

TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	W323 / TROOP-LEADING PROCEDURES
Effective Date	01 Oct 2004
Supersedes TSP(s) / Lesson(s)	W323, Troop-Leading Procedures, dated Oct 03.
TSP Users	600-BNCOC Basic Noncommissioned Officer 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 DC 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:

Task Number**Task Title**

071-326-5626

Prepare an Oral Operations Order.

850-001-4001

Integrate Risk Management into a Platoon Mission.

This TSP
Contains

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TROOP-LEADING PROCEDURES
W323 / Version 1
01 Oct 2004

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	600-BNCOC	1	Basic Noncommissioned Officer Course

Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>

Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>
	071-326-5626	Prepare an Oral Operations Order.
	850-001-4001	Integrate Risk Management into a Platoon Mission.

Academic Hours The academic hours required to teach this lesson are as follows:

	Resident
	<u>Hours/Methods</u>
	3 hrs 45 mins / Conference / Discussion
	5 mins / Lecture
	1 hr / Practical Exercise (Performance)
Test	0 hrs
Test Review	0 hrs
Total Hours:	5 hrs 00 mins

Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>
	Testing (to include test review)	3 hrs E303

Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>
	P301	The Risk Management Process
	T304	Plans, Orders, and Annexes

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 (installation/activity name) 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 7-10	THE INFANTRY RIFLE COMPANY	14 Dec 1990/w chg 1, Oct 2000	
FM 5-71-2	ARMORED TASK-FORCE ENGINEER COMBAT OPERATIONS	28 Jun 1996/w chg 2, 4 Sep 1997	

Student Study Assignments

Before class--

- Read FM 7-10, Chap 2, Sections II and III and Appendix G, para G-1 and G-2, (SH-2) and FM 5-71-2, App C.

During class--

- Participate in classroom discussion and complete the practical exercise

After Class--

- Review notes and lesson materials.
 - Return all recoverable materials to the instructor.
-

Instructor Requirements

1:16, SSG, BNCOC Graduate, ITC and SGITC qualified.

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

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>
673000T101700 PROJECTOR, OVERHEAD, 3M	1:16	1:16	No	1	No
559359 SCREEN PROJECTION	1:16	1:16	No	1	No
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	1:16	1:16	No	1	No
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:16	No	1	No
SNV124262544393 36-INCH COLOR MONITOR W/REMOTE CONTROL AND LUXOR STAND	1:16	1:16	No	1	No
SOFTWARE-1 MS-DOS, LATEST GOVERNMENT APPROVED VERSION	1:16	1:16	No	1	No
SOFTWARE-2 WINDOWS XP, LATEST GOVERNMENT APPROVED VERSION	1:16	1:16	No	1	No

* Before Id indicates a TADSS

Materials Required**Instructor Materials:**

- Viewgraphs: 29.

Student Materials:

- Pencils and writing paper.
 - Reading material listed above.
-

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

GEN INST BLDG 400 SF 16 PN (1 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.

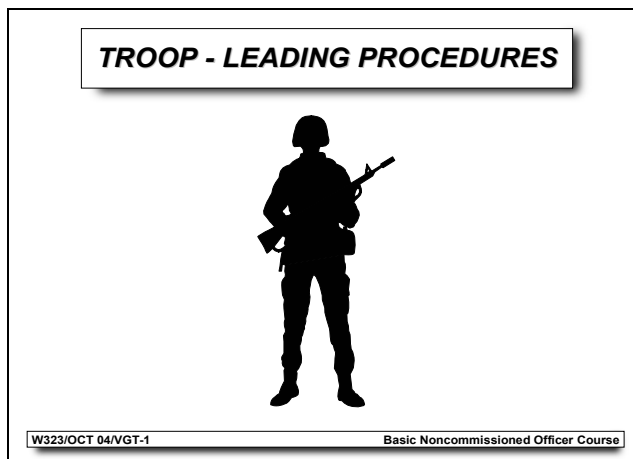
This TSP contains enough material to support an in-depth discussion of each step in the troop leading procedure. However, due to time constraints, you must take special care to keep the discussion focused. Emphasize that troop-leading procedures apply at any level and situation.

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
/s/Joralmon, Grace	CIV	Training Developer	11 AUG 04
/s/Bennett-Green, Agnes	SGM	Chief, B/ANCOC	11 AUG 04
/s/Bucher, George	GS-11	Chief, CMD	11 AUG 04
/s/Lemon, Marion	SGM	Chief, CDDD	11 AUG 04

SECTION II. INTRODUCTION

Method of Instruction: <u>Lecture</u>
Techniques of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>VGT-1 and VGT-2</u>

Motivator**SHOW VGT-1, TROOP-LEADING PROCEDURES**

Leaders use the command and control process to stay abreast of the status of the mission and react to the situation as required. Troop-leading procedures are the leader's tools to guide the command and control process. Leaders use these procedures to receive, plan, and execute a mission. Consequently, troop-leading procedures must be an instinctive and familiar way of thinking for a squad leader.

REMOVE VGT-1

NOTE: Select a student to read the Terminal Learning Objective (TLO).

SHOW VGT-2, TERMINAL LEARNING OBJECTIVE

Motivator,
continued

<p>TERMINAL LEARNING OBJECTIVE</p> <p>Action: Determine the actions necessary to direct squad operations</p> <p>Condition: As a squad leader, in a classroom environment</p> <p>Standards: Determined the actions necessary to direct squad operations as stated in FM 7-10.</p> <p>W323/OCT 04/VT-2 Basic Noncommissioned Officer Course</p>

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:	Determine the actions necessary to direct squad operations.
Conditions:	As a squad leader/staff NCO in a company or battalion level unit.
Standards:	Determined the actions necessary to direct squad operations IAW FM 7-10.

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

During this course, you will take a 50-question examination. The examination will include questions on the ELOs and TLO from this lesson. You must correctly answer 35 questions or more to receive a GO. A GO is a graduation requirement.

**Instructional
Lead-In**

In this lesson, you will examine the application of the troop-leading procedures to squad operations.

NOTE: Explain to the students that this lesson uses FM 7-10, The Infantry Rifle Company, Dec 90, for reference because FM 7-10 examines the steps of the troop-leading process in detail. Emphasize that, regardless of the source reference, the troop-leading process is generic and applies at all echelons in all types of units. Also note that, although FM 7-10 discusses procedures in terms of the company commander's actions, similar actions must occur at platoon and squad levels. Mention also that although the focus of this lesson is the application of the troop-leading process in a tactical situation, the process also applies with only minor modifications to any mission.

SECTION III. PRESENTATION

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

A. ENABLING LEARNING OBJECTIVE

ACTION:	Identify actions necessary upon receiving a mission.
CONDITIONS:	As a squad leader/staff NCO in a company or battalion level unit.
STANDARDS:	Identified the actions necessary to receive a mission IAW FM 7-10.

1. Learning Step / Activity 1. Steps of Troop-Leading Process

Method of Instruction: Conference / Discussion

Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:16

Time of Instruction: 10 mins

Media: VGT- 3 thru VGT- 5

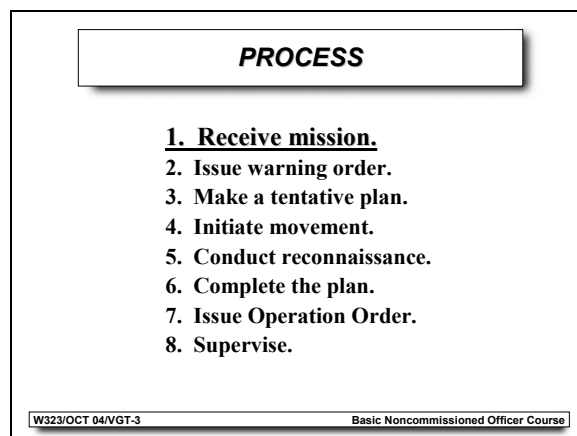
REMOVE VGT-2

The leader uses the command and control process to figure out what is going on, decide what to do about it, tell soldiers what to do, then keep track of how well his soldiers are doing it. The troop-leading procedures provide a common framework for all echelons of command to apply the C2 process. Two other tools that are part of the C2 process are the estimate of the situation and METT-T analysis.

QUESTION: What are the steps of the troop-leading process?

ANSWER: See VGT-3.

SHOW VGT-3, PROCESS



Ref: FM 7-10, page 2-13

Each step of the troop-leading process contains sub-steps. **The sequence is not rigid.** Step four "initiate movement," for example, might not be necessary until step seven "Issue operation order" is complete. Leaders should conduct the steps in the order that makes the best use of the available time. Also note that some steps may be concurrent; for example, steps five and six "Conduct reconnaissance" and "Complete the plan"--while others may be continuous throughout the operation; for example, step eight "Supervise."

Troop leading is the process you use to prepare your squad to accomplish a mission. The process begins when you receive the mission and ends when the squad completes the mission. The process consists of a series of actions for planning, coordinating, executing, and supervising tactical operations.

The troop-leading process helps manage time efficiently and allows your squad to prepare for a mission as completely as time permits. You should strive to complete all steps of the troop-leading process regardless of the amount of time available.

The first step in the troop-leading process is "receive the mission." You will receive a mission in the form of a written or oral warning order, operation order, or fragmentary order. In any case, there are two things you must do after you receive a mission.

REMOVE VGT-3

QUESTION: What are the two actions necessary upon receiving a mission?

ANSWER: See VGT-4.

NOTE: Show VGT-4 after students answer.

NOTE: FM 3-0, p 5-3, para 5-12 explains METT-TC.

SHOW VGT-4, RECEIVE MISSION

RECEIVE MISSION

- **Begin METT-T Analysis.**
- **Develop Time Schedule.**

W323/OCT 04/VGT-4Basic Noncommissioned Officer Course

Ref: FM 7-10, p 2-12, para 2-10a (1) and (2)

QUESTION: Why must you conduct an initial METT-TC analysis?

ANSWER: To determine elements of the warning order by identifying:

- The mission.
- All known information about the enemy.
- Actions required to prepare the squad for the mission.
- The time requirements for the mission.

