

W227 PLDC SITUATIONAL TRAINING EXERCISE OCT 03

U.S. ARMY SERGEANTS MAJOR ACADEMY

Primary Leadership Development Course (PLDC)

TRAINING SUPPORT PACKAGE

AC AND RC RESIDENT



"NO ONE IS MORE PROFESSIONAL THAN I"

TRAINING SUPPORT PACKAGE (TSP)

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TSP Number / Title	W227 / PLDC SITUATIONAL TRAINING EXERCISE
Effective Date	01 OCT 2003
Supersedes TSP(s) / Lesson(s)	F200, PLDC Training Exercise, Mar 00. F200-RC, PLDC Situational Training Exercise, Jun 01.
TSP Users	400-PLDC, Primary Leadership Development Course.
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	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: COMDT USASMA ATTN ATSS D BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002 Telephone (Comm): (915) 568-8875 Telephone (DSN): 978-8875 E-Mail atss-dcd@bliss.army.mil
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>
07-3-1189	Perform Actions at Danger Areas
07-3-1270	Conduct Tactical Movement (Mounted or Dismounted)
07-3-5063	Occupy an Assembly Area
07-3-5064	Conduct Troop Leading Procedures
7-3-9103	React to Contact
7-3-9105	React to Ambush

**This TSP
Contains**

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**PLDC Situational Training Exercise
W227 / Version 1
01 Oct 2003**

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	400-PLDC	1	Primary Leadership Development Course

Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>
	<u>Individual</u>	
	07-3-1189 (*)	Perform Actions at Danger Areas
	07-3-1270 (*)	Conduct Tactical Movement (Mounted or Dismounted)
	07-3-5063 (*)	Occupy an Assembly Area
	07-3-5064 (*)	Conduct Troop Leading Procedures
	07-3-9103 (*)	React to Contact
	07-3-9105 (*)	React to Ambush

Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>
	051-191-1361	Camouflage Self and Individual Equipment
	051-202-1363	Camouflage Your Defensive Position
	071-311-2025	Maintain a M16A1 or M16A2 Rifle
	071-325-4425	Employ an M18A1 Claymore Mine
	071-326-0513	Select Temporary Fighting Positions
	071-329-1002	Determine Grid Coordinates of a Point on a Military Map
	071-329-1008	Measure Distance on a Map
	071-331-0801	Challenge Persons Entering Your Area
	071-331-0852	Clear a Field of Fire

Academic Hours	The academic hours required to teach this lesson are as follows:	
	Resident	
	<u>Hours/Methods</u>	
	1 hr	/ Conference / Discussion
	29 hrs	/ Practical Exercise (Performance)
Test	0 hrs	
Test Review	0 hrs	
Total Hours: 30 hrs		

Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)	_____	N/A _____

Prerequisite Lesson(s)

<u>Lesson Number</u>	<u>Lesson Title</u>
None	

Clearance Access

Security Level: Unclassified
Requirements: There are no clearance or access requirements for the lesson.

Foreign Disclosure Restrictions

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>
ARTEP 7-8-DRILL	BATTLE DRILLS FOR THE INFANTRY RIFLE PLATOON AND SQUAD	25 Jun 2002	
ARTEP 7-8-MTP	MISSION TRAINING PLAN FOR THE INFANTRY RIFLE PLATOON AND SQUAD	01 Oct 2001	
FM 21-75	COMBAT SKILLS OF THE SOLDIER	03 Aug 1984	
FM 7-8	INFANTRY RIFLE PLATOON AND SQUAD	22 Apr 1992	w/C 1 01 Mar 2001
STP 21-1-SMCT	SOLDIER'S MANUAL OF COMMON TASKS SKILL LEVEL 1	01 Apr 2003	
STP 21-24-SMCT	SOLDIER'S MANUAL OF COMMON TASKS (SMCT) SKILL LEVELS 2-4	01 Apr 2003	

Student Study Assignments

Before class—

- Review student handouts in W221, W222, W223, W224, W225, and W226.

During class—

- Participate in STX.

After class—

- Turn in recoverable references at the conclusion of the STX.
-

Instructor Requirements

1:8, SSG, PLDC graduate, ITC, and SGITC qualified

This TSP requires one small group leader (SGL) for eight students who meets the requirements listed in the Course Management Plan. In addition, the SGL will:

- Read and study all TSP material and be ready to conduct the class.
 - Issue student handouts during inprocessing.
 - Conduct the class in accordance with this TSP and NCOA's SOP.
 - Collect all recoverable materials after the STX for this lesson.
-

Additional Support

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
Medical Personnel or Combat Lifesaver Certified (Enlisted)		2	49 hrs

Personnel Requirements**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>
2310-00-579-9078 TRUCK AMBULANCE, TACTICAL 1-1/4 TON			Yes	2	No

Materials Required**Instructor Materials:**

- TSP

Student Materials:

- Advance sheet.
 - Reference Equipment Annex in the Program of Instruction.
 - Pen or Pencil and writing paper.
 - Any materials required by the NCOA's SOP
-

Classroom, Training Area, and Range Requirements

FTX SITE—

Field environment large enough to facilitate a Situational training Exercise to accommodate a minimum of 96 and a maximum of 160 soldiers in small unit tactics.

Ammunition Requirements	<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
	A075	- CTG 5.56MM BLANK M200 F/RIFLE M249	Yes	1:1	0:1	0
	A080	- CTG 5.56MM BLANK M200 F/RIFLE M16A1/M16A2	Yes	0:1	0:1	0
	A111	- CTG 7.62MM BLANK M82 LINKED GRADE MG	Yes	0:1	0:1	0
	G940	- HG Green Smoke M18	Yes	0:1	0:1	0
	G945	- HG Yellow Smoke M18	Yes	0:1	0:1	0
	G950	- HG Red Smoke M18	Yes	0:1	0:1	0
	G955	- HG Violet Smoke M18	Yes	0:1	0:1	0
	G982	- GRENADE, HAND SMOKE HC PRACTICE	Yes	0:1	0:1	0
	L307	- Sig Illum White Star Cluster M159	Yes	0:1	0:1	0
	L311	- Sig Illum Red Para M126A1	Yes	0:1	0:1	0
	L312	- Sig Illum White Star Para M127	Yes	0:1	0:1	0
	L594	- Sim Proj Ground Burst M115A2	Yes	0:1	0:1	0
	L600	- Sim Booby Trap Whistling M119	Yes	0:1	0:1	0

Instructional Guidance

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

This TSP requires one small group leader(SGL) for eight students who meets the requirements listed in the Course Management Plan. In addition, the SGL will:

Before class--

- Read and study all TSP material and be ready to conduct the class.
- Issue student handouts during inprocessing.

During class--

- Conduct the class in accordance with this TSP and NCOAs SOP.
- We expect you to add any questions you deem necessary to bring a point across to the group or expand on any matters discussed.
- PE-1 provides guidance on the preparation and planning of the STX. NCOA's will design their scenarios based on local training areas with the requirements of this TSP.

After class--

- Collect all recoverable materials after the STX for this lesson.

