WARRIOR LEADER COURSE MODIFIED (MOD), OCT 2005

BOOK 2D

Instructor Book, Training Support Packages

600-WLC (MOD)

"NO ONE IS MORE PROFESSIONAL THAN I"

The Army Training System (TATS) Courseware

Prepared by
The United States Army Sergeants Major Academy
Fort Bliss, Texas 79918-8002

FOR THE ARMY SCHOOL SYSTEM (TASS) INSTITUTIONS

FIELDING DATE: As Directed

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INTRUCTOR / STUDENT
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Instructor book 2 is broken down into six books (Book 2A, 2B, 2C, 2D, 2E, and 2F). This is Instructor Book 2D.

This instructor book contains the following Training Support Packages: (NOTE) The order given below is in the same order as the recommended sequence found in the Course Map in the Course Management Plan.

TSP#	Title
L229	Financial Management
T231	Supply Procedures
T230	Supervise Preventive Maintenance Checks and Services
T223	Training the Force

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U.S. ARMY SERGEANTS MAJOR ACADEMY

Primary Leadership Development Course (PLDC)

The Army Training System

TRAINING SUPPORT PACKAGE

"NO ONE IS MORE PROFESSIONAL THAN I"

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L229 / FINANCIAL MANAGEMENT
Effective Date	20 OCT 2004
Supersedes TSP(s) / Lesson(s)	L229, Financial Management, Oct 03 with change sheet 1.
TSP Users	600-PLDC, Primary Leadership Development Course 600-PLDC (MOD), Primary Leadership Development Course (Modified)
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	Users are invited to send comments and suggested improvements on DA Form 2028, *Recommended Changes to Publications and Blank Forms.* Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to: COMDT USASMA ATTN ATSS DCP BLDG 11291 BIGGS FIELD FT BLISS TX 79918-8002 Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875 E-mail: atss-dcd@bliss.army.mil
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

Task Number	Task Title
121-008-1496	Supervise the Implementation of Financial Readiness Actions

TABLE OF CONTENTS

FINANCIAL MANAGEMENT
L229 / Version 2
20 OCT 2004

SECTION I.   **ADMINISTRATIVE DATA**

All Courses Including This Lesson	**Course Number**	**Version**	**Course Title**
	600-PLDC	1	Primary Leadership Development Course
	600-PLDC MOD	1	Primary Leadership Development Course (Modified)

Task(s) Taught(*) or Supported	**Task Number**	**Task Title**
	121-008-1496	Supervise the Implementation of Financial Readiness Actions

Reinforced Task(s)	**Task Number**	**Task Title**
	None	

Academic Hours

The academic hours required to teach this lesson are as follows:

	Resident Hours/Methods	
	2 hrs	/ Conference / Discussion
Test	0 hrs	
Test Review	0 hrs	
Total Hours:	2 hrs	

Test Lesson Number

	Hours	**Lesson No.**
Testing (to include test review)	2 hrs, 30 mins	WE01 Version 1
	2 hrs, 30 mins	WE Version 2

Prerequisite Lesson(s)	**Lesson Number**	**Lesson Title**
	None	

Clearance Access

Security Level: Unclassified
Requirements: There are no clearance or access requirements for the lesson.

Foreign Disclosure Restrictions

FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

References

Number	**Title**	**Date**	**Additional Information**
AR 608-1	ARMY COMMUNITY SERVICE CENTER	20 Oct 2003	
TC 21-7	PERSONAL FINANCIAL READINESS AND DEPLOYABILITY HANDBOOK	14 Oct 1994	

Student Study Assignments	Before class--

Student Study Assignments

Before class--

- Read Student Handout 1, Appendix D, for reading and study assignment.

During class--

- Participate in classroom discussions.

After class--

- Turn in recoverable reference after the examination for this lesson.

Instructor Requirements

1:8, SSG PLDC graduate, ITC, and SGITC qualified

Additional Support Personnel Requirements

Name	Stu Ratio	Qty	Man Hours
None			

Equipment Required for Instruction

ID Name	Stu Ratio	Instr Ratio	Spt	Qty	Exp
6730-00-577-4813 SCREEN, PROJECTION	1:16	1:2	No	1	No
6730-00-P53-8147 Projector, Overhead	1:16	1:2	No	1	No
7110-00-132-6651 CHALKBOARD	1:16	1:2	No	1	Yes
7520-01-424-4867 EASEL, DISPLAY AND TRAINING	1:16	1:2	No	1	Yes
7530-00-619-8880 PAD, WRITING PAPER	1:16	1:2	No	1	Yes

* Before Id indicates a TADSS

Materials Required

Instructor Materials:
- TSP.
- VGTs: 1 thru 12.

Student Materials:
- Student Handouts 1 thru 6.
- Latest LES, or use LES in SH-5.
- Any materials required by the NCOA's SOP.
- Pen or pencil and writing paper.

NOTE: Issue handouts to students during in processing.

| **Classroom, Training Area, and Range Requirements** | GEN INSTRUCT BLDG (CLASSROOM SIZE 40X40 PER 16 STU) |

Ammunition Requirements	**Id**	**Name**	**Exp**	**Stu Ratio**	**Instr Ratio**	**Spt Qty**
	None					

Instructional Guidance

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- Read and study all TSP material and be ready to conduct the class.
- This TSP has questions throughout to check learning or generate discussion among the group members. You may add any questions you deem necessary to bring a point across to the group or expand on any matter discussed.
- You must know the information in this TSP well enough to teach from it, not read from it.

During class--

- Conduct the class in accordance with this TSP.

After class--

- Collect all recoverable materials after the examination for this lesson.

Proponent Lesson Plan Approvals

Name	**Rank**	**Position**	**Date**
Karen M. Wilson	GS09	Training Specialist	
Victor A. LeGloahec	SGM	Chief, PLDC	
Marion Lemon	SGM	Chief, CDDD	

SECTION II.   INTRODUCTION

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Method of Instruction:   Conference / Discussion
Technique of Delivery:   Small Group Instruction (SGI)
Instructor to Student Ratio is:  1:8
Time of Instruction: 5 mins
Media:   None
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Motivator

As a Soldier, you must know and understand the key aspects of

financial management. Money management is a factor of everyday life.

No one is born with the ability to manage money wisely; it is a learned skill.

You need to be able to identify the importance of wise decision

making when it comes to money management and assist your Soldiers

to ensure they have the information available to make their own wise money

management decisions.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Recognize the importance of managing personal finances.
Conditions:	In a classroom environment culminating in a situational training exercise and given a squad.
Standards:	Recognized the importance of managing personal finances by: • Identifying ways to promote good financial management. • Identifying ways to choose and maintain good credit. • Identifying some investment options. • Identifying sources of financial assistance. IAW Student Handouts 1 thru 6.

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all Soldiers and DA civilians to protect the environment from damage.

None

Evaluation   You will take a written examination. The examination will contain questions from this lesson. You must correctly answer 70 percent or more of the questions on the examination to receive a GO.

Instructional Lead-In   In basic combat training you received training on sure pay, the leave and earning statement, and how to maintain a personal checking account. In advanced individual training you received a refresher class that covered the three major elements of managing personal finances: spending less than you make, saving for the future, and getting financial help when you need it. During this period of instruction we will determine the importance of wise decision making when it comes to your managing finances. This lesson will identify some means of financial responsibilities, the wise use of credit, and different types of investments available to you when required, and who you can turn to for emergency assistance.

As a warrior leader you owe it to yourself to be financial stable and ensure that your Soldiers are too. Financial security is extremely important to everyone. Financial problems affect warrior ethos when Soldiers worry over finances and family problems caused by financial woes. Soldiers cannot place their undivided attention into the mission. When called upon to fight, Soldiers need to deploy knowing that their finances and families are secure, so the soldier can concentrate on the deployment so as to engage and destroy the enemy.

NOTE: Inform the students of the Enabling Learning Objective requirements.

A.   ENABLING LEARNING OBJECTIVE

ACTION:	Identify ways to promote good financial management.
CONDITIONS:	In a classroom environment culminating in a situational training exercise and given a squad.
STANDARDS:	Identified ways to promote good financial management by developing a budget IAW Student Handout 5.

1.   Learning Step / Activity 1. Good Money Management

                    Method of Instruction: Conference / Discussion
                    Technique of Delivery: Small Group Instruction (SGI)
              Instructor to Student Ratio: 1:8
                     Time of Instruction: 45 mins
                                   Media: VGT-1 thru VGT-8

No one would dream of taking a long trip without knowing the destination, consulting a map, and making sure there's enough gas in the tank, therefore we must prepare when we set out on the road to our financial future. We should know about good money management because it can be a key to success in life. For example, good money management can give you control over your finances. It will build confidence in you regarding your financial judgment.

Personal financial management is for everyone, not just people who have a lot of money. Think of it in terms that make it real to you. Good financial management can help you make the most of the money you earn; it will promote wise buying and help you become a smart consumer. We all would love to be able to do things that we like to do in life. However, the most important thing is having enough money to live comfortably now and to make wise decisions to prevent worrying about money when we're old. Good money management is making smart choices. Achieving our retirement dreams depends on the decisions we make today. Regardless of our aspirations, now is the time to question how cleverly we budget our money and how faithfully we save.

We have to stop thinking about what we want today and start thinking about what we want for tomorrow" said Mildred S. Quinones, manager of Consumer Affairs and Financial Assistance Program at the Soldier and Family Support Center at Fort Belvoir, Virginia. Good money management is a skill that you must acquire through training that teaches you to accept responsibility for your personal finances; it is a tool that allows you to plan and develop ways to meet your wants and needs. Peer pressure can drive you crazy with desire and make you lose focus on wants over needs. With easy credit availability it eliminates the need to plan ahead for major purchases. The fact is, if we cannot afford it today, we cannot afford it tomorrow. There is no need to find yourself, crawling out from under a heap of bills as reason to budget your money. It is good management skill to make a budget to see where your money goes.

NOTE: Have the students take out the blank financial planning worksheets from SH-5 and fill them out to see where their money is going. Talk them through the process.

Entitlements

SHOW VGT-1, BUDGET ENTITLEMENTS

	MONTHLY INCOME			
	ACTUAL		PROJECTED	
ENTITLEMENTS				
* Base Pay				
Basic Allowance for Housing (BAH I or II)				
Overseas Housing Allowance (OHA)				
Basic Allowance for Subsistence (BAS)				
Family Separation Allowance (FSA)				
* Flight Pay/Diving Pay/Flight Deck Pay				
* Submarine Pay				
* Other Hazardous Duty Pay				
* Sea Pay				
Taxable COLA				
Other (tax exempt/allowance eg. COLA/FSSA)				
TOTAL MILITARY COMPENSATION (A)	$		$	
* **Taxable pay ( )**				

L229/ OCT 04/ VGT-1

Ref: SH-5, Budget Entitlements Worksheet, p SH-5-2

Entitlements

The top third of the form is where you input you entitlements. Copy all of your monthly entitlement amounts for pay and allowances from your Leave and Earnings Statement (LES), or use the example LES on page SH-5-10 to calculate your monthly gross pay. This section identifies the total of everything you received as your gross pay. Note that all taxable items (pay)

will have an asterisk (*) next to them in the entitlement section. Add all pays and enter the sum

under the Total Military Compensations (A) line.

 NOTE: Explain that often gross pay and taxable pay can be two different amounts, since Gross
Pay will include allowances, which are not taxable.

REMOVE VGT-1

SHOW VGT-2, BUDGET DEDUCTIONS

Ref: SH-5, Budget Entitlements Worksheet, p SH-5-3

Budget Deductions

        The middle third of the page is for entering any and all deductions from the military

paycheck. Only items taken out of monthly pay by the military go here. List all taxes withheld,

SGLI, Tricare Dental, etc. When you have listed all deductions, add them up and enter the

amount on the Total Deductions (B) line.

NOTE: Give the students the formula for take home pay. "(Pays + Allowances) – All Deductions
= Take Home Pay."

REMOVE VGT-2

SHOW VGT-3, BUDGET NET INCOME

Budget Net Income

CALCULATE NET INCOME				
Service Member's Take Home Pay (A–B)	$		$	
Service Member's Other Earnings (less taxes)				
Spouse's Earnings (less taxes)				
ALLOTMENT				
ALLOTMENT				
ALLOTMENT				
ALLOTMENT				
ALLOTMENT				
Family SGLI (For Spouses)				
Servicemen's Group Life Insurance (SGLI)				
Uniform Services TSP				
MGIB				
Tricare Dental Plan (TDP)				
Advance Payments				
Over Payments				
Child Support/Alimony (Received/Income)				
Other Income (e.g. SSI, Rental Income)				
TOTAL NET MONTHLY INCOME	$		$	

L229/ OCT 04/ VGT-3

Ref: SH-5, Budget Net Income Worksheet, p SH-5-4

Calculate the Total Net Monthly Income in the bottom third of the page by listing other earnings such as non-military pay to include spouse's earnings, alimony, child support and all other family income. Add all amounts together to arrive at what you know as your Total Net Monthly Income.

REMOVE VGT-3

Monthly Savings

SHOW VGT-4, BUDGET MONTHLY SAVINGS

Budget Monthly Savings

MONTHLY SAVINGS AND LIVING EXPENSE

Note: Actual or Projected Figures can be carried forward to spending plan.

SAVINGS		ACTUAL		PROJECTED	
SAVINGS Goal: 10% of Net Income Actual Projected $ $	Emergency Fund (1-3 months)				
	Reserve Fund				
	"Goal Getter" Fund				
	Investments/IRAs/TSP/etc.				
TOTAL SAVINGS AND INVESTMENTS (10%)		$		$	

L229/ OCT 04/ VGT-4

Ref: SH-5, Budget Monthly Saving Worksheet, p SH-5-5

Monthly Savings

As you can see at the top of the page, we break savings down into four areas. Three of the four areas are savings funds, and the last area is Investments/IRA/TSP/etc.

- The emergency fund is money set aside for the unexpected breakdowns, sickness, repairs, emergency leave and the like. A general guideline for emergency savings balance for military is three months of base pay.

- Reserve Funds is money set aside for those items that occur regularly but not monthly, such as birthdays, vacations, holidays, and insurance payments. You can also use reserve funds to hold money that you would use to cover variable expenses such as a phone bill that is higher than planned. Having a reserve fund will keep you from using other funds for these expenses. The recommended balance for this fund depends on the amount of birthday gifts and type of vacation you plan to take.

- Goal-Getter Funds is money that you save for down payment on a new car, or furniture. The balance depends on what you plan to buy.

- Investments /IRA/TSP/etc., is money that you invest every month. We will discuss investment options later in the lesson.

Ref: SH-4 , Cmd Financial Specialist Tng Instr Guide, p SH-4-2

Although we list the emergency, reserve and goal getter funds as three separate funds, they don't necessarily need three separate accounts, just three separate accounting procedures. Enter the total amount going into savings and investments on a monthly basis on the Total Monthly Savings line. Budget experts recommend that you save 10 percent of your net income each month.

Living Expenses

REMOVE VGT-4

SHOW VGT-5, BUDGET LIVING EXPENSES

Ref: SH-5, Budget Living Expenses Worksheet, p SH-5-6

Group your monthly living expenses into major areas of expenses such as housing, food,

and utilities. Make sure you put the amount you spend on each item every month on the form.

REMOVE VGT-5

SHOW VGT-6, BUDGET LIVING EXPENSES, cont

Ref: SH-5, Financial Planning Worksheets, p SH-5-7

After you have listed all monthly expenses, total them up and write in the amount on the

Total Monthly Living Expenses line at the bottom of the page. The general guideline for how

much net income you should spend on living expenses is 70 percent.

REMOVE VGT-6

Indebtedness

SHOW VGT-7, BUDGET INDEBTEDNESS

Ref: SH-5, Budget Indebtedness Worksheet, p SH-5-8

Indebtedness

This page allows you to list all of your outstanding debt that you owe for goods and services rendered. List each creditor, the purpose of the debts, the minimum monthly payment required, the total outstanding balance of the bills, and the Annual Percentage Rate (APR).

REMOVE VGT-7

Summary

SHOW VGT-8, BUDGET SUMMARY

Ref: SH-5, Budget Summary Worksheet, p SH-5-9

Summary

Now it is time to place the figures from SH-5-1 thru SH-5-9, and insert the numbers on the summary page. The next step is to subtract the Living Expenses and the Savings and investments line from the Net Income and enter the balance in the Amount Left To Pay Debts line. The next step is to subtract the Total Monthly Debt payments from the Amount Left to Pay Debts and enter the balance on the surplus or deficit line. To determine your Debt to Income Ratio, divide the Total Monthly Debt Payments by the Total Net Monthly Income. Then multiply the result by 100 and you will have your Debt-to-Income Ratio. We noted earlier that a good goal for savings is 10 percent of your total Monthly Net Income, and a good goal for Living Expenses is 70 percent of your total Monthly Net Income. Since 70 plus 10 equals 80, that means we still have 20 percent of the net income to allot to Monthly Debt Payments. Therefore we say that a general guideline for a balanced budget is 70-20-10.

REMOVE VGT-8

NOTE: Conduct a check on learning by asking the following or similar questions. Briefly summarize the covered material and correct misunderstandings the students may have.

CHECK ON LEARNING:

QUESTION: How can you figure your debt to income ratio?

ANSWER: Divide the Total Monthly Debt Payments by the Net Monthly.
Income then multiplies the result by 100.

QUESTION: What is a general percentage guideline for a balanced budget?

ANSWER: 70-20-10.

Ref: SH-4, Cmd Financial Specialist Tng Instr Guide, p 4-12, para Debt to Income Ratio

Break: Time: 00:50 to 01:00

B. ENABLING LEARNING OBJECTIVE

NOTE: Inform the students of the enabling learning objective requirements.

ACTION:	Identify ways to choose and maintain good credit.
CONDITIONS:	In a classroom environment culminating in a situational training exercise and given a squad.
STANDARDS:	Identified ways to choose and maintain good credit by: • Identifying reasons for repaying your obligation in a timely manner. • Determining the important of selecting a specific credit card. IAW Student Handouts 2 and 6.

1.   Learning Step / Activity 1. Easy Credit

                  Method of Instruction: Conference / Discussion
                  Technique of Delivery: Small Group Instruction
           Instructor to Student Ratio: 1:8
                  Time of Instruction: 20 mins
                                 Media: VGT-9 and VGT-10

In these days of "easy credit" people often assume that paying for things "on time" is fine

as long as they can make the minimum payments. This easy credit often tempts you to get

everything you want, all at once. Now it's normal to want nice things, but the problem is in

thinking that you can have them **ALL**. This will only get you deep into debt.

Using this example, you can see how by paying the minimum payment the compounding

interest keeps adding to what you owe.

SHOW VGT-9, EXESSIVE BEHAVIOR

Purchase: TV Set $725 Credit Card Interest Rate 18% APR

Payment	1	$35	Interest Accrued	$10.88	Balance	$700.88
Payment	2	$35	Interest Accrued	$10.51	Balance	$676.39
Payment	3	$35	Interest Accrued	$10.15	Balance	$651.54
Payment	4	$35	Interest Accrued	$ 9.77	Balance	$626.31
Payment	5	$35	Interest Accrued	$ 9.39	Balance	$600.70

AFTER 5 PAYMENTS TOTALING $175.

YOU'VE ONLY REDUCED THE LOAN BY $100.

L229/ OCT 04/ VGT-9

SH-6, Financial Readiness Training Guide, p SH-6-3, para 3

You will be paying for that TV almost forever! After 5 payments you've paid $175 but only reduced the loan by $100. These are things you need to beware of and recognize before they turn into problems. You want to be in control of your life, rather than letting things sort of happen to you. With a plan for your money and reasonable expectations, you can have nice things and live well. But you'll need to define what is reasonable for you, and know what is "excess." For example, guess how long it will take to pay off this credit card debt if you only make the minimum payment each month? The answer is **4 years.**

REMOVE VGT-9

Repaying your Obligations

When you accept credit, you are saying that you am responsible for repaying your obligation in a timely manner. Most people don't get into financial trouble intentionally; they do it thoughtlessly; they say things like, "I didn't know the payment was due the first DAY of the month!" and "I deserve to have this!" A good rule to remember is "for every action there is a reaction." Let's look at what could happen if you do not repay on time.

SHOW VGT-10, RESULTS OF NON-TIMELY PAYMENTS

Results of Non-Timely Payments

- Rising Debt
- Lost Possessions
- Repossessions
- Loss of Credit
- Pay Garnishment
- Lose Clearance
- Lose Privileges
- Can't Re-enlist
- Discharged/Lose Job

L229/ OCT 04/ VGT-10

Ref: SH-6, Financial Readiness Training Guide, pp SH-6-2, and SH-6-3, para 2

Rising Debt

When you don't pay your monthly bill, the creditor adds interest to the balance.

Lost Possessions

If you don't pay your bills on time, you will lose things like your car, your furniture, or your home.

Repossessions

Any loan "secured" by physical object, like a car, gives the loan company the option of repossession if you do not repay on time or in full. Often, you'll still have to make payments on the items taken back.

Loss of Credit

If your creditors report nonpayment to a credit bureau, you may not be able to borrow more, charge more, or sign new contracts or leases. They all have access to your credit file.

Pay Garnishment

Your employer may find out quickly. In the military your CO and 1SG will probably be the first to know. Military-town retailers know you get a regular check and that they can garnish it easily. They also know your CO and 1SG hate dealing with financial problems.

Lose Clearance

Your security clearance may immediately be in jeopardy.

Lose Privileges

Because the military may view you as a "problem employee," you may lose your chance for promotions or duty assignments and other base privileges such as check cashing.

Can't Reenlist

The military may not allow its personnel to re-enlist.

Discharged/Lose Job

For serious, continuing problems, the service may discharge you with no recourse. Then you'd have no job, and still have bills.

REMOVE VGT-10

Credit Cards

NOTE: Direct the students to SH-2.

Let's now look at another purchasing method-- the credit card. Most people have a credit card of some type. All credit cards have a spending limit. The company sets the limit, and you

cannot exceed this amount in purchases and cash advances. Every month you'll get a

statement that shows what your balance is, what your minimum monthly payment is, and when

the next payment is due. You can pay more than the minimum payment, or you can pay the

whole balance. Remember, the sooner you pay off your balance, the less interest you will pay.

Credit card companies charge different rates of interest, and some of them even charge a

yearly fee. It's very important to shop around for the lowest rate and fee. Each credit card has

its own specific details, which you should always read and understand before you sign

anything. However, using a credit card works just like a loan. Don't use the money unless you

are positive you can pay it back. Look at your budget before you use your credit card to make

sure you can afford the payments.

QUESTION: What are disadvantages of using a credit card?

ANSWER:
- Interest rates charged by the companies are usually higher than the interest on a regular loan.
- If you exceed the preset purchase limit, the company may not approve further purchases until your balance is back within the limit.
- Some companies charge a yearly membership fee. It is important to shop around for the lowest interest rate and find a no-fee card.
- Making the minimum payment allows more interest to accumulate.

Ref: SH-2, TC 21-7, p SH-2-2, 4th para Credit Cards

CHECK ON LEARNING:

QUESTION: Who sets the spending limits on credit cards?

ANSWER: The credit card company sets the limit.

Ref: SH-2, TC 21-7, p SH-2-2, 4th para Credit Cards

QUESTION: Will the interest incurred remain the same If the balance is paid off sooner?

ANSWER: The sooner you pay off your balance, the less interest you will pay.

Ref: SH-2, TC 21-7, p SH-2-2, 4th para Credit Cards

C. ENABLING LEARNING OBJECTIVE

ACTION:	Identify some investment options.
CONDITIONS:	In a classroom environment culminating in a situational training exercise and given a squad.
STANDARDS:	Identified some investment options by knowing the different types of investment options IAW Student Handouts 2 and 4.

1.   Learning Step / Activity 1. Investment Options

             Method of Instruction: Conference / Discussion
             Technique of Delivery: Small Group Instruction (SGI)
        Instructor to Student Ratio: 1:8
                Time of Instruction: 20 mins
                              Media: VGT-11 and VGT-12

Investment Options

NOTE: Direct students to SH-2.

SHOW VGT-11, INVESTMENT OPTIONS

Ref: SH-2, TC 21-7, p SH-2-3, Chapter 7

Negotiable Order of Withdrawal (NOW) Accounts

These are checking accounts that pay interest. You must maintain a minimum or

average monthly balance to earn interest and avoid extra charges. The banks do not limit

deposits and withdrawals on these accounts, but you will pay fees and/or lose interest if your

account drops below the minimum balance. NOW accounts are available at most financial

institutions. These are also low risk, unless the financial institution itself is at risk.

Certificates of Deposit (CDs)

When you buy a CD, you agree to leave your money in the CD for a specific period, and you will earn interest on the money. If you cash in a CD before it matures, you must pay a penalty for early withdrawal. CDs pay higher interest rates than savings accounts, and the rate increases with a longer term of maturity. The longer the term of the CD, the higher your yield will be. CDs are available from most financial institutions and brokerage firms. These are also a low-risk investment

Money Market Deposit Accounts (MMDAs)

These accounts earn rates that vary with market conditions. The rate will rise and fall as market interest rates rise and fall accordingly. They require a minimum balance, depending on the institution. If your balance drops below the minimum, you may get a lower interest rate or have to pay a monthly fee. Usually you may make only three deposits and three withdrawals per month. Money Market Deposit accounts are available at most financial institutions and brokerage firms. They are a little bit riskier because institutions or firm invests the money in the money market instead of allowing it to sit in the bank.

Stocks

When you buy stock, you become part owner of a company's assets. The value of your shares will rise and fall depending on how well the company does. If the company is successful, the stock prices will increase, and you will be able to sell your shares on the stock market for a profit. Stocks are available through brokerage firms, which will buy and sell your stocks according to your wishes. These are a fairly risky investment because you are "taking a chance" that the company is going to do well.

Government Bonds

A bond represents a loan from the investor to a government entity. The government agrees to pay back the loan, plus a specific amount of interest, after a certain time. U.S. Treasury bonds are the safest, and there are several different kinds. Savings bonds are the most common depending on the period and amount of investment. States, cities and towns

also issue bonds. Like stocks, these are available through brokerage firms. They are less risky than stocks because there is a guaranteed payback at maturity.

Mutual funds

In a mutual fund, many investors pool their money toward a common goal. After you invest money, you will own a certain number of shares of the mutual fund. Knowledgeable people who invest in a diversified list of various stocks, bonds, bills, etc. run these funds. This feature allows the average small investor the opportunity to benefit from investments without having the knowledge or time to play the various stocks and bond markets.

There are many different types of funds. Some charge money to join, some charge monthly fees, some don't charge you unless you take money out of the fund, and some don't charge fees at all except a small management fee. You can invest in mutual funds through a brokerage firm or you can deal directly with the managers of the fund. Several financial journals and publications frequently publish advertisements and listings of mutual funds, performance records, and phone numbers. Mutual funds are generally less risky than stocks and bonds because they have investments in several companies and industries. The more widespread or diverse the fund, the less risky it is.

REMOVE VGT-11

SHOW VGT-12, INVESTMENT OPTIONS, cont
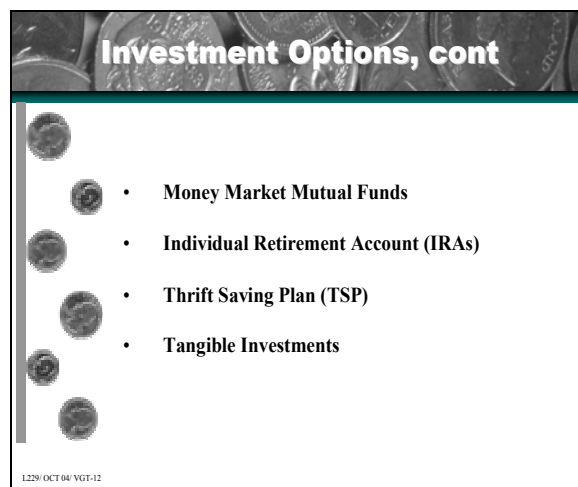
Ref: SH-2, TC 21-7, pp SH-2-4 and SH-2-6

Money Market Mutual Funds

These are mutual funds that pool the money from many investors and invest in Short-term items, such as treasury bills, certificates of deposit, bankers' acceptance, and commercial paper. Money market funds provide income, liquidity, and a high degree of safety. Your yield depends on fluctuations in the money market. You can add money to the account at any time, and these funds pay interest on a daily basis. They are available at most financial institutions and brokerage firms. These investments are fairly risky because money markets fluctuate just like other markets, and they are just as unpredictable.

Individual Retirement Account (IRAs)

IRAs are a good way to prepare for retirement. You can have as many separate IRAs as you want. You can even transfer money from one IRA to another. These provide an excellent way to put aside a little money each week or each month in preparation for your retirement. IRAs are available through most financial institutions. Just like other investments run through a financial institution, IRAs are fairly safe as long as the financial institution itself is not at risk

Thrift Savings Plan (TSP)

Ref: SH-4, Cmd Specialist Financial Tng Guide, p 4-3

The TSP is a retirement saving and investment plan sponsored by the Federal Government. It has been available as part of Civil Service Retirement for a number of years. It is a defined contribution plan; therefore it has the same type of saving and tax benefits as a 401 (k)- type of plan. Participation in the TSP is optional. Members must sign up to participate. The member will make contributions directly out of the paycheck, and choose the investment options. Again the purpose of the TSP is to provide a source of retirement income. It is not a savings account that you can withdraw at any time. The TSP is open to all members of the Uniformed Service, Active Duty and Ready Reserve; there are two open seasons each year, 15 May through 31 July and 15 November through 31 January. Members who deploy and miss open season must enroll within 60 days of their return. Members can contribute from 1% to 7% of their base pay; members can also contribute the total amount of any incentive and special pays (including bonuses) up to an annual of 11,000.

Tangible Investments

A tangible investment is one that you can see and touch. Some examples are real estate, gold, silver, gemstones, and collectibles (stamps, coins, trading cards, antiques, art etc.). When you invest in tangible investments, you are counting on the value of that asset to increase over time, due to the scarcity of and demand for the asset. It is difficult to assess the risk of most tangible investments, but the larger ones, such as gold and silver, will reflect the risk of their market.

REMOVE VGT-12

NOTE: Conduct a check on learning by asking the following or similar questions. Briefly summarize the material covered and correct misunderstandings the students may have.

CHECK ON LEARNING:

QUESTION**:** Which investment is when you lend money to the government and they pay you interest?

ANSWER**:** Government bonds.

Ref: SH-2, TC 21-7, p SH-2-4, para Government Bonds

QUESTION: Which investment pools your money with other investors and lets someone else manage your investment?

ANSWER: Mutual funds and money market.

Ref: SH-2, TC 21-7, p SH-2-4, para Mutual Funds and Money Market Mutual Funds

D.   ENABLING LEARNING OBJECTIVE

ACTION:	Identify sources of financial assistance.
CONDITIONS:	In a classroom environment culminating in a situational training exercise and given a squad.
STANDARDS:	Identified sources of financial assistance by knowing all the sources for assistance with each type of financial need. IAW Student Handout 3.

1.   Learning Step / Activity 1. Financial Assistance

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 5 mins
Media: None

Financial Assistance

NOTE: Direct the student to SH-3.

The Army Community Services (ACS) has the resources to provide prevention education, and assist in mandatory training. The training may consist of classes on banking and credit union services, budget development record keeping, debt liquidation, credit, consumer rights and obligations, insurance, personal financial readiness, and emergency assistance. The most important thing to remember is to seek help. ACS provides financial counseling service, debt liquidation assistance, consumer advocacy service, and consumer complaint resolution. Remember, as soon as the problem arrives, seek help. Your unit, along with other agencies, is set in place to provide you with free assistance.

Ref: SH-3, AR 608-1, p SH-3-2, para 4-35

SECTION IV.   SUMMARY

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio is: 1:8
Time of Instruction: 5 mins
Media: None

Check on Learning

The questions and answers thought out the TSP serves as a check on learning for this lesson.

Review / Summarize Lesson

In this lesson we have gone beyond what you learned in BCT and AIT. Here we have learned some of the important lessons in personal financial management. We said that you must spend less than you make. This means that you must know how much is coming in and how much is going out. You must be careful with credit, and you should set some goals and do a simple budget to get yourself on track. We also talked about saving and investing for the future--once you get yourself out of debt.

First, set up an insurance policy to protect you from sudden debt in an emergency. Once you have your emergency fund set up and have proved to yourself that you can save regularly, then you should start investing for the future. There are many options depending on your personal situation. However, avoid any "get-rich-quick" schemes. The only people who will get rich from them are the ones to whom you give your money.

Finally, you should have the courage to admit your mistakes and get financial help when you need it. Your chain of command can help on many small issues, but the Army Community Service is ready and willing to help you in many areas, from debt consolidation to advice on purchasing cars and houses. If you are wise, you will use this free service.

Transition to Next Lesson

The information you learned in this lesson will assist you in managing your personal finances and also assist you in recognize and promote in the management of your personal finances.

SECTION V.   STUDENT EVALUATION

Testing Requirements

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

You will take a written examination. The examination will contain questions from this lesson. You must correctly answer 70 percent or more of the questions on the examination to receive a GO. Failure to achieve a Go on the examination will result in a retest. Failure of the retest could result in your dismissal from the course.

Feedback Requirements

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

Inform the students of where their examination will take place as posted on the training schedule and when they will receive feedback on the test. Include any retest information.

Enabling Learning Objective A

>   Learning Step 1

>   >   VGT-1, Budget Entitlements

Budget Entitlements

ENTITLEMENTS	MONTHLY INCOME			
	ACTUAL		PROJECTED	
* Base Pay				
Basic Allowance for Housing (BAH I or II)				
Overseas Housing Allowance (OHA)				
Basic Allowance for Subsistence (BAS)				
Family Separation Allowance (FSA)				
* Flight Pay/Diving Pay/Flight Deck Pay				
* Submarine Pay				
* Other Hazardous Duty Pay				
* Sea Pay				
Taxable COLA				
Other (tax exempt/allowance eg. COLA/FSSA)				
TOTAL MILITARY COMPENSATION (A)	$		$	
* Taxable pay ( )				

L229/ OCT 04/ VGT-1

Budget Deductions

DEDUCTIONS:					
ALLOTMENT					
ALLOTMENT					
ALLOTMENT					
ALLOTMENT					
ALLOTMENT					
Family SGLI (For Spouses)					
Servicemen's Group Life Insurance (SGLI)					
Uniform Services TSP					
MGIB					
FITW Filing Status Actual:					
FICA (Social Security)					
FICA (Medicare)					
State Income Tax					
AFRH (Armed Forces Retirement Home)					
Tricare Dental Plan (TDP)					
Advance Payments					
Over Payments					
TOTAL DEDUCTIONS (B)	$		$		

L229/ OCT 04/ VGT-2

VGT-3, Budget Net Income

Budget Net Income

CALCULATE NET INCOME				
Service Member's Take Home Pay (A–B)	$		$	
Service Member's Other Earnings (less taxes)				
Spouse's Earnings (less taxes)				
ALLOTMENT				
ALLOTMENT				
ALLOTMENT				
ALLOTMENT				
ALLOTMENT				
Family SGLI (For Spouses)				
Servicemen's Group Life Insurance (SGLI)				
Uniform Services TSP				
MGIB				
Tricare Dental Plan (TDP)				
Advance Payments				
Over Payments				
Child Support/Alimony (Received/Income)				
Other Income (e.g. SSI, Rental Income)				
TOTAL NET MONTHLY INCOME	$		$	

L229/ OCT 04/ VGT-3

A-3

VGT-4, Budget Monthly Savings

Budget Monthly Savings

MONTHLY SAVINGS AND LIVING EXPENSE

Note: Actual or Projected Figures can be carried forward to spending plan.

SAVINGS		ACTUAL		PROJECTED	
SAVINGS Goal: 10% of Net Income Actual Projected $ $	Emergency Fund (1-3 months)				
	Reserve Fund				
	"Goal Getter" Fund				
	Investments/IRAs/TSP/etc.				
TOTAL SAVINGS AND INVESTMENTS (10%)		$		$	

L229/ OCT 04/ VGT-4

VGT-5, Budget Living Expenses

Budget Living Expenses, cont

EDUCATION	Tuition/Fees				
	Books				
	Lessons				
	Other (MGIB, Room & Board)				
CONTRIBUTIONS	Club Dues/Association Fees				
	Religious				
	Charities				
SUBSCRIPTIONS	Newspapers/Magazines				
	Computer Internet Services				
	Books/CDs/Records/Tapes/Videos				
	Cable/Satellite TV				
	Other (e.g. Pest Control, Lawn Srvc)				
PERSONAL	Beauty Shop/Nails				
	Barber Shop				
	Cigarettes/Other Tobacco				
	Vending Machines				
	Liquor/Beer/Wine				
	Other (Toiletries, Supplements, etc.)				
ENTERTAINMENT	Dinner/Carry Out				
	Movies/Video Rentals				
	Hobbies/Software/etc.				
	Sports/Youth Leagues/Scouts				
	Gifts/Vacation				
	Other (Clubs, Lottery, etc.)				
DEPENDENT CARE	Child Care				
	Child Support/Alimony (You Pay Out)				
	Allowances				
MISCELLANEOUS	Furniture, Appliances, Household				
	Pet Supplies, Grooming, Vet				
	Other (ATM fees, Ph Card, Stamps)				
TOTAL MONTHLY LIVING EXPENSES (70%)		$		$	

L229/ OCT 04/ VGT-6

A-6

VGT-7, Budget Indebtedness

Budget Indebtedness

INDEBTEDNESS 20%

CREDITOR	PURPOSE	MONTHLY PAYMENT	BALANCE	PROJECTED PAYMENT	REMARKS (Mos Behind, Pd by Allotment, etc.)	APR %
1. US Govt.	Advance Pay				Automatic Deduction	
2. US Govt.	Over Payments				Automatic Deduction	
3.						
4.						
5.						
6.						
7.						
8.						
8.						
10.						

L229/ OCT 04/ VGT-7

A-7

VGT-8, Budget Summary

Budget Summary

SUMMARY

	ACTUAL	PROJECTED
NET INCOME (Bottom of Page 2)		
SAVINGS & INVESTMENTS (Page 3) -		
LIVING EXPENSES (Page 3) -		
AMOUNT LEFT TO PAY DEBTS =		
TOTAL MONTHLY DEBT PMTS (Page 4) -		
SURPLUS OR DEFICIT =		
DEBT TO INCOME RATIO		

(Total Monthly Debt Payments/Net Income x 100 = Debt-to-Income Ratio)

L229/ OCT 04/ VGT-8

Enabling Learning Objective B

Learning Step 1

VGT-9, Excessive Behavior

Excessive Behavior
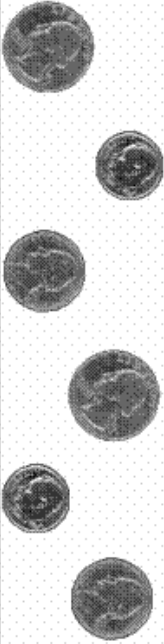
Purchase: TV Set $725 Credit Card Interest Rate 18% APR

Payment 1 $35	Interest Accrued	$10.88	Balance	$700.88
Payment 2 $35	Interest Accrued	$10.51	Balance	$676.39
Payment 3 $35	Interest Accrued	$10.15	Balance	$651.54
Payment 4 $35	Interest Accrued	$ 9.77	Balance	$626.31
Payment 5 $35	Interest Accrued	$ 9.39	Balance	$600.70

AFTER 5 PAYMENTS TOTALING $175.

YOU'VE ONLY REDUCED THE LOAN BY $100.

L229/ OCT 04/ VGT-9

Results of Non-Timely Payments

- Rising Debt
- Lost Possessions
- Repossessions
- Loss of Credit
- Pay Garnishment
- Lose Clearance
- Lose Privileges
- Can't Re-enlist
- Discharged/Lose Job

L229/ OCT 04/ VGT-10

Enabling Learning Objective C

Learning Step 1

VGT-11, Investment Options

Investment Options

- Negotiable Order of Withdrawal (NOW) Accounts
- Certificates of Deposit (CDs)
- Money Market Deposit Accounts (MMDAs)
- Stocks
- Government Bonds
- Mutual Funds

L229/ OCT 04/ VGT-11

Investment Options, cont

- Money Market Mutual Funds

- Individual Retirement Account (IRAs)

- Thrift Saving Plan (TSP)

- Tangible Investments

L229/ OCT 04/ VGT-12

Appendix B Test(s) and Test Solution(s) (N/A)

Appendix C Practical Exercise(s) and Exercise Solution(s) (N/A)

Appendix D   HANDOUTS FOR LESSON 1: L229 version 2

This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1
SH-2, Extracted Material from TC 21-7	SH-2-1 thru SH-2-5
SH-3, Extracted Material from AR 608-1	SH-3-1 thru SH-3-3
SH-4, Extracted Material from Command Financial Specialist Training Instructor Guide	SH-4-1 thru SH-4-3
SH-5, Financial Planning Worksheets	SH-5-1 thru SH-5-10
SH-6, Extracted Material from Financial Readiness Training Guide	SH-6-1 thru SH-6-4

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Student Handout 1

Advance Sheet

Lesson Hours	This lesson consists of two hours of small group instruction.
Overview	This lesson provides information that will help you enhance the financial readiness of your unit. The lesson identifies the different support agencies that can assist Soldiers and their families; identifies various military pay entitlements and allowances; defines the entries on the Leave and Earnings Statement and the Net Pay Advice statement; and explains the procedures for setting up bank accounts and resolving pay complaints.
Learning Objective	Terminal Learning Objective (TLO).

Action:	Recognize the importance of managing personal finance.
Conditions:	In a classroom environment culminating in a situational training exercise and given a squad.
Standard:	Recognize the importance of managing personal finance by: • Identifying ways to promote good financial management. • Identifying ways to choose and maintain good credit. • Identifying some investment options. • Identifying sources of financial assistance. IAW Student Handouts 1 thru 6.

ELO A	Identify ways to promote good financial management.
ELO B	Identify ways to choose and maintain good credit.
ELO C	Identify some investment options.
ELO D	Identify sources of financial assistance.

Assignment	The student assignment for this lesson is: • Before class read Student Handouts 1 thru 6.
Additional Subject Area Resources	None
Bring to Class	You must bring the following materials to class: • Student Handouts 1 thru 6. • Pencil or pen and writing paper. • Copy of your leave and earning statement (LES).

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Student Handout 2

Extracted Material from TC 21-7

This student handout contains four pages of extracted material from the following publication:

TC 21-7**,** Personal Financial Readiness and Deployability Handbook, 14 Oct 1984

    Chapters 6 and 7   pages SH-2-2 thru SH-2-5

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Chapter 6
CREDIT CARDS

Q. I know about credit cards; just about everyone has one, but I'm not sure I know how they work. Could you explain them to me?

A. All credit cards have a spending limit. The company sets the limit, and you cannot exceed this amount in purchases and cash advances.

Q. What happens if I go over the limit?

A. The credit card company can refuse to pay for the purchase. If they approve the purchase, they will not approve further purchases until your balance is back under the limit. Also, many credit card companies impose a penalty charge if you go over the limit. The penalty charge normally ranges from $25 to $35.

Q. How do I pay back the money?

A. You will receive a monthly statement, which will show your credit card purchases, your balance, the minimum monthly payment, and the date the next payment is due. You can pay off the balance by the payment date and avoid paying any interest charges. If you opt to pay the minimum monthly payment or any amount greater than the minimum but less than the balance you will be charged interest on the balance you carry forward. The sooner you pay off your balance, the less interest you will pay.

Q. What else is there to know about credit cards?

A. Credit card companies charge different rates of interest, and some of them even charge a yearly membership fee. It is very important to shop around for the lowest interest rate and a no fee credit card. Each credit card has its own specific rules, which you should always read and understand before you sign anything.

Remember, a credit card works just like a loan. Don't use the money unless you are positive you can pay it back. Look at your budget before you use your credit card to make sure you can afford the payments.

Q. So, is this the same way my government American Express credit card works?

A. No, there are some differences between your government American Express card and your personal credit card. First, your government American Express card is not a credit card - you cannot carry your balance forward. Your government American Express card should only be used for official travel expenses, such as lodging, rental cars or meals. It **is not** for your personal use. The balance on your travel card should be paid in full when you receive the monthly bill from American Express. If you file your travel claim right away, you should get your reimbursement check before the American Express card bill is due.

It is important to understand how to use your government American Express card and to use it correctly. If you misuse your travel card or become delinquent on your account, you could get into serious trouble with your chain of command.

DEBIT CARDS

Debit cards look just like a credit card and have either the Visa or Master card logo, but a debit card is not a credit card. A debit card is issued by your bank or financial institution. Whenever you use your debit card to make a purchase, the amount of your purchase is electronically debited from your checking account within a day of making the purchase.

Debit cards truly offer the best of both worlds. A debit card offers you the convenience of making purchases with a piece of plastic without the temptation and ability to run up credit card debt. Debit cards keep you from spending money you don't have and help you live within your means.

Important Note: If you choose to use a debit card it is essential to balance your checking account on a monthly basis. When you balance your account you will subtract your debit card purchases as well as cleared checks and ATM withdrawals. Balancing your checking account on a monthly basis will help you avoid any unnecessary bounced check fees that may occur as a result of forgetting to subtract any debit card purchases or ATM withdrawals.

Chapter 7
Investments

In addition to a savings account there are several options for you to consider. Let's spend a little time talking about each one.

Holiday Club Accounts: These are special purpose savings accounts where you contribute a specific amount of money each week for several months. You withdraw the money at the end of the period. Interest rates and periods of the account vary. Holiday club accounts are available at most financial institutions, and they are a fairly low risk investment, unless the financial institution itself is at risk.

Negotiable Order of Withdrawal (NOW) Accounts: These are checking accounts that pay interest. You must maintain a minimum or average monthly balance to earn interest and avoid extra charges. Deposits and withdrawals are unlimited, but you will pay fees if your account balance drops below the minimum balance. NOW accounts are available at most financial institutions. These are also low risk, unless the financial institution itself is at risk.

Certificates of Deposit (CDs): When you buy a CD, you agree to leave your money in the CD for a specific period of time, and you will earn interest on the money. If you cash in a CD before it matures, you must pay a penalty for early withdrawal. CDs pay higher interest rates than saving accounts, and the rate increases with time. The longer the period of the CD, the higher your yield will be. CDs are available from most financial institutions and brokerage firms. These are also a low-risk investment.

Money Market Deposit Accounts (MMDAs): These accounts earn rates that vary with market conditions. The rate will rise as market interest rates rise and fall accordingly. They require a minimum balance that varies depending upon the institution. If your balance drops below the minimum, you may get a lower interest rate or have to pay a monthly fee. You may usually make only three deposits and three withdrawals per month. They are available at most financial institutions and brokerage firms. MMDAs are riskier because the money is invested in the money market as opposed to sitting in a savings account at a financial institution.

Stocks: When you buy stock, you become part owner of a company's assets. The value of your shares will rise or fall depending on how well the company does. If the company is successful, the stock price will increase, and you will be able to sell your shares on the stock market for a profit. You can also invest in stocks that pay dividends, distributions of the company's earnings to the shareholders. Stocks are available through brokerage firms, which will buy and sell your stocks according to your wishes. These are a fairly risky investment because you are "taking a chance" that the company is going to do well.

Government Bonds: A bond represents a loan from the investor to a government entity. The government agrees to pay back the loan, plus a specific amount of interest, after a certain time. U.S. Treasury bonds are the safest, and there are several different kinds (savings bonds are the most common), depending on the period and the amount of investment. States, cities, and towns also issue bonds. Like stocks, these are available through brokerage firms. They are less risky than stocks because there is a guaranteed payback in maturity.

Corporate Bonds: If you buy a corporate bond, you loan your money for the corporation to use. They will pay you back the money plus a fixed amount of interest when the bond matures. Investors buy and sell bonds before they reach maturity because their worth fluctuates with the market interest rate. If you hold on to the bond until full maturity, interest rate changes will not affect your yield since the bond itself has a fixed interest rate. Bond investments are also available through brokerage firms. These are similar in risk to buying stocks because you are "betting" the company will do well in the future.

Mutual Funds: In a mutual fund, many investors pool their money toward a common goal. After you invest money, you will own a certain amount of "shares" of the mutual fund. These funds are managed by knowledgeable people, who invest in a diversified list of various stocks, bonds, bills, etc. Mutual funds allow the average small investor the opportunity to benefit from the knowledge of these investors and to reduce their personal risk. There are different types of funds. Some charge money to join, some charge monthly fees, some do not charge you unless you take money out of the fund, and some do not charge fees at all (except a small management fee). You can invest in mutual funds through a brokerage firm, or you can deal directly with the managers of the fund. Several financial journals and publications frequently publish advertisements and listings of mutual funds, performance records, and phone numbers. Mutual funds are generally less risky than stocks and bonds because they have investments in several companies and industries. The more widespread or diverse the fund, the less risky it is.

Money Market Mutual Funds: These are mutual funds that pool money from many investors and invest in short term items, such as Treasury bills, certificates of deposit, bankers acceptance, and commercial paper. Money market funds provide income and liquidity. You can add money to the account at any time, and they pay interest on a daily basis. Your yield depends on fluctuations in the money market. They are available at most financial institutions and brokerage firms. These investments are fairly risky because money markets fluctuate just like other markets, and they are just as unpredictable.

Individual Retirement Accounts (IRAs): IRAs are a good way to prepare for retirement. You do not pay taxes on the investment until you withdraw the money. You can have as many separate IRAs as you want. You can even transfer money directly from one IRA to another. IRAs are an excellent way to put aside money each week or each month in preparation for your retirement and are available through most financial institutions. Just as other investments run through a financial institution, IRAs are fairly safe, as long as the financial institution itself is not at risk.

Tangible Investments: A tangible investment is one that you can see and touch. Some examples are real estate, gold, silver, gemstones, and collectibles (stamps, coins, trading cards, antiques, art, etc.). When you invest in tangible investments, you are counting on the value of that asset to increase over time, due to the scarcity of and demand for the asset. It is difficult to assess the risk of most tangible investments, but the larger ones, such as gold and silver, will reflect the risk of their markets.

Well, those are the basic options for ways to save and invest your money. In addition to these options there are many other types of investments. Before you invest any money you should learn a lot more about your potential investment.

Q. How do I know which investment is right for me?

A. There are several things you should consider before you invest. The most important thing to consider is risk. Certain investments are a lot riskier than others. For the most part, investments with a higher potential yield on your money will have a higher risk. This means that although you expect to have a higher yield, you are more likely to lose money on your investment than on a "safer" investment with less risk. You must decide how much risk you can afford and are willing to take.

Decide how much yield you want to get out of your investment. How long will it take you to reach that yield? Due to interest rates, certain investments will take longer for you to reach your goal. Review your budget to see how much money you can afford to initially invest. It is better to start with a small investment amount and move up to larger investments later.

Also, consider the liquidity of your investment. Liquidity is a measure of how fast you can convert the investment to cash. If you have more than enough money to live on and for emergencies, you can afford to have investments with less liquidity.

Another thing to consider is the diversification of your investments. The more diverse your investment fund is the less risky it is. On the other hand an investment fund limited to one or two types of investments contains more risk.

Q. Is there anything else?

A. No, not really. Just remember, before you invest your money, know exactly what you are investing in before you obligate any of your money. If you have any doubts, talk to an expert at your financial institution or a brokerage house

Student Handout 3

Extracted Material from AR 608-1

This student handout contains two pages of extracted material from the following publication:

AR 608-1, Army Community Service Center, 20 Oct 2003

      Chapter 4   pages SH-3-2 and SH-3-3

Disclaimer: The training developer downloaded the extracted material from the U.S. Army Publishing Directorate Home Page. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

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SECTION V
Financial Readiness

4–35. Prevention education
Classes will be provided in personal financial management readiness and consumer affairs to Soldiers and family members. These classes will include—
a. Banking and credit union services (includes overview of services provided by financial institutions).
b. Budget development and recordkeeping (planning for expenses based on income, planning for emergency expenses, importance of good personal and financial records and methods of keeping these records).
c. Debt liquidation (responsibilities and legal aspects of overextending financial obligations and consequences of noncompliance with provisions of AR 600–15, methods to reduce debts and become financially solvent, consequences of bad credit ratings, Soldiers and Sailors Civil Relief Act, methods to reduce installment payments and use of the credit card).
d. Credit (use and abuse of credit, right to obtain credit regardless of sex, race, age, marital status or national origin, credit cards).
e. Consumer rights and obligations.
f. Insurance.
g. Personal financial readiness (military pay system-pay entitlements and how to read Leave and Earnings Statements, wartime pay system and the Sure-Pay Program using TC 21–7, checkbook management, financial counseling resources and procedures, soldier's financial responsibility to themselves, family members and creditors, financial planning for family separations, " short-notice' deployments and PCS moves)."

4–36. Mandatory training
a. Refresher classes will be conducted for personnel who have abused and misused check-cashing privileges.
b. Financial planning classes and counseling will be conducted for all junior enlisted Soldiers (E–4 and below) who are scheduled for their initial PCS move.
c. Support will be provided to unit commanders in establishing personal financial management readiness training for first term/initial term Soldiers.

4–37. Financial counseling services
These counseling services will be provided for Soldiers and family members in areas such as budget development and financial planning, developing a spending plan, managing personal finances and evaluating assets and liabilities.

4–38. Debt liquidation assistance
To assist commanders, Soldiers and family members with problems of financial indebtedness, the

following debt liquidation assistance will be provided:

a. Facilitate resolution of financial crisis by—

(1) Assisting clients in analyzing their assets and liabilities and enrolling them in a debt liquidation program, if appropriate.

(2) Assisting clients in developing a repayment plan to liquidate debts.

(3) Assisting clients in contacting their creditors.

(4) Notifying each enrollee's creditors by mail that they are enrolled in the debt liquidation program.

(5) Notifying each enrollee's creditors and unit commander by mail that the client has been negatively terminated

4–39. Consumer advocacy service

a. Information will be provided to help Soldiers and family members make educated decisions.

b. Feedback will be provided to commanders on consumer issues affecting Soldiers and families.

4–40. Consumer complaint resolution

Soldiers and family members will be assisted in handling consumer complaints.

a. DA Form 5184 (Consumer Complaint) will be used to record consumer complaint assistance.

b. The following services will be provided:

(1) Information on resolving consumer complaints, consumer rights and protection laws.

(2) Referral to military and civilian resources responsible for resolving complaints.

(3) Coordination with Staff Judge Advocate (SJA), Inspector General and Armed Forces Disciplinary Board on issues requiring their assistance.

(4) Assistance to clients in drafting consumer complaint letters and contacting agencies and businesses in reference to consumer issues.

(5) Publicizing agencies and businesses that employ unfair business practices in accordance with AR 190–24.

c. Feedback will be provided to commanders on recurring consumer problem areas affecting Soldiers and family members.

4–41. Emergency assistance

Soldiers and families will be provided emergency assistance to help prevent privation. This assistance will include—

a. Consideration of Army Emergency Relief loans and grants for eligible individuals per AR 930–4.

b. Use of food locker or vouchers. The procurement, storage and handling of food locker items must meet requirements of AR 40–5. In the case of vouchers, financial accountability, safeguards and recordkeeping must exist to prevent fraud and theft.

Student Handout 4

Extracted Material from Command Financial Specialist Training Instructor Guide

This student handout contains two pages of extracted material from the following publication:

Command Financial Specialist Training Instructor Guide, 2002

      Chapter 4 and 8   pages SH-4-2 and SH-4-3

Disclaimer: The training developer extracted the materials from the Command Financial Specialist Training Instructor Guide. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

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- Although the Emergency reserve and goal-getter funds are listed as the separate funds, they don't necessarily need to be three separate accounts, just three separate accountings. (The investment dollars are going into other investment accounts.) Try **to ensure** that the client is saving something, even if it is just a little bit each month. For people who are not saving anything, initially the habit is more important than the amount.

- General Budgeting Guidelines: We noted earlier that a good goal for savings is 10% of Total Monthly Net Income, and a good goal for Living Expenses is 70% of Total Monthly Net Income. Since 70 **+** 10 = 80, that means we still have 20% of net income to allot, and that typically goes to Monthly Debt Payments. Therefore, we can say that a general guideline for a balanced budget is 70-20-10, with 70% of the Net Monthly Income going to Living Expenses. 20% to Debt Payments, and 10% to Savings. Percentages may vary in different households based on different lifestyles. For example, a single sailor living in the barracks may have a breakout of 50-50-0, with 50% going to living expenses and 50% going to debt (probably a car payment) and nothing going to savings. He may be doing just fine day to day, but is not building any wealth. Furthermore, as the sailor gets increases in pay the ratios will change, and if he doesn't start dedicating some money to savings his budget will not be healthy for long, as he risks taking on too much debt.

- Debt-to-Income Ratio: In the 70-20-10 guideline the middle number is referred to as the debt-to-income ratio (DII Ratio). You will run this calculation on all of your clients (and yourself) to see if they are "in debt". We would all agree that most people are "in debt", meaning they carry some debt, but when does debt become problematic? The DII ratio gives us a guide to gauge the severity of the debt. Working on the Indebtedness page in the Summary section, divide Total Monthly Debt Payments by Total Net Monthly Income, then multiply the result by 100, and you will have the D/I Ratio.

Command Financial Specialist Training Instructor Guide

CHAPTER 18

Thrift Saving Plan (TSP). The TSP is a retirement saving and investment plan sponsored by the Federal Government. It has been available as part of Civil Service Retirement for a number of years. It is a defined contribution plan; therefore it has the same type of saving and tax benefits as a 401 (k)-type of plan. Participation in the TSP is Optional. Member must sign up to participate. The member will make contributions directly out of the paycheck, and the member will choose the investment options. Again the purpose of the TSP is to provide a source of Retirement Income. It is not a saving account that can be withdrawn at any time. The TSP is open to all members of the Uniformed Service, Active Duty and Ready Reserve; there are two open seasons each year, 15 May through 31 July and 15 November through 31 January. Member who are deployed and miss open season are given 60 days upon return to enroll. Member can contribute from 1% to 7% of their base pay, member can also contribute the total amount of any incentive and special pays (including bonuses) up to an annual of 11,000.

Command Financial Specialist Training Instructor Guide

Student Handout 5

Financial Planning Worksheets

This student handout contains nine financial planning worksheets.

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BUDGET ENTITLEMENTS

MONTHLY INCOME				
	ACTUAL		PROJECTED	
ENTITLEMENTS				
BASE PAY *				
BASIC ALLOWANCE FOR HOUSING (BAH				
OVERSEAS HOUSING ALLOWANCE (OHA)				
BASIC ALLOWANCE FOR SUBSISTENCE				
FAMILY SEPARATION ALLOWANCE (FSA)				
FLIGHT PAY/DIVING PAY/FLIGHT DECK PAY *				
SUBMARINE PAY *				
OTHER HAZARDOUS DUTY PAY *				
SEA PAY *				
TAXABLE COLA *				
OTHER (TAX EXEMPT/ ALLOWANCE EG. COLA/ FSSA)				
TOTAL MILITARY COMPENSATION (A)	$		$	

BUDGET DEDUCTIONS				
DEDUCTIONS				
ALLOTMENT				
ALLOTMENT				
ALLOTMENT				
ALLOTMENT				
ALLOTMENT				
FAMILY SGLI (FOR SPOUSES)				
SERVICE'S GROUP LIFE INSURANCE (SGLI)				
INIFORM SERVICES TSP				
MGIB				
FITW FILING STATUS ACTUAL				
FICA (SOCIAL SECURITY)				
FICA (MEDICARE)				
STATE INCOME TAX				
AFRH (ARMED FORCES RETIREMENT HOME)				
TRICARE DENTAL PLAN (TDP)				
ADVANCE PAYMENTS				
OVER PAYMENTS				
TOTAL DEDUCTIONS (B)	$		$	

BUDGET NET INCOME				
CALCULATE NET INCOME				
SERVICE MEMBER'S TAKE HOME PAY (A-B)	$		$	
SERVICE MEMBERS'S OTHER EARNING (LESS TAXES)				
SPOUSE'S EARNING (LESS TAXES)				
ALLOTMENT				
ALLOTMENT				
ALLOTMENT				
ALLOTMENT				
ALLOTMENT				
FAMILY SGLI (FOR SPOUSES)				
SERVICEMEN'S GROUP LIFE INSURANCE (SGLI)				
UNIFORM SERVICE TSP				
MGIB				
TRICARE DENTAL PLAN (TDP)				
ADVANCE PAYMENTS				
OVER PAYMENTS				
CHILD SUPPORT/ALIMONY (RECEIVED/INCOME)				
OVER PAYMENTS (E.G. SSI, RENTAL INCOME)				
TOTOAL NET MONTHLY INCOME	$		$	

BUDGET MONTHLY SAVINGS

MONTHLY SAVINGS AND LIVING EXPENSE

NOTE: Actual or Projected Figures can be carried forward to spending plan

SAVINGS		ACTUAL		PROJECTED	
SAVINGS **Goal: 10% OF Net Income** **Actual Projected** $ $	Emergency Fund (1-3 months)				
	Reserve Fund				
	"Goal Getter" Fund				
	Investments/IRA's/TSP/etc.				
TOTAL SAVING AND INVESTMENTS (10%)		$		$	

BUDGET LIVING EXPENSES

LIVING EXPENSES		ACTUAL		PROJECTED	
HOUSING	*RENT/MORTGAGE PAYMENT*				
	TAXES/FEES				
	REPAIRS/MAINTENANCE				
	GROCERIES				
	LUNCHES (AT WORK)				
	OTHER (E.G. SCHOOL LUNCH				
UTILITIES	*ELECTRICY*				
	GAS/OIL (HOUSE)				
	WATER/SEWAGE/GARBAGE				
	CELLULAR PHONES/PAGERS				
	TELEPHONE				
TRANSPORTATION	*GAS/OIL (VEHICLES)*				
	CAR POOL/PUBLIC TRANSPORTATION				
	TAX, LICENSE, INSPECTION, ETC				
	REPAIRS/MAINTENANCE				
CLOTHES	*LAUNDRY/DRY CLEANING/TAILORING*				
	CLOTHING PURCHASING YEARLY/12				
	OTHER				
INSURANCE	*AUTOS*				
	SGLI AND FAMILY SGLI				
	TRICARE DENTAL PLAN				
	OTHER (E.G. LIFE/HEALTH/RENTERS)				
HEALTH	*PRESCRIPTION DRUGS*				
	DOCTOR/HOSPITAL VISITS				
	DENTISTS VISITS				
EDUCATION	*TUITION/FEES*				
	BOOKS				
	LESSONS				
	OTHER (MGIB, ROOM & BOARD				

BUDGET LIVING EXPENSES, cont

LIVING EXPENSES		ACTUAL		PROJECTED	
CONTRIBUTIONS	*CLUB DUES/ASSOCIATION FEES*				
	RELIGIOUS				
	CHARITIES				
SUBSCRIPTIONS	*NEWSPAPERS/MAGAZINES)*				
	COMPUTER INTERNET SERVICES				
	BOOKS/CDs/RECORDS/TAPES/ VIDOES/CABLE/SATELITE TV				
	OTHER (E.G. PAST CONTROL. LAWN SRVC)				
PERSONAL	*BEAUTY SHOP/NAILS*				
	BARBER SHOP				
	CIGARETTES/OTHER TOBACCO				
	VENDING MACHINES				
	LIQUOR/BEER/WINE				
	OTHER (TOILETRIES, SUPPLEMENTS. ETC)				
ENTERTAINMENT	*DINER/CARRY OUT*				
	MOVIES/VIDEO RENTALS				
	HOBBIES/SOFTWARE/ETC				
	SPORTS/YOUTH LEAGUES/SCOUTS				
	GIFTS VACATION				
	OTHER (CLUBS, LOTTERY, ETC)				
DEPENDENT CARE	*CHILD CARE*				
	CHILD SUPPORT/ALIMONY (YOU PAY OUT				
	ALLOWANCES				
MISCELLANEOUS	*FURNITURE, APPLIANCES, HOUSE HOLD*				
	PET SUPPLIES, GROOMING				
	OTHER (ATM FEES, PH CARD, STAMPS)				

BUDGET INDEBTEDNESS

INDEBTEDNESS 20%

Creditor	Purpose	Monthly Payment	Balance	Projected Payment	Remarks Most behind, pd by allotment, etc	APR %
1. US Govt	*Advance Pay*				*Automatic Deduction*	
2. US Govt	*Over Payments*				*Automatic Deduction*	
3.						
4.						
5.						
6.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						

BUDGET SUMMARY

SUMMARY

	ACTUAL	PROJECTED
NET INCOME (Bottom of page 2)		
SAVING & INVESTMENTS (PAGE 3) **-**		
LIVING EXPENSES (PAGE 3) **-**		
AMOUNT LEFT TO PAY DEBTS **=**		
TOTAL MONTHLY DEBT PMTS (PAGE 4) **-**		
SURPLUS OR DEFICIT **=**		

DEBT TO INCOME RATIO		

(TOTAL MONTHLY DEBT PAYMENTS/NET INCOME X 100=DEBT-TO-INCOME RATIO)

DEFENSE FINANCE AND ACCOUNTING SERVICE/ MILITARY LEAVE AND EARNING STATEMENT

ID	NAME (Last, First, MI	SOC. SEC. NO	GRADE	PAYDATE	YRS SRV	ETS	BRANCH	ADSN/DSSN	PERIOD COVERED
	DOUGH, JOHN M.	000-55-5555	E-4	100101	2	040104	ARMY	4015	1-31 OCT 03

ENTITLEMENT		DEDUCTIONS		ALLOTMENTS		SUMMARY	
TYPE AMOUNT		TYPE	AMOUNT	TYPE	AMOUNT	+ Ant fwd	00
A	BASE PAY 1169.10	FEDERAL TAXES 161.45		DISCRETIONARY	220.00	+ Amt Fwd	00
B	BAH 450.00	FICA-SOC.SECURITY 72.48		AFAF-ALLOT	2.00	- Tot DEd	1829.10
C	SEPARATE RATS 210.00	FICA-MEDICARE	16.95			- Tot Alt	922.19
D		SGLIFOR 50,000 4.00				= Net Amt	
E		AFRH	.50			- Cr Fwd	00
F							
G						= EOM Pay	
H		MID-MONTH PAY	669.36				
I							
J		DENTAL 18.00				$683.36	
K							
L							
M							
O							
	TOTAL 1829.10		922.19		222.00		

LEAVE	BF 7.5	Ernd 3.5	Used 0	Cr Fwd 10	ETS Bal 120.0	L ost 0	Lv PD 30	Use/Lose 0	FED Taxes	Wage Period 1469.40	Wage YTD 1636.00	M/S		Add Tax	Tax YTD
FICA TAXEA	Wage Period	. Soc Wage YTD 1676.00	Sos. Tax YTD 1636.00	Med Wage. YTD 4676.40	Med. Tax YTD 76.40	STATE TAXES	ST 51		Wage Period 1169.10	Wage YTD 1676.10	M/S/N S	Ex 91		Tax Ytd
PAY DATA	BAQ TYPE	BAQ Depn	VHA Zip	Rent Amt	Share	Stat	IFTP	Depns	JFTR	PAS Type	Charity Type 8.00	TPO	FACIDN

THRIFT SAVINGS PLAN (TSP)	Base P Rate 0%	Base P. Curr	Spec P. Rate 0%	Spec P Curr	Inc P Rate 0%	Inc P. Rate	Bonus P. Rate 0%	Bonus P. Rate 0%
	TSP YTD Deduction 00			Deferred 00		Exempt 00		

Remarks:	YTD ENTITLEMENTS:	YTD Deductions:

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Student Handout 6

Extracted Material from Financial Readiness Training Guide

This student handout contains three pages of extracted material extracted from the following publication:

Financial Readiness Training Guide, 13 Oct 1998

        Lessons 1 and 2   Pages SH-6-2 thru SH-6-4

Disclaimer: The training developer extracted the materials from Financial Readiness Training Guide. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

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FINANCIAL READINESS TRAINING GUIDE

Making the most of your money and buying wisely are things you can do now. "Living well today" can't happen all at once. Some self-control and patience are needed to reach any goal. Think of spending your money deliberately, spending on things you really want and choosing wisely. Let's look at an example of how much more you get for your money just by getting a better interest rate. Compare the car loans shown here for the same used car. Car dealers try to get you to focus on just the monthly payment. The monthly payments are close: loan 2 is a little interest rate. But because you're making another 12 months of payments, that's a lot more money for the same car! Think what you could do with that extra money.

1. Where You Can Be Tomorrow

Young people rarely worry about the future. Most of us start saving for our goals way too late. Why? Most people don't make much money when they're young and bills seem to take it all. What IS the big deal about starting now? Why rush? It's a big deal because of the magic of compounding interest, over time. Let's see what you'd have at retirement age, if you put the IRS-allow $2,000 into an IRA for just 10 years (starting at age 22). Look at what you could have by the time your 65 and you only had to put money in for 10 years then stopped. If we all did this when we were younger, then we wouldn't have to worry about our retirement or social security.

2. Potential Problems

a. Where will you be when you consider some of the things that can happen if you do NOT handle your money responsibly. Most people don't get into financial trouble intentionally - they do it thoughtlessly. They say things like, "I didn't know the payments were due the first DAY of the Month!" and "I deserve to buy this!: Consider some of the things that can happen if you do NOT handle your money responsibly.

- Rising Debt - Debt can creep up almost unnoticed and become unmanageable.
- Lost Possessions - If you don't pay bills on time, you will lose things, like your car, your furniture, or your home.
- Repossession - Any loan "secured" by a physical object, like a car, give the loan company the option of repossession if that loan is not repaid on time or in full. Often, you'll still have to make payments on the items taken back.
- Loss of Credit - If your creditors report non-payment to a credit bureau, you may not be able to borrow more, charge more, or sign new contracts or leases. They all have access to your credit file.
- Pay Garnishment - Your employer may find out quickly. For military people, your CO will probably be the FIRST to know. Military-town retailers know you get a regular check and that they can garnish it easily. And they know your CO hates dealing with financial problems.

- Lose Clearance - Your security clearance may immediately be jeopardized.
- Lose Privileges - Because you may be viewed as a "problem employee," you may lose your chances for promotions or duty assignments, and other base privileges.
- Can't Reenlist - Military personnel may not be allowed to reenlist.
- Discharged/Lose Job - For serious, continuing problems, you can be discharged from the service with no recourse. Then you'd have NO job, and STILL have bills.

3. The Problem is Excessive Behavior

You may be tempted to get everything you want, all at once. It's normal to want nice things. The problem is in thinking that you can have them all, and getting deeply into debt. In these days of "easy credit" people often assume that paying for things "on time" is fine as long as they can make the minimum payments. Using this example you can see how by paying the minimum payment the compounding interest keeps adding to what you owe. You will be paying for that TB almost forever! After 5 payments you've paid $175 but only reduced the loan by $100. These are things you need to be aware of and recognize before they turn into problems. You want to be in control of your life, rather than letting things sort of happen to you. With a plan for your money and reasonable expectations, you can have nice things and live well. But you'll need to define what is reasonable for you, and know what is "excess." For example, guess how long it will take to pay off this credit card debt if you only make this minimum payment each month? Four years. There are many great reasons for managing your personal finances well, including:

- You can have control of your money and life:
- It is possible to live well on a small income if you spend wisely.
- Saving early in life can help you avoid retirement money problems, and there are many reasons to avoided financial problems:
  o Debt can creep up and become unmanageable.
  o Financial problems can negatively affect your relationships and employment.
  o You may risk losing your job and your credit rating and yet have debts to pay.

Let's look at some ways you could spend your money more wisely:

- Buy a house instead of rent, could be a financial loss if you move within 3 years.
- Pay cash for smaller items like furniture you save hundreds in interest charges.
- Stop buying my weekly Lotto ticket - $1.00 per week is not much, just be sure to budget for it.
- Get low-interest car loan on a used car, you save hundreds or thousands of dollars.
- Eat lunch out only once a week, Limit restaurant lunches and save.
- Never use credit cards for purchases, save the card for emergencies, however, using credit cards wisely can be OK if you stay within your budget.

4. Excessive Gambling and Bad Habits

Why are we discussing gambling in a discussion of consumer awareness? And what really "counts" as gambling - buying a lottery ticket, or losing thousands in a casino? Gambling concerns your money, and some people go overboard on gambling. In all gambling, the odds are against you. In a financial management sense, gambling is any use of your money where you're not sure you'll get anything back for it. As with any spending issue, the problem is in excess. You need to know your budget and priorities, and whether your money is going to the right places. Then, if you decide to buy a lottery ticket, you'll know you have it in you Entertainment budget and nothing else will suffer if you lose it. There is a major difference between taking acceptable risks and having a gambling problem (or other addictive problems like addictive buying). They become a problem if the money you spend on the "habit" takes away from other priorities or people. True, addictive behaviors such as: gambling, buying unneeded items, or making purchases that you must hide from your spouse or friends to avoid their remarks, are usually based on emotional problems that require counseling. If you see this behavior in yourself, your spouse or friend, try to get the person to get counseling as soon as possible.

5. How to Decide if You're in Trouble

People who find themselves in serious financial trouble often don't know exactly how they got there. The problem usually comes down to one thing: poor money management. If you spend without planning and don't keep track of it, you can quickly find yourself in trouble. Consumers need to know the sings of financial trouble so they can stop problems from occurring, and if some do arise, they can regain control. When debt is under control, you can build a better financial future.

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U.S. ARMY SERGEANTS MAJOR ACADEMY

Primary Leadership Development Course (PLDC)

The Army Training System

TRAINING SUPPORT PACKAGE

"NO ONE IS MORE PROFESSIONAL THAN I"

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U.S. ARMY SERGEANTS MAJOR ACADEMY (PLDC)

T231   9 FEB 05

Supply Procedures

CHANGE SHEET2

1. Synopsis. This change sheet corrects minor administrative errors in the T231, Supply Procedures Training Support Package.

2. Pen and ink changes: none.

3. Page change(s): Remove old pages and insert revised page(s) as indicated.

Remove Pages	**Insert Pages**
4	4
15	15
19	19

4. Additional changes that need explaining: none.

5. File this sheet in front of the TSP for reference purposes.

6. Approval of change sheet.

Name/Signature	Rank	Position	Date
/s/Billy R. Williams /t/Billy R. Williams	GS-9	Training Specialist	24 MAR 05
/s/Victor A. Le Gloahec /t/Victor A. LeGloahec	SGM	Chief, PLDC	24 MAR 05
/s/Agnes D. Bennett-Green /t/Agnes D. Bennett-Green	SGM	Chief, CMDD	24 MAR 05

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U.S. ARMY SERGEANTS MAJOR ACADEMY (PLDC)

T231   20 AUG 04

Supply Procedures
CHANGE SHEET 1

1. Synopsis. This change sheet corrects minor administrative errors in the T231, Supply Procedures Training Support Package.

2. Pen and ink changes: none.

3. Page change(s): Remove old pages and insert revised page(s) as indicated.

    Remove Pages   **Insert Pages**

       1 thru 8   1 thru 8

4. Additional changes that need explaining: none.

5. File this sheet in front of the TSP for reference purposes.

6. Approval of change sheet.

Name/Signature	Rank	Position	Date
/s/ Billy R. Williams Billy R. Williams	GS-9	Training Specialist	10 Sept 04
/s/ Victor A. LeGloahec Victor A. LeGloahec	SGM	Chief, PLDC	10 Sept 04
/s/ Marion Lemon Marion Lemon	SGM	Chief, CDDD	10 Sept 04

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	T231 / SUPPLY PROCEDURES
Effective Date	01 Oct 2003
Supersedes TSP(s) / Lesson(s)	R201, Supply Procedures, Mar 99.
TSP Users	600-PLDC, Primary Leadership Development Course 600-PLDC (MOD), Primary Leadership Development Course (Modified)
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	Users are invited to send comments and suggested improvements on DA Form 2028, *Recommended Changes to Publications and Blank Forms.* Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to: COMDT USASMA ATTN ATSS DCP BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002 Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875 E-mail: atss-dcd@bliss.army.mil
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

<u>Task Number</u>	<u>Task Title</u>
<u>Individual</u>	
101-92Y-0002	Supervise Supply Activities in a Unit

**This TSP
Contains**

TABLE OF CONTENTS

SUPPLY PROCEDURES
T231 / Version 1
01 Oct 2003

SECTION I. **ADMINISTRATIVE DATA**

All Courses Including This Lesson

Course Number	Version	Course Title
600-PLDC	1	Primary Leadership Development Course
600-PLDC MOD	1	Primary Leadership Development Course (Modified)

Task(s) Taught(*) or Supported

Task Number	Task Title
	INDIVIDUAL
101-92Y-0002 (*)	Supervise Supply Activities in a Unit

Reinforced Task(s)

Task Number	Task Title
101-92Y-0003	Supervise Supply Operations at the Company Level

Academic Hours

The academic hours required to teach this lesson are as follows:

	Resident Hours/Methods	
	1 hr	/ Conference / Discussion
Test	0 hrs	
Test Review	0 hrs	
Total Hours:	1 hr	

Test Lesson Number

	Hours		**Lesson No.**
Testing (to include test review)	2 hrs	30 mins	WEO1

Prerequisite Lesson(s)

Lesson Number	Lesson Title
None	

Clearance Access

Security Level: Unclassified
Requirements: There are no clearance or access requirements for the lesson.

Foreign Disclosure Restrictions

FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

References

Number	Title	Date	Additional Information
AR 735-5	POLICIES AND PROCEDURES FOR PROPERTY ACCOUNTABILITY	10 Jun 2002	
DA PAM 710-2-1	USING UNIT SUPPLY SYSTEM (MANUAL PROCEDURES)	31 Dec 1997	

Student Study Assignments	Before class--

- Study Student Handouts 2 and 3 with particular emphasis on purpose and preparation of DA Form 2062, DA Form 3161, and DA Form 3749 to include the legend for each form.

During class--

- Participate in classroom discussion.

After class--

- Review material for written examination 1.

Instructor Requirements: 1:8, SSG, PLDC graduate, ITC, and SGITC qualified.

Additional Support Personnel Requirements

Name	Stu Ratio	Qty	Man Hours
None			

Equipment Required for Instruction

ID Name	Stu Ratio	Instr Ratio	Spt	Qty	Exp
6730-00-577-4813 SCREEN, PROJECTION	1:16	1:2	No	0	No
6730-00-P53-8147 Projector, Overhead	1:16	1:2	No	0	No
7110-00-132-6651 CHALKBOARD	1:16	1:2	No	0	Yes
7520-01-424-4867 EASEL, DISPLAY AND TRAINING	1:16	1:2	No	0	Yes
7530-00-619-8880 PAD, WRITING PAPER	1:16	1:2	No	0	Yes

* Before Id indicates a TADSS

Materials Required	**Instructor Materials:** • One set of viewgraph transparencies as described in Appendix A. • One copy of AR 735-5 and DA PAM 710-2-1 for classroom reference. **Student Materials:** • One copy of Student Handouts 1, 2, and 3 per student.
Classroom, Training Area, and Range Requirements	CLASSROOM (40X40 PER 16 STUDENTS)

Ammunition Requirements

ID	Name	Exp	Stu Ratio	Instr Ratio	Spt Qty
None					

Instructional Guidance	**NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material. Before class— • Read and study all TSP material and be ready to conduct the class. • Issue Student Handout 1,2, and 3 during inprocessing. During class-- • Conduct the class in accordance with this TSP. • This TSP presents references at the beginning of some of the paragraphs. This allows you to inform your students of where they should look in the reference to follow your instruction. After class— • Collect all recoverable materials after the examination for this lesson.

Proponent Lesson Plan Approvals

Name	Rank	Position	Date
/s/ Karen Beamon Beamon, Karen	Civ	Training Developer	18 Jul 03
/s/ Ronnie G. Barines Barnes, Ronnie G.	MSG	Chief, PLDC	18 Jul 03
/s/ Brian H. Lawson Lawson, Brian H.	SGM	Chief, NCOES	18 Jul 03
/s/ Albert J. Mays Mays, Albert J.	SGM	Chief, CDDD	18 Jul 03

SECTION II.   **INTRODUCTION**

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Motivator

      The intent of this lesson is not to make supply sergeants out of you, but to make you aware of the supply procedures that apply to you and your subordinates. You must be aware of what your supply responsibilities are and how you can do your part in the care and accountability of equipment and supplies entrusted to you or your subordinates.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Recognize your role in supply procedures.
Conditions:	While serving as a team, squad, or section leader given and extract from DA PAM 710-2-1 and AR 735-5.
Standards:	Recognized your role in supply procedures by-- - Identifying the requirements needed to comply with Army property accounting requirements. - Identifying the difference between accountability and responsibility. - Identifying the purpose of inventories and hand receipts. - Identifying requirements for the Command Supply Discipline Program (CSDP) IAW DA Pam 710-2-1 and AR 735-5.

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations	**NOTE:** It is the responsibility of all soldiers and DA civilians to protect the environment from damage. None
Evaluation	You will take a written 40-question examination. The examination will contain questions from this lesson. You must correctly answer at least 70 percent of the questions on the examination to receive a GO. **NOTE:** Inform the students of where their examination will take place as posted on the training schedule and when they will receive feedback on the tests. Include any retest information.
Instructional Lead-In	The Soldier's Creed states the following: I am an American Soldier. I am a Warrior and a member of a team. I serve the people of the Unites States and live the Army Values. I will always place the mission first. I will never accept defeat. I will never quit. I will never leave a fallen comrade. I am disciplined, physically and mentally tough, trained, and proficient in my warrior tasks and drills. I always maintain my arms, my equipment, and myself. I am an expert, and I am a professional. I stand ready to deploy, engage, and destroy the enemies of the United States of America in close combat. I am a guardian of freedom and the American way of life. I am an American Soldier. Supply procedures are an integral part of NCO business. A warrior duties require you to participate in controlling, securing, economizing, and accounting for Army property. Supply procedures play an intrical part of warrior ethos. In order for an army to fight its enemies, it needs the right supplies, at the right time, at the right location, Think of the number of times you have heard, "Trust me, it is all there, just sign here." This lesson will provide you the guidelines you need to accomplish your duties effectively and may help you avoid embarrassment and possible payment to the government for losses of property or equipment by you or your subordinates.

SECTION III.   PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A.   ENABLING LEARNING OBJECTIVE

ACTION:	Comply with Army property accountability requirements.
CONDITIONS:	In a classroom environment, given an extract of DA PAM 710-2-1 and AR 735-5.
STANDARDS:	Identified the requirements to enforce property accountability IAW DA PAM 710-2-1 and AR 735-5.

1.   Learning Step / Activity 1. Accounting for Army Property

                Method of Instruction: Conference / Discussion
                Technique of Delivery: Small Group Instruction (SGI)
        Instructor to Student Ratio: 1:8
                Time of Instruction: 10 mins
                                Media: VGT-1 and VGT-2

NOTE: Have students refer to SH-2-2, para 2.2.

   AR 735-5, para 2.2a, states, "All property acquired by the Army from whatever source, whether paid for or not, must be accounted for as prescribed by this regulation and other appropriate ARs." This means that you must maintain continuous accounting through formal records from the time of acquisition until ultimate consumption or disposal of the property. Also, you must maintain supporting documents prescribed by appropriate regulations. As you can see in the following slide, the Army places property into two distinct categories.

SHOW VGT-1, ARMY PROPERTY CATEGORIES

ARMY PROPERTY CATEGORIES

- Real Property: Land and structures.

- Personal Property: Capital equipment, nonexpendable supplies (collectively called nonconsumable supplies) and all consumable supplies.

T231/OCT 03/VGT-1

Ref: SH-2-2, para 2.2(b)

For financial accounting and reporting purposes, the Army categorizes property as real property or personal property. Real property consists of lands and structures. Personal property consists of capital equipment and other nonexpendable supplies, collectively called nonconsumable supplies, and all consumable supplies. All property, except real property and contractor acquired property, acquired in any manner requires processing through and accounting for on a formal stock record account before issue.

REMOVE VGT-1

We classify all Army property, except real property, for accounting purposes. This VGT shows these classifications.

SHOW VGT-2, CLASSIFICATION OF ARMY PROPERTY

CLASSIFICATION OF ARMY PROPERTY
• Nonexpendable
• Expendable
• Durable

T231/OCT 03/VGT-2

Ref: SH-2-2, para 2.2d

Nonexpendable property requires property book accounting. This is a formal set of property accounting records and files maintained at the user level. We define nonexpendable property as personal property not consumed in use and retaining its original identity during the period of use.

The next class of Army property is expendable property, and it requires no formal accounting for after issue at the user level. Expendable property is property consumed in use or that loses its identity in use. Expendable property also consists of all items not consumed in use with a unit price of less than $300.00 and not

otherwise classified as nonexpendable or durable. Examples are oil, paint, fuel, and cleaning materials.

The final class is durable property. This is personal property not consumed in use that does not require property book accountability but, because of its unique characteristics, requires hand receipt control when issued to the user.

REMOVE VGT-2

Ref: SH-2-5, para 7.1 through 7.6

Check on Learning:

QUESTION: For what Army property must the Army maintain accountability?

ANSWER: All Army property.

Ref: SH-2-2, para 2.2a

QUESTION: Which category of Army property describes personal property that you do not consume in use and retains its original identity during the period of use?

ANSWER: Nonexpendable property.

Ref: SH-2-5, para 7.2

QUESTION: What classification of Army property gets consumed in use, or losses its identity in use?

ANSWER: Expendable property.

Ref: SH-2-5, para 7.4.

B.   ENABLING LEARNING OBJECTIVE

ACTION:	Identify the difference between accountability and responsibility.
CONDITIONS:	In a classroom environment, given an extract of DA PAM 710-2-1 and AR 735-5.
STANDARDS:	Identified the difference between accountability and responsibility IAW DA PAM 710-2-1 and AR 735-5.

1.   Learning Step / Activity 1. Accountability and Responsibility for Army Property

                   Method of Instruction: Conference / Discussion
                   Technique of Delivery: Small Group Instruction (SGI)
          Instructor to Student Ratio: 1:8
                   Time of Instruction: 10 mins
                                  Media: VGT-3 and VGT-4

You must understand there are important differences between accountability and responsibility. Accountability is the obligation of a person to keep records of property, documents, or funds. These records must show identification data, gains, losses, dues-in and dues-out, and balances on hand or in use. Responsibility, on the other hand, is the obligation of an individual to ensure that government property and funds entrusted to his or her possession, command, or supervision receive proper use or care.

NOTE: Explain to students that the word "records" and "use or care" are key elements in explaining the difference between "accountability" and "responsibility." Usually, records determine who is accountable, and how someone uses or cares for property determines responsibility.

Ref: SH-2-3, para 2.7 and 2.8

We have five different types of responsibility as shown on this VGT.

SHOW VGT-3, FIVE TYPES OF RESPONSIBILITY

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FIVE TYPES OF RESPONSIBILITY

- **Command**
- **Supervisory**
- **Direct**
- **Custodial**
- **Personal**

T231/OCT 03/VGT-3

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What is command responsibility? Command responsibility is the obligation of a commander to ensure that all government property within his or her command receives proper care, use, custody, and safekeeping. A commander cannot delegate responsibility. An individual assumes this responsibility when assuming a command or supervisory position at any level.

Command responsibility includes making sure that property of the command, whether in use or in storage, is secure and includes ensuring subordinates activities

contribute to the proper custody, care, use, and safekeeping of all property in the command. Especially, command responsibility means enforcing all security, safety, and accounting requirements and taking administrative or disciplinary measures when necessary.

Now let's take a look at supervisory responsibility, the one that primarily involves you. Supervisory responsibility is the obligation of a supervisor to ensure that all government property, issued to or used by his or her subordinates, receives proper care, use, custody, and safekeeping. Supervisory responsibility is inherent in all supervisory positions, is not contingent upon signed receipts or responsibility statements, and is something you cannot delegate. Supervisory responsibility takes place because of an assignment to a specific position and it includes--

- providing proper guidance and direction.

- enforcing all security, safety, and accounting requirements.

- maintaining a supervisory climate that facilitates and encourages the proper care and use of government property.

Direct responsibility is the obligation of a person to ensure that all government property for which he or she has receipted for receives proper care, use, custody, and safekeeping. The hand receipt is the primary method of assigning direct responsibility.

You should note that this next responsibility on the VGT, custodial responsibility, could get you into trouble easily. Most individuals assume that since the property is secure in storage, they don't need to check on it as often and find out too late that something is missing. Custodial responsibility is the obligation of an individual to exercise reasonable and prudent actions to properly care for and provide proper custody and safekeeping for property in storage awaiting issue or turn-in.

Personal responsibility is the obligation of a person to exercise reasonable and prudent actions to properly use, care for, and safeguard all government property in his or her physical possession. It applies to all government property issued for, acquired for, or converted to a person's exclusive use, with or without hand receipt.

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REMOVE VGT-3

Ref: SH-2-3, para 2.8

Now let's discuss responsibility and how the responsibilities relate to each other.

SHOW VGT-4, RESPONSIBILITY RELATIONSHIPS

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RESPONSIBILITY RELATIONSHIPS

• Command and Supervisory

• Direct

• Personal

T231/OCT 03/VGT-4

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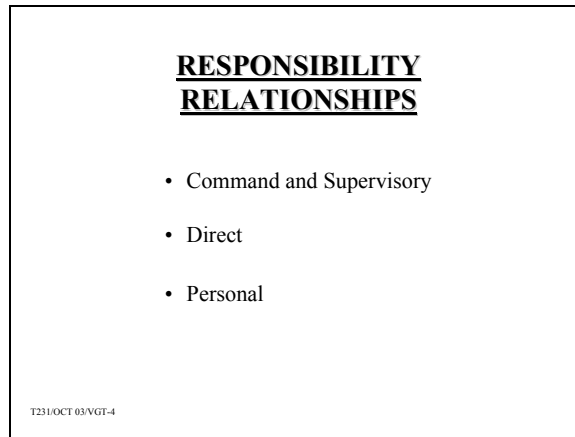
Command and supervisory responsibilities have a relationship because they both depend on the location of the property within the chain of command. Command and supervisory responsibilities are a part of a job or position that one incurs by assuming that command or supervisory position; these responsibilities are not delegable.

Direct responsibility relates to a formal assignment of property responsibility to persons within the supply chain who have the property within their custody, but not necessarily in their possession or for their use.

Accountable officers always have direct responsibility unless the commander has specifically assigned it to another person. Accountable officers may delegate such responsibility by written designation or by issue of the property on a hand receipt. Keep in mind that personal responsibility always relates to and accompanies the physical possession of property.

Ref: SH 2-3, para 2.8

REMOVE VGT-4

Check on Learning:

QUESTION: What is the obligation of an individual to ensure that government property and funds entrusted to his or her possession, command, or supervision receive proper use and care?

ANSWER: Responsibility.

Ref: SH-2-3, para 2.8

QUESTION: Which type of responsibility is the obligation of an individual to ensure that all government property issued to or used by his or her subordinates receives proper care, use, custody, and safekeeping?

ANSWER: Supervisory.

Ref: SH-2-3, para 2.8B

QUESTION: Which type of responsibility always accompanies the physical possession of property?

ANSWER: Personal.

Ref: SH 2-3 and 2-4, para 2.8

C.   ENABLING LEARNING OBJECTIVE

ACTION:	Identify the purpose of inventories and hand receipts.
CONDITIONS:	In a classroom environment, given an extract of DA PAM 710-2-1 and AR 735-5.
STANDARDS:	Identified the purpose of inventories and hand receipts IAW AR 735-5 and DA PAM 710-2-1.

1.   Learning Step / Activity 1. Identify the Purpose of Inventories and Hand Receipts

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 10 mins
Media: VGT-5 and VGT-6

In order for you to account for and demonstrate responsibility for equipment, you

must conduct inventories and issue appropriate hand receipts for the property. Let's

discuss the purpose of inventories and hand receipts.

SHOW VGT-5, PURPOSE OF AN INVENTORY

QUESTION: What is the purpose of an inventory?

ANSWER: The purpose of an inventory is to--

- Obtain a physical count of all equipment on hand.

- Prevent any monetary loss to yourself and your subordinates.

- Thoroughly account for all equipment, to include the separate pieces of sets in kits, before accepting responsibility.

Remember, you must not fall prey to someone who says, "Trust me, its all there, just sign." Make sure you see the item and verify the serial number if it has one. Also, you must remember that AR 735-5 prohibits you from issuing or accepting an issue document, hand receipt, or other form of receipt to cover articles that are missing, or appear to be missing.

One very sound supply practice that you should observe to account for property is to inventory organizational clothing and individual equipment (OCIE), more commonly known as TA-50, before and after each training exercise. Regulations or the commander may require you to conduct inventories more frequently. But, generally speaking, at your level, all on-hand property carried on property book records and/or hand receipt records require annual inventory, or upon change of the primary hand receipt holder, whichever comes first. Depending on how well you maintain accountability and how responsible you are, an inventory can be either your best friend or your worst nightmare.

Ref: SH-2-2, para 2.1 and 2.6

REMOVE VGT-5

Now that you know about inventories and hand receipts, let's take some time to discuss how we actually assign property responsibility. In order to hold an individual responsible for property or equipment, we must assign responsibility. Remember that responsibility entails the proper use, care, security, and maintenance of an item.

SHOW VGT-6, ASSIGNING RESPONSIBILITY FOR PROPERTY

NOTE: Have students follow along in SH-3, para 5.

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ASSIGNING RESPONSIBILITY
FOR PROPERTY

- Property book

- Hand and subhand receipts

- Temporary hand receipts

- Equipment receipts

T231/OCT 03/VGT-6

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The property book is a formal set of records of all nonexpendable property assigned to a unit. Very few of you, except those with a logistical MOS will ever maintain a property book. Therefore, we aren't going to go into any great detail on the property book. However, as a first line supervisor you will surely be signing and issuing hand receipts, temporary hand receipts, and equipment receipts.

You will use a hand receipt (DA Form 2062) to list property book or durable items issued to the user and to establish direct responsibility to the person whose signature appears on the hand receipt. You will also use this form to subhand receipt property or equipment to your subordinates. You prepare the form in two copies, which may be reproduced copies, and you must keep all copies current.

You will use a Request For Issue or Turn-in (Temporary Hand Receipt, DA Form 3161) to issue or loan property or equipment for a temporary period of time (normally up to 30 calendar days). You must prepare two copies and you retain the original.

You give the duplicate to the temporary hand receipt holder. Upon return of the

property to you, destroy both copies of the temporary hand receipt.

Should you have to issue equipment to the same person for brief recurring periods

of time for issue of weapons, NBC Masks, radiac equipment for training, etc., use the

Equipment Receipt (DA Form 3749). This form also assigns responsibility of the item

to the user.

Ref: SH-3-2, para 5

REMOVE VGT-6

Check on Learning:

QUESTION: Can you issue or accept an issue document for items that appear to be missing?

ANSWER: No! Regulation prohibits this.

Ref: SH-2-2, para 2.1g

QUESTION: The signature of an individual on a hand receipt establishes what type of responsibility?

ANSWER: Direct responsibility.

Ref: SH-3-2, para 5-3a

D.   **ENABLING LEARNING OBJECTIVE**

ACTION:	Enforce the Command Supply Discipline Program (CSDP)
CONDITIONS:	In a classroom environment, given an extract of AR 735-5.
STANDARDS:	Identified CSDP requirements IAW AR 735-5.

1.   Learning Step / Activity 1. Enforce the Command Supply Discipline Program (CSDP)

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 10 mins
Media: VGT-7 and VGT-8

Let's wrap this lesson up by discussing the purpose and terms of the Command Supply Discipline

Program (CSDP). The VGT lists the purpose of the CSDP.

SHOW VGT-7, PURPOSE OF THE C0MMAND SUPPLY DISCIPLINE PROGRAM (CSDP)

> ### PURPOSE OF THE COMMAND SUPPLY DISCIPLINE PROGRAM (CSDP)
>
> • Establish regulatory guidance.
>
> • Standardize supply discipline requirements.
>
> • Provide a single listing of all supply discipline requirements.
>
> • Make the Army more efficient.
>
> T231/OCT 03/VGT-7

NOTE: Have several students respond to the following question before providing the book definition.

REMOVE VGT-7

There are several terms used in the CSDP that you need to understand.

SHOW VGT-8, C0MMAND SUPPLY DISCIPLINE PROGRAM (CSDP) TERMS.

> ### COMMAND SUPPLY DISCIPLINE PROGRAM (CSDP) TERMS
>
> • Supervisory personnel
>
> • Supply economy
>
> • Supply discipline
>
> T231/OCT 03/VGT-8

QUESTION: What does supply economy mean?

ANSWER: Supply economy is the conservation of materials by every individual dealing with Army supplies to ensure they all use only the proper item in the necessary amount to accomplish a task.

Ref: SH-2-8, para 11.3.B

   The term supervisory personnel refers to personnel in positions of responsibility and whose jobs

involve them with supply operations within or for the U.S. Army force structure. The term supply economy

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refers to the conservation of material by all individuals dealing with Army supplies to ensure that all personnel use only the proper item in the necessary amount to accomplish a task.

Supply discipline means complying with established DA regulations to effectively administer supply economy. Supply discipline applies to the use of supply funds and to all functions and levels of supply operations, from contractor through the wholesale and retail level to the user.

Ref: SH-2-8, para 11.3

REMOVE VGT-8

One way you can make a difference and enhance supply economy is to ensure you and your soldiers utilize equipment properly. If an NCO knowingly allows or orders an individual to operate equipment without the proper training and license, that NCO may be held responsible and liable for any accidents or damage that may occur to the equipment.

Check on Learning:

QUESTION: Which term used in the CSDP requires the conservation of material by every individual dealing with Army supplies to ensure that personnel use the proper item in the necessary amount to accomplish a task?

ANSWER: Supply economy.

Ref: SH-2-8, para 11.3.B.

SECTION IV.   **SUMMARY**

```
Method of Instruction:   Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio is:   1:8
Time of Instruction:  5 mins
Media:  None
```

Check on Learning

NOTE: Determine if the students have learned the material presented by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.

QUESTION: What are the two categories of Army property?

ANSWER: Real property and personal property.

Ref: SH-2-2, para 2.2

QUESTION: What are the three classifications of Army property?

ANSWER: Nonexpendable, expendable, and durable.

Ref: SH-2-2, para 2.2

QUESTION: What are the five types of responsibility?

ANSWER: Command, supervisory, direct, custodial, and personal.

Ref: SH-2-3, para 2.8

Review / Summarize Lesson

During this period of instruction, we discussed your role in following, enforcing, and supervising property accounting requirements. Also, you learned the difference between accountability and responsibility. Keep in mind that accountability pertains to maintaining formally prescribed property records for property or sales account, and responsibility applies to the physical aspect of care, custody, and safekeeping of government property. We also identified the purpose of inventories and hand receipts, with emphasis on "see it before you sign for it." Remember that a person's signature on a hand receipt document establishes direct responsibility and that the purpose of CSDP is to simplify command, supervisory, and managerial responsibilities in dealing with supply economy and discipline.

The information you studied in this lesson, if applied correctly, can save you and your subordinates from ever having the U.S. Government take any administrative or other adverse actions to seek monetary reimbursement for the loss, damage, or destruction of government property issued to or used by you or your subordinates.

SECTION V.   STUDENT EVALUATION

Testing Requirements	**NOTE:** Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.
	NOTE: Inform the students that they receive a written examination containing material from this lesson upon completing the block of instruction. They must correctly answer a minimum of 70 percent of the questions to receive a GO on the exam.
Feedback Requirements	**NOTE:** Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.
	NOTE: Inform the students that those who score less than 70 percent on the examination receive retraining and one retest IAW the PLDC Course Management Plan (CMP).

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Enabling Learning Objective A

      VGT, Army Property Categories

ARMY PROPERTY CATEGORIES

- Real Property: Land and structures.

- Personal Property: Capital equipment, nonexpendable supplies (collectively called nonconsumable supplies) and all consumable supplies.

T231/OCT 03/VGT-1

CLASSIFICATION OF ARMY PROPERTY
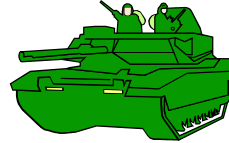
- Nonexpendable

- Expendable

- Durable

T231/OCT 03/VGT-2

Enabling Learning Objective B

VGT, Five Types of Responsibility

FIVE TYPES OF RESPONSIBILITY

- **Command**
- **Supervisory**
- **Direct**
- **Custodial**
- **Personal**

T231/OCT 03/VGT-3

RESPONSIBILITY RELATIONSHIPS

- Command and Supervisory

- Direct

- Personal

T231/OCT 03/VGT-4

Enabling Learning Objective C

VGT, Purpose of an Inventory

PURPOSE OF AN INVENTORY

- Obtain a physical count of equipment.

- Prevent monetary loss.

- Thoroughly account for all equipment.

T231/OCT 03/VGT-5

ASSIGNING RESPONSIBILITY FOR PROPERTY

- Property book

- Hand and subhand receipts

- Temporary hand receipts

- Equipment receipts

T231/OCT 03/VGT-6

Enabling Learning Objective D

VGT, Purpose of the Command Supply Discipline Program (CSDP)

PURPOSE OF THE COMMAND SUPPLY DISCIPLINE PROGRAM (CSDP)

- Establish regulatory guidance.

