



**Research Product 2009-04**

**Metrics for Assessing Cognitive Skills in the  
Maneuver Captains Career Course**

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# METRICS FOR ASSESSING COGNITIVE SKILLS IN THE MANEUVER CAPTAINS CAREER COURSE

## CONTENTS

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	Page
INTRODUCTION .....	1
Background .....	1
Metrics Design Parameters .....	3
Development Method.....	5
COMPANY-LEVEL METRICS .....	8
Overview .....	8
Family of Modules.....	8
Contents of the Modules .....	10
Instructor's Guide .....	12
Special Features .....	12
BATTALION-LEVEL METRICS .....	14
Overview .....	14
Family of Modules.....	14
Contents of the Modules .....	15
Instructor's Guide .....	16
Special Features .....	17
GUIDELINES FOR LEVERAGING THE COMPANY- AND BATTALION-LEVEL SAPs....	18
Assessment Strategy .....	18
Creating Tailored Tests.....	20
Test Conditions .....	21
Scoring .....	22
CONCLUSIONS AND RECOMMENDATIONS .....	23
Conclusions.....	23
Recommendations.....	23
Utilization and Dissemination of Products .....	24
REFERENCES .....	25
APPENDIX A COMPANY-LEVEL STUDENT ASSESSMENT PACKAGE .....	A-i
APPENDIX B BATTALION-LEVEL STUDENT ASSESSMENT PACKAGE.....	B-i
APPENDIX C LIST OF DOCTRINAL SOURCES .....	C-1

## CONTENTS (continued)

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	Page
APPENDIX D JRTC DATA COLLECTION INSTRUMENTS .....	D-1
APPENDIX E COMPANY-LEVEL DATA AND RESULTS .....	E-1
APPENDIX F BATTALION-LEVEL DATA AND RESULTS.....	F-1
APPENDIX G ACRONYMS AND ABBREVIATIONS .....	G-1

## LIST OF TABLES

TABLE 1. DESIGN GOALS FOR MC3-RC STUDENT METRICS .....	4
TABLE 2. OBSERVER/CONTROLLER DEMOGRAPHICS.....	6
TABLE 3. DESCRIPTION OF THE TWENTY COMPANY-LEVEL MODULES.....	9
TABLE 4. FIVE STANDARD ELEMENTS OF A METRICS MODULE.....	10
TABLE 5. REPRESENTATIVE SCENARIO FROM A COMPANY-LEVEL METRICS MODULE .....	10
TABLE 6. THREE TYPES OF QUESTIONS USED IN COMPANY-LEVEL METRICS, WITH EXAMPLE STEMS .....	11
TABLE 7. DESCRIPTION OF THE FIFTEEN BATTALION-LEVEL MODULES.....	15
TABLE 8. REPRESENTATIVE SCENARIO FROM A BATTALION-LEVEL METRICS MODULE .....	16
TABLE 9. THREE TYPES OF QUESTIONS USED IN BATTALION-LEVEL METRICS, WITH EXAMPLE STEMS .....	17

# METRICS FOR ASSESSING COGNITIVE SKILLS IN THE MANEUVER CAPTAINS CAREER COURSE

## Introduction

As the Army continues its transformation to a modular force, it is restructuring the officer education system. The Infantry and Armor Captains Career Courses (CCCs), formerly separate programs of instruction (POIs), have merged into a common Maneuver Captains Career Course (MC3). The emergent course involves a mix of distributed learning (dL) and in-residence phases. To accommodate the Reserve Component (RC) environment, the MC3-RC version of the course relies heavily on dL instruction, unlike the MC3-AC (Active Component) version. Because of the premium on classroom time for RC students, MC3-RC instructors face special challenges in measuring student performance. Innovative testing approaches are needed to augment basic assessment processes and to quantify student progress. In response to that need, the U.S. Army Research Institute (ARI) conducted a project to create metrics for assessing learning among MC3-RC students, with an emphasis on cognitive skills.

This report presents the products of the research project. It provides the complete contents of two Student Assessment Packages (SAPs)—one for company-level competencies and one for battalion-level competencies. It also includes data and worksheets that were used in developing the SAPs. The final packages offer useful tools for MC3-RC instructors, course managers, training developers, and researchers working to advance student assessment methods.

## ***Background***

The MC3-RC POI builds competencies needed for company command and battalion staff assignments. The course consists of five phases of instruction:

- Phase I: TRADOC (U.S. Army Training and Doctrine Command) Common Core encompassing 71 hours of self-paced asynchronous instruction.
- Phase II: Preliminary training consisting of 75 hours of self-paced asynchronous instruction in doctrinal fundamentals, company science (fundamentals), company/team defense/offense operations, combined arms battalion (CAB) fundamentals, and introduction to the military decision making process (MDMP) and CAB-level operations orders.
- Phase III: Resident phase involving 120 hours of face-to-face classroom instruction focused on training company/team troop leading procedures and CAB MDMP.
- Phase IV: Virtual Tactical Operations Center exercises enabling geographically separated students and instructors to collaborate in real time. This phase consists of 149 hours of asynchronous and synchronous instruction delivered over five inactive duty training weekends in intelligence, surveillance, and reconnaissance operations; security operations; joint operations; urban and stability operations; battle captain duties, and taking command of a company.
- Phase V: Combined arms exercise spanning 120 hours of synchronous instruction focused on brigade combat team (BCT) and CAB full spectrum operations. Students are integrated with resident MC3 classes and participate as members of a BCT or CAB staff.

Soon to be included in the MC3-RC are scenario-based exercises conducted through a simulation program known as the Virtual Experience Immersive Learning Simulation (VEILS). Reflecting the contemporary operational environment (COE), the exercises are designed to enable Captains to practice their leadership and decision-making skills for the full range of required duties (e.g., course of action analysis, supply activities, maintenance responsibilities, and Battle Captain duties). One large scenario incorporates all of the topic areas. The VEILS exercises are envisioned to be used during the MDMP module in Phase II and during the battle captain and taking command modules in Phase IV.

Although some performance measures are currently used in the MC3-RC, especially at the company level, there was a need to develop metrics capable of determining the proficiency levels of the Captains (individual performance) during the MC3-RC's two residential phases (Phases III and V) as well as the VEILS exercises. Because the course develops Captain-level competencies such as situation assessment, tactical analysis and decision making, the metrics needed to focus on cognitive skills. Thus, the current project's goal was to develop tools suitable for measuring the cognitive proficiency levels of students at various stages of the MC3-RC POI to include assessing (a) knowledge of tactics and leader tasks, (b) cognitive and decision-making skills, and (c) the integration of tactical knowledge and cognitive skills. By assessing these critical competencies, the instructors could determine how well the Captains are acquiring the knowledge and skills being taught in the course, thus enhancing the Captains' learning and better preparing them to perform their duties following completion of the MC3-RC. Specific applications could include tracking the development of individual students and implementing special training to develop cognitive skills. At a programmatic level, the metrics could be used to distinguish between low and high performers and compare student outcomes from residential instruction and dL instruction.

It is important to note that the metrics assess cognitive skills reflecting the first three levels of Bloom's *Taxonomy of Cognitive Objectives* (e.g., Bloom, Englehart, Furst, Hill, & Krathwohl, 1956). Specifically, the metrics focus on (1) the Captain's ability to recall or retrieve specific knowledge (e.g., terminology, facts) acquired during the course, (2) their comprehension or understanding of the meaning of this knowledge, and (3) their ability to apply this knowledge to solve specific scenario-based problems, as described in this report. The metrics do not address Bloom's analysis, synthesis, or evaluation skills. The assessment of analysis skills would involve complex testing materials (e.g., all of the supporting material for an order, information on host country, detailed information on attached assets) requiring the Captains to determine the structure or organization of a set of ideas such as identifying the causes of particular problems (vice choosing a solution for a particular problem). The assessment of synthesis skills would involve an integrated testing process in which the Captains would first analyze a particular problem and then develop a new plan from their analysis of the information. Finally, the assessment of evaluation skills, the highest level of cognitive activity, would require the rich testing material needed for analysis plus additional materials with specified criteria from which the Captains would judge the merit of certain theses. The student output from all of these assessments would be in an essay-type format. Thus, the assessment of analysis, synthesis, and evaluation skills were outside the scope of the present research which was aimed at developing a standardized, objective scoring format from which instructors and program developers could collect quantitative data for the purposes of individual feedback or course management.

### *Metrics Design Parameters*

The MC3-RC metrics support the course instructors by helping them construct tests of student proficiency and progress. The level of difficulty of the tests can advance over time to keep pace with the students' maturing knowledge and skills. The ready-to-apply assessment materials enable the instructors to conduct more robust testing with minimal increase in effort.

As Table 1 shows, a framework was created to define the design goals for the MC3-RC metrics and guide the development of test items, supporting materials, and their packaging. It is important to note that two factors heavily influenced the design of the metrics. First, as a goal of the project was to support the course instructors by helping them evaluate the students' proficiency and progress, much attention was given to developing metrics that were flexible, modular, and easily administered. That is, the metrics were developed so that an MC3-RC instructor could select items from a pool of questions to build a test meeting a limited set of assessment objectives. The scope of the test might range from a simple quiz to an end-of-phase examination. The instructor could copy the selected items into a word processing file, tailor them as desired, arrange them in the desired sequence, and add general instructions for the students. Answer keys embedded in the metrics would enable construction of a tailored scoring key. After administering the test in paper-and-pencil mode, the instructor would use the scoring key to determine student scores and assign grades. An instructor would be able to repeat the test process, creating different versions from the common pool of questions as the course progresses.

The second primary design factor was related to assessment objectivity. In order to use the metrics for program evaluation purposes, such as comparing student outcomes from dL and residential courses, it is important to have standardized, objective scoring. Thus, certain types of measures would be more appropriate than others. For example, multiple choice responses enable objective scoring, minimizing the role of subjective factors, and they can be automated via institutional learning management systems, minimizing the time spent on scoring the tests. On the other hand, fill-in-the-blank and essay questions require subject matter experts to assess the adequacy of the responses. Scoring by experts generates a costly resource issue in terms of time and manpower, and it relies on subjective judgment because there are no standard responses. Use of standardized, objective response sets across time and locations would promote consistent feedback to students and offer quantitative data for better program management.

One method for assessing cognitive skills at the individual level that meets many of the design goals is the situational judgment test (SJT). The approach challenges a Soldier to apply knowledge of doctrine, decision making, and practical experience to solve scenario-based problems (e.g., Weekley & Ployhart, 2006). The scenarios can range from very simple to moderately complex, and various response and scoring approaches can be used (Weekley, Ployhart, & Holtz, 2006). For this project, scenarios portrayed tactical situations requiring the students to apply the knowledge and skills gained from the MC3-RC instruction to solve a specific aspect of a practical "problem." At the same time, because the students can draw from their own practical experience to answer the questions, the SJT method assesses the students' decision-making and leadership skills as well as the knowledge gained from the course.

Table 1  
*Design Goals for MC3-RC Student Metrics*

Parameter	Design Goal
Focus	Competencies that play a critical role in unit operations conducted in the COE
Scope	Coverage of the range of command and staff competencies addressed by the course
Anchoring	Relevant scenarios based on real-world problems to provide practical challenges
Resolution	Built-in ability to distinguish proficiency components (knowledge, skills, etc.)
Measurement	Strong emphasis on objective, quantitative measures of proficiency
Modularity	User-friendly structure and formatting to enable ready creation of test instruments
Sufficiency	Sufficient quantity of measures to support repeated testing with the same group
Flexibility	Open architecture that allows users to tailor the measures with specific preferences
Medium	Capability to conduct testing in hardcopy mode, with option for automated delivery
Scoring	Answer keys (including rationale) and scoring guidelines to foster standardization
Independence	Capability for stand-alone implementation without need for external resources

Real-world scenarios set a realistic context for measuring proficiency. Assessing the competencies in the context of a mission-based scenario meets the design goal of anchoring the metrics to operational challenges. In addition, scenarios can be supplemented with tactical materials such as a warning order (WARNO) to add realism to test items. While developing scenarios that adequately assess all targeted competencies can be demanding, the benefits far outweigh the costs. The scenarios and tactical materials draw the students into a constructive activity and elevate the assessment process from the text-book realm to the practical realm. When the instructor uses the scenarios as points of discussion throughout the course, the assessment truly becomes a learning experience. In an important sense, tactical scenarios can make the metrics more appealing to instructors and students.

In the final analysis, an SJT model was chosen to assess Captain-level competencies related to domain knowledge (doctrine), tactical decision making, and tacit knowledge (leadership/interpersonal competencies) as taught in the MC3-RC. Other cognitive measurement techniques were considered, including the Tactical Thinking Behaviorally Anchored Rating Scale (Phillips, Shafer, Ross, Cox, & Shadrick, 2006), multiple-choice knowledge questions (Knapp, McCloy, & Heffner, 2004), rating-based tacit knowledge queries (Hedlund, Sternberg, Horvath, Forsythe, & Snook, 1999), biodata queries (retrospective situational response items, as reported by Zaccaro, White, Kilcullen, Parker, Williams, & O'Conner-Boes, 1997), and various self-assessment metrics (Cortina, Zaccaro, McFarland, Baughman, Wood, & Odin, 2004). However, the SJT method best met the design goals. Compared to other techniques for measuring cognitive skills, SJTs offer the following advantages:

- Emphasis on practical problem solving.
- Ease of establishing tactical context by using scenarios.
- Versatility to accommodate a variety of standardized response options.

- Methodological familiarity among the target audience.
- Modular structure to facilitate tailoring by instructors.
- Suitability for integrating knowledge and cognitive skills.

### ***Development Method***

Guided by the design goals, a 12-step process was implemented to develop two SAPs—one for company command competencies and another for battalion staff-related competencies. The following steps occurred independently for each package, with substantial application of professional military judgment throughout:

1. Review of MC3-RC course materials.
2. Observation of sample MC3-RC classes (Phases III and V).
3. Interviews of observer/controllers (O/Cs) and Leader Training Program (LTP) coaches at the Joint Readiness Training Center (JRTC).
4. Review of lessons learned from Operation Iraqi Freedom (OIF) and JRTC reports.
5. Identification and organization of COE-based competencies.
6. Cross-walking of selected competencies against MC3-RC instructional topic areas.
7. Application of screening criteria to select high-priority competencies.
8. Preparation of metrics outline organized around selected competencies.
9. Drafting of scenarios, questions, and answer keys.
10. Drafting of instructor's guide, including scoring approach.
11. Review of draft SAP by subject matter experts (SMEs).
12. Revision and finalization of SAP.

First, to identify the key competencies developed by the course, MC3-RC course materials such as task summaries and class schedules were reviewed. Observations of a sample of Phase III and Phase V classes also were conducted to gain an appreciation of the learning environment. Tactical decision exercises from the MC3-RC POI as well as current officer foundation standards (U.S. Department of the Army, 2006b, 2006c) also were reviewed. These steps produced an understanding of the POI's learning objectives and intended outcomes.

Next, interviews with JRTC personnel were conducted to leverage the insights of O/Cs and LTP coaches in light of the COE. The interview protocol and questionnaire (Appendix D) focused on competencies of company commanders and battalion staff officers, as well as common training challenges. Four focus groups were conducted in which the participants first individually completed the questionnaire, which asked them to rank order lists of critical competencies and cognitive abilities, and then participated in a group discussion. The demographic characteristics for the first three focus groups in which 22 O/Cs participated are shown in Table 2. The fourth focus group consisted of five LTP coaches who were all retired military personnel coaching unit leaders on the MDMP several months prior to the unit's JRTC rotation. As such, the focus group consisting of the LTP coaches addressed only the battalion-level competencies. For both company and battalion levels, the O/Cs' responses revealed a primary emphasis on doctrinal mastery, with secondary emphasis on leadership and adaptive thinking abilities (see Appendix E, pages E-2 to E-6, and Appendix F, pages F-2 to F-13, for summaries of survey and focus group results at the company and battalion levels, respectively).

Table 2  
*Observer/Controller Demographics*

Variable	Group 1 <sup>a</sup> (n = 6)	Group 2 (n = 6)	Group 3 <sup>b</sup> (n = 10)
Rank	3 Majors 3 Captains	1 Major 5 Captains	1 Lieutenant Colonel 7 Majors 2 Captains
Branch	4 Infantry 1 Armor 1 Engineer	3 Air Defense Artillery 2 Armor 1 Infantry	2 Aviation 2 Field Artillery 2 Transportation Corps 1 Infantry 1 Ordnance
Avg # rotations observed	12	12	12
Avg # years in service	14	12	13

<sup>a</sup> This group included an Australian Infantry Major with 13 years of military service who had observed 10 JRTC rotations.

<sup>b</sup> Two officers in this group did not provide Branch data.

*Abbreviation:* Avg = average.

Also considered for inclusion in the SJTs were COE-based lessons learned. Several sources of information were reviewed for possible scenario content. First, the quarterly activities reports prepared by ARI's JRTC Liaison Officer were reviewed. These reports contained observations regarding training issues and incidents in the context of the COE. For the company-level analysis, an article reporting leadership challenges cited by Captains who served in OIF (Association of the United States Army, 2007) also was reviewed. The results of these review activities reinforced the importance of doctrinal mastery that emerged in the JRTC interviews. Finally, an SJT package developed for the Basic Officer Leadership Course II, reflecting platoon-level tactical scenarios, was reviewed to see if the content could be further developed for the company level (for a full description see Pleban, Tucker, Centric, Dlubac, & Wampler, 2006). Summaries from the various sources (minus sensitive information from the JRTC reports) are presented in Appendixes E (pages E-7 to E-9) and F (pages F-14 to F-15).

The outcomes of the interview and review steps were integrated to produce lists of critical company- and battalion-level competencies for Captains (see Appendix E, page E-10, and Appendix F, page F-16, respectively). A key product of these steps was a preliminary list of competencies which was then cross-walked with the MC3-RC POI to ensure that all of the candidate competencies were taught in the course (see the worksheets at pages E-10 and F-16). The competencies were then prioritized according to (a) their prevalence in the JRTC reports, (b) O/C rankings, and (c) informal criteria including criticality, level of difficulty, and impact (see pages E-13 and F-18 for a detailed description of the factors and outcomes). For example, as is shown in Appendix E (page E-10), an understanding of troop leading procedures is a high priority company-level competency because the JRTC sources indicated that it was important and course information indicated that Captains received substantial training in this area. On the other hand, although detection/reaction to improvised explosive devices (IEDs) was mentioned as an important competency in some of the JRTC reports, the MC3-RC POI does not address it explicitly (see page E-10). Thus, this particular competency received a medium priority and became an unlikely candidate for the company-level metrics.



After the list of competencies to be included in the SAP was finalized, key tasks and performance requirements of specific missions were linked to each competency. Finally, an outline was developed that laid out the complete set of competencies, a scenario frame for each competency including the mission setting, and the intended types of items (recall, understanding, and/or application). Appendixes E (page E-14) and F (page F-19) include the outlines for the company-level and battalion-level metrics, respectively.

Next, an exemplar SJT module for a selected competency was developed. The development process reflected the work of Burnfield, Waugh, Sinclair, Van Iddekinge, and Moriarty (2007) and Weekley et al. (2006). After refining the exemplar module, the military subject matter experts created the scenarios, questions, and answer keys for the remaining modules (one module per competency). A standard set of formatting rules ensured consistency across modules. Additionally, an instructor's guide was created to provide the practical context for applying the metrics. The guide was integrated with the complete set of modules into a unified package—the SAP—that included an index at the front of the package and an annex presenting scoring examples (see Appendixes A and B). The annex illustrated the application of the scoring guidelines contained in the instructor's guide.

Feedback on the complete SAP was obtained from Army experts involved in training maneuver Captains, including MC3-RC instructors as well as O/Cs at JRTC and the National Training Center (NTC). The feedback was used to revise and finalize the SAP.

## Company-Level Metrics

This section describes and characterizes the company-level SAP. The intact package appears in Appendix A.

### ***Overview***

The company-level SAP addresses competencies involved in commanding a Mechanized Infantry or Armor company/team. The competencies fall into five categories: doctrine and TTP (tactics, techniques, and procedures), leadership, adaptive thinking, working with non-military elements, and sustainment operations. The package is organized into the following components:

- Instructor's guide including index of modules.
- Modules with scenarios, questions and answer keys.
- Annex containing scoring examples.

### ***Family of Modules***

The company-level SAP contains twenty modules that were developed to assess the competencies determined to be the most critical for company commanders. The modules cover a broad spectrum of practical problems facing commanders of Mechanized Infantry and Armor company/teams in the COE. The modules, organized by competency category, and the mission type selected for the scenario context of each module are shown in Table 3.

The heavy representation of competencies reflecting doctrine and TTP is evident in Table 3. This is a result of the MC3-RC's focus on doctrinally defined warfighting processes and solutions. The emphasis on mastering warfighting "basics" as a Captain reflects the crucial role of how-to-fight principles in achieving mission success. Accordingly, half of the modules address the doctrine and TTP category. Among the competencies within the doctrine and TTP category, six relate directly to troop leading procedures (TLP), which comprise the decision-making process at the company/team echelon and below. The TLP-based modules include the following:

- Performing METT-TC (mission, enemy, terrain and weather, troops and support available, time available, and civil considerations) Analysis.
- Considering Effects of Terrain and Weather.
- Visualizing the Battlefield (Enemy).
- Knowing and Using All Assigned Assets.
- Conducting Parallel Planning.
- Planning and Conducting Rehearsals.

Besides doctrine and TTP, the competency categories include leadership, adaptive thinking, working with non-military elements, and conducting sustainment operations. The relatively strong emphasis on leadership and adaptive thinking (see Table 3) is a result of the instructional priorities embedded in the MC3-RC POI as well as the Army's commitment to producing adaptive, mentally agile leaders (U.S. Department of the Army, 2006a).

Table 3  
*Description of the Twenty Company-Level Modules*

Module	Assessment Focus
<i>Doctrine and TTP</i>	
1. Operating Traffic Control Points	Prepare for a TTP review session with the Platoon Leaders
2. Executing Cordon and Search	Think through cordon and search planning considerations
3. Managing Combat Information	Identify information requirement types, handle vague issues
4. Managing Operational Risk	Review anti-fratricide fundamentals, plan weapons control
5. Performing METT-TC Analysis	Conduct mission analysis and develop a mission statement
6. Considering Effects of Terrain and Weather	Conduct terrain analysis, identify key and decisive terrain
7. Visualizing the Battlefield (Enemy)	Array enemy elements and determine their task/purpose
8. Knowing and Using All Assigned Assets	Discern capabilities & limitations of tank/mech infantry plts
9. Conducting Parallel Planning	Integrate company troop leading steps into a CAB timeline
10. Planning and Conducting Rehearsals	Select a company rehearsal technique for upcoming operation
<i>Leadership</i>	
11. Building a Relationship with the ISG	Get ready to discuss roles and duties with your new ISG
12. Mentoring a Struggling Subordinate	Prepare for a counseling session with a struggling subordinate
13. Handling Ad Hoc Task Organization	Leverage coalition & NGO elements in a company operation
<i>Adaptive Thinking</i>	
14. Receiving a Poorly Defined Mission	Plan village foot patrols in an ambiguous situation
15. Maintaining Focus on Mission/Higher Intent	Prioritize multiple missions in stability operations
16. Remaining Flexible To Meet Contingencies	Identify planning considerations for the Task Force reserve
17. Receiving an Under-Resourced Mission	Deal with mission creep during counterinsurgency operations
<i>Working with Non-Military</i>	
18. Understanding Foreign Cultures	Consider cultural factors before and during deployment
19. Engaging the Local Community	Analyze civil considerations and IO themes for new AO
<i>Sustainment Operations</i>	
20. Conducting Casualty Evacuation	Review CASEVAC fundamentals and methods

The mix of mission types selected for the scenarios represents the Army's concept of full spectrum operations (U.S. Department of the Army, 2008). The mission types range from combat operations (offense, defense) to stability operations to garrison operations. Including the full spectrum of operational settings in the company-level modules requires the Captains attending the MC3-RC to apply their knowledge and skills across diverse aspects of the operational environment.

## *Contents of the Modules*

The SAP employs a common structure consisting of five elements to provide a consistent layout for every module. As shown in Table 4, each module first orients the test developer (instructor) by describing a specific competency and then presents the actual test construction materials with optional questions to meet a range of test objectives. The module's final element—the answer key—gives the instructor the basis for scoring students' test results.

Table 4  
*Five Standard Elements of a Metrics Module*

Element	Description
Assessment Category	Classification of the module in terms of competency category
Module Number & Title	Unique identification by means of simple labeling information
Scenario	One or more paragraphs setting up the practical challenge
Questions	Optional questions, each with stem and objective response options
Answer Key	Specification of correct answer(s), with reference(s) and rationale

Using scenarios to create a meaningful context for each module establishes the relevance of the test items and enhances the student's motivation. The typical scenario uses a paragraph or two to describe a realistic setting and provide the context for solving some kind of problem. A representative scenario appears in Table 5. Each scenario is independent of the others, but certain scenarios involve common tactical materials in the form of a WARNO. The battalion WARNO uses the doctrinal format for providing tactical information about the mission, task organization, enemy situation, friendly forces, etc. Also included in the WARNO are selected tactical overlays and operations sketches. When constructing a test, the instructor can use the WARNO materials to challenge the students in a practical exercise fashion.

Table 5  
*Representative Scenario from a Company-Level Metrics Module*

You command an FBCB2-equipped Infantry Company/Team preparing to conduct a night attack to destroy a mechanized infantry platoon on OBJECTIVE LEE. The enemy disposition on the objective is unclear and friendly, neutral, and unknown entities are expected to be operating forward of the LD/LC. As you conduct your mission analysis, you assess the risk of fratricide as high. You decide to prepare a risk management plan that addresses combat identification and implements anti-fratricide measures, and incorporate these measures into your troop leading procedures in preparation for this mission. Time is limited, but you must ensure you cover all of the important aspects.
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To provide flexibility and versatility across test events, the modules include questions that examine three different aspects of learning: recall (remembering facts), understanding (thinking through implications), and application (solving practical problems). Table 6 presents illustrative examples of each type of question. The majority of the modules include all three types of questions (one question per type), but a few modules contain only one or two types of questions because of the nature of the subject matter. One module contains five separate recall questions. Across all 20 modules, the SAP offers a total of 54 questions (25 recall, 17 understanding, and 12 application items).

Table 6  
*Three Types of Questions Used in Company-Level Metrics, with Example Stems*

Question Type	Example Stem
<i>Executing Cordon and Search</i>	
Recall	Cordon and search operations are most frequently an integral aspect of what phase of a clear-hold-build operation? (Circle the BEST answer)
Understanding	What basic methods did you consider in your plan to search the populated area of the village? (Circle ALL that apply)
Application	What missions and tasks did you assign to your security forces providing the inner cordon? (Circle ALL that apply)
<i>Performing METT-TC Analysis</i>	
Recall	Match the following terms with their definitions: specified task, implied task, essential task, constraint. (Place the definition # in the blank beside each term)
Understanding	You are still the commander of TM-D/4-99 Armor. Analyze your tasks in WARNO #2 and identify specified, implied, and essential tasks as well as any constraints. (Place the task # in the blank beside each term)
Application	You are the commander of TM-B/4-99 Armor. Select the BEST mission statement for your Team from the list below. (Circle the BEST answer)

The number of response options for a given question ranges from four to nine, with a median of five options. Three frameworks for answering questions are employed:

- Multiple choice (best answer) – 18 questions.
- Multiple choice (multiple correct answers) – 25 questions.
- Matching (4-8 elements typically using all listed options) – 11 questions.

The answer key for each module contains three elements of information: a list of the correct answer(s) for each question, a doctrinal reference for each correct answer, and a rationale (explanation) for each correct answer. The doctrinal reference is an easily recognizable citation (e.g., FM 5-0, paragraph 3-66), so that the instructor can locate the actual document if desired. The rationale statement typically extracts pertinent information from the reference and also may reiterate information from the scenario or tactical materials. Appendix C contains a complete list of doctrinal references cited in the answer keys.

## ***Instructor's Guide***

The instructor's guide provides guidelines for using the SAP to the MC3-RC cadre members who are responsible for testing. It employs a briefing format (bulletized information) that is familiar to the target audience and focuses on essential information. The guide contains the following sections:

- What is the purpose of the SAP?
- How can the SAP benefit instructors and students?
- What's in the SAP?
- What competencies are included?
- How were the assessment modules created?
- How to use the SAP?
- How to handle scoring?
- ARI's research project (key characteristics and point of contact).
- Index of modules including mission types and page numbers.

## ***Special Features***

Organizing the modules under competency categories provides the user with a scheme for linking the metrics to broad areas of MC3-RC instruction. As the five categories—doctrine/TTP, leadership, adaptive thinking, working with non-military, and sustainment operations—cover all the competencies reflecting the cognitive skills developed by the course, they make it easier for the instructor to choose test items that meet specific assessment objectives. The SME feedback indicated that the five-category taxonomy was an appropriate and relevant structure for the metric.

The modules' answer keys go well beyond the mere specification of correct answers. Detailed explanations of correct responses enable the user to follow the logic of determining correctness among the response options. Doctrinal references make it easy for the users to check a published source if they desire to do so. If a user chooses to tailor selected questions and/or response options, then the combination of rationale statements and doctrinal references facilitates the tailoring process. In addition, the instructor can use the information in the answer keys to discuss the test results with students and enhance the learning process.

The scoring examples at the end of the SAP supplement the scoring guidelines contained in the instructor's guide. A notional example first illustrates how to create a scoring scheme with different weights for recall, understanding, and application questions. Using a notional mix of student answers, the example then illustrates the calculation of a student score. The examples provide a working framework for instructors to develop their own scoring scheme, if desired.

When used in the digital mode, the SAP contains hyperlinks that readily connect the user to key components. This mechanism facilitates navigation in a document that contains 20 modules spread across more than 70 pages. The up-front index lists module titles that are hyperlinked to the starting pages of the modules themselves. The index also provides a hyperlink to the scoring examples. Within the modules that refer to the WARNO, an embedded

hyperlink enables the user to jump directly to the starting page of the WARNO. The hyperlink feature is intended to save the user time and effort in locating desired materials.

One of the design goals calls for creating metrics capable of supporting automated test delivery. While the near-term objective is to support hardcopy implementation, computer-based testing is an important consideration in the longer term. Eventual automation would facilitate construction of test instruments and reduce the administration and scoring workload for the instructors. Two features of the SAP are especially helpful in enabling automation—modular organization and objective scoring. Packaging metrics in modules allows for a plug-and-play (e.g., database-driven) environment. Objective answer forms set the conditions for machine scoring of student test results, with no need for instructor grading as would be required with fill-in-the-blank or essay questions.

## Battalion-Level Metrics

This section describes the battalion-level SAP and its major characteristics. Appendix B contains the complete package.

### ***Overview***

The battalion-level SAP addresses competencies associated with serving on a battalion staff, mainly in the role of Assistant S3 or Battle Captain. The competencies fall into four categories: doctrine and TTP, leadership, adaptive thinking, and sustainment operations. In parallel with the company-level SAP, the package is organized into the following components:

- Instructor's guide including index of modules.
- Modules with scenarios, questions and answer keys.
- Annex containing scoring examples.

### ***Family of Modules***

The battalion-level SAP contains a family of 15 modules to assess the high-priority competencies determined to be the most critical for battalion staff officers, primarily the Assistant S3 or Battle Captain. The modules cover a broad spectrum of real world problems facing battalion staff officers operating in the COE. Table 7 lists the modules by competency category, along with the type of scenario mission.

As with the company-level modules, the heavy emphasis on the doctrine and TTP category (see Table 7) results from the MC3-RC's emphasis on doctrinally defined warfighting processes and solutions. The importance of mastering doctrinal fundamentals as a Captain reflects the crucial role of how-to-fight principles in achieving mission success. Accordingly, more than half of the modules address doctrine and TTP. Among the competencies in the doctrine and TTP category, five relate directly to the MDMP:

- Updating/Refining an ISR (Intelligence, Surveillance, and Reconnaissance) Plan.
- Understanding All Available Assets.
- Developing a Mission Statement.
- Developing a COA (Course of Action) Statement and Sketch.
- Performing COA Analysis.

The other competency categories—leadership, adaptive thinking, and conducting sustainment operations—reflect the requirements associated with working in a battalion tactical operations center (TOC).

Consistent with the Army's concept of full spectrum operations (U.S. Department of the Army, 2008), the mission types selected for the scenario settings include combat operations (offense, defense) and stability operations. Sampling the full spectrum of operational settings in the battalion-level modules challenges MC3-RC Captains to apply their knowledge and skills across diverse aspects of the operational environment.



Table 7  
*Description of the Fifteen Battalion-Level Modules*

Module	Assessment Focus
<i>Doctrine and TTP</i>	
1. Updating/Refining an ISR Plan	Analyze CAB ISR requirements in the BCT's latest WARNO
2. Understanding All Available Assets	Identify key BSTB assets and describe their capabilities
3. Developing a Mission Statement	Analyze BCT WARNO and develop CAB mission statement
4. Developing a COA Statement and Sketch	Develop COA statements and sketches for wargaming
5. Performing COA Analysis	Set up wargaming session, including COA evaluation criteria
6. Knowing Own Role and Responsibilities	Identify roles and responsibilities of CAB S-3 and Asst S-3
7. Managing Combat Information	Review Battle Captain's role in managing tactical information
8. Exploiting All Staff Functions	Plan information operations as CAB Asst S-3
<i>Leadership</i>	
9. Communicating Effectively	Resolve conflicting information and recommend a COA
10. Managing Time and Tasks	Characterize battle rhythm and prepare a CP battle rhythm
<i>Adaptive Thinking</i>	
11. Maintaining Focus on Mission/Higher Intent	Manage and prioritize information in the CAB CP
12. Seeing the Big Picture	Analyze civil considerations using ASCOPE for new AO
13. Remaining Flexible to Meet Contingencies	Provide realistic recommendations that avoid mission creep
<i>Sustainment Operations</i>	
14. Directing Casualty Evacuation	Review fundamentals for a CAB-level CASEVAC rehearsal
15. Directing Detainee Operations	Consider principles of detainee questioning and interrogation

### ***Contents of the Modules***

The SAP employs the common structure outlined in Table 4 to provide a consistent layout across the family of modules. As shown in the table, the contents of a module include five elements that first orient the instructor and then provide actual test construction materials with optional questions to meet a variety of test objectives. The module's final element—the answer key—gives the instructor the basis for scoring students' test results.

Echoing the practice of the company-level metrics, a battalion-level module's scenario typically presents a paragraph or two to describe a realistic setting and create the context for solving a specific problem. A representative scenario appears in Table 8. Occasionally a scenario is broken into segments to separately support different questions. Each scenario is independent of the others, but certain scenarios involve common tactical materials in the form of a brigade WARNO. The WARNO uses the established doctrinal format for providing tactical information about the mission, commander's intent, task organization, enemy situation, friendly forces, tasks assigned to subordinate units, and the like. Also included is a pair of operations sketches and a tactical overlay. The WARNO's tactical materials make it easy for instructors to challenge the students in a practical exercise mode.

Table 8

*Representative Scenario from a Battalion-Level Metrics Module*

You are the Assistant S3 of 4-99 AR. You have received 1-74 HBCT WARNO #2 and are in MDMP Step 2 (Mission Analysis). The CAB has received an attached engineer platoon and the FSC OPCON to the CAB. The S3 has asked you to identify any additional assets in the HBCT that the CAB may need for the upcoming operation. You know that the Brigade's Special Troops Battalion contains a Headquarters & Headquarters Company, a Military Intelligence Company, a Network Signal Company, and a Combat Engineer Company.

Each module provides multiple questions to facilitate the construction of test items. As in the company-level modules, the questions tap three different aspects of learning—recall, understanding, and application. Table 9 presents examples of each type of question. The majority of the modules include all three types of questions (up to four questions per type), but a few modules contain only one or two types of questions because of the nature of the subject matter. Across all 15 modules, the SAP offers a total of 49 questions (24 recall, 14 understanding, and 11 application items).

Repeating the company-level approach, the battalion-level response options (answers) are constructed for objective scoring. Each question presents a list of possible answers from which the students select the correct answer(s). The number of possible answers for a given question ranges from 3 to 26, with a median of five options. Some of the questions present relatively complex response options, such as COA sketches or decision matrixes. Five frameworks for answering questions are employed:

- Multiple choice (best answer) – 21 questions.
- Multiple choice (multiple correct answers) – 21 questions.
- Matching (3-6 elements typically using all listed options) – 3 questions.
- Labeling (classifying 7-25 items using 2-6 categories) – 3 questions.
- Sequencing (ordering steps in proper sequence) – 1 question.

The answer key for each module contains three elements of information: a list of the correct answer(s) for each question, a doctrinal reference for each correct answer, and a rationale (explanation) for each correct answer. The doctrinal reference is usually a brief citation (e.g., FM 3-90.5, paragraph 4-12), along with an extract of pertinent information from the reference. Some rationales reiterate elements from the WARNO (e.g., facts, specified tasks). Professional military judgment frequently serves to frame the rationale. A complete list of doctrinal references cited in the answer keys appears in Appendix C.

### ***Instructor's Guide***

The instructor's guide for the battalion-level SAP is nearly identical to the guide used in the company-level SAP. It uses a briefing format (bullet form elements) that eliminates non-essential information. While the battalion-level guide contains the same sections as the company-level guide, specific wording is tailored where appropriate.

Table 9

*Three Types of Questions Used in Battalion-Level Metrics, with Example Stems*

Question Type	Example Stem
<i>Performing COA Analysis</i>	
Recall	Place the eight wargaming steps below in the correct order. (Order the steps by placing the correct sequence number, 1 to 8, in the blanks)
Understanding	The XO has asked you to develop the evaluation criteria to focus the staff during wargaming. Given the Commander's guidance and the critical events and decision point you have identified thus far, you have developed several options to use during the wargaming brief to the Commander. Your options are summarized in the following four matrices, which contain <i>notional</i> values/statements for clarity. What evaluation criteria and method to compare each COA will you recommend? (Circle the BEST answer.)
Application	You have reviewed the doctrinal wargaming methods and the commander's planning guidance. You must now decide which method to recommend. What wargaming method will you recommend to the XO? (Circle the BEST answer)
<i>Managing Time and Tasks</i>	
Recall	What factors help determine the battle rhythm of a CP? (Circle ALL that apply.)
Understanding	The Commander has given the staff the mission of developing a Sustainment plan for his approval that addresses the stability and security phase of an upcoming operation. What is the appropriate forum for this action? (Circle the BEST answer.)
Application	Your Operations NCO informs you that the Main CP will be short-handed due to concurrent missions. However, you must ensure that the Main CP accomplishes all of the normal functions while you prepare for and participate in the scheduled key events. Review the updated battalion battle rhythm and the four examples below that show your actions nested within the updated battalion battle rhythm. Which example below allows you to meet the XO and S-3's guidance, balances your workload, and allows you to best prepare for key events? (Circle the BEST answer.)

### ***Special Features***

The special features of the battalion-level SAP are essentially the same as those of the company-level package:

- Organization of modules in competency categories (four categories instead of five).
- Detailed answer keys (with greater reliance on professional judgment).
- Notional scoring examples establishing a tailorable scoring framework.
- Hyperlinks for navigating rapidly among elements of the package.
- Automation-capable metrics based on modularity and objective scoring.

## Guidelines for Leveraging the Company- and Battalion-Level SAPs

As explained earlier, both SAPs are intended to help MC3-RC instructors create test instruments for assessing student proficiency. An instructor can build quizzes, tests, and exams by selecting—and tailoring, if desired—a subset of modules and questions to meet specific measurement objectives. This section discusses guidelines for exploiting the SAP, addressing the following topics:

- Assessment strategy.
- Creating tailored tests.
- Test conditions.
- Scoring.

### ***Assessment Strategy***

The SAPs are designed to complement the assessment strategy of the MC3-RC course. As implemented in the current POI, testing provides checks on learning, determines achievement of learning objectives, and generates feedback to students. The products of this research enable instructors to expand the scope of their testing strategy. For example, it may be feasible and valuable to track the progress of individual students and/or entire classes. And it may prove useful to compare the performance of different classes or groups of students, given the objective measurement and standardization afforded by the assessment packages. Course instructors could use the metrics for a variety of instructional purposes including:

- Diagnostic test at the start of the course to shape special instruction efforts.
- Topic or subject quizzes delivered as focused learning checks.
- Practical exercises assigned to individuals or groups of students.
- Proficiency checks used to track benchmarks of student progression.
- Periodic tests that measure learning from major segments or blocks of instruction.
- Mid-course exam assessing cumulative learning and need for remedial training.
- End-of-course (comprehensive) exam influencing determination of final course grade.
- Pre-training and post-training tests to measure overall quantity of learning.

In shaping the assessment strategy, an instructor should define the primary objectives for a specific test event. Specifying clearly the precise test objectives is a key to harnessing the metrics in the SAPs. Test objectives may revolve around such questions as the following:

- Is the focus on verifying that the students retain the basic knowledge or skills being taught?
- Does the instructor aim to determine how well the students comprehend or understand the instructional material?
- Is it important to know how well the students can relate the teaching points to practical problems?
- Does the instructor want to discern how well class members can use what they've learned to solve operational problems?
- Is there a desire to challenge students to demonstrate skills or competencies essential to unit operations?

The timing and frequency of assessment events depend largely on the purpose of the tests and the course schedule. A start-of-course diagnostic test will occur early as a one-time event. A series of quizzes will be paced by the sequence and timing of POI topics or subjects to which they are linked. Tests of learning from major blocks of instruction will occur as class milestones are completed. By design the SAPs can support infrequent or frequent test schedules, but an instructor is the principal agent for ensuring judicious application of the metrics modules. Deciding when and how often metrics-based testing will occur exerts a strong influence on the design of test instruments and the utilization of SAP modules.

The assessment strategy should take into account the expected learning stage of the students. A test or exam that occurs early in the MC3-RC course should probably focus on recall of facts and principles, rather than ability to apply knowledge and skills that would normally come later in the course. As student proficiency matures in the later stages of the course, testing can focus on in-depth understanding and applied problem solving or decision making. As discussed earlier, the SAP modules are constructed to assess knowledge retention, practical understanding, and tactical application. An instructor can choose the types of questions that fit the students' level of learning.

The planned utilization of the testing results also influences the assessment strategy. The intended use of results may largely determine how comprehensive, systematic, and precise the assessment approach needs to be. The following questions may be worth considering:

- Will the outcomes be used to assign students to study groups with diverse levels of starting knowledge and skills?
- Is the instructor most interested in making sure the students are grasping the information at the program's pace?
- Will the results provide the basis for enhancing the learning process by means of performance-based feedback?
- Does the instructor intend to chart the growth of doctrinal mastery and tactical decision making as the course progresses?
- Is there a special interest in comparing the proficiency of different groups of students within a class?
- Will the test scores be used to assign final class standing or to separate high performers from low performers?

Program architects, course managers, curriculum developers, and researchers may have other uses for assessment outcomes. The following applications illustrate the potential role that the SAPs could play in assessment strategies at the program level:

- The metrics could be used to support program evaluation, shedding light on training effectiveness and related issues.
- Standardized tests could be built to compare different versions of the MC3 POI (e.g., residential AC courses vs. dL-focused RC courses).
- Tailored tests could help assess the impact of innovative instructional methods such as the VEILS scenarios.
- Curriculum developers could use testing results to gather insights for improving the course POI.

- Researchers could harness test outcomes to probe for factors that contribute to student success or improve learning conditions.

### ***Creating Tailored Tests***

In using the SAPs to create test instruments for MC3-RC applications, an instructor should consider several steps. The first step is to design a test to meet the specific instructional needs at hand. Defining the immediate test objectives dictates the key test parameters—scope, test topic(s), focus (recall, understanding, application, or a combination), time allocation, number of questions, and utilization of results. Deliberate decisions on these and other parameters can enhance the effectiveness and value of each test.

Based on the test design, the instructor can list the competencies that follow from the test objectives. The instructor may find it necessary to limit the number of competencies for testing, based on relative importance or priority. The resulting list of competencies will differ for a small-scale quiz compared to a comprehensive mid-course exam, obviously. Using the list, the instructor can select modules and questions from the SAPs to assess the competencies with reasonable adequacy. For a narrowly focused quiz the questions will almost certainly come from only one of the two SAPs (company- or battalion-level), but a comprehensive exam may warrant questions from both packages.

Once an instructor has selected the modules and questions for the test instrument, he is ready to construct the test. This can be accomplished readily by copying and pasting each item (including scenario, stem question, and answer set) from the SAP into a word processing file. It is worth paying attention to sequencing the items so the students can see a sensible flow as they work through the test. The instructor may choose to tailor some of the items so they fit the course materials better. However, it is important to note that modifications to the scenarios, questions, or responses will result in a lack of standardization. When the complete test is assembled, a start-to-finish walk-through can verify that the original and tailored items flow well without errors.

When items from the SAPs involve supplemental tactical materials (i.e., the WARNO), the instructor will need to incorporate the tactical materials into the test instrument. The easiest way to do this is to copy the entire WARNO into the test file, most likely placing it at the end as an attachment. If only part of the WARNO is selected for the test, it is good to cross-walk the questions and answers against the chosen tactical materials to ensure that key information is not omitted. During the start-to-finish walk-through mentioned in the preceding paragraph, the instructor should verify that the copy-and-paste process does not introduce errors in the text or graphics.

Across the span of a given course, the instructor can construct multiple quizzes, tests, and/or exams by repeating the process just described. It is generally sound practice to avoid presenting exactly the same items in subsequent tests with the same students. However, there may be times when it is desirable to repeat the same questions, as in pre- and post-training tests. In such cases, the instructor can modify minor aspects of the scenario or stem question, replace incorrect answers with equally incorrect alternatives, or reorder the answer set. Steps such as

these can reduce the chance that a student could “improve” his performance merely by recalling information from an earlier test.

As a result of a secondary design goal established early in the project, the materials in the SAPs are suitable for automated delivery of tests. The value of automated testing would lie in the savings of labor hours required to construct, deliver, and score the tests. At the present time, automating the MC3-RC testing process may depend on research assets. The typical instructor may not have readily available tools for automating tests on his own. However, the learning management systems in use at Army installations (e.g., Core LS at Ft. Knox, KY) should support constructing and delivering MC3-RC tests. Instructor-friendly tools for automating the testing process would likely expand the capabilities for leveraging the SAP metrics.

### ***Test Conditions***

Shaping the test conditions properly can enhance the testing process and its payoff. In a residential setting with all students present at one location, hardcopy administration works well. The instructor can supplement the test packets with reference materials, maps, handouts, and the like, arranging them in the classroom so every student has equal access. Electronic delivery can work well for residential classes, too, provided a learning center is available with enough computer workstations. However, if tests are administered to distributed classes via dL means, establishing desired conditions becomes a challenge. In the dL setting each student may work in a unique environment, and supplemental materials may be limited to those that can be delivered in electronic form. For dL tests, creating a controlled and fully supportive environment may well demand extra planning and preparation by the instructor.

For most test applications, the preferred approach is for students to work independently during the entire test session. This enables the instructor to compute scores and assign grades at the individual level. However, the test objectives may call for students to collaborate in groups, as when practical exercises are planned. In this case, determining optimal group composition and arranging the classroom for small group interaction become important considerations. With distributed classes, arranging for students to collaborate in small groups may well require special capabilities, such as video teleconference facilities or digital tools. No matter the form of group interaction selected, it is imperative for the instructor to plan and prepare in advance to ensure the desired test environment becomes reality.

Utilizing the proper controls is a key aspect of setting the test conditions. Advance planning for the desired controls is important, as is preparing and coordinating beforehand so the controls can be implemented effectively. The following questions can guide efforts to control the test conditions:

- Will the test be proctored, and how (a thorny question for the dL environment)?
- Can students use notes, books, references, and other supplemental materials?
- Will the instructor or proctor provide any form of direct help during the test?
- Will students be allowed to help each other if they are supposed to work individually?
- If students work in groups, how will the desired composition of groups be enforced?
- If supplemental materials are provided in limited quantity in the classroom, how will the instructor ensure equitable access to them?

- How strictly will the time limit for the test event be enforced?
- How can the test materials be controlled so they don't reach future students via unintended means?

For both residential and distributed classes it is desirable to standardize the test conditions. Keeping the procedures constant across events and classes makes it possible to chart trends and interpret them with confidence. Even minor variations in test conditions can alter the results, sometimes in ways that are subtle or hidden. Sound practice calls for instructors to map out a standard process for administering tests and then apply the same process across time. By design, the process may vary for different types of tests (e.g., mid-course exam vs. small group practical exercise). Program and course administrators can encourage instructors to use common test procedures. When departures from the standard process occur deliberately or accidentally, instructors should document the departures and incorporate the documentation in class records.

### ***Scoring***

The SAP's instructor's guide provides general guidelines for scoring test items, and two examples spell out steps for applying the guidelines. An instructor uses the SAP's answer key for each test item to construct a scoring template of correct answers. The objective nature of the answer sets eliminates any potential need for the instructor to use his/her judgment in grading essay or write-in answers. After students complete the quiz or test, the scoring template provides the tool to manually tally the number of correct answers by category—recall, understanding, and application—for each student. The scoring template, in conjunction with the answer key, helps the instructor provide detailed feedback to students as a way to enhance the learning process.

Aggregating the tally of correct answers into a composite score hinges on the concept of differential weighting. The SAP's scoring guidelines suggest weighting the various categories as follows: 1 point for recall items, 3 points for understanding items, and 5 points for application items. This scheme argues that the level of difficulty increases as the student progresses from memorization to comprehension to practical utilization of knowledge. The weighting values are based on professional judgment rather than structural or psychometric modeling. To implement the weighting scheme, the instructor multiplies the number of correct answers in each category by the designated weight before summing to produce a total score. Alternative weights could be selected, but the computational process would remain the same. The scoring examples illustrate how to transform the total raw score into a normalized score expressed as a percentage of the maximum possible points.

The SAP's guidelines allow flexibility for instructors to apply their own scoring rules. However, as is the case with basic test conditions, it is desirable to standardize the scoring procedures for the sake of computing trends and comparisons. Standardized scoring becomes particularly important when comparing different groups or classes and addressing programmatic questions of interest. The key parameters for standardization include weighting scheme and correction for wrong answers. Program and course administrators can disseminate standard scoring procedures and encourage instructors to use them consistently. It is probably worthwhile to archive category-level tallies so total scores can be recomputed later if desired.



## Conclusions and Recommendations

### ***Conclusions***

The student assessment metrics resulting from this research can help MC3 instructors enhance their testing activities and augment the learning process. The SAPs support construction of test instruments ranging from quizzes to mid-term tests to comprehensive end-of-course exams. The metrics should be useful for assessing student performance in RC and AC courses.

The SJT technique is well-suited to scenario-driven problem solving. It calls on the student to integrate course-based knowledge and cognitive skills, plus practical experience, to respond to real world challenges.

Using competency categories to organize the SAP modules helps the instructor link the metrics to broad areas of MC3 instruction. The five categories—doctrine and TTP, leadership, adaptive thinking, working with non-military, and sustainment operations—provide a familiar framework.

By using scenarios and tactical materials, the modules engage the students in constructive activity and elevate the assessment process from the text-book to the real world context, which transforms a test into a practical learning experience.

Instructors can take deliberate steps to leverage the SAPs. The steps involve developing a coherent assessment strategy, creating tailored tests, setting favorable test conditions, and implementing standard scoring procedures.

The modular organization of the SAPs and the objective answer framework allow for automated test delivery and scoring. Instructor-friendly tools to support automation would require follow-on research and development.

While this research included review of the SAPs by Army SMEs, further validation work is needed. Follow-on research would be useful to examine the implementation parameters and determine the validity of the tests as indicators of students' cognitive skills proficiency.

### ***Recommendations***

By using the products of this research, the MC3 community—instructors, course managers, training developers, and researchers—can advance course testing methods and practices. The following recommendations are offered:

- Post the SAPs for limited access on an Army server.
- Design and execute a validation study.
- Perform follow-on research aimed at establishing standardized scoring procedures.
- Plan and conduct research on tools to support automation of testing and scoring.
- Develop a fielding and implementation plan to leverage the SAPs.
- Explore the possibility of extending the assessment method to other CCC programs.

### ***Utilization and Dissemination of Products***

The SAPs offer instructors and course managers new tools to expand the scope of MC3-RC student assessment. Instructors are encouraged to utilize the metrics modules and provide feedback on their effectiveness and value. Those interested in obtaining an electronic copy of the SAPs can send an email request to [ARI\\_IFRU@ari.army.mil](mailto:ARI_IFRU@ari.army.mil). The SAPs are currently undergoing validation trials by AC and RC MC3 classes at both Fort Knox, KY, and Fort Benning, GA. Data presently being collected on the psychometric characteristics and utility of the assessment metrics will be published in a subsequent report. The ultimate goal is to enhance maneuver Captains' abilities to perform their duties upon assignment following completion of the MC3 program of instruction.

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Appendix A

COMPANY-LEVEL STUDENT ASSESMENT PACKAGE



MANEUVER CAPTAINS CAREER COURSE – RESERVE COMPONENT

**INSTRUCTOR'S STUDENT ASSESSMENT PACKAGE**

for

**COMPANY COMMAND COMPETENCIES**

◆◆ *A Transformation Support Tool* ◆◆

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Developed by:

**U.S. Army Research Institute**  
Fort Benning, Georgia  
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November 2008

## INSTRUCTOR'S GUIDE

### About This Assessment Package

This Student Assessment Package (SAP) gives MC3-RC instructors a library of test items for measuring student competencies. Instructors can use the package to build their own tests of company-level knowledge and skills. It is the product of work conducted by the U.S. Army Research Institute (ARI).

### What's the purpose of the SAP?

- ◆ Support student testing activities in MC3-RC Phases II and III plus VEILS
- ◆ Help MC3-RC instructors get more payoff from student testing
- ◆ Expand objective techniques for measuring student progress
- ◆ Establish a standard framework for quantifying course outcomes

### How can the SAP benefit instructors and students?

- ◆ Save time and effort spent creating assessment materials
- ◆ Broaden the scope of course testing and feedback
- ◆ Motivate students by emphasizing testability of course materials
- ◆ Augment the instructional process through COE-based problem solving
- ◆ Improve the measurability of learning outcomes and training effectiveness

### What's in the SAP?

- ◆ Assessment modules contain scenarios, optional questions, and answer keys
- ◆ Self-contained scenarios give students realistic challenges
- ◆ Tactical materials represent offense, defense, and stability operations
- ◆ Optional questions measure student recall, understanding, and application
- ◆ Answer key for each module includes doctrinal sources and rationale
- ◆ Scoring examples help instructors come up with sound scoring procedures

### What competencies are included?

- ◆ Doctrine and TTP – 10 modules (including 6 on Troop Leading Procedures)
- ◆ Leadership – 3 modules
- ◆ Adaptive thinking – 4 modules
- ◆ Working with non-military – 2 modules
- ◆ Sustainment operations – 1 module

### **How were the assessment modules created?**

- ◆ OIF lessons, JRTC reports, and JRTC interviews were analyzed to identify competencies and challenges for Company Commanders
- ◆ MC3-RC documents (Phase II and III materials, plus TDEs) were reviewed
- ◆ Class sessions in Phases II and III were observed for contents and emphasis
- ◆ Scenarios were developed and linked to MC3-RC course contents
- ◆ Draft assessment modules were developed, clarified and revised
- ◆ Army training experts and MC3-RC instructors reviewed the draft modules
- ◆ Assessment modules were refined through two generations of revision

### **How to use the SAP?**

- ◆ Study the List of Modules (next page) for an overview of what's available
- ◆ Select the modules that fit a planned test's assessment objectives
- ◆ For each module, select the questions (items) that best suit the situation
- ◆ Copy-and-paste the desired materials into a new document
- ◆ Repeat the process as subsequent test events arise

### **How to handle scoring?**

- ◆ Use the answer keys to create a scoring template, item by item
- ◆ Tally the number of correct answers in each category – recall, understanding, application
- ◆ Consider the following weighting scheme across categories:
  - Each correct recall answer = 1 point
  - Each correct understanding answer = 3 points
  - Each correct application answer = 5 points
- ◆ For each category, multiply the number of correct answers by the weight assigned
- ◆ Compute a student's total score by adding the points across categories
- ◆ If desired, convert the total score to a percentage by dividing it by the maximum possible score
- ◆ See the scoring examples provided in Annex 1

### **ARI's research project ...**

- ◆ Directly supports the MC3-RC training program
- ◆ Brings ready-to-use materials to the classroom
- ◆ Builds practical tools that keep pace with Army Transformation
- ◆ Is conducted by the Institutional Training Research Unit, Fort Benning, GA
- ◆ POC: Dr. Jennifer Tucker, ARI\_IFRU@ari.army.mil, DSN 835-2485

## LIST OF MODULES

Area	Module	Mission Type	Pg #
<b>Doctrine &amp; TTP</b>	<u>1. Operating Traffic Control Points</u>	Stability Ops	A - 1
	<u>2. Executing Cordon and Search</u>	Stability Ops	A - 4
	<u>3. Managing Combat Information</u>	Defense	A - 7
	<u>4. Managing Operational Risk</u>	Offense	A - 10
	<u>5. Performing METT-TC Analysis</u>	Offense	A - 12
	<u>6. Considering Effects of Terrain and Weather</u>	Offense	A - 30
	<u>7. Visualizing the Battlefield (Enemy)</u>	Offense	A - 34
	<u>8. Knowing and Using All Assigned Assets</u>	Offense	A - 39
	<u>9. Conducting Parallel Planning</u>	Offense	A - 42
	<u>10. Planning and Conducting Rehearsals</u>	Offense	A - 45
<b>Leadership</b>	<u>11. Building a Relationship with the 1SG</u>	Garrison	A - 49
	<u>12. Mentoring a Struggling Subordinate</u>	Garrison	A - 52
	<u>13. Handling Ad Hoc Task Organization</u>	Stability Ops	A - 54
<b>Adaptive Thinking</b>	<u>14. Receiving a Poorly Defined Mission</u>	Stability Ops	A - 57
	<u>15. Maintaining Focus on Mission, Higher Intent</u>	Stability Ops	A - 60
	<u>16. Remaining Flexible To Meet Contingencies</u>	Defense	A - 63
	<u>17. Receiving an Under-Resourced Mission</u>	Stability Ops	A - 65
<b>Working w/ Non-Military</b>	<u>18. Understanding Foreign Cultures</u>	Stability Ops	A - 68
	<u>19. Engaging the Local Community</u>	Stability Ops	A - 71
<b>Sustainment Operations</b>	<u>20. Conducting Casualty Evacuation</u>	Offense	A - 74

**Warno Pg A-14**

**Annex 1: Scoring Examples Pg A-76**



**Assessment Category:** Doctrine/TTP

**Module #01:** Operating Traffic Control Points

**Scenario:** You are the commander of A-Company, 1- 54 IN (CAB). The Brigade Combat Team (BCT) has deployed as part of a multinational force in a developing African nation and is in the early phases of an aggressive clear-hold-build operation throughout the Area of Operation (AO). Your company has completed deployment and has conducted its first combat mission. The company secured the outer cordon in a cordon and search mission and established a number of traffic control points (TCPs). Although the mission was successful, your unit took two casualties at your TCPs. You want to review your SOP and preparations for executing TCPs with your company leadership to ensure that they minimize risks and potential for casualties. You have scheduled a session with your Platoon Leaders. While you don't have much time to prepare, you want to cover all the important aspects of TCP operations.

**Questions:**

A. (Recall) You want your platoons to be able to rapidly establish hasty checkpoints. You have directed the platoons to assemble TCP kits. What items need to be included in these kits? (Circle ALL that apply.)

- a. Spiked vehicle chains or collapsible tire deflating devices.
- b. Antitank and anti-personnel mines.
- c. Barrier materials (large, hollow objects) that can be filled with sand or water.
- d. Concertina wire with pickets.
- e. Supplemental small arms ammunition (replacement basic load).

