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Think Like a Commander Prototype: Instructor's Guide to Adaptive Thinking

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Armored Forces Research Unit

U.S. Army Research Institute for the Behavioral and Social Sciences

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U.S. Army Research Institute for the Behavioral and Social Sciences

A Directorate of the U.S. Total Army Personnel Command

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This report is the second of two research products presenting the methods and software for training adaptive battlefield thinking. The first research product presented the prototype software training application. This report is an instructor's guide that provides an overview of adaptive battlefield thinking skills and documents the methods for employing the software application and administering the training. The report provides an introduction to adaptive thinking and the Adaptive Thinking Training Methodology and details the use of deliberate practice in training cognitive skills. Detailed information about the prototype vignettes are presented with comprehensive instructor materials needed to implement the training.							
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Think Like a Commander Prototype: Instructor's Guide to Adaptive Thinking

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Personnel Performance and Training Technology As the Army systematically transforms itself into a fast-deploying, highly adaptable force that can respond to a wide variety of threats in virtually any environment, it must also prepare for the leader training and leader development challenges that will accompany the transition to the Objective Force. The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) as part of its Science and Technology Objective: IV.SP.2002.02, Methods and Measures of Commander-Centric Training, is developing a variety of new training methods to enhance the U.S. Army's ability to produce the capable leaders required for future missions.

Decision-making in the complex future battlefield requires a broader yet more focused vision of the myriad of battle command tasks and their associated conditions. An evolving training methodology tailored to address the new and complex conditions is focused on leaders and soldiers capable of performing against an unpredictable enemy across the full spectrum of conflict. Success will depend on the ability to think creatively, decide promptly, exploit technology, adapt easily, and act as a team; a partnership of Army leaders, scientists, and trainers must create and employ effective methods and techniques to ensure that future leaders, soldiers, and teams possess those qualities. The Adaptive Thinking Training Methodology and Think Like A Commander represent a method and a tool for training adaptive leaders. The training was adapted from training used at the Command and General Staff College's Tactical Commander Development Program and has been incorporated into both the active and reserve components Armor Captains Career Course and will be piloted in the Combined Arms Battle Command Course. The goal of the training is to improve performance in tactical thinking under the challenging conditions of operations.

This report is the second of two research products presenting the methods and software for training adaptive battlefield thinking. The first research product presented the prototype software training application. This report is an instructor's guide that provides an overview of adaptive battlefield thinking skills and documents the methods for employing the software application and administering the training.

The research product was briefed to the Commander of 16th Cavalry Regiment, Commander of 3rd Squadron/16th Regiment, and to the 3/16 cadre who are instructors at the Armored Captains Career Course.

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THINK LIKE A COMMANDER PROTOTYPE: INSTRUCTOR'S GUIDE TO ADAPTIVE THINKING

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THINK LIKE A COMMANDER PROTOTYPE: INSTRUCTOR'S GUIDE TO ADAPTIVE THINKING

Introduction

... [It is] essential that all leaders – from subaltern to commanding general – familiarize themselves with the art of clear, logical thinking. It is more valuable to be able to analyze one battle situation correctly, recognize its decisive elements and devise a simple, workable solution for it, than to memorize all the erudition ever written of war. – Infantry in Battle, 1939.

On the future battlefield, the demands placed on soldiers and leaders will be of unprecedented complexity, diversity, and scope. Our leaders and soldiers must be able to think quickly and accurately and act decisively in a variety of challenging situations. To prepare soldiers for that environment, we must use every training opportunity to improve the skills associated with soldier and leader performance.

The term Adaptive Thinking has been used to describe the cognitive behavior of an officer who is confronted by unanticipated circumstances during the execution of a planned military operation (Lussier, Ross, & Mayes, 2000). It refers to the thinking the leader must do to adapt operations to the requirements of unfolding events and is thus a key component of competency in battle command. Adaptive thinking is a behavior. It involves the skilled application of knowledge under challenging performance conditions; it is not the knowledge itself. For most U.S. Army officers, the accumulation of the necessary tactical knowledge is not the problem. After years of study and reading soldiers develop a solid understanding of the elements of tactical decision-making. The ability to apply this knowledge expertly under battle conditions, however, demands rigorous and extensive training and practice, until the framework of thinking becomes automatic. Traditional training methods that rely on classrooms instruction, field exercises, and actual war fighting experience are not practical methods for providing the sufficient amounts of experience needed to develop adaptive leaders. To address the requirement a training method called The Adaptive Thinking Training Methodology (ATTM) was developed and a training program, Think Like A Commander, was created based on that method. This report is an instructor's guide that provides an overview of adaptive battlefield thinking skills and documents the methods for employing the software application and administering the training.

Organization of the Report

This report is organized in six sections:

- Introduction, describes the background, defines the problem of interest, and states the
 objectives of the report.
- Adaptive Thinking, provides an introduction to adaptive thinking.

- The Adaptive Thinking Training Methodology, describes the Adaptive Thinking Training Methodology.
- Deliberate Practice, discusses the elements of deliberate practice for thinking and reasoning tasks.
- Think Like A Commander, describes the Think Like A Commander training application and provides an overview of its use.
- Using Think Like A Commander, describes methods for implementing the Think Like A Commander training application.

Related software materials for the project are provided in a companion research product (Shadrick & Lussier, 2002)

Background

Through the Objective Force initiative, the Army is systematically transforming itself into a fast-deploying, highly adaptable force that can respond to a wide variety of threats in virtually any environment (Shinseki, 2000). The Army must prepare now for the leader training and leader development challenges that will accompany the transition to the Objective Force.

This project explored the training required to develop warfighters who are adaptable, allowing them to make the decisions to win on future battlefields.

The Army's capstone document for the Objective Force (U.S. Army Training and Doctrine Command, 2000) sets the tone for the challenges that lie ahead:

The demands of operating in the future distributed and non-linear battlespace will place greater responsibility on leaders and soldiers at all levels. Success will demand leaders with mature judgment who can operate in an environment of uncertainty with courage, initiative, and aggressive resolve. Requirements for soldier proficiency will increase in many areas. The Objective Force soldier will perform many more varied and complex tasks, and units will function more autonomously, necessitating individuals who are not only multi-skilled but also multifunctional thus providing operational redundancy across the Force. Leaders and soldiers at all levels must become highly adaptive, mastering change rapidly, while competently employing a wide range of new technologies, particularly in the arena of Information Operations (IO). Comprehensive training requirements for a full spectrum Objective Force will be greater than the already heavy burden that exists today. The Objective Force requires training capabilities, resources, and effective management that will ensure dominance across the full spectrum of conflict. (p. 37)

Because success will depend on the ability to think creatively, decide promptly, exploit technology, adapt easily, and act as a team, there is a need to create effective methods and techniques to ensure that future leaders, soldiers, and teams possess these qualities. The ATTM and the Think Like A Commander (TLAC) represent a method and tool for training adaptive leaders.

Product Objectives

The overall goal of the work reported here was to establish an initial knowledge base regarding use and implementation of the Think Like A Commander: Prototype version 1.0 software application. The project's technical objectives were to:

- Provide an overview of the Adaptive Thinking Training Methodology.
- Introduce the Think Like A Commander software package.
- Discuss effective training techniques and methods for implementing TLAC training.
- Provide instructor materials and resource to facilitate the use of the ATTM and TLAC.

Adaptive Thinking

The purpose of this section is to describe a training methodology called the Adaptive Thinking Training Methodology (ATTM) so that leaders and trainers can incorporate the methodology into their training activities.

Adaptive Thinking – What is it and why is it so hard?

Both the Army Training and Leader Development Panel Officer Study (2001) and the Future Combat Systems Statement of Required Capabilities (2001) highlight the need for adaptive leaders. In 1999, General Abrams, commander of the Army Training and Doctrine Command (TRADOC) challenged the behavioral scientists who were participating in the TRADOC sponsored Army Experiment 6 (AE6) program: Find a method to train commanders and staff officers how to think rather than what to think and thereby increase their ability to think adaptively.

In AE6, the meaning of the term adaptive thinking was illustrated as follows: A unit has crossed the Line of Departure and is engaged in executing a planned military operation. Unanticipated events occur. The skillful commander will, performing adaptively, make adjustments within the context of the plan to either exploit the advantage or minimize the harm of the unanticipated event, in short, will adapt to conditions for a more successful outcome.

Adaptive thinking, as defined above, can be thought of as thinking on one's feet framed in terms of the battlefield. In this viewpoint adaptive thinking is not so much a type of thinking like, for example, creative, lateral, or out-of-the-box thinking but rather it is defined by the conditions under which it occurs. They are the conditions of military operations, conditions under which clear insightful thinking is very challenging.

The decision-making environment facing the military commander is challenging. He begins with a detailed plan but as he executes, he must constantly make adjustments, altering timing, taking advantage of unforeseen opportunities, and overcoming unexpected difficulties, in short, adjusting or adapting the plan. The thinking that underlies these decisions is not made in isolation or in a calm reflective environment. He must do this thinking while performing as commander: assessing the situation, scanning for new information, dealing with individuals under stress, monitoring progress of multiple activities of a complex plan. Multitudes of events compete for his attention. No easy guidelines can be applied. For example, mistakenly changing a plan midcourse is as common as stubbornly pursuing a failing plan. And typically there is the pressure of time, as all options become less prospective with delay.

Consider the following vignette.

At the National Training Center a battalion level breach is underway. The operation is progressing typically; the unit is at the obstacle, making progress towards accomplishing the task, but has been slowed and is taking heavy casualties, from artillery. The commander is at the breach site. Suddenly he receives word on the radio. A reconnaissance section has reported a

bypass. The commander orders his companies to maneuver through the bypass. One, two, three, companies maneuver into the supposed bypass, in reality an enemy kill zone, and are destroyed.

Experts, in various fields, are those who can perform well under such conditions. The determining factor is usually not knowledge alone. The commander in the example above had no lack of understanding about the nature of obstacles and kill zones. Only two days earlier, he had planned a deliberate defense on the same terrain in which he had constructed an obstacle with the express intent of inducing the enemy into his engagement area. Tactical knowledge was not the problem; the difficulty lies in applying one's knowledge in complex situations, which can overwhelm one's limited ability to attend to events and to think through decisions while under extreme pressure or stress. Most intermediate level officers have considerable knowledge about their field, but applying the knowledge during a real or simulated military operation requires great conscious attention and is often done poorly.

The Adaptive Thinking Training Methodology

The solution reached by the AE6 adaptive thinking team (Ross & Lussier, 1999) is called the Adaptive Thinking Training Methodology (ATTM). Deliberate practice exercises are used to develop battlefield thinking habits characteristic of experts, for example, to model a thinking enemy, to see the battlefield from a larger perspective, and to visualize accurately, dynamically, and proactively. Thus the ATTM does not train adaptive thinking per se but focuses on creating the automatic habits that form the framework in which battlefield thinking is done and thereby enables adaptive thinking during execution of military operations to flourish.

The value of the methodology can be seen from the follow progression:

- 1. After years of study, reading, and consideration of problems military officers typically develop a good understanding of the basic elements of the domain. But knowledge alone is not sufficient for expert-level performance.
- 2. Repetitive performance causes thinking processes to become automatic so that they can be performed quickly and accurately with less mental effort.
- 3. As more and more basic elements become automatic, more complex models can be manipulated without a proportionate increase in mental effort. This enables experts to use their knowledge flexibly and creatively in complex situations.

An important point about automaticity is that it does not mean mindlessness. When more functions can be performed automatically, the soldier can think at a higher level. In a complex activity like battle command, expert performance levels cannot be attained without relying on the automaticity resulting from past performance.

Repetitive performance causes behavior to become automatic. But it is important that the behaviors that become ingrained conform to those of an expert - that they are the right behaviors. It is a well-known phenomenon that novices, through play alone, will improve rapidly for a short time but then may continue performing for decades without further improvement.

Practice, by itself, does not make perfect, however, to become an expert it takes perfect practice. The cornerstone of developing expertise is the use of deliberate practice. Studies of world class experts show that almost invariably the expert performance reflects extended periods of intense training and preparation (Ericsson, Krampe, & Tesch-Roemer, 1993). Describing deliberate practice, Ericsson writes:

...subjects ideally should be given explicit instructions about the best method and be supervised by a teacher to allow individualized diagnosis of errors, informative feedback, and remedial training...Deliberate practice is a highly structured aim; the specific goal of which is to improve performance. Specific tasks are invented to overcome weaknesses, and performance is carefully monitored to provide cues for ways to improve it further...Individuals are motivated to practice because practice improves performance.

In addition, engaging in deliberate practice generates no immediate monetary rewards and generates costs associated with access to teachers and training environments.

When more cognitive functions are performed automatically, we can think at a higher level.

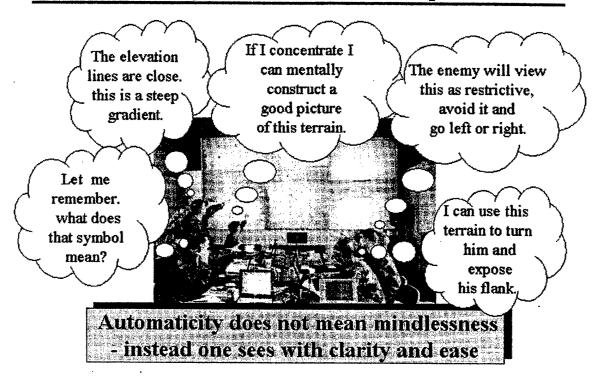


Figure 1. Automaticity of cognitive behaviors.

As can be seen by the above description, a key component of ATTM is coaching, as subject matter experts (SMEs) observe and guide the students with regard to the expert habits.

The ATTM follows the pattern of deliberate practice exercises. The student performs the task, battle command thinking, under the observation of a coach or mentor. The coach is ready to note the occurrence or an element of expert form during student performance and mentor the student. Thus, the coach or mentor is a crucial part of the training methodology.

Since its development, ATTM has been widely used at Fort Leavenworth: in 1999 in the Advanced Tactics course, in 2000 in the Medium Brigade course, in the Senior Leader's Course for the Initial Brigade Combat Team, and at the School for Command Preparation's Brigade and Battalion Commander Courses, and at Fort Knox starting in 2001 in the Armor Captain's Career Course, and in the resident phase of the Reserve Component Armor Captain's Career Course – Distance Learning.

Train As You Fight versus Deliberate Practice

The maxim "train as you fight" has risen to such a level of familiarity in the U.S. Army that the value of the notion goes almost unquestioned. Yet studies of the development of expertise clearly indicate that "as you fight" meaning performing in fully realistic simulated battles is neither the most effective nor efficient method of developing expertise. Such "performances" can help a novice become acquainted with applying military knowledge, and can reinforce existing knowledge in an experienced person, but will not in and of themselves lead to the development of expertise. In many fields where expertise has been systematically studied, including chess, music and sports, development beyond advanced novice level requires large amounts of deliberate practice (Ericsson, Krampe & Tesch-Roemer, 1993) and good coaching (Ericsson, 1996; Charness, Krampe & Mayr, 1996). The combination of long periods of study, relatively few chances to practice, and little or no deliberate practice with quality coaching has led to a situation in the army where most officers can talk an excellent battle command game, but reveal only an amateurish effort in actual performance.

How does deliberate practice differ from performance or from casual exercise? Here are some characteristics that distinguish deliberate practice.

- 1. Repetition. Task performance occurs repetitively rather than at its naturally occurring frequency. A goal of deliberate practice is to develop habits that operate expertly and automatically. If appropriate situations occur relatively infrequently or widely spaced apart while performing "as you fight" they will not become habitual as readily.
- 2. Focused feedback. Task performance is evaluated by the coach or learner during performance. There is a focus on elements of form, critical parts of how one does the task. During an "as you fight" performance these elements appear in a more holistic fashion.
- 3. Immediacy of performance. After corrective feedback on task performance there is an immediate repetition so that the task can be performed more in accordance with expert norms. When there is feedback during "train as you fight" performance, it is often presented during an after-action review (AAR) and there is usually not an opportunity to perform in accordance with the feedback for some time.
- 4. Stop and start. Because of the repetition and feedback, deliberate practice is typically seen as a series of short performances rather than a continuous flow.
- 5. Emphasis on difficult aspects. Deliberate practice will focus on more difficult aspects. For example, when flying an airplane normally only a small percentage of one's flight time is consumed by takeoffs and landings. In deliberate practice simulators, however, a large portion of the time will be involved in landings and takeoffs and relatively little in steady level flight. Similarly, rarely occurring emergencies can be exercised very frequently in deliberate practice.

- 6. Focus on areas of weakness. Deliberate practice can be tailored to the individual and focused on areas of weakness. During "train as you fight" performances the individual will avoid situations in which he knows he is weak, and rightly so as there is a desire to do one's best.
- 7. Conscious focus. Expert behavior is characterized by many aspects being performed with little conscious effort. Such automatic elements have been built from past performances and constitute skilled behavior. In fact, normally, when the expert consciously attends to the elements, performance is degraded. In deliberate practice the learner may consciously attend to the element because improving performance at the task is more important in this situation than performing one's best. After a number of repetitions attending to the element to assure that it is performed as desired, the learner resumes performing without consciously attending to the element.
- 8. Work vs. play. Characteristically, deliberate practice feels more like work and is more effortful than casual performance. The motivation to engage in deliberate practice generally comes from a sense that one is improving in skill.
- 9. Active coaching. Typically a coach must be very active during deliberate practice, monitoring performance, assessing adequacy, and controlling the structure of training. Typically in "train as you fight" performances there are no coaches. Instead there are observers/controllers who attempt to interfere as little as possible in the performance.

Deliberate Practice

Structure for Deliberate Practice of Battle Command

As can be seen from the above considerations, development of a trainer for deliberate practice in battle command entails construction of a specialized technology to provide the training and support the coaching. Such a development effort was undertaken by the Center for Army Tactics of the Command and General Staff College, with the support of TRADOC Army Experiment 5 and 6 programs and the Army Transformation Program. The system, called the Digital Leader Reaction Course (DLRC), comprises a low overhead brigade level tactical simulator, which is capable of rapid stop and restart with some rewind capability into which probes can be inserted "on-the-fly." Lessons learned from AE6 and the DLRC were used to develop the ATTM and the Think Like A Commander training application.

Themes

Three key elements of the ATTM facilitate the interaction between the coaches and the learners. The first of these are what are called the themes. These are thinking behaviors (the "how to think" element) that are characteristic of high-level tactical experts. They are the elements of expert tactical thinking form that the coaches are observing and the students are modeling. While well known to most officers and understood at a conceptual level, these behaviors are often not exhibited by the officers during actual exercises. They have not become automatic and thus, when the officers' attention is focused, as it should be, on the specific situation confronting them, the behaviors are omitted. The themes for tactical decision-making are:

- Keep a focus on mission and higher commander's intent.
- Model a thinking enemy.
- Consider effects of terrain.
- Use all assets available.
- Include considerations of timing.
- Consider where your fight fits into **the bigger picture** of what is happening/should happen both from friendly and enemy perspectives.
- Exhibit visualizations that are dynamic, proactive and flexible.
- Show rich contingency thinking.

This is a good set for a tactical exercise for the following reasons. First, the behaviors are characteristic of high-level expert tactical decision-makers. Observing acknowledged experts, these elements can clearly be seen guiding their actions. Second, the concepts are familiar to most officers. They have been taught to do these things and generally are able to do them with some degree of proficiency. Third, observations of officers in realistic tactical performances indicate that they typically do not perform according to these norms; the more intense the exercise, the less likely are the officers to exhibit these behaviors. Fourth, the set describes thinking actions that can be characterized as "how to think" or "what to think about" rather than "what to think." Fifth, and very importantly, the themes represent thinking behaviors that are relatively consistent over a wide range of tactical situations. Because of that consistency, the

formation of automatic thought habits will occur more quickly at this general level than it will for the unique and specific aspects of each situation, that is, the inconsistencies of tactical thinking.

Probes

Another important structural element that facilitates coaching of battle command thinking skills is the probe. Since thinking is unobservable it is not so simple for the coach to watch the learner and assess the extent to which the themes are part of his or her thinking. A probe is a specific event inserted in the exercise and carefully designed to elicit a reaction that reveals the extent to which the themes are considerations in the student's thinking.

Developing Habits

Habits develop only through performance. The more you repeat a behavior the more habitual it becomes, whether you want it to or not. This is true of sensorimotor behaviors such as driving a car as well as cognitive behaviors. When one is first learning how to read, for example, one's attention is focused on the shape of the letters and sounding out the words. When the sounding of the words has become automatic, one must focus attention to understand the meaning of the passage. With practice that too will become automatic. One can read, understand the story, and think about what the writer is saying and whether one agrees with it. Most U.S. Army officers do not rise to that level of automaticity in battlefield thinking. It takes all their conscious attention to operate on the battlefield and to grasp the nature of what is happening; there are few resources left to think adaptively about the events.

Strong habits are such a critical component of expertise, in fact, that after one has attained some expertise, consciously thinking about habitual elements will usually degrade skilled performance. You cannot consciously control either thought or action with the same level of skill and complexity that you can learn to do them through repetition. Further, stress narrows focus. Habits predominate in times of stress, fatigue, and competing demands for attention. Under such conditions people do what they have done most often; they do what comes automatically.

Elements of Form in Tactical Thinking

Deliberate practice is at the heart of the ATTM. In order to conduct the training the coaches must identify specific elements of form modeled by SMEs. For the Combined Arms Battle Command Course, the elements are called Themes of Battlefield Thinking.

Deliberate Practice

Based on classic Behaviorist learning theory, deliberate practice involves performing while focusing on selected elements of form. The elements are compared against an expert standard, and consciously controlled so that they conform to the standard. The behavior is repeated until it is performed automatically with improved form. Deliberate practice can be applied to thinking behavior as well. The themes discussed earlier represent patterns of thought

characteristic of good decision makers that are typically lacking at the student's level, particularly when they are performing in a stressful environment.

Leaders must have both extensive knowledge and have learned to apply that knowledge skillfully through practice. But study and practice alone do not ensure expertise. Repetitious performance alone only ingrains habits; it does not necessarily lead to the improvement of performance. Deliberate practice involves the performance of exercises specifically designed to improve performance. Deliberate practice is the basis of most coaching.

The steps of deliberate practice are familiar and adapt well to the U.S. Army's training methodology of Task – Conditions - Standards:

- 1. Identify the elements of expert form. One must first know how experts perform the tasks and select elements to model. The goal is to model task performance after experts. Otherwise you are just performing the task in your usual fashion and will not necessarily improve.
- 2. Coach/Mentor notes discrepancies from expert form. The learner performs the task and compares his form with the model. A coach/mentor can be important in this step.
- 3. The learner performs the task while attending to the element. The expert normally performs without conscious attention to the element of form. In fact doing so would typically degrade performance. Here, however, the learner does attend to the element to ensure he performs it in the desired manner.
- **4. Behavior is repeated until habitual.** The behavior is repeated. It is important that form be as correct as possible.
- 5. Performance without attending to element. Conscious attention is removed. The learner tries to perform the task correctly without attending to the element of form.

Deliberate Practice of Thinking and Reasoning Tasks

Deliberate practice is a well-known methodology for training in sports as well as many other fields, for example, playing a musical instrument. The U.S. Army makes extensive use of the methodology in training gunnery and in flight school. Soviet chess trainers have made successful use of the technique. They are one of the first to apply it to a purely thinking task involving decision-making in a performance environment.

Collective tactical exercises, such as those at a Combat Training Center (CTC), do not currently apply deliberate practice methodology. Instead they exercise the habits already existing in the soldiers. At the CTC the exercise does not stop for the O/Cs (coaches) to correct and the students do not repeat the behavior according to correct form. Also the CTC involves a full-blown performance, while in deliberate practice elements of form can be isolated with the learner paying attention to those elements. At the CTC the unit is trying to perform at its best

level. When one attends to the elements of form it often degrades performance. Therefore during a performance at the level of the CTC when one is trying to be most effective it is inappropriate to attend to individual elements. At the end of the exercise, at the after-action review the leaders may realize some of the mistakes they made but do not have the opportunity to perform the task correctly according to the specified standard. The realization of error alone will not generally improve performance because, as in the example of the commander at the breach site, lack of knowledge and understanding are not the fault. After years of schooling and study most leaders have a tremendous amount of knowledge. But they may have little practical experience applying the knowledge and what experience they gain in exercises is most often not done in a deliberate fashion. Therefore, leaders tend to not be skillful in applying the knowledge they possess.

Army tactical exercises are like scrimmage games played under realistic conditions. Anyone who has coached a sports team knows that players improve their skills most at practice during drills and exercises under the influence of coaching, not at scrimmages. Deliberate practice is specifically designed to improve performance. During work activities you must act with skills you have - "go with what you got" - and during stressful performance you must go with what is most ingrained. During deliberate practice, however, you improve and expand the skills you have.

A simple illustration: in a tournament, a professional golfer with a weak shot from a sand trap will take risks to avoid landing in a trap. In deliberate practice he or she may hit repeatedly from a trap. It is characteristic of deliberate practice that you focus on behaviors that you do not yet perform well, while in performance you avoid such weaknesses as far as possible.

Knowledge and study, deliberate practice, and collective exercises are all important in producing expertise. See figure 2.

Deliberate Practice is an Important Part of Training Strategy. Many factors affect battle outcome - no **Full-Scale Unit** clear **Exercises** feedback Timely Deliberate and Practice Focused Feedback Correct Weaknesses Schoolhouse &Study Often lacks specific task performance

Figure 2. Deliberate Practice Training Strategy.

Think Like A Commander

Think Like a Commander is a prototype individual commander trainer designed to apply deliberate practice concepts to train the battlefield thinking habits that underpin such tasks as planning, predicting, visualizing, deciding, and directing. The prototype system involves presentation of scenario-based situations and structured questioning to elicit the individual's mental models and thought habits. The prototype system includes an initial set of eight situations.

Development of Think Like A Commander for the Armor Captains' Career Course

The development of Think Like A Commander for ACCC began with an analysis of brigade and battalion commander vignettes developed by ARI for the School for Command Preparation at Fort Leavenworth. The analysis focused on determining the tactical situations that were appropriate for the captain level and determining what, if any, revisions were needed to make the vignettes appropriate. The focus was not exclusively on company command, rather, the focus was on positions that a captain would be expected to perform. Small Group Instructors (SGI) at the U.S. Armor Center's Armor Captains Career Course performed the analysis and revisions. Once the analysis was completed the vignettes were appropriately modified. The analysis and modification resulted in eight vignettes that encompass offensive, defensive, and stability and support operations.

An important component of the vignette development process was a determination of the important considerations a student should comprehend or "see" after watching the vignette. These indicators are key teaching points for each vignette and represent the important aspects of the scenario that should cue the student thinking process. For each vignette, 10 to 16 indicators were determined. Students and coaches can use the vignette-specific indicators to indicate whether a particular theme was exhibited in the student's thinking. For example, the theme of "model a thinking enemy" applies across all vignettes, but the considerations that students should make if they are modeling a thinking enemy are different for each vignette. Thus, the indicators fulfill the role of probes as described earlier.

In conjunction with the modifications of the tactical vignettes, an analysis of the ATTM was conducted to develop a mechanism for developing an automated system to deliver the training content, collect student responses, and provide feedback on student performance. As a result, a computer-based-training program was developed to deliver the training material and collect data during the use of the training. The application was developed in Microsoft Visual Basic 6.0 and provides direct links to audio-video files that present the tactical vignette. Furthermore, the application provides for automated data collection of student responses to the vignettes, determines the amount of time student spend on tasks, provides additional tools, and includes a mechanism for student feedback.

The program was developed using sound instructional design practices and included students and instructors in the development process. All materials were developed with SGIs from the ACCC and included a user jury with students from those classes. The user jury

provided valuable feedback and suggested a number of revisions to the application, both in style of presentation and function.

The following figures are screen captures for the training application and are provided to give the instructor or mentor a better understanding of the actual flow of the training.

Figure 3 contains a screen shot of the main screen. The student is provided with several options. First, the student can watch the "Road to War," a short audio-video file that provides an overview of the current state of affairs. There are two other audio-video files available to the user. The first provides an overview of Adaptive Thinking and is used to provide the student with a better understanding of the importance of the training methodology (U.S. Army Training Initiatives Office, TRADOC DCST, 1999). The second provides a replay of an interview with BG (ret.) Wass de Czege (U.S. Army Training Initiatives Office, TRADOC DCST, 2000), and outlines the adaptive thinking methodology.

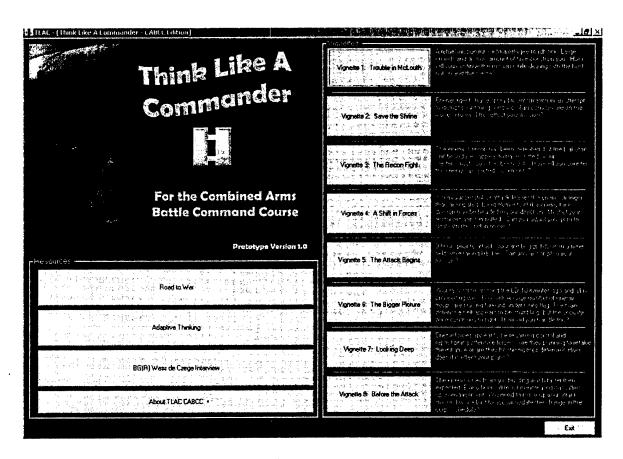


Figure 3. Think Like A Commander - Main Screen.

Finally, on the right hand side of the Main screen, the student is provided with a description of the eight vignettes. By selecting a vignette, the student is taken to the next step in the training program.

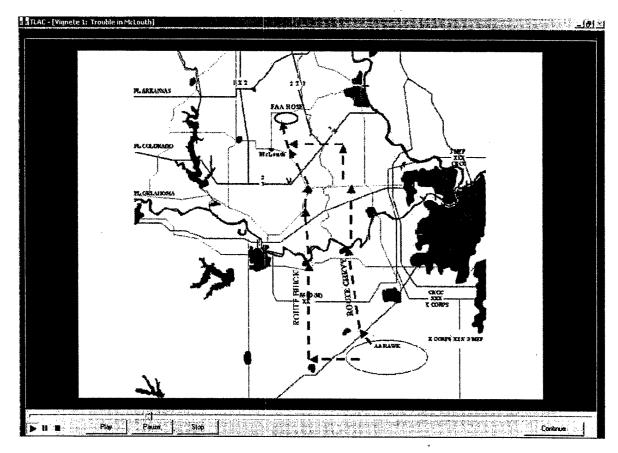


Figure 4. Think Like A Commander - Vignette Screen.

A tactical situation is described in animated and narrated format. Typically, a vignette presentation will last for two to four minutes in length. Figure 4 provides a representation of the vignette presentation.

Once the vignette presentation is completed, the student is automatically transferred to the Notes section (see Figure 5). This is where the student is asked to think about and document everything from the situation that should be considered before making a decision. Here, the student is given the opportunity to formulate a process or model to use for tactical problem solving. The process is expedited by the use of the TLAC Themes previously mentioned.

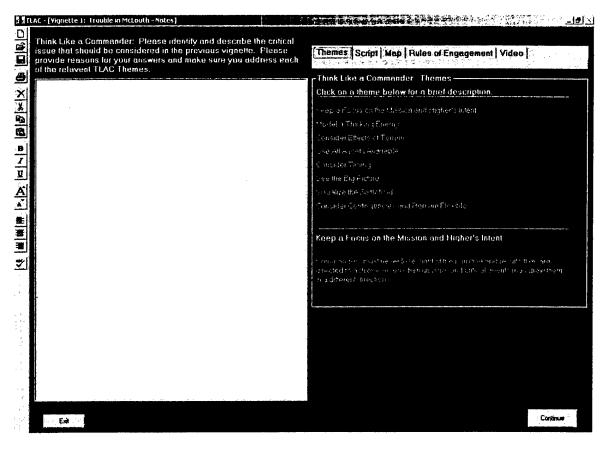


Figure 5. Think Like A Commander - Notes Screen.

The student is given several tools (located on the right hand side) to complete the process. First, the students are given links to information about each of the eight themes. They are used to reinforce the meaning and utility of the themes and help to integrate the themes into the students thinking framework or model. Second, the student is provided with a text copy of the script. The script is used to allow the student to review the content of the vignette. It allows students to get a better understanding for the need for "active listening" when confronted with a problem. Typically, students will consider several variables or issues concerning the vignette, and then using the tools provided will consider several other issues. In a real world setting, the tools may not be available; therefore, they try harder to think about important elements as they are confronted with them. Active listening, therefore, also helps to expedite the thinking process by forcing officers to consider and assimilate considerations rapidly.

The Notes page also contains links to the important maps required for the vignette, a link to the Rules of Engagement for the scenario, and a link to allow the student to replay the vignette.

