

CRM LESSON PLAN REPORT

Review US Army Training Management at the T-C-B Level
150T-L70PCC / 2.0 ©

Approved
14 Apr 2023

Effective Date: 13 Apr 2023

SCOPE:

This three-hour lesson for Troop-Company-Battery Commanders and First Sergeants is designed to reinforce the knowledge and capabilities that T-C-B leaders gained during their operational assignments and through attending programs for professional military education. At these assignments T-C-B leaders learned to plan and train Army Soldiers at echelon in accomplishing individual and collective tasks. The T-C-B leadership team will review Army Training Management and learn how to unify their efforts to develop, manage, and lead training in a manner that nests their training priorities with their higher echelon Commander training priorities. Upon the completion of this lesson, T-C-B leadership teams will possess the necessary capabilities to prioritize and train requisite task proficiencies at their echelon. This will include: 1. Reviewing Army Training Management at the T-C-B Level. 2. Reviewing Prioritizing Training Tasks at the T-C-B Level. 3. Review Planning for Training at the T-C-B Level. 4. Review the Communication of Training Priorities at the T-C-B Level.

Distribution Restriction: Approved for public release; distribution is unlimited.

Destruction Notice: None

Foreign Disclosure: FD1: This training product has been reviewed by the training developers in coordination with the Combined Arms Center - Training (CAC-T) foreign disclosure officer. This training product can be used to instruct international military students from all approved countries without restrictions.

SECTION I. ADMINISTRATIVE DATA

All Course Masters /POIs Including This Lesson

Courses

<u>Course Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
None				

POIs

<u>Course Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
None				

Task(s) Taught(*) or Supported

<u>Task Number</u>	<u>Task Title</u>	<u>Status</u>
Individual		
None		
Collective		
None		

Reinforced Task(s)

<u>Task Number</u>	<u>Task Title</u>	<u>Status</u>
None		

Knowledge

<u>Knowledge ID</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
K7587	Army training publications	Yes	Yes
K7593	Army training doctrine	Yes	Yes
K1267	Army Training Network (ATN)	Yes	Yes
K23846	Know how to Apply the Principles Unit Training Management	Yes	Yes

Skill

<u>Skill ID</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
805P-S-0109	Ability to analyze information/data	No	Yes
S2003	Identify the training requirements	Yes	Yes
S0626	Describing the training requirements.	Yes	Yes

Administrative/ Academic Hours

The administrative/academic (50 min) hours required to teach this lesson are as follows:

<u>Academic</u>	<u>Resident Hours / Methods</u>		
Yes	2 hrs	25 mins	Discussion (Small or Large Group)
Yes	0 hrs	25 mins	Practical Exercise (Hands-On/Written)
Total Hours (50 min):	3 hrs	0 mins	

Instructor Action Hours

The instructor action (60 min) hours required to teach this lesson are as follows:

<u>Hours/Actions</u>			
0 hrs	5 mins	Classroom Breakdown	
0 hrs	10 mins	Classroom Setup	
Total Hours (60 min):	0 hrs	15 mins	

Test Lesson(s)

<u>Hours</u>	<u>Lesson Number</u>	<u>Version</u>	<u>Lesson Title</u>
None			

Prerequisite Lesson (s)

Hours
None

Lesson Number Version

Lesson Title

Training Material Classification

Security Level: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Foreign Disclosure Restrictions

FD1. This training product has been reviewed by the training developers in coordination with the Combined Arms Center - Training (CAC-T) foreign disclosure officer. This training product can be used to instruct international military students from all approved countries without restrictions.

References

<u>Number</u>	<u>Title</u>	<u>Date</u>
ADP 6-22	Army Leadership And The Profession, Change 1 - 25 Nov 2019	24 Nov 2019
AR 350-1	ARMY TRAINING AND LEADER DEVELOPMENT	09 Dec 2017
ATN	Army Training Network (ATN) (https://atn.army.mil/)	
FM 6-22	DEVELOPING LEADERS	31 Oct 2022
FM 7-0	Training	13 Jun 2021

Student Study Assignment

Prior to class read: [2.20 hrs.]

- a. Read FM 7-0, Training, 2021, chapters 1-5 (28 pages, 45 minutes), scan Appendices A thru K (63 pages, 50 minutes)..
- b. Familiarize yourself with the Army Training Network (ATN) online at: <https://atn.army.mil> (30 minutes).
- c. View the following Unit Training Management videos online at found online at [https://atn.army.mil/unit-training-management-\(utm\)/unit-training-management-\(utm\)](https://atn.army.mil/unit-training-management-(utm)/unit-training-management-(utm)) (60 minutes).

Video links are available for online access (EAMS-A Single Sign-On required). User will scroll the UTM page to the watch the following videos.

- (1) ATMS Overview.
- (2) How to Conduct a Training Meeting.
- (3) Scan ATN and view videos as desired.

Come to class prepared to discuss the following:

- a. Army training readiness.
- b. The Principles of Army Training.
- c. Army training proficiencies.
- d. Planning considerations.
- e. Army training management systems.
- f. Task Crosswalks.
- g. Training Guidance and its impact on training plan development.
- h. How to communicate unit long-range training plans.

Instructor Requirements

The instructor must possess a thorough understanding of FM 7-0, the Army Training Management Cycle, the principles of Army Training, the training proficiencies and proficiency ratings, along with the aim and intent of this lesson plan.

Support Personnel Requirements

None

Additional Support Personnel Requirements

<u>Name</u>	<u>Student Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>ID - Name</u>	<u>Student Ratio</u>	<u>Instructor Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
6730-00-224-9819 - Screen, Projection, Portable, Ceiling Mounted Remarks:	0:0	1:1	No	1	No
6730-01-363-4544 - Projector, Multimedia: Model 800 Remarks:	0:0	1:1	No	1	No
7105-01-419-5356 - Desk, Student Remarks:	1:1	1:1	No	0	No
7105-01-470-6114 - Chair, Desk, Lounge With Arms, Upholstered Seat and Back, Black Remarks:	1:1	1:1	No	1	No

(Note: Asterisk before ID indicates a TADSS.)

Materials Required

Instructor Materials:
150T-L70PCC v2.0 Lesson Plan:

Presentation: Review US Army Training Management at the T-C-B Level

Assessment: The assessment tied to this lesson is individual contribution to group learning through discussion, and the written Practical Learning Activity (PLA/PE).

Videos: See student assignments listing for videos to watch prior to class.

Maps: N/A

Computer and projection systems for presenting PowerPoint slides. Computer must have the ability to play Windows Media Audio/Video Playlist (MP4).

White Board with dry erase markers and eraser, and/or butcher block paper and markers.

Student Materials:
 Student materials are available through the Course Instructor and will be provided ahead of time. The student may also download a copy of the FMs, ADPs, and ARs from the Army Publication Directorate at <https://armypubs.army.mil/>.

- a. **Primary** - FM 7-0, Training.
- b. **Secondary** - ADP 6-22 Army Leadership and the Profession
- c. **Secondary** - FM 6-22 Developing Leaders
- d. **Supplemental** - Digital Smart Book (June 2022) *(provided by Instructor)*

- e. **Supplemental** - AR 350-1 Army Training and Leader Development
- f. **Student Handout** – 8-Step Training Model *(provided by Instructor)*
- g. **Student Handout** - Practical Learning Activity/PE Written Exam *(provided by Instructor)*

Classroom Training Area, and Range Requirements

<u>ID - Name</u>	<u>Quantity</u>	<u>Student Ratio</u>	<u>Setup Mins</u>	<u>Cleanup Mins</u>
17119-1200-1200 Organizational Classroom 1200 Square Foot, 1200 Persons Remarks:		1:16	0	0

Ammunition Requirements

<u>DODIC - Name</u>	<u>Exp</u>	<u>Student Ratio</u>	<u>Instruct Ratio</u>	<u>Spt Qty</u>
None				

Instructional Guidance/Conduct of Lesson

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

1. Conduct of Lesson:

Introduction - 10 minutes

LSA 1 - 25 minutes: Review Training Management at the T-C-B Level

LSA 2 - 30minutes: Review Prioritizing Training Tasks at the T-C-B Level

LSA 3 - 30 minutes: Review Planning for Training at the T-C-B Level

LSA 4 - 25 minutes: Review the Communication of Training Priorities at the T-C-B Level

Practical Learning Activity/PE - 25 Mins

Summary - 5 minutes

2. The term **INSTRUCTOR NOTES** is used throughout this lesson plan and refers to material that is for instructor knowledge and use alone.

3. The term **SCRIPT** is used throughout lesson, it refers to material the instructor /facilitator must deliver to students.

Proponent Lesson Plan Approvals

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
thomas.ryan	Not Available	Approver	13 Apr 2023

SECTION II. INTRODUCTION

Method of Instruction: Discussion (Small or Large Group)
 Mode of Delivery: Resident Instruction
 Instr Type (I:S Ratio): Military - ICH (1:16)
 Time of Instruction: 10 mins

Motivator

Slide 3 - Motivator

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

If time permits have the students reflect for a moment on the quote by Lejeune, then share stories and experiences from productive and counter-productive training.

Manage the discussion and the time to stay on track for course instruction.

SCRIPT -

Though reflecting on the role that officers play in the leadership and training process, General Lejeune's comment is directly applicable to the Leading T-C-B NCO, the First Sergeant as well.

General Lejeune reminds you of your critical role as a Command Team in preparing your units to deter our nations enemies and when deterrence fails, to decisively defeat them on the fields of battle.

ASK:

1. In what way does General Lejeune's statement apply to training and mission success? Explain.

2. In what ways will the Commander and First Sergeant relationship impact training plan development and success? Explain.

Answer: Student response will vary, encourage productive dialogue, guide discussions, correct misconceptions about training, the planning process, and subsequent actions that lead to successful execution of training.

Army units spend a lot of time training.

The students should realize the importance of correctly planned and executed training. Guide the discussion so students understand the importance of training.

Are there any questions?

Next slide.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements. At the completion of this lesson, you [the student] will:

Action:	Review Army Training Management at the Troop-Company-Battery Level
Conditions:	In a classroom environment, given a network with internet access, a computer workstation with CAC card access, access to the Army Training Network (ATN), annual training guidance (ATG) samples, and training management doctrinal references and resources.
Standards:	Review Army Training Management at the T-C-B Level in a clear and concise manner with 80% accuracy, this will include the following: Review Army Training Management at the T-C-B Level, Review Prioritizing Training Tasks at the T-C-B Level, Review Planning for

	Training at the T-C-B Level, and Review the Communication of Training Priorities at the T-C-B Level.
Learning Domain - Level:	Cognitive - Understanding
No JPME Learning Areas Supported	None

Safety Requirements

INSTRUCTOR NOTES:

ACTION: Operating a PC/Workstation

Potential Hazard: Ergonomic related injuries, Carpal Tunnel injuries

Recommended Actions: Proper posture, ergonomic furniture, and padded arm and wrist rests.

Potential Hazard: Eyestrain and glare

Recommended Actions: Lower lighting to reduce glare and improve screen contrasts. Select screen capabilities to minimize strain, reduce glare, and reduce shadowing effects. Utilize proper room lighting. Take appropriate breaks.

Potential Hazard: Back-Neck-Shoulder Strain

Recommended Actions: Proper posture in seating and in relation to viewing A/V and computer equipment. Utilize effective distance and proximity in relation to using computer equipment, documents, tables, and other resources that are used in the execution of the class. Use proper chair height to sustain posture and spacing needs.

Potential Hazard: Tripping on exposed wires and cords

Recommended Actions: Ensure that cords are properly stowed, covered, and wrapped to minimize exposure to hazards. Use wireless equipment if feasible and practical, minimize cord usage at all times.

ACTION: Using Copiers and Printers

Potential Hazard: Burns, pinches, and cuts on hands and fingers

Recommended Actions: Follow equipment use policies and procedures. Avoid touching exposed wiring, elements, or other items that can shock or burn. Inform the instructor of any noticeable equipment compromised that can injure the user.

Potential Hazard: Lung and Eye exposure to chemicals and toner items

Recommended Actions: Follow manufacturer safety precautions for replacement or use. Do not open toner or ink cartridges.

Never touch one's mouth or eyes and cover the nose if exposed to open cartridges or inks. Wash hands, face, or eyes immediately if exposed. Seek medical assistance immediately.

ACTION: Moving or Transporting furniture, equipment, or other related supplies.

Potential Hazard: Back Injuries

Recommended Actions: Use proper lifting and carrying techniques. Use precautions when using stairs and moving through doors and hallways. Use moving equipment when necessary. Utilize assistance from others when required.

ACTION: Using file cabinets, safe and other storage equipment

Potential Hazard: Facial, Finger, and Hand Injuries

Recommended Actions: Maintain and properly use storage equipment in accordance with manufacturer and local safe use policies and guidelines.

Do not open multiple drawers or doors to prevent equipment toppling or accidental head-face-body collisions.

ACTION: Utilizing Electronic Equipment

Potential Hazard: Cuts and Abrasions (Shredders and Cutters)

Recommended Actions: Use safety equipment. Follow manufacturer and local use policies and guidelines.

Use proper hand and finger placement techniques, never place fingers in the equipment. Use proper paper clearing techniques to prevent injury.

Potential Hazard: Electrical Shock

Recommended Actions: New handle expose wires or cords without proper safety equipment. Disconnect electrical wiring or cords prior to any actions with electronic equipment. Always follow manufacturer and local equipment use policies and procedures.

In the event of shock:

1. Never physically touch personal in direct contact with electrical sources. Disconnect prior to physical engagement.
2. If electrical power cannot be disengaged, use only recommended safety equipment to remove personnel in direct contact with electrical sources.
3. Use appropriate medical equipment and techniques (CPR) for those who experienced shock and require immediate medical attention.
4. Seek official medical and emergency services immediately.

ACTION: Travelling To and From TDY Locations

Potential Hazard: Rental Car Accidents

Recommended Actions: Validate the working condition of the vehicle prior to operation. Utilize all GPS /Road Map directions. Use vehicle safety equipment. Maintain proper vehicle operation standards.

Potential Hazard: Personal Security

Recommended Actions: Follow AT guidelines for hotel/motel residency. Use proper safety personal safety techniques to prevent criminal actions.

Know locations for local emergency services, police, and medical facilities and how to contact each in the event of an emergency.

Travel in pairs if possible. Ensure that others are informed of your itinerary, without violating security concerns.

Risk Assessment Level

None

Environmental Considerations

NOTE: Instructor should conduct a risk assessment to include environmental considerations IAW the current environmental considerations publication, and ensure students are briefed on hazards and control measures.

Environmental protection is a continual process and starts with deliberate planning. Always remain alert for opportunities to protect our environment during training and operations.

Instructional Lead-in

Slide 1 - Course Title Slide

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

The instructor must be familiar with FM 7-0, Training and be able to describe leader roles and responsibilities for Army Training at all echelons, particularly those at echelons below the Company Level.

Instructor must conduct a familiarization walk-through using all hyperlinks to ensure that they function properly with the computer system used to conduct the class.

Use real-world examples to demonstrate leader roles in Army Training.

In informing the class of the administrative notes the instructor will clarify the details based on local SOP, policy, and building design.

SCRIPT -

Training management is a capability required of all Army leaders as part of their leader roles and as mission-essential training is planned and developed and executed to published Army standards.

Training management skills are applied at every echelon within the Army, from teams and small units to brigades and beyond.

This Professional Military Education lesson is a company grade lesson to reinforce the previous US Army Training Management lessons.

It will aid you as you seek to increase your skills for fulfilling your duties in developing realistic and challenging training in your assignment as a Troop-Company-Battery Command leader.

It is imperative that you understand that this lesson builds on previous training concerning how you can develop training programs to prepare you and your subordinates for their mission requirements.

It is also an objective of this course that you will develop confidence in the application of FM 7-0, Training.

US Army training management governing concepts it provides you to train your units, whether in traditional or non-traditional training environments.

This lesson will review for you on training management and how you will utilize these skills in a manner to improve the training proficiency ratings of your units as it supports higher echelon mission requirements.

Simultaneously this lesson assists you in aligning your training mission objectives and goals with higher echelon priorities and objectives.

Successful application of this material will aid you as Commander and First Sergeant as you improve the capabilities, competency, and confidence of you unit for the tasks it must perform to fight and win the nations wars ethically, justly, and proficiently.

Furthermore, this less will help you as you improve you and your subordinate leaders understanding and awareness on how to prioritize, plan and prepare, execute, and evaluate/assessment troop-company-battery, and small unit training.

The end state of this lesson is to reinforce your leadership capabilities in a manner that supports, develops, and fields a fighting force capable of deterring America's enemies, and when deterrence fails, to fight and decisively defeat that enemy on the fields of battle.

