PEOPLE FIRST TASK FORCE

Integrating People and Training - Considerations and Concepts

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Foreword

The men and women of the United States Army who serve our nation, in and out of uniform, along with their families—are our strength and legacy. Their talents, courage, and commitment make our Army the greatest in the world. Accordingly, putting our people first is key to readiness, modernization, and reform. In December 2020, Army senior leadership created the People First Task Force (PFTF) to implement the Fort Hood Independent Review Committee's (FHIRC) recommendations, which shed light on systemic issues confronting our Army. The PFTF's scope of efforts expanded as it addressed shortcomings that require unity of effort and novel solutions to complex challenges. Linking training management to People First concepts is included in these efforts.

This handbook is a compilation of best practices and tools that can be used by leaders to improve the integration of people and training. The handbook is not regulatory or mandatory; leaders are empowered to utilize the tools in the handbook to complement their own unit-specific People First strategies and initiatives. By integrating people into training, leaders can enhance the cohesiveness of their teams and foster an environment where all are treated with dignity and respect.

Gary M. Brito
LTG
Deputy Chief of Staff, G-1

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CHAPTER 1

Introduction

> "By prioritizing people first, the Army is signaling that investing resources in our people initiatives is the most effective way to accomplish our constant mission—to deploy, fight, and win our nation's wars by providing ready, prompt, and sustained land dominance by Army forces across the full spectrum of conflict as part of the joint force."
>
> — GEN James C. McConville, 40th Chief of Staff of the U.S. Army
> "People First: Insights from the Army's Chief of Staff"
> (16 February 2021)

OVERVIEW

The Army trains to fight and win; however, it is people that do the training, fighting, and winning. Only people can organize, oversee, and conduct challenging, relevant, and realistic training at the highest level. The purpose of this handbook is to demonstrate why the Army must prioritize people in its pursuit of training to win.

PEOPLE FIRST

Defining People First is a difficult task and different at echelon. The Army enterprise level defines People First as continuing to build cohesive teams that are highly trained, disciplined, and fit; that are ready to fight and win; and where each person is treated with dignity and respect.[1] GEN McConville's golden triangle is often depicted when defining People First at the enterprise level. See figure 1-1.

However, People First is defined differently at each echelon. An alternate, lower-echelon approach may define People First as knowing and caring for people at the level necessary to address concerns and any potential friction points in advance so leaders can ultimately meet individuals' needs. This proactive approach clearly delineates needs from wants and desires. The definition is a launching point for incorporating people into training management. Knowing and accounting for the many intangibles in the people domain leads to greater precision in planning and decision making during the training management process. People and training are often seen as mutually exclusive topics; however, a fundamental underpinning of this handbook is

that training and people are complementary. The purpose of this handbook is to highlight topics for commanders to consider for inclusion into their training management process. Figure 1-1 displays the necessary relationship triad in a Soldier's life that enables cohesive, lethal, healthy, fit, disciplined, and highly trained teams.
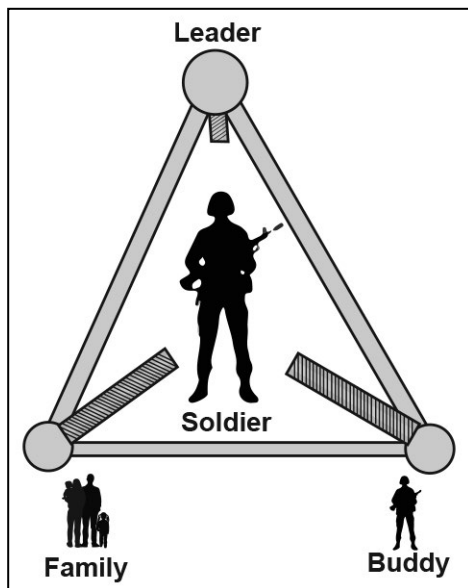
Figure 1-1. GEN McConville's golden triangle (building cohesive teams)[2]

ROLES

Commanders and leaders at echelon are responsible and accountable for their Soldiers and the unit's mission. They are also expected to successfully navigate complexity in providing guidance to their units. Commanders must not only assess training proficiency, but also understand and have empathy for the diverse atmospherics and circumstances of their Soldiers. Commanders must provide guidance and direction for subordinate leaders and noncommissioned officers (NCOs) to effectively lead, communicate, and care for their Soldiers.

PROFICIENCY

A common phrase in the Army is "mission first, people always." Just as commanders are expected to sustain designated proficiency levels for mission-essential tasks (METs), they also must sustain proficiency in accounting for the variables that make their Soldiers productive. Just as a unit can atrophy on the proficient conduct of a task, it can also atrophy on the care of a Soldier.

LEADER DEVELOPMENT

Commanders invest significant time in leader development to enhance their unit training outcomes. Commanders must prioritize the training of subordinate leaders in their knowledge and understanding of how to care for Soldiers. Army leaders are responsible for the professional development of subordinate leaders, specifically in how to account for and support their Soldiers in a training management cycle.

TRAINING MANAGEMENT CYCLE

The training management cycle is the process of prioritizing training, planning and preparation, execution, and the evaluation and assessment of training. This task is impossible without allocating time for Soldiers' needs and feedback. If incorporated correctly, accounting for Soldiers' needs optimizes performance and amplifies training management practices.

ENDNOTES

1. McConville, GEN James C., 40th Chief of Staff of the U.S. Army, Association of the United States Army (AUSA) 2021, Dwight D. Eisenhower presentation, 12 October 2021.

2. McConville, GEN James C., "The Golden Triangle," Program Improvement Forum, 27 July 2021, PowerPoint presentation.

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CHAPTER 2

Planning Considerations

SECTION 2-1. LONG-TERM AND MID-TERM PLANNING

Long-term planning focuses from the brigade to enterprise level.

Section 2-1a. Regionally Aligned Readiness and Modernization Model

The regionally aligned readiness and modernization model (ReARMM) is a framework to integrate and synchronize the force to meet regional requirements while providing predictability during training and modernization efforts. Initially developed after the 2018 National Defense Strategy, the ReARMM will transform the Army into a multi-domain force ready for competition, crisis, conflict, and change.

The ReARMM is designed to optimize the Army's ability to modernize and train the Total Army to meet the Secretary of Defense (SecDef)-directed mission requirements while maintaining its commitment to Soldiers. The ReARMM generates predictability by outlining the next two to four years for commanders to modernize their formations and plan training. This disciplined life cycle approach enables the Army to minimize operating tempo (OPTEMPO) and personnel tempo (PERSTEMPO) turbulence.

The ReARMM is a disciplined, resource-informed approach to the generation of readiness for current and future requirements. The ReARMM consists of a 24-month cycle split into 3 separate 8-month blocks. See figure 2-1a. During the modernization window, a unit's priority is new equipment training (NET), new equipment fielding (NEF), old equipment turn-in, and lateral transfers. The Army will not resource a unit for collective training during the modernization window.

In addition to individual- and small-unit training, opportunities may exist to focus on Soldier resilience events or a staff ride. Investing in such events builds and banks cohesion for an upcoming eight-month intensive training cycle.

The ReARMM training block consists of a series of collective training progressions geared toward the subsequent mission block. Managing intensive training and recovery cycles throughout this period is key to successful mission preparation.

Example ReARMM Unit Life Cycle Actions per Phase

8 months	8 months	8 months
Modernize	**Train**	**Mission**

❖**Equipping**
• E-date MTOEs published
• New equipment fielding (NEF)
• Equipment turn-in/displacement
• Lateral transfers

❖**Training**
• Identify Soldiers for institutional training
• Small-unit training (weapons quailification, warrior tasks and battle drills [WTBDs])
• Staff exercise (STAFFEX)
• New equipment training (NET)

❖**Mission Preparation (METL Focused)**
• Build fundamentals at company level and below:
  o Maneuver
  o Live fire
  o Individual/crew served/platform qualification
• Warrior tasks and battle drills
  o Individuals, crews, teams, sections, squads, and platoons
• Battalion level and above focus on the following:
  o Fire coordination exercises (FCXs)
  o Command post exercises (CPXs)
  o STAFFEXs
  o Tactical exercise without troops (TEWT)
  o MCTP-led warfighter exercises (WFXs)
• Leverage CTC to attain highest level of proficiency
• For RC, XCTC (ARNG); CSTX (USAR)
• Mobilization exercise (MOBEX)
• Emergency deployment readiness exercise (EDRE)
❖ Army Service Requirement
❖ Joint Exercises

❖**Mission**
• GFMAP (rotational mission)
• DRT
• DFE

❖**Training:**
• Sustain METL training
• Assigned mission training
• Individual training (weapons qualification, WTBDs)
• EDRE

❖**Army Service Requirement**

❖**Joint Exercises**

Continuous

Soldier and family integration, manning, PME, PCS, weapons qualification, WTBDs, individual and small-unit training, and CoC

➢ AC will have 8-month phases in its ULC with no more that 24 months.
➢ RC will have phases that vary from 12-36 months with a total number of no more than 60 months.

The model will create predictability and stability for leaders and Soldiers, reducing turbulence and allowing accurate visualization of forces over time.

Figure 2-1a. Example ReARMM unit life cycle[1]

The ReARMM provides commanders a framework to support long-term planning and supports a commander's visualization during major modernization, experimentation, or training events for their units. This disciplined life cycle approach enables the Army to minimize OPTEMPO and PERSTEMPO turbulence through predictability.

A division's ReARMM cycle is represented over two years. See figure 2-1b. Each unit could explore long-term opportunities to allocate time toward prioritizing people efforts. For example, unit X has seven months to train for a combat training center (CTC) rotation in its training window. Training guidance for 4th quarter (QTR), year 1 could be more focused on the health, welfare, and resilience of the force. Conversely, unit Z's training window may be competing with its modernization window in 3rd QTR, year 2, leading its commander to issue guidance toward emphasizing the health, welfare, and resiliency of the force in 4th QTR, year 2 or 1st QTR, year 3. Understanding critical events along the ReARMM timeline enables individual commanders to draft their own unique model to integrate people priorities and training.

Commanders may also look at their modernization windows to provide guidance on equipment divestiture. Unit X is front loaded for modernization, potentially prompting commanders to wait until 3rd or 4th QTR, year 1 to consolidate divestiture because of a surge of NET/NEF requirements. Alternatively, unit Z may have to construct a divestiture plan that spans four QTRs across fiscal years (FYs).

	Year 1			Year 2				Year 3
	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1
	J F M	A M J	J A S	O N D	J F M	A M J	J A S	O N D
Unit X	▲▲▲	Mod		Train		◆	Mission	
Unit Y		Train ◆		Mission		▲▲ Mod	◆	
Unit Z	Mission		▲	▲ Mod ▲	▲		Train	

◆ CTC rotation
▲ Modernization event
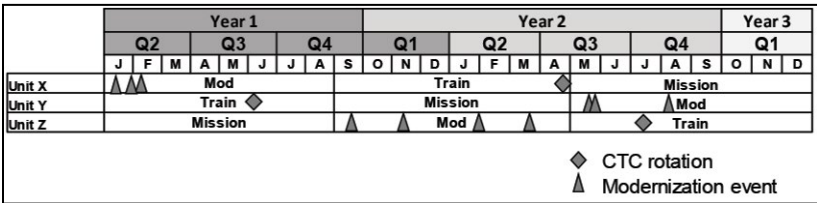
Figure 2-1b. Generic division ReARMM cycle[2]

Visualizing two years in detail enables commanders to shift the concentration of their training guidance and target priorities relevant to each time horizon. Additionally, the ReARMM may also assist commanders in coupling training blocks with corresponding people blocks where opportunities arise.

Section 2-1b. Long-Term Training Guidance (Annual Training Guidance)

Planning in the training management cycle aligns prioritized training tasks with resources over time. The commander develops a plan that projects the sequencing of training events required to achieve necessary mission-essential task list (METL) proficiency levels. The planning process begins with the commander providing principal inputs (for example, the METL, higher headquarters (HHQ) guidance, commander assessments, etc.).

A commander publishes formal training guidance to start and shape a unit's battle rhythm. This long-range guidance secures resources over time. Time is the essential resource when integrating people into training. In preparing training guidance, commanders do the following:

- Outline training directives

- Establish priorities

- Highlight key training events

- Describe a temporal horizon for training progressions

- Allocate the necessary time and resources to enable subordinate organizations to train to standard

Additional considerations may include the following:

- Personnel transitions

- Crew stabilization

- Key developmental stabilization

- PERSTEMPO

- Stress level resulting from training

- Unit task saturation

- Modifying a risk management construct to include these variables

Adding guidance regarding people considerations may reinforce the health and resiliency of the force. Published expectations shape the unit's time management cycle.

Section 2-1c. Mid-Term Planning

> Mid-term planning focuses on the division to battalion level.

With an understanding of the long-term guidance and opportunities outlined by the ReARMM and the timely publication of training guidance, a quarterly people and training brief (QPTB) provides an in-stride check to validate subordinate units are on track to meet long-term guidance and keep a unit's climate at the forefront of the training discussion. The QPTB is a slight modification of a mission-essential task (MET)-focused quarterly training brief (QTB) and provides a way to look at programmed training with an elevated discussion on an organization's people. Chapter 3 covers the QPTB in detail.

SECTION 2-2. SHORT-TERM PLANNING

The short-term planning horizon focuses at the battalion and company/battery/troop level by using the eight-step training model. Although not every step applies, this section offers considerations for how to look at concepts to take care of Soldiers an eight-step training model construct.

Section 2-2a. Step 1: Plan the Training

Personnel Tempo

Leaders develop specific and measurable training objectives based on commander's guidance. During planning, leaders identify potential hazards and mitigate associated risks. An evaluation of PERSTEMPO, realized from previous training events and anticipated for future training events, assists leaders in appropriately allocating time for training and recovery. Chapter 3 covers integrating PERSTEMPO metrics into training management in detail.

PERSTEMPO is a congressionally mandated program directed by the Office of the Secretary of Defense (OSD). It is a policy that provides the Army, OSD, and Congress accurate information regarding the amount of time Soldiers are engaged in official duties at a location that makes it infeasible for a member to spend off-duty time in the housing in which the Soldier resides. Not only is this policy vital to the enterprise level in determining force readiness, it is also a way to track how often Soldiers in a leader's formation are spending time away from home overnight because of training exercises and deployments.

Creditable PERSTEMPO events are those days away from home that fall into the following categories:

- Operations

- Exercises

- Unit training (to include hospitalization away from the duty station)

- Mission-support temporary duty (TDY)

Non-creditable PERSTEMPO events are those days away from home that fall into the following categories:

- Individual training and/or any government-school TDY

- Duty in garrison

- Hospitalization (except deployed)

- Discipline

- Inactive duty training

- Funeral honors

By understanding and accounting for the time Soldiers spend away from their residences, commanders can better assess risk to the force and have a system of record that shows possible factors that could lead to harmful behaviors. Field time and overnight exercises are unavoidable; however, tracking PERSTEMPO as a way to assess the resiliency of a formation is readily accessible as it is already a mandated transaction.

Recovery

Planning adequate time for recovery operations is a critical component of a trained and ready force. At the lowest echelon, time management during recovery operations is the key to equipment serviceability and preparation for future training.

When planned and executed correctly, training events serve as effective team-building exercises, resulting in cohesion and espirit de corps. As a natural extension of training, recovery operations can be equally effective opportunities to cultivate leader development opportunities; implement predictability in schedules; and train, manage, and care for Soldiers.

Failure to properly account for a feasible recovery timeline is a training management failure. Soldiers make necessary sacrifices to conduct field operations, placing many aspects of their personal lives on hold. As such, Soldiers are unable to execute many of the routine actions that keep them

fit, healthy, and resilient during field operations. During recovery operations, units must not only prioritize recovery tasks being completed to standard, but also acknowledge Soldiers are making up for lost time with families, arranging personal matters, making necessary appointments, and planning for future training events. Many Soldier-oriented services and resources are only available during the duty day and do not enable after-hour or weekend access. The impacts of the overwhelming amount of recovery tasks often results in Soldiers working late hours and experiencing additional stress. Leaders must account for the inundation of recovery and administrative tasks to ensure Soldiers have quality down time. Again, the predictability afforded a Soldier during recovery makes that Soldier and their unit more efficient and effective over time.

Figure 2-2a depicts an example 10-day recovery plan. Nowhere does it prioritize families or afford opportunities for Soldiers to make necessary appointments. Consequently, recovery can be more stressful than field training because a Soldier's release from duty for any particular day is often predicated on successful completion of the day's outlined tasks. Additionally, many tasks rely on actions outside a Soldier's control and are subject to consolidated or bureaucratic processes in the motor pool or elsewhere.
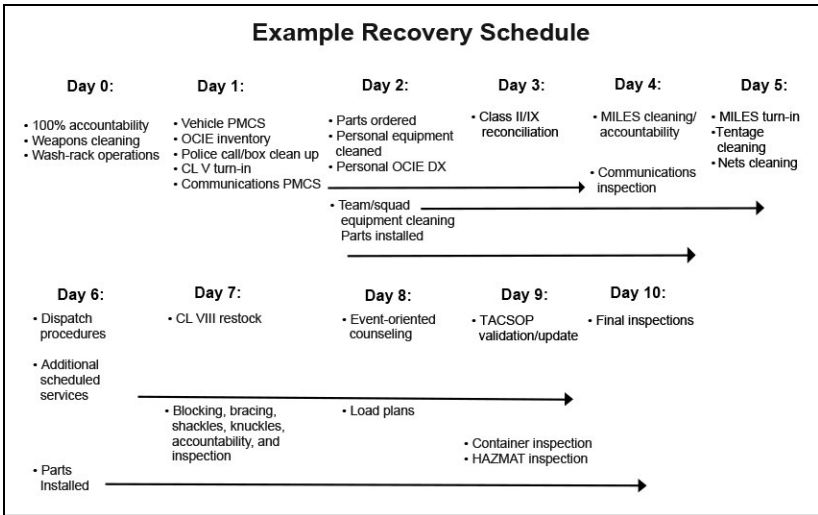
Figure 2-2a. Example recovery schedule[4]

Recovery and surge days are designated for each platoon to guarantee time for Soldiers to make appointments to address behavioral health, see their respective military and family life counselor, or take advantage of unit resources such as chaplain or spiritual counseling. They could also conduct personal business that could not otherwise be addressed on weekends or after release such as department of motor vehicles (DMV) appointments or inquires with the local finance office. If training calendars are kept to standard and predictability is honored, Soldiers know what calendar days associate with recovery days and could count on scheduling appointments or events six weeks in advance. Alternatively, platoon surge days provide leaders an opportunity to catch up or get ahead of recovery tasks with less competition for higher-echelon resources. On surge days, Soldiers know to expect a longer duty day, but with the confidence their unit will be prioritized for higher-echelon actions. See figure 2-2b and the recovery vignette.
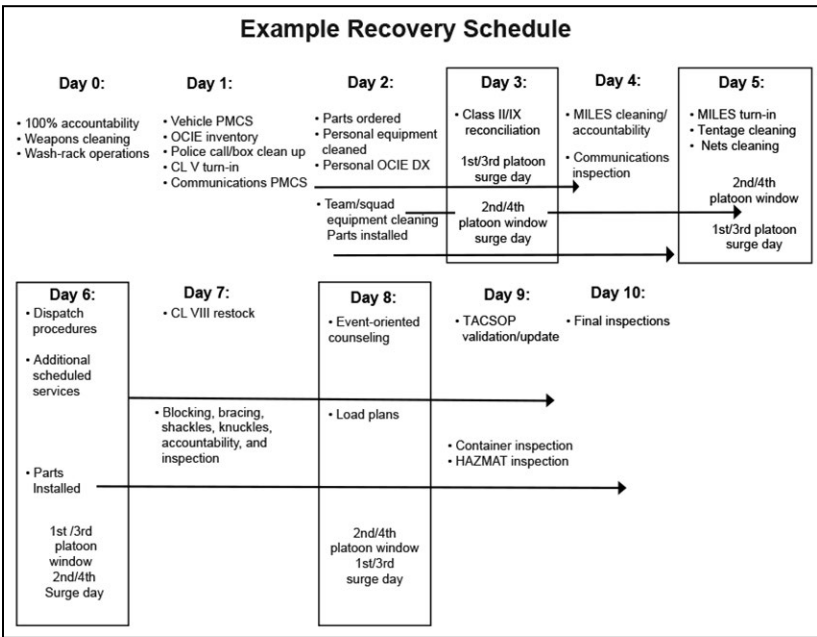
Figure 2-2b. Example recovery schedule with surge days[5]

Recovery Vignette

During an intensive training cycle, an artillery battalion rotated its batteries in and out of the field to support company live-fire training events for the brigade combat team (BCT). During training, the batteries occasionally failed to meet time standards, but the overall impact on the live fires was minimal. The unit was able to retrain and meet all time standards for successful execution of battery qualifications.

Although the field exercise progressed, Army enterprise priorities resulted in several Army cannon crewmembers (military occupational specialty [MOS] 13B) staff sergeant (SSG) section leaders receiving orders for recruiting and drill sergeant duty, necessitating a prompt departure. The battalion commander and command sergeant major (CSM) understood the risk the battalion assumed with these leaders departing the formation. At the beginning of company live-fire lanes, the battalion had 16 13B SSG section chiefs. By the end of the field exercise, the battalion only had 5. Given the leadership degradation and transition, the commander and CSM thought the unit performed well in the field.

During the battery rotations and subsequent collective training, the batteries repeatedly failed to meet their strict recovery timelines. The executive officer (XO) could not pinpoint the exact cause of the friction as each individual delay occurred at a different time and location on the recovery schedule.

Through rigorous analysis, the battalion CSM and maintenance warrant officer (WO) assessed the young noncommissioned officer (NCO) section chiefs did not possess the same maintenance and recovery skill sets as the more mature chiefs that just departed. This inexperience led the battalion commander to extend recovery timelines on the training calendar, institute a series of NCO professional development sessions to bridge the knowledge gap, and appropriately schedule section certification to maximize recovery repetitions.

