The Staff Noncommissioned Officer’s Handbook

FY 2016 Revised Edition

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This Handbook is a product of the:
ARNG-TR Training Analysis Feedback Team (TAFT)
Fort Leavenworth, Kansas 66027-2346
This is the dedication of the NCO manual of 1909, handwritten by (then) Captain COL James Alfred Moss while assigned as an instructor at the Staff College and Special Service School, Fort Leavenworth.
Purpose. The purpose of this document is to provide staff noncommissioned officers (NCOs) with a pocket reference to assist them in supporting command post (CP) operations by understanding their roles within the CP, their roles as trainers of the Soldiers and officers operating there, and by providing a set of resources, essentially a “kit bag” of information, to aid in the smooth operation of the CP.

Preparation and Exception Authority. The authorship and construct of this document resides with the Army National Guard - Training Division (ARNG-TR) Training Analysis Feedback Team (TAFT). Change authorization resides with the TAFT.

Note. The initial version of this handbook, Staff NCO’s MDMP Battle Book, (November 2009) dealt primarily with the Military Decisionmaking Process (MDMP) and the role NCOs play in it. The updated edition (March 2012) briefly touched on NCO roles during the MDMP, but focused mainly on maintaining the command post (CP). It also included the training of both Soldiers and officers, as well as providing examples of key products for which NCOs are historically responsible. Commanders place great responsibility on the shoulders of their NCOs, as they are often the continuity of the unit and the foundation for all training.

This edition is a refinement of the previous two editions but still does not endeavor to replace your unit’s tactical standard operating procedures (SOPs). Rather, it serves as a repository of lessons and best practices that, should you choose to adopt them, may serve to strengthen the link between officers and enlisted personnel in the CP and better organize the flow of information for improved situational awareness (SA).

Finally, remember that you as NCOs serve an important role both inside the CP and out. Be the one who trains the subordinates to standard and to task. Be the one, through your knowledge, to mentor your section officers. Do not place yourself in a position where your only function is to stand at the map board and move icons. Ensure you are a master of your job and take charge!

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**INTRODUCTION**

The *Staff NCO Handbook* is meant to be a companion guide to the revised TAFT MDMP Desk Reference published in January 2015 and the revised TAFT Staff Handbook published in February 2015. This publication is intended as a ready reference for staff NCOs during the execution of their assigned missions. Unlike the first edition of the *Staff NCO MDMP Battle Book*, this reference is not intended to train the NCO for MDMP operations, but rather point out the products he or she may be responsible for producing or may come in contact with. The primary focus of this handbook is to help the NCO build a set of tools that will help him/her during staff operations.


All references to commanders, staff officers, and staff NCOs in this guide are non-gender specific. Much of the text is written in the first person referring to the staff NCO.

*This handbook was researched, prepared, and written by Gary B. Stupp. Gary has served the Army, both as a Soldier, and a military contractor since 1984. He served in the Infantry and Military Intelligence fields, served as the G-2 sergeant major during KFOR rotation 3A, and culminated with a position as senior noncommissioned intelligence advisor with the Mission Command Training Program, Operations Group Charlie. Gary has spent the last fourteen years training the National Guard.*
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ROLE OF THE NCO

THE HISTORY OF THE NONCOMMISSIONED OFFICER

The history of the United States Army NCO traces its roots back to 1775 and the birth of the Continental Army. The American NCO did not copy the traditional roles of the British, but rather melded the traditions of the French, Prussian, and British into a uniquely American identity. The progression of the American political system, coupled with a disdain for the aristocracy, changes in social attitudes, and the vast westward movements further removed the Army NCO from his European counterparts and created a truly American NCO.

In the Continental Army, NCOs served in both line and staff positions. A typical infantry regiment had four staff NCOs — a regimental sergeant major, a quartermaster sergeant, and two lead musicians. While the first two assisted in regimental administration, the last two served as the primary trainers of the company drummers and fifers. This helped established the training role of the NCO.

An infantry company had four sergeants but also had four corporals, a fifer, and a drummer. While the sergeants and corporals ensured the proper company formations, the fifer and drummer were key in battlefield communications.

In 1778, a Prussian volunteer, Baron Frederick von Steuben joined the American cause and developed a systematic method of training George Washington’s Army at Valley Forge. The next year, he authored the Regulations for the Order and Discipline of the Troops of the United States. This was a drill regulation manual which standardized training, organization, and tactics for the Continental Army. Additionally, it developed the roles and duties for the NCO.

In this new manual, the roles of the NCO were very straight forward: care, discipline, and training of the Soldiers at the company level.

Regulations for the Order and Discipline of Troops of the United States
The History of the Noncommissioned Officer (cont.)

It being on the non-commissioned officer that the discipline and order of a company in a great measure depends... by obliging everyone to do his duty.

Baron Friedrich Wilhelm von Steuben

Sergeants and corporals ensured that their men kept themselves and their equipment clean and ready. During the march, NCOs maintained order and regularity. Finally, they had the responsibility to suppress all disputes within the company and had the authority to confine offenders when necessary.

Von Steuben warned that NCOs, while teaching recruits, “must exercise all patience, by no means abusing them, but treating them with mildness, and not to expect too much precision in the first lessons, punishing those only who are willfully negligent.” He also directed that each NCO be trained so he could step forward and assume the duties of his immediate superior when needed in the heat of battle.

NCOs were tasked with specific guard duties on the battlefield. A “covering sergeant” stood in the first rank directly behind the company officer and was responsible for protecting him. He stood with his bayonet always fixed to his weapon and did not fire with the remainder of the Soldiers when they executed “volley fires,” but reserved his fires for the protection of his officer. At the same time, a corporal assumed a similar guard duty for the junior officer who carried the colors. These were positions of honor and enhanced the status of the NCO.

Between the Revolutionary War and the Civil War, the role of the NCO became better defined. NCOs were charged with all instruction for the recruits, including neatness and sanitation. They maintained and forwarded “sick lists” to the first sergeant.

Recognition of the NCO was done through the use of green or red epaulets; green for corporals and red for sergeants. These epaulets belonged to the regiment and did not pass if a Soldier moved from one regiment to another.
In 1821, the War Department introduced the NCO chevron. The sergeants major and quartermaster sergeant wore a worsted chevron on each arm above the elbow; sergeants and senior musicians, one on each arm below the elbow; and corporals, one on the right arm above the elbow.

In 1825 the Army established a systematic method for selecting NCOs. The appointment of regimental and company NCOs remained the prerogative of the regimental commander. Usually regimental commanders would accept the company commander's recommendations for company NCOs unless there were overriding considerations. The *Abstract of Infantry Tactics*, published in 1829, provided instructions for training NCOs. The purpose of this instruction was to ensure that all NCOs possessed "an accurate knowledge of the exercise and use of their firelocks, of the manual exercise of the soldier, and of the firings and marchings."

Field officers and the regimental adjutant frequently assembled the NCOs for both practical and theoretical instruction. Company officers were tasked by the field officers to ensure proper instruction was given to their company NCOs. The sergeant major assisted in instructing the regiment’s sergeants and corporals, while company corporals and sergeants received instruction from their first sergeant. The first sergeant was considered a key person in the maintenance of military discipline.

During the Civil War, NCOs led the lines of skirmishers that preceded and followed each major unit. A major shift in protocol, NCOs began carrying the flags and regimental colors and became the standard bearers of their units. With more open battle formations, the NCO’s leadership role increased and he was left in charge of subordinate company formations.

Following the Civil War, there was a split in attitudes over what made a good NCO. Some Army leaders felt experience, not the classroom, made a good NCO. Others felt that the need for more technical expertise was required to operate the complex instruments and equipment.
Both the Artillery School at Fort Monroe and the Signal Corps opened schools for the training of officers and NCOs.

Enlisted Soldiers were segregated from officers and sergeants were segregated from enlisted Soldiers and corporals. This promoted a feeling of camaraderie but allowed little privacy.

During the 1870s, the Army discouraged enlisted Soldiers from marrying. In fact, there was a numerical limit as to the number of married enlisted Soldiers in the Army. An enlisted Soldier who married without permission might be charged with insubordination. Enlisted Soldiers who married without permission were denied post housing and other entitlements. But enlisted Soldiers still married and slowly changed military posts into military communities.

During the 1890s, a Soldier’s barracks life was simple with simple activities used to fill idle times. Still, each Soldier maintained a personal handbook that contained extracts from Army regulations, preparatory instruction for promotion examinations, personal health and hygiene instruction, and extracts from the Articles of War. Additionally, there were three sections in the rear of the handbook meant for the Soldier to maintain: clothing account, military service, and last will and testament.

Due to the increase in technology following the dawn of the 20th century and the competition for skilled technical workers from the private sector, Congress approved a bill that allowed higher pay for skilled workers. A Master Electrician in the Coastal Artillery made $75 - $84 a month. A sergeant of the Signal Corps made $34 - $43 per month. Unfortunately, an infantry battalion sergeant major earned only $25 - $34 per month.

During the late 19th and early 20th centuries, the duties of the NCO became more clearly defined. From the five or six pages of Von Steuben’s initial regulation in 1778 grew the 417 page Noncommissioned Officers’ Manual of 1909. While an unofficial publication, it was widely used and the chapters describing the duties of the first sergeant and sergeant major included common forms, description of duties, what should and should not be done, and customs of the service. It also included a chapter on discipline and stressed that punishment, and more specifically, the treatment of subordinates, should be uniform, just, and in no way humiliating.
In 1902, the NCO symbol of rank, the chevron, rotated to its “point-up” position and was made much smaller. This was due, in large part, to the more form-fitting uniform which no longer allowed a ten-inch chevron.

The onset of World War I further reinforced the roles of NCOs as trainers. Corporals were the primary trainers of the four million men called to duty. General John J. Pershing, after viewing the differences in American and foreign NCO prestige, recommended the establishment of special schools for sergeants and separate NCO messes.

Changes in, and the rapid pace of technology in the late 1930s caused the Army to create special “technician” ranks in the grade of 3, 4, and 5. Their chevrons were marked with a “T” to denote this new structure. This led to an increased promotion rate among technical personnel. While the technician ranks ended in 1948, they reappeared in 1955 as “specialists.”

In December 1941, following the attack on Pearl Harbor, a new mobilization greatly increased the numbers of Army NCOs. The percentage of NCOs grew from twenty percent prior to the onset of the war to over fifty percent in 1945. This resulted in a general loss of prestige for many NCO ranks. The eight-man squad, once led by a corporal, was replaced by the twelve-man squad, with a sergeant, and then a staff sergeant, as its leader. The rank of corporal, once integral to the training and tradition of the Army, lost prestige.

During World War II, all training was hands-on and led by NCOs. Once basic training was completed, the Soldier went to his unit where training continued. The rapid expansion of the Army led to another problem — a proportionate decrease in the number of experienced NCOs. Battlefield promotions and quick advancement of Soldiers showing potential, combined with combat losses, reduced the numbers of experienced NCOs and furthered the problem.
The Army suffered from manpower shortages and, in 1942, formally added women to its ranks. Women served in administrative, technical, motor vehicle, food, supply, communications, mechanical, and electrical positions during the war. When the war concluded, women continued serving in a variety of roles. A new emphasis on education began following World War II which encouraged young Soldiers to become better educated to advance in rank.

In 1947, the first class enrolled in the NCO school was located in Munich, Germany. Two years later, the U.S. Seventh Army took over and the school became the Seventh Army NCO Academy. In 1957, Army Regulation (AR) 350-90 established Army-wide standards for NCO academics. The emphasis on NCO academics increased to the point that over 180,000 Soldiers would attend NCO academies in the continental United States. By 1952, the Army had developed the Army Education Program to allow Soldiers to attain credits for military education. This also became a way for enlisted personnel to attain their high school or college diploma.

In 1950, the outbreak of hostilities in Korea forced the American Soldier into battle as a stand against the spread of communist aggression, as was the official U.S. policy. The steep hills, narrow valleys, and deep gorges forced many units to deploy in squad sized elements led by NCOs. Korea was the first war where black and white Soldiers fought side by side against a common foe. The NCO emerged more prominently as a battle leader than he had in World War II.

In 1958, the Army added two grades to the NCO ranks. These pay grades, E-8 and E-9, would “provide for a better delineation of responsibilities in the enlisted structure.” With the addition of these two grades, the ranks of the NCO included corporal, sergeant, staff sergeant, sergeant first class, master sergeant, first sergeant, and sergeant major.
THE HISTORY OF THE NONCOMMISSIONED OFFICER (CONT.)

The Vietnam War was conceived by the communists of North Vietnam as a drawn-out conflict to be won through attrition and fatigue. It proved to be a junior leader’s war with very loose, decentralized control of forces. A large portion of the burden of leadership fell on the shoulders of the NCO. With a resurgent need for NCOs, Fort Benning developed the NCO Candidate Course. Graduates of this 12-week course became sergeants (SGTs) (E-5s), with the top five percent being advanced to the grade of E-6. An additional ten weeks of “hands-on” training followed and the NCO went to Vietnam. Most senior NCOs (almost all of whom had served in either Korea or WWII) had mixed feelings about what they termed the “shake-and-bake” program because it took Soldiers who showed certain aptitudes during basic training (BT) and advanced individual training (AIT), gave them little additional training, and put them in charge of other Soldiers’ lives. They also felt this program might undermine the prestige of the NCO Corps.

In 1966, Chief of Staff of the Army (CSA) Harold K. Johnson chose Sergeant Major William O. Wooldridge as the first Sergeant Major of the Army (SMA). The function of the SMA was to be the primary advisor and consultant to the CSA on all enlisted matters. He was to identify problems and recommend solutions. The instructions from the CSA to the first SMA were brief, handwritten and fit neatly on a 3x5 card. On it was written that the SMA was to advise the CSA on “all matters pertaining primarily to enlisted personnel, including . . . morale, welfare, training, clothing, insignia, equipment, pay and allowances, customs and courtesies of the service, enlistment and reenlistment, discipline, and promotion policies.” The roles and responsibilities are far more detailed now than that first 3x5 index card, but the primary duty, to be the active voice of the enlisted Soldier to higher Army personnel, remains the same.

The role of the NCO has not changed much from the days of Von Steuben. As leadership traits have been bred into them, NCOs have not hesitated to lead the way in all aspects of Army life. Since the end of hostilities in Vietnam, thirteen Congressional Medals of Honor have been awarded to members of the Army for "conspicuous gallantry and intrepidity at the risk of his or her life above and beyond the call of duty while engaged in an action against an enemy of the United States.” Of these, twelve have been awarded to enlisted personnel, and of those twelve, ten have been awarded to NCOs.

Certainly, the NCO has defined himself as a true leader of Soldiers and worthy of emulation.
NCO Medal of Honor Recipients since Vietnam

Master Sergeant Gary I. Gordon
Somalia

Sergeant First Class Randall D. Shughart
Somalia

Sergeant First Class Paul R. Smith
Iraq

Staff Sergeant Salvatore A. Giunta
Afghanistan

Staff Sergeant Robert J. Miller
Afghanistan

Sergeant First Class Jared C. Monti
Afghanistan

Sergeant Ryan M. Pitts
Afghanistan

Staff Sergeant Leroy A. Petry
Afghanistan

Staff Sergeant Clinton L. Romesha
Afghanistan

Sergeant Kyle J. White
Afghanistan
NCO DUTIES, RESPONSIBILITIES, AND AUTHORITY

NCO Duties

A “duty” is something you must do based on a position you are in, and is a legal or moral obligation.