Ref: FM 7-10, p 2-12 and p 2-13, para 2-10a

NOTE: FM 7-10 does not explicitly answer this question. Guide student responses to the key points above. Explain to the students that the lesson will cover the details of METT-TC analysis in the next step of the troop-leading process. Emphasize that some or all of this information should be part of the initial order.

QUESTION: Why must you develop a time schedule?

ANSWER: To ensure that:

- You allocate time for each preparatory task.
- Subordinates have sufficient time for their own planning and preparation.

Ref: FM 7-10, p 2-12, para 2-10a (2) and (3)

QUESTION: What are the steps for developing a time schedule?

ANSWER:

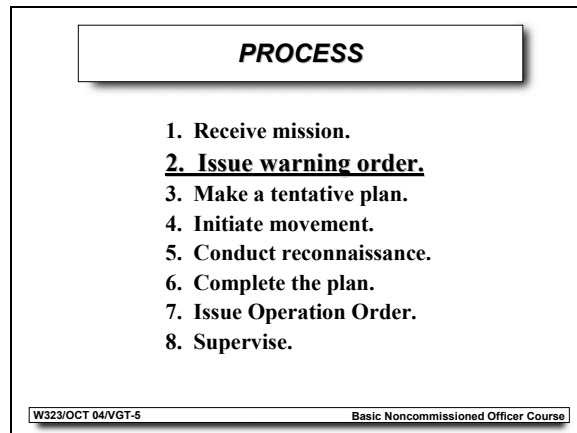
- Identify required preparatory actions.
- Begin the schedule at "mission time."
- Establish a time for each preparatory action by working backward to the time that it is now (reverse planning).

Ref: FM 7-10, p 2-12, para 2-10 a (2)

NOTE: Have students refer to the example time schedule in FM 7-10, p 2-13, para 2-10a (3). The schedule covers a 21-hour period between 0900 of one day and 0600 of the next. Note that the company commander plans to issue the company OPORD at 1330 --using only four and one-half hours of the 21 hours for his own planning. Also note that the company commander does not rigidly follow the sequence of troop-leading process steps. He schedules the reconnaissance at 1045 and **initiates movement at 0200 the next day.**

REMOVE VGT-4

SHOW VGT-5, PROCESS



You must ensure that your subordinate leaders have enough time for their own planning needs. A general rule of thumb for leaders at all echelons is to use no more than one-third of the available time for planning and issuance of the OPORD. This will leave the rest of the available time for subordinate leaders to use for their planning and preparation.

Ref: FM 7-10, p 2-13, para 2-10 a (3)

B. ENABLING LEARNING OBJECTIVE

ACTION:	Identify actions necessary to issue a warning order.
CONDITIONS:	As a squad leader/staff NCO in a company or battalion level unit.
STANDARDS:	Identified actions necessary to issue a warning order IAW FM 7-10.

1. Learning Step / Activity 1. Issue a warning order

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 10 mins
 Media: VGT- 6

The second step of the troop-leading process is "Issue a warning order." You must complete the initial METT-TC analysis and time schedule development quickly to avoid delay in issuing a warning order to your squad. You cannot afford to wait for more information. You must issue the best warning order possible with the information at hand. As more information becomes available, you may issue additional warning orders.

QUESTION: What is the purpose of a warning order?

ANSWER: A warning order alerts your squad of an upcoming mission. This permits the squad to begin preparation for combat without waiting for you to complete your planning.

NOTE: Emphasize that planning for some operations can require considerable time.

Preparation for a mission normally involves a number of routine actions that should be standing operating procedure (SOP) in your platoon. A warning order (combined with good SOPs) is a timesaving device.

QUESTION: What topics should a warning order address?

ANSWER: The warning order should address preparations that your SOP does not cover.

Ref: FM 7-10, p 2-13, para 2-10b

QUESTION: What is the format for a warning order?

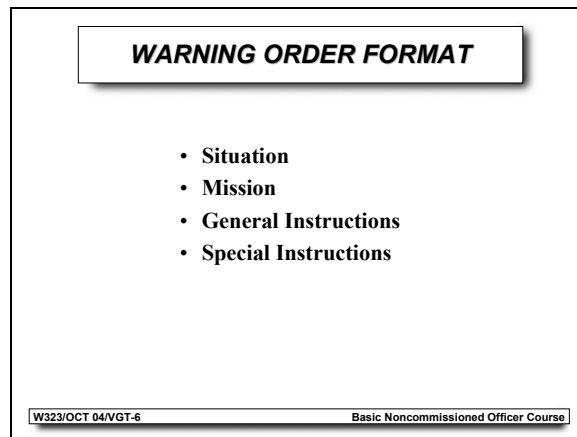
ANSWER: There is no specific format or list of contents for a warning order. The specific contents for each warning order will vary based on the situation, the experience of your subordinate leaders and the contents of your platoon SOP.

Ref: FM 7-10, p 2-13, para 2-10b

REMOVE VGT –5

Warning orders give subordinates advance notice of operations that are to come. This gives them time to prepare. The order should be brief, but complete. The following slide is an example of the paragraphs normally included in a warning order.

SHOW VGT-6, ISSUE WARNING ORDER



Ref: FM 7-10, App G

NOTE: Refer the students to the expanded warning order format on p G-1, FM 7-10. Note the repeated mention of SOPs.

REMOVE VGT–6

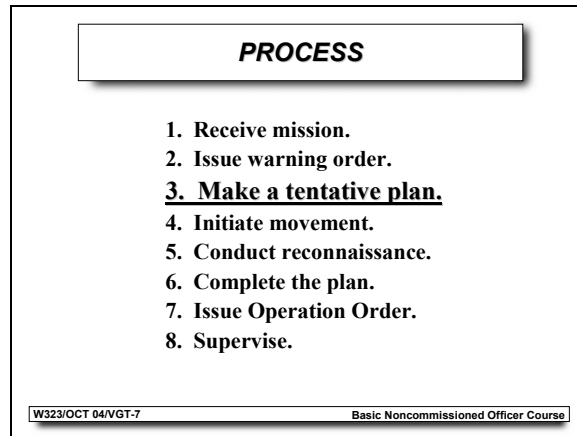
C. ENABLING LEARNING OBJECTIVE

ACTION:	Identify actions necessary to make a tentative plan.
CONDITIONS:	As a squad leader/staff NCO in a company or battalion level unit.
STANDARDS:	Identified actions necessary to make a tentative plan IAW FM 7-10.

1. Learning Step / Activity 1. Process

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 2 hrs
 Media: VGT-7 thru VGT-25

SHOW VGT-7, PROCESS



Ref: FM 7-10, p 2-13, para 2-10a (3)

The third step in the troop-leading process is "Make a tentative plan." Tentative plans are the basis for the OPORD. The leader uses the commander's estimate of the situation to analyze METT-T information, develop and analyze the COA, compare courses of action, and make a decision that produces a tentative plan.

Ref: FM 7-10, p 2-14, para 2-10 (c)

NOTE: Refer the students to FM 7-10, p 2-11, fig 2-1. Briefly explain that "Estimate of the Situation" is the title of the decision-making process used to "Make a Tentative Plan." As fig 1 shows, the lesson will cover METT-TC analysis as part of the bullet, Analyze the Situation. Note also that the "Tentative Plan" is the basis for reconnaissance. During the tentative planning, we will identify the specific items of information that the reconnaissance must provide.

REMOVE VGT-7

QUESTION: What are the steps necessary to make an "Estimate of the situation"?

ANSWER: See VGT-8.

NOTE: Show VGT-8 as students respond. Limit discussion to identifying the steps of the process. The lesson will cover each step in detail.

SHOW VGT-8, MAKE A TENTATIVE PLAN

MAKE A TENTATIVE PLAN

Estimate of the Situation

- 1. Analyze mission.**
- 2. Analyze situation and develop courses of action.**
- 3. Analyze courses of action.**
- 4. Compare courses of action.**
- 5. Make a decision.**

W323/OCT 04/VGT-8
Basic Noncommissioned Officer Course

Ref: FM 7-10, p 2-21, Section III.

REMOVE VGT-8

The first step in the "estimate" process is to conduct a detailed mission analysis. You should conduct a detailed mission analysis whenever you receive instructions to begin a new operation.

QUESTION: What is the purpose of the mission analysis?

ANSWER: See VGT 9.

Ref: FM 7-10, p 2-21, para 2-13

NOTE: Select students to explain the scope of each bullet. Use the VGT to prompt student responses.

SHOW VGT-9, ANALYZE MISSION

ANALYZE MISSION

Determine:

- **Commander's concept and intent.**
- **Unit tasks.**
- **Unit limitations.**
- **Mission essential tasks.**
- **Restated mission.**

W323/OCT 04/VGT-9
Basic Noncommissioned Officer Course

Ref: FM 7-10, p 2-21 and 2-22, para 2-13a

NOTE: Discuss the sub-steps of Troop-Leading Procedures as an overview. We will teach them in more detail during other classes such as plans, orders, and annexes.

Commanders' Concept and Intent: You must understand what both your commander and the battalion commander want accomplished as a result of the operation. You must also understand your role and responsibilities within your company commander's plan.

Ref: FM 7-10, p 2-22, para 2-13a

Unit Tasks: You must identify all of the tasks that your squad must accomplish. Once you identify the tasks, you must then ensure that your plan includes all of them. We subdivide tasks as specified, implied or inherent. It is not important to classify the tasks; what is important is to identify everything your unit must complete to accomplish the mission.

Ref: FM 7-10, p 2-22, para 2-13b

Unit Limitations: You must identify all control measures or instructions in the OPORD that restrict your freedom of action. In every operation, there are limitations on the company. Look for limitations throughout the OPORD, in operations overlay, coordinating status, times, and locations. Examples include: MOPP status, times, and locations.

Ref: FM 7-10, p 2-22, para 2-13c

Mission-Essential Tasks: Failure to accomplish a mission-essential task results in your platoon's failure to accomplish its primary purpose for the operation. You should find your mission-essential task in the maneuver paragraph of the OPORD.

Ref: FM 7-10, p 2-23, para 2-13c (3)

Restated Mission Statement: The restated mission becomes the focus for the remainder of the estimate process. It is a clear, concise statement of the essential task(s) that the squad must accomplish and the purpose that the squad must achieve. It states who, what, when, where, and why of the mission. It also becomes paragraph 2, of your squad OPORD. The other specified, implied, and limitations are included in the plan where required.

