

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

**BOOK 6**

**Viewgraph Transparencies, Appendix A, 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 book contains the viewgraph transparencies to 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.

For NCOAs that show the VGTs digitally, they may download them from the USASMA Website.

<b>TSP#</b>	<b>Title</b>
L232	Introduction to PLDC
T240	Suicide Prevention
T224	Physical Fitness
T221	Risk Management
T222	Conduct an After Action Review
L221	Introduction to Army Leadership
L222	What a Soldier Must Be, Know, Do
L223	The Human Dimension Role in Leadership Development
L224	The Four Direct Leadership Skills
L225	The Three Direct Leadership Actions
L226	Maintain Discipline
L227	Enforce the Equal Opportunity Program
T229	Wear and Appearance of the Uniform

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<b>TSP#</b>	<b>Title</b>
L228	Conduct Developmental Counseling
L235	Sexual Assault
L229	Financial Management
T231	Supply Procedures
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
W225	Combat Operations
W226	Land Navigation
L233	History of the NCO

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## **Appendix A, Viewgraph Transparencies**

**TSP: L232**

**TITLE: Introduction to PLDC**

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# **PLDC OBJECTIVE:**



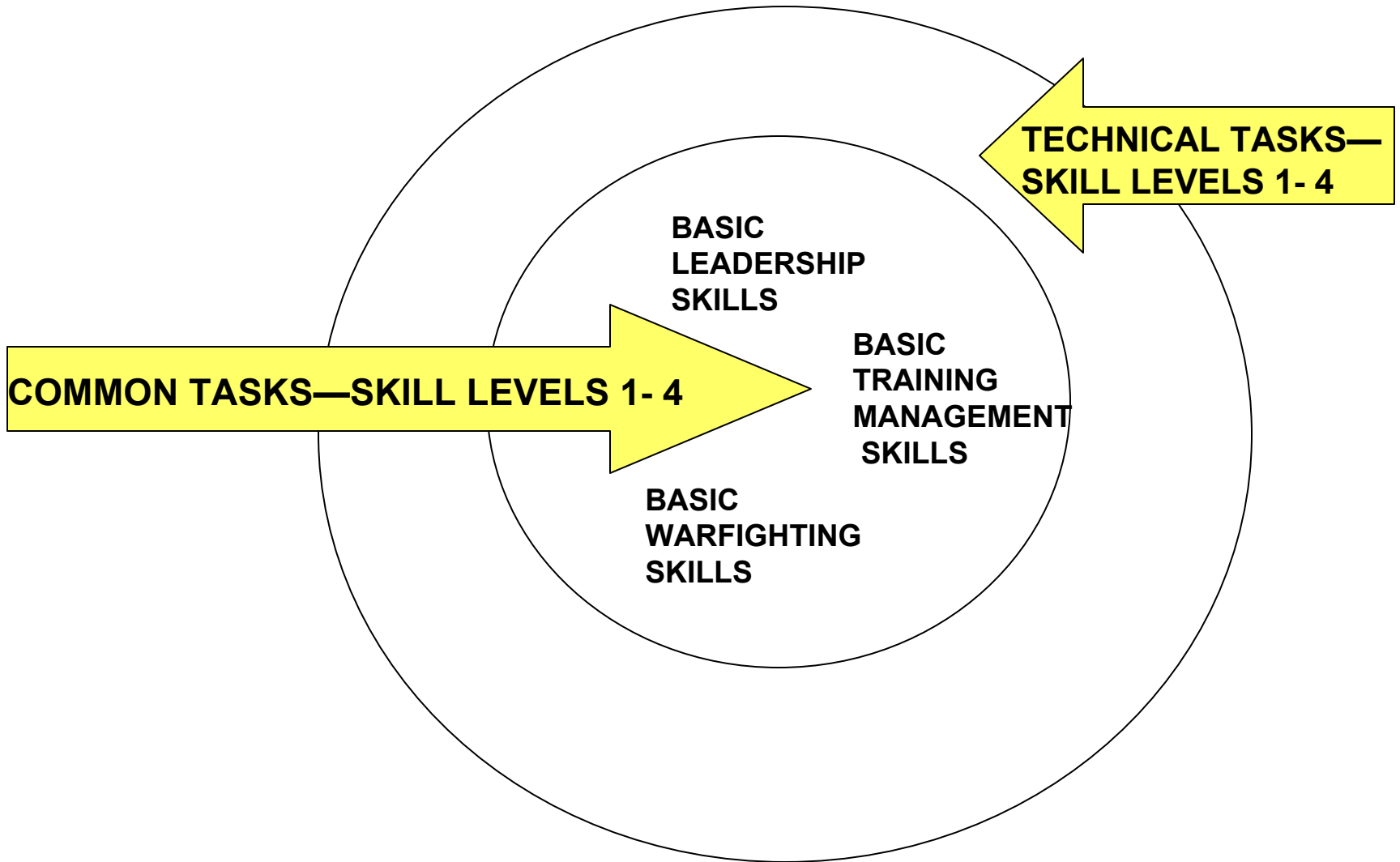
To set the standards expected of all prospective and newly appointed sergeants.

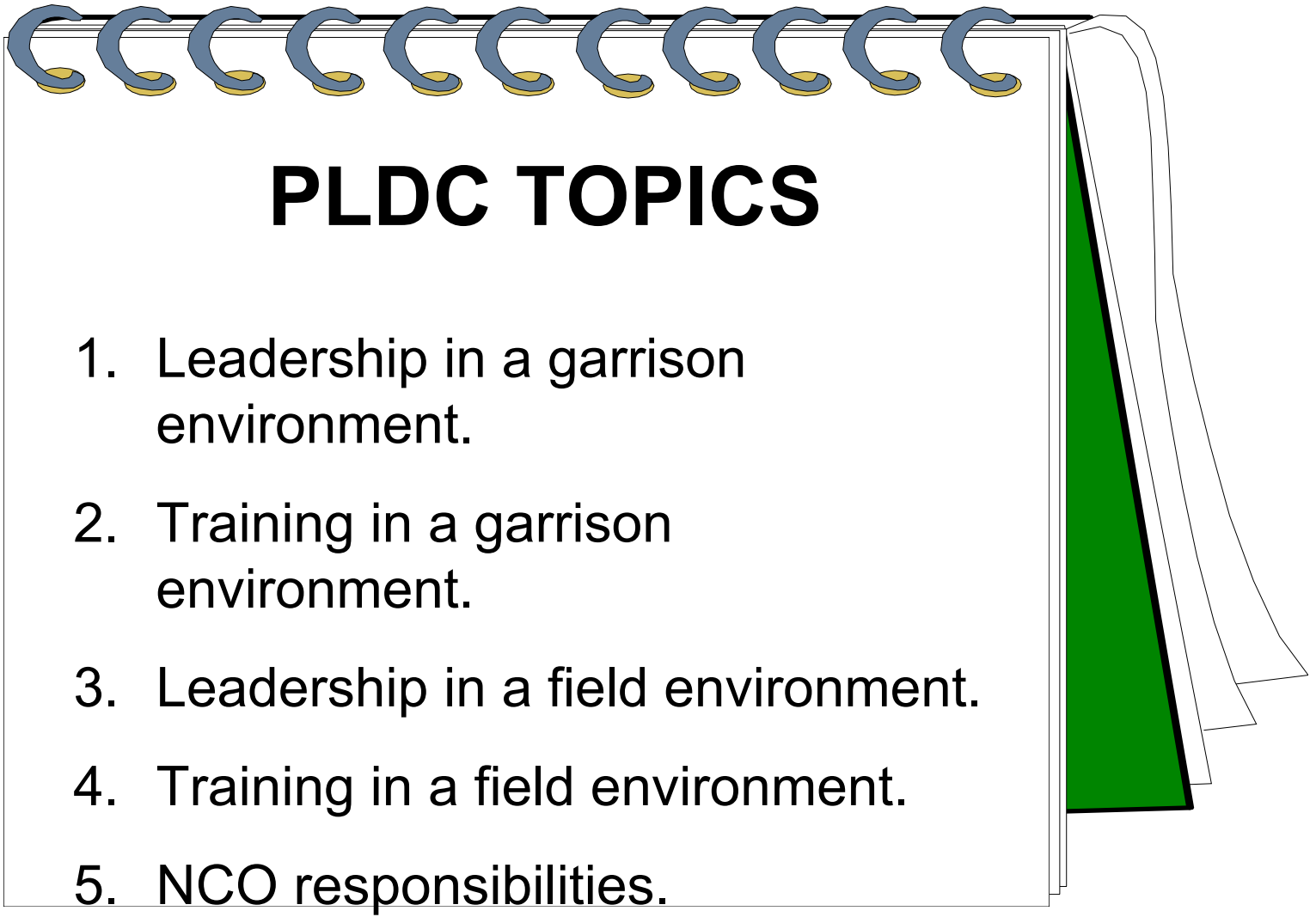
# MAJOR AREAS OF INSTRUCTION



- Leadership
- Training
- Warfighting

# COMMON TASKS





# PLDC TOPICS

1. Leadership in a garrison environment.
2. Training in a garrison environment.
3. Leadership in a field environment.
4. Training in a field environment.
5. NCO responsibilities.



# LEADERSHIP BLOCK

1. Introduction to Army Leadership
2. What a Leader must BE, KNOW, DO
3. The Human Dimension Role in Leadership Development
4. The Four Direct Leadership Skills
5. The Three Direct Leadership Actions
6. Maintain Discipline
7. Enforce the Equal Opportunity Program
8. Conduct Developmental Counseling



# LEADERSHIP BLOCK

## (cont)

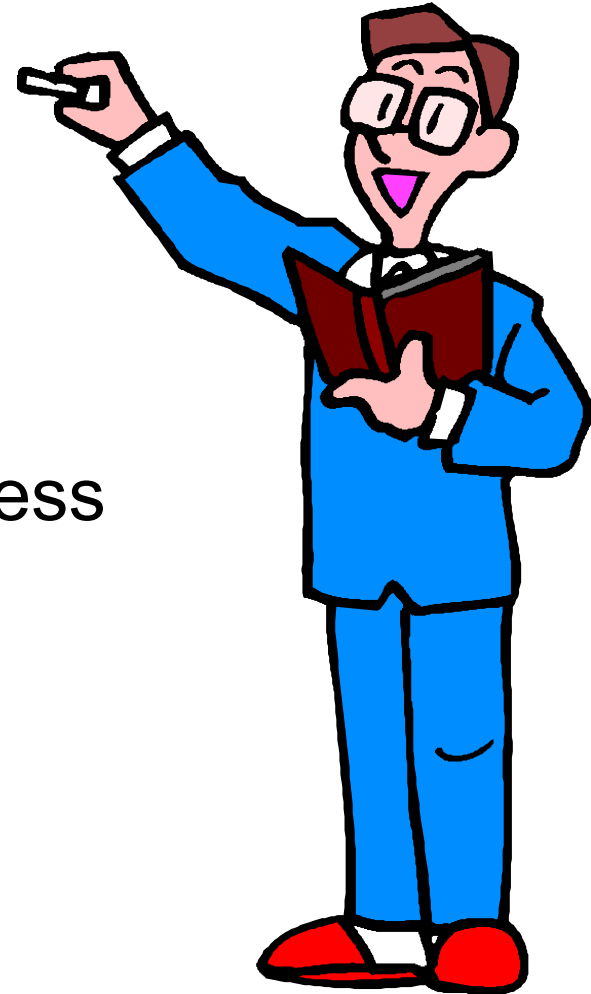


9. Financial Management
10. Sexual Assault
11. Commandant's Orientation
12. Introduction to PLDC
13. Identify the Historical Progression of the NCO Corps



# TRAINING BLOCK

1. Risk Management
2. Conduct an AAR
3. Training the Force
4. Supervise Physical Fitness Training





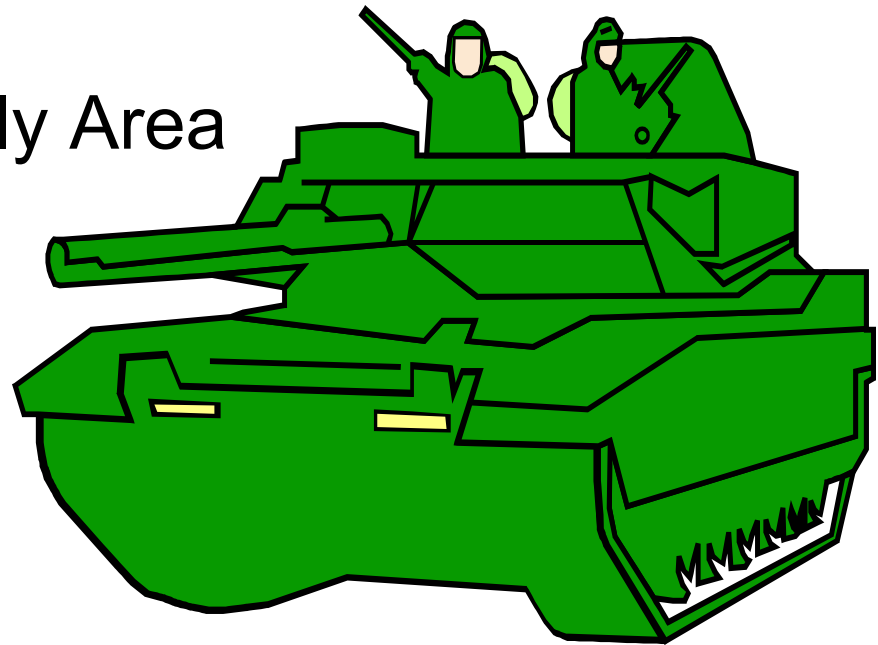
# TRAINING BLOCK (cont)



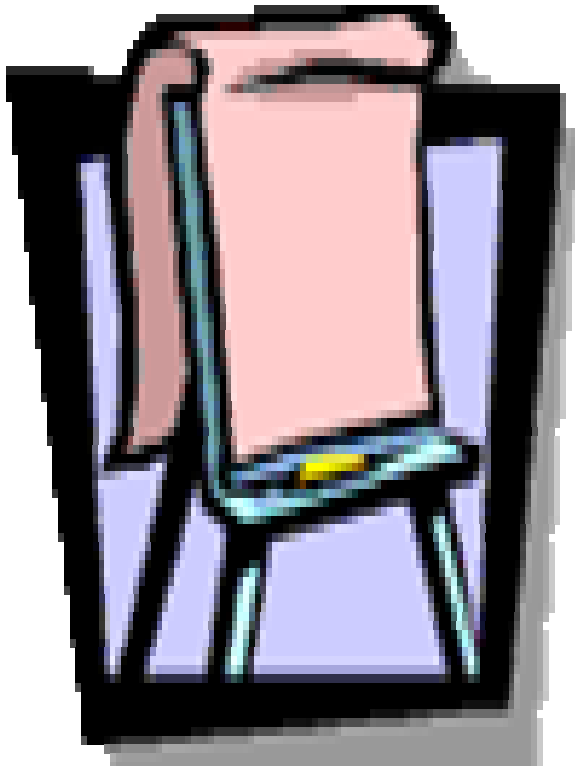
5. Conduct Drill and Ceremonies
6. Wear and Appearance of the Uniform
7. Supervise PMCS
8. Supply Procedures
9. Suicide Prevention

# WARFIGHTING BLOCK

- Combat Orders
- Move Tactically
- Occupy an Assembly Area
- Combat Operations
- Map Reading
- Land Navigation
- STX



# SITUATIONAL TRAINING EXERCISE (STX) BLOCK



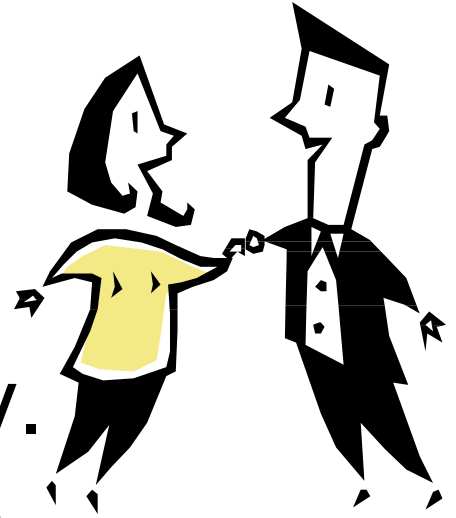
24 Hours

Leadership evaluation

Squad tactics

# INTRODUCTIONS

- Your name.
- Place of birth (hometown)
- Point of entry into the Army.
- Date of entry into the Army.
- Location of basic combat training.
- Location of advanced individual training.
- Current unit of assignment.
- MOS and duty position.



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## **Appendix A, Viewgraph Transparencies**

**TSP: T240**

**TITLE: Suicide Prevention**

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# ***Suicide Prevention***



## **In The Army's Suicide Prevention Program**

***Everyone Matters!***



# ***Goal of the Army Suicide Prevention Program***



**TO MINIMIZE SUICIDAL BEHAVIOR  
AMONG OUR SOLDIERS, RETIREES,  
CIVILIANS AND FAMILY MEMBERS.**



# ***Chief of Staff of the Army Statement***



**The CSA stated that suicide is a “serious problem” and directed a complete review of the ASPP. He called for a campaign that would refine the ASPP by making use of the best-known available science, and would also invigorate suicide prevention awareness and vigilance.**



# ***Chief of Staff of the Army Statement (cont)***



**The CSA further stated that for the program to be effective, the frame work must:**

- **involve all commanders**
- **be proactive**
- **intensify preventive efforts against suicidal behavior**
- **invest in our junior leaders**
- **improve current training and education**



# ***Possible Mental Disorders***



- **Impulsive or aggressive-violent traits**
- **Previous other self-injurious acts**
- **Excessive anger, agitation, or constricted preoccupations**
- **Excessive alcohol use**
- **Heavy smoking**
- **Evidence of any sleep or eating disorder**



# ***Suicide Potential “Triggers”***



- **Loss of a loved one to illness or death**
- **Loss of a significant, intimate relation**
- **Loss of a child custody**
- **Loss of friendship or social status**
- **Loss of job or rank**



## ***Suicide Potential “Triggers” (cont)***



- **Loss of freedom**
- **Loss of financial security**
- **Loss of self esteem**
- **Loss of hope or feeling helpless**
- **Loss or change in lifestyle**



# ***Suicide Immediate Danger Signs***



- **Talking or hinting about suicide**
- **Formulating a plan to include a means to kill oneself**
- **Having a desire to die**
- **Obsession with death including listening to sad music or poetry or artwork**
- **Finalizing personal affairs**
- **Giving away personal possessions**





# ***Suicide Warning Signs***



- **Obvious drop in duty performance**
- **Unkempt personal appearance**
- **Feeling of hopelessness or helplessness**
- **Family history of suicide**
- **Previous suicide attempts**
- **Drug or alcohol abuse**
- **Social withdrawal**
- **Loss of interest in sexual activity**
- **Reckless behavior, self-mutilation**
- **Physical health complaints, changes/loss of appetite**
- **Complaints of significant sleep difficulties**



# The Army Suicide Prevention Model



## Awareness

First line supervisor aware of soldiers facing life stressor's

## Prevention

First line supervisor ensures individual receives required assistance

Is soldier suspected to be at risk for suicidal?

No Yes

## Intervention

Command or supervisor ensures that individual is seen by ASIST qualified "Trusted Agent"

Is soldier at risk for suicidal?

No Yes

## Vigilance

Command or supervisor ensure complete problem resolution

## Secure/Protect

Behavioral health assessment

## Secure/Protect

Soldier is referred to behavioral health

Treatment

Separation



# *Prevention Barrier*



## PREVENTION

**The “main effort” is to minimize suicide behavior.**



# ***Intervention Barrier***



## **Intervene**

**The Intervention barrier prevents any life crisis or mental disorder to lead to thoughts of suicide.**



# ***Secure Barrier***



## **Secure**

**The last possible opportunity to prevent  
an act of suicide.**



# ***Continuity of Care***



**Continuity of Care is the safety net underneath the suicide model that represent what the Army is required and obligated to provide those individuals at risk for suicide.**



# ***Installation Gatekeepers***



## **Primary Gatekeepers**

- **Chaplains & chaplain assistants**
- **ADAPCP counselors**
- **Family Advocacy Program workers**
- **AER counselors**
- **Emergency room medical technicians**
- **Medical health professionals**

## **Secondary Gatekeepers**

- **Military police**
- **Trial defense lawyers**
- **Youth services**
- **Inspector general office**
- **DOD school counselors**
- **MWR workers**
- **Red Cross workers**



# *All Soldiers Checklists*



- **Know suicidal danger & warning signs and the leading causes for suicide.**
- **Take immediate action when suspecting someone is suicidal or if someone admits that they are contemplating suicide.**
- **Become aware of local services and protocols for use.**





# ***First Line Supervisors/Leaders Checklists***



- Get to know your soldiers so that you can recognize and even anticipate possible dysfunctional behavior.
- Assess each of your soldier's life-coping skills. Seek opportunities to positively influence your soldier's behavior.
- Ensure proper training of all your soldiers in suicide prevention/awareness.
- Create an atmosphere of inclusion for all. Never ostracize any of your soldiers, regardless of their actions.



## ***First Line Supervisors/Leaders Checklists (cont)***



- Know potential warning signs for mental illness.
- Know potential triggers for suicide.
- Set the example, take advantage of available helping services.
- Reduce the perceived stigma regarding mental health. Remember that most mental illnesses are treatable and are a result of a sickness, not weakness.



# Summary



**Suicide Prevention is Everybody's Business  
and in the Army**

**EVERYONE MATTERS!**

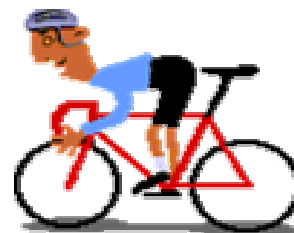
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## **Appendix A, Viewgraph Transparencies**

**TSP: T224**

**TITLE: Physical Fitness**

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# PHYSICAL FITNESS



# **PHYSICAL FITNESS TRAINING PROGRAM OBJECTIVE**

**TO ENHANCE COMBAT READINESS BY DEVELOPING  
AND SUSTAINING A HIGH LEVEL OF PHYSICAL FITNESS  
IN SOLDIERS AS MEASURED BY:**

- **CARDIORESPIRATORY ENDURANCE**
- **MUSCULAR STRENGTH AND ENDURANCE**
- **FLEXIBILITY**
- **BODY COMPOSITION STANDARDS AS PRESCRIBED  
BY AR 600-9**
- **MOTOR EFFICIENCY (COORDINATION, AGILITY,  
BALANCE, POSTURE, SPEED, POWER, AND  
KINESTHETIC AWARENESS).**



# **PHYSICAL FITNESS TRAINING PROGRAM OBJECTIVE (cont)**

- **ANAEROBIC CONDITIONING**
- **COMPETITIVE SPIRIT, THE WILL TO WIN,  
AND UNIT COHESION**
- **SELF-DISCIPLINE**
- **A HEALTHY LIFESTYLE THAT INCLUDES  
GOOD NUTRITION, EXCLUDES SMOKING,  
AND AVOIDS MISUSE OF ALCOHOL AND  
DRUGS**
- **ABILITY TO COPE WITH ALL TYPES OF  
STRESS**

# COMPONENTS OF FITNESS

- **CARDIORESPIRATORY ENDURANCE**
- **MUSCULAR STRENGTH**
- **MUSCULAR ENDURANCE**
- **FLEXIBILITY**
- **BODY COMPOSITION**



# **PRINCIPLES OF EXERCISE**

**REGULARITY**  
**PROGRESSION**  
**BALANCE**  
**VARIETY**  
**SPECIFICITY**  
**RECOVERY**  
**OVERLOAD**

# **FLEXIBILITY**

**FLEXIBILITY IS THE ABILITY TO MOVE THE JOINTS OR ANY GROUP OF JOINTS THROUGH AN ENTIRE, NORMAL RANGE OF MOTION.**

# STRETCHING TECHNIQUES

- **STATIC**
- **PASSIVE**
- **PROPRIOCEPTIVE  
NEUROMUSCULAR  
FACILITATION (PNF)**
- **BALLISTIC**

# FACTORS FOR A SUCCESSFUL TRAINING PROGRAM

**F REQUENCY**

**I NTENSITY**

**T IME**

**T YPE**

# TRAINING HEART RATE

$$220 - \frac{\quad}{\text{AGE}} = \frac{\quad}{\text{MAX HR}}$$

$$\frac{\quad}{\text{MAX HR}} - \frac{\quad}{\text{RHR}} = \frac{\quad}{\text{HRR}}$$

$$\left( \frac{\quad}{\quad} \% \times \frac{\quad}{\text{HRR}} \right) + \frac{\quad}{\text{RHR}} = \frac{\quad}{\text{THR}}$$

# **CRITERIA FOR AN AEROBIC ACTIVITY**

- **USES THE LARGE MUSCLES OF THE BODY**
- **CONTINUOUS, RYTHMICAL, AND REPETITIVE**
- **VIGOROUS ENOUGH TO RAISE AND SUSTAIN THE HEART RATE AT A TRAINING LEVEL FOR A MINIMUM OF 20 MINUTES**



# EXAMPLES OF AEROBIC ACTIVITY



## PRIMARY

**RUNNING/JOGGING**

**WALKING**

**SWIMMING**

**CYCLING**

**EXERCISING TO MUSIC**

## SECONDARY

**TENNIS**

**HANDBALL**

**BASKETBALL**

**RACQUETBALL**



# **PHASES OF CONDITIONING**

- **PREPARATORY**
- **CONDITIONING**
- **MAINTENANCE**

## **Appendix A, Viewgraph Transparencies**

**C 1**

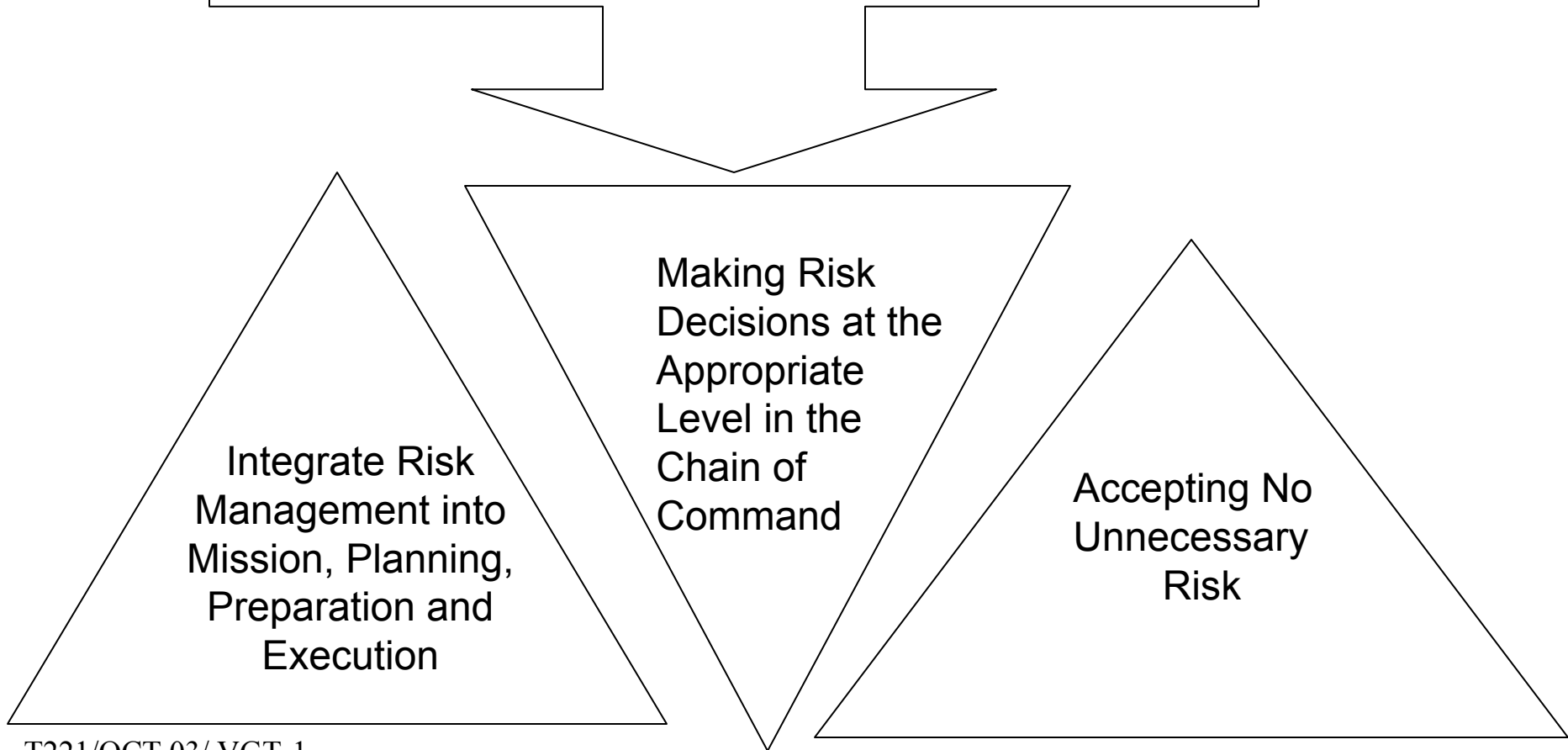
**TSP: T221**

**TITLE: Risk Management**

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# **BASIC PRINCIPLES**

## Framework for Implementing



# **RISK MANAGEMENT ASSISTS THE COMMANDER OR LEADER IN --**

- **CONSERVING LIVES AND RESOURCES AND AVOIDING UNNECESSARY RISK.**
- **MAKING AN INFORMED DECISION TO IMPLEMENT A COA.**
- **IDENTIFYING FEASIBLE AND EFFECTIVE CONTROL MEASURES WHERE SPECIFIC STANDARDS DO NOT EXIST.**
- **PROVIDING REASONABLE ALTERNATIVES FOR MISSION ACCOMPLISHMENT.**

## **RISK MANAGEMENT DOES NOT--**

- **INHIBIT THE COMMANDER'S AND LEADER'S FLEXIBILITY AND INITIATIVE.**
- **REMOVE RISK ALTOGETHER, OR SUPPORT A ZERO DEFECTS MINDSET.**
- **REQUIRE A GO/NO –GO DECISION.**
- **SANCTION OR JUSTIFY VIOLATING THE LAW.**
- **REMOVE THE NECESSITY FOR STANDARD DRILLS, TACTICS, TECHNIQUES, AND PROCEDURES.**

# **THE FIVE STEPS**

- **STEP 1. IDENTIFY HAZARDS.**
- **STEP 2. ASSESS HAZARDS TO DETERMINE RISKS.**
- **STEP 3. DEVELOP CONTROLS AND MAKE RISK DECISIONS.**
- **STEP 4. IMPLEMENT CONTROLS.**
- **STEP 5. SUPERVISE AND EVALUATE.**

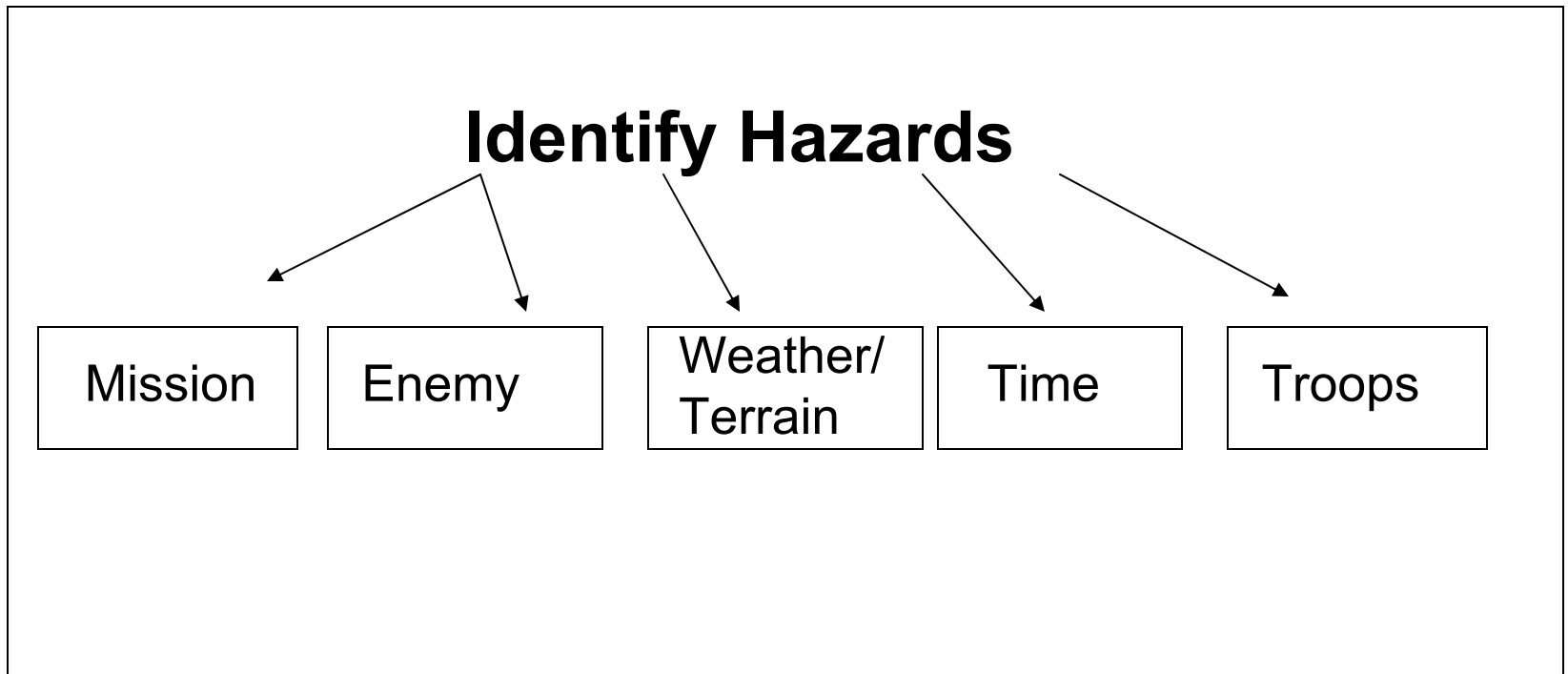


# TWO TYPES OF RISKS

- ***TACTICAL RISKS*** – RISK CONCERNED WITH HAZARDS THAT EXIST BECAUSE OF THE PRESENCE OF EITHER THE ENEMY OR AN ADVERSARY. IT APPLIES TO ALL LEVELS OF WAR AND ACROSS THE SPECTRUM OF OPERATIONS.
- ***ACCIDENT RISK*** – INCLUDES ALL OPERATIONAL RISK CONSIDERATIONS OTHER THAN TACTICAL RISK. IT INCLUDES RISKS TO THE FRIENDLY FORCE. IT ALSO INCLUDES RISKS POSED TO CIVILIANS BY AN OPERATION, AS WELL AS AN OPERATIONS IMPACT ON THE ENVIRONMENT.