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
/s/ Joralmon, Grace /T/ Joralmon, Grace	Civilian	Training Developer	21 Apr 2003
/s/ Barnes, Ronnie G. /T/ Barnes, Ronnie G.	MSG	Course Chief	21 Apr 2003
/s/ Lawson, Brian H. /T/ Lawson, Brian H.	SGM	Chief, NCOES	21 Apr 2003
/s/ Mays, Albert J. /T/ Mays, Albert J.	SGM	Chief, CDD	21 Apr 2003

SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ration: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Motivator

Regardless of your MOS or job assignment, you may find yourself in a situation where you will lead soldiers in combat. This lesson provides you the opportunity to lead a squad-sized element and participate in some basic tactical situations. During this course you learned basic techniques and procedures that have stood the test of time. Should you find yourself in a combat situation, what you learned in this course and how you perform during this STX may mean the difference between living and dying for you and your soldiers. Prepare yourself to meet this challenge.

Terminal Learning Objective

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

Action:	Lead soldiers in a situational training exercise.
Conditions:	In a tactical field environment under stressful simulated combat conditions, with OPFOR.
Standards:	Led a squad and correctly performed 20 or more of the 28 performance steps on the demonstrated leadership performance evaluation sheet IAW the PLDC CMP.

Safety Requirements

- The Chief Instructor (CI) of PLDC will conduct a **safety risk assessment** and a **safety briefing** prior to the STX.
- The CI must record the risk assessment in writing and maintain it for one year.
- Have two medics or two soldiers trained as combat lifesavers, and an ambulance available at the training site.
- SGLs will conduct a safety risk assessment and give students an additional safety briefing prior to starting each separate mission.
- Inform students to use caution during the STX when using blank ammunition and pyrotechnics.
- Use caution when using hexachloroethane (HC) smoke. See card with written precautions that is in each box of smoke grenades. The AMC issued a safety of use message (SOU AMCCOM 913-16) increasing the restrictions on the use of HC smoke. Under this guidance, soldiers need to mask under any of the following conditions:
 - When exposed to smoke haze (visibility greater than 50 meters) for more than four hours.
 - When exposed to a smoke blanket (visibility less than 50 meters).
 - Anytime smoke causes discomfort to eyes, nose, or throat, or when breathing becomes difficult.
 - During MOUT operations using smoke in confined spaces.
- While conducting any training--day or night--in the field, always use the proper precautions to ensure no one gets injured, or lost.
- Fluid replacement policy of warm weather training (Average acclimated soldier wearing BDU, Hot Weather)
 - The Army reviewed its policy for warm weather training as the result of a Soldier's death and other instances of soldier hospitalization during 1997. The determination was that these soldiers suffered from over-hydration. The revised fluid replacement chart (below) describes the revised amounts of fluid replacement and work/rest cycles for acclimatized soldiers undergoing training. Of particular note is the fact that the revised maximum **hourly** fluid intake should **NOT** exceed 1.5 quarts, and the revised maximum daily fluid intake should **NOT** exceed 12 quarts.

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

Safety Requirements (continued)

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

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

Risk Assessment Level

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

Environmental Considerations

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

Comply with local environmental SOPs.

Evaluation

There will be one leadership evaluation conducted on each soldier during the STX.

NOTES:

- Inform the students how you will evaluate them during the STX.
- Inform the students that they must turn in all recoverable reference material after the examination.

Instructional Lead-In

This STX provides you with an opportunity to use all the material covered in this course, coupled with your experiences, to lead soldiers in a tactical environment. You are the leaders in this exercise.

SECTION III. PRESENTATION

1. Learning Step / Activity 1. STX, Practical Exercise
Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 29 hrs
Media: None

Ref: See Appendix C, PE-1

STX, PE

NOTE:

- Each academy will develop its own STX packet to include the orders, map overlays, event matrix, safety briefings and training schedules for the STX. Forward a copy of the STX packet to USASMA, Chief PLDC, at the address shown on page 1 of this TSP. USASMA will staff it through the Quality Assurance Director and send back comments and recommendations to the academy prior to implementation.
- Commandants may use—if they desire—the recommended sequence for an STX provided in Annex 1, to PE-1.
- Appendix E provides examples of possible scenarios commandants may use.
- At this time, begin the STX PE. The leadership evaluations begin at this time.

For the next 29 hours you will participate in an STX that each of you will lead for some time. Anyone who sees an unsafe act will stop the exercise, correct the problem, and then continue. The cadre will provide you with information you need in order to accomplish your given tasks.

You will not get a copy of the PE or a solution sheet. The solution will be the final AAR at the end of the STX.

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>50 mins</u>
Media: <u>None</u>

Check on Learning

Conduct an AAR covering the entire STX IAW FM 25-101 to 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

For the past 29 hours you have undergone an STX that tested every one of you as a leader. The STX Leadership Performance Evaluation Test Sheet lists the areas the SGL evaluated and tested you. This combined with your Developmental Counseling will guide you in the future as you return to your units to teach, mentor and lead soldiers.

Transition to Next Lesson

None

SECTION V. STUDENT EVALUATION

Testing Requirements

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

- Each student will receive a leadership evaluation while leading soldiers at some time during the STX. Should a soldier fail to meet the requirements of the leadership evaluation, the soldier will receive a second evaluation. Failure to meet the requirements a second time may result in the soldier's dismissal.
- There is no written examination for this TSP.

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.

NOTE: Inform the students of how the evaluations will take place, and when they will receive feedback on their evaluation. Include any reevaluation information.

Appendix A Viewgraph Masters (N/A)

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

**This Appendix
Contains**

This appendix contains the items listed in this table—

Title/Synopsis	Pages
TE-1, STX Leadership Performance Evaluation	TE-1-1 thru TE-1-3

STX Leadership Performance Evaluation 1

Title STX Leadership Performance Evaluation.

Introduction See Appendix C, PE-1.

Motivator See Appendix C, PE-1.

Safety Requirements See Appendix C, PE-1.

Risk Assessment Level See Appendix C, PE-1.

Environmental Considerations See Appendix C, PE-1.

Evaluation You will receive a leadership evaluation while serving in a leadership position during the STX. Your SGL will evaluate you in writing using the STX leadership performance evaluation test sheet found on page TE-1-2.

Special Instructions

- See Appendix C, PE-1.
- Provide students a copy of Appendix B.
- Provide student a copy of Appendix C, pages PE-1-1 thru PE-1-5.

NOTE: While some academies have positions of leadership ranging from team leader to first sergeant, SGLs will only evaluate students filling the positions of team leader or squad leader.

Feedback Requirements See Appendix C, PE-1.

