Lesson Plan

February 2020
Lesson: 1.0 Hours  
Lesson Author: AGS, ITED  
Last Review: February 2020  
Date prepared: February 2020  

1. SCOPE: The place to go for viewing the Army's authoritative force structure data is FMSWeb. It is developed and maintained by the US Army Force Management Support Agency (USWFMSA). The website is a great place to view reports, access research tools, and view requirements and authorization documents.

This lesson supports multiple desired educational outcomes, preparing students to be confident leaders who are able to effectively apply doctrinal concepts and sound judgment.

Army Learning Areas and General Learning Outcomes:

Army Learning Areas (ALA) are the baseline focal points Soldiers and Army Civilians must possess to prevail in the ambiguous environments that challenge the Army today. The four ALAs are: Army Profession and Leadership; Mission Command; Human Dimension; and Professional Competence. The Army Learning Area taxonomy provides a framework to assist in grouping the General Learning Outcomes. The four Army Learning Areas serve as the framework to catalogue the 14 General Learning Outcomes.

General Learning Outcomes (GLO) are essential outcomes resulting from training, education, and experience along a career continuum of learning. There are three primary purposes for the Army General Learning Outcomes. First, they provide trainers and educators a lens into how effective they are in conveying their support material. Second, it assists in improving instructional design and/or training support packages. Finally it places responsibility on training and education proponents to be nested with ALAs.

This lesson covers the following ALAs and associated GLOs:

Army Profession and Leadership ALA. The Army Profession is a unique vocation of experts certified in the ethical design, generation, support, and application of land power, serving under civilian authority and entrusted to defend the Constitution and the rights and interests of the American people. Leadership is the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization.
**Professional Competence ALA.** *Professional Competence* is the demonstrated technical and tactical proficiency in Army and joint doctrine largely revolving around the concept of ULO codified in ADP 3-0.

**2. LEARNING OBJECTIVES:**

**TLO:** Demonstrate the Force Management System Website

**Action:** Demonstrate the Force Management System Website (FMS Web)

**Condition:** Senior HR Leaders in a classroom environment working individually and as a member of a small group, using doctrinal and administrative publications, practical exercises, case studies, personal experience, handouts, and discussion with an awareness of the Operational Environment (OE) variables and actors.

**Standard:** Met when student:

1) Communicate the capabilities of FMS Web.
2) Identify FMS Web login and account requirements.
3) Navigate the functions and sub-functions of FMS Web.
4) Export personnel authorization data from FMS Web.

Learning Domain: Cognitive

Level of Learning: Comprehension

Safety Requirements: In a training environment, leaders must perform a risk assessment in accordance with ATP 5-19, Risk Management. Leaders will complete a DA Form 2977 DELIBERATE RISK ASSESSMENT WORKSHEET during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC).
Environmental Statement: 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 ATP 3-34.5 Environmental Considerations and GTA 05-08-002 Environmental-Related Risk Assessment.

3. STUDENT PREREQUISITE WORK:
   a. Study Requirements:
      Read:
      (1) FM 1-0 Human Resources Support (April 2014)
      (2) Force Management System Website (FMS Web) Instructional Guide
   b. Study:
      • Force Management System Website (FMS Web) Instructional Guide

4. INSTRUCTOR ADDITIONAL READING(S) AND RESOURCES: NA

5. TRAINING AIDS, REFERENCES AND RESOURCES:
This lesson is taught in a small group classroom setting with the ability to project PowerPoint slides and play video/audio files. Additional resources are available digitally for students to reference on their laptops without having the need to print.
   a. Lesson Plan.
   b. Force Management System Website (FMS Web) Instructional Guide
   c. FM 1-0 Human Resources Support (April 2014)
   d. Appendix A: Power Point Presentation

6. CONDUCT OF LESSON
Lesson Timeline:
10 minutes  Concrete Experience -
20 minutes  Publish and Process
10 minutes  Break
20 minutes  Generalize New Information
SHOW SLIDE 1: Conduct the Force Management System Website (FMS Web)

**Slide 1:** Conduct the Force Management System Website (FMS Web)

**Focus:**

Human Resources Plans & Operations

Conduct the Force Management System Website (FMS Web)

February 2020

SHOW SLIDE 2: If You Want to Change the World – Video

**Slide 2:** If You Want to Change the World – Video

**Focus:**

IF YOU WANT TO CHANGE THE WORLD - WILLIAM MCRAVEN, US NAVY ADMIRAL

Learning Step / Activity 1.

