

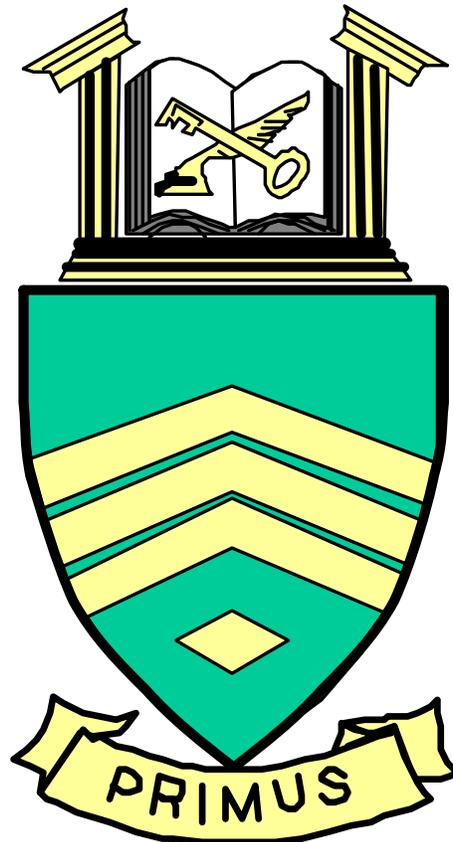
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

W660

OCT 03

COMBAT SERVICE SUPPORT

TRAINING SUPPORT PACKAGE



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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	W660 / COMBAT SERVICE SUPPORT
Effective Date	01 Oct 2003
Supersedes TSP(s) / Lesson(s)	W660, Combat Service Support, MAY 01
TSP Users	400-FSC(F) 521-SQIM (F) (VTT) - First Sergeant Course
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<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>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

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

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

This TSP
Contains

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**COMBAT SERVICE SUPPORT (FSC RESIDENT)
W660 / Version 1
01 Oct 2003**

SECTION I. ADMINISTRATIVE DATA

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

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 100-10	COMBAT SERVICE SUPPORT	03 Oct 1995	Part of initial issue
FM 71-1	TANK AND MECHANIZED INFANTRY COMPANY TEAM	26 Jan 1998	Part of initial issue
FM 71-2	THE TANK AND MECHANIZED INFANTRY BATTALION TASK FORCE	28 Sep 1988, w/ch 2, dated 17 Aug 94	Part of initial issue

Student Study Assignments

Before class--

- Read FM 100-10, Chapter 1, 2, 3, Annex A, B, C, D, E, F, H.
- Read FM 71-1, Chapter 7, Pages 3, 7, 8, 9, 11, 14, 15.
- Read FM 71-2, Chapter 7.

During class--

- Participate in the small group discussion.

After class--

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

Instructor Requirements

1:16 at Distance Learning (DL) sites.

1:14 at USASMA (resident courses)

Special qualifications –FSC grad; served as 1SG; 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)	1:16	2	5 hrs 30 mins

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)	1:16	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)	1:16	1:1	No	1	No
FSC-3 TNET AUDIO/VIDEO LINKAGE EQUIPMENT (VTT LESSON ONLY)	1:16	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:

- Visual Aids (VGT): 15.
- FM 100-10.
- FM 71-1.
- FM 71-2.

Student Materials:

- Pen or pencil and writing paper.
- FM 100-10, Chapter 1, 2, 3, A, B, C, D, E, F, and H.
- FM 71-1, Chapter 7, Pages 3, 7, 8, 9, 11, 14, 15.
- FM 71-2, Chapter 7.

Classroom, Training Area, and Range Requirements

CLASSROOM XXI WITH T-NET CAPABILITY (VTT)
CLASSROOM, GENERAL PURPOSE, 600 SF, 16 PN
GENERAL PURPOSE CLASSROOM

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>
Beamon, Karen	Civ	Lesson Developer	
Graham, Kevin	MSG	Chief, FSC	
Gratton, Steven M.	SGM	Chief, Functional Courses	
Mays, Albert J.	SGM	Chief, CDDD	

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>

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:

Action:	Recognize the elements of combat service support.
Conditions:	As a first sergeant, in a classroom environment, given FM 100-10, FM 71-1, and FM 71-2.
Standards:	Recognized the elements of combat service support IAW FM 100-10, FM 71-1, and FM 71-2.

Safety Requirements

None

**Risk
Assessment
Level**

Low

**Environmental
Considerations**

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.
None

Evaluation

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

**Instructional
Lead-In**

This lesson continues the war fighting operations portion of the first sergeant course. The lesson W651, on 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.

SECTION III. PRESENTATION

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

A. ENABLING LEARNING OBJECTIVE

ACTION:	State the goal of Army Combat Service Support.
CONDITIONS:	As a first sergeant, in a classroom environment, given FM 100-10.
STANDARDS:	Stated the goal of Army Combat Service Support IAW FM 100-10.

1. Learning Step / Activity 1. Goal of CSS

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:14
Time of Instruction: 5 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 preface page IV, page 1-1, and page 1-2 of FM 100-10.

QUESTION: What is the goal 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 goal of Army CSS is to enable the commander to execute his mission and sustain the force.

Ref: FM 100-10, Preface page IV

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 100-10, page 1-1

B. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the five fundamental characteristics of CSS.
CONDITIONS:	As a first sergeant in a classroom environment, given FM 100-10.
STANDARDS:	Identified the five fundamentals of CSS IAW FM 100-10.

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: 10 mins
Media: VGT-1

The CSS system has several fundamental characteristics as discussed in FM 100-10, Table 1-1. FM 100-10 defines the relationship between the joint principles of logistics and the CSS characteristics.

NOTE: Ask the question below. After several students respond, discuss each level of war using page 1-4 and page 1-5 of FM 100-10. Focus the discussion on how the five characteristics affect the 1SG at the operational and tactical levels.

QUESTION: What are the five 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;">CSS CHARACTERISTICS</p> <ul style="list-style-type: none">• Anticipation• Integration• Continuity• Responsiveness• Improvisation <p style="text-align: center;"><small>W660/OCT03/VGT-1</small></p>
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Ref: FM 100-10, pages 1-4 and 1-5

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, multi-missioned army that is largely CONUS based.

C. ENABLING LEARNING OBJECTIVE

ACTION:	Describe CSS operations throughout the three levels of war.
CONDITIONS:	As a first sergeant, in a classroom environment, given FM 100-10.
STANDARDS:	Described CSS operations throughout the three levels of war IAW FM 100-10.

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: 45 mins
 Media: VGT-2 thru VGT-5

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. FM 71-1, p 7-6, section III, and FM 100-10, Annex A lists slight differences 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

CLASSES OF SUPPLY

- CLASS I: Subsistence / Water
- CLASSII: 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/OCT03/VGT-2

Ref: FM 71-2, para 7-20, pages 7-24 thru 7-27

REMOVE VGT-2

CSS activities take place at all levels of war. There is no definitive line distinguishing 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.

As you discuss your assignment, you will note that the text explanation and the figures (1-2 thru 1-4, FM 100-10) have slight differences. Use the figure as the focus of your briefing.

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. Emphasize to the group assigned CSS at the Tactical level to remain in chapter 1. 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

- **Mobilization**
- **Requirements determination**
- **Acquisition**
- **Stockpiling/maritime**
- **Prepositioning**
- **Strategic mobility**
- **Reconstitution**
- **Demobilization**

W660/OCT03/VGT-3

Ref: FM 100-10, pages 1-8 thru 1-11 and fig 1-2

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

- **Reception of Army forces**
- **Positioning facilities**
- **Management/redeployment of units and soldiers**
- **Distribution management**
- **Reconstitution of ARFOR capabilities**

W660/OCT03/VGT-4

Ref: FM 100-10, pages 1-11 thru 1-13 and fig 1-3

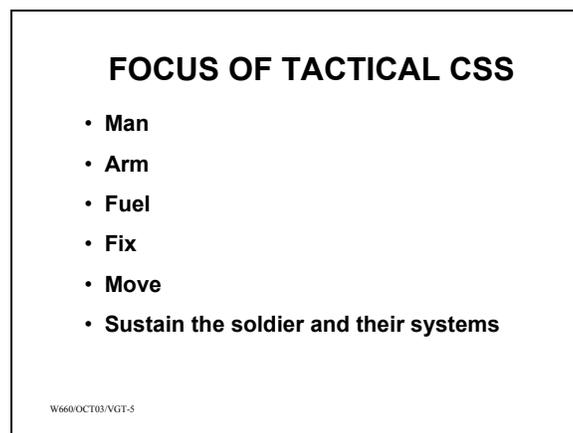
The last level of CSS we will discuss is the tactical level.

NOTE: Have Group 3 brief their assignment.

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.

SHOW VGT -5, FOCUS OF TACTICAL CSS



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 100-10, pages 1-13 thru 1-15 and fig 1-4

Break: TIME: 00:50 to 01:00

TIME: 01:00 to 1:15 continue LS/A 1 ELO C

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 to ensure personnel support through the uninterrupted flow of soldiers to the battlefield. It is the commander's "troops available" part of the METT-T formula.

Ref: FM 100-10, p E-2

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 100-10, p E-2

QUESTION: What standard reports are available from the Personnel Accounting and Strength Reporting (PASR) system?