B. (Understanding) The BCT's clear-hold-build operation has progressed well. Trained host nation (HN) security elements have assumed many of the deliberate TCP missions. U.S. forces have retained a reinforcement/reaction force role. What are the inherent vulnerabilities associated with this mission? (Circle the BEST answer.)

- a. Leaders should refrain from conducting rehearsals to deny the insurgents knowledge of reaction and reinforcement plans. Small unit leaders may not be ready without full rehearsals.
- b. Your unit can only react to one incident at a time. Other TCPs may be vulnerable to attack if, or when, you are committed.
- c. Language issues with HN forces may limit coordination during execution of a reaction force mission.
- d. The reaction force is a potential target to be set up for ambush and attack.

C. (Application) A key insurgent leader has been sighted in your AO. The CAB commander has directed you to establish several snap checkpoints to prevent the insurgent from exiting the AO. He has reinforced your company with an additional platoon. You expect that there will be an effort on the part of the insurgents to break through or bypass your TCPs, if they suspect that their leader has been detected. What option will best prevent insurgent efforts to break through or bypass your TCPs? (Circle the BEST answer.)

- a. Position TCP search areas to isolate the vehicle being searched and protect the force occupying the TCP.
- b. Position your TCPs to deny early observation of them so the insurgents cannot bypass your checkpoints.
- c. Position a combat vehicle (if available) and/or crew-served weapon in a position providing good fields of fire, off the road but within sight of the checkpoint.
- d. Position a reserve close by but protected from enemy detection and fires.

## ANSWER KEY

### Module #01: Operating Traffic Control Points

Question	Answer	Doctrinal Reference/Rationale
A	a	<p>FM 3-21.10, para 6-54 provides a list of equipment that should be considered to properly construct and equip a checkpoint and supplemental equipment for a deliberate checkpoint. The list includes:</p> <ul style="list-style-type: none"> <li>• Barrels filled with sand, concrete, or water (emplaced to slow and canalize vehicles).</li> <li>• Concertina wire (emplaced to control movement around the checkpoint).</li> <li>• Spiked vehicle chains or collapsible tire defeating devices.</li> <li>• Secure facilities for radio and wire communications with the controlling headquarters.</li> <li>• First-aid kit.</li> <li>• Sandbags for defensive positions.</li> <li>• Wood or other materials for the checkpoint bunker.</li> <li>• Binoculars, Night Vision Device (NVDs), and flashlights.</li> <li>• Long-handled mirrors (for use in inspections of vehicle undercarriages).</li> </ul> <p>Supplemental equipment includes:</p> <ul style="list-style-type: none"> <li>• Floodlights.</li> <li>• Control flags or signs in local language.</li> <li>• Barrier poles that can be raised and lowered.</li> <li>• Generators with electric wire.</li> </ul>
	c	
	d	
B	d	<p>FM 3-90.5, para 8-109 states that “U.S. forces should fill the reaction force role in combined operations with HN personnel. The reaction force is vulnerable to being set up or ambushed, especially if an enemy has observed rehearsals. The enemy may hit multiple locations simultaneously to test responsiveness or to aid his future planning.”</p>
C	c	<p>FM 3-21.10, para 6-54 provides guidance for the layout, construction, and operation of a traffic checkpoint. A key element of this paragraph states, “Position a combat vehicle (if available) or crew-served weapons, selected based upon Mission, Enemy, Terrain and weather, Troops available, Time, Civil considerations (<u>METT-TC</u>) and Rules of Engagement (ROE), off the road but within sight of the checkpoint. This helps deter resistance to the Soldiers operating the checkpoint. The vehicle should be in a hull-down position and protected by local security. It must be able to engage vehicles trying to break through or bypass the checkpoint.”</p>

**Assessment Category:** Doctrine/TTP

**Module #02:** Executing Cordon and Search

**Scenario:** You are the new commander of A Company, 1-54 IN (CAB). Insurgent elements are active in the BCT AO and the Brigade is involved in an aggressive clear-hold-build operation to secure the region and gain support of the local populace. Last night your company executed your first cordon and search mission in Dlubac, a small farm village at the base of the mountains. Host Nation Police elements were attached to your Company Team. You were supported by D Company securing the outer cordon and C Company as the reserve. While the intelligence was somewhat dated, the search netted 20 rounds of mortar ammunition, 12 rocket propelled grenades, 4 male insurgents, additional intelligence and evidence, and a list of several local residents as potential sources for additional information. You owe your Task Force Commander an outbrief on the operation and the results of your Company After Action Review from last night.

**Questions:**

A: (Recall) Cordon and search operations are most frequently an integral aspect of what phase of a clear-hold-build operation? (Circle the BEST answer.)

- a. Holding with security forces. The tactical effort is to secure the area and force insurgent forces to surrender or leave the area.
- b. Combined action. The tactical effort is focused to build confidence with host nation forces and is characterized by forces acting together against insurgent elements.
- c. Building support and protecting the population. The tactical effort is focused to protect the populace and use measured force against targets of opportunity.
- d. Clearing the area. The focus of the tactical effort is to remove all insurgent forces and eliminate organized resistance in the area.
- e. Improving living conditions and restoring normalcy. The tactical effort is focused to maintain public utilities and improve essential services to include police protection of neighborhoods.

B: (Understanding) What basic methods did you consider in your plan to search the populated area of the village? (Circle ALL that apply.)

- a. If they seem hostile, restrict the inhabitants to their homes to prevent any suspected insurgents from escaping.
- b. Control heads of the household. Have them remain outside their homes while everyone else is moved to a central location. Have them accompany and observe the search teams.
- c. Control heads of the household. Hold them at a central location while all other inhabitants remain in their dwellings.
- d. Move all inhabitants to a central location in the village, if they seem hostile. Hold them at this location during the search.
- e. Have all inhabitants remain in their dwellings during the search process. Members of the search team or escorts will be assigned to isolate and secure inhabitants during the search.

C: (Application) What missions and tasks did you assign to your security forces providing the inner cordon? (Circle ALL that apply.)

- a. Establish checkpoints and block roads, trails, and terrain approaches into the village.
- b. Reinforce D Company securing the outer cordon.
- c. Permit movement away from the village if the people are not carrying anything but do not permit anyone to enter the village.
- d. Assure interlocking fires into all key facilities in the village – local government buildings, schools, police headquarters, etc.
- e. Cover gaps between forces and all areas not occupied by forces with surveillance and observed fires.

## ANSWER KEY

### Module #02: Executing Cordon and Search

Question	Answer	Doctrinal Reference/Rationale
A	d	FM 3-24, para 5-56. While a cordon and search may be conducted during all phases of the operation, clearing an area is most effectively initiated by clear in zone and cordon and search operations.
B	b	FM 3-90.5, para 8-102 discusses three basic methods to search a populated area: <ul style="list-style-type: none"> <li>• Assemble inhabitants in a central location if they appear to be hostile.</li> <li>• Restrict inhabitants to their homes.</li> <li>• Control the heads of the households.</li> </ul>
	d	See above
	e	See above
C	a	FM 3-90.5, para 8-95 states that "Leaders should always plan for checkpoints and or roadblocks, patrols, aerial surveillance, engineers, Psychological Operations (PSYOP), search and entry teams, MPs, and documentation teams."
	e	FM 3-90.5, para 8-96 states that, "Deployment for the search should be rapid, especially if the enemy is still in the area to be searched. Ideally, the entire area should be surrounded at once. Observed fire covers any gaps. The security element surrounds the area while the search element moves in. Members of the security element orient mainly on people evading the search in the populated area. The security element can also cut off any insurgents trying to reinforce others within the area, isolating the search area internally and externally. Checkpoints and roadblocks are established. Subsurface routes of escape in built-up areas, such as subways and sewers, should also be searched and blocked."

**Assessment Category:** Doctrine/TTP

**Module #03:** Managing Combat Information

**Scenario:** You are the Commander of an Infantry Company/Team. Your unit is in battle positions defending decisive terrain. You have an engineer platoon attached and are working with the platoon leader to develop an obstacle plan. One of your platoons has received digging assets and is hardening its position while the other two platoons are marking vehicle positions. You also have an attached RAVEN UAS and can see the RAVEN video feed. Your commander's critical information requirement (CCIR) is 3-5 vehicles of the Brigade Tactical Group (BTG) fixing force within 1km of the engagement area.

**Questions:**

A: (Recall) Listed below are the different types of required information along with their definitions. (Match the number of the correct definition with the type of required information below.)

- a. CCIR \_\_\_\_\_
- b. PIR \_\_\_\_\_
- c. FFIR \_\_\_\_\_
- d. EEFI \_\_\_\_\_

- 1. Elements of information required by the commander that directly affect decision-making and dictate the successful execution of military operations.
- 2. Information about a unit that a commander wants to keep from the enemy.
- 3. Information a commander needs to know about the enemy to make a decision.
- 4. Information a commander needs to know about his unit to make a decision.

B: (Understanding) You have positioned weapon systems and are now working with the engineer platoon leader on emplacing obstacles within the engagement area. Listed below are different types of combat information. Which type of information does the location of the obstacles represent? (Circle the BEST answer.)

- a. CCIR
- b. PIR
- c. FFIR
- d. EEFI

C: (Application) From the RAVEN UAS video feed you identify six vehicles of the Division Tactical Group (DTG) that are displacing to the rear. However, your platoons are not reporting any activity in sector. Your Battalion Commander wants an immediate situation report (SITREP) on the activity in your AO. What actions do you take? (Circle the BEST answer.)

- a. Wait until the enemy contact has been verified, and then send a SITREP to BN.
- b. Initiate a call for fire on the suspected enemy location.
- c. Order your elements out of hide positions, prepare to initiate a call for fire and send an Immediate SITREP on the enemy activity.
- d. Contact the COLT team and verify the location and composition of the suspected enemy vehicles.



## ANSWER KEY

### Module #03: Managing Combat Information

Question	Answer	Doctrinal Reference/Rationale
A	a-1	Definition taken from FM 3-90.1, para 3-212
	b-3	Definition taken from FM 3-90.1, para 3-212
	c-4	Definition taken from FM 3-90.1, para 3-212
	d-2	Definition taken from FM 3-90.1, para 3-212
B	d	FM 3-90.1, para 3-212
C	c	FM 3-90.1, paras 3-212 thru 3-216

**Assessment Category:** Doctrine/TTP

**Module #04:** Managing Operational Risk

**Scenario:** You command an FBCB2-equipped Infantry Company/Team preparing to conduct a night attack to destroy a mechanized infantry platoon on OBJECTIVE LEE. The enemy disposition on the objective is unclear and friendly, neutral, and unknown entities are expected to be operating forward of the LD/LC. As you conduct your mission analysis, you assess the risk of fratricide as high. You decide to prepare a risk management plan that addresses combat identification and implements anti-fratricide measures, and incorporate these measures into your troop leading procedures in preparation for this mission. Time is limited, but you must ensure you cover all of the important aspects.

**Questions:**

A: (Recall) What are the primary causes of fratricide? (Circle ALL that apply.)

- a. Situational Awareness (SA) errors
- b. Target Identification (TI) errors
- c. Failure to monitor the next higher radio or digital net
- d. Failure to follow TTP
- e. Failure to manage battlefield stress

B: (Understanding) Now that you have identified the major cause(s) of fratricide, what step(s) do you plan to take to mitigate the risk? (Circle ALL that apply.)

- a. Establish SA responsibilities and expectations for each leader and Soldier.
- b. Conduct thorough PCCs and PCIs.
- c. Ensure the friendly situation is clear including known and projected friendly, enemy and neutral locations throughout the AO and area of interest.
- d. Limit single-vehicle movement.

C: (Application) Your initial concept is to use threat-based fire control measures for this operation. You have decided to use target reference points to focus fires on the enemy and weapons control status to reduce the risk of fratricide. You also decide to split this operation into the four phases listed below. What weapons control status do you plan to employ in each phase? (Place the letter of the weapons control status you intend to employ next to each phase of the operation.)

- a. Weapons Free
- b. Weapons Hold
- c. Weapons Tight
- d. Weapons Restricted

- \_\_\_\_\_ Phase 1 – Movement from the TAA to the LD
- \_\_\_\_\_ Phase 2 – Maneuver from the LD/LC to the probable line of deployment (PLD)
- \_\_\_\_\_ Phase 3 – Fire and movement from the PLD through actions on the objective
- \_\_\_\_\_ Phase 4 – Consolidation on the objective

## ANSWER KEY

### Module #04: Managing Operational Risk

Question	Answer	Doctrinal Reference/Rationale
A	a	TC 3-17 para 1-2 states that the primary causes of fratricide are SA and TI errors and failure to follow TTP.
	b	See above.
	d	See above.
B	a	TC 3-17 para 3-7 states that maintaining SA is dependent upon Soldiers and leaders reporting and sharing SA information.
	c	FM 1-02 defines situational awareness as the "Knowledge of the immediate present environment, to include knowledge of the factors of METT-TC." Knowing the current friendly situation as well as projected friendly, enemy, and neutral locations in the AO and area of interest contribute to situational awareness.
C	b	WEAPONS HOLD – Engage only if engaged or ordered to engage (FM 3-21.10, para 9-44). The area behind the LD/LC is generally considered secure. Since the attack will occur at night the potential for fratricide is increased. This weapons control status (WCS) does not preclude the company from engaging in self-defense.
	c	WEAPONS TIGHT – Engage only targets positively identified as enemy (FM 3-21.10, para 9-44). Although the enemy situation forward of the LD/LC is unclear, friendly, neutral and unknown elements will be operating forward of the LD/LC. This WCS allows for engagement of enemy forces positively identified as such, while limiting the risk to potential noncombatants.
	a	WEAPONS FREE – Engage any targets not positively identified as friendly (FM 3-21.10, para 9-44). The company has entered the close fight and must balance the risk to its own forces with the potential of engaging noncombatants on the objective. This WCS allows the commander to engage unknown targets when they fail to get a friendly response.
	c	WEAPONS TIGHT – Engage only targets positively identified as enemy (FM 3-21.10, para 9-44). The enemy on the objective has been destroyed, and while the Cdr must prepare for a counterattack and may revert to a WEAPONS FREE status during a counterattack, this WCS allows him to engage enemy forces while limiting the risk to potential noncombatants.

**Assessment Category:** Doctrine/TTP

**Module #05:** Performing METT-TC Analysis

**Scenario:** You are the commander of TM-D/4-99 AR. The BCT has deployed as part of a multinational force in support of JTF Madera that has been conducting offensive operations to eject Coronian forces from Madera and restore the International Border. You have just received [WARNO #2](#) and have begun Troop Leading Procedures.

**Questions:**

A: (Recall) Match the following terms with their definitions. (Place the definition number in the blank beside each term.)

- a. Specified Task \_\_\_\_\_
- b. Implied Task \_\_\_\_\_
- c. Essential Task \_\_\_\_\_
- d. Constraint \_\_\_\_\_

1. Tasks that must be performed to accomplish a specified task but are not stated in the higher headquarters order.

2. Tasks that must be executed to accomplish the mission and are always included in the mission statement.

3. Restrictions that are placed on the command by a higher command.

4. Tasks that are specifically assigned to a unit by its higher headquarters.

B: (Understanding) You are still the commander of TM-D/4-99 Armor. Analyze your tasks in WARNO #2 and identify specified, implied, and essential tasks as well as any constraints. (Place the definition number in the blank beside each term.)

- a. Specified \_\_\_\_\_
- b. Implied \_\_\_\_\_
- c. Essential \_\_\_\_\_
- d. Constraint \_\_\_\_\_

1. The CAB quartering party is limited to twenty vehicles.

2. Coordinate time and location to link up with TM-B.

3. Breach and proof one or more lanes on OBJ GRANT.

4. Follow CO/TMs A and C in the TF Vee formation.

C. (Application) You are the commander of TM-B/4-99 Armor. Select the BEST mission statement for your Team from the list below. (Circle the BEST answer.)

a. TM-B seizes OBJ GRANT to destroy the MIPs and allow TF 1-15 IN to seize OBJ LEE.

b. TM-B attacks 210545DEC20XX to seize OBJ Grant and destroy the MIPs.

c. TM-B attacks to seize OBJ Grant and destroy the MIPs in order to allow TF 1-15 IN to seize OBJ LEE.

d. TM-B attacks 210545DEC20XX to destroy the MIPs on OBJ Grant to allow TF 1-15 IN to seize OBJ LEE.

## ANSWER KEY

### Module #05: Performing METT-TC Analysis

Question	Answer	Doctrinal Reference/Rationale
A	a-4	FM 5-0, para 3-66 states that Specified tasks are tasks specifically assigned to a unit by its higher headquarters.
	b-1	FM 5-0, para 3-67 states that Implied tasks are tasks that must be performed to accomplish a specified task or the mission, but are not stated in the higher headquarters order.
	c-2	FM 5-0, para 3-68 states that essential tasks are tasks that must be executed to accomplish the mission and are always included in mission statements.
	d-3	FM 5-0, para 3-70 states that constraints are restrictions placed on the command by a higher command.
B	a-4	FM 5-0, para 3-66 states that Specified tasks are tasks specifically assigned to a unit by its higher headquarters.
	b-2	FM 5-0, para 3-67 states that Implied tasks are tasks that must be performed to accomplish a specified task or the mission, but are not stated in the higher headquarters order.
	c-3	FM 5-0, para 3-68 states that essential tasks are tasks that must be executed to accomplish the mission and are always included in mission statements.
	d-1	FM 5-0, para 3-70 states that constraints are restrictions placed on the command by a higher command.
C	d	FM 5-0, para 3-90 states a mission statement must address who will execute the mission, what is the unit's essential task, when the unit will be executing the operation or the duration of the operation, where the operation will occur and why the unit will conduct the operation.

Copy 1 of XX Copies  
4-99 AR, 1st Brigade Combat Team,  
27th Armored Division  
TAA UTAH (NU4488)  
161415UDEC20XX  
Message Number 20XX-12-16-1

WARNO #2 TO OPORD 08-12

**References:** Maps, 1:50,000, Series V795S, Fort Irwin MIM South and Fort Irwin MIM North

**Time Zone Used Throughout the OPORD:** Uniform

**Task Organization.**

Team A

2/A/4-99 AR (M2A3)  
3/A/4-99 AR (M2A3)  
1/C/4-99 AR (M1A2 SEP)

TF Control

Scout Platoon  
Mortar Platoon  
1/A/2-244 CHEM (SMK) (DS)  
B/1st BSB (OPCON)  
Maintenance Platoon

Team B

2/B/4-99 AR (M2A3)  
3/B/4-99 AR (M2A3)  
1/DC/4-99 AR (M1A2 SEP)

Team C

1/A/4-99 AR (M2A3)  
2/C/4-99 AR (M1A2 SEP)  
3/C/4-99 AR (M1A2 SEP)

Team D

1/B/4-99 AR (M2A3)  
2/D/4-99 AR (M1A2 SEP)  
3/D/4-99 AR (M1A2 SEP)  
1/A/169 EN (OPCON)

**1. SITUATION.**

**a. Enemy forces.**

(1) Overview: On 1 August XXXX, Coronian forces attacked across the International border of Sonoma into Madera to gain access to the Gulf of Bernardino in order to establish seaports to liberate its state-run petroleum company from the high tariffs of transporting their products through neighboring countries. The Coronian National Command Authority commissioned the 3rd Operational Strategic Command (OSC) to accomplish this mission. The 3rd OSC initially attacked with the 13th and 14th Division Tactical Groups (DTGs) abreast and the 11th DTG following. The 12th DTG was held in reserve. Maderan host nation units were able to halt the Coronian attack short of the OSC's final objective, the port of San Bernardino, by defeating the lead echelon divisions. The 3rd OSC was forced to transition into a defensive posture in order to await reinforcements. The 12th

DTG's commitment had been initially delayed up to 3-4 days due to Joint Task Force (JTF) Maderan deep operations.

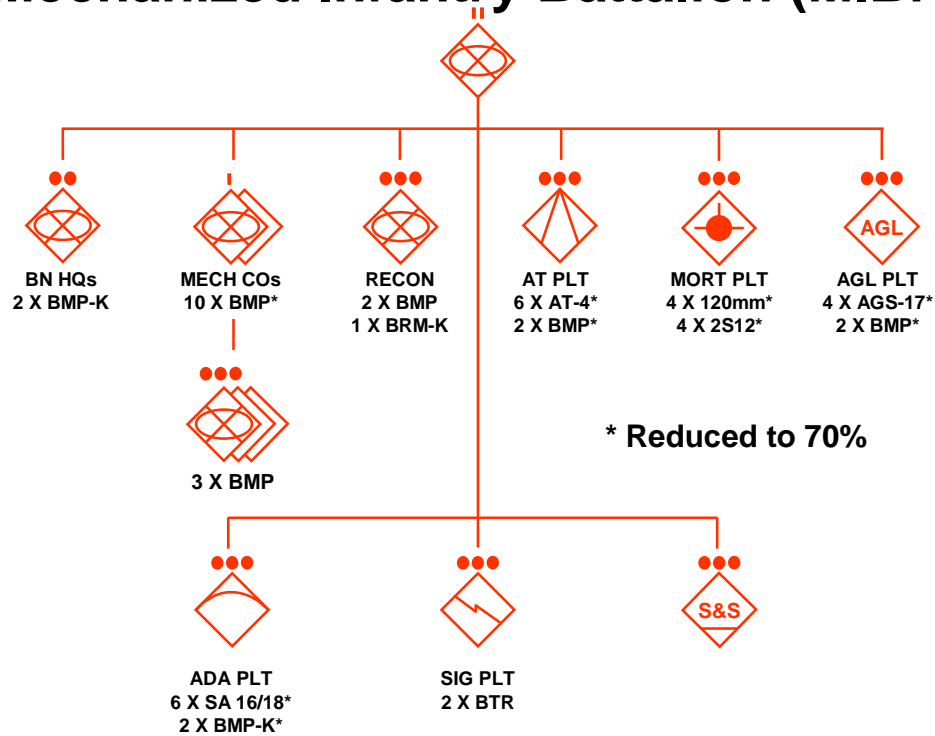
JTF Madera's subsequent attacks in late August achieved limited success, as they were able to destroy the defending 11th DTG, but were unable to cause the withdrawal of the 12th DTG, the uncommitted OSC reserve. As a result of the failed momentum of host nation and JTF forces and the limited effectiveness of recent deep operations, remnants of the 12th DTG have been able to transition to an integrated area defense, forming a natural salient and still posing a viable threat to Maderan coastal interests. Remnants from the defeated 13th and 14th DTG's have subsequently combined forces, rearmed, refueled, and with recent Coronian reinforcements, will be prepared to resume offensive operations within the next 96 hours to seize the port city of San Bernardino. Coronian forces have not resorted to nuclear weapons but have used both persistent and non-persistent agents in past operations. Enemy morale is relatively high due to the perceived success against Maderan and US forces in the recent defensive operations.

Following recent consolidation and reorganization activities, JTF Madera is prepared once again to regain the initiative and complete the destruction of Coronian forces to reestablish the international boundary. In the 23rd AD's zone, the 12th DTG defends forward with two mechanized Brigade Tactical Groups (BTGs) abreast and one back in a second echelon.

In the 1st BCT zone, the remnants of the 100th BTG have spent the past 48 hours establishing defensive positions. The 100th BTG has reorganized into two mechanized infantry battalions (MIBN) defending in depth in the BTG battle zone and has deployed a reinforced company-sized independent mission detachment (IMD) forward vicinity NV4911 in the BTG disruption zone. The 100th BTG's battle zone ranges from NV4510 (SE) to NV4618 (NE) to NV3920 (NW) to NV3214 (SW). The first echelon battalion is expected to defend the key terrain vicinity NV4111. The second echelon battalion is expected to defend the pass complex vicinity NV3515 in the 2d BCT's zone.

(2) Composition. The 100th BTG is a standard IFV-heavy unit. In our BCT's zone, the 2nd MIBN of the 100th BTG defends in the north at 70% strength and is composed of two mechanized infantry companies (MIC) (IFV (BMP-2)) and supporting arms. The OSC Independent Fires Command (IFC) has task organized an artillery group that consists of one 2S1 battalion (50% strength) and one 2S19 battalion (40% strength) to support the BTG. The BTG Reserve (BTGR) is composed of a tank company (T-80U) and the BTG's organic AT battery (9P148) (70% strength). The 2nd MIBN of the 100th BTG at 70% strength is organized as follows:

# Mechanized Infantry Battalion (MIBN)

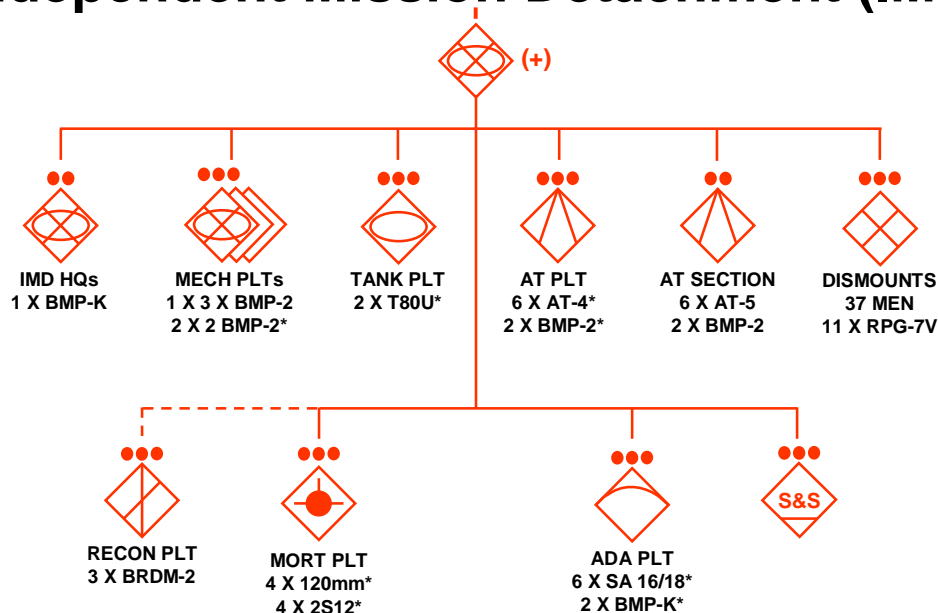


MIBN Equipment Summary at 70%						
T80U	BMP	BRM	BTR	AT-4	MORT	ARTY
0	30	1	2	6	4	0

In the CAB's area of operations, the disruption zone IMD is a MIC reinforced with a tank platoon, an AT-4 antitank platoon (AT), an AT-5 AT Section from the BTG, reconnaissance platoon (BRDM), mortar, and ADA platoons. We anticipate that the dismounted infantrymen from the mechanized platoons (MIP) will be consolidated into a dismounted platoon. The chart below shows the IMD at approximately 75% strength.



## Independent Mission Detachment (IMD)



\* Reduced to ~75%

IMD Equipment Summary AT 75%						
T80U	BMP	BDRM	AT-5	AT-4	MORT	ARTY
2	14	3	6	6	4	0

(3) Disposition. Within the CAB area of operation, one IMD of reinforced company size occupies a forward defensive position within the BTG disruption zone vicinity NV4911.

(4) Most Probable Course of Action:

(a) Pattern of the Defense: The disruption zone defending IMD conducts a reverse slope defense to protect oriented South and East to allow defensive preparations of the BTG battle zone MIBNs. The IMD positions the attached BTG AT Section forward of the IMD's defense in AT ambush positions to disrupt our maneuver. The IMD defends with a light infantry platoon strongpoint reinforced with AT-4s from the attached AT platoon on the restricted high ground vicinity NV4909 to protect the southern flank of the IMD and to provide overwatch of the fixing obstacles north PL LEAD. Two MIPs defend forward to protect the flanks of a third MIP, the main effort, who defends in the center. The IMD maintains its attached tank platoon as a reserve (IMDR) vicinity NV4614.

(b) Observation: The IMD reconnaissance platoon establishes 2-3 dismounted observation posts in sector as far South as the 02-grid line to provide early warning for defending forces. These observation teams coordinate directly with the BTG IFC to provide interdiction and disruption fires.

(c) Indirect Fires: The BTG IFC (2S1 BN (-) and 2S19 BN (-)) can range attacking forces with RAP HE and DPICM as far south as the 95 northing. In coordination with disruption zone observation posts, the IFC will most likely attempt to interdict stationary enemy high value assets, massed vehicles, or detected logistical trains. The BTG is not likely to employ artillery delivered situation obstacles or persistent agents in support of the disruption zone units. A mortar battery of 4 - 120mm, self propelled systems positions 1000-1500 meters behind the main effort platoon to suppress our overwatching elements, neutralize dismounted attacks, and provide protective and obscuration fires for the IMD's displacement

(d) Direct Fires: The AT ambush positions south of PL LEAD will observe the CAB's maneuver to OBJ GRANT, engage high value targets (C2 nodes, breaching assets) as our lead companies attack to seize a support by fire positions overwatching OBJ GRANT. If they are not destroyed, these ambush vehicles will maintain visual contact with the CAB to call indirect fires to disrupt our maneuver to seize OBJ GRANT. AT-4s from the infantry strongpoint will engage support and breach elements as they close within 2000 meters of their fighting positions in order to disrupt our maneuver and attrit us as we attack to seize OBJ GRANT. As we close within 300-500 meters of defending infantry strongpoints, RPG fires will attempt to deny our use of the overwatching high ground and RPK fires will defeat dismounted infantry assaults. BMPs from the reverse slope positions will engage us with long-range AT-5 fires as we cross PL LEAD. As we move north of PL LEAD, 2-3 MIPs will mass fires at fixing obstacles to defeat our breach and support elements. As obstacles are penetrated, the IMD will deploy its reserve to halt our penetration of their defense.

(e) Obstacles: The IMD employs a surface laid track and full width AT and wire fixing obstacle 2-300 meters deep by 200-1000 meters long to enable defending forces to mass direct fires on the CAB. MIPs employ 100-200 meter-long wire & mine protective obstacles 2-300 meters forward of fighting positions in support of dismounted infantry to disrupt our assault on OBJ CHARLESTON.

(f) Chemical: The 100th BTG has employed persistent chemicals vicinity NV3601 to deny our use of the valley. They are unlikely to employ persistent chemicals in support of disruption zone units but may utilize 1-2 short duration, non-persistent agents to disrupt and degrade breaching operations and overwatching forces. The IMD may choose to employ an additional strike to facilitate displacement.

(g) Air: The BTG employs 2-3 sorties of rotary-wing aircraft (HIND-E) in concert with the commitment of the IMDR to delay our penetration of their defense and to allow the IMD to displace to subsequent fighting positions.

(h) Reserve: The IMD commits its reserve (2 x T80U and 6 x AT-11 with 5km range) to an attack by fire position to defeat assaulting forces upon penetration or bypass of the fixing obstacle in the MIC's kill zone. The IMD commits its reserve to counterattack in conjunction with two HIND-E sorties if the IMD falls below 50% strength in order to allow the IMD to withdraw to subsequent positions. The IMD reserve can be in position within 6 to 12 minutes from the time that it is committed.

## **b. Friendly forces.**

### **(1) 1st Brigade**

(a) Mission. 1st Brigade attacks in zone at 210545 DEC XX to seize OBJs GRANT (NV4911) and LEE (NV4111) in order to allow 2nd Brigade (division ME, DO) to secure OBJ HAWK (NV3515).

(b) Intent. The purpose of our attack is to set the conditions for the forward passage of the 2nd BCT. Key tasks for this operation are the penetration of the disruption zone, destruction of the 100th BTG IFC and reserve, securing of the key terrain at OBJ LEE and the forward passage of the 2nd BCT. The end state of our attack is OBJs GRANT and LEE secured, enemy forces defeated in zone, and the 2nd BCT passed through the BCT

(c) Concept of the Operation. 1st BCT attacks (division supporting effort, shaping operation) (SE, SO) with CABs in column to penetrate the BTG battle zone and to destroy the BTG Reserve. TF 4-99 AR (SE, SO) attacks in zone to seize OBJ GRANT to allow TF 1-15 IN (main effort, decisive operation) (ME, DO) to seize OBJ LEE. On order, TF 1-15 IN attacks in zone to seize OBJ LEE in order to allow 2nd Brigade (division ME, DO) to secure OBJ HAWK. The 2-78 CAV conducts a zone reconnaissance to identify enemy disposition and obstacles on OBJs LEE and GRANT. BCT deep operations destroy the BTG Reserve with CAS and indirect fires in order to protect the BCT's main attack.

(3) Adjacent Unit Missions.

(a) North: 7-22 CAV (Brigade SE 2, SO) conducts zone reconnaissance to identify enemy positions to allow the BCT attack.

(b) East. 4th BCT (Division SE 2, SO) attacks 210200 DEC XX, to protect the Division's east flank to enable the 1st and 2d BCT's attack.

(c) West. 1-15 IN attacks to seize OBJ LEE (NV4111) to enable the 2d BCT to seize OBJ HAWK (NV 3515).

**c. Environment.**

(1) Terrain. Terrain favors the defender. The terrain provides excellent observation and fields of fire throughout the zone allowing defending forces to mass fires at nearly all locations. The lack of cover and concealment at most points enhances this capability. East to west movement is considered restricted terrain because of the numerous wadis in zone. Movement south to north is considered easier.

(a) Observation and Fields of Fire. Observation and fields of fire for the majority of the zone are excellent and are generally limited only by the observer's relationship to the numerous intervisibility lines throughout the brigade zone.

(b) Avenues of Approach. In the southern portion of the AO from TAA UTAH to ATK PSN SHERMAN, the terrain offers a battalion-sized mobility corridor. Movement from ATK PSN SHERMAN to PL SILVER (LD/LC) is restricted by three defiles along the 98 northing: a platoon-plus corridor at NU4598 in the west, a company-sized corridor at NU4698 in the center, and a platoon-sized corridor at NU 4798. Once the TF crosses the LD/LC, the terrain opens up to a battalion-sized mobility corridor. To the west, a mountain pass running from NV460064 to NV435077 offers a platoon-sized mobility corridor. At PL LEAD, the combination of the ridge running west to east between the 09 and 10 northings force our maneuver in a west to east direction crossing numerous wadis and washes that run generally north to south. The defile

between hills 824 (NV490096) and 781 (NV507094) is a company-sized mobility corridor. The terrain further east in our zone offers two company-sized mobility corridors.

(c) Key Terrain. The ridge and rock outcropping vicinity NV480060 is key terrain because it allows observation and indirect and direct fires on the CAB as we cross the LD/LC. The ridgeline running from NV521071 to NV 520079 is key terrain because it allows observation and indirect and direct fires throughout our AO as well as disrupting our maneuver to the east. Hills 824 (NV490096), Hill 781 (NV507094) and the hill at NV 511100 are key terrain because they provide excellent overwatching positions on OBJ GRANT.

(d) Obstacles. In the southern portion of our AO the ridge running from NU460984 to NU420984 to the west and the hill mass at NU4898 to NU5096 to the east. The Tiefert Mountains (NV4604 to NV4603) form the CAB's western boundary and the ridgeline at NV470095 to NV493095 forces our maneuver from west to east along PL LEAD.

(e) Cover and Concealment. Cover and concealment are generally poor throughout the zone. Throughout the sector, stationary forces will observe moving forces for distances beyond the range of direct fire weapons systems.

(2) Weather. Weather favors the both the attacker and defender. Mild ambient temperatures cause chemical agents and smoke to remain effective for extended periods in both day and night. Prevailing winds do not favor our use of vehicle delivered smoke. Clear skies allow both friendly and enemy forces the ability to observe and designate targets throughout the zone. Mild temperatures increase the effectiveness of thermal target acquisition in both day and night conditions.

(a) Visibility. Illumination data for the next 7 days is good. Between 16 and 22 December moonrise will assist maneuver units in positioning themselves for the subsequent attacks, but will hinder reconnaissance units trying to infiltrate into the enemy's disruption zone and battle zone.

Date	BMNT	Sunrise	Sunset	EENT	Moonrise	Moonset	ILUM
16 DEC	0548	0648	1636	1736	1127	2335	49%
17 DEC	0549	0649	1636	1736	1154		60%
18 DEC	0549	0650	1637	1737	1222	0041	71%
19 DEC	0550	0650	1637	1737	1254	0150	81%
20 DEC	0551	0651	1637	1738	1331	0303	89%
21 DEC	0551	0651	1638	1738	1416	0419	96%
22 DEC	0552	0652	1638	1739	1512	1536	99%

(b) Winds. Prevailing winds favor the defender and are from the northeast to southwest from 6 to 31 miles per hour. Gusts of up to 40 miles per hour occur frequently.

(c) Precipitation. No precipitation forecasted for the next several days.

(d) Humidity and Temperature. Humidity is negligible and temperatures range from an average high of 64 degrees to an average low of 37 degrees at night. These temperatures will favor the use of active night vision devices as target acquisition systems will be able to identify the contrasts much easier.

(e) Cloud Cover. Clear skies prevail for the next several days. These conditions coupled with the amount of illumination favor the use of UASs, and CAS and passive night vision devices.

(3) Civil Considerations. To be published (TBP).

**d. Attachments and detachments.** None.

**2. MISSION.** 4-99 AR attacks 210545DEC XX to seize OBJ GRANT (NV4911) in order to allow 1-15 IN (BCT ME, DO) to seize OBJ LEE (NV4111).

### **3. EXECUTION.**

#### **Intent.**

Purpose: To defeat the IMD and IMDR, breach any obstacles vicinity OBJ GRANT to enable TF 1-15 IN (BCT ME, DO) to seize OBJ LEE.

#### Key Tasks:

1. Early identification of AT ambush positions to preserve combat power and maintain momentum of the attack.
2. Thorough reconnaissance on OBJ GRANT to confirm obstacle locations and mechanized infantry platoon (MIP) positions.
3. Destruction of the infantry strongpoint overlooking Hill 781 (NV 507094) and the hill to the east at NV 511100 to allow the support force to key terrain overlooking OBJ GRANT.
4. Suppression of MIPs overlooking the obstacle complex north of PL LEAD to allow the breach force to conduct breaching operations at the point of penetration (PoP).
5. Rapid breaching and proofing of one or more lanes to allow the assault force to attack to destroy the IMD MIPs on OBJ GRANT.
6. Fixing and then destroying the IMD reserve to complete destruction of the IMD.
7. Further reduction of the obstacle complex and improvement of obstacle lanes or bypasses on OBJ GRANT by breaching, proofing, and marking two or more lanes to enable forward passage of lines of TF 1-15 IN and 2nd BCT.

End State: IMD on OBJ GRANT destroyed, obstacles cleared and marked on OBJ GRANT, TF postured to pass 1-15 IN and 2nd BCT.

**a. Concept of Operations.** TBP – See CAB operations sketch

- (1) Maneuver. TBP
- (2) Fires. TBP
- (3) Intelligence, Surveillance, and Reconnaissance. TBP
- (4) Intelligence. TBP
- (5) Engineer. TBP

- (6) Air and Missile Defense. TBP
- (7) Information Operations. TBP
- (8) Nuclear, Biological, Chemical. TBP
- (9) Military Police. TBP
- (10) Civil-Military Operations. TBP

**b. Tasks to maneuver units.** (Initial pending COA approval)

- (1) TM-A (Support Force 1):
  - (a) Maneuver as the northwest CO/TM in the TF VEE.
  - (b) Destroy AT ambushes in zone.
  - (c) Attack to destroy (ME1, SO) infantry platoon strongpoint vicinity Hill 824 (NV490096).
  - (d) Occupy a support by fire position (SBF) vicinity Hill 781 (NV 507094) oriented on OBJ GRANT.
  - (e) Link-up with TF 1-15 IN vicinity PL GOLD to coordinate forward passage of lines (FPOL).
- (2) TM-B (Assault Force):
  - (a) Maneuver as the trail CO/TM in the TF VEE.
  - (b) Attack to destroy (ME3, DO) the MIPs on OBJ GRANT.
  - (c) Consolidate and reorganize on the northern half of OBJ GRANT (north of the 11 northing) oriented west.
  - (d) B/P to defeat the IMDR.
- (3) TM-C (Support Force-2)
  - (a) Maneuver as the northeast CO/TM in the TF VEE.
  - (b) Destroy AT ambushes in zone.
  - (c) Occupy a SBF (SE, SO) vicinity NV511100 oriented on OBJ GRANT.
  - (d) Consolidate and reorganize on the north of the east-west road at the 13 northing oriented west.
  - (e). B/P to link-up with TF 1-15 IN vicinity PL GOLD to coordinate FPOL.
- (4) TM-D (Breach Force):
  - (a) Follow CO/TMs A and C in the TF VEE formation.
  - (b) Conduct breaching operations (ME2, SO) at the TF PoP. Open, proof, and mark one lane initially to pass the Assault Force, then once OBJ GRANT is secured and IMDR defeated, continue obstacle reduction efforts to open two or more lanes.
  - (c) Link up at a checkpoint to be determined to coordinate passage of TM-B.

**c. Tasks to other combat and combat support units.** TBP

**d. Coordinating instructions.**

(1) Commander's Critical Information Requirements (CCIR).

(a) PIR:

- (1) What is the location and disposition of the AT ambush positions?
- (2) What is the location and disposition of the dismounted infantry strongpoint?
- (3) What is the location and disposition of the IMDR?
- (4) What is the location and disposition of the BTG Reserve (BTGR)?
- (5) Has the BTGR committed to the 1BCT AO?
- (6) What is the location and disposition of the DTG Reserve?
- (7) Has the DTG Reserve committed to the 1BCT AO?

(b) EEFI:

- (1) Location of the CAB's C2 nodes and retrans sites.
- (2) Location and infiltration routes of R&S assets.
- (3) Location and routes of breaching assets.
- (4) Location of PoP on OBJ GRANT.
- (5) Time and location of FPOL.
- (6) Task organization and operational readiness rate.
- (7) Mortar position areas.
- (8) Personnel and logistical status.

(c) FFIR:

- (1) Any CO/TM losing more than 4 combat vehicles (M1/M2).
- (2) Loss of obstacle breaching assets.
- (3) Loss of any C2 node/retrans asset.
- (4) Any fratricide or near-fratricide incident.

(d) IR:

- (1) Will the IMD conduct a reverse slope defense north of PL LEAD?
- (2) What is the location of the 2S1 and 2S19 battalions?

(2) Risk reduction control measures. TBP

(3) ROE. TBP

(4) Environmental considerations. TBP

(5) Force Protection. TBP

(6) Movement Instructions.

(a) The CAB quartering party is limited to twenty vehicles.

(b) CAB quartering parties will consolidate with the BCT quartering party at the BCT TOC and conduct a tactical roadmarch from TAA UTAH to ATK POS SHERMAN at 201800DEC XX. Order of march is 4-99 AR, BCT TAC, 1-15 IN, BCT TOC, 2-13 FA (-).

(7) Initial Operational Timeline.

160800 DEC	BCT OPORD
161415	WARNO #1
162000	WARNO #2
171600	BCT Rehearsal
170700	BCT Occupies TAA UTAH
180000	4-99 OPORD Issued
190800	TF Rehearsals
200100	BCT INTSUM
201400	BCT (-) units resupply with 1 <sup>st</sup> BSB prior to tactical road march
201800	BCT Quartering Party SP to ATK POS SHERMAN
202000	BCT Main Body SP TAA UTAH to ATK POS SHERMAN
202400	BCT INTSUM
210030	Recon Sqdn and CAB Scout platoon conducts RHO in zone
210545	4-99 AR LDs



**4. Service Support (Support Concept). TBP**

- a. Support Concept. TBP
- b. Material and services. TBP
- c. Health service support. TBP
- d. Personnel. TBP

**5. Command and Control.**

**a. Command.**

- (1) Location of the commander. TBP
- (2) Succession of command. BCT succession of command: Cdrs 1-15 IN, 4-99 AR, 7-22 CAV, BCT XO, BCT S3. 4-99 AR succession of command per SOP.
- (3) Special instructions for deputy commanders. TBP

**b. Control.**

- (1) Scheme of CP employment. TBP
- (2) Special instructions for CPs. TBP
- (3) Liaison requirements. TBP

**c. C4 Operations.**

- (1) Network operations. TBP
- (2) Signal Operating Instructions.
  - (a) SOI 23-1, Edition B, is effective upon receipt of this OPORD.
  - (b) Radio minimize is effective 160800DECXX – 210001DECXX.
- (3) Information management procedures. TBP
- (4) Recognition and identification instructions. Yellow smoke primary, Green smoke alternate; marks friendly line of troops for CAS.

ACKNOWLEDGE:

SMITH  
LTC

OFFICIAL:

JONES  
S3

ANNEXES:

Annex C: (Operations Overlay):

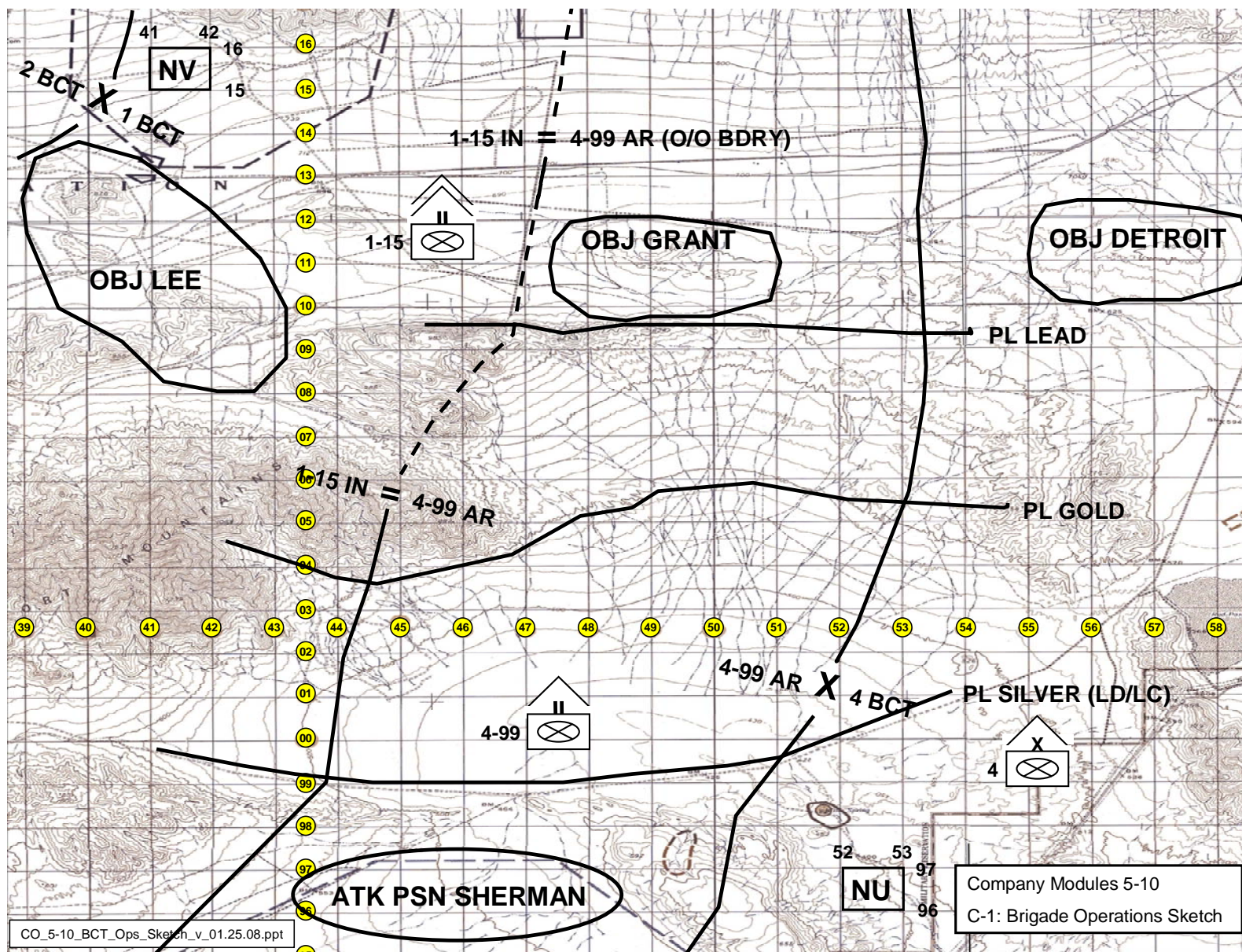
C-1: (BCT Operations Sketch)

C-2: (CAB Operations Sketch)

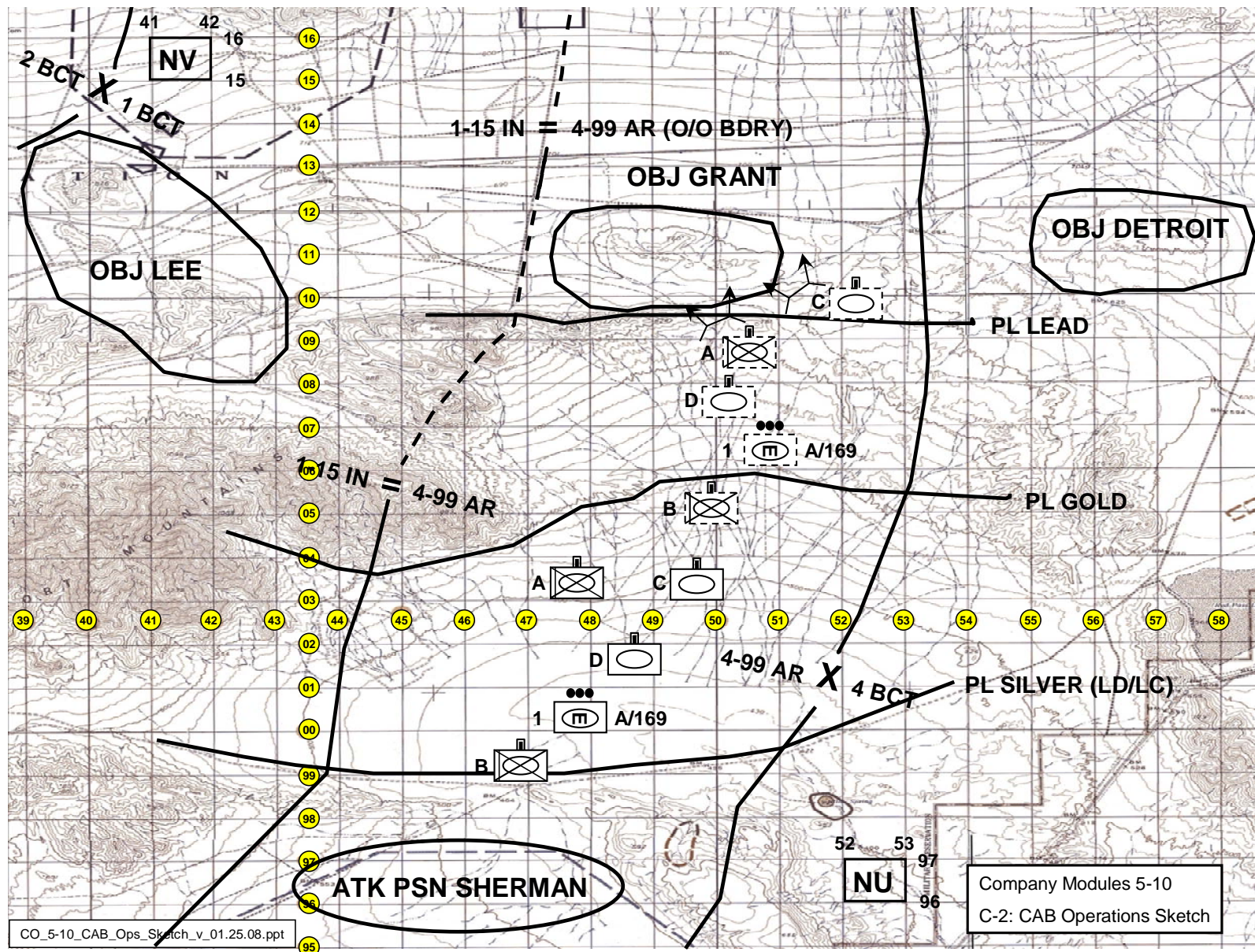
Annex L: (Intelligence, Surveillance, and Reconnaissance Operations)

L-2: (ISR Overlay)

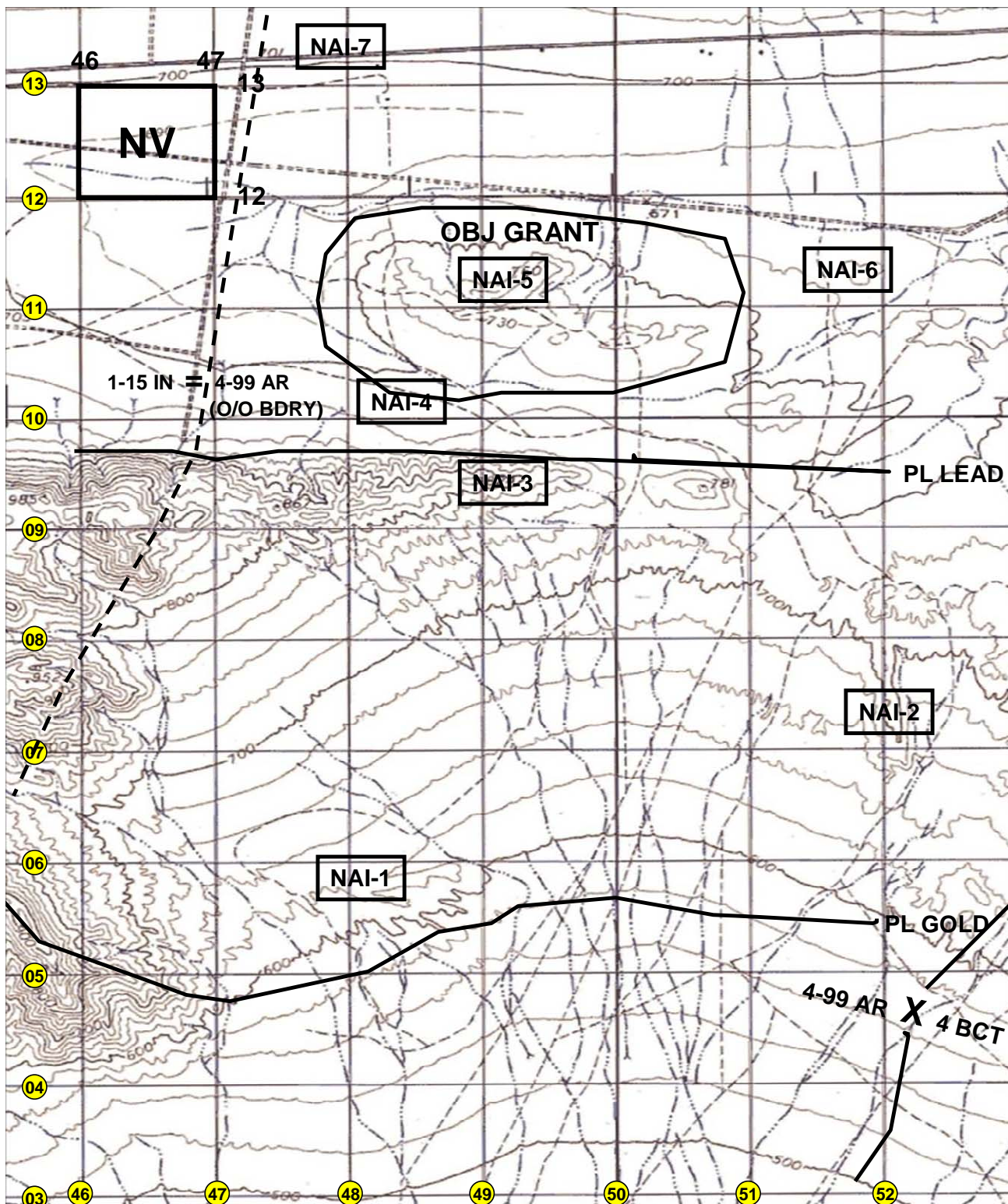
DISTRIBUTION:











CO\_5-10\_CAB\_AO\_Terrain\_and\_Enemy.ppt

Company Module 5-10  
L-2 ISR Overlay.

**Assessment Category:** Doctrine/TTP

**Module #06:** Considering Effects of Terrain and Weather

**Scenario:** You are the commander of TM-A/4-99 AR. The BCT has deployed as part of a multinational force in support of JTF Madera which has been conducting offensive operations to eject Coronian forces from Madera and restore the International Border. You have just received [WARNO #2](#) and are analyzing the effects of terrain and weather.

**Questions:**

A: (Recall) Match the following terms with their definitions. (Place the definition number in the blank beside each term.)

- a. Key Terrain \_\_\_\_\_
- b. Unrestricted Terrain \_\_\_\_\_
- c. Severely Restricted Terrain \_\_\_\_\_
- d. Restricted Terrain \_\_\_\_\_
- e. Decisive Terrain \_\_\_\_\_

1. Hinders movement to some degree. Little effort is needed to enhance mobility but units may have difficulty maintaining preferred speeds, moving in combat formations, or transforming one formation to another. Is characterized by swamps or rugged terrain.

2. Hinders or slows movement unless some effort is made to enhance mobility. Is characterized by steep slopes or densely spaced obstacles with little or no supporting road network.

3. Allows unlimited travel supported by well developed road networks

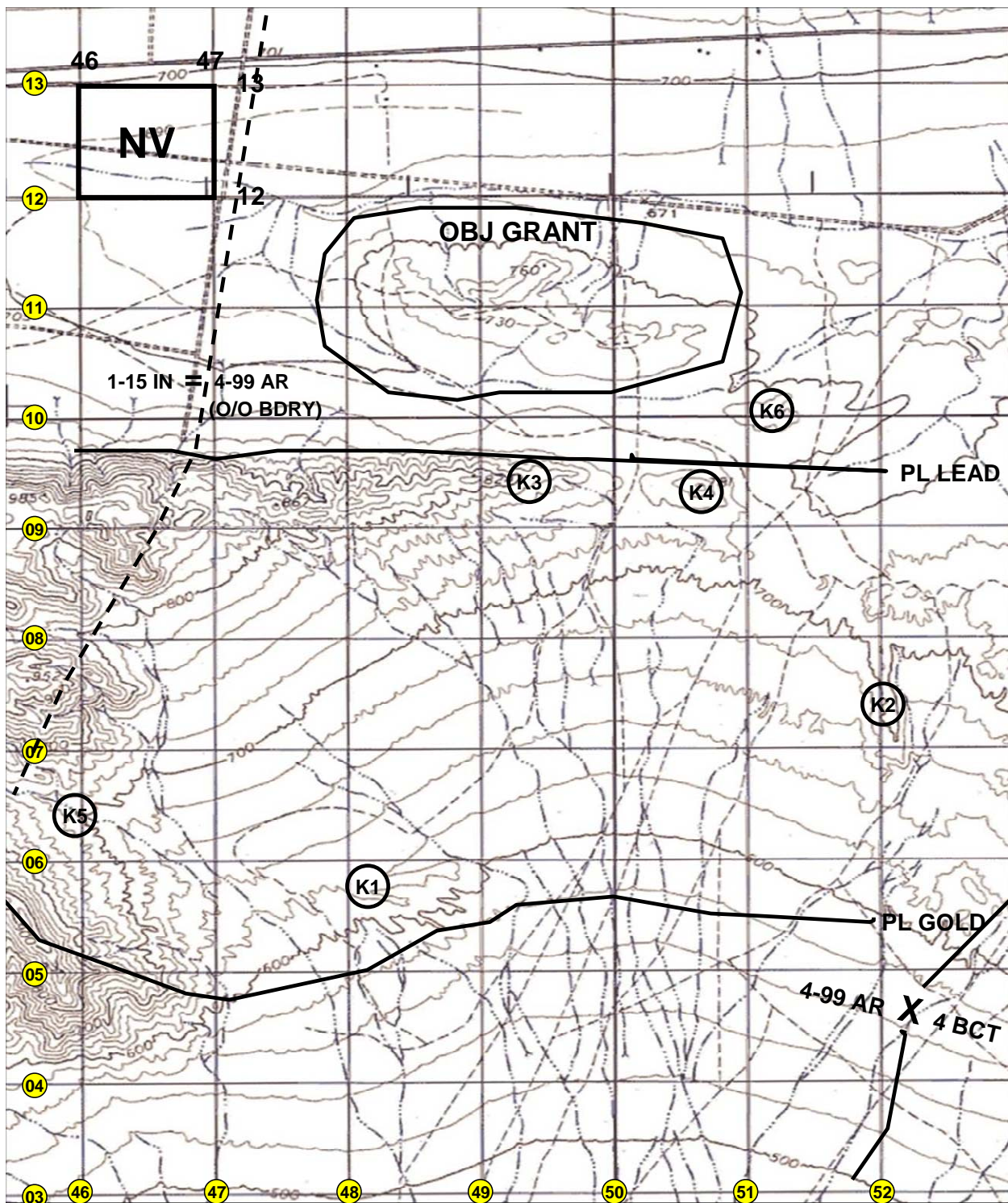
4. Seizure, retention, or control of this terrain affords a marked advantage to either combatant.

