

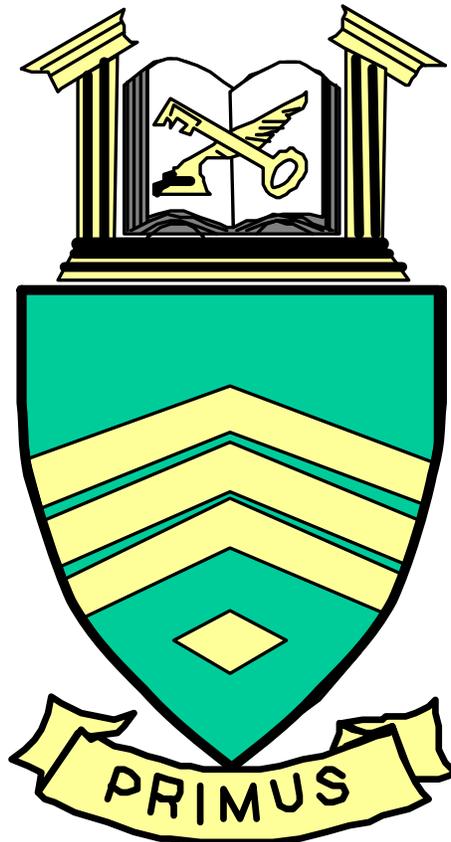
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

T654

OCT 03

LONG AND SHORT RANGE PLANNING

STUDENT HANDOUT



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HANDOUTS FOR LESSON 1: T654 version 1

**This Appendix
Contains**

This appendix contains the items listed in this table---

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 thru SH-1-3
SH-2, QTB Slides	SH-2-1 thru SH-2-13
SH-3, Material extracted from AR 350-41, Appendix B	SH-3-1 thru SH-3-5
SH-4, Student Notes	SH-4-1 thru SH-4-5
SH-5, Practical Exercise 1	SH-5-1 thru SH-5-3

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Student Handout 1

This student handout contains Advance Sheet.

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Student Handout 1

Advance Sheet

Lesson Hours This lesson consists of three hours of small group instruction.

Overview Planning links the unit METL and the execution of battle-focused training. It is a centralized process that aligns training priorities with wartime requirements at all levels within the unit. Although there are other training requirements, battle focus allows the leader to narrow his scope of planning to wartime mission essential tasks. As a first sergeant, you assist the commander in conducting long-and short-range planning and participate in the Quarterly Training Briefing (QTB).

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:	Analyze the requirements for long and short-range planning.
Conditions:	As a first sergeant in a classroom environment, given FM 25-101.
Standards:	Analyzed the requirements for long and short-range planning IAW FM 25-101.

- ELO A** Identify the long-range planning process.
ELO B Identify the short-range planning process.
ELO C Identify the Quarterly Training Briefing process.
-

Assignment The student assignments for this lesson are

- Read FM 25-101, Chapter 3, and Appendixes A and F.
 - Read PE-1 and prepare slides for QTB role.
-

Additional Subject Area Resources FM 7-0, Training the Force.

- Bring to Class**
- FM 25-101.
 - SH-2 and SH-3.
 - PE-1 and homework slides for QTB role.
 - All reference material you have received.
 - Pen or pencil and writing paper.
-

Student Handout 2

This student handout contains QTB slides.

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STUDENT HANDOUT 2

T654

JUN 00

Student Handout-2

Battalion Mission

**Deploy to Desert Environment and
Conduct Operations Using Current
Army Doctrine**

VGT-1

Student Handout-2

Battalion Commanders Guidance:

- Training Goals**
- Training Objectives**
- Training Priorities**

VGT-2

T654

JUN 00

Student Handout-2

Unit Mission

VGT-3

Student Handout-2

Commanders Assessment
METL

SUB UNITS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

VGT-5

Student Handout-2

Unit Training Planned But Not Conducted:

Training Opportunities:

VGT-7

Student Handout-2

1SG

Soldier Training Assessment

Strengths:

Weaknesses:

VGT-8

Student Handout-2

**Soldier Training Planned but
Not Conducted**

Training Opportunities

VGT-11

Student Handout 3

This student handout contains extract for AR 350-41, Appendix B.