Trooper Predictability Days Tool (1st Cavalry Division Best Practice)

To better visualize the impact of unanticipated training requirements within the T+6 window, the 1st Cavalry Division G-33 developed the trooper predictability days (TPD) tool. This tool depicts a monthly snapshot of the TPD formula (TPD equates to the number of Soldiers affected by a training requirement multiplied by the number of duty days affected). For example, Administrative Order 22L2-023 was published within the T+6 window and

it affected 3 Soldiers for 10 days, resulting in a TPD of 30. These Soldiers were required to perform observer/controller duties for a local field artillery battalion. To make the TPD value more accurate, units may use decimal values for the number of duty days affected. For example, if a training requirement lasts only half of a duty day, units will use 0.5 as the number of duty days affected. If an order falls within the T+6 window and also to the right of it (T+7, T+8, etc.), units should only count the days affected within the T+6 window. For example, if a training requirement runs from 2 duty days within T+6 and continues through T+8, the unit will only use 2 duty days in the TPD formula. See figures 2-2c and 2-2d.
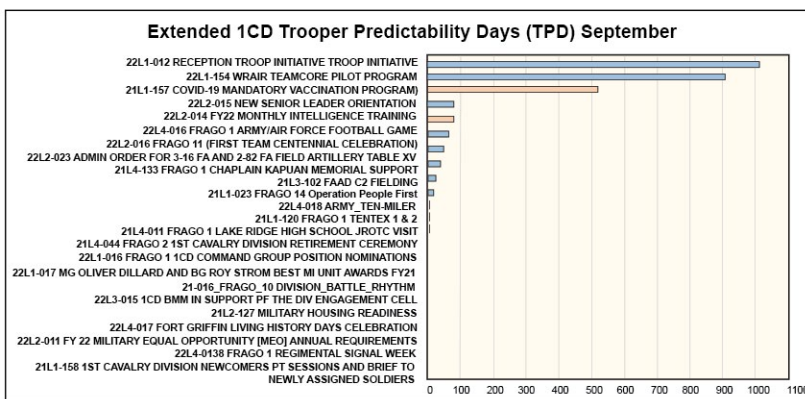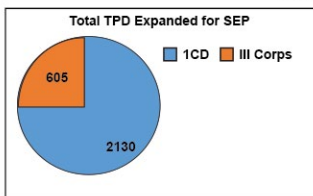
Figure 2-2c. 1st Cavalry Division TPD tool[6]

Trooper Predictability Days (September)

Signed By	Order Number	Column 1	Orders Title	Troopers Affected	Period	Trooper Predictability	Responsible HQ	Comments
P7 (DCG-M)	21L1-158	1st Cavalry Division newcomers PT sessions and brief to newly assigned Soldiers	21L1-158 1st Cavalry Division newcomers PT sessions and brief to newly assigned Soldiers	0	0.00	0.00	1st Cavalry Division	1st Cavalry Division only
P5 (COS)	214-0138 FRAGORD 1	Regimental Signal Week	214-0138 FRAGORD 1 Regimental Signal Week	0	0.00	0.00	1st Cavalry Division	No new tasks or events in this FRAGORD
P5 (COS)	22L2-011	FY 2022 military equal opportunity (MEO) annual requirements	22L2-011 FY 2022 military equal opportunity (MEO) annual requirements	0	0.00	0.00	III Corps	Change in policy, no new tasks for SMs.
P5 (COS)	224-017	Fort Griffin Living History Days Celebration	224-017 Fort Griffin Living History Days Celebration	0	0.00	0.00	1st Cavalry Division	1st Cavalry Division only
P5 (COS)	21L2-127	Military housing readiness	21L2-127 Military housing readiness	0	0.00	0.00	III Corps	No additional tasks.
P5 (COS)	22L3-015	1st Cavalry Division BMM in support of the division engagement cell	22L3-015 1st Cavalry Division BMM in support of the division engagement cell	0	0.00	0.00	1st Cavalry Division	No tasks inside of 6 weeks.
P5 (COS)	21-016_FRAGORD_10	Division battle rhythm	21-016 FRAGORD 10 division battle rhythm	0	0.00	0.00	1st Cavalry Division	
P5 (COS)	22L1-017	MG Oliver Dillard and BG Roy Strom best MI unit awards FY 2021	22L1-017 MG Oliver Dillard and BG Roy Strom best MI unit awards FY 2021	0	0.00	0.00	1st Cavalry Division	
P5 (COS)	22L1-016 FRAGORD 1	1st Cavalry Division command group position nominations	22L1-016 FRAGORD 1 1st Cavalry Division command group position nominations	0	0.00	0.00	1st Cavalry Division	First order was published in August, FRAGORD gives more time.
P5 (COS)	214-044 FRAGORD 2	1st Cavalry Division retirement ceremony	214-044 FRAGORD 2 1st Cavalry Division retirement ceremony	0	0.00	0.00	1st Cavalry Division	This order cancelled a task for DIVARTY. Other units were aware to their tasks.
P5 (COS)	224-011 FRAGORD 1	Lake Ridge High School JROTC visit	224-011 FRAGORD 1 Lake Ridge High School JROTC visit	2	0.12	0.24	1st Cavalry Division	
P5 (COS)	21L1-120 FRAGORD 1	TENTEX 1 and 2	21L1-120 FRAGORD 1 TENTEX 1 and 2	1	1.00	1.00	1st Cavalry Division	
P5 (COS)	224-018	Army Ten-Miler	224-018 Army Ten-Miler	6	0.25	1.50	1st Cavalry Division	
P7 (DCG-M)	21L1-023 FRAGORD 14	Operation People First	21L1-023 FRAGORD 14 Operation People First	40	0.25	10.00	1st Cavalry Division	
P5 (COS)	21L3-102 FRAGORD	FAAD C2 Fielding	21L3-102 FAAD C2 Fielding	1	18.00	18.00	III Corps	1 x PBO for 18 days
P5 (COS)	214-133 FRAGORD	Chaplain Kapaun Memorial support	214-133 FRAGORD 1 Chaplain Kapaun Memorial support	23	1.00	23.00	1st Cavalry Division	
P5 (COS)	22L2-023	Administrative order for 3-16 FA and 2-82 FA Table XV	22L2-023 Administrative order for 3-16 FA and 2-82 FA Table XV	3	10.00	30.00	1st Cavalry Division	3 OC needed for 10 days within 6 weeks.
P5 (COS)	20L4-140 FRAGORD 11	1st Cavalry Division Centennial Celebration	20L4-140 FRAGORD 11 (1st Cavalry Division Centennial Celebration)	28	0.80	36.00	1st Cavalry Division	8 SM for 0.5 day, 12 for 2 days, 8 for 1 day
P5 (COS)	224-016 FRAGORD 1	Army/Air Force football game	224-016 FRAGORD 1 Army/Air Force football game	50	1.00	50.00	1st Cavalry Division	FRAGORD adds 50 PAX to participate in the halftime show
P5 (COS)	22L2-014	FY 2022 monthly intelligence training	22L2-014 FY 2022 monthly intelligence training	184	0.38	69.00	III Corps	184 .35 series in the division. 1 event within 6 weeks
P5 (COS)	22L2-015	New senior leader orientation	22L2-015 new senior leader orientation	35	2.00	70.00	1st Cavalry Division	This order was published outside of 7 weeks. This is within 6 weeks because of staffing.
P7 (DCG-M)	21L1-157	COVID-19 Mandatory Vaccination Program	21L1-157 COVID-19 Mandatory Vaccination Program	14	37.00	518.00	III Corps	14 x 68 series for 37 days inside of 6 weeks
P5 (COS)	21L1-154	WRAIR Team CORE Pilot Program	21L1-154 WRAIR Team CORE Pilot Program	450	2.00	900.00	1st Cavalry Division	2 of the 5 days inside of 6 weeks. Corps order was published outside of 7 weeks.
P7 (DCG-M)	22L1-012	Reception Troop initiative	22L1-012 Reception Troop initiative	36	28.00	1008.00	1st Cavalry Division	

Figure 2-2d. TPD tracker7

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Establishing a predictable training calendar is critical to building trust and it contributes to a positive unit climate. If Soldiers and leaders know what is required of them and when, it promotes proper planning and other activities that enhance training events. Predictability also helps Soldiers and leaders plan individual and family activities, so they do not interfere with training requirements improving care and well-being within the organization. By using the TPD tool, units can visualize their training calendar predictability and make any required adjustments to sustain readiness, trust, and care.

Section 2-2b. Step 2: Train and Certify Leaders

Training and certifying leaders to take care of their Soldiers is a critical component of a holistic and purposeful leader development program. The investment of time in leader development reaps disproportional dividends when taking care of Soldiers and results in a more effective and disciplined unit.

"The Army leadership requirements model illustrates expectations of every leader, whether military or civilian, officer or enlisted, active or reserve. This model aligns the desired outcome of leader development activities and personnel practices to a common set of characteristics valued throughout the Army. It covers the core requirements and expectations of leaders at all levels of leadership. Attributes are the desired internal characteristics of a leader— what the Army wants leaders to be and know."[8]

Teaching junior leaders how to care for their Soldiers is a deliberate part of the leader development process that produces competence, confidence, and character. Army research indicates there is a positive relationship between leader effectiveness and a unit's command climate.[9] A prevention terrain walk is one way to train and certify leaders to care for their Soldiers and serves as an effective reconnaissance.

Prevention Terrain Walk

There are two proposed options to conduct a prevention terrain walk. Each option differs in its format, execution, and intent.

Option 1 follows the format of the traditional U.S. Army Forces Command (FORSCOM) maintenance terrain walk concept. See figure 2-2e.[10] It is a leader development program in which the battalion commander briefs the senior commander (or representative) on the unit's people strategies, demonstrating awareness and understanding of all installation wellness resources. The battalion commander then executes a terrain walk with designated personnel

(battalion staff members and company command teams) to inform and educate subordinates on installation wellness resources. Option 1 concludes with an out-brief to the senior commander (or representative), providing an opportunity for dialogue and guidance. This option is not intended to be an inspection; it is a leader development tool.
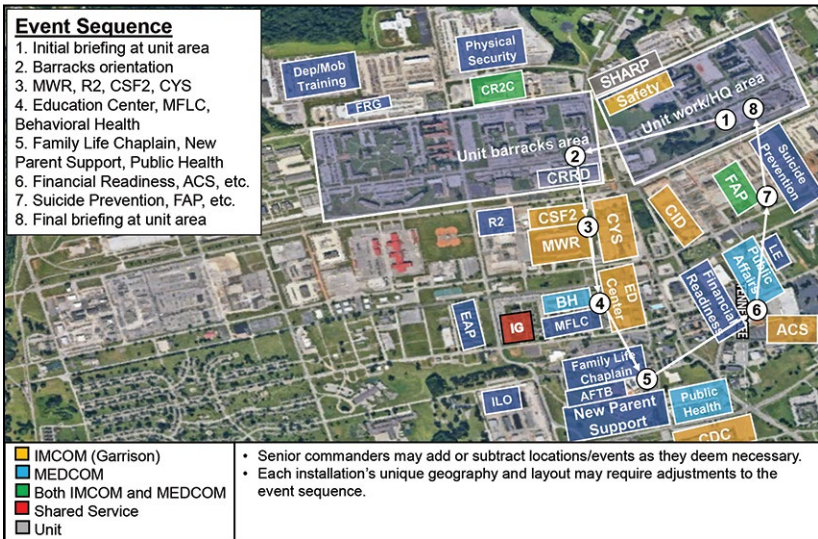
Figure 2-2e. Prevention terrain walk (option 1)[11]

Option 2 is a battalion-level event in which the command and staff conduct a terrain walk of installation prevention resources with junior leaders (squad leader and above). See figure 2-2f. The intent of option 2 is to educate and inform junior leaders on which resources are available on the installation and how those resources are integrated into the battalion's people strategies. The battalion leadership may also use the terrain walk as a tool to rehearse junior leaders' actions whenever a people problem occurs. These rehearsals provide leaders an opportunity to develop subordinates, so they have the knowledge and confidence to provide appropriate Soldier care. In this option, there are no requirements to brief the senior commander, but the senior commander may direct battalions to provide formal or informal feedback on the event.
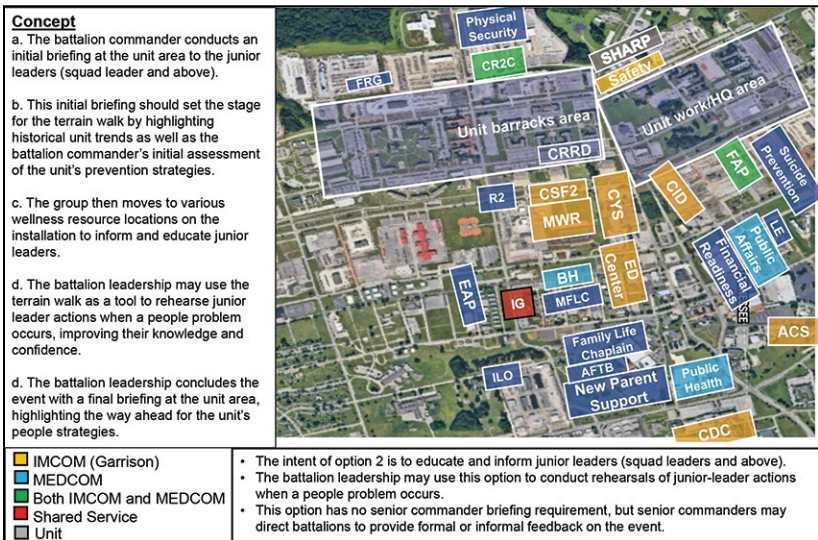
Figure 2-2f. Prevention terrain walk (option 2)[12]

Section 2-2c. Step 3: Reconnaissance

Installation Template

Like the concept of a threat template, an installation template can be used to visualize how resources, relationships, and other variables impact the people domain. See figure 2-2g. The initial goal of the installation template is to improve leaders' awareness so they can develop and refine people strategies at their respective levels. For example, leaders can use the installation template to visualize how an installation's geography or resource disposition may impact resource utilization rates. The installation template could also help leaders visualize the interconnected web of agencies and how they support and complement one another. Eventually, leaders will move beyond awareness and toward the synchronization and integration of the installation template into their unit training plans and people strategies, maximizing the installation's assets and improving unit climate.
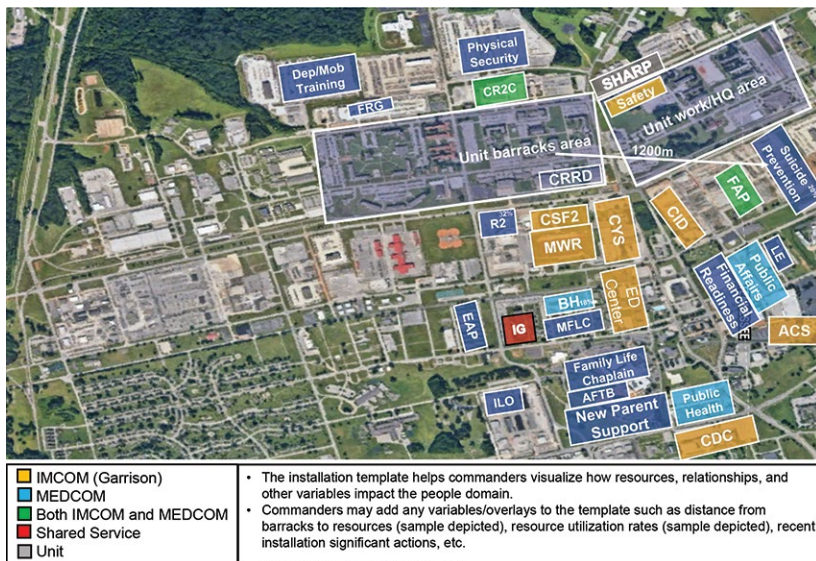
Figure 2-2g. Installation template[13]

Section 2-2d. Step 5: Rehearse

Defense in Depth

Figure 2-2h operationalizes the prevention of harmful behaviors at the installation level. Every phase must complement the next for the Army to efficiently prevent and reduce harmful behaviors. The far right column depicts the "reconnaissance" or the "setting conditions" phase. Educating the force and initial training allows leaders to ensure Army performance standards are established with new Soldiers in addition to an initial assessment of a Soldier's background and well-being. This initial education serves as the first line of defense. The second phase, or reduce risk phase, focuses on leader engagement and education specific to the installation and unit. This phase reinforces the defense established in the set conditions phase.

Leader engagement during the reduce risk phase is important. Knowing and understanding Soldiers can help identify what could trigger them toward a harmful behavior and their indicators and warnings that something is amiss. According to the Center for Mental Health Services, triggers are external events or circumstances that may produce uncomfortable emotional or

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psychiatric effects such as pain, anxiety, panic, discouragement, despair, or negative self-talk (harmful behaviors).[14] A reaction to triggers is normal, but they warrant an appropriate recognition and response. If leaders know and understand their Soldiers, they may recognize what could trigger them. Examples of common triggers include the following:

- Anniversary dates of losses or trauma

- Too much to do, feeling overwhelmed

- Family friction

- Severed relationship

- Financial problems

- Sexual harassment/sexual assault

As the installation model moves toward preventing harmful behaviors, it integrates individual unit resources such as unit ministry teams and family readiness groups. These resources that are closer to the Soldier than installation programs will aim to close gaps and seams. Finally, the installation maximizes the prevention of harmful behaviors when all programs work together and complement each other. This includes coordination with the local community and outside organizations.

Integrated Installation-Level Prevention Doctrinal Templ

Coordination with Local Community

Prevention Model

* Healthy alternatives
* Soldier for Life
* Veterans Affairs

* Access to community resources (as needed)
* Community outreach/context
* Commander's Installation Disciplinary Board

* Community-level prevention initiatives
* Police ride-alongs
* Common operational picture

* Information flo
* Absent unkno
  Soldier battle c

Off Post
On Post

Community XXX
Installation

Phase Line Close

Phase Line Close Shaping

This is my Squad!
Call boxes 0002
* Reduce stigma
* Open-door policy
* Holistic health and fitness
* Engaged leaders
* Response
* Healthy relationships
* Cohesive teams
* Culture of connectedness
* Life skills training

Battle Buddy Intervention Response

Harmful Behaviors

This is my Squad
Leader
* Treat others with Dignity and Respect
* Take of each other
Soldier
Family
Buddy

* Training management
* Culture of connectedness

Trust
* Barracks presence

Prevent

Call boxes 0001

Leaders Understanding Physical/Social Terrain

Programs
* New-parent support
* Public health
* Child development centers
* Army community services
* Financial readiness
* Child and youth services
* Safety
* Family advocacy programs
* ASIST training

* ACE training
* ACE-SI training
* Informal gatekeeper training
* Master resilience trainer
* MWR
* CSF2
* Education center
* Army family team building

* Culture of connectedness
* Army substance abuse program
* Family readiness groups
* Response teams
* Unit risk inventory deep dives

Fusion Directorate

Prevention Directorate

Close Gaps and Seams

BH

* Alcohol reduction campaign
* Sponsorship
* Suicide prevention
* Sexual harassment/ assault prevention
* Unit standard operating procedures
* Unit ministry teams
* Command guidance (policies)
* Behavioral health
* Military family life counselors

* Sponsorship
* Newcomers brief
* Initial reception training
* Civilian training
* Unit-specific training
* Leader engagement
* Commander's risk-reduction tool

Reduce Risk

* Increased monitoring of unsafe areas
* Means prevention
* Physical security
* Information outreach
* "No wrong door" approach
* DEOCS
* ARAP
* Training (vignettes)
* Rehearsed response

Education
Healthy Relationsh

* Training a people managen
* Promote policies, a laws
* Integrate values-ba education
* Alcohol awarenes
* Army valu

Set Conditio

ReARMM

* Social m
* Health screen o arrival
* Accessio
* Informati outreach
* Initial-en training
* Data managen (analytics

Figure 2-2h. Defense in depth[15]

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Section 2-2e. Step 7: After Action Review

After action reviews (AARs) are conducted during training and after training events. AAR feedback is used to help unit commanders assess training task proficiency by identifying strengths, weaknesses, and areas for improvement. AARs feature open and honest professional discussion, focus on the results of an event, identify ways to sustain what was done effectively, and develop recommendations to overcome obstacles. The AAR is centered on the following four questions:

- What was expected to happen?

- What happened?

- What went well and why?

- What can be improved and how?

Similarly, tactics, techniques, and procedures (TTP) for Soldier care are most valuable when shared inside a unit or across an installation. There is an inherent expectation that leaders take care of their Soldiers. When a leader does right by a Soldier, that instance should be amplified. See the AAR vignettes.

AAR Vignette 1

After an influx of new Soldiers arrived at their installation last summer and finished in-processing, PVT Wall was assigned to 1st squad, 1st platoon, Delta Company. PVT Wall worked as a security guard for 8 years before entering the Army, was 28 years old, married, and had four children. Upon reception, SSG Price initially counseled PVT Wall and began to understand his unique experience and present circumstances.

During his initial counseling, PVT Wall expressed his concern about making ends meet for a family of six on a private's salary. SSG Price asked PVT Wall if he was comfortable sharing some of his specific concerns. PVT Wall showed his supervisor his debt and income ratios. Although SSG Price is not a financial expert, it appeared PVT Wall was responsible with his finances but had to live on a tight budget. SSG Price asked PVT Wall if he was interested in looking for community resources that would help. PVT Wall agreed and SSG Price showed him how to identify resources available on the installation. Army Community Services (ACS) seemed to fit PVT Wall's needs, offering a range of services from financial money management, Army Emergency Relief, and government entitlement navigation. PVT Wall expressed interest, so SSG Price went with him to his first appointment. He made sure PVT Wall had time over the next few months to revisit his concerns and attend future appointments as necessary. ACS was able to assist PVT Wall in enrolling in a federal benefit program that provided his family an additional monthly monetary stipend of $600 for groceries.

SSG Price displayed exceptional leadership by proactively identifying an issue with his Soldier before the situation turned into a crisis. SSG Price's engagement with his Soldier and support to attend appointments was consistent with a culture that reduces stigmas. SSG Price leveraged his knowledge of resources and mentored his Soldier on how to access them. SSG Price's actions are in line with the phases of prevention and built trust. With his needs met, PVT Wall went on to be a model Soldier.

SSG Price's leaders noticed the drastic change in PVT Wall and asked SSG Price what changed. SSG Price relayed what happened with getting ACS assistance and how he managed the platoon to ensure PVT Wall could go to appointments. SSG Price was then selected to lead the next leader professional development (LPD) session for his peers to share information on base resources and supporting behaviors.

AAR Vignette 2

Summer in the Army is permanent change of station (PCS) season for many Soldiers and their families. The summer of 2020 was unlike other PCS seasons. As the Coronavirus Disease 2019 (COVID-19) pandemic persisted, Soldiers still had to report to duty stations. Traveling during this time was stressful enough, especially overseas, not to mention house hunting. SSG Smith, his wife, and two children were moving to Grafenwoeher, Germany. SSG Smith would spend considerable time in the field, away from his family.

Because of their mandatory quarantine upon arrival in Germany, SSG Smith and his family were unable to look at the various housing options on post. SSG Smith's sponsor, SFC Cohen, understood his predicament, having experienced a previous PCS to Germany one year before the pandemic. Sponsorship during quarantine was challenging, but SFC Cohen thought of a way to ease the burden and help SSG Smith. SFC Cohen volunteered his time on a weekend to explore the housing options on post for SSG Smith and used WhatsApp to communicate with the family while touring the homes. After viewing three homes, SSG Smith and his wife decided on the best option for them. The housing office on post was able to reserve a home for SSG Smith, with the assistance of SFC Cohen. Two weeks later, SSG Smith and his family were out of quarantine and able to move into their new home. Upon arrival, they found that SFC Cohen and other leaders from the unit left basic food items and other essentials to help SSG Smith and his family settle in their new home.

The virtual house hunting SFC Cohen conducted with SSG Smith was above and beyond what is normally asked of sponsors. Although the pandemic had several negative consequences, it also forced leaders to be innovative in taking care of their people. SFC Cohen's leadership noticed his creativity and briefed it as a lesson learned and preferred practice for other sponsors.