The NCO’s list of duties are numerous and must be taken seriously. The duties of the NCO generally fall into two categories — taking care of the Soldier, and accomplishing the mission. This is done by developing a genuine concern for their Soldiers’ well-being. By understanding their Soldiers, leaders can train them as individuals and teams to operate proficiently. A Soldier who is well-trained has a better chance of surviving on the battlefield. Individual training is at the center of the list of duties and responsibilities of the NCO. No one in the Army has more to do with the individual training of the Soldier than his NCOs. Good leaders execute the decisions of their superiors and, while looking at their leader, Soldiers believe the leader thinks it is the best possible solution.

This doesn’t mean a junior leader obeys all orders given him. A leader must personally examine all orders he receives and has a moral and legal obligation to not follow those orders he feels are illegal. This is not a privilege, but a duty. Moral courage is almost always more difficult to find than physical courage.

The NCO has three types of duties:
- Specified duties.
- Directed duties.
- Implied duties.

Specified Duties

Specified duties are those associated with a particular job or position. These are generally found in general orders, the Uniform Code of Military Justice (UCMJ), military occupational specialty (MOS) job descriptions, and manuals and other publications. The 1986 version of AR 600-20, Army Command Policy, stated that NCOs “must ensure Soldiers get proper individual training and maintain personal appearance and cleanliness.” While this sentence was removed from the 2014 update to that regulation, NCOs still perform these duties as before.
NCO Duties, Responsibilities, and Authority (cont.)

Directed Duties

Directed duties are generally not specified as part of a job description or MOS. Directed duties are assigned, either through written means or orally, from superior to subordinate. These may include Charge of Quarters (CQ), staff duty NCO (SDNCO), funeral detail NCOIC, or specific jobs within an organization such as training NCO or armorer.

Implied Duties

Implied duties generally support specified duties, but, in some cases, may not be related to an MOS or job position. While these are not written or presented orally, the NCO must accomplish these implied duties to accomplish his specified or directed duties. Ensuring the section’s vehicles are fueled up following each exercise may not be specified or directed by superiors. It is an implied duty that must be accomplished to ensure these vehicles are prepared for the next deployment or mission. Another example might include additional training in rifle marksmanship to a leader’s section prior to rifle qualification. These implied duties are generally linked to individual motivation and may not be followed by all leaders.

NCO Responsibilities

As there are different types of duties, there are different types of responsibility. Responsibility generally implies being accountable for what you do or fail to do. The responsibility that NCOs have also extends to ensuring their Soldiers are successful in their missions. Each duty includes an inherent responsibility to execute that duty. As an NCO, you are accountable for your conduct and the conduct of the Soldiers assigned to you. They, in turn, are responsible for their own conduct, as this responsibility cannot be delegated. As a leader, it is incumbent upon you to ensure your Soldiers understand both their individual responsibilities and accountability to their fellow Soldiers, leaders, unit, and the Army.

There are two distinct types of responsibility: command and individual.

Command Responsibility

Command responsibility refers to organizational responsibility, such as a squad, company, battalion, or brigade, and includes how well the unit performs specific missions. This responsibility is derived from duties tasked from
higher headquarters (HHQ). For example, the company commander might be tasked with an Inspector General (IG) inspection. He will be responsible for the overall outcome, but may assign the responsibility for a certain portion of it to subordinate leaders. Commanders give leaders the responsibility for what their sections, units, or organizations do, or fail to do. There are many factors that play into how much responsibility is delegated to subordinates:

- The mission.
- The position.
- Subordinate’s willingness to accept responsibility.
- Superior’s faith that his/her orders will be carried out.

There is a very big difference between doing a job and doing it well. How well a leader accepts assigned responsibility will always show up in the thoroughness of his effort. A subordinate leader who performs an in-ranks inspection prior to a parade has carried out only a portion of his responsibility. Until another inspection is held, and correction of deficiencies are verified, that responsibility has not been totally fulfilled.

**TIP** Set the example first and your Soldiers will follow in your footsteps.

**Individual Responsibility**

**Individual responsibility** means being responsible for your own conduct. Individual responsibility cannot be delegated; it belongs to the individual Soldier. Soldiers are accountable for their actions, to their fellow Soldiers, to their leaders, to their unit, and to the Army. The function of the NCO is to ensure all Soldiers who reside under their command responsibility understand the individual responsibility each of them must bear.

**NCO Authority**

The NCO must understand the authority he has, and from where it is derived. He must also strive to always use good judgment when exercising that authority.

**Authority** is defined as the right to direct Soldiers to do certain things. It is a legitimate power of leaders to direct Soldiers or to take action within the scope of their position. The authority of the NCO comes from the Commander-in-Chief and extends through the chain of command. With the help of the NCO
support channel, this authority extends through the company commander, down to the squad or team leader assigned to carry out a specific task. By exercising his authority, the NCO turns into action the orders of the chain of command.

There are two basic types of authority: command authority and general military authority.

**Command Authority**

Command authority is *the authority an individual has over another individual by virtue of his rank or position*. As depicted in the diagram to the right, command authority is based on the Constitution and originates from the President and may be supplemented by laws or regulations. Even though it is called “command” authority, it is not limited to officers. The NCO’s command authority is inherent by virtue of his position to direct or control Soldiers.

Leading Soldiers includes the authority to organize, direct, and control your assigned Soldiers so they accomplish their assigned missions. An NCO’s command authority is limited to the Soldiers assigned to him. A platoon sergeant from first platoon has no command authority over Soldiers from second platoon.

**General Military Authority**

General military authority is *the authority extended to all Soldiers to take action in the absence of a unit leader or other designated authority*. It originates in oaths of office, laws, the rank structure, traditions, and regulations. General military authority exists whether you are in uniform or not, on duty or off, and regardless of location. This type of authority allows Soldiers to take appropriate corrective actions whenever a member of the Armed Forces commits an act involving the breach of good order and discipline. If a Soldier sees two other Soldiers involved in a fight, he has the general military authority, as well as a moral obligation, to stop the fight.
General military authority applies even if none of the Soldiers are from your unit. General military authority is the authority allowing on-the-spot corrections of uniform violations. Identify yourself, identify the violation, and wait until the Soldier has made the correction. In cases where the Soldier won’t make the correction, get his name and unit and report both the violation and the Soldier’s lack of corrective actions to his chain of command. Generally, a phone call to the unit first sergeant will ensure this action is not repeated.

Just as the President cannot be everywhere all the time, the Army allows authority to be delegated to other personnel, namely NCOs within the support channel, to control specific actions. Unless law or regulation restricts it, part, or all, of a leader’s authority may be delegated to a subordinate. The leader must ensure the authority he delegates is within his scope of authority. While the Constitution and Congress have defined military authority, more explicit sources are Army regulations and the Manual for Courts Martial (MCM).

Generally, orders and policies that pass through the chain of command provide the authority necessary to get the job done. With the authority vested in commissioned officers and NCOs, it becomes even more important to use sound judgment. The chain of command backs up the NCO’s authority by legally punishing those who challenge it. But it only does so in the cases where the NCO’s actions and orders are sound, intelligent, and based on proper authority.

**TIP:** By understanding the extent of your authority, and using sound judgment when applying it, you will become a leader respected by both your Soldiers and your superiors.
In order for the staff NCO to be effective, he must learn how to integrate his activities with others. This goes hand in hand with the responsibilities he has to his Soldiers, his unit, and other supporting players.

As depicted in the diagram to the right, the staff NCO must divide his time, ensuring all of his responsibilities are taken care of.

In the garrison environment, he must take the time to ensure his Soldiers understand what their duties are, and what their responsibility is to carry them out properly. This comes through training and practice. Also, while in garrison, the staff NCO must accommodate the ongoing requirements of his unit. These may include supplying personnel for details, routine scheduled maintenance, required training, or other requirements distracting him from accomplishing his section’s mission.

In a field environment, the staff NCO must balance taking care of Soldiers while still accomplishing the mission. Because one NCO cannot be in all places at all times, a synergy must be developed between the sections NCOs that fosters an attitude of taking care of ALL Soldiers, not just the ones the NCO is responsible for. Taking care of Soldiers means ensuring their needs are met. This includes ensuring Soldiers are eating properly, getting necessary sleep, practicing personal hygiene, and adhering to SOPs. While these seem like easy tasks, they become difficult to manage while conducting continuous operations. The hard (but right) decision of denying a Soldier who has just gotten off of a twelve hour shift the sleep he deserves because the CP must be broken down and moved to another location must take precedence over the easy (but wrong) decision of letting him rest.
**Staff Integration (cont.)**

In addition to taking care of his Soldiers, the staff NCO must integrate his section into the other sections of the CP to provide the commander with the best common operational picture (COP) possible.

This means more than just being part of CP operations. This means developing relationships with the other sections in the CP and ensuring integration of all functions within it. These include:

- Supervising the radio-telephone operators (RTOs).
- Ensuring reports and messages are distributed properly.
- Ensuring maps and charts are updated regularly.
- Setting up and tearing down the CP.
- Managing sleep plans and shift schedules.
- Providing section support to the MDMP.
- Supporting the enforcement of CP rules and SOPs.
- Tracking critical situations and operations.
- Understanding all CP systems and procedures.
- Managing timelines in accordance with the CP battle rhythm.
- Ensuring the COP is properly updated.
- Ensuring the members of your section understand graphic control measures (GCMs) and are prepared to update analog or digital products per ADRP 1-02, *Terms and Military Symbols*. 

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**Staff Integration**

![Staff Integration Diagram](Image)
The final integration responsibility the staff NCO has is to his unit. This means more than integration with the battalion or brigade. This refers to being integrated into the daily life of his headquarters company.

Daily integration responsibilities within the headquarters company include:
- Unit physical fitness training.
- Motor stables.
- Equipment maintenance.
- Mandatory briefings and training.
- Coordination or Synchronization Meetings.
- Planning for short-term and long-term projects or training.
- Providing personnel for duty.

Additional integration responsibilities might also include:
- Participation in company-level promotion boards.
- Taskings to provide unit-level classes.
- Specific taskings such as ceremony and burial details.

When in the field, the staff NCO is still accountable to the unit for submitting daily section status reports and ensuring all Soldier personnel actions are being addressed. The company commander and first sergeant, not the battalion executive officer (XO) or S-3 sergeant major, are the points of contact for all classes of resupply and daily life support for his section.
**TRAINING**

Noncommissioned officers (NCOs) are the primary trainers of enlisted Soldiers, crews, and small teams. NCOs take broad guidance from their leaders; identify the necessary tasks, standards, and resources; and then plan, prepare, execute, and assess training. They ensure their Soldiers demonstrate proficiency in their individual military occupational specialty (MOS) skills, warrior tasks, and battle drills. NCOs instill in Soldiers discipline, resiliency, the Warrior Ethos, and Army Values. In their assessment, NCOs provide feedback on task proficiency and the quality of the training.

NCOs help officers train units. NCOs develop and conduct training for their subordinates, coaching other NCOs, advising senior leaders, and helping develop junior officers. Leaders allot sufficient time and resources, and empower NCOs to plan, prepare, execute, and assess training with their Soldiers based on the NCO’s analysis of identified strengths and weaknesses. Training management is an essential part of a unit’s leader development program. Sergeant’s time training (STT) is a common approach to NCO-led training events. NCOs conduct sergeant’s time training to standard, not to time.  

**ADRP 7-0, Training Units and Developing Leaders**

The foundation for training begins at the junior NCO level. The team leader or section leader has the responsibility to train his team, crew, or section in the basic tasks required to execute missions. Building these beginning drills is like laying the base of a pyramid. The stronger the base, the easier and taller the structure can be built. A weak foundation does not allow the section, team, or squad to train at higher, more complex tasks efficiently.

The NCO has the responsibility to develop a genuine concern for the well-being of his Soldiers. This means that the leader must understand his Soldiers well enough to determine which training methodologies work best with the individuals he is required to train. The best way to take care of Soldiers is to ensure they are trained to the best of your ability. **Training is the NCO’s principle duty and responsibility.** No one has more to do with the training of Soldiers than the NCO. The unit delivers the resources to allow for the training of Soldiers, but it is the knowledge and capability of the NCO Corps that combines these resources into the tactics, weapons, equipment, and units that accomplish the mission.

Commanders ensure the training relationship between NCO and Soldier has adequate time to form and be nurtured. The commander ensures that adequate time is available for both the training and retraining of Soldiers, if necessary. The NCO is responsible for the individual training of Soldiers and must be prepared to explain how the individual tasks relate to the collective tasks.
Training Subordinates

To be an Army leader, you must also be a teacher. The knowledge and skills your Soldiers derive are direct lifts from the experiences and knowledge imparted to them through formal and informal teaching. Experiential teaching is a well accepted principal in the Army training methodology and deals with lessons learned and passed, integrated with doctrinal manuals and other support materials.

Experiential learning is that which allows leaders to reinforce some “non-doctrinal” methods in order to reach a desired end state. Now, we’re not talking about illegal or immoral “shortcuts,” but rather methods used, but not found in Army doctrinal manuals. An NCO who trains a Soldier how to use the sling of his weapon to create a better firing position, because it was shown to him years prior is an example of experiential teaching. An NCO who shows his section how to ensure there are no leaks in their waterproof bags by placing them over their heads and looking for pinholes is another example of experiential teaching. The use of methods that work, but may not be found in manuals, is what separates the U.S. Soldier from any others.

But teaching Soldiers is not just about the “work-arounds” and non-doctrinal approaches to mission accomplishment. The NCO, based on the “know” portion of “be-know-do,” must be technically and tactically proficient, as well as professionally competent. The good NCO always finds ways to utilize whatever situation he finds himself to make a teaching point. However, being technically and tactically proficient does not, on its own merits, ensure the NCO can train other Soldiers. Teaching techniques are natural to some individuals, but must be cultivated in others. This is done throughout the NCO Education System (NCOES), through the Warrior Leader Course (WLC), the Advanced Leader Course (ALC), and the Senior Leader Course (SLC). These formalized courses are not the only means of training someone how to teach.

The core of teaching is the ability to stand in front of a group and be responsible for a portion of their training. Good NCOs find these opportunities. Using junior Soldiers to march elements, under supervision, from one place to another allows them to use what they were taught during Initial Entry Training (IET), as well as what they have been doing daily in their unit. Giving junior Soldiers the opportunity to lead physical readiness training (PRT) reinforces the need to be competent in bringing the unit to the extended rectangular formation, as well as understanding the dynamics of physical training and how it fits into the short- and long-range physical readiness training plans of the commander. Use all available time and every possible opportunity to train your subordinates and form them into the future leaders you envision.
Training Subordinates (cont.)

The NCO trains his Soldiers. As important as the NCO’s capability to train are the tasks chosen to train. The tasks to be trained are derived from the company mission and Mission Essential Task List (METL). The selection of tasks to be trained are chosen collectively by the platoon leader and the platoon sergeant. They do this by:

- Using the mission-to-collective task matrix to determine platoon collective tasks that support each company mission essential task.
- Prioritizing tasks to mitigate lack of training resources (ranges, ammunition, time) to determine the high-payoff tasks (those tasks which support multiple company level collective tasks).
- Presenting selected tasks to the company commander to obtain guidance and approval.

Once approval is obtained, the platoon leader and platoon sergeant assist the squad leader in determining which squad or section collective tasks require training to accomplish platoon collective tasks. These are approved by the company commander.