- Standardize supply discipline requirements.

- Provide a single listing of all supply discipline requirements.

- Make the Army more efficient.

T231/OCT 03/VGT-7

COMMAND SUPPLY DISCIPLINE PROGRAM (CSDP) TERMS

- Supervisory personnel

- Supply economy

- Supply discipline

T231/OCT 03/VGT-8

Appendix B Test(s) and Test Solution(s) (N/A)

Appendix C   Practical Exercises and Solutions (N/A)

This appendix contains the items listed in this table:

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Extract from AR 735-5	SH-2-1 thru SH-2-15
SH-3, Extract from DA PAM 710-2-1	SH-3-1 thru SH-3-14

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Student Handout 1

This student handout contains the advance sheet.

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STUDENT HANDOUT 1

ADVANCE SHEET T231

Introduction   The intent of this lesson is not to make supply sergeants out of you, but to make

you aware of the supply procedures that apply to you and your subordinates. You

must be aware of what your supply responsibilities are and how you can do your part

in the care and accountability of equipment and supplies entrusted to you or your

subordinates.

TLO   Terminal Learning Objective for this lesson is:

Action:	Recognize your role in supply procedures.
Conditions:	While serving as a team, squad, or section leader and given Student Handouts 2 and 3.
Standard:	Recognized your role in supply procedures by-- · Identifying the requirements needed to comply with Army property accounting requirements. · Identifying the difference between accountability and responsibility. · Identifying the purpose of inventories and hand receipts. · Identifying requirements for the Command Supply Discipline Program (CSDP) IAW DA Pam 710-2-1 and AR 735-5;

ELO A: Comply with Army property accountability requirements.
ELO B: Identify the difference between accountability and responsibility.
ELO C: Identify the purpose of inventories and hand receipts.
ELO D: Enforce the Command Supply Discipline Program (CSDP).

Student Assignments   Before class--

- Read Student Handouts 2 and 3 with particular emphasis on purpose and preparation of DA Form 2062, DA Form 3161, and DA Form 3749 and their legend.

Student Materials   You must bring the following to class:

- Pencil/pen and notepaper.
- All materials received for this lesson.

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Student Handout 2

Extract From AR 735-5, Policies and Procedures for Property Accountability

This student handout contains 14 pages of material extracted from AR 735-5. These pages may not mirror the format of the paper-based regulation; however, the actual text does.

Chap 2	Para 2.1, 2.2, 2.6, 2.7, 2.8, 2.8A thru 2.8G, and 2.9
Chap 7	Para 7.0 thru 7.7
Chap 11	Para 11.0 thru 11.5
Chap 12	Para 12.0 thru 12.1A
Chap 13	Para 13.1 and 13.2
Glossary	Section 1

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2.1 General requirements

a. All persons entrusted with Government property are responsible for its proper use, care, custody and safekeeping.

b. Persons will not be assigned to duty that will prevent them from exercising proper care and custody over the property they are responsible for.

c. When a person assumes accountability for property that is remotely located, records must be maintained to show the location of the property and the persons charged with its care and safekeeping.

d. Vouchers for the issue or expenditure of property that are not specifically authorized by regulations or authorization tables will give the reason for the transaction and identify the commander who directed it.

e. Army property will not be used for any private purpose except as authorized by Headquarters, Department of the Army (HQDA).

f. No Government property will be sold, given as a gift, loaned, exchanged, or otherwise disposed of unless specifically authorized by law. Items replaced in-kind and payments made under the provisions of paragraph 12-1 for lost, damaged, or destroyed Army property do not constitute a sale of Army property. Title to such property remains with the U.S. Government.

g. Giving or accepting an issue document, hand receipt, or other form of receipt to cover articles that are missing, or appear to be missing, is prohibited.

h. Property documents and property record cards maintained for stock record accounts need not show the manufacturer's serial numbers unless specifically required by Army regulation (AR). Serial numbers, for property in use, will be shown on property books and property book supporting documents under AR 710-2, paragraph 2-5l(3).

i. Army property will not be loaned or leased except as specifically authorized in AR 37-1, AR 420-17, AR 700-131, or other appropriate ARs.

j. Military members or civilian employees of the Army who occupy Government quarters, or who have been issued furnishings for use in family quarters, must properly care for such property. They, or where appropriate, their spouses, must sign a document to show occupancy of quarters and receipt of the furnishings.

k. The requisitioning or assembling of excess repair parts and/or components to create an unauthorized end item is prohibited. All excess equipment and supplies will be turned in to the appropriate supply support activity in accordance with AR 710-2, paragraph 2-13.

2.2 Accounting for Army property

a. All property acquired by the Army from whatever source, whether paid for or not, must be accounted for as prescribed by this regulation and other appropriate ARs. Such accounting will be maintained through formal records. The accounting will be continuous from the time of acquisition until the ultimate consumption or disposal of the property occurs. Supporting documents will be maintained as prescribed by appropriate regulations.

b. Property is categorized for financial accounting and reporting purposes as real property or personal property. Real property consists of lands and structures. (See chap 4, sec I.) Personal property is made up of capital equipment and other nonexpendable supplies, collectively called nonconsumable supplies, and all consumable supplies. (See chap 4, sec II.)

c. All property, except real property and contractor acquired property, acquired in any manner will be processed through and accounted for on a formal stock record account before issue.

d. All Army property, except real property, will be classified for property accounting purposes as expendable, durable, or nonexpendable. Criteria for each accounting requirements code is shown in chapter 7. The physical characteristics and the anticipated use are the main factors in classifying an item. However, unit price will be considered to ensure that the costs of the accounting procedures being required are not out of proportion to the cost of the item being controlled. Items classified as--

(1) Nonexpendable will require formal property book accounting at the user level.

(2) Expendable or durable require no formal accounting after issue to the user level.

(3) Durable hand tools will be controlled at the user level using hand receipt procedures.

e. Accountable officers will establish accountability for any property not accounted for as soon as he or she discovers it. Procedures are contained in DA Pamphlet 710-2-2, paragraph 14-2.

f. Employees of the Army, both military and civilian, will turn in all found Government property to the supply system.

2.6 Inventories of property

a. Supplies and equipment on hand at U.S. Army Materiel Command (USAMC) accountable supply distribution activities and depots will be inventoried according to AR 740-26, paragraph 1-5b. Assets belonging to USAMC and stored at Army installations (other than AMC installations) will be physically inventoried according to the criteria in AR 740-26.

b. A complete physical inventory of all supplies and equipment in storage at supply support activities (SSA) awaiting issue or turn-in will be accomplished annually according to AR 710-2, paragraph 3-29c, 4-34, 5-23b or 6-14b as applicable. The results will be reconciled with the stock accounting records.

c. At the user level, all on-hand property carried on property book records and/or hand receipt records will be inventoried annually, or upon change of the primary hand receipt holder, whichever comes first. Upon change of the property book officer, all property not issued on hand receipt will be jointly inventoried by the outgoing and incoming property book officers. Conduct of these inventories will be documented and the results reconciled with the accounting records. See AR 710-2, table 2-1 for variances in the frequencies of these inventories. The above inventories will be accomplished in accordance with AR 710-2, paragraph 2-12d and table 2-1.

d. Real property will be physically inventoried once every 3 years or upon change of the accountable officer, whichever comes first per AR 420-17, paragraph 5-32h. The results will be reconciled with the accounting records.

e. Army war reserve - 3 (AWR-3) stocks. A 100 percent inventory will be conducted when ships are downloaded in port during cyclic maintenance vessel berthing.

f. Inventories will be conducted more often when prescribed by other regulations or when directed by the commander or the accountable officer. The person having possession of, or having command/direct responsibility over the property is responsible for the conduct of the inventory. The accountable officer will ensure inventories are conducted when required. A record of the inventory and all adjustment documents resulting from the inventory will be maintained with the property records for a minimum of 2 years.

2.SECTION-II Accountability and Responsibility

Subtopics:
- Accountability
- Responsibility
- Relationship between accountability and responsibility

2.7 Accountability

Accountability is the obligation of a person to keep records of property, documents, or funds. These records show identification data, gains, losses, dues-in, dues-out, and balances on hand or in use.

2.8 Responsibility

Responsibility is the obligation of an individual to ensure Government property and funds entrusted to his or her possession, command or supervision are properly used and cared for, and that proper custody and safekeeping are provided. Figure 2-1 shows the different types of responsibility and their relationship to the levels of command. The five different types of responsibility are--
Subtopics:
- Command responsibility.
- Supervisory responsibility.
- Direct responsibility.
- Custodial responsibility.
- Personal responsibility.
- Responsibility relationships.
- Responsibility for public funds.

2.8.A Command responsibility.

a. Command responsibility. The obligation of a commander to ensure all Government property within his or her command is properly used and cared for, and that proper custody and safekeeping are provided. Command responsibility is inherent in command and cannot be delegated. It is evidenced by assignment to a command position at any level and includes--

(1) Ensuring the security of all property of the command, whether in use or in storage.

(2) Observing subordinates to ensure their activities contribute to the proper custody, care, use, and safekeeping of all property within the command.

(3) Enforcing all security, safety, and accounting requirements.

(4) Taking administrative or disciplinary measures when necessary.

2.8.B Supervisory responsibility.

b. Supervisory responsibility. The obligation of a supervisor to ensure all Government property issued to, or used by his or her subordinates is properly used and cared for, and that proper custody and safekeeping are provided. It is inherent in all supervisory positions, is not contingent upon signed receipts or responsibility statements and cannot be delegated. It arises because of assignment to a specific position and includes--
(1) Providing proper guidance and direction.
(2) Enforcing all security, safety, and accounting requirements.
(3) Maintaining a supervisory climate that will facilitate and ensure the proper care and use of Government property.

2.8.C Direct responsibility.

c. Direct responsibility. The obligation of a person to ensure all Government property for which he or she has receipted, is properly used and cared for, and that proper custody and safekeeping are provided. Direct responsibility results from assignment as an accountable officer, receipt of formal written delegation, or acceptance of the property on hand receipt from an accountable officer. Commanders, and/or directors of separate TDA activities will determine and assign in writing those individuals who will have direct responsibility for property.

2.8.D Custodial responsibility.

d. Custodial responsibility. The obligation of an individual for property in storage awaiting issue or turn-in to exercise reasonable and prudent actions to properly care for, and ensure proper custody and safekeeping of the property are provided. Custodial responsibility results from assignment as a supply sergeant, supply custodian, supply clerk, or warehouse person, and is rated by and answerable directly to the accountable officer or the individual having direct responsibility for the property. Responsibilities include--
(1) Ensuring the security of all property stored within the supply room and storage annexes belonging to the supply room or SSA is adequate.
(2) Observing subordinates to ensure their activities contribute to the proper custody, care, and safekeeping of all property within the supply room and storage annexes belonging to the supply room or SSA.
(3) Enforcing all security, safety, and accounting requirements.
(4) When unable to enforce any of these, reporting the problem(s) to their immediate supervisor.

2.8.E Personal responsibility.

e. Personal responsibility. The obligation of a person to exercise reasonable and prudent actions to properly use, care for, and safeguard all Government property in his or her physical possession. It applies to all Government property issued for, acquired for, or converted to a person's exclusive use, with or without receipt.

2.8.F Responsibility relationships.

f. Responsibility relationships.
(1) Command responsibility and supervisory responsibility depend on the location of the property within the chain of command. This responsibility is a part of a job or position and is incurred by assuming that command or supervisory position. It cannot be delegated.
(2) Direct responsibility is a formal assignment of property responsibility to a person within the supply chain who has the property within his or her custody, but not necessarily in their possession or for their use. Accountable officers always have direct responsibility unless it has been specifically assigned to another person. Accountable officers may delegate such responsibility by written designation or by issue of the property on a hand receipt.
(3) Personal responsibility always accompanies the physical possession of property.

2.8.G Responsibility for public funds.

g. Responsibility for public funds. A person who receives or handles public funds has personal responsibility for safeguarding those funds until they are deposited with a disbursing officer. That person is financially liable for the full value of the loss of funds when the loss is attributable to their personal negligence or misconduct.

2.9 Relationship between accountability and responsibility

Accountability pertains to maintaining formally prescribed property records for a property or sales account. It is an obligation officially assigned to a specific person and may not be delegated. Responsibility pertains to the care, custody, and safekeeping of Government

property. The specific type of responsibility depends on the relationship of the person to the property. Accountability and the five types of responsibility are separate obligations. They are incurred for separate reasons.

a. Accountability and each type of responsibility carry specific duties. Financial liability can be assessed against any person who fails, through negligence or misconduct, to perform those duties and where such failure is the proximate cause of a loss to the U.S. Government. (See para 13-28c.)

b. The appointment as an accountable officer for a stock record account and/or a property book account carries with it responsibility as follows:

(1) At the stock record account level, the appointment as an accountable officer carries with it direct responsibility for all the property carried on the stock accounting records. This direct responsibility may be further delegated to the storage supervisor.

(2) At the property book level, the appointment as a PBO carries with it direct responsibility for all the property carried on the property book records that has not been issued on hand receipt. Property issued by a PBO on hand receipt (called the primary hand receipt) carries with it the delegation of direct responsibility for the property listed. Further hand receipting (sub-hand receipting) does not transfer direct responsibility nor relieve the primary hand receipt holder of his or her duties.

c. Any member of the U.S. Army, civilian or military, may be charged with responsibility for property.

d. A contractor is charged with direct responsibility for specifically identified GFP provided to the contractor under the terms of the contract.

7.0 Nonexpendable, Expendable, and Durable Property

Subtopics:

7.1 General accounting requirements

a. All Army property, except real property, is classified for property accounting purposes as expendable, durable, or nonexpendable. The Logistics Support Activity (LOGSA) assigns the accounting requirements code (ARC) using the ARC assignment criteria contained in DA Pamphlet 708-2, chapter 2, section XVI. An ARC is assigned to each item of supply to identify its specific classification and the degree of accounting and control that must be applied at the user level. The ARC is published in appropriate supply publications.

b. The criteria in this chapter will be used to classify nonstandard items locally procured or fabricated.

c. Army property, except for funds on the records of an FAO, which become lost, damaged, or destroyed through causes of other than fair wear and tear will be accounted for per paragraph 12-1 of this regulation.

7.2 Nonexpendable property

Nonexpendable property is personal property that is not consumed in use and that retains its original identity during the period of use. This includes all nonconsumable major end items authorized by DA-recognized authorization documents. (See AR 71-13, chapter 2, section III.) These items have an ARC of " N"in the Army Master Data File (AMDF). Commercial and fabricated items similar to items coded "N"in the AMDF are considered nonexpendable property.

7.3 Accounting for nonexpendable property

a. Nonexpendable property requires formal accountability throughout the life of the item. Nonexpendable items will be accounted for at the using unit level using property book procedures in accordance with AR 710-2, paragraph 2-5. Above the user level, accountability will be maintained using stock record accounting procedures in accordance with AR 710-2, section IV of chapter 3, 4, 5 or 6, as applicable. Other publications that include policy and procedures on accounting for property are AR 710-1, AR 725-50, and DA Pamphlets 710-2-1 and 710-2-2.

b. Additional commodity unique requirements are contained in the commodity oriented regulations cited in AR 710-2, paragraph 1-1, and chapter 4 of this regulation.

7.4 Expendable property

Expendable property is property that is consumed in use, or that losses its identity in use. It includes items not consumed in use, with a unit cost of less than $300 and having a

controlled inventory item code (CIIC) of "U" or "7" assigned. The following classes or types of property will be classified as expendable.

a. Supplies consumed in the maintenance and upkeep of public service. Examples are oil, paint, fuel, and cleaning and preserving materials.

b. Supplies that lose their identity when used to repair or complete other items. Examples are assemblies, repair parts, and accessories.

c. Supplies consumed by Government activities in the manufacturing, testing, sampling, or for experimental purposes. Also included are audiovisual products, training devices, training aids, and displays when these supplies will be consumed or rendered unserviceable for the purpose originally intended.

d. Office supplies and equipment (such as paper, staplers, and hole punchers) with a unit cost of less than $300.

e. Subsistence items.

f. Commercial or fabricated items similar to items with an ARC of "X" (expendable) in the AMDF.

g. Special tooling, jigs, fixtures, and templates, provided--

(1) Like item is not available through normal supply channels.

(2) Item is fabricated for exclusive use by Industrial Operations Command (IOC) depot in depot rebuild programs, and costs less than $2,500.

7.5 Accounting for expendable property

a. Accounting for expendable property before issue to the user is the same as accounting for durable and nonexpendable property.

b. Expendable property authorized by an MTOE or TDA, and deployable or augmentation property authorized by a CTA will be accounted for on property book records.

c. All other expendable property is considered, for accounting purposes, to be consumed upon issue; consequently, no formal accounting of expendable property is required after issue from the SRA level, to the user level.

d. Some items, although classified as expendable, are of such a nature as to require additional supply and issue controls. Such controls, when needed, will be prescribed by the wholesale item manager. Examples are shown below.

(1) Expendable items, component assemblies, repair parts, and accessories identified as recoverable or pilferable items. (See AR 710-2, paragraph 2-6e.)

(2) Drugs identified by The Surgeon General. (See AR 40-61, chapter 3.)

(3) Undenatured alcohol and alcoholic liquors. (See AR 40-61, paragraph 3-55.)

(4) Food items at the dining facility level. (See AR 30-1, chapter 7.)

(5) Bulk Fuels. (See AR 710-2, paragraph 2-35.)

(6) Subsistence drawn for training. (See Common Table of Allowances (CTA) 50-970 and AR 30-1, paragraph 10-12.)

(7) Tools. When expendable tools are issued to the user, issues will be controlled and responsibility assigned by using hand receipt, component hand receipt, tool room, or tool crib procedures. (See AR 710-2, paragraph 2-10.)

(8) Facilities Engineering supplies. (See AR 420-17, chapter 6.)

(9) Radio frequency (RF) tags. (See AR 710-2, paragraph 1-29.)

e. Items which are issued for the purpose of destructive testing and experiments will be accounted for as expendable property. These include items that are issued to--

(1) An Army activity or a Government laboratory for use in tests or experiments that will cause the items to be destroyed, made useless, or undergo identity change.

(2) An Army activity for use as training aids, devices, or displays that will be consumed in training, with the understanding that when the items are no longer needed they will be disposed of under current supply procedures.

f. Private firms likely to become manufacturers of supplies or equipment, or to perform services under a contract with the Army, may be issued free samples on approval of procuring activity. Such items will be accounted for as expendable property.

(1) All items will be credited to the SRA on issue and no further accounting will be required.

(2) Written authority for the transfer will be filed with a valid credit voucher. Any of the following is considered a valid credit voucher:

(a) Receipt from a commercial carrier or transportation agency.

(b) Certificate of the accountable officer showing the date and place items were mailed.

(c) Receipt from an authorized representative of the private firm or organization.

g. Fabricated items described in paragraph 7-4h above will be accounted for as expendable property. However, a control point will be established for fabricated items earmarked for reuse. Before fabricating a new item, a check of the control point for a like item already on hand will be made.

7.6 Durable property

Durable property is personal property that is not consumed in use, does not require property book accountability, but because of its unique characteristics requires control when issued to the user. The following classes or types of property will be coded durable and responsiblity assigned as follows:

a. All hand tools in Federal Supply Classes (FSC) 5110, 5120, 5130, 5133, 5136, 5140, 5180, 5210, 5220, and 5280 with a unit price greater than $5.00. When the unit of issue contains more than one item (e.g. package, box, dozen, etc) and the cost of a single item (unit of measurement) is less than $5.00, the hand tool will be treated as an expendable item at the user level, even though it is coded as durable in the AMDF.

b. Personal property in FSC 3510, 4110, 4140, 6240, 7105, 7110, 7125, 7195, 7210, 7220, 7230, 7290, 7310, 7320, 7350, 7820, and 7910, having a unit cost of over $300, but less than $2,500, and assigned a CIIC of "U"or "7. "

c. Nonconsumable supply class VIII items as limited by AR 40-61, and not otherwise coded with an ARC of "N " (nonexpendable) in the AMDF.

d. Commercial and fabricated items similar to those items coded with an ARC of "D" (durable) in the AMDF.

e. Audiovisual production master material and copies that are accounted for under AR 25-1.

7.7 Accounting for durable property

a. Accounting procedures for durable items before issue to the user level are the same as for expendable and nonexpendable items.

b. Accounting for durable property at the user level is not required. However, because of the nature of these items, they must be controlled and responsibility assigned as follows--

(1) Durable hand tools that are components of sets, kits, or outfits will be controlled using hand receipt annexes or component hand receipts, per AR 710-2, paragraph 2-10h.

(2) Durable hand tools that are not components of sets kits, or outfits will be controlled using hand tool receipts and sub-hand receipts. Tool room or tool crib procedures may be used in lieu of hand receipts and sub-hand receipts in accordance with AR 710-2, paragraph 2-10i, or j, as applicable, and DA Pamphlet 710-2-1, paragraph 6-3.

(3) Durable property in FSCs 3510, 4110, 4140, 6240, 7105, 7110, 7125, 7195, 7210, 7220,

7230, 7290, 7310, 7320, 7350, 7820, and 7910 will be monitored by the commander or the head of the activity. Annually, the commander or the head of the activity will conduct a management review of all the on hand durable items within the above FSCs to determine whether there are any indications of any missing items, and whether there are any indications of fraud, waste or abuse. Anytime there are indications of lost, damaged or destroyed property, the commander or the head of the activity should initiate a report of survey investigation or an AR 15-6 investigation to determine corrective measures that can be taken to correct the deficiency causing the loss, and determine whether financial liability should be assessed. The commander or the head of the activity will document that a management review of durable property was conducted, stating what the results were, and what corrective actions, if any, were taken. Documentation will be prepared in the form of a memorandum for record in duplicate. One copy will be retained at the unit or activity, and one copy provided to the next level of command. These memorandums for records will be retained on file for 2 years before being destroyed.

11.0 Command Supply Discipline Program (CSDP)

Subtopics:
- Introduction
- Program Guidance

11.SECTION-I Introduction

Subtopics:
- General information
- CSDP purpose
- Explanation of terms that apply to the CSDP.
- CSDP responsibilities

11.2 CSDP purpose

a. The purpose of the CSDP is to--
(1) Establish supply discipline as regulatory guidance.
(2) Standardize supply discipline requirements.
(3) Provide responsible personnel with a single listing of all existing supply discipline requirements.
(4) Make the U.S. Army more efficient regarding time spent monitoring subordinates' actions.
b. To achieve the above purpose, the CSDP will--

(1) Ensure compliance with DA supply policy and procedures.
(2) Determine the adequacy of established DA supply policy and procedures.
(3) Identify supply problems to permit timely corrective action within the chain of command.

11.3 Explanation of terms that apply to the CSDP.

Subtopics:
- Supervisory personnel.
- Supply economy.
- Supply discipline.
- The CSDP.
- Repeat finding.
- Requirements listing.

11.3.A Supervisory personnel.

a. Supervisory personnel. All individuals in a position of responsibility whose job involves them with supply operations within or for the U.S. Army force structure. This applies to officers, warrant officers, NCOs, and civilians.

11.3.B Supply economy.

b. Supply economy. The conservation of materiel by every individual dealing with Army supplies to ensure that only the proper item in the necessary amount is used to accomplish a task. The term Stewardship of Resources is synonymous with Supply Economy.

11.3.C Supply discipline.

c. Supply discipline. The compliance with established DA regulations to effectively administer supply economy. Supply discipline applies to the use of supply funds and to all functions and levels of supply operations, (from contractor through the wholesale and retail level, to the user).

11.3.D The CSDP.

d. The CSDP. A four-fold program addressing--
(1) Responsibilities of commanders and supervisory personnel to instill supply discipline in their operations.
(2) Guidance for evaluating supply discipline.
(3) Feedback through command and technical channels for improving supply policy.
(4) Follow-up to ensure supply discipline is maintained.

11.SECTION-II Program Guidance

Subtopics:

- The CSDP's intent
- The CSDP implementation procedures
- Monitoring--MACOM and DA levels only

11.5 The CSDP's intent

a. The CSDP is designed as a commander's program and directed at eliminating noncompliance with supply regulations. To accomplish this, the CSDP assists commanders by enabling them to become aware of DA regulatory supply requirements.
b. The CSDP is not intended to be solely an inspection program. Rather, responsible personnel are expected to use the program to--
(1) Gain familiarity with established policy.
(2) Enforce compliance with policy by subordinate personnel.
c. Evaluations are a necessary part of the CSDP in order to monitor performance. The intended result is to factually present to the commander what supply problems exist so the chain of command can initiate prompt corrective action.

12.0 Methods of Obtaining Relief from Responsibility for Property

Subtopics:
- General actions to protect Government property
- Actions to take when individuals admit liability

12.1 General actions to protect Government property

Subtopics:
- Administrative action.
- Reporting requirements.
- Administrative action taken for causes of other than fair wear and tear.

12.1.A Administrative action.

a. Administrative action. Administrative measures available to commanders to ensure enforcement of property accountability. When property becomes lost, damaged, or destroyed, use one of the adjustment methods discussed in this regulation.
(1) The methods discussed below are designed to protect the right of the U.S. Government to obtain reimbursement for the loss, damage, or destruction of Government property caused by negligence or misconduct. These methods:
(a) Are materiel accounting oriented and are not appropriate for, nor intended to be used as corrective action or punishment, when negligence or willful misconduct is known or

suspected to have contributed to the loss, damage, or destruction of Government property.
(b) Do not constitute a punishment.
(c) Do not and should not preclude the use of adverse administrative or disciplinary measures.
(2) Commanders who determine that the cause of loss, damage or destruction warrants adverse administrative or disciplinary action should take appropriate action. These actions include, but are not limited to--
(a) An oral or written reprimand.
(b) Appropriate remarks in officer's, noncommissioned officer's, and civilian's evaluation reports.
(c) MOS reclassification.
(d) Bar to reenlistment.
(e) Action under the UCMJ. ARNG members who are not in the Federal service are not subject to the UCMJ; they are subject to the military codes of their state.
(f) Adverse actions against civilian personnel as authorized.

13.SECTION-I General

Subtopics:

13.2. Mandatory initiation of a report of survey

a. Initiate and process a report of survey to account for lost, damaged, or destroyed U.S. Government property when one or more of the situations listed below exist. Tables 12-1 and 12-2 display this data in chart form, segregated for damaged property and lost or destroyed property. Process the report of survey in accordance with the version of this regulation in effect at the time the loss, damage or destruction occurred. A report of survey will be processed when—

(1) Negligence or willful misconduct is suspected as the cause, and the individual does not admit liability and refuses to make voluntary reimbursement to the Government for the full value of the loss, less depreciation.
(2) The property loss, damage, or destruction involves a change of accountable officer's inventory and the outgoing accountable officer made no voluntary reimbursement for the full amount of the loss to the Government.
(3) The value of the admitted loss, damage, or destruction exceeds the individual's monthly basic pay.
(4) The value of the damages or shortages in occupied Government quarters (real property and furnishings combined) or Government furnishings in non-Government quarters exceeds the individual's monthly basic pay.
(5) The total handling loss of a specific bulk petroleum product exceeds the allowable loss for that product, and the dollar value of the total loss exceeds $500. See AR 710-2, paragraph 2-35i.
(6) The Loss or destruction involves a sensitive item. Investigate sensitive items lost or destroyed per AR 15-6.
However, do not use the AR 15-6 investigation as authority to adjust property records or to assess financial liability.
Process a report of survey to accomplish either of these actions. When using an AR 15-6 investigation, do not request a
separate investigation by a survey officer.
(7) The loss or destruction involves public funds or other negotiable instruments.
(8) Required by higher authority or other DA regulations.
(9) Directed by an inventory adjustment report (IAR) approving authority.
(10) The loss or damage involves a GSA vehicle, and the administrative actions under paragraph 12-1c above have not been taken.
(11) The loss resulted from a fire, theft or natural disaster.
b. Paragraph 13-24 discusses the relationship between an AR 15-6 investigation and a report of survey, and the processing procedures.
c. AR 190-11, appendix E, contains mandatory requirements for initiating an AR 15-6 investigation.
d. Accounting for the loss or destruction of small arms ammunition.
(1) *Stock record level.* Do not use an AR 15-6 investigation or a report of survey for small arms ammunition unless the quantity lost or destroyed

equals or exceeds those listed in AR 190-11, appendix E. If the quantity lost or destroyed does not warrant an AR 15-6 investigation, prepare the adjustment using inventory adjustment report procedures under the provisions of paragraph 14-29.

(2) *Property book level.* When the loss or destruction involves small arms ammunition, process a report of survey to adjust the quantity on the property book record.

GLOSSARY
Section I
Abbreviations

ABL
ammunition basic load
A&E
ammunition and explosives
AAC
acquisition advice code
AAFA
Army aviation flight activities
AAR
administrative adjustment report
AASF
Army aviation support facilities
ACCOR
Army COMSEC Central Office of Record
ACWT
average customer wait time
ADP
automated data processing
ADPE
automated data processing equipment
ALC
Accounting Legend Code
ALW
allowance
AMC
Army Materiel Command
AMDF
Army Master Data File
ANMCS
anticipated not mission capable supply
AR
Army Regulation
ARC
accounting requirements code
ARI
automatic return item
ARNG
Army National Guard
ASIOE
Associated Support Items of Equipment
ASL
authorized stockage list
ASP
ammunition supply point
AUTODIN
Automatic Digital Network
AUTOSEVOCOM
Automatic Secure Voice Communications Network
AUTOVON
Automatic Voice Network

AV
aviation
AVCRAD
aviation classification repair activity depots
AVFUEL
aviation fuel
AVGAS
aviation gasoline
AVIM
aviation intermediate maintenance
AVUM
aviation unit maintenance
AVOIL
aviation oil
AWOL
absent without leave
BII
basic issue item
BOI
basis of issue
BUR
bottoms-up reconciliation
CAGE
Commercial and Government Entity Code
CAM
chemical agent monitor
CBS-X
Continuing Balance System-Expanded
CCA
Central Collection Agency
CCE
commercial construction equipment
CCI
controlled cryptographic item
CCISP
controlled cryptographic item serialization program
CEAS
commissary equipment authorization schedule
CG
Commanding General
CIF
central issue facility
CIIC
controlled inventory item code
CLSF
COMSEC logistic support facilities
CMCS
COMSEC Materiel Control System
CMDSA
COMSEC Materiel Direct Support Activity
CNGB
Chief, National Guard Bureau
COEI
components of end items
COMSEC

communication security

CONUS
continental United States

COPARS
contractor operated parts store

COSCOM
Corps Support Command

CDSP
Command Supply Discipline Program

CRP
central receiving point

CS
combat stockage

CTA
common table of allowances

CXL
canceled

DA
Department of the Army

DAMPL
Department of the Army Materiel Priority List

DAO
division ammunition officer

DFSC
Defense Fuel Support Center

DFSP
Defense Fuel Support Point

DGSC
Defense General Supply Center

DIC
document identifier code

DISCOM
division support command

DLA
Defense Logistics Agency

DLOGS
Division Logistics

DMSO
Division Medical Supply Officer

DOD
Department of Defense

DODAAC
Department of Defense Activity Address Code

DODIC
Department of Defense Small Arms Serialization Program

DOL
director of logistics

DRMO
Defense Reutilization and Marketing Office

DS
direct support

EC
essentiality code

ECS
equipment concentration site

EDD
estimated delivery date

EIC
end item code

EIR
equipment improvement recommendation

EOD
explosive ordnance disposal

EPA
Environmental Protection Agency

ERC
equipment readiness code

ERPSL
essential repair parts stockage list

ESR
equipment status report

FAD
Force/Activity Designator

FAO
finance and accounting office

FAR
Federal Acquisition Regulation

FMS
foreign military sales

FOB
free on board

FSC
Federal supply class

FSG
Federal supply group

FTX
field training exercise

FWT
fair wear and tear

FY
fiscal year

GBL
government bill of lading

GOCO
Government-owned, contractor-operated

GS
general support

GSA
General Services Administration

HQDA
Headquarters, Department of the Army

HRH
hand receipt holder

IAR
Inventory Adjustment Report

ICP
Inventory Control Point

IDS
intermediate direct support

IFMS
interagency fleet management system

IGS
intermediate general support

IMPE
information management processing equipment

IMPL
initial mandatory parts list

INSCOM
U.S. Army Intelligence and Security Command

IPD
issue priority designator

LBAD
Lexington-Blue Grass Army Depot

ISD
installation supply division

JTA
Joint Table of Allowances

JTX
joint training exercise

LCA
logistic control activity

LIF
Logistics Intelligence File

LIN
line item number

LTC
Lieutenant Colonel

MACOM
Major Army Command

MAL
master authorization list

MATCAT
materiel category

MATES
mobilization and training equipment sites

MBPAS
Monthly Bulk Petroleum Accounting Summary

MCN
management control number

MDC
magazine data card

MDS
model/design/series

MHE
material handling equipment

MILSTRIP
Military Standard Requisitioning and Issue
Procedures

MOA
memorandum of agreement

MOGAS
motor gasoline

MOS
military occupational specialty

MOU
memorandum of understanding

MPL
mandatory parts list

MPN
manufacturer's part number

MS
minimum stockage

MSC
Military Sealift Command, Major Subordinate
Command

MSE
Mobile Subscriber Equipment

MTOE
modification table of organization and equipment

MUC
maintenance use code

MWO
modification work order

NCO
noncommissioned officer

NDCC
National Defense Cadet Corps

NGB
National Guard Bureau

NGR
National Guard Regulation

NICP
National Inventory Control Point (also see ICP)

NIIN
national item identification number

NLT
not later than

NMCS
not mission capable supply

NSN
national stock number

NTV
non-tactical vehicle

OCIE
organizational clothing and individual equipment

OCONUS
Outstide Continental United States

OIC
officer in charge

OL
operating level

OMA
Operation Maintenance, Army

ORF
operational readiness float

OSHA
Occupational Safety Health Agency

PBO
Property Book Officer

PCS
permanent change of station

PD
priority designator

PHRH
primary hand receipt holder
PLL
prescribed load list
POL
petroleum oils and lubricants
POM
preparation for overseas movement
QASAS
Quality Assurance Specialist Ammunition
Surveillance
QDR
quality deficiency report
QPBS
Quantity possessed by soldiers
QSL
quality status listing
QSS
quick supply store
RATTS
Radio Active Testing and Tracking System
RC
Reserve Component; recoverability code
RDD
required delivery date
REQ-VAL
requisition validation
RICC
reportable item control code
ROD
report of discrepancy
ROTC
Reserve Officer's Training Corps
RPSTL
repair parts special tools list
RX
repairable exchange
SA
stockage allowance
SAILS
Standard Army Intermediate Level Supply
System
SASSO
small arms serialization surety officer
SAVAR
Standard Army Validation and Reconciliation
System
SC
supply catalog
SDD
standard delivery date
SER
serial number
SF
standard form
SFC

sergeant first class
SIMS-X
Selected Item Management System-Expanded
SINCGARS
Single Channel Ground Airborne Radio system
SKO
sets, kits, and outfits
SLAC
support list allowance card
SMC
State Marksmanship Coordinator
SN
serial number
SOP
standard operating procedure
SOS
source of supply
SPBS
Standard Property Book System
SPBS-R
Standard Property Book System-Redesigned
SPBS-R-I-TDA
Standard Property Book System-Redesigned -
Installation- TDA
SSA
supply support activity
SSG
staff sergeant
SSSC
self-service supply center
STAMIS
Standard Army Management Information
System
STARC
State Army Reserve Command
TAAC
Training Ammunition Authorization Committee
TAACOM
Theater Army Command
TAFR
Training Ammunition Forecast Report
TAG
The Adjutant General
TAMIS
Training Ammunition Management Information
System
TAMS
Training Ammunition Management System
TASA
total authorized stockage allowance
TAT
to accompany troops
TB
technical bulletin
TDA
table of distribution and allowances

TDY
temporary duty
TM
technical manual
TMDE
Test, Measurement, and Diagnostic Equipment
TOE
table of organization and equipment
TP
total package
TPF
total package fielding
TRC
type requirement code
TRADOC
U.S. Army Training and Doctrine Command
TTP
trailer transfer point
TSA
Troop Support Activity
UI
unit of issue
UIC
unit identification code
ULLS
Unit Level Logistics System
UMMIPS
Uniform Materiel Movement and Issue Priority System
UND
urgency of need designator
USACIDC
U.S. Army Criminal Investigation Command
USACSLA
U.S. Army Communications Security Logistics Activity
USAISC
U.S. Army Information Systems Command
USAMMA
U.S. Army Medical Materiel Agency
USAOMMCS
U.S. Army Ordnance, Missile, and Munitions Center and School
USAPC
U.S. Army Petroleum Center
USAR
U.S. Army Reserve
USARC
U.S. Army Reserve Component
USPFO
U.S. Property and Fiscal Office
VTAADS
Vertical- The Army Authorization Document System
WARS
Worldwide Ammunition Reporting System

W/ESDC
weapon/equipment system designator code
WO1
Warrant Officer One
WPE
word processing equipment

Student Handout 3

Extract From DA Pam 710-2-1, Using Unit Supply System (Manual Procedures)

This student handout contains 13 pages extracted from DA PAM 710-2-1. These pages may not mirror the format of the paper-based regulation; however, the actual text does.

Chap 5	Para 5.0, 5.1, 5.3, and 5.6
Chap 9	Para 9.3 and 9.6

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5.0 Assigning Responsibility for Property

Subtopics:

5.1 Overview

a. This chapter gives procedures for assigning responsibility for property. It also includes procedures for managing property by using an inventory list.

b. Various records are used to assign responsibility for property. These records are:

(1) The property book.

(2) Hand and subhand receipts.

(3) Temporary hand receipts.

(4) Equipment receipts.

c. General requirements for keeping records of responsibility are in (1) through (3) below. Specific instructions for keeping these records are in the rest of this chapter.

(1) Responsibility must be assigned for items accounted for on the property book.

(2) Items coded as durable are not generally accounted for on property books; but responsibility for these items must still be assigned. Individual hand tools classified as durable in the AMDF, or commercial or fabricated items similar to "D" in the AMDF will be assigned responsibility when issued to the hand receipt holder.

(3) Responsibility for expendable items does not need to be assigned, except for sensitive expendable items and tools issued from a toolroom. Expendable items do not need to be entered on and or subhand receipts. However, everyone is responsible for taking care of these items. Expendable components of End Items which require use of a component listing or shortage annex will be listed and identified on the document. Hand receipt holders will assume responsibility for these items upon signing document. Control sensitive expendable items and tools issued from a toolroom using hand receipt or temporary hand receipt procedures in chapters 5 or 6, as applicable.

5.3 Hand receipt procedures

The commander having command responsibility appoints primary hand receipt holders (PHRHs). In a TDA organization the Commander or a civilian director has command responsibility or supervisory responsibility, respectively, for property within the organization. They may designate persons to be PHRHs who will have direct responsibility for property authorized by TDA.

a. Hand receipts are required whenever property book or durable items are issued. The hand receipt lists the property that has been issued. The signature of a person on a hand receipt establishes direct responsibility. Prepare separate hand receipts for installation and organization property.

b. Use DA Form 2062 (Hand Receipt/Annex Number) to record the issue of property book and durable items. Prepare the form in two copies. DA Form 2062 may be overprinted. The person who prepares the DA Form 2062 must keep all copies of hand or subhand receipts current.

(1) For hand receipts prepared by the PBO; the original is kept by the PBO. Copy number 2 is provided to the hand receipt holder.

(2) For subhand receipts prepared by the hand receipt holders; the original is kept by the hand receipt holder. Copy number 2 is provided to the subhand receipt holder. There is no restriction on the number of times property can be subhand receipted, but under normal circumstances, should not exceed from the commander, to the supervisor, to the user.

c. Figure 5-1 gives instructions for preparing DA Form 2062 for use as a hand or subhand receipt. A sample DA Form 2062 prepared as a subhand receipt is shown in figure 5-2. File hand and subhand receipts according to AR 25-400-2, as applicable.

d. Keep hand and subhand receipts current. Do this by posting changes as they occur or by using change documents. When change documents are used, the following procedures apply:

(1) Use DA Form 3161 for issue and turn-in transactions between the PBO and the hand receipt holder. The form is also used for issue and turn-in transactions between the hand receipt holder and the subhand receipt holder. Prepare the form in two copies. The original is kept by the person who issues or turns in the item. The person receiving the property keeps the second copy. When an end item issued on a

change document has component shortages, prepare a hand receipt annex (para 6-1) to document the missing components. Do not assign an annex number until the change document is posted to the hand or sub hand receipt. Add after the item description (col C) the words "with H/R Annex" for cross-reference purposes. Files copies of change documents with the proper hand or subhand receipt. Figure 5-3 gives instructions for preparing DA Form 3161 as a change document.

(2) Post change documents to hand or subhand receipts:

(a) At least every 6 months. The 6-month period is based on the date of the oldest change document.

(b) Before the change of hand or subhand receipt holders.

Note. When the hand receipt holder is replaced, all property listed on the hand receipt will be inventoried. The inventory will be accomplished before the new hand receipt holder assumes responsibility for the property. Responsible officer will specify how much time will be allowed to conduct the inventory. When a hand receipt holder leaves the area of his/her primary duties for a period in excess of 30 calendar days e.g., TDY, leave, emergency, hospitalization or extended detached duty, the commander/activity chief will appoint a temporary hand receipt holder. A joint inventory will be conducted upon departure and return of the hand receipt holder. This will ensure that direct responsibility for the property is maintained in a continuing basis.

(c) Before a change of responsible officer inventory is made.

(d) Change documents are not required to be posted to hand receipts for furnishings in family quarters.

(3) Post change documents to hand or subhand receipts as follows:

(a) Compare all change documents. When an issue and a turn-in has been made for the same item, post only the difference in quantity. Line out serial numbers for items turned in. Enter new serial numbers if they are recorded on the property book.

(b) Add quantities issued to the old quantity shown for the item; enter the new quantity in the next quantity column. Add new serial numbers to the hand receipt if they are recorded on the property book. If an issued item is not already listed on the hand or subhand receipt, enter it on the next available line.

(c) Subtract quantities turned in or expended as operational load from the old quantity shown for the item; enter the new quantity in the next quantity column. If new quantity is zero (0), line out the block. Line through the serial numbers of items turned in.

(d) Advance all other quantities to the next quantity column. Line out unused blocks in the column. Have the hand or subhand receipt holder sign and date the receipt.

(e) Destroy change documents after actions in (a) through (d) above have been completed.

(f) Hand receipt annexes prepared per paragraph 5-3d(1) above will be assigned an annex number and filed with the hand receipt or subhand receipt to which it applies.

(4) DA Form 2407 will be used to document items turned in for repair between the PBO and the hand receipt holder.

5.4 Temporary hand receipt procedures

Hand receipt holders of one unit will not loan items to members of another unit unless approval is first obtained from the appropriate authority. For temporary loans within a component the owning PBO is the approving authority. Exception: Equipment on hand receipt to USAR ECS and ARNG mobilization annual equipment training sites (MATES). For loan of ARNG and USAR equipment to the Active Component, requests must be initiated at the MACOM level and approved by the Reserve Component headquarters (NGB or USARC) owning the equipment. See paragraph 5-5, for temporary loans to Active Components. Equipment authorized an activity funded by AIF will not be permanently loaned to another activity. If the equipment is not required for mission accomplishment, action will be taken to change the applicable TDAs in accordance with AR 71-13. When property is issued or loaned for periods up to 30 calendar days, the following procedures may be used:

a. Prepare DA Form 3161 (in two copies) as a temporary hand receipt. The person issuing the items keeps the original copy. The person receiving the items keeps the second copy. Figure 5-4 gives instructions for preparing DA Form 3161 as a temporary hand receipt. Temporary hand receipt may be accomplished by use of a locally procured rubber stamp used in conjunction with the receipt document. The rubber stamp must contain the essential elements of data for a hand receipt.

b. Prepare a folder for filing temporary hand receipts. File the original copies in date sequence.

c. Destroy both copies of temporary hand receipts when the property is returned.

d. Review the temporary hand receipt file daily to find if any are due to expire shortly. Within 5 days prior to expiration of the temporary hand receipt, take the following actions:

(1) Notify the hand receipt holder and arrange for return of the property not later than the expiration date. Destroy all copies of the hand receipt when the property is returned.

(2) If the person still needs the property, issue it using hand receipt procedures.

e. Classified COMSEC materiel may be hand receipted by the COMSEC custodian using SF 153 to persons cleared and authorized to receive the materials. When operational requirements dictate, the custodian may authorize hand receipt holders to subhand receipt classified COMSEC materiel. COMSEC custodians must keep accurate records showing status of materiel to allow discharge of their responsibilities to the Army COMSEC Central Office of Record (ACCOR). Detailed procedures for the hand receipt of COMSEC materiel are contained in TB 380-41.

5.6 Use of DA Form 3749 (Equipment Receipt)

a. Use DA Form 3749 to assign responsibility for property that is issued to the same person for brief recurring periods. Examples are the NBC masks, individually assigned weapons, and radiac equipment issued for training.

b. Prepare a DA Form 3749 for each individually assigned weapon and other items. Give the receipt to the soldier that will receive the item. Do not prepare new DA Forms 3749 when there is a change of the responsible officer. Continue to accept DA Forms 3749 issued by previous responsible officers as long as the bearer of the card is validly listed on the master authorization list. Prepare and send a new DA Form 3749 when old card is lost, mutilated, or destroyed; when a new member is assigned to a unit; or when the soldier is assigned a different item. Figure 5-5 gives instructions for preparing DA Form 3749.

c. Equipment (other than weapons) will be controlled as follows:

(1) When the equipment is issued, the person receiving it will give the DA Form 3749 for the item to the person making the issue.

(2) When the item is returned, the DA Form 3749 will be returned to the person.

d. Weapons will be controlled as follows:

(1) The unit armorer must keep a master authorization list (MAL). The MAL will contain the names and unit of the soldiers who will receive issues, and the number of the equipment receipts. Keep the MAL updated to show personnel changes. Before a weapon is issued, the armorer must check each soldier's DA Form 3749 with the MAL to make sure there is no unauthorized issue of weapons.

(2) When individually assigned weapons are issued for 24 hours or less, only the turn-in of DA Form 3749 is required. An entry in the control sheet or log is not required for issues of 24 hours or less.

(3) When individually assigned weapons are issued for periods over 24 hours, the receiving soldier must turn in the DA Form 3749 for the weapon to the person making the issue. The soldier will also make an entry on the control sheet or the log that contains the date of the issue. The soldier will enter in ink the nomenclature and serial number of the item received the time of issue, and his or her signature. Enter the signature as it appears on the DA Form 3749.

(4) When weapons are turned in, close out the control sheet. Return the soldier's DA Form 3749. The person receiving the weapon will enter the date, time, and his or her initials on the control sheet.

(5) Keep the weapons control sheet in the unit active file. Keep it until completion of the next monthly (quarterly for USAR and ARNG) inventory by serial number. Then destroy the control sheet.

(6) When a single weapon is needed for issue to more than one soldier, prepare DA Form 3749 for each soldier authorized to use the weapon. Issue the weapon per paragraphs (1) through (4), above, except that control sheet entries are required regardless of the time period for which the weapon is issued.

(7) When other than individually assigned weapons are issued, use hand or temporary hand receipt procedures. Control sheet entries are also required.

(8) The responsible officer will set up different procedures for the issue and control of weapons for interior guards and other guard force personnel only when procedures in (1) through (7) above are not practical.

(9) A consolidated arms room operation requires establishment of a landlord/tenant relationship.

This is needed to make the landlord responsible for physical security, including locking outer doors and controlling keys to those doors. The landlord will be responsible for setting up proper standing operating procedures (SOPs) for all using units. The landlord will also make sure the SOPs are followed. SOPs must also be developed for key control and for executing memorandum of agreement outlining responsibilities for sharing the arms room. The landlord does not have to enter the property accountability chain of the using units to maintain effective physical security. Arms stored in consolidated arms rooms will be separated by unit or battery (HQ battery, etc.). Tenant commanders are responsible for their own weapons.

9.3 Change of hand receipt holder inventory

When the hand receipt holder is replaced, all property listed on hand receipts will be inventoried by the incoming and outgoing PHRH. Thirty days will be allotted to conduct the joint inventory. When the inventory cannot be completed in the allotted time, request extension in writing to the commander/supervisor. See AR 710-2, paragraph 2-12 and table 2-1 for specific instructions.

a. For conduct of the inventory use the following procedures:

(1) Take these actions prior to the inventory:

(a) Check with the next higher commander/supervisor for any instructions.

(b) Make sure all hand or sub-hand receipts and annexes with change documents are updated.

(c) Review the hand receipt to find the type of items to be inventoried. If needed, select personnel to assist in the inventory and give them instructions.

(d) Notify sub-hand receipt holders of when and how the inventory is to be conducted.

(e) Review DA Pam 25-30 to ensure that the most current supply catalogs, component lists, technical manuals, and other related publications are used during the inventory. In the event the most current publications are not on hand, the outgoing hand receipt holder will place required publications on order during the inventory. The incoming hand receipt holder will inventory by the publication on hand or, if no publication is on hand, by preparing a component list of items on hand pending receipt of the most current publication. The commander/supervisor for whom the property book is kept will be informed of this action.

(f) Immediately upon receipt of the current publication, the hand receipt holder will direct a 100 percent inventory be taken to determine any overages/shortages. Overages will be turned in. Shortages will be accounted for as follows:

(g) When the publication indicates a publication as being newly added, request the item.

(h) When the publication indicates a component is not new or is being deleted, and the component was not on hand during the original inventory, action will be taken per AR 735-5.

b. Inventory the property as follows:

(1) Check all items to make sure the item and their description on the unit property book or hand receipt match. Make a list of any differences.

(2) Make a visual check of the condition of the property. Make a list of any damaged equipment.

(3) Count all items listed on the hand receipt. Make a list of any overages or shortages.

(4) Check end items for completeness. Use the proper TM or SC to identify components. Make sure that component shortages are listed on hand receipt shortage annexes. Check the document register to make sure that component shortages are on request. Make a list of component shortages that are not listed on hand receipt shortage annexes. Make a list of any component overages.

(5) Check the serial number on the item with that recorded on the hand receipt. Make a list of any serial number differences.

(6) If items are in maintenance, make sure the maintenance request is valid. Check all open maintenance requests with the supporting maintenance facility.

(7) Report damaged equipment to unit maintenance personnel for repair.

(8) Report all differences regarding property discrepancies to the accountable officer/PBO. After the document has been assigned to the AR 735-5 adjustment documents, the outgoing hand receipt holder will sign for the adjusted quantities in the next column. The new hand receipt holder will sign for the same quantities in the next available column. If no discrepancies were discovered during the inventory, the new HRH will sign the next available quantities column thereby acknowledging responsibility for the property.

c. If a hand receipt holder dies or departs the unit without transferring responsibility for property, the Unit Commander/supervisor will appoint a person to act on their behalf so that a joint inventory can be

conducted.

9.6 Annual/cyclic inventory

a. An annual one hundred percent of all property assigned to the organization will be conducted. The officer responsible for the unit's property will ensure that this inventory is conducted. A cyclic inventory may be performed in lieu of the annual officer inventory when:
(1) The responsible officer of a unit keeping its own property book elects to do it.
(2) The property book is kept at other than unit level and the PBO requires it.
b. When the cyclic inventory option has been chosen, use the following procedures:
(1) Conduct cyclic inventories monthly, quarterly, or semiannually. Inventory about 10 percent of the property book items monthly, 25 percent quarterly or 50 percent semiannually.
(2) If the location of hand or subhand receipt holders make the inventory of a certain number of lines impractical, the PBO or responsible officer may choose that specific hand or subhand receipts be completely inventoried.
(3) The PBO or responsible officer will designate by memorandum the items to be inventoried.
(4) The responsible officer notifies hand or subhand receipt holders when and how the inventory is to be conducted.
(5) Inventory the required items with hand or subhand receipt holders. Check the items to make sure the item and the description on the hand or subhand receipt match. Make a list of any differences.
(6) Make a visual check of the condition of the property. Make a list of any damaged property.
(7) Check end items for completeness. Use the proper TM or SC to identify components. Make sure that component shortages are listed on hand receipt shortage annexes. Check the document register to make sure component shortages are on request. Make a list of component shortages that are not listed on hand receipt shortage annexes. Make a list of any component overages. In the event the most current publication is not on hand, take action per paragraph 9-3.
(8) Check the serial number on the item with the serial number recorded on the hand or subhand

receipt. Make a list of any serial number differences.
(9) Report damaged equipment to unit maintenance personnel for corrective action.
(10) Report differences pertaining to property book items to the PBO. The PBO conducts causative research for these differences. Causative research includes but is not limited to, comparing all postings to the applicable property book page against documents that support those postings, verifying all hand receipt change documents, searching storage areas controlled by the PBO, and ensuring that end item identity was not destroyed by consolidation, disassembly or mislabeling. When no conclusive findings are made, take the following actions:
(a) Turn in overages as "found on installation" property.
(b) Account for shortages according to AR 735-5. When preparing the Report of Survey ensure that the unit price used is current per AR 735-5.
(c) Prepare and process an AAR to correct differences within sizes, makes, or models.
(d) Adjustment documents must be posted to the property book. Adjust hand or subhand receipt and hand receipt shortage annexes accordingly.
(e) Submit requests for issue to replace shortages.
(11) Record the results of the inventory on the memorandum that designated which items were to be inventoried. State in the memorandum that the required items were completely inventoried and the name of the individual who conducted the inventory. Also state that differences have been accounted for according to AR 735-5 and DA Pam 710-2-1. The responsible officer must sign the memorandum. File the original of the memorandum (SPBS-R and SPBS-R-I/TDA users, file the memorandum with the automated inventory listings) at property book level. File a copy of the memorandum (SPBS-R and SPBS-R-I/TDA users, file a copy of the memorandum with the inventory listings) at the unit level if the responsible officer is a hand receipt holder. If the property book is kept at unit level, send a copy of the memorandum to the next higher level command. Separate memorandums are needed when the unit is supported by more than one property book activity. A sample cyclic inventory memorandum, with responsible officer's statement, is shown in figure 9-1.

HAND RECEIPT/ANNEX NUMBER For use of this form, see DA PAM 710-2-1. The proponent agency is ODCSLOG.	①	FROM: PBO 1-651 Arty Bn	②	TO: Cdr, C Btry	③	HAND RECEIPT NUMBER 3 ④

FOR ANNEX PCB ONLY	END ITEM STOCK NUMBER	END ITEM DESCRIPTION	PUBLICATION NUMBER		PUBLICATION DATE	QUANTITY

STOCK NUMBER a.	ITEM DESCRIPTION b.	* c.	SEC d.	UI e.	QTY AUTH f.	g. QUANTITY					
						A	B	C	D	E	F
1005-00-726-5655	*TM 9-1005-211-12 w/c 1-5, 16 SEP 68* Pstl .45 M1911A1 W/OE Scr No. 9677182		N	EA	1	1	1	1	1		
1220-00-588-7282	Pl tg Board W/E M17		u	EA	2	2	1	2	2		
	Radiac Set AN/PDR-7				2	/	/	/	/		
6665-00-017-8903	*TM 11-6665-209-15 w/c 1,3,6,7, 2 SEP 60* Radiac Set AN/PDR-27Q		u	EA		1	1	1	1		
6665-00-961-0846	*TM 11-6665-230-15 w/c 1,3 20 JUN 67* Radiac Set AN/PDR-27R		u	EA		1	1	1	1		
6665-00-752-7759	*TM 11-6665-214-10 w/c 1-4, 27 NOV 62* Radiac Set IM93/UD		u	EA	4	4	3	4	4		
	Radiacmeter IM-174/PD				2	/	/	/	/		
6665-00-999-5145	*TM 11-6665-232-12, w/c 1-7, 21 AUG 67* Radiacmeter IM-174A/PD		u	EA		1	1	1	1		
6665-00-856-8037	*TM 11-6665-213-12, w/c 1,2, 31 JUL 69* Radiacmeter IM 174-PD		u	EA		1	1	1	1		
	Radio Set AN/GRC-160				3	/	/	/	/		
5820-00-223-7411	*TM 11-5820-478-12, w/c 1-8, 31 MAY 67* Radio Set AN/GRC-125		u	EA		2	2	2	2		
5820-00-223-7473	*TM 11-5820-498-12, w/c 1-8, 31 MAY 67* Radio Set AN/GRC-160		u	EA		1	1	1	1		
5820-00-223-7433	*TM 11-5820-401-12 w/c 1-3, 7 SEP 72* Radio Set AN/VRC-46	4	u	EA	3	3	3	3	3		
						/	/	/	/		
						/	/	/	/		

* WHEN USED AS A:

    HAND RECEIPT, enter Hand Receipt Annex Number
    HAND RECEIPT FOR QUARTERS FURNITURE, enter Condition Codes
    HAND RECEIPT ANNEX/COMPONENTS RECEIPT, enter Accounting Requirements Code (ARC).

⑤ PAGE 6 OF 14 PAGES

DA FORM 2062, JAN 82   EDITION OF JAN 58 IS OBSOLETE   USAPPC V2.12

PAGE 14 OF 14 PAGES

Figure 5-1. Sample DA Form 2062 prepared as a hand or subhand receipt

Legend:
Completion instructions by block or column for DA Form 2062.

(1) Title Line out the words annex number.
(2) From Enter the name of the organization, unit, section, or squad which issues the property. Do not enter a person's name.
(3) To--
1. Enter the name of the unit, section, or squad to which the property is issued.
2. For quarters furniture or property of a personal nature, such as sheets, pillow case, or bed, enter the name and rank of the person receiving the property.
(4) Hand Receipt Number Enter a locally designed number. Use it to post the location of property in the property book. A number is not required when property of a personal nature is issued directly to an individual.
(a) Stock Number--
1. Enter the stock number of the item being described.
2. Line item number (LIN) may be entered for identifying items to be inventoried on a cyclic basis (ink or pencil entry).
(b) Item Description--
1. Enter enough words to identify the item. Include the make or model number if the item has one.
2. Enter the type, number, date, and changes in force of the publication that contains the basic issue items list (BIIL), mandatory discretionary components, or other components list (ink or pencil entry). The publication number will normally be an operator's technical manual (-10 series) or supply catalog (SC). This entry will be made above the item description and within the same block.

Note. Use DA PAM 25-30, chapter 12, to research the publication data required.
3. Enter serial/registration numbers when recorded on the property book. Line out serial numbers when the item is turned in.
c - * When used as a hand or subhand receipt, enter the hand receipt annex number for the item (pencil entry). If hand receipt annex is not required, leave blank. Hand receipt for quarters furniture, enter the proper condition code at time of issue (ink or pencil entry). Condition codes are listed below. (Entry required only for family quarters occupants.)
d - SEC Enter the CIIC, formerly, SEC code of the item (pencil, ink, or typewriter entry). This code is in the AMDF.
e - UI Enter the unit of issue (pencil, ink, or typewriter entry).
f - Qty Auth Enter the quantity authorized to be on hand (pencil, ink, or typewriter entry).
(A thru F)
1. Enter the quantity on hand for each item listed. Line out all unused blocks in columns with recorded quantities.
2. Advance all quantities to the next quantity column when quantities change. Quantities must be advanced when changing hand or subhand receipt holders.
3. The person receiving the property will sign, enter his or her rank and date the proper quantity column on the last page (ink entry). The last page is the last numbered page. It may be an odd or even number. The last page may be reserved for signatures only. (The original page will have an original signature; the copy may have a carbon signature.)
(5) Self explanatory.
Condition Codes (For Quarters Furniture Only)
BE--Bent
BR--Broken
BU--Burned
CH--Chipped
D--Dented
F--Faded
G--Gouged
L--Loose
M--Marred
MI--Mildewed
MO--Motheaten
R—Rubbed
RU--Rusted
SC--Scratched
SO--Soiled
T--Torn
W--Badly Worn
Z—Cracked

Note. All entries will be made in ink or typewritten unless otherwise stated. Make corrections of errors in the stock number or item description columns by drawing a single line through the wrong data and writing the correct data above the lined-out error. Correct quantity-column error by entering the correct quantity in the next column, carrying all other quantities forward to the new column, and having the hand receipt holder sign both columns.

REQUEST FOR ISSUE OR TURN-IN (DA PAM 710-2-1)			ISSUE	SHEET NO. 1	NO. SHEETS 1	3. REQUEST NO. Change Document		4. VOUCHER NO.		
			X TURN-IN							
1. SEND TO: 1-651 FA Bn WHA2HAA			5. DATE MATERIAL REQUIRED			6. DODAAC	7. PRIORITY	8. ACCOUNTING/FUNDING DATA		
2. REQUEST FROM: C Btry, WA2HCO, H/R File 3			9. END ITEM IDENT			9a. NAME/MANUFACTURER		9b. MODEL	9c. SERIAL NO.	
*CODE ISSUE TURN-IN I-Initial FWT-Fair Wear And Tear EX-Excess R-Replacement RS-Report of Survey SC-Stmt of Charges						10. PUBLICATION			11. JOB ORDER NO.	
12. ITEM NO. a	STOCK NO. b	ITEM DESCRIPTION. c	UNIT OF ISSUE d	QUANTITY e	CODE* f	SUPPLY ACTION g	UNIT PRICE h	TOTAL COST i	j. POSTED	
									DATE	BY
1	2320-00-177-9258	Trk, Util 1/2 T, USA NO 6F4130 Ser# 2566226 CIIC U	EA	1	FWT	1				
		Nothing Follows								
								SHEET TOTAL	GRAND TOTAL	
13. ISSUE/TURN-IN "QUANTITY" COLM IS REQUESTED	DATE 28 MAY 96	BY John E. Begood, CW3	14. ISSUE QTY IN "SUPPLY ACTION" COLUMN	DATE	BY		15. REC QTY IN "SUPPLY ACTION" COLUMN	DATE 28 May 96	BY Raymond Turner, MSG	

DA FORM 3161, MAY 83   REPLACES EDITION OF JUN 73 WHICH WILL BE USED UNTIL EXHAUSTED.   USAPPC V1.10

Figure 5-3. Sample DA Form 3161 prepared as a change document

Legend:
Completion instructions by block or column for DA Form 3161.

Issue Enter "X" when used for an issue.
Turn-In Enter "X" when used for a turn-in.
Sheet No. Number sheets consecutively.
No. Sheets Enter total number of sheets.
(1)--
Send to Enter the name, UIC, and hand or subhand receipt number (if applicable) of the organization, unit, section, squad, receiving the items.
2. For issue of quarter's furniture or property of a personal nature, such as sheets, pillowcase, or bed, enter the name and rank of the person receiving the property.
Request From—
1. Enter the name, UIC, and hand or subhand receipt number (if applicable) of the organization, unit, section, squad, which issues or turns in the items.
2. For turn-in of quarters furniture or property of a personal nature, such as sheets, pillowcase, or bed, enter the name and rank of the person who turns in the items.
Request No. Enter "Change Document."
Column 12a Enter the item number, in sequence, for each item issued or turned in.
Column 12b Enter the stock number and LIN (if available), of each item issued or turned in.
Column 12c--
1. Enter a description of the item. Include the make or model if the item has one.
2. Enter serial numbers when recorded on the property book, hand, or subhand receipt
3. Enter the CIIC code of the item. This code is in the AMDF.
4. Enter the condition code of quarters furniture. Codes are shown in figure 5-1.
Column 12d Enter the unit of issue.
Column 12e Enter the quantity to be issued or turned in.
Column 12f Enter the proper issue or turn-in code. Codes are shown on the form.
Column 12g The person that signs block 15 will enter the quantity received.

Note. Enter "Nothing Follows" below the last item entered on the form. Make this entry in the item description column.

Block 13 The person who issues or turns in will print name, date and sign this block. Include rank.
Block 15 The person receiving the issue or turn-in will print name, date and sign this block. Include rank.

Note. All entries except signatures will be made in ink or typewritten. Signatures will be handwritten in ink.

REQUEST FOR ISSUE OR TURN-IN (DA PAM 710-2-1)		X ISSUE / TURN-IN	SHEET NO.	NO. SHEETS	3. REQUEST NO. Temporary Hand Receipt		4. VOUCHER NO.	
1. SEND TO: Sergeant of the Guard C Btry 3/8th FA Bn			5. DATE MATERIAL REQUIRED		6. DODAAC	7. PRIORITY	8. ACCOUNTING/FUNDING DATA	
2. REQUEST FROM: C Btry, 3/8th FA Bn WA2HCO			9. END ITEM IDENT		9a. NAME/MANUFACTURER		9b. MODEL	9c. SERIAL NO.
* CODE	ISSUE I-Initial R-Replacement	TURN-IN FWT-Fair Wear And Tear RS-Report of Survey EX-Excess SC-Stmt of Charges			10. PUBLICATION		11. JOB ORDER NO.	

12. ITEM NO. a	STOCK NO. b	ITEM DESCRIPTION. c	UNIT OF ISSUE d	QUANTITY e	CODE* f	SUPPLY ACTION g	UNIT PRICE h	TOTAL COST i	j. POSTED DATE	BY
1	5805-00-543-0012	Telephone Set, TA 312	EA	7	I	7				
		Nothing Follows								
								SHEET TOTAL	GRAND TOTAL	

13. ISSUE/TURN-IN "QUANTITY" COLM IS REQUESTED	DATE 26 MAY 96	BY John E. Begood, CW3	14. ISSUE QTY IN "SUPPLY ACTION" COLUMN	DATE	BY	15. REC QTY IN "SUPPLY ACTION" COLUMN	DATE 26 MAY 96	BY Ernest Worker, SSG

DA FORM 3161, MAY 83   REPLACES EDITION OF JUN 73 WHICH WILL BE USED UNTIL EXHAUSTED.   USAPPC V1.10

Figure 5-4. Sample of a DA Form 3161 prepared as a
temporary hand receipt

 Legend:
Completion instructions by block or column for DA Form 3161 prepared as a temporary hand receipt.

Issue Enter "X."
Sheet No. Number sheets consecutively.
No. Sheets Enter total number of sheets.
Send to
1. Enter the name and the UIC (if applicable) of the organization, unit, section, squad, receiving the issue.
2. For issue of quarters furniture or property of a personal nature, such as sheets, pillowcase, or bed, enter the name and rank of the person receiving the issue.
Request From Enter the name and the UIC (if applicable) of the organization, unit, section, squad, making the issue.
Request No. Enter "Temporary Hand Receipt."
Column 12a Enter the item number, in sequence, for each item issued.
Column 12b Enter the stock number of the item issued.
Colunm 12c
1. Enter a description of the item. Include the make or model number if the item has one.
2. Enter serial numbers when recorded on the property book, hand, or subhand receipt.
3. Enter the condition code of quarters furniture when issued to family quarters occupants. Codes are in figure 5-1.
Column 12d Enter the unit of issue.
Column 12e Enter the quantity to be issued.
Column 12f Enter an "I" for each item listed.
Column 12g The person that signs block 15 will enter the quantity received.

Note. Enter "NOTHING FOLLOWS" below the last item entered on the form. Make the entry in the "item description" column.
Block 13 The person making the issue will print name, date and sign this block. (Include rank.)
Block 15 The person receiving the issue will print name, date and sign this block. (Include rank.)

Note. Make all entries except signatures in ink or by typewriter. Signatures will be handwritten in ink.

```
┌─────────────────────────────────────────────────────┐
│         EQUIPMENT RECEIPT (DA PAM 710-2-1)            │
├──────────────────────────────┬──────────────────────┤
│ 1. UNIT                      │ 2. RECEIPT NO.        │
│ C Btry 1-651 Arty Bn         │        12             │
├──────────────────────────────┼──────────────────────┤
│ 3. STOCK NO.                 │ 4. SERIAL NO.         │
│ 1005-00-073-9421             │   1234567             │
├──────────────────────────────┴──────────────────────┤
│ 5. ITEM DESCRIPTION                                  │
│ Rifle, M16A1                                         │
├──────────────────────────────────────────────────────┤
│ 6. I hereby acknowledge receipt of this equipment from│
│   Arms Room                                           │
│                                      of this unit.    │
├──────────────────────────────┬──────────────────────┤
│ 7. NAME                      │ 8. SOCIAL SECURITY NO.│
│ GROVER D. FRANKS             │ 429-17-6528           │
├──────────────────────────────┼──────────────────────┤
│ 9. SIGNATURE                 │ 10. GRADE             │
│                              │     SFC               │
├──────────────────────────────┴──────────────────────┤
│ DA FORM 3749, JAN 82    Edition of Aug 71 is obsolete.│
└──────────────────────────────────────────────────────┘
```

```
┌─────────────────────────────────────────────────┐
│               INSTRUCTIONS                       │
│                                                  │
│  1  THIS CARD WILL BE SURRENDERED EACH TIME      │
│     THIS EQUIPMENT IS ISSUED.                    │
│                                                  │
│  2. LOSS OF THIS CARD WILL BE REPORTED TO THE    │
│     UNIT COMMANDER IMMEDIATELY.                  │
│                                                  │
│                                                  │
│     ──────────────────────────────────          │
│          (Signature of Issuing Officer)          │
│                                                  │
└─────────────────────────────────────────────────┘
```

The information listed on this form is to be used as a general guide only.

Figure 5-5. Sample of a completed DA Form 3749
        prepared as a change document

Legend:
Completion instructions by block for DA Form 3749.

1 Enter the name of the unit.
2 Enter a locally designed number.
3 Enter the stock number of the item being described.
4 Enter the serial number of the item when recorded on the property book, hand, or subhand receipt.
5 Enter the nomenclature of the item.
6 Enter the name of the section, squad, etc., which issues the equipment.
7 Enter the name of the person who will receive the equipment.
8 Enter the SSN of the person who will receive the equipment. Obtain the SSN from the unit personnel information roster.
9 The person who will receive the equipment will sign this block.
10 Enter the grade of the person who will receive the equipment.
Reverse Side--
(Signature of issuing officer) The responsible officer of the unit will sign in the space indicated.

Note. All entries, except signatures, will be either printed in ink or typewritten. The signatures will be handwritten in ink.

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T230   **Supervise Preventive Maintenance**   **MAR 05**
Checks and Services (PMCS)

U.S. ARMY SERGEANTS MAJOR ACADEMY

Primary Leadership Development Course (PLDC)

The Army Training System

TRAINING SUPPORT PACKAGE

"NO ONE IS MORE PROFESSIONAL THAN I"

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	T230 / SUPERVISE PREVENTIVE MAINTENANCE CHECKS AND SERVICES (PMCS)
Effective Date	01 APR 2005
Supersedes TSP(s) / Lesson(s)	T230/ Supervise Preventive Maintenance Checks and Services (PMCS), OCT 03.
TSP Users	600-PLDC, Primary Leadership Development Course 600-PLDC (MOD), Primary Leadership Development Course (Modified)
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	Users are invited to send comments and suggested improvements on DA Form 2028, *Recommended Changes to Publications and Blank Forms.* Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to: COMDT USASMA ATTN ATSS DCP BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002 Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875 E-mail: atss-dcd@bliss.army.mil
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

**This TSP
Contains**

TABLE OF CONTENTS

Supervise Preventive Maintenance Checks and Services
T230 / Version 1
01 Oct 2003

SECTION I. **ADMINISTRATIVE DATA**

All Courses Including This Lesson	**Course Number**	**Version**	**Course Title**
	600-PLDC	1	Primary Leadership Development Course
	600-PLDC MOD	1	Primary Leadership Development Course (Modified)

Task(s) Taught(*) or Supported	**Task Number**	**Task Title**
		INDIVIDUAL
	091-257-0002 (*)	Conduct Preventive Maintenance Checks and Services (PMCS)
	091-CLT-4029 (*)	Supervise Preventive Maintenance Checks and Services

Reinforced Task(s)	**Task Number**	**Task Title**
	None	

Academic Hours

The academic hours required to teach this lesson are as follows:

	Resident Hours/Methods	
	1 hr 5 mins / Conference / Discussion	
	45 mins / Practical Exercise (Performance)	
Test	0 hrs	
Test Review	0 hrs	
Total Hours:	2 hrs	

Test Lesson Number

	Hours	**Lesson No.**
Testing (to include test review)	2 hrs 30 mins	WE02

Prerequisite Lesson(s)	**Lesson Number**	**Lesson Title**
	None	

Clearance Access

Security Level: Unclassified
Requirements: There are no clearance or access requirements for the lesson.

Foreign Disclosure Restrictions

FD5. This product/publication has been reviewed by the product developers in coordination with the Ft Bliss, TX foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

	Number	Title	Date	Additional Information
References	**Number**	**Title**	**Date**	**Additional Information**
	DA PAM 738-750	FUNCTIONAL USERS MANUAL FOR THE ARMY MAINTENANCE MANAGEMENT SYSTEMS (TAMMS)	01 Aug 1994	

Student Study Assignments

Before class--

- Read Student Handout 1 and Student Handout 2.

During class--

- Participate in classroom discussion
- complete PE-1.

After class--

- Review material for written examination.

- Turn in recoverable references.

- Prepare to conduct PMCS on an item of equipment during the recovery phase of the STX.

Instructor Requirements

1:8, SSG, PLDC graduate, ITC and SGITC qualified.

Additional Support Personnel Requirements

Name	Stu Ratio	Qty	Man Hours
None			

Equipment Required for Instruction

ID Name	Stu Ratio	Instr Ratio	Spt	Qty	Exp
6730-00-577-4813 SCREEN, PROJECTION	1:16	1:2	No	0	No
6730-00-P53-8147 Projector, Overhead	1:16	1:2	No	0	No
7110-00-132-6651 CHALKBOARD	1:16	1:2	No	0	Yes
7520-01-424-4867 EASEL, DISPLAY AND TRAINING	1:16	1:2	No	0	Yes
7530-00-619-8880 PAD, WRITING PAPER	1:16	1:2	No	0	Yes

* Before Id indicates a TADSS

Materials Required	**Instructor Materials:**
	• TSP.
	• VGTs as described in Appendix A.
	• One copy of DA Pam 738-750 per classroom for reference.
	• Minimum of two DA Form 2404s or 5988-Es per student (may be reproductions).
	Student Materials:
	• One copy of Student Handouts 1 and 2 and PE-C-3 per student.
	• Assigned item of equipment w/-10 TM for PMCS (based on SOP).
	• Advance Sheet in Appendix D.
	• Pen or pencil and writing paper and any materials required by the NCOA's SOP.

Classroom, Training Area, and Range Requirements	CLASSROOM (40X40 PER 16 STUDENTS)

Ammunition Requirements	**Id**	**Name**	**Exp**	**Stu Ratio**	**Instr Ratio**	**Spt Qty**
	None					

Instructional Guidance	**NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.
	In addition, the SGL will—
	Before class—
	• Read and study all TSP material and be ready to conduct the class.
	• This TSP has questions throughout to check learning or generate discussion among the group members. You may add any questions you deem necessary to bring a point across to the group or expand on any matter discussed.
	• You must know the information in this TSP well enough to teach from it, not read from it.
	• Issue Student Handout 1 and 2 during inprocessing; also, identify item of equipment for PMCS and issue appropriate -10 manual at the same time. Before presenting this lesson, thoroughly prepare by studying this lesson and identified reference material. Equipment used for the Practical Exercise (PE) must be at -10 TM or commercially defined operational standard level.
	During class--
	• Conduct the class in accordance with this TSP.
	• This TSP presents references at the beginning of some of the paragraphs. This allows you to inform your students of where they should look in the reference to follow your instruction.
	After class--
	• Collect all recoverable materials after the examination for this lesson.

Proponent Lesson Plan Approvals	**Name**	**Rank**	**Position**	**Date**
	/s/Billy R. Williams			
	/t/Billy R. Williams	Civ	Training Developer	28 MAR 05
	/s/Victor A. LeGloahec			
	/t/Victor A. LeGloahec	SGM	Chief, PLDC	28 MAR 05
	/s/For Ben Stevens			
	/t/Agnes D. Bennett-Green	SGM	Chief, CMDD	28 MAR 05

SECTION II.   INTRODUCTION

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio is: 1:8
Time of Instruction: 10 mins
Media: None

Motivator

The modern battlefield is a highly technological, volatile battlefield. The lethality of the current weapon systems exceeds any ever seen before. The key to maintaining their mobility and lethality is proper maintenance. This lesson provides you with the knowledge to maintain that essential warfighting edge through effective preventive maintenance checks and services (PMCS).

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Perform preventive maintenance checks and services (PMCS).
Conditions:	In a classroom, field, or motor park area given an item of equipment, the appropriate –10 TM, Student Handout 2, and a DA Form 2404 or DA Form 5988-E.
Standards:	Performed preventive maintenance checks and services (PMCS) by-- • Selecting the correct references and using the correct PMCS table to make the required accurate entries on the DA Form 2404 or 5988-E. • Identifying the purposes of DA Forms 2408-14, 5988-E and DD Form 314. • Inspecting an item of equipment IAW the appropriate -10 TM, Student Handout 2. • Completing the practical exercise all in accordance with DA Pam 738-750.

Safety Requirements

IAW. 10 safety precautions for selected item of equipment and local SOP.

Risk Assessment Level

Low.   Commandants will determine the risk level IAW local SOP and the item of equipment on which the students conduct PMCS.

Environmental Considerations	**NOTE:** It is the responsibility of all soldiers and DA civilians to protect the environment from damage.
	Commandants must determine environmental considerations IAW local SOP and the item of equipment on which the students will conduct PMCS.
Evaluation	You will take a written examination. The examination will contain questions from this lesson. You must correctly answer at least 70 percent of the questions on the examination to receive a GO.
	NOTE:
	• Inform the students where their examination will take place as posted on the training schedule and when they will receive feedback on the test. Include any retest information.
	• Inform the students that they must turn in all recoverable reference material after the examination.
Instructional Lead-In	PMCS is the acronym for preventive maintenance checks and services that forms the basic for the entire Army maintenance management system. We use PMCS to inspect and maintain virtually every item of equipment and clothing warriors use or wear. A soldier must be proficient in PMCS, but an NCO must be a master of PMCS. This lesson will set you on the road to mastering the PMCS and to help in developing the warrior ethos of maintaining arms and equipment. In order to stand ready, engage, and destroy the enemy, your arms and equipment must be ready to function properly; you can only accomplish this with PMCS.

NOTE: Inform the students of the Enabling Learning Objective requirements.

A.   **ENABLING LEARNING OBJECTIVE**

ACTION:	Complete DA Form 2404 or DA Form 5988-E.
CONDITIONS:	In a classroom, field, or motor park environment given a selection of references, an item of equipment, appropriate -10 TM, Student Handout 2, and a DA Form 2404 or DA Form 5988-E.
STANDARDS:	Select the correct reference and use correct PMCS table to make the required accurate entries on the DA Form 2404 or DA Form 5988-E in accordance with DA Pam 738-750.

1.   Learning Step / Activity 1. Complete DA Form 2404 or DA Form 5988-E.

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 20 mins
Media: VGT-1 and VGT-2

Preventive maintenance is the application of systematic procedures for inspection,

detection, and correction of apparent failures before they develop into major defects.

Soldiers too often think of preventive maintenance checks and services (PMCS) only

as it applies to tanks and trucks. This is because of the impact this type of equipment

has on operational readiness when it fails to operate. As first line supervisors, you

must realize the range of items to which preventive maintenance applies. You

conduct PMCS on vehicles, tents, weapons, NBC equipment, dining facility

equipment, TA-50 items, and virtually everything else the Army issues. As leaders,

you are responsible for the health and welfare of your soldiers. An important part of

taking care of your soldiers is making sure that the equipment they use is in good

working order. A crucial part of maintaining equipment readiness is PMCS. This

lesson provides you with hands-on training for conducting PMCS. This training will

help you supervise your subordinates while they perform PMCS.

Now let's discuss the items you need to perform PMCS.

NOTE: Ask a student to read the bullets.

SHOW VGT-1, ITEMS REQUIRED TO PERFORM PMCS

ITEMS REQUIRED TO PERFORM PMCS

- Appropriate -10 Technical Manual
- DA Form 2404 or DA Form 5988-E (Equipment Inspection and Maintenance Worksheet)
- DA Form 2408-14 (Uncorrected Fault Record)

T230/OCT 03/VGT-1

The -10 TM is a technical manual that operators and crews use to obtain the

necessary information they need to maintain their equipment. It prescribes special

requirements, operating characteristics, troubleshooting procedures, and special

operating instructions, as well as PMCS procedures.
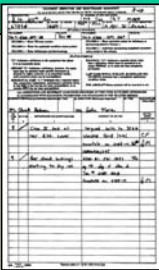
REMOVE VGT-1

NOTE: Issue each student a blank DA Form 2404 before showing VGT-2.
Tell them you will discuss DA Form 5988-E later in the lesson. If you use DA Form 5988-E, you will have to modify the PE.

SHOW VGT-2, DA FORM 2404 PURPOSES

DA FORM 2404 PURPOSES

- Equipment Inspection and Maintenance Worksheet.

- Has Three Major Purposes.

- Today's Focus is on PMCS Use.

T230/OCT 03/VGT-2

The DA Form 2404 has three major purposes; however, in this lesson we will

focus only on PMCS. PMCS includes maintenance activity inspections, diagnostic

checks, and spot checks. Take out your -10 manual and let's begin filling out the DA

Form 2404.

REMOVE VGT-2

NOTE: Have the students locate the PMCS checklist in their -10 TM for their
assigned item of equipment and to turn to page SH-2-14. Have them follow along as
you explain what information goes in each block. Have them fill in the information on
their blank copy of DA Form 2404.

   We will complete the DA Form 2404 one step at a time. For now, we will skip

some blocks and go back to them a little later. If your unit is using the Unit Level

Logistics System (ULLS), you use DA Form 5988-E instead of the DA Form 2404.

We'll discuss the differences in the forms later.

- **BLOCK 1**. Enter the name of the unit to which the equipment belongs.

- **BLOCK 2**. Enter the noun nomenclature and model of the equipment. If this
  were a watercraft, you would enter the hull design number instead of the
  model number.

- **BLOCK 3**. Enter the serial or registration number. When no serial or
  registration number exists, enter the national stock number (NSN).

- **BLOCK 6**. Enter "PMCS."

- **BLOCK 7**. Enter the TM number and date. When two TMs cover an item,
  put the second TM number and date in the second number and date block.
  When the TM has changes, print "W/C" (with change) and the latest change
  number after the TM number. Put the date of the latest change in the TM
  date block. These are all the blocks you can complete until you actually begin
  conducting the PMCS.

   Now let's discuss the remaining entries you make on the DA Form 2404. You are

responsible for inspecting your equipment at five possible times: before operation,

during operation, after operation, weekly, and monthly.

   Before operating a piece of equipment, you must inspect the items listed under the

"Before" column in the PMCS tables of your TM. If you do not find an uncorrectable

fault during the inspection, you put the current date in column c.   After using the

equipment or at the end of the day, you must perform the after operation check. If

you find no faults during the after operation check, put your initials in column e. As

long as you find no faults, you can continue to use the same DA Form 2404. Each

day you simply place the first letter of the type of PMCS performed ("B" for Before, "D" for During, and so on) in column d. Then you put the date in column c. If you find a correctable fault during the PMCS, stop the PMCS, correct the fault, and continue the PMCS to make sure there are no other uncorrectable faults.

REF: SH-2-17 Legend for Fig 3-9

When you find a fault that you cannot repair, the process becomes more complicated. After finding the fault, you must check the DA Form 2408-14 (Uncorrected Fault Record) to see if someone has already identified the fault and acted on it. If someone has already listed the fault on the DA 2408-14, do not list it on the DA Form 2404--just continue the PMCS. We will discuss the DA Form 2408-14 later in the lesson.

Now let's go back and work on completing the blocks on DA Form 2404 that we skipped earlier.

- **BLOCK 4a**. If an item of equipment has no odometer, leave it blank. If the item you are inspecting does have an odometer, round off to the nearest mile or kilometer. Place a "K" in front of the number for kilometers.

- **BLOCK 4b**. If hours do not apply, or if no fault exists, leave blank.

- **BLOCK 4c**. Leave blank.

- **BLOCK 4d**. Leave Blank.

- **BLOCK 5**. If you find a deficiency or shortcoming during your inspection, enter the calendar date in block 5.

- **BLOCK 8a**. After finding a deficiency or shortcoming, you as the operator, vehicle commander, or crew chief must sign your name and enter your rank. Your signature prevents anyone else from using the form past the current dispatch (if dispatched).

- **BLOCK 8b**. Leave blank or use as needed locally.

We will briefly cover blocks 9 and 10 for information purposes, but you will not use them during any of your PMCS.

- **BLOCK 9a**. The commander or maintenance/motor officer signs this block with his payroll signature and rank when making a status symbol change or downgrading an "X" to a circled "X." Otherwise, leave blank.

NOTE: Inform the students that you will cover status symbols, such as the circled "X," later on in the lesson.

- **BLOCK 9b**. Leave blank or use as needed locally

- **BLOCK 10**. Leave blank or use as needed locally.

- **COLUMN A**. Put the PMCS item number from the TM that applies to any fault you noted in Column c. If the PMCS table in the TM has no item number, list the page, paragraph, or sequence number of the fault. Circle the number on the DA Form 2404 when the fault appears in the "Equipment is Not Ready/Available" column of the PMCS table. If no "Ready/Available" column exists in the TM, circle the TM item number and page or paragraph number for any fault that makes the item non-mission capable (NMC). AR 385-55 lists safety faults, such as headlights, that the TM for the item may or may not list. You, as supervisors, need to be aware of this, because these safety faults can administratively deadline your equipment. However, this does not affect the combat readiness of your equipment. We will not cover AR 385-55 in this lesson. When you return to your unit, you should familiarize yourself with this regulation prior to operating vehicles. If a safety fault appears in the "Equipment is Not Ready/Available" column of the PMCS, it makes your equipment NMC. For faults not covered by the PMCS, leave the column blank.

- **COLUMN B**. Enter the status symbol that applies to the fault or deficiency. You find these symbols explained right above block 9 on the DA Form 2404. Take a moment to look these status symbols over.

NOTE: Allow the students two minutes to look over the symbols, then answer any questions they have before going on.

You must repair status symbol X faults immediately; however, the commander or his designated representative can circle the X. This circled X status applies for one time-limited use only (such as driving a vehicle with defective brakes to the maintenance shop). You need to know that no one, not even the commander, can circle X an item that would endanger the operator or crew. Once you have completed the PMCS and listed all uncorrectable faults, turn in the form to the maintenance supervisor who will assign a mechanic to fix the fault.

- **COLUMN C**. Briefly describe the fault. Skip two or three lines in between items to allow maintenance personnel space to note actions they took to troubleshoot and correct the faults. The mechanic then writes what action he took in column d, including any repair parts installed or ordered and initials in column e after repairing a fault.

NOTE: Ask the students if they have any questions about how to complete the DA Form 2404.

CHECK ON LEARNING: NOTE: Conduct a check on learning and summarize learning activity.

QUESTION: If the item you are inspecting does not have a serial or registration number, what do you put in block 3?

ANSWER: The national stock number (NSN)

QUESTION: If the TM you are using for the inspection has changes, what date do you put in the TM date block?

ANSWER: The date of the latest change.

REF: SH-2-15

B.   ENABLING LEARNING OBJECTIVE

ACTION:	Identify additional maintenance forms.
CONDITIONS:	In a classroom, given Student Handout 2.
STANDARDS:	Identified the purposes of DA Forms 2408-14, 5988-E, and DD Form 314 IAW DA Pam 738-750.

1.   Learning Step / Activity 1. Identify Additional Maintenance Forms
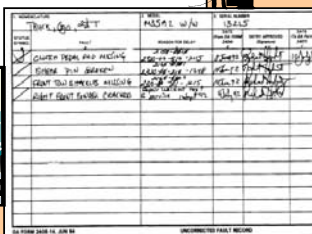
                      Method of Instruction: Conference / Discussion
                    Technique of Delivery: Small Group Instruction (SGI)
          Instructor to Student Ratio: 1:8
                    Time of Instruction: 20 mins
                                    Media: VGT 3 thru VGT-5

NOTE: Refer students to SH-2-9, para 3-10.

SHOW VGT-3, DA FORM 2408-14 PURPOSES

The DA Form 2408-14 serves as a record of uncorrected faults and deferred maintenance actions on equipment. Deferred maintenance actions constitute delays for repair or maintenance. Equipment with deferred maintenance does not meet the Army maintenance standard. Deferred or delayed maintenance can affect operation of the equipment, mission performance, and safety. The commander or the commander's designated representative determines when to transcribe a fault to the DA Form 2408-14. Maintenance personnel must correct without delay faults not requiring parts or faults for which parts are on hand. Maintenance personnel use this form to record all uncorrected faults that are not deadline deficiencies. As already mentioned, you do not record items on the DA Form 2404 that someone has already recorded on the DA Form 2408-14. The unit maintenance clerk updates the 2408-14 based on changes to the DA Form 2404 when you report new faults or maintenance personnel correct old problems. Your role as supervisor is to periodically review all (not less than every two weeks for Active Army and one month for NG/Reserve Components) the DA Form 2408-14s for your squad. You would check to see that ordered parts are not overdue, that corrected faults are no longer open, and that faults are not taking too long to repair.

REMOVE VGT-3

REF: SH-2-9

NOTE: Have students follow along on SH-2-20 as you discuss DA Form 5988-E.

SHOW VGT-4, DA FORM 5988-E PURPOSES

In addition to knowing how to complete a DA Form 2404 and what the purpose of DA Form 2408-14 is, you also need to become familiar with the form that is replacing them, the DA Form 5988-E.

The Unit Level Logistics System (ULLS) has automated most maintenance and Class IX supply procedures at the unit level. ULLS helps you manage maintenance by providing you daily updated maintenance and supply data. This updated data makes it easier for you to find the status of required parts and direct support maintenance requests. The DA Form 5988-E (Equipment Inspection and Maintenance Worksheet) generated by the automated ULLS replaces the DA Form 2404 and DA Form 2408-14 in the manual system. DA Form 5988-E and the -10 TM are all you need to perform PMCS. You will receive the form with the heading already filled in by the ULLS computer. It will list previous faults and their status, and any parts ordered and the status of them. The maintenance clerk updates the miles and hours each time the equipment returns from dispatch. You tell the clerk the type of PMCS you plan to conduct (B/D/A/W/M), and he will enter that information prior to printing the form. When the operator receives the form from the clerk, he checks the heading information for accuracy. The operator then performs the PMCS according to the TM. If he does not find a fault during the before operation checks, he writes the calendar date under the fault description column. If he finds no fault when performing during or after operation checks, he places his initials in the initial column. When the operator finds a deficiency or shortcoming he cannot repair, he, or his supervisor, enters his signature and rank on the signature line. This prevents anyone from using the form past the current dispatch. Either the operator's supervisor enters his signature and rank on the signature line on the right verifying the fault. The procedures remain the same for changing an X status, to a circled X, as with the DA Form 2404.

REMOVE VGT-4
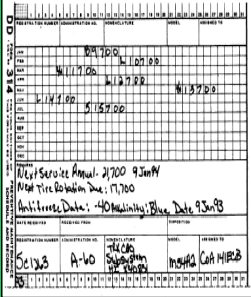
NOTE: Have students follow along on SH-2-10, Fig 3-3.

SHOW VGT-5, DD FORM 314, PREVENTIVE MAINTENANCE SCHEDULE AND RECORD

On occasion you may want to check the status of scheduled services for your assigned equipment. To do that, you should look at the DD 314. The DD Form 314 is a record of scheduled and performed unit maintenance including lubrication services. It also provides a means of recording not mission capable (NMCM/NMCS) time.

Lets go over the entries you may have to make on the DD Form 314. You should enter the last two digits of the calendar year in the shaded box at the upper left or lower left of the card.

- **REGISTRATION NUMBER.** Enter the registration number of the item.

- **ADMINISTRATION NO.** Enter the number of items you are going to record in the "Remarks" block, for example Pistol #1-#20.

- **NOMENCLATURE.** Enter the name or noun nomenclature.

- **MODEL.** Enter the model number.

- **ASSIGNED TO.** Enter the name of the unit or organization owning the equipment.

As you can see, blocks for the above entries are also at the bottom of the form; you may use either to record entries based on type of display ledger maintained. In the blocks to the right of the months, you will find the symbol indicating the type of service scheduled by day and month for the entire year.

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NOTE: Have student briefly look at para 3-3, SH-2-2 for a complete listing of service symbols used on the DD Form 314.

- **REMARKS.** Enter the serial numbers or administration numbers in ink when using the form for more than one nonreportable item.

- **DATE RECEIVED.** Leave blank or use as needed locally.

- **RECEIVED FROM.** Leave blank or use as needed locally.

- **DISPOSITION.** Leave blank or use as needed locally

REMOVE VGT-5

NOTE: Conduct a check on learning and summarize the learning activity.

QUESTION: If you find no faults during the "Before" operations PMCS, what do you put in the fault description column?

ANSWER: The calendar date.

REF: SH-2-13, Fig 3-7.

QUESTION: Which form serves as a record of uncorrected faults and deferred maintenance actions?

ANSWER: DA Form 2408-14.

REF: SH-2-9, para 3.10.B

BREAK TIME: 00.50 to 01.00 (End of first hour)

C.   **ENABLING LEARNING OBJECTIVE**

ACTION:	Perform before operations PMCS.
CONDITIONS:	In a classroom, field, or motor park area, given an item of equipment, the appropriate -10 TM, Student Handout 2, and a DA Form 2404 or DA Form 5988-E.
STANDARDS:	Inspect an item of equipment IAW the appropriate -10 TM, Student Handout 2, and Practical Exercise 1.

1.   Learning Step / Activity 1. Perform Before Operations PMCS.

    Method of Instruction: Practical Exercise
    Technique of Delivery: Small Group Instruction (SGI)
    Time of Instruction: 45 mins
    Media: PE-1

NOTE: Pass out blank DA Form 2404 or 5988-E to each student and issue or ensure students have access to the item of equipment they need for the PMCS. Conduct

SECTION IV. **SUMMARY**

> Method of Instruction: Conference / Discussion
> Instructor to Student Ratio is: 1:8
> Time of Instruction: 5 mins
> Media: Small Group Instruction (SGI)

Check on Learning

The PE serves as the check on learning for this lesson. Clarify any questions the students may have concerning the lesson material.

Review / Summarize Lesson

We discussed several aspects of preparing for preventive maintenance checks and services (PMCS) and you performed a PMCS on an item of equipment. At your level of maintenance, your main concern is prevention through detection of small or minor equipment failures. All too often, we think preventive maintenance is the responsibility of maintenance personnel, unit armorer, NBC NCO, or supply sergeant. That belief could not be more incorrect. A core responsibility you bear as a squad leader is the maintenance, accountability, and readiness of your soldier's weapons, vehicles, clothing, and equipment. The way you become proficient in supporting this responsibility is through practical application. Keep in mind that equipment failure can cost you or your soldiers their life in times of peace as well as in war. We have the best equipment of any Army in the world. Take care of your equipment, and it will serve you well. You will use these PMCS procedures throughout the course, especially during the recovery phase of the STX.

SECTION V.   STUDENT EVALUATION

Testing Requirements	**NOTE:** Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.
	NOTE: Inform the students that they will receive a written 40-question examination containing questions from this TSP at the end of the block of instruction. They must correctly answer a minimum of 70 percent of the questions to receive a GO on the exam.
Feedback Requirements	**NOTE:** Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.
	NOTE: Inform the students that those who score less than 70 percent on the examination, will receive retraining and retesting IAW the PLDC Course Management Plan (CMP).

Enabling Learning Objective A

VGT-1, Items Required to Perform PMCS

ITEMS REQUIRED TO PERFORM PMCS

- Appropriate -10 Technical Manual
- DA Form 2404 or DA Form 5988-E (Equipment Inspection and Maintenance Worksheet)
- DA Form 2408-14 (Uncorrected Fault Record)

T230/OCT 03/VGT-1

DA FORM 2404 PURPOSES

- Equipment Inspection and Maintenance Worksheet.

- Has Three Major Purposes.

- Today's Focus is on PMCS Use.

T230/OCT 03/VGT-2

DA FORM 2408-14 PURPOSES

1. Record of Uncorrected Faults.

2. Deferred Maintenance Actions.

T230/OCT 03/VGT-3

DA FORM 5988-E PURPOSES

- Automated Replacement Form for DA Form 2404 and DA Form 2408-14

- Same Purposes as DA Form 2404.

- Some Entry Requirements Differ.

T230/OCT 03/VGT-4

DD 314 PREVENTIVE MAINTENANCE SCHEDULE AND RECORD

- **Record of Scheduled and Performed Maintenance.**

- **Includes Lubrication Services.**

- **Means of Recording Not Mission Capable Time.**

T230/OCT 03/VGT-5

Appendix B Test(s) and Test Solution(s) (N/A)

Appendix C Practical Exercises and Solutions)

This appendix contains the items listed in this table:	
Item/Title	**Pages**
PE-1, Conduct before operations PMCS	C-2 thru C-4

PRACTICAL EXERCISE SHEET PE 1

Title	Perform before operations PMCS
Lesson Number/Title	T230 version 1 / Supervise Preventive Maintenance Checks and Services
Introduction	You have just learned about the principles and techniques required when conducting PMCS. You will now practice what you have learned. This practical exercise reinforces what you have learned during this lesson about PMCS and ensures that you understand how to properly perform, evaluate, and supervise PMCS on your and your soldiers' equipment.
Motivator	None

Terminal Learning Objective

NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

At the completion of this lesson, you [the student] will:

Action:	Perform preventive maintenance checks and services (PMCS).
Conditions:	In a classroom, field, or motor park area given an item of equipment, the appropriate –10 TM, Student Handout 2, and a DA Form 2404 or DA Form 5988-E.
Standards:	Performed preventive maintenance checks and services (PMCS) by-- - Selecting the correct references and using the correct PMCS table to make the required accurate entries on the DA Form 2404 or 5988-E. - Identifying the purposes of DA Forms 2408-14, 5988-E and DD Form 314. - Inspecting an item of equipment IAW the appropriate -10 TM, Student Handout 2. - Completing the practical exercise all in accordance with DA Pam 738-750.

Safety Requirements	Each NCOA must observe the safety requirements appropriate for the item of equipment the students will use during this PE.
Risk Assessment Level	Low Commandants will determine the risk level IAW local SOP and the item of equipment on which the students conduct PMCS.
Environmental Considerations	Each NCOA must determine environmental considerations IAW local SOP and the item of equipment the students will use during this PE.

Evaluation	You will receive a "GO NO/GO" on this PE. However, getting a "GO" is not a course graduation requirement. At the end of the PE you will exchange PEs with another student. You will use page C-3 to record "GO or NO/GO" grades for how well the student you are checking completed the DA Form 2404 or DA Form 5988-E during the PMCS. You are authorized retraining and one retest.
Instructional Lead-In	None
Resource Requirements	**Instructor Materials:** None **Student Materials:** Each student needs-- • One copy of PE-1 (Evaluation Sheet). • One blank DA Form 2404 or DA Form 5988-E. • One item of equipment for PMCS (students may share use of this equipment if necessary).
Special Instructions	NCOAs using DA Form 5988-E will have to modify the practical exercise evaluation sheet.
Procedures	Pass out a blank DA Form 2404 or DA Form 5988-E to each student, and issue or ensure the students have the equipment they need for the practical exercise. Give the students 20 minutes to conduct PMCS on their item of equipment and to complete DA Form 2404 or DA Form 5988-E IAW with classroom instruction, SH-2, and appropriate -10 TM. At the end of the 20 minutes, pass out PE-1 to each student and have the students exchange their DA Form 2404 or DA Form 5988-E with a fellow student. Tell the students they have 10 minutes to use their PE-1 to grade their fellow students' PMCS as recorded on that student's DA Form 2404 or DA Form 5988-E as follows: • Enter name and student number, signature and date, and SGLs name on PE evaluation sheet. • Check appropriate "GO/NO GO" blocks and return the PE evaluation sheet and DA Form 2404 or DA Form 5988-E to the student they evaluated.
Feedback Requirements	Allow 15 minutes to conduct a review and group discussion on discrepancies and possible solutions. There is no one solution since equipment as well as faults/deficiencies may vary; the intent is to ensure students know the correct forms and procedures for performing PMCS. Rapid, immediate feedback is essential to effective learning.

Practical Exercise 1 Evaluation Sheet

Student Name:		Student #:			Date:		
		Initial Test:			**Retest:**		
Performance Steps for DA Form 2404:		**GO**	**NO/GO**	**N/A**	**GO**	**NO/GO**	**N/A**
Student Used:							
Appropriate -10 Technical Manual							
Appropriate PMCS table							
Student Entered:							
(1) Name of unit.							
(2) Noun abbreviation and model of equipment.							
(3) Serial or registration number. NSN if no serial or registration number available.							
(4a) Miles or kilometers if deficiency or shortcoming noted							
(4b) Hours if deficiency or shortcoming noted.							
(4c) Left blank.							
(4d) Left blank.							
(5) Calendar date deficiency or shortcoming noted.							
(6) PMCS. If no deficiency or fault noted, date in column c.							
(7) Number and date of PMCS TM.							
(8a) Signature if deficiency or shortcoming noted.							
(8b) Left blank.							
(9a) Signature if corrective action taken.							
(9b) Left blank.							
(10) Left blank.							
Column a. PMCS item number.							
Column b. Status symbol.							
Column c. Deficiencies and shortcomings.							
Column d. Corrective action.							
Column e. Initials when corrected.							
Overall Evaluation Results:							
SGL Name:	**Comments**:						

Note: Use the Not Applicable (N/A) column for those items that do not apply.

