U.S. Army TRADOC DCSINT

Operational Environment

ACTORS & ROLE PLAYERS HANDBOOK

August 2007

U.S. Army Training and Doctrine Command
Deputy Chief of Staff for Intelligence
TRADOC Intelligence Support Activity TRISA–Threats
Fort Leavenworth, KS 66027

DISTRIBUTION RESTRICTION: Approved for Public Release; Distribution Unlimited.

This Page Intentionally Left Blank

Table of Contents

Preface **iii**
Introduction **1**
Functions 1
Scope 2
Resources 2

Chapter 1, The COE **1-1**
Section I. Understanding the COE 1-1
Section II. Critical Variables 1-4
Section III. Assessing the Contemporary Operational Environment 1-10

Chapter 2, Role-Play Terminology **2-1**
Section I. Actors 2-1
Section II. Role-Players 2-4

Chapter 3, Individual and Collective Training Considerations **3-1**
Section I. The Training Unit Mission 3-1
Section II. Role-Player Dynamics 3-2
Section III. Role-Player Mission Analysis 3-8
Section IV. Scenario Fidelity 3-10
Section V. Event Framework within a City Block 3-12

Chapter 4, Tools for Trainers **4-1**
Section I. Enhancing Role-Player Competence and Confidence 4-1
Section II. *Amjad and Zafir, A Back-Story* 4-2
Section III. Character Assignment 4-5
Section IV. Tools for Trainers and Role-Players 4-6

Chapter 5, Materiel and Outfitting for the Role-Player **5-1**
Section I. Clothing Fidelity 5-1
Section II. Outfitting Factors 5-1
Section III. Resource Management 5-3
Section IV. Outfitting and Materiel Planning Factors 5-5
Section V. Certifications 5-5

Chapter 6, Media Affairs and the Role-Player **6-1**
Section I. Types of Media Role-Players 6-1
Section II. Media Affairs Planning and Training 6-1

Chapter 7, Training Program Concept **7-1**
Section I. Concept 7-1

Afterword **7-6**

Appendix A, Amjad and Zafir, A Back-Story **A-1**
Appendix B, Character Development Method **B-1**
Appendix C, Training Assessment Tool & Role-Players Journal **C-1**
Appendix D, Planning Factors for Trainers **D-1**
Appendix E, Training Program Concept (Phases I-III) **E-1**
Appendix F, Safety **F-1**
GLOSSARY **GLOSSARY**
REFERENCES **REFERENCES**

Preface

The Contemporary Operational Environment (COE) Actors Handbook is a reference primer prepared under the direction of the US Army Training and Doctrine Command (TRADOC), Training Intelligence Support Activity (TRISA)-Threats. This handbook, using the variables of the COE, outlines a methodology for the orientation and training of role-players in COE education and training exercises.

Purpose. The handbook is an unclassified primer and reference guide for trainers and role-players. This handbook supports operational missions, institutional training, initial entry training, and professional military education for U.S. military forces. This handbook is a supplement to the FM 7-100 series of COE OPFOR documents and is not designed as a replacement document.

Intended Audience. This handbook exists primarily for US military forces. However, other applicable groups include interagency, intergovernmental, civilian contractor, nongovernmental, private voluntary, and humanitarian relief organizations. Compiled from open source material, this handbook promotes a perspective of the various actors existing within a real world environment.

Using the Handbook. The study and integration of the various actors in the COE improves the readiness of US military forces. As a living document, this handbook will be updated as necessary to ensure it remains a current and relevant resource.

Each of the chapters contains specific information designed to assist scenario developers, training developers, exercise directors, and role players in developing a realistic and challenging operational environment (OE). Electronic links are provided within the handbook to provide expanded information and ease of use. Unless stated otherwise, masculine nouns and pronouns do not refer exclusively to the male gender. In addition, the term *trainer* refers to observer controllers, observer trainers, and instructors during role-play exercises. The term actors used throughout this handbook refer to non-state actors of the Contemporary Operating Environment. The term role-players used throughout this handbook refer to individuals hired/tasked to portray an assigned character within a training exercise.

Proponent Statement. Headquarters, US Army Training and Doctrine Command (TRADOC) is the proponent for this publication. Periodic updates will accommodate user requirements. Send comments and recommendations on DA Form 2028 directly to the Contemporary Operational Environment and Threat

Integration Directorate (CTID), TRADOC Intelligence Support Activity (TRISA)-Threats at the following address: Director, CTID TRISA-Threats, ATTN: ATIN-T (Building 53), 700 Scott Avenue, Fort Leavenworth, Kansas 66027-1323.

This publication is available at Army Knowledge Online (AKO) at http://www.us.army.mil and linked to online organizational directories on the Battle Command Knowledge System (BCKS) at https://dcsint-threats.leavenworth.army.mil/default.aspx . Readers should monitor those sites for the status of this manual and information regarding updates. Periodic updates, subject to the normal approval process, will occur as a result of the normal production cycle in accordance with TRADOC regulation 25-36, paragraphs 2-17 and 4-7. The date on the cover and title page of the electronic version will reflect the latest update.

Introduction

The Contemporary Operating Environment (COE) Actors and Role-Players Handbook is suggested for use in the following training environments: institutional, organizational field training, and Combat Training Centers (CTC).

To maximize the benefit of the handbook, one must understand certain Army concepts beforehand. The concepts suggested for review prior to utilizing this handbook are contained in the following references: Joint Publication 1-02, FM 3-0, FM 7-0, FM 7-1, FM 6-22, AUTL (Army Universal Task List) and UJTL (Universal Joint Task List).

Functions

The functions of this handbook are to understand the training requirements for role-players portraying roles in the COE. The handbook provides various role-playing considerations across the military, interagency, interdepartmental, and multinational training arena in an effort to focus and consolidate role-playing definitions and methods.

The intention of the handbook is to orient leaders, trainers, scenario writers, and role-player training within the COE. This handbook will encourage each to know and understand their environment, the actors within it, and the effect the combined two have on their training exercises.

The handbook focuses trainers and role-players on three distinct training environments (see below).

INSTITUTIONAL: Trainers and Instructors in the institutional environment are encouraged to utilize this handbook for classroom and field role-playing events. Understandably, institutions are limited on resources (costumes, props) and time. The environment in which role-playing training may take place is also at times more controlled, not allowing for field type role-playing. Defaults aside, role-playing supports quality training. Trainers and instructors can train and assign students as characters during role-playing within the classroom.

OPERATIONAL TRAINING: At this level of “lane training,” units from Brigade to Company will focus primarily on specified task training. Upon determining tasks, trainers can use the handbook to train role-players. The quantity of role-players for the focused tasks and the type of role-player (generic, special skill, etc.) will vary. Variations are common as units attempt to train and/or certify on specified

tasks. Scenario training is typically conducted prior to collective training on a larger scale with other elements of a Brigade.

COMBAT TRAINING CENTER (CTC): Commander's review mission essential task lists (METL), unit training objectives, collective tasks/individual tasks, mission training plans (MTPs), and specified directives prior to attending a rotation in anticipation of deployment, at one of the CTCs. Trainers at the CTCs review the same material prior to the training unit's arrival. Commanders and their staff know preparation for a successful rotation is essential. To prepare, units should incorporate this handbook into classroom and scenario training conducted at home-station. If time allows, units may further train on site at the CTCs utilizing this handbook. Upon assuming the rotation at the CTC, participants of the unit practice either their military occupational specialty (MOS) or special skill identifier such as a skilled staff officer in a tactical operation center. Whatever their duty, participants can expect to interact with role-players.

Scope

Role-playing in today's COE must be efficient and effective. It has re-emerged in recent years from several training centers/schools in an effort to expose Operational Environments (OEs), cultural differences, foreign languages, organizations to U.S. military and interagency and interdepartmental participants.

Creative and tactically focused role-playing depicts either an OE or the COE as a whole. Used on a wide basis by aforementioned institutes, role-playing places participants in situations out of their comfort zone and forces them to make difficult decisions. It is a cornerstone of valuable training in today's training environment.

This handbook is a general reference for the COE. It is written to assist role-players and trainers in their overall ability to view the COE holistically, the COE during mission readiness exercises (MRX) and mission rehearsal exercises (MRE), the OE during CTC rotations, the COE and OE during institutional, interagency, and interdepartmental training.

When applied to specific circumstances, the considerations within the handbook will improve trainer and role-player purpose on the battlefield. It may also improve unit training across all agencies, institutions and CTC.

Resources

Readers should monitor the TRADOC DCSINT TRISA-Threats site on BCKS at https://dcsint-threats.leavenworth.army.mil/default.aspx for the status of updates to this handbook, and information on other COE and COE OPFOR materials. Periodic updates will occur as a result of the normal production cycle in

accordance with TRADOC Regulation 25-36. The date on the cover and title page of the electronic version will reflect the latest update.
The following websites may assist trainers and role-players in their search for further information in support of the COE, scenario development, and training. The links provided are not inclusive.

1. TRADOC DCSINT TRISA-Threats:
https://dcsint-threats.leavenworth.army.mil/default.aspx
(Enter the site through this link or enter through BCKS→TRADOC DSCINT Threats)

2. Battle Command Knowledge System: https://bcks.army.mil/
(Enter the site through this link or through AKO→BCKS (Battle Command Knowledge System))

3. University of Military Intelligence:
http://www.universityofmilitaryintelligence.us/main.asp
(This site may require users to request permission for use of some products)

4. Army Publishing Directorate (APD): http://www.APD.army.mil/APD_home.asp
(Site may require use of AKO username and password. See trainer for assistance).

5. Reimer Digital Library:
https://atiam.train.army.mil/soldierPortal/appmanager/soldier/start?_nfpb=true&docGroup=official&_pageLabel=rdlservicespage

6. Army Knowledge Online (AKO): www.us.army.mil
(Site may require use of AKO username and password. See trainer for assistance).

7. Center for Army Lessons Learned (CALL): http://call.army.mil/
(Site may require use of AKO username and password. See trainer for assistance).

8. Joint Electronic Library: http://www.dtic.mil/doctrine/s_index.html

9. Memorial Institute for the Prevention of Terrorism (MIPT) Knowledge Base:
http://www.tkb.org/Home.jsp

10. Combined Arms Research Library (CARL).
http://cgsc.leavenworth.army.mil/carl/databases/db_data.asp

11. Defense Visual Information Center: http://www.dodmedia.osd.mil/

12. United States Department of Defense Image Collection:
http://www.defenselink.mil/multimedia/

13. United States Army Training and Doctrine Command (TRADOC): http://www-tradoc.army.mil/index.htm
14. U.S. Army Combat Readiness Center: https://crc.army.mil/home/default.asp

15. Exercise Design Guide: https://dcsint-threats.leavenworth.army.mil/default.aspx
Click on COE and find Exercise Design Guide in the Document Library. Latest Edition: SEP 2004.

16. Universal Joint Task List (UJTL): http://www.dtic.mil/cjcs_directives/cdata/unlimit/m350004.pdf

17. FM 3-100.12, Risk Management Multiservice Tactics, Techniques, and Procedures for Risk Management. Found in the Reimer Digital Library and U.S. Army Publishing Directorate (APD). (AKO login and password required).

18. FM 7-15 (Army Universal Task List (AUTL)). Found in the Reimer Digital Library and U.S. Army Publishing Directorate (APD). (AKO login and password required).

19. FM 6-22 (Army Leadership). Found in the Reimer Digital Library and U.S. Army Publishing Directorate (APD). (AKO login and password required).

20. FM 7-0 (Training the Force). Found in the Reimer Digital Library and U.S. Army Publishing Directorate (APD). (AKO login and password required).

21. FM 7-1 (Battle Focused Training). Found in the Reimer Digital Library and U.S. Army Publishing Directorate (APD). (AKO Login and password required).

22. FM 3-0 (Operations). Found in the Reimer Digital Library and U.S. Army Publishing Directorate (APD). (AKO login and password required).

23. TRADOC Common Training Scenarios. (AKO login and password required).

Chapter 1 The COE

This chapter provides an overview of the contemporary operating environment (COE) and the baseline doctrine for the contemporary opposing force (OPFOR) to be used in U.S. Army training. In today's complicated and uncertain world, it is impossible to predict the exact nature of future conflict that might involve the U.S. Army. Therefore, the Army must be ready to meet the challenges of any type of conflict, in various locations, and against all kinds of threats. This is the nature of COE, and training for such an environment requires a different type of OPFOR than in the past.

The Army Field Manuals in the FM 7-100 series introduce the baseline doctrine for the contemporary OPFOR. This doctrine applies to the entire Army community: soldiers, leaders, Department of the Army Civilians (DAC), Army family members, and civilian contractors. With the ever-present irregular warfare facing the Army and its community, it is imperative that each involved individual understand the complexity of the COE, operational environments (OEs), accompanying variables (PMESII-PT), and assessment methodology.

Section I. Understanding the Contemporary Operational Environment

1. The contemporary operational environment provides a comprehensive framework of analysis for assessing and understanding the global operational environment (OE). The COE presents an overarching way of thinking about an OE. This framework can be applied to any OE at any level of analysis.

TRADOC DCSINT first introduced the COE framework in the 1999 paper: *Capturing the Changing Operational Environment*. Since that time, the framework has been updated and the 11 critical variables have been mapped into PMESII-PT (political, military, economic, social, information, infrastructure, physical environment, and time).

The COE construct and framework can be applied across multiple levels of analysis

- Strategic: COE provides the framework
- Operational: Application of framework to a specific OE or various OEs (subsets or real-world manifestations of the COE; regional perspective)
- Tactical: Application of framework to various sub-OEs.

The United States Army and the Army training community must focus less on *who* might threaten or challenge us and focus more on *how* and *why*. To accomplish this, the COE framework provides a model for discerning global capabilities — i.e., the composite "how" and "why" of conflict. In addition, the COE framework provides the means (the variables of the COE) to evaluate

specific regions, nations, civilizations, and transnational actors, thereby addressing the most likely "who" and "when." Through both these approaches the Army will be poised both for potential conflicts shaped by pursuit of national interests as well as those that may emerge but cannot be predicted.

Knowing who the next threat will be is not be as important as understanding that threat's potential capabilities and the environment in which threats will operate. By developing our understanding of the COE, and training on the conditions of its environment, the US Army will be ready to face current and future security challenges.

- Contemporary Operational Environment. The synergistic combination of all the critical variables and actors that create the conditions, circumstances, and influence that can affect military operations today and in the near-and mid-term.

The COE is the combination of PMESII-PT variables (not just military and threat dimensions). Actors within the COE create the conditions, circumstances, and influences that can affect military operations. The COE is the OE that exists today and for the clearly foreseeable future. The COE is composed of multiple specific OEs.

Figure 1-1
Democratic Peoples Republic of Korea (DPRK) Army Guards march in formation

The COE, whether in support of current operations or in training and education, can present complex, multiple and/or simultaneous challenges to the ability of U.S. forces to accomplish their missions. In training environments, the COE provides the framework to create conditions to replicate the complexity of the real world and thus provide realistic and relevant training. It provides a non-specific capabilities-based approach. If training consists of task, condition, and standard, then the COE is the condition(s), in which the Army can train mission essential tasks to the desired standard. If the training event is an MRX/MRE, then the COE will be applied to a specific OE resulting in an operational environment assessment (OEA) of that selected environment and COE is the framework of analysis.

A variety of Army products support training with the COE. The TRADOC DSCINT-Threats websites offers several. For example, the Exercise Design Guide (EDG) and Operational Environment Assessments (OEAs) can be found on the TRISA-Threats website (https://dcsint-threats.leavenworth.army.mil/default.aspx). Other Army products such as the FM 7-100 OPFOR series and student text (ST) 7-100 OPFOR Battle Book for the COE also offer training support.

- Operational Environment. The official DOD definition of operational environment (OE) is found in Joint Pub 1-02: "A composite of the conditions, circumstances, and influences that affect the employment of capabilities and bear on the decisions of the commander.[1,2]" This environment includes air, land, maritime, space, and associated threats presence, as well as friendly and neutral systems. In short, the OE consists of all the conditions, circumstances, and influences that affect military operations and the application of other instruments of national power within a defined region. Multiple OEs exist in the COE at any given time. A specific OE may be selected for analysis, training or real-world deployment preparation.

2. Prior to discussing PMESII-PT variables within the COE it is important to define certain key terms and identify the contemporary threats and actors.

- Threat (Potential Adversary). Any specific foreign nation or organization with intentions and military capabilities that suggest it could become an adversary or challenge the national security interests of the United States or its allies.

- Opposing Force (OPFOR). A plausible, flexible military and/or paramilitary force representing a composite of varying capabilities of actual worldwide forces, used in lieu of a specific threat force, for training and developing U.S. forces.

There are many types of actors or participants in today's complex world environment. Some of the actors are countries (also called nation-states), and some are non-state. Nation-states are dominant actors. Further explanations of non-state actors and the people of these entities are provided in Chapter 2.

There are four categories of nation-states. The categories are further described below.

- Core states include more than half of the countries in the world today. They are generally democratic and share common values and interests. Within this group, there is an "inner core" of major powers. These countries, including the United States, generally dominate world politics.

- Transition states are other large and industrial-based countries, mostly emerging regional powers that are striving to become major powers. High-end transition states are moving from an industrial-based society to an information-based society. Low-end transition states are seeking to move from an agricultural-based society to an industrial base. Some transition states may

[1] Joint Publication 1-02, *Department of Defense Dictionary of Military and Associated Terms*, 12 April 2001, as amended through 1 March 2007.

[2] Joint Publication 3-0, *Joint Operations* (Washington, D.C.: Joint Chiefs of Staff, 17 September 2006), II-15-II-24.

eventually join the ranks of core states and even become major powers. The key question is whether these transition states will support U.S. policy or become our competitors.

- Rogue states are those hostile to their neighbors or to the interests of core states. These countries may sponsor international terrorism or even confront U.S. military forces operating in the region. They sometimes sell or give armaments to countries we wish they wouldn't.

- Failed or failing states are fragmented in such a way that the rule of law is absent; their instability is a threat to their neighbors and the other three types of states.

As conditions change, countries can move from one category to another. Sometimes countries will join together in multinational alliances and coalitions. Together, these alliances and coalitions will have more strength and can become a power to be concerned about.

Section II. Critical Variables.

In the real world or in the training environment, any OE can be defined in terms of PMESII-PT variables. The linkage among variables is critical to successful analysis – it is the links that set or create the conditions of each environment. Trainers and scenario writers must understand this synergy and be able to adapt actions based upon the dynamic nature of this relationship.

OEAs are real-world applications of the COE framework. Refer to the OEAs for further description of the variables and their significance at https://dcsint-threats.leavenworth.army.mil/default.aspx

The start point for understanding the operational environment must be those critical factors that reside in all operational environments, and have the greatest impact on the military, PMESII-PT. The conceptual template for any future military operation must incorporate the expected characteristics of these variables.

While these variables can be useful in describing the overall (strategic) environment, they are also useful in defining the nature of a specific OE. Each of these conditions will vary according to a specific situation. These variables are interrelated and sometimes overlap. Different variables will be more or less important in different situations. Each OE is different because the content of the critical variables are different.

- Political

The political variable focuses on political power within a given operational environment.