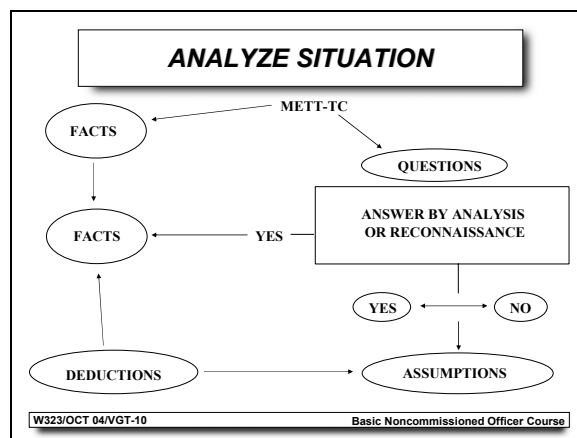
REMOVE VGT-9

The next step is an analysis of the situation using the remaining factors of METT-TC (mission, enemy, terrain, troops, and time and civil consideration). This is normally the most time consuming step of the estimate. However, once you have a full appreciation for the situation, you should then be able to develop several courses of action that will accomplish your mission.

The lesson will present the analysis process in a very deliberate, step-by-step manner. In reality, it is a very dynamic process. In most tactical situations, leaders normally possess a lot of METT-TC information before the process begins. This permits a more rapid estimate and decision. Changing the sequence of analysis may improve the estimate. FM 7-10 discusses the analysis of terrain before the analysis of the enemy. Para 2-15 states, "By understanding the terrain prior to the enemy analysis, the leader will have a better appreciation for the enemy's capabilities and limitations." Be aware, however, that taking shortcuts during the analysis process may lead to hasty decisions not based on an honest analysis of the situation.

The second step of the "estimate" process is "analyze the situation." This is a diagram of the thought process you must follow for the situation analysis:

SHOW VGT-10, ANALYZE SITUATION



Ref: FM 7-10, Fig 2-4, p 2-25

NOTE: Guide the students through the thought process.

During the analysis, you will identify the facts you have about the situation. You will also have questions that you cannot answer with the facts available. You must then try to answer the questions through additional analysis or reconnaissance. In most cases, you will have to continue the analysis without all the facts. In these cases, you will have to use reasonable assumptions. "Reasonable" assumptions are not blind guesses. You should only make assumptions based on other facts, knowledge of the enemy's doctrine, or experience gained from fighting this enemy.

The focus of the situation analysis process is to determine the important facts about the situation and determine how each fact impacts on the mission, the unit, and the enemy. Throughout the process, however, you should note any potentially decisive points. Potentially decisive points are points where your squad or platoon can generate more combat power than the enemy can.

Ideally, you will identify at least one point where you can generate overwhelming combat power. Overwhelming combat power should lead to rapid mission accomplishment. If you can identify any "potentially decisive" or "critical" points, these points will be the focus of the courses of action that you must develop in the next step of the estimate process.

QUESTION: How can the analysis of METT-TC factors identify potentially decisive points?

ANSWER:

- Terrain analysis may identify locations on the ground that provide an advantage or place the enemy at a disadvantage.
- Enemy analysis may identify enemy weaknesses that you can exploit.
- Time analysis may identify a time when enemy combat potential is low.

Ref: FM 7-10, p 2-26, para 2-15a

REMOVE VGT-10

Following the organization of FM 7-10, p 2-26, para 2-15b, once you know the mission, the first factor we will examine is terrain. You must consider the terrain from

both your viewpoint and from the enemy's. The mnemonic OCOKA will help you remember the significant military aspects of terrain.

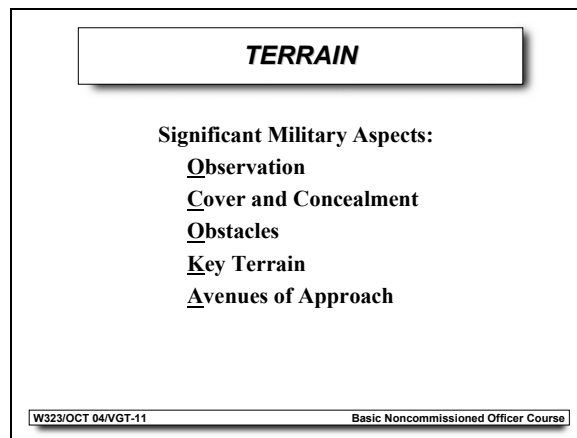
NOTE: Emphasize that the goal of the analysis for each factor is to identify potentially decisive points.

QUESTION: What are the significant military aspects of terrain?

ANSWER: See VGT-11.

NOTE: Show VGT-11 as students respond. Explain to them that FM 7-10 discusses the aspects out of order and the discussion follows the organization of FM 7-10. Select students to explain the analysis process and specific offensive and defensive considerations for each aspect. Use the following discussion to prompt student responses.

SHOW VGT-11, TERRAIN



Ref: FM 7-10, para 2-15b

Obstacles: Identify obstacles and terrain that affect mobility. Evaluate terrain as no-go, slow-go, or go.

Ref: FM 7-10, para 2-15b (1)(a) and (b)

Avenues of Approach: Consider mounted and dismounted avenues through which units can maneuver. Avenues of approach, traverse GO terrain, bypass NO-GO terrain and occasionally pass over SLOW-GO terrain. The doctrinal width guideline for a platoon is 250 meters; for a company the guideline is 500 meters.

Ref: FM 7-10, para 2-15b (2)(a) and para 2-15b(2)(b)

Key Terrain: Key terrain is any location that affords a significant advantage to either side. Key terrain usually dominates an avenue of approach or the objective. You

may normally expect enemy units and weapons systems to be in locations of key terrain. Key terrain is important during the development of courses of action.

Ref: FM 7-10, para 2-15b (3)(a) and para 2-15b(3)(b)

Observation and Fields of Fire: Determine locations that provide the best observation and fields of fire along approaches, near the objective, or on key terrain. Look at the capability of direct-fire weapons from likely or known positions.

Ref: FM 7-10, para 2-15b (4)(a) and para 2-15b(4)(b)

Cover and Concealment: You normally combine cover and concealment with the analysis of observation and fields of fire. Weapon positions must have both protection and good fields of fire.

NOTE: Finally, refer students to p 2-27, fig 2-5. Select students to identify from the diagram examples of obstacles, key terrain, and avenues of approach.

REMOVE VGT-11

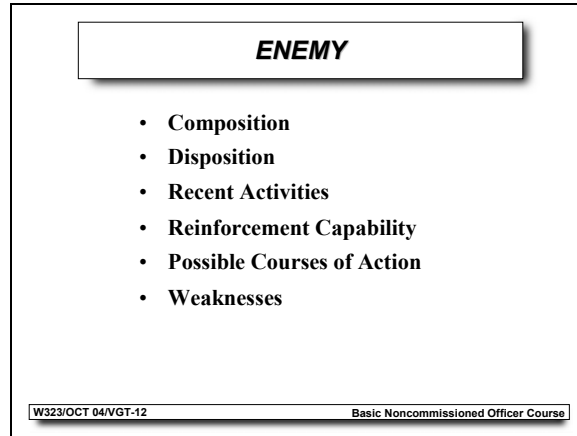
The next factor we will examine is the enemy. Often, your Battalion S-2 and your company commander will complete a major portion of the enemy analysis for you. They have access to much more information, and you must accept their information as accurate because it is the basis of their plans.

However, it is important to remember that your commander's analysis did not focus on the enemy expected in your sector or your portion of the objective. Your commander was looking at the situation from a broader perspective and with different concerns. It is your responsibility to refine the information you received and develop the detailed understanding necessary to complete your plan. The focus of your Analysis is to locate the enemy's strengths (to avoid them) and the enemy's weaknesses (to exploit them).

The goal of the enemy analysis is a detailed statement of the enemy's most probable course of action. You will need this statement to properly analyze your own courses of action. Your analysis of the enemy should focus on these topics:

NOTE: Show VGT-12 as students respond. Select students to explain the analysis process for each enemy factor. Use the following discussion as necessary to prompt student responses:

SHOW VGT-12, ENEMY



Ref: FM 7-10, p 2-29 and p 2-30, para 2-16

Composition: Determine enemy strength, available weapons systems, and supporting weapons and units. Some examples of enemy composition analysis given in para 2-16e (1) are, "Enemy will continue to defend with one platoon," and "There are between 20 and 30 personnel in this position."

Disposition: Determine the enemy array on the terrain, such as in defensive positions, in an assembly area, or moving in march formation. Also determine what the enemy intends to do. The example of enemy disposition analysis in para 2-16e (1) is: "Enemy will continue to defend with one platoon in a deliberate defense."

Recent Activities: Identify recent and significant enemy activities that may indicate future intentions. The example of recent activities in para 2-16e (1) is: "Security patrols operate north and west of the position at random intervals."

Reinforcement Capabilities: Determine positions for reserves and estimate the time to counterattack or reinforce. The example of reinforcement capability in para 2-16e (1) is, "The company could reinforce the platoon position with up to 20 men in 20 minutes."

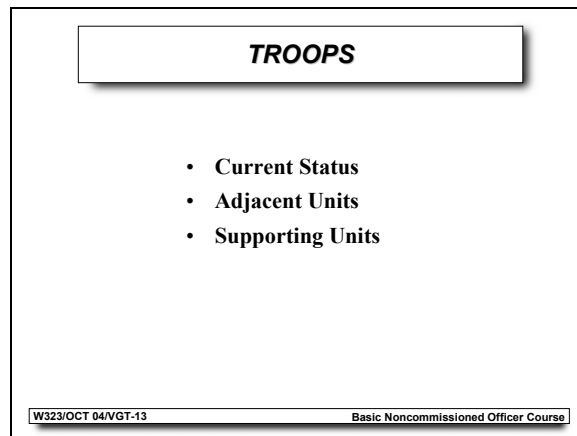
Possible Courses of Action: Determine the enemy's possible courses of action and determine the enemy's most likely course of action. The example of possible courses of action in para 2-16e (1) is: "We can expect the enemy squad to retain its position to prevent its parent company from being enveloped from the NW."