STX Leadership Performance Evaluation Test Sheet

Student Name:		#:	Signature:		Date:	
Rank:	SGL Name:		LDRSHP Position evaluated:			
PERFORMANCE EVALUATION			INITIAL		RETEST	
TROOP LEADING PROCEDURES:			GO	NO-GO	GO	NO-GO
Received the mission						
Issued a warning order						
Made a tentative plan						
Started the necessary movement						
Reconnoitered the area						
Completed the plan						
Issued the operation order						
Provided proper supervision						
Conducted precombat checks						
Accomplished the mission						
MENTAL ATTRIBUTES:			GO	NO-GO	GO	NO-GO
Showed the desire to succeed: did not quit in the face of adversity						
Embraced and used the talents of all team members to build team cohesion						
PHYSICAL ATTRIBUTES:			GO	NO-GO	GO	NO-GO
Coped with hardship						
Continued to function under adverse conditions						
INTERPERSONAL SKILLS:			GO	NO-GO	GO	NO-GO
Readily interacted with others						
Actively contributed to problem solving and decision making						
CONCEPTUAL SKILLS:			GO	NO-GO	GO	NO-GO
Used appropriate reference materials						
Paid attention to detail						
TACTICAL SKILLS:			GO	NO-GO	GO	NO-GO
Combined and applied skills with people, ideas, and things to accomplish short-time missions						
Applied skill with people, ideas, and things to train for, plan, prepare, execute and assess offensive, defensive, and support actions						
COMMUNICATION SKILLS (ORAL):			GO	NO-GO	GO	NO-GO
Used appropriate visual signals						
Kept subordinates informed						
DECISION MAKING:			GO	NO-GO	GO	NO-GO
Considered safety, impact, and implications of decisions on others						
Took charge when in charge						
Acted in the absence of orders						
MOTIVATING:			GO	NO-GO	GO	NO-GO
Inspired, encouraged, and guided others toward mission accomplishment						
Kept track of personnel and equipment						
Adapted to and handled fluid situations						
RATING:			SCORE		SCORE	
0-69 rates UNSATISFACTORY						
70-89 rates SATISFACTORY						
90-100 rates SUPERIOR.						
Retest is SATISFACTORY with a maximum score of 70 percent.						

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student Name: _____ Student #: _____ SGL Name: _____

DEMONSTRATED LEADERSHIP (TACTICAL) PERFORMANCE EVALUATION

TRAINING STRENGTHS:

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier Signature ↓ **Rank** ↓ **Date** ↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation that I have received. I have discussed the recommendations for development with my SGL and have developed the plan of action indicated above. (REF: FM 22-100, APP C)

SGL signature: _____ Date: _____

Appendix C Practical Exercises and Solutions (N/A)

This Appendix Contains This appendix contains the items listed in this table—

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

PE-1, SITUATIONAL TRAINING EXERCISE

Title	PLDC Situational Training Exercise		
Lesson Number/Title	W227 version 1 / PLDC Situational Training Exercise		
Introduction	<p>For the next 29 hours you will be the leaders of a STX that will test your ability to lead soldiers in a simulated combat environment. At some point during the STX your SGL will assign you a leadership position and give you a mission of some type to accomplish. He will grade your performance based on the performance measures shown on the STX leadership performance evaluation test sheet in Appendix B, page TE-1-2 and TE-1-3.</p>		
Motivator	<p>Regardless of your MOS or job, you may find yourself in a situation where you will lead soldiers in combat. This PE will provide you the opportunity to lead soldiers in a stressful environment. We will test your ability to use the decision-making process along with the skills and knowledge you learned in the course, coupled with your past experiences and training.</p>		
Learning Step/Activity	<p>NOTE: The instructor should inform the students of the following Learning Step/Activity requirements. (TLO Step 1)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td>Action:</td><td>STX, PE</td></tr></table>	Action:	STX, PE
Action:	STX, PE		
Safety Requirements	<ul style="list-style-type: none">• The Chief Instructor (CI) of PLDC will conduct a safety risk assessment and a safety briefing prior to the STX.• The CI must record the risk assessment in writing and maintain it for one year.• Have two medics or two soldiers trained as combat lifesavers, and an ambulance available at the training site.• SGLs will conduct a safety risk assessment and give students an additional safety briefing prior to starting each separate mission.• Inform students to use caution during the STX when using blank ammunition and pyrotechnics.• Use caution when using hexachloroethane (HC) smoke. See card with written precautions that is in each box of smoke grenades. The AMC issued a safety of use message (SOU AMCCOM 913-16) increasing the restrictions on the use of HC smoke. Under this guidance, soldiers need to mask under any of the following conditions:		

Safety Requirements (continued)

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

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

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

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

Risk Assessment Level

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

Environmental Considerations

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

Evaluation

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

Instructional Lead-In

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

Resource Requirements

Instructor Materials:

- TSP

Student Materials:

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

Special Instructions

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

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

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

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

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

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

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

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

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

Scenarios:

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

**Special
Instructions
(Continued)**

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

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

Safety:

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

Specifics:

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

Support:

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

Command and Control:

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

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

**Feedback
Requirements**

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

ANNEX 1, Recommended STX Sequence

Procedures

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

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

a. Security Operations

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

b. Leaders reaction course.

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

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

SPE-1, After Action Review

Title

Situational Training Exercise After Action Review.

**After Action
Review**

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

HANDOUTS FOR LESSON 1: W227 version 1

This Appendix Contains

This appendix contains the items listed in this table—

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Scenario 1, Conduct Security Operations in a Stability Environment	SH-2-1 thru SH-2-7
SH-3, Scenario 2, Attack	SH-3-1 thru SH-3-6
SH-4, Scenario 3, Leaders Reaction Course	SH-4-1 thru SH-4-7
SH-5, Scenario 4, STX Lane	SH-5-1 thru SH-5-4

NOTE: The following scenarios are examples of various situations that commandants may use. Scenarios 1 and 2 are examples of STXs taken from ARTEP 7-8-MTP dated OCT 01. Scenarios 3 and 4 are examples of a leaders reaction course and an STX lane. Use these as a basis to develop your own scenarios.

NOTE: STXs are short, scenario driven, mission-oriented tactical exercises that train a single collective task (T&EO) or a group of related battle drills and collective tasks (T&EO). In general, STXs provide the leader with a method to train using doctrinally approved tactics and techniques. Unlike a battle drill, an STX does not establish the method of execution. You may modify STXs based on the factors of METT-TC. STXs provide for standardization without stereotyping training. Planners modify STXs based on higher headquarters OPORD, an STX does not train all tasks required for an operation. STXs require leader tasks (such as planning, controlling, and reporting) that tie the supporting collective tasks together. Each STX focuses on a specific mission (IAW higher headquarters OPORD).

Student Handout 1

This student handout contains Advance Sheet.

Student Handout 1

Advance Sheet

Lesson Hours This lesson consists of 29 hours of practical exercise and 1 hour of After Action Review.

Overview The crux of the exercise is to place you in a stressful combat environment to determine your ability to lead soldiers, think, reason, organize, and communicate, **not** mission accomplishment. The STX also helps to determine how well you use the decision-making process along with the skills and knowledge you learned during the course.

Learning Objective Terminal Learning Objective (TLO).

Action:	Lead soldiers in a situational training exercise.
Conditions:	In a tactical field environment under stressful simulated combat conditions, with OPFOR.
Standards:	Led a squad and correctly performed 20 or more of the 28 performance steps on the demonstrated leadership performance evaluation sheet IAW the PLDC CMP.