Figure 1-2
Meeting with Sultan of Tadjoura Bankouale, Djibouti

Understanding the political circumstances within an OE will help the commander recognize key actors and visualize their explicit and implicit aims and their capabilities to achieve their goals. These actors can mobilize group identity, ideas, beliefs, action and violence to enhance their power and control over society, people, territory and resources; the sources of political mobilization may lie in the political leadership; religious, ethnic or economic communities; or in the indigenous security institutions such as the military or police.

Nation-state and non-state actors often enter into relationships (formal and informal) with other actors or organizations. Understanding the implications of these relationships requires analysis of all relevant political, economic, military, religious, or cultural mergers and/or partnerships of the key entities of a given OE. This analysis also captures the presence and significance of external organizations and other groups in an OE. Examples include groups united by a common cause, such as nongovernmental organizations (NGOs), private voluntary organizations, private security organizations, transnational corporations, and international organizations that conduct humanitarian assistance operations.

Finally, political analysis of an OE addresses the concept of 'will.' Will encompasses a unification of values, morals, agendas, effort, and the probability of acting on them. Through this unity, participants are willing to sacrifice individually for the achievement of the unified goal. Understanding the will of key groups (political, military, insurgent, and terrorist) in the OE will help further define various groups' goals and their willingness to support and achieve their ends.

- Military

Military capabilities may be the most critical and most complex variable that affects military operations. The Military variable explores the military capabilities of all relevant actors within a given OE. It includes equipment, military doctrine, manpower, training levels, resource constraints and leadership issues. Military leadership is especially important in gaining and understanding of the individual leaders and the human characteristics of their forces is vital to success. Analysis should focus on an actor's ability to field forces and leverage them for use domestically, regionally, or globally. Our enemies will be flexible, thinking, and adaptive.

The military variable does not exist in isolation from the other variables that help determine the overall OE. It interacts with the other variables: it affects them and is affected by them.

Nation-state or non-state actors measure military capabilities in relative terms in comparison to the capabilities of other actors against which they are applied. Most of the military forces in the world continue to operate in conventional ways, which remains sufficient against other local or regional actors. Once the United States becomes involved, however, these same conventional forces may have to use adaptive and asymmetric approaches. When confronted with a stronger military power, weaker forces will employ irregular capabilities and methods, using indirect approaches to achieve their aims. As such, militaries and violence are instruments of their respective political systems.

Figure 1-3
Enhanced marksmanship training with Kenyan forces

- <u>Economic</u>

The economic variable encompasses individual behaviors and aggregate phenomena related to the production, distribution, and consumption of resources in an operational environment. Specific factors may include the influence of industrial organization, international trade, development (foreign aid), finance, institutional capabilities, geography and the rule of law. Though the world economy becomes more and more linked each year, nation-state economies differ in various ways. These differences significantly influence political choices.

Figure 1-3
Harvesting rice in Freedom Village (Tae Song Dong) South Korea

Other factors include unofficial economies or black market/underground economies, which are alternative structures indicating weaknesses in the mainstream economy. These economies conduct legal and illegal activity within an economic environment. Their existence is based upon many factors which may include: high tax burdens, weak banking systems, business regulations and legislation, inefficiency of government institutions, and high unemployment rate.

Unofficial economies tend to develop more in transitioning countries due to the presence of more corruption and lower incomes. However, the desire to engage in an unofficial economy differs between emerging, affluent or rich economies. In affluent or rich economies the driving force to engage in an unofficial economy tends to be an effort to evade taxes. In emerging economies the desire to engage in an unofficial economy tends to be centered on an effort to evade the law.

Two examples of unofficial economic activities are: unrecorded legal income (such as cash paid for service) and cash received as a result of illicit activities such as drug dealing, money laundering, loan sharking and prostitution.

Economic deprivation is also a major cause of conflict. One actor may have economic superiority over another for many reasons, including access to natural resources or power. Military personnel operating in this complex environment may need to look beyond political rhetoric to discover a fundamental economic disparity among groups.

The economic variable establishes the boundaries between the "haves" and "have-nots." Economic superiority, rather than military superiority, may be the key to regional or global dominance. We witnessed how this phenomena' worked when the Soviet Union fell. Our victory was a direct result of the United States' economic might.

- Social

The social variable describes the cultural, religious, and ethnic makeup within an operational environment. A social system consists of the people, groups, and institutions that exhibit shared identity, behaviors, values, and beliefs. Social groups consist of groups organized, integrated, and networked by relationships, interacting within their environment.

Figure 1-4
Discussion with Afghanistan Leaders

Social demographics refer to the trends and impact of human population, and its cultural, religious and ethnic make-up. Extreme devotion to a particular cause or significant hatred of a particular group provides the enemy with an unshakable will and a willingness to die for a cause.

- Information

We now live in an information-based society that uses computers and other information systems throughout the military and civilian sectors. This variable describes the nature, scope, characteristics, and effects of individuals, organizations, and systems that collect, process, disseminate, or act on information.

Figure 1-5
Internet Café in Baghdad, Iraq

Information involves the access, use, manipulation, distribution, and reliance on data, media, and knowledge systems-civilian and military-by the global community.

Commanders must understand and engage the information environment to achieve their operational and strategic objectives. Understanding whatever communication infrastructure exists is important because it controls information flow and influences local, regional, national, and international audiences.

Our potential adversaries understand the value of information and information warfare. Many of them see this as the most productive avenue to offset U.S. conventional capabilities. We can expect these adversaries to expand their efforts to attack our computer networks and other information systems and disrupt information flow. They will use psychological warfare and deception at every level.

Media and other information means can make combat operations transparent to the world, and visible to only those who have the data. Various actors seek to use perception management to control and manipulate how the public view particular incidents. They will exploit U.S. mistakes and failures and use propaganda to sway the local population to support their cause. Media coverage also impacts on U.S. political decision making, international opinion, or the sensitivities of coalition members.

In developing countries, information may flow by less sophisticated means-couriers, graffiti, rumors, cultural symbols, art, literature, radio, and local print media. Understanding whatever communication infrastructure exists is important because it controls information flow and influences local, regional, national, and international audiences.

- Infrastructure

Infrastructure is composed of the basic facilities, services, and installations needed for the functioning of a community or society. The degradation or destruction of infrastructure will affect the entire OE especially the political, military, economic, social, and information variables.

Figure 1-6
Complex Infrastructure of Afghanistan

This variable also reflects the technological sophistication of all the actors mentioned. Technological capability encompasses an actor's ability to conduct research and development and then capitalize on the results for civil and military purposes. The infrastructure variable reflects the technological level of the OE in terms of sectors or technological success or advancement, scientific and research institution, technology acquisition policies, and the education and training facilities which support the acquisition of technology.

- Physical Environment

The physical environment defines the physical circumstances and conditions that influence the execution of operations throughout the domains of air, land, sea and space. The defining factors are urban settings (super-surface, surface, and subsurface features), other type's o f complex terrain, weather, topography, hydrology, and environmental conditions.

Figure 1-6
A United Nations bulldozer clears a path through refuse in a Haitian city

Potential enemies understand that less complex and open environments expose their military weaknesses. Operations in open environments favor a U.S. force with long-range, precision-guided weapons and sophisticated reconnaissance capability. Therefore, adversaries/OPFOR may choose to operate in urban environments or other complex terrain and during weather conditions that may adversely affect US military operations that may adversely affect U.S. military operations and mitigate technological advantages.

- Time

Time is one of, if not the most significant, planning factors driving decision-cycles, operational tempo and planning horizons. Time may also influence endurance or protraction of military operations since popular support for extended operations may diminish over time.

Figure 1-7
Stranded passenger climb from vehicles during a flood in Haiti

Time is both an operational planning factor and a tool to manipulate tactical and strategic advantages. In most cases, potential adversaries of the United States view time as being to their advantage. For example, the time it takes to deploy U.S. forces into the region gives opponents an opportunity to find ways of adjusting the nature of the conflict into something for which U.S. forces are not prepared.

Adversaries will also seek to control the tempo of operations to influence early-entry operations or prolong operations with the desire to increase friendly casualties. Commanders and staffs must consider time as a threat course of action when developing friendly operations.

Section III. Assessing the Contemporary Operational Environment.

The variables of the COE do not exist in isolation from one another. The linkages of the variables cause the complex and often simultaneous dilemmas that a military force might encounter. In order to provide realistic training, trainers and scenario writers must attempt to simulate this synergistic effect to the maximum extent.

The COE variables and their interaction provide an environment and conditions for all training. The complexity of a specific OE in training can be adjusted to ensure training objectives are met through the utilization of the OE Assessment Methodology.

1. OE Assessment Methodology.

The OE assessment process provides a methodology for examining and understanding any potential OE. It is an analysis of the critical variables and their impacts on any possible combat operations. A four-step process is recommended for developing this assessment prior to training. Once developed, the OE Assessment can be applied to the training scenario. Helpful and complete OE Assessments are available at the DCSINT TRISA-Threats site (https://dcsint-threats.leavenworth.army.mil/default.aspx) under the OEA tab.

STEP 1 – Define the Variables in the OE

Define the variables by describing the nature and composition of each (see Step 2 for details) in a specific OE. First a detailed trends analysis (see OEA trend analysis at: (https://dcsint-threats.leavenworth.army.mil/default.aspx) is constructed for each variable to help focus and facilitate the research effort. The trends analysis defines the scope and focus of the variable and serves to guide the research. Research is then conducted to populate the trends analysis model for each variable in relation to the given OE. Finally, key facts and operational impacts for each variable are identified within the OE.

STEP 2 – Analyze the Variables

This step highlights the key relationships and linkages among the variables. The key to understanding the significance of the variables in any OE is through understanding the relationships among the variables and how these relationships affect military operations. Analyze each variable and adjust the information in trends analysis model as required.

Step 3 – Identify Major Trends Over Time

Trends and issues are identified from the variable analysis. Analysis of each variable highlights one dependent variable for analysis. Next, the most significant independent variables (impacting on the dependent variable) are identified to show significant impacts and relationships. General themes are then developed.

Step 4 – Summation of Trends

Complete a summarized assessment of the variable analysis. It is impossible to identify every potential linkage and theme. Given the fluid nature of the OE, an assessment needs to be continually updated to remain current and relevant.

To summarize, the COE is a synergistic environment made increasingly complex by inter-related variables (PMESII-PT). Within the COE are specific OEs where commanders find themselves operating affected by conditions, circumstances, and influences. For the purpose of the COE, four categories of nation-states reflect their roles in the international community; however, countries have the capability to change and move from one category to another. Finally, the variables of the COE when analyzed using an OEA, depict real world applications of the COE framework.

Chapter 2 Role-Play Terminology

Within a COE scenario certain entities may or may not exist. A scenario or event designer may elect to include nation-state and non-state actors. Scenario designers may choose to include nation-state paramilitary forces (internal security forces for example), non-state paramilitary forces (insurgent forces for example) or both in the training scenario. Scenario designers and trainers should include both non-state and nation-state actors in their scenarios in order to ensure fidelity. Non-state actors are discussed below.

Section I. Actors

1. In training environments such as Combat Training Centers (CTCs), educational institutions within the military, and other agencies, role-players portray actors of the COE. In training exercises, role-players portray characters of an existing or fictitious country/region that constitutes the physical environment of the OE simulated for training purposes. In a mission readiness exercise (MRX) and mission rehearsal exercise (MRE), role-players depict characters in an actual country/region (specified real-world OE). Role-players will frequently portray non-state actors, either combatant or noncombatant. The two main sub-categories of non-state actors are paramilitary organizations (non-state) and noncombatants.

2. Paramilitary Organizations. A variety of non-state paramilitary organizations/actors may be present in the COE. Non-state paramilitary organizations/actors distinguish themselves from regular armed forces of the State or any other country but resemble them in organizations, equipment, training, or mission. Basically, any organization that can accomplish its purpose, even partially, through the force of arms can be considered a paramilitary organization. The following are combatant paramilitary organizations.

Paramilitary Organizations

Insurgent
Guerrilla
Private Security
Criminal
Other Armed Combatants

Figure 2-1
Paramilitary Organizations

- Insurgent Organizations. This particular type of organization does not have a regular “fixed” organization or structure. Their mission and other variables of the OE determine their configuration and the composition of each subordinate cell. Their composition varies from organization to organization, mission to mission, OE to OE. (For more information on higher and local insurgent organizations, refer to FM 7-100.4 either on the DCSINT TRISA-Threats website:

(https://dcsint-threats.leavenworth.army.mil/default.aspx then select the COE tab; or on APD: http://www.usapa.army.mil/). Insurgent organizations may have a relationship with guerrilla organizations, criminal organizations, or other COE actors based on similar or shared goals and/or interests.

- Guerrilla Organizations. The structure of this organization depends on the critical variables (PMESII-PT) of the COE. Guerrilla organizations may be as large as a brigade and small as a platoon and/or independent hunter/killer teams. They resemble military structure with similar weapon types. They might be affiliated with forces from other countries or external organizations. Some may constitute a paramilitary arm of an insurgent movement, while others may pursue guerrilla warfare independently from or loosely affiliated with an insurgent organization. Fire and maneuver tactics along with terror tactics are typical. They are however, best suited for irregular warfare and/or unconventional tactics. For more information on guerrilla brigades, battalions and companies, refer to FM 7-100.4 (see links above).

- Private Security Organizations (PSO). Business enterprises or local ad hoc groups that provide security and/or intelligence services, on a contractual or self-interest basis, to protect and preserve a person, facility, or operation. Teams of PSOs may consist of bodyguard teams, patrol teams, stationary guard teams, or information and investigation teams.

- Criminal Organizations. Entities that usually operate independently of nation-state control. Their large-scale organizations often extend beyond national boundaries to operate regionally or worldwide. Small-scale criminal organizations do not have the capability to adversely affect legitimate political, military, and judicial organizations-but the large-scale organizations do. The weapons and equipment mix varies, based on type and scale of criminal activity. Criminal organizations at the higher end of the scale can take on characteristics of paramilitary organizations. Either by mutual agreement or coincidental interests, criminal organizations may become affiliated with other non-state paramilitary actors, such as insurgents, or guerrilla forces. They may exchange security for financial assistance or arms when operating in the same area.

- Other Armed Combatants. Nonmilitary personnel who are armed but not part of an organized paramilitary or military structure. They may be disgruntled or hostile. Some of the nonaffiliated personnel may possess small arms legally to protect their families, homes, and/or businesses. Some might be opportunists looking to make a profit by attacking a convoy, vehicle or emplacing an IED. Some armed combatants are just angry at the United States. The reasons are immaterial-armed civilians are ubiquitous.

This type of combatant may represent a large portion of the undecided in a population. They may not have determined which side they are on or if they will change sides in the future. They might change sides several times depending on

the circumstances directly affecting their lives. Those who form a cohesive group, and then commit themselves to a particular course of action can then be categorized according to the aims they pursue, as insurgents, guerrillas, PSO (perhaps of the informal "neighborhood watch" variety), or perhaps criminals.

- Unarmed Combatants. Any unarmed person who engages in hostilities or who purposely and materially supports hostilities against the United States or its co-belligerents. This includes support that takes place off the battlefield. For example, technicians and workers who arm IEDs may not be armed.

3. Noncombatants. A variety of nonmilitary actors not part of the OPFOR might present in an OE. They are either friendly or neutral. They can be either armed or unarmed, and have the potential to become combatants in certain conditions. They might provide support to combatants–either willingly or unwillingly.

- Armed Noncombatants. Persons with no affiliation with any military or paramilitary organization. They may be completely neutral or may lean towards support of one side or several sides. For example, some may use weapons as part of their occupation (hunters, security guards, or local police). Or they may be minor criminals who use their weapons for activities such as extortion and theft. Given the fact that these individuals are already armed, it would be easy for them to move from noncombatant status to combatant, if their situation changes.

- Unarmed Non-combatants. Neutral or potential side-changers, depending on their perception of the United States actions. Changes in their situation may cause some previously unarmed noncombatants to become combatants and perhaps take up arms. Medical teams, media, humanitarian relief organizations, transnational corporations, internally displaced persons (IDP), transients, foreign government and diplomatic personnel, and local populace are a few examples of unarmed non-combatants.

The media include local, national, and international journalists, reporters, and associated support personnel. Their primary job is to report newsworthy events. Although most media personnel may try to remain objective and report accurately, there are those who have positive or negative biases which affect their reporting of events. Opposing sides in a conflict will seek to control and exploit the media in order to enhance their own positions. With or without manipulation by other parties, the media can have a great effect on public opinion and national will of the opposing sides.

Figure 2-2
A linguist interprets to the media for his LTC in Baghdad, Iraq

Media coverage of operations can dramatically affect international relations and world opinion.

Section II. Role-Players

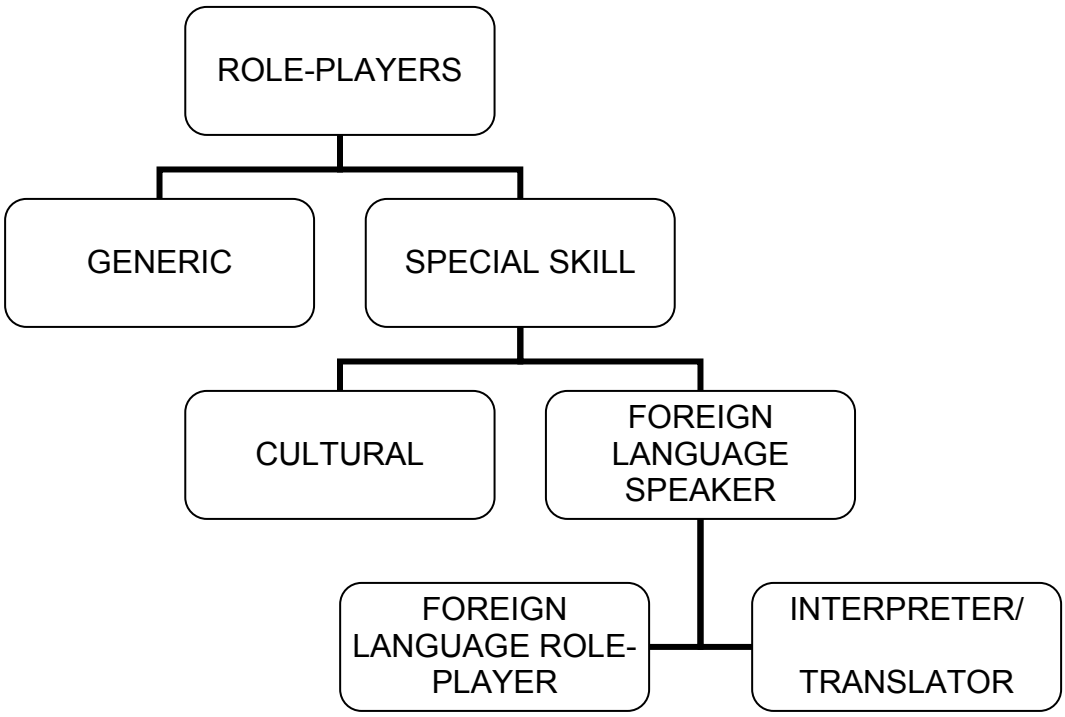

Figure 2-2
Role-Players

1. With an understanding of actor terminology in the COE, trainers and role-players can now apply the terminology to role-playing. During training exercises a particular terminology distinction must be understood. References to non-state actors are not referred to as actors in the theatrical sense. Non-state actors do not mean "actors" in the theatrical sense. Rather, they are the types of participants who could be present in a real-world OE and therefore, require representation in a realistic training environment.