The interaction the student makes with the Notes page are recorded for analysis, including the free text input, the tools the student utilizes, and the order in which the tools are used. Furthermore, the system creates a record of the themes the student requests assistance

with. The data is used to determine the amount of time it takes the student to assimilate the themes. Furthermore, the amount of time the student spends on the task is recorded, allowing researchers to calculate the rate of improvement throughout the use of the eight vignettes.

After completing the Notes section, the student is taken to the class discussion section of the program (see Figure 6). Here the student and SGI are provided with the tools needed to facilitate the discussion. The tools include the required maps, vignette script, rules of engagement, and the list of considerations the student provided for the vignette.

As previously mentioned, a key component of the ATTM and TLAC is the coaching a SME provides by observing and guiding the students with regard to the expert habits. During the class discussion students should be encouraged/required to discuss and/or defend considerations relevant to the vignette. Class members discuss the second and third-order effects related to actions students suggest. The SGI, as a mentor, facilitates the discussion and is actively monitoring performance, assessing adequacy, and controlling the structure of training.

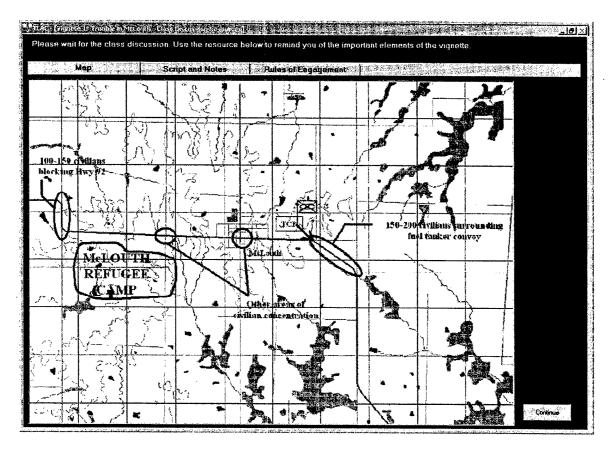


Figure 6. Think Like A Commander - Discussion.

The final phase of the training methodology is the Self-Assessment section of the program (see Figure 7). Here, the student is shown the set of indicators developed by tactical

experts for the vignette. These considerations are unique to each vignette and represent some of the important information a soldier should attend to in making a decision. Typically, there are 10 to 16 key considerations for each vignette with 1 to 4 for each theme. The student is provided with the notes they made earlier in the program allowing for a quick comparison of their thoughts to those of the experts. They are asked, based on their earlier input, to place checkmarks before the expert considerations that they previously considered.



Figure 7. Think Like A Commander – Feedback.

Students are also asked to make the same evaluation on the class as a whole. The purpose in this step is to allow the student to get a true representation of their individual performance. For example, a student may only get fifty percent of the important considerations for a vignette. During the class discussion, however, ninety to one hundred percent of the key considerations may be discussed. Students may inappropriately believe that their performance was directly linked to the performance of the class as a whole. This individual feedback supplements and complements the feedback given by the SGI mentor during the class discussion phase of the training.

Once the students rate their performance, they are given direct feedback for each individual theme. For example, a student may be told that he or she got 1 out of 4 correct for the "Model a Thinking Enemy" theme. The student is then able to access additional information to focus his future thinking process.

Using Think Like A Commander

Planning and Preparing for the Training Event

The instructor or trainer should conduct a formal review of the Think Like A Commander themes (Appendix A), vignettes (Appendix B and TLAC application), teaching points (Appendix C), instructor's notes (Appendix D), and slides (Appendix E) prior to class instruction. The instructor should also be familiar with the computer-based training application in order to instruct students on its use. The software application was developed with specific training design characteristics in mind in order to insure ease of use.

As described above, a number of tools and materials are provided to facilitate the use of the Think Like A Commander methodology. While the tools provide a roadmap, they do not need to be followed as strict doctrine. Instructors should use the materials to introduce topics and issues that relate to the materials they wish to discuss in class. Therefore, the Think Like a Commander vignettes can address as many or as few topics as the instructor desires.

Conducting the Training Exercise

Once the instructor is familiar with the TLAC products the training exercise can start. To begin, the instructor should introduce the TLAC training methodology to the training audience. This should include a brief overview of adaptive thinking. Two videos included in the TLAC training application assist the instructor in introducing the training methodology. The first provides an overview of Adaptive Thinking and is used to provide the student with a better understanding of the importance of the training methodology (U.S. Army Training Initiatives Office, TRADOC DCST, 1999). The second provides a replay of an interview with BG (ret.) Wass de Czege (U.S. Army Training Initiatives Office, TRADOC DCST, 2000), and outlines the adaptive thinking methodology.

After introducing adaptive thinking and the TLAC application, the instructor should allow the students to watch the Road to War video. This video will give students an overview of the overall scenario and situation from which the TLAC vignettes were developed.

Finally, the instructor can assign a vignette from those available to start the training. After watching the audio/video file, the student is asked to analyze the vignette and determine key variables and considerations that are important based on the situation. The student can use the tools provided to assist in developing their list.

Once the class completes this process, the class discussion can be initiated. During the class discussion the instructor should provide coaching to improve student understanding. The class discussion should require students to produce decisions, visualize, or make recommendations that require adaptive thinking. Instructors can cross-train students by putting them in a role other than their primary functional areas. During the discussion, instructors or mentors should provide students with an expert perspective and evaluate performance on the thinking and decision-making process.

Planning the Adaptive Thinking Training Class Discussion

Planning is a key component to conducting a successful class discussion. A good discussion plan will address the focus of the discussion, the length and type of discussion, and resources required to prepare and conduct the discussion. This plan should be developed early and in conjunction with the training plan to properly manage the time available. In developing a discussion plan, instructors should:

- Review the key considerations,
- Review the Instructor's Notes, and
- Select potential discussion slides.

Review of Objectives and Intent. Using training aids and products provided in Appendixes B, C, D and E, the instructor/mentor should review the vignette and key considerations that were presented during the vignette. The instructor should determine the students understanding of what happen during vignette and the key decisions that were made. This discussion should add relevance to the follow-on topics of discussion.

Focusing on four to six key considerations (or teaching points) will allow a thorough discussion of the training event and discovery of the processes that were involved surrounding the vignette. In conducting the class discussion, instructors should:

- Conduct the class discussion as soon as possible,
- Focus on the 8 themes and events/evidence that they were being used in cognitive thought,
- Focus on key events that should have led to certain considerations,
- Provide an open environment for an honest discussion
- Focus on critical time leading up to a decision, and consider the second and third order effects of decisions made (what would happen as a response to that decision?), and
- Encourage students to talk through their decision making process and discover the factors that went into their thought processes.

Further, the discussion should focus on:

- The time and events leading up to and including the commander making a key decision, and
- Why a certain decision should be made.
- Understanding how to apply the 8 themes.

The instructor should always wrap up the discussion by refocusing the students on the training objectives and any adjustments that should be made, before turning class back to the students, where the students can complete the self-evaluation section of the training.

More information on techniques for the class discussion will be presented in the following section.

Student-Mentor Interactions

This section describes how the interaction between the coach and students is facilitated. The remainder of this paper focuses on the qualities of the coach-student interaction as described by Ross & Lussier (1999).

Scaffolding. The goal of adaptive thinking is for students to automatize their thinking habits about tactical problems. In TLAC, students think about the tactical problem on their own. During the class discussion, the instructor needs to make sure the student's thinking process is correct; that it models an expert thinking process. To help them generate their analysis of what is going on in a situation and what effect will be generated by various actions, the themes can be used to help bring the situation in focus. One way of training an expert thinking process is for instructors to encourage simple "what if" questions as the group discusses the vignette. The instructor should help them "close in" on what is going on and what effect certain actions would have.

Again, using the themes to examine the situation from several perspectives can encourage deeper understanding. Some students, during the class discussion, only try to confirm their original assessment while other students will tend to look at variations in so many things at once that they do not know what is causing what or what effect some action will have. Scaffolding can address these tendencies and produce more successful hypothesis generation.

"Scaffolding has been described as a process that enables a... novice to solve a problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts" (Wood, Bruner, & Ross, 1976, p. 90). "The hallmark of scaffolded instruction is its interactive nature.... Critical to the teaching-learning process is the role of dialogue; it is the means by which support is provided and adjusted.... The relationship between the learner and the teacher in this supportive dialogue is to be contrasted with that observed when students are left to discover or invent strategies independently or when students are passive observers who receive demonstrations and are 'talked at' regarding strategy use" (Palincsar, 1986, pp. 74-75).

Observing students as they actively struggle with problems is the first step to good scaffolding. Scaffolding starts to be applied as soon as the students receive the challenge, and they start trying to understand what the problem is and how it can be approached. After hypothesis generation, during group discussion, the instructor may need to provide scaffolding by using the themes to help the students focus on relevant information. The instructor may also need to demonstrate some basic considerations or teaching points.

Good battlefield thinking distinguishes successful and unsuccessful commanders, but students may lack the skills to know how to think about tactical problems. First, they may not recognize structure of good tactical thinking; it consists of variables and the relationship between them. For example, if we do this action using these resources, we can expect this outcome. Second, students may not be able to adapt their situational assessment as new information is received. Students, who can't easily relate new information to their current battlefield assessment, resist changing their thinking in the face of anomalous data by ignoring it, reinterpreting it, or making only marginal changes to their assessment. As one instructor in the Field Artillery Captain's Career Course observed during a simulation-based student exercise, the

students "picked a bad road" and continued down it regardless of what happened. The students seemed to be in a comfort zone by sticking to their plan regardless of new input. Third, students may also err the other way and abandon their ideas because they just do not know how to relate new information to a hypothesis. They may "jump to conclusions" that an assessment is wrong based on one bit of conflicting information. If they cannot adapt their thinking to new information that does not exactly fit their original concept of the situation, their performance will be less adaptive.

Asking Questions

Much of scaffolding depends on the instructor's ability to ask the right kind of questions. Good questions help the instructor to gain insight into the students' thinking process and stimulate the students to reflect on their conclusions and methods. At the most basic level, good questions are respectful and thoughtful. It's okay to have fun during the learning process, but questions that offend students and put them on the defensive are not useful.

Good questions stimulate thoughtful observation by the students, and help students' attend to their own ideas, not the instructor's ideas. Good questions build good habits of thinking in such areas as drawing conclusions, observing, seeing issues from more than one perspective, and questioning assumptions. The instructor must leave responsibility to the students, and follow the "rhythm" of the thinking process. Introduction of information that students are not ready for, in either the form of a question or a mini-lecture, will have little or no impact on the students' thinking. Good questions invite response and build trust for continued interaction. Some students may have an initial resistance to the open forum of discussion used in this type of instructional approach. Instructors may have to work to learn to ask good questions, and students may need to learn how to respond.

Good questions:

- Are clearly stated.
- Focus on the big ideas and get students "out of the weeds."
- Make students search productively for an answer.
- Make learners consider new perspective.

Bad questions are:

- Disrespectful.
- Trivial.
- Too big in scope.
- Closed ended (yes or no answer required).
- "Trick" questions.
- Ones you are really anxious to answer yourself as an instructor.

Things to remember as you learn to scaffold the thinking skills of others during training:

- Intervention with scaffolding can alleviate student frustration and enhance the learning experience, but should not take away all responsibility from the students.
- Lack of or ineffective scaffolding leads to very high student frustration levels and an overall reduction in learning efficiency. Strike a balance between challenge and support.
- The goal is not to tell the student that they were right or wrong, but to lead the student to effective thinking techniques.
- The only way to learn to facilitate other people's development, as described here, is to try it and reflect on your success.

Conclusion

The term "adaptive thinking" was previously described as the "cognitive behavior of an officer who is confronted by unanticipated circumstances during the execution of a planned military operation" (Lussier et al., 2000). The TLAC program is one way to address the need for focused deliberate practice of battlefield thinking skills. That is, TLAC is one way to train adaptive thinking behaviors. Instructors are encouraged to use the adaptive thinking methodology during other activities to help reinforce the training by allowing students additional opportunities to practice expert tacticians' thinking patterns.

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Appendix A

Think Like A Commander Themes of Battlefield Thinking

Keep a Focus on the Mission and Higher's Intent.

• Commanders must never lose sight of the purpose and results they are directed to achieve—even when unusual and critical events may draw them in a different direction.

Model a Thinking Enemy

Commanders must not forget that the adversary is a reasoning human being, intent on
defeating them—its tempting to simplify the battlefield by treating the enemy as static or
simply reactive.

Consider Effects of Terrain

Commanders must not lose sight of the operational effects of the terrain on which they
must fight—every combination of terrain and weather has a significant effect on what can
and should be done to accomplish the mission.

Use All Assets Available

Commanders must not lose sight of the synergistic effects of fighting their command as a
combined arms team—this includes not only all assets under their command, but also
those which higher headquarters might bring to bear to assist them.

Consider Timing

Commanders must not lose sight of the time they have available to them to get things
done—a good sense of how much time it takes to accomplish various battlefield tasks and
the proper use of that sense is a vital combat multiplier.

See the Big Picture

Commanders must remain aware of what is happening around them and how it might
effect their operations and how what they do can effect others' operations—a narrow
focus on your own fight can get you blind-sided.

Visualize the Battlefield

• Commanders must be able to visualize a fluid and dynamic battlefield with some accuracy and use this visualization to their advantage—a commander who develops this difficult skill can reason proactively like no other.

Consider Contingencies and Remain Flexible

 Commanders must never lose sight of the old maxim that "no plan survives the first shot"—flexible plans and well thought out contingencies result in rapid, effective responses under fire.

Appendix B

Overview of the Think Like A Commander Scenarios

Vignette 1: Trouble in Mclouth

A refuel mission runs into a refugee roadblock. Large crowds and a small amount of time constrain you. How will you continue the mission while dealing with the host nation and the media?

Vignette 2: Save the Shrine

Enemy agents have spread misinformation in an attempt to disrupt your timing. Angry civilian convoys are on the move. How will this influence your mission?

Vignette 3: The Recon Fight

The enemy's recon has been defeated, but the Dakotans unit boundaries appear to have shifted. Your western-most scout has been lost. How will you counter the enemy's projected movements?

Vignette 4: A Shift in Forces

A semi-successful air attack leaves the enemy stronger than anticipated. Lead elements of the enemy tank division may be headed in your direction. Most of your resources are committed. Can you adjust your plan to deal with the shift in forces?

Vignette 5: The Attack Begins

3 hours prior to attack, you're bogged down in a minefield while taking HE fire. Can you accomplish your mission?

Vignette 6: The Bigger Picture

Your task force crossed the LD 10 minutes ago and all is proceeding well. Too well. A large number of enemy troops are moving forward under white flag. The main defensive belt appears to be crumbling, but the security zone continues to fight. How will you handle this?

Vignette 7: Looking Deep

Enemy forces appear to be regaining control and repositioning offensive forces. Are they planning to retake the initiative or are they bolstering their defense? How does this influence your plans?

Vignette 8: Before the Attack

The enemy's mechanized army is building much faster than expected. Every hour will result in increased casualties upon engagement. You need to move up your attack. How will you adjust to accommodate the change in the corps schedule?

Appendix C

Teaching Points for the Think Like A Commander Scenarios

Vignette 1: Trouble in Mclouth

Keep Focus on Mission/Higher Intent

- What was the back-up plan?
- · How will the host nation respond to my actions?
- How do the ROE apply in this situation?

Model a Thinking Enemy

- What do the civilians want? Food? Transportation?
- Is there a hostile intent here?
- How can we best influence these people? Crowd leader(s)? Local official?
- How will the media be used by the enemy?

Consider Effects of Terrain

• What other routes are available?

Use all Available Assets

- Can I get civil affairs support?
- How can I best use the media?
- What can the Centralian military and local agencies do to support us?
- Are there alternative ways to get fuel to ROSE?

Consider Timing

• How much time do I have to make a decision?

See the Bigger Picture

• Can the get by without refueling in ROSE?

Visualize the Battlefield

What could have been done to avoid this?

Consider Contingencies and Remain Flexible

• How can this situation get worse? How can it be solved?

Vignette 2: Save the Shrine

Keep Focus on Mission/Higher Intent

- How do I apply the ROE in this situation?
- What coordination do I need to make with adjacent units?
- What compromises can be reached to alleviate civilian's fears?

Model A Thinking Enemy

- What do they intend to accomplish with these disruptions? Disrupt my defensive preparations?
- What response is the enemy anticipating and what will escalate the situation?
- How do you distinguish between those who want to cause harm versus others?

Consider Effects of Terrain

- What information can I collect with route recon?
- Can the convoys bypass checkpoints?

Use all Available Assets

• What assets can I use? UAVs? Aviation? MPs? TCF? TF Scouts? BRT?

Consider Timing

- How long do I have to get my initial response teams into position?
- How long will it take to get their response team into action?
- What is the earliest I can disrupt their movement from the cities?

See the Bigger Picture

- How can I help correct the misinformation?
- What other methods will the enemy use to destabilize our operations?

Visualize the Battlefield

• What options are available to me regarding the bus convoys?

Consider Contingencies and Remain Flexible

How will I control possible violent reactions on the part of the bus convoys?

Vignette 3: The Recon Fight

Keep Focus on Mission/Higher Intent

- Can I get a full copy of the Scout 15's OPORD?
- What is the purpose and intent for the reconstituted scout OP?

Model a Thinking Enemy

- How does 11 MIBR support the enemy attack?
- Given the situation, what are 9 MID's options?

Consider Effects of Terrain

- How do streams and vegetation effect enemy schemes of maneuver?
- What effect did terrain have on the destruction of Scout 15?
- What is the best location to accomplish Scout 15's mission?

Use all Available Assets

- What assets, equipment and personnel are needed for the mission?
- What assets are available within the TF to assist in Scout 15's mission?
- Can 1 cover Scout 15's NAIs until the reconstituted OP is in position?

Consider Timing

- How long will it take to get the reconstituted force into position?
- How long will the element execute the mission? When can I expect them back?

See the Bigger Picture

- Who was Scout 15 coordinating with at the coordination point at PL IOWA?
- Who command and controls and supports the reconstituted element?

Visualize the Battlefield

• How does the loss of Scout 15 effect the mission?

Consider Contingencies and Remain Flexible

• What effect will this have on the company's original mission?

Vignette 4: A Shift in Forces

Keep Focus on Mission/Higher's Intent

• Has the enemy main effort shifted?

Model a Thinking Enemy

• What other indicators are there that 2TD is coming east?

Consider Effects of Terrain

Where should I engage 15 MIBR and what are the desired effects?

Use All Assets Available

- How does 11 MIBR support the enemy attack?
- What assets can I bring to bear on the 15th? CAS? FASCAM? Aviation?
- If the reserve is committed to our AO, what are my employment options?

Consider Timing

How soon will 15 MIBR get to EA TIGER?

See the Bigger Picture

• If the main effort shifts, how can 1 support me?

Visualize the Battlefield

- Can 4-25 hold BP 21?
- How quickly can I finish the fight with 9 MIB?
- Can I block 15 MIBR from BP 22?

Vignette 5: The Attack Begins

Keep Focus on Mission/Higher's Intent

- Can the unit continue its current course of action?"
- Can I change the course of action and still achieve the commanders intent?"

Model a Thinking "Enemy"

- Is the enemy trying to prevent us from using that avenue of approach?"
- Do I need to coordinate to prevent fratricide with adjacent units?"
- Where is the enemy that is calling in this indirect fire?"

Consider Effects of Terrain

- What terrain lends it self to an enemy OP?"
- Where can I move to evacuate the effected area?"
- What routes can I use to continue the mission?"

Use All Assets Available

- Can I get Air support to interdict the enemy OP or identify the enemy location?"
- Can I call in counter battery fire or smoke to screen my movement?"

Consider Timing

• What does this do to the timing of the mission?"

See The Bigger Picture

- Do I need to report up to see if the TF should alter their speed?"
- Is there the possibility that 4-80 can pass through us?".

Visualize The Battlefield

• Where can I focus scouts to identify enemy obstacles and OP?"

Consider Contingencies and Remain Flexible

- What happens if I make a bad decision?"
- Have I reached the criteria that requires me to abort the mission?"

Vignette 6: The Bigger Picture

Keep Focus on Mission/Higher's Intent

- If the enemy begins withdrawing, do we pursue them?
- How do the ROE apply in this situation?
- Can I conduct both POW processing and offensive operations?

Model a Thinking "Enemy"

- If I ask to wait, will the enemy in the security zone begin surrendering?
- Where are the enemy's mobile reserves?" 'Will surrendering cause them movement problems?
- Could this be an attempt by the enemy to disrupt/delay our operations?

Consider Effects of Terrain

• What is the shortest distance to the objective?

Use All Assets Available

- Where can I get trucks and buses to move EPWs?
- Are the MPs available to assist?

Consider Timing

- How long before EPWs get to PL IOWA? How long before I get to PL IOWA?
- How long do I anticipate it taking to process EPWs?

See The Bigger Picture

• What effect will this have on 2d timeline?

Visualize The Battlefield

- How can this situation be best exploited?
- What is happening in 1 and 3 's AO?

Consider Contingencies and Remain Flexible

- What do we do if enemy security zone stops troops from surrendering?
- How does this affect the mission of the?

Vignette 7: Looking Deep

Keep Focus on Mission/Higher's Intent?

- What intelligence do I need to provide the Bde?
- · What screening responsibilities to I still possess?
- How fast do I need to execute this operation in order to support the Cdrs intent?

Model a Thinking Enemy?

- What is the 9th's Tank Bn doing in the center?
- Why is he moving the air defense forward?

Consider Effects of Terrain?

- What avenues can I use to quickly move to my new AO? For the zone recon?
- Where will the enemy position himself for a withdrawal? For an attack?

Use All Assets Available?

- What assets can initiate the zone recon until the BRT is in position?
- How will the companies support the zone recon (CASEVAC, Resupply, etc.)?

Consider Timing?

- How much time do I have to develop a plan and make a decision?
- How long will it take to move to the new location to begin operations? How will this affect the higher commanders' intent?
- How soon can we expect the enemy to begin their operations?

See The Bigger Picture?

Do I need more support from Division now that I have more enemies to fight?

Visualize The Battlefield?

- What are the enemy's options?
- Is there increased enemy activity vic. MEADE?

Consider Contingencies and Remain Flexible?

• What COAs do I have available if the enemy attacks vs withdrawals?"

Vignette 8: Before the Attack

Keep Focus on Mission/Higher's Intent?

- If I have good success, can we still use PL DIME as the battle handoff line?
- Will the TF movement delay affect my ability to accomplish my mission?

Model a Thinking Enemy

How will the enemy try to exploit the Brigades disrupted timing in its movements?

Consider Effects of Terrain

- How will terrain effect my movement to the objective?
- Will the terrain give the enemy an advantage during my movement/contact?

Use All Assets Available

- Can I get Division fire support to destroy the enemy between IOWA and DIME?
- Do I need additional engineers to prepare the passage lanes in time?

Consider Timing

- Can I cross the LD prior to 0530 if the rest of the TF is not prepared?
- Will crossing the LD prior to 0530 create unacceptable risks to my flanks?
- How long will it take me to secure the passage lanes? How long before the other units arrive?

See the Bigger Picture

- What are the Brigades plans for destroying the enemy north of DIME?
- Will the TF delay affect the Brigades ability to accomplish its purpose?

Visualize the Battlefield

- What are the enemy elements I encounter trying to accomplish?
- Can I destroy enemy in my AO to facilitate the forward passage of lines?

Consider Contingencies and Remain Flexible

- How will enemy resistance, or lack of it, affect my operation?
- Will I be asked to continue the fight north if there is little enemy resistance?

Appendix D

Facilitator's Notes for the Notes for the Think Like A Commander Scenarios

VIGNETTE 1: TROUBLE IN MCLOUTH

VIGNETTE 2: SAVE THE SHRINE VIGNETTE 3: THE RECON FIGHT VIGNETTE 4: A SHIFT IN FORCES VIGNETTE 5: THE ATTACK BEGINS VIGNETTE 6: THE BIGGER PICTURE

VIGNETTE 7: LOOKING DEEP

VIGNETTE 8: BEFORE THE ATTACK

FACILITATOR'S NOTES FOR THE THINK LIKE A COMMANDER SCENARIOS

VIGNETTE 1: TROUBLE IN MCLOUTH

Vignette 1: Trouble in McLouth

			•
ve want / know?	itor's es	Facilitator's Notes	before discussing the essence of the vignette liself. Reviewing the wignette using the photo graphic Eclvilians_on_BHIG) that characterizes the type of actual incidents that this vignette using the photo graphic (Civilians_on_BHIG) that characterizes the following points: a. The strategic / operational / tactical aspects of the range of Army full spectrum operations [Eul_Scectum_Ops] and how they affect the operations in this vignette. b. The terminology / relationships that offense, defense, stability, and support operations have to each other in full spectrum operations which affect this vignette (Eul_a_Euclum_Ops). c. The fit of these operations which affect this vignette (Eul_a_Euclum_Ops). c. The fit of these operations which affect this vignette (Eul_a_I = Eul_Spectrum_Ops). a. The fundamentals of full spectrum operations that must be integrated to achieve mission objectives, even within the compact of the "C" in "METT_TC" that requires your considerations for civilians on the battlefield as an additional fundamental for executing combat operations (METT_IC). c. The aspects of noncombatants on the battlefield as an additional fundamental for by the fundamentals of the response of the respectives, even within the context of the "C" in "METT_TC" that requires your arrival at the bogged down Traffic Control Point in this vignette (Battlefield-Noncombatants). g. As indicated by the fundamentals in the prepared operating systems (BOS) that may be available, during situations such as in this vignette might or might not affect the outcome of any decisions that you make (Battlefield-Operating-Systems). h. Surmmary: There are many 'tools' for almost any tactical situation and the affects they have on compating available to you as your form your ordical thinking patierns through the remaining analysis of this and other vignettes. e. As infinited by the fundamentals in mind as vou and any decisions that you make (Battlefield-Operating-Systems). g. As indicated by the fundamental and the affects they have o
What do we want need to know?	Facilitator's Aides	Facilitator's Probes	1.1 What should you be considering right now? considering right now? 1.2 What facts do we have to promote how we think about this problem? 1.3 What do our orders say expect concerning concombatants? 1.3 What do our orders say about ROE and the aspect of refugees / civilians on the hattlefield? 1.4 What do our orders say about ROE and the aspect of refugees / civilians on the hattlefield? 2. What do our orders say about handling noncombatants on the hattlefield? 3. What do our orders say about handling noncombatants on the hattlefield? 4. Who are oncombatants on the hattlefield? 5. Who are oncombatants include on noncombatants include
		Thinking Framework / Focus Themes	nission and higher commander's intent: A. Mission completion. Completion. C. Battle command. D. Civilians / Incompletield.
What do we know? What do we think we know?	Facilitator's Aides	Doctrinal Linkages / Discussions	• This vignette reminds us that the operational environment, even in high intensity operations such as the one envisioned in this factical scenario, will include aspects of operations. • FM 3-0. Operations to high end combat operations. • FM 3-0. Operations to high end combat operations. • FM 3-0. Operations to high end combat operations. • FM 3-0. Operations to high end combat operations will be conducted in environments that will be characterized by civillans on the battlefield, including local civilians and possibly non-combardants from private volunteer organizations (PVOs) and even civilians from the international community, including the United Nations. The doctrine stresses our requirement to protect these civilians drup operations sutreases our requirement to protect free evilians from the international community, including the United Nations. The doctrine stresses our requirement to protect free evilians from the international community, including the United Nations. The doctrine stresses our requirement to protect free evilians from the international community, including the United Nations. The doctrine stresses our requirement to protect free evilians properations. But doctrine is possible that the enemy could have influenced their actions and, in this vignette, that is a strong consideration. FM 3-0 conclusion above and further inclicates how mission, and the affected by noncombalants on the battlefield. • As you consider the affects of the civilian problem to your mission, note that energing doctrine (EM 3-0) on force tailoring (para 3-27), provides this guidance concerning MET-1-Tc adjustments.—The basic force and its general augmentation are subjected to a MET-1-TC analysis on a determine whether any changes are necessary to your mission, and it so, what those are and how you proper analysis to determine whether any changes are necessary to your mission, and it so, what those are and how your operation. • Ta22-10b, Afmy Leadership, Mith all the day-to-day tasks your must do, it's easy to ge
		Verbal Vignette Information	NARRATOR: - You are the Company Commander and your COTM, as part of the Think began the movement out of AA Hawk north to your assigned sector area. - As the lead CO/TM you are responsible for securing FAA Rose in order for the Support Platoon, following your CO/TM, to establish a COCM, prior to the TF Delatoon, following your COCM, to establish a socioupation of assigned sector. Your RED Platoon is providing sector. Your RED Platoon is providing escort security for the Support Platoon is providing sector. Your RED Platoon is providing to sorth security for the Support Platoons 6 tankers. - A refugee camp just sorthwest of McClouth was designed to accommodate 200 refugees but has swollen to 800 refugees were to complaining that the Centralian government wars abandoned. Personnel manning that the Centralian government were preventing the refugees from moving south.

Vignette 1: Trouble in McLouth

ve want / know?		Facilitator's Notes	additional discussions below): b. Orders f staff brefs. c. On site perspectives. d. Platoon Leader report. 4. Platoon Leader report. 4. Al EM_2 and ITRADOC Pam_525_70 remind us of our responsibilities and of who noncombatants are and the impact they may have on our operations. The primary mission to defend the area remains job #1. In the complex environment of the contemporary patiented, we must cope with cultilians on the battlefield as a matter of course and as a complication factor. a. The orders provide no discussion of this. The mission you are focused on, moving to your defensive positions, remains in effect, but the affects could be numerous: slowing of OPTEMPO—not making march firms, not getting to objective positions on time, not being able to provide requisite support. b. This situation is complex, combining both higher and lower aspects of the range of Ammy full spectrum operations. Sol. Sol. is a relatively recent term to describe what, in practice, in Bosnia, Kosovo, Africa, the Middle East, and elsewhere, has been done for quite some time now and is addressed by docrine. c. Your problem, a swarming of civilians in, around and on your POL supply welndes, complicates your ability to support the factilian defensive mission while simultaneously conduct sustaining operations. So, while "Job 1", asceuting your mission orders and you must continue to move your factical and support force into position. But, also by our doctrine, it is simultaneously necessary to protect these noncombatant civilian refugees on the battlefield. At this point, you should be considering the use of all wavelible assets, looking for external support (PSYOPS, PA, etc.) to deal with the civilians and the media. 4. The media should have no effect on your mission. You should seeke Divisional PIO/PAO support to hande the media in this situation. 1.5.1 The three jobs mentioned above compound one another. A delay in the mission is going to be
What do we want / need to know?	Facilitator's Aides	Facilitator's Probes	McLouth' relieve of us of executing our primary mission? a. What do our orders or other of the possibility of having to change our battlefield tasks, mission, or timing, given the current situation with refugees affecting your ability to carry out your mission? b. How does this situation affect your mission? c. Does it matter that you seem now to be caught up in a combination of defense, are in the defense, or that you seem now to be caught up in a combination of defense, as tabellity and support operations? d. What are the cumulative effects of all the above on your mission? 1.5 What are the cumulative effects of all the above on your sas commander given this situation?
		Thinking Framework / Focus Themes	·
What do we know? What do we think we know?	Facilitator's Aides	Doctrinal Linkages / Discussions (If Any)	as you assume positions of increasing responsibility, you'll need to develop additional attitudes and master more skills and actions. Part of this knowledge includes understanding what your bosses are doing—the factors that affect their decisions and the environment in which they work
		Verbal Vignette Information	RED Piatoon Leader reports that a large group of civilians had descended upon his convoy at the TCP. - You are the location shown. Anticipating a problem you decide to return to the TCP. - Upon arrival you are met by the Platoon Leader. - Sir, I'm glad to see you. As soon as I got here the MPs stopped the convoy and all of these divilians came pouring down the hill there and before I could do anything they were all around the vehicles. You can see there is no way I can turn around on this road. Looks like 100 or more civilians. They surrounded all 6 tankers and on my Bradleys. The surrounded all 6 tankers and on my Bradleys. The remainder of the tankers and on or pot the tankers and on or you were coming and they want to do an interview with you. Here they were also informed that TF scouts report civilians and setting up them you were also informed that TF scouts report civilians and setting up them you were also informed that TF scouts report civilians blocking highway 92 four kilometers west of

Vignette 1: Trouble in McLouth

we want / know?	Facilitator's Aldes	Facilitator's Notes	unacceptable. At the same time, you must ask if you have the appropriate assets available to handle the thousands of refugees, certainly the several hundred crowding your PCL convoy at the moment. You do not want to cave into the pressures of the moment, because that is when a mistake will occur, and that is when the media will blow up over your attempts to handle the redigees. So, how your attempts to handle the redigees. So, how your attempts to bradle the probing journalists—affects what your orders to your autordinates should be. Think about, mission / task accomplishment, job priorities, other supporting assets available (now can someone else relieve you of having to deal with this issue?), mission timing, the enemy's role in all this, and ultimately, how the bigger picture is affected.	2.1. The enemy may well be involved in this incident in McLouth. The idea is to study the map situation, determining how the enemy could have become involved in this incident. If you study the enemy tactical pain slidled. <u>Surfert-Ground-Situation & Noncombatanis-on-Battlefield</u> against the locations of the civilian / non-combatanis on the battlefield, at could be deduced that they have been provoked into these actions to augment the 'thinking" enemy's plan. 2.1. The Centralian militia is on the ground at the site. They may be able to provide information both on the refugees and on whether the enemy is behind this incident. Our own counter intelligence may be able to the population post to our movement might provide warning of this problem. 2.3. The Division order anticipated this as a problem and becauser refugee problems certainly will effect our operations, we should have, at least considered, a PiR involving the possibility of refugee movement interfering with our operations, are congrised that there may be third party civillars who may gain from any demonstration of Government or US military ineptitude, weakness or errors. 2.3.1 You are required to report to higher any incident of this nature. An assessment as to whether CA, PSVOPS, MPs, or other division level assets are	3.1.1 Yes, there are bypass possibilities that we should consider. Refer again to the scenario maps from Thinking Framework #2 (sitias Current-Ground-Situation & Noncompatants-on-Battlefield).
What do we want need to know?	Facilit	Facilitator's Probes		2.1 is it possible that the enemy may actually have formented this problem or will at least attempt to take advantage of it? 2.2 What are the means we have to determine enemy involvement and or decide what the refugees want or need? 2.3 Should we have requested a PIR re: the refugees? 2.4 How should this incident be reported to higher HQ?	3.1 Are there feasible bypasses that would enable us to continue to move into sector despite the incident near
		Thinking Framework / Focus Themes		2. Model a thinking enamy: A. Experiments of civilians / noncombatants on the battlefield. B. PIR. C. Incident reporting.	Consider effects of terrain. A. Feasible road network bypasses.
What do we know?	Facilitator's Facilitator's Ados	Doctrinal Linkages / Doctrinal Linkages / Discussions	(August)	• Intentionally left blank.	Intentionally left blank.
		Verbal Vignette Information	McClouth. Also, Centralilan militia have arrived at your site and inform you that there are many additional are many additional frefugees congregating in McClouth. This ends the situational updates.	• Intentionally left blank.	Intentionally left blank.

