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# Methods for Integrating Environmental Awareness Training into Army Programs of Instruction

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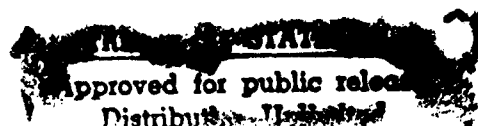
June 1993

Christopher P. Werle



93-24113

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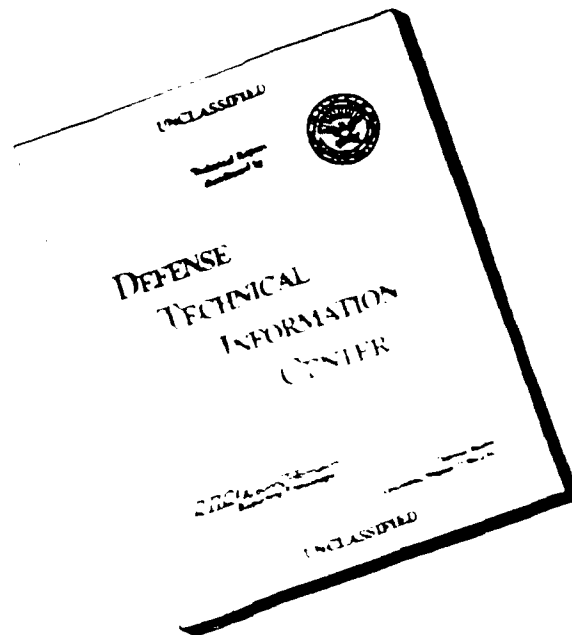


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6400 Goldsboro Road  
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## **Executive Summary**

### **METHODS FOR INTEGRATING ENVIRONMENTAL AWARENESS TRAINING INTO ARMY PROGRAMS OF INSTRUCTION**

The Army recognizes that "Army personnel often have a lack of environmental awareness and knowledge of how environmental programs apply within their own areas of responsibility."\* To help correct that deficiency, the *Army Environmental Training Master Plan* (AETMP) was developed to serve as a "road map" through which present and future environmental training requirements are identified and addressed.

While the environmental training developed as a result of the AETMP's formal needs analysis will undoubtedly help to meet long-term requirements, senior Army leaders quickly recognized that interim measures were needed to address current requirements. Accordingly, the U.S. Army Environmental Center was tasked to develop and implement a method for expeditiously integrating environmental awareness training into Army leadership schools. That was to be undertaken *immediately*, without the benefit of completing a formal needs analysis.

The constraint complicating the need to integrate environmental awareness training was that overall course and class lengths were fixed. In other words, the amount of time allocated for each lesson could not be appreciably increased. In effect, we needed to devise methods for "embedding" environmental awareness information into the existing lessons – ideally, without consuming a distinct portion of class time, but at most consuming no more than 2 minutes per 50-minute block of class time. While a tall order, it may be surprising to learn that quite a lot of information can be conveyed in such a brief period – provided it is done intelligently.

In order to devise a way to integrate environmental awareness training into Army leadership schools, we collected and reviewed 22 Army military leadership course programs of instruction (POI). Those courses consisted of Basic Combat Training, other enlisted courses ranging from Primary Leadership Development to the Sergeant's Major Course, officer courses ranging from the basic course to the

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\**Army Environmental Training Master Plan*, 17 December 1992, p. 2.

Army War College, the Warrant Officer Candidate School, "purple suit" courses such as the Public Affairs School Courses (3 each) and General Officer CAPSTONE courses, and the Army Judge Advocate General's School Courses (4 each) for lawyers.

We carefully analyzed appropriate lesson plans from those 22 courses to determine where and how environmental information might be integrated. We determined that eight basic techniques worked well: environmental notes for instructors, videotapes for viewing outside the classroom, situational or practical exercises, guest speakers, outside research, handouts or handbooks, focused briefings, and examples or illustrations.

Within the courses evaluated, a total of 111 individual lessons are suitable for embedding with environmental awareness information; we made recommendations accordingly. Service school proponents will be encouraged by the Army Training and Doctrine Command to incorporate those recommendations where appropriate. To build on the progress that already has been made, the Logistics Management Institute will soon begin a parallel study to address the integration of environmental awareness training into Army *civilian* leadership schools.

While not a stand-alone solution to the environmental awareness training requirement, the process of embedding environmental information within existing lessons holds great promise as a near-term solution to immediate training needs and as a longer-term strengthening of the overall training program.

Embedding environmental information *now* enables trainers to impart useful knowledge while more sophisticated training materials are under development. Later, when used in conjunction with dedicated blocks of environmental instruction, embedding will serve to reinforce previous training by constantly stressing the importance of incorporating environmental considerations into all activities.

We recommend that all Army training developers use similar data embedding techniques where appropriate (when revising training support-packages) to provide the expeditious integration of environmental information into as many additional courses/lessons as possible. Through this continuing reinforcement of the foundations of environmental awareness training, the Army will achieve the senior leadership's goal of preserving and protecting the environment as required by law and for the welfare of future generations.

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# **CHAPTER 1**

## **STUDY SCOPE AND PROCESS**

### **SCOPE OF THIS STUDY**

Under the original tasking, we collected and reviewed data about existing programs of instruction (POIs) from General Officer training forums, senior service schools, command and staff courses, precommand courses, officer/enlisted basic and advanced courses, and other appropriate Army training institutions. Programs of instruction provide a course summary, brief outlines of each lesson taught during the course, training methodologies, and task/subject summaries, as well as training resource allocations/requirements such as time, training aids, and facilities.

Work was initially directed toward 19 different courses but was later expanded to address 22. These consisted of Basic Combat Training, other enlisted courses ranging from the Primary Leadership Development Course to the Sergeant's Major Course (SMC), officer courses ranging from the Officer Basic Course to the Army War College (AWC), the Warrant Officer Candidate School, "purple suit" (i.e., joint service) courses such as the Public Affairs School Courses (3 each) and General Officer CAPSTONE Courses, and the Army Judge Advocate General's (JAG's) School Courses (4 each) for lawyers. A complete listing of all courses examined is included at Appendix A.

The constraint we had to work under was that overall course and class lengths were fixed. In other words, we could not add appreciably to the amount of time allocated for each lesson. This made the assignment very challenging. We designed innovative techniques for presenting new information to the students. In effect, we had to devise ways to "embed" environmental awareness information within the existing lessons – ideally, without consuming a distinct portion of class time, but consuming no more than 2 minutes per 50-minute block of class time. We estimated that was the maximum amount of time that could be devoted to new material without significantly detracting from the material needed to effectively teach students the existing learning objectives.



## STUDY PROCESS

Our first step in undertaking the study was to advise the Service schools involved about the initiative and to solicit their full support. That was accomplished by distributing an Army Director of Training memorandum (Appendix B) to all schools within the U.S. Army Training and Doctrine Command (TRADOC) outlining the need for and purpose of this study. The TRADOC was targeted because it "owned" all but 4 of the 22 courses reviewed. The memorandum also identified the Logistics Management Institute (LMI) as the study organization and specifically listed each study participant by name. This memorandum later proved invaluable when some schools were reluctant to release information about courses and specific lesson content.

Then we identified key points of contact (POCs) who would be assisting us during the study by providing general support, POIs, lesson plans, and other information needed from the various Service schools. A consolidated listing of all POCs and their phone numbers is attached at Appendix C.

Once identification was accomplished, detailed work began. Each Service school POC was contacted to arrange delivery of the appropriate POIs. In order to expedite this process, Federal Express mail was utilized with LMI providing its account number for each sending organization to charge against. Turnaround time for shipments ranged from 1 day to about 2 weeks on average.

Upon receipt of the POIs, we reviewed each distinct lesson focusing on noncombat-related subjects. Generally speaking, we looked for classes relating to areas with a high probability for environmental interface. Typical candidate classes included unit supply and maintenance; training management; weapons firing; nuclear, biological, and chemical operations; field training exercises; military ethics; decision making; transportation planning; field sanitation; safety; military justice; effective writing; and troop leading, to name a few. A sample POI document with potential integration lessons identified by asterisk is included at Appendix D.

We then telefaxed each POC a listing of the candidate lesson plans that we wanted to review in detail. In most cases, we obtained complete training support packages (TSPs). The typical TSP contains a breakout of specific training objectives; tasks, conditions, and standards under which they are to be performed; classroom and

related support requirements; and a detailed lesson plan with copies of any included transparencies. A sample TSP is provided at Appendix E.

Our *detailed* recommendations for each lesson are not addressed in this report. They are found in the individual progress report memoranda, copies of which are available from the Environmental Training Support Center, Huntsville Division, U.S. Army Corps of Engineers. The full spectrum of embedding techniques described in Chapter 3 has already been used successfully. The TRADOC Service school's POCs generally indicate that they are pleased with the results of this study and will expeditiously implement our recommendations where appropriate. To build on the progress that has already been made, LMI will soon begin a parallel study to address the integration of environmental awareness training into Army *civilian* leadership schools.

During our reviews of each lesson plan, we developed techniques for incorporating appropriate environmental information within the confines of the original constraint mandating no appreciable increase in class length. To accomplish that, it would have been helpful if we had available a listing of all environmental awareness information needed for individuals attending a specific course: for example, the specific environmental information needed for an Army captain to perform his or her job in a satisfactory manner. Unfortunately, no such listing exists. One will be developed during the long-term Systems Approach to Training (SAT) analysis. In the alternative, we had to rely upon our general knowledge of Army operations and environmental program requirements. As we studied individual lesson contents in detail, we identified points where it would be appropriate to incorporate related environmental information; then we determined exactly what that environmental information should be.

In Chapter 3, we outline the specific techniques used for embedding environmental information within course lessons.

## CHAPTER 2

### THE NEED FOR INCREASED ENVIRONMENTAL AWARENESS TRAINING

#### BACKGROUND

As one of the largest Federal real estate holders (holding more than 2,000 installations on more than 24 million acres of land), the Army is keenly aware of its responsibilities in the areas of environmental protection and enhancement. In consonance with its defense mission, the Army has established an environmental management policy that will ensure the long-term protection of the land and environmental resources entrusted to its care.

Issued jointly by the Secretary of the Army and Chief of Staff, the environmental policy charges the Army to be the environmental leader within DoD. It mandates that taking care of the environment is a necessary cost of doing business that must be fully integrated into all aspects of mission accomplishment. In furtherance of that policy, the Army recently completed work on its pace-setting *Army Environmental Strategy into the 21st Century*. Key among its provisions is the overarching vision that "the Army will be a national leader in environmental and natural resource stewardship for present and future generations as an integral part of its mission."<sup>1</sup>

To achieve its environmental vision, the Army recognizes that an effective training and education program will be the cornerstone of its success. Just as tough, realistic training has prepared soldiers to fight and win on the battlefield, proper education and training will be instrumental in successfully implementing the strategy and corresponding changes needed to promote environmental stewardship within the Army.<sup>2</sup>

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<sup>1</sup>*Army Environmental Strategy into the 21st Century*, 19 November 1992, p. 1.

<sup>2</sup>*Army Environmental Training Master Plan*, 17 December 1992, p. iii.

## THE ARMY ENVIRONMENTAL TRAINING MASTER PLAN

As with most of the other DoD Components, the Army has a major effort under way to identify environmental training requirements for all of its military and civilian personnel. The first step of this process was development of the *Army Environmental Training Master Plan (AETMP)*, which was completed with the joint signing of the *AETMP* on 17 December 1992 by the Army Director of Training and Director of Environmental Programs.

The *AETMP* is

... the specific strategy to establish environmental training requirements for the Total Army, with the exception of Civil Works programs, and to ensure appropriate training is designed, developed, and executed, and progress reported. The *AETMP* offers a mechanism for coordinating with Civil Works environmental and training program managers to ensure consistency and economy and avoid unnecessary duplication of effort or resources.<sup>3</sup>

The Army recognizes that "... Army personnel often have a lack of environmental awareness and knowledge of how environmental programs apply within their own areas of responsibility."<sup>4</sup> The *AETMP* will help correct this deficiency by serving as the "road map" through which present and future environmental training requirements will be identified and addressed. As a first step in implementing the *AETMP*, the Army is now working through its Corps of Engineers Huntsville Division to conduct an extensive needs analysis.

The needs analysis will identify and validate requirements through the use of the Army Systems Approach to Training (SAT) process. The SAT technique employs a systematic process to analyze and define training needs, design and develop courses and/or training materials, implement training, and evaluate training for currency and effectiveness. A total of 20 environmental media program areas are scheduled for evaluation under the process with work scheduled for completion during FY93.

Through vigorous implementation of the *AETMP*, the Army intends to accomplish several things. These include the gradual institutionalization of environmental training in Army units and schools, increased awareness at installations, provision of short-term environmental training support and products,

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<sup>3</sup>*Army Environmental Training Master Plan*, 17 December 1992, p. 1.

<sup>4</sup>*Ibid.*, p. 2.

improved environmental professional career development, full coordination of existing training programs, expanded environmental awareness research, more ad hoc courses and workshops, and the establishment of an environmental training support center.

#### **INTERIM MEASURES TO PROMOTE ENVIRONMENTAL AWARENESS**

While the environmental training developed as a result of the *AETMP* formal needs analysis will undoubtedly help to meet long-term requirements, senior Army leaders quickly recognized that interim measures were needed to address immediate needs. After having been briefed on the *AETMP* and its implementation, the Army Director of Training tasked the U.S. Army Environmental Center (formerly the U.S. Army Toxic and Hazardous Materials Agency) to develop and implement a methodology for expeditiously integrating environmental awareness training into Army leadership schools. Implementing that methodology was to be undertaken *immediately*, without waiting for the benefit of the formal needs analysis.

The balance of this report outlines how implementation of that methodology was undertaken by LMI, the techniques involved, and the overall results that were obtained.

## **CHAPTER 3**

### **TECHNIQUES USED FOR EMBEDDING ENVIRONMENTAL AWARENESS INFORMATION INTO EXISTING COURSES**

#### **GENERAL**

Given that we could not appreciably lengthen lessons or courses, we had to develop techniques for integrating environmental information at appropriate points within the existing material being presented. This required an in-depth knowledge of general environmental program information requirements as well as the specific subject matter being taught. In this regard, an Army (or at least a sound military) background was essential. As each lesson was reviewed word for word, we had to devise innovative methods to incorporate environmental information.

After some experimentation, we determined that eight basic techniques worked well: environmental notes for instructors, videotapes for viewing outside the classroom, situational or practical exercises, guest speakers, outside research, handouts or handbooks, focused briefings, and examples or illustrations. Each of these is briefly discussed in the sections below.

#### **ENVIRONMENTAL NOTES FOR INSTRUCTORS**

This was the technique we used most frequently. It consisted of simply inserting environmental information for use by the instructor at appropriate points within the body of the lesson plan itself. An example of this is shown at Appendix F in a lesson plan from the Engineer Officer Basic Course. On page F-4 of that lesson plan, the instructor conducts a "walk-through" practical exercise in the motor pool area. At the end of the practical exercise (PE) station #1 activities, the instructor must discuss safety in and around the motor pool. At that point, we inserted an instructor note detailing several environmental considerations that could be discussed with the students.

Similarly, there are five other points in the lesson where pertinent environmental information is provided for the instructor's use to reinforce the lesson. The instructor can use all, a part, or none of those notes as he or she sees fit. In this

case, even if the information contained in all six notes were used during the class, total class length would not increase by more than 1 or 2 minutes. This is in keeping with our original constraint.

