



ADP 7-0

TRAINING UNITS AND DEVELOPING LEADERS

AUGUST 2012

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HEADQUARTERS, DEPARTMENT OF THE ARMY

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Foreword

The 2011 edition of (Field Manual) FM 7-0 reflected the Army's unit training and leader development concepts borne from a decade of persistent combat operations. Army Doctrine Publication (ADP) 7-0, *Training Units and Developing Leaders*, re-establishes fundamental training and leader development concepts and processes for the U.S. Army. Training doctrine is again based on the Army's operations and planning processes, now defined by ADP 3-0, *Unified Land Operations*, and ADP 5-0, *The Operations Process*.

Mission command makes the commander responsible for unit readiness and leader development. Unit commanders must be the subject matter experts. Commanders cannot delegate oversight of unit training and leader development to subordinates. The commander's physical presence at training sends a clear message to subordinates—unit training and leader development are the most important things the unit does when it is not actively engaged in operations.

Unit training and leader development are inextricably linked. Good training supports leader development and good leaders develop good training programs for their units and subordinates. Schools provide basic skills and knowledge, but most leader development occurs in operational assignments and through self-development. Unit training provides a forgiving, learning environment that allows leaders to grow from lessons learned on the job without the fear of making irretrievable mistakes in combat that cost lives.

This publication, the more expansive Army Doctrine Reference Publication (ADRP) 7-0, *Training Units and Developing Leaders*, and the Web-based unit training management on the Army Training Network provide leaders with the concepts, practices, and tools they need to manage unit training and leader development to support unified land operations.

A handwritten signature in black ink, appearing to read 'R. T. Odierno', with a stylized flourish at the end.

RAYMOND T. ODIERNO
GENERAL, UNITED STATES ARMY
CHIEF OF STAFF

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Headquarters
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Washington, DC, 23 August 2012

Training Units and Developing Leaders

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***This publication supersedes FM 7-0, dated 23 February 2011.**

Preface

Army Doctrine Publication (ADP) 7-0, *Training Units and Developing Leaders*, establishes the Army's doctrine for training units and developing leaders for unified land operations. ADP 7-0 presents overarching doctrinal guidance for training modular, expeditionary Army forces and developing leaders to conduct unified land operations. Conducting effective training in units and leader development must be top priorities of senior leaders during ARFORGEN and during deployments.

