

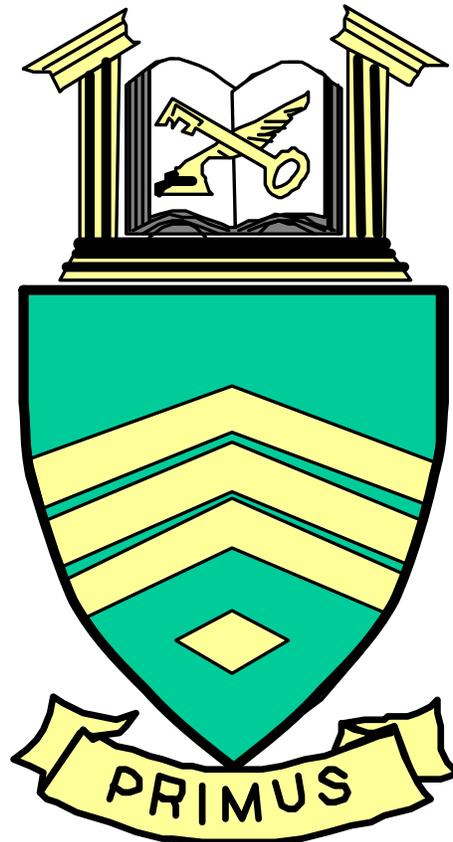
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

T651

OCT 03

TRAIN A COMPANY, OVERVIEW

## TRAINING SUPPORT PACKAGE



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## TRAINING SUPPORT PACKAGE (TSP)

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<b>TSP Number / Title</b>	T651 / TRAINING A COMPANY, OVERVIEW
<b>Effective Date</b>	01 Oct 2003
<b>Supersedes TSP(s) / Lesson(s)</b>	T651, Train a Company, Overview, OCT 00
<b>TSP Users</b>	400-521-SQIM, Phase II, Resident 400-521-SQIM, Phase II, (DL)
<b>Proponent</b>	The proponent for this document is the Sergeants Major Academy.
<b>Improvement Comments</b>	Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i> . Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:  COMDT USASMA ATTN ATSS DCF BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002  Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875 e-mail atss-dcd@bliss.army.mil
<b>Security Clearance / Access</b>	Unclassified
<b>Foreign Disclosure Restrictions</b>	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

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## PREFACE

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**Purpose**

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

**Task Number**

**Task Title**

800-400-AAAP

CONDUCT BATTLE FOCUSED TRAINING

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**This TSP  
Contains**

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**TRAIN A COMPANY, OVERVIEW (FSC RESIDENT)  
T651 / Version 1  
01 Oct 2003**

**SECTION I. ADMINISTRATIVE DATA**

<b>All Courses Including This Lesson</b>	<b><u>Course Number</u></b>	<b><u>Version</u></b>	<b><u>Course Title</u></b>
	400-521SQIM	1	First Sergeant Course - The Army Training System (FSC - TATS)

<b>Task(s) Taught(*) or Supported</b>	<b><u>Task Number</u></b>	<b><u>Task Title</u></b>
	<b><u>Individual</u></b>	
	800-400-AAAP (*)	CONDUCT BATTLE FOCUSED TRAINING

<b>Reinforced Task(s)</b>	<b><u>Task Number</u></b>	<b><u>Task Title</u></b>
	800-400-6AAB	PLAN BATTLE FOCUSED TRAINING AT THE COMPANY LEVEL
	878-400-5ABX	DEVELOP A UNIT MISSION ESSENTIAL TASK LIST (METL)
	878-400-7AAQ	PREPARE THE BATTALION (COMPANY) INDIVIDUAL TRAINING PORTION OF THE QUARTERLY TRAINING BRIEFING (QTB)
	878-400-7AAR	ADVISE THE COMMANDER ON THE STATUS OF INDIVIDUAL AND UNIT TRAINING
	878-400-7AAS	ASSESS INDIVIDUAL TRAINING TO SUPPORT THE BATTALION (COMPANY) MISSION ESSENTIAL TASK LIST (METL)
	878-400-7AAT 878-400-7AAU	MANAGE TRAINING DISTRACTORS IMPLEMENT THE BATTALION (COMPANY) NONCOMMISSIONED OFFICER DEVELOPMENT PROGRAM (NCODP)
	878-400-AAAQ	CONDUCT AN AFTER ACTION REVIEW