2. Trainers and scenario designers develop roles for such participants in the training exercise. Roles are assumed by various role-players during training exercises. Role-players portray characters from one of two types' of non-state groups and occasionally characters from nation-states (internal security forces– national, district, and local police for example).

- Actor. Those that do not represent the forces of a particular nation-state. They may represent either members of non-state paramilitary organizations or noncombatants.

- Role. A part assigned or assumed played by a character in a given context.

- Character. Fictional or imaginary person replicated on any training battlefield. A character recreates all or part of the personality of an individual, group, or nation.

- Role-Player. Individual hired/tasked to portray an assigned character within a training exercise. The role-player embodies the culture and condition of their assigned character within the exercise. The degree of role-player interaction can be described as simple or complex. *Simple* role-players perform a specific function with limited interaction. *Complex* role-players perform specific functions but they have the ability to be adaptive within the scenario. Examples of simple and complex role-players are demonstrated in Chapter 3, Individual and Collective Training Considerations.

- Generic Role-Players (GRP). Personnel with/without special skills, who replicate non-combatant and combatant civilians in the Operational Environment. The personnel should be capable of playing a realistic role within the OE upon hiring. *Examples of Generic role-players*: Displaced Persons and Transients, Transporters, IED Trigger personnel, etc.

- Special Skills Role-Player (SSRP). Individual role-players that possess special skills. Their special skills can be categorized into foreign language and cultural.

The diagram illustrates the special skill role-player flow on the left. The right diagram illustrates examples of special skill role-players.

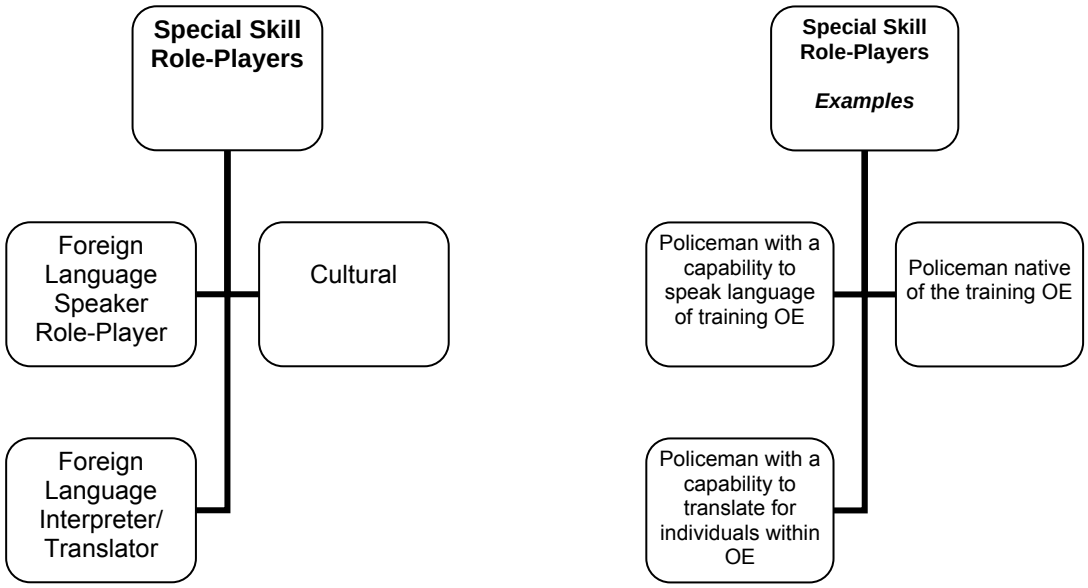

Figure 2-3
Special Skill Role Players

- Foreign Language Speaker (FLS). In the role-playing arena, there are two types of foreign language speaking personnel.

1. FLS Role-Player: Personnel that typically do not work for the training participants but reinforce language training awareness/requirements while interacting. FLS role-players often possess cultural experience directly related to their geographic locations and language.

2. FLS Interpreter/Translator: Personnel that typically work for the BLUFOR as interpreters/translators. FLS Interpreter/Translators are often provided during CTC rotations to training units in order to meet specific language oriented training requirements.

- Cultural Role-Player (CRP). Personnel from target countries or regions that possess specific cultural experience required for identified training event(s). CRPs possess foreign language speaking ability. Generally, CRPs role-play critical roles such as mayors, police chiefs, religious leaders etc, due to their first-hand cultural experience, visual ethnicity, and possible ideological views from the target country. CRPs are most commonly found in MRX training environments.

Actor and role-player terminology are key concepts to understand when writing and planning scenarios. The terminology is essential to understanding a role-player's identity, function, and expectations prior to the execution of any training event. To understand how a cultural role-player differentiates from a foreign language speaking role-player, one must understand non-state actor terminology. Through analysis and application of the non-state actor terminology within the COE, required roles manifest themselves. Accordingly, role-players enter the scene and portray the various roles through characters of non-state actors and occasionally nation-state within the training OE. The roles portrayed are done so through two types of role-players, generic and special skill. Each role player type has inherent expectations, responsibilities and requirements. Role players should be able to fulfill the specific requirements as specified by the needs of their respective role-type.

Chapter 3 Individual & Collective Training Considerations

Application of role-player terminology continues when preparing role-players for integration with training units. Role-players must gain an understanding of the training unit's mission and training objectives in order to effectively enhance training and perform accurately on the battlefield. Chapter 3, Individual and Collective Training Considerations, discusses role-player training in order to assist trainers in the development of professional and successful role-players.

This chapter provides trainers the considerations required to orient role-player training and coordination towards the training unit's mission. This chapter maintains a battle focus by linking individual and collective battle tasks with unit METL tasks for all training events.

Section I. The Training Unit Mission

1. Training scenarios are created to develop individual and collective tasks (METL training). As a consequence the training created reflects highlighted and specific skills determined beforehand. Specific training objectives selected for a scenario influences the role-player purpose and approach depicted within the scenario.

To create the framework for the scenario, scenario designers and trainers in conjunction with the unit commander, select the individual and collective tasks for training. These tasks then become the foundation for role-player activity. To accomplish this, scenario designers and trainers consult the following references and task lists UJTL, AUTL, FM 3-0 (Operations), and Individual and Warrior tasks lists.

2. Individuals or units will train in one of three environments: institutional, organization field/classroom training and CTCs using live, virtual, and constructive (LVC) simulations. Dependent upon the unit's established training COE or OE, commanders will choose appropriate scenarios, vignettes, and/or back-stories for their unit prior to start of the exercise perhaps in conjunction with trainers and scenario writers. The chosen scenarios, vignettes, and back-stories will embody the unit's mission essential task list (METL).

The METL must be trained to standard by the unit. By establishing a training plan in support of their METL, units establish the Task, Condition and Standard for their training. Achieving the standard through proper execution of collective and individual tasks advances the unit to achieve designated objectives.

3. With proper training and preparation, role-players can successfully perform in any OE. Role-player success stems from trainer and scenario writer preparation. Consequently, mission accomplishment for a unit stems significantly from role-player training, preparation, and execution of their role. In order to support all training objectives and, ultimately, mission accomplishment, trainers must review then discuss the following aspects of any COE scenario with role-players. By doing this, trainers ensure that role players understand their functions and how they will provide the environment that enables the unit to meet their objectives.

- Mission Essential Task List (METL)
- Training Objectives
- Mission Training Plan (MTP)
- Unit Operations Order (OPORD)
- Individual Tasks and Collective Tasks
- Battle Tasks
- Warrior Tasks

A thorough review of these points with role-players will give them further insight into the overall unit training objectives and needs. This insight allows them to understand unit training from a professional and training unit level and enables a more tailored, focused training event.

Section II. Role-Player Dynamics

1. Role-playing is not a static activity. It is influenced by a series of factors that are present within the COE. To understand role-player dynamics, this series of common terms must first be understood.

- Role-echeloning
- Shaping roles: mature, evolving, emerging
- Factors affecting the scenario

- Role-echeloning. Pre-planned alignment of role-players with appropriate ranks/members and/or sections of the training unit.

The training unit audience rank and skill set will vary. Similar to the training unit, skill levels and abilities of role-players will also vary. An effective technique to align the two with appropriate rank and skill set is called role-echeloning. It is advantageous to the training unit, trainer, the training audience is the primary group for which the training is planned.

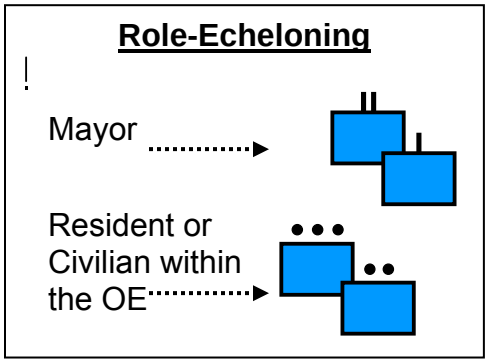

Figure 3-1
Role-echeloning example

For example, an experienced role-player might portray a mayor as a special skill role-player. The mayor will interact with the training unit's leadership, preferably the Executive Officer and Battalion Commander. Less experienced role-players might portray civilians as generic (simple and/or complex) role-players. The civilians may interact with training unit staff.

Effective role-echeloning depends upon prior planning between trainers and training unit leadership. Trainers and unit leadership should identify role-echelon pairings prior to the start of the exercise. If possible, trainers should identify the military partner to their role-players before interaction occurs. This allows the role-player time to observe their military partner in action during the training scenario.

- Shaping roles. Roles that may or may not alter the scenario by their development and presence. The outcome of the scenario and possibly the achievement of training objectives will be affected by roles that have shaped the scenario. The three types of shaping roles that exist are mature role, evolving role, and emerging role.

1. Mature Role. A main character or role portrayed by any role-player within the scenario that posses mental, emotional, and physical characteristics of a seasoned individual within the COE or designated OE. For example: An elderly Tribal leader.

2. Evolving Role. A character within the scenario that becomes increasingly complex either gradually or abruptly within a scenario. Known to disrupt planned scenario events, demote main character(s) to lower character status, carries great amount of influence. These characters are also known as "power brokers."

3. Emerging Role. A role portrayed by a character from the background. These roles appear as a result of character interaction or affiliation with evolving characters. They often draw attention away from the focus scenario event and main character(s) but to a lesser degree than evolving roles. These characters are not planned or anticipated.

Trainers and scenario writers know from experience that not all scenarios or events within scenarios occur as planned. Even when events meant to alter the scenario are written to disrupt, unexpected events may still occur. Scenario designers and trainers may decide plan ahead for unexpected events by creating evolving and emerging roles when training experienced units. Less experienced units may see a lesser occurrence of these roles when training.

Evolving roles may alter the scenario or planned events within a scenario by transforming their character into "power broker" status. The evolution of these characters within scenarios typically demotes the main character to a lower status. "Power brokers" alter scenes by influencing other characters. Their

sophisticated means of negotiation and perhaps node operation transforms them to the influential main character within the scenario.

The events caused by evolving characters or evolutionary events, can reshape scenes and training objective outcomes. Evolving role-players responsible for the factors driving the evolutionary event are either challenging an experienced unit or focusing them towards their training objectives.

Emerging roles alter scenarios but in a minor degree compared to evolving roles. Emerging role characters move throughout the scenario unnoticed until an opportune time to emerge occurs. For example, character A may be assigned to mingle through a market. After a chance meeting with an acquaintance, character A gleans what he deems as credible intelligence for the training unit. He decides to approach the training unit with the intelligence he gained. His effort to disseminate the intelligence gained to the training unit is an example of an emerging role.

Trainers and scenario writers should closely monitor the effect the evolution and emergence of roles has on the training unit. They need to ask themselves the "so what" question.

- How does the evolution or emergence of the characters within the scenario affect or hinder the training unit's objectives?

Trainers must prepare role-players for the effect the evolution and/or emergence of their character has on the training unit. Not only will character evolutions affect interactions with the training unit, it will also affect with whom the character associates and affiliates. For example, a neutral character becomes hostile as a result of a training unit action. The hostile character now associates and affiliates with new characters within the scenario and may not interact with the training unit as he did in the past.

Figure 3-2 is an example of an emerging role. It further illustrates the evolution and emergence of roles within a scenario event.

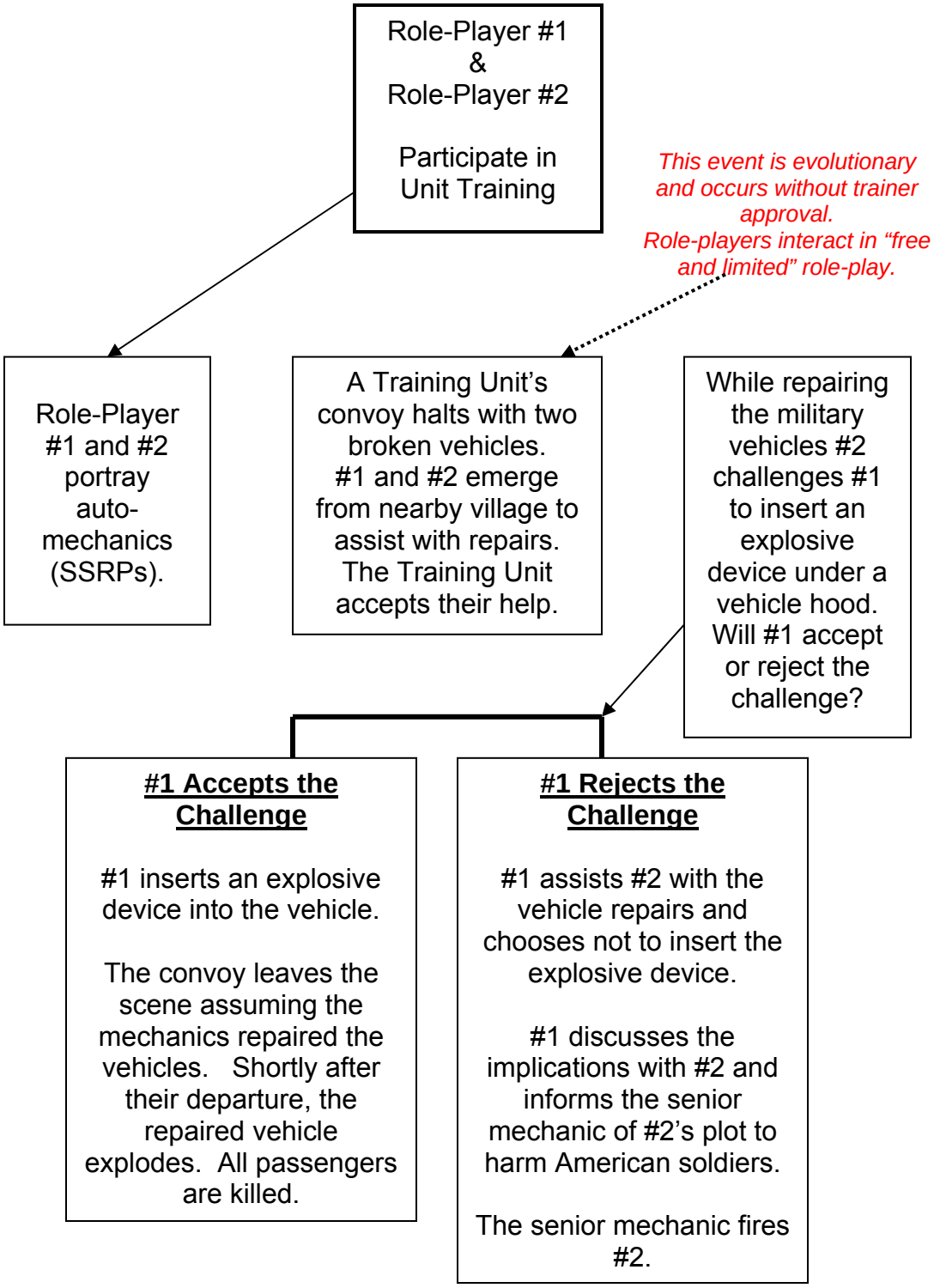

Figure 3-2
Emerging and Evolving Role Example

Role-players, #1 and #2, portray average mechanics in the evolutionary event. Their desire to assist the passing convoy turns sour when role-player #2 challenges #1 to insert an explosive device under the hood of a vehicle they repair.

Their emergence from the background/nearby village brings their characters to the foreground in the event. Their choice to assist the passing convoy transitions them from the background to emerging roles with emerging relationships with the members of the convoy and each other.

#2's challenge to #1 attempts to transition #1 from an emerging role into an evolving character.

Trainers are encouraged to expand the example event or develop others in order to further illustrate and discuss shaping roles.

- Factors affecting the scenario. Several factors affect the end-state of a scenario. These factors are free and scripted role-play, and influences from current international operations such as Operation Iraqi Freedom (OIF) and Combined Joint Task Force-Horn of Africa for example.

1. Free Role-Play. Role-play with freedom to engage all members of a training unit while maintaining role-echelon assignment and character purpose. Often used with experienced training units.

2. Scripted Role-Play. Actions or inactions for role-players scripted by trainers and scenario designers that are reliant upon training unit activity.

Free and scripted role-play may be used together or alone in training scenarios. Together, the two create an environment for moderate role-playing with control over events due to scripted role-play, limited free role-play, and consequently limited if any, evolving and/or emerging roles. The degree of free or scripted role-play use when together in the scenario depends upon the unit's experience and the trainers' knowledge of role-player capabilities.

Free role-play when used alone in a scenario creates a living environment for the training unit. The events within the scenario occur based upon the training unit's action or inaction and the role-players response. Evolving and emerging characters are often in scenarios utilizing free role-play. Experienced units often use all or a combination of these roles and free role-play.

Inexperienced units may succeed by using scripted role-play alone in a scenario. Scripted role-play creates a controlled environment for the training unit. In this environment, responses are planned by trainers and scenario designers in relation to the training unit's actions or inactions.

An additional factor that may or may not affect the scenario is the OEF and OIF demographic. During previous deployments veterans for example, may have assisted in their OE as trainers for the OE Army or they might have helped citizens repair a city water system.

Training Unit Demographics

OEF/OIF Deployments & Veterans

Figure 3-3
Army G1 Seven Phases of Deployment Support

The deployments taught veterans to exert their influence beyond their chain of command according to FM 6-22, Army Leadership Confident, Competent and Agile. During deployments veterans learned and displayed persuasion, empowerment, motivation, negotiation, conflict resolution, bargaining, advocacy, and diplomacy at various skill levels in their OE. As leaders they were able to affect their operational situation by extending influence through local leaders such as police chiefs, mayors and tribal elders for example. In addition, their leadership influence now extends beyond the operational level to joint, interagency, intergovernmental, multinational, and other groups.

Previous experience and ability to influence beyond their chain of command may cause veterans to question the fidelity of a role-player. Veterans may attempt to question the role-player while in character about their accent, costume, social and political affiliations etc. Trainers and role-players should exercise caution in the event this occurs. Trainers may consider intercepting the role-player, if possible, before either party disrupts the scenario.

In order to curtail scenario preparation and role-player training to an experienced unit, inexperienced unit, or a mixed experience unit, trainers should know the quantity of veteran participants within the training unit. Trainers must also be considerate of the training unit's level of experience in relation to the training objective and role-player experience. The more experience a training unit possesses allows trainers and scenario designers to include more or less dynamics within a scenario.

