

**WARRIOR LEADER COURSE
MODIFIED (MOD), OCT 2005**

BOOK 4

**Practical Exercises and Solutions, Appendix C, to
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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INSTRUCTOR / STUDENT RECOVERABLE MATERIAL

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This instructor book contains the Practical Exercises and solutions, Appendix C, of 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
T224	Physical Fitness
T221	Risk Management
T222	Conduct an After Action Review
T228	Drill and Ceremony
L224	The Four Direct Leadership Skills
L227	Enforce the Equal Opportunity Program
L228	Conduct Developmental counseling
L229	Financial Management
T230	Supervise Preventative Maintenance Checks and Services
T223	Training the Force
W221	Map Reading
W222	Combat Orders
W223	Conduct Movement
W224	Occupy an Assembly Area

TSP#	Title
W225	Combat Operations
W226	Land Navigation
W227	Situational Training Exercise

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Appendix C, Practical Exercises and Solutions

TSP: T224

TITLE: Physical Fitness

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Appendix C Practical Exercises and Solutions)

This appendix contains the items listed in this table:

Item/Title	Pages
PE-1, Conduct a Physical Fitness Training Session	C-1 thru C-3

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PRACTICAL EXERCISE SHEET PE 1

Title	Conduct a Physical Fitness Training Session						
Lesson	T224 version 1 / PHYSICAL FITNESS						
Number / Title							
Introduction	The emphasis of this practical exercise is whether or not the students have the capability to form an extended rectangular formation, lead a PT group in warm-up exercises, lead a PT session, conduct cool-down exercises, and reassemble the formation. Emphasis is not on perfect performance.						
Motivator	This practical exercise will provide students the hands on experience needed to pass the physical fitness training session performance examination and to effectively lead PT back at their units.						
Learning Step/Activity	<p>NOTE: The instructor should inform the students of the following Learning Step/Activity requirements. (ELO I. 1)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Action:</td> <td>Physical fitness session</td> </tr> <tr> <td>CONDITIONS:</td> <td>As a squad leader, on a physical fitness training field and given an extract from FM 21-20 w/C1.</td> </tr> <tr> <td>SRANDARDS:</td> <td>Conduct a physical fitness session IAW 21-20 w/C1.</td> </tr> </table>	Action:	Physical fitness session	CONDITIONS:	As a squad leader, on a physical fitness training field and given an extract from FM 21-20 w/C1.	SRANDARDS:	Conduct a physical fitness session IAW 21-20 w/C1.
Action:	Physical fitness session						
CONDITIONS:	As a squad leader, on a physical fitness training field and given an extract from FM 21-20 w/C1.						
SRANDARDS:	Conduct a physical fitness session IAW 21-20 w/C1.						
Safety Requirements	Base safety considerations on local SOP and FM 21-20 w/C1, Chapter 13.						
Risk Assessment	Low						
Environmental Considerations	Make students aware of any local policies pertaining to environmental hazards that could affect how they conduct physical training.						
Evaluation	This practical exercise measures the level of competence a student has leading a physical fitness training session. The areas graded apply to every physical training event on a "GO/NO GO" basis. At the end of each physical fitness training session, conduct a brief AAR with the student on his/her performance. Ensure the students know that you will grade their PE using the evaluation sheet on C-3. The PE will not affect your academic rating for the course.						
Instructional Lead-In	None						
Resource Requirements	<p>Instructor Materials:</p> <p>Physical training area large enough to accommodate a 1:6-8 instructor to student ratio for entire class size.</p>						

Special Instructions

The emphasis of this practical exercise is not on a perfect performance; it is to ensure that the soldier is capable of conducting a physical fitness training session. Use the Army Physical Fitness Performance Sheet, App C, p C-3 to record the results of this practical exercise.

Procedures

Tell the students they have 50 minutes, plus or minus 10 minutes, to complete this practical exercise and during this time they must:

- Form an extended rectangular formation.
- Lead the PT group in warm-up exercises.
- Lead a PT session that includes push-up/sit-up improvement exercises and an aerobic event.
- Conduct a cool-down, and reassemble the group into a normal interval formation.

NOTE: Explain to the students that this practical exercise will prepare them for the actual evaluation. The SGI will use the same evaluation form so the students become familiar with the evaluation criteria and standards.

Feedback Requirements

Conduct an AAR at the end of each PT session..

Army Physical Fitness Performance Test Sheet (T224)

STUDENT RANK & NAME (Last, First, MI):			STUDENT NO:		
SGL RANK & NAME:		SQUAD:	CLASS NO:		
Performance Step		Initial Test Date:	Retest Date:		
EXTENDED RECTANGULAR FORMATION:		GO	NO GO	GO	NO GO
Squad, Attention					
Extend to the left, March					
Arms downward, Move					
Left, Face					
Extend to the left, March					
Arms downward, Move					
Right, Face					
From front to rear, Count off					
Even numbers to the left, Uncover					
CONDUCTS WARM-UP:		GO	NO GO	GO	NO GO
Identify each stretching exercise					
Leads group in execution of stretches					
Holds stretch for 10-15 seconds/rotations 5-10 seconds					
Conduct warm-up for 5-7 minutes/focuses on muscles targeted.					
LEADS EXERCISE SESSION:		GO	NO GO	GO	NO GO
Prepared / organized / confident / knowledgeable					
Provides sufficient training intensity					
Avoids extreme formality that emphasizes form over substance					
Avoids long rest periods that interfere with progress					
CONDUCTS COOL-DOWN:		GO	NO GO	GO	NO GO
Identifies each cool-down stretch					
Leads group in execution of each stretch					
Executes stretch for proper length of time (30 sec or more)					
Cool-down performed adequately (5-7 minutes - on muscles used)					
ENDS SESSION		GO	NO GO	GO	NO GO
Squad, Attention					
Assemble to the right, March					
RATING: 0-69 = Unsatisfactory 70-89 = Satisfactory 90-100 Superior Retest is satisfactory with a minimum score of 70 percent.		Score		Score	
Superior -0=100% -1=96% -2=91%		Satisfactory -3=87% -4=83% -5=78% -6=74% -7=70%		Unsatisfactory -8=65%	
Strength:		Weakness:			
Remarks:					
INITIAL TEST	SGL Signature		Student Signature		
RE-TEST	SGL Signature		Student Signature		

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Appendix C, Practical Exercises and Solutions

C 1

TSP: T221

TITLE: Risk Management

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Appendix C Practical Exercises and Solutions

This appendix contains the items listed in this table:

Item/Title	Pages
PE-1, Risk Management Assessment	C-1 thru C-3
SPE-2, Risk Management Assessment	C-4

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PRACTICAL EXERCISE 1

Title Risk Management Assessment

Lesson Number / Title T221 version 1 / RISK MANAGEMENT

Introduction The next 30 minutes of this lesson contains a practical exercise. As a group, you will do a risk assessment of the given situation. You will have 15 minutes to make the assessment and 15 minutes to discuss your assessment in the classroom.

Motivator This practical exercise evaluates your knowledge of the material covered in this lesson. Your ability to identify hazards and recommend controls will assist you in increasing the safety levels in your unit and during unit activities.

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:	Implement the risk management process in order to minimize the frequency and severity of accidents in the activities you lead.
Conditions:	In a classroom environment and in an STX while serving as a leader.
Standards:	<p>Implemented the risk management process in order to minimize the frequency and severity of accidents by:</p> <ul style="list-style-type: none"> • Identifying the basic principles that provide a framework for implementing the risk management process. • Identifying the five steps of the risk management process. • Identifying the causes and effects of fratricide. • Conducting a risk assessment for training activities you will lead. <p>IAW FM 100-14 and FM 3-20.98.</p>

Safety Requirements None

Risk Assessment Low

Environmental Considerations None

Evaluation	This is a nongraded practical exercise.
Instructional Lead-In	This PE requires you to apply the information you learned in this lesson to develop a risk assessment from the given situation.
Resource Requirements	<p>Instructor Materials:</p> <p>None</p> <p>Student Materials:</p> <ul style="list-style-type: none"> • Pencils or pens. • Advance packet. • Risk Management worksheet.
Special Instructions	Inform the group that they will each have to brief a portion of their findings.
Procedures	<p>This practical exercise is thirty minutes total.</p> <ul style="list-style-type: none"> • This is a group exercise. Select one student from your group to brief your solution. • You will have 15 minutes to read the situation and prepare a risk assessment using the Risk Management Worksheet, C-3. • During the second 15 minutes each the selected student from each group will brief the groups risk assessment. • After the briefings the instructor will pass out the solution and ask for questions and comments.
Situation	You are a squad leader assigned to a Combat Service Support Unit. Your Platoon received a refueling mission to support the 3 rd ACR at Doha Kuwait three days from today at 1900 hours. This mission requires four tankers. Of the four tankers you have two newly assigned soldiers who are drivers in your squad. Visibility is less than 3 miles due to high winds for the last two days. The weather report forecasts continued winds gusts up to 30 miles per hour the night of the mission.
Feedback Requirements	Ask the group if they came up with different results and for any other feedback they may have. Finish by adding any points they may have overlooked from the solution sheet.

RISK MANAGEMENT WORKSHEET

A. Mission or Task:		B. Date/Time Group Begin: End:		C. Date Prepared:	
C. Prepared By: (Rank, Last Name, Duty Position)					
E. Task	F. Identify Hazards	G. Assess Hazards	H. Develop Control	I. Determine Residual Risk	J. Implement Control (“How To”)
K. Determine overall mission/task risk level after controls are implemented (circle one)					
LOW (L)		MODERATE (M)	HIGH (H)	EXTREMELY HIGH (E)	

Feedback Requirements

None

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SOLUTION FOR

A. Mission or Task: Refueling		B. Date/Time Group Begin: 010700NOVXX End: 011000NOVXX		C. Date Prepared:	
C. Prepared By: (Rank, Last Name, Duty Position) SGT Smith, Squad Leader					
E. Task	F. Identify Hazards	G. Assess Hazards	H. Develop Control	I. Determine Residual Risk	J. Implement Control ("How To")
Navigate from one point on the ground to another point while mounted.	Inexperienced soldiers	High (H)	Additional instruction and increased supervision	Moderate (M)	Modified training schedule, additional instruction
Perform refueling procedures.	Seasonal Risk (winds)	Moderate (M)	Goggles, desert parker wind protection equipment;	Low (L)	Severe weather alert/action plan
	Night vision	Extremely High (E)	Soldier/leader awareness training	High (H)	Modified training schedule, additional instruction.
			Additional instruction and increased supervision.	Moderate (M)	Unit SOP
K. Determine overall mission/task risk level after controls are implemented (circle one)					
LOW (L) MODERATE (M) HIGH (H) EXTREMELY HIGH (E)					

PRACTICAL EXERCISE SHEET PE-1

RISK MANAGEMENT WORKSHEET

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Appendix C, Practical Exercises and Solutions

TSP: T222

TITLE: Conduct an After Action Review

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Appendix C Practical Exercises and Solutions

This appendix contains the items listed in this table:

Item/Title	Pages
PE-1, Conduct an Informal After Action Review (AAR)	C-1 and C-2
SPE-2, Conduct an Informal After Action Review (AAR)	C-3

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PRACTICAL EXERCISE SHEET PE-1

Title	Conduct an Informal After Action Review (AAR)		
Lesson Number/Title	T222 version 1 / AFTER ACTION REVIEW (AAR)		
Introduction	The emphasis of this practical exercise is to determine whether or not the students have the capability to perform an after action review.		
Motivator	This practical exercise will provide students the hands-on experience needed to perform an after action review (AAR).		
Learning Step/Activity	<p>NOTE: The instructor should inform the students of the following Learning Step/Activity requirements. (ELO B.1)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td>Action:</td><td>Identify the After Action Review (AAR) process.</td></tr></table>	Action:	Identify the After Action Review (AAR) process.
Action:	Identify the After Action Review (AAR) process.		
Safety Requirements	None		
Risk Assessment Level	Low		
Environmental Considerations	None		
Evaluation	This practical exercise will measure the level of competence for leading an after action review. This PE will not affect your academic rating for the course.		
Instructional Lead-In	None		
Resource Requirements	<p>Instructor Materials:</p> <p>None</p> <p>Student Materials:</p> <p>None</p>		
Special Instructions	None		

Procedures

Tell the students they have 30 minutes, plus or minus 10 minutes, to complete this practical exercise and during this time they must:

- Read the vignette.
- Develop an outline using the organization points in FM 7-1, SH-2 (Ensure the following points are in the discussion).
 - Determine the training plan.
 - Identify what happened during the training.
 - Identify why it happened during the training.
 - Identify what participants could have done differently to improve performance.
- Develop three thought-provoking questions that will generate discussion about the training event.

Vignette

The unit's mission was to provide transportation support to the Tactical Infantry Movement Bridge. One of the training objectives during the annual tactical evaluation was to demonstrate the ability to maneuver during night conditions to link up with the unit trains at a specific location.

A young transportation section chief was leading a convoy of trucks on a night move to link up with the main convoy when a sudden rainstorm dropped visibility to nearly zero. The section chief became especially concerned because he had not briefed his drivers on what to do during low visibility. However, he had issued strip maps and made contingency plans. When he arrived at the checkpoint to join the main convoy, he got out to check on his vehicles and found three of them missing.

Feedback Requirements

Review and compare the results of the other students as a way of conducting an AAR.

SOLUTION FOR PRACTICAL EXERCISE PE-1

The following points should be similar to the points that students developed.

AAR Outline

- Introduction
Good morning, today we will review the training that we conducted during our Tac-Eval.
- Presentation of the training plan.
Our overall mission is to provide transportation for the Infantry Movement Bridge. During our annual evaluation one of the training objectives was to move during the night time and link up with the unit's trains at a specific location.
- Summary of the event.
Just as the section moved out it began to rain reducing visibility to almost zero. The section chief did not brief the drivers on what to do under these conditions. As a result, when they arrived at the checkpoint three trucks were missing.
- Analysis of key Battlefield Operation Systems (BOS).
The only BOS in jeopardy was the C2 (command and control).
- Discuss training to sustain or improve.
Improve the C2 to ensure that everyone understands and can follow instructions to reach the objective taking in all considerations.
- Conclusion.
The unit failed to meet the standard and requires more training.

Questions:

1. What are some of the main things the briefing should have included?
2. What are some things the drivers should have done?
3. If you were in charge, what would you have done?

NOTE: There is no classroom solution to this PE, and the points could vary. The student solutions should cover the above listed information as a minimum.

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Appendix C, Practical Exercises and Solutions

TSP: T228

TITLE: Drill and Ceremony

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Appendix C Practical Exercises and Solutions

This appendix contains the items listed in this table:

Item/Title	Pages
PE-1, Conduct Drill and Ceremony	C-1 through C-2

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Practical Exercise Sheet

Title	Conduct Drill and Ceremony, PE-1						
Lesson Number/Title	T228 version 1 / Conduct Drill and Ceremony						
Introduction	The next three hours of this lesson consist of a practical exercise scheduled in blocks throughout the remainder of the course. You will practice drill commands, command voice, and squad drill.						
Motivator	In a leadership position you must conduct dismounted drill. This practical exercise will illustrate just how important knowing proper drill commands is to you, the leader. These commands will allow you to move your squad in an organized manner.						
Learning Step/Activity	<p>NOTE: The instructor should inform the students of the following Learning Step/Activity requirements. (ELO B.1).</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Action:</td> <td>Form and march a squad.</td> </tr> <tr> <td>Conditions:</td> <td>Given a squad-sized element of soldiers and FM 3-21.5 (SH-2).</td> </tr> <tr> <td>Standards:</td> <td>Formed and marched a squad while using proper cadence and command voice IAW FM 3-21.5 (SH-2).</td> </tr> </table>	Action:	Form and march a squad.	Conditions:	Given a squad-sized element of soldiers and FM 3-21.5 (SH-2).	Standards:	Formed and marched a squad while using proper cadence and command voice IAW FM 3-21.5 (SH-2).
Action:	Form and march a squad.						
Conditions:	Given a squad-sized element of soldiers and FM 3-21.5 (SH-2).						
Standards:	Formed and marched a squad while using proper cadence and command voice IAW FM 3-21.5 (SH-2).						
Safety Requirements	Instructors act as safety observers during the conduct of all training. Ensure students observe safe practices at all times. If conducting the practical exercise outside, take precautions dependent on the weather. The training area should be generally flat and free from debris.						
Risk Assessment Level	Low						
Environmental Considerations	None						
Evaluation	You will not receive a solution sheet for this practical exercise. However, your instructor will evaluate you on your ability to conduct all the performance steps and measures listed on the Drill and Ceremony Performance Test Sheet, (App B, p B-3).						
Instructional Lead-In	This PE requires you to apply the information you learned in this lesson to direct a squad in the execution of the drill movements while using proper cadence and command voice.						
Resource Requirements	Area large enough to conduct drill and ceremonies and FM 3-21.5 (SH-2).						

Procedures

This practical exercise is three hours total scheduled in blocks throughout the remainder of the course.

- You must conduct squad drill at selected intervals during this period. You accomplish this at the direction of your instructor.
- Study the information provided in FM 3-21.5 (SH-2) that relates to squad drill.

Feedback Requirements

Using the Drill and Ceremony Performance Test Sheet as a guide, your instructor will provide you with a critique to inform you of your strong and weak points, and may recommend areas that require additional study to help you meet the Academy's standards.

Appendix C, Practical Exercises and Solutions

TSP: L224

TITLE: The Four Direct Leadership Skills

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Appendix C Practical Exercises and Solutions

This appendix contains the items listed in this table--

Title/Synopsis	Pages
PE-1, Resolve an Ethical Problem	C-2 thru C-4

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PRACTICAL EXERCISE SHEET PE1

Title	Resolve an Ethical Problem.
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Lesson Number/Title	L224 version 1 / Four Direct Leadership Skills
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Introduction	This practical exercise will evaluate your ability to apply the four-step process in resolving an ethical problem.
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Motivator	As a leader you will have to make tough decisions. Some will involve the process of ethical decision making. It is imperative that you know and use the process to arrive at the most correct decision based on Army values.
------------------	--

Learning Step/Activity	<p>NOTE: The instructor should inform the students of the following Learning Step/Activity requirements. (ELO B)</p> <p>At the completion of this lesson, you [the student] will:</p>
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Action:	Resolve an Ethical Problem PE-1
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Safety Requirements	None
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Risk Assessment Level	Low
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Environmental Considerations	None
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Evaluation	This is not a graded PE. However, each group will brief the results of their ethical decision making process.
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Instructional Lead-In	There will be many times when you will face an ethical dilemma, and you will have to make a tough decision. Put yourself in the shoes of the new SGT in this PE. What decision would you make using the ethical decision making process? Sometimes you won't have much time to make a decision as you may discover in this exercise.
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Resource Requirements

- Page C-4, Ethics Scenario.
 - Chalkboard and chalk, or suitable like equipment/material.
 - Pen/pencil and paper.
 - FM 22-100, Army Leadership.
-

Special Instructions

None

Procedures

- Break the class down into minigroups of four students.
- Provide each student a copy of the ethics scenario (C-4).
- Allow the groups 30 minutes to complete the task: 15 minutes to formulate their problem solving process, and 15 minutes for all groups to brief.
- Direct each group to appoint a group member to post the group's responses on a separate section of the chalkboard. **(NOTE)** Each group's responses should be on the chalkboard so the groups can compare their responses. If there is not enough chalkboard, suggest you use butcher board paper or like equipment.

1. Define the ethical problem.
2. Identify applicable principles, rules, laws, and regulations.
3. Develop and evaluate courses of action and consequences.
 - Minimum of three courses of action.
 - Identify the Army values pertinent to the situation.
4. Choose a course of action.
5. Post your work on the chalkboard. (At conclusion, 10 minute break)
6. Select your course of action and brief the class.

NOTE: After the groups have formulated their response to this PE and they are on the chalkboard--approximately 15 minutes--conduct a 10-minute break.

Call on each group to brief their response. **(NOTE)** Allow a total of 15 minutes for all groups to brief.

Feedback Requirement

- Conduct a question and answer session to resolve any questions the groups may have.
-

Ethics Scenario

You are the newest E-5 in your battalion. As a result of your promotion, the 1SG moved you from your old platoon and assigned you to a new platoon within the same company. You are now a new squad leader. Also, you have a new room by yourself in the same barracks.

Shortly after your promotion, a member of your squad, PV2 Garcia, tells you about an incident that happened in your old barracks room last weekend while you were away on pass. PV2 Garcia was there and relates the following story:

Soldiers from your old squad threw a party where there was under-aged drinking and both your old platoon sergeant and squad leader were present. Later the platoon leader arrived with more alcohol. During the course of the party your former platoon sergeant approached an intoxicated female enlisted soldier and took her into an empty room. Shortly thereafter, the female came back to the party visibly upset. When the platoon sergeant attempted to approach her, she turned away. Upset by her reaction, he reached over and grabbed her. When she resisted, others at the party had to pull them apart. The platoon leader then took charge and told everyone in the room, "Nothing happened here – this stays in the platoon."