Let us begin with a few administrative notes --

Class Administration Management:

As an adult and a leader, you are expected to comport yourself professionally.

Here are some basic administrative issues you need to know:

- a. Turn off all electronic devices: cell/smart phones, etc. since they serve to distract class dynamics.
- b. Restroom locations.
- c. Breaks.
- d. Breakroom/area: Food, drinks (coffee, water fountain), if applicable.
- e. Rules for food/drink in classroom.
- f. Emergency situations: Location of exits, accountability, tornado, hurricane.
- g. Restricted areas (if applicable).
- h. Network outage (contingency plan).
- i. Power outage.

Are there any questions?

Next slide.

Slide 2 - Terminal Learning Objective

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

Pause to allow Soldiers time to read and process the Terminal Learning Objective (TLO) Action, Condition, and Standard.

SCRIPT -

The terminal learning objective with the task, conditions, and standards for today's instruction is shown.

This lesson is based on FM 7-0; students may download an electronic copy of FM 7-0 at <https://armypubs.army.mil>.

Our overall lesson will review how you, as Commanders and First Sergeants, will apply US Army training management principles at the organizational level and your obligations to do so by emphasizing the following lesson topics, supporting lesson objectives, and accompanying practical exercise.

We will accomplish this by:

1. Reviewing unit training management principles.
2. Reviewing how to use a task crosswalk to prioritize tasks for training.
3. Reviewing how to identify and utilize the digital training tools provided for Army training management.
4. Reviewing the methods and means for planning training.
5. Reviewing the methods and means for communicating your training plan through all echelons of Army leadership.

Are there any questions?

Next slide

SECTION III. PRESENTATION

TLO - LSA 1. Learning Step / Activity TLO - LSA 1. Review Training Management at the T-C-B Level

Method of Instruction: Discussion (Small or Large Group)

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:16)*

Time of Instruction: 25 mins

Media Type: PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

Slide 4 - LSA 1 Review Army Training Management at the T-C-B Level

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

The Instructor must read and be familiar with FM 7-0.

The focus of the lesson plan is:

Constructing training at the organizational level by understanding the importance of training proficiencies, training proficiency rating assessments, and the importance of the principles of training as a key feature of employing training management at the organizational level.

Use this time to transition to the first lesson: LSA 1- Review Army Training Management at the T-C-B Level

SCRIPT -

As noted in other discussion about unit training management, training at the organization level progresses on the previous concepts of achieving proficiency in battle tasks.

However, at the organizational level you will own a greater responsibility for UTM as you directly lead your organizational and small unit leaders by providing critical training guidance.

Simultaneously, you supervise training down to the lowest organizational echelons where individual Soldier are trained.

You accomplish this by developing critical organizational training plans, conducting organizational training events and through the process of evaluating.

In addition you will understand that recording organizational training with the underlying end-state being your assessment of training proficiencies geared towards meeting the designed and/or assigned mission you and your higher echelon units own.

In this lesson we will discuss how you as the leader construct and manage organizational level training in support of higher echelon Commander training objectives and goals.

This includes published formally through Training Guidance, and informally through continuous dialogue with Commanders at echelon.

This will ensure that goals and objectives set out in the training guidance is faithfully applied throughout the organizational level, your area of responsibility.

By way of reminder, the US Army is the premier ground fighting force for the American people.

As such, we are often called to fight and win our nations wars, to establish and sustain peace, and decisively defeat our enemies in various operational environments.

The success of the Army is directly related to its ability to prepare for every contingency by training on the tasks necessary for mission success.

Army training is a methodical process by which leaders develop their units through tough realistic training performed to the highest standards of excellence.

One of our ultimate aims is task mastery, both individual and collective. As an Army force, we exist to deter our enemies; when deterrence fails, we decisively defeat our enemies on the battlefield.

Leaders train, and in training identify gaps which exist between a unit's proficiency level and its mission.

Identified gaps shape leader training efforts to close identified gaps in a manner that enables the organization to operate at a high level of proficiency in its tasks and is ready to deploy at a moments notice.

We will review some fundamentals of training that are crucial for preparing the Army to fight and win the right way.

These fundamentals center on the key principles of shoot, move, communicate, and survive. These serve as the basis for how leaders at all echelons prioritize their training plans.

As you continue to prepare for further positions of leadership in times of change and chaos your ability to lead the training planning processes at all stages is critical to your success as a leader.

This is necessary as well as you support the Army to meet its mission of engaging the enemy on the fields of battle when deterrence fails.

As current and future organizational leaders it is imperative that you understand the importance of Army training to mission success at all levels, the underlying principles for Army Training and the framework the Training Management Cycle (TMC) for applying those principles.

You will recognize that not all principles and not all parts of the framework may be applicable at the same time.

But each principle is necessary as a critical feature of training management and establishing the fundamentals of Army training at your echelon of leadership.

This lesson will attempt to identify some of the most important principles and the most applicable portions of training management so that your next phase of leadership is successful.

Are there any questions?

Next slide.

Slide 5 - Discussion Question

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

Allow the participants time to read the question.

Allow time for discussion but manage time accordingly.

Identify trends in the answers provided, if time allows try to tie them into the discussion.

SCRIPT -

Are there any other ideas or questions?

Next Slide

Slide 6 - The Big Picture

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

SCRIPT -

We have already noted this, but I must emphasize that unit training programs acknowledge the principle that units cannot achieve or sustain fully trained proficiency on every task simultaneously.

Therefore, organizational leaders must focus training efforts on their unit's prioritized METs to optimize limited training time and resources.

Every unit in the Army is designed, or assigned missions, in a specific manner and order that affects how they fight and win the nations wars.

If this is true, then as T-C-B Command Teams you will shape and manage training programs that optimize training proficiency requirements whether for missions.

In order to provide this capability your organization is assigned a **Table of Organization and Equipment (TOE)** or **Table of Distribution and Allowances (TDA)**.

These tables are authorizations documents that establish how an organization is equipped, staffed, organized, and afforded mission capabilities which ultimately governs how it trains to meet its mission.

It goes unspoken, but we can't train to the **TOE or TDA**, so what is it that we use to train?

Organizations at all echelons train to accomplish their Mission Essential Task (MET) proficiencies and attain their MET proficiency ratings.

Time and resource constraints notwithstanding, as leaders, you will need to be creative to train all MET tasks at one point or another.

It is in this time of constraint that organizational leaders prioritize training tasks by aligning your training goals and objectives to higher echelon Commander guidance, goals, and objectives.

The end-state is a fully trained organization that accomplishes those necessary tasks, individual and collective, that allows it to contribute to the Army goal of deterrence, and when necessary, victory on the battlefield.

Are there any questions?

Next Slide

Slide 7 - The Nine Principles of Training

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

SCRIPT -

The Army fights as a team, and whenever possible, trains at echelon as a team.

Additionally, the simultaneous training of multiple echelons on complementary tasks is the most efficient and effective way to train because it optimizes the use of time and resources.

As a one-team, one-fight approach National Guard and Reserve elements, as well as allied nations can operate directly with and in support of their US and active counterparts.

In doing so, training will need to be planned in a manner which will foster this capability.

These principles of training aid in developing training with this end-state in mind.

When engaging with the Nine Principles of Training there are unifying themes that undergird how and why these principles are critical for managing training at the platoon level.

These unifying themes include but are not limited to the following:

1. The principles of training provide foundational direction and influence for training planning, preparation, and execution at all echelons.
2. The principles of training are complimentary. The leader must understand that these principles rely on each other.

3. The principles of training focus the leader on the task and purpose of Army training at all echelons.
4. The Army is designed as and fights as a team at all echelons. This includes not only Joint operations, but in a multi-echelon and multi-compo setting.
5. The Army fights as a combined arms team. To win, units must regularly train with the organizations in which they operate, and with the capabilities with which they intend to fight.

Leaders must proactively plan and coordinate training to account for as many elements and domains as possible with which they will operate.

The Nine Principles of Training provide Army leaders with the foundational direction for guiding and influencing training at all echelons.

These principles complement one another and provide task and purpose to all aspects of training management.

Today we will focus on Principle's 1 and 2 since they are directed at you- the Commander and First Sergeant:

1. COMMANDERS ARE THE PRIMARY TRAINERS

Commanders and leaders at echelon are responsible and accountable for the training and performance of their units. Commanders train and resource training one echelon down, and they evaluate to two echelons down.

They are responsible for assessing unit training proficiency and prioritizing unit training. Subordinate unit leaders are the primary trainers of their elements.

For example, a platoon leader is responsible for the training and performance of the platoon.

2. NONCOMMISSIONED OFFICERS TRAIN INDIVIDUALS, CREWS, AND SMALL TEAMS; ADVISE COMMANDERS ON ALL ASPECTS OF TRAINING

Noncommissioned officers set the foundation for Army training. They train Soldiers, crews, and small teams to be battle-ready.

They provide crucial input and advice to the commander on what is trained and how it is trained.

This ensures the organization trains on its most important tasks down to the individual Soldier.

Noncommissioned officers—

- a. Maintain responsibility for Soldier and small-unit training proficiency.
- b. Identify and train Soldier, crew, and small-team tasks.
- c. Help identify and prioritize unit collective tasks that support unit mission-essential tasks.
- d. Train and enforce task standards.
- e. Continually focus training on sustaining strengths and improving weaknesses.
- f. Develop junior noncommissioned officers and help officers develop junior officers.
- g. Provide timely and objective training advice to their officers.
- h. Assist in planning, resource coordination, support, risk mitigation, supervision, and evaluation of training.

We will discuss these two principles a little further on the next two slides.

Are there any questions?

Next slide.

Slide 8 - Commanders Are Primary Trainers

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

The question noted below should be a rhetorical one that allows the participants to think about their responsibilities to address identified challenges.

SCRIPT –

Commanders and first sergeants are responsible and accountable for the training and performance of their units. 1SGs ensure that training is designed and executed according to Army standards.

Commanders train and resource training one echelon down, and they evaluate to two echelons down.

They are responsible for assessing unit training proficiency and prioritizing unit training. Subordinate unit leaders are the primary trainers of their elements.

For example, a platoon leader is responsible for the training and performance of his/her platoon and the platoon sergeant is responsible for ensuring that training is to standard.

ASK:

1. As a Commander should you respond to the challenges you identified earlier?

Suggested Answer: Advise the participants to write the question down and dialog with their First Sergeant on the class break or other identified time to allow them to wrestle with the implications of this question.

Are there any questions?

Next slide.

Slide 9 - NCOs Train Individuals, Crews, and Teams

REFERENCE: FM 7-0, Training, June 2021; the Army Training Network at <https://atn.army.mil>, and the Digital Job Book and Small Unit Leaders Tool, also the DTMS Knowledge Base tutorials.

INSTRUCTOR NOTES:

The question noted below should be a rhetorical one that allows the participants to think about their responsibilities to address identified challenges.

SCRIPT –

The First Sergeant, alongside the Commander, and in collaboration with the noncommissioned officers of the unit set the foundation for Army training.

They train Soldiers, crews, and small teams to be battle-ready.

They provide crucial input and advice to the commander on what is trained and how it is trained.

This ensures the organization trains on its most important tasks down to the individual Soldier.

The First Sergeant and the NCOs of the unit will—

1. Maintain responsibility for Soldier and small-unit training proficiency.
2. Identify and train Soldier, crew, and small-team tasks.
3. Help identify and prioritize unit collective tasks that support unit mission-essential tasks.
4. Train and enforce task standards.
5. Continually focus training on sustaining strengths and improving weaknesses.
6. Develop junior noncommissioned officers and help officers develop junior officers.
7. Provide timely and objective training advice to their officers.

8. Assist in planning, resource coordination, support, risk mitigation, supervision, and evaluation of training.

The Army provides leaders at echelon, officer and enlisted, with tools to help manage and record training. Two tools are the **Digital Job Book (DJB)** and **Small Unit Leaders Tool (SULT)**.

Each tool is unique and provides users with access to view and review notifications for Army course registrations.

These tools will also provide leaders with the capabilities to view, assign, update, and record Soldier training and qualification information such as ACFT scores, height / weight, weapon assignments / qualifications, and training tasks.

Users can also manage Expert Badges and assign training to their Soldiers without the need for a system account or specialized training.

Once locally authorized / enabled by the unit commander / first sergeant, junior leaders can access the DJB and SULT from any device without the need for a system account or training using their ICAM Username / Password.

Are there any questions?

Next slide.

Slide 10 - Training as Leader Development

REFERENCES: FM 7-0, Training (2021); FM 6-22, Developing Leaders, (2022); ADP 6-22, Army Leadership and the Profession (2019).

INSTRUCTOR ONLY:

ASK:

1. In what ways is effective training and leader development the keys to operational success? Explain?

Suggested answer: Will vary based on Soldier positional and leader experiences.

Allow participants time to review the slide.

SCRIPT -

Every Army leader has the responsibility for the professional development of subordinate leaders as training occurs.

Leader development is a proactive process and is an integral part of training plans, meetings, and briefings.

Training represents the best leader development method possible. Training and leader development are linked and mutually supportive of each other.

Leaders must train their subordinate leaders to execute training effectively.

Leader development is the deliberate, continuous, sequential, and progressive process that grows Soldiers and into competent and confident leaders capable of decisive action.

Leader development is achieved through the lifelong synthesis of the knowledge, skills, and experiences gained through the training and education opportunities in the institutional, operational, and self-development domains.

It is crucial that as the unit Commander and First Sergeant that you invest time and resources in leader development.

You will treat leader development with the same degree of detailed planning and execution as they would a training event.

Training provides significant learning opportunities for junior leaders to make and learn from mistakes and improve their leadership proficiency.

Senior leaders teach, coach, mentor, and guide junior leaders, underwriting their honest mistakes without prejudice.

Are there any questions?

Next slide.

Slide 11 - The Training Management Cycle

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

Build the slide as indicated; time your oral description with the appearance of the cycle. Manage time effectively to prevent loss of instructional time and information.

Instructor must practice building this slide prior to class execution to reduce interference with class time.

ASK:

1. Who has actually seen a picture of the army training management cycle?

Suggested Answer: Answers will vary. Lead the students to understand that the training management cycle is the Army's framework for managing training.

This diagram provides 2 views of the Training management cycle.

The first view is from FM 7-0. The second view is a build that intends to provide information in a format that participants can relate to.

The participants need to understand the feedback uses the chains of support/command.

Emphasize the information the leader will be responsible for obtaining and presenting training information in all 3 of the planning cycles.

We will discuss later short-range planning and preparation, execution and evaluation as the components and planning horizon they will participate in.

SCRIPT -

(During the slide build) If you were to open FM 7-0, figure one dash two, you will see this picture. It does look a bit complicated. And admittedly, kind of difficult to imagine your role in this cycle as a newly Commissioned Officer. **(Build)**

Let's try simplify the picture to focus on your area of emphasis.

We will discuss the 5 distinct framework activities, 3 training planning horizons and the continuous feedback mechanism. **(Build)**

To manage training at the platoon level you, as a future platoon leader, must understand the relationship of the Training Management Cycle to all phases of training and what your responsibilities are within each step of the cycle.

Especially, you will need to grasp how to read and apply the planning horizons for training and how to effectively integrate training guidance, goals and objectives of leader two echelons higher than your small unit.

To prioritize training is the responsibility of the Commander, yet as the 1SG you play a role, in support with the unit NCOs, in providing advice to the Commander.

Your counsel focuses on how and on what to prioritize training efforts so that your small units and platoon are made battle ready and capable of executing your war fighting functions.

The three training proficiencies we will discuss in our lesson plan govern how tasks are prioritized, these prioritized task are METs, Weapons Qualification, and Collective Live Fire.

These three become the basis for long range planning and preparation that can be found in the T-C-B Annual Training Guidance, as it is built on higher echelon Training Guidance.

That guidance progressively leads to mid-range and short- range planning and preparation and ultimately training execution and then evaluation.

Feedback is a continuous process that enables you to provide input to the Commander from a variety of sources on the stages of the training planning process.

As an organizational leader, you are expected to obtain valid feedback from available resources which inform how you provide guidance, direction, and leading in training development and execution.

Prioritize training is the responsibility of the commander.

(Build) The resulting assessments are expressed in terms of 3 training proficiencies that we have previously discussed: METs, Weapons and Collective Live Fire.

(Build) These three become the basis for long range planning and preparation that can be found in the Company's Annual Training Guidance.

That guidance progressively leads to mid-range and short- range planning and preparation and ultimately training execution and then evaluation.

As we progress what occurs with feedback? **(Build)**

Feedback is still there and it is a continuous process for commander to receive input from a variety of sources throughout the Training Management Cycle.