Assignment Before class—

- Review student handouts in W221, W222, W223, W224, W225, and W226.
-

Additional Subject Area Resources None

Bring to Class

- All reference material received for this lesson.
- Pencil or pen and writing paper.

Note to Students It is your responsibility to do the homework prior to class. PLDC expects you to come to class prepared. You will participate in small group discussion and an STX. We expect you to participate in the discussion and STX by providing information performing those things you learned from your study and from your personal and observed experiences. Failure to study and read the assignments above will result in your inability to participate with the rest of the group. Your failure to prepare can also affect the group in its ability to discuss and perform fully the information by having your input and experiences.

Student Handout 2

This student handout contains Scenario 1, ARTEP 7-8-MTP Task 7-3-E0009, Conduct Security Operations in a Stability Environment.

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INFANTRY PLATOON STX

7-3-E0008

Conduct Security Operations in a Stability Environment

1. Objective. Within the context of this MTP, the primary objective of this STX is to train and or evaluate the platoon in the conduct of stability operations. It trains and or evaluates the unit's ability to plan, prepare, execute, and assess operations.

2. Interface.

- a. This STX supports the higher headquarters FTX 07-1-E0005, Conduct Stability Operations.
- b. The following tasks support this STX:
 - (1) STX 07-3-E0003, Conduct a Reconnaissance.
 - (2) STX 07-3-E0010, Process Captured Documents and Equipment.
 - (3) STX 07-3-E0015, Establish a Checkpoint.
 - (4) STX 07-3-E0016, Conduct a Presence Patrol.
 - (5) STX 07-3-E0022, Establish an Observation Post.
 - (6) STX 07-3-E0023, React to a Civil Disturbance.
 - (7) STX 07-3-E0025, Secure Civilians During Operations.

3. Training.

- a. General Tips for Training.
 - (1) Conduct AARs throughout the exercise that focus on strengths, weaknesses, and safety.
 - (2) Include normal attachments and DS elements (field artillery, engineers).
 - (3) Ensure the OPFOR received training in enemy tactics and doctrine.
 - (4) Include OPFOR personnel in AARs.
 - (5) Use trained personnel to act as enemy prisoners of war (EPW).
 - (6) Integrate nuclear, biological, and chemical (NBC) and electronic warfare (EW).
 - (7) Ensure that platoon personnel are familiar with the platoon's tactical standing operating procedures (TSOP) that relate to the exercise.
 - (8) Review soldier familiarity with the training environment.
- b. Preexercise activities as follows: Use MAPEX(s) combined with sand table exercise(s) that match the terrain used during the STX.

c. Exercise instructions.

- (1) Perform this exercise at full speed after performing building-block training (individual training and drills) to reach the "run" level of execution.
- (2) You must execute the tasks that support this STX to standard.
- (3) The size of the OPFOR element facing the unit must be supportable and doctrinally correct.
- (4) Use MILES when feasible.
- (5) Ensure that the conditions set for the exercise are realistic.
- (6) Except for MILES or appropriate simulation devices, use only TOE equipment or authorized replacements.
- (7) Use controllers and or evaluators that are thoroughly knowledgeable in the specific tasks evaluated.
- (8) Start the exercise when the evaluated unit receives the WARNO. End the exercise when the evaluated unit has conducted consolidation and reorganization.
- (9) Conduct this exercise under all environmental conditions; during periods of daylight and limited visibility; and under the threat of NBC attacks, air and ground force attacks, indirect fire attacks, and EW attacks.

d. Sample scenario.

- (1) Summary of the enemy situation.
 - (a) Background. The United States has a treaty agreement with the Checkers Republic that declares the intent of the United States to support any newly elected democratic government with both economic and military aid. In a recent election, the citizens of Checkers turned out the leadership of the Checkers Patriotic Front (CPF) by electing a new Prime Minister and cabinet pledging democratic reform within the country. The election, monitored by international observers, was very close with the winner managing only 53 percent of the popular vote. As a result, disgruntled supporters of the losing party have taken to the streets in various cities throughout the country. Some elements of the CPF have refused to accept the election results and have threatened violence if a new election does not take place within one month. Other factions within the country are politically, ethnically, and religiously allied with neighboring Chess whose totalitarian regime had been strongly influencing the CPF during the past decade. The government of Chess worked in vain to prevent the election of the democratic government now in power—a government it deemed to be more in line with western democratic nations and far less favorable to Chess interests.
 - (b) The Checkers Republic and Chess have been belligerents for almost 200 years, actually going to war about 85 years ago. While the two countries have many citizens who share a common religion and ethnic background, the governments of the two emerging nations have chosen different economic and social paths. The current border between the two countries, set by international agreement and arbitration after the last war in 1915, has continued to be a source of conflict and disagreement for more than 85 years. The Mongrel Republic, the country bordering the Checker Republic on the north, has generally remained neutral during past disagreements between Checker and Chess, but they have made no secret of their desire to possess a critical natural resource available only in northeast Checker.

- (c) Belligerent Forces:
 - Checkers: Checkers Army; paramilitary forces; and religious, political, and other factions.
 - Chess: Chess Army and paramilitary forces.
 - (d) Composition: The Checker Army is at 70 percent strength. The Chess Army is at 80 percent strength. The paramilitary forces from both countries operate without a clearly defined order of battle but be expected to fight in squad to platoon-size groups. Paramilitary forces are not well armed and normally operate dismounted, but they occasionally employ modified civilian vehicles armed with small arms.
 - (e) Recent Activities: Paramilitary forces from Checkers threatened that a defeat of the CPF in the recent election might trigger wide-scale violence and the use of a biological agent to poison the water supply throughout the country.
- (2) Concept. The battalion will conduct any or all of the following tasks, on order (O/O), to establish and maintain stability in the area of operations (AO).
- (a) Conduct intelligence-gathering activities.
 - (b) Establish a quick reaction force (QRF) to respond to sites of civil disturbance.
 - (c) Man observation posts (OPs).
 - (d) Man checkpoints and or roadblocks.
 - (e) Conduct patrols.
 - (f) Provide required escorts for military and or civilian movements.
 - (g) Secure selected sites (for example, voting sites, refugee camps, schools, churches).
 - (h) Enforce curfews.
 - (i) Stabilize areas that have escalating tension.
 - (j) Open and secure required routes.
 - (k) Conduct required weapons site inspections.

4. General Situation. The battalion is conducting operations independently or as part of the 1st Brigade. The battalion is occupying a base camp 2 kms west of the Akusk Airport in the Checker Republic with base camp security already established. The battalion has received on order (O/O) missions to conduct security operations in the area of operations (AO) Local populace and factions may or may not be cooperative.

5. Special Situation. The commander has designated your platoon (1/A/1-5 In) as the quick reaction force (QRF). The platoon has rehearsed possible contingency operations required of the QRF. Your platoon receives a Bn FRAGO to react to a civil disturbance. (See Figure 4-3 & 4-4.)

FRAGMENTARY ORDER. 01

References. OPORD 01.

Map Series. No change to OPORD.

Time Zone Used Throughout the Order: Local

1. SITUATION.

a. Enemy forces.

(1) Political and other factions.

