

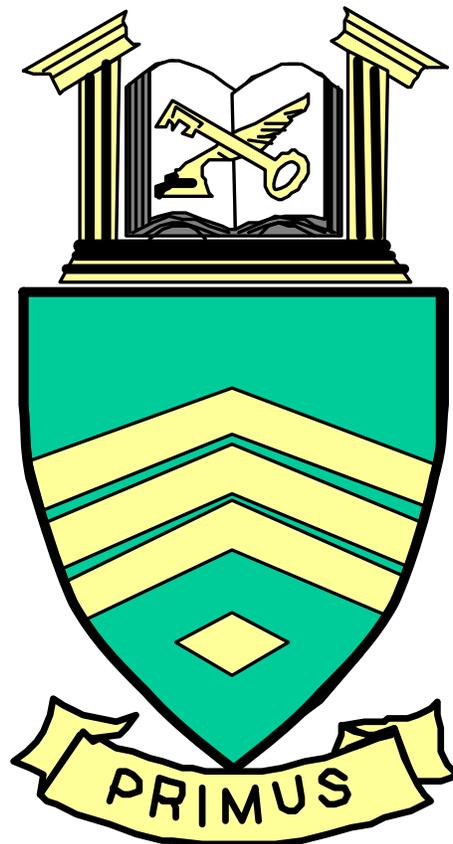
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

W660

OCT 04

COMBAT SERVICE SUPPORT

**TRAINING SUPPORT PACKAGE**



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## TRAINING SUPPORT PACKAGE (TSP)

<b>TSP Number / Title</b>	W660 / COMBAT SERVICE SUPPORT
<b>Effective Date</b>	01 Oct 2004
<b>Supersedes TSP(s) / Lesson(s)</b>	W660, Combat Service Support, OCT 03.
<b>TSP Users</b>	521-SQIM, First Sergeant Course
<b>Proponent</b>	The proponent for this document is the Sergeants Major Academy.
<b>Improvement Comments</b>	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS DCF BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p>Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875 E-mail: atss-dcd@bliss.army.mil</p>
<b>Security Clearance / Access</b>	Unclassified
<b>Foreign Disclosure Restrictions</b>	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

## PREFACE

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**Purpose**

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

<u>Task Number</u>	<u>Task Title</u>
400-022-6014	Discuss Combat Service Support
400-063-6501	Monitor Unit Combat Service Support Operation

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This TSP  
Contains

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**COMBAT SERVICE SUPPORT  
W660 / Version 1  
01 Oct 2004**

**SECTION I. ADMINISTRATIVE DATA**

<b>All Courses Including This Lesson</b>	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	521-SQIM	1	First Sergeant Course
<b>Task(s) Taught(*) or Supported</b>	<u>Task Number</u>	<u>Task Title</u>	
	400-022-6014 (*)	Discuss Combat Service Support	
	400-063-6501 (*)	Monitor Unit Combat Service Support Operation	
<b>Reinforced Task(s)</b>	<u>Task Number</u>	<u>Task Title</u>	
	400-063-6502	Monitor Unit Ammunition Status	
	400-063-6503	Monitor Unit Petroleum/Oils/Lubricants/ (POL) Status	
	400-063-6504	Organize/Direct Operations of Unit Train Area	
	400-105-6506	Monitor Tactical Operations of Company/Platoon/Detachments	
<b>Academic Hours</b>	The academic hours required to teach this lesson are as follows:		
		<u>Resident Hours/Methods</u>	
		4 hrs 40 mins / Conference / Discussion	
		1 hr 10 mins / Practical Exercise (Performance)	
	Test	0 hrs	
	Test Review	0 hrs	
	Total Hours:	6 hrs	
<b>Test Lesson Number</b>		<u>Hours</u>	<u>Lesson No.</u>
	Testing (to include test review)	3 hrs	E654 version 1
<b>Prerequisite Lesson(s)</b>	<u>Lesson Number</u>	<u>Lesson Title</u>	
	W651	ARMY OPERATIONS	
<b>Clearance Access</b>	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.		
<b>Foreign Disclosure Restrictions</b>	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.		

**References**

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 3-90.1	TANK AND MECHANIZED INFANTRY COMPANY TEAM	14 Dec 2002	
FM 3-90.2	THE TANK AND MECHANIZED INFANTRY BATTALION TASK FORCE	11 Jun 2003	
FM 4-0	COMBAT SERVICE SUPPORT	29 Aug 2003	

**Student Study Assignments**

Before class--

- Read FM 4-0, Chapter 1, 4, 5, 6, 7, 8, 10.
- Read FM 3-90.1, Chapter 10.
- Read FM 3-90.2, Chapter 10.

During class--

- Participate in the small group discussion.
- Complete PE-1 and PE-2.

After class--

- Review notes and lesson material and return all recoverable material to the instructor.

**Instructor Requirements**

1:14, MSG, FSC Grad, ITC, SGITC, and VTT-ITC (VTT only) qualified

**Additional Support Personnel Requirements**

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
One site coordinator at each VTT site to operate the TNET equipment and coordinate classroom instruction. Must be FSC grad, served as 1SG, ITC, and SGITC qualified. (Enlisted)	1:14	2	12 hrs
Video, audio and audio linkage equipment operator (optional) at each remote site. (Enlisted)	1:14	1	6 hrs
Video, audio, and audio linkage equipment operator at principal VTT site. (Enlisted)	1:14	1	6 hrs

**Equipment Required for Instruction**

<u>Id Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	1:14	1:1	No	1	No
FSC-1 TNET COMMUNICATIONS EQUIPMENT SUITE (VTT LESSON ONLY)	1:14	1:1	No	1	No
FSC-10 INFOCUS LCD PROJECTOR	1:14	1:1	No	1	No
FSC-11 PROJECTION SCREEN	1:14	1:1	No	1	No

FSC-2 TNET ROOM EQUIPMENT SUITE (VTT LESSON ONLY)	1:14	1:1	No	1	No
FSC-3 TNET AUDIO/VIDEO LINKAGE EQUIPMENT (VTT LESSON ONLY)	1:14	1:1	No	1	No
FSC-4 TV MONITOR 32 INCH	1:14	1:1	No	1	No
FSC-6 WINDOWS OS, MICROSOFT INTERNET EXPLORER, MSOFFICE, FTP SITE SOFTWARE	1:14	1:1	No	1	No
FSC-7 VIEWGRAPH OVERHEAD PROJECTOR	1:14	1:1	No	1	No
FSC-8 WHITE BOARD	1:14	1:1	No	1	No

\* Before Id indicates a TADSS

**Materials Required**

**Instructor Materials:**

- TSP.
- VGTs: 15.
- FM 4-0.
- FM 3-90.1.
- FM 3-90.2.

**Student Materials:**

- Advance Sheet.
- Student Handouts 2 thru 4.
- Pen or pencil and writing paper.
- FM 4-0.
- FM 3-90.1.
- FM 3-90.2.

**Classroom, Training Area, and Range Requirements**

CLASSROOM XXI WITH T-NET CAPABILITY (VTT)

**Ammunition Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

**Instructional Guidance**

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

- Conduct this lesson using the small group instruction method and use the questions provided to generate discussion among the students at the different sites.
- The facilitator may need to create additional questions to ensure student participation continues throughout the lesson material.
- This lesson covers the **basic** doctrine of CSS. CSS is different for every unit. Ensure you keep students focused on the doctrine throughout this lesson.
- The DL (VTT) instructor will select an appropriate site before asking a student a question.

**Proponent  
Lesson Plan  
Approvals**

---

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Santa Barbara, Robert A.	GS-09	Training Specialist	
Adams, Chris L.	SGM	Chief Instructor, FSC	
Graham, Kevin L.	MSG	Chief, FSC	
Gratton, Steven M.	SGM	Chief, Functional Courses	
Bucher, George V.	GS-11	Chief, CMD	
Lemon, Marion	SGM	Chief, CDDD	

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**SECTION II. INTRODUCTION**

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:14</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

**Camera: Main camera on the instructor. Ask each Site Coordinator at the Distance Learning sites if they are prepared for training.**

**Motivator**

Napoleon once said, "...An army marches on its stomach." For example, during World War II, the Germans underestimated the time to defeat the Russians. The Russians cutoff vital supply routes, causing shortages within the German forward units. What Napoleon was inferring was that the soldiers of any army must eat in order to move --or to fight. Further inference tells us that a modern army must have "beans, bullets, and benzine" to be an effective combat force. Once the support system stops, the combat force rapidly becomes ineffective. Combat service support (CSS) must be an integral part of any fighting force. Knowledge of the CSS system, as well as its principles, is imperative for successful leaders to win in combat. To use the combat service support system effectively, you must be familiar with its capabilities and limitations. You must know how you, as a first sergeant, fit into the system.

This lesson will identify the tasks that you must know and accomplish to provide effective CSS to your unit.

**Terminal Learning Objective**

**NOTE:** Inform the students of the following Terminal Learning Objective requirements. At the completion of this lesson, you [the student] will:

<b>Action:</b>	Recognize the elements of combat service support.
<b>Conditions:</b>	As a first sergeant, in a classroom environment, given FM 4-0, FM 3-90.1, and FM 3-90.2.
<b>Standards:</b>	Recognized the elements of combat service support IAW FM 4-0, FM 3-90.1, and FM 3-90.2.

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**Safety Requirements**

None

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**Risk Assessment Level**

Low

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**Environmental Considerations**

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

None

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**Evaluation**

At the end of this module you will receive a written, objective examination. It will test your learning of the objectives from this and other lessons. You must correctly answer at least 70 percent (28 out of 40) of the questions to receive a GO.

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**Instructional Lead-In**

This lesson continues the war fighting operations portion of the first sergeant course. Lesson W651, Army Operations, taught you the doctrine and principles we intend to use to fight future battles. We now continue to build on that knowledge by applying that doctrine, and those principles, to sustaining the force.

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### SECTION III. PRESENTATION

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

#### A. ENABLING LEARNING OBJECTIVE

<b>ACTION:</b>	State the purpose of Army combat service support.
<b>CONDITIONS:</b>	As a first sergeant, in a classroom environment, given FM 4-0.
<b>STANDARDS:</b>	Stated the purpose of Army combat service support IAW FM 4-0.

#### 1. Learning Step / Activity 1. Purpose of CSS

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:14  
Time of Instruction: 15 mins  
Media: None

To understand the CSS system, we will look at the evolving role of CSS. We will first start by defining combat service support.

**NOTE:** Choose several students, by name, to comment on each of the questions below. Have the student respond using their words, not just reading the book definition.

**NOTE:** Ensure the discussion covers the fundamental role of the Army, the operating environment and where the Army is primarily based, as detailed on page 1-1 and page 1-2 of FM 4-0.

**QUESTION:** What is the purpose of Army CSS, and how does it relate to your unit?

**NOTE:** Ask several students to respond to the same question from their point of view.

**ANSWER:** The purpose of Army CSS is to generate and sustain combat power and expand the commander's operational reach.

Ref: FM 4-0, p 1-1, second paragraph

**NOTE:** Ensure the students discuss that CSS includes the functional areas of supply, transportation, maintenance, combat health support, personnel support, and field services.

**QUESTION:** What is combat service support, and how does it affect your unit?

**NOTE:** Ask several students to respond to the same question from their point of view.

**ANSWER:** The essential capabilities, functions, activities, and tasks necessary to sustain all elements of operating forces in theater at all levels of war.

Ref: FM 4-0, page 1-1, top of page

**CHECK ON LEARNING:** PE-1 will later serve as the check on learning for this ELO.

**B. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify the eight fundamental characteristics of CSS.
<b>CONDITIONS:</b>	As a first sergeant, in a classroom environment, given FM 4-0.
<b>STANDARDS:</b>	Identified the eight fundamental characteristics of CSS IAW FM 4-0.

1. Learning Step / Activity 1. Fundamental Characteristics of CSS

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:14  
Time of Instruction: 20 mins  
Media: VGT-1

The CSS system has several fundamental characteristics as discussed in FM 4-0.

**NOTE:** Ask the question below. Focus the discussion on how the eight characteristics affect the 1SG at the operational and tactical levels.

QUESTION: What are the eight fundamental CSS characteristics?

ANSWER: See VGT-1.