It is not a closed circular loop as the diagram may indicate, but a continuous loop open to feedback throughout all the training planning horizons to include the actual execution and evaluation of training.

We don't expect every individual to be providing feedback to the commander.

(Build) You, as a newly Commissioned Officer, are expected to obtain valid feedback from your subordinates and provide a consistent flow of feedback to the Commander.

There are a variety of other sources of feedback to the Commander, that are necessary to inform the Commander's Assessment, see FM 7-0, Fig. 5-1.

What are your questions in the army's training management cycle?

Are there any questions?

Next slide

Slide 12 - The Building Blocks of Training

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

Build the slide as indicated; time your oral description with the appearance of the cycle. Manage time effectively to prevent loss of instructional time and information.

Instructor must practice building this slide prior to class execution to reduce interference with class time.

SCRIPT –

(1st Click enter – Brigade Block and Top-Down Guidance arrow appears)

The Building Blocks of Training start with the higher echelon publication of training and is to the lower echelons of the unit as priorities are identified and Allocate the necessary training time and resources to enable subordinate organizations to train to standard.

Most non-staff training is executed at the platoon and below.

(2d Click enter – Battalion Block and start of Long-Range Training Plan LRTP appears)

Once the Battalion receives higher echelon training guidance it commences to build the LRTP which will incorporate the LTRP of all assigned subordinate

(3d Click enter – Company Block appears)

(4th Click enter – Platoon Block appears)

(5th Click enter – Squad Block appears)

(6th Click enter – Green Arrow appears)

As you observe this portion of the slide you will note that each subordinate echelon commences building their own LRTP.

Part of building the LRTP and identifying training priorities, objectives, and events is the use of the Task Crosswalk.

The Crosswalk is a means to identify and select those task critical for nesting subordinate training plans with higher echelon plans in support of mission requirements.

Furthermore, as you look here you will see the green arrow which indicates that in a typical brigade; 70-80% of training should occur at organizational level and below, 10-15% at company, and 5-10% at battalion and brigade.

This is crucial for your ability to manage training at the T-C-B level. for both understanding and executing training management as a T-C-B Command Team.

NCOs are foundational in the planning and execution of training as they both train and oversee training at this level.

Key to the training plan is higher echelon Commander training guidance. It must include the requirements for the three training proficiencies for subordinates and the MET training priorities and objectives.

Prioritizing training acknowledges that units cannot achieve or sustain fully trained proficiency on every task simultaneously due to limitations of time and/or the availability of training resources.

Commanders use a prioritized training approach to optimize limited training time and resources to achieve proficiencies based on their unit's mission.

Commanders need to understand that the bulk of unit training occurs at the Company and organizational levels.

Allocate the necessary training time and resources to enable subordinate organizations to train to standard. Most non-staff training is executed at the organizational and below.

(7th Click enter – Crew/Small Unit Training Block appears)

(8th Click enter – Individual Block and Building Proficiencies and End State Arrows appears)

Leaders at all levels are responsible for training. In this example the Squad to Individual blocks show that they are the foundational blocks for unit training and form mission readiness and success.

The better the training at these levels the better trained and ready higher echelon units are.

The training plan you design and manage should show how a unit builds proficiency over time. Adequate time must be allocated to the lowest echelons in order to establish a solid foundation.

Once the desired proficiency for the unit is attained, the unit must sustain proficiency.

This is what the Arrow shows. Building and maintaining training proficiencies requires resources, time, and leader management of all aspects of training.

Leaders must be capable of assessing and evaluating training, refining efforts, recording and reporting training in a manner that allows the events and associated record to serve as building blocks for future training events.

Are there any questions?

Next slide

Slide 13 - Train to Standard

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

Course instructor must be familiar with the T&EO and TCs in order to effectively teach this slide and respond effectively to questions that may arise.

SCRIPT -

The Army is a task and standards-based institution.

A standard is the minimum proficiency required to accomplish a task under a specified set of conditions which reflect the dynamic complexities of operational environments to include cyber, electronic warfare, and hybrid threats.

Leaders continue to train high priority tasks even after units achieve standards.

They do this by increasing the complexity of task conditions, the levels of stress and by maximizing repetitions and sets until task mastery is achieved.

All Army Training is performance oriented and evaluated against established standards. found in applicable Army and branch proponent publications.

Those publications include but are not limited to **Training and Evaluation Outlines (T&EOs)** and **Training Circulars (TCs)**.

These publications provide fixed Army standards for tasks. During Training, leaders progressively adjust task conditions and add realism and complexity to increase task difficulty and achieve near-operational conditions.

Commanders, First Sergeant's, and noncommissioned officers ensure that all training is conducted to standard.

This is accomplished by ensuring leaders are trained, competent, and certified.

Good trainers and leaders know and use all available training resources. As opportunity allows or requires it, trainers provide as many repetitions as required to achieve intended results.

As discussed earlier, the T&EO guides the task prioritization and training execution processes. It is introduced here due to its value in the task prioritization and task training processes.

The TC along with other proponent specific authoritative documents provide standards that you will need to consult as you develop training standards, goals and objectives.

On this slide you note the Integrated Weapons System (IWTS) and the Rifle and Carbine TC's are shown as examples.

Are there any questions?

Next slide

Slide 14 - Training Proficiency: Beyond the T Rating

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

As an instructor be prepared to discuss the *differences that exist between the Training Proficiency Ratings (T,P,U) and task mastery.*

SCRIPT -

Leaders train to standard by allocating sufficient time to train tasks.

When the unit achieves task standards in less time than expected, it can conduct more iterations of the task by changing the conditions, moving on to the next task, or moving on to a more complex task.

By doing so unit Commanders and First Sergeants can assure that assigned tasks can move task proficiency towards task mastery.

Task Mastery is not a training proficiency rating but a concept.

To reach mastery leaders at all echelons must fully understand the selected task to be trained, its component parts, its underlying principles, its importance, and how the task supports the larger mission.

To build task mastery, T-C-B Command Teams will focus on sequencing training from task fundamentals at individual, crew, squad, and platoon levels then progressing to more complex and higher-level collective tasks.

Furthermore, **Task Mastery** goes beyond executing a task to standard.

It is the pursuit of excellence in task accomplishment through consistent and progressive repetition of a task or set of tasks.

It entails successfully executing multiple iterations of a task under the most challenging and dynamic conditions while constantly adjusting for changes in the operational environment and making the best use of resources.

Are there any questions?

Next slide

Slide 15 - Training Enablers

REFERENCE: FM 7-0, Training, June 2021, The Army Training Network at <https://atn.army.mil/>.

INSTRUCTOR NOTES:

Remind students that access will require a CAC capabilities, and for some activities the user will require permissions from the Unit DTMS Manager to gain access and input/edit data.

Once authorized access to ATN the user can enter the system and conduct searches that will assist the leader in prioritizing, planning and preparing, and executing

SCRIPT -

The **Army Training Network (ATN)** is part of the **Army Training Management System (ATMS)** and consists of web-based application and centralized databases.

These web-based-tools aid the leader in prioritizing, planning and preparing, executing, recording, and, just as important, evaluate and assess training at the individual and collective levels.

ATN enables unit leaders at all echelons to gain access to Army and branch doctrine, processes, and varied resource materials from a single access point.

For the purposes of the training development and task searches user can utilize many digital tools and widgets the ATN, DTMS, and CATS pages are important:

Combined Arms Strategies (CATS). The pages provide you varied ways that you can search for all related tasks- individual, collective, and supporting tasks.

CATS provides the user with recommendations on who, what, and how often to train.

As well, it provides fundamental planning, and event information to include:

- a. **training aids, devices, simulators, and simulations (know at TADSS)**
- b. training gates
- c. multi-echelon training events
- d. major resources; and

e. purpose, outcome, and recommended execution guidance.

DTMS enables leaders to perform some of the following functions:

- a. Review the higher Commander's training guidance and disseminate other training documents
- b. View and review unit METLs
- c. Manage the UTP calendar
- d. Manage mandatory, individual, collective, and deployment training tasks and requirements

We will discuss these further in the coming slides.

Are there any questions?

Next slide

Slide 16 - The Army Training Network

REFERENCE: FM 7-0, Training, June 2021; The Army Training Network at <https://atn.army.mil/>.

INSTRUCTOR NOTES:

You must have a significant familiarity with ATN and DTMS so that you can both aid the students in understanding how these digital training management systems work, and address any significant questions that arise, and to have the ability to correct misconceptions or misunderstanding.

Inform the students that they can access the **DTMS User Guide** and **DTMS Quick Reference Guide** through the ATN homepage.

These instruments provide users with the specific details on how to use all facets of DTMS.

Inform them they can also access the tutorials for utilizing DTMS through the DTMS Knowledgebase on ATN at [https://atn.army.mil/unit-training-management-\(utm\)-en/dtms-knowledge-base](https://atn.army.mil/unit-training-management-(utm)-en/dtms-knowledge-base).

Inform the students that they can request DTMS training for their designated DTMS managers and users. This will increase the training capabilities of the unit.

SCRIPT -

As previously noted, the Army Training Network (ATN) is part of the web-based application and centralized databases.

ATN enables unit leaders at all echelons to gain access to Army and branch doctrine, processes, and varied resource materials from a single access point.

These include:

- a. **Combined Arms Strategies (CATS)**
- b. **Digital Training Management System (DTMS)**
- c. **Small Unit Leader Tool (SULT)** and **Digital Job Book (DJB)**
- d. **Mission Essential Task Lists (METLs)** to name a few.

Searches can be for known tasks or yet-to-be-identified tasks by utilizing the multiple features of ATN. Here the user can search for both designed and assigned tasks.

Unit leaders can access the ATN at <https://atn.army.mil/>.

It bears repeating that all users of these digital tools will require a CAC capabilities, and for some activities the user will require permissions from the Unit DTMS Manager to gain access and input/edit data.

Once authorized access to ATN the user can enter the system and conduct searches that will assist the leader in prioritizing, planning and preparing, and executing training.

Are there any questions?

Next slide.

Slide - 17 The Digital Training Management System

REFERENCE: FM 7-0, Training, June 2021; The Digital Training Management System (DTMS) at <https://dtms.army.mil/>.

INSTRUCTOR NOTES:

Inform the students that they can request DTMS training for their designated DTMS managers and users. This will increase the training capabilities of the unit.

SCRIPT -

The **Digital Training Management System (DTMS)** is a system for capturing training planned and completed – from individual Soldier to the unit level, and higher echelon depending on your Command setting

DTMS assists with implementing doctrine, tactics, techniques and procedures outlined in FM 7-0, Training. It provides leaders with an end-to-end view of current unit training status - at all echelons.

DTMS assist Commanders, First Sergeants, and NCO leaders at each point in the training management process to plan and prepare, execute, and assess training.

It also maintains a Soldier's training history from hire to retire.

Furthermore, it will allow users to communicate and coordinate across the chain of command. It also features calendars to plan and schedule training. ,

DTMS provides a digital version of the Soldier's individual training record to better inform training management decisions and reduce manual data entry as new Soldiers arrive and Soldiers move to other units.

For Commanders, First Sergeants, and training managers, DTMS provides an easily accessible record of training. It enables T-C-B Command Teams formulate a training plan and synchronize it with Army doctrine.

Additionally, users can quickly query unit, platoon, and individual records to track the status of any unit or individual training, to include weapons qualification, physical training, mandatory training, and other training completion information.

For all Soldiers, DTMS reduces manual data entry by recording data in a database that communicates with other systems to automatically update records.

Finally, *DTMS is maintained by the **Training Management Directorate (TMD)*** at Fort Leavenworth, Kansas.

It is a subordinate organization of the **Combined Arms Center – Training (CAC-T)**, which manages training support and training development programs.

Are there any questions?

Next Slide.

Slide 18 - The Combined Arms Training Strategies

REFERENCE: FM 7-0, Training, June 2021; The Army Training Network, Combined Arms Training Strategies (CATS) at <https://atn.army.mil/ATNPortalUI/CATS/>.

INSTRUCTOR NOTES:

If time and classroom dynamics allow, demonstrate the CATS ATN Viewer and DTMS CATS Planning Tools live.

SCRIPT -

The **CATS** Program is governed by Army Regulation (AR) 350-1, Army Training and Leader Development.

As discussed earlier, **CATS** is a critical tool for providing you with crucial recommendations on who, what, and how often to train on tasks- collective and individual.

The **CATS** is foundational as a planning tool for training event design and execution.

This will include training aids, devices, simulators, and simulations (TADSS), training gates, multi-echelon training events, major resources, as well as purpose, outcome, and recommended execution guidance.

The **CATS** user can search for both designed and assigned tasks.

The CATS program consists of three components: the combined arms training strategy, the ATN CATS Viewer, and the DTMS CATS Planning Tool.

Users can access the **CATS Knowledge Base** either through the CATS program or via the **Unit Training Management system at <https://atn.army.mil/unit-training-management-utm-en/cats-knowledge-base>.**

The planning tool allows unit leaders and trainers to tailor the baseline unit information within the training strategy to develop a unit specific training plan.

CATS begin with the proponent and a CATS analyst conducting an analysis based on the missions, functions, and capabilities as stated in the unit's TOE.

User can generate a **Unit Task List: Collective Tasks (UTL)**.

The UTL is every collective task the unit should be able to perform to other tasks that is expected of operational units such as deploy/redeploy, protection, sustainment, gunnery, etc. etc.

Selected tasks are then grouped into Task Sets for tasks that can logically be trained together to obtain proficiency in a desired capability, task set names typically correspond with the desired capability.

Task Sets recognize that there are usually many tasks performed when a unit executes a capability or function while recognizing that some tasks are more important than others.

Task Sets are then associated with events and depicted on a schedule in accordance with Sustainable Readiness cycles resulting in a Combined Arms Training Strategy.

Are there any questions?

Next Slide.

Slide 19 - Check on Learning

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

Determine if students have gained familiarity with the material discussed by soliciting student questions and answers. Ask the students questions and correct misunderstandings.

1. The Check on Learning in this presentation includes questions and answers (solutions) for the instructor ONLY.
2. Determine if students have gained familiarity with the material discussed by soliciting student questions and explanations.

SCRIPT -

We will now conduct a Check on Learning. Do not answer until prompted to.

Check on Learning:

ASK:

1. **What are the two crucial principles for Army training? (ref: FM 7-0, Chap 1, para 1-5 to 1-7)**

Answer: Commanders are the primary trainers, NCOs train individuals, crews, and small teams; advise commanders on all aspects of training.

2. What are the major components of the Training Management Cycle? (ref: FM 7-0, Chap 1, para 1-23)

Answer: Prioritizing, Planning and Preparing, Executing, Evaluating, Assessing

3. What is the name of the Army digital clearinghouse for training? (FM7-0, Chap 4, para 4-37, Appendix D, D-1)

Answer: The Army Training Network.

Are there any questions?

Next slide.

Slide 20 - Review Summary

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

SCRIPT -

During this lesson we discussed by way of review:

The importance of training management at the T-C-B level.

**Review
Summary:**

The 9 Principles of Training and the critical role of Commanders and 1SGs in training management.

The building blocks of training development.

The importance of Army standards for successful training plans.

And finally, we reviewed critical digital training enablers.

Are there any questions?

Next slide.

TLO - LSA 2. Learning Step / Activity TLO - LSA 2. Review Prioritizing Training Tasks at the T-C-B Level

Method of Instruction: Discussion (Small or Large Group)

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:16)*

Time of Instruction: 30 mins

Media Type: PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

Slide 22 - LSA 2 Review Prioritizing Training Tasks at the T-C-B Level

REFERENCE: FM 7-0, Training. June 2021.

INSTRUCTOR NOTES:

The Instructor must read and be familiar with FM 7-0, the focus of the lesson plan is:

- a. constructing training at the organizational level by understanding the importance of training proficiencies, training proficiency rating assessments, and
- b. the importance of the principles of training as a key feature of employing training management at the organizational level.

Use this time to transition to the second lesson: LSA 2- Review Prioritizing Training Tasks for the T-C-B Level

SCRIPT -

As Commanders and First Sergeants you must understand the Army Training Proficiencies and proficiency ratings system and their impact on training development.

Furthermore, you will need to understand the task crosswalk process from the small unit level to the T-C-B level so that you can prioritize your training efforts to meet your mission requirements whether designed or assigned.

Are there any questions?

Next slide.

Slide 23 - Prioritizing Training

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

SCRIPT -

Commanders, in collaboration with the First Sergeant, will assume risk by clearly articulating which lower priority tasks will be trained later.