## **VIDEOTAPES FOR VIEWING OUTSIDE THE CLASSROOM**

There are several videotapes available (either commercially or through Army channels) that contain environmental awareness themes. They can be used as either a sole source of awareness information or as reinforcement for other awareness training that might be presented. Videotapes can be scheduled during the student's off-hours so that no class time is used. Two particularly appropriate tapes are "Managing Hazardous Waste In NATO," which was produced by the NATO Committee on the Challenges of Modern Society, and "The Environment: A Command Responsibility." Currently, the latter is mandatory viewing for all students attending the battalion and brigade Pre-Command Course at Fort Leavenworth, Kansas. Both videos can be obtained by contacting the U.S. Army Audio Visual Center, Room 5A-470, The Pentagon, Washington, D.C., 20310-4812.

## **SITUATIONAL OR PRACTICAL EXERCISES**

Situational or practical exercises are always good tools to use for reinforcing or driving home a point. It is fairly easy to write an environmentally oriented exercise (that bolsters the original basic teaching point) and simply substitute it for the existing exercise. This requires no additional class time. By working through an exercise containing environmental information, students can gain environmental knowledge naturally through association.

A good example of such an exercise (from an SMC lesson on values and ethics in military leadership) is shown at Appendix G. In this situation, the basic instructional objective is to teach the student the ethical decision-making process. The original exercise (Annex 1 to Appendix G) centers on how to judge the validity of a commander's decision regarding absence without leave. Our recommended substitute exercise (Annex 2 to Appendix G) focuses on the same decision-making process, but the factual situation involves scheduling field training in an area known to be environmentally sensitive. Both exercises help students to understand the decision-making process; but at the same time, the latter also provides information on the need to preserve cultural resources and archaeological sites.

## **GUEST SPEAKERS**

Most of the courses that we reviewed have formal class time allocated to guest speakers. In some instances, the speakers are to address topics of their choice or of "general interest." In these instances, we recommend that at least one of these guest speakers be asked to speak about an environmental topic. For example, an installation environmental coordinator or regional Environmental Protection Agency (EPA) staff member might be invited to speak about an important environmental subject.

In other instances, guest speakers are scheduled to speak about their specific areas of expertise and/or personal experiences. Here we recommend that during those presentations, an effort should be made to discuss any environmental issues they may have had to personally deal with, how they dealt with them, and the specific results they obtained. A good example of this is found in the guest speaker series of the Pre-Command Course, Fort Leavenworth, Kansas (Appendix H). Annex 1 to Appendix H provides brief presentation summaries from speakers such as the Army Chief of Staff, Deputy Chief of Staff, Operations, Deputy Chief of Staff, Logistics, etc. Annex 2 to Appendix H illustrates our recommendations for how each of those speakers might incorporate appropriate environmental information into their presentations.

## **RESEARCH OUTSIDE THE CLASSROOM**

Some courses require students to conduct independent research outside the classroom, usually in conjunction with effective writing instruction. Such research normally requires some background investigation and writing a report, which will then be evaluated and be a part of the overall course grade.

For outside research, we recommend adding environmental topics to those from which the students can choose. For example, we propose the following environmental topics for use by students at the Sergeant's Major Course during the Research Techniques lesson:

- The Army and Environmental Compliance
- The Army Installation Restoration Program
- The Army Legacy Resource Management Program



- **Minimizing Environmental Damage During Field Training**
- **The Noncommissioned Officer Role in Environmental Protection and Enhancement.**

## **HANDOUTS AND HANDBOOKS**

Handouts and handbooks are effective instruments for conveying information, particularly when used to supplement classroom instruction. A good example of this is shown at Appendix I. Annex 1 to Appendix I describes a common task that all entry-level soldiers are supposed to know before completing basic (initial entry) combat training, or IET. This example was taken from TRADOC Pamphlet 600-4, *IET Soldier's Handbook*.

The example outlines the Task 081-831-1009 (i.e., GIVE FIRST AID FOR FROSTBITE), conditions under which the task must be performed, and the standards the student is to achieve. Individual performance measures are also provided for rating students on a pass or fail basis.

In this instance, we developed and recommend the addition of a new Task 081-831-1010 (PRESERVE AND PROTECT THE ENVIRONMENT) by providing the same elements of information (Annex 2 to Appendix I). By having this added to the handbook, students will know that they must learn and demonstrate proficiency in specific environmental skills before they are permitted to complete the course of instruction.

## **FOCUSED BRIEFINGS**

This briefing technique is related to the guest speaker concept. In the case of the General Officer CAPSTONE Course, students visit numerous field commands around the world to be briefed on major issues. Here, we recommend that those commands be asked to include in their briefings (where feasible) information regarding any major environmental war/training stoppers that have impacted operations. Given that the students may find themselves having to deal with similar situations, we feel they would be immensely interested to learn how the situations developed, immediate and potential long-term effects, and the actions being taken by the command to address them in light of the need to carry forward with mission accomplishment.

## EXAMPLES OR ILLUSTRATIONS

Examples or illustrations normally used during the lesson (to reinforce the teaching point) can be replaced by an example that reinforces the same teaching point, but simultaneously also imparts some essential environmental information. A good example is the following sentence from an effective writing course which is used to illustrate proper use of the active voice: "Sergeant Jones changed the oil in his truck."

To modify this example to illustrate the same teaching point and incorporate environmental information, we might rewrite the sentence as follows:

Sergeant Jones changed the oil in his truck and then disposed of the waste oil illegally by dumping it into a storm drain. Or . . .

Sergeant Jones changed the oil in his truck and then disposed of the waste oil in an environmentally sound manner by placing it in the properly labeled 'used-oil' drum.

Both sentences still properly illustrate use of the active voice. However, now the students are given some environmental information that will hopefully stick in their minds: i.e., dumping used oil down a storm drain is illegal; used oil should only be disposed of by placing it in the properly marked container.

## SUMMARY

It is likely that other techniques for embedding environmental information exist that are as effective as those described in the sections above. However, given the specific courses, lessons, and constraints under which we worked, we found these eight techniques to be the overall best for integrating environmental information into existing teaching materials.

## **CHAPTER 4**

### **FINDINGS AND CONCLUSIONS**

#### **FINDINGS**

Of the 22 Army leadership courses evaluated, a total of 111 individual lessons were appropriate for embedding with environmental awareness information. Earlier we made the associated recommendations. A detailed breakout of the courses is shown in Table 4-1. Appendix J lists the 111 lesson titles (by course) for which we made recommendations for embedding environmental awareness information. It may be surprising to learn that quite a lot of information can be embedded for a very brief presentation – provided it is done intelligently.

It should be noted that 7 courses currently taught by either the Judge Advocate General or Defense Information (Public Affairs) schools already contain significant environmental instruction. Accordingly, we did not attempt to embed additional awareness information. We only documented the existing training and provided copies of current lesson plans for incorporation with other materials at the Environmental Training Support Center, Huntsville Division.

Our *detailed* recommendations for each lesson are not addressed in this report. They are found in the individual progress report memoranda, copies of which are available from the Environmental Training Support Center. The full spectrum of embedding techniques described in Chapter 3 has already been successfully used. The TRADOC Service school's POCs generally indicate that they are pleased with the results of this study and will expeditiously implement our recommendations where appropriate. To build on the progress that has already been made, LMI will soon begin a parallel study to address the integration of environmental awareness training into Army *civilian* leadership schools.

#### **CONCLUSIONS**

Full implementation of the short- and long-term strategies outlined in the *AETMP* will enable the Army to achieve its stated objectives for educating the Force about individual environmental responsibilities. Toward that end, the development

**TABLE 4-1**

**NUMBER OF LESSONS BY COURSE IN WHICH ENVIRONMENTAL  
INFORMATION WAS EMBEDDED**

<b>Course</b>	<b>Number of lessons</b>
CAPSTONE	3
Army War College	4
Public Affairs School (PAO) Courses (3 each)	a
Judge Advocate General (JAG) School Courses (4 each)	a
Command and General Staff Officer Course	5
Pre-Command Course	10
Combined Arms and Services Staff School	7
Officer Advanced Course	11
Officer Basic Course	15
Warrant Officer Candidate School	11
Sergeant's Major Course	12
First Sergeant's Course	6
Advanced NCO Course	4
Drill Sergeant's School	7
Basic NCO Course	4
Primary Leadership Development Course	6
Basic Combat Training Course	6
<b>Total lessons addressed</b>	<b>111</b>

<sup>a</sup> PAO and JAG courses already contain substantial environmental instruction. The total numbers of hours are as follows:

PAO courses: PAO Officer Course – 6.0 hours;  
PAO Supervisor's Course – 3.0 hours; and  
Advanced PAO Supervisor's Course – 2.0 hours.

JAG courses: General Officer's Legal Orientation – 0.5 hours;  
Senior Officer's Legal Orientation – 1.5 hours;  
JAG Officer Graduate Course – 49.0 hours; and  
JAG Officer Basic Course – 5.0 hours.

and implementation of dedicated blocks of environmental instruction for all Army schools is an idea that will soon reach fruition.

While not a stand-alone solution to the environmental awareness training requirements, the process of embedding environmental information within existing lessons holds great promise as a near-term solution to immediate training needs and a longer-term strengthening of the overall training program.

Embedding environmental information now enables trainers to impart useful knowledge while more sophisticated training materials are developed. Later, when used in conjunction with dedicated blocks of environmental instruction, embedding will serve to reinforce previous training by constantly driving home the importance of incorporating environmental considerations into all activities.

We recommend that all Army training developers use similar embedding techniques where appropriate (during periodic training support package revisions) to provide the expeditious integration of environmental information into as many additional courses/lessons as possible. Through this continuing reinforcement of the foundations of environmental awareness training, the Army will achieve the senior leadership's goal of preserving and protecting the environment as required by law and for the welfare of future generations.

**APPENDIX A**

**ARMY LEADERSHIP COURSES REVIEWED DURING STUDY**

## **ARMY LEADERSHIP COURSES REVIEWED DURING STUDY**

- |  |   |
|--|---|
| 1. Army War College (AWC)                                  | 10. Sergeant's Major Course (SMC)                   |
| 2. Pre-Command Course (PCC)                                | 11. First Sergeant's Course (FSC)                   |
| 3. Command and General Staff<br>Officer Course (CGSOC)     | 12. Drill Sergeant's School (DSS)                   |
| 4. Combined Arms and Services<br>Staff School (CAS3)       | 13. Advanced NCO Course (ANCOC)                     |
| 5. Officer Advanced Course (OAC)                           | 14. Basic NCO Course (BNCOC)                        |
| 6. Officer Basic Course (OBC)                              | 15. Primary Leadership<br>Development Course (PLDC) |
| 7. General Officer CAPSTONE<br>Course                      | 16. Basic Combat Training (BCT) Course              |
| 8. Judge Advocate General (JAG)<br>School Courses (4 each) | 17. Warrant Officer Candidate<br>School (WOCS)      |
| 9. Public Affairs (PAO) School<br>Courses (3 each)         |   |

**APPENDIX B**

**ARMY DIRECTOR OF TRAINING MEMORANDUM  
ANNOUNCING STUDY INITIATION**





DEPARTMENT OF THE ARMY  
OFFICE OF THE DEPUTY CHIEF OF STAFF FOR OPERATIONS AND PLANS  
WASHINGTON, DC 20310-0400



REPLY TO  
ATTENTION OF

08 SEP 1992

DAMO-TRO

MEMORANDUM FOR COMMANDER, U. S. ARMY TRAINING AND  
DOCTRINE COMMAND, ATTN: ATTG-ZA, FORT  
MONROE, VA 23651-5000

SUBJECT: Environmental Awareness Training

1. Given the potential impacts of environmental noncompliance on present and future Army activities, it is imperative that we move quickly to educate our people on their responsibilities toward environmental protection and enhancement. The U. S. Army Toxic and Hazardous Materials Agency (USATHAMA) is working in conjunction with the training and development community to expedite the integration of environmental awareness training throughout the Army. This effort has been initiated through development of the Army Environmental Training Master Plan (AETMP).
2. When finalized, the AETMP will serve as a "roadmap" to determine the environmental training needs of all Army personnel and will form the basis for future environmental course development and implementation. The formal, detailed Systems Approach to Training (SAT) development process, outlined in the AETMP, has begun, but it may be several years before it is complete. While this effort is essential to proper training development, I believe we must begin environmental awareness instruction now, without the benefit of the more traditional needs analysis provided by the AETMP and SAT process.
3. To accomplish this goal, USATHAMA has contracted the Logistics Management Institute (LMI) to take the first steps toward conducting awareness training across the Army. Under the tasking, LMI will:
  - a. Collect and review existing programs of instruction (POIs) from General Officer training forums, senior service schools, command and

**DAMO-TRO**

**SUBJECT: Environmental Awareness Training**

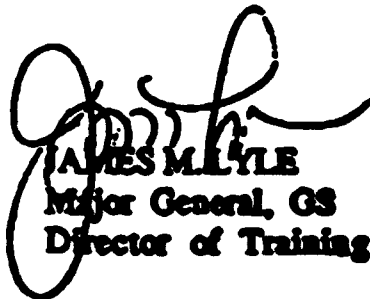
staff courses, pre-command courses, officer/enlisted basic and advanced courses, senior NCO courses, and other Army training institutions as appropriate (Encl 2).

b. Develop a strategy for integrating environmental information in appropriate sections.

c. Develop corresponding training materials and related textual support for use by instructors.

4. The LMI personnel who will be working on this task are listed at enclosure 1. Request all TRADOC schools be advised that they may be contacted and/or visited by these individuals during the study process and that they should provide assistance whenever possible to support the effort.