5. Is designated by the commander because seizing and retaining it has an extraordinary impact on the mission.

C. (Application) The S2 has identified key terrain in [WARNO #2](#) and depicted it on the attached map (next page). Identify the terrain you deem as decisive on the map. (Circle the BEST answer.)

- a. K1
- b. K2
- c. K3
- d. K4
- e. K5
- f. K6





CO-06 Student Handout .ppt

Legend

K: Key Terrain

Company Module 6

Question C

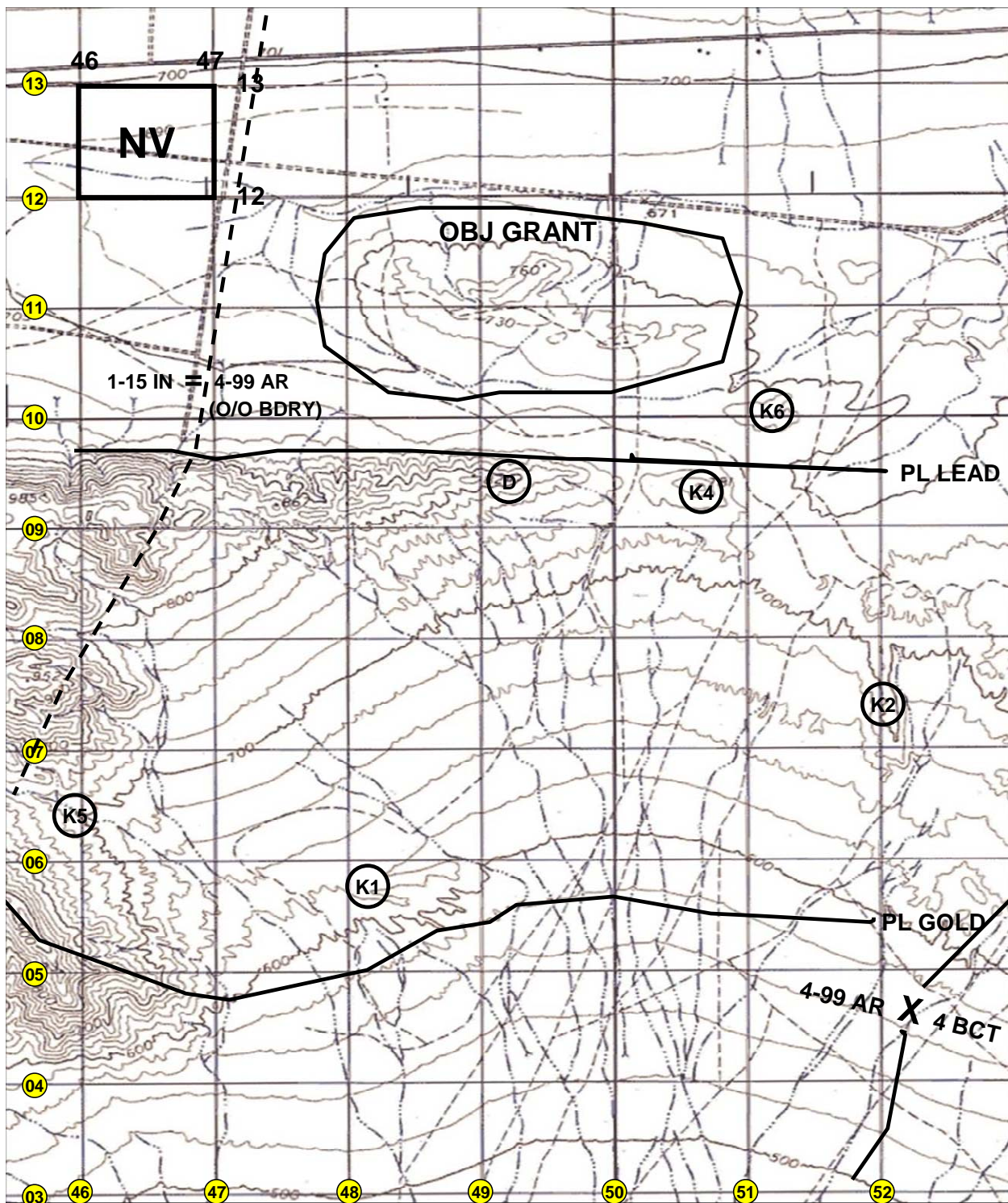
Student Handout

## ANSWER KEY

### Module #06: Considering Effects of Terrain and Weather

Question	Answer	Doctrinal Reference/Rationale
A	a-4	FM 34-130, page 2-17 states that key terrain is any locality or area the seizure, retention, or control of which affords a marked advantage to either combatant.
	b-3	FM 34-130, page 2-15 states that unrestricted terrain is free of any restriction of movement. It allows unlimited travel and is supported by well developed road networks.
	c-2	FM 34-130, page 2-15 states that severely restricted terrain hinders or slows movement unless some effort is made to enhance mobility.
	d-1	FM 34-130, page 2-15 states that restricted terrain hinders movement to some degree but little effort is needed to enhance mobility.
	e-5	FM 34-130, pg 2-18 states that decisive terrain has an extraordinary impact on the mission and that mission success depends on seizing or retaining it.
C	c	Refer to map extract on next page. Professional military judgment. Hill 824 dominates Hill 781 and OBJ GRANT. This terrain allows observation and direct fires South of PL LEAD, precludes the occupation of Hill 781 as a potential SBF and allows reinforcing direct fires on IMD disrupting obstacles South of Hill 760.





CO-06 Student Handout .ppt

#### Legend

K: Key Terrain  
D: Decisive Terrain

Company Module 6

Question C

Student Handout Answer Key

## Assessment Category: Doctrine/TTP

### Module #07: Visualizing the Battlefield

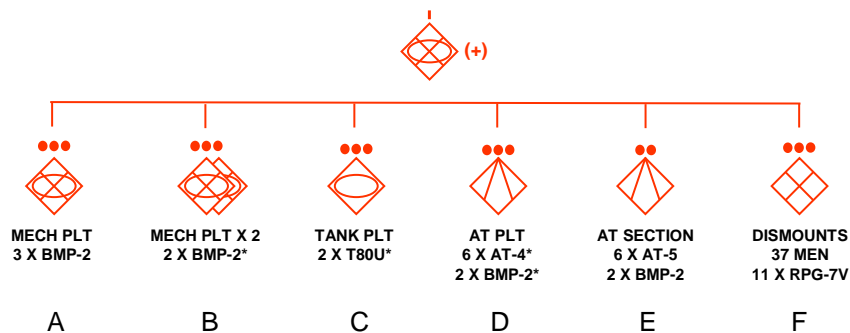
**Scenario:** You are the commander of TM-A/4-99 AR. The BCT has deployed as part of a multinational force in support of JTF Madera that has been conducting offensive operations to eject Coronian forces from Madera and restore the International Border. You just received the [WARNO #2](#) with attached sketches and begin integrating this information into your troop leading procedures. The CAB Commander has told you he intends to organize the CAB as follows: TM-A: Assault Force-1, TM-B: Assault Force-2, TM-C: Support Force, and TM-D: Breach Force. As you review the terrain and enemy analysis accomplished thus far by the CAB S2, you begin your own analysis of how the enemy will fight during this upcoming mission.

### Questions:

B. (Understanding) The CAB S2 has laid out several named areas of interest (NAIs) in the CAB's AO, but has not identified what he expects to find in each NAI. You review the attached overlay (next page) and decide to conduct your own analysis. (Place the letter of the most appropriate IMD element in the blank beside each NAI.)

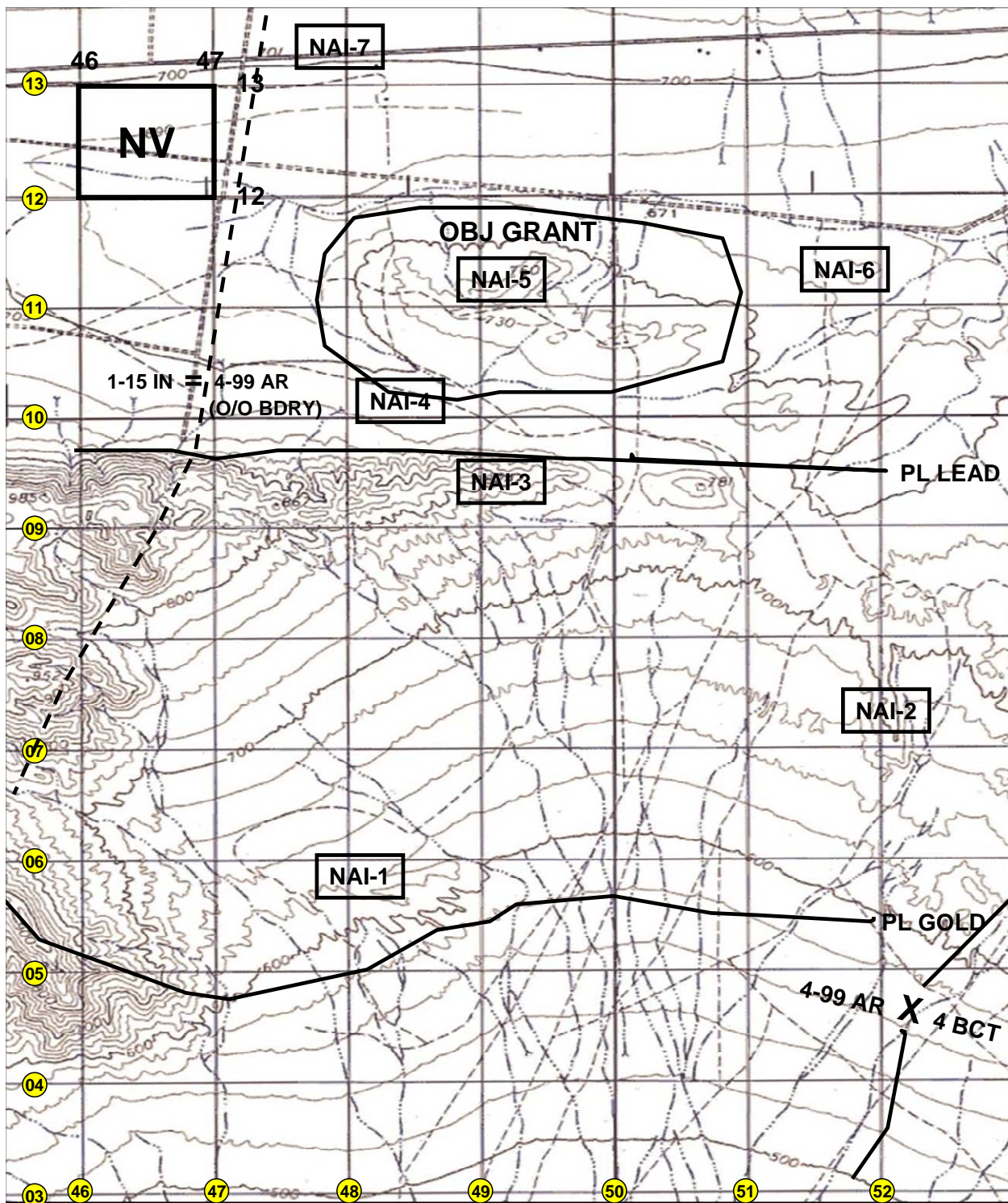
NAI-1. \_\_\_\_\_  
NAI-2. \_\_\_\_\_  
NAI-3. \_\_\_\_\_  
NAI-4. \_\_\_\_\_  
NAI-5. \_\_\_\_\_  
NAI-6. \_\_\_\_\_  
NAI-7. \_\_\_\_\_

### Independent Mission Detachment (IMD)



\* Reduced to approx 75% strength





CO\_5-10\_CAB\_AO\_Terrain\_and\_Enemy.ppt

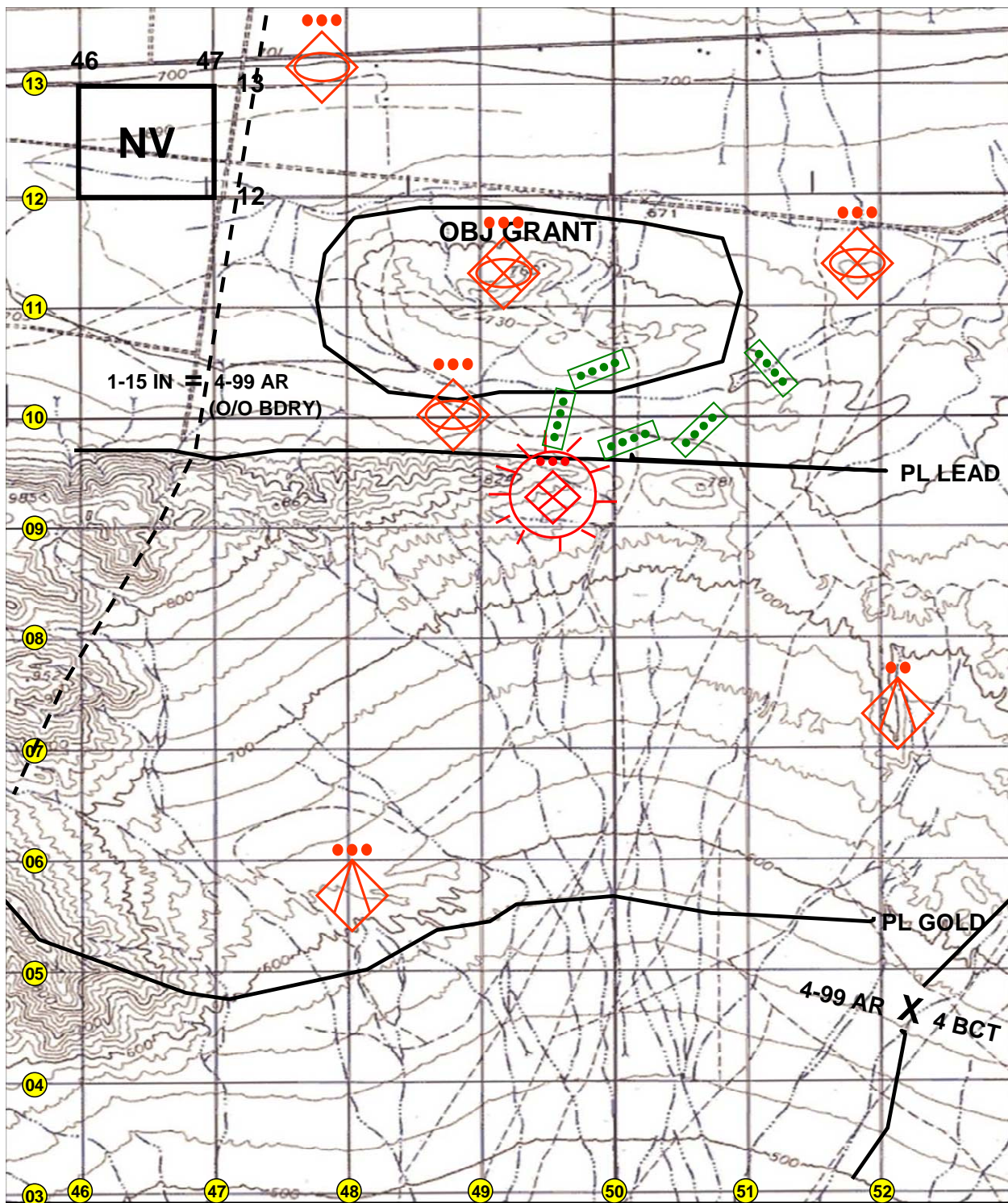
Company Module 7  
Question A.

C. (Application) As you conduct your enemy analysis, you array the IMD as shown on the attached sketch (next page). Now you determine the task and purpose for the elements in the IMD. (Place the letter of the task/purpose next to the IMD elements below. Not all task/purpose statements will be used.)

- a. AT Platoon: \_\_\_\_\_
- b. AT Section: \_\_\_\_\_
- c. Infantry Strongpoint: \_\_\_\_\_
- d. Southern MIP: \_\_\_\_\_
- e. Center MIP: \_\_\_\_\_
- f. Eastern MIP: \_\_\_\_\_
- g. Tank Platoon: \_\_\_\_\_

- 1. Task: Attack by fire. Purpose: Disrupt the CAB's maneuver in zone.
- 2. Task: Support by fire. Purpose: Destroy the Support Force.
- 3. Task: Retain. Purpose: Disrupt the Support Force's ability to establish SBF positions on key terrain overlooking OBJ GRANT.
- 4. Task: Attack by fire. Purpose: Defeat Assault Force-2.
- 5. Task: Support by fire. Purpose: Defeat Assault Force-1.
- 6. Task: Attack by fire. Purpose: Disrupt the CAB's maneuver in zone.
- 7. Task: Attack by fire. Purpose: Destroy the Breach Force.
- 8. Task: Counter-reconnaissance. Purpose: Destroy the CAB's Scout Platoon.





CO\_5-10\_CAB\_AO\_Terrain\_and\_Enemy.ppt

Company Module 7  
Question B.

## ANSWER KEY

### Module #07: Visualizing the Battlefield

Question	Answer	Doctrinal Reference/Rationale
B		See <a href="#">WARNO #2</a> paragraph 1.a. (4) (a).
	NAI-1: D	NAI-1: AT Platoon (AT-4) from the BTG can engage the CAB as they cross the LD. Can also reinforce the MIC on OBJ LEE by moving to the West along the trail that begins at NV450065.
	NAI-2: E	NAI-2: AT Section (AT-5) from the BTG can engage the CAB to the Eastern wall of the mountain range to the West.
	NAI-3: F	NAI-3: Dismounted platoon in close terrain protects the southern flank of the IMD on Hill 760. Can engage the CAB as they approach PL LEAD and provide direct fires on Hill 781.
	NAI-4: B	NAI-4: Supporting effort MIP (2 X BMP-2) provides direct fires to protective obstacles South of OBJ GRANT.
	NAI-5: A	NAI-5: Main effort MIP (3 X BMP-2), defending in center sector per WARNO enemy most probable COA.
	NAI-6: B	NAI-6: Supporting effort MIP (2 X BMP-2) provides direct fires to protective obstacles South of OBJ GRANT, flanking fires on Hill 781 (NV507094) and hill at NV510010, a potential SBF overwatching OBJ GRANT.
	NAI-7: C	NAI-7: IMD reserve positioned out of direct fire contact of CAB CO/TMs occupying SBF positions along PL LEAD.
C	a-1 or 6	See <a href="#">WARNO #2</a> paragraph 1.a. (4) (a).  See rationale above.
	b-6 or 1	
	c-3	
	d-2	
	e-5	
	f-7	
	g-4	

**Assessment Category:** Doctrine/TTP

**Module #08:** Knowing and Using All Assigned Assets

**Scenario:** You command a Tank/Infantry Company. The BCT has deployed as part of a multinational force in support of JTF Madera which has been conducting offensive operations to eject Coronian forces from Madera and restore the International Border. You have just received [WARNO #2](#) and are conducting troop leading procedures.

**Questions:**

A-1: (Recall) Match the following command relationship terms with their definitions. (Place the definition number in the blank beside each term.)

- a. Attached: \_\_\_\_\_
- b. OPCON: \_\_\_\_\_
- c. TACON: \_\_\_\_\_
- d. Assigned: \_\_\_\_\_

1. Places units or personnel in an organization where such placement is relatively permanent, and/or where such organization controls and administers the units or personnel for the primary function, or greater portions of the functions, of the unit or personnel.

2. Command authority over assigned or attached forces or commands, or military capability or forces made available for tasking that is limited to the detailed and, usually, local direction and control of movements or maneuvers necessary to accomplish mission or tasks assigned.

3. Places units or personnel in an organization for a relatively short time.

4. Transferable command authority that may be exercised by commanders at any echelon at or below the level of the combatant command.

(4 optional recall questions) Select the statements that are true of an Abrams tank platoon and a Mechanized Infantry platoon.

A-2. Tank Platoon (Circle ALL that are true.)

- a. The maximum range of an Abrams tank with a high probability of hit and kill is 3000 meters.
- b. The maximum range of an Abrams tank is 2500 meters
- c. The planning range of an Abrams tank is 2500 meters.
- d. The Abrams tank can consistently hit targets out to 3000 meters because of its sophisticated Fire Control System.
- e. The Abrams tank main gun can depress to only -10 degrees and elevate to only +20 degrees, creating considerable dead space in an urban environment.
- f. The Abrams tank can fire all types of main gun ammunition overhead of friendly troops under combat conditions because of its advanced fire control system.

A-3. Tank Platoon (Circle the BEST answer.)

- a. A tank platoon consists of three tanks with 12 total personnel.
- b. A tank company consists of three platoons with 36 personnel.
- c. A tank platoon is made up of 16 total personnel.
- d. A tank platoon consists of four tanks with a crew of three.

A-4. Mechanized Infantry Platoon (Circle ALL that are true.)

- a. The Bradley Fighting Vehicle can destroy lightly armored vehicles out to 3,000 meters.
- b. The Bradley Fighting Vehicle can engage targets using a TOW2B missile at ranges exceeding 3,750 meters.
- c. The Bradley Fighting Vehicle 2, firing an improved TOW, can engage and destroy targets out to 3,000 meters.
- d. The Bradley Fighting Vehicle can elevate its 25mm chain gun to +60 degrees and depress it to -10 degrees compensating for an Abrams tank's dead space in an urban environment.
- e. The basic load of 25mm ammunition on the Bradley Fighting Vehicle is 300 rounds ready and 600 rounds stowed.
- f. The TOW basic load for a Bradley Fighting Vehicle is 2 rounds in the launcher and 10 stowed.

A-4. Mechanized Infantry Platoon (Circle the BEST answer.)

- a. The Bradley Fighting Vehicle can accommodate a crew of three and up to four dismounts.
- b. The Bradley Fighting Vehicle platoon contains 3 X 9-man squads and 40-Soldiers total.
- c. The driver of a Bradley Fighting Vehicle has the capability to determine range to a target in the event the gunner is incapacitated.
- d. The Bradley Fighting Vehicle Commander does not have to update the fire team on range and location of potential targets as this information is available to the vehicle crew.



## ANSWER KEY

### Module #08: Knowing and Using All Assigned Assets

Question	Answer	Doctrinal Reference/Rationale
A-1	a-3	FM 5-0, para F-16.
	b-4	FM 5-0, para F-17.
	c-2	FM 5-0, para F-18.
	d-1	FM 5-0, para F-15.
A-2	c e	c: FM 3-20.15, para 2-178. e: FM 3-20.15, para 1-6.
A-3	c	c. FM 3-20.15, Figure 1-1.
A-4	d e	d: FM 23-1, Table 1-1. e: FM 3-20.15, para 1-6.
A-5	b	b: FM 3-21.71, Figure 1-1.

**Assessment Category:** Doctrine/TTP

**Module #09:** Conducting Parallel Planning

**Scenario:** You are the commander of TM-C/4-99 AR. The BCT has deployed as part of a multinational force in support of JTF Madera that has been conducting offensive operations to eject Coronian forces from Madera and restore the International Border. You have received [WARNO #2](#) and are developing your company/team planning timeline. Using backward planning, you decide to integrate company/team events into the CAB's initial operational timeline outlined in WARNO #2.

**Questions:**

A: (Recall) In order to ensure that your subordinate leaders have sufficient time to plan and execute at their level you must ensure that the majority of time available is allocated to them. What are two methods of allocating time? (Circle ALL that apply.)

- a. Reverse Planning
- b. 1/3-2/3 allocation
- c. METT-TC analysis
- d. BMNT and EENT information
- e. 1/5-2/5 allocation
- f. Total time available minus company TLP and battalion MDMP

C: (Application) You received WARNO #2 at 161415UDEC20XX and decide to use the "1/3 – 2/3 rule" to issue your CO/TM OPORD. You have constructed the draft timeline below and will integrate your CO/TM events into the TF timeline. (Of the four completed timelines, circle the BEST answer.)

Company/Team Timeline

TF LD	210545UDEC20XX
Quartermaster Party Link up	
PCC/PCIs	
Resupply	
CO/TM Rehearsal	
Fire Support Rehearsal	200600UDEC20XX
TF Rehearsal	190800UDEC20XX
PLT OPORDs	
CO/TM OPORD	
Received Order	161415UDEC20XX

<b>Timeline A</b>	
TF LD	210545UDEC20XX
Quartering Party Link up	201600UDEC20XX
PCC/PCIs	201400UDEC20XX
Resupply	210800UDEC20XX
CO/TM Rehearsal	200800UDEC20XX
Fire Support Rehearsal	200600UDEC20XX
TF Rehearsal	191000UDEC20XX
PLT OPORDs	NLT181200UDEC20XX
CO/TM OPORD	Issued NLT2100UDEC20XX
Received Order	161415UDEC20XX

<b>Timeline B</b>	
TF LD	210545UDEC20XX
Quartering Party Link up	210545UDEC20XX
PCC/PCIs	201600UDEC20XX
Resupply	201400UDEC20XX
CO/TM Rehearsal	200800UDEC20XX
Fire Support Rehearsal	200900UDEC20XX
TF Rehearsal	190800UDEC20XX
PLT OPORDs	NLT181200UDEC20XX
CO/TM OPORD	Issued NLT2300UDEC20XX
Received Order	161415UDEC20XX

<b>Timeline C</b>	
TF LD	210545UDEC20XX
Quartering Party Link up	201600UDEC20XX
PCC/PCIs	201400UDEC20XX
Resupply	200800UDEC20XX
CO/TM Rehearsal	200900UDEC20XX
Fire Support Rehearsal	200600UDEC20XX
TF Rehearsal	190800UDEC20XX
PLT OPORDs	NLT181200UDEC20XX
CO/TM OPORD	Issued NLT2300UDEC20XX
Received Order	161415UDEC20XX

<b>Timeline D</b>	
TF LD	210545UDEC20XX
Quartering Party Link up	201700UDEC20XX.
PCC/PCIs	201300UDEC20XX.
Resupply	200800UDEC20XX.
CO/TM Rehearsal	201000UDEC20XX.
Fire Support Rehearsal	NLT181200UDEC20XX.
TF Rehearsal	190800UDEC20XX
PLT OPORDs	NLT181200UDEC20XX.
CO/TM OPORD	Issued NLT 180315UDEC20XX
Received Order	161415UDEC20XX

## ANSWER KEY

### Module #09: Conducting Parallel Planning

Question	Answer	Doctrinal Reference/Rationale
A	b	FM 3-21.10, para 2-101, and figure 2-17 example company timeline provide for using either the 1/3-2/3 allocation or the 1/5-2/5 allocation in allocating time to subordinate units to plan.
	e	See above.
C	Timeline D	Timelines are per professional military judgment and IAW FM 3-21.10, para 2-101, and figure 2-17 example company timeline.  All remaining timelines are incorrect as stated below.  Timeline A is incorrect because it violates the 1/3-2/3 allocation, and has the CO/TM OPORD occurring after platoon OPORDs.  Timeline B is incorrect because the CO/TM OPORD occurs after the CAB LD and quartering party link-up is scheduled to occur at CAB LD time.  Timeline C is incorrect because the CO/TM OPORD occurs after CAB LD.
		Quartering Party link Up: 201700UDEC20XX.
		PCC/PCIs: 201300UDEC20XX.
		Resupply: 200800UDEC20XX.
		CO/TM Rehearsal: 201000UDEC20XX.
		PLT OPORDs: NLT181200UDEC20XX.
		CO/TM OPORD: Issued NLT 180315UDEC20XX (Equals 1/3 of 111.5 total hours available).

**Assessment Category:** Doctrine/TTP

**Module #10:** Planning and Conducting Rehearsals

**Scenario:** You are the commander of TM-C/4-99 AR. The BCT has deployed as part of a multinational force in support of JTF Madera which has been conducting offensive operations to eject Coronian forces from Madera and restore the International Border. You have received [WARNO #2](#), are conducting your METT-TC analysis for the upcoming mission, and are considering what rehearsal type and technique you will use.

**Questions:**

A-1: (Recall) Match the following rehearsal types with their definitions. (Place the definition number in the blank beside each term.)

- a. Backbrief \_\_\_\_\_
- b. Support Rehearsal \_\_\_\_\_
- c. Battle Drill or SOP Rehearsal \_\_\_\_\_
- d. Confirmation Brief \_\_\_\_\_
- e. Combined Arms Rehearsal \_\_\_\_\_

1. Given by subordinate leaders to their superior to brief their understanding of commander's intent, the specific tasks assigned and their purposes, and the relationship of their tasks to those elements conducting the operation.

2. Gives subordinate leaders time to complete their plan and requires the fewest resources. It is often the only option under time-constrained conditions.

3. Requires considerable resources but provides the most planning and training benefit.

4. Can be conducted at any time during TLP to rehearse coordination and procedures. Drills for aviation, fire, combat service, engineer support, or casualty evacuation.

5. Ensures that all participants understand a technique or a specific set of procedures. These rehearsals do not need a completed OPORD from higher headquarters.

A-2: (Recall) There are six different rehearsal techniques and each has its advantages and disadvantages. Match the rehearsal technique to the correct definition. (Place the definition number in the blank beside each term. Not all terms will be used)

- a. Terrain Model \_\_\_\_\_
- b. Sketch Map \_\_\_\_\_
- c. Full-Dress \_\_\_\_\_
- d. Reduced-Force \_\_\_\_\_
- e. Map \_\_\_\_\_
- f. Network \_\_\_\_\_
- g. Support \_\_\_\_\_
- h. SOP \_\_\_\_\_

1. Only critical parts of the operation are rehearsed. Requires all information systems needed to execute the operation.

2. This rehearsal involves the use of an overlay the same scale as the one used to plan the operation.

3. This rehearsal, when accurately constructed, helps subordinate leaders visualize the commander's intent and concept of the operation. It is usually conducted where it overlooks the area where the operation will take place.

4. Involves only key leaders and is conducted on the actual or similar terrain.

5. Is the most time consuming of all rehearsal types, but is the most effective technique for ensuring all involved in the operation understand their parts.

6. In order for this rehearsal to be effective it must be large enough for all participants to see as they walk through the execution of the operation.

B: (Understanding) Your battalion commander has issued the following guidance: movement in and out of the TAA is restricted due to OPSEC considerations. This is a complex operation and fratricide is a real concern. All units will conduct rehearsals to review and rehearse direct fire control measures both en route to and on the objective prior to SP. Unit commanders must ensure that all elements understand the scheme of maneuver. What rehearsal technique do you intend to use? (Circle the BEST answer.)

- a. Network
- b. Sketch Map
- c. Map
- d. Full-dress
- e. Reduced-force
- f. Terrain Model

## ANSWER KEY

### Module #10: Planning and Conducting Rehearsals

Question	Answer	Doctrinal Reference/Rationale
A-1	a-2	FM 5-0, para 4-55 states that the backbrief differs from the confirmation brief in that subordinate leaders are given time to complete their plan. Backbriefs require the fewest resources and are often the only option under time-constrained conditions. Subordinate leaders explain their actions from start to finish of the mission. Backbriefs are performed sequentially, with all leaders going over their tasks.
	b-4	FM 5-0, para 4-59 states that at any point in TLP, units may rehearse their support for an operation. For small units, this typically involves coordination and procedure drills for aviation, fire, combat service, engineer support, or casualty evacuation.
	c-5	FM 5-0, para 4-60 states a battle drill or SOP rehearsal ensures that all participants understand a technique or a specific set of procedures.
	d-1	FM 5-0, para 4-54 states that Immediately after receiving the order, subordinate leaders brief their superior on the order they just received. They brief their understanding of the commander's intent, the specific tasks they have been assigned and their purposes, and the relationship of their tasks to those of other elements conducting the operation.
	e-3	FM 5-0 4-56 states that a combined arms rehearsal requires considerable resources, but provides the most planning and training benefit. Depending on circumstances, units may conduct a reduced force or full dress rehearsal.

A-2	a-3	FM 6-0 F-18 states an accurately constructed terrain model helps subordinate leaders visualize the commander's intent and concept of operations. When possible, commanders place the terrain model where it overlooks the actual terrain of the area of operations (AO).
	b-6	FM 6-0 F-21 states effective sketches are large enough for all participants to see as each participant walks through execution of the operation. Participants move markers on the sketch to represent unit locations and maneuvers.
	c-5	FM 6-0 F-14 states a full-dress rehearsal produces the most detailed understanding of the operation. F-15 states full-dress rehearsals are the most time consuming of all rehearsal types.
	d-4	FM 6-0 F-16 states a reduced-force rehearsal involves only key leaders of the organization and its subordinate units.
	e-2	FM 6-0 F-22 states A map rehearsal is similar to a sketch-map rehearsal, except the commander uses a map and operation overlay of the same scale used to plan the operation.
	f-1	FM 6-0 F-24 states These rehearsals require all information systems (INFOSYS) needed to execute that portion of the operation.
B	f	Professional military judgment. Terrain model rehearsal is the most popular rehearsal technique because it strikes a balance between time and resources and OPSEC considerations while achieving detailed understanding of the plan. This rehearsal technique is enhanced when the terrain model can be placed where it overlooks the AO.



## **Assessment Category:** Leadership

### **Module #11:** Building a Relationship with the 1SG

**Scenario:** You are the commander of a Tank Company/Team. You have been in command for 12 months. Your 1SG, who has been with you since the day you assumed command, just transferred responsibility to your new 1SG. The 1SG, whom you have never met, just came over from another Brigade. The BN CSM speaks very highly of the new 1SG as he has served with him twice at different duty stations. You and your former 1SG had a great relationship and you want to establish the same relationship with your new 1SG. You have set aside time tomorrow to take your 1SG to lunch to get to know him a little better as well as discuss roles, responsibilities, and expectations. The discussion you had the previous day with the BN CSM is still fresh in your mind. You look down at your notes on an agenda for the meeting trying to determine if you have covered all of your main points.

#### **Questions:**

A: (Recall) A 1SG has certain duties and responsibilities as the senior NCO within a unit. Some duties are specified in regulations or in MOS job descriptions while others are directed by a superior or implied by virtue of position. The 1SG also has personal responsibility for his actions as well as responsibility for the actions of the teams and NCOs within his unit. What type of duty/responsibility is indicated below? (Match the tasks with the type duty/responsibility listed below them.)

- \_\_\_\_\_ a. Ensuring that Soldiers receive proper individual training and maintain personal appearance and cleanliness.
- \_\_\_\_\_ b. Serving as President of a promotion board.
- \_\_\_\_\_ c. Conducting an in-ranks inspection of the unit weekly.
- \_\_\_\_\_ d. Being held accountable for the actions of a Platoon Sergeant while conducting operations in the field.

- 1. Specified
- 2. Command
- 3. Implied
- 4. Individual
- 5. Directed

C: (Application) As you prepare your agenda for the meeting you think back to the CSM's comment that the 1SG was a "hard charger" who spoke his mind. Listed below are some points for including in your agenda. Select the points that would best help you ensure a smooth transition and begin to develop a solid relationship with the 1SG. (Circle ALL that apply.)

- a. The 1SG's past duty assignments and positions held.
- b. Where he is from and whether or not he has a family.
- c. The 1SG's thoughts on a command philosophy.
- d. Which tasks you consider "officer business" versus "NCO business."
- e. The strengths and weaknesses of your old 1SG.
- f. Your dislike for "hard chargers".
- g. Expectations (yours and his).
- h. Goals, standards, and objectives.
- i. "Forbiddens" – what you both would consider out of line and unprofessional.

## ANSWER KEY

### Module #11: Building a Relationship with the 1SG

Question	Answer	Doctrinal Reference/Rationale
A	a-1	<i>Specified</i> ; FM 7-22.7 & AR 600-20 states that NCOs must ensure that their Soldiers receive proper individual training and maintain personal appearance. (Paragraphs 2-5 thru 2-18)
	b-5	<i>Directed</i> ; FM 7-22.7 states that directed duties are not part of a job position or MOS. A superior gives them orally or in writing. In this case, the CSM would direct a 1SG to serve as President of a promotion board. (Paragraphs 2-5 thru 2-18)
	c-3	<i>Implied</i> ; FM 7-22.7 states that in some cases duties may not be related to the MOS job position but may support specified duties.
	d-2	<i>Command</i> ; FM 7-22.7 states NCOs are responsible to fulfill not only their individual duties but also to ensure that their team and unit are successful. (Paragraphs 2-5 thru 2-18)
C	c	Professional military judgment; will help to determine if both leaders are aligned on common beliefs from the start.
	g	Professional military judgment; lets both leaders voice what they expect from each other.
	h	Professional military judgment; ensures consistency and cohesiveness.
	i	Professional military judgment; allows both leaders to set lines that should not be crossed and helps ensure unity of command to the Soldiers.

## **Assessment Category:** Leadership

### **Module #12:** Mentoring a Struggling Subordinate

**Scenario:** You command a Tank Company/Team. One of your new Platoon Leaders reported late to a Company training meeting for the second time in two weeks and was unprepared to discuss his platoon's status in preparation for the following week's FTX. The Lieutenant has been struggling to meet timelines in the field as well as in garrison. His Platoon Sergeant has informed you that the Lieutenant doesn't accept feedback well from him or the senior NCOs in the platoon and that the platoon's morale is dropping because they are falling behind the rest of the unit. After considering your options you decide that performance counseling and some mentoring from you are required.

#### **Questions:**

A: (Recall) As you prepare for the counseling session you decide that rather than dwelling on the past you want to focus on the future. What areas should you focus on during the counseling session? (Circle ALL that apply.)

- a. Areas for improvement.
- b. The Lieutenant's score on the last APFT.
- c. Strengths that can be leveraged.
- d. Platoon performance during the last gunnery training.
- e. Jointly establishing performance objectives and standards for advancement.
- f. Results of the last ExEval.

B: (Understanding) Now that you have your notes of what you will discuss with your Lieutenant you turn your attention to adapting the counseling session to the Lieutenant's situation. What are two key characteristics that will enhance your effectiveness as a counselor? (Circle ALL that apply.)

- a. Clear definition of the purpose of the counseling.
- b. Candor when discussing the Lieutenant's performance and potential.
- c. Honesty when articulating your evaluation of performance.
- d. Encouragement of the Lieutenant through verbal and non verbal means.

C: (Application) When you mention to the Lieutenant that you've gathered he doesn't accept feedback well, you notice that he pushes back deeply into his chair and folds his arms in front of his chest. You sense that the Lieutenant may be uncomfortable with this issue. As you continue the Lieutenant starts to rub his eyes. What actions should you take? (Circle ALL that apply.)

- a. Use focused questioning to attempt to uncover the root cause of the Lieutenant's discomfort.
- b. Look for reinforcing indicators that may confirm or deny your initial thoughts.
- c. Relate a personal experience of how you dealt with a similar situation when you were a Platoon Leader.
- d. Ask the Lieutenant to say what is on his mind.

## ANSWER KEY

### Module #12: Mentoring a Struggling Subordinate

Question	Answer	Doctrinal Reference/Rationale
A	a	FM 6-22, appendix B, para B-15 states that, "During performance counseling, leaders conduct a review of a subordinate's duty performance over a certain period. Simultaneously, leader and subordinate jointly establish performance objectives and standards for the next period. Rather than dwelling on the past, focus on the future: the subordinate's strengths, areas of improvement, and potential."
	c	See above.
	e	See above.
B	a	<p>FM 6-22, appendix B, para B-24 states that, "Caring and empathic Army leaders conduct counseling to help subordinates become better team members, maintain or improve performance, and prepare for the future. While it is not easy to address every possible counseling situation, leader self-awareness and an adaptable counseling style focusing on key characteristics will enhance personal effectiveness as a counselor. These key characteristics include—</p> <ul style="list-style-type: none"> <li>• <u>Purpose</u>: Clearly define the purpose of the counseling.</li> <li>• <u>Flexibility</u>: Fit the counseling style to the character of each subordinate and to the relationship desired.</li> <li>• <u>Respect</u>: View subordinates as unique, complex individuals, each with a distinct set of values, beliefs, and attitudes.</li> <li>• <u>Communication</u>: Establish open, two-way communication with subordinates using spoken language, nonverbal actions, gestures, and body language. Effective counselors listen more than they speak.</li> <li>• <u>Support</u>: Encourage subordinates through actions while guiding them through their problems.</li> </ul>
	d	See above.
C	b	FM 6-22, appendix B, para B-28 covers application of counseling techniques and recognition of non-verbal signals. It states that, "Active listening helps communicate reception of the subordinate's message verbally and nonverbally. To capture the message fully, leaders listen to what is said and observe the subordinate's manner."
	d	FM 6-22, appendix B, para B-30 covers nonverbal gestures. Rubbing eyes is listed as a sign of frustration. Para B-35 discusses counseling guidelines. One of the guidelines is to "Encourage the subordinate to take the initiative and to speak aloud."

## **Assessment Category:** Leadership

### **Module #13:** Handling Ad Hoc Task Organization

**Scenario:** You are the commander of A Company, 1-54 IN (CAB). Your BCT is deployed as part of a multinational force in a developing African nation. The BCT is involved in the latter phases of an aggressive clear-hold-build operation in their area of responsibility. A Company has the mission of continued security operations to interdict insurgent movements in the rural region and secure the villages, continue to train local police and border security forces, rebuild the local school, and improve water distribution facilities and sanitation. You just received a WARNO. To assist you in your mission and begin the transition away from U.S. military control, you will have an engineer water purification section from a coalition partner (German Army) assigned to your Company Team. Additionally, the WARNO informs you that a medical assessment and treatment team (10 personnel) from a nongovernmental organization (NGO) will be deploying into your AO. The medical team will be composed of doctors and medical specialists from Canada, Spain, and France.

#### **Questions:**

A: (Recall) What principles will govern your relationship with the NGO medical team? (Circle ALL that apply.)

a. The relationship will be based on U.S. monetary contributions (both government grants and private contributions) to the operations of the NGO. As a rule of law, if the U.S. finances the NGO in any way, the team will be subject to military controls and authority.

b. All NGOs entering the AO must sign a memorandum of understanding with the multinational force command. The NGO elements will be subject to military controls and authority.

c. Unity of command and unity of effort are key principles of counterinsurgency operations. The medical team will be under the control of and report to the senior military physician, medical specialist, or medic in the area where they are operating.

d. The medical team may wish to maintain strict independence from governments and belligerents. They may not want to be seen directly associating with military forces.

e. The medical team brings medical expertise and services that readily complement your efforts. They may rely on you to create a secure environment for their operations, but they may desire to operate independently.

B: (Understanding) What command and support relationship will most likely be specified or established for each element? (Circle ALL that apply.)

a. The water purification section is coming from a NATO partner. They will be assigned in an OPCON command and support relationship common for elements within NATO nations.

b. In accordance with U.S. Joint Forces Doctrine, all NGOs permitted in a theater of operations must sign memorandum of understandings placing them under the control of U.S. forces. The NGO personnel must follow your orders.

c. While your Company Team may assist and/or secure their personnel and activities, there may be no direct command or support relationship with the NGO elements.

d. You should coordinate and integrate actions to the greatest extent possible, but be prepared to work with, through, and around the NGO elements to accomplish your mission.

e. The agreements that established the multinational force may specify the command, support, and other relationships with the German water purification section.

C: (Application) Your area is approaching stability in security. However, a joint patrol encountered a sniper two days ago. One of the very successful aspects of the build phase of your operation has been the medical "sick calls" run by your medics in area villages. From time to time, the CAB's Surgeon and Physicians Assistant (PA) have assisted your medics. This effort has enhanced your relationship with the local populace and resulted in improved intelligence reporting and tips on suspected insurgent activities. You are about to have your initial meeting with the NGO medical team. What information and recommendations would you include in your briefing that will assist you in accomplishing the goals of your current operation and support the aims of the medical NGO? (Circle ALL that apply.)

a. Inform the NGO team of the current security situation and dangers.

b. Inform them of your current medical support operations and schedule. Request that they join your efforts.

c. Recommend your medics or the CAB Surgeon or PA brief them on findings and ongoing treatments or ailments of some of the patients.

d. Request a schedule of their activities and travel.

e. Recommend security procedures for the NGO personnel and inform them of local security precautions coordinated with the host nation authorities.

## ANSWER KEY

### Module #13: Handling an Ad Hoc Task Organization

Question	Answer	Doctrinal Reference/Rationale
A	d	FM 3-24, para 2-30 states that, "Some NGOs maintain strict independence from governments and belligerents and do not want to be seen directly associating with military forces."
	e	FM 3-24, para 2-8 states that, "... civilian organizations bring expertise that complements that of military forces. At the same time, civilian capabilities cannot be employed effectively without the security that military forces provide. Effective COIN leaders understand the interdependent relationships of all participants." Also, see para 2-30 above.
B	c	FM 3-24, para 2-30 discusses that some NGOs maintain strict independence from governments and belligerents and do not want to be seen directly associating with military forces. To the greatest extent possible, commanders should build trust-based relationships and try to complement the capabilities of NGOs.
	d	FM 3-24, paras 2-15 and 2-16 state that military commanders have no direct authority over NGOs. The relationship may rely on personal influence and persuasion. Commanders should remain aware of the influence and good done by these groups and be prepared to work with them, through them, or around them.
	e	FM 3-24, para 2-11 explains that although unity of command is desirable in all operations it may not be practical due to political considerations and realities. The agreements that establish a multinational force may provide a source for determining authorities, command, support, and other relationships.
C	a b c d e	FM 3-24, paras 2-13, 2-14, 2-15, 2-16, and 2-30. These paragraphs discuss the need for unity of effort and the use of coordination, liaison, and persuasion in dealing with NGOs. All responses support this approach to accomplishing the goals of the company's operations and those of the NGO medical team.



**Assessment Category:** Adaptive Thinking

**Module #14:** Receiving a Poorly Defined Mission

**Scenario:** You are commander of an Infantry company that has just completed combat operations to clear a neighboring AO of insurgent activity. You have occupied an AO near a medium-sized village that, up until now, has been a calm area. The latest update from the S2 mentions that there may be some insurgent activity in the area, but most of the activity appears to be crime-related. Local tensions in the area seem to be rising due to the presence of U.S. forces. The tribal leader has informed you that his people are supportive of the U.S. but are worried that your company's presence will only attract insurgents to his village. You have been ordered to conduct daily foot patrols through the village beginning tomorrow morning.

**Questions:**

A: (Recall) Of the two main types of patrols (combat and presence), your initial assessment is that this mission is best suited for a presence patrol. What are some of the characteristics of presence patrols? (Circle ALL that apply.)

- a. Planning considerations and execution of presence patrols are much different from combat patrols.
- b. Planning, preparation and execution of presence patrols are similar to combat patrols.
- c. Presence patrols are the primary means by which you will collect information about your AO.
- d. Presence patrols are often used when enemy contact is likely since they are generally using a movement to contact model.

B: (Understanding) As you develop your concept of operations for tomorrow's patrol, what planning and execution steps do you intend to take? (Circle ALL that apply.)

- a. Ensure all Soldiers and leaders are thoroughly briefed on information/intelligence gathering priorities.
- b. Minimize your company's presence in the village to alleviate the tribal leader's fears.
- c. Plan for a slow and even pace to promote a relaxed and confident attitude towards the local population.
- d. Plan for a quick pace to minimize your company's footprint and to counteract the potential IED threat.
- e. Plan and rehearse actions in and around large crowds of noncombatants.
- f. Request a tank platoon to augment your company as a reaction force until you can confirm or deny insurgent activity in the AO.

C: (Application) After a week of conducting the patrols, you have had no incidents of explosions or other hostile actions. During this morning's patrol, your lead platoon receives small arms fire from the second story of a two-story building in the center of town. Your lead platoon also detects movement on the rooftop. What instructions do you give your lead platoon? (Circle the BEST answer.)

- a. Remind them of the Rules of Engagement and Rules of Interaction.
- b. Stop and secure the area to prevent noncombatant casualties.
- c. Order the platoon to assault the building quickly before the enemy disperses.
- d. Send a SALT report to your battalion and request guidance.
- e. Order the company to take cover and then resume the patrol when the firing stops.

## ANSWER KEY

### Module #14: Receiving a Poorly Defined Mission

Question	Answer	Doctrinal Reference/Rationale
A	b	FM 3-21.10, para 6-66 states that "The Infantry company and platoons conduct a presence patrol much the same as a combat patrol, and the planning considerations are similar."
	c	FM 3-21.10, para 6-66 states that "The presence patrol is also the primary means by which the commander collects information about his AO."
B	a	FM 3-21.10, para 6-67 planning considerations include: "All Soldiers and leaders should be briefed on information/intelligence collection priorities."
	c	FM 3-21.10, para 6-67 planning considerations include: "The speed of the patrol should normally be slow and even promoting a relaxed and confident attitude towards the local population except where the current IED threat calls for high speed movement. It also enables patrol members to concentrate on the urban environment and the population, which increases their ability to gather information."
	e	FM 3-21.10, para 6-67 planning considerations include: <ul style="list-style-type: none"> <li>• "Leaders and Soldiers must plan for and rehearse actions in and around large crowds of civilians or noncombatants."</li> <li>• "Ensure there is a contingency plan for dealing with large crowds of noncombatants or large hostile crowds."</li> </ul>
C	c	Professional military judgment. The overriding concern must be to protect the force and establish security. Hesitating will allow the enemy to flee and will send a strong message that your company is incapable of providing a secure environment.

**Assessment Category:** Adaptive Thinking

**Module #15:** Maintaining Focus on Mission and Higher Intent

**Scenario:** You are the commander of A-Company, 1- 54 IN (CAB). Your BCT is deployed as part of a multinational force in a developing African nation. The BCT is involved in the latter phases of an aggressive clear-hold-build operation in their AO. Your company has the mission of continued security operations to interdict insurgent movements in the rural region and secure the villages, continue to train local police and border security forces, improve water distribution to homes, and improve sanitation to curb local illnesses and the spread of diseases.

The joint BCT and host nation (HN) initial assessment identified potable water as a serious issue in the region. Materials (pipes and valves), light engineer support, and well drilling equipment have been allocated to your company. The plan is to dig wells and bring potable water into each village, establishing multiple, approved, and fresh water distribution points. In addition to your engineer support and Soldier labor, several local men have been hired to help build this civic improvement project.

Sabotage of the water distribution system has been a problem. Distribution systems have sustained damages and several times water has spilled into ditches, resulting in a shutdown of the system. After several incidents, your cultural advisor and your interpreter inform you that local farmers want the water for their fields and crops. During a visit with a trusted village chief, he informs you that your efforts are improperly focused. He tells you that, "My people can carry water for the houses for cooking and washing, but the farms provide food and jobs." The village chief supports the farmers' efforts to irrigate the fields.

**Questions:**

A: (Recall) During all phases of your operation, increasing popular support has been fundamental. As you prepare to brief your CAB Commander on the situation, what are the methods or tasks that can be used to increase popular support during the build phase? (Circle ALL that apply.)

- a. Assist HN government agencies to perform routine administrative functions and begin improvement programs.
- b. Begin efforts to develop regional and national consciousness and rapport between the population and its government. These actions may include, but are not limited to, elections, community improvements, forming youth clubs, etc.
- c. Maintain your focus on clearing insurgents and establishing a secure environment and let HN government agencies focus on reconstruction operations.
- d. Provide HN support to those willing to participate in reconstruction. Selection should be based on need and willingness to help.
- e. Establish courts and begin trials and punishments for participants in the insurgency. Establishing civil courts and institutions of power to bring the guilty to justice will demonstrate the strength and legitimacy of the HN regional and central governments.
- f. Use every opportunity to help the populace meet their needs and expectations. Immediately begin projects to improve economic, social, cultural, and medical needs.

C: (Application) After you brief the CAB Commander on the situation, he reminds you that the regional and central government are concerned about the long-term medical and sanitation issues associated with use of contaminated water and disease. The materials have been allocated for potable water distribution. He provides the following guidance: "We need to be upfront with the BCT Commander on this. He, and I, may take some heat for adjusting priorities, but there are some options. You know those people better than anybody else in the command. What are your recommendations?" (Circle ALL that apply.)

a. Increase security on the water project and complete it as designed. Those are the established priorities that the resources and financial support have been allocated for in the initial plan.

b. Focus IO on the populace to explain the health benefits of the clean water distribution program. Additionally, focus IO efforts to explain the punishments for sabotage of public works projects.

c. Revise the plan with the assistance of local leaders. Consider reducing the number of water distribution points in each village and diverting some resources toward farm irrigation. Additional wells and some irrigation ditching may be required.

d. Focus IO on the populace and your persuasions on the local leaders to stress the importance of clean water and sanitation. Local leaders seem focused on valid short-term concerns of farm production, but they need to understand the need for drawing water from approved sources and controlling waste disposal.

## ANSWER KEY

### Module #15: Maintaining Focus on Mission, Higher Intent

Question	Answer	Doctrinal Reference/Rationale
A	<p>a</p> <p>b</p> <p>d</p> <p>f</p>	<p>FM 3-24, para 5-75 states that, "Counterinsurgents should use every opportunity to help the populace and meet its needs and expectations. Projects to improve economic, social, cultural, and medical needs can begin immediately. Actions speak louder than words. Once the insurgent political infrastructure is destroyed and local leaders begin to establish themselves, necessary political reforms can be implemented. Other important tasks include the following:</p> <ul style="list-style-type: none"> <li>• Establishing HN government agencies to perform routine administrative functions and begin improvement programs.</li> <li>• Providing HN government support to those willing to participate in reconstruction. Selection for participation should be based on need and ability to help. People will be willing to secure what they create.</li> <li>• Beginning efforts to develop regional and national consciousness and rapport between the population and its government. Efforts may include participating in local elections, making community improvements, forming youth clubs, and executing other projects." </li></ul>
C	<p>c</p> <p>d</p>	<p>See the extract from FM 3-24, para 5-75 above.</p> <p>Popular support is a fundamental aspect of successful counterinsurgency operations. Lack of local support is having a negative impact on progress. While potable water distribution and improved sanitation are valid needs, the local populace and leaders perceive irrigation as a greater immediate need. The plan can be revised to address both needs and increase participation in the decision process and local involvement. Redirection of effort and increased awareness and participation in this modified civic improvement project will increase local support and the people will be more willing to "secure what they create."</p>

**Assessment Category:** Adaptive Thinking

**Module #16:** Remaining Flexible To Meet Contingencies

**Scenario:** You are the commander of an Infantry company/team. You have just received a WARNO from your battalion and have started troop leading procedures. Your mission is to serve as the TF reserve. Your priority for employment is to occupy an attack by fire position to block enemy penetrations along the main avenue of approach, reinforce the main effort company/team's battle position, and assume a supporting effort company/team's mission along the secondary avenue of approach.

**Questions:**

C. (Application) The execution of a reserve mission requires flexibility and thorough contingency planning to remain responsive to the TF Commander. What are some of the planning factors you should consider? (Circle ALL that apply.)

- a. You will be required to plan for several contingencies so you should delegate responsibilities for conducting preparations for combat.
- b. Position your company/team in a location to respond to the most likely contingency since you can't plan for all possible contingencies.
- c. Rehearse the time it takes for your company/team to move from your reserve position to each battle position or attack by fire position in all conditions (day, night, and CBRN conditions).
- d. Position your company/team in a covered and concealed position to deny the enemy's efforts to interdict your movement. If that is not possible, move your positions frequently and disperse your company/team.
- e. Plan for countermobility and survivability assets to be allocated to you since you will be the main effort once committed.
- f. Develop direct and indirect fire plans for each contingency.
- g. Plan for conducting an assault to complete destruction of the enemy force.
- h. Plan relief in place operations to reinforce the main effort company/team.
- i. Plan relief in place operations to assume the BPs of the supporting effort company/teams.

## ANSWER KEY

### Module #16: Remaining Flexible To Meet Contingencies

Question	Answer	Doctrinal Reference/Rationale
C	a	FM 3-90.1, para 6-101 states that, "Because he normally will be required to plan for several contingencies, the reserve commander must, in most cases, delegate responsibilities for conducting preparations for combat."
	c	FM 3-90.1, para 6-107 states that, "The commander also must calculate time-distance factors for each axis. The time required moving between the reserve position and each contingency BP or attack by fire position must be forwarded to the controlling headquarters to assist in the synchronization of the higher plan." Rehearsals in all conditions are professional military judgment.
	d	FM 3-90.1, para 6-104 states that, "The enemy will target the reserve in his intelligence collection effort; later, he will try to prevent the reserve from influencing the battle, using indirect fires, chemicals, or virtually any other means to divert, slow, or weaken it. To counter these actions, the commander must ensure that the reserve position enhances security, if possible affording cover from enemy fires and concealment from enemy observation. If an effective hide position is not available, the reserve can maintain security through frequent moves or effective dispersion."
	f	FM 3-90.1, para 6-108 states that, "He must also conduct direct fire planning for all contingencies. Depending on the designated priorities, the level of planning and preparation will vary for each contingency. For example, the commander may specify a mounted rehearsal for the most likely mission, but limit planning for contingencies of lower priority to a leader's reconnaissance. Para 6-110 goes on to say, "The company team commander and FSO must develop fire support plans to support the EA(s) designated for each reserve contingency."
	i	FM 3-90.1, para 6-117 states that, " In assuming the mission of another company team (or another type of unit, if applicable), the reserve force first conducts a relief in place. The now committed reserve then continues the mission, such as defense of a BP."



**Assessment Category:** Adaptive Thinking

**Module #17:** Receiving an Under-Resourced Mission

**Scenario:** You are the commander of A-Company, 1- 54 IN (CAB). Your BCT is deployed as part of a multinational force conducting counterinsurgency operations. The BCT is currently executing the clear and hold phases of an aggressive clear-hold-build operation in their AO. Your company has the mission of securing three local villages and continuing security operations to interdict insurgent movements in rural areas. You have also voluntarily initiated rebuilding a local school and holding twice weekly “sick call” clinics in each village to treat minor medical problems, identify serious medical conditions for treatment by BCT medical teams, and curb local illnesses and the spread of diseases. This morning, the CAB S3 sends you a WARNO to prepare to provide convoy escort and security for a shipment of humanitarian aid (food and medical supplies) coming into your AO this afternoon.

**Questions:**

A: (Recall) Your initial assessment is that you will not be able to execute this mission without affecting your current operations and that your company has become a victim of “mission creep.” What are the types or sources of mission creep that can potentially impact U.S. forces conducting counterinsurgency operations? (Circle ALL that apply.)

- a. Units attempt to do more than is allowed in the current mandate and mission.
- b. Units receive shifting guidance or a change in mission that they are not resourced to accomplish.
- c. Units receive added humanitarian requirements directly from international governmental organizations (IGOs) and/or nongovernmental organizations (NGOs).
- d. Commanders and Soldiers have a natural tendency to go beyond mission requirements when they observe human suffering and need.
- e. Commanders have extensive obligations under international law to alleviate suffering, avoid collateral damage, and avoid any unnecessary injury to noncombatants.

B: (Understanding) What are the best means of avoiding or mitigating “mission creep” during counterinsurgency operations? (Circle the BEST answer.)

- a. Limit unit operations and activities to only those assigned by your higher headquarters.
- b. Give commanders and subordinates the latitude to delay execution of, refuse, or ignore missions that they feel over extend their capabilities.
- c. Ensure that commanders and staffs conduct a complete mission analysis to identify missions and tasks and the resources required to execute them
- d. Give priority to missions that affect the political objectives and reduce the emphasis on military operations. Most disconnects and “mission creeps” occur when combat operations go too far.