# RISK MANAGEMENT PROCESS

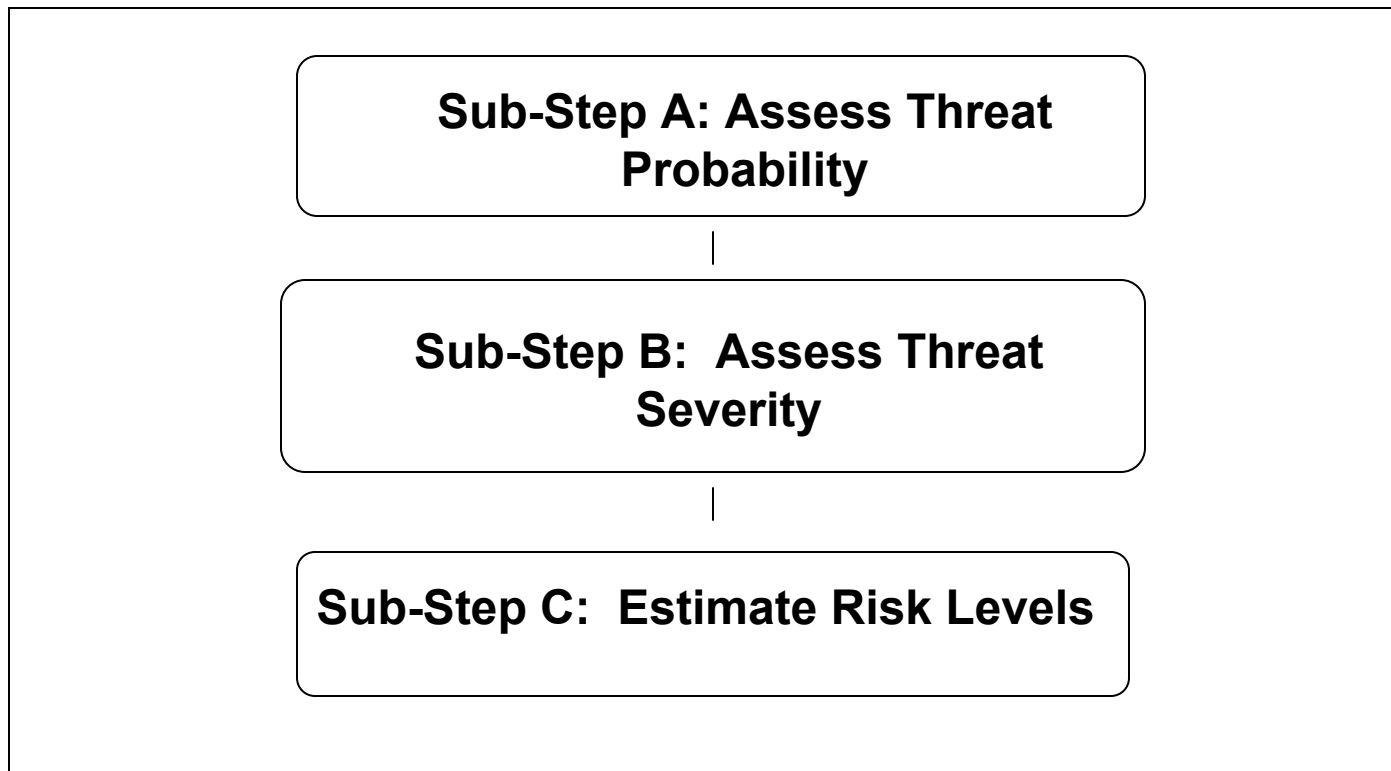
## Step One



# **RISK MANAGEMENT PROCESS**

## **Step Two**

### **Assess Hazards to Determine Risks**



# **RISK MANAGEMENT PROCESS**

## **Step Three**

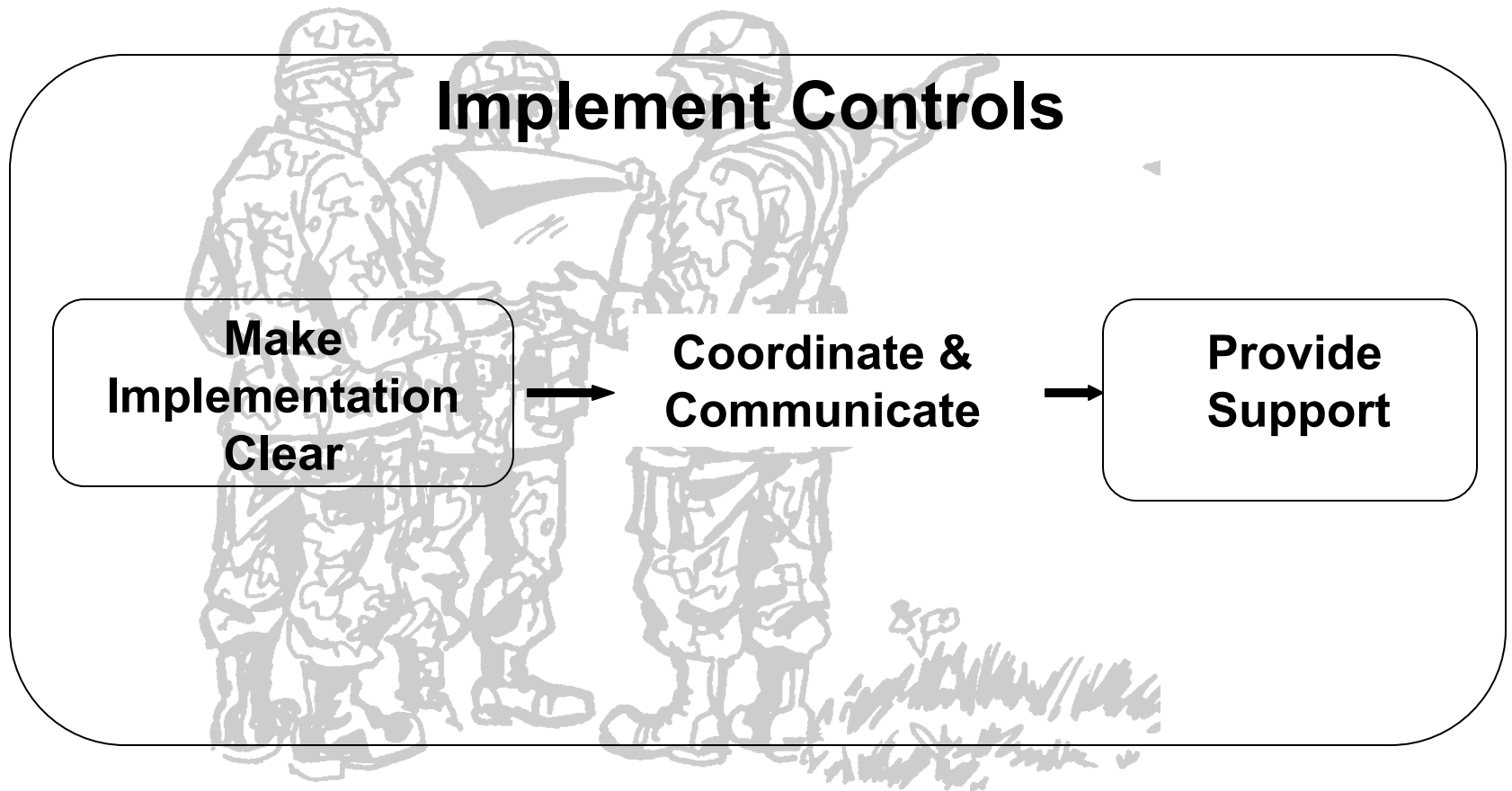
### **Develop Controls and Make Risk Decisions**

**Develop Controls**

**Make Risk Decisions**

# RISK MANAGEMENT PROCESS

## Step Four



# **RISK MANAGEMENT PROCESS**

## **Step Five**

Supervise and Evaluate

```
graph LR; A(SUPERVISE) --> B(EVALUATE)
```

**SUPERVISE**

**EVALUATE**

# FRATRICIDE DEFINED



“The employment of friendly weapons that results in the unforeseen and unintentional death or injury of friendly personnel or damage to friendly equipment.”  
(FM 17-98)



# EFFECTS OF FRATRICIDE

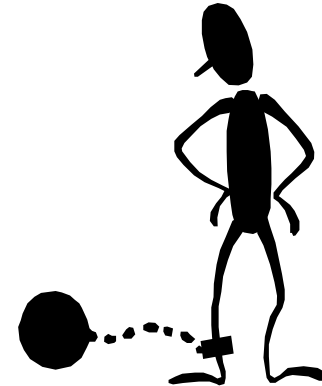
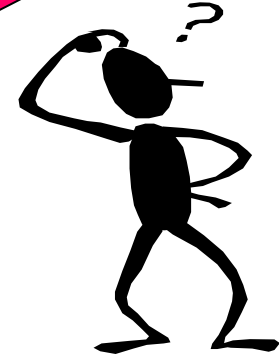
Loss of confidence in unit's leadership.

Increasing self-doubt among leaders.

Hesitancy in the employment of supporting combat systems.

Over supervision of units.

Hesitancy in the conduct of night operations.





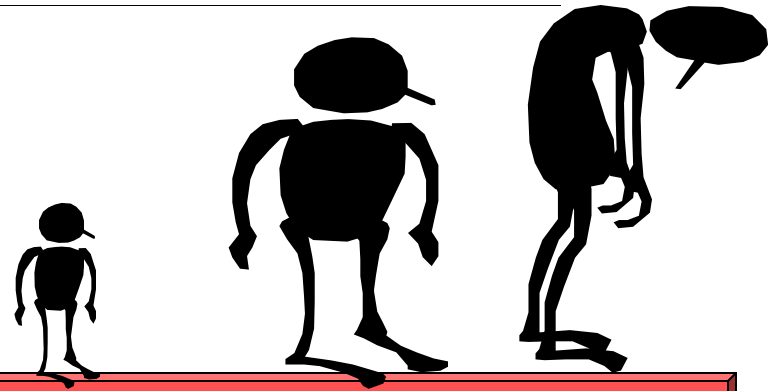
# EFFECTS OF FRATRICIDE, (Cont)

Loss of aggressiveness in maneuver (fire and movement).

Loss of initiative.

Disrupted operations.

General degradation of unit cohesiveness, morale, and combat power.



CAUSES

OF

FRATRICIDE

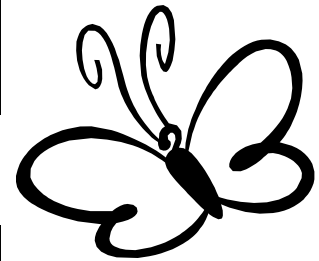
Yep,  
Aircraft

Failures in the direct fire control plan.

Land and navigation failures.

Failures in combat identification.

Inadequate control measures.

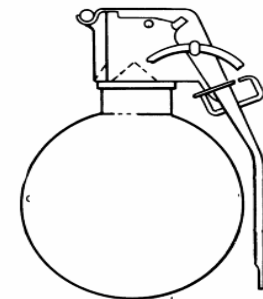


# CAUSES OF FRATRICIDE, (Cont)

Failures in reporting and communications.

Weapons errors.

Battlefield hazards.



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## **Appendix A, Viewgraph Transparencies**

**TSP: T222**

**TITLE: Conduct an After Action Review**

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# PLANNING

- **Who will observe the training and who will conduct the AAR.**
- **Reviewing the training and evaluation plan.**
- **Schedule stopping points.**
- **What trainers should evaluate.**
- **Who attends.**
- **When and where the AAR will occur.**
- **What training aids will be used.**

# PREPARING

- **Review training objectives, orders and doctrine.**
- **Identify key points.**
- **Observe the training and take notes..**
- **Select the AAR site.**
- **Collect observations from other observers and controllers.**
- **Organize.**
- **Rehearse.**



# CONDUCTING

- **Introduction and rules.**
- **Generate discussions.**
- **Review of objectives and intent.**
- **Commander's mission and intent.**
- **OPFOR commander's mission and intent.**
- **Summary of events.**
- **Closing comments.**

# **BENEFITS OF THE AAR**

- **Critical Assessment tool.**
- **Helps plan soldier training.**
- **Helps correct deficiencies..**

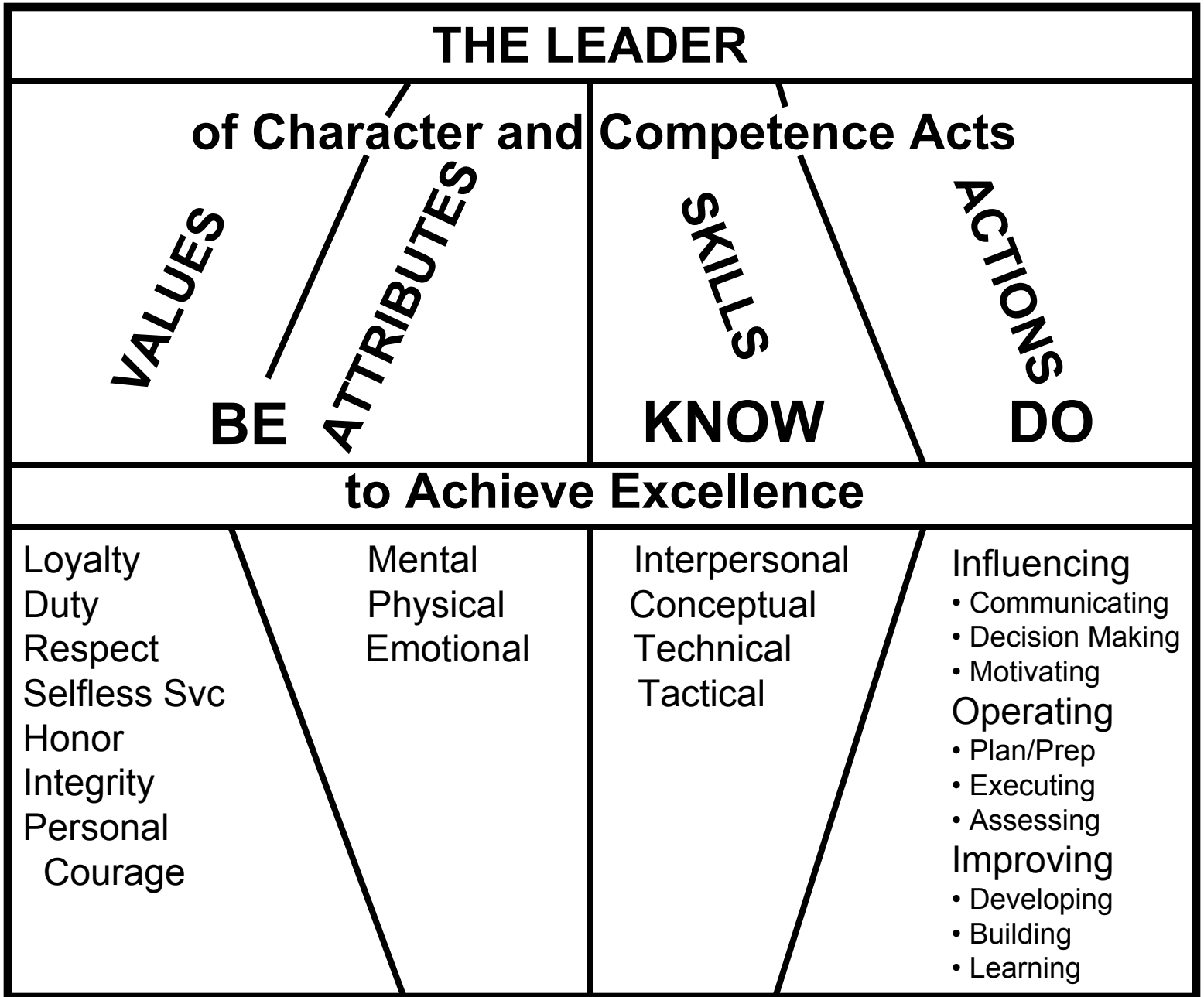
## **Appendix A, Viewgraph Transparencies**

**TSP: L221**

**TITLE: Introduction to Army Leadership**

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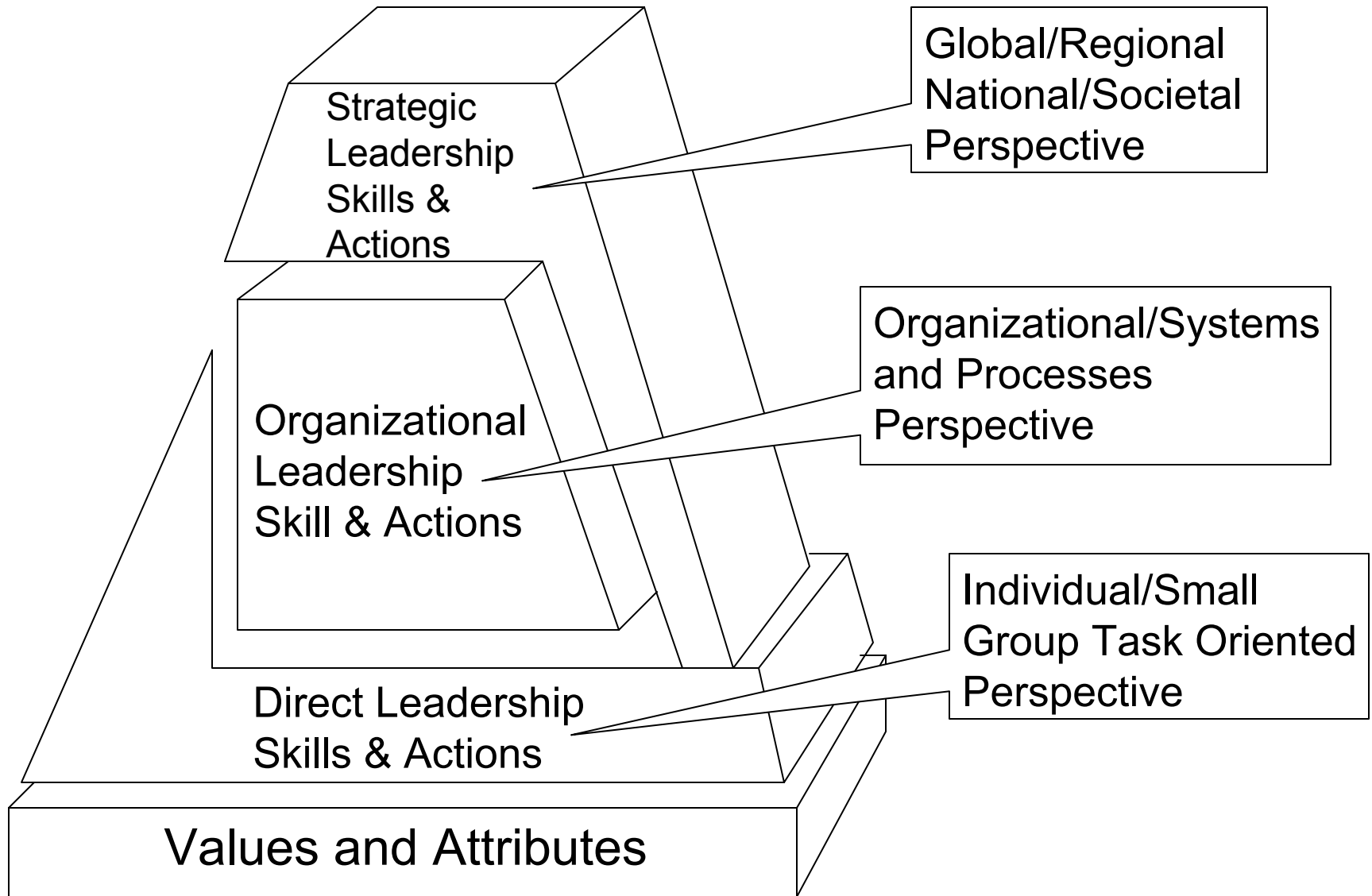
# Leadership Framework



# Leadership Defined

Leadership is **INFLUENCING** people--by providing purpose, direction, and motivation--while **OPERATING** to accomplish the mission and **IMPROVING** the organization.

# Three Levels of Leadership



# Squad Leader Situation Exercise

You are a squad leader. The platoon sergeant made changes in how the platoon prepares to go to the field. You feel the changes will cause problems for your squad to prepare properly, and you don't agree with the changes.

What are your responsibilities as a leader?



# **Expected Responses to Situation Exercise**

- **Ensure PSG's changes are put into place.**
- **Schedule a time to meet with the PSG to explain your reasons for disagreement.**
- **Support the PSG and his decision as though it is your own, regardless of the outcome of the meeting and the decision made.**
- **Show your subordinates that you support the PSG and his changes.**

# **SQUAD'S REACTIONS SITUATION EXERCISE**

---

The squad leader just returned from his meeting with the PSG. It is evident the squad leader is mad. He gathers the squad and tells them sarcastically, “Well guys, it’s a dumb decision, but we have to do it anyway.”

**What will be the reactions to the squad leaders behavior, and what could the consequences be?**

# **EXPECTED RESPONSES TO SQUAD'S REACTIONS**

## **The squad observes their leader:**

- Undermining the chain of command.
- Not supporting the platoon sergeant (disloyalty).
- Supporting decisions he favors and not those he doesn't.
- Setting a bad example to the squad.

## **Consequences:**

- Squad starts treating squad leader's orders in the same manner.
- Squad may determine: "If the squad leader is disloyal to the PSG, he is probably disloyal to us too." (Mistrust).

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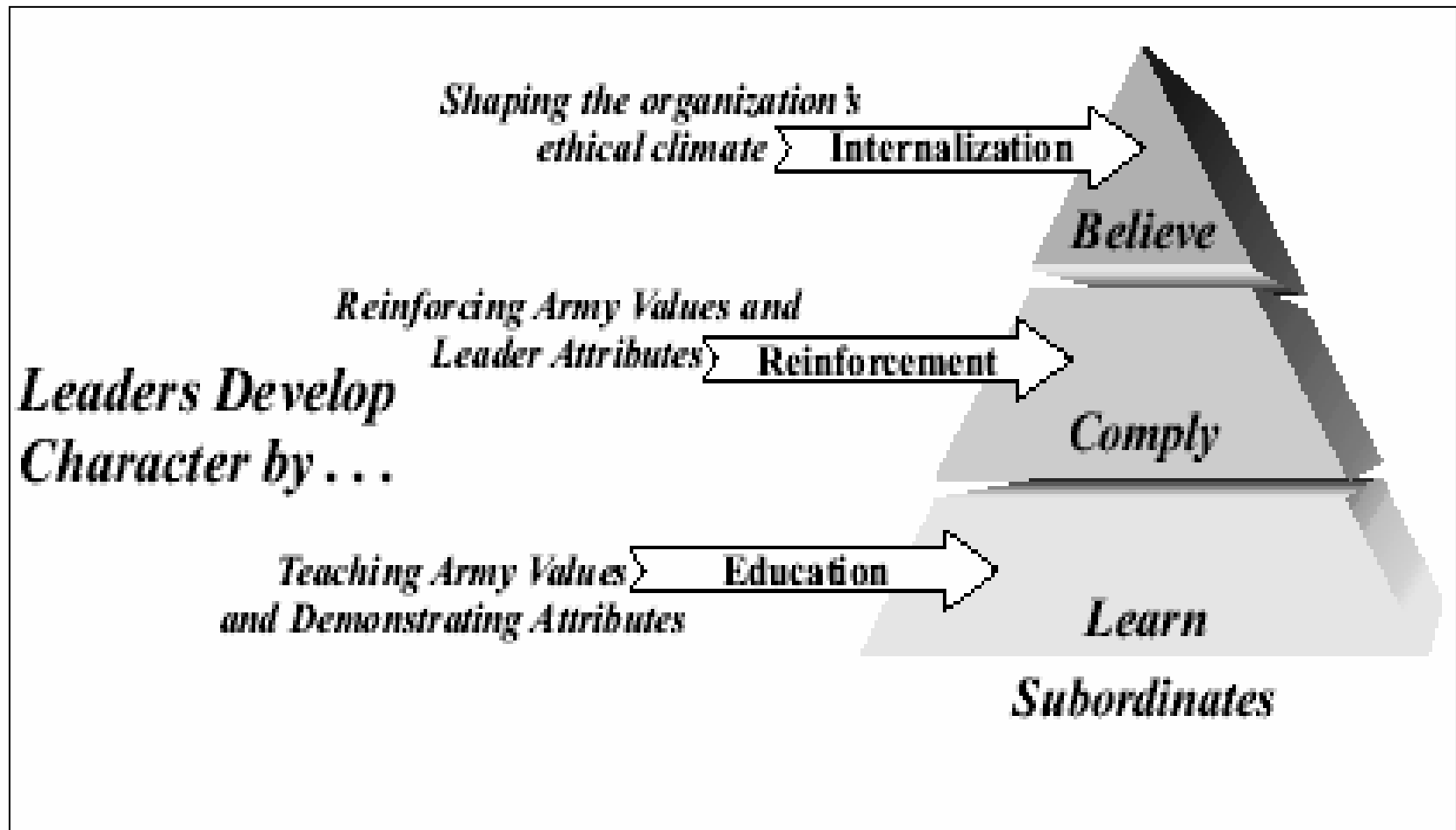
## **Appendix A, Viewgraph Transparencies**

**TSP: L222**

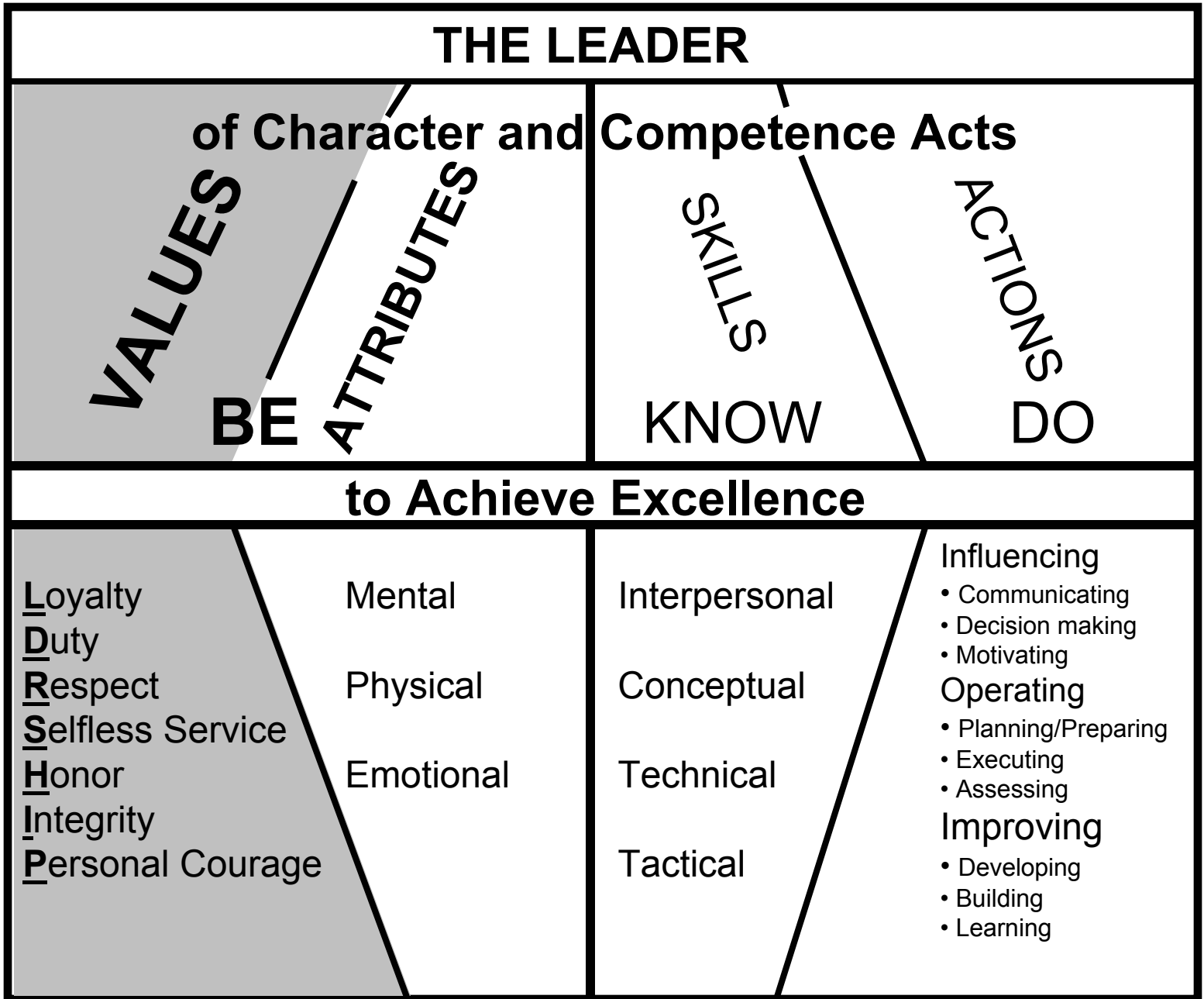
**TITLE: What a Leader Must Be, Know, Do**

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# CHARACTER DEVELOPMENT



# Leadership Framework





# LOYALTY

**Bear true faith and allegiance to the U.S. Constitution, the Army, your unit, and other soldiers.**

***If I could tell soldiers one thing, it would be: have faith. Faith in the Army, the leadership, and their own ability.***

**Former SMA Robert E. Hall**

# DUTY

**Fulfill your obligations.**

***It is difficult to be a good noncommissioned officer. If it had been easy, they would have given it to the officer corps.***

**Former SMA William A. Connelly**

# RESPECT

**Treat people as they should be treated.**

***Never say "lower enlisted soldiers"- always say "junior enlisted soldiers." Don't use the term "common soldier"- we are all soldiers in a common cause.***

***Former SMA Gene C. McKinney***

# **SELFLESS SERVICE**

**Put the welfare of the nation,  
the Army, and your  
subordinates before your own.**

***Are you truly doing what's best for the nation, what's best for the Army, what's best for your unit, and what's best for your soldiers and their families? Are you taking all of that into consideration, or are you looking at what makes you as an individual look the best?***

**Former SMA Richard A. Kidd**

# HONOR

**Live up to all the Army values.**

***We build character in order for us to withstand the rigors of combat and resist the temptations to compromise our principles in peacetime. We must build character in peacetime because there is no time in war. Character is the most important quality you can find in any person, but especially in a soldier. It is the foundation that will get anybody through anything he may encounter. Reputation is what people think you are; character is what you are—that is the staying power.***

**Former SMA Glen E. Morrell**

# INTEGRITY

**Do what's right--legally and morally.**

***The core of a soldier is moral discipline. It is intertwined with the discipline of physical and mental achievement. It motivates doing on your own what is right without prodding. It is an inner critic that refuses to tolerate less than your best. Total discipline overcomes adversity and physical stamina draws on an inner strength that says "drive on."***

**Former SMA William G. Bainbridge**

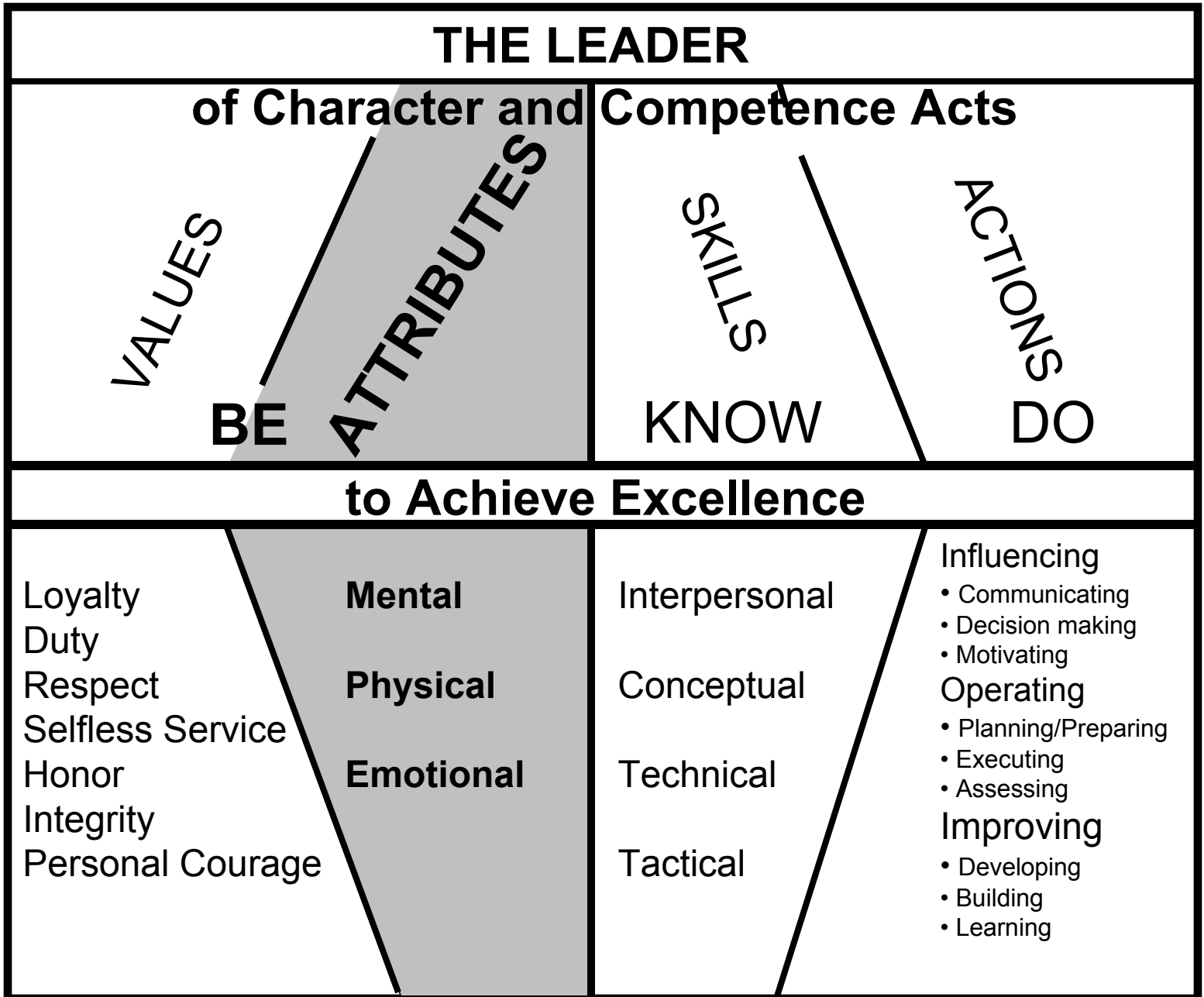
# PERSONAL COURAGE

**Face fear, danger, or adversity  
(physical or moral).**

*Professional courage is the steel fiber that makes an NCO unafraid and willing to tell it like it is. The concept of professional courage does not always mean being as tough as nails, either. It also suggests a willingness to listen to the soldiers' problems, to go to bat for them in a tough situation and it means knowing just how far they can go. It also means being willing to tell the boss when he is wrong.*

**Former SMA William A. Connelly**

# Leadership Framework





# **MENTAL ATTRIBUTES**

- **Will**
- **Self-Discipline**
- **Initiative**
- **Judgment**
- **Self-Confidence**
- **Intelligence**
- **Cultural Awareness**

# **STEPS TO TAKE BEFORE DISOBEYING AN ORDER BELIEVED TO BE ILLEGAL**

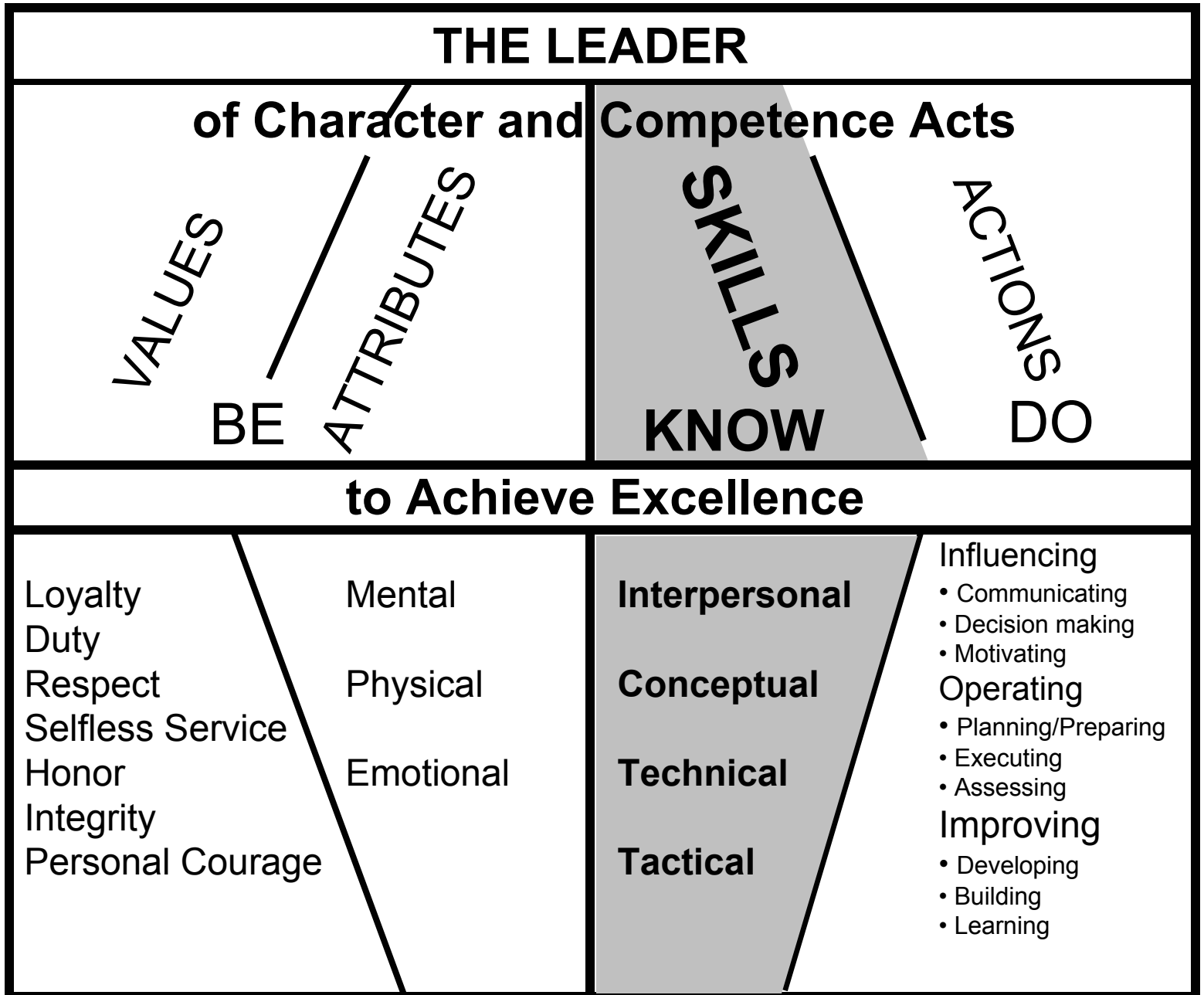
- **Be sure you understand the details and the original intent of the order.**
- **Seek clarification from the person who gave the order by asking, for example:**
  - \* **Did you really want me to steal?**
  - \* **You don't really want me to submit a false report do you?**
  - \* **Do you really want us to shoot the prisoners?**
- **Always seek legal advice if the question is complex or time permits.**

# **IMMEDIATE DECISION TO DISOBEY AN ILLEGAL ORDER**

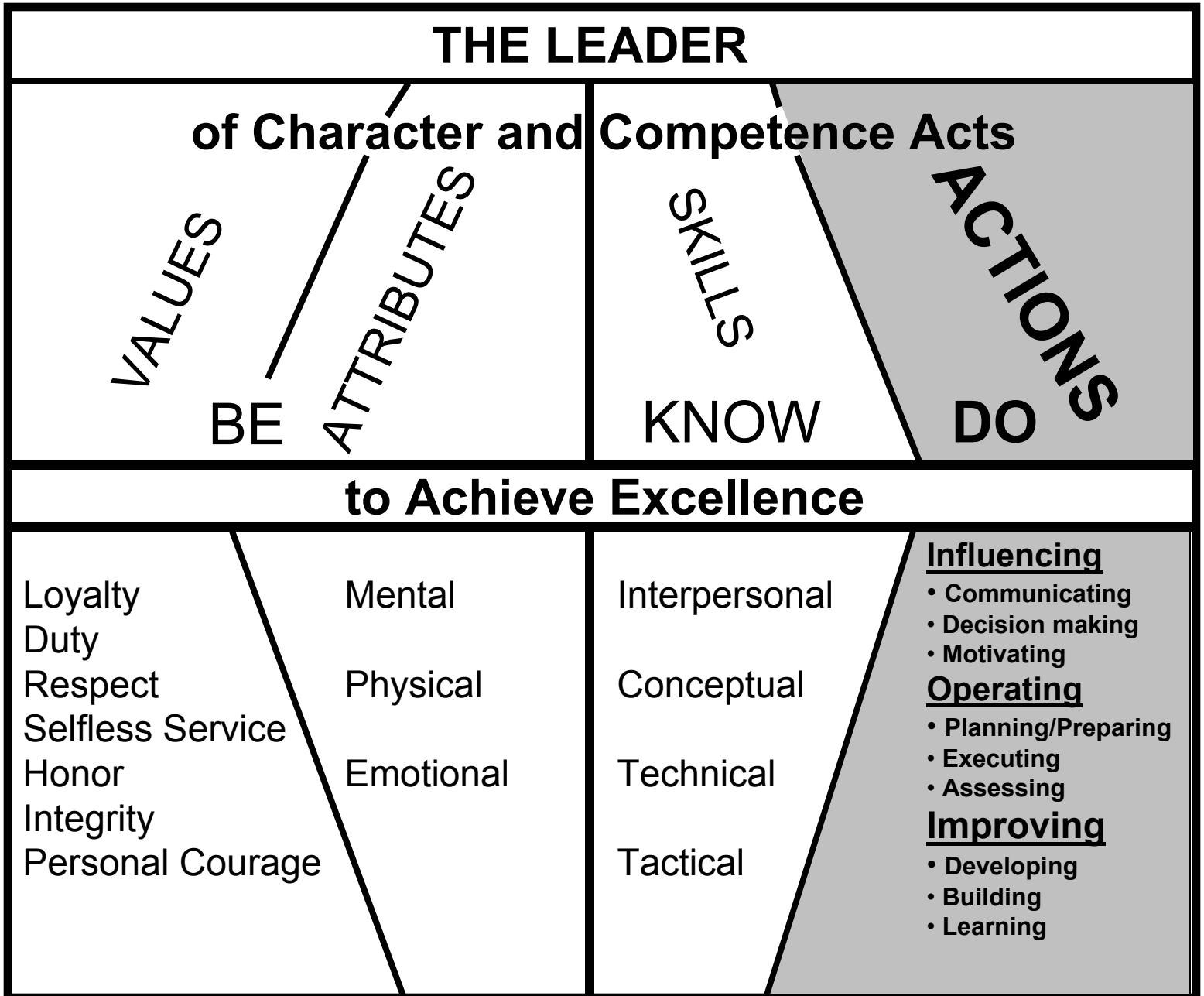
**Make the best judgment possible based on:**

- **Army values**
- **Your experiences**
- **Your previous study and reflection**

# Leadership Framework



# Leadership Framework



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## **Appendix A, Viewgraph Transparencies**

**TSP: L223**

**TITLE: The Human Dimension Role in Leadership Development**

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# **Three Major Elements**

## **Important in the makeup and success of the Soldier, Team, and Institution**

- **Discipline**
- **Morale**
- **Taking care of  
soldiers**

# Three Factors to High Morale

- Good leadership
- Shared hardships
- Mutual respect

# Taking Care of Soldiers

- Create a disciplined environment.
  - Hold soldiers to high standards.
  - Train soldiers to perform in peace and war.
  - Treat soldiers fairly.
  - Share in soldiers' hardships.
- Set the example.
  - Demand soldiers do their duty.
  - Train soldiers rigorously.
  - Give soldiers all resources needed to survive in combat.
  - Provide family support.