**NOTE:** Ensure students give examples of each characteristic as it applies to them as 1SGs.

**SHOW VGT-1, CSS CHARACTERISTICS**

<p style="text-align: center;"><b>CSS CHARACTERISTICS</b></p> <ul style="list-style-type: none"><li>• Responsiveness</li><li>• Simplicity</li><li>• Flexibility</li><li>• Attainability</li><li>• Sustainability</li><li>• Survivability</li><li>• Economy</li><li>• Integration</li></ul> <p style="text-align: center;"><small>W669/OCT 04/ VGT-1</small></p>
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Ref: FM 4-0, pp 1-4 thru 1-6

In order to more fully develop these characteristics, as the Army's role evolves, the CSS system must develop or improve capabilities in several areas. Remember the elements of the current system are at various stages of development. The CSS system must increase its capabilities rapidly in order to support a force-protection, multimissioned Army that is largely CONUS based.

**CHECK ON LEARNING:** PE-1 will later serve as the check on learning for this ELO.

**C. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Discuss CSS operations throughout the three levels of war.
<b>CONDITIONS:</b>	As a first sergeant, in a classroom environment, given FM 4-0 and FM 3-90.2.
<b>STANDARDS:</b>	Discussed CSS operations throughout the three levels of war IAW FM 4-0 and FM 3-90.2.

1. Learning Step / Activity 1. Describe CSS Operations Throughout the Three Levels of War

Method of Instruction: Conference / Discussion  
 Technique of Delivery: Small Group Instruction (SGI)  
 Instructor to Student Ratio: 1:14  
 Time of Instruction: 1 hr  
 Media: VGT-2 thru VGT-6

Before discussing the levels of war, we need to increase our knowledge about the different classes of supplies.

**NOTE:** Use the question below to lead into the discussion on the classes of supply. Select students from each site to answer the question below which shows the different types of supply items found in each class of supply. Ensure that each site participates.

**QUESTION:** What are the classes of supply?

**ANSWER:** See VGT-2.

**NOTE:** Ensure students give examples of the different supplies in each class.

## SHOW VGT-2, CLASSES OF SUPPLY

<b>CLASSES OF SUPPLY</b>	
•	<b>CLASS I: Subsistence</b>
•	<b>CLASS II: Clothing, individual equipment</b>
•	<b>CLASS III: POL</b>
•	<b>CLASS IV: Construction/barrier material</b>
•	<b>CLASS V: Ammunition</b>
•	<b>CLASS VI: Personal demand items</b>
•	<b>CLASS VII: Major end items</b>
•	<b>CLASS VIII: Medical supplies</b>
•	<b>CLASS IX: Repair parts and components</b>
•	<b>CLASS X: Material to support nonmilitary programs</b>

W568/OCT 04/VGT-2

Ref: FM 4-0, p 6-4, Table 6-1

### REMOVE VGT-2

CSS activities take place at all levels of war. No definitive line distinguishes activities at one level from those at another. The distinction lies in the intent, not the type of the activity.

**NOTE:** Divide the class into three groups. Then assign one CSS level of war to each group. For VTT training, designate each site as a group. Each group must give the briefing in their own words without reading. Examples must be a part of the briefing.

At this time, I will divide you into groups. Each VTT training site will represent a single group. You are to discuss and prepare a briefing on your assigned level of war. Record the key points and prepare a briefing to present to the other training groups. You will have 10 minutes to discuss your assigned topic. During that time, you are to elect a group spokesperson to present your discussion points. Each group will have 5 minutes to present its material to the rest of the class.

The briefing must be in your own words with no reading, and you must give examples of how your unit engages at this level of war.

**NOTE:** Begin timing the exercise. At the end of the first 5 minutes notify the groups of the remaining time. At the end of the 10 minute period call the groups back together and have the first group conduct their presentation. Ensure students cover each bullet point on the slide and the questions in the lesson. If students do not cover the questions during the group presentation, ask the question at the completion of the presentation. Ensure that all groups and members understand the presentation and answer all questions.

Let's begin our discussion of CSS at the strategic level.

**NOTE:** Have Group 1 brief their assignment.

**SHOW VGT-3, FOCUS OF STRATEGIC CSS**

**FOCUS OF STRATEGIC CSS**

- **Conduct industrial operations.**
- **Maintain the industrial base.**
- **Provide information services.**
- **Provide strategic-level services.**
  - \* **Depot supply and maintenance.**
  - \* **Defense-wide base operations support.**
- **Manage strategic stockpiles.**
  - \* **Army prepositioned assets.**

W669/OCT 04/ VGT-3

Ref: FM 4-0, p 4-2, para 4-7

**NOTE:** Ensure students discuss each bullet. To enhance the discussion, ask students to give examples of types of units engaged at this level. Remind students some of this information correlates with some lessons in Phase 1 (e.g. unit deployment readiness).

**REMOVE VGT-3**

**NOTE:** Have Group 2 brief their assignment.

Now let's move on to CSS at the operational level.

**SHOW VGT-4, FOCUS OF OPERATIONAL CSS**

**FOCUS OF OPERATIONAL CSS**

- **Force generation.**
- **Force sustainment.**
- **Redeployment.**

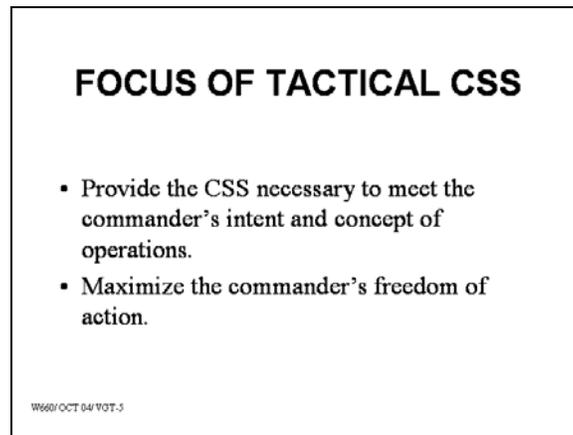
W669/OCT 04/ VGT-4

Ref: FM 4-0, p 4-12, para 4-49

The last level of CSS we will discuss is the tactical level.

**NOTE:** Have Group 3 brief their assignment.

**SHOW VGT-5, FOCUS OF TACTICAL CSS**

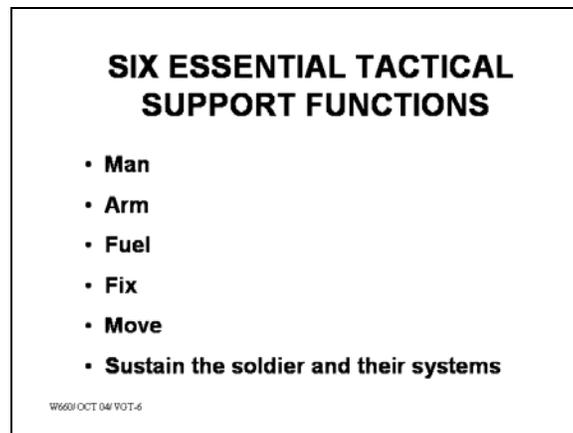


Ref: FM 7-1, p 4-16, para 4-66

**NOTE:** Inform the students that the general focus of tactical CSS encompasses the six specific functions shown on VGT-6.

**REMOVE VGT-5**

**SHOW VGT-6, SIX ESSENTIAL TACTICAL SUPPORT FUNCTIONS**



**NOTE:** Key elements of discussion:

- ❖ The goal of CSS at all levels is to deliver combat power at the tactical level.
- ❖ The functions (listed below) all depend on distribution and the effective management of CSS operations, which in turn rely on a highly refined command, control and communications (C3) system. Distribution is not a separate function; it is the integrated system, which pulls together all the CSS activities necessary to deliver required capabilities to the tactical commander.
- ❖ Manning the force ensures required personnel are available and where they need to be at the right time.
- ❖ The arming system must meet the needs of its customers during combat through the integration of supply, transportation, and maintenance functions. The system

must be flexible enough to provide a surge capability to meet the high requirements of combat.

❖ Fueling the force is demanding because the mobility so critical to tactical success depends on the provision of large quantities of fuel. All operations depend on movement of personnel, equipment and supplies, as well as the operation of equipment.

❖ Fixing the force involves maintaining, recovering, repairing, and replacing equipment.

❖ Movement is inherent in the operations of all Army elements.

❖ Sustaining soldiers and their systems involves personnel service support, combat health support, field service support, and general supply support. Sustaining soldiers and their systems involves personnel service support, combat health support, field service support, and general supply support.

**NOTE:** Ensure students discuss each bullet. To enhance the discussion, ask students to give examples of types of units engaged at this level.

Ref: FM 3-90.2, pp 10-13 thru 10-24, para 10-6 thru 10-11

**NOTE:** Use questions below to promote discussion.

**QUESTION:** What is the challenge to manning the force and how does it apply in your unit?

**ANSWER:** The manning challenge is getting the right soldier to the right place at the right time with the right capabilities.

Ref: FM 4-0, p 10-2, para 10-4

Our discussion now will turn to the four systems of manning the force.

**QUESTION:** What is the mission of the personnel readiness management system, and how does it apply to you as a first sergeant?

**ANSWER:** To distribute soldiers to subordinate commands based on documented manpower requirements or authorizations to maximize mission preparedness.

Ref: FM 4-10, p 10-2, para 10-5

**QUESTION:** What standard reports are available from the personnel accounting system?

**ANSWER:**

- Battle roster.
- Personnel summary.
- Personnel requirements report.
- Command and control task force personnel summary.

Ref: FM 4-0, p 10-4, para 10-15

**NOTE:** Remind students that most of these reports were in Phase 1.

**QUESTION:** What does the casualty operations management system do, and are there any additions that your unit uses?

ANSWER: Records, reports, verifies and processes information from unit level to Headquarters, Department of the Army.

Ref: FM 4-0, p 10-4, para 10-20

QUESTION: What is replacement support?

ANSWER: The physical reception, support, and delivery of military and civilian personnel.

Ref: FM 4-0, p 10-2, para 10-6

**NOTE:** Ensure students discuss the replacement system. Some rhetorical questions to consider: How should higher command echelons prepare replacements before the first sergeant receives them? What should first sergeants do to prepare the replacements when they arrive at the unit level?

The next function of tactical CSS is arming. During intense combat, arming the force is a critical, demanding, and time-sensitive logistics function.

**NOTE:** Ensure students discuss other areas of arming briefly, FM 4-0, pages 8-14 and 8-15.

The next function is fueling. Today's Army consumes large quantities of petroleum products in support of operations.

QUESTION: What are the two categories of Class III supplies?

ANSWER: Bulk fuel and packaged petroleum products.

Ref: FM 4-0, pp 6-6 and 6-7, para 6-23 thru 6-31

**NOTE:** Ensure students discuss Class III supplies on pages 6-6 and 6-7.

The next function is fixing the force.

QUESTION: What are the levels of maintenance support?

ANSWER: The levels are field maintenance and sustainment maintenance.

Ref: FM 4-0, p 8-4, para 8-17

**NOTE:** Ensure students discuss the maintenance system on pages 8-4 thru 8-7.

The next function in this discussion is moving.

QUESTION: Why is moving the force critical?

ANSWER: It ensures that Army and joint forces can execute global force projection and sustain forces in operations.

Ref: FM 4-0, p 7-1, first paragraph

The last function of tactical CSS is sustaining soldiers and their systems.

**NOTE:** Briefly discuss each area of sustaining soldiers and their systems using FM 4-0, Chapter 8 thru Chapter 13. In Chapter 9 discuss the combat health support mission supporting the force-projection Army. Point out to the students that two lessons on combat health support were issued to them during Phase 1. In Chapter 11 thru 13, discuss religious support, legal service support and finance service. In Chapter 6, briefly discuss the capabilities of all field services using pages.

**REMOVE VGT-6**

**CHECK ON LEARNING:** PE-1 will later serve as the check on learning for this ELO.

**D. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Discuss the orchestration of the CSS effort.
<b>CONDITIONS:</b>	As a first sergeant, in a classroom environment, given FM 4-0.
<b>STANDARDS:</b>	Discussed the orchestration of the CSS effort IAW FM 4-0.

1. Learning Step / Activity 1. Demonstrate CSS Effort

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:14  
Time of Instruction: 15 mins  
Media: VGT-7

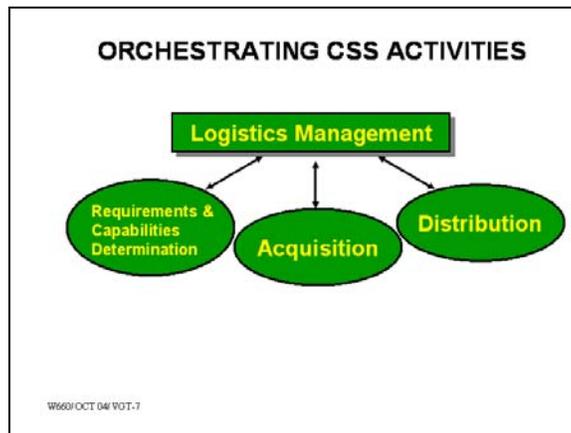
The CSS system is one system consisting of many interrelated components.