2. MISSION. 1/A/1-5 In reacts to a civil disturbance NLT _____ near the Northern perimeter fence of the Akusk Airport (grid) to establish order and detain known belligerence participants and activities.

3. EXECUTION. Per SOP.

4. SERVICE SUPPORT. Per SOP.

5. COMMAND AND SIGNAL. Bn main CP currently located at base camp.

ACKNOWLEDGE.

Commander

Figure 4-3. Sample FRAGO.

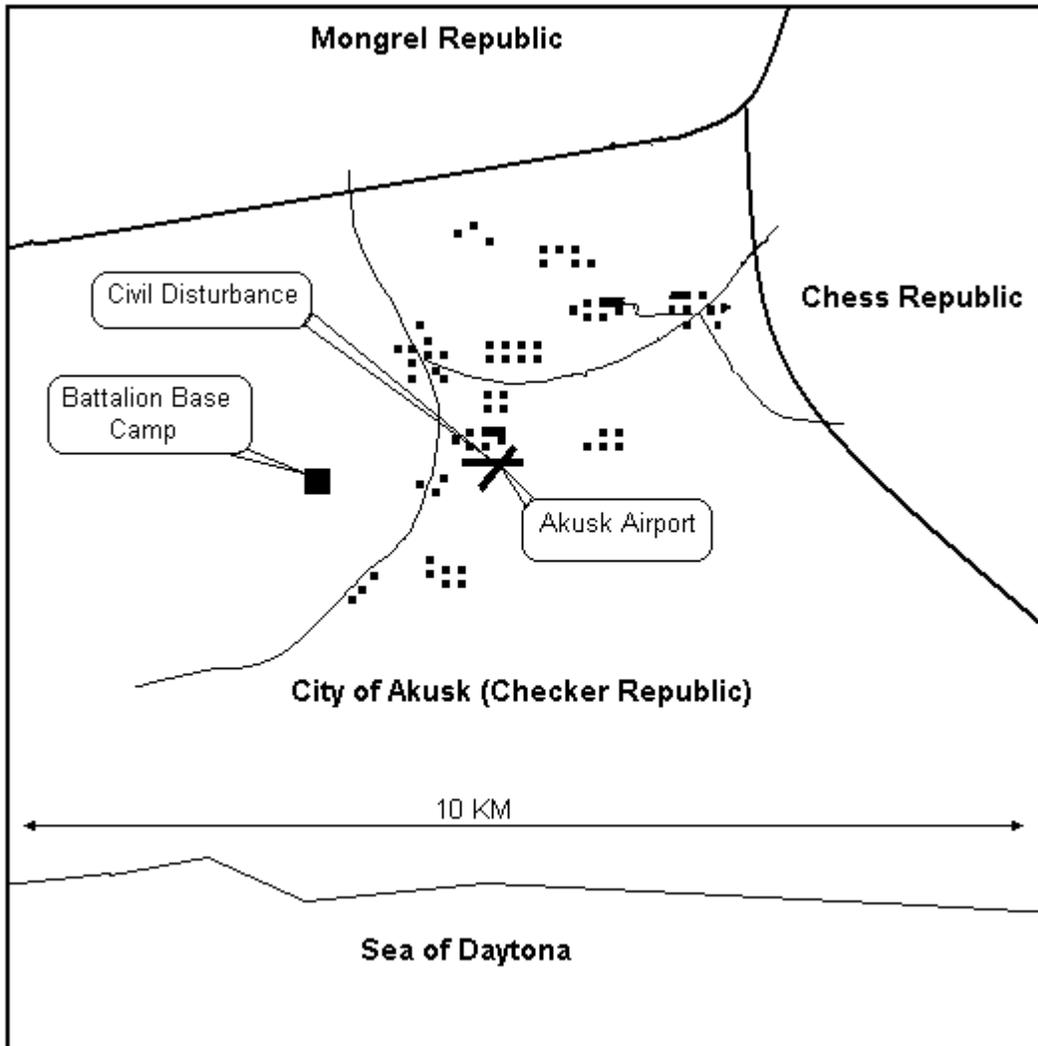


Figure 4-4. Map of AO.

6. **Support Requirements.** The support requirements for the STX are the consolidated requirements for the company plus attachments.

SAMPLE SUPPORT REQUIREMENTS	
Personnel:	
a. Medical	
b. OPFOR	
Equipment:	
a. 100% of TOE equipment readiness code (ERC) A items.	
b. Miles equipment:	
(1) M16 system	1 per M16 (include OPFOR)
(2) M240 machine gun system	1 per M240 (include OPFOR)
(3) Controller guns	3 ea (2 ea for evaluators, 1 ea for OPFOR)
(4) Small arms alignment fixture	3 ea (2 ea for evaluators, 1 ea for OPFOR)
c. Vehicles and communications support for OPFOR.	
d. Designated medical evacuation vehicles with communications.	
Supply: (platoon, OPFOR, other support personnel).	
a. Class I	
(1) MRE	3 ea meals per soldier per day
(2) Potable water	1 ea 400G water trailer
b. Class III. (As required)	
c. Class V	
(1) 5.56 mm (DODIC) A075	600 rds for each SAW
(2) 5.56 mm (DODIC) A080	120 rds for each rifle
(4) Simulator, Launching TOE (DODIC) L592	1 ea per TOW
(5) 40 mm practice (DODIC) B480	Per SOP for each M203
(6) Body practice hand grenade (DODIC) G811	4 ea per rifleman
(7) Fuse hand grenade practice M228 (DODIC) G878	4 ea per rifleman
(8) Simulator, projectile (DODIC) L594	24 per platoon
(9) Simulator, hand grenade (DODIC) L601	24 per platoon
Maneuver Area: Training area Alpha	

Table 4-10. Consolidated support requirements.

7. **T&EOs.** T&EOs used in evaluating the training exercise appear in the sequence they will occur during the exercise. Table 4-11 is a sample list of T&EOs.

Task	Task Number
Conduct Troop-leading Procedures	07-3-5036
Prepare for Combat	07-3-5081
Conduct a Rehearsal	07-3-5000
React to a Civil Disturbance	07-3-1396
Secure Civilians During Operations	07-3-4036
Conduct Consolidation and Reorganization	07-3-5009

Table 4-11. T&EOs.

Student Handout 3

This student handout contains Scenario 2, ARTEP 7-8-MTP Task 7-3-E0001, Attack.

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SCENARIO 2

Attack

7-3-E0001

1. Objective. Within the context of this MTP, the primary objective of this STX is to train and or evaluate the infantry platoon in the conduct of an attack. It trains and or evaluates the unit's ability to plan, prepare, execute, and assess operations.

2. Interface.

a. This STX supports the higher headquarters FTX 07-1-E0001, Conduct Combat Operations.

b. The following drills support this STX:

(1) Battle Drill 1: Platoon Attack (ARTEP 7-8-Drill)

(2) Battle Drill 1A: Squad Attack (ARTEP 7-8-Drill)

3. Training.

a. General Tips for Training.

(1) Conduct AARs throughout the exercise that focus on strengths, weaknesses, and safety.

