing for their 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 complexity and understand they must be prepared to operate independently under mission orders. They must be living examples of "Be, Know, Do". They must possess and demonstrate traits such as being adaptable, agile, flexible, responsive and resilient.

79Rs must be competent in their core attributes and competencies and able to lead change in the Army; understand the socio-economic environment and be culturally astute, in order to successfully operate in complex, uncertain environments. 79Rs must be courageous enough to see and exploit opportunities in the challenging, complex operational environment; be professionals who are grounded in Army Values and the warrior ethos.

Figure 13-1. Developmental Opportunities

Glossary

Section I - ACRONYMS AND ABBREVIATIONS

ATN	Army Training Network
ADDIE	Analysis-Design-Development-Implementation-Evaluation
CSTAR	Company/Station Training Assessment Review
DTMS	Digital Training Management Plan
MAP	Mission Accomplishment Plan
MDMP	Military Decision-Making Process
DTMS	Digital Training Management System
MET	Mission Essential Task
METL	Mission Essential Task List
MT	Master Trainer
PiCAT	Pending Internet Computer Adaptive Test
SMT	Senior Master Trainer
TE&O	Training Evaluation Outline
TLP	Troop Leading Procedures
TTP	Tactics, Techniques, and Procedures

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, which support program management with inputs to the process by the institutional leadership and outputs to support systematic review, and updates.

References and Resources

REQUIRED PUBLICATIONS

AR 350-1 "Army Training and Leader Development", (dated 10 Dec 2017)
ADP 7-0 "Training", (dated 31 July 2019)
DA PAM 600-25 "U.S. Army Noncommissioned Officer Professional
Development Guide (dated 11 Dec 2018)
FM 7-0 "Train to Win in a Complex World" (dated 5 October 2016)
TRADOC Reg 350-70 "Army Learning Policy and Systems" (dated 10 Jul 1917)
USAREC Reg 350-1(V2), "Training and Leader Development" (dated 4 Sep 2018)
USAREC Training Circular 5-03.1 "Processing, Prospecting, and Analysis"

RELATED PUBLICATIONS
The Leader's Guide to Objective Assessments of Training Proficiency. United States Army
Combined Arms Center-Training, 29 September 2017. Available at: https:// atn.army.mil

WEB SITES
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 http://usacac.army.mil/cac2/call/

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

Army COOL at https://www.cool.army.mil

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

USAREC G3 Training at:
http://ikrome.usaac.army.mil/web/usarec/viewlink?goto=http://span.usarec.army.mil/sites/HQ/
G3/Training/TSP/default.aspx

United Services Military Apprenticeship Program (USMAP) at
https://usmap.netc.navy.mil/usmapss/static/index.htm

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

Training with Industry (TWI) at
https://www.hrc.army.mil/content/Training%20With%20Industry%20TWI%20Student%20Han
dbook

PRESCRIBED FORMS
None.

REFERENCED FORMS
DA Form 2028 "Recommended Changes to this Publication"

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