ENDNOTES

1. PFTF generated.

2. Ibid.

3. Field Manual (FM) 7-0, *Training* (14 June 2021), page 3-9.

4. PFTF generated.

5. Ibid.

6. Crumpton, MAJ Joe, MAJ Ryan Griffin, and SSG John Liter, 1st Cavalry Division, G-33 product, (acquired 7 December 2021).

7. Ibid.

8. FM 6-22, *Leader Development* (30 June 2015), paragraph 1-13, page 1-3.

9. Center for the Army Profession and Leadership (CAPL), *Building and Maintaining a Positive Climate Handbook* (July 2020), page 7.

10. U.S. Army Combined Arms Support Command (CASCOM) maintenance terrain walk video, 1 February 2016, https://www.youtube.com/watch?v=NGaNTQJ3s2Q.

11. PFTF generated.

12. Ibid.

13. Ibid.

14. MentalHelp.net, Triggers, November 2013, https://www.mentalhelp.net/recovery-and-wellness/triggers/.

15. PFTF generated.

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CHAPTER 3

People and Training Integration

SECTION 3-1. MISSION-ESSENTIAL TASK: BUILD COHESIVE TEAMS

A cohesive team is the ultimate prevention mechanism for harmful behaviors and the best catalyst to optimize Soldier performance. Just as commanders are expected to sustain designated proficiency levels for tactical mission-essential tasks (METs), they also must sustain proficiency in accounting for the variables that create a positive climate for their Soldiers. The idea of a MET titled "Build Cohesive Teams" could be a way to elevate the need for a healthy command climate.

Current practice allows for a unit to be a "T" at a discrete task under controlled conditions while still having a poor climate. However, a legitimate debate would examine whether that same unit could successfully adapt and compete against a violent and unpredictable near-peer threat with the same poor climate.

Leaders focus on what is measured and reported. For example, the unit status report (USR) is a monthly report that is the program of record for readiness reporting.[1] Units prioritize USR review and reporting in their battle rhythm because it reflects on their organization. Although imperfect, it is the mechanism for how the Army calculates readiness. As a result, units often punish leaders more for having a pacing item down than for ineffective leadership, resulting in poor cohesion (for example, wasting Soldier time, poor training management etc.). Essentially, units consider people to be pacing items, like equipment in USR reporting. If people are pacing items, why do units not track cohesion? Implementing a cohesive team's MET could help prioritize and prompt units to constantly measure and evaluate the cohesion dynamic within their organization. There following may represent several components of a "Build Cohesive Teams" MET:

Defense Organizational Climate Survey (DEOCS). The DEOCS is a confidential, command-requested organizational development survey focusing on issues of equal opportunity (EO) and organizational effectiveness. DEOCS is an existing platform to provide feedback on climate and may be an annual variable to consider when discussing components of building a cohesive team. DEOCS uses the following risk and protective factors:

○ Risk factors are attitudes, beliefs, and behaviors associated with negative outcomes for organizations or units. Higher unfavorable (DEOCS) scores on risk factors are linked to a higher likelihood of negative outcomes such as suicide, sexual harassment, and sexual assault and are also linked to a lower likelihood of positive outcomes such as higher performance, readiness, and retention.

○ Protective factors are attitudes, beliefs, and behaviors associated with positive outcomes for organizations or units. Higher favorable (DEOCS) scores on protective factors are linked to a higher likelihood of positive outcomes such as improved performance or readiness and higher retention and are also linked to a lower likelihood of negative outcomes such as suicide, sexual harassment, and sexual assault.

○ The DEOCS web site is available at https://www.defenseculture.mil/Assessment-to-Solutions/A2S-Home/

● **Doctrinal foundations.** The second consideration are elements founded in current doctrine. Current doctrinal references addressing climate are in foundational team building, adaptability, and communication texts. The following is a doctrinal review of climate resources:

○ Army Doctrine Publication (ADP) 1, *The Army* (31 July 2019)

○ ADP 6-0, *Mission Command: Command and Control of Army Forces* (31 July 2019)

○ Field Manual (FM) 7-0, *Training* (14 June 2021)

○ Army Techniques Publication (ATP) 5-19, *Risk Management* (9 November 2021)

○ ATP 6-22.1, *The Counseling Process* (1 July 2014)

○ ATP 6-22.6, *Army Team Building* (30 October 2015)

○ FM 6-22, *Leader Development* (30 June 2015)

○ Army Regulation (AR) 350-1, *Army Training and Leader Development* (2017 December 10)

○ Department of the Army Pamphlet (DA Pam) 623-3, *Evaluation Reporting System* (27 September 2019)

● **Environmental factors.** Environmental factors contribute to a healthy climate. Units must enact Soldier support programs to standard. If this does not occur, conditions will not be set for optimum Soldier performance. Environmental factors include, but are not limited to the following:

- ○ Housing/barracks

- ○ Community/installation programs

- ○ Healthy relationships

- ○ Financial skills

- ○ Physical fitness

- ○ Spiritual readiness

- ○ Resilience skills

- ○ Sponsorship

- ○ Predictive schedules

Mission-Essential Task Zero

Developing a unique unit-tailored MET is a way for units to bring the discussion on command climate to the forefront. The commander of the 4th Engineer Battalion developed a "MET Zero" framework that allows commanders to objectively assess their unit culture and enforce accountability. This framework serves as a best practice and can be replicated for use in other units. The 4th Engineer Battalion is geographically separated from its higher headquarters (HHQ), 36th Engineer Brigade at Fort Hood, TX; however, this concept is applicable to brigade and battalion commands alike. The 4th Engineer Battalion itself is also geographically dispersed, with one battalion at Fort Carson, CO, and one at Fort Riley, KS. The MET Zero concept is still easily integrated into training meetings, quarterly training briefs (QTBs), and installation resourcing boards without the need for additional authorities or budgetary resources.

Note. At the time of this publication, the "Build Cohesive Teams" MET is a developing concept at the enterprise level. Using DEOCS data to assess the Build Cohesive Teams MET may incur sensitivities during group commander discussions.

MET Zero as a best practice. Figure 3-1a outlines the thought process an Army unit took to address cohesiveness within its ranks. Figure 3-1b outlines the 4th Engineer Battalion's mission-essential task list (METL) crosswalk.

36th Engineer Brigade's Mission Essential Task Zero

Problem Statements: How does the 36th Engineer Brigade prioritize time and align resources to change its culture? How does it develop and certify leaders to institutionalize the "This is My Squad" initiative and properly implement the SHARP, Suicide Prevention, and EO programs?

Recommendation: Develop Mission Essential Task (MET) Zero and accompanying performance measures to align unit training management with requirements and resources to develop junior leaders to execute the People First initiative.

Discussion:

People First is our primary mission. We must direct time and resources to know our Soldiers, lead with action, and hold leaders accountable for results. MET Zero is an operational framework to direct, lead, and assess activities to establish a new level of comprehensive care and understanding. MET Zero uses existing doctrine to enable commander dialogue on priorities and risk mitigation. The development of training and evaluation outlines (T&EOs) from existing Organizational Inspection Program (OIP) checklists holds commanders accountable by conducting external evaluations. These T&EOs objectively assess organizational programs, consolidate training requirements, and provide senior leaders routine unit assessments during QTBs.

MET Zero:

- Establishes Army culture as our primary MET.
- Allows commanders to balance risk to force/risk to mission.
- Consolidates T&EO tasks under the CATS program.
- Leverages unit training management to prioritize time and resources.
- Monitors unit culture during USR and QTB engagements.
- Is scalable for all levels of commands and organizations.
- Proficiency requires objective, external evaluations.

End State:

Soldiers trust the chain of command to build cohesive, disciplined, fit, and lethal teams. Commanders are trained, resourced, engaged, and held accountable to develop predictable training plans and prioritize events to support Soldiers. Focused commander dialogue and risk assessments enable the Army to better execute "This is My Squad," "Project Inclusion," and "Quality of Life" initiatives.

Task Set 1: Build Trust and Discipline Across the Army Formation

SCT 1: Execute the Total Army Sponsorship Program IAW AR 600-8-8, *The Total Army Sponsorship Program* (28 June 2019)
SCT 2: Execute the Army Sexual Harassment/Assault Response and Prevention (SHARP) Program
SCT 3: Execute the Army Equal Opportunity (EO) Program to build inclusive teams
SCT 4: Execute the Army Suicide Prevention Program to build ready and resilient Soldiers
SCT 5: Execute timely legal actions/investigations and administrative actions
SCT 6: Develop and execute command information plans to disseminate information

Task Set 2: Develop Empathetic Leaders who Enable Mission Command

SCT 1: Train leaders to know our Soldiers, take action, and establish accountability for results
SCT 2: Train command teams to be engaged leaders who establish predictability and set expectations
SCT 3: Certify leaders at echelon to build competence, character, and commitment
SCT 4: Execute the Army Safety Program IAW AR 385-10, *The Army Safety Program* (24 February 2017)

Task Set 3: Internalize the Army Ethic and Army Values

SCT 1: Conduct leader development activities to instill the Army ethic at the unit level
SCT 2: Conduct Army values training to earn mutual trust and strengthen teamwork
SCT 3: Inspire the warrior ethos in every Soldier via unit training management IAW FM 7-0
SCT 4: Recruit, manage talent, and retain Soldiers of character

Task Set 4: Build Ready Soldiers and Resilient Family Support Groups

SCT 1: Execute the Army H2F program to increase lethality IAW FM 7-22, *Holistic Health and Fitness* (1 October 2020)
SCT 2: Execute the Soldier and Family Readiness Group program to inform the chain of concern
SCT 3: Execute the Better Opportunities for Single Soldiers (BOSS) program to increase readiness
SCT 4: Operationalize the Golden Triangle to develop resilient Soldier support networks

Task Set 5: Advance Army Family Quality of Life Programs

SCT 1: Ensure the safety and quality of on-post housing, barracks, workspaces, and DFACs
SCT 2: Promote knowledge of, and access to Army Community Services (ACS) programs and childcare in Soldiers, leaders, and families
SCT 3: Promote knowledge of employment opportunities for family members and separating Soldiers

Implementation and Training Assessments: MET Zero allows leaders to know Soldiers, take action, and hold ourselves accountable for results. The framework allows commanders to objectively assess culture and build trust. MET Zero recommends using the ADP 7-0, Training (31 July 2019) and FM 7-0 assessment tools to objectively hold leaders accountable. This requires an external evaluation of T&EOs during OIP reviews, staff assistance visits (SAV), and inspector general (IG) audits. This recommendation allows command elements and higher headquarters to monitor the health of unit climates in existing USR and QTB processes, and enable retraining based on mission command principles.

Figure 3-1a. 36th Engineer Brigade's MET Zero[2]

MET	Begin 2nd QTR FY 2022	January 2022	February 2022	March 2022	End 2nd QTR FY 2022
MET 0: Implement People First SCT 1: Build Trust and Discipline Across the Formation SCT 2: Develop Empathetic Leaders who Enable Mission Command SCT 3: Internalize the Army Ethic and Army Values SCT 4: Build Ready Soldiers and Resilient Family Support Groups SCT 5: Advance Army Quality of Life Programs	T	FRD	FRD	FRD	T
MET 1: Provide Engineer Support to Mobility Operations SCT 1: Conduct Breaching Operations (05-BN-0011) SCT 2: Conduct Explosive Hazard (EH) Planning (05-BN-0014) SCT 3: Conduct Engineer Augmentation Support Planning (05-BN-0017) SCT 4: Conduct Area Damage Control (05-BN-0030) SCT 5: Control Airfield Damage Repair (ADR) Operations (05-BN-0045) SCT 6: Conduct Gap Crossing Operations (05-BN-0640) SCT 7: Conduct the Mission Command Operations Process for Battalions (71-BN-5100)	T	BN STAFFEX-MDMP	BN STAFFEX	Resolute Castle (RC) 22 Preparation	T
MET 2: Conduct Engineer Counter Mobility Operations SCT 1: Conduct Obstacle Integration (05-BN-0015) SCT 2: Conduct Engagement Area(s) Development (05-BN-0100) SCT 3: Direct Munitions (Networked Munition) Emplacement (05-BN-1005) SCT 4: Determine Obstacle Resources Requirements (05-BN-5100) SCT 5: Conduct the Mission Command Operations Process for Battalions (71-BN-5100)	T	BN CPX 3-615 EXEVAL	BN STAFFEX		T
MET 3: Conduct Survivability Operations SCT 1: Determine Fighting/Protective Positions Requirements (05-BN-3005) SCT 2: Conduct the Mission Command Operations Process for Battalions (71-BN-5100)	T	BN CPX 3-615 EXEVAL	BN STAFFEX		T
MET 4: Conduct General Engineering (GE) Support Missions SCT 1: Prepare a Construction Estimate (05-BN-0716) SCT 2: Perform Quality Control Operations (05-BN-0719) SCT 3: Perform Project Management (05-CO-5001) SCT 4: Perform Construction Operations (05-CO-5250) SCT 5: Perform Construction Survey (05-SEC-5001) SCT 6: Conduct the Mission Command Operations Process for Battalions (71-BN-5100)	T	Carpentry Project RC MDMP	Carpentry Project	Masonry Project Horizontal Project	T
MET 5: Conduct Expeditionary Deployment Operations at the Battalion Level SCT 1: Conduct Deployment Activities at the Battalion Level (55-BN-4804) SCT 2: Direct Deployment Alert and Recall at Echelons Above Corps (05-EAC-4850) SCT 3: Perform Home-Station Rear-Detachment Activities at Echelon Above Corp (55-EAC-4864) ⬜SCT 4: Plan Deployment at the Echelons Above Corps Level (05-EAC-4873) SCT 5: Prepare Personnel for Deployment for Headquarters Battalion (71-BN-0004) SCT 6: Conduct the Mission Command Operations Process for Battalions (71-BN-5100)	T	OAW NTC 22-04 Deployment	OAW BN STAFFEX	NTC 22-04 Redeployment RC 22 Prep DE 22 Prep	T

Figure 3-1b. 4th Engineer Battalion's METL crosswalk[3]

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SECTION 3-2. GATED PEOPLE STRATEGY

Current Army doctrine. Current Army doctrine describes the progression of teams and organizations through three stages: formation, enrichment, and sustainment. See figure 3-2a. Organizational culture, environment, and context are factors that constantly influence teams/organizations as they progress through these three stages.[4] Within each stage, the leaders and their subordinates complete various activities. For example, key activities in the formation stage are reception and orientation, providing a clear structure, goal setting, begin to build trust, understand how to collaborate, and learn to communicate effectively. Once the team satisfactorily completes these activities, they progress to the next stage of the progression model with the goal of reaching the sustainment stage. It is important to note that the activities list is not all-encompassing; it should be considered as the "main ideas" within the framework so leaders can visualize and assess their team's progression.

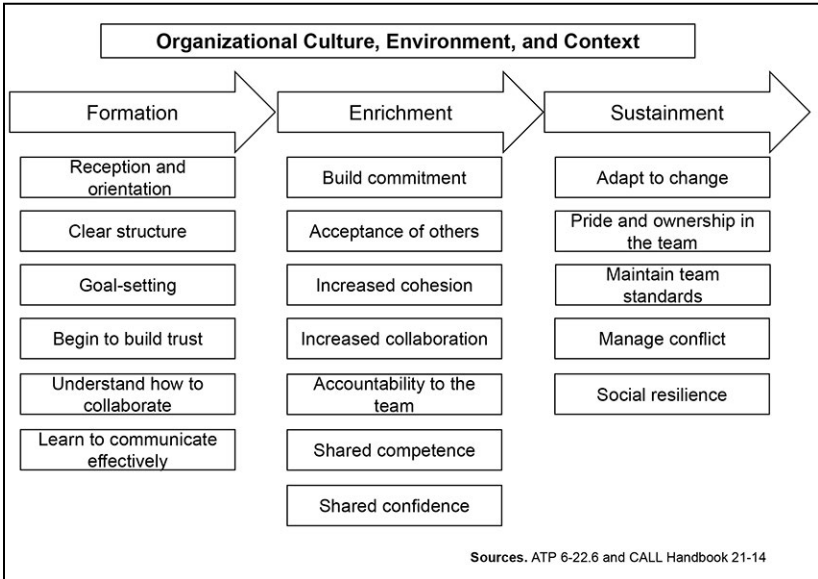**Figure 3-2a. Progression of teams and organizations**

Army doctrine does not clearly specify a holistic individual progression model, although one can use FM 7-22, *Holistic Health and Fitness* (1 October 2020), Army Career Tracker (ACT), individual development plans (IDP), and other sources to understand some of its concepts. Much like teams and organizations, it may be useful to frame individual development through

the stages of formation, enrichment, and sustainment. However, it is more difficult to provide the activities associated with each stage because of the varying theories of individual development (Helen L. Bee and Barbara R. Bjorklund, Erik Erikson, Carl Jung, Robert Kegan, and David Levinson, etc.). See figure 3-2b.

Individuals from different ranks, age groups, socioeconomic backgrounds, and other variables may progress at different rates and have vastly different activities at each stage. Therefore, it is up to leaders to use their knowledge and experience to assess and help individuals as they progress along the three stages. Recommendation number 56 of the Fort Hood Independent Review Committee (FHIRC) report states the Army should review how to better develop the "whole" person, from recruitment and throughout the life cycle of a Soldier. The Gated People Strategy aims to develop the individual Soldier no matter their background.
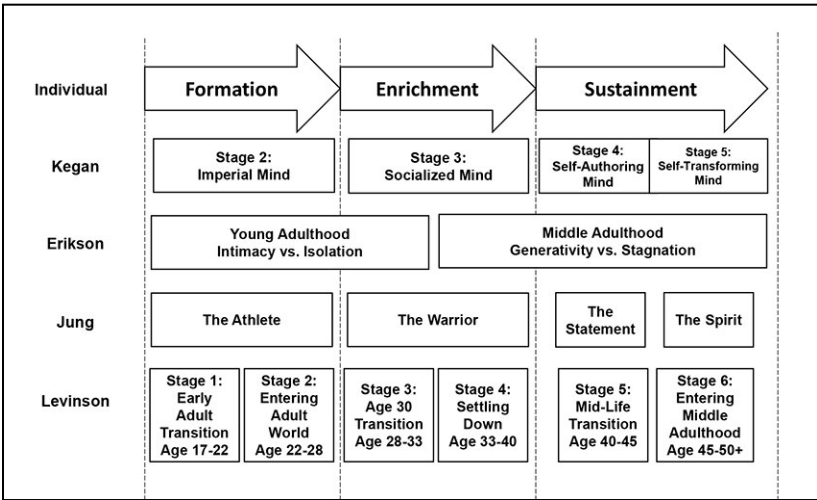
Figure 3-2b. Adult development theories

Applying a "Gated" Perspective to Individual Development

Leaders may consider framing individual development similarly to the Army's integrated weapons training strategy (IWTS).[5] For each weapon, system, crew platform, small unit, or echelon, the IWTS contains a series of six tables used to train, build, sustain, and assess its proficiency. Each table progressively builds on performance demonstrated during previous training

events (tables) within the strategy. Much like IWTS, one can apply this gated perspective to individual development by using Army doctrinal sources and social science sources as a guide. Specifically, this gated framework (figure 3-2c) was designed from the synthesis of the following sources:

- ATP 6-22.6

- Center for Army Lessons Learned (CALL) Handbook 21-14, *Building Cohesive Teams* (2021)

- FM 7-22

- Bee and Bjorklund's *Eight Domains of Adult Functioning*[6]

- Jason S. Wrench's, Narissa M. Punyanunt-Carter's, and Katherine S. Thweatt's stages of friendship[7]

- Myles Monroe's four levels of friendship pyramid[8]

- Andy Lopata's seven stages of professional relationships[9]

Instead of the six tables of the IWTS, this framework used FM 7-22's base, build, peak 1, combat and peak 2 periods[10] as "tables" across the domains of adult functioning. The proposed tables for each domain appear in figures 3-2c through 3-2j.