This appendix contains the items listed in this table:

Title/Synopsis	Pages
SH-1, Advance Sheet, Supervise Preventive Maintenance Checks and Services (PMCS).	SH-1-1
SH-2, Extract from DA Pam 738-750.	SH-2-1 thru SH-2-30

Student Handout 1

Advance Sheet

Lesson Hours   This lesson consists of two hours of small group instruction.

Overview   This lesson presents information you need to know to maintain the essential warfighting edge through proper preventive maintenance checks and services (PMCS). The old adage "if it ain't broke, don't fix it" does not apply to maintenance. Only efficient, thorough PMCS procedures allow you to discover "it ain't broke" before your life and the lives of your soldiers may depend on it working.

Learning Objective   Terminal Learning Objective (TLO).

Action:	Perform preventive maintenance checks and services (PMCS).
Conditions:	In a classroom, field, or motor park area given an item of equipment, the appropriate –10 TM, Student Handout 2, and a DA Form 2404 or DA Form 5988-E.
Standard:	Performed preventive maintenance checks and services (PMCS) by-- • Selecting the correct references and using the correct PMCS table to make the required accurate entries on the DA Form 2404 or 5988-E. • Identifying the purposes of DA Forms 2408-14, 5988-E and DD Form 314. • Inspecting an item of equipment IAW the appropriate -10 TM, Student Handout 2. • Completing the practical exercise all in accordance with DA Pam 738-750.

ELO A   Complete DA Form 2404 or DA Form 5988-E.
ELO B   Identify additional maintenance forms.
ELO C   Perform before operations PMCS.

Assignment   Before class--

• Read Student Handouts 1 and 2.

Additional Subject Area Resources   None

Bring to Class   You must bring the following to class--

• Student Handouts 1 and 2.
• Pencil or pen and writing paper

Student Handout 2

Extract From DA Pam 738-750, The Army Maintenance Management System

This student handout contains 29 pages of material extracted from DA Pam 738-750 downloaded from the Army Doctrine and Training Digital Library (ADTDL). These pages may not mirror the format of the paper-based regulation; however, the actual text does.

Chap 3	Para 3.1, 3.3, 3.4 thru 3.4D, 3.6 thru 3.6B, 3.10 thru 3.10D
Chap 12	Para 12.0 thru 12.2 and 12.7

3.1 General

a. The forms in this chapter help in scheduling, doing, recording, and managing maintenance on equipment.

b. The forms show the results of inspections, tests, and maintenance performed. They also show the results in diagnostic checks and form the bond between maintenance and supply actions.

c. This chapter provides procedures and examples of maintenance forms used by manual units as well as those units supported by the Standard Army Maintenance Systems (SAMS). Unique SAMS forms are addressed in chapter 13.

d. In addition to the forms within this chapter, maintenance forms for non-standard air traffic control (ATC) and navigational aid (NAVAID) equipment, when specified in the equipment's technical publications, will also be maintained. Maintain each designated form using guidance found within appropriate technical publication. Examples of non-standard equipment are, but not limited to--

(1) Instrument Landing System (ILS) and all associated marker beacons.

(2) Distance Measuring Equipment (DME) System.

(3) Airport Surveillance Radar (ASR) System.

(4) Automated Radar Terminal System (ARTS).

(5) Air Traffic Control Beacon Interrogator (ATCBI) System.

(6) Flight Data Input/Output (FDIO) System.

(7) Digital Brite Radar Indicator Tower Equipment (D-BRITE) System.

(8) Radar Video Mapper.

(9) Programmable Indicator Data Processor (PIDP).

e. The flow of maintenance forms is shown on DA Poster 750-77 (TAMMS/Supply Crossroads). DA Poster 750-77 is automatically distributed to units who mark the DA poster block on DA Form 12-4-E (Subscription Numbers, Part 1 for Miscellaneous Administrative Publications and Posters).

3.3 DD Form 314 (Preventive Maintenance Schedule and Record)

a. The DD Form 314 is a record of scheduled and performed unit maintenance including lubrication services. It also keeps up with not mission capable (NMCM/NMCS) time, except for missile system/missile subsystem and FAA flight check data of ATC navigational aids. See figures 3-2 through 3-6.

b. DD Form 314 is used to--

(1) Schedule periodic services on equipment, to include components in a system or subsystem, when the technical manual requires a PMCS service to be performed by unit maintenance personnel. This form is also used to schedule the following services performed under the supervision of unit maintenance personnel:

(a) Schedule all non-operator services one service in advance.

(b) The next scheduled due date may fall in the following year. In that case, put the date, miles, and hours due in the Remarks block until a new DD Form 314 is started.

(c) You may mark out weekends and holidays. When these are marked out, schedule services on the next working day.

(d) Use the following symbols to show the type of service scheduled:

1. "T" any test.
2. "I" any inspection.
3. "L" lubrication.
4. "R" recoil exercise.
5. "W" weekly service.
6. "M" monthly (1 month) service.
7. "Q" quarterly (3 months) service.
8. "S" semiannual (6 months) service.
9. "A" annual (1 year) (12 months) service.
10. "E" 18 months service.
11. "B" biennial (2 years) service.
12. "F" quadrennial (4 years) service.
13. "H" tire rotation/inspection.
14. "Z" oil sampling.

(e) The symbol "L" will be used for all periodic lubes required by a lubrication order (LO). The interval block on an LO only tells when to schedule the lubes. It does not tell what services to schedule or symbol to use.

(f) You will get the miles, kilometers, or hours between services from the TM and/or LO.

(g) Other symbols or subsymbols may be used as long as they do not conflict with the symbols required by this pamphlet. Explain those symbols or subsymbols in the Remarks block of the DD Form 314 or in your SOP. For example, you might use S1, SB2, or Lm, L5, L6, L12, or others to show difficult services or manage the services pulled. You may also use subsymbols to explain a service and lube pulled at the same time.

(h) Schedule services in pencil. To schedule a service, put its symbol in pencil in the date due block with its miles, kilometers, or hours beside it as shown below. (Not all services will have miles or hour intervals.)

1. You may not always be able to pull a service when it is scheduled. So you are given a 10 percent variance before or after the schedule of days, miles, or hours. If you stay within the variance, the service is treated as if you did it on

the day/miles/hours you scheduled it.
2. Some services may be too critical to have a variance. The equipment maintenance manual will tell you if no variance is allowed.
3. When you do the service within the variance, ink in the symbol with the equipment's miles, kilometers, or hours on the date it was scheduled. When a service outside the variance is completed, erase the scheduled symbol and data, and ink in the symbol with data on the actual day the service was completed. Schedule the next service from the new date.
(i) Lubrications vary the most when the LO requires a lube--
1. By hours, miles, or kilometers only. Put the miles, kilometers, or hours when the next lube is due in the Remarks block. Ink in the symbol "L" and the hours, miles, or kilometers on the equipment in the block for the day you did the lube.
2. On a date interval. Put the symbol "L" on the date block the lube is due. Enter the miles, kilometers, or hours (when they apply) next to the symbol. When the lube is done, ink in the "L" and the miles or hours.
(2) Show completed periodic services and lubes, by inking in the symbol or symbols and miles or hours. DD Forms 314 are tied to unit level services and their intervals. The number of DD Forms 314 you need varies, based on the equipment and how and where your maintenance is pulled. Normally, one DD Form 314 covers one piece of equipment. Several like items may be covered by one DD Form 314 if the services are scheduled and pulled on the same date. Examples of "like items" are small arms and M11 decons. When scheduling services on more than one item, put each item's serial number in the Remarks block. Like equipment or subsystems, reportable under AR 700-138, cannot be combined on one DD Form 314.
(3) Show NMC days on equipment reported under AR 700-138.
(a) NMC time is kept on equipment that is reported under AR 700-138, tables B-1 and B-2, as a single item or as a subsystem.
(b) Equipment reportable under AR 700-138, tables B-1 and B-2, need a record of not mission capable (NMCM/NMCS) time. Keep NMC days on that equipment on the reverse of the DD Form 314 or on a separate DD Form 314 as follows:
1. NMC time is kept only when the equipment has a deficiency defined as not mission capable in the PMCS "not mission capable if" column.
2. Deficiencies that are not covered by the PMCS "not mission capable if" column or equivalent will

carry a status symbol X or CIRCLED X, but NMC time will not be counted for those deficiencies. Those deficiencies will be carried on the DA Form 2404.
(c) Show unit NMCM days with the symbol "O". Put an "S" inside the "O" for unit NMCS. Post unit NMCM/NMCS days as they occur. Use the letter "X" for each day the equipment is NMCM at support. Put the letter "S" over an "X" on the days it was NMCS at support. If support does not give you a day-by-day breakout, put the total number of support NMCM/NMCS days in the Remarks block. Use the front side of the DD Form 314 to schedule services. Use the reverse side or another DD Form 314 to show NMCM/NMCS time.
(d) Support maintenance will tell you which or how many days were NMCM/NMCS on the DA Form 2407 or a printout. Post this time to the DD Form 314. NMC time on equipment still in support maintenance at the end of a report period will be provided to the owning unit by telephone or other local means.
(e) For NMC time, equipment that is NMC at the end of the day is counted NMC for the whole day. Equipment that is FMC at the end of the day is counted as FMC for the whole day. A day is the normal work day for your command. See AR 700-138, chapter 4, for missiles.
(f) When equipment is loaned to another unit or activity, a copy of the DD Form 314 will go with the equipment. The borrowing unit will tell the owning unit about any NMCM/NMCS time on the equipment. This information will be given to the owning unit at the end of the reporting period and when the equipment is returned.
(g) Show system NMC time. Post NMC time on a separate DD Form 314 for each subsystem specifically identified in AR 700-138, tables B-1 and B-2. You will keep another separate DD Form 314 on the overall system, which is the system card. The system DD Form 314 shows the NMCM/NMCS time on the combined system.
(4) Schedule oil samples. Scheduling oil samples on the DD Form 314 is optional when the lab gives you a printout that lists when the next sample is due. Schedule oil samples in pencil on the DD Form 314. When the sample is
taken, erase the symbol and hours from the DD Form 314 and schedule the next sample in pencil.
(5) Manage maintenance, services, or inspections locally as directed by the unit commander. This can include services performed by other echelons or units when the commander so directs. If a commander wants operator or crew services scheduled, put them in the Remarks block.
(6) Warranty information.

(7) Floating equipment.

(8) Document ATC required data as follows:

(a) Show PMCS technical reference. Within remarks section, exact PMCS technical reference will be shown, down to specific paragraph.

(b) Show PMCS time. Within remarks section, normal time required for each PMCS interval will be shown.

(c) Show flight check data. Within remarks section, show date of last flight check of navigational aid.

c. DD Form 314 is NOT USED for--

(1) Periodic services designated for the operator or crew.

(2) Showing oil samples taken.

(3) Training aids and devices (equipment used ONLY for training). Small arms/weapons must be classified as unusable per AR 190-11 before they can be considered training aids.

(4) Equipment provided with an ADP printout or automated forms that list DD Form 314 data.

(5) Record unit services on test, measurement, and diagnostic equipment (TMDE) when the services are performed by operators without supervision by unit maintenance personnel.

(6) Record NMC time for missile system/missile subsystem per AR 700-138, Chapter 4.

d. Use a signal system to show when a service is scheduled in the current month. A month can be from the first day to the last day of the month (e.g., 1 May through 31 May), or from a day in 1 month to the same day in the next month (e.g., 13 September to 13 October). At the start of each month, put your signals on the date blocks for the service. When the service is pulled, take the signal off the card or move it from the date block to one corner. Use the following signals:

(1) Green signal. A green signal indicates a lube (L) is needed.

(2) Yellow signal. A yellow signal indicates a T, I, R, W, M, Q, S, A, B, H, E, F, Z, or other service is due.

(3) Red signal. Put a red signal over the right corner of the card when equipment is NMC. For equipment reported as a system in AR 700-138, table B-2, use the red signal only on the system card. Take the signal off the card when the equipment is fixed.

e. Low usage is as follows:

(1) Definition. Services for equipment that accumulates or is anticipated to accumulate less than a specific mileage/kilometers or hours in the previous or current year may have unit (-20) and direct support services (-34) extended. (See (3) below.)

(2) Use.

(a) To place equipment into the low usage servicing system, all service and lubrication tasks in the equipment's -20 and -34 TMs/ LOs (W,M,Q,S,A,E,B) must be performed. After equipment is placed in the program, all services and lubrications will be combined with the annual service. The date, miles/ kilometers, and hours when the equipment was placed into the low usage servicing system will be entered in the Remarks block of DD Form 314.

(b) Equipment that exceeds the specified criteria at any time during the year will immediately return to scheduled servicing at normal TM/LO intervals, to be scheduled from information that was entered in the Remarks block of DD Form 314.

(c) Servicing, evaluation, and exercising of recoil mechanisms and tubes will be done per applicable TBs and TMs.

(d) Communications and other subsystems mounted on "low usage" equipment will be serviced when the primary system is serviced.

(e) Low usage servicing will not be used for equipment under warranty and armament, equilibrating, fire control, equipment used within ATC, and sighting components of combat vehicles and missile systems.

(f) Operator/crew level (-10) maintenance intervals in TMs/ LOs will not be changed to low usage.

(g) AOAP will not be extended; see chapter 4.

(3) Criteria.

(a) Tactical vehicles, trailers assigned to prime movers, and trailers without prime movers accumulated or anticipated to accumulate less than 3000 miles/4800 kilometers in the current year.

(b) Combat vehicles (except armament, equilibrating systems, fire control, and sighting components), missile systems (except fire control and sighting components), material handling equipment, and construction equipment anticipated to accumulate less than 750 miles/1200 kilometers or 75 hours in the current year.

(c) Generators, pumps, air compressors, support equipment (ROWPU, bath units, etc.), watercraft, rail equipment, power driven NBC equipment, engine driven heaters, and air conditioners anticipated to accumulate less than 75 hours in the current year.

(d) Communication equipment in communication shelters anticipated to accumulate less than 75 hours of operation in the current year.

(e) Non-power driven NBC equipment anticipated to accumulate less than 75 hours of operation in the current year.

(f) Tentage/canvas items, immersion heaters, field ranges and space heaters/stoves, that are not

used, will be erected or put up annually.
(g) Small arms and crew served weapons (machine guns, mortars, etc.) that are maintained in a humidity controlled room and not removed (for any reason) at any time during the year will be serviced annually.
(4) Inspection /exercise. All equipment, except that stated in (3)(f) above, will be inspected/exercised by operators semiannually. Inspection/exercise will include the following:
(a) Perform all Before (B) through Monthly (M) PMCS checks per the equipment operator's TM.
(b) Tactical (including trailers) and combat vehicles will be driven at least 5 miles to insure their performance is within parameters listed in the operator's TM. Vehicles equipped with radios will have Before (B) through Monthly (M) PMCS performed per the communication equipment operator's TM.
(c) Construction, engineer, and material handling equipment, wreckers, and combat vehicles will be operated sufficiently to ensure hydraulic systems reach operating temperature and equipment is mission capable.
(d) Generators, air compressors, support equipment, pumps, and power driven NBC equipment will be operated for 30 minutes under load or 1 hour no load.
(e) Small arms and crew served weapons will be inspected, without leaving humidity controlled room, for rust and corrosion. High humidity area inspections may be required more often.
(f) Visual inspections, to ensure lubricant is present on all lubrication points, will be performed by the operator/ crew.
(g) Visual inspections will be used to identify, report, or remove any new corrosion that may have formed.
(5) Low usage criteria provides guidance, and does not relieve commanders of their responsibility for adequate maintenance of their equipment.
f. Disposition of the DD Form 314 is as follows:
(1) The DD Form 314 is used for 1 year for equipment reported under AR 700-138. It can be used for 2 years on non-reportable equipment.
(2) Destroy a completed form after transferring needed information to a new form. Transfer the information from these blocks:
(a) Registration number.
(b) Administrative number.
(c) Nomenclature.
(d) Model.
(e) Assigned to.
(f) Remarks: NMCM/NMCS data for the current report; hour meter or odometer change

information; symbols; and any other needed maintenance data.
(g) Schedule, in pencil, any services needed.
(3) The current DD Form 314 will go with the equipment when it is transferred. But, the losing unit will keep a record of NMCM/ NMCS time for the current report period up to the day the equipment was dropped from the property book. The gaining unit reports the equipment's NMC time after the item is added to their property book.
(4) Destroy the DD Form 314 when the equipment is sent to salvage. However, the losing unit will keep a record of NMCM/NMCS time for the current report period.
(5) System DD Form 314 transfers any NMCM/NMCS data for the current reporting period to a new form. Then, destroy the old DD Form 314.

3.4 DA Form 2404 (Equipment Inspection and Maintenance Worksheet)

Subtopics:
- Purpose.
- Use.
- General instructions.
- Disposition.

3.4.A Purpose.

a. Purpose. DA Form 2404 has three major purposes. (See figs 3-7 through 3-13.) Operators and crews, first-line leaders, maintenance supervisors, and commanders are equally responsible for keeping information current and correct on the DA Form 2404. This form is the central record for managing and controlling maintenance as follows:
(1) It is a record of faults found during an inspection. These faults include PMCS, maintenance activityl inspections, diagnostic checks, and spot checks, except as noted in paragraph b(10) below:
(2) It shows faults and repairs required for estimated cost of damaged reports.
(3) It shows Battlefield Damage and Assessment and Repair (BDAR) performed.

3.4.B Use.

b. Use. The DA Form 2404 will be used by personnel performing inspections, maintenance services, diagnostic checks, technical evaluations, marine condition surveys on watercraft, and PMCSs, except as noted in (10) below:
(1) To inspect all components or subsystems that make up one equipment system. You may use

one DA Form 2404 or separate forms for each subsystem.

(2) To inspect several like items of equipment; e.g., one DA Form 2404 to inspect 25 M16A1 rifles.

(3) As a temporary record of required and completed maintenance.

(4) To list faults that operators or crews cannot fix and list parts replaced.

(5) By unit maintenance during periodic services to list all faults found and action taken to fix faults. When used to inspect several like items, the DA Form 2404 will list all deficiencies, shortcomings, and corrective action taken.

(6) On initial inspection by support maintenance to list all faults found. Attach the initial inspection to the DA Form 2407 that will be given to the person making the repairs. The DA Form 2404 will be used as the worksheet for correcting faults found and reporting any uncorrected unit level faults. Results of the maintenance action will be entered on the DA Form 2407.

(7) On final inspection by support maintenance to list faults found. Attach the final inspection to DA Form 2407 that will be given to the person that performed the repairs. The repairer will correct all faults found during the final inspection.

(8) To collect all maintenance and services performed on equipment that is involved in a DA approved SDC plan. In addition to the requirements in this pamphlet, the applicable FPG may identify additional data required as mandatory entries on the DA Form 2404.

(9) To report battlefield damage repair and/or replacement actions by all personnel. AR 750-1 and the individual equipment battle damage technical manuals govern when and how battlefield damage repairs should be accomplished.

(10) Within ATC maintenance, FAA Form 6030-1 will be used for recording PMCS results in lieu of DA Form 2404.

3.4.C General instructions.

c. General instructions.

(1) The way you fill out some blocks and columns on the DA Form 2404 varies with the form use. Make sure you read the instructions that apply to your use of the form.

(2) When you need more than one DA Form 2404 for an inspection or service, print the page number in the right side of the form's title block. (Put 1 of 2 on the first page and 2 of 2 on the second, etc.)

(3) Parts on order or actions pending under anticipated not mission capable (ANMC) conditions may go on the DA Form 2408-14 with a diagonal status symbol.

(4) Administrative motor pools, using ADP cards or other automated forms, do not need the DA Form 2404.

3.4.D Disposition.

d. Disposition.

(1) The DA Form 2404 will be kept in the equipment record folder or in a protected cover until it is completed if no faults have been found. If faults are found during an operator's or crew's PMCS, it will be given to the maintenance supervisor for action.

(a) Maintenance section leaders will review the DA Form 2404 prior to destruction to ensure all corrective actions have been completed.

(b) Transfer faults that must be fixed at support maintenance to the DA Form 2407 and attach DA Form 2404.

(c) Faults that cannot be fixed until a part comes in or that must be deferred go on the DA Form 2408-14.

(d) Status symbol X faults cannot go on the DA Form 2408-14. When there is a NMC deficiency on the DA Form 2404, keep until the deficiency has been repaired. This includes the DA Form 2404 on equipment sent to support maintenance. The form or a locally used signal will be kept in the equipment record folder to keep the equipment from being dispatched.

(2) The DA Form 2404 used for scheduled services will be kept on file for quality control until the next service is performed. All uncorrected faults will be moved to DA Form 2408-14 or DA Form 2407 and the service will be recorded on the DD Form 314. Forms carrying a status symbol X will be kept until the fault is corrected.

(3) Keep the DA Form 2404 that shows a periodic service on equipment that does not have historical records or a DD Form 314. Destroy the form only when the next periodic service is done. Any open faults at that time will go on the new DA Form 2404 unless a separate DA Form 2408-14 is used. This situation normally applies to the form used for services on more than one item or when an operator level service is required and must be documented. If the form lists no faults from previous service, use the same form to show the results of the current service.

(4) DA Form 2404 used for technical inspections will stay with the item until all maintenance is performed or item is disposed of. A copy of the technical inspection will go with an item evacuated to support maintenance units or depots for repair or overhaul.

(5) When the form has been used to report BDAR action, mail the DA Form 2404 to Survivability/Vulnerability Information Analysis Center (SURVIAC), ATTN: AFFDL/FES/CDIC, Wright-Patterson AFB, OH 45433.

(6) DA Form 2404 used for estimated cost of damage (ECOD) is handled as follows:

(a) Two copies will be attached to copy 4 of the DA Form 2407 that requested the ECOD and returned to the requesting unit. One copy will be returned with the DA Form 2407 that requests repair of the damage.

(b) The third copy will be filed with copy 5 of DA Form 2407 at the maintenance support activity.

3.6 DA Form 2407 (Maintenance Request) and DA Form 2407-1 (Maintenance Request Continuation Sheet)

Subtopics:
- Purpose.
- Use.
- Organization work order number (ORGWON).
- General Instructions
- Disposition.

3.6.A Purpose.

a. Purpose. The DA Forms 2407/2407-1 serve as a request for maintenance support and give information to all levels of maintenance management. (See figs 3-15 through 3-22.) The DA Forms 2407/2407-1 are the source of information for the Army's work order data base at USAMC Logistics Support Activity (LOGSA). This data base, called the Work Order Logistics File (WOLF), provides statistical weapon analyses such as mean time to repair and repair parts usage at the DS/GS levels of maintenance for selected major weapon systems. Submit the maintenance request data to LOGSA through the Standard Army Maintenance System (SAMS) or the Maintenance Information Management System (MIMS).

3.6.B Use.

b. Use. Use the DA Forms 2407/2407-1 as a maintenance request as follows:

(1) At the unit level, they are used to--

(a) Request support maintenance, to include the following:

1. Repairs beyond the unit's authorized capability or capacity.

2. Application of MWOs. (See para 3-7.)

3. Fabrication or assembly of items.

(b) Report work on DA directed items under an approved sampling plan. AR 750-1 governs this program. The specific FPG identifies mandatory data elements for the forms.

(c) Initiate work requests that may become warranty claim actions.

(d) Show all support maintenance done on general purpose and passenger-carrying vehicles, combat and tactical equipment.

(e) Request an estimated cost of damage (ECOD) or technical inspection to determine the serviceability/repairability of an item prior to repair or turn-in for replacement.

(2) At support maintenance levels, they are used to--

(a) Record all work done and repair parts used, except common hardware and bulk material.

(b) Report all MWOs as they are applied as well as all previously applied MWOs.

(c) Send in warranty claim actions.

(d) Ask for repair of components, assemblies, and subassemblies in the reparable exchange program. You may use one form for as many items under an NSN as needed. For example, one DA Form 2407 might cover 10 rifles or 5 starters or 30 carburetors, etc.

(e) Ask for maintenance from another activity or supporting unit.

(f) Report work done on DA data sampling items under AR 750-1 and the specific FPG.

(g) Report battlefield repair actions. AR 750-1 and the individual equipment battlefield damage repair technical manuals govern how such repairs should be done.

(h) Serve as a dispatch record when road testing vehicle being repaired.

(i) Record support maintenance done under contract.

(j) Track serial numbered items within SAMS (see table 13-1 for a list of SNT reportable items).

(3) At the depot level, they are used to--

(a) Report MWOs as they are applied as well as all previously applied MWOs.

(b) Send in warranty claim actions.

(c) Show "onsite" work done by depot personnel.

(d) Report "repair and return to user" work done.

(e) Report work done on DA data sampling items.

(f) Record depot maintenance done under contract.

3.10 DA Form 2408-14 (Uncorrected Fault Record)

Subtopics:
- Purpose.

3.10.A Purpose.

a. Purpose. The DA Form 2408-14 is a record of uncorrected faults and deferred maintenance actions on equipment. Deferred maintenance actions are authorized delays for repair or maintenance. (See fig 3-21.) Equipment with deferred maintenance does not meet the Army maintenance standard as addressed in AR 750-1, paragraph 3-1a.

3.10.B Use.

b. Use.
(1) Serves as a record of uncorrected faults and printout of deferred maintenance and uncorrected faults that includes all elements on the DA Form 2408-14.

3.10.C General Instructions

c. General Instructions
(1) Maintenance status symbol HORIZONTAL DASH (-) and DIAGONAL SLASH (/) faults will be annotated on the DA Form 2408-14.
(2) When a deferred maintenance action exists on an item of equipment, the DA Form 2408-14 will be with the equipment when the equipment is undergoing maintenance, on dispatch, under operation, or undergoing a service or inspection.
(3) Separate forms are not required for items (except reportable subsystems) like rifles, protective masks, and M11 decons, when one DA Form 2404 has been used to inspect and record the status of those items. A single form may be used to show deferred faults on such items as long as each fault entry is preceded in column b by the item's administration or serial number.
(4) Operators or crews will check the form before each dispatch. Look for faults that may affect the mission and faults that are overdue to be fixed. For example, look at any dates in column c that have passed or actions that have already been taken. Tell the maintenance supervisor about any you find.
(5) Maintenance supervisors and section leaders (platoon) will review the forms periodically (not less

deferred maintenance. That is, an authorized delay for maintenance actions.
(2) Deferred or delayed maintenance can affect operation of the equipment, mission performance, and safety. Therefore, the commander or the commander's designated representative will determine when a fault will be transcribed to DA Form 2408-14. Faults not requiring parts, or faults for which parts are on hand, will be corrected without delay per AR 750-1. Status symbol X faults will not be entered on DA Form 2408-14.
(3) The DA Form 2408-14 will be kept on any item or group of items that has an open deferred maintenance action. This form is not required when an automated system provides you with a list or

than every 2 weeks for Active Army and 1 month for NG/Reserve Components). Check on the status of parts on order. Look for any faults that have been fixed, but not closed out. Check for any faults overdue to be fixed.
(6) The form will be kept in the equipment record folder or in a protective cover when a deferred maintenance action or uncorrected fault exists on the item of equipment.
(7) Do not start a DA Form 2408-14 until there is an uncorrected equipment fault that cannot be corrected due to lack of repair parts or deferred action.
(8) A second copy of the DA Form 2408-14 may be kept wherever and whenever needed for maintenance supervisors or section leaders.
(9) Parts on order for or actions pending under ANMC conditions may go on the form with a DIAGONAL SLASH status symbol. Line out the entry if the ANMC condition changes to an NMC condition. The status symbol for the NMC condition then changes to an X and the entry can no longer stay on the form. Enter the NMC condition on the current DA Form 2404.

3.10.D Disposition.

d. Disposition. Destroy the DA Form 2408-14 after the form has been filled up and all the faults have been

DD 314

PREVENTIVE MAINTENANCE SCHEDULE AND RECORD

2US EDITIONS OF ORM MAY BE USED

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
REGISTRATION NUMBER							ADMINISTRATION NO.					NOMENCLATURE									MODEL				ASSIGNED TO						
JAN									B	9	7	0	0																		
FEB													L	1	0	7	0	0													
MAR				L/H	1	1	7	0	0																						
APR											L	1	2	7	0	0															
MAY																									L/H	1	3	7	0	0	
JUN		L	1	4	7	0	0																								
JUL									5	1	5	7	0	0																	
AUG																															
SEP																															
OCT																															
NOV																															
DEC																															

REMARKS

Next Service Annual - 21,700 9 Jan 94
Next Tire Rotation Due: 17,700
Antifreeze Data: -40 Alkalinity: Blue Date 9 Jan 93

DATE RECEIVED	RECEIVED FROM		DISPOSITION	
REGISTRATION NUMBER	ADMINISTRATION NO.	NOMENCLATURE Trk Cgo Subsystem HI X40831	MODEL	ASSIGNED TO
5c 1263	A-60		M54A2	CoA I4IECB

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Figure 3-2. Sample of a completed DD Form 314 (Front side)

USAPPC V1.01

DD Form 314 1 DEC 88

PREVENTIVE MAINTENANCE SCHEDULE AND RECORD

PREVIOUS EDITIONS OF THIS FORM MAY BE USED

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
REGISTRATION NUMBER							ADMINISTRATION NO.					NOMENCLATURE									MODEL				ASSIGNED TO						
JAN																															
FEB	O	X	X	X	X	X	X	X	X	X	X	X	X	O	S	S	S	S	S	S											
MAR																															
APR																															
MAY																															
JUN																															
JUL																															
AUG																															
SEP																															
OCT																															
NOV																															
DEC																															

REMARKS

DATE RECEIVED	RECEIVED FROM		DISPOSITION	
REGISTRATION NUMBER	ADMINISTRATION NO.	NOMENCLATURE TRK CGO SUBSYSTEM HI X40831	MODEL	ASSIGNED TO
5C 1263	A-60		M54A2	CoA I4IECB

| 93 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Figure 3-3. Sample of a completed DD Form 314 (Reverse side)

USAPPC V1.01

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
REGISTRATION NUMBER							ADMINISTRATION NO.						NOMENCLATURE								MODEL				ASSIGNED TO						
JAN									Q																						
FEB																															
MAR																															
APR									Q																						
MAY																															
JUN																															
JUL									Q																						
AUG																															
SEP																															
OCT									Q																						
NOV																															
DEC																															

REMARKS

Pump Ser # 412565
Tank Ser # 124798
Heater Ser # 455531

DATE RECEIVED	RECEIVED FROM		DISPOSITION
REGISTRATION NUMBER **See Remarks**	ADMINISTRATION NO. **A-60**	NOMENCLATURE **Decon Appr System QM F81880**	MODEL **M12A1** ASSIGNED TO **Co A I4IECB**

93	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

USAPPC V1.01

Figure 3-4. Sample of a completed DD Form 314 Front side (System)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
REGISTRATION NUMBER							ADMINISTRATION NO.						NOMENCLATURE								MODEL				ASSIGNED TO						
JAN																															
FEB																					S	S	S								
MAR	X																														
APR																															
MAY																															
JUN																															
JUL																															
AUG																															
SEP																															
OCT																															
NOV																															
DEC																															

REMARKS

Pump Ser # 412565
Tank Ser # 124798
Heater Ser # 455531

DATE RECEIVED	RECEIVED FROM		DISPOSITION
REGISTRATION NUMBER **See Remarks**	ADMINISTRATION NO. **A-60**	NOMENCLATURE **Decon Appr System QM F81880**	MODEL **M12A1** ASSIGNED TO **Co A I4IECB**

93	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

USAPPC V1.01

Figure 3-5. Sample of a completed DD Form 314 Reverse side (System)

Legend. *Completion instructions by block title*
Put the last two digits of the calendar year in the shaded box at the upper left or lower left of the card.
Registration Number. Leave blank.
Administration No. Leave blank or use as needed locally.
Nomenclature. a. Enter the noun abbreviation of the primary item of the system (for example, TRK CGO 1 1/4 T), and the word "System" under it. b. Put the ECC and LIN of the primary item in the system beside the word "System." AR 700-138 tells you what the primary item in the system is, its noun abbreviation, ECC, and LIN.
Model. Leave blank.
Assigned To. Enter the name of the unit or organization owning the equipment. Pencil entry if the item is authorized for Operational Readiness Float (ORF).
Remarks. a. List each subsystem in the system. AR 700-138 tells you what the subsystems are. Put the serial number or other identifying number in pencil beside the subsystem. b. NMC time for all subsystems will be combined. c. A system DD 314 is needed only to combine NMC time on equipment reported as a system. Those items are listed in AR 700-138, Tables B-1 and B-2.
Date Received. Leave blank or use as needed locally.
Received From. Leave blank or use as needed locally.
Disposition. Leave blank or use as needed locally.
Date Blocks. Show day-by-day breakout of NMC time for system. Mark the days in the date block.

EQUIPMENT INSPECTION AND MAINTENANCE WORKSHEET

For use of this form, use DA PAM 738-750: the proponent agency is DCSLOG   **B-6**

1. ORGANIZATION **B Co 214thAvn**				2. NOMENCLATURE AND MODEL **Trk, Util Cgo 1 ¼ T M998**		
3. REGISTRATION.SERIAL.NSN **12345**	4a. MILES	b. HOURS	c. ROUNDS FIRED	D. HOT STARTS	5. DATE	6. TYPE INSPECTION **PMCS**

7. APPLICABLE REFERENCE			
TM NUMBER **TM 9 - 2320 - 280 - 10 W/C2**	TM DATE **Jun 91**	TM NUMBER	TM DATE

COLUMN a - Enter TM item number. COLUMN b - Enter the applicable condition status symbol COLUMN c - Enter deficiencies and shortcomings.	COLUMN d - Show corrective action for deficiency or shortcomings listed in Column c. COLUMN e - Individual ascertaining completed corrective action initial in this column.

STATUS SYMBOLS

"x"- Indicates a deficiency in the equipment that places it in an inoperable status. CIRCLED"X"-Indicates a deficiency, however, the equip-ment may be operated under specific limitations as directed by higher authority or as prescribed locally, until corrective action can be accomplished. HORIZONTAL DASH "(-)"-Indicates that a required inspect-tion, component replacement, maintenance operation check, or test flight is due but has not been accomplished, or an overdue MWO has not been accomplished.	DIAGONAL "(/)"-Indicates a material defect other than a deficiency which must be corrected to increase efficiency or to make the item completely serviceable. LAST NAME INITIAL IN BLACK, BLUE-BLACK INK, OR PENCIL-Indicates that a completely satisfactory condition exists. FOR AIRCRAFT-Status symbols will be recorded in red.

ALL INSPECTIONS AND EQUIPMENT CONDITIONS RECORDED ON THIS FORM HAVE BEEN DETERMINED
IN ACCORDANCE WITH DIAGNOSTIC PROCEDURES AND STANDARDS IN THE tm CITED HERON.

8a. SIGNATURE(Person(s) performing inspection)	8b. TIME	9a. SIGNATURE (Maintenance Supervisor)	10. MANHOURS REQUIRED.

TM ITEM NO. a	STATUS b	Deficiencies and shortcomings c	Corrective action D	INITIAL WHEN CORRECTED
		11 Aug 92		**RH**
		12 Aug 92		**RH**
		13 Aug 92	**W**	**RH**
		14 Aug 92		**RH**

DA FORM
1 APR 79   **2404**   Replaces edition of 1 Jan 64, which will be used

Figure 3-7. Sample of a completed DA Form 2404 used for operator/crew PMCS (No fault noted)

EQUIPMENT INSPECTION AND MAINTENANCE WORKSHEET

For use of this form, use DA PAM 738-750: the proponent agency is DCSLOG **B-58**

1. ORGANIZATION **B Co 214ᵗʰ Avn**				2. NOMENCLATURE AND MODEL **Trk Wkr w/w 10T M984**			
3. REGISTRATION.SERIAL.NSN **NP0 BEU**	4a. MILES **8910**	b. HOURS **210**	c. ROUNDS FIRED	D. HOT STARTS	5. DATE **16 Sep 92**	6. TYPE INSPECTION **PMCS**	

7.		APPLICABLE REFERENCE		
TM NUMBER **TM 9 - 2320 - 279 - 10 - 1**	TM DATE **Nov 86**		TM NUMBER	TM DATE

COLUMN a - Enter TM item number. COLUMN b - Enter the applicable condition status symbol COLUMN c - Enter deficiencies and shortcomings.	COLUMN d - Show corrective action for deficiency or shortcomings listed in Column c. COLUMN e - Individual ascertaining completed corrective action initial in this column.

STATUS SYMBOLS

"x"- Indicates a deficiency in the equipment that places it in an inoperable status. CIRCLED"X"-Indicates a deficiency, however, the equipment may be operated under specific limitations as directed by higher authority or as prescribed locally, until corrective action can be accomplished. HORIZONTAL DASH "(-)"-Indicates that a required inspecttion, component replacement, maintenance operation check, or test flight is due but has not been accomplished, or an overdue MWO has not been accomplished.	DIAGONAL "(/)"-Indicates a material defect other than a deficiency which must be corrected to increase efficiency or to make the item completely serviceable. LAST NAME INITIAL IN BLACK, BLUE-BLACK INK, OR PENCIL-Indicates that a completely satisfactory condition exists. FOR AIRCRAFT-Status symbols will be recorded in red.

ALL INSPECTIONS AND EQUIPMENT CONDITIONS RECORDED ON THIS FORM HAVE BEEN DETERMINED IN ACCORDANCE WITH DIAGNOSTIC PROCEDURES AND STANDARDS IN THE tm CITED HERON.

8a. SIGNATURE(Person(s) performing inspection) **SPC William Lloyd**	8b. TIME	9a. SIGNATURE (Maintenance Supervisor)	10. MANHOURS REQUIRED.

TM ITEM NO. a	STATUS b	Deficiencies and shortcomings c	Corrective action D	INITIAL WHEN CORRECTED
		14 Sep 92		**WL**
		15 Sep 92	**W**	**WL**
10	✗	**Engine idles at 800 RPM**		

DA FORM / 1 APR 79 **2404**   Replaces edition of 1 Jan 64, which will be used

Figure 3-8. Sample of a completed DA Form 2404 used for operator/crew PMCS (Fault noted)

Legend: *Completion instructions for DA Form 2404 used for operator/ crew PMCSs*
Note: Administrative/bumper number will be placed in upper right hand corner or as prescribed by local SOP.
(1) Organization. Enter the name of the unit to which the equipment belongs.
(2) Nomenclature and Model. a. Enter the noun abbreviation and the model of the equipment. b. For watercraft, use the noun abbreviation and Hull Design Number.
(3) Registration/Serial/NSN. a. Enter the serial or registration number. Enter the NSN when no serial or registration number is available. b. For watercraft, enter the DA Hull Number.
(4a) Miles. a. When a deficiency or a shortcoming is found, enter the miles or kilometers on the equipment's odometer at the end of the day's dispatch or operation. b. Round to the nearest mile or kilometer. Put the letter "K" before the number if the reading is kilometers. c. Leave blank if the item does not have an odometer or if no faults are found.
(4b) Hours. a. When a deficiency or a shortcoming is found, enter the meter reading at the end of the day's dispatch or operation. b. Leave blank if hours do not apply to the equipment or if no faults are found.
(4c) Rounds Fired. Leave blank.
(4d) Hot Starts. Leave blank.
(5) Date. Enter the calendar date the deficiency or shortcoming was found.
(6) Type Inspection. Enter "PMCS". a. Use the same DA Form 2404 for more than 1 day. If you find no faults during the BEFORE OPERATION checks in the PMCS, put the date in column c. If no faults are found DURING or AFTER OPERATION, initial in column e. b. When no faults are found, this form can be used for more than 1 day even if form was used for concurrent PMCSs, i.e., W/M. Just place the first letter of the type of PMCS performed (W/M) in column d, by that day's date in column c after the PMCS was performed.
(7) TM Number and TM Date. a. Enter the number and date of the PMCS TM. When two TMs cover an item, put the second TM number and date in the second number and date block. b. When the manual has changes, print "W/C" and the latest change number after the TM number. Then, put the latest change date in the TM date block.
(8a) Signature. When a deficiency or shortcoming is found, the operator or supervisor signs and enters rank. A signature in this block

keeps the form from being used past current dispatch.
(8b) Time. Leave blank or use as needed locally.
(9a) Signature. Maintenance supervisor or the commander's designated representative will sign when corrective action is taken.
(9b) Time. Leave blank or use as needed locally. For a missile system and missile subsystems reported under AR 700-138, (chapter 4), enter the time when item was found to be NMC.
(10) Man-Hours Required. Leave blank or use as needed locally.
Column a. TM Item No. a. Put the PMCS item number that applies to the fault listed in column c. If the PMCS has no item numbers, list the page, paragraph, or sequence number. Circle the number if the fault is listed in the "Equipment is not ready/available if" column or "Not Mission Capable if" column of the PMCS. If the PMCS has no ready/available or not mission capable column, circle the TM item number, page, or paragraph number of any fault that makes the equipment NMC. b. Pubs or TM sections other than PMCS may be required for safety faults or local dispatching. For example, AR 385-55 lists safety checks that may not be in the PMCS. Those faults will not be counted as NMC for the DA Form 2406 (Materiel Condition Status Report) unless they are in the PMCS "not ready" column or the "not mission capable" column. But, you will list them if you find a problem with one of them. c. For those faults not covered by the PMCS, leave this column blank.
Column b. Status. Enter the status symbol that applies to the fault or deficiency.
Column c. Deficiencies and Shortcomings. a. If you find a fault Ithat can be repaired, stop the PMCS and correct the fault. Do not enter faults that have been repaired on the DA Form 2404. Continue the PMCS to make sure no other faults exist. b. Briefly describe the fault. Skip one or two lines between faults. This will give maintenance room to note actions they take. c. When more than one TM covers the equipment, draw a line under the last entry for one TM. Under the line, write the TM number of the manual you will use next. After you finish the PMCS and list all faults you cannot fix, give the form to the maintenance supervisor. d. When using one DA Form 2404 for more than one item of equipment, enter the serial or administration number for the item with the fault. Write the fault on the line below the serial numbler e. When you list faults not covered by the PMCS, add the

pub that covers them; for example, SOP or AR 385-55.

Column d. Corrective Action. Explain corrective actions taken.
Column e. Initial When Corrected. The mechanic initials any faults that have been fixed. The initials will go on the last line for the entry in column d. The
maintenance supervisor will review the faults corrected and those still not fixed to decide what other action is needed. For quality control, the inspector or a designated representative will check all corrected status symbol X faults. The inspector will then initial the status symbol.

EQUIPMENT INSPECTION AND MAINTENANCE WORKSHEET

For use of this form, use DA PAM 738-750: the proponent agency is DCSLOG   **B-18**

1. ORGANIZATION **B Co 214ᵗʰ Avn**			2. NOMENCLATURE AND MODEL **Trk Cgo 1 ¼ T M1008**			
3. REGISTRATION.SERIAL.NSN **345678**	4a. MILES **18310**	b. HOURS	c. ROUNDS FIRED	D. HOT STARTS	5. DATE **5 Jan 92**	6. TYPE INSPECTION **PMCS**

7.	APPLICABLE REFERENCE		
TM NUMBER **TM 9 - 2320 - 289 - 10 w/c 3**	TM DATE **Jul 86**	TM NUMBER	TM DATE

COLUMN a - Enter TM item number. COLUMN b - Enter the applicable condition status symbol COLUMN c - Enter deficiencies and shortcomings.	COLUMN d - Show corrective action for deficiency or shortcomings listed in Column c. COLUMN 3 - Individual ascertaining completed corrective action initial in this column.

STATUS SYMBOLS

"x"- Indicates a deficiency in the equipment that places it in an inoperable status. CIRCLED"X"-Indicates a deficiency, however, the equip-ment may be operated under specific limitations as directed by higher authority or as prescribed locally, until corrective action can be accomplished. HORIZONTAL DASH "(-)"-Indicates that a required inspect-tion, component replacement, maintenance operation check, or test flight is due but has not been accomplished, or an overdue MWO has not been accomplished.	DIAGONAL "(/)"-Indicates a material defect other than a deficiency which must be corrected to increase efficiency or to make the item completely serviceable. LAST NAME INITIAL IN BLACK, BLUE-BLACK INK, OR PENCIL-Indicates that a completely satisfactory condition exists. FOR AIRCRAFT-Status symbols will be recorded in red.

ALL INSPECTIONS AND EQUIPMENT CONDITIONS RECORDED ON THIS FORM HAVE BEEN DETERMINED IN ACCORDANCE WITH DIAGNOSTIC PROCEDURES AND STANDARDS IN THE tm CITED HERON.

8a. SIGNATURE(Person(s) performing inspection) **SPC Mark Houkel**	8b. TIME	9a. SIGNATURE (Maintenance Supervisor) **Robert W. Potts 1LT**	10. MANHOURS REQUIRED.
TM ITEM NO. a	STATUS b	Deficiencies and shortcomings c	Corrective action D	INITIAL WHEN CORRECTED

TM ITEM NO. a	STATUS b	Deficiencies and shortcomings c	Corrective action D	INITIAL WHEN CORRECTED
		4 Jan 92		**M.H.**
(5a)	⊗	**Transfer will not shift**	**Cleared for limited operation to**	
		to low	**Transfer vehicle to support**	
			Maintenance on 5 Jan 92	**RWP**
(5a)	✕	**Transfer will not shift**		
		to low		

DA $\frac{\text{FORM}}{\text{1 APR 79}}$ **2404**   Replaces edition of 1 Jan 64, which will be used

Figure 3-9. Sample of a completed DA Form 2404 used for changing an "X" condition.

Legend: *Completion instructions for DA Form 2404 used for changing an "X" condition*
Note: Administrative/bumper number will be placed in upper right hand corner or as prescribed by local SOP.

(1) Organization. Enter the name of the unit to which the equipment belongs.

(2) Nomenclature and Model. a. Enter the noun abbreviation and the model of the equipment. b. For watercraft, use the noun abbreviation and Hull Design Number.

(3) Registration/Serial/NSN. a. Enter the serial or registration number. Enter the NSN when no serial or registration number is available. b. For watercraft, enter the DA Hull Number.

(4a) Miles. a. When a deficiency or a shortcoming is found, enter the miles or kilometers on the equipment's odometer at the end of the day's dispatch or operation. b. Round to the nearest mile or kilometer. Put the letter "K" if the reading is kilometers. c. Leave blank if the item does not have an odometer or if no faults are found.

(4b) Hours. a. When a deficiency or a shortcoming is found, enter the meter reading at the end of the day's dispatch or operation. b. Leave blank if hours do not apply to the equipment or if no faults are found.

(4c) Rounds Fired. Leave blank.

(4d) Hot Starts. Leave blank.

(5) Date. Enter the calendar date the deficiency or shortcoming was found.

(6) Type Inspection. Enter "PMCS". a. Use the same DA Form 2404 for more than 1 day. If you find no faults during the BEFORE OPERATION checks in the PMCS, put the date in column c. If no faults are found DURING or AFTER OPERATION, initial in column e. b. When no faults are found, this form can be used for more than 1 day even if the form was used for concurrent PMCSs, i.e., W/M. Just place the first letter of the type of PMCS performed (W/M) in column d, by that day's date in column c.

(7) TM Number and TM Date. a. Enter the number and date of the PMCS TM. When two TMs cover an item, put the second TM number and date in the second number and date block. b. When the manual has changes, print "W/C" and the latest change number after the TM number. Then, put the latest change date in the TM date block.

(8a) Signature. When a deficiency or shortcoming is found, the operator or supervisor signs and enters rank. A signature in this block keeps the form from being used past the current dispatch.

(8b) Time. Leave blank or use as needed locally.

(9a) Signature. The commander or the commander's designated representative will sign name and rank when making a status symbol change or changing from an X to a CIRCLED X status symbol for one time operation.

(9b) Time. Leave blank or use as needed locally. For missile system and missile subsystems reported under AR 700-138, (chapter 4), enter the time when item was found to be NMC.

(10) Man-Hours Required. Leave blank or use as needed locally.

Column a. TM Item Number. a. Put the TM item number that applies to the fault listed in column c. If the PMCS has no item numbers, list the page, paragraph, or sequence number. Circle the number if the fault is listed in the "Equipment not ready/available if" column or "Not Mission Capable if" column of the PMCS. If the PMCS has no ready/available or not mission capable column, circle the TM item number, page, or paragraph number of any fault that makes the equipment NMC. b. Pubs or TM sections other than PMCS may be required for safety faults or local dispatching. For example, AR 385-55 lists safety checks that may not be in the PMCS. Those faults will not be counted as NMC for the Materiel Condition Status Report (MCSR) unless they are in the PMCS "not ready" column or the "not mission capable" column. But, you will list them if you find a problem with one of them. c. For those faults not covered by the PMCS, leave this column blank.

Column b. Status. Repair of status symbol X faults cannot be postponed or delayed, but they may be changed to a CIRCLED X status symbol for limited operation. The commander or the commander's designated representative may change an X status symbol fault to a CIRCLED X status symbol. Changing of status symbols should only be done when the equipment is crucial to the mission. No X status symbol faults will be changed to a CIRCLED X if it endangers the operator/crew or causes further damage to the equipment. CIRCLED X conditions will be for one time operation or mission. (Common sense must be used.)

Column c. Deficiencies and Shortcomings. a. If you find a fault that can be repaired, stop the PMCS and correct the fault. Do not enter faults that have been repaired on the DA Form 2404. Continue the PMCS to make sure no other faults exist. b. Briefly describe the fault. Skip one or two lines between faults. This will give

maintenance room to note actions taken. c. When more than one TM covers the equipment, draw a line under the last entry for one TM. Under the line, write the TM number of the **Column d. Corrective Action.** a. Print "Cleared for limited operations," and the specific limits under which the equipment can be operated. For example, limits may involve speed, type of mission, distance, weather, or time. The change may affect a subsystem of a system listed in AR 700-138. If so, make sure the limits include the part of the mission the system can no longer do. b. Deficiencies changed to a CIRCLED X will return to an X status symbol at the end of the day or mission. c. Equipment cleared for limited operations will still be carried as NMC for the DA

manual you will use next. After you finish the PMCS and list all faults you cannot fix, give the form to the maintenance supervisor.

Form 2406, DA Form 3266-2R, and the DD Form 314. d. When a deficiency is corrected immediately or changed to a CIRCLED X, entries in blocks 4 and 5 will be made at the end of the dispatch or operation.
Column e. Initial When Corrected. a. The commander or the commander's designated representative initials for limited operation entries. b. The person taking the action or transferring the document/NSN initials other entries. c. The initials will go on the last line of the entry.

Figure 3-23. Sample of a completed DA Form 2408-14

Legend: *Completion instructions for DA Form 2408-14, Uncorrected Fault Record*
(1) Nomenclature. Enter the noun of the item.
(2) Model. Enter the model number.
(3) Serial Number. a. Enter the serial or registration number. b. For watercraft, enter the DA Hull number.

(a) Status Symbol. Enter the status symbol that applies to the fault. Status symbol X faults will not go on this form.
(b) Fault. Enter the fault. Entries will be transcribed from column c, DA Form 2404.
(c) Reason for Delay. a. Give the reason for delay. b. If the reason is a part on order, print

the document number and NSN or part number for each. For parts on order from QSS, print QSS and the Julian date you were told the part was not on hand. For items on order from the Self-Service Supply Center (SSSC), print SSSC and the Julian date you were told the item was not on hand. c. If the part is cancelled later, print "cancelled" and the Julian date the part was cancelled. Then line through the entry from columns a through f. If you still need the part, reorder it. Put the fault, NSN or part number, and new document

number on the next open line. d. If the delay is until the next scheduled service, print "Schedule for next PM service." State which service and the date of miles/hours when it is due. e. If the delay is for a shop backup, put the work or job request number in column c. Support work or job

(d) Date. Enter the calendar date the entry was transcribed to DA Form 2408-14.

(e) Entry Approved (Signature). The commander or the commander's designated representative will sign in this block when the entry is made. Enter first name and last name.

(f) Date. Enter the calendar date the fault was actually corrected or transcribed to DA Form 2407. The individual correcting the fault will enter his or her last name initial over the status symbol in column a.

12.0 Unit Level Logistics System (ULLS) User Procedures

Subtopics:

- General ULLS Information
- Operational processes
- Equipment data update
- Equipment data reports
- Maintenance support functions
- Equipment dispatch
- Equipment record folder
- DA Form 5823
- Motor equipment dispatch
- DA Form 2401
- DA Form 2405
- Maintenance request form (automated)
- DA Form 5409 (inoperative Equipment Report (IER)) and DA Form 5410 (Unit Level Deadlining Parts Report (ULDPR)
- Nonaeronautical Equipment, Army Oil Analysis Program (AOAP)
- Historical records contained In ULLS
- Manager Reports
- The Army Materiel Status System (AMSS)

request numbers are entered only when the request has been deferred by support. f. identification of a leak by itself is not a fault or action that can be entered on the DA Form 2408-14. But, delays required to correct a Class I or Class II leak may be entered. Each entry will have a calendar date when the leak will be repaired or re-evaluated. Under observation does not correct a leak and will not be entered on the DA Form 2408-14 as a reason for delay. Class I and II leak entries go on the DA Form 2408-14 only when they require a repair or definitive action. Class III leaks are deficiencies. Repair of Class III leaks will not be deferred. g. Do not list faults that are on a support DA Form 2407 for repair, except support work order requests that do not render the equipment NMC (i.e., Communication shelters).

12.1 General ULLS Information

a. ULLS is the Army's Unit Level Logistics System. ULLS collects maintenance and supply data and provides management information at the unit level.

b. ULLS automates/replaces portions of TAMMS. The following DA/DD Forms have been automated and the ULLS generated printouts (shown with a -E) are authorized replacements:

(1) DA Form 5823 (Equipment Identification Card). DA Form 5823 is not required if you are operating with ULLS; this information is on the dispatch printout.

(2) DD Form 1970 (Motor Equipment Utilization Record) (DA Form 5987-E, Motor Equipment Utilization Record (Automated)).

(3) DA Form 2401 (Organizational Control Record for Equipment) (DA Form 5982-E, Dispatch Control Log (Automated)).

(4) DD Form 314 (Preventive Maintenance Schedule and Record) (Front side Only) (DA Form 5986-E, Preventive Maintenance Schedule and Record (Automated)).

Note. The DA Form 2406 (Materiel Condition Status Report) and backside of the DD Form 314 will be automated upon the completion of the Army Material Status System (AMSS) module, which is scheduled to be included in Software Change Proposal (SCP) 05.

(5) DA Form 2404 (Equipment Inspection and Maintenance Worksheet) (DA Form 5988-E, Equipment Inspection/Maintenance Worksheet (Automated)).

(6) DA Form 2405 (Maintenance Request Register) (DA Form 5989-E, Maintenance Request Register (Automated)).

(7) DA Form 2407 (Maintenance Request) (DA Form 5990-E, Maintenance Request (Automated)).
(8) DA Form 2408-14 (Uncorrected Fault Record). This form was eliminated by including all its information on the DA Form 5988-E (Equipment Inspection and Maintenance Worksheet).
(9) DD Form 2026 (Oil Analysis Request) (DA Form 5991-E, Oil Analysis Request (Automated)).
(10) DA Form 2408-9 (Equipment Control Record) (Usage only) (DA FORM 5992-E, Equipment Usage Request (Automated)).

Note. Transfers, Gains & Losses are done at the property book level.
(11) DA Form 348 (Equipment Operator Qualification Record) (DA Form 5983, Equipment Operator Qualification Record (Automated) and 5983-1-E, Operator's Qulification Record (Automated)).
(12) Optional Form 346 (U.S. Government Motor Vehicle Operator's Identification Card) (DA Form 5984-E, Operator's Permit Record (Automated)).
(13) SF Form 46 (Operator's Identification Card) (DA Form 5984-E)
c. The forms and records produced and recorded in ULLS will be maintained by all units, organizations, and activities who operate self-powered vehicles, towed vehicles, and stationary equipment. The local commander may also require weapons and non serial numbered items to be maintained on this system.
d. Units operating under ULLS will use printouts or automated reports in place of the manual forms prescribed in other chapters. However, units that are not automated will maintain manual forms as required by chapters 2, 3, 4, 5, 9, 11, and appendix E.

Note. The automated processes in ULLS supersede all manual procedures. In cases that there is a conflict on form disposition between DA Pam 738-750 and the user manual, DA Pam 738-750 will take precedence.
e. There are four separate categories of maintenance processes within ULLS. This chapter contains information for--
(1) Operational processes.
(2) Equipment data update.
(3) Equipment data reports.
(4) Maintenance support.

12.2 Operational processes

Operational records and system generated reports provide the information needed to plan, manage, and control equipment. The operational processes menu contains the following functions:
a. Equipment dispatch and return. This process provides for the regular dispatch or alert dispatch of equipment and return as shown below:
(1) Equipment dispatch. Allows the user to dispatch equipment with option to produce the Equipment Maintenance and Inspection Worksheet. This replaces the requirement for a DD Form 1970 and DA Form 2404 (see fig 12-1).
(2) Alert dispatch. Provides dispatches, by DODAAC, for all equipment listed in the equipment data file as alert dispatchable (see Fig 12-2).
(3) Equipment dispatch - returning. This process is used when returning equipment from regular dispatch. It updates the end item, component usage, operator record, fuel usage, and dispatch control files.
b. DA Form 5988-E (Automated). This process allows user to print an Equipment Maintenance and Inspection Worksheet for each piece of equipment by DODAAC, admin number, or by FSC to facilitate PMCS and other scheduled inspections. The FSC option allows the user to select an item on file by FSC, e.g., to select only generators, enter "6115". The system will check the document control register (DCR) and maintenance fault file and print all faults and parts that have been ordered. (See figs 12-3 through 12-5.)
c. The DA Form 5988-E (Automated) (figs 12-3 through 12-5) is used at organization level to--
(1) Record faults found during an inspection. These faults include PMCS, maintenance activity inspections, diagnostic checks, and spot checks.
(2) Record marine conditions surveys of watercraft.
(3) Record the results of technical inspections on equipment. When needed, this form will show condition codes listed in AR 725-50, AR 750-1, TB, or other publications requiring the technical inspection.
(4) Collect all maintenance and services performed on vehicles that are involved in a DA approved Sample Data Collection (SDC) Plan. In addition to the requirements in this pamphlet, the applicable Field Planning Guide (FPG) will

identify additional data required as mandatory entries on the PCN AWACF184 (DA Form 5988-E (Automated).

(5) Report Battle Damage Assessment and Repair (BDAR).

d. Operators, crews, and unit maintenance personnel use the AWACF184 (DA Form 5988-E) to list faults they cannot fix and faults corrected by replacing parts.

e. Operators and crews, first-line leaders, maintenance supervisors, and commanders are equally responsible for updating ULLS with current information recorded on the form.

f. Disposition is as follows:

(1) The AWACF184, DA Form 5988-E

(4) The DA Form 5988-E (Automated) used for technical inspections will stay with the item until all maintenance is performed or the item is destroyed.

(5) Input the most serious fault that must be fixed at support maintenance to the DA Form 5990-E (Automated) and attach the worksheet to DA Form 5990-E (Automated).

(6) Faults that cannot be fixed or must be deferred will be annotated on the worksheet and updated through the maintenance fault update process.

(7) When there is an NMC deficiency on the worksheet, keep the worksheet until the deficiency has been input through maintenance fault update process or repaired. This includes the worksheet on equipment sent to support maintenance.

(8) When the DA Form 5988-E (Automated) is used to report BDAR action, mail it to Survivability/Vulnerability Information Analysis Center (SURVIAC), ATTN: AFDL/FES/CDIC, Wright Patterson AFB, OH 45333.

g. Maintenance faults provides the capability to identify maintenance faults related to a specific piece of equipment to add, change, or delete these faults as required. Faults added will be written to the appropriate maintenance files, and appear on the equipment maintenance/inspection worksheets.

h. Parts instilled enables the user to install parts that have been received either by admin number or document number. Additionally, it updates the DCR.

i. Services performed enables the user to enter data on services and tests performed on the equipment. The process will update service due file, the EDF, and component data file. When services are performed, the system will automatically schedule the next service due. However, the user must calculate and enter the

(Automated), used for operator PMCS on an equipment will be kept in the equipment record folder or in a protective cover until it is no longer needed; for example, upon updating the ULLS system and generating a new listing.

(2) The AWACF184, DA Form 5988-E (Automated), listing faults found during an operator's or crew's PMCS, goes to the maintenance supervisor for action. Maintenance section leaders review the form prior to destruction to ensure all actions have been taken or recorded within ULLS.

(3) The DA Form 5988-E (Automated) used for scheduled services will be kept on file for quality control until next service is performed.

next special service, lube, and AOAP due date. These service types and dates are written to the dispatch printouts and listed under service due data.

j. Add/delete operator provides the user a means of adding and deleting operator records. When an operator qualification record is created, the system will utilize the data entries to dispatch vehicles to qualified operators as shown below. The system automatically calculates the operator's miles upon return of a dispatch, and maintains the operator's qualifications, restrictions, accidents, awards, and training until the record is deleted.

(1) Add operator's qualifications. This process will produce an Equipment Operator Qualification Record (fig 12-6). This process replaces the manual DA Form 348.

Note. The user cannot change driver license number. If an error is made, the user must delete the record and reenter it.

(2) Delete Operator. This process must be used if an invalid license number was input and requires changes, or if an operator transfers from the unit.

k. Modify operator record provides the means of updating an operator's record once the record has been added to the system.

12.7 Equipment record folder

a. The equipment record folder (NSN 7510-01-065-0166) holds the forms needed to record equipment use, operation, and condition while on dispatch.

b. The folder is used as follows each time an item of equipment is dispatched:

(1) The folder will carry only the printouts and records needed during a dispatch.

(2) A DA Form 2408-4 will go in the folder only when the weapon is to be fired, serviced, or

repaired.

(3) Place all the appropriate printouts and forms, except the DD Form 314 and DA Form 2408-9, in the folder when the equipment goes to support maintenance.

c. When equipment is turned in or transferred, the folder will accompany the equipment. The folder will contain the Acceptance DA Form 2408-9 and printouts/diskette generated from ULLS.

Note. Be sure to coordinate these actions with your support property officer before actual transfer or turn in.

Figure 2-1. Sample of a completed Equipment Record Folder with Equipment Identification Card

Legend: Completion instructions for DA Form 5823D Completion instructions for DA Form 5823
The following information will go on each DA Form 5823:
Bumper No. Enter the equipment bumper number. If the equipment does not have an assigned bumper number, enter the equipment's administration number.
Model. Enter the model number.
Noun. Enter the noun or noun abbreviation.**National Stock Number (NSN).** List the end item NSN.
Serial No. List the serial number for the equipment. For equipment managed by

registration number, put the item's registration number on the card.
AOAP Sample. Enter the date and hours the next AOAP sample is due. Get this information from the equipment's DD Form 314 or AOAP lab printout. When making this entry, only use pencil. The entry is only needed for equipment under AOAP.
Next Service At. Enter the date and/or miles, kilometers, or hours when the next scheduled service is due on the equipment. Get this information from the DD Form 314. Pencil entry.
Next Lube At. Put the date and/or miles, kilometers, or hours when the next scheduled lubrication service is due on the equipment.

Pencil entry. Get this information from the DD Form 314.

Operator. The operator's last name and rank go here. Pencil entry. Leave blank if more than one operator is assigned to the equipment.

Supervisor. Put the last name and rank of the operator's leader or supervisor here. Pencil entry. _____

Notes: 1. The operator's and supervisor's or leader's names are used for two purposes. If the folder is lost or misplaced, the finder will have names to track down. Most important, those names show who is responsible for the equipment, the forms in the folder, and the information on the equipment's condition. 2. The back of the card may be used for locally required information. For example, if your command asks for a monthly mileage report, put your start and end dates and miles on the card in pencil. You will get the miles travelled from the DD Form 1970.

DATE: 20-APR-93   EQUIPMENT MAINTENANCE AND   DA FORM 5988-E
INSPECTION WORKSHEET

WK4WRC   B CO, 703 INF BN

------------------------------- EQUIPMENT DATA -------------------------------

AOMIN NUM: 812   EQUIP SERIAL NUM: 050493
EQUIP MODEL: M998   REGISTRATION NUM: NG381A
EQUIP NOUN: TRK UTL CGO 1.25T 4X4   TYPE INSPECTION: W
EQUIP NSN: 2320011077155   CURRENT READING: M 010987

           NUMBER   DATE   CHANGE NUMBER
PUBLICATION: TM 9-2320-280-10   05/91   02
PUBLICATION: TM 9-2320-280-10-HR   05/88   00

SIGNATURE: _____ SFC TIME: _____   SIGNATURE: _____ SSG TIME: _____

------------------------------ PARTS REQUESTED ------------------------------

FAULT	DOC NUM	NIIN	QTY DUE/REC	STATUS DATE	DATE COMP	PRI	DLR
0001	3116 0001	009785961	00002 ------		0	13	N
0002	3116 0002	000000001	00001 -----		0	13	N

------------------------------ MAINTENANCE FAULTS ------------------------------

ITEM NUM	FAULT DATE	FAULT STATUS	FAULT DESCRIPTION	CORRECTIVE ACTION	INITIALS
0001	26-APR-93	/	WON'T START	ELECTRICAL	
0002	26-APR-93	X	CLUTCH SLIPPING	ADJUST	
0003	26-APR-93	X	EXHAUST MANIFOLD LEAKING	REPLACE PACKING	
	27 APR 93			W	JDW
	28 APR 93				JDW
	29 APR 93				JDW
(D)	30 APR 93	X	ENGINE IDLES AT 800 RPM		

Figure 12-3. Sample of an ULLS generated DA Form 5988-E, Equipment Maintenance and Inspection Worksheet (for operator/crew PMCS)

Legend: *Completion instructions for ULLS generated Equipment Maintenance and Inspection Worksheet, DA Form 5988-E (Automated) (used for maintenance services and inspections)*

Equipment Data Section: a. Admin number, Equipment Model, Equipment Noun, Equipment National Stock Number (NSN), Equipment Serial Number, Registration Number, Type Inspection, and the Publication Numbers (with changes) will be retrieved from the equipment data file. No entries from the operator/supervisor are needed in these areas. b. The person performing the service or inspection will review the data fields prior to ensure information listed on the worksheet is correct. If any fields are incorrect, pencil in the correct data and give to the ULLS operator. The OLLS operator will update data fields using the ULLS Menu process. For more information about these data fields, refer to the ULLS End User Manual ADSM-25-L3N-AWA-ZTH-EUM.

Type Inspection. The person performing the service or inspection will request a worksheet with the type of inspection or service to be performed. See ULLS End User Manual or Chapter 3 of this pamphlet for explanation of these symbols.

Note: A continuation sheet may be needed to perform the inspection or service. The ULLS has this option available.

Signature. The person performing service/inspection signs and enters rank after inspection is completed.

Time. Leave blank or use as needed locally.

Signature. The maintenance supervisor or designated representative signs name and enters rank after service/inspection is completed and parts have been ordered.

Time. Leave blank or use as needed locally. For missile system/subsystem reported under AR 700-138, enter the time when you find a deficiency.

Part Requested Section: The system will check the document control register (DCR) and print any parts that have been ordered against the admin number on the worksheet. Maintenance personnel and supervisors will review this section and take appropriate action as required. For more information about this section, see the ULLS End User Manual ADSM-25-L3N-AWA-ZTH-EUM.

Fault. Shows the fault number for which the part is requested.

Doc Number. The document number under which the required part has been ordered.

NIIN. National Item Identification Number.

QTY Due. Due-in quantity for the part on order.

QTY Rec. The quantity received.

Status Date. Shows date of status code.

Date Comp. The date the transaction was completed.

PRI. The priority for item ordered.

DLC. Deadline code. "D" if deadlined; "N" if not deadlined.

Maintenance Faults Section:

Item Num. a. Put the PMCS item number that applies to the fault listed in this column. If the PMCS has no item numbers, list the page, paragraph, or sequence number. Circle the PMCS number if the fault is listed in the "Equipment is not ready/available if" column or "Not Mission Capable if" column of the PMCS. If the PMCS has no ready/available or not mission capable column, circle the TM item number, page or paragraph number of any fault that makes equipment NMC. b. Pubs or TM sections other than PMCS may be required for safety faults or local dispatching. For example, AR 385-55 lists safety checks that may not be in the PMCS. Those faults will not be counted as NMC for Materiel Condition Status Report (MCSR) reporting unless they are in the PMCS "not ready" column or the not mission capable column. But, you will list them if you find a problem with one of them.

Fault Date. Enter the date the service is performed or the date the equipment went non mission capable (NMC).

Fault Status. Enter the status symbol that applies to the fault or deficiency.

Fault Description. a. If you find a fault that can be repaired, stop the PMCS and correct the fault. Do not enter faults that have been repaired or already listed on the worksheet. Continue the PMCS to make sure no other faults exist. b. Briefly describe the fault. Skip one or two lines between faults. This will give maintenance room to note actions they take. c. When more than one TM covers the equipment, draw a line under the TM. Under the line, write the TM number of the manual you will use next. After you finish the PMCS and list all faults you cannot fix, give the form to the maintenance supervisor.

Corrective Action. a. Explain corrective actions taken. b. If parts are needed, the mechanic will enter the NSN or part number in this column. c. Faults that need support maintenance will go on a ULLS, generated maintenance request. Print (SPT-MAINT) in this column.

d. The commanders designated representative will decide what maintenance can be delayed. Faults that do not affect the operation of the equipment and the operators safety can be deferred because (1) Support is backed up and cannot get to the equipment right away. (2) The needed repair part is not on hand. (3) Other reasons at the commanders discretion. e. Those faults that the commanders designated representative decides to defer will be printed in this column.

Initals. a. The mechanic initials any dash or diagonal status symbols that are fixed. For status symbol "X", the mechanics initials will go on the last line for entry. The inspector or a designated rep will check all corrected status symbol "X" faults. The inspector will then initial the status symbol. The person who did the work initials in the initial column. b. For quality control, the worksheet will be maintained on file until the next service is completed.

DATE : 26-APR-93	EQUIPMENT MAINTENANDCE AND INSPECITION WORKSHEET	DA FORM 5988-E
WK4WRC	B CO, 703 INF BN	

---EQUIPMENT DATA ---

ADMIN NUM:	821	EQUIP SERIAL NUM:	050493
EQUIP MODEL:	M998	REGISTRATION NUM:	NG38NA
EQUP NOUN:	TRK UTL C60 1.25T 4X4	TYPE INSPECTION:	W
EQUP NSN:	2320011077155	CURRENT READING:	M 010987
	NUMBER	DATE	CHANGE NUMBER
PUBLICATION:	TM 9-2320-280-10	06/91	02
PUBLICATION	TM 9-2320-280-10-HR	05/88	00
SIGNATURE: **Sid Gomez SP**	TIME:	SIGNATURE: **Mike Post 1LT**	TIME:

---PARTS REQUESTED---

FAULT	DOC	NUM	NIIN		QTY DUE / REC	STATUS DATE	DATE COMP	PRI	DLC
									N
001	3116	0001	000785961		00002 - - - - -		0	13	N
002	3116	0002	000000001		00002 - - - - -		0	13	N

---MAINTENANCE FAULTS---

ITEM NUM	FAULT DATE	FAULT STATUS	FAULT DESCRIPTION	CORRECTIVE ACTION	INITIALS
0001	26-APR-93	/	WON'T START	ELECTRICAL	
0002	26-APR-93	X	CLUTCH SLIPPING	ADJUST	
0003	26-APR-03	X	EXHAUST MANIFORL LEADING	REPLACE PACKING	
			27 Apr 93		**JDW**
(5)	**28 Apr 93**	(X)	**Transfer will not shift to low**	**Cleared for limited**	
				Operation to transfer	

Vehicle to support

Maintenance on

28 Apr 93   **MLP**

(5)   **28 Apr 93**   **X**   **Transfer will not shift to low**

Figure 12-4. Sample of an ULLS generated DA Form 5988-E, Equipment Maintenance and Inspection Worksheet (for changing an "X" condition)

Legend:
Completion instructions for ULLS generated Equipment Maintenance and Inspection Worksheet, DA Form 5988-E (Automated) (used for operator/crew PMCS and changing an "X" condition).

Signature. When a deficiency or shortcoming is found, the operator or supervisor signs and enters rank. A signature in this block keeps the form from being used past current dispatch.
Time. Leave blank or use as needed locally.
Signature (For figure 12-3). Operators supervisor will sign and enter rank when a fault is found on the PMCS.
Time. Leave blank or use as needed locally.
Signature (For figure 12-4). The commander or the commanders designated representative will sign name and enter rank when making a status symbol change or changing from an X to a circled X status symbol for one time operation.
Date Comp. The date that all parts were received for document number listed or transaction closed.
Maintenance Faults Section:
Item Num. a. Write the PMCS item number that applies to the fault listed in this column. If the PMCS has no item numbers, list the page, paragraph, or sequence number. Circle the number if fault is listed in the "Equipment is not ready/available if" column or "Not Mission Capable if" column of the PMCS. If the PMCS has no ready/available or not mission capable column, circle the TM item number, page, or paragraph number of any fault that makes equipment NMC. b. Pubs or TM sections other than PMCS may be required for safety faults or local dispatching. For example, AR 385-55 lists safety checks that may not be in the PMCS. Those faults will not be counted as NIVIC for Materiel Condition Status Report reporting unless they are in the PMCS "not ready" column or the not mission capable column. But, you will list them if you find a problem with one of them. c. For those faults not covered by the PMCS, leave this column blank.
Fault Date. Enter the calendar date the deficiency or shortcoming was found.
Fault Status (Figure 12-3). Enter the status symbol that applies to the fault or deficiency.

Fault Status (Figure 12-4). Repair of status symbol X faults cannot be postponed or delayed, but they may be changed to circle X status symbol for limited operation. The commander or the commanders designated representative may change an X status symbol fault to a circle X status symbol. Changing of status symbols should only be done when the equipment is crucial to the mission. No X status symbol faults will be changed to a circle X if it endangers the operator/crew or may cause further damage to the equipment. Circle X conditions will be for one time operation or mission (common sense must be used).
Corrective Action (Figure 12-3). Explain corrective actions taken.
Corrective Action (Figure 12-4). a. Print "Cleared for Limited Operations." Provide the specific limits under which equipment can be operated. For example, limits may involve speed, type of mission, distance, weather, or time. The change may affect a subsystem of a system listed in AR 700-138. If so, make sure limits include that part of the mission the system can no longer do. b. Deficiencies changed to a circle X will return to an X status symbol at the end of the day or mission. c. Equipment cleared for limited operations will still be carried as NMC for the Materiel Condition Status Reporting. d. When a deficiency is corrected or changed to a circle X, enter the miles and calendar date in the corrective action column at the end of the dispatch or operation.
Initials (Figure 12-3). The mechanic initials any faults that have been fixed. The mechanic gives it back to maintenance supervisor. Maintenance supervisor will review the faults corrected and those still not fixed to decide what other action is needed. For quality control, the inspector or a designated representative will check all corrected status symbol X faults. The inspector will then initial the status symbol.
Initials (Figure 12-4). a. The maintenance supervisor or the commanders designated representative initials for limited operations entries. b. The person taking the action or transferring the document/NSN initials other entries. c. The initials will go on the last line of entry.

U.S. ARMY SERGEANTS MAJOR ACADEMY

Primary Leadership Development Course (PLDC)

The Army Training System

TRAINING SUPPORT PACKAGE

"NO ONE IS MORE PROFESSIONAL THAN I"

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	T223 / TRAINING THE FORCE
Effective Date	01 Oct 2004
Supersedes TSP(s) / Lesson(s)	T223, Training the Force, Oct 03 w/changes.
TSP Users	600-PLDC Primary Leadership Development Course 600-PLDC Primary Leadership Development Course (Modified)
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	Users are invited to send comments and suggested improvements on DA Form 2028, *Recommended Changes to Publications and Blank Forms.* Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to: COMDT USASMA ATTN ATSS DCP BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002 Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875 Email: atss-dcd@bliss.army.mil
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for tasks 152-020-0005, and 152-020-0007. The SGL assigns the following tasks to students to present an individual training session:

Task Number	Task Title Individual
031-503-3005	Submit an NBC-1 Report
031-506-1053	Report NBC Information Using NBC 4 Report
052-191-1361	Camouflage Yourself and Your Individual Equipment
052-192-1242	Locate Mine and Booby Trap Indicators By Visual Means
061-283-6003	Adjust Indirect Fire
071-325-4425	Employ an M18A1 Claymore Mine
071-326-0511	React To Flares
071-326-0513	Select Temporary Fighting Positions
071-326-5704	Supervise Construction of a Fighting Position
071-326-5705	Establish an Observation Post
081-831-0101	Request MEDEVAC
081-831-1054	Evacuate a Casualty
071-326-0510	React to Indirect Fire While Dismounted
081-831-1000	Evaluate a Casualty
081-831-1005	Perform First Aid to Prevent or Control Shock
081-831-1025	Perform First Aid For an Open Abdominal Wound
081-831-1026	Perform First Aid For an Open Chest Wound
081-831-1032	Perform First Aid for Bleeding of an Extremity
081-831-1033	Perform First Aid for an Open Head Wound
093-401-5040	React To Unexploded Ordnance Hazards
154-385-6263	Conduct a Risk Assessment
301-371-1000	Report Intelligence Information
805C-PAD-2060	Report Casualties
805C-PAD-2402	Provide Input On Personnel Actions Affecting Subordinates
850-001-2000	Employ Accident Prevention Measures

This TSP Contains

TABLE OF CONTENTS

TRAINING THE FORCE
T223 / Version 1
01 Aug 2004

SECTION I.   **ADMINISTRATIVE DATA**

All Courses Including This Lesson	**Course Number**	**Version**	**Course Title**
	600-PLDC	1	Primary Leadership Development Course
	600-PLDC MOD	1	Primary Leadership Development Course (Modified)

Task(s) Taught(*) or Supported	**Task Number**	**Task Title**
	INDIVIDUAL	
	152-020-0005 (*)	Train a Subordinate to Perform an Individual Task
	152-020-0007 (*)	Train a Team

Reinforced Task(s)	**Task Number**	**Task Title**
	154-385-6263 (*)	Conduct a Risk Assessment

Academic Hours

The academic hours required to teach this lesson are as follows:

	Resident Hours/Methods	
	4 hrs 10 mins	/ Conference / Discussion
	1 hr 40 mins	/ Practical Exercise (Performance)
Test	8 hrs	
Test Review	0 hrs	
Total Hours:	14 hrs	

Test Lesson Number

	Hours	**Lesson No.**
Testing (to include test review)	2 hrs 30 mins	WE02 version 1
	2 hrs 30 mins	WE version 2

Prerequisite Lesson(s)	**Lesson Number**	**Lesson Title**
	T221	RISK MANAGEMENT
	T222	AFTER ACTION REVIEW (AAR)

Clearance Access

Security Level: Unclassified
Requirements: There are no clearance or access requirements for the lesson.

Foreign Disclosure Restrictions

FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

Number	Title	Date	Additional Information
ARTEP 7-8-MTP	MISSION TRAINING PLAN FOR THE INFANTRY RIFLE PLATOON AND SQUAD	01 Oct 2001	SH-3
FM 100-14	RISK MANAGEMENT	23 Apr 1998	
FM 7-1	BATTLE FOCUSED TRAINING	15 Sep 2003	SH-2
STP 21-1-SMCT	SOLDIER'S MANUAL OF COMMON TASKS SKILL LEVEL 1	01 Jun 2003	SH-4
STP 21-24-SMCT	SOLDIER'S MANUAL OF COMMON TASKS (SMCT) SKILL LEVELS 2-4	01 Apr 2003	SH-4

Student Study Assignments

Before class--

- Read student handouts.

During class--

- Participate in classroom discussion, practical exercises, and testing exercises.

After class--

- Turn in recoverable references upon completion of the STX.

Instructor Requirements

1:8, SSG, PLDC graduate, ITC, and SGITC qualified

Additional Support Personnel Requirements

Name	Stu Ratio	Qty	Man Hours
None			

Equipment Required for Instruction

ID Name	Stu Ratio	Instr Ratio	Spt	Qty	Exp
6730-00-577-4813 SCREEN, PROJECTION	1:16	1:2	No	1	No
6730-00-P53-8147 Projector, Overhead	1:16	1:2	No	1	No
7110-00-132-6651 CHALKBOARD	1:16	1:2	No	1	Yes
7520-01-424-4867 EASEL, DISPLAY AND TRAINING	1:16	1:2	No	1	Yes
7530-00-619-8880 PAD, WRITING PAPER	1:16	1:2	No	1	Yes
*GTA 03-06-008 NBC WARNING AND REPORTING SYSTEM	1:16	1:2	No	1	No

* Before Id indicates a TADSS

Materials Required	**Instructor Materials:**
	• TSP.
	• VGT's, 1-17.
	
	Student Materials:
	• Issued to student during in-processing:
	    -SH-1, Advance Sheet.
	    -Reading material listed on the advance sheet.
	    -Individual Training Performance Test Sheet (App B, pages TE-1-3 and TE-1-4).
	    -Risk Management Worksheet (two copies, App B, page TE-1-5).
	• Pen or pencil and writing paper.

Classroom, Training Area, and Range Requirements	CLASSROOM (40X40 PER 16 STUDENTS) FIELD TRAINING SITE 1KM X 1KM

Ammunition Requirements	**Id**	**Name**	**Exp**	**Stu Ratio**	**Instr Ratio**	**Spt Qty**
	None					

Instructional Guidance	**NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

• Read all conditions statements of the individual tasks and ensure all the materials required by the tasks are available to the student.
• Students may use notes to conduct their individual training session. For example, they may use 3x5 cards with notes.
• Read and study all TSP material be ready to conduct class.
• This TSP has questions throughout to check learning or generate discussion among the group members. You may add any questions you deem necessary to bring a point across to the group or expand on any matter discussed.
• You must know the information in this TSP well enough to teach from it, not just read from it.

During class--

• Conduct the class in accordance with this TSP.

After class--
• Collect recoverable materials after the STX for this lesson.

    This TSP presents references that allow you to inform your students of

where they should be in the student handout to follow along with your instruction.

Proponent Lesson Plan Approvals	**Name**	**Rank**	**Position**	**Date**
	Wilson, Karen M.	GS09	Training Specialist	
	LeGloahec, Victor A.	SGM	Chief, PLDC	
	Lemon, Marion	SGM	Chief, CDDD	

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SECTION II.   **INTRODUCTION**