Weaknesses: Although FM 7-10 does not elaborate on this topic, the process of identifying enemy weaknesses is also systematic. Base your analysis on the preceding factors and pinpoint enemy weaknesses in each area.

REMOVE VGT-12

The next factor we will examine is troops available. The purpose of this analysis is to identify all available resources and any new limitations resulting from recent fighting. The analysis of troops available focuses on these three considerations:

SHOW VGT-13, TROOPS



Ref: FM 7-10, p 2-32, para 2-17

Current Status of Squad: Consider current location, disposition, supply status, and personnel strength. Pay particular attention to losses of key leaders and weapons, ammunition status, and morale.

Adjacent Units: Determine what effect adjacent units may have on your mission.

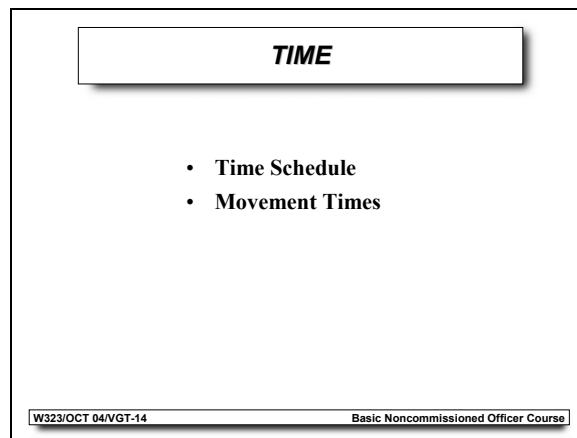
Supporting Units: Consider the status and capability of any attached or supporting units. This includes the location of the company trains, aid station, and command post.

REMOVE VGT-13

The final factor is time. Time analysis is a continuous process. Time analysis focuses on these considerations:

NOTE: Show VGT-14. Select students to explain the considerations in each area. Use the following discussion as necessary to prompt student responses.

SHOW VGT-14, TIME



Ref: FM 7-10, p 2-32, para 2-18

Time schedule: You must continuously update your initial estimate of time and the initial time schedule for the operation. You should focus on the times specified in the company order and any key times noted during the situation analysis.

Movement times: Consider how you will move, the formation(s) you will use, and the time required for movement.

Ref: FM 7-10, p 2-32, para 2-18

REMOVE VGT-14

You should now have a clear understanding of your responsibilities and the impact of each of the METT-TC factors on the accomplishment of your mission. You should also have a list of questions that your reconnaissance must answer.

SHOW VGT-15, MAKE A TENTATIVE PLAN

MAKE A TENTATIVE PLAN

Estimate of the Situation

1. Analyze mission.
- 2. Analyze situation and develop courses of action.**
3. Analyze courses of action.
4. Compare courses of action.
5. Make a decision.

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Basic Noncommissioned Officer Course

Ref: FM 7-10, p 2-32, para 2-19

The next step in the estimate process is to develop courses of action. A course of action is a possible plan that will accomplish the mission. Your plan must contain enough detail to clearly describe how your unit will accomplish the mission. There must also be enough detail to permit effective analysis of the course of action. In tactical situations, the course of action is generally a scheme of maneuver supported by a sketch.

NOTE: Ask the students what a squad course of action should describe? A squad course of action should describe the employment of teams and other significant resources such as attached elements, weapons, or engineer support.

Ref: FM 7-10, p 2-32, para 2-19a

NOTE: FM 7-10 does not specifically answer this question. The discussion of the company course of action in para 2-19 implies the answer.

Break TIME: 00:50 to 01:00
01:00 to 01:40 (continue Learning Step/Activity 1, ELO C)

Normally, you should develop two or three courses of action; however, planning time constraints may limit you to only one.

QUESTION: What are the characteristics of an acceptable course of action?

ANSWER: Each course of action must be:

- Feasible. It must accomplish the mission and support the commander's concept.
- Reasonable. The unit must remain an effective force after completing the mission.
- Distinguishable. It must not be just a minor variation of another course of action.

Ref: FM 7-10, p 2-32, para 2-19a

During the analysis of the situation, you must determine facts and make deductions. Before developing courses of action, you must determine the most critical facts and deductions for the mission. These critical facts and deductions are the focus of the course of action development process.

If you identified critical points during the situation analysis, then you can begin to develop courses of action beginning at each critical point. If you did not identify a critical point, your next step is to consider the focus of the mission statement.

QUESTION: What are some examples of how the mission statement focus can help identify a critical point?

ANSWER:

For example, if the mission statement focuses on:

- Gaining or retaining ground, then determine what terrain is most important.
- Enemy destruction, then determine what the enemy's weakness is.
- Security of a friendly force, then determine the most vulnerable part of the friendly force.

Ref: FM 7-10, p.2-33, para 2-19c

REMOVE VGT-15

Once you determine the critical points, you can develop courses of action.

QUESTION: What is the process for developing a course of action?

NOTE: Show VGT-16 as students respond. Select students to explain each bullet. Use the following discussion as necessary to prompt student responses.

SHOW VGT-16, DEVELOP COURSE OF ACTION

DEVELOP COURSES OF ACTION

Determine:

- **Decisive Points.**
- **Necessary Results at Decisive Points.**
- **Purpose of Main and Supporting Effort.**
- **Essential Tasks for Squads.**
- **Task Organization for Squads.**

W323/OCT 04/VGT-16 Basic Noncommissioned Officer Course

Ref: FM 7-10, p 2-33, para 2-19d

Decisive points: Select a potentially decisive point to begin the development process.

Results at Decisive Points: Determine the results necessary at the decisive point to accomplish the mission.

Purpose of Main and Supporting Effort: To divide enemy attention and make the most effective use of weapons capabilities, you should plan to employ your forces in two "efforts" or groups. Each "effort" must have a clearly defined purpose. The supporting effort's purpose must clearly link to the main effort's purpose.

Essential Tasks for Teams: Restate the main and supporting "purposes" identified in the previous step in terms of tasks for your major subordinate elements--your teams. Ensure that you identify all tasks necessary to achieve each purpose.

Team Task Organization: Specific resources may be necessary to accomplish some of the tasks. You should assign additional resources such as weapons, equipment, and specialists to each team as required by the tasks that the team must perform.

REMOVE VGT-16

SHOW VGT-17, DEVELOP COURSES OF ACTION, CONT

***DEVELOP COURSES OF ACTION,
cont***

- **Command and Control Responsibilities.**
- **Task Organization for Platoon.**
- **Control Measures.**
- **Course of Action Statement and Sketch.**

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Command and Control Responsibilities: No leader can be everywhere and see everything on the battlefield. You should identify decisions that you will not be in a position to make and assign responsibility for those decisions to the subordinate in the best position to make them.

Squad Task Organization: Assign any remaining resources to complete the task organization for your entire squad.

Control Measures: Establish control measures that clarify and support the accomplishment of the assigned mission. The control measures include movement routes, rally points, attack positions, supporting positions, and critical timings.

Course of Action Statement and Sketch: The course of action statement collects all of the information in one clear, concise statement. The sketch that should accompany the statement clarifies the statement.

REMOVE VGT-17

QUESTION: What are some additional things to consider when developing courses of action?

ANSWER: See VGT-18.

NOTE: Show VGT-18 as students respond. Select students to explain each bullet. Use the following discussion as necessary to prompt student responses.

SHOW VGT-18, CONSIDERATIONS

CONSIDERATIONS

- Risk
- Resources
- Mutual Support
- Initiative

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Ref: FM 7-10, p 2-33, para 2-19e

Risk: You should use the risk management process you studied in lesson P401 to manage the risks inherent in the operation. You should also note that, normally, the more force you employ in the main effort, the better your chances of success will be.

However, each element you commit to the main effort will reduce the force and increase the risk at some other point.

Resources: Allocate your resources to the appropriate effort. Ensure that you provide resources to the main effort first. If insufficient resources remain for a supporting effort, change that effort's tasks or modify its purpose. Do not take resources from the main effort to reduce the risk in less important areas.

Mutual Support: Mutual support is a combat multiplier. You can achieve mutual support between elements by physical positioning or clearly linking each element's purpose.

Initiative: Ensure that you select only the control measures necessary to synchronize the actions of your subordinates. Over control can restrict subordinates' freedom of action and stifle their initiative.

REMOVE VGT-18

The essential part of a course of action deals with the actions at the decisive point. There may be additional details to add before you can analyze a course of action from start to finish.

QUESTION: What are some additional details that you may need to include in a course of action for war-gaming purposes?

ANSWER: See VGT-19

NOTE: Show VGT-19 as students respond. Select students to explain each bullet. Use the following discussion as necessary to prompt student responses.

SHOW VGT-19, DETAILS

DETAILS

- **Movement**
- **Positioning**
- **Signals**
- **Soldier Load**

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Ref: FM 7-10, P 2-34, para 2-19f

Movement:: Movement prior to the maneuver at the decisive point or following the decisive action.

Positioning: Positioning other assets including the squad aidman.

Signals: Establishing additional fire control measures or transmitting critical information by signals.

Soldier's load: Significant soldier's load decisions such as additional ammunition, explosives, weapons, etc.

REMOVE VGT-19

NOTE: A sketch of the course of action will enhance clarity. Refer students to p 2-36, fig 2-7, for an example of an offensive course of action sketch. Note that the sketch contains a legend to explain nonstandard graphics.

Step three of the estimate process is the analysis of courses of action.

SHOW VGT-20, MAKE A TENTATIVE PLAN

MAKE A TENTATIVE PLAN

Estimate of the Situation

1. Analyze mission.
2. Analyze situation and develop courses of action.
- 3. Analyze courses of action.**
4. Compare courses of action.
5. Make a decision.

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Ref: FM 7-10, p 2-35, para 2-20

You conduct the analysis by "war-gaming" each of your courses of action against the enemy's most probable response. This step of the estimate process ensures that each course of action is viable and that you understand how the fight will take place. It clearly shows where your squad is taking risks and at what points you have to make additional decisions. It also clearly shows the advantages and

disadvantages of each course of action. You do not begin to compare your courses of action in this step. The comparison of courses of action occurs in the next step.