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Appendix B Required Training

B-1. Common military training

a. The CMT program identifies selected DA training requirements considered essential to individual or unit readiness. Unit training programs will incorporate these requirements.

b. MACOM commanders have a degree of latitude in adding to, or emphasizing, certain training requirements; however, care should be taken not to degrade METL-focused training.

c. Successful CMT programs are measured by performance to standard, not adherence to rosters or hours scheduled.

B-2. Modifications to CMT

New regulations or other directives which include training requirements must be approved by DCSOPS. Regulations will identify specific soldier performance tasks and field performance conditions and standards. Regulations will also specify who will receive the training. As a general practice, new and additional training requirements should be incorporated into soldier's manuals, drills, or MTPs rather than directing more, different, or alternative requirements for CMT. Submit requests for CMT requirements to HQDA, ATTN: DAMO-TRO, Pentagon, Wash DC 20310-0450. Include in requests the training objective for the CMT requirement, why the task should be established as a requirement, who must perform the task, implementing directions, and an assessment for required resources.

B-3. CMT codes and examples

a. Table B-1 lists CMT subjects for training in units. Table B-2 lists CMT subjects for training in Army schools. One or more training codes is applied to each subject. The codes are defined as program (P), mission (M), time sensitive (T), integrated (I), refresher (R), and awareness (A). Program and mission subjects have specific requirements for training and record keeping as prescribed in appropriate regulations. All other subjects require training only if the subjects relate to the unit's mission essential tasks. Unless otherwise directed by regulation, the training schedule is sufficient to indicate compliance. Records of attendance at training events are not required.

b. An explanation of each code and the amount of emphasis to be placed on specific subjects is listed in paragraphs a through l below. Where more than one code is used, commanders must determine the appropriate application. Codes and examples are as follows:

(1) *Program (P) training codes.* Program training applies to the majority of soldiers and is conducted in a structured manner as follows:

(a) A CMT subject coded "P" for training in schools is programmed. The training has the prescribed number of hours, specific learning objectives, and an evaluation of proficiency.

(b) A CMT coded "P" for training in units is conducted on a continuing or cyclical basis and includes an evaluation of proficiency.

(c) Weapons qualification, physical fitness training, operations security (OPSEC), and Subversion and Espionage Directed Against U.S. Army and Deliberate Security Violations (SAEDA) are the only CMT subjects given a code "P" under "training in units." Where units do not have weapons, training is discretionary based on the commander's ability to obtain weapons from other units.

(2) *Program training examples.*

(a) *Example 1.* The first aid lesson plan for initial entry training itemizes the material in optimum teaching sequence. The POI lists the critical tasks taught and the length of each specific lesson in the course. The soldier's ability to perform the lesson objectives is evaluated by test performance.

(b) *Example 2.* SAEDA and deliberate security violations are additional examples of program training. Commanders provide qualified counterintelligence personnel or unit security officers to present SAEDA briefings.

(3) *Mission (M) training code.* Mission training applies only to TOE and TDA units with special missions, weapons, equipment, or capabilities as required by regulation or an associated operation plan. Mission training depends on the unit's mission.

(4) *Mission training examples.*

(a) *Example 1.* Nuclear surety training is required for units and command and control elements at battalion, brigade, division, and corps levels that possess an organic nuclear weapons capability or are involved in targeting and employment of such weapons. This example also applies to units responsible for the physical security, maintenance, or transport of nuclear weapons.

(b) *Example 2.* Civil disturbance training applies to units with contingency missions requiring response to domestic or foreign civil disturbances.

(5) *Time sensitive (T) code.* Time sensitive training must be completed within or at a specific time interval.

(6) *Time sensitive examples.*

(a) *Example 1, counterterrorism training.* All personnel traveling overseas in a PCS, temporary duty, or leave status to an area where they may be vulnerable to terrorist acts will be briefed (orally and in writing) on the current threat.

(b) *Example 2, military justice.* Recent graduates from IET must be given course B upon the completion of 6 months of active service.

(c) *Example 3, alcohol and drug abuse.* Newly assigned personnel are provided an orientation on local policies and laws pertaining to alcohol and drug abuse.