Team and section leaders select Soldier tasks to support squad and platoon collective tasks using the collective-to-Soldier task matrix found in the appropriate Combined Arms Training Strategy (CATS). This is done for each skill level in the unit. These are reviewed by the command sergeant major (CSM) for every MOS within the unit, paying special attention to low-density MOSs. The methods an NCO uses to track task proficiency are limitless. A “Smart” book is a method that will be addressed later in this publication.

Before conducting training on Soldier tasks, the NCO must be proficient on the leader tasks associated with them. If there are no published leader tasks, develop them with the help of current doctrinal materials.

All leaders and Soldiers must be able to perform common tasks and essential MOS-specific tasks. The list of common and MOS-specific tasks is daunting and leaders at all levels must determine which tasks support multiple higher-level collective tasks. Limited training time and access to resources also limits the amount and types of tasks that can be trained.
Now that the tasks to be trained have been identified, you, the NCO, possibly in conjunction with other staff NCOs, must determine the “how” of the training, as well as determining the metric of when the tasks have been trained to an acceptable standard.

The Army Training Management Model

The Army uses a 4-step process of planning, preparing, executing, and assessing to manage training. Simplistic as it seems, there are subtle sub-tasks that must not be overlooked. For small unit training, a more detailed 8-step training model is more fitting.

The 8-Step Training Model

The 8-step Training Model flushes out, and adds body to, the more direct Army Training Management Model while still keeping its integrity. Ensuring leaders do not fail to address the key points of having well trained leaders to manage the training; understanding how that training fits in with the collective tasks of higher echelons; determining what type, and how many, resources are needed to complete the training; ensuring enough time during and after training is allocated to address any shortcomings noted during the assessment portion of the training are the key strong points of utilizing the 8-step Training Model.

The 8-step Training Model is not a replacement for the Army’s standard training model. In fact, as noted on the following page, the 8-step Training Model fits in perfectly with the four steps of the Army Training Management Model.
Training Subordinates (cont.)

The 8-step Training Model Checklist

1. Plan the Training
   - What is to be trained? ____________________________________________
   - Who is to be trained? ____________________________________________
   - Who are the instructors? Assistants? ______________________________
   - When is the training scheduled? _________________________________
   - Is the site coordinated? _______________________________________  
   - Are all the resources coordinated? _______________________________
   - What materials / training aids are required? Are they requested?   ______________________________
   - Has a risk assessment been done? Approved by proper level of command? ______________________________

2. Train and Certify Leaders
   - Has the trainer’s training outline been reviewed?   ____________________________
   - Is the trainer technically and tactically proficient at the task? ____________________________
   - Does the trainer have / understand the task, conditions, and standards? ____________________________
   - Has the trainer reviewed the appropriate references and manuals? ____________________________
   - Is the trainer’s evaluation procedure in compliance with the training objective?  ____________________________

3. Reconnoiter the Site
   - What is the location of the training? ________________________________________
   - Is the site chosen for the training suitable? ________________________________
   - Is the site easily accessible during an emergency? __________________________
4. Issue the Order
- Has the order been issued for the training? _______________
- Has the uniform for the training been briefed? _______________
- Have any special considerations been briefed to the training participants? _______________

5. Rehearse the Training
- Have weak points in the training plan been identified? _______________
- Does the training flow (crawl, walk, run)? _______________
- Is there sufficient time for training? _______________
- Are the training materials / aids requested, present, and functional? _______________
- Have pre-execution checks been reviewed and appropriate inspections performed? _______________

6. Execute the Training
- Has the training been conducted to standard? _______________
- Are all of the Soldiers required for training accounted for? _______________
- Is everyone in the proper uniform with the proper equipment? _______________

7. Evaluate the Training
- Was an evaluation conducted after the training execution? _______________
- Were the training objectives / standards met? _______________
- Were the training materials / aids sufficient for the training? _______________
- Was an After-Action Review (AAR) conducted? _______________
- Were the training results recorded in the leader book? _______________

8. Retrain as Necessary
- Was retraining required? _______________
- Did retraining involve all Soldiers or individuals? _______________
- Was there a plan to utilize opportunity training for those Soldiers who met the training standard? _______________
- Were there any additional requirements to conduct retraining? _______________
Planning Small Unit Training

The tasks chosen to be trained at small unit level represent required milestones along the path of the long-range plan. Looking at the figure to the right, the squad or section NCO understands the final gate — the battalion or brigade combat team (BCT) field training exercise (FTX). As discussed earlier, the squad leader, based on input from the platoon leader and platoon sergeant, determines those tasks which will move his squad or section toward successful completion of, and integration into, the final gates.

While the small unit leader understands the importance of the long range plan, he focuses on internal gates when training his Soldiers. These gates are based on shorter duration tasks and the accomplishment and mastery of individual and small unit tasks.

As staff NCOs, the choice of tasks to train, as well as the time available to train them, may be difficult to identify. Battalion and brigade staff elements are rarely afforded the same training time as line units. As a result, staff NCOs must be creative in how they train their junior leaders and Soldiers.

Much staff training can be accomplished in a garrison environment with little preparation. The staff processes performed in the CP can be performed in the same manner without the requirement of a field environment.

Determine what tasks are routinely expected of your Soldiers and, if possible, use daily situations as opportunities to train on them. Break down those tasks into those that are possible to train and master during STT and those tasks that require more time, support, or specific conditions.
As section leaders, you should use your influence to get your section officers to allow subordinate Soldiers the opportunity to brief during routine meetings and briefings. This develops their briefing skills and allows “face time” with the commander and other members of the staff.

Ensure the officers in your sections, as well as platoons and companies, understand the need for time to be allocated for the training of Soldiers in individual and lower echelon tasks. Not all of it needs to be supervised by anyone other than section leaders. If the tasks to be trained must be integrated with other staff elements, try to include them in your training.

It might do your staff element good to take an afternoon to set up your section of the CP. However, without establishing the integration pieces of communications, power generation, and security, critical training opportunities may be missed. When doing your training, try to be as realistic as possible. When operating (as if in a field environment), make sure you are not operating at a “surge” capacity. Use your Soldiers as they might be used in the field. This means a portion of the Soldiers are on rest cycle, a portion may be on guard, and only a small portion may be available to perform the task. Train the unit together, but ensure they understand the nuances of having to perform the tasks with a portion at rest, a portion performing planning, and possibly a portion forward in the Tactical (TAC) CP. This reduces the amount of players for a particular task.

Later in this publication, section SOPs will be discussed, but for now, understanding each person’s role ensures all tasks are performed properly regardless of staffing.

Utilize all of the time given to you to train your Soldiers. Ensure STT is afforded to you and your section. If there is a problem with this, speak with your section leader and, if not resolved, your CSM. Training is what the NCO does, and time must be allocated to do it.

“\textit{A lot of the time, support personnel say, ‘we do our wartime missions every day.’ That’s not so. You’ve got to look at the conditions in which you are performing those missions.}”

\textit{CSM Bobby Butler}
Preparing for Small Unit Training

Preparing your Soldiers for training is just as important as the execution of the training itself. Without proper preparation, the training will not happen the way you expect it to. Going back to the 8-step Training Model, the following task steps must be addressed:

- Train and certify leaders.
- Reconnoiter the training site.
- Issue the OPORD.
- Rehearse.

When determining which tasks need to be trained, ensure you know who is the subject matter expert (SME). Section specific tasks will probably be taught by senior NCOs within the section. Tasks outside the realm of daily operations will probably be taught by someone else. Training section Soldiers on advanced first aid or combat lifesaver tasks should be done by qualified and certified medical personnel. Calling for fire or crater analysis will probably need to be taught by indirect fire specialists. Generator and other power equipment maintenance should be taught by the maintenance section. Bottom line — **understand the tasks to be trained and ensure the proper personnel are training them.**

The training site is also very important for the successful execution of training. It needs to be a place that replicates the environment where the actual task will be performed. For the infantryman, this means the field . . . for the staff Soldier, this means the CP or an environment that replicates the CP. Replicating the CP does not necessarily mean setting up the CP in the field. It means using the same architecture that is being used in the field. If certain pieces of equipment are not available for use in a tactical environment, they should not be used in a training environment. While it is best to exactly replicate tactical conditions while training, the most important condition is isolation from the noise of daily operations. While the NCO is training his section on a particular task, the section officer should not interrupt with non-training tasks to perform. These additional tasks must wait until the training is accomplished by the section or performed by those personnel not involved in the training. Distractions are the biggest hindrance to the training of staff elements. Reduce distractions to the absolute minimum and concentrate on the tasks to be trained. When possible, minimize the need for external devices or locations and utilize the training sites with other staff elements to synchronize training effects.
TRAINING SUBORDINATES (CONT.)

When conducting training, it is important that all personnel understand what is to be accomplished, as well as when, where, and why. This can be done in many ways, but the best way to ensure everyone to be trained understands the concept as well as the plan for execution is by producing a written plan. This can be done informally, through memorandums, or formally, through the use of the 5-paragraph field order. To obtain the best training effect, use all parts of the field order and determine what the enemy forces (para 1c) are. For the purposes of training, enemy forces might be those specific distractors or restrictions to training that can not be overcome (equipment shortages, restricted time allocations). Ensure the Soldiers to be trained understand how the training will happen and allow them to ask questions prior to execution. This might help the trainer mitigate possible missed opportunities, as well as reduce distractors.

The last step prior to the execution of training is rehearsing. This can be accomplished either in a classroom environment with training aids or on the actual terrain where the training will occur. Make sure the primary and alternate instructors are there as well as any key personnel (medics, range safety personnel, unit transportation coordinator). Go over the training plan and ensure any contingencies (weather changes, emergencies, power failures, transportation issues) have been addressed. Ensure that a physical plan for the use of the training area is established. Ensure the timeline has been addressed so all participants and trainers know when they need to be at the training site, as well as how long they will be required to stay. Finally, ensure you have the necessary personnel to run the training. Today is too late to find out what you missed yesterday.

Example Map Rehearsal for Range Training
EXECUTING SMALL UNIT TRAINING

The execution of training is the second most important part of the 4-step Army Training Management Model and is a stand-alone step within the 8-step Training Model. The execution of training to standard is the payoff for all of the other phases of training management. Essential to the successful execution of training is leader supervision and participation at all levels. Leaders ensure that planned training is started on time, executed vigorously, and executed to standard. NCOs train Soldiers. Leaders assess both Soldiers and Soldier training throughout the execution phase. Leaders provide feedback and allow Soldiers to learn from their strengths and weaknesses. This allows NCOs to adjust their internal training programs.

NCO Responsibilities

NCOs are responsible for getting Soldiers, subordinate leaders, and units to training sites. They ensure Soldiers are in the right uniform, at the right time, and with the proper attitude for training. They are also responsible for:
- Performing inspections and checks prior to training.
- Ensuring all prerequisite training has been completed, ensuring Soldier’s time is not wasted.
- Ensuring leaders are trained and prepared to train their subordinate elements. (Senior NCOs train the trainers).
- Ensuring subordinate elements preliminary training has the correct focus.
- Ensuring scheduled training has a realistic number of tasks.
- Ensuring Soldiers train to standard and meet training objectives.
- Ensuring low-density MOSs have the opportunity to train on MOS-specific tasks (even if this means training outside the unit).
- Ensuring adequate time is built into the training plan to facilitate retraining, if necessary.
- Ensuring Soldiers maintain their motivation and are well led.
- Ensuring all Soldiers are present and accounted for especially during STT.

“Survival in combat is not solely a matter of luck. Doing things the right way is more important than luck in coming through a battle alive. And training teaches you to do things the right way ... It’s training that defeats the enemy and saves lives.”

SMA William O. Wooldridge
**TRAINING SUBORDINATES (CONT.)**

NCOs are the unit primary trainers. They have the responsibility to:

- Account for their Soldiers.
- Know their unit’s and Soldiers’ training needs and plan appropriate time to train tasks to standard.
- Conduct rehearsals.
- Identify and conduct appropriate prerequisite training.
- Ensure training is conducted to standard.
- Retrain Soldiers when standards are not met.
- Be properly prepared to conduct opportunity training whenever time is available.

Training to standard is an underlying theme in NCO business. ADRP 7-0, *Training Units and Developing Leaders*, defines **standard** as “… the accepted proficiency level required to accomplish a task.”

It is important that an NCO not only understand what the Army standard is for the particular task or task set on which his section or unit is training, but also to ensure the training continues until this standard has been met. This means that the NCO must let the Soldiers know when an execution error has made them fail to meet the standard, and how to correct this deficiency prior to the next iteration of execution. Time is never an ally to training. When time does not allow training to be performed to standard, additional time must be scheduled to allow completion of the task. It is always better to stay late one day than train on the same task another day.

Training to standard in an environment replicating that which Soldiers will have to perform the task, can sometimes be daunting. The conditions included in the task statement may be difficult to replicate and may become such a distractor to training that they may only be implemented during the “run” phase of crawl-walk-run training. Ultimately, a disservice is done to Soldiers if leaders fail to establish an environment for training that replicates the conditions in which the Soldier is expected to perform. There are many ways to deal with the issues of realistic training conditions and what leaders must do to ensure Soldiers are trained to cope with complex, stressful, and lethal situations they will encounter in combat.

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*Why is there never enough time to do a job right . . . but always enough time to do a job over.*

Anonymous
TRAINING SUBORDINATES (CONT.)

Leader Responsibilities

Leaders achieve this goal by:
- Enforcing high standards.
- Training Soldiers, leaders, and units in a near-wartime environment, not in the classroom.
- Ensuring all training is tactically oriented.
- Ensuring opposing forces (OPFOR) use appropriate threat or capabilities-based doctrine, tactics and equipment.
- Integrating realistic conditions by increasing the difficulty of tasks, such as:
  - Simulating the loss of key leaders.
  - Using smoke on the battlefield.
  - Requiring casualty evacuation.
  - Simulating chemical, biological, radiation, and/or nuclear (CBRN) conditions.
  - Replicating battlefield debris.
  - Training in conditions of limited visibility or at night.
  - Interrupting or jamming communications.

As performance levels increase during training, more stressors should be added to keep the Soldier’s attention and facilitate greater proficiency in the tasks. Training continues until the task has been executed to standard under the most difficult wartime conditions. These same standards should apply whether performing individual or collective tasks.

While realism and battlefield conditions are necessary to ensure Soldiers are prepared to perform tasks in battle, special care must be executed to ensure safety measures are in place to mitigate as many, if not all, training hazards that might exist. Historically, more casualties occur in combat conditions due to accidents than from enemy action. Ensure, during training, that safety awareness is instilled into each Soldier to reduce the chances of an accidental injury during combat. While the commander is the safety officer, every Soldier is responsible for safe training. NCOs should conduct a risk assessment for every mission they prepare for, both training and combat.

Scheduled small leader training time is integral in the assessment and training of squads, teams, and sections. This is afforded to the NCO during scheduled weekly STT. This small group training time enhances unit readiness and cohesion and allows small unit leaders to formulate a plan to correct
deficiencies noted during previous training sessions and to ensure all training has been executed to standard.

One of the most overlooked opportunities for training is just that — **opportunity training**. These are *periods of time not allocated on the training schedule between two events that are on the training schedule*. If the range concludes thirty minutes early and transportation has not arrived, that is a thirty minute opportunity for training. When your daily training concludes forty-five minutes prior to the final formation, that is a forty-five minute opportunity for training. Good NCOs always have something in their smart books ready for these opportunities. This is not busy work, but something well thought out in advance as a “just in case” scenario. Use time wisely, for there is never enough of it when you need it.