REMOVE VGT-20

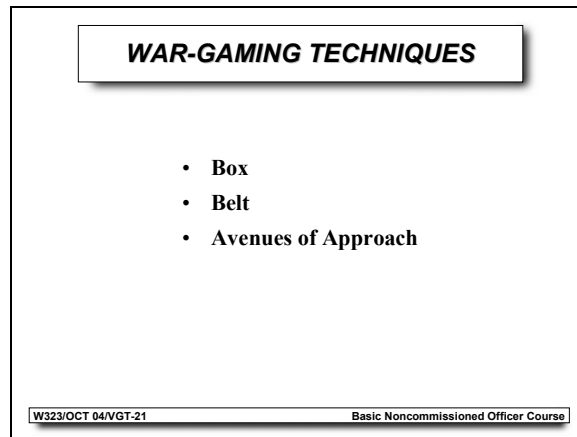
There are three basic techniques for conducting the war game to analyze a course of action.

QUESTION: What are the three basic war-gaming techniques?

ANSWER: See VGT-21.

NOTE: Show VGT-21 as students respond. Select students to explain each technique. Use the following discussion as necessary to prompt student responses.

SHOW VGT-21, WAR-GAMING TECHNIQUES



Ref: FM 7-10, p 2-35 thru 2-37, para 2-20a (1) thru (3)

Box: This technique focuses the war-gaming process on the critical area where the decisive action will take place. The war-gaming process will not consider any actions that take place outside the "box." This has the advantage of using all available time to analyze the actions at the decisive point. The disadvantage is that the process may overlook other important actions.

Belt: This technique divides a course of action into "phases" and focuses the war-gaming process on each phase in sequence.

Avenue of Approach: This technique applies best to the war-gaming of defensive courses of action in situations where there is more than one enemy avenue of

approach to the defensive position. The technique focuses the war-gaming process on one avenue of approach at a time.

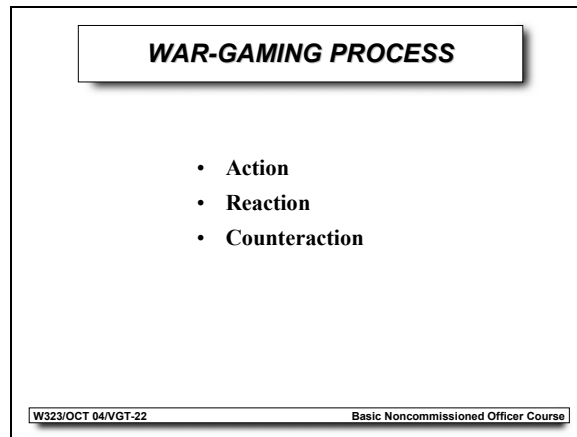
REMOVE VGT-21

QUESTION: What is the process to war-game a course of action against the most probable enemy response?

ANSWER: See VGT-22.

NOTE: Show VGT-22 as students respond. Select students to explain each step in the process. Refer the students to the offensive course of action war game, FM 7-10, p 2-37, para 2-20b(1). Use the following discussion as necessary to prompt student responses.

SHOW VGT-22, WAR-GAMING PROCESS



Ref: FM 7-10, p 2-35, para 2-20b

Action: The first step is to divide the course of action into a series of events or actions.

Reaction: Next, analyze each action or event to determine the likely result or enemy reaction.

Counteraction: Finally, consider any friendly counteraction required by the enemy's reaction.

REMOVE VGT-22

You should continue the analysis of each course of action until you determine that it will accomplish the mission or fail. The war-gaming process ensures that you

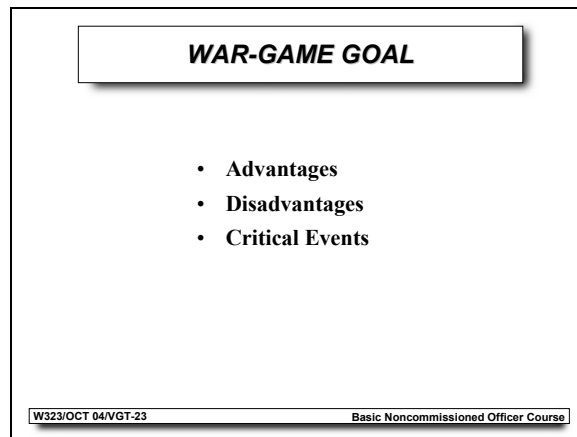
clearly understand all of the variables in the operation. It also provides the information necessary to effectively compare courses of action.

QUESTION: What information must you learn from the war-gaming of a course of action?

ANSWER: See VGT-23

NOTE: Show VGT-23 as students respond. Select students to explain the meaning of each topic. Use the following discussion as necessary to prompt student responses.

SHOW VGT-23, WAR-GAME GOAL



Ref: FM 7-10, p 2-40, para 2-20c

Advantages: Features of a course of action that produces some tangible advantage to your squad or disadvantage to the enemy.

Disadvantages: Features of a course of action that produces a tangible disadvantage to your squad or advantage to the enemy.

Critical events: Critical events are events other than the action at the decisive point that can determine the success or failure of a course of action. The disadvantage of the "box" technique is that the analysis may not identify some critical events outside of the analysis box.

Ref: FM 7-10, p 2-40, para 2-21

REMOVE VGT-23

Step four of the estimate process is "Compare Courses of Action."

QUESTION: What are the two approaches to comparing courses of action?

ANSWER:

- You may base the comparison on the advantages and disadvantages of each course of action.
- You may identify significant factors based on your mission or your situation analysis and use them as points of comparison.

Ref: FM 7-10, p 2-41, para 2-21c

NOTE: Emphasize that basing the comparison on significant factors is the preferred method because each significant factor applies to all courses of action. Advantages and disadvantages normally relate only to one course of action and provide only a subjective means of comparison.

Significant factors are common to all courses of action that provide a basis for comparison. A factor is "significant" if it impacts directly on the success of the mission. Long lists of factors reduce the importance of the most significant; therefore, you should limit the number of factors you select. Normally, three to seven factors will provide a good comparison.

QUESTION: What are the two basic types of significant factors?

ANSWER: Mission-specific and general.

Ref: FM 7-10, p 2-41, para 2-21c (1)

QUESTION: What are mission-specific factors?

ANSWER: Mission-specific factors derive from the requirements for a specific mission. They may relate to critical events determined during the war-game process or to the advantages and disadvantages of each course of action.

Ref: FM 7-10, p 2-42, para 2-21c (2)

NOTE: Refer the students to the examples of mission-specific factors in the reference.

QUESTION: What are general factors?

ANSWER: General factors derive from the principles of war, the imperatives of air-land battle doctrine, risks, and other such doctrinal guidelines. They are the factors that apply to all tactical operations.

Ref: FM 7-10, p. 2-43, fig 2-9

NOTE: Refer the students to examples of general factors in para 2-21c (2)

Once you select the significant factors, you must decide which course of action best supports each significant factor. The simple decision matrix is a detailed technique for the comparison. There are several ways to use the matrix.

NOTE: Explain to the students that this is a simple decision matrix for the comparison of three courses of action in terms of six significant factors. Briefly explain the two techniques for using the matrix:

SHOW VGT-24, DECISION MATRIX

DECISION MATRIX				
FACTORS \ COAs	COA #1	COA #2	COA #3	
Surprise				
Flexibility				
Speed				
Combat Power at the Decisive Point				
Use of Key Terrain				
Soldiers Load				
TOTAL:				

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- Give a plus "+" or bullet "o" to the course of action that best supports each significant factor. The best course of action is the one with the highest number of pluses or bullets.
- Rank order each course of action for each factor. The best course of action for a factor receives a "1," the next best a "2," and the worst a "3." The best course of action is the one with the lowest sum.

Ref: FM 7-10, p 2-42, para 2-22

Step five of the estimate process is "make a decision." In this step, you must select the course of action that you believe has the best chance of accomplishing the mission. The results of the comparison in step four, assists you in making this decision, but they do not make it for you. It is quite possible that you might not choose the course of action that the decision matrix indicated was the best.

QUESTION: What might cause you not to select the course of action that the decision matrix indicates is the best?

ANSWER: You may learn of a significant factor not included in the matrix.

Ref: FM 7-10, p 2-42, para 2-22

Remember that the decision matrix only indicates the best course of action in terms of your chosen significant factors. You may learn of other significant factors. You may also receive information that reduces the significance of one or more factors in your matrix. When you receive any new information you should update your estimate and decide what impact that information has on your chosen course of action. The key point is that updating a decision matrix is faster than making one. Once you complete the initial decision matrix, you can use it to rapidly assess the impact of additional information. This increases your ability to make rapid decisions during an operation.

REMOVE VGT-24

To complete the tentative plan, you use the five-paragraph operation order format:

NOTE: Select students to explain which step or steps in the process up to this point produced the information for each portion of the operation order. Use the following discussion as necessary to prompt student responses.

SHOW VGT-25, COMPLETE THE PLAN

<p style="text-align: center;">COMPLETE THE PLAN</p> <p>Operation Order</p> <ol style="list-style-type: none"> 1. Situation (Enemy, Friendly) 2. Mission 3. Execution <ol style="list-style-type: none"> a. Concept of operation b. Tasks to Maneuver units c. Tasks to Combat Support units d. Coordinating Instructions 4. Service Support 5. Command and Signal <p style="font-size: small;">W323/OCT 04/VGT-25 Basic Noncommissioned Officer Course</p>

Ref: FM 7-10, p 2-42 thru 2-45, para 2-23a thru j

Task organization: The generic squad task organization step in developing a course of action is the basis for the task organization paragraph of your order. The war-gaming process may identify some necessary modifications.

Enemy: The enemy situation paragraph in your commander's order is the basis for the enemy paragraph in your order. You should refine the information based on your

analysis of the enemy factor of METT-TC. You may include the enemy's composition, disposition, strength, recent activities, capabilities, and most probable course of action.

Friendly: The friendly situation paragraph in your commander's order is the basis for the friendly paragraph in your order. You should add any significant information from your analysis of the troop factor of METT-TC.

Mission: This is your restated mission statement from step one of the estimate process.