C: (Application) Your Company is continuing security operations and receives a WARNO to secure and repair a 2 km section of a highway adjacent to your AO. This segment of highway was the scene of fierce fighting and was heavily damaged early in the conflict. It was also the site of several IED ambushes, the latest occurring four weeks ago. Your mission analysis and leader's recon indicate that you have sufficient forces to secure the section of highway, but the repairs are well beyond what your Company can perform. What actions should you take? (Circle the BEST answer.)

- a. Request immediate augmentation by an engineer construction battalion.
- b. Inform the CAB that the mission is well beyond your capabilities. Ask that your Company be removed from consideration for the mission.
- c. Inform the CAB that you have the capacity to secure the area only and recommend that engineers be sent to evaluate the needed repairs.
- d. Inform the CAB that you have the capacity to secure the area only and recommend that the BCT's engineer company be attached to you.
- e. Inform the CAB that the mission needs to be assigned to an engineer highway construction battalion and you are prepared to be attached to them as their security force.
- f. Inform the CAB that repairs should be handled by HN contracted support and secured by HN forces since the area seems secure.

## ANSWER KEY

### Module #17: Receiving an Under-Resourced Mission

Question	Answer	Doctrinal Reference/Rationale
A	a b d	FM 3-90.5, para 8-11 states that, "Commanders and Soldiers have a natural tendency to do more than the mission requires, especially when faced with human suffering. This is often called "mission creep." However, well-intentioned actions can be especially dangerous in stability operations, where they can threaten impartiality as well as undermine long-term programs. There are two types of mission creep. First is the type that occurs when the unit receives shifting guidance or change in mission for which the unit is not properly configured or resourced; or if it is beyond legal authority of the Army. The second type of mission creep occurs when a unit attempts to do more than is allowed in the current mandate and mission. The best guard against mission creep is for the commander and staff to conduct a complete mission analysis, taking into account the interim and potential end states."
B	c	See the extract from FM 3-90.5, para 8-11 above.  A thorough and complete mission analysis of all missions, tasks, and activities in light of the end state is the best way to avoid mission creep. Higher headquarters should be careful not to overload units and units should inform their higher headquarters of missions and risks beyond their capabilities.
C	c	See the extract from FM 3-90.5, para 8-11 above.  The WARNO should trigger a mission analysis and leader's reconnaissance. The company commander's assessment during mission analysis and his leader's recon indicate that he has the capacity to secure the area, but unless he is specially trained, he could not accurately assess the repair requirements. Informing the CAB of what he can do and recommending an engineer assessment is the best option.

**Assessment Category:** Working with Non-Military Elements

**Module #18:** Understanding Foreign Cultures

**Scenario:** You are the commander of D-Company, 1- 70 IN (CAB). The BCT has been alerted for deployment as part of a multinational force conducting stability operations in the U.S. African Command (AFRICOM) area of responsibility. No other U.S. forces have deployed to this country before.

**Questions:**

A: (Recall) Part of your pre-deployment training will be the cultural preparation of your unit. Select from the list below resources that would best assist with you with this training. (Circle ALL that apply.)

- a. A cultural handbook for the region developed by AFRICOM.
- b. Google search of the targeted country.
- c. The Central Intelligence Agency (CIA) Fact Book for the country.
- d. The current Rules of Interaction (ROI) for the area of operations.
- e. Current newspapers and periodicals outlining current events in country.

B: (Understanding) What are the best means to avoid the potential of U.S. Soldiers offending the cultural sensitivities of the local populace during stability operations? (Circle ALL that apply.)

- a. Limit or deny all junior enlisted Soldier contact with the local population and closely control the contacts of NCOs and junior company grade officers.
- b. Train and sensitize all Soldiers on the culture and customs of the populace in the AO prior to deployment.
- c. Train Soldiers on Rules of Interaction (ROI). The ROI can only be effective if every Soldier in the unit understands and rehearses them.
- d. Negotiate with local leaders to suspend some restrictive cultural rules. American Soldiers are deployed to protect and defend them and should be allowed some latitude.
- e. Culturally inappropriate behaviors or language may be impossible to avoid. Soldiers should be permitted to unwind, blow off steam, and do these things away from the local populace in forward operating bases (FOBs) and secured areas.

**Scenario (continued):** The BCT is about midway through their deployment. Your company has the mission of securing three local villages, training local police, and completing the rebuilding of a local school and water distribution system. You have a good relationship with local leaders. They have been cooperative intelligence sources and participants in civic improvements.

One of your platoon leaders has just reported that his platoon may have created or participated in an incident that has offended the population of one of the villages. Returning from a security patrol, his platoon had halted to watch a soccer game being played by a group of local boys. When the boys finished play they invited his Soldiers to play with them. A group of men and older boys from the village quickly gathered to watch.

During play, a mounted MP patrol from the highway also stopped by to watch. His Soldiers asked them to join in. Two of the MPs were female Soldiers. It was apparent that the females playing with males touched a nerve with the locals. The crowd of men and younger boys quickly dispersed leaving only a few leering older boys.

Your platoon leader assures you that there was no inappropriate touching. When he realized the offense, he stopped the game and returned the ball to the village. He told the NCOIC of the MP element that he would report the incident to you and that the MP should report the details to his chain-of-command.

C: (Application) While it was only Soldiers playing soccer, the involvement, or presence of female Soldiers in the game may have created a culturally sensitive situation. What key principles need to guide your actions? (Circle ALL that apply.)

- a. The perceptions and welfare of the local population are central to the mission during stability operations.
- b. The appearance or perception of cultural arrogance or lack of cultural appreciation could harm the unit's relationship with the local populace and local leaders.
- c. The specific element or elements of the current ROI that have been violated should be identified for review and update.
- d. The Population Control Measures currently in force for the area of the incident should be reviewed and updated to contain the damage of this incident.
- e. Units increase the chances of mission success when they maintain a good working relationship with, and establish mutual trust and rapport with the local populace.

## ANSWER KEY

### Module #18: Understanding Foreign Cultures

Question	Answer	Doctrinal Reference/Rationale
A	a	Professional military judgment. Combatant commanders and their service components execute theater security cooperation programs with the countries in their AOR. They are in the best position to provide current, authoritative information on any country in their AOR. Typically, the combatant commander and the service components provide materials to assist units in predeployment cultural awareness training.
	c	Professional military judgment. The CIA Factbook is available in an unclassified form and is updated annually.
	d	FM 3-21.10, para 6-17 states, "The ROI are based on the ROE and are tailored to the specific regions, cultures, and populations affected by the operation. They provide a foundation for relating to people and groups who play critical roles in the operations. They cover an array of interpersonal communication skills such as persuasion and negotiation. They provide tools for the individual Soldier to deal with the nontraditional asymmetric threats that prevail in stability operations. These include political friction, religious and ethnic differences, unfamiliar cultures, and conflicting ideologies. Thus, the ROI help keep the Soldier out of trouble, which naturally enhances survivability. Every Soldier must know and understand the ROI. This means they must be thoroughly briefed and rehearsed."
B	b	FM 3-90.5, para 8-16 states that, "Interacting with other cultures can create a significant challenge during stability operations. Often, adjustments in attitudes or methods must be made to accommodate different cultures. Ethnocentrism and cultural arrogance can damage relationships with other forces, NGOs, and/or indigenous populations. The welfare and perceptions of indigenous populations are often central to the mission during stability operations. Army forces must establish good working relations with indigenous populations. Mutual trust and rapport increase the chances for mission success."
	c	See rationale for Question A, answer d, above.
C	a b e	See rationale for Question B, answer b, above.

## **Assessment Category:** Working with Non-Military Elements

### **Module #19:** Engaging the Local Community

**Scenario:** You are the commander of C-Company, 1- 69 IN (CAB). Your BCT is deployed as part of a multinational force conducting counterinsurgency operations in a developing Western Atlantic island nation. The BCT has successfully executed an aggressive clear-hold-build operation in their AO and is currently handing over security responsibilities and ongoing civic action projects to the HN. Incidents, civilian deaths, and military casualties are at record lows in the AO. The local populace is friendly; children greet many patrols and role play U.S. Soldiers.

The CAB has received a WARNO to redeploy to a new AO in an adjacent province. The timing and details of the transition have remained close-hold; your CAB commander's guidance is to remain focused on the current operation. The CAB commander, S3, and S2 have conducted the initial leader's reconnaissance, flying over the new AO. They also met with HN security officials and members of the SOF unit that has been working in the AO for the past 3 months. Their initial briefing to you and the other company commanders indicates that you will be moving into fairly primitive surroundings. Unlike the friendly population of your current AO, the populace in the new region is neutral. SOF elements have just begun to work with HN security forces and disrupt insurgent operations.

#### **Questions:**

A: (Recall) In accordance with the CAB commander's guidance, your company leadership has maintained a focus on the current mission, but he wants you to begin planning for your new mission. You understand that there will be some leadership challenges associated with the move and new mission. What principles can be applied as you prepare your unit for the new mission, a new AO, and working with a different population? (Circle ALL that apply.)

a. Assessment metrics will be the same for the new AO. For example, with a neutral populace and a more active insurgent force, numbers of captured and killed insurgents and captured documents and equipment should increase.

b. Many of the experiences you have had working with the populace and operating in your current AO may be applied to the new area. You and your Soldiers can focus on what is different in the new AO making many aspects of your mission easier and faster.

c. Friendly forces will cede the initiative for a time in the new AO, but the populace will hear about your reputation and begin to respect you more than the insurgents. You can expect rapid results as local leaders seek your support, protection, and open discussions on possible projects and options.

d. Successful techniques that you applied in the current AO will be applicable to the new AO. Your leaders and Soldiers have already learned to analyze the local society and decide what matters to them.

C: (Application) As you begin to initiate the clear phase of your current operation, you recall that IO paved the way for engaging the local leaders and populace in your old AO. What IO themes focused at the local populace assisted your effort? (Circle ALL that apply.)

a. The ongoing combat operations being conducted by U.S. and HN forces are directed at the insurgents. Your unit will conduct continuous security operations to protect the people cooperating with U.S. and HN forces from insurgent reprisals.

b. Supporting the insurgents will prolong combat operations and increase the risk to the population.

c. With the presence of U.S. and invigorated HN forces, insurgent forces are surrendering or ceasing their activities.

d. HN forces, supported by U.S. military power, will win, and the local populace should support and cooperate with their efforts or expect reprisals.



## ANSWER KEY

### Module #19: Engaging the Local Community

Question	Answer	Doctrinal Reference/Rationale
A	b d	FM 3-24, para A-57 states that, "Efforts made preparing for operations in one AO are not wasted if a unit is moved to another area. In mastering the first area, Soldiers and Marines learned techniques applicable to the new one. For example, they know how to analyze an AO and decide what matters in the local society. The experience provides a mental structure for analyzing the new AO. Soldiers and Marines can focus on what is different, making the process easier and faster. They need to apply this same skill when they are moved within battalion or brigade AOs."
C	a b	FM 3-24, para 5-59 states that, "Operations to clear an area are supplemented by IO focused on two key audiences: the local populace and the insurgents. The message to the populace focuses on gaining and maintaining their overt support for the COIN effort. This command theme is that the continuous security provided by U.S. and HN forces is enough to protect the people from insurgent reprisals for their cooperation. Conversely, the populace should understand that actively supporting the insurgency will prolong combat operations, creating a risk to themselves and their neighbors. The command message to the insurgents focuses on convincing them that they cannot win and that the most constructive alternatives are to surrender or cease their activities."

## **Assessment Category:** Sustainment Operations

### **Module #20:** Conducting Casualty Evacuation

**Scenario:** You are commander of an Infantry Company/Team. You are conducting a terrain model rehearsal for an upcoming offensive operation. As you begin rehearsing casualty evacuation (CASEVAC) procedures, there seems to be some confusion on the procedures to evacuate wounded Soldiers. You decide to have a separate rehearsal that will focus only on CASEVAC. The rehearsal will cover immediate care for the wounded, evacuation to the company casualty collection point (CCP) and transport to the battalion aid station if needed.

#### **Questions:**

A-1. (Recall) There are distinct differences between medical evacuation (MEDEVAC) and CASEVAC procedures. Select the situation from the list below that describes a CASEVAC. (Circle the BEST answer.)

- a. Using the 1SG's M113 loaded with litters to transport a wounded Soldier to the rear.
- b. Using a cargo HMMWV to transport a wounded Soldier to the Company CCP.
- c. Transporting a wounded Soldier to the rear in a Cargo UH60 with a medic on board.
- d. Transporting a wounded Soldier to the rear in a medically equipped UH60.

A-2. (Recall) Which individual listed below is responsible for ensuring that the DA Form 1156 remains with each wounded in action (WIA) until the Soldier reaches definitive medical care? (Circle the BEST answer.)

- a. Senior Medic
- b. Surgeon
- c. PA
- d. Combat Lifesaver

C. (Application) You have successfully executed your mission and are consolidating on the objective. However, you have ten Soldiers at the company CCP that are being treated by Medics. Four of those Soldiers are severely wounded with life threatening injuries, three Soldiers are badly wounded but stable, and three have suffered relatively minor wounds that need follow-up by medical personnel at the battalion aid station. There is only one medically equipped UH60 available for transport as well as a HMMWV that may be available for transport of the wounded. There is also a resupply of ammo due in by air within thirty minutes. How do you evacuate your Soldiers? (Circle the BEST answer.)

- a. Request MEDEVAC for the seven severely and badly wounded Soldiers and use the HMMWV for the last three.
- b. Evacuate the severely wounded by MEDEVAC and the rest by ground using the HMMWV.
- c. Evacuate the severely wounded by MEDEVAC and the rest by ground using the HMMWV with a MEDIC on board to monitor the condition of the Soldiers.
- d. Request MEDEVAC for the severely wounded, evacuate the badly wounded using the resupply aircraft with a MEDIC on board, and evacuate the last three by ground using the HMMWV.

## ANSWER KEY

### Module #20: Conducting Casualty Evacuation

Question	Answer	Doctrinal Reference/Rationale
A-1	b	FM 3-90.1, para 10-107 states that CASEVAC is the term used to refer to the movement of casualties by air or ground on nonmedical vehicles or aircraft. CASEVAC operations normally involve the initial movement of wounded or injured Soldiers to the nearest medical treatment, or treatment facility. CASEVAC operations may also be employed in support of mass casualty operations. MEDEVAC includes the provision of en route medical care, whereas, CASEVAC does not provide any medical care during movement.
A-2	a	FM 3-09.1, para 10-80 states that the Senior Medic must ensure that DA Form 1156 remains with each WIA until the Soldier reaches definitive medical care.
C	d	FM 4-02 paras 1-27 thru 1-34.

## Annex 1

### SCORING EXAMPLES

**To the Instructor:** Each example provides "a way" to score test performance. You may prefer a different way to do the scoring.

#### A. Scoring Example #1

Test Contents: 6 recall questions, 6 understanding questions, 7 application questions

Item Weighting: recall = 1 point, understanding = 3 points, application = 5 points

Stage	Steps	Comments
Sort test questions by type	<b>Recall questions:</b> <ul style="list-style-type: none"> <li>3 "circle the correct answer" questions</li> <li>2 "circle all correct answers" questions (total correct answers = 5)</li> <li>1 "place correct letter in blank" question (4 blanks)</li> </ul>	This sorting is notional
	<b>Understanding questions:</b> <ul style="list-style-type: none"> <li>2 "circle the correct answer" questions</li> <li>3 "circle all correct answers" questions (total correct answers = 8)</li> <li>1 "place correct letter in blank" question (5 blanks)</li> </ul>	This sorting is notional
	<b>Application questions:</b> <ul style="list-style-type: none"> <li>4 "circle the correct answer" questions</li> <li>2 "circle all correct answers" questions (total correct answers = 4)</li> <li>1 "place correct letter in blank" question (4 blanks)</li> </ul>	This sorting is notional
Tally correct items	<b>Recall:</b> $3 + 5 + 4 = 12$ maximum correct answers	Tally the results of the sorting steps
	<b>Understanding:</b> $2 + 8 + 5 = 15$ maximum correct answers	
	<b>Application:</b> $4 + 4 + 4 = 12$ maximum correct answers	
Calculate perfect score	<b>Recall:</b> $12$ (maximum correct) $\times$ $1$ (weight) $= 12$	Notice how weights combine with the tally results
	<b>Understanding:</b> $15$ (maximum correct) $\times$ $3$ (weight) $= 45$	
	<b>Application:</b> $12$ (maximum correct) $\times$ $5$ (weight) $= 60$	
	<b>TOTAL:</b> $12 + 45 + 60 = 117$ (maximum possible score)	
Calculate student score	<b>Recall:</b> $8$ (# correct answers) $\times$ $1$ (weight) $= 8$	The simple total can be converted easily to a relative score (%)
	<b>Understanding:</b> $10$ (# correct answers) $\times$ $3$ (weight) $= 30$	
	<b>Application:</b> $9$ (# correct answers) $\times$ $5$ (weight) $= 45$	
	<b>TOTAL:</b> $8 + 30 + 45 = 83$ (total student score)	
	<b>RELATIVE SCORE:</b> $83$ (total student score) $\div$ $117$ (maximum possible score) $= 71\%$	

Note: This is a notional example for illustration purposes.

## B. Scoring Example #2

Test Contents: 5 recall questions, 7 understanding questions, 8 application questions

Item Weighting: *recall* = 1 point, *understanding* = 3 points, *application* = 5 points

Stage	Steps	Comments
Sort test questions by type	<b>Recall questions:</b> <ul style="list-style-type: none"> <li>• 2 "circle the correct answer" questions</li> <li>• 2 "circle all correct answers" questions (total correct answers = 6)</li> <li>• 1 "matching" question (5 blanks for entering letters from option list)</li> </ul>	This sorting is notional
	<b>Understanding questions:</b> <ul style="list-style-type: none"> <li>• 3 "circle the correct answer" questions</li> <li>• 2 "circle all correct answers" questions (total correct answers = 5)</li> <li>• 1 "matching" question (4 blanks for entering letters from option list)</li> <li>• 1 "select correct code" question (4 blanks for entering codes)</li> </ul>	This sorting is notional
	<b>Application questions:</b> <ul style="list-style-type: none"> <li>• 2 "circle the correct answer" questions</li> <li>• 3 "circle all correct answers" questions (total correct answers = 7)</li> <li>• 2 "matching" questions (5 blanks each to enter letters in, total = 10)</li> <li>• 1 "assign correct element" question (6 blanks for entering letters)</li> </ul>	This sorting is notional
Tally correct items	<b>Recall:</b> $2 + 6 + 5 = 13$ maximum correct answers	Tally the results of the sorting steps
	<b>Understanding:</b> $3 + 5 + 4 + 4 = 16$ max correct answers	
	<b>Application:</b> $2 + 7 + 10 + 6 = 25$ max correct answers	
Calculate perfect score	<b>Recall:</b> $13$ (maximum correct) $\times 1$ (weight) = 13	Notice how weights combine with the tally results
	<b>Understanding:</b> $16$ (maximum correct) $\times 3$ (weight) = 48	
	<b>Application:</b> $25$ (maximum correct) $\times 5$ (weight) = 125	
	<b>TOTAL:</b> $13 + 48 + 125 = 186$ (maximum possible score)	
Calculate student score	<b>Recall:</b> $10$ (# correct answers) $\times 1$ (weight) = 10	The simple total can be converted easily to a relative score (%)
	<b>Understanding:</b> $13$ (# correct answers) $\times 3$ (weight) = 39	
	<b>Application:</b> $21$ (# correct answers) $\times 5$ (weight) = 105	
	<b>TOTAL:</b> $10 + 39 + 105 = 154$ (total student score)	
	<b>RELATIVE SCORE:</b> $154$ (total student score) $\div 186$ (maximum possible score) = 83%	

Note: This is a notional example for illustration purposes.



Appendix B

BATTALION-LEVEL STUDENT ASSESSMENT PACKAGE



MANEUVER CAPTAINS CAREER COURSE – RESERVE COMPONENT

**INSTRUCTOR'S STUDENT ASSESSMENT PACKAGE**  
**for**  
**BATTALION STAFF COMPETENCIES**

◆◆ *A Transformation Support Tool* ◆◆

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Developed by:  
**U.S. Army Research Institute**  
Fort Benning, Georgia  
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November 2008

## INSTRUCTOR'S GUIDE

### About This Assessment Package

This Student Assessment Package (SAP) gives MC3-RC instructors a library of test items for measuring student competencies. Instructors can use the package to build their own tests of battalion-level knowledge and skills. It is the product of work conducted by the U.S. Army Research Institute (ARI).

### What's the purpose of the SAP?

- ◆ Support student testing activities in MC3-RC Phases II and III plus VEILS
- ◆ Help MC3-RC instructors get more payoff from student testing
- ◆ Expand objective techniques for measuring student progress
- ◆ Establish a standard framework for quantifying course outcomes

### How can the SAP benefit instructors and students?

- ◆ Save time and effort spent creating assessment materials
- ◆ Broaden the scope of course testing and feedback
- ◆ Motivate students by emphasizing testability of course materials
- ◆ Augment the instructional process through COE-based problem solving
- ◆ Improve the measurability of learning outcomes and training effectiveness

### What's in the SAP?

- ◆ Assessment modules contain scenarios, optional questions, and answer keys
- ◆ Self-contained scenarios give students realistic challenges
- ◆ Tactical materials represent offense, defense, and stability operations
- ◆ Optional questions measure student recall, understanding, and application
- ◆ Answer key for each module includes doctrinal sources and rationale
- ◆ Scoring examples help instructors come up with sound scoring procedures

### What competencies are included?

- ◆ Doctrine and TTP – 8 modules
- ◆ Leadership – 2 modules
- ◆ Adaptive thinking – 3 modules
- ◆ Sustainment operations – 2 modules



### **How were the assessment modules created?**

- ◆ OIF lessons, JRTC reports, and JRTC interviews were analyzed to identify competencies and challenges for Assistant S-3/Battle Captain
- ◆ MC3-RC documents (Phase II and III materials, plus TDEs) were reviewed
- ◆ Class sessions in Phases II and III were observed for contents and emphasis
- ◆ Scenarios were developed and linked to MC3-RC course contents
- ◆ Draft assessment modules were developed, clarified and revised
- ◆ Army training experts and MC3-RC instructors reviewed the draft modules
- ◆ Assessment modules were refined through two generations of revision

### **How to use the SAP?**

- ◆ Study the List of Modules (next page) for an overview of what's available
- ◆ Select the modules that fit a planned test's assessment objectives
- ◆ For each module, select the questions (items) that best suit the situation
- ◆ Copy-and-paste the desired materials into a new document
- ◆ Repeat the process as subsequent test events arise

### **How to handle scoring?**

- ◆ Use the answer keys to create a scoring template, item by item
- ◆ Tally the number of correct answers in each category – recall, understanding, application
- ◆ Consider the following weighting scheme across categories:
  - Each correct *recall* answer = 1 point
  - Each correct *understanding* answer = 3 points
  - Each correct *application* answer = 5 points
- ◆ For each category, multiply the number of correct answers by the weight assigned
- ◆ Compute a student's total score by adding the points across categories
- ◆ If desired, convert the total score to a percentage by dividing it by the maximum possible score
- ◆ See the scoring examples provided in Annex 1

### **ARI's research project ...**

- ◆ Directly supports the MC3-RC training program
- ◆ Brings ready-to-use materials to the classroom
- ◆ Builds practical tools that keep pace with Army Transformation
- ◆ Is conducted by the Institutional Training Research Unit, Fort Benning, GA
- ◆ POC: Dr. Jennifer Tucker, ARI\_IFRU@ari.army.mil, DSN 835-2485

## LIST OF MODULES

Area	Module	Mission Type	Pg #
<b>Doctrine &amp; TTP</b>	<a href="#">1. Updating/Refining ISR Plan</a>	Offense	B - 1
	<a href="#">2. Understanding All Available Assets</a>	Offense	B - 28
	<a href="#">3. Developing a Mission Statement</a>	Offense	B - 32
	<a href="#">4. Developing COA Statement and Sketch</a>	Offense	B - 36
	<a href="#">5. Performing COA Analysis</a>	Offense	B - 48
	<a href="#">6. Knowing Own Role, Responsibilities</a>	Offense	B - 59
	<a href="#">7. Managing Combat Information</a>	Stability Ops	B - 62
	<a href="#">8. Exploiting All Staff Functions</a>	Offense/Defense	B - 64
<b>Leadership</b>	<a href="#">9. Communicating Effectively</a>	Stability Ops	B - 67
	<a href="#">10. Managing Time and Tasks</a>	Offense/Defense	B - 71
<b>Adaptive Thinking</b>	<a href="#">11. Maintaining Focus on Mission, Higher Intent</a>	Stability Ops	B - 80
	<a href="#">12. Seeing the Big Picture</a>	Stability Ops	B - 85
	<a href="#">13. Remaining Flexible to Meet Contingencies</a>	Stability Ops	B - 89
<b>Sustainment Operations</b>	<a href="#">14. Directing Casualty Evacuation</a>	Stability Ops	B - 91
	<a href="#">15. Directing Detainee Operations</a>	Stability Ops	B - 94

[WARNO Pg B-5](#)

[Annex 1: Scoring Examples Pg B-98](#)

**Assessment Category:** Doctrine/TTP

**Module #01:** Updating/Refining ISR Plan

**Scenario:** You are the Assistant S-3 (A/S-3) of 4-99 AR. You have just received 1-74 HBCT [WARNO #2](#) and have begun MDMP Step 2 (Mission Analysis). You are reviewing the BCT's PIRs, Annex C (Operations Sketches), Annex L (ISR), and Appendix 1 (ISR Overlay) to Annex L as part of the mission analysis step in the MDMP.

**Questions:**

A: (Recall) You know that the ISR Process is a continuous six-step process to feed relevant information to facilitate the commander's situational understanding. What statements below are true of Step 1 (Develop Requirements) in the ISR Process at the CAB-level? (Circle ALL that apply.)

- a. The CAB S-2 is the chief ISR integrator.
- b. The CAB S-3 is the chief ISR integrator.
- c. The S-2 assists the S-3, along with the rest of the staff.
- d. The S-3 assists the S-2, along with the rest of the staff.
- e. The CAB XO supervises synchronization and execution of the ISR plan.
- f. The CAB S-2 supervises synchronization and execution of the ISR plan.
- g. The CAB S-3 supervises synchronization and execution of the ISR plan.
- h. The staff develops IRs during mission analysis and wargaming as part of the MDMP.
- i. The staff develops IRs during mission analysis and following COA approval.
- j. IRs and PIRs are sorted to eliminate redundancies and prioritized to assist in allocating resources.
- k. IRs and PIRs feed CCIR. Once the commander approves the CCIR, they are set until the current operation is complete.
- l. IRs are broken down into indicators, which are further developed into SIRs to ask very specific questions about those indicators.

**Scenario continued:** You have completed your review of [WARNO #2](#), Annex C (Operations Sketches), Annex L (ISR), and Appendix 1 (ISR Overlay) to Annex L. Based on your review, you believe the BCT has tasked the CAB to do the following:

- Conduct zone reconnaissance 092100CAPR2010.
- Conduct RHO at PL RUBY and conduct area reconnaissance of NAI 80 to confirm MIC and obstacle locations on OBJ TIGER.
- Develop detailed ISR plans that include coverage of assigned NAIs and nominations for CAB NAIs and submit supporting plans to the BCT S-3 NLT 051600CAPR2010.

[WARNO #2](#) contained the following BCT PIRs:

1. What will be the size, composition, and location(s) of the BTG and 1/247 MIB reconnaissance forces?
2. What is the location and disposition of the AT Battery in the BCT's AO?
3. What is the disposition and location of the BTGR?
4. What will be the size, composition, and main effort of the 247th BTG forces in the BCT's AO?

5. Indications of movement of chemical munitions moving forward to firing units that can affect 1-74 HBCT.

The CAB S-2 is refining the current BCT SITEMP as part of the mission analysis step of the MDMP. The BCT SITEMP templates the platoons from the AT Battery in NAIs 65 and 75, the two MICs at NAIs 80 and 90, and potential ABF positions for the BTGR at NAIs 100, 110, 120, and 130. The CAB XO and S-3 have asked you to focus your efforts on developing SIRs for BCT PIRs 1, 2 and 4 and BCT NAIs 65 and 80 for the initial ISR plan for CAB [WARNO #2](#).

B: (Understanding) From the list of potential SIRs below, select the recommended SIRs to answer BCT PIRs 1, 2 and 4. (Circle ALL that apply.)

- a. What will be the size, composition, and location(s) of the BTG and 1/247 MIB reconnaissance forces?
- b. Are elements of the BTG Reconnaissance Company west of PL ATLANTA?
- c. Are elements of the MIB Reconnaissance Platoon west of PL ATLANTA?
- d. Identification of 1-2 BMPs west of PL ATLANTA.
- e. Identification of 1-2 BRDMs west of PL ATLANTA.
- f. What is the location and disposition of the AT Platoon in the CAB's AO?
- g. Is there an AT Platoon at NAI 65?
- h. Are there 2-3 9P162 ATGM vehicles at NAI 65?
- i. Are there 2-3 MT-12 AT Guns at NAI 65?
- j. What is the location and disposition of the MIC on OBJ LION?
- k. What is the location and disposition of the MIPs on OBJ LION?
- l. Are there MIPs at NAIs 81, 82, and 83?
- m. Are there 3-4 BMPs each in NAIs 81, 82, and 83?

## ANSWER KEY

### Module #01: Updating/Refining ISR Plan

Question	Answer	Doctrinal Reference/Rationale
A		FM 3-90.5, para 4-10 states that, "The CAB S-3 is the chief ISR integrator. The S-2 assists the S-3, along with the rest of the staff. The CAB XO supervises synchronization of the ISR plan and its subsequent execution."
	b	FM 3-90.5, para 4-12 states that, "The staff develops IRs during mission analysis and war gaming as part of the MDMP."
	c	FM 3-90.5, para 4-14 states that, "As the staff gathers all of the IRs and PIRs, they sort the requirements to eliminate redundancies, and prioritize them to assist in allocating resources. The commander then re-evaluates each requirement and finalizes his CCIR. This is a continuous process; as a given CCIR is answered or the operational situation changes, other CCIRs usually are generated."
	e	
	h	
	j	FM 3-90.5, para 4-15 states that, "Ideally, each IR is detailed and specific enough to facilitate collection. Once the commander approves the IR, he breaks the IR down into indicators. He then develops specific information requirements (SIR) to ask very specific questions about indicators. Finally, the commander tasks these indicators to collectors and, taken together, they answer the larger question."
	l	

Question	Answer	Doctrinal Reference/Rationale
B		Professional military judgment. The staff has not yet developed and wargamed COAs and developed recommended CAB CCIR and an ISR plan to support the recommended COA. The recommended SIRs provide as much specificity as possible given the information provided thus far.
		d. Identification of 1-2 BMPs west of PL ATLANTA. Supports PIR #1. BMPs are in the MIB Reconnaissance Platoon per WARNO order of battle (OB).
		e. Identification of 1-2 BRDMs west of PL ATLANTA. Supports PIR #1, see BTG OB.
		h. Are there 2-3 9P162 ATGM vehicles at NAI 65? Supports PIR #2, see MIB OB.
		i. Are there 2-3 MT-12 AT Guns at NAI 65? Supports PIR #2, see MIB OB.
		m. Are there 3-4 BMPs each in NAIs 81, 82, and 83? Supports PIR #4, see MIB OB.
	d	Since CABs template down to the platoon-level, NAI 80 on OBJ LION was refined into three NAIs to identify the MIPs.
	e	FM 3-90.5, para 4-13 states that, "Regardless of the source, each IR should specify:
	h	<ul style="list-style-type: none"> <li>• WHAT (activity or indicator).</li> </ul>
	i	<ul style="list-style-type: none"> <li>• WHERE (NAI or TAI).</li> </ul>
	m	<ul style="list-style-type: none"> <li>• WHEN (time that the indicator is expected to occur and the latest time the information is of value).</li> <li>• WHY (justification - what decision is the PIR linked to).</li> <li>• WHO (who needs the results)."</li> </ul>
		FM 3-90.5, para 4-15 states that, "Ideally, each IR is detailed and specific enough to facilitate collection. Once the commander approves the IR, he breaks the IR down into indicators. He then develops specific information requirements (SIR) to ask very specific questions about indicators. Finally, the commander tasks these indicators to collectors and, taken together, they answer the larger question. For example: one of the CAB commander's PIR is "Will the enemy regiment attack through avenue of approach 2 with battalions abreast, or from the march?" This is a broad question and many indicators could lead to its answer. SIR to support this PIR might include: <ul style="list-style-type: none"> <li>• Will enemy units of 3-5 combat vehicles enter NAIs 11, 12, and 13 between 130400MAR and 130700MAR?</li> <li>• Will enemy battalion #2 move from its assembly area at NAI 7 prior to 130230MAR?</li> <li>• Identification of second enemy battalion (over 40 BMP2s) in NAI 11, 12, or 13.</li> </ul>

# UNCLASSIFIED

Required for Battalion Modules 1-5

Copy \_\_\_\_ of \_\_\_\_ Copies  
HQ, 1-74 HBCT  
TBILISI, REPUBLIC OF GORGAS  
030800CAPR2010  
Message Number 2010-04-22-1

WARNO #2 to OPOD 2010-14 (OPERATION TROJAN HORSE) 1-74 HBCT

## References:

- a. Maps, NIMA Series K753, N707, 1:50,000 Scale.
- b. Maps, NIMA Series 1501A Series 1501A, Joint Operations Graphic–Air (JOG-A), 1:250,000 Scale.
- c. CJFLCC OPOD 4567-10 (PRINCIPLE STRIKE).
- d. OPOD, X CORPS 2010-02 (POSITIVE STRIKE).
- e. OPOD: 74 ID 2010-04 (OPERATION IRONHORSE FURY).

Time Zone Used Throughout the Order: CHARLIE.

Task Organization: See Annex A.

## 1. SITUATION.

### a. Enemy forces. See Annex B (TBP)

(1) Overview. The area between the Black Sea and the Caspian Sea is a “fractured zone” where for thousands of years migrating peoples and cultures met, struggled for dominance and in the end established overlapping culturally distinct enclaves. In the 19th century borders were arbitrarily established by Great Powers which did not correspond to historic traditions or ethnic unity. Atropia was one such entity. It was an ethnically mixed Autonomous Province of the Donovanian (later Zloi) Empire, strategically located between Slavic Donovia to the north, Minaria on the west and Pharsi Ariana to the south. Both Minaria and Ariana have long standing claims to parts of Atropia. In 1989, when the Zloi state collapsed, Atropia declared its independence, with the Azeri ethnic majority monopolizing power within the new state. Atropia is a politically weak but potentially oil rich country. While there have been some conflicts between the dominant Azeri and minority ethnic groups of Pharsi and Minarians within Atropia these conflicts would have been manageable if it were not for outside support from the countries of Ariana and Minaria. Both Ariana and Minaria have used ethnic tension within Atropia as a tool to further their territorial and economic claims on Atropia. Minaria militarily supported the breakaway province of Arzak, with its ethnic Minarian population, in southwest Atropia. In a similar fashion, Ariana began in 2001 to dramatically increase support for the ethnic Pharsis in the strategic oil rich province of Talysh in the southeastern region of Atropia along the Caspian Sea.

Southeast Atropia is the current area of conflict and the area of operations of US forces. Within this area live three distinct ethnic groups, Pharsi, Azeri and Minarians. The Pharsi were previously the dominant group in Talysh province, with strong religious and cultural ties to Ariana. In the past, Pharsi tribal leaders were the key authority figures in Talysh province. The Pharsi were previously small farmers and herders whose primary loyalty was to their clan and tribe. They lived predominately in the highlands. In the last 50 years many Pharsi immigrated to the lowland cities of Kirovabad, Agdam, and Fuzuli in search of jobs. Since independence in 1989, senior provincial officials have been ethnic Azeris, primarily coming from educated elite

## UNCLASSIFIED

WARNO #2 to OPORD 2010-14 (OPERATION TROJAN HORSE) 1-74 HBCT

from Baku. Most local Azeris were formerly lowland farmers inhabiting the countryside, but there has also been a significant migration to the towns in search of jobs. The Minarians in the province live in the cities and are primarily shopkeepers, small industrialists and bankers. The Minarians maintain close ties to their ethnic kinsman in both ARZAK and MINARIA. Minarians make up a major element of the terrorist organizations in the region. The ethnic make-up in the region in 2008, prior to hostilities was approximately 40% Pharsi, 50% Azeri and 10% Minarian. Most of the civilian population, both ethnic Pharsis and Azeris are generally apolitical. While both Pharsis and Azeris tend to be sympathetic to their ethnic brothers, and suspicious of other ethnic groups the majority of the population is primarily concerned with security and the welfare of their families.

Minaria is interested in maintaining a weak Atropia to support the Arzak independence movement; distrusts the U.S. intervention – believes the U.S. has “sided” with Atropia in the regional conflict. Minaria is allied with Ariana against Atropia as a matter of expedience, and is likely to use – and support – terrorist actions to prevent a unified Atropia.

Ariana became an increasingly aggressive regional power since its rebirth as an anti-western Islamic Republic in 1980 and the collapse of the Zloi/Donovian Empire in 1989. Ariana, based on historic claims to region of Talysh province, has contested Atropian control of Caspian Sea oil fields for a number of years. Ariana has sponsored terrorist attacks by Pharsi separatists within Atropia. The Atropian government's forceful response to terrorist attacks and Pharsi separatist activities increased tensions between the two countries. In September 2009, Ariana began to mobilize its reserves and move forces to the border with Atropia. In response to requests from the Government of Atropia, the President of the United States directed establishment of CJTF-Caspian Sea (CJTF-CS), activated reserve and National Guard units, and began troop deployment. The mission given to CJTF-CS was to maintain the territorial integrity of Atropia.

On 28 Mar 2010, Ariana conventional forces attacked across the Atropia border with the stated limited objective securing the return of the disputed province of Talysh. Arianian Forces attacked with 2 Operational Strategic Commands (1 OSC and 2 OSC) abreast to defeat Caspian Federation (CF) forces and seize Atropian oil fields. 3 OSC remained in Ariana as a reserve force. 4 OSC is mobilizing in the vicinity of Teheran and is estimated to take 90 days to reach 70% in personnel, equipment and training readiness.

Arianian ground maneuver was rapid as lead Divisions enjoyed reasonable success during the first 72 hours of the offensive with support from Arianian Air Force and attack helicopters. However, allied fixed wing attack aircraft and Marine attack helicopters were highly successful in attriting Arianian armored formations as they moved against CF forces. Subsequently, the Arianian offensive was halted after 96 hours and transitioned to the defense. Assessments indicate 2 OSC will execute an area defense to preserve forces and to deny 74 ID access to critical terrain throughout the AO. Their intentions are to go to ground close to rural and urban population centers so as to influence Atropian public opinion that their military actions were appropriately taken.

After the Arianian Air Force lost multiple aircraft in air-to-air combat to Combined Joint Forces Air Component Command aircraft, it retired to Southeast Ariana and remained on the ground. Attack helicopters continued to support the ground maneuver but only during daylight hours. Rotary wing aircraft have not operated during the hours of darkness as their pilots lack adequate limited visibility training.

Arianian political leaders are attempting to seek an international settlement through negotiations which would enable them to retain some or all of their military gains. The government of Atropia, strongly supported by the US government, has rejected any discussions



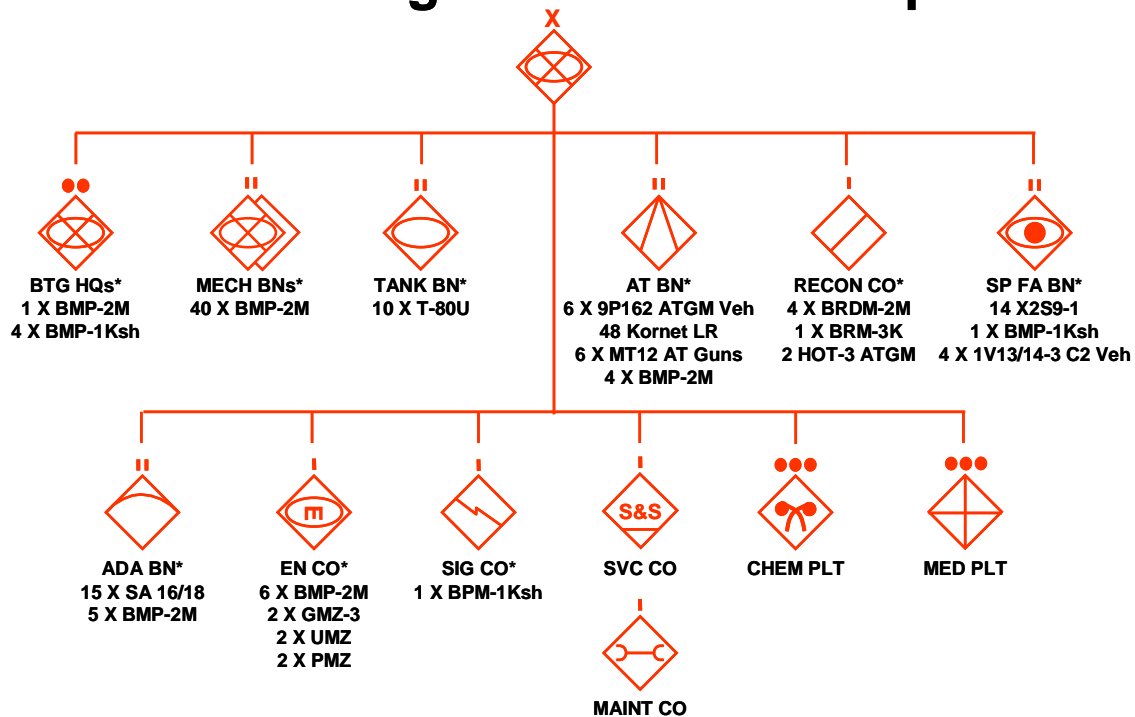
# UNCLASSIFIED

WARNO #2 to OPORD 2010-14 (OPERATION TROJAN HORSE) 1-74 HBCT

with Ariana, until Arianian forces have withdrawn to pre-war borders. CJTF-CS has been directed to restore the territorial integrity of Atropia.

(2) Composition. The 247th Brigade Tactical Group (BTG) is a standard IFV-equipped unit. Earlier actions and division and corps deep fires have attrited the BTG to between 60 and 70% strength. Their Mechanized Infantry Battalions (MIB) have suffered significant losses and have reorganized into two MIBs of two companies each. The tank battalion was targeted by division deep fires and is currently assessed to be at company-strength and makes up the BTG Reserve (BTGR). The 24th Division Tactical Group (DTG) has replaced BTG losses in the AT Battalion to improve their tank-killing capability (Kornet-LR AT missiles with a 5,500 meter range) and is expected to place task organized AT batteries with an ATGM platoon and AT gun platoon OPCON to each MIB to support their disruption zones. In addition to the BTG's organic FA Battalion, the OSC Independent Fires Command (IFC) has task organized an artillery group that consists of one 2S1 battalion (60% strength) and one 2S19 battalion (60% strength) and placed them in direct support to the BTG. Additionally, we expect the BTG to place and engineer platoon OPCON to each MIB for countermobility operations. The 247th BTG organization and equipment summary is shown below.

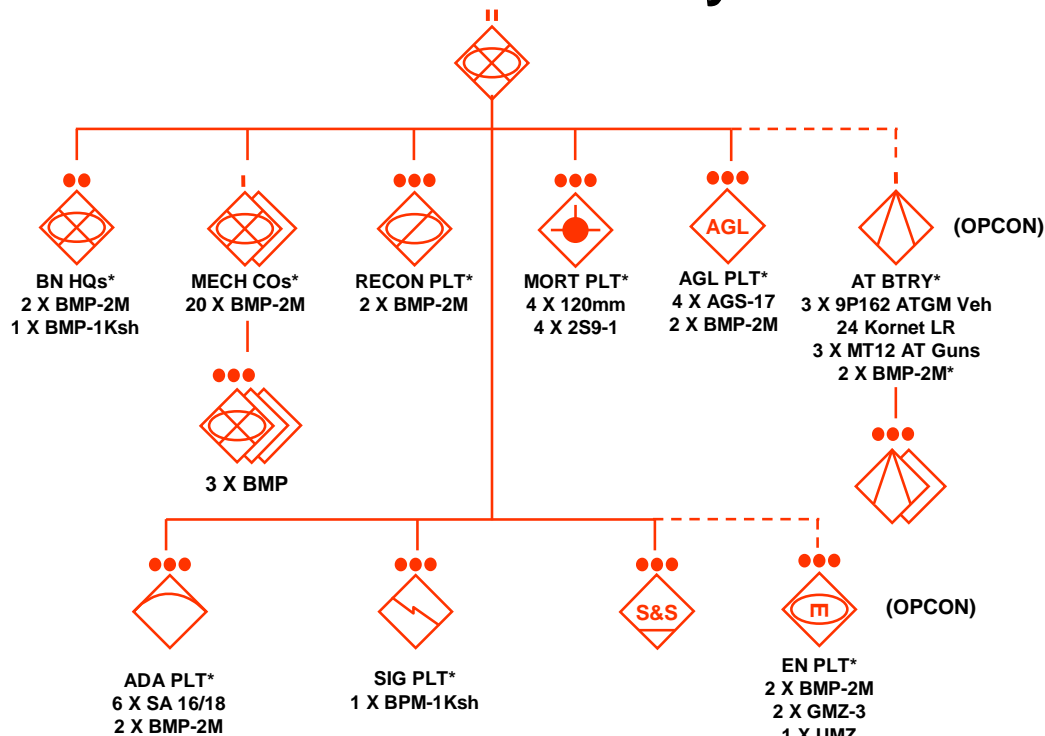
## 247th Brigade Tactical Group



247th Brigade Tactical Group Equipment Summary at ~60-70% Strength													
C2		Recon		IFV	Tank	AT			FA	ADA	Minelayers		
BMP-1Ksh	IV13/14-3	BRDM-2M	BRM-3K	BMP-2M	T-80U	9P162	MT12	Kornet-LR	2S19	SA 16/18	GMZ-3	UMZ	PMZ
6	4	4	1	56	10	6	6	48	14	15	2	2	2

In the BCT's zone, the 1st MIB defends in the east with two Mechanized Infantry Companies (MIC) at approximately 70% strength. The 1/247th MIB is organized as follows:

# 1/247th Mechanized Infantry Battalion



1/247th Mechanized Infantry Battalion Equipment Summary at ~60-70% Strength													
C2	Recon			IFV	Tank	AT			MORT	ADA	Minelayers		
BMP-1Ksh	IV13/14-3	BRDM-2M	BRM-3K	BMP-2M	T-80U	9P162	MT12	Kornet-LR	2S9	SA 16/18	GMZ-3	UMZ	PMZ
2	0	0	0	32	0	3	3	24	4	6	2	1	0

(3) Disposition: Within the BCT's area of operation (AO) the 1/247th BTG establishes the BTG disruption zone vicinity PL ATLANTA with elements from the BTG Reconnaissance Company and the MIB Reconnaissance Platoon. The disruption zone will be supported by the AT Battery from the BTG, the IFC and the BTG FA Battalion. The MIB defends with two companies abreast vicinity OBJs LION and TIGER.

(4) Most Probable Course of Action.

(a) Pattern of the Defense. The MIB conducts an integrated area defense with two companies abreast in the main battle zone to defeat the BCT in order to preserve territorial gains and force our attack to culminate before securing key terrain along the International Border (IB). The MIB positions the OPCON AT Battery forward of the main defensive zone to destroy high value targets and disrupt our maneuver.

(b) Observation. The MIB reconnaissance platoon establishes observation posts in sector west of PL ATLANTA to provide early warning for defending forces in the main battle zone. These observation teams coordinate directly with the BTG FA BN and OSC IFC to provide interdiction and disruption fires.

(c) Indirect Fires. The OSC IFC can range attacking forces with RAP HE and DPICM as far west as PL AUSTIN. In coordination with disruption zone observation posts, the

## UNCLASSIFIED

WARNO #2 to OPORD 2010-14 (OPERATION TROJAN HORSE) 1-74 HBCT

IFC will most likely attempt to interdict stationary enemy high value assets, massed vehicles, or detected logistical trains. The BTG is not likely to employ artillery delivered situation obstacles or persistent agents in support of the disruption zone units. A mortar battery of 4 - 120mm, self propelled systems positions 1000-1500 meters behind the southern company to suppress our overwatching elements, neutralize dismounted attacks, and provide protective and obscuration fires battle zone MICs.

(d) Direct Fires. The AT Battery places ambush positions on the flanks of the BCT's AO to engage high value targets (C2 nodes, breaching assets) as the CAB's lead companies approach PL ATLANTA to disrupt our maneuver and provide early warning for the MIB's main battle zone MICs. The AT Battery will maintain visual contact with our CABS to call indirect fires to disrupt their maneuver to seize OBJs LION and TIGER. The AT Battery will remain in the disruption zone to destroy our C2 nodes and attack the CABS as they begin their attacks on OBJs LION and TIGER. As the CABS cross PL RUBY, BMPs engage CAB lead company/teams with long-range AT fires and will reposition to blunt our penetration of their defense. As we close within 2000 meters of OBJs LION and TIGER, AT-4s from dismounted infantry positions on the objective will engage support and breach elements as we attack to seize OBJs LION and TIGER.

(e) Obstacles. Engineer priority of support will be countermobility, mobility, and survivability. The BTG employs surface laid track and full width AT and wire fixing obstacles 2-300 meters deep by 200-1000 meters long to enable defending forces to mass direct fires on the BCT. MICs employ 100-200 meter-long wire & mine protective obstacles 2-300 meters forward of fighting positions in support of dismounted infantry to disrupt our assault on OBJs LION and TIGER. Additionally, Arianian forces may employ limited amounts of Area Denial Artillery Munitions (ADAM) and Remote Anti-Armor Mine System for counter-mobility and shaping operations.

(f) Chemical. The BTG has not employed persistent chemicals to date, but may do so to prevent our penetration of their defense. We expect them to employ 1-2 short duration, non-persistent agents in support of their disruption zone units to support their displacement and to disrupt our maneuver and to prevent us from massing direct fires on OBJs LION and TIGER.

(g) Air. Only rotary wing assets will support the area defense. Fixed wing air will be rarely seen, if at all. Currently, all fixed wing aircraft are on the ground and camouflaged near airfields in SE Ariana after significant losses of 23 to 25 aircraft during the first 2 days of conflict. Rotary wing assets can be utilized in close support during the actual conduct of the defense and to protect the defensive flanks and gaps in the area defense. HIND-D, MI-26 (heavy) and MI-8 (medium) lift helicopters will continue to operate in the AO.

(h) Reserve. The BTGR (10 X T-80Us) will be committed to the BCT AO to defeat any penetration of the BTG main defensive zone. We estimate that they will arrive within 30 minutes of commitment.

## UNCLASSIFIED

WARNO #2 to OPORD 2010-14 (OPERATION TROJAN HORSE) 1-74 HBCT

### b. Friendly forces.

#### (1) X CORPS.

(a) Mission. X CORPS attacks in zone 100400CAPR2010 to defeat Arianian forces in zone to restore the International Border (IB) to bring stability to the sovereign nation of Atropia.

(b) Intent. The purpose of this operation is to restore and secure the IB. The tempo of the attack must be rapid enough to penetrate his defenses while preventing his ability to conduct counterattack operations.

#### Key tasks:

- Defeat 2 OSC forces in zone.
- Restore and secure the IB.
- Execute IO in a timely manner to exploit opportunities to destroy the credibility of the insurgents, degrade their recruiting efforts, separate the insurgent from the populace, enhance the positive image of US efforts, return the Atropian Government to operations, and deny the insurgent's ability to influence the people of Atropia.
- Deny the enemy the ability to regroup during the transitions between offensive, defensive, and stability operations.

**Endstate:** 2 OSC forces in zone defeated, IB restored and forces positioned along the IB to defend against further Arianian offensive action, and forces prepared to conduct security and stability operations to restore and maintain order in Atropia.

#### (2) 74 ID.

(a) Mission. 74 ID attacks in zone 100400CAPR2010 to seize Objectives CORAL and VIPER in order to restore the IB. O/O conduct defensive operations in sector to maintain the IB.

(b) Intent. The purpose of this operation is to restore the IB. To accomplish this, we will defeat enemy elements in zone, and then maneuver rapidly to seize Objectives CORAL and VIPER.

#### Key tasks:

- Destroy elements of the 24th and 28th DTG forces in zone.
- Restore and secure the IB.
- Conduct IO to ensure the local populations understand we are acting at the request of Atropian authority, and that we are there to facilitate the return of their country to independent operations.
- Rapid transition between offensive, defensive, and stability operations to deny the enemy the ability to regroup.

**Endstate:** Enemy forces in zone destroyed, IB restored with BCTs positioned along the IB to defend against Arianian aggression and BCTs prepared to conduct stability and security operations in zone to restore order to Atropia.

## UNCLASSIFIED

WARNO #2 to OPORD 2010-14 (OPERATION TROJAN HORSE) 1-74 HBCT

### (3) Adjacent Unit Missions.

(a) North. 78 ID attacks in zone 100400APR2010 to destroy enemy forces in zone and seize OBJ HAWK to restore the IB. O/O conducts defensive operations in sector to maintain the IB. Be prepared to (BPT) conduct security and stability operations in sector to secure the IB, and restore and maintain order in Atropia.

(b) West. 2-74 HBCT follows and supports 1-74 HBCT to clear enemy forces in zone. O/O conduct security and stability operations in sector to restore and maintain order. BPT to seize OBJ VIPER. BPT conduct defensive operations in sector to reinforce 1-74 HBCT's effort to secure the IB.

(c) South. 3-74 HBCT attacks along AXIS ELK to destroy Arianian forces and seize OBJ CORAL. O/O conducts defensive operations in sector to maintain the IB. BPT conduct security and stability operations in sector to secure the IB, and restore and maintain order in Atropia.

### c. Environment.

(1) Terrain. Terrain favors generally favors the attacker. The compartmentalized terrain, combined with vegetation limit long range observation and fires throughout the zone.

#### (a) Observation and Fields of Fire.

(1) Relief. The higher elevations offer fair sites for long distance observation overlooking the valleys. Most of these sites are accessible only by foot. Due to forested vegetation along the rivers, observation is poor. Within the valleys, there are areas of grasslands with no significant relief that will provide excellent observation and fields of fire.

(2) Vegetation. Observation and fields of fire are restricted throughout the forested regions. Observation and fields of fire for small arms are good in the open areas, but restricted to less than 100 m in the forested areas. Along the streams and in areas with dense underbrush, line of sight is reduced to less than 25 m.

(b) Avenues of Approach. Three main AAs control movement throughout the AO:

(1) AA #1. All-weather hard surface Route M2 originates at the port of Balami along the Black Sea in the country of Gorgas. Following Route M2 north 40 km to the Port of Poti, Route M2 proceeds East 95 km to the city of Kutaisi (Gorgas) to the junction of Route M1. Then Route M1, an all-weather hard surface road, orients southeast 110 km to the city of Khushuri and continues east for 147 km to the junction of Route M3, 40 km north of the city of Tbilisi (Gorgas). The AA proceeds south to Tbilisi on the all-weather hard surface Route M3. Leaving Tbilisi, the AA follows the all-weather hard surface Route M5 east for approximately 160 km to the Gorgas-Atropia border. There, the all-weather hard surface Route A315 begins orienting southwest 180 km to the Route H27 junction. The all-weather hard surface Route H27 then heads east for approximately 270 km to the city of Baku.

## UNCLASSIFIED

WARNO #2 to OPORD 2010-14 (OPERATION TROJAN HORSE) 1-74 HBCT

(2) AA #2. Route M4, an all-weather hard surface road, originates from the city of Tbilisi (Gorgas) and heads southwest for 110 km, paralleling the Kur River, to the city of Qazax (Atropia). The AA then proceeds along Route H27 southwest for 120 km to the city of Ganca. Leaving Ganca, the AA heads east for 70 km to the junction of Route A324, an all-weather fair surface road. It then proceeds southwest for 260 km to the junction of Route A322, an all-weather hard surface road. Leaving this junction, the AA continues on Route A322 for approximately 72 km to the city of Baku.

(3) AA #3. This AA originates with the all-weather hard surface Route H27 at the city of Ganca. It proceeds east for 51 km to the junction of Route A316, an all-weather fair surface road. The AA continues on Route A316 for approximately 220 km southwest to the city of Bilasuvar. It leaves the city of Bilasuvar north along Route A322, an all-weather hard surface road, for 150 km to the city of Baku.

(c) Key Terrain. The city of Agdam is considered key terrain because it controls north to south movement along Route A317 within the area of operations.

(d) Obstacles.

(1) Relief. Atropia's relief with its high mountains, volcanic highlands, and deep canyons severely restricts movement. Mountain ranges in the Corps AO become effective barriers and limit movement across and through them. Steep slopes will force wheeled and tracked vehicles to use the surrounding mountain valleys and plains, canalizing them. Steep and high wadi banks present a barrier to vehicle movement. Wadis may be linked with obstacles to create a large linear obstacle, especially in the southern coastal region and in the plateau region adjacent to the mountains. The vast low plain, the Kura or Kura-Araks Lowland, generally does not obstruct off-road movement, except in isolated areas of localized relief.

(2) Vegetation. Cross-country movement for foot troops and vehicles is restricted to very restricted within the forested areas. The dense vegetation and underbrush along the stream banks severely hinder all movement within these areas.

(3) Drainage. The Kur River and Araks River are major obstacles to north/south movement. Dense vegetation, along with the varying depths of the rivers, restricts crossings to existing crossing or fording sites. Numerous canals within the area of operation restrict movement. Bridging assets will be required to cross areas of the Kura and Araks Rivers that are not fordable. Additionally, throughout the AO, the primary surface drainage feature is intermittent streams known as wadis. In the mountains, wadis are usually less than 50 meters wide, "v" or flat-bottomed, with steep banks. Whether wet or dry, engineer assets may be required to cross.

(4) Surface Materials. Mudflows and landslides are also widespread, restricting movement in higher elevations. Poorly drained soils near canals also restrict movement.

(5) Man-Made Features. Numerous built-up areas restrict movement for foot troops and vehicles. There are numerous cities, towns, and villages with a population less than 100,000. Most city centers in the Corps AO consist of old masonry (brick, adobe, or stone) structures and dwellings, usually within a masonry or stone walled compound. Street patterns

## UNCLASSIFIED

WARNO #2 to OPORD 2010-14 (OPERATION TROJAN HORSE) 1-74 HBCT

in these areas are irregular and narrow in nature; therefore, cities are a severely restricted obstacle to mechanized forces.

### (e) Cover and Concealment.

(1) Relief. There are areas in the high plains where the slopes will offer fair cover from the flat trajectory fire of small arms. Specifically, in the larger valley floors in the mountains and plateau regions, wadis are present which are 150 to 500 meters wide, with some larger dry riverbeds up to 1000 meters wide. These may have banks with greater than 60 percent slope, and range in height from three to seven meters. The wadis and small escarpments will provide fair to excellent protection from flat trajectory weapons and ground detection to dismounted troops. The lower plains offer poor cover from flat trajectory fire of small arms.

(2) Vegetation. Coniferous forests have 50-100 percent canopy closure year round, and they provide good concealment from aerial observation for foot troops. Forested areas offer fair to good concealment from ground observation for foot troops and vehicles. The areas with dense underbrush provide excellent concealment from ground observation for foot troops and vehicles. Dense vegetation along the riverbanks provides excellent concealment from ground and aerial observation for foot troops and vehicles. Cover from flat trajectory small arms fire is fair to good in dense forests. Cover in these areas decreases as the tree spacing increases.

(3) Man-Made Features. The numerous built-up areas provide good concealment and cover within the buildings for foot troops and vehicles. Isolated training, industrial, and transportation areas provide poor to fair concealment and cover for foot troops and vehicles.