<b>Academic Hours</b>	The academic hours required to teach this lesson are as follows:	
		<b><u>Resident</u></b>
		<b><u>Hours/Methods</u></b>
		1 hr / Conference / Discussion
	Test	0 hrs
Test Review	0 hrs	
	Total Hours:	1 hr

<b>Test Lesson Number</b>	<b><u>Hours</u></b>	<b><u>Lesson No.</u></b>
	Testing (to include test review)	N/A

<b>Prerequisite Lesson(s)</b>	<b><u>Lesson Number</u></b>	<b><u>Lesson Title</u></b>
	None	

<b>Clearance Access</b>	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.
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**Foreign Disclosure Restrictions**

FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

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**References**

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 25-101	BATTLE FOCUSED TRAINING	30 Sep 1990	

**Student Study Assignments**

Before class--

- Read FM 25-101, Chapter 1.
- Read Student Handout 1.

During class--

- Participate in classroom discussion.

After class--

- Review classroom notes and materials.
  - Return recoverable materials to the instructor.
- 

**Instructor Requirements**

1:14, Special Qualifications-FSC Grad, Served as 1SG, ITC, SGITC, and VTT-ITC (VTT only) qualified.

1:16, At USASMA VTT site for Distance Learning (DL).

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<b>Additional Support Personnel Requirements</b>	<b><u>Name</u></b>	<b><u>Stu Ratio</u></b>	<b><u>Qty</u></b>	<b><u>Man Hours</u></b>
	One site coordinator at each VTT site to operate the TNET equipment and coordinate classroom instruction. Must be FSC grad, served as 1SG, ITC, and SGITC qualified. (Enlisted)	1:16	2	20 mins

<b>Equipment Required</b>	<b><u>ID Name</u></b>	<b><u>Stu Ratio</u></b>	<b><u>Inst r Ratio</u></b>	<b><u>Spt</u></b>	<b><u>Qty</u></b>	<b><u>Exp</u></b>
<b>for Instruction</b>	702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	1:14	1:1	N	1	N
	FSC-1 TNET COMMUNICATIONS EQUIPMENT SUITE (VTT LESSON ONLY)	1:16	1:1	N	1	N
	FSC-10 INFOCUS LCD PROJECTOR	1:14	1:1	N	1	N
	FSC-11 PROJECTION SCREEN	1:14	1:1	N	1	N
	FSC-2 TNET ROOM EQUIPMENT SUITE (VTT LESSON ONLY)	1:16	1:1	N	1	N
	FSC-3 TNET AUDIO/VIDEO LINKAGE EQUIPMENT (VTT LESSON ONLY)	1:16	1:1	N	1	N
	FSC-4 TV MONITOR 32 INCH	1:14	1:1	N	1	N
	FSC-6 WINDOWS OS, MICROSOFT INTERNET EXPLORER, MSOFFICE, FTP SITE SOFTWARE	1:14	1:1	N	1	N
	FSC-7 VIEWGRAPH OVERHEAD PROJECTOR	1:14	1:1	N	1	N
	FSC-8 WHITE BOARD	1:14	1:1	N	1	N

- Materials Required**
- Instructor Materials:**
- Visual Aids (VGT): 8.
  - TSP.
  - FM 25-101.
  - TVT 22-26.
- Student Materials:**
- FM 25-101.
  - Pen or pencil and writing paper.

**Classroom,  
Training Area,  
and Range  
Requirements**

CLASSROOM XXI WITH T-NET CAPABILITY (VTT)  
CLASSROOM, GENERAL PURPOSE, 600 SF, 16 PN

**Ammunition  
Requirements**

<u><b>Id</b></u>	<u><b>Name</b></u>	<u><b>Exp</b></u>	<u><b>Stu Ratio</b></u>	<u><b>Instr Ratio</b></u>	<u><b>Spt Qty</b></u>
None					

**Instructional  
Guidance**

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

**NOTE:** Show **VGT-1 TRAIN A COMPANY OVERVIEW** during the set-up time. Remove the VGT when you are ready to start the instruction.

