

**SOLUTION FOR
PRACTICAL EXERCISE PE-2**

1. Paragraph 2, below, shows incorrect entries. Paragraphs 3, 4, and 5 below explain some of your responsibilities as a senior rater and include possible senior rater ratings and bullet comments.
2. The following comments should appear on the student NCO-ER Discrepancy/Comment Sheet (C-10):

PART BLOCK DISCREPANCY/COMMENT

| | | |
|----|---|--|
| IV | c | APFT data (PASS 0207) is incorrect. Most recent record test was October 2002 |
| IV | c | Height/weight entry is incorrect. It should reflect "YES" after the NCO's height and weight, i.e., 73/164 YES. |
| IV | c | Bullet comment on APFT score is wrong. You (senior rater) know that SGT Heard scored 291 in October 2002. |
| IV | e | Bullet comment beginning with "SGT Heard" should begin with a possessive pronoun or an action word (verb), e.g., <ul style="list-style-type: none"> o Presented NBC classes to unit o His presentation of NBC classes enhanced mission readiness |
| IV | f | Bullet comment does not justify an "excellent" rating. |

3. You should have used AR 623-205, DA Form 2166-8-1, DA Form 2166-8 and other information available to ensure that you and the rater prepare a fair and correct NCO-ER. You should have--

- a. Ensured the APFT and height/weight entries were correct (AR 623-205, Chap 3, para 3-10d).
- b. Ensured the bullet examples support the appropriate ratings in part IVb-f (AR 623-205, Chap 3, para 3-10e).
- c. Using information in paragraph 3 (C-9) and DA Form 2166-8-1 (C-11), the following ratings would be appropriate:
 - (1) "Successful" (1, 2, or 3) for Part Vc, performance.
 - (2) "Superior" (1, 2, or 3) for Part Vd, potential.

4. Your bullet comments may vary widely depending on your interpretation of the information available, experience, knowledge of the MOS, etc. The examples listed below are not the only bullet comments possible--they are only examples. Remember that senior rater comments should primarily address potential but may also address performance.

- a. Possible bullet comments in Part V addressing potential might include the following:
 - o send to school and promote

- o unlimited potential; recommend attendance at BNCOC as soon as possible
 - o capable of assuming duties as PSNCO
 - b. Possible bullet comments in Part V addressing performance might include the following:
 - o achieved SIDPERS processing rate achieved by only the best
 - o runner-up in NCO of the Year competition
 - o totally oriented to mission excellence
- 5. The senior rater will not direct the rater to change an evaluation that the rater believes to be honest. The senior rater should identify incorrect entries and bullet comments that do not support ratings. Mentoring his subordinates fulfills the senior rater's role of over-watching the performance evaluation.

**SOLUTION FOR
PRACTICAL EXERCISE 1**

Situation 1

1. Equity Theory. Ref: SH-2-12 thru SH-2-16

2. (1) SSG is comparing his situation with another person's. In Equity Theory, there is a comparison ratio between the person compared and the person comparing. In this case SSG Jones is comparing his outcome against his brother-in-law. It doesn't matter if the comparison is incorrect; it is the comparison the individual is making.

| | | |
|---|---------------|------------------------------------|
| SSG Jones | | Brother-in-law |
| 40% of other's income (SSG Jones' perception) | compared with | High Income (2.5 times SSG Jones') |
| 50% more work | | 50% less work |

(2) Resolution choices: In this case he is considering leaving the field. He is also altering his inputs as evidenced by showing less interest in subordinates and their problems.

(3) Leader might consider the following actions:

(a) Reward: As SSG Jones is on the promotion list, determine when his promotion will be effective and how you can help him get it.

(b) Punishment: Even if he is deciding to get out of the Army, he is still responsible for doing his assigned job. If he fails to perform to standard, corrective action take place. Talking with him should, of course, occur first.

(c) Recognizing and meeting needs: Determine what needs SSG Jones is actually reflecting--is it security or is it recognition (promotion)? If you can help solve the problem, do so. In SSG Jones' case, one thing may be to establish the reality of his perception about his brother-in-law. Has SSG Jones added his benefits into the equation? Does he have the skills to get the kind of job he would like to have? Etc. Ref: SH-2

Situation 2

1. Expectancy Theory. Ref: SH-2-17 thru SH-2-20

2 a. Why expectancy: SGT Black is consciously making a decision not to train. The PSG had promised the SGT a reward (promotion) if he achieved a certain goal. When he did, the reward was not forthcoming.

b. What are the consequences for this behavior?

Individual behavior(s)--Not preparing his tank crew for tank gunnery.

Performance outcomes--Tank crew not prepared for tank gunnery.

Probability of poor performance as a result.

Reward outcomes--Team will fail tank gunnery. For the SGT this will show the platoon how much he contributed to the organization.

c. What actions should the leader take?

1. Recognize and meet soldier needs.

Clarify needs and impact of actions on meeting SGT's needs. In this case the SGT was promised a promotion and the promise was not acted upon (SGT's perception). The leader needs to determine why the SGT's recommendation for promotion did not go through and if it was negligence, consider preparing the paperwork.

2. Rewards and punishments:

The soldier needs to understand the relationship between his current actions and any actions, which you will take in his behalf. If the PSG's recommendation did not go forward due to negligence, consider preparing the paperwork with the understanding that the SGT will begin to prepare for the tank gunnery. Make the reward contingent upon performance but be sure that the reward is within your authority. If the SGT doesn't prepare his team during the time period, then the PSG may decide not to initiate his recommendation and punishment will be the next step. Ref: SH-2

NOTE: The responses provided are for guidance. The students may present additional actions. Accept the responses if they are well-thought-out and in accordance with the identified motivation theory.

**SOLUTION FOR
PRACTICAL EXERCISE 2**

None

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SOLUTION TO PRACTICAL EXERCISE 1

**Instructor
Use Only** IN-CLASS PRACTICAL EXERCISE - DESERTION

QUESTION: 1: What is the command climate of the unit?

There are several indicators that suggest the ethical climate of this post is not what it should be. Senior leaders failed to ensure the health and welfare of soldiers and families. They lost sight of soldiers' needs. Since we learn by imitation, subordinates also begin to lose sight of soldiers' needs.

QUESTION: 2: Who is responsible?

It appears that both the command and medical authorities contributed to the problem.

QUESTION: 3: What behaviors should we change?

The failure of the command to listen to and discuss all the options open to help the soldier resolve his financial, emotional, and medical problems contributed to the loss of this soldier and his subsequent conviction for desertion.

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SOLUTION FOR PRACTICAL EXERCISE 3

Title: SFC Sharp and the Secret Papers

In resolving the ethical problem shown in the case study, you are to develop possible courses of action and the solution that best represents Army values. Keep in mind, however, that there may be several correct solutions to the problem. Arriving at a different solution does not necessarily mean that your solution is wrong.

1. Define the problem.
 - a. What is the problem?
 - The basic problem is the pressure you have to be dishonest and not report the breach of security.
 - b. Identify the ethical questions.
 - Should I report the incident immediately?
 - What is my duty?
 - Is my loyalty owed to SFC Sharp or the unit?
 - How should I proceed?
2. Know the rules:
 - Identify applicable laws, regulations, guidelines, and professional obligations.
 - You must thoroughly understand the situation and feel confident about your decision.
3. Develop and evaluate courses of action:
 - a. Do nothing as SSG Day suggests.
 - b. Inform the chain of command before SFC Sharp leaves.
 - c. Inform the chain of command after SFC Sharp leaves.
 - d. Go to SFC Sharp before he leaves and ask him how he would like to handle this problem.
4. Choose the course that best represents Army values.
 - a. Doing nothing may violate your integrity.
 - b. Going to the chain of command without approaching SFC Sharp shows disloyalty toward him.
 - c. Informing the chain of command after SFC Sharp leaves may indicate your lack of personal courage and demonstrates disloyalty to SFC Sharp since he is not there to provide his side of the story.
 - d. By approaching SFC Sharp first, you give him the benefit of the doubt and attempt to resolve the problem at the lowest level, and you are also able to adhere to the values and guiding principles you have decided are important to this situation. Even if SFC Sharp refuses to do anything, you have adhered to the values and guiding principles you have determined are relevant to this ethical problem. You can then inform his chain of command without compromising those values and principles.

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**SOLUTION FOR
PRACTICAL EXERCISE 1**

NO SCHOOL SOLUTION

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**SOLUTION FOR
PRACTICAL EXERCISE 1**

- a. What does the scenario say about a trusting leader? If your soldiers felt you were on the level with them, they would go all out for you.
- b. What did the soldiers want most from their leader? Give reasons why. Fair treatment.
- c. Discuss the young officer Fish's sincerity and actions when white soldiers confronted his troops. What reasons did he display such actions? When a white regiment threatened to attack the black soldiers in training camp, Fish, his pistol drawn, alerted the leaders of that regiment and headed off a disaster.

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**SOLUTION FOR
PRACTICAL EXERCISE 2**

This practical exercise has no school solution.

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SOLUTION FOR PRACTICAL EXERCISE 3

Situation

You are a newly assigned platoon sergeant of HHC and you have already met with each of the squads/sections. It is hard to believe that this is a single platoon, as each of the sections appear to be focusing on a different mission. You review the personnel files and find that about half of the soldiers in assigned have three months or less in the platoon. Of those who have been on board longer, the PT results show that most of the PT scores are barely passing. After much thought, you decide to begin your efforts to develop a cohesive platoon by focusing on the PT test; given in two months.

You bring your section leaders together. You want to give your section leaders the opportunity to be leaders so you explain the situation that your platoon is facing. You tell the leaders that the platoon needs to work on becoming a cohesive unit. You ask each of the leaders to develop a plan for the PT test that will ensure that their subordinates do well on the PT test and result in a cohesive platoon.