ANSWER:

- Battle Roster.
- Personnel Summary.
- Personnel Requirements Report.
- Command and Control Task Force Personnel Summary.

Ref: FM 100-10, p E-3

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 100-10, p E-3

QUESTION: What is replacement management?

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

Ref: FM 100-10, p E-3

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?

NOTE: Remind students that replacement management includes (casualty evacuation, battle fatigue, and injuries).

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, Annex A, pages A-6 and A-7 (Class V).

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 100-10, p A-5

NOTE: Ensure students discuss class III supplies on pages A-5 and A-6.

The next function is fixing the force.

QUESTION: What are the levels of maintenance support?

ANSWER: The levels are operator/unit, direct support (DS), general support (GS), and depot.

Ref: FM 100-10, p C-2

NOTE: Ensure students discuss the maintenance system on pages C-2 and C-3.

The next function in this discussion is moving.

QUESTION: Why is moving the force critical?

ANSWER: In a force-protection army, rapid deployment of forces is a critical element of war fighting.

Ref: FM 100-10, Annex B, p B-1

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 100-10, Annex A, Annex D, Annex E, and Annex F. In Annex D discuss the combat health support mission supporting the force-projection Army using page D-1. Point out to the students that we issued two lessons on combat health support to them during Phase 1. In Annex E discuss religious support, legal service support and finance service using pages E-6 and E-7. In Annex F briefly discuss the capabilities of all field services using pages F-1 thru F-6.

REMOVE VGT-5

D. ENABLING LEARNING OBJECTIVE

ACTION:	Describe the orchestration of the CSS effort.
CONDITIONS:	As a first sergeant, in a classroom environment, given FM 100-10.
STANDARDS:	Described the orchestration of the CSS effort IAW FM 100-10.

1. Learning Step / Activity 1. Demonstrate CSS Effort

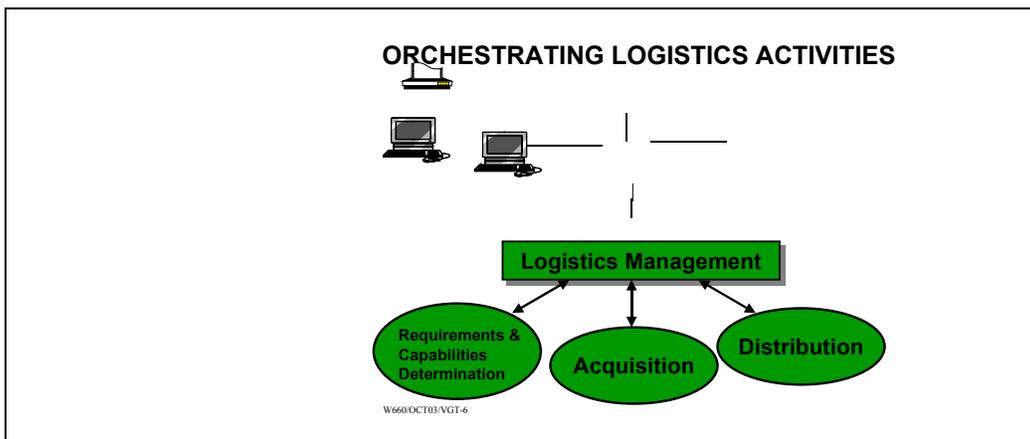
Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:14
 Time of Instruction: 10 mins
 Media: VGT-6

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 100-10, page 2-6 thru 2-11. Ensure students discuss the key points below. Use the question below to lead the discussion.

SHOW VGT-6, ORCHESTRATING LOGISTIC ACTIVITIES



Ref: FM 100-10, fig 2-1, p 2-2

QUESTION: How does the CSS effort begin?

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

Ref: FM 100-10, p 2-1

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

REMOVE VGT-6

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

E. ENABLING LEARNING OBJECTIVE

ACTION:	Describe the CSS support structure and responsibilities.
CONDITIONS:	As a first sergeant, in a classroom environment, given FM 100-10.
STANDARDS:	Described the CSS support structure and responsibilities IAW FM 100-10.

1. Learning Step / Activity 1. Describe the CSS support structure and responsibilities.

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-7

The CSS organization supporting an Army operation will be a tailored organization. It may include Army CSS elements as well as elements from other services, multinational forces, and other governmental and non-government agencies. It may also include DOD civilians and contracted personnel. Elements of organizations locate where they can best fulfill their support missions.

NOTE: Have the students refer to FM 100-10, page 3-1, and figure 3-1 for a graphic example of representative Army support structures in a fully developed theater. Next, divide the class into three groups, then assign three organization support structures to each group For VTT training, designate each site as a group The briefing must be in their own words, no 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 organization support structure. Record the key points and prepare a briefing to present to the other training groups. You will have ten (10) minutes to discuss your assigned topics. During that time, you are to elect a group spokesperson to present your discussion points. Each group will have five (5) minutes to present their material to the rest of the class.

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

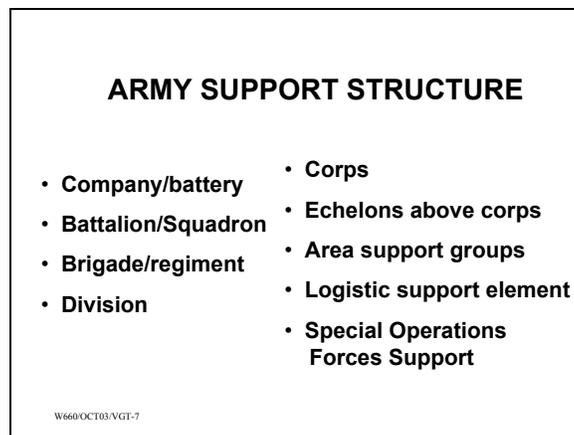
NOTE: Allow groups to discuss their assignments now.

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 question below to lead the discussion into the support structure and responsibilities.

NOTE: Have Group 1 brief their assignment now.

When referring to support, how does CSS begin?

SHOW VGT-7, ARMY SUPPORT STRUCTURES



Ref: FM 100-10, pages 3-1 thru 3-9

NOTE: Use the information contained within the next 9 pages as a reference guide for the instructor to ensure the groups cover all key parts of organizational support structure. A notation is on page 26 showing where the instructor notes end.

CSS begins with support provided by individual soldiers for themselves and each other. This includes medical self-and buddy-aid, combat lifesaver support, crew preventive maintenance, and maintenance of basic loads of supplies. Soldiers also initiate any change to their next of kin information and report casualties.

QUESTION: What type of support structure does the company/battery typically have?

ANSWER: A rudimentary support structure.

Ref: FM 100-10, p 3-1

Companies and Batteries rely primarily on CSS assets in their parent Battalion. The Battalion Commander may provide assets dedicated to support of the Company. The Battalion S1 and S4, under

the XO's direction, plan and coordinate CSS for Battalion operations. CSS assets organic to the Battalion vary with the type of Battalion.

Many maneuver and combat support Battalions have maintenance, supply, and medical elements to provide unit-level support. During combat operations, the preferred method of employing these assets is through echeloned trains, consisting of combat and field trains.

Divisional maneuver brigades have no organic CSS assets beyond the CSS personnel of the brigade staff. However, a Forward Support Battalion (FSB) from the Division Support Command (DISCOM) directly supports each maneuver brigade and provides area support within its capability to other units in the brigade area.

QUESTION: Where is the base of operations for the FSB and where is your unit with respect to your answer?

ANSWER: The Brigade Support Area (BSA).

Ref: FM 100-10, p 3-3

NOTE: Ensure students briefly discuss the different elements that are normally in or around the BSA.

QUESTION: What does the supply company of the FSB provide?

ANSWER: Supply support in the brigade area.

Ref: FM 100-10, p 3-4.

At supply points, supply companies receive bulk fuel, rations, and bulk Class IV delivered by echelon above Division (EAD) transport. They transload ammunition onto unit transportation and receive other supplies and equipment by throughput from EAD when possible.

QUESTION: What does the FSB maintenance company provide?

ANSWER: Maintenance support in the brigade area with mobile Maintenance Support Teams (MSTs).

Ref: FM 100-10, p 3-4

These teams repair recovered equipment, arrange evacuation of major systems to the brigade area or the Division Support Area (DSA), and operate the repair parts supply system for the brigade.

QUESTION: What support does the medical company of the FSB provide?

ANSWER: Combat health support in the brigade area.

Ref: FM 100-10, p 3-4

Forward Support Battalion (FSB) ambulances evacuate patients from battalion aid stations and other collection points to the medical company clearing station for treatment.

NOTE: Have Group 2 brief their assignment now.

NOTE: Ensure the students briefly discuss what the division support command (DISCOM) provides. The division support command provides division-level logistics to all organic and attached elements of the division.

QUESTION: What type of support structure does the DISCOM have?

ANSWER: All DISCOMS consist of a Headquarters and Material Management Center (MMC), FSBs, a Main Support Battalion (MSB), and an Aviation Intermediate Maintenance (AVIM) organization.

Ref: FM 100-10, p 3-4

QUESTION: Where do the Headquarters, MMC, and MSB, have their base of operations?

ANSWER: Division Support Area (DSA).

Ref: FM 100-10, p 3-4

QUESTION: What do the support operations section, MMC and Division Medical operations center provide?