Concept of Operation: This paragraph is a clear, concise statement of your chosen course of action. At platoon level, it is seldom necessary to organize the course of action statement into separate paragraphs for maneuver, fires, and engineering.

Tasks to Maneuver Units: This paragraph lists the tasks/limitations for each of your teams. The information for this paragraph comes from two sources: the tasks and limitations identified during the mission analysis and the war-gaming process. The tasks from the mission analysis normally apply to individual subordinate elements. Each element should have a separate paragraph listing these tasks.

Tasks to Combat Support Units: This paragraph lists the tasks for any attached combat support elements.

Coordinating Instructions: This paragraph lists requirements that apply to two or more subordinate elements. If an instruction does not apply to all subordinate elements, you should clearly state which elements must comply.

Service Support: This paragraph provides critical logistical information. Most of this information should come from your commander's order. You may identify some logistical requirements during your planning.

Command and Signal: This paragraph compiles the command and control information including the location of key personnel during the operation and signals for specific events or actions. Some of the information in this paragraph, including the

location of the company CP and company level signal information, may come from your commander's order.

REMOVE VGT-25

This completes the "Estimate of the Situation" process and the development of your tentative plan.

The tentative plan should stand-alone and have all essential information, because the situation may force you to issue and execute it. For the remainder of our discussion, we will examine the final five steps in the troop-leading process.

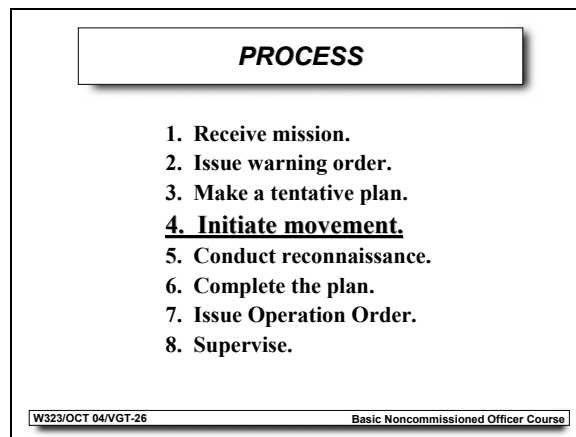
D. ENABLING LEARNING OBJECTIVE

ACTION:	Identify actions necessary to initiate movement.
CONDITIONS:	As a squad leader/staff NCO in a company or battalion level unit.
STANDARDS:	Identified actions necessary to initiate movement IAW FM 7-10.

1. Learning Step / Activity 1. Process

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Process (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 5 mins
 Media: VGT-26

SHOW VGT-26, PROCESS



Ref: FM 7-10, p 2-14, para 2-10d

To save time, you should initiate any required movements as soon as possible. As you recall from our earlier discussion, this is one of the steps that you perform out of sequence. One of your team leaders may lead any routine initial movement of the

squad. You can give instructions for the movement in the warning order. However, you must ensure that you coordinate all movement with your platoon leader.

E. ENABLING LEARNING OBJECTIVE

ACTION:	Identify actions necessary to conduct reconnaissance.
CONDITIONS:	As a squad leader/staff NCO in a company or battalion level unit.
STANDARDS:	Identified actions necessary to conduct reconnaissance IAW FM 7-10.

1. Learning Step / Activity 1. Process

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 10 mins
 Media: VGT-27

Step five in the troop leading process is "Conduct Reconnaissance." You should recall from our initial discussion that reconnaissance is really continuous throughout the troop-leading process.

In every tactical operation, leaders at every echelon will desire additional information. At the same time, they must deny the enemy information about their units. Formalizing, and centralizing reconnaissance efforts helps to achieve both of these objectives. For this reason, the company will normally drive the reconnaissance effort. In some situations, however, reconnaissance may be your responsibility alone.

A thorough tentative plan will help the reconnaissance effort by identifying specific information requirements. There are four steps in planning and conducting a reconnaissance.

REMOVE VGT-26

QUESTION: What are the four steps in planning and conducting a reconnaissance?

ANSWER: See VGT-27.

NOTE: Show VGT-27 as students respond. Select students to explain the considerations in each step of the process. Use the following discussion as necessary to prompt student responses.

SHOW VGT-27, CONDUCT RECONNAISSANCE

CONDUCT RECONNAISSANCE

- **Prepare Plan.**
- **Issue Plan.**
- **Select Technique.**
- **Conduct Recon.**

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Ref: FM 7-10, p 2-14, para 2-10e

Prepare plan: Reconnaissance is also a combat operation. The planning for a reconnaissance must be as rigorous as possible in the time available. During the planning, you should identify:

- The information requirements
- Security requirements
- Priorities for information and security
- Assets including support available
- Time available
- The focus for your personal reconnaissance
- Tasks to assign to subordinates

Issue plan: You will usually provide additional information to supplement the tasks you assign to your subordinates. The amount of detail depends on the situation but you may include:

- Specific tasks for individual soldiers
- The time schedule for the reconnaissance
- Routes and formations
- Special equipment
- Likely contingency plans

- Fire support coordination
- Plan for withdrawal from the reconnaissance site
- Plan for linkup with the company

Select technique: The two primary techniques for conducting the leader's reconnaissance are:

- Long-range observation/surveillance using observation posts outside the enemy's security zone and beyond small-arms range from the objective
- Short-range observation/surveillance from inside the enemy's security positions and within small-arms range of the objective

Conduct reconnaissance: You should conduct the reconnaissance as you would any patrol. The smaller the element, the less likely the enemy will detect it. Additional tasks during the reconnaissance may include:

- Testing communications
- Making final coordination on precise times, locations, and responsibilities
- Establishing security/surveillance on the objective area

REMOVE VGT-27

Break Time: 01:50 to 02:00

F. ENABLING LEARNING OBJECTIVE

ACTION:	Identify actions necessary to complete the plan.
CONDITIONS:	As a squad leader/staff NCO in company or battalion level unit.
STANDARDS:	Identified actions necessary to complete the plan IAW FM 7-10.

1. Learning Step / Activity 1. Process

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 5 mins
 Media: None

Step six of the troop-leading process is "Complete the Plan."

QUESTION: What change to your tentative plan should you anticipate?

ANSWER: You may have to change your courses of action if the situation is different from what you expected.

Ref: FM 7-10, p. 2-15, para 2-10f

You must be ready to adjust your tentative plan based on the results of the reconnaissance. In this case, adjust one of the previously analyzed and discarded COAs to quickly finalize the plan.

During this time, coordination continues with all supporting agencies, higher headquarters, and adjacent units. This along with the recon gives you the needed information to expand your tentative plan into a five-paragraph OPORD.

G. ENABLING LEARNING OBJECTIVE

ACTION:	Identify actions necessary to issue an order.
CONDITIONS:	As a squad leader/staff NCO in a company or battalion level unit.
STANDARDS:	Identified actions necessary to issue an order IAW FM 7-10.

1. Learning Step / Activity 1. Process

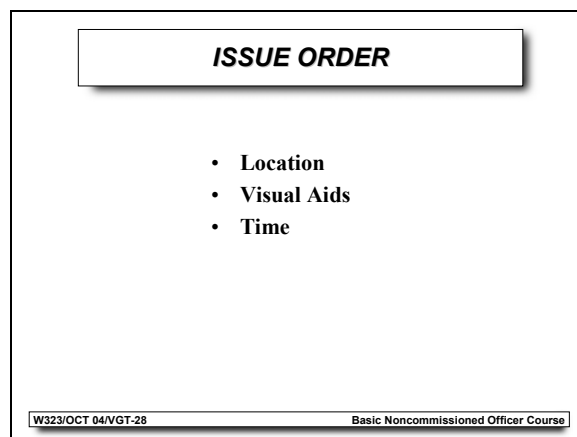
Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 10 mins
 Media: VGT-28

QUESTION: What are some considerations in issuing the order?

ANSWER: See VGT 28.

NOTE: Show VGT-28 as students respond. Select students to explain the meaning of each consideration. Use the following discussion as necessary to prompt student responses.

SHOW VGT-28, ISSUE ORDER



Ref: FM 7-10, p 2-15, para 2-10g

Location: If possible, you should issue the order while viewing the avenues of approach or objective area. Establish security/surveillance on the objective area.

Visual aids: You should use visual aids (for example, sketches and terrain models) whenever possible to enhance the presentation.

Time: Again, the rule of thumb is to use only one-third of the available time for your own planning. This allows your subordinates more time for their planning and preparation.

REMOVE VGT-28

H. ENABLING LEARNING OBJECTIVE

ACTION:	Identify actions necessary to supervise an operation.
CONDITIONS:	As a squad leader/staff NCO in a company or battalion level unit.
STANDARDS:	Identified actions necessary to supervise an operation IAW FM 7-10.

1. Learning Step / Activity 1. Process

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 10 mins
 Media: VGT-29

The final step in the troop-leading process is "Supervise." As you recall from our earlier discussion, "supervise" is really a continuous action during all of the other steps in the process. The best plan may fail due to poor supervision.

QUESTION: What are some supervisory techniques?

ANSWER: See VGT-29.

NOTE: Show VGT-29 as students respond. Select students to explain each supervisory technique. Use the following discussion as necessary to prompt student responses.

SHOW VGT-29, SUPERVISE

SUPERVISE

- **Inspect.**
- **Rehearse.**
- **Brief Back.**
- **Coordinate.**

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Ref: FM 7-10, p 2-15, para 2-10h

Inspect: There is an old saying that soldiers only do the things that the leader checks.

Rehearse: Rehearsals are essential to ensure complete coordination and subordinate understanding. Rehearsals of drills/SOPs can begin immediately after the warning order.

Brief-back: Brief-backs by subordinates ensure that they understand their instructions. Collective brief-backs by all subordinates allows exchange of information, coordination, and rapid distribution of changes to original plans.

Coordinate: Coordination before the operation ensures that all necessary preparations are complete. Coordination during the operation permits refinements and modifications to the plan as the situation develops.

REMOVE VGT-29

I. ENABLING LEARNING OBJECTIVE

ACTION:	Identify Actions necessary to Conduct Pre-combat Checks and Inspections.
CONDITIONS:	As a squad leader/staff NCO in a company or battalion level unit.
STANDARDS:	Identified Actions necessary to conduct Pre-combat checks and Inspections IAW FM 5-71-2, App C.