PV2 Garcia is 18 years old and has been in your squad for about one month. PV2 Garcia is a rehab transfer from another company and probably the weakest soldier in your squad. Your former platoon sergeant and platoon leader went out of their way to prepare you for PLDC, and you owe your success at the promotion board to their mentorship. When you approach the female soldier, she tells you that nothing important happened.

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Appendix C, Practical Exercises and Solutions

TSP: L227

TITLE: Enforce the Equal Opportunity Program

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Appendix C Practical Exercises and Solutions)

This appendix contains the items listed in this table:

Item/Title	Pages
PE-1, Role Play Exercise	C-1 thru C-5
SPE-1, Role Play Exercise	C-6

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Appendix C Practical Exercise and Solution for PRACTICAL EXERCISE PE- 1

Title	ROLE-PLAY EXERCISE						
Lesson Number/Title	L227 version 1 / Enforce the Equal Opportunity Program						
Introduction	The design of this practical exercise (PE) includes a role play of real world issues that requires you as a leader to demonstrate your ability to resolve the issues using the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies.						
Motivator	The Army holds you personally responsible for training and protecting your soldiers 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 apply the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies.						
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Action:</td> <td>Enforce compliance with the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies.</td> </tr> <tr> <td>Conditions:</td> <td>While serving as a squad leader in simulated operational conditions in a classroom environment given an extract from AR 600-20 (SH-2) and SH-3.</td> </tr> <tr> <td>Standards:</td> <td> Complied and enforced compliance with the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies by-- <ul style="list-style-type: none"> • defining EO and EEO policies, • identifying unit leadership responsibilities for EO and sexual harassment policies, • identifying actions that constitute violations of EO and sexual harassment policies and leaders' appropriate response to the violations, • identifying appropriate actions that leaders must take to prevent sexual harassment, and • describing leader roles and responsibilities for resolving EO complaints IAW AR 600-20 (SH-2) and SH-3. </td> </tr> </table>	Action:	Enforce compliance with the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies.	Conditions:	While serving as a squad leader in simulated operational conditions in a classroom environment given an extract from AR 600-20 (SH-2) and SH-3.	Standards:	Complied and enforced compliance with the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies by-- <ul style="list-style-type: none"> • defining EO and EEO policies, • identifying unit leadership responsibilities for EO and sexual harassment policies, • identifying actions that constitute violations of EO and sexual harassment policies and leaders' appropriate response to the violations, • identifying appropriate actions that leaders must take to prevent sexual harassment, and • describing leader roles and responsibilities for resolving EO complaints IAW AR 600-20 (SH-2) and SH-3.
Action:	Enforce compliance with the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies.						
Conditions:	While serving as a squad leader in simulated operational conditions in a classroom environment given an extract from AR 600-20 (SH-2) and SH-3.						
Standards:	Complied and enforced compliance with the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies by-- <ul style="list-style-type: none"> • defining EO and EEO policies, • identifying unit leadership responsibilities for EO and sexual harassment policies, • identifying actions that constitute violations of EO and sexual harassment policies and leaders' appropriate response to the violations, • identifying appropriate actions that leaders must take to prevent sexual harassment, and • describing leader roles and responsibilities for resolving EO complaints IAW AR 600-20 (SH-2) and SH-3.						
Safety Requirements	None						

Risk Assessment Level	Low
Environmental Considerations	None
Evaluation	This is a nongraded PE. You will discuss your solution with that of your classmates, and then compare your solution against 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.
Instructional Lead-In	During this ELO you will watch a 20-minute role-playing exercise in which you will see several different issues taking place. You will then you have 10 minutes to answer four questions. After the 10 minutes, you will have approximately 15 minutes to discuss your solution with your classmates and then compare your solution with a solution sheet.
Resource Requirements	<p>Instructor Materials:</p> <ul style="list-style-type: none"> • PE-1, Role-Play Exercise, p C-3 thru C-5, 5 copies, issued at least 3 days prior to the selected role-play participants. • PE-1, Role-Play Exercise, p C-1 and C-2, (1 per student). • Pencil and paper. • After role-play exercise issue Solution to PE-1, C-6. <p>Student Materials:</p> <ul style="list-style-type: none"> • AR 600-20 (SH-2). • SH-3. • Pencil and paper.
Special Instructions	<ul style="list-style-type: none"> • At least 3 days prior to class, the instructor will select 5 people IAW the requirements of PE-1 to participate in the role-playing exercise. The instructor will issue each of the selected participants a copy of PE-1, p C-3 thru C-5 and tell them to practice the role-playing exercise prior to class.
Procedures	<ul style="list-style-type: none"> • The instructor will set the stage for the role-playing exercise. • The selected students will act out their roles in the exercise. • Upon completion of the exercise answer the following questions: <ul style="list-style-type: none"> (1) How would you classify the issues that PFC Brown raised, racial or sexual discrimination, and why? (2) What type of sexual harassment was the platoon sergeant's comment to SPC Wilson and why? (3) As a leader did the squad leader use the proper channel to address the issue? (4) What issues must the first sergeant deal with?
Feedback Requirements	After you answer the questions above, you will discuss your solution with your classmates. The instructor will then give you a school solution with which you will compare your solution. There is no one correct solution to the role-playing exercise.

Role-Play Exercise

PFC Brown

E-3 (male, must be a different ethnic background than the E-4 female)

(Talking to the squad leader)

SGT Jones, I feel mistreated. I scored 298 on my PT test and fired expert with the M-16. They promoted SPC Wilson this morning and she scored 297 on her PT test and scored expert as well with the weapon. I know my qualifications are better than hers. Was my race or gender a factor in the selection process? Really, the reason, all jokes aside, can you tell me why she got the promotion instead of me? What do I need to do to get promoted?

Squad Leader SGT Jones

E-5 (Can be male or female ethnic background unspecified)

(Talking to E-3 male)

PFC Brown, I cannot answer that question for you right now, but I will get you the answer. I feel you should have received the promotion, because you are a hard charger and you get the job done. Let me check with the PSG and I will get back to you, OK?

PSG SFC Jordan

E-7 (Must be male ethnic background unspecified)

(Talking in a low tone to SPC Wilson in private)

OK soldier now that I have promoted you, it's time to repay me. Remember what we talked about; I'll take care of you and you would do the same for me.

SPC Wilson

E-4 (Must be female, a different ethnic background from E-3 male)

(Talking to the PSG)

Come on Sarge, I thought you were joking with me. You know we can't do that because . . . I'm . . . (interrupted as SGT Jones enters the area)

Squad Leader SGT Jones

(Walking over to the PSG and SPC Wilson)

Excuse me SFC Jordan, I need to discuss an issue that PFC Brown requested an answer on, do you have time to talk about it?

PSG
SFC Jordan

(Looking surprised to see SGT Jones)

Hey SGT Jones sure, I have time to talk to you.

(Then turning to SPC Wilson)

You think about what we were talking about and let me know when we can make that happen OK, SPC Wilson?

SPC Wilson

(Walking away from the group)

OK, SFC Jordan.
Hi SGT Jones, I'm going on police call right now.

Squad Leader
SGT Jones

(Talking to the PSG)

SFC Jordan, PFC Brown feels that he should have received the promotion before SPC Wilson. He brought up the point that his PT score is higher than hers, and we both know he is a real hard charger and he wants to know why he didn't get promoted. He asked if it was because of his race or his gender? Anyway he wants to know what he needs to do to get promoted?

PSG
SFC Jordan

(Getting upset)

Well who does he think he is, questioning my judgment? Well I felt she was ready and I'll call him in and talk to him myself. Thank you for your information. (Walking off)

Squad Leader
SGT Jones

(Going to the 1SG's office looking in)

Hey Top, can we talk? I seem to have a problem on my hands and I think I have just added fuel to the fire.

1SG

Sure, we can talk what seems to be the problem, come on in and have a seat.

**Squad Leader
SGT Jones**

(Takes a seat)

Well 1SG, one of my soldiers feels the promotion board wrongfully overlooked him for promotion. He asked me if it was because of his race or gender? I told him I would talk to the PSG and get an answer. So I went to the PSG and I think I overheard him asking for sexual favors from SPC Wilson, but I'm not sure. Now, the reason why I think this is because of the way she answered him when she walked off. Anyway when I tried talking to my PSG, he seemed to have gotten upset and told me he would handle it, and thanks for the information. So 1SG, what should I do?

1SG

Well now, let me do some investigating and I will talk to you later. Keep this to yourself until we talk again. By the way tell PFC Brown that you will get back to him with an answer by tomorrow. Do me a favor, on your way back to your section, ask SPC Wilson to come to my office? (SGT Jones leaves the office and relays the message to SPC Wilson)

SPC Wilson

(Knocking on the door, entering the 1SG office)

Yes 1SG, my squad leader said you wanted to see me?

1SG

Yes, come in and have a seat. Well, SPC Wilson your squad leader has brought to my attention that one of my senior NCOs is asking you for sexual favors because of your promotion, is that true? Because if it is, I will not stand for this type of behavior to exist in my company.

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SOLUTION FOR PRACTICAL EXERCISE PE-1

Title ROLE-PLAY EXERCISE

1. How would you classify the issues that PFC Brown raised, racial or sexual discrimination, and why?

You can view PFC Brown's issue as racial or as sexual discrimination.

You could perceive the issue as racial because the soldiers are of a different race. However, you must establish a pattern of proof (e.g., other acts have taken place within the platoon that shows racial discrimination.)

Racism is any attitude or action by an individual, group, or institution to subordinate another person or group because of the color or other physical traits associated with a particular group.

OR

You could perceive the issue as sexual discrimination if you could prove that the platoon sergeant does favor for the females over the male soldiers in the platoon.

Sexism is an attitude, behavior, or conditioning which foster stereotypes or social roles based on sex or gender.

2. What type of sexual harassment was the platoon sergeants's comment to SPC Wilson and why?

Quid Pro Quo is the type of sexual harassment that applies to the platoon sergeant's comment.

Quid Pro Quo is making promises of advancement, promotions, or other benefits in exchange for sexual favors.

3. As a leader did the squad leader use the proper channel to raise the issue?

Yes, because as a leader, it is your responsibility to comply with the Equal Opportunity Policy.

The Equal Opportunity Policy provides an environment free from unlawful discrimination and offensive behavior.

4. What issues must the first sergeant deal with?

The first sergeant faces two issues:

1. Discrimination.
2. Quid Pro Quo (this for that).

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Appendix C, Practical Exercises and Solutions

TSP: L228

TITLE: Conduct Developmental Counseling

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Appendix C Practical Exercises and Solutions

This appendix contains the items listed in this table--

Item/Title	Pages
PE-1, Observe a Developmental Counseling Session	C-2 thru C-4
SPE-1, Observe a Developmental Counseling Session	C-5
PE-2, Conduct a Developmental Counseling Session	C-6 thru C-10
SPE-2, Conduct a Development Counseling Session	C-11 thru C-18
PE-3, Record a Developmental Counseling Session	C-19 thru C-23
SPE-3, Solution for Practical Exercise 3	C-24 and C-25
PE-4, Conduct Developmental Counseling Student Homework Assignment	C-26 thru C-28
Instructor Only Solution Sheet to PE-4	C-29 and C-30

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PRACTICAL EXERCISE 1

Title Observe a Developmental Counseling Session

Lesson Number/Title L228 version 1 / CONDUCT DEVELOPMENTAL COUNSELING

Introduction As a leader, you are on many occasions required to conduct some type of developmental counseling session with your subordinates. Here you will get the opportunity to critique a leader conducting an actual developmental counseling session with a subordinate.

Motivator One of your most important duties is to develop your subordinates personally and professionally. Through effective developmental counseling you prepare your subordinates of today to be leaders of tomorrow. By being as objective as possible in your observations you will enhance your own counseling skills.

Learning Step/Activity **NOTE:** The instructor should inform the students of the following Learning Step/Activity requirements. (ELO C.1)

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

Action:	Observe Developmental Counseling Sessions
----------------	---

Safety Requirements None

Risk Assessment Level Low

Environmental Considerations None

Evaluation This is not a graded exercise.

Instructional Lead-In This PE requires you to apply the information you have learned in this lesson by having you evaluate the leader counseling skills of the counselor in the videotape, Counsel Subordinates. Remember, you should be as objective as possible.

Resource Requirements

Instructor Materials:

- TVT, Counsel Subordinates, PIN: 710943, Run Time: 22 minutes 32 seconds

Student Materials:

- Pen or pencil.
 - Observer Check Sheet p C-4.
-

Special Instructions

You will use the Observer Check Sheet, p C-4, for both situations in the video.

Procedures

During this practical exercise you will watch a television tape (TVT) entitled, Counsel Subordinates. The TVT contains two counseling sessions. During each session, you must correctly identify the components of the counseling session, proper leader counseling skills, and the weaknesses and strengths of the counselor and the counseling session. You will record your observations on the Observer Check Sheet, p C-4. At the conclusion of each session, you will share your observations with the group.

Feedback Requirements

When Situation 1 is complete stop the video and conduct a brief discussion with the students using their observations on the scenario. Once the discussion is complete, continue with Situation 2 using the same procedures.

Practical Exercise 1 and 2 Observer Check Sheet (OCS)

1. Directions for use:
 - (a) Place an "X" in the appropriate response block to the right of each question and in the overall assessment rating at the bottom of the form based on your observations.
 - (b) See rating chart at bottom of form for scoring; each step carries a weight of 1 point, e.g., 19 X's in the "Yes" column is satisfactory.
 - (c) **DO NOT WAIT FOR THE VIDEO/COUNSELING SESSION TO END BEFORE BEGINNING YOUR EVALUATION**
 - (d) A "GO" is not a graduation requirement for this exercise.

2. You may make notes on the form to refresh your memory for the discussion to follow.

Ref: FM 22-100, App C

1. Did the leader--	YES	NO	
a. State the reason for the counseling e.g., performance, professional growth, or event oriented?			
b. Include facts and observations made prior to the counseling?			
c. Attempt to develop a mutual understanding with the subordinate?			
d. Appear to annotate pertinent, specific, objective facts and observations?			
e. Appear to be unnecessarily biased or judgmental?			
2. Did the leader demonstrate the following leader counseling skills:			
a. Actively listened?			
b. Verbally communicated?			
c. Nonverbally communicated?			
d. Responded adequately?			
e. Questioned adequately?			
f. Provided appropriate agency referral if required?			
g. Selected the proper approach to counseling?			
h. Avoided counseling errors?			
3. Did the leader use the proper counseling techniques:			
a. Suggested alternatives?			
b. Made appropriate recommendations?			
c. Persuaded, but left the decision to the subordinate?			
d. Advised on a given course of action?			
e. Taught and assisted the subordinate?			
f. Ordered the subordinate to take a course of action?			
4. Did the leader in the counseling process:			
a. Appear to have selected a suitable place?			
b. Appear to have an outline?			
c. Establish the right atmosphere?			
d. Develop a plan of action?			
e. Record the session?			
f. Close the session?			
g. Schedule a follow up?			
h. Determine date for assessment of the plan of action?			
5. Overall assessment rating	Unsatisfactory	Satisfactory	Superior
RATINGS CHART: 1-18 = Unsatisfactory 19-25 = Satisfactory 26-27 = Superior			

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**SOLUTION TO
PRACTICAL EXERCISE PE-1**

This is not a graded exercise and there is no one right solution for this PE.

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PRACTICAL EXERCISE 2

Title	Conduct a Developmental Counseling Session		
Lesson Number/Title	L228 version 1 / CONDUCT DEVELOPMENTAL COUNSELING		
Introduction	As a leader, you are on many occasions required to conduct some type of developmental counseling session with your subordinates. Here you will get the opportunity to conduct a developmental counseling session.		
Motivator	One of your most important duties is to develop your subordinates personally and professionally. Through effective developmental counseling, you prepare your subordinates of today to be leaders of tomorrow. As you participate in the role play, remember, your subordinate is sitting there and that subordinate in the real world is your observer.		
Learning Step/Activity	<p>NOTE: The instructor should inform the students of the following Learning Step/Activity requirements. (ELO C.2)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td>Action:</td><td>Conduct a Developmental Counseling Session</td></tr></table>	Action:	Conduct a Developmental Counseling Session
Action:	Conduct a Developmental Counseling Session		
Safety Requirements	None		
Risk Assessment Level	Low		
Environmental Considerations	None		
Evaluation	This is not a graded practical exercise		
Instructional Lead-In	This PE requires you to apply the information you have learned in this lesson to conduct a developmental counseling session. You must attempt to make this as realistic as possible.		

**Resource
Requirements**

Instructor Materials:

- Developmental Counseling Form, DA Form 4856, p C-22 and C-23
- (15 copies - issue 3 copies per triad).
- Observer Check Sheet, p C-4 (15 copies - issue 3 copies per triad).

Student Materials:

- FM 22-100.
 - Pen or pencil.
-

**Special
Instructions**

None

Counseling Situation

Counselor: In this situation you are SGT Stevens, a section leader. One of your soldiers, SPC Tobler, has worked for you for the past year. You have observed his duty performance and feel that he may have potential for promotion. You have scheduled a 15 minute counseling session with SPC Tobler this afternoon in the section office.

Requirements

1. For the next 15 minutes you are to play the role of counselor to the best of your ability.
2. The student playing the role of SPC Tobler also has a situation to follow. If you use proper counseling techniques, you should complete this session within the allotted time.

Counseling Situation

Counselee: In this situation you are SPC Tobler, a soldier working for SGT Stevens. You are 23 years old and have been in the Army for two years. You are married with two small children and have two years remaining in the Army. SGT Stevens informed you that he would meet with you this afternoon in the section office.

Requirements

1. For the next 15 minutes you are to play the role of counselee to the best of your ability.
 2. The student playing the role of SGT Stevens also has a situation to follow.
 3. During the counseling session, you will relate to the counselor the following facts:
 - (a) You have two years left in the Army and as of now plan to make it a career.
 - (b) You have a high school diploma and no college.
 - (c) You have no idea how to prepare yourself to be successful and develop professionally to enable you to get promoted.
 - (d) You have heard about a PLDC course and would like to know more about it.
-

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Counseling Situation

Counselor: In this situation you are SGT Niccum, a section leader. One of your soldiers, PVT Meldrum, has worked for you in an outstanding manner for the past year. You notice that for the last month she appears tired, is frequently late, and does not seem to have the same motivation. You have scheduled a 15-minute counseling session with PVT Meldrum this afternoon in the section office.

Requirements

1. For the next 15 minutes you are to play the role of counselor to the best of your ability.
2. The student playing the role of PVT Meldrum also has a situation to follow. If you use proper counseling techniques, you should complete this session within the allotted time.

Counseling Situation

Counselee: In this situation you are PVT Meldrum, a soldier working for SGT Niccum. You are 22 years old and have been in the Army for a year and a half. You are single and your parents live 50 miles from the installation. SGT Niccum informed you that he would like to talk to you this afternoon in the section office.

Requirements

1. For the next 15 minutes you are to play the role of counselee to the best of your ability.
 2. The student playing the role of SGT Niccum also has a situation to follow.
 3. During the counseling session, you will relate to the counselor the following facts:
 - (a) Your parents live nearby, so you frequently visit them and return late to the installation, which gives you little time to sleep.
 - (b) Your mother is ill and bedridden. Your father does not make enough money to hire a nurse and wants you to get out of the Army and help out.
 - (c) You enjoy the Army and do not want to get out, but, you do not know what else to do.
 - (d) You need help, but you are normally a private person and do not know how to ask for help.
-

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Role-Play # 3

Counseling Situation

Counselor: In this situation you are SGT Keller, a section leader. A new soldier, PFC Roberts, just arrived (a PCS) from overseas into your section. PFC Roberts appears receptive but confused as most new soldiers are. You have scheduled a 15-minute counseling session with PFC Roberts this afternoon.

Requirements

1. For the next 15 minutes you are to play the role of counselor to the best of your ability.
2. The student playing the role of PFC Roberts also has a situation to follow. If you use proper counseling techniques, you should complete this session within the allotted time.

Counseling Situation

Counselee: In this situation you are PFC Roberts, a newly assigned soldier working for SGT Keller. You are 21 years old and have been in the Army for 2 years. You got married while home on leave prior to signing in to this unit. SGT Keller informed you that he wanted to talk to you this afternoon in your room.

Requirements

1. For the next 15 minutes you are to play the role of counselee to the best of your ability.
2. The student playing the role of SGT Keller also has a situation to follow.
3. During the counseling session, you will relate to the counselor the following facts:
 - (a) Your wife wants to come to your location to live next month.
 - (b) You have told no one other than SGT Keller that you recently got married. Your wife is not in the Defense Eligibility Enrollment Program (DEERS), does not have an ID card, nor is finance aware of her existence.
 - (c) You have an ill stepchild in need of a doctor's care, but your wife does not have the money to take the child to a civilian doctor.
 - (d) You did not get promoted at your last unit, but someone said you should have. You do not know how to find out if you should have gotten promoted or not.

**Feedback
Requirements**

There is no one right solution for this PE. The instructor will hand out the solution sheet (DA Form 4856) so that students can see a possible solution to the scenario, including possible follow-up comments in the assessment block. Role play scenario number 3 has 2 possible solutions of DA Form 4856. Ask for feedback from several students and discuss the different strengths and weaknesses recorded while observing the counselor during the session.