**Encls**

  
**JAMES M. LYLE**  
Major General, GS  
Director of Training

**CP:**

**CDR, HUNTSVILLE DIVISION, ATTN: CERND-TD-ET**

## **LMI STAFF PARTICIPATING IN STUDY**

### **NAME**

### **SSAN**

**Dienemann, Paul F., Program Director**  
**Werle, Christopher P., Project Leader**  
**Baxter, Robert J.**  
**Brown, Douglas M.**  
**Oh, Sonny**

**570-52-4088**  
**223-72-1749**  
**025-34-4400**  
**222-44-2182**  
**174-52-1707**

**APPENDIX C**

**KEY AGENCY AND SERVICE SCHOOL  
POINTS OF CONTACT**

# **KEY AGENCY AND SERVICE SCHOOL POINTS OF CONTACT**

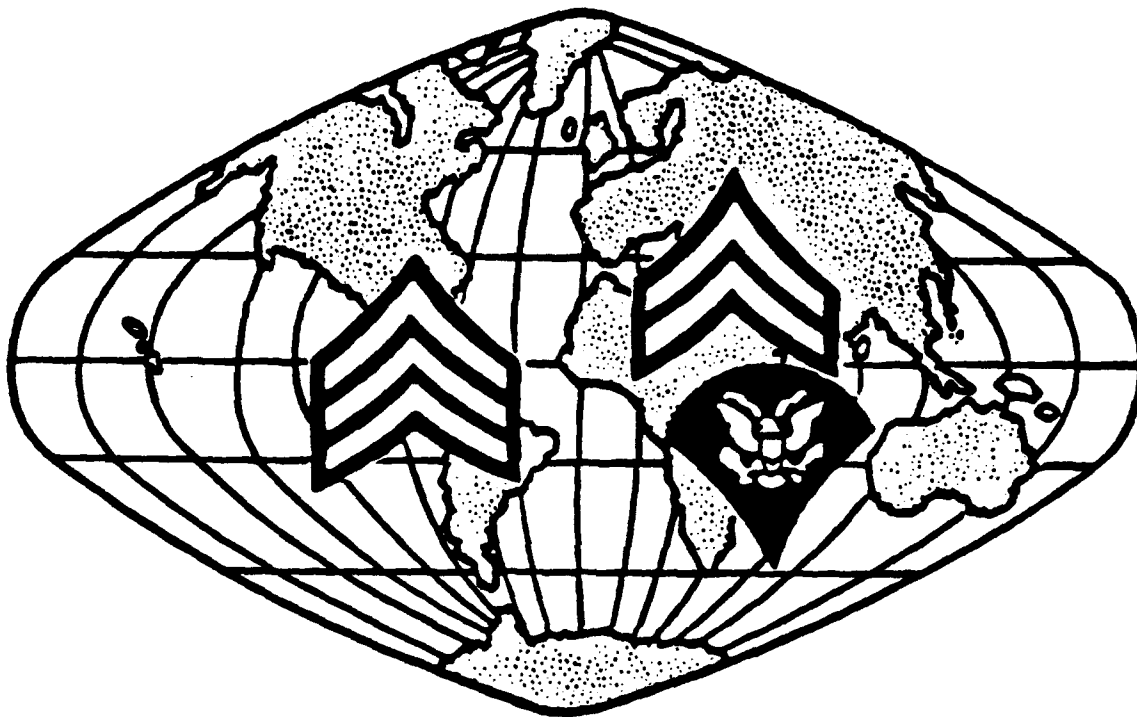
Agency/School	Point of contact	DSN phone number
HQDA, DAMO-TR	MG James Lyle LTC Kelly Cook	224-8198 227-1108
HQDA, DAEN-ZCE	MAJ Steve Strang	223-4635
HQ, TRADOC, DCST	Mr. Tom Edwards Mr. Curtis Holmes CPT Derek Anderson	680-5407 680-5575 680-5608
Army Environmental Center	Mr. Phil Huber Ms. Susan Thomas	584-1681 584-1685
Army Engineer School	Mr. Terry Tapp	676-7505
National Defense University (CAPSTONE)	COL Al Moyer	335-1475
Army War College	COL Robert Brace	242-3404
Judge Advocate General School	MAJ Mark Connor	274-7115
Defense Information School (PAO Courses)	Mr. Russ Bauer	699-4104
Command and General Staff College (CGSOC, PCC, CAS3)	LTC Hittle	552-2169
U.S. Army Aviation School (WOCS)	CW4 Jim Damron	558-5141
Sergeant's Major Academy (SMC, FSC, ANCOC, BNCOC, PLDC)	SGM Dan Hubbard	978-8274
Fort Jackson, SC (DSS)	SFC Delgado	734-7618

**Note:** See Appendix A for course acronym definitions.

## **APPENDIX D**

### **SAMPLE PROGRAM OF INSTRUCTION SHOWING LESSONS WITH POTENTIAL FOR EMBEDDING**

# **PLDC**



**PRIMARY LEADERSHIP DEVELOPMENT COURSE**

**PROGRAM OF INSTRUCTION**

**OCTOBER 1991 WITH CHANGE 1 INCLUDED**

**US ARMY SERGEANTS MAJOR ACADEMY  
FORT BLISS, TEXAS**

PROGRAM OF INSTRUCTION

C1, DEC 91

COURSE TITLE: PRIMARY LEADERSHIP DEVELOPMENT COURSE (PLDC).


PEACETIME COURSE LENGTH: 4 WEEKS; 2 DAYS. (30 days)

MOBILIZATION COURSE LENGTH: NONE. (Upon mobilization, PLDC is accelerated and students graduated. After graduation of classes in session, the course is terminated. Cadre revert to control of installation commander.)

TRAINING DEVELOPMENT PROPONENT: US ARMY SERGEANTS MAJOR ACADEMY  
FORT BLISS, TEXAS 79918-1270

APPROVAL DATE: AUGUST 1991

SUPERSESSION INFORMATION: THIS POI SUPERSEDES POI DATED DECEMBER 1988, AND ALL DRAFTS.

  
APPROVED BY: FREDRICK E. VAN HORN  
COL, FA  
Commandant

REPRINTED WITH CHANGE 1 INCLUDED.



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**PREFACE**  
(PREPARATION DATE: 911223)

C1, DEC 91

**COURSE TITLE:** Primary Leadership Development Course (PLDC)

**COURSE NUMBER      TRAINING LOCATION**

612-01-PLDC	US Army NCOA/DSS, Fort Knox, KY 40121-5450
680-02-PLDC	XVIII Abn Corps & Fort Bragg NCOA, Fort Bragg, N.C. 28307-5000
698-03-PLDC	US Army NCOA, Fort Benning, GA 31905-5590
682-04-PLDC	24th Inf Div (M) NCOA, Fort Stewart, GA 31313-6002
685-05-PLDC	101st Abn Div (AA) NCOA, Fort Campbell, KY 42223-5000
662-06-PLDC	5th Inf Div (M) NCOA, Fort Polk, LA 71459-5000
645-07-PLDC	1st Inf Div (M) NCOA, Fort Riley, KS 66442-5360
635-08-PLDC	US Army NCOA, Fort Sill, OK 73503-5602
690-09-PLDC	III Corps NCOA, Fort Hood, TX 76544-5064
640-10-PLDC	4th Inf Div (M) NCOA, Fort Carson, CO 80913-5026
620-11-PLDC	US Army NCOA, Fort Bliss, TX 79916-5300
672-12-PLDC	7th Inf Div (L) NCOA, Fort Ord, CA 93941-6100
675-13-PLDC	I Corps NCOA, Fort Lewis, WA 98433-5822
696-14-PLDC	6th Inf Div (L) NCOA, Fort Richardson, AK 99505-7510
692-15-PLDC	US Army NCOA, Hawaii, Schofield Barracks, HI 96857-7000
694-16-PLDC	US Army NCOA/USAJOTC, Fort Sherman, Panama, APO Miami 34005-5000
693-17-PLDC	US Army NCOA, EUSA, APO San Francisco 96358-0208 (Korea)
695-18-PLDC	US Army NCOA, Europe (3 locations)
605-19-PLDC	US Army NCOA/DSS, Fort Dix, NJ 08640-7226
665-20-PLDC	US Army NCOA/DSS, Fort Leonard Wood, MO 65473-6100
687-21-PLDC	10th Mountain Div (L) NCOA, Fort Drum, NY 13602-5000
NGB-PLDC (AC)	National Guard Bureau NCOA, Camp Ball, Pineville, LA 71360-3737

**SPECIALTY:** NONE.

**PURPOSE:** To prepare selected SPC(P)/CPL(P)s and SGTs to perform the duties and execute the responsibilities of junior noncommissioned officers, and to teach them "how to" train and lead the soldiers who will work and fight under their supervision.

**SCOPE:** Trains prospective and newly appointed sergeants in basic leadership skills, NCO duties, responsibilities and authority, and how to conduct performance-oriented training. It focuses on leader training for first time leaders. The course produces battle competent junior NCOs who are qualified team/section/squad leaders, trainers of leader and warfighting skills, evaluators and counselors, conductors/participants in individual and collective training, and performers/teachers of leader skills, knowledge and attitudes. The course is non-MOS specific, taught in an NCO Academy live-in environment using classroom instruction with practical application, followed by hands-on, performance-oriented training conducted in a field environment, culminating with an extensive field training exercise. Cadre assess the student's leadership potential and evaluate their ability to apply lessons learned and effectively lead their classmates in a tactical environment. PLDC provides opportunity for education, training, and experience.

**PREREQUISITES:** Active duty or Reserve Component soldier. First priority is SPOs(P)/CPLs(P), second priority is SGTs who have not attended PLDC, and third SPOs/CPLs who commanders intend to recommend for promotion. Attendees must meet the following requirements: passed the APFT within the past 6 months; passed the SGT within the past 12 months (for MOSs with SGT), or passed the SDT within the past 12 months; meet physical fitness and weight standards outlined in AR 350-15 and AR 600-9; be eligible for reenlistment; recommended by immediate commander; and have more than 6 months service remaining upon graduation. Do not amend these prerequisites by adding local requirements.

**SPECIAL INFORMATION:** NONE.

**SECURITY CLEARANCE:** NONE.

**DATA:**

**PEACETIME**

**MOBILIZATION**

**COURSE LENGTH:**

4 Weeks; 2 Days

None

**NOTE:** While the class sizes vary based on the Army Training Requirements and Resources System (ATTRS), academies must maintain an eight-to-one (8:1) student-to-instructor ratio. Group sizes per classroom shall not exceed 16. This facilitates successful training using small group instruction for which this course is designed.

**ACADEMIC HOURS:**

292

**HOURS BY OTHERS:**

None

**COURSE TYPE CODE:** 09

**TRAINING START DATE:** 911001

**TRAINING DEVELOPMENT PROPONENT:** US Army Sergeants Major Academy

**REMARKS:** The Training Development Proponent strictly forbids supplementation of this FOI without prior approval. Forward recommended improvements, comments, and exceptions to policy to: Commandant

US Army Sergeants Major Academy

ATTN: ATSS-DCP

Fort Bliss, Texas 79918-1270.

**COURSE SUMMARY**

C1, DEC 91

**COURSE: Primary Leadership Development Course (PLDC)**

	<b><u>PEACETIME</u></b>	<b><u>MOBILIZATION</u></b>
<b>TOTAL COURSE HOURS:</b>	<b>398</b>	<b>NONE</b>
<b><u>ACADEMIC TIME</u></b>		
<b>ANNEX A: LEADERSHIP</b>	<b>27</b>	
<b>ANNEX B: COMMUNICATION SKILLS</b>	<b>5</b>	
<b>ANNEX C: SUPPLY/MAINTENANCE</b>	<b>3</b>	
<b>ANNEX D: PROFESSIONAL SKILLS</b>	<b>39</b>	
<b>ANNEX E: TRAINING</b>	<b>39</b>	
<b>ANNEX F: LAND NAVIGATION</b>	<b>28</b>	
<b>ANNEX G: MILITARY STUDIES</b>	<b>18</b>	
<b>ANNEX H: INDIVIDUAL STUDY</b>	<b>29</b>	
<b>ANNEX I: FIELD TRAINING EXERCISE</b>	<b>94</b>	
<b>MANDATORY TRAINING ANNEX</b>		
<b>EXAMINATION ANNEX (ACADEMIC EVALUATIONS)</b>	<b>10</b>	
<b>TOTAL:</b>	<b>292</b>	
<b><u>ADMINISTRATIVE TIME:</u></b>		
<b>IN-PROCESSING:</b>	<b>7</b>	
<b>OUT-PROCESSING:</b>	<b>2</b>	
<b>PEER EVALUATIONS:</b>	<b>2</b>	
<b>STUDENT COUNSELING:</b>	<b>8</b>	
<b>BARRACKS MAINTENANCE:</b>	<b>13</b>	
<b>COMMANDANT'S TIME</b>	<b>63</b>	
(Retrain/Retest)		
(Equipment issue/turn in)		
(Travel time to and from training areas)		
(Physical Fitness Sustainment Training)		
(Religious Activities)		
(Local Requirements)		

GRADUATION:	6
TOTAL:	106

PEACETIME MOBILIZATION

ACADEMIC HOURS BY SECURITY CLASSIFICATION:

Top Secret:	0
Secret:	0
Confidential:	0
Unclassified:	292

REMARKS:

1. In/Out Processing times constitute the average time required to support the Course. Since the class size will vary from approximately 60 students to almost 300 students, it is impossible to accurately determine the exact number of hours required for each academy. Schedule allocated time not used as Commandant's Time.

2. Commandants will conduct PLDC training in a challenging, live-in, leadership intensive NOAA environment that reinforces leadership and professional skills as part of the students' academic training and daily routine.

3. Graduates of this course must:

- demonstrate leadership and technical skills.
- demonstrate ability to train, mentor, and motivate subordinates to meet high performance standards.
- lead by example in physical fitness and military bearing.
- maintain and account for personnel and equipment.
- develop professional values and attributes that are the foundation of leadership.
- demonstrate competence, professional values, ethics, candor, commitment, and initiative.
- be able to conduct individual and collective sustainment training for their subordinates when they return to their units.

COURSE: Primary Leadership Development Course (PLDC)

C1, DEC 91

ROI FILE NUMBER (PFN) INDEX

PFN	TITLE	HOURS	ANNEX	PAGE
	<u>LEADERSHIP</u>	( 27)		
L201	Introduction to Military Leadership	6	A	7
L202	Duties, Responsibilities, and Authority of NCOs	4	A	7
L203	What a Leader Must Be-Know-Do	5	A	7
L209	Counseling	7	A	8
L210	Taking Care of Soldiers	1	A	8
L211	Equal Opportunity/Sexual Harassment	1	A	8
L212	Team Building	2	A	8
L213	Introduction to Leadership Assessment and Development Program (LADP)	1	A	8
	<u>COMMUNICATION SKILLS</u>	( 5)		
C200	Commandant's Orientation	1	B	9
C201	Introduction to PLDC	2	B	9
C202	Effective Communications	2	B	9
	<u>SUPPLY/MAINTENANCE</u>	( 3)		
R201	Supply	1	C	10
R202	Conducting Maintenance	2	C	10
	<u>PROFESSIONAL SKILLS</u>	( 39)		
P201	Physical Fitness Training	13	D	11
P202	Drill and Ceremonies	12	D	11
P203	Wearing of the Uniform	5	D	11
P204	Planning and Conducting Inspections	7	D	11
P205	History of the NCO	1	D	12
P206	Maintaining Discipline	1	D	12

<b>PTN</b>	<b>TITLE</b>	<b>HOURS</b>	<b>ANNEX</b>	<b>PAGE</b>
	<b><u>TRAINING</u></b>	<b>( 39)</b>		
T201	Training the Force	3	E	13
T202	Conducting Individual Training	13	E	13
T203	After Action Review	1	E	13
T204	Conducting Collective Training	21	E	14
T205	Training Safety	1	E	14
	<b><u>LAND NAVIGATION</u></b>	<b>( 28)</b>		
N201	Map Reading	12	F	15
N202	Land Navigation	16	F	15
	<b><u>MILITARY STUDIES</u></b>	<b>( 18)</b>		
M201	Use an Automated SOI (CEOI)	2	G	16
M202	Field Sanitation	1	G	16
M203	Combat Orders	3	G	16
M204	Introduction to MILES	3	G	16
M205	Rifle Marksmanship	8	G	17
M206	Protect Against NBC Attack	1	G	17
	<b><u>INDIVIDUAL STUDY</u></b>	<b>( 29)</b>		
S201	Study Hall	29	H	18
	<b><u>FIELD TRAINING EXERCISE</u></b>	<b>(94)</b>		
F200	Small Unit Tactics	8	I	19
F201	Field Training Exercise	86	I	19
	<b><u>EXAMINATIONS</u></b>	<b>( 10)</b>		
	Written Examination I	2	EXAM	21
	Written Examination II	2	EXAM	21
	Map Reading Examination	2	EXAM	22
	Army Physical Fitness Test(s)	4	EXAM	21

COURSE: Primary Leadership Development Course (PLDC)

C1, DEC 91

**TRAINING ANNEX: A - LEADERSHIP**

**PURPOSE:** To familiarize junior leaders with the latest leadership doctrine and concepts that will help them develop and improve their individual leadership abilities. Discusses the eleven principles, four factors, three styles, and nine leadership competencies. The instruction details what a soldier must BE, KNOW, and DO to become an effective leader. Explains leadership counseling, sexual harassment, and how to take care of soldiers. Students must demonstrate their ability to lead a team/squad in accordance with the leadership doctrine covered in the leadership annex.

**PEACETIME ACADEMIC HOURS: 27**

**ACADEMIC HOURS  
HOURS/TYPE**

**PFN/SC: L201/U**

**TITLE: Introduction to Military Leadership**

**5.2/c  
.8/pa3**

**SCOPE:** Introduces the student to military leadership. Discusses the leadership doctrine and the skills needed to improve one's leadership ability. Explains the four factors, the three styles, and the eleven principles of leadership and the nine leadership competencies. Provides an overview of what a leader must fundamentally be, know, and do.