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Method of Instruction:  Conference / Discussion
Technique of Delivery:  Small Group Instruction (SGI)
Instructor to Student Ratio is:  1:8
Time of Instruction:  10 mins
Media:  None
```

Motivator

We train personnel to individually and collectively increase their capacity to perform specific military functions and tasks. Training is the Army's top priority. Training prepares us to fight, and it is the cornerstone of readiness. It is the only way our soldiers and leaders can develop their warfighting skills and exercise the collective capabilities they will need in combat. The Army's basic mission is still to fight and win in war. Training prepares soldiers for the Army's basic mission. In order to do this effectively, you must embrace the Warrior Ethos that makes up the soldier's creed. The Warrior Ethos is the basic value for our Army, and well trained warrior leaders are the key to ensuring that soldiers live up to these values. For it is only through sound leadership that warrior leaders can integrate the Warrior Ethos in its soldiers, units, and the Army. As noncommissioned officers and leaders, we are responsible for making sure that soldiers don't die in combat because we didn't properly train them.

When you leave here you must do your part in providing demanding and realistic training for your soldiers so they will, if called on, succeed in combat. You must train constantly to develop and maintain your soldiers in a combat-ready condition so they can perform assigned tasks to specified standards.

We will explain the Army's training doctrine to you and show how you can apply that doctrine when you return to your units. You will learn what to expect from your leaders and what they expect from you. Remember, as noncommissioned officers, one of your basic and most important duties is to train soldiers.

Terminal Learning Objective	**NOTE:** Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Train a Team.
Conditions:	In a classroom and field environment given FM 7-1 (SH-2), ARTEP 7-8-MTP (SH-3), and STP 21-1-SMCT, STP 21-24-SMCT (SH-4).
Standards:	Trained a Team by: • Explaining how the chain of command develops the METL. • Explaining the link between collective mission essential tasks and the leader and soldier tasks that support them. • Conducting individual training. IAW FM 7-1 (SH-2), ARTEP 7-8-MTP (SH-3), and STP 21-1-SMCT, STP 21-24-SMCT (SH-4).

Safety Requirements

Inform students to exercise caution and follow all safety procedures during the portion of the class conducted in the field environment. Follow all NCOA and local SOPs. Utilize what you learned in lesson T221 Risk Management, when considering applying safety to this lesson.

Risk Assessment Level

Low - Observe NCOA and local SOPs concerning risk. Follow what you learned in lesson T221 when considering the risk while training in the field conducting individual training.

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

None

Evaluation

During this block of instruction, you will conduct an individual training session. You must receive a GO to pass this block of instruction. You will also take a written examination. The examination will contain questions from this lesson. You must correctly answer 70 percent or more of the questions on the examination to receive a GO.

NOTE: Inform the students where their examination will take place as posted on the training schedule and when they will receive feedback on the test. Include any retest information. Inform the students that they must turn in all recoverable reference material after the examination.

During the performance test, evaluate each student on his Individual Training Session. Use the individual training test performance sheets (App B, pages TE-1-3 thru TE-1-4). The student must receive a GO on the individual performance test. If he receives a NO GO on his first attempt, retrain him and have him perform the individual training session again. A NO GO on the second attempt will justify his possible elimination from the course IAW AR 351-1, para 3-18. Ensure all students have a copy of the performance test sheets, prior to testing.

NOTE:
- Read all conditions statements of the individual tasks and ensure all the materials required by the tasks are available to the student.
- Students may use notes to conduct their individual training session. For example, they may use 3x5 cards with notes.

**Instructional
Lead-In**

We'll start our lesson by looking at our training doctrine and some basic terms you need to know. The first six hours of instruction will cover battle focused training, the identification of collective to individual task, and a practical exercise.

The remainder of the time you will use to prepare and conduct battle focused training. The Army focuses its training doctrine on the ten principles. If you train your soldiers according to these principles, you can't go wrong. We will discuss the ten principles in a few minutes.

NOTE: Inform the students of the Enabling Learning Objective requirements.

A.   ENABLING LEARNING OBJECTIVE

ACTION:	Identify the Army's Training Doctrine.
CONDITIONS:	In a classroom environment given FM 7-1 (SH-2).
STANDARDS:	Identified the ten Principles of Training IAW FM 7-1 (SH-2).

1.   Learning Step / Activity 1. Terms

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 40 mins
Media: VGT-1 thru VGT-5

Ref: FM 7-1 (SH-2), p SH-2-3, para 2-1

Commanders train their units to be combat ready. Training is their number one priority.

Commanders achieve combat readiness using tough, realistic, and challenging training. At

every level, commanders must train to the Army standard.

This first VGT lists three basic terms you need to know.

SHOW VGT-1, TERMS

TERMS

• Battle Focus

• Mission Essential Task List (METL)

• Battlefield Operating Systems (BOS)

T223 / AUG 04 / VGT-1

Ref: FM 7-1 (SH-2), p SH-2-17, para 2-47; p SH-2-27, para 3-14; and
p SH-2-22, para 3-1

REMOVE VGT-1

The most important term you will hear is battle focus.

NOTE: Have someone read the definition of Battle Focus from VGT-2.

SHOW VGT-2, BATTLE FOCUS

<div style="border:1px solid black; padding:1em;">

<u>BATTLE FOCUS</u>

A concept used to derive peace-time training requirements from the wartime mission.

T223 / OCT 04 / VGT-2
</div>

Ref: FM 7-1 (SH-2), p SH-2-17, para 2-47

This enables the commander to plan and execute training that produces lethal units for success on the battlefield. Using the Army Training Management Cycle, the commander continuously plans, prepares, executes, and assesses the state of training in the unit. This cycle provides the framework for commanders to develop their unit's mission essential task list (METL), establish training priorities, and allocate resources.

REMOVE VGT-2

The next term you should know is Mission Essential Task List (METL).

SHOW VGT-3, MISSION ESSENTIAL TASL LIST (METL)

<div style="border:1px solid black; padding:1em;">

<u>MISSION ESSENTIAL TASK LIST (METL)</u>

The METL development process links the unit's wartime operational mission with training.

T223 / OCT 04 / VGT-3
</div>

Ref: FM 7-1 (SH-2), p SH-2-22, para 3-1

We'll talk about the mission essential task list (METL) in more detail in a
moment. Keep these terms in mind.

REMOVE VGT-3

Ref: FM-7-1 (SH-2), pp SH-2-3 thru SH-2-13

Now let's look at the ten principles of training that make up the rest of our training
doctrine. Commanders and leaders at all levels use the Principles of Training to develop and
execute effective training. As commanders train their units on Mission essential tasks, senior
commanders reinforce training by approving and protecting training priorities and providing
resources.

SHOW VGT-4, PRINCIPLES OF TRAINING

<div style="border:1px solid black;padding:1em;">

PRINCIPLES OF TRAINING

- Commanders are Responsible for Training
- NCOs Train Individuals, Crews, and Small Teams
- Train as a Combined Arms and Joint Team
- Train for Combat Proficiency
- Train to Standard Using Appropriate Doctrine
- Train to Adapt
- Train to Maintain and Sustain
- Train Using Multiechelon Techniques
- Train to Sustain Proficiency
- Train and Develop Leaders

T223 / OCT 04 / VGT-4

</div>

Ref: FM 7-1 (SH-2), pp SH-2-3 thru SH-2-13

You need to know and understand the principles of training. We will look at each one
individually.

NOTE: Have different students read each principle and explain the definition in their own
words.

Commanders are responsible for the training. They are responsible for training and
performance of their soldiers and units. They are the primary training managers and trainers
for their organization. They engage actively in the training process, and they adhere to the
principles of training.

NCO Train Individuals, Crews, and Small Teams. NCOs are responsible for conducting standards-based, performance-oriented, battle-focused training. They identify specific individual, crew, and small team tasks that support the unit's collective mission essential tasks; plan, prepare, rehearse, execute, and evaluate training; conduct after action reviews and provide feedback to the commander on individual, crew, and small team proficiency.

Train as a Combined Arms and Joint Team. The Army provides the JFC a trained and ready force able to execute full spectrum operations. This provides the JFC the capability to--

- Seize areas previously denied by the enemy.
- Dominate land operations.
- Provide support to civil authorities.

Train for Combat Proficiency. The goal of all training is to achieve the Army standard to enable warfighting readiness. Within the confines of safety and common sense, commanders and leaders must be willing to accept less than perfect results initially and demand realism in training. Commanders integrate realistic conditions such as imperfect intelligence; reduced communications; smoke; noise; rules of engagement; simulated nuclear, biological, and chemical environments; battlefield debris; loss of key leaders; civilians on the battlefield; JIM (Joint, Interagency, and Multinational) requirements; and varying extremes in weather.

Realistic. Tough, realistic, and intellectually and physically challenging training excites and motivates soldiers and leaders. Realistic training--

- Builds competence and confidence by developing and honing skills.
- Instills loyalty and dedication to the unit through a shared sense of accomplishment.
- Inspires excellence by fostering initiative, enthusiasm, and eagerness to learn.
- Develops aggressive, well-trained, disciplined soldiers.

Performance-Oriented. Performance-oriented training is hands on and conducts the task under the conditions and to the standard specified. Soldiers and leaders must be proficient in the basic skills required to perform their wartime missions under battlefield conditions. Units become proficient in the performance of critical tasks and missions by

repeatedly practicing the tasks and missions to standard. Soldiers learn best through repetition, using a hands-on approach.

Train to Standard Using Appropriate Doctrine. Training must meet the Army standard and conform to Army doctrine. When mission tasks involve emerging doctrine or non-standard tasks, commanders establish the tasks, conditions, and standards using mission orders and guidance, lessons learned from similar operations, and their professional judgment.

Train to Adapt. Commanders train and develop adaptive leaders and units, and prepare their subordinates to operate in positions of increased responsibility. Commanders intensify training experiences by varying training conditions, making them increasingly difficult and unpredictable. Repetitive and increasingly complex training gives soldiers and leaders a foundation that can be used to adapt to new situations.

Train to Maintain and Sustain. Maintenance is essential for sustained operations, therefore maintenance must be a routine part of how we operate and train. Soldiers and leaders are responsible for maintaining all assigned equipment in a high state of readiness to support training or operational missions.

Maintenance is training. Scheduled maintenance allows units to train to maintain and sustain. Units must allot time for maintenance and other logistical personnel (for example, supply, cooks, medics, and mechanics) to maintain their equipment to standard.

Train using Multiechelon Techniques. Multiechelon training is the most effective and efficient way of sustaining proficiency on mission essential tasks with limited time and resources.

Commanders use multiechelon training to--
- Train leaders, battle staffs, units, and individuals at each echelon of the organization simultaneously.
- Maximize use of allocated resources and available time.
- Reduce the effects of personnel turbulence.

All multiechelon training techniques have these distinct characteristics--
- They require detailed planning and coordination by commanders and leaders at each echelon.

- They habitually train at least two echelons simultaneously on selected METL tasks, associated battle tasks, or supporting collective and individual tasks.

Train to Sustain Proficiency. Once individuals and units have trained to the required level of proficiency, leaders must structure individual and collective training strategies to retrain critical tasks at the minimum frequency necessary for sustainment. Sustainment training must occur often enough to train new soldiers as they arrive in the unit and minimize skill decay. Army units train to accomplish their missions by frequent sustainment training on critical tasks.

Train and Develop Leaders. Commanders have a duty and execute a vital role in leader training and leader development. They teach subordinates how to fight and how to train. They also teach soldiers and leaders how to think, not what to think. They mentor, guide, listen to, and "think with" subordinates.

REMOVE VGT-4

CHECK ON LEARNING:

QUESTION: What is the meaning of battle focus?

ANSWER: Battle focus is the concept used to derive peacetime training requirements from assigned missions.

Ref: FM 7-1 (SH-2), p SH-2-17, para 2-47

QUESTION: What is the METL development process?

ANSWER: It links the unit's wartime operational mission with its training.

Ref: FM 7-1 (SH-2), pp SH-2-22, para 3-1

Break: TIME: 00:50 to 01:00

B.   **ENABLING LEARNING OBJECTIVE**

ACTION:	Explain the Army's Mission Essential Task List (METL) Development Process.
CONDITIONS:	In a classroom environment, given FM 7-1 (SH-2), and ARTEP 7-8-MTP (SH-3).
STANDARDS:	Explained how the chain of command develops METL, and explained the link between collective mission essential tasks and the leader and soldier tasks that support them IAW FM 7-1 (SH-2), and ARTEP 7-8-MTP (SH-3).

1.   Learning Step / Activity 1. METL Development Process
              Method of Instruction: Conference / Discussion
              Technique of Delivery: Small Group Instruction (SGI)
           Instructor to Student Ratio: 1:8
              Time of Instruction: 1 hr
                          Media: VGT-6 thru VGT-11

Ref: FM 7-1 (SH-2), pp SH-2-22 thru SH-2-26, Chap 3, para 3-10

The METL development process links the unit's wartime operational mission

with its training. Let's review the process.

The first step in the process is the:

Commander's Analysis. To identify mission essential tasks, the commander

conducts an analysis of the unit's operational mission. In the absence of a directed

operational mission, the unit bases it's analysis on it's assigned mission in wartime

operational plans. Higher commanders provide guidance to help their subordinate

commanders focus their analysis. To provide battle focus, the commander identifies

those tasks critical for mission accomplishment. These tasks constitute the

organization's METL. The next higher commander approves the METL. After the

commander completes this analysis this is what the METL might look like.

We discussed earlier the commander's analysis that leads to the identification

of specific mission essential task. A commander's review may result in a task list

such as this one.

SHOW VGT-5, MISSION ESSENTIAL TASK LIST (METL)

<div style="border:1px solid;">

**MISSION ESSENTIAL TASK LIST
(METL)**

- Conduct troop leading procedures.
- Conduct rehearsal.
- Assault an objective.
- Breach an obstacle.
- Conduct an area recon.
- Integrate direct fire.
- Integrate indirect fire support.
- Treat & evacuate casualties.

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</div>

Ref: FM 7-1 (SH-2), p SH-2-36, Fig 3-10, para 3-29

NOTE: Students turn to SH-2-36, review and discuss fig 3-10 to ensure they understand the link.

NOTE: Have students to turn to page SH-2-26, para 3-12, and review and discuss the bullets on some fundamentals that apply to METL development.

So that you fully understand BOS, let's take a look at how commanders would use them to accomplish the mission.

SHOW VGT-6, BATTLEFIELD OPERATING SYSTEMS (BOS)

<table>
<tr><td>

BATTLEFIELD OPERATING SYSTEMS (BOS)

• Intelligence

• Maneuver

• Fire Support

• Air Defense

• Mobility/Counter-mobility/Survivability

• Combat Service Support

• Command and Control

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</td></tr>
</table>

Ref: FM 7-1 (SH-2), pp SH-2-27 and 28, para 3-14

NOTE: Have students read the definitions of each BOS from the student handout.

The battlefield operating systems are--

• **Intelligence.** The intelligence system plans, directs, collects, processes, produces, and disseminates intelligence on the threat and the environment; performs Intelligence Preparation of the Battlefield (IPB); and other intelligence tasks. The development of Intelligence is part of a continuous process and is fundamental to Army operations.

• **Maneuver.** Commanders maneuver forces to create the conditions for tactical and operational success. Maneuver involves movement to achieve positions of advantage with respect to enemy forces. Through maneuver, friendly forces gain the

ability to destroy enemy forces or hinder enemy movement by direct and indirect application of firepower or threat of its application.

- **Fire Support.** Fire support consists of fires that directly support land, maritime, amphibious, and special operations forces (SOF) in engaging enemy forces, combat formations, and facilities in pursuit of tactical and operational objectives. Fire support integrates and synchronizes fires and effects to delay, disrupt, or destroy enemy forces, systems, and facilities.

- **Air Defense.** Air defense protects the force from air and missile attack and aerial surveillance. It prevents enemies from interdicting friendly forces while freeing commanders to synchronize maneuver and fire power. Weapons of mass destruction and proliferation of missile technology increase the importance of the air defense systems.

- **Mobility/Counter-mobility/Survivability.** Mobility operations preserve the freedom of maneuver for friendly forces. Mobility missions include breaching obstacles, increasing battlefield circulation, improving or building roads, providing bridge and raft support, and identifying routes around contaminated areas.

- **Combat Service Support.** CSS provides the physical means with which forces operate, from the production base and replacement centers in CONUS to soldiers engaged in close combat. CSS includes many technical specialties and functional activities. It includes maximizing the use of host nation infrastructure and contracted support.

- **Command and Control.** Command and control (C2) has two components--the commander and the C2 system. The C2 system supports the commander's ability to make informed decisions, delegate authority, and synchronize the BOS. Moreover, the C2 system supports the commander's ability to adjust plans for future operations, even while focusing on current operations. Reliable communications are central to C2 systems.

REMOVE VGT-6

Ref: FM 7-1 (SH-2), p SH-2-29, para 3-17

Commanders select battle tasks. A battle task is a staff or subordinate

organization mission essential task that is so critical that its accomplishment will

determine the success of the next higher organization's mission essential task.

Battle tasks allow the senior commander to define the training tasks that--

- Integrate the BOS.
- Receive the highest priority for resources such as ammunition, training areas and facilities (to include Live and Virtual simulators and Constructive simulations), materiel, and funds.
- Receive emphasis during external evaluations.

Ref: FM 7-1 (SH-2), p SH-2-30, para 3-18 and para 3-19, Fig 3-4

We discussed earlier the commander's analysis that leads to the identification

of specific mission essential task. A commander's review may result in a task list

such as this one.

SHOW VGT-7, METL DEVELOPMENT SEQUENCE

<div style="border:1px solid black; padding:10px;">

METL DEVELOPMENT SEQUENCE

- Analyze company assigned mission, and identify specified and implied tasks.

- Analyze operational environment and external guidance.

- Review battalion commander's mission & METL.

- Restate company operational mission.

- Identify collective tasks that support company restated mission. Select tasks critical for mission accomplishment. These tasks become the company's METL.

- Sequence METL tasks as expected to occur during mission execution.

- Back brief battalion commander and obtain approval of company METL. Battalion commander designates selected company METL tasks as Battalion Battle Tasks.

- Provide approved METL to platoon leaders and subordinate leaders.

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</div>

Ref: FM 7-1 (SH-2), p SH-2-34, Fig 3-8, para 3-26

Ref: FM 7-1 (SH-2), p SH-2-28, para 3-15

METL Development Sequence. Commanders at all levels involve subordinate

commanders, CSMs, ISGs and other key NCOs in METL development to create a

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team approach to battle focused training. The participation of subordinates in the development process promotes a common understanding of the organization's critical wartime operational mission requirements to that METLs throughout the organization are mutually supporting.

REMOVE VGT-7

After review and approval of subordinate organizations METL, the senior commander selects battle tasks. A battle task is a staff or subordinate organization mission essential task that is so critical that its accomplishment will determine the success of the next higher organization's mission essential task. Company level organizations are the lowest level of command that select battle task. Battle task allow the senior commander to define training tasks that are show on the next VGT.

SHOW VGT-8, BATTLE TASKS

<div style="border:1px solid black; padding:1em;">

BATTLE TASKS

• **Integrate the BOS.**

• **Receive the highest priority for resources, such as ammunition, training areas, facilities, (to include live and virtual simulators and constructive simulations) material and funds .**

• **Receive emphasis during external evaluations.**

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</div>

Ref: FM 7-1 (SH-2), p SH-2-29, para 3-17

REMOVE VGT-8

Let's take a look at how this process flows:

VGT-9 shows the higher-to-lower relationship of mission and METL. It shows the connection from individual soldier, squad, squad and platoon leader and platoon tasks to company METL.

NOTE: Have students turn to page SH-2-30 and review and discuss Figure 3-4, the relationship between Mission, METL, Critical Tasks, and Battle Task.

Battle Task

- Battalions have METL tasks selected as brigade battle tasks.
- Companies have METL tasks selected as battalion battle tasks.
- Platoons have critical tasks selected as company battle tasks.

SHOW VGT-9, RELATIONSHIPS BETWEEN MISSION AND METL
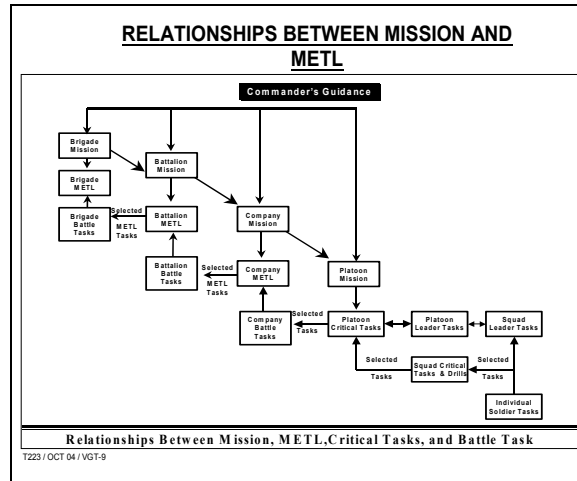
Ref: FM 7-1 (SH-2), p SH-2-30, para 3-18

NOTE: Have students take a moment to study the VGT and ask them if they have any questions.

Now let's see how this relates to the identification of specific tasks.

NOTE: Have students to turn to page SH-2-36, Figure 3-10 and review the Infantry Company METL Development.

REMOVE VGT-9

Ref: FM 7-1 (SH-2), p SH-2-39, para 3-34

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SHOW VGT-10, PLATOON CRITICAL TASKS

<div style="border:1px solid black">

PLATOON CRITICAL TASKS

• Conduct Troop Leading Procedures.

• Conduct a Rehearsal.

• Assault an Objective.

• Attack by Fire.

• Breach an Obstacle.

• Treat and Evacuate Casualties.

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</div>

Ref: FM 7-1, (SH-2), p SH-2-39, para 3-33, Fig 3-14

This is what the platoon's critical tasks might look like. Notice the similarity to

the company METL.

REMOVE VGT-10

NOTE: Take the students through the selection process. Identify the collective tasks for the squad. This is an example of what a squad collective task list might look like.

SHOW VGT-11, SQUAD COLLECTIVE TASKS

<div style="border:1px solid black">

SQUAD COLLECTIVE TASKS

• Enter/Clear Trench.

• Knock Out a Bunker.

• React to Chemical Attack.

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</div>

Ref: FM 7-1 (SH-2), SH-2-42, para 3-36, Fig 3-18

NOTE: When you show VGT-11, give the students time to read the VGT and ask questions.

Notice that the squad's collective tasks fully support the platoon's collective

tasks. Turn to page SH-3-9 of Student Handout 3. Table 2-3 provides a publication references to collective task matrix. If your soldiers require training on any collective tasks, this is where you determine what publication you can use to find detailed information about those particular tasks. Now look at ARTEP 7-8-MTP in Student Handout 3 on page SH-3-11. When you look down the left side and find the collective task **"Knock out a Bunker,"** the task number listed is 07-3-1333, and the first reference listed is FM 23-37.

NOTE: Have to students identify the remaining three references that support this task: FM 7-5 (3-21.9), FM 7-7J, and FM 7-8.

Once you know the collective tasks that support the unit's mission, you then must determine the leader and soldier tasks (individual tasks) that support the collective tasks. You will find these leader and soldier tasks in Soldier Training Publications (STP), Soldier's Manual's (SM), and ARTEP manuals.

Ref: ARTEP 7-8-MPT (SH-3), Chap 5, p SH-3-45

NOTE: Take the students through the selection process. Identify the collective tasks for the squad.

As a team leader or section leader, you must select the individual (soldier) tasks that support your squad's collective tasks. To find these individual tasks, you would again look in ARTEP Mission Training Plans (MTP), SMs, and STPs. Let's walk through the process. We will continue to use ARTEP 7-8-MTP, Student Handout 3, as an example. In the handout on page SH-3-16, Table 2-4 is the collective task to individual task matrix. This matrix identifies the relationship that exists between the collective tasks in this publication and the individual tasks that support them. The matrix is made up of three columns: Task Title, Task Number, and Individual Task Number. Now turn to page SH-3-31. Near the top of the page is the task "Knock Out a Bunker (Infantry Platoon/Squad)" the collective task number is 07-3-1333 and to right of the collective tasks number is a list of the "Individual Tasks" that support the collective task 07-3-1333. These individual tasks are the enlisted

MOS task numbers that support the task 07-3-1333, "Knock Out a Bunker".

After identifying battalion and company METLs, supporting platoon and squad collective tasks, and supporting leader and soldier tasks, leaders establish the conditions and standard for each task using the applicable ARTEP-MTP and STP.

Prepare Training and Evaluation Outline (T&EO). Next, you must prepare a training and evaluation outline using chapter 5 of the ARTEP MTP. We will use the task number 07-3-1333 and the task title, **"Knock Out a Bunker."** Turn to page SH-3-45 of the ARTEP handout. The T&EO provides you with the task, conditions, and standards for a squad to **"Knock out a Bunker"**. The T&EO also provides you a list of the supporting individual tasks that supports the collective task and a list of supporting collective tasks. At this point, the unit's key NCOs review and refine the supporting soldier tasks for each skill level and every MOS within the unit. They use battle focused training to refine the list to mission related tasks that are essential to the soldier's duty position.

REMOVE VGT-11

CHECK ON LEARNING:

QUESTION: What are the seven Battle Operating Systems (BOS)?

ANSWER: 1. Intelligence
2. Maneuver
3. Fire Support
4. Air Defense
5. Mobility/Counter-mobility/Survivability
6. Combat Service Support
7. Command and Control

Ref: FM-7-1 (SH-2), pp SH-2-27 and SH-2-28, para 3-14

QUESTION: What is a Battle Task?

ANSWER: A battle task is a staff or subordinate organization mission essential task that is so critical that its accomplishment will determine the success of the next higher organization's mission essential task. Like units may have different battle tasks selected depending on their mission.

Ref: FM-7-1 (SH-2), p SH-2-29, para 3-17

Break: TIME**:** 01:50 to 02:00

C.　　　**ENABLING LEARNING OBJECTIVE**

ACTION:	Identify the training planning process.
CONDITIONS:	In a classroom environment given FM 7-1 (SH-2).
STANDARDS:	Identified the link between the unit METL and the execution of training by aligning training priorities with wartime requirements IAW FM 7-1 (SH-2).

1.　　　Learning Step / Activity 1. Training Planning Process

　　　　　Method of Instruction: Conference / Discussion
　　　　Technique of Delivery: Small Group Instruction (SGI)
　　Instructor to Student Ratio:　1:8
　　　　　Time of Instruction:　30 mins
　　　　　　　　　　　Media:　VGT-12 thru VGT-14

Ref: FM 7-1 (SH-2), p SH-2-59, para 4-4 and 4-5

　　　　The next step in the development of battle focus training is the training planning

process of the Army's training management cycle; it illustrates how leaders plan

training. This process links the unit METL with execution of battle focused training by

emphasizing the connection of the unit's METL assessment with battle focused

training execution.

SHOW VGT-12, ASSESSMENT
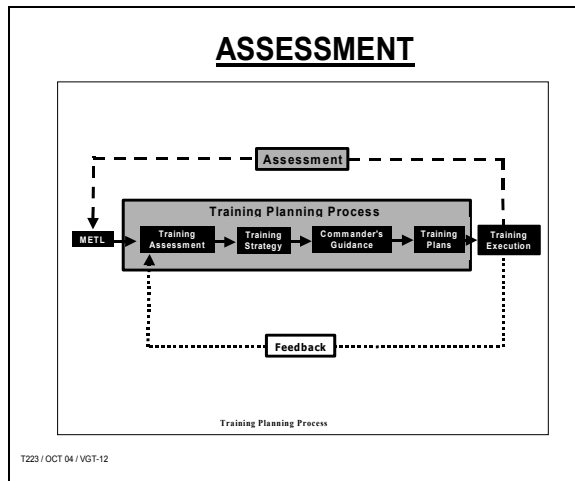
Ref: FM 7-1 (SH-2), p SH-2-59, para 4-4

Ref: FM 7-1 (SH-2), pp SH-2-59 thru SH-2-61, para 4-7 thru 4-9

A training assessment begins the training planning process--whether developing long-range training plans, short-range plans, or near-term training schedules. Commanders assess their unit's ability to execute mission essential tasks based on personal observations, training evaluation results, and input from subordinates. For battle tasks that support their METL, commanders collect performance assessments from responsible subordinates, key staff members, and NCO leaders. Additionally, commanders analyze all available evaluations of task proficiency from recent training events.

Assessment links the evaluation of training already executed to the planning of upcoming training. The commander develops a strategy to improve proficiency on specific weaknesses and plans sustainment training on demonstrated strengths.

A risk assessment parallels the training assessment. It identifies training proficiency shortfalls that could create a hazard and prevent achievement of the training objectives. Hazard controls, in the form of education and training, physical safety measures, and avoidance then enhance safety and promote realism.

REMOVE VGT-12

Ref: FM 7-1 (SH-2), p SH-2-63, para 4-13

The next VGT lists the squad critical tasks that we discussed last hour. The commander's training assessment is for each METL task. You rate task proficiency as either "T" (Trained), "P" (Practice), "U" (Untrained).

SHOW VGT-13, SQUAD CRITICAL TASKS ASSESSMENT RATING

SQUAD CRITICAL TASKS ASSESSMENT RATING	
TASKS	**RATING**
Enter/Clear Trench	
Knock Out a Bunker	
React to Chemical Attack	

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Ref: FM 7-1 (SH-2), p SH-2-42, para 3-36, Fig 3-18

NOTE: Have students go to page SH-2-63, para 4-13 and read the definitions of each assessment rating.

The commander's training assessment is necessary for each METL task. You rate task proficiency as either**:**

- **"T" (trained):** The unit has trained and demonstrated proficiency in accomplishing the task to the Army standard. The leader judges task performance to be free of significant shortcomings. The leader designs training on "T" tasks to sustain proficiency.

- **"P" (needs practice):** The unit can perform the task with some shortcomings. Performance has demonstrated that the unit does not achieve the standard without some difficulty or has failed to perform some task steps to standard. The shortcomings are not severe enough to require complete retraining. Only refresher training is necessary.

- **"U" (untrained):** The unit cannot demonstrate an ability to achieve wartime proficiency. The leader prepares a comprehensive plan to train all supporting task not executed to standard. Unless the task is a new METL task, a

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rating of "U" indicates a serious training deficiency and reflects on the unit's wartime

readiness posture.

REMOVE VGT-13

Ref: FM 7-1 (SH-2), p SH-2-42, para 3-36, Fig 3-18

SHOW VGT-14, SQUAD CRITICAL TASKS ASSESSMENT RATING (CONT)

SQUAD CRITICAL TASKS ASSESSMENT RATING (cont)	
TASKS	**RATING**
Enter/Clear Trench	P
Knock Out a Bunker	U
React to Chemical Attack	P

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Ref: FM 7-1 (SH-2), p SH-2-42, para 3-36, Fig 3-18

This is an example of what your overall assessment of the squad might look

like. Notice untrained is one of the ratings for the task "Knock Out a Bunker." You

will provide this assessment information to your platoon sergeant or platoon leader.

The unit commander will use your information and the information submitted by the

other leaders in the unit to make his final assessment of the level of training on the

METL.

The commander uses the assessment to develop a training strategy to improve

the overall training proficiency on the METL task.

We will select individual soldier tasks that support these squad collective tasks

and each of you will provide training on two of those tasks. Now that you have

provided your assessment of the training level of your squad, the unit commander can

continue his overall assessment of the unit METL. Upon completion of the

assessment, your unit will then know what areas need training. Your unit leadership

now begins development of training plans.

Your platoon sergeant or platoon leader may require your input on deciding

what specific tasks to train in the near term or long term. Remember, assessment

links the evaluation of training executed to the planning of upcoming training.

REMOVE VGT-14

CHECK ON LEARNING:

QUESTION: What is training assessment?

ANSWER: A training assessment begins the training planning process-whether developing long-range training plans, short-range plans or near term training schedules.

Ref: FM 7-1 (SH-2), p SH-2-60, para 4-7

QUESTION: How does the leader rate task proficiency rated?

ANSWER: "T" (trained), "P" (needs practice), or "U" (untrained).

Ref: FM 7-1 (SH-2), p SH-2-63, para 4-13

D.   ENABLING LEARNING OBJECTIVE

ACTION:	Explain the requirements for training execution.
CONDITIONS:	In a classroom environment given FM 7-1 (SH-2).
STANDARDS:	Identified the three requirements for training execution: adequate preparation, effective presentation and practice, and thorough evaluation IAW FM 7-1 (SH-2).

1.   Learning Step / Activity 1. Training Execution

    Method of Instruction: Conference / Discussion
    Technique of Delivery: Small Group Instruction (SGI)
    Instructor to Student Ratio: 1:8
    Time of Instruction: 20 mins
    Media: VGT-15

Ref: FM 7-1 (SH-2), p SH-2-67, para 5-4

All good training, regardless of the specific collective, leader, or individual

soldier tasks, must comply with certain common requirements. These include

adequate preparation, effective presentation and practice, and evaluation. The

execution of training includes preparation for training, conduct of training, and

recovery from training.

Ref: FM 7-1 (SH-2), p SH-2-65

SHOW VGT-15, EXECUTION

T223 / OCT 04 / VGT-15
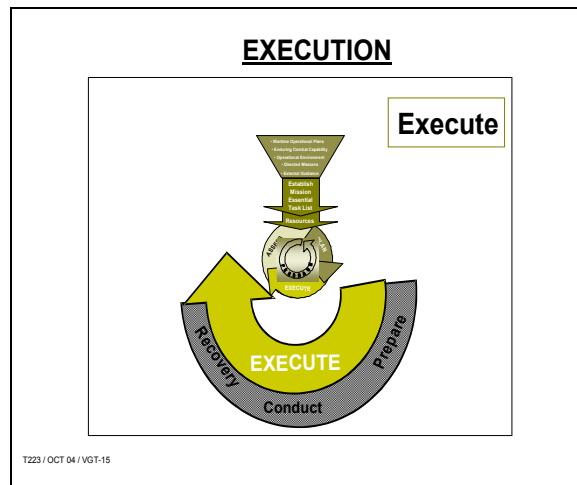
Ref: FM 7-1 (SH-2), p SH-2-65

Ref: FM 7-1 (SH-2), p SH-2-67, para 5-4

     These components are applicable at all echelons, from a high level staff

participating in a joint training exercise, to a first-line leader's individual training of the

team. Commanders and NCO leaders use the training execution phases to train unit,

staff, and individual soldiers to standard.

Ref: FM7-1 (SH-2), p SH-2-67, para 5-7

    •   **Role of the Commander.** Commanders must personally observe and

evaluate training execution to the maximum extent possible. Through personal

observation, and participation in training, commanders communicate to subordinates,

units, and leaders the importance of training. Commanders are the training managers

for their commands and evaluate how leaders and soldiers perform.

Ref: FM-7-1 (SH-2), p SH-2-68, para 5-8

- **Role of the Noncommissioned Officer.** CSM/1SG and key NCOs select and train specific individual soldier tasks that support the units' collective mission essential tasks. NCOs are responsible for--

  - Individual soldier, crew, and small team training.
  - Standards-based, performance-oriented training.
  - Cross training to ensure critical wartime skills within the unit.
  - Explaining how individual soldier task training relates to the unit's collective mission essential tasks.
  - Planning, preparing, rehearsing, and executing training, conducting after action reviews, and providing bottom-up feedback.
  - Status of ongoing risk management actions that support individual, crew, and small team training.

Ref: FM-7-1 (SH-2), p SH-2-68, para 5-9

- **Sergeants Time Training (STT).** (FM 7-1 states **"**STT is standards-based, performance-oriented, battle focused training". Commanders emphasize individual soldier training in support of collective METL training by allocating dedicated training time for NCOs using STT. STT recognizes the NCOs primary role in conducting individual, crew, and small team training. STT requires dedicated time on the training schedule; unit must plan, resource, rehearse, and execute this training with no external distracters. STT develops junior leaders and builds cohesive teams. NCOs select specific individual, crew, and small team tasks that support the unit's METL based on their training assessment and platoon leader guidance.

NOTE: Briefly have students discuss how their units conduct Sergeants Time Training.

Ref: FM 7-1 (SH-2), p SH-2-69 and SH-2-70

- **Crawl-Walk-Run Training.** Ideally, units execute training using the crawl-walk-run approach. This allows and promotes an objective, standards-based approach to training. Training starts at the basic level. Crawl events are relatively simple to conduct and require minimum support from the unit.

• **Walk.** After the crawl stage, training becomes incrementally more difficult as the training progresses through the walk stage, requiring more resources from the unit and home station, and increasing the level of realism.

• **Run.** At the run stage, the level of difficulty for the training event intensifies. Run stage training requires optimum resources and ideally approaches the level of realism expected in combat. Progression from the walk to the run stage for a particular task may occur during a one-day training exercise or may require a succession of training periods. C-W-R (Crawl, Walk, and Run) training provides repetition to ensure soldiers are proficient at the task. Achievement of the Army standard determines progression between stages.

REMOVE VGT-15

CHECK ON LEARNING:

QUESTION: What are the four common requirements that you must comply with when executing training?

ANSWER: Adequate preparation, effective presentation and practice, and evaluation.

Ref: FM 7-1 (SH-2), p SH-2-67, para 5-4

QUESTION: What is the commanders' emphasis of Sergeant Time Training?

ANSWER: Individual soldier training in support of collective METL training by allocating dedicated training time for NCOs.

Ref: FM 7-1 (SH-2), p SH-2-68, para 5-9

Break: TIME: 02:50 to 03:00

E.   **ENABLING LEARNING OBJECTIVE**

ACTION:	Identify preparations necessary to conduct individual training.
CONDITIONS:	In a classroom environment given FM 7-1 (SH-2), ARTEP 7-8-MTP (SH-3) and STP 21-1-SMCT, STP 21-24-SMCT (SH-4).
STANDARDS:	Identified the Army's sources of information to help prepare for training. Successfully identified individual tasks that support collective task, and developed a task and evaluation outline IAW FM 7-1 (SH-2), ARTEP 7-8-MTP (SH-3), and STP 21-1-SMCT, STP 21-24-SMCT (SH-4).

1.   Learning Step / Activity 1. Training Publications
                    Method of Instruction: Conference / Discussion
                    Technique of Delivery: Small Group Instruction (SGI)
         Instructor to Student Ratio: 1:8
                  Time of Instruction: 10 mins
                               Media: VGT-16

Ref: FM 7-1 (SH-2), p SH-2-68, para 5-8

You learned earlier that as noncommissioned officers you have certain basic

duties. These fundamental responsibilities will never go away. One duty is to take

care of your soldiers. Another duty is to train your soldiers. Training is one duty that

you must do well as an NCO. Training is taking care of your soldiers. The Army

expects you to do it well. Your first step in preparing for individual training is to

determine the individual tasks that support your squad's collective tasks. This is

where soldier training publications and mission training plans come into play. Here

are some training publications that support the references for individual tasks.

SHOW VGT-16, SOLDIER TRAINING PUBLICATIONS

<div style="border:1px solid black;">

SOLDIER TRAINING PUBLICATIONS

- MTO&E.
- TDA.
- Tactical standing operating procedures (TSOPs).
- ARTEP-MTPs.
- Technical manuals (TMs).
- Training circulars (TCs).
- Combined Arms Center (CAC) Lessons Learned Data Base.
- Readiness standing operating procedures (RSOPs).
- State operational contingency plans for ARNG.

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</div>

NOTE: None. This is just an example of the soldiers training publications.

We will continue working from ARTEP 7-8-MTP (SH-3). Last hour we

discussed how the system works. Now let's see how well you learned what we

discussed.

REMOVE VGT-16

2.   Learning Step / Activity 2. Practical Exercise 1

            Method of Instruction: Practical Exercise (Performance)
            Technique of Delivery: Small Group Instruction (SGI)
        Instructor to Student Ratio: 1:8
            Time of Instruction: 20 mins
                        Media: PE-1 and SPE-1

NOTE: Pass out PE-1. Give the students 15 minutes to complete the PE. At the end of 15 minutes, have the students exchange their PEs with each other. Pass out SPE-1 and take 5 minutes to discuss the answers. Have the students return the PEs to the students who completed them. If time permits, you can have the students write on the board the tasks they found in the ARTEP 7-8-MTP (SH-3) handout.

You have just completed your first step in preparing to train soldiers. You

selected the individual tasks that support an untrained squad's collective task.

When you get back to your units, you'll have to take this process one step

further. You'll need to include the MOS tasks. They are just as important.

During our class we will focus only on the common tasks. Later in this block of

instruction, you will conduct individual training on an assigned task.

3.   Learning Step / Activity 3. Determine Proficiency on Individual Tasks

            Method of Instruction: Conference / Discussion
            Technique of Delivery: Small Group Instruction (SGI)
        Instructor to Student Ratio: 1:8
            Time of Instruction: 20 mins
                        Media: VGT-17

Ref: FM 7-1 (SH-2), p SH-2-73, para 5-27

Preparation for training is the vital step between planning and conduct of

training. Your concern during this portion of the planning process is getting the time

to conduct your training. You get this time by letting your chain of command know

what your soldiers' weaknesses are and what they need to do to improve on them.

You have to provide members of the chain of command feedback. Your feedback is

important because it lets the chain of command know what you need. Knowing that,

the chain of command can plan on providing you the resources, such as time, to train

your soldiers.

Now you are ready to begin training your soldiers. You are going to train them

on the tasks they were weak on and train to sustain those tasks they were proficient

in according to your assessment. If you plan to conduct effective and meaningful

training for your soldiers, you must prepare for that training.

NOTE: Show VGT-17 and have the students read the steps and definition.

SHOW VGT-17, PREPARATION FOR TRAINING
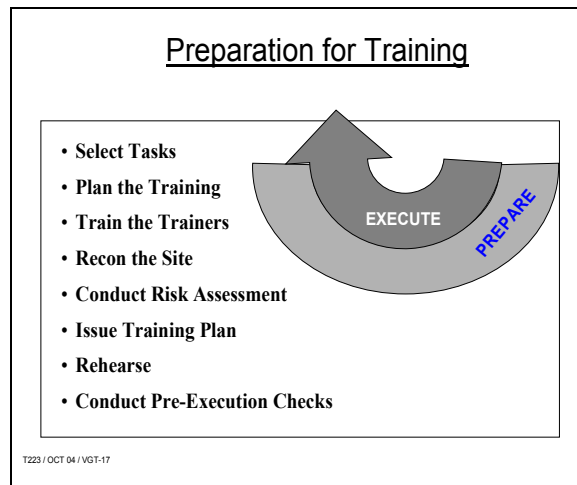
Ref: FM 7-1 (SH-2), p SH-2-73, para 5-28 and STP-21-1-SMCT (SH-4)

Ref: FM 7-1 (SH-2), p SH-2-75, para 5-32

     Train the Trainer: Commanders and leaders ensure trainers prepare to

conduct performance-oriented training to standard when they provide specific

guidance and resources and ensure adequate preparation time so that the trainer

can--

- Review references, such as ARTEP-MTPs, STPs / SMCTs, FMs, and TMs, to understand tasks, conditions, and standards.
- Gather and prepare training support items.
- Conduct a reconnaissance of the training site.
- Prepare the training.
- Conduct a risk assessment.
- Schedule and conduct rehearsals for the trainer.
- Ensure appropriate use of training and evaluation outline (T&EO).

Ref: STP-21-1-SMCT (SH-4), p SH-4-5

NOTE: Have the students open STP 21-1-SMCT (SH-4) to page SH-4-5 for the steps
that the trainer uses to plan and evaluate training. Have a different student read the
definition of each step.

Trainer's Responsibilities: Trainers use the steps below to plan and evaluate training.

Step 1. Identify individual training requirements. The NCO determines which tasks soldiers need to train based on the commander's training strategy. The unit's training plan, METL, MTP, and the Common Task Training Plan (Chapter 2) are sources for helping the trainer define the individual training needed.

Step 2. Plan the training. Plan individual training based on the unit's training plan. Prepared yourself to take advantage of opportunities to conduct individual training ("hip pocket" training).

Step 3. Gather the training references and materials. The task summaries list references that can assist the trainer in the training of that task. Check the Reimer Digital Library to see if any new resources are available.

Step 4. Manage risks and environmental and safety concerns. Assess the risks involved in training a specific task under the conditions current at the time scheduled for training. Implement controls, if necessary, to lessen the risk level. Ensure that your training preparation takes into account those cautions, warnings, and dangers associated with each task as well as environmental and safety concerns.

Step 5. Train each soldier. Show the soldier how to do the task to standard and explain step-by-step how to do the task. Give each soldier a chance to practice the task step-by-step.

Step 6. Emphasize training in Mission-Oriented Protective Posture (MOPP) Level 4 clothing. Soldiers have difficulty performing even very simple tasks in a nuclear/chemical environment. The combat effectiveness of the soldier and the unit can degrade quickly when trying to perform in MOPP 4. Practice is the best way to improve performance. The trainer is responsible for training and evaluating soldiers in MOPP 4 so that they are able to perform critical tasks to standards within a nuclear/chemical environment.

Step 7. Check each soldier. Evaluate how well each soldier performs the tasks in this manual. Conduct these evaluations during individual training sessions or while evaluating individual proficiency during the conduct of unit collective tasks. The SMCT provides a training and evaluation guide for each task to enhance the trainer's ability to conduct year round, hands-on evaluations of tasks critical to the unit's mission. Use the information in the Common Task Training Plan as a guide to determine how often to train the solder on each task to maintain proficiency.

Step 8. Record the results. Use the leader book referred to in FM 7-10 to record task performance. This gives the leader total flexibility on the method of recording training. The trainer may use DA Form 5164-R (Hands-on Evaluation) and Form 5165-R (Field Expedient Squad Book} as part of the leader book. These forms are optional and locally reproducible. More information on the use of these forms is in Appendix B of the SMCT.

Step 9. Retrain and evaluate. Work with each soldier until the individual performs the task to standard. Well-planned, integrated training increases the professional competence of each soldier and contributes to the development of an efficient unit. The NCO or first-line supervisor is a vital link in the conduct of training.

You must evaluate the soldier according to all the individual performance

measures. You will grade the soldier with pass or fail on each performance measure.

The soldier receives a NO GO if he fails any of the performance measures.

REMOVE VGT-17

CHECK ON LEARNING

QUESTION: What is one of the commanders' concerns in the preparation for training?

ANSWER: To identify and eliminate potential distracters.

Ref: FM 7-1 (SH-2), p SH-2-73, para 5-27

QUESTION: What are the steps that a trainers use to plan and evaluate training?

NOTE: Have a student explain one of the following steps.

ANSWER: Step 1. Identify individual training requirements.
          Step 2. Plan the training. Plan individual training based on the
               unit's training plan.
          Step 3. Gather the training references and materials.
          Step 4. Manage risks and environmental and safety concerns.
          Step 5. Train each soldier.
          Step 6. Emphasize training in Mission-Oriented Protective Posture (MOPP)
               Level 4 clothing.
          Step 7. Check each soldier. Evaluate how well each soldier
               performs the tasks in the SMCT.
          Step 8. Record the results. Use the leader book referred to in FM 7-10 to
               record task performance.
          Step 9. Retrain and evaluate.

Ref: STP 21-1-SMCT (SH-4), p SH-4-5

Break: TIME**:** 03:50 to 04:00

4.   Learning Step / Activity 4. Practical Exercise 2

                Method of Instruction: Practical Exercise (Performance)
               Technique of Delivery: Small Group Instruction (SGI)
       Instructor to Student Ratio: 1:8
                 Time of Instruction: 1 hr
                          Media: PE-2 and SPE-2

NOTE: Pass out PE-2. Give the students 30 minutes to complete the PE. At the end
of 30 minutes, have the students exchange their PEs with each other. Then provide
them with the solution, SPE-2, and take 20 minutes to discuss the answers. Have the
students return the PEs to the students who completed them.

Break: TIME: 4:50 to 5:00

CHECK ON LEARNING: PE-2 and SPE-2 serve as the check on learning.

F.   ENABLING LEARNING OBJECTIVE

ACTION:	Identify training execution considerations.
CONDITIONS:	In a classroom environment given FM 7-1 (SH-2).
STANDARDS:	Identified the NCOs role as the primary trainer, the three methods of presenting training, and the preferred method of training (Demonstration) IAW FM 7-1 (SH-2).

1.   Learning Step / Activity 1. Execute Planned Training

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 40 mins
Media: None

You have properly prepared for and are now ready to execute training. We

have one more area to discuss prior to you presenting the training. This area is

execution considerations. A unit executes training the same way it executes a

combat mission. The chain of command is present, in charge, and responsible.

Everyone has a role.

NOTE: Have the students open FM 7-1 (SH-2), to Figure 5-8, page SH-2-78, and
discuss the sample pre-execution checks.

Ref: FM 7-1 (SH-2), pp SH-2-71 and SH-2-72

NOTE: Have the students briefly discuss the three presentation methods.

The next thing for you to do is to present the training. Trainers execute training

using three basic methods of presentation. They are--

- Demonstration, the preferred method of presentation, used at company level and below.
- Conference provides soldiers the opportunity to discuss the information presented.
- Lecture the least preferred method, presents information with little discussion other than a question and answer period at the end of the training

The presentation is where you conduct the actual training to your soldiers.

During the presentation, you want to make sure your soldiers understand what you're trying to teach them.

Immediately after you present the training, you need to allow the soldiers to perform the task. This is where you find out how effective your presentation of training was. Have your soldiers perform the task step-by-step. Make sure they can perform the task to standard. You must demand that your soldiers meet the standard. When they do not meet the standard, you must allocate more time and resources to retrain and re-execute the task. To ensure your soldiers meet the standard, you need to make sure your soldiers know and understand the standard. You also need to make sure they know when they have not met the standard, and then retrain to standard. Your primary duty during performance of training is to monitor your soldiers performing the task.

CHECK ON LEARNING:

QUESTION: Which is the preferred method of instruction at the company level and below?

ANSWER: The demonstration method.

Ref: FM 7-1 (SH-2), p SH-2-71, para 5-22

Break: TIME: 05:50 to 06:00

G.   ENABLING LEARNING OBJECTIVE

ACTION:	Conduct individual training.
CONDITIONS:	In a field environment given FM 7-1 (SH-2), and STP 21-1-SMCT, STP 21-24-SMCT (SH-4) and equipment necessary to plan and present one individual training session on one assigned individual task.
STANDARDS:	Conducted individual training session and correctly performed the evaluated steps to receive a GO IAW FM 7-1 (SH-2), and STP 21-1-SMCT, STP 21-24-SMCT (SH-4).

1.   Learning Step / Activity 1. Conduct Individual Training

                  Method of Instruction: Test
              Technique of Delivery: Small Group Instruction (SGI)
      Instructor to Student Ratio: 1:8
                Time of Instruction: 8 hrs
                              Media: None

NOTE: Assign one Task to each Soldier from the "Supporting Soldier Task, Skill Level 1/2 List" provided below and inform the soldier of the task assigned. Assign the task to the students in the same sequence listed below (e.g., if there are a total of 15 students, then the last task assigned is 081-831-1026).

Supporting Soldier Tasks, Skill Level 1/2 List

	Task Number	**Task Title**
1.	081-831-0101	Request MEDEVAC
2.	081-831-1054	Evacuate a Casualty
3.	805C-PAD-2060	Report Casualties
4.	071-326-0510	React to Indirect Fire While Dismounted
5.	052-192-1242	Locate Mine and Booby Traps Indicators by Visual Means
6.	093-401-5040	React to Unexploded Ordnance Hazards
7.	061-283-6003	Adjust Indirect Fire
8.	071-326-0511	React to Flares
9.	071-326-0513	Select Temporary Fighting Positions
10.	071-326-5704	Supervise Construction of a Fighting Position
11.	071-326-5705	Establish an Observation Post
12.	081-831-1000	Evaluate a Casualty
13.	081-831-1005	Perform First Aid to Prevent or Control Shock
14.	081-831-1025	Perform First Aid for an Open Abdominal Wound
15.	081-831-1026	Perform First Aid for an Open Chest Wound
16.	081-831-1032	Perform First Aid for Bleeding from an Extremity
17.	081-831-1033	Perform First Aid for an Open Head Wound
18.	071-325-4425	Employ an M18A1 Claymore Mine
19.	301-371-1000	Report Intelligence Information
20.	031-503-3005	Submit an NBC-1 Report
21.	031-506-1053	Report NBC Information Using NBC 4 Report
22.	052-191-1361	Camouflage Yourself and Individual Equipment
23.	805C-PAD-2402	Provide Input on Personnel Actions Affecting Subordinates
24.	154-385-6263	Conduct a Risk Assessment
25.	850-001-2000	Employ Accident Prevention Measures and Risk Assessment Process

This completes the small group instruction portion of this lesson. I will now assign each one of you an individual task that supports the untrained squad collective tasks that we discussed earlier in the lesson. You will prepare a 30-minute training session on the task I assign you. You must work on the task during your own time.

We will spend eight hours total for all of you to rehearse and give your presentations (30 minutes rehearsal, 30 minutes presentation). Review the Individual Training and Performance Test sheet, TE-1-1 and TE-1-2, a guide to prepare your training session.

NOTE: Issue to the students pages TE-1-3 and TE-1-4, APP B. Ensure students have a copy of TE-1-5, Risk Management Worksheet.

- Each student will have 60 minutes--30 for rehearsal and 30 for the presentation of his training session. Inform students they must complete the preparation during study hall.
- Allow all students to rehearse and point out their deficiencies.
- Once all rehearsals are complete, conduct the graded presentations.
- Use 1:8 SGL to student ratio to have adequate time to evaluate each presentation and retest if necessary.
- Inform the students they must complete a Risk Assessment Worksheet for each task.
- Provide students with training aids as necessary. Example: PLDC STX Student Reports Handbook.
- Evaluate each performance using the Performance Evaluation of Individual Training Performance Test sheet on pages TE-1-3 and TE-1-4.

CHECK ON LEARNING: The Individual Training and Performance Tests serve as the check on learning.

SECTION IV. SUMMARY

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio is: 1:8
Time of Instruction: 10 mins
Media: None

Check on Learning

QUESTION: What is the meaning of battle focus?

ANSWER: Battle focus is the concept used to derive peacetime training requirements from assigned missions.

Ref: FM 7-1 (SH-2), p SH-2-17, para 2-47

QUESTION: What does the acronym METL stand for?

ANSWER: Mission Essential Task List (METL).

Ref: FM 7-1 (SH-2), p SH-2-21

QUESTION: What is a Battle Task?

ANSWER: A battle task is a staff or subordinate organization mission essential task that is so critical that its accomplishment will determine the success of the next higher organization's mission essential task. Like units may have different battle tasks selected depending on their mission.

Ref: FM 7-1 (SH-2), p SH-2-29, para 3-17

QUESTION: What are the three common requirements that you must comply with when executing training?

ANSWER: Adequate preparation, effective presentation and practice, and evaluation.

Ref: FM 7-1 (SH-2), p SH-2-67, para 5-4

QUESTION: What is one of the commanders' concerns in the preparation for training?

ANSWER: To identify and eliminate potential distracters.

Ref: FM 7-1 (SH-2), p SH-2-73, para 5-27

Review /
Summarize
Lesson

Training is the Army's top priority. It is your duty as noncommissioned officers to train your soldiers. We have given you the tools to do that. You learned how to select individual tasks that support collective mission essential tasks. You now know how to prepare for training and what you must do to present and evaluate training. General Dwight D. Eisenhower said, "Training in all its phases must be intensive . . . It must be intelligently directed so that every individual [soldier] including the last private in the ranks, can understand the reasons for the exertions he is called upon to make". (FM 7-1 (SH-2), Chapter 4). General Douglas Mac Arthur said, "In no other profession are the penalties for employing untrained personnel so appalling or so irrevocable as in the military". (FM 7-1 (SH-2) Chapter 5), General Patton said, "We can expect some of us to be killed. We do not want the death of one man to stop our killing the enemy. Always have a man trained and ready to take over in case you are killed. The true test of your success is whether you could be killed and nothing would be lost". (Patton's Principles by Porter B. Williamson, Simon and Schuster, NY 1979).

Transition to
Next Lesson

None

SECTION V.   STUDENT EVALUATION

Testing Requirements	**NOTE:** Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

During this block of instruction, you will conduct an individual training

session. You must receive a GO to pass this block of instruction. You will also

take a written examination. The examination will contain questions from this

lesson. You must correctly answer 70 percent or more of the questions on the

examination to receive a GO.

NOTE: Inform the students where their examination will take place as posted on the training schedule and when they will receive feedback on the test. Include any retest information. Inform the students that they must turn in all recoverable reference material after the examination.

During the performance test, evaluate each student on his "Individual

Training Session." Use the individual training test performance sheets, (App B,

pages TE-1-3 thru TE-1-4). The student must receive a GO on the individual

performance test. If he receives an NO GO on his first attempt, retrain him and

have him perform the individual training session again. A NO GO on the second

attempt will justify his possible elimination from the course IAW AR 351-1, para 3-

18. Ensure all students have a copy of the performance test sheets, prior to

testing.

NOTE:
- Read all conditions statements of the individual tasks and ensure all the materials required by the tasks are available to the student.
- Students may use notes to conduct their individual training session. For example, they may use 3x5 cards with notes.

Feedback Requirements	**NOTE:** Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

None

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VIEWGRAPHS FOR LESSON 1: T223 version 1

Enabling Learning Objective A

    Learning Step 1

        VGT-1, Terms

TERMS

- Battle Focus

- Mission Essential Task List (METL)

- Battlefield Operating Systems (BOS)

T223 / OCT 04 / VGT-1

BATTLE FOCUS

A concept used to derive peace-time training requirements from the wartime mission.

T223 / OCT 04 / VGT-2

MISSION ESSENTIAL TASK LIST (METL)

The METL development process links the unit's wartime operational mission with training.

T223 / OCT 04 / VGT-3

PRINCIPLES OF TRAINING

- Commanders are Responsible for Training
- NCOs Train Individuals, Crews, and Small Teams
- Train as a Combined Arms and Joint Team
- Train for Combat Proficiency
- Train to Standard Using Appropriate Doctrine
- Train to Adapt
- Train to Maintain and Sustain
- Train Using Multiechelon Techniques
- Train to Sustain Proficiency
- Train and Develop Leaders

T223 / OCT 04 / VGT-4

MISSION ESSENTIAL TASK LIST (METL)

- Conduct troop leading procedures.

- Conduct rehearsal.

- Assault an objective.

- Breach an obstacle.

- Conduct an area recon.

- Integrate direct fire.

- Integrate indirect fire support.

- Treat & evacuate casualties.

T223 / OCT 04 / VGT-5

Enabling Learning Objective B

    Learning Step 1

        VGT-6, Battlefield Operating Systems

BATTLEFIELD OPERATING SYSTEMS (BOS)

- Intelligence

- Maneuver

- Fire Support

- Air Defense

- Mobility/Counter-mobility/Survivability

- Combat Service Support

- Command and Control

T223 / OCT 04 / VGT-6

METL DEVELOPMENT SEQUENCE

- Analyze company assigned mission, and identify specified and implied tasks.

- Analyze operational environment and external guidance.

- Review battalion commander's mission & METL.

- Restate company operational mission.

- Identify collective tasks that support company restated mission. Select tasks critical for mission accomplishment. These tasks become the company's METL.

- Sequence METL tasks as expected to occur during mission execution.

- Back brief battalion commander and obtain approval of company METL. Battalion commander designates selected company METL tasks as Battalion Battle Tasks.

- Provide approved METL to platoon leaders and subordinate leaders.

T223 / OCT 04 / VGT-7

BATTLE TASKS

- Integrate the BOS.

- Receive the highest priority for resources, such as ammunition, training areas, facilities, (to include live and virtual simulators and constructive simulations) material and funds .

- Receive emphasis during external evaluations.

T223 / OCT 04 / VGT-8

RELATIONSHIPS BETWEEN MISSION AND METL

Commander's Guidance

Brigade Mission

Battalion Mission

Brigade METL

Brigade Battle Tasks ← Selected METL Tasks ← Battalion METL

Company Mission

Battalion Battle Tasks ← Selected METL Tasks ← Company METL

Platoon Mission

Company Battle Tasks ← Selected Tasks ← Platoon Critical Tasks ↔ Platoon Leader Tasks ↔ Squad Leader Tasks

Selected Tasks ← Squad Critical Tasks & Drills ← Selected Tasks

Individual Soldier Tasks

Relationships Between Mission, METL, Critical Tasks, and Battle Task

T223 / OCT 04 / VGT-9

PLATOON CRITICAL TASKS

- Conduct Troop Leading Procedures.

- Conduct a Rehearsal.

- Assault an Objective.

- Attack by Fire.

- Breach an Obstacle.

- Treat and Evacuate Casualties.

T223 / OCT 04 / VGT-10

SQUAD COLLECTIVE TASKS

- Enter/Clear Trench.

- Knock Out a Bunker.

- React to Chemical Attack.

T223 / OCT 04 / VGT-11

Enabling Learning Objective C
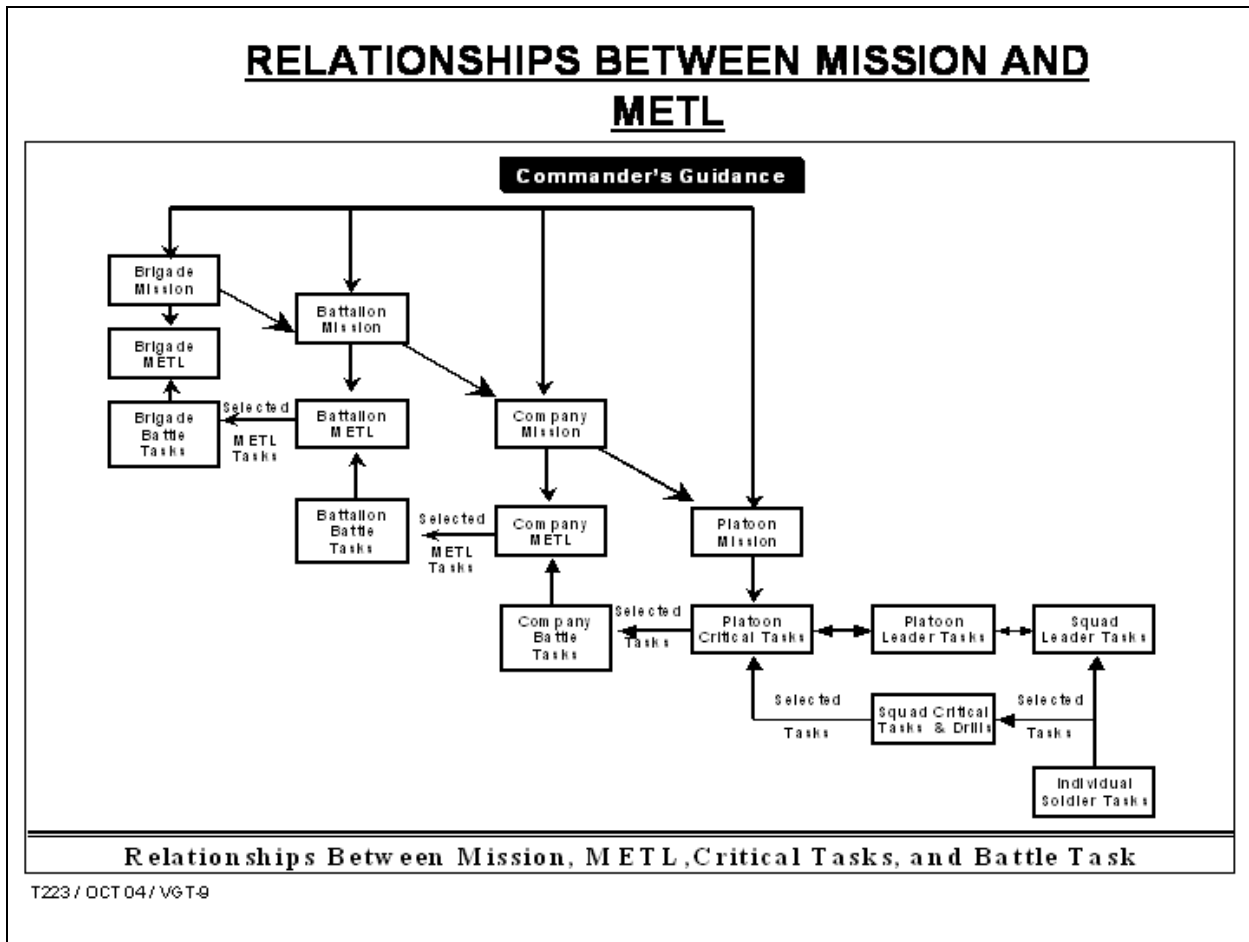
Learning Step 1

VGT-12, Assessment
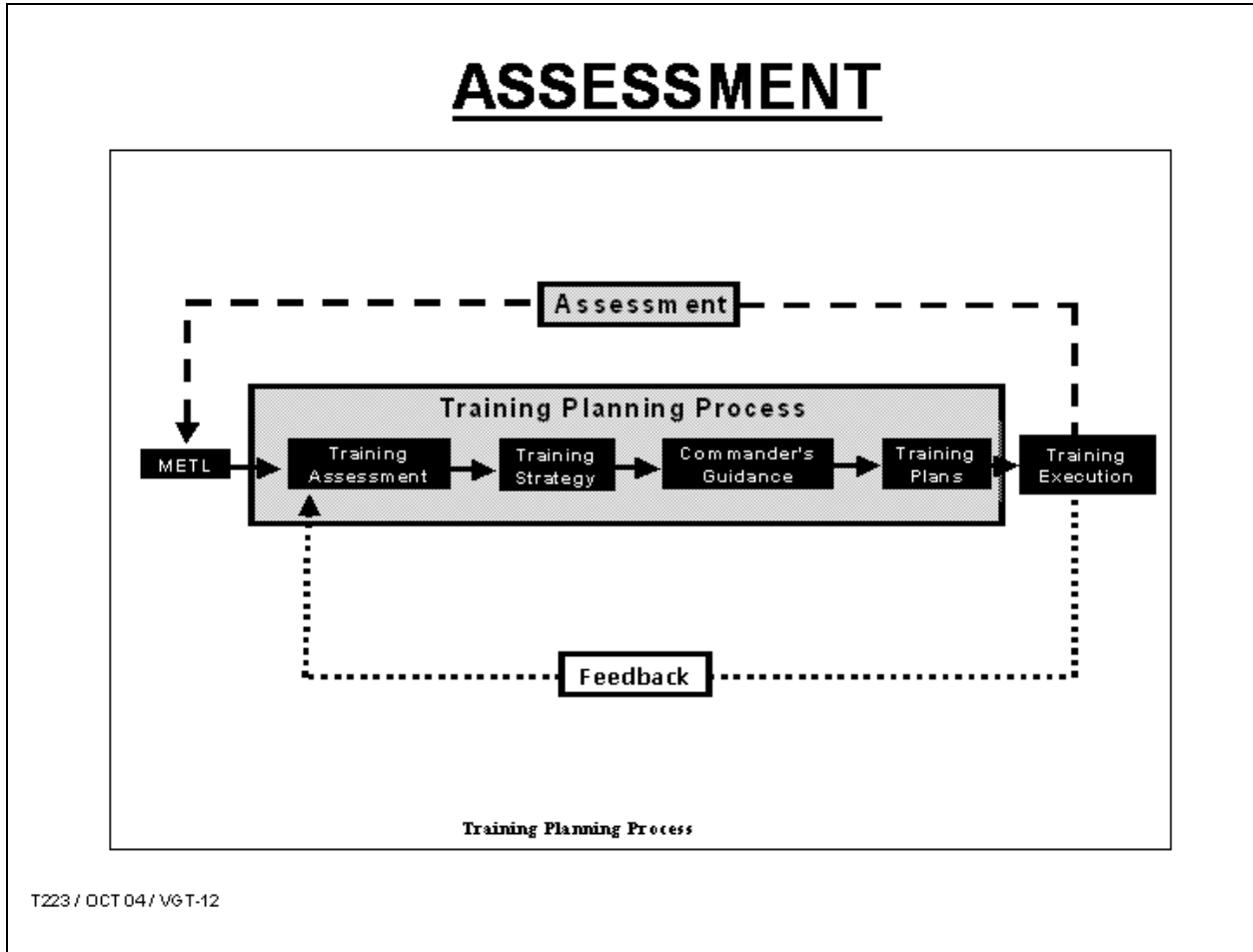
ASSESSMENT

Training Planning Process

Assessment

Training Planning Process

METL → Training Assessment → Training Strategy → Commander's Guidance → Training Plans → Training Execution

Feedback

Training Planning Process

T223 / OCT 04 / VGT-12

SQUAD CRITICAL TASKS ASSESSMENT RATING

TASKS	RATING
Enter/Clear Trench	
Knock Out a Bunker	
React to Chemical Attack	

T223 / OCT 04 / VGT-13

SQUAD CRITICAL TASKS ASSESSMENT RATING (cont)

TASKS	RATING
Enter/Clear Trench	P
Knock Out a Bunker	U
React to Chemical Attack	P

T223 / OCT 04 / VGT-14

Enabling Learning Objective D

    Learning Step 1

        VGT-15, Execution

T223 / OCT 04 / VGT-15
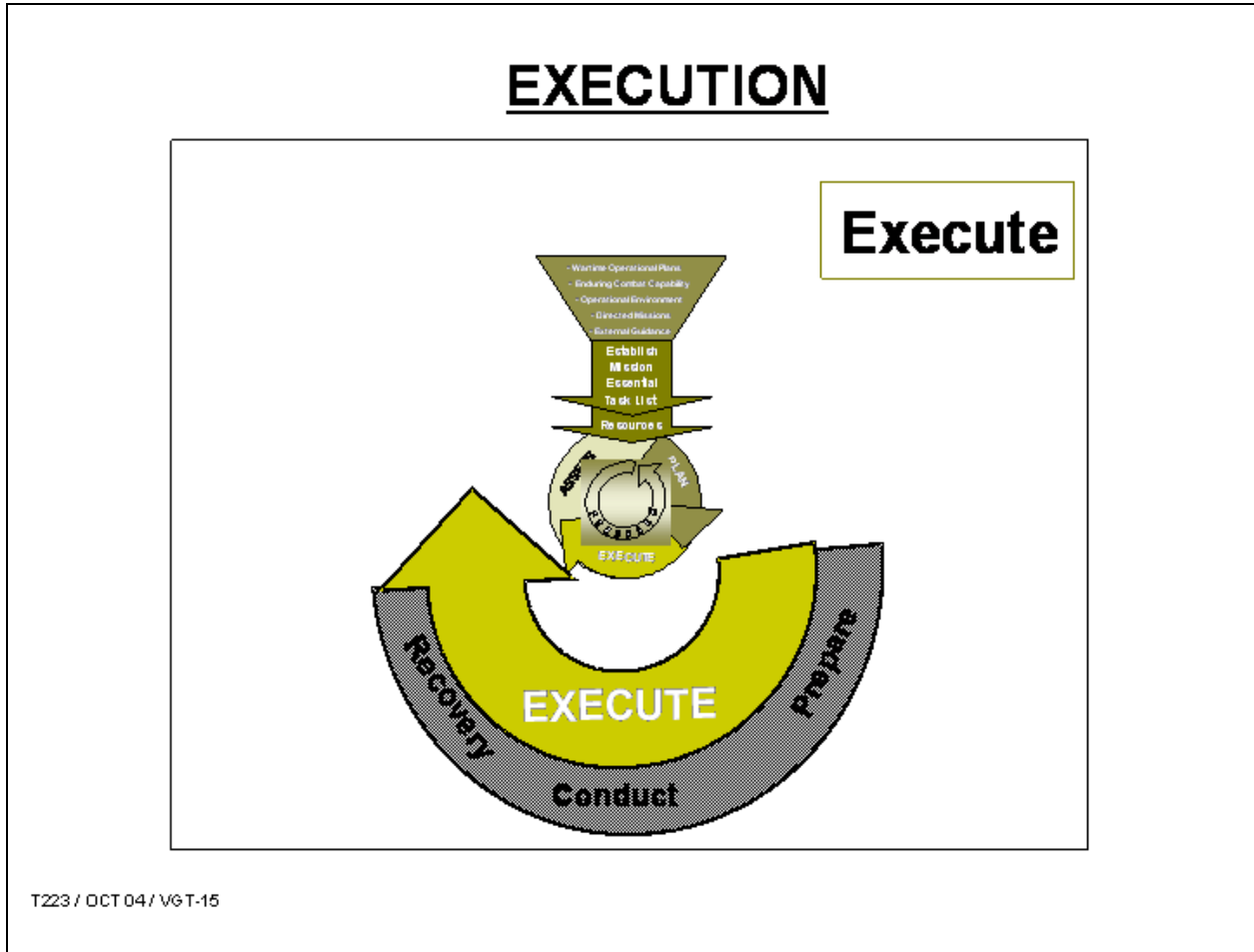
Enabling Learning Objective E

Learning Step 1

VGT-16, Soldier Training Publications

SOLDIER TRAINING PUBLICATIONS

- MTO&E.
- TDA.
- Tactical standing operating procedures (TSOPs).
- ARTEP-MTPs.
- Technical manuals (TMs).
- Training circulars (TCs).
- Combined Arms Center (CAC) Lessons Learned Data Base.
- Readiness standing operating procedures (RSOPs).
- State operational contingency plans for ARNG.

T223 / OCT 04 / VGT-16

Preparation for Training

• **Select Tasks**

• **Plan the Training**

• **Train the Trainers**

• **Recon the Site**

• **Conduct Risk Assessment**

• **Issue Training Plan**

• **Rehearse**

• **Conduct Pre-Execution Checks**

EXECUTE

PREPARE

T223 / OCT 04 / VGT-17
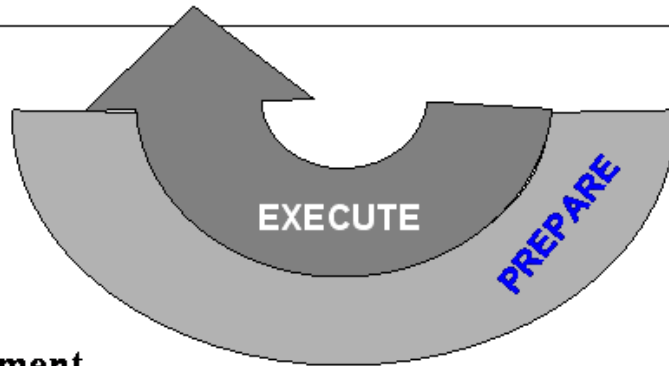
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Appendix B - Test(s) and Test Solution(s)

Index of Performance Test Evaluations (TE)

This appendix contains the items listed in this table--

Title/Synopsis	Pages
TE-1, Performance Test Evaluations	TE-1-1 thru TE-1-5

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Performance Test Evaluation 1

Title	CONDUCT INDIVIDUAL TRAINING

Introduction   You will conduct individual training session on the task assigned to you at the end of the in-class instruction. You will have 30 minutes to rehearse your session, and 30 minutes to perform your training session.

Motivator   The Army holds you personally responsible for training your soldiers to standard in order to accomplish your unit's mission. You learned in Army Leadership that you are a leader, and that it is your duty to train your soldiers. This performance test evaluates your ability to train your soldiers on individual tasks.

Learning Objective

Action:	Conduct individual training.
Conditions:	In a field environment given FM 7-1 (SH-2), and STP 21-1-SMCT, STP 21-24-SMCT (SH-4) and equipment necessary to plan and present one individual training session on one assigned individual task.
Standards:	Conducted an individual training session and correctly performed the evaluated steps to receive a GO IAW FM 7-1 (SH-2), and STP 21-1-SMCT, STP 21-24-SMCT (SH-4).

Safety Requirements

- Exercise caution and follow all safety procedures covered in lesson T221 (Risk Management), NCOA Field SOP, and local policies.
- We require you, as part of this evaluation, to prepare a Risk Management Worksheet. You learned how to prepare the Risk Management Worksheet in lesson T221.

Risk Assessment Level   Low. Observe NCOA and local SOPs concerning risk. Follow what you learned in lesson T221 when considering the risk while training in the field conducting individual training plans.

Environmental Considerations   Follow proper waste disposal procedures while in the field. Follow the NCOA's SOP and local environmental requirements.

Evaluation	• I will evaluate you on your ability to conduct individual training on the task assigned to you at the end of the in-class session of this lesson.
	• I will use the form on pages TE-1-3 and TE-1-4, that I issued to you, to evaluate your rehearsal and to evaluate your training session. You will know from the checklist exactly how I will grade you.
	• You must also complete a Risk Management Worksheet as part of your evaluation. You learned this during your T221 Class, "Risk Management." I provided you a copy of page TE-1-5, Risk Management Worksheet for you to use.
	• You must pass all the performance steps on the evaluation sheet to receive a GO.
	• Should you fail, I will retrain and retest you.
	• Should you fail a second time, you may be eligible for elimination from the course IAW AR 351-1, para 3-18.
	• You may use notes. You may use 3x5 cards to assist you in the performance of this testing exercise.

Resource Requirements	• You will need all the reference materials supplied for this lesson.
	• Notify me of any other training aids you may need to support your training session, and I will provide you with what you need.

Special Instructions To Instructor	Provide each student:
	• Copy of pages TE-1-1 through TE-1-5.
	• Any reference material or resources the students may need to conduct their training.

Procedures	• In a field environment, you will conduct individual soldier training on the task I assigned you. You must follow the procedures in FM 7-1 (SH-2), in the preparation and performance of the training.
	• You will prepare a Risk Assessment Worksheet for the task assigned IAW FM 3-100.12 from what you learned during lesson T221, Risk Management. You will turn it in to me right before you conduct the training.

Feedback Requirements	**NOTE:** Inform the students of where the rehearsal and examination will take place as posted on the training schedule and when they will receive feedback on the test. Include any retest.

Individual Training Performance Test Sheet (T223)

STUDENT RANK & NAME (Last, First, MI):				STUDENT NO:	

SGL RANK & NAME:			SQUAD:	CLASS NO:	

INDIVIDUAL TASK:

Performance Step	Rehearsal Date		Init.Test Date		Retest Date	
PREPARATION FOR TRAINING:	**GO**	**NO GO**	**GO**	**NO GO**	**GO**	**NO GO**
Selected Tasks						
Planned the training						
Trained the trainer						
Recon'ed the site						
Implemented hazard controls						
Issued training plan						
Rehearsed						
Conducted pre-execution checks						
PRESENTATION OF TRAINING:	**GO**	**NO GO**	**GO**	**NO GO**	**GO**	**NO GO**
Prepared soldiers for training						
Stated task, conditions, and standards from T&EO						
Briefed risk assessment, safety requirements, environmental conditions						
Demonstrated task to standard from T&EO						
PERFORMANCE OF TRAINING:	**GO**	**NO/GO**	**GO**	**NO/GO**	**GO**	**NO/GO**
Restated conditions and standards						
Evaluated each soldier's ability to perform task to standard IAW T&EO						
Recorded the results of the training						
CONDUCT OF AAR:	**GO**	**NO/GO**	**GO**	**NO/GO**	**GO**	**NO/GO**
Reviewed what was supposed to happen						
Established what happened						
Determined what was right or wrong						
Determined how to do it better next time						
Conducted or scheduled retraining and re-execution of task to standard						

RATING: 0-69 = Unsatisfactory | 70-89 = Satisfactory | 90-100 = Superior Retest is satisfactory with a minimum score of 70 percent.	Score	Score	Score

Superior -0=100% -1=95% -2=90%	Satisfactory -3=85% -4=80% -5=75% -6=70%	Unsatisfactory -7=65%

Strength: (Use back of page)	Weakness: (Use back of page)

REHEARSAL	SGL Signature	Student Signature
INITIAL TEST	SGL Signature	Student Signature
RETEST	SGL Signature	Student Signature

Individual Training
Performance Test Sheet (T223), cont

RECOMMENDATIONS FOR FURTURE DEVELOPMENT: _____

_____

_____

ADDITIONAL COMMENTS: _____

_____

_____

_____

_____

_____

Acknowledgements:

Evaluator's Signature: _____

Student's Signature: _____

RISK MANAGEMENT WORK SHEET
(Appendix A, FM 100-14)

A. Mission or Task:	B. Date/Time Group Begin: End:	C. Date Prepared:

D. Prepared By: (Rank, Last Name, and Duty Position)		

E. Task	F. Identify Hazards	G. Assess Hazards	H. Develop Controls	I. Determine Residual Risk	J. Implement Controls (How To)

K. Determine overall mission/task risk level after controls are implemented (circle one)

    LOW (L)   **MODERATE (M)**   **HIGH (H)**   **EXTREMELY HIGH (E)**

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Appendix C

Index of Practical Exercises

This appendix contains the items listed in this table--

Title/Synopsis	Pages
PE-1, Determining Individual Tasks that Support Squad Collective Tasks	C-2 and C-3
SPE-1, Solution to PE-1	C-4
PE-2, Preparing Training and Evaluation Outline	C-5 thru C-7
SPE-2, Solution to PE-2	C-8 and C-9

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PRACTICAL EXERCISE 1

Title	DETERMINING INDIVIDUAL TASKS THAT SUPPORT SQUAD COLLECTIVE TASKS.
Lesson Number / Title	T223 version 1 / TRAINING THE FORCE
Introduction	This practical exercise (PE) evaluates your ability to select individual soldier tasks that support squad collective tasks.
Motivator	The Army holds you personally responsible for training your soldiers to standard in order to accomplish your unit's mission. You learned in Army Leadership that you are a direct leader, and it is your duty to train your soldiers. Your ability to select individual soldier tasks is the first step in training your soldiers to fight and win in combat.

Terminal Learning Objective

NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

At the completion of this lesson, you [the student] will:

Action:	Train a Team.
Conditions:	In a classroom environment given FM 7-1 (SH-2), ARTEP 7-8-MTP (SH-3), and STP 21-1-SMCT, STP 21-24-SMCT (SH-4).
Standards:	Trained a Team by: - Explaining how the chain of command develops the METL. - Explaining the link between collective mission essential tasks and the leader and soldier tasks that support them. IAW FM 7-1 (SH-2), ARTEP 7-8-MTP (SH-3), and STP 21-1-SMCT, STP 21-24-SMCT (SH-4).

Safety Requirements	None
Risk Assessment	Low - Observe NCOA and local SOPs concerning risk. Follow what you learned in lesson T221 when considering the risk while training in the field conducting individual training plans.

Environmental Considerations	None

Evaluation   This is a nongraded PE. Your classmates will correct your PE based on a solution sheet. The results of the PE will have no bearing on your academic standings. However, the skills you learn in this PE will help you when you return to your units and become involved in training your squad or section in tasks that support the unit's METL.

Instructional Lead-In   One of your squad collective tasks that we earlier rated as untrained is "Knock Out a Bunker." Select individual tasks that support the collective task.

Resource Requirements

Instructor Materials:

• Paper, easel paper and / or white board.

Student Materials:

• Student Handout 2 extracts from FM 7-1.
• Student Handout 3 extracts of ARTEP 7-8-MTP.
• Pencil or pen and writing paper.

Special Instructions   Ensure students have extracts of ARTEP 7-8-MTP (SH-3).

Procedures   You have 15 minutes to complete the PE. On a sheet of paper, select the first five individual task numbers and titles for the common tasks, Skill Level 1, that support the collective task, "Knock Out a Bunker."

NOTE: If time permits, you can have the students write on the board the tasks they found in the ARTEP 7-8-MTP (SH-3).

Feedback Requirements

• At the end of the 15-minute exercise, you will exchange your paper with a fellow classmate.

• I will provide you with a solution to the exercise where you will check your fellow student's work.

• The class will discuss the solution for 5 minutes.

SOLUTION FOR
PRACTICAL EXERCISE 1

SUPPORTING SOLDIER MANUAL TASKS:

TASK	TITLE
052-193-1013	Neutralize Booby Traps
061-283-1004	Locate a Target by Shift From a Known Point
071-054-0004	Engage Targets with an M136 Launcher
071-311-2007	Engage Targets with an M16A1 or M16A2 Rifle
071-311-2130	Engage Targets with an M203 Grenade Launcher
071-325-4407	Employ Hand Grenades
071-326-0501	Move as a Member of a Fire Team
071-326-0502	Move Under Direct Fire
071-326-0503	Move Over, Through, or Around Obstacles (Except Minefields)
071-326-0512	Estimate Range
071-326-0513	Select Temporary Fighting Positions
071-326-5605	Control Movement of a Fire Team
071-326-5606	Select an Over Watch Position
071-326-5611	Conduct the Maneuver of a Squad
071-326-5630	Conduct Movement Techniques by a Platoon
071-331-0820	Analyze Terrain
071-410-0019	Control Organic Fires
071-410-0020	Plan for Use of Supporting Fires
071-420-0005	Conduct the Maneuver of a Platoon

Ref: SH-3 (Extract from ARTEP 7-8-MTP), p 50 and p 51

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PRACTICAL EXERCISE 2

Title	PREPARING TRAINING AND EVALUATION OUTLINE
Lesson Number / Title	T223 version 1 / TRAINING THE FORCE
Introduction	This practical exercise (PE) evaluates your ability to prepare your training and evaluation outline.
Motivator	The Army holds you personally responsible for training your soldiers to standards in order to accomplish your unit's mission. You learned in Army Leadership that you are a leader, and it is your duty to train your soldiers. Your ability to prepare a training and evaluation outline for individual tasks is one of the steps in training you need to know to train your soldiers on individual skills to prepare them for war.

Terminal Learning Objective	**NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise. At the completion of this lesson, you [the student] will:

Action:	Train a Team.
Conditions:	In a classroom environment given FM 7-1 (SH-2), ARTEP 7-8-MTP (SH-3), and STP 21-1-SMCT, STP-21-24-SMCT (SH-4).
Standards:	Trained a Team by: • Explaining how the chain of command develops the METL. • Explaining the link between collective mission essential tasks and the leader and soldier tasks that support them IAW FM 7-1 (SH-2), ARTEP 7-8-MTP (SH-3), and STP 21-1-SMCT, STP-21-24-SMCT (SH-4).

Safety Requirements	None
Risk Assessment	Low - Observe NCOA and local SOPs concerning risk. Follow what you learned in lesson T221 when considering the risk while training in the field conducting individual training plans.

|	
Environmental Considerations	None
Evaluation	This is a nongraded PE. Your classmates will correct your PE based on a solution sheet. The results of the PE will have no bearing on your academic standings. However, the skills you learn in this PE will help you when you perform your performance test evaluation, "Conduct Individual Training."
Instructional Lead-In	You are a section chief and you identified a need to train your new privates on how to change a tire on the section's High Mobility Multi-purpose Wheeled Vehicle (HMMWV). You have a HMMWV, TM 9-2320-280-10, a scissors jack, a jack handle, a tire block, and a lug wrench available for hands on training.
Resource Requirements	**Instructor Materials:** • Paper, easel paper and / or white board. **Student Materials:** • All reference material supplied for this lesson. • Pencil and writing paper. • Copy of page C-7, Extract from TM 9-2320-280-10, 3-26, Wheel Assembly Replacement.
Special Instructions	Ensure students have Student Handout 4.
Procedures	• You have 30 minutes to prepare a training evaluation outline for changing a tire on a HMMWV. • The instructor will provide you with a TM 9-2320-280-10 extract (page C-7) to prepare your training evaluation outline. • I will provide you with a solution to the exercise with which you will check your fellow student's work.
Feedback Requirements	• At the end of the 30-minute exercise, you will exchange your paper with a fellow classmate. • The class will discuss the solution for 20 minutes.

Practical Exercise 2

TM 9-2320-280-10 Manual Extract

3-26.   WHEEL ASSEMBLY REPLACEMENT

<u>WARNING</u>

- Always apply parking brake and block opposite wheel before removing wheel assembly. Avoid removing wheel assembly when vehicle is on sloping terrain. Injury to personnel or damage to equipment may result.
- Remove only the inner group of nuts when removing a wheel from the vehicle. Removing the outer nuts that hold the rim together while the wheel assembly is inflated could result in serious injury or death.
- Ensure scissors jack is positioned directly under the lower control arm, next to the wheel being replaced. Do not place at any other location such as frame rails. Injury to personnel or damage to equipment may result.

   a.   Wheel Assembly Removal.
      (1) Place jack [11] under lower control arm [12] next to wheel being replaced. Center jack [11] squarely under point of contact.
      (2) Loosen eight lug nuts [9], but do not remove.
      (3) Raise vehicle high enough to allow removal of wheel assembly [8].
      (4) Remove eight lug nuts [9] securing wheel assembly [8] to geared hub [10] and remove wheel assembly [8].

   b.   Wheel Assembly Installation.
      (1) Install wheel assembly [8] to geared hub [10] and secure with eight lug nuts [9]. Tighten lug nuts [9] to full engagement of wheel assembly [8] to geared hub [10].
      (2) Slowly lower vehicle and remove jack [11]
      (3) Tighten eight lug nuts [9] in the sequence indicated.
      (4)   Notify unit maintenance to tighten lug nuts [9] to proper torque as soon as possible.

TIGHTENING SEQUENCE
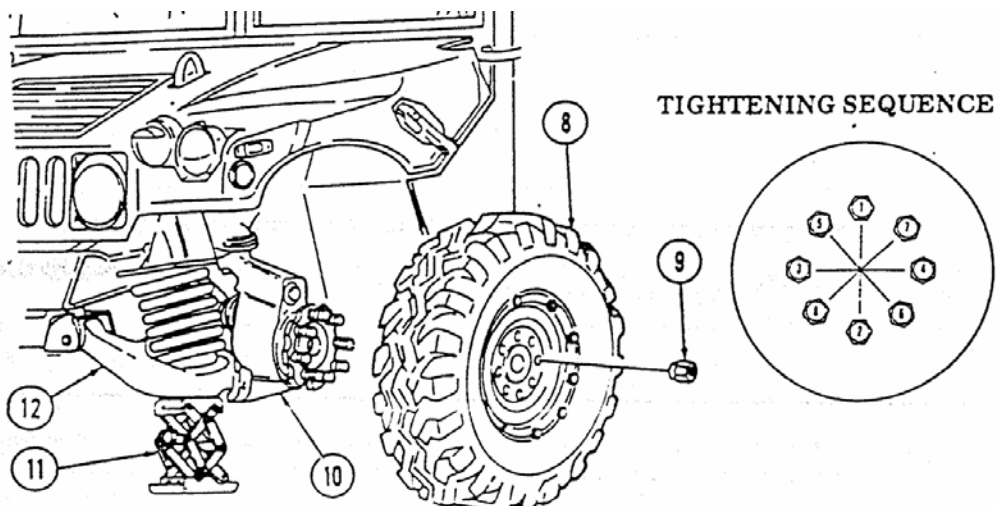
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SOLUTION TO PRACTICAL EXERCISE 2

Replace wheel assembly on the HMMWV

CONDITION: In a field environment.

STANDARD: Replace wheel assembly on the HMMWV, IAW TM 9-2320-280-10.

Performance Steps.

1. Always apply parking brake and block opposite wheel before removing wheel assembly. Avoid removing wheel assembly when vehicle is on sloping terrain. Injury to personnel or damage to equipment may result.

2. Remove only the inner group of nuts when removing a wheel from the vehicle. Removing the outer nuts that hold the rim together while the wheel assembly is inflated could result in serious injury of death.

3. Ensure scissors jack is directly under the lower control arm next to the wheel you are replacing. Do not place at any other location, such as frame rails. Injury to personnel or damage to equipment may result.

4. Wheel Assembly Removal.
   a. Place jack under lower control arm next to wheel you want to replace. Center jack squarely under point of contact.
   b. Loosen eight lug nuts, but do not remove.
   c. Raise vehicle enough to allow removal of wheel assembly.
   d. Remove eight lug nuts securing wheel assembly to geared hub and remove wheel assembly.

5. Wheel Assembly Installation.
   a. Install wheel assembly to geared hub and secure with eight lug nuts. Tighten lug nuts to full engagement of wheel assembly to geared hub.
   b. Slowly lower vehicle and remove jack.
   c. Tighten eight lug nuts in the sequence indicated in the TM.
   d. Notify unit maintenance to tighten lug nuts to proper torque as soon as possible.

Evaluation Preparation.   Setup: At the test site have the HMMWV parked on solid, level ground and provide scissors jack with handle, lug nut wrench, wheel block, and TM 9-2320-280-10. When the soldier finishes removing the wheel assembly, tell the soldier to replace the same wheel assembly.

Brief soldier: Tell the soldier to replace a wheel assembly.

Performance Measures   <u>GO</u>   <u>NO GO</u>

1. Blocked opposite wheel and applied parking brake.   ——   ——

2. Centered jack under lower control arm next to wheel being changed.   ——   ——

3. Loosened lug nuts, but did not remove them.   ——   ——

4. Raised vehicle and removed lug nuts.   ——   ——

5. Replaced wheel assembly and tightened lug nuts.   ——   ——

6. Slowly lowered vehicle and removed jack.   ——   ——

7. Tightened eight lug nuts in the sequence indicated in TM.   ——   ——

8. Notified maintenance to tighten lug nuts to proper torque.   ——   ——

Evaluation Guidance: Score the soldier GO if all performance measures are passed. Score the soldier NO GO if any performance measure is failed. If the soldier scores NO GO, show the soldier what was done wrong and how to do it correctly.

References Required   **Related** TM 9-2320-280-10

Disclaimer: This text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

Appendix D, HANDOUTS FOR LESSON 1: T223 version 1

This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 to SH-1-3
SH-2, Extracted Material from FM 7-1, Battle Focused Training	SH-2-1 to SH-2-91
SH-3, Extracted Material from ARTEP 7-8-MTP	SH-3-1 to SH-3-51
SH-4, Extracted Material from STP 21-1-SMCT and STP 21-24-SMCT	SH-4-1 to SH-4-86

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Student Handout 1

This student handout contains the advance sheet.

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Student Handout 1

Advanced Sheet

Lesson Hours	This lesson consists of 4 hours and 30 minutes of small group discussion, 1 hour and 20 minutes of practical exercise, and 8 hours of performance test evaluation.

Overview	During this lesson you will look at the Army's training doctrine and some basic terms you need to know. You will receive a basic introduction to battle focused training, and the rest of the time you will be conducting battle focused training. You will learn that the Army intends to train its force on ten principles that we will call the "Principles of Training." If you train your squad according to these principles, you can't go wrong. We require you, as part of your graduation requirement (GO/NOGO), to conduct one individual training session**.**

Learning Objective

Terminal Learning Objective (TLO).

Action:	Train a Team.
Conditions:	In a classroom environment given FM 7-1 (SH-2), ARTEP 7-8-MTP (SH-3), and STP 21-1-SMCT, STP 21-24-SMCT (SH-4).
Standards:	Trained a Team by: • Explaining how the chain of command develops the METL. • Explaining the link between collective mission essential tasks and the leader and soldier tasks that support them. IAW FM 7-1 (SH-2), ARTEP 7-8-MTP (SH-3), and STP 21-1-SMCT, STP 21-24-SMCT (SH-4).

ELO A Identify the Army's training doctrine.
ELO B Explain the Army's Mission Essential Task List (METL) development process.
ELO C Identify the training planning process.
ELO D Explain the requirements for training execution.
ELO E Identify preparations necessary to conduct individual training.
ELO F Identify training execution considerations.
ELO G Conduct individual training.

Assignments   The student assignments for this lesson are:

• Read Student Handouts 2 thru 4.

Additional Subject Area Resources

None

Bring to Class

You must bring the following materials to class:

- All reference material received.
- Pencil or pen and writing paper.

Student Handout 2

This student handout contains 90 pages of material extracted from FM 7-1 (SH-2), Battle Focused Training, 06 Jun 2003.

Disclaimer: The training developer downloaded the material from the U.S. Army Publishing Directorate Home Page. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

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2-1.   Commanders train their units to be combat ready. Training is their number one priority. Commanders achieve combat readiness using tough, realistic, and challenging training. At every level, commanders must train to the Army standard. Battle-focus is a concept used to derive peacetime training requirements from the wartime operational mission. This enables the commander to plan and execute training that produces lethal units for success on the battlefield. Using the Army Training Management Cycle, the commander continuously plans, prepares, executes, and assesses the state of training in the unit. This cycle provides the framework for commanders to develop their unit's METL, establish training priorities, and allocate resources.

2-2.   Commanders and leaders at all levels use the Principles of Training to develop and execute effective training. As commanders train their units on METL tasks, senior commanders reinforce training by approving and protecting training priorities and providing resources.

PRINCIPLES OF TRAINING

2-3.   There are ten principles of training.

✓ **Commanders are Responsible for Training**
✓ **NCOs Train Individuals, Crews, and Small Teams**
✓ **Train as a Combined Arms and Joint Team**
✓ **Train for Combat Proficiency**
  ✓**Realistic Conditions**
  ✓**Performance-Oriented**
✓ **Train to Standard Using Appropriate Doctrine**
✓ **Train to Adapt**
✓ **Train to Maintain and Sustain**
✓ **Train Using Multiechelon Techniques**