Published training guidance provide subordinate Commanders and leaders a clear vision of the higher echelon Commander training expectations are and thus give subordinate unit Command Teams direction, purpose, and the motivation necessary to train effectively.

As the 1SG you will receive that guidance from the Commander as a follower, and then, as a leader, translates that guidance to subordinate echelon leaders.

This translation is done in terms that are appropriate for the T-C-B NCOs and issues instructions that best meet Commander's intent.

T-C-B Command Teams utilize a prioritized training approach to optimize limited training time and resources to achieve proficiencies based on their unit's mission.

Commander dialogue with the next higher echelon commander determines training priorities on mission requirements.

The 1SG serves as the senior enlisted training and resource coordinator, and the lead integrator with outside organizations and entities.

Similarly, Commanders, with their T-C-B 1SGs, determine and establish training priorities in preparation for operational deployments, a combat training center rotation, or daily services for installation support.

Prioritized training must link to the unit's mission.

Every unit is unique, but the fundamentals of shoot, move, communicate, and survive apply to all types of formations and serve as the basis for prioritization.

Commanders and leaders will therefore focus training on their unit's prioritized METs to optimize limited training time and resources.

We will discuss these with the next slide.

Are there any questions?

Next slide.

Slide 24 - Prioritizing Training (MET Proficiencies and Proficiency Ratings)

REFERENCE: FM 7-0, Training, June 2021; AR 350-1, Army Training and Leader Development (2017); Selected T&EOs and TCs where applicable.

INSTRUCTOR NOTES:

SCRIPT -

We have already noted this, but I must emphasize that unit training programs acknowledge the principle that units cannot achieve or sustain fully trained proficiency on every task simultaneously.

Commanders, and leaders, will therefore focus training on their unit's prioritized METs to optimize limited training time and resources.

The three prioritized training proficiencies are Mission Essential Tasks, Weapons Qualification, and Collective Life-Fire.

MISSION ESSENTIAL TASKS (METs) –

Commanders identify the METs that must be resourced and trained to the 'T' proficiency rating.

Targeting key METs is based on mission requirements (concept plan or operation plan and future expected missions) approved by the next higher echelon commander.

METs can also be identified when a unit is given an assigned mission that is outside their standardized mission.

For example, a Field Artillery Battalion tasked to conduct base defense operations or route recon in support of a higher echelon mission.

WEAPONS QUALIFICATION PRIORITIZATION –

The commander considers the priority of weapons qualification training based on qualification frequency specified by AR 350-1, current qualification status of the unit's organic weapons (individual, crew-served, platform), and the unit mission.

This consideration drives the commander's determination of which weapons systems have priority for training.

All Soldiers are expected to qualify on their assigned weapons.

However, some Soldiers have a system as their primary weapon such as a radar or sensor.

These systems will also require Soldier qualification.

COLLECTIVE LIVE-FIRE PRIORITIZATION –

The commander determines collective live-fire prioritization based on the organization's mission, capabilities, and directed requirements by senior commanders.

It is imperative that as leaders you recognize that training is accomplished, training proficiency ratings are achieved based on your assessment.

You can determine the assessment using various means and methods of evaluation and assessment, but it is your responsibility to identify the rating the training is to receive.

On this slide you see a glimpse of the three training proficiency ratings, we will discuss them with the next slide.

Are there any questions?

Next slide.

Slide 25 - Collective Task Proficiency Ratings

REFERENCE: FM 7-0, Training, June 2021; Selected T&EOs and TCs where applicable.

INSTRUCTOR NOTES:

The standards shown on this slide are the only ratings utilized by commanders to assess training.

ASK:

1. What does it mean that a unit is trained when it achieves the training proficiency rating assessed by the commander? Explain.

Suggested answer: Unit training is limited by training resources and time, and thus cannot achieve and fully sustain MET proficiency on all METs simultaneously.

Therefore, units reach a "T" proficiency when the commander assess that they are trained and have been assessed as having attained advance task proficiency free of significant shortcomings and meet published Army standards.

Based on identified and prioritized METs.

SCRIPT -

Training that is observed is given one of three ratings.

Only commanders can give their units a training proficiency rating based on their understanding of the success or failure of the trained task to meet objective and observable criteria.

Commanders will dialog with their First Sergeant in order to gain an accurate assessment of training, needs for retraining, and identification of training efforts to sustain to maintain proficiency.

The Three Ratings are:

Trained: T (Advanced Task Proficiency).

A Trained proficiency rating means a unit has attained advanced task proficiency free of significant shortcomings.

The unit's shortcomings require minimal training to meet the Army standard.

Practiced: P (Basic Task Proficiency).

A Practiced proficiency rating means a unit has attained basic task proficiency with shortcomings.

The unit's shortcomings may require significant training to meet the Army standard.

Untrained: U (Cannot Perform Task).

An Untrained proficiency rating means a unit is unable to perform the assigned task.

The unit, therefore, will require additional training on the task to achieve the Army standard, and achieve the rating the Commander designates as the goal for the task and training event.

Training which fails to meet the training goal(s), training objective(s), or Army standard(s) will be retrained until the tasked is trained in accordance with the Commander's designated training goals and objectives in order to attain the Commander's specified training proficiency rating.

Are there any questions?

Next slide.

Slide 26 - Prioritizing Additional Tasks

REFERENCE: FM 7-0, Training, June 2021; AR 350-1, Army Training and Leader Development (2017); Local Command Policy.

INSTRUCTOR ONLY:

Ensure that participants are aware that staff task training will be accomplished at the HHT-HHC-HHB levels and in dialog with higher echelon unit XOs who possess staff training responsibilities.

The higher echelon Squadron-Battalion (Group-Regiment-Brigade) XO selects Staff Battle Tasks in the same manner, training on those staff collective and individual tasks that are crucial to their unit's Mission-Essential Tasks.

SCRIPT -

As T-C-B Command teams some of you will be assigned to a unit that has staff and other elements that will require specialized training.

As part of the task prioritization process you will also integrate other task priorities into your unit training plans and programs.

You may need to dialogue with your higher echelon Commander, as well as the Executive Officer and S3 to identify which additional tasks will need to be included in the training plan.

Some of these include but are not limited to:

PRIORITIZING INDIVIDUAL TASKS

Task prioritization continues as noncommissioned officers identify and prioritize the individual tasks Soldiers train.

These include military occupational specialty (known as MOS)-specific tasks, Army warrior tasks, and physical readiness training.

Prioritization of tasks ensures the right tasks to train nest from the highest echelon to the lowest.

PRIORITIZING LEADER TASKS

Leaders develop subordinate leaders through focused leader development activities to include the selection and prioritization of leader tasks.

Senior leaders ensure the selection and prioritization of leader tasks nest in the echelon's prioritized METs or battle tasks and are reflected in the organization's leader development program.

PRIORITIZING STAFF TASKS

Battalion and higher staffs select staff battle tasks in the same manner.

They select those staff collective and individual tasks that support the unit's METs through training.

The senior member of each staff section approves staff battle tasks.

SUPPORTING COLLECTIVE TASKS

METs and battle tasks may be trained individually or combined with other collective tasks to create more robust training events.

Collective tasks that support other collective tasks (MET, battle task, or another collective task) are supporting collective tasks.

Although units may train supporting collective tasks in conjunction with METs and battle tasks, leaders do not consider these supporting collective tasks when determining the MET or battle task proficiency rating.

Each collective task is evaluated based on its own training and evaluation outline.

HIGH-PAYOFF TASKS

High-payoff tasks are tasks that support more than one of the organization's METs or battle tasks. The skills and proficiencies an organization achieved while training on a high-payoff task transfers to other METs or battle tasks that it supports.

Such skills and proficiencies are key to multi-echelon training. Leaders recognize and capitalize on the training efficiencies gained by identifying high-payoff tasks.

LOCAL AND HQDA REQUIRED TASKS

These tasks focus on any special certifications a Soldier may need to fulfill duties and positions, for example drivers, safety, medical and Chaplain certifications, law enforcement and other.

This also include how Command teams implement AR 350-1 training requirements, and any local directives that prepare Soldiers and units to fulfill their mission.

Are there any questions?

Next slide.

Slide 27 - Prioritizing Tasks Below the T-C-B Level

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

SCRIPT -

Leaders of Echelons below company continue the process of prioritizing the **collective tasks they train that support the company METs – these are Battle Tasks.**

A battle task is a platoon or lower echelon collective task that is crucial to the successful accomplishment of a company, battery, or troop mission essential task.

An organization's battle tasks can include high-payoff tasks or battle drills.

The relationship of the subordinate leadership teams with the T-C-B Command Team is critical of the matter of identifying and prioritizing METs to train.

The platoon leader identifies the battle tasks that support the T-C-B mission-essential tasks. Squad battle tasks must link to a platoon battle task.

This process continues to lower echelons with noncommissioned officer leaders determining the battle tasks that apply to their echelon (squad/team/crew).

At the lowest echelon, individual tasks to include *Army Warrior tasks, MOS-specific tasks, and crew drills* are identified.

The T-C-B Commander, in collaboration with the 1SG, approves subordinate echelon battle tasks.

Battle tasks must progressively link to higher echelon (for example Squad to Team to Platoon to T-C-B) battle tasks in a manner that meet the higher echelon Commander priorities and objectives.

Task prioritization continues as noncommissioned officers identify and prioritize the individual tasks Soldiers train.

These include military occupational specialty (known as MOS)-specific tasks, Army warrior tasks, and physical readiness training.

Prioritization of tasks ensures the right tasks to train nest from the highest echelon to the lowest.

As it pertains to the prioritization of collective tasks, METs and battle tasks may be trained individually or combined with other collective tasks to create more robust training events.

Collective tasks that support other collective tasks (MET, battle task, or another collective task) are Supporting Collective Tasks.

Although units may train supporting collective tasks in conjunction with METs and battle tasks, leaders do not consider these supporting collective tasks when determining the MET or battle task proficiency rating.

Each collective task is evaluated based on its own T&EO, which we discussed earlier.

Are there any questions?

Next Slide.

Slide 28 - Identify Training Objectives

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

Ensure that you manage time during this period so that you stay on track for course completion. However, use your discretion and tailor your time to meet the needs of the PCC participants.

ASK:

1. What does it mean that a training objective must be both a) measurable, and b) specific? Explain.

Answer: Various. Allow for guided discussions. Be prepared to correct any misconceptions.

2. How could you design a training objective that meets both criteria?

Answer: Various. Allow for guided discussions. Be prepared to correct any misconceptions.

SCRIPT -

A training objective is a statement that specifies the desired outcome of a training event.

Commanders define training objectives for each training event by clearly identifying the tasks, conditions and standards as well the expected outcome based on Commander's guidance.

When initial planning objectives are defined, they are briefed to the higher-level Commander.

After the briefing, you may need to refine specific actions to complete prior to training execution.

This includes a review of the training objectives to ensure the objective is still valid.

On this slide you see an example training objective which serves as the initial training objective.

That is, at this stage in the planning process, the final training objective may be different than the initial training objective.

The initial training object provides a focus and desired end state, along with its desired proficiency rating.

The training objective must be developed for each training event by clearly identifying the tasks, conditions, and standards, as well the expected outcome.

Further you will identify the proficiency level that is required at the conclusion of training.

This is the minimal amount of information required before a Commander and 1SG can place the training event on the calendar.

Think of training objectives as you think of tactical objectives.

They are focused on the effects the Commander is trying to achieve.

The Commander-approved training objectives specify the task proficiency ratings to achieve for each training event.

Training objectives help the unit focus on what needs to be accomplished during each event and how the event contributes to the overall attainment of the Commander's end state.

The training objective can be a simple statement of goals for the event or could be as complex as aligning the collective tasks to train along with the anticipated final assessment of these at the end of the event.

Training objectives are reviewed during the unit training meetings and can be refined up to and including the day of execution.

Remember, Commanders may need to change or refine training objectives for future events based on their assessment of previous training or input from subordinate leaders.

Are there any questions?

Next slide.

Slide 29 - Identify Training Resources

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

SCRIPT -

While planning a training event, Commanders, 1SGs, and responsible personnel begin requesting major resources like time, land, medical, and ammunition.

Commanders must identify, request and track resources early in the planning process.

It's important to know what is available and how and when to schedule these resources.

Just as important, as the T-C-B leadership team you also must be familiar with local policies for requesting resources for planned training.

Units/installations may enforce strict guidelines for requesting resources like ammunition, land and ranges so it's critical for the commander to understand the resources required to execute a training event and request them early.

Typically, once a unit's **Long Range Training Plan (LRTP)** is approved, commanders can begin requesting major resources like land and ammo.

ASK:

1. What are some of the unique or scarce resources the unit may need to request well in advance? Explain Why.

Suggested Answer: Answers will vary based on participant experiences.

The items shown on the slide are just some of the unique or scarce resources that may need to be considered while developing the LRTP.

Commanders at echelon must ensure that all requested resources are available for the designated training event.

Lack of or diminished quantities of resources can corrupt the training process, if not undermine task accomplishment.

As you review this slide:

Other long-range preparations include identifying training resources requiring long-lead times for coordination, which may include the following: *(read through bullets)*

Tracking training resources using the **T-Week (Active)**, or **T-Month (Reserve and NG)** concepts are key to coordinating and managing the actions necessary to ensure training resources are available when training begins.

Additionally, you will identify subsequent or aggregate training is required to complete training tasks.

Methods to do so include, but is not limited to:

- a. AR 350-1, Appendix F (Mandatory Training)
- b. New Equipment Manuals, Tech Manuals and SOP's
- c. Leader Development Requirements
- d. Local Command Training Requirements
- e. Administrative Tasks/Events based on **Warning Orders (WARNOs)**, **Operations Orders (OPORDs)**, and **Fragmentary Orders (FRAGOs)**, **Army Directives**.

f. Available **Time Management Cycle** schedules (Red or Amber cycles when possible)

Another, and more likely resource, is the T&EO which will require that as a leader you understand how to read, interpret and apply both specified and implied tasks.

Any an all supporting tasks to be executed in tandem with the MET may require additional or separate forms of resourcing to accomplish.

Organizational leaders should exercise caution so that myopia doesn't take hold of the planning process and important, though secondary, details get lost.

This is where the importance of leader dialogue, review of past training AARs – training evaluations is critical.

Are there any questions?

Next slide.

Slide 30 - The Task Crosswalk

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

SCRIPT -

Echelons below T-C-B will prioritize the collective tasks they train which support the T-C-B **Mission-essential tasks (MET)**.

As a Command team you will remember that the Task Crosswalk is the method used by Army units to identify and prioritize the task proficiencies to be trained.

Furthermore, as this slide demonstrates the crosswalk process is a top-down, and bottom-up movement as all organizational elements work to identify and prioritize tasks for training.

The prioritization process begins when higher echelon command training guidance is published.

Subordinate units upon receipt of higher echelon guidance will begin to identify the selected higher prioritized task proficiencies and then conduct a task crosswalk to identify their T-C-B task proficiencies.

Care is exercised to ensure that lower tasks nest/link with higher tasks based on mission requirements.

At the T-C-B level, you as the Command Team will collaborate with Platoon Leaders.

Platoon leaders conduct a task crosswalk to begin their process of prioritizing training on the collective tasks, battle tasks, and individual tasks that directly support their **Troop-Company-Battery (TCB)** prioritized mission-essential tasks (METs).

Just as Platoon battle tasks must link to selected T-C-B mission essential tasks, Squad battle tasks must link to a platoon battle tasks.

The T-C-B Commander, with the input of the 1SG, ultimately approves subordinate echelon battle tasks.

This process continues, as the slide demonstrates, by the approval of identified tasks at higher echelons and in support of published training guidance and directives provided through Commander dialogue.

Let's take another look at the crosswalk process.

Are there any questions?

Next Slide.

Slide 31 - The Task Crosswalk Process

REFERENCE: FM 7-0, Training, June 2021; ADRP 1-03 The Army Universal Task List, October 2015.

INSTRUCTOR NOTES:

Give participants time to look at the slide as you begin to discuss each step.

SCRIPT -

Let's take a more detailed review of what steps comprise the Task Crosswalk.

As a three-step process, conducting a crosswalk yields a prioritized list of focused tasks within the task proficiencies that you must train at echelon to achieve success at your assigned/designed mission.

The **Task Crossway** is described in the following manner:

Step 1: Select the prioritized higher echelon MET or Battle Task to crosswalk.

Selecting a MET is not too difficult. The company commander's training guidance is the primary source document for selecting a MET to crosswalk. The identified company MET can then be found on ATN.

Step 2: Select Subordinate Collective Tasks.

Leaders identify tasks at their echelon that best supports their higher echelon task.

Identified tasks and their prioritization are then approved by the next higher echelon to ensure their nesting with their mission.