### (2) Weather. TBP.

(3) Civil considerations. There are approximately 350,000 dislocated persons in the 1-74 HBCT sector. Most are from the southern region of Atropia. Expect numerous and frequent contact with displaced personnel throughout the sector. Expect shortages of water, food, shelter, and fuel for these displaced civilians. UN High Commission for Refugees (UNHCR) is the principle international agency responsible for displaced civilians. Significant damage to key civilian infrastructure throughout zone can be expected. It is possible that some areas are without some or all of the following: power/electrical systems; water system; communication networks; transportation networks; medical supplies, facilities, and hospitals. The Atropian economy has faltered as a result of hostilities. Most Atropian citizens are now unemployed.

### **d. Attachments and Detachments.** See ANNEX A (Task Organization).

**2. MISSION.** 1-74 HBCT (DIV ME) attacks 100400CAPR2010 along AXIS PORSCHE and CORVETTE to destroy enemy forces in zone, seize objectives LION and TIGER and restore the IB. O/O conduct defensive operations in sector to secure the IB.

## UNCLASSIFIED

WARNO #2 to OPORD 2010-14 (OPERATION TROJAN HORSE) 1-74 HBCT

### 3. EXECUTION.

Intent: The purpose of this operation is to restore the IB. To accomplish this, we will destroy enemy elements in zone and seize OBJs LION and TIGER to prevent further Arianian offensive actions in Atropia.

#### **Key tasks:**

- Destroy enemy elements in zone.
- Reestablish and secure the IB in sector.
- Conduct IO to ensure the local populations understand we are acting at the request of Atropian authority, and that we are there to facilitate the return of their country to independent operations.
- Conduct rapid transitions between offensive, defensive, and stability operations.

**Endstate:** At the conclusion of offensive operations, 1-74 HBCT will destroyed enemy forces in zone, established hasty defensive positions on OBJs LION and TIGER and prepared to conduct security and stability operations in sector to restore order in Atropia.

**a. Concept of Operations.** We will attack on two axis of advance with two CABs abreast to seize OBJs LION and TIGER. 4-49 CAV (Supporting Effort [SE], Shaping Operation [SO]) conducts a zone reconnaissance in front of the BCT's attack to locate the enemy, and transfers the fight of platoon or larger element to the CABs to complete destruction of enemy forces in each CAB's AO. 3-77 IN (SE, SO) attacks to seize OBJ TIGER, establishes a hasty defense to defeat the BTGR and restore the IB. 4-99 AR (Main Effort, Decisive Operation) attacks to seize OBJ LION, to complete destruction of the 1/247th MIB and establishes a hasty defense to restore the IB. 4-49 CAV shifts to screening the BCT's northern and southern flanks during the attack to seize the OBJs LION and TIGER, and then shifts to screening the IB once both objectives have been seized.

(1) Maneuver. 4-49 CAV conducts zone reconnaissance 090200CAPR2010 to PL RUBY to defeat enemy reconnaissance in zone and determine the disposition of the enemy's main defenses. 4-99 AR and 3-77 IN attack on AXIS PORSCHE and CORVETTE 100400CAPR2010 to destroy enemy forces in zone, and seize OBJs LION and TIGER. 4-49 CAV continues conducting zone reconnaissance in front of the brigade's attack from PL JADE to PL RUBY. 4-49 CAV will transfer the fight with platoon size and larger elements to the CABs along their axes of advance. At PL Ruby 4-49 CAV shifts to screening the brigade's flanks on the axis of advance. 3-77 IN attacks to seize OBJ TIGER followed by 4-99 AR's attack to seize OBJ LION. 3-77 IN's penetration of the MIB defense will trigger the commitment of the BTGR in their zone. 3-77 IN defeats the BTGR with a combination of direct fires and BCT indirect fires and CAS to allow 4-99 AR to attack to seize OBJ LION and complete destruction of the MIB. Once OBJs LION and TIGER are secure, BCT establishes a hasty defense to prevent further Arianian offensive action across the border.

(2) Fires. See Annex D (TBP).

(a) Priorities of Fires: 4-49 CAV, 4-99 AR, 3-77 IN.



## UNCLASSIFIED

WARNO #2 to OPOD 2010-14 (OPERATION TROJAN HORSE) 1-74 HBCT

(b) Close Air Support. 10 Sorties Daily (2 remain 1-74 HBCT control). Allocation is 4-99 AR – 4; 3-77 IN – 2, 4-49 CAV – 2.

(3) Intelligence, Surveillance and Reconnaissance (ISR). See Annex L.

(4) Intelligence. See Annex B (TBP).

(5) Engineer. See Annex F (TBP).

(a) Concept of engineer support. 4-49 CAV locates obstacles and obstacle bypasses in zone. 4-49 CAV identifies locations where obstacles must be breached to facilitate maneuver for CABs, and turns responsibility for those breaches over to the following CABs. Priority of effort for engineer assets is mobility through zone.

(b) Priority of support. PL JADE to PL RUBY: 4-49 CAV, 4-99 AR, and 3-77 IN. PL RUBY to OBJs LION and TIGER: 4-99 AR, 3-77 IN, and 4-49 CAV.

(6) Air and Missile Defense (AMD) See Annex G (TBP). The Air and Missile Defense Coordination Cell will provide digital and voice Early Warning. 1-74 HBCT will employ passive defense measures, camouflage and dispersion to enhance threat avoidance. As necessary, 1-74 HBCT will employ final protective fires to defend against aerial attack.

(7) Information Operations (IO). See Annex P (TBP).

(a) IO sets conditions for the enemy's loss of intelligence and C2 to ensure the quick defeat of the Arianian forces. IO influences the civil population to remain in place so as not to interfere with U.S. military operations. Key themes will be the superiority of US/CJFLCC forces and stay put policy for the civil populace. PSYOP assists in the rear area protection by encouraging by-passed enemy units to surrender.

(b) 74 ID IO campaign will focus on five tasks:

Task 1: Deceiving the enemy as to the intent and location of friendly forces main effort, specifically the objectives of friendly forces.

Task 2: Disrupt C2 of SA and insurgent forces. Exploiting the gaps in command and control and SA to create doubts within the insurgent leadership. Support joint suppression of enemy air defense with electronic warfare. Conducting electronic warfare attacks to disrupt the 24th DTG's IFC and command and control assets in the AO.

Task 3: Support 74 ID efforts by emphasizing their legitimacy and encourage the population to 'stay put' throughout combat operations until the Government of Atropia re-establishes control.

Task 4: Protect 1-74 HBCT and 74 ID information systems.

Task 5: Attack enemy morale; disrupt/confuse enemy ground forces in contact.

## UNCLASSIFIED

WARNO #2 to OPORD 2010-14 (OPERATION TROJAN HORSE) 1-74 HBCT

(8) CBRN Operations. See Annex J (TBP). 1-74 ID conducts CBRN operations IAW the principles of contamination avoidance, protection, and decontamination in that order. The 459th Chemical Company will provide CBRN reconnaissance; smoke generation and decontamination capability in 74 ID AO to ensure sustainment of forward elements in the close fight and also those in the rear area. The X CORPS Chemical battalion will provide 74 ID chemical assets to reinforce the 74 ID CBRN reconnaissance, smoke generation and decontamination capability.

(9) Military Police. See Annex K (TBP). 1-74 HBCT Military Police unit conducts combat support operations to include area security, maneuver and mobility support, force protection, enemy prisoners of war (EPW) Internment and resettlement operations, Law and Order, and Police Intelligence Operations.

(10) Civil Military Operations. (TBP)

### **b. Tasks to maneuver units.**

(1) 4-49th CAV.

(a) Conduct zone reconnaissance 092130CAPR2010 to PL RUBY to defeat enemy reconnaissance in zone and determine the disposition of the enemy's main defenses.

(b) Conduct zone reconnaissance in front of the brigade's attack from PL JADE to PL RUBY.

(c) Screen the brigade's flanks forward of PL RUBY.

(d) O/O screen the IB.

(2) 3-77 IN.

(a) Attack 100400CAPR2010 on AXIS CORVETTE to destroy enemy forces in zone and seize OBJ TIGER.

(b) O/O conduct defensive operations in sector to maintain the IB.

(c) Be prepared to (BPT) conduct security and stability operations in sector to secure the IB, and restore and maintain order in Atropia.

(3) 4-99 AR.

(a) Attack 100400CAPR2010 on AXIS PORSCHE to destroy enemy forces in zone and seize OBJ LION.

(b) O/O conduct defensive operations in sector to secure the IB.

(c) BPT conduct security and stability operations in sector to secure the IB, and restore and maintain order in Atropia.

## UNCLASSIFIED

WARNO #2 to OPORD 2010-14 (OPERATION TROJAN HORSE) 1-74 HBCT

### c. Tasks to Support Units.

- (1) 1-391 FA.
  - (a) Q36- #1: OPCON to 4-49 CAV for movement, #2: OPCON to 4-99 AR for movement.
  - (b) Initially follow 4-99 AR along axis Porsche.
- (2) 290 SB.
  - (a) Establish BSA vicinity PK611836, O/O, relocate BSA to vicinity PK700740, then QK386097.
  - (b) BPT to establish an EPW/civilian internee collection point in BSA.
  - (c) Provide assistance securing and maintaining MSR YELLOW throughout the 1-74 HBCT AO.
- (3) 1-74 BSTB.
  - (a) A CO (MI). Focus efforts initially on observing NAIs 65, 75, 80, 90, 100, 110, 120, and 130.
  - (b) B CO (SIG). See Annex H (TBP).
- (4) A/122 MP CO.
  - (a) Conduct route reconnaissance of MSR ORANGE and YELLOW behind the CABS' attack. Establish checkpoints and conduct surveillance of the MSR to keep it clear from hostile activity and refugees.
  - (b) O/O conduct security and counter-reconnaissance operations within the brigades rear area.

### d. Coordinating instructions.

- (1) Commander's critical information requirements (CCIR).
- (a) Priority intelligence requirements (PIR).
  - (1) What will be the size, composition, and locations (s) of the BTG and 1/247 MIB reconnaissance forces?
  - (2) What is the location and disposition of the AT Battery in the BCT's AO?
  - (3) What is the disposition and location of the BTGR?
  - (4) What will be the size, composition, and main effort of the 247th BTG forces in the BCT's AO?
  - (5) Indications of movement of chemical munitions moving forward to firing units that can affect 1-74 HBCT.

## UNCLASSIFIED

WARNO #2 to OPORD 2010-14 (OPERATION TROJAN HORSE) 1-74 HBCT

- (b) Friendly force information requirements (FFIR).
  - (1) Loss of UAS.
  - (2) Loss of RETRANS Capability.
  - (3) Loss of Critical C4ISR nodes (TOC, TAC, SIG CO).
  - (4) Loss of FA BN assets.
  - (5) U.S. Forces violate ROE or Local Laws.
- (2) Risk Reduction Control Measures. (TBP)
- (3) Mission-oriented protective posture 0 effective at LD.
- (4) White light required at night on MSRs.
- (5) Vehicles will be marked with IAW HBCT TACSOP.
- (6) No vehicles will travel with less than 3 vehicles per convoy.
- (7) Rules of Engagement (ROE). Refer to Annex E (Rules of Engagement).
- (8) Environmental Considerations. Refer to Annex F (Engineer).
- (9) Bypass and report refugee locations through zone.
- (10) All units must be prepared to conduct riot control.
- (11) OPORD 2010-14 TROJAN HORSE is effective upon receipt of mission.
- (12) The current Forward Line of Troops (FLOT) is along PL JADE.
- (13) Initial Operational Timeline.

021600 APR	DIV OPORD
022000	WARNO #1
030800	WARNO #2
040800	WARNO #3
041600	BCT OPORD
051600	CAB R&S Plans To BCT
061600	BCT Rehearsal
080800	TF Rehearsals
090600	BCT INTSUM
090200	Recon Sqdn LD
091800	BCT INTSUM
092100	CAB Scout Platoons LD
100200	Recon Sqdn and CAB Scout platoon conducts RHO in zone
100400	CABs LD

## UNCLASSIFIED

WARNO #2 to OPORD 2010-14 (OPERATION TROJAN HORSE) 1-74 HBCT

### **4. SUSTAINMENT.** See Annex I (TBP).

**a. Support concept.** 290 SB provides DS/GS to 1-74 HBCT units. 74 ID is responsible for maintaining secure line of communications between the 74 ID Support Area and BSAs. 74 ID controls both MSRs ORANGE and YELLOW. Regionally available commercial support will be optimized. The Sustainment Brigade will maximize use of aviation assets to conduct aerial re-supply early on. 21st TSC provides contractor support through deployed contracting teams down to BCT level.

#### **b. Material and services.**

(1) 74 ID Sustainment Brigade, augmented by the 74th CSSB, AMC Logistics Support Element, contractors and civilian personnel provides support to 1-74 HBCT from the BSA. 1-74 ID initial support priority and replacement priority is to 4-99 AR, 3-77 IN, 4-49 CAV, 1-391 FA, 290 SB, and A/122 MP Co.

(2) Ground maintenance and evacuation priorities are SENTINEL radar, Artillery Q36/37 Radars, M270 (MLRS), M1, M2, M3, M109 and M9.

(3) 1-74 HBCT main supply routes (MSRs) are ORANGE and YELLOW.

(4) Priority of forward movement is to combat units moving to TAAs, classes V and III (B), replacements and supply vehicles. Priority for rearward movement is to medical evacuation.

#### **c. Health service support.**

(1) The X CORPS Medical Brigade (-) provides flexible, responsive and far-forward combat health support (CHS) to units assigned.

(2) 74 ID evacuation policy is 3 days in the DSA, and 48 hours at medical companies supporting brigade-size elements.

(3) Limited hospitalization is available through the host nation.

#### **d. Personnel support.**

(1) Units submit operational immediate requests when battalion-sized units or larger fall below 75% of authorized strength.

(2) Postal, personnel finance and administrative services provided on an area basis.

### **5. COMMAND AND CONTROL.**

#### **a. Command.**

(1) Location of the commander. BCT Commander will co-locate with 4-99 AR Command Group.

**UNCLASSIFIED**

WARNO #2 to OPORD 2010-14 (OPERATION TROJAN HORSE) 1-74 HBCT

(2) Succession of Command: Cdrs 4-99 AR, 3-77 IN, 4-49 CAV.

(3) Special instructions for deputy commanders. TBP

**b. Control.**

(1) Scheme of CP employment. 1-74 HBCT CP is at PK707743 initially, O/O relocates to QK497127.

(2) Special instructions for CPs. TBP

(3) Liaison requirements. TBP

**c. C4 Operations.**

(1) Network operations. TBP

(2) Signal Operating Instructions.

(a) SOI 23-1, Edition B, is effective upon receipt of this OPORD.

(b) All nets are installed frequency-hop secure using GPS ZULU time.

(c) FM key changeover will occur every 30 days at 1600 local and challenge/reply and SC Frequency changeover will occur daily at 1600 local.

(d) CASEVAC Frequencies are SC 35.25 and 32.50; combat net radio interface (CNRI) is frequency-hop 790.

(3) Information management procedures. TBP

Acknowledge.

PILE

COL

Official

Jones  
S3

**ANNEXES:**

Annex A (Task Organization)

Annex C (Operations Sketch)

Annex L (Intelligence, Surveillance and Reconnaissance)

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ANNEX A (Task Organization) to WARNO #2 to OPORD 2010-14

**1-74 HBCT**

**4th Squadron 49th Cavalry**

HHT/4-49 CAV  
A/4-49 CAV  
B/4-49 CAV  
C/4-49 CAV  
D/290 SB (FSC) (OPCON)

**3-77 IN Combined Arms Battalion**

HHC/3-77 IN  
A/3-77 IN (IN)  
B/3-77 IN (IN)  
C/3-77 IN (AR)  
D/3-77 IN (AR)  
1/C/ STB/1-74 HBCT (EN)  
E/290 SB (FSC) (OPCON)

**4-99 AR Combined Arms Battalion**

A/4/99 AR (MECH)  
B/4/99 AR (MECH)  
C/4/99 AR (TANK)  
D/4/99 AR (TANK)  
2/C/ STB/1-74 HBCT (EN)  
F/290 SB (FSC) (OPCON)

**1-391 Field Artillery**

HHB/1-391 FA  
A Btry/1-391 FA  
B Btry/1-391 FA  
G/290 SB (FSC) (OPCON)

**290 Support Battalion**

HHC/290 SB  
A/290 SB (Distro)  
B/290 SB (Maint)  
C/290 SB (Med)

**Special Troops Battalion 1-74 HBCT**

HHC BDE  
HHC BSTB  
A/STB/1-74 HBCT (MI)  
B/STB/1-74 HBCT (SIG)  
C/STB/1-74 HBCT (EN) (-)  
A/122 MP (OPCON)

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ANNEX A (Task Organization) to WARNO #2 to OPORD 2010-14

**290th Support Battalion**

HHC

A/290 DIST Co

A/741 FSC

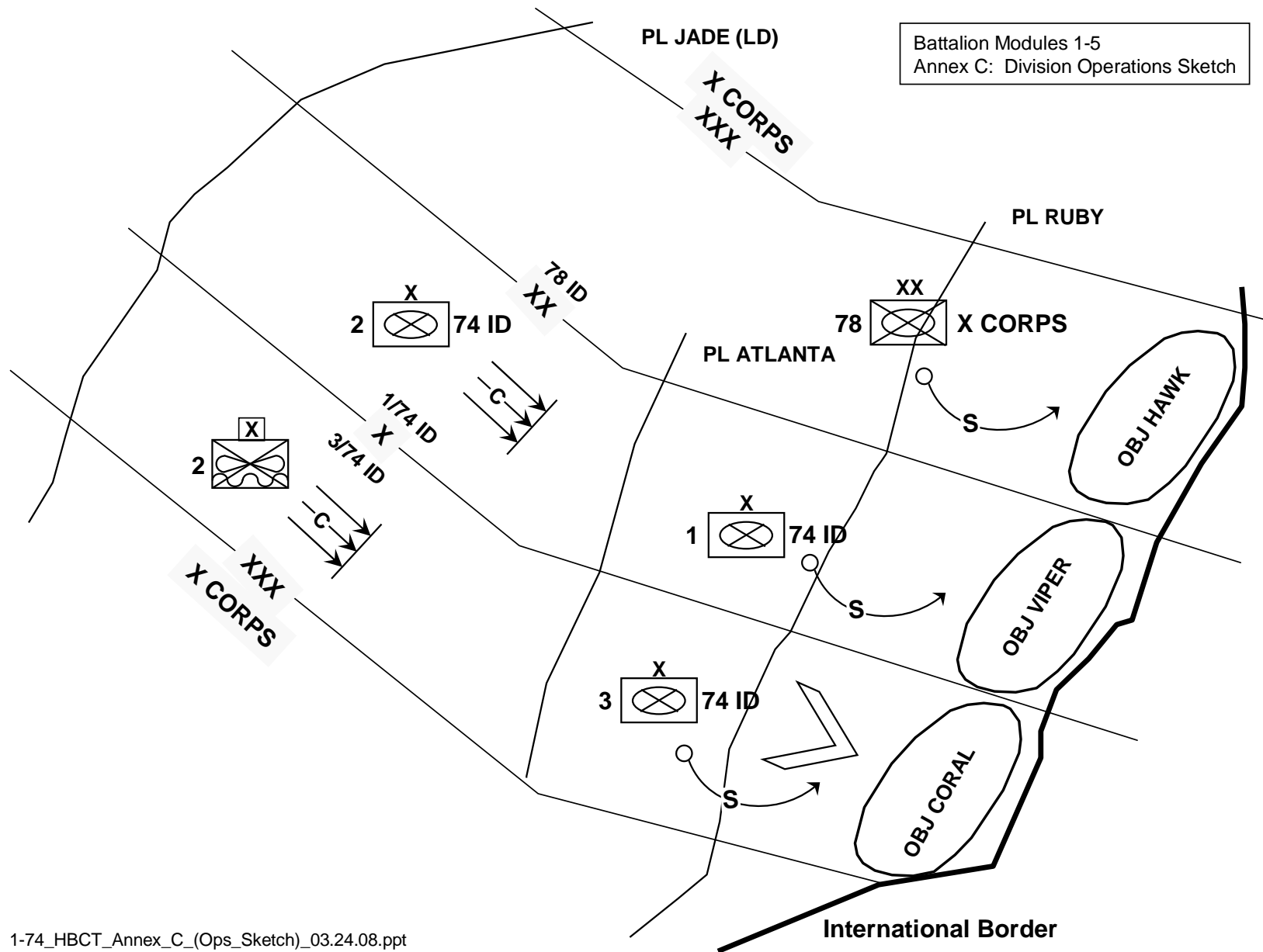
B/503 MAINT Co

C/742 MED Co



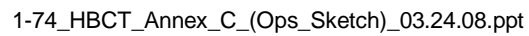
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ANNEX C (Task Organization) to WARNO #2 to OPORD 2010-14



1-74\_HBCT\_Annex\_C\_(Ops\_Sketch)\_03.24.08.ppt

ANNEX C (Task Organization) to WARNO #2 to OPOD 2010-14



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Annex L (Intelligence, Surveillance and Reconnaissance) to WARNO #2 to OPORD 2010-14

**Reference:** *OPORD: 2010-04 OPERATION IRON HORSE FURY 74 ID*

Time Zone Used Throughout Order: Charlie

Task Organization. See WARNO #2 to OPORD 2010-14.

### 1. SITUATION.

**a. Enemy.** See WARNO #2 to OPORD 2010-14.

**b. Friendly.**

(1) X CORPS LRSU. The 10 BfSB has 18 LRS teams, of which 10 have been tasked to conduct surveillance of NAIs in the X CORPS Collection plan. X CORPS assets will focus on 3 OSC and units of the 1 OSC that can influence the fight in the 74 ID AO.

(2) National and CJFLCC assets will focus on mobilization of the 4 OSC and provide early warning should Arianian fixed wing assets deploy into Atropia again.

(3) 74 ID ISR assets conduct intelligence collection on the 24th DTG units from PL JADE to the IB. X CORPS and CJFLCC assets will support initial intelligence-gathering operations beyond IB to the Caspian Sea.

**2. MISSION.** The 1-74 BCT conducts zone reconnaissance 090200CAPR2010 between PL JADE and the IB to determine the location and disposition of 247th BTG to allow the CABs to rapidly destroy the 1/247th BTG and restore the IB.

### 3. EXECUTION.

**Commander's Intent for ISR:** Focus for this operation is on the location and disposition of the AT Battery and BTG Reconnaissance units in the disruption zone, MICs and obstacles in the main battle zone, followed by the BTG Reserve in that order. The overall tempo of reconnaissance is deliberate, the engagement criteria is discrete.

**a. Concept of ISR Operations.** BCT reconnaissance operations will be centered on information to allow the BCT to maintain the tempo of the attack. Initial focus will be on the identification and defeat of the BTG AT Battery and Reconnaissance units in the disruption zone by 4-49 CAV and BCT fires to allow the CABs to rapidly attack through zone. 4-49 CAV conducts reconnaissance handover at PL RUBY to CAB scout platoons to identify MIC location and disposition on OBJs LION and TIGER. BCT then focuses on identification and targeting of the BTG Reserve to prevent it from disrupting the CAB's attack on OBJs LION and TIGER.

**b. Scheme of Reconnaissance.** At 090200CAPR2010 4-49 CAV conducts zone reconnaissance between PL JADE and PL RUBY to identify and defeat 1/247 BTG disruption zone units. Focus will be on confirming 1/247 BTG AT Battery locations templated at NAIs 65 and 75. The BCT will target confirmed AT ambush positions with fires. At PL RUBY 4-49 CAV observes NAIs 80 and 90 to confirm MIC location and disposition on OBJs LION and TIGER. CAB scout platoons LD 092100 and conduct reconnaissance handover (RHO) of NAIs 80 and

## UNCLASSIFIED

Annex L (Intelligence, Surveillance and Reconnaissance) to WARNO #2 to OPORD 2010-14

90 with 4-49 CAV at PL RUBY. CAB scout platoons begin observing NAIs 80 and 90 on OBJs LION and TIGER to confirm MIC and obstacle locations on OBJs and points of penetration in the MIB defense. 4-49 CAV screens the BCT's flanks forward of PL RUBY and observes NAIs 100 and 130 to provide early warning to the CABs as they attack to seize OBJs LION and TIGER. Once OBJs LION and TIGER are secure, screen the IB and observe NAIs 110 and 120 to identify the BTGR.

### c. Tasks to maneuver units.

#### (1) 4-49th CAV.

(a) Conduct zone reconnaissance 090200CAPR2010 to PL RUBY to defeat 1/247th BTG AT and reconnaissance units in zone and conduct surveillance of NAIs 65 and 75.

(b) At PL RUBY, conduct surveillance NAIs 81-83 and 91-93 to determine the disposition of the enemy's main defenses.

(c) Conduct RHO of NAIs 80 and 90 with CAB scout platoons at PL RUBY.

(d) Screen the BCT's northern and southern flanks forward of PL RUBY and conduct surveillance of NAIs 100 and 130 to detect commitment of the BTGR and provide early warning to the CABs as they attack to seize OBJs LION and TIGER.

(e) Once OBJs LION and TIGER are secure, screen the IB and conduct surveillance NAIs 110 and 120 to detect commitment of the BTGR.

#### (2) 3-77 IN.

(a) Conduct zone reconnaissance 092100CAPR2010.

(b) Conduct RHO at PL RUBY and conduct area reconnaissance of NAI 90 to confirm MIC and obstacle locations on OBJ TIGER.

#### (3) 4-99 AR.

(a) Conduct zone reconnaissance 092100CAPR2010.

(b) Conduct RHO at PL RUBY and conduct area reconnaissance of NAI 80 to confirm MIC and obstacle locations on OBJ TIGER.

**d. Coordinating Instructions.** See WARNO #2. Subordinate units develop detailed ISR plans that include coverage of assigned NAIs and nominations for CAB NAIs and submit supporting plans to the BCT S-3 NLT 051600CAPR2010.

**4. SUSTAINMENT.** See Annex I TBP.

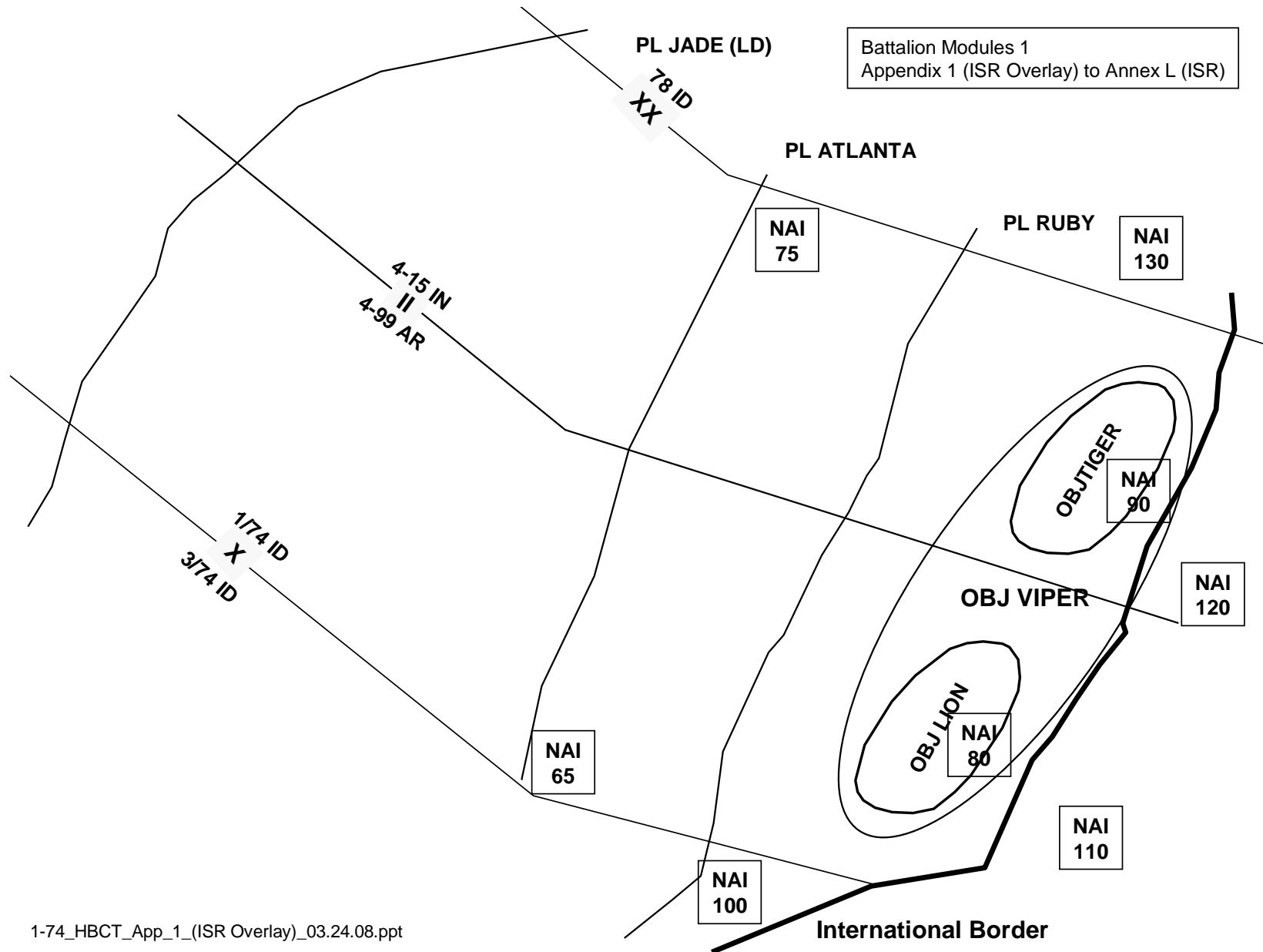
**5. COMMAND AND CONTROL.** See base OPORD TBP.

APPENDIXES:

1 – ISR Overlay

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Annex L (Intelligence, Surveillance and Reconnaissance) to WARNO #2 to OPORD 2010-14



**Assessment Category:** Doctrine/TTP

**Module #02:** Understanding All Available Assets

**Scenario:** You are the Assistant S3 (A/S3) of 4-99 AR. You have received 1-74 HBCT [WARNO #2](#) and are in MDMP Step 2 (Mission Analysis). The CAB has received an attached engineer platoon and the FSC OPCON to the CAB. The S-3 has asked you to identify any additional assets in the HBCT that the CAB may need for the upcoming operation. You know that the Brigade's Special Troops Battalion (BSTB) contains an HHC, an MI Company, a Network Signal Company, and a Combat Engineer Company.

**Questions:**

A-1: (Recall) What assets does the BSTB HHC have that can be task organized to the CAB? (Circle ALL that apply.)

- a. MP Platoon.
- b. CBRN Decontamination Platoon.
- c. CBRN Multipurpose Smoke Platoon.
- d. CBRN Reconnaissance Platoon.
- e. BCT Reconnaissance Platoon.

A-2: (Recall) What assets does the BSTB MI Company have that can be task organized to the CAB? (Circle ALL that apply.)

- a. A Target Development Team from the Analysis and Integration Platoon.
- b. The ISR Requirements Section from the Analysis and Integration Platoon.
- c. HUMINT Collection Team(s) from the Analysis and Integration Platoon.
- d. A Prophet Collection Team from the Multisensor Ground Platoon.
- e. A Measurement and Signatures Intelligence (MASINT) Section from the Multisensor Ground Platoon.
- f. Unmanned Aerial Systems (UAS) from the UAS Platoon.

A-3: (Recall) What assets does the Network Signal Company have that can be task organized to the CAB? (Circle ALL that apply.)

- a. Communications-Electronics Maintenance Support Team from the Network Support Platoon.
- b. Small Command Post Support Team from the Network Support Platoon.
- c. RETRANS Team from the Network Support Platoon.
- d. Joint Network Node (JNN) Section from one of the Network Extension Platoons.
- e. JNN Command Post Node from the JNN Section.

**Scenario continued:** Based on your initial analysis, you believe the CAB will need an MP Platoon, a Prophet Collection Team, and UAS support.

A-4: (Recall) You know that the BCT has two Prophet Collection Teams. Which statement below best describes their use? (Circle the BEST answer.)

- a. The Prophet is a mobile, ground-based MASINT system that provides a ground sensor capability to detect vehicles on the battlefield.
- b. The Prophet is an unattended ground sensor system that detects, classifies, and determines direction of movement of intruding personnel and vehicles. It detects moving targets and classifies them as personnel, wheeled vehicles, or tracked vehicles.
- c. The Prophet is a mobile, ground-based electronic warfare attack system that provides electronic jamming of combat net radio frequencies in the 20-2,000 MHz range.
- d. The Prophet is a mobile, air-based tactical SIGINT system that provides signal intercept and direction finding capabilities to provide early warning.
- e. The Prophet is a mobile, ground-based tactical SIGINT system that provides signal intercept and direction finding capabilities to provide early warning.

A-5: (Recall) You know that the BCT has UAS capabilities at both the CAB and HBCT-levels. What statements below best describe the UAS capabilities within the HBCT? (Circle ALL that apply.)

- a. Each company in the CAB has an RQ-11 Raven UAS.
- b. The BCT UAS Platoon has four RQ-7 Shadow UAS.
- c. Each company in the CAB has an RQ-7 Shadow UAS.
- d. The BCT UAS Platoon has four RQ-11 Raven UAS.
- e. Raven missions typically occur at 100-300 feet altitude, while Shadow missions typically occur at 6-8,000 feet.
- f. Shadow missions typically occur at 100-300 feet altitude, while Raven missions typically occur at 6-8,000 feet.
- g. Shadow range is 8-12 km, while the Raven is up to 125 km.
- h. Raven range is 8-12 km, while the Shadow is up to 125 km.
- i. Both the Raven and Shadow have a day/night detection capability.
- j. Raven mission time is 5 hours and Shadow is 1-1.5 hours.
- k. Shadow mission time is 5 hours and Raven is 1-1.5 hours.

B-1: (Understanding) You know that an MP Platoon contains three squads of four HMMWVs, each with three-man teams that habitually operate in pairs. Which of the five primary tasks of MPs will you recommend the platoon accomplish for the CAB? (Circle ALL that apply.)

- a. Maneuver and Mobility Support.
- b. Area Security.
- c. Law and Order.
- d. Internment and Resettlement.
- e. Police Intelligence Operations.

## ANSWER KEY

### Module #02: Understanding All Available Assets

Question	Answer	Doctrinal Reference/Rationale
A-1	a d	FM 3-90.61, Figure 2-3 shows the HHC, BSTB organization.
A-2	c d f	<p>FM 3-90.61, para 2-40 states that, "The HUMINT collection teams provide general support to the BCT or direct support to subordinate units based on METT-TC. In general support, the teams respond directly to tasking and mission guidance from the S2X team. The S2X team functions as the coordinator for all HUMINT and counter intelligence functions. In direct support, the teams respond to tasking and mission of the supported unit."</p> <p>FM 3-90.5, para 4-3 states that, "The CAB commander may have access to ISR assets from BCT and higher, including UAS, combat observation and lasing team (COLT) teams from the fires battalion, recon troops, and possibly Army aviation. The CAB commander also may receive support from or provide support to human intelligence (HUMINT) or signals intelligence (SIGINT). The BCT has both SIGINT and HUMINT capability in its military intelligence (MI) company."</p>
A-3	e	FM 3-90.5, para 3-101 states that, "The CAB has a command post node (CPN) to provide voice and data capabilities. The CPN is the battalion level JNN system."
A-4	e	FM 3-90.61, para 2-40 states that, "The AN/MLQ-40(V)3 system is a mobile ground-based tactical signal intelligence (SIGINT) system. The system's electronic support (ES) and ground surveillance capabilities provide a picture of the battlefield and early warning of potential threats to supported forces. It performs signal intercept and direction finding (DF) in the 20-2,000 MHz frequency range providing signal characteristics and line of bearing (LOB) data on signals of interest."



Question	Answer	Doctrinal Reference/Rationale
A-5	<p>a</p> <p>b</p> <p>e</p> <p>h</p> <p>i</p> <p>k</p>	<p>a. Each company in the CAB has an RQ-11 Raven UAS. (FM 3-90.5, para 4-64)</p> <p>b. The BCT UAS Platoon has four RQ-7 Shadow UAS. (FM 3-90.6, para A-10)</p> <p>e. Raven missions typically occur at 100-300 feet altitude, while Shadow missions typically occur at 6-8,000 feet. (FMI 3-04.155, para 2-36 and Table 2-7, respectively)</p> <p>h. Range, detection capability and mission time data from FMI 3-04.155 Table 2-6 (Shadow) and 2-8 (Raven).</p> <p>i. Raven range is 8-12 km, while the Shadow is up to 125 km.</p> <p>k. Both the Raven and Shadow have a day/night detection capability.</p> <p>k. Shadow mission time is 5 hours and Raven is 1-1.5 hours.</p>
B-1	<p>a</p> <p>b</p>	<p>FM 3-90.5, para 10-21 states that, "The most likely missions conducted in the CAB AO by MPs are maneuver/mobility support and area security."</p>

**Assessment Category:** Doctrine/TTP

**Module #03:** Developing a Mission Statement

**Scenario:** You are the Assistant S-3 (A/S-3) of 4-99 AR. You have just received 1-74 HBCT [WARNO #2](#) and are analyzing it to develop a proposed mission statement for the battalion.

**Questions:**

B-1: (Understanding) You begin by identifying specified, implied, and essential tasks as well as facts, assumptions, and constraints. Listed below are some statements from the WARNO. Identify the specified, implied, and essential tasks, as well as facts, assumptions, and constraints from the list of statements below. (Label each statement with the appropriate letter: S=Specified, I=Implied, E=Essential, F=Fact, A = Assumption, C= Constraint.)

- \_\_\_\_\_ a. The southeastern region of Atropia contains three distinct ethnic groups: Pharsi (40%), Azeri (50%), and Minarian (10%).
- \_\_\_\_\_ b. The Pharsis and Azeris are generally apolitical and primarily concerned with the welfare and security of their families.
- \_\_\_\_\_ c. The Minarians make up a major element of the terrorist organizations in the region.
- \_\_\_\_\_ d. Ariana has sponsored terrorist attacks by Pharsi separatists within Atropia.
- \_\_\_\_\_ e. Arianian attack helicopters have not operated during hours of darkness due to lack of limited visibility training.
- \_\_\_\_\_ f. The BCT is attacking elements of the 247th BTG that is at 60-70% strength.
- \_\_\_\_\_ g. The 247th BTG has placed a task organized AT Battery OPCON to each of the two remaining MIBs in the BTG.
- \_\_\_\_\_ h. The BTG Reserve is composed of a T-80U tank company.
- \_\_\_\_\_ i. The 1/247th BTG establishes the BTG disruption zone vicinity PL ATLANTA with an AT Battery, the MIB reconnaissance platoon, and elements from the BTG reconnaissance company supported by the Operational Strategic Command (OSC) Independent Fires Command (IFC) and BTG FA battalion.
- \_\_\_\_\_ j. 2-74 HBCT follows and supports 1-74 HBCT in zone to destroy bypassed Arianian forces.
- \_\_\_\_\_ k. United Nations High Commission for Refugees (UNHCR) is the principle international agency responsible for displaced civilians.
- \_\_\_\_\_ l. Develop a plan to coordinate with UNHCR to support the distribution of water, food and fuel for the displaced personnel.
- \_\_\_\_\_ m. Conduct area assessments to assess damage to key civilian infrastructure in the AO.
- \_\_\_\_\_ n. Attack 100400APR2010 on AXIS PORSCHE to destroy enemy forces in zone and seize OBJ LION.
- \_\_\_\_\_ o. Establish hasty defense on OBJ LION.
- \_\_\_\_\_ p. 4-99 AR is second in priority of fires.
- \_\_\_\_\_ q. 10 CAS sorties daily, 4-99 AR allocated four per day, two remain under BCT control.
- \_\_\_\_\_ r. Be prepared to conduct breaching operations in zone.
- \_\_\_\_\_ s. Priority of engineer effort is mobility. 4-99 AR is second in priority of support initially, then first from PL RUBY until seizure of OBJ LION.

\_\_\_\_\_ t. Conduct information operations to disrupt enemy command and control and situational awareness; disrupt/confuse enemy ground forces; protect 1-74 HBCT forces and information systems and emphasize 74ID legitimacy in support of Atropia.

\_\_\_\_\_ u. 4-49 CAV conducts zone reconnaissance 092130CAPR2010 to PL RUBY to defeat enemy reconnaissance in zone and determine the disposition of the enemy's main defenses.

\_\_\_\_\_ v. O/O conduct defensive operations in sector to reestablish the IB.

\_\_\_\_\_ w. BPT conduct security and stability operations to secure the border, and restore and maintain order in Atropia.

\_\_\_\_\_ x. White light required at night on MSRs.

\_\_\_\_\_ y. No vehicles travel with less than 3 vehicles per convoy.

B-2: (Understanding) After you have completed your mission analysis, you develop a recommended mission statement to present to the S-3. (Circle the BEST answer.)

a. 4-99 AR attacks along axis PORSCHE NLT100400APR2010 to seize OBJ LION in order to destroy enemy forces in zone and secure the border.

b. 4-99 AR attacks NLT 100400APR2010 as 1-74 HBCT ME along axis PORSCHE to seize OBJ LION in order to destroy enemy main elements within the axis of advance and in positions on key terrain, deny the enemy the ability to regroup during transitions between offensive, defensive and stability and secure and restore the border .

c. 4-99 AR attacks 100400APR2010 (BCT ME) on AXIS PORSCHE to destroy enemy forces in zone and seize OBJ LION. O/O, conduct defensive operations in sector to maintain the IB. BPT conduct security and stability operations to secure the border, and restore and maintain order in Atropia.

d. 4-99 AR attacks 100400APR2010 (BCT ME) on AXIS PORSCHE to destroy enemy forces in zone and seize OBJ LION to restore the international border. O/O, conduct defensive operations in sector to secure the international border.

## ANSWER KEY

### Module #03: Developing a Mission Statement

Question	Answer	Doctrinal Reference/Rationale
		FM 5-0 definitions: <ul style="list-style-type: none"> <li>• <b>Facts</b> are verifiable pieces of information or information presented that has objective reality (para 2-34).</li> <li>• <b>Assumptions</b> contain information accepted as true in the absence of facts (para 2-35).</li> <li>• <b>Specified tasks</b> are tasks specifically assigned to a unit by its higher headquarters (para 3-66).</li> <li>• <b>Implied tasks</b> are tasks that must be performed to accomplish a specified task or the mission, but are not stated in the higher headquarters order (para 3-67).</li> <li>• <b>Essential tasks</b> are specified or implied tasks that must be executed to accomplish the mission (para 3-68).</li> <li>• <b>Constraints</b> are restrictions placed on the command by a higher command (para 3-70).</li> </ul>
B-1	a-F	Fact, WARNO para 1.a.(1), 2d paragraph
	b-F	Fact ,WARNO para 1.a.(1), 2d paragraph
	c-F	Fact, WARNO para 1.a.(1), 2d paragraph
	d-F	Fact, WARNO para 1.a.(1), 5th paragraph
	e-F	Fact, WARNO para 1.a.(1), 7th paragraph
	f-F	Fact, WARNO para 1.a.(2)
	g-F	Fact, WARNO para 1.a.(2)
	h-F	Fact, WARNO para 1.a.(2) and 1.a.(4)
	i-F	Fact, WARNO para 1.a.(3)
	j-F	Fact, WARNO para 1.b.(3)(b)
	k-F	Fact, WARNO para 1.c.(3)
	l-I	Implied Task WARNO, para 1.c.(3)
	m-I	Implied Task WARNO, para 1.c.(3)

Question	Answer	Doctrinal Reference/Rationale
B-1 (Cont'd)	n-S	Specified Task, WARNO para 1-74 HBCT Cdr's Intent
	o-F	Fact, WARNO para 3.a.(2)(a)
	p-F	Fact, WARNO para 3.a.(2)(b)
	q-I	Implied Task, WARNO para 3.a.(5)(a)
	r-F	Fact, WARNO para 3.a.(5)(a)
	s-S	Specified Task, WARNO para 3.a.(7)(b)
	t-F	Fact, WARNO para 3.b.(1)(a)
	u-E	Essential Task (Specified), WARNO para 3.b.(3)(a)
	v-E	Essential Task (Specified), WARNO para 3.b.(3)(b)
	w-S	Specified Task, WARNO para 3.b.(3)(b)
	x-C	Constraint, WARNO para 3.d.(4)
	y-C	Constraint, WARNO para 3.d.(6)
B-2	d	<p>FM 5-0, para 3-90 states that, "A <i>mission statement</i> is a short sentence or paragraph describing the unit's essential task (or tasks) and purpose that clearly indicate the action to be taken and the reason for doing so. It contains the elements of who, what, when, where, and why, and the reasons thereof, but seldom specifies how.</p> <p>The five elements of a mission statement answer the questions—</p> <ul style="list-style-type: none"> <li>• <b>Who</b> will execute the operation (unit/organization)?</li> <li>• <b>What</b> is the unit's essential task (tactical mission task)?</li> <li>• <b>When</b> will the operation begin (by time or event) or what is the duration of the operation?</li> <li>• <b>Where</b> will the operation occur (AO, objective, grid coordinates)?</li> <li>• <b>Why</b> will the force conduct the operations (for what purpose or reason)?"</li> </ul>

**Assessment Category:** Doctrine/TTP

**Module #04:** Developing COA Statement and Sketch

**Scenario:** You are the A/S-3 for 4-99 AR (CAB). You have received 1-74 HBCT [WARNO #2](#) and conducted mission analysis, and just completed the mission analysis brief to the CAB Commander. He has approved the following mission statement and draft commander's intent.

**Mission:** 4-99 AR attacks 100400APR2010 (BCT ME) on AXIS PORSCHE to destroy enemy forces in zone and seize OBJ LION to restore the international border. O/O, conduct defensive operations in sector to secure the international border.

**Intent:** The purpose of this operation is to restore the international border. To accomplish this, we will destroy enemy forces in zone and seize OBJ LION to secure the international border and prevent further Arianian offensive actions in Atropia. Key tasks are:

1. Reconnaissance handover with 4-49 CAV of NAIs 65, 81, 82, and 83.
2. Battle handover with 4-49 CAV of platoon-sized or larger enemy elements in zone through PL RUBY.
3. Rapid massing of combat power of two or more company/teams on identified forces in zone to overwhelm the enemy and maintain momentum of the attack.
4. Thorough reconnaissance of OBJ LION to confirm obstacle location and MIP disposition on the objective.
5. Rapid breaching or bypassing of hasty protective obstacles at the point of penetration (PoP) to allow unimpeded maneuver of the assault force on OBJ LION.
6. Fix, then attack to destroy the MIC on OBJ LION to reestablish the international border.
7. Rapid consolidation on OBJ LION to set the conditions for defensive operations in sector to prevent Arianian forces from penetrating the international border.
8. Conduct stability operations in sector to secure the international border and restore and maintain order in Atropia.

End state is enemy forces in zone destroyed and 4-99 AR postured to begin security and stability operations along the international border.

The CAB Commander has directed that the staff develop three COAs for wargaming.

## Questions:

A-1: (Recall) You decide to develop draft COA sketches first and then refine them as you develop the COA statements. Of the list below, what are the minimum required items (if used) that must be included in a COA sketch? (Circle ALL that apply.)

- a. Combat power.
- b. Current unit locations.
- c. Unit and subordinate unit boundaries.
- d. Unit movement formations.
- e. Subordinate unit formations.
- f. The FEBA, LD or LC, and phase lines, if used.
- g. Adjacent unit graphics.
- h. Assembly areas, battle positions, strong points, engagement areas, and objectives.
- i. Subordinate unit graphics.
- j. Reconnaissance and security graphics.
- k. Ground and air axes of advance, if used.
- l. Obstacle control measures.
- m. Tactical mission graphics.
- n. Unit symbols.
- o. Fire support coordinating measures.
- p. Designation of the decisive operation and shaping operations.
- q. Location of command posts and critical information systems (INFOSYS) nodes.
- r. Enemy known or templated locations.
- s. No minimum requirements as long as the statement and sketch match.

A-2: (Recall) In order for a COA to be viable for wargaming, it should meet screening criteria so the staff does not waste time on an impractical COA. What minimum screening criteria will you apply to each COA before wargaming? (Circle ALL that apply.)

- a. Complete.
- b. Distinguishable.
- c. Decisive.
- d. Acceptable.
- e. Practical.
- f. Suitable.
- g. Unified.
- h. Feasible.
- i. Simple.

A-3: (Recall) You decide on the screening criteria below and decide to review what the screening criteria mean with the battlestaff. (Place the definition number in the blank beside each term.)

- \_\_\_\_\_ a. Feasible.
- \_\_\_\_\_ b. Acceptable.
- \_\_\_\_\_ c. Suitable.
- \_\_\_\_\_ d. Distinguishable.
- \_\_\_\_\_ e. Complete.

1. The COA must accomplish the mission and comply with the commander's planning guidance. However, commanders may modify their planning guidance at any time. When this happens, the staff records and coordinates the new guidance, and reevaluates each COA to ensure it complies with the change.

2. Each COA must differ significantly from the others. This criterion is also largely subjective. Significant differences include differences in the use of reserves, task organization, timing, or scheme of maneuver.

3. Each COA must show how the decisive operation accomplishes the mission and how shaping operations create and preserve conditions for success of the decisive operation.

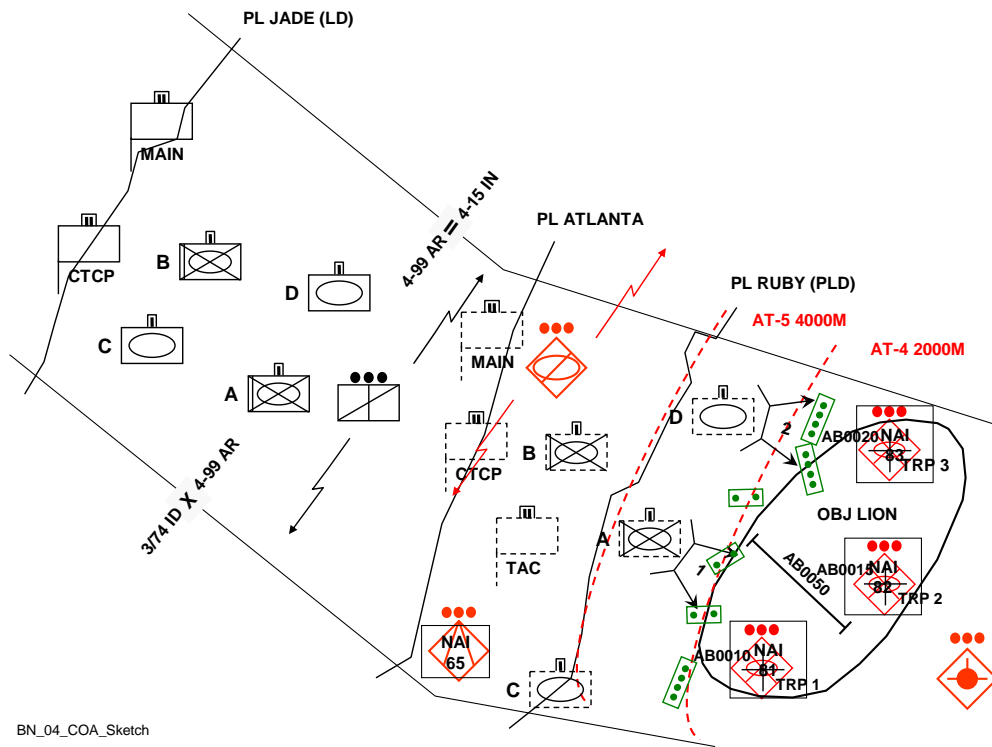
4. A subjective assessment that the tactical advantage gained by executing the COA must justify the cost in resources, especially casualties.

5. The COA must be able to accomplish the mission within the available time, space, and resources.

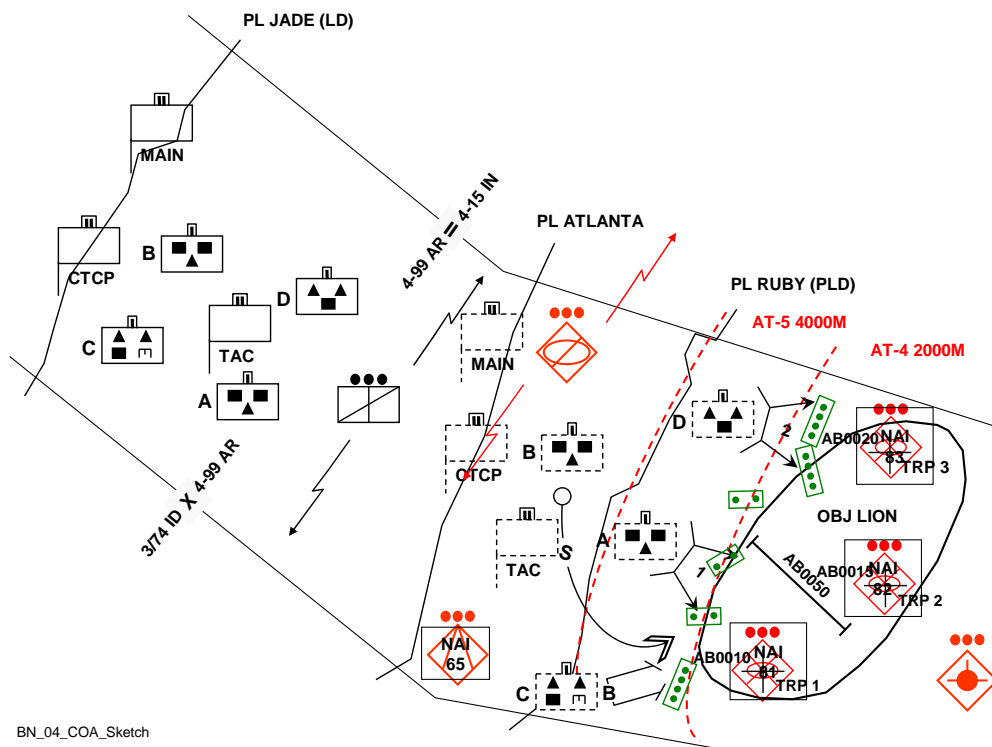
B: (Understanding) You have developed four draft COA sketches for the same COA. Which COA sketch best displays the scheme of maneuver for this operation? (Circle the BEST answer.)



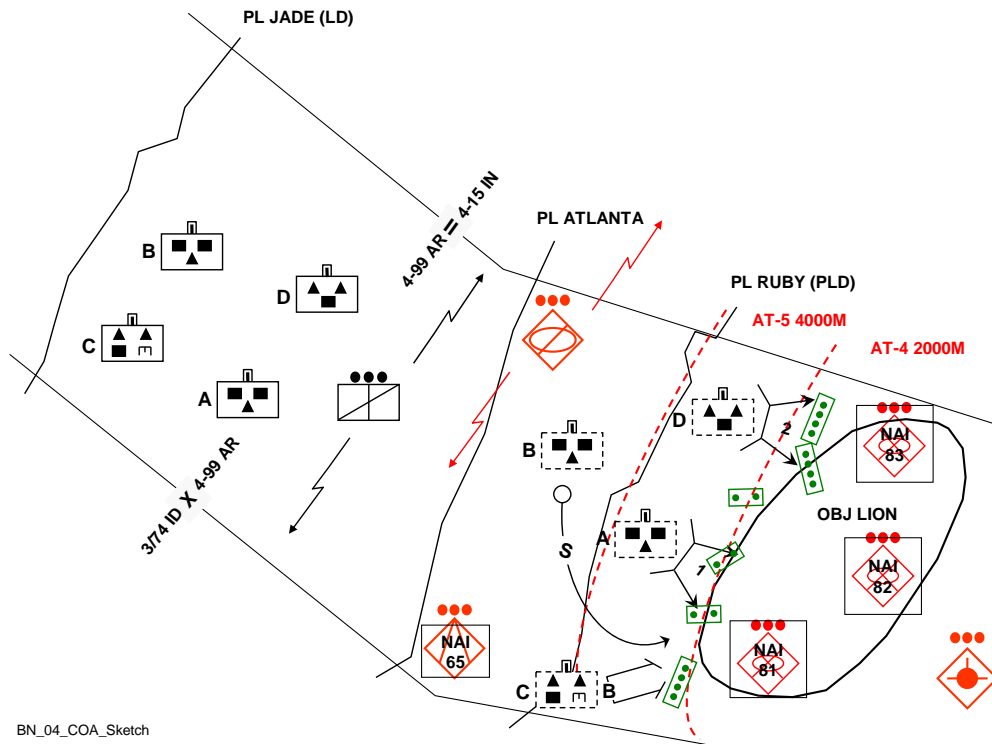
a. COA Sketch #1.



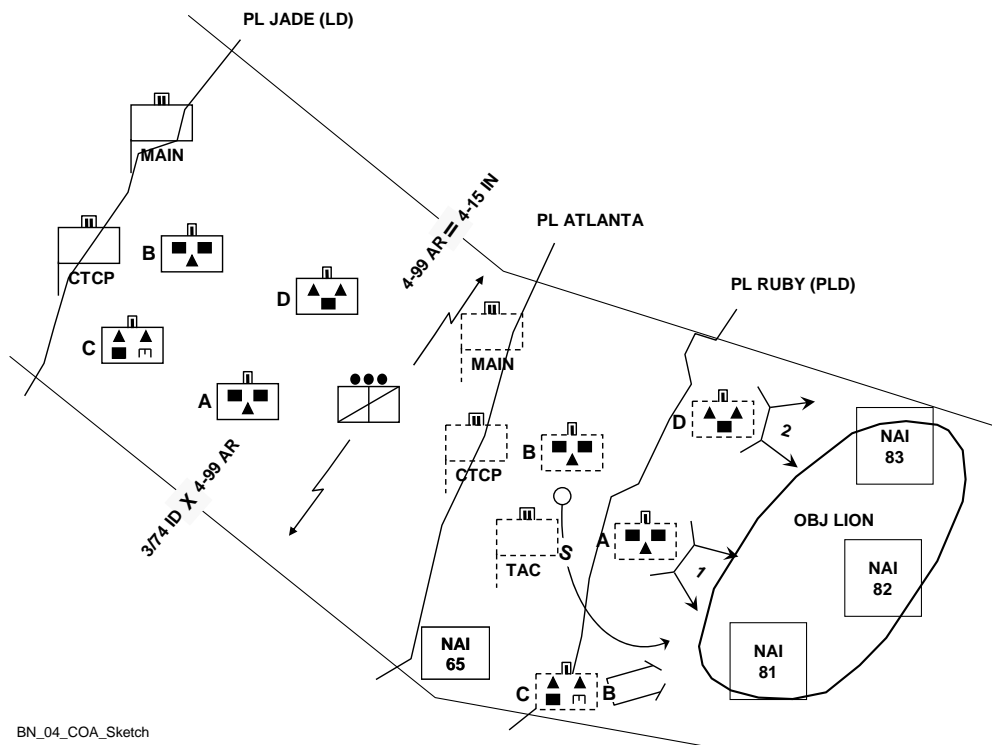
b. COA Sketch #2.



c. COA Sketch #3.



d. COA Sketch #4.



C: (Application) You have finished writing the COA statement for this COA and are reviewing it to ensure that it clearly states how the unit will accomplish the mission and explains the concept of operations. Which statement below best explains the concept of operations? (Circle the BEST answer.)

a. COA Statement #1.

**Mission:** 4-99 AR attacks 100400APR2010 (BCT ME) on AXIS PORSCHE to destroy enemy forces in zone and seize OBJ LION to restore the international border. O/O, conduct defensive operations in sector to secure the international border.