**PFN/SC: L202/U**

**TITLE: Duties, Responsibilities, and Authority of NCOs**

**3.3/c  
.7/pa3**

**SCOPE:** Defines duties, responsibilities, and authority of noncommissioned officers and their relationship to that of officers and subordinates. Discusses the inherent duties, and basic responsibilities belonging to noncommissioned officers. Explains what the Army expects of NCOs as they lead soldiers on a day-to-day basis and prepare to be leaders on the next battlefield. Details the skills, knowledge, and attitudes NCOs need and explains the NCO Professional Development System.

**PFN/SC: L203/U**

**TITLE: What a Leader Must "Be-Know-Do"**

**5/c**

**SCOPE:** Discusses what a leader must Be, Know, and Do to effectively lead soldiers. Emphasizes the importance of good character traits in improving a leader's effectiveness and discusses building character in subordinates. Explains the professional Army ethic and the ethical decision-making process. Provides an understanding of basic principles that influence human behavior and gives tips on how to influence subordinates' actions and behavior. Discusses the importance of the student knowing Army standards, knowing his job, and knowing the capabilities and limitations of his unit. Gives information on how to provide purpose, direction, and motivation when leading teams/squads.



**TRAINING ANNEX: A - LEADERSHIP (Continued)**

**ACADEMIC HOURS  
HOURS/TYPE**

PFN/SC: L209/U

TITLE: Counseling Techniques

5.2/c  
1.5/pe3  
.3/tvt

SCOPE: Discusses the concept of counseling, the three approaches to counseling, the five types of counseling, the five steps to counseling, and the characteristics of a good counselor. Explains how to properly conduct a counseling session and what techniques to use when counseling subordinates. Includes a review of the counseling requirements for the Noncommissioned Officer Evaluation Report (NCO-ER). Provides information on the preparation of counseling forms and evaluates what students have learned using situational-based practical exercises. Gives information on preventing suicide.

PFN/SC: L210/U

TITLE: Taking Care of Soldiers

1/c

SCOPE: Explains the leave and earning statement, military benefits and privileges, and discusses agencies available to the soldier and his family for assistance and improvement of quality of life.

PFN/SC: L211/U

TITLE: Equal Opportunity/Sexual Harassment

0.6/c  
0.4/pe3

SCOPE: Reviews the Army policies on equal opportunity (EO) and affirmative action and discusses EO complaint procedures. Explains indications of EO problems, and the junior NCO's role in support of EO and affirmative action. Also discusses Sexual Harassment.

PFN/SC: L212/U

TITLE: Team Building

2/c

SCOPE: Discusses the importance of working as teams and how to develop effective soldier teams. Describes the BE-KNOW-DO characteristics of effective, cohesive combat-ready teams. Describes the actions of the small-unit leader during each of the three stages of team development.

PFN/SC: L213/U

TITLE: Introduction to Leadership Assessment and Development Program (LADP)

1/c

SCOPE: Provides a brief overview of the Leadership Assessment and Development Program. Explains the purpose and procedures of the program. Students must state the definitions of LADP along with the goal of LADP. Students will do a self-assessment before class and discuss it in class.

COURSE: Primary Leadership Development Course (PLDC)

C1, DEC 91

**TRAINING ANNEX: B - COMMUNICATION SKILLS**

PURPOSE: To describe the Primary Leadership Development Course and train junior leaders how to employ effective communication skills.

PEACETIME ACADEMIC HOURS: 5

**ACADEMIC HOURS  
HOURS/TYPE**

PFN/SC: C200/U

TITLE: Commandant's Orientation

1/L

SCOPE: Allows for the Commandant's welcome and orientation. Includes a briefing on safety during the course, standards of conduct expected while attending the course, and allows for introduction of staff and faculty. Explains the reason for being at PLDC and the graduation requirements. Outlines the requirements for special consideration during the course, i.e., the commandant's list.

PFN/SC: C201/U

TITLE: Introduction to PLDC

2/c

SCOPE: Conducted in the small group rooms by the SGL. Provides an overview of the Primary Leadership Development Course and explains the objectives and course standards. Discusses the content of the course, explains the small group process, and study requirements and techniques.

PFN/SC: C202/U

TITLE: Effective Communications

1.4/c  
.6/pe3

SCOPE: Increases the student's awareness of communications by discussing the communication process. Explains the Communication Model, verbal and non-verbal communication, the three levels of listening, barriers to effective communication, and the essential elements of information in oral and written communications. Discusses the importance of clear and concise communication, and how to employ effective communication skills to convey thoughts and ideas that help accomplish given missions and tasks.

COURSE: Primary Leadership Development Course (PLDC)

C1, DEC 91

TRAINING ANNEX: C - SUPPLY/MAINTENANCE

PURPOSE: To train junior leaders how to account for assigned government property. Provides doctrinal usage of DA FORM 2404 during FMCS.

PEACETIME ACADEMIC HOURS: 3

ACADEMIC HOURS  
HOURS/TYPE

PFN/SC: R201/U

TITLE: Supply

1/c

SCOPE: Identifies individual responsibilities for the care, custody, and safekeeping of government property.

PFN/SC: R202/U

TITLE: Conducting Maintenance

1/c

1/pel

SCOPE: Provides hands on training on supervising the performance of Preventive Maintenance Checks and Services. Explains how to properly conduct FMCS and annotate DA FORM 2404 according to the appropriate manuals.

COURSE: Primary Leadership Development Course (PLDC)

C1, DEC 91

TRAINING ANNEX: D - PROFESSIONAL SKILLS

PURPOSE: To train junior leaders how to conduct physical fitness training and dismounted drill. Teaches proper wear of the uniform and how to plan and conduct inspections. Discusses developing and maintaining discipline. Also provides a history of the NCO Corps.

PEACETIME ACADEMIC HOURS: 39

ACADEMIC HOURS  
HOURS/TYPE

PFN/SC: P201/U

TITLE: Physical Fitness Training

5.65/c  
4/pe2  
1/d  
2/e2  
.35/tvt

SCOPE: Describes the basic skills and responsibilities of leading a small group of soldiers in physical training with an emphasis on leadership, fitness techniques and NCO responsibilities. Teaches how to lead a team/squad in performing physical fitness training to FM 21-20 standards. Explains the need for and components of fitness, how to direct formations, and the rationale for warm-up/cool-down. Demonstrates different exercises, and discusses health benefits and the negative effects of tobacco usage. Students must take and pass the Army Physical Fitness Test to graduate.

PFN/SC: P202/U

TITLE: Drill and Ceremonies

1/c  
9/pe2  
2/e2

SCOPE: Provides instruction on how to conduct dismounted drill. Allows for practical application of skills and techniques learned.

PFN/SC: P203/U

TITLE: Wearing of the Uniform

2/c  
3/pe1

SCOPE: Explains responsibilities for maintaining Army uniforms. Provides instruction on the proper fit and wear of uniforms along with their accessories, and how to identify and correct uniform violations.

PFN/SC: P204/U

TITLE: How to Plan and Conduct an Inspection

1/c  
6/pe2

SCOPE: Explains the purpose and types of inspections along with how to plan and conduct an inspection.

**TRAINING ANNEX: D - PROFESSIONAL SKILLS (Continued)**

**ACADEMIC HOURS**  
**HOURS/TYPE**

**PFN/SC: P205/U**

**TITLE: History of the NCO**

**.7/c**

**.3/tvt**

**SCOPE: Provides some historical data on the history of the Noncommissioned Officer Corps.**

**PFN/SC: P206/U**

**TITLE: Maintaining Discipline**

**1/c**

**SCOPE: Identifies the junior leader's role in maintaining unit discipline, and explains actions he can take or recommend to maintain discipline within his team, squad, or section.**

COURSE: Primary Leadership Development Course (PLDC)

C1, DEC 91

**TRAINING ANNEX: E - TRAINING**

**PURPOSE:** To provide the junior leader with the fundamentals of the concepts, programs, products, manuals, and techniques the Army uses to train soldiers to perform to standard. Trains the junior leader how to effectively conduct performance oriented training.

**PEACETIME ACADEMIC HOURS:** 39

**ACADEMIC HOURS  
HOURS/TYPE**

PFN/SC: T201/U

TITLE: Training the Force

3/c

★ SCOPE: Explains the Army's training doctrine and the fundamentals of how leaders must apply that doctrine in their units. Discusses the Mission Essential Task List (METL) development process, battle focus, the Training Management Cycle, the requirements for training execution, and the NCO's training responsibilities.

PFN/SC: T202/U

TITLE: Conducting Individual Training

3/c

2/pel

8/el

★ SCOPE: Provides instruction on how to conduct individual training with emphasis on training the trainer to train. Students select individual tasks that support collective tasks, prepare for training, prepare training and evaluation outlines, rehearse their presentations, execute the training, conduct precombat checks, present their training, monitor soldiers performing tasks, and evaluate training. Students must successfully demonstrate their ability to train others in a field environment in order to graduate.

PFN/SC: T203/U

TITLE: After Action Review

1/c

SCOPE: Provides instruction on using the After Action Review as a training tool. Discusses how allowing soldiers to discover for themselves what happened during a training event and why improves the understanding of the training event. Students must conduct and participate in After Action Reviews throughout the course.

COURSE: Primary Leadership Development Course (PLDC)

C1, DEC 91

TRAINING ANNEX: E - TRAINING (Continued)

ACADEMIC HOURS  
HOURS/TYPE

PFN/SC: T204/U

TITLE: Conducting Collective Training

1/c

4/pa3

16/a1

SCOPE: Provides the necessary skills to train soldiers to perform collective tasks to established standards. Students participate in learning selected collective tasks (Common Leader Combat Skills), and then must successfully conduct a collective training session in a field environment.

PFN/SC: T205/U

TITLE: Training Safety

1/c

SCOPE: Discusses safety in training. Emphasizes responsibility to supervise individual and team safety, and how to lead the team in safety by example. Includes heat, cold, and hearing injury prevention.

**COURSE:** Primary Leadership Development Course (PLDC)

C1, DEC 91

**TRAINING ANNEX:** F - LAND NAVIGATION

**PURPOSE:** To enhance the basic skills of reading a military map and navigating from one point on the ground to another.

**PEACETIME ACADEMIC HOURS:** 28

**ACADEMIC HOURS**  
**HOURS/TYPE**

**PFN/SC:** N201/U

**TITLE:** Map Reading

6/c

6/pa3

**SCOPE:** Explains the fundamentals of map reading. Discusses marginal information, 4, 6, and 8 digit grid coordinates, major, minor, and supplementary terrain features, elevation, straight line and curved (road) distance, determining direction, and determining locations of unknown points using resection and intersection. Students must successfully complete a written map reading examination to graduate from the course.

**PFN/SC:** N202/U

**TITLE:** Land Navigation

2/c

10/pa1

4/el

**SCOPE:** Explains the fundamentals of land navigation and how to navigate from point to point on the ground using a military map. Discusses how to determine magnetic azimuth using a compass, orienting a map to the ground, determining distance while moving, and how to bypass obstacles using the detour method. Students must successfully move from one point on the ground to another using a military map, a coordinate scale and protractor, and a lensatic compass. Students must receive a "GO" to graduate from the course. Students must also navigate on the ground at night.



COURSE: Primary Leadership Development Course (PLDC)

C1, DEC 91

TRAINING ANNEX: G - MILITARY STUDIES

PURPOSE: To train leaders on a variety of tactical field subjects that they need to know to effectively lead their subordinates in combat.

PEACETIME ACADEMIC HOURS: 18

ACADEMIC HOURS  
HOURS/TYPE

PFN/SC: M201/U

TITLE: Use an Automated SOI (CEOI)

1/c  
1/pa3

SCOPE: Familiarizes junior leaders with the basic fundamentals of using the automated Signal Operation Instructions (SOI)/Communications-Electronics Operation Instructions (CEOI). Discusses SOI item numbers, radio station call signs, radio net frequencies, challenge and reply authentication, how to enter radio nets, and item number identifiers.

PFN/SC: M202/U

TITLE: Field Sanitation

1/c

SCOPE: Explains various measures the junior leader must take to maintain sanitary conditions in a field environment. Discusses environmental threats to health which are present during field operations. Discusses preventive measures to take against health threats to include: water purification, garbage disposal, and disposal of human waste.

PFN/SC: M203/U

TITLE: Combat Orders

2.5/c  
0.5/pa3

SCOPE: Details the individual steps of Troop Leading Procedures. Explains the various combat orders to include the purpose, basic format, and content of each type of order. Develops the skills necessary to prepare and issue oral squad-level combat orders. Students must prepare and issue oral squad warning and operation orders.

PFN/SC: M204/U

TITLE: Introduction To MILES

1/d  
2/pa1

SCOPE: Introduces the junior leader to the Multiple Integrated Laser Engagement System (MILES). Shows him how to zero and use the equipment with his individual weapon. Students use the MILES Infantry System throughout the Field Training Exercise. Includes discussion on Electromagnetic Environmental Effects (E3).

TRAINING ANNEX: G - MILITARY STUDIES (Continued)

ACADEMIC HOURS  
HOURS/TYPE

PTN/SC: M205/U

TITLE: Rifle Marksmanship

1/c  
1.5/d  
5.5/pel

\* SCOPE: Trains the junior leader on how to improve a soldier's rifle marksmanship skills. Teaches how to coach and improve the fundamentals of rifle marksmanship. Shows how to use rifle marksmanship training aids and devices, how to analyze a shot group, the effect MOPP equipment has on firing, and how to apply target detection and firing techniques.

PTN/SC: M206/U

TITLE: Protect Against NBC Attack

0.5/c  
0.5/pel

SCOPE: Trains the junior leader on two NBC tasks essential to survival in an NBC environment. Students learn how to fit and wear the protective mask and submit an NBC 4 Report. Students practice and perform the skills during the Conducting Collective Training lesson and the Field Training Exercise.

COURSE: Primary Leadership Development Course (PLDC)

C1, Dec 91

TRAINING ANNEX: H - INDIVIDUAL STUDY

PURPOSE: To provide an opportunity for the students to apply self-study techniques as part of their self-development. A majority of the lessons contain read-ahead assignments that prepare the student for participation in group discussions. The course requires extensive individual study on the part of the students, and this block guarantees adequate opportunities to meet those requirements.

PEACETIME ACADEMIC HOURS: 29

ACADEMIC HOURS  
HOURS/TYPE

PFN/SC: S201/U

TITLE: Study Hall

29/S

SCOPE: At the end of selected training days, students assemble in their respective classrooms and prepare themselves for the next day's training activities. Instructors supervise study hall to ensure the study sessions are effective and to provide mentoring and guidance as needed.

COURSE: Primary Leadership Development Course (PLDC)

C1, Dec 91

**TRAINING ANNEX: I - FIELD TRAINING EXERCISE**

**PURPOSE:** To provide an opportunity for the students to apply all lessons learned during the course to a tactical situation. Allows the instructors to assess the student's leadership development and evaluate them on their ability to lead soldiers and execute the duties and responsibilities of noncommissioned officers. Permits the students to serve in leadership positions under simulated combat conditions.

**PEACETIME ACADEMIC HOURS:** 94

**ACADEMIC HOURS  
HOURS/TYPE**

**PFN/SC:** F200/U

**TITLE:** Small Unit Tactics

8/d

**SCOPE:** Instructors demonstrate how students should prepare for and conduct squad level missions. Explains the fundamentals of movement, movement techniques, squad level fire and maneuver, and how to use visual hand and arm signals as control measures. Includes discussion on opposing forces (OPTOR), operations security, and directed energy warfare. Provides students with handouts on ammunition accountability, safety and security.