✓ **Train to Sustain Proficiency**
✓ **Train and Develop Leaders**

Figure 2-1. Principles of Training

COMMANDERS ARE RESPONSIBLE FOR TRAINING
2-4.   Commanders are responsible for the training and performance of their soldiers and units. They are the primary training managers and trainers for their organization, are actively engaged in the training process, and adhere to the

principles of training. To accomplish their training responsibility, commanders and leaders at each echelon—

- Should be present and lead training.
- Base training on METL.
- Provide the required resources.
- Train to the Army standard.
- Develop and execute training plans that result in proficient individuals, leaders, and units.
- Incorporate risk management into all aspects of training.
- Assess current levels of proficiency.

2-5.   Commanders and leaders at all levels must be personally involved in training. Brigade commanders train battalion commanders and staffs. Battalion commanders train company commanders with their companies; company commanders train platoon leaders with their platoons; platoon leaders train squad leaders with their squads; and NCOs train individuals, crews, and small teams. The command sergeant major (CSM), first sergeant (1SG), and platoon sergeants (PSG) actively participate in leader training and leader development.   A detailed discussion of leader training and leader development is found in Appendix A.

NCOS TRAIN INDIVIDUALS, CREWS, AND SMALL TEAMS

2-6.   NCOs are responsible for conducting standards based, performance-oriented, battle focused training. They identify specific individual, crew, and small team tasks that support the unit's collective mission essential tasks; plan, prepare, rehearse, and execute training; and evaluate training, conduct after action reviews and provide feedback to the commander on individual, crew, and small team proficiency. Senior NCOs coach junior NCOs and officers to master a wide range of individual and leader tasks. The training management process is used to focus on the most important tasks, those critical to the collective tasks being trained.

2-7.   NCOs continue the soldierization process of newly assigned enlisted soldiers, and begin their professional development. Not all skill level 1 tasks can be trained in IMT. Skill level 1 tasks not trained in IMT must be trained in the units. The tasks that will be trained by the unit vary by MOS based on complexity. NCOs are responsible to complete the training of newly assigned enlisted soldiers by training them to standard on the remaining skill level 1 tasks.

TRAIN AS A COMBINED ARMS AND JOINT TEAM

2-8.   The Army provides the JFC a trained and ready force able to execute full spectrum operations. This provides the JFC the capability to—

- Seize areas previously denied by the enemy.
- Dominate land operations.
- Provide support to civil authorities.

2-9.   Army forces seldom operate unilaterally. Corps and division headquarters may serve as either a joint task force headquarters or as a joint or combined force land component headquarters to provide command and control of joint or coalition forces. Many of the tasks necessary to execute these missions are the same for Army forces, but based on joint and multinational doctrine. Corps and division headquarters train on these tasks periodically based on MACOM guidance or contingency plans.

2-10.   The fundamental basis for the organization and operations of Army forces is combined arms. Combined arms is the integrated application of several arms to achieve an effect on the enemy which is greater than if used separately or in sequence. Integration involves arrangement of battlefield actions in time, space, and purpose for maximum effects of combat power at a decisive place and time. Commanders and their staffs integrate and synchronize the Battlefield Operating Systems (BOS) to achieve combined arms effects and accomplish the mission.

2-11.   Today's Army doctrine emphasizes teamwork at all echelons.   When committed to battle, each unit must be prepared to execute operations without additional training or lengthy adjustment periods. Leaders must regularly practice task organization of all combat, combat support (CS), and combat service support (CSS) units. Teams achieve combined arms proficiency and cohesiveness when they train together. Peacetime training relationships must mirror wartime task organization to the greatest extent possible.

2-12. Commanders are responsible for training all warfighting systems. The full integration of the combined arms team is attained through the task organization approach to training management. Task organizing is a temporary grouping of forces to accomplish a particular mission, and they are habitually associated for peacetime training. An example of a "task organized brigade" and its warfighting systems is depicted at Figure 2-2.
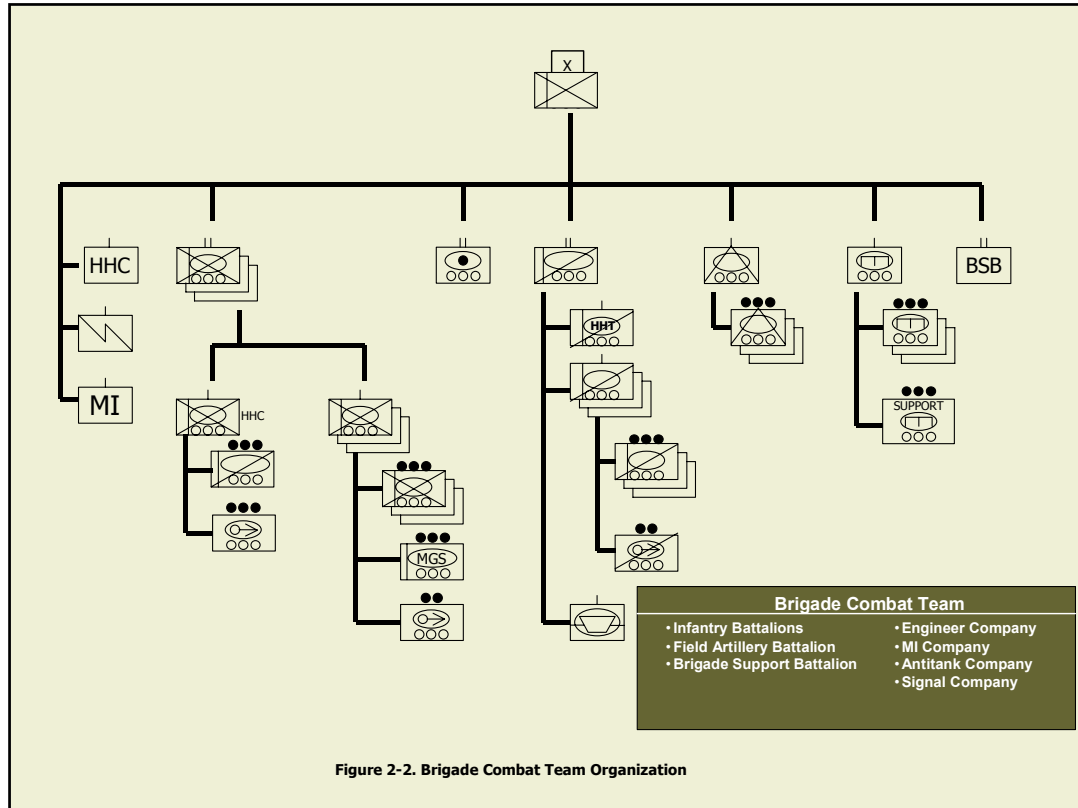

Brigade Combat Team
- Infantry Battalions
- Field Artillery Battalion
- Brigade Support Battalion
- Engineer Company
- MI Company
- Antitank Company
- Signal Company

**Figure 2-2. Brigade Combat Team Organization**

2-13. The commander is responsible for the training of all elements of the formation, and must develop a training plan that addresses two complimentary challenges. The unit must be proficient in functional tasks and able to conduct combined arms operations. For example, "attack" may be a corps or division METL task. The commander, with the task organized subordinate unit commanders, develops training scenarios, events, and exercises that integrate relevant functional tasks that support execution of an "attack".

2-14. Functional training proficiency of subordinate units is an essential prerequisite for effective combined arms training. Each supporting unit commander performs an analysis to determine specific functional and technical training requirements necessary for effective execution of a deliberate attack. For example, the corps or division Engineer Coordinator (ENCOORD) could identify "conduct mobility operations" as the critical engineer functional task in this case.

2-15. The combined arms training challenge is the same for all echelons of command. The complexity, however, increases at each higher echelon. The

tempo, scope, and scale of operations at higher command echelons increases coordination requirements for planning and executing staff, joint, interagency, and multinational training. Commanders, from company through corps, focus combined arms training based on their METL. Figure 2-3 illustrates the scope and scale of the combined arms training challenge from company to corps.

TRAIN FOR COMBAT PROFICIENCY

Figure 2-3. Combined Arms Training—Scope and Scale
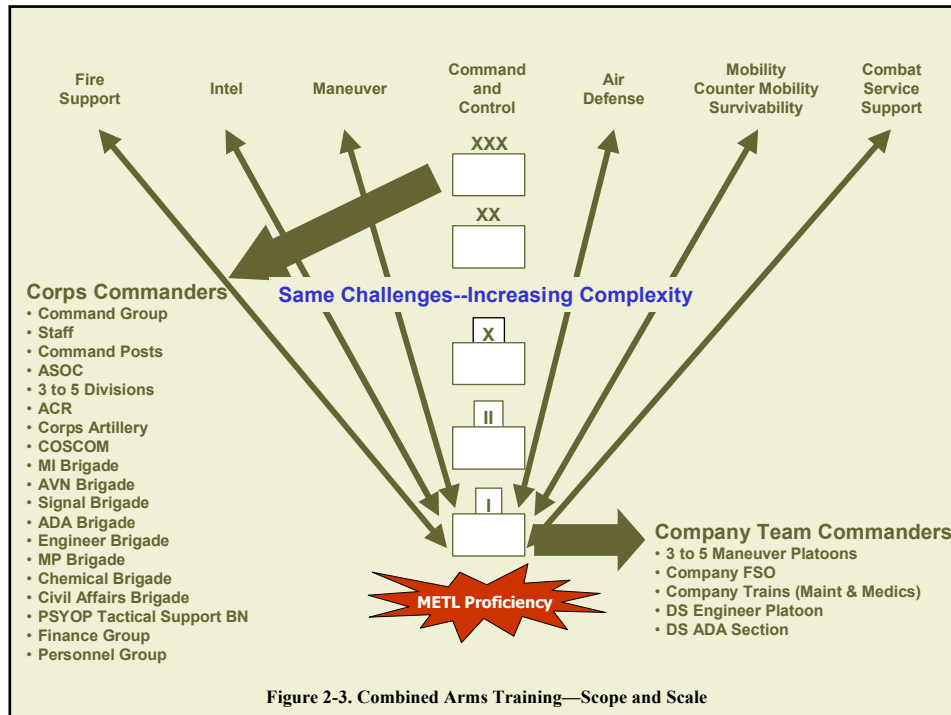
2-16. The goal of all training is to achieve the Army standard to enable warfighting readiness. Within the confines of safety and common sense, commanders and leaders must be willing to accept less than perfect results initially and demand realism in training. Commanders integrate realistic conditions such as imperfect intelligence; reduced communications; smoke; noise; rules of engagement; simulated nuclear, biological, and chemical environments; battlefield debris; loss of key leaders; civilians on the battlefield; JIM requirements; and varying extremes in weather. Commanders take every opportunity to move soldiers out of the classroom into the field, fire weapons, maneuver as a combined arms team, and incorporate protective measures against enemy actions. CTCs provide the most realistic and challenging training experience in the Army, but should not be viewed as an "end point" in the unit training lifecycle. Rather, they provide a "go to war experience" that allows commanders to assess their METL proficiency and determine the effectiveness of their training program. Additionally, commanders must maximize resources and time by training in all available training environments – Live, Virtual, and Constructive (L-V-C).

Realistic.

2-17. Tough, realistic, and intellectually and physically challenging training excites and motivates soldiers and leaders. Realistic training--

- Builds competence and confidence by developing and honing skills.
- Instills loyalty and dedication to the unit through a shared sense of accomplishment.
- Inspires excellence by fostering initiative, enthusiasm, and eagerness to learn.
- Develops aggressive, well-trained, disciplined soldiers.

2-18. Leaders must make conditions in training as close to wartime conditions as possible. Innovative leaders seize every opportunity to increase training challenges for soldiers, leaders, and units. Successful completion of each training event increases the capability and motivation of individuals and units for more sophisticated and advanced training. This is the commanders' continuous quest.

2-19. Conducting realistic training is challenging business. Commanders incorporate risk management throughout their mission planning and execution to identify risk or other factors that will hinder mission accomplishment and take action to reduce or mitigate the risk. Accordingly, risk management is a critical command and leader function that encompasses more than a single event or a learned process. It is both an art and a science. Risk management enables commanders and leaders to proactively identify, control, and mitigate hazards.

2-20. The scope of risk management extends well beyond the "enemy" in mission, enemy, terrain and weather, troops and support available, time available, and civilian considerations (METT-TC). Commanders must also consider potential risks such as the experience of their soldiers and leaders, their training proficiency, adverse terrain, weather, and time available to accomplish the mission. Because training and combat conditions are dynamic, risk management must be a continuous process throughout training and combat operations and embedded in the military decision making process (MDMP).

Performance-Oriented.
2-21. Performance-oriented training is hands on and conducts the task under the conditions and to the standard specified. Soldiers and leaders must be proficient in the basic skills required to perform their wartime missions under battlefield conditions. Units become proficient in the performance of critical tasks and missions by repeatedly practicing the tasks and missions to standard. Soldiers learn best through repetition, using a hands-on approach.

2-22. Soldiers train better and faster, and to a higher degree of proficiency, when they know the task, condition, and standard. Likewise, training is more effective when it is performance-oriented and standards-based. Enforcing standards allows leaders to identify and correct training deficiencies, resulting in a more accurate assessment of combat capabilities.

2-23.   The complexity of the conditions are increased as soldier performance levels increase, while the standard remains constant. Soldiers and leaders must execute the planned training, evaluate performance, and retrain until the Army standard is achieved under the most realistic conditions possible. Evaluate and reinforce individual skills at each opportunity.

2-24.   The same standard must be enforced whether performed individually or as part of a larger operation. For example, the squad leader enforces individual movement techniques during squad training as well as when executed as part of a company attack exercise. Soldier and leader task training must occur continuously and be fully integrated into the collective training plan.

TRAIN TO STANDARD USING APPROPRIATE DOCTRINE

2-25.   Training must be done to the Army standard and conform to Army doctrine. When mission tasks involve emerging doctrine or non-standard tasks, commanders establish the tasks, conditions, and standards using mission orders and guidance, lessons learned from similar operations, and their professional judgment. The next higher commander approves the standards for these tasks. FM 3-0, *Operations*, provides the doctrinal foundations, and supporting doctrinal manuals describe common TTP that permit commanders and organizations to adjust rapidly to changing situations. Doctrine provides the basis for a common vocabulary across the force. Therefore, units must train to the Army standard contained in MTPs and soldier training publications, while applying Army doctrine and current regulatory guidance.

2-26.   While serving as a joint headquarters and performing joint tasks, Army organizations use joint doctrine and TTP.   Joint doctrine establishes the fundamentals of joint operations and provides guidance on how best to employ joint forces. Army doctrine is consistent with and nested in joint doctrine.

TRAIN TO ADAPT

2-27.   Commanders train and develop adaptive leaders and units, and prepare their subordinates to operate in positions of increased responsibility. Commanders intensify training experiences by varying training conditions, making them increasingly difficult and unpredictable. Repetitive and increasingly complex training gives soldiers and leaders a foundation that can be used to adapt to new situations. Commanders establish a training environment that encourages initiative and innovation, and recognize the benefits of allowing leaders the opportunity to learn from their mistakes.

2-28.   Training experiences coupled with timely feedback build competence. Leaders build confidence when they consistently demonstrate competence in tasks. Competence, confidence, and discipline promote initiative and enable leaders to adapt to changing situations and conditions. They improvise with the resources at hand, exploit opportunities and accomplish the assigned mission within the commander's intent in the absence of orders. Commanders, at every

echelon, integrate training events in their training plans to develop and train imaginative, adaptive leaders and units.

TRAIN TO MAINTAIN AND SUSTAIN

2-29.   Maintenance is essential for sustained operations, therefore maintenance must be a routine part of how we operate and train.   Soldiers and leaders are responsible for maintaining all assigned equipment in a high state of readiness to support training or operational missions.   Units must be capable of fighting for sustained periods of time with the equipment they are issued.   Soldiers must become experts in both the operation and maintenance of their equipment.   This link between operations and maintenance is vital to mission success and must be emphasized in training.

2-30.   The standard for the Army is to train to maintain to the published standards in Technical Manuals (TMs) -10 and -20. Maintenance is vital to mission accomplishment.   METL cannot be executed if essential equipment and systems (such as tracks, weapons, wheeled vehicles, or radios) are nonmission capable (NMC). Everyone, leaders, maintenance personnel, and operators, must be trained and involved in maintaining and sustaining the organization.

2-31.   In war, soldiers and crews perform preventive maintenance checks and services (PMCS) under combat conditions.   This requires equipment and vehicle operators and maintenance personnel who are proficient in their maintenance duties. Leaders must carefully plan training objectives for maintenance periods and ensure they are achieved.   Leaders must train soldiers to meet Army maintenance standards. Success on the battlefield requires well-honed tactical and maintenance skills.

2-32.   Commanders must ensure the unit is prepared to maintain equipment under battlefield conditions.   Organizations must train all levels of maintenance to include:
- Individual soldier equipment, such as common table of allowances (CTA) 50, individual weapons, protective masks, and other individual nuclear, biological, and chemical (NBC) clothing, and equipment.
- Crew served weapons and equipment, such as NBC monitoring and detection equipment, night vision and position locating devices, etc.
- Major end items, such as tracked and wheeled vehicles, helicopters, shop vans and their associated sub systems (such as armament, automotive, communications, electronics, and computers).

2-33.   Maintenance is training.   Scheduled maintenance allows units to train to maintain and sustain.   Time must be allotted for maintenance and other logistical personnel (for example, supply, cooks, medics, and mechanics) to maintain their equipment to standard.

2-34. The training schedule also includes PMCS, equipment services, and command maintenance periods. Soldiers must understand PMCS requirements and how they are executed. Leaders must train soldiers to maintain entire systems, not just pieces of a system. For example, a Bradley fighting vehicle (BFV) squad would focus on maintaining weapons, radios, basic issue items (BII), and NBC equipment, as well as the vehicle. Maintenance training periods must be planned, prepared, executed and have AARs conducted with the same intensity as other training events.   These periods should have clear, focused, and measurable objectives. Normally, they are informally evaluated by the chain of command.

2-35. The commanders, command sergeants major (CSM), and first sergeants (1SG) instill in soldiers and leaders the importance of keeping equipment in the fight. The commander reviews the unit maintenance proficiency based on readiness standards, completion of scheduled equipment services, and identified training weaknesses.   The commander adjusts the emphasis on the unit's maintenance training program to correct identified shortcomings during the weekly training meeting.

TRAIN USING MULTIECHELON TECHNIQUES
2-36. Multiechelon training is the most effective and efficient way of sustaining proficiency on mission essential tasks with limited time and resources. Commanders use multiechelon training to—
- Train leaders, battle staffs, units, and individuals at each echelon of the organization simultaneously.
- Maximize use of allocated resources and available time.
- Reduce the effects of personnel turbulence.

2-37. All multiechelon training techniques have these distinct characteristics—
- They require detailed planning and coordination by commanders and leaders at each echelon.
- They habitually train at least two echelons simultaneously on selected METL tasks, associated battle tasks, or supporting collective and individual tasks.

TRAIN TO SUSTAIN PROFICIENCY
2-38. Once individuals and units have trained to the required level of proficiency, leaders must structure individual and collective training strategies to retrain critical tasks at the minimum frequency necessary for sustainment. Sustainment training is the key to maintaining unit proficiency through personnel turbulence, operational deployments, and NET, for example. ARTEP-MTP and individual training plans are tools to help achieve and sustain collective and individual proficiency. Sustainment training must occur often enough to train new soldiers as they arrive in the unit and minimize skill decay. Army units train to accomplish their missions by frequent sustainment training on critical tasks. Infrequent "peaking" of training for an event (CTC rotation, for example) does not sustain wartime proficiency. Battle focused training is training on wartime tasks. Many of the METL tasks on which a unit trains for its wartime mission are

the same as required for a stability or support operation. This prepares a unit for the entire spectrum of missions that it may execute.

2-39. Sustainment training enables units to operate in a band of excellence through appropriate repetition of critical tasks using a mixture of live, virtual, and constructive training. The band of excellence is the range of proficiency within which a unit is capable of executing its critical wartime METL tasks. Training to sustain proficiency in the band of excellence includes training leaders, battle staffs, and units. Units fluctuate in proficiency because of many factors, such as training frequency, key personnel turnover, new equipment fielding, and resource constraints. The commander takes these factors into consideration when assessing the unit's readiness and developing the training strategy. Well-trained units minimize peaking for selected events or at predetermined times.

2-40.   An example of how a commander planned the yearly sustainment training to remain in the Band of Excellence is at Figure 2-4. The solid black line shows the results of an effective unit training strategy that sustains training proficiency over time, maintaining it within the Band of Excellence. The plan schedules critical training at the minimum frequency necessary for sustainment. The dotted black line shows an ineffective training strategy that often causes the unit to fall outside the Band of Excellence, requiring significant additional training before the unit is capable of executing its critical wartime tasks.

Figure 2-4. Band of Excellence
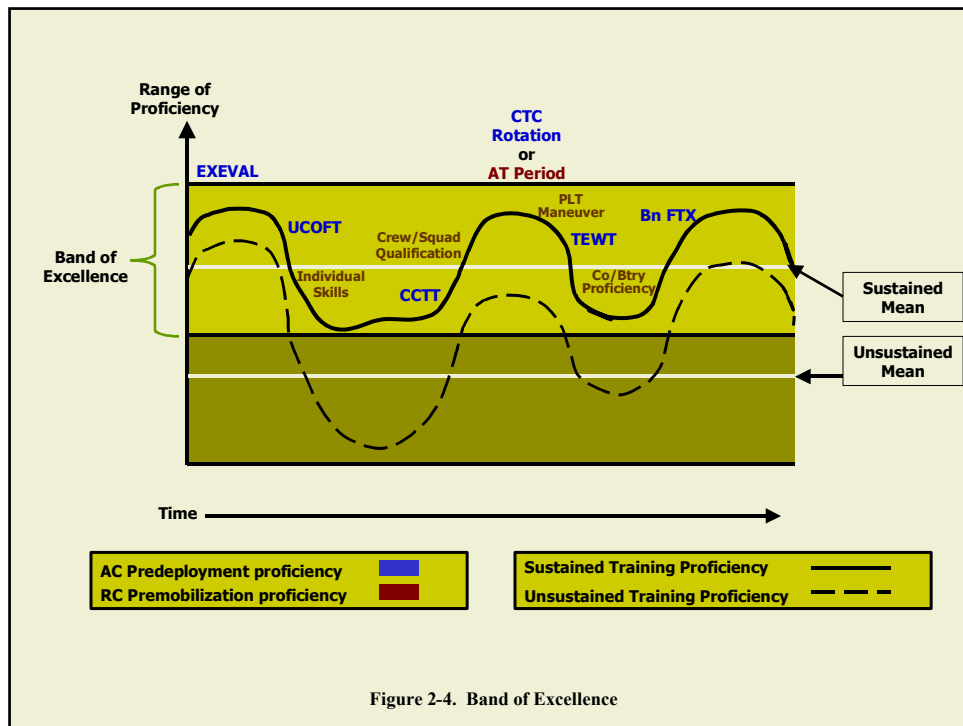
2-41.   This common sense approach precludes deep valleys in proficiency that would require a significant amount of resources and time to retrain the unit to standard on its wartime mission. This is training in the band of excellence.

TRAIN AND DEVELOP LEADERS

2-42.   Commanders have a duty and execute a vital role in leader training and leader development. They teach subordinates how to fight and how to train. They also teach soldiers and leaders how to think, not what to think. They mentor, guide, listen to, and "think with" subordinates. They train leaders to plan training in detail, prepare for training thoroughly, execute training aggressively, conduct effective AARs, and evaluate short-term training proficiency in terms of desired long-term results. Training and developing leaders is an embedded component of every training event. Nothing is more important to the Army than building confident, competent, adaptive leaders for tomorrow.

COMMANDERS AND TRAINING

2-43. Effective training is the number one priority of commanders. The commander is the primary trainer. In war, training continues with a priority second only to combat or to the support of combat operations. Commanders and senior leaders must extract the greatest training value from every training opportunity. Effective training requires the commander's continuous personal time and energy to accomplish the following:

- **Develop and communicate a clear vision.** The senior leader's training vision provides the direction, purpose, and motivation necessary to prepare individuals and organizations to win in battle. It is based on a comprehensive understanding of the following:
  - Mission, doctrine, and history.
  - Enemy/threat capabilities.
  - Operational environment
  - Organizational and personnel strengths and weaknesses
  - Training environment.

- **Train one echelon below and evaluate two echelons below.** Commanders are responsible for training their own unit and one echelon below. Commanders evaluate units two echelons below. For example, brigade commanders train battalions and evaluate companies; battalion commanders train companies and evaluate platoons.

- **Require subordinates to understand and perform their roles in training.** Since good training results from leader involvement, one of the commander's principal roles in training is to teach subordinate trainers how to train and how to fight. The commander provides the continuing leadership that focuses on the organization's wartime mission. The commander assigns officers the primary responsibility for collective training and NCOs the primary responsibility for individual, crew, and small team training. (Figure 2-5). The commander, as the primary trainer, uses multiechelon techniques to meld leader, battle staff, and individual training requirements into collective training events, while recognizing the overlap in training responsibilities: commanders teach, coach, and mentor subordinates throughout.
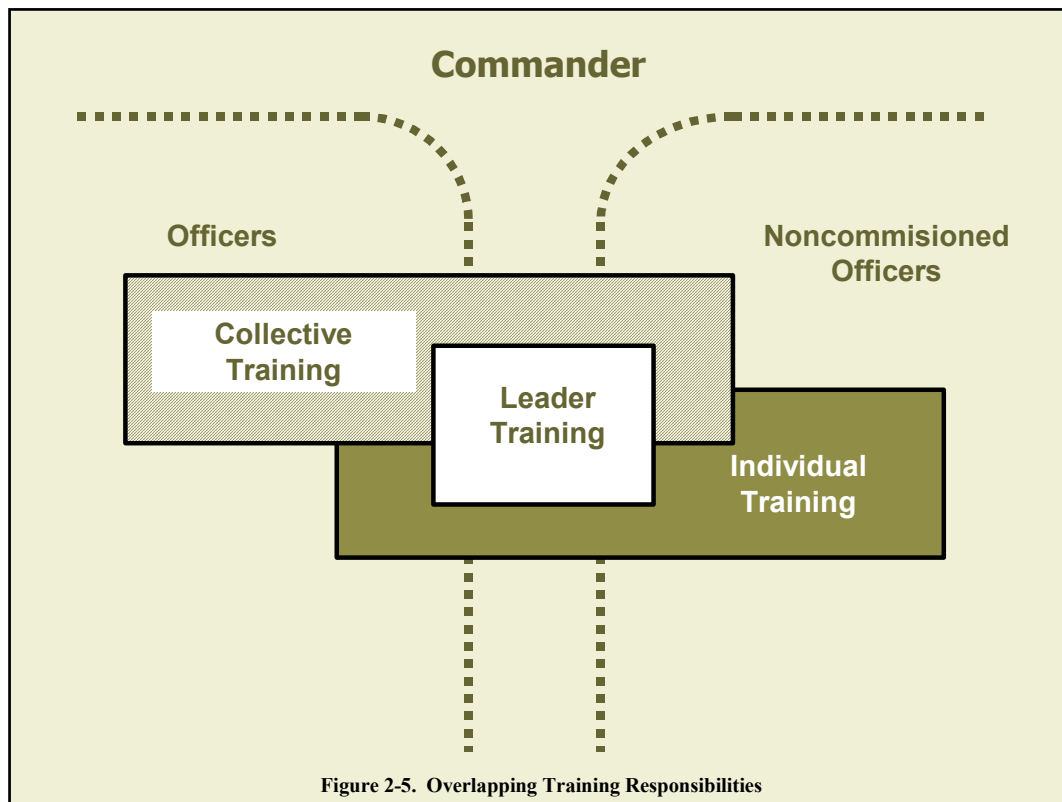
Figure 2-5. Overlapping Training Responsibilities

- **Train all elements to be proficient on their mission essential tasks.** Commanders must integrate and train to Army standard all BOS, within and supporting their command, on their selected mission essential tasks. An important requirement for leaders is to project training plans far enough into the future and coordinate resources with sufficient lead-time.

- **Train and develop subordinates.** Competent and confident leaders build cohesive organizations with a strong chain of command, high morale, and good discipline. Commanders create leader development programs that develop warfighter professionalism--skills and knowledge. They mentor, guide, listen to, and "think with" subordinates to challenge their depth of knowledge and understanding. Commanders ensure their subordinates know

"how to think" instead of what to think. They develop their subordinates' confidence and empower them to make independent, situational-based decisions. The goal is to develop subordinates who have an agile and adaptive mindset.

- **Assist subordinates with self-development program.** Commanders assist subordinates with a self-development program and share experienced insights that encourage subordinates to study and learn their profession. Effective leader development programs will continuously influence the Army as junior leaders progress to higher levels of responsibility.

- **Involve themselves personally in planning, preparing, executing, and assessing training.** The commander resources training and protects subordinates' training time. They are actively involved in planning for future training. They create a sense of stability throughout the organization by protecting approved training plans from training distracters. Commanders are responsible for executing the approved training to standard. Commanders are present, to the maximum extent possible, during the conduct of training and provide timely, experienced feedback to all participants.

- **Demand training standards be achieved.** Leaders anticipate some tasks may not be performed to standard. They design time in training events for additional training on tasks not performed to standard. Leaders cannot assume or rationalize time will be available to train to standard next time. It is better to train to standard on a limited number of tasks, rather than attempting and failing to achieve the standard on too many tasks, rationalizing that corrective action will occur during some later training period. Soldiers will remember the enforced standard, not the one discussed.

- **Ensure proper task and event discipline.** Senior leaders ensure junior leaders plan the correct task-to-time ratio. Too many tasks guarantee nothing gets trained to standard and no time is allocated for retraining. Too many events result in improper preparation and recovery.

- **Foster a command climate that is conducive to good training.** Commanders create a climate that rewards subordinates who are bold and innovative trainers and offer support for honest mistakes. They challenge the organization and each individual to train to full potential.

- **Manage training distracters.** The commander who has planned and resourced a training event is responsible to ensure participation by the maximum number of soldiers. Administrative support burdens cannot be ignored; however, they can be managed using an effective time management system. Senior commanders must support subordinate commanders' efforts to train effectively by managing training distracters and reinforcing the

requirement for all assigned personnel to be present during prime training time.

- **Incorporate Risk Management.** The nature of the military profession is inherently dangerous. Commanders must train their units to tough standards under the most realistic conditions possible. Application of the risk management process does not detract from this training goal, but will enhance execution of highly effective, realistic training. Risk management is the process of identifying, assessing, and controlling risks arising from operational factors and making decisions that balance risk costs with mission training benefits. Leaders and soldiers at all echelons use risk management to conserve combat power and resources in both peace and war.

TOP-DOWN/BOTTOM-UP APPROACH TO TRAINING

2-44. The Top-Down/Bottom-Up approach to training is a team effort between commanders and subordinate leaders. Commanders provide the training focus, direction, and resources, while subordinate leaders provide feedback on unit training proficiency, identify specific unit training needs, and execute training to standard in accordance with the approved plan. It is a team effort that maintains training focus, establishes training priorities, and enables effective communication between command echelons.

2-45. Guidance, based on wartime mission and priorities, flows from the top-down and results in subordinate units' identification of specific collective and individual tasks that support the higher unit's mission. Input from the bottom-up is essential because it identifies training needs to achieve task proficiency on identified collective and individual tasks. Leaders at all echelons communicate with each other about requirements, and planning, preparing, executing, and evaluating training.

2-46. Senior leaders centralize planning to provide a consistent training focus from the top to the bottom of the organization. However, they decentralize detailed planning and execution to ensure that the conduct of mission related training sustains strengths and overcomes the weaknesses unique to each unit. Decentralized execution promotes subordinate leaders' initiative to train their units, but does not mean senior leaders give up their responsibility to supervise training, develop leaders, and provide feedback.

BATTLE FOCUS

2-47. Battle focus is the concept used to derive peacetime training requirements from assigned missions. The priority of training in units is to train to standard on the wartime mission. Battle focus guides the planning, preparation, execution, and assessment of each organization's training program to ensure its members train as they are going to fight. Battle focus is critical throughout the entire training process and is used by commanders to allocate resources for training based on wartime and operational mission requirements. Battle focus enables

commanders and staffs at all echelons to structure a training program to cope with non-mission related requirements while focusing on mission essential training activities. Battle focus recognizes a unit or organization cannot attain proficiency to standard on every task whether due to time or other resource constraints. The commander must focus on those critical tasks essential to mission accomplishment.

2-48. A critical aspect of the battle focus concept is to understand the responsibility for, and the linkage between collective mission essential tasks and the supporting individual tasks. The diagram at Figure 2-6 depicts the relationships and the proper sequence to derive optimum training benefit from each training opportunity.

2-49. The commander and the CSM/1SG work together to coordinate the
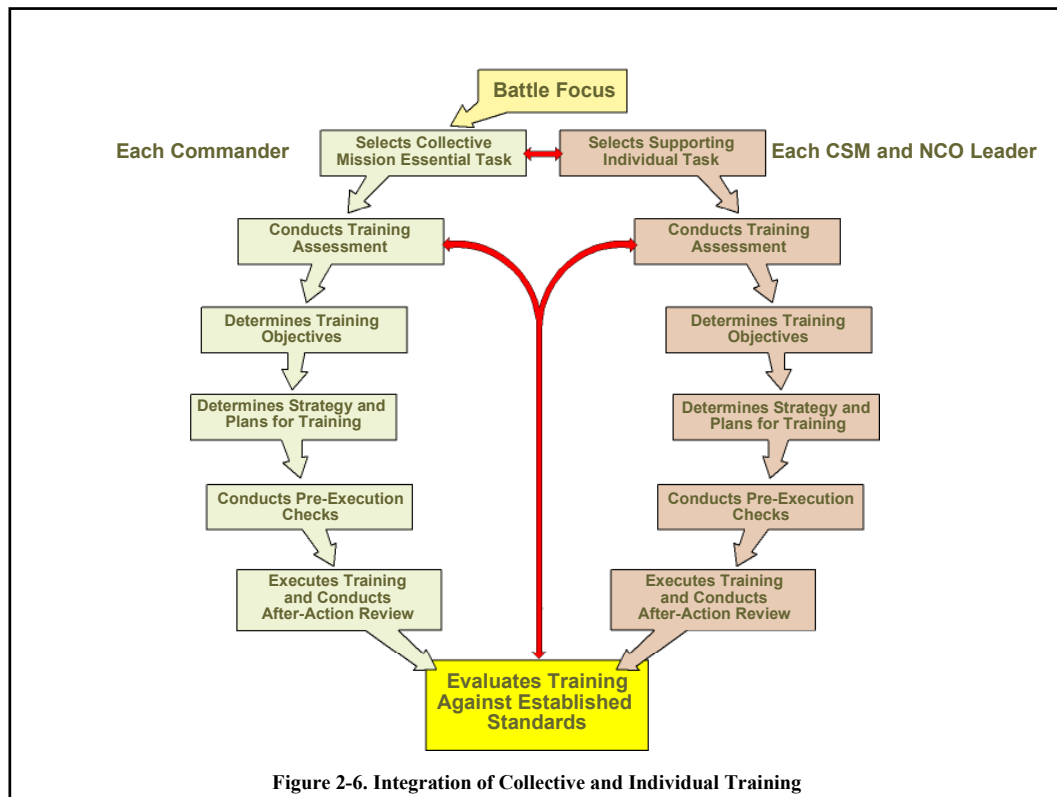
Figure 2-6. Integration of Collective and Individual Training

collective mission essential tasks and individual training tasks on which the unit will focus during a given period. The CSM/1SG identifies the supporting individual tasks for each collective task. The unit's ARTEP-MTP provides an excellent resource for this process and contains a comprehensive listing of all combat critical collective tasks cross referenced to supporting individual tasks by task number and title. Although NCOs have the primary role in training and sustaining individual soldier skills, officers at every level remain responsible for training to established standards during both individual and collective training.

2-50. Battle focus is applied to all missions across the full spectrum of operations. Units may be diverted from their primary wartime mission to execute stability or support tasks. Successful execution of stability operations or support operations is important in the pursuit of national objectives. Generally, MACOM and corps commanders know in advance of the requirement to perform stability or support missions and identify those organizations required to perform these critical missions. Commanders of these identified organizations are responsible for conducting a mission analysis and, based on results, for developing a METL for the directed mission. They then identify and train to standard on the directed-mission METL. If time permits prior to deployment, units should execute a mission rehearsal exercise (MRE) with all participating units.

2-51. Upon being relieved from a directed mission, the unit reverts to its assigned wartime missions and associated METL. The commander uses the training management cycle to identify specific training requirements; then plans, prepares and executes training that will reestablish proficiency in the unit's wartime METL. Commanders recognize and take into account the additional time this reintegration process may take.

ARMY TRAINING MANAGEMENT CYCLE

2-52. The foundation of the training process is the Army Training Management Cycle (figure 2-7). In the METL development process (chapter 3), training must relate to the organization's wartime operational plans and focus on METL tasks. The availability of resources does not affect METL development. The METL is an unconstrained statement of the tasks required to accomplish wartime missions. Resources for training, however, are constrained and compete with other missions and requirements. Leaders develop synchronized long-range, short-range, and near-term training plans (chapter 4) to effectively utilize available resources to train for proficiency on METL tasks. After training plans are developed, units execute training by preparing, conducting, and recovering from training (chapter 5). The process continues with training evaluations that provide bottom-up input to organizational assessment. Organizational assessments provide necessary feedback to the senior commander that assists in preparing the training assessment (chapter 6).

Figure 2-7. Army Training Management Cycle
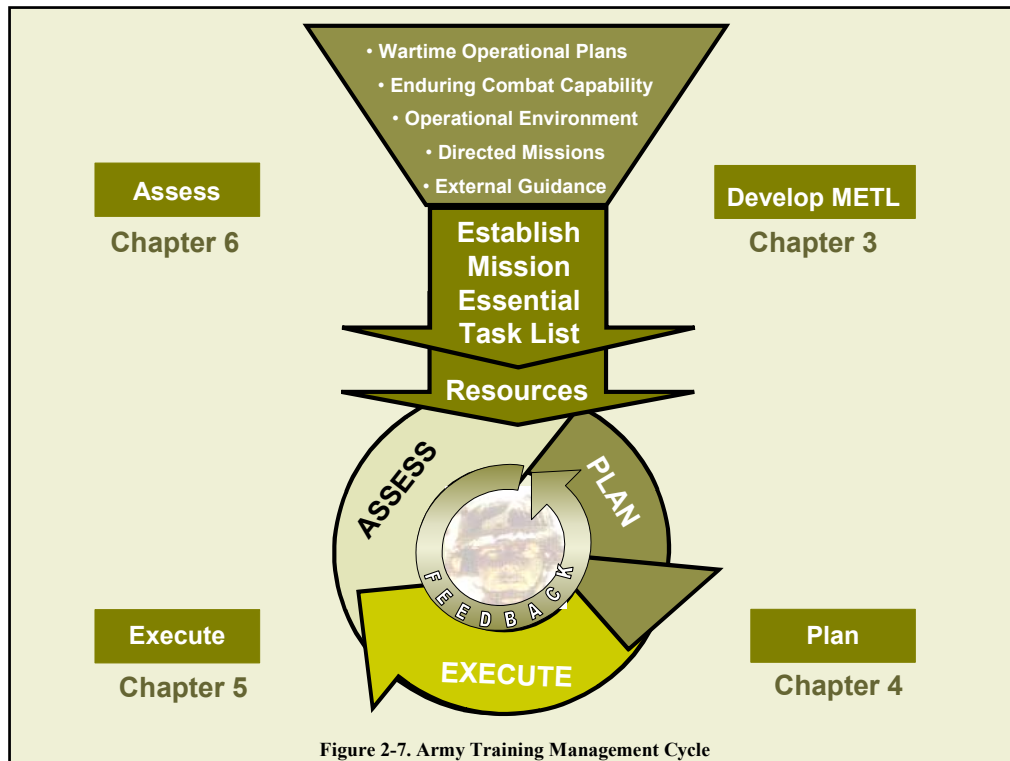
Chapter 3

Mission Essential Task List (METL) Development

We focus our training programs to accomplish unit missions decisively for our nation's warfighting needs.

- *Maximize all training opportunities.*
- *Commander's first priority is training.*
- *Training must be standards-based and should include assessments against an established standard.*
- *Train as we fight.*
- *Every training event is a leader development opportunity (training builds soldier and leader confidence).*

General John N. Abrams

METL DEVELOPMENT PROCESS

3-1.   The METL development process links the unit's wartime operational mission with its training. Battle-focused training programs are based on wartime operational requirements.   Army organizations, whether they are AC or RC, Modification Table of Organization and Equipment (MTOE) or Table of Distribution and Allowances (TDA), cannot achieve and sustain proficiency on every possible training task. The commander is responsible to identify the tasks essential to accomplish the organization's wartime operational mission. Battle focused METL identifies the tasks essential to accomplish the unit's wartime operational mission and provides the foundation for the unit's training program. All company level and above units, AC and RC, MTOE and TDA develop a METL. Staffs, at each level, also develop a METL that supports their unit's METL. Detachments, organized with a commander and under a distinct MTOE or TDA, also develop a METL; Special Forces detachments, explosive ordnance detachments, transportation port operation cargo detachments, and preventive medicine medical detachments are examples of these units.

3-2.   METL development is the catalyst to focus training on wartime operational missions.   Application of the METL development process accomplishes the following:

- Uses the wartime operational mission and other inputs to METL development to focus the unit's training on essential tasks.
- Provides a forum for professional discussion and leader development among senior, subordinate, and adjacent commanders concerning the linkage between mission and training.
- Enables subordinate commanders and key NCOs to crosswalk collective, leader, and individual tasks to the mission.
- Leads to "buy-in" and commitment to the organization's training plan by unit leaders.

3-3.   Figure 3-1 depicts the process commanders use to identify and select mission essential tasks.

INPUTS TO METL DEVELOPMENT

3-4.   There are five primary inputs to METL development—

- **Wartime Operational Plans.** The most critical input to METL development is the organization's wartime operational mission.

Figure 3-1. Mission Essential Task List Development Process
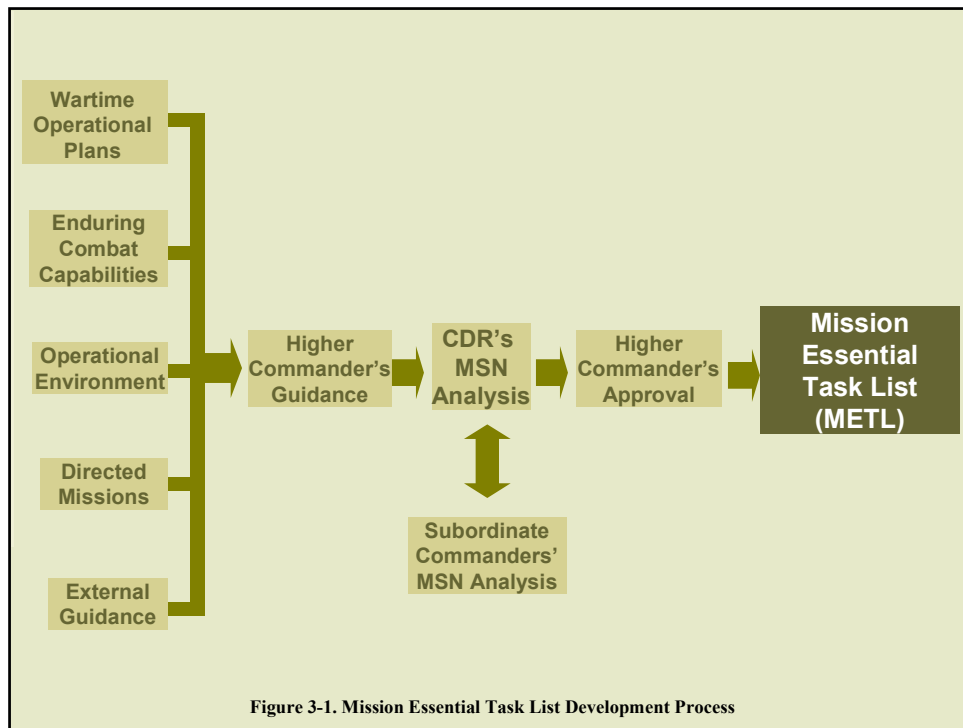
- **Enduring Combat Capabilities.**   The fundamental reason for the organization and operation of Army forces is to generate effects of combined arms. Army commanders form combat, CS, and CSS forces into cohesive teams through training for combat proficiency. Enduring combat capabilities are the unique contribution each unit makes to ensure the Army successfully accomplishes any mission, anytime, anywhere.

- **Operational Environment.** The six dimensions of operational environment are defined in FM 3-0, Chapter 1; threat, political, unified action, land combat operations, information, and technology.

- **Directed Missions.** Army organizations are frequently directed to execute a mission other than their assigned wartime operational mission.   These missions can range from major combat operations to humanitarian assistance, security cooperation activities or other types of stability operations or support operations, and often include a combination of all.

- **External Guidance.** External guidance serves as an additional source of training tasks that relate to an organization's wartime operational mission. Some examples are—

- Higher headquarters directives.
- ARTEP-MTP
- Mobilization plans.
- Installation wartime transition and deployment plans.
- Force integration plans.
- Army Universal Task List (AUTL).
- Universal Joint Task List (UJTL).

3-5.   The UJTL, CJCSM 3500.04C, serves as a common language and common reference system for joint force commanders to communicate mission requirements.   It is the basic language for development of a joint METL (JMETL).   The UJTL defines tasks and functions performed by joint headquarters, Army, and other service components operating at the operational and strategic levels of war.

3-6.   The AUTL, FM 7-15, is a comprehensive listing of Army tactical-level collective tasks and functions for tactical units, company through corps, and staffs, and complements the UJTL. The AUTL provides a basis for establishing unit-specific ARTEP-MTP linkage to the UJTL. This mission-to-task-to-training linkage assists forces in training the way they intend to fight. The AUTL--
- Provides a common, doctrinal structure for Army tactical mission tasks.
- Articulates what the Army does to accomplish missions.
- Applies to all four types of military operations (offense, defense, stability, support).
- Lists collective Army tactical tasks (ART) subordinate to each of the seven BOS.

3-7.   Figure 3-2 illustrates the UJTL, AUTL, and ARTEP-MTP relationship.

UJTL
TACTICAL TASK AREA
- TA 1 Deploy/Conduct Maneuver
- TA 2 Develop Intelligence
- TA 3 Employ Firepower
- TA 4 Perform Logistics &CSS
- TA 5 Exercise C2
- TA 6 Protect the Force
- TA 7 Operation in CBRNE Environment

UJTL provides:
- Overall description of tasks & functions performed at strategic and operational levels of war.
- Common language and reference system.

AUTL
- ART 1.0- Intelligence
- ART 2.0- Maneuver
- ART 3.0- Fire Support
- ART 4.0- Air Defense
- ART 5.0- Mobility/ Countermobility/ Survivability
- ART 6.0- CSS
- ART 7.0- C2

AUTL provides:
- Tasks performed by Army units at tactical level of war.
- Basis for unit specific Army training & evaluation programs.

ARTEP-MTP
- Task
- Condition
- Standard

MTP provides:
- Detailed T&EO with specific collective tasks essential to unit's mission.

Figure 3-2. UJTL-AUTL-MTP Crosswalk

3-8.   Unit specific doctrinal manuals are primary sources for training tasks. The applicable ARTEP-MTP is a good start point for selecting collective tasks to support the missions at battalion and company level. Leaders may develop task lists using the following sources when no ARTEP-MTP exists, for example--
- MTO&E.
- TDA.
- Tactical standing operating procedures (TSOPs).
- ARTEP-MTPs for other units with similar organization or a similar mission/task.
- Technical manuals (TMs).
- Training circulars (TCs).
- Combined Arms Center (CAC) Lessons Learned Data Base.
- Readiness standing operating procedures (RSOPs).
- State operational contingency plans for ARNG.

3-9.   METLs may vary significantly in similar type organizations because of different wartime operational missions and geographical location. For example, a Continental United States (CONUS) based power projection organization may identify strategic deployment requirements as critical tasks while a like forward-deployed organization may identify tactical deployment requirements such as rapid assembly and tactical road march as critical tasks. Geography also influences the selection of different mission essential tasks for units. Presence of

significant water obstacles, mountainous terrain, tropical, cold or desert environments, indigenous population patterns, and other related demographics all have the potential to affect an organization's METL.

COMMANDERS' ANALYSIS

3-10.   To identify mission essential tasks, the commander conducts an analysis of the unit's operational mission.   In the absence of a directed operational mission, analysis is based on the unit's assigned mission in wartime operational plans.   In the absence of clear alignment with wartime operational plans, mission analysis is based on analysis of missions for which the unit was designed to accomplish in wartime, as established in the unit's MTOE/TDA and how-to-fight doctrine.   Higher commanders provide guidance to help their subordinate commanders focus their analysis.   Mission analysis results in identification of specified and implied tasks the unit must perform and in a restatement of the unit's mission.   To provide battle focus, the commander identifies those tasks critical for mission accomplishment.   These tasks constitute the organization's METL.   The next higher commander approves the METL.   A   change   of operational mission will require the commander to again analyze his mission and adjust his unit's METL accordingly.

3-11.   The METL development process reduces the number of tasks on which the organization must train and focuses the organization's training efforts on the most important collective training tasks required to accomplish the mission.

METL DEVELOPMENT FUNDAMENTALS

3-12.   The following fundamentals apply to METL development—

- The METL is derived from the organization's war plans and related tasks in external guidance.
- Mission essential tasks must apply to the entire organization.   METL does not include tasks assigned solely to subordinate organizations.
- Each organization's METL must support and complement the METL of higher headquarters or the supported unit.
- The availability of resources does not affect METL development.   The METL is an unconstrained statement of tasks required to accomplish wartime missions.
- METL is not prioritized; however, all tasks may not require equal training time.
- Commanders direct operations and integrate the BOS through plans and orders.   The BOS are used to systematically ensure that interdependent organizational tasks necessary to generate, sustain, and apply combat power are directed toward accomplishing the overall mission.

3-13. Figure 3-3 summarizes the fundamental concepts in the METL development process:

- **METL is derived from the organization's war plans and related tasks in external guidance.**
- **Mission essential tasks must apply to the entire organization. METL does not include tasks assigned solely to subordinate organizations.**
- **The METL must support and complement the METL of the next higher headquarters. The METL for CS and CSS units must also support and complement the supported unit METL.**
- **Resource availability does not affect METL development. the METL is an unconstrained statement of tasks required to accomplish wartime missions.**
- **METL is not prioritized. However, all tasks may not require equal training time.**
- **Commanders use BOS to apply combat power.**

Figure 3-3. Fundamental Concepts used in METL Development

Battlefield Operating Systems

3-14.   The Battlefield Operating Systems are—

- *Intelligence.* The intelligence system plans, directs, collects, processes, produces, and disseminates intelligence on the threat and the environment; performs Intelligence Preparation of the Battlefield (IPB); and other intelligence tasks. Intelligence is developed as a part of a continuous process and is fundamental to Army operations.
- *Maneuver.* Commanders maneuver forces to create the conditions for tactical and operational success. Maneuver involves movement to achieve positions of advantage with respect to enemy forces. Through maneuver, friendly forces gain the ability to destroy enemy forces or hinder enemy movement by direct and indirect application of firepower or threat of its application.
- *Fire Support.* Fire support consists of fires that directly support land, maritime, amphibious, and special operations forces (SOF) in engaging enemy forces, combat formations, and facilities in pursuit of tactical and operational objectives. Fire support integrates and synchronizes fires and effects to delay, disrupt, or destroy enemy forces, systems, and facilities. The fire support system includes the collective and coordinated use of target acquisition data, indirect fire weapons, fixed-winged aircraft, electronic warfare, and other lethal and non-lethal means to attack targets.
- *Air Defense.* Air defense protects the force from air and missile attack and aerial surveillance. It prevents enemies from interdicting friendly forces

while freeing commanders to synchronize maneuver and fire power. Weapons of mass destruction and proliferation of missile technology increase the importance of the air defense systems.

- *Mobility/Counter-mobility/Survivability.* Mobility operations preserve the freedom of maneuver for friendly forces. Mobility missions include breaching obstacles, increasing battlefield circulation, improving or building roads, providing bridge and raft support, and identifying routes around contaminated areas. Counter-mobility denies mobility to enemy forces. Survivability operations protect friendly forces from the effects of enemy weapon systems and from natural occurrences. Nuclear, biological, and chemical defense measures are essential survivability tasks.

- *Combat Service Support.* CSS provides the physical means with which forces operate, from the production base and replacement centers in CONUS to soldiers engaged in close combat. CSS includes many technical specialties and functional activities. It includes maximizing the use of host nation infrastructure and contracted support.

- *Command and Control.* Command and control (C2) has two components--the commander and the C2 system. The C2 system supports the commander's ability to make informed decisions, delegate authority, and synchronize the BOS. Moreover, the C2 system supports the commander's ability to adjust plans for future operations, even while focusing on current operations. Reliable communications are central to C2 systems. Staffs work within the commander's intent to direct units and control resource allocations. Through C2, commanders initiate and integrate all BOS toward the common goal--mission accomplishment.

METL DEVELOPMENT SEQUENCE

3-15. Commanders involve subordinate commanders and their CSM/1SG and key NCOs in METL development to create a team approach to battle focused training. Subordinate participation develops a common understanding of the organization's critical wartime operational mission requirements so that METLs throughout the organization are mutually supporting. Subordinate commanders can subsequently apply insights gained during preparation of the next higher headquarters' METL in the development of their METL. The CSM/1SG and other key NCOs must understand the organization's collective METL so that they can identify individual tasks for each collective mission essential task.

3-16. The higher commander should use the METL for leader development. The senior commander can have a professional dialogue on METL development, selection of battle tasks, and training. This gives the commander the opportunity to coach and mentor subordinates and train them for positions of higher authority. This should be done at all levels.

BATTLE TASKS

3-17.   After review and approval of subordinate organizations' METL, the senior commander selects battle tasks.   A battle task is a staff or subordinate organization mission essential task that is so critical that its accomplishment will determine the success of the next higher organization's mission essential task. Like units may have different battle tasks selected depending on their mission. Battle tasks are selected down to the company level. Company commanders are the lowest echelon commander who selects battle tasks.   Battle tasks allow the senior commander to define the training tasks that--

- Integrate the BOS.
- Receive the highest priority for resources such as ammunition, training areas and facilities (to include Live and Virtual simulators and Constructive simulations), materiel, and funds.
- Receive emphasis during external evaluations.

3-18.   Figure 3-4 depicts the higher-to-lower relationship of mission and METL. It illustrates the relationship the subordinate unit METLs have, through the selection of battle tasks, on the higher headquarters' METL.   Although an MTO&E   brigade   is   used   as   the   example,   the METL/battle/critical/leader/individual task construct is the same for all units, including TDA and echelons above divisions/echelons above corps.

- Battalions have METL tasks selected as brigade battle tasks.
- Companies have METL tasks selected as battalion battle tasks.
- Platoons have critical tasks selected as company battle tasks.

Figure 3-4. Relationships Between Mission, METL, Critical Tasks, and Battle Task
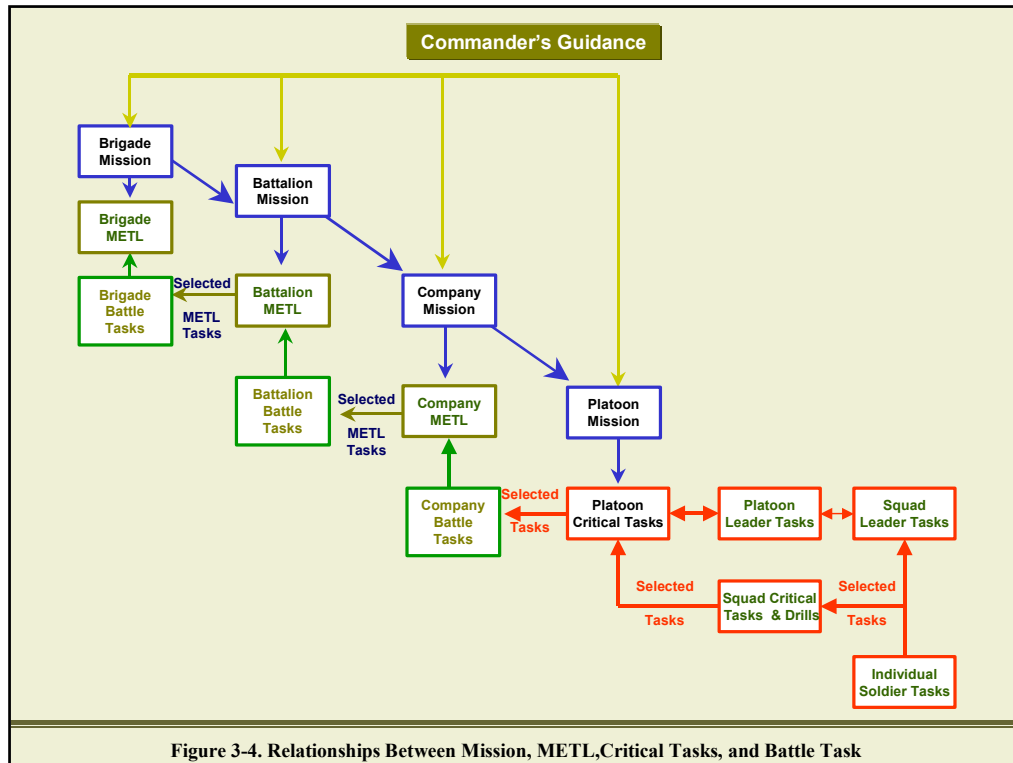
3-19.   Finally, it shows the connection between company METL to platoon, squad, leader and individual soldier tasks. These relationships will be examined in detail later in this chapter.

BRIGADE METL DEVELOPMENT

3-20.   The BCT commander involves all subordinate combat, CS, and CSS unit commanders, their CSM/1SG's, and the BCT staff in the METL development process. Their participation ensures a better understanding of the BCT mission and METL, providing insights that can be applied when they develop their METL. The BCT commander follows the METL development sequence shown in figure 3-5.

METL DEVELOPMENT SEQUENCE:
- Analyze brigade assigned mission, and identify specified and implied tasks.
- Analyze operational environment and external guidance.
- Review division commander's mission & METL.
- Restate brigade operational mission.
- Identify collective tasks that support brigade restated mission. Select tasks critical for mission accomplishment. These tasks become the brigade's METL.
- Sequence METL tasks as they are expected to occur during mission execution.
- Back brief division commander and obtain approval of brigade METL. Division commander designates selected brigade METL tasks as Division Battle Tasks.
- Provide approved METL to staff, and battalion and separate company commanders.

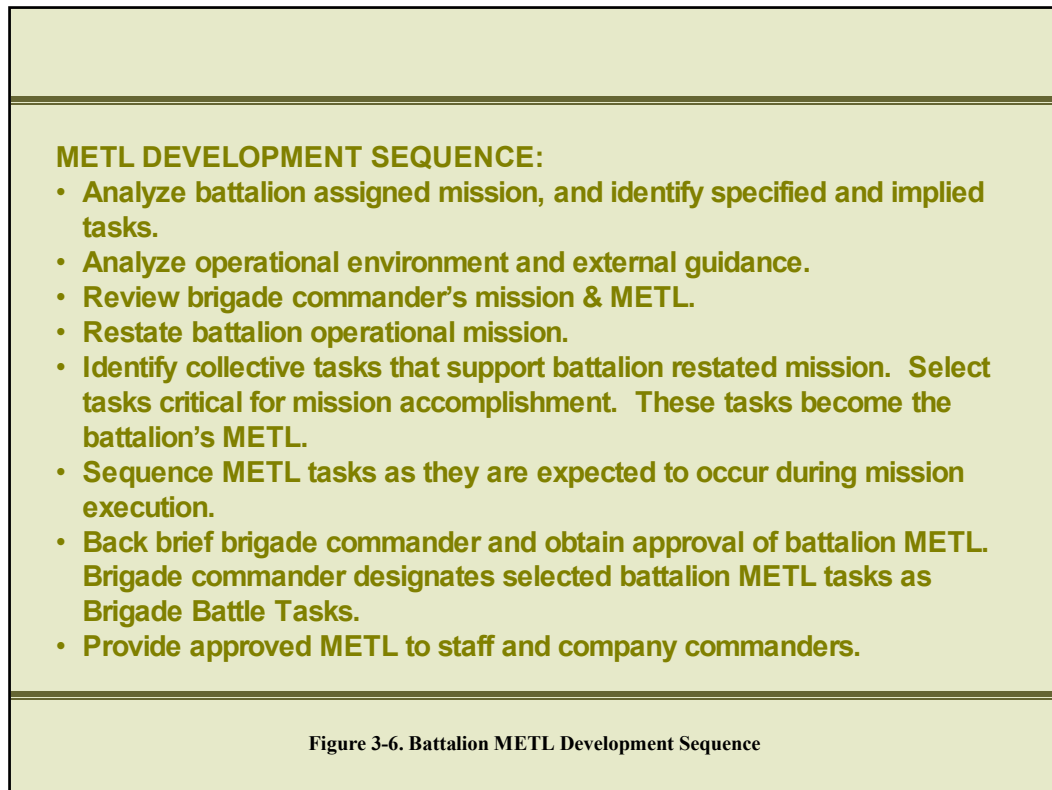**Figure 3-5. Brigade METL Development Sequence**

3-21.   The brigade commander:
- Analyzes the brigade's assigned mission and identifies specified and implied tasks.
- Analyzes the operational environment, and other external guidance to identify any other tasks.
- Reviews the division commander's mission and METL.
- Restates the brigade wartime operational mission.
- Uses the mission-to-collective task matrix found in the ARTEP-MTP to identify the collective tasks that support the brigade's restated mission, and selects those collective tasks that are critical for wartime mission accomplishment. These tasks become the brigade's METL.
- Sequences the METL tasks as they are expected to occur during the execution of the wartime operational mission.
- Back briefs the division commander and obtains approval of the brigade METL. The division commander selects specific brigade METL tasks as division battle tasks.

- Provides the approved METL to the staff, and battalion and separate company commanders.

BATTALION METL DEVELOPMENT

3-22.   The battalion commander involves all subordinate company commanders, CSM/1SGs, staff and key NCOs in the battalion METL development process. Their participation ensures a better understanding of the battalion mission and METL, providing insights that can be applied when they develop company METLs. The battalion commander follows the METL development sequence shown in figure 3-6.

METL DEVELOPMENT SEQUENCE:
- **Analyze battalion assigned mission, and identify specified and implied tasks.**
- **Analyze operational environment and external guidance.**
- **Review brigade commander's mission & METL.**
- **Restate battalion operational mission.**
- **Identify collective tasks that support battalion restated mission. Select tasks critical for mission accomplishment. These tasks become the battalion's METL.**
- **Sequence METL tasks as they are expected to occur during mission execution.**
- **Back brief brigade commander and obtain approval of battalion METL. Brigade commander designates selected battalion METL tasks as Brigade Battle Tasks.**
- **Provide approved METL to staff and company commanders.**

**Figure 3-6. Battalion METL Development Sequence**

3-23.   The battalion commander:
- Analyzes the battalion's assigned mission and identifies specified and implied tasks.
- Analyzes the operational environment, and other external guidance to identify any other tasks.
- Reviews the brigade commander's mission and METL.
- Restates the battalion wartime operational mission.
- Uses the mission-to-collective task matrix found in the ARTEP-MTP to identify the collective tasks that support the battalion's restated mission, and selects those collective tasks that are critical for wartime mission accomplishment. These tasks become the battalion's METL.
- Sequences the METL tasks as they are expected to occur during the execution of the wartime operational mission.

- Back briefs the brigade commander and obtains approval of the battalion METL. The brigade commander selects specific battalion METL tasks as Brigade battle tasks.
- Provides the approved METL to the staff and company commanders.

3-24.   Figure 3-7 illustrates battalion and separate company METL for the BCT METL "Conduct an Attack."

Figure 3-7. METL-Battle Task Crosswalk
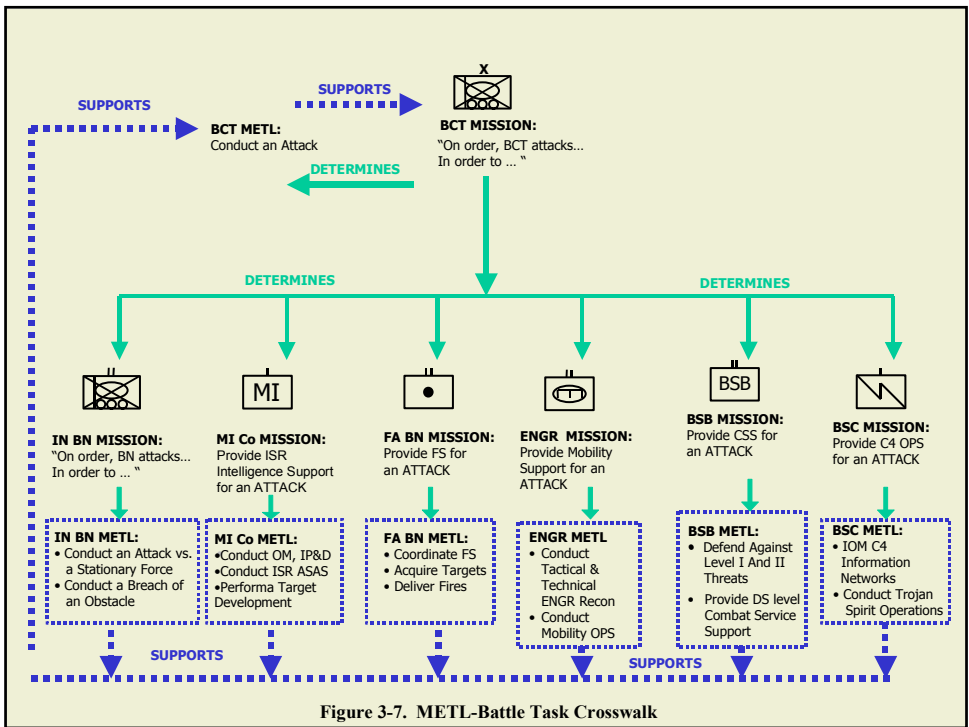
3-25.   The remainder of this chapter will describe and illustrate:
- Company METL development.
- Platoon critical task and drill list development.
- Squad, section, crew, team critical task and drill list development.
- Individual soldier task list development.

COMPANY METL DEVELOPMENT

3-26.   The commander involves the 1SG, all platoon leaders, and key NCOs in the company METL development process. Their participation ensures a better understanding of the company mission and METL, providing them insights that can be applied when they develop platoon critical tasks and platoon-level leader tasks. The company commander follows the METL development sequence shown in figure 3-8.
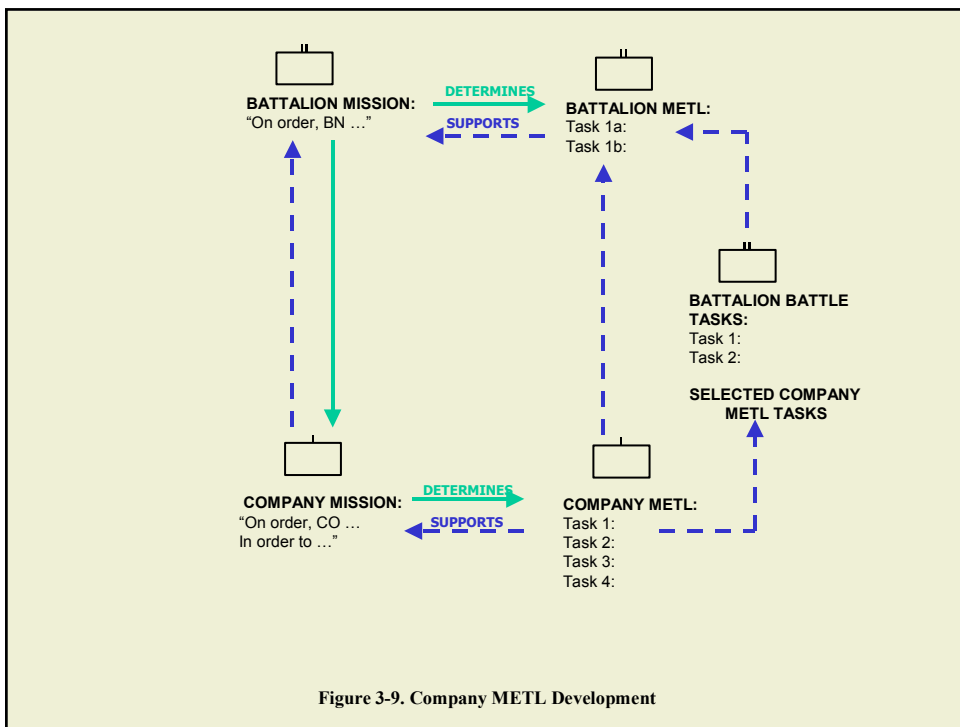
METL DEVELOPMENT SEQUENCE:
• **Analyze company assigned mission, and identify specified and implied tasks.**
• **Analyze operational environment and external guidance.**
• **Review battalion commander's mission & METL.**
• **Restate company operational mission.**
• **Identify collective tasks that support company restated mission. Select tasks critical for mission accomplishment. These tasks become the company's METL.**
• **Sequence METL tasks as they are expected to occur during mission execution.**
• **Back brief battalion commander and obtain approval of company METL. Battalion commander designates selected company METL tasks as Battalion Battle Tasks.**
• **Provide approved METL to platoon leaders and subordinate leaders.**

Figure 3-8. Company METL Development Sequence

3-27.   The company commander:
• Analyzes the company's assigned mission and identifies specified and implied tasks.
• Analyzes the operational environment, and other external guidance to identify any other tasks.
• Reviews the battalion commander's mission and METL.
• Restates the company wartime operational mission.
• Uses the mission-to-collective task matrix found in the ARTEP-MTP to identify the collective tasks that support the company's restated mission, and selects those collective tasks that are critical for wartime mission accomplishment. These tasks become the company's METL.
• Sequences the METL tasks as they are expected to occur during the execution of the wartime operational mission.
• Back briefs the battalion commander and obtains approval of the company METL. The battalion commander selects specific company METL tasks as battalion battle tasks.

- Provides the approved METL to the platoon leaders and other subordinate leaders.

3-28.   The importance of METL development followed by the collective task to individual task crosswalk at company, battery, and troop level and below cannot be over emphasized. Figure 3-9 illustrates the company commander's analysis sequence used during METL development. The company commander pays particular attention to company METL tasks selected by the battalion commander as battalion battle tasks. The company commander must acknowledge the critical importance of achieving and sustaining proficiency on company METL tasks necessary to the battalion accomplishing its wartime operational mission.

Figure 3-9. Company METL Development

Company METL Development Examples

3-29.   An example of METL development for an infantry company is shown in figure 3-10.   It illustrates the supporting relationships of the infantry company mission and METL to the infantry battalion mission and METL.


Figure 3-10. Infantry Company METL Development
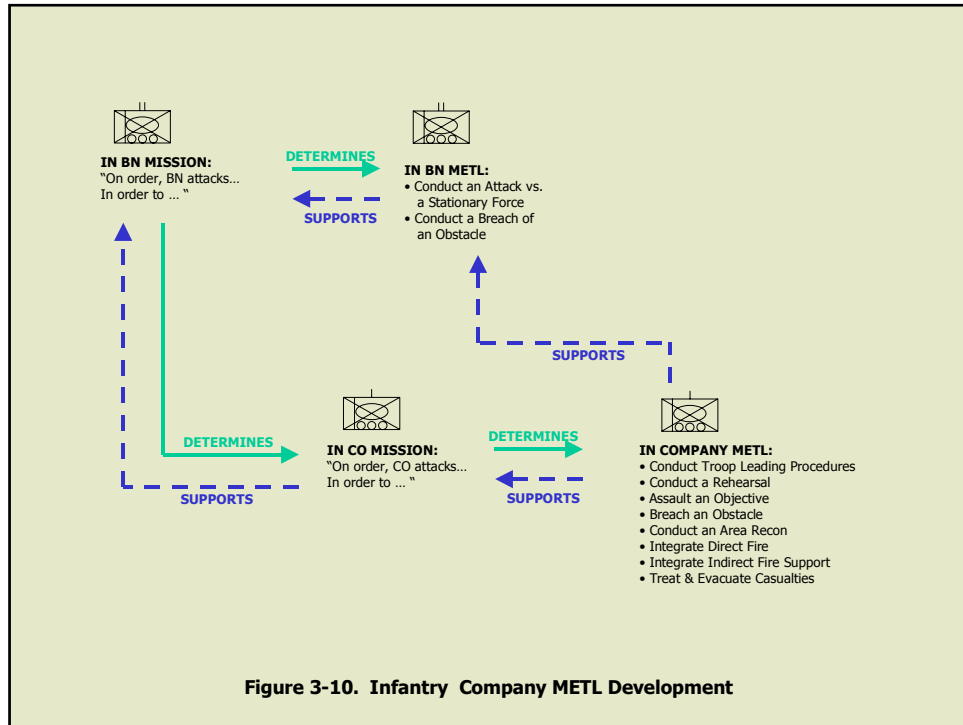
PLATOON CRITICAL TASK AND DRILL LIST DEVELOPMENT

3-31. Platoon and below must perform critical tasks that are essential to company METL accomplishment. The development of the platoon critical tasks and drills list requires discussion between the company commander and platoon leader.

- The company commander and 1SG discuss the company mission and METL with the platoon leader and platoon sergeant (PSG). The platoon leader back briefs the company commander on the platoon mission.

- The platoon leader, with the PSG, using the appropriate ARTEP-MTP, selects platoon critical tasks and drills that support the company METL and platoon mission.

- The platoon leader discusses the proposed platoon critical tasks and drills list with the company commander. The company commander provides feedback on the selected platoon critical tasks and drills list. The company commander approves (modifies as necessary) the platoon critical tasks and drills list.

- The company commander designates platoon-level leader tasks that are essential for the platoon leader to execute platoon critical tasks/drills to standard.

3-32.   Figure 3-13 illustrates company commander, platoon leader, and platoon sergeant actions during selection of platoon critical tasks and drills and platoon-level leader tasks. The platoon leader use the battalion commander approved METL as their start point.

Figure 3-13. Platoon Critical Task and Platoon–Level Leader Task Selection
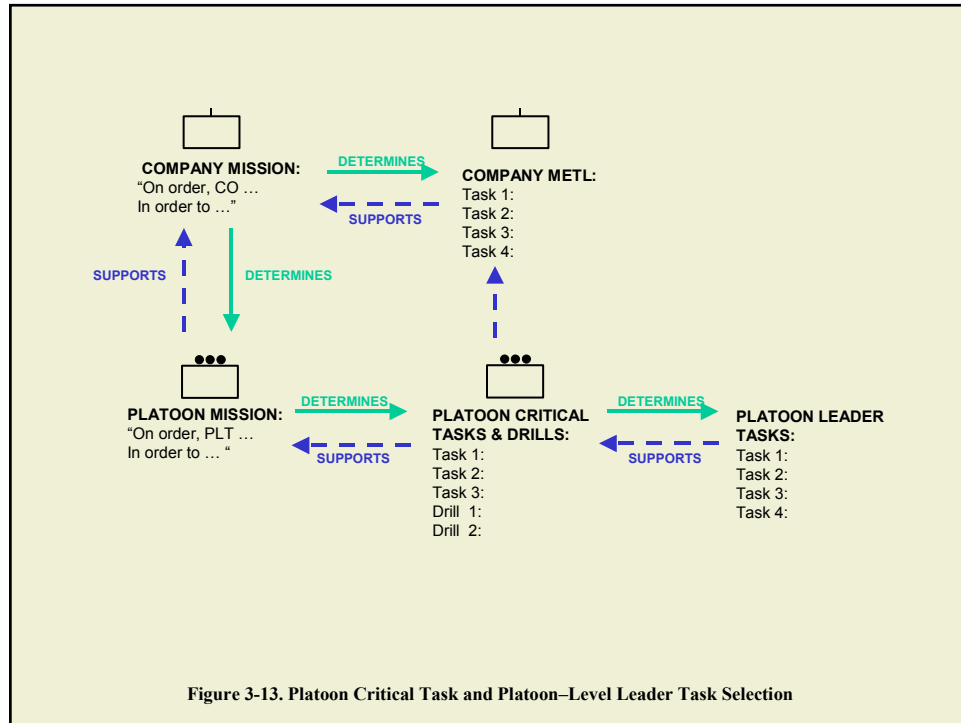
PLATOON CRITICAL TASK AND LEADER TASK DEVELOPMENT EXAMPLES

3-33. An example of platoon critical tasks and platoon-level leader tasks selected for an infantry platoon is shown in figure 3-14. This figure illustrates the relationship of the platoon mission and critical tasks to the company mission and METL. It further shows the supporting relationship of the platoon leader tasks to the platoon critical tasks.

Figure 3-14. Selection of Infantry Platoon Critical Tasks and Platoon-Level Leader Tasks
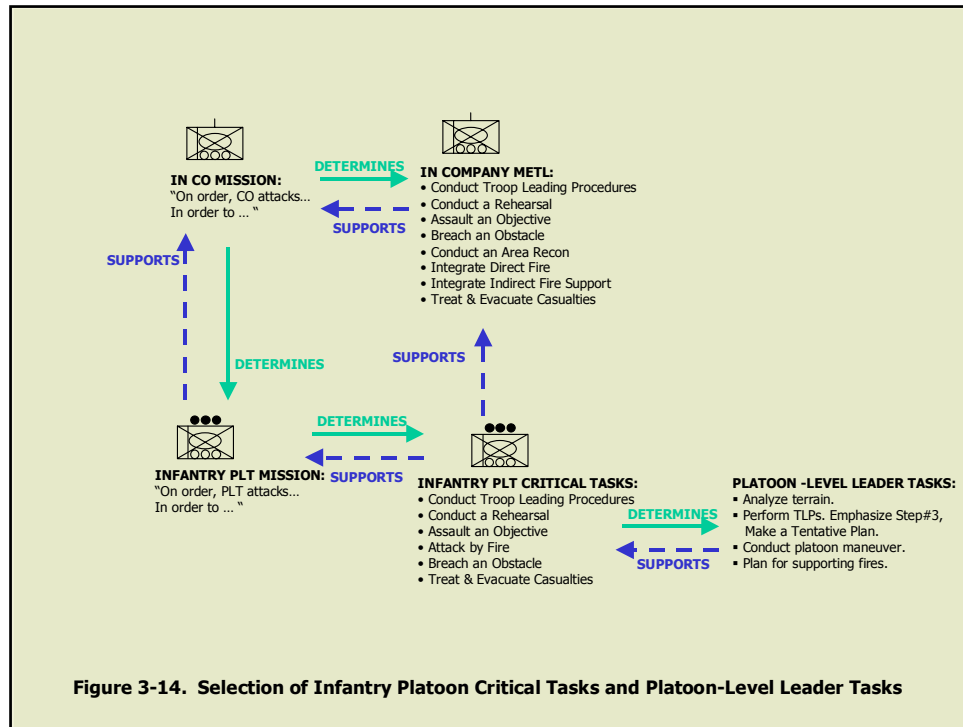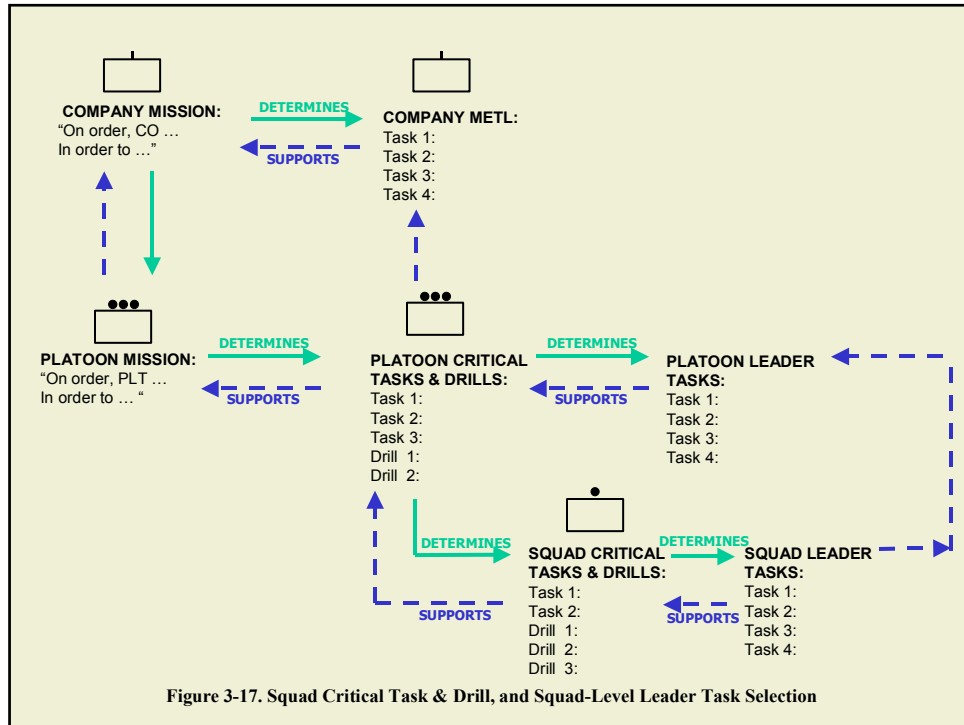
SQUAD, SECTION, CREW, TEAM CRITICAL TASK AND DRILL LIST DEVELOPMENT

3-34. The development of the squad/crew/team critical tasks and drills list, supporting squad-level leader tasks, and supporting individual soldier tasks requires discussion between the platoon leader, PSG and squad leaders.

- The platoon leader briefs the platoon sergeant and squad leaders on the platoon mission, critical tasks and drills list, and platoon level leader tasks.
- The platoon sergeant and squad leaders, using appropriate ARTEP-MTP and drills, discuss and select squad/crew/team collective tasks and drills, and squad-level leader tasks that support the platoon's critical tasks and drills list.
- The PSG and squad leaders back brief the platoon leader on selected supporting squad/crew/team critical tasks and drills, and squad-level leader tasks. The platoon leader approves (modifies as necessary) the proposed squad/crew/team critical tasks and drills list, and squad-level leader tasks.

3-35.   Figure 3-17 depicts platoon leader, platoon sergeant, and squad leader actions during selection of squad critical tasks and drills and squad-level leader tasks. The platoon leader uses the platoon mission and the company commander approved platoon critical tasks and drills list as the start point.

Figure 3-17. Squad Critical Task & Drill, and Squad-Level Leader Task Selection

SQUAD, SECTION, CREW, TEAM CRITICAL TASK AND DRILL LIST DEVELOPMENT EXAMPLES

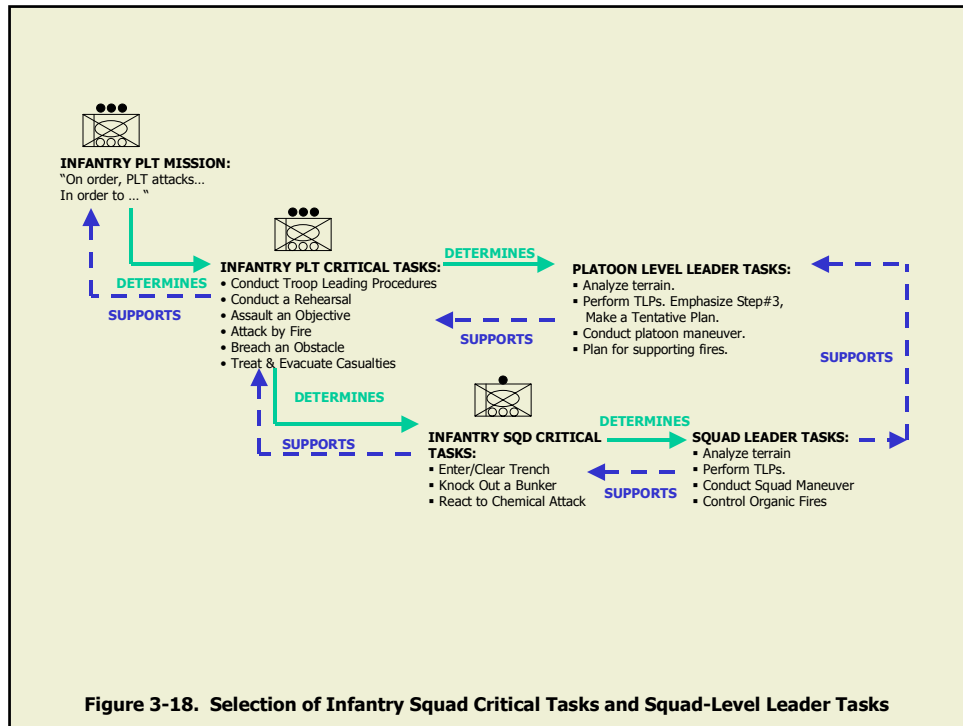3-36.   Figure 3-18 illustrates the process for an infantry squad.

Figure 3-18. Selection of Infantry Squad Critical Tasks and Squad-Level Leader Tasks
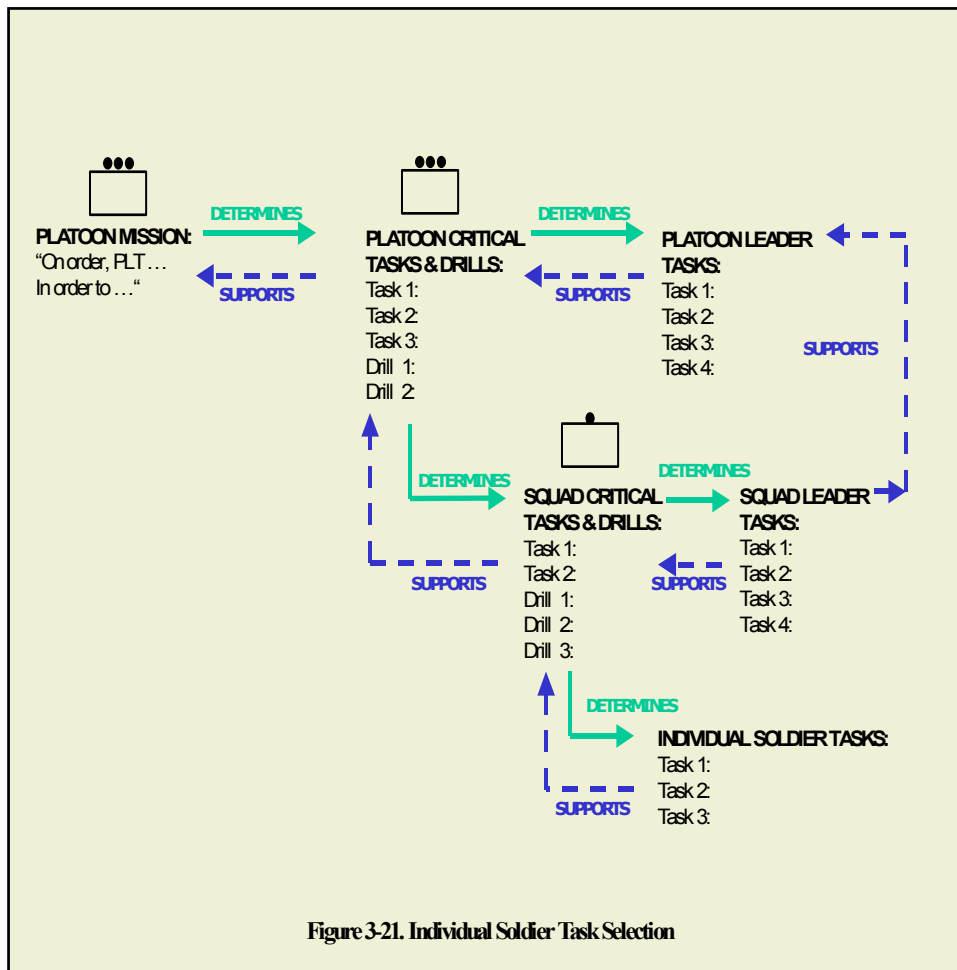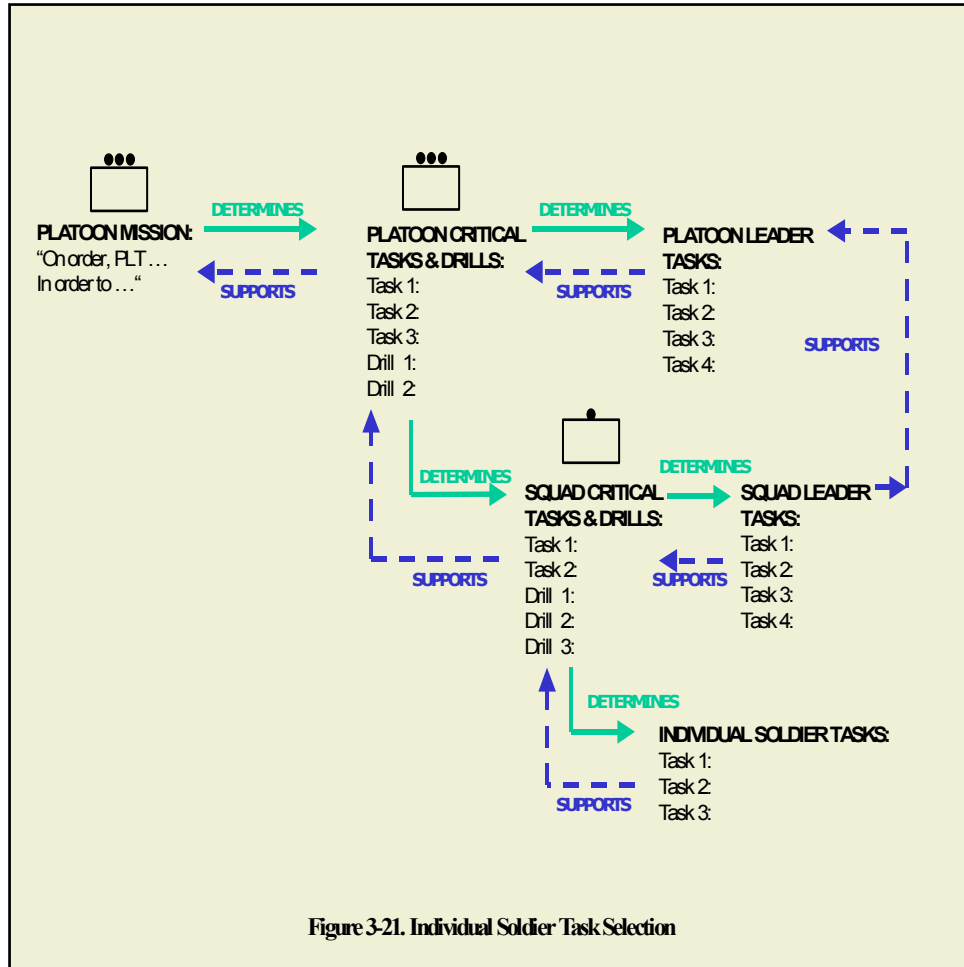
Figure 3-21. Individual Soldier Task Selection

INDIVIDUAL SOLDIER TASK SELECTION

3-37. The development and selection of supporting individual soldier tasks requires discussion between the platoon leader, PSG, and squad leaders.

- Based on the platoon leader's guidance, the PSG and squad leaders, using appropriate ARTEP-MTP and STPs, select individual soldier tasks that support platoon and squad/crew/team critical tasks and drills.
- The PSG provides feedback to the squad leaders on selected individual soldier tasks. The PSG reviews and modifies as necessary supporting individual soldier tasks selected by the squad leaders.
- The platoon leader approves the supporting individual soldier tasks selected by the squad leaders.
- The PSG briefs the company 1SG on the platoon leader's approved squad/crew/team critical collective tasks/drills and supporting individual soldier tasks.

3-38.   Figure 3-21 illustrates the process of selecting individual soldier tasks. This figure shows that individual task proficiency provides the basic building block of collective task proficiency.

Figure 3-21. Individual Soldier Task Selection

INDIVIDUAL SOLDIER TASK SELECTION EXAMPLES

3-39.   Figure 3-22 illustrates the individual soldier task selection process for the soldiers of the infantry squad.

Figure 3-22. Selection of Infantry Individual Soldier Tasks
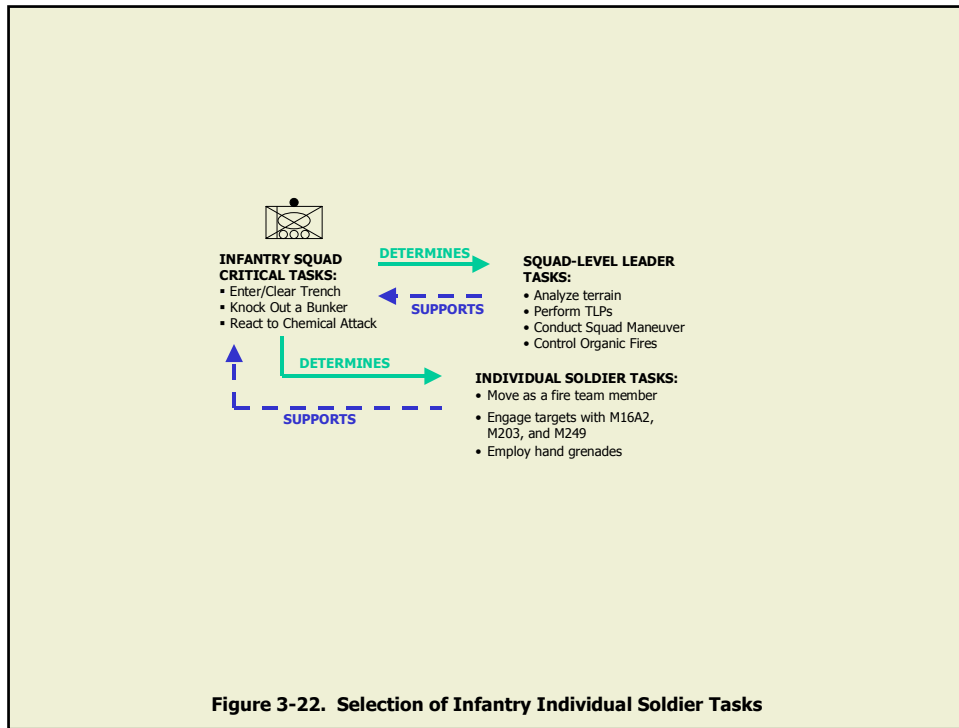
3-40. An example of individual soldier task selection for a FA battery FDC, howitzer section and company FIST is figure 3-23.
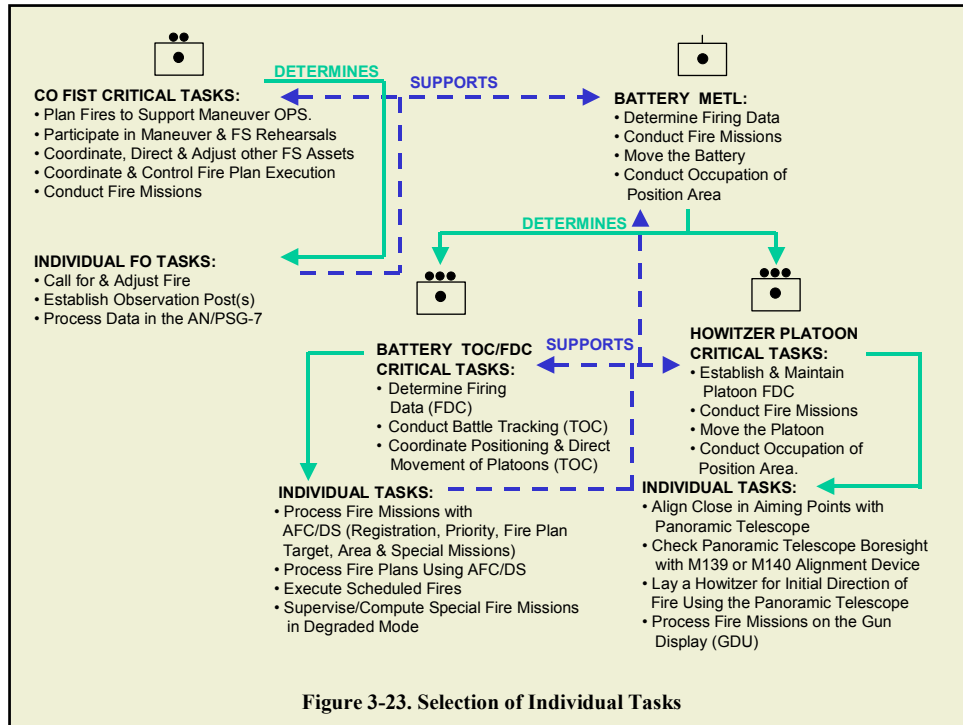
Figure 3-23. Selection of Individual Tasks

3-41. Individual soldier task selection for soldiers of the ambulance squad is shown at figure 3-24.

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DS AMBULANCE SQUAD CRITICAL TASKS:
- Set up unit (section) defense
- Defend against Level I attack
- Operate Ambulance Exchange Points (AXPs)

DETERMINES →

← SUPPORTS

SQUAD-LEVEL LEADER TASKS:
- Conduct a defense by a squad/section
- Reorganize a squad/section following enemy contact while in the defense
- Supervise the establishment of AXPs

DETERMINES →

SUPPORTS

INDIVIDUAL SOLDIER TASKS:
- Engage targets with M16A1/M16A2
- Construct individual fighting position
- Open the airway
- Manage a convulsive and/or seizing patient
- Initiate treatment for hypovolemic shock

Figure 3-24. Selection of Medical Individual Soldier Tasks

BATTLE STAFF METL

3-42.   The battle staff consists of the battalion staff, and attached and direct support CS and CSS elements. Battalion staff and CS and CSS leaders develop mission essential tasks that support the battalion METL. They use the same process as the battalion and company commanders to develop their METL. Battle staff mission essential task lists are reviewed and approved by the battalion executive officer.

3-43.   The battalion commander must ensure the battle staff METL integrates combined arms tasks and functional tasks to enable the battalion to fight as a combined arms team. As additional assets are task-organized, they must be integrated into the battle staff. The process for the development of battle staff METL and associated staff officer tasks for the infantry battalion of the BCT is shown at figure 3-25.

Figure 3-25. Infantry Battalion Battle Staff METL Development
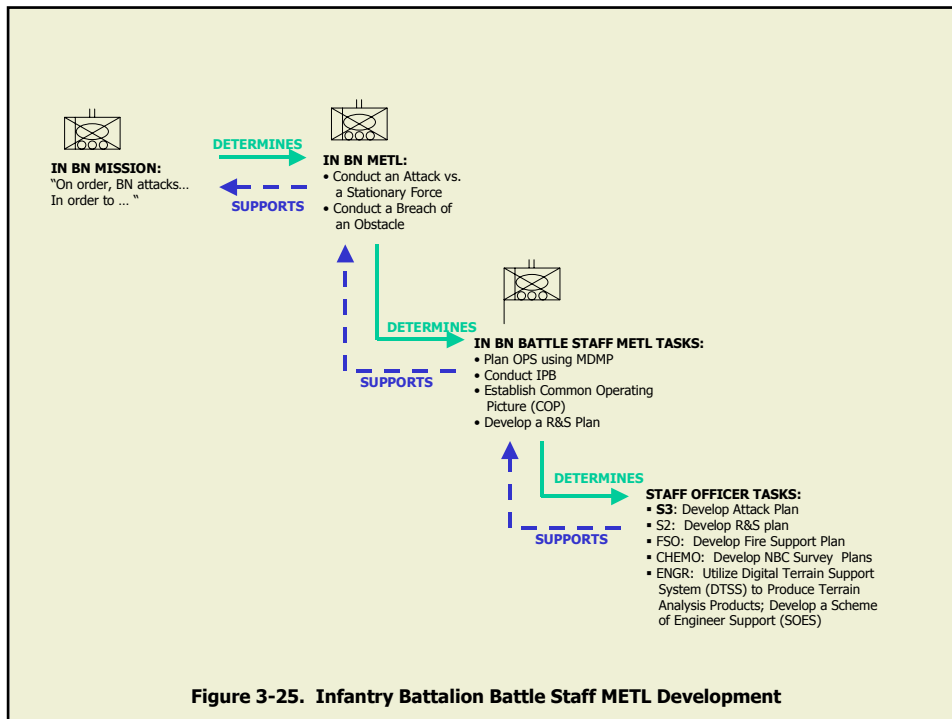
TRAINING OBJECTIVES

3-44.   After mission essential tasks are selected, the commander develops each METL task statement into a complete statement of required unit performance for mission success. Doing so establishes the training objective for each METL task, consisting of:

- Task.   A clearly defined and measurable activity accomplished by organizations and individuals.
- Condition(s). The circumstances and environment in which a task is to be performed.
- Standard. The minimum acceptable proficiency required in the performance of a particular training task.

Each time a METL task is selected as a training objective, the task and standards remain the same for different training events. However, conditions may be varied for different training events to match the skill level of the training audience at that time.

Task

3-45.   After identifying battalion and company METLs, supporting platoon and squad collective tasks, and supporting leader and soldier tasks, leaders establish the conditions and standard for each task using the applicable ARTEP-MTP, and STP.

Condition

3-46.   Commanders modify conditions to fit the training environment and their assessment of the units' level of proficiency. By following a crawl-walk-run approach to training, commanders may decide to modify conditions to increase the level of difficulty under which a task is performed.   This technique is particularly useful when moving from crawl to walk and eventually to run level training on a specific task. The goal is to create a realistic and demanding training environment with the resources available.

3-47.   To modify a condition statement, the commander takes the following steps:

- Read the existing ARTEP-MTP or STP statement. (It is deliberately general because a more specific conditions statement may not apply to all units.)
- Read the applicable references with suggested support requirements and identify the resources needed to train the task.
- Consider the local situation--ammunition available, Opposition Force (OPFOR), time, terrain, ranges, TADSS, and weather conditions.
- Prepare a revised condition statement. Conditions established should be realistic and practical.

3-48.   The condition statement will include comments on one or more of the following:

- Status and capability of threat forces.

- Equipment, material, tools, or other resources allocated for use in performing the task.
- References, checklists, and other memory aids for use during actual task performance.
- Physical or environmental conditions; for example, darkness, dense tropical forests, cold weather, or NBC conditions.
- Assistance available during performance of the task.
- Time allocated for task performance.
- Restrictions or limitations.

Standard

3-49.   The standard for most tasks is found in applicable ARTEP-MTP and STP. The standard for task performance is the Army standard. For tasks without published training objectives, commanders establish task, condition, and standards using mission orders and guidance, lessons learned from similar exercises or operations, and their professional judgment. The commander who approves these specific tasks, conditions, and standards also approves the unit's METL.   Commanders may use the following documents to help develop appropriate tasks, conditions, and standards:

- ARTEP-MTP.
- STP
- DA Pamphlet 350-38.
- Deployment or mobilization plans.
- AUTL
- UJTL.
- Army, MACOM, and local regulations.
- Local standing operating procedures (SOP).
- FM.
- Equipment TM and TC.

3-50.   The following training objectives are examples for BCT through soldier level that support the BCT METL task of "Conduct an Attack", Figure 3-31. Figures 3-32 through 3-36 cover the training objectives for an infantry battalion, down to the soldier level, that supports the BCT METL of "Conduct and Attack."

MISSION ESSENTIAL TASK: Knock Out a Bunker

CONDITIONS: The squad is conducting operations as part of a larger force and has received an operations order (OPORD) or fragmentary order (FRAGO) to knock out a bunker at a specified location. All necessary personnel and equipment are available. The squad has communications with higher, adjacent, and subordinate elements. The squad has been provided guidance on the rules of engagement (ROE) and/or rules of interaction (ROI). Coalition forces and noncombatants may be present in the operational environment.

STANDARD: The squad knocks out the bunker in accordance with (IAW) tactical standing operating procedures (TSOP), the order and/or commander's guidance. The squad destroys the designated bunker by killing, capturing or forcing the withdrawal of the enemy. The squad complies with ROE and/or ROI.

Figure 3-35. Example of Training Objective for an Infantry Squad Battle Task

MISSION ESSENTIAL TASK: **Assault an Objective**

CONDITIONS: **The platoon is conducting operations as part of a larger force and has received an operation order (OPORD) or fragmentary order (FRAGO) to assault an objective. The company has been provided guidance on the ROE. Coalition forces and noncombatants may be present in the operational environment.**

STANDARD: **The Platoon moves tactically to assault, support, or breach positions using the appropriate formation and technique. The Platoon assaults the objective and destroys, captures, or forces the enemy to withdraw. The Platoon complies with the ROE.**

Figure 3-34. Example of Training Objective for an Infantry Platoon Battle Task

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MISSION ESSENTIAL TASK: **Engage Targets with an M203 Grenade Launcher**

CONDITIONS: **In a field or garrison environment, given a zeroed M203 grenade Launcher mounted on an M16A1 or M16A2 rifle, enemy targets located at engageable ranges, and sufficient ammunition.**

STANDARD: **Enemy targets are destroyed or disabled without causing injury or death to friendly personnel.**

Figure 3-36. Example of Training Objective for an Infantry Individual Soldier Task

3-51. Figures 3-37 through 3-41 cover the training objectives for a brigade support battalion and its brigade support medical company, down to the soldier level, that support the BCT METL task of "Conduct an Attack."

MISSION ESSENTIAL TASK:	**Provide DS level Combat Service Support (Manage Distribution Systems)**
CONDITIONS:	**The BSB HQ has analog and digital communication with higher and lower HQs. The higher HQ OPORD with all annexes, status reports, maps, overlays, and other required documents are continuously updated using BFACS, MC4, logistics and combat health support STAMIS, and movement tracking devices. Unit higher and lower TSOPs are available. Logistics and CHS requirements are generated by the brigade and attached units. Sustainment controls have been established by the brigade service support order. The Distribution Management Center (DMC) provides the brigade with total assets and in transit visibility (TAV/ITV) of: commodities, movements, units within, units assigned, or units inbound or outbound from the battlespace. The DMC conducts reach operations using digital communications to program and obtain sustainment resources from worldwide sources. The DMC integrates regionally available contracted, host nation or third country resources into the brigade distribution system. The DMC has authority to direct, redirect, cross-level or mass logistics and combat health support (CHS) resources at critical points within brigade battlespace.**
STANDARD:	**The DMC is managed with TAV/ITV of all commodities, movements and units within, assigned, inbound or outbound to the brigade area of responsibility IAW command directives.**

Figure 3-37. Example of Training Objective for a Brigade Support Battalion, BCT Mission Essential Task

MISSION ESSENTIAL TASK: Perform Combat Health Support Opns

CONDITIONS: Unit is receiving and evacuating patient(s). The unit is providing CHS from its established field or MOUT location in support of BCT tactical operations. AXPs may be established. Module(s) for Reconstitution or reinforcement may be provided to forward Supported elements. The unit is equipped with components of ABCS system and MC4. In addition, the unit uses analog Communications or messengers, as required. TSOP and required Publications are available. This task is performed under all Environmental conditions. The unit may be subject to attack by Threat forces, include air, ground, NBC, or DE attack.

STANDARD: Unit CHS is provided IAW the TSOP

Figure 3-38. Example of Training Objective for a Bde Support Medical Company Mission Essential Task

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MISSION ESSENTIAL TASK: Provide Ground Ambulance Evacuation Support

CONDITIONS: Battalion aid station or supported units have requested ground ambulance support. Ambulance support may be pre-positioned with the supported unit or dispatched from the unit area. Ambulance personnel are briefed on location and directions to location of supported unit casualties. Casualties located in supported units may be contaminated and require initial medical treatment. Authorized medical supplies and equipment are in the ambulance. AXPs may be used. Ambulance modules may be deployed forward for reconstitution or reinforcement of supported Battalion aid station. The unit is equipped with components of the ABCS system and MC4. In addition, the unit uses analog communications or messengers, as required. This task is performed under all environmental conditions. The unit may be subject to attack by threat forces, include air, ground, NBC, or DE attack.

STANDARD: Patient(s) are evacuated IAW FM 8-10-4, FM 8-10-6 and the TSOP.

Figure 3-39. Example of Training Objective for an Ambulance Platoon Battle Task

MISSION ESSENTIAL TASK:	Ambulance Squad Operates Ambulance Exchange Point(s) (AXPs)
CONDITIONS:	Ambulance Exchange Points will be employed to reduce the time required for casualty evacuation from the BAS or supported unit. Ambulance personnel in the supporting and supported unit are briefed on the location of the AXP(s) and primary and alternate routes to the AXP. Authorized medical supplies and equipment are in the ambulance. Ambulance modules are deployed forward for reconstitution or reinforcement of supported BAS. The unit is equipped with components of the ABCS system and MC4. In addition, the unit uses analog communications or messengers, as required. This task is performed under all environmental conditions.
STANDARD:	Patients are exchanged from one ground evacuation platform to another IAW FM 8-10-4, FM 8-10-6 and the TSOP.

Figure 3-40. Example of Training Objective for an Ambulance Squad Battle Task

MISSION ESSENTIAL TASK:	Open the Airway
CONDITIONS:	You are evaluating a casualty who is not breathing. You are not in an NBC environment
STANDARD:	Complete all of the steps required to open the casualty's airway Without causing unnecessary injury.

Figure 3-41. Example of Training Objective for Individual Soldier Battle Task

3-52.   The METL, with supporting soldier, leader, and unit collective tasks, provides the foundation for the training plan. The battalion and company commanders in concert with the CSM, first sergeants, and subordinate leaders are now ready to plan the unit training.

CHAPTER 4

Planning

*Training in all its phases must be intensive . . . It must
be intelligently directed so that every individual [soldier] including the
last private in the ranks, can understand the reasons for the exertions
he is called upon to make.*

General Dwight D. Eisenhower
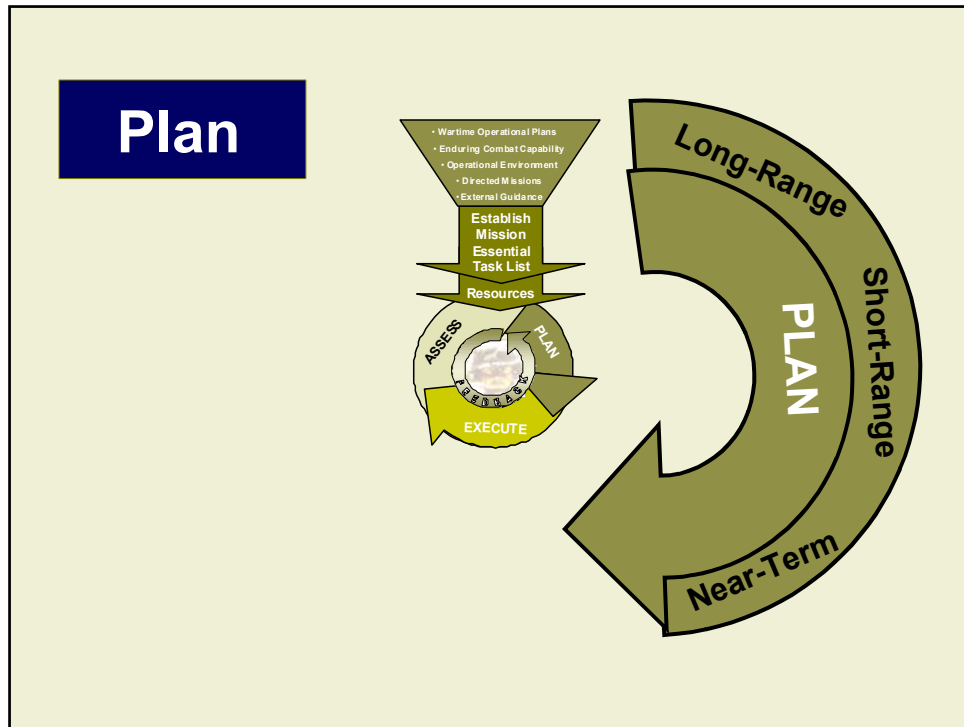
4-1.   Training excellence requires mastery of our doctrine by all leaders in the chain of command. Allow subordinates the freedom to develop their training programs in concert with their approved METL. Training meetings and training schedule lock-ins must work if we want to attain excellence in training. Establish discipline in the training management process and lock in our training calendars in accordance with established doctrine.

4-2.   Division and brigade level commanders establish direction and focus for training. They allocate resources, ensure stability and predictability, and protect training from interference, and discipline the training planning process. Division and brigade commanders ensure ARTEP-MPT and STP standards are met during training; if they are not, they ensure retraining is conducted until the tasks are performed to standard. They fence resources and shield prime time training from un-programmed, last minute, non-mission related tasks. They reduce compliance-training requirements in their command training guidance, and establish policies to enable exceptions from conducting compliance training to enable subordinates to focus on METL proficiency. Division and brigade commanders ensure all subordinate leaders discipline the training management process.

4-3.   Excellence in training requires excellence in both training management and training execution—but you cannot achieve excellence in training execution without excellence in training management.

TRAINING PLANNING PROCESS

4-4.   This chapter describes the training planning process of the Army training management cycle and illustrates how leaders plan training. This process links the unit METL with execution of battle focused training by emphasizing the connection of the unit's METL assessment with battle focused training execution. Figure 4-1 depicts the training planning process used to develop battle-focused training programs.
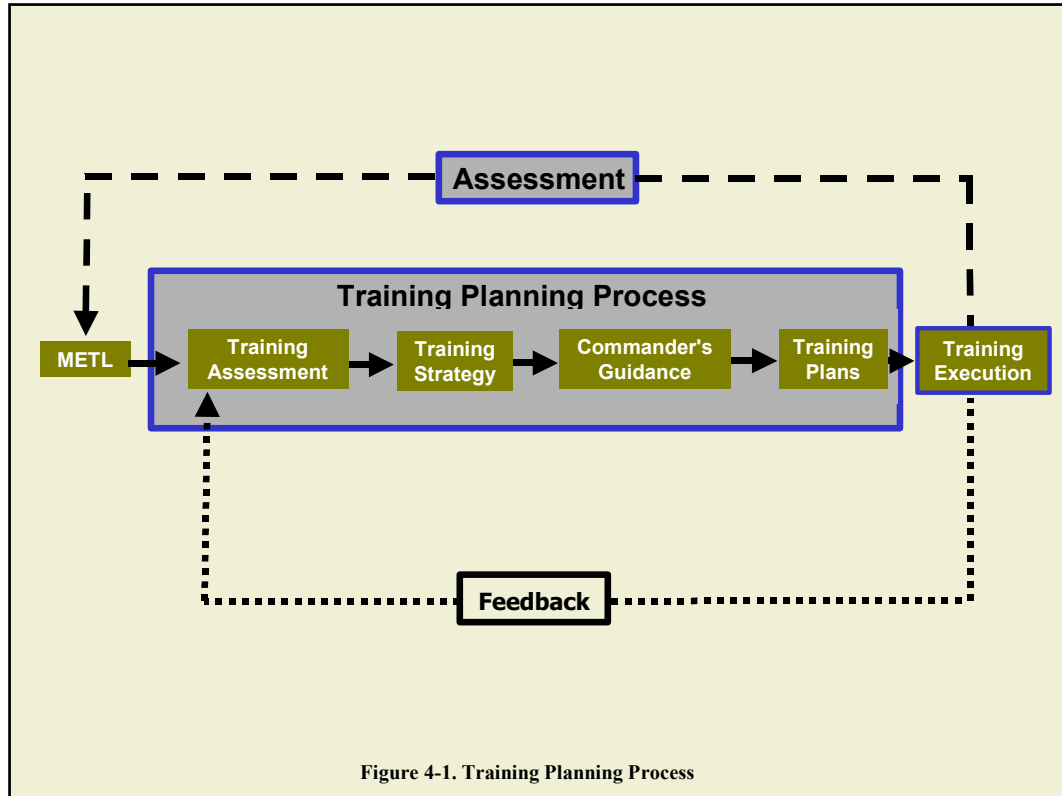

Figure 4-1. Training Planning Process

4-5.   The training planning process is the same for long-range, short-range and near-term training planning. Commanders, at all echelons, AC and RC, MTOE, and TDA assess training, provide guidance, and publish training plans. What differs is the complexity of assessment, scope, scale, and form of the command guidance, and associated future planning horizons between command echelons in AC and RC organizations and units. These differences are by deliberate design and intended to simplify the common training challenge at all echelons--to maintain warfighting readiness. Organizations and units achieve warfighting readiness when commanders ensure training is executed to the Army standard under realistic conditions. Maintaining warfighting readiness requires senior commanders to give subordinate commanders adequate time to plan, prepare, and execute training to standard. Senior commanders support execution of training to standard when they--

- Enforce and discipline the training management process.
- Emphasize comprehensive organizational and unit aggregate assessments.

- Develop training strategies that integrate combat, CS, and CSS unit training plans in the form of combined arms multiechelon training.
- Align training priorities and allocate available training resources with operational METL training requirements.
- Protect subordinate units from changes once training schedules are published.

4-6.   Commanders use the risk management process integrated within the training planning process to enable tough, realistic training. Commanders identify training shortfalls that may create a risk hazard, and other training hazards to conduct training and establish controls to eliminate those hazards.   Risk management is as integral to the operations process as it is to the training planning process. Commanders identify enemy capabilities and other hazards that may prevent successful completion of the mission, and identify actions to reduce or mitigate those capabilities and hazards.   In both training and operations, risk management is a continuous process.

TRAINING ASSESSMENT
4-7.   A training assessment begins the training planning process – whether developing long-range training plans, short-range plans, or near-term training schedules. Commanders assess their unit's ability to execute mission essential tasks based on personal observations, training evaluation results, and input from subordinates.   For battle tasks that support their METL, commanders collect performance assessments from responsible subordinates, key staff members, and NCO leaders. Additionally, commanders analyze all available evaluations of task proficiency from recent training events.   Commanders use these evaluations, personal observations, and other feedback (like CTC take home packages) to arrive at an overall assessment of the unit's ability to perform each METL task. Results of the commander's assessment represent training requirements – task on which performance needs improvement and other tasks where performance needs to be sustained.

4-8.   Assessment links the evaluation of training that has been executed to the planning of upcoming training. The commander develops a strategy to improve proficiency on specific weaknesses and plans sustainment training on demonstrated strengths. Figure 4-2 highlights that the training planning process starts with the commander's training assessment.
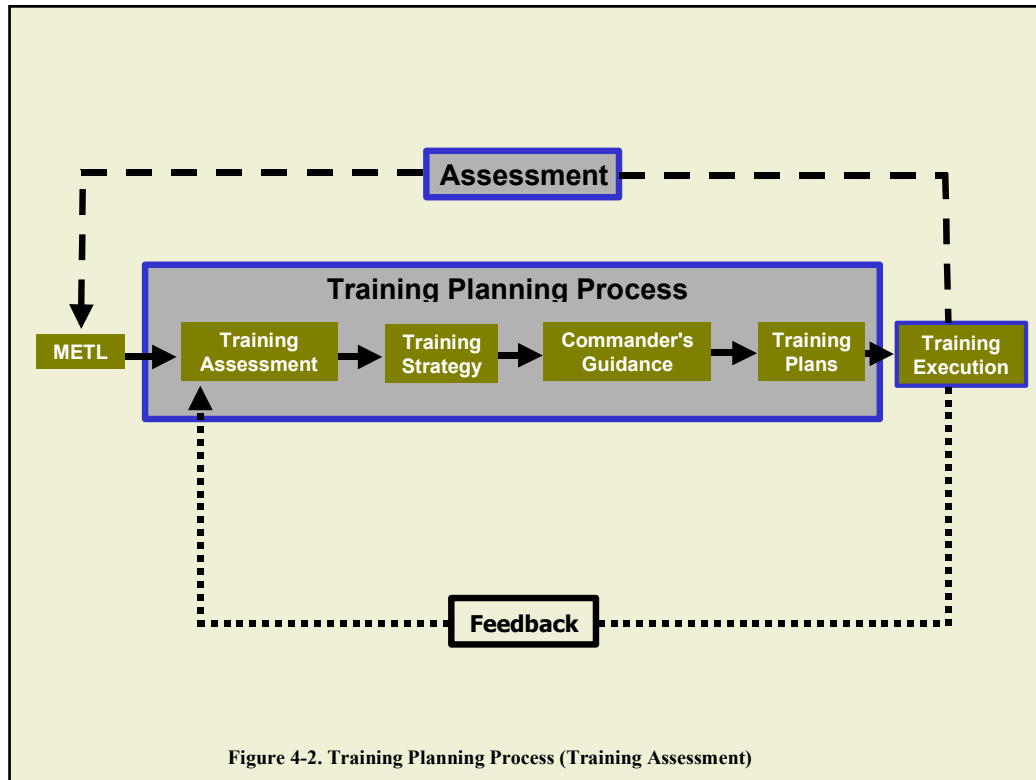

Figure 4-2. Training Planning Process (Training Assessment)

4-9.   A risk assessment parallels the training assessment. It identifies training proficiency shortfalls that could create a hazard and prevent achievement of the training objectives. Hazard controls, in the form of education and training, physical safety measures, and avoidance, are then established to enhance safety and promote realism.

Assessments by Commanders of Battalions, Brigades, and Above
4-10.   Commanders of battalions, brigades, and above rely on their own firsthand observations as well as evaluation input and feedback from --
   * Subordinate commanders on current proficiency of supporting battle tasks.
   * Coordinating, special and personal staff officers on current proficiency of supporting staff battle tasks.
   * NCO leaders on current proficiency of supporting critical individual, crew, and small team tasks.
   * All leaders on current leader proficiency on critical leader tasks.
   * ARTEP-MTP external evaluations (EXEVAL), CTC rotation take home packages, annual training reports, operational and readiness deployment

exercise after action reports, Expert Infantry Badge (EIB), Expert Field Medic Badge (EFMB), field training exercise (FTX) evaluations, et al.

- Organizational Inspection Program (OIP) trends, and other reports such as monthly unit status reports (USR), etc.
- Subordinate commander risk assessment of training shortfalls that could create a hazard.

Company, Battery, and Troop Commanders Assessment.

4-11. Company, battery, and troop commanders likewise rely on their own firsthand observations as well as evaluation input and feedback from --

- Subordinate leaders on current proficiency of supporting critical collective tasks.
- 1SG, PSGs, and other key NCOs of current proficiency on supporting critical section, squad, crew, and individual soldier proficiency.
- All leaders on current leader proficiency on critical leader tasks.
- EXEVAL and CTC Rotation take home packages, annual training reports, operational and readiness deployment exercise after action reports, results and trends from higher headquarters' OIP, and other reports such as monthly USR, etc.
- Subordinate leaders knowledge of risk management principles and potential training hazards.

Noncommissioned Officers.

4-12. NCOs may use a leader book and battle rosters to record section, squad, crew, and soldier tasks evaluations.

- **Leader books** are a tool for the NCO to maintain up-to-date, easy-to-reference information on soldiers, training status, maintenance status, and equipment accountability. The books are used for recording and tracking soldier proficiency on mission-oriented tasks. The exact composition of leader books varies depending on the mission and type of unit. Leader books are used to:

  - Track and evaluate soldiers' training status and proficiency on essential soldier tasks.

  - Provide feedback to the chain of command on the training proficiency of the squad or crew.

  - Conduct soldier performance counseling.

- **Battle rosters** are maintained at battalion level and below to track key training information on selected mission essential systems. The exact composition of battle rosters varies depending on the mission and type of unit. Battle rosters are used to:

  - Track such pertinent training data as crew stability, manning levels, and qualification status.

  - Track training and qualification status of back-up operators or crew members assigned in other positions in the organization.

- Track key training information on selected weapon and support systems, such as tanks, howitzers, automated command and control systems, forklifts, etc.

Assessment Ratings.

4-13. The commander's training assessment is required for each METL task. Task proficiency is rated as either:

- "T" (*trained*): The unit is trained and has demonstrated proficiency in accomplishing the task to the Army standard. The leader judges task performance to be free of significant shortcomings. Training on "T" tasks is designed sustain proficiency.
- "P" (*needs practice*): The unit can perform the task with some shortcomings. Performance has demonstrated that the unit does not achieve the standard without some difficulty or has failed to perform some task steps to standard. The shortcomings are not severe enough to require complete retraining. Only refresher training is required.
- "U" (*untrained*): The unit cannot demonstrate an ability to achieve wartime proficiency. The leader prepares a comprehensive plan to train all supporting tasks not executed to standard. Unless the task is a new METL task, a rating of "U" indicates a serious training deficiency and reflects on the unit's wartime readiness posture.

4-14. Evaluation ratings are given for task proficiency and should not be confused with leader assessments. Evaluation ratings are ratings assigned directly to task proficiency

SUMMARY

4-14.   The training planning process links the unit METL with the execution of battle focused training. Planning for training is a continuous, integrated process done in parallel at all organizational levels for long-range, short-range, and near-term planning. The planning process culminates with the publication of training schedules and leads to training execution.

Chapter 5

Execution

In no other profession are the penalties for employing untrained personnel so appalling or so irrevocable as in the military.

General Douglas MacArthur
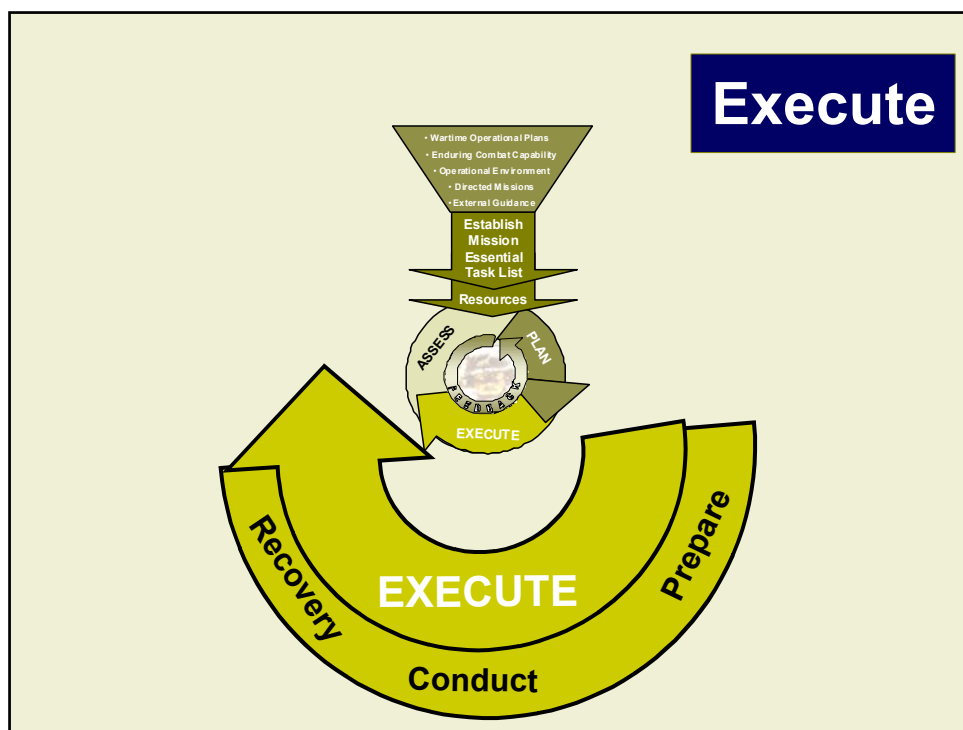
5-1.   Leaders must ensure their units train, as they will fight. Training for warfighting is not for the faint of heart and is a responsibility shared by all leaders in the Force—Active, Guard and Reserve; Operational and Institutional. Every leader shares the responsibility of imbuing our Soldiers and units with a warfighter's tenacity for victory in battle.

5-2.   Training for decisive warfighting means focusing our training events to achieve realistic, doctrinally sound, and performance-oriented training outcomes that closely approximate the stress and rigors of combat. Training for battle must be rigorous, mission-focused, METL-based, and conducted to realistic METT-T wartime conditions and standards.

5-3.   Competence in units is built on the mastery of fundamentals, steeled by a warrior ethos honed by rehearsed precision. Plan and execute training events with this in mind-train hard-fight easy.

SECTION I: TRAINING EXECUTION

5-4.   All good training, regardless of the specific collective, leader, or individual soldier tasks being executed, must comply with certain common requirements. These include adequate preparation, effective presentation and practice, and evaluation. (Evaluation is discussed in Chapter 6.) The execution of training includes preparation for training, conduct of training, and recovery from training (figure 5-1). These components are applicable at all echelons, from a high level staff participating in a joint training exercise to a first-line leader's individual training of the team. Training execution is the same for both AC and RC.