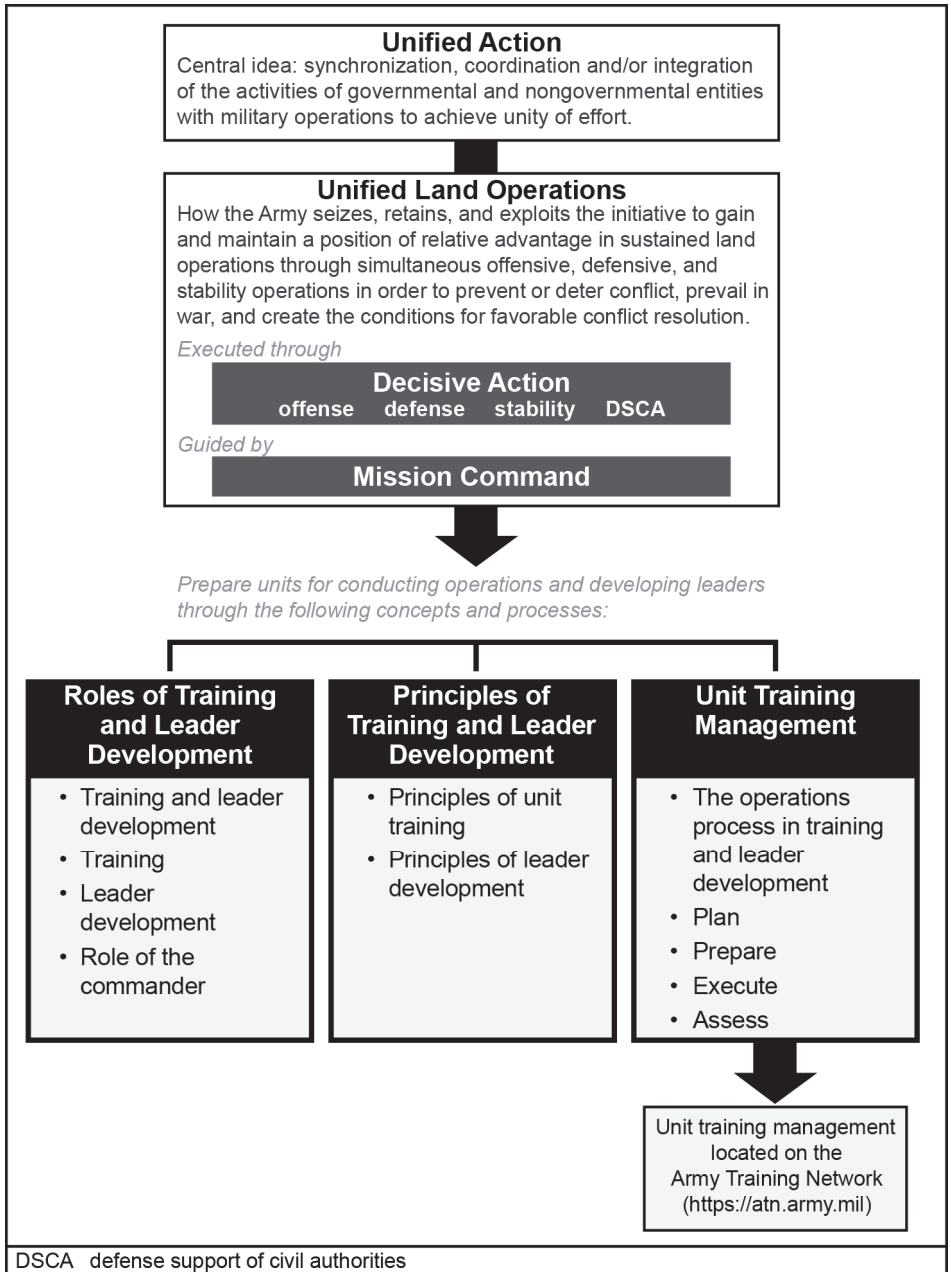
The principal audience for ADP 7-0 is all leaders at all organizational levels. All leaders are trainers. Leaders include officers, warrant officers, noncommissioned officers, and those Army civilians in leadership positions. Trainers and educators throughout the Army will also use this publication.

Commanders, staffs, and subordinates ensure their decisions and actions comply with applicable U.S., international, and, in some cases, host-nation laws and regulations. Commanders at all levels ensure their Soldiers operate in accordance with the law of war and the rules of engagement. (See Field Manual [FM] 27-10.)

ADP 7-0 uses joint terms where applicable. Terms for which ADP 7-0 is the proponent (the authority) are indicated with an asterisk in the glossary. Definitions for which ADP 7-0 is the proponent are printed in boldface in the text. For other doctrinal terms defined in the text, the term is italicized and the number of the proponent publication follows the definition.

ADP 7-0 applies to the Active Army, the Army National Guard (ARNG)/Army National Guard of the United States (ARNGUS), and the United States Army Reserve (USAR) unless otherwise stated.

The proponent of ADP 7-0 is the United States Combined Arms Center. The preparing agencies are the Combined Arms Doctrine Directorate (CADD) and the Training Management Directorate (TMD) within the Combined Arms Center for Training (CAC-T). Both CADD and CAC-T are subordinate to the U.S. Army Combined Arms Center. Send written comments and recommendations on Department of the Army (DA) Form 2028 (Recommended Changes to Publications and Blank Forms) to Commanding General, U.S. Army Combined Arms Center and Fort Leavenworth, ATTN: ATZL-MCK-D (ADP 7-0), 300 McPherson Avenue, Fort Leavenworth, KS 66027-2337; by email to usarmy.leavenworth.mccoe.mbx.cadd-org-mailbox@mail.mil; or submit an electronic DA Form 2028.