(2) Include normal attachments and DS elements (field artillery, engineers).

(3) Ensure the OPFOR receives training in enemy tactics and doctrine.

(4) Include OPFOR personnel in AARs.

(5) Use trained personnel to act as enemy prisoners of war (EPW).

(6) Integrate nuclear, biological, and chemical (NBC) and electronic warfare (EW).

(7) Ensure that platoon personnel are familiar with the platoon's tactical standing operating procedures (TSOP) that relate to the exercise.

(8) Review soldier familiarity with the training environment.

b. Preexercise activities as follows:

(1) Use MAPEX(s) combined with sand table exercise(s) that match the terrain used during the STX.

c. Exercise instructions.

(1) Perform this exercise at full speed after performing building-block training (individual training and drills) to reach the "run" level of execution.

(2) Execute the tasks that support this STX to standard.

(3) The size of the OPFOR element facing the unit must be supportable and doctrinally correct.

(4) Use MILES when feasible.

- (5) Ensure that the conditions set for the exercise are realistic.
 - (6) Except for MILES or appropriate simulation devices, use only TOE equipment or authorized replacements.
 - (7) Use controllers and or evaluators that are thoroughly knowledgeable in the specific tasks evaluated.
 - (8) Start the exercise when the evaluated unit receives the WARNO. End the exercise when the evaluated unit has conducted consolidation and reorganization.
 - (9) Conduct this exercise under all environmental conditions; during periods of daylight and limited visibility; and under the threat of NBC attacks, air and ground force attacks, indirect fire attacks, and EW attacks.
- d. Scenario. The infantry platoon is conducting operations as part of A/1-5 In the country of Ursula. The country of Ursula has a well-trained combat force that consists of air, sea, and ground forces. The enemy possesses biological and chemical weapons and may have nuclear capability. Hostilities have been ongoing for six months. For the most part, the civilian population is in favor of military actions by the United States and its allies.

4. General Situation.

- a. The platoon is occupying an assembly area as part of the company. The company is preparing to perform an attack against an enemy platoon at approximately 70 percent strength. The company commander assigned your platoon the mission to seize the North half of Objective (name) and then consolidate in the vicinity of (coordinates). The OPORD provides coordinates for the objective area and the start time for the operation. (See Appendix B.) Enemy contact is likely. Enemy use of NBC weapons is likely.

5. Special Situation.

- a. The company is preparing to assault on the objective. Your platoon receives a FRAGO, Figure 4-1 and 4-1a, for the attack.

FRAGMENTARY ORDER. 01

References. OPORD 01.

Map Series. No change to OPORD.

Time Zone Used Throughout the Order: Local

1. SITUATION.

Enemy forces. A/1-5 In opposition is an element of an enemy reconnaissance company that is approximately squad size.

Friendly forces. No change to OPORD.

2. MISSION. A/1-5 In attacks to destroy elements of an enemy reconnaissance company at Objective (name) (grid) and Objective (name) (grid) NLT (date/time group) to prevent the enemy company from interdicting 1st Brigade LOCs.

3. EXECUTION.

Intent. We must rapidly defeat the enemy reconnaissance element in order for the Bde to maintain the momentum of its attack while allowing Bde freedom of movement in the northern portion of the Bde zone. We will conduct the mission using two platoon abreast and one platoon providing support. Our end-state should be the defeat of the enemy reconnaissance element with the company postured to continue the support of the bn main effort in the North. I will accept risk in that 1/A/1-5 In will be able to infiltrate undetected and will be in its support position prior to attack.

a. Concept of operation.

(1) Maneuver. A/1-5 In conducts a deliberate night attack NLT _____ to secure objs (name) and (name) in order to defeat elements of an enemy reconnaissance company. B/1-5 is the breaching force to secure obj (name). 2/A/1-5 and 3/A/1-5 In, as the assault force, will conduct the main attack along Axis (name) and Axis (name) to secure obj (name). 1/A/1-5 as the support force will infiltrate along Axis (name) to BP (name).

(2) Fires. No indirect fires prior to (date, time) without bn approval. Priority of fires is initially to 1/A/1-5 In shift to 2/A/1-5 and 3/A/1-5 In, on order.

(3) Counter-air operations. No change to OPORD.

(4) Intelligence. No change to OPORD.

(5) Electronic warfare. No change to OPORD.

(6) Engineer. Priority is to 1/A/1-5 In then to assault force.

Figure 4-1. Sample FRAGO.

FRAGMENTARY ORDER. 01 (continued)

b. Tasks to maneuver units.

(1) 1/A/1-5 In.

(a) Move to and occupy BP (name) NLT _____. Prepare to provide supporting fires on obj (name). Shift fires on order.

(b) Report occupation of BP.

(2) 2/A/1-5 In.

(a) Coordinate with A/1-5 In for location and passage of breaching lanes along PL (name).

(b) Occupy assault position (name) NLT _____. If undetected, begin attack on order.

(c) Report occupation of assault position.

(3) 3/A/1-5 In.

(a) Occupy assault position (name) NLT _____. If undetected, begin attack on order.

(b) Report occupation of assault position.

4. SERVICE SUPPORT. No change to OPORD.

5. COMMAND AND SIGNAL.

a. Command. Company main CP located vic _____, on order moves to _____.

b. Signal. SOI index Alpha in effect.

ACKNOWLEDGE:

Commander

Figure 4-1a. Sample FRAGO (continued).

6. **Support Requirements.** The support requirements for the STX are the consolidated requirements for the platoon plus attachments. Table 4-6 is a sample support requirements list.

SAMPLE SUPPORT REQUIREMENTS	
Personnel:	
a. Medical	
b. OPFOR	
Equipment:	
a. 100% of TOE equipment readiness code (ERC) A items.	
b. Miles equipment:	
(1) M16 system	1 per M16 (include OPFOR)
(2) M240 machine gun system	1 per M240 (include OPFOR)
(3) Controller guns	3 ea (2 ea for evaluators, 1 ea for OPFOR)
(4) Small arms alignment fixture	3 ea (2 ea for evaluators, 1 ea for OPFOR)
c. Vehicles and communications support for OPFOR.	
d. Designated medical evacuation vehicles with communications.	
Supply: (platoon, OPFOR, other support personnel).	
a. Class I	
(1) MRE	3 ea meals per soldier per day
(2) Potable water	1 ea 400G water trailer
b. Class III. (As required)	
c. Class V	
(1) 5.56 mm (DODIC) A075	600 rds for each SAW
(2) 5.56 mm (DODIC) A080	120 rds for each rifle
(3) 7.62 mm (DODIC) A111	600 rds for each M240
(4) 40 mm dummy (DODIC) B375	1ea per MK 19
(5) 40 mm practice (DODIC) B480	Per SOP for each M203
(6) Body practice hand grenade (DODIC) G811	4 ea per rifleman
(7) Fuse hand grenade practice M228 (DODIC) G878	4 ea per rifleman
(8) Simulator, projectile (DODIC) L594	24 per platoon
(9) Simulator, hand grenade (DODIC) L601	24 per platoon
Maneuver Area: Training area Alpha	

Table 4-6. Sample support requirements list.

