MILITARY QUALIFICATION STANDARDS II
MANUAL OF COMMON TASKS
For Lieutenants and Captains

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HEADQUARTERS, DEPARTMENT OF THE ARMY

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*This publication supersedes STP 21-II-MQS, 25 March 1987.

See STP 21-1-SMCT for this task.

\# See STP 21-1-SMCT for this task.

\#\# See STP 21-24-SMCT for this task.

PREFACE

To fulfill its mission of defending the nation in time of war, the Army must have a well-trained, well-educated officer corps. Leaders at every level, in both the active and reserve component, must be prepared to lead, train, fight, and manage resources in an ever-expanding and complicated battle environment. The Army has made a total commitment to develop these leaders. It uses the Military Qualification Standards (MQS) system as its primary leader development tool.

The purposes of this manual are to--

- Provide the goals of MQS II and outline the approach used by the MQS system in attaining the goals.
- Provide the MQS philosophy and explain its relationship with the Battlefield Operating Systems (BOS), task areas, ARTEP Mission Training plans, and Mission Essential Task Lists (METL).
- Explain the company grade officer's, commandant's, and commander's and supervisor's responsibilities for leader development under the MQS system.
- Outline the common tasks and professional knowledges for company grade officers and their required training standards.
- List the MQS publications, both branch-specific and common.
- Describe officer responsibilities for the most common company grade special emphasis areas.
- Provide the Foundation Reading List and the additional suggested reading list.

The MQS system provides a blueprint for officer training and leader development in both resident schools and units. It is designed to integrate the efforts of school commandants, unit commanders, and individual officers as the officers pursue their professional development and acquire the skills they require to go to war. The system is manual-based and officers and commanders need the MQS manuals to implement it.

MQS II is intended to produce company grade officers who are prepared to accomplish their wartime tasks and meet the requirements for promotion to major and attendance at Command and Staff College (CSC) level courses.

The proponent for this publication is HQ TRADOC. Submit recommended changes to this publication on DA Form 2028 (Recommended Changes to Publications and Blank Forms). For comments on task selection and leader development doctrine, submit DA Form 2028 to Commander, US Army Combined Arms Command, ATTN: ATZL-SWC-LE, Fort Leavenworth, KS 66027-6900.

For comments on individual tasks or professional knowledge areas and their doctrine, submit DA Form 2028 to the respective proponent. Queries and comments to TRADOC proponent schools should be to the attention of the Department of Training and Doctrine. Queries to proponents at Fort Leavenworth, KS, should be to the attention of ATZL-SWC-LE.

Questions on format and educational aspects of the Systems Approach to Training should be addressed to Commander, U.S. Army Training Support Center, ATTN: ATIC-ITT, Fort Eustis, VA 23604-5206.

Unless otherwise stated, whenever the masculine gender is used, both men and women are included.

THE MQS SYSTEM

MQS AND LEADER DEVELOPMENT

Leader development is the process through which you develop the skills, knowledge, and attitudes that you need to lead, train, and employ Army units and organizations at increasing levels of responsibility. It is the result of the progressive and sequential education, training, and experience you receive throughout your career. The leader development process depends on the following three pillars for its success:

1. Institutional training.

2. Operational assignments.

3. Self-development.

It begins when you enter a precommissioning program, continues through commissioning, branch education, and operational assignments. It stops only when you complete your military service.

The Army uses the Military Qualification Standards (MQS) System as its primary tool to coordinate and integrate the three pillars to provide continuing leader development to you. It applies to officer candidates, cadets, and commissioned officers in the Active Army and Reserve Components. The system consists of three levels, MQS I, II, and III. These levels link and cut across the leader development pillars (see Figure 1-1. Leader Development).
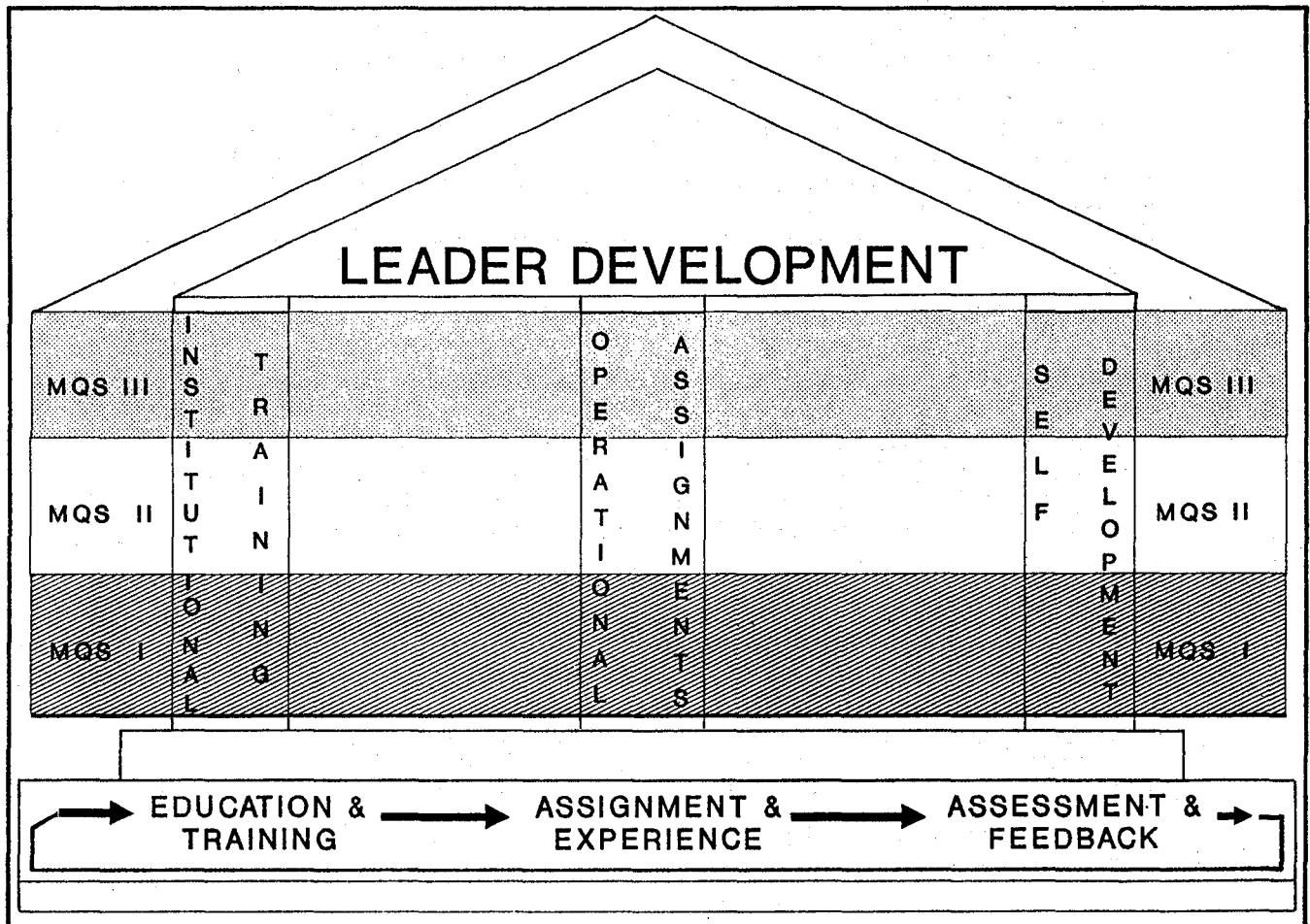
Figure 1-1. **LEADER DEVELOPMENT.**

MQS I - PRECOMMISSIONING

This level applies to the four commissioning sources: the United States Military Academy (USMA), Reserve Officer Training Corps (ROTC), Federal Officer Candidate School (OCS), and the National Guard officer candidate school programs at the state academies.

The goal of MQS I is to develop cadets and officer candidates in basic leader tasks for commissioning in the U.S. Army. The institutional training pillar at this point primarily involves the professor of military science or equivalent in the Federal OCS, National Guard military academies, or at USMA. The Combined Arms Command identifies the specific tasks to be trained in MQS I. ROTC, USMA, and the OCSs provide the instruction in the schoolhouse for those tasks. For the cadet or officer candidate, the operational assignments pillar consists of summer training programs such as ROTC summer camp or cadet troop leader training. Some MQS tasks are mastered during this training. The individual cadet's or officer candidate's responsibilities are most explicit for the self-development pillar. You assumed responsibility for your development at this point by successfully completing a course of study including academic courses in specified fields leading, in most cases, to the awarding of a bachelor's degree.

MQS I has two components, a military task and knowledge component and a professional military education component. The military task and knowledge component provides cadets and candidates with the critical tasks and professional knowledges (PKs) on which they must train. The professional military education component focuses on improving their cognitive skills. The MQS I manual, STP 21-I-MQS, provides more detail on both components.

MQS II - LIEUTENANTS AND CAPTAINS

This level applies to you as company grade officers in the Active Army, U. S. Army Reserve, and Army National Guard. The goal of MQS II is to prepare you to accomplish your wartime tasks, provide the basis for promotion to major, and prepare you for attendance at command and staff college (CSC) level schooling.

The tie between the leader development pillars and the MQS system is as close in the MQS II program as it is in MQS I. School commandants (and other proponents) are most directly involved with the institutional training pillar. They designate the specific tasks that you, as a lieutenant or captain, train on at the schoolhouse and provide instruction in those tasks. The training you receive in your officer basic course (OBC), officer advanced course (OAC), and the Combined Arms and Services Staff School (CAS3) falls in the institutional training pillar. Unit commanders are most directly involved with the operational assignments pillar. They design and conduct leader development programs in their units, and integrate these programs with unit training. The specific training you receive will reflect your unit's training plans and mission essential task list (METL).

You, the individual officer, are most directly involved with the self-development pillar because you have the most responsibility for your own development. Your self-development program includes professional reading and self study. Your branch school commandant and your commander both have critical roles in supporting you as you pursue self development. Chapter 2 explains your role in your development as a leader, as well as those of your commanders and school commandants. Also, Appendixes A and B contain more details.

MQS II has a military task and knowledge component and a professional military education component similar to that in MQS I. However, the military task and knowledge component for MQS II is organized into common task areas (covered in this manual) and branch specific task areas. Common tasks and PKs are essential for all company grade officers. The branch manuals cover the branch specific task areas and apply only to the officers in a particular branch. See Chapter 2 of this manual and your MQS II branch manual for more details.

MQS III - FIELD GRADE

This level applies to field grade officers throughout the total Army. The goal of MQS III is to prepare field grade officers for command, service in positions of greater responsibility on higher level staffs, and attendance at one of the senior service colleges.

MQS PHILOSOPHY

The MQS philosophy is based on the development of skills, knowledge, and attitudes through a sequential and progressive leader development program.

You acquire skills by mastering the tasks specified in the MQS system. Your learning these skills relates directly to the DO component of leadership discussed in FM 22-100, *Military Leadership*. The school commandant, the commander, and you each have responsibilities for skill development; however, the ultimate responsibility rests with you, the officer.

You acquire knowledge through learning the PKs of the MQS system. PKs relate directly to the KNOW component of leadership in FM 22-100. Again, the school commandant, the commander, and you share responsibility for your gaining knowledge.

ATTITUDES AND VALUES

Values are stated in the professional Army ethic and the individual values which support it.

You, above all, are expected to demonstrate loyalty to the nation, the Army, and to the unit. Loyalty to the nation involves an obligation to support and defend the Constitution of the United States. Loyalty to the Army means supporting the civilian and military chain of command. Loyalty to the unit entails a concern for the welfare of the soldiers you lead and the mission of the unit.

Duty is a hallmark of loyalty, but it is also a value in and of itself. Duty requires you to accept responsibility not only for your own actions, but also, for the actions of those in your charge.

Selfless service puts the welfare of the nation, the welfare of your subordinates, and the accomplishment of the assigned mission before your individual welfare.

Integrity demands a commitment to act according to the other values of the professional Army ethic. It is the basis for the trust and confidence that must exist between you and the soldiers you lead. Integrity also is demonstrated by propriety in your personal life. Your personal standards must be consistent with the professional values you hold.

Further, you are expected to demonstrate the individual values which strengthen the values of the professional Army ethic.

Through your actions, you must show commitment to service. You must show that you are dedicated to serving the nation and the soldiers that you lead and that you are proud to be a member of the Army.

You must demonstrate competence as a well-trained, dedicated professional. Success on the battlefield depends on it.

You must show candor. Honesty is demanded and expected from all members of the Army, particularly its leaders.

Finally, you must demonstrate physical and moral courage. Do not compromise your moral principles because of situational pressures.

These values relate directly to the attitudes which you demonstrate through your behavior. For example, you are expected to demonstrate in your actions that you care about both the mission and your soldiers, and that you put them before self. These attitudes clearly relate to the values of duty and selfless service. In a similar manner, you are expected to show that you hold attitudes consistent with all the other professional values previously discussed. Internalizing those values and acquiring attitudes consistent with them is an important part of your development.

Through example, your commander should model the values of the professional Army ethic, and should assist you in acquiring corresponding attitudes through his involvement in your development program. The inculcation of attitudes directly relates to the BE component of leadership in FM 22-100.

SUMMARY

The MQS System emphasizes the requirement to integrate your efforts, those of your commander, and those of your branch school commandant in your leader development as a member of your branch in the officer corps. In the end, however, the MQS philosophy clearly places the primary responsibility for your leader development on your shoulders.

MQS II OVERVIEW

INTRODUCTION

The purpose of the remainder of this manual is to outline for you, the individual company grade officer, your commander, and school commandant, the requirements and standards for your development as a lieutenant and captain. This manual focuses on MQS II and the common requirements for all company grade officers. The manual identifies task areas and specific tasks and PKs within those task areas. Some of these tasks and PKs are trained in the schoolhouse when you attend a professional development course such as OBC or OAC. Others support your unit's mission essential task list (METL) and are trained as part of your commander's training program. This manual, along with your MQS II branch manual, provides you with a framework for achieving proficiency as a company grade officer. It sets the standards for your development as a leader.

YOUR RESPONSIBILITIES IN MQS II

COMPANY GRADE OFFICER REQUIREMENTS

The Army has designated requirements for both lieutenants and captains. These requirements establish the desired level of development for advancement to the next grade. The requirements for lieutenants are entry requirements for the OAC. The requirements for captains are entry requirements for Command and Staff College level schooling. The requirements are listed below —

A. Lieutenant Requirements —

1. Must have completed branch OBC.

2. Must have completed a key branch lieutenant-level developmental assignment.

3. Must be proficient in lieutenant common and branch tasks.

(Note: This may include qualification through a unit officer certification program and may be tied to performance objectives on the Officer Evaluation Report (OER) Support Form.)

4. Must have completed 50 percent of the required foundation reading for company grade officers.

(Note: See Appendix C. This also may be tied to performance objectives on the OER Support Form.)

B. Captain Requirements —

1. Must have completed the OAC and both phases of the CAS3.

2. Must have completed company command or an equivalent key branch captain-level developmental assignment.

3. Must be proficient in captain common and branch task areas.

(Note: This may be tied to performance objectives on the OER Support Form.)

4. Must have completed 100 percent of the required foundation reading for company grade officers.

(Note: See Appendix C. This also may be tied to performance objectives on the OER Support Form.)

COMPLETION OF APPROPRIATE MILITARY SCHOOLING

Your branch managers, following guidance established by your branch commandant, will ensure that you get to the appropriate military schools (OBC, OAC, CAS3) at the right times in your career to contribute to your development. You have a responsibility to prepare for attendance at each school. You must complete the first phase of CAS3 before you are scheduled for Phase II and complete the prescribed course of instruction while in attendance at the school.

COMPLETION OF KEY BRANCH DEVELOPMENTAL ASSIGNMENTS

Your branch managers, following guidance from your branch commandant, also will ensure that you are assigned to units where you can complete key branch developmental assignments. You are responsible for the quality of your duty performance in those positions. Your primary tool for improving your duty performance is establishing an effective self-development program. You must be thoroughly familiar with the tasks which are essential for effective performance in your current duty position and other closely related positions.

PROFICIENCY IN COMMON AND BRANCH TASK AREAS

The MQS II system and its associated manuals identify, in general terms, the task areas which you must master to fight our doctrine. The manuals also provide task summaries (task, conditions, standards, performance measures, and references) for critical tasks and PKs within the task areas. The manuals do not provide summaries for critical tasks which are also skill level one or two soldier's manual tasks. Refer to the enlisted soldier's manuals of common tasks or the appropriate military occupational specialty (MOS) specific soldier's manuals for summaries of these tasks.

You are responsible for attaining a minimum level of proficiency on those critical tasks you were not trained on at the schoolhouse or in the unit. Your self-development program should reflect the requirements of your current assignment and those in your immediate future. Your assessment of your current capabilities and guidance from your commander are key inputs to the program. Critical to your development as an officer is comparing your abilities and job performance to the minimum standards identified for each task area you must master. Then you must realistically assess your strengths and weaknesses and lay out a program to build on the strengths and remedy the weaknesses.

You must prioritize your development efforts. You must execute the battle focused tasks your commander either explicitly or implicitly identifies for you when he develops his METL which guides his unit training plans. Beyond that, your judgement, your career road map, and guidance from your commander are the principal inputs into your leader development program.

REQUIRED FOUNDATION READING

Refer to Appendix C for more detail about the reading program.

MQS II MILITARY TASK AND KNOWLEDGE COMPONENT

The military task and knowledge component of MQS II consists of common and branch task areas. These are outlined in this manual and the MQS II branch manuals, respectively. The two areas covered in this manual are the common task areas and special emphasis areas (see Figure 2-1).
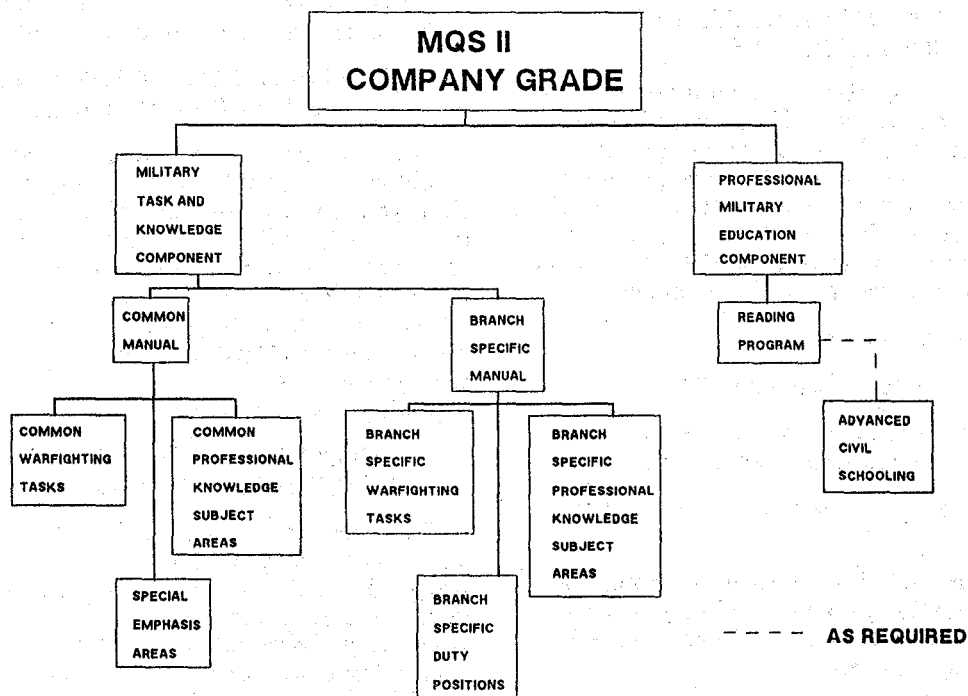
Figure 2-1.   **MQS II.**

COMMON TASK AREAS

The common task areas are those which are essential for all company grade officers, regardless of branch. These are the areas which you must master to succeed on the battlefield, and to lead, train, maintain, and fight your unit, either on or in support of the AirLand Battlefield. You, your commanders, and your school commandants must use these broad outlines as the framework upon which to build your leader development program. Most areas focus on the abilities you must demonstrate when executing your leader responsibilities with regard to the seven Battlefield Operating Systems (BOS). Other areas describe the background knowledge and abilities you must bring to your jobs. Finally, they may describe systems that are critical to the execution of our doctrine but do not fit under one of the BOS.

The standards for areas based on the BOS depend upon unit missions. Commanders should use their Army Training andEvaluation Program (ARTEP) Mission Training Plans (MTPs) to develop standards appropriate to their unit missions. Standards for the other areas are integrated into their narrative descriptions. The task areas for company grade officers are —

AirLand Battle Doctrine

Leadership

Battlefield Operating Systems

- Intelligence

- Maneuver

- Fire Support

- Air Defense

- Mobility and Survivability

- Combat Service Support

- Command and Control

Training

History

Soldier and Unit Support Systems

Low Intensity Conflict (Captains)

Force Integration (Captains)

Detailed descriptions of each task area are in chapter 3.

COMMON TASKS

Specific common tasks have been identified within the task areas. Most common tasks are initially trained in the schoolhouse. These common tasks, along with the branch specific tasks identified in your MQS II branch manual, form the basis for the programs of instruction (POIs) in the schools which you will attend while a company grade officer. Consistent with the unit's METL, other tasks may be trained by your commander during operational assignments. Some may become your responsibility to acquire on your own if they are not trained in the schoolhouse and do not fit with your unit's METL. The MQS II common tasks for lieutenants are in chapter 3 and the ones for captain are in chapter 4.

As a minimum, the task summaries include the information you must know and the skills that you must perform to standard for each task. Task numbers begin with the letter "O". The format for the task summaries follows:

- The task area, which appears on the upper outside corner of the page, is a general heading used to help order the tasks.

- The task number is a 12-digit number that identifies each task. Include this task number along with the task title and date in any correspondence related to the task.

- The task title identifies the performance that is under consideration.

- The conditions are the performance conditions and include all equipment and personnel requirements. They also indicate the environmental factors, such as darkness, rain, etc. that are necessary or that will limit task performance.

- The standards specify how well or at what level a task must be performed.

- The performance measures specify what you must do to perform the task successfully.

- The references identify military sources that provide more detailed and thorough explanations and information than is given on the summary page.

- The warnings alert you to the possibility of immediate personnel injury or damage to equipment.

- Notes provide a supportive explanation or hint about the performance standard.

COMMON PROFESSIONAL KNOWLEDGE (PK) SUBJECTS

Some of the information that an officer must know is not directly observable. Generally, you cannot demonstrate mastery of such information through performance as you can demonstrate mastery of tasks through performance. In the MQS system, this information is referred to as a PK. PKs involve the use of mental processes which enable an individual to recall factors, identify concepts, apply rules or principles, and think creatively. You will apply this knowledge to solve problems within your profession. A good example of a common PK is the professional Army ethic. You need to grasp this knowledge to perform critical tasks.

PKs, like tasks, fall into the task areas identified above and may be trained in the schoolhouse or in units. The MQS II common PKs also are listed under the task areas in chapters 3 and 4.

The format for professional knowledge summaries differs slightly from that of task summaries. PK numbers begin with letter "S". The main differences are the substitution of learning objectives and actions for performance measures and the inclusion of descriptions that provide information you need to meet the standards.

See appendix D for a list of the common tasks and PKs selected for unit training.

SPECIAL EMPHASIS AREAS

Special emphasis areas are the administrative duties found in all Army units. Survey Officer, Courts Martial member, and classified documents custodian are examples of these duties. Appendix E lists duty descriptions and provides references for many of the more common special emphasis areas. Use the information should you be assigned responsibility for one or more of the areas. It is not likely that the unit will have the time to address special emphasis areas in a formal manner.

MQS II branch manuals are organized around the branch specific task areas. Branch specific task areas are those that are essential for all company grade officers of a branch. Like common task areas, they are critical for success on the battlefield. They include the tactical and technical tasks all officers in that branch must master to —

1. Lead a platoon and company.

2. Function as a battalion or brigade staff officer.

3. Fulfill the operational mission of a unit.

Many, if not all, of the branch task areas are the same as the common task areas, but proficiency in those areas is described in branch terms. For example, for an Infantry or Armor officer, "maneuver" under the BOS task area has considerably more depth than the same area described in common terms. Branch tasks and PKs are similar to common tasks and PKs, and are grouped under the branch task areas. The branch manuals may also cover specific duty positions (i.e., mortar platoon leader, shop officer, vertical construction platoon leader). The summaries have specific references to training resources such as doctrinal manuals, resident and correspondence courses, and training literature.

MQS II PROFESSIONAL MILITARY EDUCATION COMPONENT

The professional military education component of MQS II consists of a reading program and, for selected officers, advanced civil schooling. The objectives of this component are to teach you how to think critically, to have an appreciation of relevant military history, and to further your understanding of contemporary thinking in selected areas. Those selected to attend advanced civil schooling are educated to meet Army requirements in fields requiring specialized scientific, analytic, engineering, medical, social science, or language skills.

Your reading program should be the result of a joint effort between you and your commander.

FOUNDATION PUBLICATIONS

The Army has selected nineteen books that it considers to be definitive works in the field of military and military-related writing (see appendix C). These nineteen books fall into the categories of general history, sustainment, technology, training, command and leadership, nature of war, tactics or warfighting, and low intensity conflict. They should form the foundation of your professional reading program. All company grade officers must read at least ten of these books before promotion to major.

READING LIST

Appendix C contains a list of additional books. These books are grouped into three categories: classical, ethical, and contemporary. Books in the classical category include general surveys, biographies, narratives, memoirs, and fiction. These

books provide insights into important periods of history and issues that contribute to current military thought. Those in the ethical category concentrate on ethical issues from the standpoint of the individual officer, the unit, and the profession. Finally, books in the contemporary category address a variety of subjects that include current problems confronting the nation or new insights into historical events or leaders.

BRANCH READING LISTS

Branches may develop reading lists for their MQS II branch manuals. These lists concentrate on publications that provide an in-depth understanding of various aspects of the particular branch, its role in the past, and new developments or systems that may affect its role in the future. The number of selections in the branch lists varies with the availability of books written in specialized areas. You should also keep informed by reading your branch journals and branch related articles in current periodicals.

As indicated above, you must read ten of the foundation publications and be conversant in the concepts found in them. You must accomplish this by the time you are eligible for promotion to major. Additionally, your commander will have a reading program for his officers which complements his unit training plans. As you move between assignments and commanders, ensure that your reading program is progressive. If subsequent unit reading programs repeat books that you have read, then coordinate with your commander to read different but complementary books.

CHAPTER 3
LIEUTENANTS

AIRLAND BATTLE DOCTRINE

AirLand Battle Doctrine is the term used to describe the doctrinal content of *FM 100-5, Operations*. It is a doctrinal statement of what the U.S. Army must do to win campaigns and battles in contemporary warfare. The doctrine is flexible and adaptable so as to apply across the spectrum of conflict (low, mid, and high intensity). High intensity conflict is characterized by combat operations conducted at a high tempo, over a battle extended in depth, on a multidimensional battlefield, where nuclear, chemical, electronic, directed energy, or conventional weapons may be used. This warfare will be marked by non-linear maneuver warfare supported by flexible and unified ground and air firepower. At the low intensity end of the spectrum, the size of force is the key variant with all other combat characteristics applying at varying degrees. In either case, it is warfare that will be intense, lethal, and that will make greater demands on the capabilities of leaders and soldiers. AirLand Battle Doctrine also stresses maneuver, the human dimension of warfare, and the importance of the nonquantifiable elements of combat power.

In execution, the AirLand Battle means nothing more than fighting "smart" and using every element of combat power from psychological operations to nuclear weapons to defeat the enemy.

The battlefield includes every area and enemy unit that can affect the outcome of the immediate fight. It extends into an area in which future operations will take place.

Describe the U.S. Army's AirLand Battle Doctrine
S3-9011.01-0002   May 1990

CONDITIONS
Without references.

STANDARDS
Describe AirLand Battle doctrine. Include the four basic tenets, the three levels of warfare, and the relationship of close, deep, and rear operations.

ENABLING LEARNING OBJECTIVES
Action 1. Describe the four basic tenets of AirLand Battle Doctrine.

Conditions. Without references.

Standard. Describe the four tenets of AirLand Battle Doctrine.

Description. The four tenets of AirLand Battle Doctrine are initiative, agility, depth, and synchronization. Embedded in the tenets are the principles of war. Initiative is setting or changing the terms of battle by action. Agility is the ability of a force to act faster than the enemy. Depth is the extension of operations in space, time, and resources. Synchronization is the arrangement of battlefield activities in time, space, and purpose to produce maximum relative combat power at the decisive point. Though the tenets take on different meanings at different echelons of command, they can be universally applied, no matter the echelon, level of war, or intensity of conflict.

Action 2. Describe the three levels of modern warfare.

Conditions. Without references.

Standards. Describe the three levels of modern warfare.

Description. AirLand Battle Doctrine identifies three levels of modern warfare: strategy, operational art, and tactics.

1. Strategy is the art and science of employing armed forces to secure policy objectives through establishing goals, furnishing resources, imposing conditions on the use of force, and authoritatively governing the application of doctrine.

2. Operational art is the employment of military forces to attain strategic goals in a theater of war or theater of operations through the design, organization, and conduct of campaigns and major operations.

3. Tactics is the method by which commanders translate combat power into victorious engagements and battles through maneuver, firepower, protection, and leadership. Success at each level depends upon the success at the other levels.

Action 3. Describe the relationship of close, deep, and rear operations.

Conditions. Without references.

Standard. Describe the relationships between the deep, close, and rear operations of the AirLand battlefield.

Description. The AirLand battlefield is characterized by three distinct yet interrelated and interdependent operations: deep, close, and rear. Together, they comprise a special and continuous synchronization requirement. Deep operations comprise activities directed against enemy forces not in contact. It is designed to influence the conditions in which future close operations will be conducted. Close operations comprise the current activities of major committed combat elements, together with their immediate combat support and combat service support. Rear operations comprise activities rearward of elements in contact. It is designed to assure freedom of maneuver and continuity of operations, including continuity of sustainment and command and control. Each arena is not a stand alone battle, but one of three operations that make up one battle, the AirLand Battle. (See S3-8961.00-0001, Describe Rear Operations Doctrine.)

REFERENCES

FM 100-1   FM 100-5

Describe Rear Operations Doctrine
S3-8961.00-0001   June 1990

CONDITIONS
Without references.

STANDARDS
Describe rear operations doctrine at the corps and division level.

ENABLING LEARNING OBJECTIVES

Action 1. Describe the command and control of rear operations.

Conditions. Without references.

Standards. Describe the command and control of rear operations. Include senior rear commanders and rear command post configurations at division and corps.

Description. The rear operations commanders are the assistant division commander for support at division and the deputy commanding general at corps. The rear operations commanders control rear operations through the rear command posts. The command posts (CP) are composed of three cells: Headquarters, Operations, and Combat Service Support. At corps level, the rear CP has four subordinate Rear Area Operations Centers (RAOC). The RAOCs are assigned areas of responsibility to manage terrain and control and coordinate responses to threat activity.

Action 2. Describe the technical and tactical chains of command used in the rear area.

Conditions. Without references.

Standards. Describe the technical and tactical chains of command in the rear area. Include their purpose and designation.

Description. The technical chain of command is the normal chain of command for most units operating in the rear area. The technical chain of command provides mission guidance and orders. The tactical chain of command is used for rear security and goes from bases (all units are positioned in bases) to base clusters, if appropriate, to a RAOC, if in the corps rear area, and to the rear CP.

Action 3. Describe the four functions of rear operations.

Conditions. Without reference.

Standards. Describe the four functions of rear operations. Include sustainment, movement, terrain management, and security.

Description. The four functions of rear operations are sustainment, movement, terrain management, and security. Sustainment includes the personnel and logistics support of close, deep, and rear operations. Movement includes the planning of non-tactical moves and the deconfliction of tactical and non-tactical moves. Terrain management includes the positioning of units, facilities, and other resources in the rear area. Security consists of a system of graduated responses to threat activity in the rear area.

Action 4. Describe the rear operations function of sustainment.

Conditions. Without references.

Standards. Describe the rear operations function of sustainment and the key players involved.

Description. The combat service support (CSS) cell of the rear CP plans and directs sustainment operations. The support commands execute the sustainment plan along with the personnel and finance units. The rear CP synchronizes sustainment operations with the commander's concept of operation and intent to ensure close, deep, and rear operations receive the support needed.

Action 5. Describe the rear operations function of movement.

Conditions. Without references.

Standards. Describe the rear operations function of movement and the key players involved.

Description. The CSS cell of the rear CP in conjunction with elements of the support command plans nontactical movements. The G3 is responsible for planning tactical movements, while the rear CP operations cell deconflicts tactical and nontactical movements in the rear area. Two major players are the Military Police (MP) and engineers. Military Police provide battlefield circulation control at critical points and times to ensure the rapid movement of designated tactical and nontactical moves. Engineers performing mobility missions ensure lines of communications remain unimpeded.

Action 6. Describe the rear operations function of terrain management.

Conditions. Without references.

Standards. Describe the rear operations function of terrain management and the key players involved.

Description. The G3 allocates terrain by defining boundaries, designating assembly areas, and establishing other control measures. The rear CP operations cell is responsible for positioning units, facilities, and other resources, establishing bases, forming base clusters when appropriate, and monitoring designated assembly areas within the rear area. In the corps rear area, the four RAOCs perform most of the terrain management functions for the rear CP while the operations cell coordinates with the major subordinate commands for positioning requirements.

Action 7. Describe the rear operations function of security.

Conditions. Without references.

Standards. Describe the rear operations function of security and the key players involved.

Description. Rear security operations are conducted to ensure freedom of maneuver and continuity of operations. A graduated response to threat activity is based on a continual intelligence preparation of the rear battlefield. Three levels of response to threat activity serve as a guide for planning rear security operations. Level I threats can be defeated by base or base cluster self-defense measures. Level II threats can be defeated by response forces, normally MP units with supporting fires. Level III threats necessitate the commitment of a combined arms tactical combat force. The rear CP operations cell is responsible for synchronizing rear security operations to ensure the appropriate response is timely and coordinated. Level II and III responses require the timely application of fire support to ensure the defeat of the threat.

Action 8. Describe area damage control.

Condition. Without references.

Standard. Describe area damage control and the key players involved.

Description. Area damage control consists of those measures taken before, during, and after hostile action or natural disasters to reduce the probability of damage and to minimize its effects. The rear CP operations cell and the RAOCs at corps level monitor assets available and the rear area situation to ensure a timely and adequate response to damage as it occurs.

REFERENCES

FM 71-100   FM 100-15

LEADERSHIP

Leadership provides purpose, direction, and motivation in combat. The role of effective leadership in combat is especially important in light of the fact that our operations doctrine is leadership intensive. According to FM 100-5, competent and confident leadership is the most essential element of combat power.

While leadership is intangible, it is not a mystery and can be learned through self-study, education, training, and experience. The tasks within the leadership subject area fall within two categories: tasks which cause you to apply the factors and principles of leadership doctrine as discussed in *FM 22-100, Military Leadership*; and those which deal with the precepts contained in *FM 100-1, The Army,* which provide the ethical and constitutional basis for leadership actions.

Apply the Ethical Decision-Making Process
03-9001.10-0003   August 1990

CONDITIONS

You must make an individual ethical decision.

STANDARDS

Apply the ethical decision-making process to resolve an individual ethical dilemma following the proper sequence.

PERFORMANCE MEASURES

1. Interpret the situation. Is there an ethical dilemma? If so, what is it?

2. Analyze the factors and forces that relate to the dilemma. Include —

   a. Laws, orders, and regulations.

   b. National values.

   c. Traditional Army values.

   d. Unit operating values.

   e. Your values.

   f. Institutional pressures.

3. Choose the course of action you believe best serves the nation.

4. Implement the course of action you have chosen.

REFERENCES

FM 22-100   FM 100-1

Communicate Effectively
03-9001.12-0002   August 1990

CONDITIONS

You must possess the ability to communicate orally and to give clear orders and instructions. Given a military situation.

STANDARDS

1. Develop and use effectively "I—messages" as a communications skill for self-expression.

2. Use paraphrasing as a communications skill when appropriate.

3. Use parroting as a communications skill when appropriate.

PERFORMANCE MEASURES

1. Develop and use "I—messages" that —

   a. Are appropriate to the situation.

   b. Express —

(1) Specific descriptions of need or behavior.

(2) Feelings.

(3) Results of continued behavior.

2. Use paraphrasing in communications. By rewording the meaning of communications, the listener responds to the sender's information and feelings.

3. Use parroting in communications. When issuing orders or instructions, it may be appropriate to have the person receiving the orders or instructions repeat them back — word for word.

REFERENCES

FM 22-100   FM 22-101

Motivate Subordinates to Accomplish Unit Missions
03-9001.14-0002   August 1990

CONDITIONS

You have been assigned a unit mission. You must motivate your individual soldiers and your subordinate organizations to accomplish the missions.

STANDARDS

Motivate subordinates to accomplish unit missions by developing and executing a motivation plan.

PERFORMANCE MEASURES

1. Develop a plan which includes —

  a. Serving as the ethical standard bearer.

  b. Developing cohesive soldier teams.

  c. Making good use of rewards and punishment.

  d. Recognizing and satisfying soldiers' needs.

  e. Serving as and developing positive role models.

2. Incorporate the concepts of need, equity, expectancy, goal setting, and job redesign as appropriate.

3. Execute the plan.

REFERENCE

FM 22-100

Conduct Subordinate Counseling
03-9001.15-0002   August 1990

CONDITIONS

Effective leadership demands attention to the personal and performance concerns of unit personnel. The need to counsel cannot be ignored. You are a platoon leader or a leader of an equivalent organization.

STANDARDS

Conduct counseling sessions following the proper sequence.

PERFORMANCE MEASURES

1. Identify the need for counseling.

2. Identify the appropriate type of counseling.

   a. Reception and integration counseling.

   b. Performance counseling.

   c. Personal counseling.

   d. Disciplinary counseling.

   e. Professional growth and guidance counseling.

3. Use the appropriate counseling approach.

   a. Directive approach. Leader-centered counseling is generally considered an effective technique for performance counseling, on-the-spot corrections, and disciplinary counseling.

   b. Nondirective approach. This approach to counseling is more informal and is "soldier-centered." Soldier-centered counseling is a good approach for personal counseling.

   c. Combined approach. This approach allows both the leader and soldier to participate in defining, analyzing, and solving the problem. It is useful in reception and integration counseling and in professional growth and guidance counseling.

4. Plan for follow up.

REFERENCES

FM 22-100   FM 22-101

Develop Subordinate Leaders in a Platoon or Equivalent Sized Organization
O3-9001.16-0002   August 1990

CONDITIONS

You have been assigned as the leader of a platoon sized organization.

STANDARDS

Prepare and execute a plan to develop subordinate leaders.

PERFORMANCE MEASURES

1. Explain the goal of subordinate leader development. The goal is to develop competent and confident leaders who understand and are able to exploit the full potential of the AirLand Battle Doctrine.

2. Describe the three leader development pillars.

   a. The institutional training pillar. Military schools.

   b. The operational assignments pillar. The experience you gain during successive assignments in units.

   c. The self-development pillar. Individual study programs initiated to maintain and to increase your overall professional competence.

3. Explain the process of leader development. Include —

   a. Education.

   b. Training.

   c. Experience.

   d. Assessment.

   e. Feedback.

   f. Remedial or reinforcement training.

   g. Evaluation of performance and potential.

   h. Selection for increased responsibility, promotion, and schooling.

4. Prepare and execute a plan to develop subordinate leaders in a platoon sized organization. Include —

a. Observe a subordinate's performance.

b. Compare the observed performance to a standard.

c. Give the subordinate performance feedback.

d. Design a leader development program for the subordinate which supports the training of unit's mission essential task list (METL).

e. Help the subordinate structure a self-development program to overcome identified weaknesses and to prepare for positions of increased responsibility.

f. Help the subordinate prepare for additional institutional training.

g. Provide performance feedback through teaching, coaching, counseling, remedial training, and formal evaluation reports.

REFERENCES

AR 350-17	FM 25-100
FM 22-100	FM 25-101
FM 22-102	FM 100-5

Develop a Cohesive Platoon Sized Organization
O1-9001.17-0002   August 1990

CONDITIONS
You are responsible for developing soldiers into a cohesive platoon sized organization.

STANDARDS
Develop a cohesive platoon sized organization by establishing and executing a plan. As a minimum, your plan must address each performance measure.

PERFORMANCE MEASURES
1. Employ the concept of unit cohesion. Include —

a. Bonding together soldiers and leaders to develop and sustain their commitment to the unit and their resolve to accomplish the mission.

b. Belonging to a team of soldiers who accept the unit's mission.

2. Address the stages of soldier team development in your plan, including the formation stage, the development stage, and the sustainment stage.

3. Address how the factors of unit cohesion apply to your plan. Include —

a. Leadership.

b. Group (unit) characteristics.

c. Individuals in the unit.

d. Unit socialization.

e. Unit and individual objectives and goals.

f. Unit activities.

g. Unit identification and history.

REFERENCES

DA PAM 350-2	FM 22-102
FM 22-100	

Take Charge of a Platoon or Equivalent Organization
O1-9001.19-0001   August 1990

CONDITIONS

You have been notified that you will be assigned as the leader of a platoon sized organization.

STANDARDS

Take charge by developing and executing a plan. The plan must include actions you will take in preparation for taking charge upon arrival and in establishing yourself as the leader.

PERFORMANCE MEASURES

1. Prepare for taking charge.

a. Prepare a letter of introduction to your future commander or supervisor.

b. Obtain as much information about your new location and unit as possible.

c. Prepare personally and professionally for your assignment.

2. Complete the following actions upon arrival:

a. Meet with your new commander or supervisor.

b. Determine what your new assignment is and what is expected of you. Include completing your officer evaluation report support form (DA Form 67-8-1).

c. Determine what is expected of your platoon or organization.

d. Introduce yourself to the members of your new platoon or organization.

e. Inventory and sign for property.

3. Execute your plan to take charge of your platoon or equivalent organization.

a. Identify your unit mission and the mission of the higher organization.

b. Meet and talk with the outgoing leader, if possible.

c. Ask your commander or supervisor to explain his command philosophy, goals, objectives, and plans.

d. Read key documents such as mission statements, standing operating procedures, policy memorandums, and authorization documents.

e. Ensure you understand how your mission fits into the mission of the next higher headquarters.

f. Identify the key people outside your organization whose support you need to accomplish the mission.

g. Determine what functions you are responsible for, such as training, maintenance, and administration.

h. Determine what resources are available to help you accomplish the mission.

i. Determine who reports directly to you.

j. Determine the current state of morale.

k. Establish yourself as the leader of the platoon or section in the view of your subordinates and superiors —

(1) Accept your role as the leader and develop your skills as an integral part of your soldier team.

(2) Conduct training assessments to determine the collective and individual levels of proficiency.

(3) Establish training goals and standards, supervise the execution, assess the performance, and conduct after action reviews.

(4) Train your soldiers as a team.

(5) Take care of your soldiers.

(6) Take full responsibility for your platoon or organization.

REFERENCES

FM 22-100   FM 25-100

FM 22-102

Administer Military Justice at Platoon or Section Level
O3-9080.10-1001   July 1990

CONDITIONS

You must administer military justice over the soldiers in your charge. Your understanding of the military justice system and ability to perform the various functions directly relates to your duty to ensure good order and discipline.

STANDARDS

Administer military justice at platoon or section level. Your actions in administering military justice must comply with the requirements set forth in the *Constitution, Uniform Code of Military Justice, Manual for Courts-Martial,* and service and local regulations.

PERFORMANCE MEASURES

1. Identify the components and legal basis for the military justice system.

    a. The military requires a separate justice system that can function in peace and wartime, that can accompany the force worldwide, that will enforce good order and discipline, promote justice, and strengthen national security.

    b. The components of the military justice system include good leadership, nonpunitive administrative actions, nonjudicial punishment, and courts-martial.

    c. The legal basis of the military justice system includes the Constitution, the *Uniform Code of Military Justice* (UCMJ), the *Manual for Courts-Martial* (MCM), and Army and local regulations.

2. Identify those personnel subject to the UCMJ. Include —

    a. Soldiers from date of entry on active duty.

    b. Reservists who are performing inactive and active duty for training.

    c. U.S. Military Academy cadets (but not ROTC cadets).

NOTE: Soldiers cannot be punished under the UCMJ for offenses committed outside of military jurisdiction. Military jurisdiction does not extend to civilians in time of peace.

3. Identify unlawful command influences. Include —

    a. A senior commander may not order you to take a specific disciplinary action against a soldier. Under the UCMJ, each commander is required to exercise independent judgement in deciding cases. The senior commander may, however, withdraw the subordinate's authority to decide a case.

    b. A senior commander may not attempt to influence the decisions of courts-martial members and military judges in deciding the guilt and punishment of an accused soldier.

    c. You cannot be reprimanded or receive an unfavorable evaluation for your participation as a member of, or witness before, a courts-martial or board.

4. Safeguard the rights of suspects.

    a. Before questioning a suspect, you must —

    (1) Advise him of his rights against self-incrimination.

    (2) Advise him of his right to counsel at all critical stages of the criminal process.

    (3) Ensure that he understands his rights. If he decides to waive his rights and submit to questioning, ensure that his decision is made voluntarily.

NOTE: Use *DA Form 3881, Rights Warning Certificate,* whenever possible.

    (4) If you know a soldier is represented by a lawyer, you must notify the lawyer and give him an opportunity to be present during all questioning.

    b. Stop the interview if the suspect invokes his rights or requests a lawyer.

    c. Right to a speedy trial.

NOTE: Article 10 of the UCMJ requires immediate steps be taken to inform the accused of the charges and bring the case to trial, or to dismiss the charges and terminate restraint. If there is undue delay, the charges may be dismissed by the court.

5. Conduct lawful searches and inspections.

a. Based upon probable cause, conduct a search that your commander has authorized.

NOTE: Whenever possible, contact your legal advisor for advice before attempting a probable cause search. Probable cause to search is the reasonable belief that the person, property, or evidence sought is located in the place, area, or on the person to be searched.

(1) Search only those areas where evidence could reasonably be expected to be found.

(2) Seize any other items of contraband found during a lawful search.

b. Conduct a search voluntarily consented to by a soldier.

(1) Consent must be freely given and may be partial or limited.

(2) The search may not exceed the scope of the consent.

(3) Consent may be withdrawn at any time and the search must stop.

c. Search a soldier who has been lawfully apprehended.

(1) You must have a reasonable belief that the soldier you are apprehending has committed an offense.

(2) You may search the person of the suspect and the area within the suspect's immediate control.

d. Conduct inspections and inventories.

NOTE: Inspections and inventories are not considered searches in a legal sense. Inspections and inventories have purposes other than prosecution. They are conducted to ensure property accountability, health, welfare, and discipline of soldiers, and similar reasons. An inspection may not be a subterfuge for search for evidence.

6. Recommend the most common nonpunitive administrative actions. Include —

NOTE: These measures are less severe than the punitive measures discussed later. Consider these before resorting to more severe actions, especially, for minor infractions where your purpose is to correct a deficiency.

a. The most common nonpunitive measures include —

(1) Counseling.

(2) Written and oral admonitions and reprimands.

(3) Corrective training.

(4) Withholding of benefits and privileges.

b. Additional nonpunitive administrative measures for use in appropriate instances include —

(1) Military Occupational Speciality (MOS) reclassification.

(2) Adverse evaluation reports.

(3) Revocation of security clearances.

(4) Bars to reenlistment.

(5) Administrative reduction for misconduct or inefficiency.

(6) Administrative separation from the service.

NOTE: Referral to various social agencies such as Army Community Services, the American Red Cross, and drug or alcohol abuse counseling may also be appropriate in some cases.

7. Determine when nonjudicial punishment proceedings are appropriate.

NOTE: The least severe and most commonly used punitive measure is nonjudicial punishment under Article 15, UCMJ. The accused's company or battalion commander usually imposes nonjudicial punishment.

a. Choose the appropriate type of Article 15 proceedings —

(1) Formal proceedings allow for more severe punishments but provides more rights for soldier.

(2) Summarized proceedings allow lesser punishments but provides fewer rights for soldier.

b. Safeguard the rights of soldiers under Article 15. Include —

(1) The right to consult with a judge advocate (for a formal Article 15 only).

(2) A hearing open to the public before the commander.

(3) The right to representation by a spokesperson and to present evidence, including witnesses.

(4) The right to refuse punishment by Article 15 and demand trial by court-martial.

(5) The right to appeal the results of the Article 15 proceeding to the next higher command.

c. Choose the appropriate punishment under Article 15 —

(1) Admonitions and reprimands.

(2) Restrictions.

(3) Forfeitures of pay.

(4) Correctional custody.

(5) Reductions in rank.

8. Determine the level of courts-martial to recommend in appropriate cases.

NOTE: In serious cases, where less severe measures are inappropriate or have failed, the UCMJ delegates the power to certain commanders to convene courts-martial. This commander serves as the convening authority. The convening authority personally chooses the members of the court and refers cases to it.

a. Summary court-martial.

(1) Convened by a battalion commander.

(2) Composed of one commissioned officer.

(3) Allows the accused the right to object to trial by a summary court.

(4) Restricts maximum punishment to not to exceed —

(a) Confinement for 1 month.

(b) Hard labor without confinement for 45 days.

(c) Restriction for 2 months.

(d) Forfeiture of two-thirds of one month's basic pay.

(e) Reduction to the grade of private (E-1).

b. Special court-martial.

(1) Convened by a brigade commander.

(2) Composed of a military judge and at least three members, or a military judge alone if the accused so requests. An enlisted accused can request that the court consist of one-third enlisted soldiers.

(3) Allows the accused the right to be represented by a military lawyer at no expense to himself, or by a civilian lawyer at no expense to the government.

(4) Restricts maximum punishment to not to exceed —

(a) Confinement for 6 months.

(b) Forfeiture of two-thirds of one month's pay per month for 6 months.

(c) Reduction to Private (E-1).

(d) If the special court-martial is convened by general court-martial convening authority and a punitive discharge is specifically authorized, a bad-conduct discharge may be adjudged.

NOTE: Commissioned officers may not be dismissed or confined at a special court-martial.

c. General court-martial.

(1) Convened by a general officer.

(2) Requires a formal, written pretrial advice from the staff judge advocate.

(3) Requires a formal pretrial investigation under Article 32, UCMJ.

(4) Consists of a military judge and at least five court members or a military judge alone. Enlisted accused may request that at least one-third of the members be enlisted.

(5) Allows maximum punishments which are set out in the Manual for Courts-Martial. They include —

(a) Confinement for life or a lesser term.

(b) Forfeiture of all pay and allowances.

(c) Dishonorable discharge or dismissal (for officers).

(d) Death (in capital cases).

9. Employ pretrial restraint when legally appropriate.

a. Employ pretrial confinement (physical incarceration in a confinement facility) only when —

(1) An offense triable by court-martial is committed.

(2) Commander believes the accused committed the offense and confinement is necessary because —

(a) It is foreseeable that the accused will not appear at the trial, pretrial hearing or investigation, or the accused will engage in serious misconduct such as threatening the witnesses against him, or seriously injuring another.

(b) Less severe forms of restraint such as restriction are considered inadequate.

b. Restrict.

(1) Allows soldier to normally perform regular military duties pending investigation and trial. (It is a less severe form of restraint).

(2) Limits a soldier's freedom of movement to a particular area, usually barracks, dining facility, chapel, and place of duty.

c. Arrest.

(1) This is a moral restraint causing the accused to remain within certain specified limits.

(2) It is similar to restriction except that accused does not perform regular military duties.

REFERENCES

AR 27-10   FM 27-1

Manual for Courts-Martial, United States

Manage Accident Risk In Unit Operations
03-9003.02-0001   July 1990

CONDITIONS

As a leader, you must use risk management techniques to minimize accident risks in unit operations regardless of your position in the unit. In this way, you protect your soldiers, conserve resources, and sustain the mission.

STANDARDS

Manage accident risk in unit operations by —

1. Ensuring unit members adhere to all established safety and occupational health standards applicable to routine unit operations unless mission requirements dictate a change.

2. Incorporating risk management techniques into all unit operations. This is especially important when accomplishment of the mission requires deviation from established safety standards or the mission involves special difficulties.

PERFORMANCE MEASURES

1. Ensure unit members perform routine activities in accordance with established safety and occupational health standards.

a. Know appropriate safety standards for each routine unit activity.

b. Perform all individual and collective tasks to the Army standard and to local standing operating procedures (SOP) guidelines. By performing a task to standard, the task is done correctly and safely.

2. Use risk management techniques routinely. They are especially valuable tools when determining reasonable and prudent steps, procedures, or measures that minimize accident risk, yet allow mission accomplishment (in those instances when you or your soldiers must deviate from established procedures and safety standards to accomplish unit missions). Risk management techniques encompass the following:

a. Determining unit missions, collective tasks, individual tasks, and routine unit activities which present the risk of accidents.

(1) Review directed and implied mission steps or phases; identify mission areas or elements which involve unusual and foreseeable hazards and high risk.

(2) Constantly look for sources of hazardous energy that expose soldiers and equipment to the risk of injury, illness, and accident. Such sources include —

(a) High pressure, high voltage, extreme temperatures, high acoustic noise, directed energy, or radiation.

(b) Ammunition and explosives.

(c) High momentum (operations involving mass and-or speed, e.g., vehicles, maintenance operations, construction projects).

(3) Visit your higher headquarters safety officer and the supporting post or installation safety office to review materials, data bases, and lessons learned on safety (that are available through the Army Safety Center and the branch schools). Use the materials to identify potential risk areas in your unit, as well as risk reduction controls.

(4) Discuss safety in unit operations with unit noncommissioned officers (NCO) and warrant officers. Determine safety and health risk areas, unsafe conditions, and unsafe actions they have identified or encountered.

(5) Use simple cause and effect models, such as scenario thinking, to determine possible foreseeable failures, breakdowns, and human error which could lead to increased risk of accidents.

Example: "If the wire rope between the mired tank and the recovery vehicle breaks during this recovery operation, it will recoil at great speed and will severely injure anyone in its path."

b. Develop and assess alternative techniques, practices, procedures, or plans which allow mission accomplishment while minimizing accident risks.

(1) Use risk control checklists.

NOTE: These are found in or available through the installation safety office, unit SOPs, equipment, weapons systems, technical manuals (TMs), and soldier training publications (STPs).

(2) Use the three tiered approach to safety. This process ensures the options developed consider the safety roles of commanders, leaders, and individuals.

NOTE: The three tiered approach to safety consists of the following:

Tier 1 - Command Level

1. Plan for safety.

2. Set the standard for safety.

3. Conduct training consistent with the abilities of those being trained.

4. Resource safety (i.e., provide essential time, equipment, leadership, and other resources needed for safe performance).

5. Make risk acceptance decisions when risks cannot be eliminated.

Tier 2 - Leader Level

1. Emphasize adherence to standards and accident prevention.

2. Assess and balance risk against training and operational requirements.

3. Recognize, and eliminate or control, health and safety hazards.

Tier 3 - Individual Level

1. Understand individual safety responsibilities.

2. Recognize unsafe conditions and acts.

3. Perform to standard.

(3) Brainstorm potential risk control options. Include all individuals and groups affected by, or expert on, the safety or health hazards and risks under scrutiny, as well as those expert on the operation or mission involved.

c. Select and implement the technique, procedure, practice, plan, etc. that is most likely to eliminate unnecessary accident risks while accomplishing the unit mission, collective task, individual task, or operation in question.

d. Make safety and the use of risk control procedures standard practice in your unit.

(1) Stress the ties between leadership and safety. Good leaders are safe leaders.

(2) Embed risk control measures in unit SOPs, training, and job aids.

(3) Insist on training to standard — doing things right.

(4) Use the "tough caring" approach to safety. Make sure your soldiers follow established safety rules and keep in mind their responsibilities under the three tiered approach to safety.

(5) Incorporate safety and risk control techniques into after action reviews. Also incorporate any safety lessons learned into unit SOPs, training, and future operations.

REFERENCES

AR 385-10	AR 672-74
AR 385-40	DA Pam 385-1

Relate Army Leadership Doctrine to Your Service as an Officer

S3-9001.00-0012   August 1990

CONDITIONS
Given a military situation.

STANDARDS

Explain the four factors of leadership and their employment. Explain how the 11 leadership principles affect your performance as a leader. Explain the nine leadership competencies and relate them to leader development.

ENABLING LEARNING OBJECTIVES

Action 1. Explain the four factors of leadership.

Conditions. Given a military situation.

Standards. Explain the four factors of leadership (the led, the leader, the situation, and communications) and their impact on leadership.

Description. The four factors of leadership are always present and affect the actions you should take and when you should take them.

1. The first major factor of leadership is those soldiers you are responsible for leading. All soldiers should not be led in the same way. You must correctly assess your soldiers' competence, motivation, and commitment so that you can take the proper leadership actions at the correct time.

2. The second major leadership factor is you — the leader. You must have an honest understanding of who you are, what you know, and what you can do. You must know your strengths, weaknesses, capabilities, and limitations so that you can control and discipline yourself and lead your soldiers effectively.

3. The situation is the third major leadership factor. All situations are different; leadership actions that work in one situation may not work in another.

4. Communications, the fourth major leadership factor, is the exchange of information and ideas from one person to another. Effective communications occurs when others understand exactly what you are trying to tell them and when they understand precisely what you want.

5. Effective leaders are flexible. Realize that what works well in one situation will not necessarily work well in another. Consider the leadership factors in selecting an appropriate approach or style for each situation.

   a. Use the directing style when you tell subordinates what you want done, how you want it done, where you want it done, when you want it done, and then supervise closely to ensure they follow your directions.

   b. Use the participating style when you involve subordinates in determining what to do and how to do it. You ask for information and recommendations; however, you still make the decision.

   c. Use the delegating style when you delegate problem-solving and decision-making authority to a subordinate or to a group of subordinates.

Action 2. Explain how the 11 principles of leadership affect your performance as a leader.

Conditions. Given a military situation.

Standards. Explain the 11 principles of leadership. They are —

1. Know yourself and seek self-improvement.

2. Be technically and tactically proficient.

3. Seek responsibility and take responsibility for your actions.

4. Make sound and timely decisions.

5. Set the example.

6. Know your soldiers and look out for their well-being.

7. Keep subordinates informed.

8. Develop a sense of responsibility in your subordinates.

9. Ensure the task is understood, supervised, and accomplished.

10. Build the team.

11. Employ your unit in accordance with its capabilities.

Description. None.

Action 3. Describe the nine leadership competencies and relate them to your leader development.

Conditions. Given a military situation.

Standards. Describe all nine leadership competencies.

Description. The framework for leader development includes the nine leadership competencies. Each competency is supported by a specific set of skills, knowledge, and attitudes. Everything you do as a leader relates to one or more of these competencies. They are —

1. Communications.

2. Supervision.

3. Teaching and coaching.

4. Soldier team development.

5. Technical and tactical proficiency.

6. Decision making.

7. Use of available systems.

8. Planning.

9. Professional ethics.

Action 4. Relate Army leadership doctrine to your service as an officer.

Conditions. Given a military situation.

Standards.

1. Explain how the four factors of leadership will influence your approach or style in a situation.

2. Explain how the 11 leadership principles will affect your performance as a leader.

3. Explain how the nine leadership competencies relate to your leader development.

Description. None.

Reference

FM 22-100

Identify the Duties, Responsibilities, and Authority of Commissioned Officers, Warrant Officers, and Noncommissioned Officers

S3-9001.00-0014   August 1990

CONDITIONS

A major factor in unit team effectiveness is knowledge of the interplay and relationships of the duties, responsibilities, and authority that must exist between commissioned officers, warrant officers, and noncommissioned officers. Given a military situation.

STANDARDS

Identify the duties, responsibilities, and authority of commissioned officers, warrant officers, and noncommissioned officers. Include the three types of duties, the two types of military responsibility, and the two types of military authority.

Enabling Learning Objectives

Action 1. Define duty and explain the types of duties.

Conditions. Given a military situation.

Standards. Define duty and explain the three types of duties.

Description.

1. A duty is the legal or moral obligation to perform a requirement arising from the position an individual holds.

2. The three types of duties are specified, directed, and implied. All commissioned officers, warrant officers, and noncommissioned officers have specified, directed, and implied duties.

    a. Specified duties are those specifically charged to an individual in official publications. The publications establish what soldiers must do and the standards they must meet. An example is *AR 600-9, Personnel All Ranks* which specifies, "Commanders and supervisors . . . will implement the Army Weight Program . . ."

    b. Directed duties are those duties given verbally or in writing by a superior to a subordinate. These duties, such as charge of quarters or staff duty officer, are assigned to meet specific requirements.

    c. Implied duties often support specified and directed duties, and in some cases may not be related to the job position. For example, all soldiers have an implied duty to take corrective action when they observe an unsafe act.