1. Learning Step / Activity 1. Conduct Pre-combat Checks

Method of Instruction: Conference/Discussion
 Technique Of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 15 mins
 Media: None

Precombat Inspection Checklist

A company that has a well-established system of checks and inspections will consistently perform to standard. The leader must establish checks and inspections that support the unit's mission-essential task list (METL). Once established, the leader must ensure that the checks and inspections are performed before and after combat operations. Checks and inspections fall into the following categories: Precombat checks, precombat inspections, postcombat checks, and post combat inspections.

Precombat Checks: Precombat checks aid the leader in preparing his unit for combat. These include checks for individuals, vehicles, weapons, and equipment. While these checklists are generic, they can be easily tailored to fit a unit's specific needs. Leaders at all levels use these checklists in their planning and in preparing instructions to their subordinate leaders.

Precombat Inspections: Precombat inspections validate that the precombat checks have been performed. The leader must plan his time and that of his unit's to ensure that inspections are performed. Time must also be available for corrective actions should an individual or item fail the inspection. The leader cannot delegate this responsibility; he must be the inspector. This demands that he be competent in the maintenance and care of all of his unit's equipment. The standards he sets will determine the unit's ability to perform in combat.

Postcombat Checks: Post combat checks are identical in form to precombat checks but differ in substance. Checks are still performed on individuals, vehicles, weapons, and equipment; however, the focus changes to repairing and refitting these items to a reusable condition. Expendable items may need replenishing and lost items require replacing. Units replace their basic-load items and ensure that equipment has its full complement of POL. Damaged and non-operational equipment is evacuated for repair. Individual needs must also be attended to-soldiers require rest and refitting and medical problems must be attended to-as well as morale problems.

Postcombat Inspections: In the same way that precombat inspections are performed, postcombat inspections must be planned and conducted by the leaders. Since postcombat operations are heavily maintenance-oriented, the leader should seek the aid of his vehicle, communications, and supply personnel to assist him in conducting his inspections. They are capable of making immediate repairs and also serve as expert advisers. Inspections must focus on serviceability. Vehicles and equipment must be operated to standard. A check of all radios requires that a net station be positioned at a distance consistent with combat conditions. It does a unit no good to be able to talk only in an assembly area. Sufficient time must be allocated to perform these inspections as it is necessary to pay strict attention to detail. An inspection which checks only one of three weapons ensures that the unit is only one-third operable. A 100 percent inspection must be made of everything.

Table C-1 provides an example of a precombat inspection. The leader can rotate the inspector's responsibilities to train his personnel and provide as thorough an inspection as possible.

Table C-1. Sample precombat inspection

Vehicle preparations	<ul style="list-style-type: none"> • Loaded according to the load plan • Vehicle refueled • Water cans full, Class I stowed • Equipment cleaned and stowed • First-aid kit/combat-lifesaver bag complete and stowed • Vehicle dispatched, TM present, vehicle tool kit stowed • Basic load of ammunition stowed
Communications equipment	<ul style="list-style-type: none"> • Radios operational, mounted and secured, connections and receptacles cleaned and frequencies set • Antenna matching unit(s) operational • COMSEC equipment operational • Telephones operational and stowed • OE-254 complete, operational, and stowed • All required nets entered and monitored
NBC	<ul style="list-style-type: none"> • M11 decon apparatus mounted and operational • Hasty decon kit with DS-2 and nitrogen bottles stowed • Automatic chemical alarm operational and mounted • M256 kits stowed
Optics	<ul style="list-style-type: none"> • Night-vision devices and binoculars cleaned, operational, and stowed
Maintenance	<ul style="list-style-type: none"> • Preventive maintenance checks and services conducted on all equipment • DA Form 2404(s) completed on all equipment
Armaments	<ul style="list-style-type: none"> • All weapons cleaned and test-fired

J. **ENABLING LEARNING OBJECTIVE**

ACTION:	Determine a course of action.
CONDITIONS:	As a squad leader/staff NCO in a company or battalion level unit.
STANDARDS:	Determined a course of action IAW FM 7-10.

1. Learning Step / Activity 1. Practical Exercise 1

Method of Instruction: Practical Exercise (Performance)
 Technique Of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 50 mins
 Media: PE

NOTE: The remainder of this lesson is a practical exercise. Divide the class into minigroups and assign the exercise as a minigroup requirement. This will facilitate information transfer between students and enable them to make the best use of the limited time available.

This exercise uses a "garrison-type" mission to remind the students that they can apply troop-leading/estimate process to all situations, not just tactical. Issue PE-1 and instruct the students that working as a minigroup they will have 45 minutes to complete the requirement. After 40 minutes, have each minigroup briefly present its solution. Then, issue SPE-1 and assist the students in understanding any differences between their minigroup's solution and SPE-1. Emphasize that SPE-1 is not a definitive, "school" solution. It is simply an illustration of one approach to the problem.

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>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Check on Learning

Briefly quiz the students on all learning activities. Clarify any questions the students have.

QUESTION: Under what circumstances can you apply the troop-leading process?

ANSWER: The troop-leading process is generic and applies at all echelons in all types of unit. With minor modifications, it applies to any type of mission.

QUESTION: What are the major steps in the troop-leading process?

ANSWER: Those steps are receive mission, issue warning order, make tentative plan, initiate movement, conduct reconnaissance, complete the plan, issue operation order, and supervise.

Ref: FM 7-10, p. 2-12

Review / Summarize Lesson

The troop-leading process will guide your actions from the time you receive a mission, through the planning and execution, until you complete the mission.

The troop-leading/estimate process should be an instinctive and familiar way of thinking for a squad leader. It will significantly improve the quality of your leadership.

SECTION V. STUDENT EVALUATION**Testing
Requirements**

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

During this course, you will take a 50-question examination. The examination will include questions on the ELOs and TLO from this lesson. You must correctly answer 35 questions or more to receive a GO. A GO is a graduation requirement.

**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.

None

VIEWGRAPHS FOR LESSON 1: W323 version 1

Terminal Learning Objective

VGT-1, Troop Leading Procedures

TROOP - LEADING PROCEDURES



W323/OCT 04/VGT-1

Basic Noncommissioned Officer Course

VGT-2, Terminal Learning Objective

TERMINAL LEARNING OBJECTIVE

**Action: Determine the actions necessary to
direct squad operations**

**Condition: As a squad leader, in a classroom
environment**

**Standards: Determined the actions necessary
to direct squad operations as stated in
FM 7-10.**

Enabling Learning Objective A

Learning Step 1

VGT-3, Process

PROCESS

- 1. Receive mission.**
- 2. Issue warning order.**
- 3. Make a tentative plan.**
- 4. Initiate movement.**
- 5. Conduct reconnaissance.**
- 6. Complete the plan.**
- 7. Issue Operation Order.**
- 8. Supervise.**

VGT-4, Receive Mission

RECEIVE MISSION

- **Begin METT-T Analysis.**
- **Develop Time Schedule.**

VGT-5, Process

PROCESS

1. Receive mission.
- 2. Issue warning order.**
3. Make a tentative plan.
4. Initiate movement.
5. Conduct reconnaissance.
6. Complete the plan.
7. Issue Operation Order.
8. Supervise.

Enabling Learning Objective B

Learning Step 1

VGT-6, Warning Order Format

WARNING ORDER FORMAT

- **Situation**
- **Mission**
- **General Instructions**
- **Special Instructions**

Enabling Learning Objective C

Learning Step 1

VGT-7, Process

PROCESS

- 1. Receive mission.**
- 2. Issue warning order.**
- 3. Make a tentative plan.**
- 4. Initiate movement.**
- 5. Conduct reconnaissance.**
- 6. Complete the plan.**
- 7. Issue Operation Order.**
- 8. Supervise.**

VGT-8, Make Tentative Plan

MAKE A TENTATIVE PLAN**Estimate of the Situation**

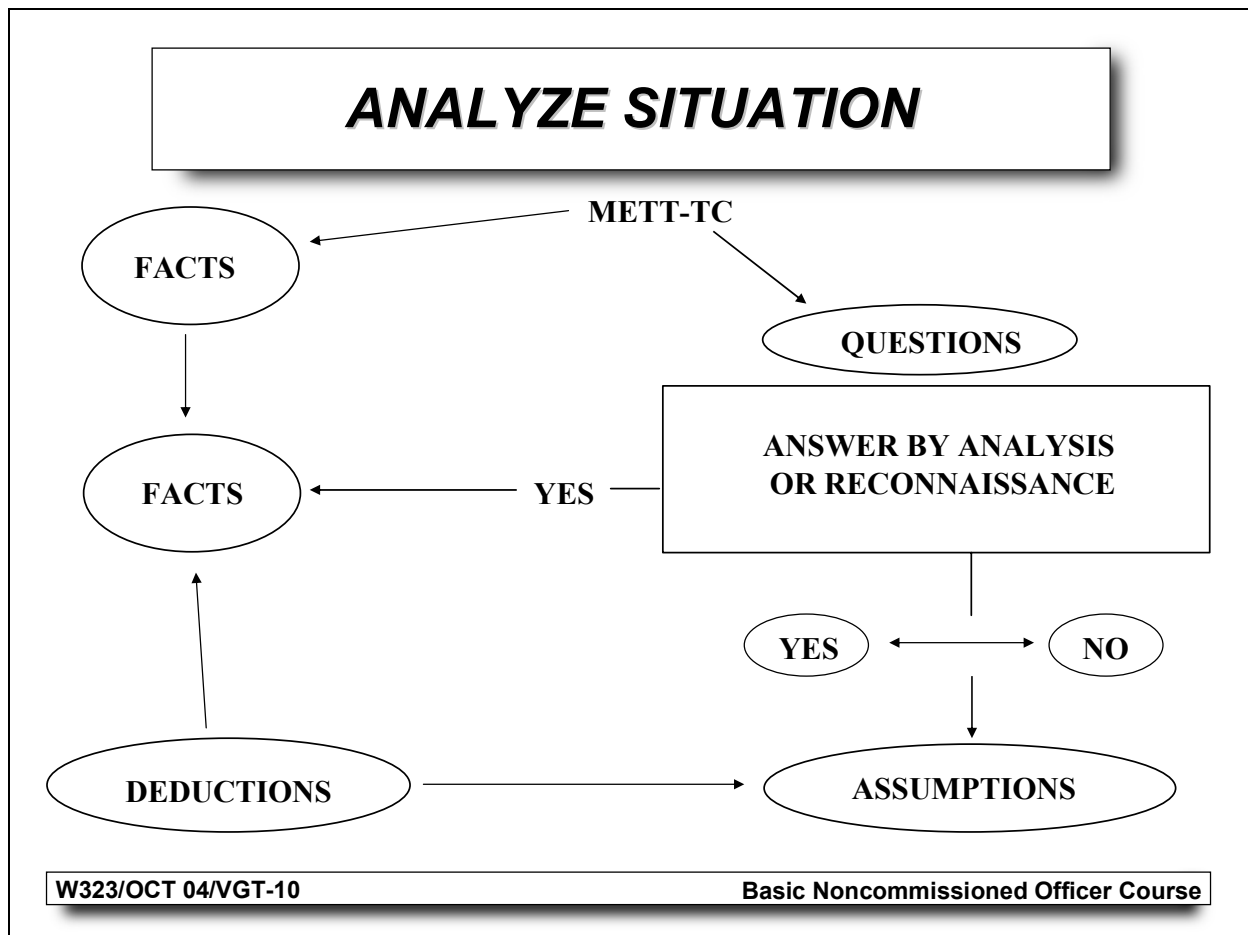
- 1. Analyze mission.**
- 2. Analyze situation and develop courses of action.**
- 3. Analyze courses of action.**
- 4. Compare courses of action.**
- 5. Make a decision.**