7. **T&EOs.** T&EOs used in evaluating the training exercise appear in the sequence they will occur during the exercise. Table 4-7 is a list of T&EOs trained and or evaluated during the STX.

Task	Task Number
Conduct Troop-leading Procedures	07-3-5036
Conduct a Passage Of Lines As Passing Unit	07-3-1099
Conduct Tactical Movement (Mounted or Dismounted)	07-3-1270
Conduct an Area or Zone Reconnaissance	07-3-2009
Conduct a Deliberate Attack	07-3-1009
Conduct Consolidation and Reorganization	07-3-5009

Table 4-7. T&EOs.

Student Handout 4

This student handout contains Scenario 3, Leaders Reaction Course Overview.

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SCENARIO 3

Leaders Reaction Course Overview

HISTORY

The concept for the Leader's **Reaction Course** began with a corps of German psychologists during the late 1920s. The Nazi psychologists were interested in selection of future officers. Their selection process included many tests. According to head psychologist Simoneit they tested for imagination and rapid learning ability; capacity for swift adjustment; emotional stability and security of conduct. They found that a series of leader situations provided an opportunity to observe the presence of the desirable leader skills. After the Second World War the British Army adapted the German leader evaluation concept for their officer selection program. OCS, ROTC Universities, active duty National Guard and Reserve units of the Army and Marines, basic training units, and special courses (like SFAS) currently use the leaders reaction course.

PURPOSE

The purpose is to improve the student's leadership ability by affording the student an opportunity to apply the lessons learned in his formal leadership instruction. Assess the student using the Demonstrated Leadership Evaluation (tactical) in the CMP, by measuring the degree of the leadership traits and behaviors the student possesses. Conducting AARs after each event provides the student with a means of making a self-evaluation to determine more accurately his leadership ability.

The design of the course operation is to allow each soldier the opportunity to be a leader for a task one time and serve as a team member the remainder of the time. The SGL serves as an observer. Do not repeat any task. This ensures that you can evaluate that leaders' skills in planning, organizing, decision-making, supervising, and communicating as they pertain to that leader. Stress plays an important part in the evaluation of each leader. It is through stress that the SGL will be able to observe the critical leader skills the students display. To produce a stressful environment for the working team, you may place certain limitations on the students. For example, the team cannot touch certain things, they work under specific time constraints, can only use specific pieces of equipment, or give them extra equipment not needed.

Each academy may develop its own Leadership Reaction Course or use one currently built at their installation.

EXECUTION EXAMPLE

TASK 1

NOTES TO THE EVALUATOR:

- Brief leader inside POW compound.
- Students do not use weapons.

MISSION BRIEFING:

- You are in a POW compound. You and your team must escape or face execution. The only escape route is to cross the obstacle and go over the wall (you may use a roped off area).
- A sound alarm will activate if there is any movement of the rope or if you touch anything painted red. The guard patrol will be on the front wall and will hear any loud talking or loud noises.
- Friendly planes have consistently bombed the area for the past four days. You should take advantage during this confusion to escape.
- The guards have left a ladder and two lengths of rope. These will aid in your escape. Use any other loose equipment found in the area.
- If you activate the sound alarm, the enemy will know of your attempt to escape and will shoot you if they catch you. Take no chances; get out as quickly as possible by crossing the obstacle and climbing the wall. That is your only chance for survival.
- The planes will be approaching any minute. You should begin your reconnaissance now.

SAFETY REQUIREMENTS:

- Do not climb ladder while tilted and supported only by students.
- You should securely insert the small pipe in the large pipe before using it to aid in escape.
- Do not walk across the pipe.

TEACHING POINTS:

- As per evaluation sheet plus: Noise discipline commitment to escape.

EQUIPMENT, NUMBER, DIMENSIONS

- Ladder, 1 ea, 9'3"
- Long Rope, 1 ea, 15'-20'
- Long Rope, 1 ea, 12'
- Pipe, 1 ea, 4' long - 2.5" dia.

EXECUTION EXAMPLE

TASK 2

NOTES TO EVALUATOR: None

MISSION BRIEFING:

- This box contains Dextran, which is a blood expander. Your team must cross the river (obstacle) and take the box to a headquarters some distance beyond.
- Artillery fire destroyed both edges of the bridge. All that remains are these two columns supporting the steel rail over the river.
- You cannot take the Dextran out of the box.
- Use this rope to help your team cross the river. Take it with you for future use.
- Begin your reconnaissance.

SAFETY REQUIREMENTS:

- Do not allow students to tie rope around any part of their body.
- Do not allow students to swing across the obstacle.
- Brief all students to relax, if falling into the water, and let the water break their fall.
- Do not slide down pole and jump/push off from it on the dismount.
- Position one safety person/spotter on the far side while students are dismounting.

TEACHING POINTS:

- As per evaluation sheet plus: Physical location of leader/supervisor, complete planning to include anyone that may be afraid of heights, and how the last team member will climb to the top.
- Dismount of first person across.

EQUIPMENT, NUMBER, DIMENSIONS:

- Rope, 1 ea, 15' Long
- Box w/carrying strap, 1 ea, large enough to hold blocks
- Blocks (To simulate Dextran) 24 ea, 2" x 2" x 12" long

EXECUTION EXAMPLE

TASK 3

NOTES TO THE EVALUATOR: None.

MISSION BRIEFING:

- You are in charge of an ammunition detail delivering ammunition to your unit that is in very heavy contact and in serious need of the ammunition.
- You and your team must cross the river at the bridge. Your team finds six boards in the area around the bridge that you may use to help you cross the river.
- The river is deep and fast and anyone falling in will surely drown.
- Begin your reconnaissance.

SAFETY REQUIREMENTS:

- Do not allow students to walk directly on the rails.
- Do not jump to dismount. Sit, and push-off.

TEACHING POINTS:

- As per evaluation sheet plus: Visual reconnaissance.

EQUIPMENT, NUMBER, DIMENSIONS:

- Plank, 1 ea, 2"x 6"x5'1"
- Plank, 1ea, 2"x 6"x5'3"
- Plank, 1 ea, 2"x 6"x5'4"
- Plank, 1 ea, 2"x 6"x 5'5"
- Plank, 1 ea, 2"x 6"x 5'6"
- Plank, 1 ea, 2"x 6"x 5'7"
- Ammo Box, 1 ea, 250 lbs.

EXECUTION EXAMPLE

TASK 4

NOTES TO THE EVALUATOR: Students must do all work from on top of a platform.

MISSION BRIEFING:

- You are out on patrol with your team when you discover two boxes of ammunition left behind by enemy forces when they departed the area the previous night.
- You contacted your headquarters element and they instructed your patrol to return with the ammunition immediately and report to the Battalion S-2 for a debriefing.
- On your return, you encounter this blown out bridge over a deep gorge (simulated by platforms) that you must cross in order to get back before dark.
- For security reasons, you must carry all equipment with you.
- Begin your reconnaissance.

SAFETY REQUIREMENTS:

- Do not jump from boards to platform.