**PFN/SC:** F201/U

**TITLE:** Field Training Exercise

86/el

★ { **SCOPE:** Serves as the culmination of PLDC. It is the major performance evaluation of the course and allows students to demonstrate their ability to apply all lessons learned and lead a team or squad on a tactical mission in a stressful combat simulated environment. Students participate in both defensive and offensive operations. The FTX includes preparation (5hrs) and recovery time (9hrs) where students receive evaluation on their ability to plan and prepare for the FTX and the conduct of maintenance procedures during recovery. Given specific squad missions and platoon operations orders, students continually receive evaluation on their demonstrated leadership ability as they serve in leadership positions and perform required tasks.

**APPENDIX E**

**SAMPLE TRAINING SUPPORT PACKAGE**

STANDING OPERATING PROCEDURES (SOP)

TRAINING SUPPORT PACKAGE/LESSON GUIDE

I. INTRODUCTION: Unit standing operating procedures (SOP) are an item of continuing concern for unit leaders. Depending on how well previous leaders documented the procedures required for the unit to function, the existing SOP may or may not serve its designed purpose. SOPs are living, working documents which can, if maintained properly, provide continuity of operations in the event of personnel changes or battle losses. This lesson refines existing knowledge and experience so that the senior NCO may use this tool effectively in the execution of his duties.

II. GENERAL INFORMATION:

1. TERMINAL LEARNING OBJECTIVE (TLO): As a first sergeant under simulated operational conditions at the unit level, review/revise unit standing operating procedures in accordance with FM 101-5.

2. ENABLING LEARNING OBJECTIVES (ELOs):

- a. Describe the purpose of an SOP.
- b. Describe the contents of an SOP.

3. EXECUTION:

a. Hours. This lesson consists of a one-hour seminar.

b. Methodology. This lesson consists of a student reading assignment and a one-hour classroom discussion. The study assignment provides the student with doctrinal guidance and procedures concerning the subject. The Supplemental Reading provides the student with a suggested format for establishing unit standing operating procedures.

c. Faculty Requirements.

- (1) Before class: Familiarize yourself with all lesson materials.
- (2) During class: Conduct the class in accordance with the lesson guide.
- (3) After class: Bring any lesson material discrepancies to the attention of the Chief Instructor, FSC.

d. Student Requirements:

- (1) Before class:

THIS SUPERSEDES TRAINING SUPPORT PACKAGE/LESSON GUIDE, R608, DATED MAY 90.

- (a) Read FM 101-5, chap 7 and pages G-151 thru G-157.
- (b) Read Supplemental Reading #1.
- (2) During class: Participate in small group discussion.
- (3) After class: Review notes and lesson materials.

e. Coordination. Issue SR-1 to the students prior to the lesson. S3 should schedule the lesson as a one-hour block of instruction with no interruptions.

4. RESOURCES:

- a. Developmental References. FM 101-5, Staff Organization and Operations.
- b. Copyright Information. No copyrighted material used in this lesson.
- c. Training Aids. VGTs (6).
- d. Personnel. One instructor.
- e. Support. No nonstandard support required.

5. SAFETY CONSIDERATIONS: None required for this lesson.

Charles C. Smith 17 Jun 91  
Developer Date

Beth H. Weibel 19 Jun 91  
Chief Instructor Date

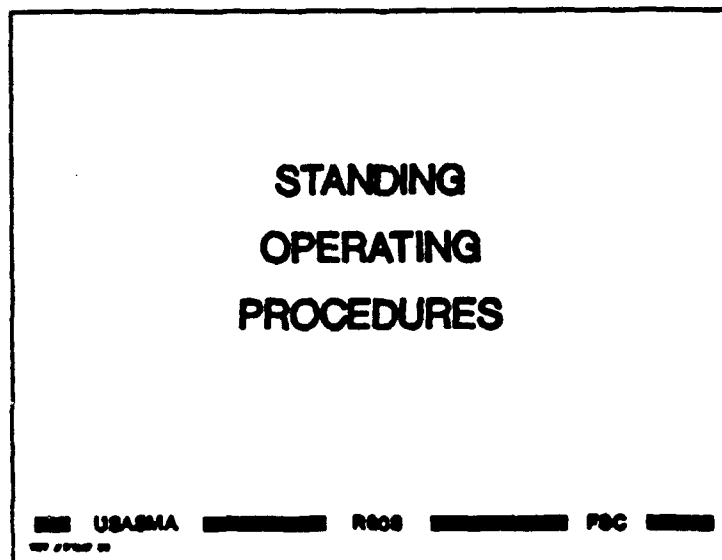
Curtis R. Hontingam 19 JUN 91  
Chief, CDD Date

James M. Allen 19 Jun 91  
Chief, TAD Date

## III. SEQUENCE OF ACTIVITIES:

00:00 - 00:02 Introduction:

SHOW VGT #1



VGT #1

THROUGHOUT THIS COURSE, AS WELL AS YOUR MILITARY CAREER, YOU HAVE HEARD ABOUT SOPs. THE QUESTION IS "HOW MANY OF YOU COULD SIT DOWN AND WRITE OR REVISE AN SOP?" THERE IS LITTLE ARMY DOCTRINE ON SOPs. MOST REFERENCES TO SOPs ARE THOSE WRITTEN LOCALLY BY COMMANDERS. TODAY'S DISCUSSION ON SOPs, HOPEFULLY, WILL HELP YOU DETERMINE WHAT SOPs YOUR UNIT NEEDS AND PROVIDE GUIDELINES THAT WILL ASSIST YOU IN DEVELOPING THOSE SOPs. YOUR UNIT SOPs HAVE A DIRECT IMPACT ON ALL UNIT ACTIVITIES.

REMOVE VGT #1

00:02 - 00:47 Discussion:

THIS SUPERSEDES LESSON GUIDE, R608, DATED MAY 90.



**QUESTION:** WHAT ARE SOPs?

**ANSWER:** SEE VGT #2.

[Ref: FM 101-5, p 7-2]

(INSTRUCTOR NOTE: After students answer, show VGT #2.)

SHOW VGT #2/ELO 1

## **SOPs ARE:**

**PROCEDURES THAT ARE STANDING  
ORDERS AND PRESCRIBE ROUTINE  
METHODS TO FOLLOW IN  
OPERATIONS.**

USASMA R608 PSC

VGT #2

REMOVE VGT #2

**QUESTION:** WHAT CATEGORIES OF SOPs DO YOU FIND AT UNIT LEVEL?

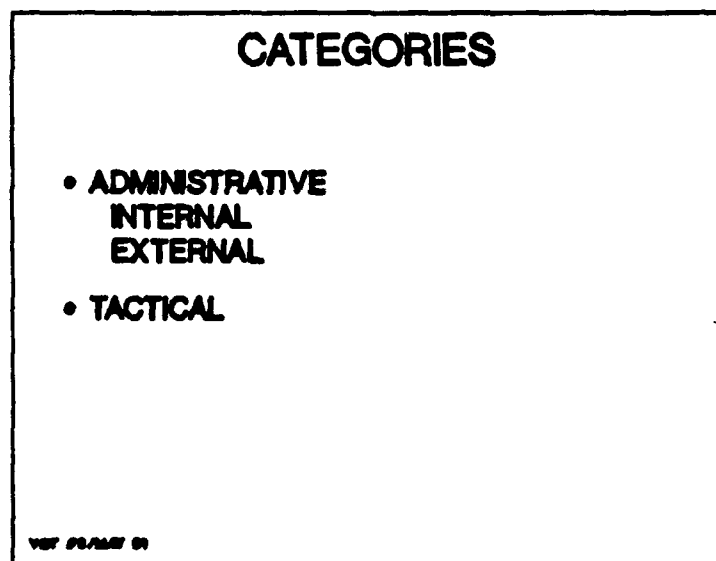
**ANSWER:** 1. LOCAL SOPs TO PRESCRIBE POLICIES AND PROCEDURES FOR SUCH  
ADMINISTRATIVE INTERNAL ITEMS AS —

- BARRACK INSPECTIONS
- FIELD GEAR LAYOUT
- KEY CONTROL

- CQ INSTRUCTIONS
  - ADMINISTRATION PROCEDURES — LEAVES, PASSES, SICK CALL, ETC
2. IF YOUR UNIT PROVIDES SERVICE OR SUPPORT TO OTHER UNITS, YOU MIGHT HAVE AN EXTERNAL SOP TO STANDARDIZE REQUEST AND DELIVERY PROCEDURES.
  3. YOUR UNIT MIGHT ALSO HAVE A COMBAT OR TACTICAL SOP (TACSOP) TO STANDARDIZE EXECUTION OF ROUTINE FIELD OPERATIONS.

[Ref: FM 101-5, p 4-8]

SHOW VGT #3/ELO 1



VGT #3

REMOVE VGT #3

(INSTRUCTOR NOTE: Explain that although the topics discussed in this lesson apply to all three categories of SOPs, the supplemental reading and practical exercise focus on the administrative-internal SOP. FM 101-5 provides suggested formats for combat and combat service support SOPs but we will not discuss them in this lesson.)

**QUESTION: WHAT IS THE PURPOSE OF AN SOP.**

**ANSWER: SEE VGT #4.**

**(INSTRUCTOR NOTE: Show VGT #4 as students answer.)**

**SHOW VGT #4/ELO 1 [Ref: FM 101-5, p 7-3]**

## **PURPOSE**

- **SIMPLIFIES THE PREPARATION AND THE TRANSMISSION OF OTHER ORDERS.**
- **SIMPLIFIES TRAINING.**
- **PROMOTES UNDERSTANDING AND TEAMWORK.**
- **ADVISES NEW ARRIVALS OF PROCEDURES FOLLOWED IN THE ORGANIZATION.**
- **REDUCES CONFUSION AND ERRORS.**

**USASMA R608 FSC**

**VGT #4**

**REMOVE VGT #4**

**QUESTION:** WHAT IS IN THE CONTENT OF AN SOP?

**ANSWER:** AN SOP STATES THE DESIRES OF THE COMMANDER REGARDING THE CONDUCT OF ROUTINE AND RECURRING OPERATIONS, THUS REDUCING THE AMOUNT OF DETAIL IN ORDERS. EACH MILITARY HEADQUARTERS, REGARDLESS OF MISSIONS, ESTABLISHES AN SOP FOR NORMAL OPERATIONS TO STANDARDIZE ROUTINE OPERATIONAL AND ADMINISTRATIVE PROCEDURES WITHIN THE UNIT.

[Ref: FM 101-5, p 7-3]

SHOW VGT #5/ELO #2

## CHARACTERISTICS OF A GOOD SOP

- CLARITY
- BREVITY
- COMPLETENESS

USABMA R608 P&C

VGT #5

(INSTRUCTOR NOTE: Discuss the contents of an SOP; should be clear, to the point, and complete. Refer students to Student Handout #1.)

REMOVE VGT #5

**QUESTION:** WHAT SOPs DOES YOUR UNIT USE?

**ANSWER:** NO STANDARD ANSWER. ANSWER MAY INCLUDE: ARMS ROOM, BOMB THREAT, CRIME PREVENTION, SUPPLY, TRAINING, MAINTENANCE, RAPID DEPLOYMENT, ETC.

*Insut* →

**QUESTION:** WHICH UNIT SOPs ARE, AS A RULE, ALWAYS UP-TO-DATE?

**ANSWER:** ARMS ROOM, KEY CONTROL, CRIME PREVENTION, AND ALL INSPECTABLE SOPs.

**QUESTION:** WHO IS RESPONSIBLE TO REVISE SOPs IN YOUR UNIT?

**ANSWER:** FIRST SERGEANT, EXECUTIVE OFFICER, OR SUBJECT MATTER EXPERT.

(INSTRUCTOR NOTE: Rhetorical questions are to stimulate the discussion.)

**QUESTION:** WHEN SHOULD YOU PREPARE AN SOP?

- ANSWER:**
1. WHEN DIRECTED TO DO SO BY THE COMMANDER OR BY A HIGHER HEADQUARTERS.
  2. WHEN THERE IS A LACK OF UNIFORMITY IN ACCOMPLISHING UNIT ACTIVITIES.
  3. WHEN THERE ARE MANY REQUESTS FROM SUBORDINATES FOR GUIDANCE.
  4. WHEN ORGANIZING A NEW UNIT.
  5. WHEN PROCEDURES FOR A KEY OPERATION CHANGE.

SHOW VGT #6

## WHEN TO PREPARE AN SOP

- WHEN DIRECTED
- LACK OF UNIFORMITY
- REQUEST FOR GUIDANCE
- WHEN ORGANIZING A NEW UNIT
- PROCEDURAL CHANGES

USASMA R608 PSC

VGT #6

REMOVE VGT #6

**QUESTION:** WHAT IS THE FORMAT FOR AN SOP?

- ANSWER:**
1. THERE IS NO ARMYWIDE FORMAT FOR WRITING ADMINISTRATIVE SOPs. ADMINISTRATIVE (INTERNAL OR EXTERNAL) SOPs MAY BE IN THE FORM (FORMAT) THAT IS MOST EFFECTIVE FOR THE COMMAND.
  2. FM 101-5 PROVIDES SAMPLE FORMATS FOR COMBAT AND COMBAT SERVICE SUPPORT SOPs.

[Ref: FM 101-5, p 7-3 and FM 101-5, G-151 thru G-157]

AT THIS TIME, LET'S GO OVER STUDENT HANDOUT #1 WHICH IS A SAMPLE SOP.

(INSTRUCTOR NOTE: Discuss each major area of the sample SOP. Have students give examples or go over the recommended SOP checklist.)

(INSTRUCTOR NOTE: Discuss: Once a need for an SOP exists, someone must write it. Unless there is a prescribed local format, publish SOPs in the form (format) that is most effective for the command. There is no standard Army-wide format, however, a prescribed format within a unit will facilitate preparation and use of the SOPs. Normally, the commander holds the first sergeant responsible for SOP maintenance; however, in some units, he assigns this function to the Executive Officer. In any case, improperly maintained SOPs are useless.)

(INSTRUCTOR NOTE: If time permits, break class into small groups. Select a simple topic - eg. use of the telephone at the CQ desk - and have each group write an SOP on the topic. Have groups exchange SOPs and review them.)

00:47 - 00:50 Summary:

FOR THE PAST HOUR, WE HAVE DISCUSSED THE PREPARATION, CONTENT, AND USES OF UNIT SOPs. SOPs CAN BE A VALUABLE AID TO THE FIRST SERGEANT IN OPERATING HIS UNIT. WHEN PROPERLY MAINTAINED, USE AN SOP WISELY, REVIEW IT PERIODICALLY, AND ENSURE IT COVERS THE PURPOSE FOR WHICH INTENDED.

00:50 - 01:00 10 Minute Break-----End of lesson.

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STANDING OPERATING PROCEDURES (SOP)

SUPPLEMENTAL READING #1  
SAMPLE SOP

**RECOVERABLE PUBLICATION**

YOU RECEIVED THIS DOCUMENT IN A DAMAGE FREE CONDITION.  
DAMAGE IN ANY WAY, TO INCLUDE HIGHLIGHTING, PENCIL MARKS,  
OR MISSING PAGES IS SUBJECT TO PECUNIARY LIABILITY  
(STATEMENT OF CHARGES, CASH COLLECTION, ETC.)  
TO RECOVER PRINTING COSTS.

THIS SUPERSEDES SUPPLEMENTAL READING #1, R608, DATED MAY 90.

SR-1-1

E-13



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13 Sep 87

### STANDING OPERATING PROCEDURE

SOP Number 1

#### UNIT SOPs

1. PURPOSE. To outline the procedures for preparation, distribution, and maintenance of unit standing operating procedures (SOPs).