Introduction

Method of Instruction: Discussion

Instructor to Student Ratio: 1:30

Time of Instruction: 26 mins

Media: Video
a. Concrete Experience (6:00) If You Want to Change the World

b. Publish and Process (20 minutes): This phase is student-centered and instructor facilitated.

**Instructor Note:** The “publish” portion is a short discussion on how group members felt during their experience of generating data. This phase is NOT intended to be a discussion of the content generated. This can be kept short; once the group moves to “process,” they will likely continue to add to “publishing” type information. Do not let the group jump straight to content. When well facilitated, publishing is a good method to relate a discussion of interpersonal communication and group dynamics to the broader topic of leader competencies described in FM 6-22, Army Leadership

**NOTE:** Questions the instructor may ask to assist in the publishing phase:

- What happened? How did you feel about that?
- How did you form your initial thoughts/responses?
- Who had a similar or different experience, and why? Were there any surprises?
- Did anyone have a hard time coming up with any examples? Why? (Knowledge, group dynamics, etc.)

The “processing” phase now allows the group to talk about the data they generated. Discussion and questions are directed toward making sense of the data for the individual and the group. Since the CE question is the same for each student, one technique for discussing information may be to go back and forth to see if related items were generated.

Questions the instructor may ask to assist in publishing: (Intent is to push critical thinking. Push students to defend their answers – allow students to hash out ideas).

- Why did you site “Item X” as an example? What does it mean to you? (This gets at affective learning and how students find the material relevant from their experiences).
- Did you find that once you got one idea down, it triggered related ideas? (If yes, have them show examples. This shows the interrelatedness of the materials in a larger process).
- Would you say you saw any themes or pattern as you developed your examples? (e.g., events vs. processes).
- Can you prioritize examples like this? (There may be no right answer, but the more interesting development would be if there is a disagreement between students. Have them discuss their differences in thought).
- After having talked about this, can you think of additional examples?
c. Generalize New Information (GNI): (365 minutes):

**Show Slide 3: Terminal Learning Objective**

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<td><strong>Terminal Learning Objective</strong></td>
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<td>Demonstrate the Force Management</td>
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**Show Slide 5: Terminal Learning Objective**
Slide 5: Terminal Learning Objective

Focus:

NOTE: Poll for student questions.

Terminal Learning Objective

- ACTION
- CONDITION
- STANDARD

1. Communicate the capabilities of FMS Web
2. Identify FMS Web login and account requirements
3. Navigate the functions and sub-functions of FMS Web
4. Export personnel authorization data from FMS Web

Show Slide 6: FMS Web Overview

Slide 6: FMS Web Overview

Focus:

Overview

FMS Web Overview

- What is FMS Web?
- FMS Web Capabilities
- Log On Requirements
- Searching FMS Web
- Exporting Information from FMS Web
- URL: https://fmsweb.army.mil

Learning Step / Activity 2. Discuss Overview of FMS Web

Method of Instruction: Discussion (Small Group)
Instructor to Student Ratio: 1:30
Time of Instruction: 20 mins
Media: Power Point Presentation

a. FMS Web is a website that allows authorized users to look at approved Modified Table of Organization and Equipment (MTOE). The MTOE contains a list of authorized
and required personnel by rank and MOS as well as a list of authorized equipment for each unit. FMS Web will show current and future approved MTOE documents for each unit.

b. FMS Web was formally known as WEBTAADS which stand for Web Based Total Army Authorization Document Systems.