Before class--

- Conduct this lesson using the Small Group Instruction method.
- Read all TSP material.

During class--

- Use the questions provided to generate discussion among the students at the different sites.
- The facilitator may need to create additional questions to ensure student participation continues throughout the lesson material.
- The DL (VTT) instructor will select an appropriate site before asking a student a question.

After class--

- Gather all recoverable materials.
- Report TSP discrepancies to the senior instructor.

**Proponent  
Lesson Plan  
Approvals**

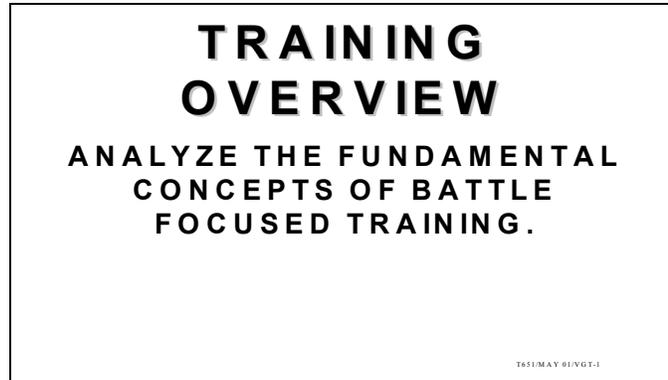
<u><b>Name</b></u>	<u><b>Rank</b></u>	<u><b>Position</b></u>	<u><b>Date</b></u>
Stephens, Frederick	CIV	Training Developer/Specialist	
Graham, Kevin L.	MSG	Course Chief, FSC	
Gratton, Kevin L.	SGM	Chief, Functional Courses	
Mays, Albert J.	SGM	Chief, CDDD	

## SECTION II. INTRODUCTION

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio is: 1:16  
Time of Instruction: 25 mins  
Media: Video Tape TVT 22-26

### Motivator

#### SHOW VGT-1, TRAINING OVERVIEW



**NOTE:** Remove VGT-1 when you are ready to start the instruction.

The Army's top priority, training, prepares us to fight. You, as a leader, will fulfill your responsibility by ensuring that no soldier ever dies in combat because of poor training. First sergeants assume responsibility for ensuring that their soldiers train to standard and link soldier's performance with the unit's training plans. You and your subordinate NCOs accomplish this by rigorously planning and executing every training activity. The battle focused training process provides you the key for successful training. In this lesson, you will examine the functions that you perform to implement the battle focused training process in your unit.

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**Terminal Learning Objective**

**NOTE:** Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

<b>Action:</b>	Analyze the fundamental concepts of battle focused training.
<b>Conditions:</b>	As a first sergeant, in a classroom, given FM 25-101.
<b>Standards:</b>	Analyzed the fundamental concepts of battle focused training IAW FM 25-101.

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**Safety Requirements**

None.

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**Risk Assessment Level**

Low

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**Environmental Considerations**

**NOTE:** It is the responsibility of all soldiers and DA civilians to protect the environment from damage.  
None.

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**Evaluation**

At the end of this module, you will receive a written, objective examination. It will test your learning of the objectives from this and other lessons. You must correctly answer at least 70 percent (28 out of 40) of the questions to receive a GO.

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**Instructional Lead-In**

In this lesson you will examine the application of battle focused training concepts to company training, and how they will help you as you train your company.

**Show TVT (22-26), The Senior NCO Role in Training Management.**

Inform the students to pay particular attention to the last portion of the film because it discusses the management training cycle in depth and sets the tone for the rest of the lessons in the training module of instruction.

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**NOTE:** Allow a short time for student discussion.

**NOTE:** After the TVT, introduce the ELO and then break the class into three groups (each VTT site is one group). Assign each group/site a discussion area. Group 1, The Commander's Role (FM 25-101, pages 1-1 to 1-2); Group 2, Leader Responsibilities and Principles of Training (FM 25-101, pages 1-2 to 1-9 ); and Group 3, Battle Focus (FM 25-101, p. 1-10). Use the questions and VGT-2 through VGT-9 to generate discussion among the groups, if necessary.