# Leadership Challenges from Technology

- Learning strengths and weaknesses of different technologies.
- Learning how technologies match between your unit and others, U.S. and allies.
- Considering the effect of technology on the time to analyze problems, make a decision, and act.

# Positive Combat Stress Behaviors

You can bring out positive combat stress behaviors by:

- Training (drill)
- Wise personnel policies
- Good leadership

# Organizational Climate Questions

1. Do leaders set clear priorities and goals?
2. Is a system of recognition, rewards and punishments in place? Does it work?
3. Do leaders know what they are doing?  
Do they admit when they are wrong?
4. Do leaders seek input from subordinates?  
Do they act on feedback?
5. Do junior leaders have authority to make decisions in the absence of orders?

# Organizational Climate Questions (cont)

6. Are internal stress and negative competition high in the unit? If so, are leaders doing anything to change it?
7. Do leaders behave the way they talk, consistent with Army values and good role models?
8. Do leaders lead from up front or share hardships when things get tough?
9. Do leaders talk to their organization regularly and keep their soldiers informed?

# Leadership Styles

- Directing
- Participating
- Delegating
- Transformational
- Transactional



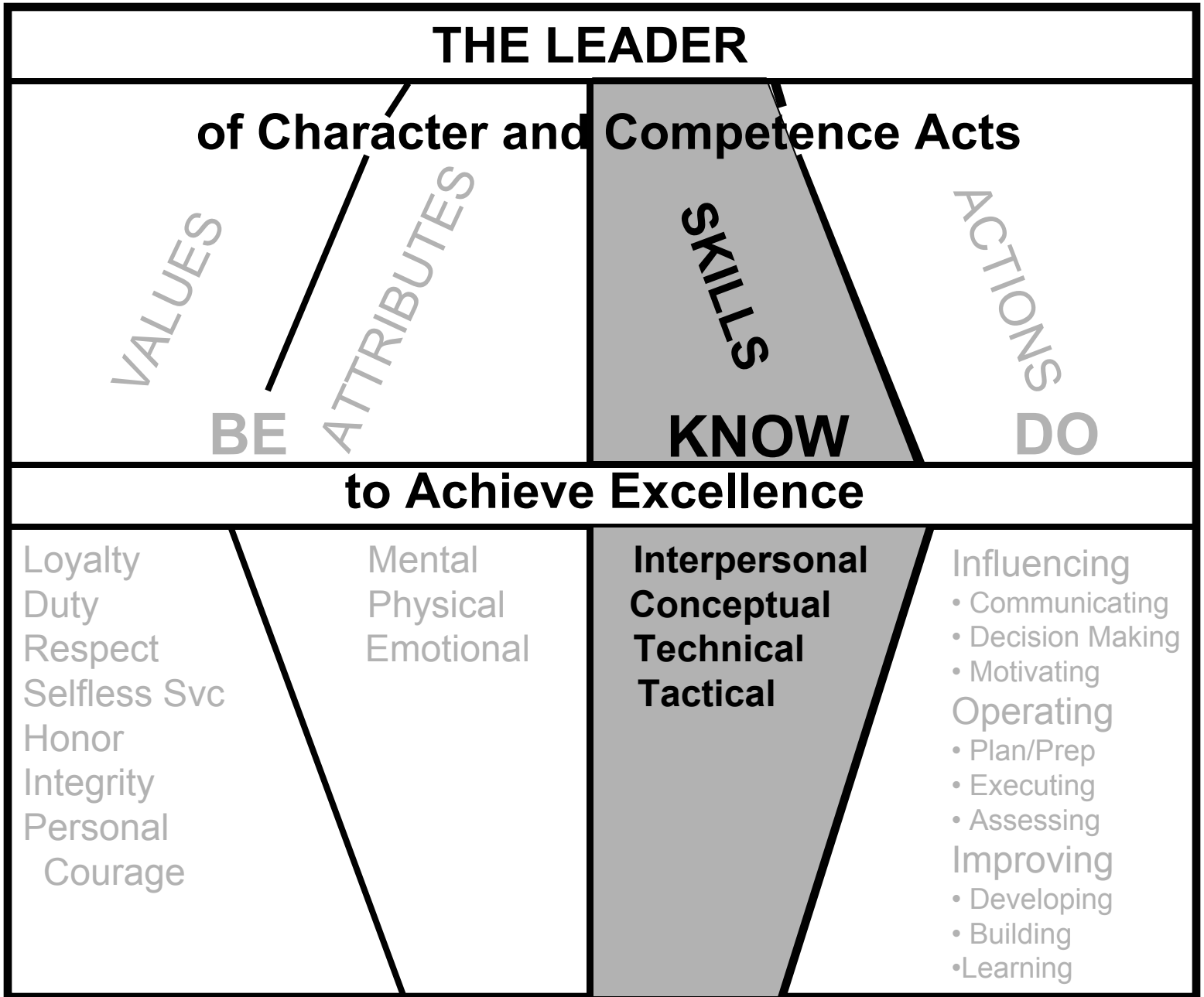
## **Appendix A, Viewgraph Transparencies**

**TSP: L224**

**TITLE: The Four Direct Leadership Skills**

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# Leadership Framework



# Elements of Active Listening

- **Eye contact.**
- **Body posture.**
- **Head nods.**
- **Facial expressions.**
- **Verbal expressions.**

# **Nonverbal Indicators**

- **Boredom.**
- **Self-confidence.**
- **Defensiveness.**
- **Frustration.**
- **Interest, friendliness,  
and openness.**
- **Openness or Anxiety.**

# **Conceptual Skills**

- **Critical reasoning.**
- **Creative thinking.**
- **Ethical reasoning.**
- **Reflective thinking.**

# **Ethical-Reasoning Process**

## **Step 1, Define the Problem**

- Define the problem precisely.
- Know specifically who said, ordered, or demanded what.
- Don't settle for secondhand information.
- Get Details.

# Ethical Problem

SGT Jones' ethical problem is what to do about the fact that he observed his best friend cheating.

What he observed is clearly wrong, and he has a moral obligation to do something about it, regardless of the fact that SGT Smith is his best friend.



# **Ethical-Reasoning Process**

## **Step 2, Know the Relevant Rules**

---

Do your homework.

# Relevant Rules

Usually student handbooks and school academic honor codes clearly address policies on cheating or observing others cheating.

Other moral principle to consider: Fairness.

Is it fair that SGT Smith pass by cheating? Is it fair for the others taking the test, especially for what is at stake? The principle of fairness would tell SGT Jones that he has a moral obligation to do something about SGT Smith's cheating.

# **Ethical-Reasoning Process**

## **Step 3, Develop and Evaluate**

### **Courses of Action**

- Lay out possible courses of action.
- Consider courses of action in view of Army values.
- Consider the consequences of your decision.

# Ethical-Reasoning Process

## Step 3 (cont) Considering the Consequences Practical Questions

- Which course upholds Army values?
- Does any course compromise Army values?
- Does any course violate a principle, rule, or regulation you referenced during step two?
- Which course is in the best interest of the squad, unit, Army, and Nation?

# Army Values Pertinent to Situation

Loyalty, duty, integrity, honor, and courage are pertinent to this situation. SGT Jones is SGT Smith's best friend. There is a probable strong psychological desire to be loyal and not do anything to get SGT Smith in trouble. Yet, SGT Jones would violate his own integrity and be less than honorable if he does nothing. He would also fail in his duty and lack courage if he did nothing. These values make it SGT Jones's moral obligation to do something about this blatant act of cheating.

# Course of Action 1

**Do Nothing:** SGT Jones may meet his desire to be loyal and not get his friend in trouble, but he would be violating all the values and guiding principles he deemed pertinent to this situation. He would also be in violation of the school's honor code.

---

**Clearly an unethical solution. It fails to recognize the moral obligation SGT Jones has to himself, fellow students, and the school.**

# Course of Action 2

**Turn in SGT Smith to instructor for cheating:** This will allow SGT Jones to adhere to the policies of the school, maintain the values of integrity, honor, duty, and courage, as well as, the guiding principle of fairness, but would leave him feeling disloyal to his best friend.

---

**While this is an ethical solution, it may cost SGT Jones his friendship with his best friend.**

# Course of Action 3

**Confront SGT Smith privately after the test and seek to shame him into confessing the cheating to the instructor.** This supports school policies, the values pertinent to this situation and the guiding principles--up to a point. If SGT Smith shows no shame and refuses to confess, then SGT Jones is still left with a moral obligation to do something about the cheating.

---

**This could be a good ethical solution if SGT Smith is willing to confess. If he isn't willing, then it's not a good ethical solution.**



# **Course of Action 4**

**Confront SGT Smith privately after the test and given him an ultimatum to confess to the cheating within 24 hours, or SGT Jones will inform the instructor. This alternative supports school policies, values pertinent to the situation, and the guiding principle of fairness. SGT Jones would fulfill his moral obligation with this course of action.**

---

**This solution supports all laws, regulations, values, guiding principles and other principles that impact on the situation. SGT Jones may lose his friend, but for the right reason.**

# **Best Course of Action (COA)**

**COA 3** is the best solution that represents Army values **IF** SGT Smith turns himself in.

Should SGT Smith not turn himself in, then combine COA 4 with COA 3 by adding the ultimatum that if SGT Smith doesn't turn himself in, then SGT Jones will after 24 hours.

---

**If COA 3 or COA 4 works, then both solutions support all laws, regulations, values, and principles that impact on the situation.**

# Task Force Kingston

- Have tactical skills?
- Know how to shoot, move, and communicate?

- Did 1LT Kingston:**
- Know fundamentals of his profession?
  - Employ weapons properly?
  - Control his assets?

# Task Force Kingston (cont)

- Understand small unit tactics?
- Apply reasoning skills to make decisions?
- Foster a sense of team work?
- Set the example with personal courage?

**Did 1LT Kingston:**

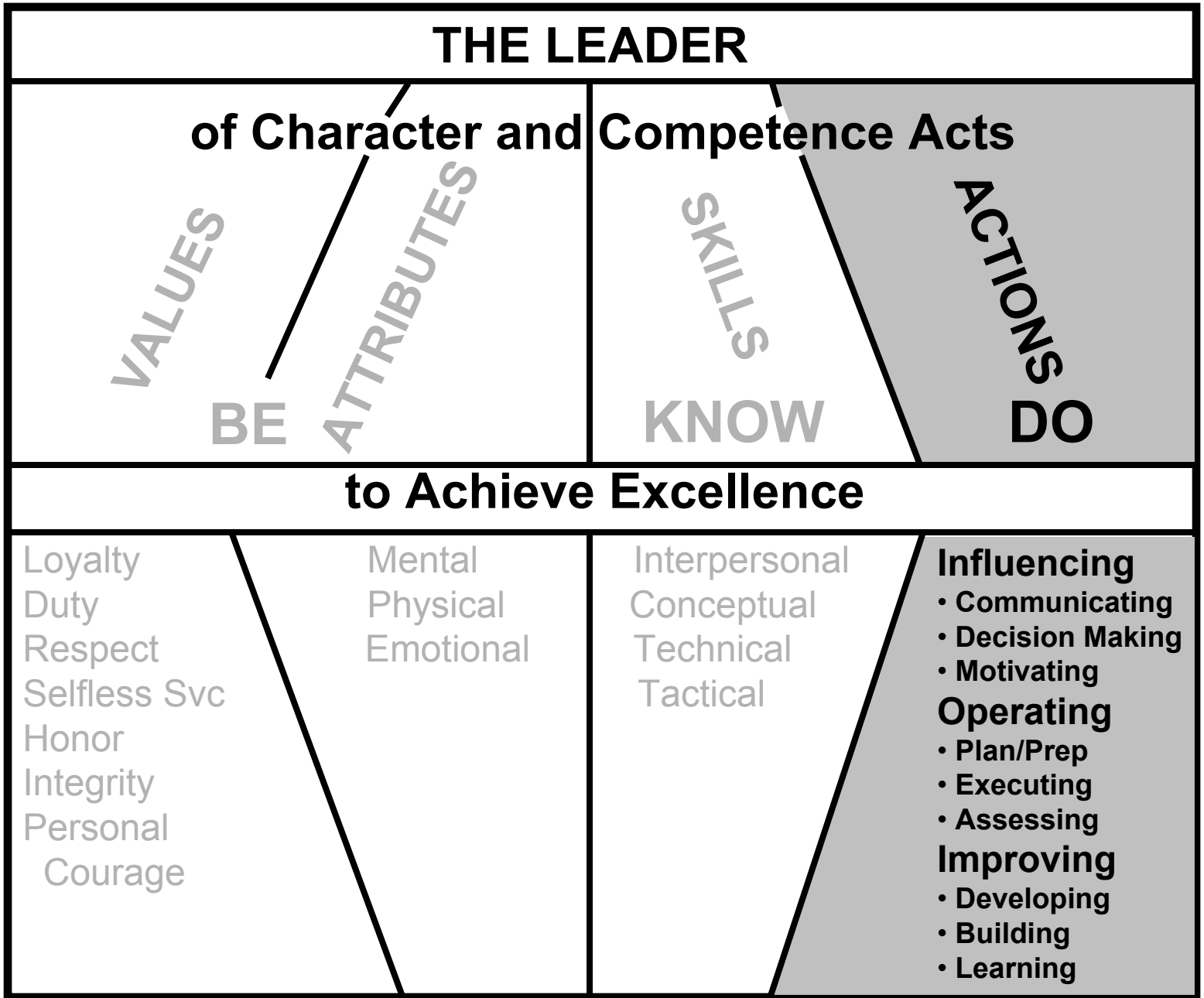
## **Appendix A, Viewgraph Transparencies**

**TSP: L225**

**TITLE: The Three Direct Leadership Actions**

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# Leadership Framework



# **SEVEN PROBLEM SOLVING STEPS**

1. Identify the problem.
2. Identify facts and assumptions.
3. Generate alternatives.
4. Analyze alternatives.
5. Compare alternatives.
6. Make and execute your decision.
7. Assess the results.



# **POSITIVE REINFORCEMENT**

- Providing soldiers with feedback to let them know how they are doing.
- Listening to what soldiers say and mean.
- Using soldier feedback when it makes sense.
- Ensuring everyone knows of a soldier's suggestion that you put in place.
- Giving credit to those who deserve it.
- Giving awards that are meaningful.
- Presenting awards at appropriate ceremonies.

# NEGATIVE REINFORCEMENT GUIDELINES

---

- Before punishment, ensure soldier knows the reason.
- Consult leader/supervisor before punishment.
- Avoid threatening punishment.
- Avoid mass punishment.
- Listen to soldier's side of the story.
- Let soldier know it's the behavior, not him, that is the problem.

# NEGATIVE REINFORCEMENT GUIDELINES (cont)

---

- Tell your soldiers “I know you can do better.” What you expect.
- Punish those unwilling to perform; retrain those unable to do the task.
- Respond immediately to undesirable behavior.
- Never humiliate a subordinate.
- Ensure the soldier knows exactly why he is in trouble.
- Ensure punishment is not excessive or unreasonable.
- Control your temper and hold no grudges.

# **SPECIFIED MISSIONS**

Missions that come from your boss or from higher headquarters.

# IMPLIED MISSIONS

When a leader sees something within his area of responsibility that someone needs to do and on his own initiative, develops a leader plan of action.

# **REVERSE PLANNING**

- The basic requirements: who, what, when, where, and why.
- How to accomplish the task.
- Time needed to coordinate and conduct each step.

# REVERSE PLANNING (cont)

---

- Put tasks in sequence.
- Set priorities.
- Determine a schedule.
- Make sure steps are in logical order.
- Allot enough time for each step.

# **RESPONSIBILITIES DURING THE CONDUCT OF THE PLAN**

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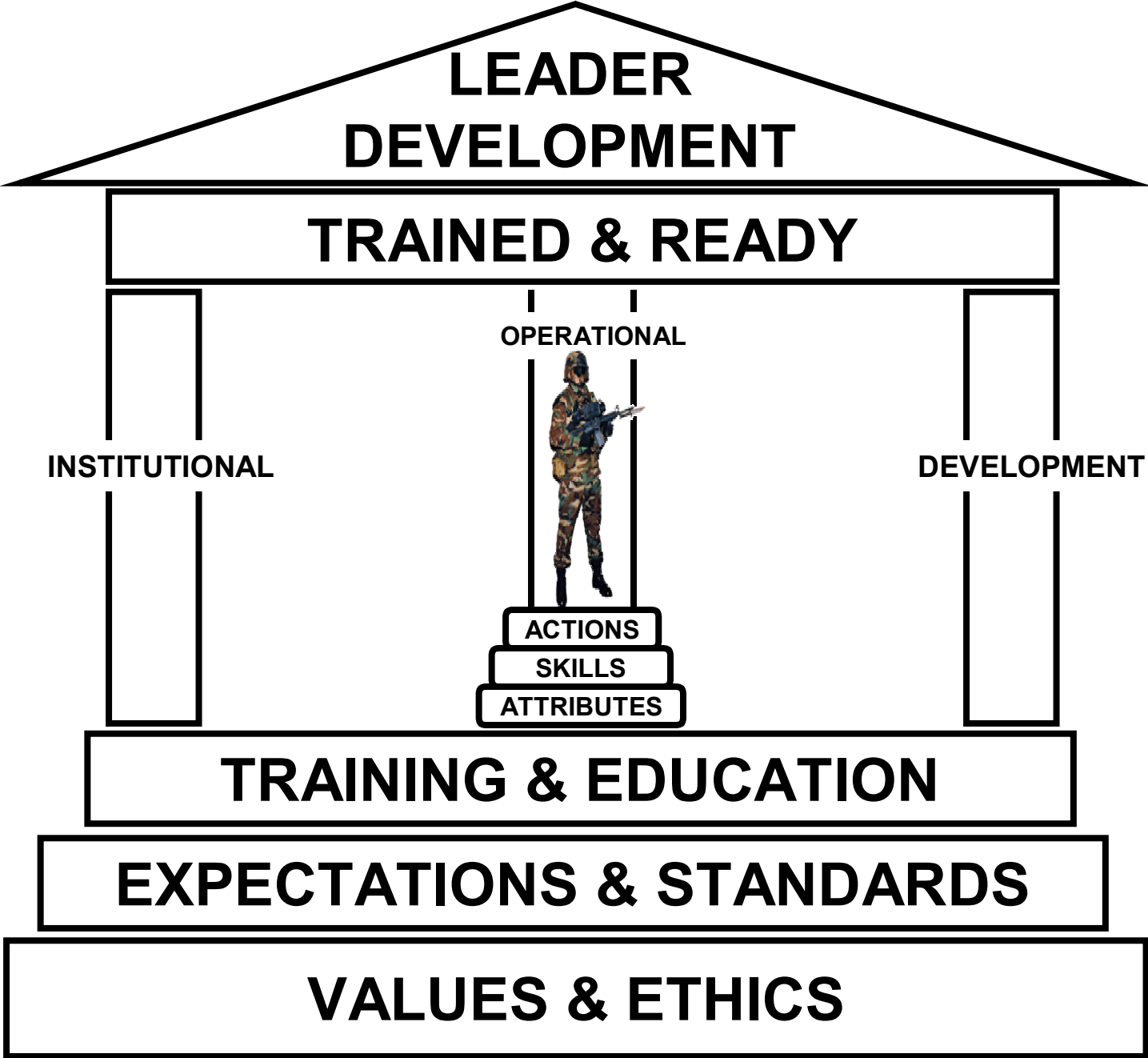
- Position yourself to best lead your soldiers.
- Initiate and control the action.
- Get others to follow the plan.
- React to changes.
- Keep soldiers focused.
- Work the squad to accomplish the goal to standard.



# GOAL SETTING CONSIDERATIONS

---

- Must be realistic, challenging, and attainable.
- Should lead to improved combat readiness.
- Involve subordinates.
- Develop a plan of action to achieve goals.



# SELF-DEVELOPMENT

- Assists in establishing goals for you to meet.
- Creates a plan of action to accomplish your goals.
- Monitors you as you execute the plan.

# **MENTORING TECHNIQUES**

- Teaching.
- Developmental counseling.
- Coaching.

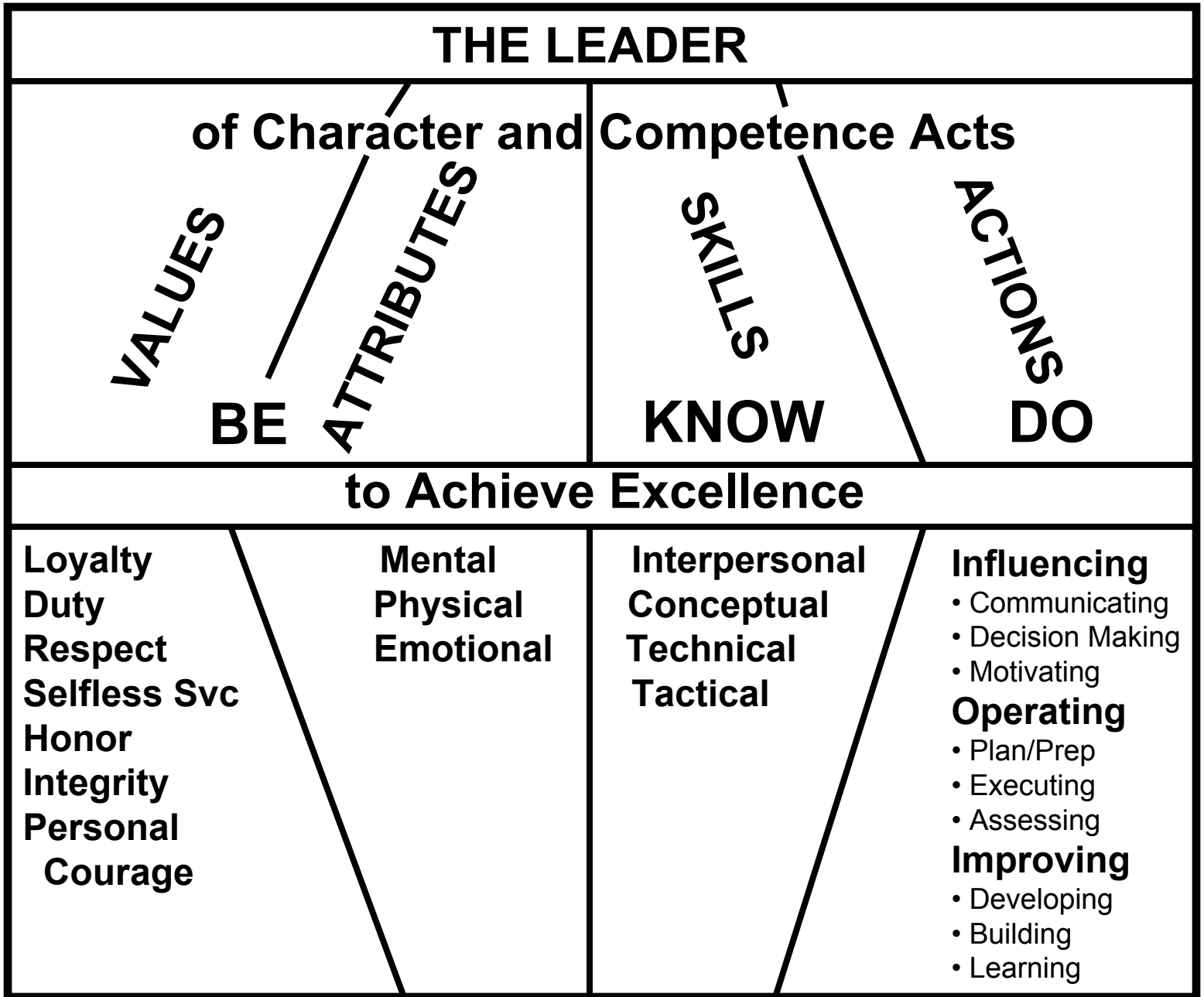
# HOW PEOPLE LEARN

- Through the examples of others (observing).
- Forming a picture in their minds of what they are trying to learn (thinking).
- By absorbing information (thinking).
- Through practice (hands-on experience).

# **GOOD TEAMS**

- Work together to accomplish the mission.
- Execute tasks thoroughly and quickly.
- Meet or exceed standards.
- Thrive on demanding challenges.
- Learn from experiences and are proud of their accomplishments.

# Leadership Framework



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## **Appendix A, Viewgraph Transparencies**

**TSP: L226**

**TITLE: Maintain Discipline**

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# Command Responsibility

Refers to collective or organizational accountability and includes how well units perform their missions.

**EXAMPLE:** A company commander is responsible for all the tasks and missions assigned to his company.

# Individual Responsibility

- **Accounting for your personal conduct.**
- **Commissioned officers, warrant officers, and DA civilians assume this responsibility when they take their oath.**
- **Soldiers assume this responsibility with their initial oath of enlistment.**

# **NCO Responsibilities**

- Transmitting, instilling, and ensuring the efficacy of the professional Army ethic.
- Planning and conducting the day-to-day unit operations within prescribed policies and directives.
- Training of enlisted soldiers in their MOS as well as in the basic skills and attributes of a soldier.

# NCO Responsibilities (cont)

- Supervising unit physical fitness training and ensuring soldiers comply with the weight and appearance standards of ARs 600-9 and 670-1.
- Teaching soldiers the history of the Army, to include military customs, courtesies, and traditions.
- Caring for soldiers and their families, on and off duty.
- Teaching soldiers the mission of the unit and developing individual training programs to support the mission.

# **NCO Responsibilities (cont)**

- Accounting for and maintaining individual arms and equipment of enlisted soldiers, and unit equipment under their control.
- Administering and monitoring the NCO professional development program, and other unit training programs.
- Achieving and maintaining courage, candor, competence, commitment, and compassion.

# **Commissioned Officers Roles and Responsibilities**

- Command, establish policy, and manage Army resources.
- Integrate collective, leader, and soldier training to accomplish missions.
- Deal primarily with units and unit operations.
- Concentrate on unit effectiveness and readiness.



# **Warrant Officers**

## **Roles and Responsibilities**

- Provide quality advice, counsel, and solutions to support the command.
- Execute policy and manage Army systems.
- Command special-purpose units and task-organized operational elements.
- Focus on collective, leader, and individual training.
- Operate, maintain, administer, and manage Army equipment, support activities, and technical systems.

# **Noncommissioned Officers Roles and Responsibilities**

- Train soldiers and conduct the daily business of the Army within established policy.
- Focus on individual soldier training.
- Deal primarily with individual soldier training and team leading.
- Ensure that subordinate teams, NCOs, and soldiers have properly prepared to function as effective unit and team members.

# **Prohibited Soldier Relationships**

- **Compromises, or appears to compromise, the integrity of supervisory authority, or the chain of command.**
- **Causes actual or perceived partiality or unfairness.**
- **Involves, or appears to involve, the improper use of rank or position for personal gain.**

# Prohibited Soldier Relationships (cont)

- Are, or someone perceives to be, exploitative or coercive in nature.
- Creates an actual or clearly predictable adverse impact on--
  - Discipline.
  - Authority.
  - Morale.
  - Ability of the command to accomplish its mission.

# **Officer and Enlisted Prohibited Relationship Examples**

- Financial or business relationships.
- Dating, sharing living accommodations.
- Gambling.

# **Other Prohibited Relationships**

- Trainee and soldier.
- Recruiter and recruit.

# **Effects of Nonpunitive Measures**

To teach proper standards of conduct and performance, not to punish.

# Options for Enforcing Discipline

- Corrective admonition and reprimand.
- Counseling.
- Corrective training.
- Withholding discretionary benefits, award, or promotion.
- Administrative reduction.
- Article 15.
- Courts-martial.



# DOD Homosexual Conduct Policy

- Focus of policy is homosexual conduct, NOT sexual orientation.
- Command will separate soldiers for homosexual:
  - Statements (e.g. “I am gay”).
  - Acts.
  - Marriages (actual or attempted).
- NOTE: A soldier who makes a homosexual statement, but who also convinces a separation board that he or she will not engage in homosexual acts, can be retained by the Army.

# DOD Homosexual Conduct Policy (cont)

---

- A soldier who takes any of the following actions violates the homosexual conduct policy, and the Army may discharge him or her:
  - Makes a homosexual statement.
  - Commits a homosexual act.
  - Enters, or attempts to enter into a homosexual marriage.
- A soldier, who for the purpose of avoiding military duty, engages in any of the behaviors listed above, may be subject to disciplinary actions under the UCMJ.

# Investigating Homosexual Conduct

- **Only commanders initiate inquiries.**
- **An inquiry must be based on Credible Information.**
- **Examples of information that is NOT credible:**
  - Mere suspicion, opinion or rumors.
  - Reading homosexual publications/Going to “gay bars.”
  - Homosexual statements made to avoid duty.
- **Conduct the inquiry (informal inquiries preferred):**
  - Right against self-incrimination (Article 31, UCMJ).
  - Cannot ask soldier about his/her sexual orientation.
  - Can question soldier's supervisory chain of command.
  - Can question persons suggested by the soldier.

# Investigating Homosexual Conduct (cont)

---

- **“Substantial investigation” requires DA approval.**
- **Statements to chaplains, attorneys, and spouses may be considered confidential.**
- **You will violate the policy IF:**
  - You investigate a soldier for homosexual conduct without a commander’s permission, or
  - Accuse a soldier of violating the homosexual conduct policy based on:
    - \* Suspicion without credible evidence.
    - \* Rumors.
    - \* Observing a soldier with homosexual materials or in certain locations (e.g. “gay bars”).

# Anti-Harassment Policy

---

- A soldier being harassed should seek out the chain of command, a chaplain, the IG, or a legal assistance attorney.
- A harassed or threatened soldier should not be investigated simply because of the harassment or threat.
- The DOD Homosexual Conduct Policy does not, however, prohibit investigating the soldier(s) who harass(es) or threaten(s) another soldier for possible violations of the UCMJ.

# Anti-Harassment Policy (cont)

---

- Commanders need credible information other than harassment to investigate a soldier for homosexual conduct. HARASSMENT ALONE IS NOT CREDIBLE INFORMATION.
- Absent credible information, an investigation into a complaint or either harassment or of a threat must focus on the harassment or threat, ONLY.
- Credible information discovered during the course of an investigation does NOT stop the requirement to properly dispose of allegations of harassment.

# Anti-Harassment Policy (cont)

---

- The command cannot make harassment stop if it is not reported.
- Commanders must adequately address reported instances of harassment.
  - The focus of any investigation into alleged harassment must be on the soldier(s) committing the harassment.
  - Harassed or threatened soldiers must know that their own sexual orientation will not be the subject of the investigation.
  - When conducting the investigation, a commander can request the assistance of either MPI or CID.

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## **Appendix A, Viewgraph Transparencies**

**TSP: L227**

**TITLE: Enforce the Equal Opportunity Program**

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# **EQUAL OPPORTUNITY POLICY**

- Provide equal opportunity and fair treatment for military personnel, family members, and DA civilians without regard to race, color, gender, religion, or national origin.
- Provide an environment free from unlawful discrimination and offensive behavior.

# EO PROGRAM COMPONENTS

- Leader Commitment
- Sequential and Progressive Training
- Effective and Responsive Complaint Process
- Affirmative Action Plan
- Feedback Mechanisms
- Equal Opportunity Advisors

# LEADERSHIP ELEMENTS

- Military Discipline and Conduct
- Issues of Appropriate Behavior
- Extremist Organizations
- Army Language Policy
- Accommodating Religious Practices
- Women in the Army

# RACISM

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

**Racism consists primarily of two types:**

- Personal or individual
- Institutional

# SEXISM

An attitude, behavior, or conditioning which fosters stereotypes of social roles based on sex or gender.

## **SEXIST BEHAVIORS INCLUDE:**

- Ignoring women or women's issues
- Exclusionary language
- Speaking for women
- Paternalism

# PREJUDICE

A negative attitude or feeling toward certain groups based upon faulty and inflexible generalizations. Any preconceived opinion or feeling which is favorable or unfavorable toward certain groups.

## **Prejudicial behaviors include:**

- Disparaging terms
- Discrimination
- Avoidance
- Physical attacks
- Extermination or genocide



# DISCRIMINATION

- Personal
- Institutional
  - Direct
  - Indirect
  - Side-Effect
  - Past-In-Present

# SEXUAL HARASSMENT

A form of gender discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to or rejection of--

when someone makes this conduct either explicitly or implicitly a term or condition of a person's job, pay, career, or

someone uses such conduct as a basis for career or employment decisions affecting that person, or

such conduct interferes with an individual's work performance or creates an intimidating, hostile, or offensive working environment.

# **RELATED ELEMENTS OF SEXUAL HARASSMENT**

Impact vs Intent

Reasonable Person Standard

# IMPACT OF SEXUAL HARASSMENT

- Interferes with work performance
- Creates a hostile work environment
- When “Quid Pro Quo” (this for that) undermines unit teamwork and morale

# VICTIM REACTIONS

- Denial
- Rationalization
- Joking
- Avoidance

## Clarification--

Is the behavior sexual in nature?

Is the behavior unwelcome?

Does the behavior create a hostile or offensive environment?

Has someone demanded, requested, or suggested sexual favors?

# ASSESSMENT

- Nature of the incident
- Frequency of behavior
- Impact of behavior on the victim
- Appropriateness of behavior
- Rank and position
- Past history
- Consequences of your actions
- Environment assessment

# PREVENTION COMPONENTS

- Leadership commitment
- Progressive training
- Complaint process
- Disciplinary and administrative actions

# LEADER ACTIONS

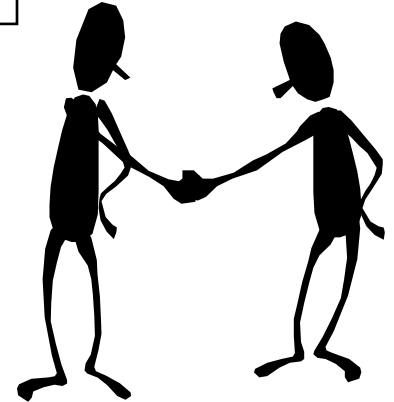
- Bar to reenlistment
- Letter of admonishment and reprimand
- Relief for cause
- Rehabilitative transfer
- Additional training
- Required counseling
- Denial of certain privileges



# COMPLAINTS

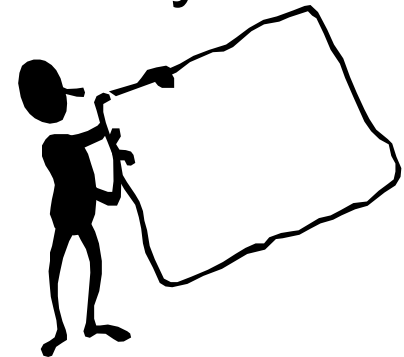
Informal

Any complaint not filed in writing.



Formal

Complaint filed in writing and sworn to the accuracy of the information.



# DEFINITIONS

- Reprisal
- Threatening
- Intimidation
- Harassment

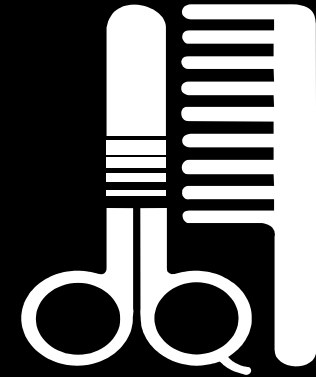
## **Appendix A, Viewgraph Transparencies**

**TSP: T229**

**TITLE: Wear and Appearance of the Uniform**

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# ARMY'S POLICY ON PERSONAL APPEARANCE AND GROOMING



AR 670-1, para 1-7a states, “The Army is a uniformed service where discipline is judged, in part, by the manner in which a soldier wears a prescribed uniform.... Therefore, a neat and well-groomed appearance by all soldiers is fundamental to the Army and contributes to building the pride and esprit essential to an effective military force... Soldiers must take pride in their appearance at all times, in or out of uniform, on or off duty....”

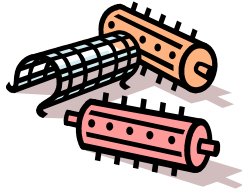
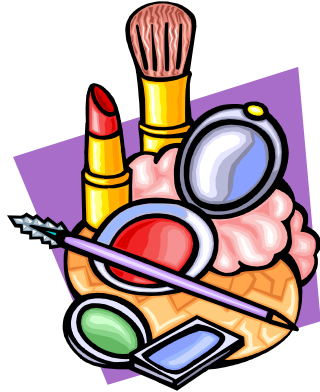
# MALE APPEARANCE STANDARDS

- Hair will be neatly groomed.
- Length and bulk of hair will not be excessive.
- Will not fall over the ears or touch the collar.
- Will not interfere with normal wear of headgear or protective masks.
- Keep sideburns neatly trimmed and not extending below the lowest part of ear opening.
- Face will be clean-shaven, mustaches will not cover upper lip nor extend below corners of mouth.
- Wigs/hairpieces can be worn to cover natural baldness or disfiguration.