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Plan of Action: (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

o Review promotion board subject area checklist, begin studying ASAP and prepare for mock board on 5 August 2002

o Prepare to give best effort on record APFT on 1 August 2002

o Research installation PLDC website to obtain student guide and pre-execution checklist; address any questions or concerns to SGT Stevens; prepare for inventory of clothing/equipment on 10 August 2002

o Check fit of uniform, update ribbons and badges, and prepare for inspection on 25 July 2002

o Visit education center next week to explore secondary education options and increase promotion potential

o Assessment date: After mock board on 12 August 2002

Session Closing: (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: I agree / disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: Billy Bob Tobler Date: 2 Jul 02

Leader Responsibilities: (Leader's responsibilities in implementing the plan of action):

Provide with subject area checklist, reference materials and websites to visit; Schedule and conduct mock board; Conduct pre-PLDC clothing/equipment inventory/inspection; Conduct uniform inspection; Allow time to visit ed-center and attend classes within mission constraints

Signature of Counselor: Ray G. Stevens Date: 2 Jul 02

PART IV - ASSESSMENT OF THE PLAN OF ACTION

Assessment: (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

8 July 2002 SPC Tobler visited the ed-center and enrolled in an English Composition course that begins on 15 August 2002

1 August 2002 SPC Tobler scored 298 on the APFT

5 August 2002 SPC Tobler displayed tremendous knowledge in all subject areas when he appeared before the mock board

10 August 2002 SPC Tobler's had all serviceable clothing and equipment

Counselor: Ray G. Stevens Individual Counseled: Billy Bob Tobler Date of Assessment: 12 August 02

Note: Both the counselor and the individual counseled should retain a record of the counseling.

REVERSE, DA FORM 4856, JUN 1999

DEVELOPMENTAL COUNSELING FORM

For use of this form see FM 22-100.

DATA REQUIRED BY THE PRIVACY ACT OF 1974

AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)
PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.
ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.
DISCLOSURE: Disclosure is voluntary.

PART I - ADMINISTRATIVE DATA

Name (Last, First, MI) Meldrum, Sally S.	Rank / Grade PVT/E-1	Social Security No. 123-45-6789	Date of Counseling 2 Aug 02
Organization HHC, Your Unit, APO AE 09123	Name and Title of Counselor SGT Niccum, Billy B. / Section SGT		

PART II - BACKGROUND INFORMATION

Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling):
Event-Oriented: I am counseling PVT Meldrum for a noticeable drop in her duty performance and motivation.
Facts: I have noticed that for the last month PVT Meldrum appears tired, is frequently late, and doesn't seem to have the same motivation.

PART III - SUMMARY OF COUNSELING

Complete this section during or immediately subsequent to counseling.

Key Points of Discussion:

o Reasons for drop in duty performance:

- *PVT Meldrum stated that her parents live nearby so she frequently visits them and returns late to the installation, which gives her little time to sleep.*
- *PVT Meldrum stated that her mother is ill and bedridden, and her father doesn't make enough money to hire a nurse and wants her to get out of the Army and help out.*
- *PVT Meldrum enjoys the Army and does not want to get out, but she doesn't know what else to do.*
- *PVT Meldrum stated that she needs help, but she's normally a private person and doesn't know how to ask for help.*

o Consequences of continued poor duty performance:

In addition to being counseled on the points above, he/she received counseling on the following: (1) That continued behavior similar to that for which he/she has been counseled may result in punishment under Article 15, UCMJ, court-martial, or adverse action such as a bar to reenlistment, suspension of favorable personnel actions (promotion, retention, school), or other appropriate administrative sanctions; (2) That if this behavior continues that separation under the provisions of AR 635-200 may be initiated; (3) That if separated prior to ETS, that he/she could receive either an honorable, general, or other than honorable discharge for their current term of service, or their term of service would be uncharacterized if they have served less than 180 days on active duty; (4) The basis for each characterization of service and the discharge certificates received for each and that his/her character of service would become part of a permanent record and may be provided to any Federal agency if they were to apply for either federal employment or security clearance; (5) The possible effects that each type of discharge would have on reenlistment, civilian employment, veterans benefits, and related matters; (6) That a general discharge would cause loss of civil service retirement credit; (7) That an other than honorable discharge would result in him/her being reduced to the lowest enlisted rank, loss of payment of accrued leave, and loss of all benefits administered by the Veterans Administration and other federal and state agencies; (8) That separation prior to ETS may preclude him/her from enlisting in any component of the Armed Forces; (9) That separation prior to ETS may cause him/her to lose their entitlement to education benefits and money paid into the Army College Fund; (10) That separation prior to ETS may cause him/her to repay any unearned bonus received for enlistment or reenlistment; (11) That it would be unlikely that any attempt to have his/her characterization of service upgraded would be successful; (12) That he/she is encouraged to make every reasonable effort to ensure his/her performance and conduct meet military standards; (13) That he/she would be given a reasonable effort to bring their substandard performance and conduct to acceptable military standards.

OTHER INSTRUCTIONS

This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.

DA FORM 4856, JUN 99

Plan of Action: (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

o Develop a better plan to manage off-duty time to allow for visits to parents without sacrificing sleep time-- which is also very important to a soldier; discuss plan with SGT Niccum

o Consider the possibility of moving in with parents and driving to the installation in the morning after a good night's rest (may be a safer option). This may also allow for meeting family and Army needs at the same time; Inform SGT Niccum of decision

o Report to AER for the appointment SGT Niccum will make to discuss financial assistance for parents and link with civilian community resources

o Report to the Chaplain for the appointment that SGT Niccum will make to discuss family situation and communication issues

o Assessment date: On or about 2 September 2002

Session Closing: (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: I agree / disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: Sally Sue Meldrum Date: 2 Aug 02

Leader Responsibilities: (Leader's responsibilities in implementing the plan of action):

Work with PVT Meldrum in her development of a better time-management plan; Make appointments with AER and the Chaplain's office, follow-up with PVT Meldrum on their recommendations

Signature of Counselor: Billy Bob Niccum Date: 2 Aug 02

PART IV - ASSESSMENT OF THE PLAN OF ACTION

Assessment: (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

PVT Meldrum moved in with parents and developed a time management plan that freed up enough time enabling her to get plenty of rest, report to duty on time, and help care for her mother. As a result PVT Meldrum's motivation and productivity now exceeds her previous level.

AER assisted PVT Meldrum in the coordination with a community outreach program that now provides her mother with intermittent care.

As a result of this situation and the counseling provided by the Chaplain, PVT Meldrum has become more open with private issues.

Counselor: Billy B. Niccum Individual Counseled: Sally S. Meldrum Date of Assessment: 2 SEP 02

Note: Both the counselor and the individual counseled should retain a record of the counseling.

REVERSE, DA FORM 4856, JUN 1999

DEVELOPMENTAL COUNSELING FORM

For use of this form see FM 22-100.

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AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)
PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.
ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.
DISCLOSURE: Disclosure is voluntary.

PART I - ADMINISTRATIVE DATA

Name (Last, First, MI) Roberts, Billy B.	Rank / Grade PFC/E-3	Social Security No. 123-45-6789	Date of Counseling 2 Aug 02
Organization HHC, Your Unit, APO AE 09123		Name and Title of Counselor SGT Keller, Jimmy J. / Section Leader	

PART II - BACKGROUND INFORMATION

Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling):

Event-Oriented: PFC Roberts is receiving his Reception and Integration Counseling

Facts: PFC Roberts is just arriving from overseas; The CO assigned him to my section.

PART III - SUMMARY OF COUNSELING

Complete this section during or immediately subsequent to counseling.

Key Points of Discussion:

o Family Issues:

- PFC Roberts informed me that he got married while home on leave and he wants to bring his spouse here next month.

- PFC Roberts stated that no one else on the installation knows of his marriage; neither his spouse nor her child has enrolled in DEERS or has an have ID card; and finance isn't aware of her existence.

- PFC Roberts stated that his stepchild is ill and his spouse does not have the money for a civilian doctor.

o Command Policies and SOPs:

o Review job description, areas of special emphasis, and Army Values:

o Personal and organizational goals – short- and long-term goals:

o Physical fitness:

o Promotions, leaves, pay, schools:

o Training:

o Standards:

o Problems:

OTHER INSTRUCTIONS

This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.

DA FORM 4856, JUN 99

DEVELOPMENTAL COUNSELING FORM

For use of this form see FM 22-100.

DATA REQUIRED BY THE PRIVACY ACT OF 1974

AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)
PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.
ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.
DISCLOSURE: Disclosure is voluntary.

PART I - ADMINISTRATIVE DATA

Name (Last, First, MI) Roberts, Billy B.	Rank / Grade PFC/E-3	Social Security No. 123-45-6789	Date of Counseling 5 Aug 02
Organization HHC, Your Unit, APO AE 09123	Name and Title of Counselor SGT Keller, Jimmy J. / Section Leader		

PART II - BACKGROUND INFORMATION

Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling):
Event-Oriented: PFC Roberts is receiving his Reception and Integration Counseling
Facts: PFC Roberts is just arriving from overseas and assigned to my section.

PART III - SUMMARY OF COUNSELING

Complete this section during or immediately subsequent to counseling.

Key Points of Discussion:

- o Family Issues:
 - *PFC Roberts still wants to bring spouse and child here next month.*
 - *PFC Roberts is already on housing waiting list; can't expect quarters for at least 3 months.*
 - *Dependents aren't on PCS orders, so move will be at own expense.*
- o Command Policies and SOPs:
- o Review job description, areas of special emphasis, and Army Values:
- o Personal and organizational goals – short- and long-term goals:
 - *Short-term goals are to get family relocated and settled and become familiar with job so he can get fully integrated as a section member.*
 - *Long-term goals are to become a Sergeant and obtain an Associates degree in Automotive maintenance.*
- o Physical fitness:
 - *PFC Roberts scored a 240 on his last APFT and I informed him of the unit goal of 260 for all.*
- o Promotions, leaves, pay, schools:
 - *PFC Roberts stated that someone told him he should have gotten promoted at his last unit.*
 - *PFC Roberts expressed interest in attending NBC school.*
- o Training/Standards:
 - *Informed PFC Roberts of upcoming exercises and deployments.*
 - *Outlined standards and duty performance expectations.*
- o Problems:
 - *PFC Roberts may need financial assistance to relocate family.*

OTHER INSTRUCTIONS

This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.

DA FORM 4856, JUN 99

Plan of Action: (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

- o Estimate cost to relocate, house, and support family, assess financial status and determine if family should wait until quarters are available, within 7 days review plan with SGT Keller.*
- o Become familiar with Command Policies and SOPs by 12 Aug 02.*
- o In support of short-term goals determine family move timeline and study appropriate STP for current skill level.*
- o In support of long-term goals seek out opportunities to develop leadership abilities, prepare for and attend SOM board, and visit education center to explore available degree programs.*
- o Apply myself during unit PT/personal PT to improve APFT score by 20 points.*
- o Enroll in an NBC correspondence course and decide if it is a real interest.*
- o Inform spouse of upcoming exercises and deployments.*
- o Adhere to the standards at all times and strive to meet the Section leader's performance expectations.*
- o Research all options for financial assistance and determine which would be most feasible.*
- o Assessment dates: On or about 5 Sep 02, 5 Oct 02, and 5 Nov 02*

Session Closing: (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: I agree / disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: Billy Bob Roberts Date: 5 Aug 02

Leader Responsibilities: (Leader's responsibilities in implementing the plan of action):

Review family relocation plan; Provide a copy of Command Policies and SOPs; Take PFC Roberts to MOS library; Provide opportunities for leader development; Provide study material for SOM board; Afford time to visit ed-center; Assist with PT improvement and enrollment into ACCP; Apply experience when guiding in financial decisions

Signature of Counselor: Jimmy Joe Keller Date: 5 Aug 02

PART IV - ASSESSMENT OF THE PLAN OF ACTION

Assessment: (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

Assessments Done on: JJK/BBR 3 Sep 02 , JJK/BBR 6 Oct 02

12 Aug 02, PFC Roberts' decision to move his family when quarters become available, demonstrated maturity and sound reasoning ability; 18 Aug 02, enrolled in the NBC correspondence course;

10 Sep 02, PFC Roberts displayed knowledge of SOPs and professionalism by conducting an on-the-spot correction of a safety violation;

13 Oct 02, PFC Roberts took record APFT and increased score by 12 points

Counselor: Jimmy J. Keller Individual Counseled: Billy B. Roberts Date of Assessment: 7 Nov 02

Note: Both the counselor and the individual counseled should retain a record of the counseling.

DA FORM 4856 (Reverse)

PRACTICAL EXERCISE 3

Title	Record a Developmental Counseling Session		
Lesson Number/Title	L228 version 1 / CONDUCT DEVELOPMENTAL COUNSELING		
Introduction	As a leader you are on many occasions required to conduct some type of developmental counseling session with your subordinates. Along with the counseling comes the responsibility to accurately record the session.		
Motivator	One of your most important duties is to develop your subordinates personally and professionally. Through effective developmental counseling you prepare your subordinates of today to be leaders of tomorrow. In order to do this you must have the moral courage to look that subordinate in the eyes and tell the soldier his strengths and weaknesses. Then, work out a plan of action with the subordinate that provides the right guidance for the soldier to reach his personal, professional, and organizational goals. You owe this to your subordinates and a record provides facts that cannot be denied.		
Learning Step/Activity	<p>NOTE: The instructor should inform the students of the following Learning Step/Activity requirements. (ELO C.3)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td>Action:</td><td>Record a Developmental Counseling Session</td></tr></table>	Action:	Record a Developmental Counseling Session
Action:	Record a Developmental Counseling Session		
Safety Requirements	None		
Risk Assessment Level	Low		
Environmental Considerations	None		
Evaluation	This is not a graded exercise.		
Instructional Lead-In	This PE requires you to apply the information you have learned in this lesson by having you record a counseling session.		

Resource Requirements**Instructor Materials:**
None**Student Materials:**

- Pen or Pencil.
 - DA Form 4856.
-

Special Instructions

You have 20 minutes to complete this exercise.

Procedures

Complete DA Form 4856 based on the situation provided below to complete this PE requirement. Leave signature blocks empty that require the counseled soldiers' signature. You may use any of your own notes taken to assist you in completion of this exercise.

Situation

Use today's date and your current unit address. You are SGT Paul P. Moore, a section leader, counseling PFC Iron B. Smith, SSN: 123-45-7899, a soldier in your section. The reason for the counseling is that you observed PFC Smith not wearing his seatbelt while operating a unit vehicle. This is in violation of Army Regulation 190-5 and your unit safety SOP. You mentioned the incident to the platoon sergeant and he said that is not the first time this had happened. He said that on two previous occasions he handled the problem by making verbal on-the-spot corrections. He tells you to counsel PFC Smith to ensure that there will be no further reoccurrences of this problem. PFC Smith is a good soldier and you want to ensure there are no future violations. You conducted a 15-minute counseling session with PFC Smith in your sections office this afternoon and recorded the following notes.

Counseling Notes:

- PFC Smith is 19 years old and has been in the unit for six months. He seems to like the Army and has had no problems since his assignment to the unit.
- You discover the verbal counseling the platoon sergeant referred to was nothing more than him yelling across the motor park telling PFC Smith to put the seat belt on, but, with no explanation as to why.
- PFC Smith stated to you, that no one had ever informed him of any regulation or SOP requiring the use of seat belts.
- He displayed a positive attitude and was very receptive to the counseling content. He stated that even though he does not believe in the wearing of seatbelts, he will comply with the guidance provided.
- You told PFC Smith to prepare to conduct a class for his fellow soldiers on the proper use and safety of seat belts, and be sure to include why it is important to wear seatbelts.

**Feedback
Requirements**

Your instructor will discuss some possible solutions with you based on the Solution to Practical Exercise (C-24 and C-25).

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DEVELOPMENTAL COUNSELING FORM

For use of this form see FM 22-100.

DATA REQUIRED BY THE PRIVACY ACT OF 1974

AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)
PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.
ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.
DISCLOSURE: Disclosure is voluntary.

PART I - ADMINISTRATIVE DATA

Name (Last, First, MI)	Rank / Grade	Social Security No.	Date of Counseling
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Organization	Name and Title of Counselor
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PART II - BACKGROUND INFORMATION

Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling):

PART III - SUMMARY OF COUNSELING

Complete this section during or immediately subsequent to counseling.

Key Points of Discussion:

OTHER INSTRUCTIONS

This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.

Plan of Action: (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

Session Closing: (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: I agree / disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: _____ Date: _____

Leader Responsibilities: (Leader's responsibilities in implementing the plan of action):

Signature of Counselor: _____ Date: _____

PART IV - ASSESSMENT OF THE PLAN OF ACTION

Assessment: (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

Counselor: _____ Individual Counseled: _____ Date of Assessment: _____

Note: Both the counselor and the individual counseled should retain a record of the counseling.

SOLUTION FOR
PRACTICAL EXERCISE PE-3

DEVELOPMENTAL COUNSELING FORM

For use of this form see FM 22-100.

DATA REQUIRED BY THE PRIVACY ACT OF 1974

AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)
PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.
ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.
DISCLOSURE: Disclosure is voluntary.

PART I - ADMINISTRATIVE DATA

Name (Last, First, MI) Smith, Iron B.	Rank / Grade PFC/E-3	Social Security No. 123-45-7899	Date of Counseling 2 Aug 02
Organization HHC, Your Unit, APO AE 09123		Name and Title of Counselor SGT Moore, Paul P. / Section Leader	

PART II - BACKGROUND INFORMATION

Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling):
Event-Oriented: PFC Smith counseled for violation of Army Regulation 190-5 and unit safety SOP.
Facts: I observed PFC Smith yesterday operating a military vehicle without wearing a seatbelt. The PSG saw him doing the same thing on two previous occasions and made verbal on-the-spot-corrections. PFC Smith displays a positive attitude hasn't previously had any adverse counseling.

PART III - SUMMARY OF COUNSELING

Complete this section during or immediately subsequent to counseling.

Key Points of Discussion:

o Reason for not following AR 190-5 and safety SOP:

- PFC Smith stated that no one ever informed him of the regulation that requires seatbelt use while operating a military vehicle.
- PFC Smith stated that the verbal on-the-spot-corrections by the PSG were nothing more than yelling across the motor pool to have him put his seatbelt on.
- PFC Smith wants to comply with regulations and doesn't want to cause problems.

o Reviewed portions of AR 190-5 and safety SOP covering use of seatbelts in both military vehicles and POVs with PFC Smith

O Failure to obey an order (safety SOP) or regulation is punishable under UCMJ Article 92;

In addition to being counseled on the points above, he received counseling on the following: (1) That continued behavior similar to that for which he has been counseled may result in punishment under Article 15, UCMJ, court-martial, or adverse action such as a bar to reenlistment, suspension of favorable personnel actions (promotion, retention, school), or other appropriate administrative sanctions; (2) That if this behavior continues that separation under the provisions of AR 635-200 may be initiated; (3) That if separated prior to ETS, that he could receive either an honorable, general, or other than honorable discharge for their current term of service, or their term of service would be uncharacterized if they have served less than 180 days on active duty; (4) The basis for each characterization of service and the discharge certificates received for each and that his character of service would become part of a permanent record and may be provided to any Federal agency if they were to apply for either federal employment or security clearance; (5) The possible effects that each type of discharge would have on reenlistment, civilian employment, veterans benefits, and related matters; (6) That a general discharge would cause loss of civil service retirement credit; (7) That an other than honorable discharge would result in him being reduced to the lowest enlisted rank, loss of payment of accrued leave, and loss of all benefits administered by the Veterans Administration and other federal and state agencies; (8) That separation prior to ETS may preclude him from enlisting in any component of the Armed Forces; (9) That separation prior to ETS may cause him/her to lose their entitlement to education benefits and money paid into the Army College Fund; (10) That separation prior to ETS may cause him to repay any unearned bonus received for enlistment or reenlistment; (11) That it would be unlikely that any attempt to have his characterization of service upgraded would be successful; (12) That he is encouraged to make every reasonable effort to ensure his/her performance and conduct meet military standards; (13) That he would be given a reasonable effort to bring their substandard performance and conduct to acceptable military standards.

o Goals to improve performance:

- PFC Smith will always wear his seatbelt when operating any motor vehicle
- PFC Smith will familiarize himself with AR 190-5 and the unit safety SOP

OTHER INSTRUCTIONS

This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.

Plan of Action: (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

o Always wear a seatbelt when operating motor vehicles in compliance with Army Regulation 190-5 and safety SOP

o Review AR 190-5 and the safety SOP paying particular attention to the section on safe motor vehicle operation and the importance of wearing seatbelts

o Prepare a class on the proper use and safety of seatbelts and stress the importance of wearing seatbelts whenever operating motor vehicles, present the class to the section on 16 August 2002

o Present your class to SGT Moore on 9 August 2002 as a practice and to make changes as needed

o Assessment date: After class on 16 August 2002

Session Closing: (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: _____ I agree / disagree with the information above

Individual counseled remarks: _____

Signature of Individual Counseled: Iron B. Smith Date: 2 Aug 02

Leader Responsibilities: (Leader's responsibilities in implementing the plan of action):

Spot check periodically to ensure that PFC Smith is using seatbelt in compliance with AR 190-5 and unit SOP; Schedule class on proper use of seatbelts for section and evaluate practice class before PFC Smith presents it to the rest of the section; Follow-up assessment on seatbelt class.