2. SCOPE. This SOP applies to all assigned and attached personnel. Supervisors will ensure all personnel understand the contents of this SOP.

3. TERMS. Not applicable.

4. RESPONSIBILITIES.

a. Personnel assigned responsibilities for developing and updating SOPs are in Annex A.

b. The executive officer will coordinate SOP development and maintenance.

c. The first sergeant will determine distribution requirements and ensure supervisors brief newly assigned or attached personnel on applicable portions of unit SOPs.

5. PROCEDURES.

a. General.

(1) Notify the commander immediately if any portion of this SOP is in conflict with a higher headquarters directive.

(2) Do not use the SOP to copy actions and procedures prescribed in publications and documents available to the unit.

b. Format. The SOP consists of six paragraphs as follows (if a paragraph is not applicable, indicate "Not applicable" after the paragraph title):

(1) PURPOSE. Indicate the system, activity, or procedure established by the SOP.

(2) SCOPE. Indicate to whom the SOP applies.

(3) TERMS. If necessary, explain pertinent terms, definitions, and acronyms used.

- (4) RESPONSIBILITIES. Explain the functions of personnel involved.
- (5) PROCEDURES. Explain procedures in detail.
- (6) REFERENCES. List applicable publications.

c. Annexes. If required, prepare an annex (e.g., sample forms, records, or formats). Letter annexes alphabetically in capital letters (e.g., ANNEX A, SOP Format to SOP 1).

d. Preparation.

(1) Responsible individuals (see Annex A) will submit draft copies through the first sergeant to the executive officer within 30 days after receipt of this SOP.

(2) The executive officer will submit final draft copies to the commander for approval.

(3) After approval, the first sergeant will coordinate preparation and distribution.

e. Review and update.

(1) When changes occur, the individual responsible for the SOP will coordinate with the executive officer for proper update procedures.

(2) Review SOPs once each quarter. Report accomplishment of this requirement to the executive officer not later than the last working day of each calendar quarter.

6. REFERENCES. Not applicable.

I. M. STRONG  
CPT, IN  
Commanding

ANNEX:

A - Recommended SOP Checklist

## ANNEX A

## RECOMMENDED SOP CHECKLIST

**SUMMARY:** Check that SOP is useful, complete and accurate. Post and insert recommended SOP changes from higher HQ. Submit recommendations for changes from unit level to battalion.

**CONSIDERATIONS:** All information in the SOP will conform to applicable regulations and policy directives.

Organize SOPs into sections, each dealing with a different operation (security, training, supply, maintenance, etc.).

Post and insert higher HQ recommended modifications immediately.

**ACTIONS:** 1. Check the SOP to ensure it contains the following elements:

TITLE, NUMBER, DATE

PURPOSE. System or activity covered by SOP.

SCOPE. All duty positions and sections covered by the SOP.

RESPONSIBILITIES. Major functions of the personnel involved.

PROCEDURES. Step-by-step instructions on the performance.

REFERENCES. List all publications governing the SOP (if required).

ANNEXES. Attached sections, labeled in alphabetical order with capital letters, containing information either limited in scope or technical in application, and not required in the main body of the SOP.

APPENDICES. Attached sections to annexes, labeled in numerical sequence (Arabic numerals), containing information necessary to clarify the annex.

2. Check that SOP conforms to applicable regulations and policy directives. Refer to SOPs and regulations from higher HQ, and ensure that unit SOP does not conflict with these regulations or directives.
3. Check that each section is useful and realistic. Procedures must be those which the unit can and should do. It should not place unnecessary burdens on the unit, such as redundant reports, unrealistic timelines, etc.

JUN 91

4. Post and insert recommended changes from higher HQ. Insert changes where applicable, document, and date them.
5. Recommend changes to battalion HQ SOP. Submit in writing including detailed background of the proposed change, justification, and an impact analysis if appropriate.

US ARMY SERGEANTS MAJOR ACADEMY (FSC)

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UNIT STANDING OPERATING PROCEDURES (SOP)

LESSON MATERIAL/PUBLICATION DISTRIBUTION PLAN

ITEM	INSTRUCTOR	STUDENT
TRAINING SUPPORT PACKAGE (TSP)	NOTES #1, 5 2	
ADVANCE SHEET		NOTE #2 1
SUPPLEMENTAL READING #1	NOTES #1, 3, 5 18	
FM 101-5		NOTE #2 1
VIEW GRAPH TRANSPARENCIES (6)	NOTES #1, 5 1 set	

Notes: 1. Issued to instructor.  
2. Advance issue.  
3. For subsequent issue.  
4. One copy per group room for reference.  
5. Recoverable.

DISTRIBUTION:  
1-Student Distribution Center  
1-Senior Instructor  
1-Instructor  
1-Writer

THIS SUPERSEDES LMDP, R608, DATED MAY 90.

LMDP-1

US ARMY SERGEANTS MAJOR ACADEMY (FSC)

R608

JUN 91

UNIT STANDING OPERATING PROCEDURES (SOP)

1 HOUR (1.0S)

#### ADVANCE SHEET

##### PURPOSE

Unit standing operating procedures (SOPs) are an item of continuing concern for unit leaders. Depending on how well previous leaders documented the procedures required for the unit to function, the existing SOP may or may not serve its designed purpose. SOPs are living, working documents which can, if maintained properly, provide continuity of operations in the event of personnel changes or battle losses. This lesson refines your existing knowledge and experience so that you may use this tool effectively in the execution of your duties.

##### LEARNING OBJECTIVES

a. Goal Statement. This lesson consists of a student reading assignment and a one-hour classroom discussion. The study assignment provides you with doctrinal guidance and procedures concerning the subject. The student handout provides you with a suggested format for establishing your own unit's standing operating procedures.

b. Terminal Learning Objective (TLO). As a first sergeant under simulated operational conditions at the unit level, review/revise unit standing operating procedures in accordance with FM 101-5.

c. Enabling Learning Objectives (ELOs).

- (1) Describe the purpose of an SOP.
- (2) Describe the content of an SOP.

##### ASSIGNMENT

- a. Read FM 101-5, chap 7 and pages G-151 thru G-157.
- b. Read Supplemental Reading #1.

##### ADDITIONAL SUBJECT AREA REFERENCES

None.

THIS SUPERSEDES ADVANCE SHEET, R608, DATED MAY 90.  
AS-1

**APPENDIX F**

**SAMPLE OF OFFICER BASIC COURSE INSTRUCTOR'S LESSON  
PLAN WITH EMBEDDED INFORMATION**

# **SAMPLE OF OFFICER BASIC COURSE INSTRUCTOR'S LESSON PLAN WITH EMBEDDED INFORMATION**

## **ANNEX A: INSTRUCTOR'S GUIDE**

### **LESSON TITLE: UNIT MOTOR POOL OPERATIONS**

- |    |                        |                  |                     |
|----|------------------------|------------------|---------------------|
| 1. | Training Methodology:  | <u>Peacetime</u> | <u>Mobilization</u> |
|    | a. Type of instruction | PE2              | PE2                 |
|    | b. Security            | U                | U                   |
|    | c. Time: 2.0 hours     | 2.0              | 2.0                 |
2. Lesson Summary/Scope:
- a. Task: Demonstrate knowledge of functional areas of a motor pool by performing a round-robin of those areas.
  - b. Conditions: Given the use of an organizational motor pool, items of engineer equipment, a field site and a classroom with references and instructors.
  - c. Standards: Receive at least a passing score of 70 percent on a maintenance management examination at end of annex.
  - d. Safety: Observe and comply with all safety cautions and warning statements posted in the motor pool, written in the reference materials and issued by the instructors.
3. References: All references used in prior instruction.
4. Preparations:
- a. Ensure classroom, equipment, and motor pool are available and setup.
  - b. Ensure all classroom slides are on hand.
  - c. Read *Annex A – Instructor's Guide*.
  - d. Ensure reference materials, handouts, and references are on hand.
5. Lesson Outline:
- a. Introduction:



1. Introduction of the instructor and topic of instruction.
  2. Motivational statement: NOTE: Show slide #1.
  3. State complete task, condition, standard, and safety.
- b. Practical Exercise:
1. Divide class into 4 specific groups.
  2. Give detailed instructions on what is going to be discussed and the time frame to rotate from one round-robin site to another.
  3. Stress the safety aspects to be given by the instructors at each site.
  4. PE site #1: Unit Motor Pool Operations.
    - (a) Discuss the functions and responsibilities of:
      - (1) Tamms clerk
      - (2) PLL clerk
      - (3) Motor officer
      - (4) Motor sergeant
      - (5) Tool room operations
      - (6) Safety in and around the motor pool.

**[Environmental note to instructor:** Explain to students that the motor pool contains many items and substances that can do harm to individuals and the environment. Those items include things such as oil, fuel, coolant, hydraulic and brake fluids, battery acids, and just about anything else that goes into or comes out of a motor vehicle. In addition, motor pools use degreasers; solvents; batteries of all types; and some paints, thinners, and removers. Most of these items are considered hazardous (either hazardous materials or wastes); they require special control, handling, and disposal under environmental laws. Individuals should take appropriate action to protect themselves and the environment when working with those substances. The installation's environmental coordinator can provide information about specific requirements. Also, material safety data sheets (MSDSs) are available that outline proper handling, storage, and disposal procedures for hazardous materials.]

- (b) Observe student performance and correct mistakes on the spot.
  - (1) Recap main teaching activities at site #1.

- (2) Allow student questions.
  - (3) Issue clothing statement.
  - (4) Rotate group to site #2.
5. PE site #2: Equipment site.
- (a) Discuss simplified test equipment internal combustion engines (STE-ICE) capabilities and components.
    - (1) Discuss basic diagnostic checks with STE-ICE on an item of equipment.
    - (2) Discuss PMCS, repair, and upgrades of STE-ICE.
  - (b) Discuss Army Oil Analysis Program (AOAP) components. (Use and item of engineer equipment at the site.)
  - (c) Discuss AOAP sampling equipment and sampling procedures on components enrolled in AOAP.
    - (1) Discuss lubrication order procedures versus AOAP procedures.

**[Environmental note to instructor: Mention here that in many states, used oil is considered a hazardous waste and must be disposed of accordingly. Students should never allow disposal of used oil or any other hazardous substance by dumping it down a drain, on the ground, or in a water source. Dispose of these wastes only in proper containers that have been specifically marked. Also, never mix wastes by placing one type into a container labeled for something else.]**

- (d) Observe student performance and correct mistakes on the spot.
  - (1) Recap main teaching activities on site #2.
  - (2) Allow student questions.
  - (3) Issue closing statements.
  - (4) Rotate group to site #3.

6. PE site #3: Field site (unit motor pool).

**[Environmental note to instructor: Emphasize that the potential for vehicle maintenance operations to cause environmental damage is greatly increased during field operations. As with garrison activities, care must be taken to ensure that vehicle leaks and spills are identified, controlled, and cleaned up as soon as possible. Used oils, other waste fluids, and any contaminated soil must be stored in properly marked containers and returned to the garrison for proper disposal. The same is true for petroleum, oil, and lubricant (POL)]**

packaging materials and any other solid wastes that may be generated. Large POL spills must be contained and reported for cleanup to the IAW unit or installation Standard Operating Procedures (SOP).]

(a) Discuss field site selection affecting unit motor pool operations.

(1) Reconnaissance of the bivouac site.

**[Environmental note to instructor: Advise students that the site should be selected after giving careful consideration to potential environmental impacts. This would require things such as locating the site away from sensitive areas such as wetlands, streams, ponds, swamps, or marshes where POL products could contaminate water sources; archaeological or historic sites; and protected areas where endangered species might be found, etc.]**

(2) Security of site.

(3) Requirements for equipment and materials.

(4) Requirements for flow of traffic.

**[Environmental note to instructor: Mention that it is important to stick to established vehicle traffic patterns and designated roads. Uncontrolled off-road travel causes unnecessary damage to trees and other vegetation, risks invasion of protected areas (housing endangered species, wetlands, etc.), and contributes to erosion problems.]**

(b) Discuss battlefield damage assessment and repair (BDAR).

(1) Purpose of BDAR.

(2) Methods of BDAR.

(3) Procedures for BDAR.

(4) Documentation; manual and repair actions.

(c) Observe student performance and correct mistakes on the spot.

(1) Recap main teaching activities at site #3.

(2) Allow student questions.

(3) Issue closing statement.

(4) Rotate group to site #4.

7. PE site #4: Recovery operations.

(a) Purpose.

(b) Methods.

(c) Procedures.

**[Environmental note to instructor: Point out that physical damage to the environment (e.g., to trees, vegetation, and soil) should be minimized during field recovery operations. Once operations are completed, environmental damage should be repaired to the greatest extent possible.]**

(d) Safety precautions.

(e) Observe student performance and correct mistakes on the spot.

(1) Recap main teaching activities at site #4.

(2) Allow student questions.

(3) Issue closing statement.

(4) Rotate group to site #1.

8. After rotation is completed through the 4 sites.

(a) Regroup back into the classroom.

(b) Recap main teaching points.

(c) Allow student questions.

(d) Issue closing statements.

(e) Put students on 10-minute break and instruct students when to return to the classroom.

**APPENDIX G**

**SAMPLES OF SITUATIONAL TRAINING EXERCISES**

## **SAMPLES OF SITUATIONAL TRAINING EXERCISES**

**Annex 1 – Original Exercise**

**Annex 2 – Recommended Substitute Exercise Incorporating Environmental Information**

**US ARMY SERGEANTS MAJOR ACADEMY (SMC)**

**L520**

**NOV 91**

**"BUT SIR!" MAKING BETTER DECISIONS**

**PRACTICAL EXERCISE 3**

**SITUATION**

You are the CSM of the 6th Battalion, 7th Armor, 52d Infantry Division (Mech), Fort Haines, Texas. Six months ago your unit was at 70 percent strength. The battalion AWOL rate averaged 4 soldiers with an average AWOL time of 2.5 days; usually after paydays. Three months ago, your unit learned that it would participate in the upcoming Team Spirit exercise. To fill unit vacancies, your unit was receiving soldiers from other divisional units. You suspect that these units are not sending the "cream of the crop." Therefore you began reviewing the MPRJs of these newly assigned NCOs and every third soldier. Your review of the incoming soldiers' MPRJs confirmed your suspicions.

Two months ago the monthly battalion AWOL rate was 7 percent with an average absence of 4 days. This was an average rate when compared with all other armor units in the division. During this period the battalion concentrated on equipment maintenance, individual training, and air loading.

One month ago the battalion started preparing for Team Spirit with several company-level FTXs. Immediately the battalion AWOL rate rose to 9 percent with an average absence of 5 days. The brigade commander called your commander and you to his office. He expressed his deep concern about the latest AWOL statistics in your unit. He suggested immediate, stern measures to remedy the situation. Upon your return, you conducted a meeting with your first sergeants. You solicited their suggestions and asked for concentrated efforts to eliminate AWOLs.

Last week the battalion began intensive tank table training and proceeded through tank table three. The companies were at the range from Monday through Friday morning. Due to bad weather the battalion fell behind its training schedule. To make up for the shortcoming the battalion commander announced a six-day training week. Today your battalion has 16 soldiers AWOL. You check with your first sergeants to find out what occurred after your last meeting concerning the AWOL problem. Your findings:

A. HHC reports one AWOL. Tank crews have qualified through tank table three.

B. Company A had 4 AWOLs. All were from the 1st platoon and each from a different tank crew. No crew in this platoon has qualified on tank table three. All other crews in Company A have qualified. All the AWOLs are old members of the unit and good friends. They were absent one Monday only.