Action 2. Describe responsibility and explain the two types of responsibilities that exist in the military.

Conditions. Given a military situation.

Standards. Describe responsibility and explain the difference between individual and command responsibility.

Description.

1. When you are responsible for something, you are liable or accountable for the outcome. You must answer for either an action or an omission.

2. All soldiers have individual responsibilities. They are responsible for their own actions. All soldiers assume these responsibilities when they take their oath.

3. Command responsibilities refer to collective or organizational accountability and include how well units or organizations perform their missions. Any soldier in a leadership position at any level, regardless of rank, has command responsibility.

Action 3. Define authority, identify the sources of authority, and explain the two types of authority that exist in the military.

Conditions. Given a military situation.

Standards. Define authority and identify the sources of authority for commissioned, warrant, and noncommissioned officers. Explain command authority and general military authority.

Description.

1. Authority is the legitimate power of leaders to direct subordinates or to take action within the scope of their responsibility.

2. Sources of authority for commissioned officers, warrant officers, and noncommissioned officers vary.

    a. Commissioned officers in the United States Army derive their legal authority from their positions

as direct representatives of the President in his role as Commander-in-Chief of the armed forces.

b. Warrant officers receive their authority on appointment from the Secretary of the Army. Public law provides for commissioning of chief warrant officers and their authority is derived from the same source as commissioned officers.

c. The noncommissioned officer's primary purpose is to place into effect policies and procedures and to enforce standards of performance, training, appearance, and conduct leaving the commander free to plan, make decisions, and program future training and operations. Noncommissioned officers have the following three sources of authority: Army regulations, the Manual for Courts-Martial, and the authority delegated by the chain of command.

3. There are two types of authority. They are command authority and general military authority.

a. Command authority primarily originates with the President. It comes from regulation and not from law. Leaders have command authority when they fill positions requiring the direction and control of other members of the Army. That authority is restricted to the soldiers in their own units. However, command authority is not limited to commissioned officers. In this sense, "commanders" are any leaders who direct and control soldiers as an official part of their duties. Enlisted soldiers can have command authority. A tank commander, squad or section leader, or platoon sergeant uses command authority to direct and control.

b. General military authority is the authority extended to all soldiers to take action. It originates in oaths of office, law, rank structure, traditions, and regulations. Leaders may exercise general military authority over soldiers from different units. When an officer or an NCO of one battalion stops a soldier from another battalion to give instruction on military courtesy, he is exercising general military authority.

Action 4. Explain the Army chain of command and the parallel NCO support channel.

Conditions. Given a military situation.

Standards. Explain the Army chain of command and how it is paralleled by the NCO support channel.

Description.

1. The chain of command is the most important organizational technique used by the Army. It is the succession of commanders, superior to subordinate, through which command is exercised. It extends from the President, as Commander-in-Chief, down through the various grades of rank to the enlisted persons leading the smallest Army elements. This is also known as the command channel. Staff officers and administrative noncommissioned officers are not in the chain of command.

2. Through the chain of command, instructions and orders relating to the performance of unit mission are issued and policies for conducting business are conveyed to the unit. A battalion chain of command includes the battalion commander, company commander, platoon leader, and squad leader.

3. Although not in the chain of command, other NCOs hold key leadership positions. They form the NCO support channel. The NCO support channel begins with the commander of a major unit, post, or state headquarters. It extends from the commander's command sergeant major through subordinate unit command sergeants major to unit first sergeants and then to other NCOs and enlisted personnel of the units. At the battalion level, the NCO support channel consists of the battalion command sergeant major, first sergeant, platoon sergeant, and squad leader. The squad leader holds a unique position in that he is the only leader in both the chain-of-command and the NCO support channel.

REFERENCES

AR 600-20   DA Pam 600-25
AR 611-112   FM 22-100
DA Pam 600-3   FM 22-600-20

Explain the Professional Army Ethic
S1-9001.10-0002 August 1990

CONDITIONS

While knowledge of the principles of leadership and war are imperative, by themselves they are insufficient for today's leaders. The cultural diversity of our nation requires leaders to internalize the values of the professional Army ethic and to be able to impart these values to their soldiers. Given a military situation.

STANDARDS

Explain the professional Army ethic. Address —

1. The values of the professional Army ethic.

2. Individual values.

3. How military documents link the traditional Army values to action.

4. The process of internalizing values.

ENABLING LEARNING OBJECTIVES

Action 1. Explain the values of the professional Army ethic.

Conditions. Given a military situation.

Standards. Explain the values of the professional Army ethic. Include loyalty, duty, selfless service, and integrity.

Description.

1. Loyalty to the nation, to the Army, and to the unit is essential. Loyalty to the Army means supporting the military and civilian chain of command. This demands total adherence to the spirit and letter of lawful orders.

2. Duty is obedience and disciplined performance, despite difficulty or danger. It is doing what should be done when it should be done. Duty requires each of us to accept responsibility not only for our own actions, but also for the actions of those entrusted to our care.

3. Selfless service puts the welfare of the nation and the accomplishment of the mission ahead of individual desires. Military service demands the willingness to sacrifice, even if it means giving one's life in defense of the nation.

4. Integrity means honesty, uprightness, and avoiding deception. It also means the steadfast adherence to standards of behavior. To compromise personal integrity means to break the bonds of trust on which leadership relies.

Action 2. Explain individual values.

Conditions. Given a military situation.

Standards. Explain individual values. Include commitment, competence, candor, and courage.

Description.

1. Commitment means the dedication to carry out all missions and to serve the values of the country, the Army, and the unit. Serving with commitment requires the willingness to risk one's life in defense of the nation.

2. Competence is finely tuned proficiency. All soldiers must know their jobs and do their best. Competence is required for success on the battlefield.

3. Candor is honesty and fidelity to the truth.

4. Courage is the ability to overcome fear and carry on with the mission. Courage expresses itself as both physical and moral courage.

Action 3. Explain how military documents link the traditional Army values to action.

Conditions. Given a military situation.

Standards. Explain how the following military documents link the values of the professional Army ethic to action:

1. The Officer's Oath of Office.

2. Military regulations.

3. The Code of Conduct.

4. The Law of War.

Description.

Army documents which link the traditional Army values to action include:

1. The *Officer's Oath of Office* affirms our commitment to the basic values of the nation and the Army. In our oath, we confirm our loyalty to the nation and the Constitution. By taking our obligation freely, we further confirm our duty and

integrity. By stating that we will "well and faithfully discharge the duties of the office," we commit ourselves to perform our military duties competently.

2. Military regulations prescribe policies and requirements consistent with the larger moral, spiritual, and social values of the nation. For example, *AR 600-50, Standards of Conduct* prescribes standards of conduct for Department of the Army (DA) personnel based on the philosophy that government service or employment is a public trust and requires that DA personnel place loyalty to country, ethical principles, and the law above private gain and other interests.

3. The *Code of Conduct* explicitly states the ultimate commitment to duty and country of the military professional. The code applies to all members of the armed forces.

4. The Law of War addresses the humane treatment of prisoners and innocent civilians caught up in the fighting. The Law of War represents our international commitment to the values of justice, human rights, and the dignity of human life. As professional soldiers, dedicated to these same values, we have an ethical obligation to enforce the Law of War.

Action 4. Describe the process of internalizing values.

Conditions. Given a military situation.

Standards. Describe the process of internalizing values. Include compliance, identification, and internalization.

Description.

1. Compliance with a specific value occurs when a soldier behaves in a particular manner based solely on anticipated reward or punishment. Compliance requires the actual or imminent presence of the leader. The statement, "I don't cheat because I may get caught," is an example of compliance.

2. Identification with a value set occurs when a soldier acts in accordance with the value set of the group in order to become a full member of the group rather than to avoid punishment. The statement, "I will not cheat on the rifle range because 1st Platoon does not cheat on the rifle range and I am a member of 1st Platoon," reflects a group value a soldier adheres to in order to be an accepted member.

3. Internalization occurs when a soldier adopts the group's value set as his own. The soldier believes in the values and acts accordingly in any circumstance. The soldier's behavior persists regardless of the situation. "I don't cheat because it is wrong to cheat," is an example of internalization.

REFERENCES

FM 22-100   FM 100-1

Manage Organizational Stress
S3-9001.18-0001   August 1990

CONDITIONS

Organizations, by their very nature, create conditions which cause stress for their members. Given a military situation.

STANDARDS

Manage organizational stress and its impact on job performance by —

1. Identifying the sources of stress within an organization.

2. Recommending individual coping techniques.

3. Recognizing how stress contributes to the causes of suicide.

4. Taking actions to prevent suicide.

ENABLING LEARNING OBJECTIVES

Action 1. Define stress and stressors.

Conditions. Given a military situation.

Standards. Define stress as the body's response to a demand (stressor). Stressors are events or situations which require change, create internal emotional conflict, or pose a threat.

Description. The demands may be physical (cold, injury, disease) or mental (fear, conflict, pressure). Stressors can be positive or negative depending on how they are perceived by the person. Thus, stressor plus perception causes stress.

Action 2. Explain the theoretical concepts of stress.

Conditions. Given a military situation.

Standards. Explain —

1. Stress as a nonspecific internal response.

2. Stress as influenced by the environment.

3. The interactive model of stress.

4. Functional and dysfunctional stress.

Description.

1. A popular concept defines stress by the presence of an internal physiological stress response, the conclusion being that without evidence of a stress response there is no stress. When stressed, the body always responds in a nonspecific way in an attempt to adjust to the demands of the stressor (pacing, foot tapping, excessive sweating, or a nervous eye twitch).

2. Research also provides some evidence in support of the stressful consequences of change. Changing situations usually lead a person to adjust, or to attempt to adapt because change disturbs the person's current way of behaving.

3. The interactive model of stress emphasizes that stress is the result of a perceptual process in which an external or internal demand is compared with the ability to cope with or meet that demand.

4. Stress may be functional or dysfunctional. Functional stress results in improved performance, while dysfunctional stress is eventually detrimental to performance.

Action 3. Identify the sources of stress within an organization.

Conditions. Given a military situation.

Standards. Identify —

1. The organizational structure.

2. The work environment.

3. The nature of the task.

Description.

1. The organizational structure may contribute to individual stress if the following exist:

a. Overly rigid rules and procedures.

b. Unclear chain of command.

c. Ineffective communications. (See O3-9001.12-0002, *Communicate Effectively*)

d. Over supervision or "micromanagement" by supervisors.

e. Lack of an effective orientation program.

f. Membership in groups competing for the individual's time. (Example: choosing between two equally important meetings at work.)

g. Frequent changes in superiors or supervisors.

h. Competition with peers.

i. Events in society.

2. The work environment may be a source of stress on the job.

a. Working under extreme climate conditions (extreme hot or extreme cold), working under extremely noisy conditions, or working in extremely close quarters are all potentially stressful physical environments.

b. Included in this category of potential stressors are poor quality of interpersonal relations, a lack of privacy, or isolation.

3. Military tasks often are difficult, physically demanding, and dangerous.

Action 4. Recommend individual coping techniques.

Conditions. As a leader and stress manager, you must explain individual stress-coping techniques to your soldiers. Given a military situation.

Standards. Address how people cope with stress through mental preparation, physical preparation, and by practicing stress-coping techniques.

Description.

1. Mental preparation is anticipating and accepting change.

2. Physical preparation includes getting the proper amounts of sleep, exercise, and a proper diet.

3. Practice stress-coping techniques to include deep breathing, muscle tension-relaxation exercises, and cognitive exercises of self-suggestion, imagery, and meditation.

Action 5. Recognize how excessive stress and depression can lead to suicide.

Conditions. Given a military situation.

Standards. Recognize the causes of suicide, the signs of depression, and the signs of suicide risk.

Description.

1. Suicidal people frequently feel they cannot cope with their problems and suicide is the only possible way to escape. Possible causes for these feelings include the breakup of a close relationship with a loved one, death of a loved one, worry about job performance, or severe financial problems.

2. Signs of depression often associated with suicide include poor appetite, change in sleep habits, loss of energy, evidence of diminished ability to think or concentrate, or drastic mood swings.

3. A person is at greater risk of suicide if they have made a previous suicide attempt, have a family history of suicide, lost a friend through suicide, or have abused drugs or alcohol.

Action 6. Take actions to prevent suicide.

Conditions. Given a military situation.

Standards. Take actions to prevent suicide. Include —

1. Taking threats seriously (answering cries for help, confronting the problem, being a good listener).

2. Recommending appropriate actions (referral to mental health services, social work services, chaplains, or to drug and alcohol facilities).

Description. None.

REFERENCES

DA Pam 600-70   FM 26-2
FM 22-9   TVT 8-93

Conduct Small Unit Combat Operations According to the Law of War

S3-9060.00-1000   July 1990

CONDITIONS

Given a military situation with references.

STANDARDS

Apply the principles of the law of war as they relate to the conduct of small unit combat operations.

ENABLING LEARNING OBJECTIVES

Action 1. Identify the reasons for regulating hostilities and the general principles upon which the Geneva and Hague conventions are based.

Conditions. Given a military situation with references.

Standards. Identify the reasons for regulating hostilities and the basic principles of the law of war.

Description.

1. The reasons for regulating hostilities are —

a. To provide discipline within combat units.

b. To allow for more efficient use of military resources.

c. To avoid increased enemy resistance due to violations of the law of war.

d. To facilitate restoration of peace.

2. The general principles of the Geneva and Hague conventions include —

a. All weapons and tactics not forbidden by the law of war that are needed to secure the complete submission of the enemy are proper.

b. It is forbidden to use weapons that cause suffering or destruction of property that is not necessary to accomplish a military mission. It is forbidden to use weapons that are calculated to cause unnecessary suffering.

c. In combat operations, loss of life and damage to property must not be out of proportion to the military advantage gained.

Action 2. Identify the basic prohibitions of the law of war concerning targets, weapons, and tactics.

Conditions. Given a military situation with references.

Standards. Identify the basic prohibitions of the law of war concerning the conduct of combat operations.

Description. The basic prohibitions include —

a. Do not attack noncombatants.

b. Do not fire at medical personnel.

c. Do not shoot at air crew members exiting an aircraft in distress.

d. Do not cause more destruction than is necessary to accomplish your mission.

e. Do not fire at medical transport vehicles or medical facilities.

f. Do not attack protected property such as hospitals, shrines, museums, or undefended places.

g. Do not destroy or seize property unless required by the necessities of war.

h. Do not alter weapons or ammunition to increase enemy suffering.

i. Do not use poison or poisoned weapons.

j. Do not violate United States rules regarding the use of chemical weapons.

k. Do not make improper use of a flag, a truce, the national flag, insignia, or uniforms of the enemy.

l. Do not hide behind medical service symbols.

Action 3. Describe the correct actions to take when you encounter prisoners of war (PWs), other detainees, and civilians on the battlefield.

Conditions. Given a military situation with references.

Standards. Identify the appropriate actions to take when encountering enemy PWs, detainees, and civilians. Include —

a. Allow enemy soldiers to surrender.

b. Safeguard all captives from the dangers of combat and evacuate all moveable captives as soon after capture as possible.

c. Treat all captives humanely and protect them from physical abuse.

d. Do not use coercion in questioning or interrogation.

e. Do not violate the rights of civilians in war zones; do not steal or burn civilian property.

f. Move or resettle civilians humanely and only for proper cause.

Description. None.

Action 4. Identify the rights and obligations of PWs.

Conditions. Given a military situation with references.

Standards. Identify the rights and obligations of PW's. Include —

1. PW rights include —

a. Having sanitary, protective housing and clothing, and sufficient food to maintain good health.

b. Practicing their religious faith.

c. Having adequate medical care and facilities necessary to ensure proper hygiene.

d. Retaining their personal property except for arms, military equipment, and documents.

e. Sending and receiving mail and receiving packages containing foodstuffs, clothing, and educational, religious, or recreational material.

f. Having a prisoners' representative to the PW camp commander.

g. Telling the captor only their name, rank, service number, and date of birth.

2. Obligations of PWs must include —

a. Obeying all lawful camp rules.

b. Working in limited circumstances (labor which is neither military in character or purpose, nor humiliating, dangerous, or unhealthy). NCO's can be required to perform only supervisory work. Commissioned officers cannot be compelled to work.

Description. None.

Action 5. Identify the duties of an officer to prevent law of war violations and to report any law of war violations which you are unable to prevent.

Conditions. Given a military situation with references.

Standards. The duties of an officer to prevent or report law of war violations include —

1. Do your utmost to stop criminal acts and to refrain from issuing orders that could cause war crimes to be committed; clarify all unclear orders.

2. Refuse to obey an order that is clearly illegal.

3. Report violations of the law of war to your chain of command, the inspector general, the military police, a judge advocate, or a chaplain.

Description. None.

REFERENCES

DA Pam 27-1	TC 27-10-1
DA Pam 27-1-1	TC 27-10-2

Battlefield Operating Systems

The Army has developed blueprints of the battlefield, comprehensive listings of all of the functions performed by Army forces on the battlefield. While the Army has a blueprint for the strategic, operational, and tactical levels of war, as company grade officers, primarily you will be concerned with the tactical level and its blueprint. Each blueprint serves as a common reference system for field commanders, combat developers, analysts, trainers, and planners for analyzing and integrating the actions the Army performs in, and in support of, combat operations. The basic building blocks of the tactical blueprint are the Battlefield Operating Systems (BOS).

The BOS are the major functions occurring on the battlefield which must be performed by the force to execute operations successfully. The seven BOS are Intelligence, Maneuver, Fire Support, Air Defense, Mobility and Survivability, Combat Service Support (CSS), and Command and Control (C2). The BOS apply across branches and proponents; they are applicable for all types of missions and under any set of conditions on the battlefield. The BOS should not be confused with Army branches or proponents. Despite the familiar branch-oriented terminology of the seven BOS, each BOS includes functions performed by many segments of the force in accomplishing a mission. For example, all segments of a force must perform many of the functions listed in the Command and Control BOS.

For unit operations, the BOS provide a convenient framework upon which to build a description of the modern battlefield and the critical functions of units on that battlefield. *FM 71-100, Division Operations,* and *FM 71-2, The Tank and Mechanized Infantry Task Force,* are primary references which describe the BOS as they apply to the division and battalion task force respectively. They discuss how units are organized to accomplish the critical BOS functions. The FMs also discuss how commanders use the BOS to coordinate and synchronize the activities of their units to obtain maximum combat power in a given tactical situation.

For leader development and MQS, BOS can establish a related framework useful for examining officer battlefield responsibilities and requirements. This framework applies during each phase of an officer's career. The following subparagraphs provide a brief description of each BOS and how BOS relates to common lieutenant duties and responsibilities. In addition, each BOS subparagraph lists the common lieutenant tasks, PKs, and provides a summary for each.

Intelligence

The Intelligence BOS encompasses all efforts to gain knowledge of the enemy, weather, and geographical features required by a commander in planning and conducting combat operations. It is derived from an analysis of information on the enemy's capabilities, intentions, vulnerabilities, and the environment.

Collecting information, processing information, and preparing intelligence reports are the primary concerns of the Intelligence BOS. Of these, collecting information and processing information are of concern to all platoon leaders. When collecting information, leaders use listening posts, patrols, observation posts, and other intelligence gathering means to gain as much information about the enemy and the terrain in the vicinity of enemy positions as possible. When processing information, you should consider the information received and use it to decide what immediate action to take. All platoon leaders must understand the enemy's doctrine applicable to their level of the battlefield so that the information gained can be applied to the situation.

NOTE: Many aspects of the Intelligence BOS are covered by tasks or PKs found under other BOS. Maneuver tasks of *Conduct a Platoon Defense, Establish an Observation Post,* and *Conduct a Reconnaissance* (MQS I) either depend on elements of the Intelligence BOS for successful completion, or contribute to the successful functioning of the Intelligence BOS, or both. Some Command and Control BOS tasks (*Solve Problems and Prepare Platoon and Company Combat Orders*) have a similar relationship with the Intelligence BOS. Many Intelligence, Maneuver, and C2 BOS tasks and PKs for captains also depend on one another.

Process Captured Materiel

O3-3711.13-0001   April 1990

CONDITIONS

During combat operations, you capture an enemy prisoner of war (EPW) who has an identification card, enemy map, helmet and gas mask. You discover the EPW near a new type of unidentified piece of equipment. Given an EPW capture tag, a captured enemy equipment tag, a pencil, and a blank spot report in the SALUTE format.

NOTE: The term captured enemy materiel (CEM) encompasses both captured enemy documents (CED) and captured enemy equipment (CEE).

STANDARDS

1. Secure and safeguard CEM.

2. Prepare spot report on CEM known or believed to be of intelligence value.

3. Fill out and attach the correct tag to the item of CEM.

4. Select correct disposition procedure for each item of CEM.

5. Return required items to EPW.

PERFORMANCE MEASURES

1. Secure and safeguard CEM. Use best method available to preserve the item in its original condition, protecting it from loss, damage, or alteration.

2. Prepare a spot report using the SALUTE format on items known or believed to be of priority interest to the commander.

   a. Always spot report the capture of enemy maps, overlays, operation orders, signals, codes, cryptographic materiel, and new or unusual items of enemy equipment either known or believed to be of interest to technical intelligence (TECHINT).

   b. Address TECHINT spot reports through higher headquarters to the first TECHINT element in the chain of command.

   c. Address all other spot reports to your next higher headquarters.

3. Select and complete the correct tag for each item of CEM.

   a. Prepare a CEM tag for labeling CEM determined to be of interest to TECHINT.

      (1) Fill out the tag as completely as time permits.

      (2) List all documents, equipment, and personnel found with or near the item and their disposition.

      (3) Include the place of capture (coordinates), time of capture, circumstances of capture, any items or personnel associated with the tagged item.

      (4) Use field expedient method when no preprinted tags are available.

      (5) Tag but do not deface the item.

      (6) After TECHINT CED is tagged, attach a cover sheet titled "TECHDOC."

   b. Use the standard EPW tag or tag specified in unit standing operating procedure (SOP) for labeling CED found on the battlefield or on an EPW.

      (1) Fill out the tag as completely as time permits.

      (2) List all personnel, equipment, weapons and other documents found with or near the document.

      (3) Include at least the place of capture (coordinates), time of capture, circumstances of capture, any items or personnel associated with the tagged document. Use field expedient method when no preprinted tags are available.

      (4) Tag but do not deface the item.

4. Select the correct disposition procedure for each item of CEM.

   a. Evacuate spot reported CED to next higher headquarters.

   b. Evacuate all other CED to the rear along EPW channels.

   c. Continue to secure and safeguard spot reported TECHINT items until disposition instructions arrive.

d. Dispose of all other CEE according to unit SOP or through supply channels.

5. Return required items to EPW.

a. Return identification card and other personal documents to EPW.

b. Search and return protective equipment to EPW.

REFERENCES

FM 34-52   FM 34-54

Describe the Categories of Threat
S3-8987.01-0001   July 1990

CONDITIONS

You must be prepared to fight threatening forces in order to defend the interests of the United States (U.S.) national security.

STANDARDS

Describe the four categories of threat and discuss national threats.

ENABLING LEARNING OBJECTIVES

Action 1. Describe the threat categories.

Conditions. Given a military situation.

Standards. Describe the four threat categories in terms of capability to project power and scope of objectives or motivation.

Description. The four categories of threat are global threat, regional threat, national threat, and threat in special situations. Global threats usually have the capability to project power for international objectives. This may cause worldwide confrontations. Regional threats have closer objectives because they have less capability to project power (i.e., Iraq and North Korea). However, these conflicts may threaten the United States because of treaty obligations or danger to national interests. National threats have local objectives and may be greatly influenced by external support (i.e., El Salvador and Nicaragua). The threat in special situations may have profit or ideological motivations, but, usually through criminal actions such as terrorism or drug related activities, may project their power on an international basis.

Action 2. Describe the characteristics of national threats.

Conditions. Given a military situation.

Standards. Describe the characteristics of national threats in terms of capabilities, objectives, and bases of support.

Description. The national threats may cause or exist in a state of civil war which may or may not extend to adjacent countries. These threatening national powers may have a leadership or movement based upon popular support which can widen the threat outside national borders. The actions of national threats are usually on a small scale, based upon local incentives, but which may have wider implications. These threats may have limited modern weapons, and their forces are probably not uniformed. Their motivation(s) may be to alter the political structure within a nation or region, nominally or actually, in order to improve social conditions for their constituents. Their purpose also may be to create a new nation, often according to ethnic or historical division. This differs from regional threats. Regional threats will probably use more sophisticated weapons, may have a chemical warfare capability, have uniformed forces, and seek to enhance their power or influence throughout a region.

Action 3. Describe the equipment and organization of the armed forces of national threats.

Conditions. Given a military situation.

Standards. Describe the military equipment and organization of a typical unit in a national threat.

Description. National threats may model themselves upon foreign forces because of their former colonial status or because of the influence of

foreign assistance. The typical small unit in the armed forces of a national threat may use equipment which other countries gave it, or which were captured from foreign armed forces during conflict, or (in some cases) which it purchased on the international market with funds received from other activities such as drug sales. National threats may be limited to small arms and crew served weapons, or may possess older generation antitank guided missiles, surface-to-air missiles, and explosives. The units may be organized traditionally to include the traditional squad, platoon, company, and battalion structures. They may also include insurgent type team organizations or cells.

Action 4. Describe the tactics which national threats are likely to employ.

Conditions. Given a military situation.

Standards. Describe the tactics used by small units and insurgents of national threats.

Description. National threats may use squad, platoon, company, and battalion tactics against their enemies. They may also use (sometimes augmenting conventional forces) insurgent teams which are assigned missions such as sabotage and assassination. They may use weapons obtained from a third-party country for fire support and may also have received training from another country. They also may rely heavily on that power's tactics and historical experience. National threat units may have limited modern weapons obtained from a variety of sources to accomplish their tactical missions. This factor may allow them to use more sophisticated military tactics.

REFERENCES

FM 100-2-2   FM 100-20

FM 100-2-3

Maneuver

The Maneuver BOS is the employment of battlefield forces through movement and direct fires to achieve a position of advantage which contributes to mission accomplishment. It encompasses moving, engaging the enemy, and controlling terrain. Duties and responsibilities common to all platoon leaders fall under all three functions. Moving addresses positioning and repositioning friendly forces relative to the enemy to secure or retain positional advantage. Units must make full use of terrain and appropriate formations when moving. Engaging the enemy refers to entering into combat with the enemy using direct fire or close combat. Controlling terrain describes the actions required to deny the enemy key terrain by either occupying the terrain or controlling its use by direct or indirect fire.

Conduct Convoy Operations
01-7200.75-0100   June 1990

CONDITIONS

You have received a unit movement order and have begun final preparations for convoy departure. Given movement order, convoy clearance, strip map, applicable field manuals (FMs), vehicles, personnel, and vehicle marking equipment.

STANDARDS

Move the convoy over a designated route. Ensure the convoy arrives at the start point (SP) and release point (RP) as prescribed by the convoy clearance. It should arrive at its destination with no loss of personnel and equipment.

PERFORMANCE MEASURES

1. Coordinate with battalion S-3 and S-4 to determine in any changes have occurred in mission requirements. Also, make final checks to ensure that any arrangements for clearance or support that you have previously made are still intact.

    a. Convoy clearance.

    b. Medical support.

    c. Food service support.

    d. Refueling support.

    e. Military and civilian police support.

    f. Maintenance support.

    g. Billeting.

    h. Fire support (tactical environment).

    i. Engineer support.

2. Prepare vehicles for convoy operations--

    a. Spot check preventive maintenance checks and services (PMCS).

    b. Ensure cargo is loaded and secured in accordance with load plans.

    c. Mark vehicles with flags and signs IAW FM 55-312 (non-tactical only). Ensure that the convoy clearance number (provided by battalion movements section) is written in chalk on both sides of each vehicle.

    d. Check special preparations as required by mission--

        (1) Harden vehicles and obtain guntrucks.

        (2) Prepare for blackout drive.

3. Organize vehicles and personnel at the start point (SP) and check condition of both vehicles and drivers.

4. Brief personnel in accordance with FM 55-312. In a tactical environment, ensure that the briefing includes actions to be taken on enemy contact. Also, cover any special requirements that are applicable to your particular mission. Emphasize safety procedures throughout the briefing.

5. Ensure that serial and march unit commanders are fully aware of their responsibilities.

6. Establish communications with serial commanders and outside coordinating agencies.

7. Ensure that the convoy crosses the SP at the designated time and that departures are immediately reported to the battalion movements section.

8. Monitor convoy to ensure that it is conducted in accordance with the movement order, and that instructions given in the briefing are followed.

9. Monitor activity of control vehicles to ensure safety procedures are followed while moving in and out of convoy formation.

10. In a tactical environment, maintain contact with fire support elements and air support to facilitate rapid and effective reaction to enemy contact. Be prepared to call for supporting fire.

11. Advise the battalion movements section of your position and time of arrival at destination at the close of the operating day.

REFERENCES

AR 600-55	FM 55-15
FM 7-10	FM 55-30
FM 21-60	FM 55-312
FM 21-75	

Defend a Platoon Position
O4-3301.02-0012   July 1990

CONDITIONS
Your platoon is ordered to occupy, prepare, and defend a battle position or sector as a separate unit or as part of a larger force. The enemy can attack in company size strength, either mounted or dismounted. Both friendly and enemy elements are supported by indirect fire and close air support (CAS).

STANDARDS
Ensure the platoon completes all assigned preparations not later than the time specified in the order. The platoon main body is not surprised by the enemy. The platoon accomplishes its assigned tasks. It destroys, blocks, or delays an enemy attack, or denies enemy penetration of a specified boundary or terrain.

PERFORMANCE MEASURES
1. Receive the defensive operation order (OPORD). After receiving the company commander's warning order, and issuing your platoon warning order to your key subordinate leaders, as platoon leader —

    a. Receive the company defense OPORD from the company commander.

    b. Develop a tentative plan based on a mission, enemy, terrain, troops, and time available (METT-T) analysis.

    c. Start any required movement to the defensive site, and conduct a reconnaissance of the area.

    d. Complete the plan, and issue the defensive OPORD to key subordinates.

    e. Supervise the preparation of the defense.

2. Prepare and implement security plan. Designate platoon observation post (OP) locations to provide early warning and close-in security.

    a. The OPs must have covered and concealed routes to and from them and must offer cover and concealment for occupants.

    b. The OPs must have communications with the platoon command post (CP) (wire, if available, otherwise, use radios, messengers, or pre-arranged pyrotechnic signals).

3. Employ crew served weapons.

    a. Assign positions for crew served weapons based upon defensive plan.

    b. Assign sectors for antiarmor weapons crews and the M60 gunners. The crews and gunners move and establish hasty fighting positions in their assigned sectors.

4. Assign squad sectors of fire.

a. Assign a primary and alternate sector of fire for each squad based upon defensive plan. These sectors should provide coverage of the most likely enemy avenues of approach.

b. Assign and prepare a primary forward position and at least one alternate and supplementary position and a sector of fire for each vehicle.

NOTE: These positions should be hidden positions that provide cover to the front, concealment from enemy ground and air observation, and good fields of fire into the most likely avenues of approach.

5. Coordinate with adjacent units.

a. Ensure the platoon headquarters can communicate with friendly units in its area of operations, and with elements on its flanks. The platoon should also be able to communicate with the next higher headquarters.

b. Exchange indirect fire control measures, and the locations of crew served weapons and antipersonnel and antitank mines between adjacent units.

6. Assign priorities of work.

a. Establish task priorities (usually per standing operating procedure (SOP)). Priorities can be modified based on METT-T considerations.

b. Complete the following tasks:

(1) Establish security and positioning weapons.

(2) Prepare primary fighting positions (include clearing fields of fire and preparing range cards.)

(3) Establish local communications systems.

(4) Emplace warning devices.

(5) Improve fighting positions.

(6) Prepare alternate and supplementary positions.

(7) Stockpile ammunition, water, and food.

(8) Ensure preventive checks and services (PMCS) are performed on applicable vehicles and equipment (see *O3-4966.90-0010, Supervise PMCS*).

7. Prepare indirect fire plan.

a. Coordinate with the forward observer.

b. Designate principal directions of fire (PDFs), final protective lines (FPLs), and final protection fires (FPFs).

c. Submit completed fire plan to the company commander for approval.

8. Prepare barrier plan.

a. Request permission from the company commander to emplace a minefield. (Wire obstacles, and vehicular obstructions can be emplaced at platoon level.)

b. Designate locations for obstacles based on the company obstacle plan or on METT-T.

c. Ensure obstacles are —

(1) Covered by direct or indirect fire.

(2) Under friendly observation.

(3) Concealed from enemy observation.

(4) Erected in an irregular pattern.

(5) Employed in depth.

(See *O1-1940.00-1001, Supervise Construction of Obstacles*.)

d. Notify the company commander of the number, type, and locations of emplaced obstacles.

9. Prepare sector sketch.

a. Based on squad sector sketches.

b. Consists of primary, alternate, and supplementary squad positions.

c. Include sectors of fire or maximum engagement lines for primary weapons.

10. Conduct stand-to procedures. The platoon conducts stand-to in accordance with (IAW) unit SOP. The SOP should include —

a. Wake and ready soldiers for combat with equipment packed.

b. Clean, assemble, and ready weapons for action.

c. Turn on and test radios.

11. Identify basic combat fundamentals critical to success.

a. A clear understanding of the commander's intent.

b. Detailed preparation.

c. Disruption of the enemy attack.

d. Concentration of combat power at the critical place and time.

12. Direct and control fires.

a. Once you receive a warning from the OPs that the enemy is attacking, call for indirect fire support as required to repel an enemy assault IAW the OPORD or fragmentary order (FRAGO). Then report the contact to the next higher headquarters.

b. Initiate direct fire engagement of the attacking enemy elements IAW the OPORD or FRAGO and the fire commands. Increase the intensity of defensive fires as the enemy elements come within range of additional weapons, such as Claymore mines and hand grenades. Also ensure that the platoon engages vehicles with antiarmor weapons.

c. Ensure the platoon executes the obstacle plan IAW the company OPORD or FRAGO, to include using antiarmor and antipersonnel mines.

13. Consolidate and reorganize unit following contact.

a. Consolidation includes —

(1) Reestablishing local security by repositioning key weapons and replacing obstacles and mines.

(2) Reestablishing communications within the platoon and with the company headquarters.

b. Reorganization includes —

(1) Reestablishing the chain of command.

(2) Evacuating the dead and seriously wounded.

(3) Providing a status report of wounded in action (WIA) and killed in action (KIA) to higher headquarters.

REFERENCES

ARTEP 7-8-MTP	FM 7-8
FM 7-7	FM 7-70
FM 7-7J	

Navigate With a Compass and Map
O4-3303.02-0040   July 1990

CONDITIONS

You must move from one position to another over unfamiliar terrain. Given a standard military map of the area to be crossed, a grid coordinate scale and protractor, and a lensatic compass.

STANDARDS

Arrive at the designated location within the time limit given by your commander. Conditions which affect task standards may be imposed upon you while moving from one location to another (the amount of time you have to travel, a specific route you must follow, contact with the enemy).

PERFORMANCE MEASURES

1. Relate map symbols to natural and man-made features.

2. Determine the grid coordinates of a point on a military map using the grid reference system.

NOTE: Remember to read right and up.

a. Determine the correct two letter, 100,000 meter square identifier by looking at the grid reference box in the margin of the map.

b. Determine a six digit grid coordinate.

c. Determine an eight digit grid coordinate.

3. Measure distance on a map.

a. Mark your starting and ending points.

b. Use a straight edge to connect the points if you want to find straight line distance.

c. Mark map and paper to determine road distance.

4. Measure and plot an azimuth.

a. Connect your start point and finish point with a straight line.

b. Determine the azimuth from your start point to your finish point. (Remember, azimuth is given in degrees in clockwise direction: east - 90 degrees, south - 180 degrees, west - 270 degrees, and north - 360 degrees.)

c. Read the azimuth in degrees from the protractor. This is the grid azimuth.

5. Convert azimuths from grid to magnetic and magnetic to grid.

a. If you have an easterly grid-magnetic (G-M) angle, convert the grid azimuth to a magnetic by subtracting the value of the G-M angle from the grid azimuth.

b. If you have a westerly G-M angle, convert the grid azimuth to a magnetic azimuth by adding the value of the G-M angle to the grid azimuth.

6. Locate an unknown point on a map by intersection.

a. Determine the G-M angle of the map you are using.

b. Locate and mark your position on the map.

c. Measure the magnetic azimuth to the first unknown point and change it to grid azimuth.

d. Using a protractor, draw a straight line from your location to the unknown point using the grid azimuth.

e. Move to or call a second known position from which the unknown point can be seen. Locate this position on the map.

f. Repeat paragraphs 6c and 6d.

g. Where the lines cross is the location of the unknown point.

7. Locate an unknown point using resection.

a. Determine the G-M angle of the map you are using.

b. Locate two known points on the ground and mark them on your map.

c. Measure the magnetic azimuth to one of the known locations, change it to a grid azimuth.

d. Change this grid azimuth to back azimuth.

e. Draw a line on the map from this position on the grid back azimuth you found, in the direction of your unknown position.

f. Repeat paragraphs 7c through 7e for a second known position.

8. Locate an unknown point using modified resection. You must be located on a linear feature (road, ridge, stream) to use this method.

a. Orient your map.

b. Find a feature on the ground that you can also find on the map.

c. Measure the azimuth to that feature on the map, change this magnetic azimuth to a grid azimuth.

d. Change this grid azimuth to a back azimuth.

e. Draw a line on the map from this position on the back azimuth you found, in the direction of your unknown position.

f. The point where the line crosses the linear feature, which you know you are on (road, river bank), is your location.

9. Locate an unknown point using polar coordinates.

a. Identify starting point, measure the magnetic azimuth to the position you are locating.

b. Determine the distance (or estimate) to the position you are locating.

c. Report the starting point, magnetic azimuth, and the distance to the position.

10. Determine direction using field expedient methods.

NOTE: All of the procedures in this performance measure will give approximate directions. For accurate directions, you must use a compass.

a. Shadow tip method.

(1) Place a stick or branch into the ground vertically at a fairly level spot where the sun will cast a distinct shadow. Mark the shadow tip with a stone, twig, or other means.

(2) Wait 10 or 15 minutes until the shadow tip moves a few inches. Mark the new position of the shadow tip.

(3) Draw a straight line through the two marks you made on the shadow tips. This line is east - west line.

(4) The first shadow tip mark you make is always west, and the second mark is always east.

(5) Draw a line at a right angle to the east - west line at any point. This is the north - south line.

b. Use the watch method to determine direction without a compass.

(1) In the northern hemisphere, point the hour hand at the sun. South will be halfway between your hour hand and 12 o'clock.

(2) In the southern hemisphere, point 12 o'clock at the sun.

Then, halfway between 12 o'clock and the hour hand is north.

c. Use the north star method to determine direction at night. Find the big dipper. The last two stars in the cup point directly at the north star. Face the star and you are looking north.

REFERENCE

FM 21-26

Navigate While Mounted
O4-3303.02-0037   July 1990

CONDITIONS

You must move from one point to another point, mounted, over unfamiliar terrain. You have a standard military topographic map of the area to be crossed, a coordinate scale and protractor, and a lensatic compass.

STANDARDS

Arrive at the designated location within required time limit.

PERFORMANCE MEASURES

1. Determine your location.

2. Make a map reconnaissance.

3. Select a route on your map and know your location at all times. Where possible, use prominent terrain features for reference points and steering marks.

4. Determine the effects of weather and terrain on the vehicle's speed and mobility.

5. Select a method of land navigation. Consider the following:

a. Using terrain association requires a clear understanding of terrain features depicted by contour lines. A lot of practice in comparing map and ground features is a key factor in the success of this method. A detailed study of the map and terrain features is also necessary before departure.

b. Dead reckoning is one of the simplest techniques to use while navigating in an unfamiliar area or in the absence of a map, but has less tactical value.

6. Use appropriate method of land navigation.

a. Terrain association (the most commonly used method).

(1) Determine the start point and release point.

(2) Draw or visualize a straight line between the two points on the map.

(3) Establish two or more routes to the release point, and the direction and distance of each route. Also consider the tactical aspects of each route.

(4) Inspect the terrain along the route for ease of movement, and identify easily identifiable features that will aid navigation.

(5) Study the route selected. (Memorize the locations of key terrain features along the route.)

(6) While moving along the designated route, match terrain features along the route with those depicted on your map. (Use these prominent terrain features as checkpoints to ensure that you are moving in the right direction.)

b. Dead reckoning. This means moving a set distance along a set azimuth.

(1) Dead reckoning with steering marks.

(a) Dismount from vehicle.

(b) Move away from vehicle (minimum 18 meters).

(c) Set the azimuth on the compass and choose a steering mark, such as a prominent tree or terrain feature, in the distance on that azimuth.

(d) Remount and have driver identify the steering mark. Proceed to it on a straight line.

(e) On arrival at the steering mark, repeat steps 6b(1)(a), (b), (c), and (d), above.

(2) Dead reckoning without steering marks.

(a) Complete steps 6b(1)(a) and (b) above.

(b) Have the vehicle face the direction of travel and stand in front of the vehicle, at least 18 meters from the vehicle.

(c) Determine the back azimuth (direction of travel).

(d) Remount the vehicle, hold the compass as it will be held while the vehicle is moving, read the azimuth to the front.

(e) The compass will swing off the azimuth determined, but should pick up a constant deviation. If deviation is more than minus 10 degrees, repeat steps 6b(2)(b), (c), and (d), above.

NOTE: If the vehicle has a turret, the above procedure will work unless the turret is traversed. Traversing the turret will change the deviation.

REFERENCE

FM 21-26

Plan and Execute a Route
O4-3303.02-0039   July 1990

CONDITIONS

Given a starting point, objective, topographic map, coordinate scale and protractor, lensatic compass, and mission statement.

STANDARDS

Identify the most tactically expedient route, considering mission, enemy, terrain, troops, and time available (METT-T), from the start point to the objective on the map and follow it on the ground.

PERFORMANCE MEASURES

1. Study the topographic map to formulate a mental image of the area.

2. Determine your location.

a. Plot the start point's (SP) grid coordinates.

b. Check the plot to ensure it is plotted correctly.

c. Match major features in your area with the maps, using size, orientation, shape, elevation, and slope (SOSES).

3. Locate the objective (OBJ).

a. Plot the OBJ.

b. Recognize the OBJ.

(1) Determine if its located on or near distinctive terrain features.

(2) Use navigational attack points if OBJ not distinctive. These attack points are easily

identified features that are close to the OBJ. Plan your route to that point first, then on to your OBJ.

(3) Use linear features parallel to the direction of movement leading to the OBJ.

(4) Check the plot of the OBJ to ensure it is plotted correctly.

4.   Consider METT-T factors bearing on navigation.

5. Determine the route.

a. Establish a march corridor or route of attack between the SP and the OBJ.

(1) Imagine or draw a straight line on the map between the SP and OBJ.

(2) Examine the area along a broad corridor on either side of the SP to OBJ line.

b. Identify natural and man-made obstacles in corridor.

c. Compare routes.

d. Select a tentative route.

e. Determine linear features parallel to the direction of movement or linear features perpendicular to the direction of movement along tentative route.

f. Determine and select check points along tentative route.

g. Modify the route.

(1) Establish legs of route.

(2) Determine distance and direction of legs.

(3) Look for linear features parallel to the direction of movement or linear features perpendicular to the direction of movement along route.

(4) Note the sequence of features encountered en route.

(5) Determine the orientation of features to axis of movement.

6.   Ensure there is no change to the enemy situation that could affect your movement.

a. Use available intelligence updates.

b. Make ground reconnaissance, if possible.

7. Initiate movement.

a. Follow the planned route.

b.   Confirm features along the route using SOSES.

c. Keep map oriented to ground.

d. Follow the mission plan.

REFERENCE

FM 21-26

The Fire Support BOS is the collective and coordinated use of target acquisition data, indirect fire weapons, armed aircraft (less attack helicopters which are maneuver assets), and other means against ground targets in support of maneuver operations. The specific assets that are considered in fire support are artillery, mortars, naval gunfire, close air support, and electronic countermeasures. The Fire Support BOS covers the processing of ground targets and the engagement of ground targets using the specific assets mentioned above. Processing ground targets is the only aspect of this BOS common to all platoon leaders. It consists of selecting the target, selecting the engagement system, and developing the order to fire. Of these, selecting the target is the primary action a platoon leader must perform. The platoon leader must analyze each target in accordance with tactical situation and the commander's guidance to determine if and when it should be attacked. Target may mean key terrain or dead space in an area of operations as well as the enemy. Targets selected by the leader become the basis for the unit fire support plan.

NOTE: The fire support task, *Prepare a Fire Support Plan*, is covered as part of the Maneuver BOS task, *Conduct a Platoon Defense*.

Air Defense

The Air Defense BOS covers all measures designed to nullify or reduce the effectiveness of an attack by hostile aircraft or missiles after they are airborne. Processing air targets, attacking air targets by lethal or nonlethal means, and denying airspace make up this BOS. The last function, denying airspace, is not a concern of most lieutenants.

Processing air targets consists of selecting targets and matching the appropriate response to them. The guidance to the platoon leader regarding air targets is most often provided through briefings or changes in the air defense status announced in the operations order (OPORD) or fragmentary order (FRAGOs). The platoon leader's primary concern in this area is to ensure that all subordinates know the current weapons status and are proficient in identifying friendly and enemy aircraft.

At the platoon level, attacking air targets by lethal or nonlethal means is the use of all individual and crew served weapons to destroy enemy air targets.

Direct Unit Air Defense

O1-0401.20-0001　　August 1990

CONDITIONS

Utilizing all our weapons for air defense has long been an effective method for defense against attacking enemy aircraft. This active method when used in conjunction with passive air defense (AD) techniques will provide effective AD protection with or without specific supporting AD assets. You are a platoon leader in a tactical combat situation. Given the information and data from your higher headquarters.

STANDARDS

Establish and direct your unit's AD posture.

Ensure 100 percent use of available passive defense measures. Plan for employment of all available individual and crew served weapons capable of being directed against enemy air threats. Ensure hostile targets engaged are either destroyed, damaged or diverted from attack.

PERFORMANCE MEASURES

1. Brief unit personnel on the following battle data and information obtained from higher headquarters.

   a. Air dimension of the intelligence preparation of the battlefield (IPB) process. The IPB process provides intelligence data including the air-order-of-battle, expected enemy air avenues of approach, estimated hostile air strength, etc.

   b. Rules of engagement specifying the circumstances and limitations under which your unit will initiate or continue a combat engagement.

   c. Hostile criteria specifying which targets when detected are friendly or hostile.

   d. Weapons control status describing the relative degree under which the fires of AD systems are managed.

(1) Weapons free. Fire at any aircraft not positively identified as friendly.

(2) Weapons tight. Fire only at aircraft positively identified as hostile.

(3) Weapons hold. Do not fire except in self-defense or in response to a formal order.

e. Air defense warning statuses provide AD conditions as follows:

(1) Red. Attack by hostile aircraft imminent or in progress.

(2) Yellow. Attack by hostile aircraft probable.

(3) White. Attack by hostile aircraft improbable.

f. Method of receiving early warning (EW) information and data. EW provides information and alerting to possible enemy aircraft approaching area of concern. Normally directed by unit SOP.

2. Direct establishment of an air attack warning system.

a. Position airwatch sentries.

b. Establish audible warning (e.g., vehicle horn, whistle, siren, or voice).

c. Establish visual warnings (e.g., flag or hand-signal).

3. Enforce passive AD techniques.

NOTE: Passive AD measures are all measures other than the active defense taken to minimize the effects of the hostile air threat. Passive measures include the use of cover, concealment, camouflage, deception, dispersion, and protective cover.

4. Direct engagements of hostile aircraft.

a. Instruct personnel in use of small arms against hostile aircraft as follows:

(1) For a jet crossing, aim two football fields in front of the aircraft's nose.

(2) For a jet overhead, aim two football fields in front of the aircraft's nose.

(3) For a jet approaching head on, aim slightly above the aircraft's nose.

(4) For a helicopter crossing, aim one-half football field in front of the aircraft's nose.

(5) For a helicopter hovering, aim directly at or slightly above the aircraft.

(6) For a helicopter approaching head on, aim slightly above the aircraft's body.

NOTE: Employ firing position (e.g., kneeling - high, kneeling - low, standing, or prone) that provides best support for weapon and protection of personnel.

b. Instruct personnel in target detection.

(1) Flat terrain search.

(a) Begin searching at 20 degrees above horizon.

(b) Use short eye movements.

(c) Move eyes up, across, then down, across the sector of interest.

(2) Hilly terrain search.

(a) Begin searching at horizon.

(b) Use short eye movements.

(c) Move eyes over, then down continuing movement across sector of interest.

c. Instruct personnel in target identification using the WEFT technique. This acronym refers to —

(1) Wings.

(2) Engine.

(3) Fuselage.

(4) Tail section.

d. Instruct personnel in hostile target evaluation. Determine which target is the most threatening to your sector of interest.

e. Instruct personnel in firing.

(1) Select highest rate of fire for all weapons.

(2) Precision fire not important, however, a coordinated high volume rate is.

(3) Direct volume of fire using step 4a(2) through 4d(6).

(4) Maintain range of fire within 350 meters.

REFERENCES

FM 5-20   FM 44-3

FM 5-103

The Mobility and Survivability BOS describes the functions of the force that permit it freedom of movement relative to the enemy while retaining the ability to fulfill its primary mission. This BOS includes those measures the force takes to protect itself from the effects of enemy weapon systems and natural occurrences.

The Mobility and Survivability BOS is concerned with unit requirements to provide mobility, provide countermobility, and enhance survivability. All lieutenants must be concerned with providing countermobility and enhancing survivability.

Providing countermobility is defined as actions to delay, channel, or stop offensive movement by the enemy in order to destroy his forces. This includes selecting the location for the obstacles, emplacing mines, and preparing and emplacing obstacles and demolitions.

Enhancing survivability considers all actions which protect personnel, equipment, and supplies from enemy systems while simultaneously deceiving the enemy. This includes actions such as preparing or upgrading positions, providing protection from NBC attacks or effects, or establishing local security.

Supervise Construction of Obstacles
O1-1940.00-1001   July 1990

CONDITIONS

You have received an operations order (OPORD) to conduct defensive operations to include the emplacement of obstacles. Given —

1. Platoon with tools and equipment.

2. DA Form 1355-1-R, Hasty Protective Minefield Record.

3. Map of area.

4. Pencil and paper.

5. FMs 5-102 and 20-32.

STANDARDS

1. Identify the purpose of obstacles to include disrupting, turning, fixing, or blocking the enemy's advance.

2. Ensure the obstacles are tied to natural obstacles, accomplish the obstacle intent, and do not interfere with friendly mobility.

3. Ensure the planned obstacle and its effect contribute to the direct and indirect fire plan.

4. Construct each obstacle in accordance with (IAW) FM 5-102. Complete construction by the time specified in the OPORD.

PERFORMANCE MEASURES

1. Review the following factors before constructing any type of obstacle:

a. Mission of the command and scheme of maneuver.

b. Commander's obstacle intent.

c. Direct and indirect fire plan.

d. Location of the division and brigade obstacle zones within your assigned sector of operations.

e. Commander's intent for future operations.

f. Enemy breaching capabilities and most probable plan of attack.

g. Impact of terrain and weather on obstacles.

h. Time, materials, labor, and equipment available. These will be the controlling considerations in evaluating options and setting priorities.

i. Weapons characteristics of the units covering the obstacles.

j. Potential logistical requirements for obstacle construction.

2. Conduct the following reconnaissance of the obstacle emplacement areas:

a. Map reconnaissance, using available maps.

b. Intelligence methods (e.g., reports, prisoners of war).

c. Reconnoiter battle positions covering the obstacle.

e. Reconnoiter enemy avenues of approach and mobility corridors into the area.

f. When available, perform an image reconnaissance for current terrain conditions using satellite derived data or multi-spectral imagery.

g. When available, use satellite base navigation and position capabilities for obstacle emplacement and recording.

3. Confirm that the type and location of obstacles selected for emplacement will accomplish the commander's intent.

4. Identify and incorporate additional reinforcing measures to the planned obstacle.

5. Verify accuracy of the bill of materials (BOM). If incomplete, rewrite as necessary.

6. Plan use of resources based on type of obstacle and materials to be used.

7. Assign priorities for obstacle emplacement and work sequence.

8. Secure defensive area where obstacles are to be emplaced.

9. Ensure the following are considered and coordinated before beginning emplacement of obstacle:

a. Direct and indirect fire plan.

b. Location of major weapons systems.

c. Location of target reference points (TRPs) in engagement area.

d. Location of dismounted troops.

e. Lane locations, closure criteria, closing responsibility, and closing methods.

f. Actions on chance contact.

g. Medical support to unit.

h. Company or team radio frequency.

i. Obstacle sighting plan.

10. Supervise the construction of the obstacle with the assistance of the noncommissioned officer in charge (NCOIC). Accomplish the following:

a. Check BOM for each obstacle.

b. Check layout design for obstacle to be constructed.

c. Check obstacle construction techniques by work force.

d. Ensure traffic control so movement of vehicles and equipment around site is not impeded.

e. Use the appropriate equipment for the right job.

f. Submit progress reports indicating status of obstacle emplacement to higher headquarters IAW unit field standing operating procedures (FSOP).

g. If specified by headquarters, supervise the installation of nuisance mining and boobytrapping of obstacles. Record the information on DA Form 1355-1-R.

11. Supervise cover and concealment of the obstacle from the enemy force.

12. Ensure that completed obstacles are properly marked and covered by direct and indirect fire.

REFERENCES

FM 5-34	FM 5-103
FM 5-102	FM 20-32

Implement Operations Security
O3-3711.12-0001   April 1990

CONDITIONS

Operations Security (OPSEC) is used in combat and noncombat conditions to deny the enemy intelligence of our operations. You will initiate OPSEC prior to implementation of offensive operations. In garrison, you will maintain OPSEC procedures to protect critical aspects of operations from exploitation by enemy intelligence.

STANDARDS

Identify the enemy's collection assets and the essential elements of friendly information (EEFI). Develop and implement OPSEC measures against enemy intelligence collection capabilities to prevent compromise.

PERFORMANCE MEASURES

1. Determine the enemy's intelligence collection capabilities. The enemy can —

a. Collect information from our communications (voice, morse code, teletype) and non-communications (radar and guidance systems) transmissions.

b. Collect information using overhead and ground photography and by recording heat and infrared radiations of our equipment.

c. Collect intelligence information using an agent or patrol (human intelligence (HUMINT)).

d. Use electronic warfare to disrupt friendly communications. This will, in turn, make us vulnerable to detection and eavesdropping as we try to work through the disruptions.

2. Identify the sensitive aspects of friendly operations and their consequences, to include —

a. Performance patterns. The enemy can predict our intentions from these patterns.

b. EEFI. The enemy collection efforts are directed against friendly EEFI.

3. Develop OPSEC measures to deny enemy information of our EEFI.

a. Identify weaknesses in our communications, intelligence, logistics, operational, and administrative activities under the following —

(1) Patterns. These are the ways we always do things.

(2) Signatures. These allow us to be identified by unique sound, imagery, or electromagnetic display of key equipment.

(3) Profiles. These identify how we conduct operations, intelligence, logistics, and administrative activities. For example, of during the planning phase of the attack communications increase, but they cease immediately before the attack.

b. Implement countermeasures, such as —

(1) Deception.

(a) Prepare false positions.

(b) Move logistics at night.

(2) Information security.

(a) Pass information on a need-to-know basis.

(b) Prepare classified information for destruction.

(3) Physical security.

(a) Use observation posts.

(b) Use challenge and password procedures.

(4) Signals security.

(a) Enforce radio silence.

(b) Enforce other communications security practices.

(c) Use messengers.

c. Request an OPSEC survey form higher headquarters to examine the degree of security given to an operation. Implement the recommendations.

(1) Request assistance from higher headquarters which controls the specialists who analyze OPSEC effectiveness.

(2) Supervise the correction of OPSEC deficiencies.

REFERENCES

AR 530-1	FM 34-60A
FM 34-1	FM 100-5
FM 34-60	

Employ Directed Energy and Laser Protective Measures
O3-8952.00-9050   June 1990

CONDITIONS

You are a leader or supervisor of soldiers in a tactical environment where directed energy or laser devices are present. Given proper protective equipment, laser goggles, and clip on filters. You receive intelligence information that potential directed energy (DE) emitters are in or near your area of operations. You see threat aircraft, vehicles, or personnel.

> **Warning**
> Do not look directly at laser light without proper eye shielding equipment. Lasers will cause eye injury.

STANDARDS

List the four types of DE systems. Define the operable characteristics of all known DE emitters used on the battlefield. Employ DE low level laser protective measures.

PERFORMANCE MEASURES

1. Identify four types of DE systems including —

a. Particle beam (PB) systems.

b. High energy laser systems.

c. Radio frequency systems.

d. Low energy lasers (LEL).

2. Define the operable characteristics of all friendly and threat battlefield DE emitters including —

a. Friendly portable.

(1) AN/GVS-5 handheld laser rangefinder.

(2) AN/PAQ-1 Laser Target Designator (LTD).

(3) AN/TVQ-2 Ground/Vehicular Laser Locator Designator (G/VLLD).

b. Friendly armored vehicle mounted.

(1) AN/VVG-2 M60A3 Laser Rangefinder.

(2) AN/VVG-3 M1, M1A1 Laser Rangefinder.

c. Friendly helicopter mounted.

(1) AH64 Apache Helicopter Target Acquisition/Designation System (TADS).

(2) OH58D Army Helicopter Improvement Program (AHIP).

d. Enemy portable.

(1) DAK-1 Rangefinder.

(2) KTD-1 Rangefinder.

e. Enemy vehicle mounted external rangefinder for threat vehicles.

3. Protect equipment from laser damage.

4. Protect personnel from laser injuries.

a. Ensure personnel know how to use laser goggles.

b. Employ laser protective measures.

   (1) Use protective goggles.

   (2) Use smoke or dust to screen light.

   (3) Use hardened reflective glass.

   (4) Use periscopes or TV viewers.

   (5) Use terrain to provide cover.

   (6) Use shrouds, shelter or covers.

   (7) Avoid exposure to reflective surfaces.

REFERENCES

FM 17-15	TM 9-2350-253-10
FM 71-1	TM 11-5860-201-10
FM 71-2	

Prepare and Submit Nuclear, Biological, or Chemical 1 Report
O4-5030.00-2008   May 1990

CONDITIONS

A nuclear, biological, or chemical (NBC) attack has just occurred in your area. Given a watch, map, compass, protractor, pencil, paper, and the NBC report format guide FM 3-3.

In a training situation, use GTA 3-6-3.

STANDARDS

Complete NBC 1 reports with all heading information and mandatory line items (B, D, H, and C or F). Include all other available data. Ensure each report is in correct format. Submit completed NBC 1 reports to next higher headquarters. There is no change in standards if this task is performed in mission oriented protective posture 4 (MOPP4).

PERFORMANCE MEASURES

1. Complete the required entry information.

   a. Report appropriate heading information (precedence, date and time, security classification, from, to, and type of report).

   b. Report observer's location as line BRAVO.

   c. Report date-time group of start of attack as line DELTA.

   d. Report type of burst or agent as line HOTEL.

   e. Report either direction of the attack as line CHARLIE or location of the attack as line FOXTROT.

2. Place other known data into report (as available).

   a. Report illumination time (for nuclear report) or date-time group for end of attack (for chemical or biological) as line ECHO.

   b. Report means of delivery (for nuclear report) or type of attack (for chemical or biological) as line GOLF.

   c. Report number of munitions or aircraft (for chemical or biological) as line INDIA.

   d. Report flash-to-bang time (for nuclear) as line JULIET.

   e. Report presence of crater and diameter (for nuclear) as line KILO.

   f. Report cloud width measurement at H+5 (for nuclear) as line LIMA.

   g. Report H+10 measurement (for nuclear) as line MIKE (see GTA 3-6-3).

3. Submit completed report to next higher headquarters.

REFERENCES

FM 3-3	GTA 3-6-3

Implement Mission-Oriented Protective Posture Based on Threat or Direction

O4-5030.00-2013   May 1990

CONDITIONS

You are a unit leader in a tactical environment. Given a nuclear, biological, or chemical (NBC) hazard or threat of a hazard, soldiers with mission-oriented protective posture (MOPP) gear, FM 3-4, commander's MOPP guidance, and a requirement to assume the appropriate MOPP level.