You receive the following PT plans from your squad leaders:

The S2/3 NCOIC will restrict the privileges of anyone who fails.

The supply sergeant will provide a unit coin to all who pass.

The S1 NCOIC will set up a challenging PT program that he/she will lead.

The medic NCOIC leader will assemble the squad in a classroom and recount stories about the platoon. They will tell how the platoon received numerous awards and had few casualties during the Vietnam Conflict while members of other platoons, who failed to emphasize physical fitness, sustained a much larger number of casualties.

NOTE: Accept responses that include the following. (Responses based on SH-2, pp 5-18 thru 5-23 and SH-3).

1. --Which soldiers will enjoy the training and take pride in it? Why? S1 section. The leader trains with them and they train as a unit.

--Which soldiers will respect their leaders more as a result of how they accomplish the mission? Why? S1 section. Same comments as above.

--Which soldiers will fear their leaders more? Why? S2/3 section. Because of the threat of punishment.

--Which soldiers will begin or continue a PT program of their own, when no one is watching? After the leaders change? Why? S1 section because soldiers see the value of the program and the leadership emphasis and support.

--Which soldiers will be more likely to strive for a "Max?" Why? S1 section, because of pride and leadership emphasis and support.

--Which soldiers will simply aim to achieve the minimum standard? Why? S2/3 section is the most negative approach and is most likely to provide the least incentive for excellence.

--Which soldiers will be in the most cohesive squad? Why? Again, S1 section, because of teamwork, togetherness, leadership involvement, positiveness.

--Which soldiers will be part of the least cohesive section? Why? S2/3 section most likely because of fear and focus on punishment.

2. --Given the leadership actions suggested by the squad leaders and the description of the development stage of the platoon, which actions are you, the platoon leader, going to take to improve the cohesiveness of the platoon?

(Responses will vary. Focus the responses so that they include respect, training, and evaluate actions.)

Evaluation Guide for PE-4

NOTE: Evaluation guide is for instructor use only. Do not issue to students.

- | | | |
|---|----|-------|
| 1. Determined the unit's state of cohesiveness. | GO | NO GO |
| 2. Analyzed cohesion data: | | |
| a. Determined that unit cohesion was not a problem and identifying What, if any, additional actions were needed to maintain the current level of unit cohesion. | GO | NO GO |
| b. Identified positive and negative internal and external factors influencing unit cohesion. | GO | NO GO |
| 3. Determined possible leader actions to improve the organization's level of cohesion: | | |
| a. Identified the desired organizational cohesion goals. | GO | NO GO |
| b. Determined the impact of leader actions on the level of cohesion of the organization. | GO | NO GO |
| c. Selected one or two approaches which have potential for achieving identified unit cohesion goals. | GO | NO GO |
| 4. Developed a plan to improve cohesiveness in the organization: | | |
| a. Evaluated possible plans against identified organizational cohesion goals. | GO | NO GO |
| b. Selected the plan to be implemented. | GO | NO GO |
| c. Identified personnel to be involved in the implementation of the plan. | GO | NO GO |
| d. Identified resources needed to implement the plan. | GO | NO GO |

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SOLUTION FOR PRACTICAL EXERCISE-1

1. Platoon Critical Task A: Breach Obstacles

Squad supporting training tasks:

| Title | Task Number |
|---|--------------|
| Move Over, Through, or Around Obstacles (Except Minefields) | 071-326-0503 |

2. Platoon Critical Task B: Guard Detained Prisoners

Squad supporting training tasks:

| | |
|---|--------------|
| Comply with the Uniform Code of Military Justice (UCMJ) | 181-101-1013 |
| Comply with the Law of War and the Geneva and Hague Conventions | 181-105-1001 |
| Interact with News Media | 224-176-1425 |
| Comply with the Requirements of the Code of Conduct | 331-202-1049 |

3. Platoon Critical Task C: Treat Casualties

Squad supporting training tasks:

| | |
|--|--------------|
| Evaluate a Casualty | 081-831-1000 |
| Perform First Aid to Clear an Object Stuck in the Throat of a Conscious Casualty | 081-831-1003 |
| Perform First Aid to Prevent or Control Shock | 081-831-1005 |
| Perform First Aid for Burns | 081-831-1007 |
| Perform First Aid for Heat Injuries | 081-831-1008 |
| Perform First Aid for an Open Abdominal Wound | 081-831-1025 |
| Perform First Aid for an Open Chest Wound | 081-831-1026 |
| Perform First Aid for Bleeding of an Extremity | 081-831-1032 |
| Perform First Aid for an Open Head Wound | 081-831-1033 |
| Perform First Aid for a Suspected Fracture | 081-831-1034 |
| Perform Mouth-to-Mouth Resuscitation | 081-831-1042 |
| Perform First Aid for Nerve Agent Injury | 081-831-1044 |
| Perform First Aid for Cold Injuries | 081-831-1045 |
| Transport a Casualty | 081-831-1046 |
| Practice Individual Preventive Medicine Countermeasures | 081-831-1053 |

4. Platoon Critical Task D: Conduct Platoon Movements**Squad supporting training tasks:**

| | |
|---|--------------|
| Operate a Vehicle in a Convoy | 551-88M-0005 |
| Navigate from One Point on the Ground to Another Point While Dismounted | 071-329-1006 |
| Navigate from One Point on the Ground to Another Point While Mounted | 071-329-1030 |
| Perform Voice Communications | 113-571-1022 |
| Communicate Via a Tactical Telephone | 113-600-2001 |
| Communicate Via a Tactical Radio in a Secure Net | 113-637-2001 |

5. Platoon Critical Task E: Breach Minefields**Squad supporting training tasks:**

| | |
|---|--------------|
| Perform Self-Extraction from a Mined Area | 052-192-1042 |
| Locate Mine and Booby Trap Indicators by Visual Means | 052-192-1242 |

6. Platoon Critical Task F: Move Under Fire**Squad supporting training tasks:**

| | |
|---|--------------|
| Move Under Direct Fire | 071-326-0502 |
| React to Indirect Fire While Dismounted | 071-326-0510 |
| React to Flares | 071-326-0511 |
| Select Temporary Fighting Positions | 071-326-0513 |
| React to Indirect Fire While Mounted | 071-326-3002 |
| React to Direct Fire While Mounted | 071-410-0002 |

**SOLUTION FOR
PRACTICAL EXERCISE PE-1**

Solution to Practical Exercise 1

1. To provide timely, relevant, accurate, and synchronized IEW support to tactical, operational, and strategic commanders across the range of military operations.

Ref: SH-3, FM 34-1, Chap 1, page 1-1

2. Operational intelligence.

Ref: SH-3, FM 34-1, Chap 2, page 2-3

3. Human intelligence (HUMINT), imagery intelligence (IMINT), measurement and signature intelligence (MASINT), and signals intelligence (SIGINT).

Ref: SH-3, FM 34-1, Chap 2, page 2-4

4. Signals intelligence (SIGINT)

Ref: SH-3, FM 34-1, Chap 2, page 2-5

5. Technical intelligence (TECHINT)

Ref: SH-3, FM 34-1, Chap 2, page 2-6

6. Timely, relevant, accurate, and predictive.

Ref: SH-3, FM 34-1, Chap 2, page 2-7

7. Indications and warnings (I&W).

Ref: SH-3, FM 34-1, Chap 2, page 2-8

8. Situation development.

Ref: SH-3, FM 34-1, Chap 2, page 2-10

9. Force protection.

Ref: SH-3, FM 34-1, Chap 2, page 2-13

10. Electronic attack (EA), electronic protection (EP), and electronic warfare support (ES).

Ref: SH-3, FM 34-1, Chap 2, page 2-21

11. Electronic warfare support (ES).

Ref: SH-3, FM 34-1, Chap 2, page 2-21

12. Electronic attack (EA).

Ref: SH-3, FM 34-1, Chap 2, page 2-21

13. Electronic protection (EP).

Ref: SH-3, FM 34-1, Chap 2, page 2-22

14. EP designed circuits (equipment features),
Radio system installation and operating procedures.

Ref: SH-4, FM 24-33, Chap 2, page 2-1

15. Minimize transmissions,
Protect transmissions from enemy interception,
Practice proper radiotelephone operators procedures.

Ref: SH-4, FM 24-33, Chap 2, page 2-2

16. The RTO.

Ref: SH-4, FM 24-33, Chap 2, page 2-6

Solution to PE-1, W332 Establishment of a Checkpoint

1. List four uses of manned checkpoints (Any four of the following is correct).

Answer:

- Control movement along specific routes.
- Maintain continuous monitoring of road movement.
- Apprehend suspects.
- Prevent smuggling of controlled items.
- Prevent infiltration of unauthorized civilians or military forces into or through a controlled area.
- Check vehicles and personnel for weapons, ammunition, and explosives.
- Ensure proper use of routes by civilian and military traffic.

Ref: FM 3-20.98, p D-25, para D-119(SH-2)

2. Reconnaissance sections and squads can operate heavy and light traffic checkpoints.

Answer: b. False.

Ref: FM 3-20.98, p D-25, para D-120(SH-2)

3. What are the four parts of a checkpoint?

Answer:

- Obstacles (barriers).
- Search areas.
- Security overwatch and fighting positions.
- Holding area.

Ref: FM 3-20.98, p D-27, para D-121(SH-2)

4. When establishing checkpoints, you must establish separate search areas for which of the following?

Answer: a. Females.

Ref: FM 3-20.98, p D-27, para D-123(SH-2)

5. What is the task organization of a checkpoint?

Answer:

- Headquarters element.
- Security force.
- Search teams.
- Sentry teams.