ANSWER: Planning, management, and coordination to ensure support for all division and attached units.

Ref: FM 100-10, p 3-4

NOTE: Ensure students discuss what the support operation section provides.

QUESTION: What does the MSB supply element provide?

ANSWER: Supply support for units in the division rear.

Ref: FM 100-10, pages 3-4 and 3-5

The MSB maintains the division's reserve of critical supplies (classes I, II, III, IV, and VII) to support the FSB/ASB supply companies with supplies that cannot be throughput to forward areas. It provides water purification and supply as well as salvage collection service.

QUESTION: What do the MSB maintenance companies provide?

ANSWER: DS maintenance for division units in the division rear.

Ref: FM 100-10, p 3-5

The MSB maintenance companies perform division-wide maintenance tasks. The number and type of companies vary with the type of division. They also provide support beyond the capabilities of the FSB/ASB maintenance companies.

QUESTION: What does the aircraft maintenance company, of the MSB, provide?

ANSWER: AVIM support for the division aviation brigade aircraft, aircraft armament, avionics, and aircraft-peculiar items of ground support equipment. It also provides aircraft repair parts, aircraft end item support, and reinforcing aviation unit maintenance.

Ref: FM 100-10, p 3-5

QUESTION: What does the motor transportation company of the MSB provide, and does it provide this service to your unit?

ANSWER: Transportation for personnel, supplies, mail, and equipment to support division CSS operations.

Ref: FM 100-10, p 3-5

QUESTION: What does the medical company in the DSA provide?

ANSWER: Unit-level medical support to units in the division rear. It also provides division-level medical support to both division and non-division units in the division rear area.

Ref: FM 100-10, p 3-5

The Corps Support Command (COSCOM) supports all forces and, when directed, other forces and civilians.

NOTE: Ensure student discussions include a brief discussion on the personnel management center and how it deploys, how the division gets finance support, and other personnel services.

NOTE: Ask the students to explain the organization of the COSCOM. Use FM 100-10, page 3-5, to guide the discussion.

QUESTION: What does the MMC provide?

ANSWER: Centralized management of corps supply and maintenance operations.

Ref: FM 100-10, p 3-5

QUESTION: What does the MCC provide in the corps area?

ANSWER: The MCC provides centralized movement control and highway regulation in the corps area.

Ref: FM 100-10, p 3-5

NOTE: Ensure students discuss the elements that typically are in COSCOM using FM 100-10, pages 3-5 and 3-6.

The next element in the support structure is echelons above corps.

QUESTION: Who is the Army Service Component Commander (ASCC) and what does he do?

ANSWER: The senior Army operational-level commander assigned to a unified command. The ASCC advises the CINC on supporting and employing Army forces in the theater and forces outside the theater tasked to support theater operations.

Ref: FM 100-10, pages 3-6 and 3-7

QUESTION: What three roles does the ASCC perform and do these roles affect you in anyway at unit level?

ANSWER:

- Establishing the link among Army, Joint Multinational, and Interagency or United Nations Elements.
- Executing title 10, US Code, supporting through the administrative (or service) channels, or delegating to an intermediate headquarters.
- Planning and executing operations in support of the joint campaign.

Ref: FM 100-10, p 3-7

The ASCC establishes a support command and control headquarters in the communications zone (COMMZ). This headquarters orchestrates the CSS effort for the ASCC. In a Force-Projection Army, the organization of this headquarters must be flexible and capable of deploying essential capabilities rapidly in support of operations across the entire range of military operations.

The actual types and sizes of the units under the support headquarters vary with operational requirements. Units will include both active and reserve component elements. The commander will tailor the support structure throughout the operations to meet changing requirements.

NOTE: Have Group 3 brief their assignment now.

The next element in the support structure is the area support groups.

QUESTION: What is an Area Support Group (ASG)?

ANSWER: A tailored CSS organization in the COMMZ.

Ref: FM 100-10, p 3-7

The ASG is subordinate to the EAC support headquarters. It serves as a subordinate command and control element for the EAC support headquarters with area responsibility for supply, field service support, and maintenance. It may also have area responsibility for real property maintenance activity.

The ASG may include other capabilities to fulfill designated theater support responsibilities.

The last element of the support structure that we will discuss is the logistics support element.

QUESTION: What is a Logistics Support Element (LSE)?

ANSWER: A flexible, Civilian-Oriented Table of Distribution and Allowances (TDA) Organization, which provides limited GS- and Depot-Level logistics.

Ref: FM 100-10, pages 3-7 and 3-8

An LSE has a small peacetime cadre with the bulk of the positions being battle-rostered. The LSE will be rapidly deployable, and its structure will evolve during the course of the operation to adapt to changing requirements and capabilities of deployed organizations.

NOTE: Ensure the students cover the key points below on Special Operation Forces. Allow the text to act as a guide.

The last Army Support Structure element component is the Special Operation Forces.

The special operations support battalion (SOSB) provides limited direct support to ARSOF. SOSB provides support from the ARSOF's early arrival until the theater support structure capability can take over.

The SOSB provides support similar to conventional units.

Adequate and timely support to ARSOF depends on three components:

- The ASOTSE as the theater planning agent.
- The SOSB as the contingency provider for direct support.
- The theater support structure as the long-term provider of support.

The SOSB and ASOTSE complement and enhance, not replace, other support structures.

Support principles that are critical for SOF include:

- Maximum use of foreign national support, to include local and third country resources.
- Minimum handling of supplies.
- Maximum use of accompanying supplies, pre-positioned stocks, and preplanned resupply packages.

Anticipation for high attrition during resupply missions into denied territory.

NOTE: This text concludes the section on the CSS structures.

REMOVE VGT-7

BREAK: TIME: 01:55 to 02:05

2. Learning Step / Activity 2. Practical Exercise 1

Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:14
Time of Instruction: 30 mins
Media: PE-1

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

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

F. ENABLING LEARNING OBJECTIVE

ACTION:	Describe the Battalion and Company trains role in CSS sustainment.
CONDITIONS:	As a first sergeant, in a classroom environment, given FM 71-1 and FM 71-2.
STANDARDS:	Described the Battalion and Company trains role in CSS sustainment IAW FM 71-1 and FM 71-2.

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, examples must be a part of the briefing. Assign each group one of the following:

- Group 1 ELO F Ref: FM 71-2, paragraphs 7-1 to 7-6, 7-13 and FM 71-1, p 7-3.
- Group 2 ELO G Ref: FM 71-2, p 7-7, section II, to p 7-11, para 7-12.
- Group 3 ELO H Ref: FM 71-1, pages 7-2 to 7-5.

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 question 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.

You should recall that 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. The task force commander ensures that CSS is provided..."

Ref: FM 71-2, p 7-2, section I, and para 7-1a

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 71-2, p 7-3, para 7-1b

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 71-2, p 7-4, para 7-1d(1)

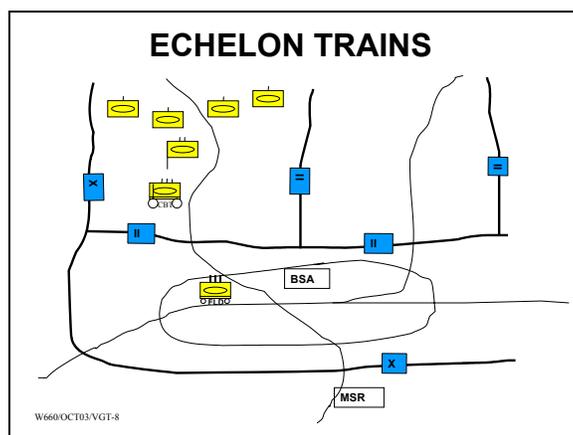
NOTE: Have students briefly discuss the other responsibilities specified in that paragraph and paragraphs 7-2 through 7-6.

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 71-2, p 7-12, para 7-13a

SHOW VGT-8, ECHELON TRAINS



Ref: FM 71-2, p 7-12, fig 7-1.

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 71-2, paragraph 7-13(a) to (j) 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 71-1, p 7-5. **Cover this subject quickly.**

REMOVE VGT-8

BREAK: TIME: 02:55 to 03:05

G. ENABLING LEARNING OBJECTIVE

ACTION:	State the principles of the CSS planning process.
CONDITIONS:	As a first sergeant, in a classroom environment, given FM 71-2.
STANDARDS:	Stated the principles of the CSS planning process IAW FM 71-2.

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 support during all phases of an operation. We must develop the CSS plan concurrently with the tactical plan.

Ref: FM 71-2, p 7-7, section II, 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 71-2, p 7-7, para 7-7

SHOW VGT-9, CSS PLANNING PRINCIPLES

CSS PLANNING PRINCIPLES

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

W660/OCT03/VGT-9

Ref: FM 71-2, p 7-7, para 7-7(a) thru (c)

NOTE: Ensure students cover paragraphs 7-8 thru 7-12 to discuss the planning process. Point out that we can apply the logistics estimate shown in paragraph 7-12 directly to the company level CSS effort.

REMOVE VGT-9

H. ENABLING LEARNING OBJECTIVE

ACTION:	Define the sustainment responsibilities at the unit level.
CONDITIONS:	As a first sergeant, in a classroom environment, given FM 71-1.
STANDARDS:	Defined the sustainment responsibilities at the unit level IAW FM 71-1.