**THIS SUPERSEDES PRACTICAL EXERCISE 3, L520, DATED MAY 90.**

C. Company B reports 4 AWOLs. One works in the company orderly room. The others are from the three platoons. All four joined the unit within the past 30 days. Each of the four has a record of two short AWOLs in the previous assignment.

D. Company C reports 11 AWOLs. The 2d Platoon platoon leader and platoon sergeant have been in their present position for 40 days. Except for one tank commander and one platoon leader, all personnel arrived within the past 2 months. The 2d platoon reports 7 AWOLs. Six of the seven were AWOL last month. The other 4 AWOLs are new soldiers, evenly divided among the rest of the company. Six soldiers returned from AWOL and received "maximum" Article 15 punishment.

You convey this information to your commander who has just returned from a meeting with the brigade commander. During the meeting, the brigade commander severely criticized your commander in front of the other battalion commanders for the unit's high AWOL rate. Your commander orders the adjutant: "Put out a memorandum to each company commander. As of this moment I reserve the right to punish any soldier accused of AWOL."

#### PROCEDURE

1. Judge whether the battalion commander's decision is valid.
2. If invalid, should you challenge it?
3. If you decide to challenge, prepare your challenge and present it to the other mini group as if they were the battalion commander.



**SERGEANT'S MAJOR COURSE**  
**L505**  
**VALUE AND ETHICS IN MILITARY LEADERSHIP**

RECOMMEND THE FOLLOWING ENVIRONMENTAL CASE STUDY BE CONSIDERED FOR USE DURING THIS LESSON:

**BATTALION ARTEP**

An ARTEP is scheduled for the 1st Mechanized Infantry Battalion in early April. There is about a month and a half left to prepare prior to the operation. The battalion staff and companies are working diligently to prepare for the exercise, and they are meeting their training milestones. The Battalion Commander is pleased with their progress and feels that efforts going towards the operation have been great.

You are the Battalion Command Sergeant Major. You have scheduled weekly progress meetings with the Section Chiefs to keep yourself abreast of progress. Their input is valuable, however, you feel that their suggestions sometimes get lost at staff meetings. You feel they will be less inhibited to express their thoughts at meetings attended by only the NCOs.

During one of your meetings, the Operations Chief, Master Sergeant Fisher, seems anxious about something. During the entire meeting he doesn't say a word. After the meeting you take him off to the side and ask him how he is feeling. He says, "No trouble, things are going great." Perhaps he is just anxious about getting the troops on pass for the weekend, and you decide to forget about it.

A month later, things appear to still be going well. The input from the Section Chiefs tells you that the command is right on track for the ARTEP. You still have this uneasy feeling though. You've been in the Army long enough to know that when things seem to be going great, that is the time when you should worry the most. To ease your mind, you decide to stop by the Section shops and talk to the troops without the Section Chiefs around. They can provide some good insight about what is going on in the command.

Your first stop is the Operations Office because it's co-located with the Battalion Headquarters. You walk in and the only one around is Corporal Jacobs. You start talking to him and Jacobs says, "MSG Fisher called in unexpectedly and said that he is sick." For some reason you have an uneasy feeling about this. You have noticed that MSG Fisher seems to be within himself lately. Every time you see him he appears distant. You decide to call him up and arrange a meeting at his home.

You arrive at his quarters and he looks like he hasn't slept in days. During your discussion you are finally able to find out what is bothering him.

MSG Fisher says, "About a month ago things were going great with ARTEP preparation. All of the companies were at a sufficient level of proficiency with their training to afford my Section an opportunity to work on other things. This gave me time to schedule training area 6 for use during the ARTEP. Myself and Major Johnson (the S-3) conducted map and field recons to gather more details."

Additionally, MSG Fisher said, "During the field recon we discovered what appeared to be an old Indian burial site within our proposed area of operations. It didn't show up on the map recon, and the installation environmental coordinator had not mentioned it when I inquired about environmental constraints to training in that area. The location of the burial grounds would force the exercise to be channelized into the eastern section of the training area. The Major insisted that this would severely limit the mobility of the command during the exercise. He said to go ahead and plan to conduct ground reconnaissance and the attack phase of the operation through the sector that includes the burial grounds. He said that as long as the command was in and out of the area quickly, it would be okay."

MSG Fisher went on to say he suggested that another training area be used and that the archaeological find be properly reported to the environmental coordinator. He and the Major knew that disturbing the site would violate installation and unit SOP, as well as state and Federal environmental laws. The S-3 told him it was essential that we use all of the training area available to us. Whenever MSG Fisher brought this issue to the Major's attention, the Major would say, "It's not your job to worry about that now. I've made the decision and we are going to use the entire training area as scheduled. We are in the final planning stages and it's too late to make changes to the exercise."

MSG Fisher then said that these events have been causing him trouble sleeping. He didn't know where to turn for help. He thought that if he could keep reminding the Major about the burial grounds, he would eventually make the correct decision to report the find and possibly request another training area. It didn't work. MSG Fisher then said, "What should I do Sergeant Major?"

#### PROCEDURE

1. You are two weeks away from the beginning of the ARTEP and something needs to be done. What actions are you going to take?
2. Do you confront the S-3 Officer?
3. Do you go directly to the Battalion Commander and tell him that a member of his staff is planning on doing something that could have serious repercussions on the command?

## DISCUSSION

1. Willful violation of environmental law is serious business and you cannot look the other way. The simple solution would seem to be to just schedule another training area, even though it would require a lot of last minute preparation to make it work. Perhaps a better possibility would be to identify the burial ground and advise all members of the command that during the ARTEP, this restricted site would represent a contaminated area on the battlefield that could not be entered under any circumstances. This would effectively simulate a real world scenario, limiting the mobility of both the command and the enemy.

2. Confronting the S-3 is a viable option that you should probably attempt first. Hopefully, once you have expressed your concern for what he is planning to do and offered the alternatives described above, he will turn things around and do what is right. You don't want to have to go over his head and advise the Battalion Commander of the problem. But if he continues on this unethical course, you may not have much choice.

3. Before going to see the Commander, consider bringing the issue up to the Battalion XO. He is, after all, the equivalent of the Chief of Staff and may even rate the S-3 officer. Once apprised of the situation, he would probably direct the S-3 to report the archaeological find and modify the training plan to avoid disturbing the site. In the unlikely event that he agreed with the S-3, then you would have little choice but to inform the Commander.

**APPENDIX H**

**SAMPLES OF PRE-COMMAND COURSE  
GUEST SPEAKER SERIES**

**SAMPLES OF PRE-COMMAND COURSE  
GUEST SPEAKER SERIES**

**Annex 1 – Lesson Scope Sections**

**Annex 2 – Recommendations for Addressing Environmental Information**

**(a) → POI FILE NO QSD-005  
THE INSPECTOR GENERAL'S PRESENTATION (U)**

**1.5 hours  
(GS,1;Class)**

**N/A**

**SCOPE:**

A practical discussion with The Inspector General (TIG), Department of the Army or his representative addressing brigade and battalion commander's Organizational Inspection Programs and relationship with the local inspector general. Provides an overview on the Army Inspection System, where we are and where we are going, some pitfalls to avoid, and how to utilize the IG's resources to assist in decision making while in command. He also includes a review of the Command Inspection Program and a booklet of "TIG TIPS" on a variety of IG related information that is important to Commanders. He closes with a question and answer period which provides honest, sound advice from an informed, successful senior leader of the Army.

**(b) → POI FILE NO QSD-006  
SETTING YOUR AZIMUTH (U)  
DEPUTY COMMANDANT, CGSC**

**1.3 hours  
(C,1;Class)**

**N/A**

**SCOPE:**

The Deputy Commandant briefly outlines his philosophy on command as he mentors the command designees on "Setting Your Azimuth". He takes them through the preparation for command, taking command, and team building. He leads them through a discussion on leadership styles and effective use of different leadership styles. He takes the commanders through their roles - in training units; in the community; and in working with spouses. The commanders are informed of techniques they can employ to accomplish their missions and some of the special staff available to assist. Finally the deputy commandant focuses on the individual commander himself and how he must listen, think, act and most important "Trust Your Instincts."

(c) → POI FILE NO CWD-013  
DISCUSSION WITH CHIEF OF STAFF  
OF THE ARMY (U)

2.0 hours  
(GS, I; Class)

N/A

SCOPE:

A personal discussion with Chief of Staff, US Army (CSA) on doctrine, training, force integration, leader development, and his expectations of leaders. The discussion includes his personal thoughts on the ethical foundation of Army leadership and an outline of each individual officer's responsibility in making Today's Army, proud and ready. The CSA also outlines his personal thoughts and perspective on leadership and command, with specific guidance for incoming commanders. He includes a question and answer period.

POI FILE NO CWD-015  
DEPUTY CHIEF OF STAFF FOR INTELLIGENCE  
(DCSINT) PRESENTATION (S)

1.3 hours  
(GS, I; Class)

N/A

SCOPE:

A briefing by and discussion with the Department of the Army Deputy Chief of Staff for Intelligence (DCSINT) or his representative. The DCSINT provides an overview of the current intelligence situation with the emphasis on those areas that are of interest to brigade and battalion commanders. He also explains the latest developments in the training and selection of battalion intelligence officers.

(d) → FOI FILE NO CMD-017  
DISCUSSION WITH DEPUTY CHIEF OF STAFF  
FOR OPERATIONS AND PLANS (DCSOPS) (U)

1.5 hours  
(GS,1;Class)

N/A

SCOPE:

A presentation by, and discussion with, the Department of the Army Deputy Chief of Staff for Operations and Plans (DCSOPS) or his representative. The DCSOPS provides a broad contemporary update on the Army as a Strategic Force and the execution of our National Military Strategy. He also discusses his personal views of command, training and leader development challenges in this era of change. Students have the opportunity to hear firsthand new directions in Army programs as well as to ask questions of a Headquarters, Department of the Army policy-maker and successful brigade and division commander.

(e) → FOI FILE NO CMD-039  
DISCUSSION WITH COMMANDER TRADOC (U)

1.5 hours  
(GS,1;Class)

N/A

SCOPE:

The Commanding General, Training and Doctrine Command (TRADOC) conducts an open ended discussion focusing on TRADOC's mission and how it supports the individual commander and the Army as a whole. He also discusses his leadership philosophy concentrating on "Imperatives of Leadership" and "Warfighting Mentality."

(f) → FOI FILE NO CMD-046  
DEPUTY CHIEF OF STAFF FOR LOGISTICS (DCSLOG)  
PRESENTATION (U)

1.3 hour  
(GS,1;Class)

N/A

SCOPE:

This briefing by the Deputy Chief of Staff for Logistics (DCSLOG) focuses on current logistics issues. He gears it to items the command selectees may see during their tenure. Valuable lessons



learned during the 1980's, JUST CAUSE and OPERATION DESERT SHIELD/STORM (ODS) are incorporated to provide a comprehensive brief that will assist the future commanders as they work toward the goal of developing a trained and ready unit. Among the topics briefed are readiness, strategic mobility, equipment management, logistics automation, asset visibility, ammunition accountability, clothing and individual equipment, and field feeding. Other topics covered are host nation support, Reserve Component Combat Service Support units, and Army executive agency support responsibilities as they pertain to ODS and their probable impacts on future support planning and operations. The DCSLOG's briefing is enhanced with uniform and field feeding displays by representatives from NATICK Laboratory. As part of their display NATICK also provides lunch for the attendees, which consists of a sampling of current T-Ration meals.

N/A

FOI FILE NO CMD-056  
BATTLE COMMAND TRAINING PROGRAM (BCTP) ORIENTATION (U) 1.0 hour (C,1;Class)

SCOPE:

This block of instruction is presented for brigade command designees at the same time that battalion command designees are receiving the MBTI class. We describe the Battle Command Training Program (BCTP), a training program that exercises Army division and corps commanders and staffs. This class outlines the current program, its ramifications, its current schedule.

N/A

1.0 hour  
(GS,1;Class)

(9) → FOI FILE NO CMD-119  
SAFETY FOR COMMANDERS (U)

SCOPE:

During this block of instruction the Commander of the United States Army Safety Center (USASC), Fort Rucker, AL, or his representative briefs the command selectees on capabilities of the Army Safety Center and current trends and initiatives in the Army Safety Program such as Leader Safety Awareness Training and Risk Management. He also analyzes combat safety and the commanders role in unit safety. Finally, he emphasizes that commanders should consider safety in terms of verifying capabilities and not view accidents as the cost of doing business.

(A) POI FILE NO TMC-034  
→ CHIEF OF PUBLIC AFFAIRS PRESENTATION (U)

1.0 hours  
(CS,1;Class)

N/A

SCOPE:

A personal discussion with the Chief of Public Affairs, Department of the Army or his representative on the scope and function of the Army's public affairs operation. He provides the commander with a working knowledge of the assets available to implement a practical and functional command information program. Also he includes hints on "how to meet the media", preparation, categories of attribution.

POI FILE NO TMC-070  
ROLE OF THE COMMAND SERGEANT MAJOR (CSM) (U)

1.0 hours  
(C,1;Class)

N/A

SCOPE:

A serving Command Sergeant Major shares his philosophy and wisdom. He covers the following areas: what is a CSM, where he gets his authority, who he works for, his role in training, his relationship to higher and lower commands, what he expects from the commander, written/verbal contracts, his responsibilities, how to bring a new commander or CSM into a unit, and how a commander can establish open communications with his CSM. He also discusses tips for company commanders, first sergeants, and new battalion commanders; MCO development programs; and training of first sergeants, and second lieutenants. A question and answer session concludes the presentation.

(4) POI FILE NO JNT-008  
→ ARMY FAMILY PROGRAMS (U)  
JOINT CTS/PCC

1.5 hours  
(GS,1;Class)

N/A

SCOPE:

A discussion with the Commander of the U.S. Army Community and Family Support Center focusing on current Army programs in support of Army initiatives. The focus is on strengthening the bonds between the Army family components, units, and family members. The purpose of the program is to promote wellness, develop a sense of community, and to strengthen the partnership of the Army family. A question and answer period concludes the presentation.

th

POI FILE NO JNT-017  
FAMILY SUPPORT GROUPS (U)  
JOINT CTS/PCC

2.5 hours  
0.5 hour (C,1;Class)  
2.0 hours (S,1;24)

N/A

SCOPE:

This session allows the commander and spouse an opportunity to develop their Command Team strategies in the area of Family Support Group (FSG) interaction. We begin with an introduction by the Chief, Spouse Training Program to the entire class. then we break down into staff Groups where the commanders and spouses chart their "optimal" FSG and brief it to the staff group. This session is based on DA Pamphlet 608-47, A Guide to Establishing Family Support Groups and the research and experience of the CTS staff.