Trainers and scenario designers should consider these questions while writing, planning and preparing scenarios for training units with deployment experience:

- Veterans' expectations from role-players?
- Inexperienced/new unit members' expectations of role-players?
- What can the role-player(s) provide the experienced and inexperienced unit members?

Section III. Role-Player Mission Analysis

The quantity of role-players maneuvering about the battlespace must be calculated and planned by commanders' in conjunction with trainers prior to the in-processing of role-players. The quantity of role-players found in a scenario during a training program can remain constant or may fluctuate dependent upon event requirements within the scenario.

During a scenario, trainers and training units will observe characters leaving the scenarios due to death or travel; participating in all or some planned and evolutionary events; and evolving from a general character to a mature character with a more involved purpose and role. For example, will character A successfully support the training objective of event #1 or will character A require assistance of characters B-G? Trainers must work with commanders in order to determine this answer and provide the calculated number of role-players for all events prior to the start of training. This calculation ensures the efficient and effective number of role-players and enhances the fidelity of characters and the scenario.

STEP 1 - Training Strategy Analysis

The quantity of role-players for training events can be determined through detailed resourcing, planning, and assessing. The calculation of role-players required begins with commanders aligning training objectives and the unit's METL. From the METL and training objectives, commanders will develop a training strategy to achieve training objectives to standard. The training strategy will provide a description of the methods and resources required to implement the commander's training concept and scenario. This strategy is particularly useful in determining major training events and activities during the scenario to improve and/or sustain proficiency on METL tasks. Trainers construct major training objectives of the commander with specific role-player requirements and events as their direction.

STEP 2 - OEA Methodology

Using major training events as a template, leaders and trainers must now perform an OEA for their training operational environment (OE). The OEA provides patterns and trends of emergent actions and an analysis of the critical variables within the OE. Next, leaders and trainers use the scenario description

if provided to garner information such as demographics, ideology, and infrastructure of the OE. Using these two products, leaders and trainers each begin to develop estimates of personnel (role-players) required for major training events within the scenario. For example, training units may determine their OE police force requires 15 individuals to function after an OEA and review of the scenario description.

Trainers and leaders may not always find scenarios available. If time permits, several TRADOC products support scenario writing. Trainers and leaders may find TRADOC Standard Scenarios for Combat Developments useful when developing and writing new scenarios. The path to the TRADOC Standard Scenarios can be found in the Introduction, # 22.

STEP 3 - Resource Analysis

Leaders and trainers will coordinate the required quantity of role-players with local resource management. Resource managers will apply analysis leaders and trainers derived to determine the funding requirement for role-players requested. Concurrently, trainers will begin to prepare projected role-players with attire and materiel.

Prior to the contracting or tasking of specific role-players such as Foreign Language Speaking (FLS) Interpreters, trainers must understand the role of the role-players when coordinating the resources. For example, the FLS Interpreter may function as an interpreter for the training unit or as an interpreter for the training unit in character. Therefore, trainers must state the specific purpose for all requested role-players in order to assist the resource management team to acquire the required skill sets and materiel.

Trainers may find experience from previous training scenarios and role-player historical data resourceful when determining the quantity of role-players. Trainers can provide commanders and leaders of the training unit historical role-player data for comparison, lessons learned, and scenario input. Trainers should make a concerted effort to provide the historical data to training units at least 180 days in advance to the start of training (training days may be less when training in an institutional environment).

Figure 3-6 illustrates role-player mission analysis. The planning days in the example are suggestive for trainers and leaders.

Example Role-Player Mission Analysis

D-180	• Receive Mission or create scenario • Conduct METL Assessment • Establish Training Objectives • Comprehend context of COE
D-170	• Establish Training Strategy • Choose Major Training Events • Conduct OE Research
D-160	• Conclude OE Research • Compile OE Data • OEA Cross-walk
D-150	• OEA complete • Scenario Description Initiated • Scenario Description Complete
D-140	• Develop Role-player Quantity Estimate • Initiate Coordination for Role-Player contracting/tasking with Resource Management Team
D-120	• Continue Coordination with Resource Management Team • Finalize Coordination and receive quantity of role-players authorized according to allocated funds.

Figure 3-4
Role-Player Mission Analysis Example

Upon the conclusion of role-player mission analysis, trainers and training unit leadership should continue to prepare for training. In the event the scenario design is altered, trainers and training unit leadership are encouraged to revise their initial role-player mission analysis to meet the requirements of the new scenario.

Section IV. Scenario Fidelity

In order to achieve fidelity within the scenario trainers and scenario designers must cross-walk all aspects of the scenario. During the cross-walk, trainers must ensure their character assignment is appropriate for selected role-players. The proper assignment of characters to roles and PMESII-PT variables is critical in

order to achieve scenario fidelity. The assignment of a noticeably young pregnant woman to portray an elderly council member does not support scenario fidelity for example. To ensure scenario fidelity, role-players will require an interview and possible demonstration of their skills prior to the start of all scenarios. Trainers should interview each role-player about their capabilities (language, leadership, education etc). A generic-simple role-player requires no additional vetting for the scenario. A generic-complex role-player may require an interview and demonstration of their skills. A cultural role-player will require questioning about their background for example. Special skilled role-players will require demonstration of their skill(s). Foreign Language speaking and Foreign Language Interpreter/Translator will require demonstration of their language and translation capabilities.

In addition, trainers must familiarize role-players with the training unit's desired PMESII-PT variables for training, training objectives, role-player dynamics, factors affecting the scenario, and the scenario end-state. Trainers must also ensure all training, certifications, and practice necessary to operate assigned equipment has occurred prior to the start of all scenarios. All training, certifications, and role-player assignments must align with the desired scenario end-state.

Section V. Event Framework within a City Block

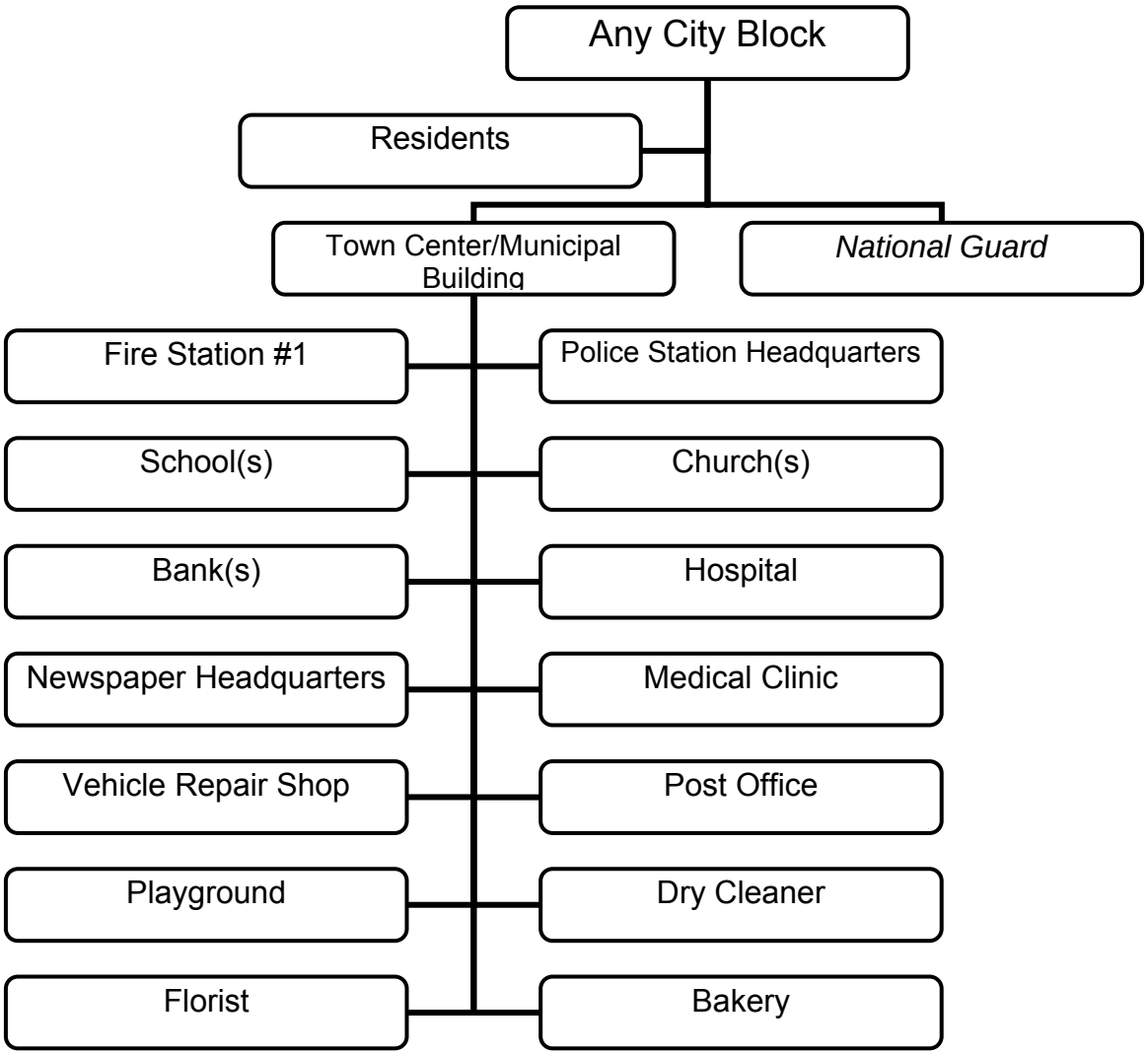

Figure 3-5
City Block

1. To ensure scenario fidelity the city block example is offered. The following steps coalesce to form the basis for role-player selection and preparation for their execution of their duties. For the purpose of this example, Conduct Humanitarian and Civic Assistance will serve as the training objective.

Step 1- Frame the scenario within the context of the identified training objectives and identify applicable role-players.

Within the city block scenario the following specialized and generic role-players are required to achieve the training objectives: mayor, banker, and florist. Other role-players are required but are not germane to the city block example. In this

example the mayor and banker are considered special skill role-players. The florist is considered a generic role-player.

As a scenario designer and trainer, care must be given to identify the optimal mix of characters to satisfy the training objective. This optimal mix is then tailored to fit the constraints of the scenario.

Our city block has been economically depressed for several years. Interaction with the major power players: mayor, banker and florist, will revitalize the city block.

In this example, five role-players are available. Two will act as specialized role-players (mayor and banker). The additional three will act as generic role-players (florist) and two extras will be added when required.

Step 2- Identify PMESII-PT variables within the scenario in conjunction with the established training objectives. The sub-step of Step 2 is to identify PMESII-PT variables for each role-player (not all variables are necessary for every event). For the purposes of this example, Political, Economic and Social variables are used.

The given variables will manifest themselves in this manner for the city block example.
Political- Mayor X (cultural role-player) was elected by the residents (generic role-players) of the city block.

Economic- Mayor X and the residents of the city block conduct all banking activities at the city block bank.

Social- Children (generic role-players) of the city block have stopped playing on the city block playground due to the dumping of debris and hazardous waste.

A trainer and the scenario designer must ensure that each variable chosen for the scenario and role-player possess both a beginning and end-state. This establishes and supports role-player dynamics and framework for the scenario.

In the city block the political climate will degenerate due to discord. Parties involved will disagree on various matters such as a date for the upcoming mayoral election. Economically, the city block is experiencing a downturn due to poor security. Consequently, the bank is not receiving loan payments. The florist, for example, has not paid interest on his loan for a year. Socially, this has caused massive amounts of distrust amongst the residents.

These are the conditions that manifest themselves on the city block. They also describe the manner in which the role-players must interact with themselves and the training unit. The role-players now have a basic set of instructions to support

the training objective of Conduct Humanitarian and Civic Assistance. With this information, a special skill role-player can engage in a series of interactions that enhance the training environment. In addition, all characters have been given a set of "free role-play" instructions to carry the scenario to its logical conclusion.

Step 3- Address role-player dynamics. For this example role-echeloning and emerging relationships are described.

In this step and for this example, trainers must ensure role-echeloning, scripted role-playing and emerging relationships are understood within the scenario. These dynamics when present will create an adaptive living environment with the scenario for the training unit based on their actions and reactions.

Role-echeloning will occur between the mayor and the senior officer present. Role-echeloning will also occur between the banker and the same senior officer or others present. Within each role lies the option (scripted role-playing) of deliberately dealing with a lower ranking soldier to achieve a specific result. This dynamic is the discretion of the trainer and scenario designer with consideration of the role-players abilities (mature versus evolving character).

In the context of this scenario, the trainer has elected to include the florist as part of an emerging relationship with the banker. The florist will evolve (evolving role) as the city block "power broker."

The mayor holds discussions with the senior officer present to resolve political strife within the city block. The banker (with guidance from the trainer using scripted role-playing) engages the lead PFC of a patrol for the same issue and demands a solution. The florist (in the presence of the training unit) orders the mayor to hold city block elections within one month. The mayor hastily agrees, deferring the election decision to the florist.

The mayor's hasty decision to defer elections to the florist illustrates his evolving role within the city block. This role was scripted based on conditions and the experience of the role-player (generic-complex).

Step 4- Considerations of the unit demographic.

The balance between the scripted and free role-playing is dependent upon the overall experience of the unit, the complexity of the training objective, and the ability of the role-players. Units that are less experienced will require more scripted role-play in order to control the conditions in which they are training.

In the context of this example, the training unit is considered experienced with a robust mix of veterans. Trainers must be considerate of the training unit's level of experience in relation to the training objective and role-player experience. The more experience a training unit possesses allows trainers and scenario

designers to include more or less evolving and emerging roles versus scripted role-play. The inclusion of evolving and emerging roles throughout the scenario improves experienced training units and encourages them to exert their influence beyond their chain of command as described in FM 6-22.

After one deployment to Iraq and one to the Horn of Africa, the senior officer's experienced suggestion to conduct city block elections in six months was well received by the florist and the mayor. He understands that hastily conducting elections will not solve the city block strife, economic situation, or political angst.

The scenario designer and trainer understood the senior officer's experience would influence the manner in which he handled the civic leaders. Therefore, the decision was made to include the evolving role of the florist to challenge the senior officer's understanding of the power structure. To further train the unit, the decision for the banker to challenge the lead PFC was also included to reinforce their overall training objective.

Step 5- Assess Scenario Fidelity.

To effectively achieve the training objective, Conduct Humanitarian and Civic Assistance, trainers must conduct a cross-walk of all steps. Trainers will cross-walk PMESII-PT, training objectives, dynamics of the role-players, and demographics of the training unit ensuring the desired training objective has been achieved.

During the cross-walk, trainers and scenario designers overlooked the need for translators within the city block. This oversight occurred because trainers understood the training unit to have sufficient translator capability. Due to the oversight, the need for an additional skilled role-player was added to the overall role-playing requirements.

Overall, oversights for additional role-players may occur during the scenario planning process. In the event types of role-players are not identified, trainers and scenario designers must reassess each of these five steps in turn to ensure scenario fidelity.

In summary, this chapter discussed the individual considerations trainers should use while preparing role-players for training. Trainers must familiarize all role-players with unit training objectives, role-player dynamics, factors of the scenario, role-player mission analysis, and scenario fidelity. Trainers may use the City Block example of this chapter to assist with this process. The City Block example offers trainers an example step by step framework of preparing and training for a scenario through the elements discussed in chapters 1-3.

Chapter 4 Tools for Trainers

Trainers integrating the unit mission into role-player training will need tools to assist in the process. Chapter 4, Tools for Trainers, provides tools and techniques to improve role-player confidence, track character assignment, and assess overall role-player performance. The techniques and tools provided in this chapter are designed for trainers to extract for use individually or use in conjunction with the handbook.

Section I. Enhancing Role-player Competence and Confidence

1. Role-playing may not come naturally to those hired or tasked to portray characters. In role-playing, participants adopt characters and parts that have personalities different from their own. Characters assigned to role-players may possess opposing motivations, backgrounds, ethics, and values. As challenging and new as this may be for new or possibly seasoned role-players, identifying with the character throughout training brings validity and fidelity to the scenario and to the roles.

2. Trainers might refer new and even experienced role-players to Appendix B (Character Development Method) in order to help them build competence and confidence in their role-playing capability. The character development method offers role-players topics about a character. Role-players can refer to a topic and develop background information about their character by answering the provided questions. Answers should become second-nature to the role-player and trainer over time. (Role-players can also add their own questions to the topic if preferred). This appendix can be used in conjunction with the character biographies role-players receive during training.

Trainers may consider distributing the appendix to role-players. First, explain the purpose of the topics and the questions. Then encourage role-players to become closely familiar with both the topics and questions. Trainers might consider questioning role-players during a terrain reconnaissance to asses their preparedness and then again during rehearsal to assess their character readiness level.

Trainers may also opt to use Section II of Appendix B, A Day in the Life. This section serves the same purpose as Section I. It can be utilized separately or in conjunction with Section I. Prepared answers to both Sections I and II will help role-players increase their role-playing effectiveness and improve the fidelity of their assigned character overall improving their competence and confidence.

Section II. *Amjad and Zafir, A Back-Story*

1. *Amjad and Zafir, A Back-Story* (Appendix A), offers an elaborate approach to role-playing for trainers and role-players. The back-story characters enhance the role-players ability to understand the context of their role within PMESII-PT. Trainers and role-players may use this back-story to extract relevant PMESII-PT variables, role-player dynamics, and factors affecting the scenario. To assist with the process, examples of PMESII-PT variables within the back-story have been included below. Trainers and role-players are encouraged to develop and discuss the effects of culture, applicable PMESII-PT variables and role-player dynamics within the back-story.

2. Culture is the critical constant in the back-story. To further enhance training, trainers should consider explaining the effect culture will have on the OE, not only in the back-story but in all training events. (see https://dcsint-threats.leavenworth.army.mil/default.aspx - under handbooks- for further cultural awareness ideas and considerations). Cultural is critical to understanding populations and the perceptions of the environment. Recognizably, practiced cultural awareness reduces friction with populations, helps build rapport, and prevents misunderstanding, thereby improving a force's ability to accomplish the mission. It also provides insight into the intent of individuals and groups with the operational environment. People base their actions on their society's common practices, perceptions, assumptions, customs, and values. Misjudging cultural features can result in false or unrealistic expectations, and ineffective solutions (FM 3-02/ 2007).

While reading, trainers may encourage role-players to ask themselves:

- How does the culture play a role in the back-story?
- How does culture affect PMESII-PT variables?
- What are examples PMESII-PT variables within the back-story?
- Who are the role-players?

Political

- Due to Amjad and Mika'il's friendship, Amjad's family received direct benefits in business ventures, community notoriety, and tribal influence.

- Both were members of the MSA or Muslim Students Association.

"As he grew into manhood, Amjad observed how his family was richly rewarded for this relationship. His father's patients now included more and more of the royal family and the wealthier commoners. Along with the haute clientele came more money, greater prestige in the community, and the all important increase of influence in the tribe."

- Mika'il's grade of an "A," heightened his family's level of respect with the Royal Heir.

- Mika'il and Amjad's longstanding friendship left Amjad no option but to complete the ransom delivery of $5 million to Mika'il's kidnappers.

Military

The September 11, 2001 terrorist attacks on the United States deeply affected Amjad and Mika'il.

Economics

- The two friends descended from wealth. Amjad (Scion of well-off family). Mika'il (son of Heir).