When practicable, leaders will select high-payoff task which support more than one MET or Battler Task.

Step 3: Select Individual Tasks.

NCOs at the lowest unit echelon are the key leaders who select individual Soldier tasks which support their prioritized collective tasks.

The selected tasks form, when trained, the foundation allowing Soldiers to execute effectively collective training at the next echelon.

As in Step 2, when practical, leaders select high-payoff task which will support more than one MET or battle task.

As we discussed earlier in our time, there are various resources that aid the crosswalk process. These are some of the digital methods you as a leader can utilize:

The **Army Training Network (ATN)** has task search functions which provide links and tabs to navigate this web-based digital tool allowing the user to select T&EOs, digital leader tools, and other digital training management tools.

Training and Evaluation Outlines (T&EOs) have been addressed previously.

However, T&EOs provide a list of supporting collective tasks and supporting individual tasks for the selected MET. They are good source but should not be considered exhaustive.

Army doctrinal training publications are crucial documents for all training tasks at all echelon of Army units.

Whether MOS and proponent related, or **Soldiers Manual of Common Tasks (SMCT)**, which provide common tasks Soldiers must perform at specific skill levels these documents are essential for understanding the training task and end state.

Individual Critical Task Lists (ICTL) are another set of tools that Platoon Leaders, in collaboration with the Platoon Sergeant, can develop prioritized, subordinate, and supportive training tasks list.

These ensure that Soldiers achieve and sustain proficiency in their assigned MOS. The ICTL can be found on the Central Army Registry (CAR) website.

As the T-C-B Command Team you will work together because it is your responsibility to identify and prioritize the battle tasks that best support your T-C-B prioritized METs.

Though working in collaboration for effective training, you who are selected as the T-C-B Commanders are responsible for the proper nesting of battle tasks to METs.

Are there any questions?

Next slide.

Slide 32 - The Task Crosswalk Process (continued)

REFERENCE: FM 7-0, Training, June 2021; ADRP 1-03 The Army Universal Task List, October 2015; Selected MET T&EO.

INSTRUCTOR NOTES:

SCRIPT -

Determine Individual Tasks that support the MET and Battle Tasks. Analyze each Platoon and Squad Battle Task for the Individual Tasks necessary to ensure the success of the Battle Tasks/ Company MET.

Firstly, start with the identified company MET leaders and responsible NCOs will conduct a task crosswalk.

On this slide we see how T-C-B sized units to prioritize the tasks most important to train at each echelon (note the straight down arrow that identifies how this process starts and, in the direction of, how it flows).

This ensures leaders select the right tasks that best support the unit training mission.

As noted in the previous slides platoon actions, and ultimate small unit actions will be identified that contribute to executing the company MET.

As platoon, and small unit actions are identified, the battle tasks will be identified by name and number, and by echelon.

Note that the platoon tasks are identified in yellow, and the squad tasks are identified in red.

As the platoon leader responsible to developing a training plan to meet this task requirement it is imperative that you understand the importance of the next two steps and the linkage to the identified company MET.

Secondly, identified squad battle tasks must link to a platoon battle task (note the up arrow from SBT to PBT).

Thirdly, platoon battle tasks must link to a company MET (note the up arrow from SBT to PBT).

The task crosswalk also provides leaders a means to analyze training time requirements and resources to train before progressing to the next level of training.

As you review these identified tasks, you will note that a platoon or lower echelon collective task that is crucial to the successful accomplishment of a company, battery, or troop mission-essential task is called a battle task.

These tasks they link prioritized mission-essential-tasks to the prioritized collective tasks trained below the company level.

As battle tasks, these identified tasks include an organization's high-payoff tasks or battle drills.

It bears repeating that Platoon leaders with the assistance of their platoon sergeant identify and prioritize the battle tasks that best support their company's prioritized METs.

This process continues to lower echelons with noncommissioned officers determining the prioritized battle tasks that best apply to their echelon (such as squad, team, or crew).

Platoon leaders and their NCOs must take account for the individual tasks at the Company level and work their way down to ensure nesting for individual tasks.

The supporting individual tasks are listed on the collective task T&EOs to include each company MET and for all the supporting battle tasks at echelon

Company Commanders are responsible for the proper nesting of battle tasks to METs.

In the development of training plans and events the platoon leader must remain cognizant that Senior leaders ensure the selection and prioritization of leader tasks nest in the echelon's prioritized METs or battle tasks and are reflected in the organization's leader development program.

METs and battle tasks may be trained individually or combined with other collective tasks to create more robust training events.

Collective tasks that support other collective tasks (MET, battle task, or another collective task) are supporting collective tasks.

Although units may train supporting collective tasks in conjunction with METs and battle tasks, leaders do not consider these supporting collective tasks when determining the MET or battle task proficiency rating.

Each collective task is evaluated based on its own training and evaluation outline.

High-payoff tasks are tasks that support more than one of the organization's METs or battle tasks.

The skills and proficiencies an organization achieved while training on a high-payoff task transfers to other METs or battle tasks that it supports.

Such skills and proficiencies are key to multi-echelon training.

Leaders recognize and capitalize on the training efficiencies gained by identifying high-payoff tasks.

Are there any questions?

Next slide.

Slide 33 - The Task Crosswalk Process (continued)

REFERENCE: FM 7-0, Training, June 2021; ADRP 1-03 The Army Universal Task List, October 2015; Selected MET T&EO.

INSTRUCTOR NOTES:

This is a build slide.

The PCC instructor must practice building this slide prior to class.

This will allow the instructor to develop their unique method of presenting the data shown on this slide.

Utilize the question below to solicit dialogue with participants.

Tap into previous experiences to direct the conversation while building the slide.

SCRIPT -

ASK:

1. Why is determining individual tasks trained SO important? Explain.

Suggested Answer: As we review the MET for an Infantry Battalion, let's look at how many tasks a basic rifleman could be expected to train. **BUILD**

The Unit Task List has 779 individual tasks; let that sink in for a minute. **BUILD**

Now we add 71 Army Warrior Tasks. **BUILD**

Now add any individual task that the Infantry proponent has deemed "Critical" and we are well on our way to 1,000. **BUILD**

A thousand individual tasks – how many of you can say you will allot time for each of your rifleman to train on a thousand individual tasks in 2021? **BUILD**

Not any of the team/squad/platoon/company tasks – just individual ones – that is why this crosswalk coupled with solid training guidance is SO important.

Are there any questions?

Next slide.

Slide 34 - Task Prioritization Summary

REFERENCE: FM 7-0, Training, June 2021; AR 350-1, Army Training and Leader Development (2017) October 2015; Selected MET T&EO.

INSTRUCTOR NOTES:

This is a review summary of task prioritization. It is not to be viewed as the LSA Review Summary, that comes later.

Allow participants to read the slide.

When asking questions be mindful of time constraints and be ready to correct misconceptions about the process.

Ensure that the Q&A stays on track and does not digress into a complaint session.

SCRIPT -

ASK:

1. Which of these summary point stands out to you? Explain.

Suggested Answer: Answer vary based on experiences of the participants.

2. Do you have an experience where failure to prioritize tasks created training problems? What would you need to do to avoid them as you take command?

Suggested Answer: Answers will vary based on experience.

Are there any questions?

Next Slide.

Slide 35 - Check on Learning

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

1. The Check on Learning in this presentation includes questions and answers (solutions) for the instructor ONLY.

2. Determine if students have gained familiarity with the material discussed by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.

SCRIPT -

We will now conduct a Check on Learning. Do not answer until prompted to.

ASK:

1. The task Crossway as a Three-Step process links higher echelon tasks to lower echelon tasks based on _____? (ref: FM 7-0, Appendix B, para B-2 to B-6)

Check on Learning:

Answer: Mission requirements.

2. What are the three training proficiency ratings and who is responsible to assign them? (ref: FM 7-0, Chap 1, para 1-3 to 1-4)

Answer: T-trained, P-practiced, and U-unable to perform task; Commanders.

**3. Why do Commanders and First Sergeants utilize the T&EO for training?
(ref: FM 7-0, Appendix D, D-2 to D-3)**

Answer: a. Commanders use T&EOs to help assess collective task proficiency as part of feedback

b. 1SGs and other NCO leaders use T&EOs to observe and evaluate task performance, and to prepare and practice task execution.

Are there any questions?

Next slide.

Slide 36 - Review Summary

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

SCRIPT -

During this lesson we learned:

We learned how to prioritize tasks and the three task proficiencies

We learned the three Training Proficiency Ratings

We learned the steps and purpose of the task crosswalk

We learned that Army command team leaders set the task priorities

We learned that there are challenges to task prioritization and how to navigate through them

Are there any questions?

Next slide.

**Review
Summary:**

TLO - LSA 3. Learning Step / Activity TLO - LSA 3. Review Planning for Training at the T-C-B Level

Method of Instruction: Discussion (Small or Large Group)

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:16)*

Time of Instruction: 30 mins

Media Type: PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

Slide 37 - LSA 3 Review Planning for Training at the T-C-B Level

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

The Instructor must read and be familiar with FM 7-0, the focus of the lesson plan is: planning for training at the T-C-B level and understanding the importance of training proficiencies, how command guidance at all echelons, and the planning horizons drive the development and management of training.

Remind these leaders that adjustments to training, feedback, and attention to detail are foundational to creating effective and successful training plans.

Use this time to transition to the first lesson: LSA 3- Review Planning for Training at the T-C-B Level

SCRIPT -

ASK:

1. What have you found to be the biggest obstacles to planning training at the T-C-B level? Explain.

Suggested Answer: Answers will vary based on participant experiences and positions held.,

2. What are methods you used to focus planning efforts to overcome the obstacles presented? Explain.

Suggested Answer: Answers will vary based on experiences and positions held. Are there any questions?

Next slide.

Slide 38 - Training Guidance

REFERENCE: FM 7-0, Training, June 2021; Higher Echelon Commander Training Guidance, Local Command Training Guidance.

INSTRUCTOR NOTES:

Inform participants that training guidance is the specific training direction all Commanders provide to subordinate leaders to identify the training goals, objectives, training proficiencies and proficiency ratings that subordinate units must attain and when to attain it.

SCRIPT -

Commanders and 1SGs must provide clear and concise guidance on what is trained, when it is trained, who is trained and why – task and purpose.

Published training guidance provides subordinate commanders and leaders a clear vision of their higher echelon Commanders training expectations.

When communicated, these expectations will provide training direction for their subordinate unit purpose, and motivation necessary to train effectively.

Senior leaders develop and communicate training guidance quarterly, semi-annually, and annually.

National Guard and Reserve Component senior leaders communicate training guidance annually.

Over a set period, they provide clear and concise guidance on what is trained, when it is trained, who is trained, and why they train —task and purpose.

Commanders at echelon need to account for higher headquarters training directives and time management system to ensure that they nest and link their training to meet the higher Commander's intent.

At the T-C-B level as the leadership team you will analyze higher echelon Command Training Guidance to understand expectations and training directives.

Furthermore, you will do this to determine how your unit can best support the stated goals and objectives of higher echelon training program.

Published training guidance starts a parallel and collaborative 360-degree planning process.

As the T-C-B leadership team it is your responsibility to gather supporting references, doctrine, and training publications that will inform your training planning process.

These references provide the most current sources of information such as doctrine, technical manuals, unit SOPs, and on-line resources.

Additionally, as a unit Commander you will gather information on installation-level training resources to determine what they are, their availability, their location, and the requirements to secure them.

Throughout the planning process you will conduct Azimuth Checks. These are vital for ensuring that training objectives are being met.

In addition, they focus training efforts on achieving the MET proficiency and desired proficiency rating /assessment.

As the T-C-B Command Team you will clearly articulate what lower priority tasks will be trained later.

Your published training guidance will provide your subordinate leaders your training expectations.

Throughout the planning process Commanders center efforts at all planning horizons on the published annual training guidance (ATG), which will include the long-range training calendar.

As a side note, mid-range and short-range planning and preparation are also connected to the published ATG.

Mid-range training guidance is published semi-annually as **semi-annual training guidance (SATG)** and **quarterly as quarterly training guidance (QTG)**.

Utilizing Commander-to-Commander dialogues, which occur both formally and informally, will assist you to adjust your plans to optimize training plans and training.

Unit Commanders issue guidance to their staff in the development of long-range training plans and then issue training guidance (in the form of ATG) to subordinate Commanders.

When issuing ATG, Commanders must leave sufficient time for subordinate units to develop their own Long-Range Training Plans.

Are there any questions?

Next Slide.

Slide 39 - Training Guidance Considerations

REFERENCE: FM 7-0, Training, June 2021. Appendix J.

INSTRUCTOR NOTES:

Allow the students time to review the slide, hit the key points you think are critical for training guidance.

SCRIPT -

When considering long-range planning and preparation Commanders must also consider the following practical concepts some key elements of developing training guidance include what is on the slide, but also will include:

1. Higher headquarters training guidance and training requirements.

Commanders for higher headquarters training directives and time management to ensure that they nest their training to meet the higher Commander's intent.

2. Time management system.

Commanders prioritize training, time management system is a method of protecting allocated training time and resources for subordinate units and accounting Army requirements that detract from training.

3. Allocate the necessary training time and resources to enable subordinate organizations to train to standard.

This is key to the success of any training program. Failure to properly allocate resources disrupts training unnecessarily.

4. Multi-echelon training.

This training technique that allows for the simultaneous training of one or more echelons on different or complementary tasks.

5. Training environments.

Conducting all training events in a live environment is impractical and not always possible; whenever possible leverage all training environments—**live, virtual, and constructive**.

- a. **Live** training is executed in field conditions using tactical equipment.
- b. **Virtual** training using computer-generated simulators (gaming is a subset).
- c. **Constructive** training using computer models and simulations to exercise command and staff functions.

Risk management. Training, especially in a live environment, carries an inherent risk to Soldiers, equipment, and the physical environment.

Training effectively mitigates risk by putting in place a system to continuously monitor risk mitigation.

Finally, there may be additional planning considerations including:

- 1. The unit's prioritized mission-essential tasks, weapons qualifications, and collective live-fire tasks to train.*
- 2. The required proficiencies (T or P) to achieve.*
- 3. When (date) training proficiencies must be achieved.*
- 4. An operational environment to replicate in training.*
- 5. Time management system (Green, Amber, Red).*
- 6. Unit training events.*
- 7. External evaluation (known as EXEVAL) expectations and schedule.*
- 8. Collective live-fire, gunnery, and frequency requirements.*
- 9. Individual training guidance such as AWT Training (including warrior tasks and battle drills) and low-density MOS training.*
- 10. Physical training focus.*
- 11. Leader development planning.*
- 12. Leader certification.*
- 13. Long-range training calendar.*
- 14. Additional guidance at the discretion of the commander.*

Are there any questions?

Next slide.

Slide 40 - Guidance Publication Timelines

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

The slide is a build slide.

As you discuss the publication timeline you will click the enter button to show the Month (XX) of publication, and then click the enter button again to show the Oct of FY XX as the training plan execution date.

Instructor must be familiar with the **Three Army Compo's – Active, Reserve, and National Guard**- design for the forces and the interoperability of the three in support of the Army mission to fight and win our nations wars.

SCRIPT –

Training guidance is published at echelon commencing at 18 months prior to training plan execution date of October 1 of the designated FY.

In this diagram the publication of guidance commences at HQDA in June of 2022.

As the T-C-B Command team you will publish your training guidance at four (4) months in June of 2023 prior to training plan execution day of Oct 1, FY 2024.

As we have noted in throughout this lesson there are significant differences between the **Three (3) Army Compo's**.

It is imperative that you understand the training process for your specific compo so that you can effectively accomplish your training objectives and goals.

ASK (if applicable):

1. What Army Compo are you in, and what are potential challenges that you will face that are unique to your compo that the others will not face?

Suggested Answer: Answers will vary based on experiences, compo, and leadership roles(s). Guide the discussion, accordingly, and be prepared to correct all misconceptions.

Senior leaders develop and communicate training guidance quarterly, semi-annually, and annually. RC senior leaders communicate training guidance annually.

Over a set period, they provide clear and concise guidance on what is trained, when it is trained, who is trained and why — task and purpose.

As you review this slide concerning the publication of training guidance note that the publication cycle refers to Regular or Active Army component units. .

This cycle is different from Reserve and National Guard organizations due to demographic disbursement of units, and the training time differences.

Both the Regular Army and Reserve Component (RC) share the same training doctrine, share procedures, and train to the same standard.

However, the training environment, planning horizons, and time available to train differ for RC units.

Geographic dispersion of units affects the Reserve Component training environment increasing the complexity for these units to accomplish training.