**NOTE:** Allow 10 minutes to process the information and a total of 20 minutes to discuss the assignments (Group 1, 6 minutes; Group 2, 8 minutes; and Group3, 6 minutes).

**NOTE:** Ask the students to talk about their experiences as it pertains to Battle Focused Training.

**NOTE:** Show VGT-2 while assigning the group discussion areas.

**NOTE:** Use the questions and the slides to generate the discussion. Encourage group interaction.

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### SECTION III. PRESENTATION

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**NOTE:** Inform the students of the Enabling Learning Objective requirements.

#### A. ENABLING LEARNING OBJECTIVE

<b>ACTION:</b>	Determine the fundamental concepts of battle focused training.
<b>CONDITIONS:</b>	As a first sergeant, in a classroom, given FM 25-101.
<b>STANDARDS:</b>	Determined the fundamental concepts of battle focussed training IAW FM 25-101.

1. Learning Step / Activity 1. Determine The Fundamental Concepts Of Battle Focused Training

Method of Instruction: Conference / Discussion

Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:16

Time of Instruction: 20 mins

Media: VGT 2 Thru 8

#### SHOW VGT-2, TRAINING OVERVIEW

<p style="text-align: center;"><b>TRAINING OVERVIEW</b></p> <ul style="list-style-type: none"><li>• <b>C o m m a n d e r ' s   r o l e .</b></li><li>• <b>L e a d e r ' s   r e s p o n s i b i l i t i e s .</b></li><li>• <b>P r i n c i p l e s   o f   t r a i n i n g .</b></li><li>• <b>B a t t l e   f o c u s .</b></li><li>• <b>T r a i n i n g   m a n a g e m e n t   c y c l e .</b></li></ul>
--

**NOTE:** After the 10 minutes are up, inform the groups to get ready for their discussion. Students should paraphrase and not read verbatim from the FM, but rather, to pull from their own experiences.

#### REMOVE VGT-2

**NOTE:** Group 1 will now discuss the commander's role and responsibilities for training.

QUESTION: What is the commander's role in training?

ANSWER: See VGT-3 and VGT-4.

Ref: FM 25-101, pp 1-1 and 1-2

#### SHOW VGT-3, COMMANDER'S ROLE

**NOTE:** Use the paragraphs after VGT-4 to ensure students cover the main points during their discussion.

<p style="text-align: center;"><b>C O M M A N D E R ' S R O L E</b></p> <ul style="list-style-type: none"><li>• <b>D e v e l o p / c o m m u n i c a t e c l e a r v i s i o n o r i n t e n t .</b></li><li>• <b>T r a i n t h e t r a i n e r .</b></li><li>• <b>E s t a b l i s h a s a f e , r e a l i s t i c t r a i n i n g e n v i r o n m e n t .</b></li><li>• <b>F o s t e r a c o m m a n d c l i m a t e t h a t p r o m o t e s g o o d t r a i n i n g .</b></li><li>• <b>G e t p e r s o n a l l y i n v o l v e d i n p l a n n i n g , e x e c u t i n g , a n d a s s e s s i n g t r a i n i n g .</b></li></ul>
--

Ref: FM 25-101, pages 1-1 and 1-2

**Develop and Communicate a Clear Vision or Intent.**

- a. Units mission, doctrine, history.
- b. Capabilities (strengths/weaknesses).
- c. Supported/supporting unit's capabilities and doctrine.
- d. Enemy capabilities.
- e. Training philosophy.
- f. Training environment.

**Train the Trainer.**

- a. Develop junior leaders.
- b. Ensure subordinate leaders understand leader development programs.

**Establish a safe, realistic training environment.** The ideal training program provides the safest, most realistic training to standards by identifying and correcting substandard training.

**Foster a command climate that promotes:**

- a. Learning.
- b. Honest mistakes.
- c. Open communications and disagreement without fear of retribution.
- d. Discipline in units.

**Get personally involved in:**

- a. Planning,
- b. Executing and,
- c. Assessing Training.

**REMOVE VGT-3**

## SHOW VGT-4 COMMANDER'S ROLE

### COMMANDER'S ROLE (CONT)

- State expectations.
- Protect unit from training distracters.
- Enforce training meetings.
- Protect resources.
- Personally inspect training.