(d) *Example 4, personal financial readiness.* Newly assigned personnel who are not on SURE-PAY must be given SURE-PAY conversion training.

(7) *Integrated (I) code.* Integrated training is expected to be conducted with other training, to include tasks listed in mission training plans, MQS manuals, and soldier's manuals. The effectiveness of this training is evaluated by how well soldiers perform. These subjects do not usually appear on the training schedule as separate entries and depend on the commander's evaluation of need.

(8) *Integrated training examples.*

(a) *Example 1.* Oposing force training is accomplished by scenario design that replicates the doctrine, tactics, and equipment of a designated aggressor during CPXs, FTXs, tests, drills, and external evaluations. Individual tactical training for all soldiers routinely includes instruction in the characteristics and techniques of potential enemy soldiers, vehicles, and weapons.

(b) *Example 2.* Prevention of motor vehicle accident training is inherent in vehicle and equipment operator training. Supervisors of vehicle and equipment operators should emphasize key safety features just prior to and during tactical exercises.

(9) *Refresher (R) training code.* Refresher training is used when periodic or recurring emphasis is required. This type of training depends on the local situation and the commander's assessment of need. In some instances, refresher training is needed to reinforce or review important skills or knowledge acquired during IET. In other cases, refresher training is designed to support unit cohesion, discipline and morale. The lack of any one of these three factors can adversely affect the command climate and unit readiness and, therefore, mission accomplishment. Refresher training frequency is left to the commander's discretion.

(10) *Refresher training examples.*

(a) *Example 1, personal finance readiness.* A commander identifies certain soldiers who are having difficulty with bad checks or have had check cashing privileges suspended and schedules check-book maintenance classes for those individuals.

(b) *Example 2, alcohol and drug abuse.* Accidents attributed to driving while intoxicated have increased. The unit conducts an education and training program to counter this trend.

(c) *Example 3, intelligence readiness training.* Selected personnel assigned to tactical intelligence units require intelligence readiness training to maintain or enhance their technical or language skills.

(11) *Awareness (A) training code.* Awareness training generally is not critical task-based and can be accomplished by briefings and orientations designed to increase knowledge and awareness in subject areas. How and when this training is conducted is discretionary and depends on the commander's evaluation of need. Maximum decentralization is encouraged.

(12) *Awareness training examples.*

(a) *Example 1, morale and ethics development.* A battalion commander is concerned about the mounting level of petty crime within the unit, mostly in the form of thefts from soldier's rooms. In addition to more stringent security measures, the commander decides to conduct a series of squad and section-level discussions in ethics, morality, peer relationships, and factors affecting unit morale.

(b) *Example 2, counterterrorism training.* Protection of Army personnel and dependents stationed abroad requires special emphasis. Commander provides training, information, and assistance based on mission and threat evaluation.

Table B-1
Common military training in units

Subject	AR	Proponent	Enlisted	Officer
Weapons Qualifications	350-41	DCSOPS	P	P
Physical Fitness	350-41	DCSOPS	P	P
SAEDA	381-12	ACSL	P	P
Nuclear Surety	50-5	DCSOPS	M	M
Chemical Surety	50-6	DCSOPS	M	M
REDTRAIN	350-3	ACSL	M	M
Civil Disturbance	350-7	DCSOPS	M	M
Water Safety	385-15	DCSPER	M	M
Electronics Security	380-19	ACSL	M, I	M, I
Counterterrorism	525-13	DCSPER	A, T	A, T
Leadership	600-100	DCSPER	I	I
Military Justice	27-10	TJAG	R, T	R
Alcohol and Drug Abuse	600-85	DCSPER	T, R	T, R
First Aid	40-3	TSG	I	I
Heat, Cold, and Hearing Injury Prevention	40-5	TSG	I	I
NBC Training	350-41	DCSOPS	I	I
Opposing Force	350-2	ACSL	I	I
Prevention of Motor Vehicular Accidents	385-55	DCSPER	I	I
Operations Security	530-1	DCSOPS	I, P	I, P
Benefits of an Honorable Discharge	350-21	MILPERCEN	R	R
Code of Conduct/SERE	350-41	DCSOPS	M, R, I	M, R, I
Law of War	350-41	TJAG/SA	R	R
Equal Opportunity/Sexual Harassment	600-20	DCSPER	R	R
Health Benefits Awareness	40-3	TSG	A	A
Command Info Program	360-81	OCPA	A	A
Support of Family Members	608-99	DCSPER	A	A
Army Safety Program	385-10, 385-55, 385-62, 385-63	DCSPER	A	A

Legend for Table B-1:

Training codes are as follows:

P—Program - Periodic requirements for all units.