(IAW AR 670-1)



# FEMALE APPEARANCE STANDARDS



- Hair neatly groomed, length and bulk not excessive.
- Hair does not extend below bottom edge of collar.
- Hair does not interfere with normal wear of headgear or protective masks.
- Hairnets worn only for health or safety reasons.
- Wigs/hairpieces allowed if of natural hair color.
- Hair holding ornaments must be unadorned.
- Cosmetics (lipstick, nail polish) allowed if applied conservatively.

(IAW AR 670-1)

# THE ARMY'S TATTOO POLICY

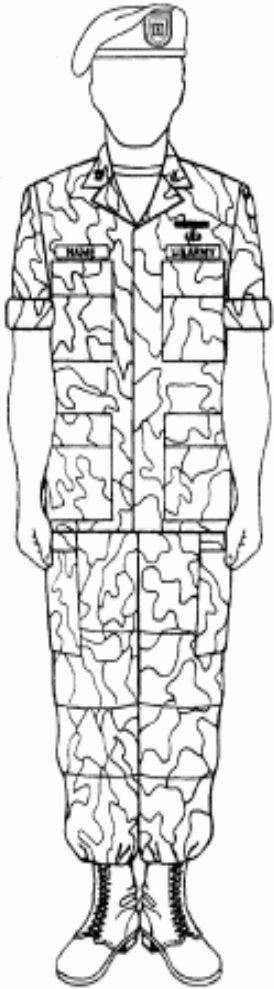


1. **Soldiers will not have tattoos or brands that are visible in a class A uniform.**
2. **Soldier will not have extremist, indecent, sexist, or racist tattoos.**
3. **For soldiers who are not in compliance, commanders may not order the removal of a tattoo or brand. However, the commander must counsel soldiers and afford them the opportunity to seek medical advice about the possible removal/alteration of the tattoo or brand.**
4. **Existing tattoos or brands on the hands that are not extremist, indecent, sexist, or racist, but are visible in the class A uniform are authorized for current soldiers only. This “grandfather” provision does not apply to soldiers enlisting after 1 July 2002.**
5. **Soldiers may not cover tattoos or brands in order to comply.**

**(IAW AR 670-1)**



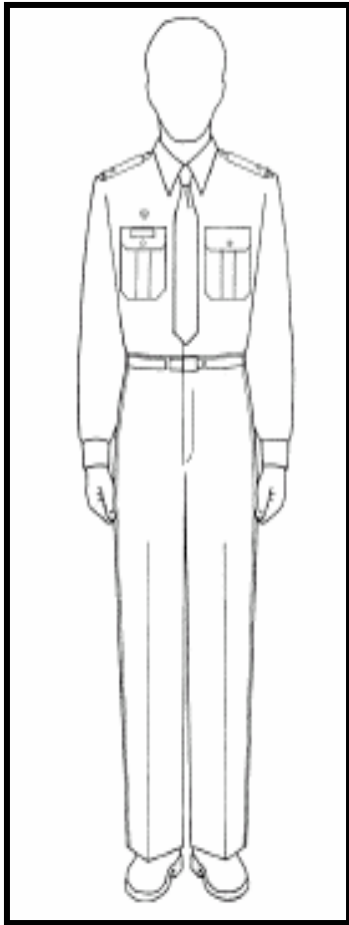
# GOOD FIT AND APPEARANCE OF UNIFORMS



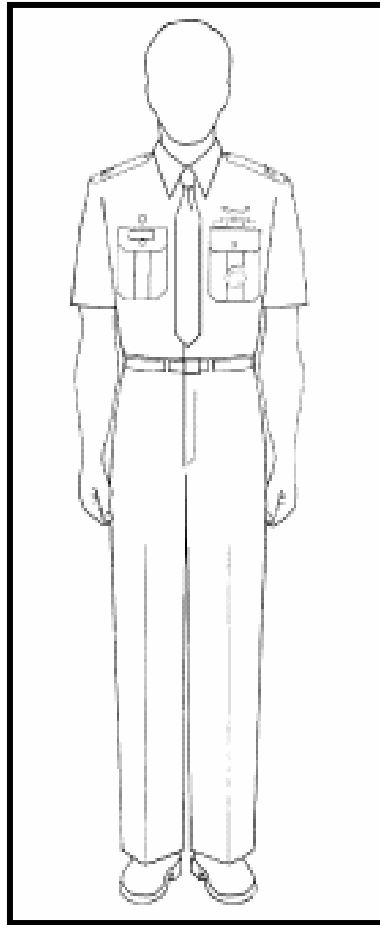
- **Ensure uniform fits properly, is clean, serviceable, and pressed.**
- **Checkbooks, combs, pens or pencils must not protrude from pockets or present bulky appearance.**
- **Fasten all buttons, zip all zippers, and snap all snaps.**
- **Keep all metallic devices in proper luster.**
- **Keep shoes and boots clean and shined or brushed.**
- **When required, soldiers may attach keys or key chains to the belt, belt loops, or waistband.**
- **Authorized to wear only one electronic device (cell phone or pager), and it must be black.**
- **May starch BDUs and the maternity work uniform.**

**(IAW AR 670-1, para 1-9)**

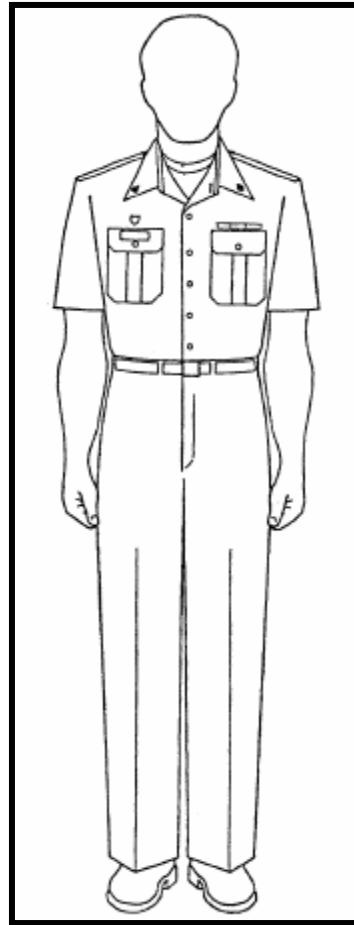
# ARMY GREEN SERVICE UNIFORM (MALE)



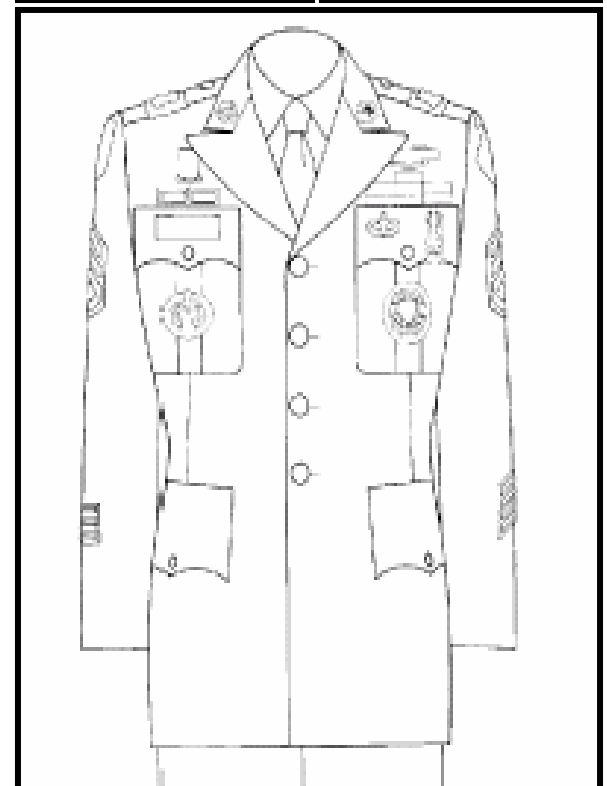
**Class B Long-Sleeved with tie**



**Class B Short-Sleeved with tie**

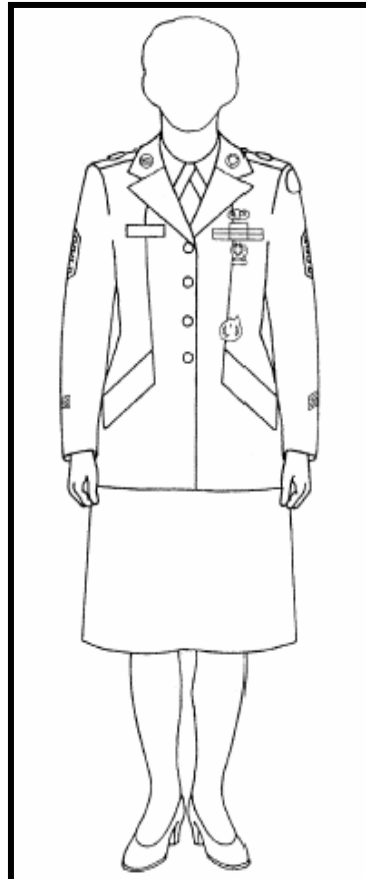
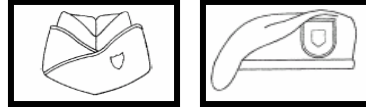
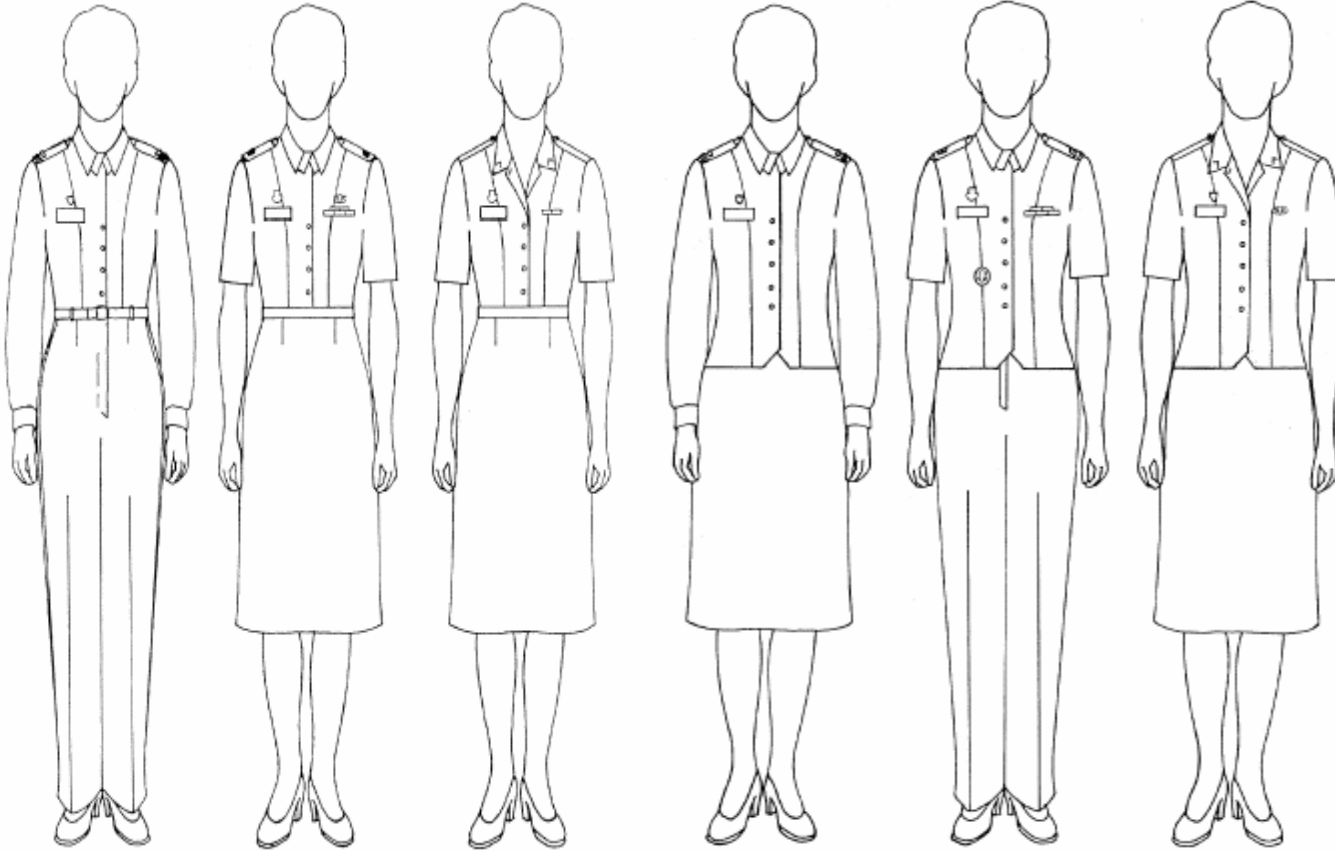


**Class B Short-Sleeved without tie**



**Class A Army Green Uniform**

# ARMY GREEN SERVICE UNIFORM (FEMALE)



**Long sleeve  
(tucked in)  
and neck  
tab and  
slacks**

**Short sleeve  
(tucked in)  
and neck tab  
with skirt**

**Short sleeve  
(tucked in)  
open, with  
skirt**

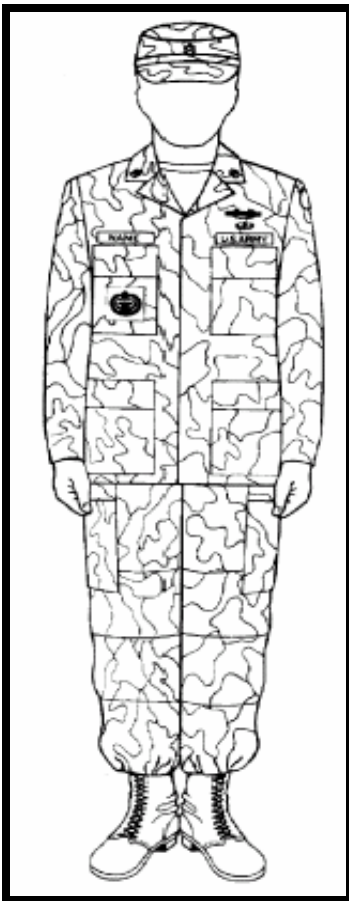
**Long sleeve  
and neck tab  
with skirt**

**Short sleeve  
and neck tab  
with slacks**

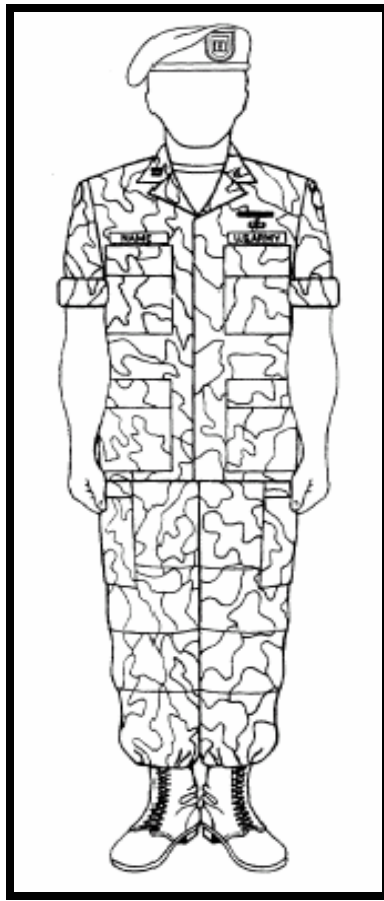
**Short sleeve  
shirt open with  
skirt**

**Class A Army  
Green Uniform with  
skirt**

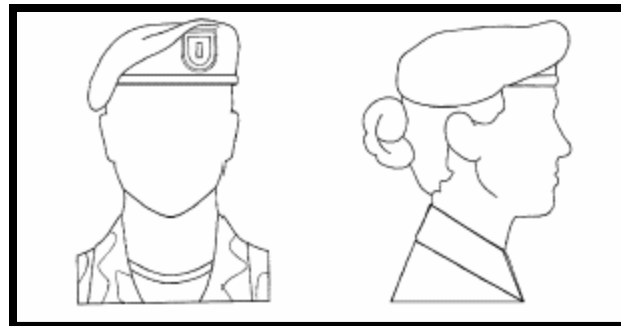
# TEMPERATE AND HOT WEATHER BDUs



**BDUs with patrol cap, sleeves down**



**BDUs with beret, sleeves rolled up**



**Wear of the beret, male and female**



**Cold-weather coat, camouflage (field jacket)**

## **Appendix A, Viewgraph Transparencies**

**TSP: L228**

**TITLE: Conduct Developmental Counseling**

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# Developmental Counseling



**Subordinate-centered communication that produces a plan outlining actions that subordinates must take to achieve individual and organizational goals.**

(FM 22-100)



# Personal Courage



**(Face fear, danger, or adversity)**

**Leaders counsel because it is their duty and the primary tool in developing future leaders. For their counseling to be effective, they must be honest and have the personal courage to give straightforward feedback.**





# Moral Courage



**( CANDOR )**

**Moral courage often expresses itself as candor. Candor means being frank, honest, and sincere with others while keeping your words free from bias, prejudice, or malice.**



# Characteristics of Effective Counseling



## **PURPOSE:**

**Clearly define the purpose of counseling.**

## **FLEXIBILITY:**

**Fit the counseling style to the character of each subordinate and to the relationship desired.**

## **RESPECT:**

**View subordinates as unique, complex individuals, each with a distinct set of values, beliefs, and attitudes.**



# Characteristics of Effective Counseling (cont)



## **COMMUNICATION:**

**Establish open, two-way communication with subordinates using spoken language, nonverbal actions, gestures, and body language. Effective counselors listen more than they speak.**

## **SUPPORT:**

**Encourage subordinates through actions while guiding them through their problems.**



# The Leader as a Counselor



- **Respect for Subordinates**
- **Self Awareness and Cultural Awareness**
- **Empathy**
- **Credibility**



# Leader Counseling Skills



- **Responding**
- **Questioning**
- **Counseling Errors**



# Categories of Developmental Counseling



- **Event-Oriented**
- **Performance and Professional Growth**



# Event-Oriented Counseling



- **Specific Instances of Superior or Substandard Performance**
- **Reception and Integration Counseling**
- **Crisis Counseling**
- **Referral Counseling**
- **Promotion Counseling**
- **Separation Counseling**



# Performance and Professional Counseling



- **Performance: (Quarterly)**  
**Review Past Performance**  
**Focus on Future Objectives and Goal**
- **Professional Growth: (Future Oriented)**  
**Short- and Long-Term Goals**  
**Career Map**





# Approaches to Counseling



- **Nondirective**  
Preferred for most counseling sessions
- **Directive**  
Works best to correct simple problems
- **Combined**  
Leader uses techniques from both directive and nondirective approaches



# **Counseling Techniques -Nondirective or Combined-**



- **Suggesting Alternatives**

**Discuss alternative actions -- you and subordinate decide appropriate course of action**

- **Recommending**

**One course of action -- subordinate makes decision**

- **Persuading**

**Best course of action -- subordinate makes decision**

- **Advising**

**Strongly influencing best course of action**



# **Counseling Techniques -Directive-**



- **Corrective Training**

**Teach and assist the subordinate in attaining and maintaining standards**

- **Commanding**

**Order the subordinate to take a specific action in clear, exact words**



# The Counseling Process



- **Identify the need for counseling**
- **Prepare for counseling**
- **Conduct counseling**
- **Follow up**



# Conduct The Counseling Session



- **Opening the Session**
- **Discussing the Issues**
- **Developing the Plan of Action**
- **Recording and Closing the Session**

# Part I: (Administrative Data)

## ADDITIONAL ADMINISTRATIVE COUNSELING FORM

For use of this form see FM 22-100.

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
Organization		Name and Title of Counselor	

### 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 leader's facts and observations prior to the counseling):

**Part II: (Background Information) Leader states the reason for the counseling and includes the leader's 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:**

**Part III: (Summary of 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):

**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):

**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):

**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.**

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## **Appendix A, Viewgraph Transparencies**

**TSP: L235**

**TITLE: Sexual Assault**

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# Army Policy on Sexual Assault

“Sexual assault is a crime that cannot and will not be tolerated in the United States Army. It has a devastating and often lasting impact on the victim, a fellow Soldier. Moreover, sexual assault tears at the moral fiber of our unit formations, degrading our readiness. Sexual assault has no place in the Army ... we’re a values based organization; we take care of our fellow Soldiers ... and treat all Soldiers with dignity and respect.”

Joint statement from the Acting Secretary of the Army and the Chief of Staff, Army – 7 Apr 04

# Army Policy on Sexual Assault (cont)

- States that sexual assault is a criminal offense that is punishable under the provisions of the UCMJ.
- Uses training, education and awareness to prevent sexual assault.
- Promotes the sensitive handling of victims.
- Requires aggressive, timely, and thorough investigations.
- Holds those who commit offenses accountable.
- Treats all victims with dignity, fairness, and respect.
- Creates and promotes a positive command climate.

# Army Policy Applies

- Both on and off post.
- During duty and non-duty hours.
- To working, living and recreational environments.

# Sexual Assault Defined

**Sexual assault:** Refers to offenses of a sexual nature committed without the lawful consent of the victim. These offenses, which are punishable as crimes under the UCMJ, include the following:

- Rape – sexual intercourse by force and without consent.
- Forcible sodomy – oral or anal sex by force and without consent.
- Indecent assault – any non-consensual touching done with the intent to gratify lust or sexual desires.
- Carnal knowledge – sexual intercourse with a minor.

# Other Definitions

- Victim – one who has been sexually assaulted.
- Alleged perpetrator – one who has been **accused** of committing a crime.
- Perpetrator – one who has committed a crime.

# Cases Defined

- Case – a formal investigative file that may contain multiple incidents, offenses, victims, and offenders (i.e., perpetrators)
  - Founded Case
  - Unfounded Case



# Army Crime Trends

## Most Rape Victims:

- Know the perpetrator.
- Were assaulted in the barracks or victim's home.
- Were intoxicated or drug impaired.
- Barracks rooms were left unsecured.
- Delayed reporting.

# Number of Sexual Assault Victims and Perpetrators

- The actual number of cases was higher.
- The Soldier victim rate was:
  - 0.8 per 1,000 in 2002
  - 0.7 per 1,000 in 2003
- The highest number of victims came from the junior enlisted ranks.

# Number of Allegations by Rank

## **Victim** rates per 1,000

- Female junior enlisted Soldiers
  - 6.8 (2002)
  - 7.3 (2003)
- Female NCOs
  - 1.2 (2002)
  - 1.3 (2003)
- Female officers
  - 0.3 (2002)
  - 0.9 (2003)
- Male junior enlisted Soldiers – 0.2 (2002 and 2003)
- Male NCOs – < 0.1 (2002 and 2003)
- Male officers
  - < 0.1 (2002)
  - No reports (2003)

## **Alleged perpetrator** rates per 1,000

- Female junior enlisted Soldiers – 0.1 (2002 and 2003)
- Female NCOs – <0.1 (2002 and 2003)
- Female officers
  - < 0.1 (2002)
  - No reports (2003)
- Male junior enlisted Soldiers
  - 2.2 (2002)
  - 1.8 (2003)
- Male NCOs
  - 1.5 (2002)
  - 1.3 (2003)
- Male officers
  - 0.3 (2002)
  - 0.4 (2003)

# Risk Factors

- Alcohol was a significant risk factor
  - 57 % in 2002
  - 52 % in 2003
- Drugs were less involved
  - 4 % in 2002
  - < 3 % in 2003
- The largest percentage of cases occurred in barracks in a permanent duty environment.

# Chain of Command's Responsibility Toward Victim

- Foster a supportive environment.
- Take action.
- Implement the chain of command's right to know:
  - No anonymous reporting mechanism.
  - Safeguard Soldiers and mission.
  - Follow-on criminal investigation.
- Protect victim's confidentiality:
  - Multiple options.
  - Ensure treatment.

# Unit Risk Factors

- When:
  - Pre- and post deployment.
  - Leisure time.
- Where:
  - Home base.
  - Deployed.
  - In Theater.

# Unit Risk Factors (cont)

- Preventive actions:
  - Use the buddy system.
  - Report inappropriate behavior immediately (on and off duty).
  - Practice Army Values.
  - Never leave a fallen comrade.

# Types of Sexual Assault

- Rape.
- Forcible sodomy.
- Indecent assault.
- Carnal knowledge.



# Rape Defined

- Sexual intercourse by force and without consent.
- The UCMJ identifies four types of rape:
  - Physical force.
  - Constructive force.
  - Date/Acquaintance rape.
  - Marital rape.

# Sexual Assault Effects

- Victim effects:
  - Emotional/behavioral effects.
  - Physical effects.
- Unit and perpetrator effects:
  - Combat readiness.
  - Unit cohesion and teamwork.
  - Physical injury.
  - Infectious diseases.

# Victim Responses to Being Assaulted

## Common victim responses:

- Recall the event.
- Clean themselves, repeatedly.
- Destroy evidence.

## Bottom Line:

- Report to the emergency room in the same clothes and condition in which assaulted.

# Sexual Assault Prevention Steps

- Avoid the use of alcohol and other drugs, practice responsible and legal indulgence of alcohol.
- Rely on your instincts and be watchful.
- Establish and maintain your limits.

# Remember A.S.A.P.

Be:

- Aware
- Safe
- Assertive
- Prepared

Remember, you can say NO!

# Rights of the Victim

## **They have the right to be:**

- Treated with fairness and respect.
- Protected.
- Notified of court proceedings.
- Present at all court proceedings.
- To confer with legal counsel.
- Able to seek/obtain information about the current status of the case.

# Protection of Victims and Witnesses

- Victim/witness interests are protected by administrative and criminal sanctions.
- In cases where there is concern for the safety of victim/witness, appropriate law enforcement agencies.
- In courts-martial/investigative proceedings, victims or witnesses wait in separate areas.
- A Victim/Witness Liaison may act as an intermediary.

# Rights of the Alleged Perpetrator

**They have the right to be :**

- Afforded legal counsel.
- Assumed innocent until proven guilty.
- Given a fair trial.
- To have privacy/confidentiality.
- Protected from false allegations.



# False Reporting

- False allegations are a crime under the UCMJ.
- Types of false reporting:
  - False official statement.
  - False swearing.

# Warrior's Responsibility Towards Victim

- Give support.
- Notify chain of command.
- Get assistance.
- Protect victim's confidentiality.

# Individual Warrior's Responsibilities

- Reinforce value based attitudes/behaviors:
  - Avoid the use of alcohol and other drugs.
  - Rely on your instincts and be watchful.
  - Establish and maintain your limits.
- Practice appropriate verbal/non-verbal influences.
- Support the victim.

# Victim's Actions

- Go to a safe place.
- Contact the authorities.
- Do not destroy evidence by “cleaning up.”
- Seek assistance from a fellow Warrior or appropriate authorities.

# Report Crimes Immediately

Sexual assault is a crime!

- Report to your chain of command.
- Report as a friend, acquaintance, family member, or fellow Warrior.

# Information to Report

Contact authorities with the following information:

- Date, time, and location of incident.
- Name of individual making report and relationship to incident or victim.
- Victim's name and location.
- Victim's injuries and medical needs.
- Who, if anyone, is there to assist the victim.
- Identity, description, and location of alleged perpetrator.

# Privileged & Confidential Avenues

- Unit chaplains.
- Legal assistance attorneys.
- Medical personnel.
- Army One Source Program.

# Consequences of Not Reporting

- Inconsistent with Army Values, Warrior Ethos, and Soldier's Creed.
- Inability of authorities to conduct a timely and thorough investigation.
- Inability of chain of command to:
  - Appropriately care for victims.
  - Discipline perpetrators.
- Possibility that perpetrator may assault others.
- Risk of sexually transmitted diseases.



# Legal Sanctions

- Punishable under UCMJ.
- Punishment may be:
  - Confinement.
  - Legal or administrative action.

# Available Resources

- Chain of Command.
- Military or local medical facility.
- Staff Judge Advocate (SJA).
- Army Community Services (ACS).
- Unit Chaplain.
- Military Police.
- Criminal Investigation Division (CID).
- Local and State Police.

# Available Resources (cont.)

- **Army One Source (AOS):**
  - Available 24 hours a day, 7 days a week.
  - 1-800-464-8107 (CONUS and International Toll Free).
  - 484-530-5889 (International collect).
  - [www.armyonesource.com](http://www.armyonesource.com).
- **DoD Sexual Assault Hot Line:**
  - Supplements AOS. 9 am to 9 pm EST Monday thru Friday.
  - Available to Active and Mobilized Reserve Component Soldiers, deployed Soldiers and their families worldwide 1-800-497-6261.

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## **Appendix A, Viewgraph Transparencies**

**TSP: L229**

**TITLE: Financial Management**

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# Budget Entitlements

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

# Budget Deductions

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



# Budget Net Income

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

# Budget Monthly Savings

## MONTHLY SAVINGS AND LIVING EXPENSE

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

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

# Budget Living Expenses

LIVING EXPENSES		ACTUAL	ACTUAL	PROJECTED	PROJECTED
<b>HOUSING</b>	Rent/Mortgage Payment				
	Taxes/Fees				
	Repairs/Maintenance				
<b>FOOD</b>	Groceries				
	Lunches (at work)				
	Other (e.g. school lunches)				
<b>UTILITIES</b>	Electricity				
	Gas/Oil (House)				
	Water/Sewage/Garbage				
	Cellular Phones/Pagers				
	Telephone				
<b>TRANSPORTATION</b>	Gas/Oil (Vehicles)				
	Car Pool/Public Transportation				
	Tax. License. Inspection. etc.				
	Repairs/Maintenance				
<b>CLOTHES</b>	Laundry/Dry Cleaning/Tailoring				
	Clothing Purchased Yearly/12				
	Other				
<b>INSURANCE</b>	Autos				
	SGLI and Family SGLI				
	Tricare Dental Plan				
	Other (e.g. Life/Health/Renters)				
<b>HEALTH</b>	Prescription Drugs				
	Doctor/Hospital Visits				
	Dentist Visits				

# Budget Living Expenses, cont

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

# Budget Indebtedness

## INDEBTEDNESS 20%

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

# Budget Summary

## SUMMARY

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

<b>DEBT TO INCOME RATIO</b>		
-----------------------------	--	--

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

# Excessive Behavior

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

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

**AFTER 5 PAYMENTS TOTALING \$175.**

**YOU'VE ONLY REDUCED THE LOAN BY \$100.**



# Results of Non-Timely Payments



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



# Investment Options



- **Negotiable Order of Withdrawal (NOW) Accounts**



- **Certificates of Deposit (CDs)**



- **Money Market Deposit Accounts (MMDAs)**



- **Stocks**

- **Government Bonds**



- **Mutual Funds**

# Investment Options, cont



- **Money Market Mutual Funds**



- **Individual Retirement Account (IRAs)**



- **Thrift Saving Plan (TSP)**



- **Tangible Investments**



## **Appendix A, Viewgraph Transparencies**

**TSP: T231**

**TITLE: Supply Procedures**

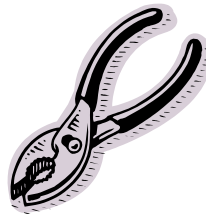
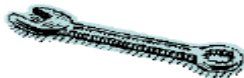
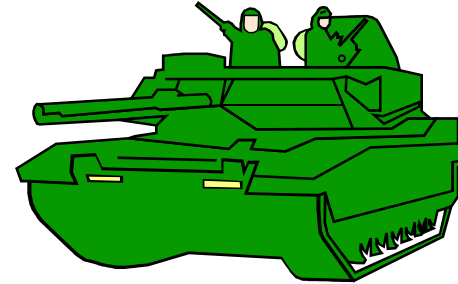
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# ARMY PROPERTY CATEGORIES

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

# CLASSIFICATION OF ARMY PROPERTY

- Nonexpendable
- Expendable
- Durable



# **FIVE TYPES OF RESPONSIBILITY**

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

# **RESPONSIBILITY**

# **RELATIONSHIPS**

- Command and Supervisory
- Direct
- Personal



# **PURPOSE OF AN INVENTORY**

- Obtain a physical count of equipment.
- Prevent monetary loss.
- Thoroughly account for all equipment.

# **ASSIGNING RESPONSIBILITY**

## **FOR PROPERTY**

- Property book
- Hand and subhand receipts
- Temporary hand receipts
- Equipment receipts

# **PURPOSE OF THE COMMAND SUPPLY DISCIPLINE PROGRAM (CSDP)**

- Establish regulatory guidance.
- Standardize supply discipline requirements.
- Provide a single listing of all supply discipline requirements.
- Make the Army more efficient.

# **COMMAND SUPPLY DISCIPLINE** **PROGRAM (CSDP) TERMS**

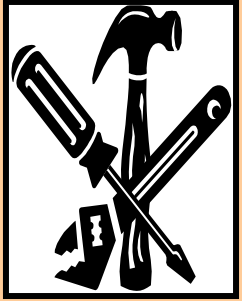
- Supervisory personnel
- Supply economy
- Supply discipline

## **Appendix A, Viewgraph Transparencies**

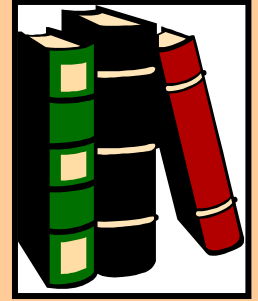
**TSP: T230**

**TITLE: Supervise Preventative Maintenance Checks and Services**

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# ITEMS REQUIRED TO PERFORM PMCS



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

# DA FORM 2404 PURPOSES

- Equipment Inspection and Maintenance Worksheet.
- Has Three Major Purposes.
- Today's Focus is on PMCS Use.

**EQUIPMENT INSPECTION AND MAINTENANCE WORKSHEET**  
 For use of this form, see DA FORM 2404-1 and 2404-2, the proponent agency is DCS/OS

8 Co 314<sup>th</sup> Avn Trk Co 14<sup>th</sup> MIBB  
 67896 16387 16 Apr 92 Annual

TM NUMBER: 709-2326-287-26 TM DATE: Jan 88 TM NUMBER: 709-2326-287-26P TM DATE:

STATUS SYMBOLS:  
 "X" - Indicates a deficiency in the equipment that places it in an inoperable status.  
 CIRCLED "X" - Indicates a deficiency, however, the equipment may be operated under specific limitations as directed by higher authority or as prescribed locally, until corrective action can be accomplished.  
 HORIZONTAL DASH "-" - Indicates that a required inspection, component replacement, maintenance operation check, or test flight is due but has not been accomplished, or an overhaul WFO has not been accomplished.  
 DIAGONAL "/" - Indicates a material defect other than a deficiency which must be corrected to increase efficiency or to make the item completely serviceable.  
 LAST NAME INITIAL IN BLACK, BLUE-BLACK INK, OR PENCIL - Indicates that a completely satisfactory condition exists.  
 FOR AIRCRAFT - Status symbols will be recorded in red.

ALL INSPECTIONS AND EQUIPMENT CONDITIONS RECORDED ON THIS FORM HAVE BEEN DETERMINED IN ACCORDANCE WITH DIAGNOSTIC PROCEDURES AND STANDARDS IN THE TM CITED HEREON

SIGNATURE (Person performing inspection): PFC Chuck Palmer  
 SIGNATURE (Maintenance Supervisor): SSG John Mora

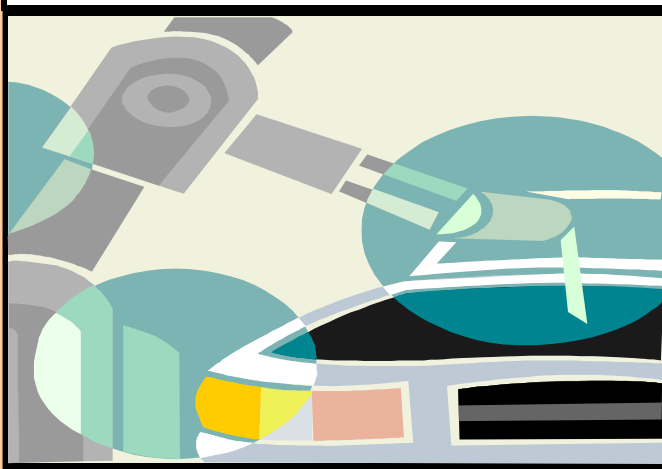
TM ITEM NO.	STATUS	DEFICIENCY AND SHORTCOMING	CORRECTIVE ACTION	INITIAL WHEN CORRECTED
8	X	Class II leak at rear diff. cover	torgued bolts to 35 ft-lb checked fluid level annotate on 2487-14.56 CMBAD21345	CP JM
9	/	Rear shock bushings starting to dry rot.	2316-61-561-1083 46a pg. 38 fig. 5 item 2 Doc # 2168-6618 Annotate on 2487-14	46a JM

DA FORM 2404 1 APR 79  
 Replaces edition of 1 Jan 84, which will be used



# DA FORM 2408-14 PURPOSES

1. Record of Uncorrected Faults.
2. Deferred Maintenance Actions.



1. NOMENCLATURE		2. MODEL	3. SERIAL NUMBER		
TRUCK, CO, 2 1/2 T		M35A2 w/w	13215		
STATUS SYMBOL	FAULT	REASON FOR DELAY	DATE (From DA FORM 2404)	ENTRY APPROVED (Signature)	DATE (To DA Form 2407)
<input checked="" type="checkbox"/>	CLUTCH PEDAL PAD MISSING	2158-2218 2320-00-510-2115 2168-2181	8 June 92	[Signature]	10 July 92
<input checked="" type="checkbox"/>	SHEAR PIN BROKEN	1320-64-316-1248	10 June 92	[Signature]	
<input checked="" type="checkbox"/>	FRONT TOW SHACKLES MISSING	2168-2181 2320-00-511-1415	10 June 92	[Signature]	
<input checked="" type="checkbox"/>	RIGHT FRONT FENDER CRACKED	Repair held out next 6 service	10 July 92	[Signature]	

# DA FORM 5988-E PURPOSES

- Automated Replacement Form for DA Form 2404 and DA Form 2408-14
- Same Purposes as DA Form 2404.
- Some Entry Requirements Differ.