Ref: FM 25-101, pp 1-1 and 1-2

**State expectations** of the unit's achievement by the end of the training period.

**Protect unit from training distracters** by enforcing the locking in of major events agreed upon during training briefings.

**Enforce training meetings.** Rigidly enforce their conduct (weekly for AC, monthly for RC) and attend them.

#### **Protect Resources:**

- a. Ranges.
- b. Land.
- c. Training aids.
- d. Time.

#### **Personally inspect training:**

- a. Show that training is top priority.
- b. Observe and assess the execution of subordinate training at all levels.
- c. Assess leader development.
- d. Direct changes to enhance unit training and warfighting capabilities.
- e. Ensure quality of external training and support.
- f. Resolve systemic problems.

**NOTE:** Make the students aware that the Army has increased the focus on environmental awareness training. Leaders, at all levels, must create an understanding of the importance of performing normal job skills within appropriate environment requirements, e.g., a soldier does not drive his tank through an endangered species habitat.

**NOTE:** Answer any questions the students may have.

**REMOVE VGT-4**

Group 2 will now discuss the leader's training responsibilities and the principles of training.

QUESTION: Who is responsible for collective training and soldier training in a unit environment?

ANSWER: The commander assigns collective training responsibility to officers and assigns soldier training responsibility to the NCOs.

Ref: FM 25-101, p 1-2

QUESTION: What other training responsibilities do NCOs in a unit have?

ANSWER: NCOs also have the responsibility to train sections, squads, teams, and crews.

Ref: FM 25-101, p 1-2

QUESTION: What are some other training responsibilities of all unit leaders?

ANSWER: See VGT-5.

Ref: FM 25-101, pp 1-2 thru 1-3

### **SHOW VGT-5 LEADER RESPONSIBILITIES**

**NOTE:** Use the following six paragraphs to ensure students cover the key points.

<p style="text-align: center;"><b>LEADER RESPONSIBILITIES</b></p> <ul style="list-style-type: none"><li>• <b>Train the combined arms team on mission essential tasks.</b></li><li>• <b>Centralize training planning.</b></li><li>• <b>Decentralize training execution.</b></li><li>• <b>Establish effective communications.</b></li><li>• <b>Demand training execution to Army standards.</b></li><li>• <b>Understand the role of the RC.</b></li></ul>
---

Ref: FM 25-101, pp 1-2 thru 1-3

**Train the combined arms team on mission essential tasks.** Work to provide the maximum number of opportunities for your unit to train with supporting and supported elements.

**Centralize training planning.** Leaders centralize planning to provide a consistent training focus on wartime missions from the top to the bottom of the unit. The training meeting is the central planning forum along with briefings and after action reviews (AARs)..

**Decentralize training execution.** This ensures that mission related training sustains strengths and overcomes weaknesses unique to each subordinate element, leader, and soldier. You must ensure that the platoon leaders and platoon sergeants train their own platoons.

**Establish effective communications.** Guidance based on wartime missions and priorities must flow downward. Specific information about soldier and collective training skills and needs must flow upward from the lowest levels. You must ensure effective, two-way execution, and assessment of training.

**Demand training execution to Army standard.** Leaders must always demand training to standard. Soldiers remember the enforced standard, not the discussed standard. You must anticipate that soldiers will not always perform all tasks to standard and allow additional time for training on these tasks.

**Understand the role of the Reserve Component (RC).** The Reserve Component, the Army National Guard, and the Army Reserve, provide most of today's total army force structure. RC units train to the same standard on each task as AC units. However, they train fewer tasks because of:

- Reduced training time.
- Geographical dispersion.
- Availability of equipment for training.
- Adequate training areas.

#### **REMOVE VGT-5**

To ensure that your unit trains effectively, you must understand and apply the principles of training.

NOTE: Group 2 will continue their discussion by concentrating on the principles of training.

QUESTION: What are the principles of training?

ANSWER: See VGT-6.