Recovery from Training:
- Conduct after operations maintenance checks & services
- Equipment accountability
- Turn in support items
- Close out training sites
- Conduct After Action Reviews
- Individual soldier recovery
- Conduct final inspections
- Conduct Risk Management Assessment and Review

Conduct of Training:
- Conduct Pre-Combat Checks
- Conduct Risk Assessment
- Execute Training
- Conduct After Action Review
- Retrain at First Opportunity

Preparation for Training:
- Select Tasks
- Plan the Training
- Train the Trainers
- Recon the Site
- Conduct Risk Assessment
- Issue Training Plan
- Rehearse
- Conduct Pre-Execution Checks

Figure 5-1. Training Execution

5-5.   Commanders and NCO leaders use the training execution phases to train unit, staff, and individual soldiers to standard.

The Role Of Commanders

5-6.   Training planning is centralized to align training priorities at all levels of an organization. Training execution is decentralized. Decentralization tailors training execution to available resources and promotes bottom-up communication of mission related strengths and weaknesses of each individual soldier, leader, and unit.

5-7.   Commanders must personally observe and evaluate training execution to the maximum extent possible. Through personal observation, and participation in training, commanders communicate to subordinates units and leaders the importance of training. Commanders are the training managers for their commands and evaluate how leaders and soldiers perform. Based upon their

evaluations, commanders provide feedback to the chain of command, to the trainers, and to those being trained. More importantly, commanders conduct a realistic and accurate assessment of unit training based upon personal observation and feedback from unit leaders and soldiers. Personal observation allows commanders to--

- Observe and evaluate the quality of training at all echelons down to the lowest levels of the organization.
- Receive feedback from subordinate leaders and soldiers during training visits.
- Identify and resolve problems in training planning, leadership, management, support, and other functions.
- Check the adequacy of external training support and require prompt and effective corrective action.
- Maintain awareness of key risk management actions throughout the course of training execution.

The Role Of Noncommissioned Officers

5-8.   CSM/1SG and key NCOs select and train specific individual soldier tasks that support the units' collective mission essential tasks. NCOs are responsible for--

- Individual soldier, crew, and small team training.
- Standards-based, performance-oriented training.
- Cross training to ensure critical wartime skills within the unit.
- Explaining how individual soldier task training relates to the unit's collective mission essential tasks.
- Planning, preparing, rehearsing, and executing training, conducting after action reviews, and providing bottom-up feedback.
- Status of ongoing risk management actions that support individual, crew, and small team training.

Sergeants Time Training (STT)

5-9.   STT is standards-based, performance-oriented, battle focused training. Commanders emphasize individual soldier training in support of collective METL training by allocating dedicated training time for NCO's using STT. STT recognizes the NCO's primary role in conducting individual, crew, and small team training. STT requires dedicated time on the training schedule and must be planned, resourced, rehearsed, and executed with no external distracters.

5-10. STT develops junior leaders and builds cohesive teams. NCOs select specific individual, crew, and small team tasks that support the unit's METL based on their training assessment and platoon leader guidance. Once these tasks are approved, they plan, prepare, rehearse, and execute the training. Training to standard, not to time is paramount. Commanders approved the selected tasks, provide the resources, allocate time to prepare, and monitor the training. CSMs/1SGs supervise the training and coach, teach, and mentor junior NCOs.

Crawl-Walk-Run Training

5-11. Ideally, training is executed using the crawl-walk-run approach. This allows and promotes an objective, standards-based approach to training. Training starts at the basic level. Crawl events are relatively simple to conduct and require minimum support from the unit. After the crawl stage, training becomes incrementally more difficult as the training progresses through the walk stage, requiring more resources from the unit and home station, and increasing the level of realism. At the run stage, the level of difficulty for the training event intensifies. Run stage training requires optimum resources and ideally approaches the level of realism expected in combat. Progression from the walk to the run stage for a particular task may occur during a one-day training exercise or may require a succession of training periods. C-W-R training provides repetition to ensure soldiers are proficient at the task. Achievement of the Army standard determines progression between stages.

5-12. In crawl-walk-run training, the task and the standard remain the same; however, the conditions may vary. Commanders change the conditions by increasing—

- The difficulty of the conditions under which the task is being performed.
- The tempo of the task being trained.
- The number of tasks being trained.
- The number of personnel involved in the training.

5-13.   All leaders and soldiers need to understand the stage they are currently training and understand the Army standard. Figure 5-2 summarizes key aspects of crawl-walk-run training.

CRAWL	WALK	RUN
Soldiers • Train each task step. • Train task steps in sequence • Train complete task until done correctly	**Soldiers** • Train to training objective standard • Train with more realism • Learn transfer skills which link other tasks. • Work as crews or small units	**Soldiers** • Train collectively to achieve and sustain proficiency • Train under conditions simulating actual combat • Develop effective team relationships
Leaders/Trainer • Talk through and demonstrate each task • Supervise step-by-step practice • Coach frequently • Control the environment	**Leaders/Trainer** • Walk through task using more realism. • Increase complexity • Demonstrate authorized field expedients • Participate as leader of crew or small units • Observe, coach, and review	**Leaders/Trainer** • Add realism and complexity • Combine tasks • Review soldier and collective performance • Practice leader tasks • Work with soldiers as a team. • Coach and teach subordinate leaders

Figure 5-2. Crawl-Walk-Run Training

Efficient and Effective Training

5-14.   The commander's understanding of crawl-walk-run training enables the development of a training plan that is *efficient* and *effective*. For example, the unit commander sequences individual and collective training using a mix of virtual (e.g., STX with MILES) and LFXs to execute selected tasks under increasingly demanding conditions.

5-15.   *Efficient* training ensures that training resources are properly used.   This includes the irreplaceable resource of time -- efficiently executed training makes full use of every participant's time. Continuing advances in training technology enhance the commander's ability to hone warfighting skills and are increasingly required to balance constraints to training, such as environmental protection considerations and availability of training areas and ranges.   Similarly, TSS products and services, such as SATS and TADSS, are critical resources o assist the commander in planning, executing, and assessing training.   TSS not only provides a means for initial and sustainment training on warfighting fundamentals, but also provides relatively inexpensive preparation for resource intensive training events.   Although TSS products provide excellent virtual and constructive training supplements, there is no substitute for live training.   TSS products and services are addressed at APPENDIX G.

5-16.   Today's resource constrained training environment and complex training tasks demand the "right mix" of training methods and tools to achieve and sustain unit training readiness. The term "mix" refers to the types and order of L-V-C training used to train from squad to battalion task force and BCT level.

5-17.   Optimizing training and training resources requires a comprehensive plan for the mix of L-V-C training.   Given current and anticipated constraints, optimizing the training mix and annual training event frequency is necessary to sustain proficiency within the "Band of Excellence." Live training is essential for building and sustaining lethal crews/squads, platoons and company teams/batteries and troops. Virtual and constructive training will supplement live walk-stage training in preparation for run-stage training events. Live training "in the dirt" is the best place for battalions and below. Higher echelons may rely on virtual and constructive training to enhance combat readiness.

5-18.   *Effective* training builds proficiency, teamwork, confidence, and cohesiveness.   Effective training is competitive.   Although individuals and organizations may compete against one another, they should always compete to achieve the Army standard. If they do not initially achieve the standard, trainers take corrective actions so that the proper performance level results.

5-19.   Efficient and effective training is well structured.   In the examples that follow, training events and exercises are sequenced to increase individual soldier and leader task proficiency before and during training on collective critical tasks. The example training plans contain a mix of C-W-R training and include a mix of L-V-C training to obtain the maximum training benefit from available resources.

Presentation of Training
5-20.   Trainers execute training using three basic methods of presentation. They are--
- Demonstration (preferred method)
- Conference
- Lecture (least preferred method)

5-21.   These methods may be used in any combination to present training. The trainer's selection of a specific method depends on the complexity of the task(s) and proficiency of the soldiers (or unit) being trained.

5-22.   *Demonstration* is the preferred method of presentation used at company level and below. Demonstrations accelerate the learning process. The impact of a brief visual demonstration showing the correct method of execution of a given task to standard cannot be overstated. Seeing a task performed correctly provides greater understanding than any amount of explanation. Demonstrations stimulate soldier interest by providing realism that other techniques do not offer. Demonstrations –
- Save time by showing soldiers the correct way to perform a task.

- Use the leader as the primary trainer whenever possible.
- Present information in a manner that properly motivates.
- Conclude when soldiers understand the task.

5-23. Trainers conduct demonstrations with very simple, basic tools such as map boards, dry-erase boards, and sand tables, or with more advanced tools such as simulations and simulators. The sand tables and terrain models can be used to conduct rock drills to demonstrate tasks before and after executing them on the ground during squad and platoon training. Sand tables and terrain models can also be used during STX and LFX rehearsals and AARs. Some basic guidance for effective use of sand tables, terrain models, and rock drills includes--
- Keep the model simple. Cardboard cutouts, pieces of wood, stones or rocks may represent equipment and units.
- Keep the training informal. Soldier participation is essential because soldiers learn from one another.
- The trainer presents information that soldiers and leaders need to perform the task. Trainers check for soldier understanding by asking questions. The task is explained again, as required, until all soldiers understand the task.
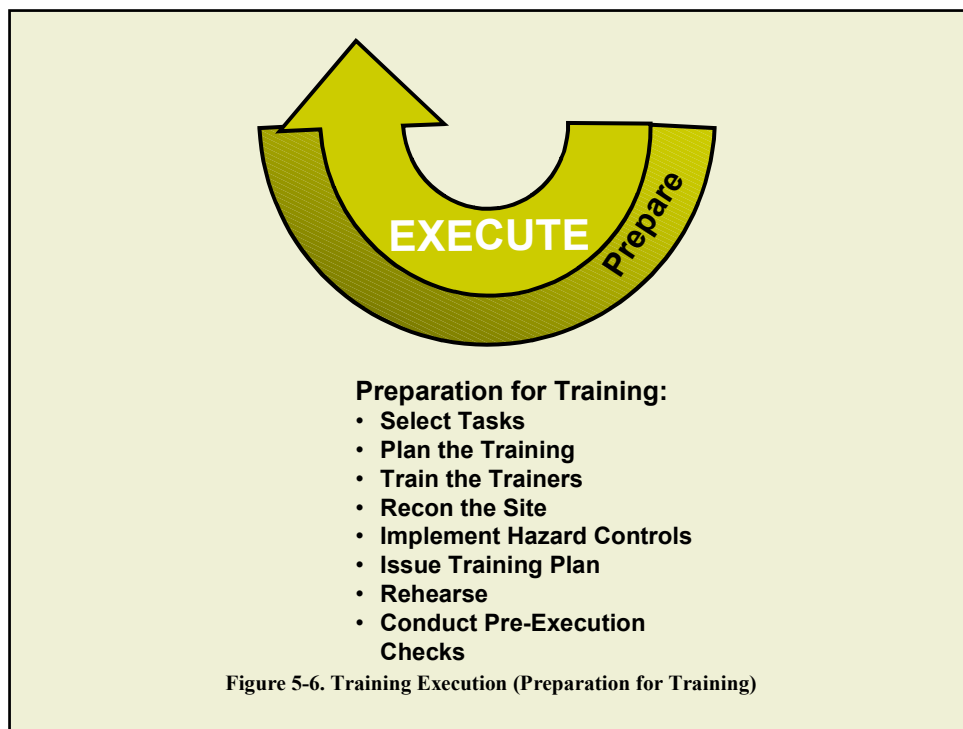
5-24. *Conference* provides soldiers the opportunity to discuss the information presented. The trainer initiates and guides the discussion. Conferences are most effective when soldiers are familiar with the subject, when there is more than one correct technique or solution, and when time is not critical. Conferences normally do not require hands-on performance. An example of a conference is an AAR.

5-25. *Lecture* presents information with little discussion other than a question and answer period at the end of the training. Lectures are used when time is limited, when soldiers know little about the subject, and when the lecture is preparing them for demonstration and practice. Lectures are only appropriate if there is a large group to be trained. An example of a lecture is a pre-deployment briefing. Lectures are the least preferred method of training.

5-26. STX training under varying conditions gives the unit a distinct advantage when executing combat operations. STX training at night and during adverse weather provides a training opportunity to execute critical tasks and drills under naturally occurring light and weather conditions and enhances training realism. Reverse cycle training should be planned to take advantage of every opportunity to replicate a 24-hour operational environment.

SECTION II: PREPARATION FOR TRAINING

5-27. As discussed in Chapter 4, formal near-term planning for training culminates with the publication of the unit training schedule. Preparation for training is the vital step between planning and conduct of training. Preparation is key to ensure the optimum use of resources and provide quality training to standard. In the digital environment, this becomes especially important with the need to set message handling tables to ensure the proper flow of information to the right places at the right times. During preparation for training, commanders identify and eliminate potential training distracters. Commanders also stress personnel accountability to ensure maximum attendance at training. Figure 5-6 illustrates the core training preparation tasks.

EXECUTE   **Prepare**

Preparation for Training:
- **Select Tasks**
- **Plan the Training**
- **Train the Trainers**
- **Recon the Site**
- **Implement Hazard Controls**
- **Issue Training Plan**
- **Rehearse**
- **Conduct Pre-Execution Checks**

Figure 5-6. Training Execution (Preparation for Training)

5-28. Subordinate leaders, as result of the bottom-up feed from training meetings, identify and select the collective, leader, and individual soldier tasks necessary to support the identified training objectives. Commanders identify the resource requirements for preparatory training, concurrent training, and training execution. At a minimum, these training requirements should include--
- Confirmation of training areas and locations.
- Training ammunition allocations.
- Required TSPs and terrain database availability.
- Training simulations and simulators availability.
- Transportation requirements.
- Soldier support items.
- Risk management/assessment.

- Assign responsibility for the training.
- Designate trainers responsible for training.
- Time and other necessary resources to support retraining.

5-29.   Preparation for training includes –
- **<u>Select Tasks</u>** Identify and select training task as a result of bottom-up feedback and commander's assessment.

- **<u>Plan the Training</u>**
  - **"Who"** - Identify the units, staffs, leaders and individual soldiers to be trained.
  - **"What"** –
    - Specify the training objectives and the types of training events.
    - Link training objectives to METL with specific critical collective, leader, and individual soldier tasks.
  - **"When"** –
    - Specify sequence of the training tasks and events.
    - Consider crawl and walk stages of training and individual soldier training needs required prior to run stage of training events.
  - **"Where"** - Coordinate ranges, training areas, simulations and simulators, and other essential equipment to support identified training tasks and events.

- **<u>Back brief Higher Commander on Major Training Events</u>**
  - Brief higher headquarters on major events (FTXs, CPXs, etc).
  - Provide detailed objectives, scenarios, support requirements, and timelines.
  - Provide initial risk management assessment.

- **<u>Train the Trainers</u>**
  - Identify leaders, trainers, evaluators, OCs and OPFOR to be trained to standard and rehearsed prior to the conduct of training.
  - Prepare leaders, trainers, evaluators, OCs, and OPFOR to evaluate leader, unit, staff, and individual soldier performance IAW specific ARTEP-MTP or soldier MOS specific task(s).
  - Prepare OPFOR leaders and units to replicate desired threat situations; designated OPFOR leaders and units should use specific ARTEP-MTP or soldier MOS specific tasks.
  - Allocate time on the training schedule for preparation tasks to occur.

- **<u>Recon the Site</u>**
  - Conduct a reconnaissance of the range and/or training site.
  - Execute "Rock Drills" and "Walk-thrus" for trainers, evaluators, OCs, and OPFOR as required.

- **Conduct Risk Management/Assessment**
  - For details on conduct of risk assessment refer to FM 100-14, *Risk Management*.

- **Issue the Training Plan.**
  - Clearly identify the responsibilities for the conduct of the training.
  - May be issued as an operation order (OPORD), training directive, or training schedule.

- **Rehearse**
  - Conduct rehearsals for trainers, evaluators, OCs and OPFOR.
  - Allocate time on the training schedule for adequate rehearsals.

- **Conduct Pre-execution checks**
  - Continue informal planning and detailed coordination until the training is conducted.
  - Ensure chain of command identifies and fixes responsibility for pre-execution checks.
  - Continue coordination during training meetings.
  - Include preparation of individuals to be trained, trainers who will execute and evaluate training, and training support required.
  - Ensure all planning and prerequisite training (leader, collective, and individual soldier) is conducted prior to the execution of training.
  - Provide attention to detail needed to use resources efficiently.

5-30.   Preparation for training in reserve component units can require complex pre-execution checks. RC trainers must often conduct detailed coordination to obtain equipment, TSS products, and ammunition from distant locations. In many cases, RC pre-execution checks may require coordination for AC assistance from the numbered Continental United States Armies (CONUSAs), divisions (training support) and associated units.

Train The Trainer
5-31.   Although addressed in paragraph 5-41, train the trainer is so important it requires elaboration. Leadership by example is especially important for trainers. Trainers must demonstrate task proficiency before teaching a task to others. Commanders and leaders must ensure trainers are thoroughly prepared to conduct performance-oriented training. Trainer competence and confidence is contagious.

5-32.   Commanders and leaders ensure trainers are prepared to conduct performance-oriented training to standard when they provide specific guidance and resources and ensure adequate preparation time so that the trainer can--
- Review references, such as ARTEP-MTPs, soldier's manuals, FMs, and TMs to understand tasks, conditions, and standards.
- Gather and prepare training support items.
- Conduct a reconnaissance of the training site.

- Prepare the training.
- Conduct a risk assessment
- Schedule rehearsals for the trainer.
- Conduct rehearsals to--
  - Verify trainer task proficiency (technically and tactically).
  - Identify any weak points in the training presentation.
  - Coach the trainer on effective training techniques.
  - Determine how the trainer will evaluate soldier/unit performance and have the trainer demonstrate evaluation procedures.
  - Promote trainer confidence.
  - Verify trainer ability to conduct AARs.
- Ensure appropriate use of training and evaluation outline (T&EO)--
  - Whenever possible, use published T&EO.
  - If T&EO must be developed, use appropriate MTPs, soldier manuals, drill books, and similar publications.
  - To guide soldier, leader, and collective training.
  - To specify training objectives.

5-33.   Figure 5-7 provides a trainer preparation checklist.

Prepare Yourself
• Know how to perform the task being trained (master the task)
  - Rehearse training
  - Backbrief the chain of command on your training plan and get their feedback

• Know how to train others to perform the tasks
  - Ensure training is performance-oriented
  - Conduct yourself in a confident manner
  - Accurately answer your soldier's questions
  - Train an assistant who can conduct the training to standard in your absence

• Know how to set-up and conduct an AAR

•Prepare the Resources
  - Identify and request TADSS
  - Get equipment and materials before rehearsal
  - Operate the equipment to become familiar with it and check for completeness and spare parts

• Ensure Training Support Personnel (to include OPFOR)
  - Understand their support roles
  - Know their roles as evaluators, OCs and OPFOR
  - Are equipped and prepared to perform the tasks to standard
  - Conduct recons and rehearsals

• Prepare the soldier
  - Identify the soldiers to be trained
  - Evaluate levels of training proficiency
  - Train any prerequisite tasks or skills first
  - Motivate the soldiers. (Tell them why the task is important and how it relates to their METL)

Figure 5-7. Trainer Preparation Checklist

Conduct Pre-execution Checks

5-34.   Pre-execution checks are the informal coordination conducted prior to the conduct of training.   They are developed by the chain of command to systematically prepare individual soldiers, leaders, trainers, and units, to ensure training is resourced and conducted properly.   They become increasingly detailed as training schedules are developed. Pre-execution checks provide the attention to detail needed to use resources efficiently.   These checks are developed and responsibilities for them fixed.   Pre-execution checks are an important component of both preparation for training, and conduct of training. Figure 5-8 shows a sample pre-execution checklist.

- Are soldiers trained on prerequisite tasks prior to conduct of training?
- Have ranges and facilities been requested; has a reconnaissance been conducted?
- Are leaders certified to conduct range operations?
- Have convoy clearances been submitted and approved?
- Have TADSS been identified and requested?
- Has Class I, III, V been requested and pickup times and turn-in times coordinated?
- Has transportation been requested?
- Are there risk assessments for each training event?
- Has back brief for chain of command been coordinated?
- Is time scheduled for retraining?

Figure 5-8. Sample Pre-execution Checklist

Preparation For Training Examples

5-35.   This section provides three different, detailed training preparation examples.

- The first example follows A/1-77 IN training preparation to execute infantry squad evaluations and squad live fire exercises.   The A/1-77 IN training preparation plan is based on the A/1-77 IN and the 1-77 IN commanders' assessment and training strategy presented in Chapter 4.
- The second example follows the 1st BSB's training preparation for the BSB FTX as part of the BCT's CFX.   The 1st BSB training preparation plan is based on the 1st BSB commander's and the 1st BCT commander's assessment and training strategy presented in Chapter 4.
- The third example details BCT staff training preparation for the BCT's shaping operations exercise immediately following the BCT CFX. The BCT

staff training preparation plan will be based on the BCT commander's staff assessment and training strategy presented in Chapter 4.

A/1-77 In Squad EVAL And LFX
Select Tasks

5-36.   This is the first task involved in preparation for training. Recall the A/1-77 IN commander conducted an assessment of the METL task "Assault an Objective" and identified the company's training requirements (Chapter 4). The A/1-77 commander reviewed platoon critical collective tasks, drills and individual soldier tasks evaluations that impacted on the company's proficiency to execute the METL task "Assault an Objective". The company commander conducted the review with the 1SG, rifle and MGS platoon leaders, company FSO, mortar section sergeant and other key NCOs. The company medic and a representative from the BSB S2/3 were also present. The commander identified shortcomings as follows--

- Rifle platoons:
    - "P" for "Assault an Objective."
    - "U" for "Breach an Obstacle."
    - "P" for "Attack by Fire."
    - "P" for "Conduct an Area Recon."

- MGS platoon: "U" for "Attack by Fire".

- Mortar section
    - "U" for "Fire a Priority Target."
    - "P" for "Fire Immediate Suppression."

- All platoons and sections: "P" for "Treat and Evacuate Casualties."

- Platoon Leader tasks:
    - "P" for "Integrate Direct and Indirect Fires."
    - "P" for "Analyze Terrain."
    - "P" for "Perform TLPs (Emphasize Step #3, Make a Tentative Plan)."
    - "P" for "Conduct Risk Management."
    - "U" for "Call for/Adjust Indirect Fire."

5-37.   The 1st Squad Leader of the 1st Platoon began the task selection process with an evaluation of the team leaders' ability to perform supporting critical leader tasks and the soldiers' ability to perform supporting individual soldier tasks. This evaluation was based upon the squad leader's personal observations, feedback from the team leaders, and feedback from external sources, for example, the platoon leader and platoon sergeant. The squad leader identified the following shortcomings:

- Individual soldier tasks:

- "P" for engaging targets (day and night) with M16A2, M203, M249 SAW and M 240 MG and hand grenades.
    - "U" move as part of an assault team.
- Fire team leader tasks:
    - "P" for "Control Organic Fires."
    - "P" for "Conduct Squad Maneuver."
    - "P" for "Analyze Terrain."
    - "P" for "Perform Troop Leading Procedures."
    - "U" for "Call for/Adjust Indirect Fire."

5-38. The 1st Platoon Leader reviewed squad collective tasks, drills and individual soldier tasks evaluations that impacted on the platoon's proficiency to execute the critical task "Assault an Objective" with the platoon sergeant and squad leaders. The platoon leader identified the following shortcomings –

- Rifle squads:
    - "P" for "Enter/Clear a Trench."
    - "P" for "Knock Out a Bunker."
    - "U" for "Support by Fire."
    - "P" for "Breach an Obstacle."

- Weapons squad: "U" for "Support by Fire".

- Squad leader tasks:
    - "P" for "Control Organic Fires."
    - "P" for "Conduct Squad Maneuver."
- "P" for "Analyze Terrain."
    - "P" for "Conduct Troop Leading Procedures."
    - "P" for "Conduct Risk Management."
    - "U" for "Call for/Adjust Indirect Fire."

5-39. Figure 5-9 highlights training tasks the A/1-77 IN commander selected to improve the company's METL proficiency for METL tasks "Assault an Objective" and "Integrate Direct & indirect Fires." The A/1-77 IN commander selected these tasks based on bottom-up feedback and input received from the platoon and squad leaders which was considered in assessing the unit's current proficiency on these particular METL tasks.

COMPANY METL TASK(S):
• Assault an Objective "P"
• Integrate Direct Fire "P"
• Integrate Indirect Fire "P"

PLATOON CRITICAL COLLECTIVE TASK:
• Conduct an Assault "P"
• Breach (mined wire) Obstacles "U"
• Support By Fire "P"

PLATOON LEADER TASKS:
• Perform Troop Leading Procedures "P"
• Analyze Terrain "P"
• Conduct Platoon Maneuver "P"
• Control Platoon Direct Fires "P"
• Call for/Adjust Indirect Fire "U"

MORTAR SECTION CRITICAL COLLECTIVE TASK:
Fire Priority Target "P

MGS PLATOON CRITICAL COLLECTIVE TASK:
• Support by Fire "P"
• Attack by Fire "U"

SQUAD CRITICAL TASK(S):
• Breach (mined wire) Obstacles "P"
• Follow & Support "P"

SQUAD CRITICAL DRILL(S):
• Knock Out a Bunker   "P"
• Enter/Clear trench line "P"

INDIVIDUAL SOLDIER TASKS:
• Engage Targets With M249, M203, M16A2 & Hand Grenades "P"
• Move as part of an assault team. "U"

SQUAD & FIRE TEAM LEADER TASKS:
• Perform Troop Leading Procedures "P"
• Analyze Terrain "P"
• Conduct Squad Maneuver "P"
• Control Organic Direct Fires "P"
• Call for/Adjust Indirect Fire "U"

Figure 5-9. Selected Training Tasks to Improve A/1-77 IN METL Proficiency For METL Tasks: "Assault an Objective" & "Integrate Indirect & Direct Fires"

5-40. The A/1-77 IN commander develops a company training strategy consistent with the 1-77 IN commander's training strategy (Chapter 4). Figure 5-10 illustrates the A/1-77 IN commander's strategy to improve the company's training proficiency for the company METL task "Assault an Objective".

5-41. Notice the A/1-77 IN commander selects squad STX and LFX as two of

Figure 5-10. A/1-77 IN Commander's Training Strategy
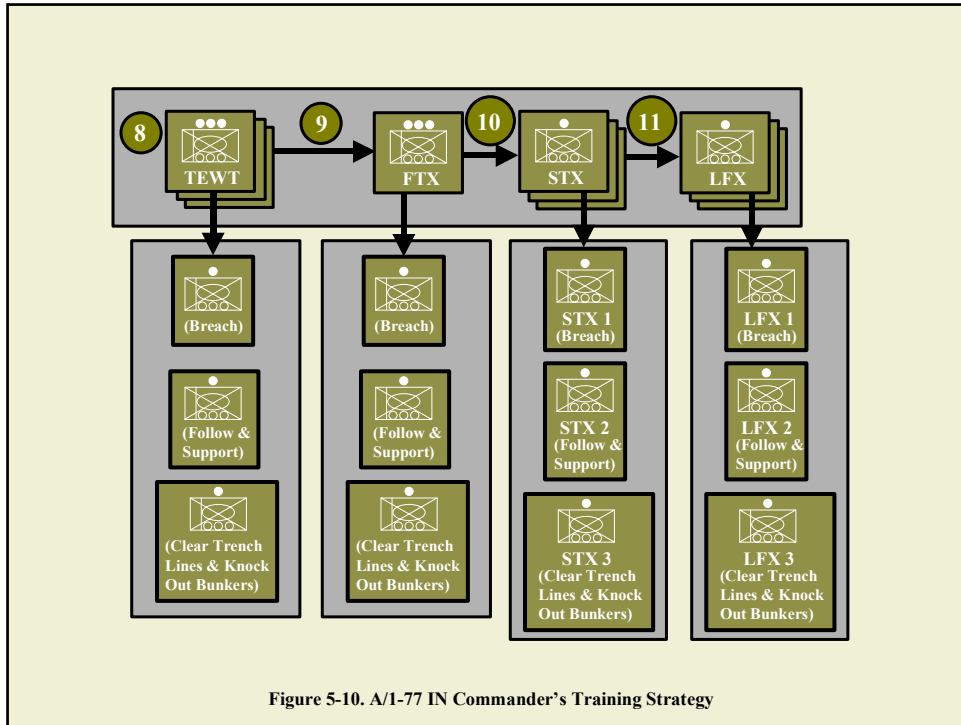
the training events to improve A/1-77 IN training proficiency for the METL task "Assault an Objective". STXs and LFXs are common training events included in many unit training strategies, designed to maintain proficiency on METL tasks related to attack operations.

5-42. The commander decides to build the squad STXs and LFXs around critical rifle squad tasks and drills that support the platoon critical task of "Conduct an Assault." The commander selects two specific tactical tasks -- "Breach (mined wire obstacles)" and "Follow and Support". Also, the commander selects two specific rifle squad drills -- "Knock Out a Bunker" and "Enter/Clear a Trench Line".

5-43. The commander recognizes that the mortar section has not conducted a LFX since before their deployment to Bosnia. However, the company mortar section has conducted a gunner's skills test and FDC proficiency training during mission training while deployed. The commander decides the mortar section must train on "Occupation of Firing Positions" (Day and Night) and "Fire a Priority Target".

5-44. This completes the A/1-77 IN commander's selection of tasks to be trained. The commander reviews these tasks in the appropriate ARTEP-MTP with the key leaders present.

5-45. Objective".   The company commander plans to train TLPs, and emphasize—
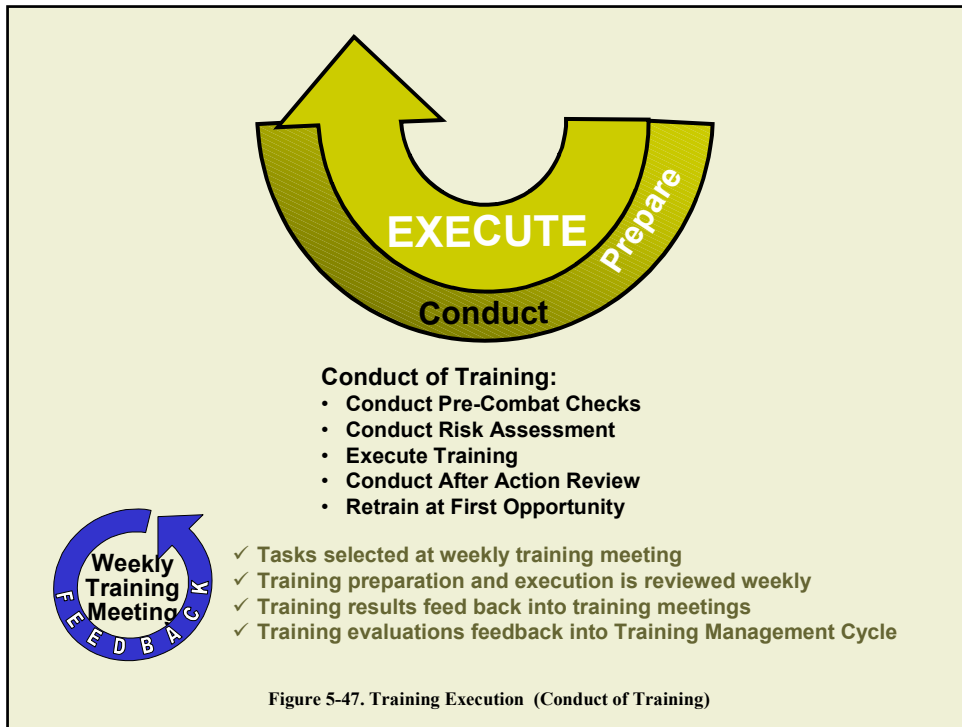
- Company R&S planning

- Specific actions of assault, breach, and support elements.
  - Details of direct fire execution.
  - Details of integrating indirect fires.
  - During day and limited visibility conditions.

- Supporting critical platoon and squad collective tasks and drills.
  - "Knock Out a Bunker."
  - "Enter/Clear a Trench Line."
  - "Breach a mined wire obstacle."
  - "Conduct an Area Recon."

5-46. The company commander and 1SG recognize that all leaders will continue to work on "preparing risk assessments". The company commander emphasizes that "risk assessment" is not a euphemism for 'avoid any and all risks", but that detailed risk assessments allow the company to enhance training realism. While this is done during training it also reinforces that risk assessment is conducted in operations to mitigate risks that may impact on accomplishing the mission.

SECTION III: CONDUCT OF TRAINING

5-47. Conduct of training involves actions taken to execute the unit's training strategy outlined in the commander's quarterly training guidance. Conduct of training begins with the execution of pre-combat checks and inspections. Conduct of training ends when designated training objectives for the particular training event or exercise are performed to the Army standard. Unit commanders and other trainers review results of the conduct of training during weekly training meetings and adjust training plans if necessary. Figure 5-47 illustrates the core conduct of training tasks.

Conduct of Training:
- **Conduct Pre-Combat Checks**
- **Conduct Risk Assessment**
- **Execute Training**
- **Conduct After Action Review**
- **Retrain at First Opportunity**

✓ **Tasks selected at weekly training meeting**
✓ **Training preparation and execution is reviewed weekly**
✓ **Training results feed back into training meetings**
✓ **Training evaluations feedback into Training Management Cycle**

Figure 5-47. Training Execution (Conduct of Training)

Conduct Pre-Combat Checks

5-48. Pre-combat checks are detailed final checks that units conduct immediately before and during the execution of training and operations. These checks are usually included in unit SOPs. They are normally conducted as part of troop leading procedures and can be as simple or as complex as the training or operation dictates. Pre-combat checks start in garrison and many are completed in the assembly area or in the training location; for example, applying camouflage, setting radio frequencies and distributing ammunition. Commanders
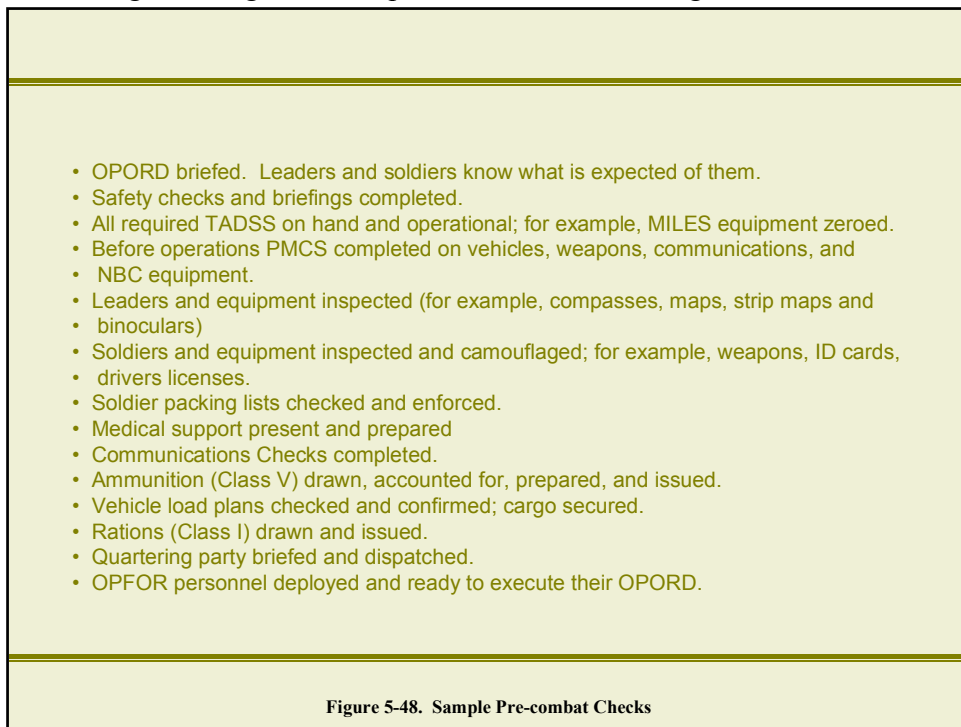
- OPORD briefed. Leaders and soldiers know what is expected of them.
- Safety checks and briefings completed.
- All required TADSS on hand and operational; for example, MILES equipment zeroed.
- Before operations PMCS completed on vehicles, weapons, communications, and
- NBC equipment.
- Leaders and equipment inspected (for example, compasses, maps, strip maps and
- binoculars)
- Soldiers and equipment inspected and camouflaged; for example, weapons, ID cards,
- drivers licenses.
- Soldier packing lists checked and enforced.
- Medical support present and prepared
- Communications Checks completed.
- Ammunition (Class V) drawn, accounted for, prepared, and issued.
- Vehicle load plans checked and confirmed; cargo secured.
- Rations (Class I) drawn and issued.
- Quartering party briefed and dispatched.
- OPFOR personnel deployed and ready to execute their OPORD.

Figure 5-48. Sample Pre-combat Checks

must allocate sufficient time for subordinate leaders to execute pre-combat checks and inspections to standard. Examples of pre-combat checks are at figure 5-48.

Execute Training

5-49. Performance-oriented, standards-based training is the result of detailed planning and preparation. The proper execution of training to standard is a rewarding process. It places a significant burden on the trainer in terms of preparation and evaluation of performance. The payoff for properly executed training is a unit trained to standard on its wartime operational mission. Division and brigade commanders and their staffs must be actively involved in the execution of battalion and company training. A unit executes training the same way it executes a combat mission. The chain of command is present, in charge, and responsible.

5-50. Using the principles of training discussed in Chapter 2, commanders ensure that properly executed training is well structured, realistic, safe, and effective. Other important considerations include:

- Focus on the Fundamentals. Units must be proficient on basic tasks before progressing to the more complex tasks. All basic tasks provide the foundation on which to build performance of individual soldier tasks, drills, and METL tasks to standard. Command and control, logistics operations, and NBC must be incorporated into all training.
- Night and Adverse Weather Training. Night training and adverse weather training are keys to success in combat. All units in the U.S. Army, not just combat units, must be proficient in operating at night and during adverse weather conditions. Routine training under these conditions gives units a distinct advantage in combat operations.
- Tough, Realistic Training. Training must be structured to expose soldiers and leaders to unexpected situations, both favorable and unfavorable. Tasks must be executed confidently and completely during the fog of battle. Tough, realistic training challenges leaders and soldiers to overcome the hardships and uncertainties of combat. Leaders must teach soldiers that combat cannot be reduced to a set of calculations or checklists. Challenging training inspires excellence by fostering initiative, enthusiasm, confidence, and the ability to apply learned tasks in the dynamic environment of combat.
- Competition. Effective training can be competitive. Although soldiers, leaders, and units may sometimes compete with one another, they should always compete to achieve the Army standard. Once units can perform a task to the Army standard, leaders progressively increase the difficulty or conditions under which the task is executed. During competition, leaders should recognize soldiers or units exceeding established standards. Competition can be used to stimulate soldier interest and morale, select participants for higher level competitions, encourage higher levels of performance, and provide an event for a rigorous training period.
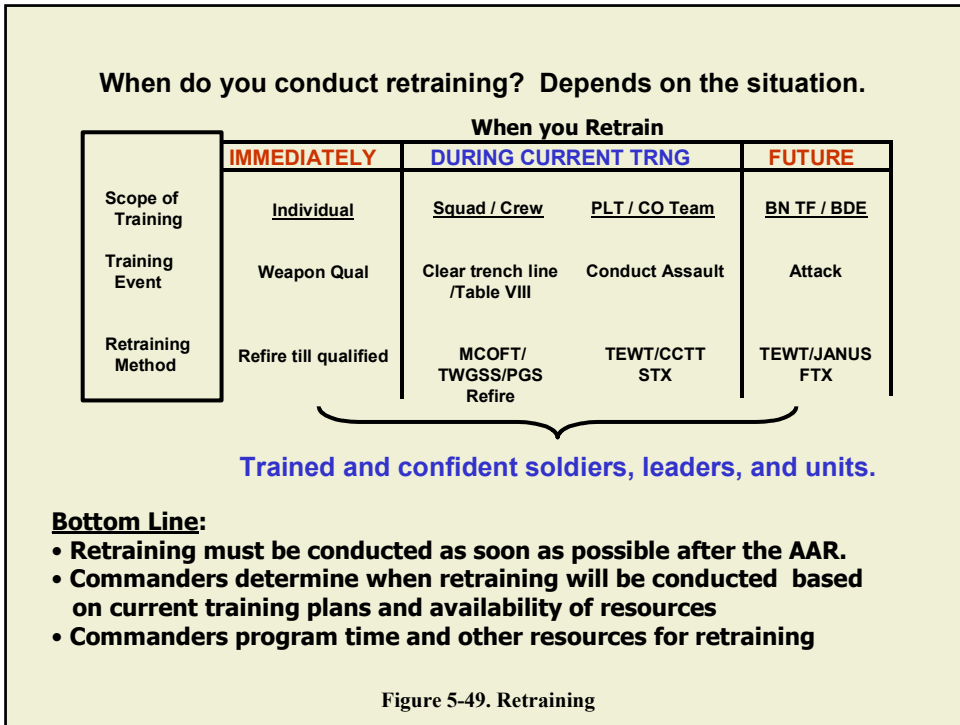
Conducting After Action Reviews

5-51. A significant part of learning occurs as a result of After Action Reviews (AARs), which ensure that the training audience understands when they have not performed to standard and how they must perform to do so. Accordingly, whenever possible AARs are conducted immediately following performance during training sessions. AARs are covered in detail in Chapter 6 and Appendix C of this manual, and TC 25-20, A Leader's Guide to After Action Review.

Retraining

5-52. Retraining must be conducted at the first available opportunity. Commanders must program time and other resources for retraining as an integral part of their long, short, and near-term training planning cycle. Training is incomplete until the task is trained to standard. The critical question for commanders and trainers is, "When do you conduct retraining?"

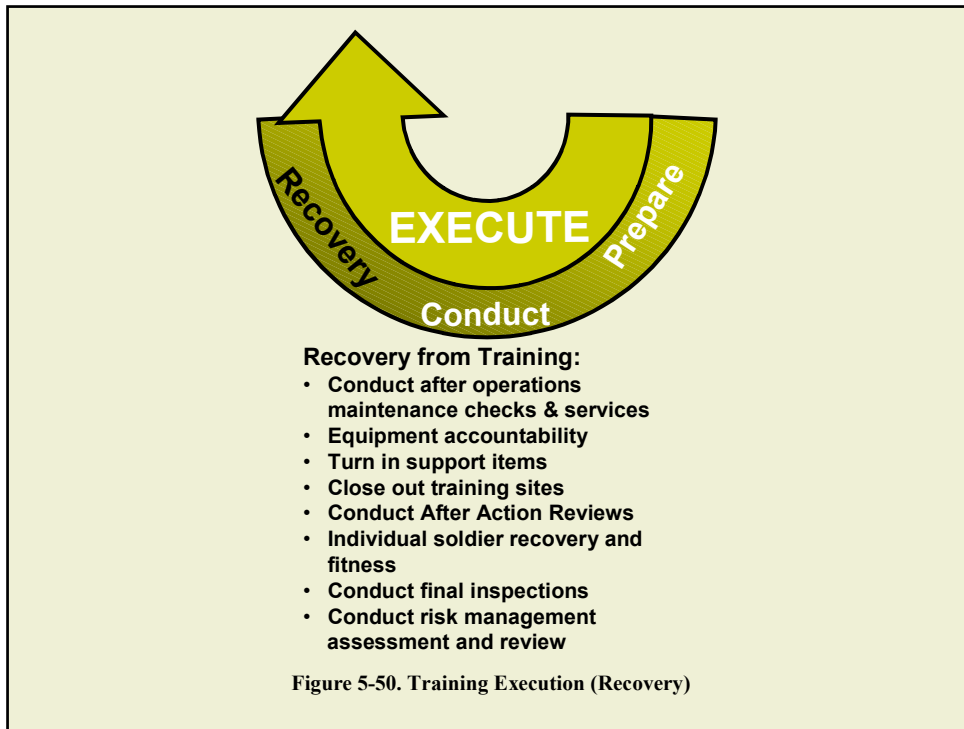- Retraining is conducted as soon as possible after the AAR.

- Commanders determine when retraining will be conducted based on current training plans and available resources.
  - Commanders program time and other resources for retraining

When do you conduct retraining? Depends on the situation.

When you Retrain

Scope of Training	IMMEDIATELY	DURING CURRENT TRNG		FUTURE
	Individual	Squad / Crew	PLT / CO Team	BN TF / BDE
Training Event	Weapon Qual	Clear trench line /Table VIII	Conduct Assault	Attack
Retraining Method	Refire till qualified	MCOFT/ TWGSS/PGS Refire	TEWT/CCTT STX	TEWT/JANUS FTX

Trained and confident soldiers, leaders, and units.

Bottom Line:
• **Retraining must be conducted as soon as possible after the AAR.**
• **Commanders determine when retraining will be conducted based on current training plans and availability of resources**
• **Commanders program time and other resources for retraining**

Figure 5-49. Retraining

5-53.   Figure 5-49 provides examples that illustrate the relationship among three variables commanders and trainers consider when deciding when to conduct retraining.

SECTION IV: RECOVERY FROM TRAINING

5-54. The recovery process is an extension of training and once completed, signifies the end of the training event. While recovery tasks will vary depending on the type and intensity of training most will include maintenance training, turn-in of training support items, inspection of equipment, and the conduct of AARs that review the overall effectiveness of the training just completed. Figure 5-50 illustrates the core recovery from training tasks.
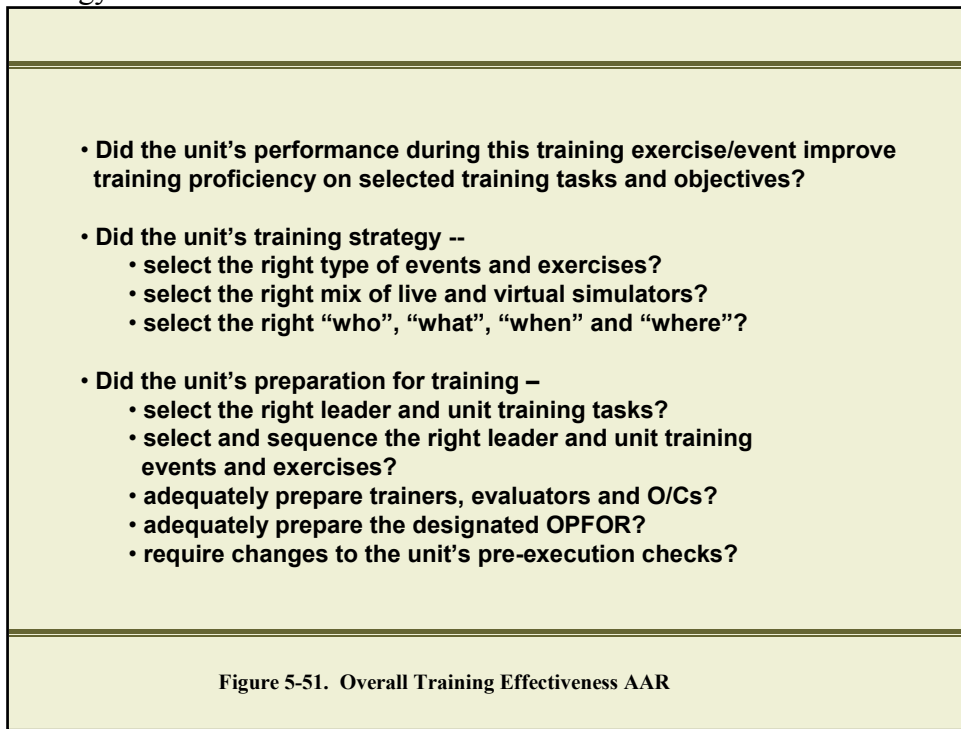

Recovery from Training:
- Conduct after operations maintenance checks & services
- Equipment accountability
- Turn in support items
- Close out training sites
- Conduct After Action Reviews
- Individual soldier recovery and fitness
- Conduct final inspections
- Conduct risk management assessment and review

Figure 5-50. Training Execution (Recovery)

5-55.   A sample list of recovery activities follows:
- Post operations preventative maintenance checks and services.
- Sensitive item accountability
- Accountability of organizational and individual equipment
- Ensure Class IV, V and TADSS and other support items are maintained, accounted for and turned in.
- Close out training areas and ranges.
- Conduct AARs of the training event and exercise just completed.
- Time for the individual soldier to recover personal equipment and hygiene.
- Conduct final inspections.

5-56. AARs conducted during recovery focus on collective, leader, and individual task performance, and on the planning, preparation, and conduct of the training just completed. Unit AARs focus on individual and collective task performance, and identify shortcomings and the training required to correct

deficiencies. AARs with leaders focus on tactical judgment. These AARs contribute to leader learning and provide opportunities for leader development. AARs with trainers, evaluators, observer/controllers, and OPFOR provide additional opportunities for leader development.

5-57. Figure 5-51 provides a guide to assist the unit commander and key officer and NCO leaders in making an assessment of the overall training proficiency of the organization, and to determine the overall effectiveness of the training strategy. Did the training strategy improve the unit's METL proficiency; if not, why not, and what changes need to be incorporated in the company's training strategy.

• **Did the unit's performance during this training exercise/event improve training proficiency on selected training tasks and objectives?**

• **Did the unit's training strategy --**
 • **select the right type of events and exercises?**
 • **select the right mix of live and virtual simulators?**
 • **select the right "who", "what", "when" and "where"?**

• **Did the unit's preparation for training –**
 • **select the right leader and unit training tasks?**
 • **select and sequence the right leader and unit training events and exercises?**
 • **adequately prepare trainers, evaluators and O/Cs?**
 • **adequately prepare the designated OPFOR?**
 • **require changes to the unit's pre-execution checks?**

Figure 5-51. Overall Training Effectiveness AAR

5-58. The AARs conducted during recovery along with the AARs that took place during the conduct of training enhance future training. They provide the feedback that contributes to the development of training plans to correct identified deficiencies. Finally, these AARs contribute to the commander's overall evaluation of training effectiveness and unit assessment; however, they are not in themselves the end state of recovery. Recovery from training is complete when the unit is again prepared to conduct its assigned mission.

SUMMARY

5-59.   Training execution includes preparation for training, conduct of training, and recovery from training. Pre-execution checks are developed by the chain of command and provide the attention to detail needed to use resources efficiently. Completion of recovery from training is not the end of training. The assessment of training proficiency (Chapter 6) is critical to determining the effectiveness of the preparation and conduct of training just completed.

Recovery from Training:
- Conduct after operations maintenance checks & services
- Equipment accountability
- Turn in support items
- Close out training sites
- Conduct After Action Reviews
- Individual soldier recovery
- Conduct final inspections
- Conduct Risk Management Assessment and Review

EXECUTE

Recovery

Prepare

Conduct

Conduct of Training:
- Conduct Pre-Combat Checks
- Supervise, Evaluate Hazard Controls
- Implement Hazard Controls
- Execute Training
- Conduct After Action Review
- Retrain at First Opportunity

Preparation for Training:
- Select Tasks
- Plan the Training
- Train the Trainers
- Recon the Site
- Conduct Risk Assessment
- Issue Training Plan
- Rehearse
- Conduct Pre-Execution Checks

Figure 5-52. Training Execution

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Student Handout 3

This student handout contains 51 pages of material extracted from ARTEP 7-8-MTP, 01 October 2001.

Disclaimer: The training developer downloaded the material from the U.S. Army Publishing Directorate Home Page. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

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NOTICE:

2-1. General

Training matrixes are designed to help plan unit training. The matrixes provide an organized set of relationships that make the planning job easier.

2-2. Training Matrix Description

There are three matrixes in this chapter.

Table 2-1. Location of Training Matrixes	
Training Matrix 1	Mission to Collective Task Matrix
Training Matrix 2	Publication Reference to Collective Task Matrix
Training Matrix 3	Collective Task to Individual Task Matrix

2-3. Training Matrix 1 (Mission to Collective Task Matrix)

This training matrix displays the relationship between the unit mission and the component collective tasks. The collective tasks are listed under the appropriate combined arms functional systems. This matrix is provided to plan training on missions directed by the commander. To use this matrix, determine the mission you are concerned with and look down the vertical column to find the collective tasks that are subordinate parts of the mission. Determine which of the collective tasks to concentrate on based on the demonstrated and perceived proficiency of the unit. The least practiced or least demonstrated proficiency will have a higher priority for training and evaluation. Remember, training should concentrate on those tasks that are not performed to standard.

Table 2-2. Training Matrix 1 (Mission to Collective Task Matrix)

COLLECTIVE TASK	T&EO	MISSION							
		Defense	Generic Mission	Offense	Reconnaissance and Security	Retrograde	Stability	Support
Deploy/Conduct Maneuver								
Assault a Building (Infantry Platoon/Squad)	07-3-1000			X				
Conduct a Deliberate Attack (Infantry Platoon/Squad)	07-3-1009			X				
Breach an Obstacle (Infantry Platoon/Squad)	07-3-1027		X					
Clear a Trench Line (Infantry Platoon/Squad)	07-3-1036			X				
Conduct a Bypass (Infantry/Reconnaissance Platoon/Squad)	07-3-1045			X				
Conduct a Defense (Infantry/Reconnaissance Platoon/Squad)	07-3-1054	X						

Conduct a Delay (Infantry Platoon/Squad)	07-3-1063					X		
Conduct a Disengagement (Infantry/Reconnaissance Platoon/Squad)	07-3-1072					X		
Conduct a Link-up (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1081		X					
Conduct a Movement to Contact (Infantry/Reconnaissance Platoon/Squad)	07-3-1090			X				
Conduct a Passage of Lines as the Passing Unit (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1099		X					
Conduct a Passage of Lines as the Stationary Unit (Infantry/Reconnaissance Platoon/Squad)	07-3-1108		X					
Conduct a Presence Patrol (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-1117						X	X
Conduct a Raid (Infantry Platoon/Squad)	07-3-1126			X				
Conduct a Deliberate Relief in Place (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1135		X					
Conduct a Screen (Infantry/Reconnaissance Platoon/Squad)	07-3-1144				X			
Conduct a Security Patrol (Infantry/Reconnaissance Platoon/Squad)	07-3-1153		X					
Conduct a Strongpoint Defense of a Building (Infantry Platoon/Squad)	07-3-1162	X						
Conduct a Tactical Road March (Dismounted) (Infantry/Reconnaissance Platoon/Squad)	07-3-1171		X					

Conduct Actions at Danger Areas (Infantry/Reconnaissance Platoon)	07-3-1189		X					
Conduct an Airborne Assault (Infantry Platoon/Squad)	07-3-1198		X					
Conduct an Ambush (Infantry Platoon/Squad)	07-3-1207			X				
Conduct an Infiltration or Exfiltration (Infantry/Reconnaissance Platoon/Squad)	07-3-1216		X					
Conduct Operations during Limited Visibility (Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1234		X					
Conduct Operations with Armored or Mechanized Vehicles in an Urban Environment (Infantry Platoon/Squad)	07-3-1243		X					
Conduct Stay-behind Operations (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-1261		X					
Conduct Tactical Movement (Mounted or Dismounted) (Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1270		X					
Conduct Tactical Movement in a Built-up Area (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-1279		X					
Cross a Water Obstacle (Dismounted) (Infantry/Reconnaissance Platoon/Squad)	07-3-1288		X					
Establish a Checkpoint (Infantry/Reconnaissance Platoon/Squad)	07-3-1324						X	X
Knock Out a Bunker (Infantry Platoon/Squad)	07-3-1333			X				

Perform Air Assault Operations (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1369		X					
Perform Deployment or Redeployment Activities (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1378		X					
React to a Civil Disturbance (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-1396						X	X
React to Snipers (Infantry/Reconnaissance Platoon/Squad)	07-3-1406		X					
Search a Building (Infantry Platoon/Squad)	07-3-1414						X	X
Secure a Route (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-1423		X					
Take Action on Contact (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1432			X				
Develop Intelligence								
Conduct a Route Reconnaissance (Infantry/Reconnaissance Platoon/Squad)	07-3-2000				X			
Conduct an Area or Zone Reconnaissance (Infantry/Reconnaissance Platoon/Squad)	07-3-2009				X			
Establish an Observation Post (OP) (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-2018				X			
Operate in an Electronic Warfare Environment (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-2027		X					
Reconnoiter a Built-up Area (Infantry/Reconnaissance Platoon/Squad)	07-3-2036				X			

Report Tactical Information (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-2054		X				

Employ Firepower

Conduct Overwatch and or Support by Fire (Antiarmor/Infantry Platoon/Squad)	07-3-1252			X			
Employ Fire Support (Infantry/Reconnaissance Platoon/Squad)	07-3-3009		X				

Exercise Command and Control

Conduct a Rehearsal (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5000		X				
Conduct Consolidation and Reorganization (Infantry/Reconnaissance Platoon/Squad)	07-3-5009		X				
Conduct Risk Management (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5027		X				
Conduct Troop-leading Procedures (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5036		X				
Establish Radio Communications (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5054		X				
Occupy an Assembly Area (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5063		X				
Prepare for Combat (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5081		X				

Perform CSS and Sustainment

Handle Enemy Prisoners of War (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-4009		X				
Perform Resupply Operations (Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-4018		X				
Process Captured Documents and Equipment (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-4027		X				
Secure Civilians During Operations (Infantry/Reconnaissance Platoon/Squad)	07-3-4036		X				
Treat and Evacuate Casualties (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-4045		X				

Protect the Force

Employ Protective Obstacle(s) (Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1315		X				
Conduct Active Air Defense Measures Against Hostile Aircraft (Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6000		X				
Conduct Passive Air Defense Measures (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6009		X				
Cross an NBC Contaminated Area (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6018		X				
Maintain Operations Security (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6027		X				
Prepare for a Chemical Attack (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6036		X				

Prepare for a Nuclear Attack (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6045		X					
React to a Chemical Attack (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6054		X					
Respond to the Initial Effects of a Nuclear Attack (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6063		X					

NOTICE:

2-4. Training Matrix 2 (Publication Reference to Collective Task matrix)

This training matrix identifies the references that contain detailed information about the collective tasks the unit must perform. This matrix is used to identify references to be used as sources of information about the tasks being used.

Table 2-3. Training Matrix 2 (Publication Reference to Collective Task Matrix).

Task Title	Task Number	Publication Reference
Deploy/Conduct Maneuver		
Assault a Building (Infantry Platoon/Squad)	07-3-1000	FM 7-5 (3-21.9), FM 7-7J, FM 7-8, FM 90-10(HTF), FM 90-10-1
Conduct a Deliberate Attack (Infantry Platoon/Squad)	07-3-1009	FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85
Breach an Obstacle (Infantry Platoon/Squad)	07-3-1027	FM 100-14, FM 21-60, FM 24-35, FM 3-34.2, FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85
Clear a Trench Line (Infantry Platoon/Squad)	07-3-1036	FM 7-5 (3-21.9), FM 7-7J, FM 7-8
Conduct a Bypass (Infantry/Reconnaissance Platoon/Squad)	07-3-1045	FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-92
Conduct a Defense (Infantry/Reconnaissance Platoon/Squad)	07-3-1054	FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8
Conduct a Delay (Infantry Platoon/Squad)	07-3-1063	FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85
Conduct a Disengagement (Infantry/Reconnaissance Platoon/Squad)	07-3-1072	FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8
Conduct a Link-up (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1081	FM 100-14, FM 100-55, FM 21-60, FM 24-35, FM 24-35-1, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-90, FM 7-92

Task Title	Task Number	Publication Reference
Conduct a Movement to Contact (Infantry/Reconnaissance Platoon/Squad)	07-3-1090	FM 100-14, FM 21-60, FM 24-35, FM 24-35-1, FM 6-30, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-92
Conduct a Passage of Lines as the Passing Unit (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1099	FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-90, FM 7-92
Conduct a Passage of Lines as the Stationary Unit (Infantry/Reconnaissance Platoon/Squad)	07-3-1108	FM 100-14, FM 21-60, FM 24-35, FM 24-35-1, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-92
Conduct a Presence Patrol (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-1117	FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-92
Conduct a Raid (Infantry Platoon/Squad)	07-3-1126	FM 7-7, FM 7-7J, FM 7-8, FM 7-85
Conduct a Deliberate Relief in Place (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1135	FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-90, FM 7-92
Conduct a Screen (Infantry/Reconnaissance Platoon/Squad)	07-3-1144	FM 17-95, FM 7-7, FM 7-7J, FM 7-8, FM 7-85
Conduct a Security Patrol (Infantry/Reconnaissance Platoon/Squad)	07-3-1153	FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-92
Conduct a Strongpoint Defense of a Building (Infantry Platoon/Squad)	07-3-1162	FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 90-10-1
Conduct a Tactical Road March (Dismounted) (Infantry/Reconnaissance Platoon/Squad)	07-3-1171	FM 21-18, FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-92
Conduct Actions at Danger Areas (Infantry/Reconnaissance Platoon)	07-3-1189	FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-92
Conduct an Airborne Assault (Infantry Platoon/Squad)	07-3-1198	FM 7-8, FM 7-85, FM 90-26
Conduct an Ambush (Infantry Platoon/Squad)	07-3-1207	FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85
Conduct an Infiltration or Exfiltration (Infantry/Reconnaissance Platoon/Squad)	07-3-1216	FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-92
Conduct Operations during Limited Visibility (Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1234	FM 7-7, FM 7-7J, FM 7-8, FM 7-91, FM 7-92, TM 11-5855-213-10, TM 11-5855-214-10, TM 11-5855-249-10,

Task Title	Task Number	Publication Reference
		TM 11-5855-262-10-1, TM 11-5855-262-10-2, TM 11-5855-302-12&P
Conduct Operations with Armored or Mechanized Vehicles in an Urban Environment (Infantry Platoon/Squad)	07-3-1243	FM 17-15, FM 7-7, FM 7-7J, FM 7-8, FM 7-85
Conduct Stay-behind Operations (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-1261	FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-92
Conduct Tactical Movement (Mounted or Dismounted) (Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1270	FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-90, FM 7-92
Conduct Tactical Movement in a Built-up Area (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-1279	FM 90-10(HTF), FM 90-10-1
Cross a Water Obstacle (Dismounted) (Infantry/Reconnaissance Platoon/Squad)	07-3-1288	FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-92
Establish a Checkpoint (Infantry/Reconnaissance Platoon/Squad)	07-3-1324	FM 100-20, FM 19-25, FM 19-4, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-92, FM 7-98
Knock Out a Bunker (Infantry Platoon/Squad)	07-3-1333	FM 23-37, FM 7-5 (3-21.9), FM 7-7J, FM 7-8
Perform Air Assault Operations (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1369	FM 1-113, FM 90-4
Perform Deployment or Redeployment Activities (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1378	FM 100-17, FM 55-10, FM 55-15, FM 55-9
React to a Civil Disturbance (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-1396	FM 19-15, FM 19-40, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7J, FM 7-8, FM 7-92, FM 7-98, TC 7-98-1
React to Snipers (Infantry/Reconnaissance Platoon/Squad)	07-3-1406	FM 21-60, FM 24-35, FM 24-35-1, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-92, FM 90-10(HTF), FM 90-10-1
Search a Building (Infantry Platoon/Squad)	07-3-1414	FM 7-5 (3-21.9), FM 7-7J, FM 7-8, FM 7-85, FM 7-98, FM 90-10-1
Secure a Route (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-1423	FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85,

Task Title	Task Number	Publication Reference
		FM 7-92, FM 90-10(HTF), FM 90-10-1
Take Action on Contact (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1432	FM 34-2-1, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7J, FM 7-8, FM 7-85, FM 7-90, FM 7-92
Develop Intelligence		
Conduct a Route Reconnaissance (Infantry/Reconnaissance Platoon/Squad)	07-3-2000	FM 100-14, FM 100-55, FM 21-60, FM 24-35, FM 24-35-1, FM 5-170, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-92
Conduct an Area or Zone Reconnaissance (Infantry/Reconnaissance Platoon/Squad)	07-3-2009	FM 100-14, FM 100-55, FM 21-60, FM 24-35, FM 24-35-1, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-92
Establish an Observation Post (OP) (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-2018	FM 100-14, FM 100-5, FM 101-5, FM 101-5-1, FM 101-5-2, FM 20-3, FM 20-32, FM 21-10, FM 21-10-1, FM 21-11, FM 21-26, FM 21-60, FM 23-23, FM 23-25, FM 23-27, FM 23-31, FM 23-34, FM 23-37, FM 23-65, FM 23-67, FM 23-68, FM 24-1, FM 24-18, FM 24-19, FM 24-35, FM 24-35-1, FM 25-100, FM 25-101, FM 27-1, FM 3-100, FM 3-3, FM 3-4, FM 3-5, FM 3-7, FM 5-34, FM 55-15, FM 7-1 (SH-2), (SH-2),0, FM 7-20, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-91, FM 7-92, FM 9-43-1, FM 9-43-2, FM 90-10(HTF), FM 90-10-1, FM 90-13, FM 90-2, FM 90-4
Operate in an Electronic Warfare Environment (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-2027	FM 21-60, FM 24-19, FM 24-33, FM 24-35, FM 24-35-1, FM 34-40-7, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-90, FM 7-92
Reconnoiter a Built-up Area (Infantry/Reconnaissance Platoon/Squad)	07-3-2036	FM 100-14, FM 100-55, FM 17-98, FM 21-60, FM 24-35, FM 24-35-1, FM 7-4 (3-21.94), FM 7-5 (3-21.9),

Task Title	Task Number	Publication Reference
		FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-92, FM 90-10(HTF), FM 90-10-1
Report Tactical Information (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-2054	FM 101-5-2, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-90, FM 7-92
Employ Firepower		
Conduct Overwatch and or Support by Fire (Antiarmor/Infantry Platoon/Squad)	07-3-1252	FM 100-14, FM 100-55, FM 20-3, FM 20-32, FM 21-60, FM 23-23, FM 24-35, FM 24-35-1, FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-91
Employ Fire Support (Infantry/Reconnaissance Platoon/Squad)	07-3-3009	FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-90, FM 7-92
Exercise Command and Control		
Conduct a Rehearsal (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5000	FM 101-5, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-90, FM 7-92
Conduct Consolidation and Reorganization (Infantry/Reconnaissance Platoon/Squad)	07-3-5009	FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-92
Conduct Risk Management (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5027	FM 100-14
Conduct Troop-leading Procedures (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5036	FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-90, FM 7-92
Establish Radio Communications (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5054	FM 24-1, FM 24-12, FM 24-18, FM 24-19
Occupy an Assembly Area (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5063	FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-92
Prepare for Combat (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5081	FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-90, FM 7-92
Perform CSS and Sustainment		

Task Title	Task Number	Publication Reference
Handle Enemy Prisoners of War (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-4009	DA FORM 5976, FM 17-98, FM 19-40, FM 34-2-1, FM 7-1 (SH-2), (SH-2),0, FM 7-20, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7J, FM 7-8, FM 7-91, FM 7-92, FM 71-2
Perform Resupply Operations (Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-4018	FM 10-27-4, FM 100-10, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-90, FM 7-92
Process Captured Documents and Equipment (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-4027	FM 17-98, FM 19-40, FM 34-2-1, FM 7-1 (SH-2), (SH-2),0, FM 7-20, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7J, FM 7-8, FM 7-92, FM 71-2
Secure Civilians During Operations (Infantry/Reconnaissance Platoon/Squad)	07-3-4036	FM 27-10, FM 90-10(HTF), FM 90-10-1
Treat and Evacuate Casualties (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-4045	DA FORM 1155, DA FORM 1156, DD FORM 1380, FM 21-11, FM 8-10-6
Protect the Force		
Employ Protective Obstacle(s) (Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1315	DA FORM 1355-1-R, FM 20-32, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-90, FM 7-92
Conduct Active Air Defense Measures Against Hostile Aircraft (Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6000	FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-90, FM 7-92
Conduct Passive Air Defense Measures (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6009	FM 44-80, FM 5-20, FM 7-7J, FM 7-8, FM 7-90, FM 7-92
Cross an NBC Contaminated Area (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6018	FM 3-100, FM 3-4, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-90, FM 7-92
Maintain Operations Security (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6027	FM 100-6, FM 20-3, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7J, FM 7-8, FM 7-90, FM 7-91, FM 7-92, FM 90-2
Prepare for a Chemical Attack	07-3-6036	FM 24-35, FM 24-35-1, FM 3-3, FM

Task Title	Task Number	Publication Reference
(Infantry/Mortar/Reconnaissance Platoon/Squad)		3-4, FM 3-5, FM 34-2-1, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-90, FM 7-92
Prepare for a Nuclear Attack (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6045	FM 3-100, FM 3-4, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-90, FM 7-92
React to a Chemical Attack (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6054	FM 3-100, FM 3-3, FM 3-4, FM 3-5, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, STP 21-24-SMCT
Respond to the Initial Effects of a Nuclear Attack (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6063	FM 3-100, FM 3-3, FM 3-5, FM 3-7, FM 7-4 (3-21.94), FM 7-5 (3-21.9), FM 7-7, FM 7-7J, FM 7-8, FM 7-85, FM 7-92

2-5. Training Matrix 3 (Collective Task to Individual Task Matrix)

This training matrix displays the relationship between the unit collective tasks and supporting individual tasks. This matrix is used to plan individual training to support collective training. To use this matrix, determine the collective tasks that require work (tasks that aren't practiced or are performed poorly) and look across the horizontal row to find the supporting individual soldier tasks. Remember to determine the individual tasks to concentrate on based on basic unit nonproficiency.

Table 2-4. Training Matrix 3 (Collective Task to Individual Task Matrix).

Task Title	Task Number	Individual Task Number
Deploy/Conduct Maneuver		
Assault a Building (Infantry Platoon/Squad)	07-3-1000	No Individual Task linked to Collective Task
Conduct a Deliberate Attack (Infantry Platoon/Squad)	07-3-1009	052-192-3060, 071-004-0006, 071-010-0006, 071-010-0007, 071-052-0004, 071-052-0005, 071-052-0005-A, 071-052-0006, 071-054-0001, 071-054-0002, 071-054-0003, 071-054-0004, 071-056-0003, 071-311-2007, 071-311-2130, 071-311-6005, 071-313-4006, 071-313-4007, 071-314-0011, 071-314-0012, 071-315-2352, 071-316-3002, 071-316-3006, 071-316-3015, 071-317-3302, 071-317-3306, 071-324-4003, 071-325-4407, 071-326-0502, 071-326-0503, 071-326-0510, 071-326-5910, 071-326-5921, 071-410-0010, 071-410-0020, 071-420-0007, 071-710-0002, 071-710-0004,

Task Title	Task Number	Individual Task Number
		113-571-1022, 113-587-2070, 113-587-2071, 301-348-1050
Breach an Obstacle (Infantry Platoon/Squad)	07-3-1027	052-192-1021, 052-193-1013, 052-193-1025, 052-193-1025-A, 071-010-0006, 071-025-0001, 071-025-0003, 071-025-0004, 071-025-0007, 071-311-2007, 071-311-2025, 071-311-2026, 071-311-2027, 071-311-2028, 071-311-2029, 071-311-2125, 071-311-2126, 071-311-2127, 071-311-2128, 071-311-2129, 071-311-2130, 071-312-4025, 071-312-4026, 071-312-4027, 071-312-4028, 071-315-0091, 071-325-4407, 071-326-0501, 071-326-0503, 071-326-0510, 071-326-0512, 071-326-0513, 071-326-0608, 071-326-5502, 071-326-5503, 071-326-5505, 071-326-5775, 071-328-5301, 071-331-0804, 071-331-0815, 071-331-0820, 071-410-0020, 071-420-0005, 071-710-0004, 071-710-0006, 071-710-0008, 081-831-1000
Clear a Trench Line (Infantry Platoon/Squad)	07-3-1036	071-010-0006, 071-311-2007, 071-311-2130, 071-325-4407, 071-326-0501, 071-326-0502, 071-326-0503, 071-326-5605, 071-326-5606, 071-326-5611, 071-326-5630, 071-331-0820, 071-410-0019, 071-410-0020, 071-420-0005
Conduct a Bypass (Infantry/Reconnaissance Platoon/Squad)	07-3-1045	052-192-1021, 071-315-0091, 071-326-0502, 071-326-0503, 071-326-0510, 071-326-0513, 071-326-0515, 071-326-5606, 071-329-1001, 071-329-1002, 071-329-1003, 071-329-1005, 071-329-1006, 071-329-1008, 071-329-1009, 071-329-1011, 071-329-1018, 071-420-0005,

Task Title	Task Number	Individual Task Number
		071-510-0002, 071-710-0004, 071-710-0006, 071-710-0008, 113-571-1022, 113-587-2070, 113-587-2071, 301-348-1050
Conduct a Defense (Infantry/Reconnaissance Platoon/Squad)	07-3-1054	031-503-2008, 052-192-1021, 052-193-1025, 052-193-1025-A, 052-193-2030, 071-004-0005, 071-004-0006, 071-010-0006, 071-010-0007, 071-098-0001, 071-098-0002, 071-311-2007, 071-311-2029, 071-311-2129, 071-311-2130, 071-312-3004, 071-312-3007, 071-312-3029, 071-312-3031, 071-312-4029, 071-312-4032, 071-315-0003, 071-315-0008, 071-315-0030, 071-315-2308, 071-315-2352, 071-325-4407, 071-325-4425, 071-325-4426, 071-326-0502, 071-326-0503, 071-326-0510, 071-326-0511, 071-326-0512, 071-326-0513, 071-326-0515, 071-326-3001, 071-326-3002, 071-326-5502, 071-326-5606, 071-326-5611, 071-326-5703, 071-326-5705, 071-329-1000, 071-329-1001, 071-329-1002, 071-329-1003, 071-329-1005, 071-329-1006, 071-329-1008, 071-329-1011, 071-329-1014, 071-329-1015, 071-329-1019, 071-329-1030, 071-331-0804, 071-331-1000, 071-331-1002, 071-410-0001, 071-410-0002, 071-410-0019, 071-510-0001, 071-710-0004, 071-710-0008, 071-710-0009, 071-730-0008, 071-730-0012, 071-730-0013, 113-573-4003, 113-573-4006
Conduct a Delay (Infantry Platoon/Squad)	07-3-1063	031-503-1021, 031-503-1021-A, 052-192-1021, 052-193-1003, 052-193-1003-A, 061-283-1004, 071-025-0003, 071-025-0010,

Task Title	Task Number	Individual Task Number
		071-025-0010-A, 071-030-0005, 071-030-0007, 071-052-0003, 071-052-0004, 071-054-0002, 071-311-2026, 071-311-2027, 071-311-2126, 071-311-2127, 071-312-4027, 071-312-4032, 071-317-0000, 071-317-3302, 071-317-3306, 071-317-3324, 071-326-0501, 071-326-0511, 071-326-0512, 071-326-0550, 071-326-5502, 071-326-5503, 071-326-5505, 071-326-5605, 071-326-5606, 071-326-5770, 071-326-5775, 071-331-0804, 071-410-0010, 071-410-0019, 071-410-0020, 071-420-0005, 071-710-0006, 071-710-0008, 113-600-2007
Conduct a Disengagement (Infantry/Reconnaissance Platoon/Squad)	07-3-1072	071-008-0011, 071-010-0006, 071-025-0003, 071-025-0007, 071-025-0010, 071-025-0010-A, 071-032-0006, 071-311-2006, 071-311-2007, 071-311-2025, 071-311-2026, 071-311-2027, 071-311-2029, 071-311-2125, 071-311-2126, 071-311-2127, 071-311-2129, 071-311-2130, 071-312-4004, 071-312-4025, 071-312-4026, 071-312-4027, 071-312-4029, 071-312-4032, 071-325-4401, 071-325-4407, 071-325-4426, 071-326-0501, 071-326-0502, 071-326-0503, 071-326-0510, 071-326-0511, 071-326-0513, 071-326-0515, 071-326-5502, 071-326-5503, 071-326-5505, 071-326-5605, 071-326-5606, 071-326-5611, 071-326-5775, 071-326-5805, 071-326-5832, 071-329-1000, 071-329-1001, 071-329-1002, 071-329-1003, 071-329-1004, 071-329-1005, 071-329-1006,

Task Title	Task Number	Individual Task Number
		071-329-1008, 071-329-1009, 071-329-1011, 071-329-1012, 071-329-1019, 071-331-0815, 071-331-0820, 071-331-0852, 071-410-0010, 071-410-0012, 071-410-0019, 071-420-0005, 071-430-0007, 071-430-0008, 071-710-0004, 071-710-0006, 071-710-0008, 113-571-1022, 113-587-2070, 113-587-2071, 301-348-1050
Conduct a Link-up (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1081	03-3711.04-0001, 04-1910.11-1001, 071-315-0091, 071-326-0513, 071-326-0515, 071-326-5606, 071-326-5611, 071-326-5630, 071-326-5705, 071-326-5775, 071-326-5805, 071-329-1000, 071-329-1001, 071-329-1002, 071-329-1003, 071-329-1004, 071-329-1005, 071-329-1006, 071-329-1008, 071-329-1009, 071-329-1011, 071-329-1012, 071-329-1018, 071-329-1019, 071-331-0801, 071-331-0804, 071-331-0815, 071-331-0852, 071-410-0010, 071-410-0019, 071-420-0005, 071-510-0001, 071-510-0002, 071-710-0004, 071-710-0006, 071-710-0008, 071-720-0012, 071-720-0015, 113-571-1022, 113-573-8006, 113-587-2070, 113-587-2071, 301-348-1050
Conduct a Movement to Contact (Infantry/Reconnaissance Platoon/Squad)	07-3-1090	052-193-1025, 052-193-1025-A, 061-283-1004, 071-004-0002, 071-004-0003, 071-008-0011, 071-010-0006, 071-010-0007, 071-024-0002, 071-024-0006, 071-025-0003, 071-025-0007, 071-026-0001, 071-030-0004, 071-030-0005, 071-030-0007, 071-034-0005, 071-052-0004, 071-052-0005, 071-052-0005-A,

Task Title	Task Number	Individual Task Number
		071-052-0006, 071-054-0003, 071-056-0001, 071-056-0003, 071-100-0003, 071-311-2126, 071-311-2127, 071-311-2130, 071-312-4028, 071-313-4007, 071-314-0011, 071-314-0012, 071-315-0003, 071-315-0008, 071-315-0030, 071-315-0091, 071-315-2308, 071-315-2352, 071-316-3002, 071-317-3302, 071-317-3306, 071-324-4003, 071-324-6004, 071-324-6026, 071-326-0501, 071-326-0502, 071-326-0503, 071-326-0511, 071-326-0512, 071-326-0515, 071-326-3001, 071-326-3002, 071-326-5502, 071-326-5503, 071-326-5605, 071-326-5606, 071-326-5611, 071-326-5630, 071-326-5911, 071-329-1002, 071-329-1003, 071-329-1005, 071-329-1006, 071-329-1008, 071-329-1011, 071-329-1012, 071-329-1014, 071-329-1030, 071-331-0820, 071-332-5034, 071-410-0001, 071-410-0002, 071-410-0010, 071-410-0019, 071-410-0020, 071-420-0005, 071-420-0007, 071-510-0001, 071-710-0002, 071-710-0004
Conduct a Passage of Lines as the Passing Unit (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1099	No Individual Task linked to Collective Task
Conduct a Passage of Lines as the Stationary Unit (Infantry/Reconnaissance Platoon/Squad)	07-3-1108	071-326-0515, 071-326-0608, 071-326-5502, 071-326-5503, 071-326-5505, 071-326-5630, 071-326-5775, 071-328-5301, 071-329-1000, 071-329-1001, 071-329-1003, 071-329-1005, 071-329-1006, 071-329-1008, 071-329-1019, 071-329-1030, 071-331-0815, 071-410-0020, 113-573-0002, 113-573-8006, 113-587-1064, 113-587-2070,

Task Title	Task Number	Individual Task Number
		113-587-2071
Conduct a Presence Patrol (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-1117	071-326-0512, 071-326-0515, 071-326-3001, 071-326-5502, 071-326-5606, 071-326-5630, 071-326-5805, 071-329-1000, 071-329-1001, 071-329-1002, 071-329-1003, 071-329-1005, 071-329-1006, 071-329-1008, 071-329-1011, 071-329-1014, 071-329-1015, 071-329-1019, 071-329-1030, 071-710-0004, 071-710-0008, 113-573-4003, 113-573-4006
Conduct a Raid (Infantry Platoon/Squad)	07-3-1126	052-192-1021, 052-193-1013, 052-193-1025, 052-193-1025-A, 061-283-1002, 061-283-1004, 071-004-0002, 071-004-0003, 071-004-0004, 071-004-0005, 071-004-0006, 071-008-0007, 071-008-0011, 071-010-0006, 071-010-0007, 071-025-0003, 071-025-0004, 071-025-0007, 071-030-0004, 071-030-0005, 071-030-0006, 071-030-0007, 071-030-0008, 071-052-0004, 071-052-0005, 071-052-0005-A, 071-052-0006, 071-054-0001, 071-054-0002, 071-054-0003, 071-054-0004, 071-100-0003, 071-100-0006, 071-100-0007, 071-311-2007, 071-311-2126, 071-311-2127, 071-311-2128, 071-311-2129, 071-311-2130, 071-312-3004, 071-312-3028, 071-312-4026, 071-312-4027, 071-312-4028, 071-312-4029, 071-315-0091, 071-315-2308, 071-315-2352, 071-317-3302, 071-317-3306, 071-317-3324, 071-325-4407, 071-326-0501, 071-326-0502, 071-326-0503, 071-326-0510, 071-326-0511, 071-326-0512, 071-326-0515,

Task Title	Task Number	Individual Task Number
		071-326-5502, 071-326-5503, 071-326-5505, 071-326-5605, 071-326-5606, 071-326-5611, 071-326-5630, 071-329-1001, 071-329-1002, 071-329-1003, 071-329-1005, 071-329-1006, 071-329-1030, 071-331-0820, 071-332-5034, 071-334-4002, 071-410-0001, 071-410-0010, 071-410-0019, 071-410-0020, 071-420-0005, 071-710-0004, 071-710-0006, 071-710-0008, 113-573-4003, 113-573-4006
Conduct a Deliberate Relief in Place (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1135	01-5700.01-0001, 01-5700.01-0002, 04-3303.01-0020, 04-3306.01-0006, 04-3306.01-0007, 04-3311.02-0001, 04-3312.02-0003, 04-3312.02-0008, 04-3312.03-0021, 04-3317.02-0001, 071-326-0513, 071-326-0515, 071-326-0608, 071-326-5502, 071-326-5503, 071-326-5505, 071-326-5630, 071-326-5775, 071-328-5301, 071-329-1011, 071-329-1012, 071-329-1019, 071-331-0815, 071-410-0010, 071-410-0012, 071-410-0019, 071-410-0020, 071-420-0005, 071-430-0006, 071-450-0027, 071-600-0009, 071-710-0004, 071-710-0006, 071-710-0008, 071-720-0015, 113-571-1022, 113-573-8006
Conduct a Screen (Infantry/Reconnaissance Platoon/Squad)	07-3-1144	052-193-1013, 061-283-1002, 071-010-0006, 071-052-0006, 071-054-0004, 071-311-2028, 071-311-2029, 071-311-2127, 071-311-2128, 071-311-2129, 071-311-2130, 071-312-3027, 071-312-3028, 071-312-3029, 071-312-3031, 071-312-4027, 071-315-0003, 071-315-0008, 071-315-0030, 071-315-0091,

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		071-315-2308, 071-315-2352, 071-317-3302, 071-317-3306, 071-325-4401, 071-325-4407, 071-326-0501, 071-326-0502, 071-326-0510, 071-326-0511, 071-326-0512, 071-326-0513, 071-326-5502, 071-326-5605, 071-326-5606, 071-326-5611, 071-326-5630, 071-326-5705, 071-326-5775, 071-331-0801, 071-331-0804, 071-331-0820, 071-410-0010, 071-410-0012, 071-410-0019, 071-410-0020, 071-420-0005, 071-450-0005, 071-710-0004, 081-831-0101, 113-573-4006, 113-573-8006
Conduct a Security Patrol (Infantry/Reconnaissance Platoon/Squad)	07-3-1153	04-1910.11-1001, 04-3302.01-0003, 04-3303.01-0019, 04-3303.01-0034, 04-3305.01-0002, 04-3305.01-0005, 04-3305.01-0006, 04-3305.01-0007, 04-3305.01-0008, 04-3305.01-0012, 04-3305.01-0013, 04-3305.01-0014, 04-3306.01-0001, 04-3306.01-0002, 04-3306.01-0003, 04-3306.01-0005, 04-3306.01-0007, 04-3311.02-0001, 04-3312.02-0006, 04-3312.02-0008, 04-3312.02-0009, 04-3312.02-0010, 04-3312.02-0013, 04-3312.02-0015, 04-3312.03-0016, 04-3317.02-0001, 04-3317.02-0002, 04-8951.00-0892, 052-191-1501, 071-010-0006, 071-315-0091, 071-326-5505, 071-326-5606, 071-326-5626, 071-326-5775, 071-410-0010, 071-600-0009
Conduct a Strongpoint Defense of a Building (Infantry Platoon/Squad)	07-3-1162	071-025-0003, 071-025-0007, 071-025-0010, 071-025-0010-A, 071-326-5704, 071-326-5705, 071-326-5775, 071-331-0801, 071-331-1000, 071-331-1002,

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		071-410-0019, 071-410-0020, 071-430-0002, 071-430-0004, 071-430-0006, 071-430-0007, 071-430-0008, 071-730-0008, 081-831-0101, 113-573-4003, 113-573-4006, 113-588-1087
Conduct a Tactical Road March (Dismounted) (Infantry/Reconnaissance Platoon/Squad)	07-3-1171	052-192-1021, 052-193-1013, 061-283-1002, 061-283-1004, 071-054-0001, 071-054-0002, 071-054-0003, 071-054-0004, 071-311-2007, 071-311-2027, 071-311-2028, 071-311-2029, 071-311-2127, 071-311-2128, 071-311-2129, 071-311-2130, 071-312-3028, 071-315-0091, 071-325-4401, 071-325-4407, 071-326-0501, 071-326-0502, 071-326-0503, 071-326-0510, 071-326-0511, 071-326-0512, 071-326-0513, 071-326-0515, 071-326-5502, 071-326-5503, 071-326-5605, 071-326-5606, 071-326-5611, 071-326-5630, 071-326-5775, 071-329-1000, 071-329-1001, 071-329-1002, 071-329-1003, 071-329-1004, 071-329-1005, 071-329-1006, 071-329-1008, 071-329-1009, 071-329-1011, 071-329-1012, 071-329-1014, 071-329-1015, 071-329-1019, 071-331-0801, 071-331-0804, 071-331-0815, 071-331-0820, 071-410-0010, 071-410-0020, 071-420-0005, 071-510-0001, 071-710-0004, 081-831-0101, 113-573-4003, 113-573-4006, 113-573-8006
Conduct Actions at Danger Areas (Infantry/Reconnaissance Platoon)	07-3-1189	04-1910.11-1001, 071-008-0007, 071-008-0011, 071-010-0006, 071-025-0001, 071-025-0003, 071-025-0004, 071-025-0007, 071-025-0010, 071-025-0010-A, 071-311-2006, 071-311-2007,

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		071-311-2025, 071-311-2026, 071-311-2027, 071-311-2028, 071-311-2029, 071-311-2030, 071-311-2103, 071-311-2125, 071-311-2126, 071-311-2127, 071-311-2128, 071-311-2129, 071-311-2130, 071-312-4004, 071-312-4025, 071-312-4026, 071-312-4027, 071-312-4028, 071-312-4029, 071-312-4030, 071-312-4032, 071-315-0091, 071-325-4401, 071-325-4407, 071-326-0502, 071-326-0503, 071-326-0513, 071-326-0515, 071-326-0608, 071-326-5606, 071-326-5611, 071-326-5630, 071-329-1000, 071-329-1001, 071-329-1002, 071-329-1003, 071-329-1004, 071-329-1005, 071-329-1006, 071-329-1008, 071-329-1009, 071-329-1011, 071-329-1012, 071-329-1014, 071-329-1015, 071-329-1019, 071-331-0815, 071-331-0852, 071-410-0010, 071-410-0019, 071-410-0020, 071-420-0005, 071-710-0008, 071-710-0009
Conduct an Airborne Assault (Infantry Platoon/Squad)	07-3-1198	04-3317.02-0001
Conduct an Ambush (Infantry Platoon/Squad)	07-3-1207	No Individual Task linked to Collective Task
Conduct an Infiltration or Exfiltration (Infantry/Reconnaissance Platoon/Squad)	07-3-1216	04-3312.02-0015, 04-3312.03-0019, 04-3317.03-0003, 052-192-1021, 052-193-1025, 052-193-1025-A, 052-193-2030, 071-008-0007, 071-008-0011, 071-010-0006, 071-010-0007, 071-025-0001, 071-025-0003, 071-025-0004, 071-025-0007, 071-025-0010, 071-025-0010-A, 071-032-0006, 071-098-0001, 071-098-0002, 071-311-2006, 071-311-2007, 071-311-2025, 071-311-

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		2026, 071-311-2027, 071-311-2028, 071-311-2029, 071-311-2125, 071-311-2126, 071-311-2127, 071-311-2128, 071-311-2129, 071-311-2130, 071-312-4004, 071-312-4025, 071-312-4026, 071-312-4027, 071-312-4028, 071-312-4029, 071-312-4030, 071-312-4032, 071-315-0091, 071-325-4401, 071-325-4407, 071-325-4425, 071-325-4426, 071-326-0501, 071-326-0502, 071-326-0503, 071-326-0510, 071-326-0511, 071-326-0512, 071-326-0513, 071-326-0515, 071-326-0608, 071-326-5502, 071-326-5503, 071-326-5505, 071-326-5606, 071-326-5611, 071-326-5630, 071-326-5703, 071-328-5301, 071-329-1000, 071-329-1001, 071-329-1002, 071-329-1003, 071-329-1004, 071-329-1005, 071-329-1006, 071-329-1008, 071-329-1009, 071-329-1011, 071-329-1012, 071-329-1014, 071-329-1015, 071-329-1019, 071-331-0804, 071-331-0815, 071-331-0820, 071-410-0001, 071-410-0002, 071-410-0019, 071-410-0020, 071-420-0005, 071-510-0001, 071-710-0004, 071-710-0006, 071-710-0008, 071-710-0009, 071-730-0012, 071-730-0013
Conduct Operations during Limited Visibility (Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1234	071-008-0001, 071-008-0002, 071-008-0004, 071-008-0005, 071-008-0006, 071-008-0008, 071-008-0009, 071-008-0010, 071-008-0011-A, 071-010-0001-A, 071-010-0002-A, 071-010-0003-A, 071-010-0007-A, 071-010-0008, 071-010-0009, 071-

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		010-0010, 071-010-0011, 071-010-0012, 071-010-0013, 071-010-0014, 071-010-0015, 071-025-0013, 071-025-0014, 071-025-0017, 071-025-0018, 071-025-0019, 071-025-0020, 071-025-0021, 071-025-0022, 071-025-0023, 071-025-0024, 071-025-0025, 071-025-0026, 071-025-0027, 071-025-0028, 071-025-0029, 071-025-0030, 071-030-0016, 071-030-0017, 071-030-0018, 071-030-0019, 071-032-0001, 071-032-0002, 071-032-0012, 071-032-0013, 071-032-0014, 071-032-0015, 071-056-0011-A, 071-100-0009, 071-100-0010, 071-100-0011, 071-100-0012, 071-100-0013, 071-100-0014, 071-100-0015, 071-100-0016, 071-100-0017, 071-100-0018, 071-100-0019, 071-100-0020, 071-315-0003-A, 071-315-0030-A, 071-315-0031, 071-315-0090, 071-315-0091-A, 071-315-2307-A
Conduct Operations with Armored or Mechanized Vehicles in an Urban Environment (Infantry Platoon/Squad)	07-3-1243	04-3306.01-0001, 04-3306.01-0002, 04-3306.01-0003, 04-3306.01-0005
Conduct Stay-behind Operations (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-1261	No Individual Task linked to Collective Task
Conduct Tactical Movement (Mounted or Dismounted) (Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1270	052-192-1021, 052-192-1135, 052-193-1013, 052-193-1025, 052-193-1025-A, 071-326-0502, 071-326-0503, 071-326-0510, 071-326-0511, 071-326-0513, 071-326-0515, 071-326-3001, 071-326-5606, 071-329-1000, 071-329-1001, 071-329-1002, 071-329-1003, 071-329-1004, 071-329-1005, 071-329-1006, 071-329-1008, 071-329-1009,

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		071-329-1011, 071-329-1012, 071-329-1014, 071-329-1015, 071-329-1018, 071-329-1019, 071-329-1030, 071-331-0804, 071-331-0820, 071-410-0001, 071-510-0002, 071-710-0004, 071-710-0008, 093-401-5000, 113-571-1022, 113-573-4006, 113-587-2070, 113-587-2071
Conduct Tactical Movement in a Built-up Area (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-1279	031-503-2008, 052-192-1021, 052-193-1025, 052-193-1025-A, 052-193-2030, 071-004-0005, 071-004-0006, 071-010-0006, 071-010-0007, 071-098-0001, 071-098-0002, 071-311-2007, 071-311-2029, 071-311-2129, 071-311-2130, 071-312-3004, 071-312-3007, 071-312-3029, 071-312-3031, 071-312-4029, 071-312-4032, 071-315-0003, 071-315-0008, 071-315-0030, 071-315-2308, 071-315-2352, 071-325-4407, 071-325-4425, 071-325-4426, 071-326-0502, 071-326-0503, 071-326-0510, 071-326-0511, 071-326-0512, 071-326-0513, 071-326-0515, 071-326-3001, 071-326-3002, 071-326-5502, 071-326-5606, 071-326-5611, 071-326-5703, 071-326-5705, 071-329-1000, 071-329-1001, 071-329-1002, 071-329-1003, 071-329-1005, 071-329-1006, 071-329-1008, 071-329-1011, 071-329-1014, 071-329-1015, 071-329-1019, 071-329-1030, 071-331-0804, 071-331-1000, 071-331-1002, 071-410-0001, 071-410-0002, 071-410-0019, 071-510-0001, 071-710-0004, 071-710-0008, 071-710-0009, 071-730-0008, 071-730-0012, 071-730-0013,

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		113-573-4003, 113-573-4006
Cross a Water Obstacle (Dismounted) (Infantry/Reconnaissance Platoon/Squad)	07-3-1288	061-283-1002, 071-008-0007, 071-008-0011, 071-010-0006, 071-025-0001, 071-025-0003, 071-025-0004, 071-025-0007, 071-025-0010, 071-025-0010-A, 071-032-0006, 071-311-2006, 071-311-2007, 071-311-2025, 071-311-2026, 071-311-2027, 071-311-2028, 071-311-2029, 071-311-2030, 071-311-2103, 071-311-2125, 071-311-2126, 071-311-2127, 071-311-2128, 071-311-2129, 071-311-2130, 071-312-4004, 071-312-4025, 071-312-4026, 071-312-4027, 071-312-4028, 071-312-4029, 071-312-4030, 071-312-4032, 071-315-0091, 071-325-4401, 071-325-4407, 071-325-4425, 071-325-4426, 071-326-0501, 071-326-0502, 071-326-0503, 071-326-0510, 071-326-0512, 071-326-0513, 071-326-0515, 071-326-0608, 071-326-5502, 071-326-5503, 071-326-5505, 071-326-5605, 071-326-5606, 071-326-5611, 071-326-5630, 071-326-5703, 071-326-5704, 071-326-5705, 071-326-5770, 071-326-5805, 071-328-5301, 071-329-1000, 071-329-1001, 071-329-1002, 071-329-1003, 071-329-1004, 071-329-1005, 071-329-1006, 071-329-1008, 071-329-1011, 071-329-1012, 071-329-1019, 071-331-0815, 071-331-0820, 071-331-0852, 071-410-0010, 071-410-0019, 071-410-0020, 071-420-0005, 071-710-0004, 071-710-0006, 071-710-0008, 071-710-0009, 071-720-0015, 071-730-0012,

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		071-730-0013
Establish a Checkpoint (Infantry/Reconnaissance Platoon/Squad)	07-3-1324	No Individual Task linked to Collective Task
Knock Out a Bunker (Infantry Platoon/Squad)	07-3-1333	052-193-1013, 061-283-1004, 071-054-0004, 071-311-2007, 071-311-2130, 071-325-4407, 071-326-0501, 071-326-0502, 071-326-0503, 071-326-0512, 071-326-0513, 071-326-5605, 071-326-5606, 071-326-5611, 071-326-5630, 071-331-0820, 071-410-0019, 071-410-0020, 071-420-0005
Perform Air Assault Operations (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1369	071-326-5502, 071-326-5606, 071-329-1002, 071-329-1003, 071-329-1005, 071-329-1009, 071-329-1011, 071-329-1012, 071-334-4001, 071-334-4002, 071-410-0010, 071-510-0002, 071-710-0004, 071-710-0008
Perform Deployment or Redeployment Activities (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1378	No Individual Task linked to Collective Task
React to a Civil Disturbance (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-1396	031-503-1024, 031-503-1025, 031-503-1026, 04-3304.01-0002, 04-3305.01-0001, 04-3317.02-0002, 04-8310.00-3007, 04-8951.00-0892, 071-025-0001, 071-025-0003, 071-025-0004, 071-311-2025, 071-311-2026, 071-311-2027, 071-311-2028, 071-311-2125, 071-311-2126, 071-311-2127, 071-311-2128, 071-312-4025, 071-312-4026, 071-312-4027, 071-312-4028, 071-326-0608, 071-326-5502, 071-326-5503, 071-326-5505, 071-326-5626, 071-328-5301
React to Snipers (Infantry/Reconnaissance Platoon/Squad)	07-3-1406	No Individual Task linked to Collective Task
Search a Building (Infantry Platoon/Squad)	07-3-1414	01-5700.01-0001, 01-5700.01-0002, 04-3306.01-0007, 04-

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		3311.02-0001, 052-192-1021, 071-025-0003, 071-025-0004, 071-311-2027, 071-311-2028, 071-311-2127, 071-311-2128, 071-312-4027, 071-312-4028, 071-325-4407, 071-326-5502, 071-326-5606, 071-730-0013
Secure a Route (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-1423	071-326-0503, 071-326-0515, 071-326-5502, 071-326-5606, 071-326-5705, 071-329-1000, 071-329-1001, 071-329-1002, 071-329-1003, 071-329-1005, 071-329-1006, 071-329-1011, 071-329-1014, 071-329-1015, 071-329-1019, 071-329-1030, 071-410-0019, 113-573-4003
Take Action on Contact (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1432	No Individual Task linked to Collective Task
Develop Intelligence		
Conduct a Route Reconnaissance (Infantry/Reconnaissance Platoon/Squad)	07-3-2000	061-283-1002, 071-326-0501, 071-326-0510, 071-326-0515, 071-326-5605, 071-326-5611, 071-329-1001, 071-329-1002, 071-329-1003, 071-329-1005, 071-329-1006, 071-329-1009, 071-329-1011, 071-329-1012, 071-329-1015, 071-331-0815, 071-331-0820, 071-410-0010, 071-420-0005
Conduct an Area or Zone Reconnaissance (Infantry/Reconnaissance Platoon/Squad)	07-3-2009	04-3306.01-0001, 04-3312.02-0010, 071-315-0091, 071-326-0501, 071-326-0510, 071-326-0512, 071-326-5502, 071-326-5503, 071-326-5605, 071-326-5611, 071-326-5775, 071-329-1003, 071-329-1005, 071-329-1009, 071-329-1014, 071-329-1015, 071-329-1018, 071-331-0804, 071-331-0820, 071-410-0010, 071-410-0019, 071-510-0001, 071-710-0004, 071-720-

Task Title	Task Number	Individual Task Number
		0015, 071-730-0013, 081-831-0101, 081-831-0102, 081-831-1000, 081-831-1003, 081-831-1005, 081-831-1007, 081-831-1008, 081-831-1009, 081-831-1016, 081-831-1017, 081-831-1025, 081-831-1026, 081-831-1030, 081-831-1031, 081-831-1033, 081-831-1034, 081-831-1040, 081-831-1041, 081-831-1042
Establish an Observation Post (OP) (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-2018	071-098-0001, 071-098-0002, 071-312-4032, 071-315-0003, 071-315-0030, 071-315-2308, 071-315-2352, 071-325-4425, 071-325-4426, 071-326-0503, 071-326-0510, 071-326-0511, 071-326-0512, 071-326-3013, 071-326-5606, 071-326-5705, 071-329-1003, 071-329-1014, 071-329-1015, 071-329-1019, 071-410-0019, 071-510-0001, 071-710-0004, 071-710-0008, 071-710-0009, 071-730-0004, 071-730-0008, 071-730-0012, 071-730-0013, 093-403-5030, 113-573-4003, 113-573-4006, 301-348-1050, 441-091-3001, 441-091-3001-A
Operate in an Electronic Warfare Environment (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-2027	01-5700.01-0001, 113-573-8006
Reconnoiter a Built-up Area (Infantry/Reconnaissance Platoon/Squad)	07-3-2036	071-326-0501, 071-326-0502, 071-326-0503, 071-326-0510, 071-326-0513, 071-326-0541, 071-326-0557, 071-326-5606, 071-326-5705, 071-329-1002, 071-329-1003, 071-329-1005, 071-329-1011, 071-329-1012
Report Tactical Information (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-2054	031-503-1019, 031-503-4003, 071-326-0511, 071-326-0512, 071-326-5705, 071-326-5775, 071-329-1000, 071-329-1003,

Task Title	Task Number	Individual Task Number
		071-329-1012, 071-331-0801, 071-331-0804, 071-331-0820, 071-410-0010, 113-573-4003, 113-573-4006
Employ Firepower		
Conduct Overwatch and or Support by Fire (Antiarmor/Infantry Platoon/Squad)	07-3-1252	052-192-3032, 052-192-3032-A, 071-010-0006, 071-010-0007, 071-052-0004, 071-052-0005, 071-052-0005-A, 071-052-0006, 071-054-0001, 071-054-0002, 071-054-0003, 071-054-0004, 071-056-0003, 071-311-2007, 071-311-2130, 071-311-6005, 071-313-4006, 071-313-4007, 071-314-0011, 071-314-0012, 071-315-2352, 071-316-3002, 071-316-3006, 071-316-3015, 071-317-3302, 071-317-3306, 071-324-4003, 071-325-4407, 071-326-0502, 071-326-0510, 071-326-0512, 071-326-0513, 071-326-3001, 071-326-5606, 071-326-5910, 071-326-5921, 071-410-0020, 071-420-0007, 071-710-0004, 071-710-0008, 113-571-1022, 113-587-2070, 113-587-2071, 301-348-1050