Vignette 1: Trouble in McLouth

ve want / know?		Facilitator's Notes	22.1 We are moving fuel tankers, so any bypass we choose must be accessible to the tankers. The 5,000 appropriate class of bridge. It alternate routes lack proported by the bridges capable of handling heavy trankers, then the problem is more complex. Any possible time delays in delivery of this fuel must be assessed by the commander. 3.3.1 The roadblock may also limit available options connearing movement of other brigade or division level command and combat support units. This could have a resulting negative impact on those units' movement rates and their mission accomplishment. 3.4.1 "Varganning" and "Vahat-if" chils may help develop branches, sequels, or even unit SOPs capable of dealing quickly with situations like this. 3.4.1 "Marganning" and "Vahat-if" chils may help develop branches, sequels, or even unit SOPs capable of dealing quickly with situations like this. 3.4.1 "Marganning" and "Vahat-if" chils may help develop branches, sequels, or even unit SOPs capable of dealing quickly with situations like this. 3.4.1 "Any function like this. 3.4.1 "Ansian and available road networks might affect this situation. 4.1.1 Review briefly the elements of combat power a commander should consider as an available means to mission execution (Elements-of-Combat-Power). Your thought process should take you from thinking in the oxider of the constraints inside a box tot this you know you have to do. Then, you should begin thinking out of the box—whyere your mission you must accomplish vs. the detractors to the mission you must accomplish vs. the detractors to the mission you must accomplish vs. the detractors to the mission you must accomplish vs. the detractors to the mission you must accomplish vs. the detractors to the mission you must accomplish vs. the detractors to the mission you must accomplish vs. the detractors to the mission you must accomplish vs. the detractors to the mission you must accomplish vs. the detractors to the mission you must accomplish vs. the detractors to the mission you must accomplish
What do we want / need to know?	Facilitator's Aides	Facilitator's Probes	McLouth? 3.2 What are our primary considerations for identifying a bypass? 3.3 There is a report of a moadblock west of McLouth. What effect could that fact have on the Bde or Div? A.1 In the planning stage of this operation (visualizing the battlefled), should we have amilipated such potential interruptions of traffic on the MSRs? 4.1 By what route may we move the tankers that have not yet reached Lt. Newbys amilipated such potential interruptions of traffic on the MSRs? 4.1 What elements of combat power are you constrained for the strained (musht)? 4.2 How do these elements interact to help you understand how best to handle this type of situation? 4.3 What assats, in this situation? 4.4 What saff Agency can help? 5. Brigade that can help? 6. A th Brigade is forward of school and of sector 4-5 Amor and 4-23 Cay? 6. PSYOPS? 7. What staff Agency can help anticipate or assist in this situation? 4.4 What staff Agency can help anticipate or assist in this situation? 4.5 What role can Centralian Millitia and or local authorities play? 4.8 Should "Battle Drills" for quick responses by Civil of these situations?
	-	Thinking Framework / Focus Themes	B. Effects of civilians blocking roads. C. Planning considerations. D. Execution rerouting of assets. A. Elements of combat power available: B. Interactions of combat power available: C. Brigade / Division assets available. D. Role of public ration forces. E. Role of public affairs / media. F. Planning for PA / media.
What do we know? What do we think we know?	Facilitator's Aides	Doctrinal Linkages / Discussions (if Any)	Intentionally left blank.
		Verbal Vignette Information	• intentionally left blank.

Vignette 1: Trouble in McLouth

ve want / know?		Facilitator's Notes	initials from the scene of the incident. We also need in start working to restore order. We also need to start working to restore order. We do not have to deal immediately with the media, but ultimately we will need to stalk to them or they will draw their own conclusions—the results may be unfavorable. 2.1 Any delay imposed, as a consequence, of the trouble in McLouth, will directly effect our occupation of the sector and our preparation for the defense. 3.1 These assets may already be employed and not available. A query as to location should be asked of both the Bde and Div staff and or the Commander's of those units themselves. The Brigade Commander's of those units themselves. The Brigade Commander's of those units themselves. The Brigade Commander's might also discuss their availability directly with Division if the sense an extended delay in obtaining support might threaten mission accomplishment.	8.1.1 The immediate effect is to delay occupation of the sector. If the problem is not readyed quickly then it may inhibit our ability to defend successfully which puts the overall mission at risk. 6.2.1 Letteral movement in the division sector is important, but not absolutely essential yet. The primary danger now is that the problem may worsen and interfere with sustaining the defense or maneuvering compat units. 6.3.1 On the basis of current available information. There appears to be no similar activity in sector but we need to assess whether this is a problem unique to our sector. Does it presage activity of a more serious nature? Additional PIR are essential to focus thinking about the situation. Additional collection of information should be confinious.	Centralian authorities, and refugee leaders to assure that they understand our mission priorities and that the example, the problem may be that the erdugees require example, the problem may be that the erduges require water and food, it will be better in the long run to solve this dilemma rather than hand the enemy a propaganda tool or exacrabeat the trobbe in McLouth to the point of violence or serious protests. 7.2.1 Per the doctrinal evolution beginning in para 5-7 of FM 3-0, the acts of visualizing, describing, and directing are aspects of leadership common to all commanders (Visualize-Describe-Direct-Lead-Assess): a. Partially through the lens of his subordinates reports. The fluid nature of operations, technology, and volume of information increase the importance of commanders being able to visualize and describe
What do we want need to know?	Facilitator's Aides	Facilitator's Probes	6.1 What must be done right now? 5.2 What effect will any delay have on our operation? 6.3 Where are Civil Affairs, PSYOPS and POA support located now and when might they be available?	trouble in McLouth on the Brigade operation? 8.2 Is east and west movement through McLouth essential to the success of the Brigade operation? 6.3 If we are experiencing this level of difficulty in McLouth, what will the effect be on other units of the Brigade?	7.1 What can we do to resolve this problem and head off other similar problems? 7.2 What should be considered when visualizing the battlefield? a. How does the commander monitor changing time and space factors within the Battle Area?
		Thinking Framework / Focus Themes	6. Consider timing: A. Friendy Traing. B. Enerry Timing. C. Operational/Tactic all Pauses. D. Movement. E. Sustainment / Replenishment.	6. See the bigger picture: A How our region in the big picture. B. Effects of situation on Division plan. C. Success of higher's operations.	7. Visualize the battefreid: A. Accurately— realistic space-time forecast. B. Dynamically— entities change over time. C. Proactively—what can I make enemy do?
What do we know? What do we think we know?	Facilitator's Aldes	Doctrinal Linkages / Discussions (If Any)	Intentionally left blank.	• Intentionally left blank.	• As you consider the vignette, envision and describe the battlefield from the beginning to the end. Emerging doctrine suggests these are aspects of leadership common to all commanders (EM.3-0, Visualize, Describe, Direct, Chapter 5, parts 5-7 and Figure 5-1): As part of this process, particular attention is drawn to the following discussion found in para. 5-9: "Commanders use the factors of METT-TC to assess an divisualize the situation. Staff estimates and collaborative information sharing among commanders visualize the operation, describe it understanding. Then commanders visualize the operation, describe it within their intent, and direct their subordinates toward mission accomplishment. Depending on echelon, commanders examine various elements of operational design and determine factors that will shape the operations. They direct operations through plans and orders and synchronize the BOS throughout the operations. Throughout, commanders personally apply the leadership element of combat power through their presence and impact."
		Verbal Vignette Information	Intentionally left blank.	Intentionally left blank.	Intentionally left blank.

Vignette 1: Trouble in McLouth

ve want / know?	Facilitator's Aides	Facilitator's Notes	operations to subordinates and staff. Commander's perspective and the things they emphasize change with echalon. Operational art differs from tactics principally in the scope and scale of what commanders visualize, describe and direct. Operational commanders identified, escribe and direct. Operational commanders identified, in contrast, tactical commanders described, and time available specified. b. It will help shape the decisions the commander will help shape the decisions the commander sustainment allocated, and time available specified. b. It will help shape the decisions the commander may affect future attitude and behavior of the incident may affect future attitude and behavior of the population. Afferwards, the Commander will have to revise his estimate of civiliar factors. While the JFC and component commanders commanders small unit commanders commander scribes behavior of the population. Afferwards, the Commander will have to revise his estimate of civiliar factors. While the JFC and component commanders commanders commanders small unit commanders to with ability of operational success depends on the ability of small unit commanders to wisualize and describe complex. We small unit would have enabled use either to head off this problem or to minimum to assess the condition. This planning would have consulted with Centralian Militia in the area prior to moving CSS assets in. a.1.1 We should pate for media eviet the start of a wider problem. We must also inform the bigade and flank units othis problem in the event this is the start of a wider problem. We are an event properational starts of an artifating points' for distilution ahead of time. The media will be with use—the lesson learne
What do we want I		Facilitator's Probes	b. Why is constant visualization and reassessment important? 8.1 Given that the order explicitly warned us of this problem, what should the brigade have done to prepare? 8.2 What could we have done to prepare? 8.4 How do we develop scene? 8.4 How do we develop contingency plans?
		Thinking Framework / Focus Themes	8. Consider contingencies and remain flexible: A. Show rich contingency planning. B. Blenning. Plans.
What do we know? What do we think we know?	What do we think we know? Facilitator's Aldes	Doctrinal Linkages / Discussions (If Any)	• Intentionally left blank.
		Verbal Vignette Information	Intentionally left blank.

Vignette 1: Trouble in McLouth

What do we want / need to know?		Facilitator's Notes	consequence of enemy or 3rd party actions, or to take advantage of opportunity. In this vignette, we see the effect of not fully analyzing the mission for implied tasks and inadequately Wargaming possibilities.
What do need t	Facil	Facilitator's Probes	
		Thinking Framework / Focus Themes	
What do we know? What do we think we know?	Facilitator's Aides	Doctrinal Linkages / Discussions (If Any)	
		Verbal Vignette Information	

FACILITATOR'S NOTES FOR THE THINK LIKE A COMMANDER SCENARIOS

VIGNETTE 2: SAVE THE SHRINE

Vignette 2: Save the Shrine

	ì	1			
What do we want /	what do we want to need to know? Facilitator's Aides		Facilitator's Notes	1.1.1 The incident in Nortonville (C <u>urrent Ground Situation</u>) could tie up significant forces and consume a great deal of nergy. 1.2.1 The effects of the guidance (Cdrs-Guidance) may delay our Brigade's occupation of the sector. It may also interfere with our mission. 1.3.1 The added mission task to "defuse the situation" (Cdrs-Guidance) is vague. Clearly, the should explain this in more detail. This could have numerous impacts (Impact-of-Incident). The Orders Process in our Army requires us to "negotiate" with the commander to assure we understand his intent. Equally important we have an obligation to ascertain what risks the commander is willing to assume. Therefore, we should ask him how his new mission affects his intent regarding the prime mission he assigned us. 1.4.1 The Centralian Militia are in Nortonville explicitly to defend the shrine. We need to determine their situation and use them "to defuse" this situation or at least to support the effort. 2.1.1 We know Dakotan agents spurred the situation in Mclouth (Current Ground Situation). Reports suggest the Dakotans are behind the "Save the shrine" crisis. 2.1.1 We also know that Dakotan recommissance and SPF will attempt to penetrate deeply in our read both to deditive recommissance and to conduct direct action missions (Current Ground Situation). Therefore, we should not find it surprising that the Dakotans are at the bottom of the incidents in McLouth and Nortonville. 2.1.1 We learned several things (Impact-of-Incident). We also know that we need to work with: a. Use Centralian forces to support. b. Use CAPSYOPS/PA as enablers. 2.1.1 Best CAPSYOPS/PA as enablers. 2.1.1 Best CAPSYOPS/PA as enablers. 2.1.1 Best CAPSYOPS/PA as enablers. 2.1.1 Cap Cap Situation and alter world opinion so slow defensive preparations, degrade public support and alter world opinions to slow defensive preparations.	
			Facilitator's Probes	the task to "defuse" the situation in Nortonville have on the Brigade as and the brigade as and the brigade as and the primary mission to occupy the sector and prepare to defend? 12 What effects does the Commander have regarding our mission? 13 The Commander has told us "to "defuse" the situation". What does this mean? 14 What do we know about the mission assigned to the Centrallan Mitita in Nortonville? 21 What do we know about the Dakotan's in sector? 22 What is the enemy up to? 23 What did we learn from the incident in McLouth about mitigating this problem? 24 How can we ID Dakotan agents and stop their misinformation assigned their misinformation as a How can Dakotan agents and stop their	
			Thinking Eromonical	Thinking Framework / SCP Focus Themes	A. Mission and higher commander's intent: A. Mission directives. B. Mission charges. C. Understanding / clarifying. enemy: A. Enemy motivations. B. Lessons learned. C. Advantage taking. D. PIR; common picture.
N?	KNOW?		Doctrinal Linkages / Discussions (If Any)	While not specified, it is the plan that the Brigade has deployed to Centralia in accordance with an agreement reached with the Centralian government. Therefore, the Brigade has a legal basis for operating in Centralia and interacting with local residents and local authorities. The Brigade must, however, comport itself within the intent of that agreement and in accordance with ROE established for the command. The Law of Land Waritare, lays out the Brigade will operate. Intentionally left blank. Intentionally left blank.	
What do we know?	what do we think we know? Facilitator's	Aides	Orders Data/ "Red Flags"/ Other Vignette	Nortonville Militia is in place to defend the town and the shaine – TACON to division.	
	5		Verbal Vignette Information	NARRATOR: You are the A Company Commander. You receive the following report from the S2 over your Company Net. 'Our counter- intelligence has detected at least three known Dakotan agents in the Moult in the Moult in the Anown Dakotan agents three sasume the sasume the 2 told you about the shrine problem in Nortonnile. Trough it is out of our sector, the routes from the major cities to Nortonnile are. Part of the initial action is going to be up to you. be up to you. be up to you. be up to you.	

Vignette 2: Save the Shrine

What do we want /	Facilitator's Aldes	Facilitator's Notes	effects of the enemy's information operations. 2.7.1 We can (Psylogs-Role-Capabilities): a. Mobilize CA/PSYOPS/PA to counter the misinformation campaign. b. Use Psy'VoPS Loudspacker teams to get the truth out. c. Work with local leaders and media to get the truth out. d. Develop additional PIR concerning alternate route, current conditions within the Centralian forces TACON to the division and what they have been tasked to do. Quickly forward this request to Div.	ave 1.1. The terrain favors our efforts to prevent the arrival of convoys of protesters if that is what we or the centralian authorities choose to do (<u>Current Ground Situation</u>). Convoys from Kansas City can only enter the sector by crossing the Missouri or Kansas Rivers. Therefore we can isolate the Sector or at least track movement across the Rivers since friendly troops are securing all of the Bridges. 12.1 Nortonville is in 1st Bde sector so we must coordinate with them to assure we know what they know about their sector, or at least what they know about Nortonville. 13.1 If there are enemy agents in and around Nortonville treadily. The terrain around nortonville does not offer much cover or concealment for the enemy. By establishing checkpoints, the Centralians can control access to the town. 13.2 Limited crossing sites on the Kansas and Missouri Rivers enables us to focus our effort. Thus we will have tied up the better part of our unit unless they can be relieved.	te 4.1. BRT, TF Scouts, Nortonville Militia, lead TFs, AASLT troops. 4.2.1 Any asset tasked to "defuse" the situation will be distracted from its defensive preparations and will expend resources. Commanders have to estimate the cost of such diversions to execution of the tactical plan. A plan modification or acceptance of more risks may be necessary. 4.3.1 MPs, MI, PSYOPS, CA, Chaplain.
		Facilitator's Probes	agents take advantage of this situation? 2s How can we preclude Dakotan agents from taking advantage of this situation? 27 How can we develop a more complete PIR supported picture of this situation?	ary affect on exacerbaling or for helping to solve this problem? 3.2 Does the location of Nortowille present any difficulty to us in assisting to 'defuse' the situation? 3.3 Does the location of Nortowille previde any advantage to us? 3.4 What affect does terrain have on our efforts?	4.1 What assets are in our sector that we may use to solve this problem? 4.2 What are the tactical costs of
		Thinking Framework / SCP Focus Themes		3. Consider effects of terrain. A. Affects or mission. B. Advantages / disadvantages.	4. Use all assets available: A. Assets available in sector. B. Internal vs external. C. Crowd control
w? know?		Doctrinal Linkages / Discussions (If Any)		• Intentionally left blank.	Chaplain liaisons and maintains contact with indigenous religious leaders. Information operations and PSYOPs.
What do we know?	Facilitator's Aides	Orders Data/ "Red Flags"/ Other Vignette Information		• Intentionally left blank.	 Intentionally left blank.
×		Verbal Vignette Information	until mid morning to organize. I want you to block buses moving through your sector in order to diffuse the situation that might develop in the north until BDE can organize a response."	BACK TO THE S2 S2 S2 In The Hawk handles anything north of Leavenworth then there are three locations where a convoy out of out of out sector as shown "Convoys coming from Kansas City most likely will cross into our sector headed	Nortonville in any of the 4 locations indicated."

Vignette 2: Save the Shrine

What do we want /	Facilitator's	Aides Facilitator's		of these 4.4.1 That the nature of and how to deal with crowds is complex (Dealing-With-Cigowas). That as future commanders, we will face these situations more and more in the future and must be able to recognize and assess them. We also know that crowds come with their own internal capabilities, some realized and some perhaps not at the outset of the forming of the crowd, but becomes known or to the crowd and crowd leaders as time progresses (Crowd-Capabilities). I we said a said the crowd and crowd leaders as time progresses (Crowd-Capabilities). I we said a said the crowd and crowd leaders as time progresses (Crowd-Capabilities). I we said the crowd and crowd leaders as time progresses (Crowd-Capabilities).	. 90	things at the Envision of protesters may disrupt operations in both the Division and Brigade rear areas. Brigade rear areas. a. The Division TCF may and military police may be employed to assist our afforts or at least assure that disruption to the rear is at a minimum. Division has ear a Battalion of MPs most of who are in the rear or GS to maintain. Division has ear a Battalion of MPs most of who are in the rear or GS to maintain. Division has assure movement. b. We need to explore with the Cdr what help we may expect from the rear. As a minimum, the we should be able to get support with intelligence on the arrival in sector and movement of protestors. a.1 Brigade may be able to provide detail concerning the current attitude of certailans to our presence in their county (additional PIR). a.2.1 Brigade may be able to provide detail concerning the current attitude of certailans to our presence in their county (additional PIR). a.2.1 Brigade may be able to provide detail concerning the current attitude of certailans to our presence in their county (additional PIR). a.2.1 Brigade may be able to provide detail concerning the current attitude of certailans to see the perception is formed that a religious site or a leader is harmed by US forces while crowds are being kept from interfering with required tactical movements. a.3.1 It may be precursor operations to facilitate a major push in the Nortonville area. It may also be intended to cause confusion along 8de boundaries to
			Facilitator's Probes	diverting any of these assets from their primary tasks? 4.3 What help may we be able to get from Brigade or others? 4.4 What have we learned in Bosnia, Kosovo and Haili ahout crowd control?	s.1 How long do we have to react? s.2 How long before others can help? s.3 if we detain the convoys that are supposedly coming, how long will we have to cope with them? s.4 What must we do our menarations?	6.1 What affect may the arrival of protesters south of the Kansas River have on the Brigade and Division rear area operations? 6.2 What help may we expect from Division Rear? 6.3 Why is Nortonville important to them? 6.4 What are the consequences of a confrontation with the
			Thinking Framework / SCP Focus Themes	lessons learned.	Consider timing: A. Friendly Timing. B. Enemy Timing. C. Operational/Tactical Pauses. D. Movement. E. Sustainment/ Replinishment.	6. See the bigger picture: A. How our fight fits in the big picture B. Division rear operations. C. Key terrain.
w?	KILOW		Doctrinal Linkages / Discussions (if Any)	Civil-Military operations, esp. liaison with police. TCF.	Intentionally left blank.	Rear area operations responsibilities; location of the DRA. The troops in the Division and Brigade Rear Areas certainly need to know the situation that is developing re: the Shrine.
What do we know?	What do we think we know r Facilitator's	Aides	Orders Data/ "Red Flags"/ Other Vignette Information		• Intentionally left blank.	• Intentionally left blank.
	\$		Verbal Vignette Information	coming from Lawrence or moving west of KC on 1-70 or highway 24 would likely enter the sector along one of the 4 routes indicated."	Intentionally left blank.	• Intentionally left blank.

Vignette 2: Save the Shrine

\$	What do we know? What do we think we know?	w? know?			What do we want / need to know?
	Facilitator's Aides				Facilitator's Aides
Verbal Vignette Information	Orders Data/ "Red Flags"/ Other Vignette	Doctrinal Linkages / Discussions (if Any)	Thinking Framework / SCP Focus Themes	Facilitator's Probes	Facilitator's Notes
				COBs? 6.5 What does this effort to stir up mischief by the Dakotans mean?	facilitated further Recon/surveillance efforts prior to pushing an offensive there.
• Intentionally left blank.	• Intentionally left blank.	• Intentionally left blank	7. Visualize the battlefield: A. Accurately—realistic space-time forecast. B. Dynamically—entities change over time. C. Proactively—what can I make enemy do?	7.1 How may we regain the initiative vis-4-vis the "Information campaign" the enemy is running? 7.2 What will time allow? 7.3 How did you visualize this battleffeld?	Meet with nedia to get truth out. Mobilize PSYOPS to get our story out. Meet with local leaders and cooperate with them to defuse the problem. Work with the Centralian authorities to bring protest leaders to the Nordovullie site to see for themselves that we are not destroying the Shrine and that, in fact, Centralian forces are expressly in Nordovullie to protect the Shrine. 7.21 Projecting movement and activities overtime and understanding friction is key. Visualization of status over time is the key to understanding risk and opportunity. The commander must have a realistic appreciation of what time will allow and how it will affect his forces and further options. 7.31 Per the doctrinal evolution in EM.3-0. Operations. Chapter 5, the acts of visualizing, describing, and directing are aspects of leadership common to all commanders. Reviewing the business on visualizing, describing and directing in EM.3-0. Chapter 5, and the graphic (Visualize-Describe-Direct-Lead-Assess), many elements come together in order to successfully envision the battlefield, from beginning to end. One of the important missions you have as a commander freader is to ensure you understand how your part of the operation interplays with the rest of the force and their missions. One of the best ways to ensure you have a handle on the operation through from beginning to end. Where you cannot visualize to think the operation through from beginning to end. Where you cannot visualize some particular aspect, go to your boss and seek his quidance, his vision.
e Intentionally left blank.	• Intentionally left blank.	• Intentionally left blank	Consider contingencies and remain flexible: A. Contingency planning. B. Other options.	e.t. What are our options? e.z. If we choose to isolate the area, how do we do it?	a. Isolate the area by preventing entry into the sector. b. Secure/visit Nortonville and bring local leaders to the site to see for the area by preventing entry into the sector. b. Secure/visit Nortonville and bring local leaders to the site to see for themselves that no one is defacing or endangering the Shrine. Local leaders need to lead. We do not want to enable them to achieve success. c. Develop routes for the protest leaders to get to Nortonville that preclude delaying our operation and holding protest convoys outside the sector. c. Task Force Eagle TTP included physical isolation of the problem as we are contemplating (TF-Eagle-Lsns-Lnd). 'Dominate' meant that if troops were contemplating (TF-Eagle-Lsns-Lnd). 'Dominate' meant that if troops were contemplating control to a committed, they needed to be committed in sufficient stength to handle any order to achieve dominance. 'Attack at all echelons' meant mobilizing the whole organization to address the problem with local authorities at each level up to and including the head of state. a. Block the routes of march.

Vignette 2: Save the Shrine

What do we want /	need to know?	Facilitator's Aides	Facilitator's Notes	 b. Assign adequate forces to assure success look for techniques to achieve economy of force and restrict direct contact between troops and would-be protestors. e. Gumping sand berms on routes might do can we do this quickly enough? e. Mass, if required at key points. e. Mass, if required at key points. e. Work with mittien. e. Work with mittien. f. Work with mittien and to preclude the arrival of the stitution on site and to preclude the arrival of the "protestors". g.4.1 Use Host Nation liaison teams for enhancement of communications efforts and for "reading" the situation on site and to preclude the arrival of the "protestors". g.4.1 In our mission analysis, we should consider not only civilians on the battlefield, but also the impact of amage to cultural sites and considering cultural issues avoid creating problems with the very people we are defending is an important part of what we must do and consistent with how we have operated in the past. The battlespace is complex now and always has been. This is not a new problem.
			Facilitator's Probes	8.3 How can we avoid the situation before we move out of TAA Hawk? 8.4 How do we avoid this kind of surprise?
			Thinking Framework / SCP Focus Themes	
w?	know?		Doctrinal Linkages / Discussions (If Any)	
What do we know?	What do we think we know?	Facilitator's Aides	Orders Data/ "Red Flags"/ Other Vignette Information	
	\$		Verbal Vignette Information	

FACILITATOR'S NOTES FOR THE THINK LIKE A COMMANDER SCENARIOS

VIGNETTE 3: THE RECON FIGHT

Vignette 3: The Recon Fight

we know? ator's ator's best boctrie - Vignette #3 issues for expecting respecting for experiments. Discurity ops. supporting respecting for experiments. Discurity ops. supporting respective for experiments. Discurity ops. supporting for experiments. Decrine Digital House, J. Re Dennis J. Re Decrine Digital House, approved for approved for the ATDL is https://doi.org/10.100/10.	What do we kink what do we think we have think we had a sealitator? Aides Orders Data! "Red Flags" Other Vignette Information • Security zone C2 for the Brigade is unclear. • Unclear whithdrew the withdrew the covering force out of contact.	What do we want / need to know?		Aides	ral Linkages / Thi	has rich doctrinal 1 Keep focus on	g: mission and rundamental purposes of	nigner security zone	Intent:	Mission 1.2 How do our security	completion. zone operations support	B. Security zone the higher commander's	operations.	C. Battle command 1.3 How are security	D. Fires control. executed?	. What are the forms of	ations. security operations?	is located at: former Screen, gulard, Cover, and Area Security at Area former Screen, gulard, Cover and Area Security at Area	.nim.		3-90 Tactics, 4 Jul	ons how does the battle	handoff occur and what	Is the signification of the	fight?	c. Who is in charge of	the security zone fight?	Mechanized Infantry Brigade 36 Schrie Cz. 6. The Brigade of decide does not clearly delineate security Schrie Cz.	no.		d. How do we control	fires in the security	Sone	using the Brigade as a Division	Chapter 5, Section	· · · · · · · · · · · · · · · · · · ·	Who is in charge of	the Colt and striker control measures, who establishes them, how they are coordinated,	
		we know?	IIIK WE KHOW r	des des		۲	_	security ops; battle	supporting rearward	security forces; and, maintain	estimates recompilities and				Dectring Digital Library (ATD	which offers access to all	approved doctrinal	The ATDL is located at:	http://155.217.58.58	For this vignette, see the	See FM 3-90. Tac	2001, Chapter 8, for	of the Battle Handover Line	(BHL) and Chapter 12, for	discussions of the purpose,	Security ons.	• FM 71-3, The Armored and	Mechanized Infantr	Jan 96. In FM 71-3	discrete section on security	rather the discussion	is woven throughou	Chapter 5, Section	using the Brigade a		III, discusses the re	placed for supportin	passage of lines of the	,

Vignette 3: The Recon Fight

What do we want / need to know?	Facilitator's Aldes	Facilitator's Notes	security zone fight. The security zone commander must understand and know who is responsible for establishing them, their graphic portrayal, and the use of boundaries that affect and/or effect fires, including both permissive and restrictive type of fire control measures (Fire-Support-Coordination). The question aims at a review of those measures. Control of fires is exercised through the establishment of fire control measures, e.g., No Fire Areas / Restricted Fire Areas (NFA RFA), etc. to protect forces and facilitate cleaning fires. The Brigade may also specify a Coordinated Fire Line (CFL) to preclude the Division or higher echelons from engaging largets in close proximity to the Brigade's units without coordination. The definitions of the fire support coordination measures you should think about in this or any type of tactical situation requiring supporting fires are in the following slides: (Fire-Support-Coordination-contd.) Support-Coordination-contd. • The Brigade order does not clearly delineate C2 for the BRT and Colt teams that are spread throughout the Brigade Sector.	21.1 The S2 determined that we will be attacked by two brigades of the 9th MID in the east and up to two battalions of the 3rd MID in the west along multiple avenues of approach (Nave-G-Approach). 21.1 If 3rd MID enjoys success in our sector, then the enemy may commit his follow-on units in our sector. Specifically, if 3rd MID succeeds, then the enemy could commit 9th MID in our sector (Ave-of-Approach). 21.1 The effect of a 3rd MID success in our sector Enemy-Friendly-Dispositions would lead to his defeat of our Commander's Intent and certainly would not support our Commander's desired end-state. 24.1 Indications of a main effort in our sector include: a. Recall where the friendly recon element, Socul 15, suspected of the last 90 minutes Enemy-Friendly-Dispositions). This provides a clue reference what the enemy's axis or zones of attack might be. b. Identification of recon element from one MIBR of 3rd MID just east of Nortonville (Enemy-Friendly-Dispositions). c. Appearance of additional MIBR assets from 3rd MID (Enemy: Friendly-Dispositions).
		Facilitator's Probes		estimate for the enemy main attack? 22 What conditions 23 What conditions would cause the enemy to make his main effort in our AO? 23 If the enemy attacks, as the S2 estimates that he will, what is the effect on the CG's intent and desired end state? 24 What are indicators that the enemy may make his main effort in our sector?
		Thinking Framework / / / / / / / Focus Themes		and a thinking enemy. A. Estimate of the situation. B. Enemy operations effects on plans, orders. C. Knowledge of enemy.
inow? we know?)r's	Doctrinal Linkages / Discussions (If Any)	Handover and the Battle Handover Line (BHL) from security force to main defensive are as an essential part of defensive operations designed to facilitate the rearward passage of the security force, but more importantly to assure pressure is maintained on the enemy. Generally, the BHL is established at phase lines as control measures to delineate where battle handover is to occur.	• Intentionally left blank.
What do we know?	Facilitator's Aides	Orders Data/ "Red Flags"/ Other Vignette Information		• Intentionally left blank.
		Verbal Vignette Information	picture" The enemy recon teams were engaged and destroyed and or captured, and all 3 of these belonged to the 28th MID." "also in the east we destroyed an BRM 1K probably from the 9th MID." "To the west however we have engaged 2 recon teams now identified as belonging to the 11th MIBR from the 3rd MID."	"One of these got pretty deep before it was discovered and we believe it crossed over from 1st BDE sector somewhere north of Nortonville." "Based on this analysis we have tentatively identified the enemy unit boundaries and though not sighted, we think the 9th AT battalion will

Vignette 3: The Recon Fight

			L IOWA L IOWA all, the enemy the Brigade	Din our ementy will ementy will in they are sek to the emy the erry the erry the erry family to a family that the ural
What do we want / need to know?	Facilitator's Aides	Facilitator's Notes	d. Movement vicinity Div NAIs suggest the main attack is in progress (<u>NAIs</u>). e. Density of traffic and direction from NAIs north of PL IOWA (<u>NAIs</u>). 2.5.1 This is important in that if 9th MID can be made to halt, the enemy may not elect to commit 2nd TD, his second echelon, into the Brigade Sector.	3.1. The two avenues of approach (AA) (<u>Ave-of-Approach</u>) in our sector can accommodate up to two enemy divisions. The enemy will not reinforce a failed assault. While they may enjoy certain, they are asso canalized by Pary Lake to the west and Stranger Creek to the east. In the south, as the AAs open up, they afford the enemy the opportunity to mass an assault crossing of the Kansas River primarily to the east of Lawrence. 3.2.1 Noting our dispositions, we should enjoy increasingly longer ranges for observation and fires as the enemy moves south. 3.3.1 Stranger Creek that generally flows northwest-southeast defines the terrain in the northern half of our sector. The result is that the compartments of the terrain.
		Facilitator's Probes	2.5 What conditions might influence the enemy to keep his main effort in the West?	3.1 What effect might terrain have on the enemy's courses of action? 3.2 What effect might terrain have on our operations? 3.3 What is the central effect the terrain will have on enemy movement?
		Thinking Framework / / / / / / / Focus Themes		3. Consider effects of terrain. A. Own COAs. B. Enemy COAs.
now? we know?	S,	Doctrinal Linkages / Discussions (If Any)		Intentionally left blank.
What do we know?	Facilitator's Aides	Orders Data/ "Red Flags"/ Other Vignette Information		• Intentionally left blank.
		Verbal Vignette Information	way down the east side of Stranger Creek to provide a guard and protect the flank from possible counter attacks." "Based on BDE recon locations the 28th's zone of attack appears to be solely concentrating on the Stranger Creek crossing sights in the Mt. Pleasant area, in the center sector."	"The 120th MIBR is on a narrower front maybe about 5 km wide as shown on the map." It seems as though the 11th MIBR may go around 1st Brigads's strongpoint in Nortonville and my guess is they will continue south around and on either side of highway 59. If this is true we could end up with 2.