**Intent:** The purpose of this operation is to restore the international border. To accomplish this, we will destroy enemy forces in zone and seize OBJ LION to secure the international border and prevent further Arianian offensive actions in Atropia. Key tasks are:

1. Reconnaissance handover with 4-49 CAV of NAIs 65, 81, 82, and 83.
2. Battle handover with 4-49 CAV of platoon-sized or larger enemy elements in zone through PL RUBY.
3. Rapid massing of combat power of two or more company/teams on identified forces in zone to overwhelm the enemy and maintain momentum of the attack.
4. Thorough reconnaissance of OBJ LION to confirm obstacle location and MIP disposition on the objective.
5. Rapid breaching or bypassing of hasty protective obstacles at the point of penetration (PoP) to allow unimpeded maneuver of the assault force on OBJ LION.
6. Fix, then attack to destroy the MIC on OBJ LION to reestablish the international border.
7. Rapid consolidation on OBJ LION to set the conditions for defensive operations in sector to prevent Arianian forces from penetrating the international border.
8. Conduct stability operations in sector to secure the international border and restore and maintain order in Atropia.

**End state** is enemy forces in zone destroyed and 4-99 AR postured to begin security and stability operations along the international border.

CAB crosses PL JADE (LD), in a box formation and maneuvers using traveling overwatch with TM A in the south followed by TM C and TM D in the north followed by TM B. Once the lead TMs crosses PL ATLANTA, the CAB transitions to bounding overwatch. TMs A (supporting effort/shaping operation [SE/SO]) and D (SE/SO) attack to seize SBFs 1 and 2, respectively. TM A suppresses the MIP at TRP 1. TM D suppresses the MIPs at TRPs 2 and 3 with direct and indirect fires to prevent them from repositioning and bringing direct fire on the PoP. TM C (SE/SO) maneuvers to the southern flank of OBJ LION and breaches hasty protective obstacles at the PoP to allow TM B (main effort/decisive operation [ME/DO]) to attack to seize OBJ LION. TM B attacks to destroy the MIP at TRP 1. As TM A's fires are masked by TM B, TM A shifts direct fires to TRP 2 and TM D shifts fires to TRP 3. Once the MIP at TRP 1 is destroyed, TM B continues the attack to destroy the MIP at TRP 2 and suppresses the MIP at TRP 3. As TM B begins their attack, TM A shifts direct fires to TRP 3. Once TM B destroys the MIP at TRP 2, TM A (ME2) attacks to destroy the MIP at TRP 3 to complete destruction of the MIC on OBJ LION to allow the CAB to establish a hasty defense on OBJ LION to reestablish the international border. CAB establishes a hasty defense on OBJ LION oriented east with TM A in the north, TM B in the center, TM C in the south, and TM D as reserve center sector.

b. COA Statement #2.

**Mission:** 4-99 AR attacks 100400APR2010 (BCT ME) on AXIS PORSCHE to destroy enemy forces in zone and seize OBJ LION to restore the international border. O/O, conduct defensive operations in sector to secure the international border.

**Intent:** The purpose of this operation is to restore the international border. To accomplish this, we will destroy enemy forces in zone and seize OBJ LION to secure the international border and prevent further Arianian offensive actions in Atropia. Key tasks are:

1. Reconnaissance handover with 4-49 CAV of NAIs 65, 81, 82, and 83.
2. Battle handover with 4-49 CAV of platoon-sized or larger enemy elements in zone through PL RUBY.
3. Rapid massing of combat power of two or more company/teams on identified forces in zone to overwhelm the enemy and maintain momentum of the attack.
4. Thorough reconnaissance of OBJ LION to confirm obstacle location and MIP disposition on the objective.
5. Rapid breaching or bypassing of hasty protective obstacles at the point of penetration (PoP) to allow unimpeded maneuver of the assault force on OBJ LION.
6. Fix, then attack to destroy the MIC on OBJ LION to reestablish the international border.
7. Rapid consolidation on OBJ LION to set the conditions for defensive operations in sector to prevent Arianian forces from penetrating the international border.
8. Conduct stability operations in sector to secure the international border and restore and maintain order in Atropia.

End state is enemy forces in zone destroyed and 4-99 AR postured to begin security and stability operations along the international border.

The decisive operation is the seizure of OBJ LION. CAB crosses PL JADE (LD), in a box formation with TM A in the south followed by TM C and TM D in the north followed by TM B. TMs A and D attack to seize SBFs 1 and 2, respectively. TM C maneuvers to the southern flank of OBJ LION and breaches hasty protective obstacles at the PoP. TM B attacks to destroy the MIP at TRP 1 then TRP 2. Once TM B destroys the MIP at TRP 2, TM A attacks to destroy the MIP at TRP 3 to complete destruction of the MIC on OBJ LION. CAB establishes a hasty defense on OBJ LION oriented east with TM A in the north, TM B in the center, TM C in the south, and TM D as reserve center sector. FA Fires provide smoke to isolate the southern MIP, then suppress MIPs on OBJ LION. Mortar fires obscure the breach site to allow TM C to breach at the PoP. CAB accepts risk by not maintaining a reserve until establishing a hasty defense on OBJ LION.

c. COA Statement #3.

**Mission:** 4-99 AR attacks 100400APR2010 (BCT ME) on AXIS PORSCHE to destroy enemy forces in zone and seize OBJ LION to restore the international border. O/O, conduct defensive operations in sector to secure the international border.

**Intent:** The purpose of this operation is to restore the international border. To accomplish this, we will destroy enemy forces in zone and seize OBJ LION to secure the international border and prevent further Arianian offensive actions in Atropia. Key tasks are:

1. Reconnaissance handover with 4-49 CAV of NAIs 65, 81, 82, and 83.
2. Battle handover with 4-49 CAV of platoon-sized or larger enemy elements in zone through PL RUBY.
3. Rapid massing of combat power of two or more company/teams on identified forces in zone to overwhelm the enemy and maintain momentum of the attack.
4. Thorough reconnaissance of OBJ LION to confirm obstacle location and MIP disposition on the objective.
5. Rapid breaching or bypassing of hasty protective obstacles at the point of penetration (PoP) to allow unimpeded maneuver of the assault force on OBJ LION.
6. Fix, then attack to destroy the MIC on OBJ LION to reestablish the international border.
7. Rapid consolidation on OBJ LION to set the conditions for defensive operations in sector to prevent Arianian forces from penetrating the international border.
8. Conduct stability operations in sector to secure the international border and restore and maintain order in Atropia.

**End state** is enemy forces in zone destroyed and 4-99 AR postured to begin security and stability operations along the international border.

Scouts conduct reconnaissance handover at PL RUBY with 4-49 CAV and begin area reconnaissance of NAIs 65, 81, 82, and 83 to confirm enemy reconnaissance in zone and MIP disposition and obstacles on OBJ LION. CAB crosses PL JADE (LD), in a box formation and maneuvers using traveling overwatch with TM A in the south followed by TM C and TM D in the north followed by TM B. Once the lead TMs crosses PL ATLANTA, the CAB transitions to bounding overwatch. TMs A and D attack to seize SBFs 1 and 2, respectively. TM A suppresses the MIP at TRP 1 and adjusts smoke target AB 0050 to isolate the southern platoon on OBJ LION. TM D suppresses the MIPs at TRPs 2 and 3 with direct and indirect fires to prevent them from repositioning and bringing direct fire on the PoP. TM C maneuvers to the southern flank of OBJ LION and breaches hasty protective obstacles at the PoP to allow TM B to attack to seize OBJ LION. TM B attacks to destroy the MIP at TRP 1. As TM A's fires are masked by TM B, TM A shifts direct fires to TRP 2 and TM D shifts fires to TRP 3. Once the MIP at TRP 1 is destroyed, TM B continues the attack to destroy the MIP at TRP 2 and suppresses the MIP at TRP 3. As TM B begins their attack, TM A shifts direct fires to TRP 3. Once TM B destroys the MIP at TRP 2, TM A attacks to destroy the MIP at TRP 3 to complete destruction of the MIC on OBJ LION to allow the CAB to establish a hasty defense on OBJ LION to reestablish the international border. 4-99 AR establishes a hasty defense on OBJ LION oriented east with TM A in the north, TM B in the center, TM C in the south, and TM D as reserve center sector. FA Fires provide smoke to isolate the southern MIP, then suppress MIPs on OBJ LION. Mortar fires obscure the breach site to allow TM C to breach at the PoP. CAB accepts risk by not maintaining a reserve until establishing a hasty defense on OBJ LION.

d. COA Statement #4.

**Mission:** 4-99 AR attacks 100400APR2010 (BCT ME) on AXIS PORSCHE to destroy enemy forces in zone and seize OBJ LION to restore the international border. O/O, conduct defensive operations in sector to secure the international border.

**Intent:** The purpose of this operation is to restore the international border. To accomplish this, we will destroy enemy forces in zone and seize OBJ LION to secure the international border and prevent further Arianian offensive actions in Atropia. Key tasks are:

1. Reconnaissance handover with 4-49 CAV of NAIs 65, 81, 82, and 83.
2. Battle handover with 4-49 CAV of platoon-sized or larger enemy elements in zone through PL RUBY.
3. Rapid massing of combat power of two or more company/teams on identified forces in zone to overwhelm the enemy and maintain momentum of the attack.
4. Thorough reconnaissance of OBJ LION to confirm obstacle location and MIP disposition on the objective.
5. Rapid breaching or bypassing of hasty protective obstacles at the point of penetration (PoP) to allow unimpeded maneuver of the assault force on OBJ LION.
6. Fix, then attack to destroy the MIC on OBJ LION to reestablish the international border.
7. Rapid consolidation on OBJ LION to set the conditions for defensive operations in sector to prevent Arianian forces from penetrating the international border.
8. Conduct stability operations in sector to secure the international border and restore and maintain order in Atropia.

End state is enemy forces in zone destroyed and 4-99 AR postured to begin security and stability operations along the international border.

The decisive operation is the seizure of OBJ LION. Scouts conduct reconnaissance handover at PL RUBY with 4-49 CAV and begin area reconnaissance of NAIs 65, 81, 82, and 83 to confirm enemy reconnaissance in zone and MIP disposition and obstacles on OBJ LION. CAB AR crosses PL JADE (LD), in a box formation and maneuvers using traveling overwatch with TM A in the south followed by TM C and TM D in the north followed by TM B. Once the lead TMs crosses PL ATLANTA, the CAB transitions to bounding overwatch. TMs A (supporting effort/shaping operation [SE/SO]) and D (SE/SO) attack to seize SBFs 1 and 2, respectively. TM A suppresses the MIP at TRP 1 and adjusts smoke target AB 0050 to isolate the southern platoon on OBJ LION. TM D suppresses the MIPs at TRPs 2 and 3 with direct and indirect fires to prevent them from repositioning and bringing direct fire on the PoP. TM C (SE/SO) maneuvers to the southern flank of OBJ LION and breaches hasty protective obstacles at the PoP to allow TM B (main effort/decisive operation [ME/DO]) to attack to seize OBJ LION. TM B attacks to destroy the MIP at TRP 1. As TM A's fires are masked by TM B, TM A shifts direct fires to TRP 2 and TM D shifts fires to TRP 3. Once the MIP at TRP 1 is destroyed, TM B continues the attack to destroy the MIP at TRP 2 and suppresses the MIP at TRP 3. As TM B begins their attack, TM A shifts direct fires to TRP 3. Once TM B destroys the MIP at TRP 2, TM A (ME2) attacks to destroy the MIP at TRP 3 to complete destruction of the MIC on OBJ LION to allow the CAB to establish a hasty defense on OBJ LION to reestablish the international border. CAB establishes a hasty defense on OBJ LION oriented east with TM A in the north, TM B in the center, TM C in the south, and TM D as reserve center sector. FA Fires provide smoke to isolate the southern MIP, then suppress MIPs on OBJ LION. Mortar fires obscure the breach site to allow TM C to breach at the PoP. CAB accepts risk by not maintaining a reserve until establishing a hasty defense on OBJ LION.

## ANSWER KEY

### Module #04: Developing COA Statement and Sketch

Question	Answer	Doctrinal Reference/Rationale
A-1	c	<p>FM 5-0, para 3-145 states that, "As a minimum, the COA sketch includes the array of generic forces and control measures, such as—</p> <ul style="list-style-type: none"> <li>• The unit and subordinate unit boundaries.</li> <li>• Unit movement formations (but not subordinate unit formations).</li> <li>• The FEBA, LD, or LC, and phase lines, if used.</li> <li>• Reconnaissance and security graphics.</li> <li>• Ground and air axes of advance.</li> <li>• Assembly areas, battle positions, strong points, engagement areas, and objectives.</li> <li>• Obstacle control measures and tactical mission graphics.</li> <li>• Fire support-coordinating measures.</li> <li>• Designation of the decisive operation and shaping operations.</li> <li>• Location of command posts and critical information systems (INFOSYS) nodes.</li> <li>• Enemy known or templated locations.</li> </ul>
	d	
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Question	Answer	Doctrinal Reference/Rationale
A-2	a b d f h	<p>FM 5-0, para 3-113 lists the following COA screening criteria:</p> <ul style="list-style-type: none"> <li>• <u>Feasible</u>. The unit must be able to accomplish the mission within the available time, space, and resources.</li> <li>• <u>Acceptable</u>. The tactical or operational advantage gained by executing the COA must justify the cost in resources, especially casualties. This assessment is largely subjective.</li> <li>• <u>Suitable</u>. A COA must accomplish the mission and comply with the commander's planning guidance. However, commanders may modify their planning guidance at any time. When this happens, the staff records and coordinates the new guidance, and reevaluates each COA to ensure it complies with the change.</li> <li>• <u>Distinguishable</u>. Each COA must differ significantly from the others. This criterion is also largely subjective. Significant differences include differences in the: <ul style="list-style-type: none"> <li>○ Use of reserves.</li> <li>○ Task organization.</li> <li>○ Timing (day or night).</li> <li>○ Scheme of maneuver.</li> </ul> </li> <li>• <u>Complete</u>. A COA must show how: <ul style="list-style-type: none"> <li>○ The decisive operation accomplishes the mission.</li> <li>○ Shaping operations create and preserve conditions for success of the decisive operation.</li> <li>○ Sustaining operations enable shaping and decisive operations.</li> </ul> </li> </ul>
A-3	a-5 b-4 c-1 d-2 e-3	See definitions above.
B	b	<p>Sketch #2 meets the requirements in FM 5-0, para 3-145 with the exception of the following:</p> <ul style="list-style-type: none"> <li>• Did not include AXIS PORCHE since the axis includes the majority of the CAB sector in the BCT OPORD.</li> <li>• Did not include designation of shaping operations in the sketch, did designate the decisive operation: seizure of OBJ LION.</li> </ul>



Question	Answer	Doctrinal Reference/Rationale
C	d	<p>Professional military judgment. Statement #4 is designed to go with COA sketch b, above. Statement best meets the draft commander's intent, designates the decisive operation and states how shaping operations will support it. Statement provides a task and purpose for each TM, articulates a plan for isolating forces on the objective and states direct fire control measures for actions on the objective.</p> <p>Note: Format differs from the format outlined in Figure 3-12, FM 5-0. Sustaining operations were omitted and the concept of operations was reduced to a single paragraph as is the common practice in MC3 at Knox.</p>

**Assessment Category:** Doctrine/TTP

**Module #05:** Performing COA Analysis

**Scenario:** As the A/S-3 of 4-99 AR, you have received 1-74 HBCT [WARNO #2](#). The staff has just completed the COA brief to the commander for the upcoming operation. He approved three COAs for wargaming. Additionally, he made no changes to the approved mission statement and commander's intent.

**Mission:** 4-99 AR attacks 100400APR2010 (BCT ME) on AXIS PORSCHE to destroy enemy forces in zone and seize OBJ LION to restore the international border. O/O, conduct defensive operations in sector to secure the international border.

**Intent:** The purpose of this operation is to restore the international border. To accomplish this, we will destroy enemy forces in zone and seize OBJ LION to secure the international border and prevent further Arianian offensive actions in Atropia. Key tasks are:

1. Reconnaissance handover with 4-49 CAV of NAls 65, 81, 82, and 83.
  2. Battle handover with 4-49 CAV of platoon-sized or larger enemy elements in zone through PL RUBY.
  3. Rapid massing of combat power of two or more company/teams on identified forces in zone to overwhelm the enemy and maintain momentum of the attack.
  4. Thorough reconnaissance of OBJ LION to confirm obstacle location and MIP disposition on the objective.
  5. Rapid breaching or bypassing of hasty protective obstacles at the point of penetration (PoP) to allow unimpeded maneuver of the assault force on OBJ LION.
  6. Fix, then attack to destroy the MIC on OBJ LION to reestablish the international border.
  7. Rapid consolidation on OBJ LION to set the conditions for defensive operations in sector to prevent Arianian forces from penetrating the international border.
  8. Conduct stability operations in sector to secure the international border and restore and maintain order in Atropia.
- End state is enemy forces in zone destroyed and 4-99 AR postured to begin security and stability operations along the international border.

Following the mission analysis brief, the CAB Commander issued the following guidance:

"I want you to develop and wargame the three friendly COAs against the enemy most probable COA. Speed and tempo are most important in this operation, but not at the expense of protecting our combat power. I want to mass at least two companies on enemy forces throughout our AO as the terrain allows, to finish the fight quickly. I am particularly concerned about the AT battery's ability to disrupt our maneuver between PLs ATLANTA and RUBY. We must strip away the enemy's eyes in the disruption zone and destroy the AT Battery templated in the disruption zone quickly with direct and indirect fires to maintain tempo and our flexibility to maneuver in zone. I want the flexibility to posture the CAB to maneuver and mass our combat power north or south of OBJ LION at the point of penetration before we cross PL RUBY. Once we cross PL RUBY, I expect to be in close combat with the MIC on OBJ LION. Finally, we must rapidly consolidate on OBJ LION and establish a hasty defense with minimal repositioning of forces on OBJ LION to defeat the BTGR in the event they are committed to our AO.

As you develop your evaluation criteria, consider the guidance I've just provided you as well as the key tasks in my intent statement. I want you to provide an objective evaluation of each COA against your evaluation criteria. I'll be out talking to the company/team commanders and observing troop leading procedures, I expect a wargaming briefing when I get back in four hours. Call me if you need additional guidance during wargaming."

**Questions:**

A-1: (Recall) Who should attend the wargame? (Circle ALL that apply.)

- a. CAB Commander.
- b. CAB CSM.
- c. XO.
- d. S-1.
- e. S-2.
- f. S-3.
- g. A/S-3.
- h. CBRN Officer.
- i. Engineer Officer.
- j. FSO.
- k. ALO.
- l. S-4.
- m. FSC Commander.
- n. BMO.
- o. Surgeon.
- p. S-6.
- q. HHC Commander.
- r. HHC XO.
- s. Medical Platoon Leader.
- t. Support Platoon Leader.
- u. Scout Platoon Leader.
- v. Mortar Platoon Leader.
- w. Maneuver CO Commanders.
- x. Maneuver CO XOs.
- y. Maneuver Company Platoon Leaders.
- z. One or more recorder(s).

A-2: (Recall) Place the eight wargaming steps below in the correct order. (Order the steps by placing the correct sequence number, 1 to 8, in the blanks.)

- \_\_\_\_\_ a. Gather the tools.
- \_\_\_\_\_ b. Select the wargame method.
- \_\_\_\_\_ c. List known critical events and decision points.
- \_\_\_\_\_ d. Wargame the battle and assess the results.
- \_\_\_\_\_ e. List friendly forces.
- \_\_\_\_\_ f. Determine evaluation criteria.
- \_\_\_\_\_ g. Select a method to record and display results.
- \_\_\_\_\_ h. List assumptions.

A-3: (Recall) The XO has asked you for a recommendation on the wargaming method the staff should use to evaluate each COA. You know that the staff could devise a wargaming method of its own but you decide to review the three doctrinal wargaming methods and when they are best used before you make a recommendation to the XO. How are the three methods defined? (Place the definition number in the blank beside each wargaming method.)

- \_\_\_\_\_ a. Box.
- \_\_\_\_\_ b. Belt and Modified Belt.
- \_\_\_\_\_ c. Avenue-in-depth.

1. This method is based on a sequential analysis of events in each area of the AO. It is preferred because it focuses simultaneously on all forces affecting a particular event. An area might include more than one critical event. Under time-constrained conditions, the commander can use a modified version of this method. The modified version of this method divides the AO into not more than three sequential areas. These areas are not necessarily adjacent or overlapping, but focus on the critical actions throughout the depth of the AO.

2. This method is good for offensive COAs or in the defense when canalizing terrain inhibits mutual support.

3. This method is a detailed analysis of a critical area, such as an engagement area, a river-crossing site, or a landing zone. It is appropriate when time is constrained, as in a hasty attack. It is particularly useful when planning operations in noncontiguous AOs. When using this method, the staff isolates the area and focuses on critical events in it. Staff members assume that friendly units can handle most of the situations on the battlefield and focus their attention on essential tasks.

**Scenario continued:** Based on the guidance you have received thus far, you list the known critical events and decision points in preparation for wargaming. The critical events you have identified are:

1. Reconnaissance handover with 4-49 CAV.
2. Destruction of the AT Battery in the disruption zone.
3. Attack to seize OBJ LION.
4. Consolidation/hasty defense on OBJ LION.

You have identified one decision point so far: Point of penetration on OBJ LION.

B-1: (Understanding) The XO has asked you to develop the evaluation criteria to focus the staff during wargaming. Given the Commander's guidance and the critical events and decision point you have identified thus far, you have developed several options to use during the wargaming brief to the Commander. Your options are summarized in the following four matrices, which contain *notional* values/statements for clarity. What evaluation criteria and method to compare each COA will you recommend? (Circle the BEST answer.)

a. Decision Matrix 1

Criteria	Weight	COA 1	COA 2	COA 3
Speed	1	1 (1)	2 (2)	3 (3)
Mass	2	3 (6)	1 (2)	2 (4)
Flexibility	3	2 (6)	3 (9)	1 (3)
Surprise	1	3 (3)	2 (2)	1 (1)
Endstate	3	3 (9)	1 (3)	2 (6)
Total/Weighted Total		12 (25)	9 (18)	9 (17)
<p><b>Notes:</b></p> <p><b>Criteria definitions:</b></p> <ul style="list-style-type: none"> <li>• <u>Speed</u>: Allows the CAB to maneuver rapidly through the AO and maintain tempo of the attack.</li> <li>• <u>Mass</u>: Concentrates the effects of direct and indirect fires at the decisive time and place.</li> <li>• <u>Flexibility</u>: Allows the CAB to maintain freedom of maneuver through zone.</li> <li>• <u>Surprise</u>: Strips away the enemy's ability to determine the CAB's intentions and strikes him in a manner for which he is unprepared.</li> <li>• <u>Endstate</u>: Best achieves essential tasks assigned to the CAB.</li> </ul> <p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>• The <i>lowest</i> number is best.</li> <li>• The staff assigns numerical values for each criterion after wargaming the COA.</li> <li>• Values reflect the relative advantages or disadvantages of each criterion for each COA action.</li> <li>• Add the raw (not weighted) scores to determine the best COA based on raw scores.</li> <li>• The raw (not weighted) score in each column is multiplied by the weight and the product put in parenthesis in the column.</li> <li>• The weighted scores are totaled to provide a subjective evaluation of the best COA.</li> </ul> <p><i>In the example above, COAs 2 and 3 are tied based on raw (unweighted) scores. When the raw scores are weighted, COA 3 is best.</i></p>				

b. Decision Matrix 2

Criteria	Weight	COA 1	COA 2	COA 3
Direct Fires Massing	1	1 (1)	2 (2)	3 (3)
Fires Integration	2	2 (4)	1 (2)	2 (4)
Speed	3	1 (3)	3 (9)	3 (9)
Protection	3	3 (9)	2 (6)	1 (3)
Flexibility	1	2 (2)	1 (1)	2 (2)
Rapid Consolidation	1	1 (1)	3 (3)	3 (3)
Total/Weighted Total		10 (20)	12 (23)	14 (24)
<p><b>Notes:</b></p> <p><b>Criteria definitions:</b></p> <ul style="list-style-type: none"> <li>• <u>Mass Direct Fires:</u> Concentrates the effects of direct fires with at least two company/teams on enemy forces throughout the AO as terrain allows.</li> <li>• <u>Fires Integration:</u> Concentrates the effects of direct and indirect fires at the decisive time and place.</li> <li>• <u>Speed:</u> Allows the CAB to maneuver rapidly through the AO and maintain tempo of the attack.</li> <li>• <u>Protection:</u> Preserves CAB combat power.</li> <li>• <u>Flexibility:</u> Allows the CAB to maintain freedom of maneuver through zone.</li> <li>• <u>Surprise:</u> Strips away the enemy's ability to determine the CAB's intentions and strikes him in a manner for which he is unprepared.</li> <li>• <u>Endstate:</u> Best achieves essential tasks assigned to the CAB.</li> </ul> <p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>• The <i>lowest</i> number is best.</li> <li>• The staff assigns numerical values for each criterion after wargaming the COA.</li> <li>• Values reflect the relative advantages or disadvantages of each criterion for each COA action.</li> <li>• Add the raw (not weighted) scores to determine the best COA based on raw scores.</li> <li>• The raw (not weighted) score in each column is multiplied by the weight and the product put in parenthesis in the column.</li> <li>• The weighted scores are totaled to provide a subjective evaluation of the best COA.</li> </ul> <p><i>In the example above, COA1 is best based on the raw (unweighted) scores and remains the best COA when the raw scores are weighted.</i></p>				

c. Decision Matrix 3

Criteria	COA 1	COA 2	COA 3
Objective	+	0	0
Offensive	-	0	+
Mass	+	+	+
Economy of Force	+	+	0
Maneuver	0	-	-
Unity of Command	0	-	+
Security	-	+	+
Surprise	+	+	-
Simplicity	+	+	-

**Notes:**

**Criteria definitions:** See principles of war definitions in FM 3-0.

**Procedure:**

- Compare each COA against the evaluation criteria and assign the following codes:
  - + = Advantage
  - - = Disadvantage
  - 0 = Neutral
- Discuss and brief the advantages and disadvantages for each COA.

*In the example above COAs 1 and 2 are tied based on relative advantages (5 each) and relative disadvantages (2 each).*

d. Decision Matrix 4

Course of Action	Advantages	Disadvantages
<b>COA 1</b>	<ul style="list-style-type: none"> <li>• Destroys the AT Battery in the disruption zone with minimal CAB casualties.</li> <li>• Preserves flexibility to penetrate main battle zone north, center, and south of OBJ LION.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires some repositioning on OBJ LION to defeat the BTGR.</li> </ul>
<b>COA 2</b>	<ul style="list-style-type: none"> <li>• Provides most protection to the CAB.</li> <li>• Preserves best massing of direct and indirect fires throughout the AO.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires the CAB to commit early to point of penetration on OBJ LION.</li> <li>• Complex plan requires extensive preparation and rehearsals.</li> </ul>
<b>COA 3</b>	<ul style="list-style-type: none"> <li>• Best COA from a sustainment perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires extensive repositioning on OBJ LION to defeat the BTGR.</li> <li>• Requires extensive rehearsals for consolidation activities on OBJ LION.</li> </ul>
<p><b>Notes:</b></p> <p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>• Summarize the advantages and disadvantages in narrative form.</li> </ul> <p><i>In the example above, COA 1 is subjectively the best COA since it wins the disruption zone fight (a CAB Commander concern) and allows flexibility to maneuver to penetrate OBJ LION (CAB Commander's guidance).</i></p>		



C: (Application) You have reviewed the doctrinal wargaming methods and the commander's planning guidance. You must now decide which method you will recommend. What wargaming method will you recommend to the XO? (Circle the BEST answer.)

- a. Box.
- b. Belt.
- c. Modified belt.
- d. Avenue-in-depth.

## ANSWER KEY

### Module #05: Performing COA Analysis

Question	Answer	Doctrinal Reference/Rationale
A-1	c d e f g h i j k l o p z	<p>FM 5-0, para 3-149 states that, "COA analysis allows <b><i>the staff</i></b> [emphasis added] to synchronize the BOS [now WFF] for each COA and identify the COA that best accomplishes the mission."</p> <p>The CAB Commander may choose to participate in wargaming, particularly in a time-constrained environment, but in this instance, he's stated that he will be out visiting company/team commanders.</p> <p>FM 5-0, paras 3-154 – 3-164 list the participants in wargaming and their duties.</p>
A-2	a-1 b-6 c-4 d-8 e-2 f-5 g-7 h-3	<p>FM 5-0, para 3-165 lists the wargaming steps in this order:</p> <ol style="list-style-type: none"> <li>1. Gather the tools.</li> <li>2. List friendly forces.</li> <li>3. List assumptions.</li> <li>4. List known critical events and decision points.</li> <li>5. Determine evaluation criteria.</li> <li>6. Select the wargame method.</li> <li>7. Select a method to record and display results.</li> <li>8. Wargame the battle and assess the results.</li> </ol>

Question	Answer	Doctrinal Reference/Rationale
A-3	<p>a-3</p> <p>b-1</p> <p>c-2</p>	<p>Note: Definitions in the question were paraphrased from the definitions in FM 5-0</p> <p>FM 5-0, para 3-176 states that, "The <u>box method</u> is a detailed analysis of a critical area, such as an engagement area, a river-crossing site, or a landing zone. It is appropriate when time is constrained, as in a hasty attack. It is particularly useful when planning operations in noncontiguous AOs. When using this method, the staff isolates the area and focuses on critical events in it. Staff members assume that friendly units can handle most of the situations on the battlefield and focus their attention on essential tasks."</p> <p>FM 5-0, para 3-174 states that, "This method is based on a sequential analysis of events in each <u>belt</u>. It is preferred because it focuses simultaneously on all forces affecting a particular event. A belt might include more than one critical event. Under time-constrained conditions, the commander can use a modified belt method. The modified belt method divides the AO into not more than three belts. These belts are not necessarily adjacent or overlapping, but focus on the critical actions throughout the depth of the AO."</p> <p>FM 5-0, para 3-175 states that, "The <u>avenue-in-depth method</u> focuses on one avenue of approach at a time, beginning with the decisive operation. This method is good for offensive COAs or in the defense when canalizing terrain inhibits mutual support."</p>

Question	Answer	Doctrinal Reference/Rationale
B-1	b	<p>Professional military judgment: Matrix 2 best meets the commander's planning guidance. Key phrases in his guidance:</p> <ul style="list-style-type: none"> <li>• <u>Speed and tempo are most important</u> in this operation, but not at the expense of <u>protecting</u> our combat power.</li> <li>• I want to <u>mass at least two companies on enemy forces throughout our AO</u> as the terrain allows, to finish the fight quickly.</li> <li>• We must strip away the enemy's eyes in the disruption zone and destroy the AT Battery templated in the disruption zone quickly with <u>direct and indirect fires</u> to maintain tempo and our flexibility to maneuver in zone.</li> <li>• I want the <u>flexibility to posture the CAB to maneuver and mass our combat power north or south of OBJ LION at the point of penetration</u> before we cross PL RUBY.</li> <li>• Finally, we must rapidly consolidate on OBJ LION and <u>establish a hasty defense with minimal repositioning of forces on OBJ LION</u> to defeat the BTGR in the event they are committed to our AO.</li> <li>• I want you to provide an <u>objective evaluation on each COA against your evaluation criteria</u>. I'll be out talking to the company/team commanders and observing troop leading procedures, I expect a wargaming briefing when I get back in four hours.</li> </ul> <p>Matrix 1 is a possible choice since it provides a structured evaluation criteria and numerical evaluation of each COA, but the evaluation criteria do not include all of the guidance the commander provided.</p> <p>Matrices 3 and 4 involve subjective evaluations, which violate the commander's guidance.</p>
C	c	<p>Professional military judgment. The commander's guidance contains three distinct areas of concern: the disruption zone fight with the AT Battery, attack to seize OBJ LION and consolidation on OBJ LION to defeat the BTGR. Doctrinally, "The modified belt method divides the AO into not more than three sequential belts." (FM 5-0, para 3-174).</p>

**Assessment Category:** Doctrine/TTP

**Module #06:** Knowing Own Role and Responsibilities

**Scenario:** You are a newly assigned A/S-3 of 4-99 CAB. Your unit is preparing for an upcoming operation. Your S-3 is briefing you on your roles and responsibilities within the CAB Main CP. One of those responsibilities is to act as the S-3 in his absence, which means that you would be responsible for synchronizing tactical operations with all staff sections as well as attending meetings that the S-3 would normally attend.

**Questions:**

A-1: (Recall) There are coordinating staff officers and special staff officers on a CAB staff. What statement below is true of coordinating staff officers? (Circle the BEST answer.)

- a. Coordinating staff officers are responsible for overseeing actions that may be outside the normal function of their staff sections.
- b. Coordinating staff officers serve as the commander's principal staff assistants, are accountable directly to the commander, and have functional responsibilities over a combination of fields of interest.
- c. Coordinating staff officers have functional responsibilities over one field of interest and are directly accountable to the XO.
- d. Coordinating staff officers are responsible for functions over one or more fields of interest and are directly accountable to the XO.

A-2: (Recall) Which staff officers are coordinating staff officers and which are special staff officers? (Label coordinating staff officers with a "C" and special staff officers with an "S" in the blank next to each staff position.)

- \_\_\_\_\_ a. S-1.
- \_\_\_\_\_ b. S-2.
- \_\_\_\_\_ c. S-3.
- \_\_\_\_\_ d. FSO.
- \_\_\_\_\_ e. ALO.
- \_\_\_\_\_ f. Surgeon.
- \_\_\_\_\_ g. S-6.

A-3: (Recall) The S-3 is currently out of the CP on another mission. Planning for the upcoming operation continues. There are numerous tasks that must be accomplished by each staff officer in order to produce a comprehensive and executable order for the CAB. Which of the following duties/responsibilities belong to the S-3/AS-3? (Circle ALL that apply.)

- a. Coordinating staff responsibility for the ALO, Chemical Officer, Engineer Officer, and FSO.
- b. Maintaining liaison with other US Government agencies, indigenous population and institutions.
- c. Coordinating and directing terrain management.
- d. Coordinating with the FSO on culturally sensitive sites and protected targets.
- e. Developing and recommending HPTs in coordination with the S-2.
- f. Coordinating tactical air support missions with the FSO and the appropriate Army airspace command and control (A2C2) element.
- g. Allocating ISR tasks and writing the ISR plan (considering recommendations from the rest of the staff).
- h. Planning tactical troop movements, including route selection, priority of movement, and preparing movement orders.
- i. Recommending priorities for allocating critical resources, including ammunition basic loads and the controlled supply rate.

## ANSWER KEY

### Module #06: Knowing Own Role and Responsibilities

Question	Answer	Doctrinal Reference/Rationale
A-1	d	FM 6-0, para C-11 states that coordinating staff officers are directly accountable to the COS (XO). They have functional responsibilities over one or a combination of fields of interest.
A-2	a-C b-C c-C d-S e-S f-S g-C	<p>FM 3-90.5, para 2-40 and paras 2-42 through 2-57 identify the S-1, S-2, S-3, S-4 and S-6 as coordinating staff officers.</p> <p>FM 3-90.5, paras 2-58 through 2-61 identify the FSO, ALO, and Surgeon as special staff officers.</p> <p>FM 3-90.5, para 2-41 states that the coordinating staff includes the S-1, S-2, S-3, S-4, and S-6.</p>
A-3	a c g h i	<p>FM 6-0, para D-62 lists the coordinating staff responsibilities for the S-3/AS-3.</p> <p>FM 6-0, para D-59 lists the operations and plans functions of the S-3/AS-3.</p>

**Assessment Category:** Doctrine/TTP

**Module #07:** Managing Combat Information

**Scenario:** You are the A/S-3 of the 1-54 IN (CAB), on duty as the night shift Battle Captain in the TOC. The BCT is deployed as part of a multinational force in a developing African nation.

The S-2 shift NCO informs you that conflicting reports have just been received on the presence of two highly sought after black list individuals, Thomas “Dull Knife” Smith and Timbo “Sniper” Moboto. Previous reports indicated that Smith and Moboto have planned several insurgent operations. The S-2 NCO indicates that both reports are in the CAB's AO and that they come from credible sources; however, the report times are too close and the locations are too far apart to be associated or linked sightings.

Current status displays indicate that A and B Companies are conducting cordon and search operations several kilometers from either sighting. D Company is conducting convoy and main supply route security operations. C Company is securing the CAB's forward operating base (FOB) and recovering from earlier patrols. Additionally, C Company has a reinforced platoon on standby as the CAB's QRF.

**Questions:**

B: (Understanding) While unit orders, missions, and standard operating procedures vary, a primary task of a battle captain is to manage information. From the list below, select the initial actions you would take. (Circle ALL that apply.)

- a. Do not post or disseminate information on Smith and Moboto. Only accurate information should be posted to displays or disseminated.
- b. Alert the Commander, XO, S-3 and TOC staff on the potential sightings and the conflicting intelligence information.
- c. Send a WARNO to C Company to prepare to deploy the QRF and to D Company to prepare to detach a platoon to capture Smith and Moboto.
- d. Coordinate with the S-2 Section to determine steps being taken to verify and clarify these reports and accurately locate Smith and Moboto.

C: (Application) After a brief huddle with the XO, S-3, S-2, and you, the CAB Commander briefed the BCT Commander by radio. He received permission to divert forces and change missions to attempt to capture Smith and Moboto. A WARNO has been sent to A and B Companies. The CAB Commander is moving to link up with A Company near one reported location. The XO has been dispatched to link up with B Company at the other reported location. The S-2 and S-3 are moving to the TOC to coordinate the operation. From the list below, circle the actions you would take to help prepare for and synchronize this new mission. (Circle ALL that apply.)

- a. Brief the TOC Staff on the upcoming operation.
- b. Alert C Company to prepare to deploy the QRF.
- c. Coordinate with the S-2 Section to verify and clarify existing reports and ensure that updates rapidly flow to the CAB Command Group and the companies involved in the operation.
- d. Verify that status boards and information management systems are up to date.



## ANSWER KEY

### Module #07: Managing Combat Information

Question	Answer	Doctrinal Reference/Rationale
B	b d	<p>FM 3-90.5 provides information on the duties of the battle captain. Para 3-76 states:</p> <p>“The battle captain has the overall responsibility for the smooth functioning of the main CP and its staff sections. This responsibility includes:</p> <ul style="list-style-type: none"> <li>• Maintaining continuous operations of the main CP while static and mobile.</li> <li>• Battle tracking the current situation using decision support templates, triggers and execution matrices to ensure events are proceeding as planned.</li> <li>• Ensuring that all stations maintain communications with and among each other, and that station personnel route and log all messages and reports according to TACSOP.</li> <li>• Assisting the XO to coordinate staff functions, ensuring a smooth and continuous information flow among the staff sections.</li> <li>• Processing essential data from the incoming flow of information; gathering all tactical and logistical information; and distributing the information to the XO, S-3, and other staff sections on a regular basis.</li> <li>• Ensuring prompt clearance of fires.”</li> </ul> <p>Additionally, FM 3-90.5, para 3-76 states, “IM in the CP can include processing emails, journals, messages, reports, FRAGOs, and requests for information (RFIs). The battle captain ensures the consistency, accuracy, and timeliness of information leaving the CP, including preparing and dispatching FRAGOs and WARNOs. In addition, he monitors and enforces chart and status board updates, which are necessary for battle management. The battle captain ensures this posted information is timely, accurate, and accessible.”</p>
C	a c d	<p>FM 3-90.5, para 3-77 states that “The battle captain ensures that all staff sections in the main CP understand their functions in accordance with TACSOP, and coordinates staff briefings, updates to displays and charts, and other staff actions. As a focal point in the CP, the battle captain processes essential information from incoming data, assesses it, ensures dissemination, and makes recommendations to the CAB leadership. The battle captain assists the CAB commander by ensuring the WFF stay synchronized.”</p>

**Assessment Category:** Doctrine/TTP

**Module #08:** Exploiting All Staff Functions

**Scenario:** As the A/S-3 of 4-99 AR (CAB), you are currently working through the MDMP for an upcoming operation. Since the CAB is not authorized an S-7, you must write Annex P (Information Operations). The BCT has provided you access to the BCT's IO cell to assist you in IO planning.

**Questions:**

A: (Recall) In which OPORD paragraph or annex are IO tasks assigned to subordinate units? (Circle ALL that apply.)

- a. Annex P (Information Operations).
- b. Annex D (Fire Support).
- c. Appendix 5 (Information Operations Execution Matrix) to Annex P.
- d. Paragraph 3b (Tasks to Maneuver Units).
- e. Paragraph 3c (Tasks to Other Combat and Combat Support Units).
- f. Paragraph 4 (Service Support).

B: (Understanding) During the IPB process the S-2 may require input on IO to develop IPB templates, databases and other products on the enemy. The BCT IO cell can provide you with relevant information on the enemy. From the list below, select the information the BCT IO cell can provide you to assist in your planning. (Circle ALL that apply.)

- a. Religion, language, and culture of key groups and decision makers.
- b. Range of enemy artillery systems.
- c. Capabilities of enemy fire finder radars.
- d. Population demographics, linkages, and related information.
- e. Allegiance of local leaders to the host nation government.

C: (Application) You now need to write the IO Concept of Support statement for the OPORD. (Select the BEST Concept of Support statement from the list below.)

a. **Concept of Support.** IO sets conditions for the enemy's loss of intelligence and C3 to ensure the quick defeat of the enemy forces. IO influences the civil population to remain in place so as not to interfere with US military operations. Key themes will be the superiority of US forces and stay put policy for the civil populace. PSYOP assists in the rear area protection by encouraging by-passed enemy units to surrender.

b. **Concept of Support.** IO sets conditions for the enemy's loss of intelligence and C3 to ensure the quick defeat of the enemy forces. IO influences the civil population to remain in place so as not to interfere with US military operations.

c. **Concept of Support.** IO sets conditions in the CAB's AO for the enemy's loss of intelligence and C3 to ensure the quick defeat of the enemy forces NLT 120400APR2010. IO influences the civil population to remain in place so as not to interfere with US military operations. Key themes will be the superiority of US forces and stay put policy for the civil populace. PSYOP assists in the rear area protection by encouraging by-passed enemy units to surrender. IO operations will focus on the following tasks:

Task 1: Deceive the enemy on CAB intent and disposition, main effort and objectives.

Task 2: Disrupt enemy force command and control and situational awareness by aggressively targeting command and control systems.

Task 3: Emphasize US force legitimacy and encourage the population to "stay put" during combat operations until the legitimate government of Atropia can establish control.

Task 4: Protect CAB information systems and command and control nodes.

d. **Concept of Support.** IO sets conditions for the enemy's loss of intelligence and C3 to ensure the quick defeat of the enemy forces NLT120400APR2010. IO influences the civil population to remain in place so as not to interfere with US military operations. Key themes will be the superiority of US forces and stay put policy for the civil populace. PSYOP assists in the rear area protection by encouraging by-passed enemy units to surrender.

## ANSWER KEY

### Module #08: Exploiting All Staff Functions

Question	Answer	Doctrinal Reference/Rationale
A	d e f	FM 5-0, Figure G-4, page G-24 states, "State IO concept of support and list the IO objectives. Refer to annex P (Information Operations) and other annexes, as required. Do not list IO tasks. Assign IO tasks to units in paragraphs 3b, 3c, or 4."
B	a d	FM 3-13, para 5-35 lists the following IO information as relevant to the IPB process: <ul style="list-style-type: none"> <li>• Religion, language, and culture of key groups and decision makers.</li> <li>• Agendas of nongovernmental organizations.</li> <li>• Size and location of adversary/other forces and assets.</li> <li>• Military and civilian communication infrastructures and connectivity.</li> <li>• Population demographics, linkages, and related information.</li> <li>• Location and types of radars, jammers, and other non-communication INFOSYS.</li> <li>• Audio, video, and print media outlets and centers, and the populations they service.</li> <li>• C2 vulnerabilities of friendly, adversary, and other forces/groups.</li> </ul>
C	c	FM 3-13, para 5-3 states that "The <i>information operations concept of support</i> is a clear, concise statement of where, when, and how the commander intends to focus the information element of combat power to accomplish the mission. IO concepts of support are written in terms of IO objectives and IO elements/related activities."

## **Assessment Category: Leadership**

### **Module #09: Communicating Effectively**

**Scenario:** You are the A/S-3 of 1-54 IN (CAB). You are the night shift Battle Captain in the CAB's Main CP. The BCT is deployed as part of a multinational force in a developing Balkan nation. The CAB has the priority mission for the BCT as the spearhead element for clear-hold-build operation in the town of Dlubac and the Long Valley, a border area that has been a stronghold for insurgent forces for some time now.

The CAB is currently focused on a cordon and search operation in south Dlubac, an urban residential area. This area provides the work force for the region's woodworking, paper mills, and furniture manufacturing plants. D Company is providing the outer cordon force while A and B Companies are executing search operations in the neighborhood. The planning process resulted in two CCIRs for this operation:

1. What efforts are the insurgents making and what tools are they using to influence the target audience in the AO?
2. Are there insurgent safe havens or safe houses within the AO?

A and B Companies have been organized and resourced with tactical site exploitation (TSE) teams to facilitate their searches and assist in answering the CCIRs.

### **Questions:**

B: (Understanding) As the operation progresses, A Company reports a cooperative populace, no detentions, and no findings of significance. B Company has discovered several insurgent newsletters and leaflets in homes and shops. Pocket litter discovered during tactical questioning also indicated printed insurgent media. They have detained 20 suspects and identified four apartments and basements as potential safe houses. Their TSE team has not yet begun detailed search operations. D Company has reported two brief fire fights with insurgents attempting to flee the area, but no casualties. They have detained 10 suspects. Some suspects had pocket litter or carried insurgent propaganda documents. You owe the commander an update and assessment from the CAB Main CP. Which answer below provides the most accurate assessment to the commander? (Circle the BEST answer.)

a. There are several indications of propaganda leaflets and written materials being circulated to influence the local populace. While no source for the materials has been determined, units should be sensitive to stores of paper and print supplies and print presses and duplication machines. D Company contacts indicate insurgents are attempting to flee the search area. While no safe houses or safe havens have been detected, units should be aware that they are probable.

b. A Company reports a cooperative populace, no insurgent activity at this time. B Company has detained 20 suspects with newsletters and leaflets on them. They have found insurgent newsletters in homes and shops and have identified four as potential safe houses. Their TSE team has not yet begun search operations. D Company reports two brief fire fights with insurgents attempting to flee the area, has detained 10 suspects, also with insurgent propaganda on them, no casualties. No recommended changes to the plan at this time.

c. There are some indications of propaganda leaflets being used to influence the local populace. Circulation may be localized. No indication of safe houses to date. No adjustments are recommended as the mission continues.

d. There have been isolated discoveries of insurgent printed propaganda and minor contacts with armed insurgent forces along the outer cordon. No adjustments are indicated for the current mission. However, further exploitation by TSE team elements after the mission may yield some results.

C: (Application) Reports from A Company continue to indicate a cooperative local populace and no findings of any intelligence value. B Company reports additional finds of insurgent propaganda leaflets. In one apartment building they find reams of paper in the basement. After clearing of the area by EOD personnel, the TSE team finds additional print supplies, residue from smokeless gun powder, a small number of loose rifle primers, and empty cell phone shipping containers. Paper and print supplies and the cell phone boxes have a "ship to" label on the boxes and containers. B Company has identified the individuals associated with the apartment building for tactical questioning. Biometrics data is being collected from these individuals and from the basement area. Field translation of the labels indicates that the address is in the A Company search area. The situation map indicates that this address has been searched and cleared by elements of A Company.

With these conflicting reports and indicators, you need to provide a recommendation to the CAB Commander. (Circle the BEST answer.)

a. The operation has proceeded without casualties. Recommend that the mission continue as planned and leave any follow up for later/subsequent missions after full exploitation and translation of discovered materials. Altering the current mission timeline or additional search of the "ship to" address would waste time and resources.

b. The operation has uncovered inconsistencies in methods of operation and indications of poor tactical reporting. Since A Company failed to adequately search and clear the suspected address, recommend they assume D Company's outer cordon mission and have D Company conduct another search of the address. Further recommend that A Company receive additional training prior to the next mission. Change the operational timeline to allow the change in missions for each company.

c. B Company and the TSE team have found print supplies, IED materials and empty cell phone shipping containers with "ship to" addresses in A-Company's AO. Confirm whether or not A Company has searched and cleared this address. If A Company has in fact previously searched and cleared the "ship to" address, recommend they search the address again in light of this new information and recommend adjustments to the operational timeline accordingly.

d. The operation has provided information to answer the commander's CCIR. Recommend no further action by A Company and no change to the current plan and operational timeline.

## ANSWER KEY

### Module #09: Communicating Effectively

Question	Answer	Doctrinal Reference/Rationale
B	b	<p>FM 3-90.5, Para 2-53 states: "The officers and NCOs of the operations section serve as battle captains and battle staff NCOs to assist the command group in controlling the CAB. They remain in the CP, keeping focused on the current operation, and continuously assisting the commander in the C2 of the fight. When operations deviate from the plan, they assist the commander with his decision making. Their responsibilities include:</p> <ul style="list-style-type: none"> <li>• Monitoring the status of CCIR.</li> <li>• Conducting battle tracking by – <ul style="list-style-type: none"> <li>○ Monitoring current location of friendly and enemy units, and groups of civilians.</li> <li>○ Assessing the activities and combat power of friendly and enemy units.</li> <li>○ Monitoring the status of adjacent and supporting units."</li> </ul> </li> </ul> <p>Professional military judgment: The selected answer provides the most accurate, concise report against the CCIR. A Company's report answers the CCIR in the negative (no insurgent activity in their area), which completes the <i>current</i> picture of the operation. The remaining choices are either inaccurate or do not answer the CCIR adequately.</p>

Question	Answer	Doctrinal Reference/Rationale
C	c	<p>Professional military judgment: The selected answer allows the CAB to quickly exploit new tactical information provided by B Company:</p> <ul style="list-style-type: none"> <li>• Discoveries that link propaganda production to an address that was cleared with no suspicious activities.</li> <li>• Indications of an unusual number of cell phones (high potential for insurgent command and control and as bomb initiation devices) shipped to the same address.</li> </ul> <p>The situation map may have been erroneously updated with information that the address had been cleared. Confirming whether or not A Company believes they have cleared the suspected address will indicate whether there is a potential reporting/standards problem with A Company or a common operational picture problem in the Main CP. If the address has been searched and inaccurately reported, an adjustment to the operational timeline and synchronization of combat multipliers may be needed to go back and thoroughly search the suspected address again.</p> <p>Answers "a" and "d" take no action in light of new information provided to the Main CP and may allow a fleeting opportunity to slip away.</p> <p>Answer "b" poses significant risks to both A and D Companies in assuming a new mission they have not planned and rehearsed.</p>



**Assessment Category:** Leadership

**Module #10:** Managing Time and Tasks

**Scenario:** You are a newly assigned A/S-3 of a CAB preparing for deployment. You are also the Plans Officer and Day Shift Battle Captain for the Main CP. Your S-3 has tasked you with developing a Battle Rhythm for the Main CP. You must also ensure that your personal battle rhythm synchs with the Main CP's battle rhythm.

**Questions:**

A-1. (Recall) What is a battle rhythm? (Circle the BEST answer.)

- a. A timeline for getting things done in a CP.
- b. A control measure that standardizes CP operations.
- c. A sequenced and standardized pattern of command and control activities.
- d. An SOP for CP functions.

A-2. (Recall) What factors help determine the battle rhythm of a CP? (Circle ALL that apply.)

- a. Types and frequency of meetings.
- b. Enemy activity.
- c. Staff proficiency.
- d. Time and frequency of working groups.
- e. Current mission.
- f. The battle rhythm of the higher headquarters.
- g. Daily tasks.

A-3. (Recall) A unit's battle rhythm is a control measure for managing integration efforts. There are integrating processes and continuing activities that enhance the operations process. These must be synchronized and integrated into the overall plan. Designate the following processes and activities as integrating or continuing. (Label each item below with "I" for integrating process or "C" for continuing activity.)

- \_\_\_\_\_ a. IPB.
- \_\_\_\_\_ b. Targeting.
- \_\_\_\_\_ c. Security operations.
- \_\_\_\_\_ d. Information operations.
- \_\_\_\_\_ e. Terrain management.
- \_\_\_\_\_ f. Risk management.
- \_\_\_\_\_ g. Intelligence synchronization.
- \_\_\_\_\_ h. ISR operations.
- \_\_\_\_\_ i. Protection.
- \_\_\_\_\_ j. Information operations.
- \_\_\_\_\_ k. Army airspace command and control operations.

B-1. (Understanding) The Commander has given the staff the mission of developing a Sustainment plan for his approval that addresses the stability and security phase of an upcoming operation. What is the appropriate forum for this action? (Circle the BEST answer.)

- a. Logistics synchronization working group.
- b. Operations synchronization board.
- c. Sustainment board.
- d. Movement synchronization working group.
- e. Sustainment working group.

B-2. (Understanding) You are preparing for an upcoming offensive operation and have been tasked by the S-3 to participate in the targeting and combat power synchronization meetings while completing your routine CP tasks. You must decide how you will integrate your daily responsibilities into the Main CP battle rhythm.

Listed below are daily tasks for which you are responsible. In order to ensure these tasks are accomplished, and to prepare for the targeting and combat power synchronization meetings and oversee the operations of the CP, you must decide which tasks you will personally accomplish and which you will delegate. Which tasks from the list below will you delegate to your battlestaff NCOs? (Circle ALL that apply.)

- a. Monitor the status of CCIR.
- b. Update current location of friendly and enemy units, and groups of civilians.
- c. Obtain the current activities and combat power of friendly and enemy units.
- d. Update the status of adjacent and supporting units.
- e. Synchronize the COP displays in the Main and TAC CPs.
- f. Ensure that CAB COP information and required status reports are provided to higher subordinate, adjacent, and supported headquarters.
- g. Supervise the flow of information among staff cells within the CAB CPs.
- h. Develop products and estimates to assist with MDMP and planning future operations.
- i. Enforce CP policies IAW unit tactical SOP.

C. (Application) The battalion XO has just posted an updated battalion battle rhythm. You notice that the timelines for the commander updates have become compressed and the targeting working group and combat power synchronization meeting have also been moved up. As the A/S-3 you know you wear multiple hats: Day Shift Battle Captain and Plans Officer for the CAB as well as acting S-3 in the Main CP when the S-3 is out with the Commander. The S-3 also informs you that you will lead the combat power synchronization meeting as well as participate in the targeting meeting. The S-3 and XO expect someone from the S-3 Shop to compile detailed notes and backbrief them on events and any issues for meetings that they are not able to attend.

Your Operations NCO informs you that the Main CP will be shorthanded due to concurrent missions. However, you must ensure that the Main CP accomplishes all of the normal functions while you prepare for and participate in the scheduled key events. Review the updated battalion battle rhythm and the four examples below that show your actions nested within the updated battalion battle rhythm. Which example below allows you to meet the XO and S-3's guidance, balances your workload, and allows you to best prepare for key events? (Circle the BEST answer.)