Ref: FM 25-101, pp 1-3 thru 1-8

#### **SHOW VGT-6, PRINCIPLES OF TRAINING**

## **PRINCIPLES OF TRAINING**

- **Train as a combined arms and services team.**
- **Train as you fight.**
- **Use appropriate doctrine.**
- **Use Performance oriented training.**
- **Train to challenge.**
- **Train to sustain proficiency.**
- **Training using multiechelon techniques.**
- **Train to maintain.**
- **Make commanders the primary trainers.**

Ref: FM 25-101, pp 1-3 thru 1-8

**NOTE:** Use the following nine paragraphs to ensure students cover all the main points.

**Train as a Combined Arms and Services Team.** The greatest combat power results when leaders synchronize combat, combat support, and combat service support systems to complement and reinforce one another. Leaders should routinely practice habitual relationships and cross attachment of units.

**Train as You Fight.** This principle constitutes the basis for all training. War is not clean, convenient, or neat. Leaders train soldiers to cope with the complex, stressful, and lethal situations they encounter in combat by:

- Demanding high standards.
- Training in a wartime environment, not in a classroom.
- Tactically orienting all training, including CS and CSS.
- Using Opposing Forces (OPFOR) and ensuring that OPFOR uses appropriate doctrine.
- Integrating realistic conditions into training. Enforcing safety awareness, risk analysis, and risk management.

**Use Appropriate Doctrine.** Training must conform to army doctrine. Doctrinal manuals provide correct procedures and principles to conduct training.

**Use Performance Oriented Training.** You enforce performance oriented training to standard (can the soldier perform to standard?) over procedure-oriented training (did the instructor use the right lesson plan?) or time-oriented training (the training schedule calls for four hours on this subject). Enforcing standards identifies weaknesses with time to correct them. Challenging training bonds units into cohesive

teams and difficult challenges encourage creative thinking. Innovative trainers seize every opportunity to increase the value of training.

**Train to Challenge.** Leaders should make all training safe challenging, and close to war time as possible. Routinely operating in NBC and electronic warfare (EW) environment enhances the training challenge. Innovative leaders seize every opportunity to increase training value for soldiers, leaders, and units.

**Train to Sustain Proficiency.** Hone mastered tasks by periodic sustainment training and incorporating these tasks into more complex tasks. Conduct opportunity training. Train for the future, not the next test. Maintain proficiency in a band of excellence. Ensure that your subordinates identify tasks for training as time permits and tasks for incorporation into more complex tasks already scheduled.

**Train Using Multiechelon Techniques.** Multiechelon training is the most effective way to train and sustain each echelon. There are two approaches to multiechelon training.

- Elements of the same unit may train different tasks during the same exercise. (1st Platoon--movement techniques; 2nd Platoon--fighting positions).
- Elements of the same unit may simultaneously conduct different exercises. (CPX for leaders, rifle range for soldiers). All collective training provides the opportunity for multiechelon training. Ensure that your subordinates take advantage of it.

**Train to Maintain.** Leaders must plan and execute maintenance tasks like any other training tasks. Leaders must strive to create a feeling of ownership between the soldier and his equipment. You must also convey to soldiers that the equipment they train with is the equipment they will use in combat.

**Make Commanders (Leaders) the Primary Trainers.** This ensures that leaders become personally involved in training and focuses commander emphasis on training leaders to be trainers. Develop leaders, an important part of training junior leaders, by actively supporting unit, institutional, and self-development programs.

## **REMOVE VGT-6**

Group 3 will now discuss "BATTLE FOCUS," the key concept in training management.

QUESTION: What is BATTLE FOCUS?

ANSWER: See VGT-7.

Ref: FM 25-101, p 1-10

**NOTE:** Ensure that the students focus on the integration of collective and soldier training responsibilities as depicted in the chart on page 1-10.

### **SHOW VGT-7, BATTLE FOCUS**

<p style="text-align: center;"><b>BATTLE FOCUS</b></p> <ul style="list-style-type: none"><li>• <b>Concept used to derive peacetime training requirements from wartime missions.</b></li><li>• <b>Links collective mission essential tasks and leader and soldier supporting tasks.</b></li><li>• <b>Influences integration of collective and soldier training.</b></li></ul>
--

Ref: FM 25-101, p 1-10

**NOTE:** Remind the students that at the beginning of this lesson, you asked them to pay attention to the latter part of the film. It explained the training management cycle in depth. Answer any questions the students may have.