Figure 3-2c. Individual development domains[11]

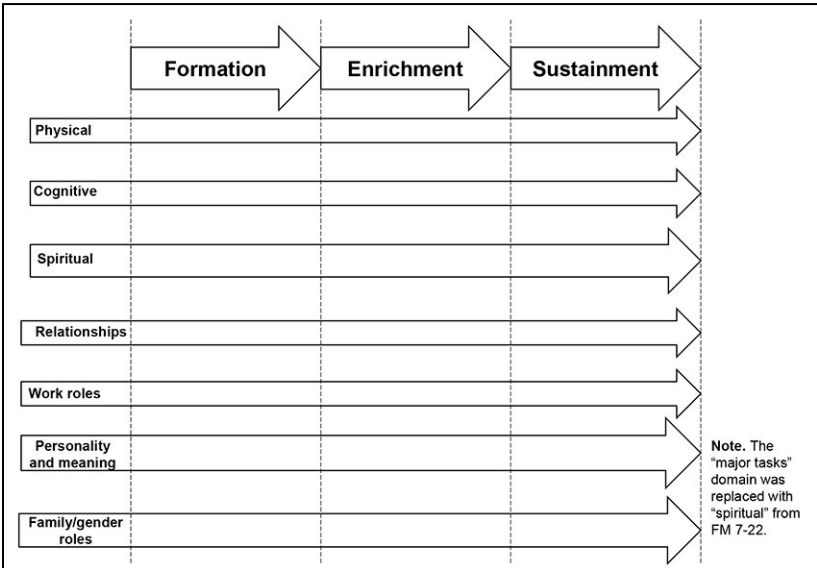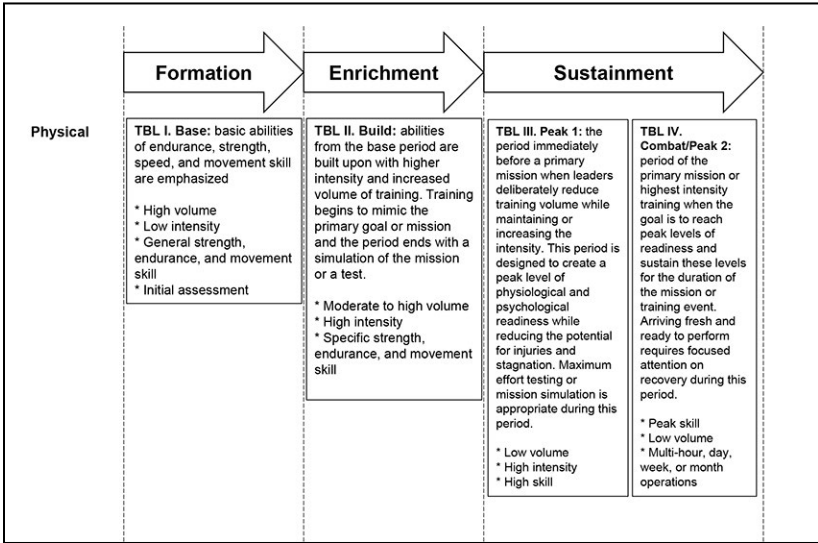| Physical	Formation	Enrichment	Sustainment	
	TBL I. Base: basic abilities of endurance, strength, speed, and movement skill are emphasized * High volume * Low intensity * General strength, endurance, and movement skill * Initial assessment	**TBL II. Build:** abilities from the base period are built upon with higher intensity and increased volume of training. Training begins to mimic the primary goal or mission and the period ends with a simulation of the mission or a test. * Moderate to high volume * High intensity * Specific strength, endurance, and movement skill	**TBL III. Peak 1:** the period immediately before a primary mission when leaders deliberately reduce training volume while maintaining or increasing the intensity. This period is designed to create a peak level of physiological and psychological readiness while reducing the potential for injuries and stagnation. Maximum effort testing or mission simulation is appropriate during this period. * Low volume * High intensity * High skill	**TBL IV. Combat/Peak 2:** period of the primary mission or highest intensity training when the goal is to reach peak levels of readiness and sustain these levels for the duration of the mission or training event. Arriving fresh and ready to perform requires focused attention on recovery during this period. * Peak skill * Low volume * Multi-hour, day, week, or month operations

Figure 3-2d. Individual development domains: Physical "tables"[12]

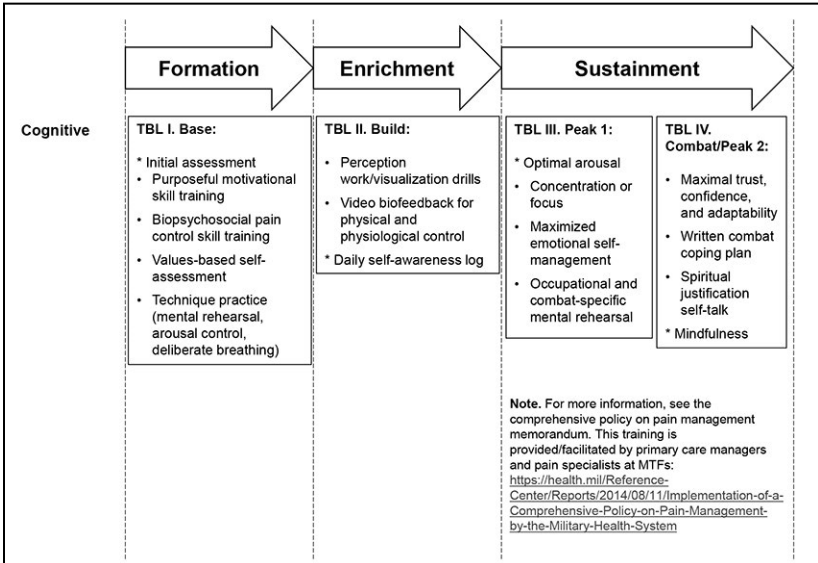| Cognitive	Formation	Enrichment	Sustainment	
	TBL I. Base: * Initial assessment • Purposeful motivational skill training • Biopsychosocial pain control skill training • Values-based self-assessment • Technique practice (mental rehearsal, arousal control, deliberate breathing)	**TBL II. Build:** • Perception work/visualization drills • Video biofeedback for physical and physiological control * Daily self-awareness log	**TBL III. Peak 1:** * Optimal arousal • Concentration or focus • Maximized emotional self-management • Occupational and combat-specific mental rehearsal **Note.** For more information, see the comprehensive policy on pain management memorandum. This training is provided/facilitated by primary care managers and pain specialists at MTFs: https://health.mil/Reference-Center/Reports/2014/08/11/Implementation-of-a-Comprehensive-Policy-on-Pain-Management-by-the-Military-Health-System	**TBL IV. Combat/Peak 2:** • Maximal trust, confidence, and adaptability • Written combat coping plan • Spiritual justification self-talk * Mindfulness

Figure 3-2e. Individual development domains: Cognitive "tables"[13]
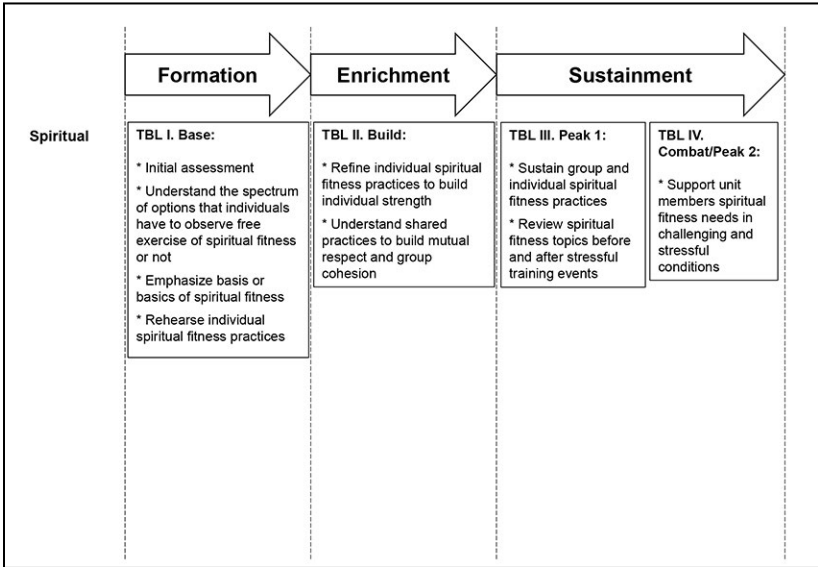
35

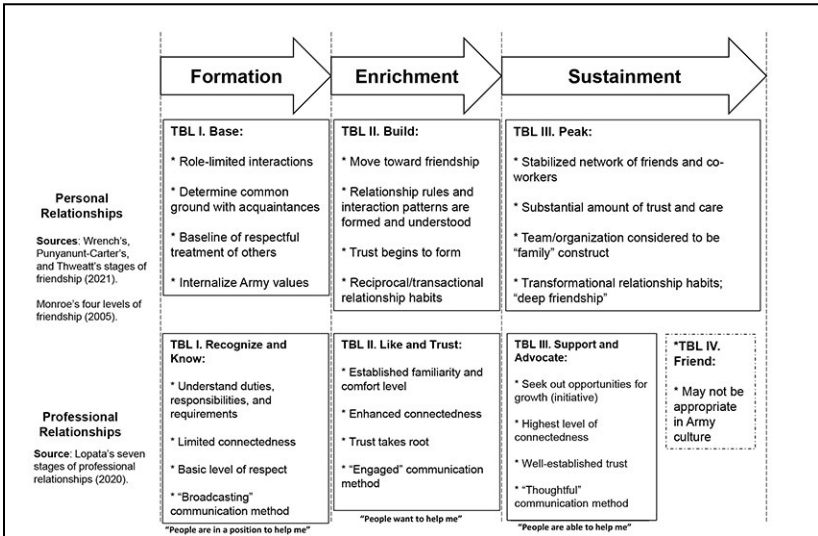**Figure 3-2f. Individual development domains: Spiritual "tables"[14]**

Figure 3-2g. Individual development domains: Relationships "Tables"
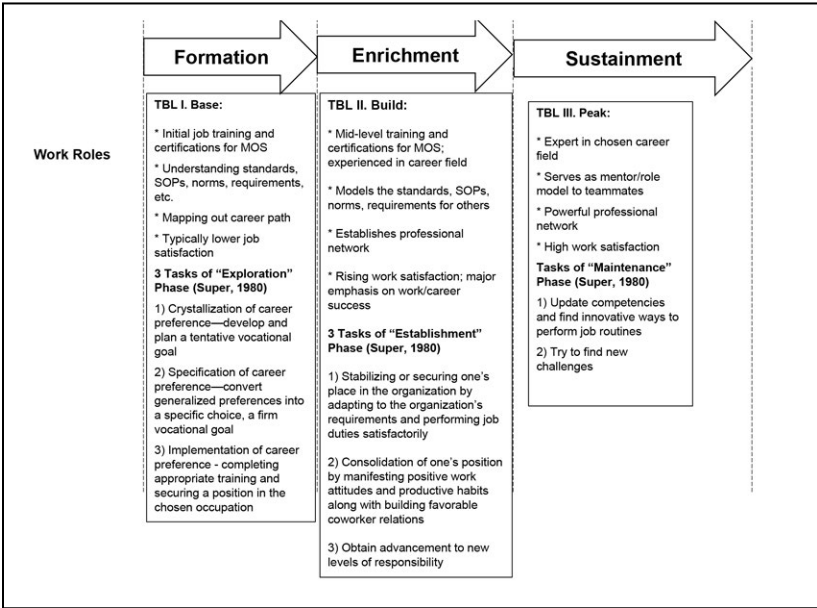
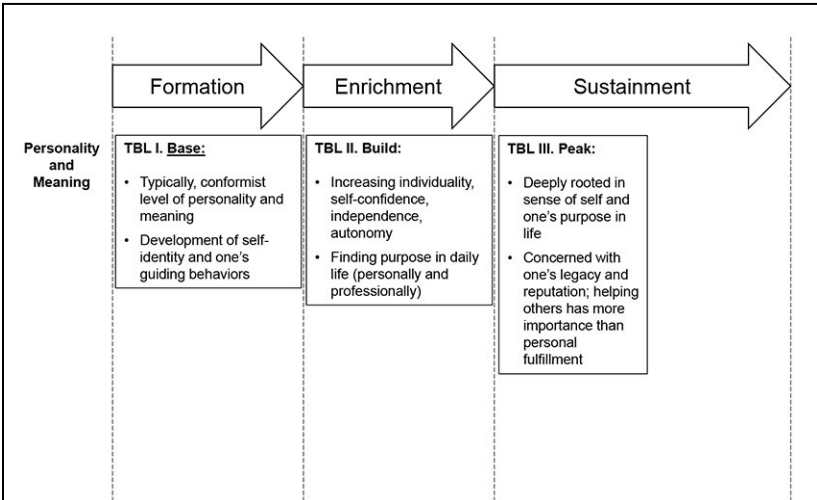**Figure 3-2h. Individual development domains: Work roles "tables"[15]**

Figure 3-2i. Individual development domains: Personality and meaning "tables"[16]
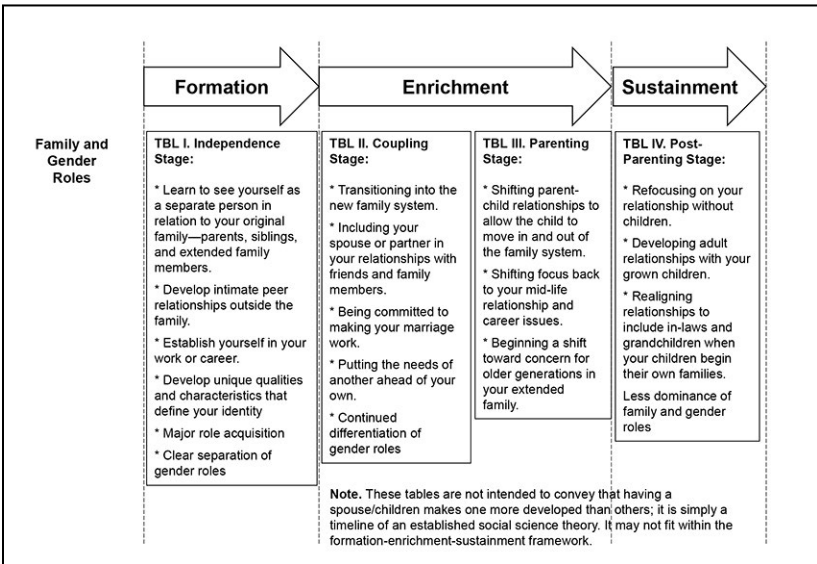
Figure 3-2j. Individual development domains: Family and gender roles "tables"[17, 18]

Note. Information for the physical, cognitive, and spiritual domains (figures 3-2d, e, and f) was pulled directly from FM 7-22, table 5-2. The information for the other domains (figures 3-2g, h, i, and j) was synthesized from various social science sources and expertise resident within the People First Task Force (PFTF) and Army staff. The intent of these proposed tables is to improve awareness and training; they are to be used as a guide for individual development. The tables are not all-encompassing, prescriptive, or directive. They are a tool for leaders to frame individual development and help Soldiers in their progression.

Applying a relational perspective. Another way to visualize all three parts (individual, team, and organization) of the progression framework is to use a relational perspective. See figure 3-2k. As individuals progress through the stages, one could argue that the team and organization also progress. In a similar way, the organization and team influence the individual. One extreme example of an organization's influence would be a poor command climate. The individuals and teams within the organization may be in the enrichment stage and unable to overcome the organization's poor climate, resulting in stagnation or reversion to the formation stage.
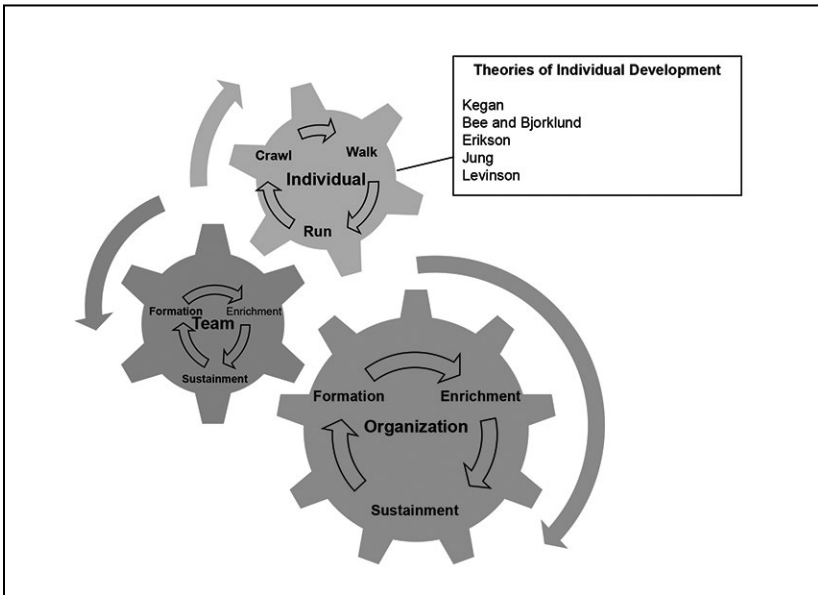
Figure 3-2k. Relational perspective[19, 20]

SECTION 3-3. PEOPLE METRICS

> I often say that when you can measure what you are speaking about, and express it in numbers, you know something about it; but when you cannot measure it, when you cannot express it in numbers, your knowledge is of a meagre and unsatisfactory kind; it may be the beginning of knowledge, but you have scarcely, in your thoughts, advanced to the stage of science, whatever the matter may be.
>
> — Sir William Thompson (Lord Kelvin),
> Lecture to the Institution of Civil Engineers (3 May 1883)

This section is oriented toward brigade and battalion commanders in pursuit of understanding the impact of training on people, refining metrics to show missing personnel variables in aggregated systems, and wellness indicators to identify Soldier stress or resource gaps. Leaders focus on what is measured and reported, but there are few people-related metrics, which means there is minimal pressure to change in the people domain.

The U.S. Army has a detailed training management model but does not outline a parallel model for people. A complete model to capture the complex

and ever-changing system is nearly impossible, but key metrics do provide solid indicators for commanders to identify, understand, and mitigate risk that may be invisible on the surface. Accurate metrics of people are difficult to formulate because many variables that influence people's performance and actions are part of a greater ecological phenomenon. These variables are difficult to trace or isolate. However, metrics based on training management and personnel disruption are one way to approach the integration of people and training.

The Army emphasizes training management and protecting Soldiers' time; it is an integral part of every command philosophy ever written. However, many units struggle to implement predictability and account for people variables. This section offers some considerations for any unit's battle rhythm events that may assist commanders in understanding linkages between people and training.

People as a Pacing Item

People are the Army's most significant asymmetric advantage. The most effective way to fully leverage its talented and innovative people is to manage their time effectively.

Unit Status Report

Every month during USR briefs, units present their assessments to their HHQ. Although the C-level (composite level) is determined by the commander, the P-level (personnel) is calculated by three metrics. These metrics include deployable strength, available military occupational specialty qualification (DMOSQ) (strength by duty position), and deployable senior-grade strength. Unless specified by Headquarters, Department of the Army (HQDA), for USR purposes, DMOSQ is applicable to a Soldier serving in a duty position up to two grades higher or one grade lower than the Soldier's current grade. The commander's subjective assessments of duty military occupational specialty qualification (MOSQ) will have no bearing on the P-level that is objectively calculated based on the MOS matches and the MOS substitutions mandated by HQDA.

Since the NetUSR software application automatically calculates P-level, a unit can be a P-1 while missing key noncommissioned officer (NCO) leaders. This is because units are forced to slot Soldiers two levels up to account for those missing leaders, even if they are not yet ready to serve in the leadership position or even promotable. As long at the MOS matches, Soldiers can be slotted two levels up to increase the P-level. A commander's concerns for their P-level are usually "debunked" by the number of promotable Soldiers, inbound NCOs (within the next 180 days), and lateral moves within the division. However, this creates turbulence and unpredictability at the unit level and the command team has no way to formally communicate this risk.

Cascading Military Occupational Specialty Qualification

The cascading MOSQ concept gives commanders the ability to truly view the strength of an MOS within their formation. When a grade band, particularly staff sergeant (SSG) and above, has a shortage, the junior grades feel the effects of that shortage within their own ranks. Usually, a promotable NCO or Soldier will fleet up to fill a vacant position or to fill in for a non-available NCO, but sometimes that NCO or Soldier is not qualified for that billet. There is an increased risk to mission underwritten by commanders as they slot inexperienced junior Soldiers and NCOs with less time-in-grade (TIG) and time-in-service (TIS) into positions two levels up, that they are not adequately prepared for, as they lack the requisite professional military education (PME) and TIG/TIS to overcome their lack of knowledge when leading troops.

In figure 3-3a, the 11B (infantryman) disposition by rank, authorized, and available is shown for an armored brigade combat team (ABCT). The delta column shows the shortages and is totaled at 47 with the associated available percentage by rank. The far-right column depicts the number of individuals by rank in a promotable status within the brigade – totaling 33. The brigade aggregate 11B personnel strength stands at 92%, resulting in a P1 USR rating, pending DMOSQ and senior grade available.

However, the aggregate calculation does not account for how the missing 8% impacts the brigade. Although the brigade is short 8% of its 11Bs, residual impact on grade-plate mismatches remains unclear without further analysis.

11B: Infantryman					
Rank	Auth	Avail	Delta	%	Work 1 Up/Promotable (Illustrative)
E1-E4	356	350	6	98%	20
SGT	113	90	23	80%	8
SSG	71	60	11	85%	4
SFC	20	15	5	75%	1
MSG	8	6	2	75%	0
SGM	3	3	0	100%	0
Total	571	524	47	92%	33

Figure 3-3a. Cascading MOSQ example 1[21]

Figure 3-3b shows that two sergeants first class (SFCs) will have to "lead up" in first sergeant (1SG) positions, subsequently creating a gap of seven instead of five SFCs (presumably platoon sergeants). This gap of seven platoon sergeants will be filled by SSGs, bringing their overall strength (in E-6 billets) to 53/71. This shortage of 18 SSGs will then be filled by the E-5 population, creating a gap of 41. This gap of 41 SGTs will be filled by a senior E-4.

Analysis. Units have an on-hand promotable population ready to fill the next grade (far-right column in figure 3-3a). If the shortages within the unit match the promotable population, there is minimal risk as those leaders have passed boards and other requirements to attain the next rank. However, if the actualized number working up as depicted in the far-right column of figure 3-3b is higher than the ready-to-fill population, risk is increased. This risk manifests in the form of additional stress and expectations on young leaders who are not trained, nor have the experience required for the next grade. As the actualized number increases, so does the degree of risk assumed by the unit. The disparity between the two numbers can be gauged on the legend in figure 3-3c to help leaders identify the hidden risks associated with personnel shortages.

11B: Infantryman					
Rank	Auth	Avail	Delta	%	Work 1 Up Actual
E1-E4	356	309	47	87%	41
SGT	113	72/41	0	64%	18
SSG	71	53/18	0	75%	7
SFC	20	13/7	0	65%	2
MSG	8	6/2	0	75%	0
SGM	3	3	0	100%	0
Total	571	524	47	92%	68

Figure 3-3b. Cascading MOS example 2[22]

Legend				
Rank				
SL 10-40	95-100%	94-85%	84-75%	74-60%
SL 50	100%	99-85%	84-75%	74-60%

Figure 3-3c. Cascading MOSQ legend[23]

Calibrated "P"

To advance analysis further, a unit can assign an "influence factor" to the shortages. The example in figure 3-3d assigns a number to each rank based on how many squads they are responsible for. Team leaders have a factor of 0.5 because they are responsible for half of a squad, while platoon sergeants equate to a factor of 4 because they are responsible for 4 squads. Undoubtedly, a vacancy in the 1SG position impacts a unit more than a team

leader, but units experiencing multiple grade-plate mismatches exacerbates assumed risk. Calibrated P-levels are attained by multiplying the number "working up" by the factor. Accounting for the numbers at each rank, average the calibrated P-level calculation to achieve a manning calibration number. In figure 3-3d, subtract the average in the far-right column from the percentage manned in column five to achieve the calibrated P-level.

Synthesis

Although only a difference of 4.7, the calibration changes the unit from a P1 to a P2 for USR for available strength. More importantly, it gives commanders a better sense of hidden stress within the formation. This calculation can result in a commander allocating additional time for training tasks and understanding that junior NCOs fleeting up may not have as much experience as the seasoned leaders. Although these metrics do not fix the problem, they inform and shape more precise training management, provide better predictability, and display empathy for young leaders executing a function they are neither trained nor paid to perform.

11B: Infantryman								
Rank	Auth	Avail	Delta	ASG %	Work 1 Up/Promotable	Factor	Calibrated P-Level	Calibrated %
E1-E4	356	350	6	98%	41	0.1	4.1	93.9%
SGT	113	90	23	80%	18	0.5	9.0	71.0%
SSG	71	60	11	85%	7	1	7.0	78.0%
SFC	20	15	5	75%	2	4	8.0	67.0%
MSG	8	6	2	75%	0	16	0.0	59.0%
SGM	3	3	0	100%	0	48	0.0	100.0%
Total	571	524	47	92%	68	11.6	4.7	87.3%

Figure 3-3d. Calibrated "P" example[24]

Enlisted Stabilizations

An accessible and easy way to improve predictability for command teams is to use enlisted stabilizations. These stabilization codes may reduce personnel turnover and turbulence, especially during the train-up for a deployment or combat training center (CTC) rotation. Instead of key leaders receiving assignment instructions during a critical time in a unit's training calendar, stabilizations can provide better predictability for command teams.

AR 614-200, *Enlisted Assignments and Utilization Management* (25 January 2019) is the regulation for enlisted assignments and utilization management, which outlines the different stabilization codes available to commanders to decrease personnel turbulence within their unit. For up-to-date information, visit the Enlisted Personnel Manning Directorate webpage on the U.S. Army Human Resources Command (HRC) website at https://www.hrc.army. mil/content/Hot%20Topics%20for%20Enlisted%20Soldiers%20-%20v2 (common access card [CAC] enabled).