During training, the NCO should attempt to use drills to reinforce standard procedure. **Battle Drills** are *collective actions that platoon and smaller units rapidly execute without applying the deliberate decisionmaking process*. Battle drills form the basis of rapid execution in combat. By defining roles in small unit operations, much risk is mitigated and Soldiers understand and execute their individual tasks within the boundaries of the collective task. Understanding that following each engagement Soldiers are expected to determine their remaining equipment stores, as well as personal injury status, is a drill. Understanding that when the squad comes to a linear danger area, the last two Soldiers in the formation take the left and right side of near security is a drill. Understanding the specific role a Soldier takes when reacting to enemy contact is not only a drill but also the first step in countering that enemy attack. NCOs focus on battle drills and crew drills to train their Soldiers to react quickly to external stimulus in the absence of orders.

**Assessing Small Unit Training**

Evaluations and other forms of feedback are used to assess the training of Soldiers, leaders, and unit proficiency. The structured analysis of the information derived from these inputs is the key to the commander’s assessment of the unit. While the assessment is made by the commander, it is formed from input from all leaders (officers and NCOs) and is based upon the specific training strategy used.
TRAINING SUBORDINATES (CONT.)

The unit assessment is:
• Developed using evaluations, reports, leader books, or other records.
• A continuous process though formal assessment that is usually conducted at the start of planning phases and after major training events.
• Used to set or update unit goals and objectives.
• Influenced by future events; for example, personnel turnover, new equipment fielding, or force structure changes.

NCOs provide input on squad, section, team, and individual Soldier proficiency in conducting essential Soldier’s tasks for the commander’s assessment. These same NCOs also provide input to the commander’s assessment of leader proficiency and provide planning recommendations to the commander.

There are many tools the NCO uses to record assessments. The two primary tools are the leader book and the battle roster. Battle rosters provide a way to record key systems crew data. Battle rosters:
• May be maintained formally or informally.
• Are maintained at battalion level and below.
• Track key weapon and support systems, such as tanks, attack helicopters, howitzers, radars, trucks, tube-launched, optically-tracked, wire-guided (TOW) missiles, and Javelins.
• Track crew data, such as stability, manning, or qualification status.
• Designate qualified back-up crewmembers.
• Identify Soldiers to enable them to train as a designated crew.

By far, the greatest tool available to leaders at all levels is the After-Action Review (AAR). The AAR is a structured process that allows training participants to discover for themselves what happened, why it happened, and how it can be done better. AARs:
• Focus on the training objectives (was the mission accomplished?).
• Emphasize meeting Army standards (not who won or lost).
• Encourage Soldiers to discover important lessons from the training event.
• Allow a large number of Soldiers and leaders (including OPFOR players) to participate so those lessons learned can be shared.
**TRAINING SUBORDINATES (CONT.)**

The AAR has four parts:

- Review what was supposed to happen (training plan).
- Establish what happened (to include the OPFOR point of view).
- Determine what was right or wrong with what happened.
- Determine how the task should be done differently next time.

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**TIP**

*AARs are one of the best learning tools we have... AARs must be a two-way communication between the NCO and the Soldiers. They are not lectures.*

Center for Army Lessons Learned

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A more detailed explanation of the AAR may be found later in this publication.

**Platoon Training Meetings**

In the military, planning for everything becomes a habit. Because of this, successful platoons have platoon-level training meetings prior to company training meetings. While these are not required, they are helpful in identifying training requirements prior to company training meetings.

Platoon training meetings should focus on developing assessments of individual and crew training levels for communication to the commander. They should also focus on the preparation, rehearsals, and execution of upcoming training events. This is not a platoon sergeant / platoon leader meeting. It should include subordinate squad, and/or section / team leaders to provide input into the platoon training status.

The platoon sergeant has the responsibility to ensure the NCOs have the necessary equipment (leaders book, paper, pencil / pen, training schedules, and calendar) to participate in the meeting.

Following an established agenda keeps these meetings succinct and focused. A sample agenda might look like this:

- Squad or section training assessments.
- Platoon leader's assessment.
- Preparation for training.
- Future training.
- Command guidance.
TRAINING SUBORDINATES (cont.)

Following higher-level training meetings (company and battalion), ensure that pertinent information is passed down to subordinate leaders. The first sergeant is key in ensuring information is passed to the company NCOs.

While the NCO’s role in training is not limited to the training of individual Soldiers and small units, it is his primary role. NCOs know the training level of their Soldiers and unit and must convey this information to the chain of command. This enhances training events and provides an opportunity to improve or sustain individual and collective training levels. NCOs must be involved with the assessment and planning of training, as well as its preparation and execution.

TRAINING SUPERIORS

Training superiors is a very delicate process which must be handled with care. One wrong word or attitude may ruin a young officer or create in him a negative attitude towards all NCOs that may last throughout an entire career. For the purpose of this publication, the information given was taken from CSM (R) Len Koontz, USMC when asked the question, “What can NCOs do to effectively train and support inexperienced officers, particularly new lieutenants, joining a combat unit?”

To begin with, I recommend that NCOs avoid approaching new lieutenants with an attitude of superiority. There’s no need to try and impress the new officer by telling him how much experience you have or to try to show him how little he knows compared to you. Approaching new lieutenants with sarcasm or intolerance is counterproductive and often causes them to stop asking questions, which can lead to serious mistakes, some of which can cause men to be killed or wounded. You WANT new officers to ask questions! Better that they ask questions and learn, than keep quiet and commit errors due to inexperience.

I suggest that NCOs act as mentors to the new officer and take responsibility for showing him the things he needs to learn in order to become an effective leader. It is important that the NCO’s acknowledge that the new officer is their leader and that he is in charge of the unit. This is very important, because the new officer has to understand that while the success of the unit will largely result from the combined efforts of its members, as the officer, the ultimate responsibility for the unit’s success or failure falls on him.
That said, it is extremely important for the lieutenant to know that he can rely on his NCOs for their full support. New officers are trained from the first day of OCS to seek the advice and support of their NCOs. They expect their NCOs to be competent and are usually very willing to accept guidance and recommendations from them. The bottom line is that NCOs should do everything in their power to ensure that new officers quickly learn the things they need to know to win battles and minimize casualties during those battles.

When asked, “What can senior NCOs do to effectively support and train inexperienced officers, particularly new lieutenants, joining a combat unit?” he replied,

They should do everything in their power to ensure that the new officers are oriented and “brought up to speed” regarding the tactical situation and other issues that will affect them.

They should orient the officers on what has, and is, going on within the unit. It is important that they expose them to how things are done within the unit vice what was taught to them in stateside schools or specified in field manuals, etc. Tell them what you think officers need to focus on in order to succeed tactically while preserving the lives of their men. Make them aware of the personalities, priorities, and pet peeves of the chain of command. If the battalion commander is a stickler for the proper use of supporting arms, tell the new officer so and let him know what to focus on in this area, etc.

Encourage them when they are having doubts. Support their decisions as best you can. Sure, many times an NCO will know how to accomplish a task more efficiently than a new officer, but he must be careful not to become overbearing toward the new officer and insist that things be done exactly as the NCO desires them to be. New officers need to learn how to think and make decisions and you have to give them some room to do so. When you recommend a course of action, explain your rationale and thought process to the new officer. He’ll develop faster if you ensure he knows the WHY of what you are recommending as well as the HOW.

Treat the officer with respect, especially in public. The outward display of professionalism and loyalty from NCOs will not be lost on a new officer and he will be greatly encouraged that his subordinate leaders have accepted him as their new leader. Remember the old adage, “praise in public and reprimand in private.” You are not allowed to reprimand an officer if you are an NCO, but you can tactfully disagree with him and recommend alternatives to his plans, etc. This is always best done in private, away from the rest of the unit. Don’t put a new officer on the spot in front of people by challenging his authority. Take him aside and have a talk, you’ll find that he will be much more open to considering your point of view.
Being More than a Trainer; Being a Mentor

There are many honorable ways to leave a legacy; our focus for 2005 is on leaving a legacy through mentorship. Mentorship is an extremely powerful tool for personal and professional development; it improves technical and tactical competence, leadership skills, self-awareness, and morale. The Army's definition of mentorship is the voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect.

Gen (R) Peter R. Schoomaker, 35th Army Chief of Staff

As an NCO, it is your responsibility to train Soldiers. However, training a Soldier and becoming a mentor to that Soldier are two different things. An NCO trains individual Soldiers or groups on specific tasks. A mentor makes a commitment to an individual Soldier to pass on his lessons learned to make that Soldier better. This doesn’t mean that an NCO can only mentor one Soldier at a time, but he must make a decision as to how many he can accept personal mentoring responsibility for at one time.

Mentorship involves a personal relationship between mentor and protégé. While the Soldier being mentored generally seeks out advice from a potential mentor, professional Soldiers seek out Soldiers in need.

Training Soldiers occurs at every level for NCOs. Once the NCO leaves, it generally becomes the responsibility of the replacement to take up where the departing NCO left off. This is not true of a mentor-protégé relationship. This type of relationship knows no boundaries, in either time or distance. Mentors, in this type of relationship, grow from role model to personal counselor.

The Spectrum of Mentorship

The spectrum of mentorship moves through the following stages:

- Role model.
- Preceptor.
- Coach.
- Advisor.
- Confidant.
- Counselor.
**Being More than a Trainer; Being a Mentor (cont.)**

As the relationship progresses and the level of trust grows, the mentorship blossoms from merely professional trust to personal trust.

**The Role Model**

The first level of mentorship is that of the role model. In this relationship, the NCO serves as an example for the Soldier to emulate. By observing the mentor, the protégé learns what “right” looks like. This is generally a passive type relationship and the mentor may or may not know he is being modeled after. The NCO should always recognize that by virtue of his professional demeanor and technical and tactical proficiency, he is always being watched. NCOs should understand that on-duty or off, their actions are always scrutinized by Soldiers and become the basis for their future behavior patterns.

**The Preceptor**

The mentoring role of preceptor might not be seen very often in enlisted ranks. Generally, a senior officer is paired with a junior officer to build specific skill sets. This type of relationship lasts until the junior officer has mastered the specific skill set for which he was being trained. On the enlisted side, this might equate to an NCO who has taken it upon himself (or been tasked) to help a junior enlisted person prepare for a Soldier of the Month / Quarter Board. The relationship is built on preparing the younger Soldier for a specific task. Once the task is completed, the relationship ends. In this type of relationship, mentor and protégé understand their roles and responsibilities; one is to train, the other is to absorb. In some cases, this early relationship blossoms into a deeper mentoring relationship.

*“It is the men and women of America who will fill the need. One mentor, one person, can change a life forever, and I urge you to be that one person.”*  
President George W. Bush, State of the Union Address (2003)
Being More than a Trainer; Being a Mentor (cont.)

The Coach

Unlike the preceptor who focuses on a single task for mentorship, the coach is focused on overall performance. This focus is on mission accomplishment and how the protégé functions within the unit. In general, a supervising NCO mentors subordinates through the coaching method. Because the coach may also be personally accountable for the success or failure of the protégé, there may be limitations to the depth of the personal relationship. The protégé might fear sharing doubts or weaknesses possibly causing a negative evaluation or rating. An NCO coach might also fear the perception of favoritism based on closeness of a mentoring relationship. Because of this, the level of trust is limited when the mentoring relationship is one of coaching.

The Advisor

While the advisor is still concerned with current job performance, a mentor in the advisor role is also concerned with other issues focusing on the career progression of the protégé, such as future duty assignments and civilian and military schooling. Retention NCOs and unit Schools NCOs usually have an advisor-like relationship with the Soldier. This type mentor must also delve into some personal issues, such as family issues pertaining to projected permanent changes of station or potential deployments. The Schools NCO and Retention NCO literally hold the career of the Soldier in their hands. Because of this, many protégés are reticent to share everything with the advisor. The NCO in the advisor role may have less control than some of the career or specialty consultants and may sometimes be an easier shoulder to lean on when discussing possible career changing thoughts.

The Confidant

Bridging the boundary between professional and personal trust, the confidant represents the continued deepening relationship between mentor and protégé. At this point in their relationship, the confidant is more than capable of dealing with all protégé issues … from military to personal. Because of the nature of the relationship, the protégé is not reluctant to discuss all matters with the confidant including dissenting views of senior enlisted personnel and/or officers. For the protégé, the confidant serves as a personal sounding board for ideas, and the confidant helps the protégé brainstorm solutions to both professional and personal problems.
Being More than a Trainer; Being a Mentor (cont.)

The Counselor

At the top of the mentoring mountain is the counselor. With the relationship finally evolved into protégé-counselor, any topic can be discussed. Soldiers who build this type of mentoring relationship generally enter into a relationship that lasts for decades. This doesn’t happen overnight. Many mentoring relationships may take upwards of ten years to move from the role model phase to the counselor phase.

As the mentor gains more trust, he has more influence over the protégé to include, ultimately, personal matters. While you serve as role models to your Soldiers, think of the lasting impression you wish to make and use the strong bonds you initially form as the basis for long term mentorship.

The Mentoring Staircase

A hard question to answer is, “What makes a good mentor?” It is a chicken and egg question. Does a Soldier who was never mentored, and understands how his career could have progressed differently, make a better mentor than a person who, from an early time in his career, was mentored by someone who had a concern about him? Hard to answer. Truthfully, neither of these situations, unto themselves, create a good mentor. Good mentors evolve from a desire to help Soldiers become better Soldiers. There is never a worry that a bad role model will be a mentor. Bad role models do not care for other individuals and therefore remove themselves from the equation.

In this discussion, a four-stair-step approach will be used to describe the Mentorship Process. The interesting thing about this process is that it is perpetual. As one mentor moves upward on the staircase, another protégé moves upward to take his place. It is an inherent duty of all Army leaders to mentor Soldiers, so the bottom tread of the staircase should never be empty. There will always be protégés to mentor and even as mentors move up the stairs, they remain protégés to their mentors.

Step 1 — Being Mentored

The initial step of mentorship is a time of profound growth. There is just too much the protégé does not know. Typically, this period encompasses the time that a Soldier is an E-1 until the time he prepares for the promotion board to sergeant. In most cases, this is about five to six years. During this phase, the protégé learns his various duties and responsibilities and what it means to be a Soldier.
During this time, the protégé is not just absorbing information. He may be called upon to impart some wisdom or information to a new Soldier in the unit. In this way, the protégé begins the stair climb towards becoming a seasoned mentor. The depth of the mentorship the protégé offers is limited to the knowledge base he has mastered to this point. As the protégé moves towards promotion to NCO, his knowledge base has broadened and he is able to give better advice and begin to lead other Soldiers. Promotion to sergeant is more than a pay grade advancement. With the new rank comes a new level of respect and responsibility, and the Soldier is ready to continue the upward progress towards becoming a mentor.

*Step 2 — Becoming a Mentor*

At this point, our young sergeant has been in the Army about six years and has been promoted four times, thereby demonstrating his future potential. He has also been to at least two, if not more, duty assignments, countless deployments and exercises, and has acquired a measurable amount of experience. The promotion to E-5 has placed him in an elite group, the NCO Corps. While still only about thirty percent through a twenty-year career, he has usually committed to the Army for at least the next few years. With a great amount of knowledge and experience, he is entrusted with his first charges. Leading by example and ensuring he is being a good role model, the new sergeant becomes a formal mentor to his Soldiers. This does not mean that his days of learning have ended. Even as a mentor himself, the sergeant is still the protégé, learning as well as teaching. He will spend the next four to ten years at the mentor level, honing his craft, refining his mentoring methods, and being promoted to staff sergeant and possibly sergeant first class before taking the next step from mentor to master mentor.