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 list some of them for your unit?

ANSWER: The CSS of the company team.

NOTE: Possible answer for units are unit dependent task.

Ref: FM 71-1, p 7-1

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 71-1, p 7-2

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 71-1, p 7-2 and 7-3

Note: Discuss the duties of the 1SG as outlined in FM 71-1, page 7-2, 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 interact with attached unit?

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

Ref: FM 71-1, p 7-3

NOTE: Ensure students discuss the duties of the Supply Sergeant as outlined in FM 71-1, page 7-3.

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

ANSWER:

- Supervise maintenance and recovery operation.
- Compile DA Forms 2404 and/or 5988 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 Forms 2404/5988.
 - 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 parts.
- As appropriate, supervise turn-in of used or excess POL products and of hazardous waste.
- 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 71-1, pages 7-3 and 7-4

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

ANSWER:

- Supervise triage.
 - Provide first aid and stabilizes injured.
 - Under the direction of the 1SG evacuates wounded.
 - Supervise the company team's field sanitation team.
 - Conduct sick call as required.
 - Assist in training company team personnel in first aid.
-
- Advise the team chain of command on health status of personnel and other concerns.
 - Requisition Class VIII supplies, including combat lifesaver bags and first-aid kits, for the medical team and other company team elements.
 - Recommend locations for casualty collection points.
 - Supervise the team's combat lifesavers.

Ref: FM 71-1, pages 7-4 and 7-5

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

I. ENABLING LEARNING OBJECTIVE

ACTION:	Describe resupply techniques at the unit level.
CONDITIONS:	As a first sergeant, in a classroom environment, given FM 71-1 and FM 71-2.
STANDARDS:	Described resupply techniques at the unit level IAW FM 71-1 and FM 71-2.

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: 25 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: How do units replenish loads as they expend them?

ANSWER: Through supply point distribution or unit distribution.

Ref: FM 71-2, p 7-24, para 7-19b(1)(2)

NOTE: Discuss the difference between the two systems.

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 71-1, p 7-8, section 4

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.

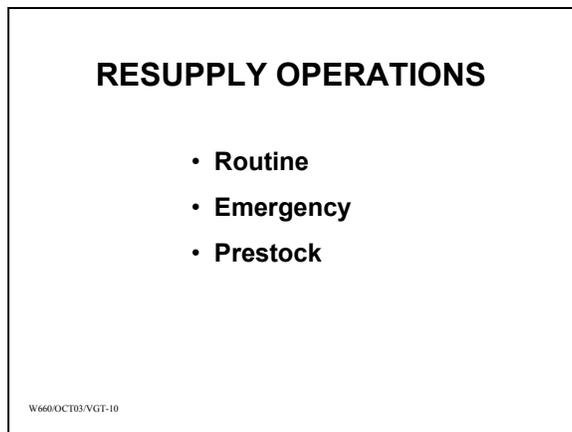
You must give the briefing in your own words with no reading, and you must give examples of how your unit or you are engaged at this level of war.

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.

SHOW VGT 10, RESUPPLY OPERATIONS.



Ref: FM 71-1, p 7-8, Section 4

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 71-1, p 7-11

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 71-1, p 7-12

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

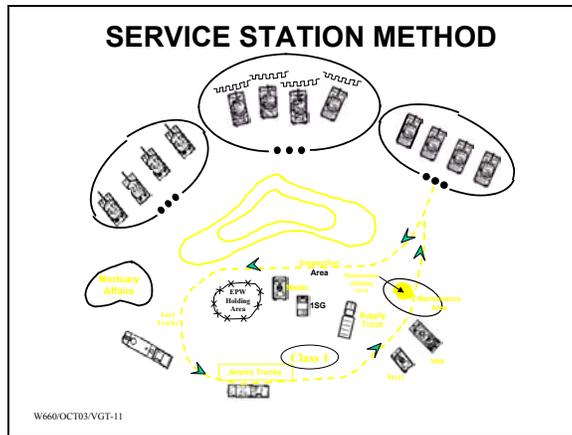
ANSWER:

- Service-Station Method.
- Tailgate Method.

Ref: FM 71-1, pages 7-9 thru 7-11

REMOVE VGT-10

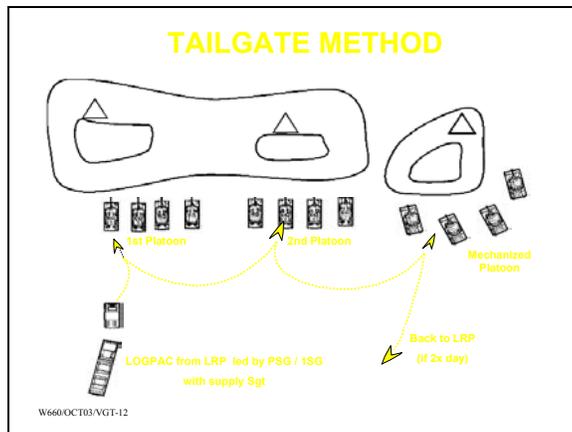
SHOW VGT-11, SERVICE STATION METHOD



Ref: FM 71-1, p 7-10, fig 7-1

REMOVE VGT-11

SHOW VGT-12, TAILGATE METHOD



Ref: FM 71-1, p 7-11, fig 7-2

REMOVE VGT-12

BREAK: TIME: 03:50 to 04:00

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, examples must be a part of the briefing. Assign each group one of the following:

- | | | |
|---------|-------|--------------------------|
| Group 1 | ELO J | Ref: FM 71-2, para 7-14. |
| Group 2 | ELO K | Ref: FM 100-10, Annex B. |
| Group 3 | ELO L | Ref: FM 100-10, Annex C. |

NOTE: Begin timing the exercise. At the end of the first five (5) minutes notify the groups of the remaining time. At the end of the ten (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.

J. ENABLING LEARNING OBJECTIVE

ACTION:	Describe LOGPAC operations at the unit level.
CONDITIONS:	As a first sergeant, in a classroom environment, given FM 71-2.
STANDARDS:	Described LOGPAC operations at the unit level IAW FM 71-2.

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

NOTE: Have Group 1 brief their assignment.

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).

Ref: FM 71-2, p 7-14, para 7-14a

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 vehicle designated for LOGPAC support?

ANSWER:

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

Ref: FM 71-2, p 7-14a(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 71-2, p 7-15, para 7-14e

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 71-2, para 7-14 through 7-14e to guide the discussion. Ask the students how their units perform LOGPAC operations differently from the procedures described here.

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

K. ENABLING LEARNING OBJECTIVE

ACTION:	Describe strategic movements.
CONDITIONS:	As a first sergeant, in a classroom environment, given FM 100-10.
STANDARDS:	Described strategic movements IAW FM 100-10.

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.

How does the Army conduct strategic movements?

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 100-10, Annex B, p B-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) is the senior movement control, mode operations, and terminal operating command.

Ref: FM 100-10, Annex B, p B-1

L. ENABLING LEARNING OBJECTIVE

ACTION:	Describe operational and tactical transportation.
CONDITIONS:	As a first sergeant, in a classroom environment, given FM 100-10.
STANDARDS:	Described operational and tactical transportation IAW FM 100-10.

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

TRANSPORTATION CAPABILITIES

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

W660/OCT03/VGT-13

Ref: FM 100-10, Annex B, p B-2

QUESTION: At the Theater Strategic and Operations Levels, what does transportation support? 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 100-10, Annex B, p B-2

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 100-10, Annex B, p B-3

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

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

M. ENABLING LEARNING OBJECTIVE

ACTION:	Describe maintenance organizations and techniques at the unit level.
CONDITIONS:	As a first sergeant, in a classroom environment, given FM 100-10.
STANDARDS:	Described maintenance organizations and techniques at the unit level IAW FM 100-10.

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 cannot reach the battle area. If your CSS effort cannot transport supplies, then soldiers may die as they exhaust supplies.

NOTE: Use the question below to lead the discussion on the maintenance tenets. Use paragraph 1 on page C-2, FM 100-10 to discuss both tenets.

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

ANSWER: Fix forward and anticipatory support built on flexible levels of maintenance.

Ref: FM 100-10, Annex C, p C-2

SHOW VGT-14, MAINTENANCE TENETS

MAINTENANCE TENETS

- **Fix forward**
- **Anticipatory support built on flexible levels of maintenance**

W660/OCT03/VGT-14

Ref: FM 100-10, Annex C, p C-2

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 100-10, Annex C, pages C-3 and C-4

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: MMC

Ref: FM 100-10, Annex C, p C-3

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

- It is the link between the deployed forces and the support base. The MMC 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 100-10, Annex C, p C-3

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 100-10, Annex C, p C-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 expediently fixing, bypassing, or jury-rigging components. Crews, Maintenance Teams, MSTs, and Recovery Teams perform BDAR.

BREAK: TIME: 04:50 to 05:00

2. Learning Step / Activity 2. Practical Exercise 2 for ELOs F through M

Method of Instruction: Practical Exercise
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 10 minutes to discuss the PE using SPE-2. Select an individual student to answer each question, allow discussion to ensure clarity of each topic.