Emphasize that leaders must apply the battle focus concept continuously during all phases of training.

All training must relate to wartime missions. If they do not, the first sergeant must ask, "Why are we doing this?".

### **REMOVE VGT-7**

The next topic we will discuss is the training management cycle.

QUESTION: What is the training management cycle?

ANSWER: It is a continuous process centering on feedback to enable leaders to properly focus peacetime training on their wartime mission.

Ref: FM 25-101, para. 1, p 1-11

**NOTE:** Allow students to respond. Ask one or more students to expand on the flow of the Training Management Cycle.

QUESTION: What are the elements of the training management cycle?

ANSWER: See VGT-8.

Ref: FM 25-101, fig. 1-5, p 1-11

## SHOW VGT-8 THE TRAINING MANAGEMENT CYCLE



Ref: FM 25-101, fig 1-5, p 1-11

**NOTE:** As students respond, show the VA and briefly discuss the steps contained in the Training Management Cycle.

- Ask them to discuss how they implement the cycle at their unit.
- Is it an effective training management tool?
- What are the problems they encounter with it?
- How effective is planning in their units?
- How well do they assess and evaluate their training?

Ref: FM 25-101, p 1-11, fig 1-5

## SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:14</u>
Time of Instruction: <u>5 mins</u>
Media: <u>Small Group Instruction (SGI)</u>

---

### Check on Learning

The questions throughout the lesson will serve as the check on learning for this lesson.

---

### Review / Summarize Lesson

During the last hour, we discussed the commander's role, leader responsibilities, principles of training and the training management cycle. The training management cycle is the approach to implementing the Battle Focus concept. We will discuss each of the processes of the training management cycle in detail during lessons T652 thru T656.

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## SECTION V. STUDENT EVALUATION

---

### Testing Requirements

**NOTE:** Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

You will receive a 40 question written examination that may include questions from this lesson. To receive a GO, you must answer at least 28 or more questions correctly.

---

### Feedback Requirements

**NOTE:** Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

You will participate in an After Action Review (AAR) immediately following the examination for this particular lesson.

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Terminal Learning Objective

VGT-1, TRAINING OVERVIEW

# **TRAINING OVERVIEW**

**ANALYZE THE FUNDAMENTAL  
CONCEPTS OF BATTLE  
FOCUSED TRAINING.**

T651/OCT 2003/VGT-1

## **TRAINING OVERVIEW**

- **Commander's role.**
- **Leader's responsibilities.**
- **Principles of training.**
- **Battle focus.**
- **Training management cycle.**

T651/OCT 2003/VGT-2

## **COMMANDER'S ROLE LEADER RESPONSIBILITY**

- **Develop/communicate clear vision or intent.**
- **Train the trainer.**
- **Establish a safe, realistic training environment.**
- **Foster a command climate that promotes good training.**
- **Get personally involved in planning, executing, and assessing training.**

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## **COMMANDER'S ROLE (CONT)**

- **State expectations.**
- **Protect unit from training distracters.**
- **Enforce training meetings.**
- **Protect resources.**
- **Personally inspect training.**

T651/OCT 2003/VGT-4

## **LEADER RESPONSIBILITIES**

- **Train the combined arms team on mission essential tasks.**
- **Centralize training planning.**
- **Decentralize training execution.**
- **Establish effective communications.**
- **Demand training execution to Army standards.**
- **Understand the role of the RC.**

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# **PRINCIPLES OF TRAINING**

- **Train as a combined arms and services team.**
- **Train as you fight.**
- **Use appropriate doctrine.**
- **Use performance oriented training.**
- **Train to challenge.**
- **Train to sustain proficiency.**
- **Training using multiechelon techniques.**
- **Train to maintain.**
- **Make commanders the primary trainers.**

T651/OCT 2003/VGT-6

## **BATTLE FOCUS**

- **Concept used to derive peacetime training requirements from wartime missions.**
- **Links collective mission essential tasks and leader and soldier supporting tasks.**
- **Influences integration of collective and soldier training.**

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**Appendix B Test(s) and Test Solution(s) (N/A)**

**Appendix C Practical Exercises and Solutions (N/A)**

## HANDOUTS FOR LESSON 1: T651 version 1

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**This Appendix Contains** This appendix contains the items listed in this table--

<b>Title/Synopsis</b>	<b>Pages</b>
SH-1, Advance Sheet	SH-1-1 to SH-1-2
SH-2, Student Slide Note Sheets	SH-2-1 TO SH-2-4

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# Student Handout 1

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This Student Handout contains Advance Sheet.