Orchestrating the combat service support effort is how the different elements of the system must come together to make CSS happen.

The goal of CSS is to enable the commander to execute his mission by providing the right resources at the right time and place.

**NOTE:** Have students discuss each activity and how they relate to each other using FM 4-0, Chapter 5. Ensure students discuss the key points below. Use the question below to lead the discussion.

## SHOW VGT-7, ORCHESTRATING CSS ACTIVITIES



Ref: FM 4-0, Chap 5

QUESTION: How does the CSS effort begin?

ANSWER: With the translation of potential Army missions into resource requirements.

Ref: FM 4-0, p 5-5, para 5-17

**NOTE:** Key points are logistical requirements and capabilities determination, acquisition, and distribution.

### REMOVE VGT-7

#### 2. Learning Step / Activity 2. PE-1

Method of Instruction: Practical Exercise (Performance)

Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:14

Time of Instruction: 30 mins

Media: PE-1

**NOTE:** Issue PE-1 (SH-3 in Appendix D) to students and allow 20 minutes to complete. After the allotted time, use the remaining 10 minutes to discuss the PE using SPE-1. Select individual students to answer each question. Allow time for discussion.

**CHECK ON LEARNING:** PE-1 serves as the check on learning for ELOs A thru D.

**E. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Discuss the battalion and company trains role in CSS sustainment.
<b>CONDITIONS:</b>	As a first sergeant, in a classroom environment, given FM 3-90.1 and FM 3-90.2.
<b>STANDARDS:</b>	Discussed the battalion and company trains role in CSS sustainment IAW FM 3-90.1 and FM 3-90.2.

1. Learning Step / Activity 1. Describe the Battalion and Company Trains in CSS

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:14  
Time of Instruction: 20 mins  
Media: VGT-8

**NOTE:** Divide the class into three groups. For VTT training, designate each site as a group. Allow 10 minutes for group discussion and 10 minutes for the briefing. The briefing must be in their own words, no reading, and examples must be a part of the briefing. Assign each group one of the following:

- Group 1                      ELO E                      Ref: FM 3-90.2, paragraphs 10-1 thru 10-5, 10-19 and FM 3-90.1, Section II
- Group 2                      ELO F                      Ref: FM 3-90.2, Section III
- Group 3                      ELO G                      Ref: FM 3-90.1, pages 1-8, 10-1 thru 10-5

**NOTE:** Begin timing the exercise. At the end of the first 5 minutes notify the groups of the remaining time. At the end of the 10 minute period call the groups back together.

**NOTE:** Have the first group conduct their presentation. Use the questions below to lead the discussion. Ensure students cover all key elements listed as bullets or contained in questions. If students fail to cover the key elements or questions, ask the question at the completion of the briefing.

The battalion and company trains are the immediate CSS suppliers to the combat and combat service support units.

QUESTION: Who is responsible for CSS in the task force, and is this true for your unit?

ANSWER: The burden of CSS is removed from the company team commander and placed under control of the task force.

Ref: FM 3-90.2, p 10-1, Section I, and p 10-2, para 10-1a

QUESTION: What is the focal point of combat service support for the unit?

ANSWER: The combat trains command post (CP). The CP anticipates, requests, coordinates, and supervises execution of combat service support.

Ref: FM 3-90.2, p 10-2, para 10-1a

QUESTION: Who is responsible for coordinating all CSS within the task force?

ANSWER: The Task Force XO, assisted by the command sergeant major.

Ref: FM 3-90.2, p 10-2, para 10-1c(1)

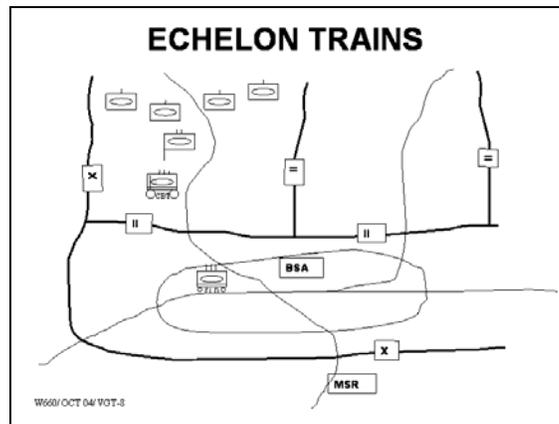
**NOTE:** Have students briefly discuss the other responsibilities specified in that paragraph and paragraphs 10-2 thru 10-5.

QUESTION: How do trains locate on the battlefield, and is it relatively the same in your unit?

ANSWER: Centralized in one location (we call this concept "unit trains") or echeloned in three or more locations (known as "echeloned trains").

Ref: FM 3-90.2, p 10-40, para 10-19a

### SHOW VGT-8, ECHELON TRAINS



Ref: FM 3-90.2, p 10-8, Fig 10-1

**NOTE:** Make sure that the students understand that the "unit trains" concept includes all echelons in one location (company train, task force combat trains, and TF field trains). Use FM 3-90.2, paragraph 10-19a and b to ensure that students understand the echeloned trains concepts. Discuss each echelon in turn, focusing on how, why, and where each echelon operates on the battlefield. For more details concerning company team combat trains, use FM 3-90.1, Section II. **Cover this subject quickly.**

### REMOVE VGT-8

**CHECK ON LEARNING:** PE-2 will later serve as the check on learning for this ELO.

### F. ENABLING LEARNING OBJECTIVE

<b>ACTION:</b>	State the principles of the CSS planning process.
<b>CONDITIONS:</b>	As a first sergeant, in a classroom environment, given FM 3-90.2.
<b>STANDARDS:</b>	Stated the principles of the CSS planning process IAW FM 3-90.2.

1. Learning Step / Activity 1. The Principles of the CSS Planning Process

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:14  
Time of Instruction: 10 mins  
Media: VGT-9

As in any operation, we must plan for CSS. By planning, we define what we want to accomplish during a deployment. In defining our accomplishment, we set the stage for a successful mission.

QUESTION: Why should we conduct CSS planning, and what form of planning do you conduct in your unit?

ANSWER: To ensure appropriate synchronization of support during all phases of an operation. We must develop the CSS plan concurrently with the tactical plan.

Ref: FM 3-90.2, p 10-26, Section III, CSS Planning

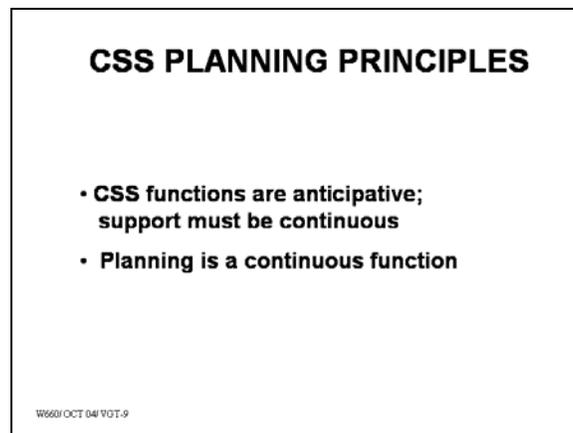
QUESTION: What are the principles of CSS planning, and how does your unit react to each principle?

ANSWER:

- CSS functions are anticipative; support must be continuous.
- Planning is a continuous function.
- Act rather than react.

Ref: FM 3-90.2, p 10-26, Section III, CSS Planning

**SHOW VGT-9, CSS PLANNING PRINCIPLES**



Ref: FM 3-90.2, p 10-26, Section III, CSS Planning

**NOTE:** Ensure students cover paragraphs 10-12 thru 10-14 to discuss the planning process. Point out that we can apply the logistics estimate shown in paragraph 10-13 directly to the company level CSS effort.

REMOVE VGT-9

**CHECK ON LEARNING:** PE-2 will later serve as the check on learning for this ELO.

**G. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Discuss the sustainment responsibilities at the unit level.
<b>CONDITIONS:</b>	As a first sergeant, in a classroom environment, given FM 3-90.1.
<b>STANDARDS:</b>	Discussed the sustainment responsibilities at the unit level IAW FM 3-90.1.

1. Learning Step / Activity 1. Define the Sustainment Responsibilities at the Unit Level

Method of Instruction: Conference / Discussion  
 Technique of Delivery: Small Group Instruction (SGI)  
 Instructor to Student Ratio: 1:14  
 Time of Instruction: 10 mins  
 Media: None

As with any mission or operation undertaken by a unit of the U.S. Army, someone will have responsibility for what occurs or fails to occur. The CSS effort at the unit level is no exception.

**QUESTION:** What are the sustainment responsibilities of the company team, and can you list some of them for your unit?

**ANSWER:** The CSS of the company team.

Ref: FM 3-90.1, p 1-8, para 1-26

**QUESTION:** What are the command and control responsibilities of the executive officer (XO), and does your unit have any additional responsibilities that the XO may have during deployment?

**ANSWER:** Planning and coordinating.

Ref: FM 3-90.1, p 10-2, para 10-5

**NOTE:** Possible additional XO responsibilities may or may not include other items dependent on the unit's mission.

**QUESTION:** What are the command and control responsibilities of the first sergeant, and how do you as a first sergeant communicate these responsibilities to your platoon sergeants?

**ANSWER:** Primary CSS operator.

Ref: FM 3-90.1, p 10-2, para 10-6

**Note:** Discuss the duties of the 1SG as outlined in FM 3-90.1, p 10-2, para 10-6, starting with the paragraph that begins, "The first sergeant is ..." Have the students discuss how these duties differ from unit to unit.

QUESTION: What are the command and control responsibilities of the supply sergeant, and how does he or she interact with an attached unit?

ANSWER: The company's representative in the task force field trains.

Ref: FM 3-90.1, p 10-3, para 10-7

**NOTE:** Ensure students discuss the duties of the supply sergeant as outlined in FM 3-90.1, page 10-3.

QUESTION: What are the command and control responsibilities of the maintenance chief?

ANSWER:

- Supervise maintenance and recovery operation.
- Compile DA Form 5988EE from the PSGs.
- Review the forms, ensure deficiencies and problems are verified by the mechanics, and complete the forms as necessary.
- Submit the completed forms to the 1SG or XO.
- Develop and implement a tracking system to monitor critical maintenance services, such as the following:
  - Deferred maintenance.
  - AOAP.
  - Service due.
  - Work the maintenance team needs to complete.
  - Status and flow of DA Form 5988EE.
  - Status of replacement parts.
- Distribute and/or store replacement parts.
- Direct and/or supervise recovery operations to the UMCP.
- Ensure units turn in all recoverable.
- Supervise turn-in of used or excess POL products and of hazardous waste, as appropriate .
- Advise the XO and 1SG on vehicle recovery, repair, and/or destruction.
- Conduct rehearsals of spill prevention procedures.
- Ensure that personnel collect, bag, and turn in soil contaminated during maintenance activities to the supply sergeant.
- Assist the 1SG as required and, in his absence, serve as NCOIC of the company team trains.

Ref: FM 3-90.1, p 10-4, para 10-8

QUESTION: What are the responsibilities of the PSG, and how is he or she utilized in your unit?

ANSWER:

- Ensure crews perform proper maintenance on all assigned equipment.

- Compile all personnel and logistics reports for the platoon and submit them to the 1SG as directed or in accordance with SOP.
- Collect each DA Form 5988E within the platoon, check the forms for accuracy, and submit them to the maintenance team chief.
- Obtain supplies and equipment (all classes) and mail from the supply sergeant and ensure proper distribution within the platoon.
- Oversee all personnel actions affecting the platoon (awards, decorations, promotions).

Ref: FM 34-90.1, pp 10-4 and 10-5, para 10-9

**CHECK ON LEARNING:** PE-2 will later serve as the check on learning for this ELO.

**H. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Discuss resupply techniques at the unit level.
<b>CONDITIONS:</b>	As a first sergeant, in a classroom environment, given FM 3-90.1 and FM 3-90.2.
<b>STANDARDS:</b>	Discussed resupply techniques at the unit level IAW FM 3-90.1 and FM 3-90.2.