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: 20 mins
Media: None

Check on Learning

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

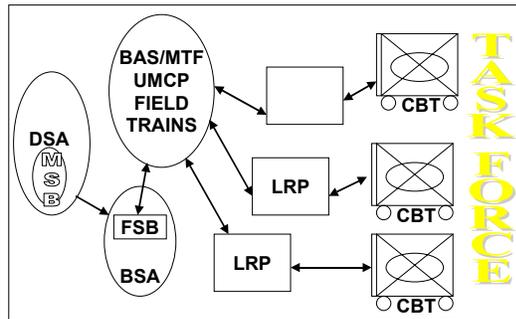
Review / Summarize Lesson

Let's review Combat Service support.

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 100-10, p 1-9, fig 1-1. Remind students that the CSS system is continuous with one level meshing with another.

SHOW VGT-15, SUMMARY

SUMMARY



W660/OCT03/VGT-15

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).

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.

SECTION V. STUDENT EVALUATION

Testing Requirements

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

At the end of this block of instruction you will receive a written examination.

You must correctly answer 28 out of 40 questions to achieve a GO. A GO is a requirement for graduation.

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.

Enabling Learning Objective B

VGT-1, CSS Characteristics

CSS CHARACTERISTICS

- **Anticipation**
- **Integration**
- **Continuity**
- **Responsiveness**
- **Improvisation**

W660/OCT03/VGT-1

Enabling Learning Objective C

Learning Step 1

VGT-2, Classes of Supply

CLASSES OF SUPPLY

- **CLASS I: Subsistence / Water**
- **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/OCT03/VGT-2

FOCUS OF STRATEGIC CSS

- **Mobilization**
- **Requirements determination**
- **Acquisition**
- **Stockpiling/maritime**
- **Prepositioning**
- **Strategic mobility**
- **Reconstitution**
- **Demobilization**

W660/OCT03/VGT-3

FOCUS OF OPERATIONAL CSS

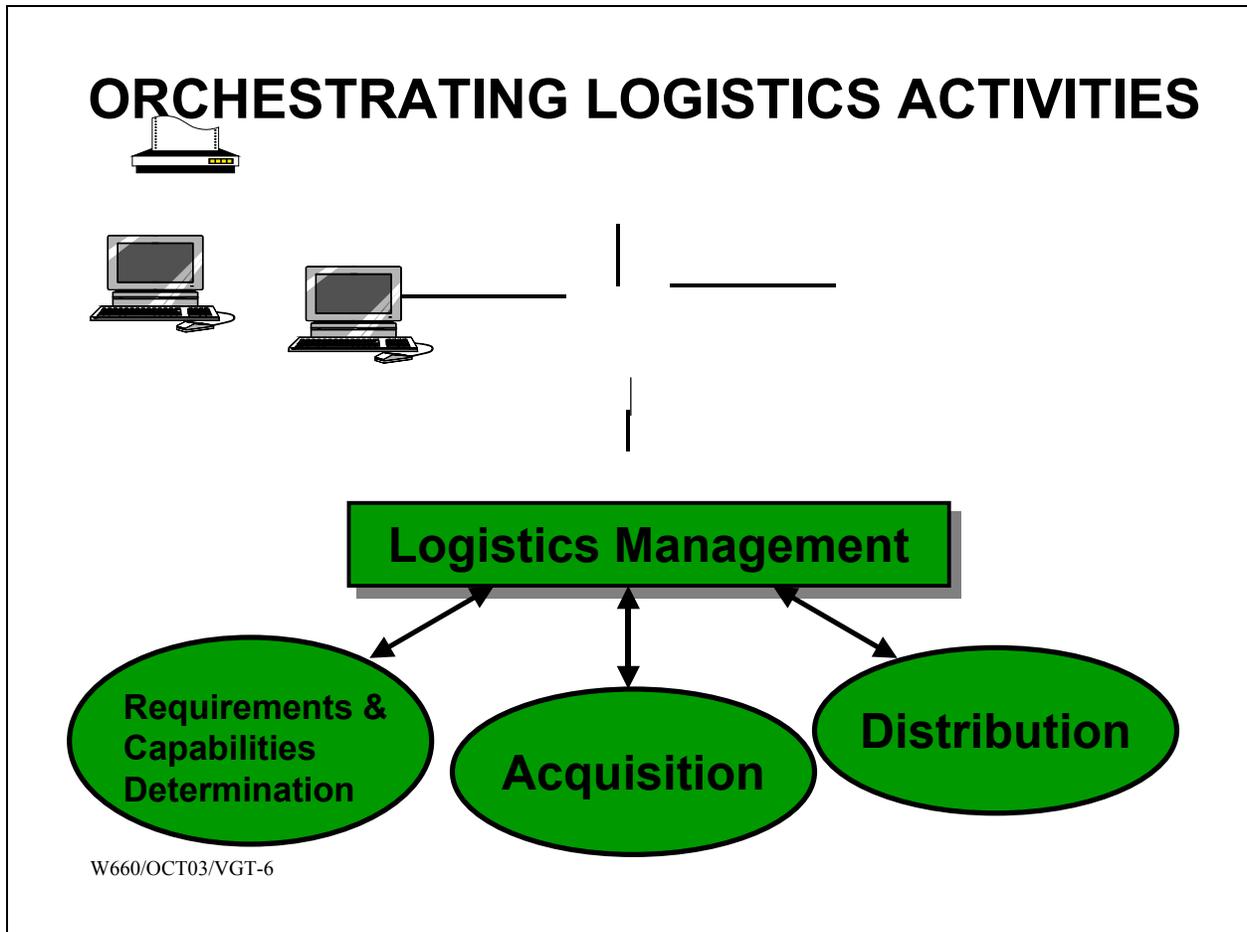
- **Reception of Army forces**
- **Positioning facilities**
- **Management/redeployment of units and soldiers**
- **Distribution management**
- **Reconstitution of ARFOR capabilities**

W660/OCT03/VGT-4

FOCUS OF TACTICAL CSS

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

W660/OCT03/VGT-5



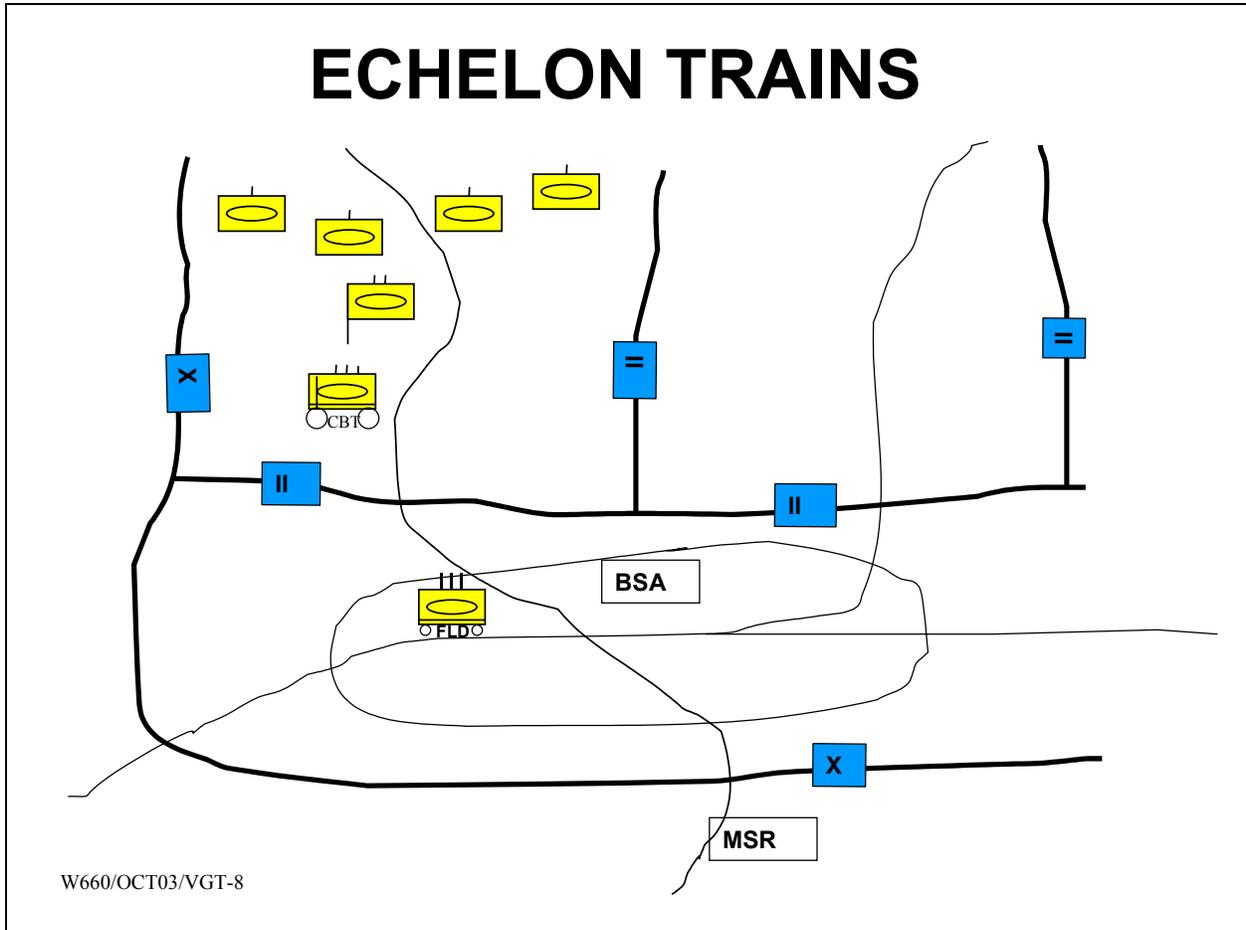
ARMY SUPPORT STRUCTURE

- **Company/battery**
- **Battalion/Squadron**
- **Brigade/regiment**
- **Division**
- **Corps**
- **Echelons above corps**
- **Area support groups**
- **Logistic support element**
- **Special Operations Forces Support**