Ref: FM 3-20.98, p D-28, para D-126(SH-2)

6. What other personnel should be on hand to assist the reconnaissance platoon with checkpoint activities?

Answer:

- A civil affairs officer, a liaison officer, or a member of the civilian police of other local authority.
- An interpreter.
- A trained female searcher.

Ref: FM 3-20.98, p D-28, para D-133(SH-2)

7. What is the purpose of a hasty checkpoint?

Answer: Hasty checkpoints are set up to achieve surprise. You would establish them in locations where approaching traffic could not observe them until it is too late to withdraw and escape without being seen.

Ref: FM 3-20.98, p D-29, para D-134(SH-2)

8. What are some possible locations for a hasty checkpoint?

Answer:

- Tunnels and large culverts.
- Bridges.
- Defiles.
- Positions beyond sharp curves.
- Highway intersections.
- Key terrain on highways.
- Reverse slopes of hills.
- Other locations that limit detection from long distances.

Ref: FM 3-20.98, p D-28, para D-134(SH-2)

9. What are some of the special equipment and personnel requirements for establishing a hasty checkpoint?

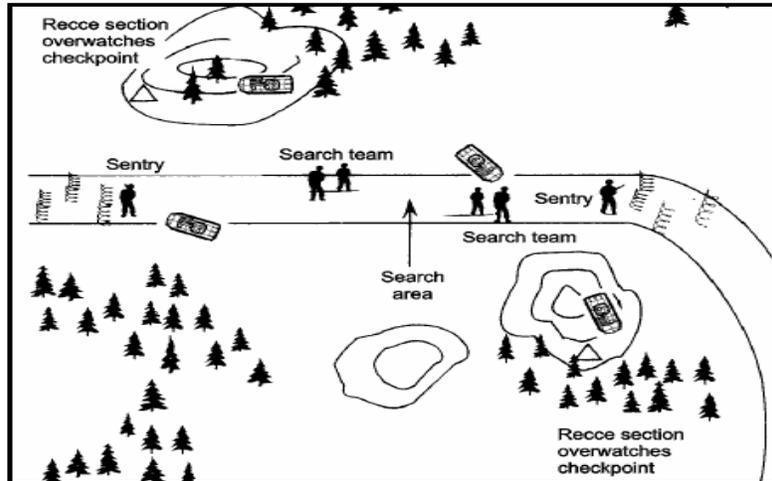
Answer:

- Signs.
- Communications.
- Lighting and Night Observation Devices.
- Barriers.
- Weapons.
- Linguists.

Ref: FM 3-20.98, p D-30, para D-137 thru D-142(SH-2)

10. The figure below shows a reconnaissance platoon manning which of the following?

Answer: b. Hasty checkpoint.



Ref: FM 3-20.98, p D-29, Fig D-109SH-20(SH-2)

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**SOLUTION FOR
PRACTICAL EXERCISE PE-1**

SOLUTION TO REQUIREMENTS:

a. 0730, begin range clearing.

0700, begin movement to range(s).

0530, breakfast.

2030, hold brief-backs.

2000, issue platoon OPORD.

1830, conduct reconnaissance.

1730, receive platoon order, issue squad warning order.

Note: Your time schedule does not have to match this solution exactly, but at a minimum, it should specify a time for each of the activities listed above.

b. You have seven and one-half hours (from 0730 to 1500) to clear the two ranges. Based on your assumptions, one team can clear one range in five and one-half hours. Therefore, the two basic courses of action are:

- ASSIGN BOTH TEAMS TO WORK ON RANGE 8 AND THEN MOVE BOTH TEAMS TO WORK ON RANGE 9.
- ASSIGN ONE TEAM TO WORK ON RANGE 8 AND ONE TEAM TO WORK ON RANGE 9.

c. Since this mission is a supervisory-type problem, "supervision" should be one of your significant factors for comparison. The mission is obviously time-sensitive, so the second significant factor should be something like "effective time utilization." Effective use of soldiers is essential to accomplishing the mission on time, so your third significant factor should be something like "effective personnel utilization."

d. Your "decision matrix" should look something like the example below. Course of action #1 best supports the "supervision" factor because all of your soldiers remain on the same range. It is easier for you to supervise all of the activities taking place. Course of action #2 best supports the "effective time utilization" factor because you save the time required to move soldiers from one range to the other. You could also consider that sometimes adding soldiers to a job doesn't reduce the time required to complete the job. Because of limited room to work, two teams can't clean the tower any faster than one team. Course of action #2 best supports the "effective personnel utilization" factor because you eliminate having one team stand around while the other is cleaning.

| | COA 1 | COA 2 |
|-----------------|-------|-------|
| SUPERVISION | X | |
| USE OF TIME | | X |
| USE OF SOLDIERS | | X |
| TOTAL | 1 | 2 |

e. The decision matrix indicates that course of action #2 is the best. Changes in your facts or assumptions (such as keeping the company's trucks for transporting targets on the range, or moving soldiers from one range to the other) could change your decision.

SOLUTION FOR**PRACTICAL EXERCISE 1**

Ref: FM 55-30, p 5-13 and 5-14, para 5-5

At a minimum, the unit SOP should cover the following 15 topics:

- Duties of the convoy commander and other convoy control personnel
- Convoy organization
- Weapons and ammunition
- Hardening of vehicles
- Individual protective equipment
- Preparation of convoy vehicles
- Counter-ambush actions
- Operations security measures
- Immediate action drills
- Actions during scheduled halts
- Maintenance and recovery of disabled vehicles
- Refueling and rest halts
- Communications
- Actions at the release point
- Reporting

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SOLUTION FOR**PRACTICAL EXERCISE 2**

| TIME WITHOUT SLEEP | EFFECT(S) |
|--------------------|---|
| 24 HOURS | Performance on most tasks will be about 75 percent of normal. Ref: FM 6-22.5, p 59, para 4001 |
| 48 HOURS | Performance on most tasks will be about 50 percent of normal. Ref: FM 6-22.5, p 59, para 4001 |
| 72 HOURS | Performance on most tasks will be about 25 percent of normal. Ref: FM 6-22.5, p 59, para 4001 After 48 to 72 hours without sleep, personnel become militarily ineffective. Ref: FM 6-22.5, p 62, para 4002 |
| MORE THAN 72 HOURS | It is doubtful that a soldier could continue past 72 hours of wakefulness. Ref: FM 6-22.5, p 62, para 4002 |

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SOLUTION FOR**PRACTICAL EXERCISE 3**

Ref: FM 7-8, p 2-60 thru 2-65, para 2-14

Control and signal measures for a limited-visibility attack may include:

- Guides
- Tracer fire
- Luminous tape or chemical lights to mark paths
- Weapons restrictions
- Flares, grenades, and smoke restrictions
- Night vision devices
- A magnetic azimuth for maintaining direction
- Mortar or artillery rounds to orient attacking units
- A base squad or fire team to pace and guide others
- Reduced intervals between soldiers and squads
- Luminous tape on armbands or helmets to mark soldiers
- VS-17 panels
- Sticks showing direction
- Light-colored paint
- Tape
- Rock formations
- Markings in the ground
- Foot or talcum powder
- Flares
- Flashlights
- Illumination rounds (grenade launcher, mortar, artillery)
- Infrared strobe lights
- Burning fuel (saturated sand in a can)
- Luminous compass dial

SOLUTION FOR**PRACTICAL EXERCISE 4**

Ref: FM 7-8, p 2-66 thru 2-70, para 2-15a thru 2-15f

Situation 1.

Ref: FM 7-8, pp 2-84 and 2-85, para 2-25

1. Establish local security
2. Position antiarmor weapons, machine guns, and squads and assign sectors of fire.
3. Position other assets attached to the platoon.
4. Establish the CP and wire communications.
5. Designate final protective lines (FPLs) and final protective fires (FPFs).
6. Clear fields of fire and prepare range cards and sector sketches.
7. Coordinate with adjacent units—left, right, forward, and to the rear.
8. Prepare primary fighting positions.
9. Emplace obstacles and mines.
10. Mark or improve marking for target reference points (TRPs) and other fire control measures.
11. Improve primary fighting positions such as overhead cover.
12. Prepare alternate positions, then supplementary positions.
13. Establish a sleep and rest plan.
14. Reconnoiter routes.
15. Rehearse engagements, disengagements, and any counterattack plans.
16. Adjust positions or control measures as required.
17. Stockpile ammunition, food, and water.
18. Dig trenches to connect positions.
19. Continue to improve positions.

Situation 2.

Ref: FM 7-8, p 2-68, para 2-15e

1. Platoon leader alerts the squad leaders, platoon sergeant, and his forward observer.
2. Platoon leader reports the situation to the company commander.

Situation 3.

Ref: FM 7-8, p 2-68, para 2-15e

1. Platoon leader calls in observation posts.
2. Platoon leader calls for and adjusts indirect fire when the enemy is at maximum range.
3. Platoon leader initiates the long-range direct fires of his platoon on command from the company commander.
4. Leaders and individual soldiers return to their positions and prepare to fire on command from the platoon leader.

Situation 4.

Ref: FM 7-8, pp 2-68 and 2-69, para

1. Leaders control fires
2. Platoon fires increase in intensity as enemy closes

Situation 5.

Ref: FM 7-8, pp 2-69 and 2-70, para 2-15f(2)a and 2-15f(2)b

1. Platoon leader reports situation
2. Platoon continues to engage the enemy

OR

2. Repositions the platoon only when directed by the company commander to

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Solution to PE-1, W332 Establishment of a Checkpoint

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- Prevent infiltration of unauthorized civilians or military forces into or through a controlled area.
- Check vehicles and personnel for weapons, ammunition, and explosives.
- Ensure proper use of routes by civilian and military traffic.