DATE: 26-APR-93 EQUIPMENT MAINTENANCE AND INSPECTION WORKSHEET DA FORM 5988-E

WK4WRC B CO, 783 INF BN

----- EQUIPMENT DATA -----

ADMIN NUM: 812 EQUIP SERIAL NUM: 858493  
 EQUIP MODEL: M998 REGISTRATION NUM: 65388A  
 EQUIP NOUN: TRK UTL C60 1.25T 4X4 TYPE INSPECTION: W  
 EQUIP NSN: 2320011077155 CURRENT READING: M 818907

NUMBER DATE CHANGE NUMBER  
 PUBLICATION: TM 9-2328-280-10 06/91 02  
 PUBLICATION: TM 9-2328-280-10-HR 05/88 00

SIGNATURE: *John Jones* TIME: \_\_\_\_\_ SIGNATURE: *Will Comert* TIME: \_\_\_\_\_

----- PARTS REQUESTED -----

FAULT	DOC NUM	NSN	QTY	STATUS	DATE	PRI	CLC
			DUE/REC	DATE	COMP		
0001	3116 0001	000705961	00002	----		0	13 M
0002	3116 0002	000000001	00001	----		0	13 N

----- MAINTENANCE FAULTS -----

ITEM NUM	FAULT DATE	FAULT STATUS	FAULT DESCRIPTION	CORRECTIVE ACTION	INITIALS
0001	26-APR-93	/	WON'T START	ELECTRICAL	_____
0002	26-APR-93	X	CLUTCH SLIPPING	ADJUST	_____
0003	26-APR-93	X	EXHAUST MANIFOLD LEAKING	REPLACE PACKING	_____
			<u>27 APR 93</u>	<u>W</u>	<u>JDW</u>
			<u>28 APR 93</u>		<u>JDW</u>
			<u>29 APR 93</u>		<u>JDW</u>
<u>0004</u>	<u>30 APR 93</u>	<u>X</u>	<u>ENGINE IDLES AT 800 RPM</u>		

# DD 314 PREVENTIVE MAINTENANCE SCHEDULE AND RECORD

- Record of Scheduled and Performed Maintenance.
- Includes Lubrication Services.
- Means of Recording Not Mission Capable Time.

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
DD FORM 314 PREVENTIVE MAINTENANCE SCHEDULE AND RECORD	REGISTRATION NUMBER											ADMINISTRATION NO.										NOMENCLATURE						MODEL	ASSIGNED TO			
	JAN											09700																				
	FEB																					L10700										
	MAR											411700																				
	APR																					L12700										
	MAY																												413700			
	JUN											L14700																				
	JUL																					515700										
	AUG																															
	SEP																															
	OCT																															
	NOV																															
DEC																																
REMARKS		Next Service Annual: 21,700 9Jan94 Next Tire Rotation Due: 17,700 Antifreeze Data: -40 Antifreeze; Blue Date 9Jan93																														
DATE RECEIVED	RECEIVED FROM										DISPOSITION																					
REGISTRATION NUMBER	ADMINISTRATION NO.										NOMENCLATURE						MODEL	ASSIGNED TO														
5c1263	A-60										TKC00 Subsystem HC 44084						MS4A2	CoA 141263														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

T230/OCT 03/VGT-5

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## **Appendix A, Viewgraph Transparencies**

c 2

**TSP: T223**

**TITLE: Training the Force**

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# TERMS

- Battle Focus
- Mission Essential Task List (METL)
- Battlefield Operating Systems (BOS)

# **BATTLE FOCUS**

A concept used to derive peace-time training requirements from the wartime mission.



# **MISSION ESSENTIAL TASK LIST** **(METL)**

The METL development process links the unit's wartime operational mission with training.

# PRINCIPLES OF TRAINING

- Commanders are Responsible for Training
- NCOs Train Individuals, Crews, and Small Teams
- Train as a Combined Arms and Joint Team
- Train for Combat Proficiency
- Train to Standard Using Appropriate Doctrine
- Train to Adapt
- Train to Maintain and Sustain
- Train Using Multiechelon Techniques
- Train to Sustain Proficiency
- Train and Develop Leaders

# **MISSION ESSENTIAL TASK LIST** **(METL)**

- Conduct troop leading procedures.
- Conduct rehearsal.
- Assault an objective.
- Breach an obstacle.
- Conduct an area recon.
- Integrate direct fire.
- Integrate indirect fire support.
- Treat & evacuate casualties.

# **BATTLEFIELD OPERATING SYSTEMS** **(BOS)**

- Intelligence
- Maneuver
- Fire Support
- Air Defense
- Mobility/Counter-mobility/Survivability
- Combat Service Support
- Command and Control

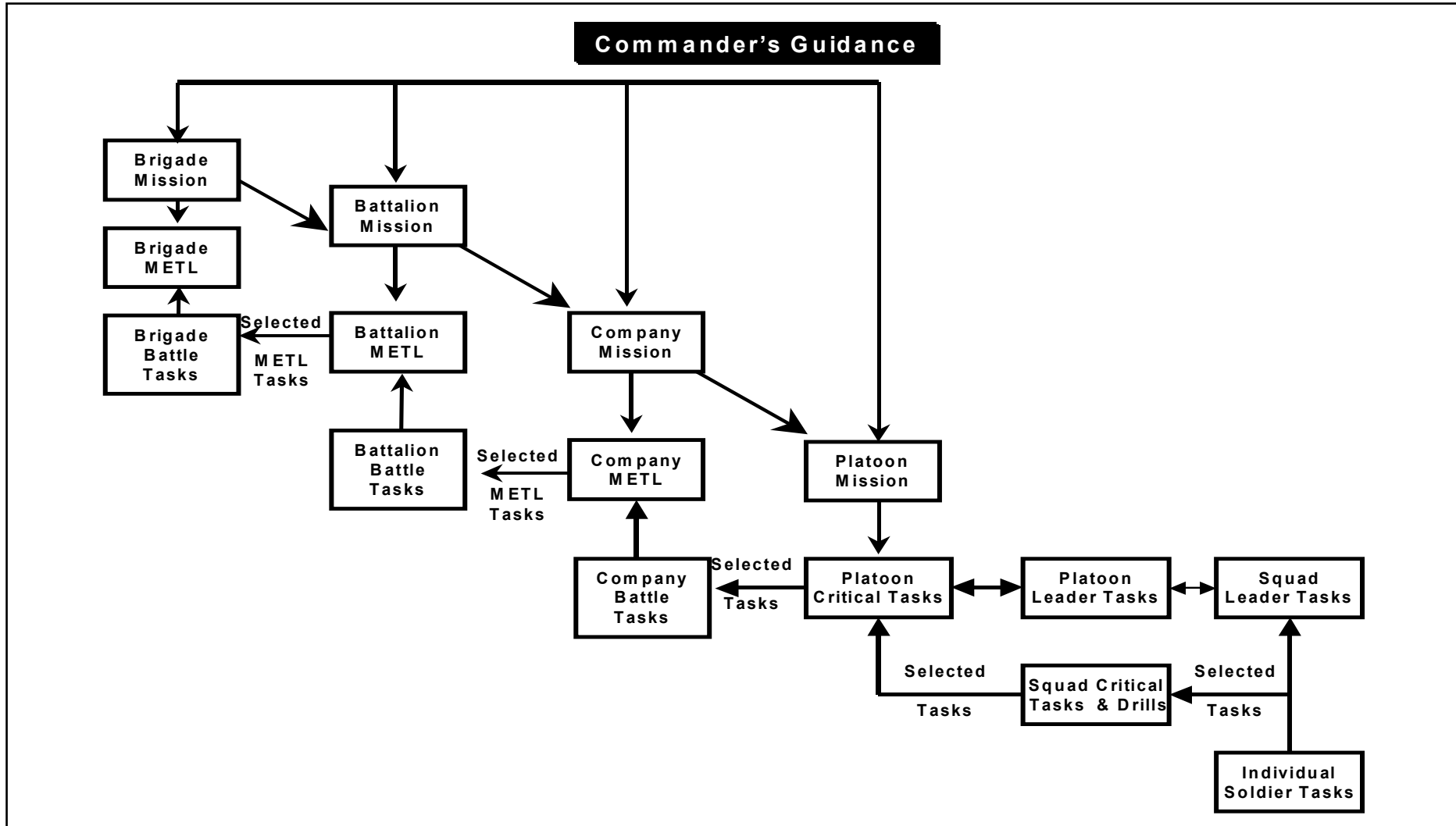
# **METL DEVELOPMENT SEQUENCE**

- **Analyze company assigned mission, and identify specified and implied tasks.**
- **Analyze operational environment and external guidance.**
- **Review battalion commander's mission & METL.**
- **Restate company operational mission.**
- **Identify collective tasks that support company restated mission. Select tasks critical for mission accomplishment. These tasks become the company's METL.**
- **Sequence METL tasks as expected to occur during mission execution.**
- **Back brief battalion commander and obtain approval of company METL. Battalion commander designates selected company METL tasks as Battalion Battle Tasks.**
- **Provide approved METL to platoon leaders and subordinate leaders.**

# **BATTLE TASKS**

- **Integrate the BOS.**
- **Receive the highest priority for resources, such as ammunition, training areas, facilities, (to include live and virtual simulators and constructive simulations) material and funds .**
- **Receive emphasis during external evaluations.**

# RELATIONSHIPS BETWEEN MISSION AND METL



**Relationships Between Mission, METL, Critical Tasks, and Battle Task**

# PLATOON CRITICAL TASKS

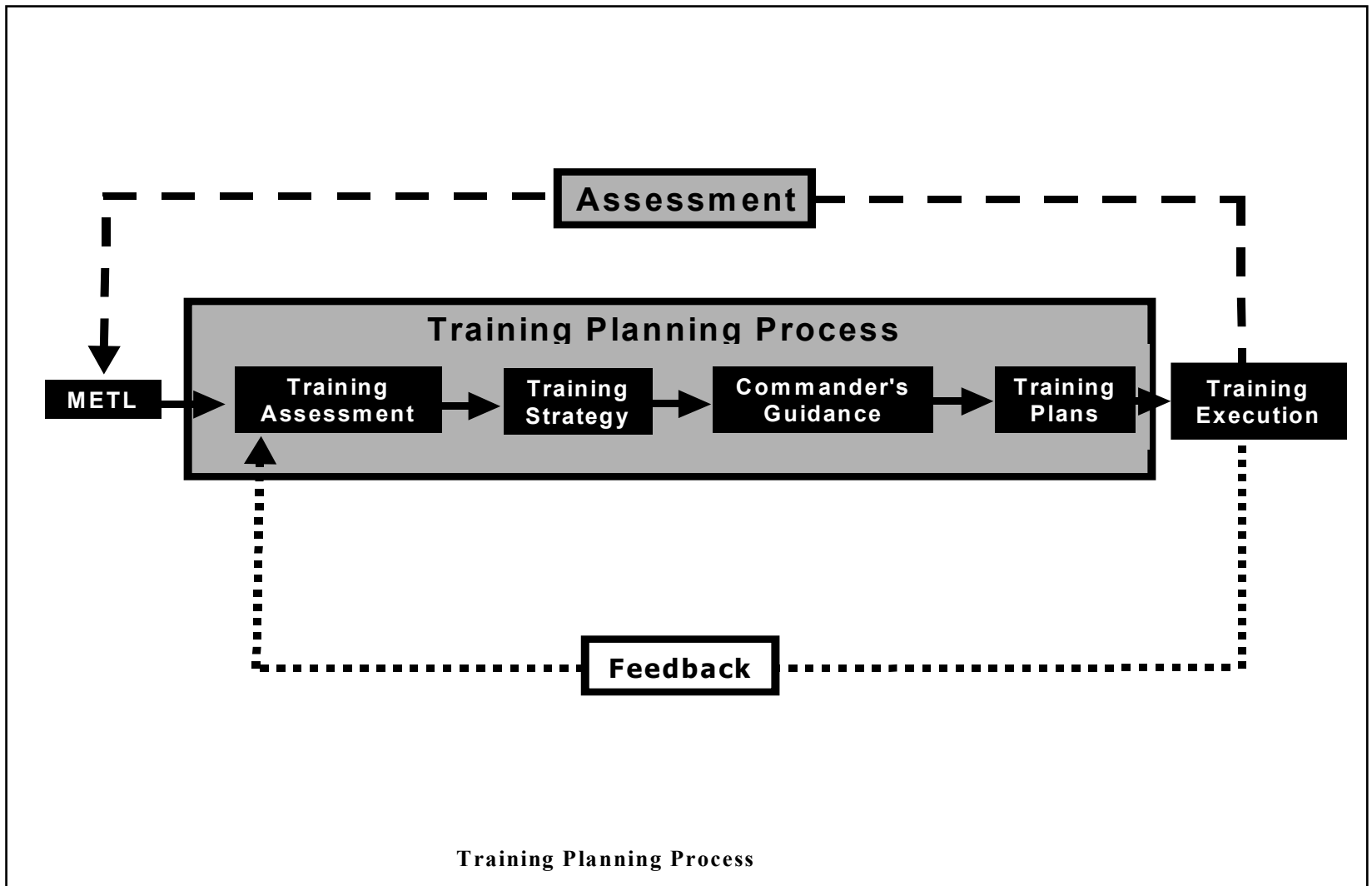
- Conduct Troop Leading Procedures.
- Conduct a Rehearsal.
- Assault an Objective.
- Attack by Fire.
- Breach an Obstacle.
- Treat and Evacuate Casualties.



# **SQUAD COLLECTIVE TASKS**

- Enter/Clear Trench.
- Knock Out a Bunker.
- React to Chemical Attack.

# ASSESSMENT



# **SQUAD CRITICAL TASKS ASSESSMENT RATING**

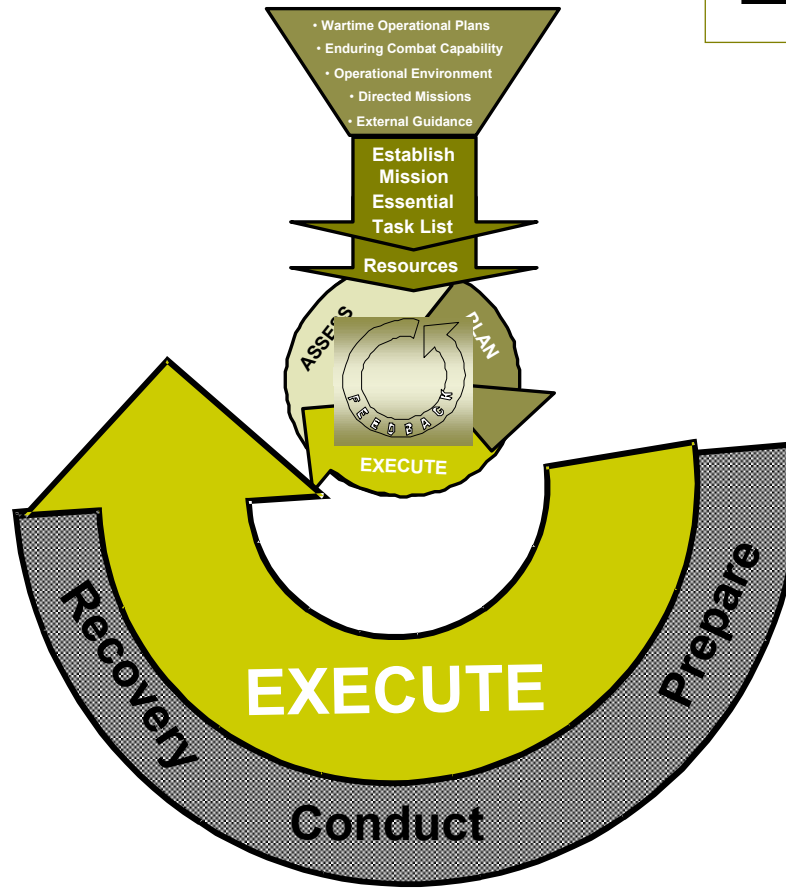
<b>TASKS</b>	<b>RATING</b>
Enter/Clear Trench	
Knock Out a Bunker	
React to Chemical Attack	

# **SQUAD CRITICAL TASKS ASSESSMENT RATING (cont)**

<b>TASKS</b>	<b>RATING</b>
Enter/Clear Trench	P
Knock Out a Bunker	U
React to Chemical Attack	P

# EXECUTION

**Execute**

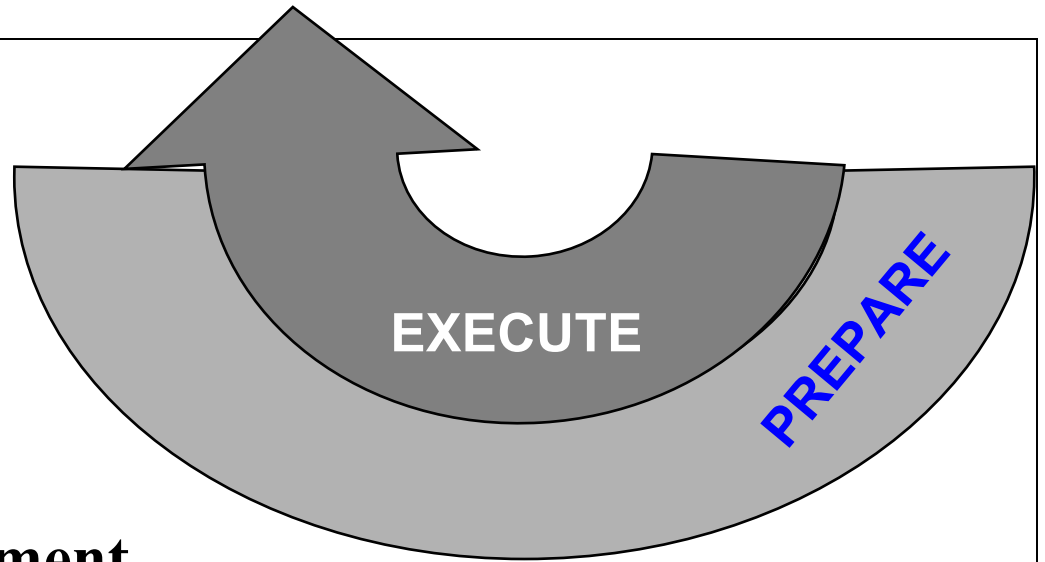


# SOLDIER TRAINING PUBLICATIONS

- MTO&E.
- TDA.
- Tactical standing operating procedures (TSOPs).
- ARTEP-MTPs.
- Technical manuals (TMs).
- Training circulars (TCs).
- Combined Arms Center (CAC) Lessons Learned Data Base.
- Readiness standing operating procedures (RSOPs).
- State operational contingency plans for ARNG.

# Preparation for Training

- **Select Tasks**
- **Plan the Training**
- **Train the Trainers**
- **Recon the Site**
- **Conduct Risk Assessment**
- **Issue Training Plan**
- **Rehearse**
- **Conduct Pre-Execution Checks**



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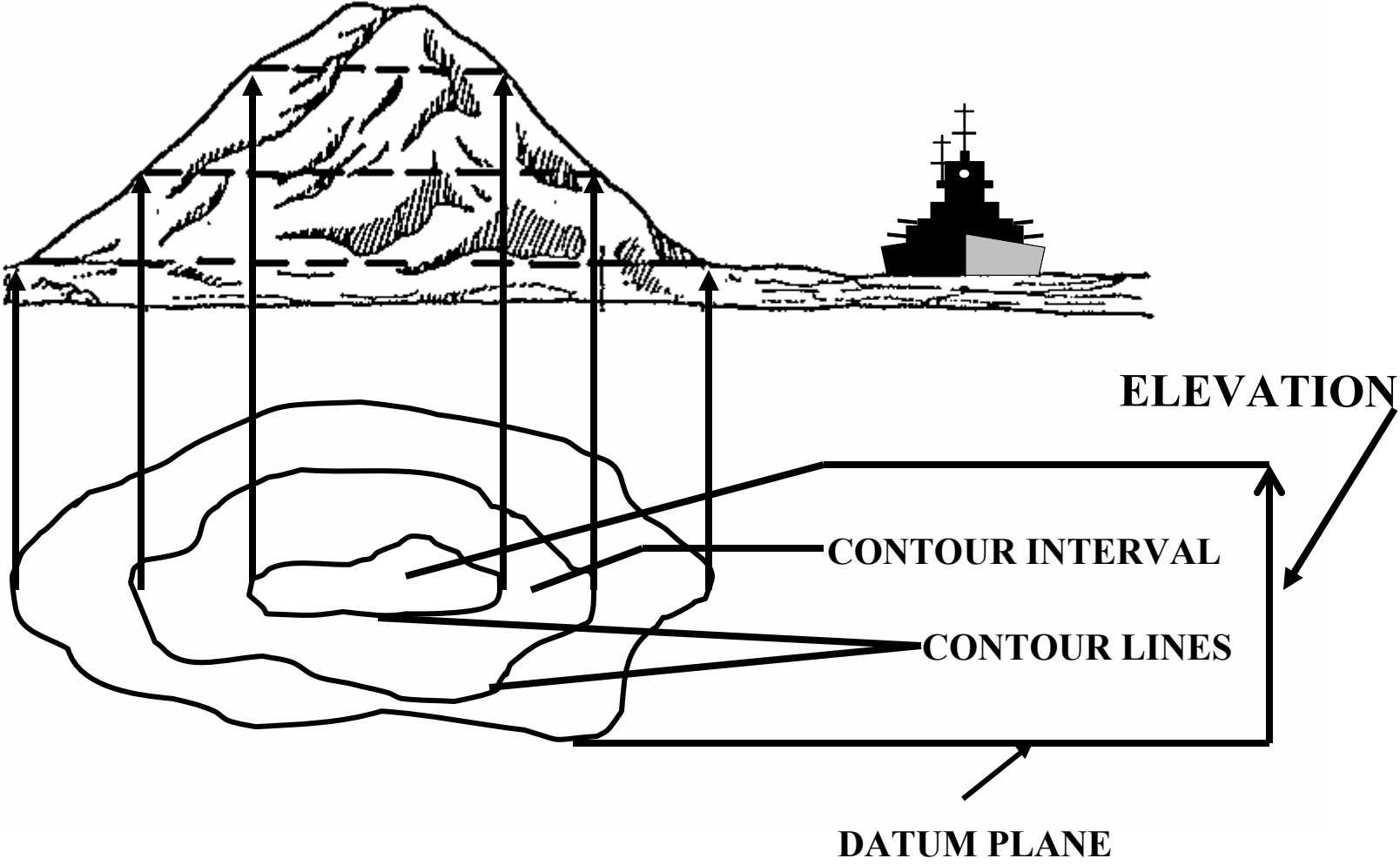
## **Appendix A, Viewgraph Transparencies**

**TSP: W221**

**TITLE: Map Reading**

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# Elevation



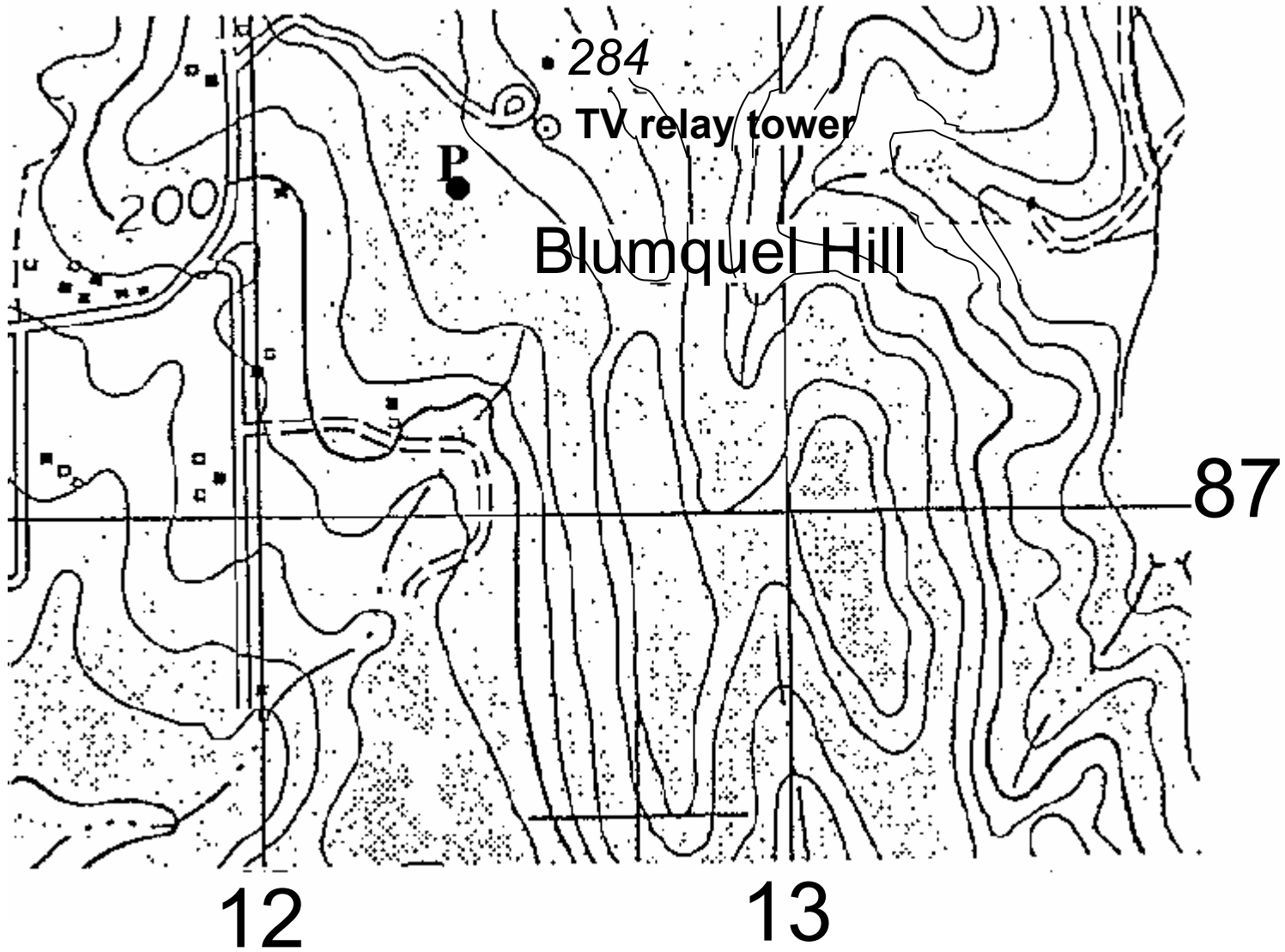
# Contour Lines

**Index:** A thick printed line indexed to show the elevation above and below mean sea level. Every fifth line will normally be an index contour line.

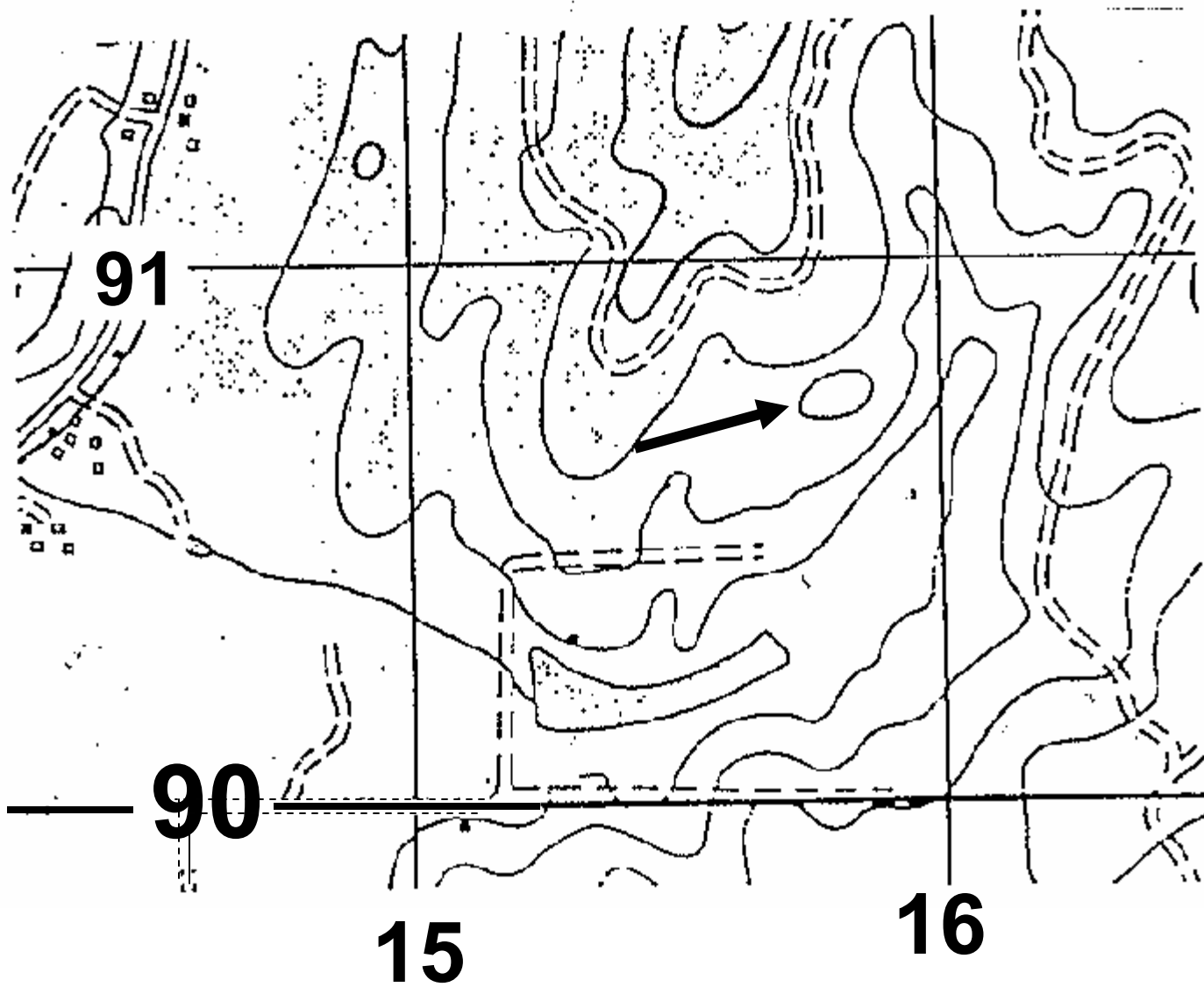
**Intermediate:** A thin solid line falling between the index contour lines that do not have their elevation given. Normally there are four intermediate lines between index contour lines.

**Supplementary:** Thin broken lines (dashes) representing changes in elevation at least one-half the contour interval. Normally found where there is very little change in elevation.