1. Learning Step / Activity 1. Describe Resupply Techniques at the Unit Level

Method of Instruction: Conference / Discussion  
 Technique of Delivery: Small Group Instruction (SGI)  
 Instructor to Student Ratio: 1:14  
 Time of Instruction: 30 mins  
 Media: VGT-10 thru VGT-12

The task force always maintains some combat essential supplies and repair parts.

These are combat loads, basic loads, and prescribed load lists.

**QUESTION:** What are routine resupply operations, and how does it relate to your unit?

**ANSWER:** Regular resupply of Classes I, III, V, IX, mail, and other supplies requested by the company.

Ref: FM 3-90.1, p 10-10, para 10-41

**NOTE:** Divide the next three areas for discussion among the groups. The areas are supply operations, service station method, and tailgate method.

Let's move to resupply operations and techniques.

At this time I will divide you into groups. Each VTT training site will represent a single group. You are to discuss and prepare a briefing on a resupply operation and technique. Record the key points and prepare a briefing to present to the other

training groups. You will have 10 minutes to discuss your assigned topic. During that time, you are to elect a group spokesperson to present your discussion points. Each group will have 5 minutes to present their material to the rest of the class.

You must give the briefing in your own words with no reading, and you must give examples of how your unit or you are engaged at this level of war.

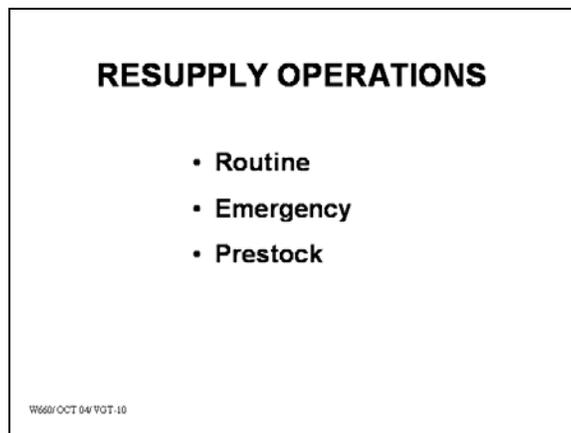
**NOTE:** At this point notify each group what organization support structure they will brief. Begin timing the exercise. At the end of the first 5 minutes the instructor will notify the groups of the remaining time. At the end of the 10 minute period, call the groups back together and have the first group conduct their presentation.

**QUESTION:** How are resupply operations generally classified, and which type is your unit normally involved in?

**ANSWER:** Routine, emergency, and prestock.

Ref: FM 3-90.1, p 10-10, para 10-41 and p 10-14, para 10-54 thru 10-57

### **SHOW VGT 10, RESUPPLY OPERATIONS**



Ref: FM 3-90.1, p 10-10, para 10-41 and p 10-14, para 10-54 thru 10-57

**QUESTION:** What is emergency resupply, and how does your unit practice this procedure?

**ANSWER:** An urgent need for supplies that cannot wait for the routine resupply. Normally, involves only Class III, V, VIII, NBC equipment, and on rare occasions, Class I.

Ref: FM 3-90.1, p 10-14, para 10-54 and 10-55

**QUESTION:** What class of supply is normally pre-positioned in defensive operations, and does your unit practice it?

**ANSWER:** Supplies required in most defensive operations are normally only Class V items.

Ref: FM 3-90.1, p 10-14, para 10-56

QUESTION: What are the two resupply methods that we can use, and which does your unit use?

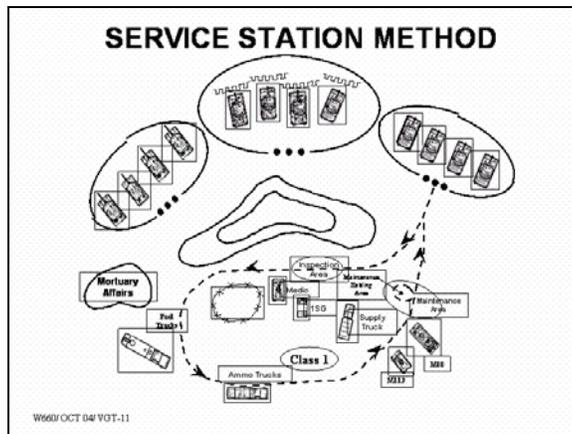
ANSWER:

- Service-station method.
- Tailgate method.

Ref: FM 3-90.1, pp 10-12 thru 10-14, para 10-51 thru 10-53

**REMOVE VGT-10**

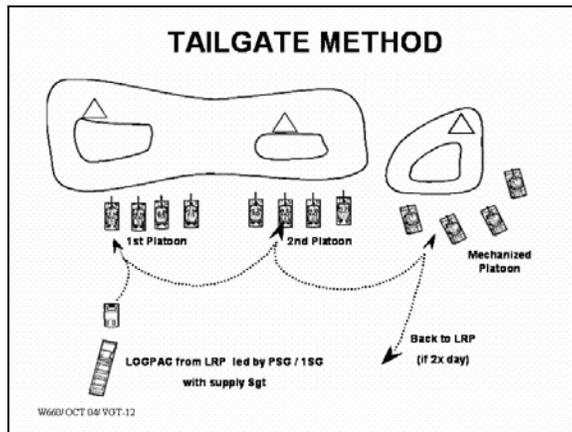
**SHOW VGT-11, SERVICE STATION METHOD**



Ref: FM 3-90.1, p 10-13, Fig 10-1

**REMOVE VGT-11**

**SHOW VGT-12, TAILGATE METHOD**



Ref: FM 3-90.1, p 10-14, Fig 10-2

**REMOVE VGT-12**

**NOTE:** Divide the class into three groups. For VTT training, designate each site as a group. Allow 10 minutes for group discussion and 10 minutes for the briefing. The briefing must be in their own words, no reading, and examples must be a part of the briefing. Assign each group one of the following:

Group 1	ELO I	Ref: FM 3-90.2, para 10-18
Group 2	ELO J	Ref: FM 4-0, Chapter 7
Group 3	ELO K	Ref: FM 4-0, Chapter 7

**NOTE:** Begin timing the exercise. At the end of the first 5 minutes notify the groups of the remaining time. At the end of the 10 minute period call the groups back together and have the first group conduct their presentation. Use the questions below to lead the discussion. Ensure students cover all key elements listed as bullets or contained in questions. If students fail to cover the key elements or question, ask the question at the completion of the briefing.

**CHECK ON LEARNING:** PE-2 will later serve as the check on learning for this ELO.

**I. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Discuss LOGPAC operations at the unit level.
<b>CONDITIONS:</b>	As a first sergeant, in a classroom environment, given FM 3-90.2.
<b>STANDARDS:</b>	Discussed LOGPAC operations at the unit level IAW FM 3-90.2.

1. Learning Step / Activity 1. Describe LOGPAC Operations at Unit Level

Method of Instruction: Conference / Discussion  
 Technique of Delivery: Small Group Instruction (SGI)  
 Instructor to Student Ratio: 1:14  
 Time of Instruction: 20 mins  
 Media: None

**QUESTION:** What is the most efficient way to resupply the forward task force element and does your unit utilize this procedure or a variation of it?

**ANSWER:** By logistics packages (LOGPACS).

**NOTE:** Have Group 1 brief their assignment.

Ref: FM 3-90.2, p 10-37, para 10-18

**NOTE:** Have the student explain their unit's LOGPACS procedures.

**QUESTION:** What elements would you normally find in the company team LOGPAC, and does your unit have additional vehicles designated for LOGPAC support?

ANSWER:

- Unit supply truck.
- POL trucks.
- Ammunition trucks.
- Vehicles for additional supplies and replacements.

Ref: FM 3-90.2, p 10-37, para 10-18c (1-4)

**NOTE:** Have the students discuss how we would form the LOGPAC, who controls it, and how it moves to its destination.

QUESTION: What is the logistics release point (LRP).

ANSWER: Where the unit first sergeant or a unit guide takes control of the company LOGPAC.

Ref: FM 3-90.2, p 10-38, para 10-18f

**NOTE:** Ensure students discuss where they would locate an LRP on the battlefield. Discuss what should occur when the 1SG picks up the LOGPAC from the LRP site, until it returns to the field trains. Use FM 3-90.2, para 10-18 to guide the discussion. Ask the students how their units perform LOGPAC operations differently from the procedures described here.

**CHECK ON LEARNING:** PE-2 will later serve as the check on learning for this ELO.

**J. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Discuss strategic movements.
<b>CONDITIONS:</b>	As a first sergeant, in a classroom environment, given FM 4-0.
<b>STANDARDS:</b>	Discussed strategic movements IAW FM 4-0.

1. Learning Step / Activity 1. Describe Strategic Movements

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:14  
Time of Instruction: 10 mins  
Media: None

**NOTE:** Have Group 2 brief their assignment.

**NOTE:** Ensure students cover the key elements during their discussion of strategic movement. Ensure students discuss each question in this ELO.

Army transportation operates as a partner in the defense transportation system to deploy, sustain, and redeploy forces in all military operations. Transportation provides vital support to the Army and joint forces across the strategic, operational, and tactical levels of war. Army transportation incorporates military, commercial, and

supporting nation capabilities. In a force-protection Army, rapid deployment of forces is a critical element of war fighting.

QUESTION: What are strategic movements, and how does your unit conduct them?

ANSWER: Movements from one geographic area of operations to another. They encompass activities involving movement from origin to the port of debarkation.

Ref: FM 4-0, p 7-1, para 7-1

**NOTE:** Ensure that the students cover the fact that planners at all levels participate in strategic movement planning. Military units, commercial activities, and installations perform transportation functions at the strategic level. Installation and movement control units use automated systems to plan, program, and allocate resources, synchronize transportation activities, and provide in-transit visibility of movements.  
QUESTION: At the strategic level, who controls strategic movements?

ANSWER: The United States Transportation Command (USTRANSCOM).

Ref: FM 4-0, p 7-1, para 7-1

**CHECK ON LEARNING:** PE-2 serves as the check on learning for this ELO.

**K. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Discuss operational and tactical transportation.
<b>CONDITIONS:</b>	As a first sergeant, in a classroom environment, given FM 4-0.
<b>STANDARDS:</b>	Discussed operational and tactical transportation IAW FM 4-0.

1. Learning Step / Activity 1. Describe Operational and Tactical Transportation

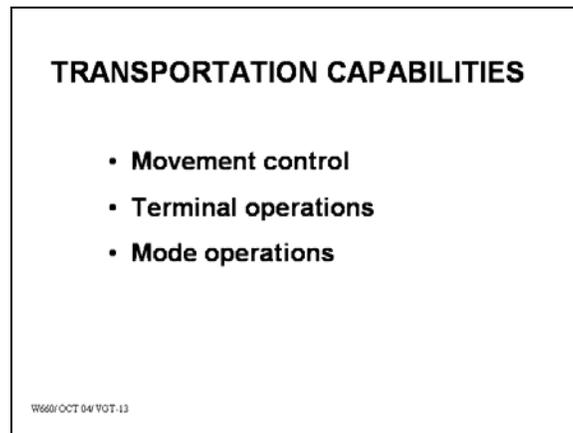
Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:14  
Time of Instruction: 10 mins  
Media: VGT-13

**NOTE:** Have Group 3 brief their assignment.

The variety and complexity of military operations require the Army to establish a transportation system that is expandable and tailorable. What are the Army's transportation capabilities?

**NOTE:** Ensure that the students cover the fact that at the theater strategic and operational levels, sufficient force structure deploys early to open ports, establish inland LOCs, and provide C3 for movements. Redeploying the force requires this same force structure when operations conclude. Ports, terminals, and inland LOCs are critical nodes in the distribution system.

## SHOW VGT-13, TRANSPORTATION CAPABILITIES



Ref: FM 4-0, Chap 7

**QUESTION:** At the theater strategic and operations levels, what does transportation support, and is this true at your duty station?

**ANSWER:** The reception of units, personnel, supplies, and equipment at point of debarkation (PODs) and provides for their movement as far forward as required.

Ref: FM 4-0, p 7-3, para 7-8

Movement control is the linchpin of the transportation system. Movement control units and staffs plan, route, schedule, control, coordinate, and provide in-transit visibility of personnel, units, equipment, and supplies moving over lines of communication.

**QUESTION:** What does effective movement control require, and how does your unit achieve it?

**ANSWER:** Access to communication and information systems to determine what to move, when, where, and how.

Ref: FM 4-0, p 7-3, para 7-10

A terminal is any facility, regardless of size, which loads, unloads, or handles cargo or personnel. Transportation and other CSS units establish terminals at origins and destinations and along lines of communication.