Ref: FM 3-20.98, p D-25, para D-119(SH-2)

2. Reconnaissance sections and squads can operate heavy and light traffic checkpoints.

Answer: b. False.

Ref: FM 3-20.98, p D-25, para D-120(SH-2)

3. What are the four parts of a checkpoint?

Answer:

- Obstacles (barriers).
- Search areas.
- Security overwatch and fighting positions.
- Holding area.

Ref: FM 3-20.98, p D-27, para D-121(SH-2)

4. When establishing checkpoints, you must establish separate search areas for which of the following?

Answer: a. Females.

Ref: FM 3-20.98, p D-27, para D-123(SH-2)

5. What is the task organization of a checkpoint?

Answer:

- Headquarters element.
- Security force.
- Search teams.
- Sentry teams.

Ref: FM 3-20.98, p D-28, para D-126(SH-2)

6. What other personnel should be on hand to assist the reconnaissance platoon with checkpoint activities?

Answer:

- A civil affairs officer, a liaison officer, or a member of the civilian police of other local authority.
- An interpreter.
- A trained female searcher.

Ref: FM 3-20.98, p D-28, para D-133(SH-2)

7. What is the purpose of a hasty checkpoint?

Answer: Hasty checkpoints are set up to achieve surprise. You would establish them in locations where approaching traffic could not observe them until it is too late to withdraw and escape without being seen.

Ref: FM 3-20.98, p D-29, para D-134(SH-2)

8. What are some possible locations for a hasty checkpoint?

Answer:

- Tunnels and large culverts.
- Bridges.
- Defiles.
- Positions beyond sharp curves.
- Highway intersections.
- Key terrain on highways.
- Reverse slopes of hills.
- Other locations that limit detection from long distances.

Ref: FM 3-20.98, p D-28, para D-134(SH-2)

9. What are some of the special equipment and personnel requirements for establishing a hasty checkpoint?

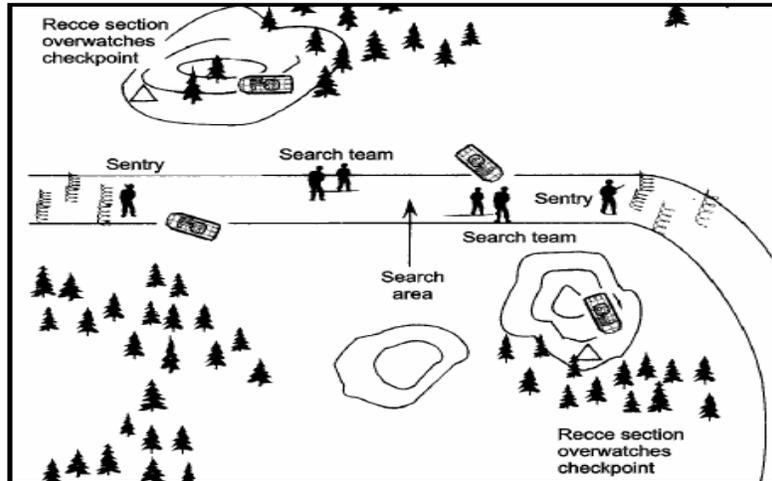
Answer:

- Signs.
- Communications.
- Lighting and Night Observation Devices.
- Barriers.
- Weapons.
- Linguists.

Ref: FM 3-20.98, p D-30, para D-137 thru D-142(SH-2)

10. The figure below shows a reconnaissance platoon manning which of the following?

Answer: b. Hasty checkpoint.



Ref: FM 3-20.98, p D-29, Fig D-109SH-20(SH-2)

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**SOLUTION FOR
PRACTICAL EXERCISE PE-1**

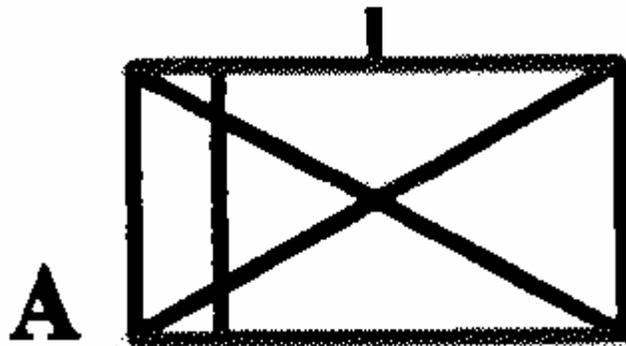
Graphics and Overlays Solution to Practical Exercise 1

The solution to questions one through nine are the following FM 101-5-1.

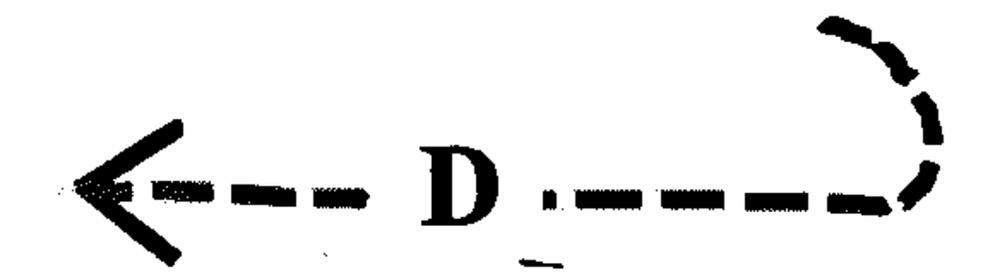
- | | |
|---|--------------|
| 1. black with a double | Ref: Pg 3-1 |
| 2. False | Ref: Pg 3-1 |
| 3. Legend | Ref: Pg 3-1 |
| 4. False | Ref: Pg 3-19 |
| 5. C | Ref: Pg 4-3 |
| 6. B | Ref: Pg 4-7 |
| 7. False | Ref: Pg 3-16 |
| 8. False | Ref: Pg 3-21 |
| 9. False | Ref: Pg 4-4 |
| 10. Your symbol should look like this: Follow and Support | |



11. Your symbol should look like this: A/1-52 Inf (Bradley).



12. Your symbol should look like this: Proposed Delaying Action



13. Your symbol should look like this: Axis of Advance

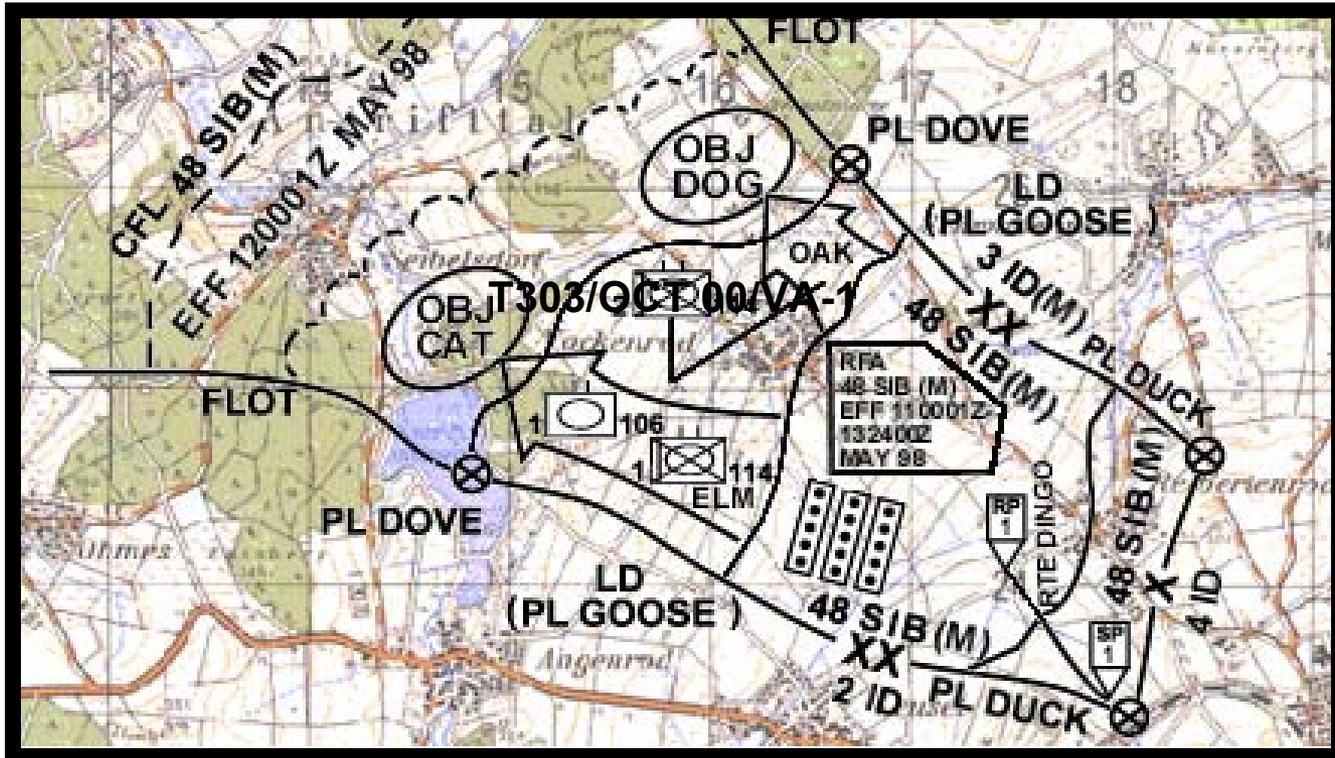


**SOLUTION FOR
PRACTICAL EXERCISE PE-2**

The solution to this practical exercise is an overlay. Each instructor receives a copy for review and grading.