Vignette 3: The Recon Fight

W/P W/P Whow? n	Facilitator's Aides Aides	Aides Aides Orders Datal Doctrinal Linkages / Thinking Framework Facilitator's Facilitator's Facilitator's Notes Notes Information	4.1 What is the effect of the loss of Scout 15 on our efforts to maintain awareness of enemy innovements and innovements and innovements and innovements and free for employing the Brigade Recomblying the Brigade Recombly were apparent loss of Scout 15? Can the reconstituted unit handle the problem? Why were you asked to do this new mission?	• Intentionally left blank. • Intentional left blank. • Intentional left blank. • Intentional left blank. • Intentional left bla
W What		Verbal Vignette Ord Information "Re Other	sector." sector." rThe BRT originally had 6 recon teams in position and had enemy movement and was calling fires as shown." They are currently in positions in positions in positions and was calling second 15 in the west. We have had no contact with them for about 90 minutes and believe they were lost to enemy action." COMMANDER • Here is the action." There are no other recon assets that we can shift up there. I need you to get eyes on Pt. IOWA and I need you to get eyes on Pt. IOWA finat below to Scout 15. Let me know what your plan and route in five minutes.	y left

Vignette 3: The Recon Fight

	What do we know?	know?			What do we want / need to know?
	Facilitator's	r's	THE RESERVE OF THE PARTY OF THE		Facilitator's
	Aides				Aides
Verbal Vignette Information	Orders Data/ "Red Flags"/ Other Vignette	Doctrinal Linkages / Discussions (if Any)	Thinking Framework / Focus Themes	Facilitator's Probes	Facilitator's Notes
			E. Sustainment / Replinishment.	arrive in our MBA? b. their main body armor could arrive in MBA? s.a What decisions must we make next and how long will it take us to: a. reposition the Security Detachment? b. task UAV assets? c. get Aviation suppor?	Figerdiv_Dispositions). We made on several issues (<u>Enemy-Friendiv_Dispositions</u>). We might estimate: a. That the lead elements should be approximately 30 minutes out assuming they are moving at 20 KPH as they deploy for the attack. b. That the tank brigade is about one hour behind the lead MIBR elements. s. Approximately on the use of supporting fires, such as FASCAM, employment of UAVs, repositioning of assets, etc.—anything to give us both eyes and protection as far front as possible. a. Approximately one hour. c. Approximately one hour. c. Approximately thirty minutes.
• Intentionally left blank.	• Intentionally left blank.	Intentionally left blank.	e. See the bigger picture: A. How our fight fits in the big picture. B. Enemy actions/reactions. C. Scheme of maneuver.	from the S2XS briefings? Town the S2XS briefings? Town the S2XS briefings? Town the Companies are on the Commander's Scheme of maneuver?	5.1.1 The briefing describes the conclusion of the security zone fight. S2 estimates that the enemy will attack with two brigades of the 9" MID in the east and up to two battalions of the 3" MID in the west in the conceivable, however, to early to tell that, if the 3" MID enjoys success in our sector that the enemy could shift his main effort to our sector. If he does so that will defeat the Commander's Intent.
• Intentionally left blank.	• Intentionally left blank.	e-As you consider the vignette, envision and describe the batterield from the beginning to batterield from the beginning to be end. Emerging doctrine suggests these are aspects of leadership common to all commanders (EM 3-0, Visualize, Describe, Direct, Chapter 5, para 5-7 and Figure 5-1): As part of this process, particular attention is drawn to the following discussion found in para. 5-8: "Commanders use the factors of METT-TC to assess and visualize the situation. Staff estimates and collaborative information sharing among commanders refine and deepen their situational understanding. Then commanders visualize the operation, describe it within their	7. Visualize the battlefled: A. Accurately—realistic spacetime forecast. B. Dynamically—entities change over time. C. Proactively—what can I make enemy do?	1.1 How did you visualize this battlefield? a. How did you visualize the security zone fight at the end of the vignette? b. What is the essence of what we know as a consequence of the security zone fight? c. What planning have we done to facilitate a rearward passage of the current force? d. Where was our battle handover line for passing the fight from the security zone to the main battle area? 7.2 How do you see the AO in 30 minutes, or 1 hour, from now?	acts of visualizing, describing, and directing are aspects of leadership common to all commanders. Revising and directing are aspects of leadership common to all commanders. Revising and directing are aspects of leadership common to all commanders. Reviewing the business on visualizing, describing and directing in FM 3-0. Chapter 5, and the graphic (Visualize-Describe-Direct-Lead-Assess), many elements come together in order to successfully envision the batteffeld, from beginning to end. One of the important missions you have as a commander / leader is to ensure you understand how your part of the operation interplays with the rest of the force and their missions. One of the best ways to ensure you understand how your part of the operation interplays with the rest of the force and their missions. One of the best ways to ensure you where you cannot visualize some particular aspect, go to your boss and seek his guidance, his vision. a. The security zone fight is over. It ended when the security force retired. b. While our plan is still on track, there are some early indications that the enemy could shift his main effort into our sector. c. Detailed planning for passing units rearward is not evident in the bulished order. d. The BHL was PL lowa. d. The BHL was PL lows.

Vignette 3: The Recon Fight

	What do we know? What do we think we know?	know? c we know?			What do we want / need to know?
	Facilitator's Aides	or's			Facilitator's Aides
Verbal Vignette Information	Orders Data/ "Red Flags"/ Other Vignette	Doctrinal Linkages / Discussions (If Any)	Thinking Framework / Focus Themes	Facilitator's Probes	Facilitator's Notes
		intent, and direct their subordinates toward mission accomplishment. Depending on echelon, commanders examine various elements of operational design and determine factors that will shape the operations. They direct operations through plans and orders and synchronize the BOS throughout the operations. Throughout the operations. Throughout the perations resonally apply the leadership element of commanders personally apply the leadership element of combat power through their presence and impact.		7.3 What options might you consider recommending to your higher HOs? 7.4 What would a FRAGO sound like to implement your suggestions to higher HOs?	enemy dispositions in the NAIs. Within 30 to 60 minutes, the enemy could be in our positions on all fronts, so the use of additional reconnaissance assets should increase as soon as possible. 7.3.1 We could recommend the increased use of close air support (CAS), army aviation reconnaissance assets (helos and fixed wing). use of FASCAM or FA fires to deny or restrict the enemy's use of terrain, etc. to shape the AO and deny 11th MIBR the opportunity to change directions of attack. 7.4.1 Review the FRAGO format extracted from FM 101-5-2 and develop your input to this question.
• Intentionally left blank.	• Intentionally left blank.	• Intentionally left blank.	Contingencies and remain flexible: A. Force reconstruction. B. Planning flexibility. C. Show rich contingency planning— branches and sequels.	have to repablitly do we have to replace lost observation posts (Ops)? a. What are potential back-ups to lost OPs? a. Is the defensive plan inherently flexible? a. Do we have a branch plan for this situation? b. If we cannot collect information on the 11th MIBR in the area of OP 15. how does this affect our decision making? c. What can we do as part of our planning and preparation to avoid or mitigate this situation? a. If we 'model a thinking enemy', what contingency might that lead us to?	Available. Scout 15 was a BRT asset. The BRT should re-seed Scout 15 or shift resources and / or sensors to cover Scout 15's NAIs. 15 or shift resources and / or sensors to cover Scout 15's NAIs. 16 or shift sensor coverage. 17 outckly review the brigated decision support matrix and make a determination on your own as to the flexibility of the overall plan. 2. If the attacker has the initiative, we must shape the battlefield to our intent. We can not expect the attacker to comply with a template or execute what we perceive to be his most likely course of action. We need to develop a branch plan shaped to the battlefield while the situation is unfolding, but not too late to execute. 2. We currently have no "eyes" on the situation and this dramatically impacts our decision making capability. 3. We currently have no "eyes" ask / understand the higher HQ intent, orders, DST / DSM; develop and wargame contingencies. 3. As we consider enemy actions, we should review what we must do in the event that the enemy actions, we should review what we must sector. In any case, we must anticipate enemy actions that would defeat the Commander's intent if the enemy attored along our western defeat the Commander's intent if the enemy attored along our western defeat the Commander's intent if this intenty attacked along our western behaving and how we would coordinate that fight.

FACILITATORS' NOTES FOR THE THINK LIKE A COMMANDER SCENARIOS

VIGNETTE 4: A SHIFT IN FORCES

Vignette 4: A Shift In Forces

What do we want !	Facilitator's Aides	Thinking Framework Facilitator's Facilitator's Notes Focus Themes	The state of the community of the commun	
w? sknow?		Doctrinal Linkages / Thi Discussions (if Any)	The Army's 'General Dennis J. Ralmar access to many of these publications' access to many of these publications' access to many of these publications' access to many of these publications, as set the following: - F.M. 7-1400. Division Operations, 1996; - See p 5-89. Close Operations, 1996; - See p 5-89. Close Operations, 1996; - See p 5-89. Close Operations, 1996; - Commenter thing the man effort is best on the planning for the employment of reserves and for shifting the man effort is best onne prior to the fight. F.M. 3-60 Myspelfinks for example, you would need to download on the states. F.M. 3-60 Myspelfinks for example, you would need to download on the states of the chapters and the states of the commenter conducting an area defense or mombres states and repositioning them prepared positions. The commender can use his reserve and uncommitted forces to conduct occupied states and repositioning them prepared positions as and states to conduct commender can use his reserve and uncommitted forces to conduct occupied states and spoiling attacks to desynchronize the enemy or prevent him from massing. - See Additional Doctrinal Notes under Facilitator's Notes column to right.	Coss EM 2 00 Taches A hil 2001 Cos 2
What do we know?		Orders Data/ "Red Flags"/ Other Vignette	The first state of the first sta	doeld fol vileocitostal
		Verbal Vignette Information	You are the Assistant S.3. You are the Assistant S.3. You have just antered the BDE TOC after bying for hours to find me the BDE TOC after bying for hours to find have been to find his way back to the TOC. The Battlee Captain gives you the following information. The old man is on his way back from forward with Tf 4-43 and 4-25 Ho wants an update of the Manna happened since you left "Up unit the last hour, operations have been going prety much as phanned. In the east, Tf 4-30 is fully engage with two Mech, battalions from the 28 Miss. Thouse Mech, battalions from that east-most Mech. battalion and not go as well as anticipaled due to the heavy ground cover in that part of EA	3 4 4 4 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6

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What do we want / need to know?	Facilitator's Aides	Facilitator's Notes	make his main effort against us. 2.2.1 (AIBR may not commit on the axis the 2 estimates. They may instead exploit the seam developing along our boundary with 1st Brigade (Enemy-Friendly-Dispositions). Specifically they could follow the tank batallon of 3rd MID that seems to be advancing toward the northern flank of TF 4-25. 2.3.1 it would appear so, at least for our sector. The problem in 1st Bde area bears watching, especially with an advance of enemy forces along the 1st and 2d Bde boundaries.	11.1 The strongpoint at Nortonville (<u>Enemy-Erlandy-Dispositions</u>) has effectively split the effort of and MID. It is possible that 2 TD is having the same problem. Congestion among enemy units may be a contributing factor to their decision to commit at least part of 2 TD. In our sector. The ideglines running north to south weat of Nortonville would seam to be the best ground for 2 TD. As they come into our sector it as even to the first weath seem to be the consequence. 12.1 The ground (Enemy-Friendly-Dispositions) supports movement for the 15th MIBR generally to the southerast, but the 15th MIBR axis will narrow down to only 2 or 3 KM width northwest of BP 22. 3.4.1 The axis (<u>Enemy-Eriendly-Dispositions</u>) on which the 15th MIBR will advance support attacks on the enemy sight or southern flart and will canalize him in way that support attacks on the enemy sight or southern flart and will canalize him in way that support attack by 1-56 ANY from BP 22 or with EA. Lion or Tigor. 3.4.1 Both of our flark units are in tact. If we support adequately TF 4-25 in the west, the enemy thin to be compelled to move south into the center of our second; thus affording us excellent observation on his flarks and lead him into our well prepared engagement areas in the south. Thus, we can attack the enemy throughout his factical depth.
		 	2.2 What opions besides the one suggested by the S2 may the entry have? 2.3 From what you know, has the S2 correctly identified the enemy's main effort?	3.1 What effect may the terrain have on the enemy course of action for the forthe employment of the 15th MIBR that the S2 considers most likely? 3.2 if the 15th MIBR wat the axis stipulated by the S2, what effect will the terrain have on that effort? 3.3 Does the terrain pay opportunities? 3.4 How can we use the depth of our sector to our advantage?
		Thinking Framework I Focus Themes	enemy controlliment effort. B. Enemy options. C. Gain and Control Control Control D. Disrupt the Enemy. F. Mansever. G. Follow Through.	3. Consider effects of terrain. Use or. A. Exploit the defending force's advantages. B. Impade enemy movement. C. Array forces according to force ratios. D. Determine where on the Enemy Avenues of Approach Avenues of Approach of the enemy by reinforcing natural fight the enemy by reinforcing natural fight the enemy by reinforcing natural postaticies, fortifying positions, and rehearsing operations.
ow? s know?	5	Doctrinal Linkages / Discussions (If Any)	survaillance, and recomnissance (ISR) assets to determine the locations, strangth, and probable intentions of the attacking enterly force before defensive operations begin and throughout the defense. The commander places a high priority on early identification of the enemy's mein effort, He may need to complement surveillance with combat actions that test enemy intentions. Fighting for information can have two benefits—it can force the enemy to reveal his intentions and disrupt his preparations.	• See FM 3-90. Tactics, 4, Jul 2001. See Operations, pgs 6-14(15, peras 8-3641: Para 8-14 states." Terrain features that stave defensive perastions include— "A series of parallel ridges across the line of hostile advance." "Unfordable streams, awamps, lakes, and other obstacles on the front and differ obstacles on the front and differ obstacles on the front and differ obstacles on the front and differs. "Unfordable streams, awamps, lakes, and other obstacles on the front and differs." "Light ground with good observation and ong-range fields of fre. "Concealed movement rint of the line of contact that allows the acmind the anamy periorities awames of approach. "Limited road network has bettle proficially behind defensive positions, of contact that allows the commander to reposition his forces as the battle progresses. "The opposite of the terrain conditions listed above degrades a force's ability to example, terrain with a limited road net contact that chanistics the defensive operations. For example, terrain with a limited oad net contact that chanistics the defensive operation force allows the enemy to predict that movement."
What do we know?	Facilitator's Aides	Orders Data/ "Red Flags"/ Other Vignette Information		Intentionally left blank.
		Verbal Vignette Information	to 70% strength. 4-90 is holding its own at this time, but is fully committed. They estimate their strength at between 75 and 90%. In every against 120 and 1818. The 120h has gone find a nasty defense at about 50% strength. This happened further south than we wanted and the 9 MID's tank brigated is passing through them at this time under heavy fire support and air defense cover. They are headed toward EA LION as we had	TT 4-25 is in their prepared positions on BP 21 at about 75% strength and keeping west. "Wagot at abeads up from 1 BDE just 10 minutes ago. 3 MID has committed their bas committed their bas to the acxept that one of the arched to the east and is in the position shown, headed for our shown in time or handle them in time prepared to take them on."

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What do we want / need to know?	Facilitator's Aides	Facilitator's Facilitator's Frobes Notes		4.1. If the division shifts release TF 4.5 (the division reserve) for our use or use of the division reserve) for our use or use of the division reserve) for our use or use of the division reserve) for our use or use of the division reserve) for our use or use of the division reserve) for our use or use of the division reserve) for the division reserve	4.11 15 MIBR is committed in our sector, how to sector as committed in our sector. 4.12 The Division reserve can arrive in one hour. 5.2 If the division may be used to delay and disrupt the 15th reserve is committed. 6.2.1 The Division reserve can arrive in one hour. 6.2.2 If the division may be used to delay and disrupt the 15th reserve is committed. 6.2.3 If the division may be used to delay and disrupt the 15th miles is committed in the fight against the 9th Dispositions. 6.3 If the division must delay the arrival of 2TD and divert 15th MIBR way from its intended axis, problem for us in the 9th and the properties our present difficulties, the depth of our sector and the continued strength of before we can defleat the 15th MIBR. Disposition or present difficulties, the depth of our sector and the continued strength of before we can defleat the 15th MIBR and tiltimately deleast 15th MIBR and telegraph.
		Thinking Framework Focus Themes			S. Conaider timing: A. Frendty Timing. B. Eremy Timing C. Operational/Te Ctcai Pauses: C. Movement D. Movement E. Sustainment / Replinishment.
w? :know?		Doctrinal Linkages / Discussions (if Any)		A See FM 3-90. Tactics, 4, Jul 2001. See Chatter B, Basics of Defensive Operations, pg 8-36, para 8-13. Teferring to the perimeter defense, states simply. *Mutual SLIDDOL, The commander positions in defending forces to ensure mutual employment of defensive resources, such as crew-served weapons, observation, and maneuver elements. Mutual support between defensive elements requires coordination because of the circular aspects of the perimeter defense aspects of the perimeter defense such as control gaps in maneuver elements to exploit or maneuver elements to exploit or reinforce fines are used to control gaps in the perimeter. Defensive plans provide find artillery systems fring danger close, attack helicopters, and close all support. The using all set applicable to the perimeter defense.	• See EM 3.30, Tactics, 4, Jul 2001. See Torlater 9. The Area Defense, para 9-16, pg 9-6, which states; present a successful area defense is the integration and synchronization of all available assets (see Thinking Theme as which a seates (see Thinking Theme are allowed exchines with the commander achieves the panning considerations addressed in Chapter 8 apply to the area defense.) The commander assigns missions, allocates forces, and apportions combat a support (CS) in and combat a service support (CS) in a documbat a support (CS) in a para planting the patilefield
What do we know? What do we think we know?	Facilitator's Aldes	Orders Data/ "Red Flags"/ Other Vignette Information		• Intentionally left blank	Intentionally left blank.
		Verbal Vignette Information	"As you know, TF 4-81 is in it's prepared positions on BPs 32 and 33. 4-81 reports 85% combat strength."	The air assault task force on By 34 has seen iitle action thus far and are at 95% corneal stergth. They are now oriented to the west, ready to stop any enemy movement along the cornidor their position." TF 1-55 ANN has 13 Apaches and 3 Kowa warnfors operational at their position." TF 1-55 ANN has 13 Apaches and 3 Kowa warnfors operational at this time. They have none attack company refueling at the FARRP and the other is in position just south of By 36, ready to go on order to BP 22 to destroy the tank Bob's second echelon. C4-Bot still on BP 35, and they're close to 100% strength, but they're now reporting to TF 4-81. And the BRT Scouts are still in position north of PL	"Sir, a situation is developing with the 2d TO that has us easily concerned. Within the past hour we have destroyed or captured recon whites from the Znd TD R&E battation in three separate locations in the rear of 4-80 as show. Just ten minutes ago, 4-80 scouts reported captured eagon.

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What do we want / need to know?		Facilitator's Facilitator's Probes Notes	15th MIBRs and we may also have to buy time to commut additional forces. Take I have an we do that if the total commut additional forces we have time to defeat them and for division to assess 22 mineral to the Corps' intentions? 5.5 Central to the Corps' intentions? 5.5 Central to the Corps' intentions? 5.6 Central to the Corps' intentions? 5.7 Central to the Corps' intentions? 5.8 Central to the Corps' intentions? 5.9 Central to the Corps' intentions the Cor	the sthe	7.1 Can TF 4.91 be 7.1.1 Yes, TF 4.91 (Enemy-Friendly-Dispositions) could shift to BPs south of EA tiger used against the 15th with lead element arrivaling 12 Ominutes. MIBA: If the Division 7.2.1 Quickly complete the defeat of the 9th MID and prevent success by the 15th MIBA 7.2.1 Quickly complete the defeat of the 9th MID and prevent success by the 15th MIBA 7.2.1 Quickly complete the defeat of the 9th MID and prevent success by the 15th MIBA 7.2.1 Quickly complete the 15th MIBA 7.2.1 Quickly complete to 15th MIBA 7.2.1 Quickly complete the accident of the 15th MIBA 7.2.1 Quickly complete the 15th MIBA 7.2 Quickly complete the 15th MIBA 7.2.1 QUICkly complete the 15t
		Thinking Framework / Focus Themes		6. See the bigger picture. A. How our fight fits in the big picture. B. Key issues. C. Enemy operations effects.	7. Visualize the battlefield: • Accurately—realistic space-time forecast. A. Dynamically—entities change over
W?	a Milyar I	Doctrinal Linkages / Discussions (if Any)	(CSS) resources within the batterfeled augmaration of shaping, decisive, and sustaining operations. He decisive, and sustaining operations. He decisive, and the concernated his effort and where to take risks. The commander can rapidly redirect attack aviation and artillery systems initially allocated to shaping operations to support decisive operations are appearanced by the appropriate time. * See FM 2-90. Tactics 4 Jul 2001. See Chapter 9. The Area Defanse, para 9-21, apply 6-7, gacs on to state. * The crux of the commander seems of the commander of the commander of the commander as a synchronized, effective defense to the formander and are analysis of the factors of MET-TC and the higher commander's concept."	- See FM 3-50. Tactics, A Jul 2001. See The A-fand Deficials, pg 9-1, which states in the chapter's lead para, which states in the chapter's lead para. - The commander may assign corps, divisions, and respected highdads the task of conducting an ere afeitnese as part of conducting an ere afeitnese as part of operations as part of a larger echelon operations as part of a larger echelon. - Of course, to be able to accomplish that stated above, the commander must be able to see the bigger picture. how his operations either affect or ere affected by are and of operations. - See Additional Doctrinal Notes under Facilitator's Notes column to right.	See FM 3-0_Operations. As you consider the vignette, envision and describe the battlefied from the beginning to the end. Emerging doctrine augusts three sen expects of leadership common to all commanders (FM 3-0, Visualize, Describe, Direct, Chapter 5.
What do we know?	Facilitator's	Orders Data/ "Red Flags"/ Other Vignette	•	Intentionally left blank.	Intentionally left blank.
		Verbal Vignette Information	MIBR stuck in the incation shown. At this time, lead alements of the 15 MIBR are crossing PL IOVAh in the west. The says that the lack of success by 3 MID against 1 BDE and the sam that is sam that is sam that is sector has caused 2ND TD to commit in our sector. They believe it SMIBR is acting as the division forward detachment to probe the sam and might either turn south secure crossing sites over Stranger Creek from Easton south.	"The rest of 2ND TD would follow while 9 MID keeps us occupied. 9 MID's BTR Beth has begun moving south into 3 BDEs occupied as well. 2nd 10's objective would be to defeat the cocupied as well. 2nd 10's objective would be to defeat the division reserve and capture bridges over the Kansas River at the Kansas River at Eudora DeSoto, and/or Bonner Springs." "Awaiting your orders, sir."	Intentionally left blank.

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What do we want / need to know?	Facilitator's Aides	Facilitator's Notes	(Visualize_Describe_Direct), many elements come together in order to successfully envision the battlefield, from beginning to end. One of the important missions you have as a commander i leader is to ensure you undensitand how your part of the operation interplays with the rest of the force and their missions. One of the best wast to ensure you have a handle on the operations at hand is to get into a hab of the best wast to ensure you have a handle on the operations at hands to end of operation through from beginning to end. Where you cannot visualize some particular so our sepect, go to your boss and seek his guidance, his vision. 7.4.1 We have a rarged our defenses in depth and have oriented forces, obstacles and fires to reflect the view that in the north, the enemy is forced to bear southeast and will generally funnel into the center of our sector in the south.	a.1.1 The brigade (Enemy-Firendly-Dispositions) has not planned adequately to receive forces. The brigade still must determine link-up points and routes for forces that may be allocated. a.2.1 The brigade must plan for (Enemy-Friendly-Dispositions): a. Routes b. Alternate positions and graphics to support counterattacks, including objectives, boundaries, etc. c. Alternate positions and graphics to support counterattacks, including objectives, boundaries, etc. d. Planned movement times. e. The effect that moving the Division reserve will have on our own ability to maneuver. a.1.1 We have arranged our forces in depth and have adequate reserves to shift forces or counterattack. Our plan is flexible.
		Facilitator's Probes	at this juncture, 7.3 How did you visualize this battlefield? 7.4 What visualization of the battlespace does our plan reflect?	1.1 is the Brigade prepared to accept attachment of additional forces? 1.2 what provisions have been or should be made to employ the Brigade Reserve? 2.3 Does our plan afford us flexibility?
		Thinking Framework focus Themes	time. Prosctively— what can I make enemy do?	a. Consider contingencies and remain flexible: Show trich contingency planning. A Ability to accept attached accept attached chorces. B Employment of reserves. C. Alternate positions. D. Graphic control measures. F. Ability to seize initiative and undertake originsive and undertake originsive operations.
ow? e know?	ow?	Doctrinal Linkages / Discussions (If Any)	para 6.7 and Figure 6-1). As part of this process, particular attentions is drawn to the following discussion found in para. 5. ••••••••••••••••••••••••••••••••••	* See FM.3-90, Tectics, 4, Jul 2001. See FM.3-90, Tangeres 9 The Area Deferres, pg 9-9. paras 9-24/25, which states: * * * * * * * * * * * * * * * * * * *
What do we know?		Orders Data/ "Red Flags"/ Other Vignette Information		Intentionally left blank.
		Verbal Vignette Information		• Intentionally left blank.

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What do we want / need to know?	Facilitator's Aldes	Facilitator's Notes											
		Facilitator's Probes		3444									
		Thinking Framework / Focus Themes											_
W?		Doctrinal Linkages / Discussions (If Any)	rapidly shift the nature and location of his main effort throughout his AO. The	commander may have to reposition defending units within their defensive	positions or reposition between terrain features as he masses overwhelming	effects against the attacking enemy. The defensive plan should designate axes of	advance and routes for the commitment	or rearward passage of one unit through	aerial maneuver by attack helicopters, air	assault units, or lixed-wing all chair. This capability to reposition is dependent on	the defending force having superior tactical mobility.	defending forces stay in their prepared	nositions and accept the possibility of
What do we know?	Facilitator's	Orders Data/ "Red Flags"/ Other Vignette	Information				٠						
	e many many many many manusana and a bank of the state of	Verbal Vignette Information										!	

FACILITATOR'S NOTES FOR THE THINK LIKE A COMMANDER SCENARIOS

VIGNETTE 5: THE ATTACK BEGINS

What do we want / need to know?	Facilitator's Aldes	Facilitator's Notes	4.1.1 The previous silde (Infiltration-Task-FRAGO) provides the doctrinal definition from FM-1-100, which provides insight as to the level of definition from FM-1-100, which provides insight as to the level of definition from FM-1-100, which provides insight as to the level of forces that may expect to receive an "infiltration" crder. Additionally, FM 3-20 says: "An infiltration is a form of maneuver in which an attacking force conducts undetected movement through or into an era cocupled by enemy forces to occupy a position of advantage in the enemy real while exposing only small elements to enemy defensive fires (FM 3-0.) Operations). Infiltration is also a march thechingue used within friendly infiltration in move forces in small groups at extended or irregular intervals. (See FM 3-90. Chapter 14 for a discussion of infiltration as a movement territory to move forces in small groups at extended or irregular intervals. (See FM 3-90. Chapter 14 for a discussion of infiltration as a movement by triesf. Commanders direct infiltrations to attend of infiltration for the discipling decaded and engaged may limit the size and strength of infiltration for oberation, or to disrupt enemy sustaining operations. Typicially, forces infiltrate in small groups and reassemble to continue their mission. 1.2.1 FM 7-100 indicates that normally smaller units are better suited for infiltration. Light battalions and light brigades do train to conduct infiltration. Light battalions is within the read-of a heavy brigade such as ours. 1.3.1 There are several possibilities. Review the vignette map graphics (Fierally-Situation-ZoomQut). The problem is how many routes may evaliable to you. Lets explore one possibilities, your Army Aviation support. 2. The OH-58s are currently performing area security (Area-Segurity) in front of the AAS.LT TF. Of the three types of reconnaissance, sides Route-Reconnaissance; Zone-Reconnaissance; Or Area-ARS.LT TF is now under accurrent free letting to be connaided by but they would have to have a missio
W.		Facilitator's Probes	1.1 What is an infiltration? 1.2 Would a Brigade size unit normally infiltrate? 1.3 Where would you conduct an infiltration? a. What is the mission of the OH-58s? b. How may they help? c. Would they be able to detect and report the enemy OPs? 4. What kinds of recomaissance missions would they normally provide? 6. Would their mission oneed to be changed in order to be of optimal help in finding the enemy OPs? 1.4 What effect may 6-502's dilemma have on our operation? 1.5 What help do we have immediately available?
		Thinking Framework / Focus Themes	1. Keep focus on mission and higher commander's intent: A. Commander's intent. C. Security zone operations. D. Infiltration. E. Army Aviation support. F. Fire Support.
ow? 8 know?		Doctrinal Linkages / Discussions (If Any)	e This vignette enables examination of a number of issues including infilitation, sustaining an including infilitation sustaining an including infilitation susport of infilitating toward passage of lines at within a Brigade as part of a Division supporting a forward passage of lines. The issues of coordinating with a following unit that is charged with clearing a zone and air cavalry in the reconnalissance role are also introduced. • Fundamentally, the vignette introduced. • Fundamentally, the vignette infilitating force. FM 3-90, Tactics, planned to include assutaining the infilitation problem at length beginning at para 3-56. FM 3-90 sipulates as a minimum a number of control massures including coff control massures including coff control massures including control and states are things. Nor does once of the subjectiving sassuth positions, identifying relipy points and a limit of advance. Our order does none of these things. Nor does our one of these things. • EM 2-90, Tactics, 12 Jul 00. • EM 21-100, Division Operations, 28 Aug 1996. • EM 21-100, Division Operations. • Chap 4, Offensive Operations. • Chap 4, Offensive Operations, 28 Aug 1996. • FM 71-35, Cavairy Operations. • FM 71-35, Cavairy Operations.
What do we know?	Facilitator's Aides	Orders Data/ "Red Flags"/ Other Vignette Information	• Time is approximately oxoz. Based on vARNORD 2 timelines, the LD is scheduled for 0530.
		Verbal Vignetta Information	NARRATOR: You are the Company Commander. Your Company is part of the infiltration TF with the mission secure OBJ Meade. You are now at the location indicated moving with the center platom. The TF is supported by 2 OH-58D recoming routes and and and you. About 2 minutes ago you heard explosions and the Platoon in the East reported scatterable mines falling on just to the north of their position blocking their route. Minutes later artillery rounds begin impacting at the location you are at.