STANDARDS

Assume and direct soldiers to assume the correct MOPP level based upon MOPP guidance from the commander or current threat situation.

PERFORMANCE MEASURES

1. Put on and direct your soldiers to put on MOPP gear and equipment for MOPP zero through MOPP4 (see Table 3-1). (See *O31-503-1015, Put On and Wear MOPP Gear, STP 21-1-SMCT.*)

NOTE: In the absence of command guidance, leaders should perform a MOPP analysis in accordance with (IAW) FM 3-4. The analysis is to determine which MOPP level allows mission accomplishment while reducing the risk of NBC casualties.

2. Check yourself and your soldiers to ensure that —

a. All soldiers are correctly wearing the appropriate clothing and equipment for the directed MOPP level.

b. Masks fit properly and are sealed in MOPP3 and MOPP4. (See *O1-5030.00-1004, Use Your M17 Series Protective Mask with Hood, STP 21-I-MQS.)*

3. Continue the mission. When working in MOPP4 in a contaminated area, reduce stress and fatigue by taking the following actions:

a. Rotate jobs requiring heavy work among subordinate units and individuals.

b. Allow longer and more frequent rest periods.

c. Provide adequate water so that personnel can increase their water intake. Advise personnel to drink small amounts of water frequently.

d. Use vehicular transportation whenever possible and make maximum use of machinery and other mechanical aids.

REFERENCES

FM 3-4   STP 21-I-MQS

FM 3-100   STP 21-1-SMCT

MOPP Equipment	MOPP Levels				
	MOPP Zero	MOPP1	MOPP2	MOPP3	MOPP4
Mask	Carried	Carried	Carried	Worn*	Worn
Overgarment	Available	Worn*	Worn*	Worn*	Worn
Overboots	Available	Carried	Worn	Worn	Worn
Gloves	Available	Carried	Carried	Carried	Worn
* In hot weather, the coat or hood can be left open for ventilation.					

Table 3-1.   MOPP LEVELS

Prepare for Nuclear, Biological, or Chemical Attack
O4-5030.00-2017   **May 1990**

CONDITIONS

You are in a tactical environment. Given the commander's guidance, a radio, pioneer tools (ax, shovel, mattock), covering materials (plastic sheets or ponchos), soldiers who have mission-oriented protective posture (MOPP) gear, and field expedient respiratory protection.

STANDARDS

Direct actions to prepare and protect materiel from becoming damaged or inoperable and unit personnel from becoming casualties. There is no change in standards if performed in MOPP4.

NOTE: Due to the amount of physical work that must be done in this task, serious performance degradation may result if soldiers are in MOPP4.

Take precautions to preserve combat effectiveness. (See *O4-5030.00-2013, Implement MOPP Based on Threat or Direction.*)

PERFORMANCE MEASURES

1. Prepare for nuclear attack.

a. Individual protection.

(1) Shelter personnel in well-constructed fighting positions with overhead cover, bunkers, or armored vehicles.

(2) Direct personnel to cover all exposed skin (roll sleeves down and button collars). Wear a handkerchief or similar cloth over the nose and mouth to prevent inhalation of contaminated dust.

NOTE: MOPP gear may or may not be worn in preparation or response to a nuclear attack. Covering exposed skin and using field expedient respiratory devices offer adequate protection without degrading soldier performance.

b. Position.

(1) Ensure terrain is used effectively to minimize effects of attack. For example, taking cover in gullies, ditches, ravines, and caves can significantly reduce the chances of becoming a nuclear attack casualty.

(2) Ensure available shelter (covered foxholes, buildings, and armored vehicles) provides the best protection from weapons effects.

c. Materiel.

(1) Disperse and dig in supplies and equipment as much as possible (one meter is sufficient).

(2) Disperse vehicles as much as the mission will allow.

(3) Ensure explosives, ammunition and flammables (fuel and oil) have been dispersed and dug in as well. Cover them if possible.

(4) Use existing cover to provide protection and shielding for vehicles, supplies, and equipment from nuclear explosion.

(5) Park vans so that the air conditioner (AC) intakes are opposite the prevailing wind direction.

(6) Turn off AC and cover the intakes with nonporous materials (plastic sheets or ponchos).

(7) Keep flammable debris to a minimum.

(8) Secure objects to minimize the danger of casualties and damage from flying debris.

(9) Cover all food and water tightly in containers and secure under available cover.

(10) Turn off all electronic equipment and radios not required for use.

(11) Remove power cables, antennas, and unused electronic equipment from power mounts.

(12) Place communications and electronics equipment inside bunkers or armored vehicles to enhance protection against electromagnetic pulse (EMP).

d. Unit. Ensure operators of the NBC monitoring and surveying equipment prepare their equipment for use.

2. Prepare for biological attack.

a. Individual protection.

(1) Ensure soldiers have up-to-date immunizations.

(2) Ensure soldiers practice good hygiene and field sanitation procedures. (See *O3-8310.00-9000, Supervise Unit Preventive Medicine and Field Sanitation Procedures.*)

(3) Ensure soldiers are in good physical condition (well-rested, well-fed, and healthy).

(4) Ensure soldiers button clothing and cover exposed skin; ensure MOPP gear is readily available.

(5) Ensure soldiers check protective masks and individual equipment for serviceability.

b. Position.

(1) When a biological attack is suspected, avoid heavily wooded or forested areas if possible because biological agents tend to persist longer in them. Insects are also more likely to be encountered in them.

(2) Perform step 1b(2).

c. Materiel.

(1) Cover all food and water in containers and secure under overhead cover.

(2) Cover equipment and supplies not in use to avoid surface contamination from aerial spray attack.

(3) Park vans so the air conditioning (AC) intakes are opposite the prevailing wind direction.

(4) Turn off AC and cover the intakes with nonporous materials (plastic sheets or ponchos).

3. Prepare for chemical attack.

a. Individual protection.

(1) Perform step 2a(4).

(2) Perform step 2a(5).

(3) Assume appropriate MOPP level as directed. (See *O4-5030.00-2013, Implement Mission-Oriented Protective Posture Based on Threat or Direction.*)

(4) Direct individuals to seek available overhead cover or use ponchos, tarpaulins, and so on to cover their positions.

(5) Ensure antidotes and decontamination kits are available and serviceable.

(6) Ensure individuals place M9 chemical agent detector paper on themselves. (See *O31-503-1020, Use M9 Detector Paper to Detect Chemical Agent, STP 21-1-SMCT.*)

b. Position.

(1) Ensure terrain is used effectively to minimize effects of the attack.

NOTE: For chemical attacks, the overhead cover in heavily wooded or forested areas and jungles can reduce liquid contamination by 50 percent or more.

(2) Perform step 1b(2).

c. Materiel.

(1) Disperse and cover all equipment, supplies, and vehicles with nonporous materials (plastic sheets or ponchos). As a last resort, use dense foliage.

(2) Ensure M9 chemical agent detector paper is placed on equipment surfaces most likely to encounter chemical agents (i.e., vehicle bumpers).

(3) Perform step 2c(3).

(4) Store unpackaged food and water in sealed containers.

NOTE: Open only when you are ready to eat it.

d. Unit. Ensure operators of the chemical agent detector kits and chemical agent alarms prepare their equipment for use.

REFERENCES

FM 3-4	STP 21-1-SMCT
STP 21-I-MQS	TM 3-216

Supervise Unit Response to Nuclear Attack or Radiological Hazard

O4-5030.00-2007   May 1990

CONDITIONS

You are a leader or supervisor in a tactical environment. Your unit either observes an enemy nuclear detonation or is operating in a residual radiation hazard area. Given the commander's guidance, a radio, pioneer tools (ax, shovel, mattock), covering materials (plastic sheets or ponchos), soldiers who have mission-oriented protective posture (MOPP) gear, field expedient respiratory protection (respirator, bandana, handkerchief), IM93/UD dosimeter, IM174/PD radiacmeter, and AN/PDR27 radiac set.

NOTE: The AN/VDR-2 radiac set is replacing the IM174 and the AN/PDR27.

STANDARDS

Ensure that casualties do not result from improper or inadequate individual or unit response to a nuclear attack or radiological hazard. Direct proper responses and decontamination in accordance with (IAW) FM 3-3, FM 3-4, FM 3-5, and FM 3-100. Treat casualties IAW FM 21-11. Submit a nuclear, biological, or chemical (NBC) 1 nuclear report and begin monitoring and survey operations immediately after the attack IAW FM 3-3. There is no change in standards for this task if performed in MOPP4.

PERFORMANCE MEASURES

1. Direct unit responses to nuclear attack or radiological hazard. (See *O1-5030.00-1009, React to a Nuclear Hazard, STP 21-I-MQS.*) If encountering radiological fallout, give the vocal alarm, "FALLOUT" and ensure soldiers don field expedient respiratory devices.

2. Check for casualties and damaged equipment.

3. Prepare and submit an NBC 1 nuclear report. (See *O4-5030.00-2008, Prepare and Submit NBC 1 Report.*)

4. Supervise unit radiological monitoring operations. (See *O4-5030.00-2015, Supervise Radiation Monitoring.*)

5. Ensure radiological decontamination procedures are performed. See hasty decontamination procedures in FM 3-5.

6. Control unit radiation exposure. (See *O4-5030.00-2019, Control Unit Radiation Exposure.*)

REFERENCES

FM 3-3	FM 21-11
FM 3-4	GTA 3-6-3
FM 3-5	STP 21-I-MQS
FM 3-100	

Check Soldiers Sleeping in Mission-Oriented Protective Posture 4

O4-5030.00-2018   May 1990

CONDITIONS

Given a situation in which you are in mission-oriented protective posture 4 (MOPP4) and have a responsibility to check your soldiers sleeping in MOPP4.

STANDARDS

Ensure you and your subordinate leaders identify and correct deficiencies on soldiers and each other.

PERFORMANCE MEASURES

1. Observe your soldiers to see if they are breathing.

2. If a soldier does not appear to be breathing, try to awaken him.

3. If you cannot awaken him, perform O4-8310.00-3007, Evaluate a Casualty, STP 21-I-MQS.

4. Check your soldiers' masks for indicators of broken seals (e.g., foggy eyelenses).

5. Identify problems (exposed skin and unfastened protective clothing) with your soldiers' protective clothing and correct.

REFERENCES

FM 3-4   TM 3-4240-279-10

FM 21-11   TM 10-277

STP 21-I-MQS

Supervise Radiation Monitoring
O4-5030.00-2015   May 1990

CONDITIONS

Your commander requires you to supervise radiation monitoring after a nuclear attack or upon entering a suspected contaminated area. Given trained operators, your unit SOP, a map of the area, IM174-series radiacmeters or AN/VDR 2 radiac sets, DA Form 1971-R or plain paper, and nuclear, biological, and chemical (NBC) 4 report format.

STANDARDS

Direct radiacmeter operators on locations, times, types (periodic or continuous), and techniques (direct or indirect) of monitoring. Prepare and submit results of monitoring in NBC 4 report format. There is no change in standards for this task if performed in MOPP4.

PERFORMANCE MEASURES

1. Determine type of monitoring to use.

a. Periodic monitoring (take readings at least once per hour or in accordance with (IAW) unit standing operating procedure (SOP), using the direct technique) when —

(1) Nuclear warfare begins.

(2) Unit stops continuous monitoring.

b. Continuous monitoring (radiacmeters are "on" and in operator's possession at all times) when —

(1) Nuclear burst has been sighted, heard, or reported.

(2) You receive a fallout warning (NBC 3 report) and the unit is in the predicted area.

(3) During reconnaissance and patrol activities.

(4) One centigray per hour (cGyph) dose rate is detected during periodic monitoring.

(5) Unit is moving.

(6) You are ordered by unit commander.

2. Select a central point in your area for taking readings. Ensure operators record grid location on DA Form 1971-R or plain paper.

3. Ensure operators perform preventive maintenance checks and services (PMCS) on the IM174-series radiacmeter. (See *031-503-3013, Use and Perform Operator Maintenance on the IM174-Series Radiacmeter, STP 21-24 SMCT.*)

NOTE: If using the AN/VDR 2 radiac set, see 031-505-1014, Use and Maintain the AN/VDR 2 Radiac Set, STP 3-54B1-SM.

4. Determine whether to use direct or indirect monitoring technique (indirect always preferred).

a. The direct technique gives unshielded ground (outside) dose rates (readings taken in the open at least 10 meters away from buildings and other large objects). Use the direct technique —

(1) During periodic monitoring (waiting for fallout to arrive).

(2) In low dose-rate areas (dose rates not detectable inside a shelter).

(3) When collecting correlation factor (CF) or transmission factor (TF) data.

(4) When verifying contamination status of a new position.

(5) When moving on foot through a contaminated area.

b. The indirect technique measures dose rates within an area shielded from radiation and reduces operator exposure when dose rates are detectable inside a shelter. Determine a CF and submit with the NBC 4 report when using this technique (see FM 3-3).

5. Ensure the radiacmeter operators —

a. Zero their radiacmeters before each reading to prevent errors from electronic fluctuation.

b. Use radiacmeters correctly.

c. Take readings once per hour or IAW unit SOP.

d. Record locations, readings, and times on DA Form 1971-R or plain paper.

e. Submit reports to you.

6. Prepare and submit an NBC 4 report automatically when collecting —

a. Initial contact reading.

b. Peak dose-rate reading (include CF data or CF).

c. Special dose-rate readings specified by higher headquarters.

d. Other information IAW unit SOP.

NOTE: See *O31-503-4004, Prepare and Submit NBC 4 Reports, STP 21-24-SMCT.*

7. Prepare and submit NBC 4 reports for nonautomatic reports using the following procedures —

a. Use a series report if dose-rate readings are taken at same location every half hour for 2 1/2 hours and hourly thereafter. This report can only begin after a peak dose-rate has been reported.

b. Use a summary report if locations for readings are selected to best show the radiation distribution throughout the unit's area of responsibility.

c. Use a verification report if operators are directed to take readings at specific locations to confirm or negate a suspect reading.

8. Continue to supervise radiation monitoring, periodic or continuous, IAW this task and unit SOP.

REFERENCES

FM 3-3	STP 21-24-SMCT
FM 3-100	TM 11-6665-213-12
GTA 3-6-3	TM 11-6665-232-12
STP 21-I-MQS	TM 11-6665-251-10

Supervise Unit Response to a Chemical or Biological Attack
O4-5030.00-2006   May 1990

CONDITIONS

You are a unit leader in a tactical environment. Your soldiers have their individual MOPP ensembles and protective masks with hoods and are in the appropriate MOPP level. You anticipate a chemical or biological attack. Given decontamination kits (M258A1 or M291), chemical agent monitor, M256 or M256A1 chemical agent detector kit, M8 and M9 chemical agent detector paper, and decontamination apparatuses, portable (M11 or M13).

STANDARDS

Ensure that casualties do not result from improper or inadequate individual or unit response to a chemical or biological attack. Direct proper response and decontamination in accordance with (IAW) FM 3-3, FM 3-4, FM 3-5, and FM 3-100. Treat casualties IAW FM 21-11. Submit an NBC 1 chemical or biological report and begin chemical detection and identification operations immediately after the attack. If deliberate decontamination is not required or available, conduct hasty decontamination. This task may be performed in MOPP4 beginning at step 2c.

PERFORMANCE MEASURES

1. Give the alarm to signal a chemical or biological attack. (See *O1-5030.00-1008, React to a Chemical or Biological Hazard, STP 21-I-MQS.*)

2. Implement mission oriented protective posture (MOPP). (See *O4-5030.00-2013, Implement MOPP Based on Threat or Direction.*)

3. Identify which agents have been used by having personnel —

a. Use M256 chemical agent detector kits to detect chemical agent vapors.

WARNING

When operating under night conditions, use only unfiltered light to observe M8 detector paper for color changes. Reading detector paper under filtered light (red and blue lensed flashlights) may result in an incorrect reading.

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b. Use M8 or M9 detector paper to detect suspected chemical agent liquids.

c. Use the chemical agent monitor (CAM) to detect chemical agent vapors.

4. Direct the chain of command to watch for chemical or biological agent symptoms. (See *O4-5030.00-2021, Conduct Unmasking Procedures, and FM 3-4.*)

NOTE: Since no rapid-warning, biological agent detection devices are fielded, treat any unknown agent cloud as a chemical attack.

5. Report the attack with a FLASH precedence, using the NBC 1 chemical or biological message format.

NOTE: The FLASH precedence is used only when the attack is the first of its kind.

6. Monitor casualty treatment ensuring that all personnel —

a. Perform self-aid if needed. Ensure that all personnel receive first aid as necessary.

b. Are checked for symptoms and continuously observed by using the buddy system.

7. Direct efforts to reduce further contamination by ensuring personnel —

a. Remain inside fighting positions, vehicles, and buildings to the greatest extent possible.

b. Move equipment away from depressions, dense foliage, and other places where chemical or biological agents may collect.

c. Use M8 detector paper to identify liquid contamination.

d. Replace M9 detector paper on themselves and equipment where it can be readily seen to detect contamination.

e. Mark contaminated areas with standard NATO chemical or biological markers.

8. Supervise unit decontamination. (See *O4-5030.00-2020, Supervise NBC Decontamination.*)

9. Supervise improvements of current field positions by having personnel —

a. Monitor wind direction and direct repositioning of automatic chemical agent alarms as necessary.

b. Construct and use overhead cover where possible.

c. Keep windows, hatch, etc. closed.

REFERENCES

FM 3-3   GTA 3-6-3

FM 3-4   STP 21-I-MQS

FM 3-5   STP 21-1-SMCT

FM 3-100   STP 21-24-SMCT

FM 21-11

Control Unit Radiation Exposure
O4-5030.00-2019   May 1990

CONDITIONS

You are a unit leader in a tactical environment. Given soldiers with assigned IM93 or IM147 dosimeters and commander's operational exposure guidance (OEG).

STANDARDS

Determine unit's radiation exposure status and ensure that it does not exceed the commander's OEG. There is no change in standards if performed in MOPP4.

PERFORMANCE MEASURES

1. Compute unit total radiation dose.

a. Obtain readings from each soldier carrying a dosimeter. To read the dosimeter, see *031-503-2020, Use and Perform Operator Maintenance on the IM93 or IM147 Dosimeter and PP1578-Series Charger, STP 21-24-SMCT*.

NOTE: The dose obtained should be the net amount received since last reading. If the dosimeter was not zeroed before this reading, subtract the first reading from the second reading.

b. Add net dosimeter readings.

c. Divide the sum of the readings by the total number of readings.

d. Round the averaged reading to the nearest whole number to get unit total radiation dose.

NOTE: Radiation doses are cumulative. Add any previous dose received to the new dose to determine an accurate unit total radiation dose.

2. Determine radiation exposure status (RES) from unit total radiation dose (see Table 3-2).

RES Zero	The unit has had no radiation exposure.
RES1	The unit has been exposed to greater than 0 centigray but less than or equal to 70 centigray.
RES2	The unit has been exposed to greater than 70 centigray but less than or equal to 150 centigray.
RES3	The unit has been exposed to greater than 150 centigray.

Table 3-2.   **RADIATION EXPOSURE STATUS CATEGORIES**

3. Ensure that unit's RES category and total radiation dose are recorded in the unit's radiation exposure records IAW local SOP.

4. Compare unit total radiation dose to commander's OEG and ensure it is not exceeded.

NOTE: The commander's OEG is the level of radiation exposure that a commander does not want to exceed for his unit.

5. Report daily unit RES category to next higher headquarters IAW local SOP.

REFERENCES

FM 3-3   TB SIG 226-8

STP 21-24-SMCT   TM 11-6665-214-10

Supervise Nuclear, Biological, or Chemical Decontamination
O4-5030.00-2020   May 1990

CONDITIONS

Given a contaminated unit, M11 or M13 decontamination apparatus, decontaminants, and FM 3-5. You are in mission-oriented protective posture 4 (MOPP4) and chemical decontamination support is available.

STANDARDS

1. Ensure the following are performed —

a. Operator spraydown is performed using the M11 or M13 portable decontamination apparatus.

b. Decontamination support is requested from next higher headquarters.

c. Appropriate decontamination site is selected.

d. Rendezvous location is coordinated with decontamination unit.

e. Hasty decontamination procedures are conducted (vehicle washdown and MOPP gear exchange).

2. Mark decontamination site and report location to next higher headquarters.

PERFORMANCE MEASURES

1. Take immediate action decontaminating your skin and personal equipment and ensure your soldiers do the same. (See *O1-5030.00-1007, Decontaminate Skin and Personal Equipment, STP 21-I-MQS.*)

2. Direct soldiers to decontaminate those critical equipment surfaces (operator's spraydown) they must touch while operating their equipment using the following procedures —

a. Decontaminate equipment using the M13 portable decontamination apparatus —

(1) Hold brush about three feet from the contaminated surface.

(2) Start at the highest point on the equipment and work down. This prevents recontaminating those areas that have been previously decontaminated.

(3) Open the pump valve by turning it to the "in-line" position.

(4) Pump until DS2 flows from the hole in the brush.

(5) Pump one stroke, sweeping an area of 4 to 5 feet while spraying DS2 and close the pump valve.

(6) Use the brush to scrub DS2 over contaminated surfaces.

NOTE: Complete steps 2a(1) through (7) in sequence until all contaminated surfaces have been scrubbed.

b. Decontaminate equipment using the M11 portable decontamination apparatus —

(1) Fill the M11 decontamination apparatus.

(a) Unscrew the spray head from the container.

(b) Fill the M11 container to the bottom of the neck inside the container with DS2 (from either 1 1/3 quart cans or a 5 gallon drum).

(c) Ensure that the container's preformed packing is in place on the spray head and that it is in good condition.

(d) Screw the spray head firmly back into place.

(2) Pressurize the M11 decontamination apparatus.

(a) Withdraw the safety ring thereby breaking the safety seal.

(b) Place the M11 container on a solid surface and slowly raise the handle until the locking pin springs out and locks the handle in place.

NOTE: When the handle is raised, the nitrogen-filled container is punctured pressurizing the container.

(3) Decontaminate equipment.

(a) Spray DS2 by depressing the thumb lever.

(b) Holding the M11 container upright, spray critical equipment surfaces most likely to be touched or used.

(c) After the first nitrogen cylinder is expended, shake the M11 container to determine if it is empty. If not, use a second nitrogen cylinder to expel remaining contents.

(d) When the charge is expended, depress the handle-locking pin and lower the handle. If spraying is complete, reinstall the safety ring and replace the apparatus in its mounting bracket.

NOTE: Whenever possible, those items that have DS2 on them should be rinsed with water 30 minutes after spraying.

3. Employ procedures to reduce spread of contamination —

a. Use as few transport vehicles as possible.

b. Use one route (if possible) and monitor it periodically for contamination.

c. Cover contaminated materiel to keep contamination from being blown away.

d. Warn personnel downwind if vapor hazard is present.

e. Monitor and decontaminate transport vehicles before transporting uncontaminated materiel.

f. Ensure transport crews wear appropriate MOPP gear.

4. Request decontamination support from next higher headquarters to remove DS2 from vehicles that was applied in step 2.

5. Select decontamination site considering the following factors and report its location to next higher headquarters —

a. Overhead cover and concealment.

b. Sufficient drainage.

c. Off the main route but easily accessible for vehicles.

d. Large enough to handle vehicle washdown and MOPP gear exchange for a squad-sized element (100 square meters).

e. A sufficient water source. Make maximum use of existing sources of water such as swimming pools and lakes. For planning purposes, an armored personnel carrier requires approximately 100 gallons of water for decontamination.

6. Coordinate rendezvous location with decontamination unit and assist in decontamination site set-up.

7. Conduct hasty decontamination (usually in squad-size elements) —

a. Direct soldiers to take their vehicles through the vehicle washdown site operated by the supporting decontamination unit.

NOTE: This step is most effective if started within 1 hour of contamination.

(1) If in armored vehicles, personnel should remain buttoned up for the duration of vehicle washdown.

(2) If in wheeled vehicles, personnel should dismount to avoid getting wet and contaminated.

(3) Ensure vehicles maintain an interval that will reduce exposure to threat weapons.

(4) Ensure vehicle operators maintain visual contact with each other for safety purposes and to better regulate vehicle traffic through the vehicle washdown.

b. Direct soldiers to conduct MOPP gear exchange. (See *O4-5030.00-2016, Exchange MOPP gear.*)

8. Ensure contaminated decontamination site is marked and reported to next higher headquarters when finished. (See *O4-5030.00-2022, Supervise Employment of NBC Markers.*)

REFERENCES

FM 3-3	STP 21-I-MQS
FM 3-4	STP 21-24-SMCT
FM 3-5	TM 3-4230-204-12&P
STP 3-54B1-SM	TM 3-4230-214-12&P

Conduct Unmasking Procedures
O4-5030.00-2021   May 1990

CONDITIONS

You have a group of soldiers wearing protective masks in an area where chemical agents may have been used. Given M8 detector paper and a requirement to conduct unmasking procedures. An M256 or M256A1 chemical agent detector kit may or may not be available.

STANDARDS

Conduct unmasking procedures without incurring casualties by following the proper sequence with or without the M256 or M256A1 chemical agent detector kit.

PERFORMANCE MEASURES

1. Conduct unmasking procedures in sequence using a chemical agent detector kit. (See *O31-503-3001, Use the M256 or M256A1 Chemical Agent Detector Kit, STP 21-24-SMCT.*)

a. Conduct unmasking in the shade.

b. Have soldiers test for chemical agent vapor hazards using the chemical agent detector kit and for liquid contamination hazards using M8 detector paper.

c. Continue unmasking procedures only if chemical agents are not present.

d. Direct one or two soldiers to unmask for five minutes, then clear and reseal their masks. Observe them for ten minutes.

e. Check soldiers for symptoms (see Table 3-3).

f. Direct all soldiers to unmask if no symptoms appear.

g. Check soldiers for delayed symptoms and have first aid treatment available.

2. Conduct unmasking procedures in sequence without the use of a chemical agent detector kit.

a. Conduct unmasking in the shade.

b. Check for liquid contamination with M8 detector paper. Continue only if chemical agents are not present.

c. Select one or two soldiers to unmask.

d. Instruct soldiers to take a deep breath and break the seals of their masks, while keeping their eyes open, for fifteen seconds.

e. Instruct soldiers to clear and reseal their masks. Observe them for ten minutes.

f. Check soldiers for symptoms.

g. If no symptoms appear, direct them to break the seals of their masks, take two or three breaths, and then clear and reseal their masks.

h. Observe soldiers for ten minutes.

i. Check soldiers for symptoms.

j. Complete 1d through 1g.

Agent	Symptoms	
Nerve	Runny nose Red, tearing eyes Sudden headache Drooling Tightness in chest	Difficulty breathing Dim vision Muscular twitching Stomach cramps Nausea
(severe symptoms)	Confusion Pinpointed pupils No bladder control Absence of breathing	Gurgling sounds Vomiting Convulsions No bowel control
Blister	Red, irritated eyes Temporary blindness Hoarseness Labored breathing Nausea/vomiting	Itching/burning skin Wheals on skin Coughing Stomach pain Diarrhea
(severe symptoms)	Permanent blindness	Blisters on skin
Blood	Rapid breathing Dizziness Convulsion Death	Headache Red/pink skin color change Coma
Choking	Coughing Tightness in chest Headache	Choking Nausea Tearing of eyes
(severe symptoms)	Rapid, shallow breathing Blue lips/fingernails	Painful coughing

Table 3-3.   **SYMPTOMS PRODUCED BY CHEMICAL AGENTS.**

REFERENCES

FM 3-3   STP 3-54B1-SM

FM 3-4   STP 21-24-SMCT

FM 3-5   TM 3-6665-307-10

Supervise Employment of Nuclear, Biological, or Chemical Markers

O4-5030.00-2022   **May 1990**

CONDITIONS

You are a unit leader in a tactical environment in an area where nuclear, biological, or chemical (NBC) weapons have been used. You and your unit are in the appropriate mission-oriented protective posture (MOPP) level. You have NBC (radiological, biological, and chemical) markers, and a grease pencil.

STANDARDS

Ensure the appropriate marker is selected, the required information is recorded on the marker, and the marker is emplaced properly. There is no change in standards if performed in MOPP4.

PERFORMANCE MEASURES

Mark contaminated area according to type of contamination (see Figure 3-1 for marker descriptions) —

1. Radiological contamination. Place markers at the location where you measure a dose rate of 1 cGyph or more.

    a. Label marker ATOM ensuring it is upright.

    b. On the front side of the marker, print —

        (1) Dose rate in centigray per hour (cGyph).

        (2) Date and time of reading (local or zulu) if known.

        (3) Date and time of detonation (local or zulu) if known.

    c. Position the marker so that the recorded information faces away from the area of contamination and the marker can be easily seen.

        (1) Attach the markers to objects, such as trees or poles, so that they will be easily visible from all probable routes through the contaminated area.
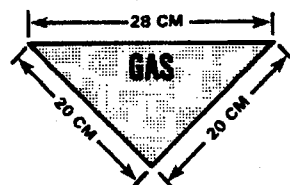
CHEMICAL
YELLOW BACKGROUND WITH RED LETTERING

NAME OF AGENT (IF KNOWN)
DATE AND TIME OF DETECTION

BIOLOGICAL
BLUE BACKGROUND WITH RED LETTERING

NAME OF AGENT (IF KNOWN)
DATE AND TIME OF DETECTION

RADIOLOGICAL
WHITE BACKGROUND WITH BLACK LETTERING
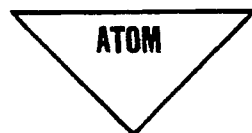
DOSE RATE
DATE AND TIME OF READING
DATE AND TIME OF BURST
(IF KNOWN)
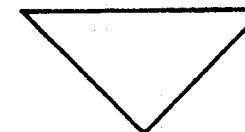
Figure 3-1. **NBC CONTAMINATION MARKING SIGNS**

(2) Place each marker so that the next one can be seen from the one previously emplaced.

2. Place markers upon suspecting biological contamination. The primary indicator of a biological attack or contamination is a large number of soldiers with unexplained illnesses (such as dizziness, confusion, tingling skin, and double vision) in a short period of time .

a. Label marker BIO ensuring it is upright.

b. On the front side of the marker, print —

(1) Type agent (If unknown, print UNKNOWN).

(2) Date and time of detection (local or zulu) beneath the agent type.

c. Perform 1c.

3. Place markers upon detecting chemical contamination.

a. Label marker GAS ensuring that it is upright.

b. On the front side of the marker, print —

(1) Type agent detected (If unknown, print UNKNOWN).

(2) Date and time of detonation (local or Zulu) beneath the agent type.

c. Perform 1c.

REFERENCES

FM 3-3   TM 3-9905-001-10

STP 3-54B1-SM

Enforce Platoon and Company Communications Security Measures

O1-5700.02-0001   March 1990

CONDITIONS

The enemy maintains active monitoring stations with intelligence agents. Their purpose is to penetrate your communications security (COMSEC) and learn your unit strengths, positions, and plans. This occurs when you engage in radio or telephone communications or when you use communications security equipment or material (e.g., codes, ciphers, or encryption devices). Given AR 380-5, AR 380-40, FM 24-35, and TB 380-41-5.

STANDARDS

Identify at least 90 percent of all security violations, inform authorities, and direct corrective actions.

PERFORMANCE MEASURES

1. Identify security violations.

a. Physical security violations.

(1) Unauthorized access to signal operating instructions (SOI) or COMSEC material.

(2) Loss of SOI or COMSEC material.

(3) Capture of SOI or COMSEC material.

b. Cryptosecurity violations.

(1) Use of an unauthorized authentication system.

(2) Improper use of cryptographic systems.

c. Transmission security violations.

(1) Unauthorized transmission.

(2) Use of excessive tuning and testing procedures.

(3) Use of unauthorized or improper operating procedures.

(4) Violation of radio listening silence.

(5) Use of excessive transmitting power.

2. Inform proper authorities of security violation.

a. Physical security violations.

(1) Notify the controlling authority (commander) by the most expeditious secure means in the event of an insecurity involving the SOI.

(2) Submit a written report up the chain of command within 48 hours after the initial report. The written report lists complete details of the insecurity and the actions taken to prevent recurrence.

(3) If the insecurity involves COMSEC material, address the report to the cryptonet controlling authority (CONAUTH).

b. Cryptosecurity violations.

(1) Report use of unauthorized codes, ciphers, or authentication systems to your commander immediately.

(2) Report transmission in the clear of SOI, cipher, or code short title and edition with implementation date to the controlling authority and COMSEC custodian.

(3) Report use of transmission authentications which were previously used to the controlling authority.

(4) Report mixing of plain language with encoded messages to the controlling authority.

c. Notify net control station (NCS) when any station commits the following transmission security violations:

(1) Makes excessively long transmissions.

(2) Fails to follow authorized transmission procedures.

(3) Fails to maintain circuit discipline.

3. Direct corrective or preventive actions.

a. Prevent physical security violations by —

(1) Establishing an adequate control system for the proper safeguarding and accounting of classified material and information.

(2) Training all personnel to perform the duties of safeguarding and accounting of classified material. Appoint an appropriate person to manage the security program.

(3) Maintaining a unit security roster to check the status of individual security clearances.

(4) Ensuring the complete SOI is not taken into contingency areas unless specifically authorized.

(5) Maintaining a workable emergency plan. Ensuring that all personnel are familiar with the implementation of the plan. Conducting practice sessions or dry runs periodically.

(6) Maintaining only the quantity of classified material essential to the efficient and effective operation of the unit. Report excess material to the controlling authority and the COMSEC custodian.

b. Prevent cryptosecurity violations by —

(1) Briefing all personnel in the use of COMSEC material and equipment before they are allowed to use it.

(2) Ensuring only qualified personnel perform repair and maintenance.

(3) Using COMSEC material and equipment for the purpose it was intended, and not exceeding the security classification and length of message limitation.

c. Prevent transmission security violations by —

(1) Training operator personnel to operate transmitting and receiving equipment.

(2) Avoiding security violations listed in performance measure 2c.

REFERENCES

AR 380-5   FM 34-62

AR 380-40 (C)   TB 380-41-5

FM 24-35

Conduct Electronic Counter-Counter Measures
O1-5767.02-0001   February 1990

CONDITIONS

Conducting proper electronic counter-counter measures (ECCM) ensures uninterrupted use of signal equipment under adverse or hostile conditions. As a platoon leader, you must train your operators to recognize, identify, and eliminate or reduce sources of electromagnetic interference and hostile electronic countermeasures (ECM). Given —

1. Technical assistance from the battalion signal officer.

2. Unit operations order (OPORD) and field standing operating procedure (SOP).

3. Signal operation instructions (SOI).

4. Higher command ECCM plans.

STANDARDS

Ensure the unit continues to communicate in an electronic warfare environment.

PERFORMANCE MEASURES

1. Review unit OPORD, field SOP, and SOI to determine specific ECCM policies and operating procedures particular to your unit.

2. Ensure the following ECCM planning procedures are implemented:

a. Alternate means of transmission are planned for critical communications links (for example, wire for VHF FM, or FM voice for radio teletypewriter).

b. Operators know anti-jam frequencies.

c. All platoon communications systems meet deployment configurations in accordance with (IAW) FM 24-33.

d. Terrain masking techniques are used when establishing platoon communications systems.

e. All platoon personnel use the correct unit call signs and frequencies assigned IAW the SOI.

f. Physical and electronic concealment of all signal equipment and assemblages is IAW FM 24-33.

g. All platoon personnel have the correct authentication tables.

3. Ensure the following ECCM technique training for operators is accomplished:

a. Use the SOI.

b. Use of preplanned brevity codes and standard procedure words and signs.

c. Recognition of the different jamming signals, i.e. wobblers, stepped tones, and spock.

d. Preparation and submission of meaconing intrusion jamming interference feeder (MIJIFEEDER) reports.

e. Operating in free and directed nets.

f. Selecting the appropriate antenna required for transmission distance or area of operation.

g. Operating in a blind broadcast net (a no reply operation).

h. Switching to alternate or anti-jam frequencies at the proper time as directed in the unit field SOP.

i. Minimizing radio transmission time.

j. Installing and operating assigned communication security (COMSEC) equipment.

k. Using proper unit operations codes (OPCODEs).

l. Using proper authentication procedures.

m. Demonstrating the procedures for determining unintentional interference from deliberate jamming attempts.

n. Recognizing possible deception attempts.

4. Ensure all signal equipment operators implement the following ECCM operational procedures:

a. Operate electromagnetic energy emitters at the lowest feasible power setting.

b. Protect against enemy indirect fires through appropriate remote operations.

c. Use correct operational settings (power, bandwidth, frequency) on equipment.

d. Transmit only when required for mission accomplishment.

e. Use troubleshooting techniques to determine the source of interference (natural, man made, or equipment malfunction).

f. Take remedial action to overcome possible enemy jamming (for example, convert from low power to high power).

g. Use MIJI incident reporting procedures.

5. Review all after action reports where jamming or deception was encountered and assess the effectiveness of ECCM in your unit.

6. Ensure that signal security techniques are a daily practice. This includes proper use of the SOI and adherence to the unit field SOP.

7. Direct appropriate corrective action for any ECCM discrepancies found.

REFERENCES

AR 105-3	FM 24-33
AR 105-7	FM 24-35
DA PAM 25-7	FM 24-35-1

Operate Communications Security Equipment
VINSON

O4-5770.02-0002   **March 1990**

CONDITIONS

To transmit and receive classified information, you must install and operate COMSEC (VINSON) security equipment. Given —

1. Unit frequency modulation (FM) radio.

2. COMSEC equipment (VINSON) TSEC/KY-57, HYP-57/TSEC, KYK-13/TSEC.

3. Signal Operating Instructions (SOI).

4. Appropriate technical manuals (TMs).

STANDARDS

Operate the VINSON TSEC/KY-57 with appropriate radio set in secure and non-secure modes within 30 minutes. Follow safety procedures at all times.

PERFORMANCE MEASURES

NOTE: All cables are marked with their alphanumeric indicators for easy identification.

1. Install KY-57.

a. Connect the HYP-57 to rear of KY-57 securing with spring latch.

b. Place the KY-57 on mounting base MT-4626/URC.

c. Connect cable CX-13063 to rear of HYP-57 and J2.

d. Secure KY-57 to mounting base with thumb screw located on the bottom front of mount.

e. Connect the female end of cable CX-13061/U to radio connector on the KY-57.

f. Connect the ends of cable CX-13064/U to the X MODE and the Retrans/RW connectors of the radio set.

g. Connect cable CX-13062/U to the audio connector of the KY-57.

h. Connect hand set to connector J5 located on the installation kit beneath and in front of radio.

i. Secure to the mount or vehicle.

2. Operate VINSON in non-secure mode.

a. Turn radio on and set to proper frequency.

b. Turn KY-57 on.

c. Pull MODE switch on KY-57 and place in P MODE.

d. Depress the PUSH-TO-TALK switch on hand set and communicate using proper radio-telephone procedures.

3. Operate VINSON in secure mode.

a. Turn radio on and set to proper frequency.

b. Turn KY-57 on place MODE switch to C.

c. Clear the KY-57 by depressing and releasing the PUSH-TO-TALK switch.

d. Connect KYK-13 to FILL connector on KY-57.

NOTE: KY 13's are stored and maintained at a double locked barrier facility in accordance with (IAW) TB 380-40-22. The KYK-13 is filled at the cryptonet control station or by whomever the controlling authority designates. Variables are generated with KYK-15 IAW TB 380-40. The user provides the KYK 13's.

e. Turn MODE switch on KYK-13 to ON switch to position 1.

f. Place the KY-57 MODE switch to LD and the FILL switch to position 1.

g. Depress and release the PUSH-TO-TALK switch on the handset to transfer the variable. If transfer is successful, you will hear a single beep in handset and a flash at the parity light on the KYK-13.

h. Rotate FILL switch on KYK-13 and KY-57 to position 6.

i. Depress and release the PUSH-TO-TALK switch to transfer the variable. The indication will be the same as step 3g.

j. Turn KYK-13 off and disconnect from radio.

k. Turn MODE switch on KY-57 to C and check to ensure transfer was successful. Depress PUSH-TO-TALK switch on handset and listen for single beep. Turn FILL switch on KY-57 to position 1 and repeat parity check. If transfer was not successful, repeat steps 3d through 3k.

l. Communicate using proper radio-telephone procedures.

REFERENCES

TM 11-5810-256-OP-2	TM 11-5810-256-OP-5
TM 11-5810-256-OP-3	TM 11-5810-256-OP-6
TM 11-5810-256-OP-4	TM 11-5810-256-OP-7

Protect Classified Information and Material
O3-3711.12-0002   April 1990

CONDITIONS

Given classified material, AR 380-5, local standing operating procedures (SOP), Standard Forms (SF) 703, 704, and 705, and standard office supplies and equipment. This task is performed in all environments.

STANDARDS

Maintain classified material under physical control and prevent unauthorized access 100 percent of the time.

PERFORMANCE MEASURES

1. Determine official requirement for individual access to classified material.

a. Identify the specific documents needed to accomplish official duties.

b. Determine need-to-know. Ensure that access to classified information or material is required to perform official duties.

NOTE: No one has a right to have access to classified information solely by virtue of rank or position.

c. Determine security clearance. Ensure that personal security clearance is equal to or exceeds the classification level of the material required to perform official duties.

2. Arrange to receive the documents from the document custodian.

3. Prevent unauthorized persons from gaining access to classified material.

    a. Place one of the following cover sheets on the classified material:

       (1) SF 705 for confidential material.

       (2) SF 704 for secret material.

       (3) SF 703 for top secret material.

    b. Review documents for proper classification markings.

       (1) Ensure that each portion of a classified document is marked according to its content.

       (2) Ensure that each page is marked top and bottom according to the highest classification of information contained on that page.

    c. Examine all classified documents for completeness.

    d. Keep all classified documents under constant observation when removed from storage.

    e. Keep all classified documents face down or covered when not in use.

    f. Use one of the following methods when uncleared personnel enter the work area:

       (1) Place all classified material face down.

       (2) Cover the classified material.

       (3) Place classified material in a General Services Agency (GSA) approved security container.

    g. Use one of the following methods when departing the work area temporarily:

       (1) Give the classified material to a properly cleared individual who has a need-to-know.

       (2) Place the classified material in a GSA approved security container.

    h. Do not give classified material to other persons without determining their —

       (1) Need-to-know.

       (2) Security clearance.

    i. Prevent display of classified material in public places.

4. Do not discuss classified information over nonsecure telephones. Conduct classified discussions only on —

    a. Approved secure communications circuits.

    b. Protected distribution systems installed in accordance with (IAW) *National COMSEC Instruction 4009*.

5. Use the following procedures when working papers containing classified information are created:

    a. Date the document.

    b. Mark the document with the words "Working Papers."

    c. Mark each page, top and bottom, according to content.

    d. When the document is no longer needed, destroy the document IAW the SOP for that document's level of classification.

    e. Bring working papers under control as a finished document when —

       (1) Retained more than 90 days from date of origin.

       (2) Released outside the originator's agency.

       (3) Transmitted electrically or electronically.

       (4) Filed permanently.

       (5) Papers contain top secret information.

6. Use the following procedures when presenting a classified briefing:

    a. Ensure that the briefing area has been cleared to the highest level of material to be discussed.

    b. Check the attendance roster to ensure all personnel are cleared and have a need-to-know.

    c. Establish a sign-in roster at the main entrance to the briefing area and control access at all other entrances.

    d. Ensure that all training aids are marked with security classification according to their content.

    e. At the beginning of the briefing, inform the audience of the security classification of the briefing, and the policy concerning note taking.

f. Repeat the security classification at the end of the briefing.

7. Protect classified material when transporting outside of a building.

a. Double wrap classified material in opaque envelopes or similar wrapping.

(1) Mark the inner envelope with the overall classification of the contents.

(2) Do not mark the outer envelope with any indication of the contents.

b. During transportation, do not display classified material in public places.

c. During transportation, do not store classified material in any detachable storage compartment, such as automobile trailers or luggage racks.

d. During transportation, maintain constant observation of the classified package.

8. Secure all classified material in a proper storage container when that material is in use.

a. Return all classified material to the original custodian, if applicable.

b. Secure all classified material in an appropriate security container, if applicable.

(1) Place all classified material, to include typewriter ribbons, computer disks, notes, and similar materials in a GSA approved security container.

(2) Lock the security container.

(3) Write date, time, and initials in the appropriate block of SF 702.

(4) Turn the "OPEN/CLOSED" sign located on the front of the security container to the "CLOSED" position.

(5) Ensure that another person checks the container to make sure it is locked and initials the SF 702.

9. Take action upon discovery of unsecured classified material.

a. Use the following procedure when discovering a security container open and unattended:

(1) Keep the container under guard or surveillance.

(2) Immediately notify one of the persons listed on the SF 700 affixed to the container.

NOTE: If one of the individuals listed on the SF 700 cannot be contacted, notify the duty officer or commander.

b. Use the following procedure when discovering unattended classified documents:

(1) Take custody of the classified material.

(2) Protect the material to prevent unauthorized access.

(3) Immediately notify the security manager.

10. Destroy classified material when no longer needed IAW AR 380-5.

REFERENCE

AR 380-5

Describe Mitigation Techniques for Nuclear Weapon Effects
S4-5030.00-2024   May 1990

CONDITIONS

Every soldier must thoroughly understand the effects of nuclear weapons. The AirLand Battlefield will be affected by the use of both friendly and enemy tactical nuclear weapons. Soldiers must take protective and mitigating actions to reduce the impact these weapons have on mission objectives.

STANDARDS

Describe the effects of nuclear weapons and the damage mechanism associated with each effect. Describe individual and collective protection actions used to mitigate the effects of a nuclear detonation.

ENABLING LEARNING OBJECTIVES

Action 1. Describe the effects of nuclear weapons and the damage mechanism associated with each effect.

Conditions. Given a military situation.

Standards. Describe the effects of nuclear weapons and the damage mechanism associated with each effect. Include blast, thermal radiation, and nuclear radiation.

Description.

1. Blast effect.

   a. Characteristics.

   (1) A fireball formation is an intensely hot and luminous mass of gases, roughly spherical in shape occurring with a nuclear explosion.

   (2) A blast wave is a pulse of air in which pressure increases sharply at the front. It is accompanied by winds promulgated from an explosion. It travels at the speed of sound.

   (3) Mach stem is the shock front formed by the merging of the incident and reflected waves. It increases overpressure and effects of the blast wave.

   b. Damage mechanisms.

   (1) Static overpressure (measured in pounds per square inch (PSI)) crushes fixed targets such as buildings.

   (2) Dynamic pressure (measured in kilometers per hour (KMPH) windspeed) moves drag-sensitive targets such as vehicles.

NOTE: Injuries will be caused by crushing, high winds and flying debris.

2. Thermal radiation effect.

   a. Characteristics. The thermal radiation effect consists of two distinct pulses —

   (1) Ultraviolet rays (which make up one percent of total output).

   (2) Infrared and visible light.

NOTE: Time between the two pulses and the emission time of the second pulse both increase with yield.

   b. Damage mechanisms (from the second pulse).

   (1) Heat is infrared thermal energy and is responsible for burns and creating fires.

   (2) Light is visible thermal energy responsible for flash blindness and retinal burns.

NOTE: A high cloud cover or snow-covered ground increases and intensifies the effect of thermal energy.

3. Nuclear radiation.

   a. Characteristics. Two forms of radiation result from a nuclear explosion —

   (1) Initial radiation occurs in the first minute or until the fireball attains a height at which the initial radiation will no longer reach the ground in significant quantity. Initial radiation travels at near the speed of light.

   (2) Residual radiation is present after the first minute following detonation. It consists of fallout and induced radiation which is caused by initial radiation neutrons striking certain elements in the soil resulting in radioactive soil.

   b. Damage mechanisms.

   (1) Initial radiation consists of neutrons and gamma rays and has very high penetration power.

   (2) Residual radiation.

(a) Induced radiation consists primarily of gamma rays and beta particles. It always forms a circular pattern below the detonation location of the weapon. It is also more intense than and decays slower than fallout.

(b) Fallout is radioactive dirt and materials (produced by a nuclear explosion) that emits alpha, beta, and gamma radiation and extends downwind after the explosion. The general rule for fallout decay is for every seven-fold increase in time, there is a ten-fold decrease in radiation (7:10 rule).

NOTE: Exposure to nuclear radiation is cumulative. Effects and recovery are dependent upon the dose received and an individual's susceptibility factors.

c. Personnel physical response to radiation exposure.

(1) The sequence of disorders experienced by individuals with radiation sickness occurs in three phases —

(a) During the initial phase, exposed individuals may experience nausea, vomiting, headache, dizziness, or a generalized feeling of illness.

(b) During the latent phase, exposed individuals will experience few, if any, of the symptoms listed above and should be able to perform most useful tasks.

(c) The final phase results in clinical illness followed by either recovery or death depending upon the total dose received by an individual.

(2) During the clinical phase, disorders of the circulatory system, internal organ failure, and other body systems failures occur including —

(a) Destruction of bone marrow stopping blood cell production. Headaches, fatigue, and fever are symptoms when 200 to 1,000 centigray (cGy) units of radiation are absorbed. Death is likely in several weeks if exposure is to an excess of 600 cGy.

(b) Stomach and intestinal damage primarily affecting the small intestines. Vomiting and diarrhea result from exposure to 500 to 3,000 cGy. Death occurs within two weeks after exposure to 1,200 to 3,000 cGy.

(c) Cardiovascular and central nervous system damage results from exposures of 2,000 to 10,000 cGy and brings death within hours or days.

NOTE: Commanders must know the impact of radiation exposure on mission accomplishment, alternative courses of action, and unit replacement projections. The initial phase is not severe enough to warrant evacuation of casualties. Continue the mission if possible.

d. Personnel psychological response to nuclear radiation.

(1) Characteristic signs of maledictive behavior to watch for —

(a) Stunned mute behavior, untalkative, too quiet.

(b) Uncontrolled flights or panic.

(c) Fearful helplessness.

(d) Apathetic depression.

(e) Inappropriate activity, excessive decontamination.

(f) Increased tension.

(g) Preoccupation with odd things.

NOTE: While it is possible to estimate casualties from blast and radiation, it is more difficult to predict the numbers and types of psychiatric patients.

(2) Factors that determine the degree of psychological impact a nuclear weapon has on individuals —

(a) Intensity and severity of stress.

(b) Degree of personal involvement.

(c) Degree of training.

(d) Degree of warning.

(e) Presence of leadership.

(f) Group identification (morale).

4. The effects of a nuclear detonation on electronics include electromagnetic pulse (EMP), transient radiation effects on electronics (TREE), and communications blackout.

a. Characteristics.

(1) EMP is free electricity of short duration. It is produced by the interaction of nuclear radiation (from a nuclear burst) with the atmosphere or the atmosphere and the earth's surface.

(2) Communications blackout occurs when a fireball or dust clouds from a nuclear explosion

degrade or completely interrupt the operation of radio communication systems without doing physical harm to equipment.

(3) TREE describes temporary (from gamma rays) and permanent (from neutrons) damage caused to equipment by the initial radiation of a nuclear burst.

b. Effects on electronic equipment.

(1) EMP uses antennas and long runs of wire as a medium to enter and damage electronic devices.

(2) TREE causes physical breakdown of resistors, capacitors, and insulators in electronic devices.

(3) High altitude (20 to 40 kilometers) nuclear bursts damage electronic devices in a 3,000 kilometer diameter surrounding ground zero. Usually, the radiated area can cover hundreds of thousands of square kilometers.

(4) Surface bursts and air bursts have limited effectiveness on damaging electronic devices (two to ten kilometers in diameter).

Action 2. Describe individual and collective protection actions used to mitigate the effects of a nuclear detonation.

Conditions. Given a military situation.

Standards. Describe individual and collective protection actions used to mitigate the effects of a nuclear detonation.

Description.

1. To mitigate the blast effect, see O1-5030.00-1009, React to a Nuclear Hazard, STP 21-I-MQS.

2. Since thermal radiation travels at the speed of light, by the time you see it, it's already affecting you. In other words, it's too late to take protective measures. Therefore, most protection will be achieved incidentally (you just happened to be behind a building when the detonation occurred). For this reason, even though thermal radiation may cause a significant number of casualties, it is considered a "bonus" effect because we cannot accurately predict the number of casualties that will result.

3. To mitigate the effect of nuclear radiation —

a. Physical effects.

(1) Shield yourself. (See O1-5030.00-1009, React to a Nuclear Hazard, STP 21-I-MQS.)

(2) Minimize your time of exposure.

(3) Decontaminate yourself to reduce radiation exposure effects.

b. Psychological aspects.

(1) Preventive actions taken prior to a nuclear attack to lessen the psychological impact on individuals —

(a) Intensive training (most important factor).

(b) Discipline.

(c) Morale.

(d) Effective command and leadership.

(2) Actions taken after a nuclear attack to lessen the psychological impact —

(a) Reassurance.

(b) Rest.

(c) Removal from immediate danger.

(d) Ventilation of feelings.

c. Protective measures for equipment —

(1) Electrical shielding best protects electronics from electrical effects of nuclear detonations and can be designed into the equipment. However, shielding in the design depends on common sense compromises related to construction and fabrication, economics, and applicational requirements.

(2) Geometric arrangement.

(3) Geographic relocation.

(4) Grounding.

REFERENCES

DA Pam 50-3	FM 101-31-1
FM 3-4	STP 21-I-MQS
FM 8-91	

Describe the Army's Combatting Terrorism Program for Deployable Units
S3-9014.02-0010   May 1990

CONDITIONS
Given AR 525-13 and FM 100-37.

STANDARDS
Describe the Army's Combatting Terrorism Program (CBT/T) and considerations to prepare a deploying unit to function in a terrorist environment.

ENABLING LEARNING OBJECTIVES
Action 1. Explain the Army's Combatting Terrorism Program. Include staff responsibilities and the combatting terrorism model.

Conditions. Given AR 525-13 and FM 100-37.

Standards. Explain the program's emphasis on preventive measures. Identify installation operations officer, DCSOPS, G3, and S3 staff responsibility. Explain the six elements of the CBT/T model which aid to unit and installation commanders in executing their responsibilities for protecting the force.

Description. The model includes the following elements:

1. Element 1. Criminal information and intelligence gathering is the critical first step to identifying the threat.

2. Element 2. Threat assessment involves evaluating unit or installation vulnerabilities in light of the threat.

3. Element 3. Crime prevention (efforts to "harden" the unit or installation against terrorist attack) includes —

    a. Operations security.

    b. Personal protection.

    c. Physical security.

4. Element 4. Authority encompasses the legal (domestic and international, as appropriate) factors which govern planning for terrorist incidents.

5. Element 5. Crisis management planning involves planning for a terrorist incident. It includes wargaming multiple scenarios to identify weaknesses in the unit or installations plans.

6. Element 6. Performing crisis management is the unit or installation's reaction to terrorist incident. This provides feedback to revise the other elements of the model as needed.

Action 2. Describe the security considerations which apply to a deploying unit.

Conditions. Given AR 525-13 and FM 100-37.

Standards. Describe actions to be taken prior to deployment, during deployment, and at redeployment. Include at least one example of each to demonstrate understanding.

Description.

1. Predeployment actions include mission analysis, threat assessment, and preparation for operating in a terrorist environment (i.e., force tailoring, awareness refreshers, and threat briefings, etc.).

2. Deployment considerations include —

    a. Planning: advance party composition, liaison with security forces, threat assessment, cantonment and movement security, identification of priority intelligence requirements (PIR), leave and pass policies, civilian hire policies.

    b. Training: refresher on individual protective measures, reemphasis on need for constant awareness.

    c. Operations: locating activities and facilities which constitute high value targets, reducing predictability by varying cantonment and movement routines, reviewing and revising the threat assessment, developing and exercising plans for response to an incident.

3. Redeployment considerations include repeat of predeployment, caution about souvenirs, and risk to stay-behind party.

REFERENCES
AR 525-13   FM 100-37

The Combat Service Support (CSS) BOS addresses the support and assistance provided to sustain forces, primarily in the fields of logistics, personnel services, and health services. Actions required to arm, fuel, fix, and man the force, distribute supplies and personnel, provide sustainment engineering, and provide military police support describe the CSS BOS. However, fixing and manning the force, distributing supplies and personnel, and providing military police support are the only CSS BOS functions which affect all lieutenants.

Descriptions of each function as it relates to a platoon sized element follow:

1. Fixing the force. This includes performing preventive maintenance, recovering equipment, and requesting and maintaining the supplies and parts to keep equipment operational. Outside agencies or other units may have to accomplish portions of these activities for a platoon, but the platoon leader supervises them and ensures the activities are completed.

2. Manning the force. This function is defined as providing all support to the individual soldier as well as providing healthy, fit soldiers to units. Providing field services, personnel service support, and health services are key aspects of manning the force. Actions such as feeding soldiers, and providing them awards and decorations, personnel administrative support, and preventive medicine fall under this function.

3. Distributing supplies and personnel. This function addresses the actions taken to distribute all classes of supply. All platoon leaders must be concerned with storing and protecting supplies. Along with physical distribution comes the actions required to request, store, and protect supplies.

4. Providing military police support. The actual function of providing military police support is not a common platoon leader requirement. However, the requirement to perform enemy prisoners of war (EPW) operations by collecting, evacuating, and safeguarding prisoners is common to all lieutenants.

Supervise Processing of Captives at Unit Level
O3-3751.01-0101   March 1990

CONDITIONS

Your unit is in a field environment and you must supervise the processing of enemy captives at unit level. You have limited combat resources to dedicate to guarding and transporting them. You must quickly search captives for documents, messages, maps, and other items of intelligence value. Then you must move them quickly to the rear for eventual transfer to the military police. Given capture tag (local fabrication), PW Treatment Card, FM 19-40, and unit personnel to process and escort or guard captives.

Note: Captives must be searched, silenced, and subjected to other common procedures for safeguarding prisoners. They must be treated humanely in accordance with (IAW) the provisions of the Geneva Convention.

STANDARDS

1. Ensure captives are searched, silenced, segregated, safeguarded, and sent speedily to the rear.

2. Ensure captives are treated humanely IAW the provisions of the Geneva Conventions.

3. Ensure documents, maps, overlays, unusual equipment, or other items of potential intelligence value are secured. Ensure materials found are reported IAW local instructions to the nearest intelligence personnel.

PERFORMANCE MEASURES

1. Search captives. Disarm and search each captive.

a. Seize all weapons.

b. Seize all items of potential intelligence value (for example; maps, overlays, operations orders, and equipment of new or unusual design).

c. Tag each captive and all documents, weapons, and other items seized from them. Captives can keep personal identification papers (see *O3-3711.13-0001, Process Captured Material*).

2. Segregate captives by military rank, civilians, sex, and nationality.

3. Safeguard captives. Prevent escape and protect captives from mistreatment, humiliation, degrading acts, abuse, or injury.

4. Silence captives. Order your guards to enforce silence among all captives. Remember, without communication, captives will have little chance to organize and disrupt your operations.

5. Speed captives to the rear as soon as possible within your mission constraints. Move captives as follows:

a. Provide guards to escort captives to the closest collecting point or holding area.

Example; If moving captives by vehicle, assign at least one guard per vehicle. If moving captives on foot, assign enough guards to secure all four sides of the formation.

b. Use empty transportation returning to the rear if possible to reduce manpower requirements.

c. Plan captives' evacuation away from movement of the U.S. or allied forces.

d. Evacuate captive litter patients through medical channels.

REFERENCES

AR 190-8	FM 27-10
DA Pam 27-1	FM 21-75
FM 19-40	TC 27-10-1

Supervise Unit Maintenance Operations
O1-4965.90-0001   August 1990

CONDITIONS

Supervising effective unit maintenance ensures the capability of the unit's equipment to accomplish the mission. Your spot checks may reveal poorly maintained equipment. Given --

1. Unit equipment with records folders.

2. Maintenance and historical records kept in the motor pool.

3. Pertinent technical manuals (TMs) and inspection results.

4. Maintenance personnel and personnel assigned to equipment.

5. Motor pool tools and equipment.

STANDARDS

Supervise unit maintenance operations so the unit meets or exceeds the established maintenance standards for all equipment.

PERFORMANCE MEASURES

1. Inspect operational, maintenance, and historical records to ensure they are current and accurate.

2. Supervise the maintenance of the unit prescribed load list to ensure items are on hand or on order. Also check the current demand status.