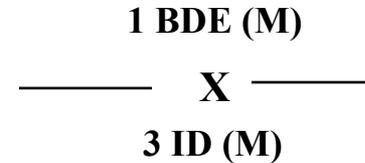
THIS PAGE INTENTIONALLY LEFT BLANK

GRAPHICS AND OVERLAYS WORKBOOK SOLUTIONS

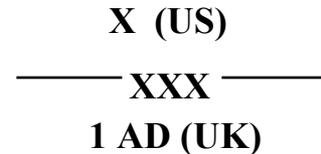


Label each boundary in accordance with the provided information. For this exercise, place the first unit to the north and the second unit to the south, consider the top of the page as north.

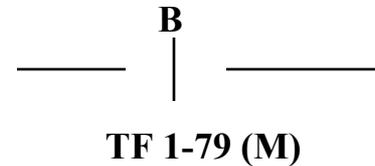
1st BDE (M) Rear Boundary between 1st BDE (M) and 3d Inf Div (M)



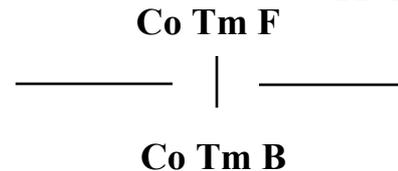
Lateral Boundary between 10th Corps (US) and 1 Armored Div (UK)



B Company Rear Boundary between B Company and TF 1-79 (M)



Lateral Boundary between Co Tm F and Co Tm B

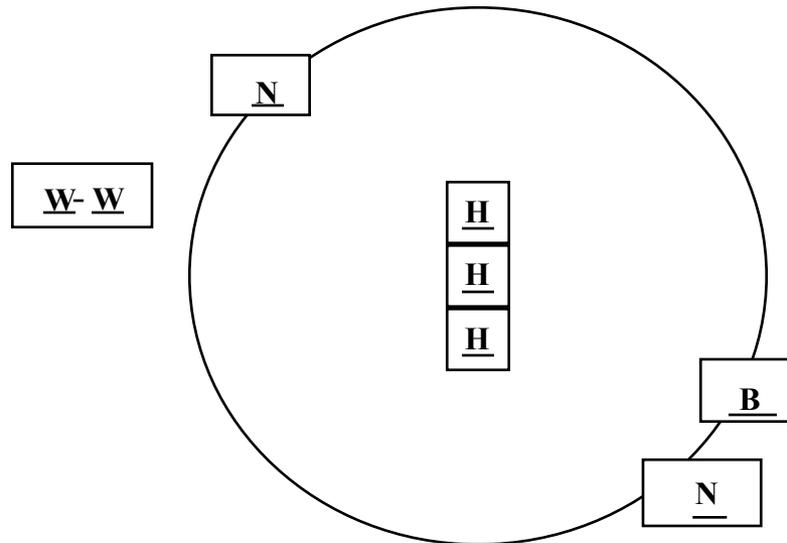


TF 1-4 (AR) Rear Boundary, between TF 1-4 (AR) and 3d BDE



Solution for SH 1-5

List the reference page and identify the fields for an **AREA**.



Reference is FM 101-5-1,
page 3-4 .

Identify the required alphanumeric characters for field Whiskey, (DTG).

D D H H M M S S Z M O N Y Y

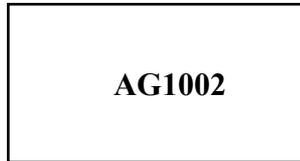
Identify the following “Fire and Maneuver” and “Fire Support” symbology and reference page for each symbol.



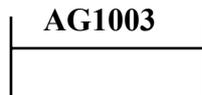
Area Target
3-22



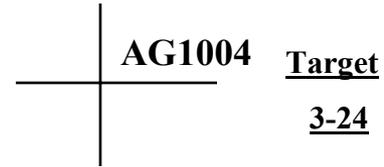
Bomb Area
3-22



Rectangular Target
3-24



Linear Target
3-23



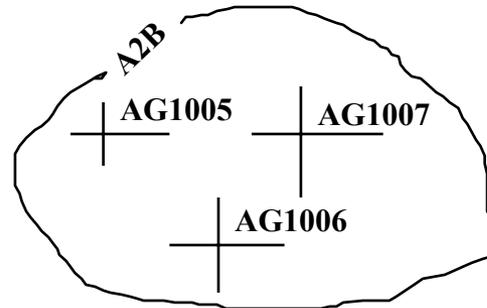
3-24

EFF 090900Z DEC 99

FSC X (US) CORPS

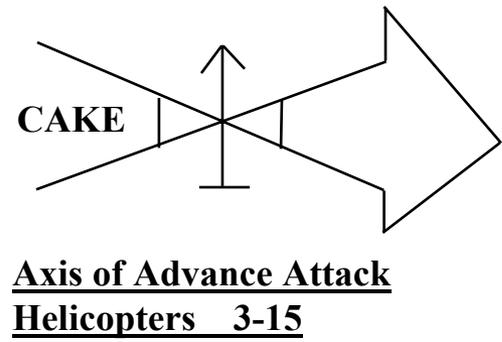
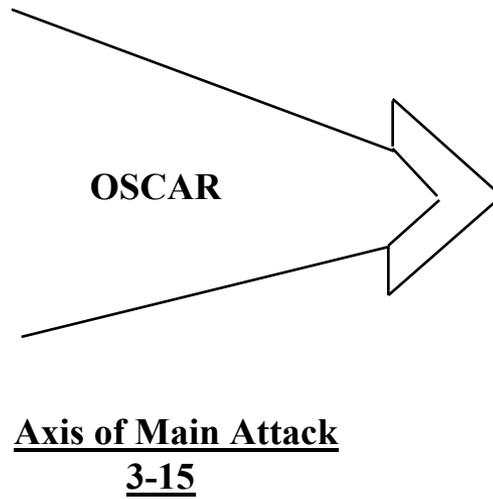
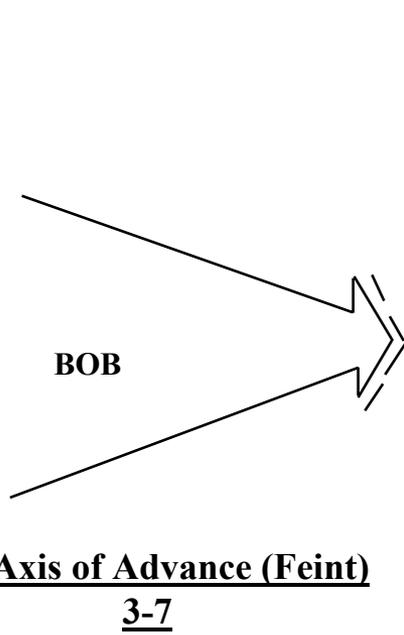
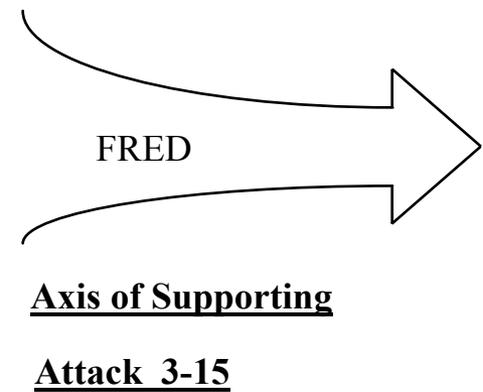
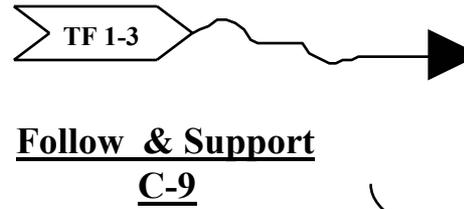
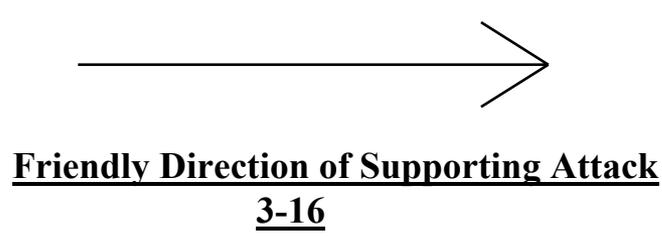
Fire Support Coordination

Line 3-21



Group of Targets
using Regular
Targets 3-23

Identify the following symbols and the reference page for each.



Identify the following Mobility and Survivability Symbology and the reference page as identified in Chapter 3.