#### **Updated Battalion Battle Rhythm**

<b>Time</b>	<b>Event</b>
0600	Shift-Change Briefing
0700	Morning SITREP to the BCT
0800	CAB CDR Morning Update
0900	BCT CDR Update
1000	Intelligence Synchronization Meeting
1100	CAB CDR Plans Update
1300	Logistics Synchronization Meeting
1400	Targeting Working Group Meeting
1600	Combat Power Synchronization Meeting
1800	Shift-Change Briefing
1900	Evening SITREP to the BCT
2000	CAB CDR Evening Update

a. Example #1

<b>Time</b>	<b>Battle Rhythm Event</b>	<b>A/S-3 Actions</b>
0600	Shift-Change Briefing	<ul style="list-style-type: none"> <li>• Attend shift change brief</li> </ul>
0700	Morning SITREP to the BCT	<ul style="list-style-type: none"> <li>• Prepare and send morning SITREP to BCT</li> <li>• Prepare for CAB CDR update</li> <li>• Confirm morning SITREP received by BCT</li> </ul>
0800	CAB CDR Morning Update	<ul style="list-style-type: none"> <li>• Attend brief, compile notes for the Command Group</li> </ul>
0900	BCT CDR Update	<ul style="list-style-type: none"> <li>• Attend brief, compile notes for the staff</li> </ul>
1000	Intelligence Synchronization Mtg	<ul style="list-style-type: none"> <li>• Attend meeting, gather notes/issues and provide to the XO and S-3</li> </ul>
1100	CAB CDR Plans Update	<ul style="list-style-type: none"> <li>• Lead CAB CDR plans update</li> </ul>
1300	Logistics Synchronization Mtg	<ul style="list-style-type: none"> <li>• Delegate attendance to OPS NCO, gather notes/issues from OPS NCO</li> </ul>
1400	Targeting Working Group Mtg	<ul style="list-style-type: none"> <li>• Participate in the targeting working group meeting</li> </ul>
1600	Cbt Power Synchronization Mtg	<ul style="list-style-type: none"> <li>• Lead meeting, prepare notes for S-3 and XO</li> </ul>
1700		<ul style="list-style-type: none"> <li>• Review evening SITREP to BCT</li> <li>• Prepare for shift change briefing</li> <li>• OPS NCO ensures status boards and COP updated</li> </ul>
1800	Shift-Change Briefing	<ul style="list-style-type: none"> <li>• Lead shift change briefing</li> </ul>
1900	Evening SITREP to the BCT	<ul style="list-style-type: none"> <li>• Prepare and send evening SITREP to BCT</li> </ul>
2000	CAB CDR Evening Update	<ul style="list-style-type: none"> <li>• Attend brief, compile notes for the Command Group</li> </ul>

b. Example #2

Time	Battle Rhythm Event	A/S-3 Actions
0500		<ul style="list-style-type: none"> <li>Review morning SITREP to BCT</li> </ul>
0600	Shift-Change Briefing	<ul style="list-style-type: none"> <li>Attend shift change brief</li> </ul>
0700	Morning SITREP to the BCT	<ul style="list-style-type: none"> <li>Prepare for CAB CDR update</li> </ul>
0800	CAB CDR Morning Update	<ul style="list-style-type: none"> <li>Attend brief, compile notes for the Command Group</li> </ul>
0900	BCT CDR Update	<ul style="list-style-type: none"> <li>Attend brief, compile notes for the staff</li> </ul>
1000	Intelligence Synchronization Mtg	<ul style="list-style-type: none"> <li>Delegate attendance to OPS NCO, gather notes/issues from OPS NCO</li> </ul>
1100	CAB CDR Plans Update	<ul style="list-style-type: none"> <li>Lead CAB CDR plans update</li> </ul>
1300	Logistics Synchronization Mtg	<ul style="list-style-type: none"> <li>Attend meeting, gather notes/issues from OPS NCO</li> </ul>
1400	Targeting Working Group Mtg	<ul style="list-style-type: none"> <li>Participate in targeting working group mtg</li> </ul>
1600	Cbt Power Synchronization Mtg	<ul style="list-style-type: none"> <li>Lead meeting, prepare notes for S-3 and XO</li> </ul>
1700		<ul style="list-style-type: none"> <li>Review evening SITREP to BCT</li> <li>Prepare for shift change briefing</li> <li>Ensure status boards and COP updated</li> </ul>
1800	Shift-Change Briefing	<ul style="list-style-type: none"> <li>Lead shift change briefing</li> </ul>
1900	Evening SITREP to the BCT	<ul style="list-style-type: none"> <li>OPS NCO confirms evening SITREP received by the BCT</li> </ul>
2000	CAB CDR Evening Update	<ul style="list-style-type: none"> <li>Attend brief, compile notes for the Command Group</li> </ul>

c. Example #3

Time	Battle Rhythm Event	A/S-3 Actions
0500		<ul style="list-style-type: none"> <li>Review morning SITREP to BCT</li> </ul>
0600	Shift-Change Briefing	<ul style="list-style-type: none"> <li>Attend shift change brief</li> </ul>
0700	Morning SITREP to the BCT	<ul style="list-style-type: none"> <li>Prepare for CAB CDR update</li> <li>OPS NCO confirms morning SITREP received by the BCT</li> </ul>
0800	CAB CDR Morning Update	<ul style="list-style-type: none"> <li>Attend brief, compile notes for the Command Group</li> </ul>
0900	BCT CDR Update	<ul style="list-style-type: none"> <li>Prepare for CAB CDR plans update</li> </ul>
1000	Intelligence Synchronization Mtg	<ul style="list-style-type: none"> <li>Delegate attendance to OPS NCO, gather notes/issues from OPS NCO</li> </ul>
1100	CAB CDR Plans Update	<ul style="list-style-type: none"> <li>Lead CAB CDR plans update</li> </ul>
1200		<ul style="list-style-type: none"> <li>Compile notes from the plans update</li> <li>Prepare for targeting working group mtg</li> </ul>
1300	Logistics Synchronization Mtg	<ul style="list-style-type: none"> <li>Delegate attendance to OPS NCO, gather notes/issues from OPS NCO</li> </ul>
1400	Targeting Working Group Mtg	<ul style="list-style-type: none"> <li>Participate in targeting working group mtg</li> </ul>
1500		<ul style="list-style-type: none"> <li>Prepare for cbt power synchronization mtg</li> </ul>
1600	Cbt Power Synchronization Mtg	<ul style="list-style-type: none"> <li>Lead meeting, prepare notes for S-3 and XO</li> </ul>
1700		<ul style="list-style-type: none"> <li>Review evening SITREP to BCT</li> <li>Prepare for shift change briefing</li> <li>OPS NCO ensures status boards and COP updated</li> </ul>
1800	Shift-Change Briefing	<ul style="list-style-type: none"> <li>Lead shift change briefing</li> </ul>
1900	Evening SITREP to the BCT	<ul style="list-style-type: none"> <li>OPS NCO confirms evening SITREP received by BCT</li> </ul>
2000	CAB CDR Evening Update	<ul style="list-style-type: none"> <li>Attend brief, compile notes for the Command Group</li> </ul>

d. Example #4

Time	Battle Rhythm Event	A/S-3 Actions
0500		<ul style="list-style-type: none"> <li>Review morning SITREP to BCT</li> </ul>
0600	Shift-Change Briefing	<ul style="list-style-type: none"> <li>Attend shift change brief</li> <li>Gather notes/taskers and distribute to staff</li> </ul>
0700	Morning SITREP to the BCT	<ul style="list-style-type: none"> <li>Confirm morning SITREP received by BCT</li> </ul>
0800	CAB CDR Morning Update	<ul style="list-style-type: none"> <li>Attend brief, compile notes for the Command Group</li> </ul>
0900	BCT CDR Update	<ul style="list-style-type: none"> <li>Attend BCT CDR update with CDR and S-3</li> <li>Prepare notes for CAB CDR review</li> </ul>
1000	Intelligence Synchronization Mtg	<ul style="list-style-type: none"> <li>Attend meeting, gather notes/issues and provide to XO and S-3</li> </ul>
1100	CAB CDR Plans Update	<ul style="list-style-type: none"> <li>Lead CAB CDR plans update</li> </ul>
1300	Logistics Synchronization Mtg	<ul style="list-style-type: none"> <li>Attend meeting</li> <li>Gather notes/issues from meeting and provide to XO and S-3</li> </ul>
1400	Targeting Working Group Mtg	<ul style="list-style-type: none"> <li>Participate in targeting working group mtg</li> </ul>
1500		<ul style="list-style-type: none"> <li>Prepare for cbt power synchronization mtg</li> </ul>
1600	Cbt Power Synchronization Mtg	<ul style="list-style-type: none"> <li>Lead meeting, prepare notes for S-3 and XO</li> </ul>
1700		<ul style="list-style-type: none"> <li>Ensure status boards and COP updated</li> <li>Develop evening SITREP for the BCT</li> <li>Prepare shift change briefing</li> </ul>
1800	Shift-Change Briefing	<ul style="list-style-type: none"> <li>Lead shift change briefing</li> </ul>
1900	Evening SITREP to the BCT	<ul style="list-style-type: none"> <li>Confirm evening SITREP received by BCT</li> </ul>
2000	CAB CDR Evening Update	<ul style="list-style-type: none"> <li>Attend brief, compile notes for the Command Group</li> </ul>

## ANSWER KEY

### Module #10: Managing Time and Tasks

Question	Answer	Doctrinal Reference/Rationale
A-1	c	FMI 5-0.1, para 2-89 states that "Battle rhythm is the sequencing of standardized command and control activities within a headquarters and throughout the force to facilitate effective command and control."
A-2	c e f	FMI 5-0.1, para 2-91 states that "Many factors help determine a unit's battle rhythm. Some of these factors are the staff's proficiency, higher headquarters' battle rhythm, and current mission."
A-3	a-l b-l c-C d-C e-C f-l g-l h-C i-C j-C k-C	<p>FMI 5-0.1, para 3-3 states that "The following <i>integrating processes</i> occur during all operations process activities. They must be synchronized with each other as well as integrated into the overall operation:</p> <ul style="list-style-type: none"> <li>• Intelligence preparation of the battlefield (IPB).</li> <li>• Targeting.</li> <li>• Intelligence synchronization.</li> <li>• Risk management.</li> </ul> <p>In addition, commanders use the military decision making process (MDMP) and troop leading procedures to integrate activities during planning and, when required, during preparation and execution. They use the rapid decision making and synchronization process (RDSP; see chapter 4) to integrate activities during execution when circumstances do not require the MDMP or troop leading procedures. The unit's battle rhythm is a key control measure for managing integration efforts."</p> <p>FMI 5-0.1, para 3-4 states that "The following <i>continuing activities</i> occur during all operations process activities. They must be synchronized with each other as well as integrated into the overall operation:</p> <ul style="list-style-type: none"> <li>• Intelligence, surveillance, and reconnaissance operations.</li> <li>• Security operations.</li> <li>• Protection.</li> <li>• Liaison and coordination.</li> <li>• Terrain management.</li> <li>• Information operations.</li> <li>• Army airspace command and control.</li> </ul>
B-1	c	FMI 5-0.1, para 2-43 states that "A <i>board</i> is a temporary grouping of selected staff representatives delegated decision authority for a particular purpose or function."



Question	Answer	Doctrinal Reference/Rationale
B-2	b c d e f i	Professional military judgment. These tasks can be delegated to other Main CP personnel to accomplish. The A/S-3 is responsible for spot-checking, but he must free up his time to conduct his own running estimate to <i>anticipate</i> future requirements and develop COAs to meet those requirements.
C	c	Professional military judgment. The tendency is to "do it all," which leaves little time for preparation and analyzing what comes next. He should delegate as many routine activities as he can based on staff proficiency, so he can meet requirements and sustain a personal battle rhythm over an extended deployment.

**Assessment Category:** Adaptive Thinking

**Module #11:** Maintaining Focus on Mission and Higher Intent

**Scenario:** You are the A/S-3 of 1-54 IN (CAB). In addition to your duties as the A/S-3, you are the night shift battle captain in the Main CP. Your BCT is deployed as part of a multinational force in a developing Pacific Rim nation and is currently in the hold phase of a clear-hold-build operation focused on protecting the villages of the agriculturally rich Hollow Valley. Current status displays indicate that B and D Companies are conducting cordon and search operations in pursuit of insurgents. C Company is conducting convoy and main supply route security operations keeping market routes open, free of obstacles, improvised explosives, insurgent tax collectors, and ambushes. A Company is securing the CAB's FOB and recovering from earlier patrols. Additionally, A Company maintains a reinforced platoon on standby as the CAB's QRF.

As the battle captain, you receive and review subordinate commanders' SITREPs prior to their dissemination to the CAB's command group and staff.

**Questions:**

A-1: (Recall) Prior to the start of the operation the commander and staff established information requirements and the current OPORD reinforced key information requirements and reports from the unit tactical SOP. The CAB command group wants to ensure that the information required to assess and modify the operation is available and accurate. When an operation is progressing satisfactorily, what are some critical ongoing functions that require continual adjustment? (Circle ALL that apply.)

- a. Commander's critical information requirements.
- b. Graphic control measures to facilitate current and future operations.
- c. Sustainment unit movement and positioning.
- d. Available supply rate (ASR) adjustments based on ammunition, fuel, rations, and other expendable/consumable supplies on hand.
- e. Liaison and coordination with higher headquarters, adjacent, and cooperating elements.
- f. No adjustments are necessary since the operation is progressing satisfactorily.

A-2: (Recall) When operations do not proceed according to plan, adjustments to the plan are necessary. From the list of CP functions below, what function(s) best support assessment of mission accomplishment and identify a need for revision to the current plan or execution of branches or sequels? (Circle ALL that apply.)

- a. Receive information.
- b. Distribute information.
- c. Analyze information.
- d. Submit recommendations to the commander.
- e. Integrate resources.
- f. Synchronize resources.

C: (Application) At 0300 hours (local), the CAB will execute an airmobile assault against a recently identified insurgent CP. Intelligence indicates the presence of several key leaders at, or near this CP. Insurgent main force elements, up to company size, are also known to be in the vicinity of the insurgent CP, but their locations have not been precisely determined. All aspects of the operation must proceed at high tempo to succeed. The commander has indicated his desire to hit the enemy hard but has emphasized the need to be agile to respond and refocus the main effort as the threat changes or opportunities develop. You and the battlestaff have about four hours to review and rehearse procedures in the main CP prior to the arrival of the lift aircraft. Which item(s) in the Main CP tactical SOP listed below will provide the best payoff for review and rehearsal prior to the start of the operation? (Circle ALL that apply.)

- a. The organization and setup of each CP.
- b. Plans for teardown and displacement of the CP.
- c. Eating and sleeping plans during CP operations.
- d. CP shift manning and operation guidelines.
- e. Physical security plans for the CP.
- f. Priorities of work during CP operations.
- g. Loading plans and checklists.
- h. Orders production.
- i. Clearance of fires drills.
- j. Techniques for monitoring enemy and friendly situations.
- k. Displays of electronic map boards and status charts.
- l. Maintenance of CP journals and logs."

## ANSWER KEY

### Module #11: Maintaining Focus on Mission and Higher Intent

Question	Answer	Doctrinal Reference/Rationale
A-1	a b c e	<p>FM 3-90.5 discusses <i>executing operations</i>. Para 3-43 states that, "When the operation is progressing satisfactorily, there are critical ongoing functions that must occur. These include:</p> <ul style="list-style-type: none"><li>• Focus all assets on the decisive operation.</li><li>• Conduct continuous ISR and target acquisition.</li><li>• Conduct security operations.</li><li>• Adjust CCIR and IR based on the situation.</li><li>• Perform clearance of fires.</li><li>• Evacuate casualties.</li><li>• Facilitate assured mobility.</li><li>• Adjust graphic control measures.</li><li>• Employ airspace control measures.</li><li>• Continue liaison and coordination.</li><li>• Maintain communications architecture.</li><li>• Conduct the targeting process.</li><li>• Manage movement and positioning of sustainment units.</li><li>• Perform terrain management."</li></ul>

Question	Answer	Doctrinal Reference/Rationale
A-2	c  d	<p>FM 3-90.5, para 3-72 states, "There are six basic functions that all CPs perform. The six functions are: receive, distribute, and analyze information, submit recommendations to the commander, integrate resources, and synchronize resources. <i>Receive information.</i></p> <ul style="list-style-type: none"> <li>• Receive messages, reports, and orders from subordinate units and higher headquarters.</li> <li>• Monitor tactical situation. Maintain a journal of all significant activities and reports.</li> <li>• Maintain and update unit locations and activities.</li> <li>• Monitor enemy situation.</li> <li>• Maintain a status of critical classes of supplies.</li> <li>• Distribute information.</li> <li>• Submit reports to higher HQs.</li> <li>• Serve as a communications relay between units.</li> <li>• Publish orders and instructions.</li> <li>• Process and distribute information to appropriate units or staff sections.</li> <li>• Analyze information.</li> <li>• Consolidate reports.</li> <li>• Anticipate events and activities, taking appropriate action as required.</li> <li>• Conduct predictive analysis based on the tactical situation.</li> <li>• Identify information that relates to CCIRs.</li> <li>• Identify the need to execute contingency plans based on the current situation.</li> <li>• Submit recommendations to the commander.</li> <li>• Submit recommendations to the commander based on information available and analysis conducted.</li> <li>• Integrate resources.</li> <li>• Coordinate the integration of all WFF.</li> <li>• Synchronize resources.</li> <li>• Coordinate the capabilities of all WFF."</li> </ul>

Question	Answer	Doctrinal Reference/Rationale
C	i j k	<p>FM 3-90.5, para 3-69 states that, "TACSOPs for each CP should be established, known to all, and rehearsed. These TACSOPs should include:</p> <ul style="list-style-type: none"> <li>• The organization and setup of each CP.</li> <li>• Plans for teardown and displacement of the CP.</li> <li>• Eating and sleeping plans during CP operations.</li> <li>• CP shift manning and operation guidelines.</li> <li>• Physical security plans for the CP.</li> <li>• Priorities of work during CP operations.</li> <li>• Loading plans and checklists.</li> <li>• Orders production.</li> <li>• Clearance of fires drills.</li> <li>• Techniques for monitoring enemy and friendly situations.</li> <li>• Displays of electronic map boards and status charts.</li> <li>• Maintenance of CP journals and logs."</li> </ul> <p>Professional military judgment: Review and rehearsal of clearance of fire drills reduces the risk of fratricide while allowing the CAB to rapidly engage a fleeting enemy opportunity. Reviewing the procedures for monitoring and updating friendly and enemy situation as well as reviewing information displays improve situational awareness and enable massing of combat multipliers.</p>

**Assessment Category:** Adaptive Thinking

**Module #12:** Seeing the Big Picture

**Scenario:** You are the A/S-3 of 1-54 IN. The BCT had great success executing a clear-hold-build operation in the eastern provinces of a developing Pacific Rim nation. The CAB has just received a WARNO to deploy to a new AO in the western provinces. This region has been under insurgent control for an extended period.

You have assembled the battlestaff for mission analysis of the new mission. Your commander and the S-3 have returned from the BCT Main CP. The commander provided the following initial planning guidance: "XO, expect a very deliberate parallel planning effort that will involve our host nation partners and maybe a coalition medical support unit. I want you to pay particular attention in your analysis of civil considerations for this operation. A/S-3, you take the lead in pulling this analysis together with the S-2 and our acting S-9."

**Questions:**

A: (Recall) You and the staff were already working on the METT-TC analysis for the new mission. Since the commander's guidance has placed heavy emphasis on civilian considerations, you decide to conduct a detailed analysis of the operational environment using ASCOPE (areas, structures, capabilities, organizations, people, and events). To focus your efforts, you decide to review these considerations with the battlestaff before you begin your analysis of civil considerations. What aspects of the AO should be considered under each ASCOPE characteristic? (Place the number of the aspect to be analyzed in the blank beside each ASCOPE characteristic.)

- \_\_\_\_\_ a. Areas.
- \_\_\_\_\_ b. Structures.
- \_\_\_\_\_ c. Capabilities.
- \_\_\_\_\_ d. Organizations.
- \_\_\_\_\_ e. People.
- \_\_\_\_\_ f. Events.

1. Presence of any UN agencies operating in the AO.
2. Crop/livestock and market cycles.
3. Resources and services that can be contracted to support the military mission.
4. Recent civil disturbances or celebrations in the AO.
5. Social or religious enclaves.
6. Potential sites for the resettlement of dislocated civilians.
7. Ethnic or political rivalries and tensions in the AO.
8. Location of any toxic industrial materials.

B: (Understanding) You review the information provided by the BCT. It indicates that in the western provinces of your new AO is an area of 185,000 acres with a population of 130,000 people. Several intelligence reports indicate that insurgent information operations and propaganda have emphasized that free medical care is now available to all people under their control. However, reports also indicate that most medical doctors and nurses, considered as wealthy members of the intellectual elite and loyal to the host nation government, fled or were killed or jailed by the insurgents. While intact, hospital and health facilities in the region are reported as understaffed, ill equipped, and without most basic medications and medical supplies. Utility and service disruptions have left most without electrical power or fresh water. Recent diplomatic efforts have provided for the introduction of a small clinic with a 35-person medical team to the region. This new clinic is sponsored by the International Red Cross. Patient flow has overwhelmed the clinic since it opened. What characteristic of your ASCOPE analysis can be refined and may have the greatest impact on your new mission? (Circle the BEST answer.)

- a. Area – the approximate size of the new AO.
- b. Structures – medical facilities, hospitals, and clinics in the AO are generally intact.
- c. Capabilities – very limited medical support is available to the local populace; needs appear to be overwhelming current capacity.
- d. Organizations – at least one nongovernmental organization (NGO) is active in the AO, and local medical professional and administrative staffs are small.
- e. People – the size of the population in our new AO.
- f. Events – an NGO has opened a medical clinic in the AO.

C: (Application) The planning staff analysis indicates that the new AO is an economically depressed area. Recent diplomatic and information operations have undermined and weakened the insurgents' hold on the region. While this is good news, damage to civilian infrastructure and disruption of key services for the local population are significant. Failure to restore damaged infrastructure and re-establish key services can undermine any short term military gains in the AO. The host nation has requested immediate assistance with the list below. Based on your initial analysis, what services or functions does the CAB have a limited capacity to provide immediately as you initiate operations in the new AO? (Circle the BEST answer.)

- a. Establish public administration, public safety, and host nation government agencies.
- b. Provide for and restore fuel distribution.
- c. Restore and rebuild sewage and sanitation systems.
- d. Rebuild or restore schools and hospitals.
- e. Provide emergency medical services.



## ANSWER KEY

### Module #12: Seeing the Big Picture

Question	Answer	Doctrinal Reference/Rationale
A	<p>a-5,6</p> <p>b-8</p> <p>c-3</p> <p>d-1</p> <p>e-7</p> <p>f-2,4</p>	<p>FM 6-0, Appendix B, paras B-37 through B-54 provide the Civil Considerations analysis methodology using ASCOPE. (Explanations were paraphrased to preserve space. Entries relating to answers are in bold italics.)</p> <p><b>Areas (para B-41)</b> Key civilian areas are localities or aspects of the terrain within an AO that are not normally militarily significant. Examples of key civilian areas include:</p> <ul style="list-style-type: none"> <li>• <b><i>Social, political, religious, or criminal enclaves.</i></b></li> <li>• <b><i>Possible sites for the temporary settlement of dislocated civilians</i></b> or other civil functions.</li> </ul> <p><b>Structures (paras B-42 – B-43)</b> Existing structures can play many significant roles. Structures include traditional high-payoff targets, structures protected by international law or other agreements, and structures useful for military purposes. Some aspects of the civilian infrastructure, such as <b><i>the location of toxic industrial materials</i></b>, may influence operations.</p> <p><b>Capabilities (para B-44)</b> Commanders and staffs analyze capabilities from different levels. They view capabilities in terms of those required to save, sustain, or enhance life, in that priority. Capabilities can refer to the ability to provide a populace with key functions or services, such as public safety, emergency services, and food. Capabilities include those areas in which the populace may need help after combat operations. Capabilities also refer to <b><i>resources and services that can be contracted to support the military mission</i></b>, such as, interpreters, laundry services, construction materials, and equipment.</p> <p><b>Organizations (paras B-45 – B-48)</b> Organizations are nonmilitary groups or institutions in the AO. <b><i>Other organizations may come from outside the AO. Examples of these include multinational corporations, United Nations agencies, US governmental agencies, and nongovernmental organizations (NGOs), such as the International Red Cross.</i></b></p>

Question	Answer	Doctrinal Reference/Rationale
		<p><b>People (paras B-49 – B-50)</b>  <i>People</i> is a general term used to describe nonmilitary personnel encountered by military forces. The term includes all civilians within an AO as well as those outside the AO whose actions, opinions, or political influence can affect the mission. Individually or collectively, people can affect a military operation positively, negatively, or neutrally. An analysis of people should identify them by their various capabilities, needs, and intentions. It is useful to separate people into distinct categories. <b><i>When analyzing people, commanders consider historical, cultural, ethnic, political, economic, and humanitarian factors.</i></b></p> <p><b>Events (paras B-51 – B-54)</b>  <i>Events</i> are routine, cyclical, planned, or spontaneous activities that significantly affect organizations, people, and military operations. <b><i>Examples include national and religious holidays, agricultural crop/livestock and market cycles, elections, civil disturbances, and celebrations.</i></b> Other events are disasters from natural, manmade, or technological sources. Once significant events are determined, it is important to template the events and to analyze them for their political, economic, psychological, environmental, and legal implications.</p>
B	c	<p>FM 6-0, para B-44 states, "Commanders and staffs analyze capabilities from different levels. <b><i>They view capabilities in terms of those required to save, sustain, or enhance life, in that priority.</i></b> Capabilities can refer to the ability of local authorities—those of the host nation, aggressor nation, or some other body—to provide a populace with key functions or services, such as public administration, public safety, emergency services, and food. Capabilities include those areas in which the populace may need help after combat operations, such as, public works and utilities, public health, economics, and commerce. Capabilities also refer to resources and services that can be contracted to support the military mission, such as, interpreters, laundry services, construction materials, and equipment. The host nation or other nations might provide these resources and services."</p>
C	e	<p>FM 3-90.5, para 8-57 (RESTORE ESSENTIAL SERVICES) states that "The CAB is capable of providing only the most essential services. Normally, the CAB supports other government, intergovernmental, and host-nation agencies. Essential services include the following:</p> <ul style="list-style-type: none"> <li>• Emergency medical care and rescue.</li> <li>• Providing food and water.</li> <li>• Providing emergency shelter."</li> </ul>

**Assessment Category:** Adaptive Thinking

**Module #13:** Remaining Flexible to Meet Contingencies

**Scenario:** You are the Assistant S-3 (A/S-3) of 1-54 IN (CAB). The BCT is deployed as part of a multinational force in a developing African nation. The CAB has been involved in a successful clear-hold-build operation in your AO. While your forces have been involved in the hold phase of the operation, host nation (HN) Army forces have cooperated in and executed most of the security operations during the hold phase. HN authorities have initiated a number of infrastructure repairs and restoration efforts.

The BCT has issued a WARNO alerting you to the pending attachment of a MP platoon and has given the CAB the mission to train the HN regional police detachment. The HN police detachment has the mission of criminal investigation, traffic regulation, and administering the local 50-bed jail. The HN detachment has a reputation for corruption, poor leadership, and lack of training. While authorized 100 personnel, it currently has less than 60 personnel for duty daily. Equipment, vehicles, communications gear, and weapons are poorly maintained.

**Questions:**

C: (Application) Your quick initial review identifies several implied tasks and conditions that will impact the CAB's execution of this new mission, as well as your unit's ability to execute the current mission. Select from the list below the actions to recommend to your commander. (Circle the BEST answer.)

- a. Request attachment of additional MPs to conduct the majority of the police specific skills training.
- b. Request a reduction of the CAB's AO to reduce the scope of the current mission and allow focus on the training mission.
- c. Conduct a complete mission analysis identifying the resources required to support all specified and implied mission tasks. Assure that the mission analysis considers the interim and potential political end states identified.
- d. Prepare to coordinate with HN authorities to assist with recruitment, selection, and screening of candidates to fill vacancies. It may also be appropriate to encourage HN authorities to dismiss or reassign those policemen that may not be effective or suitable.
- e. Alert a reinforced line company to assume police duties in areas of the region and free HN policemen for training.
- f. Alert a line company to be prepared to train most common tasks (marksmanship, first aid, vehicle and weapons maintenance, and physical training). These are common skills for Soldiers and would reduce the MP training burden.

## ANSWER KEY

### Module #13: Remaining Flexible to Meet Contingencies

Question	Answer	Doctrinal Reference/Rationale
C	c	<p>Professional military judgment: The mission analysis will determine requirements and potential COAs to be presented to the CAB commander for decision. The other potential selections provide potential COAs or requests to the BCT to support a potential COA.</p> <p>FM 3-90.5 provides information on the <i>risk of mission creep</i>. Para 8-11 states, "Commanders and Soldiers have a natural tendency to do more than the mission requires, especially when faced with human suffering. This is often called "mission creep." However, well-intentioned actions can be especially dangerous in stability operations, where they can threaten impartiality as well as undermine long-term programs. There are two types of mission creep. First is the type that occurs when the unit receives shifting guidance or change in mission for which the unit is not properly configured or resourced; or if it is beyond the legal authority of the Army. The second type of mission creep occurs when a unit attempts to do more than is allowed in the current mandate and mission. The best guard against mission creep is for the commander and staff to conduct a complete mission analysis, taking into account the interim and potential political end states."</p>

## **Assessment Category:** Sustainment Operations

### **Module #14:** Directing Casualty Evacuation

**Scenario:** As the A/S-3 of 1-54 IN (CAB), you are the night shift Battle Captain in the Main CP. The BCT is deployed as part of a multinational force in a developing African nation and is currently conducting clear-hold-build operations in the eastern provinces in cooperation with host nation (HN) forces. Operations to date have been successful, and as the focus has transitioned to the hold-build phases, the BCT directed the CAB to identify and retain a company team as the BCT's QRF. In addition to responding to unforeseen situations, the BCT Commander intends to deploy the QRF as a blocking force or raid force against insurgent targets of opportunity.

The CAB has received a WARNO to prepare the QRF for an air assault raid into a small, remote village in the nearby Pack Mountains. Intelligence reports indicate a meeting will occur between insurgent leaders to transfer currency and gold, financial resources for their future activities.

In addition to the assault helicopter company allocated for this operation, the CAB has been allocated an aviation LNO, two AH-64D fire control radar-equipped aircraft from the attack reconnaissance battalion, two H60 MEDEVAC helicopters, an ALO and two A-10 CAS sorties.

#### **Questions:**

A: (Recall) You huddle with the Operations Sergeant Major and agree that clearance of fires procedures should be rehearsed. Additionally, the Operations Sergeant Major recommends rehearsal of MEDEVAC and mass casualty operations. Who has the *primary* responsibility to plan and provide technical direction to subordinate units concerning CASEVAC operations? (Circle the BEST answer.)

- a. S-1.
- b. Battle captains and battle staff NCOs, as staff coordinators/synchronizers of WFF.
- c. S-4.
- d. Aviation LNO from the supporting assault helicopter battalion.

B: (Understanding) Planners are considering mission abort criteria, and developing plans for raiding force extraction and MEDEVAC/CASEVAC for the operation. What staff elements need to be included in the CP casualty evacuation rehearsal? (Select ALL answers that apply.)

- a. S-1.
- b. S-2.
- c. Main CP battle captains and battle staff NCOs on duty at the time of the operation.
- d. S-4.
- e. S-6.
- f. Chaplain.
- g. FSO.
- h. ALO.
- i. Aviation LNO.
- j. Surgeon.

C: (Application) The QRF has conducted an air assault raid into a small, remote village in the nearby Pack Mountains to capture or kill the insurgent leaders meeting there. The QRF is under heavy contact and has taken four casualties, two of which are seriously wounded and must be MEDEVAC'ed immediately. Ground transportation may not be possible for the seriously wounded due to time and security concerns. What option do you recommend to the XO? (Circle the BEST answer.)

a. Direct the QRF to stabilize the seriously wounded with their combat lifesavers and evacuate the casualties to the nearest casualty collection point, and report when the area is secure before you can launch the MEDEVAC helicopters.

b. Request the QRF identify the nearest landing zone (LZ). Have the AV LNO coordinate link-up of the two AH-64s allocated to the CAB to escort the MEDEVAC helicopters to the LZ. Request CAS through the ALO to support the QRF in contact. Have the FSO, ALO and Aviation LNO coordinate airspace control measures to support the CAS sorties for the QRF and MEDEVAC/AH-64 flight routes.

c. Request the QRF identify the LZ. Direct the AV LNO, ALO, and FSO to coordinate a joint air attack team mission to finish the fight quickly in order to deploy the MEDEVAC helicopters to evacuate the wounded.

d. Direct the QRF to stabilize the wounded and wait until the fight is over to evacuate the casualties.

## ANSWER KEY

### Module #14: Directing Casualty Evacuation

Question	Answer	Doctrinal Reference/Rationale
A	c	FM 3-90.5, para 2-55 states that the duties of the S-4 include "Planning transportation to support special transportation requirements (e.g., casualty evacuation [CASEVAC])."
B	a c d g i j	Professional military judgment: S-1, S-4, and the surgeon are the primary planners and executors of CASEVAC operations for the CAB. The FSO must be aware of MEDEVAC flight routes and times. He will impose temporary restrictions for flight safety while maintaining fire support for maneuver forces. The Aviation LNO will provide technical assistance in MEDEVAC flight operations and will coordinate AH-64 support, if required, to protect MEDEVAC helicopters.
C	b	Professional military judgment: Given this scenario, ground evacuation is not an option for the seriously wounded. The chosen answer provides suppression to the insurgent forces to allow employment of MEDEVAC helicopters with AH-64 support to help protect the MEDEVAC helicopters. Answer "c" is the next best choice in that it uses all available assets to defeat the insurgents and provide a safer environment to deploy the MEDEVAC helicopters; however, if this option fails, the CAB will have to request additional CAS sorties and potentially two more attack helicopters or wait until the allocated AH-64s are rearmed while the clock is ticking on the seriously wounded Soldiers. Answers "a" and "d" do not use the assets provided to the CAB and have a high likelihood of taking too much time to save the seriously wounded Soldiers.

## **Assessment Category:** Sustainment Operations

### **Module #15:** Directing Detainee Operations

**Scenario:** You are the Assistant S-3 of 1-54 IN (CAB). The BCT is deployed as part of a multinational force in a developing Pacific Rim nation. During the past month, the CAB has captured over 400 confirmed or suspected insurgents and insurgent supporters/sympathizers, evacuating them out of the CAB AO to the BCT detainee collection point.

Yesterday a team from the International Red Cross visited a nearby jail and detainee detention facility operated by the host nation. There were shortcomings and problems noted during the Red Cross visit, but there were no implications of shortcomings or problems with the BCT's operations. However, the CAB XO has directed a review of the tactical SOP to ensure full compliance with appropriate laws, regulations and procedural guidance for detainee operations.

#### **Questions:**

A: (Recall) The XO has assembled the staff and you are the S-3's representative and action officer for the review and consolidation of any changes to the tactical SOP. Which staff element has the responsibility for planning and supervising enemy prisoner of war (EPW) and detainee processing and evacuation operations? (Circle the BEST answer.)

- a. S-1.
- b. S-2.
- c. S-3.
- d. S-4.
- e. S-9.

B: (Understanding) The tactical SOP review team must consider that counterinsurgency operations create special circumstances for EPW and detainee exploitation and evacuation as well as the collection of evidence during tactical operations. The physical evidence and interrogation/questioning of the local populace and witnesses may support criminal investigations and future prosecution of detainees by host nation courts. As a minimum, what specific guidance concerning tactical questioning and interrogation should be documented in the CAB's tactical SOP? (Circle the BEST answer.)

- a. Any NCO (E-6 and above) or officer may conduct tactical questioning with the assistance of US Army trained linguists or a Category I linguist.
- b. Any NCO (E-6 and above) or officer may conduct interrogations with the assistance of US Army trained linguists or a Category II or III linguist.
- c. Properly trained Soldiers of any rank may conduct immediate tactical questioning of detainees. However, only HUMINT trained personnel are legally authorized to conduct interrogations.
- d. Only trained HUMINT personnel should be permitted to conduct tactical questioning or interrogations under any circumstances.



C: (Application) During cordon and search operations the tactical site exploitation team should have a designated element organized to conduct tactical questioning. Tactical questioning of the local populace may be used to identify threats, gain information of immediate value, identify persons of interest (witnesses, etc.) or insurgents, and develop leads and combat information for future operations. There are several considerations involved in selecting the method to search a populated area. Which of the basic methods or combination of methods provides the best opportunity for detailed questioning of subjects and suspects? (Circle the BEST answer.)

- a. Remove all inhabitants to a detention facility away from the populated area.
- b. Assemble inhabitants in a central location if they appear to be hostile and control the heads of the households.
- c. Assemble inhabitants in a central location if they appear to be hostile.
- d. Restrict inhabitants to their homes.
- e. Control heads of households.
- f. Restrict inhabitants to their homes and control the heads of the households.

## ANSWER KEY

### Module #15: Directing Detainee Operations

Question	Answer	Doctrinal Reference/Rationale
A	c	<p>FM 3-90.5, para 2-47 lists other duties of the S-3. Included in this list is the statement “Planning for dislocated civilian (DC) operations and detainee operations (to include civilian internees, and enemy prisoners of war [EPW])”.</p> <p>Para 10-28 states that “The CAB S-3 leads the BN staff in planning the retrograde of detainees. Soldiers who capture EPWs and detain civilians maintain control of them and any captured documents and material until turned over to the proper authority. As rapidly as possible, EPWs are evacuated from the BN AO to the BCT detainee collection point (DCP).</p>
B	c	<p>FM 3-24, para 3-137 states that “Detainees and insurgent defectors are important HUMINT sources. The information they provide about the internal workings of an insurgency may be better than any other HUMINT source can provide. In addition, defectors can provide otherwise unobtainable insights into an insurgent organization’s perceptions, motivations, goals, morale, organization, and tactics. Both detainees and defectors should be thoroughly questioned on all aspects of an insurgency discussed in section II. Their answers should be considered along with information obtained from captured equipment, pocket litter, and documents to build a better understanding of the insurgency. <i>Properly trained Soldiers and Marines can conduct immediate tactical questioning of detainees and defectors. However, only trained HUMINT personnel are legally authorized to conduct interrogations.</i> A trained debriefer should be used for questioning a defector. All questioning of detainees is conducted to comply with US law and regulations, international law, execution orders and other operationally specific guidelines. (FM 2-22.3 provides the authoritative doctrine and policy for interrogation. Chapter 7 and appendix D of this manual also address this subject.)”</p>

Question	Answer	Doctrinal Reference/Rationale
C	b	<p>FM 3-90.5, para 8-100 states: "Forces use three basic methods to search the populated area.</p> <ul style="list-style-type: none"> <li>• <b>Assemble inhabitants in a central location if they appear to be hostile.</b> This method provides the most control, simplifies a thorough search, denies insurgents an opportunity to conceal evidence, and allows for detailed interrogation. Depending on the objective of the search, a personnel search team may be necessary in this central location. This method has the disadvantage of taking the inhabitants away from their dwellings, and encouraging looting, which, in turn, produces ill feelings from the inhabitants. The security element is responsible for controlling the inhabitants. The search element may escort individuals back to their dwellings to be present during the search, or it may leave them in the central location.</li> <li>• <b>Restrict inhabitants to their homes.</b> This prohibits movement of civilians, allows them to stay in their dwellings, and discourages looting. The security element must enforce this restriction. The disadvantages of this method are that it makes control and interrogation difficult, and it gives inhabitants time to conceal evidence in their homes.</li> <li>• <b>Control the heads of the households.</b> The head of each household is told to remain in front of the house while everyone else in the house is brought to a central location. The security element controls the group at the central location and provides external security. During the search, the head of the household accompanies the search team through the house. Looting is reduced, and the head of the household sees that the search team steals nothing."</li> </ul> <p>Professional military judgment: Assembling inhabitants to a central location simplifies control and facilitates search and interrogation operations. Leaving heads of households under guard at their homes reduces the potential for looting and allows the head of household to see that the search team steals nothing, which helps to mitigate ill feelings from the inhabitants.</p>

## Annex 1

### SCORING EXAMPLES

**To the Instructor:** Each example provides "a way" to score test performance. You may prefer a different way to do the scoring.

#### A. Scoring Example #1

Test Contents: 6 recall questions, 6 understanding questions, 7 application questions

Item Weighting: *recall* = 1 point, *understanding* = 3 points, *application* = 5 points

Stage	Steps	Comments
Sort test questions	<i>Recall questions:</i> <ul style="list-style-type: none"> <li>• 3 "circle the correct answer" questions</li> <li>• 2 "circle all correct answers" questions (total correct answers = 5)</li> <li>• 1 "place correct letter in blank" question (4 blanks)</li> </ul>	This sorting is notional
	<i>Understanding questions:</i> <ul style="list-style-type: none"> <li>• 2 "circle the correct answer" questions</li> <li>• 3 "circle all correct answers" questions (total correct answers = 8)</li> <li>• 1 "place correct letter in blank" question (5 blanks)</li> </ul>	This sorting is notional
	<i>Application questions:</i> <ul style="list-style-type: none"> <li>• 4 "circle the correct answer" questions</li> <li>• 2 "circle all correct answers" questions (total correct answers = 4)</li> <li>• 1 "place correct letter in blank" question (4 blanks)</li> </ul>	This sorting is notional
Tally correct items	<i>Recall:</i> 3 + 5 + 4 = 12 maximum correct answers	Tally the results of the sorting steps
	<i>Understanding:</i> 2 + 8 + 5 = 15 maximum correct answers	
	<i>Application:</i> 4 + 4 + 4 = 12 maximum correct answers	
Calculate perfect score	<i>Recall:</i> 12 (maximum correct) x 1 (weight) = 12	Notice how weights combine with the tally results
	<i>Understanding:</i> 15 (maximum correct) x 3 (weight) = 45	
	<i>Application:</i> 12 (maximum correct) x 5 (weight) = 60	
	<i>TOTAL:</i> 12 + 45 + 60 = 117 (maximum possible score)	
Calculate student score	<i>Recall:</i> 8 (# correct answers) x 1 (weight) = 8	The simple total can be converted easily to a relative score (%)
	<i>Understanding:</i> 10 (# correct answers) x 3 (weight) = 30	
	<i>Application:</i> 9 (# correct answers) x 5 (weight) = 45	
	<i>TOTAL:</i> 8 + 30 + 45 = 83 (total student score)	
	<i>RELATIVE SCORE:</i> 83 ÷ 117 = 71% (maximum = 100%)	

Note: This is a notional example for illustration purposes.

## B. Scoring Example #2

Test Contents: 5 recall questions, 7 understanding questions, 8 application questions

Item Weighting: *recall* = 1 point, *understanding* = 3 points, *application* = 5 points

Stage	Steps	Comments
Sort test questions	<b>Recall questions:</b> <ul style="list-style-type: none"> <li>• 2 "circle the correct answer" questions</li> <li>• 2 "circle all correct answers" questions (total correct answers = 6)</li> <li>• 1 "matching" question (5 blanks for entering letters from option list)</li> </ul>	This sorting is notional
	<b>Understanding questions:</b> <ul style="list-style-type: none"> <li>• 3 "circle the correct answer" questions</li> <li>• 2 "circle all correct answers" questions (total correct answers = 5)</li> <li>• 1 "matching" question (4 blanks for entering letters from option list)</li> <li>• 1 "select correct code" question (4 blanks for entering codes)</li> </ul>	This sorting is notional
	<b>Application questions:</b> <ul style="list-style-type: none"> <li>• 2 "circle the correct answer" questions</li> <li>• 3 "circle all correct answers" questions (total correct answers = 7)</li> <li>• 2 "matching" questions (5 blanks each to enter letters in, total = 10)</li> <li>• 1 "assign correct element" question (6 blanks for entering letters)</li> </ul>	This sorting is notional
Tally correct items	<b>Recall:</b> $2 + 6 + 5 = 13$ maximum correct answers	Tally the results of the sorting steps
	<b>Understanding:</b> $3 + 5 + 4 + 4 = 16$ max correct answers	
	<b>Application:</b> $2 + 7 + 10 + 6 = 25$ max correct answers	
Calculate perfect score	<b>Recall:</b> $13$ (maximum correct) $\times 1$ (weight) = 13	Notice how weights combine with the tally results
	<b>Understanding:</b> $16$ (maximum correct) $\times 3$ (weight) = 48	
	<b>Application:</b> $25$ (maximum correct) $\times 5$ (weight) = 125	
	<b>TOTAL:</b> $13 + 48 + 125 = 186$ (maximum possible score)	
Calculate student score	<b>Recall:</b> $10$ (# correct answers) $\times 1$ (weight) = 10	The simple total can be converted easily to a relative score (%)
	<b>Understanding:</b> $13$ (# correct answers) $\times 3$ (weight) = 39	
	<b>Application:</b> $21$ (# correct answers) $\times 5$ (weight) = 105	
	<b>TOTAL:</b> $10 + 39 + 105 = 154$ (total student score)	
	<b>RELATIVE SCORE:</b> $154 \div 186 = 83\%$ (max = 100%)	

Note: This is a notional example for illustration purposes.



Appendix C  
LIST OF DOCTRINAL SOURCES

General References

- FM 3-0. *Operations*. 27 February 2008.
- FM 3-19.4. *Military police leaders' handbook*. 4 March 2002.
- FM 3-90. *Tactics*. 4 July 2001.
- FM 7-15. *The Army universal task list*. 31 August 2003. With Change 1, 18 March 2005; and Change 2, 6 July 2006.
- FM 7-100.4. *Opposing force organization guide*. 3 May 2007.
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Company-Level References

- AR 600-20. *Army command policy*. 18 March 2008.
- FM 1-02. *Operational terms and graphics*. 21 September 2004.
- FM 1-02, Chapter 1: *Operational terms* (CAC-T Advance Copy). 30 August 2007.
- FM 1-02, Chapter 2: *Acronyms, abbreviations, and country codes* (Advance Copy). 19 June 2008.
- FM 3-20.15. *Tank platoon*. 22 February 2007.
- FM 3-21.10. *The infantry rifle company*. 27 July 2006.
- FM 3-21.71. *Mechanized infantry platoon and squad (Bradley)*. 20 August 2002.
- FM 3-24. *Counterinsurgency*. 15 December 2006.
- FM 3-90.1. *Tank and mechanized infantry company team*. 9 December 2002.
- FM 3-90.5. *The combined arms battalion*. 15 January 2008.
- FM 4-02. *Force health protection in a global environment*. 13 February 2003.
- FM 5-0. *Army planning and orders production*. 20 January 2005.
- FM 6-0. *Mission command: Command and control of Army forces*. 11 August 2003.
- FM 6-22. *Army leadership: Competent, confident, and agile*. 12 October 2006.
- FM 7-22.7. *The Army noncommissioned officer guide*. 23 December 2002.

FM 23-1. *Bradley gunnery*. 18 March 1996.

FM 34-130. *Intelligence preparation of the battlefield*. 8 July 1994.

TC 3-17. *Combat identification (CID) training integration*. 6 November 2007.

#### Battalion-Level References

FMI 3-04.155. *Army unmanned aircraft system operations*. 4 April 2006. With Change 1, 12 March 2008.

FM 3-13. *Information operations: Doctrine, tactics, techniques, and procedures*. 28 November 2003.

FM 3-24. *Counterinsurgency*. 15 December 2006.

FM 3-90.5. *The combined arms battalion*. 15 January 2008.

FM 3-90.6. *The brigade combat team*. 4 August 2006.

FM 3-90.61. *The brigade special troops battalion*. 22 December 2006.

FM 5-0. *Army planning and orders production*. 20 January 2005.

FMI 5-0.1. *The operations process*. 31 March 2006. With Change 1, 14 March 2008.

FM 6-0. *Mission command: Command and control of Army forces*. 11 August 2003.



## Appendix D

### JRTC DATA COLLECTION INSTRUMENTS

- Interview Protocol – JRTC Observer/Controllers Page D-2
- Questionnaire – JRTC Observer/Controllers Page D-7

## **INTERVIEW PROTOCOL – JRTC Observer/Controllers**

Purpose of Interviews: Obtain input from trainers of infantry units regarding measurement targets for MC3-RC metrics.

Approach: Interview battalion-level O/Cs about (a) company-grade officers in CPs, (b) Assistant S3 officers in a Battalion TOC, (c) other company-grade officers found in the TOC, and (d) company commanders.

NOTE-1: Assume a given group may have 30-120 min available for an interview. Some groups could cover more questions than others.

NOTE-2: Some questions may need to be weeded out or assigned a lower priority.

NOTE-3: A given interview group may address battalion-level competencies, company-level competencies, or both.

NOTE-4: The distinction between the four types of Infantry and Armor/Cavalry units ((Infantry Battalion, Stryker Battalion, Combined Arms Battalion, Cavalry Squadron) is not expected to be significant in terms of competencies for company-grade officers.

### **Battalion-Level Competencies (Company-Grade Staff Officers)**

1. When a high performing battalion staff rotates through, what contributions of the following staff officers stand out? Please provide specific examples of high performing individuals.

- Battalion TOC: Assistant S3
- Battle Captain/Assistant S3
- Combat Trains Command Post (CTCP) – S1 and S4
- Field Trains Command Post (FTCP) – HHC Commander

2. What are the three most serious deficiencies you see among the following staff officers?

- Battalion TOC: Assistant S3
- Battle Captain/Assistant S3
- CTCP – S1 and S4
- FTCP – HHC Commander

3. How would you rank order the following *competencies* for company-grade staff officers in command posts? (1 = most important, 13 = least important)
  1. Understand battalion-level doctrine and tactics
  2. Know capabilities and limitations of assigned assets
  3. Understand effects of terrain and weather on threat and own forces
  4. Accomplish rapid decision making (running estimate)
  5. Conduct intelligence preparation of the battlefield
  6. Know and apply the military decision making process
  7. Perform Battle Captain duties (synchronize warfighting functions)
  8. Manage sustainment operations
  9. Communicate effectively in writing and orally
  10. Manage time effectively
  11. Assess risk
  12. Obtain information from other staff officers
  13. Process information
  
4. How would you rank order the following *abilities* for company-grade staff officers in command posts? (1 = most important, 8 = least important)
  1. Maintain focus on the mission and higher's intent
  2. Visualize the battlefield
  3. See the big picture
  4. Model a thinking enemy
  5. Know and use all assets available
  6. Consider effects of terrain
  7. Consider timing
  8. Consider contingencies and remain flexible
  
5. Are there any other competencies that are critical for company grade staff officer performance in command posts?
  
6. Select four competencies you think are especially important for company-grade staff officers in command posts. What are the key indicators of good performance for each competency? What level of proficiency do you expect for MC3 graduates?
  
7. How would you rank order the following competencies for the Assistant S3? (1 = most important, 13 = least important)
  1. Understand battalion-level doctrine and tactics
  2. Know capabilities and limitations of assigned assets
  3. Understand effects of terrain and weather on threat and own forces
  4. Accomplish rapid decision making (running estimate)
  5. Conduct intelligence preparation of the battlefield
  6. Know and apply the military decision making process
  7. Perform Battle Captain duties (synchronize warfighting functions)
  8. Manage sustainment operations
  9. Communicate effectively in writing and orally
  10. Manage time and prioritize tasks effectively
  11. Assess risk
  12. Obtain information from other staff officers
  13. Process information, determine relevance/criticality, generate options and recommend a COA

8. How would you rank order the following abilities for the Assistant S3? (1 = most important, 8 = least important)
1. Maintain focus on the mission and higher's intent
  2. Visualize the battlefield
  3. See the big picture
  4. Model a thinking enemy
  5. Know and use all assets available
  6. Consider effects of terrain
  7. Consider timing
  8. Consider contingencies and remain flexible
9. Are there any other competencies that are critical for Assistant S3 performance?
10. Select four competencies you think are especially important for Assistant S3 performance. What are the key indicators of good performance for each competency? What level of proficiency do you expect for MC3 officers?
11. What do you expect MC3 graduates to know about threat factors and IPB? What level of proficiency do you expect for MC3 graduates regarding intelligence-related competencies?
12. What performance assessment tools or job aids (checklists, etc.) do you use when observing staff officer performance? Obtain a copy of each.
13. How do the measures of individual performance vary for different tactical conditions?
- Type of unit (Infantry Battalion, Stryker Battalion, Combined Arms Battalion, Cavalry Squadron)
  - Type of mission
  - Time available
  - Cultural setting
  - Presence of joint or coalition troops
14. What are the biggest challenges you see for training company-grade staff officers to work in a battalion CP? In a Battalion TOC?
15. If you could recommend three training objectives for the Maneuver Captains Career Course, what would they be?

## **Company-Level Competencies (Company Commander)**

1. When you see a high performing company at JRTC, what characteristics of the company commander stand out?
  - Maneuver companies
  - Headquarters and Headquarters Company (HHC)
2. What are the three most serious deficiencies you see among company commanders rotating through JRTC? What causes these deficiencies?
  - Maneuver companies
  - HHC
3. How would you rank order the following competencies for company commanders? (1 = most important, 14 = least important)
  1. Command a company
  2. Understand company-level doctrine and tactics
  3. Know capabilities and limitations of assigned assets
  4. Understand effects of terrain and weather on threat and own forces
  5. Accomplish rapid decision making (running estimate)
  6. Conduct intelligence preparation of the battlefield
  7. Perform troop leading procedures
  8. Plan and conduct rehearsals
  9. Manage sustainment operations
  10. Communicate effectively orally
  11. Manage time effectively
  12. Coach/mentor a struggling subordinate
  13. Manage risk
  14. Communicate the strategic mission to Soldiers in terms that they understand
4. How would you rank order the following abilities for company commanders? (1 = most important, 8 = least important)
  1. Maintain focus on the mission and higher's intent
  2. Visualize the battlefield
  3. See the big picture
  4. Model a thinking enemy
  5. Know and use all assets available
  6. Consider effects of terrain
  7. Consider timing
  8. Consider contingencies and remain flexible
5. Are there any other competencies that are critical for company commanders?
6. Select four competencies you think are especially important for company commanders in a maneuver battalion. What are key indicators of good performance for each competency? What level of proficiency do you expect the officers to achieve for each competency?
7. What performance assessment tools or job aids (checklists, etc.) do you use when observing company commanders? Obtain a copy of each.

8. How do the measures of company commander performance vary for different tactical conditions?
  - Type of unit ((Infantry Company, Stryker Company, Combined Arms Battalion Company, Cavalry Troop)
  - Type of mission
  - Time available
  - Cultural setting
  - Presence of joint or coalition troops
9. What are the biggest challenges you see for training company commanders in the contemporary operational environment?
10. If you could recommend three training objectives for the Maneuver Captains' Career Course, what would they be?

## QUESTIONNAIRE – JRTC OBSERVER/CONTROLLERS

### Assistant S3/Battle Captain

1. How would you rank order the following competencies for the Assistant S3/Battle Captain? (1 = most important, 13 = least important)

- \_\_\_\_\_ Understand battalion-level doctrine and tactics
- \_\_\_\_\_ Know capabilities and limitations of assigned assets
- \_\_\_\_\_ Understand effects of terrain and weather on threat and own forces
- \_\_\_\_\_ Accomplish rapid decision making (running estimate)
- \_\_\_\_\_ Conduct intelligence preparation of the battlefield
- \_\_\_\_\_ Know and apply the military decision making process
- \_\_\_\_\_ Perform Battle Captain duties (synchronize warfighting functions)
- \_\_\_\_\_ Manage sustainment operations
- \_\_\_\_\_ Communicate effectively in writing and orally
- \_\_\_\_\_ Manage time and prioritize tasks effectively
- \_\_\_\_\_ Assess risk
- \_\_\_\_\_ Obtain information from other staff officers
- \_\_\_\_\_ Process information, determine relevance/criticality, and recommend a COA

2. How would you rank order the following abilities for the Assistant S3/Battle Captain? (1 = most important, 8 = least important)

- \_\_\_\_\_ Maintain focus on the mission and higher's intent
- \_\_\_\_\_ Visualize the battlefield
- \_\_\_\_\_ See the big picture
- \_\_\_\_\_ Model a thinking enemy
- \_\_\_\_\_ Know and use all assets available
- \_\_\_\_\_ Consider effects of terrain
- \_\_\_\_\_ Consider timing
- \_\_\_\_\_ Consider contingencies and remain flexible

### Other Company-Grade Staff Officers

3. How would you rank order the following competencies for company-grade staff officers in other command posts (S1; S4; HHC CDR)? (1 = most important, 12 = least important)

- \_\_\_\_\_ Understand battalion-level doctrine and tactics
- \_\_\_\_\_ Know capabilities and limitations of assigned assets
- \_\_\_\_\_ Understand effects of terrain and weather on threat and own forces
- \_\_\_\_\_ Accomplish rapid decision making (running estimate)
- \_\_\_\_\_ Conduct intelligence preparation of the battlefield
- \_\_\_\_\_ Know and apply the military decision making process
- \_\_\_\_\_ Manage sustainment operations
- \_\_\_\_\_ Communicate effectively in writing and orally
- \_\_\_\_\_ Manage time and prioritize tasks effectively
- \_\_\_\_\_ Assess risk
- \_\_\_\_\_ Obtain information from other staff officers
- \_\_\_\_\_ Process information, determine relevance/criticality, and recommend a COA

4. How would you rank order the following abilities for company-grade staff officers in other command posts (S1; S4; HHC CDR)? (1 = most important, 8 = least important)

\_\_\_\_\_ Maintain focus on the mission and higher's intent  
\_\_\_\_\_ Visualize the battlefield  
\_\_\_\_\_ See the big picture  
\_\_\_\_\_ Model a thinking enemy  
\_\_\_\_\_ Know and use all assets available  
\_\_\_\_\_ Consider effects of terrain  
\_\_\_\_\_ Consider timing  
\_\_\_\_\_ Consider contingencies and remain flexible

#### Company Commander

11. How would you rank order the following competencies for company commanders? (1 = most important, 14 = least important)

\_\_\_\_\_ Command a company  
\_\_\_\_\_ Understand company-level doctrine and tactics  
\_\_\_\_\_ Know capabilities and limitations of assigned assets  
\_\_\_\_\_ Understand effects of terrain and weather on threat and own forces  
\_\_\_\_\_ Accomplish rapid decision making (running estimate)  
\_\_\_\_\_ Conduct intelligence preparation of the battlefield  
\_\_\_\_\_ Perform troop leading procedures  
\_\_\_\_\_ Plan and conduct rehearsals  
\_\_\_\_\_ Manage sustainment operations  
\_\_\_\_\_ Communicate effectively orally  
\_\_\_\_\_ Manage time effectively  
\_\_\_\_\_ Coach/mentor a struggling subordinate  
\_\_\_\_\_ Manage risk  
\_\_\_\_\_ Communicate the strategic mission to Soldiers in terms that they understand

12. How would you rank order the following abilities for company commanders? (1 = most important, 8 = least important)

\_\_\_\_\_ Maintain focus on the mission and higher's intent  
\_\_\_\_\_ Visualize the battlefield  
\_\_\_\_\_ See the big picture  
\_\_\_\_\_ Model a thinking enemy  
\_\_\_\_\_ Know and use all assets available  
\_\_\_\_\_ Consider effects of terrain  
\_\_\_\_\_ Consider timing  
\_\_\_\_\_ Consider contingencies and remain flexible



## Appendix E

### COMPANY-LEVEL DATA AND RESULTS

- Summary of Company-Level Survey Results from JRTC O/Cs Page E-2
- Summary of Company-Level Focus Group Results from JRTC O/Cs Page E-4
- Summary of Company-Level Data from Other Sources Page E-7
- Company Level Metrics Worksheet Page E-10
- Company Level Metrics Outline Page E-14

## SUMMARY OF COMPANY-LEVEL SURVEY RESULTS FROM JRTC OBSERVER/CONTROLLERS

Table E-1. *JRTC O/C Rankings of Company Commander Abilities*

Ability	Dominant Rank	Overall Rank	Comments
<b>Competencies</b>			
Command a company	1 (x11)	1	Threads thru other competencies
Perform troop leading procedures	1-2-3 (x4 ea)	2	High in current outline
Understand doctrine and tactics	2 (x6)	3	Sampled (x10) in current outline
Know assigned assets	3-4 (x5)	4	High in current outline
Plan and conduct rehearsals	6 (x5)	5	High in current outline
Communicate orally	8 (x5)	6	Hard to measure in written test
Accomplish rapid decision making	9 (x5)	7	Hard to measure w/o automation
Manage risk	5-10-12 (x4 ea)	8	High in current outline
Manage time effectively	10 (x5)	9	Rank = 7 in TLAC themes (~)
Mentor a struggling subordinate	7-9-10-11-14 (x3 ea)	10	Medium in current outline
Communicate strategic mission	11 (x4)	11	Also from focus group (~)
Understand terrain/weather effects	12 (x4)	12	High in current outline
Manage sustainment operations	13 (x8)	13	Missing in other sources
Conduct IPB	13 (x5)	14	High in current outline
<b>Think Like a Commander Themes</b>			
Visualize the battlefield	1 (x10)	1	High in current outline
Maintain focus on mission + intent	1 (x6)	2	High in current outline
Remain flexible re: contingencies	2 (x6)	3	High in current outline
Know and use all assets	3-4 (x5 ea)	4.5	High in current outline
See the big picture	3-4 (x5 ea)	4.5	Related to focus on mission/intent
Consider effects of terrain	6 (x8)	6	High in current outline
Consider timing	7 (x8)	7	Rank = 9 in competencies (~)
Model a thinking enemy	8 (x6)	8	See IPB (High in current outline)

*Note.* Summary results from questionnaires administered at JRTC ( $N = 22$ ). The LTP coaches' responses ( $N = 5$ ) were not included due to the variability in the responses.