Signature of Counselor: Paul P. Moore Date: 2 Aug 02

PART IV - ASSESSMENT OF THE PLAN OF ACTION

Assessment: (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

PFC Smith reviewed AR 190-5 and the safety SOP and stated he now understands the policy on seatbelt use and other safety requirements.

Presented a good class to the section on 16 Aug 02 and displayed a good attitude when explaining the proper use of seatbelts for the other section members

PFC Smith has been utilizing his seat belt during all spot checks since 2 Aug 02

Counselor: Paul P. Moore Individual Counseled: Iron B. Smith Date of Assessment: 16 Aug 02

Note: Both the counselor and the individual counseled should retain a record of the counseling.

PRACTICAL EXERCISE 4

Title	Conduct Developmental Counseling Student Homework Assignment		
<hr/>			
Lesson Number/Title	L228 version 1 / CONDUCT DEVELOPMENTAL COUNSELING		
<hr/>			
Introduction	As a leader, you on many occasions must conduct some type of developmental counseling session with your subordinates. Here you will get the opportunity to check your strength and weakness of your counseling skills.		
<hr/>			
Motivator	The tasks you will perform during this PE will help you to counsel your subordinates correctly.		
<hr/>			
Learning Step/Activity	<p>NOTE: The instructor should inform the students of the following Learning Step/Activity requirements.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" data-bbox="402 888 1395 984"><tr><td style="padding: 5px;">Action:</td><td style="padding: 5px;">Conduct Developmental Counseling Student Homework Assignment.</td></tr></table>	Action:	Conduct Developmental Counseling Student Homework Assignment.
Action:	Conduct Developmental Counseling Student Homework Assignment.		
<hr/>			
Safety Requirements	None		
<hr/>			
Risk Assessment Level	Low		
<hr/>			
Environmental Considerations	None		
<hr/>			
Evaluation	This is not a graded PE. During the classroom instruction as a group you will discuss the solution and resolve any misunderstandings with your small group leader.		
<hr/>			
Instructional Lead-In	One of your most important duties is to develop your subordinates personally and professionally. Through effective developmental counseling you prepare your subordinates of today to be leaders of tomorrow. As a leader you must know where to find the information for providing correct counseling procedures to your subordinates.		

Resource Requirements

Instructor Materials:

- None

Student Materials:

- Pen or pencil.
 - FM 22-100.
-

Special Instructions

The student must complete this Conduct Developmental Counseling Student Homework Assignment before class.

Procedures

Students can use FM 22-100 or any other reference materials received for this lesson to complete this home work assignment.

Fill in the blanks.

1. Identify some of the characteristics you should include in your counseling style.

- a. _____.
- b. _____.
- c. _____.
- d. _____.
- e. _____.

2. To be an effective counselor, what qualities must you demonstrate?

- a. _____.
- b. _____.
- c. _____.
- d. _____.

3. How can you improve your counseling techniques?

- a. _____.
- b. _____ the kinds of problems that affect your subordinates.
- c. _____ your interpersonal skills.

4. List the agency that provides financial assistance and personal budget counseling and coordinates student loans through education loan programs.

_____ (_____).

5. List the two major categories of developmental counseling.

- a. _____.
- b. _____.

6. List some examples of event-oriented counseling.

- a. _____.
- b. _____ and _____.
- c. _____.
- d. _____.
- e. _____.
- f. _____.

7. List the two types of counseling in the second major category.

- a. _____.
 - b. _____.
-

**Procedures,
continued**

8. List the approaches to counseling.

- a. _____.
- b. _____.
- c. _____.

9. Identify the approach to counseling that works best to correct simple problems, make on the spot corrections, and correct aspects of duty performance.

_____.

10. Identify some counseling techniques you can use during the nondirective and combined approach to counseling.

- a. _____.
- b. _____.
- c. _____.
- d. _____.

11. Identify some counseling techniques you can use during the directive approach to counseling.

- a. _____.
- b. _____.

**Feedback
Requirement**

Your instructor will discuss the solutions with you based on the Instructor Only Solution Sheet to Practical Exercise 4.

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Appendix C, Practical Exercises and Solutions

TSP: T230

TITLE: Supervise Preventive Maintenance Checks and Services

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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

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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-- <ul style="list-style-type: none"> • 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.

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Appendix C, Practical Exercises and Solutions

c3

TSP: T223

TITLE: Training the Force

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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: <ul style="list-style-type: none">• 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	<p>Instructor Materials:</p> <ul style="list-style-type: none"> • Paper, easel paper and / or white board. <p>Student Materials:</p> <ul style="list-style-type: none"> • 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	<p>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."</p> <p>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).</p>
Feedback Requirements	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none">• 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.
-

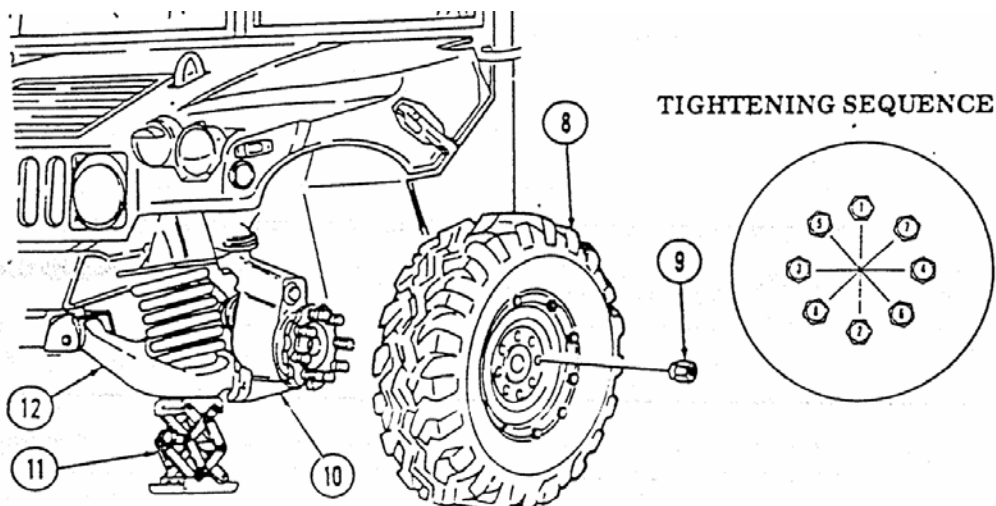
Practical Exercise 2

TM 9-2320-280-10 Manual Extract

3-26. WHEEL ASSEMBLY REPLACEMENT

WARNING

- 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.



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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 or 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

GO **NO GO**

- | | | |
|---|---|---|
| 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 C, Practical Exercises and Solutions

TSP: W221

TITLE: Map Reading

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Appendix C Practical Exercises and Solutions

This appendix contains the items listed in this table:

Item/Title	Pages
PE-1, Map Reading/Land Navigation Reinforcement Training	C-1 through C-3
SPE-1, Map Reading/Land Navigation Reinforcement Training	C-4

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PRACTICAL EXERCISE SHEET PE-1 (RTP)

Title Map Reading/Land Navigation Reinforcement Training

Lesson Number/Title W221 version 1 / Map Reading

Introduction This practical exercise is for PLDC students to use from inprocessing to the day the NCOA teaches W221 (Map Reading), to help prepare them for the map reading and land navigation training they will receive. This PE reinforces training students received during basic training or in their units.

NOTE: The RTP is in Appendix D as SH-4.

Motivator In order for you to successfully complete the graduation requirements of PLDC, you must be able to perform the skill level one tasks listed below. You will use these tasks in conjunction with the map reading and land navigation skills you will learn in this course. You will use these skills during the land navigation performance examination and when you lead a mission during the situational training exercise (STX), while filling a leadership position.

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:	Apply map reading skills.
Conditions:	In a classroom and field environment given a 1:50,000 Tenino map, 1:50,000 map of local training area, lensatic compass, GTA 5-2-12 (Coordinate Scale and Protractor), pencil, and paper, SH-2, SH-3, and SH-4.
Standards:	Applied map reading skills to-- <ul style="list-style-type: none"> • Determine elevation on a map. • Orient a map using a lensatic compass. • Determine direction on a map using a protractor. • Determine polar coordinates. • Convert azimuths using the declination diagram. • Find unknown locations on a map using intersection and resection. IAW STP 21-1-SMCT, FM 3-25.26 (SH-2), and FM 21-31 (SH-3).

Safety Requirements IAW NCOAs SOP.

Risk Assessment Level Low

Environmental Considerations None

Evaluation Not graded. The SGL will use the information gained from this exercise to enhance your map reading capabilities and skills.

**Instructional
Lead-In**

-
- Students will study on their own and take the quizzes in the attached Refresher Training Package (RTP) as out of class homework covering the following tasks found in appendix C of STP 21-1-SMCT, Aug 03:
 - Task 2 Identify topographic symbols on a military map.
 - Task 4 Determine the grid coordinates of a point on a military map.
 - Task 3 Identify terrain features on a map
 - Task 5 Determine a magnetic azimuth using a lensatic compass.
 - Task 8 Measure distance on a map.
 - Task 14 Determine direction without a compass.
 - Task 11 Orient a map to the ground by map terrain association.
 - Task 7 Determine a location on the ground by terrain association.
 - Students will use the first 4.5 hours of the map reading lesson to review their work on the RTP and conduct any remedial training.
-

**Resource
Requirements****Instructor Materials:**

- TSP
- VGTs (17)

NCOAs will provide the students the following during inprocessing:

- Map Reading/Land Navigation Reinforcement Training Package, SH 4.
- FM 3-25.26, Map Reading and Land Navigation, **or** SH-2, Appendix D.
- STP 21-1-SMCT, Soldier's Manual of Common Tasks, Skill Level One, Aug 03.
- GTA 5-2-12, Coordinate Scale and Protractor.
- 1:50,000 Tenino map.
- 1:50,000 map of the STX Training Area.
- Lensatic compass.
- NCOA developed Quiz Sheets Two, Five, and Six. (See NCOA Responsibilities on p RTP-i, para 2)

Student Materials:

- SH-1, Advance Sheet in Appendix D.
- Reinforcement Training Package in Appendix D.
- FM 3-25.26 Map Reading and Land Navigation, Jun 01 or SH 2 in appendix D.
- STP 21-1-SMCT, Skill Level 1, Appendix C, Aug 03.
- STP 21-24-SMCT, Skill Level 2-4, Aug 03.
- Lensatic compass.
- GTA 5-2-12 Coordinate Scale/Protractor.
- 1:50,000 Tenino map.
- 1:50,000 scale map of local STX area.

NOTE: Issued to students during inprocessing.

- Pencil and writing paper.
-

**Special
Instructions**

See NCOA responsibilities on the attached Map Reading/Land Navigation Reinforcement Training Package (SH-4), on p RTP-i, para 2.

Procedures

NOTE: The RTP and the overview and instructions are found in SH-4. The placement of the RTP as a handout is because the file was too large to fit in the

PE (App C) area.

- See Attached reinforcement training package.
- Students will turn in their RTP quizzes to their SGL NLT 3 days prior to the start of Lesson W221 (Map Reading). SGLs will identify weaknesses and provide feedback to the students.
- The first 4 hours and 30 minutes of W221 is to allow the students to review their RTPs, and work on any weaknesses they may have.
- SGLs should know--by the results of the RTP quizzes--the strengths and weaknesses of each soldier and the group's over all knowledge of the Skill Level 1 Tasks. SGLs may modify the conduct of the PE by focusing on the specific weaknesses of each soldier and the group as a whole.
- NCOAs will use the entire four hours and 30 minutes for the students to study and conduct hands on training of the skill level one map reading/land navigation skills listed above.

Feedback Requirements

This is a nongraded PE. However--as stated above--students will perform all tasks in the reinforcement training package (RTP) and turn in their work to their SGL. SGLs will assist soldiers in identifying any weaknesses and provide any needed remedial training. SGLs will also place the students' RTPs in their individual folders.

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**SOLUTION FOR
PRACTICAL EXERCISE PE-1 (RTP)**

You will find the solutions to the student quizzes in SH-4, pp RTPQAS-1 thru RTPQAS-6.

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Appendix C, Practical Exercises and Solutions

TSP: W222

TITLE: Combat Orders

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Appendix C Practical Exercises and Solutions)

This appendix contains the items listed in this table:	
Item/Title	Pages
PE-1, Conduct Precombat Checks	C-1 thru C-4
PE-2, Prepare a Squad Warning Order	C-5 thru C-8
SPE-2, Prepare a Squad Warning Order	C-9
PE-3, Prepare Elements of a Squad Operation Order	C-10 thru C-12
SPE-3, Prepare Elements of a Squad Operation Order	C-13
PE-4, Prepare a Squad Fragmentary Order	C-14 thru C-17
SPE-4, Prepare a Squad Fragmentary Order	C-18 and C-19

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Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 1: W222 version 1

PRACTICAL EXERCISE SHEET PE-1

Title Conduct Precombat Checks

Lesson Number / Title W222 version 1 / Combat Orders

Introduction You learned about the principles and techniques required to conduct precombat checks of personnel, equipment, and mission knowledge. You will put these principles and techniques into practice during the STX as part of your leadership responsibilities.

Motivator The lives of your Soldiers and the success of your mission rely heavily on the combat readiness of the individual Soldier. As a leader, you have a primary responsibility to ensure that each Soldier is combat ready. Precombat checks of the Soldier, his equipment, and his knowledge of the mission begins the initial focus of how to accomplish this responsibility.

This practical exercise (PE-1) will provide you with an opportunity to conduct precombat checks in a hands-on environment.

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:	Implement a Squad Level Combat Order.
Conditions:	In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.
Standards:	Implemented a squad level combat order by-- <ul style="list-style-type: none"> • Conducting troop-leading procedures. • Ensuring the conduct of precombat checks. • Preparing three types of combat orders: <ul style="list-style-type: none"> – Operation order (OPORD) – Warning order (WARNO), and – Fragmentary order (FRAGO). • Interpreting the commander's intent of a combat order in accordance with FM 7-8.

Safety Requirements Instructors act as safety instructors during the conduct of all training. Ensure students observe safe practices at all times. If conducting the practical exercise outside, take precautions dependent on the weather. Training area should be generally flat and free from debris.

Risk Assessment Low - Determined by Instructor

Environmental Considerations None

-
- Evaluation**
- Students: Using the precombat checklist--page C-3 (PE-1)--and the mission briefing for the STX, you will inspect each other, taking not more than 10 minutes per person. Record any deficiencies that the inspected Soldier cannot correct on the spot.
 - Instructors observe the inspection and grade the inspecting Soldier with the same checklist. Upon completion of the inspection, provide feedback to the inspecting student.
 - Conduct of precombat inspections is a course requirement; however, this is a no graded exercise.

Instructional Lead-In

This practical exercise will test your ability to inspect your Soldiers in preparation for combat. Using the mission briefing and Student Handout checklists, you will fulfill the role as unit leaders and ensure your Soldiers are ready for combat.

Resource Requirements

Field equipment as specified in the academy SOP, STX mission briefing and Pre-combat Checklist, page C-3 and C-4.

-
- Special Instructions**
- Students will perform this PE right before departing for the STX, after donning their field equipment IAW NCOA SOP and receiving the STX mission statement.
 - NCOA commandant determines the exact time for conducting the PE.
 - Students will assemble equipment according to NCOA SOP.
 - Students will partner up with a Soldier and inspect each other using the check sheets on page C-3 and C-4.
 - SGLs will observe and note deficiencies on the check sheets on pages C-3 and C-4.
 - SGLs will provide feedback to the Soldiers of their performance.
 - SGLs will ensure--once the PE is complete--the students correct all deficiencies critical to mission performance prior to the STX phase.

-
- Procedures**
- Draw field equipment according to NCOA SOP.
 - Receive mission briefing.
 - Pair up with designated partner.
 - You have 15 minutes to prepare equipment according to mission METT-T considerations and SOP guidance.
 - You have 10 minutes per person to inspect each other.
 - Record information of deficiencies not corrected on the spot and provide them to the SGL.
 - Correct critical deficiencies prior to beginning STX phase.

Feedback Requirements

Rapid, immediate feedback is essential to effective learning. This is a graded exercise, but is not required for successful course completion, nor does it become part of the permanent student record. However, the goal is to ensure that all students have prepared themselves for the STX. Instructors will ensure students correct deficiencies prior to departing for STX.

PRECOMBAT CHECKLIST

1. INSPECT PERSONNEL	GO	NO-GO
Start at head, check headgear and camouflage. Ensure Soldier has not used perfumed aftershave, soap or body deodorants.		
Check to ensure the Soldier is wearing his ID tags and is carrying his ID card. Check to ensure he taped the ID tags together and to the chain so they cannot slide or rattle.		
Check to ensure the Soldier is wearing the appropriate clothing items to provide him maximum environmental protection. Check uniform for general appearance, fit and serviceability. Faded battle dress uniforms lose the ability to deflect infra-red detection devices.		
Check field suspenders for proper fit and position. If the Soldier wears a rucksack, ensure that it does not exceed the prescribed combat load weights.		
Check the footgear for fit and serviceability. Ensure the Soldier is wearing the proper layers and type of socks to ensure proper protection from the elements.		
Check the Soldier's feet for blisters, sores or evidence of rashes.		
Check to ensure the Soldier has hydrated sufficiently and has eaten all meals scheduled.		
Note all discrepancies and submit to the proper authority. Follow-up to ensure missing and nonfunctional items are replaced immediately.		
2. INSPECT EQUIPMENT	GO	NO-GO
Check LBE/LCE items for accountability. Check the clips and buckles for serviceability. Check items to ensure the Soldier securely attached the items to the field suspenders and belt and will not cause any rattling. Check all items for serviceability, and note any item that is missing.		
Check to make sure the Soldier filled his canteens to capacity with potable water. Make sure the Soldier has the quantity or MREs required that he must carry.		
Check to make sure the Soldier has his assigned weapon and his basic load of ammunition. Check the weapon for cleanliness and ensure that it is functional. Note any discrepancies.		
Check to see the Soldier is carrying the proper threat protection equipment as prescribed by SOP. Ensure the equipment is serviceable and ready for donning. Note any discrepancies and missing items.		
Submit all lists of discrepancies to the proper authority and follow-up to ensure replacement of missing and nonfunctional items immediately.		
3. Check Mission Knowledge	GO	NO-GO
Check to make sure the Soldier knows the unit's mission (task & purpose). AS a minimum, the Soldier should know who, what, where, when, & why. Check to make sure the Soldier is prepared to accomplish any specific tasks assigned to him.		
Check to make sure the Soldier knows the higher headquarters commander's intent.		
Check to make sure the Soldier knows the concept of operation, to include control measures.		
Immediately correct any evidence of lack of knowledge.		

GRADING SHEET 1 TO PRACTICAL EXERCISE 1 (MISSION KNOWLEDGE)

MISSION UNDERSTANDING	GO	NO-GO
1. WHO:		
2. WHAT:		
3. WHEN:		
4. WHERE:		
5. WHY:		

INDIVIDUAL TASKS	GO	NO-GO
1. WHO:		
2. WHAT:		
3. WHEN:		
4. WHERE:		
5. WHY:		

PRACTICAL EXERCISE SHEET PE-2

Title	Prepare a Squad Warning Order						
Lesson Number / Title	W222 version 1 / Combat Orders						
Introduction	As a leader you must survive, fight, and win on the battlefield. You will be responsible for planning and executing combat missions. The way you receive and issue combat orders can determine whether you and your Soldiers survive or die.						
Motivator	This practical exercise will help you evaluate your ability to analyze an order and to determine the information you must include in a squad warning order.						
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Action:</td> <td>Implement a Squad Level Combat Order.</td> </tr> <tr> <td>Conditions:</td> <td>In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.</td> </tr> <tr> <td>Standards:</td> <td> Implemented a squad level combat order by-- <ul style="list-style-type: none"> • Conducting troop-leading procedures. • Ensuring the conduct of precombat checks. • Preparing three types of combat orders: <ul style="list-style-type: none"> – Operation order (OPORD) – Warning order (WARNO) – Fragmentary order (FRAGO) • Interpreting the commander’s intent of a combat order IAW FM 7-8. </td> </tr> </table>	Action:	Implement a Squad Level Combat Order.	Conditions:	In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.	Standards:	Implemented a squad level combat order by-- <ul style="list-style-type: none"> • Conducting troop-leading procedures. • Ensuring the conduct of precombat checks. • Preparing three types of combat orders: <ul style="list-style-type: none"> – Operation order (OPORD) – Warning order (WARNO) – Fragmentary order (FRAGO) • Interpreting the commander’s intent of a combat order IAW FM 7-8.
Action:	Implement a Squad Level Combat Order.						
Conditions:	In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.						
Standards:	Implemented a squad level combat order by-- <ul style="list-style-type: none"> • Conducting troop-leading procedures. • Ensuring the conduct of precombat checks. • Preparing three types of combat orders: <ul style="list-style-type: none"> – Operation order (OPORD) – Warning order (WARNO) – Fragmentary order (FRAGO) • Interpreting the commander’s intent of a combat order IAW FM 7-8. 						
Safety Requirements	Instructors act as safety instructors during the conduct of all training. Ensure students observe safe practices at all times. If conducting the practical exercise outside, take precautions dependent on the weather. Training area should be generally flat and free from debris.						
Risk Assessment	Low - Determined by Instructor						
Environmental Considerations	None						
Evaluation	We will discuss and answer any questions about this PE as a group.						