Army transportation units perform motor, rail, air, and water movement functions. While a given situation may not require all of these functions, the Army must maintain the capability to deploy and provide them.

**REMOVE VGT-13**

**CHECK ON LEARNING:** PE-2 will later serve as the check on learning for this ELO.

**L. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Discuss maintenance organizations and techniques at the unit level.
<b>CONDITIONS:</b>	As a first sergeant, in a classroom environment, given FM 4-0.
<b>STANDARDS:</b>	Discussed maintenance organizations and techniques at the unit level IAW FM 4-0.

1. Learning Step / Activity 1. Maintenance Organizations and Techniques

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:14  
Time of Instruction: 10 mins  
Media: VGT-14

**NOTE:** Use the narrative below as a lead-in for questions that you can ask during this ELO.

Maintenance is the cornerstone upon which all operations rest. If weapons or weapon systems can't shoot, they can't defeat the enemy. If combat vehicles can't move, they can't reach the battle area. If your CSS effort can't transport supplies, then soldiers may die as they exhaust supplies.

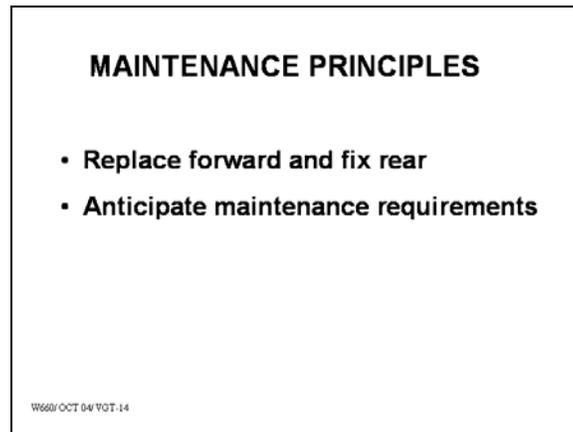
**NOTE:** Use the question below to lead the discussion on the maintenance principles. Use paragraph 8-8 on page 8-2, FM 4-0 to discuss both principles.

**QUESTION:** What are the guiding maintenance principles? How does your unit use them?

**ANSWER:** Replace forward and repair rear and anticipate maintenance requirements.

Ref: FM 4-0, p 8-2, para 8-8

## SHOW VGT-14, MAINTENANCE PRINCIPLES



Ref: FM 4-0, p 8-2, para 8-8

### REMOVE VGT-14

QUESTION: What are the levels of the Army maintenance system? At what level does your unit operate?

ANSWER: Operator/unit, direct support (DS), general support, and depot.

Ref: FM 4-0, p 8-3, para 8-12

**NOTE:** Ensure the students cover all key points shown below as bullets.

- Each level has certain capabilities based on the skills of the assigned personnel and the availability of tools and test equipment.
- While these are distinct levels, there is flexibility built into the system due to overlapping capabilities. The maintenance managers should not lock themselves into rigid levels of maintenance.

QUESTION: Who is the maintenance manager for deployed Army forces?

ANSWER: Material management center (MMC)

Ref: FM 4-0, p 8-4, para 8-16

**NOTE:** Ensure the students cover all key points below shown as bullets.

- The MMC is the link between the deployed forces and the support base. It maintains a close working relationship with the LSE.
- There are three environments of maintenance support. They are strategic support, operational support, and tactical support.

QUESTION: What is the backbone of the maintenance system?

ANSWER: The strategic base.

Ref: FM 4-0, p 8-1, para 8-2

At the strategic level, maintenance supports the supply system by repairing or overhauling components or end items not available or too costly to procure.

QUESTION: What does maintenance at the operational level support?

ANSWER: The tactical battle.

Ref: FM 4-0, p 8-1, para 8-3

**NOTE:** Ensure the students cover all key points shown below as bullets.

- The primary purpose of operational support is to maximize the number of operational combat systems available to support the tactical battle. The operational support plan ties together the requirements of the tactical units with the capabilities of the strategic base.
- Maintenance assets move as far forward as consistent with the tactical situation to repair inoperable and damaged equipment and to return it to the battle as quickly as possible.
- The structure of maintenance units includes highly mobile maintenance support teams (MSTs). Teams provide support forward on the battlefield as directed by the DS maintenance company commander and maintenance control officer.
- Battle damage assessment and repair (BDAR) may also be critical at this level. BDAR is the procedure to rapidly return disabled equipment to the battlefield by expeditiously fixing, bypassing, or jury-rigging components. Crews, maintenance teams, MSTs, and recovery teams perform BDAR.

2. Learning Step / Activity 2. PE-2

Method of Instruction: Practical Exercise (Performance)

Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:14

Time of Instruction: 30 mins

Media: PE-2

**NOTE:** Issue PE-2 to students and allow 20 minutes to complete the PE. Use the remaining 15 minutes to discuss the PE using SPE-2. Select an individual student to answer each question, and allow discussion to ensure clarity of each topic.

**CHECK ON LEARNING:** PE-2 serves as the check on learning for ELOs E thru L.

**SECTION IV. SUMMARY**

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio is: 1:14  
Time of Instruction: 15 mins  
Media: VGT-14

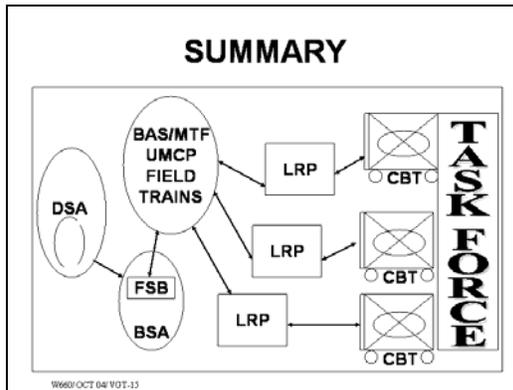
**Check on Learning**

PE-1 and PE-2 serve as the checks on learning for this lesson.

**Review / Summarize Lesson**

**NOTE:** Lead a discussion to ensure students understand the workings of combat service support in its entirety. Begin with CSS across the levels of war, FM 4-0. Remind students that the CSS system is continuous with one level meshing with another.

**SHOW VGT-15, SUMMARY**



**NOTE:** Lead a discussion to summarize the CSS support structure and responsibilities.

- Ensure students understand that as the battle moves, so does the support structure.
- Task forces get supplied by using the push-pull concept:

As teams from the FSB push supplies out to the LRP, the combat trains pull back to exchange supplies and push those out to the task force. The FSB teams then pull back from the LRP back to the FSB.

Additional references for more detailed information on MSB and FSB combat service support are FM 63-20 and FM 63-21. These FMs discuss forward Army refueling point (FARP), forward logistics element (FLE), and refuel on the move (ROM).

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**REMOVE VGT-15**

During the last six hours we have discussed the combat service support system. While soldiers expect to fight and win, without the necessary logistical support, they cannot fight for very long or win very much. One of your primary jobs as a first sergeant is to be the logistics operator for your company, battery, or troop. You must have a realistic tactical SOP and the required knowledge to get those supplies that are necessary to keep your soldiers well equipped, trained, healthy, happy, and ready to assume and complete the mission they receive.

**Transition to  
Next Lesson**

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None

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**SECTION V. STUDENT EVALUATION**

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**Testing  
Requirements**

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

You will receive a 40 question written examination. It may include questions from this lesson. To receive a GO, you must answer at least 28 or more questions correctly.

---

**Feedback  
Requirements**

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

You will participate in an after action review (AAR) immediately following the examination for this particular lesson.

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Enabling Learning Objective B

Learning Step 1

VGT-1, CSS Characteristics

## **CSS CHARACTERISTICS**

- **Responsiveness**
- **Simplicity**
- **Flexibility**
- **Attainability**
- **Sustainability**
- **Survivability**
- **Economy**
- **Integration**

W660/OCT 04/VGT-1

Enabling Learning Objective C

Learning Step 1

VGT-2, Classes of Supply

## **CLASSES OF SUPPLY**

- **CLASS I: Subsistence**
- **CLASS II: Clothing, individual equipment**
- **CLASS III: POL**
- **CLASS IV: Construction/barrier material**
- **CLASS V: Ammunition**
- **CLASS VI: Personal demand items**
- **CLASS VII: Major end items**
- **CLASS VIII: Medical supplies**
- **CLASS IX: Repair parts and components**
- **CLASS X: Material to support nonmilitary programs**

W660/OCT 04/VGT-2

## **FOCUS OF STRATEGIC CSS**

- **Conduct industrial operations.**
- **Maintain the industrial base.**
- **Provide information services.**
- **Provide strategic-level services.**
  - **Depot supply and maintenance.**
  - **Defense-wide base operations support.**
- **Manage strategic stockpiles.**
  - **Army prepositioned assets.**

W660/OCT 04/VGT-3

## **FOCUS OF OPERATIONAL CSS**

- **Force generation.**
- **Force sustainment.**
- **Redeployment.**

W660/OCT 04/ VGT-4

# **FOCUS OF TACTICAL CSS**

- **Provide the CSS necessary to meet the commander's intent and concept of operations.**
- **Maximize the commander's freedom of action.**

W660/ OCT 04/ VGT-5

# **SIX ESSENTIAL TACTICAL SUPPORT FUNCTIONS**

- **Man**
- **Arm**
- **Fuel**
- **Fix**
- **Move**
- **Sustain the soldier and their systems**