3. Supervise unit corrective and preventive maintenance.

4. Spot-check operator and crew maintenance.

5. Supervise the repair of equipment using field expedient methods.

6. Supervise storage of fuels, cleaning materials, lubricants and paint.

7. Request maintenance assistance from supporting units.

8. Submit equipment improvement recommendations.

REFERENCES

AR 750-1	DA PAM 750-1
DA CIR 750-52	DA PAM 750-22
DA PAM 738-750	FM 29-2

Prepare a Materiel Condition Status Report
O3-4976.90-0501   August 1990

CONDITIONS

The *Materiel Condition Status Report (MCSR) (DA Form 2406)* provides commanders at all levels with information on their equipment. You will use the readiness status and availability of reportable equipment for planning day-to-day operations. You have a monthly or quarterly requirement to turn in the report. Given AR 700-138.

STANDARDS

Prepare the Material Condition Status Report so that it reflects the materiel condition status of the unit accurately.

PERFORMANCE MEASURES

1. Determine required, authorized, and equipment on hand.

2. Obtain subordinate feeder information on equipment status and availability from unit maintenance section.

3. Complete, review and submit the report to higher headquarters.

REFERENCES

AR 220-1   DA Pam 738-750

AR 700-138

Direct Vehicle and Equipment Recovery Operations
O3-4995.90-0010   August 1990

CONDITIONS

Recovery is the first phase in the process of reclaiming needed military equipment for use. It is an important factor in denying valuable information and materiel to the enemy. Given --

1. Like vehicles or recovery vehicles capable of towing or lifting.

2. Equipment included in on-vehicle equipment (OVE).

3. Natural or man-made anchors, tow hooks, and clevises to obtain mechanical advantages.

4. Vehicle driver and crew.

5. Company or battalion supervised recovery vehicle crew.

STANDARDS

Direct recovery of equipment accomplishing the mission quickly, safely, and without causing further damage to equipment.

PERFORMANCE MEASURES

1. Identify equipment to be recovered.

2. Verify the availability of recovery personnel.

3. Coordinate for recovery vehicle or like vehicles to be used in recovery operation, if available.

4. Review recovery procedures to be employed.

5. Monitor the recovery operations, emphasizing safety.

6. Monitor battle damage assessment repair (BDAR) procedures.

REFERENCES

FM 20-22   FM 29-2

Supervise the Maintenance of Unit Prescribed Load List
O3-5101.00-0283   March 1990

CONDITIONS

Assigned the responsibility to supervise the maintenance of your unit's prescribed load list (PLL) and given PLL records, or the Unit Level Logistics System (ULLS) (II/Z-248), AR 710-2, DA Pam 710-2-1, and the unit PLL.

STANDARDS

Ensure that the required quantity of repair parts is on hand or on order, allowing the unit to support its daily organizational maintenance operation or its combat organizational maintenance operation for a prescribed number of days.

PERFORMANCE MEASURES

1. Ensure that all authorization documents are on hand.

2. Ensure PLL clerks establish the unit PLL in accordance with authorization documents and the demand supported essential organizational maintenance items.

3. Review and inventory the PLL.

4. Ensure that the criteria for additions or deletions are applied.

5. Ensure that the PLL change lists are posted and that the PLL list is updated.

6. Ensure that PLL items are placed on requisition as soon as a part is issued from stock or when a shortage is discovered.

REFERENCES

AR 710-2   DA Pamphlet 710-2-1

ADSM-18-L3N-AWA-ZTH-EUM

Supervise Preventive Maintenance Checks and Services
O3-4966.90-0010   August 1990

CONDITIONS

As a motor officer or unit leader, your emphasis ensures preventive maintenance is performed on all types of equipment. Given appropriate equipment, operator level-10 technical manuals (TM), tools and assigned equipment operators and supervisors.

STANDARDS

Ensure preventive maintenance checks and services (PMCS) is performed for all equipment in your area of responsibility in accordance with (IAW) the equipment's -10 technical manual.

MEASURES

1. Ensure that the manuals are on hand for all equipment.

2. Ensure there are operators trained on PMCS procedures for all equipment.

3. Ensure operators perform PMCS before, during, and after equipment use.

4. Ensure all PMCS are recorded correctly and that corrective actions are performed.

5. Ensure standing operating procedures (SOP) communicate your guidance on procedures to be followed.

REFERENCES

DA PAM 738-750   FM 29-2

Direct the Preparation and Maintenance of Unit Supply Records

O3-5101.00-0281   **March 1990**

CONDITIONS

As the commander or officer in charge, you must maintain control and security of all unit property and supply records. Given DA Forms 1687, 2062, 2064, 2765, 3161, 3328, 3328-1 (or PCN: ALH-151 (automated)), 3749, and 4949; DD Form 1150; applicable inventory results; applicable property book (organization or installation); master hand receipts or automated Hand Receipt Property Listing (HRPL); AR 710-2; and AR 735-5.

STANDARDS

Ensure that unit supply records are maintained accurately.

PERFORMANCE MEASURES

1. Review manual property book preparation and maintenance, DA Form 3328 (organization) and DA Form 3328-1. Ensure all property is properly recorded.

2. Check automated property book maintenance (hand receipt organization property list). Ensure property present in unit is accurately recorded on hand receipt.

3. Review the maintenance of DA Form 2062 manual hand receipts, hand receipt annexes, and component listings. Ensure forms are accurate, up-to-date, responsibility for all property has been established, and property is recorded. Ensure DA Form 1687 is on file and current.

4. Review the preparation and maintenance of DA Form 2064. Ensure supply transactions are properly recorded, current status of open requests, and complete audit trail of document flow is present.

5. Review the establishment and maintenance of document files. Ensure presence and accurate posting of all required issue, turn-in, and cancellation documents supporting property book and document register entries.

6. Review the establishment and maintenance of due-in status files, DA Form 2765. Ensure presence and up-to-date status of all open requests conforms with document register entries.

7. Check the issue of supplies and equipment and the maintenance of related records (use with both manual and automated procedures), and hand receipt property listing, used under the automated system.

REFERENCES

AR 710-2   DA Pamphlet 710-2-1

AR 735-5   TM 38-L18-14

Direct the Storage of Unit Supplies, Weapons, Equipment, and Ammunition

O3-5101.00-0282   **March 1990**

CONDITIONS

You are a unit commander, supply officer, or property book officer. Given AR 190-11, AR 190-13, AR 710-2, and FM 19-30.

STANDARDS

Ensure that all unit supplies, weapons, equipment, and ammunition are accounted for, available, and stored correctly and safely.

PERFORMANCE MEASURES

1. Inspect availability and accuracy of a unit standing operating system (SOP). Include storage requirements, methods, facilities, and responsibilities.

2. Inspect location, storage methods, materiel condition, and general appearance of storage areas. Place special emphasis on requirements unique to type of materiel stored.

a. For weapons and sensitive items, include accountability, environmental control, physical security, and access considerations.

b. For ammunition and explosives, include accountability, environmental control, physical security, safety procedures, and fire prevention considerations.

c. For petroleum, oils, and lubricants (POL) and flammable liquids, include accountability, environmental control, physical security, safety procedures and fire prevention, and fire fighting considerations.

d. For general materiel, include presence of excessive quantities, accountability, physical security, access, and materiel maintenance.

3. In conjunction with inspection, consider the requirements of *O3-3751.02-5801, Administer Unit Crime Prevention and Physical Security Programs.*

REFERENCES

AR 190-11

AR 190-13

AR 710-2

DA Pamphlet 710-2-1

DA Pamphlet 738-750

Supervise Unit Preventive Medicine and Field Sanitation Procedures
O3-8310.00-9000   **April 1990**

CONDITIONS

Your unit is deployed to the field. Given equipment authorized by your Table of Organization and Equipment (TOE) and field sanitation equipment and supplies, a Field Sanitation Team, and AR 40-5.

STANDARDS

1. Identify the four major components of the medical threat to field forces. Identify the preventive medicine measure leaders employ to counter each of the four major threats.

2. Identify requirements for the Field Sanitation Teams (FST). Identify five responsibilities of the FST.

3. Identify three reasons for increased vulnerability of soldiers deployed in a field environment.

4. Identify five elements of planning for an effective FST.

PERFORMANCE MEASURES

1. Protect soldiers from diseases and nonbattle injuries (DNBI).

a. Seek advice and guidance from the unit surgeon, the dining facility officer, and the field sanitation team members as required.

b. Guard against specific environmental threats to the health of the unit in the following areas:

(1) Insects and animals. Use the FST to control insects and rodents.

(2) Food and water. Use the FST to disinfect water supplies and to monitor food preparation.

(3) Garbage and waste. Use the FST to monitor waste disposal methods.

c. Enforce personal protective measures --

(1) Insects and animals. Enforce use of insect repellents and proper wear of the uniform.

(2) Food. Enforce consumption of food approved by or provided by military sources.

(3) Water. Enforce drinking of potable water from approved sources only.

(4) Garbage and waste. Enforce use of appropriate waste disposal facilities.

(5) Human waste. Enforce use of appropriate measures or facilities provided for human waste disposal.

(6) Personal hygiene. Enforce personal hygiene practices such as shaving, bathing, handwashing, and brushing teeth as often as possible.

2. Identify the reasons soldiers in the field have increased vulnerability to disease. Include --

a. Harshness of the environment. Environmental extremes such as severe cold and heat can lower resistance.

b. Disruption of the body's natural defenses. Lowering of the body's defenses against disease because of environmental extremes and irregular schedules can also decrease efficiency.

c. Breakdowns in basic sanitation. Lack of sanitary facilities constrains normal personal hygiene practices and increases disease.

3. Identify the major components of the medical threat to field forces and their preventive medicine measures. Include --

a. Heat. Enforce the drinking of more than one quart of water an hour when the heat condition reaches category three.

b. Cold. Educate soldiers on the proper wear of the uniform. Enforce use of the buddy system to spot cold injuries.

c. Disease.

(1) Biting insects and animals. Enforce preventive measures and use the FST as stated above.

(2) Diarrhea. Enforce consumption of potable water only and preparation of food under sanitary conditions. Use the FST to disinfect water supplies and to monitor food preparation and waste disposal methods.

4. Identify the requirements for and the responsibilities of FST members within your unit.

a. A team is required for every company size unit subject to deployment in a field environment, consisting of organic or attached medical personnel, if available, or one other soldier of any rank.

b. All members (including medical personnel) will be certified in a preventive medicine field sanitation team training program. Members should receive additional training as the mission requires.

c. Duties of the FST.

(1) Check water for adequate chlorine and chlorinate as appropriate.

(2) Monitor food sanitation.

(3) Control insect vectors.

(4) Control rodents.

(5) Monitor waste disposal.

Note: Do not use FST members to construct latrines.

5. Plan for effective use of the FST.

a. Select dependable individuals for the FST in accordance with (IAW) AR 40-5.

b. Ensure that all FST equipment and regulations are on hand and IAW the list in AR 40-5.

c. Schedule FST members for training or supplemental training as needed.

NOTE: Provide supplemental training for the FST as needed for the changing mission.

d. Write unit standing operating procedures (SOPs). Include use of the FST for field training exercises (FTXs), Army Training and Evaluation Programs (ARTEPs), and all deployments.

e. Use FST members for preventive medicine training.

REFERENCES

AR 40-5   FM 21-10

Supervise Graves Registration Support
O3-5104.00-0007   June 1990

CONDITIONS

You must supervise the support for the graves registration (GRREG) effort. Given unit equipment (compass, overlay paper, shovels, rakes, map of area to be searched, map protractor, etc.) and special equipment, selected unit and support personnel, FM 10-63-1, and operations order (OPORD) packet. Supporting medical personnel will provide DD Form 1380 and briefing.

STANDARDS

Supervise search, recovery, and evacuation procedures. Conduct emergency burial operations when evacuation is not feasible in accordance with (IAW) FM 10-63-1 and unit standing operating procedure (SOP).

PERFORMANCE MEASURES

1. Perform map and personal reconnaissance of the search area.

2. Supervise loading of equipment, supplies, and personnel on previously identified means of transportation (aircraft, truck, or armored personnel carriers).

3. Supervise search operation.

Warning
In a nuclear, biological, or chemical (NBC) environment, use extreme caution. The NBC noncommissioned officer (NCO) will determine if the area is safe to enter and if remains can be decontaminated. If remains cannot be decontaminated on site, notify higher headquarters.

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4. Supervise search operations.

a. Ensure area is secured.

b. Have explosive ordnance disposal (EOD) personnel check the area for mines, booby traps or unexploded ordnance.

c. Identify search pattern (open, closed formation).

d. Ensure area searched is marked on the map.

e. Ensure remains and personal effects located are properly marked.

f. Obtain witness statements when applicable.

g. Provide progress report to unit commander.

h. Extend search area if remains are not located.

5. Supervise recovery operation.

a. Ensure identification tags are not removed from the remains.

b. Check to ensure all records and reports are accurate (overlay, sketch, and casualty feeder report).

c. Ensure medical personnel (medics) complete DD Form 1380 on each remains.

d. Ensure remains are shrouded (poncho, shelter half, etc.) and placed on a litter.

6. Supervise evacuation procedures.

a. Direct personnel to move remains feet first.

b. Ensure remains are loaded on a covered vehicle in a reverent manner and evacuated to a holding area or collection point.

c. Account for and evacuate all recovery and support personnel.

7. Determine type of emergency burials to be conducted.

Note: Conduct emergency burials only in extreme situations and upon approval of the theater commander. You can authorize emergency burials only if communications with higher headquarters are lost.

a. Perform isolated burials when there are few remains.

(1) Ensure all identification data is recorded (on bond paper).

(2) Ensure personal effects and identification tags are left on the remains.

(3) Ensure remains are shrouded and placed in a shallow grave.

(4) Ensure a sketch and overlay of the site is accurately recorded.

(5) Ensure grave is marked for future recovery.

b. Supervise mass burials when the number of remains requires specialized equipment (bulldozer).

(1) Ensure all identification data is recorded.

(2) Ensure personal effects and one identification tag are left on the remains.

(3) Ensure rows are dug to a depth of approximately 3.5 feet and the length is sufficient to inter all remains. (This may require more than one row depending on the severity of the situation.)

(4) Ensure remains are shrouded and interred shoulder to shoulder.

(5) Ensure that one identification tag is placed on a string or wire in the order that the remains are interred.

(6) Ensure that an iron rod or stake approximately 3-feet long is placed at each end of the row once the grave or row has been filled.

(7) Ensure a sketch and overlay of the site is accurately recorded and forwarded to higher headquarters.

REFERENCES

AR 600-8-1   FM 10-63

AR 638-30   FM 10-63-1

Conduct a Report of Survey
03-5101.00-0006   March 1990

CONDITIONS

Government property is lost, damaged, or destroyed, and liability is not admitted, and negligence or willful misconduct is suspected. You have been appointed a surveying officer to conduct a report of survey. Given AR 735-5.

STANDARDS

Submit completed report of survey in proper format and in accordance with (IAW) local time lines. Make a recommendation either to charge individuals as financially liable or to relieve individuals from liability. Base you recommendations clearly on the facts of the investigation. State your case clearly enough to satisfy the requirements of the approving authority.

PERFORMANCE MEASURES

1. Review DA Form 4697 initiated by the accountable or responsible officer (generally the responsible officer). It will identify the lost or damaged item, the circumstances surrounding the loss or damage, and the persons involved.

2. Examine any damaged property to:

a. Determine its present condition.

b. Release damaged item for repair when it is no longer required for investigation.

Note: Obtain an estimate for the cost of repairs if the property is reparable. If financial charges are recommended, an actual cost of damage is required (with an allowance for depreciation).

3. Interview all persons involved in the loss, damage, or destruction of property and obtain statements.

4. Consult with the approving authority on any matters which are in doubt.

5. Assemble data and make final recommendations within the applicable time limits.

REFERENCE

AR 735-5

Initiate a Recommendation for an Award

03-0150.00-1008   May 1990

CONDITIONS

A well organized unit award system supports unit development by enhancing morale. You know of an act of combat heroism (valor), heroism not involving actual combat, or exceptional service or achievement which you believe merits recognition. Given AR 672-5-1, DA Form 638, and local standing operating procedures (SOP).

STANDARDS

1. List, in order of precedence, all individual decorations for valor, service or achievement, or noncombat heroism. State the circumstances and criteria for awarding each. Identify the peacetime and wartime approving authority for each.

2. Describe the purpose of the following categories of awards: service medals, badges, tabs, appurtenances, and unit awards. Cite three examples in each category. (Examples cited must consist of awards issued after 1960.)

3. Recommend an appropriate award.

4. Prepare DA Form 638 or provide required input as appropriate. Submit your documentation and recommendation as soon as practical and as directed by local policy.

PERFORMANCE MEASURES

1. Identify the criteria, precedence and approval authority delegation (wartime and peacetime criteria) associated with individual decorations. Refer to the appropriate chapter and tables in the regulation.

2. Ensure that the decoration which you recommend is appropriate for the act, achievement, or service you wish to recognize. Complete DA Form 638 accurately or provide required input, including supporting documentation in accordance with (IAW) the regulation and local SOP.

   a. Record the name, grade, service number, and organization of the person to be recognized. If an act of heroism or valor is involved, include the names and organizations of witnesses.

   b. Prepare a narrative justification-citation statement which accurately reflects the circumstances and reason for the award. Attach supporting documentation and witness statements if the award is for heroism.

   c. Forward copies of the completed Recommendation for Award in a timely manner. Remember, the timely and dignified recognition of deserving soldiers in the presence of their peers provides incentive to all unit members and increases morale. (Refer to leadership tasks 03-9001.14-0002, *Motivate Subordinates to Accomplish Unit Missions* and 01-9001.17-0002, *Build a Cohesive Platoon Sized Organization* for additional information on using awards as motivational tools to build unit cohesion.)

   3. Prepare an informal list (desk reference). Include the key details associated with the range of awards and decorations commonly observed or awarded. The key details are purpose, eligibility criteria, and approval authority. At a minimum, your list must include key details for the Army Achievement Medal, Army Commendation Medal, and Meritorious Service Medal. Also include a section for definitions of important terms such as meritorious achievement, meritorious service, duty of responsibility, distinguished himself/herself. Add other awards and definitions to the list as needed as well as key aspects of local award SOP. Refer to the regulation for information on specific awards and definitions.

Note: *AR 600-8-22 (Draft), Decorations and Awards*, it will replace *AR 672-5-1, Military Awards.* The new regulation will contain special procedures concerning recommendations for award of the Meritorious Service Medal and lesser decorations.

REFERENCE

AR 672-5-1

Operate a Small Arms Range
O4-3304.02-0003   July 1990

CONDITIONS

You are required to conduct small arms training for military personnel. You will use a suitable small arms range, appropriate materials, equipment, and training aids. Appropriate FMs and TMs, local regulations and SOP, AR 385-62, and AR 385-63 are available.

STANDARDS

Operate the range safely in accordance with Army regulations, post and unit regulations, and local SOPs.

PERFORMANCE MEASURES

1. Perform range set-up preplanning.

    a. Determine the training objectives to be taught.

    b. Coordinate with range control.

    c. Determine requirements for ammunition, transportation, equipment, communications, medical, and subsistence.

    d. Schedule specialized personnel (medics) and equipment requirements.

    e. Inspect all equipment and training aids before range operations.

    f. Conduct a rehearsal of range operations.

    g. Review all pertinent Army regulations, SOPs, FMs, and local regulations.

    h. Enforce all range safety rules and regulations while rehearsing range operations.

    i. Ensure access to dud ammunition pit.

2. Perform before-operations range checks.

    a. Coordinate with the range support personnel concerning the following items:

      (1) Personnel assignments.

        (a) Safety personnel.

        (b) Principal and assistant trainers.

        (c) Coaches.

        (d) Barrier guards.

        (e) Radio-telephone operators.

        (f) Graders.

        (g) Fire control detail.

      (2) Control of personnel.

      (3) Safety procedures.

    b. Ensure the range flag is displayed, guards posted, and roads blocked out.

    c. Check out all communications, emergency numbers, range control, radio, etc.

    d. Test range facilities.

    e. Ensure all weapons are inspected.

3. Perform during-operation checks.

    a. Enforce all safety rules and regulations.

    b. Ensure personnel follow all commands from the tower.

    c. Ensure personnel call "cease fire" whenever any unsafe act occurs.

    d. Ensure all weapons are kept pointing up and downrange.

    e. Maintain a clear view of the firing line.

    f. Teach the training objectives.

    g. Coach the soldiers to achieve the required standards.

    h. Teach the concurrent training objectives.

    i. Maintain internal communications during operations.

    j. Record the location of all dud ammunition.

    k. Obtain access to a dud ammunition pit.

    l. Maintain communications with range control.

    m. Prepare ammunition for turn-in as it is ready.

    n. Identify personnel who need additional training.

o. Ensure that additional training is provided.

p. Evaluate all trainers and range operation procedures.

q. Evaluate the overall effectiveness of all training.

4. Perform after-operations range checks.

a. Ensure that assistants and troops do not remove live rounds or any brass from range.

b. Ensure all live ammunition is separated from expended rounds before turn-in.

c. Ensure that all weapons are cleared.

d. Ensure that all weapons are clean.

e. Ensure that all weapons and training aids are properly and safely returned.

f. Ensure that the range is policed.

g. Account for weapons, personnel, and dud ammunition.

h. Submit all required after-action reports.

i. Close the range.

REFERENCES

AR 385-62   AR 385-63

Discuss Army Maintenance Systems
S1-4960.90-0001   August 1990

CONDITIONS

Your knowledge of maintenance procedures will help keep your equipment ready to meet any mission need. Given the Maintenance Management Update, BN and company maintenance SOPs, and the -10 and -20 level technical manuals for your unit's equipment.

STANDARDS

Identify the levels of maintenance, correct terms for critical maintenance functions, and critical considerations in planning for maintenance support.

ENABLING LEARNING OBJECTIVES

Action 1. State the characteristics of the four levels of maintenance.

Conditions. Given appropriate Army Regulations.

Standards. State the characteristics of the four levels of maintenance. Include unit, direct support (DS), general support (GS) and depot.

Description. To keep equipment "down time" to a minimum, the Army has established unit, DS, GS and Depot level repair tasks. Use the Maintenance Allocation Chart (MAC) to determine the appropriate level of maintenance.

1. Characteristics of unit level maintenance are quick repairs performed within the unit by unit personnel. Maintenance at this level is similar to the maintenance we perform on our personal vehicles. Unit level maintenance responsibilities include minor adjustments and replacement of minor components, such as starters, generators, brakes, or spark plugs.

2. DS maintenance provides quick repair times too. DS and GS mobile maintenance teams perform repairs as far forward on the battlefield as possible. They then return the equipment to the user.

3. GS maintenance provides support to a theater supply system rather than to the using unit. GS repairs assemblies, components, modules, reparable management items, printed circuit boards, and operational readiness float. GS maintenance units are at echelons above corps and operate in semifixed or fixed facilities.

4. Army Materiel Command conducts depot maintenance thru depots, activities, contractors, and host nation support. The primary responsibility of depot maintenance is to overhaul end items and modules. They then return these items to the supply system. Depots are fixed facilities in the continental United States (CONUS) and in the theater of operation.

Action 2. Identify critical maintenance terms and functions.

Conditions. Given appropriate ARs.

Standards. Identify the seven common critical maintenance terms and functions.

Description.

1. Preventive maintenance are the checks and services performed by the operator, crew, or maintenance personnel to prevent failure.

2. Testing is either performance or diagnostic in nature. Testing can determine whether equipment is capable of performing as designed. Detailed testing can identify the limits of the operation.

3. Repair is restoring an item to serviceable condition by correcting a specific failure or unserviceable condition.

4. Modification is an after-production alteration of materiel to correct or improve equipment.

5. Parts supply servicing is also known as prescribed load list in units. It includes reparable management (RM), authorized stockage list (ASL), prescribed load list (PLL), and operational readiness float (ORF).

6. Controlled exchange is the removal of serviceable parts from unserviceable, economically reparable equipment and their immediate reuse in restoring a like item to combat operable or serviceable status. Only the commander can authorize controlled exchange.

7. Cannibalization is authorized during wartime only. It is the removal of serviceable or unserviceable assemblies from unserviceable, uneconomically repairable, or excess end items of equipment authorized for local disposal. Only maintenance units can cannibalize equipment, and only the commander can authorize cannibalization.

Action 3. Identify critical considerations in maintenance planning.

Conditions. Given command guidance, your unit's maintenance SOP and a tactical situation.

Standards. Identify critical considerations for maintenance planning including the location and availability of parts, and transportation for damaged or replaced end items (Class VII). It includes relocations of maintenance sites to meet tactical situations.

Description. Commanders establish priorities. Unit maintenance personnel must have the following information when developing maintenance plans:

1. Tactical situation.

2. NBC situation.

3. Projected battle tempo (to forecast relocation of the maintenance site).

4. Current and projected locations of the equipment.

5. Location and availability of repair parts.

6. Air and ground support.

7. Rail or other transportation for Class VII evacuation and resupply.

REFERENCES

AR 700-84	DA Pam 710-2-1
AR 710-2	DA Pam 710-2-2
AR 735-5	DA Pam 750-35
AR 750-1	-20 level manuals for unit
BDAR manuals for unit equipment	equipment

Describe the Officer and Noncommissioned Officer Evaluation Systems
S3-0170.00-1006   April 1990

CONDITIONS

The Army has established the officer and noncommissioned officer (NCO) evaluation systems to examine the performance and potential of its leaders. The input received from these systems is the basis for informed personnel management decisions. The decisions affect selection for promotions, assignments, advanced training, and retention. You must have a thorough knowledge of these systems since you must evaluate your subordinates and, in turn, be evaluated by your superiors. Given AR 623-105, AR 623-205, DA Pam 623-105, and DA Pam 623-205.

Note: The Officer Evaluation System includes warrant officers.

STANDARDS

Describe the purpose of each form used in the officer and NCO evaluation system. Identify the types of reports and times when they are rendered. Describe the roles of the rated soldier and all rating and reviewing officials. Comply with AR 623-105 and AR 623-205.

ENABLING LEARNING OBJECTIVES

Action 1. Describe the purposes of the forms used in the officer and NCO evaluation systems.

Conditions. Given a military situation.

Standards. Describe the purpose of the following forms (documents):

    a. DA Form 67-8, *Officer Evaluation Report (OER)*.

    b. DA Form 67-8-1, *Officer Evaluation Report Support Form*.

    c. DA Form 2166-7, *Noncommissioned Officer Evaluation Report (NCO-ER)*.

    d. DA Form 2166-7-1, *NCO Counseling Checklist/Record*.

    e. Rating scheme.

Description. When completed, the NCO-ER and OER forms reflect the rated soldier's degree of proficiency and potential for the rating period. At the beginning of a rating period, the rated soldier and supervisor prepare the OER Support Form and NCO Counseling Checklist/Record. They reflect the duties and responsibilities on which the soldier will be rated. The rated soldier is counseled periodically, or when there are major changes in performance objectives or concerns and the form is updated. The rating scheme lists the rating officials for each rated soldier. Such schemes normally parallel the soldier's line-of-supervision.

Action 2. Explain the types of reports rendered under the officer and NCO evaluation systems.

Conditions. Given a military situation.

Standards. Discuss the various types of reports and the times or circumstances when they are rendered or required. Include annual, change-of-rater, relief-for-cause, permanent change of station (PCS), and special reports.

Description. At the discretion of the rating officials, special reports document either exceptional or abysmal performance which cannot or should not wait until the next reporting period.

Action 3. Interpret the impact of an evaluation report.

Conditions. Given a military situation.

Standards. Discuss the importance of --

    a. The rater's evaluation of professionalism and potential.

    b. The intermediate rater's comments (applies to OER, only).

    c. The senior rater's comments and evaluation of potential on the rated soldier's career. Include an explanation of how the senior rater profile affects the rated officer. Also, explain the use of accurate bullet comments (narrative) to support numerical ratings for your NCOs.

Description. The senior rater evaluates the potential of the rated officer by comparing individual performance against all other officers in the same grade. The Department of the Army (DA) maintains a profile on each senior rater. It places the

assessment of the rated officer's potential in perspective from the standpoint of how the senior rater normally evaluates potential for officers of the same grade. Ideally, senior rater profiles place all fully successful officers (the majority) in the "center of mass," to be promoted with their contemporaries. DA provides these profiles to boards and managers.

Action 4. Describe the roles of the rated soldier and all rating officials in the evaluation system.

Conditions. Given a military situation.

Standards. Describe the roles and responsibilities of the personnel service center (PSC), battalion personnel administration center (PAC), the rated soldier, and all rating officials in both the NCO and officer evaluation systems.

Description. The PSC and PAC have administrative responsibility for the reporting process. The rated soldier must ensure the accuracy of administrative information and duty description. The rating officials counsel the rated soldier and are responsible for rendering accurate and unbiased appraisals. The senior rater (reviewer) is also responsible for attempting to resolve major disagreements between rating officials.

REFERENCES

AR 623-105

AR 623-205

DA Pam 623-105

DA Pam 623-205

The Command and Control (C2) BOS includes those functions leaders must perform in making sound and timely decisions in directing the activities of assigned and supporting units. Acquiring and communicating information and maintaining status, assessing situations, determining actions, and directing and leading subordinate forces define the requirements associated with the C2 BOS. All of these functions are common to platoon leaders. Acquiring and communicating information and maintaining status addresses the efforts to gain and exchange information on METT-T with other C2 echelons.

Assessing situations concerns the continuous evaluation of information to decide if the actions which will result from the most recent orders are still appropriate or if the current information requires new actions. Determining actions is the problem-solving and decision-making process which all officers use in the execution of their duties. Directing and leading subordinate forces is the direction leaders give to subordinate forces such that they understand and contribute to the attainment of the commander's intent and accomplishment of the mission.

Solve Problems Using the Military Problem Solving Process

O3-9001.13-0001   August 1990

CONDITIONS

You encounter complicated problems and have to make decisions with less information than you would like.

STANDARDS

Solve a military problem by following the exact sequence in the problem solving process, without references.

PERFORMANCE MEASURES

1. Use the five steps in the problem solving process --

   a. Recognize and define the problem.

   b. Gather facts and make assumptions.

   c. Develop possible solutions.

   d. Analyze and compare possible solutions.

   e. Select the best solution.

2. Use the principles of time management as appropriate.

   a. Develop a "to do" list.

   b. Assign priorities.

   c. Delegate work and authority.

   d. Take advantage of resources to streamline time.

3. Determine which of the three major techniques used to develop possible solutions will benefit your problem solving.

   a. Self-generation.

   b. Brainstorming.

   c. Nominal group technique.

REFERENCES

FM 22-100   FM 101-5

FM 22-101

Construct Field Expedient Antennas
O1-5703.02-0001   March 1990

CONDITIONS

You must minimize downtime of radio communications due to failure or destruction of assigned equipment antenna system. You will re-establish communications using field expedient methods. Given organizational radio set, broken or damaged antenna, poles or branches, field wire (WD-1/TT), electrical tape, wireman's pliers, knife and pouch (TE-33).

STANDARDS

Construct a field expedient antenna and transmit a message within 15 minutes. Follow safety procedures at all times.

PERFORMANCE MEASURES

> **Warning**
> Make sure that the radio set is turned off when making connections. Ensure that the antenna is clear of all power lines.

> **Warning**
> Death can occur to personnel when an antenna comes in contact with a power line. Once the antenna is installed, never touch the antenna elements.

1. Determine the materials required to repair a broken antenna or construct a field expedient antenna.

    a. Obtain any type wire that is available; however, copper or aluminum is recommended.

    b. Check to ensure that the length of the emergency antenna is the same as the length of the antenna it replaces.

    c. Check to ensure that emergency antennas supported by trees or poles can withstand adverse weather conditions.

2. Compute required wavelength of field expedient antenna to prevent equipment damage and radio frequency energy reflective power. Utilize the following formula to convert frequencies to wavelengths which will determine the physical length of the antenna:

$$\text{Wavelength (in meters)} = \frac{300}{\text{frequency (in MHz)}}$$

    a. Divide 234 (constant) by your operating frequency in Mhz to figure a quarter wavelength in feet.

    b. Divide 468 (constant) by your operating frequency in Mhz to figure a half wavelength in feet.

    c. Divide 936 (constant) by your operating frequency in Mhz to figure a full wavelength in feet.

    d. Multiply computed wavelength in feet by 0.3408 (constant) to convert to meters.

    e. Multiply computed wavelength in feet by 3.28 (constant) to convert meters to feet.

3. Repair antenna if the required material is available.

    a. Connect broken sections of a whip antenna with the use of a pole or branch. Lash them together where the antenna is broken in two sections.

    b. Substitute a bamboo pole or other nonconductive light sturdy type pole for missing whip antenna sections. Attach field wire to the antenna binding post of the radio set. Add a piece of wire that is nearly the same length as the missing part of the antenna.

    c. Fasten antenna to the vehicle body if mast base is lost.

    d. Lower broken wire antenna to ground, clean the surfaces and twist wires together.

    e. Substitute a piece of field wire for an antenna that is damaged beyond repair. Ensure the length of wire is approximately the same as that of the original antenna.

4. Replace a broken antenna insulator with a piece of dry wood.

5. Repair broken antenna guys by inserting a nonconducting material such as rope, a piece of dry wood, or dry cloth.

6. When the destination has been determined, construct field expedient directional antennas to increase the rated operating range of the receiver-transmitter.

    a. Fabricate a half-rhombic antenna to decrease possible electronic warfare susceptibility.

(1) Extend approximately 30 meters of WD-1/TT in the direction of transmission.

(2) Elevate the field wire at midpoint to a height of 10 meters using a lance pole or tree.

(3) Secure one end of the field wire to the radio set and the other end to a ground stake.

(4) Separate the ground stake and radio set equal distances from the support.

(5) Ensure the radio set is properly grounded by connecting the ground from the radio to the ground stake.

b. Fabricate a beverage (wave) antenna for low frequency polarized ground waves.

(1) Secure WD-1/TT to two poles or trees separated a distance of 28 to 33 meters.

(2) Elevate the wire 3.5 to 4.5 meters above the ground.

(3) Secure one end of the field wire to the radio set and the other end to a ground stake.

(4) Separate radio set and ground stake from the supports at equal distances.

(5) Ensure the radio set is properly grounded.

7. Construct field expedient vertical antenna.

a. Elevate WD-1/TT to a height that is approximately that equal to the height of the antenna normally supplied with the radio set.

b. Support the vertical antenna by another piece of field wire support by a pole, tree, or a field wire suspended between two poles or trees.

c. Insert an insulator to separate the antenna wire and the support wire.

REFERENCES

FM 24-1	TC 24-21
FM 24-18	TC 24-24

Install Hot Loop with Telephone TA-312/PT
O1-5711.02-0001   February 1990

CONDITIONS

The primary use of the organic wire equipment used at platoon level is the hot loop. This allows platoon positions to be interconnected by wire for local communications in static situations during listening or radio silence. Wire connected in a complete loop provides communications between all elements, even when there is a break in the line. Given telephone set(s) TA-312, BA-3030 (D cells), field wire WD-1 or WD-1A, and tool equipment TE-33.

STANDARDS

Install a hot loop and perform a communications check. Follow safety procedures at all times.

PERFORMANCE MEASURES

1. Place TA-312's 3 position slotted switch (LB, CB, CBS) to LB (Local Battery).

2. Place BA-3030s in the battery compartment, one up and one down.

3. Strip 1/2" insulation from ends of WD-1, then cut insulation another 1/2" up wire and pull that piece of insulation to the end of the wire.

4. Connect stripped WD-1 to phone studs. Repeat this procedure with all the phones in the loop. When you reach the last phone, connect it to the first phone.

5. Check each connection by ringdown as it is installed.

6. After connection, perform a communications check.

REFERENCE

FM 71-1

Read a Message
O1-5831.02-0003   March 1990

CONDITIONS

The *United States Message Text Format (USMTF)* is a message (msg) system used in tactical operations. There are over 130 different standardized message formats: each is tailored for a specific use. Many of these formats have corresponding voice message formats. Army, Navy, Marine, and Air Force personnel all use the same format and information for the same purpose. USMTF messages are both machine and human readable. Ability to read USMTF messages is essential for the smooth flow of information on the battlefield. Given both record and voice *(JINTACCS)* msgs, DA PAM 25-7, and AR 105-31.

STANDARDS

Read a voice and a record USMTF message with 100 percent accuracy.

PERFORMANCE MEASURES

1. Use message map.
2. Recognize special symbols.
   a. Field marker (/).
   b. End-of-set marker (//).
   c. No data sign (-).
3. Recognize allowable characters.
   a. Alphabetical characters (A-Z always use capital letters).
   b. Numeric characters (0-9).
   c. Blank spaces.
4. Interpret the authorized entry lists.
5. Recognize the initial sets.
   a. EXER = exercise.
   b. OPER = operation.
   c. MSGID = message identification.
   d. REF = reference.
6. Read a record message.
7. Read a voice message.

REFERENCES

AR 105-31   DA Pam 25-7

Prepare Platoon or Company Combat Orders
O4-3303.02-0014   July 1990

CONDITIONS

The platoon or company is ordered to conduct operations or operations in support of combat units by its higher headquarters. You are a platoon leader or company commander.

STANDARDS

Prepare combat orders in accordance with (IAW) the five-paragraph operations order (OPORD) format through an analysis of the OPORD or operations plan (OPLAN) from a higher headquarters. The intent of the immediate commander and of the commander two levels up must be clear. Extract the mission of the unit and all specified and implied tasks from the commander's OPORD. Develop and analyze at least two courses of action. Orders must be well thought out, detailed but concise, and understandable at all levels. Once the order is formalized, coordinate with higher, adjacent, and supporting units.

PERFORMANCE MEASURES

1. Receive the order from a higher headquarters, perform mission analysis, produce a restated mission, and prepare a platoon warning order.
   a. Clarify any questions.
   b. Coordinate with staff personnel.
   c. Perform a mission analysis to identify --
      (1) Specified tasks.
      (2) Implied tasks.
      (3) Mission essential tasks.
      (4) Constraints and limitations.
      (5) Commander's intent two levels.
   d. Produce a restated mission statement that contains --

(1) The unit's mission essential tasks and the purpose for which they were assigned.

(2) A tentative time schedule and a prioritized task list.

e. Issue a warning order that includes --

(1) Situation.

(2) Mission.

(3) Time of operation.

(4) Specific instructions.

(5) Time and place for the OPORD.

2. Develop courses of action and make a tentative plan.

a. Through a continuous analysis of the situation using the mission, enemy, terrain, troops and time available (METT-T), take into consideration --

(1) The mission specific significant factors, which any course of action must satisfy.

(2) Any assumptions about the situation on which the analysis is based.

(3) At least two general courses of action that can accomplish the mission but are different enough to allow useful analysis.

b. Make a tentative plan.

(1) Analyze the courses of action, then determine --

(a) The advantages, disadvantages, and risks of each.

(b) The key leaders in each course of action.

(c) The key weapons and equipment to be used.

(d) The critical events and most dangerous contingencies.

(2) Compare the courses of action. State which course of action best satisfies each significant factor.

(3) Decide on a course of action. The course of action should include --

(a) A clear expression of the company commander's and platoon leader's purpose and concept that addresses the unit's mission essential tasks and the purpose of those tasks.

(b) A scheme of maneuver that exploits enemy weaknesses and friendly strengths.

(c) The use of the appropriate operational framework to synchronize the effort.

- Reconnaissance and security.

- Main effort.

- Supporting effort(s).

- Reserves.

(d) The organization of the unit to accomplish assigned tasks (task organization), including all attachments and detachments, and supporting elements. Request additional support, as necessary.

(e) Assign specific tasks to all subunits. Each task must have a purpose that relates to the overall task.

(f) Establish control measures.

(g) Coordinate for fire support, both organic and supporting.

- Targeting.

- Priority of fires.

(h) Consider soldier's load guidance.

3. Initiate movement as required, and conduct reconnaissance.

a. Initiate movement, as required, for --

(1) The quartering party.

(2) The selected subunits.

(3) The entire platoon or company.

b. Conduct reconnaissance to determine the location, strength, disposition, and activity of the enemy, and accurate information of the terrain.

(1) Determine intelligence needs.

(2) Assign reconnaissance tasks. The task should be covered by the leader's reconnaissance, patrols, or elements in contact to obtain the required information.

(3) Request an information update from company executive officer (XO) or first sergeant (1SG).

4. Issue orders with appropriate annexes to subordinate leaders.

a. Issue the operation order in the five-paragraph OPORD format.

b. Clarify any questions.

c. Provide ample time for subordinate leader planning and preparation by using the one-third to two-thirds rule.

d. Use information provided by company commander. The battalion staffs make estimates in their assigned areas of responsibility. Such estimates include the civil-military operations (CMO) estimate that analyzes the influence of civilian interference with tactical operations.

5. Issue fragmentary orders (FRAGOs) to the platoons or squads and attached elements.

a. The order should cover any elements that have changed from the original OPORD to include the friendly and enemy situation, current mission, terrain, troops available, element tasks, and, if needed, changes in task organization.

b. The order must be received and acknowledged by all subordinate leaders.

c. The FRAGO is based on a changed situation or orders from higher headquarters.

REFERENCES

FM 7-71   FM 101-5

Training

Training is the cornerstone of readiness and the basis for credible deterrence and capable defense. Training is the means by which soldiers and leaders develop their warfighting proficiency and exercise the collective capabilities that they will require in combat. Training prepares soldiers, leaders, and units to fight and win in war -- the Army's basic mission.

The ability to train soldiers, leaders, and units is a learned skill. It requires practice, reasoned decision making, and consistent execution to standard. The tasks and PKs in this section provide the skills that company grade officers need to implement the training doctrine contained in FM 25-100, *Training the Force*, and FM 25-101, *Battle Focused Training*.

Develop Unit Small Arms Marksmanship Training Program
O4-3303.02-0018   July 1990

CONDITIONS

Given FM 23-9, DA Pamphlet 350-38, previous training schedules, unit mission essential task list (METL), and previous qualification records.

STANDARDS

Develop a unit marksmanship program that results in attainment and sustainment of weapons proficiency, reflects priorities of the unit combat mission and Standards in Training Commission (STRAC) requirements, and is tailored to available resources. The unit program is successful if it achieves the qualification requirements set forth in DA Pamphlet 350-38.

PERFORMANCE MEASURES

1. Assess the unit marksmanship status.

    a. Review STRAC DA Pamphlet 350-38 to determine minimum requirements for qualification standards and frequency.

    b. Analyze the unit's METL.

      (1) Determine effectiveness of small arms in accomplishing unit's combat mission.

      (2) Determine which collective and individual marksmanship tasks soldiers must master.

      (3) Include maintenance and target detection tasks.

    c. Review past training schedules and after action reviews (AARs) and --

      (1) Assess frequency and types of previous training.

      (2) Solicit input from subordinate leaders on the status of unit's training.

    d. Review past qualification scores and --

      (1) Consider effect of unit personnel turnover.

      (2) Determine if unit meets STRAC requirements.

      (3) Determine unit's small arms training effectiveness to accomplish its METL.

2. Develop a master training plan.

Note: See O3-8951.00-8952, *Apply the Battle Focus Process at Platoon Level to Select Tasks and Develop Training Objectives.*

    a. Identify tasks for training.

    b. Schedule routine tasks.

Note: Routine tasks are scheduled weekly, monthly, quarterly, semiannually, or annually. Include weapons maintenance.

    c. Identify and request the resources.

      (1) Ranges.

      (2) Ammunition.

      (3) Targets.

      (4) Training devices.

Note: If ranges are not available, consider alternate qualification strategies (FM 23-9).

    d. Set realistic goals. For example, 75 percent of the unit qualifies as sharpshooters.

3. Instruct leaders on marksmanship training.

    a. Instruct leaders on the operation, maintenance, ammunition, and technical capabilities of the unit's small arms.

b. Ensure leaders can coach soldiers in the integrated fundamentals of marksmanship.

c. Instruct the leader on the spectrum of individual tasks that are incorporated into marksmanship. Include --

(1) Weapon maintenance.

(2) Loading and unloading.

(3) Immediate action.

(4) Target detection.

d. Apply the techniques of performance-oriented training.

4. Conduct basic marksmanship training.

a. Types of training.

(1) Nonfiring tasks.

(a) Assign each soldier a weapon.

(b) Ensure weapon maintenance and serviceability.

(c) Review basic skills such as load, unload, and apply immediate action.

(d) Review marksmanship fundamentals such as steady position, aiming, breathing, trigger squeeze. If available, use the Weaponeer device or MAC system to assess basic skills.

(2) Live fire training.

(a) Integration of basics.

(b) Grouping exercise.

(c) Zeroing.

(d) Target detection.

(e) Range estimation.

(f) Wind and gravity effects.

(g) Adjusted aiming point.

(h) Feedback from field fire or known distance ranges. If available, use the LOMAH system.

(i) Practice qualification.

(3) Record fire.

(a) Qualification.

(b) Nuclear, biological and chemical (NBC) firing. Consider firing in different mission oriented protective posture (MOPP) levels and aiming when wearing a protective mask.

(c) Night fire.

Note: Firing records provide feedback to the commander on a unit's readiness.

b. Principles of effective marksmanship training.

(1) Identify training objective.

(a) Evaluate soldiers' performance.

(b) Identify soldiers for retraining and reevaluation.

(2) Conduct preparatory training.

(a) Conduct before live firing.

(b) Review marksmanship techniques.

(c) Use dry firing exercises.

(3) Conduct concurrent training when soldiers are not occupied on the firing line.

5. Conduct advanced marksmanship training.

a. Additional training may include --

(1) Moving targets.

(2) Quick and automatic firing techniques.

(3) Night vision devices.

b. Collective training exercises may include --

(1) Multiple-integrated laser engagement system (MILES) force-on-force.

(2) Army Training and Evaluation Program (ARTEP) live fire.

Note: Exercises in 5a and 5b provide feedback to commander.

c. The commander can evaluate the integration of individual and collective marksmanship skills.

REFERENCES

DA PAM 350-38   FM 25-9

FM 23-3   FM 25-100

Develop a Platoon or Section Physical Fitness Program
O3-0001.00-0027   April 1990

CONDITIONS

An effective fitness program will assist your platoon or section to accomplish its mission successfully. Your soldiers have appropriate clothing. In addition to references and DA Forms 705, you have assorted exercise equipment and physical training facilities and areas available.

NOTE: The type and quantity of equipment, facilities, and time available will limit your program's activities.

STANDARDS

1. Assess the status of the general fitness level in each platoon or section member. Base your assessment on the five components of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) in accordance with (IAW) FM 21-20.

2. Develop physical training sessions. Base them on commander's guidance, the unit's mission essential task list (METL), fitness knowledge, existing constraints, and compatibility with your training cycle.

3. Administer an Army Physical Fitness Test (APFT) to your platoon or section IAW FM 21-20.

4. Describe the purpose of total fitness to your platoon section IAW FM 21-20.

5. Describe what is meant by special fitness programs.

PERFORMANCE MEASURES

1. Determine the mission requirements of your platoon or section using mission statement, METL, and goals. (See O1-8951.00-8952, *Apply the Battle Focus Process at the Platoon Level to Select Tasks and Develop Training Objectives.*)

2. Assess your soldiers' current fitness status. Use observation and review various reports and records such as APFT scores, weight control logs, and counseling statements.

3. Conduct an APFT using an appropriate test site, proper test personnel, and correct testing procedures.

4. Design an effective physical fitness training program. Base it on the proper planning steps, commander's guidance (see O3-8951.00-8953, *Plan Battle Focused Training at Platoon Level*), the five components of fitness, and the principles of exercise. The principles of exercise are regularity, progression, overload, balance, variety, and specificity.

5. Recognize the weaknesses and strengths of a typical physical fitness training program. Weaknesses include excessive emphasis on one component of fitness (i.e., daily two- or three- mile runs to build cardiorespiratory endurance). Identify the critical actions to reduce the weaknesses and enhance the program's strengths. (See O1-8951.00-8955, *Apply Assessment and Feedback in the Platoon Battle Focused Training Process.*)

6. Use the frequency, intensity, time, type (FITT) concept to apply the five components and the principles of exercise in developing your fitness training plans. Refer to FM 21-20 for guidance and examples.

7. Identify soldiers who have medical problems or other special fitness needs such as weight reduction. Design fitness training programs that will enhance their fitness profiles.

REFERENCES

AR 350-15	DA Pam 350-18
AR 600-9	DA Pam 350-22
DA Pam 350-15	FM 21-20

Supervise Training and Licensing of Unit Equipment Operators
O3-4651.90-0001   August 1990

CONDITIONS

Proper training and licensing ensures that qualified individuals safely operate equipment. Well trained, qualified operators enhance the operational readiness of unit equipment. Given:

1. Equipment, technical manuals, regulations and forms pertaining to licensing and training operators.

2. Driving range, course, and test station.

3. Qualified instructors and examiners.

STANDARDS

Ensure all vehicle and equipment operators are trained and certified in accordance with pertinent regulations. Ensure all operators have current DA Form 348 and Optional Form (OF) 346.

PERFORMANCE MEASURES

1. Establish (or modify) a selection and training program for operator candidates.

   a. Selection.

   (1) Determine driving aptitude, basic knowledge of motor vehicle operation, visual judgment and eye-hand coordination. Ensure the soldier has taken motor vehicle driver selection battery I or II.

   (2) Check for civilian driver's license to ensure the candidate has a clear driving record.

   (3) Spot check the personnel records (201 file) of prospective operators.

   b. Training.

   (1) Ensure you have physical evaluation measures.

   (2) Ensure candidates with poor driving habits receive counseling, guidance, and remedial training. Assist candidates in overcoming or correcting physical deficiencies.

   (3) Ensure the training area is large enough to test candidates' ability to control and operate the equipment for which they are being licensed.

   (4) Ensure candidates are tested on the equipment they will operate.

2. Recommend improvements to the program.

3. Inspect general performance of licensed operators.

   a. Compare OF 346 to DA Form 348.

   b. Track accident reports to ensure training programs are effectively training candidates.

   c. Track operator's awards program to ensure soldiers with accident free miles are being rewarded for their safe driving.

4. Report status and results of the program to superiors and subordinates.

REFERENCES

AR 600-55	TB 600-2
DA PAM 611-125	TM 21-305
DA PAM 750-35	TM 21-306
TB 600-1	

Explain the Army's Training Philosophy
O4-8951.00-8951   October 1990

CONDITIONS
Given FM 25-100 and FM 25-101.

STANDARDS
Explain the Army's training philosophy in accordance with (IAW) FM 25-100 and FM 25-101. Include the Army's training mission, the training responsibilities of commanders and other leaders, the nine principles of training, and battle focus.

PERFORMANCE MEASURES
1. Explain the Army's training mission per Army Chief of Staff (as it appears in the preface of FM 25-100 and the foreword of FM 25-101). Training must prepare the Army's soldiers, leaders, and units to fight and win in war.

2. Explain the training responsibilities of commanders and other leaders.

   a. Effective training requires the personal time, energy, and guidance of commanders. Commanders must personally observe and assess training at all echelons. Their specific emphasis is on training one level down and evaluating two levels down; for example, battalion commanders train company commanders with their companies and evaluate platoon leaders with their platoons. Company commanders train platoon leaders with their platoon and evaluate section, squad, team, and crew leaders with their units. Commanders must --

   (1) Develop and communicate a clear vision or intent.

   (2) Train the trainer.

   (3) Establish a safe, realistic program that is based on and enforces the Army standards of performance.

   (4) Foster a command climate which promotes learning, allows honest mistakes, encourages, open communications, and instills discipline.

   (5) Be personally involved in planning, executing, and assessing training.

   (6) State their expectations of what the unit should achieve by the end of the training period (expected levels of proficiency on mission essential task list (METL) tasks.)

   (7) Protect units from training distracters by ruthlessly enforcing the lock in of major events agreed upon during training briefings and contained in the signed training schedules.

   (8) Ensure subordinate commanders understand the importance of training meetings.

   (9) Protect resources (ranges, ammunition, land, training aids, and time) for learning.

   (10) Personally visit training.

   b. In addition to the above commander's responsibilities, all leaders must require their subordinates to understand and perform their roles in training. The commander assigns primary responsibility to officers for collective training and to noncommissioned officers (NCOs) for soldier training. NCOs also have responsibility to train sections, squads, teams, and crews. The commander is responsible to meld leader and soldier training requirements into collective training events using the multiechelon techniques Additionally, all leaders must...

   (1) Train the combined arms team to be proficient on its mission essential tasks.

   (2) Centralize training planning to maintain unit focus on the wartime mission.

   (3) Decentralize execution to allow subordinate leaders the flexibility to focus training on their unit's strengths and weaknesses.

   (4) Establish effective communications at all levels.

   (5) Demand training standard be achieved.

   (6) Understand the role of the reserve component (RC) and the nature of the RC training environment.

3. Explain the nine principles of training which are --

   a. Train as a combined arms and services team.

   b. Train as you fight.

c. Use appropriate doctrine.

d. Use performance-oriented training.

e. Train to challenge.

f. Train to sustain proficiency.

g. Train using multiechelon techniques.

h. Train to maintain.

i. Make commanders (leaders) the primary trainers.

4. Explain battle focus.

a. Battle focus is a concept used to derive peacetime training requirements from wartime missions. The mission essential task list (METL) is a compilation of collective mission essential tasks which must be sucessfully performed if an organization is to accomplish its wartime mission. Units cannot achieve and sustain proficiency on all possible soldier, leader, and collective tasks. Commanders must selectively identify and train on those tasks that accomplish the unit's critical wartime mission. The METL serves as the focal point on which commanders plan, execute, and assess training. This is critical throughout the entire training process and aids commanders in allocating resources for training. It also enables the commander to tailor leader development training to emphasize those leader skills, knowledge, and attitudes required to execute the unit's METL.

b. Critical to the battle focus concept is understanding the linkage between the collective mission essential tasks and the leader and soldier tasks which support them. The command sergeant major (CSM) and NCO leaders must select specific soldier tasks that support each collective task to be focused on during training. NCOs are primarily responsible for training soldier tasks. Leaders at every level remain responsible for training to established standards during soldier, leader, and unit training.

c. The training management approach to implement battle focus is known as the training management cycle. It is a continuous process centering on feedback to enable leaders to properly focus peacetime training on their wartime mission. The training management cycle consists of the METL development process, planning process, execution of training, evaluation and assessment, and constant feedback. Assessment is conducted throughout the cycle.

REFERENCES

FM 25-100   FM 25-101

Apply the Battle Focus Process at Platoon Level to Select Tasks and Develop Training Objectives
O3-8951.00-8952   October 1990

CONDITIONS

You are a platoon leader. Given the company's mission essential task list (METL), company's wartime mission, Army Training Evaluation Program (ARTEP) Mission Training Plans (MTPs), soldiers manuals (SMs), Military Qualification Standards (MQS) manuals, and all other appropriate training materials.

STANDARDS

Apply the battle focus process in accordance with (IAW) FM 25-101 to select platoon collective tasks that support each company mission essential task. Approve all squad collective tasks that support each platoon collective task. Review all subordinate leader tasks and approve all soldier tasks which support the appropriate platoon or squad collective tasks. Develop training objectives for collective and supporting leader and soldier tasks.

PERFORMANCE MEASURES

1. Select platoon collective tasks that support each company mission essential task.

a. Use the mission-to-collective tasks matrix found in the appropriate MTP to determine collective tasks that support each company mission essential task. (The company is the lowest level to have a

METL.) In the case of the battalion's specialty platoons (for example the scout platoon), their collective tasks directly support the battalion METL. These collective tasks may be incorporated into the headquarters and headquarters company (HHC) METL. If specialty platoon tasks are in the HHC METL, they may be identified as battalion battle tasks.

b. Identify high payoff tasks that support more than one company mission essential task.

c. Present selected collective tasks to the company or team commander for approval. The commander uses his analysis of mission, enemy, terrain, troops, and time available (METT-T), resource availability, and unit status to select the most important tasks.

2. Approve squad collective tasks that are required to accomplish the platoon collective tasks.

a. You and your platoon sergeant assist the squad leaders in determining the squad collective tasks.

b. These tasks are selected and approved using the same process that was used for platoon tasks. You, as platoon leader, approve the squad collective tasks.

3. Select subordinate leader and soldier tasks to support squad and platoon collective tasks.

a. Leader tasks can be found in the appropriate soldier training publication (SM or MQS manual). Leaders must be proficient before conducting collective training.

b. Unit leaders select soldier tasks to support squad and platoon collective tasks using the collective-to-individual task matrix found in the appropriate MTP. Tasks are selected for each skill level and military occupational speciality (MOS). Because the list will be too large to reasonably sustain training, leaders use battle focus to refine it. (See O4-8951.00-8951, *Explain the Army's Training Philosophy.*)

4. Develop conditions and standards to train and evaluate the collective and supporting leader and soldier tasks.

a. Conditions for most tasks are found in the existing MTP, SM, or MQS manual. They must be refined for the local situation.

b. Standards for most tasks may be found in applicable MTPs, SMs, and MQS manuals. These standards cannot be lowered.

REFERENCES
FM 25-100   FM 25-101

Plan Battle Focused Training at the Platoon Level
03-8951.00-8953   October 1990

CONDITIONS
Given FM 25-101 and company training schedules.

STANDARDS
Develop a near term training plan and apply battle focused training management to conduct assessment and training meeting at platoon level in accordance with (IAW) FM 25-101.

PERFORMANCE MEASURES
1. Develop a plan which --

a. Provides specific guidance to trainers and observer-controllers.

b. Includes opposing forces (OPFOR) plan and training objectives.

c. Includes training and evaluation outlines (T&EOs) for all tasks.

d. Ensures slice units have been integrated into the units training.

e. Includes time for pre-execution checks.

f. Provides input to company schedules.

Note: Near-term planning covers a 6 to 8 week period prior to the execution of training for active component (AC) units and a 4-month period prior to execution of training for reserve component (RC) units.

2. Assess platoon strengths and weakness. Compare the unit's current level of training proficiency with the desired level of proficiency. Assessments are done prior to the planning process and following training execution. Assessment of a task is either "T" for trained, "P" for needs practice or "U" for untrained.

3. Prepare for and conduct a platoon meeting as part of the near-term planning process. Platoons normally do not have a written plan. However, the meeting should result in all personnel understanding the company training plan.

   a. Focus on the execution of training.

   b. When preparing for the platoon meeting --

      (1) Make sure the purpose of meeting is clear to subordinate leaders.

      (2) Follow an established agenda. It should include:

      (a) Post training assessment of training conducted since the last training meeting.

      (b) Future training -- new guidelines, review training for next two weeks, confirm pre-execution checks, review recommendations for future training, identify opportunity training and identify key personnel changes, equipment and resources needed.

      (3) Focus on training issues only.

      (4) Schedule meeting on same day and time each week.

      (5) Set a realistic time limit.

      (6) Convert guidance from the company training meeting to platoon level training.

      (7) Clearly state taskings to subordinate leaders.

REFERENCES

FM 25-100   FM 25-101

Conduct Platoon Training
O3-8951.00-8954   October 1990

CONDITIONS

You are a platoon leader. Given a company training schedule, required training resources, tasks to train, applicable training and evaluation outlines (T&EOs), a platoon, and appropriate training materials.

STANDARDS

Conduct training at platoon level including execution, evaluation, and after action review (AAR) in accordance with FM 25-101.

PERFORMANCE MEASURES

1. Execute scheduled training.

   a. Prepare leaders, soldiers, and the unit to conduct training. Ensure resources are on-hand. Complete pre-execution and precombat checks.

   b. Present the training.

   c. Concentrate on fundamentals and critical skills.

      (1) Shoot, move, communicate, sustain, and secure.

      (2) Live fire exercises.

      (3) Night and adverse weather training.

      (4) Drills (battle drill and crew drill).

      (5) Lane training.

      (6) Competition.

      (7) Post operations checks.

2. Evaluate unit training. Ensure soldiers, leaders, and units are evaluated using the published Army standard. Evaluation is GO/NO GO.

3. Conduct a platoon-level AAR.

   a. Conduct AARs for all collective training. An AAR has four parts.

      (1) Review what was supposed to happen (training plan).

      (2) Establish what happened (include opposing force (OPFOR) point of view).

(3) Determine what was right or wrong with what happened.

(4) Determine how the task should be done differently next time.

b. Note training weaknesses identified during AARs and include in the planning and execution of future training.

REFERENCES

FM 25-100   TC 25-20

FM 25-101

Apply Assessment and Feedback in the Platoon Battle Focused Training Process
O3-8951.00-8955   October 1990

CONDITIONS

You are a platoon leader. Given evaluation results of platoon training, projected personnel gains and losses, equipment status, availability of required resources.