Examples of Stabilization Codes

Enlisted crew and key leader stabilization via assignment eligibility and availability (AEA) code F, "crew stabilization." The purpose of this code is to improve unit readiness and crew manning predictability by allowing stabilization of select enlisted Soldiers serving in units preparing for a CTC rotation or ADA (Patriot) deployment mission readiness exercise. Soldiers assigned to brigade combat teams (BCTs), field artillery brigades, engineer brigades, engineer battalions, and ADA (Patriot) units are eligible for this stabilization code. Units can request no later than (NLT) CTC/latest arrival date (LAD)-8 months for a stabilization to start at CTC/LAD -7. Soldiers with an approved stabilization will not be placed on assignment instruction (AI) with a report date before the end of the approved stabilization.

Career development (CD). This stabilization is applicable to active Army NCOs within career management fields (CMFs) 11, 13, 19 (E-5 through E-8) and MOSs 12B (E-6 through E-7) and 12Z (E-8), 14E, 14G, 14H, 14P, 14T (E-5 through E-7), and 14Z (E-8) for the minimum amount of time required to meet career model requirements as outlined in DA Pam 600-25. The number of stabilized Soldiers will not exceed the number of CD positions authorized by the unit's modified table of organization and equipment (MTOE).

Master gunners. This stabilization provides increased readiness and lethality in U.S. Army Forces Command (FORSCOM) by stabilizing master gunner qualified Soldiers not already on assignment instructions for 18 months upon completion of the Master Gunner Course or to allow master gunners to complete an 18-month tour as a master gunner.

Special category. Stabilizes individual Soldiers serving in specific duty positions (for example, first sergeants, battle staff members, instructors, observer/controllers at CTCs, etc.) Stabilization requests will not be considered for Soldiers who are already on assignment instructions.

Compensatory Time Calculation

Most long-term training guidance includes parameters and specific approval processes for training over the weekend and on holidays. To ensure units remain in line with published guidance, a compensatory time calculation may be an informative quarterly metric. During an intense training window or on the approach toward an extended training period, ensuring appropriate compensatory time may be considered a metric of increased value.

Job Book Completion Status

Job books are a tool for NCOs to track the training and progress of their Soldiers. A job book lists the MOS-required skills by rank (10 level, 20 level etc.). Once an NCO trains a Soldier to standard, that skill level task

is initialed to codify progress. If a unit uses job books to track individual training, a consolidated snapshot may provide the commander an assessment of individual training.

The Army Training Network (ATN) also has a readily accessible digital job book and small-unit leader tool. See figure 3-3e. The digital job book and small-unit leader tool enables Soldiers and small-unit leaders to access and manage relevant Soldier training information from the ATN. The digital job book, available to all Soldiers, allows them to view training and qualification information recorded in the Digital Training Management System (DTMS) such as Army course registrations, physical fitness test scores/statuses, weapons qualifications, unit training schedules, and training tasks completed or assigned to them for study. It also provides access to proponent-developed training products such as individual critical task lists, Army warrior tasks, battle drills and training and evaluation outlines (T&EOs).

The small-unit leader tool provides small-unit leaders with a means to view, update, and record directly into the DTMS their Soldiers' training and qualification information to include Army physical/combat fitness test scores/statuses, height/weight, weapon assignments/qualifications, and Army warrior/mandatory/critical-task completion. Tool access is granted by commanders/first sergeants through the unit's DTMS operator.

The digital job book and small-unit leader tool are accessible by using a username/password or with a common access card (CAC). However, access to controlled unclassified information and personally identifiable information is only available with CAC. Tutorials and guides available on ATN at https://atn.army.mil/digital-job-book/digital-job-book enable Soldiers to quickly access these tools.
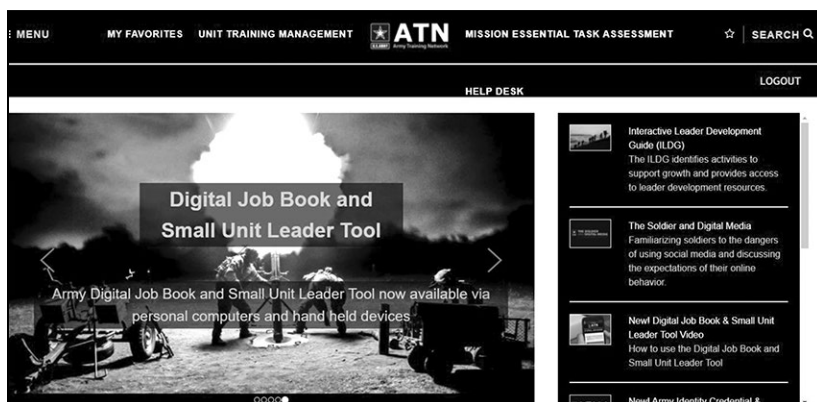
Figure 3-3e. Snapshot of the Army Training Network available at https://atn.army.mil. (CAC enabled)

Percentage of Formation Conducting Physical Training

A simple metric displaying those who conduct physical training (PT) (numerator) and those standing in PT formation (denominator). Over time, trends may prompt changes to the commander's remedial PT program, indicate whether current PT programs are injuring Soldiers, or further evaluate units who have better ratios for best practices.

Status of Equipment Turn-In

Within the regionally aligned readiness and modernization model (ReARMM) construct's modernization block, new equipment fielding (NEF) and new equipment training (NET) are brigade-wide events requiring intensive specialty MOSs time and coordination. Although specialty-MOS availability and use are a priority in the modernization block, an equally important time-consuming event is the divestiture of old equipment. Equipment divestiture is an installation function, requiring detailed and often burdensome requirements on units. Failure to divest equipment directly equates to unnecessary allocation of Soldier time and resources to servicing equipment that does not contribute to unit readiness.

Individual Personnel Tempo

Chapter 2 covered personnel tempo (PERSTEMPO) references and creditable events within the context of short-term planning horizons. As a metric, PERSTEMPO can be expanded to evaluate stress on a formation.

Simply put, PERSTEMPO is how many nights Soldiers do not sleep in their own bed because of training or deployment. As a system of record, PERSTEMPO tracks everyone in the formation.

See figures 3-3f and g. A 100-Soldier company has 30 possible training days in a month, leaving 3,000 individual transactions to track. The total number of PERSTEMPO events tracked (numerator) over the total number of possible transactions (100 personnel x 30 days = 3000) (denominator).
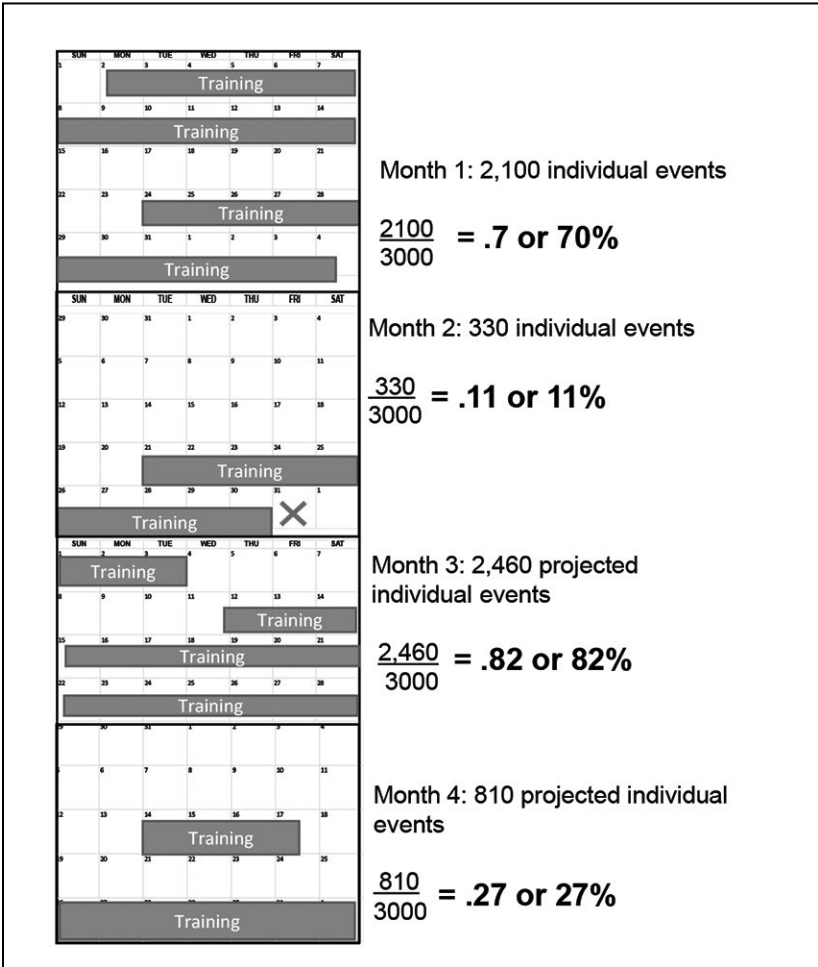
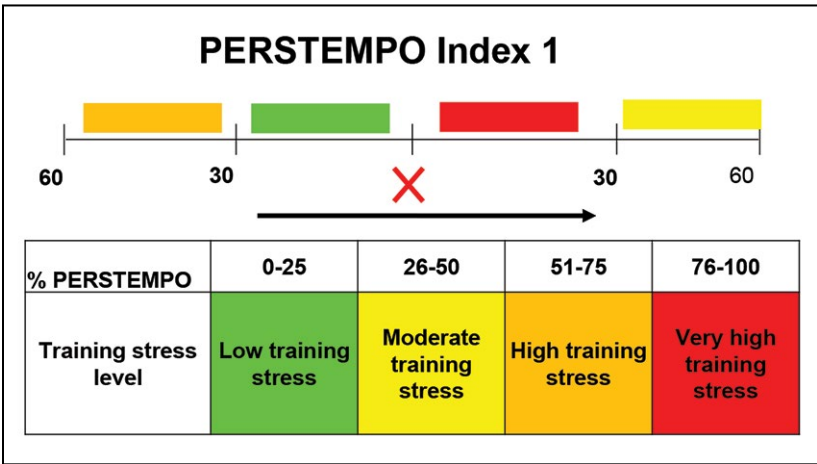**Figure 3-3f. PERSTEMPO index by personnel[25]**

Figure 3-3g. PERSTEMPO index 1[26]

Event Personnel Tempo

Event PERSTEMPO would take allocated or collective training days and use them as a denominator, understanding that several unit members may not qualify for a PERSTEMPO event as outlined by the DODI. In a 30-day (denominator) month, if a 100-Soldier unit scheduled 7 days (numerator) of aggregated training, event PERSTEMPO would be calculated as 7/30 = about 23.3%.

Both PERSTEMPO metrics will be indexed, meaning that on the day of calculation, 60 days behind and 60 days ahead will be calculated. Understanding the level of stress impressed upon each measured period will inform the commander on the adequate alignment of time allocated to training and recovery. See figures 3-3h and i.
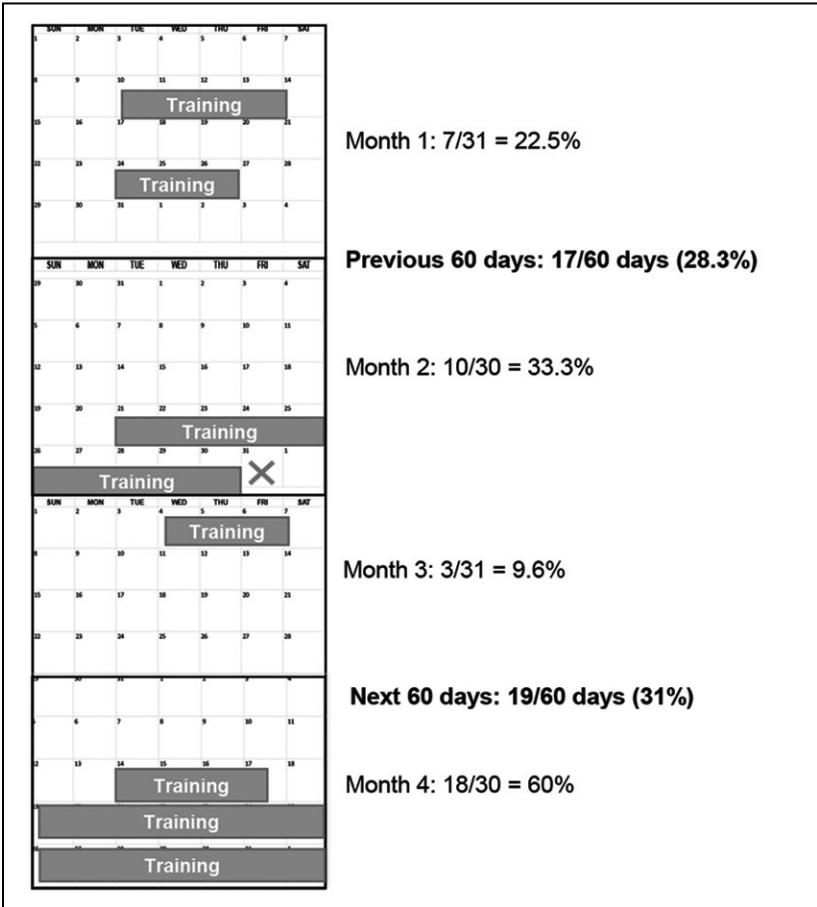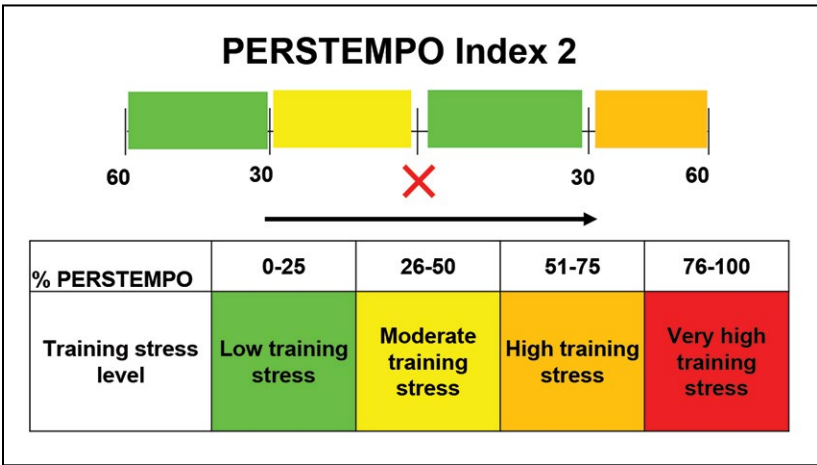
Figure 3-3h. PERSTEMPO index by event[27]

PERSTEMPO Index 2

% PERSTEMPO	0-25	26-50	51-75	76-100
Training stress level	Low training stress	Moderate training stress	High training stress	Very high training stress

Figure 3-3i. PERSTEMPO index 2[28]

Personnel Tempo

Training load is not a linear relationship. A low training indicator, according to PERSTEMPO does not mean there are not stressed units in your formation. Leaders should strive to strike a balance between overworked Soldiers and rampant boredom within their ranks. If Soldiers are decisively engaged and training within the scope of their MOS and with their units, nights away from home may instead prevent opportunities for harmful behaviors to occur.

Conversely, research has found associations between deployment frequency and duration, and decreased military spouse well-being, increased child problematic behaviors, and negative effects on parent-child and member-spouse relationships.[29] Although training and deployments are considered opportunities to build cohesive teams, a heightened PERSTEMPO for certain individuals can put strain on personal relationships and overall personal-life maintenance. Commanders and leaders should have a thorough understanding of undue strain on their Soldiers and formations. Figures 3-3j and k depict stress levels and their relationship to performance.
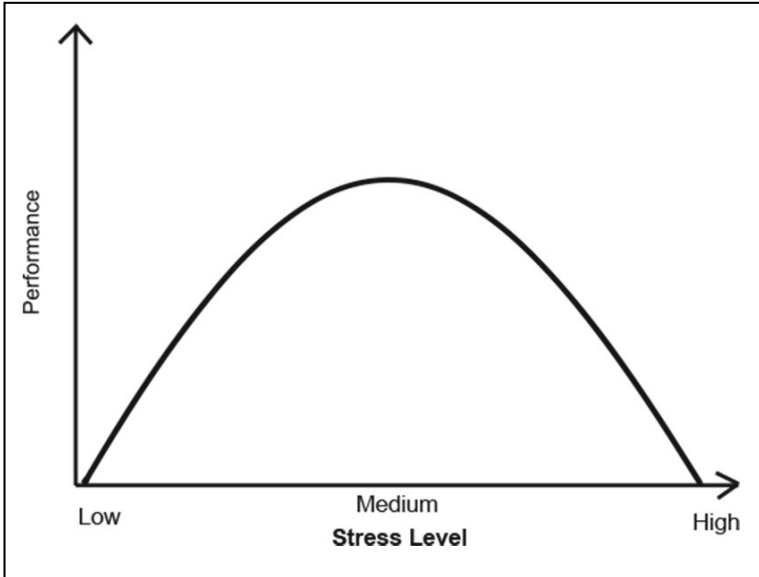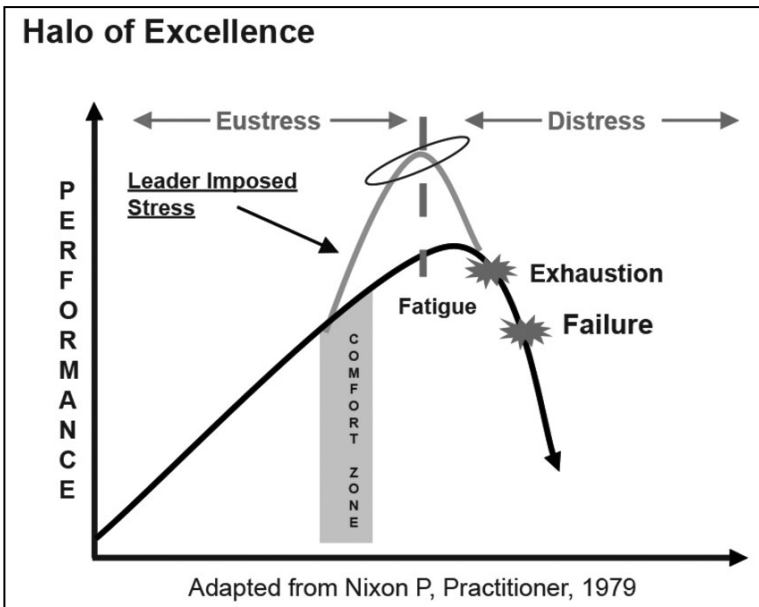
Figure 3-3j. Yerkes-Dodson Law[30]

Figure 3-3k. Halo of excellence[31]

Use-or-Lose Leave

Use-or-lose leave could be an annual metric taken at the end of the fiscal year (FY) as an indicator of whether a commander is allocating enough time on the training calendar for leave. Senior leaders are more susceptible to losing leave as time demands weigh more on them than their subordinates. Units can measure the total number of days lost or the average lost per person. Separating senior leaders in the calculation may inform commanders of the executive health of an organization.

Uniform Code of Military Justice Accountability Index

The discipline of a unit can be measured in many ways. Training management requires disciplined processes and leaders. Similarly, discipline in the administrative management of tasks can weigh just as much on the climate of a unit and the morale of Soldiers. The following is a Uniform Code of Military Justice (UCMJ) accountability vignette.

Uniform Code of Military Justice Accountability Vignette

After several instances of failing to report, a company commander recommended PFC Davis for a field-grade Article 15 (of the UCMJ) punishment to the battalion commander and initiated chapter (discharge from service) paperwork for patterns of misconduct. During the proceeding, the battalion commander reviewed the field-grade Article 15 packet and only noticed two meagerly written counseling statements for PFC Davis, while identifying nine instances of failing to report.

The battalion commander dismissed PFC Davis, brought the chain of command in the room, and shut the door. The commander explained he would not move forward with the Article 15 based on a lack of accountability by the company chain of command. The company chain of command has a responsibility to establish a plan of action to rectify the behavior, ideally written in detail on the back of a Department of the Army (DA) Form 4856 (developmental counseling form). Only after repeated violations of the plan of action would non-judicial punishment be considered. He explained that for each instance of indiscipline, he expected a corresponding action to occur. This could start with a formal counseling, then, if necessary, escalate to a summarized Article 15, then, a company-grade Article 15. Once these measures have been leveraged and the failures to report continued, then the entire packet would lend credibility to a field-grade Article 15 and accompanying chapter paperwork.

Accountability is best established at the lowest level. In this case, the company-level leadership should have identified the Soldier deficiency, counseled the Soldier, and created a plan of action. Escalatory measures would be justified if PFC Davis failed to meet the plan of action. These leader actions establish accountability and emphasize development of Soldiers.

Integrated People and Training Model

Informed by inputs of previous sections, commanders can craft an "integrated people and training model" for their organization. See figure 3-3l for a generic example of an integrated people and training model shown in the form of an equation. Commanders appropriately weigh each variable of the equation according to their own experience, judgement, assigned mission, HHQ guidance, previous assessments, and established priorities.

Understanding People Essential Task

+

Gated People Strategy Assessment

+

ReARMM Temporal Horizon

+

Menu of People Metrics (PERSTEMPO, Calibrated P)

+

T&EO Training Assessment

+

HHQ Training Guidance

=

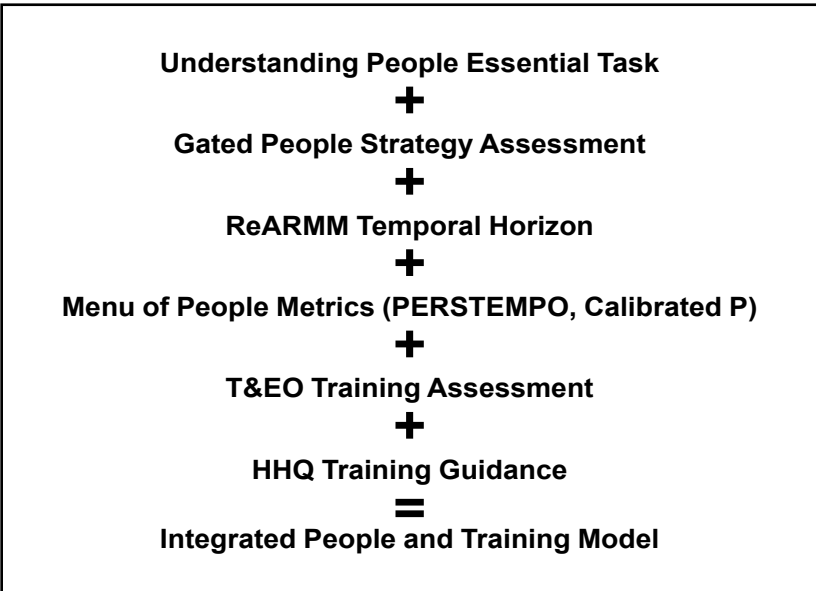**Integrated People and Training Model**

Figure 3-3l. Integrated people and training model[32]

SECTION 3-4. IMPLEMENTATION OF TRAINING DOCTRINE

The Army introduced the "fight to train" principle of training to address the challenge of units not adequately planning training or protecting scheduled training events. Fight to train specifies it is a commander's duty to fight through distractions and protect training. It is the higher echelon commander's responsibility to defend their subordinate organization's approved training from un-forecasted requirements and to underwrite associated risks to lower-priority missions. Regardless of the quality of planning and preparation, there will be challenges to the execution of training. The fight to train ethic separates superior trainers and units from the others.