Introduction figure. Unit training and leader development underlying logic

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This ADP establishes the role of training and leader development, including Army civilian leader development. It discusses training, which prepares Soldiers, Army civilians, organizations, and their leaders to conduct unified land operations. Finally, this ADP discusses how Soldiers and units are trained.

THE ROLE OF TRAINING AND LEADER DEVELOPMENT

1. Unit training and leader development are the Army's life-blood. Army leaders train units to be versatile. They develop subordinate leaders—military and Army civilians—to be competent, confident, agile, and adaptive using the Army leader development model. Units and leaders master individual and collective tasks required to execute the unit's designed capabilities and accomplish its mission. Army forces conduct training and education in the Army in three training domains: institutional, operational, and self-development. Army training and education methods evolve. The Army adopts better ways to foster learning, adapting how it trains units and develops leaders by employing innovative techniques, relevant to the learning requirements and environment.
2. Commanders are responsible for training units and developing leaders. Commanders exercise this responsibility through formal and informal chains, assisted by other officers and noncommissioned officers, through the development and execution of progressive, challenging, and realistic training. Commanders are responsible for the objective, professional assessment of the results of unit training and leader development.
3. Training begins in the generating force. In schools and training centers, Soldiers are introduced to Warrior Tasks and focus on developing individual skills and knowledge—the fundamentals that will help them integrate into a team to train on unit collective tasks. Individuals return to schools from operational assignments at certain points to gain the skills, knowledge, and behaviors needed in their current assignment as well as prepare them for the next duty assignment and for higher levels of responsibility.
4. Operational assignments build on the fundamental skills, knowledge, and behaviors developed in institutional training. Operational assignments mature this

baseline knowledge into a mission capability at the individual, crew, unit, staff, and leader level. Periodic re-engagements in institutional venues incrementally improve Soldier capabilities. Soldiers and leaders train to master both the individual and unit collective tasks that support the unit's mission-essential tasks. Individuals, teams, sections, and units train to standard as part of a combined arms team. Major training events, combat training center exercises, and operational deployments link together as a comprehensive progressive and sequential training and leader development program, providing the experiences necessary for building ready units. Unit commanders must allocate time during operational assignments to ensure leaders can meet the prerequisites to attend and get the most benefit from institutional training. Commanders manage the balance among unit training requirements, leader unit assignment experience, and ensuring leaders have the right institutional training and education opportunities.

5. Army civilians support both the operating and generating forces. They fill positions that make it possible to man, equip, resource, and train operational Army units. Army civilians provide the skills and continuity essential to the functioning of Army organizations and programs. A well-trained civilian workforce is key to mission accomplishment. Commanders ensure the civilian workforce gets the training, education, and experience to hone its skills and prepare for future positions. Generally, Army civilians enter the Army with the skills and knowledge required for their position. Army civilians enhance their knowledge, skills, and abilities through the civilian education system, functional training, self-development, and assignments.

6. Self-development is as important as institutional training and operational assignments. Self-development is a personal responsibility. Self-development enhances qualifications for a current position or helps prepare an individual for future positions. Individuals are responsible for their own professional growth and for seeking out self-development opportunities. Soldiers and civilians sustain their individual strengths and address gaps in their skills and knowledge. However, for self-development to be effective, all Soldiers and civilians must be completely honest with themselves to understand both personal strengths and gaps in skills, knowledge, and behaviors—and then take the appropriate, continuing steps to enhance their capabilities.

TRAINING

7. The Army trains to provide ready forces to combatant commanders worldwide. Units train in garrison and while deployed to prepare for their mission and adapt their capabilities to any changes in an operational environment. Army forces conduct training individually and collectively in three training domains.

8. **The *institutional training domain* is the Army's institutional training and education system, which primarily includes training base centers and schools that provide initial training and subsequent professional military education for Soldiers, military leaders, and Army civilians.** This domain includes the centers of excellence and schools, both inside and outside the U.S. Army Training and Doctrine Command.

9. **The *operational training domain* is the training activities organizations undertake while at home station, at maneuver combat training centers, during joint exercises, at mobilization centers, and while operationally deployed.** This domain equates to assignments in the operational Army and the generating force.