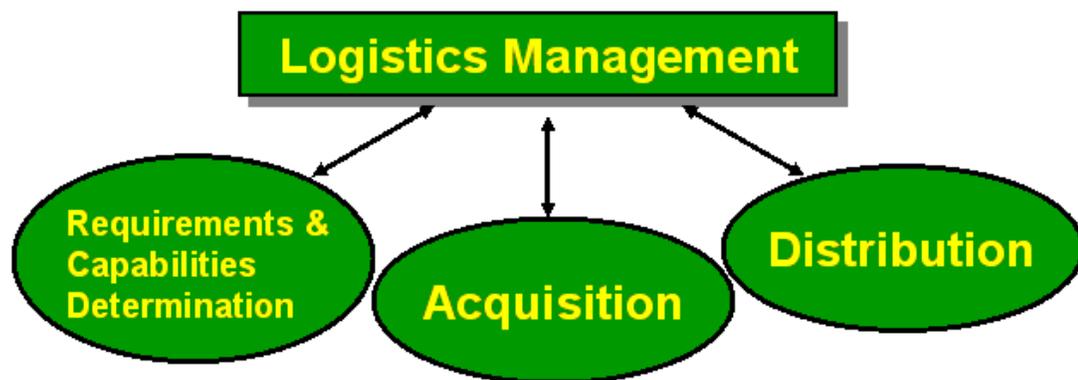
W660/ OCT 04/ VGT-6

Enabling Learning Objective D

Learning Step 1

VGT-7, Orchestrating CSS Activities

## ORCHESTRATING CSS ACTIVITIES

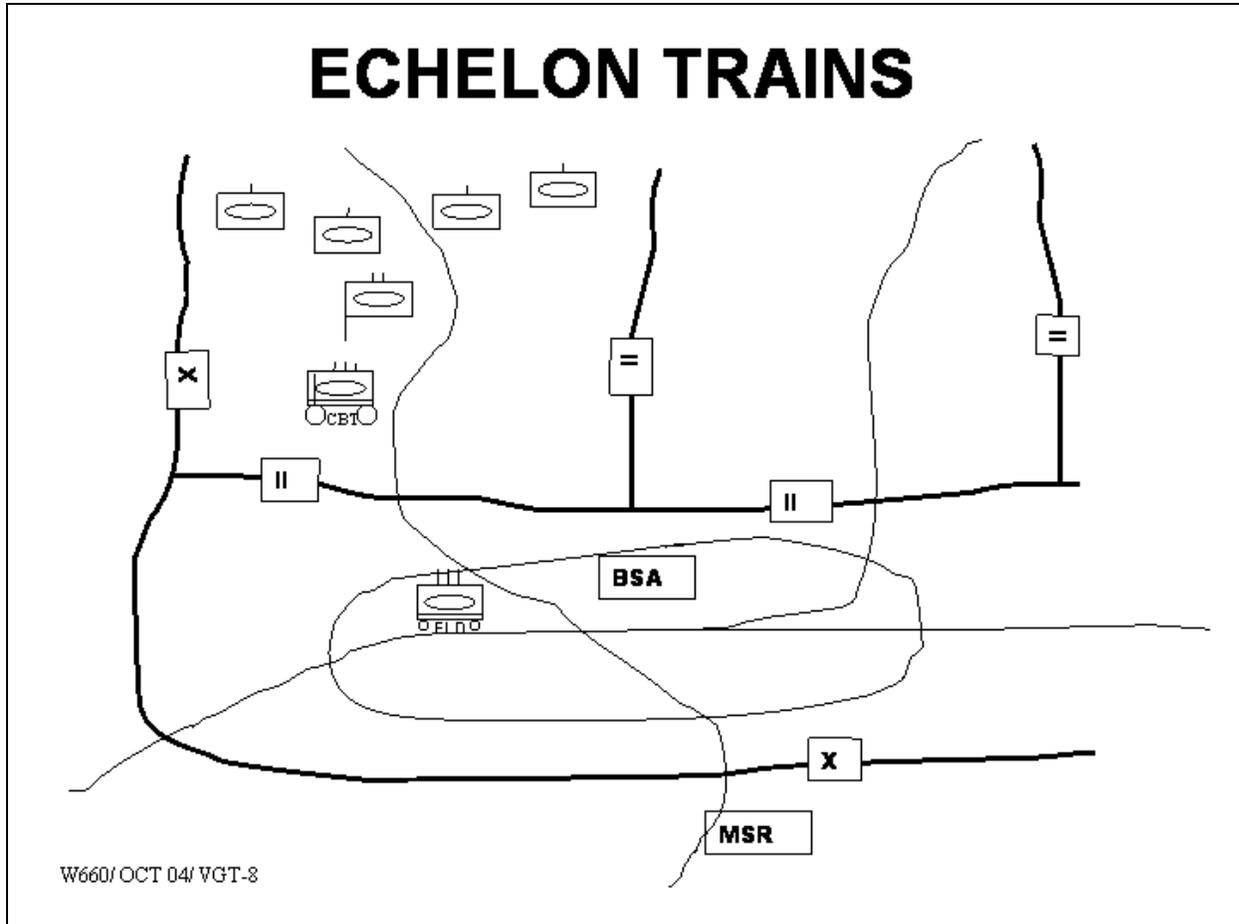


W660/OCT 04/VGT-7

Enabling Learning Objective E

Learning Step 1

VGT-8, Echelon Trains



Enabling Learning Objective F

Learning Step 1

VGT-9, CSS Planning Principles

# **CSS PLANNING PRINCIPLES**

- **CSS functions are anticipative; support must be continuous**
- **Planning is a continuous function**

W660/ OCT 04/ VGT-9

Enabling Learning Objective H

Learning Step 1

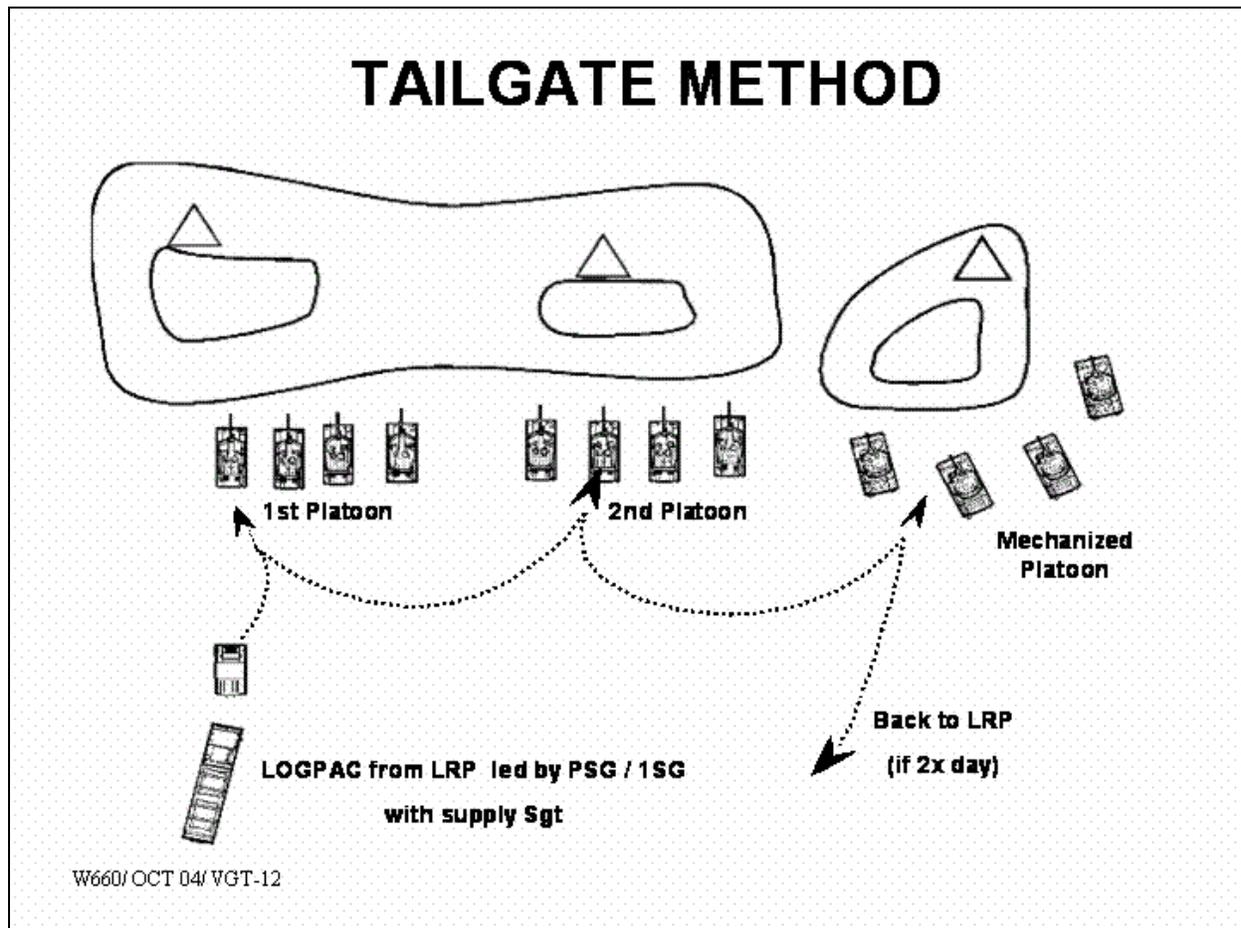
VGT-10, Resupply Operations

# **RESUPPLY OPERATIONS**

- **Routine**
- **Emergency**
- **Prestock**

W660/ OCT 04/ VGT-10





Enabling Learning Objective K

Learning Step 1

VGT-13, Transportation Capabilities

# **TRANSPORTATION CAPABILITIES**

- **Movement control**
- **Terminal operations**
- **Mode operations**

W660/ OCT 04/ VGT-13

Enabling Learning Objective L

Learning Step 1

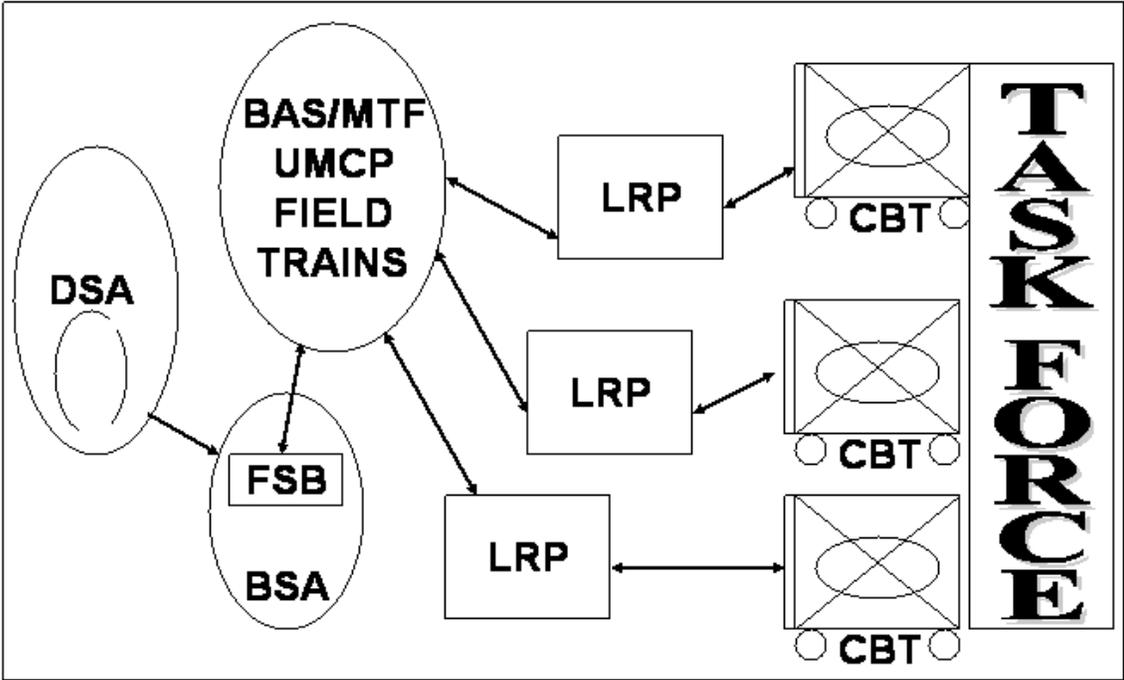
VGT-14, Maintenance Principles

## **MAINTENANCE PRINCIPLES**

- **Replace forward and fix rear**
- **Anticipate maintenance requirements**

W660/ OCT 04/ VGT-14

# SUMMARY



W660/ OCT 04/ VGT-15

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

## PRACTICAL EXERCISE 1

<b>Title</b>	COMBAT SERVICE SUPPORT (ELOs A thru D)						
<b>Lesson Number / Title</b>	W660 version 1 / COMBAT SERVICE SUPPORT						
<b>Introduction</b>	None						
<b>Motivator</b>	As the first sergeant in your company, battery, or troop, you must be familiar with the CSS sustainment system. This will allow you to advise your commander, and your soldiers, on the proper planning to support your operations.						
<b>Terminal Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td><b>Action:</b></td><td>Recognize the elements of combat service support.</td></tr><tr><td><b>Conditions:</b></td><td>As a first sergeant, in a classroom environment, given FM 4-0, FM 3-90.1, and FM 3-90.2.</td></tr><tr><td><b>Standards:</b></td><td>Recognized the elements of combat service support IAW FM 4-0, FM 3-90.1, and FM 3-90.2.</td></tr></table>	<b>Action:</b>	Recognize the elements of combat service support.	<b>Conditions:</b>	As a first sergeant, in a classroom environment, given FM 4-0, FM 3-90.1, and FM 3-90.2.	<b>Standards:</b>	Recognized the elements of combat service support IAW FM 4-0, FM 3-90.1, and FM 3-90.2.
<b>Action:</b>	Recognize the elements of combat service support.						
<b>Conditions:</b>	As a first sergeant, in a classroom environment, given FM 4-0, FM 3-90.1, and FM 3-90.2.						
<b>Standards:</b>	Recognized the elements of combat service support IAW FM 4-0, FM 3-90.1, and FM 3-90.2.						
<b>Safety Requirements</b>	None						
<b>Risk Assessment</b>	Low						
<b>Environmental Considerations</b>	None						
<b>Evaluation</b>	After this practical exercise, the students will discuss each of the questions to determine the correct response. After the discussion, the instructor will issue a solution sheet to each student.						
<b>Instructional Lead-In</b>	None						
<b>Resource Requirements</b>	<p><b>Instructor Materials:</b></p> <ul style="list-style-type: none"><li>• PE-1.</li><li>• FM 4-0.</li></ul> <p><b>Student Materials:</b></p> <ul style="list-style-type: none"><li>• SH-3.</li><li>• Pen or pencil and writing paper.</li><li>• FM 4-0.</li></ul>						

**Special Instructions**

This exercise will determine your grasp of the information presented in the first four ELOs of lesson W660. Complete this exercise on your own. A group discussion will follow after all students finish.

**Procedures**

This practical exercise consists of 15 questions. You must use FM 4-0 to find the best answer to each question.