VGT-9, Analyze Mission

ANALYZE MISSION**Determine:**

- **Commander's concept and intent.**
- **Unit tasks.**
- **Unit limitations.**
- **Mission essential tasks.**
- **Restated mission.**

VGT-10, Analyze Situation



VGT-11, Terrain

TERRAIN

Significant Military Aspects:

Observation

Cover and Concealment

Obstacles

Key Terrain

Avenues of Approach

VGT-12, Enemy

ENEMY

- **Composition**
- **Disposition**
- **Recent Activities**
- **Reinforcement Capability**
- **Possible Courses of Action**
- **Weaknesses**

VGT-13, Troops

TROOPS

- **Current Status**
- **Adjacent Units**
- **Supporting Units**

VGT-14, Time

TIME

- **Time Schedule**
- **Movement Times**

VGT-15, Make A Tentative Plan

MAKE A TENTATIVE PLAN**Estimate of the Situation**

- 1. Analyze mission.**
- 2. Analyze situation and develop courses of action.**
- 3. Analyze courses of action.**
- 4. Compare courses of action.**
- 5. Make a decision.**

VGT-16, Develop Course of Action

DEVELOP COURSES OF ACTION

Determine:

- **Decisive Points.**
- **Necessary Results at Decisive Points.**
- **Purpose of Main and Supporting Effort.**
- **Essential Tasks for Squads.**
- **Task Organization for Squads.**

VGT-17, Develop Course of Action (cont'd)

DEVELOP COURSES OF ACTION, cont

- **Command and Control Responsibilities.**
- **Task Organization for Platoon.**
- **Control Measures.**
- **Course of Action Statement and Sketch.**

VGT-18, Considerations

CONSIDERATIONS

- **Risk**
- **Resources**
- **Mutual Support**
- **Initiative**

VGT-19, Details

DETAILS

- **Movement**
- **Positioning**
- **Signals**
- **Soldier Load**

VGT-20, Make A Tentative Plan

MAKE A TENTATIVE PLAN**Estimate of the Situation**

- 1. Analyze mission.**
- 2. Analyze situation and develop courses of action.**
- 3. Analyze courses of action.**
- 4. Compare courses of action.**
- 5. Make a decision.**

VGT-21, War -Gaming Techniques

WAR-GAMING TECHNIQUES

- **Box**
- **Belt**
- **Avenues of Approach**

VGT-22, War-Gaming Process

WAR-GAMING PROCESS

- **Action**
- **Reaction**
- **Counteraction**

VGT-23, War-Game Goal

WAR-GAME GOAL

- **Advantages**
- **Disadvantages**
- **Critical Events**

VGT-24, Decision Matrix

DECISION MATRIX

FACTORS \ COAs	COA #1	COA #2	COA #3
Surprise			
Flexibility			
Speed			
Combat Power at the Decisive Point			
Use of Key Terrain			
Soldiers Load			
TOTAL:			

VGT-25, Complete the Plan

COMPLETE THE PLAN

Operation Order

- 1. Situation (Enemy, Friendly)**
- 2. Mission**
- 3. Execution**
 - a. Concept of operation**
 - b. Tasks to Maneuver units**
 - c. Tasks to Combat Support units**
 - d. Coordinating Instructions**
- 4. Service Support**
- 5. Command and Signal**

Enabling Learning Objective D

Learning Step 1

VGT-26, Process

PROCESS

- 1. Receive mission.**
- 2. Issue warning order.**
- 3. Make a tentative plan.**
- 4. Initiate movement.**
- 5. Conduct reconnaissance.**
- 6. Complete the plan.**
- 7. Issue Operation Order.**
- 8. Supervise.**

Enabling Learning Objective E

VGT-27, Conduct Reconnaissance

CONDUCT RECONNAISSANCE

- **Prepare Plan.**
- **Issue Plan.**
- **Select Technique.**
- **Conduct Recon.**

Enabling Learning Objective G

VGT-28, Issue Order

ISSUE ORDER

- **Location**
- **Visual Aids**
- **Time**

Enabling Learning Objective H

Learning Step 1

VGT-29, Supervise

SUPERVISE

- **Inspect.**
- **Rehearse.**
- **Brief Back.**
- **Coordinate.**

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

PRACTICAL EXERCISE SHEET PE-1

Title	ESTIMATE OF THE SITUATION			
Lesson Number/Title	W323 version 1 / TROOP-LEADING PROCEDURES			
Introduction	PE-1 focuses student attention on the "estimate of the situation" process. This exercise uses a "garrison-type" mission to remind you that you can apply troop-leading/estimate process to all situations, not just tactical.			
Motivator	This practical exercise will give you a better understanding of the estimate of the situation process and will demonstrate that the troop-leading process applies to all operational situations, not just tactical operations.			
Learning Step/Activity	<p>NOTE: The instructor should inform the students of the following Learning Step/Activity requirements. (ELO I.1)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"> <tr> <td>Action:</td> <td>Practical Exercise</td> </tr> </table>		Action:	Practical Exercise
Action:	Practical Exercise			
Safety Requirements	None			
Risk Assessment Level	Low			
Environmental Considerations	None			
Evaluation	Students will evaluate their group's solution using the guidelines in the Solution to Practical Exercise 1 that the instructor will distribute.			
Instructional Lead-In	None			
Resource Requirements	<p>Instructor Materials: None</p> <p>Student Materials:</p>			
Special Instructions	Your group has 40 minutes to complete this PE. After 40 minutes, your group will present its solution to the class.			

Procedures

1. SITUATION: You are the squad leader of 1st squad, 1st Platoon, Co C, 47th PEB. Your squad consists of two teams. Each team has a SGT team leader and five soldiers. Near the end of a training exercise, your squad receives the mission to clear small-arms ranges 8 and 9. The time now is 1730.

a. The order from the platoon leader contains the following additional information:

(1) The company trucks will transport your squad to range 8, range 9, or both. The company trucks will leave the unit at 0700. Travel time to the ranges is about 30 minutes. You must release the trucks as soon as you off load your personnel and cleaning supplies.

(2) A range control representative will arrive at each range at 0800 to unlock the tower and target shed.

(3) The range control representative for each range will return at 1500 to inspect the range and lock the buildings.

(4) Breakfast will be 0530-0700. Dinner is 1630-1800. MREs are available for lunch.

(5) Company trucks will arrive at range 8 at 1400 to remove trash brass, and live ammunition. You must load and release these trucks within 30 minutes.

(6) The company trucks will return to the ranges at 1600 to transport your squad personnel back to the company area.

(7) You may use your commander's vehicle to visit both ranges at 1900 this evening. You cannot use his vehicle tomorrow.

b. Your initial METT-T analysis identified these facts:

(1) The range control SOP states that you must perform the following actions to clear a small-arms range:

(a) Sweep and mop the tower

(b) Police the range area for trash.

(c) Police the firing line for brass and ammunition.

(d) Remove all targets from the downrange area. Store usable targets in the target shed and dispose of unusable targets.

(e) Remove all trash, brass, and ammunition from the range.

(2) It is a 30-minute walk from range 8 to range 9.

c. During your initial METT-T analysis, you make the following assumptions:

(1) One team can:

(a) Sweep and mop the tower in 30-minutes.

- (b) Police one range area for trash in one hour.
- (c) Police the firing line on one range in one hours.
- (d) Remove the targets from one range in three hours.

(2) You cannot effectively utilize additional personnel on this task because of limited working room.

2. REQUIREMENTS.

- a. Develop the initial time schedule for the operation.
- b. Develop at lease two courses of action.
- c. Determine at least three significant points for comparison of the two courses of action.
- d. Compare the courses of action using a decision matrix.
- e. Select the best course of action.

	COA 1	COA 2
Total		

**Feedback
Requirements**

None

**SOLUTION FOR
PRACTICAL EXERCISE PE-1**

SOLUTION TO REQUIREMENTS:

a. 0730, begin range clearing.

0700, begin movement to range(s).

0530, breakfast.

2030, hold brief-backs.

2000, issue platoon OPORD.

1830, conduct reconnaissance.

1730, receive platoon order, issue squad warning order.

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

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

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

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

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

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

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

HANDOUTS FOR LESSON 1: W323 version 1

**This Appendix
Contains**

This Appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet.	SH-1-1
SH-2, Extract from FM 7-10, Chap 2, and App G.	SH-2-1 thru SH-2-48
SH-3, Extract from FM 5-71-2, App C.	SH-3-1
SH-4, Student Notes	SH-4-2 thru SH-4-6