Instructional Lead-In

This PE requires you to apply the information you learned in this lesson to correctly extract a squad order from the platoon order.

Resource Requirements**Instructor Materials:**

- PE-2, pages C-7 and C-8 or VGT-25.
 - Page C-9 or VGTs 26 and 27.
-

Special Instructions

None

Procedures

- Handout pages C-7 or show VGT-25, Platoon Warning Order.
 - Hand out page C-8
 - From the platoon WARNO, students will--in the next 15 minutes--fill in the following information on page C-8:
 - The four essential elements in a warning order and any special instructions.
 - A written squad warning order.
 - After 15 minutes, call on some students to read their answers to the class.
 - Hand out the schoolhouse solution, C-9, or show the solutions, using VGTs 26 and 27.
 - Answer any questions.
 - Go directly to PE-3.
-

Feedback Requirements

SGLs will provide feedback on each group's work.

Platoon Warning Order

Our mission is to attack the town of Corona at 1830. The enemy has some good positions in the buildings. There may also be enemy tanks in the town. Draw six grenades and one AT-4 for each man. Each squad will carry 10 blocks of C4, 10 non-electric blasting caps, 10 fuse lighters, 100 feet of detonating cord, and 15 feet of fuse. The platoon sergeant will tell you where and when you can pick it up. Let me know by 1330 if you have any problems with radios or weapons. Meet me back here at 1405. At that time, we will move up to the ridge, overlooking the town, where I will give the complete order.

If Available, the 4 minimum essential elements in a warning order.

1. The Mission: (The nature of the operations) _____

2. Who is participating in the operation. _____

3. Time of the operations. _____

4. Time and place for issuance of the complete order. _____

5. Any special instructions _____

Squad Warning Order

**SOLUTION FOR
PRACTICAL EXERCISE SHEET PE-2**

SPE-2, Solution to Prepare a Squad Warning Order

If Available, the four minimum essential elements in a warning order.

1. The Mission: (The nature of the operations) Attack the town of Corona.

 2. Who is participating in the operation. The squad as part of the platoon.

 3. Time of the operations. At 1830

 4. Time and place for issuance of the complete order. 1515

 5. Any special instructions Each man will carry six grenades and one LAW. SGT Evans' team will handle the squads demolitions and draw 10 blocks of C4, 10 nonelectric blasting caps, 10 fuse igniters, 100 feet of detonating cord, and 15 feet of fuse. Make sure you test burn the fuse. Private Smith, carry a climbing rope and grappling hook.
-

Squad Warning Order

Our mission is **1to attack the town of Corona** at **31830** as **2part of the platoon**. The enemy has well-prepared positions in the buildings and probably has tanks with him. **5Each man will carry six grenades and one LAW**, in addition to the standard load for rifles and grenade launchers. **5Sergeant Evans, your team will handle our demolitions: draw 10 blocks of C4, 10 non-electric blasting caps, 10 fuse igniters, 100 feet of detonating cord, and 15 feet of fuse. Make sure you test burn the fuse. Private Smith, carry a climbing rope and grappling hook.** The platoon sergeant will be here in 20 minutes to tell us where and when we can pick up our ammunition and equipment. I'm leaving now to get the platoon order. Sergeant Jones is in charge until I get back. **4We will meet here at 1515 for the OPORD.**

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PRACTICAL EXERCISE SHEET PE-3

Title	Prepare Elements of a Squad Operation Order						
Lesson Number / Title	W222 version 1 / Combat Orders						
Introduction	As a leader you must survive, fight, and win on the battlefield. When you receive an order, you must clearly understand what your unit has to accomplish in relation to the ground and to the other units.						
Motivator	This practical exercise will help you evaluate your ability to determine the commander's intent and to prepare the concept of operation for a squad's OPORD.						
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Action:</td> <td>Implement a Squad Level Combat Order.</td> </tr> <tr> <td>Conditions:</td> <td>In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.</td> </tr> <tr> <td>Standards:</td> <td> Implemented a squad level combat order by-- <ul style="list-style-type: none"> • Conducting troop-leading procedures. • Ensuring the conduct of precombat checks. • Preparing three types of combat orders: <ul style="list-style-type: none"> – Operation order (OPORD) – Warning order (WARNO) – Fragmentary order (FRAGO) • Interpreting the commander's intent of a combat order IAW FM 7-8. </td> </tr> </table>	Action:	Implement a Squad Level Combat Order.	Conditions:	In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.	Standards:	Implemented a squad level combat order by-- <ul style="list-style-type: none"> • Conducting troop-leading procedures. • Ensuring the conduct of precombat checks. • Preparing three types of combat orders: <ul style="list-style-type: none"> – Operation order (OPORD) – Warning order (WARNO) – Fragmentary order (FRAGO) • Interpreting the commander's intent of a combat order IAW FM 7-8.
Action:	Implement a Squad Level Combat Order.						
Conditions:	In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.						
Standards:	Implemented a squad level combat order by-- <ul style="list-style-type: none"> • Conducting troop-leading procedures. • Ensuring the conduct of precombat checks. • Preparing three types of combat orders: <ul style="list-style-type: none"> – Operation order (OPORD) – Warning order (WARNO) – Fragmentary order (FRAGO) • Interpreting the commander's intent of a combat order IAW FM 7-8. 						
Safety Requirements	Instructors act as safety instructors during the conduct of all training. Ensure students observe safe practices at all times. If conducting the practical exercise outside, take precautions dependent on the weather. Training area should be generally flat and free from debris.						
Risk Assessment	Low - Determined by Instructor						
Environmental Considerations	None						
Evaluation	We will discuss and answer any questions about this PE as a group.						
Instructional Lead-In	This PE requires you to apply the information you learned in this lesson to correctly determine the commander's intent and to prepare the concept of operation for a squad's OPORD.						

Resource Requirements

Pencil and paper.

Special Instructions

- During this PE you will demonstrate your ability to write a statement of the commander's intent and the concept of operation for a squad's OPORD.
- Divide the group into four small groups. Designate each group as 1st squad, 2d squad, 3d squad, and platoon headquarters. Each squad will:
- Allow 15 minutes for the groups to write the commander's intent statement and the concept of operations for their squad.
 - Write a statement of what they deem is the commander's intent based on the Execution paragraph of the OPORD.
 - Write a concept of operations.

Pass out page C-12 and explain the procedures outlined below.

- Have each group select a representative to present the group's commander's intent statement and write it on the board so all can compare their statements with each others' statements and the schoolhouse statement.
- Each group's representative will present their concept of operation.
- Discuss the statements and concepts of operations using the guidance in the Solutions to Practical Exercise 3 on page C-13 or Show VGT-28.
- Answer any questions.
- Go directly to PE-4.

Feedback Requirements

SGLs will provide feedback on each group's work.

Execution Paragraph of the Platoon Operation Order

3. EXECUTION:

a. Concept of operation. The 2d platoon will attack dismounted crossing the line of departure (LD) at 0600. We will cross the LD in column formation using the traveling overwatch technique. Order of march will be 2d squad, platoon headquarters, 1st squad, 3d squad. The carrier element will provide overwatching fires from Hill 294 (NB 780916). When we reach Catfish Creek, our assault position, we will deploy in line formation with 1st squad on the left, 2d squad as the base squad in the center, and 3d squad on the right to seize Hill 301, Objective RED. By seizing Objective RED, we will be able to control all movement on the road between Hills 309 (NB 783910) and 301 (NB 782918). If the enemy counterattacks, the company commander thinks they may try to use the road. By seizing Hill 309, Objective BLUE, on our left, 1st Platoon will assist in protecting the battalion's flank against enemy counterattack. The 3d Platoon will be following during the assault and prepared to continue the assault if needed. There will be a 15-minute artillery preparation beginning at 0550. We have priority of fires. My map shows the targets I have chosen. Make sure you mark them on your map before you leave.

b. Missions for subordinate units:

- (1) 1st squad: Consolidate from 9 to 11.
- (2) 2d squad: Consolidate from 11 to 1.
- (3) 3d squad: Consolidate from 1 to 3.
- (4) Carrier element:
 - (a) Support assault from Hill 294.
 - (b) Shift fires on order to northeast.
 - (c) Move to objective on order.

c. Coordinating instructions:

- (1) 2d squad is base squad during assault.
- (2) In consolidation, 12 o'clock is east.
- (3) Limit of advance is 100 meters beyond crest of the hill.

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**SOLUTION FOR
PRACTICAL EXERCISE SHEET PE-3**

SPE-3, Solution to Prepare Elements of A Squad Operation Order

Commander's intent: To control the road between Hill 301 and Hill 309 in case of possible enemy counterattack.

Concept of operation for 1st squad: (Modify the wording in the underlined areas to apply to the other elements.)

The 1st squad's mission, our mission, is to attack and seize the left part of Hill 301, located here. We attack dismounted, crossing the LD at 0600 in column formation using traveling overwatch behind 2d squad and the platoon headquarters, with 3d squad following us. Our carrier provides overwatching fires from Hill 294, located here. Our assault position is Catfish Creek where we deploy in line formation: our squad on the left; 2d squad, base squad, in the center; and 3d squad on the right to seize Hill 301, Objective RED. After we seize Objective RED, we have to watch this road between us and 1st platoon on Hill 309 for possible enemy counterattack. A 15-minute artillery prep will begin at 0550. We consolidate on Objective RED from 9 to 11 with 12 being east. We link with 2d squad at 11. The 3d platoon may come up to pass through us to continue the attack. Our carrier will move forward on order and join us on the objective. No one is to advance more than 100 meters beyond the crest of the hill.

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PRACTICAL EXERCISE SHEET PE-4

Title	Prepare a Squad Fragmentary Order						
Lesson Number / Title	W222 version 1 / Combat Orders						
Introduction	As a leader you must survive, fight, and win on the battlefield. When you receive a change in the tactical situation or to the operation order, you must issue brief, specific, and timely instructions in a FRAGO.						
Motivator	This practical exercise will help you evaluate your ability to extract a squad's fragmentary order from the platoon's fragmentary order.						
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Action:</td> <td>Implement a squad level combat order.</td> </tr> <tr> <td>Conditions:</td> <td>In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.</td> </tr> <tr> <td>Standards:</td> <td> Implemented a squad level combat order by-- <ul style="list-style-type: none"> • Conducting troop-leading procedures. • Ensuring the conduct of precombat checks. • Preparing three types of combat orders: <ul style="list-style-type: none"> – Operation order (OPORD) – Warning order (WARNO) – Fragmentary order (FRAGO) • Interpreting the commander's intent of a combat order IAW FM 7-8. </td> </tr> </table>	Action:	Implement a squad level combat order.	Conditions:	In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.	Standards:	Implemented a squad level combat order by-- <ul style="list-style-type: none"> • Conducting troop-leading procedures. • Ensuring the conduct of precombat checks. • Preparing three types of combat orders: <ul style="list-style-type: none"> – Operation order (OPORD) – Warning order (WARNO) – Fragmentary order (FRAGO) • Interpreting the commander's intent of a combat order IAW FM 7-8.
Action:	Implement a squad level combat order.						
Conditions:	In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.						
Standards:	Implemented a squad level combat order by-- <ul style="list-style-type: none"> • Conducting troop-leading procedures. • Ensuring the conduct of precombat checks. • Preparing three types of combat orders: <ul style="list-style-type: none"> – Operation order (OPORD) – Warning order (WARNO) – Fragmentary order (FRAGO) • Interpreting the commander's intent of a combat order IAW FM 7-8. 						
Safety Requirements	Instructors act as safety instructors during the conduct of all training. Ensure students observe safe practices at all times. If conducting the practical exercise outside, take precautions dependent on the weather. Training area should be generally flat and free from debris.						
Risk Assessment	Low - Determined by Instructor						
Environmental Considerations	None						
Evaluation	We will discuss and answer any questions about this PE as a group.						
Instructional Lead-In	This PE requires you to apply the information you learned in this lesson to extract information needed to write your squad's fragmentary order.						

Resource Requirements

Pencil and paper

Special Instructions

Read the platoon's FRAGO on the next page and as a group, write a FRAGO for your unit. You have eight minutes to complete this exercise.

- Pass out page C-16, Platoon FRAGO, or show VGT-30 and read the procedures outlined below.
- Have the Soldiers remain in their designated group/squad, but have them select a different representative to present the group/squad's FRAGO.
- Give each group a blank worksheet, page C-17 and instruct the following:
 - You have 8-minutes to write a squad FRAGO based off the Platoon FRAGO.
 - Fill in the blank worksheet for your particular squad.
 - You will brief your FRAGO to the class.
- After the groups brief their squad FRAGOs, hand out pages C-18 and C-19 or show VGT-31 through 34 for a solution.
- Answer any questions.

Procedures

SGLs will provide feedback on each group's work.

Platoon Fragmentary Order

Situation: Enemy/Friendly	"Estimate a tank section, in well-prepared positions in vicinity of Hill 294, has stopped the carrier element."
Mission	"No Change."
Orders to Subordinate Units	"2d squad and 3d squad continue attack to seize Objective RED. 1st squad moves to Hill 294 and helps the carrier element contain the enemy."
Fire Support	"Priority of fire remains with 2d platoon."
Coordinating Instructions	"2d squad must coordinate with 1st squad of 3d platoon to ensure the left flank is secure. The platoon's 1st squad will annihilate the enemy's tank section first and then assume their positions."

<u>1st Squad</u>	
Situation: Enemy/Friendly	
Mission	
Orders to Subordinate Units	
Fire Support	
Coordinating Instructions	

<u>2d Squad</u>	
Situation: Enemy/Friendly	
Mission	
Orders to Subordinate Units	
Fire Support	
Coordinating Instructions	

<u>3d Squad</u>	
Situation: Enemy/Friendly	
Mission	
Orders to Subordinate Units	
Fire Support	
Coordinating Instructions	

<u>Platoon Headquarters</u>	
Situation: Enemy/Friendly	
Mission	
Orders to Subordinate Units	
Fire Support	
Coordinating Instructions	

**SOLUTION FOR
PRACTICAL EXERCISE SHEET PE-4**

SPE-4, Solution to Prepare a Fragmentary Order

1st Squad

Situation: Enemy/Friendly	"Estimate a tank section, in well-prepared positions in vicinity of Hill 294, has stopped the carrier element."
Mission	"Our 1st squad will annihilate the enemy's tank section first and then assume that position."
Orders to Subordinate Units	"No change."
Fire Support	"No change."
Coordinating Instructions	"No change."

2d Squad

Situation: Enemy/Friendly	"Estimate a tank section, in well-prepared positions in vicinity of Hill 294, has stopped the carrier element."
Mission	"No change."
Orders to Subordinate Units	"No change."
Fire Support	"No change."
Coordinating Instructions	Coordinate with 1st squad of 3d platoon to ensure left flank is secure.

3d Squad

Situation: Enemy/Friendly	"Estimate a tank section, in well-prepared positions in vicinity of Hill 294, has stopped the carrier element."
Mission	"No change."
Orders to Subordinate Units	"No change."
Fire Support	"No change."
Coordinating Instructions	"No change."

Platoon Headquarters

Situation: Enemy/Friendly	"Estimate a tank section, in well-prepared positions in vicinity of Hill 294, has stopped the carrier element."
Mission	"No change."
Orders to Subordinate Units	"No change."
Fire Support	"No change."
Coordinating Instructions	"No change."

Appendix C, Practical Exercises and Solutions

TSP: W223

TITLE: Conduct Movement

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Appendix C, PRACTICAL EXERCISES: W223 Version 2

This appendix contains the items listed in this table--

Title/Synopsis	Page
PE-1, Select a Movement Route Using a Map.	C-2 thru C-3
SPE-1, Solution for PE-1, Select a Movement Route Using a Map	C-4
PE-2, Conduct Movement	C-5 thru C-8
PE-3, Crossing Danger Areas	C-9 thru C-11

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PRACTICAL EXERCISE 1

Title Select a Movement Route Using a Map.

Lesson Number/Title W223 version 2 / Conduct Movement

Introduction This practical exercise is going to give you experience in selecting a route from one point to another using a map based on the information provided to you in a FRAGO or OPORD.

Motivator One key to success in tactical missions is the ability to move from one point to another undetected by the enemy. Your objective is to find a route that will allow for movement using terrain that provides cover and concealment for your section/squad. You will use the four steps during this exercise to select a route to a destination to accomplish a mission provided to you on an operations order (OPORD) or fragmentary order (FRAGO).

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:	Lead a team/squad in dismounted movement.
Conditions:	In a classroom environment culminating in a situational training exercise and given a team/squad of soldiers.
Standards:	Led a team/squad in a selected route while dismounted using different formations and movements with visual signals; enforced detection procedures, and crossed a danger area IAW FM 3-25.26, FM 7-8, FM 21-60, FM 21-75, STP 21-1-SMCT, and STP 21-24 SMCT.

Safety Requirements None

Risk Assessment Level Low

Environmental Considerations None

Evaluation This is not a graded exercise.

Instructional Lead-In

You will take the information presented in this lesson plan and prepare a movement route from one point on the map to another. You will take into consideration the situation based on a FRAGO or OPORD your SGL issues to you.

Resource Requirements**Instructor Materials:**

SGL Materials--TSP

Student Materials:

Students must have--

- Pencil.
 - Paper.
 - Map of the local STX training area.
 - GTA 5-2-12 Coordinate Scale and Protractor.
 - Copy of a FRAGO or OPORD.
-

Special Instructions

NCOA--

- Maps used will be of the local STX training area. This will allow the students to become familiar with the STX training area prior to the STX.
 - Develop a FRAGO or OPORD for the students to use in their planning of the movement route.
 - Provide the students with a start point and an ending point on the map and instruct them to formulate the best route based on the terrain and the information on the FRAGO or OPORD.
 - Develop an instruction sheet on how to conduct the PE.
 - Develop a solution sheet, slide, or other means to provide the solution to the students upon completion of the exercise.
-

Procedures

NCOAs may develop their own procedures to conduct this PE; however, the students must meet the following standards when they select a route on their map: Their routes must offer--

- Maximum cover.
 - Maximum concealment.
 - Good observation to fire at known or suspected enemy positions along movement route.
 - Best fields of fire.
 - The most favorable tactical advantage.
 - Positive control of all elements.
-

Feedback Requirements

This is a not a graded PE. However, students will perform this same task during the STX when they serve in their leadership role. This task will be part of the students graded performance in the field while serving in a leadership position.

**SOLUTION FOR
PRACTICAL EXERCISE 1**

NCOA developed.

Select a Movement Route Using a Map.

This is not a graded exercise.

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PRACTICAL EXERCISE 2

Title Conduct Movement

Lesson Number/Title W223 version 2 / Conduct Movement

Introduction For the next hour and a half you will be walking through the three movement techniques using movement formations while ensuring security during movement and halts based on METT-T, and using arm-and-hand signals.

Motivator

You learned and practiced earlier how to select a movement route using a map. Now the next thing you must accomplish is to move on that route using the proper movement techniques in a movement formation, while ensuring security during movement and halts, using hand and arm signals.

Your SGL will line you up in formations where you can observe the formations and distances and walk through the three movement techniques. You will move across an area using the movement techniques and formations you talked about during class.

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:	Lead a team/squad in dismounted movement.
Conditions:	In a classroom environment culminating in a situational training exercise and given a team/squad of soldiers.
Standards:	Led a team/squad in a selected route while dismounted using different formations and movements with visual signals; enforced detection procedures, and crossed a danger area IAW FM 3-25.26, FM 7-8, FM 21-60, FM 21-75, STP 21-1-SMCT, and STP 21-24 SMCT.

Safety Requirements Prior to the start of any exercise, students must receive thorough briefings on safety, medical, and environmental hazards.

- The chief instructor (CI) of PLDC at each NCOA will conduct a safety risk assessment and a safety briefing as appropriate.
- Fluid replacement policy for warm weather training (average acclimated soldier wearing BDU, hot weather).

The Army reviewed its policy for warm weather training as the result of a soldier's death and other instances of soldier hospitalization during 1997. The determination was that these soldiers suffered from over-hydration. The revised fluid replacement chart (below) describes the revised amounts of fluid replacement and work/rest cycles for acclimatized soldiers undergoing training. Of particular note is the fact that the revised maximum **hourly** fluid intake should **NOT** exceed 1.25 quarts, and the revised maximum daily fluid intake should **NOT** exceed 12 liters.