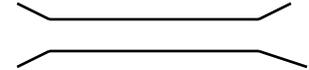
Antitank Obstacle
Movable and
Prefabricated 3-27



Antitank Obstacle Fixed
and Prefabricated
3-27



Booby Trap
3-27



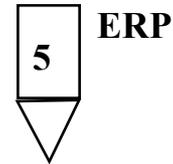
Bridge or Gap
3-38



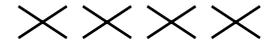
Antitank Minefield
3-29/30



Triple Strand Concertina
3-32



Engineer Regulating
Point 3-28



Wire Obstacle
(Unspecified) 3-32

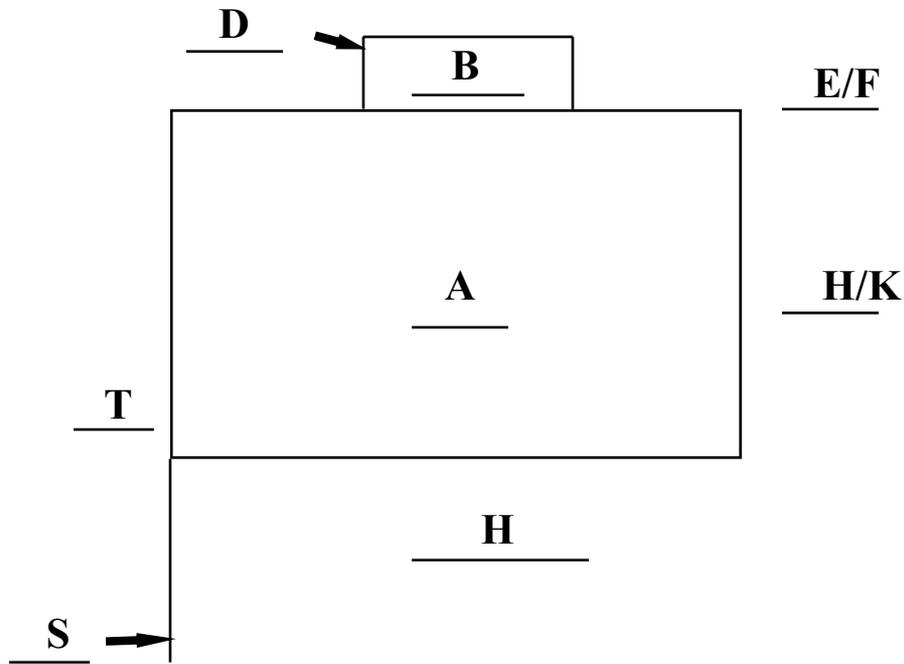
Solution for SH-1-9

The required **Mandatory** fields for any specific symbol are those fields needed to correctly represent any given symbol.

For most unit symbols it will be necessary to fill in fields **Alpha, Bravo, Tango,** and possibly **Delta, Foxtrot, Hotel,** and **Sierra.**

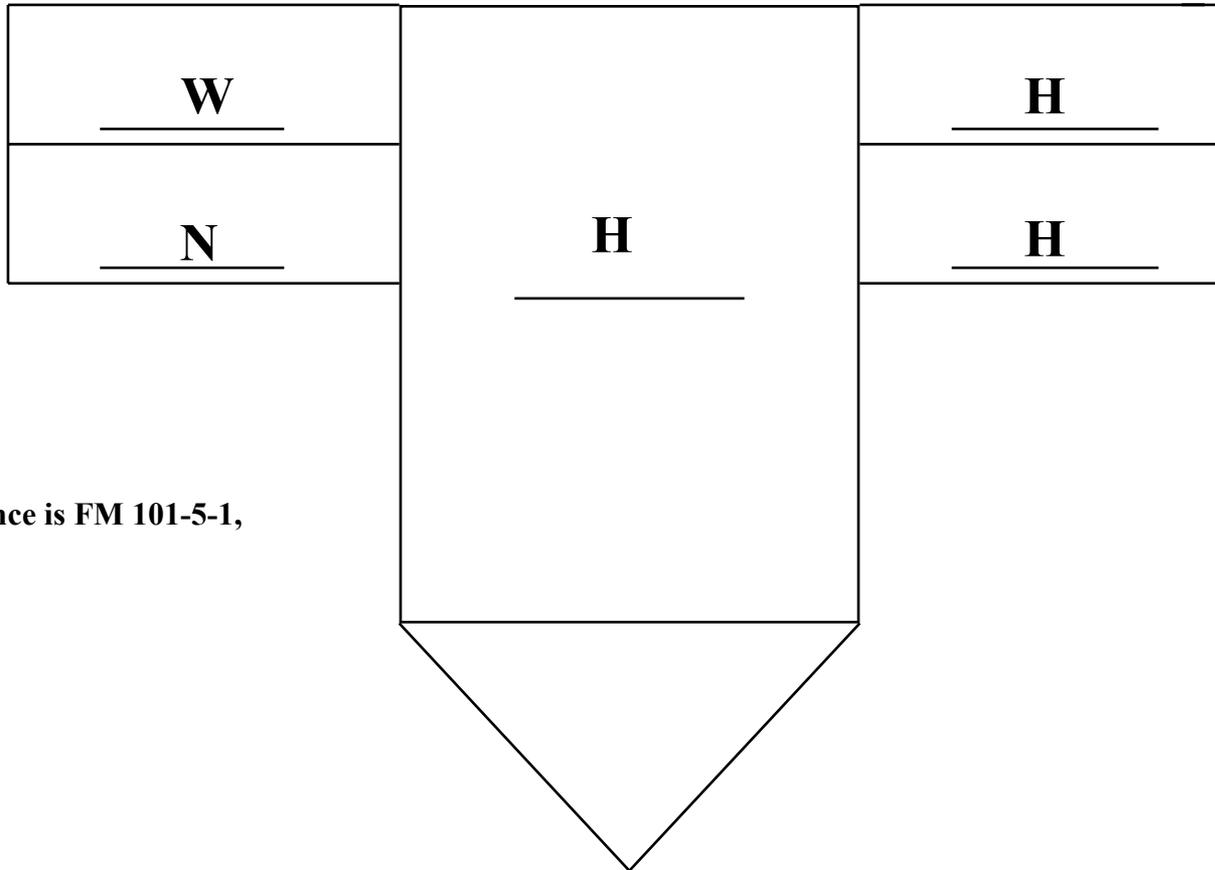
Notice that with field Alpha there are several modifiers necessary to correctly replicate a unit i.e. Airborne, Gun system equipped, or Bicycle equipped

Identify each of the fields indicated for this symbol:



IH-1-7

LIST THE REFERENCE PAGE AND IDENTIFY THE FIELDS FOR A POINT.

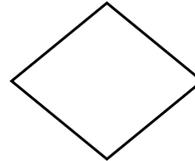


**The reference is FM 101-5-1,
page 3-4.**

These are the three basic symbols used in graphics:



FRIENDLY GROUND UNITS
(RECTANGLE)



ENEMY UNITS (DIAMOND)



NEUTRAL (SQUARE)

What is the reference page? page 4-2

NOTE: FM 101-5-1 SHOWS SYMBOLOGY FOR SHIPS AND AIRCRAFT, HOWEVER THESE SYMBOLS ARE NOT ADDRESSED IN THIS COURSE. THE NEW FM ALSO DELETED THE CIRCLE REPRESENTING AN INSTALLATION.

What do the following symbols represent and what is the reference page in FM 101-5-1?

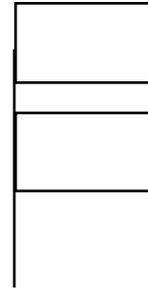


Basic Symbol
Non-HQs Unit

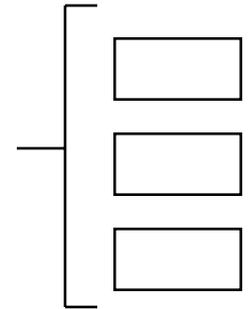


Headquarters Unit

Reference
page is
4-7.



Co-Located Head-
quarters Units



Co-Located
Non HQs
Units

We use dots to show the size of units below Company level. These sizes are--

Annotate the depicted unit unit size--



TEAM/CREW



SQUAD



SECTION



PLATOON/DETACHMENT

Reference page is 4-5.

We use vertical lines to represent the size of units from Company to Regimental/Group level. These sizes are

| **COMPANY/BATTERY/TROOP**

|| **BATTALION/SQUADRON**

||| **REGIMENT/GROUP**

Reference page is 4-5.

We use X's to represent the size of Brigade thru REGION units:

Annotate the depicted unit size--

X **BRIGADE**

XX **DIVISION**

XXX **CORPS**

XXXX **ARMY**

XXXXX **ARMY GROUP/FRONT**

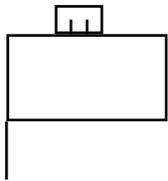
XXXXXX **REGION**

**Reference page
is 4-5.**

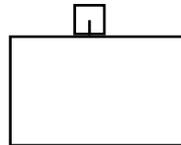
IH-1-11

Field **DELTA**, placed over the size indicator denotes a temporary grouping of units. We use this special size indicator to depict a **TASK FORCE** or **COMPANY TEAM**. When drawing a Headquarters element, you must include field SIERRA. You can find this field on the friendly and enemy types of symbols.

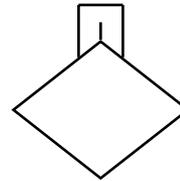
What do these symbols represent?



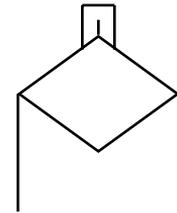
Bn Task Force Headquarters



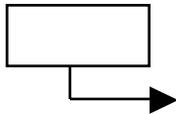
Company Team



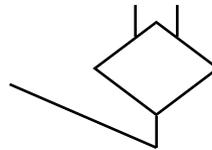
Enemy Company Team



Enemy Company Team Headquarters



Unit Symbol Using Field Quebec for Direction of Movement Indicates Moving or Will Move



Enemy Battalion

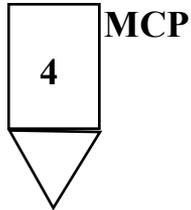


A Future or Projected Location Indicating On-Order or Proposed

Identify the following symbols and the reference page.