10. **The *self-development training domain* is planned, goal-oriented learning that reinforces and expands the depth and breadth of an individual's knowledge base, self-awareness, and situational awareness; complements institutional and operational learning; enhances professional competence; and meets personal objectives.** Within this domain, Army leaders expect Soldiers and Army civilians to fill in their skills, knowledge, and behavior gaps from institutional training and operational assignments.

11. Individual training allows individuals to master fundamental skills. Although schools and units provide individual training, individuals are responsible for their own professional growth and for seeking out self-development opportunities.

12. Collective training integrates and synchronizes the skills learned at the individual skill level. Individual skill proficiency is the basis for collective proficiency. Training in units focuses on improving unit, Soldier, and leader proficiencies. Commanders and other leaders ensure unit training plans prioritize and execute collective training to maximize the operational performance of the unit. Collective training not only includes unit-level tasks and events, but also requires individual skill proficiency, and capitalizes on multiechelon, joint, interagency, and multinational forces training opportunities as often as needed.

13. Soldiers and Army civilians cycle between the institutional and operational training domains throughout their careers. Structured, guided, and individualized self-development programs complement the training, education, and experiences gained in both schools and unit assignments. Documentation of individual training in all these venues is critical in maintaining awareness of individual skills.

LEADER DEVELOPMENT

14. The Army is committed to training, educating, and developing its leaders—officers, warrant officers, noncommissioned officers, and Army civilians—to lead units in the complex and challenging operational environments of the twenty-first century. Training, education, and experience in the schools and units develop leaders and prepare them for assignments of increased responsibility. Leader development is a continuous and progressive process, spanning a leader's entire career.

15. Competent and confident leaders are essential to unit readiness and successful deployments. Uniformed leaders remain technically and tactically proficient in basic Soldier skills. They master the skills, knowledge, and behaviors necessary to perform successfully in their assigned position; and they begin to learn the skills, knowledge and behaviors necessary for future positions of responsibility. Civilian leaders master the knowledge, skills, and abilities required of their position, providing organizations with both leadership and managerial skills.

THE ROLE OF THE COMMANDER

16. Commanders are responsible for ensuring their units are capable of performing their missions. Commanders cannot delegate this responsibility. Commanders are directly responsible, and accountable, for all aspects of unit training. They understand and employ the principles of unit training and leader development. Through guidance and direction, commanders drive the training management process. They directly observe and participate in the unit's training and leader development in order to better assess mission readiness and help their subordinates to improve. They understand that unit training and leader development are inextricably linked—that good training can help develop good leaders and good leaders are the key to good unit training. They focus the unit's efforts to optimize available time, ensuring their units train the right tasks to meet mission requirements and to support the next higher commander's intent. Commanders look for every opportunity to coach and teach subordinates as they plan, prepare, and execute training, employing the mission command philosophy. They give their subordinate leaders their commander's intent and the resources—including time—to plan, prepare, and conduct the training necessary to develop unit proficiency. Commander involvement makes a quantitative and qualitative difference in unit training and leader development.

17. Commanders apply the operations process—plan, prepare, execute, and assess—to unit training and leader development. They drive the process by understanding, visualizing, describing, directing, leading, and assessing unit training and leader development. The commander's understanding of the mission determines which essential collective tasks the unit must train on to accomplish the mission and which skills and knowledge subordinate leaders need for the mission. Throughout the process, the commander constantly refines his understanding. Through visualization, commanders determine the end state—the training objectives—for unit training and leader development. Commanders describe their end state through guidance and orders. They direct training through orders and lead through their personal presence at training events. They constantly assess the effect of training on collective task proficiency and leader development, and the efficiency of the training conducted.

18. The Army cannot afford to conduct all training in a live environment. Commanders consider the integrated training environment (known as ITE) by mixing live, virtual, constructive, and gaming enablers as appropriate to enhance training, improve realism, and save resources where practicable. They must understand how to employ the training aids, devices, simulators, and simulations (known as TADSS) effectively and optimally.