- Both Mika'il and Amjad's family profited from their training at a University in America. Accordingly, they returned to their homeland, established businesses, started families, and shared their new found happiness.

Social

- Amjad and Mika'il="The Brothers."

- Both were members of the MSA or Muslim Students Association.

- The two friends find themselves in separate social circles. Mika'il respects Zafir and his "rants" about infidel Americans but Amjad does not. Amjad respects Professor Abram Olszewski's brilliance and soft spoken manner. Mika'il on the other hand, equates Professor Olszewski's brilliance to that of a "sand flea."

- Mika'il's grade of an "A" allows his family to remain in good standing with his country's royalty.

- The two friends expressed separate emotions towards death. Amjad mourned the loss of Professor Olszewski's grandson whereas Mika'il rejoiced in the "holy warrior's punishment."

Information

- Amjad posses a wealth of knowledge in computer programming which consequently costs him his life.

- The spiral notebook Amjad finds next to the computer while held hostage, contains instructions for terrorist tactics to be performed in a preconceived attack Zafir and his organization.

- Fearing for his wife and extended family's life, Amjad follows the instructions of his capture and programs an extremely fatal train crash by following the instructions in the spiral notebook. Numerous weeks following his computer

hacking, reports of the deadly train crash and consequent chemical disaster remain in the world news.

Infrastructure

- The scenario takes place in their homeland and a University. Both are the characters' operational environment and the scenario's infrastructure.

- An additional key piece of the scenario's infrastructure was the kidnappers' brown huts complete with intricate network of underground light filled rooms and a computer.

Physical Environment

- The scenario takes place in their homeland and a University. Both are the characters' operational environment and the scenario's infrastructure.

- The infrastructure and physical environment overlap-the friendship begins in elementary school, continues through University and concludes in their homeland.

Time

- Mika'il's grade of "C-" prevented his entry into Medical School. Amjad "hacked" into the University mainframe and changed Mika'il's "C-" to an "A," thus allowing Mika'il admission to medical school.

- In the essence of time, Amjad. "hacked" the American computer system with hopes of saving his wife and extended family. The results however, were not what he expected…a chemical spill killing 90% of its inhabitants, a fatal train crash, and three untimely deaths: to his wife, Mika'il and himself.

"Zafir sat next to the Royal Heir. They drank chai and discussed the new order of things now that Allah had revealed his will; true Jihad had come to the Great Satan. The tides gently tossed the headless bodies of two men and one woman on to a lone, sandy beach; the gulls and grabs eager for the feast that had come to them."

3. The non-state actors in this fictional country presented an operational threat. Culture and social "standing" played a key role in the relationship between Amjad and Mika'il. Unexpected however, were the ideological and societal issues in Amjad and Zafir's relationship. Subtle challenges in their networked lives lead to unexpected complex results not only for themselves but the United States. After review of this back-story trainers and role-players should have a greater understanding of the COE, PMESII-PT variables, role-player dynamics and their part in achieving scenario fidelity.

Section III. Character Assignment

1. Prior to a role-player receiving a character assignment, trainers must determine the appropriateness of the assignment. Trainers should ask themselves "Does this role-player possess the experience and skills necessary to portray this character?"

2. In a large organization such as CTC, it may not be feasible to maintain files of specific role-players. Therefore, the character assignment checklist below may not apply. In a smaller organization or perhaps in institutional training environments, the character training checklist will assist in development of role-player files. The use of the checklist is at the discretion of the trainer.

Character Assignment Checklist	
Character Gender	
Previous Characters	
Role-Player Experience	
Role-Player Types Portrayed	
Role-Player Skills (i.e. language)	
Role-Player Certifications (i.e. license to operate vehicle)	
Duration of role-play capability	

3. Trainers (and role-players) should be cautious when assigning roles. Role-players, previously hired for a similar role might accidentally portray the same character again and again. Trainers might consider rescinding recurring role assignments in order to avoid trapping the role-player in identical personalities, emotions and even responses while portraying his/her character. Role-playing different characters allows the role-player an opportunity to improve confidence in their ability and skills.

4. Trainers must note as events within scenario operations occur, characters within the scenarios may require a new character assignment due to an untimely character "death," for example. The reassignment of a role-player to a new character requires careful thought by the trainer. As an example, role-player A assigned a character on Day 1 of scenario operations, dies in the second planned event. Role-player A receives a new character assignment but not until Day 6 for example. The wait between role-player re-assignments is critical to ensuring the fidelity of the characters and the scenario. It offers role-players time to rehearse and become familiar with their new character. The waiting period also offers role-players time to revamp their character mentality from old to new.

Conversely, if role-player A "dies" on Day 1 and is then reassigned on Day 2, he retains the mentality of his first character even after reassignment. He may exhibit the emotions, characteristics, and personality of his first character in a mixed version of the old and new characters. This mixing of character roles can potentially jaundice both character and scenario fidelity. Therefore, an educated wait between the re-assignment of characters for all role-players must occur.

5. The growth of a role-player also allows role-players to widen their character resume and prevents training units from visually stereotyping role-players during training.

Section IV. Tools for Trainers and Role-Players

1. To record and analyze their performance, trainers and role-players might consider utilizing a scenario assessment tool and journal for training entries. The written tool will provide the following: character portrayal reviews, the need for additional role-player training, and overall insight into their interaction on the battlefield from the trainer and role-player perspective. This resource offers trainers, role-players, and training units valued feedback from role-player sources. Appendix C provides an example Trainer Assessment Tool and Role-Player Journal to record role player performance feedback.

- Trainer Scenario Assessment Tool (TSAT)

1. The TSAT assesses role-player performance by recording role players' interaction (training objective support, role-player dynamics, and factors affecting the scenario) with the training unit. It is comprised of two parts: an overall assessment of the role player and an improvement section.

2. In the accomplishment concern and improvement section of the TSAT, trainers can annotate and highlight specific events for the training unit and role-players either observed or reporting during the training exercise. This section of the TSAT also offers trainers and opportunity to provide a compiled assessment for the training unit utilizing role-player input from their journals.

- Role-Player Journal

1. The role player journal is used by role-players to record specific individual interactions in relation to assigned character's purpose on the battlefield; a personal description and personal goals of assigned character for the training exercise; the unit training objectives and the portrayed character's support of each; role-player dynamics; and factors affecting the scenario.

2. The role-player journal also provides a means for role-players to record goals for future scenarios and characters.

Both the TSAT and the Role-Player Journal if properly maintained, provide the trainer with the means to improve role-player performance and a record to prevent recurring character assignments. When feasible, trainers are encouraged to provide a copy of their consolidated/final TSAT to the training unit for their historical records.

In summary, this chapter provided tools for trainers. Trainers understand that role-playing builds confidence in the training unit and role-players. The more characters a role-player portrays, the more confident and competent a role-player becomes in the ability to accept the challenge of new characters. New characters offer role-players and training units' new perspectives from which to analyze problems, different approach methods and solutions to problems in an OE, experimentation through different and new events and characters, and instinctive and effective role-playing within an evolving OE/COE. The tools provided in this chapter are for use in-conjunction with the handbook or individually.

Chapter 5 Role Player Outfitting-Materiel

This chapter provides an overview of the clothes and accessories necessary to create and represent characters in today's Contemporary Operating Environment.

Section I. Clothing Fidelity

1. Characters' attire worn within the training OE provides training units a visual reference to the training culture, social status, and lifestyle. Not all characters as trainers and role-players know, wear traditional OE clothing on a daily basis. Consider this example-What may appear as a young male in everyday "street" clothes to training units, could be a young male college student. What the training unit does not see and cannot glean from his appearance is that he is member of an insurgent cell operating within their OE. Character attire in this case and always requires attention and detailed planning.

Trainers consider the following when outfitting role-players in order to ensure character fidelity.

- PMESII-PT variables affect on characters and training unit mission
- Unit Training Objectives
- Character's Identity
- Character's Purpose
- Location of the OE
- Resource constraints

Section II. Outfitting Factors

1. Clothing varies from OE to OE. To ensure characters wear attire reflective of the training OE, consider the following when outfitting of role-players.

- Climate of the region
- Region/Province
- Seasonal Dress
- Age of character
- Personal taste and identity
- Social status (wealthy and poor)
- Occupation
- Group identity (village, tribal, national, or ethnic group)
- Marital status

- Family members

An important consideration for trainers when outfitting role-players is family. Characters within the scenario will have family members possibly inferred or portrayed on the battlefield. Family member characters could be children, siblings, parents, spouses, or a mixture of all types. Siblings, parents and spouses are easily simulated and replicated through the use of adults. Children however, are not easily replicated due safety and legal constraints. Therefore, children on the battlefield will either be inferred or portrayed from 'young adult' (age 18 and up).

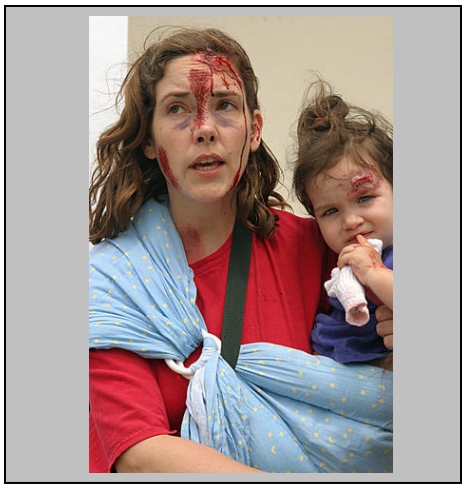

Figure 5-1
Victims wear moulage during a simulated mass casualty training event

The training environment is not safe for children, senior citizens, or the disabled. If units insist on the replication of 'young adults,' senior citizens, and/or disabled family members, trainers must plan to overcome this possible constraint. Consult Judge Advocate General (JAG) representatives for legal counsel first. JAG will be able to provide legal advice to trainers and training units about contractual constraints and legal risks when working with children, senior citizens, and the disabled.

When legal constraints do not authorize training units or trainers the ability to contract children, seniors, or the disabled, for role-playing, other options exist. The following are ideas and options training units and trainers may use to replicate children, senior citizens and the disabled.

Figure 5-2
Chinese children observe passing soldiers

- Wear and use of "The Empathy Belly ®" to depict pregnancy.
- Wear and use of "The Empathy Lungs COPD Simulator ®" [3]to simulate chronic obstructive pulmonary disease or other lung diseases.
- Possible local Scout group participation (consult JAG first).

[3] "The Empathy Belly®" and "The Empathy Lungs COPD Simulator®" are registered Trademarks of Birthways Inc. Their use in this handbook does not endorse the products but offers them as suggestions.

- Use of baby bottles, strollers, bassinettes, etc. to simulate or replicate the presence of infants.
- Use of infant/toddler diaper bags with diapers, bottles, extra clothes, pacifiers etc. to simulate the presence of infants and toddlers.
- Use of toddler outdoor toys (nothing too elaborate-consider the OE) to simulate toddlers presence.
- Use of makeup to create an elderly appearance of role-player(s) to replicate senior citizens or the elderly (age 70 and older).
- Use of walkers, canes, wheelchairs for use by replicated senior citizens and the disabled.
- Use of ramps, chair rails etc. to simulate apparatus' disabled persons may utilize.

In order to successfully safely and legally create family elements within the training scenario, trainers must consult JAG, perform all necessary risk assessments, and rehearse scenario events.

Section III. Resource Management

1. Trainers understand the importance of properly outfitting role-players. Role-players understand the importance of proper wear and care of their attire. Working together, trainers and role-players can preserve the longevity of attire and accessories/materiel. In the event trainers need to replace, upgrade or add clothing and materiel to their inventory, they might consider contacting their resource manager for outfitting and materiel expenditure information.

The outfitting and materiel for certain training units may cost more than others due to special materiel or outfitting needs of the unit. Consider the following factors when resourcing scenarios. The factors provided in the chart are not all inclusive. Trainers and role-players are encouraged to expand upon the chart and include factors appropriate to their scenario resource management.

Role-Player Resource Management						
	Total Quantity Role-Players Required	Total Generic	Special Skill Requirements	Clothing	Materiel	Other
Scenario X						
Event #						

Figure 5-3
Resource Management Tracking Chart Example

2. Several factors determine whether trainers use military or civilian role-players. The following resource management factors may help trainers during the planning process when deciding whether to utilize military or civilian role-players.

Military VS. Civilian Resource Management Factors		
	Military	Civilian
Cost	No additional pay req'd	Dependent upon contract
Location	May be stationed at remote location	Availability dependent
Certifications	Receives and maintains training at unit level (weapons, licenses etc.)	Receive training from military unit. May require refresher and/or new training on equipment depending upon role-player experience.
Security Clearance	May posses security clearance	May or may not possess security clearance.
Billeting	Ability to acclimatize to surroundings makes tent or barracks feasible accomodations for training	May require indoor billeting
TADSS*	Authorized to operate but may require training	Authorized to utilize Will require training
Cultural/Ethnic	Familiarity of role-player with members of the unit may fail to authenticate the cultural/ethnic representation desired for training	Possess and represents unique cultural/ethnic background desired when training in today's COE
Language	May not possess exact language skills and knowledge necessary to replicate language of training OE	Possess unique language capability required for training in today's COE
Additional Skills	Possess various skills, some of which may not be applicable to scenario training	Although will require training on equipment utilized during training (military vehicle/TADSS), may possess unique skills applicable to training (interpreter/translator)
* TADSS (Training Aids, Devices, Simulators, and Simulations)		

Figure 5-4
Military vs. Civilian Role-Player Factors

Section IV. Outfitting and Materiel Planning Factors

1. There are several planning factors and considerations for trainers when trainers begin to outfit role-players in addition to the factors previously mentioned. Refer to Appendix D for planning factors.

2. In addition to the use of realistic attire and materiel on the battlefield, the use of TADSS enhances the realism of training for the training unit and role-players. TADSS or Training Aids, Devices, Simulators and Simulations is a general term that refers to the training range instrumentation; Tactical Engagement Simulation (TES); battle simulations; targetry; training-unique ammunition; dummy, drill, and inert munitions; casualty assessment systems; graphic training aids; and other training support devices.

Training units and deploying soldiers often use simulations to train critical warfighting skills. Simulations help soldiers hone their skills and rehearse their missions safely. A simulation often utilized by training units is MILES (Multiple Integrated Laser Engagement System). MILES provides tactical engagement simulation for direct fire force-on-force training using eye safe laser "bullets". Each individual and vehicle in the training exercise has a detection system to sense hits and perform casualty assessment. Laser transmitters are attached to each individual and vehicle weapon system and accurately replicate actual ranges and lethality of the specific weapon systems.

Section V. Certifications

1. Experienced and novice role-players require training and certifications on military issued equipment. Not all equipment requires certification. TADSS, vehicle licensing and pyrotechnics for example will more than likely require new or updated training and certification.

2. Trainers should determine the amount of inbound role-players that will require refresher and entry level training on equipment issued for the scenario prior to their arrival. Not all role-players will require certification in every area. Trainers may consider training all role-players at once or refresh role-players based on previous individual training. A review of their certifications will help determine previous training received.

3. Training and certifying role-players will consume a large portion of the time allotted in a role-player training program. Consider incorporating training and certification of role-players into a training program upon in-processing.

In summary this chapter discussed factors to consider when outfitting role-players with attire and materiel. In order to maintain the fidelity of the scenario and characters trainers must consider the planning factors for role-player training discussed. To help trainers determine the most appropriate role-player for their training situation, trainers may refer to the charts provided (role-player resource management and civilian vs. military role-player). Trainers must review certification of all role-players upon their in-processing in order to determine the quantity of role-players requiring certification training and refresher training.

Retaining the factors discussed in this chapter and Chapter 3, Individual and Collective Training Considerations, trainers will be able to successfully outfit media role-players on the battlefield. The outfitting and materiel for media role-players will require particular attention to detail for trainers and role-players.

Chapter 6 Media Affairs and the Role-Player

This chapter provides trainers and role-players considerations for media training and role-playing.

Section I. Types of Media Role-Players

1. In today's COE, trainers and role-players recreate various media roles. A few media roles found in the environment are:

- Television Reporters, Cameramen, support personnel
- Embed Journalists
- Replicated Media stations from OEs (Example: INN at NTC)
- Newspaper reporters
- Training Unit Public Affairs Officers

Figure 6-1
Example of media on the battlefield

2. Engagement of media role-players in today's training COE increases the confidence of only the training unit but role-players. Interaction between the two removes uncomfortable barriers and perhaps preconceived notions each may possess.

3. Civilian media role-players bring realism to the training. They are not recognized as fellow role-players portraying media. The replication of media on the battlefield allows the commander the ability to assess his/hers unit's ability to react, interact, or engage media through the performance of individual tasks and the resulting media product.

Section II. Media Affairs Planning and Training

1. Proper media role-playing requires planning, resources, and training. When executed well, it is a rewarding learning experience role-players and training units. When preparing to train role-players to portray media consider the following:

- Assign media role-players a character description. For example: Role-player A is a newspaper reporter.
- Teach role-players a type of media credential system (ID badge, ground rules, scenario in general). Depict credentials during role-play in accordance

with Role-Playing SOPs (standard operating procedures) when available. If SOPs are not available trainers should create a credentialing system for role-players.

- Encourage media role-players to engage training units in essential dialogue. Role-players portraying media affair personnel must ask open ended questions about specific scenario events, not events unrelated to training unless approved by the trainer.

- Ensure assigned role-players are capable of operating assigned news-gathering equipment such as cameras and personal computers.

- Ensure role-players are capable of composing individual news story for print or broadcast.

- Resource role-players. Providing role-players with the following functioning resources may assist role-players in the ability to dictate a news story.

  - Cellular Phone(s)
  - Laptop computer(s)
  - Digital Camera(s)
  - Notebook(s)
  - Camera Crew equipment
  - Vehicle for maneuver across the battlefield

2. Design a rehearsal for role-players in order to improve their competence, confidence, and skills while portraying media.

- Assign stories for role-players to: rewrite, report (written or in front of cameras), investigate, and research.

- Assist and ensure role-players to conduct pre-combat inspections of media equipment.

- Conduct practice interviews with other role-players and trainers.

3. If time permits, consider incorporating training with a certified Public Affairs Officers and/or personnel into role-player media training. Perfecting media affairs skills through training with Public Affairs Officers and/or personnel may provide role-players and trainers tips for creating engaging dialogue with training units and each other, tips on interviewing, critical review of their current practices, and review of and/or assistance with the creation of trainer and role-player media SOPs.

In summary this chapter discussed media affairs for the role-player. Trainers may utilize this chapter to plan and train role-players for portrayal as media affairs character. Trainers may also use this chapter as well as Chapters 1-6 when planning a training program for role-players.

Chapter 7 Training Program Concept

This chapter provides trainers, scenario designers, and role-players ideas to enhance a pre-existing training program and/or ideas for development of a training program.

1. Prior to conducting the training and demonstration of the tasks with role-players, trainers should rehearse the tasks. Trainers should only rehearse tasks that are feasible for role-players to perform. Trainers should verify the training proficiency of the assistant trainers (when used) before they train role-players. Once task training for role-players is prepared, trainers must arrange for training aids to support the training.

2. The questions below assist and guide trainers in a role-player training program. The questions are goals for trainers prior, during and after role-player training:

- Do I as the trainer understand the unit's training objectives?
- Can I explain and teach the unit's training objectives to role-players?
- Do the role-players understand the training unit's training objectives?
- How can I as the trainer ensure role-players facilitate the training unit mission?