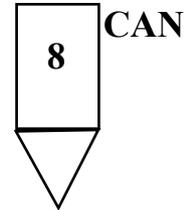
Decision Point
3-25



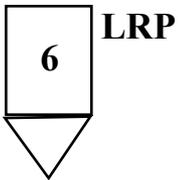
Maintenance Collection
Point 3-38



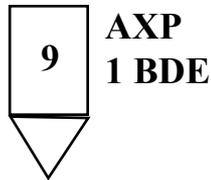
Release Point
3-26



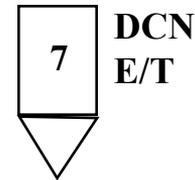
Cannibalization Point
3-37



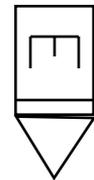
Logistics Release
Point 3-38



Ambulance Exchange
Point for 1st BDE 3-37



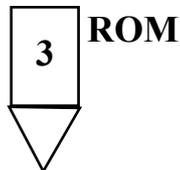
Decontamination Point
Equipment/Troops 3-36



Supply Point for
Class IV 3-39



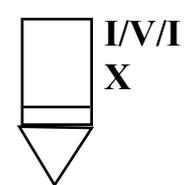
Coordinating Point
3-25



Refuel on the Move
Point 3-39

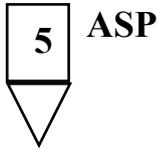


Contact Point #4
3-25



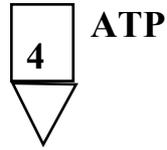
Supply Point for
Multiple Classes of Supply
3-39

Identify the following CSS symbology and reference page using Chapter 3.



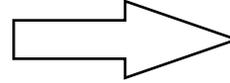
ASP

Ammunition Supply Point
3-37

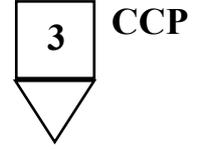


ATP

Ammunition Transfer Point
3-37



Moving Convoy
3-37



CCP

Casualty Collection Point
3-37

MSR BILL

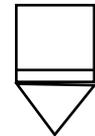
Main Supply Route
3-40



Main Supply Route (One-Way Traffic)
3-40



Startpoint #5
3-26

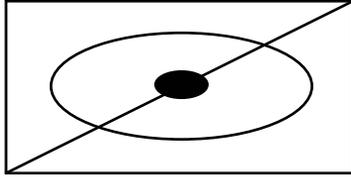


Supply Point General
3-39

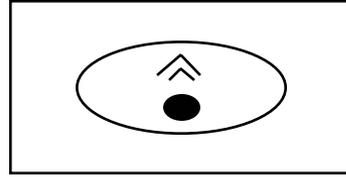


Supply Point (Class VIII)
3-40

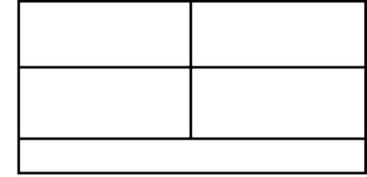
Identify these symbols.



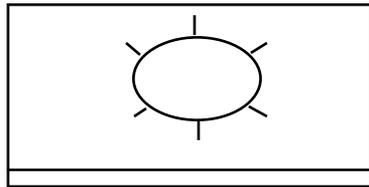
Field Artillery
COLT or Fist Tracked



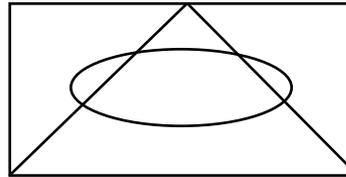
Rocket Artillery
(MLRS or ATACMS)



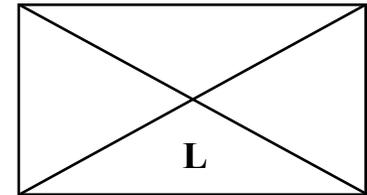
Class VIII Supply



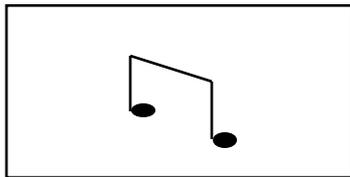
Class IX Supply



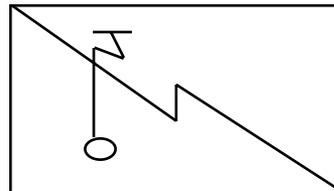
Antiarmor Mechanized



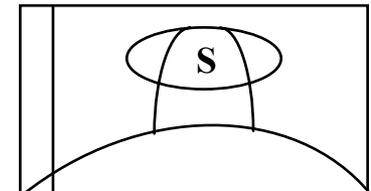
Light Infantry



Band

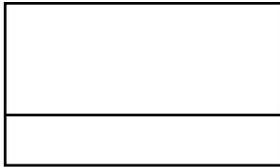


Radio Relay Station

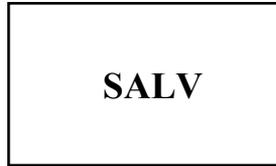


ADA (Bradley Stinger)
Fighting Vehicle

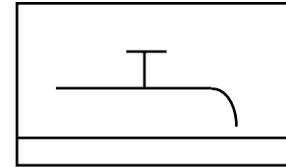
Name these Combat Service Support Units.



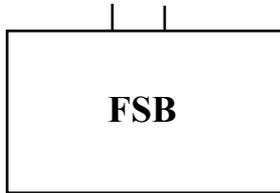
Supply



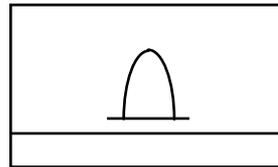
Salvage



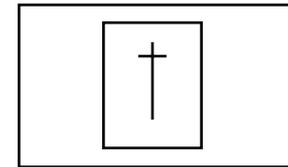
Water Distribution



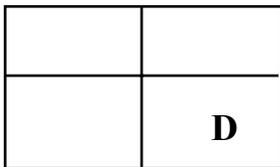
Forward Support Battalion



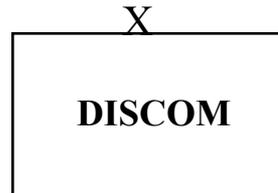
Class V Supply



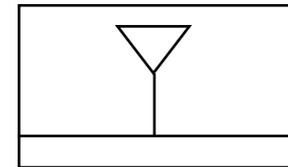
Mortuary Affairs



Dental Unit



Division Support Command

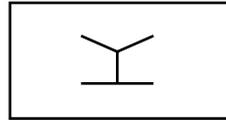


Class III Supply

Now that you know how to show the size and some of the role indicators, it's time to work on some of the over 1000 possible symbols. We will only learn a few at a time. Start on page 4-8 (FM 101-5-1) and identify these modifiers to field Alpha.



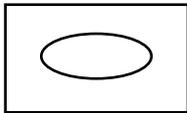
AIR ASSAULT



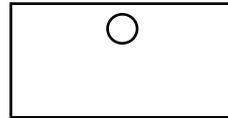
AIR ASSAULT W/ORGANIC LIFT



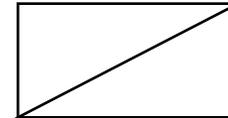
AIRBORNE



**MECHANIZED OR
ARMOR (TRACKED)**



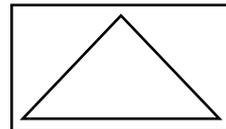
BICYCLE EQUIPPED



RECONNAISSANCE



**GROUND SURVEILLANCE
RADAR**

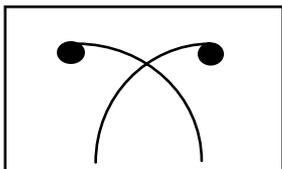


**OBSERVATION or
LISTENING POST**

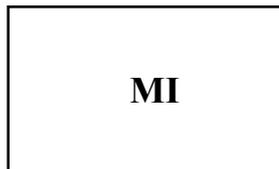


**GUN SYSTEM EQUIPPED
(VULCAN, IFV, ZSU, etc.)**

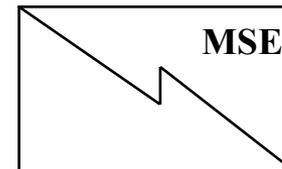
Name these Combat Support Units.



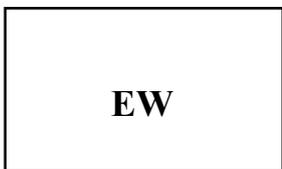
**Nuclear, Biological,
Chemical Basic symbol**



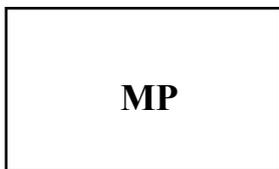
**Military Intelligence
Basic Symbol**



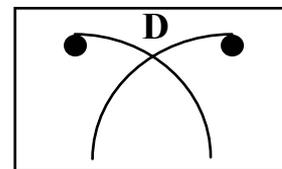
**Multiple Subscriber
Element**



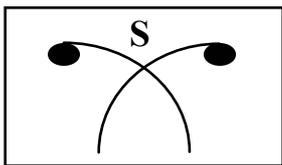
**Electronic Warfare
Basic Symbol**



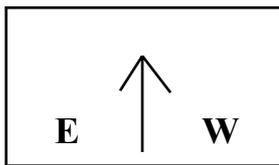
**Law Enforcement/
Army Military Police**



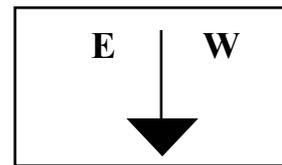
Decontamination Unit



**Smoke Unit
Basic or Truck Equipped**

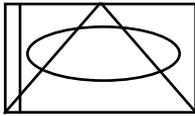


Direction Finding Unit

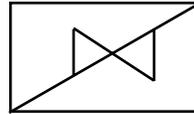


**Electronic Warfare
Intercept Unit**

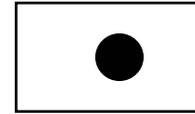
Name these units.