19. Commanders exercise mission command to give subordinates latitude in determining how to train their units to achieve the desired end state, building trust and initiative in subordinates. However, the commander must be involved in unit training and leader development. The commander's guidance, presence, and feedback are critical to building trust in the unit and demonstrating the importance of unit training and leader development.

20. Commanders determine the collective tasks the unit will train, limiting the number of tasks trained to those essential to the mission. Commanders must know, teach, and

use Army doctrine. They assess unit proficiency in each essential task and develop a plan to achieve proficiency. As they prepare, commanders monitor activities, ensuring resources are available and the unit can execute the training event. Since only the commander can assess the readiness of the unit, commanders must be present during training event execution. They assess performance during each training event. By being involved in unit training, commanders help subordinate leaders improve and ensure that the right training is occurring, and it is to standard. Their presence improves training, readiness, confidence, and team building.

PRINCIPLES OF UNIT TRAINING AND LEADER DEVELOPMENT

21. Commanders apply the principles of training and principles of leader development in planning, preparing, executing, and assessing unit training.

PRINCIPLES OF UNIT TRAINING

22. Units employ effective collective training based on the Army principles of unit training (see table 1-1). Training must be relevant, rigorous, realistic, challenging, and properly resourced. Collective training provides the full range of experiences needed to produce agile, adaptive leaders and Soldiers, and versatile units.

Table 1-1. The Army principles of unit training

- Commanders and other leaders are responsible for training.
- Noncommissioned officers train individuals, crews, and small teams.
- Train to standard.
- Train as you will fight.
- Train while operating.
- Train fundamentals first.
- Train to develop adaptability.
- Understand the operational environment.
- Train to sustain.
- Train to maintain.
- Conduct multiechelon and concurrent training.

Commanders and Other Leaders are Responsible for Training

23. Unit commanders are responsible for training and ensuring their units are capable of accomplishing their missions. Subordinate leaders have responsibility for the proficiency of their respective organizations and subordinates.

Noncommissioned Officers Train Individuals, Crews, and Small Teams

24. Noncommissioned officers (NCOs) are the primary trainers of enlisted Soldiers, crews, and small teams. NCOs help officers train units. NCOs develop and conduct training for their subordinates that supports the unit training plan, coach other NCOs, advise senior leaders, and help develop junior officers.

Train to Standard

25. Units always train to the standard established for each individual and collective task. Leaders know and enforce standards to ensure their organization meets mission requirements. When no standard exists, the commander establishes one and the next higher commander approves it.

Train as You Will Fight

26. “Train as you will fight” means training under an expected operational environment for the mission. This means establishing in training what the unit can expect during operations to include the culture of an operational environment. Commanders and other leaders replicate cultural settings as much as possible during training, using role players or actual mission partners.

Train While Operating

27. Training continues when units are deployed or when conducting daily operations. As units operate, they learn from formal and informal after action reviews. They train to improve performance and address changes in tactics, techniques, and procedures that affect the operation.

Train Fundamentals First

28. Units at every echelon must master the fundamentals needed to accomplish their mission. Fundamentals include basic soldiering, the Warrior Tasks, battle drills, marksmanship, fitness, and military occupational specialty proficiencies that support the capabilities of the unit. Units proficient in fundamentals are more capable of accomplishing higher level, more complex collective tasks that support the unit’s mission-essential task list—the fundamental, doctrinal tasks that units should be prepared to execute during any assigned mission.

Leaders Train to Develop Adaptability

29. Effective leaders understand that change is inevitable in any operational environment. The time to react to change can be short. Adaptability comes from training under complex, changing conditions, with minimal information available to make decisions.

Understand The Operational Environment

30. An operational environment establishes the conditions for training. The conditions are drawn from the operational variables—known as PMESII-PT—that must be replicated to prepare the unit for operations. The unit training management operation order establishes the conditions that units must meet for training.

Train to Sustain

31. Training prepares units and individuals to be resilient. Training must prepare units and Soldiers for the stress of operations. Unit training plans must incorporate programs that improve individual and collective mental and physical fitness.

Train to Maintain

32. Units must conduct maintenance to ensure equipment is serviceable and available for the conduct of training and for mission accomplishment. Maintenance training is an integral part of the unit training plan.