3. The timeline suggested in the training program concept below is under ideal or optimal conditions. The timeline and training program concept is not prescriptive in any manner. In addition, by no means should character role assignments be fixed. If at any time during the training process, the role-player is deemed unsuitable for the character he/she should be replaced immediately. For example, the lead foreign language translator in initial interviews memorizes well and recites answers to questions clearly. However, during the scenario this particular role-player becomes incoherent due to a stuttering problem. Trainers in this event must react quickly and replace him with available foreign language translators to prevent a loss of training objective achievement. The replaced role-player may then assume another character if possible and when practicable.

Section I. Concept

1. 1-3 Day In-Processing (Phase I)

- Role-Players arrive in advance of training unit.

- Trainers meet and organize role-players based on experience.

- Role-players conduct necessary administrative paperwork and events as required.

- Trainers provide the following orientation to all role-players upon arrival:

  - Country Study/OE Description

  - Cultural information about country/OE

  - Character biography

  - Appendix B, Character Development Method (topics, questions, a day in the life).

  - Unit Training Information:
    1. METL
    2. Training Objectives
    3. Mission Training Plan (applicable sections)
    4. Collective Tasks to be trained
    5. Individual Tasks to be trained
    6. Warrior Tasks to be trained
    7. Unit Battle Drills.

- Assign role-players their character and type of role-player (Generic or Special Skills). Consider utilizing the character assignment chart found in CH 4 for assistance and historical purposes.

- Outfit role-players with attire, materiel and TADSS.

1. (a). 3-5 day classroom training

- Ensure role-players understand the relationship of their assigned character with assigned attire and materiel.

- Resolve any clothing and materiel issues while time allows prior to rehearsal.

- <u>Cultural Study and Review</u>

  - Review and study character's culture (information provided by trainer(s)).

  - Learn "Dos and Don'ts" of identified OE culture.

- <u>Character Building</u>

  - Encourage role-players to think and act in character by becoming closely familiar with the topics and questions in APP B.

- Understand assigned character relationships with other characters, i.e. business, personal, acquaintance, enemy, superiors, familial etc.

- Explain the purpose of role-player integration into the training unit METL, training objectives etc.

- Know whether or not assigned character will be or become a mature character during planned and evolutionary events.

- Discuss emerging roles and relationships with role-players. Also discuss the effect they will have on planned and evolutionary decision points.

- Discuss role-echeloning with role-players. Explain the purpose in role-echeloning and their role-echeloned partner/soldier(s) within the training unit.

- Discuss the importance of "Free and Limited Role-Play."

- Discuss demographic factors of training unit.

- Discuss Scenario Fidelity.

- Discuss PMESII-PT. Consider utilizing examples provided in CH 3.

- Discuss the use of the Training Assessment Tool and Role-Player Journal. Consider completing the Tool and Journal in a classroom environment for training.

- Link information discussed for role-players using the unit METL, training objectives etc. Ensure they gain insight into the training unit's objectives and their purpose as role-players. Reinforce the meaning of the COE and PMESII-PT variables.

- <u>Terrain Walk and Role-Player Reconnaissance</u>

  - Distribute maps of the terrain to all role-players during classroom training.

  - Encourage role-players to annotate specific character information on the layout.

  - Ensure role-players carry the terrain layout with them on their role-player terrain reconnaissance.

  - Encourage role-player to explore the terrain during a reconnaissance.

- Encourage role-players to ask questions about the terrain and the training unit's objectives pertaining to the training environment.

- Encourage role-players to visualize the training unit's training objectives, while on the terrain.

- Consider quizzing role-players about their character's purpose within the scenario during the terrain walk.

- Consider asking role-players questions from APP B. Encourage role-players to begin thinking and acting like their character.

- Answer questions about the terrain and training unit when applicable during the terrain walk.

- Plan to complete a Training Assessment Tool and Role-Player Journal during the terrain walk as practice.

1. (b). 3-5 day rehearsal

- Role- players should rehearse in assigned character attire with assigned character materiel.

- Consider rehearsing scenarios from previous training exercises as practice.

- Rehearse inbound unit training scenario events.

- Consider asking role-players questions from APP B Sections I and II. Assess individual role-players' familiarity with assigned character. Encourage continued development of answers to questions in order to increase the fidelity of their character.

- Trainers and role-players complete Training Assessment Tool and Role-Player Journal during rehearsal as practice.

- Trainers might review individual role-player journal entries during rehearsal in order to become familiar individual role-players and their entries. (If role-player is unable to read and write English, trainers might request assistance from an interpreter).

2. Scenario Operations (Phase II)

Role-players participate in scheduled scenario operations with training unit.

3. 1-2 Day Out-Processing (Phase III)

- Conduct an After Action Review with all role-players prior to the start of out-processing events.

- Review role-player journal entries with individual role-players. Consolidate all journals. File each journal as historical data.

- Consider discussing and reviewing discrepancies encountered during scenario operations with individual and/or all role-players. Annotate comments about the discrepancies for historical purposes and future reference.

- Recover role-player outfitting and materiel. Discuss issues and or concerns about them with individual role-players. Annotate information discussed on role-player journal. Follow SOP in the event a role-player should be charged for ruining issued materiel.

- Write final Training Assessment Tool. Add role-player comments about training unit interaction when appropriate. Consider reviewing final Training Assessment Tool with role-players. Consider reviewing final Training Assessment Tool during training unit AAR.

- Receive Lead/Chief role-player rotation closure report. Discuss issues and concerns Lead role-player presents. File the closure report.

In summary this chapter provides ideas to enhance a pre-existing training program and/or ideas for development of a training program. The program reiterates sections of the handbook from Chapter 1-6 in chronological order. From Day 1, In-processing, through Day 1 of Out-processing, trainers are able to follow a program concept enabling them to train experienced and novice role-players.

AFTERWORD

The content of this handbook offers leaders, trainers, scenario writers, and role-players the means to accomplish holistic role-player training within the COE. The handbook not only encourages each to know and understand their environment but also the actors within it, and the effect the combined have on their training exercises.

Readers should monitor the TRADOC DCSINT TRISA-Threats site: https://dcsint-threats.leavenworth.army.mil/default.aspx for the status of updates to this handbook, and information on other COE and COE OPFOR materials. Periodic updates will occur as a result of the normal production cycle in accordance with TRADOC Regulation 25-36. The date on the cover and title page of the electronic version will reflect the latest update.

Figure 7-1
Role-Players

Appendix A *Amjad and Zafir, A Back-Story*

Introduction. In order to illustrate the complexity of the COE, *AMJAD & ZAFIR*, (based on a notional OE) has been included and referenced in the COE Actors and Role-Players Handbook. This back-story provides a realistic snapshot of the perceptions, beliefs, values and social systems felt across cultures. Trainers and students will understand the dynamics of the COE and its' variables through the eyes of the characters. Although not intended, readers may find the content of the back-story abrasive and offensive at times.

Rationale. Consider the complexity of the COE and the variables that define it (PMESII-PT). Now experience the linkage between culture, ethnic rivalries, and competing ideologies as a constant effect on within Amjad and Zafir's OE. The story-line and content offered in the back-story are not intended for re-creation. They are however, included as a basis for further understanding of the COE and related variables.

PART I.
Childhood

Amjad was the scion of a moderately well to do family. He, like his five brothers and four sisters were raised in the Faith. Each in turn taken to the mosque and set on the Prophets' path. Amjad's father was a physician well connected to his wealthy patrons. It was no accident Amjad, as first born, was placed in the best western schools and sent to the United States; his father having secured these privileges through the well planned and maintained network of relationships that sustained their lives.

The family, Amjad well knew, was the centerpiece of his culture. Next were the clan and tribe. The Prophet and the Mosque formed another pillar. But to survive and prosper when one was not of royal blood, one needed to be connected to others. In Amjad's culture, long standing is the tradition of knowing others; resulting in a system based less on merit and performance. Rather it is a form of social mobility founded on those people one knows. Here, Amjad was truly blessed, for when as a young boy his father secured him a coveted position in the American school where he became fast friends with Mika'il, the son the Heir apparent's most trusted advisor.

So close were the boys, event their parents and teachers called them 'The Brothers'. How this had come about, no one other than the boys knew for sure. Perhaps it was the recognition of each others alter ego that flashed between

them when they first met, or maybe it was the time when Amjad had been cornered alone by a group of boys; being pushed about like a rag doll in a dirty alleyway. Mika'il, upon seeing what was happening, rushed to Amjad's rescue; clawing, kicking and biting the oppressors until like whipped dogs they ran away bleeding and crying. Whatever the cause, it was clear the lads had formed a deep bond between them.

As he grew into manhood, Amjad observed how his family was richly rewarded for this relationship. His father's patients now included more and more of the royal family and the wealthier commoners. Along with the haute clientele came more money, grater prestige in the community, and the all important increase of influence in the tribe. Eventually, both Amjad and Mika'il reached the age where they were to take wives and enter into one of the prestigious positions in the desirable careers.

As was custom, Amjad was betrothed to Alhe'na by his parents when he was ten, she being three. It was not that she was undesirable to Amjad, only at eighteen he did not feel the need to immediately settle down; wishing to find other fields to sow. Amjad's father resolved the potential impasse, and subsequent embarrassment to the families, by offering his first born an opportunity to go to University in the US.; convincing Alhe'na's parents it would be much better for the young couple once Amjad secured the extremely valuable American education that was certain to lead to a prestigious (and profitable) position.

This suited Amjad just fine and soon he found himself at one of the top American West Coast Universities. There, he excelled in mathematics, electrical engineering and computer programming. To his great delight, Mika'il was studying pre-medicine at the same place. While at University a combination of events and new relationships occurred that were to determine the course of the remainder of their lives.

Analysis. Over time, Amjad and his family found themselves savoring the rewards his friendship with Mika'il, presented *politically, economically* and *socially*. For each family, their success in life revolved around who they knew not their occupation. As *time* passed, "The Brothers," bond grew deeper and stronger…

PART II.
The University

While at University, their association in the Muslim Students Association (MSA) was to be the most critical and influential element in what was to follow. Another was Professor Abram Olszewski, the Jewish professor of Math who as a child somehow managed to survive the German death camps during WW II. The MSA was led by an Islamic firebrand named Zafir; constantly preaching and exhorting his fellow male associates (the few Muslim women on campus were not authorized membership the MSA) on the abhorrent behavior of the apostate and infidel Americans. Amjad found this both amusing and interesting as Zafir, although not a bright and diligent student, found ample opportunities to sample the abundant American beer and co-eds on and off campus. Amjad paid scant attention to Zafir's rants, however, Mika'il, strangely to Amjad, found in Zafir, a strong and resonating sounding board for his emerging thoughts regarding his faith and beliefs.

Professor Olszewski's brilliance as a mathematician was not disguised by his soft spoken and polite manner. Amjad liked the old man from the first day; finding another kindred spirit in an unbounded passion for mathematics. When he first spoke of him to Mika'il, he received not a brother's joy for his good tidings. Rather, Mika'il said gruffly, "A Jew, what of it? They are everywhere here like sand fleas. If you must take the course, then you must endure it."

Amjad's intellect grew and blossomed while at University; finding a natural outlet for his curiosity and intelligence and the mentors needed to coax it along. Math was his first passion, but soon also came chemistry, engineering, and then the queen of them all, computers. Nothing seemed to hold sway over him more than the intricate details of machine languages and how they could be used to do…anything! Anything one could think of could be programmed into a machine and voila! It was done.

As the semesters turned into years, Amjad spent more and more time absorbed in the computer that now sat in the center of his desk in the dorm room. On those rare occasions when he went out socially, he often found himself having dinner at Professor Olsewski's small house just off campus. There, after the coffee and ice cream (a true American delight), he would sit long hours with the old professor; both deeply engaged in the deciphering of some arcane formula. Given these circumstances, it is easy for one to understand how he failed to recognize the new, and very radical course, Mika'il had embarked upon.

Unlike Amjad, Mika'il had found no one he could easily associate with among the University's professors. He spent the majority of his social time with Zafir and the other more radical members of the MSA. Although he rarely studied, Mika'il got excellent grades. When Amjad joked to Mika'il that his brother must have some

miraculous intercessor, Mika'il's faced turned white and with clenched teeth, he hissed, "The faithful need only Allah's blessings and his messengers!"

Amjad ignored the reaction until near middle of their third year, when Mika'il ran into a concrete wall in the form of his Human Anatomy instructor, Dr. Satviki Pataki, a Hindu and a woman. When Mika'il indignantly informed her that even though she was a professor, she was still a woman and not his master, she immediately reported him to the university administration.

After the subsequent investigation and mandatory sex discrimination classes (what Mika'il called the illegal court and unjust punishment), the relationship between "The Brothers," was to say the least, cold. He returned to class; sullen and quite. She did not ask him questions; keeping a professional but clearly defined distance from him. Regardless of her actions, Mika'il always felt the dotted cow (as he insultingly called her) despised him because of his Muslim background. When he found out she was an open lesbian, Mika'il was even more convinced she hated him. Yet, as a pre-med major he needed the course. And as a result, he would suffer the great insults that had been inflicted upon his pure Muslim manhood.

Analysis. The physical environment of the University fostered Amjad's infrastructure, information, and social needs. Mika'il's needs were met however, only through social ties with Zafir and others in the MSA. Over time we see "The Brothers," grow apart, develop separate interests, and mature as individuals.

PART III,
The Disgust

In his disgust for Dr. Pataki, Mika'il found an unlikely ally, Zafir. Whereas Amjad became engrossed with the finer points of hacking websites, Mika'il became indoctrinated into a virulent hatred for the infidel, particularly the hedonistic and Zionists loving Americans. To the casual observer, it came as no surprise Mika'il barely passed Dr. Pataki's course with a C minus; having taken Zafir's advice and ceasing to attend the class room sessions. For Mika'il, the poor grade was the kiss of death as it meant no hope of entering one of the prestigious American Medical schools.

When he received the grade, Mika'il was outraged. Amjad found him in the dorm room breaking the furniture; having torn all the bed linens into shreds. Only by quick and decisive action did Amjad save his precious computer, as having broken everything else, Mika'il was about to throw it out of the dorm's open (and broken) window. Mika'il restrained his friend by the arms and speaking firmly but softly said, "Stop my brother. What is the meaning of all of this?

Shamed and with hot tears running down his face, Mika'il cried, "That cow! She, she has ruined everything! How am I to be a doctor when she has murdered my hopes? "How so?" asked Amjad. Mika'il slammed the computer back on the desk and retrieved a wadded piece of paper from his pocket. He then thrust the smeared grade report into Amjad's hand, and said, "This. She has cursed me and I am ruined."

Amjad carefully studied the document, noting a B sat beside the four As and the lone C minus, and then consoled his friend, "Perhaps this can be fixed. If father were here, he would know who to talk to. Maybe Professor Olszewski?"

Mika'il spat, "I will not take help from a Jew! Despite your admiration they are a treacherous race! Yes, I know where you spend your time when not in this room!"

Amjad stood away from his friend, shocked and amazed at Mika'il's display of naked hate. When had this transformation occurred? How did things get to be this way? As he looked into Mika'il's distressed face, Amjad saw only a faint reflection of his boyhood friend. Finally he stammered, "What, what can I do?"

Mika'il stood frozen at what he was hearing; disbelief ran in his mind that this puny geek, this Jew lover, as Zafir called Amjad, could do anything. Then his eyes fastened on the computer and a solution to all of his problems flashed into his head. Nodding to the idle machine, Mika'il softly pleaded, "My brother, use it. In the name of Allah, keep me from this hell that witch has prepared for me."

Knowing it was wrong, Amjad did so. His brother's life was at stake and he could not refuse him. How could it have been different? As he knew himself, Amjad knew that surely Mika'il would have taken his life or found death elsewhere, his shame and dishonor too heavy a burden to bear. It took him most of six days working over the machine eighteen and twenty hours each day. In the end he used a technique one of his American hacker associates had taught him and entered into the University's main computer. Mika'il's father rejoiced when he saw the transcript and proudly showed the six As to the Royal Heir.

Amjad did not share in that joy. As the mid-year break was coming to a close, he could not partake in the sumptuous monetary gift Mika'il received from his father. While the white robbed men at the MSA were singing praises for what Mika'il brought before them, Amjad sat with Professor Olszewski dissolutely before the fire, having been unable to taste the now well melted ice cream. Sensing Amjad's dark mood, the professor sat silently, waiting for his pupil to speak.

The log was nearly burned out when from within the depths of his soul, Amjad sobbed out the terrible story, keeping nothing back. The professor did not reprove the broken young man before him. Only saying in his soft and firm voice, "And what else where you to do? Like David and Jonathan you have been. Do not let this come between the two of you."

Amjad ceased his sobbing and looking into the kind blue eyes of the professor believed in his heart this was the only and last time he would do such a thing. The old man nodded a quite understanding, and a silent agreement passed between the two that neither would speak of the incident again. Then to his wife in the kitchen the old man shouted, "Anna, the boy wants another dish of ice cream here!"

Upon reuniting in their dorm room, Amjad informed Mika'il that he would no longer fix grades; notwithstanding the love he felt for his brother. Mika'il seemed to accept this and things looked as if they might return to as it had been between the two. Nonetheless, before the start of the next semester Mika'il transferred to another University (one where his father knew the president). Amjad distanced himself from Zafir and the MSA; finding the group's constant, high pitched doctrine of hate, death and jihad somewhat distasteful.

Analysis. Riveted with disgust for "infidels," Mika'il finds it hard to enjoy the University *environment* other than through time with Zafir and the MSA. Amjad on the other hand thoroughly enjoys the University, his access to the *information* and *infrastructure*, and his *social* time with Professor Olsewski. Amjad begins to distrust and dislike Mika'il's demeanor; he chooses to forego involvement in the monetary gift from Mika'il's father.

PART IV.
Adulthood

Ten years latter found Amjad, now a PhD holding the position of Deputy Minister of Information Management at the Ministry of Finance. He and Alhe'na were now just married. This after some hesitation on Amjad's part; he needing to 'shop around', and then discovering almost by accident his parents had selected a most precious jewel, and there really was no other woman for him.

For Mika'il, these also appeared to be happy days for he too was married with two sons and another child on the way. He, with the substantial help of both his and Amjad's father, had set up a clinic in the capital. Often, both young families would meet, the men talking, drinking chai and smoking, the women and children tucked into hidden their rooms. Yet each recognized that they had individually changed during their years in America. And although they found many opportunities to share pleasant reminisces from their early days, they often fell silent as to the events during their days in America or the future.

In due course, one would have expected the two to betroth their children to each other. It was not to be. The wide chasm of what had passed between them at University could not be breached. Then 9-11 happened and what ever love the two had for each other as brothers, seemed to vanish into the dessert winds. Mika'il was ecstatic Allah had sent the holy warriors to punish the infidels and predicted the Great Satan would soon be humbled by those who held the Prophets sword. Amjad went into a long period of mourning, grieved at Professor Olszewski's losing his only grandchild in the fire of the Twin Towers.