**Show Slide 7: FMS Login Screen**

**Slide 7: FMS Login Screen**

*Focus:*

The first thing that we will discuss is Safety

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**Learning Step / Activity 3. Define FMS Login Screen**

- **Method of Instruction:** Discussion (Small Group)
- **Instructor to Student Ratio:** 1:30
- **Time of Instruction:** 5 mins
- **Media:** Power Point Presentation

a. Today we will walk through the various ways to search and navigate thru FMS Web. We will also discuss and show you how to export the data to your desktop for so you can manipulate it in any way you want.

b. You must have a government issued CAC card to log in. Initially you will be required to provide some personal information as well as your unit security advisor or your direct supervisor. This is just in case there are issues with your usage of FMS Web. As with any security information please ensure you read, understand and comply with all security requirements.

**Show Slide 8: FMS Web Home Screen**
NOTE: The difference between the unit’s requirement and the unit’s authorization = RISK

c. Review with the students the following:

1. **Quick Compare** – New feature
2. **Reports Link** – All Army comparison reports/POSCO/EOA/PPP
3. **Authorizations** – See UIC hierarchy.
   a) TDA – specific capability for the generating force, it is also a strategic document.
   b) Aug TDA – element which is forward deployed with the unit. i.e. SOC Central; units in Europe with Army Civilians authorized (Family Readiness Support Assistant)
   c) TOE – specific capability in the operating force (requirement)
   d) MTOE – actual fills (authorization)
   e) Look Up Tool (Data Dictionary) –
   f) Requirement Doc – Will not be covered. A new TOE Detail Line report has been added. This report presents pre-compiled TOE HQDA Approved (AL2) position and equipment details data. You can search across multiple TOEs for specific grades, ModPaths, BOIPs, LINs, MOSs, standard duty title codes, ERCs, ASIs, remark codes, duty titles and nomenclatures. You can search data at objective levels (OTOE), base or all levels. The strength quantities are set at LVL1 and cannot be changed.

**Show Slide 9: Searching FMS Web**
Learning Step / Activity 4. Navigate the Functions and Sub-functions of FMS Web

Method of Instruction: Conference / Discussion
Instructor to Student Ratio: 1:16
Time of Instruction: 0 hr 20 mins
Media: Small Group Instruction

a. Once you have access to FMS Web you can begin searching the available information. For the purposes of this block of instruction we will focus on the authorized documents which cover the MTOEs for units. It should be noted now that FMS Web is very user friendly and offers helps and how to guides for unfamiliar users. The great part about FMS Web is that you can’t break it. So one of the best things to do is simply get into it and start searching around.

b. FMS Web will provide you with information regarding the personnel and equipment of a unit. It can show you a list of personnel by unit, rank and MOS. This is invaluable for S1s trying to ensure that their unit is filled with the correct personnel or for planners forecasting for HR support. It can also show you the authorized equipment for a unit such as vehicles, weapon systems and more. This is also the base tool that the Department of Defense uses to allocate personnel and equipment.

c. FMS Web will show current and future authorized MTOEs. This is important to note as you want to ensure that you are looking at the current MTOE to find what you are currently authorized.

d. There is a multitude of ways to look up information on FMS Web. You can search by UIC (Unit Identification Code), by a units name (be advised that going this way could take some time) by a unit’s home-base location or by the unit’s type. With the multiple ways of searching FMS Web makes it simple to find the exact unit you are looking for.
e. Now we will actually begin searching thru FMS Web for codes you may not be familiar with when documents are pulled. I will click and you will follow along as well.

f. Search values correspond to each column
Have student practice search values for the following:

1. ASI Titles – K9(Special Operations Support) 1Z(Master Black Belt in Lean Six Sigma (LSS) Q9 (Traffic Management and Collision Investigator)
2. Standard Requirement Codes SRC – 20(Military History) 71(Cyber) 52(Corps) 08(Medical)
3. Language Titles – TP(Tsonga) SR(Spanish-Castellan) Chinese-Fukienese (CF)

h. TIDBITS:
   1. placing the cursor on the search field and pressing enter will act as a wildcard - will expand to all possible
   2. underscore - 5 will result in all values were the is a 5 included either as a first or second number in the code
Slide 11: FMS Web Reports