W660/OCT03/VGT-7

Enabling Learning Objective F

VGT-8, Echelon Trains



CSS PLANNING PRINCIPLES

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

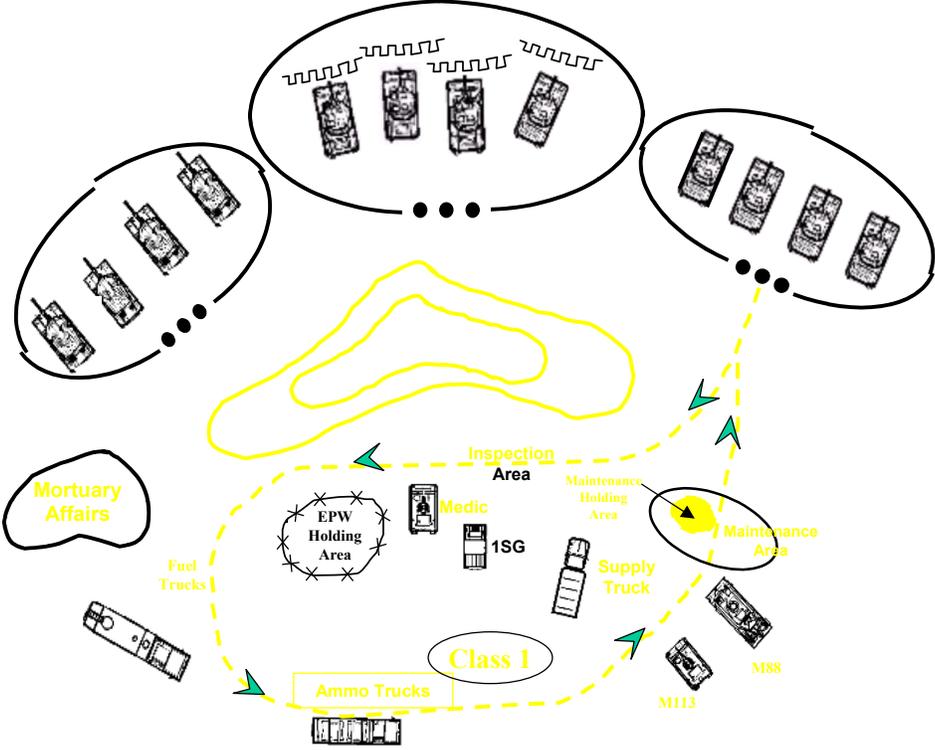
W660/OCT03/VGT-9

RESUPPLY OPERATIONS

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

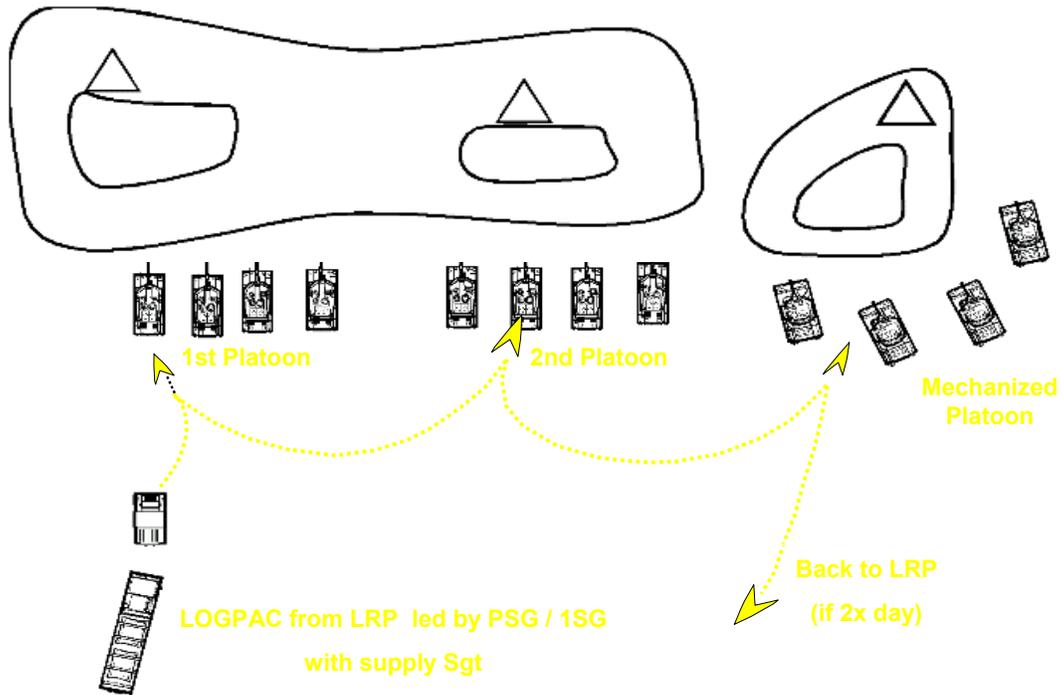
W660/OCT03/VGT-10

SERVICE STATION METHOD



W660/OCT03/VGT-11

TAILGATE METHOD



W660/OCT03/VGT-12

TRANSPORTATION CAPABILITIES

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

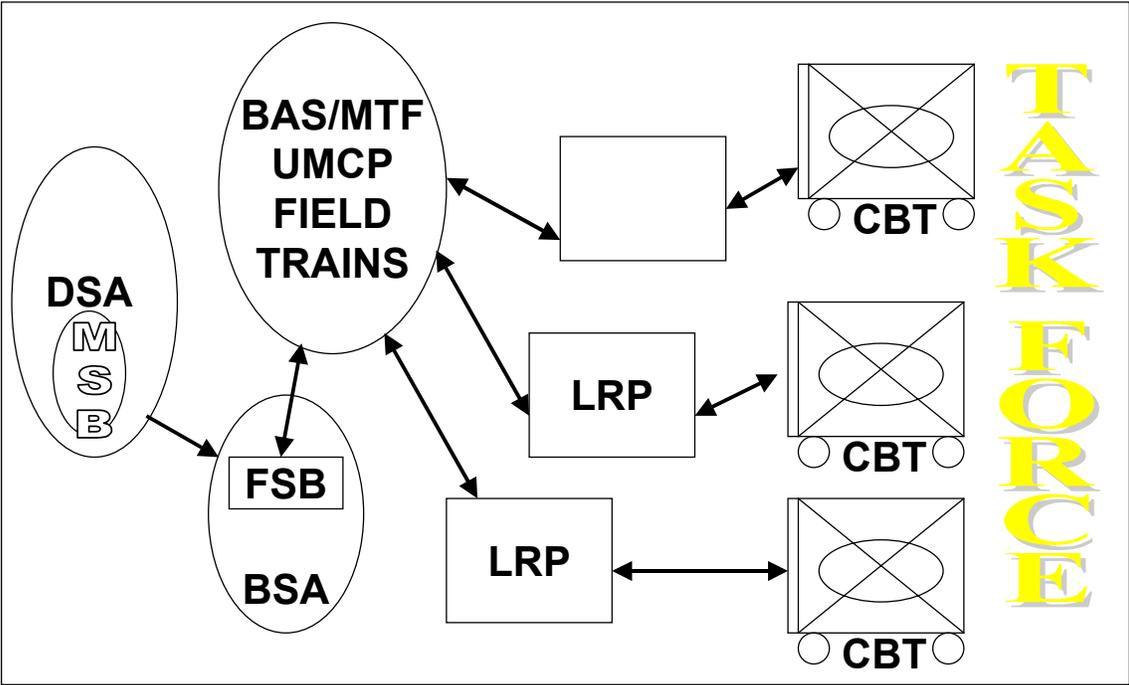
W660/OCT03/VGT-13

MAINTENANCE TENETS

- **Fix forward**
- **Anticipatory support built on flexible levels of maintenance**

W660/OCT03/VGT-14

SUMMARY



W660/OCT03/VGT-15

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

PRACTICAL EXERCISE SHEET PE-1

Title	COMBAT SERVICE SUPPORT (ELOs B thru E)
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Lesson Number/Title	W660 version 1 / COMBAT SERVICE SUPPORT (FSC RESIDENT)
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Introduction	
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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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Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td>Action:</td><td>Recognize the elements of combat service support.</td></tr><tr><td>Conditions:</td><td>As a first sergeant, in a classroom environment, given FM 100-10, FM 71-1, and FM 71-2.</td></tr><tr><td>Standards:</td><td>Recognized the elements of combat service support IAW FM 100-10, FM 71-1, and FM 71-2.</td></tr></table>	Action:	Recognize the elements of combat service support.	Conditions:	As a first sergeant, in a classroom environment, given FM 100-10, FM 71-1, and FM 71-2.	Standards:	Recognized the elements of combat service support IAW FM 100-10, FM 71-1, and FM 71-2.
Action:	Recognize the elements of combat service support.						
Conditions:	As a first sergeant, in a classroom environment, given FM 100-10, FM 71-1, and FM 71-2.						
Standards:	Recognized the elements of combat service support IAW FM 100-10, FM 71-1, and FM 71-2.						