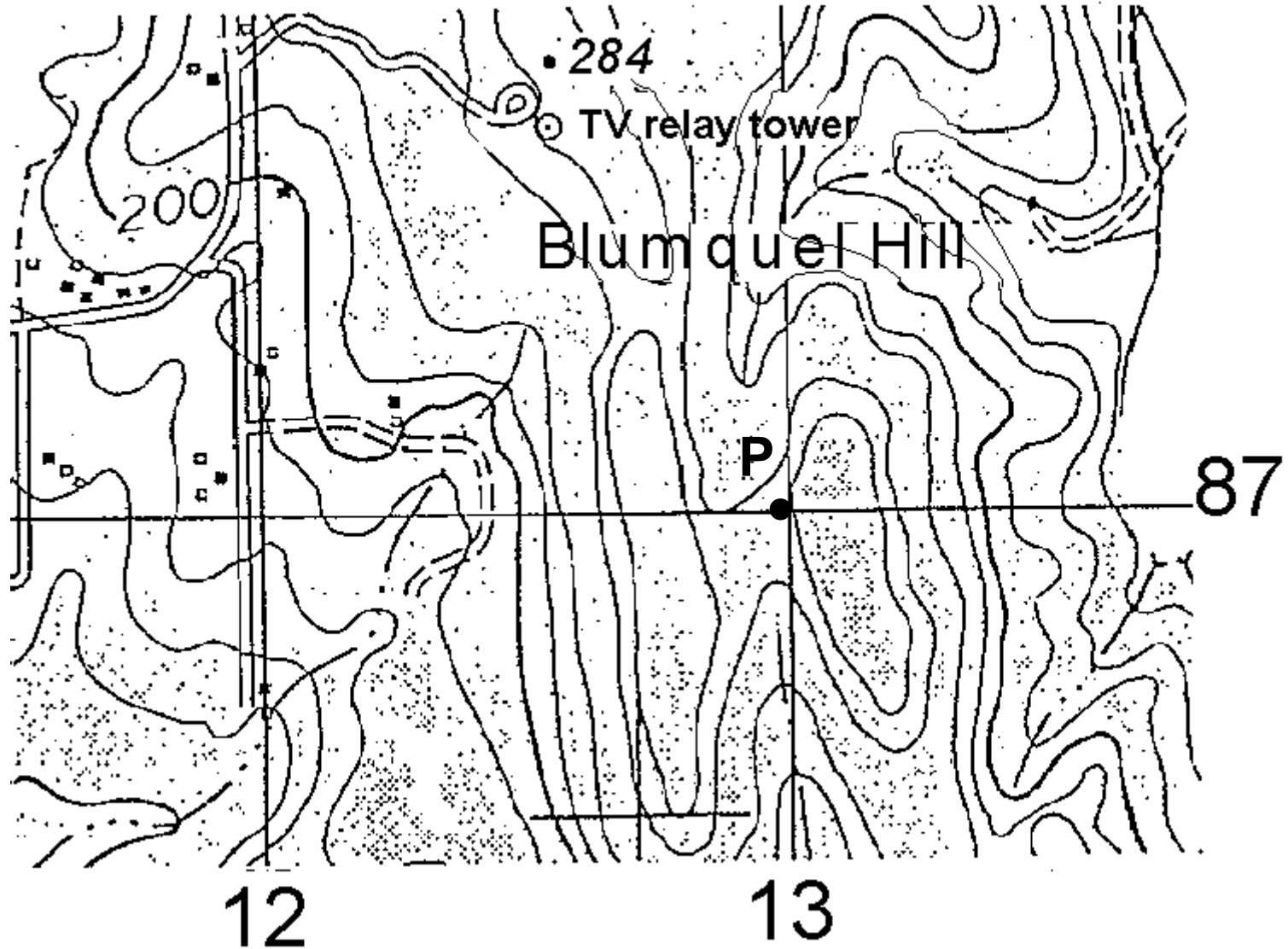
# Blumquel Hill A



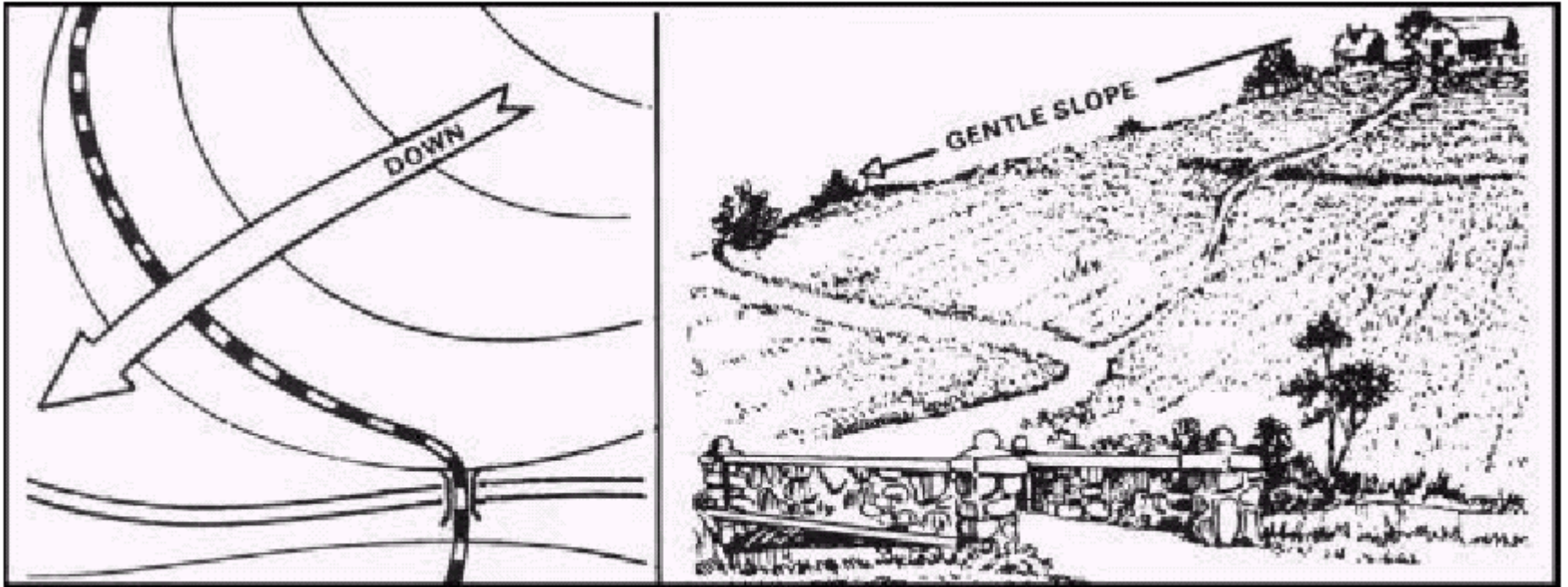
# Hilltop



# Blumquel Hill B



# Gentle Slope

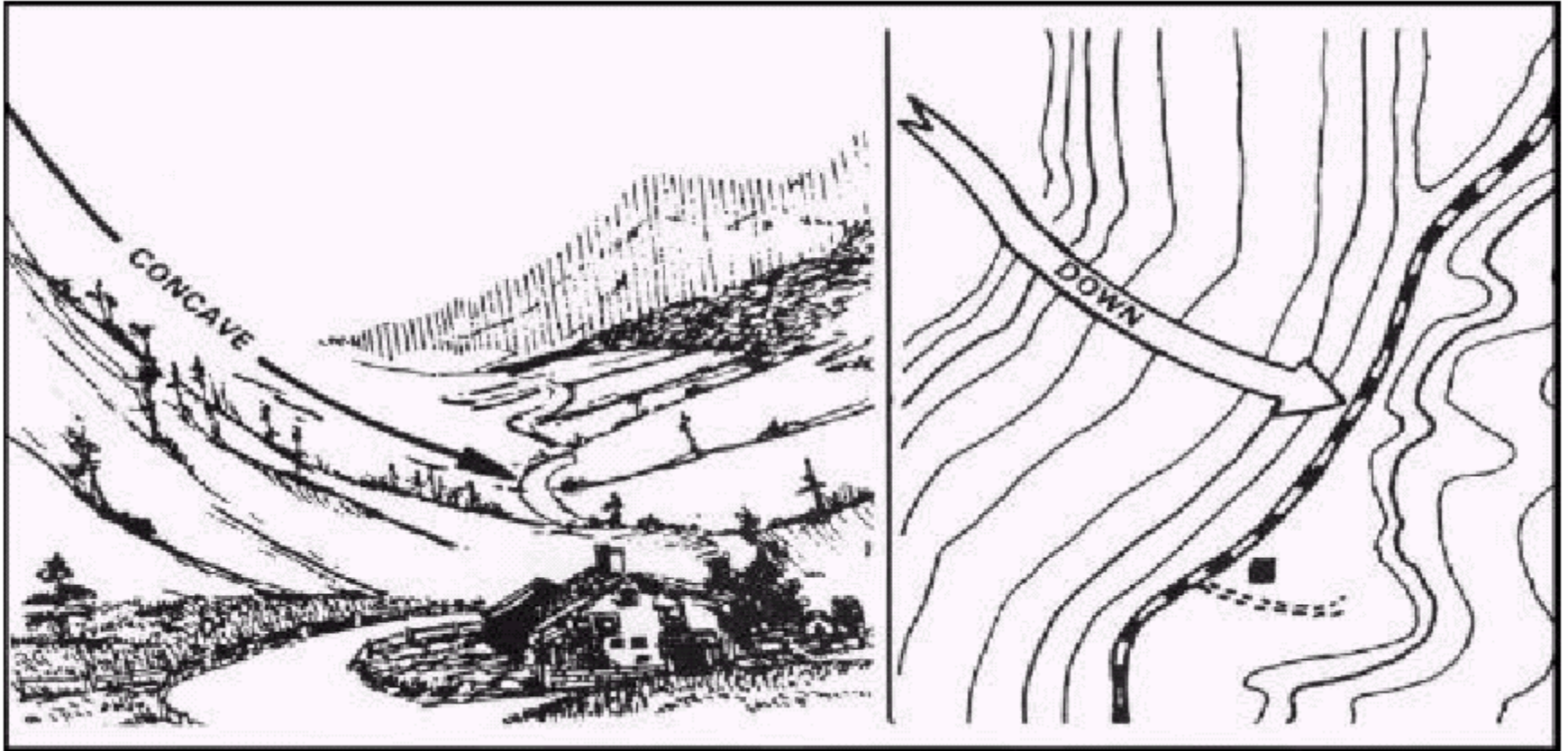




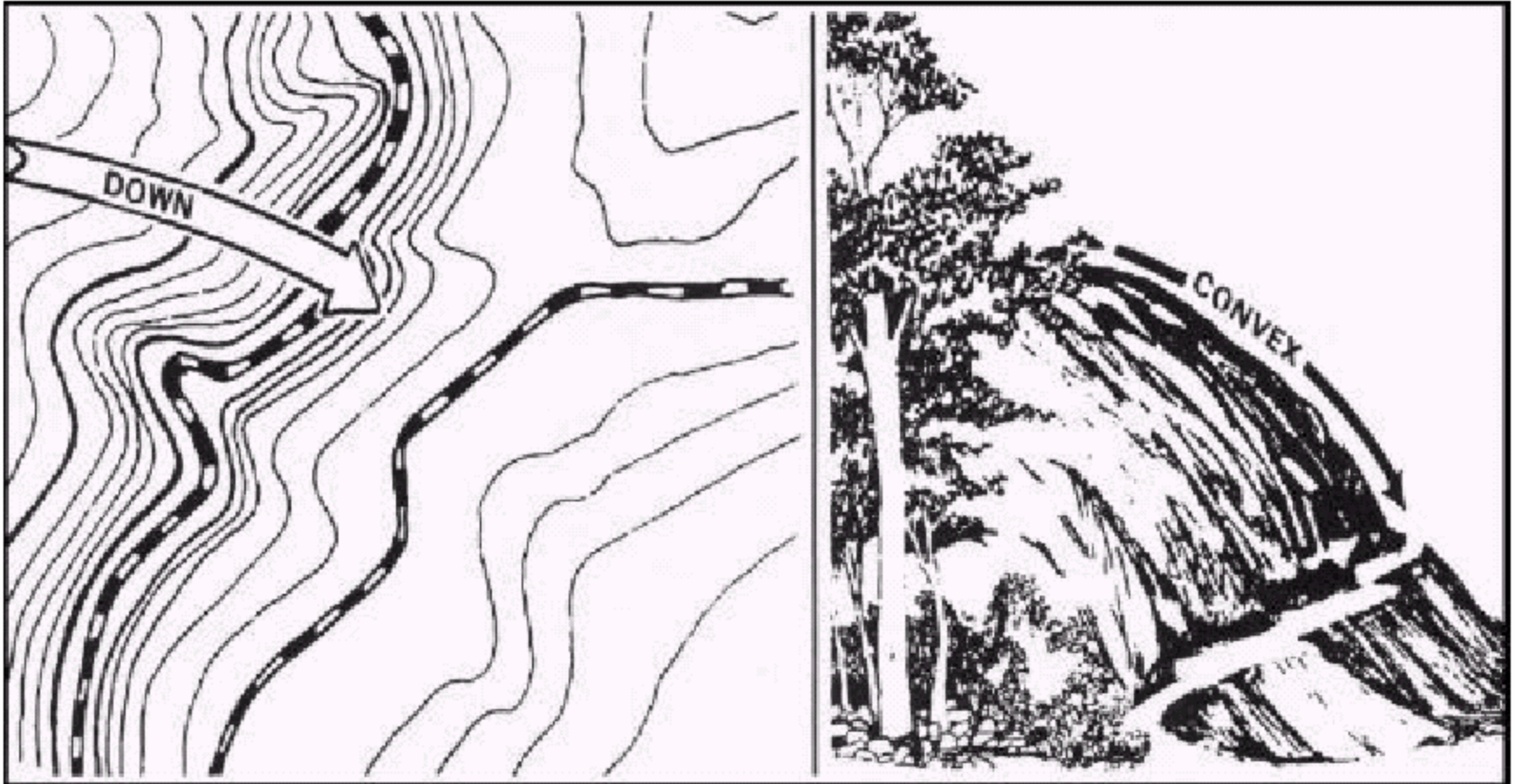
# Steep Slope



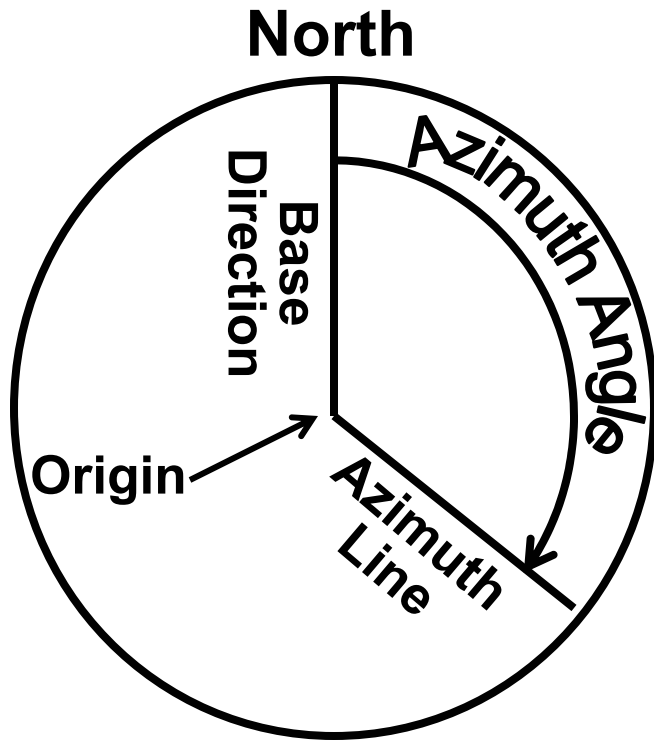
# Concave Slope



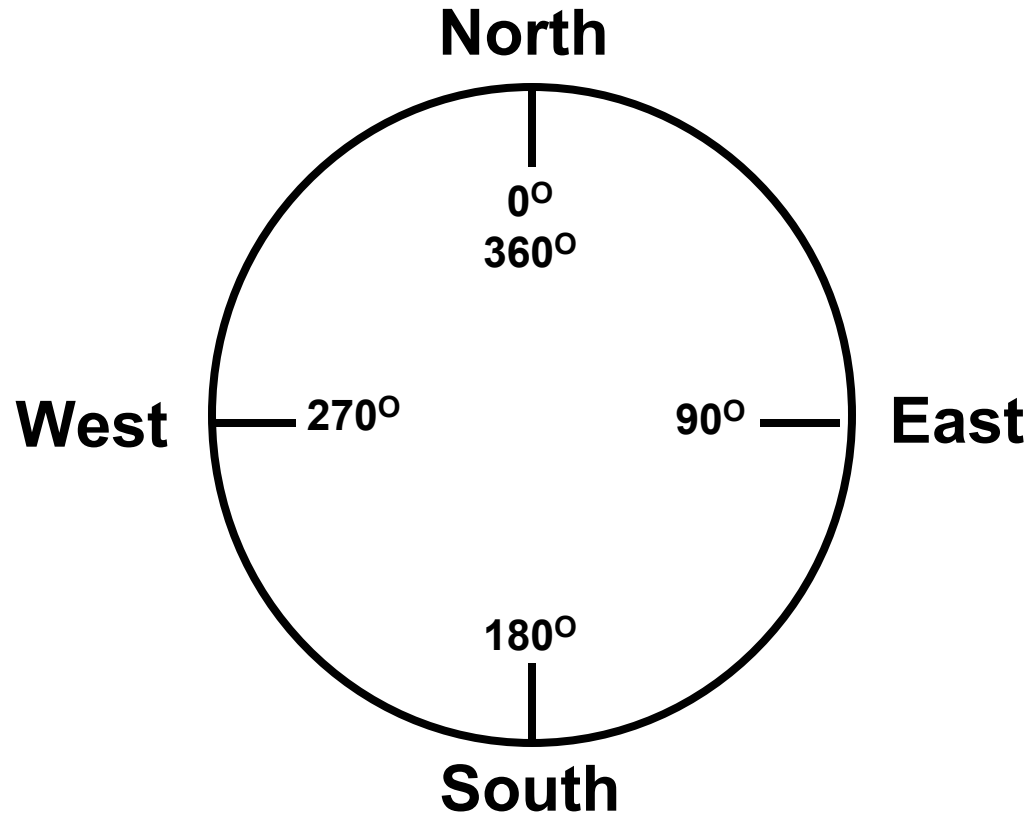
# Convex Slope



# Azimuth Circle



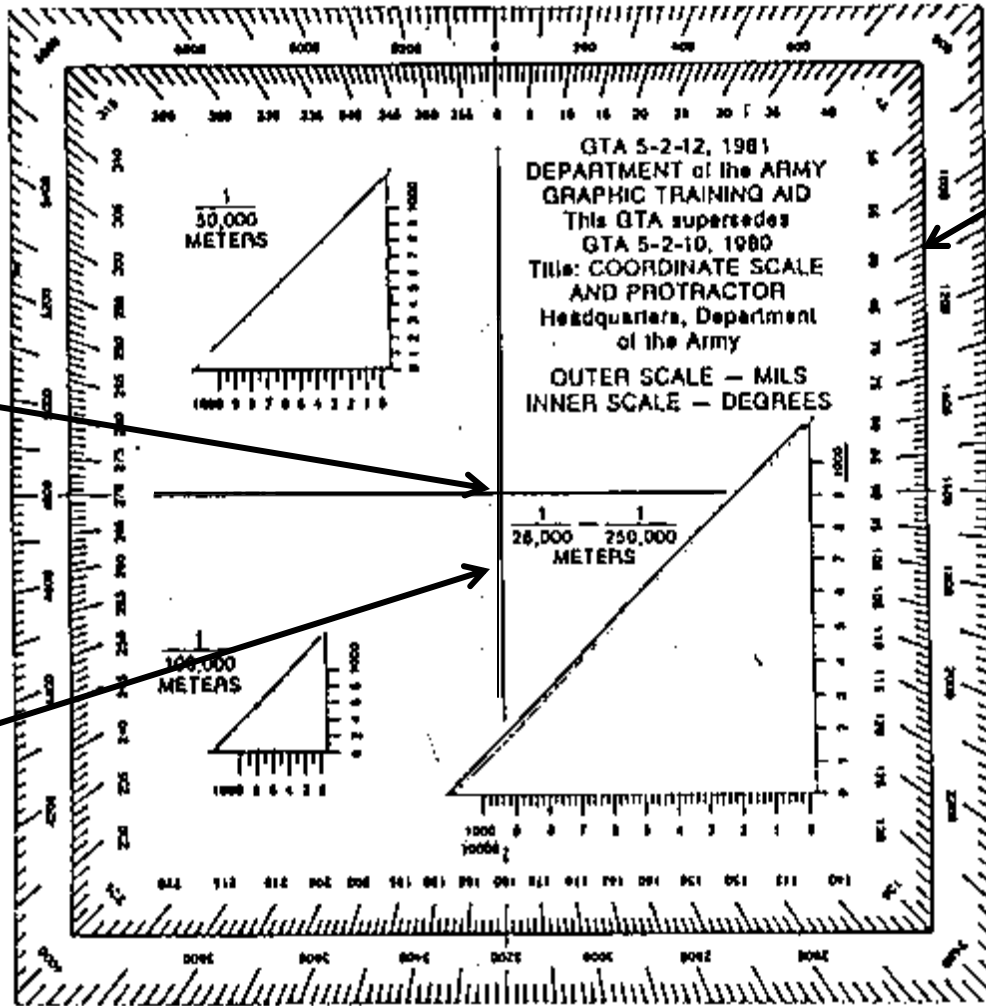
**Illustration A**



**Illustration B**



# COORDINATE SCALE AND PROTRACTOR



Degrees

Mils

Index

Base Line

# G-M Angle

GN

GRID CONVERGENCE  
0 DEGREES 5 MINUTES  
FOR CENTER OF SHEET

G-M Angle  
22 degrees (388 mils)

TO CONVERT A  
GRID AZIMUTH TO A  
MAGNETIC AZIMUTH  
SUBTRACT G-M ANGLE

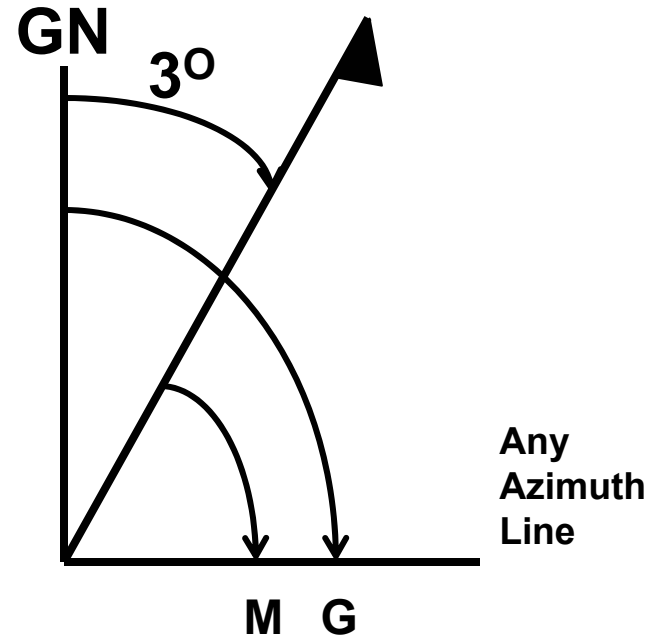
TO CONVERT A  
MAGNETIC AZIMUTH  
TO GRID AZIMUTH  
ADD G-M ANGLE

# Easterly

## REQUIREMENT:

Convert these grid azimuths to magnetic azimuths and magnetic azimuths to Grid azimuths.

1. Grid AZ  $146^{\circ}$
2. Grid AZ  $83^{\circ}$
3. Mag AZ  $271^{\circ}$



## SOLUTIONS:

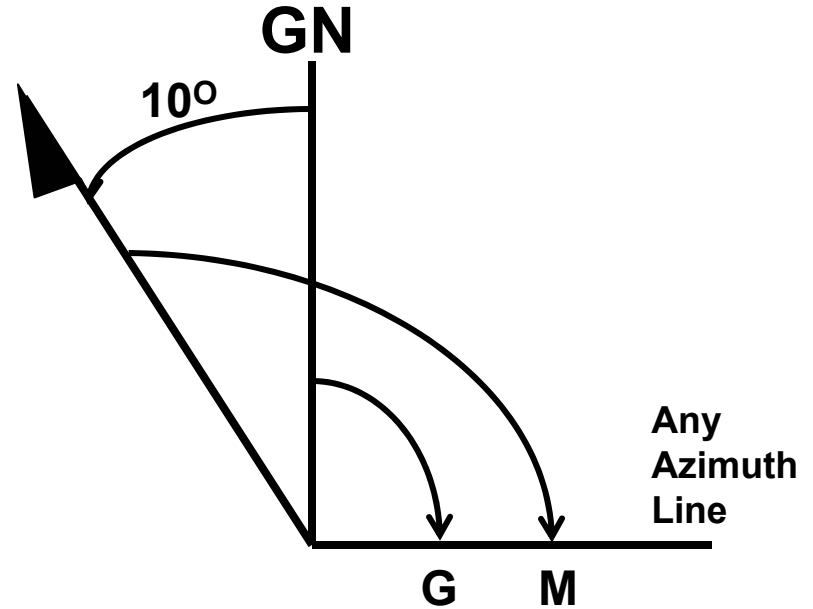
1. Mag AZ  $143^{\circ}$
2. Mag AZ  $80^{\circ}$
3. Grid AZ  $274^{\circ}$

# Westerly

## REQUIREMENT:

Convert these grid azimuths to magnetic azimuths and magnetic azimuths to grid azimuths.

1. Mag AZ  $54^{\circ}$
2. Grid AZ  $183^{\circ}$
3. Mag AZ  $216^{\circ}$



## SOLUTIONS:

1. Grid AZ  $44^{\circ}$
2. Mag AZ  $193^{\circ}$
3. Grid AZ  $206^{\circ}$

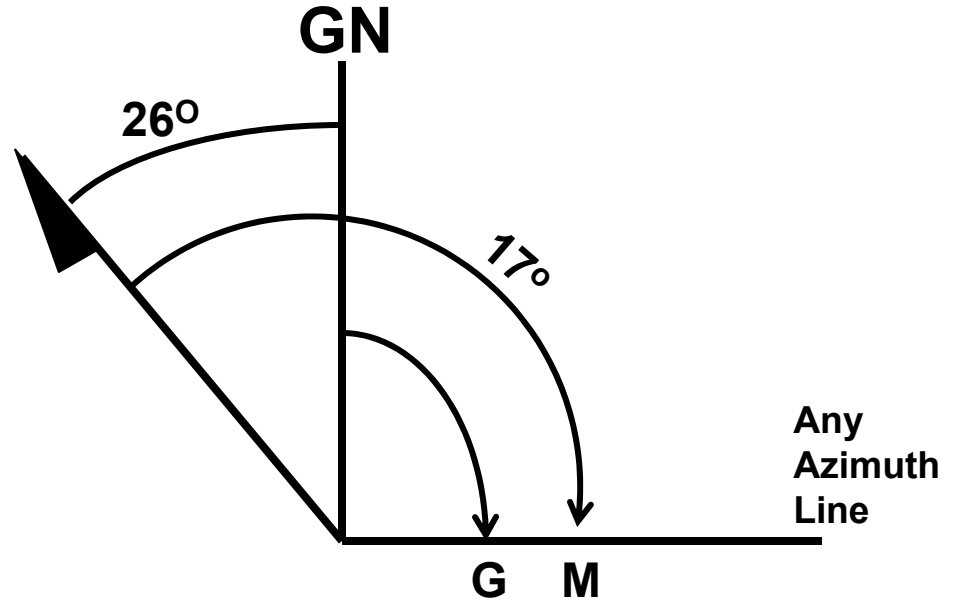


# Magnetic Azimuth Smaller than G-M Angle

## REQUIREMENT:

Determine the Grid Azimuth of this Magnetic Azimuth.

Mag AZ  $17^{\circ}$



SOLUTION:

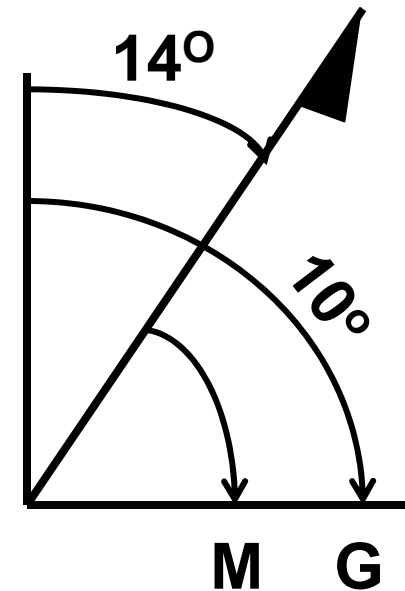
Mag AZ	$17^{\circ}$
	$+ 360^{\circ}$
	<hr/>
Total	$377^{\circ}$
G-M Angle	$- 26^{\circ}$
	<hr/>
Grid AZ	$351^{\circ}$

# Grid Azimuth Smaller than G-M Angle

## REQUIREMENT:

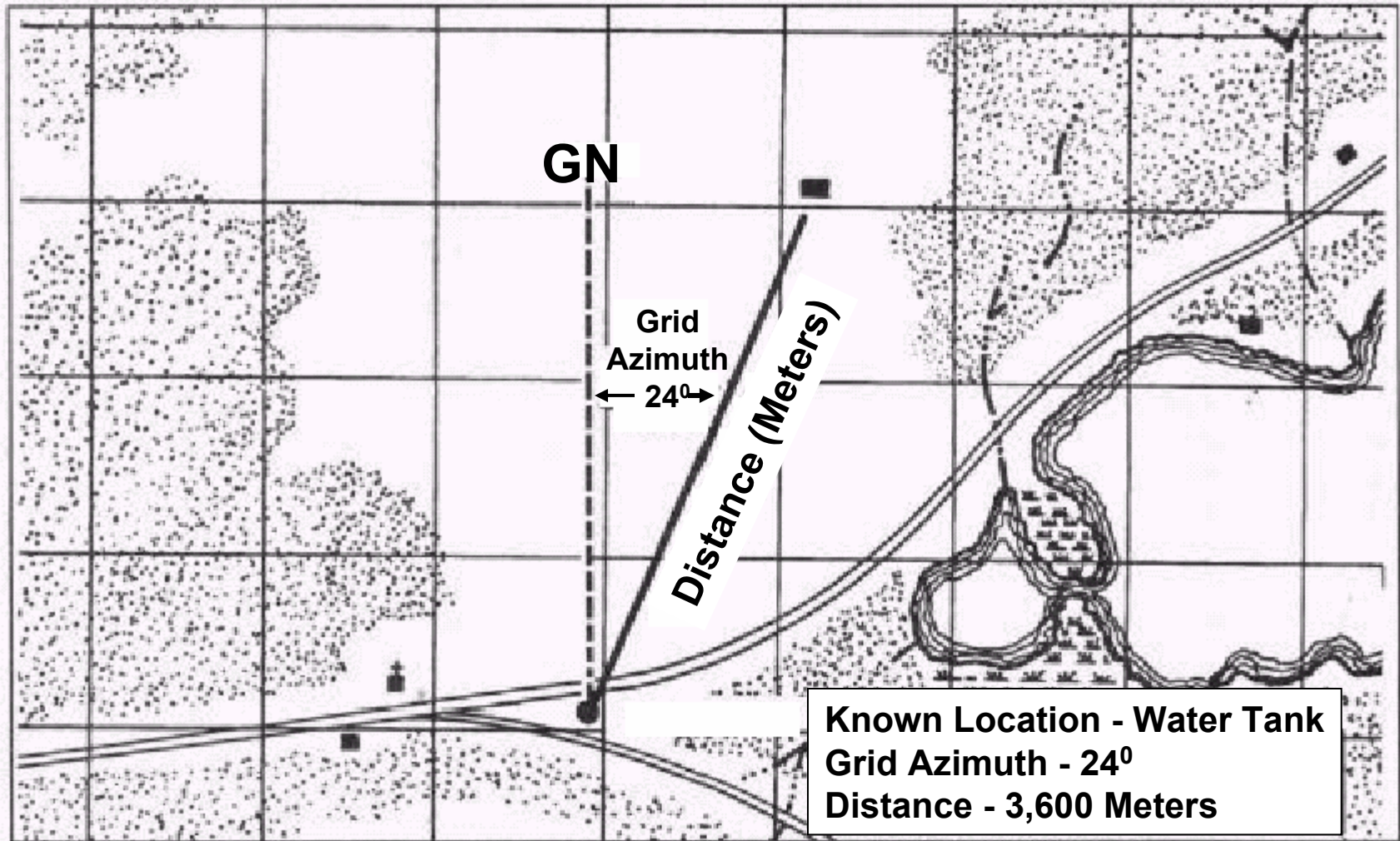
Determine the magnetic azimuth of this grid azimuth:

Grid AZ  $10^{\circ}$



<u>SOLUTION:</u>	Grid AZ	$10^{\circ}$
		+ $360^{\circ}$
	Total	$370^{\circ}$
	Minus G-M Angle	$14^{\circ}$
	Magnetic AZ	$356^{\circ}$

# Polar Coordinate



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## **Appendix A, Viewgraph Transparencies**

**TSP: W222**

**TITLE: Combat Orders**

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# SITUATION

- **ENEMY FORCES**
  - Composition, disposition, strength, capabilities and most probable course of action.
- **FRIENDLY FORCES**
  - Mission and action of units two levels up and flank units.
- **ATTACHMENTS & DETACHMENTS**
  - Who they are and the time effected.

# MISSION

States the mission in a clear concise statement of the task, containing the following information:

- WHO.
- WHAT.
- WHEN.
- WHY.
- WHERE.



# EXECUTION

- The “How To” Information needed to accomplish the mission.
- Usually in four parts:
  - Concept of operation.
  - Tasks to maneuver units.
  - Tasks to combat support units.
  - Coordinating instructions.

# CONCEPT of the OPERATION

- Covers the commander's intent.
- Covers the tactical plan.
- Scheme of maneuver.

# **TASKS TO MANEUVER/COMBAT SUPPORT UNITS**

- Gives the exact mission of all subordinate units.

## **COORDINATING INSTRUCTIONS**

- The tactical instruction and details of coordination that apply to two or more units.

# SERVICE SUPPORT

1. Supply.
2. Transportation.
3. Services.
4. Maintenance
5. Medical  
evacuation.

# COMMAND AND SIGNAL

- Location of key leaders.
- Chain of command.
- Frequencies.
- Call signs.
- Code words.

# **WARNO Information**

- **Situation--Brief description of the enemy and friendly situation.**
- **Mission--Concise statement of the task and purpose.**
- **Execution--Brief Statement of the tentative concept of the operation.**
  - **Time Schedule, earliest time of move, inspection times, time and place of OPORD.**
  - **Tasks to subordinate key personnel.**
- **Service support—CSS tasks to be accomplished that are different from the TACSOP.**
- **Command And Signal—Location of CP succession of command (if not SOP0). SOI in effect. Signal/code words.**

# FRAGO

- Address only parts of the OPORD that change.
- Uses the same sequence of the OPORD.
- Needs to be a brief outline of the changes and instructions should be specific.

# **TROOP-LEADING PROCEDURES**

STEP 1: Receive the mission.

STEP 2: Issue the warning order.

STEP 3: Make a tentative plan.

STEP 4: Start necessary movement.

STEP 5: Reconnoiter.

STEP 6: Complete the plan.

STEP 7: Issue operations order.

STEP 8: Supervise.



# **Troop-Leading Procedure #1, Receive the Mission**

- By receiving the alert from the platoon leader, you complete the first step of the troop leading procedures.
- You may receive the mission alert in the form of a warning order or a fragmentary order.
- On receipt of the order, analyze your mission using METT-T and start your planning process.

# Mission Analysis Using METT-T

- Mission: What is the nature of the mission?
- Enemy: What do we actually know about the enemy?
- Terrain and Weather: How will they affect the mission?
- Troops: What Soldiers are available for the mission?
- Time: How much time is available?

# **Troop-Leading Procedure #2, Issue a Warning Order**

- The warning order has no specific format, but one technique is to follow the five-paragraph OPORD format.
- You should provide the following information if available:
  - Mission or nature of the operation.
  - Who is participating.
  - Time of the operation.
  - Time and place of the OPORD.

# **Troop-Leading Procedure #3, Make a Tentative Plan**

The leader bases his estimate on analysis using METT-T:

- Mission.
- Enemy.
- Terrain (OCOKA) and weather.
  - **O**bservation and fields of fire.
  - **C**over and concealment.
  - **O**bstacles.
  - **K**ey Terrain.
  - **A**venues of Approach.
- Troops and time available.

# **Troop-Leading Procedure #4, Start Necessary Movement**

- Squad moves while platoon leader completes his plan or conducts reconnaissance.
- May be under control of company XO, 1SG, PSG, or squad leader.
- Can occur anywhere in the troop leading procedures.

# Troop-Leading Procedure #5, Reconnoiter

- When time allows, conduct actual reconnaissance.
- When time does not allow, conduct map reconnaissance.
- Must consider risk inherent in moving forward of friendly lines, or into unoccupied area.

# **Troop-Leading Procedures #6, Complete the Plan**

- Based on METT-T.
- Meets commander's intent.

# **Troop-Leading Procedure #7, Issue the Complete Order**

- Issue the order overlooking the defensive terrain, or on a terrain model or sketch.
- Cover mission, commander's intent, concept of the operation and assigned tasks.
- Quiz Soldiers to make sure they understand the order.



# Troop-Leading Procedure #8, Supervise

- **Rehearsals:**
  - Practice essential tasks to improve performance.
  - Reveal weaknesses or problems with the plan.
  - Coordinate actions of subordinates.
  - Improve Soldier understanding of the operation, fostering confidence in themselves.
- **Inspections:**
  - Weapons and Ammunition.
  - Uniforms and equipment.
  - Mission-essential equipment.
  - Soldiers' understanding of mission and responsibilities.
  - Communication.
  - Rations and water.
  - Camouflage.

# Fighting Load

	Weight (lbs)
Bayonet with scabbard.	1.3
Canteen, 1-quart and cover with water (2 each).	5.6
Case, small arms (2 each).	1.8
Grenade, fragmentation (4).	4.0
Helmet, ballistic.	3.4
Magazines (6) w/180 round of 5.56mm.	5.4
Pistol belt, suspenders, and first-aid pouch.	1.6
Protective mask with decontamination kit.	3.0
Rifle, M16A2 with 30 round 5.56 ball.	8.8
<b>TOTAL</b>	<b>34.9</b>

# Approach March Load

	Weight (lbs)
ALICE, medium with frame.	6.3
Bag, waterproof.	0.8
Canteen, 2-quart, and cover with water.	4.8
E-tool with carrier.	2.5
Liner, poncho.	1.6
Poncho, nylon.	1.3
Rations, MRE (2 each).	2.6
Toilet articles.	2.0
Towel.	0.2
<b>TOTAL</b>	<b>22.1</b>

# Mission Knowledge

As a minimum, the Soldier should understand--

- The nature of the operation.
- Who is participating.
- Time of the operation.
- Assigned tasks.

# Unit Mission (Task & Purpose)

As a minimum, check for the following:

- Who.
- What.
- Where.
- When.
- Why.

# COMMANDER'S INTENT

- Lets each Soldier know what the commander wants done and how they should accomplish the mission.
- Allows Soldiers to accomplish the mission though a certain task may have to be done differently than what the commander wanted.

# PE-2, 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.

# SPE-2, Solution to PE-2

Four minimum essential elements in a warning order and any special instructions: (Ref: SH-2 [FM 7-8], page SH-2-2, para 2-2b)

- The mission: Attack town of Corona.
- Who is participating in the operations: Squad as part of the platoon.
- Time of the operation: 1830.
- Time and place for issuance of the complete order: 1515.
- Any special instructions: The equipment that each man will carry; Sgt Evans' team tasks concerning demolition, PVT Smiths task to carry rope and grappling hook.



# SPE-2, Solution to PE-2, cont

Our mission is <sup>1</sup>to attack the town of Corona at <sup>3</sup>1830 as <sup>2</sup>part of the platoon. The enemy has well-prepared positions in the buildings and probably has tanks with him. <sup>5</sup>Each man will carry six grenades and one law, in addition to the standard load for rifles and grenade launchers. <sup>5</sup>Sergeant Evan, 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. <sup>4</sup>We will meet here at 1515 for the OPOD.

# SPE-3, Solution to PE-3

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

# SPE-3, Solution to PE-3, cont

**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.

# 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 to 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.”

# **SPE-4, Prepare Squad FRAGO**

## **1ST Squad**

<b>Situation: Enemy &amp; Friendly</b>	“Estimate a tank section, in well-prepared positions in vicinity of Hill 294, has stopped the Carrier Element.”
<b>Mission</b>	"Our 1st squad will annihilate the enemy's tank section first and then assume that position."
<b>Orders to Subordinate Units</b>	“No Change.”
<b>Fire Support</b>	“No Change.”
<b>Coordinating Instructions</b>	“No Change.”

# **SPE-4, Prepare Squad FRAGO**

## **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	“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.”

# **SPE-4, Prepare Squad FRAGO**

## **3d Squad**

<b>Situation: Enemy &amp; Friendly</b>	“Estimate a tank section, in well-prepared positions in vicinity of Hill 294, has stopped the Carrier Element.”
<b>Mission</b>	“No Change.”
<b>Orders to Subordinate Units</b>	“No Change.”
<b>Fire Support</b>	“No Change.”
<b>Coordinating Instructions</b>	“No Change.”

# **SPE-4, Prepare Squad FRAGO**

## **PLT HQ**

<b>Situation: Enemy &amp; Friendly</b>	“Estimate a tank section, in well-prepared positions in vicinity of Hill 294, has stopped the Carrier Element.”
<b>Mission</b>	“No Change.”
<b>Orders to Subordinate Units</b>	“No Change.”
<b>Fire Support</b>	“No Change.”
<b>Coordinating Instructions</b>	“No Change.”



## **Appendix A, Viewgraph Transparencies**

**TSP: W223**

**TITLE: Conduct Movement**

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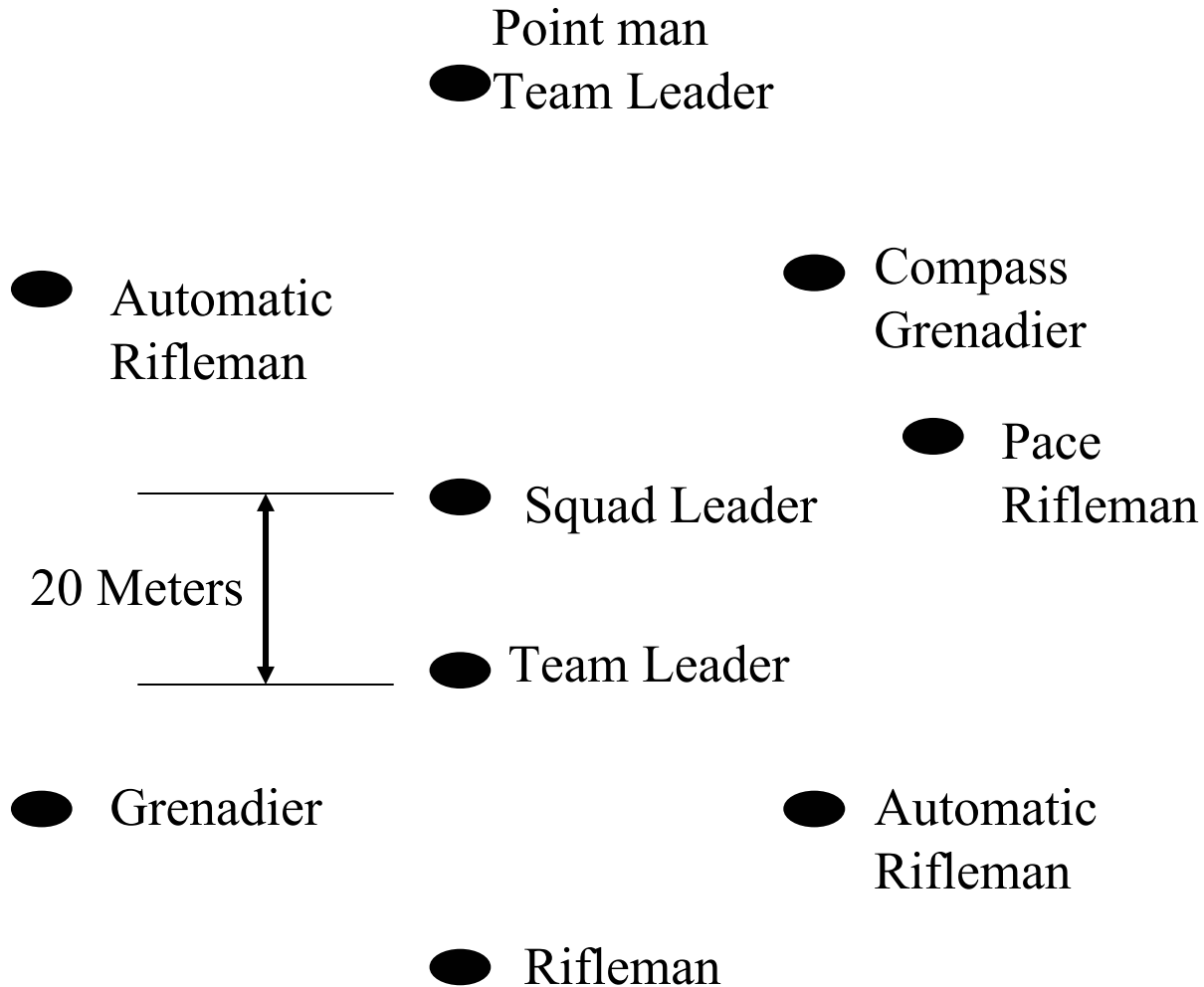
# **Step 1, Know Where You Are**

- **Your directional orientation.**
- **The direction and distances to your objective.**
- **Other landmarks and features.**
- **Any impassable terrain, the enemy, and danger areas.**
- **Both advantages and disadvantages presented by the terrain between you and your objective.**

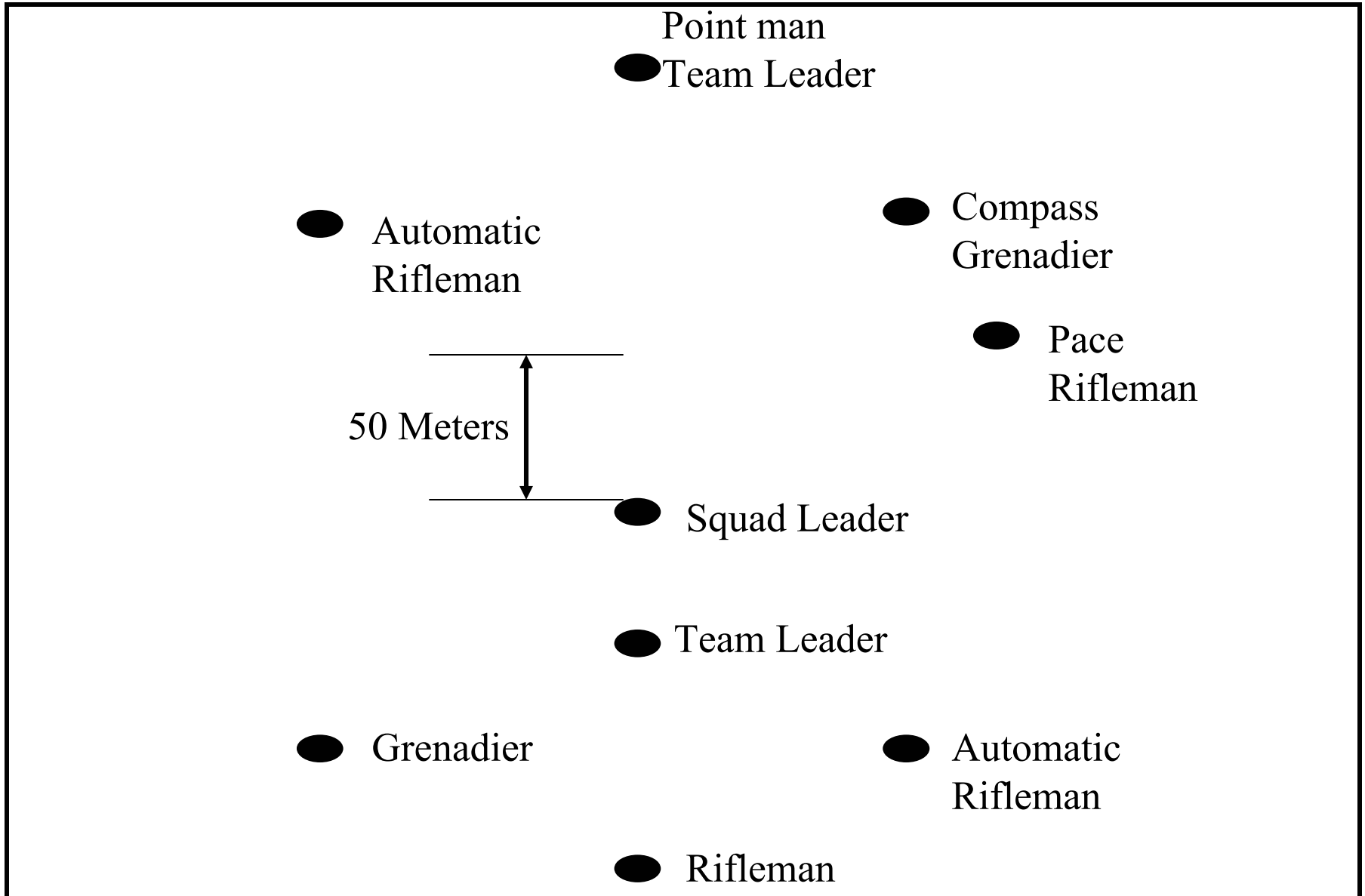
# STEP 2, Plan the Route

- Travel time.
  - Travel distance.
  - Maneuver room needed.
  - Trafficability.
  - Load-bearing capacities of the soil.
  - Energy expenditure of soldiers.
- Factors of METT-T.
  - Tactical aspect of terrain (OCOKA).
  - Ease of logistical support.
  - Potential for surprising the enemy.
  - Availability of control and coordination features.
  - Availability of good checkpoints and steering marks.