Focus:

Note: This portion will be conducted on the FMS Website as a walk thru. The instructor will go thru step-by-step the different ways of searching and have the students conduct the same actions on their computers.

i. POSCO
   Scenario: How many 42As are authorized in USAREUR?
   1. On Home Screen select Reports
   2. Select Personnel then POSCO
   3. Document Type – All
   4. Fiscal Yr. - 2019 Approved
   5. Compo – 1 (explain 1=AC, 2=ARNG, 3=AR)
   6. CMD – E1 – USAREUR (utilize look up tool)
   7. AOC/MOS - **Only one entry AG for Officer or 42 for Enlisted**
   8. UIC – leave blank ***You can save your UICs for convenience***
   9. Answer = 483

j. Detail Lines
   Scenario: How many UH-60 Reps are authorized in the 160th Aviation Regiment
   1. On Home Screen select Reports
   2. Select Personnel then select Detail Line
   3. Type select MTOE with AUG TDA
   4. FY Status – Latest approved FY19
   5. Compo – 1
   6. CMD – ALL or select if known
   7. UIC WDSTAA
   8. You can continue and enter desired filters – enter 15 in POSCO and ASI Q2
   9. Select the Submit
   10. Answer should be 2

Show Slide 12: Authorizations
**Slide 12: Authorizations**

**Focus:**

**Note:** Facilitate a learner-centered discussion on why it is important to ensure the inclusion of all subordinate units.

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k. This portion will be conducted on the FMS Website as a walk thru. The instructor will go thru step-by-step the different ways of searching and have the students conduct the same actions on their computers. The particular units chosen does not matter as long as all students can go thru and find the information.

1. By Organization
2. By UIC
3. By SRC
4. By Name
5. By Location

I. Scenario: Compare MTOE for current and next FY

1. To Compare
2. Select authorizations
3. MTOE
4. By UIC WBM1AA then the latest one FY18
5. Select Compare MTOE to MTOE
6. Select FY17
7. MTOE Compare menu – Line by Line personnel. Changes in MTOE will have a red x on MATCH column (the first column) DOC 1 and 2 will be order as well

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**Note:** MTOE Summary –
- MTOE Narrative – selecting the DOCNUM in blue letters, the last Manpower Survey should have a date, UNKNOWN or N/A should be contacting G-8
- Sub Units & Teams –
- BOIP – Authorized equipment by section
- Personnel Details – MTOE by section (Clicking on blue headers will sort by column header)
- Recaps – Summary for the menu that is brought up once the Recap is selected
- Compare – Compare
- Unit Structure – enter UIC in the search field; expand the selection once it comes up on the upper quadrant

Show Slide 13: Ways to Search FMS Web

**Slide 13: Ways to Search FMS Web**

**Focus:**

**Note:** This portion will be conducted on the FMS Website as a walk thru. The instructor will go thru step-by-step the different ways of searching and have the students conduct the same actions on their computers. The particular units chosen does not matter as long as all students can go thru and find the information.

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m. Now we will actually begin searching thru FMS Web. I will click and you will follow along as well.

1. By Organization
2. By UIC
3. By SRC
4. By Name
5. By Location

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Show Slides 14: Export Data
6. Click the spreadsheet button (top right)
7. Choose your options and click continue
8. Allow the download and save to your desktop

Note: Facilitate a discussion on how this can be helpful for planners and BDE S1s

Show Slides 15: Check on Learning

Slide 15: Check on Learning

Focus:
Check on learning

S-1 Check On Learning

You are assigned to the Brigade S-1 section for 3d Brigade (VALDAA), 25th ID(L). The S-3 is preparing for an upcoming MRE and needs to verify some personnel authorizations and unit information for the brigade. He comes to you for assistance and asks you to use the FY12 MTOE on FMS Web.