STANDARDS

Assess each platoon collective task as trained, needs practice, or untrained in accordance with (IAW) FM 25-101.

PERFORMANCE MEASURES

1. Identify the tools you will use to evaluate and assess platoon training.

   a. Evaluations.

   (1) For internal evaluations use personal observations, Army Physical Fitness Test (APFT) scores, weapons qualification records, maintenance records, AAR generated reports, etc.

   (2) For external evaluations use feedback from higher headquarters, staff visit reports, emergency deployment readiness exercise (EDRE) reports, Inspector General (IG) results, ARTEP results, Individual Training Evaluation Program (ITEP) results, AAR generated reports, etc.

   b. After Action Reviews.

   c. The platoon leader's previous training assessment of each platoon collective task.

2. Assess platoon training proficiency. At the completion of training, as the platoon leader --

   a. Update your assessment for the tasks evaluated.

   b. Consider written evaluations recorded on T&EOs, AAR comments, subordinate leader input, personal observations, and previous assessments. Include any other information which provides insight on the unit's ability to perform the task being assessed.

   c. After considering all pertinent information, assess each trained task as "T" (trained), "P" (needs practice), or "U" (untrained).

   d. Ensure assessments are recorded and used to identify a strategy to improve or sustain training proficiency. Ensure you can explain your rationale for the assessment.

3. Provide feedback to soldiers and leaders.

   a. Feedback should be immediate. It keeps the training system dynamic by helping leaders determine the effectiveness of the planning, execution, and assessment portions of the training management cycle.

   b. Feedback flows between senior and subordinate leaders as well as to and from soldiers.

   c. Assessment is the key feedback mechanism that links diverse systems such as training, logistics, and personnel.

   d. Feedback gives you the information you need to focus your planning and training to prepare your platoon to accomplish its wartime missions.

REFERENCES

FM 25-100   TC 25-20

FM 25-101

An officer's history education is designed to be formal and informal, conducted by TRADOC institutions, at operational assignments, and also by the individual officer. The formal instruction encompasses a series of progressive courses of instruction starting with the MQS I precommissioning requirements, *American Military History, and Principles of War*. At the Officer Basic Course, officers are introduced to their branch through two hours of branch history, a branch specific course. They also receive two foundational courses convening the role and use of military history, and battle analysis methodology. The first subject relates the significance of the study of history to an officer's profession. The second introduces him to a systematic approach to critically analyzing a battle or campaign.

Upon completion of an operational assignment, officers typically attend their advanced course.

Additional foundational history courses taught there are the *Analyze the Evolution of Combined Arms Warfare and Its Relevance for Today, Plan a Staff Ride, and Conduct a Battle Analysis*. The course on combined arms warfare is timely for officers who will study more advance tactics and operate as a member of a combined arms team. Staff rides are such an effective teaching technique that the TRADOC commander has included *Plan a Staff Ride* as a historical competency. The third task, *Conduct a Battle Analysis*, requires the student to demonstrate application of the battle analysis methodology. This task employs skills such as selective research, critical evaluation of materials, logic, synthesis, and analysis which are applicable in operational assignments.

Mastery of these tasks, a healthy professional development program at operational assignments, and reading the foundations publications will ensure each officer is historically grounded in his profession.

Discuss the Role and Use of Military History in the Professional Development of Officers
S3-9017.00-0005   July 1990

CONDITIONS

As a leader, you are responsible for your own professional development. This requires an understanding of both professionalism and military history. Leaders who do not know military history are professionally unprepared for their duties. Given *A Guide to the Study and Use of Military History*.

STANDARDS

Discuss how to study military history. Discuss its role and use in professional self development. Cover its relationship to military professionalism.

ENABLING LEARNING OBJECTIVES

Action 1. Discuss how to study military history.

Conditions. Given a military situation and references.

Standards. Discuss the concepts of critical analysis, objective judgment, breadth, depth, and context.

Description. Evaluate sources of information and make allowance for the biases and preconceptions of

both the author and the reader. Study enough history to have a feeling for the changes that occur over time. Study at least one battle in enough depth to be aware of the confusing and bloody reality of a battle. Finally, you must not view the battle in a vacuum but be aware of the social and political background of both armies.

Action 2. Discuss the evolution of American military professionalism.

Conditions. Given a military situation and references.

Standards. Discuss the origin and growth of military professionalism in the U.S.

Description. Show how the concept of professionalism grew in the U.S. Army and why the Army officer is considered a professional. Explain how the officer's oath to support the Constitution relates to professionalism.

Action 3. Discuss why the study and knowledge of military history is essential to military professionalism.

Conditions. Given a military situation.

Standards. Discuss how the study of military history is central to the concept of military professionalism.

Description. It brings the leader closer to real warfare than training exercises and allows the leader to examine the behavior of troops in battle. History shows what kinds of leadership influence battlefield decisions. It identifies the methods successful leaders use to analyze a combat situation. It can improve group cohesion, morale, and esprit de corps.

Action 4. Explain how the lessons of military history can be applied to contemporary problems.

Conditions. Given a military situation.

Standards. Explain how the lessons of military history can be applied to contemporary problems. Include not only application but also the dangers of misapplication of military history.

Description. Self study, to include reading military history, is essential to professional self development. Study of past decision making sharpens your skills in analyzing any situation and in making well informed decisions. You must be aware of the context of the study and realize that there are many variables in history. No two actions are ever exactly the same.

REFERENCE

Jessup, John E. and Robert W. Cookley. *A Guide to the Study and Use of Military History*

Explain the Battle Analysis Methodology
S3-9017.03-0004   July 1990

CONDITIONS

Given material which describes a particular battle, a method of evaluating historical material, and a model for assessing the cause and effect.

STANDARDS

Explain that a battle analysis critically assesses material. Cover how it puts the battle in operational or strategic context. Explain how to relate the events of the operation and evaluate those events in detail by explaining the cause and effect. Explain how it draws appropriate conclusions relevant to the significance of the action.

ENABLING LEARNING OBJECTIVES

Action 1. Explain how to evaluate historical material.

Conditions. Given a source to evaluate, and Combat Studies Institute Report #12, *Evaluating Historical Materials*.

Standards. Explain how to evaluate historical material critically. Include a critical evaluation of the author, source material, the objectivity of the argument, and appropriateness in application to the battle being analyzed.

Description. None.

Action 2. Explain how to organize the information.

Conditions. Given readings on a battle.

Standards. Explain how to organize the information using the following steps:

1. Define the battle or campaign.

2. Put the battle in the context of the strategic or operational setting.

3. Describe the action.

4. Relate cause to effect. Explain how the action occurred and why.

Description. None.

Action 3. Explain how to determine the significance of the action.

Conditions. Given a battle and material to evaluate.

Standards. Explain how to determine the significance of the action. Frame your conclusion in terms of an appropriate model.

Description. Make the evaluation relevant to the reason for the study. Draw meaningful insights using such models as the Tenets of AirLand Battle, the Principles of War, Battlefield Operating Systems, Imperatives of AirLand Battle, or staff functions.

REFERENCE

Combat Studies Institute Report No. 12, *Evaluating Historical Materials*

The Soldier and Unit Support System covers those tasks and professional knowledge subjects which provide leaders with the skills they need to do their jobs, or describe programs which provide essential support to soldiers, and their units, throughout their careers. Writing and briefing tasks are examples of the former while professional knowledges which discuss alcohol and drug abuse programs and equal opportunity are examples of the latter.

Brief to Inform, Persuade, or Direct
O1-9007.01-0250   April 1990

CONDITIONS

In carrying out your duties, you will frequently brief military audiences. Military briefings come in the following three basic forms: an information briefing to give facts with a minimum of commentary, a decision briefing to persuade someone to approve a particular course of action, and a briefing to direct someone to take action. Given delivery aids (charts, viewgraphs, handouts, slide projectors, etc.), background material on your subject, as appropriate, standard college dictionary and grammar text, and briefing text or notes.

STANDARDS

1. Start with a clear and attention getting statement of the controlling idea of your presentation and the main points to support that idea.

2. Achieve your stated purpose (for example, a decision reached, information understood, tasking clarified) in the time available.

3. Ensure your briefing notes or text meet the Army standard for writing.

4. Eliminate distracting mannerisms.

5. Summarize and respond to questions.

PERFORMANCE MEASURES

1. Determine your purpose for briefing.

2. Determine who your audience is, their current level of understanding regarding your topic, and if necessary, who the decision maker will be.

3. Determine when and where you will give the briefing, and how much time it should take.

4. Determine how much time is available to prepare the briefing.

5. Research, outline and draft the briefing text, using the same process you use to prepare a written document in the Army style. (See *O4-9007.01-0220, Write to Inform or Direct.*)

6. Add cues to your briefing text for visual aids and other support for your presentation.

7. Rehearse, simulating as closely as possible the audience and the actual briefing location. Use a video recording camera if you have one. If possible, conduct a dress rehearsal for the entire briefing in the actual location. Make sure your visual aids and handouts are proofed, and are ready in sufficient quantity.

8. Conduct the briefing.

9. Respond to questions.

REFERENCES

AR 25-50   DA Pam 600-67

Write to Inform or Direct
O4-9007.01-0220   April 1990

CONDITIONS

In carrying out your military duties, you will frequently write to inform or direct. Examples of this kind of writing are the information paper and the memorandum of instruction. Your goal is to present facts effectively and efficiently or give direction clearly. Leaders must set the example through clear and forceful writing. Given background material on your subject, as appropriate, standard college dictionary and grammar text, AR 25-50 and DA Pam 600-67, and standard office materials and forms.

STANDARDS

1. Start with a clear and concise statement of the controlling idea of the text, and the main points which support that idea. Meet the Army standard for writing. *Effective Army writing transmits a clear message in a single rapid reading, and is generally free of errors in grammar, mechanics, and usage.*

2. Convey the commander's intent.

3. Organize compactly with clear transitions and effectively sequenced paragraphs, and attachments as appropriate.

4. Write clearly in the active voice and first person, when appropriate.

5. Write concisely without excessive jargon.

6. Exhibit correct spelling, punctuation, and grammar of standard written American English.

7. Inform the reader accurately and without ambiguity.

PERFORMANCE MEASURES

1. Identify your purpose for writing, and how it will support the commander's intent.

2. Determine who your readers are and their current level of understanding of the topic. Use appropriate techniques such as mind mapping.

3. Determine the level of understanding you would like your readers to have when they are finished reading your paper.

4. Determine the appropriate form or type of correspondence.

5. Prepare an outline, focusing on a clear controlling idea and major supporting points.

6. Prepare a draft which —

    a. Clearly and quickly states your controlling idea and main supporting points.

    b. Presents your essential support in the body paragraphs, with detailed supporting material in an attachment.

    c. Provides clear transitions from introduction through conclusion.

7. Read your draft from the perspective of your audience. Eliminate any possible confusions, misreadings, ambiguities, or distracting aspects of your draft. Share your text with an associate for a similar trial reading.

8. Check for proper grammar and spelling. Refer to a standard college grammar text and dictionary.

9. Review and revise for clarity. Use the clarity index in AR 25-50. Make sure you use the active voice and first person, except where the passive voice and second or third person are necessary. Use familiar, plain, and accurate words. Avoid jargon, unnecessarily long words, unfamiliar acronyms, and excessive words.

10. Review and revise for compactness. Make sure you have stated your purpose or controlling idea (your specific recommendation, finding, or conclusion) up front. Make sure you have clearly and logically separated your supporting text into short paragraphs or clearly titled sections.

11. Proofread the final draft and ask another to do the same.

REFERENCES

AR 25-50   DA Pam 600-67

Describe Elements of Army Family Programs
S3-0320.00-0011   April 1990

CONDITIONS

Leaders in the Army have a responsibility to establish a partnership between the Army and Army families. Numerous studies indicate that soldier performance, readiness and retention relate directly to family satisfaction with Army life.

STANDARDS

1. Describe the Army's philosophy concerning families. Indicate how wellness, partnership, and sense of community impact on soldier performance, readiness, and retention.

2. Describe the components of the Family Care Plan, the installation organizations that can assist Army families, and the components of the Army Family Advocacy Program.

Action 1. Describe the Army's philosophy concerning families.

Conditions. You are a leader in a military organization with Army families.

Standards. Describe the Army's philosophy that a partnership exists between the Army and Army families.

Description. The Army's unique missions, concept of service, and life style of its members all affect the nature of this partnership. With the goal of building a strong partnership, the Army remains committed to assuring adequate support to families. This support is to promote wellness, to develop a sense of community, and to strengthen the mutually reinforcing bonds between the Army and its families.

Action 2. Describe the components of the Family Care Plan.

Conditions. You are a leader in a military organization with Army families.

Standards. Describe the components of the Family Care Plan which affect single parent - soldiers and dual - service couples with dependent children.

Description. One difficult aspect of military life is family separation. Discussed in AR 600-20, The Family Care Plan minimizes the traumatic effects of this separation on Army families during periods of deployment or other duty assignments. Single parent soldiers and soldiers married to other soldiers must prepare and submit to unit commanders family care plans. The plan includes the following documents: powers of attorney, financial support provisions for family members, care provisions for children of single soldiers and dual-service couples, Defense Enrollment Eligibility Reporting System (DEERS) enrollment, ID card updates, list of important phone numbers, and the location of vital papers.

Action 3. Describe the installation agencies and organizations that assist Army families.

Conditions. You are a leader in a military organization with Army families.

Standards. Describe at least six agencies or organizations and their associated services.

Description. Leaders should know the types of services available from installation organizations. You can make referrals to these agencies should the need arise.

1. For marital counseling, refer to chaplain or hospital.

2. For financial counseling, refer to Army community service.

3. For drug or alcohol problems, refer to community counseling center.

4. For legal assistance, refer to staff Judge Advocate.

5. For mental health, refer to community mental health service.

6. For worship, refer to chapel.

7. For death or illness notification, refer to American Red Cross.

Action 4. Describe the Army Family Advocacy Program.

Conditions. You are a leader in an organization with Army families.

Standards. Describe the intent of the Army Family Advocacy Program and explain your obligation.

Description. AR 608-18 establishes Army policy on the prevention, identification, reporting, investigation and treatment of child and spouse abuse. It assigns responsibility to the Army Family Advocacy Program. The intent of this program is to protect family members and to treat all family members affected by or involved in an abusive or neglectful situation. If this intervention is done at an early stage, then families are more easily restored to a healthy state. Leaders need to be aware of the presence of child abuse and neglect and to recognize the various types of abuse. The types of child abuse are neglect, physical, psychological, and sexual.

REFERENCES

AR 5-3	AR 614-200
AR 27-3	DA Pam 600-8
AR 608-18	DA Pam 600-19
AR 600-20	DA Pam 600-41

Describe the Alcohol and Drug Abuse Prevention and Control Program

S3-0170.01-1014   April 1990

CONDITIONS

The objectives of the Army's Alcohol and Drug Abuse Prevention and Control Program (ADAPCP) are to prevent substance abuse, educate soldiers on the dangers involved, identify those who abuse alcohol or drugs, rehabilitate those who are amenable and separate those who are not. The ADAPCP provides leaders with a means to carry out their duties in this area. Refer to AR 600-85.

STANDARDS

Describe the signs and symptoms of alcohol and drug abuse, installation ADAPCP resources, key elements of the unit ADAPCP, and methods for preventing and deterring alcohol and drug abuse.

ENABLING LEARNING OBJECTIVES

Action 1. Describe the signs and symptoms of alcohol and drug abuse.

Conditions. Given a military situation.

Standards. Describe the signs and symptoms of alcohol and drug abuse such as deterioration of performance, increase in tardiness, changes in attitude and physical condition, decrease in physical fitness, or deterioration of health.

Description. None.

Action 2. Describe installation ADAPCP resources.

Conditions. Given a military situation.

Standards. Describe the installation ADAPCP resources to include personnel, facilities, and organizations.

Description. The Alcohol and Drug Control Officer (ADCO) exercises staff responsibility for overall ADAPCP management. A Civilian Personnel Coordinator is responsible for the civilian aspects of the ADAPCP and assists the ADCO. An Education Coordinator administers an alcohol-and-other drug abuse prevention education and training program and assists the ADCO. Other ADAPCP resources include the ADCO's professional counseling staff, Army hospitals, community organizations, such as Alcoholics Anonymous, and the soldier's commander. The commander, in consultation with substance abuse treatment professionals, determines the disposition and treatment of the soldier.

Action 3. Describe the key elements of the unit's ADAPCP.

Conditions. Given a military situation.

Standards. Describe key elements of the unit ADAPCP to include education, detection, and referral.

Description. Education is the best means of preventing alcohol or drug abuse. However, when a soldier is identified as a substance abuser, such as by

a positive urinalysis, you must refer the problem immediately to the local ADAPCP.

Action 4. Describe the methods for preventing and deterring alcohol and drug abuse.

Conditions. Given a military situation.

Standards. Describe methods for preventing and deterring alcohol and drug abuse including

education, performance counseling (see *O3-9001.15-0002, Conduct Subordinate Counseling*), and strict, but fair, enforcement of Army regulations and policy.

Description. None.

REFERENCE

AR 600-85

Implement Equal Opportunity at Unit Level
S3-0010.00-0014   May 1990

CONDITIONS

The Army's Equal Opportunity (EO) Program ensures fair treatment of all soldiers based solely on their abilities and potential to accomplish the mission and contribute to readiness. Equal Opportunity is the responsibility of all leaders. Given AR 600-20, FM 22-101, and *Uniform Code of Military Justice* (UCMJ).

STANDARDS

Describe the impact of EO policy and procedures at unit level, the legal implications of adverse EO behavior as a person or leader. Describe the EO roles and responsibilities of platoon leaders, sergeants, and squad leaders (or equivalent positions). Indicate how to react to a variety of platoon level EO situations in accordance with (IAW) AR 600-20, UCMJ, and FM 22-101.

ENABLING LEARNING OBJECTIVES

Action 1. Describe the purpose, policy, procedures, and key terms associated with the EO program and sexual harassment (SH) at the unit level.

Conditions. Given AR 600-20, UCMJ and FM 22-101.

Standards. Describe the purpose, policies, procedures, and define key term. Address the roles of the company commander, platoon leader (or equivalent level supervisors), first sergeant, noncommissioned officer in charge (NCOIC), subordinate leaders, EO advisor (EOA), and EO representative (EOR). Identify positive and negative indicators of EO including counseling

subordinates, processing complaints and conducting training.

Description. None.

Action 2. Identify the legal implications of adverse EO behavior as a person or leader.

Conditions. Given AR 600-200 and UCMJ.

Standards. Identify positive and negative EO and SH implications and legal consequences of improper personal conduct or deficient leadership. Explain how to set the proper example with personal behavior and appropriate leadership actions.

Description. See AR 600-20 and UCMJ for additional information.

Action 3. Analyze situations with indicators of positive and negative EO and SH behavior. Recommend platoon and equivalent level actions.

Conditions. Given special situations having EO or SH implications and AR 600-200.

Standards. Analyze situations, identify specific indicators of positive and negative EO or SH behavior and recommend or take unit level actions. Include —

a. Acting directly as the unit commander or supervisor.

b. Requesting or conducting a command climate assessment to identify or EO or SH indicators, both positive and negative.

c. Improving the climate.

d. Employing an EOR or EOA.

e. Counseling subordinates.

f. Implementing unit training.

g. Processing or referring complaints.

Description. None.

REFERENCES

AR 600-20

FM 22-101

Uniform Code of Military Justice

Chapter 4
Captains

AirLand Battle

See chapter 3 for a general description of AirLand Battle doctrine.

Describe the Brigade Fight
S1-9011.07-0001   May 1990

CONDITIONS

While detailed knowledge of the conduct of brigade level combat operations is not necessary for all officers, general understanding and familiarity is expected. All officers must have a basic understanding of brigade organization including major subordinate elements. You must understand how the brigade conducts tactical operations. You must understand how each branch and service is integrated into the accomplishment of the brigade's missions. Armored and mechanized infantry brigades are organized to fight successful battles on any part of the battlefield and in conventional, nuclear, or chemical environments. They combine the efforts of their battalions to perform major tactical tasks as part of a division or corps operation. The key to victory in the brigade battle is its ability to synchronize subordinate maneuver battalions and integrate combat support (CS) and combat service support (CSS) combat multipliers in support of the brigade effort.

STANDARDS

Describe the organization, mission capability and limitations of the close combat heavy (CCH) brigade. Include the conduct and support of combined arms tactical operations. Describe the role of each branch as they interface through the Battlefield Operating Systems (BOS).

ENABLING LEARNING OBJECTIVES

Action 1. Discuss the organization of the close combat heavy brigade.

Conditions. Given appropriate references.

Standards. Discuss the organization of the close combat heavy brigade including major subordinate units. Describe the major weapon systems, capabilities, limitations, and the planning

considerations necessary for tactical employment of the brigade.

Description. An armored or mechanized infantry brigade is a combination of tank and mechanized battalions task forces (TFs) and other supporting units commanded by a brigade headquarters. CCH brigades are the major subordinate maneuver commands of armored and mechanized infantry divisions. The division commander assigns divisional tank and mechanized infantry battalions to brigades. He bases his assignments on his estimate of the situation for a specific mission. The divisional brigade has no fixed slice of combat support (CS) and combat service support (CSS) assets. However, it usually operates with a proportional share of the division's assets. Combined arms operations are conducted whenever appropriate. Normally, the following units support the brigade:

1. A direct support (DS) field artillery (FA) battalion.

2. An air defense artillery (ADA) battery.

3. An engineer company.

4. A forward area signal platoon.

5. A military police (MP) platoon.

6. Combat intelligence and electronic warfare (IEW) elements.

7. A tactical air control party (TACP).

8. A division support command (DISCOM) forward support battalion (FSB).

9. Attack helicopter units may also operate with the brigade.

Action 2. Discuss the conduct of offensive operations at the brigade level.

Conditions. Given appropriate references.

Standards. Discuss the conduct of offensive operations at the brigade level. Describe the offensive battlefield framework. Include planning considerations for offensive operations, forms of maneuver, and types of offensive operations.

Description. Brigades normally conduct offensive missions in support of a division or corps operation. These missions include (serving as) the main attack, the reserve, follow and support, and supporting attack. Factors of mission, enemy, terrain, troops, and time available (METT-T) may require that the brigade be task organized differently for each mission. The offensive is the commander's primary means of gaining the initiative. Through constant offensive pressure on the enemy, he can force the enemy to conform to his intent and retain his own freedom of action. Even in the defense, the commander seeks to regain the initiative through offensive action at the earliest opportunity. The success of the attack depends on the proper application of five offensive characteristics (concentration, surprise, speed, flexibility, and audacity).

Action 3. Discuss the conduct of defensive operations at the brigade level.

Conditions. Given appropriate references.

Standards. Discuss the conduct of defensive operations at the brigade level. Include the defensive battlefield framework. Discuss planning considerations for defensive operations.

Description. The main purpose of a defensive operation is to cause an attack to fail by destroying enemy forces. Brigades may perform a variety of missions in support of a division-level or corps-level defense. They may attack, defend, or delay across the full spectrum of the defensive framework as part of the security, main battle area (MBA), or reserve force. The METT-T factors may require that the brigade be task organized differently for each mission. Brigades also conduct offensive operations across the forward line of own troops (FLOT) while the majority of the division or corps defends. Also, they may serve as a ground tactical force in support of rear operations. Heavy brigades possess the combat power to conduct offensively oriented defense. This could be a mobile defense or a combination of the mobile and area defensive operations.

Action 4. Discuss the conduct of other tactical operations at the brigade level.

Conditions. Given appropriate references.

Standards. Discuss the conduct of other tactical operations at the brigade level. Include conduct of a relief in place, passage of lines, breakout of encircled forces, linkup, river crossings, retrograde, rear, and attack helicopter operations as they pertain to offensive and defensive operations.

Description. Other tactical operations encompass a wide range of special purpose operations undertaken routinely during offensive and defensive operations. While not the main focus, these other tactical operations must be synchronized.

Action 5. Explain the conduct and support of combined arms tactical operations. Include the role of each branch in the synchronization of the BOS at the brigade level.

Conditions. Given appropriate references.

Standards. Explain the conduct and support of combined arms tactical operations. Discuss doctrinal application of forces, analysis of the threat organization for combat, integration of maneuver, fire support, command and control, mobility and countermobility, CSS, air defense, and IEW into the brigade fight.

Description. The application of superior combat power at the decisive time and place determines the outcome of the battle. The brigade commander uses his CS assets to enhance the capabilities of his maneuver battalions and weight his main effort within the brigade. The brigade S3 plans and coordinates CS assets in the tactical plan. Based on guidance and changing priorities from the commander, the brigade executive officer (XO) requests additional assets from division when necessary and coordinates and integrates CSS assets.

Fire support is the collective employment of FA, mortars, tactical aircraft, army aviation and naval gunfire (NGF) in support of a battle plan. The brigade commander integrates all fire support and maneuver assets to maximize combat power for the combined arms team. As he develops his battle plan for the employment of maneuver forces, he must visualize how he will use his fire support resources, which subordinate echelon he will weight with fire

support, and what targets to attack. This helps him establish priorities for engaging targets and allocating fires.

Included in CS operation is engineer support. Normally, its habitually associated divisional engineer company supports the brigade. The division commander allocates engineer assets according to his overall tactical plan.

The division assets provide IEW support based on the commander's concept of the operation and the factors of METT-T.

Air Defense assets allocated from the division provide air defense coverage based on the priorities provided by the brigade commander for each operation.

Assets assigned to, or supporting, the division conduct nuclear, biological, chemical and smoke operations on a priority basis.

MP support from the division MP company provides battlefield circulation control operations, area security, enemy prisoner of war (EPW) operations, and law and order operations.

The organic brigade signal platoon provides wire, switchboard, radio teletype (RATT), FM radio, and communications security (COMSEC) material support. The division forward communications company platoon provides secure multichannel communication, secure RATT, net radio interface (NRI), and forward signal nodes.

Sustainment of combat forces by CSS maintains maximum combat power and momentum. The brigade commander plans his tactical and CSS operations concurrently. He ensures that his scheme of maneuver and fire support plan are logistically supportable. If CSS planners identify constraints, the commander must evaluate the risk. Where necessary, he must establish new priorities or modify the tactical plan to eliminate or reduce the effect of the constraints.

The brigade support area (BSA) is the personnel and logistics hub of the maneuver brigade. It includes the brigade rear command post (CP), FSB, selected corps support command (COSCOM) elements, field trains of subordinate maneuver units, DS artillery and engineer battalions trains, DS MPs, MI battalion elements, and part of the division extension signal platoon that supports the brigade.

REFERENCES

FM 71-2	FM 100-5
FM 71-3	FM 101-5
FM 71-100	FM 101-5-1
FM 100-1	

See chapter 3 for general description.

Apply the Ethical Decision-Making Process as a Commander or Staff Officer
O3-9001.10-0004   August 1990

CONDITIONS

As a leader, you are faced with an ethical dilemma which affects your organization.

STANDARDS

Explain the ethical responsibilities of a leader. Apply the ethical decision-making process to resolve an ethical dilemma following the proper sequence.

PERFORMANCE MEASURES

1. Explain the ethical responsibilities of a leader.

   a. Be an ethical role model.

   b. Promote the ethical development of your subordinates.

   c. Avoid creating ethical dilemmas for your subordinates.

2. Apply the four step ethical decision making process. (See *O3-9001.10-0003, Apply The Ethical Decision Making Process.*)

REFERENCES

FM 22-100   FM 100-1

Communicate Effectively as a Commander or Staff Officer
O3-9001.12-0003   August 1990

CONDITIONS

As a leader, you need to disseminate or obtain information. Given a military communications problem.

STANDARDS

1. Avoid organizational communications problems.

2. Use effective strategies for overcoming organizational communications problems.

3. Recognize physical and psychological barriers to communications.

PERFORMANCE MEASURES

1. Avoid organizational communications problems.

   a. Data overload occurs when the volume of information is so great that adequate identification of the relevant information becomes impossible.

   b. Message distortion occurs when there is a difference between the intended and perceived meaning of the message.

   c. Incomplete feedback is a lack of adequate honest and accurate information flow both up and down within the organization.

2. Use effective strategies for overcoming organizational communications problems.

   a. Possible solutions to data overload.

      (1) Use filters. Leaders at all levels sift and forward only the data that is necessary.

      (2) Use gatekeepers. Staff personnel filter and summarize incoming data and make routine decisions.

      (3) Use queuing. Postpone processing of low priority communications until the peak period passes.

b. Possible solutions to message distortion are —

(1) Ensure organizational goals and objectives are clearly defined and prioritized.

(2) Keep the troops informed.

(3) Repeat messages several times over the same "channel" or simultaneously on several parallel channels.

(4) Require brief backs and talk to the lowest level of the organization to determine if the message has been received correctly.

c. Reduce incomplete feedback by reducing the defensiveness normally existing in an organizational climate. Defensiveness tends to cause subordinates to hold back comments, find ways to conceal their mistakes in an effort to be seen more favorably, enter into win-lose confrontations, and attempt to dominate or impress.

3. Recognize communications barriers which prevent an understanding of the exact concept or information intended by the sender.

a. Physical barriers are such things as noise and distance between the sender and receiver, data overload, time, and limited communications channels. Physical barriers to communications are complicated by the tactical or combat environment.

b. Psychological barriers include personal beliefs, values, needs, education, goals, or experiences which filter what you see and hear.

REFERENCES

FM 22-100   FM 100-5
FM 22-101

Develop a Unit Counseling Program
03-9001.15-0003   August 1990

CONDITIONS

Effective leaders develop programs which involve the entire chain of command in the counseling process. You are a company commander or leader of an equivalent organization.

STANDARDS

Develop a unit counseling program which covers all types of counseling appropriate in the unit and includes counselor training.

PERFORMANCE MEASURES

1. Develop a unit counseling program (see *03-9001.15.0002, Conduct Subordinate Counseling*). Include —

a. Reception and integration counseling that —

(1) Identifies and resolves any problems or concerns that a soldier has.

(2) Conveys unit standards.

b. Performance counseling.

c. Personal counseling for —

(1) Domestic problems.

(2) Indebtedness.

(3) Drug and alcohol problems.

d. Disciplinary counseling.

e. Professional growth and guidance counseling which addresses the development of subordinates.

2. Train subordinate leaders for counseling using role modeling, feedback, and role playing.

REFERENCES

FM 22-100   FM 22-101

Develop Subordinate Leaders in a Company or Equivalent Sized Organization

01-9001.16-0003   August 1990

CONDITIONS

You are a company commander or leader of an equivalent sized organization.

STANDARDS

Prepare and execute a plan to develop subordinate leaders in a company or equivalent organization.

PERFORMANCE MEASURES

1. Explain the structure of a leader development program. Include —

    a. Leader development programs are designed to maintain and increase the overall professional competency of commissioned officers, warrant officers, and noncommissioned officers.

    b. Leader development programs include three phases —

        (1) The reception and integration phase.

        (2) The basic skill development phase.

        (3) The advanced development and sustainment phase.

2. Prepare and execute a plan to develop subordinate leaders in a company sized organization. Include —

    a. Reception and integration phase.

        (1) Assign the new leader to a specific duty position.

        (2) Explain the unit's mission, goals, values, standards, and heritage.

        (3) Explain the developmental assignments within the unit and possible future assignments.

        (4) Discuss the leader's previous experience and training.

    b. Basic skill development phase.

        (1) Assess the developmental needs of your subordinate leaders. **Focus on critical tasks.**

        (2) Institute leader development programs for each category of your assigned personnel, officer, warrant officer, and noncommissioned officer.

            (a) Use the Military Qualification Standards (MQS) System in the development of subordinate officers.

            (b) Use the Individual Training and Evaluation Program (ITEP) and the related soldier training publications (STP) in the development of your noncommissioned officers.

        (3) Ensure the leader development programs, implemented during operational assignments, are driven by the unit mission essential task list (METL), the professional development needs of junior leaders, and Army doctrine.

    c. Advanced development and sustainment phase.

        (1) Ensure the programs identify the institutional training available to each category of personnel.

        (2) Ensure the programs address the self-development needs of your subordinate leaders.

        (3) Train leaders to a higher level of proficiency in critical tasks.

        (4) Implement a developmental assignment plan to increase your subordinate leaders' level of responsibility.

REFERENCES

AR 350-17	FM 22-102
DA Pam 600-3	FM 22-103
DA Pam 600-25	FM 25-100
FM 22-100	FM 25-101

Build a Cohesive Unit or Organization
O1-9001.17-0003   August 1990

CONDITIONS

You are a company commander or leader of an equivalent organization. You are responsible for building platoon sized elements into a cohesive unit or organization.

STANDARDS

Build a cohesive unit or organization by developing and executing a plan. As a minimum, your plan must address —

1. Your assessment of the cohesiveness of the organization.

2. An explanation of how you will use the factors of unit cohesion to improve cohesion in your organization.

PERFORMANCE MEASURES

1. Assess the cohesiveness of your organization by —

a. Recognizing and recording subordinate performance.

b. Classifying the performance in terms of the factors of unit cohesion.

c. Evaluating or rating the actions or performance in terms of their contribution to unit cohesion.

2. Explain how you will use the factors of unit cohesion to improve cohesion. (See *O3-9001.17-0002, Develop a Cohesive Platoon Sized Organization.*)

3. Execute the plan.

REFERENCES

DA PAM 350-2   FM 22-102

FM 22-100

Take Charge of a Company, Staff Section, or Equivalent Sized Organization
O1-9001.19-0002   August 1990

CONDITIONS

You have been assigned as a company commander or leader of an equivalent sized organization.

STANDARDS

Take charge of a company or staff section. Develop and execute a plan. Describe the actions you will take prior to taking charge and the actions you will take in establishing yourself as the leader.

PERFORMANCE MEASURES

1. Complete appropriate actions prior to taking charge.

a. Determine what is expected of your unit.

b. Determine who your immediate leader is and what he expects of you. Ask for time to discuss his command philosophy, organizational goals, and objectives.

c. Identify the key people outside of your organization whose support you need to accomplish the mission.

d. Determine the organization's mission.

e. Determine how this mission fits in with the mission of the next higher organization.

f. Determine what standards your organization must meet.

g. Determine what resources are available to help the organization accomplish the mission.

h. Determine who reports directly to you.

i. Study documents which pertain to your unit such as —

(1) Unit history, lineage and honors.

(2) Standing operating procedures and policy memorandums of your unit and the higher headquarters.

(3) Authorization documents, modification table of organization and equipment (MTOE) or tables of distribution and allowances (TDA), for your unit.

j. Talk to the outgoing leader, if possible.

k. Listen for indications of the unit's reputation.

l. If taking command, use the change of responsible officer inventory to begin assessing the unit. Specifically —

(1) Know what equipment each section should have and the mission of the section prior to inventorying the equipment.

(2) Look at the condition of equipment, facilities, and living quarters.

(3) Look for signs of cohesion, esprit de corps, discipline, and morale.

m. Ask yourself the following questions:

(1) Are communications effective within the unit?

(2) How do the subordinate leaders interact with soldiers?

(3) Does the unit appear to have high standards?

(4) Is there a sense of cooperation?

(5) What are the long-range and short-range plans of the higher headquarters?

2. Establish yourself as the leader of the organization.

a. Hold initial meetings with your subordinate leaders and soldiers. Share your leadership or command philosophy with your subordinate leaders.

b. Visit each element of your organization. Allow your subordinates to brief you on their personnel and equipment status, mission, strengths, weaknesses, and what they like best about the organization.

c. Ensure you understand the functions you are responsible for such as training, maintenance, and administration.

d. Determine the level of competence, the strengths, and the weaknesses of your subordinates.

e. Develop a plan to assess your organization.

f. As time allows, visit those key people outside your organization who support your unit, for example, the unit command sergeant major, the unit operations and training officer, the chaplain, the unit and direct support maintenance officers, and the staff judge advocate.

g. Complete your officer evaluation report support form (DA Form 67-8-1).

REFERENCES

FM 22-100   FM 25-100

FM 22-102

Establish a Positive Command Climate
O3-9001.11-0002   August 1990

CONDITIONS

You have been assigned as the leader of an organization. Given a military situation.

STANDARDS

Assess the current command climate and prepare and execute a plan to establish or continue a positive command climate.

PERFORMANCE MEASURES

1. Define command climate as a shared feeling, a perception among the members of a unit about how they will be treated by their leaders and what professional opportunities they see within the unit.

2. Assess a command climate to determine the "health" of your unit in a number of areas. Cover areas such as officer and noncommissioned officer leadership, accessibility of leaders, quality of

training, job satisfaction, and the soldiers' attitude toward the unit.

3. Apply the elements which contribute to a positive command climate.

a. Elements which indicate a positive command climate exists include —

(1) Trust exists throughout the command.

(2) Teamwork, fair play, and information sharing are present.

(3) Open and candid communications exists throughout the command.

(4) Soldiers are satisfied with their jobs.

(5) Soldiers and their families attend and enjoy unit social activities.

(6) Soldiers and their families attend unit sports activities.

(7) Unit reenlistment rates are high.

b. Actions a leader can take to build a positive command climate include —

(1) Communicate a sense of vision or focus.

(2) Maintain a battlefield focus in all training activities.

(3) Establish high, attainable, clearly understood standards.

(4) Encourage competition against standards rather than each other.

(5) Allow subordinates the freedom to exercise initiative.

(6) Establish accountability at the appropriate level.

(7) Show confidence in subordinates.

(8) Encourage and reward prudent risk taking.

(9) Achieve high performance through positive motivation and rewards.

(10) Underwrite honest mistakes.

(11) Share decision making with subordinates when appropriate.

(12) Give clear missions and indicate where subordinates have discretion and where they do not.

(13) Listen to subordinates and seek subordinates' ideas.

(14) Demonstrate concern about the welfare of subordinates.

(15) Establish and model high ethical standards.

(16) Practice what you preach.

4. Execute the plan by taking steps to establish a positive command climate.

a. Determine the "health" of the organization. This may be a formal assessment using the Unit Climate Profile or an informal assessment directed at one or more specific areas.

b. Identify the climate areas you want to influence.

c. Establish clear goals and objectives for each climate area.

d. Execute the plan recognizing that a command climate is created from the top down.

REFERENCES

DA PAM 600-69	FM 22-102
FM 22-100	FM 22-103

Administer Military Justice At Company Level
O1-9080.10-3001   July 1990

CONDITIONS

As a company commander or staff officer, you must understand and be able to administer military justice over the soldiers in your charge. Your understanding of the military justice system and ability to perform the various functions directly relates to your duty to ensure good order and discipline. Many functions, such as authorizing searches, imposing nonjudicial nonpunishment, conducting preliminary inquiries, and forwarding charges, require specific action by company commanders.

STANDARDS

Identify the actions you can take to administer military justice at company level. Your actions in performing the various military justice functions at platoon level must comply with the requirements set forth in the *Constitution, Uniform Code of Military Justice, Manual for Courts-Martial*, service and local regulations.

PERFORMANCE MEASURES

1. Identify when a person is subject to military jurisdiction.

2. Identify unlawful command influences and prevent unlawful command influence from occurring with your unit.

a. A senior commander may not order you to take a specific disciplinary action against a soldier. Under the UCMJ, each commander is required to exercise independent judgement in deciding cases. The senior commander may, however, withdraw your authority to decide a case.

b. Do not attempt to influence the decisions of courts-martial members and military judges in deciding the guilt and punishment of an accused solider. Similarly, do not attempt to influence a witness' testimony.

c. You cannot be reprimanded or receive an unfavorable evaluation for your participation as a member of, or witness before, a court-martial.

d. Avoid issuing policy letter or memos on military justice matters that could be viewed as showing that you are biased or have an inflexible attitude. Consult with your legal advisor before issuing such letters.

3. Describe and apply the rights of suspects when conducting an investigation or other proceeding--

a. Before questioning a suspect--

(1) Advise him of his rights against self-incrimination.

(2) Ensure he understands them.

(3) Afford him these rights or allow him to consciously waive them.

(4) Use DA Form 3881, Rights Waiver Certificate whenever possible.

(5) Inform counsel if you know that the suspect is represented by counsel.

(6) Give the counsel an opportunity to object and to appear on the suspect's behalf.

b. Order a suspect to testify or answer questions only if granted immunity from prosecution.

Note: Only a general court-martial convening authority can grant immunity, and you must be careful not to make any promises or assurances to a suspect that might be viewed as a grant of immunity or promise to dispose of a case in a particular manner.

c. Provide a suspect the right to counsel at all critical stages of the criminal process.

d. Ensure all soldiers the right to a speedy trial.

Note: Article 10 of the UCMJ requires immediate steps to inform the accused of the charges and bring the case to trial, or dismiss the charges and terminate restraint. If there is undue delay, the charges may be dismissed by the court.

4. Authorize and conduct searches and inspections. See O1-9080.10-1001. Identify and apply the following principles:

a. As commander, you will be involved in evaluating evidence and deciding whether to authorize searches. Only commanders can authorize searches; this responsibility can not be delegated.

Note: It is not required that witnesses be placed under oath or that the authorization be in writing, but these measures are recommended.

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b. Place witness under oath.

c. Be fair and impartial in making your decision to authorize a search since you are, if fact, acting in a judicial capacity. If you have been personally involved in conducting the investigation or have a very strong bias against the soldier to be searched, consider having the next higher commander or a military judge or magistrate decide whether to authorize a search.

5. Describe and initiate nonpunitive administrative actions. See O1-9080.10-1001. Many of these actions must be initiated by you as the commander, and you should consult your legal advisor and military personnel office as to specific requirements when appropriate.

6. Conduct nonjudicial punishment proceedings. Describe the basic principles set out in O1-9080.10-1001, as well as the following:

a. Only commanders can impose nonjudicial punishment, and you must hold the hearing personally. This function cannot be delegated, though you may delegate the initial reading of the charge(s) and rights advisement to another officer or NCO (E-7 or above).

b. Follow the procedural guide for conducting nonjudicial punishment proceedings at Appendix B, AR 27-10 when imposing punishment under Article 15.

7. Lawfully impose pretrial restraint. Your actions must comply with the guidelines set out in O1-9080.10-1001. Additionally, you, as commander, must personally approve continued pretrial confinement within 72 hours, must prepare a memorandum outlining the reasons for confinement, must advise the accused of the reasons for confinement and of his right to counsel, and must ensure that the accused is brought before a military magistrate within 7 days for a hearing to determine if confinement should continue.

8. Identify the proper procedure for initiating courts-martial charges and for recommending the level of court-martial to which a case should be referred. Be familiar with the types of courts-martial set out in O1-9080.10-1001.

a. On receipt of information that one of your soldiers may have committed an offense,

(1) Conduct a preliminary inquiry to determine if there is sufficient evidence to warrant a court-martial or other action.

(2) Examine any military police (MP) or Criminal Investigation Division (CID) reports, interview witnesses, examine physical evidence, review the accused's personnel records, etc.

(3) Always contact your legal advisor at this point.

(4) You may delegate the inquiry to a subordinate, but you must personally review the results of the inquiry and decide whether a court-martial is appropriate.

b. Once the inquiry is completed and you decide to recommend trial by court-martial, ensure the charge sheet (DD Form 458) is prepared, sign, and swear to the charge as accuser, and read the charge sheet to the accused.

c. Forward the charge sheet and all allied documents (MP and CID reports, extracts of personnel files, etc.) to the next higher commander.

d. Ensure that all witnesses will be present for trial. If a witness is planning to leave the area, promptly notify your legal advisor.

10. Describe the duties of a summary court-martial officer and Article 32(b) investigating officer to include--

a. As a summary court-martial, you will personally exercise justice for relatively minor offenses. You will advise the accused of his rights, rule on all motions and decide all questions of fact and law, including the accused's guilt or innocence. If found guilty, you will determine the sentence. After the trial, you will prepare the record of trial and forward it to the convening authority. You should obtain a briefing from a judge advocate before holding the trial.

b. As an Article 32(b) investigating officer, you will be conducting a pretrial investigation that is required before any case can be referred to a general court-martial. You will be investigating the facts and circumstances surrounding the charged offenses, and will make a recommendation to the commander who appointed you as to the disposition and form of the charges. You should obtain legal advice from a judge advocate and use DA Pam 27-7 as a procedural guide.

REFERENCES

AR 27-10   FM 27-1

DA Pam 27-2   *Manual for Courts-Martial, United States*, 1984

4-10

Conduct Company And Battalion Combat Operations According To The Law Of War
S1-9060.00-3000   July 1990

CONDITIONS
Given a military situation with references.

STANDARDS
Demonstrate that you understand the principles of the law of war and can apply them in planning and conducting combat operations. You must not engage in acts of retribution against the enemy (acts of revenge for war crimes the enemy has committed) without proper authorization.

ENABLING LEARNING OBJECTIVES

Action 1. Apply the basic prohibitions of the law of war concerning targets, weapons, and tactics to combat operations.

Condition. Given a military situation with references.

Standard. Apply the prohibitions of the law of war relating to targets, weapons, and tactics in planning and conducting combat operations.

Description. Plans and orders issued to subordinates must not violate the basic prohibitions of the Law of War (see S1-9060.00-1000, *Conduct Small Unit Operations According to the Law of War*).

Action 2. Apply the principles of the law of war concerning prisoners of war (PW's), other detainees, and civilians encountered during the conduct of combat operations.

Condition. Given a military situation with references.

Standard. Apply the principles of the law of war concerning PW's, civilians, and other detainees in planning for and conducting combat operations.

NOTE: The principles of the Law of War that must be correctly applied are described in Action 3 of S1-9060.00-1000.

Description. none.

Action 3. Protect the rights and obligations of PW's which are protected under the law of war.

Condition. Given a military situation with references.

Standard. Protect the rights and obligations that enemy PW's have under the law of war, as well as the rights and obligations of you and your subordinates.

NOTE: PW rights and obligations to be identified are described in action 4 of S1-9060.00-1000.

Description. none.

Action 4. Apply the duties of a leader to train your subordinates in the law of war, to prevent law of war violations, and to report any law of war violations that you are unable to prevent.

Condition. Given a military situation with references.

Standard. Identify your duties--

    a. Ensure that subordinate leaders are knowledgeable of the law of war, that regular law of war training is conducted, and that "lessons learned" of law of war violations that occur in training exercises and operations are publicized and incorporated into training.

    b. Do your utmost to prevent law of war violations from occurring through proper planning and conduct of operations. Do not develop plans or issue orders that could cause war crimes to be committed. Clarify all unclear orders.

    c. Encourage open channels of communication, carefully investigate all incidents of possible war crimes, initiate disciplinary actions against law of war violators, and report all possible law of war violations to the appropriate authority.

Description. none.

REFERENCES

DA Pam 27-1	TC 27-10-1
DA Pam 27-1-1	TC 27-10-2

Minimize Combat Stress

S3-9001.18-0002   August 1990

CONDITIONS

Prior to combat, you must train your unit in stress reduction methods. When you go into combat, stress will affect all the members of your unit and some will become casualties as a result. You must also learn how to recognize and quickly restore to duty those soldiers who become battle fatigue casualties.

STANDARDS

Train your unit in the procedures used to minimize combat stress and battle fatigue.

ENABLING LEARNING OBJECTIVES

Action 1. Define combat stress and explain its sources.

Conditions. Given a military situation.

Standard. Define combat stress as the sum of all internal stress reactions to the conditions on the battlefield. Explain its sources to include individual stress, organizational stress, and the stress of the battlefield.

Description.

1. Combat stress is the sum of all internal stress reactions to the conditions on the battlefield and all stressors that result in reduced soldier performance. Combat stress reactions are observable behaviors which soldiers show as a result of internal stress.

2. The sources of combat stress include individual stress, organizational stress, and stress created by the battlefield.

   a. Individual stress is stress that is unique to the soldier. Sources of individual stress are external to the organizational environment and includes such things as family and marital conflicts or money worries.

   b. Organizational stress is stress that is common to other soldiers. Organizational stress occurs when soldiers are troubled by situations in the unit and the adverse conditions under which the unit must function. Situations such as an unclear chain of command, ineffective communications, competition with peers, a lack of privacy, or isolation are examples of organizational stress in combat.

   c. The battlefield contributes to stress and includes the possibility of death or injury, continuous operations, light level and poor visibility, inactivity and boredom, frustration and pressure, fear of the unknown and uncertainty, lack of control over the environment, mental and physical fatigue, sleep loss, interrupted day and night rhythms, isolation, and adverse weather.

Action 2. Identify the signs of combat stress in yourself, in others, and in the unit.

Conditions. Given a military situation.

Standards. Identify the physical, mental, and emotional signs of combat stress in yourself, in others, and in the unit.

Description.

1. Signs of stress in self. Common signs of stress are to be expected. If you start to show one or more of these, use stress coping techniques to decrease their intensity.

   a. The physical signs of stress include dry mouth, fatigue, or the inability to move.

   b. The mental (cognitive) signs include forgetfulness and the inability to concentrate.

   c. The emotional signs of stress include anxiety, frustration, guilt, irritability, moodiness, nervousness, pessimism, and tension.

2. Signs of stress in others. These signs are easier to detect than the signs of stress in self because they are demonstrated in behaviors. Signs of stress in others include the abuse of alcohol or drugs, emotional outbursts, excitability, restlessness, and trembling.

3. Signs of stress in the unit. Just as soldiers show signs of stress, so do units. The stress of a military unit is the cumulative effect of stress of its members. Some of the signs of stress in the unit are a high absent without leave (AWOL) rate, bickering, dissatisfaction, lack of cohesion, failure to follow orders, insubordination, low productivity, sensitivity to criticism, or a high sick call rate.

Action 3. Describe the treatment of different levels of battle fatigue.

Conditions. Given a military situation.

Standards. Describe the treatment of mild, moderate, and severe battle fatigue.

Description. Combat stress causes battle fatigue. Battle fatigue is the broad "umbrella" label for the physical, mental, and emotional signs that result naturally from facing danger or from performing demanding missions under difficult conditions. Battle fatigue cases are classified as mild, moderate, or severe.

1. Soldiers with mild battle fatigue stay in the unit to rest and be restored to full duty.

2. Soldiers with moderate battle fatigue cannot stay in the small unit. They must be removed from the immediate area for temporary rest and replenishment.

3. Soldiers with severe battle fatigue must be sent to a physician, physician's assistant, or mental health officer for evaluation and treatment.

Action 4. Prepare your unit to accomplish its mission despite combat stress.

Conditions. Given a military situation.

Standards. Initiate and support stress management programs. Act as a role model to prevent stress. Provide information to reduce stress. Ensure that each soldier has mastered at least one stress coping (relaxation) technique. Look out for the soldier's welfare. Communicate with soldiers personally to detect signs of stress. Create a spirit to win under stress. Plan to manage stress continually for unit effectiveness. An effective stress management program takes into account all phases of an operation, including predeployment, deployment and combat, and post combat.

Description. None.

REFERENCES

FM 22-9	GTA 21-3-5
FM 26-2	GTA 21-3-6
GTA 21-3-4	

The major difference between applying the Battlefield Operating Systems (BOS) to the captain level and the lieutenant level is scope. The emphasis for captains is on larger elements. All previous descriptions (see chapter 3) apply.

Intelligence

Describe Regional and Special Threats
S3-8988.01-0001   July 1990

CONDITIONS

You must be ready to defend the interests of U.S. national security by fighting threatening forces.

STANDARDS

Describe regional and special threats.

ENABLING LEARNING OBJECTIVES

Action 1. Describe the characteristics of regional threats.

Conditions. Given a military situation.

Standards. Describe the characteristics of regional threats including their capabilities and objectives.

Description. Because of the rapidly changing international situation, it is very likely that some regional threats will oppose U.S. national interests. This may be incidental to their objectives of expanded power (military, political or economic) within the region. It may be due to their perception of the U.S. as limiting these ambitions. Regional threats may also cause instability because of border disputes with neighboring countries. Tribal or ethnic tensions may cause regional instability leading to aggressive actions. Regional powers may form military alliances with other countries which could expand the scope of the threat. They may also form economic and political alliances which threaten other countries or U.S. interests.

Action 2. Describe the organization and equipment used by the military forces of regional threats.

Conditions. Given a military situation.

Standards. Describe the organization of a typical regional threat force and the military equipment which it may use.

Description. The typical regional threat may use weapons from foreign countries. These may include tanks, artillery, air defense, and some air assets. A regional threat may have a limited capability to manufacture some of its own military weapons based upon foreign models. The regional threats may use foreign military, economic, and political advisors and organize along the lines of a global power. Some of the military personnel of a regional threat may train in the military schools of foreign powers. Regional threat forces include regiment, brigade, division, and army units.

Action 3. Describe the offensive military actions of regional threats.

Conditions. Given a military situation.

Standards. Describe the offensive actions of the military forces which regional threats use.

Description. Regional threats may employ regiment, brigade, and division tactics plus army operations against enemies. These may be similar to those of some global powers because of the presence of foreign advisors and the foreign training of military cadre personnel. The armed forces of regional threats may use some high technology weapons and may possess modern mechanized infantry and armor assets. However, manpower remains the most critical resource to a regional threat. The ability to obtain high technology weapons, as well as the historical experiences and geographical characteristics of the region will influence the extent to which global powers' offensive doctrine is accepted.

Action 4. Describe how the military forces of regional threats employ fire support assets.

Conditions. Given a military situation.

Standards. Describe how the military forces of regional threats employ fire support assets.

Description. Regional threats may use some older but still powerful weapons for fire support, including mortars, field artillery, rockets, surface-to-surface missiles, and air defense assets. High technology weapons may also be available. Regional threats may purchase these weapons on the world market. Often, foreign powers supply regional threats with fire support weapons and the doctrine to employ them effectively.

Action 5. Describe the defensive military actions of regional threats.

Conditions. Given a military situation.

Standards. Describe the defensive military actions of regional threats.

Description. Regional threats may employ antitank weapons, air defense assets, engineers, and mines in the defense. Some equipment may come from foreign countries. The defensive military actions aim to destroy the enemy's forces and morale. These defensive actions may be modeled along foreign lines.

Action 6. Describe the nuclear, biological, and chemical (NBC) warfare capabilities of regional threats.

Conditions. Given a military situation.

Standards. Describe the NBC warfare capabilities of regional threats.

Description. Some regional threats may acquire the capability to use nuclear weapons in order to achieve their goals. They may use biological weapons on a more limited scale. Regional threats may employ chemical weapons which they can produce internally and more easily distribute to their forces. Such chemical weapons may help the regional threats reach more international importance and gain objectives they could not achieve with only conventional weapons.

Action 7. Describe the threat in special situations.

Conditions. Given a military situation.

Standards. Describe the threat in special situations including the impact of terrorism and drug trafficking.

Description. Terrorism may be used with any of the other three categories of threat in order to create conditions suitable for exploitation. Profit motivations may increase the likelihood of drug production in some countries. Terrorism and drug trafficking often coexist in order to achieve mutually supporting goals. Ideological motives may also cause instability and be a factor to promote terrorism.

REFERENCES

FM 100-2-2   FM 100-20

FM 100-2-3

Plan Convoy Operations

O1-7300.75-0500   September 1990

CONDITIONS

You have received a warning order directing your unit to conduct motor transport convoy operations. Given unit standing operating procedures (SOP), maps, and applicable field manuals.

STANDARDS

Plan a motor vehicle convoy over a designated route that will enable the convoy to reach the start point (SP) and release point (RP) at the times prescribed in the convoy clearance. Convoy must safely arrive at its destination with a minimum loss of personnel and equipment.

PERFORMANCE MEASURES

1. Determine mission requirements.

   a. Collect the warning order, area maps, multispectral imagery maps, satellite weather terrain data, and Global Positioning System (GPS) azimuth reference data.

   b. Gather for ready reference unit SOP, and appropriate field manuals.

2. Conduct route reconnaissance.

   a. Conduct a map reconnaissance and select primary and alternate routes. Consider obstacles, minimum speed limits, and transport of hazardous cargo in selecting a route.

   b. Identify halts and route restrictions, and prepare strip map.

3. Request convoy clearance.

   a. Coordinate submission of DD Form 1265, Request for Convoy Clearance, with the unit movements section. This form must be submitted in four copies (along with a copy of the operations order and the strip map) to the Installation Transportation Officer (ITO) not later than ten days prior to movement.

   b. Coordinate submission of DD form 1266, Request for Special Hauling Permit, with the unit movements section. This form, which is submitted for all oversized or overweight vehicles, must be submitted in four copies to the ITO not later than fifteen days prior to movement.

4. Plan convoy organization and control.

   a. Divide convoys of more than 20 vehicles into serials, and, if necessary, march units, to facilitate control.

   b. Plan makeup and positioning of the trail party.

   c. Coordinate support requirements (medical and food service support, refueling, maintenance, billeting, fire support, engineer, MP, and civilian police support).

   d. Plan for special mission requirements (blackout drive, NBC, and other special situations).

   e. Plan placement of troop carrying vehicles in the convoy.

   f. Plan time gaps between march units and serials.

   g. Plan positioning of march unit and serial commanders at the end of their convoy elements to facilitate control.

   h. Ensure that all communications equipment is in working order and assign radios based on need and availability.

5. Prepare drivers.

   a. Ensure that all drivers and assistant drivers have in their possession a valid Standard Form (SF) 46, U.S. Government Motor Vehicle Operator's Identification Card.

   b. Give drivers the opportunity for eight hours' sleep during the twelve hours prior to convoy departure time.

   c. Schedule and prepare a convoy briefing in accordance with FM 55-312. Briefing should cover as a minimum the following:

      (1) Compliance with traffic control devices, civilian traffic regulations, and civil and military police traffic escorts.

(2) Route.

(3) Maximum and minimum speeds for segments of the route.

(4) Police of halt areas.

(5) Location and time of rest and meal halts.

(6) Destination and use of strip maps.

(7) Emergency halts.

(8) Action if separated from the convoy.

(9) Essential information required for medical and maintenance points of contact.

(10) Communications.

(11) Location and destination including name and phone number of the point of contact.

(12) Operation of headlights on low beam during the entire trip except when prohibited by local civil ordinances.

d. Schedule time and place for combat inspections (weapons, uniforms, and personal equipment).

6. Prepare vehicles.

a. Ensure that all vehicles are equipped with required safety equipment and warning devices.

b. Obtain flags and warning signs through supply channels.

c. Schedule preventive maintenance checks and services (PMCS).

7. Prepare movement order.

REFERENCES

FM 21-60   FM 55-312

FM 55-15   FM 101-5

FM 55-30

Defend a Company Position
O1-3301.02-0011   July 1990

CONDITIONS

The enemy is expected to attack with mounted or dismounted forces to battalion strength, supported by indirect fire and close air support (CAS). If the enemy is armored or mechanized, the company is reinforced with additional antiarmor assets. Given a battalion order.

STANDARDS

Ensure the company completes all preparations directed by the commander no later than the time specified in the order. The main body is not surprised by the enemy. The company fixes the enemy and destroys, blocks, or delays an enemy attack, or denies enemy penetration of a specified boundary or terrain.

PERFORMANCE MEASURES

1. Develop a defensive plan. Based upon a mission, enemy, troops, terrain, and time available (METT-T) analysis, the commander's intent, and the following key considerations:

a. Reason(s) for defending.

b. Advantages and disadvantages of the defender.

c. Characteristics of the defense, such as —

(1) Preparation of friendly positions.

(2) Disruption of enemy plans and movement formations.

(3) Concentration of friendly forces at the decisive place and time.

(4) Flexibility in planning and execution.

(5) A thorough understanding of the commander's intent.

d. Withdrawal plans and counterattack plans.

e. Unit positions and a scheme of maneuver that addresses the most dangerous threat and synchronizes the company's effort.

f. Employment of forward platoons, reserve elements, antiarmor weapons, indirect fires, mines, and obstacles.

g. Combat service support, requests for engineer support, and construction materials.

2. Reconnoiter the defense.

a. Halt the company in a covered and concealed position, and with key leaders and a security element, conduct a reconnaissance.

b. Confirm or modify the plan based on the reconnaissance.

3. Occupy the defense.

a. Establish security in the defensive site by designating positions for observation posts (OPs).

b. Establish fighting positions (primary, alternate and supplementary), and position key weapons.

c. Emplace hasty minefield or obstacle systems. (See *01-1940.00-1001, Supervise Construction of Obstacles.*)

d. Establish local communications systems.

e. Emplace warning devices.