M—Mission - Periodic requirements for certain units, depending on unit METL.

T—Time sensitive - Training required within a reasonable period before an event or exercise.

I—Integrated - To be integrated with other unit training. Not intended as stand-alone training events.

A—Awareness - Does not assume training in schools, but does require command emphasis.

R—Refresher - Assumes trained to standard in schools, but requires occasional review to sustain training level for all soldiers.

Table B-2
Common training in Army Schools

Subject	AR	BCT OSUT	AIT/ OSUT	PLDC	BNCOC	AN- COC	SMC	Func- tional	OBC/ WPCS	OAC/ SWOT	CAS3	CGSOC/ MWOC
PHYSICAL READINESS:												
Alcohol/Drug Abuse	600-63	P	R	A	A	A	P	A ¹	P	P	P	P
Battlefield Stress		-	-	I	I	I	I	-	-	-	-	-
Health Benefits Awareness	600-63	P	A	A	A	A	A	A	A	A	A	A
Physical Fitness Awareness	351-1	P	P	P	P	P	P	P	P	P	P	P
Suicide Prevention	600-63	A	A	I	I	I	I	R ¹	-	-	-	-
Tobacco Usage	600-63	A	A	A	A	A	A	-	-	-	-	-
WEAPONS TRAINING:												
	351-1	P	-	P	P	P	-	-	P	-	-	-
LEGAL:												
Benefits of Honorable Discharge	350-21	I	-	-	-	-	-	-	-	-	-	-
Code of Conduct/SERE	350-30	P	-	-	-	-	-	-	P	R	R	-
Equal Op/Sexual Harass	600-20	P	-	P	P	P	P	P ¹	A	A	A	A
Law of War	351-1	P	-	-	-	P	P	-	P	P	P	P
Information Security/SAEDA	381-12	P	-	-	-	-	-	-	P	P	P	R
Military Justice	27-10	P	-	-	-	P	P	-	A	A	A	A
Subject	AR	BCT OSUT	AIT/ OSUT	PLDC	BNCOC	AN- COC	SMC	Func- tional	OBC/ WPCS	OAC/ SWOT	CAS3	CGSOC/ MWOC
Standards of Conduct	600-50	P	-	-	-	R	R	-	P	-	-	R
SAFETY IN TRAINING:												
Ammo Acnt., Safety, Security		I	-	A	I	I	-	-	-	-	-	-
Directed Energy Warfare		I	I	I	I	I	-	(²)	-	-	-	-
Electromagnetic Env Effects		-	I	I	I	I	I	-	-	-	-	-
Heat/Cold/Hearing Injury Prev	40-5	P	I	I	I	I	I	I	I	I	I	I
Training Safety	385-10	I	I	P	P	P	P	-	I	-	-	-
Motor Vehicle Accidents Prev	385-55	-	I	I	I	I	I	I	A	-	-	-
Army Safety Program	385-10	-	A	A	A	A	A	A	I	I	I	I
LEADERSHIP:												
Quality of Life		-	-	P	A	A	A	A ¹	-	-	-	-
Reprisal Training		-	-	I	R	R	I	-	-	-	-	-
Principles	600-100	-	-	I	I	I	I	I	-	-	-	-
MILITARY HISTORY:												
		-	-	P	P	P	P	-	P	-	-	-
OPERATIONAL TECHNIQUES:												
First Aid		P	-	-	-	-	-	-	-	-	-	-
NBC Defense/MOPP 4 Posture	351-1	P	R	P	P	P	-	-	P	P	P	P
Opposing Forces	350-2	I	I	I	I	P	P	-	I	I	I	I
Operations Security	530-1	I	I	I	I	I	-	-	I	I	I	I
Electronics Security	380-19	-	I	P	I	I	-	-	-	-	-	-
Preventive Maintenance Checks and Services		-	I	P	I	I	-	-	-	-	-	-

Legend for Table B-2:

Training codes: P—Program; I—Integrated; R—Refresher; A—Awareness; WPCS—Warrant Officer Senior Course; MWOC—Master Warrant Officer Course
Applicable to the First Sergeants Course.
Integrate as applicable at proponents' option.