Commanders use the training management cycle to prioritize training, plan and prepare, execute, and evaluate and assess training. Commanders drive the training management cycle by prioritizing training and assessing unit-training proficiencies. Long-, mid-, and short-range planning is conducted to support the execution of training. Long-range planning and preparation determine the training required to progress from the unit's current state of training proficiency to the desired proficiency level. Unit commanders conduct long-range planning to sequence training events with resources over time to determine who, what, when, and where to train. Long-range preparation ensures coordination and actions needed to secure long-lead time resources are accomplished before training. The long-range planning process culminates in the publication of annual training guidance (ATG) and a long-range training calendar. See tables 3-1 and 3-2 for the training guidance publication cycle (Regular Army and Reserve Component).

Table 3-1. Regular Army training guidance publication cycle.[33]

Echelon	Annual	Semi-Annual (Refinement to ATG as required)	Quarterly (Refinement to ATG as required)
ASCC	16 months prior to FY (June)	N/A	N/A
ACOM	16 months prior to FY (June)	N/A	N/A
Corps	14 months prior to FY (August)	8 months prior to mid-year (August)	N/A
Division	12 months prior to FY (October)	6 months prior to mid-year (October)	N/A
Installation	10 months prior to FY (December)	N/A	N/A
Brigade	9 months prior to FY (February)	5 months prior to mid-year (November)	2 months prior to quarter
Battalion	6 months prior to FY (April)	4 months prior to mid-year (December)	1 month prior to quarter
Company	4 months prior to FY (June)	2 months prior to mid-year (February)	2 weeks prior to quarter

*Annual training guidance format is at the discretion of the commander and includes the long-range training calendar.
*Company commanders may issue training guidance informally at training meetings.

*Publication dates also apply to similar command-level TDA organizations or activities. For example, a Training and Doctrine Command Center of Excellence normally commanded by a major general follows the same planning cycle as a division commander.

ACOM	Army Command	FY	fiscal year
ASCC	Army Service component command	TDA	table of distribution and allowances
ATG	annual training guidance		

Table 3-2. Reserve Component training guidance publication cycle[33]

Echelon	Training Guidance Published NLT	Planning Horizon
Flag Officer CMD, Separate Brigade, Regiment or Group	18 months prior to FY (April)	5 years
Brigade or Separate Battalion	10 months prior to FY (December)	5 years
Battalion	6 months prior to start of FY (April)	2–3 years

Publication dates also apply to similar command-level TDA organizations or activities. For example, a readiness division that is commanded by a major general follows the same planning cycle as a division commander.

Companies may publish training guidance or, in collaboration with the battalion commander, publish as consolidated battalion training guidance.

CMD	command	TDA	table of distribution and allowances
FY	fiscal year	NLT	no later than

Company level and below units manage training in the short-range planning horizon primarily through company training meetings. In this planning horizon, training schedules are approved and published, final pre-execution checks and coordination are conducted, and supplies are delivered. The training-week (T-week) framework is a planning technique that aligns the weeks before and after a training event to the actions or activities that must be accomplished.

"Company training schedules are the culmination of long-, mid-, and short-range planning and preparation. During long-range planning, the company commander sequences training events with resources over time to determine who, what, when, and where to train to ensure coordination and resources."[34] "To enable predictability and consistent quality execution, events codified in a training schedule should not change. However, changes to approved training are sometimes unavoidable. Any substantive changes between weeks T-6 through T-4 require battalion commander approval, changes between weeks T-3 through T-2 require brigade commander approval, and any change inside week T-1 requires division commander approval. Consistent changes within two weeks of training indicate a commander failure to accurately plan unit training or higher commander failure to protect subordinate units from un-forecasted distracters."[35] See figure 3-4.
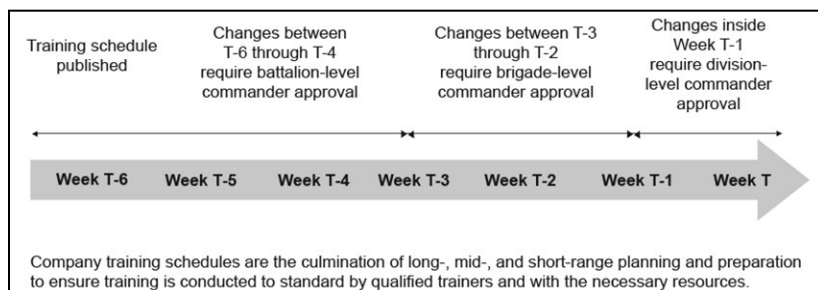
Figure 3-4. Unit training management example[36]

The impacts to training calendar changes inside an echelon window vary far and wide but tracking this metric may inform future commander-to-commander dialogue or provide context to what is occurring at the company level. In the example above, the unit inserted 28% (15/53) of all scheduled training inside the 6 weeks' window. For each individual instance, another training event was likely curtailed, modified, or delayed. The downstream disruption that occurs from even a single incident can cause subordinates to operate in a chaotic and unpredictable environment. Subsequently, the decrease in morale, motivation, and discipline can impact a unit's climate and confidence in the command.

SECTION 3-5. ASSESSMENTS

"Commanders take a holistic view of feedback when assessing training. A holistic view ensures that the final assessment is not based on one or a few sources of feedback but is a balanced consideration of all available information. T&EOs should not be the sole source of feedback the commander considers in making an assessment. However, T&EOs carry the predominance of input when commanders consider whether the unit can or cannot perform a task to standard. The results of the commander's assessments are recorded for future reference."[37] See figure 3-5a for assessing training holistically.
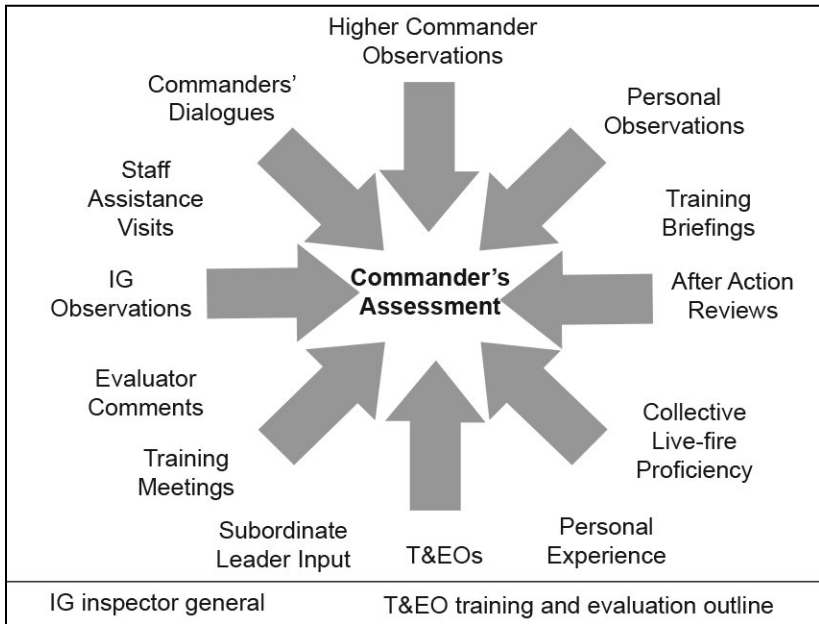
Figure 3-5a. Holistic training assessment[38]

"Accurate assessments provide the basis for the unit's entire training effort. It is a continuous process based on a wide variety of inputs and feedback. These inputs include Soldier, subordinate leader, and NCO observations and evaluations; external reports and inspections; after action reviews (AARs); and senior leader observations."[39]

Figure 3-5a outlines several variables that contribute to a holistic assessment. Several "people" metrics can contribute to a commander's assessment as well. Figure 3-5b depicts additional variables a commander may consider for a holistic assessment.
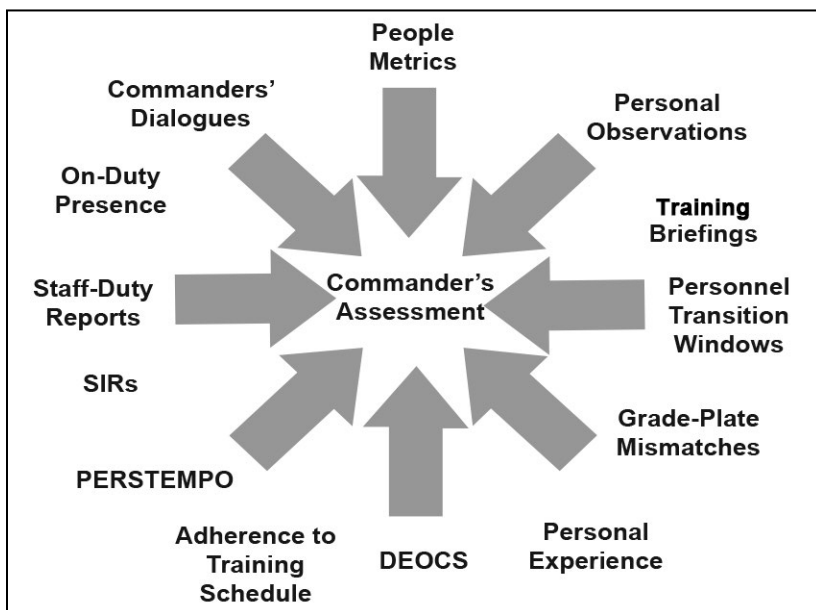
Figure 3-5b. People components of a commander's assessment[40]

The commander's assessment of the people domain also informs future training events, contributes to a holistic training approach, and identifies areas for modification or improvement. Stress on the force, sleep deprivation, task oversaturation, and inexperienced leaders are just a few of the variables that can negatively impact a unit's climate. Daily reports and leader checks can also be an informative component to a commander's assessment. Over time, personnel components can negatively impact preparation, maintenance, and training. Commanders must have a balanced consideration of all available information.

SECTION 3-6. QUARTERLY PEOPLE AND TRAINING BRIEF

The quarterly people and training brief (QPTB) is a doctrinal construct that results in a "training contract or agreement between the senior and subordinate commanders."[41] The framework for this meeting is nearly universal across tactical units. It includes a METL crosswalk, discussion about a highlighted training event, and a leader professional development (LPD) plan. However, the discussion often misses the important context of an organization's people. The QPTB provides a framework to rectify this gap.

The QPTB is intended as a structured but candid discussion between commanders so they each agree on the current state of readiness, the way forward, the resources needed, and the risk involved in the approach. It stimulates the senior-ranking commander to clearly provide their visualization for subordinate units and direct people-related focus areas. This better helps a unit's leaders understand how their commander sees them in time and space (i.e., within the ReARMM) and assists the senior-ranking commander in better operationalizing their policy letters.

The Army uses descriptive statistics daily, expecting command teams to leverage their experience to determine causality with precision on the fly. Although command teams process this data effectively when it comes to training, there may be a capability gap when it comes to people. A critical component to this challenge is teaching command teams what to do with the data they have. The QPTB provides a framework to incorporate quantitative and qualitative data that is readily available to commanders. The sample "people dashboard" (figure 3-6d) also integrates feedback from various survey tools and risk management systems (e.g., Army Readiness Assessment Program [ARAP] and accident and accident reporting).

Commanders decide what they need to do and the best method to achieve the end state. Under mission command, commanders drive the operations process. Commander's use influencing leadership actions, normally issuing broad guidance rather than detailed directions or orders.[42] Like tactical operations, commanders must visualize, describe, and direct focus areas for the QPTB. Starting with a visualization slide could set the tone up front for the incorporation of people metrics or a dashboard in pursuit of a climate assessment. Battalions could then show their visualization, explaining how they are nested with the brigade commander priorities and how they will implement their guidance in the coming quarter. See figures 3-6 a, b, c, and d, which are slide examples to consider for building a unit-specific QPTB.

Commander's Visualization: The brigade is presently redeploying forces from support to various combatant command operational requirements. As they redeploy, we will rapidly reset and begin our training progression toward JRTC and IRF assumption. My enduring vision for the brigade revolves around three tenets:

➢ *Ready Now:* Be able to rapidly deploy to any theater of operations in the world
➢ *Fight Tonight:* Soldiers and equipment prepared to fight upon arrival
➢ *Dominate:* Employ our form of warfare to gain a position of advantage over our enemies

Purpose: To deploy, fight, and win in large-scale combat operations.

Key Tasks:

• Successfully hand off regionally aligned force requirement to follow-on unit(s); redeploy and reintegrate

• Posture the BCT to assume IRF on _____

• Redeploy and reintegrate forward-deployed task force #2 and rapidly posture them for follow-on mission

• Build lethal squads and platoons and posture all companies, batteries, and troops for collective training

• Maintain a deliberate recovery and maintenance program to ensure the BCT remains ready now

• Maintain predictability in our weekend and off-post training and ensure we keep a realistic appraisal of where maintenance and recovery efforts fall short (if at all)

End State: At the end of _____, the BCT is consolidated at home station and prepared for its upcoming operational mission set.

Figure 3-6a. Brigade visualization slide 1[43]

Commander's Visualization: During __QTR, we baselined many of our systems in preparation for CAMLFX (the brigade's FTX) and JRTC. Importantly, our training progression remains nested within the brigade's assumption of _____ and an elevated deployable status. As we transition to __QTR, the battalion's focus now shifts from individual to collective training, and increasing its lethality while testing its "deployability."

Purpose: To build and maintain combat power IOT rapidly deploy and win in large-scale combat operations.

Key Tasks:

• **Execute increasingly challenging and realistic training that builds lethality at the platoon-level.** This begins with stabilized crews conducting gunnery and dismounted squad live fires. Subsequent training events will get progressively more difficult for subordinate leaders.

• **Refine systems, processes, and SOPs that enable leader transitions, streamline information, and maintain organizational trajectory.** __QTR is a collective training window that occurs during a BCT-level white cycle -- this will require exquisite personnel management to increase proficiency and to ensure we do not outpace our readiness (again).

• **Build the capability to rapidly deploy personnel and equipment consistent with a heightened readiness status.** Companies will build the capability to alert, marshal, and deploy for off-site training or a contingency operation with minimal friction. This begins with collective training events, including a plan to fight to the field.

End State: At the end of __QTR, the battalion maintains its trajectory toward JRTC and is prepared to execute assigned missions while supported by resilient families.

Figure 3-6b. Brigade visualization slide 2[44]

Next, review the training calendar with METs. The inclusion of a people-related MET is added to the bottom of the battalion standard MET.
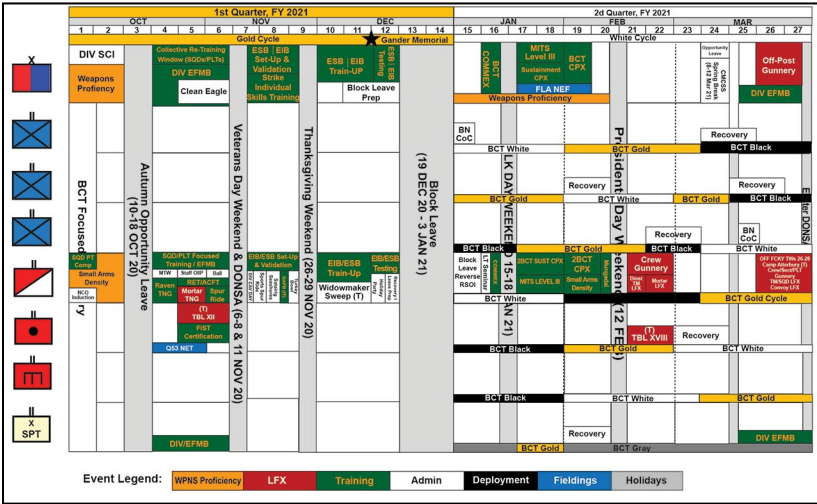
Figure 3-6c Part 1. Training calendar crosswalk[45]

Mission Essential Tasks (MET)	Current	Date Last Conducted and Event	Date Next Conduct (Projected) and Event	Commander Projection
CONDUCT AN AREA DEFENSE (LFX)	P	BCT FTX FY 19 (MAY 2019)	ET II (JUL – AUG 20) WFX (OCT 20) CO EXEVAL (APR 20) CAMLFX (APR 20)	T-
CONDUCT A MOVEMENT TO CONTACT (LFX)	P	BCT FTX FY 19 (MAY 2019)	ET II (JUL – AUG 20) WFX (OCT 20) CO EXEVAL (APR 20) CAMLFX (APR 20)	T-
CONDUCT AN ATTACK (LFX)	P	BCT FTX FY 19 (MAY 2019)	ET II (JUL – AUG 20) WFX (OCT 20) CO EXEVAL (APR 20) CAMLFX (APR 20)	T-
CONDUCT AN AIR ASSAULT	P	BCT FTX FY 19 (MAY 2019)	ET II (JUL – AUG 20) WFX (OCT 20) CAB AASLT TRNG (DEC 19 – JAN 20)	T-
CONDUCT AREA SECURITY	P	BCT FTX FY 19 (MAY 2019)	ET II (JUL – AUG 20) WFX (OCT 20) MEGA GOLD (JUN 20)	P
CONDUCT EXPEDITIONARY DEPLOYMENT OPS	T	RAF, TSC, JMTG-U (FY19)	CO EXEVAL (APR 20) CAMLFX (APR 20) DREs (1st / 2nd QTR) MEGA GOLD (JUN 20)	T
BUILD COHESIVE TEAMS	P	TBD	TBD	

Adding DA-directed MEC

Figure 3-6c Part 2. Training calendar crosswalk[45]

A sample dashboard could be added for each battalion based on the brigade commander's focus areas. Figure 3-6d shows a way to incorporate focus areas into a dashboard.

Part 1

Organization	Training	
	Training Incursions within T+4 (Previous Quarter) / Leaders' Training Time Viability / Training Schedules Posted?	Projected Weekend Training / Off - Post Training (Upcoming Quarter)
A co	During unit-level discussion, units should provide Candid feedback for commander-to-commander dialogue.	
B co		
C co		
D co		
HHC		
FSC		

Part 2

Organization	SHARP			
	Perception of Safety from Sexual Assault (DEOCS)	Perception of Racial and Sex-based Discrimination (DEOCS)	MPOs Issued Against Unit Members Last 180 Days? (PMO)	Sexual Harassment Cimate (DEOCS)
A co	Old Score(s)/ New Score	Old Score(s)/ New Score		Old Score(s)/ New Score
B co				
C co				
D co				
E co				
F co				

Figure 3-6d. Commander's dashboard[46]

Focus areas. The people metrics section outlined several ways to measure potential focus areas. People metrics can be operationalized in the focus area portion of the QPTB.

DEOCS action plan. The first example focus area is a DEOCS plan of action. Again, the purpose of these focus areas is to bring climate to the forefront of the commander-to-commander dialogue in the proper forum. The following are considerations and suggestions for starting the dialogue:

- Provide an overview of the survey results.

- Was there a previous action plan? Was it effective?

- Did the command team receive actionable feedback from departing Service members?

- Looking forward, highlight a people-related event for the upcoming quarter.

- Identify the biggest people-related concern from a unit in the people domain.

Reception and integration. Another focus area example is reception and integration. Pursuing feedback is the only way to improve some systems and processes. In figure 3-6e, eliciting feedback from new Soldiers resulted in three distinct findings from the unit's current processes. These findings can be followed by a recommendation for action by the staff or other unit leadership.

Finding #1: Every new SM met the BN CDR and BN CSM within the first seven days upon arrival to the unit.

Recommendation: Sustain. This is a best practice that eases the transition of new SMs.

Finding #2: The BN in-processing checklist does not include all necessary stops (e.g., ISOPREP).

Recommendation: The BN XO will review the in-processing checklist ICW staff proponents and streamline the system, ensuring all forms are turned into the S-1 upon completion.

Finding #3: Alpha Company feedback was overwhelmingly positive. SMs reported professional integration that included meeting leadership, barracks walk-through, and incorporation into SFRG and BOSS.

Recommendation: Sustain this best practice. Experiences varied across the organization.

> ****Insert findings and recommendations based on feedback****

Figure 3-6e. Command focus area: Reception and integration DEOCS[47]

Foundational day plans. HHQ gives guidance in the form of ATG or through orders to execute people-specific training. For example, in August 2020, FORSCOM directed that corps and major subordinate commands (MSCs) institute monthly foundational training days, enabling leaders at every echelon the time, resources, and support to conduct counseling, small-group discussions, and team-building events to improve the health of the force (reduction of suicide, sexual harassment/sexual assault, and extremism/racism).

Since foundational training days are a component of a comprehensive leader development program, foundational training days should include PT, counseling, team building and Soldier/family welcoming events. They must also include scenario-based small-group discussions on racism and extremism, diversity, inclusion, and building life skills in today's environment. See figure 3-6f.
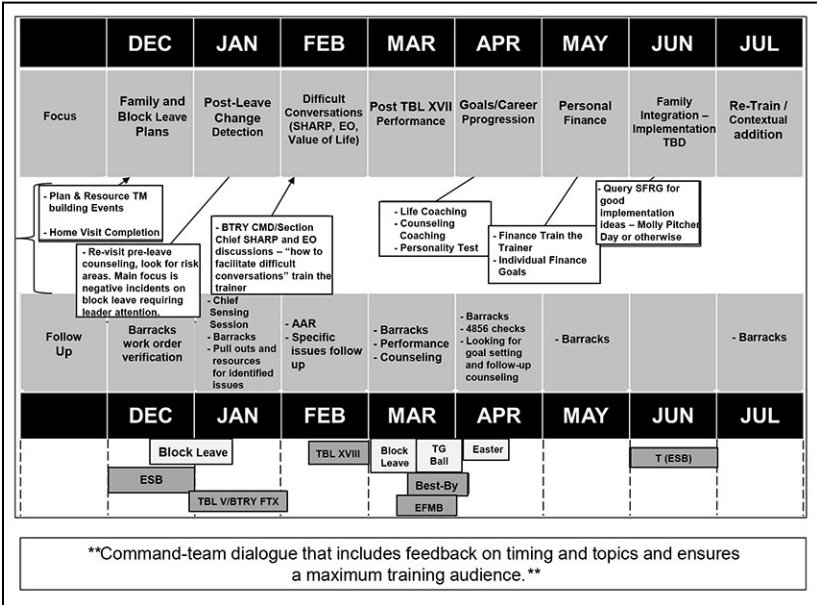

Figure 3-6f. Command focus area: Foundational day plans[48]

SECTION 3-7. PEOPLE CALENDAR

Traditionally, training topics are discussed in the unit's training meeting and people topics are discussed in the unit's command and staff meeting. Any coordination and integration of the training and people components usually takes place in an informal setting, if at all. For example, a battalion sergeant major may be aware of a platoon sergeant undergoing a permanent change of station (PCS) move or having a baby due date during a battalion field training exercise (FTX). This awareness allows leadership to provide Soldier care and reallocate resources, if required. The impacts of a people variable may be substantial enough to shift training dates or make other decisions to protect people interests while also safeguarding the readiness of the unit.