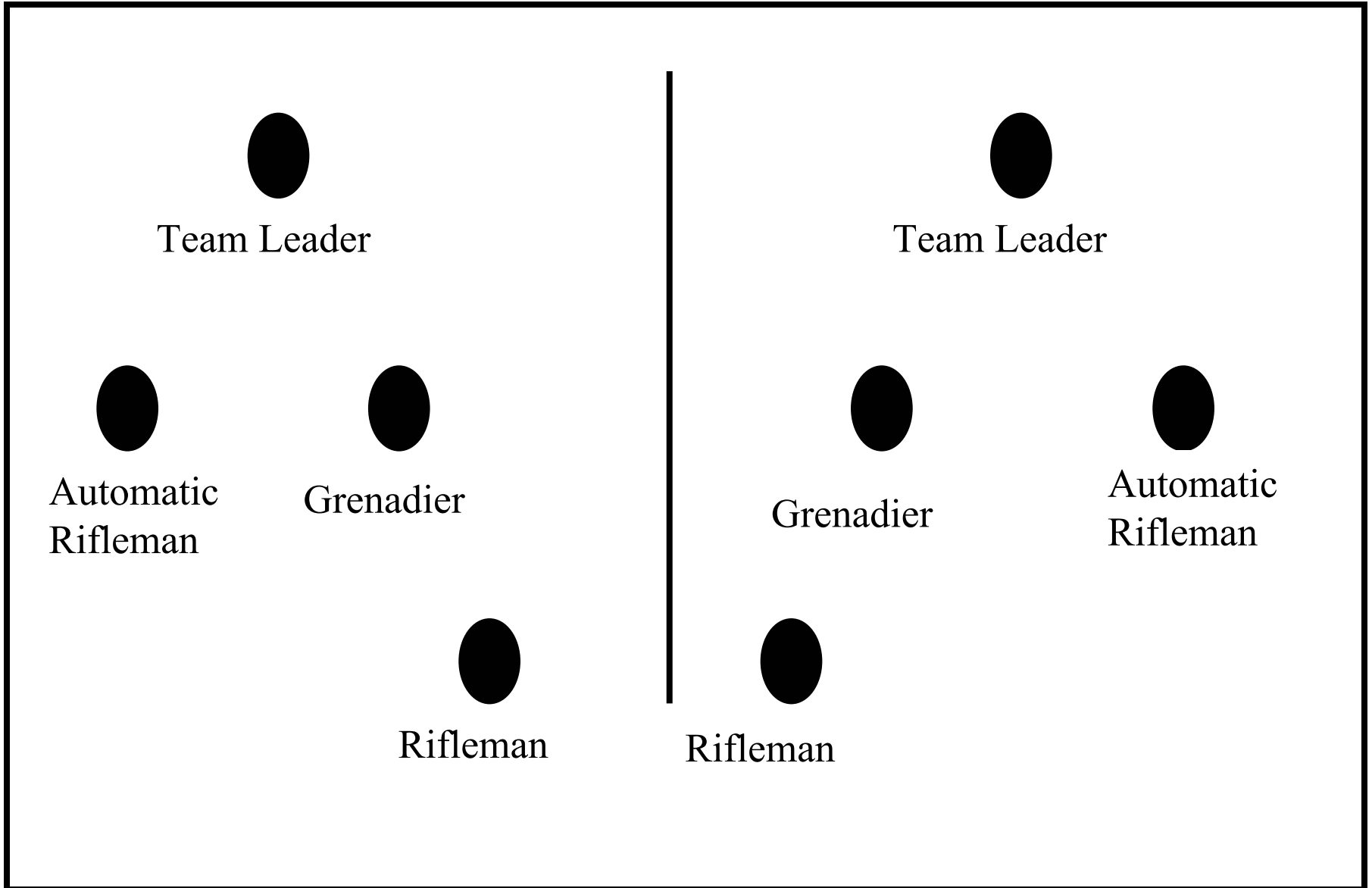
# Squad Traveling



# Squad Traveling Overwatch



# Fire Team Wedge



# Fire Team File

● Team Leader

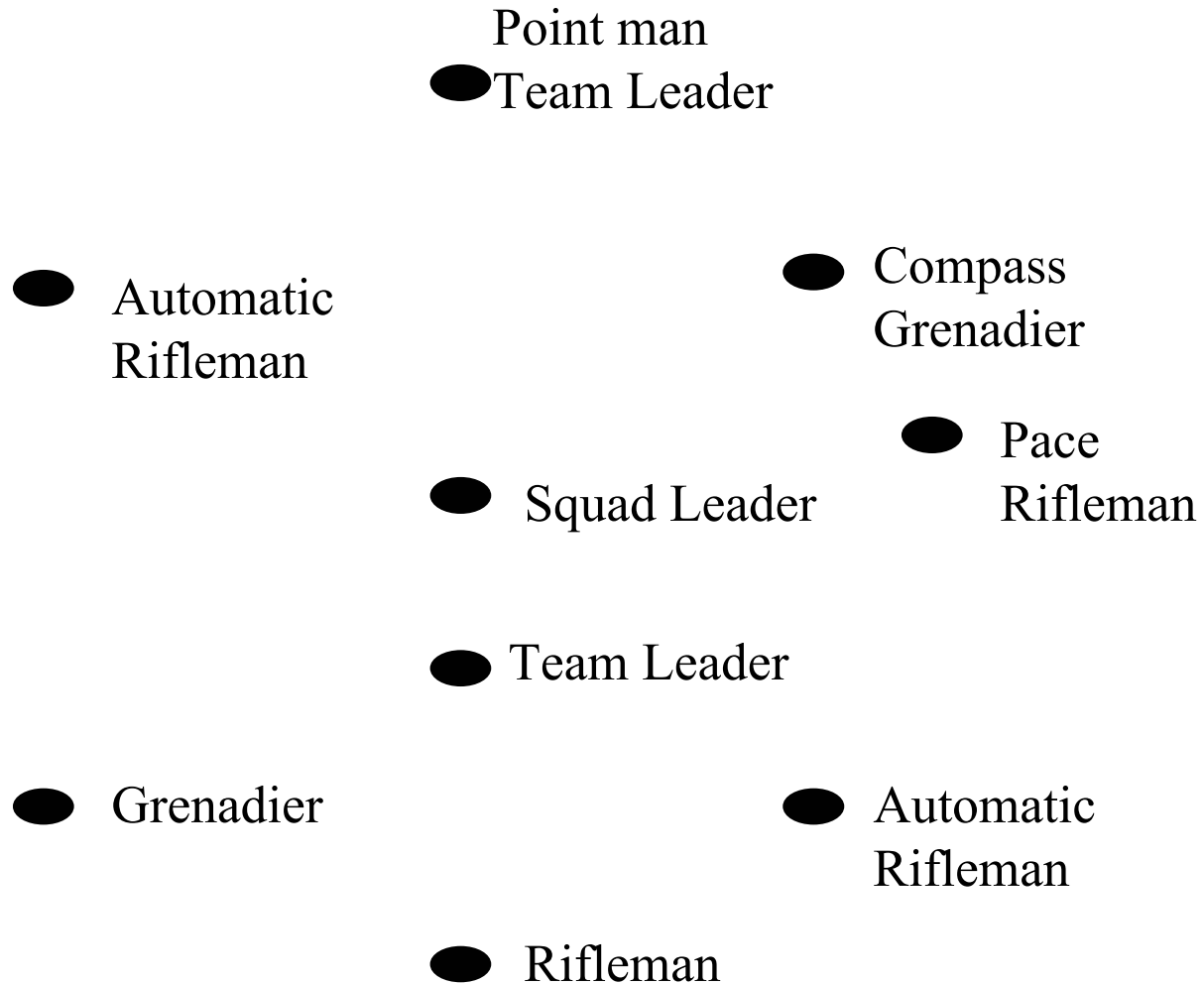
● Automatic  
Rifleman

● Grenadier





● Rifleman



# Squad Column With Fire Teams in Column

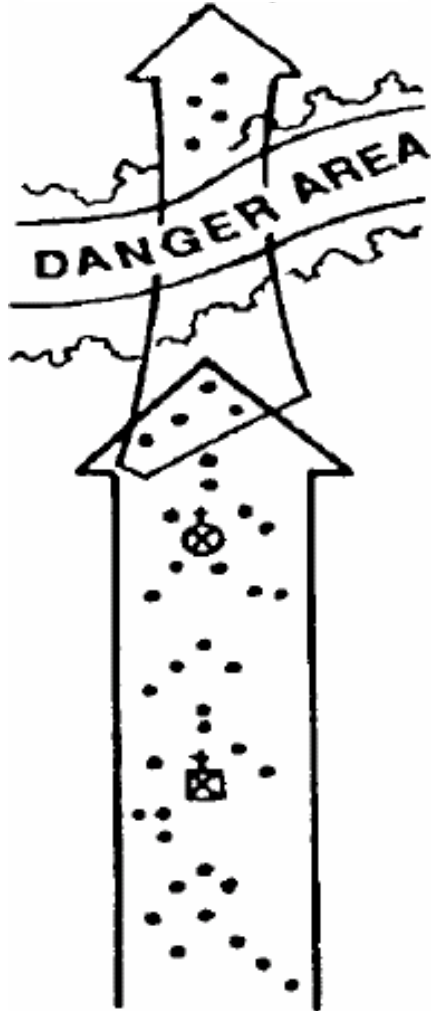


# Squad File

-  Point man  
Team Leader
-  Squad Leader (Optional)
-  Grenadier
-  Automatic Rifleman
-  Rifleman
-  Squad Leader (Normal)
-  Team Leader
-  Grenadier
-  Automatic Rifle
-  Team Leader (Optional)
-  Rifleman

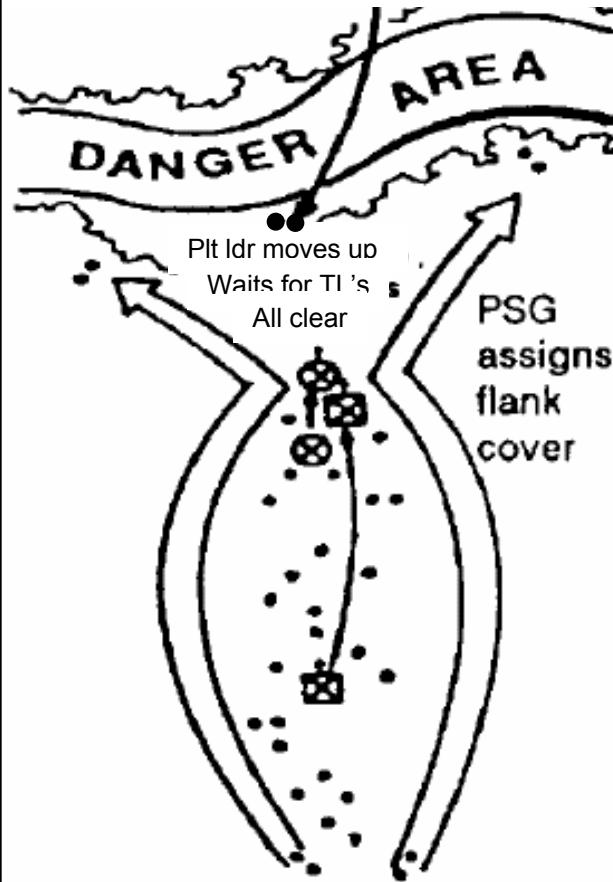
# Crossing a Danger Area

Lead team crosses  
Danger area and  
Clears for the Plt



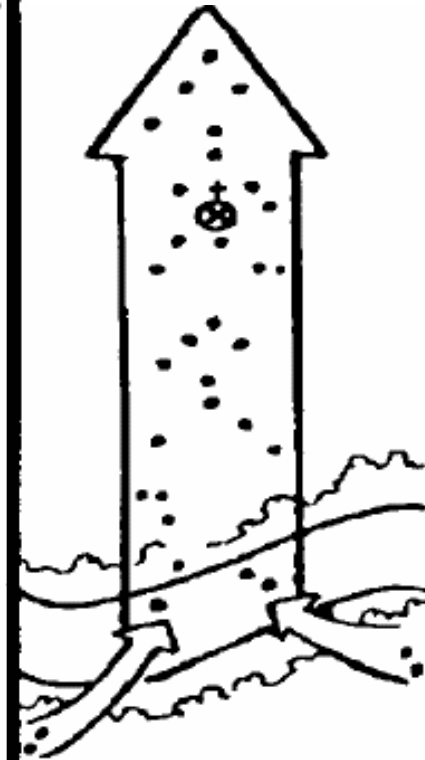
Grenadier and rifleman remain on  
far side

Team leader and auto rifleman  
return to signal PLT when all  
clear.



Trail team moves up  
for flank cover

Lead team continues to  
lead platoon after clearing  
danger area



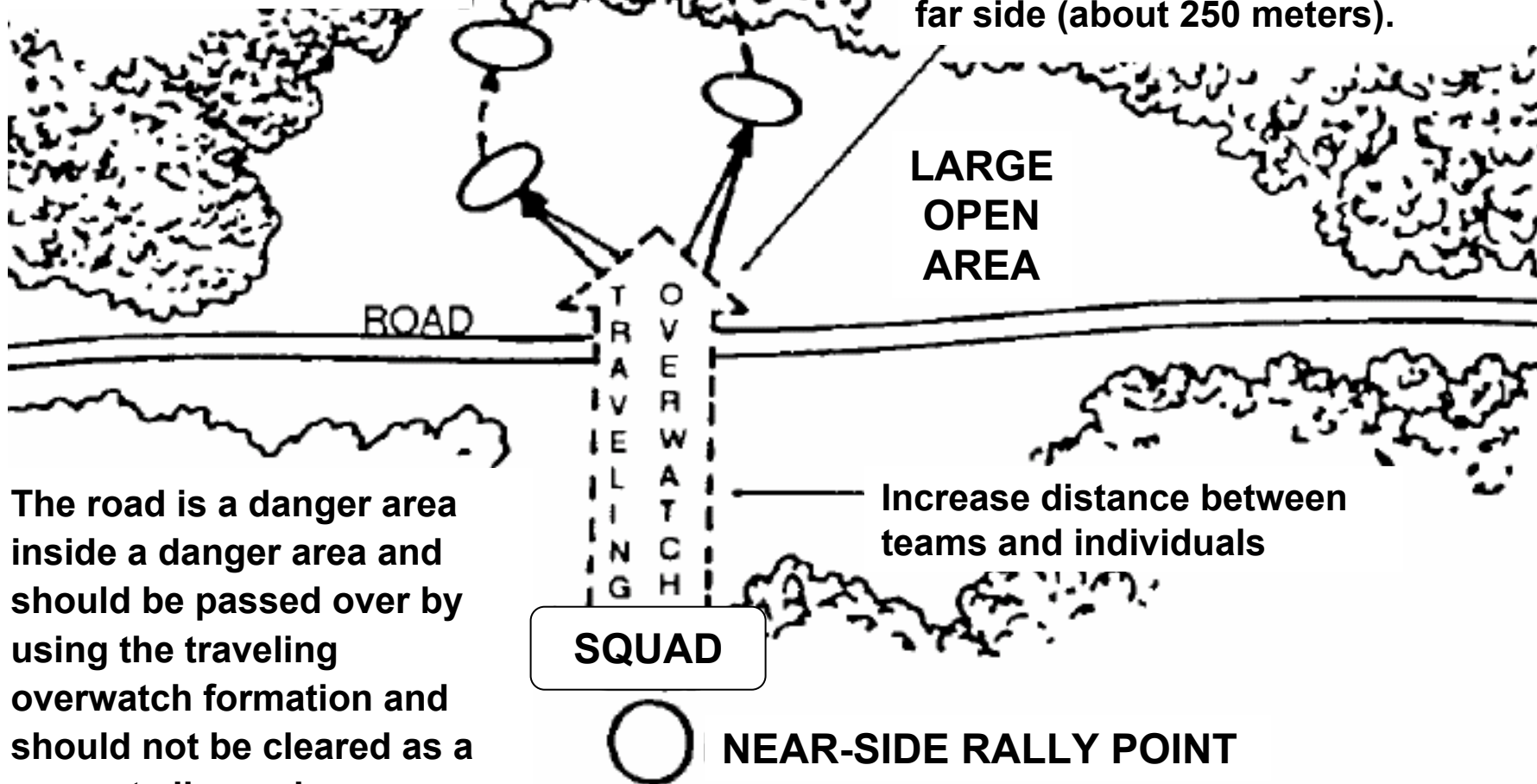
Trail team returns  
to position

# Crossing Large Open Areas

Squad bounds by fire teams into wood line and clears an area enough for the entire squad.

## FAR-SIDE RALLY POINT

Begin bounding overwatch within effective small-arms range of the far side (about 250 meters).

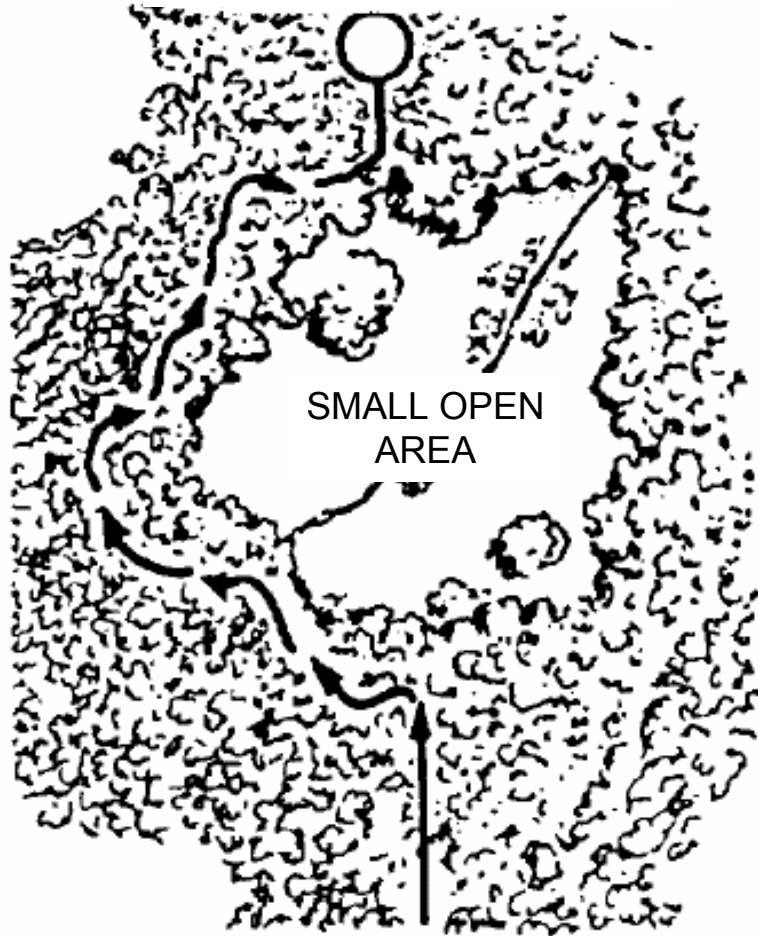


The road is a danger area inside a danger area and should be passed over by using the traveling overwatch formation and should not be cleared as a separate linear danger area.

Increase distance between teams and individuals

# Crossing Small Open Areas

FAR-SIDE RALLY POINT



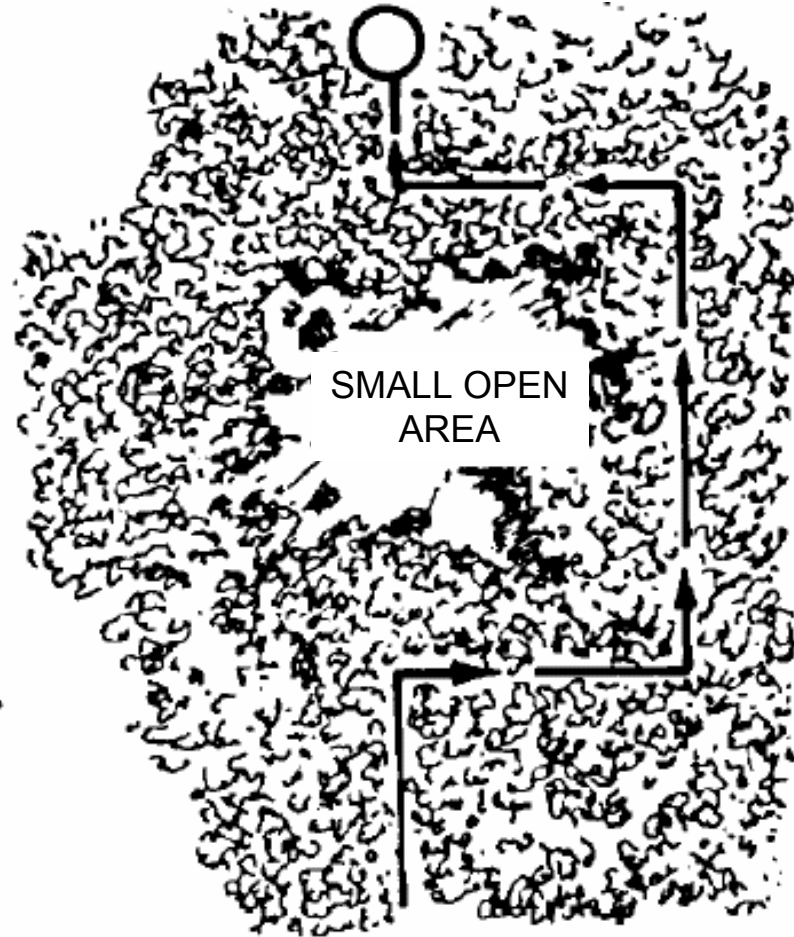
SMALL OPEN AREA

NEAR-SIDE RALLY POINT

UNIT

CONTOUR AROUND OPEN AREA

FAR-SIDE RALLY POINT



SMALL OPEN AREA

UNIT

NEAR-SIDE RALLY POINT

DETOUR BYPASS METHOD



# Contact on the Road or Trail

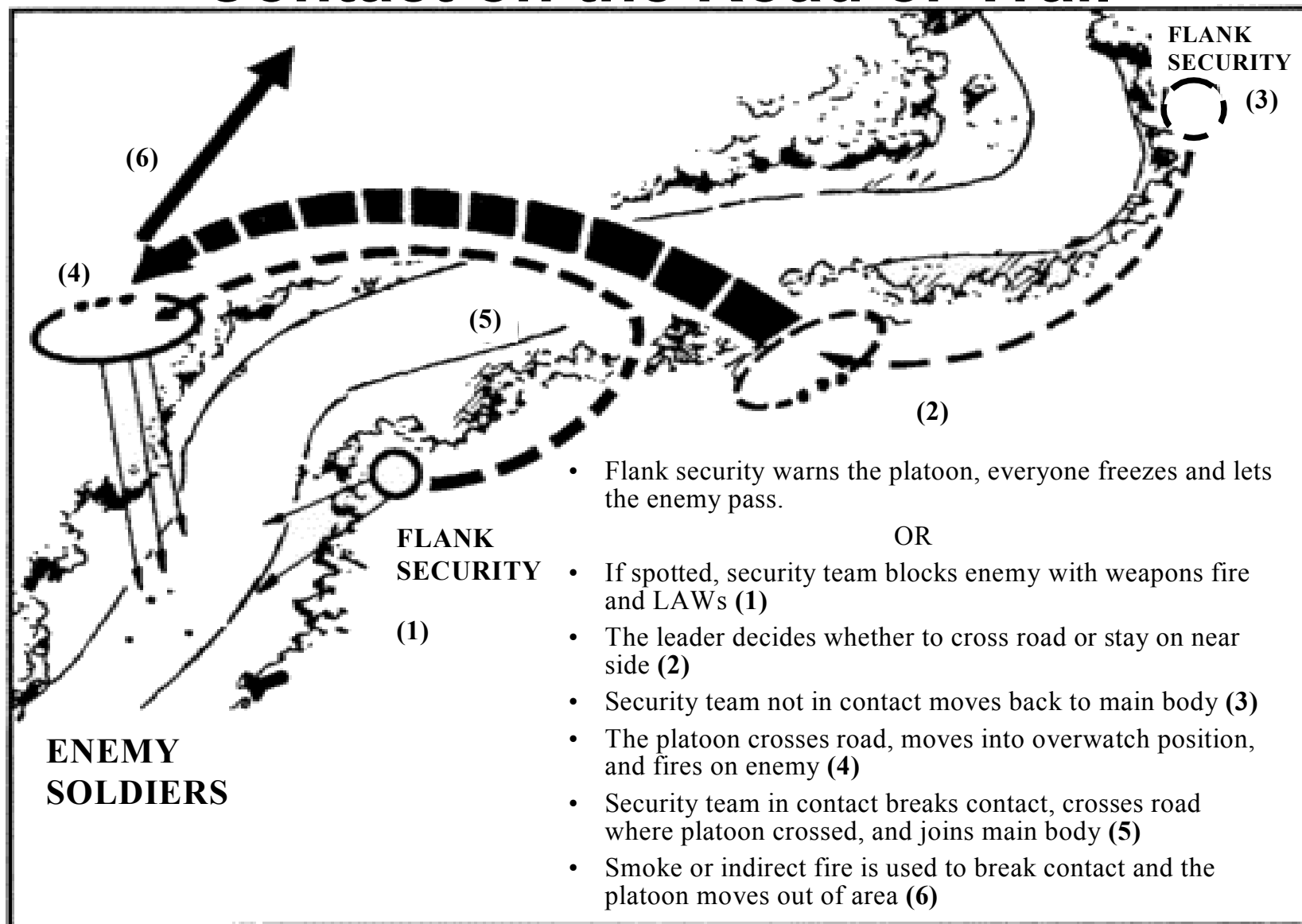


Figure 2-31. Enemy contact on road or trail.

# Contact on the Near Side

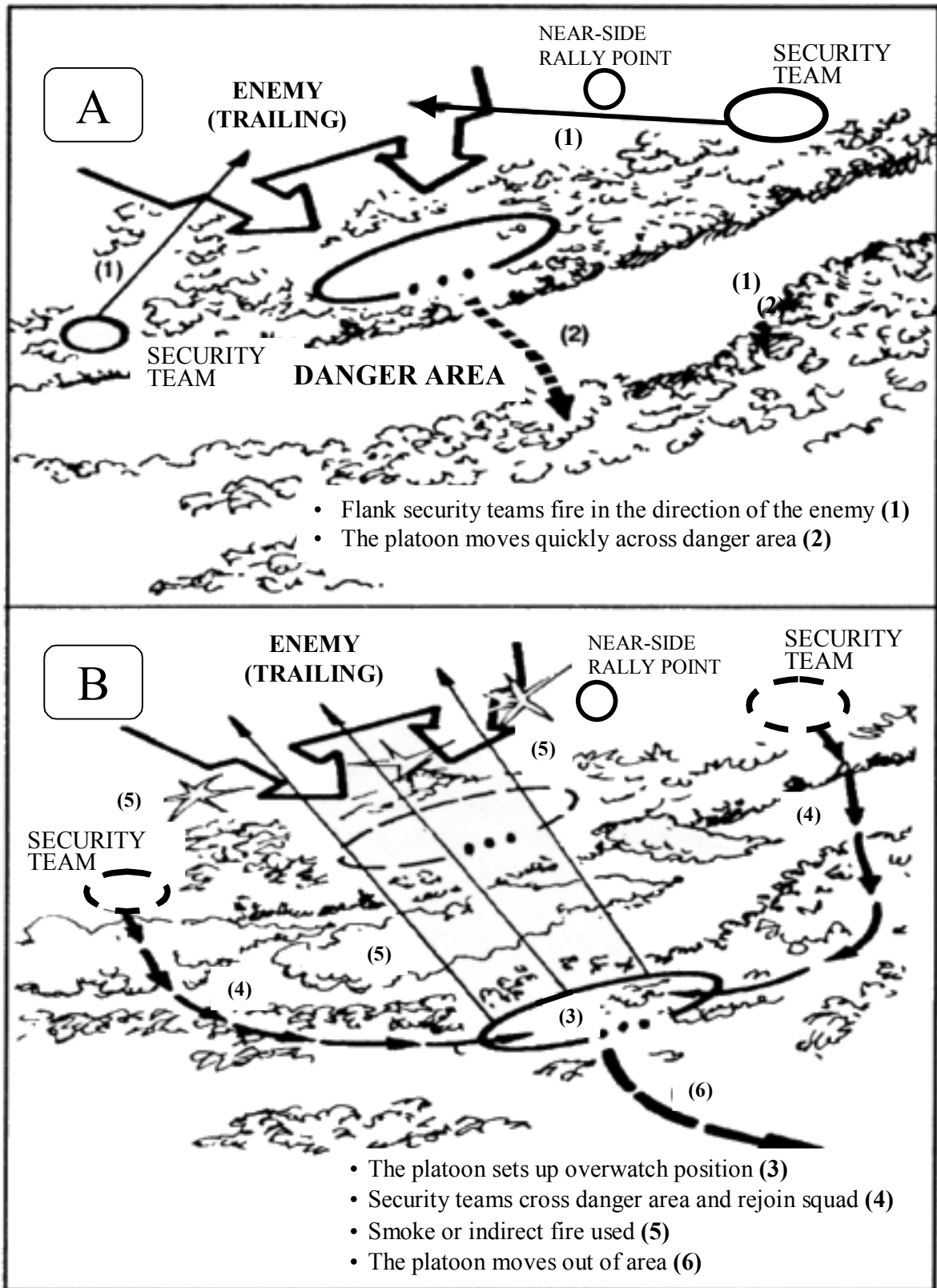


Figure 2-32. Enemy contact on near side.



## **Appendix A, Viewgraph Transparencies**

**TSP: W224**

**TITLE: Occupy an Assembly Area**

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# **ROUTE RECONNAISSANCE**

- **Identify tactically significant terrain along movement route.**
- **Identify tentative rally points along route.**
- **Identify platoon release point.**

# **RECONNAISSANCE OF NEW ASSEMBLY AREA**

- **Identify Key Terrain features:**
  - **Enhances or degrades platoon's mission.**
  - **Enhances or degrades defense of platoon.**
- **Identify likely enemy avenues of approach.**
- **Identify tentative Squad/Section areas.**

# **OBSERVATION POSTS**

- **Secure adjacent key terrain to prevent enemy use.**
- **Cover avenues of approach to provide advanced warning of enemy movement.**
- **Platoon leader designates the general location.**
- **Squad leader establishes the specific observation post (OP).**

# **OBSERVATION POSTS (CONT)**

- **Minimum manning is two soldiers per OP.**
- **When covering a large area, the platoon establishes more than one OP, and the squads patrol in between them.**

# **PASSIVE MEASURES**

- **Observation by passive devices such as night vision devices, including—**
  - **Thermal sights.**
  - **Early warning devices such as ground sensors.**
- **Camouflage of personnel, equipment, and positions.**

# **PASSIVE MEASURES (CONT)**

- **Movement control that denies the enemy the ability to count personnel.**
- **Noise, light, and sound discipline to prevent the enemy from pinpointing locations.**
- **Radiotelephone discipline to deny the enemy operational information.**



# **TYPES OF POSITIONS**

## **Primary Position:**

**Provides a soldier, weapon crew, or unit the best means to accomplish the assigned mission.**

# **TYPES OF POSITIONS (CONT)**

## **Alternate Position:**

**Allows coverage of the same sectors as the primary positions when the primary positions become untenable.**

# **TYPES OF POSITIONS (CONT)**

## **Supplementary Position:**

**Provides the best means of accomplishing a task that you cannot accomplish from the primary or alternate positions, such as covering additional enemy avenues of approach and to protect flanks.**

# **DISTANCE BETWEEN FIGHTING POSITIONS**

- 1. Requirement to cover the squad's assigned sector by fire.**
- 2. Need for security--Prevention of infiltrations.**
- 3. Prevent enemy from using hand grenades effectively to assault adjacent positions, should he gain a fighting position.**

# **POSITIONING OF MACHINE GUNS**

**Leaders position machine guns to—**

- Concentrate fires where they want to kill the enemy.**
- Fire across the squad front.**
- Cover obstacles by fire.**
- Tie-in with adjacent squad.**

# **GRENADE LAUNCHERS**

**The squad leader uses the grenadier to—**

- Provide indirect fire coverage.**
- Cover machine gun dead space.**
- Cover protective wire obstacles.**
- Engage lightly armored vehicles.**
- M203 gunner also assigned a rifle sector.**

# REDCON 1 and 2

- **REDCON 1:** Full Alert. Period of maximum preparedness. All soldiers are alert and prepare for action. All squads, OPs recalled. All weapons manned.
- **REDCON 2:** Full Alert. Equipment stowed except for wire and telephone equipment. Weapons manned, squads, OPs, and chemical alarms still deployed.

# REDCON 3 and 4

- **REDCON 3:** Reduced Alert. Fifty percent of each team/squad stands down for feeding, rest, maintenance, or troop leading procedures. Crew-served weapons and OPs manned.
- **REDCON 4:** Minimum Alert. Seventy five percent of each team/squad stands down for feeding, rest, maintenance, or troop leading procedures. Crew-served weapons and OPs manned.



# REPEL AN ATTACK

- **Repel an attack by—**
  - Shifting squad members and key weapons within the squad's positions as needed to maintain security and repel attack.
  - Rifles and AT-4s fire at designated PDF.
  - M203 gunners fire at enemy in dead space or attempting to breach wire obstacles.