*Step 3 — Becoming a Master Mentor*

Not every NCO becomes a master mentor. Some move all the way through the ranks and never rise above mentor. Some stay at the rank and retire as a mentor. For a few, those with the ambition and drive to impart the skills and experience of their careers, the next step, is to master mentor … or a mentor of mentors. These NCOs still revel in mentoring young Soldiers as they enter their units but are more interested in the impact they can have on young mentors. Hopefully, these master mentors have had the benefit of quality mentorship. The master mentor passes the skills of mentorship to those recently promoted to mentor.
Being More than a Trainer; Being a Mentor (cont.)

These master mentors are generally senior NCOs — E-8s and E-9s. This mentoring period may last from five to fifteen years and may or may not be the last stop for the mentor. Master mentors are still protégés and, if smart, are still seeking guidance from their mentors. Master mentors are also constantly seeking advice and guidance from other master mentors. During this mentoring phase, many mentors find the desire to impact Soldiers and leaders lives so compelling, they defer retirement despite aching knees and distraught spouses.

**Step 4 — The Grand Master Mentor**

Very few ever reach this point. To be a Grand Master Mentor, the focus must remain on making those below you better rather than making yourself better. These are the mentors of the mentors of mentors. The finality of the Grand Master Mentor’s years are before them and the only thing left is a compelling need to leave a lasting legacy. This is done by leaving master mentors prepared to mentor mentors and their protégés. Many of the relationships fostered during the rise up the mentorship staircase will last. Protégés will be remembered more than other Soldiers. Like Professor Dumbledore in the Harry Potter series, the Grand Master Mentor is both wise and humble and understands the entire mentoring process, how to ascend the mentoring staircase, and how to train Soldiers.

As stated earlier, it is a duty to train and mentor Soldiers. But it is also an honor. The greatest legacy an NCO can leave is to ensure that Soldiers in his care are trained and mentored. The Soldiers he trains and are responsible for remain as the imprint of his service to the nation. Setting the standards, and establishing himself as the role model for future leaders, is his charge.

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The Mentoring Staircase
Assessing Operations — The After-Action Review (AAR)

The Army publication dedicated to the after-action review has changed. Training Circular 25-20, A Leader’s Guide to After-Action Reviews, was replaced (September 2011) by an Army Combined Arms Center-Training (CAC-T) publication with the same name.

The AAR provides an excellent opportunity to cultivate the critical thinking of all leaders. Not a “blame game,” the AAR allows members of the unit to speak freely about what happened, and where honest mistakes can be freely discussed among leaders, participants, and observers. The AAR is a forum which promotes understanding of what went right, what went wrong, and what can be done better during future training opportunities and operations.

The AAR is not a critique. It has the following advantages over a critique:
- It focuses on key, METL-derived training objectives.
- It emphasizes meeting Army standards rather than judging success or failure.
- It uses leading questions to encourage participants to self-discover important lessons from the training event.
- It allows a large number of Soldiers and leaders to participate, so more of the training can be recalled, and more lessons can be shared.

The AAR consists of four parts:
- Reviewing what was supposed to happen.
- Establishing what really happened.
- Determining what was right or wrong with what happened.
- Determining how the task should be done differently next time.

There are two types of AARs — formal and informal. Leaders plan formal AARs at the same time they finalize their training plan. Formal AARs require more planning and preparation than informal AARs. During formal AARs, a leader facilitates a discussion of specific events based on training objectives. He provides an overview of what happened and what was supposed to happen, allowing the participants to identify what retraining needs to be done. Informal AARs are conducted after previously identified events or as on-the-spot coaching tools while reviewing Soldier and unit performance. The most significant differences between the formal and informal AAR are the amount of preparation and training aids required. Ideas and solutions gathered during informal AARs can be immediately put into effect during the continuation of training.
Assessing Operations - The AAR (cont.)

The AAR is an operation unto itself and should be treated as such. Like all operations, the AAR requires planning, preparation, execution, and assessment (follow up).

AAR Phases

Planning

When planning the AAR, there are many things to consider. Specifically, the person responsible for facilitating the AAR should determine:

- Which tasks were trained, and which are the focus of the AAR.
- How best to use the AAR to determine if the commander’s intent was achieved.
- Who were the observers, and which of them should attend.
- Which of the Soldiers should attend.
- When and where the AAR will occur.
- What training aids, if any, are required.

Generally, the AAR can not cover everybody and everything that happened over a given period of time. It is up to the facilitator to determine a few critical places and events to help the unit provide a good self-assessment. Unfortunately, good performance makes for bad AARs. This is why AARs seem to be more critical than they are meant to be. The guidance for the unit is to use the AAR to strengthen the problem areas while reinforcing their strengths. It is important for the facilitator to review the training and evaluation outline (T&EO) to determine the objectives for the training. This helps focus the AAR. Ensure the commander has scheduled stopping points at the end of critical events, or specific places on the battlefield. “Writing the AAR before it happens,” is very common. Determining a stopping point which overlooks a specific place where an action occurred can help Soldiers better understand both the actions that occurred, and specific changes they would make to possibly change the outcome.

Preparation

During the preparation phase, the facilitator should review the training objectives, the orders that drove the training, specific unit METL, and

Training / Exercise title:
Event:
Date / time:
Location of observation:
Observation (player / trainer action):
Discussion (tied to task standard if possible):
Recommendation (indicate how the unit could have executed the task(s) better or describe training the unit will need to improve future performance):

AAR Observation Worksheet
Assessing Operations - The AAR (cont.)

the doctrine supporting the mission. Determining what key events and specific places on the battlefield to observe should be emphasized to the observers. The observers should be taking notes during this time to ensure the collection will be synchronized with the AAR plan. Notes should also be taken during the mission to ensure no AAR opportunity is lost. Once the event has concluded, observations should be gathered from each observer and grouped based on predetermined discussion points and the commander’s intent. A reconnaissance should be done of the AAR site and appropriate training aids should be built. Finally, as the last step of preparation phase, rehearsals should be conducted.

Execution

Once the training has reached the stopping point, and preparation of the AAR has been completed, key players should move to the AAR site. This marks the beginning of the execution phase. The AAR facilitator should review the purpose and sequence of the AAR. The sequence of the AAR is based on the simple premise of identifying what was supposed to happen, what actually happened, was what happened right or wrong, and how, in the future, should the task be done differently. The AAR should conclude with a summary and closing comments.

Assessment

The follow-up (assessment phase) should be based on what retraining needs to be done and what changes, if any, need to be addressed in unit SOPs.

We are all trainers, and the AAR is the primary assessment tool. Good AARs get results. Focus the AAR on the major issues. Modify the technique based on the situation and adjust the format to accomplish the mission. Get the Soldiers to admit their shortcomings and work together to develop solutions. This helps the unit address performance issues while strengthening their own AAR skills.
THE COMMAND POST (CP)

This section of the Staff NCO Handbook is dedicated to command post (CP) operations. Specifically, the areas to be discussed will be:

- CP functions.
- CP duties.
- The common operational picture (COP).
- Overlay management and building the standardized overlay.
- The flow of information.
- CP layout.
- Communication Exercise (COMMEX).
- Battle rhythm.
- Battle tracking and the map board.

The CP cannot run efficiently without technically and tactically proficient staff NCOs. The staff NCO provides the lion’s share of continuity in regular Army units and practically 100% of the continuity in reserve components. NCOs in the CP must have a firm grasp of their roles and responsibilities, as well as the integration of their individual elements and warfighting functions. Staff NCOs must do more than the standard NCO duties of training and taking care of the Soldiers. In the CP, the staff NCO must take an active part in the planning, preparation, and assessment of operations. As stated in the previous section, staff NCOs have the responsibility to train and mentor junior Soldiers and ensure they are capable of doing their jobs, as well as the duties of their supervisors. NCOs filling key roles in the CP should attend the Battle Staff NCO Course taught at the United States Army Sergeants Major Academy (USASMA).

Command Post Functions

In order to best define the responsibilities of personnel within the CP, it is imperative that the functions of the CP are understood. There are six high-level functions of the command post. They are:

- Receive information.
- Distribute information.
- Analyze information.
- Submit recommendations to the commander.
- Integrate resources.
- Synchronize resources.
While the order in which these functions occur may vary, all are critical and interrelated.

**Receiving Information**

Receiving information consists of:

- Receiving messages, reports, and orders from subordinate units, lateral units, and HHQ.
- Monitoring the tactical situation through the use of digital or analog products, equipment, or other tools.
- Maintaining a journal (DA Form 1594 or electronic equivalent) of all significant activities and reports.
- Maintaining and updating unit locations and activities using digital products or maps and unit icons.
- Monitoring the enemy situation and ensuring this becomes a portion of the COP.
- Maintaining a status of critical classes of supply.

**Distributing Information**

Distributing information consists of:

- Submitting required reports to HHQ, posting information to unit websites, and ensuring responses are received for the information sent.
- Serving as a communications relay between units as necessary.
- Publishing orders and instructions.
- Processing and distributing information to appropriate units, or internally to staff elements and other members of the CP.

**Analyzing Information**

Analyzing information consists of:

- Consolidating reports.
- Anticipating events or activities based on analyzed information, and taking appropriate action as required.
Command Post Functions (cont.)

- Conducting predictive analysis based on analysis of trend information and the tactical situation.
- Identifying information that relates to the commander’s critical information requirements (CCIRs) and ensuring that information is posted in numerous places in the CP.
- Participating in the MDMP.
- Identifying the need to execute contingency plans based on changes in the current situation.

Submitting Recommendations to the Commander

Submitting recommendations consists of submitting recommendations to the commander based on information available and analysis conducted.

Integrating Resources

Integrating resources consists of the coordination and integration of combat multipliers.

Synchronizing Resources

Synchronizing resources consists of coordinating the synchronization of combat multipliers.

These functions are not easily accomplished, nor can they be effectively accomplished by a small group. It requires dedication to the idea that accomplishing these six CP functions will greatly contribute to the accomplishment of the mission, as well as limit risk on the battlefield. The methods for accomplishing these CP functions must be developed and incorporated in the CP / Tactical SOP. Key to the accomplishment of these functions are the enlisted Soldiers and the NCOs. As first line receptors of information, operators of sophisticated systems that analyze and interpret information, and key players in information management within the CP, they must be made aware of what is expected of them, both within their elements, as well as their integration into CP operations.
There are no unimportant duties in the CP. In fact, each Soldier’s responsibility is so important that serious consideration should be made to ensure the person filling the position is the best qualified to do it. Many Soldiers think it is a “cushy” job working in the CP. This is definitely not the case. While line Soldiers are getting gear ready and going home early to get family time before deployments, the staff Soldiers are staying late and preparing orders and other products to ensure those Soldiers are prepared for the exercise or battle ahead. When line Soldiers come home and are able to spend time with their families after they have finished cleaning their individual weapon and limited team equipment, Soldiers of the staff are cleaning tentage, electronics, communications equipment, computer equipment, and vehicles as well as preparing after-action reports for briefings to higher, lower, and adjacent commands.

Soldiers in the CP should not be selected randomly (as will be pointed out later). Many Soldiers, especially in the Reserve force, once assigned to a staff position, may never leave the staff because of their value to the unit in those positions.

This section will focus on the roles and duties of:
- The command sergeant major (CSM).
- The operations sergeant major (OPS SGM).
- The S-3 NCOIC.
- The staff NCO.
- The radio-telephone operator (RTO).

**The Command Sergeant Major (CSM)**

The unit CSM actively participates in the selection and retention of qualified NCOs and Soldiers for CP operations. The CSM must rigorously enforce the use of available CP training courses by ensuring allocations are available and the right personnel attend. He participates in developing and implementing enlisted training and enlisted Soldier’s tasks based on the unit METL and battle focus. The CSM monitors CP operations and NCO participation to ensure that everyone properly accomplishes their specific duties. He must actively mentor NCOs about their CP responsibilities and training. The unit CSM is the first line in ensuring qualified Soldiers are funneled to staff positions and ensuring the staff always maintains its allotted strength. The staff should never be short of Soldiers, even during lean times.
**COMMAND POST DUTIES (CONT.)**

**The Operations Sergeant Major (OPS SGM)**

The operations sergeant major (OPS SGM) supervises the staff on the control of the tactical command post and the CP. During tactical operations, the OPS SGM may remain with the Tactical CP (based on guidance from the S-3 and XO) until the CP jumps to a new location. OPS SGM duties and responsibilities include, but are not limited to, the following:

- Ensuring property accountability and maintenance of equipment and vehicles.
- Supervising pre-combat inspections (PCI) and pre-combat checks (PCC).
- Deploying with the assault element during tactical jumps.
- Monitoring and supervising the distribution of messages and operational overlays (analog / digital) one organizational level up and two levels down.
- Coordinating and briefing displacement (jump CP) procedures including tear down, setup, and quartering party activities, and being responsible for the physical setup, arrangement, and breakdown of the Main CP.
- Ensuring accurate setup of Tactical CP and all supporting vehicles to approved configuration.
- Supervising control over both the exterior and interior organization of the CP to include personnel, vehicles, and tents.
- Leveraging biometric capabilities to validate identity of authorized visitors to the CP.
- Supervising the CP security plan and developing specific security programs such as threat awareness and operational security (OPSEC).
- Being responsible for staff training:
  - Ensuring qualified Soldiers / NCOs attend the Battle Staff NCO Course or schools that benefit Soldiers and their warfighting functional groups.
  - Ensuring a training and validation program is developed to keep NCOs proficient and current on commander’s guidance, staff operations, and procedures.
  - Ensuring Soldiers receive digital systems training and digital gunnery training.
  - Ensuring Soldiers are cross-trained.

- Assisting the battle captain with rehearsals and the execution of battle drills.
- Giving guidance and supervising the construction of the terrain model during planning and preparation phases.
ENSURING all information within the CP (coming and going) is disseminated, updated, collaborated, and managed properly.

- Monitoring situations and ensuring the CP maintains communications with attached, subordinate, adjacent units, and HHQ.
- Managing reports / battle tracking.
- Overseeing the timely and accurate posting of graphics and overlays.
- Supervising fragmentary order (FRAGORD) control (accountability) and distribution.
- Ensuring CP personnel annotate logistics reports in appropriate journal files.
- Ensuring CP personnel act on all requests for information (RFIs).
- Ensuring CP personnel continually update the significant activities (SIGACTs) board.
- Maintaining status boards / charts.
- Ensuring the CP maintains battle rhythm by the following actions:
  - Supervising and ensuring the CP rehearses commander’s update briefings / battle update briefings and allocates time for staff and the section chiefs to prepare and brief the commander and staff.
  - Monitoring and ensuring all staff elements / warfighting functions follow the time schedule for rehearsals.
  - Monitoring and checking to ensure all section chiefs / noncommissioned officers-in-charge (NCOICs) turn in their briefing slides at the appropriate time.
  - Monitoring staff rehearsals, ensuring everyone is present.

- Coordinating, synchronizing, and integrating internal CP and separate element activities.
- Serving as chief advisor to the executive officer (XO) and S-3 concerning Main CP operations during planning, preparation, and execution.
- Participating in CP site selection, reconnaissance, and movement as well as cell coordination.
- Knowing all electronic / computer tracking systems and communication systems in use and ensuring operators are fully trained.
- Ensuring there is a method of resupply for expendable items.
COMMAND POST DUTIES (CONT.)