Heat Category	WBGT Index, °F	Easy Work		Moderate Work		Hard Work	
		Work /Rest	Water Intake, Qt/hr	Work /Rest	Water Intake, Qt/hr	Work /Rest	Water Intake Qt/hr
1	78-81.9	NL	1/2	NL	3/4	40/20 min	3/4
2 Green	82-84.9	NL	1/2	50/10 min	3/4	30/30 min	1
3 Yellow	85-87.9	NL	3/4	40/20 min	3/4	30/30 min	1
4 Red	88-89.9	NL	3/4	30/30 min	3/4	20/40 min	1
5 Black	>90	50/10 min	1	20/40 min	1	10/50 min	1

- The work/rest times and fluid replacement volumes will sustain performance and hydration for at least 4 hrs of work in the specified heat category. Individual water needs will vary + or – 1/4 qt/hr.
- NL = no limit to work time per hour. Rest means minimal physical activity (sitting or standing) and accomplished in shade if possible.
- **CAUTION: Hourly fluid intake should not exceed 1 1/4 quarts.**
- **Daily fluid intake should not exceed 12 Liters.**
- **NOTE:** MOPP gear adds 10° F to WBGT Index.
- **NOTE:** Wearing body armor adds 5° F to WBGT Index

Easy Work	Moderate Work	Hard Work
<ul style="list-style-type: none"> • Weapon maintenance. • Walking hard surface at 2.5 mph, ≤ 30 lb. load • Guard duty. • Marksmanship training. • Drill and Ceremony. 	<ul style="list-style-type: none"> • Walking loose sand at 2.5 mph, no load. • Walking hard surface at 3.5 mph, < 40 lb. load. • Calisthenics. • Patrolling. • Individual movement techniques. e.g. low crawl, high crawl. • Defensive position construction. 	<ul style="list-style-type: none"> • Walking loose sand at 2.5 mph with load. • Walking hard surface at 3.5 mph, ≥ 40 lb. load. • Field assaults.

Risk Assessment Level

Low

Environmental Considerations

Check with local environmental office for local requirements.

Evaluation

- AAR
- This PE is not a graded exercise.
- Some skills you learn during this PE, you will apply during the tactical leadership evaluations conducted during the STX.

Instructional Lead-In

This PE is a culmination of all that you have learned to this point of this lesson plan “conduct movement.” You will lead and participate in a walk through-- using hand and arm signals--of the three movement techniques in squad/team movement formations.

I will form you up into two fire teams to demonstrate and walk you through--

- Wedge formation.
- Traveling.
- Traveling overwatch.
- Bounding overwatch
- Fire and maneuver.

Pay attention to my demonstrations. You will have to lead a team using these techniques during the STX. Ask questions as I guide you through this exercise.

Resource Requirements**Instructor Materials:**

- SGL Materials--TSP

Student Materials:

NOTE: Issued to students during inprocessing.

- Advance sheet in Appendix D, pen or pencil and writing paper and any materials required by the NCOA’s SOP.

Special Instructions

- The PE is not to train students to be infantrymen or to place unrealistic emphasis on tactics.
- Design the PE so that the crux of the exercise is to see how well students use the skills and knowledge they learned during the class.
- Conduct this exercise as a walk through.
- Upon completion of all walk throughs, provide some of the students with an oral OPORD/FRAGO for the squad to move. Based on the OPORD/FRAGO the SGL gives, the assigned squad leader must determine the movement technique and formation of the squad/team.
- The intent of this PE is not to have the squad reach task proficiency but rather that the students participate in a collective training event.

NOTE: The SGL must continuously evaluate and critique the students as they progress through the walk throughs.

- While mission accomplishment is important, the SGLs must place their emphasis on the students' ability to lead soldiers, think, reason, organize, and
-

Special Instructions,
continued

- communicate, not mission accomplishment. Soldiers are to learn the basic execution of the task performed.
- Uniform/Equipment:
 - BDUs with field cap
 - LCE with two canteens of water.
 - 4 M16s or Rubber M16s per group of 8.
 - Other uniform/equipment requirements IAW NCOA SOP.
- Student-led AARs must occur whenever possible, followed by a cadre AAR to reinforce the learning process. Students and cadre may conduct these AARs at the conclusion of an event, when student leaders change, or at the end of the PE. SGLs should place their students in a relaxed posture for the AARs. This will aid in the learning process. An example of a relaxed posture is the students grounding their equipment. This of course depends on time available or the situation and is solely the SGL's call.
- Recommended sequence of events:
 - Students move outside.
 - One group walks through the PE while other groups observe.
 - Conduct an AAR.
 - Second group walks through the PE while other groups observe.
 - Conduct an ARR.
 - Repeat until all groups have run through the exercise.
 - Select some students to lead a squad. Provide them with an oral OPORD/FRAGO.
Tell the student to select the proper movement technique and formation, and to move the squad out based on the orders.
 - Conduct an AAR.

Procedures

None.

Feedback Requirements

SGLs will conduct AARs frequently throughout the exercise.

PRACTICAL EXERCISE 3

Title Crossing Danger Areas

Lesson Number/Title W223 version 3 / Conduct Movement

Introduction For the next hour you will be walking through the procedures in crossing a danger area using movement techniques and movement formations based on METT-T and using arm-and-hand signals.

Motivator You learned and practiced earlier how to select a movement route using a map and proper movement techniques in a movement formation using arm-and-hand signals. Now we will add these newly learned skills and use them to cross danger areas.

Your SGL will line you up in formations where you will walk through the procedures to cross a danger area.

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:	Lead a team/squad in dismounted movement.
Conditions:	In a classroom environment culminating in a situational training exercise and given a team/squad of soldiers.
Standards:	Led a team/squad in a selected route while dismounted using different formations and movements with visual signals; enforced detection procedures, and crossed a danger area IAW FM 3-25.26, FM 7-8, FM 21-60, FM 21-75, STP 21-1-SMCT, and STP 21-24 SMCT.

Safety Requirements Prior to the start of any exercise, students must receive thorough briefings on safety, medical, and environmental hazards.

- The chief instructor (CI) of PLDC at each NCOA will conduct a safety risk assessment and a safety briefing as appropriate.
- Fluid replacement policy for warm weather training (average acclimated soldier wearing BDUs, hot weather).

The Army reviewed its policy for warm weather training as the result of a soldier's death and other instances of soldier hospitalization during 1997. The determination was that these soldiers suffered from over-hydration. The revised fluid replacement chart (below) describes the revised amounts of fluid replacement and work/rest cycles for acclimatized soldiers undergoing training. Of particular note is the fact that the revised maximum **hourly** fluid intake should **NOT** exceed 1.25 quarts, and the revised maximum daily fluid intake should **NOT** exceed 12 liters.

Heat Category	WBGT Index, °F	Easy Work		Moderate Work		Hard Work	
		Work /Rest	Water Intake, Qt/hr	Work /Rest	Water Intake, Qt/hr	Work /Rest	Water Intake Qt/hr
1	78-81.9	NL	1/2	NL	3/4	40/20 min	3/4
2 Green	82-84.9	NL	1/2	50/10 min	3/4	30/30 min	1
3 Yellow	85-87.9	NL	3/4	40/20 min	3/4	30/30 min	1
4 Red	88-89.9	NL	3/4	30/30 min	3/4	20/40 min	1
5 Black	>90	50/10 min	1	20/40 min	1	10/50 min	1

- The work/rest times and fluid replacement volumes will sustain performance and hydration for at least 4 hrs of work in the specified heat category. Individual water needs will vary + or – 1/4 qt/hr.
- NL = no limit to work time per hour. Rest means minimal physical activity (sitting or standing) and accomplished in shade if possible.
- **CAUTION: Hourly fluid intake should not exceed 1 1/4 quarts.**
- **Daily fluid intake should not exceed 12 Liters.**
- **NOTE:** MOPP gear adds 10° F to WBGT Index.
- **NOTE:** Wearing body armor adds 5° F to WBGT Index

Easy Work	Moderate Work	Hard Work
<ul style="list-style-type: none"> • Weapon maintenance. • Walking hard surface at 2.5 mph, ≤ 30 lb. load • Guard duty. • Marksmanship training. • Drill and Ceremony. 	<ul style="list-style-type: none"> • Walking loose sand at 2.5 mph, no load. • Walking hard surface at 3.5 mph, < 40 lb. load. • Calisthenics. • Patrolling. • Individual movement techniques. e.g. low crawl, high crawl. • Defensive position construction. 	<ul style="list-style-type: none"> • Walking loose sand at 2.5 mph with load. • Walking hard surface at 3.5 mph, ≥ 40 lb. load. • Field assaults.

Risk Assessment Level Low

Environmental Considerations Check with local environmental office for local requirements.

Evaluation

- AAR
- This PE is not a graded exercise.
- Some skills you learn during this PE, you will apply during the tactical leadership evaluations conducted during the STX.

**Instructional
Lead-In,**
continued

This PE is a culmination of all that you have learned to this point of this lesson plan “conduct movement.” You will lead and participate in a walk through to cross a danger area, using the proper movement techniques and hand and arm signals to cross a danger area.

I will form you up into two fire teams to demonstrate and walk you through the procedures to cross a danger area:

Pay attention to my demonstrations. You will lead a team using these techniques during the STX. Ask questions as I guide you through this exercise.

**Resource
Requirements**

Instructor Materials:

- SGL Materials--TSP

Student Materials:

NOTE: Issued to students during inprocessing.

- Advance sheet in Appendix D, pen or pencil and writing paper and any materials required by the NCOA’s SOP.
-

**Special
Instructions**

- The PE is not to train students to be infantrymen or to place unrealistic emphasis on tactics.
- Design the PE so that the crux of the exercise is to see how well students use the skills and knowledge they learned during the class.
- Conduct this exercise as a walk through.
- Upon completion of all walk throughs, provide some of the students with an oral OPORD/FRAGO for the squad to move. Based on the OPORD/FRAGO the SGL gives, the assigned squad leader must determine the movement technique and formation of the squad/team and move across the danger area.
- The intent of this PE is not to have the squad reach task proficiency but rather to have the students participate in collective training event.

NOTE: The SGL must continuously evaluate and critique the students as they progress through the walk throughs.

- While mission accomplishment is important, the SGLs must place their emphasis on the students’ ability to lead soldiers, think, reason, organize, and communicate, not mission accomplishment. Soldiers are to learn the basic execution of the task performed.
-

**Special
Instructions,**
continued

-
- Uniform/equipment:
 - BDUs with field cap.
 - LCE with two canteens of water.
 - M16s or Rubber M16 (Optional to perform this task).
 - Other uniform/equipment requirements IAW NCOA SOP.

 - Student-led AARs must occur whenever possible, followed by a cadre AAR to reinforce the learning process. Students and cadre may conduct these AARs at the conclusion of an event, when student leaders change, or at the end of the PE. SGLs should place their students in a relaxed posture for the AARs. This will aid in the learning process. An example of a relaxed posture is the students grounding their equipment. This of course depends on time available or the situation and is solely the SGL's call.

 - Recommended sequence of events:
 - Students move outside.
 - One group walks through the PE while other groups observe.
 - Conduct an AAR.
 - Second group walks through the PE while other groups observe.
 - Conduct an AAR.
 - Repeat until all groups have run through the exercise.
 - Select some students to lead a squad. Provide them with an oral OPORD/FRAGO.
 - Tell the student to select the proper movement technique and formation, to move the squad out based on the orders, and to cross the danger area.
 - Conduct an AAR
-

Procedures

None.

**Feedback
Requirements**

SGLs will conduct AARs frequently throughout the exercise.

Appendix C, Practical Exercises and Solutions

TSP: W224

TITLE: Occupy and Assembly Area

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Appendix C Practical Exercises and Solutions

This appendix contains the items listed in this table:

Item/Title	Pages
PE-1, Occupy and Assembly Area	C-1 thru C-11
SPE-2, Occupy and Assembly Area	C-12

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PRACTICAL EXERCISE SHEET PE-1

Title	Occupy an assembly area						
Lesson Number/Title	W224 version 1 / Occupy An Assembly Area						
Introduction	For the next 2 hours you will participate in the PE and perform the necessary squad level tasks necessary to enable your squad to assist the platoon in its task of occupying an assembly area.						
Motivator	All units occupy assembly areas in order to sustain current operations or to execute new ones. Squad size units normally occupy assembly areas as part of a company or platoon. The ability of the squad to accomplish their portion of occupying an assembly area is critical to the safety of its soldiers and the overall success of their unit.						
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Action:</td> <td>Occupy an assembly area.</td> </tr> <tr> <td>Conditions:</td> <td>In a classroom environment, culminating in a Field Training exercise, given a Team/Squad and FM 7-8 (SH-2), and ARTEP 7-8-MTP (SH-3).</td> </tr> <tr> <td>Standards:</td> <td> Occupied an assembly area by-- <ul style="list-style-type: none"> • Identifying preoccupation requirements. • Moving into an assembly area and establishing security. • Occupying and securing the assembly area. • Defending the assigned sector. IAW FM 7-8 (SH-2) and ARTEP 7-8 MTP (SH-3). </td> </tr> </table>	Action:	Occupy an assembly area.	Conditions:	In a classroom environment, culminating in a Field Training exercise, given a Team/Squad and FM 7-8 (SH-2), and ARTEP 7-8-MTP (SH-3).	Standards:	Occupied an assembly area by-- <ul style="list-style-type: none"> • Identifying preoccupation requirements. • Moving into an assembly area and establishing security. • Occupying and securing the assembly area. • Defending the assigned sector. IAW FM 7-8 (SH-2) and ARTEP 7-8 MTP (SH-3).
Action:	Occupy an assembly area.						
Conditions:	In a classroom environment, culminating in a Field Training exercise, given a Team/Squad and FM 7-8 (SH-2), and ARTEP 7-8-MTP (SH-3).						
Standards:	Occupied an assembly area by-- <ul style="list-style-type: none"> • Identifying preoccupation requirements. • Moving into an assembly area and establishing security. • Occupying and securing the assembly area. • Defending the assigned sector. IAW FM 7-8 (SH-2) and ARTEP 7-8 MTP (SH-3).						
Safety Requirements	<ul style="list-style-type: none"> • The Chief Instructor (CI) of PLDC at each NCOA will conduct a safety risk assessment and a safety briefing as appropriate. • Fluid replacement policy for warm weather training (Average acclimated soldier wearing BDU, Hot Weather). <p>The Army reviewed its policy for warm weather training as the result of a soldier's death and other instances of soldier hospitalization during 1997. The determination was that these soldiers suffered from over-hydration. The revised fluid replacement chart (below) describes the revised amounts of fluid replacement and work/rest cycles for acclimatized soldiers undergoing training. Of particular note is the fact that the revised maximum hourly fluid intake should NOT exceed 1.25 quarts, and the revised maximum daily fluid intake should NOT exceed 12 liters.</p>						

Heat Category	WBGT Index, °F	Easy Work		Moderate Work		Hard Work	
		Work /Rest	Water Intake, Qt/hr	Work /Rest	Water Intake, Qt/hr	Work /Rest	Water Intake Qt/hr
1	78-81.9	NL	1/2	NL	3/4	40/20 min	3/4
2 Green	82-84.9	NL	1/2	50/10 min	3/4	30/30 min	1
3 Yellow	85-87.9	NL	3/4	40/20 min	3/4	30/30 min	1
4 Red	88-89.9	NL	3/4	30/30 min	3/4	20/40 min	1
5 Black	>90	50/10 min	1	20/40 min	1	10/50 min	1

- The work/rest times and fluid replacement volumes will sustain performance and hydration for at least four hrs of work in the specified heat category. Individual water needs will vary + or – 1/4 qt/hr.
- NL = no limit to work time per hour. Rest means minimal physical activity (sitting or standing) and should be accomplished in shade if possible.
- **CAUTION: Hourly fluid intake should not exceed 1 1/4 quarts.**
- **Daily fluid intake should not exceed 12 Liters.**
- **NOTE:** MOPP gear adds 10° F to WBGT Index.
- **NOTE:** Wearing Body Armor adds 5° F to WBGT Index

Easy Work	Moderate Work	Hard Work
<ul style="list-style-type: none"> • Weapon maintenance. • Walking hard surface at 2.5 mph, ≤ 30 lb. load • Guard Duty. • Marksmanship Training. • Drill and Ceremony. 	<ul style="list-style-type: none"> • Walking loose sand at 2.5 mph, no load. • Walking hard surface at 3.5 mph, < 40 lb. load. • Calisthenics. • Patrolling. • Individual movement techniques. e.g. low crawl, high crawl. • Defensive position construction. 	<ul style="list-style-type: none"> • Walking loose sand at 2.5 mph with load. • Walking hard surface at 3.5 mph, ≥ 40 lb. load. • Field assaults.

Risk Assessment Level Low

Environmental Considerations Check with local environmental office for local requirements.

Evaluation

- AAR
- This PE is a non-graded exercise.

Instructional Lead-In This PE will help prepare the students when they participate in an exercise of occupying an assembly area during the STX.

**Resource
Requirements**

Instructor Materials:

- For Option 1, NCOA company area or local training area large enough to accommodate squad level training.
- For Option 2, Sand Table to accommodate a student ratio of 2 SGLs and 16 students.
- OPORD/FRAGO. (Recommend the same OPORD/FRAGO from TSP W223, Conduct Movement, PE-1.

Student Materials:

- SH-1, Advance Sheet.
- SH-2, Extracts from FM 7-8 or FM 7-8.
- SH-3, Extracts from ARTEP 7-8-MTP.

NOTE: Issued to students during inprocessing:

- Pen or pencil and writing paper.
-

**Special
Instructions**

- The intent of this PE is not to have the squad reach task proficiency but rather that the students participate in a collective training event.
 - Annex 1, to this TSP, contains a recommended sequence for collective training and the T&EO from ARTEP 7-8-MTP. The squad level task steps and performance measures are in **bold print**, all other measures are platoon level and the NCOA staff will perform them.
 - Each SGLs will be the primary trainer for their squad. SGLs will train the squad to accomplish the squad level task steps and performance measures to support a platoon occupation of an assembly area that they may conduct during the STX.
 - Each academy will issue an OPORD to support this PE. Recommend that NCOAs use the same OPORD they developed for TSP W223, Conduct Movement, PE-1.
 - Uniform/Equipment:
 - Option 1.
 - BDUs with field cap
 - LCE with two canteens of water.
 - M16s or Rubber M16s (Optional).
 - Other uniforms/equipment requirements IAW NCOA SOP.
 - Option 2. Per NCOA SOP.
-

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Annex 1, to Practical Exercise 1

Recommended PE Sequence

(IAW with ARTEP 7-8-MTP)

1. Move the squad to an adequate location in the academy's company area or a local field training area.
2. SGL familiarizes squad with:
 - a. Selecting temporary fighting positions.
 - b. Establishing an Observation Post.
3. Give Company/Platoon OPORD. (CI or Senior SGL). (Recommend NCOA used the same OPORD the NCOA developed for TSP W223, Conduct Movement, PE-1).

NOTE: One of the SGLs of the group will complete platoon level troop leading procedures (TLP) prior to the start of the PE.

4. Students demonstrate squad leader TLP:
 - a. Walk squad through identified squad task steps and performance measures from ARTEP 7-8-MTP.
 - b. Continue until squad is capable of performing task steps and performance measures to a reasonable level of proficiency to enable them to participate in a company or platoon level occupation of an assembly area.
5. Conduct AARs as appropriate.

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Task Number 07-3-5063 (Extracted from ARTEP 7-8-MTP

TASK: 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](#))

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 occupy an assembly area (AA) at the location and time 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 occupies the AA in accordance with the order and or commander's guidance. The platoon enters the AA without stopping or blocking the route of march, moves all personnel and equipment to their assigned positions not later than (NLT) the time specified in the order, establishes priority of work, establishes local security, and maintains appropriate readiness condition (REDCON) levels. The platoon complies with the ROE and or ROI.