Safety Requirements	None.
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Risk Assessment Level	Low
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Environmental Considerations	None.
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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.
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Instructional Lead-In	None.
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Resource Requirements	<p>Instructor Materials:</p> <ul style="list-style-type: none">• PE-1.• FM 100-10.• FM 71-1.• FM 71-2 <p>Student Materials:</p> <ul style="list-style-type: none">• Pen or pencil and writing paper.• FM 100-10, Chapter 1, 2, 3, and appendixes A, B, C, D, E, F, and H.
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- FM 71-1, Chapter 7, Pages 3, 7, 8, 9, 11, 14, and 15.
 - FM 71-2, Chapter 7.
-

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.

Procedures

This practical exercise consists of 25 questions. You must use FM 100-10 to find the best answer to each question.

1. The goal of Army Combat Service Support (CSS) is _____

2. The five CSS characteristics are _____, _____, _____, _____, _____

3. At the strategic level, anticipation ensures that CSS capabilities are _____

4. CSS integration has two aspects. One is the integration of the CSS and operational efforts. The other is _____

5. Responsiveness is _____

6. The Army performs CSS activities at all levels of war.

Circle one: TRUE OR FALSE

7. CSS at the strategic level is global and regional: it supports all Commanders-in-Chief (CINCs). It is this level of CSS that _____

8. Using Figure 1-2, FM 100-10, page 1-10, what is the focus of strategic CSS? _____

9. Using Figure 1-3, FM 100-10, page 1-12, what is the focus of operational CSS? _____

10. The mission of the personnel readiness management system is _____

11. Standard reports available from the personnel accounting and strength reporting (PASR) system include the:_____

12. Fueling the force is demanding and requires_____

13. When is arming the force a critical, demanding, and time-sensitive logistics function?_____

14. The Army associates sustaining soldiers and their systems_____

15. Personnel service support (PSS) enhances soldier performance by providing services which enhance his morale and sense of being cared for. Specific functions include:_____

16. How does the CSS effort begin?_____

17. What are the organizations that make up the support structure?_____

18. Where is the base of operations for the Forward Support Battalion?_____

19. What does the Main Support Battalion supply element provide?_____

20. What does the Motor Transportation company of the MSB provide?_____

21. What does the Movement Control Center (MCC) provide in the Corps area?__

22. What is an Area Support Group and in what area will you find it?_____

23. What is a Logistics Support Element?_____

24. The LSE can shorten the logistics pipeline by providing the same support____

25. Receipt, storage, issue, and retrograde/redistribution of high-dollar, high-tech, low-density items and selected maintenance items is one of the functions that the LSE may perform.

Circle One True or False.

**Feedback
Requirements**

You will participate in an After Action Review (AAR) immediately following the examination for this particular lesson.

SOLUTION FOR PRACTICAL EXERCISE PE-1

This practical exercise solution consists of 25 questions and answers. The answer to the questions came from FM 100-10.

1. FM 100-10, P IV
TO ENABLE THE COMMANDER TO EXECUTE HIS MISSION AND SUSTAIN THE FORCE.
2. FM 100-10, P 1-2
ANTICIPATION, INTEGRATION, CONTINUITY, RESPONSIVENESS, AND IMPROVISATION.
3. FM 100-10, P 1-4
VERSATILE AND MOBILE ENOUGH TO ACCOMMODATE POTENTIAL OPERATIONAL AND TACTICAL EVENTS.
4. FM 100-10, P 1-4
THE INTEGRATION OF ARMY CSS WITH THE SUPPORT OPERATIONS OF OTHER SERVICES, NATIONS, AND AGENCIES.
5. FM 100-10, P 1-4
THE ABILITY TO MEET CHANGING REQUIREMENTS ON SHORT NOTICE.
6. FM 100-10, P 1-8
TRUE
7. FM 100-10, P 1-8
ENABLES THE NATION, AND PARTICULARLY ITS ARMED SERVICES, TO EXECUTE ITS AIMS.
8. FM 100-10, P 1-10
MOBILIZATION, REQUIREMENTS DETERMINATION, ACQUISITION, STOCKPILING/MARITIME, PREPOSITIONING, STRATEGIC MOBILITY RECONSTITUTION, AND DEMOBILIZATION.
9. FM 100-10, P 1-12
RECEPTION OF ARMY FORCES, POSITIONING FACILITIES, MANAGEMENT/REDEPLOYMENT OF UNITS AND SOLDIERS, DISTRIBUTION MANAGEMENT, AND RECONSTITUTION OF ARFOR CAPABILITIES.
10. FM 100-10, P E-2
TO DISTRIBUTE SOLDIERS TO SUBORDINATE COMMANDS BASED ON DOCUMENTED MANPOWER REQUIREMENTS OR AUTHORIZATIONS TO MAXIMIZE MISSION PREPAREDNESS.
11. FM 100-10, P E-3
BATTLE ROSTER, PERSONNEL SUMMARY, PERSONNEL REQUIREMENTS REPORT, COMMAND AND CONTROL TASK FORCE PERSONNEL SUMMARY.
12. FM 100-10, P 1-14
A SURGE CAPABILITY DURING COMBAT OPERATIONS.
13. FM 100-10, P 1-14
DURING INTENSE COMBAT.
14. FM 100-10, P 1-15
WITH ALL THE SERVICES WHICH DIRECTLY EASE THE SOLDIER'S PERSONAL CONCERNS.

15. FM 100-10, P 1-15
PERSONNEL SERVICES, RELIGIOUS SUPPORT, LEGAL SERVICE SUPPORT, FINANCE SERVICES, AND RESOURCE MANAGEMENT.
 16. FM 100-10, P 2-1
WITH THE TRANSLATION OF POTENTIAL ARMY MISSIONS INTO RESOURCE REQUIREMENTS.
 17. FM 100-10, P 3-1 thru 3-9
COMPANY/BATTERY, BATTALION/SQUADRON, BRIGADE/REGIMENT, DIVISION, CORPS, ECHELONS ABOVE CORPS, AREA SUPPORT GROUPS, LOGISTIC SUPPORT ELEMENT, SPECIAL OPERATIONS FORCES SUPPORT, AND US ARMY MATERIAL COMMAND.
 18. FM 100-10, P 3-3
BRIGADE SUPPORT AREA.
 19. FM 100-10, P 3-4, and 3-5
SUPPLY SUPPORT FOR UNITS IN THE DIVISION REAR. IT ALSO MAINTAINS THE DIVISION'S RESERVE OF CRITICAL SUPPLIES (CLASSES I, II, III, IV, AND VII) TO SUPPORT THE FSB/ASB SUPPLY COMPANIES WITH SUPPLIES THAT CANNOT BE THROUGHPUT TO FORWARD AREAS.
 20. FM 100-10, P 3-5
TRANSPORTATION FOR PERSONNEL, SUPPLIES, MAIL, AND EQUIPMENT TO SUPPORT DIVISION CSS OPERATIONS.
 21. FM 100-10, P 3-5
CENTRALIZED MOVEMENT CONTROL AND HIGHWAY REGULATION.
 22. FM 100-10, P 3-7
AN AREA SUPPORT GROUP (ASG) IS A TAILORED CSS ORGANIZATION IN THE COMMZ.
 23. FM 100-10, P 3-7
THE LOGISTICS SUPPORT ELEMENT (LSE) IS A FLEXIBLE, CIVILIAN-ORIENTED TABLE OF DISTRIBUTION AND ALLOWANCE (TDA) ORGANIZATION WHICH PROVIDES LIMITED GS- AND DEPOT-LEVEL LOGISTICS.
 24. FM 100-10, P 3-7 thru 3-8
IN THEATER THAT US ARMY MATERIEL COMMAND (AMC) PROVIDES IN CONUS.
 25. FM 100-10, P 3-8
TRUE
-

PRACTICAL EXERCISE SHEET PE-2

Title	COMBAT SERVICE SUPPORT (ELOs F thru M)
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Lesson Number/Title	W660 version 1 / COMBAT SERVICE SUPPORT (FSC RESIDENT)
----------------------------	--

Introduction	
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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.
------------------	---

Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td>Action:</td><td>Recognize the elements of combat service support.</td></tr><tr><td>Conditions:</td><td>As a first sergeant, in a classroom environment, given FM 100-10, FM 71-1, and FM 71-2.</td></tr><tr><td>Standards:</td><td>Recognized the elements of combat service support IAW FM 100-10, FM 71-1, and FM 71-2.</td></tr></table>	Action:	Recognize the elements of combat service support.	Conditions:	As a first sergeant, in a classroom environment, given FM 100-10, FM 71-1, and FM 71-2.	Standards:	Recognized the elements of combat service support IAW FM 100-10, FM 71-1, and FM 71-2.
Action:	Recognize the elements of combat service support.						
Conditions:	As a first sergeant, in a classroom environment, given FM 100-10, FM 71-1, and FM 71-2.						
Standards:	Recognized the elements of combat service support IAW FM 100-10, FM 71-1, and FM 71-2.						