- Coordinating repair or replacement of computer hardware / software.
- Being responsible for CP life support (food, water, rest periods, duty rosters).
- Training the S-3 and the S-3 NCOIC on everything that they must perform!

The tasks and responsibilities of the OPS SGM cannot be understated. He is the person responsible for all actions within the CP. The OPS SGM relies heavily on the NCOs of the CP to ensure operations are carried out according to the posted CP SOP. Some of the duties listed above may be assigned to NCOs in the CP but responsibility remains with the OPS SGM.

TIP While every NCO position in the CP is critical, individual success is dependent on synchronized support and execution. No other position in the CP makes this happen more than the operations SGM.

The S-3 NCOIC

The S-3 NCOIC works directly for the OPS SGM and assumes his duties in his absence. His duties encompass a wide range of responsibilities and activities within the CP. He oversees all of the CP functions. The duties and responsibilities of the S-3 NCOIC include the following:
- Supervising daily operations and enforcing SOPs.
- Training enlisted personnel of his section (and the entire staff on system and information management and synchronization).
- Monitoring and training NCOs prior to their attendance at the Battle Staff NCO Course (setting them up for success).
- Ensuring proper distribution of reports and messages throughout the CP.
- Supervising maintenance and administration of the CP in conjunction with the officer-in-charge (OIC) / OPS SGM.
COMMAND POST DUTIES (CONT.)

- Coordinating with the first sergeant (1SG) and company XO for maintenance and logistics package (LOGPAC) support.
- Ensuring personnel properly service and maintain all equipment systems (vehicles, radios, generators, etc.).
- Supervising personnel in CP setup, teardown, and displacement.
- Supervising physical layout of Main CP, vehicles, extensions, briefing tents, sleep tents, and antennas.
- Recommending selection of alternate CP locations / configurations.
- Enforcing security plan.
- Inspecting section fighting positions / range cards. If there are attachments (e.g., infantry section or Bradley fighting vehicle support), coordinate local security and ensure inspection is accomplished.
- Coordinating guard / entry control point (ECP) personnel with each staff element.
- Conducting OPSEC vulnerability assessment.
- Collecting and consolidating schedules for current operations (CUOPs) personnel.
- Collecting and tracking unit status report information.
- Monitoring situations, and ensuring personnel maintain communications, with attached personnel.
- Maintaining all graphics and overlays; ensuring the Operations Section maintains situational awareness of unit locations one level up and two levels down.
- Controlling and distributing FRAGORDs.
- Logging information in appropriate journal files.
- Assisting in answering (and tracking) RFIs.
- Updating SIGACTs.
- Assisting in the MDMP.
- Preparing the Main CP for orders, drills, briefs, and rehearsals.
- Assisting in coordinating and preparing rehearsals.
- Accounting for terrain board and equipment, and supervising the set-up of the terrain model.
- Ensuring all communications are operational (knowing all communications systems used by the Operations Section and ensuring all are functional).
- Establishing and maintaining an effective battle rhythm to ensure the HHQ receives the required reports at appropriate times.
The Staff NCO

Formally known as the “battle staff NCO,” the staff NCO and battle captain must work together and understand each other’s roles and responsibilities. To successfully conduct his duties and responsibilities, the staff NCO must have access to, and an understanding of, the current operation plan (OPLAN), operation order (OPORD), and FRAGORDs issued by his unit and his HHQ. He must maintain current battle execution synchronization matrices, execution checklists, execution matrices, operation schedules, and the overall COP to effectively track current operations. He is the first-line information manager. The staff NCO must understand everything about the CCIRs. He should have a good working knowledge of the current situation. He must keep the battle captain out of trouble. An overview of the duties and responsibilities of the staff NCO include the following:

- Supervising CP information flow.
- Collecting, processing, and disseminating information.
- Overseeing quality control of battle tracking.
- Ensuring the CP can operate continuously while static or mobile.
- Monitoring current operations.
- Ensuring CP personnel distribute reports and messages properly.
- Updating unit status reports.
- Managing shift schedules to ensure sleep plans and meals are properly scheduled.

COMMAND POST DUTIES (CONT.)

- Knowing all software and programs in use by the Operations Section.
- Ensuring section sleep plans and shift schedules are posted and enforced.
- Managing (with the OPS SGM), rehearsing, and supervising the implementation of CP battle drills (these are executed by both the staff NCOs and battle captains).

As the second in line of the CP NCO support channel, the S-3 NCOIC has the responsibility to coordinate with the NCOICs of all other sections and ensure the smooth operation of the CP. There should be a symbiotic relationship between the S-3 NCOIC, the S-2 NCOIC, and the Fires NCOIC.
**Command Post Duties (cont.)**

- Maintaining staff journals and filing records (analog or digital) of all staff decisions and critical information coming into, and leaving, the CP.
- Maintaining and updating graphic control measures.
- Supporting the commander’s update brief (CUB).

This a generic list of duties of the staff NCO. Each section will develop their internal SOP delineating the duties and responsibilities of their individual NCOICs and staff NCOs. The basic functions, however, will remain the same — monitor the situation, facilitate the flow of information, support the commander’s information requirements, and be responsible for the care and welfare of the Soldiers in their charge.

**The Radio-Telephone Operator (RTO)**

The radio-telephone operator (RTO) plays a critical role in the smooth operations of the CP at all echelons. More than a pack mule for a single system, the RTO is responsible for the installation, operation, and maintenance of assigned communications systems. Without that communications link, the commander is unable to command or control his unit. RTOs also play a vital role in daily operations by taking notes, maintaining situational awareness, and generally assisting the commander. These duties come with the responsibility of the RTO to become fully proficient at all communications tasks.

The basic duties of the RTO include:
- Equipment setup.
- Equipment operations.
- Equipment maintenance and troubleshooting.
- Entering the net.
- Understanding and utilizing proper radio procedures.
- Being able to cold start (using an alternate net opening sequence).

The additional tasks of the RTO include:
- Monitoring all radio traffic.
- Passing significant information to the staff NCO or battle captain.
- Tracking unit status through commander’s updates, situation reports (SITREP), and SALUTE (size, activity, location, unit or uniform, time, equipment) / SALT (size, activity, location, time) reports.
- Maintaining updated unit locations.
**COMMAND POST DUTIES (CONT.)**

- Receiving commander’s updates and SITREPs from subordinate elements.
- Monitoring required battery changes for individual systems.

Standard RTO procedures include:
- Conducting radio checks.
- Maintaining proper global positioning system (GPS) time checks.
- Performing routine maintenance on systems and auxiliary equipment.
- Performing emergency compromise procedures on equipment.

The RTO is the lynchpin to tactical communications and information management within and outside the CP. The RTO, whether on a digital information network or through over-the-air transmissions, is the first person to receive information in the CP. It is imperative that the RTO understands not only military acronyms, enemy weapon systems and vehicles, and units he is communicating with, he also must understand the commander’s intent and specific pieces of information the commander has designated as significant.

The RTO is not the extra private but an integral member of the staff whose training must be given priority. The NCOIC for each RTO must ensure adequate training time is allocated to each Soldier in this role. This will take precedence over other types of military training or other taskings. The RTOs must be protected from mundane tasks and allowed to hone their craft with the aid of the Communications Section of the unit. By allowing the Communications Section ample time with unit RTOs, the RTOs will be able to troubleshoot problems and maintain seamless communications within the unit.

**TIP**

The myriad duties and responsibilities that have been listed must be sustainable. Sustainability can be tied to sleep plans and having sufficient CP personnel to be two deep in most positions. The best answer, however, is *cross training.*
THE COMMON OPERATIONAL PICTURE (COP)

FM 6-0 defines the common operational picture as, “A single display of relevant information within a commander’s area of interest (AOI) tailored to the user’s requirements and based on common data and information shared by more than one command.” The COP is the key to enabling team analysis and decisionmaking. On the battlefield, the COP helps commanders visualize their positions, existing and emerging threats, and available resources, so that they can understand the situation, plan, respond intelligently, and accelerate productivity.

**TIP** The purpose of the COP is simple: provide a situational update at a glance. Anyone should be able to look at the COP and understand what the unit is doing or what it plans to do without asking a lot of questions. More is not necessarily better for a COP. The layers should not be so busy that they are not functional. Too much information may confuse the viewer. The art is to determine what information is required regularly and determine how data from various sources can be combined effectively into one product.

The COP varies among staff elements and echelons. Separate echelons create a COP by collaborating, sharing, and refining relevant information. To the extent permitted by technology, the COP incorporates as much information from running estimates as possible. The scale and level of detail are based on the needs of the commander and staff to understand what is happening.

Understand that the COP is not the same as situational awareness. Situational awareness comes from the interpretation of the displays or the actual observation of the situation. Pretty pictures on a flat screen do not make Soldiers aware of what is happening on the battlefield... it is the understanding of the icons and graphics that give them situational awareness, and ultimately, with analysis of the information presented on those displays, situational understanding.

Example of Joint Task Force COP during an External Evaluation
The two graphics below are meant to provide information and a warning. First, the COP is comprised of all the information available. Having access to all this information requires careful management. Digital capabilities have improved dramatically with Army Battle Command Systems (ABCS) and the ability to display great amounts of information and filter this information is comparatively easy. The opposite is true with analog products. Each overlay, rather than being a file with the capability of being turned on or off, is now a physical obstacle to reading the map, and because of this, hinders the geo-referencing of positions on the display.

The warning — while the COP may be displayed using analog methods, it is very cumbersome and may lead to mistakes at all levels. The requirement for the COP is the commonality of the picture which, digitally, may be transmitted to higher and lower echelons with greater ease than sharing analog overlays. Changes, at all levels, are shared more quickly through the use of a digital communication architecture.
The previous section might have left you with the misconception that the COP can only be achieved through digital means. The COP has been used, albeit under different names, since the onset of warfare. From hand drawn maps with wooden horses representing units, through large war maps with replicas of actual pieces of equipment, to the digital map boards of the modern CP, the COP remains the most integral method of maintaining situational awareness and gaining situational understanding.

In environments not capable of producing digital COPs, analog methods are required. The major difference between digital and analog display of the COP, is the method of portraying the inputs to it. On the previous page, the COP was determined to be the analysis of information gained about the friendly force, the enemy force, and the environment displayed together to allow knowledge management (KM). In digitally capable CPs, this is represented through inputs from various systems. Each of these systems is capable of providing input to a “fusion” screen and, with the ability to toggle specific layers to either an “on” or “off” position, add more or less information to the COP based on what is needed at a particular time. This toggling effect is not possible in an analog environment. While numerous overlays are created representing various pieces of information, they must be physically added or removed from the map background to get more or less information. This is not impossible, but is only possible through practice, discipline, and attention to detail.

There are two key elements required to provide and change information quickly in an analog environment:

- A standardized map board.
- A standardized map overlay (drop).
The Standardized Map Board

Since there have been maps, there have been sturdy boards placed behind them for support. Generally improvised out of scrap lumber or cardboard, military command post systems have integrated map boards into the parts lists for newer generation shelters. The Standardized Integrated Command Post System (SICPS), introduced in 1988, came with four, prebuilt map boards. Each of these map boards consisted of two, 2-foot by 4-foot pieces of treated plywood, joined by a 4-foot hinge in the middle with two side braces for stability. While most of these map boards have gone by the wayside, this section will be based on the original 4x4-foot display size.

In order to make a standardized map board, certain modifications must be made to it. First, two 3/8 inch holes must be drilled into the top of the board, eight inches from each end. These holes should be centered one inch down from the top edge of the board. The second modification is the inclusion of index lines. The index lines on the top and left side of the map provide the standardization of the map in relation to the map board. The size of the lines, as well as the method used to create them, is immaterial as long as the bottom and right edge of the top and side lines are exactly two inches from the respective edge. Some media used to create these lines include electrical tape, paint, India ink, or black magic marker. Understand your environment when determining what media to use. The lines should be permanent. In order to complete the modifications to the map board, hardware needs to be purchased and attached to the board for ease of adding or removing overlays. The total cost of all hardware should not exceed $3.00 and includes:

- 2 - 3/8 inch x 2 inch bolts.
- 2 - 3/8 inch nuts.
- 6 - 3/8 inch large flat washers.
The next step is applying the hardware to the map board. Following the diagram to the right, first slide a large flat washer over the bolt and thread it through the 3/8” hole drilled into the top of the map board. This will be a tight fit . . . but the tighter the fit, the better the product. Once it is fed through the hole, place another large flat washer on the other side of the map board followed by the 3/8” nut. Tighten this nut well. The bolt should not move. If the board is not thick enough to provide rigidity, consider using a wood backing behind the bolt. The remaining portion of the bolt is used to mount map drops with the wing nut used to secure them to the map board. As an added feature, drilling two holes in the bottom of the map board that line up with the bolts in the top creates a method of folding the map board and securing it with the bolts going through the bottom portion of the board and secured with the wing nuts. Repeat the process with the other bolt. Once this is complete, the map board is considered standardized. The next step is to orient the map to be used to the standardized map board.

The map is placed on the map board based on the way the XO or S-3 sees the area of operation (AO). The AO, as well as a portion of the surrounding area, must be available for graphic display. Because the S-2 Section is generally the first staff element to begin working on the graphics associated with the mission, they must collaborate with the S-3 to determine exactly what the upper left corner of the map will be. Once the upper left corner is determined, the map should be folded or cut along the western and northern border of the selected upper left corner grid square. When possible, and because this map generally does not get reused, the map should be cut. This will be based upon your internal SOP. The left and top exposed grid lines should be matched to the inside edges of the index lines on the top and left side of the map.

**TIP** Regardless of the declination angle associated with any map, the vertical and horizontal grid lines on an individual map will always be perpendicular to each other.
By placing each map in the same manner on each board built in the same manner, each map board should be generally the same or within one-hundred meters of each other. Individual discrepancies will be corrected in the following steps.

The Standardized Map Drop

The standardized map drop is nothing more than a piece of plastic with green tape on all four sides and two small holes cut into it to match the holes on the map board. Generally, the drops should be 48” long and as wide as the acetate roll. If greater than roll-wide lengths are required, multiple pieces of acetate may be taped together with thick, clear packing tape. The heavy green tape on the outside of the drop serves two purposes. First, it provides rigidity and structure to the drop while strengthening the edges against rips and other damage. Second, like a hole protector used to reinforce torn paper, the green tape reinforces the point which must be cut into the acetate to affix it to the map board. Without this reinforcement, the map drop might tear under its own weight.
**THE STANDARDIZED MAP BOARD AND MAP DROP (CONT.)**

**Map Board and Drop Integration**

In the CP, there is generally one map that is more important than any other map. This is either the S-3 operations map or the **fusion map** used by the S-2 and S-3 to display the COP. This map is the one used to register all other map boards.

Once the S-3 map has been put into service and all other sections have their map boards and standardized drops, each section, in turn should come up to the fusion map with one of their drops and affix it to the map. Once the drop is affixed, the overlay should be registered by placing registration marks in the upper left and lower right corners. Taking the drop off the fusion map and back to their map, the registration should be checked to assure accuracy. If the overlay doesn’t match the map, the section map should be adjusted so it falls directly beneath the registration marks. No other adjustments need to be made to the drops. This should be done to every map in the CP to ensure each is the same as the fusion map.

The analog COP is maintained by adding or removing individual standardized drops from the map or maps necessary. Building standardized maps and map boards also facilitates quick transitions between members of different staff elements during update briefings.
THE FLOW OF INFORMATION

When defining the flow of information within the CP, it is important to differentiate between the types, or categories, of information that might be encountered. Generally, there are three types of information which provide the basis for decisionmaking. These are:

- Critical information.
- Exceptional information.
- Routine information.