TASK STEPS and PERFORMANCE MEASURES	GO	NO GO
<p>*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.</p> <p>*2. Platoon leader receives an OPORD or FRAGO and issues warning order (WARNO) to the platoon using FBCB2, FM, or other tactical means.</p> <p>*3. Platoon leader plans using troop-leading procedures.</p> <p style="padding-left: 40px;">a. Conducts a digital and or conventional map reconnaissance.</p> <p style="padding-left: 80px;">(1) Identifies tentative rally points.</p> <p style="padding-left: 80px;">(2) Identifies likely enemy avenues of approach.</p> <p style="padding-left: 80px;">(3) Marks tentative dismount points on digital and conventional maps as appropriate.</p>		

TASK STEPS and PERFORMANCE MEASURES	GO	NO GO
<p>b. Plans and coordinates indirect fire support and or close air support, if available.</p> <p>c. Identifies direct fire responsibilities.</p> <p>d. Addresses actions on chance contact with the enemy.</p> <p>*4. Platoon leader disseminates digital reports (if applicable), overlays, and other pertinent information to each squad to keep them abreast of the situation.</p> <p>*5. Platoon leader assigns personnel to perform quartering party duties IAW guidance and or TSOP.</p> <p>a. Briefs personnel on platoon requirements for the quartering party.</p> <p>*6. Platoon leader issues orders and instructions to include ROE and or ROI.</p> <p>7. Platoon conducts a rehearsal.</p> <p>*8. Platoon leader issues FRAGOs, as necessary, to address changes to the plan identified during the rehearsal.</p> <p>9. Quartering party clears the release point (RP) and moves to the AA.</p> <p>a. Assists in reconnaissance of the route and the proposed AA.</p> <p>b. Assists in improving and marking entrances, exits, and internal routes.</p> <p>c. Assists in marking obstacles, mines, and contaminated areas.</p> <p>d. Selects and marks tentative platoon vehicle, weapons, and dismounted team positions IAW OPOD, FRAGO, or SOP.</p> <p>e. Maintains surveillance and provides security of the area until the arrival of the platoon.</p> <p>f. Posts guides in covered and concealed positions to guide platoon to its initial position without halting.</p> <p>10. Platoon clears the RP and moves to AA.</p>		

TASK STEPS and PERFORMANCE MEASURES	GO	NO GO
<p>11. Platoon performs initial occupation of the AA.</p> <ul style="list-style-type: none"> a. Follows directions from the guides and moves into marked positions. b. Orients weapon systems to cover sectors of responsibility. c. Follows proper cool-down procedures, shuts down engines simultaneously, if applicable. <p>*12. Platoon leader/platoon sergeant (PSG) initiates assembly area activities.</p> <ul style="list-style-type: none"> a. Reviews organization of the AA with quartering party personnel. b. Designates section direct fire responsibilities. c. Directs section/team leaders and VCs to prepare sector sketches. d. Keeps the company commander informed of the status of the operation, taking the following steps as necessary: <ul style="list-style-type: none"> (1) Reports platoon's arrival at the AA. (2) Reports completion of initial occupation of AA positions. (3) Prepares and forwards situation reports (SITREPs) to the commander, as necessary, throughout the operation . e. Determines security procedures, REDCON level, and priorities of work. <p>13. Platoon establishes and maintains local security under direction from the platoon leader.</p> <ul style="list-style-type: none"> a. Assigns each section a sector of the perimeter to ensure mutual support and to cover all gaps by observation and fire. b. Establishes patrols to prevent infiltration and to clear possible enemy observation posts (OPs) within assigned sector (if applicable). c. Designates an OP and selects OP personnel. d. Ensures the OP has communications with the platoon. 		

TASK STEPS and PERFORMANCE MEASURES	GO	NO GO
<p>e. Warns the platoon of any enemy approach before the platoon is attacked (OP).</p> <p>f. Camouflages equipment.</p> <p>g. Enforces noise, light, and litter discipline.</p> <p>14. Based on the priority of work established by the platoon leader, the platoon (can vary by platoon TSOP and (factors of mission, enemy, terrain and weather, troops, time available, and civilian considerations [METT-TC].)</p> <p>a. Positions weapon systems and assigns sectors of fire.</p> <p>b. Positions other assets attached to the platoon.</p> <p>c. Establishes wire communications.</p> <p>d. Designates final protective line (FPL) and final protective fires (FPFs).</p> <p>e. Clears fields of fire and prepares range cards and sector sketches.</p> <p>f. Camouflages the positions</p> <p>g. Coordinates with adjacent elements left, right, forward, and to the rear, if applicable.</p> <p style="padding-left: 40px;">(1) Ensures there are no gaps between elements.</p> <p style="padding-left: 40px;">(2) Exchanges information on OP locations and platoon signals.</p> <p>i. Improves primary fighting positions by adding such things as overhead cover.</p> <p>j. Prepares alternate positions, then supplementary positions.</p> <p>k. Establishes a sleep and rest plan.</p> <p>l. Reconnoiters routes.</p> <p>m. Adjusts positions or control measures as required.</p> <p>n. Stockpiles ammunition, food, and water.</p>		

TASK STEPS and PERFORMANCE MEASURES	GO	NO GO
<p>o. Digs trenches to connect positions.</p> <p>p. Continues to improve positions.</p> <p>*15. Platoon leader forwards a sector sketch to the company commander and keeps one for platoon use.</p> <p>16. Platoon performs field sanitation operations.</p> <p>a. Maintains adequate supply of potable water.</p> <p>b. Establishes latrines and hand washing facilities.</p> <p>c. Performs personal hygiene activities.</p> <p>17. Platoon assumes specified REDCON level, taking one of the following steps:</p> <p>a. Assumes REDCON-1 (Full alert). Note: A period of maximum preparedness, REDCON-1 ensures that all platoon personnel are alert and prepared for action immediately. Infantry squads, to include OPs, are recalled, and weapons are manned.</p> <p>b. Assumes REDCON-2 (Full alert). Note: Equipment is stowed except for wire and telephone equipment, if used. Platoon weapons are manned. Infantry squads, OPs and chemical alarms are still deployed.</p> <p>c. Assumes REDCON-3 (Reduced alert). Note: Fifty percent of each crew/squad stands down for feeding, rest, maintenance, or troop leading procedures.</p> <p>d. Assumes REDCON-4 (Minimum alert). Note: Seventy five percent of each crew/squad stands down for feeding, rest, maintenance, or troop leading procedures. Crew-served weapons within each infantry squad are manned. OPs are manned.</p> <p>18. The platoon continues priorities of work, including operations security (OPSEC), maintenance, resupply, and rest activities.</p> <p>a. Maintains security IAW platoon leader's guidance, order and or TSOP.</p> <p>b. Increases REDCON levels progressively as required based on company commander's guidance or unit SOP.</p>		

TASK STEPS and PERFORMANCE MEASURES	GO	NO GO
<p>*19. On receipt of further orders, the platoon leader conducts preparations for departing the AA.</p> <p>a. Reconnoiters route and or calculates time distance for departing the AA, as directed.</p> <p>b. Conducts police call to ensure no equipment, supplies, or other items of tactical or intelligence value is left behind.</p> <p>c. Increases REDCON levels progressively as required based on company commander's guidance or TSOP.</p>		
<p>NOTE: * Indicates a leader task. NOTE: + Indicates a critical task.</p>		

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

<u>031-503-2001</u>	IDENTIFY CHEMICAL AGENTS USING M256-SERIES CHEMICAL AGENT DETECTOR KIT
<u>031-503-2008</u>	USE AND MAINTAIN M8 OR M8A1 CHEMICAL AGENT ALARM
<u>031-503-3008</u>	IMPLEMENT MISSION-ORIENTED PROTECTIVE POSTURE
<u>052-191-1501</u>	
<u>052-192-3032</u>	
<u>052-192-3032-A</u>	
<u>071-010-0001</u>	ZERO A NIGHT VISION SIGHT AN/PVS-4 TO AN M249 MACHINE GUN
<u>071-010-0002</u>	MOUNT A NIGHT VISION SIGHT AN/PVS-4 ON AN M249 MACHINE GUN
<u>071-025-0010</u>	
<u>071-025-0010-A</u>	
<u>071-032-0006</u>	CONSTRUCT FIELD-EXPEDIENT FIRING AIDS FOR AN M203 GRENADE LAUNCHER
<u>071-311-2006</u>	CONSTRUCT FIELD_EXPEDIENT FIRING AIDS FOR AN M16A1 or M16A2 RIFLE
<u>071-312-4004</u>	LAY AN M249 MACHINE GUN USING FIELD EXPEDIENTS
<u>071-312-4032</u>	
<u>071-325-4425</u>	EMPLOY AN M18A1 CLAYMORE MINE
<u>071-325-4426</u>	RECOVER AN M18A1 CLAYMORE MINE
<u>071-326-0513</u>	SELECT TEMPORARY FIGHTING POSITIONS
<u>071-326-5502</u>	ISSUE A FRAGMENTARY ORDER
<u>071-326-5503</u>	ISSUE A WARNING ORDER
<u>071-326-5505</u>	ISSUE AN ORAL OPERATIONS ORDER
<u>071-326-5703</u>	CONSTRUCT INDIVIDUAL FIGHTING POSITIONS

ANNEX-7

071-326-5704 SUPERVISE CONSTRUCTION OF A FIGHTING POSITION
071-326-5705 ESTABLISH AN OBSERVATION POST
[071-326-5770](#) PREPARE A PLATOON SECTOR SKETCH
071-326-5775 COORDINATE WITH AN ADJACENT PLATOON
071-331-0801 CHALLENGE PERSONS ENTERING YOUR AREA
071-331-0852 CLEAR A FIELD OF FIRE
[071-730-0004](#) PLAN INSTALLATION OF A PLATOON EARLY WARNING SYSTEM AN/TRS-2
[071-730-0008](#) Employ Field-Expedient Early Warning Devices
113-571-1022 PERFORM VOICE COMMUNICATIONS
[113-573-0002](#) CONDUCT OPERATIONS SECURITY (OPSEC) PROCEDURES

ANNEX 1-8

**Feedback
Requirements**

SGLs will conduct AARs as appropriate throughout the exercise.

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**SOLUTION FOR
PRACTICAL EXERCISE PE-1**

Title: After Action Review.

After Action Review: Conduct an AAR upon completion of option 1 or option 2.

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Appendix C, Practical Exercises and Solutions

TSP: W225

TITLE: Combat Operations

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Appendix C Practical Exercises and Solutions)

This appendix contains the items listed in this table:

Item/Title	Pages
PE-1, Conduct Combat Operations	C-1 thru C-4

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PRACTICAL EXERCISE SHEET W225

Title Conduct Combat operations.

Lesson Number/Title W225 version 1 / Combat Operations

Introduction For the next three hours you will be the leader of a team/squad that will evaluate your ability to understand the requirements to lead soldiers in a basic simulated combat environment.

Motivator Regardless of your MOS or job assignment, you may find yourself in a situation where you will lead soldiers in combat. This PE provides you the opportunity to walk through some combat operational situations. You will go through the same situations but at full speed in a stressful environment during the STX. We will also test your ability to use the decision-making process with the skills and knowledge you learned in this course and with your past experiences and training.

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:	Lead a team/squad in basic combat operations.
Conditions:	In a classroom environment culminating in a situational training exercise and given a team/squad.
Standards:	Led a team/squad in basic combat operations by: <ul style="list-style-type: none"> • Reacting to contact. • Breaking contact. • Reacting to an ambush. • Conducting a hasty attack. IAW FM 7-8.

Safety Requirements

- The Chief Instructor (CI) of PLDC at each NCOA will conduct a safety risk assessment and a safety briefing as appropriate.
- Fluid replacement policy for warm weather training (average acclimated soldier wearing BDUs, Hot Weather).

-The Army reviewed its policy for warm weather training as the result of a soldier's death and other instances of soldier hospitalization during 1997. The determination was that these soldiers suffered from over-hydration. The revised fluid replacement chart (below) describes the revised amounts of fluid replacement and work/rest cycles for acclimatized soldiers undergoing training. Of particular note is the fact that the revised maximum **hourly** fluid intake should **NOT** exceed 1.25 quarts, and the revised maximum daily fluid intake should **NOT** exceed 12 Liters.

		Easy Work		Moderate Work		Hard Work	
Heat Category	WBGT Index, °F	Work /Rest	Water Intake, Qt/hr	Work /Rest	Water Intake, Qt/hr	Work /Rest	Water Intake Qt/hr
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4 Red	88-89.9	NL	3/4	30/30 min	3/4	20/40 min	1
5 Black	>90	50/10 min	1	20/40 min	1	10/50 min	1

- The work/rest times and fluid replacement volumes will sustain performance and hydration for at least four hrs of work in the specified heat category. Individual water needs will vary + or – 1/4 qt/hr.
- NL = no limit to work time per hour. Rest means minimal physical activity (sitting or standing) and should be accomplished in shade if possible.
- **CAUTION: Hourly fluid intake should not exceed 1 1/4 quarts.**
- **Daily fluid intake should not exceed 12 Liters.**
- **NOTE:** MOPP gear adds 10° F to WBGT Index.
- **NOTE:** Wearing Body Armor adds 5° F to WBGT Index

Easy Work	Moderate Work	Hard Work
<ul style="list-style-type: none"> • Weapon maintenance. • Walking hard surface at 2.5 mph, ≤ 30 lb. load • Guard Duty. • Marksmanship Training. • Drill and Ceremony. 	<ul style="list-style-type: none"> • Walking loose sand at 2.5 mph, no load. • Walking hard surface at 3.5 mph, < 40 lb. load. • Calisthenics. • Patrolling. • Individual movement techniques. e.g. low crawl, high crawl. • Defensive position construction. 	<ul style="list-style-type: none"> • Walking loose sand at 2.5 mph with load. • Walking hard surface at 3.5 mph, ≥ 40 lb. load. • Field assaults.

Risk Assessment Level Low

Environmental Considerations Check with local environmental office for local requirements.

Evaluation

- AAR.
- The PE is a non-graded exercise.
- Some of the skills you learn during this PE, you will apply during the tactical leadership evaluations conducted during the STX.

**Instructional
Lead-In**

This PE is a culmination of all that you have learned in this lesson. You will lead and participate in a walk through using hand and arm signals taught in the previous lesson and the movement techniques learned earlier: reacting to contact, breaking contact, reacting to an ambush (near and far), and conduct an attack.

I will form you up into two fire teams to demonstrate and walk you through:

- React to contact.
- Break contact.
- React to an ambush--far and near.
- Conduct an attack.

Pay attention to the demonstrations. Some of you will lead a team using these techniques during the STX. Ask questions as I guide you through this exercise.

**Resource
Requirements**

Instructor Materials:

NCOAs may conduct this training right outside of the classroom, local parade field, or training area (any area that can accommodate all sections/squads).

Student Materials:

None

**Special
Instructions**

- The PE is not to train students to be infantrymen or to place unrealistic emphasis on tactics.
- Design the PE so that the crux of the exercise is to see how well students use the skills and knowledge they learned during the class.
- Conduct this exercise as a walk through.
- Upon completion of all walk throughs, provide some of the students with an oral OPORD/FRAGO for the squad to move. Based on the OPORD/FRAGO the SGL gives, the assigned squad leader must determine whether to break contact or attack.
- The intent of this PE is not to have the squad reach task proficiency but rather that the students participate in collective training event
- **NOTE:** The SGL must continuously evaluate and critique the students as they progress through the walk throughs.

While mission accomplishment is important, the SGLs must place their emphasis on the students' ability to lead soldiers, think, reason, organize, and communicate, not mission accomplishment. Soldiers are to learn the basic execution of the task performed.

- Uniform/Equipment:

- BDUs with field cap
 - LCE with two canteens of water.
 - 4 M16s or Rubber M16s (optional).
 - Other uniform/equipment requirements IAW NCOA SOP.
-

Student led AARs must occur whenever possible, followed by a cadre AAR to reinforce the learning process. Students and cadre may conduct these AARs at the conclusion of an event, when student leaders change, or at the end of the PE. SGLs should place their students in a relaxed posture for the AARs. This will aid in the learning process. An example of a relaxed posture is the students grounding their equipment. This of course depends on time available or the situation and is solely the SGL's call.

- Recommended sequence of events:
 - Set up areas/stations where students can walk through the tasks of reacting to enemy contact, ambushes, and where they can make a decision whether to break contact or attack.
 - Students move outside.
 - One group walks through the PE while other groups observe.
 - Conduct an AAR.
 - Second group walks through the PE while other groups observe.
 - Conduct an ARR.
 - Repeat until all groups have run through the exercises or various stations.
 - Select some students to lead a squad. Provide them with an oral OPORD/FRAGO. (**NOTE:** Not all students need to lead a walk through, as long as they participate in the walk through and the AAR following the walk through.)
 - Tell the student to select the proper movement technique and formation, and to break contact or attack based on the situation and his orders.
 - Conduct an AAR.

Procedures

None

Feedback Requirements

SGLs will conduct AARs frequently throughout the exercise.

Appendix C, Practical Exercises and Solutions

TSP: W226

TITLE: Land Navigation

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Appendix C Practical Exercises and Solutions)

This appendix contains the items listed in this table:

Item/Title	Pages
PE-1, Practice Land Navigation Course (Terrain Walk).	C-1 thru C-4
PE-2, Practice Land Navigation Performance Evaluation.	C-5 thru C-8
PE-3, Night Land Navigation Course	C-9 thru C-11

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Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE SHEET PE-1

Title	Practice Land Navigation Course (Terrain Walk).
Lesson Number / Title	W226 version 1 / Land Navigation
Introduction	We are now going to conduct a terrain walk of the area covering the land navigation course, a reconnaissance if you will. You will put into practice what you learned during the map reading class and this class.
Motivator	You will quickly earn the respect and trust of your soldiers when you lead them from one point to another in unfamiliar terrain without getting lost. However, the opposite is also true, your soldiers will lose confidence in you fast if you get them lost.
Terminal Learning Objective	<p>NOTE: Inform the students of the following Terminal Learning Objective requirements.</p> <p>At the completion of this lesson, you [the student] will:</p>

Action:	Implement the techniques of map reading and land navigation.
Conditions:	In a classroom and field environment, given a lensatic compass, map of local area, GTA 5-2-12 (coordinate scale and protractor), pencil, paper, pistol belt, two canteens of water, flashlight with red lens, eight-digit coordinates, and equipment required by the NCOA SOP.
Standards:	<p>Implemented the techniques of map reading and land navigation by--</p> <ul style="list-style-type: none"> • Leading soldiers during hours of daylight and hours of darkness in unfamiliar terrain, during an STX, using a map • Applying map reading and navigational skills, and finding known and unknown locations. • Finding three of four points on the land navigation performance examination. <p>IAW FM 3-25.26, STP 21-1-SMCT, and STP-21-24</p>

Safety Requirements	<p>SGLs will ensure students--</p> <ul style="list-style-type: none"> • Receive a risk assessment prior to terrain walks and practical exercises. • Know how to exercise caution during the PE when encountering local wildlife and plants. • Have all necessary equipment for the PEs; to include any additional equipment required by the NCOA SOP. • Have two full canteens of water and know to drink plenty of water during the exercise. • Know the locations of the water points. • Receive a briefing on heat injury symptoms or cold weather injury symptoms, whichever may apply. • Know how to evacuate or treat injured soldiers IAW the NCOA SOP.
Risk Assessment	<p>Low - Determined by the instructor.</p>
Environmental Considerations	<p>According to local environmental SOP.</p>
Evaluation	<p>This is a nongraded PE. Your performance on this PE will not have negative consequences on your academic standings. However, you will need the skills you learned in this PE when you negotiate the graded performance land navigation course. You will also need these skills when you lead your squad back at your unit.</p>
Instructional Lead-In	<p>Small group leaders (SGL) will conduct a cadre-led terrain familiarization walk. Each small group leader will accompany his eight students on the walk providing his students an opportunity to practice the techniques of land navigation. These techniques include--</p> <ul style="list-style-type: none"> • Determining an azimuth. • Dead reckoning. • Presetting compasses. • Using a lensatic compass. • Orienting a map to the ground. • Determining distance while moving. • Bypassing obstacles using the detour method. <p>The group of eight students will have the opportunity to perform each of the above techniques. Each group will work independently of the others. Each group will work as a team during the walk by breaking down into four teams:</p> <ol style="list-style-type: none"> 1. Trailbreaker team. 2. Pace counter team. 3. Navigator team. 4. Compass team.

**Instructional
Lead-In,**
continued

The trailbreakers clear trails through thick brush (when necessary) and act as points of aim for the compass men when no other points are available.

The compass men maintain the azimuth headings determined by the navigators and keep the group traveling in the correct direction.

The pace counters maintain distance calculations by counting the number of paces taken between each objective.

The navigators monitor and note the movement of the group on the map and provide the compass men with azimuth headings and the pace men with distance requirements between each objective.

NOTE: SGLs. Ensure your group moves in the right direction, answer questions, and ensure that each working team rotates through all the different tasks so that all members of the group perform each task.

Each group member will have an opportunity to bypass obstacles using the detour method.

NOTE: SGL: If no natural obstacles exist, then designate off-limits and contaminated areas that students will have to bypass.

Once you have had a chance to practice the techniques of land navigation, you should be ready to go out by yourself for the practice land navigation course.

There, you will have a chance to demonstrate your skills in land navigation.

**Resource
Requirements**

Instructor Materials:

- Water trailer or two Lyster bags filled with potable water.
- TSP
- Lensatic compass

Student Materials: Each student will have--

- Pistol belt with two canteens of water.
 - Lensatic compass.
-

Resource Requirements, continued

- 1:50,000 map sheet of the area.
- GTA 5-2-12 (Coordinate Scale and Protractor).
- Pencil and writing paper.
- Other equipment as prescribed by the NCOA SOP.

Special Instructions

None

Procedures

Each academy will develop this portion of the lesson based on their individual resources and restrictions. Therefore, there is no answer sheet provided for this PE.

Feedback Requirements

This practical exercise will allow you to evaluate your ability to navigate from one point on the ground to another. Upon completion of this PE, you will participate in an AAR. You will learn from the AAR the things you did right or wrong and what you need to improve upon. You will also learn what you can do to improve on your weaknesses. If you have difficulties, then come and see me. I will give you some additional training prior to the land navigation performance exam.

PRACTICAL EXERCISE SHEET PE-2

Title Practice Land Navigation Performance Evaluation.

Lesson Number / Title W226 version 1 / Land Navigation

Introduction This practice land navigation performance test can serve two purposes:

1. To provide you the opportunity to practice your land navigation skills on the type of course you must negotiate for the land navigation performance test.
2. At the commandant's discretion, to serve as a pretest to allow you to test out providing you meet the land navigation graduation requirement.