	What do we know? What do we think we know?	iow? ie know?		MN. ne	What do we want / need to know?
	Facilitator's Aides	v)			Facilitator's Aldes
Verbal Vignette Information	Orders Data/ "Red Flags"/ Other Vignette Information	Doctrinal Linkages / Discussions (if Any)	Thinking Framework / Focus Themes	Facilitator's Probes	Facilitator's Notes
		EM 1-114, Air Cavainz Squadron and Troop Operations, 1 Feb 2000. Chap 3, Section II. Reconnaissance FM 6-20-30 Tactics. Techniques, and Procedures for Techniques, and Procedures for Fire Support for Corps and Division Operations, 18 Oct 1989: Chap 4, Offensive Operations, Section VI. Rear Operations, Section Fire Support Coordinating Measures (FSCM). APP F, Fire Support Coordinating Measures (FSCM). Operations Support Coordinating Measures (FSCM).		we give this dilemma?	the suspect OP sites. They may need additional support. They have been on station for a while, we need to determine how much longer they can remain and perform a new mission or whether other awaiton resources should be requested. •• Consider a mission change for the OH-58s based on your understanding of why they would need a mission change suggested by the types of reconnaissance (sides <u>Foule-Reconnaissance</u> , <u>2016-8.</u> Which is best suited to finding the OPs. 14.1 Review the vignette map of graphics (<u>Fitentiv-Situation-ZoomOut</u>). The 6-502 AASLT TF has not only been detected prior to reaching its objective, but will almost certainly not now be capable of sacing mobiled. The immediately available includes: the OH-58s redirected to find the OPs and detective but will almost certainly not now be capable of sasting assigned crossings vicinity Potter. The Brigade may have to assign that mission to another unit. 15.1 Help immediately available includes: the OH-58s redirected to find the OPs and detective of assist in destroying them, using the 66th FA Bet as a counterfire headquarters: calling for blanket smoking of the tree lines and hill tops surrounding the trapped units to obscure their visibility to the enemy OPs; conducting a reinforcement or link-up to help exhiter them, and using MEDEVAC for wounded. 16.1 After determining help immediately available, we then need to determine our ability to press on with the mission. This requires consideration of space-time-distance relationships. Who is closest? How long will it take to move them? Vive may be able to exhitirate the 6-502 bending will then frome inner provide any sufficient to more alment to allow 6-502 to withdraw?
• Intentionally left blank.	• Intentionally left blank.	• Intentionally left blank.	2. Model a thinking enemy: A. Enemy options. B. Enemy assets. C. Enemy counterattack effects. D. Enemy reaction to infiltration. E. Enemy flexibility / dexterity.	2.1 What options may the enemy have as a consequence of the success it is enjoying now against 6-502. 2.2 What assets does the enemy have with which to counterattack? 2.3 What are the potential effects of an enemy counterattack in strength against the 6-502?	2.1.1 Given the accuracy of fires on AASLT TF 6-502, it is likely the enemy is able to observe them directly. The enemy may also conclude this is what it appears to be—an infiltration. If so, they may elect to counterattack by direct fire or assault the 6-502 while it is struggling to free itself of scatterable mines (Finedly-Situation-Zoomin-Mines). Executing this option counter result in the destruction of 6-502 and unhinging our attack and thus the division's effort. 2.2.1 The enemy BTR brigade east of Stranger Creek retains limited counterattack capability, as do the remnants of the 9th MID Tank Brigade located near Lancaster (Friendly-Situation-ZoomOut). There is adequate time for them to react in the three hours before our scheduled attack. 2.3.1 Aside from the possibility that the enemy can render 6-502 combat ineffective they can disrupt the coordinated attack planned by the division. Though this is dangerous there is also opportunity in this for us. Assuming the enemy attempts to overrun 6-502 (Friendly-Situation-

	What do we know? What do we think we know?	now? ve know?		Wh	What do we want / what do we want / med to know?
	Facilitator's Aides	s			Facilitator's Aldes
Verbal Vignette Information	Orders Data/ "Red Flags"/ Other Vignette Information	Doctrinal Linkages / Discussions (If Any)	Thinking Framework / Focus Themes	Facilitator's Probes	Facilitator's Notes
• Intentionally leff blank.	Order stipulates 66 FA Bute as counterfire HQ.	• Division is firing counterfire via MLRS.	3. Consider effects of terrain A. Key terrain for observation. B. Effects of terrain on operations. C. Terrain opportunities, advantages, or disadvantages.	2.4 is an enemy counterattack against the 6-502 likely? 2.5 What other conclusions might the anemy reach as a consequence of discovering the 6-502's attempt to infiltrate the security zone. 2.6 Has the enemy shown the dexterthy necessary to enable them to maneuver to take advantage of their success against the 6-502? 3.1 What is the most likely location for the observers that are calling fires on 6-502? 3.2 What effect will terrain have on our attempts to relieve 6-502? 3.4 What effect will terrain have on enemy movement toward free 502? 3.5 Does the terrain tend to favor us of the enemy in this situation? 3.6 Can we a link-up between mounted forces and the 6-502 under cover. 3.6 Does the terrain offer 6-502 under cover. 3.6 Does the terrain offer 6-502 any opportunity?	Zocomin-Mines) they will have to enter open ground where our artillery and possibly attack helicopters can reach them. 2.4.1 While an enemy counterattack gapinst the 6-502 is dangerous (Fierdiv-Situation-Zoomin-Mines) it is not very likely at present. They are disposed in a security zone at the point of the 6-502's difficulty. Confining to counterattack by fire is far more likely than a local counterattack by the BTR brigade. 2.5.1 They may read this effort as a harbinger of the division main effort and maneuver their reserves either to thicken their defense or maneuver to counterattack any penetration that we achieve. 2.6.1 The enemy has demonstrated, during their offensive operations to affect a remedy even if the enemy acts immediately. 2.6.1 The enemy has demonstrated during their offensive operations situation (Fierdid-Situation-Zoomin-Mines), we have an hour or more to affect a remedy even if the enemy acts immediately. 2.6.1 The enemy has demonstrated, during their offensive operations situation-Zoomin-Mines). The sproad midway through crossing an open area. 2.7.1 The tree line immediately north of 6-502 (Friendiv-Situation-Zoomin-Mines). The approach from the south to ocovered and concoaled positions. If they started now they are nearly an lour from safety. During much of their move they would be exposed to continued fire if the observers are in the tree line to the north (Friendiy-Situation-Zoomin-Mines). The approach from the south for heavy forces is reasonably quick. Lead units from the closest To count arrive in 30 minutes from the time begin their move they would be exposed to continued fire if the observers are in the tree line to the north the enemy and 6-502. Situation-Zoomin-Mines) supports the enemy, but there is cover to the south of south of the south of the south of the 6-502 finds fiself (Friendiy-Situation-Zoomin-Mines). 2.4.1 Thermy movement south will be slow, but the enemy may be able to use Stranger creek to conceal lateral movement (Friendiy-Situation-Zoomin-Mines). The comp
Intentionally left blank.	 Intentionally left blank. 	Intentionally left blank.	4. Use all assets available:	4.1 What help do we have immediately available?	4.1.1 Division is already firing counterfire on the MRLS that struck 6-502 (Friendly-Situation-ZoomOut). Division has also acquired the towed 152s vicinity Atchison and will be able to take them under fire. Atchison is

What do we want / need to know?	Facilitator's Aldes	Facilitator's Notes	marked with an RFA. Determining whether the targets are in the RFA with delay counter fires. Finding on targets in the RFA may only be done with the approval of the Headquarters that established the RFA. We have a scout weapons team on station that may be able to identify the baseners and suppress them. We may also be able to identify the observers and suppress them. We may also be able to identify enemy artillery C2 ratis and attack them electronically since they are now likely to emitting. 4.2.1 Fining smoke and immediate suppression on suspected enemy Out Posts in the tree line north of 6-502 (Eriendly-Situation-Zoomlin-Mines) may give the battailon time to evacuate its wounded and withdraw the two companies that have been detected. We also need to determine what our options are if 6-502 cannot continue the mission. As any in the best course of action might be in the event 6-502 is unable to continue the mission. We need to consider what the best course of action might be in the event 6-502 is unable to continue the mission to TF 4-80. Innable to continue the mission to IF 4-80. Innable to codes to 6-502 and they planned to linkup and pass 6-502 in any case.	4.4.1 The division could assign other supporting fires. The division might also assign attack helicopters units to assist. Finally, CAS could be made available.	adjust Demay need permission to cross the LDLC early. The division may grant permission for all or part of the Brigade to cross or even adjust LD for the attack. They may also restrict us to the original universe which are there because of other restrictions re: CFL, FSCL, RFA, NFA, RFL, etc You should conduct a quick review of these as reflected in Fire Support-Coordination. Fire-Support-Coordination-contd; Fire-Support-Coordination-contd; Fire-Support-Coordination-contd; Fire-Support-Coordination-contd; Fire-Support-Coordination-contd. Fire-Support-Coordination-contd. St.x. TF 4-80 is about 6 KM south of the main body of 6-502 (Friendly-Siluation-Coordination-contd). a. Currently, TF 4-80 is preparing for the attack to cross the LD/LC at 0530. They are still inside the LD/LC. b. At 3 about minutes per kilometer, or 20 KPH, TF 4-80 lead could reach 6-502 in about 18-20 minutes from the time they begin to move. c. if TF 4-80 is used to relieve 6-502, there will be some delay in the TF echieving the mission assigned to it. 8.3.1 6-502 is hard pressed, but should be able to withdraw to cover and concealed positions. Once that is done, the battalion should be able to wait up to three hours for a linkup with TF 4-80. The only caveat to this view is that it is unlikely that the 6-502 could defeat a determined counter attack by the 9th's Tank Battalion in this time.
Wh		Facilitator's Probes	4.2 What else can the Brigade do immediately? 4.3 What are our options for taking OBJ Meade? 4.4 What help could the division provide?		s.1 Will we need permission to send relieving forces? 1. What is the closest heavy force to 6-50.2? 2. What is its' current mission? 3. What is its' current then to arrive at 6-50.2s position? 4. What would be the overall effect on the operation if it is given a mission to rescue 6-50.2. 5.3. How long must the 6-50.2 wait if we execute as planned?
		Thinking Framework / Focus Themes	A. Consider all elements/systems. B. Assets immediately available. C. Asset options for employment. D. Asset availability.		S. Consider timing: A. Friendly Timing. B. Enemy Timing. C. Operational/Tactical Pauses. D. Movement. E. Sustainment/Reple nishment.
w? know?		Doctrinal Linkages / Discussions (if Any)			60% strength. 60% strength.
What do we know? What do we think we know?	Facilitator's Aldes	Orders Data/ "Red Flags"/ Other Vignette			• Intentionally left blank.
		Verbal Vignette Information			e intentionally left blank.

What do we want / need to know?	Facilitator's Aldes	Facilitator's Notes		7.1.1 if you formulated a concept that embodies your solution, consider how trinight read in a FRAGO (in fact, for practice, you might want to formulate a FRAGO (in fact, for practice, you might want to formulate a FRAGO (see FRAGO Format). (Your order should include how you can support 6-502 in solving its invanedate problem—getting out of the beaten zone and now you will support the including an early unit of the beaten zone and now you will support the including an early LD and assigning the 6-502 to another unit. Think through those options including having 6-502 continue the mission. 7.2.1 A feasible linkup site could be at the intersection of two secondary roads that are 2.5 kilonneters west of Milwood (Friendly-Stuation-Zoomin-Mines). It can be found readily enough in the dark. The danger is that if 6-502 is under observation then that road junction is also. The inkup point should be, if possible, the closest covered and/ or concealed point to 6-502. 7.3.1 6-502 still has significant combat power. If the battalion is able to maintain positions south of PD Dollar (Friendly-Stuation-Zoomiou), they are ideally stillared to protect the eastern flank of units moving to envelope OBJ Meade from the west. They may also be able to identify the enemy positions from which they were observed. 7.4.1 The 9th MIID Tank Battalion is the unit best postured to counterstatch and could approach from the northwest moving generally along the watercourse of Stranger Creek or it could strike straight south mount such a counterstack in support of the security zone where the 6-502 is currently embroiled.
		Facilitator's Probes	6.1 What effect may 6-502's dilerman have on the Division Scheme of maneuver? 6.2 Will we have to after the Commaner's concept to save 6-502? 6.3 What may we be able to do to retrieve the situation without attacking early with heavy forces? 6.4 In what way is it accurate to set in what way it accurate to set in what way is it accurate to set that the position in which 6-502 finds itself can be mitigated?	7.1 What must we do to retrieve the situation? 7.2 If we move up our LD time to effect a ground linkup with 6-502, where should that occur? 7.3 If we are denied permission to attack early, what considerations should we make? 7.4 In the event the enemy does counterattack what are the most likely avenues into 6-502's area? 7.5 Has the 6-502 inflitrated the security zone? 7.6 Has the 6-502 inflitrated the security zone? 7.7 How did you visualize this battlefield?
		Thinking Framework / Focus Themes	a. See the bigger picture: A. How our fight fits in the big picture. B. Potential options to after plan. C. Mission accomplishment.	7. Visualize the battlefield: A Accurately— realistic space-time forecast. B. Dynamically— entities change over time. C. Proactively—what can I make enemy do?
ow? re know?		Doctrinal Linkages / Discussions (If Any)	Intentionally left blank.	• As you consider the vignette, envision and describe the battlefield from the beginning to the end. Emerging doctrine suggests these are aspects of leadership common to all commanders (EM 3-0, Visualize, Describe, Direct, Chapter 5, para 5-7 and Figure 5-17. As part of this process, particular attention is drawn to the following discussion found in para 5-9. "Commanders use the factors of METT-TC to assess and visualize the situation. Safe fastinates and collaborative information staring among commanders refine and deepen their situation all understanding. Then commanders wisualize the operation, describe it within their intent, and direct their subordinates toward mission accomplishment. Depending on echelon, commanders examine accomplishment. Depending on echelon, commanders examine accomplishment of operational design and determine factors that
What do we know? What do we think we kn	What do we think we know? Facilitator's Aides	Orders Data! "Red Flags"! Other Vignette	• Intentionally left blank.	• Intentionally left blank.
		Verbal Vignette Information	• Intentionally left blank.	• Intentionally left blank.

Vignette 5: The Attack Begins

What do we want / need to know?	Facilitator's Aldes	Facilitator's Notes	7.5.1 6-502 has failed to infiltrate the security zone. It is under artillery fire called by elements the Dakotan security zone. 7.5.1 Per the doctrinal evolution in FM.3-0, Operations, the acts of visualizing, describing, and directing are aspects of leadership common to all commanders. Reviewing the doctrine on visualizing, describing and directing are aspects of leadership common to all commanders. Reviewing the doctrine on visualizing, describing and directing in the 3-0. Chapter 5, and the graphic (Visulize-Describe-Direct-Lead-Assess), many elements come together in order to successfully envision the battlefield, from beginning to end. One of the important missions you have as a commander / leader is to ensure you understand how your part of the operation interplays with the rest of the force and their missions. One of the best ways to ensure you have a handle on the operations at hand is to get into a habit of taking time to yourself to think the operations at hand is to get into a habit of taking time to yourself to think the operation through from beginning to end. Where you cannot visualize some particular aspect, go to your boss and seek his guidance, his	is what to do in the event 6-502 was detected. Actions which should have planned have driven contingency planning include: conducting immediate reaction contingency planning include: conducting immediate reaction chills based on unit SOP, planning escape / withdrawal routes, planning alternate routes to objective areas, planning for minefield operations (mobility, contempositily, and survivability, planning for additional support assets, planning for the retireval of the situation, etc. 8.2.1 Detailed planning for this mission should include identifying gaps that would enable success. We should also have planned fires to support infiltration and fires and EVM attacks to distript the enemy's C2 system. Additionally, we should have planned MEDEVAC and potential linkup sites to support the 6-502 at Meade or en route.
WW		Facilitator's Probes		8.1 What contingencies should Brigade have considered? 8.2 What issues should we have anticipated when conducting an inflitration?
		Thinking Framework / Focus Themes		Consider contingencies and remain flexible: A Show rich contingency planning. A Anticipation of issues.
w? B know?		Doctrinal Linkages / Discussions (if Any)	will shape the operations. They direct operations through plans and orders and synchronize the BOS throughout the operations. Throughout, commanders personally apply the leadership element of combat power through their presence and impact."	Intentionally left blank.
What do we know? What do we think we know?	Facilitator's Aides	Orders Data/ "Red Flags"/ Other Vignette Information		• Intentionally left blank.
		Verbal Vignette Information		• Intentionally left blank.

FACILITATOR'S NOTES FOR THE THINK LIKE A COMMANDER SCENARIOS

VIGNETTE 6: THE BIGGER PICTURE

Vignette 6: The Bigger Picture

What do we want / need to know?	Facilitator's Aides	Facilitator's Notes	1.1.1 With the Commander's operations order is a bit unclear what you should do in terms of shifting from war to post war operations—wars never and do in terms of shifting from war to post war operations—wars never and do in terms of shifting from war to post war operations—wars never and neatly. After reviewing his intent, guidance, and the enemy / friendly situation maps (Einent-Friendly-Situation). Close-Up) some considerations should come into mind: a. If we slow down or stop, we are likely to have trouble generating momentum to attack again. During Desert Storn CENTCOM issued halt instructions the night before ceasefire and then ordered the resumption of the affack; many units experienced difficulty getting back on the move. b. The Commander probably cannot clarify this situation now. 1.2.1 We still must: a. Continue the attack to include assisting the forward passage of the 25° AD. b. We must deal with apparent Dakotan defections and a potential ceasefire. 1.3.1 Based on the Commander's guidance and a close up look at the situation element—Enemity-Enerdly-Situation-Close-Up), there are probably two high-priority actions: a. Priority #2-Dealing with Dakotan defectors and preparing for a possible cease-fire. 1.4.1 Many Dakotans appear eager to surrander, but troops in contact do not seem inclined to surrander. In short we do not quite know what the Dakotans any do. Commander wants us to attack aggressively, but also warms us that a cease-fire might be imminent (<u>Guidance</u>). 1.4.1 Many Dakotans appear eager to surrander, but troops in contact do not seem inclined to surrander. In short we do not quite know what the Dakotans any do. Commander wants us to attack aggressively, but also warms us that a cease-fire might be imminent (<u>Guidance</u>). 1.4.1 The attack is most assuredly still on. We might consider modifying our efforts to accommodate the possibility of Dakotan collapse. 1.4.1 Perhaps we should ask for clarification of the Commander's he is willing for us to assume. a. He does not want to cu
X		Facilitator's Probes	guidance? 1.1 What are our tasks at this point? 1.2 What are the priorities for these tasks? 1.4 What is the essence of what the Cornmander intend? 1.5 the attack still on? What does the Cornmander intend? 1.7 The Commander indicates there is some fak to us in the current situation. Does he tell us what to do about the risk? 1.8 What if anything should we tell our units?
	,	Thinking Framework focus Themes	1. Keep focus on mission and higher commander's intent: A. Command intent / guidance. B. Mission / tasks. D. Operations priorities. D. Operations Assess.
w? know?		Doctrinal Linkages / Discussions (if Any)	• Transition to post war ops. • References: #Warders 1976, Clappler3, Chappler3, Combat. This vignette allows us to examine the problem of combat. This vignette allows us to examine the problem of managing EPW in the enemy of ongoing operations during which some of the enemy choose to surrender while others do not. FM 27-10 lays out our legal responsibility. It is important to recall that our responsibility to EPW does not extend to risking the lives of our responsibility to EPW does not extend to risking the lives of our sodilers unnecessarily the rule of hostile intent and the right to self-defense remains the basis of our Rules of Engagement. • FM 3-0, Operations. This vignette also causes us to focus of the problem of transition in Full Spectrum Operations. • EM 3-90, Tactics, Chapter 3, The Basics of transition in Full Spectrum Operations in detail.
What do we know? What do we think we know?	Facilitator's Aides	Orders Data/ "Red Flags"/ Other Vignette	• Intentionally left blank.
		Verbal Vignette Information	WARRATOR: You are the Company Commander. Team is on Objective Meade with TF 6/502d. TF 4/25 and 4/80 crossed the LD 10 minutes ago and are pruceeding without factor you TF Ansas that have brought the Dakdars to the regotiating table. Word I get is that we brought the hepotiating table. Word I get is that we conditions go but for now I want of the opposite to the

Vignette 6: The Bigger Picture

What do we want / need to know?	Facilitator's Aldes	Facilitator's Facilitator's Probes	1.8.1 Deciding what to tell our subordinates is important. Stopping the attack at the end of Desert Storm and then attempting to resume the attack proved very difficult.	2.1 Are enemy intentions clear? 2.2 is there any way the enemy enemy enemy enemy and or fight (Enemy-Friendly-Situation). 2.3 works indicators might there be of troops south (Enemy-Friendly-Situation-Close-Up) from the main defensive area? 2.3 What indicators might there be of trouble meaning defection of 2-3k troops south (Enemy-Friendly-Situation-Close-Up) from the main defensive area? 2.4 How might we offer frortline troops south fine meaning the opportunity to surrender? 2.5 What risks to our troops would this may indicate the collapse of the enemy (Enemy-Friendly-Situation). 2.5 What risks to our troops would this may indicate the collapse of the enemy (Enemy-Friendly-Situation). 2.5 What risks to our troops would strike at up to 2 kilometers. Clearly then loudspeaker teams would have to assume some risks to offer surrender. 2.5 What desire one our strike at up to 2 kilometers. Clearly then loudspeaker teams would have to assume some risks to offer surrender. 2.7 What would indicate the enemy regaining its composure? 2.8 How might we offer frortline to a from the main defensive are many screen the movement of an enemy reserves (Enemy-Friendly-Situation). 2.9 How might we offer frortline troops south (Enemy-Friendly-Situation). 2.1 PSYOPS teams employing Dakotan linguists may be used to offer an opportunity to surrender. 2.1 PSYOPS teams employing Dakotan linguists may be used to offer an easume some risks to offer surrender. 2.1 The bulk of the troops we face are Mech and Armor units that may surrender. 2.2 What would indicate the assume some risks to offer surrender. 2.3 What would indicate the several indicators (Enemy-Friendly-Situation): 2.4 How might we offer frontly the law of land warfare to assume any risk — the enemy, if enemy is desire to surrender must demonstrate that intent (Enemy-Friendly-Situation): 2.7 What would indicate the enemy enemy units ceases. 3.8 How might warfare to easume any risk — the enemy, if enemy is able to reconstitute units. 3.8 Flow south by enemy units ceases. 3.9 Flow
		Thinking Framework / Focus Themes	•	2. Model a thinking enemy: A. Patterns of enemy operations. B. Indicators and enemy capabilities may not match. C. Opportunities.
w? know?		Doctrinal Linkages / Discussions (if Any)		Intentionally left blank.
What do we know?	Facilitator's Aides	Orders Data/ "Red Flags"/ Other Vignette Information		• Intentionally left blank.
		Verbal Vignette Information	heading south between PL Kansas and Dime. Kansas and Dime. I guess they don't want to take another night of pounding liet they had last right. The 3 estimates that there are between 2000 and 3000 Dakotan troops heading south under white flags from PL Kansas dega accoss our	"Wast of them are on foot but a few are in open top trucks. So, it is hard to say what will happen when they reach the security zone troops of the 3rd and 9th MIDs. But, for right now the enemy seems to be holding firm between PL Dollar and Dime. You should be prepared for more restrictive rights of PL lows to encourage those fleening froops to encourage those fleening troops to encourage those were caution so the Dakokans don't use this as an opportunity to move over the serial particular to a serial

Vignette 6: The Bigger Picture

				ose-Up). M 27-10) M 27-10) M 27-10) nter nter nt line trace the enemy wo hours inemy- ssist ssist sit of cted and to get an the attack	itterition planning we should we should we some ir. If the south be trying to be trying to
What do we want / need to know?	Facilitator's Aides	Facilitator's Notes		3.1.1 Review the terrain in the enemy / flendly situation maps again [Enemy-Frendly-Situation and side Enemy-Frendly-Situation-Close-Up) [Several considerations in choosing EPV collection points (see FM 27-10) [Include] a. We must consider ease of movement to and from the site. b. Our ability to protect the EPW from the elements. c. Our ability to shelter EFW from the elements. 3.1.1 Terrain (Enemy-Friendly-Situation-Close-Up) directly effects "straggler" movement it will be several hours -2.4 - before we should encounter stragglers making their way south to surrender. 3.3.1 Terrain (Enemy-Friendly-Situation-Close-Up) along the front line trace of the enemy will lend to canalize stragglers, which may facilitate the enemy and if we advance to the "be prepared" limit of advance (LOA) (Enemy-Friendly-Situation-Close-Up) where we should be able either to assist forward passage of the follow-on force or assume the defense. 3.5.1 A review of the ground vichlity PL IOWA (Enemy-Friendly-Situation-Close-Up) indicates several terrain considerations you should think of Comments-PL-lowa We want to assure that our troops are protected and able to continue the attack north or defend as required. We need to get at a deats as far forward as PL IOWA to be on ground that supports either attack and allowed to the analyst and a force or assume the desire and and able to continue the attack north or defend as required. We need to get at a fewered as PL IOWA to be on ground that supports either attack and allowed to the analyst as and a fewered to get at a fewered as PL IOWA to be on ground that supports either attack and and allowed to the analyst and the supports either attack and allowed to the analyst and the supports either attack and allowed to the analyst and the supports either attack and and allowed to the analyst and and allowed to a ground that supports either attack and and allowed to a ground	4.1. Existing ROE (ROE) and FM 27-10. The Law of Land Warfare. requires protection of prisoners. Food, water and basic medical attention must be provided as well. This effort will require careful thought, planning and execution. 4.2.1 Units that may be able to help include: 4. More Company in one hour. 5. Courrier-intelligence support from Division is necessary-we should ask for their help 6. CAPSYOPS and will certainly prove useful PSYOPS loudspeaker units may prove essential to our efforts. 4.3.1 We may need help from Division transportation; but also have some transportation in the Brigade Support Area. We need to frame our requirements for EPW support clearly. 4.3.4 Recall from an earlier wignette what a CFL is (CFL-Definition). If the Commander believes that the ROE might change moving the CFL south enables every unit from ours up to fire on the Dakotans who may be trying to
×	Facil A	Facilitator's Probes		establish EPVV collection points? 12 How will terrain affect movement of those seeking to surrender? 13. How will terrain effect enemy efforts to regain control of his troops? 14 If a ceasefre really happens in two hours where would we want to be? Where are we likely to be if we continue to attack "aggressively? 15 In what way might terrain drive our consideration of how to continue the attack?	4.1 What will we need to handle as many as 1500 EPW or more? 4.2 What assets are available to assist in processing prisoners? 4.3 Can Division get additional help from Corps? 4.4 Why has the division moved the CFL south? 4.5 What should we do about this adjustment to the CFL?
		Thinking Framework // Focus Themes		3. Consider effects of terrain. A. EPVV considerations of terrain. B. Terrain affects movements. C. Use terrain to advantage. D. Terrain often offives tactical courses of action.	4. Use all assets available: A. Use of special assets, i.e., EPVV control. B. Consider all elements' systems. C. Use all assets available to the best available to the best available to the best available to the destandage. D. Affects on operations of graphic control measures and use of assets within those measures.
v? know?		Doctrinal Linkages / Discussions (if Any)		• Intentionally left blank.	Intentionally left blank.
What do we know? What do we think we know?	Facilitator's Aides	Orders Data/ "Red Flags"/ Other Vignette Information		• Intentionally left blank.	• intentionally (eft blank.
		Verbal Vignette Information	to booster the security zone."	So your mission remains the same at this time. The more aggressive we are the more higher will get out of the Dakotans at the negotlating table, however you need to be prepared to process a lot of EPW once you get up to Pt. Lowa. You should be prepared to have Pt. Iowa become your limit of advance.	This ends the verbal vignette information.

Vignette 6: The Bigger Picture

What do we want / need to know?	Facilitator's Aldes	Facilitator's Facilitator's Notes	surrender. 4.5.1 We should ask the Commander what his intent is for the CFL. Is it possible that moving the CFL south was a mistake?	3.1 What is the key to understanding the relation of timing to the guidance the Commander gave? 5.2 What effect does time have on our operations? 5.3 Should the possibility of ceasefire cause us to adjust our tactical plan at this juncture? 5.4 What effect, if any, will the EPWs have on our operation? 5.5 Might the necessity to manage EPWs (by needing to move them rapidly to the rear) effect the	passage of the 25th AD? 5.6 Do we have adequate time to set conditions for the passage of the 25th AD? 6.1 Given task 1 to continue the attack; what is the minimum we must seek to achieve in the next two hours? 6.2 If we are directed to continue the attack, how should we position the attack, now should we position the Bde upon reaching PL IOWA to: 2. Provide the best possible array of forces? 3. Provide the greatest level of force protection? 4. Provide the greatest level of force protection? 5. Position the Bde to resume the offensive if tasked? 6. Position the Bde to casume the offensive if tasked? 7. A summanders' to take if the enemy regains control of his major units North of PL IOWA?
		Thinking Framework / Focus Themes		6. Consider timing: A. Friendly Timing. B. Enemy Timing. C. Operational / Tactical Pauses. D. Movement. E. Sustainment / Replenishment.	6. See the bigger plcture: A. Affects of command guidance / intent on operations. B. Timing of operations affecting of operations affecting out out to portain or. C. Positioning of units during battle. D. COAs. E. How our fight fits in the big picture.
w? know?		Doctrinal Linkages / Discussions (if Any)		Intentionally left blank.	Orders data discusses the forward passage of the 25" Amorded Division as an event to follow this operation. How were prepare to position ourselves, how the graphic control measures (e.g., H CFL) are dealt with, and how the enemy is arrayed all affect the passage.
What do we know? What do we think we know?	Facilitator's Aldes	Orders Data/ "Red Flags"/ Other Vignette		• intentionally left blank.	• Intentionally left blank.
		Verbal Vignette Information		Intentionally left blank.	intentionally left blank.

Vignette 6: The Bigger Picture

What do we want / need to know?	Facilitator's Aldes	tor's Facilitator's Notes	irive as new A FRAGO effort and planning for either of the above mentioned missions might be prudent for the Bde Commander and staff.	gains control of 7.1.1 The enemy security zone appears to extend from just north of PL ballas to just north of PL Kansas & depth of about 15-20 Kms. 7.2.1 The enemy develops deep security zones in order to screen their main derhase and disrupt our attack to the NW. Depth affords them flexibility and provides them some protection from our artillery. 7.3.1 The danger that the intent to surrender among the Dakotans is not universal poses fisks to non-combat units involved in the forward passage. 7.4.1 On the best defensive ground immediately north objective Meade that will facilitate the forward movement of the 25th AD. The intent is asge of the 25th Meade that will facilitate the forward movement of the 25th AD. The intent is asge of the 25th To provide maximum flexibility for that unit commander as he passes through the Bde zone. 7.3.1 Each Attack formation should establish an initial EPW collection points off the high-speed avenues of approach and to the rear of their advanced units. We should select EPW collection points on terrain that provides cover from direct fire. FM 27-10, The Lav of Land Waffare (see FM 27-10). FEWAs captured 7.3.1 Assault units should use initial collection points on the flanks of their should select EPW collection points of their advanced avenues of approach to Objectives Sword and Meade dear for the attack diversely on the shellered creek bottoms etc.) The intent would be to keep the high-speed avenues of approach to Objectives Sword and Meade dear for the attack formations and subsequently for the forward passage of the 25th AD. 7.3.1 Per the doctrinal evolution in EM 2-0. Operations, the acts of visualizing, describing, and directing are aspects of leadership common to all commanders. Reviewing the doctrine on subalizations the operation interplays with the rest of the force and their important missions. One of the important missions you have a sommander of the order of the force and their missions. One of the best ways to ensure you have a handle on the operation through	to develop an a.1.1 If we are able to defeat the enemy security zone forces quickly, we are opportunities may be able to take advantage of apparent defections to penetrate the main defense are enough east to careate an assailable defense. has deployed a.1. The Unidentified tank battalion in the northwest quadrant of the zone is the most immediate threat to our efforts.
		Facilitator's Probes	action, if required, drive as new mission for the Bde?	1.1 If the enemy regains control of his units north of his security zone where and what size are his mobile reserves? 7.2 What is the approximate depth of the enemy security zone? 7.3 Why is the enemy security zone? 7.4 What effect does the possible surrender of Dakotan forces have on the forward passage of the 25th ADT in the heavy security and reliable the passage of the 25th ADT into the passage of the 25th ADT into the attack? 7.5 Where should EPWs and refugees does NOT impact adversely on the forward movement of the 25th ADT invard movement of the 25th ADT in the add you envision this battlefield?	a.1 Given the intent to develop an assailable flank what opportunities may develop as a consequence of the way the enemy has deployed in the security zone?
		Thinking Framework I Focus Themes		7. Visualize the battlefield: A. Accurately—realistic space-time forecast. B. Dynamically—entities change over time. C. Proactively—what can I make enemy do?	8. Consider contingencies and remain flexible: A. Enemy security zone
w? know?		Doctrinal Linkages / Discussions (If Any)		• As you consider the vignette, envision and describe the battlefield from the baginning to the end. Emerging doctrine is suggests these are aspects of leadership common to all commanders (EM 3-0.) Visualize, Describe, Direct, Chaptre 5, para 5-7 and Figure 5-1): As part of this process, particular attention is drawn to the following discussion found in para. 5-9. "Commanders such factors of METT-TC to assess and visualize the attuation. Staff estimates and collaborative information assess and visualize the situational understanding. Then commanders visualize the commanders visualize the commanders visualize the commanders visualize the accomplishment. Depending on echelon, commanders seamine various elements of operations. They direct operations of operations determine factors that will shape the operations. They direct operations of design and determine factors that will shape the operations. They direct operations that will shape the operations. Throughout, the operations personally apply the leadership element of combat power through their presence and through their presence and through their presence and	Intentionally left blank.
What do we know? What do we think we know?	Facilitator's Aides	Orders Data/ "Red Flags"/ Other Vignette Information		• Intentionally left blank.	 Intentionally left blank.
		Verbal Vignette Information		blank.	Intentionally left blank.