Reserve units must account for additional resource considerations when determining training areas—either a Regular Army or Reserve Component training installation—to accomplish training to standard.

The Reserve Component Commanders prioritize available training days and synchronize resources over extended planning horizons, often over the span of several years.

To mitigate this, Reserve Component units rely on a **training month approach, T-Month, a concept like the T-Week framework**.

1. ***Army Commands and Army Service Component Commands***, after participating in the ASRC, issue their ATG no later than 16 months prior to the beginning of the fiscal year.

2. ***Corps*** after integrating the ACOM's guidance into their ATG, publish it no later than 14 months prior to the start of the FY.

3. ***Divisions*** publish their ATG to subordinate organizations after incorporating the Corps' guidance NLT 12 months prior to the beginning of the FY.

4. ***Brigades/Regiments/Groups*** issue ATG NLT 9 months prior to the start of the FY.

5. ***Battalions/Squadrons*** issue ATG NLT 6 months prior to the beginning of the FY.

6. ***T-C-B*** elements issue ATG NLT 4 months prior to the start of the FY.

Are there any questions?

Next Slide.

Slide 41 - Planning Horizons

REFERENCE: FM 7-0, Training, June 2021, Appendix E.

INSTRUCTOR NOTES:

SCRIPT -

In order to develop and execute training that enables a unit to fulfill its mission requirement Commanders at echelon must develop viable and strategic long-range train plans.

Command Teams accomplished by forecasting training events, resources, and opportunities through all three planning horizons.

Commanders, First Sergeants and subordinate leaders plan training one echelon down and ensure training two echelons down is evaluated and assessed.

At all echelons when developing a training plan always take into consideration the training goals and priorities of Commanders two echelons higher than you.

Consequently, the training planning process is comprised of *Three Planning Horizons:*

1. Long Range Planning Horizon.

Planning guidance begins early.

As we have discussed, as you look at the diagram you will note that guidance for active Army units is published at higher echelons beginning 16 months prior to the FY training is to commence and follows down to the Troop-Company-Battery level at 4 months prior.

As a top-bottom, then bottom-up process, note that once training plans are developed the lower echelon plan is rolled up with the next higher gaining approval from the next echelon Commander.

It is critical that you recognize that the planning horizons are different for the Three Army Components – Active, Reserve, and National Guard.

For Reserve units they publish guidance starting 18 month prior, Brigade at 10 months prior, and battalions at 6 months prior.

The nature of the Reserve and National Guard training environment increases the complexity of reserve training planning.

2. Mid-Range Planning Horizon.

Mid-range planning and preparation relies on the approved ATG. It ensures resources are coordinated for and confirmed prior to training events.

The mid-range horizon depends on semi-annual and quarterly refinement and execution of the **annual training guidance (known as ATG)**.

Some of the critical activities that occur during mid-range planning and preparation include— Published **semi-annual training guidance (SATG)** and **quarterly training guidance (QTG)**.

Semi-annual training briefings (SATBs) and **quarterly training briefings (QTBs)** provide periodic updates of subordinate unit training progress to senior commanders.

Semi-annual training briefings and quarterly training briefings are provided to the commander two levels above.

As T-C-B Command Teams build their desired training plans, they begin by utilizing higher echelon commander training guidance provided formally (published, dialogues and briefings) and informally (dialogues and briefings).

Higher echelon training guidance is crucial to your efforts in building long- and mid-range calendars which will serve as the foundation for building your short-range calendar.

3. Short Range Planning Horizon.

T-C-B units and below manage training through the short-range planning horizon primarily through T-C-B 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 prior to and after a training event to the actions or activities that must be accomplished.

For example, 'T Week' is the week of execution, 'Week T-6' is six weeks prior to execution, and 'Week T+1' is the week following execution.

Organizational unit training schedules are the culmination of long-, mid-, and short-range planning and preparation.

Any changes to training or the training calendar will require the approval of the next higher echelon commander, except in the case of basic administrative changes.

In order to execute effective and successful training changes should be kept to a minimum and made for limited reasons to include the prevention of risk or injury, mission failure or if the changes will significantly enhance the training experience.

The **Training-Week (T-Week) framework** is a planning technique that aligns the weeks prior to and after a training event to the actions or activities that must be accomplished.

For example, 'Week T' is the week of execution, 'Week T-6' is six weeks prior to execution, and 'Week T+1' is the week following execution.

The Reserve Component commanders prioritize available training days and synchronize resources over extended planning horizons, often over the span of several years.

To mitigate this, Reserve Component units rely on a training month approach, T-Month, concept like the T-Week framework.

At the Troop-Company-Battery level when developing a training plan leaders always take into consideration the training goals and priorities of Commanders two echelons higher than their unit of assignment.

Are there any questions?

Next Slide.

Slide 42 - Planning and Preparation

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

Allow students to review the slide and then have a brief discussion.

SCRIPT -

You will note that once training plans are developed the lower echelon, the plans are then nested into the next higher plain and upon approval from the next echelon Commander becomes the basis for unit training events.

The Commander conducts long-range planning and preparation to determine the training required to progress from the unit's current state of training proficiency to the desired proficiency level.

There are several key considerations for Long-Range planning and preparations they include but are not limited to:

Determine the training required to progress from the unit's current state of training proficiency to the desired proficiency level.

Sequences training events with resources over time to determine who, what, when, and where to train.

This includes External Evaluations (EXEVALS), leader development and leader certification programs, and training calendars.

Ensures coordination and actions needed to secure long-lead time resources are accomplished prior to training.

The approved training plan becomes a contract between the senior and subordinate Commanders.

It represents the senior Commanders' commitment to resourcing subordinate unit training and to protect it from un-programmed training distracters.

The subordinate Commander commits to conducting the training as briefed or with approved modifications.

When approved, the long-range training plan is published as Annual Training Guidance to subordinate, higher, and other affected commands, as necessary.

The format of the annual training guidance is at the discretion of the Commander and includes the long-range training calendar.

The unit's prioritized METs/weapons qualifications/collective live-fire tasks to train and the date when training proficiencies must be achieved.

To include:

- a. Collective live-fire, gunnery and frequency requirements.
- b. The **operational environment (OE)** to replicate in training.
- c. Time management cycle.

Are there any questions?

Next slide.

Slide 43 - Planning and Preparation (continued)

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

Allow the students the opportunity to read/review this slide.

Present this as another way to look at the Training Management process and the design and implementation of training at the T-C-B echelon and below.

SCRIPT -

ASK:

- 1. What do you view to be key points from this slide? Explain.**

Suggested Answer: Allow for dialogue and asks follow on questions to continue the dialogue.

Are there any questions?

Next slide.

Slide 44 - Time Management System

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

SCRIPT -

It is the Commander's responsibility, allied with the guidance and advisement of the 1SG, to defend their organization's approved training from un-forecasted requirements.

They also underwrite associated risk to lower priority missions, all leaders involved in the training process have a role in the prevention of training distractors.

T-C-B Command Teams execute this responsibility by allocating the necessary training time and resources to enable subordinate organizations to train to standard.

The Fight to Train principle of the Nine Principles of Training, when effectively executed, separates great trainers and trained units from others.

The Army time management systems is a tool that aids you in the Fight to Train principle as you can prioritize and sequence training in a way that allows you as a Command Team to build your training tasks from simple to complex, while doing so when training resources and opportunities are optimal.

One method utilized in which leaders can protect training is by the utilization of a time management system.

The most common time management system is the **Green-Amber-Red (G-A-R) Time Management Cycle**.

As you project training events so your unit can train to desired proficiency, effective management of scarce resources comes into play.

Time must be forcefully managed and strategically allocated to ensure subordinate units have ample time to become proficient in support of the higher unit.

Training leaders don't just seek to be task proficient; they seek Task Mastery as a goal.

As a result, such requires organizational leaders at echelon to develop and execute training, and, when needed, retraining to build and sustain individual and collective skills and unit capabilities in support of higher echelon mission requirements.

Higher echelon Commanders account for all organizations within their command and utilize an equitable time management system based on unit training priorities and missions.

ASK:

1. We have already discussed the G-A-R Time Management Cycle; do you have any questions about it?

Answers to this will vary based on the needs and understanding of the students. Guide discussion if needed. DO NOT get eclipsed by time asking this question-and-answer time.

The complexity of tasks can be a major factor in how much time is needed to conduct an effective training event for those tasks.

Allowing subordinates to have not only "white" space on a calendar, but "Green Space" is important.

Green space is available time on the calendar when the unit can conduct complex, prime-time training.

The next slide will provide you with a sample view of the training schedule utilizing the Time Management Cycle

Are there any questions?

Next Slide.

Slide 45 - Long Range Planning Calendar

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

This is a build slide on how the Time Management System applies to a training calendar from the Brigade echelon down to the Squad level.

Instructor should practice building this slide in order to hit the key points of the slide based on using the time management system and the use of training events by echelon.

Remind the participants of the importance of creating the calendar in accordance with higher echelon and local Garrison policies in order to better formulate their training calendar.

As you build and walk the slide through to completion the instructor must be able to identify the color codes and how the color coding improves the calendar and makes it an easy reference guide for managing training events.

SCRIPT -

Are there any questions?

Next Slide.

Slide 46 - The Eight Step Training Model

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

Give students time to review the slide as you discuss the varied steps.

Note that under the color codes allows for easier identification of critical actions and sub-steps for each Training Model step.

SCRIPT -

Training models are an effective technique for small units (company and below) to plan and prepare a training event.

They provide a logical and reliable framework of activities and actions for small-unit leaders to plan and prepare, execute, and evaluate single training events.

A commonly used and effective model for managing all aspects for training events is the **8-Step Training Model; the premier training model for the US Army.**

Although the steps are listed in numerical order, you do not need to lock yourself into the given sequence.

For example, leader training may not occur until the leaders are available independent of the event planning sequence provided by the 8-step training model.

The instructor must go into the details below to explain each step.

The details for the 8-Step Training Model are provided below:

Step 1: Plan the training event.

Leaders develop specific and measurable training objectives based on the Commander's guidance.

They identify and coordinate the resources necessary to train and provide guidance and direction to subordinates.

Leaders allocate and ensure Soldiers have enough time for training as well as identify the required resources to train effectively.

They identify potential hazards and eliminate or mitigate associated risks. Lastly, leaders develop evaluation plans that support the tasks trained.

Step 2: Train and certify leaders.

Certification requirements are established, and leaders and trainers are certified to lead and conduct the training.

Certified personnel must have detailed knowledge of the training subject matter and have performed the task to standard themselves.

This step also includes training and certifying opposing force (OPFOR) leaders.

Step 3: Recon training sites.

Leaders perform reconnaissance of training sites and report back observations and potential issues prior to training execution.

Leaders verify that training locations can support the training event and enable the unit to accomplish its training objectives.

They contact site support personnel and solve scheduling and coordination issues.

Step 4: Issue the operation order (OPORD).

This order specifies responsibilities, timelines for execution, tactical scenarios, and other key information necessary to execute the training event.

Leaders identify the tasks trained, training objectives, the training mission, and the methods to execute the training.

Leaders ensure subordinates have all available information to prepare and execute the training event.

A successful training event relies on all leaders understanding the expected outcome and remaining focused on the training objectives.

Step 5: Rehearse.

Leaders conduct rehearsals to ensure plans are synchronized and actions are understood by subordinates.

Leaders supervise rehearsals to ensure those responsible for training are prepared and organized. This step includes conducting rehearsals necessary for OPFOR leaders and personnel.

Step 6: Train.

Training is executed, tasks are observed and evaluated, and training objectives are trained until proficiency is achieved.

As participants perform tasks, trainers evaluate performance against published standards.

Step 7: Conduct after action reviews.

After action reviews (AARs) are conducted during the planning process, executed training and upon training event completion.

AAR feedback is provided to the unit Commander to help assess task proficiency.

Lessons learned are discussed, recorded for future use, and shared with other units and leaders.

These reviews help improve unit training as well as the unit's tactics, techniques, and procedures (TTP).

Step 8: Retrain.

Tasks not performed to standard are retrained and re-evaluated until the standard is achieved.

Units do not depart the training event with tasks not trained to standard and training objectives not met.

Are there any questions?

Next slide.

Slide 47 - Evaluation and Assessment

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

Highlight the Evaluation and Assessment diagram.

Emphasize its 360-degree nature especially how the identified entities provide evaluation and that these evaluations, formal and informal, guide how the Commander, in consultation with the 1SG, assess training in light of current and desired training proficiency ratings.

SCRIPT-

ASK:

1. Evaluation and assessment is a continuous process based on a wide variety of inputs and feedbacks. Where does this input and feedback come from?

Suggested Answer: Soldier, subordinate leader, and noncommissioned officer observations and evaluations, external reports and inspections, after action reviews, and senior leader observations.. FM 7-0, para 5-1)

2. What critical insights do 1SGs and subordinate NCOs provide in the evaluation and assessment of training?

Suggested Answer: Answers will vary based on past positions and experiences.

During evaluation planning commanders ensure a supporting evaluation plan exists for training events.

This plan provides trained and certified evaluators with a process to observe and record task proficiency.

Evaluators record the results of their observations and provide them to the commander at the conclusion of training as part of feedback.

When it comes to **external evaluations (EXEVALs)** they are directed and resourced by the commander two echelons above the evaluated unit.

Leaders outside the evaluated unit's chain of command conduct these evaluations.

EXEVALs are conducted down to platoon level, but at the commander's discretion can be conducted below platoon.

The selected collective tasks to validate become EXEVAL training objectives.

The EXEVAL exercises unit command and control, communications, movement, and operations against an actual or simulated opposing force in a replicated operational environment.

(See appendix H and AR 350-1 for additional information on EXEVALs.)

Are there any questions?

Next slide.

Slide 48 - Evaluation

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

If needed allow for further discussion by addressing any noted lack of understanding.

SCRIPT –

All training is evaluated. Evaluation is the objective observation of performance measured against standards.

Presentation of the evaluation observations can be provided through formal or informal means.

For individual tasks (Army warrior and military occupational specialty tasks), drills, other collective tasks, and collective live-fire tasks, training and evaluation outlines (T&EOs) are the reference for task standards.

For weapons qualification standards, the applicable weapon system publications (TCs) are the principal reference points.

The commander relies heavily on evaluation results when assessing proficiency.

1SG and NCO involvement in this process is a signal feature as they provide direct oversight for the execution of training according to published standards.

Evaluations can be executed using internal or external assets.

The evaluation of training occurs during the execution phase of training events as well as during the planning and preparation phases as leaders continually find ways to improve unit tactics, techniques, and procedures.

Additionally, leaders use evaluations as opportunities to coach and mentor subordinates.

Are there any questions?

Next slide.

Slide 49 - Check on Learning

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

1. The Check on Learning in this presentation includes questions and answers (solutions) for the instructor ONLY.
2. Determine if students have gained familiarity with the material discussed by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.

SCRIPT -

We will now conduct a Check on Learning. Do not answer until prompted to.

Check on Learning:

ASK:

1. What are the three planning horizons for Army training? (ref: FM 7-0, Chap 3, para 3-3 to 3-6)

Answer: Long-range, Mid-range, and Short-range.

2. What is the premier training model used by the Army, and why? (ref: FM 7-0, Chap 3, para 3-21)

Answer: The 8-Step Training model, it provide a logical and reliable framework of activities and actions for small-unit leaders to plan and prepare, execute, and evaluate single training events.

Are there any questions?

Next slide.

Slide 50 - Review Summary

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

SCRIPT -

During this lesson we learned:

About the centrality of Training Guidance for training planning

Review

About the Training Planning Horizons

Summary:

About the importance of time management for planning training

We also reviewed the 8-Step Training Model and its influence on training management

Lastly, we reviewed the importance of evaluation and assessment for training management

Are there any questions?

Next slide.

TLO - LSA 4. Learning Step / Activity TLO - LSA 4. Review the Communication of Training at the T-C-B Level

Method of Instruction: Discussion (Small or Large Group)

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:16)*

Time of Instruction: 25 mins

Media Type: PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

Slide 50 - LSA 4 Review the Communication of Training Priorities as the T-C-B Level

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

Use this time to transition to the first lesson: LSA 4 – Review the Communication of Training Priorities at the T-C-B Level

SCRIPT -

Successful training not only requires that predictable, sustainable, and targeted training is developed, it also requires that unit Soldiers at all levels understand what the training year will look like.

Communicating the training priorities of the T-C-B means that leaders and Soldiers are aware of the goals, objectives, and expectations of Commanders at all echelon for training to meet mission requirements.

This can be done in formal or informal ways.

For the purpose of this portion of the Pre-Command Course, we will limit ourselves to the formal and published means to do this.