1. The purpose of Army Combat Service Support (CSS) is \_\_\_\_\_  
\_\_\_\_\_.
2. The eight CSS characteristics are \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
3. At the strategic level, responsiveness ensures that CSS capabilities are \_\_\_\_\_  
\_\_\_\_\_.
4. CSS integration has two aspects: one is the integration of the CSS and operational efforts and the other is \_\_\_\_\_  
\_\_\_\_\_.
5. The Army performs CSS activities at all levels of war.  
Circle one: TRUE            OR            FALSE
6. CSS at the strategic level is global and regional: it supports all Commanders-in-Chief (CINCs). It is this level of CSS that \_\_\_\_\_  
\_\_\_\_\_.
7. What is the focus of strategic CSS? \_\_\_\_\_  
\_\_\_\_\_.
8. What is the focus of operational CSS? \_\_\_\_\_  
\_\_\_\_\_.
9. The mission of the personnel readiness management system is \_\_\_\_\_  
\_\_\_\_\_.
10. Standard reports available from the personnel accounting system include the \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
11. Fueling the force is demanding because \_\_\_\_\_  
\_\_\_\_\_.
12. Why is arming the force a critical, demanding, and time-sensitive logistics function? \_\_\_\_\_  
\_\_\_\_\_.
13. HR providers at all levels are responsible for \_\_\_\_\_  
\_\_\_\_\_.
14. HR support enhances soldier performance by providing services which enhance his morale and sense of being cared for. Specific functions include \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

15. How does the CSS effort begin? \_\_\_\_\_  
\_\_\_\_\_.

**Feedback  
Requirements**

\_\_\_\_\_

You will participate in an after action review (AAR) immediately following the examination for this particular lesson.

\_\_\_\_\_

## SOLUTION FOR PRACTICAL EXERCISE -1

This practical exercise solution consists of 15 questions and answers. The answers to the questions came from FM 4-0.

1. to generate and sustain combat power and expand the commanders operational reach.

Ref: FM 4-0, p 1-1, second paragraph

2. responsiveness, simplicity, flexibility, attainability, sustainability, survivability, economy, and integration.

Ref: FM 4-0, pp 1-4 and 1-5, para 1-10 thru 1-18

3. providing the right support in the right place at the right time.

Ref: FM 4-0, p 1-4, para 1-10

4. the integration of Army CSS operations with other components of the joint force.

Ref: FM 4-0, p 1-6, para 1-18

5. TRUE

Ref: FM 4-10, p 1-1, top of page

6. deals with attaining national objectives.

Ref: FM 4-0, p 4-2, para 4-5

7. Conduct industrial operations, maintain the industrial base, provide information services, provide strategic level services, and manage strategic stockpiles.

Ref: FM 4-0, p 4-2, para 4-7

8. Force generation, force sustainment, and redeployment.

Ref: FM 4-0, p 4-12, para 4-49

9. to distribute soldiers to units based on documented manpower requirements or authorizations to maximize mission preparedness.

Ref: FM 4-0, p 10-2, para 10-5

10. battle roster, personnel summary, personnel requirements report, and command and control task force personnel summary.

Ref: FM 4-0, p 10-4, para 10-15

11. its ability to move and fight depends on its supply of fuel.

Ref: FM 4-0, p 6-6, para 6-23

12. Because munitions are a dominant factor in determining the outcome of offensive, defensive, and stability operations.

Ref: FM 4-0, p 8-14, para 8-67

13. successfully implementing the human dimension of soldiering.

Ref: FM 4-0, p 10-2, para 10-3

14. manning the force, personnel support, and personnel services.

Ref: FM 4-0, p 10-1, top of page

15. with the translation of potential Army missions into resource requirements.

Ref: FM 4-0, p 5-5, para 5-17

## PRACTICAL EXERCISE 2

<b>Title</b>	COMBAT SERVICE SUPPORT (ELOs E thru L)						
<b>Lesson Number / Title</b>	W660 version 1 / COMBAT SERVICE SUPPORT						
<b>Introduction</b>	None						
<b>Motivator</b>	As the First Sergeant in your company, battery, or troop, you must be familiar with the CSS sustainment system. This will allow you to advise your commander, and your soldiers, on the proper planning to support your operations.						
<b>Terminal Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td><b>Action:</b></td><td>Recognize the elements of combat service support.</td></tr><tr><td><b>Conditions:</b></td><td>As a first sergeant, in a classroom environment, given FM 4-0, FM 3-90.1, and FM 3-90.2.</td></tr><tr><td><b>Standards:</b></td><td>Recognized the elements of combat service support IAW FM 4-0, FM 3-90.1, and FM 3-90.2.</td></tr></table>	<b>Action:</b>	Recognize the elements of combat service support.	<b>Conditions:</b>	As a first sergeant, in a classroom environment, given FM 4-0, FM 3-90.1, and FM 3-90.2.	<b>Standards:</b>	Recognized the elements of combat service support IAW FM 4-0, FM 3-90.1, and FM 3-90.2.
<b>Action:</b>	Recognize the elements of combat service support.						
<b>Conditions:</b>	As a first sergeant, in a classroom environment, given FM 4-0, FM 3-90.1, and FM 3-90.2.						
<b>Standards:</b>	Recognized the elements of combat service support IAW FM 4-0, FM 3-90.1, and FM 3-90.2.						
<b>Safety Requirements</b>	None						
<b>Risk Assessment</b>	Low						
<b>Environmental Considerations</b>	None						
<b>Evaluation</b>	After this practical exercise, the students will discuss each of the questions to determine the correct response. After the discussion, the Instructor will issue a solution sheet to each student.						
<b>Instructional Lead-In</b>	None						
<b>Resource Requirements</b>	<p><b>Instructor Materials:</b></p> <ul style="list-style-type: none"><li>• PE-2.</li><li>• FM 4-0.</li><li>• FM 3-90.1.</li><li>• FM 3-90.2</li></ul> <p><b>Student Materials:</b></p> <ul style="list-style-type: none"><li>• SH-4.</li><li>• Pen or pencil and writing paper.</li><li>• FM 4-0.</li><li>• FM 3-90.1.</li><li>• FM 3-90.2.</li></ul>						

**Special Instructions**

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This exercise will determine your grasp of the information presented in ELOs E thru L of Lesson W660. Complete this exercise on your own. A group discussion will follow after all students finish.

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**Procedures**

This practical exercise consists of 25 questions. You must research the proper doctrinal source (FM 3-90.1, FM 3-90.2 and FM 4-0) and provide the best answer to each question.

1. \_\_\_\_\_ operations accomplish the most efficient resupply of forward task force units.
2. A company team logistics package normally includes the following elements:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
3. The company logistics package moves forward under the control of the \_\_\_\_\_.
4. The First Sergeant or unit guide takes control of the LOGPAC at the \_\_\_\_\_.
5. LRP locations should be \_\_\_\_\_.
6. There are \_\_\_\_\_ classes of supply.
7. If your company required new MOPP suits to replace worn out suits, you would request this as \_\_\_\_\_ supplies.
8. If your unit required a new tracked vehicle to replace a destroyed one, you would request this as \_\_\_\_\_ supplies.
9. The three methods of resupply are the following:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
10. Having an individual vehicle move back to a centrally located rearm and refuel point describes the \_\_\_\_\_ method of resupply.
11. Having vehicles remain in place or back out of their positions a short distance so the resupply vehicle does not remain exposed describes the \_\_\_\_\_ method of resupply.
12. What resupply method normally occurs only in assembly areas?  
\_\_\_\_\_.
13. Emergency resupply normally includes only \_\_\_\_\_ and \_\_\_\_\_ supplies.
14. Pre-positioning supplies is a requirement in most \_\_\_\_\_ operations.

15. Army transportation operates as a partner in the defense transportation systems to.  
\_\_\_\_\_.
16. At the strategic level, the United States Transportation Command (USTRANSCOM) provides  
\_\_\_\_\_.
17. Army transportation incorporates military, \_\_\_\_\_,  
\_\_\_\_\_.
18. At the theater strategic and operational levels, sufficient force structure deploys early \_\_\_\_\_  
\_\_\_\_\_.
19. Theater transportation requirements largely depend on METT-TC?  
Circle one:        True    or    False
20. Tactical success on today's battlefield demands that equipment be \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_  
\_\_\_\_\_.
21. The guiding maintenance principles are \_\_\_\_\_  
\_\_\_\_\_.
22. The Army maintenance program is a flexible, four-level system. The levels are \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_.
23. The \_\_\_\_\_ base is the backbone of the maintenance system.
24. Who is the maintenance manager for deployed Army forces? \_\_\_\_\_.
25. In tactical support, where is inoperable and damaged equipment collected and/or repaired? \_\_\_\_\_  
\_\_\_\_\_.

**Feedback  
Requirements**

You will participate in an after action review (AAR) immediately following the examination for this particular lesson.

## SOLUTION FOR PRACTICAL EXERCISE 2

This practical exercise solution consists of 25 questions and answers. The answers to the questions came from FM 4-0, FM 3-90.1, and FM 3-90.2.

1. LOGPAC

Ref: FM 3-90.2, p 10-37, para 10-18

2. a. unit supply truck
- b. POL trucks
- c. ammunition trucks
- d. vehicles carrying additional supplies and replacements

Ref: FM 3-90.2, p 10-37, para 10-18c(1-4)

3. supply sergeant

Ref: FM 3-90.2, p 10-37, para 10-18e

4. logistics release point (LRP)

Ref: FM 3-90.2, p 10-37, para 10-18f

5. well forward and easily located.

Ref: FM 3-90.2, p 10-38, para 10-18g

6. Ten

Ref: FM 4-0, p 6-4, Table 6-1

7. Class II

Ref: FM 4-0, p 6-4, Table 6-1

8. Class VII

Ref: FM 4-0, p 6-4, Table 6-1

9. a. Routine
- b. Emergency
- c. Prestock

Ref: FM 3-90.1, p 10-10, para 10-40 and p 10-14, para 10-54 thru 10-57

10. service station

Ref: FM 3-90.1, p 10-12, para 10-51

11. tailgate

Ref: FM 3-90.1, p 10-13, para 10-53

12. Tailgate

Ref: FM 3-90.1, p 10-13, para 10-53

13. Class III, V, VIII, NBC equipment, and, on rare occasions, Class I

Ref: FM 3-90.1, p 10-14, para 10-54

14. defensive

Ref: FM 3-90.1, p 10-14, para 10-56

15. deploy, sustain, and redeploy forces in all military operations.

Ref: FM 4-0, p 7-1, second paragraph

16. air, land, and sea transportation and common user port management at seaports of embarkation and debarkation.

Ref: FM 4-0, p 7-1, para 7-1

17. commercial and host nation capabilities.

Ref: FM 4-0, p 7-1, second paragraph

18. conduct reception, staging, and onward movements, which includes opening ports, establishing inland LOC, and providing C2 for movements.

Ref: FM 4-0, p 7-2, para 7-8

19. True

Ref: FM 4-0, p 7-3, para 7-9

20. maintained, recovered, repaired, or replaced as quickly as possible.

Ref: FM 4-0, p 8-1, first paragraph

21. replace forward and fix rear, and anticipate maintenance requirements.

Ref: FM 4-0, p 8-2, para 8-8

22. operator/unit, direct support (DS), general support (GS), and depot.

Ref: FM 4-0, p 8-3, para 8-12

23. strategic

Ref: FM 4-0, p 8-1, para 8-2

24. MMC

Ref: FM 4-0, p 8-43, para 8-16

25. as far forward as consistent with the tactical situation.

Ref: FM 4-0, p 8-2, para 8-5

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**HANDOUTS FOR LESSON: W660 version 1**

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This Appendix contains the items listed in this table--

<b>Title/Synopsis</b>	<b>Pages</b>
SH-1, Advance Sheet	SH-1-1
SH-2, Student Notes	SH-2-1 thru SH-2-6
SH-3, PE-1	SH-3-1 thru SH-3-4
SH-4, PE-2	SH-4-1 thru SH-4-4

## Student Handout 1

### Advance Sheet

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**Lesson Hours** This lesson consists of six hours of small group instruction.

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**Overview** This lesson will show you the requirement for combat service support (CSS) within your unit. The lesson consists of a before-class reading assignment, a classroom discussion, and two practical exercises conducted in the classroom.

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### Learning Objective

Terminal Learning Objective (TLO).

<b>Action:</b>	Recognize the elements of combat service support.
<b>Conditions:</b>	As a first sergeant, in a classroom environment, given FM 4-0, FM 3-90.1, and FM 3-90.2.
<b>Standard:</b>	Recognized the elements of combat service support IAW FM 4-0, FM 3-90.1, and FM 3-90.2.