Vignette 6: The Bigger Picture

What do we want / need to know?	Facilitator's Aldes	Facilitator's Notes	9.3.1 We have air and artillery that may be used to interdict the movement of that forces. We may also be able to encourage the Dakotan defectors to move south. This is a move, which may interfere with the movement of that tank betalant. As a move, which may interfere with the movement of that sax,1. We may need to ask Bge for reinforcing combat power from the Div Rear to reinforce MPs. They will likely come across stay behind elements interspersed with the refugees and potential EPW's (see FM 27-10). As the main effort we should be able to obtain whatever support is necessary.
W		Facilitator's Probes	itingency planning. B. Use of all and assisting the forward passage and assisting the forward passage of the 25th AD? C. Procedures for a 3. What are the means we have developed or should consider for hypassed forces or groups of POWs?
		Thinking Framework / Focus Themes	operations affects on contingency planning. B. Use of all means available. C. Procedures for handling of bypassed forces or POWs.
v? know?	instantantary propriet and an extensive failure of the parameter and the contract of the contr	Doctrinal Linkages / Discussions (if Any)	
What do we know? What do we think we know?	Facilitator's Aides	Orders Data/ "Red Flags"/ Other Vignette Information	
		Verbal Vignette Information	

FACILITATOR'S NOTES FOR THE THINK LIKE A COMMANDER SCENARIOS

VIGNETTE 7: LOOKING DEEP

What do we want / need to know?	Facilitator's Aides	Thinking Framework / Facilitator's Facilitator's Notes Focus Themes Probes	insistion and trighter course of actions insistion and the near IIII so the near IIII so the near IIII so commander's intent commander's intent commander's intent commander's intent courses of actions and area recombissance. But the MICE and BRT Organization provider is to conduct a completion. 2. Our ercon, would an area and area recombissance. Buth the MICE and BRT Organization provide and area recombissance and sequels. 3. A Enemy COA and the merit is a conflict and area area and area recombissance and sequels. 4. A Enemy COA and a marea appropriate area and area recombissance and sequels. 5. Opportunities. C. Mission D. Options— Branches and Sequels. 1.4 Can we still complete our succession and the with a completion. 1.5 When and how is the BRT Commander of contaminated areas. Locate bygassas to all natural or mammade obstances or ging to hard over that it may be a marea and sequels. 1.4 What do we need to provide the Bde Commander? 1.5 When and how is the BRT Commander. 1.6 Can we still complete our completion. 2. Classify all bridges, underpasses, overpasses, and culverts. 2. Conduct rough escondariassance and serior of contaminated areas. 3. Chical tasks associated with 20the aspertitude of the ground recommissance of a 2x2 km area in two organity of the ground recommanders are required. 3. Options— 3. Chical tasks associated with a ground recommander of contaminated areas. 3. Chical tasks associated with a ground recommissance of a 2x2 km area in two organity of the ground recommissance of a 2x2 km area in two organity of the ground recommissance of a 2x2 km area in two organity of the ground recommanders are required. 3. Man is short duration (less than 12 hours) OPs. 3. Man is short duration (greater than 24 hours) OPs. 3. Man is short duration (greater than 24 hours) Ops. 3. Man is short duration (greater than 24 hours) Ops. 3. Man is short duration (greater than 24 hours) Ops. 3. Man is short duration (greater than 24 hours) Ops. 3. December of the grounder of a greater of	2. Model a thinking 2.1 What do the enemy actions enemy: A. Enemy actions to this point indicate? A. Enemy actions to a possible enemy actions are there shape the battle.
IOW? Ve Know?	. 5	Doctrinal Linkages / Discussions (if Any)	FIM 3-90.3. The Mounted Brigade Combat Team, is the main source for information on the BRT. FIM 3.0. Operations, is rich with insight into the development and execution of operations that would lead thoughtful soldiers to considering transitions, enemy actions, terrain and therefore branches and sequels as an insilicitual part of how we operate. See Chapter Five. FIM 3-0 particularly for the Lead-Assess model and Chapter Six EM 3.0, which includes an important discussion on why we develop contingency plans or branches to contingencies or options built into an operational design either to exploit success or counter enemy actions.	Intentionally left blank. Electric control of the control
What do we know? What do we think we know?	Facilitator's Aldes	Orders Data/ "Red Flags"/ Other Vignette Information	• Intentionally left blank.	 Intentionally left blank.
		Verbal Vignette Information	NARRATOR: You are the brigade recon team commander conducting flank screen on the east of the brigade sector. Task Force 6-502 began their infiltration across the LD at 2000, the enemy s forward reconnalissance platoons in front of 2" Brigade began withdrawning to their subsequent prepared positions. The platoons in front of 2" Brigade began withdrawning to their subsequent prepared positions. The platoons in front of 1" and 3" Brigades sequent prepared positions. The and 3" Brigades sequent prepared positions. The and 3" Brigades remained in position." "At approximately 2300, division began reporting a thickening of enemy at idefense weapons forward of Phase Line Dime. These included SA-13s and 2.56s from the remnants of the forward brigades' air defense batteries."	"At least three SA- 15s from the remnant of 9th Division's Sam regiment have also

	What do we know? What do we think we know? Facilitator's Aldes Orders Data/ Discussions Information Information -B. Indicators to a counterattack? The most likely enemy counterattack? Or could this be a deception? C. Timing of friendly to enemy ops. C. Timing of friendly movements are we hearing about? 2.3 Do any of these indicators is a deception? 1.4 What dowe where the straing about? 2.5 Do any of these indicators and the enemy ops. 2.6 The most likely enemy counterents are we hearing about? 2.7 Do any of these indicators and the most likely enemy counterents indicators and the straing about? 2.4 What other enemy movements indicate? 2.5 Do any of these indicators and the enemy	Intentionally left blank. blank. blank. A. Consider effects of terrain. A. Consider terrain from the enemy perspective. B. Examine how terrain may afford opportunity. C. Consider terrain from the enemy perspective. C. Consider terrain enemy perspective.		Facilitator's Facilitator's Aldes Orders Data! "Red Flags"! Other Vignette Information of Information	Doctrinal Linkages / Discussions (if Any) If Any) Intentionally left blank.	Focus Themes Focus Themes Focus Themes B. Indicators to a counterstack. C. Timing of friendly to enemy ops. A. Consider terrain A. Consider terrain from the enemy perspective. B. Examine how terrain may afford opportunity. C. Consider terrain effects on our operations	ğ L	a. Movement of air defense assets. b. 9th MID tank battalion moving southeast. c. Unidentified Mech battalion moving southeast. d. Two AT batteries taking up positions in the vicinity of OBJ Meade. e. Movement of artiliery. 2.3.1 No, the major indicators do not enable us to draw a firm conclusion yet. The enemy may be thickening his security zone or actually contemplating a counteratack. Although, considering the five indicators above, it looks like a possible enemy counteratack. 2.4.1 There is significant enemy activity in the eastern part of our sector (Enemy-Eleuphy-Situation). The CAR of 42nd IMIBR, one UI Mech battalion and two AT batteries are all moving south or southeast toward the eastern part of our sector. 2.5.1 While enemy intentions are not yet clear, this movement suggests the enemy is trying to secure his seatem flank. It is possible the enemy is trying to create an assailable flank as we move north. 2.5.1 At a rate of movement of 2 minutes per kilometer, the SH MID tank battalion will reach OBJ Meade in 30 minutes (Enemy-Friendly-Situation). The 6-502 moving at the rate of 4 Kilometers per hour will arrive 30 minutes later. 3.1.1 The focus should take the quickest route. 3.2.1 You should take the quickest route. 3.2.1 The focus should be on the 9° Tank Bn, NW of objective Meade. 3.3.1 The terrain offers marginal cover and concealment.
Orders Data/ The diage**	Intentionally left blank. I	(CO):	battalion of the 9th			D. Use terrain to	Old William and College	
		Facilitator's Aldes Order Data/ Order Da		Hat do we think we	know?		ĐU LIĐ	ed to know?

			loi Air	ime as a more than the commo	the UI
What do we want / need to know?	Facilitator's Aldes	Facilitator's Notes	4.1. Since we are the Division main effort, we can call on Division resources. Division has fat better resources for tracking the stank resources.	bartalion (Enemy-Ficiality-Singland), than bursons, roll of the Charlement of Charleme	5.1.1 At a rate of 2 minutes per kilometer the lead tank battallon can reach OBJ Meade (<u>Enemy-Friendly-Situation</u>) in 30 minutes. If the Ul Mech battallon spotted 11 kilometers north of OBJ Meade turned due south, it could reach OBJ Meade in 22 minutes.
Wha	Œ.	Facilitator's Probes	41 What assets do we have that are not presently assigned	to the Bde that we could use to track or interdict the movement of the 8th MID tank battallon? 4.2 Does the BRT have sufficient assets to carry out the mission? 4.3 What other assets does the Bde have? 4.4 What support will the BRT need from the Brigade in order to accomplish this mission?	5.1 if the enemy is planning to counterattack 6-502, how long will it take him to get to OBJ Meade?
		Thinking Framework / Focus Themes	4. Use all assets avallable:	A. Consider all elements' systems.	5. Consider timing: A. Friendly Timing. B. Enemy Timing. C. Movment in
W? know?		Doctrinal Linkages / Discussions (if Any)	Intentionally left blank.		Intentionally left blank.
What do we know?	Facilitator's Aides	Orders Data/ "Red Flags"/ Other Vignetts	• Intentionally left	, dan ka	Intentionally left blank.
		Verbal Vignette Information	The 9th's tank batterion has been moving down stranger Creek under terrain shielding and good coverage by air defense, smoke and radar jamming."	sporator browdy or their movement, but believe they are ournerfly in the position shown, heading east-southeast. Simultaneous with these units, an unidentified battalion-sized unit of BMPs and tanks began moving southeast from the vicinity of Phase Line Kansas. They are accompanied on their west flank by an anti-tank companied on their west flank by an anti-tank companied on their west flank by an anti-tank company of ATGM launcher vehicles. We believe that these are units put together from units put together from units that were previously destroyed."	"All of these things that have happened over the past four hours indicate that 9

What do we want / need to know?	Facilitator's Aldes	Facilitator's Facilitator's Probes Notes	5.2 How long will it take for 6- in the control of	How do enemy movements 4.1.1 The movement of additional combat forces south into our zone thave been reported affect the Commander's intent to create an assaliable flank within our zone. Have enemy actions 1.2.1 Yes, if the 9" MID tank battalion reaches OBJ Meade (Enemy-finderatily affected the gade plan? What other conclusions of a deception plan. (See above).	What may the enemy 7.1. The movement to the southeast of the CAR of 42nd IMIBR and the and or what is a 1.1 Mech battalion coupled with the appearance of AT units north and northeast of Meade (Enemy-Friendly-Situation) suggests that the enemy is strength-steining his led to reastern flank. He will either protect that flank or create the conditions for a counterattack. We shift west, taking and holding Meade protects our flank (Enemy-Friendly-Situation). 7.1. OBJ Meade is essential to the Bide no matter what we decide. If we shift west, taking and holding Meade protects our flank (Enemy-Friendly-Situation). 7.1. The continued east movement of the 9th Tank Battalion and associated elements. 7.2. Per the doctrinal evolution in EM 3-0. Operations, the acts of visualizing, describing, and directing are aspects of leadership common to all commanders. Reviewing the doctrine on visualizing, describing and directing are aspects of leadership common for all commanders. Reviewing the doctrine on visualizing, describing and directing in EM 3-0. Chapter S. and the graphic (Visualizing, Lead-Assess).
		ork /	space. 502 to get to OBJ Meade? 502 to get to OBJ Meade? 532 How long before we have it start the mission (i.e., the zone recon)? 54 How long will the mission last?	6. See the bigger that have been reported affect A. How our fight fits the Brigade? Commander's intent. Brigade plan? a.3 What other conclusions might be drawn from indications might be drawn from indications of the enemies' activity?	7. Visualize the intend or what is a consequence of what we see? A Accurately— A Accurately— A Accurately— A Consequence of what we see? Consequence of what we see? To is taking Objective Meade essential no matter what we essential no matter what we essential to more than the constitutes change over time. The order with the enemy drop counterattack from the east? The weak of the counterattack from the east? The weak of the counterattack from the east? The weak of the counterattack from the east?
		rinal Linkages / Discussions (If Any)	space.	Intentionally left blank. 6. See picture: A H A I in the big	the vignette, the beginning to a decirine the beginning to a decirine a saspects of n to all no no and a saperts of As para for a pa
What do we know? What do we think we know?	Facilitator's Aldes	Orders Data/ Doct "Red Flags"/ [Other Vignette Information		• Intentionally left • Intention blank.	Intentionally left e- As you consider blank. Parvision and describents battlefield from the the end. Emerging species these an leadership commo commanders (EM Describe, Direct, C 5-7 and Figure 5-1 this process, partic drawn to the follow found in para. 5-9. " Commanders us METT-TC to assee the situation. Staff collaboration. Staff
		Verbal Vignette Information	MID has restored sufficient command and control to take aggressive action." At this time, we think that action could either be a coordinated delay against our attack or a counterattack on the east flank of our attack." "That ends my briefing, sir."	The time is 0300 hours. The 2 rd Brigade commander, through the night battle captain, directs the brigade recon team to conduct zone recon between PL DOLLOR and PH IOWA to identify enemy intentions.	• Intentionally left blank.

What do we want / need to know?	Facilitator's Aldes	Facilitator's Notes	the battlefield, from beginning to end. One of the important missions you have as a commander / leader is to ensure you understand how your hand of the operation interplays with the rest of the force and their missions. One of the best ways to ensure you have a handle on the operations at hand is to get into a healt of taking time to yourself to think the operation through from beginning to end. Where you cannot visualize some particular aspect, go to your boss and seek his guidance, his vision.	8.1.1 Several sections in <u>FM 3-90, Tacilics</u> , lays out the development of foreisive courses of action (e.g., <u>Chi. 2., Common Offerisive Planning and Strip (e.g., Planning an Affack). The manual stipulates that a valid course of action is one that considers and is able to defeat any likely course of action. Our current plan does not include explicit consideration of possible enemy reactions. 8.2.1 We can expect to return to a screen mission after a period of returbishment or reconstitution.</u>
W		Facilitator's Probes		8.1 Should the Bde order include confugency planning for blanches and sequels? 40 Exact the BRT Commander, what subsequent missions can we expect to be given?
		Thinking Framework / Focus Themes	•	8. Consider contingencies and remain flexible: A. Show rich contingency planning.
ow? ie know?		Doctrinal Linkages / Discussions (if Any)	among commanders refine and deepen their situational understanding. Then commanders visualize the operation, describe it within their intent, and direct their subordinates toward mission accomplishment. Depending on echelon, commanders examine various elements of operational design and design and intentions through plans and orders and synchronize the BOS throughout the operations. Throughout the operations. Throughout the operations. Throughout the operations in the BOS throughout the operations. Throughout commanders personally apply the leadership element of combat power through their presence and impact.	Intentionally left blank.
What do we know? What do we think we know?	Facilitator's Aides	Orders Data/ "Red Flags"/ Other Vignette Information		Intentionally left blank.
		Verbal Vignette Information		Intentionally left blank.

FACILITATOR'S NOTES FOR THE THINK LIKE A COMMANDER SCENARIOS

VIGNETTE 8: BEFORE THE ATTACK

		Facilitator's Notes	for now best to accelerate our efforts to clear the enemy up to PL lowa. 1.2.1 DL lowa may not be the best choice. If BHL is at PL Dime then we are able to occupy OBJs Lee and Hill, which are on the best ground to facilitate forward passage. 1.3.1 We should recommend to CG that a line further north be established as BHL. PL Dime may be the soundest choice from our point of view. 1.4.1 Fundamentally, enemy actions drove this decision. The enemy has been able to prepare his defense more rapidly than anticipated. The Corps CG wants to accelerate the plan to preclude our having to attack more fully developed positions. 1.5.1 Division can go up to Corps to request additional artillery and ATK AVN support. We must begin the shaping fight as quickly as possible to underscore the advantage of moving more quickly to agrage the enemy defenses before they can be completed. One of the most responsive ways to do this is to mass more effects. (Tube, Rocket artillery, ATK AVN PSYOP, etc.)	21.1 X Corps G2 reports the Dakotan 2 nd Mech Army is preparing its main defenses more rapidly than we estimated. The Corps GG wants to accelerate the time in order to commit 25° AD prior to the enemy completing his preparations. 22.1 9° MID forces south of PL Kansas remain a matter of concern. 9° MID and remnants of other units constitute the security zone and the 1° echelon defense for the Dakotans (Enemy Situation). X Corps requires that enemy forces be defeated in order that 25° AD does not have to fight through them to reach the enemy's main defense. 23.1 GA has explicitly said we must eliminate all 9° MID forces south of PL Dime (<u>Guidance</u>). 24.1 in our zone south of PL Dime there are 14 motorized platoons presently in the security zone (<u>Security-Zone-Ops</u>). There is also a company sized
What do we want / need to know?	Facilitator's Aides	Œ.	1.1.1 Our LD will be no earlier per the CG's request, but we can beging how best to accelerate our efforts to clear the enerny up to PL low are to accelerate our efforts to clear the enerny up to PL low best to accelerate our efforts to clear the enerny up to PL low energy on the best down and to accept VOBJs Lee and Hill, which are on the best ground to far forward passage. 1.3.1 We should recommend to CG that a line further north be estable and PLL. PL Dime may be the soundest choice from our point of view. 1.4.1 Fundamentally, enemy actions drove this decision. The enem been able to prepare his defense more rapidly than anticipated. The CG wards to accelerate the plan to preclude our having to attack more developed positions. 1.5.1 Division can go up to Corps to request additional artillery and A support. We must begin the shaping fight as quickly as possible to underscore the advantage of moving more quickly to engage the ene defenses before they can be compitted. One of the most responsive do this is to mass more effects. (Tube, Rocket artillery, ATK AVN PS) etc.)	2.1. X Corps G2 reports the Dakot defenses more rapidly than we estit defenses more rapidly than we estit the time in order to commit 25° AD preparations. 2.1. 9" MID forces south of PL Ka and remnants of other units constitudense for the Dakotans (Enemy 5 forces be defeated in order that 25° forces be defeated in order that 25° to reach the enemy's main defense. 2.3.1 CG has explicitly said we mus Dime (Guidance). 2.4.1 In our zone south of PL Dime in the security zone (Security-Zone-
		Facilitator's Probes	1.1 What are some of our options to support higher intent? 1.2 Is PL lowar the best choice for the Battle Hand Off Line (BHL)? 1.3 If PL lowa is the best choice for BHL what must we do? 1.4 Myry has the decision to go early been taken and how does this effect the CORPS 1.5 What additional effects support will be required to facilitate moving the attack up earlier?	21 On what basis has the X Corps Commander determined to accelerate the time of commitment for 25" AD? 22 What issue in our sector continues to concern the X Corps and 55" Mech? 23 What 9" MID formation has the 55" Division stipulated that we must eliminate?
		Thinking Framework / Focus Themes	1. Keep focus on mission and higher commander's intent: A. Command decisions. B. Mission options. C. Battle Handoff. D. Commander's intent. E. Battle planning.	2. Model a thinking enemy. A. Adjust to enemy actions. B. Enemy security zone. C. Enemy reinforcing elements. D. Enemy options.
now? we know?	8,	Doctrinal Linkages / Discussions (If Any)	• This vignette allows us to focus on two important issues—battle command and support of a forward passage of lines (FPOL). According to FM 3.0. Operations, Chapter 5. "Battle command is the exercise of command is the exercise of command is the exercise of command in operations against a hostile ormand demands decisions that are both timely and more effective than those of the enemy. The Corps commander is enemy. The Corps commander is enemy. The Corps commander is preparations in order to assure that we attack before they are fully prepared. This decision also supports maintaining our tempo. Tempo is not a matter of absolute speed, but rather pace in relation to that of the enemy.	Intentionally left blank.
What do we know? What do we think we know?	Facilitator's Aides	Orders Data/ "Red Flags"/ Other Vignette	• Intentionally left blank.	Intentionally left blank.
		Verbal Vignette Information	NARRATOR: You are the company commander. At 1530 on the 20th the Division Commander received an intelligence briefing. The conclusion of this briefing was that the Dakotans second Mech amy was building their defenses north of PL Kansas much faster than we anticipated. His G2 cautioned that every hour of delay in our attack would multiply our casualties suffered. The commander's directly was: "I want 1st BDE to execute their counter attack as soon as possible,"	The BDE CDR then initiated a Net Call with commanders of TF Hawk, Condor, and Eagle. The TF Hawk Commander said his preparations were complete and only needed a 4 hour warning to move out. The TF Condor commander said he could definitely but that

<u></u>				a o ac
What do we want / need to know?	Facilitator's Aldes	Facilitator's Notes	combined arms reserve on objective Lee and an air defense battlery. 2.5.1 The remnants of the 9° MID constitute the security zone of the 2° Mech Army. Because the enemy is completing preparation quickly the security zone forces could be withdrawn or may delay. 2.6.1 There is an unidentified tank battalion 10 km north of OBJ Lee, a company sized combined arms reserve and an infantry company in the vicinity of Atchison. 2.7.1 2° Mech Army has committed the 3°d and 9°d MID and 2°d TD in the 1°d echelon of their defense. 2°d TD and 10° MID form the main defense. This echelon of their defense, 2°d TD and 10° MID form the main defense. This leaves 42rd IMIBRS could indicated to counterafted to maintain the 1°d echelon or remain in reserve in support of the main defense. 2°d Mech Army could also push forces south to strengthen the security zone though there are no indicators they are doing this.	13.1. Obviously to seize OBJs Lee and Hill we need to advance north of PL lowa (Enemy-Situation). Since the BHL is a de facto limit of advance we may wish to ask the lime be redrawn far enough north to assure the directive to complete destruction of the 9" MIO. 13.1. The Division CG stipulated that he would deal with enemy units north of Dime while we would be responsible for enemy units south of PL Dime (<u>Guidance</u>). Therefore we must consider reaching Dime and clearing the enemy in zone essential to meeting the CG's infent. 13.1. We may wish to assign objectives that will assure that we destroy indentified units north of DBJ Lee & Hill. We may also consider coordinating a limit of advance at kilometer or so beyond Dime to assure we have met the Division CG's guidance (side OV/08-011-2311). 13.1. We should choose sites far enough south of PL lowa to facilitate 25th AD crossing PL lowa in sound tactical formations. We must also be able to maneuver far enough east enable to 25th AD to have already crossed Actions-on-transition. 13.1. We should position the artillery as close to the BHL as is tactically ammunition we should position within 5 km of the BHL. 13.1. We would require attack helicopter support and then would not be able to assure that the enemy north of PL lowa was destroyed.
M		Facilitator's Probes	24 What 9" MID forces are south of PL. Dime now? 25. What is their function and how might the enemy's more rapid preparations affect them? 29. What reinforcing forces does 9" MID have that could effect our fight? 27. What options might the enemy have that would make our problem more difficult?	at Although the BHL has been moved south of PL lowa we have not been given a limit of advance. How for north should we go? 3.2 How far north must we go to met the GG's intent? 3.3 What control measure might we want to consider to assure that we have cleared the enemy as for north as PL Dime? 3.4 Where are some of the logical sites for establishing passage points and passage logical sites for establishing passage points and passage assage points and passage assage how for north must we position tube artillery to support battle hand off? 3.5 How do we meet the CG's intent if we are not able to have the BHL moved north.
		Thinking Framework / Focus Themes		3. Consider effects of terrain. A. Use the terrain to best effect. B. Consider how terrain may be used to facilitate future operations.
now? we know?	S	Doctrinal Linkages / Discussions (if Any)	`	• This vignette also requires us to work through the issues associated with meeting the intent to destroy 9th MID units in our zone and supporting FPOL of the 25th M.3-20, Tabelies, spells out planning considerations for offensive operations and also those for supporting a froward passage of lines (e.g., Ch.3., Common Offensive Planning Considerations, Para 3-110 to 3., Considerations, Para 16-210 to 16-30, Anong other things we are responsible for selecting passage ines, passage points and providing fires and other winds of support to the passing unit assumes control of fires and the zone, and we will respond to his calls for fire. We could also be tasked to provide
What do we know? What do we think we know?	Facilitator's Aides	Orders Data/ "Red Flags"/ Other Vignette		• Internionally left blank.
		Verbal Vignette Information	he would have to decide when with his staff and subordinates. The subordinates. The TF Eagle commander said it would be risky for him to start his attack earlier than planned, he would prefer to move the battle hand off line further south rather than try to coordinate a significant change in timing at this point in time. He added in timing at this point in time. He added in the Stome elements of the Sth Millo might remain a threat to Hawk and Condor if this was done	agreed to this restriction. The Commander told him however that he must do everything possible to eliminate the 9th MID prior to the forward passing of lines. TF Hawk would be facing a suff enough battle against the enemy's main defensive bett without having to worry about the 9th. At 1615 a second conference call with the principle commanders and staffs reached the decision that TF Hawk and Conference would condor

Vignette 8: Before the Attack

What do we want / need to know?	Facilitator's Aides	Facilitator's Notes		A.1.1 If we can get General Support Aviation we could air-assault 6-502 into ObJ Marade (Enemy-Situation) which will enable them to meet the accelerated timeline (<u>Guidance</u>). 4.2.1 We could adjust our concept of the operation to conduct a frontal attack of the security zone and therefore more quickly overwhelm the enemy. 4.3.1 We may want to have 6-502 and TF 4-81 begin preparing passage lanes during the firal assault on Lee and Hill. 4.4.1 We have adequate artillery for the attack as originally planned with 1FA an in direct support and a second reinforcing (<u>FA-Tactical-Missions</u>). Given the new timeline we may wish to ask for additional reinforcing artillery to support rapid destruction of identified enemy forces. 4.3.1 The Division Commander has retained release authority for long duration scalaterable mine fields. We would have to make the case for an effort using this asset to support our maneuver. 4.6.1 Given that we are able to frack the movement of the 8th MID Tank Battalion east southeast along Stranger Creek we could use scatterable mines to inhibit that unit's movement.
		Facilitator's Probes	·	4.1 What are some assets from outside the briggede that would enable us to meet the CG's intent on the accelerated timeline? 4.2 Given what we know about the enemy are there ways to bring all of our assets to bear more quickly? 4.3 How else might we use our resources to assure meeting the accelerated time for battle handof? 4.4 What other assets might we accelerated time for battle handof? 4.4 Nant other assets might we accelerated the asset to support cleaning the 9" MID more quickly? 4.5 Given that we are accelerating the timing of the accelerating the timing of the counterstands the timing of the scatterable mine fields in support of our shaping fight? 4.5 How might we use passage of the 2.5" AD.
		Thinking Framework / Focus Themes		4. Use all assets available: A. Consider all systems. B. How may Division help sustain this effort?
now? we know?	ctrinal Linkages / Discussions (If Any) upport the mission. easert Storm following the asert Storm following the not a frillery units that had forcing the LID of and escorting them to the units they would ollowing the passage.		units to support the mission. During Desert Storm reliouving the breach on 24 February 1991, 1 ⁴⁴ Infantry Division supported passage of artillery units that had been reinforcing the 11D DIVARTY and escorting them to linkup with units they would support following the passage.	Intentionally left blank.
What do we know? What do we think we know?	Facilitator's Aides	Orders Data/ "Red Flags"/ Other Vignette Information		• Intentionally left blank.
		Verbal Vignette Information	initially planned. TF Eagle would begin their attack at the previously planned time. The battle hand off line would be PL lowa instead of PL Dime. TF Eagle would make every effort to destroy sth MID before battle hand off. Also they would provide fire support for the Hawk and Condor TF's between PL lowa and Kansas.	At 1620 you receive a call from your Battalion commander and he explains the decisions reached and adds: "The battalion will handle anything north of Dime but I'm leaving it up to your Team to clear the enemy south of Dime. Establish passage lanes and coordination points NLT 1200hrs."

	What do we know? What do we think we know?	now? we know?		M	What do we want / need to know? Excillestor's
	Facilitator's Aides	8			Facilitators Aides
Verbal Vignette Information	Orders Data/ "Red Flags"/ Other Vignette Information	Doctrinal Linkages / Discussions (if Any)	Thinking Framework / Focus Themes	Facilitator's Probes	Facilitators Notes
• Intentionally left blank.	Intentionally left blank.	• Intentionally left blank.	6. Consider timing: A. Friendly Timing. B. Coperational/Ta ctical Pauses. D. Movement. E. Sustainment / Replenishment.	earlier? 8.2 Does going earlier include any risks? 8.3 What do we want the battlefield to look like in the next hour? 8.4 If we succeed in moving the BHL further north can we achieve all we hope in the time allowed?	accelerated timeline. A decision to do so resist on the ability of the Mech units to go early, availability of helicopters to air lift 6-502 or we could use 6-502 against the security zone forces and pass our heavy units forward of the 6-502 (Enemy-Situation). 6.21 There are at least two risk factors associated with an early LD. We have not reheaves do night attack and we have too little time left to do so. Additionally, 1st BDE may have some trouble protecting our west flank if we increase the tempo and/or go early. 6-502 will also not have time to rehearse increase the tempo and/or go early. 6-502 will also not have time to rehearse increase the tempo and/or go early. 6-502 will also not have time to rehearse and and a second or the Ability of the Correct position to have engaged the unidentified tank battalion that remains in our zone. We want to have control of the coutes required no move the 25th AD forward. (No Bin sized units intact in position to interdict that movement). The EPWs captured en route held on the flanks of those key routes away from the FLOT. 6.4.1 Given the distance that 25th AD has to move they can be approaching PL lowa with their lead elements within three hours. We have enough time to dear south of Lowa and can probably get to drine, but we will be pushing it.
• Intentionally left blank.	Intentionally left biank.	Intentionally left blank.	6. See the bigger picture: A. See our fight in the context of the overall operation. B. Our affack as part of the Corps Shaping Operation.	6.1 6.1 The CG stipulated division would deal with 9" MID north of PL Dime, what do we need to know about that? 6.2 Will we be able to destroy the enemy in our zone prior to the 1100 deadline implicit in the CG's guidance? 6.3 How long will it take? 6.4 Are the tasks we can identify for the Bde sufficient to accomplish the CGs' Intent? 6.5 What enemy north of PL DIME can influence the accomplishment of our missions south of PL s DIME and iQWA?	as Division does. Most importantly we need to know how Division will prevent 42nd IMIBR from affecting our fight. We need to know how Division will prevent 42nd IMIBR from affecting our fight. We need to know also how division affecting to "deal with" the tank battalion north of OBJ Lee (Enemy-Situation). 6.2.1 This operation depends on how soon we cross the LD and what assets division assigns us in support. We have more than enough combat power to do the job. The question is how long will it take? 6.3.1 If we can LD early with Mech forces we almost certainly can take Lee and Hilb by 100, but we need to war game the situation as it exists now—we may be able to do all that is required by 1100 whether or not we LD early. 6.4.1 Yes, if we get sufficient effects support to engage the armored elements of the 9th MID (2nd MA) that are most likely to maneuver or counterattack near or into our zone.
 Intentionally left blank. 	Intentionally left blank.	As you consider the vignette, envision and describe the battlefield from the beginning to the end. Emerging doctrine suggests these are aspects of leadership common to all commanders (EM.3-Q. Visualize, Describe, Direct, Chapter 5, para 5-7 and Figure 5-1). As part of	7. Visualize the battlefield: A. Accurately—realistic space-time foreast. B. Dynamically—entiles change over time.	7.1 If the enemy decides to commit 42 MIB in our sector how will Division be able to defeat them north of PL Dirne? 7.2 Is commitment south of PL Dirne by the 42 MIBR possible and can Division prevent 42 MIBR from crossing PL Dirne?	how four know how Division intends to do this. We need to ask the CG how he intends to do this and need to track the Division effort to prevent being surprised and to maintain the "picture" on the 42nd iMIBR. 1. If the 42nd IMIBR commits in our zone the Division can certainly intendict, but is unlikely to destroy them. 1.3.1 The Division certainly has adequate resources to defeat the 9TH MID units that remain in zone, but is unlikely to be able to destroy them.