How many Warrant Officers is HH/C 3d Brigade authorized?

What is the paragraph number and how many personnel are authorized in the 3d Brigade Sustainment-01 section?

What are the subordinate infantry battalions for 3d Brigade, 25th ID(L) and what are their UICs?

What is the authorized MOS for the HHC 3d Brigade First Sergeant?
Learning Step / Activity 5. S-1 Check On Learning

Method of Instruction: Practical Exercise (Hands On)
Instructor to Student Ratio: 1:16
Time of Instruction: 0 hr 10 mins
Media: Individual, Self-Paced

a. Check on learning Answers
1. Answer Q1: 17
2. Answer Q2: Para 113; 12 authorized
3. Answer Q3: 2d Battalion, 27th Infantry Regiment (WAMAAA); 2d Battalion, 35th Infantry Regiment (WFK8AA)
4. Answer Q4: 19Z5M

Show Slides 16: HR Planner - Check on Learning

Slide 16: HR Planner - Check on Learning

Focus:

Note: Time permitting, allow students to log on to FMS Web and research the questions posed in the Check On Learning scenario. Do not provide the UIC. Have students explain how they located the unit and the different search methods used and available on FMS Web (e.g. Search for SRC12 units).

HR Planner Check On Learning

Upon completion of the HR Plans and Operations Course, you are assigned as an HR Planner for the 14th HRSC. You've only been on the job for about 2 weeks and your supervisor is on leave. Without warning, the HRSC Director comes into your office and says he needs some information immediately for an upcoming deployment for 510th HR Company. The Director hands you this list of questions and says he needs the information in 10 minutes for a meeting he is attending.

What is the UIC and geographic location data for the 510th?

How many officer/Wo/enlisted/Soldiers are authorized?

How many HR Platoons are authorized?

How many LIGHT TACTICAL TRAILER 3/4 TON (LNU: T95992) is the Plans and Operations Section authorized?

b. Check on learning Answers
1. Answer Q1: WDEJAA, Fort Eustis, Virginia
2. Answer Q2: Para 9 / 1 / 143
3. Answer Q3: 6
4. Answer Q4: 12
Instructor’s Note: Furthermore, Forward Support Battalions (FSB) have the required equipment to change encryptions. The required system is a Systems Support Kit, which allows for trouble shooting. The kit is equipped with a laptop which is needed as well.

Show Slides 17: Review Summary

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<td><strong>Focus:</strong></td>
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<tr>
<td>SECTION IV. SUMMARY: During this block of instruction, we discussed what FMS Web is and how it can assist you in determining a unit’s capability and ability to perform its mission. You learned of the security requirements to log into FMS Web, discussed the various search methods and ways to export the data to a format of your choosing.</td>
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<tr>
<td><strong>Review Summary</strong></td>
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<tr>
<td>• What is FMS Web?</td>
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<tr>
<td>• FMS Web Capabilities</td>
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<tr>
<td>• Log On Requirements</td>
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<tr>
<td>• Searching FMS Web</td>
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<td>• Exporting Information from FMS Web</td>
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c. Closing: By knowing a unit’s equipment and personnel you can assist your commander by knowing a unit’s capabilities based on the Department of the Army authorizations. This can be helpful by knowing what personnel and equipment can be gained by the unit.

Show Slides 18: Terminal Learning Objective

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**Slide 19: Terminal Learning Objective**

**Focus:**

**Terminal Learning Objective**

- Senior HR Leaders in a classroom environment working individually and as a member of a small group, using doctrinal and administrative publications, practical exercises, case studies, personal experience, handouts, and discussion with an awareness of the Operational Environment (OE) variables and factors.

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**Slide 20: Terminal Learning Objective**

**Focus:**

**Terminal Learning Objective**

1. Communicate the capabilities of FMS Web.
2. Identify FMS Web login and account requirements.
3. Navigate the functions and sub-functions of FMS Web.
4. Export personal authorization data from FMS Web.