Time passed and the Americans invaded first Afghanistan then Iraq; settling in for a long and bloody war. It seemed to Amjad that madness now gripped his world. Jihadis bombed and kidnapped not only the hated infidels, but Muslims as well. Only Allah could understand how the Americans could blast innocent lives to bits with their 'precision' missiles. Sunni and Shia, Muslim and Christian all became fodder fed to the demon of self-loathing that now ran unchained in his culture.

One day when he came home from work, he found Alhe'na wailing and crying. Soon he found that neither set of parents had died, nor some other calamity had befallen their families and clans. Mika'il had been kidnapped! The ransom note that had been delivered contained the usual information as to the incredible sum of money the thugs wanted. Strangely, it also demanded Amjad make its delivery.

This was a matter for the tribal elders, and Amjad did not waste any time in contacting his father, who now as a man of great influence, sat at the Sheik's right hand. A counsel was called, the family heads consulted, and inexorably, it

was decided to raise the five hundred million US dollars, and that Amjad would indeed deliver it to the kidnappers.

All in the counsel knew the great responsibility and risk they had laid on the young man; it being common practice for kidnappers to kill their victim and the deliverer once they had the cash well in hand. Amjad did not refuse the summons. He could not disgrace his father, the counsel or the Sheik. He could not allow for any loss of face to his family or tribe. Nor was he about to forget the ties of brotherhood that, although faint, he still felt for Mika'il.

So on the appointed day he took the banker's check for the money, the instructions on where to go and what to do, and set out to rescue his brother. It was easy finding the thugs; having once gone to the first stop, the back room in the Mosque where Zafir now lived. With Zafir as his guide, and accompanied by two well muscled young men, they set out into the desert. At a certain point they stopped and Zafir had Amjad blind folded. It was in this manner, after going in many different directions for what was hours, Amjad came to the long abandoned, small Bedouin village.

Once the blind fold was removed from his face, and Amjad eyes adjusted to the bright sun blazing high in the sky, he saw there were maybe three to five brown clay huts surrounding a well and a decrepit Mosque. He was brusquely hustled by the two men inside the Mosque and made to kneel in front of a man who was undoubtedly the leader of these terrorists. Somehow, Amjad was not surprised when he looked up into the light and saw Zafir standing above him.

Zafir's thick black eyebrows brunched into a knot as he coldly said "Stand up. Allah has work for you."

Analysis. Now as mature adults with families, "The Brothers," find themselves reunited, involved *socially* and *economically*, and sharing an interest in their *infrastructure* and *information*. The bonds of their friendship are soon tested as Zafir reappears as a non-state actor (insurgent).

PART V.
The End

Zafir turned his back on his guest and briskly left the Mosque. Strong hands pulled Amjad to his feet and he felt himself pushed and dragged out one side of the Mosque and into one of the small huts. In the middle of the hut's floor was ladder protruding from an opening. Amjad was unceremoniously hustled down this and into a chamber that opened into a long hallway. The chamber's dirt floor and been tramped down tight by the movement of many feet. Bare light bulbs were suspended from its ceiling; naked wires connecting each flickering light. The sound of a coughing generator from somewhere outside indicated the paucity of electrical power throughout the place.

He was not given time to observe much more; being quickly pushed out of the underground chamber and down a long sloping hallway. Rooms and passages lined the hallway, and at its end Amjad came to a locked doorway. This was opened and Amjad forced in; the door being closed and locked behind him. A single bulb in the low ceiling weakly cast a pale light into the small room; revealing a camel hide curtain stretched along on wall, a small stool setting on its floor and a lone speaker hung on another wall.

From the speaker scratched Zafir's voice, which ordered Amjad to pull the curtain and sit on the stool. The young man did so, revealing the prostrate from of Mika'il lying on the dirt floor of another room; the two separated by a thick glass window. As two large, mask wearing thugs pulled Mika'il up from the dirt floor; Amjad noticed the thick strong cords that bound his dear friend's hands and feet. Understanding this must be part of the formalities of making payment, Amjad fumbled through his pockets for the banker's check. The speaker squawked, "Do not bother. We have the first gift."

Befuddled by this announcement, Amjad asked, "What else do you want?" Another large and similarly masked man entered Mika'il's chamber drew a large scimitar and held it high above the victim's head. Zafir's voice scratched, "Go to the open room. Use the weapons Allah has prepared you for." More confused than before, Amjad asked, "Weapons? I do not know of any weapons."

"Go!" Commanded the voice over the speaker, "You shall recognize them. Take up the instructions and do Allah's will. Else, your friend's head shall be found in the dung heap."

Amjad heard the door unlock and open. Sensing he had no other choice in the matter, he walked out of the small room and into the hallway. About midway along the hall's length a door stood open; a bright light blazing out to illuminate the hallway. Amjad went to the door and entered its room. There he found on a flat, stone floor a table and chair. On the table sat a computer which had a

simple spiral note book sitting next to it. From the room's ceiling hung a power cord and a strand of ether net cable, both connected to the computer.

He took the notebook and opened it. After going over the first few pages, the notebook fell out of his hands and onto the floor. As a man who had received a vicious blow, Amjad stumbled out of the room and down the hallway; finally sitting heavily on the small stool in front of the drawn curtain. Shaking, and fighting to control his wildly shaking hands and himself, he croaked, "N, n, no!"

"So be it." Said the speaker's voice. In a flash the scimitar went up and down. Bright red blood spurted from Mika'il's neck; his severed head rolling into a corner. Amjad screamed and passed out. He regained consciousness as a rough thug poured a pail of bitter liquid on his face. Camel urine! It was nasty and unclean, but it did wake Amjad straight up. He sat on the stool, sputtering and spitting, "By Allah!"

The speaker scratched and squawked, "By Allah indeed. Are you ready to resume Allah's work?" "Never!" he shouted to the bodiless voice. The speaker asked, "Never?"

Alhe'na's half naked body was drug into the room before him where Mika'il's blood was still oozing into the dirt. Through the speaker, Zafir flatly said, "Believe me when I say she is with child. Do as Allah asks and spare her. Continue to disobey and she, your unborn son, your father, family and entire tribe shall all perish by the holy sword. "

Against this demand, Amjad could not prevail. All that was dearest to him lay bare at the feet of a man with the demonstrated ability to fulfill his threats. His father's position, his unborn child, he could not sacrifice these. He slowly stood up, looked through the glass and into his young bride's tear swollen eyes, and trudged back to the stoned lined room with its computer and spiral notebook. It did not take him six days to break into the American's computer system. He'd hacked it in less than thirteen hours.

Two hours latter, the commands that set the two freight trains carrying over seventy five tankers of toxic chemicals smashing into each other outside of Chicago were executed. The devastating news flashed across the globe within minutes of the toxic cloud covering the first suburb; killing over ninety percent of its inhabitants. By the next morning the few survivors of the greater Chicago metropolitan area stumbled into the waiting arms or rescuers near Lake Geneva, Wisconsin.

If America had taken a smack on the nose on 9-11, this was a staggering body blow. Within a few hours, millions lay dead. All air, rail and sea transportation stopped for nearly two weeks. The extreme toxicity of the spill forced HAZMAT teams and rescue workers to literally stand by and watch helplessly has the

millions of Americans and others perished before them. Six dreadful weeks of disaster were transmitted by the press to Americans and the world on an hourly basis.

The President resigned once it was revealed the White House had two weeks earlier received a warning that an unknown terrorist group, The Brothers of Jihad, as Zafir's group named themselves, was to "send a cloud of poison over America's heartland". The Senate members turned on themselves as sharks do in the midst of bloody water. The bureaucratic heads rolled as the Secretaries of Defense and State both resigned, as well the Ambassador to the UN and host of lower ranking administration officials. The political flesh tearing did not end until the new President agreed to nominate a member of the minority party to the office of Vice President.

In the resulting economic and political chaos, all US troops immediately left Iraq and Afghanistan; with those in Kuwait and Turkey soon to follow. Far away, the neighboring heads of state were gathered; having received an urgent invitation to meet with the new Salahaddin. Silently they sat on the plush cushions; carefully observing as the raw power exuded from the white robed, and black bearded man. Zafir sat next to the Royal Heir. They drank chai and discussed the new order of things now that Allah had revealed his will; truly Jihad had come to the Great Satan. The tides gently tossed the headless bodies of two men and one woman on to a lone, sandy beach; the gulls and crabs eager for the feast that had come to them.

Analysis. Physical stress, torture, and eventually death were states Amjad would never imagine experiencing all as a result of his political and social ties with Mika'il. Acting as the ransom requested, Amjad finds his economic reward for the kidnapper disregarded. Zafir, the once familiar acquaintance of Amjad now the kidnapper tests Amjad's information knowledge in the austere Bedouin basement. Time alone however, cannot save Amjad, his family or hundreds of Americans.

Conclusion. Despite a joyful childhood and successful transition to adulthood, zero indications led Amjad to expect he would witness and experience violent death by the hands of Zafir. Why? How could he have avoided these unfortunate events? The answers for Amjad lie in the increasingly complex variables of his OE. By developing an understanding of this OE and applying the critical variables, trainers and readers will be able to discuss the COE through the eyes of *Amjad and Zafir*.

Appendix B Character Development Method

Character Details

- Full Name
- Birthday
- Birth Order-Oldest, middle child, youngest
- Occupation
- Hometown/Province
- Language Spoken
- Talents
- Strengths
- Flaws
- Weaknesses
- Personality type: introvert, extrovert, optimist, pessimist, etc.
- Ambitions
- Mannerisms
- Ethics
- Political Affiliation
- Religious Affiliation
- Income Level
- Marital Status (# of wives if applicable)
- Hobbies
- Recreation Activities if any
- Pets
- Favorite Possessions
- Physical Description
- Enemies
- Reactions Under Stress

Character Creation Questions

- **Name**
  - Does your name have any special meaning or significance? If so what?

- **Age**
  - How old is your character?
  - Do they know how old they are?
  - Is this age young or old for the OE they live in?
  - Is this character considered an adult/child/elder?

- **Sex**
  - Is this character male or female
  - Are there social restrictions to being one gender or another?

- **Birthday**:
  - What day and month was the character born?
  - Does it have special meaning to the character?
  - Does the birthday have special meaning to their practiced religion?
  - Does the birthday have special meaning to their family?

Role-player should know birth month at a minimum to identify with character

- **Birth Order**

-Only Child: Pampered/spoiled, center of attention, self-centered, feels unfairly treated when doesn't get own way and may not cooperate.

-First Child: Only child for period of time; used to being center of attention, may respond to birth of second child as being unloved and unwanted, may respond to other children by gaining authority over them, strives to please.

-Second Child: Never had parents' undivided attention. Always has sibling ahead of them that is more advanced.

-Middle Child of Three: Has neither rights of oldest nor privileges of youngest. Feels life is unfair. Is adaptable-learns to deal with older and younger siblings.

-Youngest Child: Behaves like an only child, feels everyone is bigger and more capable. Expects others to take responsibility, feels small and weakest. May not be taken seriously. Develops feelings of inferiority, often allies with older child against middle child.

- **Occupation**
  - What is your character's level of education?
  - Does your character's level of education influence and affect the type of work he/she can perform?
  -What does your character do for a living?
  - Do they enjoy their work? If so, why or why not?
  - Are they free to change jobs or are they bound by legal/social issues? (Ex: under contract and could possibly be sued by breach of contract)

- **Hometown/Province**
  -Did your character grow up here or move here?
  - Do they enjoy where they live?
  - Is their family from this town?
  - Have they ever tried to move from this area?

- **Language Spoken**
  - What language does your character primarily speak in his OE?
  - What other languages is your character fluent in?
  - Does your character socialize speaking his first or other language?
  - Why does your character chose to speak the language he does?

- **Talents**
  - What talents might your character be known for?
  - Has your character ever used their talents to earn an income?

- **Strengths**
  -What are you character's strengths?
  - Do others recognize these strengths?

- **Flaws**
  -What are your characters flaws?

(Different than weaknesses-Ex: could be a physical flaw (birth mark) or speech impediment)

- **Weaknesses**
  - What are your characters weaknesses?
  - Do others recognize these weaknesses?

- **Personality Type**
  - How would other people describe your character?
  - Is he/she nice? Well liked?
  - Is he/she a fair weather friend or loyal?
  - Is the glass half full or half empty?

- **Ambitions**
  - What does your character strive to do with their life?
  - What inhibitors keep him/her from achieving their goals?
  - Have they achieved any goals at this point in their life? If so, what?
  - Have they devised any other goals?

- **Mannerisms**
  - What are you characters mannerisms?
  - Does he/she twirl her hair?
  - Does he/she bite their fingernails?
  - Do they touch their face when talking?
  - Do they fold their arms when standing/seated? How about hands?

  Feel free to develop these and incorporate your own as long as they abide by the culture of your current OE.

- **Ethics**
  - What does your character consider ethical/unethical behavior?
  - What would he/she never do and why?
  - How rigid are his/her standards?

- **Political Affiliation**
  - How does your character feel about the people governing him?
  - Does he respect his leaders or mistrust them or both?
  - Does he like the way things are run or is she an advocate for or seek change?
  - How connected does he/she feel to his leaders?
  - Does he/she feel they have interest of the people at heart or are they something they rarely think about?

- **Religious Affiliation**
  - What does your character believe in?
  - What god/gods do they worship?
  - Are their god's real beings or simply abstractions?
  - What do they think occurs after death?
  - Are their beliefs typical to their culture? If not, how do they differ?
  - How is the difference between culture and religion perceived by the group?

- **Income Level**
  - What is your character's income?
  - Do they make an income?
  - Are they paid by the government or illegally?
  - Is their income comparable to the general populace-less/more, why?

- **Marital Status**
  - Is your character married?
  - If so, do they live in a society that allows for more than one wife?
  - Can they afford more than one wife?
  - Would they ever consider getting married if they are single?

- **Hobbies**
  - What are your characters hobbies?
  - What do they enjoy doing when away from work (if working?)

- **Recreation Activities**
  - What is the farthest your character has ever been from home?
  - Doe your character enjoy having fun with other friends or does he/she enjoy solitude

- **Pets**
  - Does your character have any pets?
  - Do they live in a society that allows for more than one pet?
  - Do they live in a society that respects animals/mistreats/ignores animals?
  - If they do have a pet(s) what are their names?
  - Do they live inside or outside?

- **Favorite Possessions**
  - What does your character cherish most?
  - Is it a trinket, a house, family? Why?

- **Physical Description**
  - What does your character look like?
  - Is their hair short or long?
  - Do they wear glasses?
  - Do they wear sunglasses?

- **Enemies**
  - Does your character have enemies? Why?

- **Reactions under stress**
  - Does your character tense up under stress?
  - Do they get mad, serious, or do they cry?

A Day in the Life

- Time he/she wakes up?
- What does your character eat for breakfast? Do they eat breakfast?
- Where does your character work if he/she works?
- What does your character wear to work? Wear during downtime?
- What type of hours does your character work?
- Do the hours worked affect his/her home life?
- Does your character come home to a family, pet, nothing?
- Does your character dine on the economy during the day/for dinner?
- Where might your character buy his groceries?
- Does he/she have contacts at the shopping locations…does he get a discount?
- Does your character take the opportunity to wash their body each day?
- Is the option to wash their body available on a daily basis?
- Can your character wash their clothes when necessary?
- Does your character have a strong religious belief? If so, where do they worship and when?
- How does your character commute to work, home and other locations?
- With whom does your character associate? Frequency?
- Does your character see friends and family daily?

PMESII-PT & Your Character

- **POLITICAL**
  - Describe the political status for your character.
  - Is your character eligible to vote?
  - Has he/she had the option to vote before?
  - What is the current state of political affairs worth to your character?
  - What is your character's political affiliation?
  - How does your character's political affiliation affect their religious beliefs or vice versa?
  - How does your character's political affiliation affect their desire to support or protest current affairs in their OE?

- **MILITARY**
  - Is your character in the military?
  - Does your character work for the military inadvertently?
  - Was your character forced to join the military against their will (if they are currently serving)?
  - Is your character against the military?
  - Did your character desert from the military? Why?
  - Overall, how does your character view the military in their OE?

- **ECONOMIC**
  - What type of income does your character receive?
  - How much of the income your character brings home is taken against his/her will?
  - What amount of their gross income does your character donate?
  - Does your character have access to a bank?
  - Would your character trust a bank if one were available?
  - Where does your character keep his/her money?
  - Does your character share their wages with extended family?
  - How much of their total income does your character split between wives if he has more than one?
  - What affect does the current state of affairs in your character's OE have on their income?
  - Does your character aspire to change affairs, support affairs, disrupt, or protest affairs in order to receive their income?

- **SOCIAL**
  - Where does your character stand on the social ladder?
  - How/why are they in this social position?
  - Is your character an admired icon of the community/province?
  - Is your character a religious leader with clout in the community/province?
  - What other factors contributed to their social standing?
  - Will their social standing at this time remain? If so, for how long?

- **INFORMATION**
  - Does your character rely on media resources for current affairs?
  - If your character relies on media resources, what resources does your character utilize, i.e., internet, newspapers, TV, radio, "word of mouth?"
  - Does your character live in an OE with a functioning mail delivery system?
  - Does your character trust the mail system if he/she were to utilize it?
  - Does your character have access to the internet?
  - If your character utilizes the internet, what sites does he search?
  - What is your character's main purpose for utilizing the internet?
  - How does your character differentiate between the media resources that are slanted towards corrupt politics and tainted civil affairs?
  - Does your character have access to a telephone/cell phone?
  - If your character utilizes a cell phone, do they use it for business? What type of business?
  - Can your character read?

- **INFRASTRUCTURE**
  - Where does your character live (house/hut/apartment/homeless)?
  - Does your character have the luxury of indoor plumbing?
  - How does your character cook meals?
  - What type of environment does your character live in (rural/urban)?
  - Where does your character do his/her grocery, clothes, hobby, and leisure shopping (if available)?

- **PHYSICAL ENVIRONMENT**
  - Describe the environment your character lives in?
  - How does where they reside, affect their daily life?
  - What affects of your character's physical environment have on their infrastructure/social/information variable?

- **TIME**
  - Can your character tell time? Does he/she wear a watch?
  - How does your character tell time?
  - How does time affect their daily living?
  - Are they prohibited from certain practices/events at certain times due to religious affiliation/political affiliation?

Appendix C TSAT and Role-Player Journal

Trainer Scenario Assessment Tool	
Trainer:	Mission:
Characters Observing:	Scenario Location:
Start DTG:	End DTG:

Training Unit Mission Integration	Results
Character #1	
Character #2	
Character #3	

Accomplishments
Role-Player Input:
Trainer Input:

Concerns

Role-Player Input:

Trainer Input:

Improvements

Role-Player Input:

Trainer Input::

1. Use this form to record an assessment of role-player performance for each character observed (use more than one form if observing more than three characters). Incorporate accomplishments, concerns and improvements from role-players in appropriate boxes. Once complete, file the form, review highlights with role-players and provide a copy to the training unit.

2. Trainers and role-players may consider revising or adjusting the example to fit their needs.

Role-Player Journal	
Name:	Unit Mission:
Character:	Trainer/Manager:
Start DTG:	End DTG:
Training Unit Mission Integration	**Role-Player Personal Results**
Character (Personal Description and Goals)	
Training Objectives	Character Support
Shaping Role(s)	Character Shaping Role(s)
Role-Echeloned Unit/Soldier(s)	Character Role-Echelon
Preplanned Events Evolutionary Events	Character Interactions during Preplanned Events Character Interactions during Evolutionary Events

Character Fidelity	Reasons Achieved/Not achieved
Goal:	

Accomplishments

Concerns/Improvements:

A Record Of My Daily Interactions with Training Unit

1. Use this form to record individual character highlights and notes of your role-player performance. Annotate accomplishments, concerns and improvements in appropriate areas. Once the form is complete, give it to your trainer and discuss highlights.