The intent of a people calendar is to incorporate some of these people variables and depict/overlay them on a unit's training calendar, helping leaders visualize the impacts of people variables on training. This will take the people metrics that are already being used by leadership in informal settings and formally incorporate them into a unit's training plan.

The example people calendar consists of the following six variables: PERSTEMPO, cascading MOSQ, calibrated P-level, wellness and well-being, and PCS/expiration term of service (ETS), and professional development/ certifications. Units may modify these variables as they deem necessary. This proposed list of variables is not intended to be a one-size-fits-all solution, but a tool that units can use to better integrate people into training. Each variable includes a numeric value and a risk level assessed by the commander. The risk level is identified using green, amber, or red. Green means the variable has no impact on the unit. Amber means the unit can overcome the impact with some assistance. Red means the unit will need substantial assistance because of significant impact.

People Calendar Variables

PERSTEMPO tracking. By understanding and accounting for the time Soldiers spend away from their residences, commanders can better assess stress to the force and have a system of record that shows possible factors that lead to harmful behaviors. Field time and overnight exercises are unavoidable but tracking PERSTEMPO to assess the morale of your formation is easy as it is already a mandated personnel transaction.

Cascading MOSQ. The cascading impact of leaders fleeting up and the associated "hidden" risks are captured within the cascading MOSQ. Placing inexperienced and young leaders into positions of responsibility (E-4 to E-5 team-leader billet or E-5 to E-6 squad-leader billet) has significant impact on a unit's stabilization and cohesion. Additional responsibility for which

a Soldiers are not qualified for or getting paid for, serving in a position above their pay grade may result in additional stress. Although the aggregate number may be at or above the unit's prescribed target strength, the turbulence between the grade bands is significant.

Calibrated P-level. The calibrated P-level provides commanders a way to communicate the impact grade-plate mismatches have on their units. The aggregate number of any MOS is particularly misleading when discussing grade-plate mismatches. The calibrated P-level is a metric used to articulate the disproportionate impact leaders have inside a unit and would inform or "calibrate" a commander's understanding of their personnel readiness.

PCS/ETS. This variable highlights the number of personnel the unit has in PCS/ETS status during that T-week. For example, Alpha Company may have three personnel in PCS/ETS status for an upcoming BN FTX. This data point may facilitate leadership discussions to adjust the training event to compensate for these personnel movements/losses. The Alpha Company commander may assess the risk of this variable as green, amber, or red based on its impact and need for external assistance. For example, if a platoon sergeant is subjected to a PCS move during an upcoming FTX, it may warrant an amber or red risk level.

Wellness and well-being. Wellness describes a healthy lifestyle beyond acute illness. It refers to a state of physical health in which people have the ability and energy to do what they want in life, without chronic suffering. Although wellness means something different at every stage of life, it's primarily supported through habits of eating, physical activity, and quality sleep that leads to positive health outcomes.

Well-being encompasses the broader holistic dimensions of a well-lived life. Well-being is composed of five essential elements and is the combination of one's enjoyment for what one does each day (career well-being), the quality of one's relationships (social well-being), the security of one's finances (financial well-being), the vibrancy of one's physical health (physical well-being), and the pride one takes in what one has contributed to one's communities (community well-being).

If a unit has a Soldier or several Soldiers with significant wellness and well-being concerns, the unit commander may rate the risk of these impacts as amber or red. For example, a Soldier with a severe emotional health issue may require substantial realignment of a unit's training plan to provide appropriate Soldier care and maintain readiness.

Professional development/certifications. This variable highlights the impacts of personnel attending professional development courses and certifications. For example, if a company executive officer (XO) must attend the Unit Movement Officer (UMO) Course during a critical training event,

this may have a significant impact to the unit. Similarly, if an NCO must attend a professional development course during an upcoming training event, it may negatively impact the unit. By projecting these professional development courses and certifications, units can visualize their impacts in the training domain and adjust as required.

Including a people-related status chart and aligning it to a unit's training calendar provides leaders with visibility and improves the integration of people variables into a training plan. Currently, company and platoon levels collect/manage this data in informal settings. Formalizing these people variables in a battalion/brigade training meeting may lead to improved visibility, dialogue, and decision-making that integrates people and training. See figures 3-7a through q.

Figure 3-7a. Proposed people status chart[49]

Example 1. Event-based PERSTEMPO tracking is based on the number of training days "in the field," based on how many nights Soldiers spent away from their residences in the previous 60 days and the projection for the next 60 days. The number of days training is measured by a PERSTEMPO training stress indicator.

Month 1: 7/31 days (22.5%)
Month 2: 10/30 days (33.3%)
Previous 60 days: 17/60 (28.3%) (yellow)
Projection for next 60 days: 6/60 days: (10%) (green)
Month 3: 3/31 days (9.6%)
Month 4: 3/30 days (10%)

	#	Risk
PERSTEMPO		
Cascading MOSQ		
Calibrated P-level		
PCS/ETS	3	
Wellness and Well-Being		
Professional Development/Certifications		
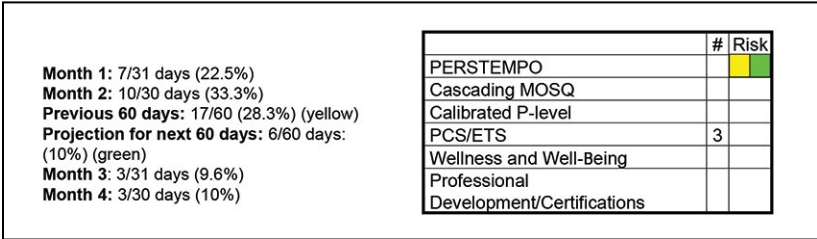
Figure 3-7b. Event-based PERSTEMPO component[50]

Example 2. Personnel-based PERSTEMPO tracking is based on the number of personnel who had a PERSTEMPO event in the previous 60 days and the projection for the next 60 days. The number of Soldiers in the formation who had a PERSTEMPO event will be measured by the PERSTEMPO training stress indicator.

Month 1: 74% of the unit had a PERSTEMPO event
Month 2: 11% PERSTEMPO event
Average Previous 60 Days: 42%
Month 3: 82% Projected PERSTEMPO event
Month 4: 27% Projected PERSTEMPO event

	#	Risk
PERSTEMPO		
Cascading MOSQ		
Calibrated P-level		
PCS/ETS		
Wellness and Well-Being		
Professional Development/Certifications		

Figure 3-7c. Personnel-based PERSTEMPO component[51]

% PERSTEMPO	0-25	26-50	51-75	76-100
Training Stress Level	Low training stress	Moderate training stress	High training stress	Very high training stress

Figure 3-7d. PERSTEMPO risk legend[52]

CASCADING MILITARY OCCUPATIONAL SPECIALTY QUALIFICATION

Example. The cascading MOSQ shows the hidden impacts of leaders assuming additional responsibility outside of their pay grade. If a unit is short two 1SGs (either not assigned or not available), then the impacts of those two shortages are visible down to the SL10 level. Because of the two missing 1SGs, two 11B40s (15 available/20 authorized) would move up to fill the shortage. This leaves the 11B40 strength at 13 available/20 authorized. To fill the seven shortages at the 11B40 level, seven 11B30s out of the 60 available/71 authorized would have to move up to the 11B40 level. This leaves 11B30 strength at 53 available/71 authorized. To fill the 18x 11B30s, 18x 11B20s (90 available/113 authorized) would need to move up to the 11B30 level. This leaves 11B20 available strength at 72. To fill the gap of 41x 11B20s, 41x 11B10s will move up. This leaves a shortage of 47x 11B10s.

11B: Infantryman

Rank	Auth	Avail	Delta	%	Work 1 Up/Promotable (Illustrative)
E1-E4	356	350	6	90%	20
SGT	113	90	23	80%	8
SSG	71	60	11	85%	4
SFC	20	15	5	75%	1
MSG	8	6	2	75%	0
SGM	3	3	0	100%	0
Total	571	524	47	92%	33

11B: Infantryman

Rank	Auth	Avail	Delta	%	Work 1 Up Actual
E1-E4	356	309	47	87%	41
SGT	113	72/41	0	64%	18
SSG	71	53/18	0	75%	7
SFC	20	13/7	0	65%	2
MSG	8	6/2	0	75%	0
SGM	3	3	0	100%	0
Total	571	524	47	92%	68

Legend

Rank				
SL 10-40	95-100%	94-85%	84-75%	74-60%
SL 50	100%	99-85%	84-75%	74-60%

Figure 3-7e. Cascading MOSQ component example[53]

Promotable/Actual Working Up

<100%	100-125%	125-150%	150%
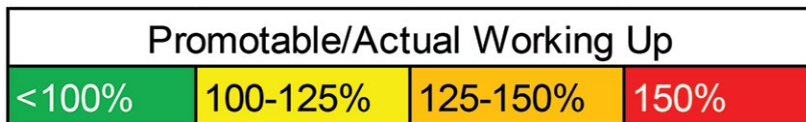
Figure 3-7f. Cascading MOSQ promotable/actual working up[54]

	#	Risk
PERSTEMPO		
Cascading MOSQ	35	
Calibrated P-level		
PCS/ETS		
Wellness and Well-Being		
Professional Development/Certifications		

Figure 3-7g. Cascading MOSQ component[55]

Calibrated "P"

Example. In the calibrated "P" concept, a metric is assigned to articulate the disproportionate impact that leaders have inside a unit and would inform or "calibrate" a commander's understanding of their personnel readiness. The "factor" number is based on the squad unit. The SGT is a team leader (half the squad); thus their factor is set at .5. Subsequently, the squad leader (SSG) level factor is set to 1, and so forth for the platoon sergeant (4, for number of squads in the platoon). The factor is then multiplied by the number of Soldiers working one rank up to account for the risk commanders must consider with grade-plate mismatches. Using the same data from "Cascading MOSQ," the chart below depicts the actual available strength when factoring in the number of Soldiers who work one level up.

11B: Infantryman								
Rank	Auth	Avail	Delta	ASG %	Work 1 Up/Promotable	Factor	Calibrated P-Level	Calibrated %
E1-E4	356	350	6	98%	41	0.1	4.1	93.9%
SGT	113	90	23	80%	18	0.5	9.0	71.0%
SSG	71	60	11	85%	7	1	7.0	78.0%
SFC	20	15	5	75%	2	4	8.0	67.0%
MSG	8	6	2	75%	0	16	0.0	59.0%
SGM	3	3	0	100%	0	48	0.0	100.0%
Total	571	524	47	92%	68	11.6	4.7	87.3%

Legend				
Rank				
SL 10-40	95-100%	94-85%	84-75%	74-60%
SL 50	100%	99-85%	84-75%	74-60%

Figure 3-7h. Calibrated "P" example[56]

70

	#	Risk
PERSTEMPO		
Cascading MOSQ		
Calibrated P-level		🟧
PCS/ETS		
Wellness and Well-Being		
Professional Development/Certifications		

Figure 3-7i. Calibrated "P" component[57]

PCS/ETS

Example 1. Alpha Company has three Soldiers about to undergo a PCS move and two Soldiers about to leave active-duty service (ETS) during a particular T-week (five total Soldiers affected). The commander assesses that these personnel moves will not impact the unit's training events scheduled for that week, assigning a risk value of "green."

	#	Risk
PERSTEMPO		
Cascading MOSQ		
Calibrated P-level		
PCS/ETS		🟩
Wellness and Well-Being		
Professional Development/Certifications		

Figure 3-7j. PCS/ETS component example 1[58]

Example 2. Alpha Company has one gunner, one squad leader, and one platoon sergeant about to undergo a PCS move (three total Soldiers affected) during a particular T-week. Since the company has a field training exercise scheduled for that week, the commander assesses that there will be some impact to the training event, but the unit can overcome these training impacts, assigning a risk value of "amber."

	#	Risk
PERSTEMPO		
Cascading MOSQ		
Calibrated P-level		
PCS/ETS	3	
Wellness and Well-Being		
Professional Development/Certifications		

Figure 3-7k. PCS/ETS component example 2[59]

WELLNESS AND WELL-BEING

Example 1. Alpha Company has one Soldier with an emotional health concern, and two Soldiers with financial concerns. This equals three Soldiers with wellness and well-being concerns, so the commander puts "3" in the # block. The company commander deems the risk level of these concerns as "amber" because the unit can overcome the impacts with some assistance.

	#	Risk
PERSTEMPO		
Cascading MOSQ		
Calibrated P-level		
PCS/ETS		
Wellness and Well-Being	3	
Professional Development/Certifications		

Figure 3-7l. Wellness and well-being example 1[60]

Example 2. Alpha Company has one Soldier (a squad leader) with a significant relationship concern. Since the company is conducting a squad live-fire training event within the next week, the company commander deems the risk level as "red." By identifying the risk level as "red," the company commander can facilitate discussions and decision making through the chain of command, providing proper Soldier care while also safeguarding the unit's readiness.

	#	Risk
PERSTEMPO		
Cascading MOSQ		
Calibrated P-level		
PCS/ETS		
Wellness and Well-Being	1	🟥
Professional Development/Certifications		

Figure 3-7m. Wellness and well-being example 2[61]

PROFESSIONAL DEVELOPMENT/CERTIFICATIONS

Example 1. Alpha Company has one Soldier attending the Basic Leaders Course (BLC), one platoon sergeant attending the Master Gunner Course, and one platoon leader attending the UMO Course during a particular T-week. The unit has a few small-arms ranges scheduled for the T-week. The commander determines there will be some impact on the unit, but they can adjust and continue the training plan as scheduled, assigning a risk value of "amber."

	#	Risk
PERSTEMPO		
Cascading MOSQ		
Calibrated P-level		
PCS/ETS		
Wellness and Well-Being		
Professional Development/Certifications	3	🟨

Figure 3-7n. Professional development and certifications example 1[62]

Example 2. Alpha Company's XO is attending the UMO Course, and it has three squad leaders who will be attending courses in a TDY status in a particular T-week. The company was originally scheduled to participate in a battalion field training exercise that week. Because of these factors, the commander assigned a risk level of "red." This helps facilitate discussions with the battalion command group and staff to make significant adjustments to the training plan or provide additional resources to offset the impacts.

	#	Risk
PERSTEMPO		
Cascading MOSQ		
Calibrated P-level		
PCS/ETS		
Wellness and Well-Being		
Professional Development/Certifications		(red)

Figure 3-7o. Professional development and certifications example 2[63]
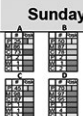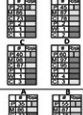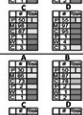
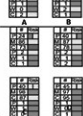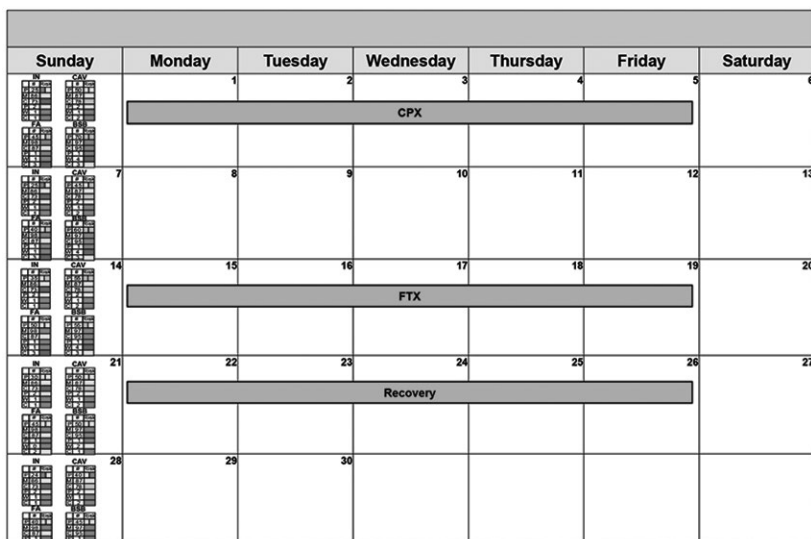**Figure 3-7p. Sample battalion training calendar[64]**

Figure 3-7q. Sample brigade training calendar[65]

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<div align="center">CHAPTER 4</div>

Practicing Preventive Management

Introduction

The effective integration of people and training leads to higher morale and a more cohesive team. Two additional key principles in taking care of Soldiers are time management and the evolving nature of caring for Soldiers. Both principles are instructive to preventing harmful behaviors within a formation.

Intervention and response to harmful behaviors often derail the best-laid training plans, increase stress on an organization, negatively impact morale and motivation, and consume a leader's time.

Sexual assault, sexual harassment, suicide, financial strain, and excessive alcohol consumption or drug use are examples of harmful behaviors. These actions degrade unit cohesion, individual-Soldier performance, and the performance of Soldiers around them. Harmful behaviors negatively impact a unit's training management processes and training execution.

Chapter 4 covers the following topics as they relate to practicing preventive management:

- Prevention continuum
- Life skills
- Spouse engagement

<div align="center">SECTION 4-1. PREVENTION CONTINUUM</div>

> "An ounce of prevention is worth a pound of cure."
>
> — Benjamin Franklin advising fire-threatened Philadelphians in 1736

Most programs to address harmful behaviors are response or intervention oriented, providing resources after an event has occurred. In fact, 91 percent of congressional legislation to address harmful behaviors is response focused, as depicted in figure 4-1a from the U.S. Government Accountability Office's study on sexual assault in the military.[1]

Categories of 249 Sexual Assault Prevention and Response Statutory Requirements in the National Defense Authorization Acts, Fiscal Years 2004-2009

37%
Victim
Assistance
& Advocacy

33%
Management
& Oversight

9%
Prevention Efforts

21%
Military Justice & Investigations

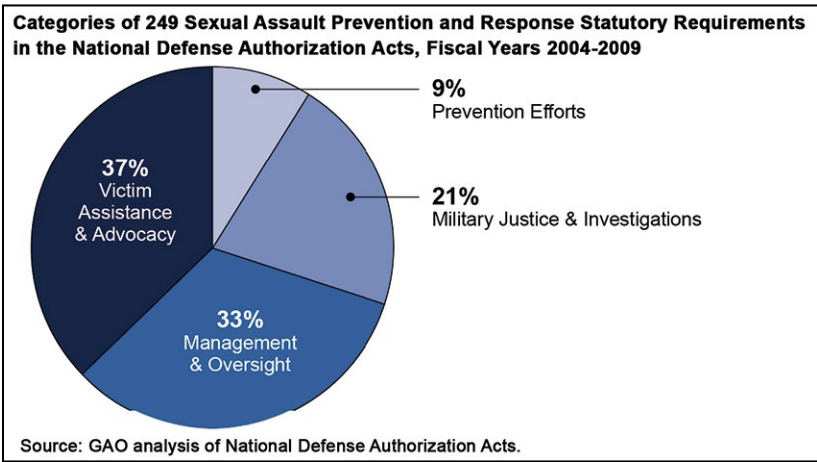Source: GAO analysis of National Defense Authorization Acts.

Figure 4-1a. Categories of 249 sexual assault prevention and response statutory requirements in the national defense authorization acts, fiscal years 2004 to 2019[2]

The Army must recognize prevention as separate and distinct from intervention and response. A lower echelon definition of "People First" is knowing and caring for people at a level of understanding where leaders can ensure people's needs are met and anticipate friction or problems. Ideally, leaders know their Soldier's personalities, motivations, and previous experiences enough to establish a baseline of normal behavior. Through continual engagement, leaders should be able to identify when Soldiers are outside their baseline. Leader observation may lead to the identification of risk factors.[3]

Identification of risk factors can be indicators of harmful behaviors. Risk factors can be any of the following:

● Substance abuse

● Economic insecurity

● Suicidal history

● Aggression/hostility

● Cultural norms

Protective factors are geared toward building cohesive teams and creating a supportive environment for Soldiers. Protective factors promote and complement training management principles. Protective factors include the following:

- Social connectedness

- Supportive environments

- Access to care

- Life/coping skills

- Healthy relationships

See figure 4-1b for a prevention and response continuum.
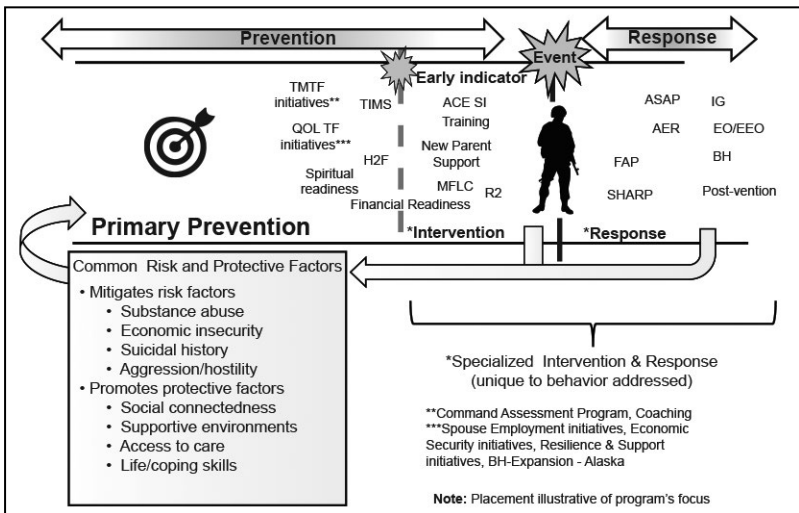
Figure 4-1b. Prevention and response continuum[4]

GEN James C. McConville's building cohesive teams triangle is another way to look at prevention of harmful behaviors. The three basic components for cohesive teams are leader engagement, a strong family bond, and buddy relationships. Building cohesive teams that are highly trained, disciplined, and fit begins with everyone on the team having a sense of belonging and purpose. See figure 4-1c.
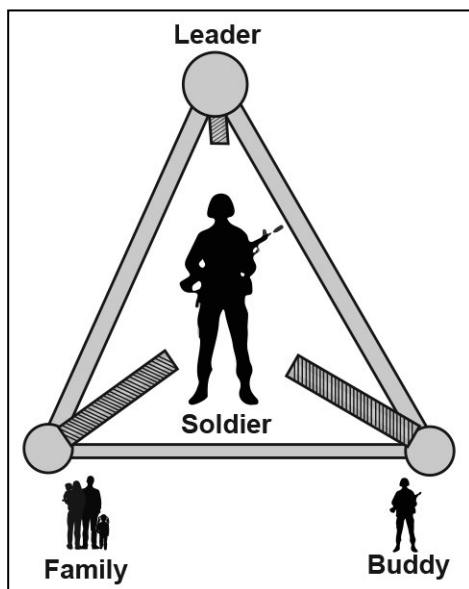
GEN James C. McConville's golden triangle (building cohesive teams)[5]

When one component is insufficient or broken, Soldiers may not feel like they belong to any team. This is often a catalyst to harmful behaviors. When leaders are engaged, they can identify when one "leg" of the triangle is broken. Relationship issues, criminal behavior, or financial problems are examples of indicators of a Soldier not feeling a sense of belonging or purpose. Alcohol use, drug use, or access to weapons are possible accelerators. Leaders must understand they need to treat others with dignity and respect and that they set the example for their Soldiers.