# **REPEL AN ATTACK (CONT)**

- **If available, call for and adjust indirect final protective fires (FPF).**
- **Report the situation to the platoon leader.**
- **Reposition squad on order of platoon leader.**

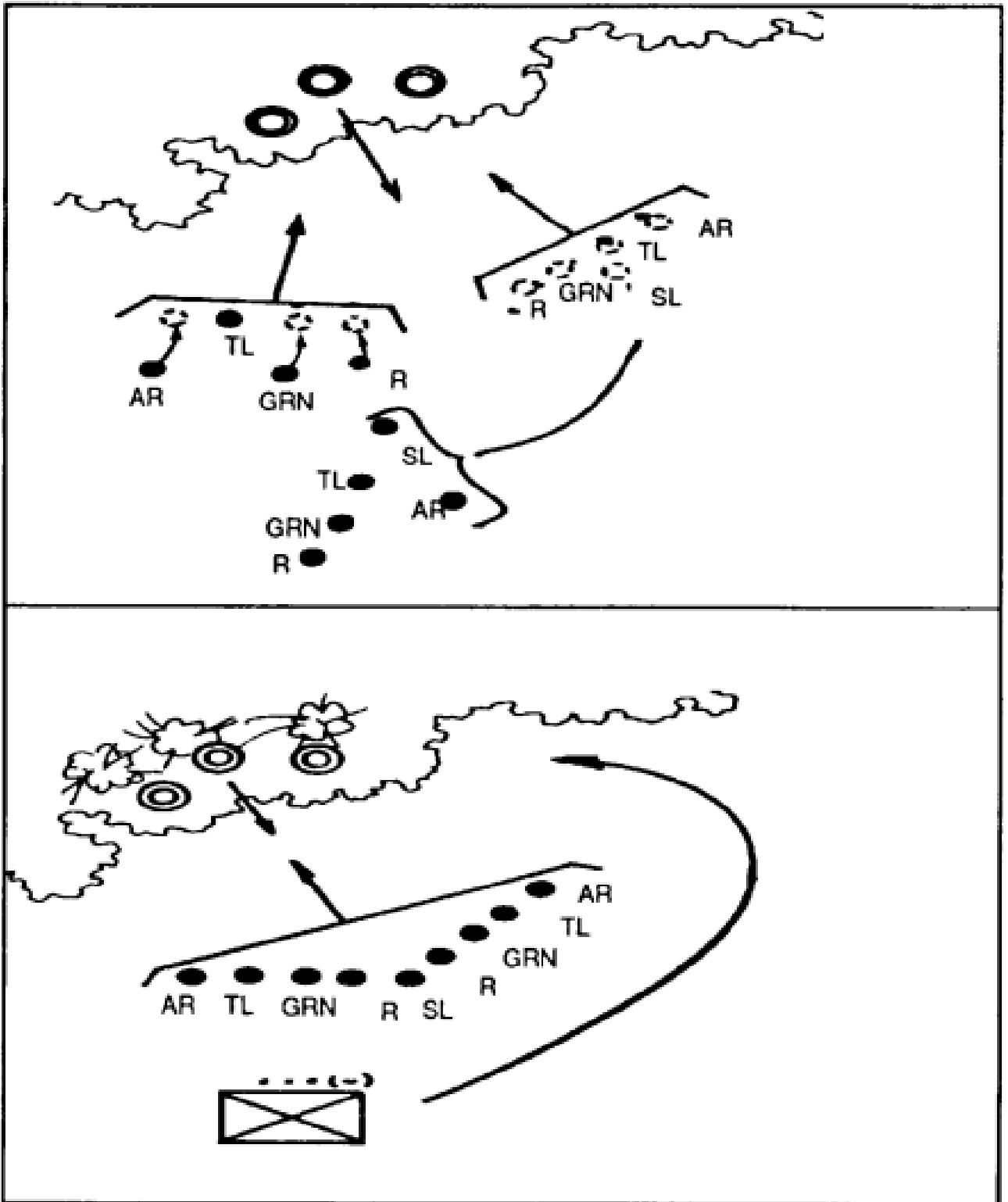
## **Appendix A, Viewgraph Transparencies**

**TSP: W225**

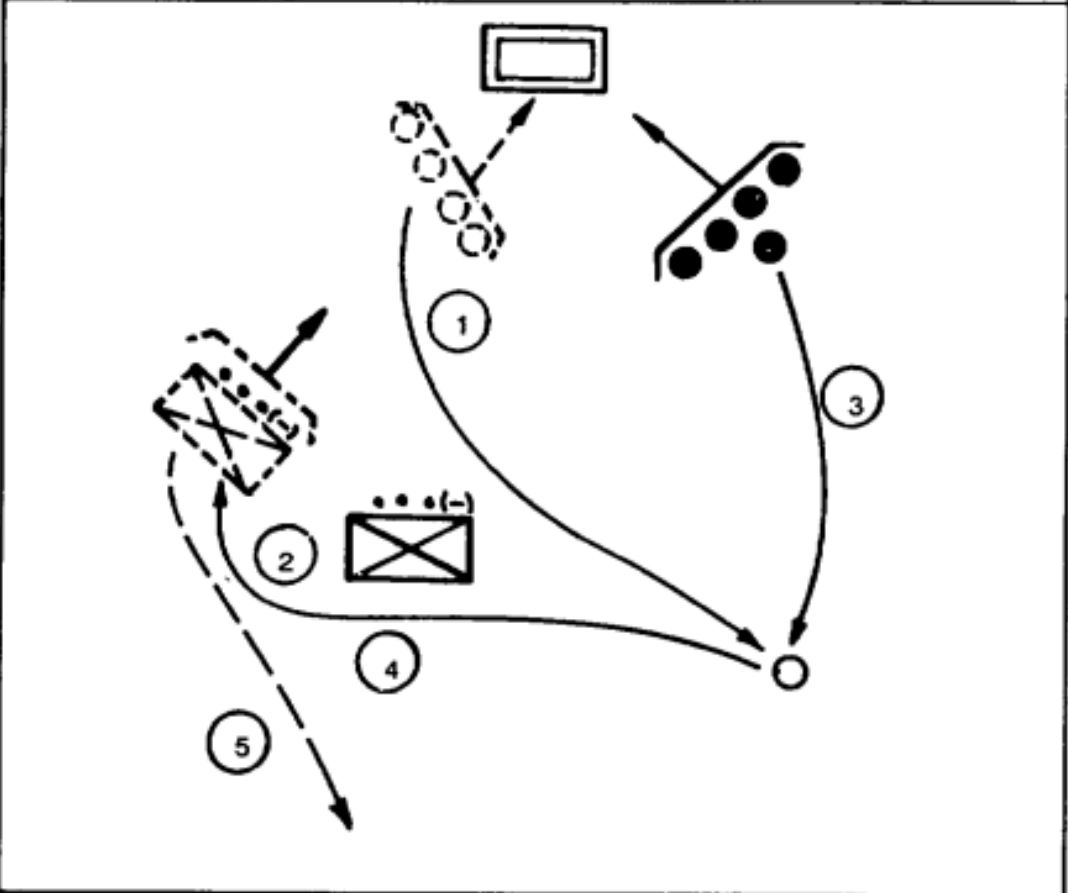
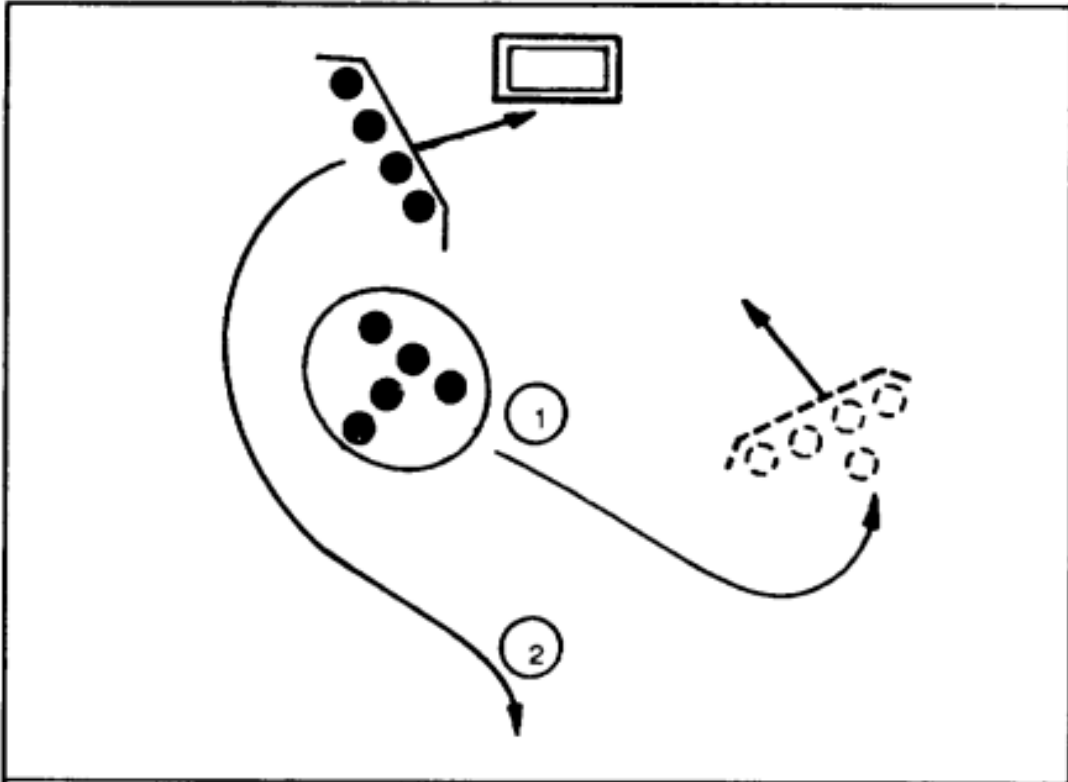
**TITLE: Combat Operations**

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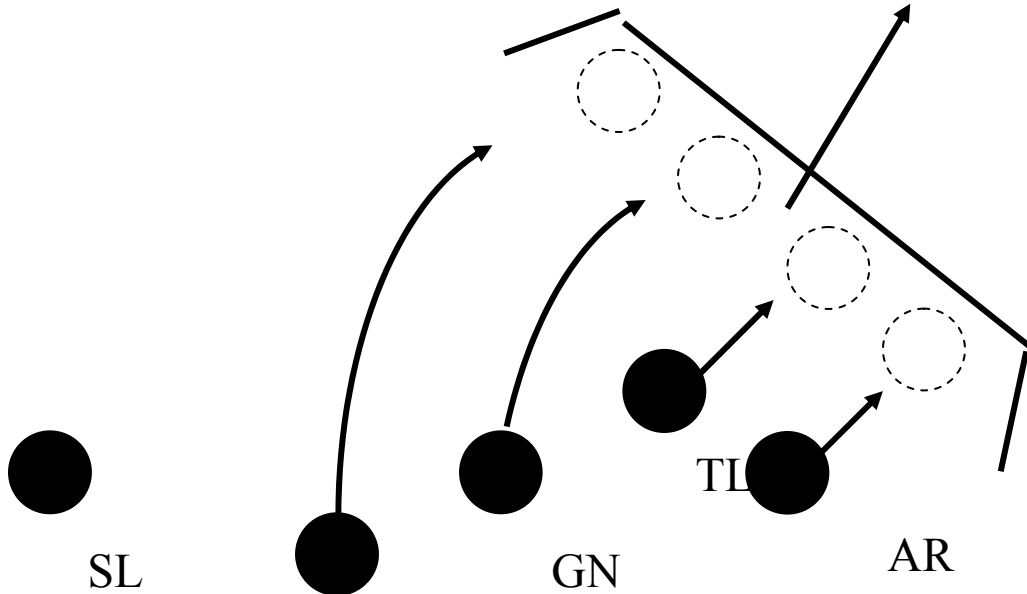
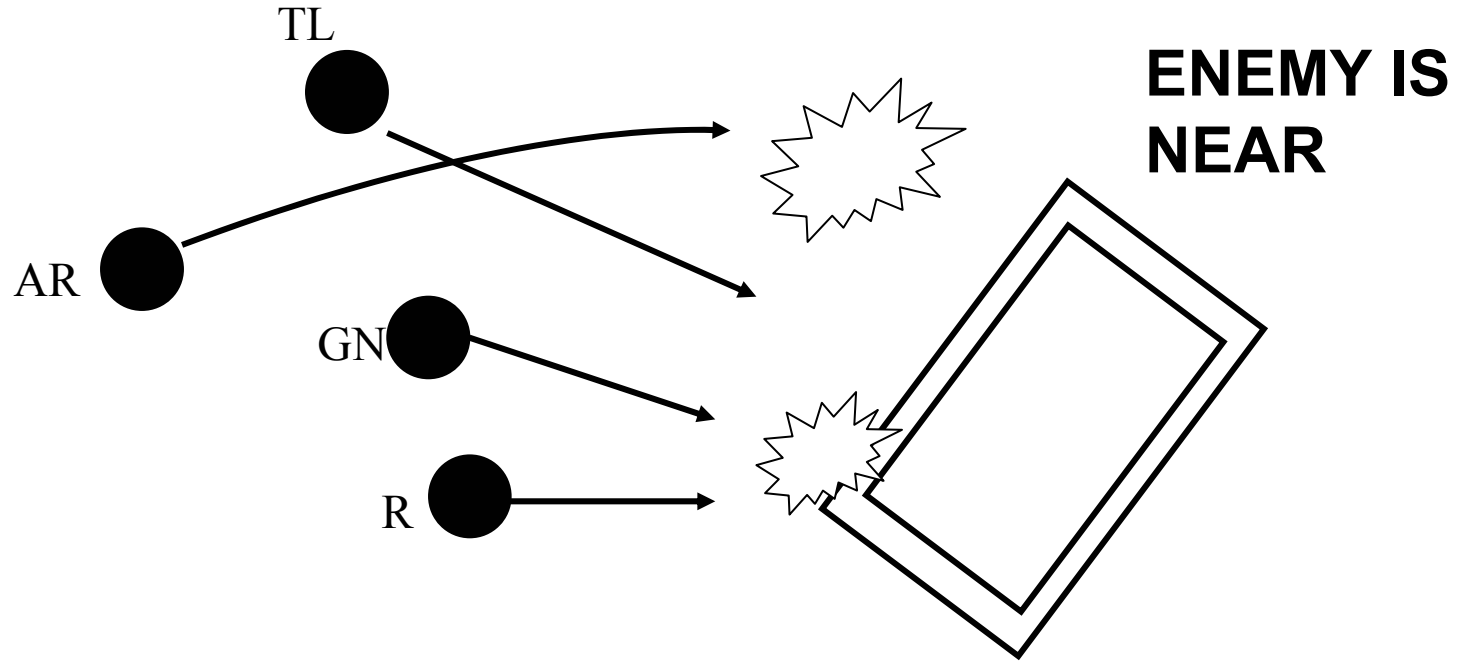
# React to Contact



# Break Contact

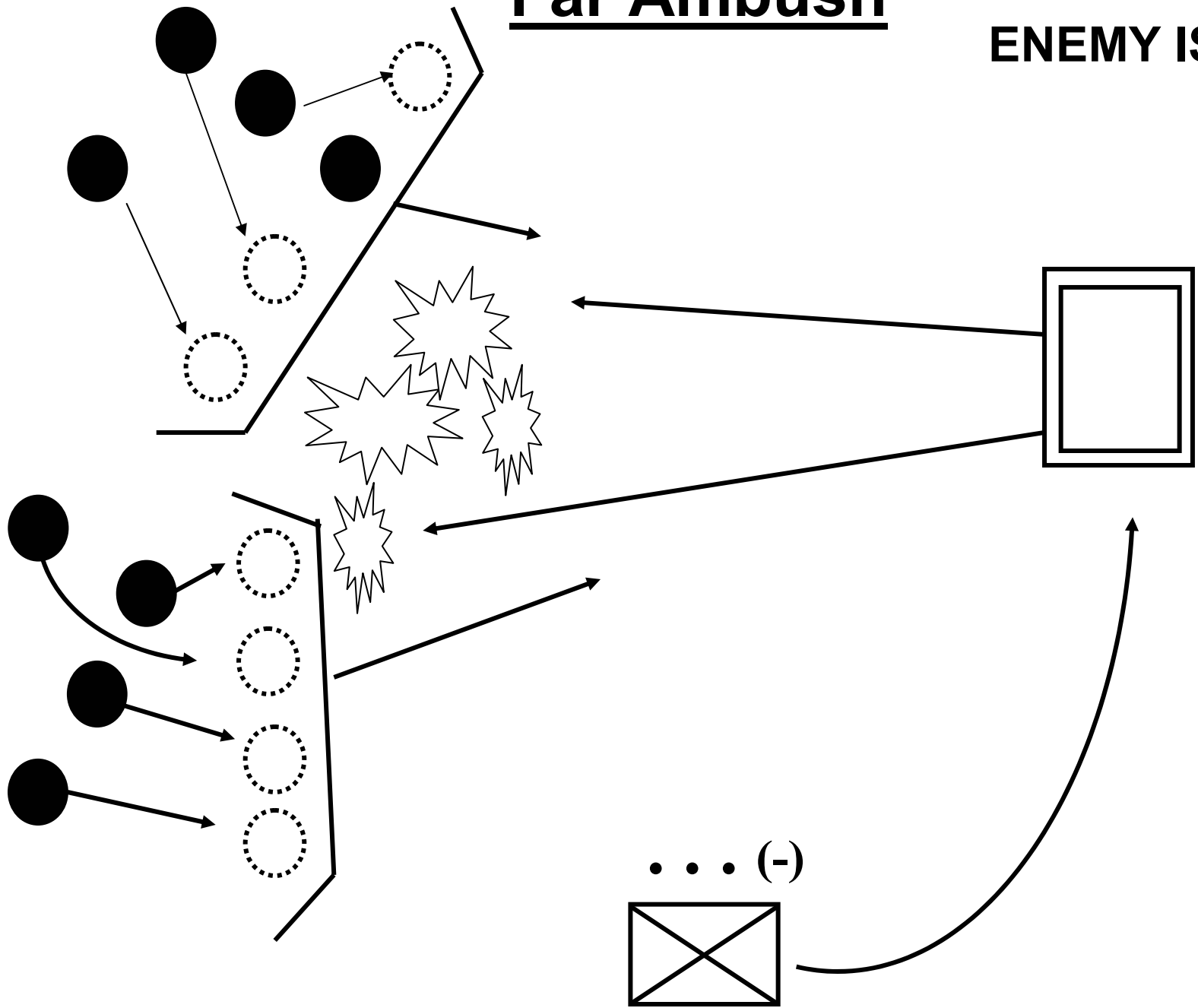


# Near Ambush



# Far Ambush

ENEMY IS FAR





# **FIVE REQUIRED ACTIONS**

1. Action on enemy contact.
2. Locate the enemy.
3. Suppress the enemy.
4. Attack
5. Consolidate and Reorganize.

# **STEP 1, Action on Enemy Contact**

- **Team in Contact:**
  - Seeks cover and concealment.
  - Returns heavy volume of suppressive fire.
  - Reports known or suspected enemy positions.
  - Direct fire.
- **Team not in contact:**
  - Takes cover in concealed positions.
  - Observes flanks and rear of squad.
- **Squad leader:**
  - Reports contact to the platoon leader.
  - Moves toward the fire team in contact.

# STEP 2, Locate the Enemy

- **Team in contact:**
  - Acquires known or suspected enemy positions.
  - Place well-aimed fire on suspected enemy positions.
- **Squad Leader:**
  - Moves to position to observe enemy and assess the situation.
  - Requests through Platoon Leader (PLDR) indirect fires.
  - Reports to Platoon Leader (PLDR) enemy size, location, other information.
- **Platoon Leader (PLDR):** Moves forward to complete squad leader's assessment of the situation.

# STEP 3, Suppress the Enemy

- Squad Leader: Determines if the team in contact can gain suppressive fire.
  - **If Yes:** Team in contact continues suppressive fire and:
    1. Destroys or suppresses crew-served weapons.
    2. Places smoke on enemy positions.
    3. Controls fire using tracers/standard fire commands—places well-aimed fires at a sustained rate with no lulls.
    4. Buddy teams reload at different times.

# STEP 3, Suppress the Enemy, cont

- Squad Leader: Determines if the team in contact can gain suppressive fire.
  - **If NO: The Squad Leader:**
    1. Deploys team not in contact to establish a support-by-fire position.
    2. Reports situation to PLDR.
    3. Responds to orders from PLDR.
- \* Normally the squad will become the base-of-fire element for the platoon.

# STEP 4, Attack

- If the fire team in contact can suppress the enemy, the Squad Leader:
  1. Determines if the team **not** in contact can maneuver by making an assessment of:
    - a. Location of enemy positions and obstacles.
    - b. Size of force, auto weapons, vehicles.
    - c. Vulnerable flank to enemy.
    - d. Cover and concealment of flanking route.

# STEP 4, Attack, cont

- If the answer is YES:
  - **Squad Leader:**
    1. Directs team in contact to support movement of assault team.
    2. Leads or directs movement of assault team.
    3. Once assault team in place, signals supporting fire team to lift fires or shift fires to opposite flank of the enemy.
  - **Assaulting team Leader:**
    1. Leads team through enemy positions using fire and movement by leading from up front.

# STEP 4, Attack, cont

- If the answer is NO, or the assaulting fire team cannot continue to move:
  - **Squad Leader:**
    1. Deploys assaulting fire team to add its fires against the enemy.
    2. Reports to PLDR and request instructions.
    3. Continues suppressing enemy positions.
    4. Responds to orders of PLDR.



# **STEP 5, Consolidate and Reorganize**

- Once the assaulting team seizes the position:
  - **Squad Leader:**
    1. Establishes security.
    2. Prepares for counterattack.
- Squad performs following tasks:
  - Reestablish chain of command
  - Redistribute and resupply ammunition and equipment.
  - Treat and evacuate wounded.
  - Process EPWs
  - Collect/Report enemy information and material.

# **STEP 5, Consolidate and Reorganize, cont**

- **Team Leader:** Reports ammunition, casualty, and equipment (ACE) report to squad leader.
- Squad leader consolidates ACE and passes to platoon leader.
- Squad continues mission.
- Squad leader report the situation to platoon leader.

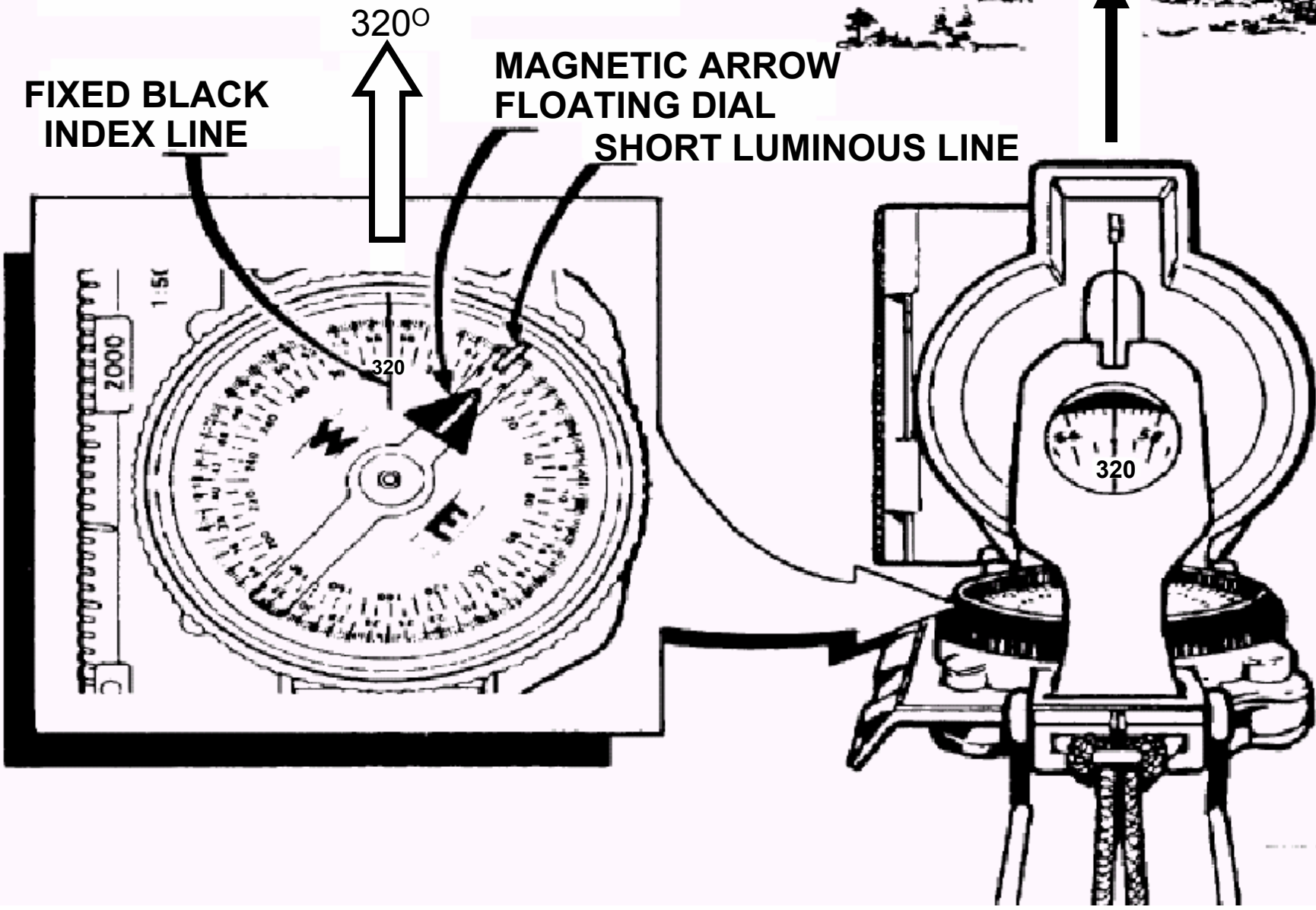
## **Appendix A, Viewgraph Transparencies**

**TSP: W226**

**TITLE: Land Navigation**

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# Presetting a Compass



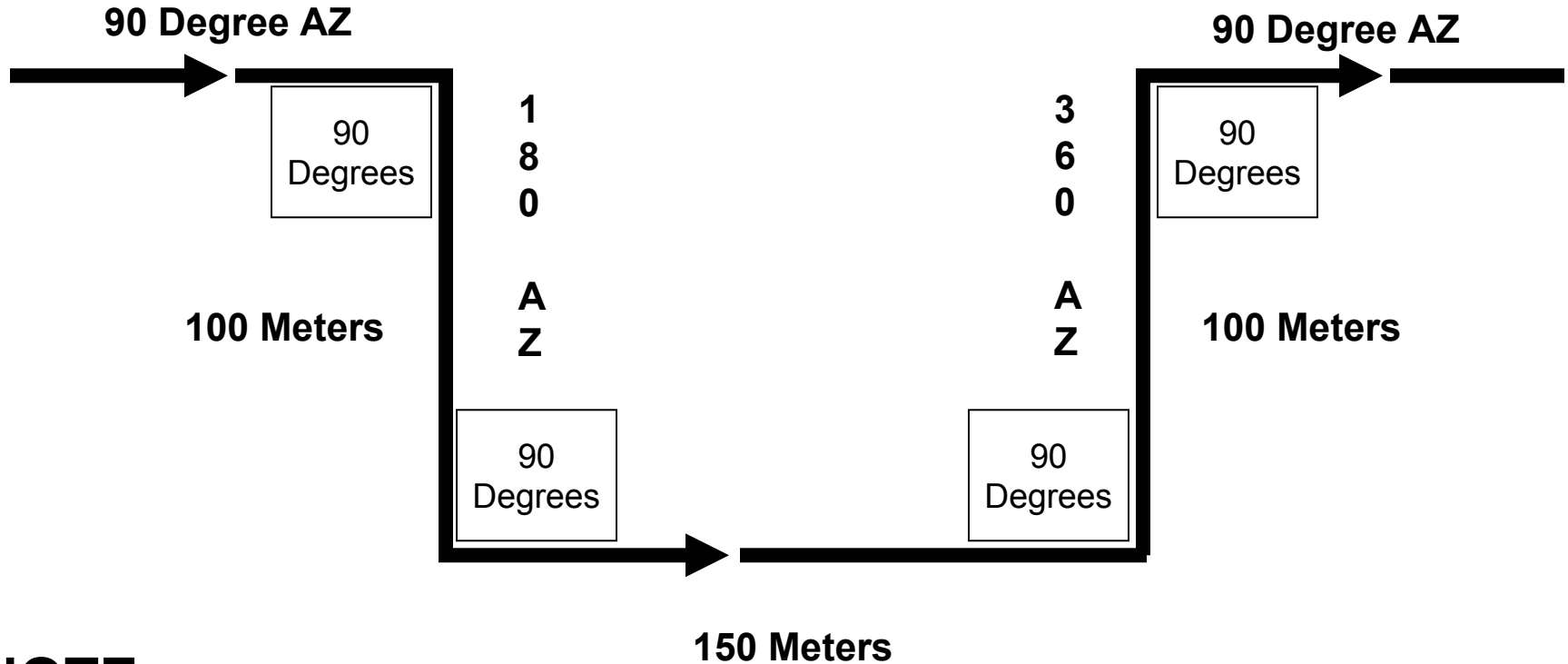
# Limited Visibility, 180° or Less

- **180° or Less: Using 60° as Desired Azimuth**
  - Rotate the bezel ring until the luminous line is over the fixed black index line.
  - 60° divided by 3 equals 20 (clicks).
  - Rotate the bezel ring counterclockwise (left) twenty clicks.
  - Assume centerhold technique and rotate your body until you align the north-seeking arrow with the luminous line on the bezel.
  - Proceed forward in direction of the front cover's luminous dots, which align with the fixed black index line showing your desired azimuth, in this example, 60°.

# Limited Visibility, 180° or More

- **180° or More: Using 345° as Desired Azimuth**
  - Rotate the bezel ring until the luminous line is over the fixed black index line.
  - Subtract 345° from 360° equals 15°.
  - 15° divided by 3 equals 5 clicks.
  - Rotate the bezel ring clockwise (right) 5 clicks.
  - Assume centerhold technique and rotate your body until you align the north-seeking arrow with the luminous line on the bezel.
  - Proceed forward in direction of the front cover's luminous dots, which align with the fixed black index line showing your desired azimuth, in this example 345°.

# Detouring an Obstacle



## NOTE:

- When turning right, ADD 90 degrees to your AZ.
- When turning left, SUBTRACT 90 degrees from your AZ.



## **Appendix A, Viewgraph Transparencies**

**c 1**

**TSP: L233**

**TITLE: History of the Noncommissioned Officer**

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# REVOLUTIONARY REGIMENTAL STAFF

Three field officers

Six staff officers

Four staff NCOs:

Corporal



Sergeant



A Sergeant Major

A Quartermaster Sergeant

Two lead musicians

# TYPICAL REVOLUTIONARY INFANTRY COMPANY

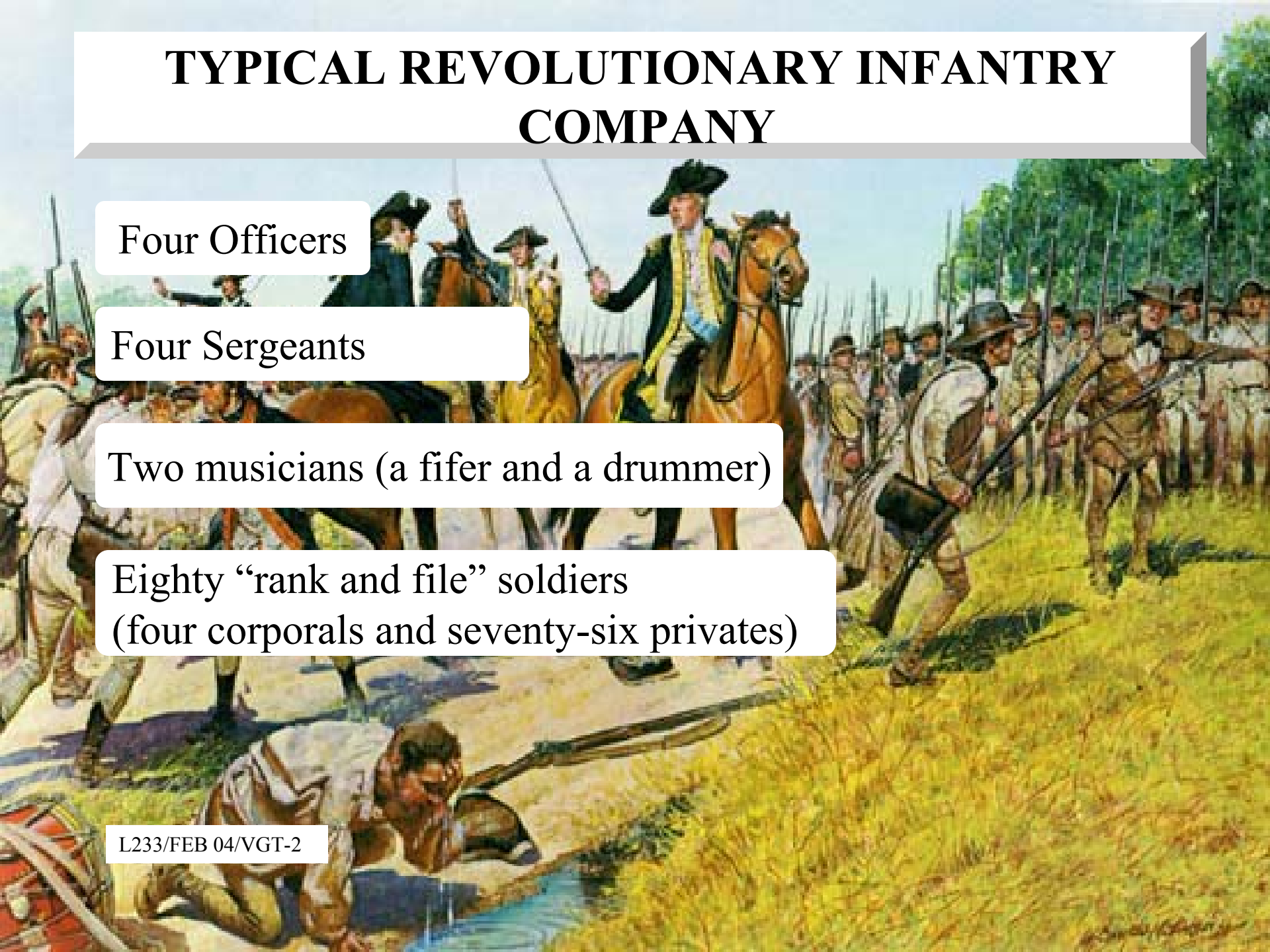
Four Officers

Four Sergeants

Two musicians (a fifer and a drummer)

Eighty “rank and file” soldiers  
(four corporals and seventy-six privates)

L233/FEB 04/VGT-2





# **THE COLOR SERGEANT**

**Directed by Regimental Commander**

**Maintained proper alignment and cadence**

**Focal point on which the men dressed**



# CIVIL WAR REGIMENTAL NCO STAFF

**A Sergeant Major**

**A Quartermaster Sergeant**

**A Commissary Sergeant**

**A Hospital Steward**

**Two Musicians**

A painting of a World War I battlefield. In the foreground, several soldiers in khaki uniforms and helmets are crouching in a trench, looking towards the right. They are holding rifles. The ground is muddy and littered with debris. In the background, there are more soldiers and the skeletal remains of trees, suggesting a heavily fought-over area. The sky is overcast and grey.

# **WWI REPLACEMENTS**

**Outstanding NCOs commissioned to replace  
company-level officers**

**Solved the problem of heavy officer losses**

**Technical units proliferated**





# GENERAL PERSHING'S MESSAGE

**“NCOs must love initiative and hold what ground they**

**gained to the utmost. It often happens that a sergeant or**

**even a corporal may decide a battle by the boldness with**

**which he seizes a bit of ground and holds it.”**



# WWI LESSONS LEARNED

A detailed painting of a World War I battle scene in a forest. Soldiers in green uniforms and helmets are engaged in combat. Some are running, some are crouching, and one is being carried on a stretcher. A tank is visible in the background, and a large explosion or fire is occurring. The ground is covered in fallen leaves and debris.

Avoid mass formations

Significance of small unit operations

# WORLD WAR II



SERGEANT



STAFF  
SERGEANT

More demands on the NCO Corps

Greater impact on the NCO's role and status



TECHNICIAN  
GRADE 3

Led to inflation in grade structure

Introduction of the technical specialist



TECHNICIAN  
GRADE 5



MASTER  
SERGEANT



TECHNICIAN  
GRADE 4

# KOREAN WAR

Poor combat leadership and discipline in the beginning

Veterans of earlier wars stood out in the shock of battle and confusion of retreat

Much of the fighting took the form of small unit combat action

NCOs recognized as leaders even more so than in previous wars



# VIETNAM WAR

The background of the slide is a photograph of a soldier in a field. The soldier is wearing a dark uniform and a helmet, and is holding a rifle. The field is filled with tall, dry grasses and some low-lying plants. The overall tone of the image is somewhat somber and historical.

First American forces arrived as advisers

NCOs filled their traditional role as skilled trainer and small unit leader

Use of airmobility made the role of the NCO more effective and of greater importance

Brought about the end of the selective service draft and the building of the Modern Volunteer Army.

# OPERATIONS JUST CAUSE AND DESERT STORM FACTORS FOR SUCCESS:

Soldier's trust in NCOs

Battle drills

Realistic training

Family support

Pre-deployment checks

Trust between  
Commanders and  
Senior NCOs

Training Assessment

Rehearsals

NCO combat vets

Checking standards

Enforced discipline

# THE WAR ON TERRORISM

- **1993 bombing of the World Trade Center in NYC**
- **1995 bombing of the Alfred P. Murrah Building in OK**
- **1996 bombing of the Khobar Towers in Saudi Arabia**
- **1998 bombings of U.S. Embassies in Africa**
- **2000 bombing of the USS Cole in Yemen**
- **2001 Pentagon and World Trade Center attacks**

# THE NCO IN OPERATION ENDURING FREEDOM



“Continuing a  
Proud  
Tradition.....”

- Dedicated professionals
- Taking pride in critical roles
- Trusting fellow soldiers
- Taking care of each other
- Best trained in the world

# NCOES

1971, NCOES implemented

1975, Enlisted Personnel Management System introduced

1980, Noncommissioned Officer Development Program introduced

1986, The Primary Leadership Development Course became the first NCOES course as a prerequisite for promotion



# NCOES COURSES



Primary Leadership Development Course (PLDC)



Basic Noncommissioned Officer Course (BNCOC)



Advanced Noncommissioned Officer Course (ANCOC)



Sergeants Major Course (SMC)



# **FUNCTIONAL COURSES**

**Battle Staff Noncommissioned Officer Course  
(BSNCOC)**

**First Sergeant Course (FSC)**

**Command Sergeants Major Course (CSMC)**



# CURRENT NCO RANK STRUCTURE



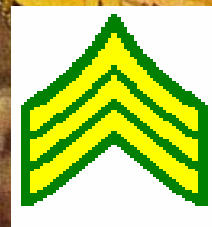
**Sergeant  
Major of  
the Army  
E-9**

**Command  
Sergeant  
Major  
E-9**

**Sergeant  
Major E-9**

**First  
Sergeant  
E-8**

**Master  
Sergeant  
E-8**



**Sergeant  
First  
Class E-7**

**Staff  
Sergeant  
E-6**

**Sergeant  
E-5**

**Corporal  
E-4**



# TODAY'S NCO

Small unit leader operations include:

**Combat Offensive**

**Combat Defensive**

**Foreign Internal Defense**

**Missile Defense**

**Rescue**

**Civil Affairs**

**Logistical**

**Peacekeeping**

**Humanitarian**

**Security**

**Observation**

**Drug Interdiction**

**Disaster Relief**

**Evacuation**

**Environmental**



LET NO SOLDIERS' SOUL CRY OUT

"HAD I THE TRAINING..."

L233/FEB 04/VGT-19



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