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## Student Handout 1

### Advance Sheet

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**Lesson Hours** This lesson consist of one hour of small group instruction.

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**Overview** In this lesson you will examine the application of the battle focused training concepts to company training. The application of these procedures will greatly assist your efforts to conduct effective training in your company. This lesson will be the foundation for the remaining training management lessons.

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**Learning Objective** Terminal Learning Objective (TLO).

<b>Action</b>	Analyze the fundamental concepts of battle focused training.
<b>Conditions:</b>	As a first sergeant in a class room environment, given FM 25-101.
<b>Standards:</b>	Analyze the fundamental concepts of battle focused training IAW FM 25-101.

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<b>ELO A</b>	Determine the fundamental concepts of battle focused training.
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**Assignment** This student assignments for this lesson are:

- Read FM 25-101, Chapter 1.
- 

**Additional Subject Areas Resources** FM 7-0

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**Bring to Class**

- FM 25-101
- Pen or pencil and writing paper.

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## **Student Handout 2**

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This Student Handout contains Student Slides Note Sheet

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**TRAINING  
OVERVIEW**

**ANALYZE THE FUNDAMENTAL  
CONCEPTS OF BATTLE  
FOCUSED TRAINING.**

T&S/MAY 01/VGT-1

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**TRAINING OVERVIEW**

- **Commander's role.**
- **Leader's responsibilities.**
- **Principles of training.**
- **Battle focus.**
- **Training management cycle.**

T&S/MAY 01/VGT-2

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**COMMANDER'S ROLE  
LEADER RESPONSIBILITY**

- **Develop/communicate clear vision or intent.**
- **Train the trainer.**
- **Establish a safe, realistic training environment.**
- **Foster a command climate that promotes good training.**
- **Get personally involved in planning, executing, and assessing training.**

T&S/MAY 01/VGT-3

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### **COMMANDER'S ROLE (CONT)**

- State expectations.
- Protect unit from training distracters.
- Enforce training meetings.
- Protect resources.
- Personally inspect training.

T651MAY 01/VGT-4

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### **LEADER RESPONSIBILITIES**

- Train the combined arms team on mission essential tasks.
- Centralize training planning.
- Decentralize training execution.
- Establish effective communications.
- Demand training execution to Army standards.
- Understand the role of the RC.

T651MAY 01/VGT-5

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### **PRINCIPLES OF TRAINING**

- Train as a combined arms and services team.
- Train as you fight.
- Use appropriate doctrine.
- Use performance oriented training.
- Train to challenge.
- Train to sustain proficiency.
- Training using multiechelon techniques.
- Train to maintain.
- Make commanders the primary trainers.

T651MAY 01/VGT-6

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## BATTLE FOCUS

- Concept used to derive peacetime training requirements from wartime missions.
- Links collective mission essential tasks and leader and soldier supporting tasks.
- Influences integration of collective and soldier training.

T651MAY 01/VGT-7

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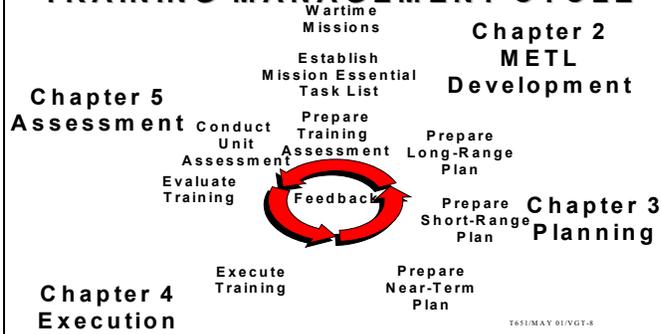
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## TRAINING MANAGEMENT CYCLE



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