Motivator This practice performance test will--

- Provide you with the practical training you need to prepare for the performance test.
- At the commandant's discretion, allow you to test out if you find three of the four points of this PE.

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:	Implement the techniques of map reading and land navigation.
Conditions:	In a classroom and field environment, given a lensatic compass, map of local area, GTA 5-2-12 (coordinate scale and protractor), pencil, paper, pistol belt, two canteens of water, flashlight with red lens, eight-digit coordinates, and equipment required by the NCOA SOP.
Standards:	<p>Implemented the techniques of map reading and land navigation by--</p> <ul style="list-style-type: none"> • Leading soldiers during hours of daylight and hours of darkness in unfamiliar terrain, during an STX, using a map • Applying map reading and navigational skills, and finding known and unknown locations. • Finding three of four points on the land navigation performance examination. <p>IAW FM 3-25.26, STP 21-1-SMCT, and STP-21-24</p>

Safety Requirements

SGLs will ensure students--

- Receive a risk assessment prior to the practical exercises.
- Know how to exercise caution during the PE when encountering local wildlife and plants.
- Have all necessary equipment for the PEs, to include any additional equipment required by the NCOA SOP.
- Have two full canteens of water and know to drink plenty of water during the exercise.
- Know the locations of the water points.
- Receive a briefing on heat injury symptoms or cold weather injury symptoms, whichever may apply.
- Know how to evacuate or treat injured soldiers IAW the NCOA SOP

NCOA: Establish an SOP that addresses how to evacuate or treat injured soldiers.

Risk Assessment

Low - Determined by the instructor.

Environmental Considerations

According to local environmental SOP.

Evaluation

This is a nongraded PE. Your performance on this PE will not have negative consequences on your academic standings. However, you will need the skills you learned in this PE when you negotiate the graded land navigation course. You will also need these skills when you lead your squad back at your unit.

At the commandant's discretion, if you do meet the standards of finding three of the four points, you will have met the land navigation PLDC graduation requirement, and you will not have to take the land navigation test scheduled later in this course.

Instructional Lead-In

This is your practice land navigation performance evaluation. You will negotiate this course alone. It is similar to the performance examination you will take later in the course in terrain and design. It will be run exactly as the performance examination as far as time to complete the course.

This course will test your ability to navigate from one point on the ground to another. You have three hours to complete it, and you must locate a minimum of three of the four points to receive a "GO." You will perform all your work individually. The SGLs will be on the course to observe you.

We will provide you with an eight-digit grid coordinate at your starting point and identify the starting point on the ground. We will also give you the eight-digit coordinates to the four points that you need to find. You will also have time to check your pace count and compass accuracy.

**Resource
Requirements**

Instructor Materials:

- Water trailer or two listerbags filled with potable water.
- TSP
- Lensatic compass

Student Materials: Each student will have--

- Pistol belt with two canteens of water, plus any other equipment required by the NCOA SOP.
 - Lensatic compass.
 - 1:50,000 map sheet of the area.
 - GTA 5-2-12 (Coordinate Scale and Protractor).
 - Pencil and writing paper.
-

**Special
Instructions**

SGLs will conduct a risk assessment prior to the practical exercise.

Note to Commandant:

- At your discretion, you may use this PE as a pretest, and those soldiers who find three out of the four points do not have to take the land navigation test scheduled later in the course.
- The practice course must meet the same standards as the test course.
- Conduct this PE exactly as you will conduct the performance examination, one hour for preparation, collection of answer sheets, an after action review, and three hours to negotiate the course.
- If your course utilizes a rally point separate from the fourth point, allow the students an additional 15 minutes to get from the fourth point to the rally point.

Instructions to Students

- Each of you received your coordinates. **When the time starts**, you may plot each of your points on the map, then double check that you correctly plotted the coordinates. (Plotting is part of the 3 hours.)
 - Choose the best route that leads you to each point. Remember to check the type of terrain on the map that you must traverse. The shortest route may not always be the best. Watch for hills, streams, or valleys that can make your travel difficult.
 - Once you choose a route of travel, determine your grid azimuth and distance to each point.
 - Convert your grid azimuths to magnetic azimuths and compute your pace-count from the distance. (Suggest that you determine the data from the start point to the first point. Once you have found the first point, then determine the data to the second point. This will prevent you from mixing up the data to the different points.)
-

Procedures

- Each academy will develop this portion of the lesson based on its individual resources and restrictions. Therefore, there is no answer sheet provided for this PE. NCOAs may design their own answer sheets, or use the form in Appendix B, page B-4.
- Provide the students with eight-digit coordinates at their starting point.
- Identify the starting point coordinates to the student on the ground.
- Provide students the eight-digit grid coordinates to the four points that they must find.
- You have 30 minutes to (not part of the 3-hour exercise)--
 - Complete administrative requirements.
 - Conduct a risk assessment.
 - Conduct safety brief.
 - Ensure students have all required equipment.
 - Allow students to verify their pace count on the pace course.
 - Allow students to check their compasses for accuracy using the compass checkpoints.
- Observe students throughout the exercise and assist when necessary.

NOTE: Upon the conclusion of the three-hour portion of this PE, conduct a student led AAR.

Feedback Requirements

This portion of the practical exercise allows you to evaluate your ability to navigate from one point on the ground to another. Upon completion of this PE, you will participate in an AAR. You will learn from the AAR the things you did right or wrong and what you need to do to improve.

If you have difficulties, come see me. I will give you some additional training.

PRACTICAL EXERCISE SHEET PE-3

Title Night Land Navigation Course

Lesson Number / Title W226 version 1 / Land Navigation

Introduction The night land navigation course will challenge your navigational skills, because the most difficult time to navigate is during the hours of darkness.

Motivator You will not always be able to navigate in the daytime. In areas that have no cover and concealment, such as the desert, it will be to your advantage to travel at night. This will not only shield you from the enemy but also protect you from the heat of the day. If you perform well here, then you will perform well on the STX.

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:	Implement the techniques of map reading and land navigation.
Conditions:	In a classroom and field environment, given a lensatic compass, map of local area, GTA 5-2-12 (coordinate scale and protractor), pencil, paper, pistol belt, two canteens of water, flashlight with red lens, eight-digit coordinates, and equipment required by the NCOA SOP.
Standards:	<p>Implemented the techniques of map reading and land navigation by--</p> <ul style="list-style-type: none"> • Leading soldiers during hours of daylight and hours of darkness in unfamiliar terrain, during an STX, using a map • Applying map reading and navigational skills, and finding known and unknown locations. • Finding three of four points on the land navigation performance examination. <p>IAW FM 3-25.26, STP 21-1-SMCT, and STP-21-24</p>

Safety Requirements

SGLs will ensure students:

- Know that during the PE they will have to exercise caution when encountering local wildlife and plants.
- Have two full canteens of water and know to drink plenty of water during the exercise.
- Know where the established water points are so they can replenish their water.
- Receive a brief on heat injury symptoms or cold weather injury symptoms, whichever applies.

Safety Requirements, continued	<ul style="list-style-type: none"> • Receive instructions to watch out for each other and to observe the special instructions you gave them during the safety briefing/risk assessment. • Know how to evacuate or treat injured soldiers IAW the NCOA SOP.
Risk Assessment	Low - Determined by the instructor.
Environmental Considerations	As determined by the local commander and NCOA.
Evaluation	This is a nongraded PE. Your performance on this PE will not have negative consequences on your academic standings. However, you will need the skills you learned in this PE when you lead your squad/section during the STX. You will also need these skills when you lead your soldiers back in your unit.
Instructional Lead-In	<p>This is your night land navigation course. The course legs of the night course are much shorter than the practice course. The primary purpose of this exercise is to build your confidence in navigation at night. You will perform your work as a team. You may use your flashlights with red lenses, but you must observe strict light and noise discipline.</p> <p>NOTE: SGLs will accompany their group to ensure they are moving in the right direction and to answer any questions they may have on navigating techniques.</p>
Resource Requirements	<p>Instructor Materials:</p> <ul style="list-style-type: none"> • Water trailer or 2 Lyster bags filled with potable water. • TSP. • Lensatic compass. <p>Student Materials: Each student will have:</p> <ul style="list-style-type: none"> • Pistol belt with 2 canteens of water. • Lensatic compass. • 1:50,000 map sheet of the area. • GTA 5-2-12 (Coordinate Scale and Protractor). • Flashlight with red lens. • Pencil and writing paper. • Any other equipment IAW the NCOA SOP.
Special Instructions	<p>SGLs will conduct a risk assessment prior to the practical exercise.</p> <p>When you finish, turn in your answer sheet to your SGL.</p>
Procedures	<p>NOTE: Each academy will develop this portion of the lesson based on its individual resources and restrictions. Therefore, there is no answer sheet provided for this PE. You may use the answer sheet found on page B-4, Appendix B of this TSP. Ensure you cover--</p> <ul style="list-style-type: none"> • Administrative requirements. • Risk assessment. • Safety briefing. • Check that students have all required equipment.

Procedures,
continued

NOTE: The legs of the night land navigation course will be no further than 300 meters and no less than 200 meters.

NOTE: Divide each group of eight into two teams of four.

- Verify your pace counts, you will take smaller steps during night navigation.
- You will use the dead reckoning method to find the points.
- Each team must select a navigator, compass man, pace counter, and point man.
- The navigator can also perform the duties of the trailbreaker, if necessary.
- If there is a team of only three, then the compass man can also perform the duties of the pace counter.

NOTE: Ensure all team members perform the duties of navigator, compass man, pace counter, and point man.

- Each team will find a minimum of three points during the time allocated by the commandant.

Feedback
Requirements

This practical exercise allowed you to evaluate your ability to navigate from one point on the ground to another during hours of darkness. Upon completion of this PE, you will participate in an AAR. You will learn from the AAR the things you did right, wrong, and what you need to improve upon. You will also learn what you can do to improve on your weaknesses. If you have difficulties, come see me. I will give you some additional training prior to the STX.

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Appendix C, Practical Exercises and Solutions

TSP: W227

TITLE: Situational Training Exercise

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Appendix C Practical Exercises and Solutions (N/A)

This appendix contains the items listed in this table—

Title/Synopsis	Pages
PE-1, Situational Training Exercise.	PE-1-1 thru PE-1-5
ANNEX 1, Recommended STX Sequence.	A-1-PE-1
SPE-1, After Action Review	SPE-1-1

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PE-1, SITUATIONAL TRAINING EXERCISE

Title PLDC Situational Training Exercise

Lesson Number/Title W227 version 1 / PLDC Situational Training Exercise

Introduction For the next 29 hours you will be the leaders of a STX that will test your ability to lead soldiers in a simulated combat environment. At some point during the STX your SGL will assign you a leadership position and give you a mission of some type to accomplish. He will grade your performance based on the performance measures shown on the STX leadership performance evaluation test sheet in Appendix B, page TE-1-2 and TE-1-3.

Motivator Regardless of your MOS or job, you may find yourself in a situation where you will lead soldiers in combat. This PE will provide you the opportunity to lead soldiers in a stressful environment. We will test your ability to use the decision-making process along with the skills and knowledge you learned in the course, coupled with your past experiences and training.

Learning Step/Activity **NOTE:** The instructor should inform the students of the following Learning Step/Activity requirements. (TLO Step 1)

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

Action:	STX, PE
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Safety Requirements

- The Chief Instructor (CI) of PLDC will conduct a **safety risk assessment** and a **safety briefing** prior to the STX.
 - The CI must record the risk assessment in writing and maintain it for one year.
 - Have two medics or two soldiers trained as combat lifesavers, and an ambulance available at the training site.
 - SGLs will conduct a safety risk assessment and give students an additional safety briefing prior to starting each separate mission.
 - Inform students to use caution during the STX when using blank ammunition and pyrotechnics.
 - Use caution when using hexachloroethane (HC) smoke. See card with written precautions that is in each box of smoke grenades. The AMC issued a safety of use message (SOU AMCCOM 913-16) increasing the restrictions on the use of HC smoke. Under this guidance, soldiers need to mask under any of the following conditions:
-

Safety Requirements (continued)

- When exposed to smoke haze (visibility greater than 50 meters) for more than four hours.
 - When exposed to a smoke blanket (visibility less than 50 meters).
 - Anytime smoke causes discomfort to eyes, nose, or throat, or when breathing becomes difficult.
 - During MOUT operations using smoke in confined spaces.
- While conducting any training--day or night--in the field, always use the proper precautions to ensure no one gets injured, or lost.
 - Fluid replacement policy of warm weather training (Average acclimated soldier wearing BDU, Hot Weather)
 - The Army reviewed its policy for warm weather training as the result of a soldier's death and other instances of soldier hospitalization during 1997. The determination was that these soldiers suffered from over-hydration. The revised fluid replacement chart (below) describes the revised amounts of fluid replacement and work/rest cycles for acclimatized soldiers undergoing training. Of particular note is the fact that the revised maximum **hourly** fluid intake should **NOT** exceed 1.5 quarts, and the revised maximum daily fluid intake should **NOT** exceed 12 quarts.

Heat Category	WBGT Index, °F	Easy Work		Moderate Work		Hard Work	
		Work /Rest	Water Intake, Qt/hr	Work /Rest	Water Intake, Qt/hr	Work /Rest	Water Intake, Qt/hr
1	78-81.9	NL	½	NL	¾	40/20 min	¾
2	82-84.9	NL	½	50/10 min	¾	30/30 min	1
3	85-87.9	NL	¾	40/20 min	¾	30/30 min	1
4	88-89.9	NL	¾	30/30 min	¾	20/40 min	1
5	>90	50/10 min	1	20/40 min	1	10/50 min	1

- The work/rest times and fluid replacement volumes will sustain performance and hydration for at least 4 hours of work in the specified heat category. Individual water needs will vary + or - ¼ quart per hour.
- NL = no limit to work time per hour. Rest means minimal physical activity (sitting or standing) and should take place in shade if possible.
- **CAUTION: Hourly fluid intake should not exceed 1 ½ quarts.**
- **Daily fluid intake should not exceed 12 quarts.**
- **NOTE: MOPP gear adds 10°F to WBGT Index.**

Easy Work	Moderate Work	Hard Work
<ul style="list-style-type: none"> • Weapon maintenance. • Walking hard surface at 2.5 mph, \leq 30 lb. load. • Manual of Arms. • Marksmanship Training. • Drill and Ceremony. 	<ul style="list-style-type: none"> • Walking loose sand at 2.5 mph, no load. • Walking hard surface at 3.5 mph, $<$ 40 lb. load. • Calisthenics. • Patrolling. • Individual movement techniques e.g. low crawl, high crawl. • Defensive position construction. • Field assaults. 	<ul style="list-style-type: none"> • Walking loose sand at 2.5 mph with load. • Walking hard surface at 3.5 mph, \geq 40 lb. load.

Risk Assessment Level

Medium. Due to risks associated with using blank ammunition, pyrotechnics, and movement in the field during the hours of darkness.

Environmental Considerations

Check with local environmental office for local requirements. Have the environmental and safety office approve your training plan prior to training.

Evaluation

Each student will receive a leadership evaluation while serving in a leadership position during the STX. The SGL will counsel each student in writing using the "STX leadership performance evaluation test sheet" from the Course Management Plan.

Instructional Lead-In

This STX is a culmination of all that the students learned in the course. It Provides for multiple student leadership challenges to evaluate the students in their leadership roles in a stressful simulated combat environment.

Resource Requirements

Instructor Materials:

- TSP

Student Materials:

- Reference Equipment Annex in the Program of Instruction.
- Pen or Pencil and writing paper.

Special Instructions

The Purpose of the STX is to take soldiers of various MOSs and experience levels out of a garrison environment and evaluate their leadership ability in a tactical setting under stressful conditions. The STX is **not** to train students to be infantrymen or to place unrealistic emphasis on tactics. The end state is a true evaluation of a soldier's demonstrated leadership without bias to MOS.

Design your STX so that the crux of the exercise is to place students in a stressful simulated combat environment to determine their ability to lead, think, reason, organize, and communicate (**not** mission accomplishment). Also, how well they use the decision-making process, along with the skills and knowledge they learned during the course.

NOTE: The SGL must continuously evaluate and critique students as they progress through the various scenarios. Appendix E offers an example of various scenarios that commandants may use.

NOTE: Read the Introduction and Motivator to the students prior to kicking off the STX.

While mission accomplishment is important, the SGLs must place their emphasis on the students performance; for example how they:

- Receive a mission.
- Develop plans.
- Execute those plans.
- React to changes/unknowns.
- Follow through with the mission.

Student led AARs must occur whenever possible, followed by a cadre AAR to reinforce the learning process. Students and cadre may conduct AARs at the conclusion of an event, when student leaders change, or at the end of the training day. Place students in a relaxed posture by having them ground their equipment for the AARs. This of course depends on time available or the situation and is solely the SGL's call.

During the STX, cadre must evaluate the students' demonstrated leadership abilities and counsel them on their performance. Individual scenarios must allow for numerous leader evaluations. Evaluations and counseling must be in writing and placed in the students' academic files.

Students must adhere to basic field standards, such as individual and equipment camouflage, noise and light discipline, best use of terrain, and proper selection of avenues of approach, at all times. This includes performing all their skill level 1 tasks as prescribed in STP 21-1-SMCT, Soldier's Manual of Common Tasks, Skill Level 1.

Scenarios:

Each academy will design its own scenarios based on local training areas. The academy commandant must approve the scenarios. Cadre may have to "**role play**" **the higher echelon**, e.g., platoon leader, to meet requirements such as providing warning orders, operation orders, and fragmentary orders. This will facilitate the student leaders' "troop leading procedures."

**Special
Instructions
(Continued)**

Academies may design the scenarios to allow for “force-on-force” play throughout the exercise and within accepted planning/execution restrictions. Allow squads to interchange between friendly and opposing forces (OPFOR) missions. Academies may also design scenarios to allow for civilians on the battlefield (COB). However USASMA discourages the use of students for this task.

Time, training area restrictions, and lack of resources may preclude students from developing fortified fighting/defensive positions during the conduct of the STX.

Safety:

Prior to the start of any exercise, students must receive thorough briefings on safety, medical, and environmental hazards.

Specifics:

Academies must design each scenario to allow for performance of specific operational tasks with multiple evaluations. To accomplish this, each scenario must have a major task (i.e., establish a checkpoint) with intermediate objectives and actions to provide realism and variety.

Support:

- Each scenario within Appendix D reflects all required support.
- Throughout the STX, two medics and an ambulance are on 24 hours standby at the tactical operations center’s (TOC) location.

Command and Control:

To facilitate “force-on-force” on an uninterrupted basis, NCOAs must establish and maintain a Command Post (CP)/Tactical Operations Center (TOC) on a 24-hour basis throughout the STX. This CP/TOC, serves as the exercise control HQ and will control the maneuver elements. The CP/TOC will—

- Maintain operational maps/charts.
- Serve as the net control station for FM radio communications.
- Issue necessary combat orders to cadre personnel.
- Receive reports.
- Coordinate distributions of all supply items.
- Approve and plot platoon/squad remain overnight positions and/or platoon night defensive positions.
- Issue “real world” weather warnings.
- Have operational control of the two medics or combat lifesaver qualified soldiers and ambulances.
- Coordinate/supervise emergency evacuation from the local training area of all students/cadre.
- Maintain accountability of sensitive/accountable items e.g., weapons, masks and radios.
- Coordinate other emergencies such as emergency leave.

**Feedback
Requirements**

Each student will receive an evaluation of his performance while in a leadership position. SGLs will also provide a written counseling that reflects the student’s performance. Also, SGLs will conduct AARs frequently throughout the exercise.

ANNEX 1, Recommended STX Sequence

Procedures

Below is a recommended example of how to sequence the STX. However, commandants may sequence the STX as they wish and design it based on local resources.

1. Issue MILES equipment, zero MILES system, and perform inspections. Do this in the academy area. Do not begin the tactical portion of the exercise at this time.
2. Issue required equipment and ammunition.
3. Move the unit to a field site. This begins the 29 hour STX.
4. Begin leadership evaluations.
5. Issue warning order to prepare to move to platoon assembly areas.
6. Issue OPORD to each platoon.
7. Move to platoon areas. Change leaders.
8. Occupy platoon assembly areas. Change leaders.

a. Security Operations

- 1) Conduct weapons site inspections as required. Change leaders.
- 2) Establish a checkpoint. Change leaders.
- 3) React to a civil disturbance. Change leaders.
- 4) Secure civilians during operations. Change leaders.

b. Leaders reaction course.

- 1) Navigate to station 1. Complete station 1. Change leaders.
- 2) Squads do patrolling as part of navigation to subsequent stations. Change leaders.
- 3) Patrol route crosses a danger area to subsequent stations. Change leaders.

NOTE: Evaluate Move Tactically during all movements. Use one squad as OPFOR against another squad. Use academy support personnel or tasked personnel to simulate civilians on the battlefield. Change OPFOR after missions. Mark OPFOR with engineer tape around their helmets or have them wear MOPP suits inside out.

SPE-1, After Action Review

Title

Situational Training Exercise After Action Review.

**After Action
Review**

Set aside one hour for the conduct of an After Action Review

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