	What do we know? What do we think we know?	now? we know?		^	What do we want / need to know?
	Facilitator's Aides	5 7			Facilitator's Aides
Verbal Vignette Information	Orders Data/ "Red Flags"/ Other Vignette Information	Doctrinal Linkages / Discussions (if Any)	Thinking Framework / Focus Themes	Facilitator's Probes	Facilifator's Notes
		this process, particular attention is drawn to the following discussion found in pare, 5.9. "Commanders use the factors of MET-TC to assess and visualize the situation. Staff estimates and collaborative information sharing among commanders refine and deepen their situational understanding. Then commanders visualize the operation, describe it within their intent, and direct their within their nitent, and direct their within accomplishment. Depending on echelon, commanders examine various elements of operational design and determine factors that will shape the operations. They direct operations, they direct operations through plans and orders and synchronize the BOS throughout, commanders. Throughout, commanders. Throughout, commanders personally apply the leadership element of combat power through their presence and impact."	C: Proactively— what can I make the enemy do?	7.3 Will Division be able to "take care" of 9th MID units north of PL Division of 1.4 If we go early how will this effect the arrangement of forces? 7.5 How did you envision this battlefield?	smail level unit meeting engagements than a fully prepared defensive belt. The Bde may require a larger Mech reserve to fully exploit soft spots in the enenty defense. 7.8.1 Per the doctrinal evolution in FM 3.0. Operations, the acts of visualizing, describing, and directing are aspects of leadership common to all commanders. Reviewing the doctrine on visualizing, describing and directing in FM 3.0. Chapter 5, and the graphic (Vis.Desc.Dir.Lead-Assess) many elements come together in order to successfully envision the battleffeld, from beginning to end. One of the important missions you have as a commander? leader its to ensure you understand how your part of the operation interplays with the rest of the force and their missions. One of the best ways to ensure you have a handle on the operation that a final to yourself to think the operation through from beginning to end. Where you cannot visualize some particular aspect, go to your boss and seek his guidance, his vision.
e Intentionally left blank.	Infentionally left blank.	Intentionally left blank.	8. Consider confingencies and remain flaxible: A. Always plan for contingencies. B. Anticipate changes to our plans driven by enemy activities.	8.1 What enemy actions are likely south of PL lows for which we should plan contingencies? 8.2 For what other enemy actions by 9th MID must we be prepared? 8.3 What should we do about the 9th MID's tank battalion? 8.4 What actions should we contemplate in the event 2th Mach Army commits the 4znd IMIBR?	8.1.1 It is possible that enemy will be the Combined Arms Reserve positioned or no bjective Lee to counteratlack south of PL lowa probably toward Objective Grant (silde OV08-00b-112). We must plan to meet that confingency. 8.2.1 9th MID has a tank battalion due north of OBJ Lee that can reach OBJ Hill 45 minutes after it begins movement. If they cross PL Dime they are our responsibility. 8.3.1 The Division has accepted responsibility for coping with that tank battalion and all 9th MID forces north of PL Dime. We should coordinate closely with the Division to assure we are able to track the tank battalion and tank battalion and cross PL Dime. We must also be prepared to destroy the tank battalion if it assumes defensive positions in our zone (<u>Trankliton</u>). 8.4.1 If 42nd IMIBR is committed south of PL Dime it could pose a threat tot her Cops plan. We must be prepared first to deleat them north of OBJs Lee and Hill and then destroy them in order to assure forward passage of 25th AD.

Appendix E

Slides For The Think Like A Commander Scenarios

VIGNETTE 1: TROUBLE IN MCLOUTH

VIGNETTE 2: SAVE THE SHRINE VIGNETTE 3: THE RECON FIGHT VIGNETTE 4: A SHIFT IN FORCES VIGNETTE 5: THE ATTACK BEGINS VIGNETTE 6: THE BIGGER PICTURE

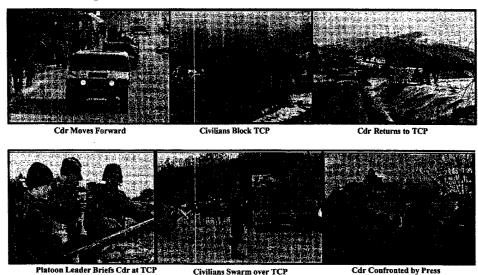
VIGNETTE 7: LOOKING DEEP

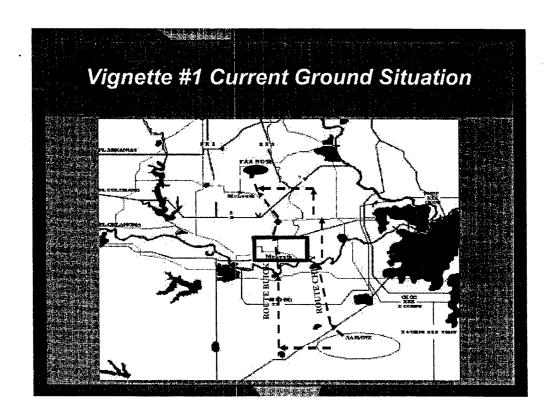
VIGNETTE 8: BEFORE THE ATTACK

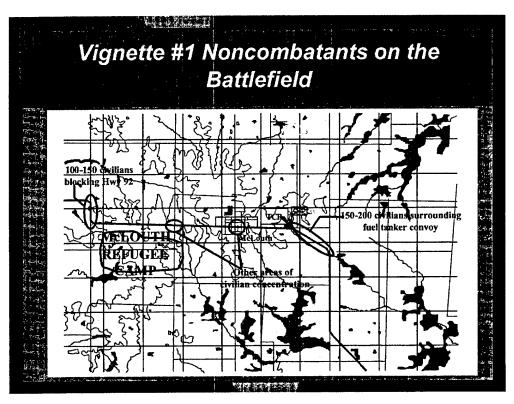
SLIDES FOR THE THINK LIKE A COMMANDER SCENARIOS

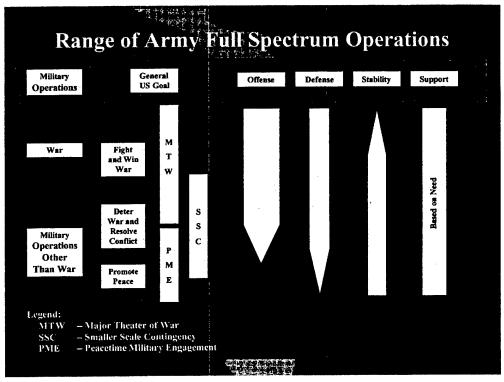
VIGNETTE 1: TROUBLE IN MCLOUTH

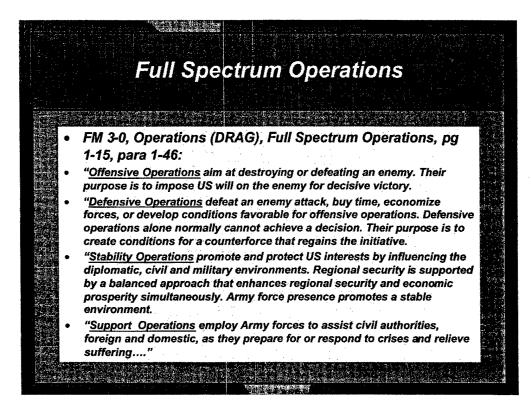
Vignette 1, Civilians on the Battlefield

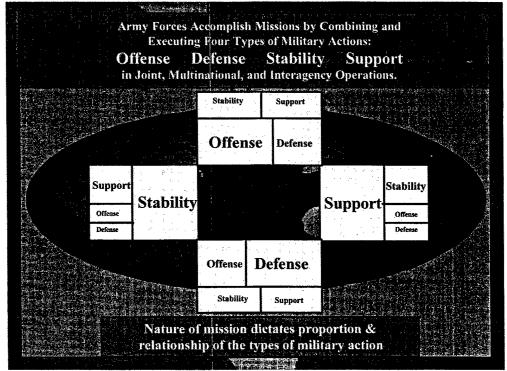


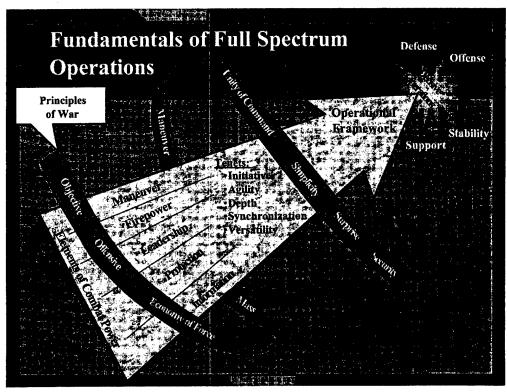


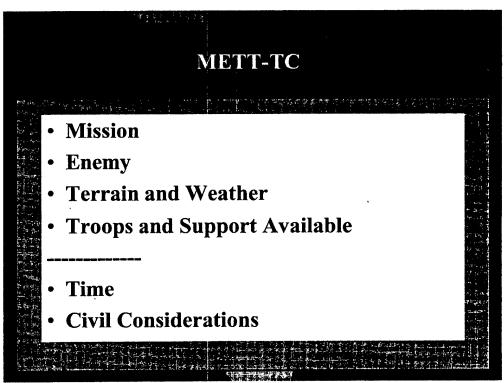








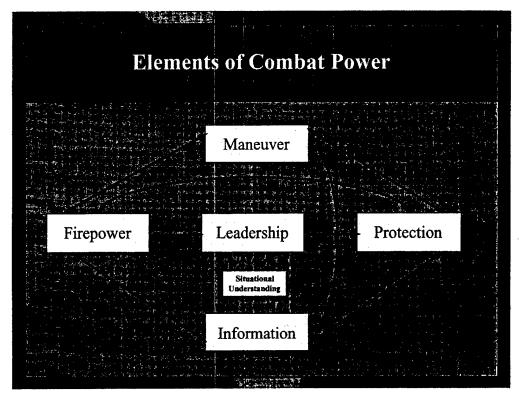


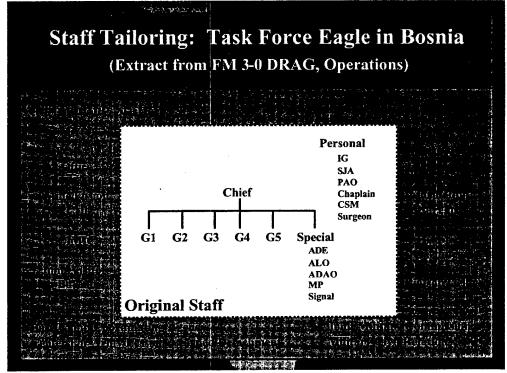


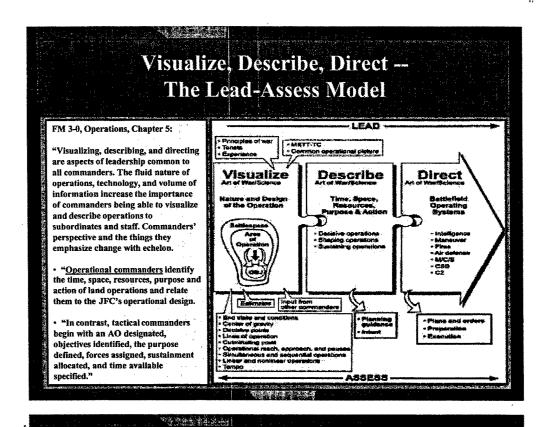
Battlefield Noncombatants

- FM 3-0, Operations (DRAG):
- The Threat Dimension, page 1-8, para 1-27-
 - "Adversaries will continue to seek every opportunity to gain an advantage over US and Multinational forces.....This environment and wide array of Threats presents significant challenges. <u>Army forces must simultaneously defeat an</u> <u>adversary while protecting noncombatants</u> and the infrastructure on which they depend...."
- The Land Combat Ops Dimension, pg 1-10, para 1-34--
 - "Scope. ... Land combat normally entails close encounters and continuous contact with noncombatants. Rules of engagement (ROE) and the disposition of noncombatants reflect this."
- TRADOC Pamphlet 525-70, Battlefield Visualization Concept, 1 Oct 95:
 - "Noncombatants are those individuals in the tactical area of interest who are not
 engaged in active hostilities. These individuals may include refugees, evacuees,
 prisoners of war, or members of nonmilitary organizations. Their presence,
 attitudes, physical activities, and requirements can have a significant effect on
 the outcome of the mission. Sustaining total mission awareness requires that
 noncombatants be considered in the commander's vision of the battlefield."

Intelligence
Maneuver
Fire Support
Air Defense
Mobility/Countermobility/Survivability
Combat Service Support
Command and Control



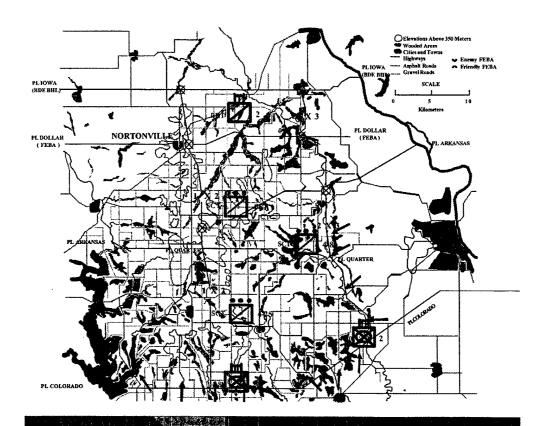




Task Force Eagle in Bosnia

Army forces combine, sequence, and conduct military operations within complex environments to support national objectives. Beginning in December 1995. Task Force (TF) Eagle deployed to Bosnia to support a NATO unified action under the Dayton Accords. The Army-led task force moved elements from Western Europe into the Balkans by air, rail, and road under severe winter conditions. The force encountered several challenges as it closed into the AO. The area was a former war zone, heavily laden with unexploded munitions and millions of landmines. Armed former warring factions faced each other along battle lines, where a tenuous ceasefire remained in effect. TF Eagle's AO contained forces under the United Nations (UN) Protection Force, a situation that required extensive information ex-change and coordination before mission transfer to the NATO Implementation Force, IFOR. Adding to the complexity was TF Eagle's multinational composition of 25,000 soldiers representing 11 nations. TF Eagle closed in the theater of operations on 14 February 1996. The credible, overwhelming force coupled with extensive planning, liaison, leadership and discipline overcame language and cultural barriers to move the former warring factions into designated garrisons. Within one year, IFOR implemented the military provisions of the Dayton Accords and created conditions for implementation of the accords' civil provisions.

VIGNETTE 2: SAVE THE SHRINE



Commanders Guidance

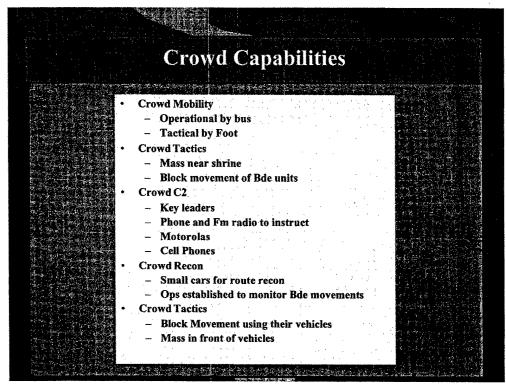
- Initial action is up to YOU
- Joint military response is being arranged **BUT** will not be ready until mid-morning
- YOU defuse situation until Brigade can get organized

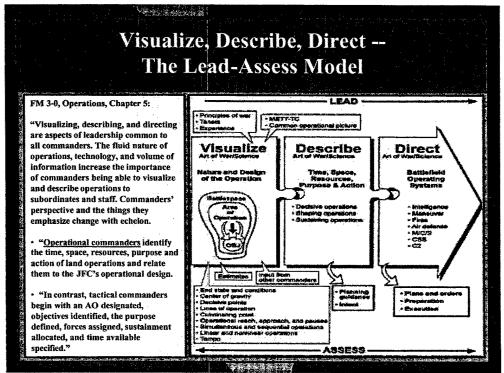
Possible Impact of the Incident

- May divert assets from job #1
- Assets conducting intelligence collection may need to be assigned to determine enemy intent in causing incident
- Forces assigned to regulate movement along various routes may be distracted by appearance of bus convoys en route to Nortonville
- Bus convoys may hinder movements of forces conducting route marches and/or security operations along various routes
- Confusion concerning responsibility for and hand over of convoys between Bde and Div assets may result

The Nature of and Dealing with Crowds

- · Crowds are made up of people
 - Mounted in vehicles or on foot
 - Absorb or redirect
 - Let it wear itself down
- · Mobility overmatch
 - They may be diverted while mounted in busses by the use of AFVs
 - If on foot, they may swarm near wheeled vehicles BUT will keep distant from combat vehicles, especially those moving
- MASS assets on key crowd objectives in not smaller than platoon sized units
 - Come at crowds from several angles to divert their energies
- Use of AVN assets to track, report crowd movements is critical
 - Integrate combat camera to document
 - Help tell BDE and Div story





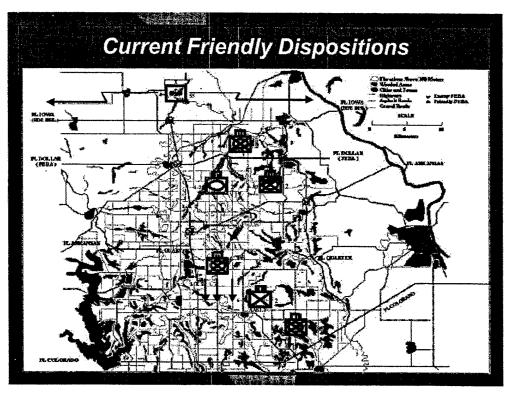
Options Isolate the area Interface with local leaders. Develop protest routes.

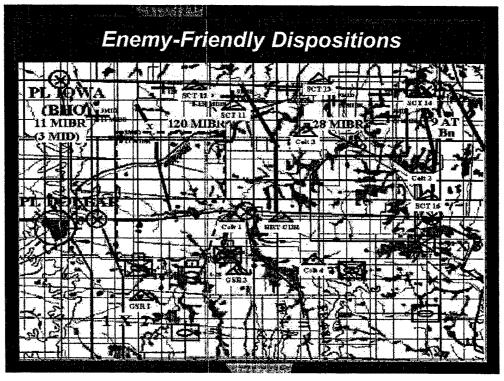
Developed TTP for just this kind of problem. Their principles were: Isolate Dominate Mass Attack problem at all echelons

SOF, CA, Psyops, Role Capabilities

- These assets can assist the Bde in "defusing" ops
- Providing population security
 - Supervise tactical operations conducted by HN military units to detect, neutralize and destroy threats
 - Isolate agents from civil population
 - Help protect the civil population
- As a subset of Foreign Internal Defense (FID) assets may have trained select HN forces to perform counterterrorist missions

VIGNETTE 3: THE RECON FIGHT





Forms of Security Operations

Security operations are conducted to gather information about the enemy and to provide early warning, reaction time, maneuver space, and protection for the main body. Security operations are characterized by reconnaissance to reduce terrain and enemy unknowns, gaining and maintaining contact with the enemy to ensure continuous information flow, and providing early and accurate reporting of information to the protected force. Security missions include screen, guard, cover, and area security missions.

Security Zone Operations Fundamental Purposes

- Provide early and accurate warning.
- Provide reaction time to maneuver force.
- Orient on the force.
- Perform continuous reconnaissance.
- Maintain contact with the enemy.

Screen

The primary purpose of a screen is to provide early warning to the main body. Based on the higher commander's intent and the screen's capabilities, it may also destroy enemy reconnaissance and impede and harass the enemy main body with indirect and/or direct fires. Screen missions are defensive in nature and largely accomplished by establishing a series of OPs and conducting patrols to ensure adequate surveillance of the assigned sector.

(The screen provides the protected force with the least protection of any security mission.)

Guard

A guard force accomplishes all the tasks of a screening force. Additionally, a guard force prevents enemy ground observation of and direct fire against the main body. A guard force reconnoiters, attacks, defends, and delays as necessary to accomplish its mission. A guard force normally operates within the range of main body indirect-fire weapons. The main body commander assigns the guard mission when he expects contact or has an exposed flank that requires greater protection than a screen provides.

(More robust combat effort than a Screen.)

Cover

A covering force accomplishes all the tasks of screening and guard forces. Additionally, a covering force operates apart from the main body to develop the situation early and deceives, disorganizes, and destroys enemy forces. Unlike screening or guard forces, a covering force is tactically self-contained and capable of operating independently of the main body.

(More robust than a Guard effort. Assumes major engagement required.)

Area Security

A form of security that includes reconnaissance and security of designated personnel, airfields, unit convoys, facilities, main supply routes, lines of communications, equipment, and critical points. An area security force neutralizes or defeats enemy operations in a specified area. It operates in an area delineated by the headquarters assigning the area security mission. It screens, reconnoiters, attacks, defends, and delays as necessary to accomplish its mission. Area security operations focus on the enemy, the force being protected, or a combination of the two.

Battle Handoff Definition

Battle Handoff is the action of passing responsibility for fires and control of a sector normally along the FLOT. Units in the MBA assign security forces missions to defeat reconnaissance, force premature deployment of attacking units and to disrupt the efforts of those units to sustain the pace of the attack.

REVISED FINAL DRAFT EDITION

M 3-40

Figure 8-1. Use of a BHL in a Rearward Passage of Lines

BATTLE HANDOVER LINE 8-10. The battle handover line (BHL) is a designat phase line on the ground where responsibility transitions from the stationary force to the moving force and vice versal he common commander of the two forces establishes the BHL after consulting with both commanders. The stationary commander has the major determination in the location of the line. The BHL is forward of the FEBA in the defense or the FLOT in the offense. The commander draws it where elements of the passing unit can be effectively overwatched by direct fires of the forward combat elements of the stationary unit until passage of lines is complete. The area between the BHL and the stationary force belongs to the stationary force commander. He may employ security forces, obstacles, and fires in the area. Figure 8-1 depicts a BHL used in

conjunction with other control measures for a rearward

Fire Support Coordination Measures

passage of lines.

Establishment

All fire support coordinating measures except boundaries are established by the supported maneuver commander on the basis of recommendations by the FSCOORD.

Graphic Portrayal

Once established, coordinating measures are displayed on maps, firing charts, and overlays and are stored in computers......Usually, coordinating measures are labeled at each end of a line or within the graphic, space permitting. Both the graphics and the lettering are in black for all measures.

Boundaries

In various operations, boundaries are used by the maneuver commander to indicate the geographical area for which a particular unit is responsible. They describe a zone of action or sector of responsibility for a maneuver unit. A boundary is the basic fire support coordinating measure. Boundaries are both permissive and restrictive in nature.

- They are restrictive in that no fire support means may deliver fires across a boundary unless the fires are
 coordinated with the force having responsibility within the boundary or unless a permissive fire support
 coordinating measure is in effect that would allow firing without further coordination. Fires delivered near
 boundaries also should be coordinated with the adjacent unit. ... the primary purpose of a restrictive
 measure is to safeguard friendly forces.
- They are permissive in that a maneuver commander, unless otherwise restricted, enjoys complete freedom of fire and maneuver within his own boundaries. ... The primary purpose of a permissive measure is to facilitate the attack of targets.

Fire Support Coordination Measures (cont'd)

Zones of Fire

Zones of fire are assigned to FA and NGF units for the control of fires laterally and in depth to support operations. Lateral limits within which a unit must be able to fire may be designated by azimuths or boundaries. Zones in depth may be designated by minimum or maximum range lines or by forward or rearward extensions of the lateral boundaries of the supported force. The zone of fire for an artillery unit is dictated by the assigned tactical mission. For example, the direct support mission specifies that the zone of fire is the zone of action of the supported maneuver force. Uniform coverage is not a requirement, since the maneuver commander may want to weight certain portions of his zone of action with a fire support means such as artillery.

Permissive Measures

- Coordinated Fire Line (CFL)
- Fire Support Coordination Line (FSCL)
- Free Fire Area (FFA)

Restrictive Measures

- _Restrictive Fire Line (RFL)
- Airspace Coordination Area (ACA)
- No Fire Area (NFA)
- · Restrictive Fire Area (RFA)

Fire Support Coordination Measures (cont'd)

Permissive Measures

- Coordinated Fire Line (CFL)
 - A coordinated fire line is a line beyond which conventional or improved conventional indirect-fire means (mortars, field artillery, and NGF ships) may fire at any time within the zone of the establishing headquarters without additional coordination. The purpose of the CFL is to expedite the attack of targets beyond it.

 Usually, the CFL is established by a brigade or a division, but it may be established by a maneuver battalion. It is located as close to the establishing unit as is possible, without interfering with maneuver forces, to open up the area beyond to fire support.
- Fire Support Coordination Line (FSCL)

An FSCL may be established by the corps within its area of operation to support its concept of the operation. It must be coordinated with the appropriate tactical air commander and other supporting elements. The purpose of this permissive fire control measure is to allow the corps and its subordinate and supporting units (such as the Air Force) to expeditiously attack targets of opportunity beyond the FSCL. The attack of targets beyond the FSCL by Army assets should be coordinated with supporting tactical air. This coordination is defined as informing and/or consulting with the supporting tactical air component. However, the inability to effect this coordination does not preclude the attack of targets beyond the FSCL.

• Free Fire Area (FFA)

A free-fire area (FFA) is a specific area into which any weapon system may fire without additional coordination with the establishing headquarters. It is used to expedite fires and to facilitate the jettison of munitions when aircraft are unable to drop them on a target area. Usually, the FFA is established by a division or higher commander.

Fire Support Coordination Measures (cont'd)

Restrictive Measures

• Restrictive Fire Line (RFL)

This is a line established between converging friendly forces (one or both may be moving) that prohibits fires or the effects of fires across the line without coordination with the affected force. The purpose of the line is to prevent interference between the converging friendly forces. It is established by the commander common to the converging forces.

· Airspace Coordination Area (ACA)

The ACA is primarily a coordination effort of TACAIR and indirect fires; therefore, fire support people are the focal planning point. The purpose of the ACA is to allow the simultaneous attack of targets near each other by multiple fire support means, one of which normally is air. For example, tactical aircraft, field artillery, and naval gunfire can attack the same target complex or targets close to one another while operating within the parameters of an established ACA.

No Fire Area (NFA)

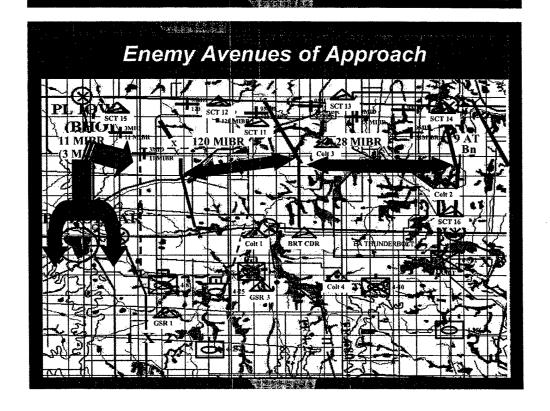
An NFA is an area into which no fires or effects of fires are allowed. Two exceptions are-

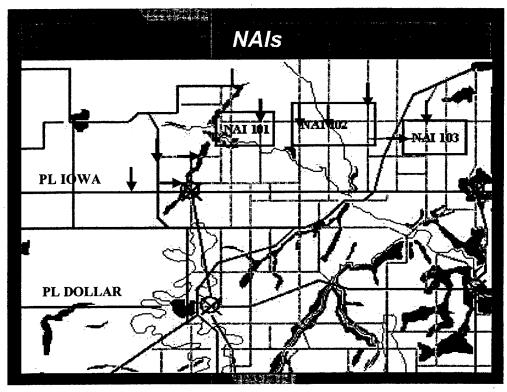
- When establishing headquarters approves fires temporarily within the NFA on a mission-by-mission basis.
- When an enemy force within the NFA engages a friendly force. The commander may engage the enemy to defend his force.

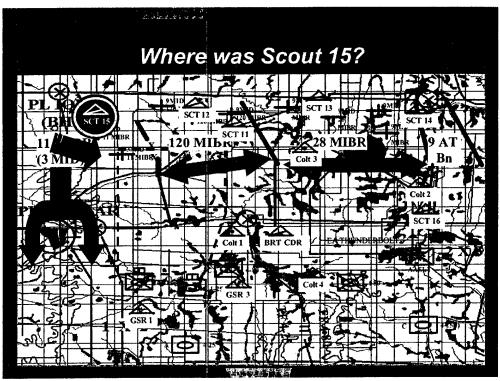
The purpose of the NFA is to prohibit fires or their effects in the area. Usually, it is established by a division or corps on identifiable terrain, when possible.

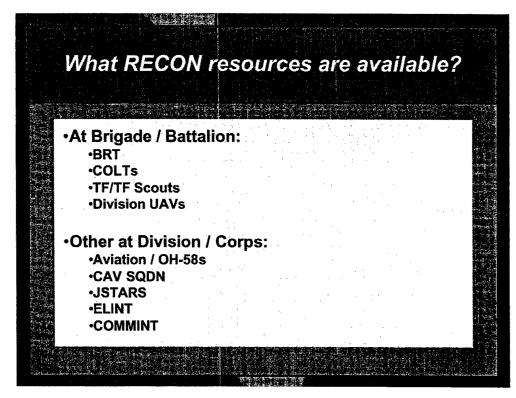
Restrictive Fire Area (RFA)

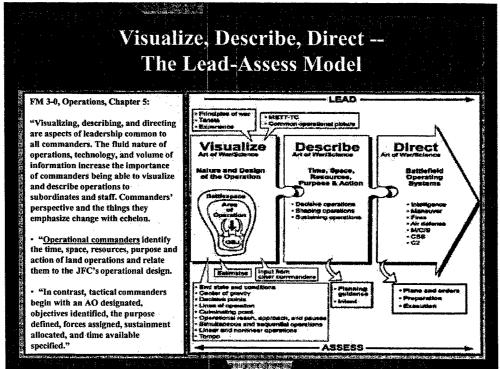
An RFA is an area in which specific restrictions are imposed and in which fires that exceed those restrictions will not be delivered without coordination with the establishing headquarters. The purpose of the RFA is to regulate fires into an area according to the stated restrictions, it is established by maneuver battalion or higher echelons of command. On occasion, an RFA may be established by a company operating independently.











FIELD MANUAL No. 101-5-2

HEADQUARTERS DEPARTMENT OF THE ARMY Washington, DC, 29 June 1999

(Optional)

US ARMY REPORT AND **MESSAGE FORMATS**

TABLE OF CONTENTS http://155.217.58.58/cgi-bin/atdl.dll/fm/101-5-2/toc.htm

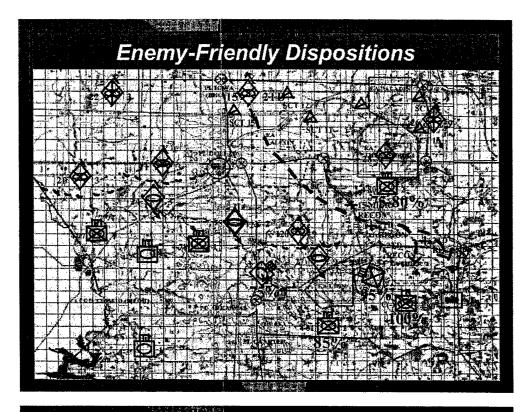
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LINE 7 -- MISSION_____

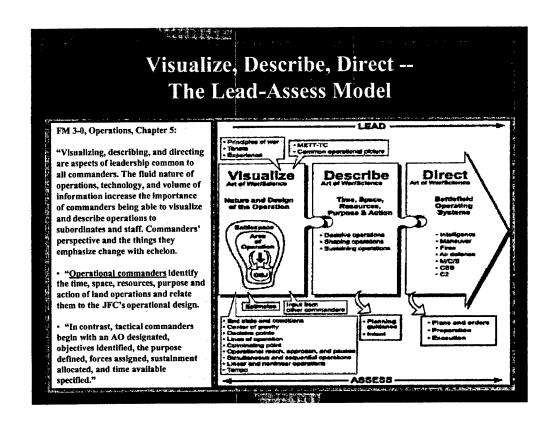
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b. TASKS TO SUB UNITSOnly)	(Changes to OPORD
c. COORDINATING INSTRUCTIONSOnly)	(Changes to OPORD
LINE 9 SERVICE SUPPORT	(With Changes)
LINE 10 COMMAND AND SIGNAL	(With Changes)
LINE 11 ACKNOWLEDGE	(Mandatory)
LINE 12 CDR NAME, RANKand Rank)	(Commander's Name
LINE 13 OFFICIAL_	(Optional)
LINE 14 ANNEXES	(Optional)
LINE 15 DISTRIBUTION	(Optional)
LINE 16 NARRATIVE	(Free Text for
Additional	Information Required for
Clarification	of Report)
LINE 17 AUTHENTICATION	(Report

VIGNETTE 4: A SHIFT IN FORCES



Effects of 2 TD Commitment Places Commander's intent and concept of operations at risk. Commander may need to shift forces. Our Brigade becomes 2d priority. Could expect main effort shift to us. Could expect priority of fires. Could expect other resources.