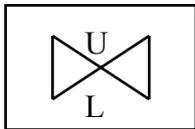
**ANTIARMOR/ FIGHTING
VEHICLE**



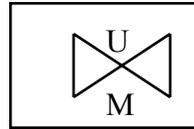
AIR CAVALRY



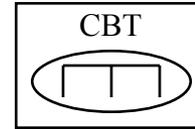
**FIELD ARTILLERY
(BASIC) (TOWED)**



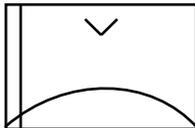
**LIFT HELICOPTER
BASIC or LIGHT
(UH-1 or UH-60)**



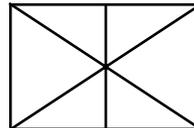
**LIFT HELICOPTER
MEDIUM
(UH-46 or UH-47)**



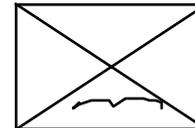
**COMBAT ENGINEER
MECHANIZED**



**AIR DEFENSE
ARTILLERY VULCAN
EQUIPPED TOWED**

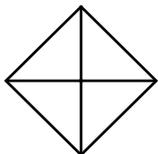


MOTORIZED INFANTRY

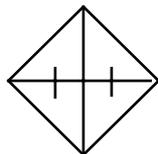


AIRBORNE INFANTRY

Identify the following symbols from Appendix B and D.



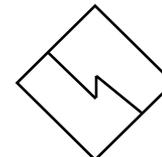
Enemy Medical Unit



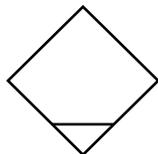
Enemy Medical Treatment Facility Unit



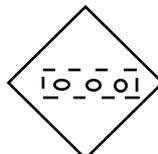
Enemy Supply Unit (All Classes)



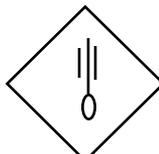
Enemy Signal Unit



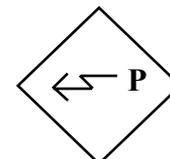
Hostile Supply Cache



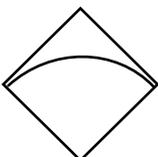
Hostile Mine Laying (In Progress)



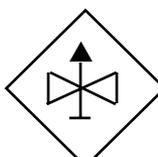
Hostile Artillery Fire



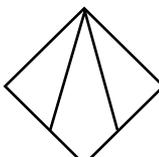
Hostile Patrolling



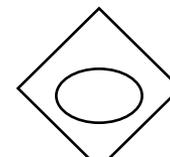
Enemy ADA



Enemy Attack Helicopter (On Ground)

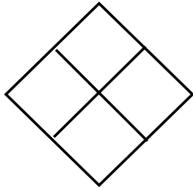


Enemy Antitank

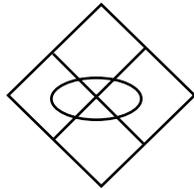


Enemy Armor

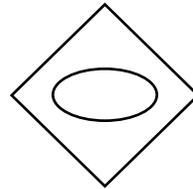
Name the following symbols from Appendix B and Chapter 4.



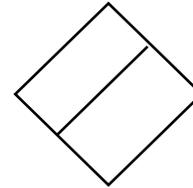
Enemy Infantry



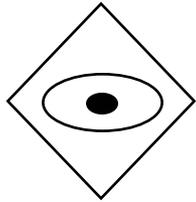
Enemy Mechanized Infantry



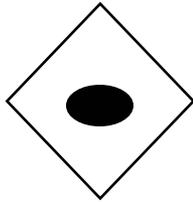
Enemy Armor



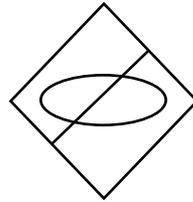
Enemy Cav/Recon



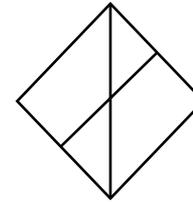
Enemy SP Artillery



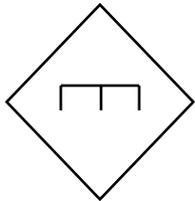
Enemy Artillery



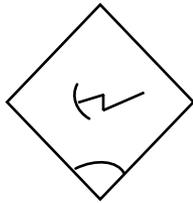
**Enemy Armored Cavalry/
Scout**



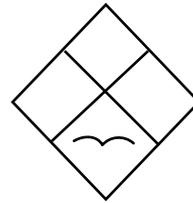
Motorized Scout



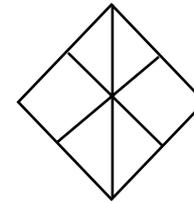
Enemy Engineers



Enemy ADA Radar

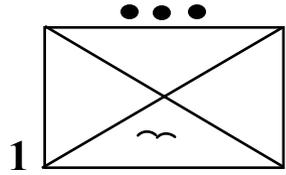


Enemy Airborne Infantry



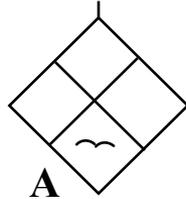
**Enemy Motorized
Infantry**

Using your template, draw the correct symbols to include field Alpha, Bravo, Delta, and Tango entries for the units below:



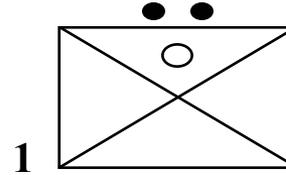
1

1st Plt, Airborne Inf



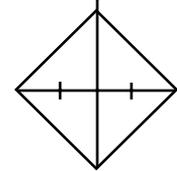
A

Company A, Airborne Infantry
(Enemy)

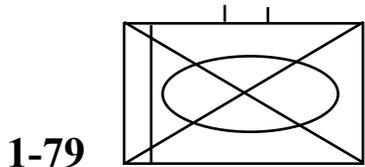


1

1st Section, Bicycle Equipped Inf

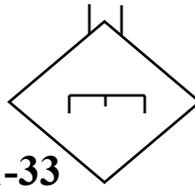


Company Medical Treatment Facility
(Enemy)



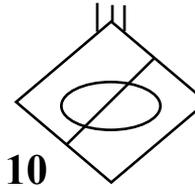
1-79

1-79 Inf (M)(B)



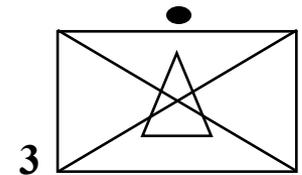
1-33

1-33 Engineers BN (Enemy)



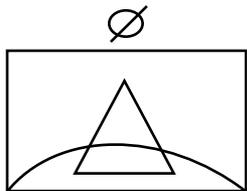
10

10 Armored Cavalry Regiment
(Enemy)

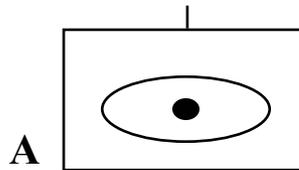


3

3d Squad Inf Observation Post

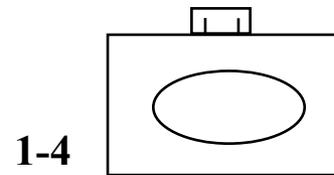


ADA Team Listening Post



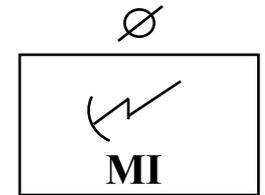
A

A Battery, Field Artillery (SP)

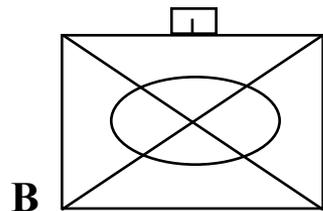


1-4

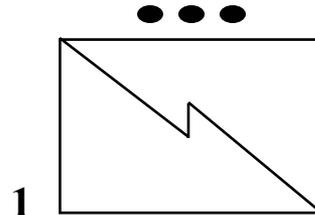
TF 1-4 Armor



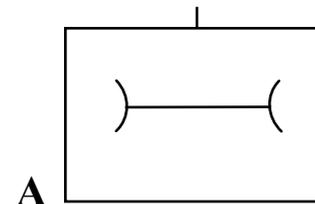
GSR Team



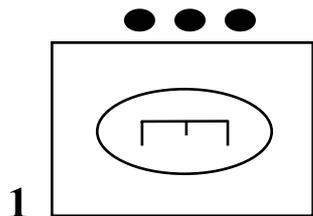
Co Tm B, 1-81 Inf (M)



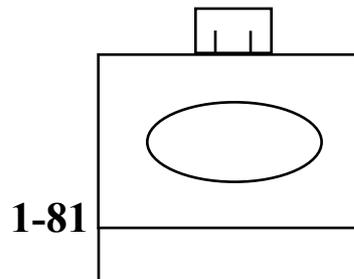
1st Plt, A Co, 52d Signal BN



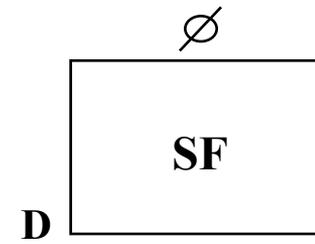
A Co, 52d Maintenance BN



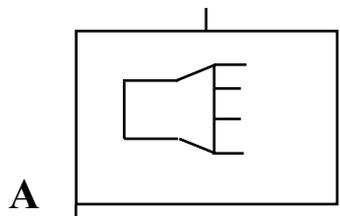
1st Plt, A Co, 52d Engineers (M)



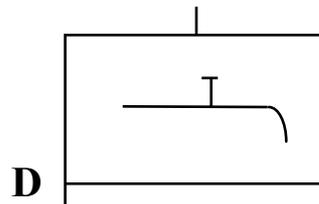
HQs, TF 1-81 AR



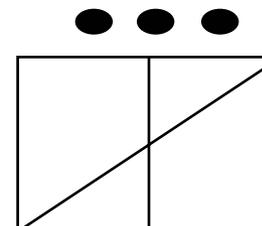
Tm D, 1st Special Forces



A Co HQs, 4th PYSOP BN



D Co, 10th Water Distribution BN



Scout Plt, 1-79 AR (HMMWV Equipped)

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