PRE-COMMAND COURSE  
GUEST SPEAKER SERIES

NOTE: NO FORMAL LESSON PLANS EXIST FOR THESE LESSONS AS THE GUEST SPEAKERS DEVELOP AND COVER THEIR OWN AGENDAS. HOWEVER, BASED UPON THE TARGETED SCOPE OF EACH PRESENTATION (ENCL 1), THERE ARE OPPORTUNITIES FOR EACH SPEAKER TO REINFORCE PRIOR INSTRUCTION BY ADDRESSING KEY ENVIRONMENTAL ISSUES RELATED TO THEIR AREA OF EXPERTISE. ACCORDINGLY, FOR EACH OF THE NINE (9) PRESENTATIONS OUTLINED BELOW, WE SUGGEST THAT A FORMAL MEMO BE SENT TO EACH SPEAKER ASKING HIM OR HER TO INCLUDE (WHERE FEASIBLE) THE ENVIRONMENTAL CONSIDERATIONS DESCRIBED BELOW:

a. During The Inspector General's Presentation (CMD-005), recommend that TIG discuss the increasing importance and visibility of environmental programs and DAIG plans to focus on them as an area of command emphasis. Additionally, TIG should address any systemic environmental issues and/or pitfalls uncovered during past inspections and provide recommendations for avoiding or resolving same.

b. During Setting Your Azimuth - Deputy Commandant, CGSC (CMD-006), recommend that the DC address any specific environmental war or training stoppers he may have had to deal with (also, how he handled them and with what result) while serving in command positions at various organizational levels during his career. Additionally, when discussing some of the special staff available to assist commanders, recommend he include the Installation Environmental Coordinator (EC). The EC normally works for the DEH, but is responsible for day-to-day management of the environmental program. He is, in effect, the commander's "environmental conscience", serves as a key advisor, and must have direct access to the commander at all times.

c. During the Discussion with the Chief of Staff (CMD-013), recommend that the CSA discuss the new Army Environmental Strategy into the 21st Century (which he and SA Stone jointly approved) and its mandate for the Army to be a national leader in environmental and natural resource stewardship for present and future generations as an integral part of its mission. Specifically, he should focus on how he feels this mandate will affect doctrine, training, ethics and his overall expectations of leaders.

d. During the Discussion with the Deputy Chief of Staff for Operations and Plans (DCSOPS) (CMD-017), recommend that the DCSOPS discuss how environmental requirements have impacted training, and how global environmental concerns (before, during and after Army activities) have or may affect Army operations and war planning. For example, when planning large scale contingency operations like Somalia relief or possible Bosnia-Serbia intervention, what consideration, if any, is given to putting controls in place to minimize the potential for indiscriminate contamination or destruction of the environment?

e. During the Discussion with Commander TRADOC (CMD-039), recommend that the TRADOC CDR address how the Army is meeting the challenge of conducting tough, realistic training in light of the many constraints environmental requirements have placed upon commanders. One specific example he might use is how endangered species (such as the red-cockaded woodpecker at Forts Bragg/Stewart and the desert tortoise at Fort Irwin) have restricted training area usage, and how formation of the Endangered Species Task Force has helped identify actions the Army can take in order to maintain the ability to train.

f. During the Deputy Chief of Staff for Logistics (DCSLOG) Presentation (CMD-046), recommend the DCSLOG include in his talk about "lessons learned during the 1980's" some specifics about how the issue of hazardous waste disposal was addressed during Operation Desert Shield/Storm, and an overview of policies or controls that were in place to minimize environmental contamination resulting from coalition operations. Additionally, he may wish to discuss continuing concerns over potential depleted uranium contamination and perceptions of adverse health impacts of exposure to desert parasites and the oil well fires.

g. During the Safety for Commanders Presentation (CMD-119), recommend the CDR, USASC mention that the Safety Center has recently been given responsibility for performing Installation Hazard Analyses. This program seeks to identify all hazards (including environmental ones such as hazardous waste) on an installation and methods for reducing or eliminating them. The CDR, USASC should specifically address program activities relating to the environmental arena.

h. During the Chief of Public Affairs Presentation (TNG-034), recommend the CPA address the installation Public Affairs Office and its capability to provide expert consultation to commanders on how to effectively communicate with local communities and the general public concerning environmentally controversial issues (such as the discovery of buried chemical munitions in an affluent Washington, DC neighborhood), as well as the environmental "good news stories" at their installations.

i. During the Army Family Programs Presentation (JNT-008), recommend that the CDR, USACFHSC discuss specific Army programs to promote community environmental awareness, such as installation recycling and carpooling, radon monitoring, pollution prevention, energy conservation, etc.

**APPENDIX I**

**SAMPLE OF HANDBOOK WITH ENVIRONMENTAL  
INFORMATION EMBEDDED  
(DEPARTMENT OF THE ARMY PAMPHLET 600-4)**

**SAMPLE OF HANDBOOK WITH ENVIRONMENTAL  
INFORMATION EMBEDDED  
(DEPARTMENT OF THE ARMY PAMPHLET 600-4)**

**Annex 1 – Typical Handbook Task**

**Annex 2 – Recommended Environmental Task**

★★★★★

081-831-1009

**GIVE FIRST AID FOR FROSTBITE****CONDITIONS**

Given a soldier who has signs and symptoms of frostbite and a blanket or dry clothing. You are not in a chemical environment.

**STANDARDS**

Give first aid for frostbite without causing further injury to the casualty.

**TRAINING AND EVALUATION**

Evaluation Guide: 081-831-1009 \_\_\_\_\_

**Give First Aid for Frostbite**

Performance Measures	Results	
1. Describes the signs and symptoms of frostbite.	P	F
NOTE: Signs/symptoms are listed in the order in which they would appear with increased exposure and time.		
a. Loss of sensation or numb feeling in any part of the body.		
b. Sudden whitening of the skin in the affected area, followed by momentary tingling feeling.		
c. Redness of skin in light-skinned soldiers; grayish coloring in dark-skinned persons.		
d. Blisters.		
e. Swelling or tender areas.		
f. Loss of previous feeling of pain in the affected area.		

**Performance Measures****Results**

- g. Pale, yellowish, waxy-looking skin.  
h. Frozen area that feels solid or wooden to the touch.
2. Treats the frostbite.
- a. Warms the area at the first sign of frostbite using firm, steady pressure of the hand, underarm, or abdomen.
- (1) Face, ears, nose—covers the area with the casualty's or a buddy's hands.  
(2) Hands—places the casualty's hands inside his or her clothing against the body and closes the clothing.  
(3) Feet—places the casualty's bare feet under the clothing and against the body of another soldier.
- b. Loosens or removes tight clothing and removes any jewelry.
- c. Covers the casualty with a blanket or other dry material.
3. Does not cause further injury.
- a. Does not seek the frostbitten part.  
b. Does not rub it with snow.  
c. Does not expose it to any extreme heat source.  
d. Does not rub or move the part in any way to increase circulation.  
e. Does not allow the casualty to smoke or drink alcohol.  
f. Does not treat seriously frostbitten parts if the casualty must walk or travel to receive further treatment.

NOTE: Although not evaluated, the soldier would watch the casualty closely for life-threatening conditions, seek medical aid, and check for other injuries, if necessary. (See task, Evaluate a Casualty.)



d. Recommend the following be added on page 366 as a new task:

\*\*\*\*\*

081-831-1010

## PRESERVE AND PROTECT THE ENVIRONMENT

### CONDITIONS

Given any situation where the individual soldier is performing normal job functions in a garrison or field environment.

### STANDARDS

Perform all aspects of assigned tasks in an environmentally sound manner.

### TRAINING AND EVALUATION

Evaluation Guide: 081-831-1010-----

#### Performance Measures

##### 1. Vehicle Movements.

a. Stays on established roads during deployment to and from training areas. Observes the posted speed limits.

b. Avoids destroying trees or crushing brush and shrubs when off-road maneuvers are necessary. Stays on tank trails whenever possible.

c. Stays out of off-limits areas such as creek bottoms, wetlands, erosion control areas, endangered/protected species areas, and historical sites.

d. Avoids making neutral steer turns unless absolutely necessary.

e. Removes vehicle mud and debris immediately from roadways.

f. Uses secondary roads and bypasses whenever possible.

g. Avoids cross-country movement wherever possible.

h. Reports any tree or seedling damage to range control.

i. Does not wash vehicle in natural water bodies.

2. Petroleum, Oil and Lubricants.

- a. Refuels vehicles only at designated sites or paved areas.
- b. Uses care when handling POL products to avoid spills.
- c. Immediately reports spills of POL products or hazardous substances IAW unit/installation spill reporting procedures.
- d. Takes immediate action to control, contain and clean up the spill.
- e. Uses and disposes of POL products in a safe and environmentally sound manner.

3. Fires.

- a. Makes no open fires.
- b. When fire danger is high per installation SOP, takes care in using pyrotechnics, smoke pots , grenades and star-cluster flares.
- c. Follows guidelines for burning excess powder charges.
- d. Immediately reports all fires to range control.
- e. Provides assistance to fire-fighting teams when required.

4. Litter.

- a. Polices all areas for litter before and after training activities.
- b. Uses only chemical toilets or other authorized latrine facilities.
- c. Disposes of all litter in authorized locations. Removes all litter whether it is his/hers or not.
- d. Does not drive nails into trees to string wire. Polices all barbed, commo, concertina and trip wire after training activities. Returns same to unit's issuing officer.

5. Digging.

- a. Digs only when and where authorized.
- b. Ensures all trenches, defilades, tank traps, and fighting positions are filled IAW unit SOP upon completion of training.

6. Camouflage.

- a. Does not cut or damage vegetation without permission.
- b. Uses only camouflage netting, not vegetation, when camouflaging vehicles or equipment.

7. Noise.

- a. Avoids revving engines.
- b. Observes and enforces posted speed limits.
- c. Wears ear plugs when on live fire ranges or other areas with elevated noise levels.

**APPENDIX J**

**LESSONS IN WHICH ENVIRONMENTAL INFORMATION  
CAN BE EMBEDDED**

TABLE J-1

## LESSONS IN WHICH ENVIRONMENTAL INFORMATION CAN BE EMBEDDED

Course <sup>a</sup>	Lesson number	Lesson title
General Off. CAPSTONE (3)	NA NA NA	Guest Speaker Series Command Briefings Future Compass Exercise
Army War College (4)	Orient-4d-L 1-17-5 2-1-4-5 191j	Wargaming Overview Strategic Leadership Challenges The Nation State: U.S. National Values and Purpose Law for Senior Commanders
Command and General Staff Officer Course (5)	C430-1 C710-2 C730 C740-1 FB-020	Resource Planning and Allocation Senior-Level Leadership Training the Force Military Law Fundamentals of Resource Management
Pre-Command Course (10)	LDR-116 CMD-005 CMD-006 CMD-013 CMD-017 CMD-039 CMD-046 CMD-119 TNG-034 JNT-008	Leader and Unit Development Seminar Inspector General's Presentation Setting Your Azimuth Discussion with the Chief of Staff Discussion with the DCSOPS Discussion with the Commander, TRADOC DCSLOG Presentation Safety for Commanders Presentation Chief of Public Affairs Presentation Army Family Programs Presentation
Combined Arms and Services Staff School (7)	E-103 E-308 E-413 F-323-2 F-323-4 F-420-6 F-424-1	Staff Skills, Roles and Relationships Training Management Budget Battalion Training Program Training Principles Above Battalion Ethics Seminar Installation Resource Management
Officer Advanced Course (11)	A000-004 A000-005 A100-027 B100-058 G200-002 H100-005 H100-019 H100-032 H100-035 H100-036 H100-039	Ethical Decision Making Battle Focused Training Leadership CAPSTONE Exercise NBC Defense Safety/Risk Management NBC Operations Requesting and Receiving Supplies The Army Maintenance System Preventive Maintenance Checks and Services Scheduled Services Licensing and Training

Note: NA = not available

<sup>a</sup> The numbers in parentheses indicate the number of distinct lessons taught for each course into which environmental information can be embedded.

TABLE J-1

## LESSONS IN WHICH ENVIRONMENTAL INFORMATION CAN BE EMBEDDED (Continued)

Course <sup>a</sup>	Lesson number	Lesson title
Officer Basic Course  (15)	GG-01-01 GG-02-02 GG-02-03 GG-02-04 GG-02-08 GG-02-09 LI-01-02 MH-01-12 MH-02-01 MH-02-05 MH-03-01 MH-03-06 TS-02-01 YE-02-07 YE-04-01	Supply Management Licensing and Training The Army Maintenance Management System Operator Preventive Maintenance Checks and Services Unit Motor Pool Operations Maintenance Seminar Camouflage Safety/Risk Management Battle Focused Training Platoon Training Meetings and After Action Reviews Writing Diagnostic Exam Army Writing II NBC Weapons Effects and Defense Fundamentals M-16 Rifle Qualification Sapper FTX
Warrant Officer Candidate School  (11)	70-0314-3 70-0614-4 70-0810-1 70-8553-20 70-8559-10 70-8561-3 70-8562-3 70-8563-2 70-8568-3 70-8583-3 70-8613-4	Army Safety Program Army Maintenance Management System Commander and His Staff Effective Communication Skills Military Professional Ethics Special Leadership Issues Leadership that Directs Leadership that Implements Training Management NBC Defense Introduction to Property Accountability
Sergeant's Major Course  (12)	C-501 L-505 L-510 L-520 P-511 R-501 R-503 R-518 T-500 T-501 T-503 T-505	The Army Writing Program Value and Ethics in Military Leadership Duties, Responsibilities and Authority of NCOs Making Better Decisions Research Techniques Army Logistics System Maintenance Management Transportation Planning Training Management Overview Mission Essential Task List Development The Training Planning Process Training Execution and Assessment

Note: NA = not available.

<sup>a</sup> The numbers in parentheses indicate the number of distinct lessons taught for each course into which environmental information can be embedded.

TABLE J-1

## LESSONS IN WHICH ENVIRONMENTAL INFORMATION CAN BE EMBEDDED (Continued)

Course <sup>a</sup>	Lesson number	Lesson title
First Sergeant's Course (6)	L-601 R-608 R-616 R-618 R-619 T-601	Troop Leading Unit Standing Operating Procedures Unit Preventive Maintenance Program Supply Management The Army Field Feeding System Battle Focused Training
Advanced NCO Course (4)	CM-01 P-402 P-406 T-401	Army Writing Program Marksmanship Training Military Justice Training the Force
Basic NCO Course (4)	C-301 M-301 P-303 T-301	Army Writing Program NBC Marksmanship Training Training the Force
Drill Sergeant's School (7)	B-02-6-1 C-03-04 E-05-01-02 E-05-08 G-07-03 G-07-05 L-12-02	Drill Sergeant Ethics Performance Counseling Mechanical Training Practice Record Fire I/II Performance Oriented Training After Action Review Camouflage
Primary Leadership Development Course (6)	L-203 M-202 M-205 R-202 T-201 T-202	What a Leader Must Be-Know-Do Field Sanitation Rifle Marksmanship Conducting Maintenance Training the Force Conducting Individual Training
Basic Combat Training Course (6)	BR-1 BV-1 IT-2 LL-1 NB-1 DA Pam 600-4	Intro to Rifle Marksmanship and Mechanical Training Bivouac Employ Cover, Camouflage, and Concealment Law of Land Warfare NBC Defense <i>IET Soldier's Handbook</i>
Total lessons addressed		111

Note: NA = not available.

<sup>a</sup> The numbers in parentheses indicate the number of distinct lessons taught for each course into which environmental information can be embedded.

# REPORT DOCUMENTATION PAGE

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<p>13. ABSTRACT (Maximum 200 words)</p> <p>The Army recognizes that many of its personnel have a lack of environmental awareness and knowledge of how environmental programs apply within their own areas of responsibility. To help correct this deficiency, the U.S. Army Environmental Center was tasked to develop and implement a methodology for expeditiously integrating environmental awareness training into Army leadership schools. This was to be undertaken immediately, without the benefit of formal needs analysis.</p> <p>This report describes the process and methodology used to "embed" environmental awareness information within 111 existing lessons spanning 22 Army military leadership courses. Techniques addressed include environmental notes to instructors, videotapes for outside class viewing, situational or practical exercises, guest speakers, outside research, handouts or handbooks, focused briefings, and examples or illustrations.</p> <p>While not a stand-alone solution to the environmental awareness training issue, the process of embedding information within existing lessons holds great promise for near-term application to immediate needs and longer-term strengthening of the overall program. Embedding information initially enables trainers to impart useful knowledge while more sophisticated training materials are under development. Later, when used in conjunction with dedicated blocks of environmental instruction, embedding will serve to reinforce previous training by constantly stressing the importance of incorporating environmental considerations into all activities.</p>					
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