4. Supervise the conduct of defensive operations.

a. Establish counterreconnaissance patrols.

b. Improve fighting positions.

c. Prepare and forward the defensive sector sketch and minefield reports to the battalion command post (CP).

d. Supervise the maintenance of operational security.

e. Stockpile ammunition, water, and food.

f. Conduct preventive maintenance checks and services (PMCS) (see *03-4966.90-0010, Supervise Unit PMCS*).

5. Plan a defense by a company in military operations in urban terrain (MOUT).

a. Conduct urban terrain analysis (see FM 90-10).

b. Prepare or improve defensive positions as time permits by having the units —

(1) Use sandbags for overhead and all around protection.

(2) Place wire mesh over windows.

(3) Implement fire prevention measures.

6. Defend against a mounted or dismounted assault.

a. Use direct and indirect fire and final protective fires (FPFs) to separate the enemy fighting vehicles from the dismounted troops and to destroy dismounted formations.

b. Ensure the company executes the barrier plan to impede the vehicles and canalize vehicles and dismounted troops into planned fires.

c. Employ smoke to blind the vehicles.

d. Direct the engagement of the vehicles with organic and attached antiarmor weapons, command-detonated mines, and demolitions.

e. Move elements between primary, alternate, and supplementary positions to complete the destruction of the enemy force.

f. Employ reserve elements as required.

g. Submit situation reports (SITREPs) to higher headquarters as required throughout the battle.

7. Consolidate and reorganize. Platoons and other elements consolidate and reorganize during lulls in the fighting.

a. Transmit status reports, requests for support and resupply, and enemy information to the battalion CP.

b. Ensure platoons and other elements replace damaged barriers and obstacles, repair positions, restore communications, and post OPs.

c. Resume conduct of the defense until the enemy situation or an order from higher headquarters dictates otherwise.

REFERENCES

FM 7-10   FM 90-10

FM 7-71

Fire Support

The *Describe the Brigade Fight* professional knowledge will incorporate Fire Support tasks in its summary.

Air Defense

The *Describe the Brigade Fight* professional knowledge will incorporate Air Defense tasks in its summary.

Mobility and Survivability

Describe Nuclear, Biological, and Chemical Defense Concepts
S4-5030.00-3003   May 1990

CONDITIONS

As the proliferation of nuclear, biological, and chemical (NBC) weapons continues to increase all over the globe, NBC defense concepts must be understood by all soldiers. The application of these concepts will lessen the impact of NBC weapon use thereby preserving combat power and enabling soldiers to win on the AirLand Battlefield.

STANDARDS

Describe the tactical significance of NBC hazard areas. Identify components of the NBC warning and reporting system. Describe the effects of smoke and obscurants on electro-optical systems. Describe the employment of flame field expedients. Describe chemical agents and their effects on humans. Describe U.S. policy concerning NBC weapons employment.

ENABLING LEARNING OBJECTIVES

Action 1. Identify the tactical significance of NBC hazard areas and the operational use of downwind hazard predictions.

Conditions. Given overlays with marginal information depicting NBC hazard areas, a chemical downwind hazard prediction or detailed fallout prediction, a map with unit locations, and FM 3-3.

Standards.

1. Briefly explain the significance of a detailed fallout prediction.

   a. Describe the tactical significance of zones I and II to include —

   (1) Expected total dose exposures.

   (2) Impact on unit operations.

   b. Describe protective measures and actions that soldiers in zones I and II should take to protect themselves, equipment, and supplies from fallout contamination. Include —

   (1) Alert personnel.

   (2) Construct shelters with overhead cover and improve existing shelters.

   (3) Upload and prepare to move.

   (4) Move only when told to do so.

   (5) Fasten clothing, roll down sleeves, and put on helmet and gloves.

   (6) Feed all personnel if time permits.

   (7) Fill canteens; cover food and water in airtight containers.

   (8) Cover as much equipment as possible to minimize decontamination requirements and protect equipment that is hard to decontaminate.

   (9) Use expendable covers that can be easily stripped off equipment such as plastic, foliage, mud, and tarpaulins.

   (10) Implement continuous radiological monitoring. (See O4-5030.00-2015, Supervise Radiation Monitoring.)

   (11) Tear down and store tentage.

   (12) Shut off all ventilation systems not capable of filtering dust.

(13) Do not allow personnel to leave shelter during fallout.

c. Explain an effective downwind message (EDM) including —

(1) Explain its use and its period of validity.

(2) Interpret an EDM in message format.

(3) Identify who is responsible for preparing EDMs.

2. Describe the significance of a chemical downwind hazard overlay.

a. By using the marginal information on the overlay, determine if the attack is a ground or air contaminating attack.

b. Describe the impact of chemical weapons on operations to include —

(1) Cause casualties.

(2) Restrict the use of terrain and limit maneuver in offensive operations.

(3) Disrupt support.

(4) Degrade performance.

c. Explain a chemical downwind message (CDM) including all items listed in 1c(1)-(3).

Description. None.

Action 2. Describe the effects of smoke and obscurants on electro-optical systems.

Conditions. Given descriptions of several electro-optical devices and a knowledge of those obscurants or smoke that affect operations.

Standards. Describe the effect of smoke and obscurants on thermal viewers, command-guided lasers, laser range finders, terminal homing missiles, laser designator systems, and radar and millimeter wave sensors.

Description. None.

Action 3. Plan employment of flame field expedients (FFE) such as flame mines and flame fougasse devices.

Conditions. Given a map depicting a unit assembly area with defensive fields of fire, FFE devices, and FM 3-11.

Standards. Describe employment concepts using FFE in the defense to include —

1. Denying enemy access to avenues of approach.

2. Channeling enemy forces into engagement areas.

3. Battlefield illumination.

Description. None.

Action 4. Describe the four general classifications of chemical agents and briefly describe their physiological effects on the human body.

Conditions. Given FM 3-5, FM 3-7, FM 3-10, and FM 3-100.

Standards. Describe the general classifications of chemical agents and their physiological effects on the human body.

Description.

1. Nerve agents are lethal agents which act on the nervous systems of humans, interfering with breathing and causing convulsions, paralysis, and death. They vary in persistence from non-persistent to very persistent and enter the body through inhalation or skin contact.

2. Choking agents are also lethal agents severely damaging the bronchial tubes and lungs. They are considered non-persistent but may persist in woods and hollows. Their primary route of entry is through inhalation.

3. Blood agents are also lethal preventing body tissues from utilizing oxygen in the blood. They are very non-persistent and their route of entry is through inhalation.

4. Blister agents can be lethal but are referred to as damaging agents causing inflammation and blistering of the skin especially in moist areas of the body. Blister agents are very persistent in nature and can enter the body through skin contact, inhalation, or ingestion.

Action 5. Explain CHEMWARN and STRIKEWARN messages.

Conditions. Given a CHEMWARN or STRIKEWARN, FM 3-3, and GTA 3-6-3.

Standards. Define CHEMWARN and STRIKEWARN and explain their operational uses.

Description.

1. A CHEMWARN is an advance warning to friendly forces of a coming friendly chemical attack.

It specifies both the attack location and the downwind hazard areas so that commanders can take preventive actions (evacuation and protective measures) to safeguard their unit.

2. A STRIKEWARN is an advance warning to friendly forces of a coming friendly nuclear attack. It specifies several minimum safe distance zones to allow commanders to take protective measures based on the unit's previous radiation exposure and commander's OEG. (See O4-5030.00-2019, Control Unit Radiation Exposure.)

3. Identify and interpret line items found in each message IAW GTA 3-6-3.

Action 6. Interpret NBC 1, 2, 3, and 5 reports.

Conditions. Given FM 3-3 or GTA 3-6-3 and an NBC 1, 2, 3, or 5 report.

Standards. Identify the significance of each line item given. Identify the type report given (nuclear, biological, or chemical).

Description. None.

Action 7. Describe U.S. national policy as it relates to NBC weapons use. Include the use of riot control agents and herbicides.

Conditions. Given a military situation that requires a working knowledge of U.S. policies governing NBC weapons employment and FM 3-100.

Standards. State U.S. national policy as it relates to NBC weapons employment.

Description.

1. The U.S. will use riot control agents (RCAs) for special conditions such as in defensive military modes to save lives in areas under direct U.S. control, rescue missions in isolated areas, and to reduce or prevent civilian casualties in the event that enemy forces use these civilians to screen an attack.

2. The U.S. will use herbicides under special conditions. We will not use herbicides in war unless they are first used against us and the President directs their use in retaliation.

Action 8. Describe U.S. nuclear and chemical weapon employment concepts.

Conditions. Given FM 3-100, FM 3-6, and FM 3-10.

Standards. Describe operational uses of employing nuclear and chemical weapons. Describe the effects of weather and terrain on chemical agents and fallout.

Description. None.

REFERENCES

FM 3-3	FM 3-10
FM 3-4	FM 3-11
FM 3-5	FM 3-100
FM 3-6	GTA 3-6-3
FM 3-7	

Describe Electronic Warfare Support to the Combined Arms Team
S1-3711.19-5001   April 1990

CONDITIONS

Given an assigned mission, FM 34-1, FM 34-10, and FM 34-25.

STANDARDS

Identify the types of electronic warfare (EW) support available and how they are incorporated into the combined arms team.

ENABLING LEARNING OBJECTIVES

Action 1. Describe the components of EW.

Conditions. Given a military situation.

Standards. Describe the components of EW.

Description.

1. Electronic warfare support measures (ESM) include the efforts to search, identify, intercept and locate electronic emitters.

2. Electronic countermeasures (ECM) include jamming and deception.

3. Electronic counter-countermeasures (ECCM) are the actions taken to protect friendly command, control, and communications (C3) from enemy radio electronic combat operations.

Action 2. Describe the staff responsibilities for EW.

Conditions. Given a military situation, FM 34-1, FM 34-10, and FM 34-25.

Standards. Describe the responsibilities of and relationship between the G2, G3, and military intelligence (MI) unit commander.

Description.

1. The G2 coordinates the intelligence effort. He identifies intelligence requirements based on the commander's guidance and concept of the operation.

2. The G3 has staff responsibility for planning and directing the jamming and deception operations of the command. He directs ECM actions needed to support planned and ongoing operations. He identifies, in coordination with the G2, ESM requirements to support EW.

3. The MI unit commander manages the MI assets to accomplish the assigned EW missions. He exercises command and control (C2) over all organic and attached MI elements and operational control (OPCON) over supporting MI assets.

Action 3. Describe how EW is planned and controlled.

Conditions. Given a military situation.

Standards. Describe how EW is planned and controlled.

Description.

1. Division Tactical Operations Center Support Element (DTOCSE) Operations augments the G2 and G3. Part of this element, the electronic warfare section, is the principle mission manager for ECM. The EWS is also involved with the fire support element in the targeting process.

2. Technical Control and Analysis Element (TCAE) Operations is part of the MI battalion (Bn) tactical operations center (TOC) and is the asset manager for all ESM and ECM missions tasked to the MI Bn.

3. Intelligence and Electronic Warfare Support Element (IEWSE) Operations is attached to the maneuver brigade TOC from the MI Bn. This element serves as an interface between MI assets in the brigade area and the brigade S2 and S3.

Action 4. Describe how EW is managed by the combined arms team.

Conditions. Given a military situation, FM 34-10, and FM 34-25.

Standards. Describe how EW operations are managed.

Description. The G2, G3, fire support officer and Communications-Electronics (C-E) Officer coordinate and direct IEW operations. They obtain the information required to answer the commander's requirements concerning both enemy forces and friendly vulnerabilities. They integrate ECM with maneuver and fire and they plan and coordinate OPSEC measures and defensive EW measures to protect from enemy intelligence collections operations.

REFERENCES

FM 34-1   FM 34-25

FM 34-10

Combat Service Support

Direct Field Feeding Operations
O3-5105.00-0002   August 1990

CONDITIONS

You have received an operations plan (OPLAN) stating that your unit will deploy. You must provide food service support. Given appropriate equipment and AR 30-1, AR 190-51, FM 3-4, FM 3-5, FM 5-20, FM 10-23, FM 10-23-1, and FM 10-60.

STANDARDS

Ensure rations are compatible to the mission and maintain accountability and documentation.

PERFORMANCE MEASURES

1. Determine ration mix (A, B, or C) which best supports OPLAN.

2. Forecast subsistence and distribution requirements before deploying to the field by coordinating with the support platoon.

3. Ensure required equipment to provide food service is available.

4. Oversee the selection of the field kitchen site so that good natural cover, good access roads, and high and dry ground exist.

5. Ensure that the field kitchen site is camouflaged by concealing it from air visibility and preventing troops from gathering in large groups.

6. Prepare a checklist to monitor sanitation procedures. (See *O3-8310.00-9000, Supervise Unit Preventive Medicine and Field Sanitation Procedures.*)

7. Maintain Army Field Feeding System accountability procedures.

8. Ensure that safety procedures are followed.

9. Ensure food is not prepared or served in a nuclear, biological, or chemical (NBC) contaminated environment.

10. Ensure NBC reclamation procedures are followed.

REFERENCES

AR 30-1	FM 5-20
AR 190-51	FM 10-23
FM 3-4	FM 10-23-1
FM 3-5	FM 10-60

Evaluate Unit Calibration Program
O3-4376.04-0001   June 1990

CONDITIONS

You, as the commander, or calibration coordinator are responsible for ensuring that all test, measurement, and diagnostic equipment (TMDE) receives required calibration. Given AR 750-43, TB 43-180, TB 750-25, external standing operating procedure (SOP) for TMDE Support Activity, and unit SOP.

STANDARDS

Ensure that 95 percent or more of the TMDE requiring calibration is in a calibrated condition at all times. Ensure that the unit TMDE delinquency rate (failure to submit for required support) is 3 percent or less.

PERFORMANCE MEASURES

1. Verify that the unit calibration coordinator is on orders and is familiar with calibration requirements.

2. Review the calibration SOP and ensure it addresses references, responsibilities, and procedures.

3. Verify that the unit has supporting publications and components for non-Army standard calibrated equipment.

4. Compare the unit property listing of equipment requiring calibration (i.e. radiac meter, torque wrench) with DA Form 2416. Ensure both match.

5. Spot check equipment requiring calibration. Ensure a DA Label 80 is present, and the information on the DA Label 80 is identical to the calibration status report.

6. Check special calibration equipment and equipment designated for limited use for DA Label 163 that indicates the special use or limitations.

7. Ensure unserviceable equipment is identified on DA Form 2417.

8. Check the time between determination of an item's unserviceablity, turn-in, and reorder to ensure it is not in excess of 15 days.

REFERENCES

AR 750-43   TB 750-25

TB 43-180

Plan Graves Registration Support
03-5104.00-0026   June 1990

CONDITIONS

You are planning for graves registration (GRREG) contingencies. Given logistical and tactical map of area of operation, FM 10-63-1, all local policies and standing operating procedures (SOP), and all higher headquarters directives.

STANDARDS

Develop a plan which enables the designated officer in charge (OIC) to conduct search, recovery, tentative identification, evacuation, and emergency burial procedures. Ensure that the plan supports the recovery and handling of all remains in accordance with (IAW) current doctrine.

PERFORMANCE MEASURES

1. Determine planning requirements.

   a. Identify type of recovery (aircraft, armored vehicle, nuclear, biological, or chemical (NBC), etc.).

   b. Identify logistical, administrative, and non-organic support personnel required (NBC team, explosive ordnance disposal (EOD) team, security force, medical).

   c. Review all casualty status reports, intelligence reports, and other reports pertinent to the mission.

   d. Identify time, place, and personnel to be briefed.

2. Initiate requests for logistical, administrative, and non-organic support through higher headquarters.

3. Schedule briefing for selected personnel. Include individual responsibilities (requisition of supplies, request for transportation support, map and route reconnaissance).

4. Develop the plan using the five paragraph field order or operations order (OPORD) annex format as appropriate.

5. Monitor all unit GRREG operations and provide additional support as required.

6. Ensure higher headquarters are kept abreast of the operation.

7. Ensure all personnel know that records and reports are evacuated with the remains to the supporting GRREG collection point (overlays, sketches).

8. Schedule debriefing.

REFERENCES

AR 600-8-1   FM 10-63

AR 638-30   10-63-1

Perform Wartime Strength Accounting at Unit Level

03-0170.01-1005   April 1990

CONDITIONS

You must account for the status of soldiers under your command or supervision. Commanders must have timely and accurate strength and personnel information to determine available operational resources, make operational decisions, report casualties, and request replacements. The S1 monitors the strength of your unit, forwards reports, and directs the flow of replacements within the battalion in accordance with (IAW) the commander's guidance. Given a battle roster, DA Forms 1155 and 1156.

STANDARDS

Ensure that platoon or company personnel status reports, DA Forms 1156 are completed and processed in a timely and accurate manner in accordance with (IAW) FM 12-6, FM 101-5, and appropriate standing operating procedure (SOP).

PERFORMANCE MEASURES

1. Ensure platoon leaders or platoon sergeants —

a. Obtain squad personnel status reports and completed DA Forms 1155 and 1156 from the squad leaders.

b. Process and consolidate the information provided by squad leaders to prepare a platoon strength report.

c. Record situation reports (SITREPS) and other personnel information. (See FM 101-5 for details concerning SITREPS.)

d. Identify critical replacement requirements and direct cross-leveling from platoon assets to fill critical leadership (and other) positions caused by casualties.

e. Update the battle roster (strength accountability system).

NOTE: The battle roster (BR) is a list which contains an extract of the personnel file on every soldier in the unit and is task-force organized by company, platoon, squad, crew or gun, etc. Key elements of the BR include the soldier's position, duty and primary MOSs, and current duty status (such as, present for duty (PDY), wounded in action (WIA), missing in action (MIA), etc.).

f. Forward the platoon strength report, SITREPS (reports which account for personnel), and completed DA Forms 1155 and 1156 to the company command post (CP).

2. Collect and process strength and personnel information from subordinate elements. Company commanders or first sergeants must —

a. Log SITREPS and other personnel information.

b. Verify strength and casualty data, correcting erroneous and incomplete data.

c. Determine critical shortages and cross leveling requirements. Direct cross leveling from company assets and report critical shortages.

d. Update the company battle roster by entering or deleting soldiers' names.

e. Prepare strength reports.

f. Disseminate strength information by providing an updated roster to subordinate elements. (This is normally done by the first sergeant.)

g. Forward strength reports and SITREPS to the battalion S1.

h. Brief superiors on unit strength and replacement status as required by local SOP.

REFERENCES

FM 12-6   FM 101-5

Recommend Enlisted Personnel for Reduction for Inefficiency or Misconduct

03-0150.00-1003   April 1990

CONDITIONS

You must recommend an enlisted soldier for reduction due to inefficiency or misconduct. Given AR 600-200.

STANDARDS

1. Select the correct policy and procedure to determine whether a soldier meets criteria for reduction for inefficiency or misconduct.

2. Apply the correct policy and procedure to prepare the recommendation for reduction.

3. Select the correct policy and procedure to determine if the soldier is entitled to appear before a reduction board.

PERFORMANCE MEASURES

1. Determine which criteria, misconduct or inefficiency, best fits a particular situation.

   a. Inefficiency criteria require that the soldier's conduct clearly show a lack of abilities and qualities required and expected of a person of that grade and experience.

   b. Misconduct criteria includes a pattern of behavior characterized by —

   (1) *Article 15, Uniform Code of Military Justice* (UCMJ) punishments.

   (2) Convictions by court martial.

   (3) Failure to pay just debts.

   (4) Conviction by a civil court.

   (5) By operation of law.

2. Prepare reduction for inefficiency or misconduct and ensure you —

   a. Comply with reduction authority documentation requirements, and time limitations.

   b. Document counseling sessions.

   c. Provide written reduction notification. (The soldier acknowledges receipt by endorsement.)

3. Determine if a reduction board is required.

NOTE: Soldiers in grades Sergeant (SGT) through Sergeant Major (SGM) will have a reduction board. The reduction action passes to the appropriate convening authority who normally will convene a board within 30 days after notification. AR 600-200 covers reduction boards and the rights of the soldier.

   a. Pass the reduction action to the appropriate convening authority.

   b. Comply within the time limitations.

   c. Ensure the rights of the soldier.

4. Determine if the soldier can appeal the reduction.

NOTE: If yes, comply within time limitations. AR 600-200 covers the appeals process. Submit authorized appeals in writing within 30 duty-days of the date of reduction (or date of letter notifying the soldier that the former grade will not be restored).

5. Initiate procedures for administrative discharge if reduction for inefficiency or misconduct fails to bring about improvement in the soldier. (See *S3-0150.00-1002, Process Administrative Discharges.*)

REFERENCE

AR 600-200

Recommend Enlisted Personnel
for Promotion
03-0001.00-1011   April 1990

CONDITIONS

You must recommend deserving enlisted personnel for promotion. Given AR 600-200 and AR 611-201.

STANDARDS

1. Determine if a soldier is eligible for a promotion recommendation in accordance with (IAW) AR 600-200.

2. Use correct procedures to advance soldiers to Private (PV2) through Specialist (SPC) and promote to Sergeant (SGT) and Staff Sergeant (SSG) IAW AR 600-200.

PERFORMANCE MEASURES

1. Review advancement and promotion eligibility requirements in AR 600-200.

2. Recommend soldiers eligible for advancement to PV2, PFC, and SPC by providing timely input to the unit commander. Eligibility requirements include time in service (TIS) and time in grade (TIG), etc. You must clearly justify recommendations for accelerated advancement (used to recognize outstanding performance). Commanders receive a limited number of these authorizations.

3. Recommend eligible soldiers for promotion to SGT and SSG. Prepare an appropriate recommendation memorandum to the commander. Provide information about the soldier's TIS, TIG, validated skill qualification test (SQT) score, military and civilian education, awards, and accomplishments. Provide sufficient justification when submitting a secondary zone (early) recommendation.

4. Notify the unit commander when, despite counseling, a soldier habitually fails to display appropriate knowledge, skill or MOS proficiency, and professionalism appropriate to current grade. Such notification can prevent automatic advancement to PV2 and delay advancement to PFC and SP4. Notify the commander when the problem has been resolved.

REFERENCES

AR 600-200   AR 611-201

Monitor the Suspension of Favorable
Personnel Actions - FLAG
S1-0150.00-1001   April 1990

CONDITIONS

You must understand the flagging process to ensure your subordinates are treated in accordance with (IAW) Army policy. This policy protects the interests of the Army and the soldier. Given AR 600-8-2.

STANDARDS

Monitor the flagging process to ensure it is implemented IAW AR 600-8-2. Describe the purpose of the flagging process. Describe the roles of the supervisor, the commander, and the battalion S1 in initiating and processing suspension of favorable actions.

ENABLING LEARNING OBJECTIVES

Action 1. Describe the flagging process and the circumstances that bring a FLAG about.

Conditions. Given AR 600-8-2.

Standards. Describe the flagging process and list the circumstances which require a flag and the favorable actions which the flag suspends.

Description. A commander directs a flag when an unfavorable action or investigation (formal or informal) is started against a soldier by military or civilian authorities. Flags prohibit favorable personnel actions such as promotion, reenlistment, extension, entry onto active duty, reassignment, awards and decorations (except retirement awards and decorations for valor), attendance at civilian or military schooling, and, under certain circumstances, command sponsorship of family members. There are two categories of flags. Transferable flags may be transferred to another unit; nontransferable flags generally may not be transferred. There are three rules. Each investigation, incident, or action initiates separate flags. The commander directs all flags. The effective date of the flag is the date of the incident or the date the commander initiates the action, whichever is earlier.

a. Common circumstances requiring transferable flags include —

(1) Failure to pass the Army Physical Fitness Test (APFT) or to take the test within the required period. The flag is removed when the soldier passes the APFT or at separation.

(2) Entry into weight control program. The flag is removed when the commander decides the soldier is in compliance with AR 600-9.

b. Common circumstances requiring a nontransferable flag include —

(1) Under charges, restraint, or investigation. When the soldier is released without charges, charges are dropped, or punishment is completed, the flag is removed.

(2) Absent without leave (AWOL). When punishment is completed, the flag is removed.

(3) A local security violation. The commander directs the removal of the flag.

(4) Security violation under Title 18, *United States Code* (USC) concerning sabotage, espionage, treason, sedition, or criminal subversion or for violation of Articles 94, 104, 106, 133, or 134 of the *Uniform Code of Military Justice (UCMJ)*. The flag is removed when the case is officially closed.

Action 2. Describe the roles and responsibilities of the supervisor, the commander, and the battalion S1 in the flagging process.

Conditions. Given AR 600-8-2.

Standards. Describe the roles and responsibilities of the supervisor, the commander, and the battalion S1. Include what actions they take and when they take them.

Description. Supervisors and leaders must inform the commander of violations of regulations and requirements or incidents reflecting discredit upon the command. If the commander decides to initiate an adverse action against the soldier concerned, he directs the S1 to prepare DA Form 268 to initiate the flag. If the situation involves a breach of security, the commander will consult with the security manager to consider suspending access to classified information. After the S1, commander, or adjutant authenticates the DA Form 268, the unit informs the soldier of the action. If the soldier is being reassigned, the commander coordinates with the S1. The S1 prepares another DA Form 268, completing Section III to transfer a flag. When the commander decides to remove the flag, he notifies the S1 who prepares another DA Form 268, completing Section IV to remove a flag.

REFERENCE

AR 600-8-2

Write a Message
O1-5831.10-0004   **March 1990**

CONDITIONS

As a company commander or staff officer, you will have to write *United States Message Text Format (USMTF)* messages using a DD Form 173/4 or prepare one for voice transmission using a voice template. Given AR 105-31 and DA Pam 25-7.

STANDARDS

Write a USMTF message for record and voice transmission without error.

PERFORMANCE MEASURES

1. Prepare message heading.

   a. Date time Group - PR 272205Z MAR 90.

      (1) P = action addressee precedence.

      (2) R = information addressee precedence.

      (3) 27 = day of month.

      (4) 22 = hour.

      (5) 05 = minute.

      (6) Z = time zone.

      (7) MAR = month.

      (8) 90 = year

   b. Addressees.

      (1) FM = from addressee.

      (2) TO = action addressee.

      (3) INFO = information addressee.

2. Use message map.

3. Use allowable characters and special symbols.

   a. Alphabetical characters (A-Z always use capital letters).

   b. Numeric characters (0-9).

   c. Blank spaces.

4. Write a record message.

   a. Initial sets.

      (1) EXER = exercise.

      (2) OPER = operation.

      (3) MSGID = message identification.

      (4) REF = reference.

   b. Linear sets.

   c. Columnar sets.

   d. Free text sets.

5. Write a voice message using a voice template.

REFERENCES

AR 105-31   DA Pam 25-7

Prepare Battalion Combat Orders
O1-3303.03-0013   **July 1990**

CONDITIONS

You are a battalion staff officer. The battalion is ordered to conduct combat operations by its higher headquarters.

STANDARDS

Prepare combat orders in accordance with the five paragraph field order format. The order must —

1. Show the commander's intent.

2. Show the commander's intent two levels up.

3. State unit mission.

4. Include specified and implied tasks for higher headquarters operation order (OPORD).

5. Have been coordinated with higher, adjacent, and supporting units.

6. Be well thought out, detailed but concise, and understandable at all levels.

PERFORMANCE MEASURES

1. Use the military decision-making process (see figure 4-1).

2. Assist the commander in conducting mission analysis, and developing restated mission and commander's guidance.

NOTE: Staff estimates assist the battalion commander. A staff estimate consists of significant facts, events, conclusions (based on current or anticipated situations), and recommendations on how available resources can be best used. Failure to make these estimates may lead to error or omission in the development of a course of action (COA).

NOTE: The personnel estimate draws conclusions and makes recommendations concerning troop

MILITARY DECISION - MAKING PROCESS
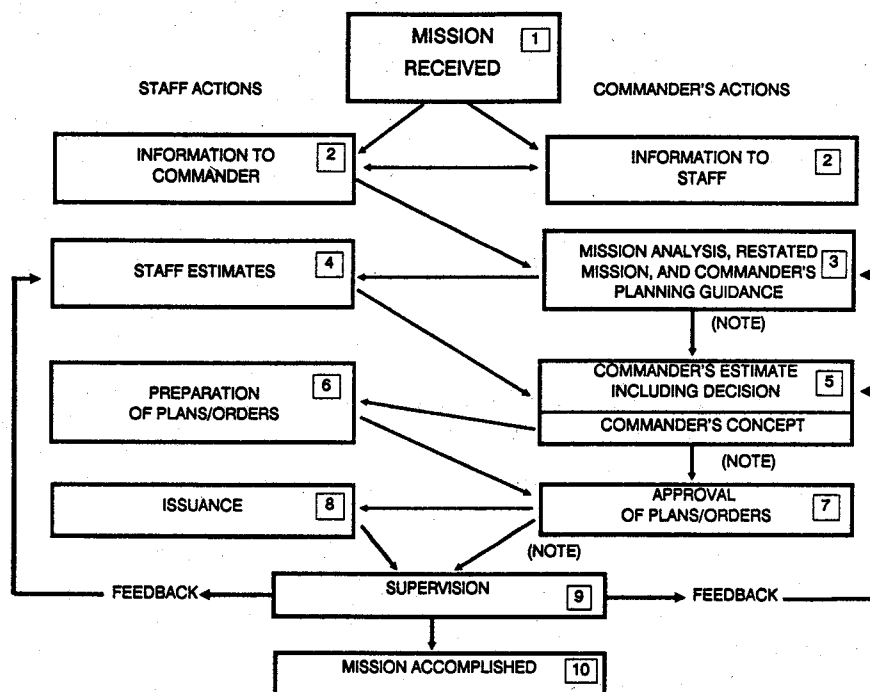
NOTE: In time-critical situations, the commander may be forced to base his estimate on his personal knowledge of the situation and to issue oral orders to his subordinate

Figure 4-1.   **Military Decision-Making Process.**

preparedness, the feasibility of various COAs from the G1 or S1 point of view, and the effects on personnel operations.

NOTE: The purpose of the intelligence estimate is to determine COAs open to the enemy and possible order of their adoption.

NOTE: The operation estimate determines the scheme of maneuver.

It also analyzes factors affecting the accomplishment of the mission.

NOTE: The purpose of the logistic estimate is to isolate logistic problems and limiting factors to determine which COA can best be supported.

3. Using restated mission and commander's guidance, prepare your staff estimates.

NOTE: Executive officer or S3 will coordinate staff efforts.

a. Ensure you understand the mission.

b. Assemble facts bearing on mission and determine enemy conditions and capabilities.

c. Develop COAs.

d. Analyze each COA.

e. Compare COAs.

f. Recommend COA most likely to accomplish the mission.

NOTE: The commander identifies the COAs during his mission analysis with the staff or COAs are developed after the intelligence officer's initial intelligence preparation of the battlefield (IPB) determines the most likely enemy axis of advance.

4. Obtain commander decision and concept.

5. Put the OPORD in the five-paragraph OPORD format.

a. Clarify any questions.

b. Provide ample subordinate leader planning and preparation time by using the one-third to two-thirds rule and issuing warning orders.

6. Obtain commander's approval of order and issue the order.

7. Issue fragmentary orders (FRAGOs).

NOTE: Administrative and logistic orders and standing operating procedures (SOP) also are considered combat orders but will not be addressed in MQS II.

REFERENCES

FM 7-71   FM 101-5

Identify United States and Threat Space Systems Capabilities and Concepts
S4-9050.00-0001   June 1990

CONDITIONS

As an Army leader, you must be aware of friendly space assets available to enhance mission execution and the threat space capabilities. Information from space can enhance your decision making process, assist in mission accomplishment and aid in troop survival. Given FM 100-18.

STANDARDS

Identify the space systems, capabilities, and concepts of both the United States and the threat. Describe the application of space assets by the United States Army.

ENABLING LEARNING OBJECTIVES

Action 1. Identify the U.S. space systems and concepts.

Conditions. Given FM 100-18.

Standards. Identify the U.S. space systems and concepts as they apply to company or battalion elements.

Description. The U.S. space systems include communications, weather, environment, position, navigation and reconnaissance, surveillance, and target acquisition (RSTA) satellites. These satellites

provide worldwide communications, near real time weather and environment information, worldwide position and navigation assistance. They also provide reconnaissance, surveillance, and target acquisition (RSTA) information. The U.S. Army's space concept supports AirLand Battle doctrine. Tactical commanders can use space assets to see deep, communicate beyond line of sight, position forces, and obtain environmental information. The Army's space concept integrates space into its operational warfighting art. This is a three-phased action for obtaining receivers (near term), enhancing processing (mid term), and influencing future satellites for Army needs (far term).

The Military Man in Space project will evaluate the armed services requirements for military presence on a space station.

Action 2. Identify the threat satellite systems, their capabilities and tactical concepts.

Conditions. Given FM 100-18.

Standards. Identify the threat satellite systems, their capabilities, tactical concepts and the U.S. Army's countermeasures.

Description. The threat has the same type satellites as the U.S. with the same basic capabilities. However, the threat tactical commanders receive space information directly. Space is a part of their operational art of warfighting. They have military presence on a space station. This presence gives the threat added information on the U.S. Armed Services actions. The U.S.

countermeasures for these space threats at present are to publish a Satellite Reconnaissance Advance Notice (SATRAN) Report. It is distributed down to each division. This report gives time overhead and footprint of threat satellites.

Action 3. Identify U.S. Army organizations and agencies available to assist the tactical commanders. Identify the procedures for obtaining the support.

Conditions. Given FM 100-18.

Standards. Identify the U.S. Army organizations and agencies available to assist the tactical commander. Identify the procedures to request support.

Description. Army organizations and agencies perform various functions which will assist the tactical commander. The Army Space Command (ARSPACE) assists the tactical commanders in obtaining space system support. ARSPACE publishes reports indicating when threat satellites are overhead; when weather, position and navigation satellites are in view; and how to obtain satellite environment information. They also manage long-ranged communication networks. The Joint Services Tactical Exploitation of National Systems (JTENS) manual identifies RSTA capabilities and tasking procedures. A system exists for tactical commanders to obtain space system support. To exercise this space support system contact the G2/S2 staff.

REFERENCE

FM 100-18

Training

See overview in chapter 3.

Develop Company Mission Essential Task List Using the Battle Focus Process

O1-8951.00-8957   **October 1990**

CONDITIONS

You are a company commander. Given battalion mission essential task list (METL), commander's directives, extracts of appropriate war plans, battalion wartime mission, and ARTEP mission training plans (MTP).

STANDARDS

Develop a company METL, using the battle focus process, which supports and complements the battalion METL.

PERFORMANCE MEASURES

1. Identify specified and implied tasks.

2. Identify collective tasks critical to wartime missions using the mission-to-collective task matrix in the MTP.

3. Compile a list of all collective tasks. Sequence tasks as they are expected to occur in wartime.

4. Select tasks essential to accomplishing the wartime mission (unit METL tasks).

5. Obtain the battalion commander's approval for unit METL.

6. Provide the approved METL and restated company mission statement to subordinate leaders for collective, leader, and soldier task selection.

REFERENCES

FM 25-100   FM 25-101

Plan Battle Focused Training at Company Level

O1-8951.00-8958   **October 1990**

CONDITIONS

Given an approved mission essential task list (METL), battalion long-range training calendar, battalion quarterly training guidance, battalion quarterly training calendar, and listed references.

STANDARDS

Develop a quarterly training plan. Present a quarterly training briefing. Conduct a weekly training meeting. Develop a near-term training plan. Prepare a company training schedule.

PERFORMANCE MEASURES

1. Develop a company quarterly (short-range) training plan.

a. Conduct a training assessment for each METL task, platoon and squad collective task, leader task, and soldier task. Compare unit proficiency with the Army standard and assess a T, P, or U rating.

b. Analyze the battalion commander's quarterly training guidance (QTG) and quarterly training calendar (QTC). Identify battalion training priorities, goals, and objectives for the quarter. Identify available (unscheduled) training time and opportunities to accomplish company training objectives during battalion training.

c. Based on the QTG and company assessment, prioritize training to be conducted. Prepare a

company quarterly training calendar to graphically show planned training events and assist in developing the company training plan.

2.   Prepare and present a company quarterly training brief (QTB).

a.   Prepare QTB briefing slides in accordance with (IAW) higher headquarters guidance. Include —

(1)   Unit METL assessment.

(2)   Training assessment (to include assessment of slice elements).

(3)   Training briefed at last QTB but not conducted.

(4)   Next quarter's training.

(5)   Assessment of soldier and leader training.

(6)   Linkage of soldier, leader, and collective task training.

(7)   Resource management and restrictions.

(8)   Lessons learned.

b.   Ensure first sergeant's (1SG's) brief covers —

(1)   Assessment of unit battle focused soldier and leader training.

(2)   Soldier proficiency feedback from the previous quarter.

(3)   METL derived soldier tasks to be emphasized.

(4)   A description of soldier and collective task linkages.

(5)   The unit education program.

c.   Ensure the 1SG, platoon leaders, and platoon sergeants attend the company QTB. Coordinate with battalion to ensure habitually associated slice leaders attend.

3.   Conduct a company weekly training meeting.

NOTE: Company training meetings are conducted weekly, attendance is mandatory, and scheduled on the unit training schedule for the same day and time each week. The company commander runs the meeting with the assistance of the 1SG. The 1SG ensures the linkage of soldier tasks with collective tasks.

NOTE: The meeting is attended by the commander, 1SG, executive officer (XO), platoon leaders, platoon

sergeants, supply sergeant, motor sergeant, nuclear, biological and chemical (NBC) NCO, slice team leaders, and any other key leaders designated by the commander.

a.   Develop and follow an agenda ensuring allocated time is not exceeded. The agenda may include —

(1)   Past training.

(a)   Assessment.

(b)   Training planned but not conducted.

(c)   Current training proficiency.

(2)   Near-term training (out to 6 weeks).

(a)   New command guidance.

(b)   Review pre-execution checks for training scheduled the next four to six weeks.

(c)   Incorporate platoon recommendations in training six to eight weeks out.

(d)   Identify and prepare opportunity training.

(e)   Identify key soldier changes.

(f)   Identify resource needs.

b.   Produce a detailed draft training schedule. Drafts for battalion commander approval are published four to six weeks out.

4.   Develop a near-term training plan.

NOTE: Follow the plan laid-out in the quarterly training briefing and approved by the brigade commander to develop the company near-term training plan. The majority of development is done during unit training meetings, with specific preparation and coordination done separately by key leaders and trainers.

a.   Week T-6, based on assessment.

(1)   Identify collective and soldier tasks.

(2)   Prepare draft training schedule (with key leader input).

(3)   Submit requests for training resources.

(4)   Request Class I, III, IV, and V.

(5)   Begin pre-execution checks.

b.   Week T-5.

(1)   Finalize and approve training objectives.

(2) Confirm support requests.

(3) Identify trainer rehearsal requirements.

(4) Resolve and eliminate training distractors.

(5) Provide soldier tasks for integration (Key NCOs).

c. Week T-4.

(1) Sign and lock-in training schedules, post in unit.

(2) Lock-in resources.

(3) Identify and brief trainers and assistant trainers.

d. Week T-3.

(1) Begin rehearsals.

(2) Ensure distractors are under control.

e. Week T-2.

(1) Fight hard to stop changes.

(2) Intensify rehearsals and preparation periods.

(3) Conduct back-briefs.

(4) Begin gathering training aids and supplies.

f. Week T-1.

(1) Complete pre-execution checks.

(2) Obtain training aids.

(3) Complete rehearsals.

(4) Stop changes to scheduled training.

(5) Brief soldiers on training.

g. T Week.

(1) Conduct precombat checks.

(2) Execute training.

(3) Conduct after action reports (AARs).

5. Prepare a company training schedule which adheres to the local standing operating procedures (SOP). Include —

a. Day and time training starts and ends.

b. Soldiers to be trained.

c. Subject to be trained (soldier, leader, collective tasks).

d. Trainers (by name).

e. Training references, to include chapter and task number, page and paragraph number, if applicable.

f. Uniform and equipment required.

g. Comments and remarks.

h. Opportunity training tasks.

i. Training location.

NOTE: Recommend you use the SATS, a computer software package which assists commanders in METL development and planning, resourcing, execution, and assessment of training.

6. Obtain battalion commander's approval.

7. Sign and publish the schedule no longer than (NLT) four weeks out (T-4). Sign the training schedule after it is approved by the battalion commander, NLT 4 weeks prior to execution of training.

8. Coordinate resources for training and ensure requests are timely to prevent delays effecting training.

REFERENCES

FM 25-100   FM 25-101

Conduct Training at Company Level
O1-8951.00-8959   June 1990

CONDITIONS

You are a company commander. Given an approved and published training schedule, evaluation results of unit training events, personal observations, subordinate leader input, and applicable references.

STANDARDS

Conduct training at company level including execution, evaluation, and assessment.

PERFORMANCE MEASURES

1. Execute scheduled training.

   a. Prepare leaders, soldiers, and the unit to conduct training. Ensure resources are on-hand, and pre-execution and precombat checks have been completed.

   b. Present the training.

   c. Concentrate on fundamentals and critical skills. (See *O3-8951.00-8954, Conduct Platoon Training.*)

2. Evaluate unit training. Ensure soldiers, leaders, and units are evaluated using the published Army standard. Evaluation is GO/NO GO.

3. Conduct a company-level after action report (AAR). (See *O3-8951.00-8954, Conduct Platoon Training.*)

4. Assess company training proficiency, at the completion of training. Update your assessment for the tasks trained.

   b. Consider written evaluations recorded on Training and Evaluation Outlines (T&EOs), AAR comments, subordinate leader input, personal observations. Include any other information which provides insight on the unit's ability to perform the task being assessed.

   c. After considering all pertinent information, assess each evaluated task as "T" (trained), "P" (needs practice), or "U" (untrained).

   d. Ensure assessments are recorded and used to identify a strategy to improve or sustain training proficiency. Ensure you can explain the rationale for the assessment.

REFERENCES

FM 25-100   TC 25-20

FM 25-101

Apply Battle Focused Training
Management at Battalion Level
O1-8951.00-8960   October 1990

CONDITIONS

Given FM 25-101, battalion commander's retstated wartime mission, division and brigade long-range training calendars, command training guidance, short-range training calendars and training guidance, approved battalion mission essential task list (METL), applicable mission training plans (MTPs) and soldier training publications (STPs).

STANDARDS

Develop a battle staff METL. Describe the long range planning process. Develop a short-range calendar, and battalion quarterly training brief (QTB).

PERFORMANCE MEASURES

1. Develop a battle staff METL.

   a. Identify specified and implied staff tasks by analyzing the battalion commander's restated wartime mission and approved METL.

b. Identify collective tasks that support critical wartime missions using the mission-to-collective task matrix in the ARTEP mission training plan (MTP).

c. Compile a list of all applicable tasks.

d. Use the battalion commander's restated mission to select only tasks essential to accomplishing the wartime mission.

e. Obtain the battalion executive officer's and battalion commander's approval for the staff METL.

2. Describe the long-range planning process.

a. Long-range planning starts with unit assessment and is the basis for the long-range training calendar. Resources, such as major training areas, ammunition and fuel, are allocated and shortfalls identified. The long-range plan synchronizes supporting units and agencies so that training events can be properly executed.

b. Division commanders often provide suggested frequency for training events and other activities in the form of a guidance matrix. The guidance matrix can be used as a tool to conduct long-range planning. RC commander could develop a similar tool based on training requirements and higher headquarters requirements.

c. Long-range calendar is published four months prior to fiscal year (FY) start. (Six months prior to FY start in RC units).

d. Steps in developing long-range calendar:

(1) Post the time management system (for example, green-amber-red) on the battalion long-range calendar.

(2) Post required training events.

(3) Schedule other requirements (new equipment, training scheduled inspections, community and installation support events, mandatory administrative events, etc.)

(4) Schedule unit controlled exercises and other training.

e. The long-range calendar is staffed with agencies that may impact on training. These include subordinate and higher headquarters, supporting slice units, etc.

3. Develop a battalion short-range training plan.

a. Assist the commander in making his training assessment of the unit's current METL proficiency.

(1) Provide input comparing each METL task to the Army standard to support the battalion commander's training assessment.

(2) Collect noncommissioned officer (NCO) leader input to the commander's assessment of section, squad, crew, and soldier proficiency. This includes planning recommendations on integrating selected essential leader and soldier tasks into collective mission essential tasks.

Note: You may use the Standard Army Training System (SATS) to develop worksheets to record the training assessment.

b. Assist the commander in preparing his training guidance by providing planning recommendations.

c. Assist the commander to prepare the short-range calendar. Complete and publish 6 weeks prior to the start of the quarter (3-4 months prior to fiscal year (FY) start in RC units).

(1) Post the higher headquarters time management system (for example, green-amber-red) on the battalion short-range calendar.

(2) Post required training events on the short-range calendar.

(3) Schedule other requirements (new equipment training, scheduled inspections, community and installation support events, mandatory administrative events, etc.).

(4) Schedule unit controlled exercises and other training.

Note: The short-range calendar is staffed with agencies that can impact on training. These include subordinate and higher headquarters, supporting slice units, etc.

d. Use the local approved format to input to a battalion quarterly training brief (QTB). Provide input on the following areas, as needed.

(1) Unit METL assessment.

(2) Training assessment (includes slice units).

(3) Training planned, but not conducted, from last QTB.

(4) Next quarter's training to improve or sustain proficiency.

(5) Assessment of soldier and leader training.

(6) Linkage of soldier, leader, and collective task training.

(7) Resource problems impacting on training.

(8) Long-range training plan update.

(9) Lessons learned.

REFERENCES

FM 25-100   FM 25-101

Develop a Physical Fitness Program at the Company or Battalion Staff Level
O3-0001.00-0028   April 1990

CONDITIONS

You are responsible for maintaining your unit's level of physical fitness so your unit can accomplish its mission. In addition to AR 600-9 and FM 21-20, you have exercise equipment and physical training facilities and areas available. Your soldiers have appropriate clothing.

(**Note**: The type and quantity of equipment, facilities, and time available will limit program activities.)

STANDARDS

1. Assess the status of the current fitness program in the unit in accordance with (IAW) FM 21-20. Base your assessment on the unit members' cardiorespiratory endurance, muscular strength, muscular endurance, body composition (percentage body fat), and flexibility (range of motion around a joint).

2. Establish an effective Army Physical Fitness Test (APFT) Program in your unit IAW FM 21-20.

3. Plan a 3-month fitness program IAW FM 21-20. Use your unit's mission essential task list (METL) and your unit's training management cycle.

4. Organize special unit fitness programs for the following populations, if applicable: APFT failures, overweight or overfat soldiers (per AR 600-9), medically profiled soldiers, and medically screened soldiers over 40.

5. Schedule fitness training to emphasize the hard day-recovery day concept IAW FM 21-20.

6. Monitor your fitness training program to ensure that it is implemented IAW FM 21-20 and that it meets your unit's mission requirements.

PERFORMANCE MEASURES

1. Determine the types of physical demands your unit will encounter by considering its missions and goals. Refer to unit METLs and *O1-8951.00-8958, Plan Battle Focused Training at Company Level.* Examples include situations such as —

a. A light infantry unit may require a program which emphasizes cardiorespiratory endurance and upper body muscular strength to prepare for a tactical march.

b. An armor or artillery unit may require a program to build the upper body muscular strength necessary to lift artillery shells.

2. Assess unit members' current fitness status from reports, APFT scores, appropriate records, and observations.

3. Establish an APFT program for your unit. Program must have the following characteristics:

a. Standardized testing procedures.

b. Established testing teams.

c. A schedule allowing for maximum participation.

d. A system of providing feedback to individuals and commanders.

e. Appropriate administrative action for repeated APFT failures.

f. Appropriate rewards for personnel who excel.

4. Schedule physical training activities which meet mission related physical demands. Incorporate these activities in your training management cycle. Revise your plans as necessary. (See *O1-8951.00-8958, Plan Battle Focused Training at Company Level.*)

5. Use special fitness programs for personnel with special fitness needs.

6. Use motivators such as awards and competitions to increase interest in physical fitness.

7. Obtain the services of personnel, such as master fitness trainers (MFT), to lend a positive impact to your program and provide professional advice on fitness training.

8. Schedule necessary training facilities to ensure their availability. Consider the likelihood of inclement weather in planning your schedule.

9. Monitor the physical fitness program by testing to evaluate both individual and unit physical fitness. Conduct inspections and observations of unit physical fitness training. Ensure that soldiers with special fitness needs receive appropriate training. See *O1-8951.00-8959, Conduct Training at Company Level.*

REFERENCES

AR 350-15	AR 600-9
DA Pam 350-15	DA Pam 350-18
DA Pam 350-22	FM 21-20

Conduct Land Navigation Sustainment Program
O4-3303.02-0038   **July 1990**

CONDITIONS
Given personnel, map of operational area, coordinate scale and protractor, lensatic compass, paper with straight edge, vehicles and terrain.

STANDARDS
Ensure the program provides soldiers with the confidence and skills necessary to accomplish all assigned land navigation tasks.

PERFORMANCE MEASURES

1. Develop and administer a land navigation examination, as a pretest, covering various concepts involved in land navigation.

2. Conduct applied map reading instructions, for soldiers needing training.

a. Identify terrain features on a map.

b. Determine the grid coordinates of a point on a military map.

c. Determine azimuth using protractor.

d. Measure distance on a map.

e. Convert azimuth.

f. Locate an unknown point on a map and on the ground using intersection, resection, modified resection, and polar plot.

g. Analyze terrain features in terms of their shape, orientation, size, elevation, and slope (SOSES).

3. Conduct applied map reading review for soldiers needing only a review. See performance measure 2 a-e.

4. Conduct land navigation skills using round robin instruction.

a. Determine a magnetic azimuth using a lensatic compass.

b.   Measure and estimate distance on the ground.

c. List four defects that cause a compass to be unserviceable.

(1) Sighting wire is not straight.

(2) Glass or crystal parts are broken.

(3) Numbers on the dial are not readable.

(4) Compass sticks.

d. Fold a military topographic map in the field.

e. Protect a military topographic map in the field.

5.   Establish a dead reckoning self-correcting compass course.

6.   Conduct dead reckoning land navigation practice using buddy team concept.

7. Conduct a terrain walk.

a. Orient a map to the ground by map terrain association.

b. Determine location on the ground by terrain association.

c. Navigate from one point on the ground to another point while dismounted.

8. Practice land navigation (day and night phases).

9. Conduct land navigation field examination (day and night phases).

10. Administer land navigation written examination.

REFERENCE

FM 21-26

Explain Leader Training Responsibilities
S1-8951.00-8956   October 1990

CONDITIONS

Given FM 25-101.

STANDARDS

Explain the training roles and responsibilities of company, battalion, and brigade commanders, and key noncommissioned officer (NCO) leaders.

ENABLING LEARNING OBJECTIVES

Action 1. Explain the role of commanders and leaders in training.

Conditions. You are a company commander, given unit leaders and brigade or battalion chain of command.

Standards. Explain the roles of commanders and NCO leaders in planning and executing training.

NOTE: A "role" is the part a leader plays in the training process. A "responsibility" is an action or process the leader is obligated to do in fulfilling their "role."

Description.

1. All leaders must—

a. Set the example. They are present and participate in all unit training.

b. Train the unit on mission essential tasks.

c. Centralize training planning to focus on wartime missions (battle focus).

d. Decentralize training execution.

e. Communicate across all levels of the unit.

f. Demand training be executed to the Army standard.

g. Protect training time from distractors.

2. All commanders must—

a. Be tactically and technically proficient.

b. Clearly state training expectations.

c. Invest time, energy, and guidance. They are directly involved in all aspects of training including planning, execution, evaluation, assessment.

d. Train leaders with their units at one level down and evaluate two levels down.

e. Develop vision or intent for training program.

f. Train the trainer (subordinate leaders) to plan and execute training.

g. Establish a realistic, safe training program.

3. Brigade-level commanders are responsible for —

a. Long-range training plans (Command Training Guidance (CTG)).

b. Allocation of major training resources.

c. Training battalion commanders with their battalions.

d. Evaluating company commanders with their companies.

e. Approving company-level training plans briefed at the quarterly training briefing (QTB).

f. Planning combined arms and services training with brigade slice units.

g. Selecting brigade battle tasks from battalion mission essential task lists (METLs).

4. Battalion-level commanders are responsible for —

a. Long-range and short-range planning.

b. Providing training resources.

c. Coordinating training with battalion slice units.

d. Training company commanders with their companies.

e. Evaluating platoon leaders with their platoons.

f. Approving company training plans.

g. Selecting battalion battle tasks from company METLs.

h. Conducting weekly battalion training meetings.

i. Approving weekly training schedules (4-6 weeks out).

5. Company-level commanders are responsible for —

a. Short-range and near term planning.

b. Coordinating for resources.

c. Training platoon leaders with their platoons.

d. Evaluating sections, squads, teams, and crews.

e. Ensuring platoon tasks support the company METL.

f. Conducting weekly company training meetings.

g. Publishing weekly training schedules 4-6 weeks out.

6. NCO leaders at all levels are responsible for —

a. Identifying soldier tasks which support unit collective tasks.

b. Ensuring soldier tasks support unit METL tasks.

c. Training soldiers on soldier and collective tasks.

REFERENCE

FM 25-101

See overview in chapter 3.

Conduct a Battle Analysis
O1-9017.02-0002   July 1990

CONDITIONS
Given material which describes a particular battle or campaign.

STANDARDS
Analyze the battle using the battle analysis methodology. (See *S3-9017.03-0004, Explain the Battle Analysis Methodology*.)

PERFORMANCE MEASURES

1. Define the engagement being analyzed.

2. Evaluate the credibility and objectivity of the sources describing the battle or campaign.

3. Describe the strategic or operational overview.

4. Describe the action.

5. Relate cause to effect. Explain how the action occurred and why, in the context of period doctrine, technology, organization, culture, alliances, etc.

6. Conclude the significance of the action in terms relevant to the reason for the study (i.e., applicable insights in AirLand Battle doctrine, the Principles of War, Battlefield Operating Systems, staff functions or some similar model of parameters).

REFERENCE
Combat Studies Institute Report No. 12, *Evaluating Historical Materials*.

Plan a Staff Ride
O1-9017.00-0006   July 1990

CONDITIONS
You must plan a staff ride as part of your unit professional development program.

STANDARDS
Plan a staff ride. Include the following three phases: preliminary study, field study, and integration. Ensure that the commander's training objectives remain unhindered by administrative, logistical, or academic distractions.

PERFORMANCE MEASURES

1. Obtain commander's intent by asking for the training objectives and purposes for this staff ride.

2. Identify internal and external resources such as funding guidance, potential instructors, and instructor and participant references.

3. Select a site based on the commander's training objectives, proximity, logistics, and availability of historical sources (i.e., books, maps, local experts).

4. Back brief for decision.

5. Identify instructional team and begin instructor training.

6. Prepare preliminary study phase. (Its purpose is to prepare participants to visit the site.)

7. Prepare field study phase. (Its purpose is to reinforce and refine lessons learned in the preliminary study phase with visual images, spatial relationship, and analysis.)

8. Prepare integration phase. (Its purpose is to allow participants and instructors to reflect on both the form and content of their experience.)

REFERENCE
Robertson, William G. *The Staff Ride*.

Analyze the Evolution of Combined Arms Warfare and its Relevance for Today

S1-9017.03-0001   July 1990

CONDITIONS

Since the Army synergistically employs several branches, you must understand the evolution of how branches have combined on the battlefield. Given a military situation.

STANDARDS

Analyze the evolution of combined arms warfare. Include issues of technology, organization, tactics, the dominance or parity of certain arms, and the relationship of firepower, mobility, and protection.

ENABLING LEARNING OBJECTIVES

Action 1. Explain the relationships between technology, organization, and tactics in combined arms warfare.

Conditions. Given a military situation, historical examples, and outside readings.

Standards. Explain how one factor, such as technology, can influence or dominate other factors.

Description. In the analysis, identify a dominant technological breakthrough such as the machine gun. Explain how it prevented infantry maneuver in World War I (WWI).

Action 2. Explain periods of dominance and parity among the arms and how that impacted on combined arms warfare.

Conditions. Given a military situation, historical examples, and outside readings.

Standards. Explain why and how different arms established dominance or parity.

Description. Your explanation, for example, may highlight how the infantry, armed with the rifle, immobilized the horse cavalry in the Civil War.

Action 3. Explain the relationship of firepower, mobility, and protection to tactics and organization.

Conditions. Given a military situation, historical examples, and outside readings.

Standards. Use historical examples to demonstrate the influences of firepower, mobility, and protection on tactics, and how they impacted armies' force structures.

Description. Your explanation, for example, may highlight the need for protection against machine gun fire on the WWI battlefield. That need gave birth to the tank, a weapon system that provided firepower, mobility, and protection. This new weapon, in turn, gave rise to tank organizations and new support branches.

REFERENCE

FM 100-5

Soldier and Unit Support Systems

See overview in chapter 3.

Assess the Writing of Others
O1-9007.01-0210 April 1990

CONDITIONS

Your role as a leader includes ensuring that your subordinates' writing meets the standards for effective and efficient communication. You must not only know the standards, but also be able to help others meet the standards. This goes far beyond matters of grammar and usage and includes the substance, organization, and style of the writing. Given background material on your subject, as appropriate, standard college dictionary and grammar text, AR 25-50 and DA Pam 600-67, and standard office materials and forms.

STANDARDS

Tell the writer what is right with his or her writing, what is wrong with it, and how to revise it so the material meets the Army standard. *Effective Army writing transmits a clear message in a single rapid reading and is generally free of errors in grammar, mechanics, and usage.*

PERFORMANCE MEASURES

1. Determine the purpose for writing. Know and understand the requirement. Make sure you and the writer have the same understanding of the requirement.

2. Determine if the writer has used the appropriate form or type of correspondence.

3. Assess the writing. (See O4-9007.01-0220, Write to Inform or Direct.) Be able to offer counsel on —

   a. The substance and controlling idea.

   b. The organization of information to support and develop the controlling idea.

   c. The style, including such things as active voice, packaging, word choice, tone, etc.

   d. The correctness of the grammar, spelling, usage, and format.

4. Offer specific counsel. Make sure your counsel is appropriate for the current phase of the project. For instance, don't emphasize spelling if the writer is still developing an outline. Tell the writer when you expect to see the next step completed.

5. Proofread the final product.

REFERENCES

AR 25-50   DA Pam 600-67

Write to Persuade a Decision Maker to Choose a Course of Action
O1-9007.01-0130 April 1990

CONDITIONS

In carrying out your military duties, you must frequently write to recommend a course of action. An example this type document is a decision paper. You must write clearly and forcefully if your leaders are to make good decisions. Given background material on your subject, as appropriate, standard college dictionary and grammar text, AR 25-50 and DA Pam 600-67, and standard office materials and forms.

STANDARDS

1. Meet the Army Standard with your writing. *Army writing transmits a clear message in a single rapid reading and is generally free of errors in grammar, mechanics, and usage.*

2. Convey the commander's intent.

3. Clearly and concisely state the purpose, recommendation, and the main points supporting that recommendation.

4. Clearly state the problem that requires your recommendation.

5. State the main objections and alternate solutions to your recommendation.

6. Organize compactly with clear transitions and effectively sequenced paragraphs, and attachments as appropriate.

PERFORMANCE MEASURES

1. Determine your purpose for writing, the problem that needs to be solved, and the commander's intent.

2. Analyze your subject and audience using appropriate techniques such as mind-mapping.

3. Evaluate the different courses of action you have examined during your analysis of the subject.

NOTE: This is what we often call a "straw man," a deceptive term that implies we only produce weak arguments against our case. A truly competent persuasive writer is accurate first, and persuasive second. The "straw man" should be as strong in your writing as it was in your analysis.

4. Use appropriate decision-making techniques for choosing the best course of action.

5. Determine the appropriate form.

6. Organize your document efficiently, focusing on a clear controlling idea and major supporting points. Prepare an outline which divides the material into appropriate parts (problem, background, criteria, assumptions, constraints, alternatives, recommendation, or any other useful categories). But use only those categories necessary for your audience and purpose.

7. Prepare a draft which presents your essential support in the body paragraphs, with detailed supporting material in an attachment, and provides clear transitions from introduction through conclusion.

8. Read your draft from the perspective of your audience. Identify any possible confusions, misreadings, ambiguities, or distracting aspects of your draft. Persuasive writing must answer some questions in the decision-maker's mind —

a. What's the problem, and is it necessary that I solve it now?

b. What are my alternatives?

c. What's the recommendation?

d. What are the costs or consequences of my decision?

9. Share your text with an associate for a similar trial response.

10. Review and revise your draft.

REFERENCES

AR 25-50   DA Pam 600-67

Administer Unit Crime Prevention and Physical Security Programs
03-3751.02-5801   March 1990

CONDITIONS

You are commander of a unit, detachment, or activity. Given crime prevention posters, AR 190-31, AR 710-2, and the unit crime prevention and physical security standing operating procedures (SOP).