Employ Fire Support (Infantry/Reconnaissance Platoon/Squad)	07-3-3009	01-5700.01-0001, 01-5700.01-0002, 03-2830.00-6003, 03-3711.04-0001, 04-3303.01-0019, 04-3303.01-0020, 04-3306.01-0007, 04-3312.02-0006, 04-3312.02-0008, 04-3312.02-0009, 04-3312.02-0013, 04-3313.02-0001, 04-3313.03-0002, 04-3317.02-0001, 061-283-1002, 061-283-1003, 061-283-1004, 071-074-0016, 071-326-0512, 071-326-0608, 071-326-5502, 071-326-5503, 071-326-5505, 071-326-5705, 071-326-5770,

Task Title	Task Number	Individual Task Number
		071-326-5775, 071-329-1001, 071-329-1002, 071-329-1003, 071-329-1004, 071-329-1005, 071-329-1008, 071-329-1009, 071-329-1011, 071-329-1012, 071-329-1014, 071-329-1015, 071-329-1019, 071-331-0804, 071-331-0815, 071-331-0820, 071-331-0852, 071-331-1000, 071-331-1002, 071-410-0010, 071-410-0019, 071-410-0020, 071-420-0005, 071-430-0006, 071-450-0005, 071-510-0001, 113-571-1022, 113-573-0002, 113-573-8006
Exercise Command and Control		
Conduct a Rehearsal (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5000	071-326-5503, 071-326-5505
Conduct Consolidation and Reorganization (Infantry/Reconnaissance Platoon/Squad)	07-3-5009	04-3306.01-0005, 04-3306.01-0006, 071-025-0003, 071-025-0010, 071-025-0010-A, 071-311-2026, 071-311-2027, 071-311-2029, 071-311-2125, 071-311-2126, 071-311-2127, 071-311-2129, 071-312-4004, 071-312-4025, 071-312-4026, 071-312-4027, 071-312-4029, 071-312-4032, 071-325-4401, 071-326-0513, 071-326-0515, 071-326-5502, 071-326-5505, 071-326-5705, 071-328-5301, 071-329-1001, 071-329-1002, 071-329-1003, 071-329-1005, 071-329-1008, 071-329-1009, 071-329-1011, 071-329-1012, 071-331-0815, 071-410-0019, 071-420-0005, 071-430-0003, 071-430-0004, 071-430-0007, 071-430-0008, 081-831-1000, 121-030-3534, 191-377-5250, 301-337-6001, 301-348-1050

Task Title	Task Number	Individual Task Number
Conduct Risk Management (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5027	No Individual Task linked to Collective Task
Conduct Troop-leading Procedures (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5036	01-5700.01-0001, 01-5700.01-0002, 01-7300.75-0500, 031-503-2012, 04-3303.01-0020, 04-3303.02-0014, 04-3306.01-0008, 04-3311.02-0001, 071-074-0002, 071-074-0017, 071-326-0515, 071-326-5502, 071-326-5503, 071-326-5505, 071-326-5626, 071-326-5770, 071-326-5775, 071-329-1000, 071-329-1001, 071-329-1002, 071-329-1004, 071-329-1005, 071-329-1006, 071-329-1008, 071-329-1009, 071-329-1011, 071-329-1012, 071-329-1014, 071-329-1015, 071-329-1018, 071-329-1019, 071-331-0820, 071-332-5000, 071-332-5000-A, 071-410-0010, 071-410-0020, 071-510-0001, 071-510-0002, 071-710-0006, 071-730-0004, 091-309-0710, 091-309-0711, 113-571-1022, 113-573-4003, 113-573-4006, 113-573-8006, 171-122-1012, 551-721-3359, 551-721-3359-A, 850-001-2001, 850-001-3001, 850-001-4001
Establish Radio Communications (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5054	01-5700.01-0001, 01-5700.01-0002, 01-5700.01-0003, 113-573-8006
Occupy an Assembly Area (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5063	031-503-2001, 031-503-2008, 031-503-3008, 052-191-1501, 052-192-3032, 052-192-3032-A, 071-010-0001, 071-010-0002, 071-025-0010, 071-025-0010-A, 071-032-0006, 071-311-2006, 071-312-4004, 071-312-4032, 071-325-4425, 071-325-4426, 071-326-0513, 071-326-5502, 071-326-5503, 071-326-5505, 071-326-5703, 071-326-5704,

Task Title	Task Number	Individual Task Number
		071-326-5705, 071-326-5770, 071-326-5775, 071-331-0801, 071-331-0852, 071-730-0004, 071-730-0008, 113-571-1022, 113-573-0002
Prepare for Combat (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5081	No Individual Task linked to Collective Task
Perform CSS and Sustainment		
Handle Enemy Prisoners of War (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-4009	No Individual Task linked to Collective Task
Perform Resupply Operations (Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-4018	071-326-5503, 071-334-4002
Process Captured Documents and Equipment (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-4027	No Individual Task linked to Collective Task
Secure Civilians During Operations (Infantry/Reconnaissance Platoon/Squad)	07-3-4036	01-5700.02-0001, 071-025-0001, 071-025-0003, 071-025-0004, 071-311-2025, 071-311-2026, 071-311-2027, 071-311-2028, 071-311-2125, 071-311-2126, 071-311-2127, 071-311-2128, 071-312-4025, 071-312-4026, 071-312-4027, 071-312-4028, 071-325-4401, 071-326-0608, 071-326-5502, 071-326-5503, 071-326-5505, 071-326-5630, 071-326-5775, 071-328-5301, 071-331-0815, 071-331-1004, 071-420-0005, 071-730-0012, 071-730-0013, 301-348-1050, 301-348-6001, 850-001-3001, 850-001-4001
Treat and Evacuate Casualties (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-4045	04-8310.00-3008, 04-8310.00-3009, 04-8310.00-3010, 04-8310.00-3011, 04-8310.00-3012, 04-8310.00-3013, 04-8310.00-3014, 04-8310.00-3016, 04-8310.00-3024, 04-8310.00-3025, 04-8310.00-3027, 04-8310.00-3028, 071-334-4001, 071-334-

Task Title	Task Number	Individual Task Number
		4002, 081-831-0101, 081-831-0101-A
Protect the Force		
Employ Protective Obstacle(s) (Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1315	052-192-3032, 052-192-3032-A, 052-193-1003, 052-193-1003-A, 071-098-0002, 071-325-4425, 071-326-5606, 071-331-0820, 071-410-0010
Conduct Active Air Defense Measures Against Hostile Aircraft (Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6000	031-503-1019, 071-010-0006, 071-025-0007, 071-311-2007, 071-311-2029, 071-312-3027, 071-312-3029, 071-312-3031, 071-312-4025, 071-312-4027, 071-313-3454, 071-313-3455, 071-326-0502, 071-326-5502, 071-326-5503, 071-331-0804, 071-331-0815, 071-331-0820, 071-410-0019, 441-091-1040, 441-091-1040-A
Conduct Passive Air Defense Measures (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6009	04-1910.11-1001, 04-3306.01-0001, 052-191-1501, 071-326-0513, 071-326-5606, 071-326-5705, 071-331-0815, 441-091-1040, 441-091-1040-A
Cross an NBC Contaminated Area (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6018	031-503-1006, 031-503-1007, 031-503-1008, 031-503-1012, 031-503-1014, 031-503-1028, 031-503-1033, 031-503-1034, 031-503-2001, 031-503-2008, 031-503-2013, 031-503-2020, 031-503-2022, 031-503-3004, 031-503-3006, 031-503-3008, 031-503-4003, 071-324-6026, 113-571-1022, 113-587-2070, 113-587-2071, 301-348-1050
Maintain Operations Security (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6027	052-191-1501, 071-326-5705, 071-331-0801, 071-331-0804, 071-710-0004, 071-710-0006, 071-710-0008, 071-730-0008
Prepare for a Chemical Attack	07-3-6036	031-503-1005, 031-503-1012,

Task Title	Task Number	Individual Task Number
(Infantry/Mortar/Reconnaissance Platoon/Squad)		031-503-1014, 031-503-1015, 031-503-1019, 031-503-1020, 031-503-1021, 031-503-1021-A, 031-503-1023, 031-503-1024, 031-503-1025, 031-503-1026, 031-503-1028, 031-503-2001, 031-503-2008, 031-503-2012, 031-503-2013, 031-503-2020, 031-503-2022, 031-503-3005, 031-503-3006, 031-503-3008, 031-503-3009, 031-503-3010, 031-503-4002, 031-503-4003, 031-504-3001, 031-506-1052, 031-506-1052-A
Prepare for a Nuclear Attack (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6045	031-503-3005, 031-503-3006, 031-503-3008, 031-503-4002, 031-503-4003, 071-326-0608, 071-326-5502, 071-326-5503, 071-326-5505, 071-331-0820, 113-571-1022
React to a Chemical Attack (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6054	031-503-1004, 031-503-1006, 031-503-1007, 031-503-1008, 031-503-1012, 031-503-1014, 031-503-1015, 031-503-1019, 031-503-1020, 031-503-1021, 031-503-1021-A, 031-503-1022, 031-503-1023, 031-503-1028, 031-503-1033, 031-503-1034, 031-503-2001, 031-503-2002, 031-503-2002-A, 031-503-2004, 031-503-2008, 031-503-3002, 031-503-3004, 031-503-3005, 031-503-3008, 031-503-3009, 031-503-3010, 031-503-4002, 031-504-3001, 031-506-1052, 031-506-1052-A, 031-507-3003, 081-831-1000, 081-831-1000-A, 081-831-1030, 081-831-1031
Respond to the Initial Effects of a Nuclear Attack (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6063	031-503-1006, 031-503-1018, 031-503-2013, 031-503-2020, 031-503-2022, 031-503-3005, 031-503-3006, 081-831-1000, 081-831-1000-A, 081-831-1007,

Task Title	Task Number	Individual Task Number
		081-831-1007-A, 113-571-1022, 113-587-2070, 113-587-2071,

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5-1. General

This chapter contains training objectives (tasks, conditions, and standards) for all of the collective tasks that a unit must master to perform critical wartime missions.

5-2. Structure

The T&EOs in this chapter are listed in Table 5-1. They are grouped by functional category to make it easier to locate a specific T&EO. The mission to collective task matrix in Chapter 2 lists the T&EOs required to train critical wartime missions.

5-3. Format

The T&EOs are the training objectives prepared for every collective task that supports critical wartime mission accomplishment. Each T&EO contains the following components:

a. *Element*. This identifies the unit or element that performs the task.

b. *Task*. This is a description of the action to be performed by the unit. The *Task Number*, in parentheses after the task title, identifies the task throughout the MTP.

c. *Iteration*. This is used for evaluation. It is used to identify how many times the task is performed and evaluated during an excercise. This would indicate if the unit improved during multiple performances during an exercise.

d. *Training Status*. This is used to record the evaluation of the unit's capability to perform the task and task steps. The ratings are:

    1. T - Trained. The unit successfully performed all subtasks.

    2. P - Needs Practice. The unit needs to practice the task. All critical subtasks were performed successfully, but one or more noncritical subtasks were performed unsuccessfully.

3. U - Untrained. The unit incorrectly performed or failed to perform one or more critical subtasks.

e. *Conditions*. This describes the environment or situation in which the task is performed. The conditions list equipment, manuals, or supervision necessary to perform the task. The conditions also contain the initiating cue for the task.

f. *Task Standard*. This is a statement of overall task criteria that must be met to receive credit for successful execution of the task.

g. *Task Steps*. These are the actions necessary to perform the task. The subtasks are arranged sequentially when the performance sequence is important. An asterisk (*) indicates a leader task step. All critical task steps are annotated with a plus sign (+).

h. *Performance Measures*. Detailed performance measures are listed for each task step. These identify how well the task must be performed or the desired outcome. The performance for the task step is the accomplishment of all the statements. For example, statements "a" through "h" must be accomplished before the task step measures is met.

5-4. Use of T&EO

The T&EO is used individually to train a single task, or it is used in sequence with other T&EOs to train and evaluate larger tasks (STX), an entire mission (FTX), or a series of missions (higher echelon exercise or external evaluations).

5-5. Training and Evaluation Outlines

Table 5-1 List of T&EOs

Task Title	Task Number
Deploy/Conduct Maneuver	
Assault a Building (Infantry Platoon/Squad)	07-3-1000
Conduct a Deliberate Attack (Infantry Platoon/Squad)	07-3-1009
Breach an Obstacle (Infantry Platoon/Squad)	07-3-1027
Clear a Trench Line (Infantry Platoon/Squad)	07-3-1036
Conduct a Bypass (Infantry/Reconnaissance Platoon/Squad)	07-3-1045
Conduct a Defense (Infantry/Reconnaissance Platoon/Squad)	07-3-1054
Conduct a Delay (Infantry Platoon/Squad)	07-3-1063
Conduct a Disengagement (Infantry/Reconnaissance Platoon/Squad)	07-3-1072
Conduct a Link-up (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1081
Conduct a Movement to Contact (Infantry/Reconnaissance Platoon/Squad)	07-3-1090

Task Title	Task Number
Conduct a Passage of Lines as the Passing Unit (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1099
Conduct a Passage of Lines as the Stationary Unit (Infantry/Reconnaissance Platoon/Squad)	07-3-1108
Conduct a Presence Patrol (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-1117
Conduct a Raid (Infantry Platoon/Squad)	07-3-1126
Conduct a Deliberate Relief in Place (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1135
Conduct a Screen (Infantry/Reconnaissance Platoon/Squad)	07-3-1144
Conduct a Security Patrol (Infantry/Reconnaissance Platoon/Squad)	07-3-1153
Conduct a Strongpoint Defense of a Building (Infantry Platoon/Squad)	07-3-1162
Conduct a Tactical Road March (Dismounted) (Infantry/Reconnaissance Platoon/Squad)	07-3-1171
Conduct Actions at Danger Areas (Infantry/Reconnaissance Platoon)	07-3-1189
Conduct an Airborne Assault (Infantry Platoon/Squad)	07-3-1198
Conduct an Ambush (Infantry Platoon/Squad)	07-3-1207
Conduct an Infiltration or Exfiltration (Infantry/Reconnaissance Platoon/Squad)	07-3-1216
Conduct Operations during Limited Visibility (Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1234
Conduct Operations with Armored or Mechanized Vehicles in an Urban Environment (Infantry Platoon/Squad)	07-3-1243
Conduct Stay-behind Operations (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-1261
Conduct Tactical Movement (Mounted or Dismounted) (Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1270
Conduct Tactical Movement in a Built-up Area (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-1279
Cross a Water Obstacle (Dismounted) (Infantry/Reconnaissance Platoon/Squad)	07-3-1288
Establish a Checkpoint (Infantry/Reconnaissance Platoon/Squad)	07-3-1324
Knock Out a Bunker (Infantry Platoon/Squad)	07-3-1333
Perform Air Assault Operations (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1369
Perform Deployment or Redeployment Activities (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1378
React to a Civil Disturbance (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-1396
React to Snipers (Infantry/Reconnaissance Platoon/Squad)	07-3-1406

Task Title	Task Number
Search a Building (Infantry Platoon/Squad)	07-3-1414
Secure a Route (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-1423
Take Action on Contact (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1432
Develop Intelligence	
Conduct a Route Reconnaissance (Infantry/Reconnaissance Platoon/Squad)	07-3-2000
Conduct an Area or Zone Reconnaissance (Infantry/Reconnaissance Platoon/Squad)	07-3-2009
Establish an Observation Post (OP) (Antiarmor/Infantry/Reconnaissance Platoon/Squad)	07-3-2018
Operate in an Electronic Warfare Environment (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-2027
Reconnoiter a Built-up Area (Infantry/Reconnaissance Platoon/Squad)	07-3-2036
Report Tactical Information (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-2054
Employ Firepower	
Conduct Overwatch and or Support by Fire (Antiarmor/Infantry Platoon/Squad)	07-3-1252
Employ Fire Support (Infantry/Reconnaissance Platoon/Squad)	07-3-3009
Exercise Command and Control	
Conduct a Rehearsal (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5000
Conduct Consolidation and Reorganization (Infantry/Reconnaissance Platoon/Squad)	07-3-5009
Conduct Risk Management (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5027
Conduct Troop-leading Procedures (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5036
Establish Radio Communications (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5054
Occupy an Assembly Area (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5063
Prepare for Combat (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-5081
Perform CSS and Sustainment	

Task Title	Task Number
Handle Enemy Prisoners of War (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-4009
Perform Resupply Operations (Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-4018
Process Captured Documents and Equipment (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-4027
Secure Civilians During Operations (Infantry/Reconnaissance Platoon/Squad)	07-3-4036
Treat and Evacuate Casualties (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-4045
Protect the Force	
Employ Protective Obstacle(s) (Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-1315
Conduct Active Air Defense Measures Against Hostile Aircraft (Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6000
Conduct Passive Air Defense Measures (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6009
Cross an NBC Contaminated Area (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6018
Maintain Operations Security (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6027
Prepare for a Chemical Attack (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6036
Prepare for a Nuclear Attack (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6045
React to a Chemical Attack (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6054
Respond to the Initial Effects of a Nuclear Attack (Infantry/Mortar/Reconnaissance Platoon/Squad)	07-3-6063

07-3-1333

NOTICE:

TASK: Knock Out a Bunker (Infantry Platoon/Squad) (07-3-1333)

(FM 23-37) (FM 7-5 (3-21.9)) (FM 7-7J) (FM 7-8)

> ITERATION   1 2 3 4 5 M (circle)
> TRAINING STATUS   T P U   (circle)

CONDITION: The platoon is conducting operations as part of a larger force and has received an operation order (OPORD) or fragmentary order (FRAGO) to knock out a bunker at the location specified. All necessary personnel and equipment are available. The platoon has communications with higher, adjacent, and subordinate elements. The platoon has been provided guidance on the rules of engagement (ROE) and or rules of interaction (ROI). Coalition forces and noncombatants may be present in the operational environment. Some iterations of this task should be conducted during limited visibility conditions.

Some iterations of this task should be performed in MOPP4.

TASK STANDARD: The platoon knocks out the bunker in accordance with (IAW) tactical standing operating procedures (TSOP), the order, and or commander's guidance. The platoon destroys the designated bunker by killing, capturing, or forcing the withdrawal of the enemy. The platoon complies with the ROE and or ROI.

TASK STEPS and PERFORMANCE MEASURES	GO	NO GO
*1. Platoon leader gains and or maintains situational understanding using information		

that is gathered from FORCE XXI Battle Command - Brigade and Below (FBCB2) (if applicable), frequency modulated (FM) communications, maps, intelligence summaries, situation reports (SITREPs), and or other available information sources.

*2. Platoon leader receives an OPORD or FRAGO and issues warning order (WARNO) to the platoon using FBCB2, FM, or other tactical means.

*3. Platoon leader plans using troop leading procedures.

    a. Conducts a digital and or conventional map reconnaissance.

        (1) Identifies tentative objective rally point (ORP).

        (2) Identifies tentative security, support by fire, and assault positions.

        (3) Identifies likely enemy avenues of approach.

        (4) Identifies routes to and from the ORP and objective.

        (5) Marks tentative dismount points on digital and conventional maps as appropriate.

    b. Plans and coordinates indirect fire support and or close air support, if available.

    c. Identifies direct fire responsibilities.

    d. Organizes the platoon as necessary to accomplish the mission and or compensate for combat losses.

*4. Platoon leader addresses actions on chance contact with the enemy.

*5. Platoon leader disseminates digital reports (if applicable), overlays, and other pertinent information to each squad to keep them abreast of the situation.

*6. Platoon leader issues orders and instructions to include ROE and or ROI.

7. Platoon conducts a rehearsal.

*8. Platoon leader issues FRAGOs, as necessary, to address changes to the plan identified during the rehearsal.

9. Platoon enters waypoints into position navigation (POSNAV) equipment to aid navigation.

10. Platoon starts movement to ORP, if applicable.

    a. Secures ORP.

*11. Platoon leader conducts a reconnaissance (based on factors of mission, enemy, terrain, troops, time available, and civil considerations [METT-TC].)

    a. Makes an estimate of the situation to determine where he can maneuver.

    b. Pinpoints enemy bunkers, other supporting positions, and any obstacles.

    c. Determines which bunker is to be assaulted first, if more than one.

    d. Determines the size of the enemy force (the number of enemy automatic weapons, the presence of any vehicles, and the employment of indirect fires are indicators of enemy strength).

    e. Identifies a vulnerable flank of at least one bunker.

    f. Identifies a covered and concealed route to the flank of that bunker.

    g. Selects security, support, and assault positions

    h. Verifies and updates intelligence information.

    i. Leaves a surveillance team to observe the bunker, if required.

    j. Returns to the ORP, if applicable.

*12. Platoon leader adjust the plan based on updated intelligence and reconnaissance effort.

*13. Platoon leader updates the enemy situation.

*14. Platoon leader disseminates updated digital reports (if applicable), overlays, and other pertinent information.

*15. Platoon leader positions security, support, and assault elements.

16. Platoon sergeant directs the support element to suppress the enemy. (May include Bradley Fighting Vehicles [BFVs] or Interim Armored Vehicles [IAVs].)

a. Destroys or suppresses enemy crew served weapons first.

b. Obscures the enemy position with smoke.

c. Sustains suppressive fires.

d. Shifts indirect fire as the platoon continues.

+*17. Platoon assaults the bunker. (Platoon leader normally accompanies the assault element.)

a. Moves along the covered and concealed route.

b. Approaches the bunker from its blind side and does not mask the fires of the base of fire element.

c. Constantly watches for other bunkers or enemy positions in support of it.

d. Conducts the assault upon reaching the last covered and concealed position.

    (1) The assault squad leader:

        (a) Directs the fire team leader and the automatic rifleman to remain in place and add their fires to suppress the bunker (includes the use of Javelins and or AT4s).

        (b) Positions himself where he can best control his teams. On the squad leader's signal, the base of fire element lifts fire or shifts fires to the opposite side of the bunker from the assaulting fire team's approach.

    (2) The grenadier and the rifleman continue forward to the blind side of the bunker. One soldier takes up a covered position near the exit, while the other soldier cooks off (two seconds) a grenade and throws it through an aperture.

(3) After the grenade detonates, the soldier covering the exit enters the bunker, firing short bursts, to destroy the enemy. (The soldier who throws the grenade should not be the first one to clear the bunker.)

(4) The assault squad leader inspects the bunker to ensure it is destroyed and marked. He reports, reorganizes as needed, and continues the mission.

*18. Platoon leader directs the PSG to reposition the support element, as necessary, using FBCB2, FM, or other tactical means.

a. Continues to isolate and suppress the remaining bunkers, if applicable.

*19. Platoon leader reorganizes the platoon to maintain the momentum of the attack.

a. Directs the assault squad to continue and knock out the next bunker, if applicable, using FBCB2, FM, or other tactical means. (May use part of the support element for this step.) Note: The platoon leader must consider the condition of the assault squad (ammunition and exhaustion) and rotate squads as necessary.

b. Ensures the assault squad follows the same procedures listed above when knocking out the next bunker.

*20. Platoon leader directs the actions of the platoon once it has cleared its assigned portion of the bunker complex.

a. Reports to higher headquarters using FBCB2, FM, or other tactical means as required.

21. Platoon passes another platoon from the company through to continue the attack as required.		
22. Platoon consolidates and reorganizes as necessary. 23. Platoon secures enemy prisoners of war (EPW) as required. 24. Platoon processes captured documents and or equipment as required. 25. Platoon continues operations as directed.		
NOTE * Indicates a leader task. NOTE + Indicates a critical task.		

TASK PERFORMANCE SUMMARY BLOCK							
ITERATION	**1**	**2**	**3**	**4**	**5**	**M**	**TOTAL**
TOTAL TASK STEPS & PERFORMANCE MEASURES EVALUATED							
TOTAL TASK STEPS & PERFORMANCE MEASURES "GO"							

SUPPORTING SOLDIER'S MANUAL TASKS
052-193-1013 Neutralize Booby Traps
061-283-1004 Locate a Target by Shift From a Known Point
071-054-0004 ENGAGE TARGETS WITH AN M136 LAUNCHER
071-311-2007 ENGAGE TARGETS WITH AN M16A1 OR M16A2 RIFLE
071-311-2130 Engage Targets with an M203 Grenade Launcher
071-325-4407 Employ Hand Grenades
071-326-0501 Move as a Member of a Fire Team
071-326-0502 Move Under Direct Fire
071-326-0503 Move Over, Through, or Around Obstacles (Except Minefields)
071-326-0512 Estimate Range
071-326-0513 Select Temporary Fighting Positions
071-326-5605 Control Movement of a Fire Team
071-326-5606 Select an Overwatch Position
071-326-5611 Conduct the Maneuver of a Squad
071-326-5630 Conduct Movement Techniques by a Platoon

071-331-0820 Analyze Terrain
071-410-0019 Control Organic Fires
071-410-0020 Plan for Use of Supporting Fires
071-420-0005 Conduct the Maneuver of a Platoon

SUPPORTING COLLECTIVE TASKS

07-2-5000 Conduct a Rehearsal (Antiarmor Company/Platoon)

07-2-5072 Conduct Troop-leading Procedures (Antiarmor Company/Platoon)

07-2-6054 Maintain Operations Security (Antiarmor Company/Platoon)

07-3-1252 Conduct Overwatch and or Support by Fire (Antiarmor/Infantry Platoon/Squad)

07-3-1270 Conduct Tactical Movement (Mounted or Dismounted)
(Antiarmor/Infantry/Mortar/Reconnaissance Platoon/Squad)

07-3-2009 Conduct an Area or Zone Reconnaissance (Infantry/Reconnaissance Platoon/Squad)

07-3-2054 Report Tactical Information (Infantry/Mortar/Reconnaissance Platoon/Squad)

07-3-3009 Employ Fire Support (Infantry/Reconnaissance Platoon/Squad)

07-3-4009 Handle Enemy Prisoners of War (Infantry/Mortar/Reconnaissance Platoon/Squad)

07-3-4027 Process Captured Documents and Equipment (Infantry/Mortar/Reconnaissance
Platoon/Squad)

07-3-4045 Treat and Evacuate Casualties (Infantry/Mortar/Reconnaissance Platoon/Squad)

07-3-5000 Conduct a Rehearsal (Infantry/Mortar/Reconnaissance Platoon/Squad)

07-3-5009 Conduct Consolidation and Reorganization (Infantry/Reconnaissance Platoon/Squad)

07-3-5027 Conduct Risk Management (Infantry/Mortar/Reconnaissance Platoon/Squad)

07-3-5036 Conduct Troop-leading Procedures (Infantry/Mortar/Reconnaissance Platoon/Squad)

07-3-5081 Prepare for Combat (Infantry/Mortar/Reconnaissance Platoon/Squad)

07-3-6027 Maintain Operations Security (Infantry/Mortar/Reconnaissance Platoon/Squad)

OPFOR TASKS AND STANDARDS

07-OPFOR-0030 Maintain Operations Security (Infantry/Mortar/Reconnaissance Platoon/Squad)

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Student Handout 4

This student handout contains 85 pages of material extracted from STP 21-1-SMCT, Soldier's Manual of Common Tasks, Skill Level 1 (01 Jun 2003) and STP 21-24-SMCT Soldier's Manual of Common Tasks, Skill Level 2-4 (01 Apr 2003), respectively.

Disclaimer: The training developer downloaded the material from the U.S. Army Publishing Directorate Home Page. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

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HEADQUARTERS, DEPARTMENT OF THE ARMY

STP 21-1-SMCT

SOLDIER'S MANUAL OF

COMMON TASKS

SKILL LEVEL 1

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SOLDIER TRAINING HEADQUARTERS

PUBLICATION DEPARTMENT OF THE ARMY

No. 21-1-SMCT

Washington, DC, 01 Apr 2003

SOLDIER'S MANUAL AND TRAINER'S GUIDE
MOS COM

SOLDIER'S MANUAL OF COMMON TASKS SKILL LEVEL 1
Skill Level 1

Introduction to the SMCT System

GENERAL

Training prepares soldiers, leaders, and units to fight and win in combat—the Army's basic mission. As explained in the Army's CAPSTONE training document, FM 7-0 Training the Force, units do not have the time and resources to achieve and sustain proficiency on every possible training task. Commanders must identify the unit's critical wartime tasks. These tasks make up the unit's Mission Essential Task List (METL). Commanders use this list to develop their unit training plan. Noncommissioned Officer (NCO) trainers then plan the individual training that soldiers in the unit need to accomplish the METL. The soldier training publications (STP), also known as soldier's manuals (SMs), provide the critical individual tasks for each military occupational specialty (MOS) that support the unit's full spectrum of missions. The NCO trainer uses the tasks in the SMs to train the soldiers and measure the soldier's proficiency on these unit critical tasks. The manuals provide task performance and evaluation criteria and are the basis for individual training and evaluation in the unit and for task-based evaluation during resident training.

PURPOSE

The Soldier's Manual of Common Tasks (SMCT), Skill Level (SL) I, contains the common tasks that are essential to the Army's ability to win on the modern battlefield. In the event of war, regardless of job or individual MOS, each soldier risks exposure to hostile actions. This manual contains the common tasks that soldiers must be able to perform to fight, survive, and win in combat.

The SMCT provides the commander, NCO trainer or first-line supervisor, and individual soldiers with the information necessary to support integration and sustainment training in their units. This information allows trainers to plan, prepare, train, evaluate, and monitor individual training of common tasks. Using the appropriate mission training plan (MTP), MOS specific STPs, and this manual, will help provide the foundation for an effective unit training plan.

COMMANDER'S RESPONSIBILITIES

The commander at each level develops a unit METL in consultation with the command sergeant major and subordinate commanders. Using the Training Planning Process described in FM 7-0, the commander develops the METL and then determines the level of training needed to attain and maintain proficiency. After determining the necessary training, the commander develops a strategy to accomplish the required training. The commander also gives his or her trainers the guidance they need to carry out this strategy. Each commander must design a unit training plan that prepares the unit for the full spectrum of operations. Soldiers must develop and sustain proficiency in the critical tasks for their MOS and skill level. The commander's unit training program should provide individual training for all soldiers assigned to the unit and routinely evaluate soldier proficiency. The leader's assessment and the Common Task Test (CTT) are two tools that give the trainer and commander feedback on the status of training for individuals and for the unit. This feedback should also be integrated with collective training such as the MTP and crew drills. The Common Task Training Plan, located in Chapter 2, provides information on where the common tasks are first trained to standard and how often the tasks should be trained to maintain proficiency.

Based on the commander's guidance, individual training in the unit is the responsibility of the NCO trainers. The commander must give the NCO trainer the priorities, resources, and direction needed to carry out training. He or she must also assess the training results of the MTP and other training events, and adjust the training plan accordingly. To develop a training program, we recommend the following seven-step approach:

Step 1. Set the objectives for training.
Step 2. Plan the resources (personnel, time, funds, facilities, devices, training aids).
Step 3. Train the trainers.
Step 4. Provide the resources.
Step 5. Manage risks, environmental and safety considerations.
Step 6. Conduct the training.
Step 7. Evaluate the results.

TRAINER'S RESPONSIBILITIES

Trainers use the steps below to plan and evaluate training.

Identify individual training requirements. The NCO determines which tasks soldiers need to train based on the commander's training strategy. The unit's training plan, METL, MTP, and the Common Task Training Plan (Chapter 2) are sources for helping the trainer define the individual training needed.

Plan the training. Plan individual training based on the unit's training plan. Be prepared to take advantage of opportunities to conduct individual training ("hip pocket" training).

Gather the training references and materials. The task summaries list references that can assist the trainer in preparing for the training of that task. Check the Reimer Digital Library to see if any new resources have been added.

Manage risks and environmental and safety concerns. Assess the risks involved in training a specific task under the conditions current at the time you are scheduled to train and implement controls, if necessary, to lessen the risk level. Ensure that your training preparation takes into account those cautions, warnings, and dangers associated with each task as well as environmental and safety concerns.

Train each soldier. Show the soldier how to do the task to standard and explain step-by-step how to do the task. Give each soldier a chance to practice the task step-by-step.

Emphasize training in Mission-Oriented Protective Posture (MOPP) Level 4 clothing. Soldiers have difficulty performing even very simple tasks in a nuclear/chemical environment. The combat effectiveness of the soldier and the unit can degrade quickly when trying to perform in MOPP 4. Practice is the best way to improve performance. The trainer is responsible for training and evaluating soldiers in MOPP 4 so that they are able to perform critical tasks to standards within a nuclear/chemical environment.

Check each soldier. Evaluate how well each soldier performs the tasks in this manual. Conduct these evaluations during individual training sessions or while evaluating individual proficiency during the conduct of unit collective tasks. This manual provides a training and evaluation guide for each task to enhance the trainer's ability to conduct year-round, hands-on evaluations of tasks critical to the unit's mission. Use the information in the Common Task Training Plan as a guide to determine how often to train the solder on each task to maintain proficiency.

Record the results. Use the leader book referred to in FM 7-1 (SH-2), to record task performance. This gives the leader total flexibility on the method of recording training. The trainer may use DA Form 5164-R (Hands-on Evaluation} and DA Form 5165-R (Field Expedient Squad Book} as part of the leader book. These forms are optional and locally reproducible. More information on the use of these forms is provided in Appendix B of this manual.

Retrain and evaluate. Work with each soldier until the individual performs the task to standard. Well-planned, integrated training increases the professional competence of each soldier and contributes to the development of an efficient unit. The NCO or first-line supervisor is a vital link in the conduct of training.

SOLDIER'S RESPONSIBILITIES

Each soldier must be able to perform the individual tasks that the first-line supervisor has identified based on the unit's METL. The soldier must perform the task to the standard listed in the SMCT. If a soldier has a question about how to do a task, or which tasks in this manual he or she must perform, it is the soldier's responsibility to go to the first-line supervisor for clarification. The first-line supervisor knows how to perform each task or can direct the soldier to the appropriate training materials. Additionally, each soldier should—

a. Know the training progression for both the common critical tasks and their MOS specific critical tasks for their skill level. Lists of the critical tasks can be found in Chapter 2 of this manual (for common tasks) and the STP for their specific MOS (MOS specific tasks).

Check the Reimer Digital Library for new training materials to support self-development either to maintain previously trained tasks or to learn new tasks.

TASK SUMMARIES

Task summaries document the performance requirements of a critical common task. They provide the soldier and the trainer with the information necessary to evaluate critical tasks. The format for the task

summaries is—

b. *Task Title.* The task title identifies the action to be performed.

Task Number. A l0-digit number that identifies each task. The first three digits of the number represent the proponent code for that task. (A list of the proponent codes is given in Appendix A.) Include the entire 10-digit task number, along with the task title, in any correspondence relating to the task.

Conditions. The task conditions identify all the equipment, tools, materials, references, job aids, and supporting personnel that the soldier needs to perform the task. This section identifies any environmental conditions that can alter task performance such as visibility, temperature, or wind. This section also identifies any specific cues or events (for example, a chemical attack or identification of an unexploded ordnance hazard) that trigger task performance.

Standard. A task standard specifies the requirements for task performance by indicating how well, completely, or accurately a product must be produced, a process must be performed, or both. Standards are described in terms of accuracy, tolerances, completeness, format, clarity, number of errors, quantity, sequence, or speed of performance.

Training and Evaluation Guide. This section has two parts. The first part, Performance Steps, lists the individual steps that the soldier must complete to perform the task. The second part is the Performance Evaluation Guide. This provides guidance on how to evaluate a soldier's performance of the task. It is composed of three subsections. The Evaluation Preparation subsection identifies special setup procedures and, if required, instructions for evaluating the task performance. Sometimes the conditions and standard must be modified so that the task can be evaluated in a situation that does not exactly duplicate actual field performance. This subsection may also include instructions that the evaluator should give to the soldier before the performance test. The Performance Measures subsection identifies the criteria for acceptable task performance. The soldier is rated (GO/NO GO) on how well he or she performs specific actions or produces specific products. As indicated in the Evaluation Guidance subsection, the soldier must score a GO on all or specified performance measures to receive a GO on the task.

References. This section identifies references that provide more detailed and thorough explanations of task performance requirements than that given in the task summary description. This section identifies resources the soldier can use to improve or maintain performance.

Additionally, task summaries can include safety statements, environmental considerations, and notes. Safety statements (danger, warning, caution) alert users to the possibility of immediate death, personal injury, or damage to equipment. Notes provide additional information to support task performance.

EVALUATING TASK PERFORMANCE

Trainers need to keep the following points in mind when preparing to evaluate their soldiers—

c. Review the performance measures to become familiar with the criteria on which the soldier will be scored.

Ensure that all necessary equipment and clothing needed for proper performance of the job are on hand at the training site. Don't forget to include safety equipment.

Prepare the test site according to the conditions section of the task summary. Some tasks contain special evaluation preparation instructions. These instructions tell the trainer what modifications must be made to the job conditions to evaluate the task. Reset the site to its original condition after evaluating each soldier to ensure that the conditions are the same for each soldier.

Advise each soldier of any special guidance that appears in the Evaluation Preparation section of the task summary before evaluating.

Score each soldier based on the information in the Performance Measures and Evaluation Guidance sections.

Record the date and task performance score ("GO" or "NO GO") in the Leader Book.

TRAINING TIPS FOR TRAINERS

d. Prepare yourself:

1) Get training guidance from your chain of command on when to train, which soldiers to train, the availability of resources, and a training site.

2) Get task conditions and standards from the task summary in this manual.

3) Ensure that you can do the task. Review the task summary and the references in the reference section. Practice doing the task or, if necessary, have someone train you on the task.

Prepare the resources:

4) Obtain the required resources as identified in the conditions statement for each task and/or modified in the Training and Evaluation Guide.

5) Gather the equipment and ensure that it is operational.

6) Prepare a training outline consisting of informal notes on what you want to cover during your training session.

7) Practice your training presentation.

8) Coordinate for the use of training aids and devices.

9) Prepare the training site using the conditions statement as modified in the Training and Evaluation Guide.

Prepare the soldiers:

10) Tell the soldier what task to do and how well it must be done. Refer to the task standard and the performance measures for the task, as appropriate.

11) Caution soldiers about safety, environment, and security considerations.

12) Provide any necessary training on basic skills that soldiers must have before they can be trained on the task.

13) Test each soldier to determine who needs training in what areas by having the soldier perform the task.

Train soldiers who fail the initial test:

14) Demonstrate how to do the task or the specific performance steps to those soldiers who could not perform to standard. Have the soldiers study the appropriate training materials.

15) Have the soldiers practice the task until they can perform it to standard.

16) After remedial training, retest each solider who did not initially pass the performance test.

17) Provide feedback to those soldiers who fail to perform to the SMCT standards, and have them continue to practice until they can perform to the SMCT standards.

18) Record the results in the Leader Book.

TRAINING SUPPORT: **THIS MANUAL INCLUDES THE FOLLOWING THAT PROVIDE ADDITIONAL TRAINING SUPPORT INFORMATION.**

e. Appendix A - Proponent School and Agency Codes guide, lists the task proponents and agency codes (first three digits of the task number) with addresses for submitting comments concerning specific tasks in this manual.

Appendix B - Guide to Forms, explains the use of various SMCT training and evaluation forms and, in the online version of this manual, provides links to the forms.

Appendix C - Land Navigation Skills and Knowledge, provides additional training support related to the two land navigation tasks in Subject Area 5 (Navigate).

Glossary - The Glossary section lists abbreviations and acronyms and their definitions.

References - The Reference section lists all reference materials cited in the task summaries by type, identification number, and title.

Note: Combine training on the individual tasks contained in this manual with the collective tasks contained in the MTP. Ensure that the necessary safety equipment and clothing needed for proper performance of the job are on hand at the training site.

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081-831-0101
Request Medical Evacuation

Conditions: You have a casualty requiring medical evacuation (MEDEVAC) and a patient pickup site. Necessary equipment and materials: operational communications equipment, MEDEVAC request format, a standard scale military map, a grid coordinate scale, and unit signal operation instructions (SOI).

Standards: Transmitted a MEDEVAC request, providing all necessary information within 25 seconds. Transmitted, as a minimum, line numbers 1 through 5 during the initial contact with the evacuation unit. Transmitted lines 6 through 9 while the aircraft or vehicle was en route, if not included during initial contact.

Performance Steps

1. Collect all applicable information needed for the MEDEVAC request.

    a. Determine the grid coordinates for the pickup site.

    b. Obtain radio frequency, call sign, and suffix.

    c. Obtain the number of patients and precedence.

    d. Determine the type of special equipment required.

    e. Determine the number and type (litter or ambulatory) of patients.

    f. Determine the security of the pickup site.

    g. Determine how the pickup site will be marked.

    h. Determine patient nationality and status.

    i. Obtain pickup site nuclear, biological, and chemical (NBC) contamination information normally obtained from the senior person or medic.

Note. NBC line 9 information is only included when contamination exists.

2. Record the gathered MEDEVAC information using the authorized brevity codes. (See table 081-831-0101-1.)

Note. Unless the MEDEVAC information is transmitted over secure communication systems it must be encrypted except as noted in step 3b(1).

    a. Location of pickup site (line 1). (See STP 21-1-SMCT, Task 071-329-1006.)

    b. Radio frequency, call sign, and suffix (line 2). (See STP 21-1-SMCT, Task 113-637-2001.)

    c. Numbers of patients by precedence (line 3).

    d. Special equipment required (line 4).

    e. Number of patients by type (line 5).

    f. Security of pickup site (line 6).

    g. Method of marking pickup site (line 7).

    h. Patient nationality and status (line 8).

    i. NBC contamination (line 9).

3. Transmit the MEDEVAC request.

    a. Contact the unit that controls the evacuation assets.

        (1) Make proper contact with the intended receiver.

        (2) Use effective call sign and frequency assignments from the SOI.

        (3) Give the following in the clear "I HAVE A MEDEVAC REQUEST"; wait one to three seconds for response. If no response, repeat the statement.

    b. Transmit the MEDEVAC information in the proper sequence.

        (1) State all line item numbers in clear text. The call sign and suffix (if needed) in line 2 may be transmitted in the clear.

Note. Line numbers 1 through 5 must always be transmitted during the initial contact with the evacuation unit. Lines 6 through 9 may be transmitted while the aircraft or vehicle is en route.

        (2) Follow the procedure provided in the explanation column of the MEDEVAC request format to transmit other required information.

        (3) Pronounce letters and numbers in accordance with appropriate radiotelephone procedures.

        (4) Take no longer than 25 seconds to transmit.

        (5) End the transmission by stating "OVER."

        (6) Keep the radio on and listen for additional instructions or contact from the evacuation unit.

Line	Item	Explanation	Where/ How Obtained	Who Normally Provides	Reason
					Table 081-831-0101-1. MEDEVAC Authorized Brevity Codes
1	Location of Pickup Site	Encrypt the grid coordinates of the pickup site. When using the DRYAD Numeral Cipher, the same "SET" line will be used to encrypt the grid zone letters and the coordinates. To preclude misunderstanding, a statement is made that grid zone letters are included in the message (unless unit SOP specifies its use at all times).	From Map	Unit Leader(s)	Required so evacuation vehicle knows where to pick up patient. Also, so the unit coordinating the evacuation mission can plan the route for the evacuation vehicle (if the evacuation vehicle must pick up from more than one location).
2	Radio Frequency, Call Sign, and Suffix	Encrypt the frequency of the radio at the pickup site, not a relay frequency. The call sign (and suffix if used) of person to be contacted at the pickup site may be transmitted in the clear.	From SOI	RTO	Required so evacuation vehicle can contact requesting unit while en route (obtain additional information or change in situation or directions).
3	Number of Patients by Precedence	Report only applicable information and encrypt the brevity codes. A – urgent. B – Urgent-Surgical. C – Priority. D – Routine. E – Convenience. If two or more categories must be reported in the same request, insert the word "BREAK" between each category.	From Evaluation of Patient(s)	Medic or Senior Person Present	Required by unit controlling the evacuation vehicles to assist in prioritizing missions
4	Special Equipment Required	Encrypt the applicable brevity codes. A – None. B – Hoist. C – Extraction equipment. D – Ventilator.	From Evaluation of Patient/ Situation	Medic or Senior Person Present	Required so equipment can be placed on board evacuation vehicle prior to the start of mission.

Line	Item	Explanation	Where/ How Obtained	Who Normally Provides	Reason
					Table 081-831-0101-1. MEDEVAC Authorized Brevity Codes
5	Number of Patients by Type	Report only applicable information and encrypt the brevity code. If requesting MEDEVAC for both types, insert the word "BREAK" between the litter entry and ambulatory entry. L+# of Patient – Litter A+# of Patient – Ambulatory (sitting)	From Evaluation of Patient(s)	Medic or Senior Person Present	Required so appropriate number of evacuation vehicles may be dispatched to pickup site. They should be configured to carry patients requiring evacuation.
6	Security of Pickup Site (Wartime)	N – No enemy troops in area. P – Possible enemy troops in area (approach with caution). E – Enemy troops in area (approach with caution). X – Enemy troops in area (armed escort required).	From Evaluation of Situation	Unit Leader	Required to assist the evacuation crew in assessing the situation and determining if assistance is required. More definitive guidance can be furnished the evacuation vehicle while it is en route (specific location or enemy to assist an aircraft in planning its approach).
6	Number and Type of Wound, Injury, or Illness (Peacetime)	Specific information regarding patient wounds by type (gunshot or shrapnel). Report serious bleeding, along with patient blood type, if known.	From Evaluation of Patient	Medic or Senior Person Present	Required to assist evacuation personnel in determining treatment and special equipment needed.
7	Method of Marking Pickup Site	Encrypt the brevity codes. A – Panels. B – Pyrotechnic signal. C – Smoke signal. D – None. E – Other.	Based on Situation and Availability of Materials	Medic or Senior Person Present	Required to assist the evacuation crew in identifying the specific location of the pickup. Note that the color of the panels or smoke should not be transmitted until the evacuation vehicle contacts the unit (just prior to its arrival). For security, the crew should identify the color and the unit should verify it.
8	Patient Nationality and Status	The number of patients in each category need not be transmitted. Encrypt only the applicable brevity codes. A = U.S. military. B – U.S. civilian. C – Non-U.S. military. D – Non-U.S. civilian. E – EPW	From Evaluation of Patient	Medic or Senior Person Present	Required to assist in planning for destination facilities and need for guards. Unit requesting support should ensure there is an English-speaking representative at the pickup site.

Line	Item	Explanation	Where/How Obtained	Who Normally Provides	Reason
				Table 081-831-0101-1. MEDEVAC Authorized Brevity Codes	
9	NBC Con-tamination (Wartime)	Include this line only when applicable. Encrypt the applicable brevity codes. N – Nuclear. B = Biological. C – Chemical.	From Situation	Medic or Senior Person Present	Required to assist in planning for the mission. (Determine which evacuation vehicle will accomplish the mission and when it will be accomplished.)
9	Terrain Description (Peacetime)	Include details of terrain features in and around pro-posed landing site. If possible, describe relationship of site to prominent terrain feature (lake, mountain, tower).	From Area Survey	Personnel at site	Required to allow evacuation personnel to assess route/avenue of approach into area. Of particular importance if hoist operation is required.

Evaluation Preparation:

Setup: Evaluate this task during a training exercise involving a MEDEVAC aircraft or vehicle, or simulate it by creating a scenario and providing the information as the soldier requests it. You or an assistant will act as the radio contact at the evacuation unit during "transmission" of the request. Give a copy of the MEDEVAC request format to the soldier.

Brief Soldier: Tell the soldier to prepare and transmit a MEDEVAC request. State that the communications net is secure.

Performance Measures	GO	NO GO
1. Collected all information needed for the MEDEVAC request line items 1 through 9.	____	____
2. Recorded the information using authorized brevity codes.	____	____
3. Transmitted the MEDEVAC request within 25 seconds.	____	____

Evaluation Guidance: Score the soldier GO if all performance measures are passed. Score the soldier NO GO if any performance measure is failed. If the soldier scores NO GO, show what was done wrong and how to do it correctly.

References

  Required   **Related**
                                  FM 8-10-6

081-831-1054
Evacuate Casualties

Conditions: You are a soldier deployed to a unit in a forward area. There are casualties that must be evacuated to receive medical aid. The casualties have had self-aid or buddy-aid applied. A military vehicle (ground vehicle or rotary-wing aircraft) is available. You may have a litter and straps (or materials to improvise them) to secure the casualty and other soldiers available to assist in the evacuation.

Standards: Transported the casualties to medical aid or a pickup site using an appropriate carry or, if other soldiers are available, by litter. The litter was loaded onto a military vehicle (ground vehicle or rotary-wing aircraft) without dropping or causing further injury to the casualty.

Performance Steps

1. Request medical evacuation. (See Task 081-831-0101.)

    a. Make contact.

    b. Determine whether casualties must be moved or will be picked up at current location. If they must be moved, continue with step 2. If they will not be moved, continue to monitor communications and go to step 5.

2. Transport a casualty using the one and two man carries. (See STP 21-1-SMCT, Task 081-831-1046.)

Note. Perform these procedures when medical and combat lifesaver personnel are not available. As soon as medical personnel are available, assist them, as necessary, in treating and evacuating the casualties.

3. Move a casualty, if necessary, using a four-man litter squad.

Note. If military vehicles and litter materials are not available, continue with step 4.

Note. Four-man litter squad bearers should be designated with a number from 1 to 4. The litter bearer designated as #1 is the leader of the squad.

    a. Prepare the litter.

        (1) Open a standard litter.

        (2) Lock the spreader bars at each end of the litter with your foot.

    b. Prepare the casualty.

        (1) Place the casualty onto the litter using the modified two-man arms carry or the modified two-man fore-and-aft carry.

        (2) Secure the casualty to the litter with litter straps.

    c. Lift the litter.

        (1) Position one squad member at each litter handle with the litter squad leader at the casualty's right shoulder.

Note. The leader should be at the right shoulder to monitor the casualty's condition.

        (2) On the preparatory command, "PREPARE TO LIFT," the four bearers kneel beside and grasp the litter handles.

        (3) On the command, "LIFT," all bearers rise together.

        (4) On the command, "FOUR MAN CARRY, MOVE," all bearers walk forward in unison.

            (a) If the casualty does not have a fractured leg, carry the casualty feet first on level ground and head first when going up hill.

            (b) If the casualty has a fractured leg, carry the casualty head first, except when going up hill.

        (5) To change direction of movement, such as from feet first to head first, begin in a litter-post carry position. The front and back bearers release the litter and the middle bearers rotate the litter and themselves.

4. Load casualties onto a military vehicle.

    a. Ground ambulance.

Note. Ground ambulances have medical specialists to take care of the casualties during evacuation. Follow any special instructions for loading, securing, or unloading casualties.

        (1) Make sure each litter casualty is secured to his or her litter. (Use litter straps when available.)

        (2) Load the most serious casualty last.

        (3) Load the casualty head first (head in the direction of travel) rather than feet first.

        (4) Make sure each litter is secured to the vehicle.

     b. Air ambulance.

Note. Air ambulances have medical specialists to take care of the casualties during evacuation. Follow any special instructions for loading, securing, or unloading casualties.

     (1) Remain 50 yards from the helicopter until the litter squad is signaled to approach the aircraft.

     (2) Approach the aircraft in full view of the aircraft crew, maintaining visual confirmation that the crew is aware of the approach of the litter party. Ensure that the aircrew can continue to visually distinguish friendly from enemy personnel at all times. Maintain a low silhouette when approaching the aircraft.

     (3) Approach UH-60/UH-1 aircraft from the sides. Do not approach from the front or rear. If you must move to the opposite side of the aircraft, approach from the side to the skin of the aircraft. Then, hug the skin of the aircraft, and move around the front of the aircraft to the other side.

     (4) Load the most seriously injured casualty last.

     (5) Load the casualty who will occupy the upper birth first, then load the next litter casualty immediately under the first casualty.

Note. This is done to keep the casualty from accidentally falling on another casualty if his litter is dropped before it is secured.

     (6) When casualties are placed lengthwise, position them with their heads toward the direction of travel.

     (7) Make sure each litter casualty is secured to his or her litter.

     (8) Make sure each litter is secured to the aircraft.

     c. Ground military vehicles.

Note. Nonmedical military vehicles may be used to evacuate casualties when no medical evacuation vehicles are available. If medical personnel are present, follow their instructions for loading, securing, and unloading casualties.

     (1) When loading casualties into the vehicle, load the most seriously injured casualty last.

     (2) When a casualty is placed lengthwise, load the casualty with his or her head pointing forward, toward the direction of travel.

     (3) Ensure each litter casualty is secured to the litter. (Use litter straps, if available.)

     (4) Secure each litter to the vehicle as it is loaded into place. Make sure each litter is secured.

     (5) Watch the casualties closely for life-threatening conditions and provide first aid, as necessary. (See STP 21-1-SMCT, Task 081-831-1000.)

Evaluation Preparation:

Setup: Evaluate this task during a training exercise involving a MEDEVAC aircraft or vehicle, or simulate it by creating a scenario, and provide the equipment needed for the evaluation.

Brief Soldier: Tell the soldiers the scenario to include the end result desired.

Performance Measures	GO	NO GO
1. Requested medical evacuation (not measured). (See Task 081-831-0101.)	____	____
2. Transported a casualty using one- and two-man carries, if necessary (not measured). (See STP 21-1-SMCT, Task 081-831-1046.)	____	____
3. Moved a casualty using a four-man litter squad, if necessary.	____	____
a. Prepared the litter.		
b. Prepared the casualty.		
c. Lifted the litter.		
4. Loaded casualties onto a military vehicle.	____	____
a. Ground ambulance.		
b. Air ambulance.		
c. Ground military vehicles.		

Evaluation Guidance: Score the soldier GO if all the performance measures are passed. Score the soldier NO GO if any of the performance measures are failed. If the soldier scores NO GO, show what was done wrong and how to do it correctly.

References

Required	**Related**
STP 21-1-SMCT	FM 4-25.11, FM 8-10-6

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805C-PAD-2060
Report Casualties

Conditions: Given a casualty, DA Form 1155, DA Form 1156, a map, and a pen or pencil.
Standards: Recorded all known data elements accurately and legibly on DA Forms 1156 and DA Form 1155, without error.

Performance Steps

1. Prepare DA Form 1156.

   a. Leave the Control Number item blank.

   b. Complete the Check Applicable Box item as it pertains to the casualty.

   c. Complete item 1 with the casualty's last name, first name, and middle initial (to include Jr, Sr, III, etc.).

   d. Complete item 2 with the casualty's complete Social Security number.

   e. Complete item 3 with the casualty's rank.

   f. Complete item 4 with the hour and date of incident to include the time zone.

   g. Complete item 5 with the casualty's unit.

   h. Complete item 6 with the geographical location (nearby town) and grid coordinates to include the 100,000-meter square grid coordinates, 2--letter designator, and nearest village or field trainers.

   i. Complete item 7 with a check in the appropriate box to enter the type of casualty (only medical personnel may enter a check in the lightly wounded or injured in action and seriously injured or injured in action boxes); checks yes or no to indicate if the body was recovered; checked yes or no to indicate if the body has been identified; enter the collection point to which the casualty is evacuated, if unknown indicates "unknown."

   j. Complete item 8 with the witnesses who saw the incident or identified remains to include the name, grade, social security number, and unit(s) of witnesses.

   k. Complete item 9 with the applicable remarks to include additional circumstances such as, religious ministration performed, type of mission the unit was conducting, short synopsis of the incident, etc.

   l. Do not complete the first three boxes in item 10 but enter his/her or his/unit, grade, Social Security number, date, and signature in item 10 as the person who prepared the report.

2. Prepare DA Form 1155.

   a. Check the applicable box at the top of the form as it relates to the casualty witnessed.

   b. Complete item 1 with the casualty's last name, first name, and middle name.

   c. Leave item 2 blank.

   d. Complete item 2a with the casualty's complete Social Security Number

   e. Complete item 3 with the casualty's rank.

   f. Complete item 4, if appropriate, with the date of the casualty's death or the date when the casualty was last seen along with the time zone.

   g. Complete item 5 with the casualty's unit.

   h. Complete item 6 with the geographical location including the six-digit coordinate as well as the nearest town to the incident.

   i. Complete item 7 only if name or Social Security Number of the casualty is unknown or not positive. If they are unknown or not positive enter the estimated age, weight, height, hair color, eye color, race, home town, civilian occupation, nickname, spouse's name, children's name(s), (if applicable), other identifying marks (such as e.g. birthmarks or tattoos), and other persons who may have witnessed the incident or have further information.

   j. Complete item 8 with a short, concise narrative of the circumstances regarding the incident and, if known, the cause of death or condition when last seen and how identified.

Performance Steps

    k. Complete items 9 through 13 with the name, Social Security number SSN, unit, date, and signature of the person making the statement.

    l. Submit form in accordance with local guidance.

Evaluation Preparation:

Setup: Provide soldier with DA Form 1155 and DA Form 1156, a map, pencil and paper. Give the soldier a scenario that provides all the information needed to accomplish the performance measures.

Brief Soldier: Tell the soldier that he or she will be evaluated on his/her ability to report casualties, by preparing DA Form 1155 and DA Form 1156.

Performance Measures	GO	NO-GO
1. Prepared DA Form 1156.	____	____
a. Left the Control Number item blank.		
b. Completed the Check Applicable Box item as it pertained to the casualty.		
c. Completed item 1 with the casualty's last name, first name, and middle initial (to include Jr. Sr. III, etc.).		
d. Completed item 2 with the casualty's complete Social Security Number.		
e. Completed item 3 with the casualty's rank.		
f. Completed item 4 with the hour and date of incident to include the time zone.		
g. Completed item 5 with the casualty's unit.		
h. Completed item 6 with the geographical location (nearby town) and grid coordinates to include the 100,000-meter square grid coordinates, 2-letter designator, and nearest village or field trainers.		
i. Completed item 7 with a check in the appropriate box; entered the type of casualty (only medical personnel may enter a check in the lightly wounded or injured in action and seriously injured or injured in action boxes); checked yes or no to indicate if the body was recovered; checked yes or no to indicate if the body has been identified; entered the collection point to which the casualty was evacuated, if unknown indicated "unknown.".		
j. Completed item 8 with the witnesses who saw the incident or identified remains to include the name, grade, Social Security Number, and unit(s) of witnesses.		
k. Completed item 9 with the applicable remarks to include additional circumstances, such as religious ministration performed, type of mission the unit was conducting, short synopsis of the incident., etc.		
l. Did not complete the first three boxes in item 10 but entered his/her unit, grade, Social Security number, date, and signature in item 10 as the person who prepared the report.		
2. Prepared DA Form 1155.	____	____
a. Checked the applicable box at the top of the form as it related to the casualty witnessed.		
b. Completed item 1 with the casualty's last name, first name, and middle name.		
c. Left item 2 blank.		
d. Completed item 2a with the casualty's complete Social Security number.		
e. Completed item 3 with the casualty's rank.		

Performance Measures	GO	NO-GO
f. Completed item 4, if appropriate, with the date of the casualty's death or the date when the casualty was last seen along with the time zone.		
g. Completed item 5 with the casualty's unit.		
h. Completed item 6 with the geographical location including the six-digit coordinate as well as the nearest town to the incident.		
i. Completed item 7 only if name or Social Security Number SSN of the casualty is unknown or not positive. If they are unknown or not positive entered the estimated age, weight, height, hair color, eye color, race, home town, civilian occupation, nickname, spouse's name, children's name(s), (if applicable), other identifying marks (such as e.g. birthmarks or tattoos), and other persons who may have witnessed the incident or have further information.		
j. Completed item 8 with a short, concise narrative of the circumstances regarding the incident and, if known, the cause of death or condition when last seen and how identified.		
k. Completed items 9 through 13 with the name, Social Security Number SSN, unit, date, and signature of the person making the statement.		
l. Submitted form in accordance with local guidance.		

Evaluation Guidance: Score the soldier GO on performance measures passed. Score the soldier NO-GONO GO on any performance measures failed. The soldier must score a GO on all of the performance measures to receive a GO on the task. If the soldier scores NO-GONO GO, show the soldier what was done wrong.

References

Required	**Related**
DA Form 1155	AR 600-8-1
DA Form 1156	

SUBJECT AREA 21: DEFENSE MEASURES

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071-326-0510
React to Indirect Fire While Dismounted

Conditions: You are a member (without leadership responsibilities) of a squad or team. You are either in a defensive position or moving on foot. You hear incoming rounds, shells exploding or passing overhead, or someone shouting "incoming."

Standards: Reacted to each situation by shouting "Incoming," followed the leader's directions, if available. Took or maintained cover.

Performance Steps

1. Shout "incoming" in a loud, easily recognizable voice.

2. Look to your leader for additional instructions.

3. Remain in your defensive position (if appropriate), making no unnecessary movements that could alert the enemy to your location.

4. Take cover outside the impact area (if you are in an exposed position or moving), keeping the body low if the leader is not in sight.

Evaluation Preparation:

Setup: Take the soldiers on a simulated march or field exercise.

Brief Soldier: Tell the soldiers they must react to indirect fire on the move and when in a fixed position, when they receive the command "Incoming!"

Performance Measures	GO	NO GO
1. Shouted "incoming" in a loud, easily recognizable voice.	____	____
2. Looked to leader for additional instructions.	____	____
3. Remained in defensive position (if appropriate), making no unnecessary movements that could alert the enemy to your location.	____	____
4. Took cover outside the impact area (if you were in an exposed position or moving), keeping the body low if the leader was not in sight.	____	____

Evaluation Guidance: Score the soldier GO if all performance measures are passed. Score the soldier NO GO if any performance measure is failed. If the soldier scores NO GO, show him what was done wrong and how to do it correctly.

References
Required	Related
FM 21-75	

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052-192-1242
Locate Mine and Booby Trap Indicators by Visual Means

Conditions: Given an urban/rural area, (containing mine and booby trap indicators) to maneuver in, around or through in support of missions and operations.

Standards: Visually locate all mine/booby trap indicators, and improvised markings in the prescribed area without causing injury to personnel and damage to equipment. Report indicators to immediate supervisor.

Performance Steps

1. Gather information pertaining to mines and booby traps associated with the area of operations through—

  a. Leader disseminated information.

  b. References (graphic training aids, land mine handbooks, and special publications).

  c. Mine boards.

  d. Reports.

  e. Intelligence briefs.

  f. Operation orders.

2. Recognize mine and booby trap indicators during movement.
Note: The only true indicators that there are mines or booby traps present are if someone spots a mine or booby trap or if a person or vehicle detonates a mine or booby trap. Spotting mines or booby traps as an initial indicator is extremely rare and should not be the primary focus of checking for mines or booby traps**.**

CAUTION
You must be alert for signs of anything out of place or unnatural as you maneuver through an area. If you see something that is a possible indicator, the element must *stop*, assess the indicator, and look for other indicators to confirm or deny the suspicious area before continuing or taking further action**.**

WARNING
Unexploded ordnance (UXO) is a hazard on the battlefield. UXO includes ordnance items that have been fired, projected, dropped, or placed in such a way that they could become armed and go off. Whether in an area by design or accident, these items have not yet functioned. Whatever the reason, UXO poses the risk of injury or death to all personnel in its immediate vicinity. Once recognized, never approach any closer to a UXO.

Note: Refer to the task number 093-401-5040 (React to Unexploded Ordnance Hazards) for information on identifying and taking immediate actions when dealing with a UXO.

  a. Mine and booby trap indicators.
Note: With the exception of stake mines and the majority of directional fragmentation mines, most hand or mechanically laid mines are buried. Once burying a mine has disturbed the natural surface of the ground, nature usually has a way of showing where this event took place. Unusual erosion, plant growth, or animal casualties may be vital clues to alert you that there might be mines, booby traps, improvised explosive devices (IEDs), or UXOs present**.**

    (1) Dead animals with missing or damaged limbs.
Note: The animal may have walked several miles before dying.

    (2) Human remains**.**

      (a) Overgrown, unattended fields and pastures next to cultivated used areas**.**

      (b) Trees and bushes not collected for firewood.

    (3) Damaged vehicles left on or off the road.

  (4) Wilted or dead patches of vegetation.

  (5) Circles of lush grass among thin grass.

  (6) Odd features in the ground or patterns that are not normally present in nature**.**

  (7) Unattended vehicles, trailers, or boxes and abandoned military equipment such as weapons, ammunition, uniforms, or papers.

CAUTION

These indicators may represent an IED or booby trap. Be alert for wires, detonating cord, or a shock tube running from these devices to the roadside. Cables or wires used in command detonated devices are sometimes buried, so look for disturbed soil in lines running up to the road and away from the suspected area.

---

  (8) Disturbed ground.

   (a) Depressions in the ground (regular or odd spacing).

   (b) Raised patches of earth (regular or odd spacing).

  (9) Unused paths, routes, or trails.

  (10) Debris on or along a route.

  (11) Signs of road repair (such as new fill, pavement, patches, ditches, or culverts).

Note: There may be signs of single holes or several holes, possibly in some form of a pattern at tactical or key locations**.**

  (12) Potholes in tracks.

  (13) Disturbances in previous tire tracks or tracks that stop unexplainably.

  (14) Craters.

  (15) Areas avoided by local civilians.

  (16) Patterns of objects that could be used as a sighting line.

  (17) Mine or explosive packaging.

  (18) Patches of new brick work, plaster, or mud on walls

  (19) Abandoned defensive positions, trenches, and destroyed buildings.

  (20) Abandoned buildings, piles of wood, or materials not claimed by the locals.

CAUTION

Buildings are excellent sites for booby traps. Assume that all unsecured buildings are booby-trapped**.**

---

  (21) Trip wires, strings, or cables.

  (22) Evidence of electrical wires, batteries, mouse traps, clothes pins, steel tubes, or springs.

  (23) Small shiny metal plates, split lightweight bomb casings, empty cluster bomb canisters, and small parachutes or drogues (funnel shaped drag chute) from submunitions (all indicators of cluster bomb strikes or scatterable-mine attacks).

 b. Improvised markings of mines, booby traps, and UXOs (Figure 052-192-1242-1).
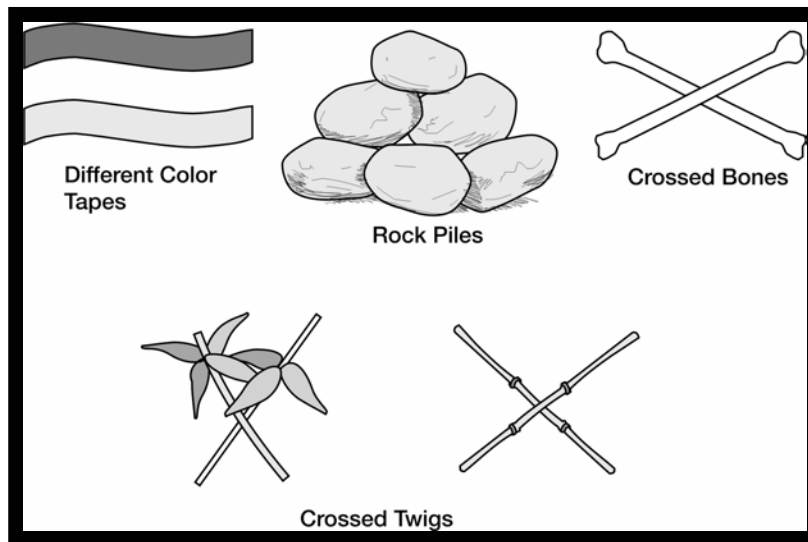
Figure 052-192-1242-1. Samples of Mine Markings

Note: Not all armies and fighting organizations mark their minefields to the same standards as required by the United States (US) Army. Many local factions, militia, or units will lay mines and mark them in their own way with readily available materials rather than formal markings. These markings are generally used to warn their own troops and local civilians of the presence of mines, booby traps, IEDs, or UXOs. Friendly units operating in these environments must gain this local knowledge in order to identify mine markers and hazardous areas.

      (1) Rock piles or individual rocks painted red are United Nations (UN), threat army, or local-faction danger area markers.

Note: Used by the various fighting factions and locals to mark the minefield perimeters.

      (2) Different color tapes attached to a stick, tree limb, picket, pole, or wall.

      (3) Crossed bones, sticks, or twigs.

      (4) Rows of light colored or painted white stones**.**

Note: Used by the UN to mark safe lanes and cleared areas. Stones are usually in regular patterns and close together**.**

      (5) Circle of stones surrounding objects.

Note: Signs used by locals to mark individual mines and UXOs. Where there is one mine or explosive hazard, there are usually more in the area**.**

      (6) Pieces of both cloth and metal material attached to poles, sticks, or walls.

      (7) Burned fields normally indicate UN mine clearance operations.

      (8) Red lettering and marks painted on rock faces or building walls. For example, start point (SP), indicating minefield start point. UN demining reference markers, such as reference point (RP) and benchmark (BM). Minefields will be close to these markers.

   c. Man-made markings of mines, booby traps, IEDs, and UXOs (Figure 052-192-1242-2).
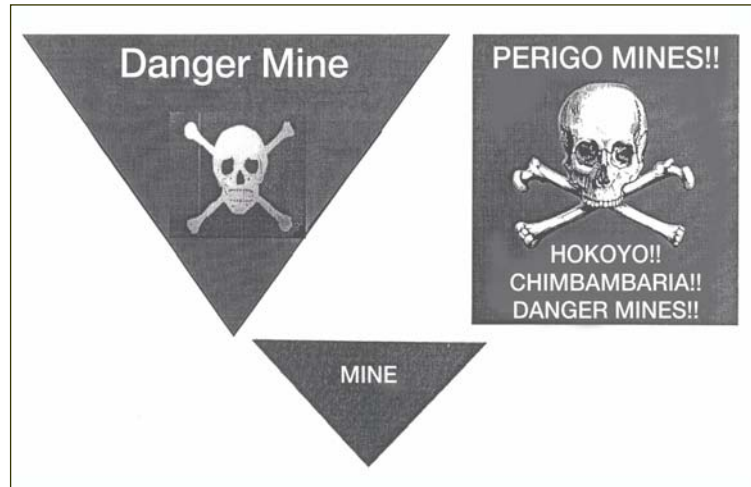
Figure 052-192-1242-2. Samples of Mine Signs

      (1) Red rectangular or triangular signs attached to wire, stakes, posts, or pickets with a written warning on one side.
Note: Generally, if you can read the writing, you are on the safe side**.**

      (2) Triangular signs with a picture of someone being blown up by a mine.

      (3) Ongoing UN minefield clearance operations are delineated with wooden posts with red and white tops.

      (4) Burned fields, indicating UN mine clearance operations.

3. Report all suspected areas to the immediate supervisor.

Evaluation Preparation: Setup: Provide an area which contains suspected mine and booby trap indicators. Record and provide description of all suspected mine, booby trap indicators and locations on the evaluation sheet.

Performance Measures	GO	NO GO
1. Gathered information pertaining to mines and booby traps associated with the area of operations.	____	____
2. Recognized mine and booby trap indicators during movement.	____	____
3. Reported all suspected areas to the immediate supervisor.	____	____

Evaluation Guidance: Score the soldier GO if all performance measures are passed (P). Score the soldier NO-GO if any performance measure is failed. If the soldier fails any performance measure, show him how to do it correctly.

References
   Required   **Related**
                                    FM 20-32
                                      GTA 05-10-044
                                      TC 20-32-5

093-401-5040
React to Unexploded Ordnance Hazards

Conditions: In a field environment, given an item(s) of simulated unexploded ordnance (UXO), marking materials, and a UXO Spot Report format.

Standards: Identified UXO by type and subgroup; recognized associated hazards; took immediate action to prevent death, injury, or damage to materiel; reported the UXO hazard using the UXO Spot Report format.

Performance Steps

1. Recognize the UXO hazard.

DANGER

Never approach a UXO once it has been identified. Approaching UXO may cause them to explode.

DANGER

Never strike, jar, or touch a UXO. Do not move or remove anything on or near a suspect UXO. UXO can be extremely sensitive and can cause serious injury or death if disturbed in any way.

DANGER

Many types of UXO may contain an incendiary (fire producing), chemical, biological, or radiological hazard in addition to explosives.

DANGER

Do not make radio transmissions within 100 meters of a UXO. Some types of UXO are sensitive to electromagnetic radiation (EMR) and may explode.

---

   a. Identify the four types and subgroups of UXO.
      (1) Dropped.
         (a) Bombs (figure 093-401-5040-1):
            –Vary from 3 to 6 feet in length.
            –Vary in diameter from 5 to 36 inches.
            –Often have a sloped or "bullet" shaped nose, fins and/or a parachute on the back.
            –May contain high explosive, incendiary, or chemical fillers.
         (b) Dispensers (figure 093-401-5040-2):
            –Contain numerous submunitions or bomblets.
            –Most have the same characteristics of bombs.
            –May be found intact or partially open.
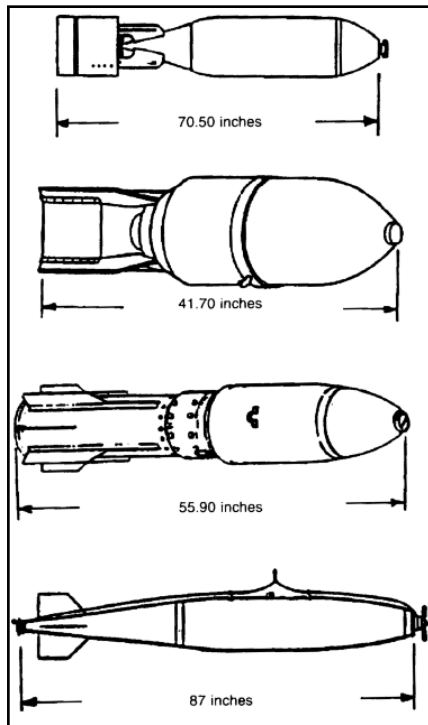
Figure 093-401-5040-1. Bombs
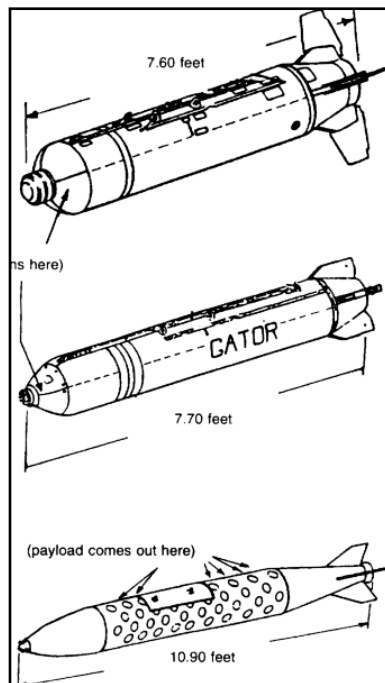
Figure 093-401-5040-2. Dispensers

(c) Submunitions (figures 093-401-5040-3a through 093-401-5040-3e):

DANGER

When a submunition is identified, leave the area by the same path you entered. There may be many more submunitions in the same area. Small size does not diminish the danger of submunitions. The smallest can easily injure or kill.

–May contain the same hazards of bombs (explosive, chemical, biological, radiological, incendiary).
–Are designed to be scattered over a wide area.
–Come in many shapes and sizes; may or may not be "bullet" shaped.
–May look like balls, wedges, or cylinders.
–May have fins, ribbons, parachutes, or trip wires.
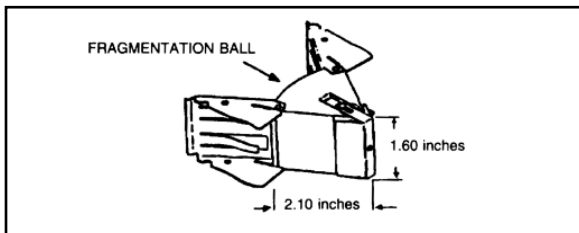
Figure 093-401-5040-3a.
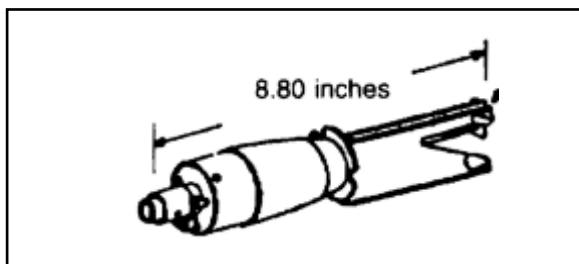
Figure 093-401-5040-3b.
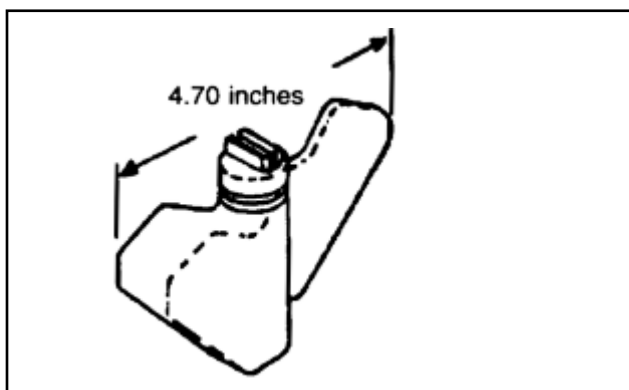
Figure 093-401-5040-3c.
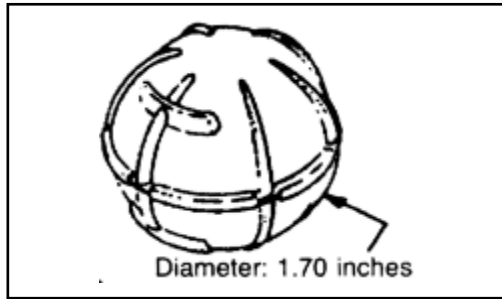
Figure 093-401-5040-3d
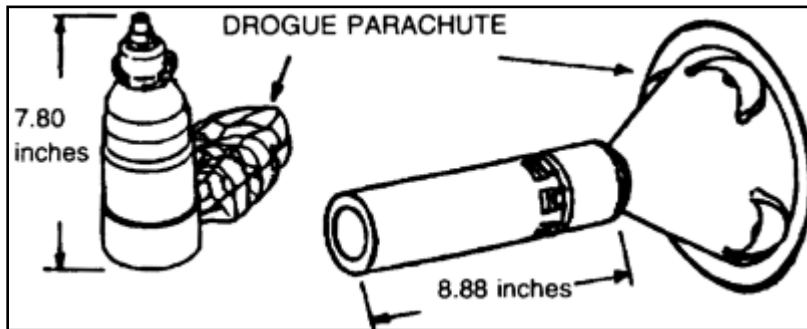
Figure 093-401-5040-3e.

(2) Projected.

    (a) Projectiles (figures 093-401-5040-4a through 093-401-5040-4b):
–Include munitions from large machine guns, artillery howitzers, and naval guns.
–Range in size from 20mm up to 16 inches in diameter; 10 to 30 inches in length.
–Most resemble a "bullet" shape.
–Can contain explosive, chemical, biological, radiological, and/or incendiary hazards.
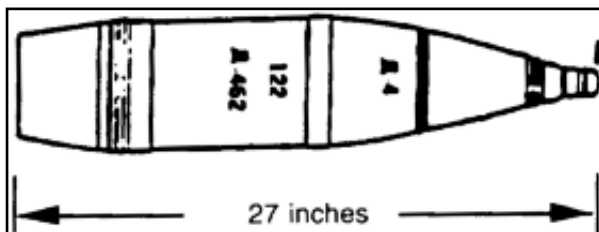
Figure 093-401-5040-4a.
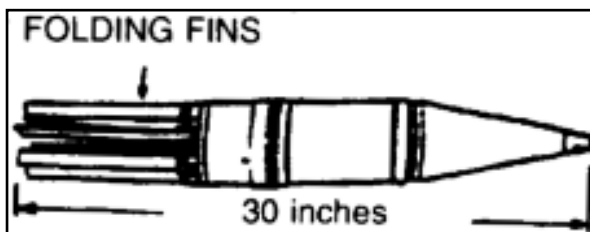
Figure 093-401-5040-4b.

    (b) Mortars (figures 093-401-5040-5a through 093-401-5040-5b):
–Most have fins and a "bullet" shape.

–Range in size from 60mm to 120mm in diameter; 12 inches to 36 inches in length.
–Can contain explosive, chemical, or incendiary hazards.
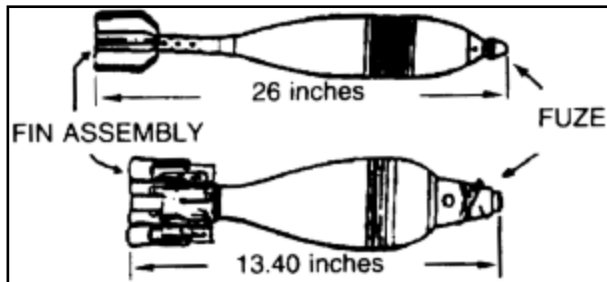
Figure 093-401-5040-5a.
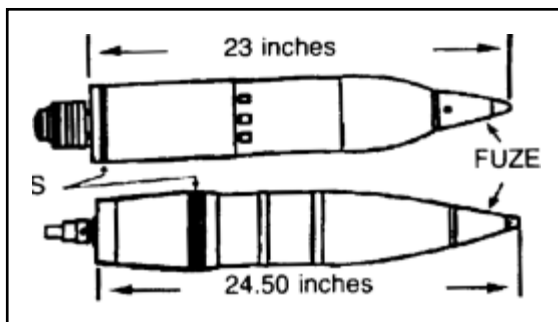
Figure 093-401-5040-5b.

(c) Rockets (figures 093-401-5040-6a through 093-401-5040-6c):
–May or may not have fins.
–Have some sort of rocket motor vents in back.
–Range in length from 24 inches to several feet.
–Can contain explosive, chemical, or incendiary hazards.
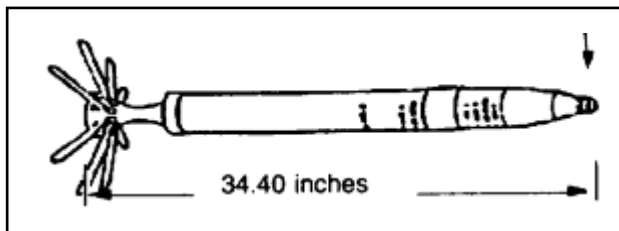
Figure 093-401-5040-6a.
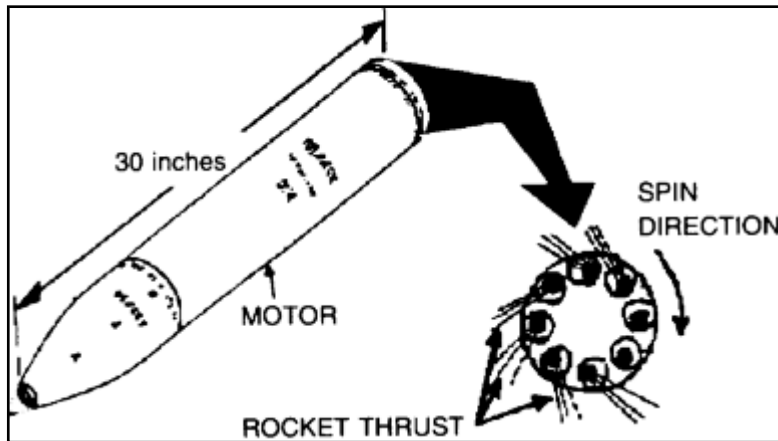
Figure 093-401-5040-6b.
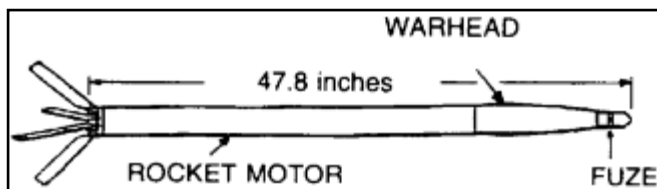
Figure 093-401-5040-6c.

(d) Guided Missiles (figure 093-401-5040-7a through 093-401-5040-7b):
   –Most have fins.
   –Some have wires in the end for guidance.
   –Very similar to rockets.
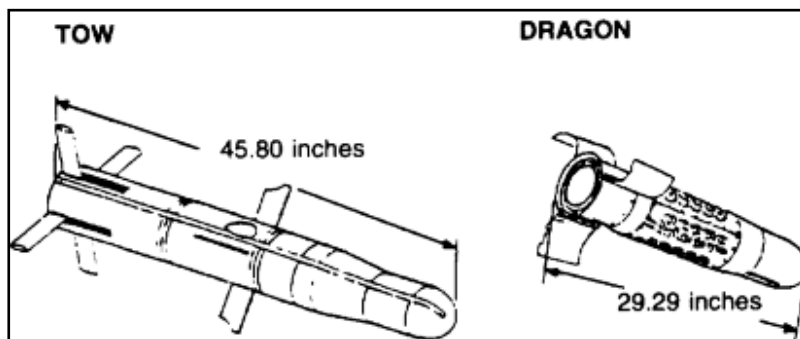   –Can contain explosive or incendiary hazards.
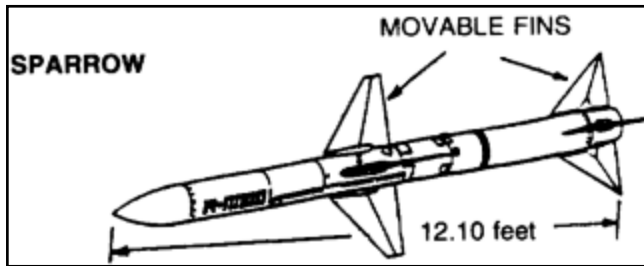

Figure 093-401-5040-7a.

Figure 093-401-5040-7b.

(e) Rifle Grenades (figures 093-401-5040-8a through 093-401-5040-8b):
–Designed to be fired from rifles or shoulder fired launchers.
–Resemble rockets but are smaller.
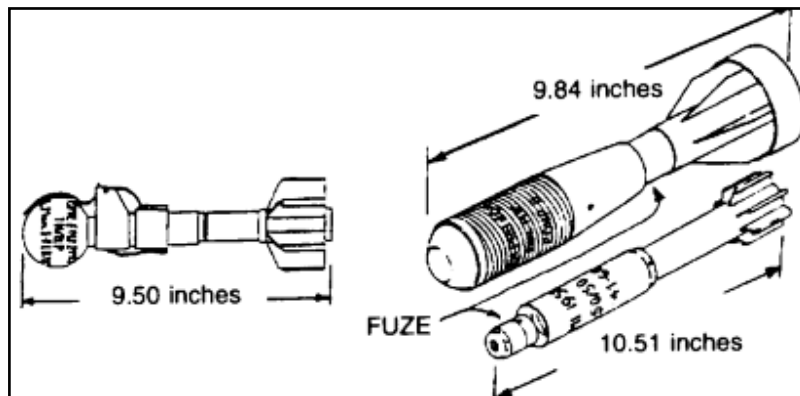–Can contain explosive or incendiary hazards.
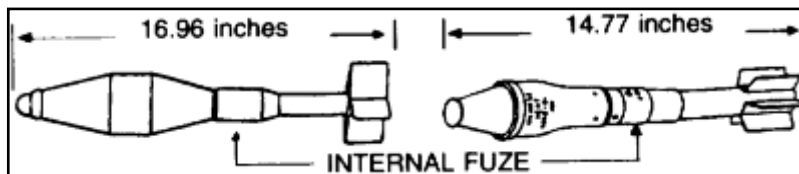

Figure 093-401-5040-8a.

Figure 093-401-5040-8b.

(3) Thrown (figures 093-401-5040-9a through 093-401-5040-9b):
–Includes all types of grenades, including simulators.
–Most are round or cylindrical.
–Are small enough to be thrown by a person.
–Can contain explosive or incendiary hazards.
–Dud simulators require the same safety procedures as other ordnance.

Figure 093-401-5040-9a.
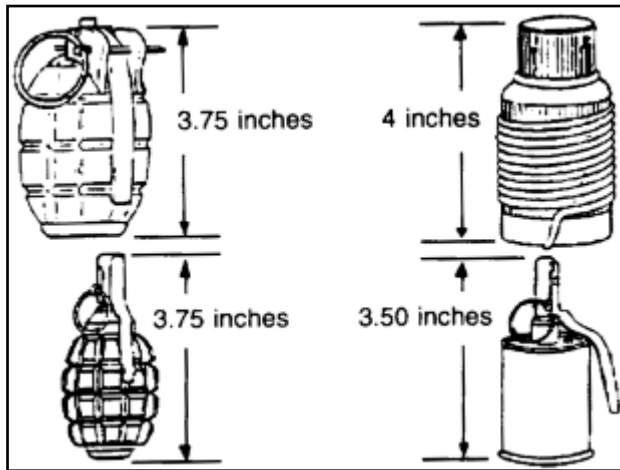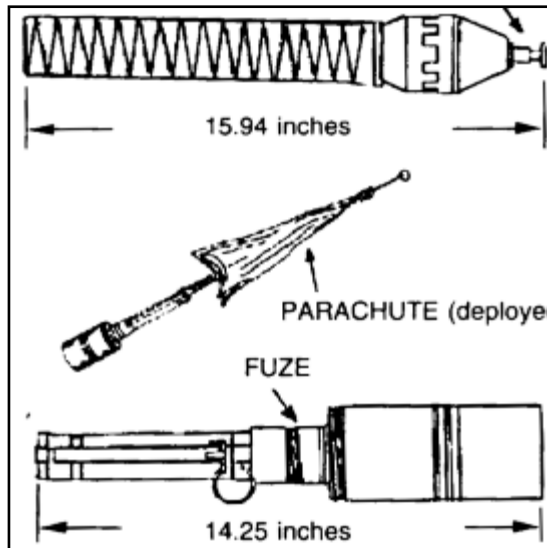

Figure 093-401-5040-9b.

> **DANGER**
>
> **Never approach a grenade that was thrown and did not detonate, even if you threw it. Do not move, jar, or disturb—the fuse may function at any time.**
>
> **Never pick up, move, or disturb a found grenade, even if spoon or safety pin are attached. The grenade may be booby-trapped and explode when disturbed.**

(4) Placed (figures 093-401-5040-10a through 093-401-5040-10b):
   –Includes all land or sea mines.
   –Range in size from 2 inches in diameter to several feet in length.
   –Have a variety of fuse types; pressure plates, tilt rods, trip wires, electronic sensors, or
     command detonated.
   –Can contain explosive, incendiary, or chemical hazards.

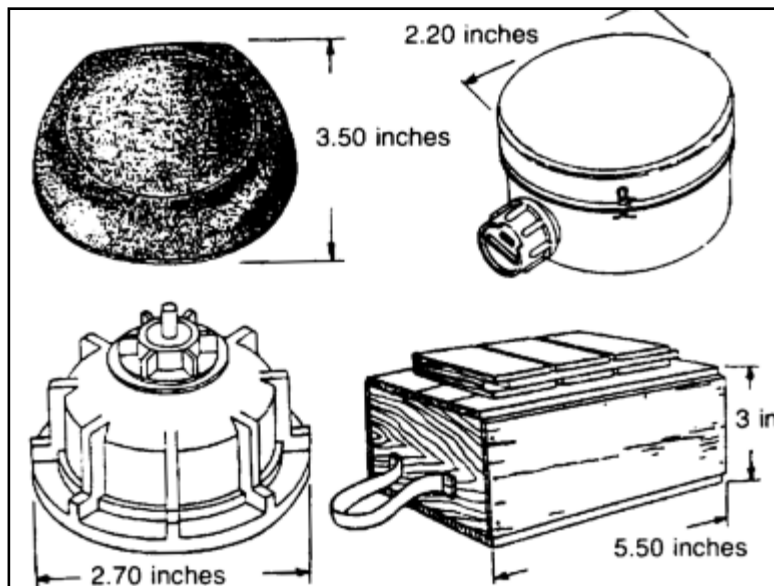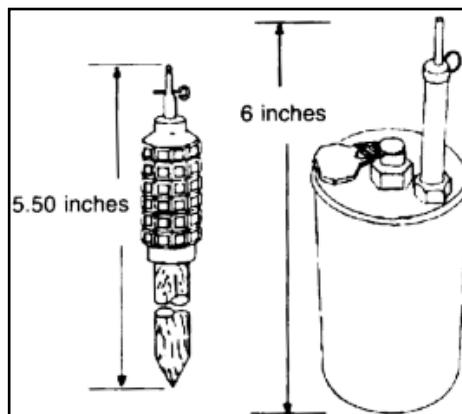**Figure 093-401-5040-10a.**

Figure 093-401-5040-10b.

DANGER
Consider all mines to be booby-trapped or to have anti-disturbance fusing. Never attempt to uncover or remove placed ordnance.

2. React to the UXO hazard.

    a. Do not touch or disturb the UXO or any wires, parachutes, or anything attached or surrounding the UXO. Do not move closer to UXO.

    b. If any peculiar smells, liquids, or dead animals are present, chemical or biological agents may be present; don mask and MOPP gear immediately.

    c. Mark location with material such as white engineer tape, marking ribbon, clothing, or sign. Place marker above ground at waist level if possible. Take note of physical terrain features of location and route back to UXO so EOD team can return and dispose of UXO.

    d. Evacuate personnel and equipment from area surrounding the UXO:

      (1) Bombs, dispensers, large projected munitions (90-mm diameter and larger)—evacuate a 360-degree perimeter at least 600 meters.

      (2) Submunitions, placed, thrown, small projected munitions (smaller than 90-mm diameter)—evacuate a 360-degree perimeter at least 300 meters.

    e. If personnel or equipment cannot be evacuated, seek as much frontal and overhead cover as possible.

    f. If UXO is suspected to have a chemical agent, ensure all personnel stay upwind of item and are in full MOPP.

3. Report the UXO hazard.

    a. Report UXO hazard to your chain of command. You or your chain of command should request Explosive Ordnance Disposal (EOD) support using the nine-line UXO Spot Report:

      (1) Date and time of the fall, impact, or finding of the UXO item(s).

      (2) The exact location of item(s) including grid coordinate, landmarks, reference points, or street addresses.

      (3) The name and organization of person reporting the incident including call sign or phone number.

      (4) Identify UXO by type (Dropped, Projected, Thrown, Placed) and subgroup.

      (5) Any NBC contamination present.

      (6) What resources are threatened?

      (7) How the UXO has affected unit mission**.**

      (8) The safety measures that have been taken including the evacuation distances that have been accomplished.

      (9) The requested priority for receiving EOD support (Immediate, Indirect, Minor, No Threat)

    b. Be prepared to provide a guide to the EOD team.

Evaluation Preparation:

Setup: Do not evaluate this task using live UXO. Utilize training items from your installation Training Aids Support Center. Preliminary instruction of this task can be obtained by requesting support from nearest Army EOD company. Evaluate this task during any training exercise where UXO is likely to be encountered. Place UXO training aid near personnel, facilities, or equipment within the soldier's area of responsibility. Soldier should identify UXO from at least 5-10 meters away or through the use of binoculars.

Brief Soldier: Tell the soldier he will be evaluated on his ability to properly recognize, react to, and report a UXO hazard. The soldier will identify the UXO by type and subgroup, take appropriate actions to react to the hazards, and report the hazard using the nine-line UXO Spot Report format.

Performance Measures	GO	NO GO
1. Identified UXO by type and subgroup.	____	____
2. Reacted to UXO hazard, observing all applicable safety precautions.	____	____
3. Marked the UXO.	____	____
4. Determined appropriate evacuation distance (Large item: 600m; Small item: 300m).	____	____
5. Reported UXO hazard using the nine-line UXO Spot Report.	____	____

Evaluation Guidance: Score the soldier GO if all performance measures are performed correctly. Score the soldier NO GO if any performance measure is not performed correctly. If the soldier scores NO GO, show him what was done wrong and how to do it correctly.

References
    Required   **Related**
    FM 21-16
    GTA 9-12-1

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061-283-6003
Adjust Indirect Fire

Conditions: Given a pair of binoculars, a radio, a compass, pencils, a coordinate scale, a map of the target area, a target to engage within the area, and grid location of friendly troops.

Standards: Determined the target location to within 250 meters of its actual location. The initial call for fire was made within 3 minutes after the target was identified. Adjustments were sent within 45 seconds after each round impacted. Observer entered the fire-for-effect phase using no more than six rounds (initial round plus five for adjustment). Fire for effect was within 50 meters of the target using successive bracketing procedures (or creeping fire if danger close).

Performance Steps

1. Locate the target within 250 meters of the actual target location.

    a. Locate the target by grid coordinates.

    b. Determine the direction from your position to the target.

    c. Formulate a call for fire. Include the elements of the call for fire in sequence.

        (1) Observer identification (your call sign).

        (2) Warning order (adjust fire).

        (3) Location of target.

        (4) Description of the target (for example "INFANTRY PLATOON IN THE OPEN").

        (5) Method of engagement (may be omitted if area fire is desired).

            (a) If the target is within 600 meters of friendly troops, announce "DANGER CLOSE" to the fire direction center (FDC) in the initial call for fire, in the method of engagement phase.

            (b) Use creeping procedures to adjust danger close fire. Range corrections should NOT exceed 100 meters.

            (c) Initial target location is reported on the enemy side of the target.