Conduct Multiechelon and Concurrent Training

33. Multiechelon training is a training technique that allows for the simultaneous training of more than one echelon on different or complementary tasks. It optimizes training time for subordinates during higher unit training events. Training multiple tasks concurrently preserves valuable time while capitalizing on the opportunity to train related tasks at the same time.

PRINCIPLES OF LEADER DEVELOPMENT

34. Leaders follow the principles of leader development to develop other leaders (see table 1-2 on page 8). Schools provide leaders with enough fundamental information to help them contribute to unit collective capabilities on the day they arrive in the unit. However, most leader development occurs during operational assignments. In operational assignments, leaders learn to adapt to new situations and develop on the job through training and education. More significantly, they develop through challenging, unfamiliar experiences that require them to adapt theory to reality. They learn through regular and as-needed feedback. They learn from their mistakes. They learn to take risks and experiment with non-textbook solutions to problems. They learn what they do not know and fill the gaps through self-development. Operational assignments are the crucible of leader development.

Table 1-2. The Army's principles of leader development

- Lead by example.
- Develop subordinate leaders.
- Create a learning environment for subordinate leaders.
- Train leaders in the art and science of mission command.
- Train to develop adaptive leaders.
- Train leaders to think critically and creatively.
- Train your leaders to know their subordinates and their families.

Lead by Example

35. Good leaders understand they are role models for others and reflect the desired leader characteristics found in ADP 6-22.

Develop Subordinate Leaders

36. Leaders have the responsibility for developing subordinate leaders. It is one of their most important functions. They train subordinates to be successful tactically and technically and to be prepared to assume positions of greater responsibility.

Create a Learning Environment for Subordinate Leaders

37. Leaders establish in their units an environment that allows subordinates to try different solutions to problems. Subordinates must know that they can attempt innovative solutions to problems. Leaders establish an environment for subordinates that allows subordinate leaders to make honest—as opposed to repeated or careless—mistakes without prejudice.

Train in the Art and Science of Mission Command

38. Effective leaders conduct operations while exercising mission command (addressed in ADP 3-0 and ADP 6-0). Employing mission command in training encourages risk-taking, initiative, and creativity in subordinates, while staying within the commander's intent.

Train to Develop Adaptive Leaders

39. Training must enable leaders to respond to unexpected conditions in a positive and constructive way. They cannot train on every task for every condition. Instead, they must excel at a few tasks and then adapt to new tasks.

Train Leaders to Think Critically and Creatively

40. Leaders must be able to analyze challenging problems, keeping an open mind on different perspectives of problems and unconventional ways of solving problems.

Critical thinking and creativity are not necessarily inherent; however, leaders can develop them.

Train Your Leaders to Know Their Subordinates and Their Families

41. All leaders should know their subordinates at least two levels down—their strengths, weaknesses, and capabilities. The Army trains leaders to know and help not only subordinates, but also their families.

UNIT TRAINING MANAGEMENT

42. Training is the primary focus of a unit when not deployed. It requires the same level of detail, intensity, and focus that a unit applies to deployed operations. The operations process provides a common framework for units to plan, prepare, execute, and assess training and to integrate leader development into training plans. Battalions and higher units use the military decisionmaking process to develop unit training plans; companies use troop leading procedures to develop unit training plans.

43. The purpose of unit training is to build and maintain ready units to conduct unified land operations for combatant commanders. Units build flexibility, integration, lethality, adaptability, depth, and synchronization capabilities through the mastery of individual and collective tasks under the conditions of the anticipated operational environment. Good training gives Soldiers confidence in their abilities and the abilities of their leaders, forges trust, and allows the unit to adapt readily to new and different missions. Unit training is the primary means for developing leaders. Leaders use training events to train, educate, and give experience to subordinates. Leaders coach and teach, providing feedback on performance, making on-the-spot corrections, and conducting after action reviews.