Safety Requirements	None.
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Risk Assessment Level	Low
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Environmental Considerations	None.
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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.
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Instructional Lead-In	
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Resource Requirements	<p>Instructor Materials:</p> <ul style="list-style-type: none">• PE-2.• FM 100-10.• FM 71-1.• FM 71-2 <p>Student Materials:</p> <ul style="list-style-type: none">• Pen or pencil and writing paper.• FM 100-10, Chapter 1, 2, 3, and appendixes A, B, C, D, E, F, and H.
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-
- FM 71-1, Chapter 7, Pages 3, 7, 8, 9, 11, 14, 15.
 - FM 71-2, Chapter 7.
-

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.

Procedures

This practical exercise consists of 25 questions. You must research the proper doctrinal source (FM 71-1, FM 71-2 and FM 100-10) 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:
 - 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. You can describe resupply as:
 - 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) functions as?

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-T?

Circle True or False

20. Tactical success on today's battlefield demands that equipment be _____
_____, _____ or _____
_____.

21. The guiding maintenance tenets 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 PE-2**

This practical exercise solution consists of 25 answers

1. FM 71-2, P 7-14
LOGPAC
2. FM 71-2, P 7-14 AND 7-15
 - a. UNIT SUPPLY TRUCK
 - b. POL TRUCKS
 - c. AMMUNITION TRUCKS
 - d. VEHICLES CARRYING ADDITIONAL SUPPLIES AND REPLACEMENTS
3. FM 71-2, P 7-15
SUPPLY SERGEANT
4. FM 71-2, P 7-15
LOGISTICS RELEASE POINT (LRP)
5. FM 71-2, P 7-15
WELL FORWARD AND EASILY LOCATED.
6. FM 71-2, P 7-24 THRU 7-27
TEN
(NOTE: FM 71-1, P 7-3 THRU 7-4 SHOWS NINE CLASSES)
7. FM 71-2, P 7-25
CLASS II
8. FM 71-2, P 7-26
CLASS VII
9. FM 71-1, P 7-8
 - a. ROUTINE
 - b. EMERGENCY
 - c. PRESTOCK
10. FM 71-1, P 7-9
SERVICE-STATION
11. FM 71-1, P 7-11
TAILGATE
12. FM 71-1, P 7-11
TAILGATE
13. FM 71-1, P 7-11
CLASS III, V, VIII
14. FM 71-1, P 7-12
DEFENSE
15. FM 100-10, P B-1
TO DEPLOY, SUSTAIN, AND REDEPLOY FORCES IN ALL MILITARY OPERATIONS.

16. FM 100-10, P B-1
THE SENIOR MOVEMENT CONTROL, MODE OPERATIONS, AND TERMINAL OPERATIONS COMMAND.
17. FM 100-10, P B-1
COMMERCIAL, AND SUPPORTING NATION CAPABILITIES
18. FM 100-10, P B-2
OPEN PORTS; ESTABLISH INLAND LOCs; AND PROVIDE C3 FOR MOVEMENTS.
19. FM 100-10, P B-2
TRUE
20. FM 100-10, P C-1
MAINTAINED, RECOVERED, REPAIRED, OR REPLACED AS QUICKLY AS POSSIBLE.
21. FM 100-10, P C-2
FIX FORWARD. AND ...ANTICIPATORY SUPPORT BUILT ON FLEXIBLE LEVELS OF MAINTENANCE.
22. FM 100-10, P C-2
OPERATOR/UNIT, DIRECT SUPPORT (DS), GENERAL SUPPORT (GS), AND DEPOT.
23. FM 100-10, P C-3
STRATEGIC
24. FM 100-10, P C-3
MMC
25. FM 100-10, P C-3
AS FAR FORWARD AS CONSISTENT WITH THE TACTICAL SITUATION.

HANDOUTS FOR LESSON 1: W660 version 1

**This Appendix
Contains**

This Appendix contains the items listed in this table--

Title/Synopsis	Page
Advance Sheet	SH-1-1
Student Handout 2, Student Notes	SH-2-1 thru SH-2-6

Student Handout 1

Advance Sheet

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

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.

Learning Objective Terminal Learning Objective (TLO).

Action:	Recognize the elements of combat service support,
Conditions:	as a first sergeant in a classroom environment, given FM 100-10, FM 71-1, and FM 71-2,
Standard:	Recognized the elements of combat service support IAW FM 100-10, FM 71-1, and FM 71-2.

- ELO A State the goal of Army Combat Service Support.
- ELO B Identify the five fundamental characteristics of CSS.
- ELO C Describe CSS operations throughout the three levels of war.
- ELO D Describe the orchestration of the CSS effort.
- ELO E Describe the CSS support structure and responsibilities.
- ELO F Describe the battalion and Company trains role in CSS sustainment
- ELO G State the principles of the CSS planning process.
- ELO H Define the sustainment responsibilities at the unit level.
- ELO I Describe resupply operations at the unit level.
- ELO J Describe LOGPAC techniques at the unit level.
- ELO K Describe strategic movements.
- ELO L Describe operational and tactical transportation.
- ELO M Describe maintenance organizations and techniques at the unit.level.

Assignments Read: FM 100-10, Chapter 1, 2, 3, Annex A, B, C, D, E, F, H.
Read: FM 71-1, Chapter 7, Pages 3, 7, 8, 9, 11, 14, 15.
Read: FM 71-2, Chapter 7.

Additional Subject Area Resources None

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

Student Handout 2

This handout contains VGT Note Sheets.

CSS CHARACTERISTICS

- **ANTICIPATION**
- **INTEGRATION**
- **CONTINUITY**
- **RESPONSIVENESS**
- **IMPROVISATION**

CLASSES OF SUPPLY

- **CLASS I: Subsistence / water**
- **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**

FOCUS OF STRATEGIC CSS

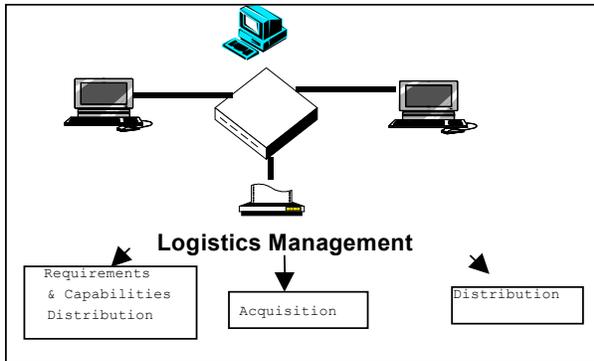
- **Mobilization**
- **Requirements determination**
- **Acquisition**
- **Stockpiling/maritime**
- **Prepositioning**
- **Strategic mobility**
- **Reconstitution**
- **Demobilization**

FOCUS OF OPERATIONAL CSS

- Reception of Army forces
- Positioning facilities
- Management/redeployment of units and soldiers
- Distribution management
- Reconstitution of ARFOR capabilities

FOCUS OF TACTICAL CSS

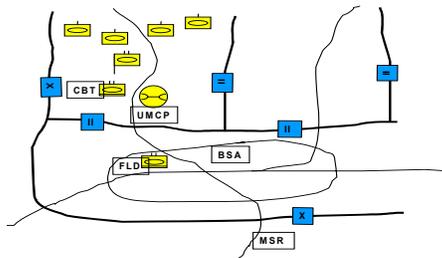
- Man
- Arm
- Fuel
- Fix
- Move
- Sustain the soldier and their systems



ARMY SUPPORT STRUCTURE

- Company/battery
- Battalion/Squadron
- Brigade/regiment
- Division
- Corps
- Echelons above corps
- Area support groups
- Logistic support element

ECHELON TRAINS



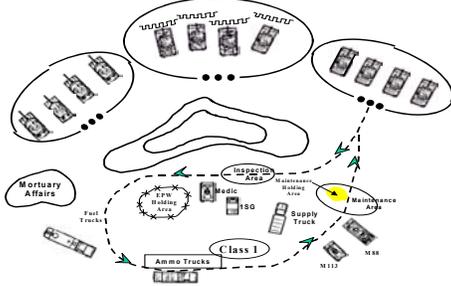
CSS PLANNING PRINCIPLES

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

RESUPPLY OPERATIONS

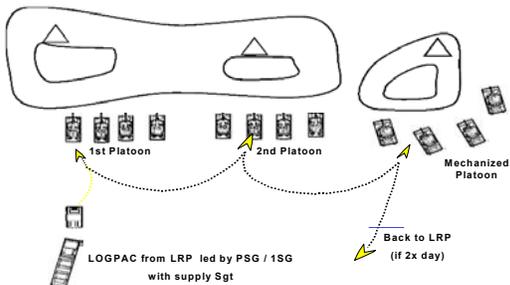
- Routine
- Emergency
- Prestock

SERVICE STATION METHOD



W660/MAY01/VGT-11

TAILGATE METHOD



TRANSPORTATION CAPABILITIES

- Movement control
- Terminal operations
- Mode operations

MAINTENANCE TENETS

- Fix forward
- Anticipatory support built on flexible levels of maintenance

SUMMARY