Are there any questions?

Next slide.

Slide 51 - Eisenhower Quote

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

Allow students to read the slide while you talk.

SCRIPT -

As your review this quote by Eisenhower,

ASK:

1. In your experience, is Eisenhower correct about training? Why or Why not?

Suggested Answer: Varied based on participant experiences.

Are there any other questions?

Next slide

Slide 52 - Approved Training Guidance

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

This is a build slide.

SCRIPT -

There is a significant need to publish the Long-Range unit training plan.

Without a plan you can never fully capitalize on training resources, synchronize efforts, or foster a predictable weekly schedule that enables Soldiers and leaders to meet expectations and understand their responsibilities.

(1st Click enter - the Training Plan OPORD shows)

The Training Plan OPORD is a strategic method to communicate the Long-Range training plan to all subordinates.

It provides a clear snapshot of the 5Ws of training, identifies resources, methods for evaluation and assessment, prioritized training tasks and desired training proficiency assessments among other training data.

The OPORD will demonstrate the depth of the long-range training plan while identify key leaders/trainers.

(2d Click enter – The Training Calendar shows)

As the slide indicates, Approved Training Guidance is documented and includes a training calendar.

Placing events on a calendar is not a plan or guidance, it is just a component of the overall planning process.

Are there any questions?

Next slide.

Slide 53 - Battle Rhythm

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

SCRIPT -

As it pertains to planning and executing training a method used by Commanders at echelon is the establishment of a unit's ***Training Battle Rhythm***.

One express purpose of the battle rhythm is formally integrated and synchronize training activities, meetings, briefings, conferences, and reports and other training related activities.

Establishing a training battle rhythm helps sequence and formalize these activities to regulate the flow of and sharing of training information across the command.

This slide demonstrates what a Platoon Training might identify as three essential elements to the training management activities of small unit echelons.

Training Battle Rhythm activities will include but are not limited to:

1. Training Meetings –

At all echelons training meetings are conducted to refine training guidance and training calendars.

At battalion and brigade levels, these meetings focus on overall annual training guidance progress and ensuring training resources for subordinate companies are coordinated and available when training begins.

Company and below units manage training in the short-range planning horizon primarily through company training meetings.

We will discuss platoon level meetings in more depth on the next slide.

2. Training Schedule –

At echelons, the organizational training schedule is integrated with higher echelon training schedule(s).

At minimum, the schedule will include:

- a) The Date-Time-Group of training (start and end).
- b) Target audience for the training.
- c) Tasks trained (task title and numbers for reference).
- d) Trainer (primary and alternate).
- e) Uniform and equipment.
- f) Training location.
- g) References (such as FM 6-22 and TC 7-101).
- h) Authentication (organizational approving authority signatures).

3. T-Week Coordination –

The Training-Week (T-Week) framework is a planning technique that aligns the weeks prior to and after a training event to the actions or activities that must be accomplished.

For example, 'Week T' is the week of execution, 'Week T-6' is six weeks prior to execution, and 'Week T+1' is the week following execution.

As we discussed in a previous lesson, the T week construct is a backward planning method.

The T-6 to T+1 provided is a snapshot for training activities to be discussed at the training meeting corresponding to the 6 week lock in of the training schedule.

Other T week activities can be included but a separate event planning meeting is encouraged due to the time constraints and resources available.

The addition of the T+1 to our graphic is necessary to include training just completed.

Remember that any significant changes to the training calendar/schedule require higher echelon Commander approval. Administrative changes require no such approval.

Are there any questions?

Next Slide.

Slide 54 - Annual Training Briefs

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

SCRIPT -

The second feature of the Training Battle Rhythm that we will discuss centers on conducting training briefs at all echelons.

Like Training guidance, *training Briefs are conduct at the Annual (ATB), Semi-Annual (SATB), and Quarterly (QTB) sequences.*

One express purpose of the training briefs is formal integration and synchronization of training management, to include reporting on training activities to higher echelon leaders..

These establishing briefing main the sequencing and formalization of training management activities, which regulates the flow of and sharing of training information across the command relationship.

The commander two levels up approves the subordinate unit's long-range training plan.

This approval and commander-to-commander contract is normally part of the ATB, and includes higher echelon Commander approval for subordinate unit:

1. Current training proficiency assessment
2. Mission-essential task prioritization/weapons qualification guidance/collective live-fire requirements
3. Long-range training plan, ensuring it is nested within the higher unit's training plan, is resourced appropriately, and can accomplish the subordinate unit's progression to the designated level of training proficiency.

This approved plan becomes a contract between the commanders.

The subordinate commander agrees to execute the plan and the higher commander agrees to protect and resource the plan.

Battalion commanders brief the division commander and company commanders brief the brigade commander.

The briefings are designed to discuss past, present, and future training expectations and to approve any necessary modifications to the annual training guidance.

The briefing results in a training contract or agreement between the senior and subordinate commanders consisting of two parts:

First, upon approval of the subordinate commander's plan, the senior commander agrees to provide resources and protect the subordinate unit from unprogrammed training distracters.

Second, the subordinate commander agrees to execute the approved training to standard.

Included in the training plan that is part of the briefing process is the Unit Leader Development Plan.

Leaders create leader development plans focused on improving and sustaining subordinate leader skills and attributes as unit training progresses.

This planning is also discussed during training meetings and ATBs, SATBs, and QTBs.

Are there any questions?

Next Slide.

Slide 55 - Semi-Annual and Quarterly Training Briefs

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

SCRIPT -

Semi-Annual (SATB) and Quarterly Training Briefs (QTBs) are *Mid-range training planning and preparation briefings* to obtain feed back on the long-range training plan.

It ensures resources are coordinated for and confirmed; focuses on a by-quarter refinement and execution of the long-range plan. Like the ATB, results in a contract for future training.

Battalion commanders brief the division commander and company commanders brief the brigade commander.

The briefings are designed to discuss past, present, and future training expectations and to approve any necessary modifications to the annual training guidance.

Some of the critical activities that occur during mid-range planning and preparation:

1. Leader development plan development.

2. Installation training resource conference attendance.

These conferences provide home station units visibility of training resource usage and scheduling on the installation.

Attendance gives unit leaders and training planners opportunities to review, coordinate and secure these major resources (such as ranges, training areas, simulators, etc..) for future training.

They also help de-conflict potential scheduling issues between using units.

3. Execution of T-Week actions and pre-execution checks.

ASK:

1. What other critical activities or training data should you include in the training briefings?

Suggested Answer: Answers will vary based on participant experiences. Allow for discussion.

Are there any questions?

Next Slide.

Slide 56 - Weekly Training Meetings

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

SCRIPT -

As your review the slide, note that training meetings at the T-C-B level are regulated by higher echelon and local policy.

Thus, the meetings are set to meet the synchronization and coordination needs of the unit leadership.

They are also utilized to provide training guidance and training calendar refinement, as required.

Company Training Meetings discuss a wide variety of training related topics and issues to include mid-range training, previous weeks training, and leader development efforts that align with higher echelon guidance, unit mission requirements, and other pertinent issues related to training efforts.

Furthermore, the T-C-B training meeting will address short-range planning and preparation, training calendar changes and other relevant data.

Some questions these meetings address include, but are not limited to, –

- a. How do we direct training to ensure we meet objectives based on current assessment?
- b. What adjustments or refinements need to take place to ensure we attain the desired training proficiency rating?
- c. Is the current training regimen capable of successfully attaining its desired end state?
- d. Do we have sufficient resources to execute the training, or do we need to request more?

- e. What is the Commander's short range training guidance that provide priorities and resources (including time)?
- f. Do we need to Rehearse the execution for the training events?
- g. Are the resources finalized?
- h. Are the Leaders Certified?
- i. Did we meet the requirements revealed by the Training Gates (T&EO)?
- j. Is the 6-week draft Training plan validated and approved?

Organizational leaders conduct organizational training meetings to coordinate the training efforts of the organizational. organizational meetings have three objectives:

One, To gather information from subordinate leaders on the training proficiency of battle tasks and Soldier individual task and battle drill proficiencies.

Two, To discuss preparations for upcoming training.

Three, To solicit ideas for future training requirements.

Are there any questions?

Next Slide.

Slide 57 - Short-Range Planning

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

SCRIPT -

Short-range planning refines specific actions to complete prior to training execution.

As you review the slide, there are some additional short-range planning preparations to consider which will include, but not be limited to some of the following activities—

- a) Monitor T-Week activities and pre-execution checks.
- b) Continue to train and certify leaders.
- c) Convoy clearances submitted and approved.
- d) All classes of supply resourcing requests submitted and ready for pickup.
- e) Orders issued.
- f) Conduct rehearsals.
- g) Draw equipment and supplies to include training aids devices simulators and simulations.
- h) Complete safety risk assessments.
- i) Conduct pre-combat checks and inspections.

ASK:

1. In your experience what are the challenges that arise when you are preparing to execute training? Explain.

Suggested Answers: Answers will vary depending on participant experiences. Lead and Manage the dialogue in accordance with time.

Are there any questions?

Next slide

Slide 58 - Training Week Framework

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

SCRIPT -

This slide depicts the **Training-Week (T-Week) framework**.

As a planning technique The T-Week framework is a means to view training by identifying training that occurred the week(s) prior to and after scheduled training events to the actions or activities that must be accomplished.

For example, 'Week T' is the week of execution, 'Week T-6' is six weeks prior to execution, and 'Week T+1' is the week following execution.

Units develop and tailor their own T-Week actions and timelines based on local command requirements.

As it was mentioned previously, I just want to review the T week construct and how it is a backward planning method. \

The T-6 to T+1 provided is a snapshot for training activities to be discussed at the training meeting corresponding to the 6 week lock in of the training schedule.

Other T week activities can be included but a separate event planning meeting is encouraged due to the time constraints and resources available.

The addition of the T+1 to our graphic is necessary to include training just completed.

For the other Army Components, the use of the T-Month is used and presents unique challenges for training.

These components, due to demographic and resourcing challenges will aggregate activities based on their drilling schedules, whether by the month or by their Two-Week ADT events.

Units develop and tailor their own T-week actions and timelines based on local command requirements. These principles apply to the T-Month methodology as well.

Are there any questions?

Next Slide.

Slide 59 - Training Schedules at the T-C-B Level

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

SCRIPT -

This slide is another snapshot of the Training Meeting.

In review, at echelon, training schedules are the culmination of long, mid, and short-range planning and preparation.

The development and publication of training schedules ensure that training is conducted on time, by qualified trainers and with the necessary resources.

They are priorities of work tied to timelines.

Organizational leaders at echelon develop and publish draft training schedules no later than 6 weeks prior to training.

The relevant organizational leader signs and then higher echelon Commanders approves training schedules no later than 6 weeks prior to training execution.

Training schedules are posted in common areas or are provided to Soldiers.

Are there any questions?

Next slide.

Slide 60 - Training Schedules at the T-C-B Level (continued)

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

Begin the lesson with the question; build the slide and introduce the 4 main points for Training Schedules from FM 7-0

ASK:

1. Where do we get the priorities of work and when do we have to associate the timelines with those priorities?

Suggested Answer: The priorities were determined during the LRTP process, and the times are associated with these previously determined priorities 6 weeks prior to training.

Dates were set during the LRTP process, but execution timelines are not required for long/mid range planning.

Training schedules are developed during the short-range planning horizon.

SCRIPT-

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.

Company training schedules ensure training is conducted on time, by qualified trainers, and with the necessary resources.

Company training schedules are priorities of work tied to timelines. Company commanders develop training schedules no later than 6 weeks prior to training.

The T-C-B Commander signs, and the Battalion Commander approves training schedules no later than 6 weeks prior to training execution, generally at the conclusion of the weekly battalion training meeting.

Training schedules are posted in company common areas and are provided to Soldiers.

The role of the Company Commander in the development of the Training Schedule and the approval authority of the Battalion Commander.

This authentication process is a driven lower to higher.

T-Week, the week of training execution is not included in the determining when to publish the training schedule; there are essentially 7 weeks of training schedules published and posted.

Company training schedules ensure training is conducted on time, by qualified trainers, and with the necessary resources. Company training schedules are priorities of work tied to timelines.

Training schedules are posted in company common areas and are provided to Soldiers.

At a minimum, company training schedules include the following information:

- a) Date and time of training (start and end).
- b) Attendees.
- c) Tasks trained (task title and numbers for reference).

- d) Trainer (primary and alternate).
- e) Uniform and equipment.
- f) Location (such as training areas or facilities).
- g) References (such as FM 6-22 and TC 7-101).
- h) Authentication (company commander signature and battalion commander signature when approved).

The list above is meant to describe the minimum data the Training Schedule function of DTMS requires. Local policy may provide for further training data requirements.

For example, some organizations use SharePoint for Training Schedules that are tailored to meet organizational needs that may exceed the minimum recommended content.

Are there any questions?

Next slide.

Slide 61 - Changes to Approved Training Schedules

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

SCRIPT -

To enable predictability and consistent quality execution, events codified in a training schedule should not change.

However, there are instances where changes to training schedules are sometimes unavoidable and must be approved by higher commanders, but to the greatest extent possible, commanders keep changes to a minimum:

- a) Changes between T-6 and T-4 require BN Commander approval.**
- b) Changes between T-3 and T-2 require BDE Commander approval.**
- c) Changes inside T-1 require DIV Commander approval.**

ASK:

1. What does repeated changes to the training calendar mean for training and leadership? Explain.

Suggested Answer: Continuous changes within two weeks of training execution is an indication of significant T-C-B leadership failure to accurately plan unit training, and/or an indication of a critical failure for the next higher Commander to protect subordinate units from un-forecasted distracters.

2. Do you agree with the assessment of failed leadership when repeated changes to the calendar are made? Explain

Suggested answer: Will vary based on participant experiences. Manage dialogue to make effective use of allotted time.

Are there any questions?

Next slide.

Slide 62 - Check on Learning

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

Determine if students have gained familiarity with the material discussed by soliciting student questions and answers. Ask the students questions and correct misunderstanding.

The Check on Learning in this presentation includes questions and answers (solutions) for the instructor ONLY.

Determine if students have gained familiarity with the material discussed by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.

Check on Learning:

SCRIPT -

We will now conduct a Check on Learning. Do not answer until prompted to.

ASK:

1. Training battle rhythms are established to _____ AND _____ prioritized training activities? (ref: FM 7-0, Chap 3, para 3-2)

Answer: Integrate and Synchronize

2. What is the center of gravity of unit training management? (ref: FM 7-0, Appendix E, para E-4)

Answer: Company training meetings.

Are there any questions.

Next Slide.

Slide 63- Review Summary

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

SCRIPT -

In this block of instruction:

We learned that Army Training Briefs at Echelon serve to synchronize training management efforts

We learned that key leader involvement in training meeting is critical to training coordination, resourcing, and execution.

We learned that training schedules provide units at echelon a snapshot of training efforts to meet mission requirements.

Are there any questions?

We will now move into the second Practical Learning Activity of our lesson, Planning Long-Range Training.

Next slide.

Review Summary:

SECTION IV. SUMMARY

Method of Instruction:	Discussion (Small or Large Group)
Mode of Delivery:	Resident Instruction
Instr Type (I:S Ratio):	Military - ICH (1:16)
Time of Instruction:	5 mins

Check on Learning

Slide 65 - Final Check on Learning and Review

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

Determine if students have gained familiarity with the material discussed by soliciting student questions and answers. Ask the students questions and correct misunderstanding.

The Check on Learning in this presentation includes questions and answers (solutions) for the instructor ONLY.

Determine if students have gained familiarity with the material discussed by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.

SCRIPT -

We will now conduct a Check on Learning. Do not answer until prompted to.

ASK:

1. Where will you discover the standards required to achieve task proficiency? (ref: FM 7-0, Chap 3, 3-1)

Answer Training and Evaluation Outlines.

2. Whose approval is required to change the organizational training schedule when the unit is at T-1 Week? (ref: Fm 7-0, Chap 3, 3-18)

Answer: Division Commander.

3. Identify some training techniques that you, as organizational leaders, can utilize to achieve task standards? (ref: FM 7-0, Chap 4, 4-23 to 4-28)

Answer: Drills, Lane Training, Opportunity Training, Sergeants Time Training.

Any questions?

Review/Summary

Slide 65 - Final Check on Learning and Review

REFERENCE: FM 7-0, Training, June 2021.

Let's conduct a Final Review.