Critical Information

Critical information directly affects the successful execution of operations. This information includes information that can answer commander’s critical information requirements (CCIR). CCIR are:

- Applicable only to the commander who specifies them.
- Directly linked to present and future tactical situations.
- Situation dependent.
- Based on events or activities that are predictable.
- Specified by the commander for each operation.
- Time sensitive.
- Always included in the OPLAN or OPORD.

The commander alone decides what information is “critical” based on his experience, the mission, input from the staff, and the higher echelon commander’s intent. CCIR are expressed as either friendly force information requirements (FFIR) or priority intelligence requirements (PIR).

Exceptional Information

Exceptional information is specific and immediately vital information that directly affects the success of the current operation. Unlike critical information, exceptional information is neither published nor explicitly stated; rather, it must be recognized as vital by tactically and technically competent commanders and staffs. Exceptional information signals the occurrence of one or more unpredictable, extraordinary events, such as an unforeseen opportunity for success, or an early warning sign of a pending emergency. Exceptional information is:

- Unexpected, unplanned, and situation-dependent.
- An immediate priority for command and staff action.
**Extremely time-sensitive and there can be no delay in transmission.**
**Applicable to both the friendly and enemy situations.**

**Routine Information**

Routine information is standard, repetitive information that occurs during day-to-day operations. It is made routine by SOP. However, some routine information might cross over to become CCIR (for a specific operation).

Routine information:
- Should be used within and between staffs with little commander involvement.
- Is used to prepare and verify running estimates.
- Helps identify and anticipate potential problem areas.
- Allows the staff to resolve routine matters, using their own initiative.
- Is not time-sensitive in terms of decisionmaking.
- Does not directly affect the execution of tactical operations.
- Is not essential to the commander in its current raw format and, therefore, must be thoroughly analyzed before being transmitted to reduce overload on the staff and information systems.
- Is specified in the unit’s SOP, prescribing the sequence, time (or completion of an activity), and format of the information.
- Is normally transmitted via predetermined channels (also specified in the SOP), exchanged between units, and handled staff-to-staff.

Situations and activities influence how much and what types of information flow into the CP but generally, about 85% of the information received is considered routine traffic and requires no commander involvement. Of the other 15%, 10% is deemed critical and may answer CCIRs and the final 5% may be deemed exceptional.
THE FLOW OF INFORMATION (CONT.)

Again, this exceptional information is not expected, but may have great impact on the accomplishment of the current mission or force additional planning for upcoming missions.

**Steps of Information Flow**

Now that the different types of information coming into the CP are understood, the focus shifts to how to manage them. There are eight steps that information goes through as it enters the CP. They are:

- Receiving the information.
- Recording and posting the information.
- Understanding the information.
- Processing the information.
- Analyzing the information.
- Disseminating the information.
- Safeguarding the information.
- Following up, as necessary.

There is no set standard as to how these eight steps are managed, and each unit must design a system that allows information to be received and processed within the CP and analyzed and disseminated quickly. The key to information management is not necessarily getting the information to the commander. In many instances, it is another member of the staff who needs a seemingly
THE FLOW OF INFORMATION (CONT.)

unremarkable piece of information to complete a running estimate or to fill a
gap in information about a potential target. In essence, the key to information
management is ensuring the information is available to everyone who can
profit from it, and to ensure every person on the staff knows of the
information’s availability. Once a viable method of managing information is
found, it should be placed in the unit CP / Tactical SOP.

Information enters the CP through many means; digitally, telephonically,
manually, and through amplitude modulation (AM) radio, frequency
modulation (FM) radio, or very high frequency (VHF) radio. The path the
information takes is based more on the type of information rather than how it
was received. All messages initially are filtered through the RTO who is
supervised by the shift NCO. A quick sanity check is done by the NCO to
ensure the message is complete and to make a rapid determination if the
message is anything other than routine traffic. If the shift NCO determines the
message is either critical or exceptional, the message is funneled to the battle
captain who alerts the commander, XO, and S-3 and ensures the message is
funneled to the necessary staff elements. Once analysis has been done or action
has been initiated, the message is passed back to the shift NCO for continued
processing. This includes:

• Posting the report and decision to the appropriate journal or log.
• Posting to the SIGACTs chart as necessary.
• Updating necessary status charts.
• Updating both digital and analog operational graphics.
• Distributing the information to:
  ⇒ Higher elements.
  ⇒ Lower elements.
  ⇒ Adjacent elements.
  ⇒ The staff.

• Posting the message to the appropriate clipboard with a specific message
  number for ease of tracking.
The graphic below illustrates the necessity for each member of the staff to understand their duties, as well as the mission, and the information that is critical to the commander. From RTO to Shift NCO, each member must understand the criticality of information and be able to separate the wheat from the chaff. This lessens the amount of routine information decisionmakers in the CP must address. When in doubt, the battle captain provides a final level of “information sifting” to ensure routine information is handled IAW the CP / Tactical SOP. For information other than routine, a specific battle drill should be established detailing how the information is to be handled and by whom. This battle drill should be one of many in the unit CP / Tactical SOP.
If you put six OPS SGMs into one room and ask them what their CPs look like, they will give six different answers. There is no doctrinal way of configuring the equipment given to units, nor guidance at any higher level as to how their CPs must be set up. The reason for this is based on four factors:

- Facilities available.
- Current or anticipated mission.
- Size of area available.
- Commander’s preference.

Ultimately, the last factor might be the most important, but the configuration should meet certain criteria. An effective CP:

- Maintains a high degree of organization.
- Is configured in a manner that is functional to the unit while not segregating individual staff elements.
- Separates planning and briefing areas from operations areas to lessen distractions to/from both functions.
- Allows information to be passed smoothly internally.
- Allows all members to see the fusion map board or digital screen.

When determining the configuration for the CP, ensure the following items have been addressed:

- Is there a place for everything including vehicles, sleep areas, antennas, generators, planning, and briefing tentage?
- Who / what is to be positioned where?
- Are there any factors of METT-TC that require a specific CP design?
- Is there a way to minimize external traffic and other distractors?
- Is there a way to minimize miscellaneous activities not associated with planning or operations?
- Have security issues been addressed?
- Have evacuation factors been addressed?
- Have relocation factors been addressed?
Depending on the echelon, CPs will come in various shapes and sizes. They should, however, have some things in common. First, security must be established. This includes individual fighting positions in and around the perimeter to defend the CP against attack. Passive measures should also be employed which might include weaving entry control points, and the inclusion of concertina wire or dirt berms which place the CP outside of standard hand grenade throwing distance (35 meters (m)). Notice, in the diagram to the right, the briefing area is separate from the working area. This simple configuration is built for a battalion CP with the Administrative-Logistics Operations Center (ALOC) being co-established.

This diagram shows the inside of a CP. First, notice that both digital and analog systems are used with the S-2 map, a flat operations map in the rear of the CP, as well as a flat map between the two screens in the front of the CP. The twin plasma screens are hooked to the Command Post of the Future (CPOF) system managed by the battle captain. There are no dividers in the CP thus eliminating physical obstacles to information flow.

Ultimately, there is no right or wrong answer as to what a “good” CP looks like. CPs have functions and well designed CPs aid in the achievement and performance of those functions. The OPS SGM, XO, S-2 NCO, S-3 NCO, and S-6 NCO must come together and determine, based on equipment limitations and current mission, the proper setup of the CP. Once the CP is established, the layout should be annotated in the CP / Tactical SOP and passed to all sections with the inclusion of their roles in erecting it, maintaining it, taking it down, and moving it.
Communications is the technical miracle that provides commanders the ability to relay orders to their subordinate elements and Soldiers. Without a communications architecture to pass information, capabilities would be severely hampered. That architecture exists and is in use. The long pole in the tent is individual system maintenance and the ability of separate nodes to join the larger system of systems.

The communications exercise or COMMEX is an integral piece of maintenance, training, and combat operations. The COMMEX is an operation, and as such, requires planning, preparing, executing, and assessment. Accidental, or haphazard COMMEXs produce incomplete and substandard communications operations. The purpose of the COMMEX is to ensure all communications are available and have been established within the CP, with higher and lower echelons, and all personnel are familiar with the use of their respective communications equipment. The COMMEX is not a training tool, but rather a pretest to be executed prior to each exercise or training event, and as a task following each exercise or training event.

The COMMEX should be scheduled weekly as part of maintenance procedures. This does not mean every system should be checked every week. As part of the planning cycle, specific pieces of equipment or systems should be scheduled for testing each week. This gives an opportunity for the S-6 to verify all systems are working properly and, after preventative maintenance checks and services (PMCS), to identify any maintenance issues or missing equipment that needs to be ordered prior to the next training event or combat deployment.

The COMMEX should also be scheduled prior to deployments to ensure all communications pieces, which have been checked separately, function properly together. This COMMEX should be accomplished in a timely enough manner to allow for -10, -20, and higher-level maintenance to be performed prior to the execution of the next mission. When possible, attached units should also participate in these COMMEXs to ensure they have been accounted for, and the unit is prepared to introduce these pieces into the unit communications architecture. In many instances, hard-wired components must be pretested with their servers to ensure there are no conflicts with existing systems or wiring architecture.

Finally, the COMMEX should be performed prior to mission execution to ensure all systems are capable of talking to each other. This becomes critical
The Communications Exercise (COMMEX) (cont.)

When the command element moves forward of the unit Main CP. The same communications capabilities must exist in and between the CP, Tactical CP, and combat trains command post (CTCP).

When designing a COMMEX for the unit, ensure all communications capabilities are tested. This includes all types of communications equipment; over the air equipment and digital systems. The diagram below shows a limited COMMEX with FM, ABCS (including CPOF and the Distributed Common Ground System - Army (DCGS-A)), and iridium phones. Ultimately, the commander (based on input from the S-6) must decide what systems must be checked and the method that will be used to check them. Performing a COMMEX of all CP communication equipment requires the CP to be set up with all connecting cables, appropriate power generation equipment, antennas, and remote stations to broadcast to and from. This is a time and personnel consuming process, and while necessary, is generally not performed as often as it should be leading to many units finding out, during exercises or deployments, that they lack the necessary equipment or supplies to effectively communicate. This slows the initiation of critical communications capabilities and may impact current or future operations.

<table>
<thead>
<tr>
<th>Communication Rehearsal</th>
<th>#</th>
<th>Time</th>
<th>Event</th>
<th>System</th>
<th>Initial or</th>
<th>Action</th>
<th>CP</th>
<th>TAC</th>
<th>BS</th>
<th>AR</th>
<th>IN</th>
<th>RS</th>
<th>TA</th>
<th>FA</th>
<th>AV</th>
<th>BS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0800</td>
<td>FM Network Call</td>
<td>FM</td>
<td>BDE CP</td>
<td>BDE CP conducts net call on FM requesting Battalion Status Report.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>0830</td>
<td>HF Network Call</td>
<td>HF</td>
<td>BDE CP</td>
<td>BDE CP conducts net call on HF requesting Combat Power Report.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>0900</td>
<td>BFT Validation</td>
<td>BFT</td>
<td>BDE CP</td>
<td>BDE CP sends test message requesting Battalion Front Line Trace and response via BFT.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>0900</td>
<td>TAC MAIL Validation</td>
<td>TAC MAIL</td>
<td>BDE CP</td>
<td>BN Battle Captains send test e-mail to BDE Battle Captain.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>0930</td>
<td>IWS Conference Call</td>
<td>IWS</td>
<td>BDE CP</td>
<td>Battalion Battle Captains enter IWS chat room and conduct dry run of BUR slides.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1000</td>
<td>IP Phone Call</td>
<td>IP Phone</td>
<td>BN CPs</td>
<td>BN Battle Captains call BDE Battle Captain and report current combat power.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1000</td>
<td>Build Graphics on CPOF</td>
<td>CPOF</td>
<td>BDE S3</td>
<td>BN S3s build CPOF overlay on BN sector and post them on the MCC server.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1000</td>
<td>Build Graphics on DCGS-A</td>
<td>DCGS-A</td>
<td>BDE S2</td>
<td>BN S2s build battalion DCGS overlay on DCGS-A and post them to the server.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>1000</td>
<td>Build Graphics on AFATDS</td>
<td>AFATDS</td>
<td>BDE FSO</td>
<td>BN FSOs build battalion no fire areas and send to brigade.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>x</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>1030</td>
<td>SC TACSAT Network Call</td>
<td>SC TACSAT</td>
<td>BDE TOC</td>
<td>BDE TOC conducts net call on SC TACSAT requesting Communication Status Report.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>1045</td>
<td>Iridium Phone Call</td>
<td>Iridium CPs</td>
<td>BN Battle Captains call BDE Battle Captain and confirm their phone number on phone roster.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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</tr>
</tbody>
</table>

COMMEX Rehearsal Matrix
**BATTLE RHYTHM**

The deliberate daily cycle of command, staff, and unit activities intended to synchronize current and future operations.

*(JP 3-33, Joint Task Force Headquarters)*

The combination and interaction of procedures, processes, leader and individual actions at Soldier, staff element, command node and unit levels to facilitate extended, continuous operations.

*(USAREC Manual 3-02, Recruiting Company Operations)*

The definitions of “battle rhythm” vary from unit to unit, but the intent is the same — to synchronize command and staff activities so each echelon feeds into the next higher echelon’s planning cycle. Because of the “fog of war,” only routine tasks are included in the battle rhythm. This rhythm allows units to stay operational for long periods of time without severe fatigue or degradation of capabilities brought on through loss of sleep. It is imperative that the HHQ establish its rhythm in a timely manner and publish it in the unit Tactical SOP to allow subordinate elements to build their timelines to facilitate it.

Sometimes, missions require a change in battle rhythm. This is an anomaly and not the norm. Once the mission has been completed, the rhythm should be reestablished.

Successful battle rhythm is not an accident. Units must train, and be properly staffed, in order to carry it out. The keys to maintaining a successful battle rhythm are:

- Well-trained staffs with 2nd and 3rd tier leadership capable of carrying out their functions in the absence of the primary staff officer.
- An established set of policies and procedures that make routine actions routine.
- Timelines that are nested with the HHQ, and agendas that feed the specific information required for further briefings.
- Sleep and rest plans that are both established and adhered to.
**Battle Rhythm (cont.)**

When building a battle rhythm, certain ingredients must be incorporated:

- **External requirements.**
  - HHQ briefings.
  - Targeting meetings.

- **Recurring internal requirements**
  - BUBs.
  - Shift change briefings.
  - Rest plans.

- **Mission requirements.**
  - Pre-LD BUB.
  - Displacing the CP.
  - Consolidation on the objective.

The battle rhythm will be dictated by many things, but if a strong foundation is laid prior to deployment, the rhythm of higher echelons is understood and incorporated into the unit rhythm, and sleep plans are established and respected with overlap of key personnel at command and individual staff levels, the operation of the CP will be smoother, key information will be synchronized between lower and higher echelons, and leaders will be well rested and prepared to operate at full potential.
**Battle Tracking**

The term “battle tracking” is often difficult to define. Each Soldier and leader understands that units must be tracked to ensure the risk of fratricide is mitigated. But are the location of friendly and enemy units the only things that need to be tracked for the staff to present a clear and correct picture of what is happening in the commander’s area of operations (AO)?

Battle tracking only friendly units will lead to an incomplete understanding of the battlefield as indicated in the top graphic.