FIELD MANUAL No. 101-5-2

FRAGO Format

HEADQUARTERS DEPARTMENT OF THE ARMY Washington, DC, 29 June 1999

US ARMY REPORT AND MESSAGE FORMATS

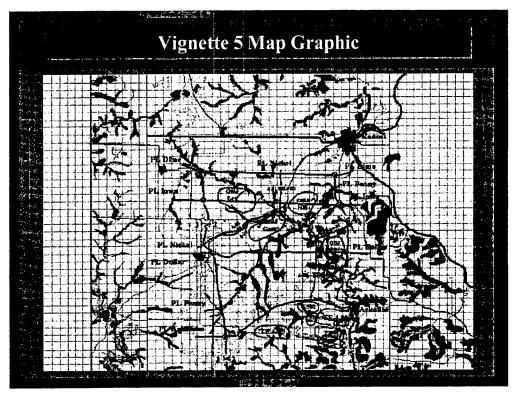
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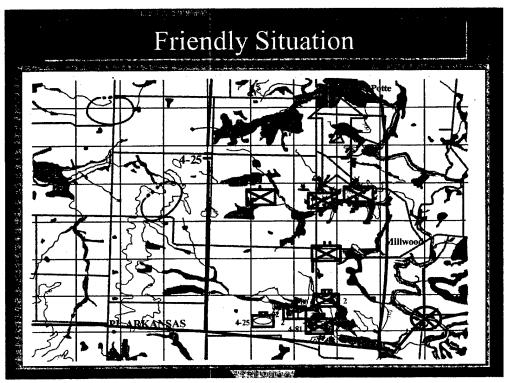
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b. TASKS TO SUB UNITSOnly)	(Changes to OPORD
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LINE 10 COMMAND AND SIGNAL	(With Changes)
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LINE 14 ANNEXES	(Optional)
LINE 15 DISTRIBUTION	(Optional)
LINE 16 NARRATIVE	(Free Text for
Additional	Information Required for
Clarification	of Report)
LINE 17 AUTHENTICATIONAuthentication)	(Report

VIGNETTE 5: THE ATTACK BEGINS





Forms of Reconnaissance (FM 17-95)

Route Reconnaissance

•A route reconnaissance is a directed effort to obtain detailed information of a specified route and all terrain from which the enemy could influence movement along that route. A route is the prescribed course to be traveled from a specific point of origin to a specific destination. Route reconnaissance may orient on a road or on an axis of advance. This mission is appropriate when a commander wants to use a route. He must first ensure that it is clear of obstacles and enemy and that it will support the proposed forces before he uses it. Route reconnaissance may be performed as a mission itself or as a task during another mission. Route reconnaissance proceeds faster than zone reconnaissance because effort is concentrated along the route and terrain the enemy can use to dominate movement along the route.

Area Security

A form of security that includes reconnaissance and security of designated personnel, airfields, unit convoys, facilities, main supply routes, lines of communications, equipment, and critical points. An area security force neutralizes or defeats enemy operations in a specified area. It operates in an area delineated by the headquarters assigning the area security mission. It screens, reconnoiters, attacks, defends, and delays as necessary to accomplish its mission. Area security operations focus on the enemy, the force being protected, or a combination of the two.

Infiltration Task

What is an infiltration?

A.S.L. & T. V. L. & .

- "Infiltration is the covert movement of all or part of the attacking force through enemy lines to an objective in the enemy's rear. The division assigns this form of maneuver to forces to support other maneuvers. Divisions themselves seldom infiltrate. An infiltration is a slow operation and requires stealth. Infantry or cavalry company/troop or battalion / squadron units are best suited for infiltration operations. However, small armor or mechanized units may also infiltrate taking advantage of faulty enemy dispositions, gaps created in obstacles, and diversionary attacks." (FM 71-109 Division Operations, Cleanier f. Officials of Operations, 28 (august 1996)

Forms of Reconnaissance (FM 17-95)

Zone Reconnaissance

•A zone reconnaissance is a directed effort to obtain detailed information concerning all routes, obstacles, terrain, and enemy forces within a zone defined by boundaries. Obstacles also include chemical and radiological contamination. A zone reconnaissance is assigned when the enemy situation is vague or when information concerning cross-country trafficability is desired. The commander, through his intent, may focus the reconnaissance on the enemy, the terrain, or a combination of the two. Additionally, the commander may focus the reconnaissance effort on a specific enemy force such as the enemy's reserve tank brigade. It is appropriate when previous knowledge of the terrain is limited or when combat operations have altered the terrain. The commander assigning the mission needs this information before other forces enter the zone. Zone reconnaissance may be oriented on the main body's zone of action or an axis of advance.

Forms of Reconnaissance (FM 17-95)

·Area Reconnaissance

An area reconnaissance is a directed effort to obtain detailed information concerning the terrain or enemy activity within a prescribed area. An area reconnaissance is a specialized form of zone reconnaissance. It is assigned to a cavalry unit by the commander under the same circumstances as a zone reconnaissance. The regimental commander may assign an area reconnaissance mission to one of the ground squadrons, the aviation squadron, or task organize an air-ground team to perform the mission. Area reconnaissance proceeds faster than zone reconnaissance since the effort is focused on a specific piece of terrain or enemy force. The squadron or troops may perform area reconnaissance. This mission lends itself to formation of air-ground teams. The squadron may be required to reconnoiter one large area or several smaller ones.

Fire Support Coordination Measures

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Establishment

All fire support coordinating measures except boundaries are established by the supported maneuver commander on the basis of recommendations by the FSCOORD.

Graphic Portrayal

Once established, coordinating measures are displayed on maps, firing charts, and overlays and are stored in computers.....Usually, coordinating measures are labeled at each end of a line or within the graphic, space permitting. Both the graphics and the lettering are in black for all measures.

Boundaries

In various operations, boundaries are used by the maneuver commander to indicate the geographical area for which a particular unit is responsible. They describe a zone of action or sector of responsibility for a maneuver unit. A boundary is the basic fire support coordinating measure. Boundaries are both permissive and restrictive in nature.

- They are restrictive in that no fire support means may deliver fires across a boundary unless the fires are
 coordinated with the force having responsibility within the boundary or unless a permissive fire support
 coordinating measure is in effect that would allow firing without further coordination. Fires delivered near
 boundaries also should be coordinated with the adjacent unit. ... the primary purpose of a restrictive
 measure is to safeguard friendly forces.
- They are permissive in that a maneuver commander, unless otherwise restricted, enjoys complete freedom
 of fire and maneuver within his own boundaries. ... The primary purpose of a permissive measure is to
 facilitate the attack of targets.

Fire Support Coordination Measures

1-4-2-2-1

(cont'd)

Zones of Fire

Zones of fire are assigned to FA and NGF units for the control of fires laterally and in depth to support operations. Lateral limits within which a unit must be able to fire may be designated by azimuths or boundaries. Zones in depth may be designated by minimum or maximum range lines or by forward or rearward extensions of the lateral boundaries of the supported force. The zone of fire for an artillery unit is dictated by the assigned factical mission. For example, the direct support mission specifies that the zone of fire is the zone of action of the supported maneuver force. Uniform coverage is not a requirement, since the maneuver commander may want to weight certain portions of his zone of action with a fire support means such as artillery.

Permissive Measures

- Coordinated Fire Line (CFL)
- Fire Support Coordination Line (FSCL)
- Free Fire Area (FFA)

Restrictive Measures

- Restrictive Fire Line (RFL)
- Airspace Coordination Area (ACA)
- No Fire Area (NFA)
- Restrictive Fire Area (RFA)

Fire Support Coordination Measures

(cont'd)

Zones of Fire

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- Airspace Coordination Area (ACA)
- No Fire Area (NFA)
- Restrictive Fire Area (RFA)

Fire Support Coordination Measures

(cont'd)

Permissive Measures

Coordinated Fire Line (CFL)

A coordinated fire line is a line beyond which conventional or improved conventional indirect-fire means (mortars, field artillery, and NGF ships) may fire at any time within the zone of the establishing headquarters without additional coordination. The purpose of the CFL is to expedite the attack of targets beyond it. Usually, the CFL is established by a brigade or a division, but it may be established by a maneuver battalion. It is located as close to the establishing unit as is possible, without interfering with maneuver forces, to open up the area beyond to fire support.

Fire Support Coordination Line (FSCL)

An FSCL may be established by the corps within its area of operation to support its concept of the operation. It must be coordinated with the appropriate tactical air commander and other supporting elements. The purpose of this permissive fire control measure is to allow the corps and its subordinate and supporting units (such as the Air Force) to expeditiously attack targets of opportunity beyond the FSCL. The attack of targets beyond the FSCL by Army assets should be coordinated with supporting tactical air. This coordination is defined as informing and/or consulting with the supporting tactical air component. However, the Inability to effect this coordination does not preclude the attack of targets beyond the FSCL.

Free Fire Area (FFA)

A free-fire area (FFA) is a specific area into which any weapon system may fire without additional coordination with the establishing headquarters. It is used to expedite fires and to facilitate the jettison of munitions when aircraft are unable to drop them on a target area. Usually, the FFA is established by a division or higher commander.

Fire Support Coordination Measures

(cont'd)

Restrictive Measures

• Restrictive Fire Line (RFL)

This is a line established between converging friendly forces (one or both may be moving) that prohibits fires or the effects of fires across the line without coordination with the affected force. The purpose of the line is to prevent interference between the converging friendly forces. It is established by the commander common to the converging forces.

Airspace Coordination Area (ACA)

The ACA is primarily a coordination effort of TACAIR and indirect fires; therefore, fire support people are the focal planning point. The purpose of the ACA is to allow the simultaneous attack of targets near each other by multiple fire support means, one of which normally is air. For example, tactical aircraft, field artillery, and naval gunfire can attack the same target complex or targets close to one another while operating within the parameters of an established ACA.

No Fire Area (NFA)

An NFA is an area into which no fires or effects of fires are allowed. Two exceptions are-

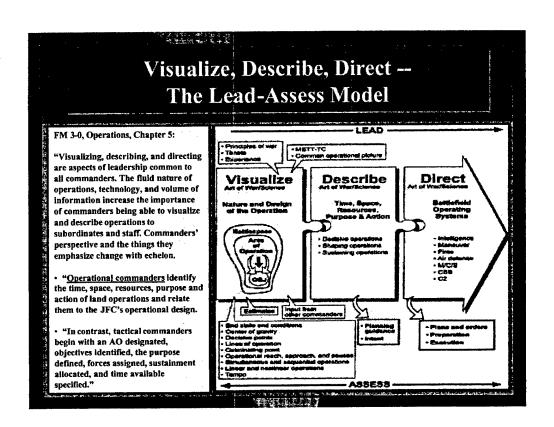
- · When establishing headquarters approves fires temporarily within the NFA on a mission-by-mission basis.
- When an enemy force within the NFA engages a friendly force. The commander may engage the enemy to defend his force.

The purpose of the NFA is to prohibit fires or their effects in the area. Usually, it is established by a division or corps on identifiable terrain, when possible.

Restrictive Fire Area (RFA)

An RFA is an area in which specific restrictions are imposed and in which fires that exceed those restrictions will not be delivered without coordination with the establishing headquarters. The purpose of the RFA is to regulate fires into an area according to the stated restrictions. It is established by maneuver battalion or higher echelons of command. On occasion, an RFA may be established by a company operating independently.

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FIELD MANUAL No. 101-5-2

FRAGO Format

HEADQUARTERS DEPARTMENT OF THE ARMY Washington, DC, 29 June 1999

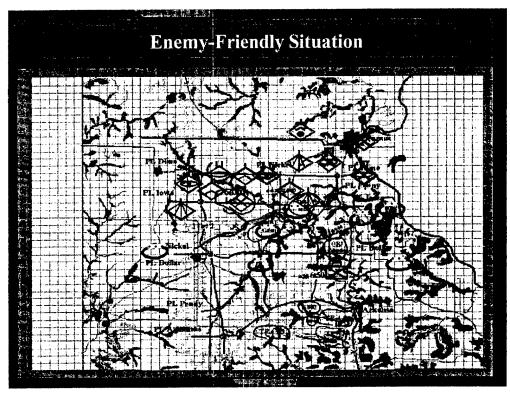
US ARMY REPORT AND MESSAGE FORMATS

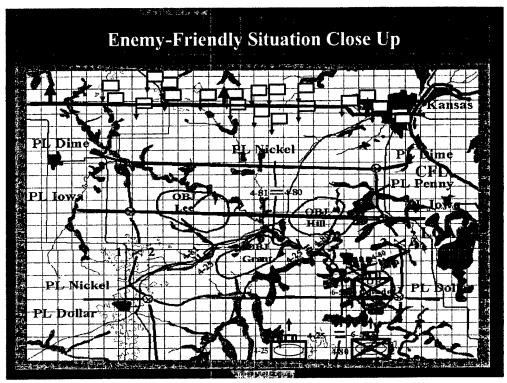
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http://155.217.58.58/cgi-bin/atdl.dll/fm/101-5-2/section2.htm#f050 TITLE: FRAGMENTARY ORDER [FRAGO] **REPORT NUMBER: F050** GENERAL INSTRUCTIONS: Use to send timely changes of existing orders to subordinate and supporting commanders while providing notification to higher and adjacent commands. Send FLASH precedence O&I or CMD IAW unit SOPs. Reference: FM 101-5. LINE 1 -- DATE AND TIME_____ _(DTG) LINE 2 -- UNIT (Unit Making Report) LINE 3 -- FRAGO ORDER NO. _____(Fragmentary Order) LINE 4 -- REFERENCES _____(Changes to OPORD Only) LINE 5 -- TIME ZONE___ (Time Zone Used in FRAGO) LINE 6 -- SITUATION (Mandatory Include Changes) LINE 7 -- MISSION______(Mandatory) LINE 8 -- EXECUTION -- INTENT______(Optional)

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LINE 17 AUTHENTICATIONAuthentication)	(Report

VIGNETTE 6: THE BIGGER PICTURE





Commander's Guidance

- · Be prepared for possible cease fire in 2 hours
- · Attack aggressively
- · Be prepared for large numbers of EPW
- Exercise caution
- Be prepared to have PL IOWA as unit of advance

CFL Definition

Coordinated Fire Line (CFL)

A coordinated fire line is a line beyond which conventional or improved conventional indirect-fire means (mortars, field artillery, and NGF ships) may fire at any time within the zone of the establishing headquarters without additional coordination. The purpose of the CFL is to expedite the attack of targets beyond it.

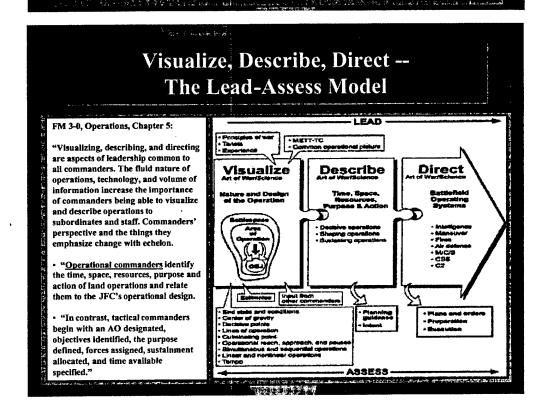
Usually, the CFL is established by a brigade or a division, but it may be established by a maneuver battalion. It is located as close to the establishing unit as is possible, without interfering with maneuver forces, to open up the area beyond to fire support.

RULES OF ENGAGEMENT

- · Units to ensure all soldiers understand ROE
- All US soldiers to extend maximum respect to CENTRALIAN peoples, customs, cultures, historic places

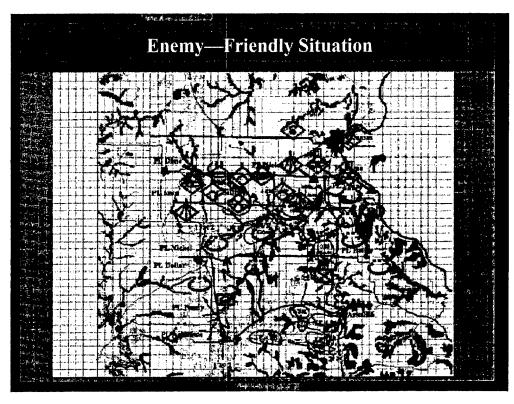
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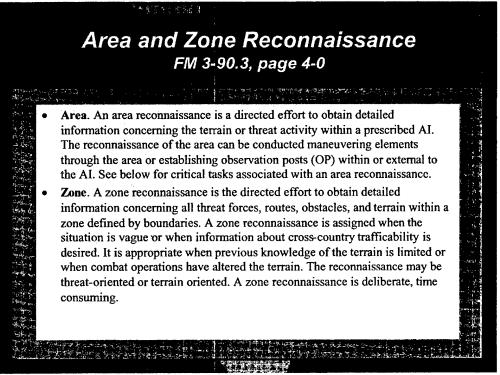
- Units will identify personnel with DAKOTAN/CENTRALIAN language capabilities
- Property rights will be respected and maneuver damage will be minimized within CENTRALIA. Confiscation of property, without the approval of CENTRALIAN authorities, is forbidden
- Expect up to 3,000 refugees per day moving south once
 DAKOTAN forces attack south. Expect up to 10,000 refugees per
 day as enemy forces approach CENTRALIA. CENTRALIAN
 MILITIA and police forces will attempt to move refugees away
 from main battle areas. Units should plan for and expect traffic
 jams, refugees requiring medical attention and in need of food and
 water.



SLIDES FOR THE THINK LIKE A COMMANDER SCENARIOS

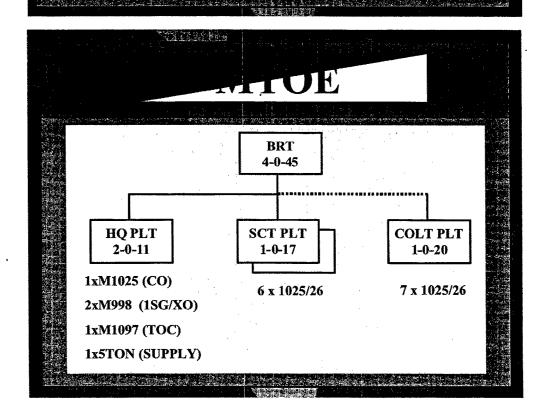
VIGNETTE 7: LOOKING DEEP

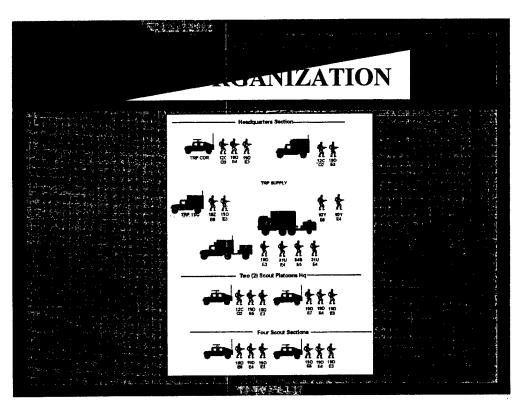




PIR

- We have transitioned from Defense to offense so the original PIR established in the OPLAN have been overcome by events
- Current enemy situation reveals several matters of concern of which the most important are the movement of the 9th MID Tank Battalion and the CAR of the 42 IMIBR
- · Logical PIR for this phase of the operation could be:
 - Will the 9th MID Tank Battalion Attack, Defend or Delay and from where?
 - Will the CAR of the 42nd IMIBR Attack, Defend or Delay and from where?





• FM 3-90.3, page 4-14, "The primary mission of the BRT is to obtain information for the brigade commander, answering his CCIR. The reconnaissance troop is optimized for performing area reconnaissance and is capable of performing zone reconnaissance missions. Currently, the most effective means of insertion is through ground or air infiltration. It can perform route reconnaissance when reinforced (such as engineers, CA, CI, or human intelligence [HUMINT], combat platforms, UAV, chemical reconnaissance) and under permissive METT-TC conditions. The BRT has limited capability for security operations. The BRT can screen when reinforced with indirect fire support, sensors (GSR, UAV), or other brigade assets. It can be attached to a maneuver task force to assist in performing guard missions. It performs R&S tasks for the brigade if the brigade conducts a cover mission."

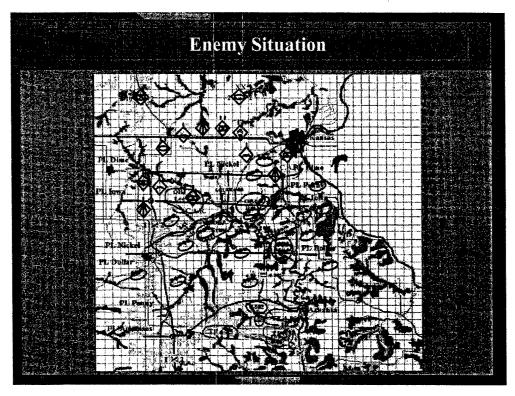
Each Platoon is capable of:

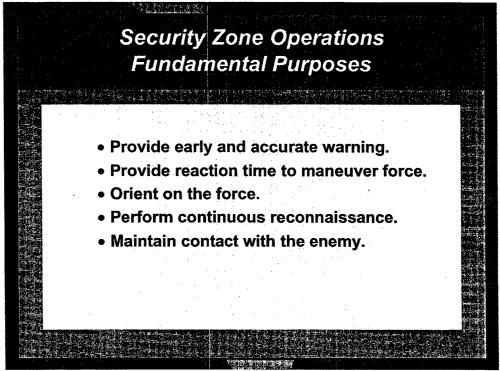
- Conducting a zone reconnaissance 3 to 5 km wide at a rate of 1 kph.
- Conduct an area reconnaissance of a 2x2 km area in two hours.
- Man six short duration (less than 12 hours) OPs.
- Man two long duration (greater than 24 hours) OPs.
- Communicate with its headquarters from 10 to 35 km via FM voice.
- Communicate with its dismounted OPs and patrols up to 10 km via FM voice.
- Operating mounted with an operating range of 300 km.
- Infiltrate dismounted at a rate of 1 kph.
- Defeating light skinned vehicles with .50 cal, MK19, and AT4.
- Man two hasty or one deliberate checkpoints.
- Call for fire via Force XXI Battle Command Brigade and Below (FBCB2) or FM voice.
- Sustain itself with Classes IllIIIV for 48 to 72 hours.
- Provide combat lifesaver (CLS) care and limited casualty evacuation (CASEVAC) for wounded personnel.

Visualize, Describe, Direct --The Lead-Assess Model LEAD FM 3-0, Operations, Chapter 5: "Visualizing, describing, and directing are aspects of leadership common to all commanders. The fluid nature of operations, technology, and volume of information increase the importance of commanders being able to visualize and describe operations to subordinates and staff. Commanders' perspective and the things they emphasize change with echelon. "Operational commanders identify the time, space, resources, purpose and action of land operations and relate them to the JFC's operational design. "In contrast, tactical commanders begin with an AO designated, objectives identified, the purpose defined, forces assigned, sustainment allocated, and time available specified."

SLIDES FOR THE THINK LIKE A COMMANDER SCENARIOS

VIGNETTE 8: BEFORE THE ATTACK





Battle Handover Line

- Battle Handover Line is a control measure that defines or stipulates the point upon which responsibility for fires and control pass from the stationary force to the moving force
- Stationary force will continue to provide fire support on call from the moving force

Guidance

- "DDE will handle anything north of PL DIME".
- "I'm leaving it up to you to CLEAR the enemy south of PL DIME."
- "Just so there's no misunderstanding, this means you must eliminate the threat in your AO and clear the passage lanes by 1100 hours. Establish your coordination points for the passage by 1200 hours."

Guidance

- "DDE will handle anything north of PL DIME".
- "I'm leaving it up to you to CLEAR the enemy south of PL DIME."
- "Just so there's no misunderstanding, this means you must eliminate the threat in your AO and clear the passage lanes by 1100 hours." Establish your coordination points for the passage by 1200 hours."

Fire Support Tactical Missions

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The artillery normally is assigned one of four tactical missions to support your operation effectively. It can instantly shift support to a different maneuver organization in a particular battle scenario by using these missions. These tactical missions are listed from the most decentralized to most centralized. They are as follows:

- <u>Direct Support (DS)</u> an FA unit provides close and continuous fire support to your units. An FA Unit usually is placed in direct support of a specific maneuver brigade.
- Reinforcing an FA unit augments the fires of another FA unit and yet is almost as responsive to your units as DS artillery. An FA unit can reinforce only one other FA unit.
- General Support Reinforcing (GSR) a unit furnishes fires for the entire force within its range and reinforces the fires of another FA unit as a second priority.
- General support (GS) a unit provides fires in support of the entire force within its range capability.

PIR

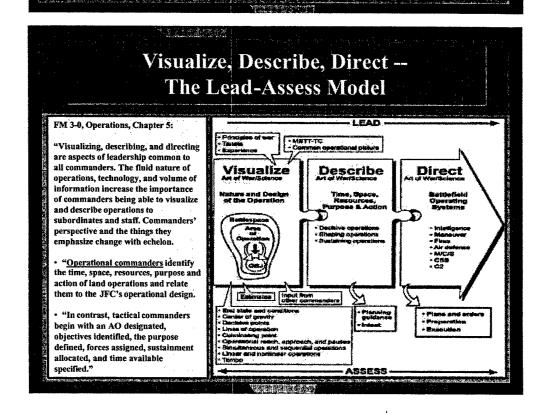
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- Logical PIR for this phase of the operation could be:
 - Will the 9th MID Tank Battalion Attack, Defend or Delay and from where?
 - Will the CAR of the 42nd IMIBR Attack, Defend or Delay and from where?

Actions on Transition

- · Actions on Transition include the following:
 - 1. Maintain surveillance of the enemy
 - 2. Establish and Maintain local security
 - 3. Redeploy fire support as required
 - 4. Maintain contact with adjacent units as required
 - 5. Transitions combat support and service support
 - 6. Consolidate and Reorganize
 - 7. Assures the transition requirements are understood in the command

Transitions During the Offense

- Commanders may transition during the offense for a number of reasons including: culmination, end of hostilities, or a change of mission
- In any offensive transition even one produced by the end of hostilities the commander must assume a hasty defensive posture in order to provide for the security of his force and to prepare for defensive operations or transition to post hostility operations



Appendix F

The Think Like A Commander Software Application

This section describes the system requirements recommended to install and use the Think Like A Commander (TLAC) training program. The chart below lists hardware and operating system specifications for optimal TLAC use.

Component	Specification
Processor	Pentium II 400 MHz
Memory	128 MB
Fixed Disk	500 MB free space
Video Memory	8 MB VRAM
Sound Card	Sound Blaster compatible w/ speakers
Screen Display	1024x768, 16 bit color
CD-ROM Drive	8x or faster

Additional Software

The TLAC prototype requires the following additional software:

- Microsoft Media Player 6.4 or higher
- Microsoft Office 2000 (for Instructor Materials and Spell Check)

Operating System Requirements

The TLAC prototype application was developed and tested for Microsoft Windows 98, Windows NT 4.0 with Service Pack 6 or higher and Microsoft Windows 2000. TLAC may have unexpected results if installed on other operating systems. Therefore, the TLAC application should not be installed on Microsoft Windows 3.11, Windows for Workgroups 3.11, Windows ME, Windows NT 3.51, or Windows XP operating systems. Installation instructions are provided in the Installation Procedures section of this document.

Installation Operating System And Devices

Installation Resources:

- Microsoft Windows 98, Windows NT 4.0, or Windows 2000 operation system
- Microsoft Windows Operating System Service Pack
 - Service Pack 6.0 (or higher) or Windows NT 4.0
 - Service Pack XX (or higher) for Windows 98
 - Service Pack XX (or higher) for Windows 2000
- Microsoft Office 2000 Professional Edition CD-ROM and Service Release 2a
- Microsoft Windows Media Player
 - Windows Media Player 6.4 for Windows NT 4.0

- Windows Media Player XXXXX for Windows 98 and Windows 2000
- TLAC 1.0 installation CD-ROM
- TLAC Installation Procedures

Installation Procedures:

These procedures assume that an accepted Microsoft Windows operation system and additional required software is already installed on the computer. If the operation system is not installed, you should consult the installation instructions for the operation system you are going to install.

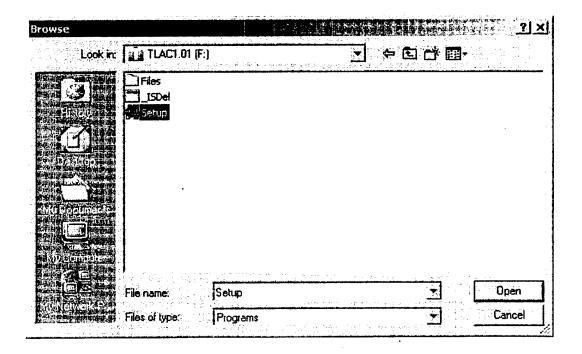
Follow the steps below to install the TLAC software.

NOTE: Administrator permissions are required to install TLAC under Windows NT 4.0 and Windows 2000.

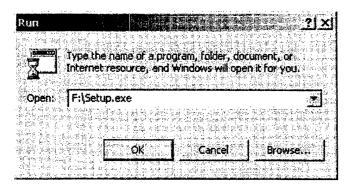
Insert the **Think Like A Commander: Captain's Edition Prototype version 1.0** CD-ROM. The installation process will automatically start after the disk is inserted.

If the installation screen does not appear you can start the installation by selecting **SETUP.EXE** from the TLAC CD-ROM.

- 1. Select Run from the Start menu.
- 2. Select Browse.
- 3. Select the drive with the TLAC1.01 CD-ROM.

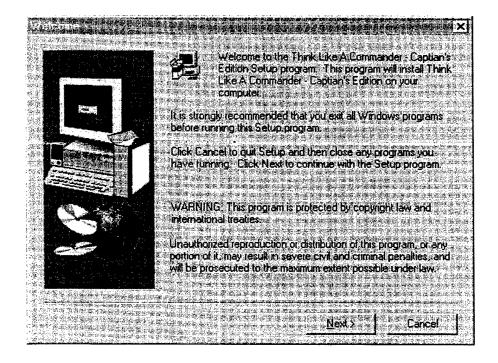


4. Click OK at the Run window.

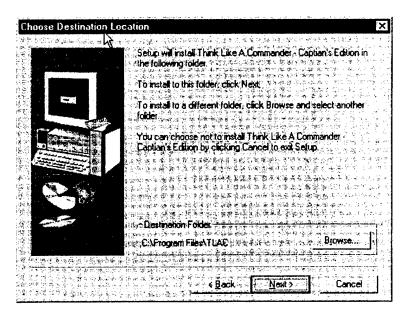


After the installation program starts, follow the steps below to complete the installation.

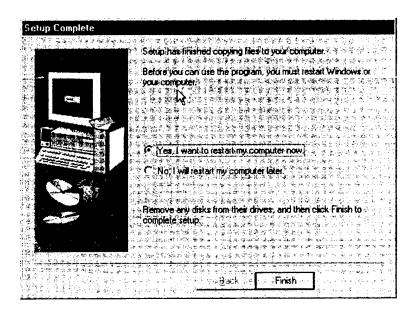
1. Click **Next** on the TLAC Installation **Welcome** screen.



2. Select the destination folder from the Choose Destination Location screen. The default location is C:\Program Files\TLAC. Click the **Next** button.



3. When the **Setup Complete** screen appears, click **Finish** to restart your computer.



NOTE: The installation program will put a shortcut to the TLAC training program on the **Start** menu. To run TLAC, select Start, Programs, Think Like a Commander – Captain's Edition, and select the Think Like A Commander program.