Figure 4-1d (spider web chart) shows another way to examine the prevention problem. Several readiness variables are represented as individual strings of a web. Each variable is individually weak, but when woven together, make a strong interconnected web that promotes resiliency. The spider web is a concept to incorporate into individual analysis or as part of a counseling tool for subordinates. Although the measures may be subjective, the components of the individual strands represent historical friction areas where Soldiers struggle. The spider web is also a launching point for an incremental improvement plan, addressing one string at a time in a larger effort to holistically improve resilience. Entering into similar discussions during formal or informal counseling initiates thought and action before an event and should be a leader's goal to influence in the prevention domain.
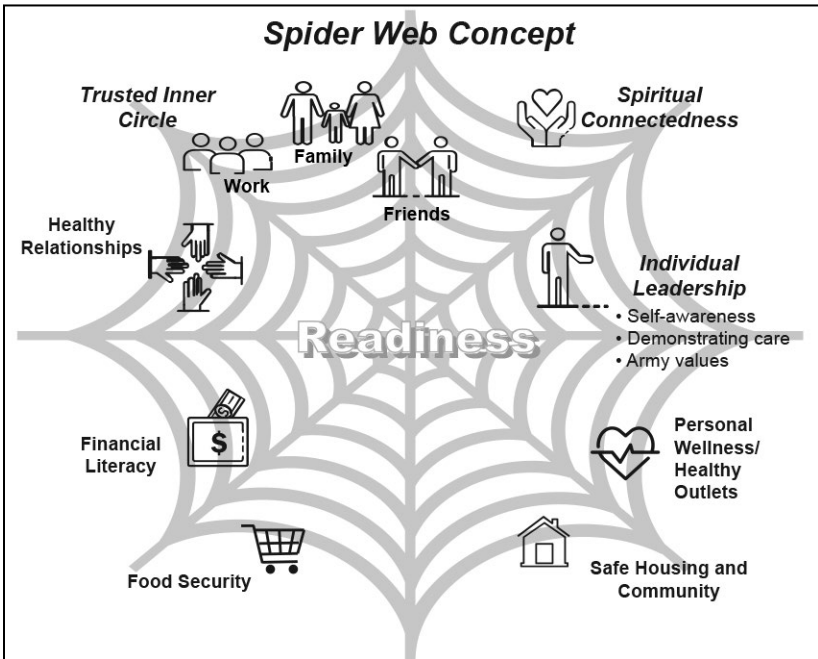
Figure 4-1d. Spider web concept[6]

SECTION 4-2. LIFE SKILLS

The term "life skills" is open to wide interpretation. The World Health Organization (WHO) defines life skills as "psychosocial skills that are required to deal with the demands and challenges of everyday life."[7] Following the study of many life skills programs and cultures, the WHO Department of Mental Health identified five basic areas of life skills: decision-making and problem-solving, creative thinking and critical thinking, communication and interpersonal skills, self-awareness and empathy, and coping with emotions and coping with stress.[8] Some people theorize that livelihood skills such as crafts, money management, and entrepreneurial skills are life skills in and of themselves; however, the WHO clearly notes they are complementary to life skills education.[9] For example, one may view money management training as a subset of the decision-making and problem-solving life-skills area.

The Army Resilience Directorate (ARD) synthesized and integrated the WHO life skills into its resilience and suicide prevention training construct. Figure 4-2a demonstrates how ARD's skills are fully nested with the WHO life skills. Soldiers currently receive training on ARD's resilience and performance skills through the resiliency curriculum (annual unit training), professional military education (PME) and the 32 ready and resilient (R2) performance centers across the Army. See figure 4-2b. Leaders are encouraged to reach out to their local R2 performance center and/or resilience professionals to maximize training opportunities.

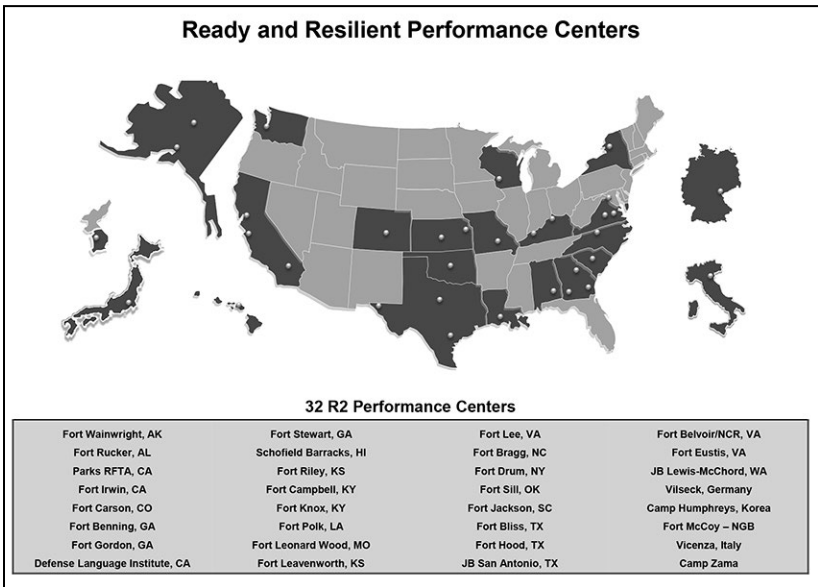| Life Skills (WHO)	Resilience and Performance Skills (Army)
Problem solving	Problem solving, goal setting, energy management, assertive communication
Critical thinking	Real-time resilience, put it in perspective (PIIP)
Effective communication skills	Engage, assertive communication
Decision making	Problem solving, activating event, thoughts, and consequences (ATCs)
Creative thinking	PIIP, hunt the good stuff
Interpersonal relationship skills	Active constructive responding (ACR), avoid thinking traps, ATC, effective praise, problem solving, engage
Self-awareness building skills	All MRT skills, basic connections, stress management, mindfulness
Empathy	Detecting icebergs, problem solving, assertive communication, ACR, *Not in My Squad*
Coping with stress and emotions	Basic connections, ATC, PIIP, stress management, energy management, mindfulness

Figure 4-2a. WHO life skills and ARD skills[10]

Ready and Resilient Performance Centers

32 R2 Performance Centers

Fort Wainwright, AK	Fort Stewart, GA	Fort Lee, VA	Fort Belvoir/NCR, VA
Fort Rucker, AL	Schofield Barracks, HI	Fort Bragg, NC	Fort Eustis, VA
Parks RFTA, CA	Fort Riley, KS	Fort Drum, NY	JB Lewis-McChord, WA
Fort Irwin, CA	Fort Campbell, KY	Fort Sill, OK	Vilseck, Germany
Fort Carson, CO	Fort Knox, KY	Fort Jackson, SC	Camp Humphreys, Korea
Fort Benning, GA	Fort Polk, LA	Fort Bliss, TX	Fort McCoy – NGB
Fort Gordon, GA	Fort Leonard Wood, MO	Fort Hood, TX	Vicenza, Italy
Defense Language Institute, CA	Fort Leavenworth, KS	JB San Antonio, TX	Camp Zama

Figure 4-2b. Ready and resilient performance centers[11]

Importance of life skills. Improving one's life skills is essential to overall well-being, and they also contribute to the primary prevention of violence, suicide, substance abuse, injuries, accidents, racism, and conflict.[12] Life-skills improvement can also lead to a more positive organizational climate and culture. Most importantly, these life skills prepare Soldiers for the demands of modern life and the dynamic character of 21st-century warfare.

How leaders should incorporate life skills into training. The Army's leadership doctrine requires leaders to "prepare self" and "develop others."[13] These leader requirements apply to the area of life skills in the same way they apply to other areas. For example, improving one's life skills should be just as important as improving one's Army Combat Fitness Test (ACFT) score or military occupational specialty (MOS) proficiency.

Leaders can incorporate life skills by conducting a self-inventory and using the Army's resources to improve them. Additionally, leaders develop their subordinates' life skills through mentorship. When a leader provides life skills training to a subordinate, it will undoubtedly enhance the leader-led relationship. However, leaders must have the humility and courage to seek out external assistance whenever they lack expertise in a particular life skill. For example, a leader may assess themselves as being average or below average in some interpersonal skills. In this case, leaders should seek out

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assistance from the chain of command, their local R2 performance center, or other professionals that reside on the installation. Leaders do not have to personally train their subordinates on life skills, but they must be able to guide their Soldiers to the correct resource.

Life-skills resources. There is also an abundance of life skills information and expertise outside of the Army. Leaders are encouraged to use all available resources, not just those that reside on their installation or within the Army, to improve their life skills and those of their subordinates. The following are additional life-skills resources:

- Army Resilience Directorate leader resources. Available at https://www.armyresilience.army.mil/ard/leader-resources.html.

- Army Resilience Directorate Ready and Resilient Resource and Activity Guide. Available at https://api.army.mil/e2/c/downloads/2020/05/04/677a5442/v18-ard-ready-and-resilient-initiative-guidance-activity-and-resource-guide-master.pdf.

- Life Skills for Soldiers (non-profit organization). Available at https://www.lifeskillsforsoldiers.org.

SECTION 4-3. SPOUSE ENGAGEMENT

Predictability is vital to Soldiers and their families. Although every unit uses their family readiness group (FRG) differently, ensuring spouses and families are informed of major training events is crucial to the well-being and resiliency of Soldiers. When the training schedule changes and forces families to cancel planned events, it is detrimental to Soldiers and the families that support them. Just as command teams need predictability to plan training, families need predictability to plan vacations and major events.

Families must be informed of training through official channels to quell the gossip and stories often shared among families, particularly before an important training event. Incorporating family town hall meetings into a unit's schedule before major training events (combat training center [CTC] rotations) is one way to communicate upcoming training plans to families. Training calendars and the rotation schedule would be communicated in advance, and spouses and family members would be offered the opportunity to ask questions and gain clarification. Monthly FRG meetings is another way to communicate standard training plans and battle rhythms, so families have some predictability during the standard work week.

Communication to spouses is crucial, especially as 37 percent of spouses of active-duty Soldiers are employed by the civilian labor force.[14] Not only is predictability key but establishing a network of families is also critical. FRGs are important as a source of pertinent information for all families, even for

dual-income or dual-military spouses. They serve as a support system for spouses while the unit is deployed or on a CTC rotation. Although all FRGs are different, they all share the same purpose—to support Army families. They promote more efficient use of community resources and reduce Soldier and family stress, increasing a Soldier's ability to devote their full attention to the mission. See the following three vignettes from different individuals' perspectives.

Executive Officer Vignette

The 21st Airborne Division has finally started a stabilized rotation at its home station. After years of continental United States (CONUS) training rotations to the Joint Readiness Training Center (JRTC), the logistics efforts involved in the preparation and return process are now reduced significantly. One of the brigade commanders is excited to deliver this new Army-approved on-site CTC training to the Soldiers.

The commander crafts their weekly email, sent to the entire unit, detailing the major changes approved by the Secretary of the Army. The commander expected swathes of excitement to ripple across the formation at the news, but they have not heard any positive feedback beyond the immediate staff members. Curious as to the lack of excitement at something they clearly see as paying dividends for the Soldier's time at work and with their families, the commander seeks your opinion.

You are the brigade executive officer (XO); you share your commander's excitement, but also see the lackluster response just as they did. The following are questions to consider:

- What are your initial, unfiltered thoughts after the commander asks you about the response?

- What would you have done differently than your commander?

- What other tools does the commander have to communicate the importance of this message?

- How would you advise the commander to engage Soldiers with their families as the initial focus?

- Why do you think there was no excitement?

Army Spouse Vignette

As an Army spouse, you are looking forward to the upcoming European rotation for your husband as the deployment will only be 90 days long. This is better than the 12- or 9-month-long deployments of the past. About one month into the unit's rotation in Poland, a global pandemic impacts everyone's daily lives around the world. As an expectant mother, you are nervous about giving birth during such strange times, but at least your spouse will be home for the birth in just a matter of days.

About 30 days before the projected redeployment of your husband's unit, the unit's commander sends a memorandum to all family members in the brigade, verifying the rumors that have been circulating. The unit will stay in Europe until the end of the calendar year, which is six months later than originally expected.

Now, not only are you going to have your baby during a pandemic, but you will also presumably be by yourself because of the pandemic restrictions and your husband's delayed return. You decide to reach out to a couple of the other spouses in the unit and talk about what is happening. You quickly realize the other spouses are supportive and have already organized a meal train for when your baby arrives. Additionally, when the baby is born, they help you with errands and with the baby when they can. Although you were reluctant to join the unit's FRG, the other families showed maximum support to you and your newborn when no one in your family was available.

Although the extended deployment was not predictable, building trust with the families before the rotation was crucial. During FRG meetings, town halls meetings, and other social activities, spouses can put faces to names and feel comfortable reaching out to other families when the unexpected happens.

Supervisor Vignette

Today is the day. You have just pinned your stripes, a long overdue promotion in your opinion. Finally, your hard work has been recognized and you have rightfully taken control of the maintenance section of the shop and have been assigned two Soldiers. You now control missions of repair for the family of loudspeakers, print machines, and any ordnance signal equipment for all of 8th Psychological Operations Group (POG) at the electronics maintenance shop.

You have on-post housing; your spouse was just hired by the Army Air Force Exchange Service (AAFES) to work at the shoppette on post three nights per week, and you have your first child on the way. Life is amazing.

The next day on the job, you walk in and your supervisor lets you know they need to talk to you after your synchronization meeting with your two Soldiers. You divvy out tasks for the day and the Soldiers, who just yesterday were your peers, snicker but get to work anyway. You walk into your supervisor's office, and they inform you that you will support Robin Sage efforts (requires isolation from family) for the next three weeks. The tasking begins in two days. They want you to complete the day and arrive with the packing list requirements when you report to physical training (PT) at 0630 to do an inventory review. The following are questions to consider:

- What are your initial unfiltered thoughts?

- Do you think there are any issues at this point?

- What is your response to your supervisor? Is it different than the expected response?

- What would you have done differently if you were the supervisor, first sergeant, or commander?

- What is the best way ahead?

- Who will be affected by you being gone?

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GLOSSARY

ACRONYMS AND ABBREVIATIONS

AAFES	Army Air Force Exchange Service
AAR	after action review
ABCT	armored brigade combat team
ACTF	Army Combat Fitness Test
AC	Active Component
ACE-SI	Ask, Care, Escort-Suicide Intervention (program)
ACR	active constructive responding
ACS	Army Community Services
ACT	Army Career Tracker
ADA	air defense artillery
ADP	Army doctrine publication
ADR	airfield damage repair
AEA	assignment eligibility and availability
AER	Army Emergency Relief
AI	assignment instruction
AR	Army regulation
ARAP	Army Readiness Assessment Program
ARD	Army Resilience Directorate
ARNG	Army National Guard
ASAP	Army Substance Abuse Program
ASIST	applied suicide intervention skills training
ATC	activating event, thoughts, and consequences
ATG	annual training guidance
ATN	Army Training Network
ATP	Army techniques publication
AUSA	Association of the United States Army
BCT	brigade combat team
BH	Behavioral Health
BLC	Basic Leader Course
BMM	borrowed military manpower

BN	battalion
BOSS	Better Opportunities for Single Soldiers
BTRY	battery
CAC	common access card
CALL	Center for Army Lessons Learned
CAMLFX	combined-arms maneuver live-fire exercise
CAPL	Center for the Army Profession and Leadership
CASCOM	U.S. Army Combined Arms Support Command
CATS	Combined Arms Training Strategy
CD	career development
CDR	commander
CL	class
CMD	command
CMF	career management field
CoC	change of command
CONUS	continental United States
CO	company
CORE	cohesion and organizational resilience enhancement
COS	chief of staff
COVID	Coronavirus Disease 2019
CPX	command post exercise
CR2C	Commander's Ready and Resilient Council
CRRD	Commander's Risk Reduction Dashboard
CSF2	comprehensive Soldier and family fitness
CSM	command sergeant major
CSTX	combat support training exercise
CTC	combat training center
CYS	Child and Youth Services
DA	Department of the Army
DA Pam	Department of the Army pamphlet
DCG-M	deputy commanding general-maneuver
DEOCS	Defense Organizational Climate Survey

Dep	deployment
DE	Defender Europe
DFAC	dining facility
DFE	dynamic force employment
DIVARTY	division artillery
DMOSQ	deployable strength, available military occupational specialty qualification
DMV	department of motor vehicles
DOD	Department of Defense
DRT	directed readiness table
DTMS	Digital Training Management System
DX	direct exchange
EAC	echelon above corps
EAP	Employee Assistance Program
EDRE	emergency deployment readiness exercise
EEO	equal employment opportunity
EFMB	expert field medical badge
EH	explosive hazard
EO	equal opportunity
ESB	expert Soldier badge
ETS	expiration term of service
EXEVAL	exercise evaluation
FAAD C2	forward area air defense command and control
FA	field artillery
FAP	Family Advocacy Program
FCX	fire coordination exercise
FHIRC	Fort Hood Independent Review Committee
FM	field manual
FORSCOM	U.S. Army Forces Command
FRAGORD	fragmentary order
FRD	foundational readiness day
FRG	family readiness group
FTX	field training exercise

FY	fiscal year
GFMAP	Global Force Management Allocation Plan
H2F	holistic health and fitness
HAZMAT	hazardous materials
HHQ	higher headquarters
HQDA	Headquarters, Department of the Army
HRC	U.S. Army Human Resources Command
IAW	in accordance with
ICW	in coordination with
IDP	individual development plans
IG	inspector general
ILO	installation legal office
IOT	in order to
IRF	immediate response force
ISOPREP	isolated personnel report
IWTS	integrated weapons training strategy
JB	joint base
JROTC	Junior Reserve Officers' Training Corps
JRTC	Joint Readiness Training Center
LAD	latest arrival date
LE	law enforcement
LFX	live-fire exercise
LPD	leader professional development
MCTP	Mission Command Training Program
MDMP	military decision-making process
MEO	military equal opportunity
MET	mission-essential task
METL	mission-essential task list
MFLC	Military and Family Life Counselor (program)
MG	major general
MI	military intelligence
MILES	Multiple Integrated Laser Engagement System
MOB	mobilization

MOBEX	mobility exercise
MOD	modernization
MOS	military occupational specialty
MOSQ	military occupational specialty qualification
MRT	master resilience training
MSC	major subordinate command
MTF	medical treatment facility
MTOE	modified table of organization and equipment
MWR	morale, welfare, and recreation
NCO	noncommissioned officer
NCOPD	noncommissioned officer professional development
NCR	National Capital Region
NEF	new equipment fielding
NET	new equipment training
NGB	National Guard Bureau
NLT	no later than
NTC	National Training Center
OAW	Operation Allies Welcome
OC	observer, controller
OCIE	operational clothing and individual equipment
OIP	organizational inspection program
OSD	Office of the Secretary of Defense
OPTEMPO	operating tempo
PAX	passengers
PBO	property book officer
PCS	permanent change of station
PERSTEMPO	personnel tempo
PFTF	People First Task Force
PIIP	put it in perspective
PMCS	preventive maintenance checks and services
PME	professional military education
POG	Psychological Operations Group

PT	physical training
QOLTF	Quality of Life Task Force
QPTB	quarterly people and training brief
QTB	quarterly training brief
QTR	quarter
R2	ready and resilient
RC	Reserve Component
ReARMM	regionally aligned readiness and modernization model
RFTA	Reserve forces training area
SAV	staff assistance visit
SCT	supporting collective tasks
SEC	section
SecDef	Secretary of Defense
SFC	sergeant first class
SFRG	Soldier and family readiness group
SGM	sergeant major
SGT	sergeant
SHARP	Sexual Harassment/Assault Response and Prevention (program)
SIR	serious incident report
SL	skill level
SM	Service member
SOP	standard operating procedure
SSG	staff sergeant
STAFFEX	staff exercise
T	training
T&EO	training and evaluation outline
TACSOP	tactical standard operating procedure
TBL	table
TC	training circular
TDA	Table of Distribution and Allowance
TDY	temporary duty

TENTEX	tent exercise
TG	top gun
TIG	time-in-grade
TIMS	This is My Squad (initiative)
TIS	time-in-service
TPD	trooper predictability days
TEWT	tactical exercise without troops
TMTF	Talent Management Task Force
TTP	tactics, techniques, and procedures
UCMJ	Uniform Code of Military Justice
ULC	unit life cycle
USAR	United States Army Reserve
USR	unit status report
WFX	warfighter exercise
WHO	World Health Organization
WO	warrant officer
WRAIR	Walter Reed Army Institute of Research
WTBD	warrior tasks and battle drills
XCTC	exportable combat training capability
XO	executive officer
1SG	first sergeant

TERMS

Defense Organizational Climate Survey (DEOCS). The DEOCS is a confidential, command-requested organizational development survey that measures cross-cutting risk and protective factors to help Department of Defense (DOD) leadership and unit/organizational leaders gain an understanding of problematic behaviors in their organization.

Division G-33 section. Department within the G-3 section of a division-level staff, tasked with monitoring and execution of current planning efforts.

Mission-essential task list (METL). A list of tasks that a unit must accomplish in combat. The METL is a written requirement of wartime missions.

Operating tempo (OPTEMPO). The rate at which units are involved in all military activities, including contingency operations, exercises, and training deployments.

Personnel rating (P-Rating). The personnel level is calculated by comparing the reporting unit's available strength, its deployable strength, available military occupational specialty qualification (DMOSQ) (strength by duty position), and its available senior-grade strength with the required strength established in its formal requirements and authorizations document (modified table of organization and equipment [MTOE] or Table of Distribution and Allowance [TDA]).

Personnel tempo (PERSTEMPO). The amount of time Service members are engaged in their official duties at a location or under circumstances that make it infeasible for a member to spend off-duty time in the housing in which the member resides.

Quarterly people and training brief (QPTB). QPTBs provide an in-stride check to validate subordinate units are on track to meet long-term guidance and keep a unit's climate at the forefront of the training discussion.

Quarterly training brief (QTB). QTBs are conferences on training conducted by commanders at echelon. It covers the previous and next quarter's training.

Regionally aligned readiness and modernization model (ReARMM). This model provides the unit life cycle (ULC) management model that balances current demand with modernization. The principles of the ReARMM are predictability, stability, and synchronization.

Uniform Code of Military Justice (UCMJ). A federal law, enacted by Congress, which applies to all active-duty members as well as activated National Guard and Reserve members and military-academy students.

Unit status report (USR). The USR provides a commander's assessment of their wartime readiness. Unit readiness includes personnel readiness, equipment and supply readiness, on-hand and available equipment readiness and serviceability, and unit training proficiency.

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