STANDARDS

1. Ensure the unit crime prevention program controls, reduces, or eliminates conditions conducive to crime. Ensure the program removes the opportunity and motivation for any person to engage in or conceal criminal acts.

2. Conduct the unit physical security program in accordance with (IAW) an approved physical security SOP. Ensure U.S. government property is accounted for and secure.

NOTE: Physical security measures must be IAW established safety procedures and physical security hardware and must be cost effective.

PERFORMANCE MEASURES

1. Appoint unit crime prevention officer or noncommissioned officer (NCO) and unit physical security officer. Document the appointment in writing.

2. Disseminate crime prevention information. Use bulletin boards, flyers, posters, meetings, command information program, installation newspapers, daily or weekly bulletins, and briefings for incoming personnel. Obtain posters from the Adjutant General (AG) publications.

3. Use unit bulletin boards and installation newspapers to publish Article 15 and courts-martial punishments.

4. Conduct training to educate unit personnel about their crime prevention responsibilities. Cover the measures they should use to protect themselves and their property.

5. Develop and administer the physical security education program for your unit.

6. Establish an identification and marking system for valuable property. Maintain a written record of property identification numbers and nomenclature.

7. Establish a system for secure storage of money and personal property with high monetary value.

8. Establish a system of spot-checks and inspections. This will allow the chain-of-command to ensure crime prevention measures and policies are enforced. Conduct internal physical security inspections, as often as necessary. The inspections will ensure the unit is adhering to policies established by the physical security SOP.

9. Establish a system for the elimination of contraband such as drugs, weapons, or alcohol from the unit area.

10. Conduct inventories IAW AR 710-2.

NOTE: Include military police and Criminal Investigation Division (CID) resources as part of the spot-check and inspection system. When the situation warrants, ask the CID to conduct a crime prevention survey. Request courtesy physical security inspections, visits, or assistance from the CID and the physical security section of the provost marshal's office.

NOTE: You can find many of the references in the *Physical Security Update* publication.

REFERENCES

AR 190-11	AR 710-2
AR 190-13	DA Pam 190-51
AR 190-51	FM 19-30

Develop Unit Physical Security and
Crime Prevention Standing Operating Procedures
03-3751.02-5800   March 1990

CONDITIONS

You are a commander of a unit, detachment or activity. Your unit, detachment, or activity personnel need defined guidance regarding physical security and unit crime prevention. Given copies of higher headquarters standing operating procedures (SOPs) and guidance.

STANDARDS

Ensure the unit physical security and crime prevention SOPs identify responsibilities of unit personnel. The SOPs will cover the unit crime prevention and physical security programs. Ensure the SOPs conform to local and higher headquarters guidance and policies.

PERFORMANCE MEASURES

1. Prepare the physical security SOP. Ensure you address the following areas:

NOTE: The physical security SOP must be directive in nature. This requirement allows you to take disciplinary action against violators. The procedures must not hinder the operation of any facility. Consider emergency deployment and issue procedures.

a. Individual responsibilities of unit commander, physical security officer, supply officer, subordinate leaders, and unit members.

b. Physical Security Education Program.

c. Safeguards for nonappropriated funds and property.

d. Safeguards for classified documents and information (see O3-3711.12-0002, *Protect Classified Information and Material*).

e. Transportation of U.S. government property.

f. Lock and key control procedures.

g. Steps for issuing and returning property (see O3-5101.00-0282, *Direct Storage of Unit Supplies, Weapons, Equipment, and Ammunition*).

h. Procedures to mark government property and keep records of markings.

i. Measures to secure and account for specific categories of equipment.

j. Procedures for accountability and physical security of supply and storage operations or rooms, arms rooms, ammunition storage points, nuclear biological and chemical (NBC) rooms, communications centers and operations, motor pool and motor park operations, mail rooms, and day rooms.

NOTE: Units with many different kinds of activities may develop a separate physical security SOP for each activity. These SOPs can be an annex to the unit physical security SOP.

2. Prepare a crime prevention SOP. Include purpose, objective, implementing instructions, and responsibilities of various individuals (commander, supervisor, charge of quarters, etc.) of the unit.

a. Prescribe personal property protection measures. Include the following:

(1) Procedures to mark and register personal property within the unit.

(2) Barracks security (room and wall locker).

(3) Privately owned vehicle (POV) security.

(4) Procedures for securing cash or items with high monetary value.

b. Prescribe unit crime prevention measures. Include the following:

(1) Announced and unannounced crime prevention inspections.

(2) Procedures for bringing visitors into the unit area.

(3) Procedures to secure and report unsecured personal property, both personal or government owned.

(4) Procedures to notify law enforcement personnel of criminal or suspicious activities.

c. Prescribe crime prevention education and training of unit personnel.

(1) Include major points of the unit crime prevention program in the orientation program presented to all newly assigned unit personnel.

(2) Integrate crime prevention information and procedures in the unit training sessions and meetings.

d. Outline crime prevention measures. These will assist unit personnel avoid becoming victims of violent crimes. Establish liaison with the crime prevention officer in the provost marshal's office. Request they provide a source of information concerning current crime trends, crime prevention procedures, and identify available crime prevention assistance.

NOTE: Representatives of the local provost marshal's office or Criminal Investigation Division (CID) field office may be available to conduct crime prevention awareness classes and crime prevention surveys in your unit. Obtain DA crime prevention posters from the local Adjutant General (AG) publications center.

3. Submit completed SOPs to next higher headquarters for approval.

NOTE: Many of the references are in the *Physical Security Update* publication.

REFERENCES

AR 190-11	DA Pam 190-31
AR 190-13	DA Pam 190-51
AR 190-31	FM 19-10
AR 190-50	FM 19-30
AR 190-51	

Inspect Unit Supply Records
O3-5101.00-0284   March 1990

CONDITIONS

You are a property book officer or supply officer. Given property book, document register, due-in status file, current *Unit Supply Update,* automated data processing (ADP) end user's manual, and current unit MTOE/TDA.

STANDARDS

Ensure all property authorization documents and supply records are maintained error free and are on hand or on request.

PERFORMANCE MEASURES

1. Check due-in listing to ensure that all items authorized are on valid requisition (for automated system).

2. Check the DA Form 2064 used under the manual system. Ensure requisition entries have been logged and due-in status posted.

3. Check the due-in status and document files.

4. Check the DA Form 3328. Ensure that one exists for all authorized items in the TOE. Check DA Form 3328-1. Ensure that one has been made up for each item that requires serial number accountability. These forms comprise the property book used under the manual system.

REFERENCES

AR 710-2   DA Pam 710-2-1

AR 735-5   SB 700-20

CTA 50-909   TM 38-L18-14

Conduct Change of Responsible Officer Inventory
O3-5101.00-0285   March 1990

CONDITIONS

Annually or as an incoming or outgoing responsible officer, you must conduct an inventory. Given DA Pam 710-2-1, a current MTOE/TDA, and a current manual or automated property listing.

STANDARDS

Conduct a 100 percent inventory of the property in the unit, or activity annually, or 30 days before the effective date of assuming or leaving command.

PERFORMANCE MEASURES

1. Ensure the appropriate supply catalogs, TM's, shortage annexes or component listings, and forms necessary to perform an inventory are on hand.

2. Check with appropriate property book officers and subhand receipt holders. Ensure that all unit property records with change documents are updated.

3. Plan and properly sequence the steps in performing an inventory prior to conducting the inventory.

4. Locate and count items. Use DA Pamphlet 710-2-1 when performing the following steps:

a. Verify serial number.

b. Check items for serviceability.

c. Conduct a physical count of items inventoried.

d. Identify all discrepancies.

5. Identify discrepancies between property listings and property on hand.

6. Take corrective action when discrepancies are found by locating missing items or initiating a report of survey (see *O3-5101.00-0006, Conduct a Report of Survey*).

7. Turn in excess property.

REFERENCES

AR 710-2   DA Pam 710-2-2

AR 735-5   FM 10-14-1

DA Pam 710-2-1   TM 38-L18-14

Supervise the Management of Accident Risk in Unit Operations
O3-9003.03-0001   July 1990

CONDITIONS

You are the commander of a company size unit or the safety officer for a larger tactical unit or TDA organization.

STANDARDS

Supervise the management of accident risk in unit operations.

1. Establish a command climate that communicates the importance of safety.

2. Establish unit accident risk control policies, procedures and objectives, or recommend the same to the unit commander or TDA organization head.

3. Obtain resources necessary to effectively manage risk in the unit.

4. Make, approve, or authorize decisions, or make recommendations for decisions, that establish the level of risk in operations based on considerations of mission benefits versus accident risk costs.

5. Supervise adherence to accident risk control standards during operations.

6. Assess the effectiveness of unit accident risk control policy, procedures, and objectives.

PERFORMANCE MEASURES

1. Establish a command climate which communicates the importance of safety.

a. Lead by example.

b. Stress the importance of accident risk management and its contribution to unit effectiveness through —

(1) Mission continuity, force protection, and sustainment.

(2) Prevention of illness, injury, and fatalities.

(3) Damage control.

(4) Compliance with safety laws, regulations, and directives.

(5) Limiting legal liability and improving public relations.

(6) Identification of cost savings and combat multipliers as a result of safety analysis.

c. Establish clear, attainable, and measurable standards for safety.

d. Ensure leaders and soldiers know the standards and perform to them by conducting continuous assessments of unit operations. Ensure the assessments stress safety and accident risk management procedures.

e. Hold leaders and soldiers accountable for performance to safety related standards.

2. Ensure subordinate leaders understand and use accident risk management techniques during every unit operation (see *O3-9003.02-0001, Manage Accident Risk in Unit Operations*).

3. Obtain resources required to manage risk successfully.

a. Appoint a unit safety officer.

b. Identify requirements for protective clothing and equipment and take action to obtain it.

c. Provide safety training.

d. Provide subordinates time to investigate and report accidents and to routinely execute the accident risk management process.

e. Obtain safety awareness materials and programs.

4. Implement a system for making effective accident risk management decisions.

a. Establish the guidelines and limits which define when subordinate leaders may make decisions and when decisions should be referred to higher authority.

b. Make accident risk management decisions at the lowest level of command appropriate to the risk, hazard, exposure, and worst case scenario involved.

c. Ensure you and subordinate leaders are aware of and use techniques and procedures to identify hazards, assess the resulting risks, make recommendations for controlling risks, and accepting residual risks.

5. Use sound leadership techniques (see FM 22-100) to maintain adherence to risk control procedures during unit operations.

6. Assess the effectiveness of the risk management process in supporting unit missions.

a. Use key indicators of compliance with standards (e.g., mechanics using appropriate eye protection, ranges conducted in accordance with safety requirements).

b. Evaluate attitudes towards safety. Be alert for positive and negative comments, actions, etc.

c. Assess all accidents and near misses.

7. Take action to correct performance problems with significant safety impact.

REFERENCES

AR 385-10   AR 672-74

AR 385-40   DA Pam 385-15

Describe Mobilization Planning Requirements at the Unit and Installation Level
S3-8990.03-1624   April 1990

CONDITIONS
Given a military situation and FORMDEPS, Volume III, Parts 3 and 4.

STANDARDS
Describe the mobilization planning requirements of unit and installation commanders prior to and during mobilization.

ENABLING LEARNING OBJECTIVES
Action 1. Describe the planning requirements of the unit commander in preparation for, and during, mobilization.

Conditions. Given a military situation and FORMDEPS, Volume III.

Standards. Describe the five phases of mobilization. Include the functional areas of

personnel and administration, operations and training, and logistics in each of the first four phases.

Description.

1. The five phases of mobilization are —

a. Phase I (Preparatory) is when Reserve Component (RC) units are at home stations during peacetime. They plan, train, and prepare to accomplish assigned mobilization missions. They prepare mobilization plans and files as directed.

b. Phase II (Alert) begins when a unit receives notice of a pending order to active duty. It ends when the unit enters active federal service. The unit takes specific actions to transition from RC to Active Component (AC) status.

c. Phase III (Mobilization at Home Stations (HS)) begins with a unit's entry on active federal

duty. It ends when a unit departs its HS for its mobilization station (MS) or port of embarkation (POE). During this time, the unit transits to AC status.

d. Phase IV (Movement to Mobilization) occurs when the unit closes at its MS or POE.

e. Phase V (Operational Readiness Improvement) begins when a mobilized unit closes at its MS and ends when it is operationally ready for deployment.

2. The Reserve Component Unit Commander's Handbook (RCUCH) is divided into chapters corresponding to functional areas (Personnel and Administration, Operations, and Logistics). It lists the required tasks in each of the first four phases of mobilization. The chapters are further subdivided by task, condition, and standard for rapid identification of tasking requirements. Annexes and appendixes provide detailed guidance.

The RCUCH includes standardized Department of the Army (DA) and Forces Command (FORSCOM) requirements and procedures for mobilization of RC units. It enables RC unit commanders to plan for mobilization, to mobilize, and move to assigned mobilization stations. They also use it to prepare their postmobilization training plans. It is the AC's responsibility to mobilize the RC and to deploy the force to meet OPLAN requirements. RC units use the RCUCH to meet the requirements at the MS. These requirements allow the AC to accommodate the accession, cross leveling and validation process.

Action 2. Describe planning and execution of mobilization for installation commanders.

Conditions. Given a military situation and FORMDEPS, Volume III.

Standards. Describe the format of an Installation Mobilization Plan, and the responsibilities of an installation commander's functional staff.

Description. The Installation Commander's Handbook (ICH) has a sample basic plan with annexes and appendixes in various degrees of detail. It also has a detailed chapter devoted to functional staff requirements. It serves as a checklist for each staff element as well as the commander. The ICH is the single source guidance document for all functional areas of the installation commander's staff. The installation staff uses it to access RC units, and to cross level, validate, and deploy all of AC and newly activated units.

REFERENCES

FORMDEPS, Volume III, Part 3
FORMDEPS, Volume III, Part 4

Discuss Command Supply Discipline Program
S3-5101.00-0225   March 1990

CONDITIONS

You are a company grade officer assuming the duties of commander or staff officer. You must implement the Command Supply Discipline Program (CSDP). Given AR 710-2 and AR 735-5.

STANDARDS

Discuss the purpose and implementation of the CSDP and how it emphasizes the stewardship of Army material.

ENABLING LEARNING OBJECTIVES

Action 1. Discuss the purpose of the CSDP.

Conditions. Given AR 710-2.

Standards. Discuss the purpose of the CSDP. Explain how it —

a. Establishes supply discipline as regulatory guidance.

b. Standardizes supply discipline requirements.

c. Provides responsible personnel with a simple listing of supply policy and requirements.

d. Makes the U.S. Army more efficient regarding time spent monitoring subordinate actions.

Description. None.

Action 2. Discuss the problems that the CSDP is designed to eliminate.

Conditions. Given AR 710-2 and AR 735-5.

Standards. Identify indicators of poor stewardship of resources and specify actions to eliminate poor stewardship.

Description. Indicators of poor stewardship of resources can include inaccurate property book accounting, failure to assign responsibility via hand receipts, lack of adequate physical security measures, and presence of excessive supplies on hand. Corrective actions could include establishment and enforcement of unit SOPs for supply management, conduct of command-directed inventories, formal and informal training programs, and commander's establishment of high standards for the unit's supply performance.

REFERENCES

AR 710-2   AR 735-5

Process Administrative Discharges
S3-0150.00-1002   May 1990

CONDITIONS

You must process an administrative discharge. Given AR 635-100, AR 635-120, AR 635-200, and VA Pam 27-82-2.

STANDARDS

1. Describe the range of enlisted administrative discharges or separations available under the provisions of AR 635-200.

2. Describe the criteria for administrative discharge or separation of officers under the provisions of AR 635-120.

3. Explain how the characterization (quality) of service can influence the type of discharge. Explain the range of veterans benefits available through and determined by the U.S. Department of Veterans Affairs in accordance with (IAW) VA Pam 27-82-2.

ENABLING LEARNING OBJECTIVES

Action 1. Describe the common types of administrative discharges, separations and elimination procedures.

Conditions. Given AR 635-100, AR 635-120, and AR 635-200.

Standards.

1. Describe enlisted separation procedures and criteria IAW AR 635-200. Where appropriate, include notification and board requirements, and appeals procedures.

2. Describe officer separation, discharge, and resignation procedures IAW AR 635-120. Explain officer elimination (show cause board) procedures, including board requirements and appeals IAW AR 635-100.

Description.

1. The types of separations follow —

a. Expiration of Service Obligation (Also known as *"Chapter 4 Discharges"*). A soldier separates from the Army upon expiration of enlistment or upon fulfillment of a statutory service obligation. The Army issues a discharge certificate upon completion of the statutory obligation or reenlistment.

b. Convenience of the Government (Also known as *"Chapter 5 Discharges"*). These types of separations include parenthood (if it is an involuntary separation), failure to meet Army weight control standards, and medically determined personality disorders. Separation of sole surviving sons or daughters is a special case. These soldiers may be discharged, transfer to the Individual Ready Reserve (IRR), or waive their status. Notification procedures apply, but this type of separation does not require a board.

c. Dependency or Hardship (Also known as *"Chapter 6 Discharge"*). Dependency exists when death or disability of a member of a soldier's (or spouse's) immediate family causes that member to

rely upon the soldier for principal care or support. Hardship exists when, in circumstances not involving death or disability of a member of the soldier's (or spouse's) immediate family, separation from the service will materially affect the care or support of the family by alleviating undue and genuine hardship.

d. Women - Pregnancy (Also known as *"Chapter 8 Discharges"*). If a medical authority determines that the soldier is pregnant, her commander will counsel her. The commander will provide information on her options, entitlements, and responsibilities.

e. The Good of the Service (Also known as *"Chapter 10 Discharges"*). Normally, a soldier, (officer or enlisted) who has committed an offense under the *Uniform Code of Military Justice* (UCMJ) for which the punishment includes a bad conduct or dishonorable discharge, requests this type of discharge. Such a request does not prevent or suspend disciplinary proceedings. The commander exercising general court-martial authority determines whether to hold the UCMJ proceedings in abeyance pending final action on the discharge request. Notification procedures are mandatory.

f. Unsatisfactory Performance (Also known as *"Chapter 13 Discharges"*). The commander will separate a soldier for unsatisfactory performance when it is his judgement that the soldier will not become a satisfactory soldier. Before starting separation action, ensure the soldier has received adequate counseling. (See O3-9001.15-0002, Conduct Subordinate Counseling.) Attempts to rehabilitate must have been IAW AR 600-200 and included such options as reduction for inefficiency. The commander must advise the soldier of the following rights: to consult with counsel, to submit statements in own behalf, and to obtain copies of documents (that the separation authority will receive supporting the proposed separation). Notification procedures are mandatory.

g. Misconduct (Also known as *"Chapter 14 Discharges"*). The commander will separate a soldier for misconduct when it is clear that further rehabilitation effort is unlikely to succeed. The commander must have counselled the soldier and attempted rehabilitation (to include reduction for misconduct) IAW AR 600-200. (See *O3-0150.00-1003, Recommend Enlisted Personnel for Reduction Due to Efficiency or Misconduct.*) This type of separation applies to soldiers who exhibit a pattern of minor disciplinary infractions, have committed a serious offense, are convicted by civil authorities, have deserted, or are absent with out leave (AWOL). If an unfit medical condition is the direct or substantial contributing cause, this type of separation does not apply. A discharge under other than honorable conditions is normally appropriate. However, the commander may direct a general discharge if merited by the soldier's overall record. Notification procedures are mandatory.

h. In addition, soldiers with six or more years of total (active and reserve) service can request a hearing before an Administrative Separation Board. Total service time is based on the date of initiation of recommendation for separation.

i. Under the provisions of AR 635-11, the Army eliminates officers who are substandard in the performance of duty, character, or conduct. The elimination process is judicial in nature and does not replace disciplinary action. The officer is entitled to official notification and legal counsel. The officer must acknowledge receipt of the notification within five days. The acknowledgment will indicate which of the following options the officer will employ: tender a resignation, request a discharge (applies to regular army (RA) officers only), apply for retirement in lieu of elimination (if eligible), or appear before a board of inquiry to show cause for retention. If the officer chooses to appear before the board of inquiry (Show Cause Board) and shows adequate cause for retention, the matter is closed. If the board finds for elimination, the allegations and findings are reviewed at several levels, culminating with the Secretary of the Army. The matter can be closed at any point in the review process. Other reasons for eliminating officers with less than three years service include: failure to complete a basic school course, failure to fully qualify for promotion to first lieutenant (1LT) or chief warrant officer second class (CW2), and discovery of a medical condition (which if discovered prior to appointment, would have precluded the appointment).

2. Officer resignations under the provisions of AR 635-120 are essentially voluntary in nature.

a. An officer in good standing may tender an unqualified resignation subject to certain requirements such as, fulfillment of certain statutory service obligations. In such cases, the Army will issue an honorable discharge.

b. An officer selected for elimination may tender a resignation in lieu of elimination at any time prior to final action.

c. Resignation for the good of the service generally involves a situation in which the officer has committed an offense punishable under the UCMJ. If accepted by the Department of the Army, discharge will normally be under other than honorable conditions; a warrant officer may receive a dishonorable discharge.

d. Female officers may tender a resignation for reasons of marriage, pregnancy, or parenthood.

e. The Secretary of the Army may not accept resignations for reasons such as war, imminence of war, or if the officer is under charges or being investigated.

Action 2. Explain what is meant by "characterization of service" and how the character of service affects the type of discharge a soldier may receive. Explain the procedural or board requirements associated with discharge characterizations of under honorable conditions and under less than honorable conditions.

Conditions. Given AR 635-200 and VA Pam 27-82-2.

Standards. Describe the general criteria and limitations associated with the characterization of service. Include honorable, under honorable conditions, uncharacterized entry level, or under other than honorable conditions IAW AR 635-200. Explain the relationship between characterization of service and the specific type of discharge. Include honorable, general, bad conduct, or dishonorable. Indicate the procedural or board requirements for each IAW AR 635-200. Describe likely restrictions on the range of veteran's benefits available IAW VA Pam 27-82-2.

Description.

1. An Honorable Discharge is a separation with honor. It normally entitles its holder to the full range of veteran's benefits. A member whose military record has been satisfactory but not sufficiently meritorious to warrant an Honorable Discharge receives a General Discharge. If circumstances warrant it, the soldier receives an Other Than Honorable Conditions Discharge. Enlisted soldiers receive A Bad Conduct Discharge when authorized by a special or general court-martial. Only a general court-martial can authorize a Dishonorable Discharge. Enlisted soldiers who serve less than 180 days receive an Uncharacterized Separation under AR 635-200.

2. The Army, the Veterans Administration, and several other federal agencies administer federal veterans' benefits. Veterans who receive Honorable or General (Under Honorable Conditions) discharges normally are entitled to the full range of benefits. Recipients of other-than-honorable (OTH), bad conduct (BCD) and dishonorable discharges have very few benefits. All Army veterans have the right to submit matters-in-evidence to the Army Board for Correction of Military Records. All receive transportation to their home of record. Recipients of an OTH and certain BCD recipients may petition the Army Discharge Review Board for an upgrade.

A partial list of veterans' benefits includes payment for accrued leave, burial in Army post or national cemeteries, educational assistance, funeral and burial expenses, unemployment compensation, naturalization benefits, pension for non-service connected disability or death, and civil service preference. The Veterans Administration and other federal agencies determine availability of certain benefits to BCD recipients on a case-by-case basis.

REFERENCES

AR 635-100	AR 635-200
AR 635-120	VA Pam 27-82-2

Low Intensity Conflict

Discuss the Low Intensity Conflict Environment and the Role of the U.S. Military in this Environment

S3-9019.00-0001   June 1990

CONDITIONS

Given FM 100-20/AFP 3-20.

STANDARDS

Differentiate between low intensity conflict (LIC) and war. Identify the characteristics and planning considerations applicable to U.S. military operations in the LIC environment. Identify the different types of peacetime contingency operations. Discuss the basic concepts of U.S. support for insurgency and counterinsurgency.

ENABLING LEARNING OBJECTIVES

Action 1. Differentiate the LIC environment from war.

Conditions. Given FM 100-20/AFP 3-20.

Standards. Differentiate the LIC environment from war as that condition which exists between war and routine peaceful competition among states.

Description. In this environment, military forces indirectly support the political, economic, and informational initiatives of the U.S. government.

Action 2. Identify the effects of the imperatives associated with military operations in LIC.

Conditions. Given FM 100-20/AFP 3-20.

Standards. Identify the five imperatives necessary for success in LIC and explain their effect on military operations.

Description.

1. Political dominance is necessary since political considerations drive military decisions.

2. Unity of effort is an imperative since military leaders must integrate their efforts with other governmental agencies. Military operations contribute to initiatives which are mainly political, economic, and psychological in nature.

3. Adaptability is the modification of existing methods and structures and the development of new ones. The new methods and structures must be appropriate to the unique situations encountered in LIC.

4. Legitimacy is the willing acceptance of the authority of a government to make and enforce decisions.

5. Perseverance is an imperative since low intensity conflicts are protracted struggles. They rarely have a clear beginning or end marked by decisive actions culminating in victory.

Action 3. Identify the Army's role in military operations in the low intensity conflict environment.

Conditions. Given FM 100-20/AFP 3-20.

Standards. Identify the indirect Army role in military operations in LIC.

Description. The indirect use of military forces supports the direct political, economic, and informational or psychological initiatives of the U.S. government. This indirect role contrasts with the direct use of military force in war.

Action 4. Identify the four operational categories of military operations in LIC.

Conditions. Given FM 100-20/AFP 3-20.

Standards. Identify the four operational categories of military operations in LIC.

Description.

1. U.S. support for insurgency or counterinsurgency emphasizes the indirect role of the U.S. military in supporting the efforts of friends and allies.

2. Combatting terrorism includes antiterrorism (defensive measures) and counterterrorism (offensive measures).

3. Peacekeeping operations are conducted with the consent of the belligerent parties. Their purposes are to maintain a negotiated truce and to facilitate the diplomatic resolution of the conflict.

4. Peacetime contingency operations are politically sensitive military activities. They are normally short-term, rapid projection or employment of forces in conditions short of war. They support other political and psychological initiatives.

Action 5. Describe the various types of peacetime contingency operations.

Conditions. Given FM 100-20/AFP 3-20.

Standards. Describe the nine types of peacetime contingency operations.

Description. Peacetime contingency operations are often undertaken in crisis situations to enforce or support diplomatic initiatives. Military efforts in peacetime contingency operations support other political and psychological initiatives. This distinguishes peacetime contingency operations from "contingency operations" conducted for purely military objectives. Types of peacetime contingency operations follow:

1. Disaster relief operations provide emergency assistance to victims of natural or man-made disasters. The operations include refugee assistance, food programs, medical treatment, and welfare programs.

2. Operations in support of U.S. civil authority within the U.S. include support to situations involving civil disorder, illegal immigration, and customs violations. Military support to counternarcotics operations abroad also fall in this type of peacetime contingency operations.

3. Security assistance surges involve accelerated security assistance (i.e., logistical support) when a friendly nation faces an imminent threat.

4. Noncombatant evacuation operations (NEO) relocate U.S. civilian noncombatants from foreign nations when their lives are in danger.

5. Shows of force and demonstrations are deployments of military force. They lend credibility to U.S. commitments, demonstrate our resolve to use military force if necessary, and reassure friends and allies.

6. Peacemaking operations are undertaken at the request of appropriate national authorities. Their purposes are to terminate a conflict, restore law and order, and promote a negotiated settlement.

7. Rescue and recovery operations are complex military actions. They usually involve special units

to rescue U.S. or friendly foreign nationals, or recover equipment critical to U.S. national security from hostile foreign soil. Sometimes general purpose forces support this type of operations.

8. Unconventional warfare is usually a long-term effort. It includes military and paramilitary operations conducted in politically sensitive territory. These operations are conducted predominantly by indigenous personnel supported by either U.S. military special operations forces or general purpose forces.

9. Strikes and raids involve the direct application of military force at the tactical level. Such operations support political initiatives and represent an indirect application of military force at the operational and strategic level. Under exceptional circumstances, the U.S. may use strikes and raids in support of other types of peacetime contingency operations.

Action 6. Describe LIC operational planning considerations.

Conditions. Given FM 100-20/AFP 3-20.

Standards. Describe the operational planning considerations including conditions, sequencing events, and applying resources.

Description. None.

Action 7. Discuss the nature of insurgency.

Conditions. Given FM 100-20/AFP 3-20.

Standards. Define insurgency; explain the phases of an insurgency movement and elements common to all insurgencies.

Description.

1. Insurgency is an organized, armed political struggle to change the government's position.

2. There are three classical phases of a mass-oriented insurgency —

a. Phase I is the latent and incipient phase. In it, insurgent activities range from organizational and propaganda activities to violent incidents. These lay the groundwork for broad external support necessary to expand the insurgency.

b. Phase II is the guerrilla warfare phase. It begins with organized guerrilla warfare against the government.

c. Phase III is the war of movement phase. It begins when the insurgents have developed

conventional forces able to engage those of the established government.

d. Successful insurgencies pass through common phases of development although not all insurgencies experience every phase. The insurgency can also revert to an earlier phase when under pressure.

3. The seven elements common to all insurgencies are —

a. Leadership which provides direction, vision and organizational cohesion.

b. Ideology which guides the insurgents and offers society a goal.

c. Strategic, operational and tactical objectives which focus on increasing the legitimacy of the insurgents.

d. Environment and geography which effect force structure, doctrine and tactics.

e. External support which can accelerate events and influence the outcome.

f. Timing is also critical. If the insurgents start operations too early or too late, the government may discover their organization and destroy it. Time gained is a more effective measure of success for an insurgency than counting battles won or lost.

g. Development of specific organizational and operational patterns.

Action 8. Identify the prerequisites for an insurgency.

Conditions. Given FM 100-20/AFP 3-20.

Standards. Identify the eleven prerequisites necessary for an insurgency. Include vulnerable population, leadership, lack of government control, popular support, unity of effort, will to resist, discipline, intelligence, propaganda, favorable environment, and external support.

Description. None.

Action 9. Discuss the role of an insurgent ideology and its necessary characteristics.

Conditions. Given FM 100-20/AFP 3-20.

Standards. Discuss the key role of ideology in an insurgency and the necessary characteristics of ideology.

Description. An ideology explains what is wrong with society and justifies insurgent actions. An effective ideology must be specific enough to address important grievances and issues, but vague enough to gain broad popular support.

Action 10. Discuss the U.S. military role in supporting an insurgency.

Conditions. Given FM 100-20/AFP 3-20.

Standards. Discuss the basic aspects of U.S. military support to an insurgency.

Description. The U.S. military supports selected insurgencies which oppose oppressive regimes that work against U.S. interests. Our support to an insurgency may range from providing intelligence, materiel support, and training to strategic, operational, and tactical advice. The military effort supports other U.S. diplomatic, economic, and informational initiatives to achieve clearly defined political objectives. LIC doctrine prescribes a combat role only in exceptional circumstances when the indirect use of U.S. military force is ineffective.

Action 11. Describe the U.S. military role in supporting another nation's counterinsurgency (COIN) efforts.

Conditions. Given FM 100-20/AFP 3-20.

Standards. Describe the U.S. military's indirect role in supporting another country's COIN efforts.

Description. Counterinsurgency efforts are those actions a nation takes to preempt an insurgency or prevent its further development. Counterinsurgency uses principally overt methods. It assumes appropriate change within the existing system is possible. U.S. military support of a friendly nation's counterinsurgency efforts include security assistance training, advice, logistic support, combined exercises, intelligence sharing, communications support, humanitarian assistance, civic actions, and medical support. The U.S. military has an indirect role in support of political, economic, and informational initiatives by the U.S. government. These initiatives assist the friendly government in changing the internal situation which gave rise to the insurgency. Doctrine prescribes a direct combat role only in exceptional circumstances when the indirect use of U.S. military force is ineffective.

Action 12. Describe the four counterinsurgency principles and the internal defense and development (IDAD) strategy.

Conditions. Given FM 100-20/AFP 3-20.

Standards. Describe the four COIN principles and the IDAD strategy.

Description.

1. The basic COIN principles are —

   a. Unity of effort which requires coordinated action and centralized control at all levels.

   b. Maximum use of intelligence which requires timely intelligence from all sources as the basis for all action.

   c. Use of the minimum level of violence necessary to maintain order while gaining popular support.

   d. Use of positive measures such as the ability to mobilize manpower and resources. These are necessary to demonstrate the responsiveness of a government and increase the legitimacy of its authority.

2. The IDAD strategy includes the full range of measures a nation takes to promote its growth and to protect itself from subversion, lawlessness, and insurgency. The strategy focuses on building viable political, economic, social, and military institutions that respond to the needs of society. The strategy promotes the goal of preventing or defeating an insurgency by working to correct conditions that prompt violence. The IDAD strategy requires balanced development, security of the population, neutralization of the insurgents and mobilization.

REFERENCES

FM 100-20/AFP 3-20   JCS PUB 1-02

FM 100-37

Discuss the Force Integration Concept
S1-9016.01-0002   March 1990

CONDITIONS
Given a military situation and FM 100-11.

STANDARDS
Discuss how changes to organizations, equipment, and doctrine occur within the framework of systems designed to structure, man, equip, and sustain the Army. Explain the role of force integration in bringing together these changes into a coherent, sustainable program at unit level. Give special emphasis to the importance of training in implementing and sustaining change.

ENABLING LEARNING OBJECTIVES

Action 1. Describe the role of force integration in the introduction, incorporation, and sustainment of change using the Functional Life Cycle Model.

Conditions. Given a military situation.

Standards. Describe how the major elements of the Army's Life Cycle Model affect force integration actions.

Description. The major elements of the Army's Life Cycle Model follow:

1. Force development determines what kind of force is needed. The Army bases this process on operational concepts, doctrine, mission, threat, and resources available.

2. Acquisition obtains people and equipment through recruitment and materiel procurement.

3. Training transforms people (civilians) into soldiers.

4. Distribution assigns equipment and trained personnel to units. It ensures that the correct skills and grades in personnel and the correct equipment go to the correct unit.

5. Deployment is the movement of units to various locations to support assigned missions and commitments.

6. Sustainment maintains unit and soldier proficiency through training, replacement and rotation of soldiers and equipment, and materiel repair.

7. Development improves units and soldiers through training and educational programs. It also includes equipment improvement programs such as system upgrades.

8. Separation is the time at which personnel and equipment leave military control. For personnel, it includes both the expiration time of service (ETS) and retirement. For materiel, it includes disposal, sale, storage, and redistribution.

9. Resources are the people, time, money, and materiel needed to accomplish the cycle.

10. Command and leadership are a commander's priorities, interest, and his directives to his organizations.

Action 2. Identify the products that document the requirements, distribution, and allocation of equipment and personnel.

Condition. Given a military situation.

Standard. Describe Tables of Organization and Equipment (TOEs), Modified Tables of Organization and Equipment (MTOEs), Living Table of Organization and Equipment (LTOEs), Tables of Distribution and Allowances (TDAs), and Materiel Fielding Plans (MFPs).

Description.

1. Tables of Organization and Equipment (TOEs) are unit models. The Training and Doctrine Command (TRADOC) designs them and Headquarters, Department of the Army (HQDA) approves them. TOEs provide personnel and equipment requirements but not authorizations.

2. Modified Tables of Organization and Equipment (MTOEs) provide the authorizations for personnel and equipment needed to perform an assigned mission in a specific geographical or operational environment. Major commands (MACOMs) design them and HQDA approves them.

3. Living Tables of Organization and Equipment (LTOE's) prescribe the organizational design of a type of unit that grows in capability with each incremental change. They include personnel and equipment requirements. An LTOE consists of —

a. A base TOE that is the lowest common denomination of modernization.

b. An incremental change package that is a doctrinally sound grouping of personnel and equipment change documents. These documents are applied to either a base TOE or an intermediate TOE (ITOE) to form a new TOE variation.

c. An Intermediate Table of Organization of Equipment (ITOE) is an organizational design that results from applying one or more incremental change packages to a base TOE to produce an enhanced capability.

d. An objective TOE that is a fully modernized, doctrinally sound organizational design. It sets the goal for planning and programming to HQDA.

4. A Table of Distribution of Allowances (TDA) provides authorization for the organization, personnel, and equipment needed to perform a specific support mission.

5. A Materiel Fielding Plan is the principle document around which coordination and agreement on deployment of a new system are accomplished. It assures that the gaining MACOM has sufficient advance information to budget necessary resources and to plan for receipt of the system.

Action 3. Describe the force integration planning considerations for modernization.

Conditions. Given a military situation.

Standards. Explain the force integration planning considerations for modernization. Include long range planning, horizontal coordination, management of information flow, cueing, and oversight.

Description.

1. Long-range planning is necessary to program funds, dictate training, forecast spare parts, ammunition, or facility requirements five years or more in the future. Failure to properly conduct this planning often leads to sizeable shortfalls in supportability.

2. Horizontal planning requires looking across staff lines to interface and coordinate between the various staff sections and agencies.

3. Management of information flow is the staff's ability to manage information and provide it to all those who need it. It extends both within in the chain of command and across functional boundaries. There is no place in the force integration business for surprises.

4. Cueing is a milestone methodology used to orchestrate and monitor the accomplishment of critical tasks.

5. Oversight provides a method of making follow up checks. It includes monitoring execution and sustainment.

6. FM 100-11 discusses force integration and modernization down to the division and separate brigade level. Note that actions at brigade and battalion level parallel those at division.

REFERENCE

FM 100-11

SCHOOL COMMANDANT'S RESPONSIBILITIES

COMMANDANT'S ROLE

The school commandant, in his role as branch proponent, is an important participant in the leader development process and the MQS system. He and his school staff determine branch schooling and unit developmental assignment policies, determine training requirements, provide training, and assess results.

ASSIGNMENT POLICIES

Branch commandants are responsible for developing schooling and assignment policies which will ensure that the branch has sufficient qualified officers to carry out the branch missions Army-wide. Such policies require the commandants to take a long view of branch missions and corresponding officer development requirements. Lifecycle models of the branch reflect this long view and help determine specific schooling and assignment policies. Commandants must work closely with branch managers at the U.S. Total Army Personnel Command (PERSCOM) to ensure that branch lifecycle model policies translate into appropriate school and unit assignments for their branch officers.

ANALYSIS OF RESPONSIBILITIES

The school determines the branch specific task and knowledge requirements of its officers within each task area. It also determines the standards for that proficiency. Using the commandant's guidance, the branch school staff thoroughly analyzes the branch's roles on the AirLand Battlefield, considering missions, doctrine, equipment, organizations, threat, and environment to determine what the branch's officers must be able to do. The analysis determines how officers must perform those tasks and to what standards they must accomplish them. The results of this analysis form the basis for the training programs and materials the schools develop to support company grade officer training. These materials include the common task and PK summaries (found in chapters 3 and 4 of this manual) for which the school is proponent and the development of the branch specific manuals.

TRAINING RESPONSIBILITIES

The school commandant is responsible for company grade officers' formal training. This training consists of the branch OBC and OAC, CAS3, and when required, functional training such as that given in the Junior Officer Maintenance Course.

The school bases its programs of instruction (POIs) for the OBC and OAC upon the MQS tasks which it identified as requiring training for its company grade officers. It ensures that its OBC provides fundamental branch grounding with a focus on the lieutenant's first assignment. The OAC prepares captains for command in branch units and for staff positions. The school ensures both courses present progressive and sequential training without replication. OBC and OAC provide training and education in AirLand Battle tactics and battle focused tasks, leadership and ethics, the Army Training Management System, logistics, communication skills, and branch unique subjects.

CAS3, on the other hand, presents training specifically aimed at preparing captains for assignment as battalion, brigade, and division staff officers. Phase I of CAS3 is a correspondence course which prepares students for phase II, a resident course. Although OAC and CAS3 teach many of the same topics, the OACs tailor their instruction to the needs of captains who are preparing for company command while CAS3 tailors its instruction to battalion, brigade, and division staff assignments.

TRADOC branch schools also support training in units. This support takes the form of extension training materials (ETM) such as correspondence courses, training circulars, field manuals, ARTEP mission training plans (MTPs), and so on. The MQS manuals and their task lists will tie ETM to the MQS system by providing doctrinal and training material references to use when reviewing tasks or during self-study. Similarly, the schools must identify appropriate MQS tasks for the missions addressed in MTPs. This integration is crucial if commanders are to use MQS to improve leader development programs.

SUPPORTING RESPONSIBILITIES

Branch commandants assess both the performance of their officers in their resident courses and the quality of the MQS materials developed to support the resident instruction. Feedback to the individual officer on his progress, his strengths, and his weaknesses is critical since it will form the foundation on which he can begin to develop or revise his leader development program. Feedback to the subject matter experts, who develop the training, helps them better focus all training materials.

Field unit feedback on the preparation officers receive in resident courses, the integration of MQS tasks and MTP products, and the effectiveness of MQS ETM is vital to improving the quality of the MQS system.

COMMANDER'S RESPONSIBILITIES

COMMANDER'S ROLE

The commander has a primary responsibility as a trainer and teacher for company grade officers. The commander determines the environment in the unit and the mission essential tasks for his unit. He is a teacher and role model, an example to follow. He provides guidance and mentoring to his subordinates. Leader development in the unit builds the skills and knowledge of each officer and a sense of pride and camaraderie among the officers of the unit. When a commander participates directly in the leader development of his officers, its importance becomes apparent to subordinates.

The commander plans leader development programs for his officers, and then executes those programs. The MQS system provides him with a tool and a blueprint for a comprehensive leader development program. This handbook lays out the task areas in which his officers should be proficient and allows him to tailor the program to his unit's specific METL. The link between MQS and METL is discussed in more detail later in this appendix.

The MQS system also provides the commander with a convenient assessment tool for giving feedback to his officers on their leader development progress. The warfighting focus of the task areas and their link to the battlefield operating systems encourages integration of MQS into unit training programs.

MQS standards provide the commander with a baseline from which to assess the progress of officers, counsel them, and recommend ways to improve their overall individual proficiency. Effective assessment and feedback by the commander is essential to the success of any leader development program.

A commander also must pay attention to the assignment patterns of the junior officers in his unit. Well thought out assignment patterns that provide for progressive development are a key component of the commander's leader development program. During the initial working meeting with newly assigned officers, the commander should inform them of the type of duty positions they can expect to fill while assigned to the unit. For example, an infantry lieutenant's progressive assignment pattern could be a rifle platoon leader position, followed by special platoon (scout, support, etc) leader, company executive officer, or staff officer positions. Of course, such progressive assignments would be contingent on the officers' performance and demonstrated proficiency.

One of the commander's major responsibilities is to promote the ethical development of subordinates, and to inculcate in them attitudes consistent with the values of the profession. As was discussed in chapter one, the values the commander should model in his own behavior and should require subordinates adhere to are the values of the professional Army ethic — loyalty, duty, selfless service, and integrity — and the four related individual values — commitment, competence, candor, and courage. In inculcating attitudes and meeting his ethical responsibilities, the commander must be a role model, promote the ethical development of subordinates and sustain a positive ethical climate in the unit.

- **Be a role model.** The commander must demonstrate personal commitment to the values of the profession by modeling ethical behavior. Additionally, the commander must take a stand on ethical issues, teach and enforce standards of ethical behavior, and avoid creating a double standard.

- **Promote the ethical development of subordinates.** This is where the commander helps inculcate appropriate attitudes in subordinates. Commanders should have as much personal contact with subordinates as possible. They can create ethical sensitivity within their units by explaining their reasoning process when issues with ethical implications arise, and highlight those ethical implications in behavior and decisions. In this manner, they can create shared attitudes and perspectives on ethics and forge bonds in the unit through commitment to professional values.

- **Develop and sustain a positive ethical climate in the unit.** Steps in building a positive ethical climate include —

- Developing trust through a commitment to honesty (*integrity*).

- Encouraging openness and constructive criticism (*candor*).

- Listening to, and supporting subordinates (*loyalty*).

- Tolerating honest mistakes (*courage*).

- Rewarding and recognizing ethical behavior (*commitment*).

- Setting and enforcing clear standards for ethical conduct (*duty*).

- Demonstrating through actions that the Army's stated values are in fact his own operating values (*loyalty, integrity*).

All of these steps are vehicles to reinforce Army values, and if followed, will not only build a positive ethical climate, but also engender in the unit a commitment to the professional Army ethic and the internalization of its values.

Commanders must develop professional reading programs that support their unit training plans. They select the books that they want their officers to read. Some books may address unique unit missions or common weaknesses among the unit's officers. Others may provide a perspective on the enemy that the commander wants to stress or may simply discuss an aspect of the military profession that the commander finds interesting or important. The categories and book lists at appendix C are provided for convenience. Commanders are free to select any books they deem appropriate whether they are on the list or not. However, commanders should take into consideration that all company grade officers must read ten of the books in the foundation publications category prior to selection for promotion to major.

MQS II AND METL

One of the principal attributes of the MQS System is its flexibility. This flexibility allows commanders to use MQS in their units for training to support their unit mission essential task list (METL). Like the Army's training doctrine (*FM 25-100, Training the Force; FM 25-101, Battle Focused Training, Battalion and Company Soldiers, Leaders, and Units*), the system recognizes some basic facts of unit life — no two units are the same and no unit has enough time or talent to train on everything. Therefore, MQS provides the commander task areas within which he can select the tasks his officers train

to support the unit training plan. Chapters 3 and 4 of this manual and the branch manuals list the critical tasks and PKs for lieutenants and captains. This should provide commanders with a baseline for developing their unit training plans. Because MQS tasks have a battle focus, he should find them easy to use in conjuction with the unit ARTEP mission training plans (MTPs). Appendix D lists the tasks designated for unit training or self-development. All other common tasks and PKs are trained initially in resident.

The MTPs and the MQS system give the commander an effective tool for focusing officer leader training and development programs on warfighting. The MTP gives the commander the collective tasks that similar units of his branch should execute and shows him how well his unit should execute them. The MQS task references in the MTP give him the officer leader tasks which support the execution of those collective tasks. He uses his unit METL to review the unit's collective missions and to develop his unit's battle focus. Then he identifies the MTP missions and collective tasks which correspond to his unit METL and lists the MQS tasks referenced in them. The next step for the commander is to select the tasks that relate directly to known or suspected unit leadership weaknesses on specific MTP missions or collective tasks. These tasks can then form the basis for his officer leader development program. Figure B-1 shows this process. The MQS system works best when the commander uses it in support of his unit training program.

Once the commander has selected the tasks that support his METL, he has the responsibility to ensure that his officers understand his vision for his unit's training program. Each officer then is responsible for his own proficiency on the tasks explicitly or implicitly identified in that vision. The leader development program developed by the commander will be a vital tool in each officer's individual effort to gain and maintain that proficiency. Although the commander is responsible for the program, each of his officers must ultimately accept responsibility for his own self-development and meet the standards established by MQS as applied to his unit METL. Commanders may want to designate explicit METL related leader tasks as performance measures on the officer efficiency report support forms of their officers.

The commander finally must assess the results of training and of his leader development program, and provide feedback to his officers on his assessment. He should determine the level of proficiency his

TRAINING MANAGEMENT
CYCLE (FM 25-100)

Battle Focus

Select Collective Mission Essential Tasks	⟷	Select Supporting Individual Tasks	⟵	Soldier Tasks **Leader Tasks**
Conduct Training Assessment		Conduct Training Assessment	
Determine Training Objectives		Determine Training Objectives	⟵	Soldier's Manual **MQS Manual**
Determine Strategy and Plan for Training		Determine Strategy and Plan for Training	
Conduct Pre-execution Checks		Conduct Pre-execution Checks	
Execute Training and Conduct AAR		Execute Training and Conduct AAR	

Evaluate Training Against Established Standards

Figure B-1. Training Management Cycle (FM 25-100).

officers have attained with regard to the skills and knowledges they need to execute his unit's METL. Additionally, he should undertake the difficult task of determining the level to which his officers have internalized the attitudes and values the Army expects of its officers. Using the results of this assessment effort, both the commander and the individual officer can determine what changes in their unit and individual leader development plans may be necessary to improve training and to continue development.

MQS II IN TDA ORGANIZATIONS

Like TOE unit commanders, senior leaders in TDA organizations derive mission essential tasks lists from critical peacetime or wartime missions. Mission essential tasks may be either critical training tasks or operational activities required to accomplish the TDA organization's ongoing mission. MQS supports the TDA Army through identifying applicable tasks (chapters 3 and 4 and appropriate branch manuals) which support TDA unit missions. Also, like TOE commanders, supervisors should use MQS task areas to help develop their TDA unit's leader development program (see figure B-1). MQS assists the officer assigned to TDA organizations by keeping him current with the common requirements of his branch and by maintaining his battle focus when removed from a TOE environment. Because most MQS tasks are battle focused, officers assigned to TDA units can use them to prepare for future assignments.

TDA organizations may consider innovative methods for training officers using either branch or common tasks within the MQS task areas. Methods that have been successfully used include coordinating with collocated units, sending officers on temporary duty (TDY) to train with units conducting collective training exercises, and using mentorship programs which have company grade officers work with senior officers in their branch.

TDA organization commanders have unique responsibilities in assisting their junior officers and counseling them so they remain current in their branch and common leader responsibilities. The MQS manuals can be very helpful in designing a leader development program to accomplish this. Commanders must give careful attention to their junior officers, and ensure they are pursuing appropriate self-development.

MQS II, FUTURE ASSIGNMENTS, AND PROFESSIONAL GROWTH

The tie between MQS and METL is a powerful one because it facilitates commander (or supervisor) efforts to develop officer leader development programs which support their unit training programs. Leader development, however, involves much more than the immediate requirements of unit training. Commanders and supervisors, as well as the individual officers themselves, need to prepare officers for future assignments and to encourage intellectual growth. The MQS System is useful in addressing these requirements.

MQS supports officers as they prepare for future assignments by outlining the tasks and professional knowledge subjects associated with higher level training. After discussing normal career progression options and individual officer desires, commanders and officers can compare each officer's current abilities and skills with the task areas identified by MQS. Armed with this information, as tempered by the commander's experience, the two can work out a leader development program which will prepare the individual for his next assignments.

This reading list contains two parts, the MQS II Foundation Reading List, and a Suggested Reading List. The Foundation Reading List (ten of the indicated books) is required reading for company grade officers. Officers are expected to have completed 50 percent of the required foundation reading prior to starting an officer advanced course, and 100 percent of the required foundation reading prior to selection for promotion to major and attendance at command and staff level schooling. The Suggested Reading List is provided for the convenience of the individual officer and his commander. When commanders develop their unit reading programs, they should choose books or other reading material which will both support their unit training programs and the leader development of their officers. The Suggested Reading List is intended to give the commander or the individual officer a starting point from which to proceed with the development of a unit or individual reading program. The list is not all inclusive and officers are free to choose other material which better fits their individual programs. The Suggested Reading List is divided into three categories: classical, ethical, and contemporary. Books that are appropriate for lieutenants, lieutenants and captains, and captains are indicated.

FOUNDATION READING LIST

Company grade officers are required to read ten books as indicated below:

1. General History. (read 1):

a. Weigley, Russell F. *The American Way of War: A History of U.S. Military Strategy and Policy.* Bloomington: Indiana University Press, 1977.

b. Heller, Charles E. and Stofft, William A. eds. *America's First Battles, 1776-1965.* Lawrence: University Press of Kansas, 1986.

2. Sustainment (read 1):

a. Creveld, Martin Van. *Supplying War: Logistics from Wallenstein to Patton.* New York: Cambridge University Press, 1979.

b. Huston, James A. *The Sinews of War: Army Logistics, 1775-1953.* Army Historical Series.

Washington, DC: Office of the Chief of Military History, U.S. Army, 1966. CMH Pub 30-4.

3. Technology. (read 1):

a. Brodie, Bernard and Fawn M. *From Crossbow to H-Bomb.* Bloomington: Indiana University Press, 1973.

b. Creveld, Martin Van. *Technology in War: From 2000 B.C. to the Present.* New York: Free Press, 1988.

4. Training. (read 1):

Collins, Jr. Arthur S. *Common Sense Training: A Working Philosophy for Leaders.* Novato, CA: Presidio Press, 1979.

5. Command and Leadership (read 2):

a. Rommel, Erwin. *Attacks.* Vienna, VA: Athena Press, 1979.

b. McDonough, James R. *Platoon Leader.* Novato, CA: Presidio Press, 1985.

c. MacDonald, Charles B. *Company Commander.* New York: Bantam, 1984.

6. Nature of War, Tactics, and Warfighting (read 3):

a. Swinton, Ernest D. *The Defense of Duffers Drift.* Garden Park, NY: Avery Publishing Group, 1986.

b. MacDonald, Charles B. *A Time for Trumpets: The Untold Story of the Battle of the Bulge.* New York: Bantam, 1985.

c. Keegan, John. *The Face of Battle.* New York: Penguin, 1983.

d. Ryan, Cornelius. *A Bridge Too Far.* New York: Pocket Books, 1984.

e. Ryan, Cornelius. *The Longest Day.* New York: Pocket Books, 1984.

f. Sajer, Guy. *The Forgotten Soldier.* Elmsford, NY: Pergamon Press, 1967.

7. Low Intensity Conflict (read 1):

a. Race, Jeffrey. *War Comes to Long An: Revolutionary Conflict in a Vietnamese Province.* Berkeley: University of California Press, 1972.

b. Downs, Frederick. *The Killing Zone: My Life in the Vietnam War.* New York: Berkley Publishing Group, 1987.

c. Fall, Bernard. *Street Without Joy.* New York: Schocken Books, 1972.

Suggested Reading List

LIEUTENANTS

The following books are suggested reading for lieutenants:

NOTE: Though the reading list is divided by grade, i.e., lieutenants, lieutenants and captains, or captains, officers may choose books from any section.

1. Classical

a. Blumenson, Martin. *The Patton Papers.* Houghton and Mifflin Company. Volume 1, 1972. Volume 2, 1974.

b. Catton, Bruce, A. *A Stillness at Appomattox.* Garden City, New York: Doubleday and Company, 1953.

c. Cosmas, Graham A. *The United States Army in the Spanish-American War.* University of Missouri Press, 1971.

d. Dupuy, R. E., and Trever Dupuy. *Brave Men and Great Captains.* Hero Books, 1984.

e. Fehrenback, T.R. *This Kind of War: A Study in Unpreparedness.* New York: Macmillan, 1963.

f. Grant, Ulysses S. *Personal Memoirs.* 2 volumes. 1894, Reprint (2 volumes in 1). New York, NY: AMS Press, Incorporated, 1978.

g. Lewis, Lloyd. *Sherman: Fighting Prophet.* New York: Harcourt, Brace and Company, 1932.

h. Marshall, Samuel Lyman Atwood. *Ambush: The Battle of Dau Tieng.* Nashville, Tennessee: Battery Press, 1983.

i. Marshall, Samuel Lyman Atwood. *Men Against Fire: The Problem of Battle Command in Future War.* 1947. Reprint. Gloucester, Massachusetts: Peter Smith, 1978.

j. Shaara, Michael. *Killer Angels.* New York: Ballantine Books, 1976.

k. Solzhenitsyn, Alexander. *August, 1914.* New York: Farrar, Strauss and Giroux, 1972.

2. Ethical

a. Barnett, Corelli. *The Swordbearers: Supreme Command in the First World War.* Indiana University Press, 1975.

b. Forester, C. S. *The General.* 1936. Reprint. Nautical and Aviation Books, 1982.

c. Goulden, Joseph C. *Korea: The Untold Story of War.* New York Times Book, 1982.

d. Halberstam, David. *One Very Hot Day.* New York: Warner Books, 1984.

e. Hemingway, Ernest. *For Whom the Bell Tolls.* New York: Scribner, 1940.

f. Karsten, Peter. *Law, Soldiers, and Combat.* Westport, Connecticut: Greenwood Press, 1978.

g. Larteguy, Jean. *The Centurians.* E. P. Dutton and Company, 1962.

h. Marshall, S. L. *The Armed Forces Officer.* [DA Pamphlet 600-2, *The Armed Forces Officer.*]

i. Peers, William R. *The My Lai Inquiry.* New York: Norton, 1979.

3. Contemporary

a. Ambrose, Stephen E. *Eisenhower: The President.* New York: Simon and Schuster. 1984.

b. Blair, Clay, *Korea the Forgotten War.* Times Books, 1987.

c. Hapgood, David, and David Richardson. *Monte Cassino.* St. Martin's Press, 1984.

d. Harvard Nuclear Study Group. *Living with Nuclear Weapons.* Harvard Press, 1983.

e. James, D. Clayton. *The Years of MacArthur: Triumph and Disaster 1945-1964.* Volume 3. Houghton Mifflin Company, 1985.

f. Terry, Wallace. *Bloods: An Oral History of the Vietnam War by Black Veterans.* Random House, 1984.

g. Wood, W. J. *Leaders and Battles: The Art of Military Leadership.* Presidio Press, 1984.

LIEUTENANTS AND CAPTAINS

The following are suggested reading for lieutenants and captains:

1. Classical

a. Doughty, Robert. *Seeds of Disaster: Development of French Doctrine 1919-1939*. Archer Books, 1985.

b. MacDonald, Charles Brown, and Sidney T. Mathews. *Three Battles: Arnavile, Altuzzo, and Schmidt*. Washington, DC: Office of the Chief of Military History, Department of the Army, 1952.

c. Marshall, Samuel Lyman Atwood. *The River and the Gauntlet*. 1953. Reprint. Chicago: Time-Life, 1982.

d. Myrer, Anton. *Once an Eagle*. New York: Holt, Rinehart, and Winston, 1968.

e. Summer, Harry G. *On Strategy: A Critical Analysis of the Vietnam War*. Dell, 1984.

2. Ethical

Wouk, Herman. *The Caine Mutiny*. Paperback ed. New York: Pocket Books, 1983.

3. Contemporary

a. Aker, Frank. *October 1973: The Arab-Israeli War*. 1985.

b. Braestrup, Peter. *Big Story: How the American Press and Television Reported and Interpreted the Crisis of Tet 1968 in Vietnam and Washington*. Westview Press, 1983.

c. Mahon, John K. *History of the Militia and the National Guard*. Collier MacMillan, 1983.

d. Millet, Allan R., and Peter Maslowaski. *For the Common Defense: A Military History of the United States of America*. MacMillan, 1984.

e. O'Brien, William V. *The Conduct of a Just and Limited War*. Praeger, 1983.

f. Palmer, Bruce, Jr. *The 25 Year War: America's Military Role in Vietnam*. University Press of Kentucky, 1984.

g. Spector, Ronald. *Eagle Against the Sun: The American War with Japan*. Random House, 1985.

h. Van Creveld, Martin. *Command in War*. Harvard University Press, 1985.

CAPTAINS

The following books are suggested reading for captains:

1. Classical

a. Fuller, J. F. C. *Generalship—Its Diseases and their Cure: A Study of the Personal Factor in Command*. *1936*. Reprint. Fort Leavenworth, Kansas: U.S. Army Command and General Staff College, 1987.

b. Kerpinevich, Andrew F. *The Army and Vietnam*. Baltimore: Johns Hopkins University Press, 1986.

c. Pogue, Forest C. *George Marshall: Education of a General, 1880-1939*. Edited by Gordon Harrison. New York: Viking Press, 1963.

d. Preston, Richard Arthur, Sidney F. Wise, and Herman O. Werner. *Men in Arms: A History of Warfare and Its Interrelationships With Western Society*. New York: Holt, Rinehart and Winston, 1979.

e. Slim, William, Field Marshall. *Defeat Into Victory*. New York: MacKay, 1961; London: Papermac, 1986.

2. Ethical

a. Caputo, Philip. *A Rumor of War*. New York: Ballantine Books, 1978.

b. DeMille, Nelson. *Word of Honor*. New York: Warner Books, 1985.

c. Gabriel, Richard A. and Paul L. Savage. *Crisis in Command: Mismanagement in the Army*. New York: Hill and Wang, 1978.

d. Horne, Alistair. *A Savage War of Peace: Algeria, 1954-1962*. New York: Viking, 1977.

e. Lang, Daniel. *Casualties of War*. New York: McGraw-Hill, 1968.

f. Mason, Robert. *Chickenhawk*. New York: Penguin, 1983.

g. Masters, John. *The Road Past Mandalay: A Personal Narrative*. New York: Harper & Brothers, 1961.

h. MacDonald, Lyn. *Somme*. London: Michael Joseph, 1983.

i. National Defense University Press. *Military Ethics: Reflections on Principles—The Profession of*

Arms, Military Leadership, Ethical Practices, War and Morality, Educating the Citizen-Soldier. Washington, DC: National Defense University Press, 1987.

j. Sassoon, Siegfried Lorraine. *Memoirs of an Infantry Officer.* Wincheter, Massachusetts: Faber and Faber, 1965, c1930.

k. Sheehan, Neil. *The Arnheiter Affair.* New York: Random House, 1972.

l. Wakin, Malham M., ed. *War, Morality, and the Military Profession.* Boulder, Connecticut: Westview Press, 1986.

m. Webb, James H. *Fields of Fire.* New York: Bantam Books, 1979.