        (6) Method of fire control.

Note. The request for a fire mission would be similar to figure 061-283-6003-1.
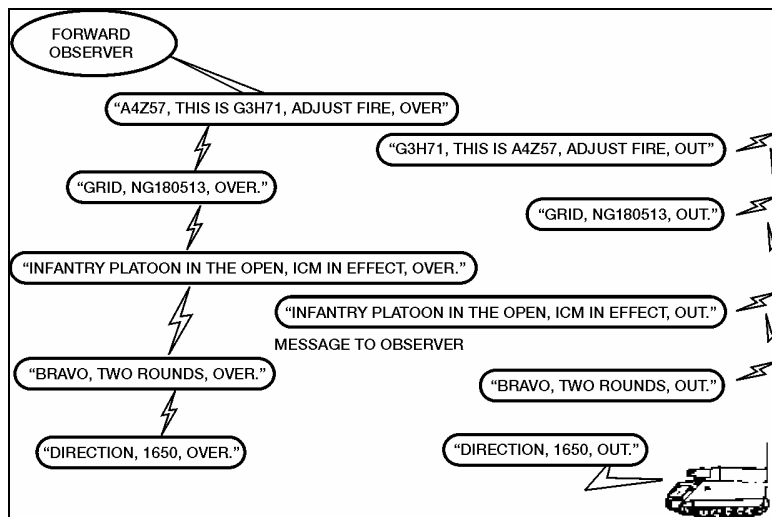
Figure 061-283-6003-1. Initial Fire Request

2. Transmit the call for fire to the FDC within three minutes of target identification.

    a. Conduct three transmissions.

        (1) Send observer identification and warning order. Example: "A4Z57, THIS IS G3H71, ADJUST FIRE, OVER."

        (2) Send target location. Example: "GRID NG180513, OVER." (Give the six-digit grid of the target, with the grid zone identifier, to within 250 meters of the actual target location.)

Performance Steps

(3) Send target description, method of engagement, method of fire and control. Example: "INFANTRY IN THE OPEN, ICM IN EFFECT, OVER."

b. Give the direction to the target within 100 mils (M2 compass) or five degrees (lensatic compass) or give an accurate cardinal direction (no compass available) of the actual target location. This should be sent before the first correction, or with the first correction.

3. Adjust rounds to within 50 meters of the target, within 45 seconds of the impact of each adjusting round.

   a. Spot each round when it impacts as right or left, over or short of your target.

   b. Determine corrections for deviation left or right of the target.

Note. Measure deviation. Measure the horizontal angle in mils, using the reticle pattern in the binoculars or hand measurement of angular deviation. Estimate the range to the target and divide by 1,000. This is the observer-target (OT) factor. If the OT distance is 1,000 meters or greater, the OT factor is expressed to the nearest whole number. If the OT distance is less than 1,000 meters, the OT factor is expressed to the nearest 1/10th. For example, 800 = 0.8. Multiplying the OT factor by the deviation measured in mils produces deviation corrections in meters.

c. When the first range spotting is observed, make a range correction that would result in a range spotting in the opposite direction. For example, if the first round is short, add enough to get an over on the next round. This is called successive bracketing (figure 061-283-6003-2). Figure 061-283-6003-3 shows the impact of the initial round. The target is 2100 meters away. Since the round is beyond the target, you must drop. You estimate that the round is 250 meters beyond the target. Therefore, you must drop 400 meters to start successive bracketing procedures. The round impacted 50 mils left of the target. With an OT factor of 2, the round impacted 100 meters left. Your correction to the FDC is "RIGHT 100—DROP 400—OVER."

WARNING

DO NOT BRACKET when DANGER CLOSE, it could result in friendly casualties, use the creeping fire procedure (all corrections are 100 meters or less).
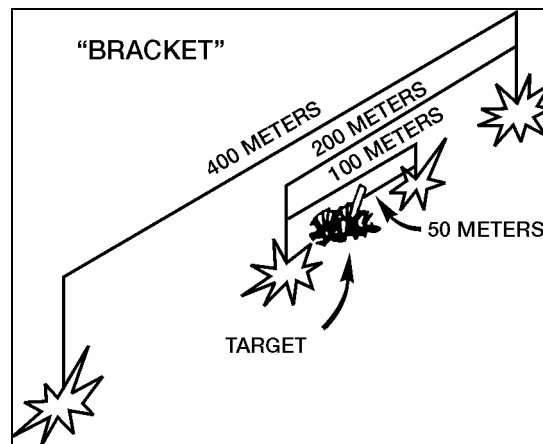
Figure 061-283-6003-2. Successive Bracketing

Performance Steps

Figure 061-283-6003-3. Impact of Initial Round
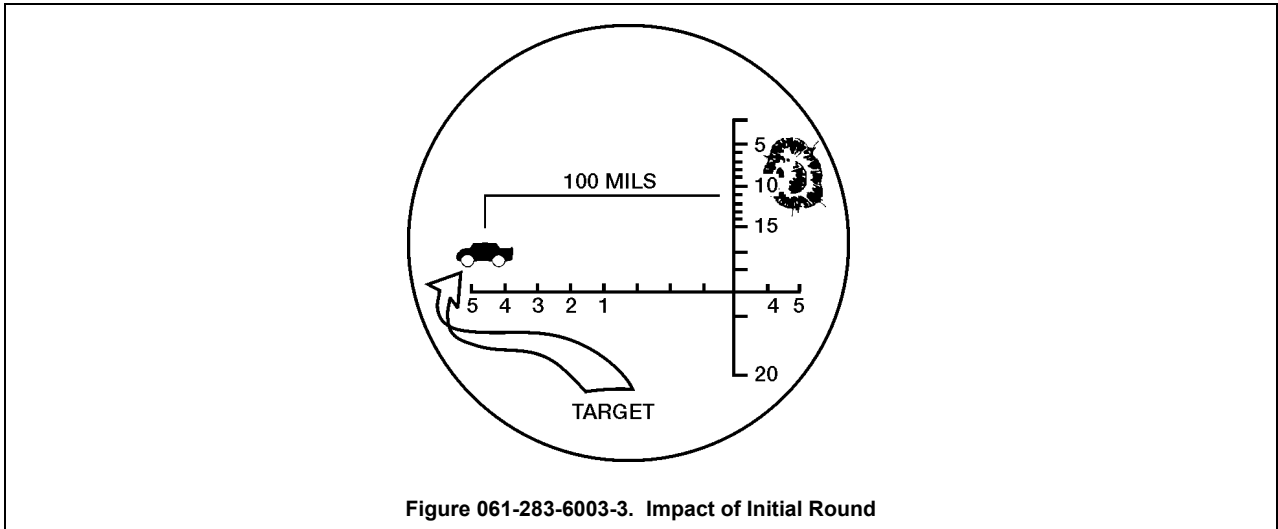
d. Continue splitting the range bracket until a 100-meter bracket is split or range correct spotting is observed, maintaining deviation on line. (Figure 061-283-6003-4 and 061-283-6003-5 show the next adjustments).
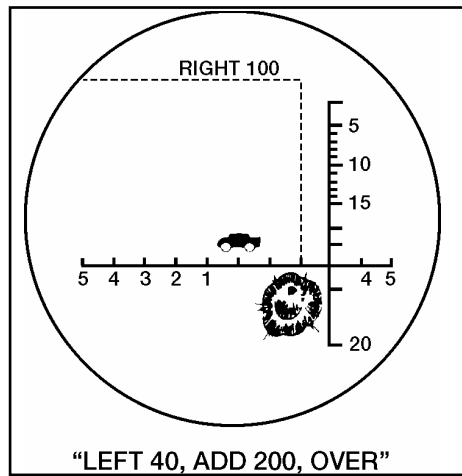

Figure 061-283-6003-4. Second Round
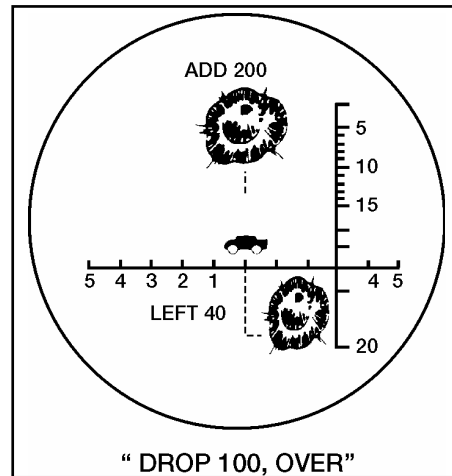
Figure 061-283-6003-5. Third Round

e. Transmit corrections to the FDC in meters. The initial correction should bracket the target in range. The adjustment phase of a fire mission would resemble the example shown in figure 061-283-6003-6. Deviation correction should be made to keep the rounds on the observer target line.
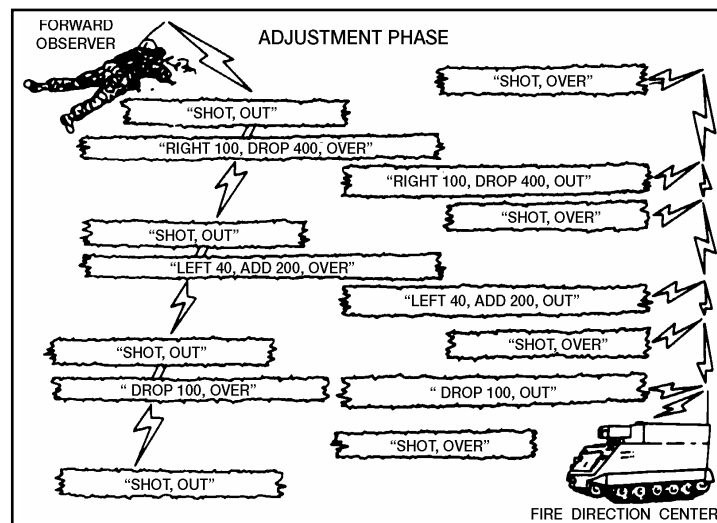
Figure 061-283-6003-6. Adjustment Phase

f. Use the following guide to establish a bracket. When the estimated round impact distance to the target is—

(1) More than 400 meters, add or drop 800 meters.

(2) More than 200 but less than 400 meters, add or drop 400 meters.

(3) More than 100 but less than 200 meters, add or drop 200 meters.

(4) Less than 100 meters, add or drop 100 meters.

(5) Add or drop 50 meters and announce fire for effect.

4. Initiate fire for effect. When a 100-meter bracket is split or a range correct spotting is made, the fire-for-effect phase is entered (figure 061-283-6003-7). Figure 061-283-6003-8 shows a simulated pattern that might be observed in the fire-for-effect phase and the observed results of fire for effect are reported.

Figure 061-283-6003-7. Fourth Round

Figure 061-283-6003-8. Fire for Effect Pattern

5. Observe the results of fire for effect, transmit refinements (if necessary), and provide end of mission and surveillance (figure 061-283-6003-9).

    a. Determine the effects on the target.

Performance Steps

b. Give a brief description of what happened to the target. Example: "EOM, TARGET DESTROYED, ESTIMATE TWO CAUSALITIES, OVER."
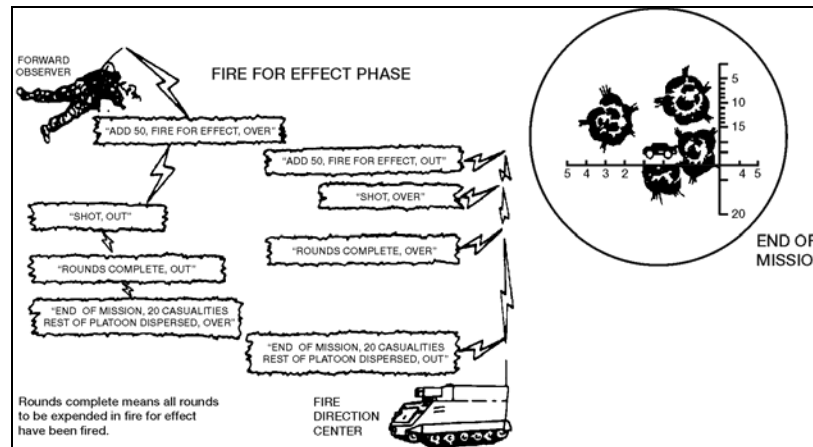
Figure 061-283-6003-9. End of Mission

Evaluation Preparation:

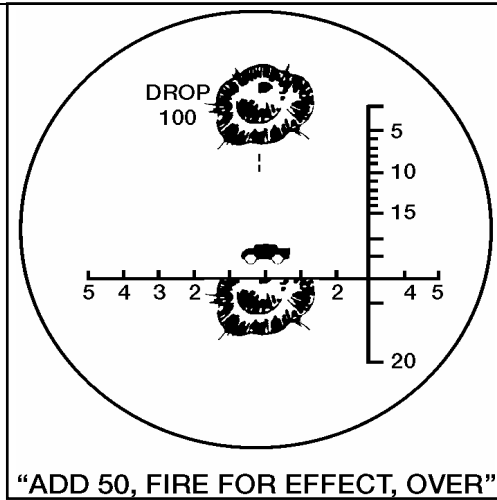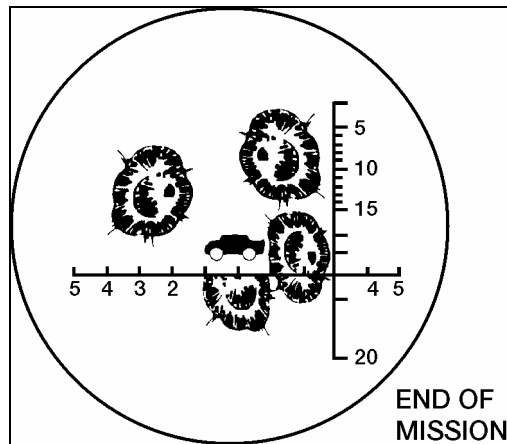*Setup:* Ensure that a target is readily identifiable to the soldier and the required equipment is present and operational. The evaluator must know the grid location, direction, and distance to the target that will be used.

Brief Soldier: Identify the target to the soldier. Tell the soldier he must enter the fire-for-effect phase using no more than six rounds (initial round plus five for adjustment). Fire for effect must be within 50 meters of the target, using successive bracketing procedures. The initial call for fire must be made within 3 minutes after the target has been identified. Adjustments must be sent within 45 seconds after each round impacts.

Note. Ensure that the soldier understands exactly what is expected of him, but do not help him in any way.

Performance Measures	GO	NO GO
1. Located the target to within 250 meters of the actual target location.	____	____
2. Transmitted the call for fire to the FDC within three minutes of target identification.	____	____
3. Adjusted rounds to within 50 meters of the target, within 45 seconds of the impact of each adjusting round.	____	____
4. Entered the fire for effect phase when a 100-meter bracket was split, or when a range correct spotting was obtained.	____	____
5. Observed the results of fire for effect, transmitted refinements (if necessary), and provided end of mission and surveillance.	____	____

Evaluation Guidance: Score the soldier GO if all performance measures are passed. Score the soldier NO GO if any performance measure is failed. If the soldier fails any performance measure, show what was done wrong and how to do it correctly.

References

Required   **Related**
FM 3-90.30

071-326-0511
React to Flares

Conditions: Given a tactical situation at night, upon hearing a flare rising or when suddenly illuminated by a ground or overhead flare.

Standards: Reacted to a ground or an overhead flare without being seen by the enemy or losing night vision.

Performance Steps

---

1. Respond to ground flares.

    a. Move out of the illuminated area.

    b. Reorient yourself when alone or in a group by SOP, or as instructed.

    c. Continue the mission.

2. Respond to an overhead flare with warning (for example, the sound of a rising flare).

    a. Assume the prone position (behind concealment when available) before the flare bursts.

    b. Protect your night vision by closing one eye and observing with the other.

    c. Use your night vision eye to reorient yourself or rejoin your group when the flare burns out.

    d. Continue the mission.

3. Respond to an overhead flare without warning.

    a. Assume the prone position behind concealment (when available) until the flare burns out.

    b. Protect your night vision by closing one eye and observing with the other.

    c. Crouch low until the flare burns out when crossing wire obstacles where the prone position is not possible.

    d. Use your night vision eye to reorient yourself or rejoin your group when the flare burns out.

    e. Continue the mission.

Evaluation Preparation: Setup: Have ground flares set so that you can ignite them. Have hand-held flares to use to simulate the overhead flares.

Brief Soldier: Tell the soldier that he is to react to the flares as they appear. After grading the soldier on the ground flare and the overhead flare with warning, tell him that the next flare should be acted on only after the flare has burst (simulate "without warning").

Performance Measures	GO	NO GO
1. Responded to a ground flare.	____	____
a. Moved out of the illuminated area.		
b. Reoriented alone or in a group.		
c. Continued the mission.		
2. Responded to an overhead flare with warning.	____	____
a. Assumed the prone position before the flare burst.		
b. Protected night vision by closing one eye and observing with the other eye.		
c. Reoriented or rejoined group when the flare burned out.		
d. Continued the mission.		

3. Responded to an overhead flare without warning.	___	___
a. Assumed the prone position until the flare burned out.		
b. Protected night vision by closing one eye and observing with the other eye.		
c. Crouched low until the flare burned out when crossing wire obstacles when the prone position was not possible.		
d. Used night vision eye to reorient or rejoin group when the flare burned out.		
e. Continued the mission.		

Evaluation Guidance: Score the soldier GO if all performance measures are passed. Score the soldier NO GO if any performance measure is failed. If the soldier scores NO GO, show him what was done wrong and how to do it correctly.

References

Required	**Related**
FM 21-75	

071-326-0513
Select Temporary Fighting Positions

Conditions: You must select a temporary fighting position when at an overwatch position, after initial movement into a tentative defensive position, at a halt during movement, or upon receiving direct fire.

Standards: Selected a firing position that protected you from enemy observation and fire, and allowed you to place effective fire on enemy positions without exposing most of your head and body.

Performance Steps

1. Choose a position that takes advantage of available cover and concealment (figure 071-326-0511-1).
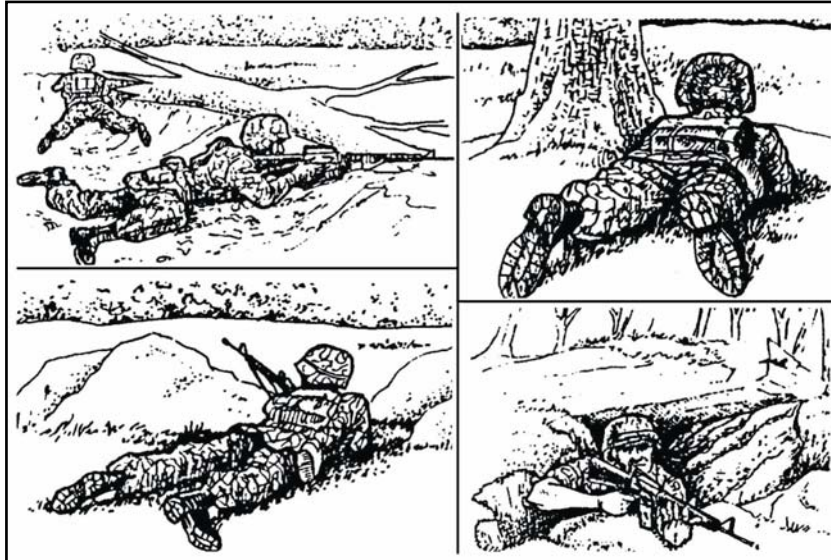

Figure 071-326-0511-1. Temporary fighting positions

Note. Cover gives protection from bullets, fragments of exploding rounds, flame, nuclear effects, and biological and chemical agents. Cover can also conceal you from enemy observation. Cover can be natural or man-made. Concealment is anything that hides you from enemy observation. Concealment DOES NOT protect you from enemy fire. DO NOT think that you are protected from the enemy's fire just because you are concealed. Concealment, like cover, can also be natural or man-made.

2. Choose a position that allows you to observe and fire around the side of an object while concealing most of your head and body.

3. Choose a position that allows you to stay low when observing and firing, whenever possible.

Note. This position allows you to aim better and take advantage of concealing vegetation.

4. Choose a position with a background that does not silhouette you against the surrounding environment.

Note. A position like this reduces your chances of being detected.

5. Follow your leader's directions after your initial selection of a temporary battlefield position.

Note. Your leader may reposition you to gain better coverage of the area.

Evaluation Preparation: Setup: Evaluate this task during a march or a simulated march in an area with varying degrees of cover and concealment. Have the soldiers in full battle gear.

Brief Soldier: Tell each soldier the enemy has been reported in the area and may be encountered at any time. At preselected points during the march, at a rest halt, after ordering the soldier to take an overwatch position, or after ordering the soldier to take a tentative defensive position, have him select a temporary fighting position.

Performance Measures	GO	NO GO
1. Chose a position that took advantage of available cover and concealment.	____	____
2. Chose a position that allowed for observation and fire around the side of an object while concealing most of head and body.	____	____
3. Chose a position that allowed you to stay low when observing and firing, whenever possible.	____	____
4. Chose a position with a background that did not silhouette you against the surrounding environment.	____	____
5. Followed leader's directions after initial selection of a temporary battlefield position.	____	____

Evaluation Guidance: Score the soldier GO if all performance measures are passed. Score the soldier NO GO if any performance measure is failed. If the soldier scores NO GO, show him what was done wrong and how to do it correctly.

References

Required	**Related**
FM 21-75	

071-326-5704
Supervise Construction of a Fighting Position

Conditions: Given soldiers, TOE equipment, and a sector of responsibility. The equipment listed in task 071-326-5703, Construct an individual fighting position and a sector of responsibility

Standards: Ensured that the initial preparation was accomplished for each fighting position and that the completed position provides cover, concealment, and fields of fire.

Performance Steps

1. Through supervision, evaluation and on the spot corrections, Ensure that the construction of the individual fighting position generally follows the sequence below. See STP 21-1-SMCT, Task number 071-326-5703, the tank Construct individual Fighting, Position, STP 21-1-SMCT, task number 071-326-5703, STP 21-1-SMCT.

2. Assign the location of the position and the sector of fire. The soldier constructing the position should emplace sector-of-fire stakes.

3. Ensure the soldiers partially clear fields of fire within their sector and dig a hasty hole for minimum protection, being careful not to destroy natural camouflage around their positions. They should save sod, grass clumps, and so forth, for use as camouflage later.

4. Next ensure the soldiers dig a hole that is armpit deep. If they have a natural frontal parapet, the dirt from the hole should be carried away and camouflaged; if not, it should be used to make a frontal parapet.

5. They can now complete clearing fields of fire, clearing only what is absolutely necessary. Ensure that the soldiers get into the firing positions and check their fields of fire. They can now complete a clearing field of fire, clearing only what is absolutely necessary.

6. The soldiers should next Ensure the soldiers camouflage their positions using available materials (such as (sod, grass clumps, foliage, etc) blending the positions with the surrounding area. The camouflage should be checked from about 35 meters to the front; if the position can be spotted easily, more camouflage work is needed.

7. Ensure the soldiers After all of the above have been accomplished satisfactorily; the soldier should construct overhead cover after all of the above have been accomplished satisfactorily. . They should use longs and planks, 4 to 6 inches thick, that will support at least 6 or 8 inches of dirt (logs and dirt should total 12 inches), and dig a cave-like area big enough to get under.

8. Ensure the soldiers Upon completion of the overhead cover; the soldiers should begin to improve their positions upon completion of the overhead cover. Items to check for include grenade sump, drainage trench, elbow holes, night firing stakes, range cards, and camouflage.

Evaluation Preparation:
Setup: At the site, assign each soldier an area of responsibility. Issue any required equipment or supplies needed to construct the fighting position.

Brief Soldier: Tell the soldier to supervise the construction of a fighting position with his soldiers, while being and evaluated.

Performance Measures	GO	NO-GO
1. Assigned sector of fire to each position.	____	____
2. Checked that initial position was completed first.	____	____
a. Sector-of-fire stakes were emplaced.		
b. Hasty hole for minimum protection was dug.		
c. Natural camouflage around position was preserved.		

3. Supervised completion of fighting position.	____	____
a. Position was at least armpit deep.		
b. Excess dirt from hole was carried away and hidden.		
c. Fields of fire were cleared only of minimum foliage.		
d. Position was camouflaged so it could not be seen 35 meters to the front.		
e. Overhead cover was at least 12 inches (with 4 to 6 inches of logs or planks and 6 to 8 inches of dirt).		
f. Grenade trenches were dug in position.		

Evaluation Guidance: Score the soldier GO if all steps performance measures are passed. Score the soldier NO --GO if any performance measure steps are failed. If the soldier scores NO --GO, show what was done wrong and how to do it correctly.

References

Required	**Related**
FM 5-103	
FM 7-8	
STP 21-1-SMCT	

071-326-5705
Establish an Observation Post

Conditions: Given a squad- or platoon-size element in a defensive position, a TA-312/PT field telephone and communication wire, or a radio, and a probable enemy avenue of approach.

Standards: Selected a location for an observation post (OP) that provided observation of the avenues of approach, was within small-arms range of the element, and offered adequate cover and concealment. Established communication between the OP and the platoon leader or squad leader.

Performance Steps

NOTE: OPs are generally established along probable avenues of approach to listen and observe and to provide early warning of enemy approach.

1. Select an OP.

    a. The site selected for an OP should provide—:

      (1) Maximum observation of the desired area (specified by the platoon leader).

      (2) Cover and concealment for the occupants of the OP.

      (3) Concealed routes to and from the OP.

    b. Observation is the best way to determine whether the above conditions exist at a site.

    c. Usually, the best location for an OP is on or near the military crest of a hill. Topographical crests should be avoided because of the possibility of being skylined. It may be appropriate to establish the OP well down the forward slope when observation is restricted by the terrain (Figure 071-326-57053-53-1160).
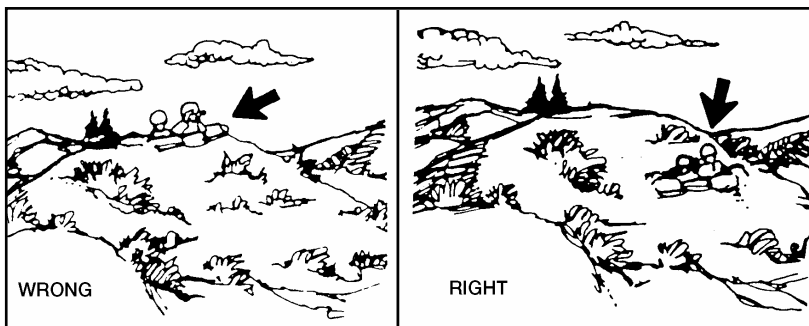
Figure 071-326-57053-53-1 1. OP Position.

    d. OPs should be within effective small-arms range of the unit establishing the OP, and should be supported by other supporting fire when possible.

2. Establish and operate an OP.

    a. Wire is the primary means of communication with an OP and may be supplemented by radio. Wire and radio antennas should be carefully positioned and camouflaged to avoid detection by the enemy (Figure 071-326-57053-54-22161).
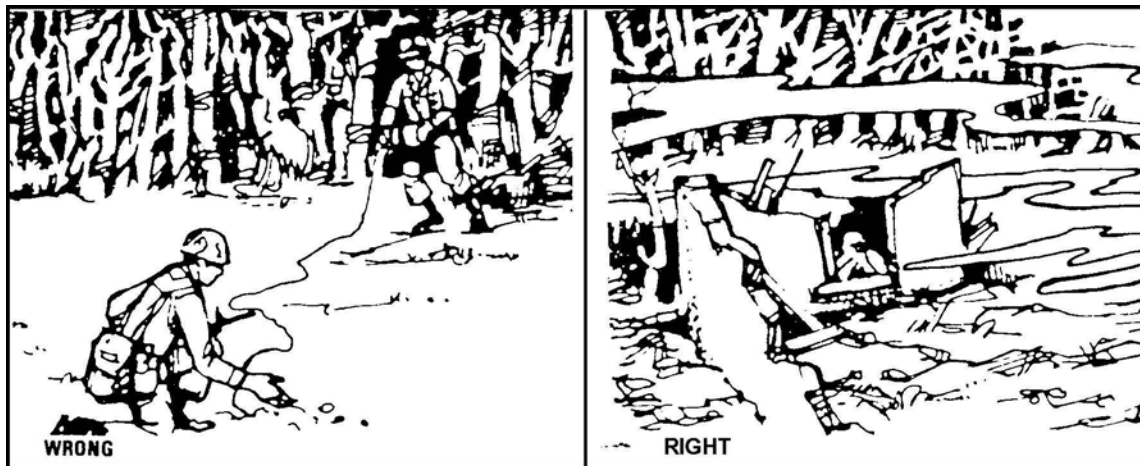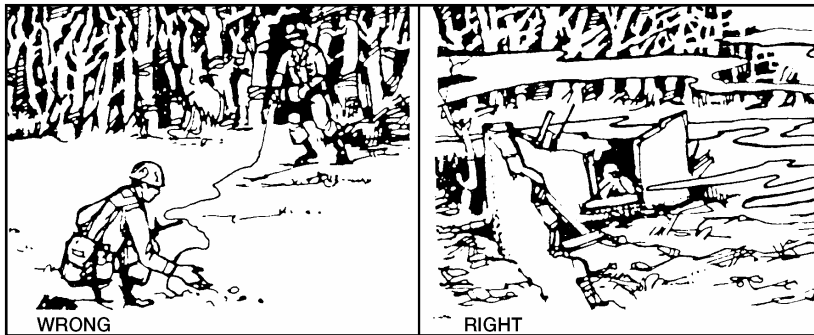
Figure 071-326-57053-54-22. Camouflage Communication Lines.

b. Personnel going to and from the OP must move carefully so movement does not reveal the location to the enemy. Separate routes to and from the OP are established. Camouflage is most important. The OP should be camouflaged even when natural concealment is adequate.

c. OPs are operated in reliefs. A minimum of two soldiers is necessary for each relief. One observes while the other records and reports observed information. The observer and recorder should switch duties every 20 to 30 minutes, because the visual efficiency of an observer decreases rapidly after that length of time.

3. Establish and operate an OP during limited visibility.

a. The enemy may use a different, more open avenue of approach during limited visibility conditions; therefore, an OP may have to be moved to another position to serve as an OP at night.

b. Limited visibility OPs are usually closer to defensive positions. Night vision devices may be given for use on the OP. The enemy deploys infiltrators against the defense at night, so a series of OPs, backed up by alert troops equipped with night vision devices and by snipers, can counter this infiltration.

c. OPs are operated in relief except when movement to and from positions would reveal their locations or endanger the personnel.

Evaluation Preparation:

Setup: In a field environment with terrain, on which an OP can be established, provide the element leader with a TA-312/PT field telephone and communication wire, or a radio, and two personnel to act as the observer and the recorder.

Brief Soldier: Tell the soldier to establish an OP to observe an area (designated by the tester) forward or to the flanks of his element.

Performance Measures	GO	NO-GO
1. Selected an area within small-arms range of the squad- or platoon-size element.	____	____
2. Selected a site that provided maximum observation of the desired area.	____	____
3. Established and operated an area that offered cover and concealment.	____	____
4. Ensured wire or radio communication was established.	____	____
5. Ensured that radio antenna, if used, was camouflaged.	____	____
6. Established several concealed routes to and from the observation post.	____	____
7. Ensured that the observation post was camouflaged.	____	____
8. Placed a minimum of two personnel on the observation post.	____	____
9. Instructed observer and recorder to switch duties every 20 to 30 minutes.	____	____

Evaluation Guidance: Score the soldiers GO if all steps performance measures are passed. Score the soldier NO --GO if any steps performance measure is failed. If the soldier scores NO --GO; show what was done wrong and how to do it correctly.

References

Required	**Related**
FM 7-8	
FM 21-75	

SUBJECT AREA 5: NAVIGATE

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081-831-1000
Evaluate a Casualty

Conditions: You have a casualty who has signs and/or symptoms of an injury.

Standards: Evaluated the casualty following the correct sequence. All injuries and/or conditions were identified. The casualty was immobilized if a neck or back injury was suspected.

Performance Steps

Note. When evaluating and/or treating a casualty, seek medical aid as soon as possible. Do not stop treatment, but, if the situation allows, send another person to find medical aid.

> **WARNING**
>
> If there are signs of chemical or biological agent poisoning, immediately mask the casualty. If it is not nerve agent poisoning, decontaminate exposed skin and gross contamination (large wet or oily spots) of the clothing or overgarments. If nerve agent poisoning, administer the antidote before decontamination. (See Task 081-831-1044.)

> **WARNING**
>
> If a broken neck or back is suspected, do not move the casualty unless to save his life.

1. Check for responsiveness.

   a. Ask in a loud, but calm voice, "Are you okay?"

   b. Gently shake or tap the casualty on the shoulder.

   c. Watch for a response. If the casualty does not respond, go to step 2.

   d. If the casualty is conscious, ask where he feels different than usual or where it hurts. Go to step 3. If the casualty is conscious but is choking and cannot talk, stop the evaluation and begin treatment. (See Task 081-831-1003.)

2. Check for breathing.

   a. Look for rise and fall of the casualty's chest.

   b. Listen for breathing by placing your ear about one inch above the casualty's mouth and nose.

   c. Feel for breathing by placing your hand or cheek about 1 inch above the casualty's mouth and nose. If the casualty is not breathing, stop the evaluation and begin treatment. (See Task 081-831-1042.)

Note. Check for pulse during mouth-to-mouth resuscitation, as necessary.

3. Check for bleeding.

> **WARNING**
>
> In a chemically contaminated area, do not expose the wound(s).

   a. Look for spurts of blood or blood-soaked clothes.

   b. Look for entry and exit wounds.

   c. If bleeding is present, stop the evaluation and begin treatment as appropriate.

     (1) Arm or leg wound. (See Task 081-831-1032.)

     (2) Partial or complete amputation. (See Task 081-831-1032.)

     (3) Open head wound. (See Task 081-831-1033.)

     (4) Open abdominal wound. (See Task 081-831-1025.)

     (5) Open chest wound. (See Task 081-831-1026.)

4. Check for shock.

    a. Look for any of the following signs and/or symptoms.

        (1) Sweaty but cool skin (clammy skin).

        (2) Paleness of skin.

        (3) Restlessness or nervousness.

        (4) Thirst.

        (5) Loss of blood (bleeding).

        (6) Confusion.

        (7) Faster than normal breathing rate.

        (8) Blotchy or bluish skin, especially around the mouth.

        (9) Nausea and/or vomiting.

    b. If signs or symptoms of shock are present, stop the evaluation and begin treatment. (See Task 081-831-1005.)

WARNING

Leg fractures must be splinted before elevating the legs for shock. (See Task 081-831-1034.)

---

5. Check for fractures.

    a. Look for the following signs and symptoms of a back or neck injury:

        (1) Pain or tenderness of the neck or back area.

        (2) Cuts or bruises in the neck and back area.

        (3) Inability of the casualty to move (paralysis or numbness).

            (a) Ask about the ability to move (paralysis).

            (b) Touch the casualty's arms and legs; ask whether he can feel your hand (numbness).

        (4) Unusual body or limb position.

WARNING

Unless there is immediate life-threatening danger, do not move a casualty whom you suspect has a back or neck injury.

---

    b. Immobilize any casualty suspected of having a neck or back injury by doing the following:

        (1) Tell the casualty not to move.

        (2) If a back injury is suspected, place padding under the natural arch of the casualty's back.

        (3) If a neck injury is suspected, place a roll of cloth under the casualty's neck and put boots (filled with dirt, sand, etc.) or rocks on both sides of the head.

    c. Check the casualty's arms and legs for open or closed fractures.

        (1) Check for open fractures.

            (a) Look for bleeding.

            (b) Look for bone sticking through the skin.

        (2) Check for closed fractures.

            (a) Look for swelling.

            (b) Look for discoloration.

            (c) Look for deformity.

            (d) Look for unusual body position.

    d. If a fracture to an arm or leg is suspected, stop the evaluation and begin treatment. (See Task 081-831-1034.)

6. Check for burns.

    a. Look carefully for reddened, blistered, or charred skin. Also check for singed clothes.

    b. If burns are found, stop the evaluation and begin treatment. (See Task 081-831-1007.)

7. Check for head injury.

    a. Look for the following signs and symptoms:

        (1) Unequal pupils.

        (2) Fluid from the ear(s), nose, mouth, or injury site.

        (3) Slurred speech.

        (4) Confusion.

        (5) Sleepiness.

        (6) Loss of memory or consciousness.

        (7) Staggering in walking.

        (8) Headache.

        (9) Dizziness.

        (10) Vomiting.

        (11) Paralysis.

        (12) Convulsions or twitches.

    b. If a head injury is suspected, continue to watch for signs that would require mouth-to-mouth resuscitation (see Task 081-831-1042), treatment for shock (see Task 081-831-1005), or control of bleeding (see Task 081-831-1033).

8. Seek medical aid. Seek medical assistance as soon as possible, but do not interrupt treatment. If possible, send another person to find medical aid.

Evaluation Preparation:

Setup: Prepare a "casualty" for the soldier to evaluate by simulating one or more wounds or conditions. Simulate the wounds using a war wounds moulage set, casualty simulation kit, or other available materials. You can coach a "conscious casualty" to show signs of such conditions as shock or head injury and to respond to the soldier's questions about location of pain or other symptoms of injury. However, you will have to cue the soldier during evaluation of an "unconscious casualty" as to whether the casualty is breathing and describe the signs or conditions, such as shock, as the soldier is making the checks.

Brief Soldier: Tell the soldier to do, in order, all necessary steps to evaluate the casualty and identify all wounds and/or conditions. Tell the soldier to tell you what first aid action (give mouth-to-mouth resuscitation, bandage the wound, etc.) he would take, but that no first aid is to be performed unless a neck or back injury is found.

Performance Measures	GO	NO GO
1. Checked for responsiveness.	____	____
2. Checked for breathing, if necessary.	____	____
3. Checked for bleeding.	____	____
4. Checked for shock.	____	____
5. Checked for fractures and immobilized neck or back injuries, if found.	____	____
6. Checked for burns.	____	____
7. Checked for a head injury.	____	____
8. Sought medical aid.	____	____
9. Performed all necessary steps in sequence.	____	____
10. Identified all wounds and/or conditions.	____	____

Evaluation Guidance: Score the soldier GO if all performance measures are passed. Score the soldier NO GO if any performance measure is failed. If the soldier scores NO GO, show what was done wrong and how to do it correctly.

References

Required	**Related**
	FM 4-25.11

081-831-1005
Perform First Aid to Prevent or Control Shock

Conditions: You see a casualty who is breathing. There is no uncontrolled bleeding. The casualty has one or more of the symptoms of shock. Necessary equipment and materials: a field jacket and blanket or poncho.
Standards: Attempted to prevent a casualty from going into shock by correctly positioning the casualty, loosening binding clothes, calming and reassuring, and providing shade from direct sunlight during hot weather, or covering to prevent body heat loss during cold weather. Did not cause further injury to the casualty.

Performance Steps

1. Position the casualty.

    a. Move the casualty to cover, if cover is available and the situation permits.

    b. Lay the casualty on his back unless a sitting position will allow the casualty to breathe easier.

    c. Elevate the casualty's feet higher than the heart using a stable object so the feet will not fall.

> **WARNING**
> If the casualty has a fractured or broken leg, an abdominal wound, or a head wound, do not elevate the casualty's legs.

2. Loosen clothing at the neck, waist, or anywhere it is binding.

> **WARNING**
> Do not loosen clothing if in a chemical area.

3. Prevent the casualty from chilling or overheating.

    a. Cover the casualty to avoid loss of body heat and, in cold weather, place cover under as well as over the casualty. Use a blanket or clothing, or improvise a cover.

    b. Place the casualty under permanent or improvised shelter in hot weather to shade him from direct sunlight.

> **WARNING**
> Do not give the casualty anything to eat or drink.

4. Calm and reassure the casualty.

    a. Take charge and show self-confidence.

    b. Assure the casualty that he is being taken care of.

> **WARNING**
> If you must leave the casualty, turn his head to the side to prevent choking if vomiting occurs.

5. Seek medical aid.

Note. Watch the casualty closely for life-threatening conditions, check for other injuries, and seek medical aid.

Evaluation Preparation:
Setup: You will need another soldier to play the part of the casualty. Have the casualty lie down. You can have a canteen of water available and have the casualty say that he is thirsty while testing step 3.
Brief Soldier: Tell the soldier to do all necessary first aid steps to prevent shock. You can vary the test by telling the soldier whether it is hot or cold or that the casualty has a broken leg or abdominal wound to see if the soldier knows what to do. Do not evaluate step 5 in the simulated mode.

Performance Measures	GO	NO GO
1. Positioned the casualty correctly.	____	____
2. Loosened tight or binding clothes.	____	____
3. Prevented the casualty from chilling or overheating.	____	____
4. Reassured the casualty.	____	____
5. Sought medical aid.	____	____

Evaluation Guidance: Score the soldier GO if all performance measures are passed. Score the soldier NO GO if any performance measure is failed. If the soldier scores NO GO, show what was done wrong and how to do it correctly.

References
  Required   **Related**
                                      FM 4-25.11

081-831-1025
Perform First Aid for an Open Abdominal Wound

Conditions: You see a casualty who has an open abdominal wound. The casualty is breathing. Necessary equipment and materials: casualty's first aid packet and material for an improvised dressing (clothing or blankets).

Standards: Applied a dressing to the wound following the correct sequence without causing further injury to the casualty. The dressing was secure and protected the wound without putting pressure on the bowel.

Performance Steps

1. Position the casualty by placing the casualty on his back with the knees up (flexed).

2. Uncover the wound unless clothing is stuck to the wound or in a chemical environment.

CAUTION
Uncovering the wound in a chemical environment or removing stuck clothing could cause additional harm.

3. Pick up any organs that are on the ground.

    a. Use a clean, dry dressing or the cleanest material available and gently pick up the organs without touching them with your bare hands.

    b. Place the organs on top of the casualty's abdomen.

4. Apply the casualty's field dressing.

Note. If the field dressing is not large enough to cover the entire wound, the inner surface of the plastic wrapper from the dressing may be used to cover the bowel before the dressing is applied. Other improvised dressings can be made from clothing, blankets, or the cleanest material available.

    a. Apply the dressing, white side down, directly over the wound.

WARNING
Do not apply pressure to the wound or other exposed internal parts.

    b. Wrap the tails around the casualty's body completely covering the dressing if possible.

    c. Loosely tie the tails into a nonslip knot at the casualty's side.

    d. Check to make sure the tails are tied firmly enough to prevent slipping without applying pressure to the bowel.

Note. Field dressings can be covered with improvised reinforcement materials (cravats, strips of torn cloth) for additional support and protection. The improvised bandages should be tied on the casualty's side—the one opposite to where the dressing is tied.

Note. **Do not** cause further injury. Observe the following:
Do not touch exposed organs with bare hands.
Do not push organs back inside the body.
Do not probe, clean, or remove any foreign object from the wound.

WARNING
Do not give food or water to the casualty. (Moistening the casualty's lips is allowed.)

Note. Watch the casualty closely for life-threatening conditions, check for other injuries, and seek medical aid.

Evaluation Preparation:

Setup: Use the same field dressing repeatedly. Have another soldier act as the casualty. Use a moulage or otherwise simulate the abdominal wound. You can have a canteen of water available and have the casualty say that he is thirsty while testing step 4.

Brief Soldier: Tell the soldier to do, in order, all necessary first aid steps to treat the casualty's wound. When testing step 2, you can vary the test by telling the soldier that clothing is stuck to the wound or that a chemical environment exists.

Performance Measures	GO	NO GO
1. Positioned the casualty.	____	____
2. Uncovered the wound.	____	____
3. Picked up organs.	____	____
4. Applied the casualty's field dressing.	____	____
5. Performed steps 1 through 4 in the correct sequence.	____	____
6. Watched the casualty closely for life-threatening conditions and checked for other injuries, if necessary. (See the Task 081-831-1000.)	____	____

Evaluation Guidance: Score the soldier GO if all performance measures are passed. Score the soldier NO GO if any performance measure is failed. If the soldier scores NO GO, show what was done wrong and how to do it correctly.

References

  Required   **Related**

                                    FM 4-25.11

081-831-1026
Perform First Aid for an Open Chest Wound

Conditions: You see a casualty who has an open chest wound. The casualty is breathing. Necessary equipment and materials: casualty's first aid packet and material to improvise a dressing (clothing or blankets).
Standards: Applied a dressing to the wound following the correct sequence, without causing further injury to the casualty. The wound was properly sealed and the dressing was firmly secured without interfering with breathing.

Performance Steps

Note. If there are two wounds, the same procedure should be followed for both. Start with the one that is more serious; (the one that has the heavier bleeding or is larger).

1. Uncover the wound unless clothing is stuck to the wound or in a chemical environment.

CAUTION
Uncovering the wound in a chemical environment or removing stuck clothing could cause additional harm.

WARNING
Do not attempt to clean the wound.

2. Apply airtight material over the wound.

   a. Use the fully opened outer wrapper of the casualty's field dressing or other airtight material.

   b. Apply the inner surface of the airtight material directly over the wound after the casualty exhales completely.

Note. When applying the airtight material try not to touch the inner surface.

   c. Hold the material in place.

3. Apply the casualty's field dressing.

   a. Apply the dressing, white side down, directly over the airtight material.

   b. Have the casualty breathe normally.

   c. Maintain pressure on the dressing while you wrap the tails around the body back to the starting point.

   d. Tie the tails into a nonslip knot over the center of the dressing after the casualty has exhaled completely.

   e. Check to make sure the knot is tied firmly enough to secure the dressing without interfering with breathing.

Note. When practical, apply direct manual pressure over the dressing for 5 to 10 minutes to help control the bleeding.

4. Position the casualty on the injured side or in a sitting position, whichever makes breathing easier.

WARNING
If the casualty's condition (difficulty in breathing, shortness of breath, restlessness, or blueness of skin) worsens after placing the dressing, quickly lift or remove and then replace the airtight dressing.

Note. Watch the casualty for life-threatening conditions, check for other injuries, and seek medical aid.

Evaluation Preparation:

Setup: Use the same field dressing repeatedly. Prepare the field dressing outer wrapper or provide a piece of airtight material (plastic, cellophane, foil). Have another soldier act as the casualty. Use a moulage or otherwise simulate the chest wound.

Brief Soldier: Tell the soldier to do, in order, all necessary first aid steps to treat the casualty's wound. When testing step 1, you can vary the test by telling the soldier that clothing is stuck to the wound or that a chemical environment exists.

Performance Measures	GO	NO GO
1. Uncovered the wound unless clothing is stuck to the wound or a chemical environment exists.	____	____
2. Applied airtight material over the wound without touching the inner surface.	____	____
a. Used the fully opened outer wrapper of the casualty's field dressing or other airtight material.		
b. Applied the inner surface of the airtight material directly over the wound after the casualty exhaled completely.		
c. Held the material in place.		
3. Applied the casualty's field dressing.	____	____
a. Applied the dressing, white side down, directly over the airtight material.		
b. Had the casualty breathe normally.		
c. Maintained pressure on the dressing while wrapping the tails around the body back to the starting point.		
d. Tied the tails into a nonslip knot over the center of the dressing, after the casualty exhaled completely.		
e. Checked to make sure the knot is tied firmly enough to secure the dressing without interfering with breathing.		
4. When practical, applied direct manual pressure over the dressing for 5 to 10 minutes to help control the bleeding.	____	____
5. Positioned the casualty on the injured side or in a sitting position, whichever made breathing easier.	____	____
6. Performed steps 1 through 5 in the correct sequence.	____	____

Evaluation Guidance: Score the soldier GO if all performance measures are passed. Score the soldier NO GO if any performance measure is failed. If the soldier scores NO GO, show what was done wrong and how to do it correctly.

References
  Required   **Related**
                      FM 4-25.11

081-831-1032
Perform First Aid for Bleeding of an Extremity

Conditions: You have a casualty who has a bleeding wound of the arm or leg. The casualty is breathing. Necessary equipment and materials: casualty's first aid packet, materials to improvise a pressure dressing (wadding and cravat or strip of cloth), materials to elevate the extremity (blanket, shelter half, poncho, log, or any available material), rigid object (stick, tent peg, or similar object), and a strip of cloth.

Standards: Controlled bleeding from the wound following the correct sequence. Placed a field dressing over the wound with the sides of the dressing sealed so it did not slip. Checked to ensure the field and pressure dressing did not have a tourniquet-like effect. Applied a tourniquet to stop profuse bleeding not stopped by the dressings, or for missing arms and legs.

Performance Steps

1. Uncover the wound unless clothing is stuck to the wound or in a chemical environment.

WARNING
Do not remove protective clothing in a chemical environment. Apply dressings over the protective clothing.

Note. If an arm or leg has been cut off, go to step 5.

2. Apply the casualty's field dressing.

   a. Apply the dressing, white side down, directly over the wound.

   b. Wrap each tail, one at a time, in opposite directions around the wound so the dressing is covered and both sides are sealed.

   c. Tie the tails into a nonslip knot over the outer edge of the dressing, not over the wound.

   d. Check the dressing to make sure it is tied firmly enough to prevent slipping without causing a tourniquet-like effect.

WARNING
Field and pressure dressings should not have a tourniquet-like effect. The dressing must be loosened if the skin beyond the injury becomes cool, blue, or numb.

---

3. Apply manual pressure and elevate the arm or leg to reduce bleeding, if necessary.

   a. Apply firm manual pressure over the dressing for 5 to 10 minutes.

   b. Elevate the injured part above the level of the heart unless a fracture is suspected and has not been splinted.

4. Apply a pressure dressing if the bleeding continues.

   a. Keep the arm or leg elevated.

   b. Place a wad of padding directly over the wound.

   c. Place an improvised dressing over the wad of padding and wrap it tightly around the limb.

   d. Tie the ends in a nonslip knot directly over the wound.

   e. Check the dressing to make sure it does not have a tourniquet-like effect.

Note. If the bleeding stops, watch the casualty closely, and check for other injuries.

Note. If heavy bleeding continues, apply a tourniquet.

WARNING
The only time a tourniquet should be applied is when an arm or leg has been cut off or when heavy bleeding cannot be stopped by a pressure dressing. If only part of a hand or foot has been cut off, the bleeding should be stopped using a pressure dressing.

---

5. Apply a tourniquet.

   a. Make a tourniquet at least two inches wide.

   b. Position the tourniquet.

   (1) Place the tourniquet over the smoothed sleeve or trouser leg if possible.

   (2) Place the tourniquet around the limb two to four inches above the wound between the wound and the heart but not on a joint or directly over a wound or a fracture.

   (3) Place the tourniquet just above, and as close to the joint as possible, when wounds are just below a joint.

   c. Put on the tourniquet.

   (1) Tie a half knot.

   (2) Place a stick (or similar object) on top of the half knot.

   (3) Tie a full knot over the stick.

   (4) Twist the stick until the tourniquet is tight around the limb and bright red bleeding has stopped.

Note. In case of an amputation, dark oozing blood may continue for a short time.

   d. Secure the tourniquet. The tourniquet can be secured using the ends of the tourniquet band or with another piece of cloth as long as the stick does not unwind.

Note. If a limb is completely amputated, the stump should be padded and bandaged (do not cover the tourniquet).

Note. If possible, severed limbs or body parts should be saved and transported with, but out of sight of, the casualty. The body parts should be wrapped in dry, sterile dressing and placed in a dry, plastic bag and in turn placed in a cool container (do not soak in water or saline or allow to freeze). It is entirely possible that your location in the field/combat may not allow for the correct preserving of parts; do what you can.

WARNING

Do not loosen or release a tourniquet once it has been applied.

---

   e. Mark the casualty's forehead with a letter T using a pen, mud, the casualty's blood, or whatever is available.

6. Watch the casualty closely for life-threatening conditions, check for other injuries, if necessary, and treat for shock.

Evaluation Preparation:

Setup: Use the same field dressing repeatedly. Have materials available for a pressure dressing (wadding and cravat or a strip of cloth). Have one soldier play the part of the casualty and another apply the field and pressure dressing. Use a moulage or mark a place on the casualty's arm or leg to simulate a wound. For applying a tourniquet, use a mannequin or simulated arm or leg (padded length of 2-inch by 4-inch wood with a glove or boot on one end) with a field dressing appropriately placed on the arm or leg. Under no circumstances will a live simulated casualty be used to evaluate the application of a tourniquet. Place the tourniquet materials (a stick and one or two pieces of cloth) nearby.

Brief Soldier: Tell the soldier to do, in order, the first aid steps required to put on a field dressing and, if necessary, a pressure dressing on the casualty's wound. When testing step 1, you can vary the test by telling the soldier that clothing is stuck to the wound or that a chemical environment exists. After step 2 and 3, tell the soldier that the bleeding has not stopped. After step 4, tell the soldier the bleeding is continuing and ask the soldier to describe and perform first aid on the simulated arm or leg provided.

Performance Measures	GO	NO GO
1. Uncovered the wound.	____	____
2. Applied a field dressing.	____	____
3. Applied manual pressure and elevated the arm or leg, if necessary.	____	____
4. Applied a pressure dressing, if necessary.	____	____
5. Applied a tourniquet, if necessary.	____	____
6. Performed steps 1 through 5, as necessary, in sequence.	____	____

Evaluation Guidance: Score the soldier GO if all performance measures are passed. Score the soldier NO GO if any performance measure is failed. If the soldier scores NO GO, show what was done wrong and how to do it correctly.

References

Required	**Related**
	FM 4-25.11

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081-831-1033
Perform First Aid for an Open Head Wound

Conditions: You see a casualty who has an open head wound. The casualty is breathing. Necessary equipment and materials: casualty's first aid packet and a canteen of water.

Standards: Applied a dressing to the wound following the correct sequence without causing further injury to the casualty. The casualty was properly positioned and the dressing was secured without applying unnecessary pressure.

Performance Steps

1. Check the casualty's level of consciousness.

    a. Question the casualty.

        (1) "What is your name?"

        (2) "Where are you?"

        (3) "What is today's date (day, month, year)?"

    b. Report incorrect answers, inability to answer, or changes in answers to medical personnel.

2. Position the casualty.

WARNING

Do not move the casualty if he exhibits signs and/or symptoms, other than minor bleeding, of a neck, spine, or severe head injury.

---

    a. The casualty is conscious or has a minor scalp wound.

        (1) Have the casualty sit up unless other injuries prohibit sitting up.

        (2) Raise the head slightly if the casualty is lying down and is not accumulating fluids in his throat.

        (3) Turn his head to the side or position the casualty on his side (opposite the wound) if the wound is bleeding into the mouth or throat.

    b. The casualty is unconscious or has a severe head injury.

        (1) Treat the casualty as having a potential neck or spinal injury. Immobilize and do not move the casualty unless absolutely necessary.

        (2) Turn the casualty, if he is choking and/or vomiting or bleeding into the mouth. Position the casualty on his side opposite the wound.

WARNING

If it is necessary to turn a casualty with a suspected neck or spinal injury, assistance will be required. Roll the casualty gently onto his side keeping the head, neck, and body aligned while providing support for the head and neck.

---

3. Expose the wound by removing the casualty's helmet if necessary.

WARNING

In a chemical environment removing the mask or other protective clothing could be hazardous to the casualty.

Note. In a chemical environment—
    If the casualty's mask and hood are not breached, do not apply a dressing. If the all clear has not been given, do not remove the casualty's mask to treat the wound.
    If the casualty's mask or hood has been breached, and the all clear has not been given, attempt to repair the breach with tape or wet cloth stuffing. Do not apply a dressing.
    If the casualty's mask or hood has been breached and the all clear has been given, remove the mask to apply a dressing.

Performance Steps

4. Apply the casualty's field dressing to the wound.

> **WARNING**
>
> To prevent further injury to the casualty—
>
> **Do not** try to clean the wound.
>
> **Do not** put unnecessary pressure on the wound.
>
> **Do not** try to push brain matter back into the head.
>
> **Do not** give the casualty any food or drink.
>
> **Do not** move the casualty if a broken neck or broken back is suspected.

    a. Forehead or back of the head.

      (1) Apply the dressing, white side down, directly over the wound with the tails extending toward the sides of the head.

      (2) Wrap the tails, one at a time, around the head in opposite directions making sure the tails cover the dressing but not the eyes and ears.

      (3) Tie the tails at the side of the head using a nonslip knot.

    b. Top of the head.

      (1) Apply the dressing, white side down, directly over the wound.

      (2) Wrap one tail down under the chin and bring it up in front of the ear over the dressing to a point just above, and in front of, the opposite ear.

      (3) Wrap the other tail down under the chin in the opposite direction and up the side of the head to meet the first tail.

      (4) Cross the tails.

      (5) Wrap one tail across the forehead above the eyebrows to a point just above and in front of the opposite ear.

      (6) Wrap the other tail above the ear, low over the back of the head, and above the opposite ear to meet the other tail.

      (7) Tie the tails using a nonslip knot.

    c. Side of the head or cheek.

      (1) Apply the dressing, white side down, directly over the wound with the tails extending up and down.

      (2) Wrap the top tail over the top of the head, down in front of the ear, under the chin, and up over the dressing to a point just above the ear.

      (3) Wrap the other tail in the opposite direction to meet the first tail.

      (4) Cross the tails and complete the procedure as follows:

        (a) Wrap one tail across the forehead above the eyebrows to a point just above, and in front of, the opposite ear.

        (b) Wrap the other tail above the ear, low over the back of the head, and above the opposite ear to meet the other tail.

        (c) Tie the tails using a nonslip knot.

5. Monitor the casualty.

    a. Check the casualty's level of consciousness every 15 minutes.

    b. Awaken the casualty every 15 minutes if he falls asleep.

    c. Note any changes from earlier checks.

6. Watch the casualty for life-threatening conditions and check for other injuries, if necessary.

Evaluation Preparation:
Setup: Use the same field dressing repeatedly. Have another soldier act as the casualty. Use a moulage or otherwise simulate a wound to the forehead, back of the head, side of the head, cheek, or top of the head. Brief the casualty on how to answer the soldier's questions during step 1. You can have a canteen of water available and have the casualty say that he is thirsty to see if the soldier knows what to do.

Brief Soldier: Tell the soldier to do, in order, all necessary first aid steps to treat the casualty's wound. Tell the soldier that it is not in a chemical environment. After the soldier completes step 4, ask him how often the casualty's level of consciousness should be checked and what should be done if the casualty falls asleep. Score step 5 based on the soldier's responses.

Performance Measures	GO	NO GO
1. Checked the casualty's level of consciousness.	____	____
2. Positioned the casualty.	____	____
3. Exposed the wound.	____	____
4. Applied the casualty's field dressing.	____	____
5. Monitored the casualty.	____	____
6. Performed steps 1 through 5 in the correct sequence.	____	____

Evaluation Guidance: Score the soldier GO if all performance measures are passed. Score the soldier NO GO if any performance measure is failed. If the soldier scores NO GO, show what was done wrong and how to do it correctly.

References
  Required   **Related**
                                          FM 4-25.11

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071-325-4425
Employ an M18A1 Claymore Mine

Conditions: You must employ the M18A1 Claymore mine against enemy targets. Given an M18A1 Claymore mine in a bandoleer, an M57 firing device, an M40 test set, and a firing wire with blasting cap, packed in an M7 bandoleer; a sandbag; and two wooden stakes.
Standards:
1. Conducted a circuit test of the firing device with the blasting cap secured under a sandbag.
2. Installed the M18A1 Claymore mine so—
   a. The front of the mine was centered on a kill zone.
   b. The firing device was 16 meters to the rear or side of the emplaced mine and fired from a covered position.
   c. The mine, firing wire, and firing device were camouflaged.
   d. The installation was confirmed by conducting a final circuit test.

3. Fired the mine by actuating the firing device handle with a firm, quick squeeze when the target was in the kill zone.

Performance Steps

1. Inventory the M18A1 Claymore mine bandoleer, accounting for all accessories. (figure 071-325-4425-1).
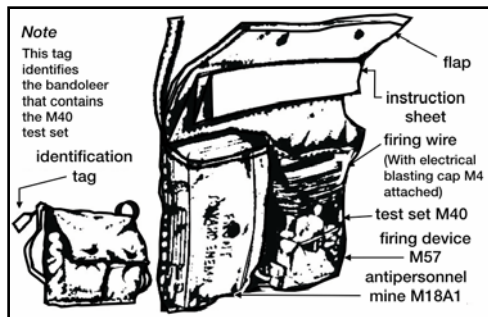

Figure 071-325-4425-1. Components of the M18A1 Claymore mine

WARNING

During testing and installation, keep the M57 firing device in your possession to prevent accidental firing by someone else.

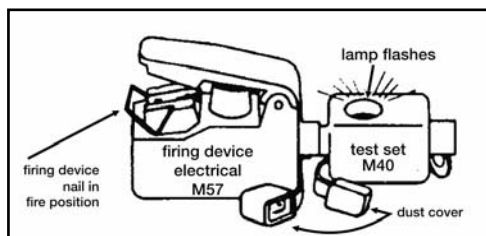**2.** Conduct a circuit test at the firing point (figure 071-325-4425-2).

Figure 071-325-4425-2. Circuit test of the M57 firing device and M40 test set

   a. Remove the electrical wire and accessories while leaving the mine in the bandoleer.
   b. Remove the dust cover from the connector of the M57 firing device and from the female connector of the M40 test set.
   c. Plug the test set into the firing device.

    d. Position the firing device bail to the FIRE position.

    e. Actuate the handle of the firing device with a firm, quick squeeze, observing the flash of light through the window of the test set.

Note. The flashing light indicates that the M57 firing device and M40 test set are functioning correctly.

    f. Remove the shorting plug cover from the connector of the firing wire and from the end of the test set.

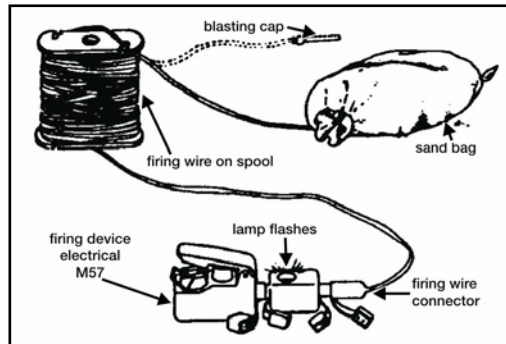   **g.** Plug the connector of the firing wire into the test set (figure 071-325-4425-3).

Figure 071-325-4425-3. Circuit test of the M18A1 Claymore mine firing system

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WARNING

The blasting cap must be placed under a sandbag, behind a tree or in a hole in the ground to protect the person performing the circuit check in case the blasting cap detonates.

---

    h. Place the M57 firing device bail in the FIRE position and actuate the firing handle.

Note. The lamp in the window of the M40 test set should flash.

    i. Place the firing device on SAFE, remove the M57 firing device and M40 test set.

    j. Place the shorting plug cover on the firing wire.

3. Install the M18A1 Claymore mine.

    a. Tie the shorting plug end of the firing wire to a fixed object, such as a stake or tree at the firing position (figure 071-325-4425-4).
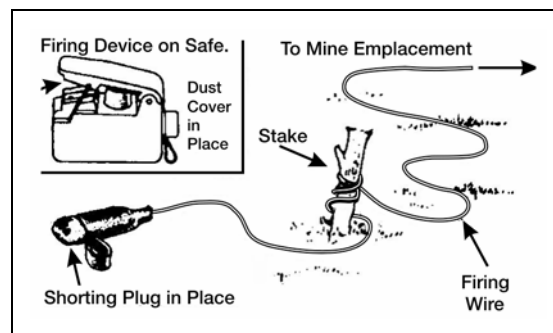

Figure 071-325-4425-4. Firing wire secured

    b. Place the bandoleer on your shoulder.

    c. Unroll the firing wire to the selected installation position.

Note. The firing wire is laid from the firing position to the mine installation site because the blasting cap end is on the inside of the firing wire spool.

4. Aim the mine.

    a. Remove the mine from the bandoleer.

    b. Open both pairs of legs to a 45-degree angle with two legs facing to the front and two legs facing to the rear of the mine (figure 071-325-4425-5).
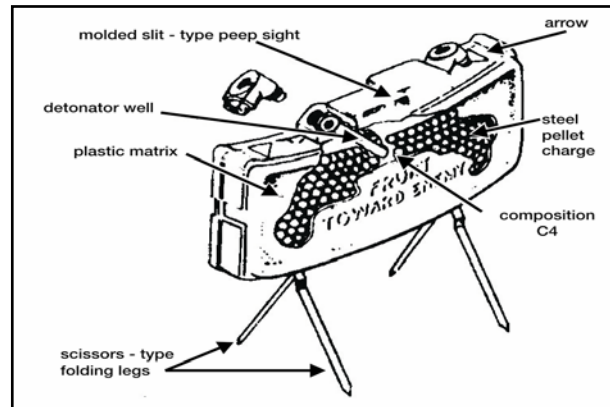

Figure 071-325-4425-5. Placing and aiming the mine

    c. Push the legs about one-third of the way into the ground with the mine facing in the desired direction of fire. In windy areas or when the legs cannot be pressed into the ground, spread the legs as far as they will go (about 180 degrees) so the legs are to the front and rear of the mine and the mine will not tip over.
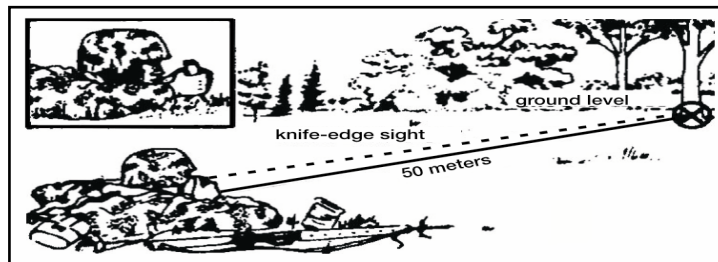
Figure 071-325-4425-6. Aiming knife-edge sight

    d. Select an aiming point at ground level about 50 meters (150 feet) in front of the mine (figure 071-325-4425-6).

    e. Position one eye about 6 inches to the rear of the sight.

    (1) On a knife-edge sight, align the two edges of the sight with the aiming point (figure 071-325-4425-7 and figure 071-325-4425-8).
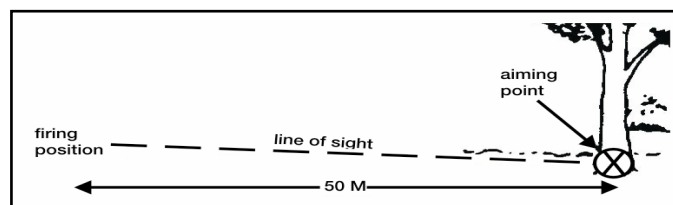

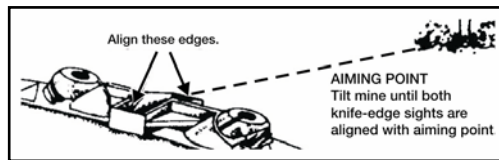**Figure 071-325-4425-7. Aiming knife-edge sight (continued)**

Figure 071-325-4425-8. Aiming knife-edge sight (continued)

(2) On a slit-type peep sight, align the groove of the sight with the aiming point that is 2.5 meters (8 feet) off the ground (figure 071-325-4425-9 and figure 071-325-4425-10).
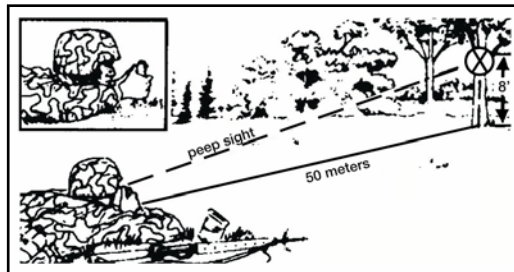
Figure 071-325-4425-9. Aiming slit-type peep sight
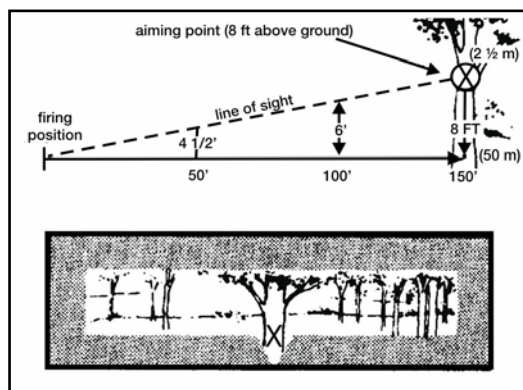
Figure 071-325-4425-10. Aiming slit-type peep sight (continued)

Note. The aiming point should be in the center of the desired area of coverage with the bottom edge of the peep sight parallel to the ground that is to be covered with the fragment spray.

5. Arm the mine.

a. Secure the firing wire about one meter to the rear of the mine so the mine will not become misaligned if the firing wire is disturbed.

b. Unscrew one of the shipping plug priming adapters from the mine.

c. Slide the slotted end of the shipping plug priming adapter onto the firing wire of the blasting cap between the crimped connections and the blasting cap.

d. Pull the excess wire through the slotted end of the adapter until the top of the blasting cap is firmly seated in the bottom portion of the shipping plug priming adapter (figure 071-325-4425-11).
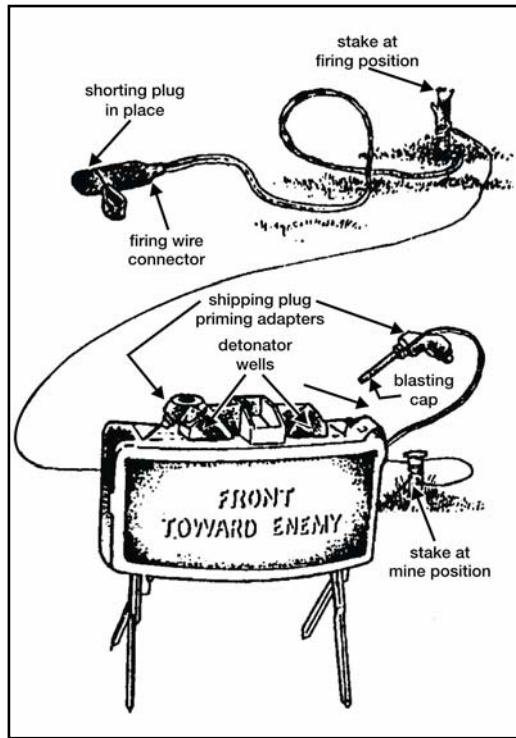
Figure 071-325-4425-11. Arming the mine

    e. Screw the adapter, with the blasting cap, into the detonator well.

WARNING

Ensure that the face of the mine marked "front toward enemy" and the arrows on the mine point in the direction of the enemy.

---

    f. Recheck the aim of the mine.

6. Camouflage the mine.

7. Bury the firing wire (if possible) from the mine back to the firing position.

Note. The firing position should be in a hole or covered position at least 16 meters to the rear or the side of the emplaced mine.

WARNING

The M40 test set must be used during retest of the circuit.

---

8. Repeat step 2 to test the circuit after the firing wire is laid out and the cap is placed inside the mine to see if there are any breaks in the wire (figure 071-325-4425-12).
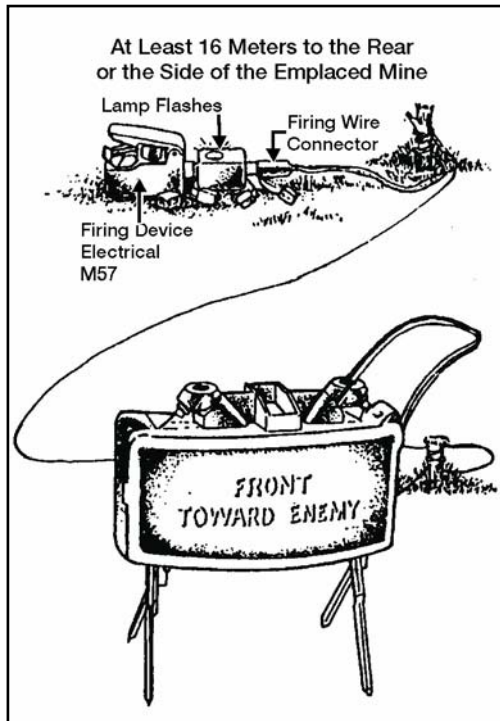
Figure 071-325-4425-12. Retesting the circuit

Note. To ensure that the mine will function properly after installation, retest the firing circuit to check for any break in the wire that may have occurred during installation.

Note. Friendly troops within 250 meters to the front and sides and 100 meters to the rear of the mine must be under cover.

WARNING

You must be behind cover or in a fighting position when retesting the circuit on a Claymore mine with the blasting cap inserted in the detonation well.

---

9. Fire the mine.

    a. Remove the dust cover from the firing device and firing wire.

    b. Connect the firing wire to the firing device.

    c. Position the firing device safety bail in the FIRE position (figure 071-325-4425-13).

Performance Steps
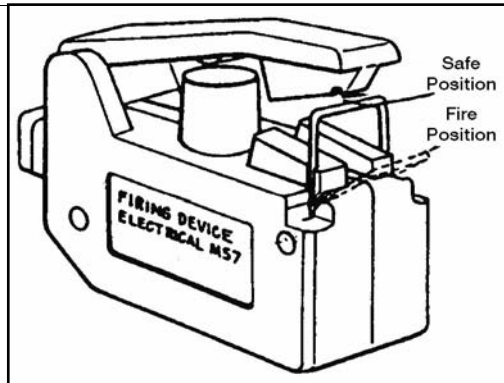
Figure 071-325-4425-13. Firing device in the SAFE position

    d. Actuate the firing device handle with a firm, quick squeeze.

    e. Assume a prone position behind cover.

  Note. The mine is most effective when employed against targets 20 to 30 meters in front of it.

Evaluation Preparation:

Setup: During training, use only inert blasting caps and mines. At the test site, place one M7 bandoleer containing an inert M18A1 Claymore mine, an M57 firing device, and an M40 test set. Check to make sure each mine is complete and serviceable. Place one wooden stake in the ground at the test position and another at the mine emplacement point. The distance between the emplacement point and firing point must be no less than 16 meters. The stake at the aiming point should be painted red or some other distinguishable color. Once the soldier has emplaced the mine and completed the circuit test, assume a prone position and visually confirm that the mine is correctly aimed. To assist you, place stakes one meter on each side of the aiming point stake. The height of the stakes should not exceed one foot above the ground. During the circuit test, do not attempt to observe the flash on the M40 test set because it may interfere with the soldier's performance. Throughout the evaluation, if the soldier states that he cannot see the flashing light, tell him "CONTINUE WITH THE TEST."

Brief Soldier: Tell the soldier to perform a circuit check on the firing wire and then install the mine. Camouflaging and burying the wire are not covered during the evaluation.

Performance Measures	GO	NO GO
1. Inventoried the M18A1 Claymore mine bandoleer, and ensured all components were present and in serviceable condition.	___	___
2. Conducted a circuit test.	___	___
a. Removed the electrical wire and accessories while leaving the mine in the bandoleer.		
b. Removed the dust cover from the connector of the M57 firing device and from the female connector of the M40 test set.		
c. Plugged the test set into the firing device.		
d. Positioned the firing device bail to the FIRE position.		
e. Actuated the firing handle, and observed the flash in the test set window.		
f. Removed the shorting plug cover from the connector of the firing wire and from the end of the test set.		
Note. The soldier can place the sandbag over the blasting cap any time before plugging the test set into the firing wire connector.		
g. Plugged the test set into the firing wire connector.		

Performance Measures	GO	NO GO
h. Placed the M57 firing device bail in the FIRE position and actuated the firing handle.		
i. Placed the firing device on SAFE, removed the M57 firing device and M40 test set.		
j. Placed the shorting plug cover on the firing wire.		
3. Installed the M18A1 Claymore mine.	___	___
a. Tied the shorting plug end of the firing wire to fixed object (stake, tree, etc.) at the firing position.		
b. Placed the bandoleer on shoulder.		
c. Unrolled the wire to the mine emplacement site.		
4. Aimed the mine.	___	___
5. Armed the mine.	___	___
a. Secured the wire at the mine site.		
b. Inserted the blasting cap in either detonator well.		
c. Locked the blasting cap in place with the shipping plug priming adapter.		
d. Rechecked the lay of the mine.		
Note. If the soldier tries to put the blasting cap through the hole in the shipping plug priming adapter, he fails performance measure 3.		
6. Camouflaged the mine.	___	___
7. Buried the firing wire from the mine back to the firing position.	___	___
8. Rechecked the circuit.	___	___
a. Removed the electrical wire and accessories while leaving the mine in the bandoleer.		
b. Removed the dust cover from the connector of the M57 firing device and from the female connector of the M40 test set.		
c. Plugged the test set into the firing device.		
d. Positioned the firing device bail to the FIRE position.		
e. Actuated the firing handle.		
f. Observed the flash through the window on the test set.		
g. Placed a sandbag over the blasting cap.		
h. Plugged the test set into the firing wire connector.		
i. Actuated the firing handle and observed the window in the test set for a flash.		
j. Placed the firing device on SAFE.		
k. Replaced the shorting plug cover on the firing wire.		
9. Fired the M18A1 Claymore mine.	___	___
a. Removed the dust cover from the firing device and firing wire.		
b. Connected the firing wire to the firing device.		
c. Positioned the firing device safety bail in the FIRE position.		
d. Actuated the firing device handle with a firm, quick squeeze.		
e. Assumed a prone position behind cover.		

Performance Measures	GO	NO GO
Note. The soldier may assume the prone position any time before placing the firing device on FIRE.		
f. Completed steps 9a through 9e sequence.		

Evaluation Guidance: Score the soldier GO if all performance measures are passed. Score the soldier NO GO if any performance measure is failed. If the soldier scores NO GO, show him what was done wrong and how to do it correctly.

References
  Required   **Related**
  FM 23-23

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301-371-1000
Report Intelligence Information

Conditions: You have observed enemy activity, significant terrain, and weather features and must immediately report the activity to your chain of command via radio, wire, cable, or messenger.

Standards: Submitted observations in a spot report, using the SALUTE format, to your chain of command, within five minutes of observing enemy activity. You correctly identified six out of six SALUTE items.

Performance Steps

1. Identify enemy activity. Determine whether observed activity is friendly or enemy. If unable to make determination, report activity as unknown.

2. Record information in a spot report, using the SALUTE format.

    a. Spot report is a report containing information for which speed of transmission is essential. A spot report does not have a prescribed format, but use of the SALUTE format will ensure reporting of essential information.

    b. Define SALUTE acronym.

        (1) S—Size. Report the number of personnel, vehicles, aircraft, or size of an object.

        (2) A—Activity. Report detailed account of actions, for example, direction of movement, troops digging in, artillery fire, type of attack, NBC activity, etc.

        (3) L—Location. Report where you saw the activity. Include grid coordinates or reference from a known point including the distance and direction from the known point.

        (4) U—Unit. Report the enemy's unit. If the unit is unknown, report any distinctive features, such as uniforms, patches or colored tabs, headgear, vehicle identification markings, etc.

        (5) T—Time. Report the time the activity was observed, not the time you report it. Always report local or Zulu time.

        (6) E—Equipment. Report all equipment associated with the activity, such as weapons, vehicles, tools. If unable to identify the equipment, provide as much detail as you can so an identification can be made by higher headquarters.

        (c) Remarks. Include any information not included in the SALUTE format.

3. Provide spot report to chain of command.

Evaluation Preparation:

Setup: Position two to four personnel (dressed in aggressor uniforms if available) where they are observable with the naked eye (or binoculars if available). Direct the aggressors to perform some type of activity such as setting up camp, cleaning weapons, working on a vehicle, or studying maps. Provide the soldier with a 1:50,000 scale topographic map of the test area. If you require the soldier to write the report, provide paper and pen or pencil. If you require the soldier to radio the report to someone else, provide two radios and an SOI.

Brief Soldier: Have the soldier write or radio the report of activity to the chain of command.

Performance Measures	GO	NO GO
1. Recorded observations of enemy activity in a spot report which included:	____	____
a. Size.		
b. Activity.		
c. Location.		
d. Unit.		
e. Time.		
f. Equipment.		
2. Reported all information to the chain of command within five minutes of observation.	____	____

Evaluation Guidance: Score the soldier GO if all performance measures are passed within five minutes. Score the soldier NO GO if any performance measure is failed. If a soldier scores NO GO, show him what was done wrong and how to do it correctly.

References
  Required   **Related**
  FM 21-75

031-503-3005
Submit an NBC 1 Report

Conditions: A nuclear, biological, and chemical (NBC) attack has just occurred in your area. You are given a watch, a map, a compass, a protractor, a pencil, paper, and the NBC report format guide (Graphic Training Aid [([GTA])] 03-06-008) or [DA] Form 1971-7-R, *NBC-1 Observers Initial/Follow-Up Report*.

Standards: Submitted the NBC 1 report with the required information. Completed and submitted a spot report (SPOTREP) to give an immediate attack notification.

Performance Steps

1. React to an NBC attack or hazard.

   a. React to a nuclear attack or hazard.

   b. React to a chemical or biological attack or hazard.

NOTE: The purpose of the SPOTREP is to give immediate notification of the NBC attack.

2. Submit a SPOTREP immediately (use the size, activity, location, unit, time, and equipment [[SALUTE]] format if possible) for attack notification.

3. Submit an NBC 1 (observer's) report after gathering the available data.

   a. Complete the required information as outlined in GTA 03-06-008, FM 3-3 (chemical or biological), or FM 3-3-1 (nuclear) to include-—

   (1) Line B: Location of observer (use grid coordinates or place name).

   (2) Line D: Date-time group (DTG) of the attack (specify local or Zulu time).

   (3) Line H: Type and height of burst (nuclear) or type of agent and persistency (chemical or biological).

   (4) Line C: Direction of attack in mils or degrees from the observer;   or

       Line F: Location of attack, grid coordinates, or place name.

   b. Select the proper communication precedence.

NOTE: Flash reports should NOT be delayed for lack of information.

   (1) Use flash precedence if this is the first attack of its type (the first nuclear attack, the first biological attack, or the first chemical attack). (Flash precedence is used to report the first use of NBC weapons against United States [U.S.] troops.)

Note. A flash precedence is used to report the first use of NBC weapons against U.S. troops.

   (2) Use immediate precedence for all other attacks.

NOTE: Line L (nuclear) is measured 5 minutes after the attack, and Line M (nuclear) is measured 10 minutes after the attack. Submit the NBC 1 nuclear report after Line L or Line M is measured. The M256-series chemical agent detector kit takes 16 minutes to produce reliable results. Submit the NBC 1 Report after this test is done.

   c. Submit the NBC 1 report to the correct places.

Note. Units selected by the division level NBC center (NBCC) as designated observers (applies only to nuclear bursts) also submit the NBC 1 report directly to the division level NBCC. All units submit the NBC 1 report to their higher headquarters.

Evaluation Preparation:

Setup: Gather the items provided in the conditions statement. Develop a situation containing observer data. (This information may be written.) A different situation should be developed for each type of report.

Brief Soldier: Tell the soldier that the test will consist of submitting SPOTREPs and preparing and submitting NBC 1 reports. Give the necessary items to the soldier, including the data you developed. Tell the individual to give a warning and prepare reports of an NBC event.

Performance Measures	GO	NO-GO
1. Reacted to an NBC attack or hazard.	____	____
2. Submitted a SPOTREP immediately for attack notification.	____	____
3. Submitted an NBC 1 report after gathering available data and completing the required information for the report according to GTA 03-06-008.	____	____

Evaluation Guidance: Score the soldier GO if all steps performance measures are passed (P). Score the soldier NO --GO if any performance measure step is failed (F). If the soldier fails any step, show him how to do it correctly.

References

Required	**Related**
FM 3-3	DA Form 1971-2-R
FM 3-3-1	DA Form 1971-7-R
GTA 03-06-008	

031-506-1053
Report Nuclear, Biological and Chemical NBC Information Using Nuclear, Biological and Chemical NBCNBC 4 Report

Conditions: You are in a nuclear, biological, or chemical contaminated tactical environment. Given a watch, a map, a compass, a protractor, a pencil, paper and the NBC report format guide ([GTA] 03-06-008 or [DA] Form 1971-10-R, *NBC 4-Radiation Dose Rate Measurements/Chemical/Biological Areas of Contamination*).

Standards: Reported NBC information using the NBC report. Completed NBC 4 reports with all heading information and mandatory line items (Q, R, and S for nuclear or H, Q, and S for chemical or biological). Included all other appropriate data, and ensured that each report was in the correct format. Disseminated completed NBC 4 reports to the proper authority.

Performance Steps

NOTE: Go to step 12 if it is a nuclear report. Go to step 23 if it is a chemical and biological (CB) report. Treat depleted uranium (DU) the same as a nuclear hazard.

1. Prepare an NBC 4 nuclear report.

NOTE: The mandatory information in an NBC 4 nuclear report is the location of the reading (line Q), the dose rate (line R), and the date-time group (DTG) of the reading (line S).

    a. Report the heading information for the NBC 4 nuclear report:

      (1) FROM: Enter your unit identification.

      (2) TO: Enter the unit identification you are calling.

      (3) PRECEDENCE: Use "IMMEDIATE."

      (4) CLASSIFICATION: Usually sent unclassified.

      (5) DATE-TIME: Use eight digits (DDHHMM—two digits for the day, four digits to represent military time) plus "Zulu" or "LOCAL."

      (6) TYPE OF REPORT: Enter "NUCLEAR."

      (7) CATEGORY OF REPORT: Enter "INITIAL" if this is the first report on this attack you will submit; otherwise, enter "FOLLOW-UP."

    b. Turn DA Form 1971-10-R to the reverse side.

      (1) Line A: Enter the strike serial number.

      (2) Line Q: Enter grid coordinates of the location of the reading (grid coordinates or place name, state actual or estimated).

      (3) Line R: Enter the dose rate in centigray per hour (Gy/phr).

      (4) Line S: Enter the DTG of the reading.

NOTE: The NBC 4 report can contain more than one reading. Repeat lines Q, R, and S, if necessary.

    c. Go to step 4.

2. Prepare an NBC 4 CB report.

NOTE: The mandatory information in an NBC 4 CB report is the type of agent (line H), the location of the reading (line Q), and the DTG of the reading (line S).

    a. Report the heading information for the NBC 4 CB report.

      (1) FROM: Enter your unit identification.

      (2) TO: Enter the unit identification you are calling.

      (3) PRECEDENCE: Use "IMMEDIATE."

      (4) CLASSIFICATION: Usually sent unclassified.

      (5) DATE-TIME: Use eight digits (DDHHMM—two digits for the day, four digits to represent military time) plus "Zulu" or "LOCAL."

(6) TYPE OF REPORT: Enter "CHEMICAL" or "BIOLOGICAL."

(7) CATEGORY OF REPORT: Enter "INITIAL" if this is the first report on this attack you will submit; otherwise, enter "FOLLOW-UP."

b. Use Section I on DA Form 1971-10-R.

(1) Line A: Enter the strike serial number.

(2) Line H: Enter the type of agent.

(3) Line Q: Enter grid coordinates of the location of the reading (grid coordinates or place name, state actual or estimated).

(4) Line S: Enter the DTG of the reading.

NOTE: The NBC 4 report can contain more than one reading. Repeat lines Q, R, and S if necessary.

c. Go to step 4.

3. Submit the completed NBC 4 report using any means possible.

Evaluation Preparation:

Setup: Gather the items provided in the conditions statement. Develop a situation containing observer data. The information may be written and given to the soldier. Develop a different situation for each type of report.

Brief Soldier: Tell the soldier that the test will consist of preparing and submitting NBC 4 reports. Give him the necessary items, including the data you developed. Tell the individual to prepare and submit NBC 4 reports.

Performance Measures	GO	NO-GO
1. Prepared an NBC 4 nuclear report.	___	___
2. Prepared an NBC 4 CB report.	___	___
3. Submitted the completed NBC report.	___	___

Evaluation Guidance: Score the soldiers GO if all steps performance measures are passed (P). Score the soldier NO- -GO if any performance measure steps are failed (F). If the soldier fails any step performance measure, show him how to do it correctly.

References

Required	Related
DA Form 1971-10-R	FM 3-3
GTA 03-06-008	FM 3-3-1

052-191-1361
Camouflage Yourself and Your Individual Equipment

Conditions: Given load-carrying equipment (LCE), an individual weapon, a Kevlar helmet with camouflage cover, grass, bushes, trees, shadows, pieces of the lightweight camouflage screen system (LCSS), skin paint, and charcoal and/or mud for camouflage. You are wearing a battle dress uniform (BDU).
SPECIAL CONDITIONS: When this task is performed in a nuclear, biological and chemical (NBC) environment, there will be no change in standards due to mission-oriented protective posture (MOPP) 4.

Standards: Camouflage yourself and your individual equipment to prevent detection by visual, near-infrared, infrared, ultraviolet, radar, acoustic, and radio sensors.

Performance Steps

1. Identify critical camouflage considerations, incorporating an analysis of the following considerations:

    a. Movement.

Note. Movement draws attention, and darkness does not prevent observation. The naked eye and infrared/radar sensors can detect movement.

    (1) Minimize movement.

    (2) Move slowly and smoothly when movement is necessary.

    b. Shape.

    (1) Use artificial materials to break up shapes, outlines, and equipment.

    (2) Stay in shadows when moving.

    (3) Disguise or distort the shape of your helmet and your body with artificial materials when conducting operations close to the enemy.

    c. Light reflection. Cover or remove the following items eliminating light reflection:

    (1) Mess kits.

    (2) Mirrors.

    (3) Eye glasses.

    (4) Watch crystals.

    (5) Plastic map cases.

    (6) Starched uniforms.

    (7) Clear plastic garbage bags.

    (8) Dust goggles worn on top of helmets.

    (9) Cigarettes and pipes.

    (10) Red-filtered flashlights.

Note. Replace all red filters on flashlights with blue-green filters.

    d. Color. Blend individual camouflage with the surroundings, or at a minimum, ensure that objects do not contrast with the background (figure 052-191-1361-1).

Note. When moving from one area to another, change camouflage as required. What works well in one location may draw fire in another.
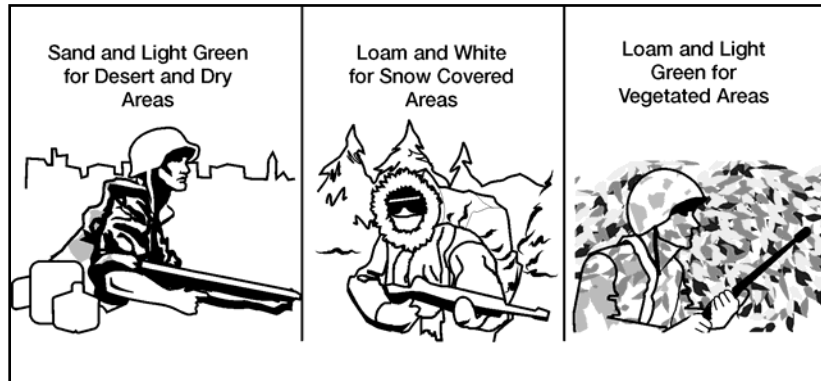
2. Camouflage your skin.

Performance Steps

Figure 052-191-1361-1. Colors used in camouflage

Note. Exposed skin reflects light.

   a. Cover your skin oils, even if you have very dark skin, using paint sticks.

Note. Paint sticks cover these oils and provide blending with the background.

Note. Do not use oils or insect repellant to soften paint sticks. This defeats the purpose of paint sticks by making the skin shiny. Work in pairs when applying paint, because self-application may leave gaps, such as behind the ears.

   b. Use information in table 052-191-1361-1 when applying paint on the face.

Table 052-191-1361-1. Color Chart			
	Skin Color	*Shine Areas*	*Shadow Areas*
Camouflage material	Light or dark	Forehead, cheekbones, ears, nose, and chin	Around eyes, under nose, and under chin
Loam and light green stick	All troops use in areas with green vegetation	Use loam	Use light green
Sand and light green stick	All troops use in areas lacking green vegetation	Use light green	Use sand
Loam and white	All troops use only in snow-covered terrain	Use loam	Use white
Burnt cork, bark charcoal, or lamp black	All troops, if camouflage sticks not available	Use	Do not use
Light-color mud	All troops, if camouflage sticks not available	Do not use	Use

   c. Paint high, shiny areas (forehead, cheekbones, nose, ears, chin) with a dark color.

   d. Paint low, shadow areas with a light color.

Performance Steps

    e. Paint exposed skin on the back of the neck, arms, and hands with an irregular pattern.

CAUTION
Mud contains bacteria, some of which is harmful and may cause disease or infection. Mud should be considered as a last resort as field expedient paint.

CAUTION
Expedient paint containing motor oil should be used with extreme caution.

3. Camouflage your BDU and helmet.

    a. Roll your sleeves down and button all buttons.

    b. Attach leaves, grass, small branches, or pieces of LCSS to your uniform and helmet (figure 052-191-1361-2).

Figure 052-191-1361-2. Camouflaged helmet

Note. These items will distort shapes and blend colors with the natural background.

Note. BDUs provide visual and near-infrared camouflage.

    c. Do not starch BDUs.

Note. Starch counters the infrared properties of the dyes.

    d. Replace excessively faded and worn BDUs because camouflage effectiveness is lost.

4. Camouflage your personal equipment.

    a. Cover or remove shiny items.

    b. Secure items that rattle or make noise when moved or worn.

Evaluation Preparation:

Setup: Ensure that all materials required in the conditions are available to the soldier. The buddy system should be used when applying paint to the face.

Brief Soldier: Tell the soldier, in preparation for unit defense, he is to identify critical camouflage considerations, camouflage himself or a buddy's exposed skin with paint sticks, and camouflage his individual equipment.

Performance Measures	GO	NO GO
1. Identified critical camouflage considerations.	____	____
a. Minimized movement, and moved slowly and smoothly.		
b. Broke up, disguised, or distorted shapes and outlines.		
c. Covered or removed light-reflecting items.		
d. Blended camouflage with the natural surroundings.		
2. Camouflaged exposed skin.	____	____
a. Selected the correct combination of paint sticks for the present location.		
b. Used paint sticks to camouflage exposed skin on face with irregular patterns.		
c. Used paint sticks to camouflage exposed areas of neck, arms, and hands with irregular patterns.		
3. Camouflaged uniform and helmet.	____	____
a. Ensured that uniform was not faded or starched.		
b. Rolled down and buttoned both sleeves.		
c. Broke up shape and pattern by attaching leaves, grass, small branches, and/or pieces of LCSS to uniform and helmet.		
4. Camouflaged personal equipment.	____	____
a. Covered or removed all items that reflected light (for example, mess kits, mirrors, eye glasses, watch crystals, plastic map cases, starched uniforms, plastic map cases, clear plastic garbage bags, goggles worn on top of helmet, and red-filtered flashlights).		
b. Secured items that rattled or made noise when moved or worn.		

Evaluation Guidance: Score the soldier GO if all performance measures are passed. Score the soldier NO GO if any performance measure is failed. If the soldier fails any performance measure, show him how to do it correctly.

References

Required	Related
	FM 20-3
	FM 21-75

805C-PAD-2402
Provide Input on Personnel Actions Affecting Subordinates

Conditions: You are a squad/section leader and must assess your subordinates and make recommendations as to actions, qualifications, potential, and experience for pertinent personnel actions.

Standards: Determined soldier's eligibility and potential for promotion, assignments, education/training, and career. Counseled soldier on actions required to maintain or obtain eligibility for appropriate personnel action. Provided recommendation/input to commander on personnel action. Provided commander with any change in previous recommendation/input as required.

Performance Steps

1. Determine eligibility requirements for PV2 to SPC.

    a. Assess eligibility and potential of assigned soldiers for promotion.

    b. Counsel soldier on actions required to maintain or obtain promotion eligibility.

    c. Submit recommendation/input through channels to the commander.

2. Determine availability of professional/educational programs or courses.

    a. Determine eligibility requirements, training benefits, frequency, and how to schedule soldier for attendance.

    b. Assess eligibility and potential of assigned soldiers for attendance at professional/educational training course/programs.

    c. Counsel soldier on potential effects of attending professional/educational training courses/programs.

    d. Counsel soldier on actions required to be recommended for attendance.

    e. Submit recommendation/input through channels to the commander.

3. Determine assignment eligibility.

    a. Determine eligibility requirements for reassignment or request for special assignment.

    b. Assess eligibility and potential of assigned soldiers for reassignment/special assignment.

    c. Counsel soldier on eligibility for the assignment and the effect the assignment could have on his career.

    d. Submit recommendation/input through channels to the commander.

4. Determine soldier's career potential.

    a. Assess soldier's current duty performance and potential for continued service.

    b. Counsel soldier on actions required to maintain or obtain eligibility for continued service.

    c. Counsel soldier on the possible long-term effects that poor performance could have on his/her personal benefits and future.

    d. Submit recommendation/input through channels to the commander.

5. Keep abreast of changes in assigned soldiers' eligibilities and potential.

    a. Determine changes in requirements and effect of new policies and programs on assigned soldiers.

    b. Inform soldiers when their performance has improved or fallen down.

    c. Submit change to previous recommendation/input when warranted through channels to the commander.

Evaluation Preparation:

Setup: To evaluate this task, prepare a scenario that provides information on the soldier(s) affected and the specifics of the personnel action(s) involved. Have the soldier determine if the subordinate soldier meets eligibility requirements and has the potential for the personnel action, and to prepare their recommendation for the commander.

Brief Soldier: Tell the soldier he/she will be evaluated on his/her ability to provide input on personnel actions (promotion, assignments, education/training, and career potential) affecting subordinate personnel.

Performance Measures	GO	NO-GO
1. Determined eligibility requirements for PV2 to SPC.	____	____
a. Assessed eligibility and potential of assigned soldiers for promotion.		
b. Counseled soldiers on actions required to maintain or obtain promotion eligibility.		
c. Submitted recommendation/input through channels to the commander.		
2. Determined availability of professional/educational programs or courses.	____	____
a. Determined eligibility requirements, training benefits, frequency, and how to schedule soldier for attendance.		
b. Assessed eligibility and potential of assigned soldiers for attendance at professional/educational training courses/programs.		
c. Counseled soldier on potential effects of attending professional/educational training courses/programs.		
d. Counseled soldier on actions required to be recommended for attendance.		
e. Submitted recommendation/input through channels to the commander.		
3. Determined assignment eligibility.	____	____
a. Determined eligibility requirements for reassignment or request for special assignment.		
b. Assessed eligibility and potential of assigned soldiers for reassignment/special assignment.		
c. Counseled soldiers on their eligibility for and the effect the assignment could have on their career.		
d. Submitted recommendation/input through channels to the commander.		
4. Determined soldier's career potential.	____	____
a. Assessed soldier's current duty performance and potential for continued service.		
b. Counseled soldiers on actions required to maintain or obtain eligibility for continued service.		
c. Counseled soldier on the possible long -term effects that poor performance could have on his/her personal benefits and future.		
d. Submitted recommendation/input through channels to the commander.		
5. Kept abreast of changes in assigned soldiers' eligibilities and potential.	____	____
a. Determined changes in requirements and effect of new policies and programs on assigned soldiers		
b. Informed soldiers when their performance has improved or fallen down.		
c. Submitted change to previous recommendation/ input when warranted through channels to the commander.		

Evaluation Guidance: Score the soldier GO on performance measures passed. Score the soldier NOGONO-GONO GO on any performance measures failed. The soldier must score a GO on all of the performance measures listed above to receive a GO on the task. If the soldier scores NOGONO-GONO GO, show him the soldier what was wrong