- ELO A** State the purpose of Army combat service support.
  - ELO B** Identify the eight fundamental characteristics of CSS.
  - ELO C** Discuss CSS operations throughout the three levels of war.
  - ELO D** Discuss the orchestration of the CSS effort.
  - ELO E** Discuss the battalion and company trains role in CSS sustainment
  - ELO F** State the principles of the CSS planning process.
  - ELO G** Discuss the sustainment responsibilities at the unit level.
  - ELO H** Discuss resupply techniques at the unit level.
  - ELO I** Discuss LOGPAC operations at the unit level.
  - ELO J** Discuss strategic movements.
  - ELO K** Discuss operational and tactical transportation.
  - ELO L** Discuss maintenance organizations and techniques at the unit level.
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- Assignments**
- Read: FM 4-0, Chapter 1, 4, 5, 6, 7, 8, 10.
  - Read: FM 3-90.1, Chapter 10.
  - Read: FM 3-90.2, Chapter 10.
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### Additional Subject Area Resources

None

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- Bring to Class**
- Pen or pencil and writing paper.
  - All reference material received for this lesson and Practical Exercises 1 and 2.
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## **Student Handout 2**

### **Student Notes**

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This student handout contains five pages of slides with student note space.

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## CSS CHARACTERISTICS

- Responsiveness
- Simplicity
- Flexibility
- Attainability
- Sustainability
- Survivability
- Economy
- Integration

W660/OCT 04/VGT-1

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## CLASSES OF SUPPLY

- CLASS I: Subsistence
- CLASS II: Clothing, individual equipment
- CLASS III: POL
- CLASS IV: Construction/barrier material
- CLASS V: Ammunition
- CLASS VI: Personal demand items
- CLASS VII: Major end items
- CLASS VIII: Medical supplies
- CLASS IX: Repair parts and components
- CLASS X: Material to support nonmilitary programs

W660/OCT 04/VGT-2

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## FOCUS OF STRATEGIC CSS

- Conduct industrial operations.
- Maintain the industrial base.
- Provide information services.
- Provide strategic-level services.
  - Depot supply and maintenance.
  - Defense-wide base operations support.
- Manage strategic stockpiles.
  - Army prepositioned assets.

W660/OCT 04/VGT-3

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## FOCUS OF OPERATIONAL CSS

- Coordinating supply of arms, munitions and equipment.
- Synchronizing supply of fuel.
- Maintaining equipment and stocks.
- Coordinating support of forces.
- Managing materiel, movement and distribution.
- Providing lead service common-user logistics (CUL).
- Establish/manage/maintain sustainment facilities.
- Positioning and security of CSS activities.
- Acquiring/managing/distributing funds.

W660/OCT 04/YGT-4

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## FOCUS OF TACTICAL CSS

- Provide the CSS necessary to meet the commander's intent and concept of operations.
- Maximize the commander's freedom of action.

W660/OCT 04/YGT-5

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## SIX ESSENTIAL TACTICAL SUPPORT FUNCTIONS

- Man
- Arm
- Fuel
- Fix
- Move
- Sustain the soldier and their systems

W660/OCT 04/YGT-6

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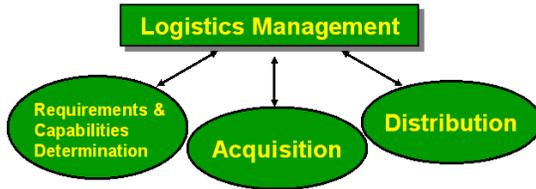
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## ORCHESTRATING CSS ACTIVITIES



W6601 OCT 04/VGT-7

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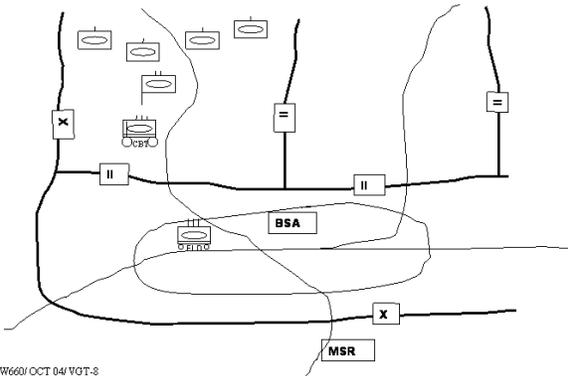
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## ECHELON TRAINS



W6601 OCT 04/VGT-8

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## CSS PLANNING PRINCIPLES

- **CSS functions are anticipative; support must be continuous**
- **Planning is a continuous function**

W6601 OCT 04/VGT-9

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# RESUPPLY OPERATIONS

- Routine
- Emergency
- Prestock

W660/ OCT 04/ VGT-10

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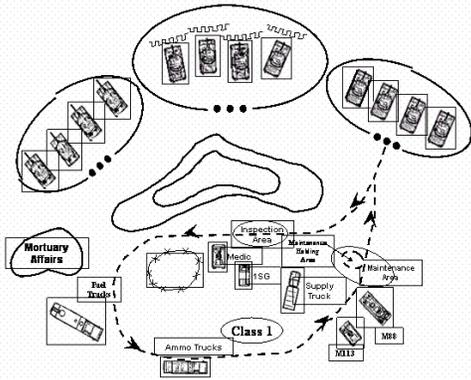
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# SERVICE STATION METHOD



W660/ OCT 04/ VGT-11

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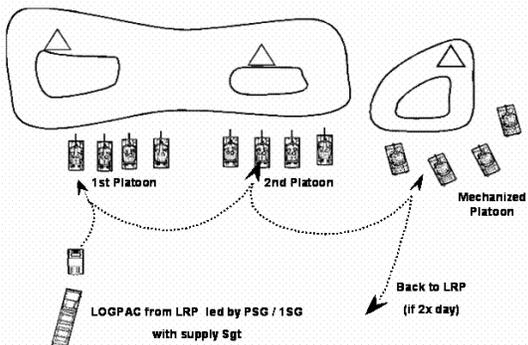
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# TAILGATE METHOD



W660/ OCT 04/ VGT-12

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## TRANSPORTATION CAPABILITIES

- Movement control
- Terminal operations
- Mode operations

W660/OCT 04/YGT-13

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## MAINTENANCE PRINCIPLES

- Replace forward and fix rear
- Anticipate maintenance requirements

W660/OCT 04/YGT-14

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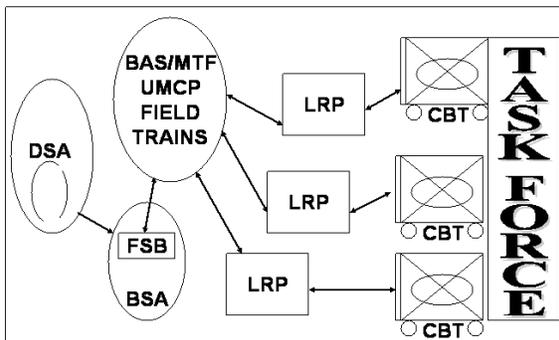
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## SUMMARY



W660/OCT 04/YGT-15

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## **Student Handout 3**

### **Practical Exercise 1**

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This student handout contains three pages of material for Practical Exercise 1.

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PRACTICAL EXERCISE 1  
SECTION I--GENERAL

1. SAFETY REQUIREMENTS: None
  2. RISK ASSESSMENT LEVEL: Low
  3. ENVIRONMENTAL CONSIDERATIONS: None
  4. EVALUATION: After this practical exercise, the students will discuss each of the questions to determine the correct response. After the discussion, the instructor will issue a solution sheet to each student.
  5. RESOURCE REQUIREMENTS: FM 4-0.
  6. SPECIAL INSTRUCTIONS: This exercise will determine your grasp of the information presented in the first two hours of Lesson W660. Complete this exercise on your own. A group discussion will follow after all students finish.
  7. MOTIVATOR: As the first sergeant in your company, battery, or troop, you must be familiar with the CSS sustainment system. This will allow you to advise your commander, and your soldiers, on the proper planning to support your operations.
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## SECTION II--PROCEDURES

This practical exercise consists of 15 questions. You must use FM 4-0 to find the best answer to each question.

1. The purpose of Army combat service support (CSS) is \_\_\_\_\_  
\_\_\_\_\_.
2. The eight CSS characteristics are \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
3. At the strategic level, responsiveness ensures that CSS capabilities are \_\_\_\_\_  
\_\_\_\_\_.
4. CSS integration has two aspects: one is the integration of the CSS and operational efforts, and the other is \_\_\_\_\_  
\_\_\_\_\_.
5. The Army performs CSS activities at all levels of war.  
Circle one: TRUE OR FALSE
6. CSS at the strategic level is global and regional: it supports all Commanders-in-Chief (CINCs). It is this level of CSS that \_\_\_\_\_  
\_\_\_\_\_.
7. What is the focus of strategic CSS? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
8. What is the focus of operational CSS? \_\_\_\_\_,  
\_\_\_\_\_.
9. The mission of the personnel readiness management system is \_\_\_\_\_  
\_\_\_\_\_.
10. Standard reports available from the personnel accounting system include the \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_.
11. Fueling the force is demanding because \_\_\_\_\_  
\_\_\_\_\_.
12. Why is arming the force a critical, demanding, and time-sensitive logistics function?  
\_\_\_\_\_.
13. HR providers at all levels are responsible for \_\_\_\_\_  
\_\_\_\_\_.
14. HR support enhances soldier performance by providing services which enhance his morale and sense of being cared for. Specific functions include \_\_\_\_\_  
\_\_\_\_\_.

15. How does the CSS effort begin? \_\_\_\_\_  
\_\_\_\_\_.

## **Student Handout 4**

### **Practical Exercise 2**

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This student handout contains three pages of material for Practical Exercise 2.

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PRACTICAL EXERCISE 2  
SECTION I-- GENERAL

1. SAFETY REQUIREMENTS: None
2. RISK ASSESSMENT LEVEL: Low
3. ENVIRONMENTAL CONSIDERATIONS: None
4. EVALUATION: After this practical exercise, the students will discuss each of the questions to determine the correct response. After the discussion, the instructor will issue a solution sheet to each student.
5. RESOURCE REQUIREMENTS: FM 3-90.1, FM 3-90.2, and FM 4-0.
6. SPECIAL INSTRUCTIONS: This exercise will determine your grasp of the information presented in the fourth and fifth hours of Lesson W660. Complete this exercise on your own. A group discussion will follow after all students finish.
7. MOTIVATOR: As the first sergeant in your company, battery, or troop, you must be familiar with the CSS sustainment system. This will allow you to advise your commander, and your soldiers, on the proper planning to support your operations.

SECTION II--PROCEDURES

This practical exercise consists of 25 questions. You must research the proper doctrinal source (FM 3-90.1, FM 3-90.2, and FM 4-0) and provide the best answer to each question.

1. \_\_\_\_\_ operations accomplish the most efficient resupply of forward task force units.
2. A company team logistics package normally includes the following elements:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
3. The company logistics package moves forward under the control of the \_\_\_\_\_.
4. The first sergeant or unit guide takes control of the LOGPAC at the \_\_\_\_\_.
5. LRP locations should be \_\_\_\_\_.
6. There are \_\_\_\_\_ classes of supply.
7. If your company required new MOPP suits to replace worn out suits, you would request this as \_\_\_\_\_ supplies.
8. If your unit required a new tracked vehicle to replace a destroyed one, you would request this as \_\_\_\_\_ supplies.
9. The three methods of resupply are the following:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
10. Having a individual vehicle move back to a centrally located rearm and refuel point describes the \_\_\_\_\_ method of resupply.
11. Having vehicle remain in place or back out of their positions a short distance so the resupply vehicle does not remain exposed describes the \_\_\_\_\_ method of resupply.
12. What resupply method normally occurs only in assembly areas?  
\_\_\_\_\_.
13. Emergency resupply normally includes only \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ supplies.
14. Pre-positioning supplies is a requirement in most \_\_\_\_\_ operations.
15. Army transportation operates as a partner in the defense transportation systems to?  
\_\_\_\_\_.
16. At the strategic level, the United States Transportation Command (USTRANSCOM) provides  
\_\_\_\_\_.

17. Army transportation incorporates military, \_\_\_\_\_,  
\_\_\_\_\_.

18. At the theater strategic and operational levels, sufficient force structure deploys early to \_\_\_\_\_.

19. Theater transportation requirements largely depend on METT-TC?

Circle one:        True    or    False

20. Tactical success on today's battlefield demands that equipment be \_\_\_\_\_ or \_\_\_\_\_.

21. The guiding maintenance principles are \_\_\_\_\_.

22. The Army maintenance program is a flexible, four-level system. The levels are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

23. The \_\_\_\_\_ base is the backbone of the maintenance system.

24. Who is the maintenance manager for deployed Army forces?

25. In tactical support, where is inoperable and damaged equipment collected and/or repaired?  
\_\_\_\_\_.