2. Trainers, file each form in individual role-player files.

Appendix D Planning Factors for Trainers

Factors across TIME	*3-6 Months Prior to Role-Player Arrival*	*1-3 Day In-processing*
ACQUIRING	1. Research appropriate attire for the scenario. 2. Determine outfit(s) for all characters within scenario. 3. Determine where to obtain clothing appropriate for characters within OE. 4. Contact the resource manager prior to purchasing clothing and materiel. 5. Consider the feasibility of utilizing donated or thrift store clothing. 6. Acquire clothing and materiel for scenario.	1. Set aside time to purchase additional clothing and materiel required for role-players.
PROPERTY ACCOUNTABILITY	1. Prepare hand-receipts (DA Form 2062) for inbound role-players.	1. Issue character attire and materiel to role-players. 2. Ensure role-players annotate problems or malfunctions of clothing and materiel on hand-receipts. 3. Copy all hand-receipts for future reference and add to role-players personal file.
PROPERTY PREPARATION	1. Research appropriate attire scenario OE. 2. Determine outfit(s) for all characters within scenario.	1. Issue character biography to role-player. 2. Outfit the role-player with attire for their character. 3. Ensure role-player(s) understands the relationship between the biography and issued clothing/materiel.
PROPERTY FITTING	1. Contact the resource manager in order to hire a professional tailor. 2. Schedule the tailor for in-processing and classroom training in order to properly tailor clothing.	1. Ensure role-players try on all clothing their character may wear. 2. Visually inspect the role-player in their character's attire. 3. If the issued clothing does not meet the fidelity of the character, issue new clothing/materiel.
PROPERTY CERTIFICATION	1. Prepare hand-receipts (DA Form 2062) for inbound role-players. Role-players will sign for numerous items; advanced preparation saves valuable time. 2. Arrange scenario equipment to be issued to role-players (TADSS, vehicles, pyrotechnics etc.) 3. Arrange for additional trainers to assist in equipment certification.	1. Review certifications of all role-players, i.e. personal drivers license, military driver certification, TADSS certification etc. 2. Determine amount of role-players that will require refresher certifications. 3. Determine amount of role-players that will require new certifications. Additional trainers may be required to assist with certifications.
MAINTAINING	1. Inspect acquired clothing and materiel for damage prior to role-player usage. 2. Hang clothing and equipment away from vents, windows, and animal infested areas. 3. Contact resource manager prior to having any clothing professional dry cleaned in order to secure appropriate funding.	1. Ensure role-players inspect all clothing and materiel for damage prior to signing hand-receipt(s). 2. Instruct role-players on proper storage of clothing and materiel.
RESOURCE MANAGEMENT	1. Consult the resource manager and review funding required for scenario.	1. Consult resource manager and request funding for unexpected expenses.
TADSS	1. Request MILES for assigned role-players. 2. Test MILES equipment. 3. Request batteries for training and scenario operations for MILES. 4. Secure casualty cards. 5. Request additional TADSS for scenario	1. Issue MILES and appropriate TADSS equipment to role-players. 2. Train role-players on MILES and assigned TADSS equipment. 3. Issue casualty cards. 4. Ensure role-players annotate problems or malfunctions of MILES on hand-receipts.
TADSS: TADSS or Training Aids, Devices, Simulators and Simulations is a general term that refers to the training range instrumentation; Tactical Engagement Simulation (TES); battle simulations, targetry, training-unique ammunition, dummy drill, and inert munitions; casualty assessment systems; graphic training aids, and other training support devices.		

3-5 Day Classroom Training	***3-5 Day Rehearsal***	***Scenario Operations***	***1-2 Day Out-Processing***
1. Set aside time to purchase additional clothing and materiel required for role-players.	1. Set aside time to purchase last minute additional clothing and materiel required for role-players.	1. Anticipate outfitting and materiel challenges during scenario operations.	1. Role-players turn-in all assigned attire and materiel. 2. Trainers and role-players will Inspect all assigned items and discuss issues or comments about them with the role-players. 3. Annotate assigned attire role-player's character wore in role-players personal file and master character file.
1. Adjust hand-receipts accordingly when and if role-players acquire additional clothing and materiel.	1. Adjust hand-receipts accordingly when and if role-players acquire additional clothing and materiel.	1. Adjust hand-receipts accordingly when and if role-players acquire additional clothing and materiel.	1. Copy all hand-receipts for future reference and add to role-players personal file. 2. Request role-players write a review of their issued clothing and materiel using their role-player journal. 3. Review their comments and adjust outfitting for that character accordingly.
1. Answer questions role-players may have about their character's biography in relation to their character's attire and materiel.	1. Ensure role-players wear their character's attire and carry assigned materiel during rehearsal. 2. If possible, conduct only rehearsals wearing attire and utilization of materiel.	1. Answer any last minute questions from role-players.	1. Request role-players comment on their attire and materiel for the character and themselves. Annotations can be made on the role-player journal. Maintain a copy for future reference in role-player's personal file.
1. Continue to issue character attire and materiel as needed.	1. Confirm whether or not the issued attire and materiel meet the needs of the character and the scenario. If they do not meet the needs of the character, reissue and refit attire and materiel.	1. Assess utility of attire in actual role-playing. 2. Document attire malfunctions and eases of use for each character.	1. Request role-players comment on their attire and materiel's fit for the character and themselves using the role-player journal.
1. Train and refresh role-players on MILES, vehicles, pyrotechnics etc. 2. Record certifications for record and for individuals.	1. Ensure role-players assigned to operate vehicles and pyrotechnics for example, carry individual certifications on their person throughout scenario operations and have received all required training.	1. Ensure role-players assigned to operate vehicles and pyrotechnics for example, carry individual certifications on their person throughout scenario operations and have received all required training.	1. Request role-players comment on the training received for certifications. 2. Enclose a copy of their certifications in their personal role-player file.
1. Assess role-player knowledge on character, unit training objectives etc.	1. If and when damage occurs to attire or materiel, ensure role-player annotates damage on hand-receipt. 2. Issue new attire and materiel if previous attire and materiel is no longer functional.	1. Anticipate damage to character's attire and materiel. 2. Keep replacement attire for character's readily available.	1. Inspect attire and materiel during out-processing procedures.
1. Consult resource manager and request funding for unexpected expenses.	1. Consult resource manager and request funding for unexpected expenses.	1. Consult resource manager and request funding for unexpected expenses.	1. Provide the resource manager comments on scenario expenditures. Consider annotating ways to improve funding from beginning to end of scenario.
1. Issue MILES and appropriate TADSS equipment to role-players. 2. Train role-players on MILES and assigned TADSS equipment. 3. Ensure role-players annotate problems or malfunctions of MILES on hand-receipts.	1. Rehearse the scenario while utilizing assigned TADSS and MILES equipment.	1. Utilize MILES and TADSS during scenario training. 2. Annotate problems or required maintenance.	1. Perform user maintenance on MILES and TADSS issued equipment prior to turn-in.

Appendix E Training Program Concept (Phases I-III)

1-3 Day In-Processing Phase I	• Trainers meet and organize role-players.
	• Role-players conduct necessary administrative paperwork and events as required.
	• Trainers provide the following orientation to all role-players upon arrival: - Country Study/OE Description - Cultural information about country/OE - Character biography - Appendix B, Character Development Method
	• Training Unit training material: - METL - Training Objectives - Mission Training Plan (applicable sections) - Collective Tasks/Individual Tasks/Warrior Tasks - Unit Battle Drills
	• Assign role-players their character and type of role-player (generic or special skills). (Consider utilizing the character assignment chart for assistance and historical purposes).
	• Outfit role-players with attire, materiel and TADSS.

3-5 Day Classroom Training	• Ensure role-players understand the relationship of their assigned character with assigned attire and materiel.
	• Resolve clothing and materiel issues while time allows prior to rehearsal.
	• Cultural Study and Review - Review and study character's culture (information provided by trainer(s)). - Learn "Dos and Don'ts" of identified OE culture.
	• Character Building - Encourage role-players to think and act in character by becoming closely familiar with the topics and questions in APP B. - Understand assigned character relationships with other characters, i.e. business, personal, acquaintance, enemy, superiors, familial etc. - Explain the purpose of role-player integration into the training unit METL, training objectives etc. - Know whether or not assigned character will be or become a mature character during planned and evolutionary events. - Discuss role-echeloning with role-players. Explain the purpose in role-echeloning and their role-echeloned partner/soldier(s) within the training unit.

	- Discuss the importance of "Free and Limited Role-Play." - Discuss demographic factors of training unit. - Discuss Scenario Fidelity. - Discuss PMESII-PT. Utilize examples provided in CH 3. - Link information discussed for role-players using the unit METL, training objectives etc. Ensure they gain insight into the training unit's objectives and their purpose as role-players. Reinforce the meaning of the COE and PMESII-PT variables.
	• Distribute maps of the terrain to all role-players during classroom training. - Encourage role-players to annotate specific character information on the layout. - Ensure role-players carry the map with them on their role-player terrain reconnaissance.
	• Terrain Walk and Role-Player Reconnaissance ▪ Encourage role-player to explore the terrain. ▪ Encourage role-players to ask questions about the terrain and the training unit's objectives. ▪ Consider quizzing role-players about their character's purpose within the scenario during the terrain walk. ▪ Consider asking role-players questions from APP B. Encourage role-players to begin thinking and acting like their character during the terrain walk. ▪ Answer questions about the terrain and training unit when applicable during the terrain walk. ▪ Plan to complete a Training Assessment Tool and Role-Player Journal during the terrain walk as practice.

3-5 Day Rehearsal	• Role- players should rehearse in assigned character attire with assigned character materiel.
	• Rehearse various scenarios if time allows building competence, confidence and skills.
	• Rehearse inbound unit training scenario events.
	• Consider asking role-players questions from APP B Sections I and II. Assess individual role-players' familiarity with assigned character. Encourage continued development of answers to questions in order to increase the fidelity of their character.
	• Trainers and role-players complete Training Assessment Tool and Role-Player Journal during rehearsal as practice.
	• Trainers might review individual role-player journal entries during rehearsal in order to become familiar individual role-players and their entries. (If role-player is unable to read and write English, trainers might request assistance from an interpreter).

SCENARIO OPERATIONS Phase II	• Role-players participate in scenario operations with training unit.

1-2 Day Out-Processing Phase III	• Conduct an After Action Review with all role-players prior to the start of out-processing events.
	• Review role-player journal entries with individual role-players. - Consolidate all journals. - File each journal as historical data.
	• Consider discussing and reviewing discrepancies encountered during scenario operations with individual and/or all role-players. Annotate comments about the discrepancies for historical purposes and future reference.
	• Recover role-player outfitting and materiel. - Discuss issues and or concerns about attire and materiel with individual role-players. - Annotate information discussed on role-player journal. - Follow Standard Operating Procedures (SOPs) in the event a role-player must be charged for ruining issued materiel.
	• Write final Training Assessment Tool. - Add role-player comments about training unit interaction when appropriate. - Consider reviewing final Training Assessment Tool with role-players. Consider reviewing final Training Assessment Tool during training unit AAR.
	• Receive Lead/Chief role-player rotation closure report. - Discuss issues and concerns Lead role-player presents. - File the closure report.

Appendix F Safety

1. Trainers and role-player understand the importance of safety. Refer to https://crc.army.mil/home/default.asp? and to GTA 05-08-012 for more information about safety.

2. Perform a risk assessment using FM 3-100.12 (Risk Management Multiservice Tactics, Techniques, and Procedures for Risk Management) prior to all scenarios and review it with role-players.

FACTORS TO CONSIDER WHEN IDENTIFYING HAZARDS

- Time for mission preparation and execution.
- Critical problem areas for accidents.
- Terrain (rough, hills, swamps).
- Transportation to and from the operational site.
- Long hours (inadequate sleep) and probability of fatigue (length of operations).
- Intensity of operation (probability of taking shortcuts).
- Competition for time (some activities may be considered unimportant, such as instruction and safety briefings).
- Physical fitness of personnel (potential heat, cold-weather, or lifting injuries).
- Personal attitudes (macho, poor/bad motivation, and so forth).
- Skill level of personnel (training, experience, degradation overtime, proficiency).
- Range operational hazards.
- Maintenance operational hazards.
- Water operational hazards (weak swimmers, water temperature, and so forth).
- Building conditions (fire hazards, structural integrity, and so forth).
- Road conditions (narrow, congested, curvy, hilly, slippery).
- Convoy route (sufficient room for rest/halt areas).
- Communication/coordination requirements (within units, between units, with joint services, counterfratricide measures).
- Logistical support.
- Weather (existing and forecast).
- Animal, plant, insect, and reptile hazards.
- Equipment condition (age, maintenance status, and so forth).
- Day versus night operations.
- Cargo (type, quantity, security).
- Speed limits.
- Hazardous material (fuel points, ammunition supply, and so forth).
- Supervision (direct and indirect).
- Enemy.

HAZARD PROBABILITY

SEVERITY		Frequent	Likely	Occasional	Seldom	Unlikely
		A	B	C	D	E
Catastrophic	I	Extremely high				
Critical	II		High			
Moderate	III		Medium			
Negligible	IV		Low			

Glossary

Actor: Those that do not represent the forces of a particular nation-state. They may represent either members of non-state paramilitary organizations or noncombatants.

Character: Fictional or imaginary person replicated on any training battlefield. A character recreates all or part of the personality of an individual, group, or nation.

Contemporary Operational Environment: The synergistic combination of all the critical variables and actors that create the conditions, circumstances, and influence that can affect military operations today and in the near-and mid-term.

Cultural Role-Player (CRP): Personnel from target countries or regions that possess specific cultural experience required for identified training event(s).

Emerging Relationships: Relationship portrayed by characters in emerging roles. These roles are typically are not noticed by training participants until they demand attention or become relevant within the scenario.

Emerging Role: Roles portrayed by a character from the background. They appear as a result of character interaction or affiliation with evolving characters. They often draw attention away from the focus scenario event and main character(s) but to a lesser degree than evolving roles. These characters are not planned or anticipated.

Evolving Character: Average character that becomes increasingly complex either gradually or abruptly within a scenario. Known to disrupt planned scenario events, demote main character(s) to lower character status, carries great amount of influence. Also known as “power brokers.”

Foreign Language Speaker (FLS): Two types of foreign language speaking personnel.

1. **FLS Role-Player**: Personnel that typically do not work for the training participants but reinforce language training awareness/requirements while interacting. FLS role-players often possess cultural experience directly related to their geographic locations and language.

2. **FLS Interpreter/Translator**: Personnel that typically work for the BLUFOR as interpreters/translators. FLS Interpreter/Translators are often provided during CTC rotations to training units in order to meet specific language oriented training requirements.

Generic Role-Players (GRP): Personnel with/without special skills, who replicate non-combatant and combatant civilians in the Operational Environment. The personnel should be capable of playing a realistic role within the OE upon hiring.

Mature Character: Main character(s). Character portrayed by any role-player within the scenario that posses mental, emotional, and physical characteristics of a seasoned individual within the COE or designated OE.

Operational Environment: A composite of the conditions, circumstances, and influences that affect the employment of capabilities and bear on the decisions of the commander.

Opposing Force (OPFOR): A plausible, flexible military and/or paramilitary force representing a composite of varying capabilities of actual worldwide forces, used in lieu of a specific threat force, for training and developing U.S. forces.

Role: A part assigned or assumed played by a character in a given context.

Role-echeloning: Pre-planned alignment of role-players with appropriate ranks/members and/or sections of the training unit.

Role-Player: Individual hired/tasked to portray an assigned character within a training exercise. The role-player embodies the culture and condition of their assigned character within the exercise. The degree of role-player interaction can be described as simple or complex. *Simple* role-players perform a specific function with limited interaction. *Complex* role-players perform specific functions but they have the ability to be adaptive within the scenario.

Special Skills Role-Player (SSRP): Individual role-players that possess special skills. Their special skills can be categorized into foreign language and cultural.

Threat (Potential Adversary): Any specific foreign nation or organization with intentions and military capabilities that suggest it could become an adversary or challenge the national security interests of the United States or its allies.

References

Benedetti, Robert. *The Actor at Work.* Edited by Molly Taylor, Michael Kish and Annette Pagliaro. Ninth ed. Boston, MA: Allyn and Bacon, 2005.

Bruder, Melissa; Cohn, Lee Michael; Olnek Madeleine; Pollack, Nathaniel; Previto, Robert; and Zigler, Scott. *A Practical Handbook for the Actor.* Edited by Melissa Bruder, Lee Michael Cohn, Madeleine Olnek et al., First ed. New York: Vintage Books, 1986.

"Character Creation Checklist." from JPayne 1997 [cited 2006]. Available on: http://www.geocities.com/Area51/Labyrinth/8584/stuff/charlist.html.

DA PAM 25-40, *Army Publishing: Action Officers Guide*, 29 December 2003.

FM 6-22, Army Leadership Competent, Confident, Agile, 12 October 2006.

FM 7-1, Battle Focused Training, 15 September 2003.

FM 7-0, *Training the Force*, 22 October 2002.

FM 7-15, The Army Universal Task List, 31 August 2003.

FM 7-100, *Opposing Force Doctrinal Framework and Strategy*, 1 May 2003.

FM 7-100.1, *Opposing Force Operations*, 27 December 2004.

FM 7-100.2, *Opposing Force*, (Final Draft), September 2004.

FM 7-100.3, *OPFOR: Paramilitary and Nonmilitary Organizations and Tactics*, January 2004.

FM 7-100.4, *OPFOR Organization Guide*, 3 May 2007.

GTA 05-08-012, December 2005. Available on: https://atiam.train.army.mil/soldierPortal/atia/adlsc/view/public/9262-1/gta/05-08-012/0508012_top.htm.

May, Amy, "Iraqis Train to Standard," *The Atterbury Crier,* 2005, July 2005 ed.

Menning, Anton, "CGSC Students Stay in the Hot Seat," *Leavenworth Times,* January 27, 2007, 281 ed.

Mulcahy, Lisa. "Clothes make the show: Creating a Company Wardrobe on the Cheap." *Teaching Theatre* 14, no. 1 (Fall 2002): 1-2,13-17.

Sappenfield, Mark, "What US Wants in its Troops: Cultural Savvy," *The Christian Science Monitor,* Jul 5 2006.

Stanfield, John. "*Amjad and Zafir, A Back-Story*." Back-Story, 2006, Fort Leavenworth, KS.

ST 7-100, *Opposing Force Battle Book for the Contemporary Operating Environment*, 2005.

Universal Joint Task List (UJTL), 1 July 2002.

This Page Intentionally Left Blank

U.S. Army TRADOC DCSINT

COE ACTORS & ROLE PLAYERS HANDBOOK

TRISA

U.S. Army Training and Doctrine Command
Deputy Chief of Staff for Intelligence
TRADOC Intelligence Support Activity TRISA–Threats
Fort Leavenworth, KS 66027

DISTRIBUTION RESTRICTION: Approved for Public Release; Distribution Unlimited.