

ARMY TRAINING MANAGEMENT
ADVANCE SHEET

1. Requirements: You must understand the components of the training management system used by the US Army, as outlined in FM 7-0 (updates FM 25-100) and FM 7-1 (which will update FM 25-101). In addition, you will prepare a long and short range training plan. We will assign you to specific staff and command positions in the 118th Finance Battalion, where you will assist your commander in preparing briefings of these plans. In addition, you will be graded on your knowledge of FM 7-0 and FM-25-101 (pending release of FM 7-1). Training management is a critical block of instruction. You must achieve an 80% on the training briefings.

2. Summary:

The Army's training mission is to prepare soldiers, leaders and units to deploy, fight, and win in combat at any intensity level, anywhere, anytime. Training is the means we use to achieve the tactical and technical proficiency that soldiers, leaders and units must have to enable them to accomplish their missions.

The Principles of Training apply to all types of units (active or reserve component, TOE or TDA), and lay the groundwork for the way we train:

- a. Commanders are responsible for training.
- b. NCOs train individuals, crews, and small teams.
- c. Train as Combined Arms and Joint Team ("task organize" to mirror wartime task organization/train as a "slice").
- d. Train for combat proficiency (realistic conditions, performance oriented).
- e. Train to standard using appropriate doctrine (FMs, MTPs, common language).
- f. Train to adapt.
- g. Train to maintain and sustain.

- h. Train using multiechelon techniques.
- i. Train to sustain proficiency.
- j. Train and develop leaders.

Battle Focus guides the planning, execution, and assessment of each organization's training program to ensure its members train as they are going to fight. The purpose of battle focus is to derive peacetime training requirements from wartime missions. A key aspect of battle focus is to understand the linkage of collective and individual training. Officers at every level are responsible for training to establish standards for both individual and collective training. However, NCOs have the primary role in training and developing individual soldier skills.

The Training Management Cycle consists of four phases: METL Development, Planning, Execution and Assessment. The Commander receives his wartime mission, and develops his Mission Essential Task List (METL Development). The commander assesses his unit's current training proficiency and develops long range, short range, and near term plans (Planning). The unit executes training which is evaluated by internal/external evaluators (Evaluation). The Commander continually assesses his unit's proficiency (Assessment), and through a variety of feedback mechanisms, he obtains information for the formal training assessments. The feedback allows the Commander to continually assess his unit's training and incorporate his assessment into the training plans.

The first phase of the training management cycle is the METL Development. All units from company to corps level (including command groups and battle staffs) will prepare a Mission Essential Task List (METL). The Commander uses War Plans and external directives (mission training plans, mobilization plans, installation wartime transition and deployment plans, etc) to select those tasks essential to the unit's accomplishment of its wartime mission. By analyzing the War Plans and external directives, the commander develops his unit's METL, which must support the METL of his higher headquarters, as well as the METL of the units that it supports. Finally, the Commander must submit the METL for approval to his next higher commander in the wartime chain of command.

After review and approval of the subordinate organizations' METLs, the senior leader selects battle tasks. The higher commander determines his battle tasks by choosing tasks on his subordinates' METL that are so critical that the higher commander will not be able to accomplish his mission if the subordinate organization fails to accomplish the METL successfully. Identification of battle tasks allows the commander to establish priorities in resource allocation and training.

During Phase 2 (Planning), the commander analyzes the METL and conducts a training assessment to compare the organization's current level of training with the desired level of war fighting proficiency. Using an assessment standard, the commander rates each METL task as Trained (T), Needs Practice (P) or Untrained (U) against each of the seven BOS. The Commander develops his training vision and strategy for the organization and issues training guidance, which allows his staff to develop training plans.

In the Long-Range Planning process, the commander publishes the METL and battle tasks, establishes training objective for each mission essential task, publishes long range guidance and a planning calendar. The long range plan will allow the commander to organize training time to support mission essential training and concentrate training distracters in support periods. Many units use the Green-Amber-Red Time Management System in developing their long range plan. In addition, the Army has developed the Standard Army Training System (SATS), a user-friendly computer system that will assist commanders in developing their METL and associated tasks, as well as in developing a sound training plan.

The Short Range Plan, a continuation of the Long Range Plan, is more specific and refines allocation of resources to subordinate organizations. A short range plan normally results in a Quarterly Training Brief (QTB) where a training contract is agreed to between subordinates and commanders. Commanders approve subordinate training plans two levels down; therefore a division commander would approve battalion quarterly training plans during the QTB.

The key to Near Term Planning is the training meeting where final coordination for resources, training and specific guidance is provided in order to prepare detailed training schedules.

The planning for Phase 3, Execution, should be centralized, while the actual execution of training should be decentralized. Centralizing planning allows the commander to align his training priorities, while the decentralized execution promotes "bottom-up" communication. Senior leaders must personally observe and evaluate training, as well as ensure that leaders are prepared for the training. Leaders must ensure that safety is observed during all training and that training is performed to Army standards.

Phase 4, Evaluation of Training, measures the demonstrated ability of individual, leaders, and units against specified training standards. Evaluations can be informal, formal, external, or internal. The After-Action Review (AAR) provides feedback for all training on what happened, why it happened, what was right or wrong with what happened, and how it could be done better. The AAR is not a "critique"; instead, it allows participants to "discover" the answers themselves.

3. References:

- a. FM 7-0 (FM 25-100), Training the Force, 22 October 2002.
- b. FM 25-101 (pending release of FM 7-1), Battle-Focused Training, 30 September 1990.