Student Handout 4

This student handout contains Student Notes.

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PLANNING

- Long-range planning
- Near-term planning (discussed in T655 only)
- Short-range planning
- Preparation for training

T654/Oct03/VGT-1

LONG-RANGE PLANNING

- Unit assessment
- Commander's guidance
- Time management
- Planning calendars

T654/MAY 01/VGT-2

THE MANAGEMENT SYSTEM

The Three Cycle System:

- Green Period (Prime-Time Training)
- Amber Period (Mission)
- Red Period (Support)

T654/MAY 01/VGT-3

SHORT-RANGE PLANNING

- Training Assessment
- Risk Assessment
- Commander's Guidance
- Multiechelon Training
- Planning Calendar
- Training Briefing

T654/MAY 01/VGT-4

RISK ASSESSMENT

- Accept no unnecessary risks
- Make risk decisions at the proper level
- Accept risks if mission benefits outweigh the costs
- Identify risks using METT-T
- Assess possible loss costs and probability

T654/MAY 01/VGT-5

RISK ASSESSMENT (CONT)

- Make decisions and develop controls to reduce risks
- Implement controls by integrating them into plans, orders, SOPs, training performance standards and rehearsals
- Supervise/enforce safety controls and standards

T654/MAY 01/VGT-6

Student Handout 5

This student handout contains Practical Exercise PE-1.

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Title Conduct a Quarterly Training Briefing

Introduction This practical exercise will provide you the opportunity to develop and conduct a quarterly training briefing.

Motivator This practical exercise will provide insight on conducting a quarterly training briefing and the coordination it requires.

Safety Requirements None

Risk Assessment Level Low

Environmental Consideration None

Evaluation You will determine how well the PE went during the post-PE discussion with the instructor.

Instructional Lead-in Completing this PE will provide you an opportunity to develop and participate in a quarterly training briefing.

Resource Requirements None

Special Instructions None

**General
Instructions**

The focus of this exercise is on *PROCESS, not content*. The presentation must illustrate the proper conduct of a quarterly training briefing. Initiative by participants will enhance the effectiveness of the presentation.

Requirement

1. Prepare for QTB (40 minutes, teams).
2. Conduct QTB (50 minutes, group).
3. Conduct discussion (10 minutes, facilitator-led).

**Specific
Instructions**

- a. Each student will be assigned one of the following roles for the QTB by the facilitator. You must familiarize yourself with FM 25-101, Appendix A, pages A-10 thru A-30, and Appendix F for the types of information usually briefed. Use this data and the VGTs in Student Handout 2 to prepare for your assigned role.
 1. BN CDR (REF: FM 25-101, Pages A-21 thru A-30 and complete VGT-1 on page SH-2-2 and VGT-2 on page SH-2-3)
 2. BN CSM (Complete VGT-12 on page SH-2-13)
 3. Commander Co A (Complete VGT-3 on page SH-2-4 and VGT-4 on page SH-2-5)
 4. Commander Co B (Complete VGT-5 on page SH-2-6)
 5. Commander Co C (Complete VGT-6 on page SH-2-7)
 6. Commander Co D (Complete VGT-7 on page SH-2-8)
 7. 1SG Co A (Complete VGT-8 on page SH-2-9)
 8. 1SG Co B (Complete VGT-9 on page SH-2-10)
 9. 1SG Co C (Complete VGT-10 on page SH-2-11)
 10. 1SG Co D (Complete VGT-11 on page SH-2-12)
 11. BN S1
 12. BN S3
 13. BN S4
- b. You must generate any data you need to present your portion of the QTB. You may use any applicable information from T653, METL Development, T655, Company Training Meeting and SH-3.
- c. Work on your role slides prior to the start of class.