3. Contemporary

a. Pike, Douglas. *PAVN: People's Army of Vietnam.* Presidio, 1986.

b. Flanagan, E. M. Jr. *The Los Banos Raid: The 11th Airborne Jumps at Dawn.* Presidio, 1986.

c. Appleman, Roy E. *East of Chosin: Entrapment and Breakout in Korea, 1950.* Texas A&M University Press, 1987.

d. James, D. Clayton. *A Time for Giants: The Politics of High Command in World War II.* Franklin Watts, 1987.

e. Keegan, John. *The Mask of Command.* Viking, 1987.

f. McDonough, James R. *The Defense of Hill 781.* Presidio, 1988.

g. Linderman, Gerald F. *Embattled Courage: The Experience of Combat in the American Civil War.* Free Press, 1987.

h. Thorpe, George C. *Pure Logistics.* Washington, D.C.: National Defence University Press, 1986.

Appendix D
Tasks for Unit Training or Self Development

Lieutenants

Task Number	Title
1. O4-8310.00-1016	Request Army Aeromedical Evacuation
2. O4-8955.00-0001	Recognize Friendly and Threat Armored Vehicles and Aircraft
3. O3-5101.00-0006	Conduct a Report of Survey
4. O1-5711.02-0001	Install a Hot Loop with Telephone TA-312/PT
5. O1-5703.02-0001	Construct Field Expident Antennas
6. O4-3304.02-0003	Operate a Small Arms Range

Captains

Task Number	Title
1. O3-4376.04-0001	Evaluate Unit Calibration Program
2. O3-0001.00-1011	Recommend Enlisted Personnel for Promotion
3. S1-0150.00-1001	Monitor the Suspension of Favorable Personnel Actions - FLAG
4. S3-0150.00-1002	Process Administrative Discharges
5. O3-3751.02-5800	Develop Unit Crime Prevention and Physical Security Standing Operating Procedures
6. O3-3751.02-5801	Administer Unit Crime Prevention and Physical Security Programs

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Officers' Special Emphasis Areas

1. ADMINISTRATIVE OFFICER

a. Duties and Responsibilities: Supervise the administrative functions of a unit (i.e., Pinpoint distribution, blank forms control, administrative SOP, duty roster maintenance, and personnel accountability).

b. References: AR 25-30, AR 25-50, AR 25-400-2, AR 220-45, AR 310-10, AR 335-11, AR 335-15, AR 340-3, AR 340-5, TC 12-17.

2. ADVANCE PARTY OIC

a. Duties and Responsibilities:

(1) Coordinate for and supervise unit advance party, and main body relocation and defensive procedures.

(2) Coordinate with the S3 to apprise higher headquarters of the areas into which unit is moving and unit's requirements.

(3) Coordinate for traffic control, escort, route clearances, and the designation of checkpoints to provide adequate convoy control during movement.

(4) Reconnoiter new area to judge its suitability for unit operations and check area for concealment, defensibility, availability of local power and water resources, location of friendly units, accessibility to main supply route (MSR) and air delivery, and communications dead spots.

(5) Lay out defensive perimeter to secure and protect area against enemy attack.

(6) Dispatch a guide back to the old area to lead the main body into the new area.

b. Reference: Unit standing operating procedure (SOP).

3. CASUALTY ASSISTANCE OFFICER (CAO)

a. Duties and Responsibilities: Assist and counsel the primary next of kin (PNOK) (within 24 hours) on matters pertaining to the deceased, and initiate a DA Form 2204-R, Casualty Assistance Report.

b. Material: DA Form 2204-R, Casualty Assistance Report; DA Form 5516, Casualty Assistance Referral Card.

c. References: AR 600-8-1, DA Pam 608-33.

4. CLAIMS OFFICER

a. Duties and Responsibilities: Evaluate, document, and report all pertinent aspects of incidents leading to claims (i.e., damage to personal property and the environment, and injuries to personnel).

b. Reference: AR 27-20.

5. CLASS A PAYING AGENT OFFICER

a. Duties and Responsibilities:

(1) Be prepared to pay soldiers and cash Treasury checks.

(2) Ensure that measures are established to ensure the security and accountability of funds, and to verify the identity of payees.

b. References: AR 37-103, FM 14-7.

6. CONVOY COMMANDER

a. Duties and Responsibilities:

(1) Coordinate motor movement route reconnaissance, support requirements, preparation of vehicles and personnel, and convoy movement.

(2) See tasks: *O1-7300.75-0005, Plan Convoy Operations; and O1-8951.00-8959, Conduct Training at Company Level.*

b. References: AR 55-29, AR 385-55, FM 19-25, FM 20-22, FM 21-75, FM 5-15, FM 55-30, FM 55-312, applicable vehicle TMs.

7. COURT MARTIAL MEMBER

a. Duties and Responsibilities:

(1) Hear and evaluate evidence.

(2) Vote by secret ballot on the guilt or innocence of the accused.

b. References: *The Manual for Courts-Martial, United States, 1984.*

8. ENERGY CONSERVATION COORDINATING OFFICER

a. Duties and Responsibilities:

(1) Review and update all energy conservation programs and monitor the consumption of energy resources.

(2) Evaluate the impact of reduced amounts of energy resources on operations, mission requirements, training, and readiness.

b. References: AR 11-27, AR 210-4.

9. Equal Opportunity Advisor

a. Duties and Responsibilities:

(1) Recognize and assess indicators of institutional and individual discrimination in organizations, to include sexual harassment, in both overt and subtle forms.

(2) Recommend remedies (i.e., affirmative action plan) appropriate to reduce or prevent discrimination and sexual harassment.

(3) See task: *S3-0010.00-0014, Implement Equal Opportunity Policy at Unit Level*.

b. Reference: AR 600-20

10. FIRE MARSHAL

a. Duties and Responsibilities: The organization fire marshal will help the installation fire marshal execute the fire prevention program.

b. Materials: DOD Form 2324, DOD Fire Incident Report; DA Form 285, Accident Report.

c. References: AR 385-10, AR 385-30, AR 420-90, DA Pam 420-2, TM 5-315.

11. FOOD SERVICES OFFICER (DINING FACILITY OFFICER)

a. Duties and Responsibilities:

(1) Supervise the operation of the dining facility and the control of dining facility business. Ensure compliance with safety and sanitation regulations.

(2) Maintain the cash meal payment book and deliver the cash to the finance and accounting office.

b. References: AR 30-1, AR 10-23, FM 10-23-1.

12. INCOME TAX ASSISTOR

a. Duties and Responsibilities: Responsible for assisting soldiers in the command with their state and federal income tax returns. To prepare for these duties, attend a special tax assistor course to receive instruction on the common tax problems facing members of the command, and to obtain the tax forms and reference materials.

b. References:

(1) *Your Federal Income Tax* (current year) edition for individuals, Internal Revenue Service Publication number 17.

(2) *Volunteer Assistor's Guide* (current year), Internal Revenue Service Publication number 678.

(3) *Military Module to Volunteer Assistor's Guide* (current year), Internal Revenue Service Publication number 678-M.

(4) Forms and instruction booklets, Internal Revenue Service and state revenue offices.

13. INVESTIGATING OFFICER (INFORMAL BOARD)

a. Duties and Responsibilities: Responsible for ascertaining the facts of any matter assigned to him and making a recommendation to the appointing authority.

b. Materials:

(1) DA Form 1574, Report of Proceedings by Investigating Officer (Board of Officers).

(2) Letter or description of appointment, including date of appointment, identity of appointing authority and person(s) appointed, purpose of appointment and other instructions.

(3) Copies of correspondence including notice to any respondents.

(4) Privacy Act statement.

(5) Exhibits.

c. Reference: AR 15-6.

14. LINE OF DUTY OFFICER

a. Duties and Responsibilities: Investigate the circumstances of diseases, injuries, and deaths of military personnel IAW AR 600-8-1, to determine whether they are due to misconduct or negligence of the soldier.

b. Materials: DD Form 261, Report of Investigation - Line of Duty and Misconduct Status; DA Form 2173, Statement of Medical Examination and Duty Status; DA Form 2823, Sworn Statement; DA Form 3881, Rights Warning Procedures/Waiver Certificate.

c. References: AR 15-6, AR 600-8-1, and DA Pam 27-21.

15. LOGISTICAL READINESS OFFICER

a. Duties and Responsibilities:

(1) Conduct inspections of and advise the commander on the unit's materiel readiness standing.

(2) Supervise the preparation of DA Form 2406, Materiel Readiness Report, using TM 38-750.

b. Material: DA Form 2404, Equipment Inspection and Maintenance Worksheet and DA Form 2406, Material Readiness Report.

c. References: AR 11-14, AR 220-1, TM 38-750, DA Pam 700-1, DA Pam 750-1.

16. MAINTENANCE OFFICER (MOTOR OFFICER)

a. Duties and Responsibilities:

(1) Monitor the control, use, and maintenance of unit equipment and records.

(2) Train maintenance personnel.

(3) Prepare the Materiel Readiness Report, DA Form 2406.

(4) Write a motor pool SOP.

(5) Advise the commander on the status of motor pool operations, training, equipment, and problems.

b. Material:

(1) DA Form 2404, Equipment Inspection and Maintenance Worksheet.

(2) DA Form 2406, Materiel Condition Status Report.

(3) DD Form 314, Preventive Maintenance Schedule and Record.

(4) SF 46, Driver's License.

c. References: AR 710-2, AR 600-55, DA Pam 310-1, DA Pam 310-3, DA Pam 310-4, DA Pam 310-7, DA Pam 738-750, DA Pam 750-1, TM 9-243, TM 9-2630-200-14, TM 9-8000, TM 21-305, TM 21-306, Technical Bulletins, Modification Work Orders, and Lubrication Orders for each piece of equipment assigned or supported, SB 700-20, Unit Maintenance SOP, Self Service Supply Center Catalog, Equipment Log Books for each vehicle assigned, TM 21-300, TM 21-301.

17. MANEUVER DAMAGE CONTROL OFFICER

a. Duties and Responsibilities: Report and document damage to civilian property incurred during Army maneuvers.

b. References: AR 27-20; Local maneuver damage SOP.

18. MORALE SUPPORT OFFICER (ATHLETICS & RECREATION OFFICER)

a. Duties and Responsibilities: Assess the need for, and stimulate interest in athletic, recreational, and cultural programs for the welfare and morale of personnel.

b. References: AR 215-2, AR 215-1, DA Pam 28-9, DA Pam 28-15, TC 12-17.

19. NUCLEAR, BIOLOGICAL, CHEMICAL (NBC) DEFENSE OFFICER

NOTE: School training in the NBC Defense Course is required.

a. Duties and Responsibilities: Supervise the training of NBC personnel, and the operation and maintenance of NBC equipment.

b. References: AR 350-42, FM 3-3, FM 3-4, FM 3-5, FM 3-100.

20. OFFICER CANDIDATE PROCUREMENT OFFICER

a. Duties and Responsibilities: Publicize the Officer Candidate School (OCS) program within the unit and urge qualified soldiers to apply.

b. References: AR 351-1; DA Pamphlet 600-8, Procedure 4-10.

21. POSTAL OFFICER

a. Duties and Responsibilities: Inspect the mail room for proper delivery and security of mail, and efficiency of operations.

b. References: DOD 4525.66-M, VOL II; TC 12-17.

22. Primary Censor Officer

a. Duties and Responsibilities: Responsible for censorship of mail and communications at the unit level.

b. Reference: AR 380-200.

23. PUBLIC AFFAIRS OFFICER

a. Duties and Responsibilities: Develop, in coordination with the installation or command Public Affairs Officer, public information programs intended to keep the public informed of the organization's activities and contributions to the nation, the state, and the communities therein, with particular emphasis on those activities likely to enhance the prestige and image of the organization.

b. References: AR 28-19, AR 340-17, AR 340-21, AR 360-5, AR 360-61, AR 360-81, AR 380-5, AR 380-13, DA Pam 360-5.

24. RANGE OFFICER

a. Duties and Responsibilities:

(1) Coordinate with post or camp range personnel to obtain range regulations and other applicable directives and forms, and ensure unit compliance.

(2) See tasks: *O3-5101.00-0282, Direct Storage of Unit Supplies, Weapons, Equipment, and Ammunition; O1-8951.00-8960, Apply Battle Focused Training Management at Battalion Level; O4-3304.02-0003, Operate a Small Arms Range.*

b. Reference: Installation Range Regulation.

25. RETENTION OFFICER

a. Duties and Responsibilities: Develop, coordinate, and evaluate the unit's retention program to ensure compliance with the Total Army Retention Program (AC and RC).

b. Reference: AR 601-280, *Total Army Retention Program.*

26. SAFETY OFFICER

a. Duties and Responsibilities:

(1) Establish and coordinate a program to provide accident prevention strategies and controls for Army personnel covering the following areas:

    (a) Armory Safety.

    (b) Range Safety.

    (c) Unit Safety.

(2) See tasks: *O3-9003.02-0001, Manage Accident Risk in Unit Operations; O3-9003.03-0001, Supervise the Management of Accident Risk in Unit Operations.*

b. References: AR 385-10, Local post or camp regulations, SOPs, directives, and forms, and unit training SOP.

27. Security Officer

a. Duties and Responsibilities:

(1) Establish or supervise a program to ensure the physical security of sensitive items, personnel, or any areas designated as sensitive by the commander.

(2) See tasks: *O3-3751.02-5801, Administer Unit Crime Prevention and Physical Security Programs; O3-3751.02-5800, Develop Unit Physical Security and Crime Prevention SOP; O3-3711.12-0002, Protect Classified Information and Materials; O3-3711.12-0001, Implement OPSEC.*

b. References: AR 380-5, AR 190-11.

28. SEXUALLY TRANSMITTED DISEASE (STD) CONTROL OFFICER

a. Duties and Responsibilities: Coordinate with the Surgeon and Provost Marshal to locate potential trouble areas, and develop procedures to maintain control of STD.

b. References: FM 21-10.

29. SUPPLY OFFICER

a. Duties and Responsibilities:

(1) Direct the request, receipt, storage, and issue of unit supplies, conduct inventories, and prepare reports as required.

(2) See tasks: *03-5101.00-0284, Inspect Unit Supply Records; 03-5101.00-0225, Implement Command Supply Discipline Program; 03-5101.00-0285, Conduct Change of Responsible Officer Inventory.*

b. Material: DA Form 3078, Personal Clothing Request; DA Form 3645, Organizational Clothing and Equipment Record; DD Form 314, Preventive Maintenance Schedule and Record.

c. References: AR 30-1, AR 190-11, AR 710-2, AR 710-3, AR 735-11, TM-738-750, SB 700-20.

30. TRAINING AND EDUCATION OFFICER

a. Duties and Responsibilities: Counsel personnel concerning need to continue military education and raise skill proficiency for both improvement of job performance and enhancement of promotion potential, and develop an individualized implementation plan.

b. References: FM 25-100 and training tasks in this manual.

31. UNIT AMMUNITION OFFICER

a. Duties and Responsibilities: Establish procedures for the control, management, and requisition of training and basic load ammunition.

b. Material: DA Form 581, DA Form 1687, DA Form 2062, DA Form 2203-R, DA Form 3020-R, DA Form 3151-R, DA Form 3328, DA Form 5203, DA Form 5204, DA Form 5515-R, DD Form 626.

c. References: AR 190-11, AR 385-63, AR 710-2, DA Pam 710-2-1, FM 9-6, FM 9-13, FM 23 Series, CTA 23-101, CTA 23-100-2, SC 1305/30-IL, FSC 1305 - FSC 1330, SC 1340/98-IL, FSC 1340-FSC 1398, TM 9-1300-206.

32. UNIT ARMS OFFICER

a. Duties and Responsibilities:

(1) Control, manage, and issue unit arms.

(2) Maintain a record of actions taken and procedures followed to safeguard weapons to include key control, guard protection, inventories, and weapons assignment rosters.

b. References: AR 190-11, AR 710-2, DA Pam 710-2-1.

33. UNIT MORALE SUPPORT FUND CUSTODIAN

a. Duties and Responsibilities: Establish and maintain basic records and forms in accordance with AR 215-5. Must maintain check book, bank deposit slips, bank statements, bank account reconciliations, statement of operation and fund equity, copies of audit reports, property receipts, and miscellaneous correspondence relating to unit fund administration and establish and maintain a DA Form 5627-R.

b. Material: DA Form 5627-R.

c. References: AR 215-1, AR 215-5.

34. UNIT MOVEMENT OFFICER

a. Duties and Responsibilities:

(1) Coordinate or supervise actions of Advance Party OIC, Convoy Commander, etc. to ensure compliance with unit movement plans.

(2) Oversee bracing, blocking, and crating operations and deployment of personnel and equipment to the aerial or sea port of embarkation or debarkation.

c. References: AR 220-10, FM 55-30, FM 55-65, FM 55-312, FM(J) 55-12, TM 38-250, TM 55-450-15, TM 55-601, TM 55-220-001-12, TB 55-46-1, CFR 49, FORSCOM Reg 55-1/-2, FORSCOM Reg 55-2.

35. VOTING OFFICER

a. Duties and Responsibilities: Disseminate voting information, assist with the application for and submission of absentee ballots, and implement policies stated in AR 600-30.

b. Reference: AR 600-30

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MQS II MANUAL TITLES

NUMBER	TITLE
1. STP 21-II-MQS	Military Qualification Standards II Manual of Common Tasks for Lieutenants and Captains
2. STP 1-15II-MQS	Military Qualification Standards II Aviation Branch (15) Company Grade Officer's Manual
3. STP 3-74II-MQS	Military Qualification Standards II Chemical Branch (74) Company Grade Officer's Manual
4. STP 5-21II-MQS	Military Qualification Standards II Engineer (21) Company Grade Officer's Manual
5. STP 6-13II-MQS	Military Qualification Standards II Field Artillery Branch (13) Company Grade Officer's Manual
6. STP 7-11II-MQS	Military Qualification Standards II Infantry Branch (11) Company Grade Officer's Manual
7. STP 8-II-MQS	Military Qualification Standards II Medical (60, 61, 62), Dental (63), Veterinary (64), Army Medical Specialist (65), and Medical Services Corps (68 Only) Company Grade Officer's Manual
8. STP 8-67II-MQS	Military Qualification Standards II Medical Services Corps (67 Only) Company Grade Officer's Manual
9. STP 9-91BCII-MQS	Military Qualification Standards II Ordnance Branch (91BC) Materiel Management, Company Grade Officer's Manual
10. STP 9-91DII-MQS	Military Qualification Standards II Ordnance Branch (91D) Munitions Materiel Management Company Grade Officer's Manual
11. STP 10-92ABII-MQS	Military Qualification Standards II Quartermaster Corps (92A) Quartermaster General, (92B) Supply and Materiel Management Company Grade Officer's Manual
12. STP 10-92FGII-MQS	Military Qualification Standards II Quartermaster Corps (92F) Petroleum, (92G) Subsistence Company Grade Officer's Manual
13. STP 11-25II-MQS	Military Qualification Standards II Signal Corps (25) Company Grade Officer's Manual
14. STP 12-42II-MQS	Military Qualification Standards II Adjutant General's Corps (42) Company Grade Officer's Manual
15. STP 14-44II-MQS	Military Qualification Standards II Finance Corps (44) Company Grade Officer's Manual
16. STP 16-56II-MQS	Military Qualification Standards II Chaplain Branch (56) Company Grade Officer's Manual
17. STP 17-12II-MQS	Military Qualification Standards II Armor Branch (12) Company Grade Officer's Manual

NUMBER	TITLE
18. STP 31-18II-MQS	Military Qualification Standards II Special Forces Branch (18) Company Grade Officer's Manual
19. STP 19-31II-MQS	Military Qualification Standards II Military Police Branch (31) Company Grade Officer's Manual
20. STP 34-35II-MQS	Military Qualification Standards II Military Intelligence Branch (35) Company Grade Officer's Manual
21. STP 44-14II-MQS	Military Qualification Standards II Air Defense Artillery Branch (14) Company Grade Officer's Manual
22. STP 55-88II-MQS	Military Qualification Standards II Transportation Corps (88) Company Grade Officer's Manual

Proponent Codes

Each task or PK number identifies the school which is proponent for it. The third through sixth digits in the number identify the TRADOC proponent for the task or PK.

Submit comments or questions regarding doctrine and content of the task or PK summaries to the proponent (ATTN: Director of Training and Doctrine) with an informational copy to Commander,

U.S. Army Combined Arms Command, ATTN: ATZL-SWC-LE, Fort Levenworth, KS 66027-6900.

Submit comments and questions on format and educational aspects of the systems approach to training supporting this manual to Commander, U.S. Army Training Support Center, ATTN: ATIC-ITT, Fort Eustis, VA 23604-5206.

Series	Proponent
0001 - 0400	Soldier Support Center
0401 - 1200	Air Defense School
1201 - 1400	Armor School
1401 - 1600	Aviation School
1601 - 1750	Chaplain School
1751 - 1900	Public Affairs Proponency Agency (ATTN: ATSX-PAPA, Fort Ben Harrison, IN 46216-6200)
1901 - 2650	Engineer School (Fort Leonard Wood, MO 65473)
2651 - 3100	Field Artillery School
3101 - 3350	Infantry School
3351 - 3750	Military Intelligence School (Fort Huachuca, AZ)
3751 - 3950	Military Police School
3951 - 4400	Ordnance, Missile Munitions School
4401 - 4650	School of Music
4651 - 5000	Ordnance School
5001 - 5100	Chemical School
5101 - 5600	Quartermaster School
5601 - 7150	Signal School
7151 - 7900	Transportation School
7901 - 8200	Military Intelligence School (Fort Devens, MA)
8201 - 8950	Academy of Health Sciences
8951 - 9050	Combined Arms Command (ATTN: ATZL-SWC-LE, Fort Leavenworth, KS 66027-5310)
9051 - 9100	Judge Advocate General's School

9101 - 9190	John F. Kennedy Special Warfare Center
9191 - 9250	unassigned
9251 - 9400	Combined Arms Support Command
9401 - 9600	Aviation Logistics School
9601 - 9999	HQ, TRADOC (ATTN: ATTG-OP, Fort Monroe, VA 23651-5000)

GLOSSARY

SECTION I

Abbreviations

AAR	after action review
AC	air conditioner, Active Component
ADA	Air Defense Artillery
ADAPCP	Army Alcohol And Drug Abuse Prevention And Control Program
ADCO	alcohol and drug control officer
AG	Adjutant General Corps
AHIP	Army Helicopter Improvement Program
APFT	Army Physical Fitness Test
AR	Army regulation
ARSPACE	Army Space Command
ARTEP	Army Training and Evaluation Program
ARTEP-MTP	Army Training and Evaluation Program Mission Training Plan
ASL	authorized stockage list
ATOM	atomic
AWOL	absent without leave
BCD	bad conduct discharge
BDAR	battle damage assessment repair
BIO	biological
BN	battalion
BOM	bill of materials
BOS	Battlefield Operating Systems
BR	battle roster
BSA	brigade support area
C2	command and control
C3	command, control, and communications
CAM	chemical agent monitor
CAS	close air support
CAS3	Combined Arms and Service Staff School
CBR	chemical, biological, and radiological
CC	Chemical Corps

CCH	close combat heavy
CDM	chemical downwind message
C-E	communications-electronic
CED	captured enemy documents
CEE	captured enemy equipment
CEM	captured enemy material
cGY	centigray
cGyph	centigray per hour
CF	correlation factor
CH	Chaplains
CID	Criminal Investigation Division
CIR	circular
COIN	counterinsurgency
COMSEC	communications security
CONAUTH	controlling authority
CONUS	continental United States
CP	command post
CS	combat support
CSC	command and staff college
CSI	Combat Studies Institute
CSS	combat services support
CSDP	Command Supply Discipline Program
CTA	common table of allowances
CTG	command training guidance
CW2	Chief Warrant Officer second class
DA	Department of the Army
DA PAM	Department of the Army pamphlet
DE	directed energy
DEERS	Defense Enrollment Eligibility Reporting System
DISCOM	division support command
DNBI	diseases and nonbattle injuries
DOD	Department of Defense
DS	direct support
DS2	decontaminating solution no. 2
DTOCSE	division tactical operations center support element

ECCM	electronic counter-countermeasures
ECM	electronic countermeasures
EDM	effective downwind message
EDRE	emergency deployment readiness exercise
EEFI	essential elements of friendly information
EEO	equal employment opportunity
EMP	electromagnetic pulse
EN	Corps of Engineers
EOA	equal opportunity advisor
EOD	explosive ordnance disposal
EOR	equal opportunity representative
EPW	enemy prisoner of war
ER	evaluation report
ESM	electronic warfare support measures
ETS	expiration time of service
EW	electronic warfare
EWS	electronic warfare section
EXER	exercise
FA	Field Artillery
FFE	flame field expedients
FITT	frequency, intensity, time, type
FLOT	forward line of own troops
FM	field manual, from address
FORSCOM	Forces Command
FPF	final protective fire
FPL	final protective line
FRAGO	fragmentary order
FSB	forward support battalion
FSOP	field standard operating procedure
FST	field sanitation team
FTX	field training exercise
G1	Assistant Chief of Staff, Personnel
G2	Assistant Chief of Staff, Intelligence
G3	Assistant Chief of Staff, Operations and Plans
G4	Assistant Chief of Staff, Logistics

G5	Assistant Chief of Staff, Civil Affairs
G/VLLD	ground/vehicular laser locator designator
GPS	global positioning system
GRREG	graves registration
GS	general support
GSA	General Services Administration
GTA	graphic training aid
HQDA	Headquarters, Department of the Army
HRPL	hand receipt property list
HS	home station
HUMINT	human intelligence
IAW	in accordance with
ICH	Installation Commanders Handbook
IDED	internal defense and development
IEW	intelligence and electronic warfare
IEWSE	intelligence and electronic warfare support element
IG	inspector general
INFO	information addressee
IPB	intelligence preparation of the battlefield
IRR	Individual Ready Reserve
ITEP	Individual Training Evaluation Program
ITOE	intermediate table of organization and equipment
JCSPUB	Joint Chiefs of Staff publication
JTENS	Joint Service Tactical Exploitation of National Systems
KIA	killed in action
KILO	kilogram
KMPH	kilometers per hour
LEL	low energy laser
LIC	low intensity conflict
LTD	laser target designator
LTOE	living tables of organization and equipment
MAC	maintenance allocation chart
MACOM	major Army command
MBA	main battle area
MCSR	material condition status report

METL	mission essential task list
METT-T	mission, enemy, terrain, troops, and time available
MFT	master fitness trainer
MHZ	mega hertz
MI	military intelligence
MIA	missing in action
MIJI	meaconing intrusion jamming interference
MOPP	mission-oriented protective posture
MOS	military occupational specialty
MOUT	military operations in urban terrain
MP	Military Police Corps
MQS	Military Qualification Standards
MSG	message
MSGID	message identification
MTOE	modification table of organization and equipment
MTP	mission training plans
NATO	North Atlantic Treaty Organization
NBC	nuclear, biological, chemical
NCO	noncommissioned officer
NCOIC	noncommissioned officer in charge
NCS	net control station
NEO	noncombat evacuation order
NGT	naval gunfire
NRI	net radio interface
OAC	officer advanced course
OBC	officer basic course
OBJ	objective
OCS	officer candidate school
OEG	operational exposure guidance
OER	officer evaluation report
OF	optional form
OIC	officer in charge
OP	observation post
OPCON	operational control
OPER	operation

OPFOR	opposing force
OPLAN	operation plan
OPORD	operations order
OPSEC	operations security
ORF	operation readiness float
OTH	other-than-honorable conditions
OVE	on vehicle equipment
PAC	Personnel and Administration Center
PAM	pamphlet
PB	particle beam, property book
PCN	production control number
PCS	permanent change of station
PDF	principal direction of fire
PDY	present for duty, principal duty
PFC	private first class
PK	professional knowledge
PLL	prescribed load list
PMCS	preventive maintenance checks and services
POE	port of embarkation
POI	program of instruction
POL	petroleum, oils, lubricants
POV	privately owned vehicle
PSC	personnel service center
PSI	pounds per square inch
PV2	private second class
PW	prisoner of war
QTB	quarterly training briefing
RA	Regular Army
RAOC	rear area operations center
RATT	radio teletype
RC	Reserve Component
RCA	riot control agents
RCUCH	Reserve Component Unit Commander's Handbook
REF	reference
RES	radiation exposure status

RM	reparable management
ROTC	Reserve Officer Training Corps
RP	release point
S2	Intelligence Officer (U.S. Army)
S3	Operations and Training Officer (U.S. Army)
S4	Supply Officer (U.S. Army)
SALUTE	size, activity, location, unit, time, and equipment
SATRAN	Satellite Reconnaissance Advance Notice Report
SB	supply bulletin
SF	standard form
SGM	sergeant major
SGT	sergeant
SH	sexual harassment
SITREPS	situation reports
SMCT	Soldier's Manual of Common Tasks
SOI	signal operating instructions
SOP	standing operating procedure
SOSES	size, orientation, shape, elevation, and slope
SP	start point
SPBS	Standard Property Book System
SPC	specialist
SPC4	specialist fourth class
SQT	skill qualification test
STP	soldier training publication
STRAC	Standards in Training Commission
SSG	staff sergeant
TACP	tactical air control party
TAMMS	The Army Maintenance Management System
TB	technical bulletin
TC	training circular
TCAE	technical control and analysis element
TDA	table of distribution and allowances
TECHDOC	technical document
TECHINT	technical intelligence
TF	task force, transmission factor

TIG	time in grade
TIS	time in service
TM	technical manual
TMDE	test, measurement and diagnostic equipment
TOC	tactical operations center
TOE	table of organization and equipment
TRADOC	Training and Doctrine Command
TRP	target reference point
TREE	transient radiation effects on electronics
UCMJ	Uniform Code of Military Justice
U.S.	United States
USA	United States Army
USC	United States Code
USMA	United States Military Academy
USMTF	United States message text format
WEFT	wings, engine, fuselage, tail section
WIA	wounded in action
WWI	World War I
XO	executive officer
Z	zulu time (Greenwich Mean Time)
1LT	first lieutenant

SECTION II

DEFINITIONS

Employment. To commit a force in support of an operation plan.

Heat condition category three. Category three is a wet bulb globe temperature index of 85 degree F to 87.9 degree F.

HS (Home Station). 1. The assigned permanent location or assembly point of Reserve or National Guard units, or initial active duty station for individuals reporting separately. 2. This is phase 3" of the phases of mobilization."

Insect vectors. Insects that transmit diseases to man.

Medical threat. The medical threat is heat, cold, arthropods and other animals, food borne and water borne diseases, the unfit soldier, noise, toxic chemical (non-NBC), and nonbattle injury.

Mobilization. The process by which the Armed Forces are brought to a state of readiness for war or other national emergency. This includes activating all or part of the Reserve Components, and assembling and organizing personnel, supplies, and material.

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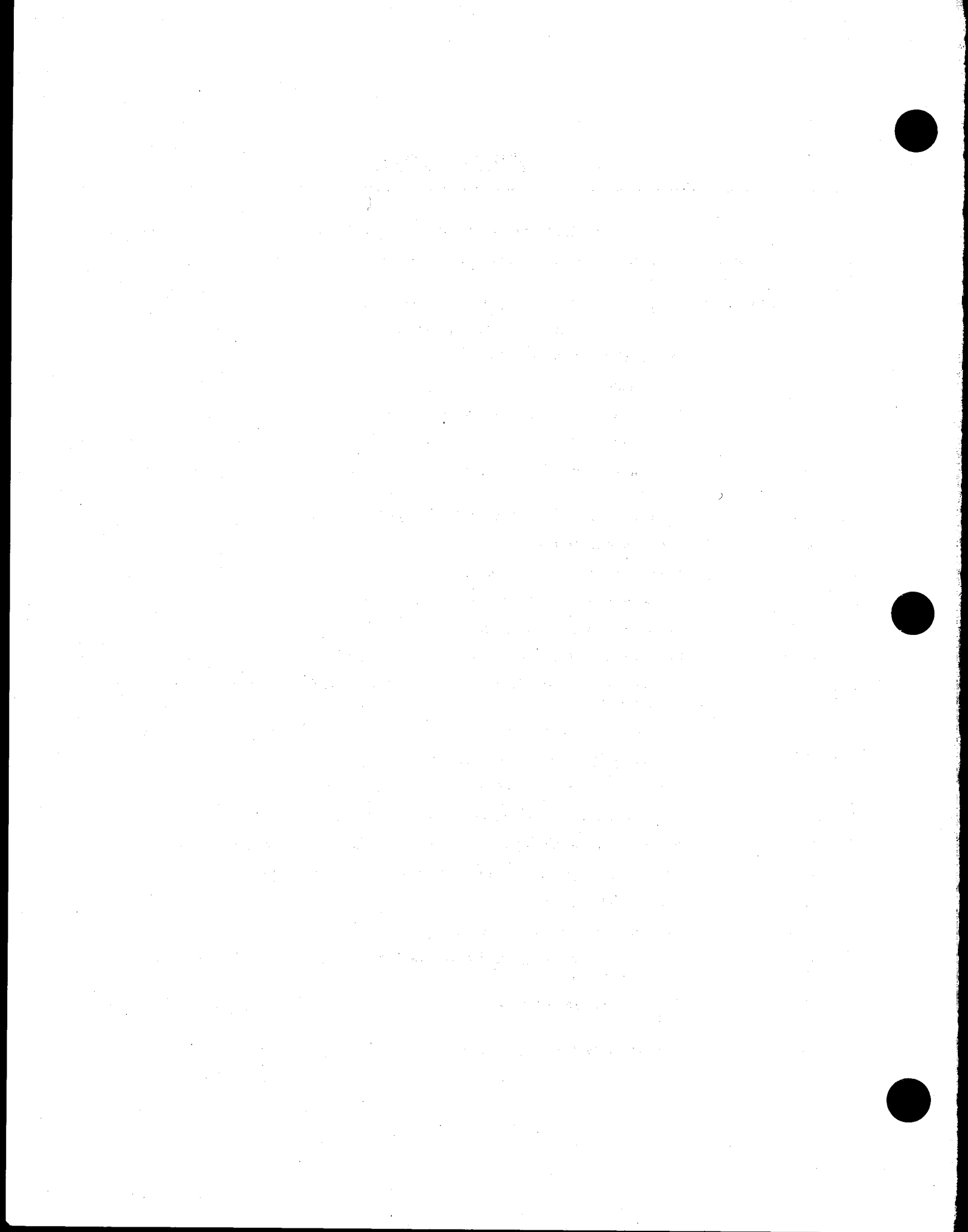
REFERENCES

REQUIRED PUBLICATIONS

Required publications are sources that users must read to understand or to comply with to perform the tasks in this publication.

These documents are available through Army publications distribution systems.

ARMY REGULATIONS (AR)

AR 5-3	Installation Management and Organization
AR 27-3	Legal Assistance
AR 30-1	The Army Food Service Program
AR 40-5	Preventive Medicine
AR 105-3	Reporting, Meaconing, Intrusion, Jamming and Interference of Electromagnetic Systems
AR 105-7	Quick Reaction Capability (QRC) for Electronic Warfare
AR 105-31	Record Communications
AR 190-8	Enemy Prisoners of War - Administration, Employment, and Compensation (Incl Ch 1)
AR 190-11	Physical Security of Arms, Ammunition, and Explosives
AR 190-13	The Army Physical Security Program
AR 190-31	Department of the Army Crime Prevention Program
AR 190-50	Physical Security for Storage of Controlled Medical Substances and Other Medically Sensitive Items
AR 190-51	Security of Army Property at Unit and Installation Level
AR 350-15	The Army Physical Fitness Program
AR 350-17	Noncommissioned Officer Development Program
AR 380-5	Department of the Army Information Security Program
AR 380-40(C)	Policy for Safeguarding and Controlling COMSEC Information
AR 380-41-5	Procedures for Safeguarding Accounting and Supply Control of COMSEC Material
AR 385-10	Army Safety Program
AR 385-40	Accident Reporting and Records
AR 385-62	Regulations for Firing Guided Missiles and Heavy Rockets for Training, Target Practice and Combat
AR 385-63	Policies and Procedures for Firing Ammunition for Training, Target Practice and Combat
AR 530-1	Operations Security (OPSEC)

AR 600-20	Army Command Policy
AR 600-8-1	Army Casualty and Memorial Affairs and Line of Duty Investigations
AR 600-8-2	Suspension of Favorable Personnel Actions (FLAGS)
AR 600-9	The Army Weight Control Program
AR 600-20	Army Command Policy
AR 600-55	Motor Vehicle Driver and Equipment Operator Selection, Training, Testing and Licensing
AR 600-85	Alcohol and Drug Abuse Prevention and Control Program
AR 600-200	Enlisted Personnel Management System
AR 608-18	The Army Family Advocacy Program
AR 611-112	Personnel Selection and Classification, Manual of Warrant Officer Military Occupational Specialties
AR 611-201	Enlisted Career Management Fields and Military Occupational Skills
AR 614-200	Selection of Enlisted Soldiers for Training and Assignment
AR 623-105	Officer Evaluation Reporting System
AR 623-205	Enlisted Evaluation Reporting System
AR 635-100	Officer Personnel
AR 635-120	Officer Resignations and Discharges
AR 635-200	Enlisted Personnel
AR 638-30	Graves Registration Organization and Functions in Support of Major Military Operations
AR 672-5-1	Military Awards
AR 672-14	Army Accident Prevention Awards
AR 710-2	Supply Policy Below the Wholesale Level
AR 735-5	Policies and Procedures for Property Accountability
AR 750-43	Army Test, Measurement and Diagnostic Equipment Program

ARMY TRAINING AND EVALUATION PROGRAM (ARTEP)

| ARTEP 7-8-MTP | Mission Training Plan for the Infantry Rifle Platoon and Squad |

AUTOMATED DATA PROCESSING (ADP) LISTING

| ALH-151 | Hand Receipt (ADP Property Listing) |

COMMON TABLE OF ALLOWANCES

| CTA 50-909 | Field and Garrison Furnishings and Equipment |

DEPARTMENT OF THE ARMY FORMS (DA Forms)

| DA 67-8 | U.S. Army Officer Evaluation Report (OER) |
| DA 67-8-1 | U.S. Army Officer Evaluation Report Support Form |

DA 348	Equipment Operators Qualification Record (Except Aircraft)
DA 638	Recommendation for Award
DA 638-1	Recommendation for Award
DA 705	Army Physical Fitness Test Scorecard
DA 1380	Record of Individual Performance of Reserve Duty Training
DA 1687	Notice of Delegation of Authority Receipt for Supplies
DA 2062	Hand Receipt/Annex Number
DA 2064	Document Register for Supply Actions
DA 2166-7	Noncommissioned Officer Evaluation Report (NCO-ER)
DA 2166-7-1	NCO Counseling Checklist/Record
DA 2416	Calibration Data
DA 2417	U.S. Army Calibration System Rejected Instrument
DA 2765	Request for Issue or Turn-In
DA 3161	Request for Issue or Turn-In
DA 3318	Records of Demands-Title Insert
DA 3328	Property Record
DA 3328-1	Serial/Registration Number Record
DA 3749	Equipment Receipt
DA 4697	Department of the Army Report of Survey
DA 4949	Administrative Adjustment Report

DEPARTMENT OF THE ARMY LABELS (DA Labels)

| DA 80 | U.S. Army Calibrated Instrument |
| DA 163 | U.S. Army Limited or Special Calibration |

DEPARTMENT OF THE ARMY PAMPHLETS (DA Pams)

DA Pam 25-7	Joint User Handbook for Message Text Formats
DA Pam 27-1	Treaties Governing Land Warfare
DA Pam 50-3	The Effects of Nuclear Weapons
DA Pam 190-31	Crime Prevention Handbook
DA Pam 190-51	Risk Analysis for Army Property
DA Pam 350-2	Developing and Maintaining Cohesion
DA Pam 350-15	Commander's Handbook on Physical Fitness
DA Pam 350-18	The Individual's Handbook on Physical Fitness
DA Pam 350-22	You and the Army Physical Fitness Test

DA Pam 350-38	Training Standards in Weapon Training
DA Pam 385-1	Unit Safety Management
DA Pam 600-3	Commissioned Officer Professional Development and Utilization
DA Pam 600-8	Management and Administrative Procedures
DA Pam 600-19	Quality of Life Program Evaluation/Minimum Standards
DA Pam 600-25	U.S. Army Noncommissioned Officer Professional Development Guide
DA Pam 600-41	Military Personnel Managers Mobilization Handbook
DA Pam 600-69	Unit Climate Profile, Commander's Handbook
DA Pam 600-70	U.S. Army Guide to the Prevention of Suicide and Self-Destructive Behavior
DA Pam 623-105	The Officer Evaluation Reporting System "In Brief"
DA Pam 623-205	The Noncommissioned Officer Evaluation Reporting System
DA Pam 710-2-1	Using Unit Supply System: Manual Procedures
DA Pam 710-2-2	Supply Support Activity Supply System Manual Procedures
DA Pam 738-750	The Army Maintenance Management System (TAMMS)
DA Pam 750-1	Leader's Unit Level Maintenance Handbook

DEPARTMENT OF DEFENSE FORM (DOD Form)

| DOD 173/4 | Joint Message Form |
| DOD 1150 | Request for Issue or Turn-In |

FIELD MANUALS (FM)

FM 3-3	NBC Contamination
FM 3-4	NBC Protection
FM 3-5	NBC Decontamination
FM 3-6	Field Behavior of NBC Agents (Including Smoke & Incendiaries)
FM 3-7	NBC Handbook
FM 3-10-1	(SRD) Chemical Weapons Employment
FM 3-11	Flame Field Expedients
FM 3-100	NBC Operations
FM 5-20	Camouflage
FM 5-34	Engineer Field Data
FM 5-102	Countermobility
FM 5-103	Survivability
FM 7-7	The Mechanized Infantry Platoon and Squad (APC)
FM 7-7J	The Mechanized Infantry Platoon and Squad (BRADLEY)

FM 7-8	The Infantry Platoon and Squad (Infantry, Airborne, Air Assault, Ranger)(How to Fight)
FM 7-10	The Infantry Company (Infantry, Airborne, Air Assault, Ranger)
FM 7-70	Light Infantry Platoon/Squad
FM 7-71	Light Infantry Company
FM 8-9	NATO Handbook on the Medical Aspects of NBC Defensive Operations
FM 10-14-1	Commander's Handbook for Property Accountability at Unit Level
FM 10-23	Army Food Service Operations
FM 10-23-1	Commander's Guide to Food Service Operations
FM 10-60	Subsistence Supply and Management in Theaters of Operations
FM 10-63	Handling of Deceased Personnel in Theaters of Operations
FM 10-63-1	Graves Registration Handbook
FM 12-6	Personnel Doctrine
FM 17-15	Tank Platoon
FM 19-10	Military Police Law and Order Operations
FM 19-30	Physical Security
FM 19-40	Enemy Prisoners of War, Civilian Internees, and Detained Persons
FM 20-22	Vehicle Recovery Operations
FM 20-32	Mine/Countermine Operations
FM 21-10	Field Hygiene and Sanitation
FM 21-11	First Aid for Soldiers
FM 21-20	Physical Fitness Training
FM 21-26	Map Reading and Land Navigation
FM 21-60	Visual Signals
FM 21-75	Combat Skills of the Soldier
FM 22-9	Soldier Performance in Continuous Operations
FM 22-100	Military Leadership
FM 22-101	Leadership Counseling
FM 22-102	Soldier Team Development
FM 22-103	Leadership and Command at Senior Levels
FM 22-600-20	The Army Noncommissioned Officer Guide
FM 23-9	M16A1 Rifle and M16A2 Rifle Marksmanship
FM 24-1	Combat Communications
FM 24-18	Tactical Single Channel Radio Communications Techniques

FM 24-33	Communications Techniques Electronic Counter-Countermeasures
FM 24-35	Communications Electronics Operations Instructions (CEOI)
FM 24-35-1	Signal Supplemental Instructions
FM 25-100	Training the Force
FM 25-101	Training the Force, Battle Focused Training
FM 26-2	Management of Stress in Army Operations
FM 27-10	The Law of Land Warfare (Incl C 1)
FM 34-1	Intelligence and Electronic Warfare Operations
FM 34-10	Division Intelligence and Electronic Warfare Operations
FM 34-25	Corps Intelligence and Electronic Warfare Operations
FM 34-52	Intelligence Interrogation
FM 34-60	Counterintelligence
FM 34-60A	(S) Counterintelligence Operations (U)
FM 34-62	Counter Signal Intelligence Operations
FM 44-1	Small Unit Self Defense Against Air Attack
FM 55-15	Transportation Reference Data
FM 55-30	Army Motor Transport Units and Operations
FM 55-312	Military Convoy Operations in the Continental United States
FM 71-1	Tank and Mechanized Infantry Company Team
FM 71-2	The Tank and Mechanized Infantry Battalion Task Force
FM 71-3	Armored & Mechanized Infantry Brigade
FM 71-100	Armored & Mechanized Division Operations (How to Fight)
FM 90-10	An Infantryman's Guide to Urban Combat (How to Fight)
FM 100-1	The Army
FM 100-2-1	The Soviet Army: Operations and Tactics
FM 100-2-2	The Soviet Army: Specialized Warfare and Rear Area Support
FM 100-2-3	The Soviet Army: Troops, Organization, and Equipment
FM 100-5	Operations (How to Fight)
FM 100-11	Force Integration
FM 100-18	APCE Operations
FM 100-20	Low-Intensity Conflict
FM 101-5	Staff Organization and Operations
FM 101-5-1	Operational Terms & Symbols

FM 101-31-1   Staff Officers Field Manual: Nuclear Weapons Employment Doctrine and Procedures

GRAPHIC TRAINING AID (GTA)

GTA 3-6-3   NBC Warning and Reporting System

GTA 21-3-4   Battle Fatigue, Normal Common Signs, What to do for Self and Buddy

GTA 21-3-5   Battle Fatigue, "More Serious Signs -- Leader Actions

GTA 21-3-6   Battle Fatigue, Company Leader Actions and Prevention

OPTIONAL FORM (OF)

OF 346   U.S. Government Vehicle Operators Identification Card

SOLDIERS TRAINING PUBLICATIONS (STPs)

STP 3-54B1-SM   Soldier's Manual, MOS 54B, Chemical Operations Specialist

STP 21-I-MQS   Military Qualification Standards I Manual of Common Tasks

STP 21-1-SMCT   Soldier's Manual of Common Tasks SL 1

STP 21-24-SMCT   Soldier's Manual of Common Tasks SL 2-4

STANDARD FORM (SF)

SF 700   Security Container Information

SF 702   Security Container Check Sheet

SF 704   Secret Cover Sheet

SF 705   Confidential Cover Sheet

SUPPLY BULLETIN

SB 700-20   Army Adopted/Other Items Selected for Authorization List of Reportable Items (FICHE)

TECHNICAL BULLETIN (TB)

TB SIG 226-8   Chargers, Radiac Detector PP-1578/PD and PP-1578A/PD

TB 43-750   Calibration and Repair Requirements for the Maintenance of Army Material

TB 750-25   Maintenance of Supplies and Equipment: Army Test, Measurement and Diagnostic Equipment (TMDE)

TRAINING CIRCULAR (TC)

TC 24-20   Tactical Wire and Cable Techniques

TC 24-21   Tactical Multichannel Radio Communications Techniques

TC 24-24   Signal Data References: Communications-Electronics Equipment

TC 27-10-1   Selected Problems in the Law of War

TECHNICAL DATA (TD)

TD 380-41-5   Procedures for Safeguarding Accounting and Supply Control of COMSEC Material

TECHNICAL MANUAL (TM)

TM 3-216   Technical Aspects of Biological Defense

TM 3-4230-204-12&P   Operator's and Unit Maintenance Manual (Including Repair Parts and Special Tools List) for Decontaminating Apparatus. Portable, DS2, 1 1/2 Quart, ABC M11

TM 3-4230-214-12&P   Operator's and Organizational Maintenance Manual Including Repair Parts and Special Tools List for Decontaminating Apparatus, Portable, 14 Liter, M13

TM 3-4240-279-10   Operator's Manual: Mask, Chemical-Biological: Field, ABC M17, 17A1, and M17A2

TM 3-6665-307-10   Operator's Manual for Detector Kit, Chemical Agent: M256 and M256A1

TM 3-9905-001-10   Operator's Manual for Marking Set, Contamination: Nuclear, Biological, and Chemical (NBC)

TM 9-2350-253-10   Operator's Manual for Tank, Combat, Full-Tracked 105-MM Gun, M60A3

TM 10-277   Chemical, Toxicological and Missile Fuel Handlers Protective Clothing

TM 11-5810-224-10   Operator Manual for Communications Security Equipment TSEC/KY-8

TM 11-5810-245-10   Operator Manual for Communications Security Equipment TSEC/KY-38

TM 11-5810-256-OP-2   FOUO Operating Procedures for Communications Security Equipment TSEC/KY-57 in Wheel Vehicles

TM 11-5810-256-OP-3   UNCLAS Operating Procedures for Communications Security Equipment TSEC/KY-57 in Wheeled Vehicles

TM 11-5810-256-OP-4   UNCLAS Operating Procedures for Communications Security Equipment TSEC/KY-57 in Tracked Vehicles

TM 11-5810-256-OP-5   FOUO Operating Procedures for Communications Security Equipment TSEC/KY-57 in Retrans

TM 11-5810-256-OP-6   FOUO Operating Procedures for Communications Security Equipment TSEC/KY-57 with HYX-57/TSEC for Secure Remote Communications

TM 11-5810-256-OP-7   FOUO Operating Procedures for Communications Security Equipment TSEC/KY-57 with HYX-57/TSEC to Provide Point-to-Point Communications

TM 11-5820-667-12   Operator's and Organizational Maintenance Manual: Radio Set, AN/PRC-77

TM 11-5820-890-10-3   Operator for Radio Set AN/PRC 119 VRC 87-92

TM 11-6665-213-12   Operator and Organizational Maintenance Manual (Including Repair Parts and Special Tools Lists) for Radiacmeter, IM-174/PD

TM 11-6665-214-10   Operator's Manual: Radiacmeters, IM-9e/PD, IM-93/UD, and IM-147/PD

TM 11-6665-232-12   Operator's and Organizational Maintenance Manual for Radiacmeters, IM-174A/PD

TM 38-L18-14   Functional End Users Manual for Standard Property Book System - Redesign (SPBS-R) Management Guide

TECHNICAL VIDEO TAPE (TVT)

TVT 8-93   Suicide Prevention

UNIFORM CODE OF MILITARY JUSTICE (UCMJ)

UCMJ   Uniform Code of Military Justice

VETERANS PAMPHLET (VA Pam)

VA Pam 27-82-2   A Summary of Veteran's Benefits

UNNUMBERED MISCELLANEOUS

Forces Command Mobilization and Deployment Planning System (FORMDEPS), Volume III, Mobilization and Deployment Planning, Part 3, RC Unit Commander's Handbook

Forces Command Mobilization and Deployment Planning System (FORMDEPS), Volume III, Mobilization and Deployment Planning, Part 4, Installation Commander's Handbook

National COMSEC Instruction 4009
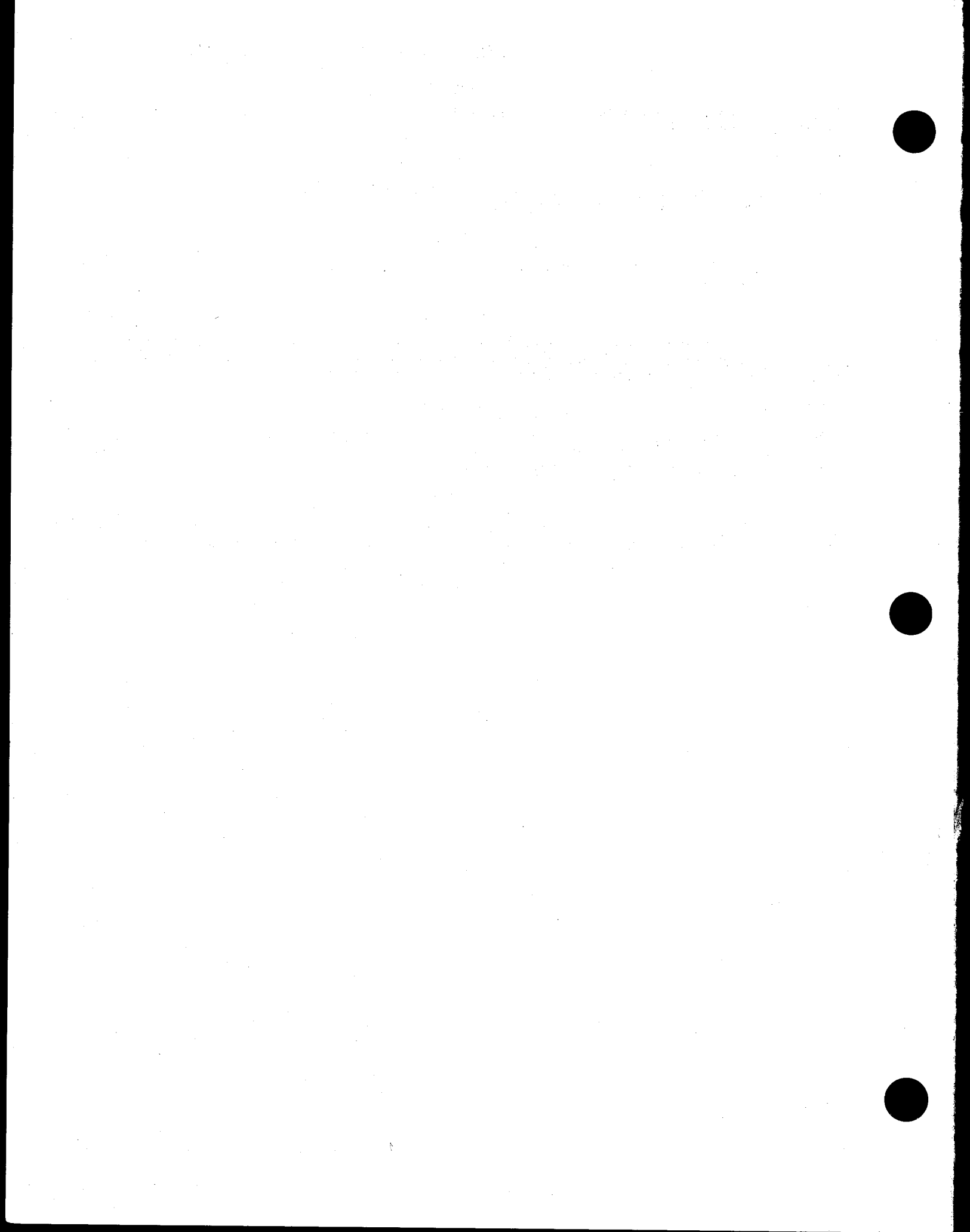
Code of Conduct

Article I.

I am an American, fighting in the forces which guard my country and our way of life. I am prepared to give my life in their defense.

Article II.

I will never surrender of my own free will. If in command, I will never surrender the members of my command while they still have the means to resist.

Article III.

If I am captured I will continue to resist by all means available. I will make every effort to escape and air others to escape. I will accept neither parole not special favors from the enemy.

Article IV.

If I become a prisoner of war, I will keep faith with my fellow prisoners. I will give no information or take part in any action which might be harmful to my comrades. If I am senior, I will take command. If not, I will obey the lawful orders of those appointed over me and will back them up in every way.

Article V.

When questioned, should I become a prisoner of war, I am required to give name, rank, service number and date of birth. I will evade answering further questions to the utmost of my ability. I will make no oral or written statements disloyal to my country and its allies or harmful to their cause.

Article VI.

I will never forget that I am an American, fighting for freedom, responsible for my actions, and dedicated to the principles which made my country free. I will trust in God and in the United States of America.
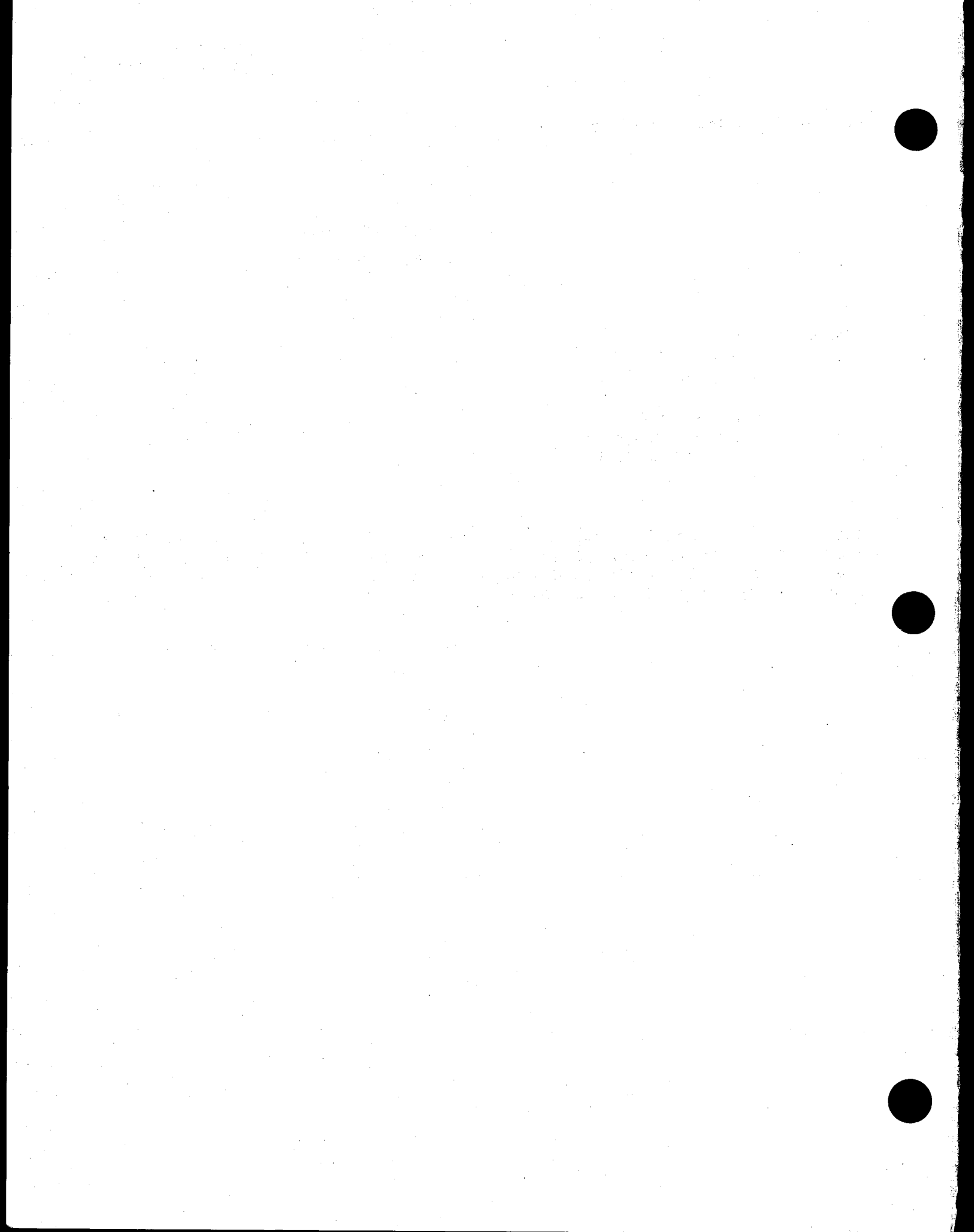
By Order of the Secretary of the Army:

CARL E. VUONO
General, United States Army

Official:

JOHN A. FULMER
Colonel, United States Army
Acting The Adjutant General

Distribution: Active Army, USAR, and ARNG. To be distributed in
accordance with DA Form 12-11E, requirements for STP 21-II-MQS, Military
Qualification Standards II Manual of Common Tasks for Lieutenants and
Captains (Qty rqr block no. 3406).