## Write-in Comments from Company-Level Questionnaire (N = 22)

*Select three competencies you think are especially important for company commanders in a maneuver battalion. What are the key indicators of good performance for each competency?*

- Communicate effectively (4 O/Cs; 1 said Communicate effectively orally; 1 said ability to communicate orders, issues, concerns to seniors and subordinates)
- Similar
  - Understand tactics and how to accomplish missions (1 O/C)
  - Tactical/technical knowledge (1 O/C)
  - Understand company-level doctrine and tactics (1 O/C)
  - Tactical ability to fire and maneuver at the company level (1 O/C)
- Know capabilities and limitations of assigned assets (3 O/Cs; 1 said primarily personnel).
- Plan and conduct rehearsals (this is a consistent point of failure) (2 O/Cs)
- Team building/ability to build a team (2 O/Cs)
- Similar
  - Understand mission/commander's intent and plan without waiting on a complete plan/OPORD from BN (1 O/C)
  - Execute TLPs consistently even when complete guidance hasn't been issued (1 O/C)
- Similar
  - Strong leader traits, ability to execute TLP (1 O/C)
  - Ability to lead (1 O/C)
  - Strong leadership ability (1 O/C)
- Understand effects of terrain/weather on enemy and own forces (see the terrain, see the enemy, see yourself; by conducting this analysis properly you can anticipate enemy movement and meet him at your decision point not his) (1 O/C)
- Consider contingencies and remain flexible (1 O/C)
- One O/C – mentioned for both CO and BN staff
  - Situational understanding (Who am I fighting; What are my assets to fight; What do I need to accomplish the mission)
  - Integration (What can I provide as “value added;” what can you provide me)
  - Learning/continuing education (tactical and technical expert; fundamentals in context of trending TTPs)
  - Key indicators of success
    - Maturity/awareness (understands roles and assets; brings value to the fight)
    - Situational awareness (understands the big picture/intent; sees the enemy as applied to the populace)
    - Integration (at all levels from subordinate to higher; confidence to make the informed decision)
- Command a company (1 O/C)
- Communicate the strategic mission to Soldiers in terms that they understand (1 O/C)
- Take the initiative and be proactive (1 O/C)
- Work independently, not dependent on a group to make correct decisions (1 O/C)
- Strong motivator, able to assess Soldiers and maximize their stronger traits (1 O/C)
- Adaptability (1 O/C)
- Judgment (1 O/C)
- Ability to analyze 2nd and 3rd order effects of decisions (1 O/C)

## **SUMMARY OF COMPANY-LEVEL FOCUS GROUP RESULTS FROM JRTC OBSERVER/CONTROLLERS**

### **JRTC Focus Group 1 – CO CDR Competencies (N = 6)**

Group composition: 2 Majors, 3 Captains, 1 Aussie Major / 3 IN, 1 AR, 1 EN

#### **Competencies of Stand-out Company Commanders**

- Conduct enemy analysis using multiple sources
- Visualize the battlefield
- See the big picture
- Operate as a one-man staff
- Possess high intelligence
- Teach themselves
- Set the example
- Possess strong communication skills (including interface with external elements)
- Understand higher intent
- Communicate intent
- Use rehearsal to leverage experience
- Be self-aware (understand weaknesses of yourself and unit)
- Understand capabilities and limitations of organic and external assets
- Translate problems and capabilities into assessment

#### **Biggest Training Challenges from the COE**

- Controlling more (and more diverse) assets in COIN operations
- Putting a positive face on your mission
- Considering all aspects of counterinsurgency fight, not just enemy
- Transitioning from one mission to another (e.g., from combat to helping the populace)
- Adjusting to cultural differences between Iraq and Afghanistan
- Staying current with a continually changing COE
- Understanding the big picture where multiagency involvement is routine

#### **Training Objective Ideas for MC3**

- Understanding and integrating/utilizing all available resources (including joint ISR, joint fires, SF, PSYOP, host nation forces)
- Autonomous company operations
- Virtual table-top or sandbox STXs for small groups
- End-of-course CPX
- Parallel planning during simultaneous current and future operations (Bde and perhaps Bn)
- Operational problems that require critical thinking and reasoning
- Full spectrum operations – multifaceted battlefield

## **JRTC Focus Group 2 – CO CDR Competencies (N = 6)**

Group composition: 1 Major, 5 Captains / 3 AD, 2 AR, 1 IN

### **Competencies of Stand-out Company Commanders**

- Conducting rehearsals and leveraging them to adjust the plan
- Good troop leading skills
- Time management
- Parallel planning
- Taking the initiative when WARNO arrives
- Delegating planning tasks to Plt Ldrs
- Involving Plt Ldrs in considering contingencies before plan goes final
- Flexibility, adaptability
- Seeking clarification of higher intent
- Advising higher what you can do and what risk you have to accept
- Explaining each platoon's tactical task
- Understanding doctrine
- Aggressive and outgoing personality
- Strong interpersonal skills

### **Biggest Training Challenges from the COE**

- Working a CP that has intelligence gathering capability
- Fusion cell within a company
- Executing missions with minimal direction from Bn
- Maintaining capability to meet conventional (cold war) threats
- Developing the enemy situation
- Coordinating with other agencies
- Integrating with Dept of State, Dept of Justice

### **Training Objective Ideas for MC3**

- Understanding stability ops – cordon and search, TCP, civil affairs
- Non-lethal means
- Understanding IO and getting a positive message to the populace
- Teach commanders to see themselves, the enemy, and terrain
- Use Afghanistan-like situations to teach conventional operations
- Incorporate FBCB2 in training

## **JRTC Focus Group 3 – CO CDR Competencies (N = 10)**

Group composition: 1 Lieutenant Colonel, 7 Majors, 2 Captains / 2 AV, 2 FA, 2 TC, 1 IN, 1 OD

### **Competencies of Stand-out Company Commanders**

- Strong troop leading skills
- Understanding tactics and unit capabilities, including the big picture
- Collaboration with battalion staff
- Ability to lead and motivate the company
- Ability to communicate with both higher and lower levels
- Communicating intent to subordinates and empowering them to think on their own
- Training and teaching subordinates
- Coaching and mentoring Soldiers based on experience-driven tacit knowledge
- Risk management
- Knowing the battalion's assets and how to tap into all of them
- Delegating responsibilities to subordinates
- Understanding the enemy in the company's AO

### **Biggest Training Challenges from the COE**

- Team building within the company, and with the staff and command group at the same time
- Synchronizing unit needs and requests with higher staff
- Incorporating adaptive thinking in mission planning and execution
- Realistic practice on risk management
- Challenging company commanders to leverage all battalion assets
- Working with the S2 and IPB products to understand the enemy
- Discerning which officers have the ability to lead

### **Training Objective Ideas for MC3**

- Link students with experienced NCOs to impart tacit knowledge
- Incorporate historical examples to bolster learning of leadership skills
- Expose students (selectively) to ambiguous situations to enhance adaptability
- Teach commanders to understand the enemy in today's COE
- Horizontal integration among armor, infantry, intel, signal, etc. – perhaps via interaction between different advanced courses

## SUMMARY OF COMPANY-LEVEL DATA FROM OTHER SOURCES

**I. OIF Company Cdrs “top challenges”** (valuable wartime experiences) – article in *Army*, Sep 2007:

40-60% of 109 respondents:

- Having a Soldier killed or seriously wounded.
- Developing your own company-level intelligence cell or processes.
- Training and/or working alongside indigenous security forces.
- Dealing with burnout in yourself and others.
- Engaging with the local population.

30-40%:

- Interacting with indigenous political or social leaders.
- Dealing with Family Readiness Group issues.
- Coaching/mentoring a struggling subordinate.
- Performing non-METL missions.
- Dealing with combat stress/PTSD among your Soldiers.
- Managing risk, in terms of mission accomplishment versus force protection.
- Working with ad-hoc task organizations.
- Operating autonomously from your parent unit (e.g., company outpost).
- Adapting your unit’s SOPs/TTPs to counteract the enemy.

20-30%:

- Receiving poorly defined or inadequately resourced missions.
- Communicating the strategic mission to your Soldiers in terms they understand.
- Building your relationship with your first sergeant.
- Deciding to fire a subordinate leader.
- Taking command while deployed.
- Dealing with varying interpretations of ROE or changed ROE.
- RIP/TOA/battle handover challenges.
- Making a decision when all options are ethically problematic.
- Switching area of operations in mid-tour.
- Leading your Soldiers through bad news (e.g., tour extension).

10-20%:

- Making judgment calls that violate a higher-unit SOP or policy.
- Dealing with unethical actions by your own subordinates.
- Sharing hardships with your Soldiers.
- Addressing fear—in yourself and/or others.
- Helping your Soldiers ramp up/ramp down in accordance with the situation.
- Integrating new Soldiers into your unit while deployed.
- Being the subject of an investigation.
- Killing noncombatants.
- Dealing with rear-detachment issues.
- Losing equipment—due to enemy action, negligence, accident, etc.
- Dealing with unethical proposals/actions by a senior officer.

#### 5-10%:

- Experiencing an actual or near-miss fratricide in your unit.
- Killing enemy combatants.
- Working with NGOs, host-nation services, OGAs, etc.
- Being mentored by a superior—you made a mistake and were supported.

## **II. Basic Officer Leadership Course II Adaptive Performance Situations – Platoon Leader (Urban Ops)**

1. During a fire fight a call for ground support is blocked by comms failure.
2. A Soldier becomes delirious as the order to move out arrives.
3. Suspected enemy activity near an urban AO requires an immediate decision.
4. A few women and children approach your Plt in an area otherwise devoid of civilians.
5. Machine gun fire is growing several blocks away from your company.
6. An adjoining Plt is unexpectedly moving away from the target area.
7. You receive orders on the move to destroy insurgents in any of 6 buildings.
8. Your PSG's vehicle is attacked 600 m behind you.
9. Your ability to fix enemy fire is hindered by friendly smoke.
10. An apparent ambush of coalition trucks occurs 200 m to your front.
11. Enemy fire comes from a building with 2 exits, as your ammo runs low.
12. After securing your objective, you hear a nearby friendly unit taking casualties.
13. During a lull in fighting, a radio report says 5-6 insurgents are approaching your position.
14. A booby trap blast stalls your assault team's entry into a building.
15. Enemy fire and unreliable radio comms hinder efforts to reestablish contact with your company.
16. You receive orders to return to base just as your patrol spots a suspicious vehicle.
17. Children stand between your unit and the source of enemy firing.
18. Your men scramble to return overhead fire while accompanying policemen huddle to the side.
19. While resting after securing a building, you hear a neighboring platoon being attacked.
20. As your unit moves in the dark, you hear people running away.

## **III. Officer Foundation Standards – Company/Troop Level, Armor (STP 17-19AII-OFS-1)**

- Conduct surveillance, reconnaissance (zone/area, and route), reconnaissance handover
- Process tactical information
- Conduct defense (strongpoint, in sector, battle position, hasty)
- Conduct tactical road march, tactical formation/movement, maneuver, movement to contact
- Conduct actions on contact
- Conduct attack by fire, support by fire
- Conduct hasty attack, assault, air assault
- Conduct ambush, raid, bypass, screen, guard, delay, withdrawal, relief in place
- Conduct passage of lines (passing unit, stationary unit)
- Conduct deployment/redeployment
- Clear restrictive terrain
- Plan fire support
- Engage targets with CAS
- Conduct hasty water/gap crossing



- Prepare obstacle plan
- Conduct breach (covert, armor)
- Conduct movement across CBRN contaminated area
- Conduct evacuation of EPW
- Direct field sanitation activities
- Supervise search, recovery, reporting, and evacuation of casualties
- Conduct troop leading procedures, AA activities, rehearsals, consolidation & reorganization activities
- Conduct roadblocks or checkpoints, convoy escort operations, compliance inspections
- Conduct patrolling, cordon and search, route security, area security
- Conduct liaison with civil/military authorities
- Conduct humanitarian assistance and disaster relief
- Direct response to civil disturbance
- Support civilian evacuation operations
- Coordinate minefield clearance

**IV. ARI's JRTC LNO Reports** – removed due to sensitivity

**V. JRTC Incidents and Trends That Might Lead to Vignettes** – removed due to sensitivity

## COMPANY LEVEL METRICS WORKSHEET

Competency Bin	Competency	JRTC Reports <sup>1</sup>	Co Cmd Article	O/C Rankings	Focus Group <sup>2</sup>	MC3-RC Phase <sup>3</sup>			Metric Priority
						Ph-2	Ph-3	VEILS	
Doctrine/TTP	Understand doctrine & tactics <sup>4</sup>			3 of 14	√	All	All	All	High
	Operating traffic control posts	6(9)=90			√	9	NA	NA	High
	Executing cordon and search	5(8)=67			√	9	NA	NA	High
	Managing combat information	5(7)=58				10	14-VTOC	33-37	High
	Managing operational risk		33%	8 of 14		3	1-4	NA	High
	Troop leading procedures	5(9)=75		2 of 14	√	2	4-8	CO WARNO-23 Wargame-38-43	High
	• Conduct IPB			14 of 14	√	2,5	TLP 4-8 MDMP 9-11	NA	High
	• Intelligence operations	4(4)=27	53%		√	2,5	9-11	NA	High
	• Consider terrain and weather			12 of 14	√	2,5	9-11	NA	High
	• Visualize the battlefield			1 of 8	√	2,5	9-12	NA	High
	• Know/use all assigned assets			4 of 14	√	4,6,8	9-11	NA	High
	• Plan and conduct rehearsals			5 of 14	√	2,10	12	24	High
	• Parallel planning				√	2,5	9-11	NA	Med
	Below the line – will not be addressed								
	Detection/reaction to IEDs	4(4)=27				NA	NA	NA	Med
	FOB security	2(3)=10				NA	NA	NA	Med
	Air assault operations	2(3)=10				NA	NA	NA	Low
	Fixed site security	2(2)=7				NA	NA	NA	Low
	RIP/TOA/battle handover		27%			NA	NA	NA	Low

Competency Bin	Competency	JRTC Reports <sup>1</sup>	Co Cmd Article	O/C Rankings	Focus Group <sup>2</sup>	MC3-RC Phase <sup>3</sup>			Metric Priority
						Ph-2	Ph-3	VEILS	
Leadership	Commanding a company <sup>5</sup>			1 of 14		3,11	NA	>70%	High
	Building relationship w/ 1SG		28%			11	NA	30,31	High
	Mentoring a struggling subord		35%	10 of 14		11	NA	4,13,15-17,22	Med
	Handling ad hoc task org		33%			2,8,9	NA	28	Med
	Below the line – will not be addressed								
	Oral communication <sup>6</sup>			6 of 14	√	NA	3,4,6-11	NA	High
	Dealing with combat stress		57% +			NA	NA	NA	Med
	Seeing the big picture <sup>7</sup>			4.5 of 8	√	NA	1-12	7,8,11	Med
	Consideration of timing			7 of 8		NA	1-12	NA	Low
	Time management			9 of 14	√	NA	1-12	NA	Low
	Explaining strategic msn to trps		28%	11 of 14		NA	NA	NA	Low
	Taking cmd while deployed		28%			NA	NA	NA	Low
	Firing a subordinate		28%			NA	NA	NA	Low
	Ethically problematic decisions		27%			NA	NA	6,15,16,21	Low
Adaptive Thinking	Receiving poorly defined msn		29%			2,5	9-11	NA	High
	Focusing on msn/higher intent			2 of 8	√	2,5	1-12	25,32	High
	Flexibility to meet contingencies			3 of 8	√	2,5	1-12	NA	High
	Receiving under-resourced msn		29%			2,5	1-12	NA	Med
	Below the line – will not be addressed								
	Operating autonomously		30%		√	NA	NA	NA	Med
	Rapid decision making			7 of 14		NA	14-VTOC	25,32-37	Med
	Modeling a thinking enemy			8 of 8		2,5	1-12	NA	Low
	Adapting unit SOPs IAW enemy		30%			NA	NA	NA	Low
	Varying interpretations of ROE		28%			NA	NA	29	Low

Competency Bin	Competency	JRTC Reports <sup>1</sup>	Co Cmd Article	O/C Rankings	Focus Group <sup>2</sup>	MC3-RC Phase <sup>3</sup>			Metric Priority
						Ph-2	Ph-3	VEILS	
Working w/Non-Military Elements	Understanding foreign cultures	4(5)=33			√	YES-Module Unk	NA	NA	High
	Engaging the community	4(2)=13	44%			NA	NA	NA	High
	Below the line – will not be addressed								
	Working w/ local security forces		49%			NA	NA	NA	Med
	Civil-military operations	4(5)=33			√	NA	NA	NA	Med
	Interacting w/ local leaders <sup>8</sup>	2(1)=3	36%			NA	NA	NA	Med
Sustainment Operations	Conducting casualty evacuation	5(12)=100				2,5	2,4,6-12	NA	High
	Below the line – will not be addressed								
	Directing detainee operations	5(8)=67				NA	NA	NA	Med
	Managing sustainment ops			13 of 14		2,5	2,4,6-12	NA	Low
	Comrades left behind	6(3)=30				NA	NA	NA	Low
	Equipment/operator readiness	3(4)=20				11	NA	4,21	Low

<sup>1</sup> JRTC Reports key (example): 5(9)=75 ... mentioned in 5 of 6 reports, with 9 types of incidents  
 $(5 \div 6)(9)(10) = (.83)(9)(10) = 75$  (relative index of incidence)

<sup>2</sup> JRTC Focus Group key: √ = mentioned by one or two focus group(s).

<sup>3</sup> MC3-RC phase addressing the competency – Key:

- Phase 2 nesting annotated by module(s). For example, 1 = Module 1, 1, 3-5 = Module 1 and Modules 3 through 5.
- Phase 3 nesting annotated as training day scheduled. For example, 4 = training day 4.
- VEILS nesting annotated by decision number.
- NA = not addressed or unknown.

<sup>4</sup> "Doctrine and tactics" became a metric category (bin) and is represented in multiple scenarios.

<sup>5</sup> "Commanding a company" is a meta-category that is represented throughout.

<sup>6</sup> "Oral communication" is an enabling ability that is difficult to measure via written test.

<sup>7</sup> "Seeing the big picture" will be incorporated into "Focusing on mission and higher intent."

<sup>8</sup> "Interacting with local leaders" will be incorporated into "Engaging the community."

**Criteria used to prioritize competencies:**

1. Foundation or enabling role (e.g., TLP, info mgt, communication) = High
2. More difficult competencies (e.g., maintaining flexibility, poorly defined mission) = High
3. Potential for serious adverse impact (e.g., Cdr-1SG friction) = High
4. High visibility in COE (e.g., cultural awareness) = High
5. Competencies that occur only during execution (e.g., IED reaction) = Medium or less
6. Company role either passive or dictated by higher (e.g., RIP) = Low
7. Trivial undercurrents or considerations = Low
8. It is important to note that quantitative data influenced priorities but professional judgments also were considered.

## COMPANY LEVEL METRICS OUTLINE

Competency		Competency	# Scen's	Candidate Scenario	Mission Type	Msrmt Type*	Priority
Doctrine/TTP	1	Operating traffic control posts	1	A deployed co cdr reviews TCP procedures with his company leadership after completing their first mission in country	• Stabil Ops	1, 2, 3	High
	2	Executing cordon and search	1	A cdr owes his bn cdr an AAR on their first cordon and search mission	• Stabil Ops	1, 2, 3	High
	3	Managing combat information	1	A co cdr receives multiple, conflicting reports as he prepares his own status report to his Bn CP/cdr	• Defense	1, 3	High
	4	Managing operational risk	1	A cdr prepares a combat identification/anti-fratricide risk mgt plan for a mission	• Offense	1, 2, 3	High
		<i>Troop leading procedures</i>	5-6	<i>See below</i>			
	5	♦ Conduct IPB (TLP Steps 1-3)	1	A company commander receives WARNO #2 for an offensive mission. WARNO #2 contains an approved restated mission statement, initial commander's intent, planning guidance (directed COA) and initial CCIR.  Commander executes the TLP Steps in bold: <b>1. Receive the mission</b> <b>2. Issue a WARNO</b> <b>3. Make a tentative plan</b> 4. Initiate movement 5. Conduct reconnaissance 6. Complete the plan 7. Issue the OPORD <b>8. Supervise and refine</b>	• Offense	1, 2, 3	High
	6	♦ Consider effects of terrain and weather (TLP Steps 1-3)	1		• Offense	1, 2, 3	High
	7	♦ Visualize the battlefield (TLP Steps 1-3)	1		• Offense	3	High
	8	♦ Know and use all assigned assets (TLP Steps 1-3)	1		• Offense	1, 2, 3	High
	9	♦ Plan and conduct rehearsals (TLP Step 8)	1		• Offense	1, 2, 3	High
	10	♦ Conduct parallel planning (TLP Step 8)	1		• Offense	1, 2, 3	Med

Competency		Competency	# Scen's	Candidate Scenario	Mission Type	Msrmt Type*	Priority
Leadership	11	Building relationship w/ 1SG	1	A seasoned co cdr is assigned a new 1SG and wants to establish roles and responsibilities	• Garrison	3	High
	12	Mentoring a struggling subordinate	1	A co cdr tries to help a Plt Ldr showing poor judgment	• Garrison	3	Med
	13	Handling ad hoc task organization	1	Assets external to the CAB are assigned to the company (may include NGO/coalition elements)	• Stabil Ops	1, 2, 3	Med
Adaptive Thinking	14	Receiving poorly defined mission	1	A co cdr has been assigned a mission where the METT-TC factors are vague	• Stabil Ops	1, 2, 3	High
	15	Maintaining focus on mission and higher intent <sup>1</sup>	1	When the actions of local civilians threaten the success of his mission, a co cdr is forced to sort conflicting requirements	• Stabil Ops	1, 3	High
	16	Remaining flexible to meet contingencies	1	As a co cdr analyzes a new OPORD from the Bn CP, he identifies contingencies that may alter mission execution	• Defense	3	High
	17	Receiving under-resourced mission	1	A company receives an extra mission (concurrent) with no additional resources	• Stabil Ops	1, 2, 3	Med
Working with Non-Military Elements	18	Understanding foreign cultures	1	A co cdr becomes aware of Soldiers' behavior that upsets local citizens	• Stabil Ops	1, 2, 3	High
	19	Engaging the community <sup>2</sup>	1	A company moves to a new AO where the community is neutral	• Stabil Ops	1, 3	High
Sustainment Operations	20	Conducting casualty evacuation	1	A co cdr reviews casualty evacuation procedures during a company rehearsal	• Off/Def	1, 2, 3	High

\* Measurement Type legend: 1 = Recall, 2 = Understanding, 3 = Application

<sup>1</sup> Also will address seeing the big picture

<sup>2</sup> Also will address interacting with local leaders





## Appendix F

### BATTALION-LEVEL DATA AND RESULTS

- |   |           |
|---|-----------|
| • Summary of Battalion-Level Survey Results from JRTC O/Cs      | Page F-2  |
| • Summary of Battalion-Level Focus Group Results from JRTC O/Cs | Page F-6  |
| • Summary of Battalion-Level Data from Other Sources            | Page F-14 |
| • Battalion Level Metrics Worksheet                             | Page F-16 |
| • Battalion Level Metrics Outline                               | Page F-19 |

## SUMMARY OF BATTALION-LEVEL SURVEY RESULTS FROM JRTC OBSERVER/CONTROLLERS

Table F-1. *JRTC O/C Rankings of ASST S3/Battle Captain Abilities*

Ability	Dominant Rank	Overall Rank	Comments
<b>Competencies</b>			
Perform battle captain duties	1 (x7)	1	
Process info to recommend a COA	2 (x5)	2	
Understand doctrine and tactics	4 (x6)	3	
Know assigned assets	5 (x5)	4.5	
Accomplish rapid decision making	5 (x5)	4.5	
Communicate effectively (W&O)	6 (x6)	6	
Obtain info from other staff ofcrs	7 (x7)	7	
Manage time and prioritize tasks	7 (x4)	8	
Understand terrain/weather effects	5-9-10-11 (x3 ea)	9	
Know and apply MDMP	11 (x5)	10	
Conduct IPB	12 (x5)	11	
Assess risk	12 (x4)	12	
Manage sustainment operations	13 (x10)	13	
<b>TLAC Themes</b>			
Visualize the battlefield	1 (x14)	1	
See the big picture	2 (x7)	2	Related to focus on mission/intent
Maintain focus on mission + intent	2 (x5)	3	
Know and use all assets	4 (x8)	4	
Consider timing	6 (x6)	5	Rank = 8 in competencies (-)
Remain flexible re: contingencies	7 (x6)	6	
Consider effects of terrain	7-8 (x5 ea)	7	
Model a thinking enemy	8 (x9)	8	See IPB (11 in competencies)

*Notes.* Summary results from questionnaires administered at JRTC ( $N = 22$ ). The LTP coaches' rankings ( $N = 5$ ) are not included due to the variability in the responses.

## Summary of Write-in Comments from Battalion-Level Questionnaire (N = 27)

*Select three competencies you think are especially important for Assistant S3/Battle Captain performance. What are the key indicators of good performance for each competency?*

### Leadership traits/abilities

- Proactive
- Independent worker (self-starter)
- Aggressive, self-motivated, able to learn quickly and communicate with the other staff members
- Mental toughness
- Leadership from the front; taking charge
- Initiative
- Forward thinking
- Intelligent (understands concepts and can turn them into tactical tasks)
- Very organized and able to handle multiple tasks

### Knowledge of available assets

- Know capabilities and limitations of assets – staff must be familiar with the common assets they can expect to see at BN/CO level. They must be able to quickly assess those assets with which they are not familiar, then be able to integrate them into the plan.
- Employ all resources to solve the problem
- Integrate all combat multipliers into operations
- Understand unit's capabilities
- Fully understand the capabilities and limitations of the unit's subordinate elements

### Communication

- Very good with written and oral communications
- Excellent communicator – can explain visualization and intent, both written and oral
- Communicates effectively

### Ability to build a team

- Ability to build a team and draw from them
- Delegation
- Empowerment of subordinates to perform
- Ability to build a team within BN staff and S3

### Decision-making/understanding effects

- Excellent decision maker, can make sound decisions based on information at hand; understands the second and third order effects
- Analyze 2<sup>nd</sup> and 3<sup>rd</sup> order effects of decisions
- Rapidly assess complex tactical situations and identify best or at least an acceptable solution

### Understanding of doctrine

- Understand BN and CO level doctrine
- Possess strong foundation in doctrine
- Understand full spectrum operations; both lethal and non-lethal aspects

### Visualization of the battlefield

- Visualize the battlefield – accurate battle tracking, correct running estimates, understanding of what is happening in the AI not just the AO
- Visualize the maneuver units' tactical problem
- Visualize how terrain/enemy actions affect maneuver

### Modeling a thinking enemy

- Model a thinking enemy – identify the enemy COA and endstate, deduce targetable critical vulnerabilities and plans that address both the MLCOA and MDCOA
- Perform threat analysis –do a detailed analysis of the enemy threat in their AO, based on intel reports and past actions

### Processing of information

- Process information (received via multiple means), determine relevance, and recommend COAs/share/disseminate as required; key to this is understanding the commander's relevant information requirements and helping him visualize the battlefield
- Understand that others know more, so there is no obstacle to using information from them

### Understanding of the environment

- Understand the complex environment of the COE – beyond the linear/lethal threat
- Apply predictive analysis – goes back to understanding the environment

### Seeing the big picture

- See the big picture – understand the commander's intent, plan and execute in a dynamic environment based upon intent and without further guidance, identify critical information that affects the higher mission and the actions that need to occur with that information

### One O/C – mentioned for both CO/BN staff

- Situational understanding (Who am I fighting; What are my assets to fight; What do I need to accomplish the mission)
- Integration (What can I provide as “value added;” what can you provide me)
- Learning/continuing education (tactical and technical expert; fundamentals in context of evolving TTPs)
- Key indicators of success
  - Maturity/awareness (understand roles and assets; bring value to the fight)
  - Situational awareness (understand the big picture/intent; see the enemy as applied to the populace)
  - Integration (at all levels from subordinate to higher; confidence to make the informed decision)

### **Battle Captain/AS3**

#### Processing of information

- Process information, determine relevance/criticality, generate options, and recommend a COA (3 O/Cs)
- Process large amounts of information quickly; understand asset capabilities and where to find information
- When information is available, conduct running estimates
- Accomplish rapid decision making (based on running estimate)

- See the tactical picture, monitor multiple events/systems while pooling relevant data and then making recommendations
- Gather relevant information from staff, subordinates and higher HQ
- Manage time and prioritize tasks

#### Leadership traits/abilities

- Ability to operate with little supervision
- Initiative
- Judgment
- Tactical/technical expertise
- Ability to build relationships with adjacent and higher units

#### Knowledge

- Know and apply the MDMP (2 O/Cs), i.e., staff functions and what they should be providing for staff estimates
- Understand battalion-level doctrine and tactics
- Know what the job requires -- understand and synchronize the current fight, make appropriate decisions, and recommend actions to higher if it is outside his sphere of influence
- Well grounded in company level operations

#### Understanding of assets

- Know all the BN and BDE assets and how to get to or coordinate for them in order to support current operations
- Know capabilities and limitations of assigned assets, and how to employ them
- Leverage BN and BDE assets to help units (CO & PLTs) execute the current fight

#### Duties and responsibilities

- Perform duties
- Understand duty responsibilities/functions (2 O/Cs) in order to manage TOC/SQDN assets and make informed decisions
- Understand the staff's duties and responsibilities; know staff capabilities and limitations

#### Consideration of contingencies/effects

- Anticipate – see the 2<sup>nd</sup> and 3<sup>rd</sup> order effects
- Consider contingencies

#### Communication

- Communicate effectively
- Talk with/pull from higher

#### **S1/S4**

- Manage sustainment operations
- Understand capabilities and limitations of assigned assets
- Manage time and prioritize tasks effectively

## **SUMMARY OF BATTALION-LEVEL FOCUS GROUP RESULTS FROM JRTC OBSERVER/CONTROLLERS**

### **JRTC Focus Group 1 (O/Cs) – Battalion -Level Competencies (N = 6) (Company Grade Staff Officer)**

Group composition: 2 Majors, 3 Captains, 1 Australian Major / 3 IN, 1 AR, 1 EN

#### **Competencies of Stand-out Asst S3/Battle Captains**

- Function as part of the specific collective, cohesive staff (based on immersive experience)
- Understand capabilities of Bn and external assets (combat multipliers)
- Understand battlefield enablers even beyond Bn, and how to integrate them
- Conduct expanded IPB (beyond Bn) to consider all threats on the battlefield
- Understand what respective staff elements can contribute, what they provide
- Engage with other staff elements and draw out information if necessary (know when)
- Integrate staff activities – teamwork, crosstalk, collaboration, communication
- Coordinate between staff elements (especially AS3-to-Battle Cpt and AS3-to-S2)
- Understand information operations (IO) to include PSYOP
- Process, manage and integrate information (especially integrate)
- Assess information in order to recommend how to execute the mission
- Understand full spectrum operations
- Understand effects of terrain and weather
- Integrate assets and external capabilities to accomplish mission
- Proactively anticipate S3 requirements
- Make decisions on their own when required, by applying Cdr's intent
- Visualize tactical problems facing maneuver units
- Deal with battlefield friction and uncertainty
- Meet timeline requirements
- Thrive under stress
- Possess “higher intellect”

#### **Big Training Challenges for Battle Staff Captains**

- Conducting staff training in a collective, immersive environment
- Gaining battle staff experience in the unit in which they are going to work
- Training the AS3 and S2 to use organic assets to gather intelligence
- Translating PIRs into discrete questions that Co Cdrs can handle (S2 action)
- Integrating PIRs into mission planning (AS3 analysis, AS3-S2 cross-talk)
- S2-AS3 coordination and integration of the ISR plan and maneuver plan
- Applying ISR doctrine (attack/defend) in a COIN (non-linear) environment
- Working directly with a full set of other staff elements

#### **Key Contributions of Other Staff Officers**

- Visualizing tactical problems facing units on the ground
- Executing the Cdr's intent
- Focusing on relevant-now information in the planning process

- Good property management by S4
- Anticipatory logistics
- Sound fiscal management

### **Tools Used for Assessing Performance of Staff Officers**

- Bn TOC SOP of the unit being observed
- Basic principles and doctrine (no references named)
- OPOD (as a checklist for compliance during execution)
- Subjective assessment

### **Role of Adaptive Decision Making**

- Equated with crisis planning or crisis action management
- Career course could easily inject an unexpected challenge or change of mission
- Staff officers should always present a solution along with a problem
- Problem solving techniques should be instilled into CCC students

## **JRTC Focus Group 2 (O/Cs) – Battalion-Level Competencies (N = 6) (Company Grade Staff Officer)**

Group composition: 1 Major, 5 Captains / 1 IN, 2 AR, 3 AD

### **Competencies of Stand-out Asst S3/Battle Captains**

- Visualize the battlefield based on multiple sources (radio, FBCB2, etc.)
- Get feedback from outside the wire and know what to do with the information
- Understand their role, duties and responsibilities, the span of their accountability and responsibilities
- Motivate fellow staff officers and subordinates
- Know who to go to or who is accountable for what piece – decision authority
- Know the doctrinal basics (baseline) of the job
- Know the limitations and capabilities of your assigned assets
- Know what makes up the BN – what resources are available to leverage to help them
- Understand how to utilize all of the technology in the TOC - CPOF, MCS, FBCB2
- Determine relevance, critical information, generate options, recommend a course of action
- Communicate within a BN staff, to include lateral communication
- Battle Captain doesn't need to be an expert in IPB but he must understand where to get intel products and how IPB drives the operation
- Understand what he (MI/intel guy) needs to give the Battle Captain
- Understand what he (Battle Captain) needs to pull from the MI guy
- Understand the various staff functions and how the BN works
- Understand the capabilities and limitations of the unit they are working for (e.g., Inf vs Cav)
- Make timely decisions without having to rely on approval from higher [knowing when?]
- Understand the Cdr's guidance and be able to execute under his intent

### **Big Training Challenges**

- Most units are still in this sequential thinking process – team, then platoon, then company, then BN and BDE – a big hierarchy that goes up rather than lateral training – but there are other separate elements out there that need to be doing exercises as well
- TOCs do not have standardized responsibilities for each staff cell
- Battle Captains in the last year and a half are all pretty unclear of their duties and responsibilities
- High turnover of staff members occurs when a unit returns from deployment
- Staffs should run their garrison ops the same way they run their TOCs
- For all of the staff officer positions, the duties are much different in garrison versus in theater
- There are so many things that go on for a Battle Captain that you have to pick up on your own – I had my basic fundamentals and it was on me to figure it out with little guidance from the boss
- We build all of the other important positions but we don't build Battle Captains
- It's hard to get staff officers to develop and package a recommendation for their boss
- OCs get excited if the staff responds appropriately to a FRAGO
- How to make classroom training reflect the styles and guidance of different Cdrs?

### **How can the institution provide staff officers with experience?**



- Build scenario-based training, question or action driven – allow people to make decisions based on what they know and then show them the consequences of their decisions
- Get actual Bn Cdrs to provide input and guidance to training events
- Use a Battle Captain who commanded in theater
- On the technology side – they need to see all of the stuff for the first time in the schoolhouse
- The majority of the MC3 time needs to be spent on the Battle Captain
- Use CPX with increased emphasis on Battle Cpt's role
- Integrate MC3 events with IOBC/BOLC (or ANCOC/AOBC) events where advanced students roleplay higher staff and PCC guys play SCOs [could add ILE students, too]

### **Tools Used for Assessing Performance of Staff Officers**

- TOC AAR focused on duties, responsibilities, and functions
- TF AAR is based on doctrine

## **JRTC Focus Group 3 (O/Cs) – Battalion-Level Competencies (N = 10) (Company Grade Staff Officer)**

Group composition: 1 LTC, 7 Majors, 2 Captains / 2 AV, 2 FA, 2 TC, 1 IN, 1 OD

### **Competencies of Stand-out Asst S3/Battle Captains**

- Doctrine is the first thing that I would expect them to know and many times they don't know - the rest of this stuff is great but if you don't understand doctrine, fire maneuver, how to employ platoons and companies, then the rest of this stuff you really can't get there
- Knowing the unit and the capabilities of organic assets (x3)
- Previous experience as Co Cdr (x2)
- Support Bn staff officers need clearly defined roles and responsibilities, with good mentoring
- Good solid experience at the platoon and company/battery XO level is the critical thing, even more so than going through the captains career course
- In the AS3 job – guys who are self-motivated and don't wait for the boss to tell them to get ready for the next meeting or to find out what assets Brigade will give you or that you can ask for
- When the Cdr's intent is clear but the Cdr's priorities change, [by implication] the top-notch Co grade staff officer can anticipate the Cdr's priorities based on the intent
- Ability to build a [staff] team and then draw the information that they should bring to the table
- AS3 ability to feed the S3 and paint a proper visualization of what is going on
- Having the academic knowledge to study the human terrain and the operational environment – the battlefield has changed, the complexity and dynamics – and what we see are guys who are very good at pulling a trigger but not at dealing with consequence management, reading, doing their homework
- Ability to pull intel information – know what you don't know and be able to get that so you can go forward with your plan
- Understand the capabilities and limitations of the enemy formations just like your own
- Good AS3s are good delegators – you really want the guys who are good delegators and follow-up and coach, teach, and mentor at the same time
- An AS3 is also articulate, written, and also voice communications is critical
- The AS3 planner makes sense of all the information coming in and picks out the relevant pieces
- The Battle Captain in the CP who is monitoring 3 different nets and 2 different screens to have SA and is able to pull that together and tell the boss that we have a situation and here is my course of action versus just logging it in the book – he's the Battle Captain you want
- To be able to process information and understand the second and third order effects
- The support BN is not a sexy place to be but they need to have a grasp of what is going on across the BDE's AO so if there is a catastrophically killed vehicle over here what does that mean – what thought processes does that set in motion – maybe a contingency
- My test for putting a guy as Battle Captain was if I was gone, the XO was gone, and the CDR was gone could he reallocate combat power on the battlefield without consulting anyone else – did I trust him to reallocate combat power – if I did then he is going to be the Battle Captain – you have to watch these guys – and you have to teach them
- Some of this is personality and the ability of the guy to think on his feet under pressure
- They [S1, S4] need to process information and determine relevance but then it becomes more sustainment focused - they need to understand the capabilities and limitations of the

assets they have but it drifts away from IPB, tactical, Cdr's intent more so than the AS3 – so the competencies are different for these positions

### **Key Contributions of Other Staff Officers**

- For the S4 job, I was thrown into it – I knew basic Army logistics stuff but then they asked me to build the budget for the BN – where is my reference for that, so it was adventure learning with some serious consequences – that is a bad position to be in because I didn't know all the regs on that
- If guys are going to be put in the S4 job, the guys need at least some knowledge of what they are going to do
- The S1 guys get put in there and the NCOs are taking care of everything because they don't know any of the forms and they are just along for the ride for about three months but they are still on the blame line for what goes on in that shop
- Guys are taking over jobs that they are really not qualified to do because the course just teaches MDMP

### **Big Training Challenges**

- Giving junior Captains without command experience effective training experiences that prepare them to serve as AS3/Battle Cpt
- Providing formal training for Battle Captains when the MC3 course contains no training materials for managing the current fight or serving as Battle Captain
- Giving Spt Bn staff officers effective training experiences when field grade oversight (and mentoring) is missing
- Cdr's priorities and Cdr's intent are two different things –Cdr's intent may be clear but the Cdr's priorities will change so the guys who are below the field grade level on the staff are always jumping trying to meet the priorities of the Cdr regardless of what the intent is so there seems to be a lot of friction – if the staff does not produce a lot of products I think it is sometimes because the commander's priorities keep changing – even if the intent is great
- Using a maneuver guy or FA guy as S2 isn't fair because they just don't know
- Give Battle Captains clearly defined roles and responsibilities – this is what you do, this is what you are listening and watching for
- There are time constraints for how much you can teach so it comes down to what is the most important thing you can teach – S1 and S4 you can learn on the job

### **How can the institution provide staff officers with experience?**

- When I do get selected to be a Battle Captain, where can I find out what I need to do – where are we growing that?
- Is any of this in ILE – Battle Captain roles and responsibilities so the S3 knows what he is looking for?
- We can clearly define Battle Captain roles and responsibilities but it is very hard in a school classroom environment to turn out a guy who is prepared for it – you just have to put him in a position and if he has the requisite experience he will know what is happening on the ground
- Use CPX-type atmosphere – to make the guys do those AS3, Battle Captain type duties not just focused on MDMP and planning which didn't make us any better at executing
- Some sort of CPX or exercise to expose the captains to what a TOC is like during a fight and have the BN CDR try to stress them and get them exposed to what they will have to do – in the schoolhouse there won't be a textbook answer

- Get them out of the perfect world planning to consider first and second order effects and how to fix them – pristine order of battle is never going to happen – there needs to be a piece in the POI that deals with the environment that we are dealing with today
- Making Captains do an ISR brief is not going to get them any closer to being a better AS3, Battle Captain, staff officer – teach them how to do cyclical MDMP, targeting (inputs and outputs), and maneuver responsibilities
- You have to drill down to a specific individual to ensure that he has at least a baseline knowledge and you could get at that by switching everyone around and doing more of these things and requiring that to start the exercise everyone will have to write a base order or FRAGO and we will pick one and switch positions each exercise.
- MC3 students need more exposure to uncertainty and the complexities of BN and BDE staff
- Here at JRTC, every rotation, we take a 1000 hours of video – when they get the FRAGO, who gets it, what the CP was doing for the next 12 hours, what happened when the air assault went in based upon the planning – you could distill all of that down to one hour – here is a vignette that happened at JRTC
- You line up all your captains and you pick who is strong and weak – and you put them in as AS3, S4 – sometimes you have to swap them out because there are different types of stresses with the S1 and S4 jobs
- What about exposing them to some of the new systems for the S1 and S4 - do their dash 1 so they can get familiar with the routing process – even if it is a couple of hours a week so they are not trying to figure it out at their units

### **Tools Used for Assessing Performance of Staff Officers**

- Vignettes – take a vignette and then relate it back to doctrine and leadership
- We don't have any standard checklist – it is based on experience – and watch them go through the process– if we see them going down the wrong path then we coach them
- It is much more subjective – it is much more art than science – even if you screwed up 9 out of 10 things and they were still successful then I would have a really hard time with this during an AAR – we work back from points of failure
- There is no correlation between how much stuff the scout helicopters find and whether they are a good unit – it is hard to quantify
- Their “final” should be a day in the life – you have to step into the current fight

## **JRTC Focus Group 4 (LTP Coaches) – Battalion-Level Competencies (N = 5)**

### **Competencies of Stand-out Asst S3s and Other Staff Officers**

- Ability to organize and pull information from the staff to feed into products that move the staff from receipt of a mission to an order that is executable
- Ability to organize, prioritize, integrate, and synchronize
- Work with the commander and delegate actions
- Good working relationship (and communication) with: (1) Bn commander, (2) other staff members, (3) company commanders, and (4) Bde staff counterparts
- Rapid problem solving based on experience
- Knowledge of the current (specific) staff acquired thru OJT
- Ability to harness talents of available personnel to mold high performing staff section
- Understand what systems are in place to conduct mission analysis during the planning process
- Mastery of a system to collate data quickly
- Understanding and application of the science (90%, vs. art 10%) of command and control
- Monitoring of subordinate staff members' performance and output
- Calmness – ability to handle stress without getting rattled
- Monitoring small indicators rather than major muscle movements
- Time management
- Self-assessment to enable recognition of what needs to be improved
- Identification of weaknesses and follow-thru to improvements
- Capture (codification) of good practices and products in SOP

### **Recommendations for MC3**

- Instructors should create concrete, relevant examples of what right looks like, not necessarily what is written in FM 5-0
- Provide examples of how to do it
- Provide an example solution (e.g., synch matrix) then have students construct one
- Provide several examples where possible
- Personalize products for a specific unit (e.g., medical vs. light infantry vs. mech infantry)
- Teach full spectrum operations – COIN as well as high intensity conflict (attack, defend, delay)
- Teach most critical tasks (e.g., commanding a Co) before teaching others – prioritize

## SUMMARY OF BATTALION-LEVEL DATA FROM OTHER SOURCES

### I. Potentially applicable “top challenges” from OIF Company Cdrs – article in *Army*, Sep 2007:

- Dealing with burnout in yourself and others (47%)
- Interacting with indigenous political or social leaders (36%)
- Dealing with Family Readiness Group issues (35%)
- Performing non-METL missions (34%)
- Managing risk, in terms of mission accomplishment versus force protection (33%)
- Working with ad-hoc task organizations (33%)
- Adapting your unit's SOPs/TTPs to counteract the enemy (30%)
- Receiving poorly defined or inadequately resourced missions (29%)
- Taking command while deployed (28%)
- Making a decision when all options are ethically problematic (27%)
- Switching area of operations in mid-tour (22%)
- Leading your Soldiers through bad news (e.g., tour extension) (20%)
- Making judgment calls that violate a higher-unit SOP or policy (19%)
- Dealing with unethical actions by your own subordinates (19%)
- Integrating new Soldiers into your unit while deployed (11%)
- Being the subject of an investigation (11%)
- Losing equipment—due to enemy action, negligence, accident, etc. (10%)
- Dealing with unethical proposals/actions by a senior officer (10%)
- Working with NGOs, host-nation services, OGAs, etc. (6%)

### II. Officer Foundation Standards – Armor Bn/Bde Staff (STP 17-19AII-OFS-2)

- Coordinate a media plan at Bn/Sqdn level
- Perform wartime unit strength accounting at Bn/Sqdn level
- Supervise (1) preparation of a unit status report, (2) preparation/submission of personnel status reports, (3) preparation of personnel estimate, (4) processing of replacements at Bn/Sqdn level
- Coordinate (1) health services, (2) mortuary affairs at Bn/Sqdn level
- Apply battle focused training management at battalion level
- Assist in the defense of a battle position at Bn/Sqdn level
- Assist in the conduct of (1) zone/area reconnaissance, (2) screen, (3) delay, (4) relief in place, (5) linkup, (6) withdrawal, (7) breach, (8) water or gap crossing, (9) MTC, (10) bypass, (11) attack, (12) passage of lines, (13) raid, (14) HUMINT collection, (15) rear area ops, (16) actions on contact, (17) air assault at Bn/Sqdn level
- Assist in preparing (1) an OPORD, (2) staff estimate at Bn/Sqdn level
- Plan ISR operations at Bn/Sqdn level
- Manage tactical information at Bn/Sqdn level
- Coordinate IO at Bn/Sqdn level
- Synchronize CAS at Bn/Sqdn level
- Supervise deployment/redeployment operations at Bn/Sqdn level
- Assist in coordinating Army airspace command and control at Bn/Sqdn level
- Conduct area damage control operations at Bn/Sqdn level

- Supervise TOC activities at Bn/Sqdn level
- Assist in lethal/nonlethal targeting process at Bn/Sqdn level
- Plan for logistical support during deployment/redeployment at Bn/Sqdn level
- Coordinate transportation of EPW at Bn/Sqdn level
- Coordinate civil-military operations at Bn/Sqdn level

**III. ARI's JRTC LNO Reports** – removed due to sensitivity

**IV. JRTC Incidents And Trends That Might Lead To Vignettes** – removed due to sensitivity

## BATTALION LEVEL METRICS WORKSHEET

Competency Bin	Competency	JRTC Reports <sup>1</sup>	O/C Rankings	Focus Group <sup>2</sup>	LTP Coaches	MC3-RC Phase <sup>3</sup>			Metric Priority
						Ph-2	Ph-3	VEILS	
Doctrine/TTP	Understand doctrine & tactics <sup>4</sup>		3 of 13	√	Yes	All	All	All	High
	Know and apply MDMP		10 of 13	√		1,5	MDMP 9-11	38-43	High
	• ISR Planning		11 of 13	√		5	9-11	NA	Med
	• Understand all available assets (What capabilities can the bn ask for.)		4.5 of 13	√		4,6,8	9-11	NA	High
	• Dvlp a mission statement						1,9-11	NA	High
	• Dvlp COA statement & sketch		2 of 13	√		5	9-11	NA	High
	• Perform COA analysis		2 of 13	√		5	9-11	38-43	High
	• Perform Battle Captain duties		1 of 13	√		1,10	9-11,14 <sup>9</sup>	33-37	High
	• Know own role, responsibilities			√		10	9-11,14	33-37	Med
	• Manage combat information	6(7)=70	2 of 13	√	Yes	10	14-VTOC	33-37	High
	• Exploit all staff functions	2(1)=3		√	Yes	1,10	9-11,14	33-37	High
	Below the line – will not be addressed								
	Obtain info from staff ofcrs <sup>5</sup>		7 of 13	√	Yes	1,10	9-11	33-37	High
	Coordinate among staff cells <sup>5</sup>	2(1)=3		√	Yes	10	9-11	33-37	High
	Conduct intel operations	6(5)=50		√		2,5,6	9-11	NA	Med
	Assess operational risk		12 of 13			3	1-4 <sup>10</sup>	NA	Med
	Visualize the battlefield <sup>7</sup>		1 of 8	√		2,5,6	9-12	NA	Med
	Conduct parallel planning					5	9-11	NA	Low
	Perform battle tracking <sup>6</sup>	3(4)=20				10	14	33-37	Low
	Understand terrain & weather <sup>7</sup>		9 of 13	√		5	9-11	NA	Low



Competency Bin	Competency	JRTC Reports <sup>1</sup>	O/C Rankings	Focus Group <sup>2</sup>	LTP Coaches	MC3-RC Phase <sup>3</sup>			Metric Priority
						Ph-2	Ph-3	VEILS	
Doctrine/TTP	Manage A2C2	3(4)=20				8	NA	NA	Low
	Maintain FOB security	2(3)=10				NA	NA	NA	Low
	Coordinate w/subordinate units	2(2)=7		√		NA	NA	33-37	Low
Leadership	Communicate effectively		6 of 13	√	Yes	NA	6-12	NA	Med
	Manage time and tasks		8 of 13	√	Yes	NA	9-12	NA	Med
	Below the line – will not be addressed								
	Make timely decisions			√		NA	14	NA	Med
	Consider timing		5 of 8			NA	9-12	NA	Low
	Discern 2 <sup>nd</sup> and 3 <sup>rd</sup> order effects			√		NA	9-12	All <sup>11</sup>	Low
Adaptive Thinking	Focus on msn + higher intent		3 of 8	√		5	9-12	NA	High
	See the big picture		2 of 8			NA	9-12	33-43	High
	Flexibility to meet contingencies		6 of 8			5	9-12	NA	Med
	Below the line – will not be addressed								
	Rapid decision making <sup>6</sup>		4.5 of 13		Yes	NA	14	33-37	Med
	Model a thinking enemy <sup>8</sup>		8 of 8			5	9-12	NA	Low
	Assess human terrain			√		5,9	NA	NA	Low
Working w/Non-Military Elements	Below the line – will not be addressed								
	Civil-military operations	4(4)=27				NA	NA	NA	Med
	Coordinate w/ local scty forces					NA	NA	NA	Med
Sustainment Operations	Direct casualty evacuation	6(8)=80				5	9-12	NA	High
	Direct detainee operations	6(5)=50				NA	NA	NA	Med
	Below the line – will not be addressed								
	Manage sustainment operations		13 of 13	√		5	9-12	NA	Low
	Manage resupply	1(2)=3				5	9-12	NA	Low

<sup>1</sup> JRTC Reports key (example):  $5(9)=75$  ... mentioned in 5 of 6 reports, with 9 types of incidents  
 $(5 \div 6)(9)(10) = (.83)(9)(10) = 75$  (relative index of incidence)

<sup>2</sup> JRTC Focus Group key:  $\sqrt{\phantom{x}}$  = mentioned in one or more focus group(s).

<sup>3</sup> MC3-RC phase addressing the competency – key:

- Phase 2 nesting annotated by module(s). For example, 1 = Module 1, 1,3-5 = Module 1 and Modules 3 through 5.
- Phase 3 nesting annotated as training day scheduled. For example, 4 = training day 4.
- VEILS nesting annotated by decision number.
- NA = not addressed or unknown.

<sup>4</sup> "Doctrine and tactics" became a metric category (bin) and is represented in multiple competencies.

<sup>5</sup> "Obtain info from staff officers" and "Coordinate among staff cells" will be incorporated into "Exploit all staff functions."

<sup>6</sup> "Perform battle tracking" and "Rapid decision making" would be difficult to measure.

<sup>7</sup> "Visualize the battlefield" and "Understand terrain and weather effects" will be incorporated into the MDMP competencies.

<sup>8</sup> "Model a thinking enemy" will be incorporated into "Update/refine IPB products."

<sup>9</sup> Students serve as CAB primary staff officers during MDMP and BCT rehearsals, and VTOC exercise if conducted.

<sup>10</sup> Company-level only planned in detail, i.e., surface danger zones (SDZ) on Day One.

<sup>11</sup> All VEILS decisions have causes and effects (Decisions 33-43 are Bn and Battle Captain decisions, remainder are Co-level).

### **Criteria discussed in prioritizing metric candidates:**

- Foundation or enabling role (e.g., MDMP, info mgt) = High
- More critical competencies (e.g., Battle Captain duties) = High
- Potential for serious adverse impact (e.g., casualty evacuation) = High
- Taken-for-granted dimensions (e.g., managing time/tasks, making timely decisions) = Med
- Likely measurement difficulty (e.g., battle tracking) = Low
- Narrow or specialty niche (e.g., managing A2C2) = Low
- Quantitative data influenced priorities, with substantial application of professional judgment.
- Workload experience of developing Co-level modules influenced estimation of total Bn-level modules feasible.

## BATTALION LEVEL METRICS OUTLINE

Competency	#	Competency	# Scen's	Candidate Scenario	Mission Type	Msrmt Type <sup>1</sup>	Priority
Doctrine/TTP		<i>Knowing and applying MDMP</i>	5	<i>See items 1-5 below</i>			
	1	◆ ISR Planning	1	An Asst S3 receives BCT WARNO #2 for a defensive mission. WARNO #2 includes task org, initial intel estimate, initial IPB products, and commander's initial guidance.  Asst S3 executes the MDMP Steps in bold: 1. Receive the mission 2. <b>Mission analysis</b> 3. <b>COA development</b> 4. <b>COA analysis (wargaming)</b> 5. COA comparison 6. COA approval 7. Orders production	• Offense	1, 2,	Med
	2	◆ Understanding all available assets (What capabilities can the bn ask for)	1		• Offense	1 X 3 2 X 3	High
	3	◆ Develop a mission statement. (Specified, implied, essential tasks, facts and assumptions.) <sup>2</sup>	1		• Offense	2, 3	High
	4	◆ Developing COA statement and sketch	1		• Offense	1 X 3 3 X 2	High
	5	◆ Performing COA analysis	1		• Offense	1 X 2 2 X 2 3	High
		<i>Perform Battle Captain Duties</i>	3	<i>See items 6-8 below</i>			
	6	Know own role, responsibilities	1	The CAB S3 is briefing a newly assigned Asst S3 on his duties and responsibilities in the CAB's Main CP.	• Offense	1,2,3	Med
	7	Managing combat information	1	The Asst S3 receives conflicting reports about the locations of two black list persons whom a subordinate company is trying to capture	• Stabil Ops	2, 3	High
	8	Exploiting all staff functions <sup>3</sup>	1	During the MDMP process, an Asst S3 works with the Information Operations cell provided by the BCT.	• Off/Def	1, 2, 3	High

Competency	#	Competency	# Scen's	Candidate Scenario	Mission Type	Msrmt Type <sup>1</sup>	Priority
Leadership	9	Communicating effectively	1	An experienced Asst S3 receives several conflicting reports during operations and develops a recommended COA for Bn Cdr decision	• Stabil Ops	2, 3	High
	10	Managing time and tasks	1	A new Asst S3 examines how to align his work and schedule with the battalion's battle rhythm	• Off/Def	2, 3	Med
Adaptive Thinking	11	Maintaining focus on mission and higher intent	1	Upon receiving SITREPs from subordinate Cdrs, the Asst S3 assesses their impact on mission accomplishment	• Stabil Ops	1, 2, 3	High
	12	Seeing the big picture	1	The Bn Cdr asks how diplomatic, informational, and economic factors may influence the concept of operations for the next mission	• Stabil Ops	1, 3	High
	13	Remaining flexible to meet contingencies	1	As an Asst S3 analyzes a new FRAGO received from the BCT, he identifies conditions that may reshape mission execution	• Stabil Ops	3	Med
Sustainment Operations	14	Directing casualty evacuation	1	A subordinate company comes into contact and sustains casualties that cannot be moved via ground assets	• Stabil Ops	1, 2, 3	High
	15	Directing detainee operations	1	A Red Cross visit identifies problems in local detention facilities, and the Asst S3 is tasked to review the battalion's SOP	• Stabil Ops	1, 2, 3	High

<sup>1</sup> Measurement Type legend: 1 = Recall, 2 = Understanding, 3 = Application. In cases where multiple measurements were developed, they are annotated by measurement type followed by number of questions. For example, 1 X 3 is three recall questions.

NOTE: The module structure (scenario, questions, answer key, and tactical materials as needed) developed for the Company Level SAP will be repeated for the Battalion Level SAP.

## Appendix G

### ACRONYMS AND ABBREVIATIONS

1SG	First Sergeant
AA	Avenue of Approach
AD	Air Defense or Armored Division
AC	Active Component
ADA	Air Defense Artillery
AFRICOM	U.S. African Command
ALO	Air Liaison Officer
AMC	Air Mission Commander
AO	area of operations
AOR	area of responsibility
APFT	Army Physical Fitness Test
AR	Army Regulation
ARI	U.S. Army Research Institute for the Behavioral and Social Sciences
AS3	Assistant Operations Officer
ASCOPE	areas, structures, capabilities, organizations, people, and events
AT	antitank
BCT	Brigade Combat Team
BN	Battalion
BP	battle position
B/P	be prepared
BPT	be prepared to
BSA	Brigade Support Area
BSB	Base Support Battalion
BSTB	Brigade's Special Troops Battalion
BTG	Brigade Tactical Group
BTGR	Brigade Tactical Group Reserve
Btry	battery
C2	command and control
C4ISR	command, control, communications, computers, intelligence, surveillance, and reconnaissance
CAB	Combined Arms Battalion
CAC-T	Combined Arms Center – Training
CAS	close air support
CASEVAC	casualty evacuation
CAV	Cavalry
CBRN	chemical, biological, radiological, and nuclear
CCC	Captains Career Course
CCIR	Commander's critical information requirement
CCP	casualty collection point
CDR	Commander
CIA	Central Intelligence Agency
CJFLCC	Combined Joint Force Land Component Command

CJTf-CS	Combined Joint Task Force-Caspian Sea
CO	Company or Commanding Officer
COA	course of action
COE	contemporary operational environment
COIN	counterinsurgency
COLT	combat observation and lasing team
CO/TM	Company/Team
CP	command post
CPN	command post node
CSM	Command Sergeant Major
CSSB	Combat Service Support Battalion
dL	distributed learning
DPICM	Dual-Purpose Improved Conventional Munition
DS	direct support
DTG	Division Tactical Group
EA	engagement area
EEFI	essential elements of friendly information
EOD	explosive ordnance disposal
EPW	enemy prisoner of war
ExEval	external evaluation
FA	Field Artillery
FEBA	forward edge of the battle area
FBCB2	Force XXI Battle Command Brigade and Below
FFIR	friendly force information requirement
FLOT	forward line of own troops
FM	Field Manual
FMI	Field Manual – Interim
FPOL	forward passage of lines
FSC	Forward Support Company
FSO	Fire Support Officer
FTX	field training exercise
GPS	Global Positioning System
HBCT	Heavy Brigade Combat Team
HE	high explosive
HHC	headquarters and headquarters company
HMMWV	High Mobility Multipurpose Wheeled Vehicle
HN	host nation
HQ	headquarters
HUMINT	human intelligence
IAW	in accordance with
IB	International Border
ID	Infantry Division
IED	improvised explosive device
IFC	Independent Fires Command
IFV	infantry fighting vehicle
IGO	international governmental organization

IMD	Independent Mission Detachment
IMDR	Independent Mission Detachment Reserve
INFOSYS	information systems
INTSUM	intelligence summary
IO	information operations
IPB	intelligence preparation of the battlefield
IR	information requirement
ISR	Intelligence, surveillance, and reconnaissance
JNN	Joint Network Node
JRTC	Joint Readiness Training Center
JTF	Joint Task Force
LC	line of contact
LD	line of departure
LNO	liaison officer
LR	long range
LZ	landing zone
LTP	Leader Training Program
MC3	Maneuver Captains Career Course
MC3-AC	Maneuver Captains Career Course – Active Component
MC3-RC	Maneuver Captains Career Course – Reserve Component
MDMP	military decision making process
MEDEVAC	medical evacuation
METT-TC	mission, enemy, terrain and weather, troops and support available, time available, and civil considerations
MI	Military Intelligence
MIBN	mechanized infantry battalion
MIC	mechanized infantry company
MIP	mechanized infantry platoon
MOS	military occupational specialty
MP	Military Police
MSR	main supply routes
NAI	named area of interest
NATO	North Atlantic Treaty Organization
NCO	noncommissioned officer
NGO	nongovernmental organization
NTC	National Training Center
NVD	night vision device
OB	order of battle
OBJ	objective
O/C	observer/controller
OEF	Operation Enduring Freedom
OIF	Operation Iraqi Freedom
O/O	on order
OPCON	operational control
OPORD	operation order
OPSEC	operations security

OSC	Operational Strategic Command
PA	physician's assistant
PCC	pre-combat check
PCI	pre-combat inspection
PIR	priority intelligence requirement
PL	phase line
PLD	probable line of deployment
PLT	Platoon
POC	point of contact
POI	program of instruction
PoP	point of penetration
QRF	quick reaction fire
R&S	reconnaissance and surveillance
RAP	rocket-assisted projectile
RC	Reserve Component
RETRANS	retransmission
RHO	reconnaissance handover
ROE	rules of engagement
ROI	rules of interaction
RPG	rocket propelled grenade
S1	Personnel Officer
S2	Intelligence Officer
S3	Operations Officer
S4	Logistics Officer
S6	Signal Officer
SA	situational awareness
SB	support battalion
SAP	student assessment package
SBF	support by fire
SEP	system enhanced program
SIG	signal
SIGINT	signal intelligence
SIR	specific information requirements
SITREP	Situation Report
SJT	situational judgment test
SMK	smoke
SOF	Special Operations Forces
SOI	signal operating/operations instructions
SOP	standard/standing operating procedures
SP	start point
Sqdn	Squadron
TAA	tactical assembly area
TACON	tactical control
TACSOP	tactical standing operating procedures
TAI	target(ed) area of interest
T-BARS	Tactical Thinking Behaviorally Anchored Rating Scale



TBD	to be determined
TBP	to be published
TC	Training Circular
TCP	traffic control point
TDE	tactical decision exercise
TF	Task Force
TI	target identification
TLP	troop leading procedures
TM	team
TOC	tactical operations center
TOW	tube-launched, optically-tracked, wire-guided (missile)
TRADOC	U.S. Army Training and Doctrine Command
TRM	tactical road march
TTP	tactics, techniques, and procedures
UAS	unmanned aircraft system
VEILS	Virtual Experience Immersive Learning Simulation
WARNO	warning order
WCS	weapons control status
WIA	wounded in action
XO	Executive Officer