TEACHING POINTS:

- As per evaluation sheet plus: Stress the importance of reconnaissance for proper planning. Use of available resources (team can use ammo boxes to get more distance on boards).

EQUIPMENT, NUMBER, DIMENSIONS:

- Plank, 1 ea, 2"x 6"x 7'
- Plank, 1 ea, 2"x 6"x 6'4"
- Ammo boxes, 2 ea, 250 lbs ea.
- Rope, 1 ea, 6-8' long

EXECUTION EXAMPLE

TASK 5

NOTES TO THE EVALUATOR:

- Team may take ammunition out of the cart to reduce weight.
- Team can carry or push the cart instead of rolling it.

MISSION BRIEFING:

- Your team is moving forward with a cartload of much needed supplies when you encounter this destroyed bridge.
- There is another bridge in your sector but using it will cause a two-hour delay in getting the supplies forward.
- Your team located a pile of lumber that you decide can help you move over the bridge.
- You brief your commander and he informs you to take the lumber with you to the far side for security reasons.
- Begin your reconnaissance.

SAFETY REQUIREMENTS:

- Watch the boards for cracks or excessive bending that could break boards while students and/or equipment is moving across them.
- Have observing team walk along the bank to act as spotters.
- Be cautious on ramps, especially when wet.

TEACHING POINTS:

- As per evaluation sheet plus: Students can accomplish the plan with minimal equipment if students use their imagination. For example, take the ammo out of cart and push or carry the cart instead of rolling it.

EQUIPMENT NUMBER DIMENSIONS:

- Planks, 2 ea, 2"x 12"x8'
- Planks, 4 ea, 2"x 12"x 10'
- Planks, 4 ea, 2"x 12"x 12'
- Ammo boxes, 6 ea, 250 lbs ea.

Student Handout 5

This student handout contains Scenario 4, STX Lane Overview.

RECOVERABLE PUBLICATION

YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION. DAMAGE IN ANY WAY TO INCLUDE HIGHLIGHTING, PENCIL MARKS, OR MISSING PAGES WILL SUBJECT YOU TO PECUNIARY LIABILITY (STATEMENT OF CHARGES, CASH COLLECTION ETC.) TO RECOVER PRINTING COSTS.

SCENARIO 4

STX Lane Overview

PURPOSE:

The situational training exercise consist of a series of lanes and tasks designed to develop leadership traits and abilities at the team leader level. Skill level 2 common task requirements are the basis for these tasks. Evaluation of soldiers is in accordance with the prescribed test administration guide for field leadership. The purpose of the STX is to provide a non-MOS specific field task environment, primarily focused on developing leader decision-making abilities.

- Lane description. Each lane will be 1,000 meters in length and of a width necessary to provide adequate space for maneuver.
- Tasks. The tasks to accomplish will be tactical in nature and relate directly to war fighting skills.
- Subtasks will include requirements for precombat inspections, task organization, planning, security, assembly, movement, reconnaissance, actions on the objective, reorganization and consolidation, and withdrawal.
- Time. The time limit for the execution phase for each lane is two hours.

LEADERS:

Break down group into two eight-person teams. Designate one leader for each mission. Conduct at least four missions a day, per team. Evaluate four soldiers each day. Each leader has approximately one hour to plan for their mission and then execute. Execute missions continuously. The purpose is to improve the student's leadership ability by affording the student an opportunity to apply the lessons learned in his formal leadership instruction. Assess students by measuring the degree of the leadership traits and behaviors the students possess IAW the Demonstrated Leadership Evaluation (tactical) in the CMP. Conduct AARs after each event to provide the student with a means of making a self-evaluation to determine more accurately his leadership ability.

SCHEME OF MANEUVER:

Each mission begins at the individual lane assembly area. In the assembly area, the team leader conducts troop leading procedures and precombat inspections. The leader organizes the team for movement and moves tactically through the lane. The leader navigates, negotiates obstacles and crosses danger areas tactically. Approximately 400 meters from the tentative objective, the leader establishes an objective rally point (ORP) and conducts a leaders reconnaissance of the objective. The leader returns to the ORP, finalizes the plan, and confirms the team's mission organization. The leader moves the team to the objective and conducts the mission. The leader returns the team to the ORP and conducts a debrief/AAR. The instructor establishes the new chain of command and provides feedback to the previous leadership in the form of written counseling. The instructor assigns a new leader for the next mission and time starts all over again.

NOTE: Based on the following STX lane overview, commandants may develop their own lanes with any tasks they deem appropriate provided they meet the guidance as outlined in the PE.

EXECUTION EXAMPLES

STATION 1

- Action:** Emplace a Cache.
- Conditions:** As a team leader in a field environment, up to eight team members, field uniform, weapon, LCE, Kevlar, map, compass, rucksack, AN-PRC 119, CEOI extract, digging equipment and material to cache.
- Standard:** Assemble and task organize team, move tactically, maintain security, navigate, conduct reconnaissance, finalize a plan, emplace a cache, complete a cache report, sterilize cache area, withdraw.

STATION 2

- Action:** Recover a Cache.
- Conditions:** As a team leader in a field environment, up to eight team members, field uniform, weapon, LCE, Kevlar, map, compass, rucksack, AN-PRC 119, CEOI extract, and digging equipment.
- Standard:** Assemble and task organize team, move tactically, maintain security, navigate, conduct reconnaissance, finalize a plan, recover a cache, sterilize cache area, withdraw.

NOTE: The recovered cache can be one put in place by a prior team. This will prevent academies from having to recover.

STATION 3

- Action:** Conduct recovery of a downed pilot.
- Conditions:** As a team leader in a field environment, up to eight team members, field uniform, weapon, LCE, Kevlar, map, compass, rucksack, GPS (optional), AN-PRC 119, CEOI extract, litter, medical aid bag.
- Standard:** Assemble and task organize team, move tactically, maintain security, navigate, conduct reconnaissance, finalize a plan, establish crash site security, provide first aid as necessary, secure and transport casualty, sterilize crash site, withdraw.

STATION 4

- Action:** Establish a communications site.
- Conditions:** As a team leader in a field environment, up to eight team members, field uniform, weapon, LCE, Kevlar, map, compass, rucksack, AN-PRC 119, OE 254 Antenna, CEOI extract.
- Standard:** Assemble and task organize team, move tactically, maintain security, navigate, conduct reconnaissance, finalize a plan, clear and secure site, gain communications with distant station, withdraw.

STATION 5

- Action:** Cross an obstacle, using a one-rope bridge.
- Conditions:** As a team leader in a field environment, up to eight team members, field uniform, weapon, LCE, Kevlar, map, compass, rucksack, AN-PRC 119, CEOI extract, two 120 ft ropes, and four snap links.
- Standard:** Assemble and task organize team, move tactically, maintain security, navigate, conduct reconnaissance, finalize a plan, clear and secure site, establish rope bridge, move all soldiers across safely, recover equipment, withdraw.

NOTES: Academies may simulate swimming and have soldiers conduct exercise between two trees. Consider mission failure if soldiers hit the ground between trees. If using an actual stream or small draw, the NCOA will implement appropriate control measures in their risk management.