In our time together we learned that Army training is a deliberate, planned, resourced and executed program led by Commanders and organizational leaders at all echelons ensuring that Army units are capable, confident, and ready to fulfill mission requirements when called upon to fight and win our nations wars. As organizational leaders this is accomplished because:

We learned how to configure and implement training management at the T-C-B level

We learned how to identify T-C-B training tasks and priorities

We learned how to organize training at the T-C-B level using the 8-Step Training Model

We learned how to organize training at the T-C-B level by executing briefs and meetings which synchronize and coordinate training efforts and resources.

We developed T-C-B long-range training plans to execute training tasks identified through the three-step task crosswalk process.

Are there any questions?

Next slide.

Slide 66 Questions

REFERENCE: FM 7-0, Training, June 2021.

INSTRUCTOR NOTES:

SCRIPT -

This concludes our lesson, Review Army Training Management at the Troop-Company-Battery Level.

Do you have any questions?

Students are encouraged to participate in a private feedback dialogue with instructor, to refine mastery of lesson objectives or address related topics.

SECTION V. STUDENT EVALUATION

Testing Requirements

INSTRUCTOR ONLY:

1. The practical exercise includes questions and answers (solutions) for the instructor ONLY.
2. Determine if students have gained familiarity with the material discussed by evaluating their knowledge on the questions below. They must answer 16 out of 20 questions right (80%) to receive a Go.
3. This exercise is individually conducted by each student. The student may not discuss, work with, or help any other student during the duration of the exam.
4. The student may use any notes and may reference any available resource.
5. Upon completion, have the students turn their exam sheets in for your review.

SCRIPT -

Read the following instructions to the class attendee's:

1. You are about to take the end of lesson exam for ***Review Army Training Management at the T-C-B Level.***
2. This exam will test your understanding of materials discussed in this lesson. You must answer at least 16 out of 20 questions correctly (80%) to receive a Go.
3. You will have 25 minutes to complete this exam. You may not discuss, work with, or help any other student during the duration of the exam.
4. You may use any notes that you took or available references.
5. Please fill out the administrative date prior to turning in your exam sheets in to me for review.
6. Are there any questions?
7. You may now begin.

Feedback Requirements

Feedback is essential to effective learning. Use dialogue in instructional period to gage student learning. Schedule and provide feedback on the PLA and any information to help answer students& questions about the test.

Appendix A - Viewgraph Masters

**Review US Army Training Management at the T-C-B Level
150T-L70PCC / Version 2.0 ©**

Sequence	Media Name	Media Type
None		

Appendix B - Assessment Statement and Assessment Plan

Assessment Statement: None.

Assessment Plan: None.

Appendix C - Practical Exercises and Solutions

PRACTICE EXERCISE(S)/SOLUTIONS(S) FOR LESSON 150T-L70PCC Version 2.0 ©

PRACTICAL EXERCISE SHEET 150T-L70PCC PE1

Time: 0 hours 25 minutes

I:S Ratio: 1:16

Title	Practical Learning Activity
Lesson Number/Title	150T-L70PCC Version 2.0 © / Review US Army Training Management at the T-C-B Level
Security Classification	Unclassified
Introduction	<p>Slide 64 Learning Activity: Written Exam Practical Exercise</p> <p>INSTRUCTOR NOTES:</p> <p>SCRIPT-</p> <p>We will now conduct a final check on learning by completing a practical exercise, a 20-question written test.</p> <p><i>Instructor will read or explain the following:</i></p> <ol style="list-style-type: none">1. You are about to take the practical exercise as part of the PME Course Material.2. This exercise will test your understanding of materials discussed in this lesson. You must answer 16 of 20 questions correctly (80%) to receive a Go.3. You will have 25 minutes to complete this exercise. You may not discuss, work with, or help any other student during the duration of the exercise.4. You may use any notes that you took or available references.5. Please fill out the administrative date prior to turning in your exercise sheets for review.6. When you complete your test please turn in, upside down to (the designated location) for grading.7. Are there any questions? <p>You may now begin.</p>
Motivator	<p>INSTRUCTOR NOTES:</p> <p>The purpose of unit training is to build and maintain ready units to conduct unified land operations for combatant commanders. 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. This lesson is derived from knowledge components surrounding troop-company-battery level training management. The lesson plan is derived from FM 7-0 to provide the Pre-Command Course student a baseline understanding for understanding US Army training management and their responsibilities for prioritizing, planning, and communicating T-C-B training objectives and goals at all echelons as they lead their units in preparing for accomplishing their mission requirements.</p>
Terminal Learning Objective	<p>NOTE: Inform the students of the following Terminal Learning Objective requirements. At the completion of this lesson, you [the student] will:</p>

Action:	Review Army Training Management at the Troop-Company-Battery Level
Conditions:	In a classroom environment, given a network with internet access, a computer workstation with CAC card access, access to the Army Training Network (ATN), annual training guidance (ATG) samples, and training management doctrinal references and resources.
Standards:	Review Army Training Management at the T-C-B Level in a clear and concise manner with 80% accuracy, this will include the following: Review Army Training Management at the T-C-B Level, Review Prioritizing Training Tasks at the T-C-B Level, Review Planning for Training at the T-C-B Level, and Review the Communication of Training Priorities at the T-C-B Level.

Safety Requirements

Safety Instructions for this Practical Exercise remain unchanged. Key points to remember are:

1. Use the facility SOP for safety measures and evacuation procedures.
2. Every Soldier maintains awareness of their surroundings.
3. The first Soldier to identify an unsafe act or condition should alert other students and instructors to other safety danger, whether classroom-related or environmental.

Risk Assessment Level

Low

Environmental Considerations

NOTE: Instructor should conduct a risk assessment to include environmental considerations IAW the current environmental considerations publication, and ensure students are briefed on hazards and control measures.

Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions.

In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects.

Refer to the current Environmental Considerations manual and the current GTA Environmental-related Risk Assessment card.

Evaluation

INSTRUCTOR ONLY:

If time permits, conduct a discussion about the questions on the questionnaire. The instructor makes an evaluation of each student based on classroom participation and completion of the practical exercise.

Instructional Lead-in

INSTRUCTOR NOTES:

The The Troop-Company-Battery Command Team conducts training management in accordance with FM 7-0. This lesson plan reviews how leaders at this level conduct training management.

Today reviewed how you will conduct US Army training management at the T-C-B level, this included the following: Review Army Training Management, Review Prioritizing Training Tasks, Review Planning for Training, and Review Communication of Training.

Resource Requirements

Instructor Materials:

1. Computer workstation, projector with screen.
2. Network to access ATN.
3. PowerPoint slide deck.

4. PLA/PE Instructor Solutions.
5. Student PLA/PE.

Student Materials:

1. Computer workstation.
2. Network to access ATN.
3. Student PLA/PE.

Special Instructions

Practical Exercise Solutions: The instructor must access the PE Solutions Sheet using the enclosed Instructor Handout PLA/PE.

Procedures

Slide 64 Learning Activity: Written Exam Practical Exercise

INSTRUCTOR NOTES:

1. Instructor will pass out exam to each attending student.
2. Instructor will designate a test turn in location in the classroom.
3. Instruct students on what they should do upon test completion.

SCRIPT-

We will now conduct a final check on learning by completing a practical exercise, a 20-question written test.

Instructor will read or explain the following:

1. You are about to take the practical exercise as part of the PME Course Material.
2. This exercise will test your understanding of materials discussed in this lesson. You must answer 16 of 20 questions correctly (80%) to receive a Go.
3. You will have 25 minutes to complete this exercise. You may not discuss, work with, or help any other student during the duration of the exercise.
4. You may use any notes that you took or available references.
5. Please fill out the administrative date prior to turning in your exercise sheets for review.
6. When you complete your test please turn in, upside down to (the designated location) for grading.
7. Are there any questions?

You may now begin.

Feedback Requirements

INSTRUCTOR ONLY:

At the conclusion of the practical exercise, students are encouraged to participate in a private feedback dialogue with instructor, to refine mastery of lesson objectives or address related topics. Instructor may ask students for their inputs on how to improve the practical exercise.

**SOLUTION FOR
PRACTICAL EXERCISE 150T-L70PCC PE1
Practical Exercise ID: 150T-L70PCC v2.0
Review Army Training Management at the T-C-B Level**

Practical Exercise Solution Sheet INSTRUCTOR ONLY:

- 1) The practical exercise includes questions and answers (solutions) for the instructor **ONLY**.
- 2) Determine if students have gained familiarity with the material discussed by evaluating their knowledge on the questions below. They must answer 16 out of 20 questions right (80%) to receive a Go.
- 3) This exercise is individually conducted by each student. The student may not discuss, work with, or help any other student during the duration of the exercise.
- 4) The student may use any notes and may reference any available resource.
- 5) Upon completion, have the students turn their exercise sheets in for your review.

*****INSTRUCTOR READS ALOUD TO STUDENTS*****

- 1) You are about to take the practical exercise for the Commander and First Sergeant Pre-Command Course
- 2) This exercise will test your understanding of materials discussed in this lesson. You must answer 16 out of 20 questions correctly (80%) to receive a Go.
- 3) You will have 25 minutes to complete this exercise. You may not discuss, work with, or help any other student during the duration of the exercise.
- 4) You may use any notes that you took or available references.
- 5) Please fill out the administrative date prior to turning in your exercise sheets.
- 6) When you complete your examination please turn in, upside down, to (the designated location) for grading.
- 7) Are there any questions?

You may now begin.

STUDENT ADMINISTRATIVE DATA

Name (Last, First): _____ RANK: _____ Class: _____ DATE: _____

Instructions: When completing multiple choice and/or true/false questions please circle the best answer possible. When completing the fill in the blank questions please print your answer(s) to make them legible. Short answer question responses will need to be printed for legibility and understandability.

1. Question. When planning and preparing unit training who is considered the primary trainer.

Select the best possible answer:

- a. Commanders.
- b. Non-commissioned officers.
- c. Subject matter experts.
- d. Leaders at all levels.

ANSWER A. Reference FM 7-0, Chapter 1, 1-6.

2. Statement: True or False. Task Mastery is a training proficiency rating based on successful execution of multiple iterations of prioritized tasks.

Select the best possible answer:

- a. True.
- b. False.

ANSWER False. Reference FM 7-0, Chapter 4, 4-9.

3. Statement: True or False. Planning a training event that achieves training proficiency with minimal error consists of prioritizing training tasks considering weapons qualifications, METs, and collective live-fire tasks.

Select the best possible answer:

- a. True.
- b. False.

ANSWER True. Reference FM 7-0, Chap 1, 1-2.

4. Question: FM 7-0 emphasizes Nine Training Principles for developing an effective training program and training events. Which of the following is not included in the Nine Principles?

Select the best possible answer:

- a. Train as you fight.
- b. Train as a combined arms team.
- c. Sustain training proficiency over time.
- d. Fight to train.
- e. All are included.

ANSWER E. Reference FM 7-0, Chapter 1, 1-5 to 1-16.

5. Question: The training management cycle is a four-step cycle. What are the proper steps, in order, for the training management cycle?

- a. _____
- b. _____
- c. _____
- d. _____

ANSWER: a. Prioritizing Training, b. Planning and Preparation, c. Execution, and d. Evaluation and Assessment. Reference FM 7-0, Chapter 1, 1-23, and Figure 1-2.

6. Fill in the blank: Prioritization of collective tasks below company level is based on supporting company _____ requirements.

ANSWER. Mission Essential Tasks (METs). Reference FM 7-0, 2-5.

7. Question. What are the three types of training proficiencies you should focus on when planning training?

Select the best possible answer:

- a. Mission Essential Task proficiency, Army Combat Fitness proficiency, and Collective Live-Fire proficiency.
- b. Battle Task and Drill proficiency, Weapons Qualification proficiency, Collective Live-Fire proficiency.
- c. Collective Live-Fire proficiency, Battle Task and Drill proficiencies, and Army Combat Fitness proficiency.
- d. Mission Essential Task proficiency, Weapons Qualification proficiency, and Collective Live-Fire proficiency.

ANSWER. D. Reference FM 7-0, Chapter 1, 1-2; Chapter 2, 2-4 to 2-17.

8. Statement: True or False. When planning training, all three components of Army organizations, Regular Army, Reserve Component, and National Guard use the T-Week time management process for planning.

Select the best possible answer:

- a. True.
- b. False.

ANSWER. False. Reference FM 7-0, Appendix E, E-30, figure E-1.

9. Fill in the blank. When prioritizing tasks and planning training towards meeting training goals and objective there are multiple horizons that are used. The three horizons used by Army units at all echelons are? the following ways do Commanders publish their training guidance?

Select the correct answer:

- a. _____.

- b. _____.
- c. _____.

ANSWER: Long-Range, Mid-range, Short Range. Reference FM 7-0, Chapter 3, pages 3-1 to 3-6, para 3-3 to 3-14.

10. Fill in the blank: There are many models for planning, preparing, and executing Army training at all echelons. These models provide a logical and reliable framework for small unit leaders to plan, prepare, execute, and evaluate training. The US Army's preeminent training model is the _____.

ANSWER: 8-Step Training Model. Reference FM 7-0, pages 3-8 to 3-9, para 3-21.

11. Fill in the blank: Name the missing steps in the 8-Step Training Model.

- 1. Plan the training event.
- 2. _____.
- 3. _____.
- 4. Issue the operations order.
- 5. Rehearse.
- 6. _____.
- 7. Conduct after action reviews (AARs).
- 8. _____.

ANSWER: 2. Train and certify leaders, 3. Recon training sites, 6. Train, 8. Retrain. Reference FM 7-0, Chapter 3, page 3-9.

12. Question: When executing training which of the following are significant components of effectiveness in training:

Select the best answer:

- a. Leader presence.
- b. Increased task difficulty.
- c. Risk management.
- d. All the above.
- e. None of the above.

ANSWER: D. Reference FM 7-0, Chapter 4, 4-4 to 4-6.

13. Statement. True or False. To ensure training success and to mitigate obstacles to training execution, the Training Operations Order (OPORD) is limited to publishing the following

information: training locations, timelines for execution, tactical scenarios, training objectives and outcomes, evaluation plans, and trainers.

Select the best possible answer:

- a. True.
- b. False.

ANSWER: False. Reference FM 7-0, Chapter 3, page 3-9, 8-Step Training Model, Appendix G, Table G-6, page G-2.

14. Question. Only Commanders can assess the proficiency of their units. Based on observed task performance the Commander renders a proficiency rating, or assessment. Which of the following are the proficiency ratings?

Select the best answer:

- a. Trained, Proficient, Untrained.
- b. Mastery, Trained, Unqualified.
- c. Trained, Proficient, Mastery
- d. Trained, Practiced, Untrained.

ANSWER: D. Reference FM 7-0, Chapter 5, 5-7.

15. Fill in the blank. When evaluating training by utilizing the T&EO performance steps and measures, name the assigned assessments given by the evaluator for the training.

- a. _____.
- b. _____.
- c. _____.

ANSWER: Go, No Go, N/A. Reference Training and Evaluation Outlines, Performance Steps and Measures section.

16. Statement. True or False. When using the Army Training Network (ATN) to identify tasks to train there are only two tabs used for this process?

Select the best possible answer:

- a. True.
- b. False.

ANSWER: False. Reference: FM 7-0, Appendix D, para D-1ATN website, tabs that are used include CATS, METL, DTMS, CAR, T&EO Task Search and PLT Tasks/T&EO.

17. Statement: True or False. Army Training and Evaluation Outlines (T&EOs) are used by leaders to train tasks to standards by providing performance steps and measures to be taken as the task is performed to achieved proficiency.

Select the best possible answer:

- a. True.
- b. False.

ANSWER: True. Reference FM 7-0, Appendix D, page D-1, para D-1 to D-3. See also Chap 3, page 3-1, para 3-1; Chap 4, page 4-1, para 4-2.

18. Statement: True or False. When leaders progressively link lower echelon tasks to be trained with higher echelon tasks, they are conducting a task crosswalk.

Select the best possible answer:

- a. True.
- b. False.

ANSWER: True. Reference FM 7-0, Appendix B, page B-2 to B-3, para B-3 to B-6.

19. Question: According to FM 7-0 there are _____ steps in conducting a Task crosswalk.

Select the best answer.

- a. 4
- b. 5
- c. 3
- d. none of the above.

ANSWER: C. Reference FM 7-0, Appendix B, pages B-1 to B-2, para B-3 to B-B-6.

20. Question. According to FM 7-0 a _____ is a platoon or lower collective task that is crucial to successful accomplishment of a T-C-B MET.

Select the best answer.

- a. Warrior Drill
- b. Battle Task
- c. CATS.
- d. High pay-off task.

ANSWER: Battle Task. Reference 7-0, Chap. 2, 2-2, para 2-

Appendix D - Student Handouts

**Review US Army Training Management at the T-C-B Level
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Sequence	Media Name	Media Type
None		