44. The unit's mission-essential task list (METL) represents the doctrinal framework of fundamental tasks for which the unit was designed (its table of organization and equipment and table of distribution and allowances mission). METL proficiency enables the unit to adapt to unexpected situations during mission execution. Therefore, units strive to maintain mission-essential task readiness. The Department of the Army standardizes brigade and above METLs. Battalions and companies develop their METLs to support the METL of their higher headquarters. Units do not have the time or other resources to train on all tasks that support execution of their METLs across the range of military operations. Instead, the unit's mission drives the focus of its training. When the unit is assigned a mission, the commander determines key collective tasks that support the METL and are essential to mission accomplishment. Training focuses on those key tasks and replicates the expected operational environment. Mastery of the key collective tasks and the supporting individual tasks prepares Soldiers, leaders, and units to adapt to changes in missions and conditions.

45. Collective task proficiency results from developing tactical and technical, individual, leader, and lower-level collective skills through instruction, experience, and repetitive practice. Commanders develop a unit training plan to develop collective task proficiency. The unit training plan is expressed in an operation order to the unit. The

unit training plan uses a crawl-walk-run approach that progressively and systematically builds on successful task performance before progressing to more complex tasks. Unit training initially focuses on developing proficiency in Soldier and small-unit skills, since they are the essential foundation for training more complex, higher-level collective tasks. The start point for training a task is based on the leader's assessment of current task proficiency. That start point can be at the crawl, walk, or run level.

46. As they execute the unit training plan, units and individuals iteratively perform a task to standard, under varying conditions, until they master the task. Performance must become intuitive but also adaptable to new conditions. Soldiers must understand the task and its contributions to the unit's capability, so they can adjust the execution of the task to meet new and unfamiliar situations. When Soldiers and units meet the standards for a task, leaders challenge their Soldiers by changing the conditions for the task to make it more challenging. Changing conditions force Soldiers and leaders to apply previous experience to the new problem.

47. All training conducted by the unit is assessed against the commander's intent for the training event and published doctrinal standards. Only the commander can assess the readiness of a mission-essential task. Subordinates provide their evaluations based on after action reviews of their proficiency. The commander uses these evaluations, personal observations, and judgment to assess the unit's readiness to conduct its mission.

Glossary

The glossary lists acronyms and terms with definitions. Terms for which ADP 7-0 is the proponent (authority) manual are marked with an asterisk (*).

SECTION I – ACRONYMS AND ABBREVIATIONS

ADP	Army doctrine publication
ADRP	Army doctrine reference publication
DA	Department of the Army
FM	field manual
JP	joint publication
METL	mission-essential task list
NCO	noncommissioned officer

SECTION II – TERMS

***institutional training domain**

The Army's institutional training and education system, which primarily includes training base centers and schools that provide initial training and subsequent professional military education for Soldiers, military leaders, and Army civilians.

***operational training domain**

The training activities organizations undertake while at home station, at maneuver combat training centers, during joint exercises, at mobilization centers, and while operationally deployed.

***self-development training domain**

Planned, goal-oriented learning that reinforces and expands the depth and breadth of an individual's knowledge base, self-awareness, and situational awareness; complements institutional and operational learning; enhances professional competence; and meets personal objectives.

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References

Field manuals are listed by new number followed by old number.

REQUIRED PUBLICATIONS

These documents must be available to intended users of this publication.

JP 1-02. *Department of Defense Dictionary of Military and Associated Terms*.
8 November 2010.

RELATED PUBLICATIONS

These documents contain relevant supplemental information. Most Army doctrinal publications are available online: <<http://www.apd.army.mil/>>.

ADP 3-0 (FM 3-0). *Unified Land Operations*. 10 October 2011.

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ADP 7-0
23 August 2012

By order of the Secretary of the Army:

RAYMOND T. ODIERNO
General, United States Army
Chief of Staff

Official:

A handwritten signature in black ink, reading "Joyce E. Morrow". The signature is fluid and cursive, with the first letters of each word being capitalized and prominent.

JOYCE E. MORROW
Administrative Assistant to the
Secretary of the Army
1222201

DISTRIBUTION:

Active Army, Army National Guard, and United States Army Reserve: To be distributed in accordance with the initial distribution number (IDN) 111080, requirements for ADP 7-0.

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