If the S-2 only tracks the locations and activities of enemy forces, as in the center graphic, he will have an understanding of where the enemy is, but no idea of their intentions based on friendly force disposition and mission. Only through consolidation of both friendly and enemy locations and activities can a unit hope to achieve some kind of situational awareness and then, through thorough analysis, the rudiments of situational understanding.

The melding of friendly and threat locations and activities results in something like the bottom graphic. However, while both friendly and enemy elements are depicted, other activities may impact the chess game to the right. Not depicted is the clock which regulates the time each player has allocated to make a move, and any other external issues that might have an impact on current or potential future missions.
**Battle Tracking (cont.)**

If understanding the concept of battle tracking is hard, a much harder question is what the unit needs to track. As stated on the previous page, the unit must track those things that can affect current and future operations. There are three basic tenets that successful units use when dealing with battle tracking:

- **What specifically must be tracked?**
  - What are those key or critical (or routine) pieces of information, things, events, or impacts that can affect current or future operations?
  - What pieces of information has the commander deemed “critical” (his CCIR)?
  - What information must we stay abreast of in order to potentially answer the commander or HHQ commander’s PIR?

- **What is the priority of the information to be tracked?**
  - Is the information key to answering the commander’s CCIR?
  - Is the information required to understand the threat intentions and the impact on current and future operations?
  - Is the information a key in identifying indicators of host nation attitudes towards U.S. forces?
  - **If everything is a priority, nothing is a priority!**

- **How do we ensure everyone gets the information?**
  - Is there a drill for identifying critical information as it enters the CP?
  - Is all message traffic routed through each staff element and warfighting function?
  - Is critical information posted where everyone can see it?

Everyone in the unit is a sensor and, because of that, critical information may come from unconventional sources. The RTOs, as first line information receptors, must understand the CCIR and be prepared to quickly identify pieces of information that require tracking. Failing the initial identification of critical information, the staff NCO and battle captain serve as the second and third tier of information checks, straining the critical from the routine, and ensuring those pieces of information are properly tracked.
Command Post Battle Drills

FM 3-90.5, The Combined Arms Battalion, defines battle drill as a critical collective action or task that a platoon or smaller element performs without the application of a deliberate decisionmaking process. While most Soldiers are acquainted with battle drills and their relationship to combat situations, battle drills also play a very important role in CP operations.

Battle drills, by necessity, are practiced and executed by small-sized elements in response to particular stimuli. Common battle drills executed by infantry Soldiers include:

- React to ambush.
- React to minefield.
- React to linear danger area.
- React to indirect fire.
- React to chemical attack.

These drills are practiced over and over until the movements of every Soldier in the element are understood and can be executed perfectly every time. Training these battle drills may be done using the “crawl-walk-run” methodology. Small units generally require very few training aids or outside participation to hone these drills to perfection.

Like the infantry squad, the CP also has battle drills. While the purpose of these drills is the same as the purpose for the infantrymen (rapid reaction to stimuli) their scope is very different. For the CP, these battle drills might include combat related battle drills such as:

- React to contact on the CP perimeter.
- React to mortar attack.
- React to air attack.
- React to CBRN attack.

They might also be related to CP specific actions such as:

- React to loss of generator power.
- React to loss of communications capability.
- React to loss of an antennae.
- Displace the CP.
Finally, the CP might have a set of battle drills focused on planning and operations. These drills might include:

- Prepare the CP for the MDMP.
- Prepare the briefing tent for morning BUB.
- Build a terrain model.
- React to Improvised Explosive Device (IED) strike.
- React to civilian infrastructure damage.
- React to death of host nation personnel.
- React to loss of communications with non-governmental organization (NGO).

Regardless of what the specific battle drill is, the members of the CP have an inherent responsibility to react quickly, follow an established set of guidelines, and synchronize the actions of all warfighting functions and staff elements to provide a rapid and correct response to the stimulus.

The battle drill example below is simple and concise and should be listed in both the unit CP / Tactical SOP and placed in small reference books at each warfighting function station or staff element and with each RTO for reference. These are generally initiated with the call, “Initiate CP Battle Drill #5 — React to Contact.”

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**BD # 5 REACT TO CONTACT**

**TRIGGER:** CP is informed that a subordinate element is in direct fire contact either through FM communications or through an FBCB2 SALUTE report.

**ACTIONS:** Person receiving report announces “ATTENTION IN THE CP, _____ CO IS RECEIVING DIRECT FIRE AT (GRID).”

- a. S-2 inputs the information into the DSGS-A which in turn populates the COP. FSNCO also tracks the location on his map function, and prepares to fire a mission.
- b. RTO notifies adjacent units.
- c. Battle CPT initiates action to mass combat power on the enemy (if needed).
- d. FSO and Battle CPT clear fires (Battle Drill #2).
- e. FSO coordinates indirect fires.
- f. XO or S-3 monitors the situation, and initiates the appropriate action.
- h. Battle NCO enters as a SIGACT. (If appropriate).
The battle drill example below is built using the flowchart methodology. This allows for simple “yes-no” answers, which require different responses to be addressed. This type battle drill format, like the previous example, should be placed in the CP / Tactical SOP, bound into section or warfighting function folders, and blown up for quick reference in the CP. Upon initiation of the battle drill, the battle captain or staff NCO recovers the appropriate battle drill card from the deck and places it in the front of the CP for all CP personnel to see. This allows the synchronization of the staff while reacting to the stimulus.

Like infantry battle drills, the only way to become proficient is to practice, practice, practice until it can be done by memory.

**WARNING**

Conducting maintenance on a vehicle is a battle drill. However, no matter how many times you have performed it, and no matter how well you think you know it, the manual should always be the guide. This is how battle drills should be handled in the CP. Casual and clumsy handling of battle drills leads to missed sub-tasks which may impact Soldiers or operations.
**THE MILITARY DECISIONMAKING PROCESS (MDMP)**

The Military Decisionmaking Process is an iterative planning methodology to understand the situation and mission, develop a course of action, and produce an operation plan or order. The MDMP helps leaders apply thoroughness, clarity, sound judgment, logic, and professional knowledge to understand situations, develop options to solve problems, and reach decisions.

FM 6-0, Commander and Staff Organization and Operations

Bottom line, the MDMP is arguably the most important collective process executed by the staff. Note, in the quote above, there is no mention of who does it . . . it just says “leaders” which includes officers, NCOs, warrant officers, and enlisted personnel. It takes all of these personnel to integrate, track, and manage the information required to produce orders. The extent that an NCO is involved in the MDMP is generally based on two criteria:

- Level of experience of the NCO.
- Level of trust in the NCO’s ability by the section primary staff officer.

If an NCO wants to stand around and drink coffee and make sure the CP is set up correctly, Soldiers are fed, equipment is present and serviceable, and this is all right with his section officer then that’s what he will do. Don’t expect high marks on the NCO Evaluation Report (NCOER) for doing this as it is only half of the staff NCO’s duties. The other half is actively participating in staff planning, preparation, and execution of operations. During continuous operations, the senior NCO in each section might be called upon to be responsible for the shift. This means he must understand the duties and responsibilities, as well as understanding how “his” information is integrated into the COP. This is the NCO who is vital to his section and unit.

**Staff NCO Duties**

In general, the staff NCO has two duties with regards to CP operations:

- Maintaining CP functionality.
- Performing his/her duties as described in the CP / Tactical SOP.

It is critical that the CP / Tactical SOP be reviewed to ensure the duties and responsibilities are clearly articulated. It is even more important that each section has an internal SOP which outlines the duties and responsibilities of each Soldier to include officers, NCOs, and enlisted personnel. Only through clear delineation of duties can personnel be held to a requirement for achieving them.
THE MDMP (CONT.)

NCOs have the responsibilities to maintain:
- Communications.
- Maps.
- Army Battle Command Systems (ABCS).
- CP charts.
- Vehicles.
- Generators.
- Soldier life support.

Additionally, NCOs monitor:
- Soldiers, at work and rest.
- Officers (ensuring sleep plans are adhered to).
- CP security.
- Other intangibles.

Each staff NCO has these responsibilities as well as those inherent within the specific section they are assigned to. The following lists are by no means all inclusive but represent a “by section” view of general staff NCO MDMP responsibilities.

S-1 NCO

The tasks of the S-1 NCO include:
- Developing personnel estimates.
- Preparing casualty and replacement estimates.
- Assisting the S-1 with the development of the human resource running estimate.
- Assisting the S-1 with casualty evacuation (CASEVAC) planning.
- Supervising general S-1 functions and personnel requests.

S-2 NCO

The tasks of the S-2 NCO include:
- Developing (or updating existing) intelligence preparation of the battlefield (IPB) products including the modified combined obstacle overlay (MCOO), situation template (SITTEMP), and light and weather data charts.
- Working with the S-2 in the production of the intelligence estimate, intelligence annex, and Information Collection (IC) Plan.
The MDMP (cont.)

- Refining and analyzing intelligence products from higher and lower echelons and integrating them with the current situation.
- Helping develop a picture of the operational environment (OE) which includes terrain data, civil infrastructure, and enemy information.

S-3 NCOIC

The tasks of the S-3 NCOIC include:
- Being the right hand of the battle captain.
- Maintaining responsibility for the digital or analog setup of maps, overlays, terrain models, CP charts.
- Orchestrating the efforts of the S-3 enlisted personnel.
- Helping develop and/or refining the operation overlay.

Operations Sergeant Major (OPS SGM)

The tasks of the OPS SGM include:
- Maintaining overall responsibility for CP operations.
- Ensuring the staff has everything it needs to conduct the MDMP as well as other operations.
- Ensuring timely dissemination of products to subordinates.
- Serving as a middleman in passing RFIs to higher and adjacent elements.
- The operations SGM IS NOT a slide maker!

S-4 NCO

The tasks of the S-4 NCO include:
- Assisting the S-4 in developing the sustainment estimate.
- Developing and refining the sustainment overlay and assisting in planning for maintenance collection, caches, and re-supply operations.

S-6 NCO

The tasks of the S-6 NCO include:
- Ensuring communications architecture is maintained within the CP.
- Assisting the S-6 in planning for future communications requirements.
- Developing the communications footprint to identify communication dead space.
- Ensuring the ABCS network is available and maintaining its integrity.
**The MDMP (cont.)**

**Steps of the MDMP**

The MDMP consists of seven steps, each marked with distinct inputs, process steps, and outputs. For more detailed information about the MDMP consult the numerous TAFT products located on ATN (https://atn.army.mil/) or FM 6-0. The MDMP is very similar to the old basic Problem Solving Process which defines the problem, generates possible solutions, compares solutions, and implements the chosen solution. During each step in the MDMP, the staff NCO has distinct responsibilities. The previous edition of the *Battle Staff NCO Guide* dealt primarily with the MDMP. This edition will only discuss NCO contributions to the process.

As stated earlier, the MDMP has seven distinct steps with distinct products. The products required for each step are built using a base of products built during the previous step. In other words, the outputs from the previous step become the inputs for the current step. The seven steps of the MDMP are:

- Receipt of Mission.
- Mission Analysis.
- Course of Action (COA) Development.
- COA Analysis (War-gaming).
- COA Comparison.
- COA Approval.
- Orders Production, Dissemination, and Transition.

There are distinct advantages of the MDMP over command-directed courses of action. First, the MDMP gives the staff the opportunity to analyze and compare multiple friendly and enemy COAs to identify the best possible friendly COA. It also produces the greatest amount of coordination and synchronization in plans and orders. Having many eyes looking at multiple COAs minimizes the chance for overlooking critical aspects of an operation. Finally, the MDMP identifies contingencies which may require branch or sequel development.

If there is a disadvantage to the MDMP it is the time required to execute it correctly. Even well trained, and well practiced, staffs require time to do the MDMP correctly. The longer the unit has been operating in a single OE, the less time some of the steps will require . . . but that doesn’t minimize the need for strict attention to detail.
THE STAFF NCO HANDBOOK

Receipt of Mission

During Receipt of Mission, there are many tasks to be accomplished by NCOs. These include:
- Preparing the CP for the Planning Process.
- Preparing and distributing warning orders (WARNORDs).
- Logging receipt of all WARNORDs, OPORDs, and FRAGORDs.
- Understanding and using the Tactical SOP / Plans SOP.
- Ensuring the staff has the adequate analog and/or digital maps of the AO.
- Ensuring the appropriate doctrinal manuals for conducting the MDMP (either paper or digital copies) are available.
- Ensuring the plans tent is configured for Mission Analysis.
- Becoming familiar with the concept of the operation from HHQ and being prepared to brief your subordinates.

As well as tasks to be accomplished, there are certain products and responsibilities given to the NCOs in the CP. These include:
- Writing the initial WARNORD (WARNORD 1).
- Managing the RFI log.
- Establishing and maintaining the DA Form 1594 (Daily Staff Journal).
- Determining any additional map requirements for the mission and developing initial digital / analog products to support the MDMP.
- Managing and setting up the CP based on the Tactical SOP / Plans SOP.

This handbook speaks in generalities about specific section NCO duties and responsibilities. Each section’s internal SOP should detail what products are required and who will prepare them throughout the MDMP.

Mission Analysis

During Mission Analysis, NCOs in the CP have many responsibilities and they need to manage their time to support their staff element with NCO-type duties as well as staff-type duties. During Mission Analysis, NCOs:
- Copy or create graphics (digital or analog).
- Prepare and update status charts.
- Prepare terrain sketches.
THE MDMP (CONT.)

- Update and post unit reports.
- Serve as recorders during briefings.
- Post Mission Analysis briefing charts.
- Make required copies of the commander’s intent and guidance.
- Brief the commander and staff as a representative of their staff element or warfighting function.

**TIP**
The most important thing a staff NCO does, not only during Mission Analysis, but the entire MDMP, is participate as a member of his staff element or warfighting function, and to be prepared to serve as the staff primary in the absence of his superior.

Some of the specific products which are built by NCOs in the CP include:
- The modified combined obstacle overlay (MCOO).
- Enemy COA sketches.
- Enemy situation templates (SITTEMPs).
- Mission Analysis briefing slides.
- Specific staff element / warfighting function products for Mission Analysis.
- Specific products from digital systems (CPOF / DCGS-A / AFATDS).

A recurrent theme in all steps of the MDMP is tool management. While each staff element has the requirement of maintaining the necessary tools for the MDMP, there are certain sets of tools maintained by the NCOs in the CP for all to use. These tools are generally maintained by the S-3 shop NCOs and managed by the OPS SGM and may include:
- Butcher blocks with paper.
- Markers and pens.
- 1:50,000 map of the AO (or as per Plans SOP) with appropriate insets, if needed.
- Overlay material for analog display.
- Standard unit symbols.
- Standard briefing agendas.
- Appropriate overlays (operations, SITTEMP, obstacle, etc.).
- Recorders, ensuring they are available and trained for the task.
**THE MDMP (CONT.)**

**Course of Action (COA) Development**

During Course of Action (COA) Development, NCOs are responsible for:
- Preparing charts and products for COA Development.
- Assisting in the development of friendly COAs.
- Preparing COA sketches.
- Supporting section briefing requirements.
- Assisting in the preparation of COA narrative statements, where necessary.
- Posting COA briefing charts (when required).
- Recording commander’s guidance or adjustments to specific COAs.

Additionally, NCOs are required to produce the following products during COA development:
- COA sketches and statements.
- COA Development briefing slides.

**COA Analysis (War Game)**

During COA analysis, NCOs are responsible for:
- Serving as war game recorder.
- Participating in the war game session as a member of his staff element / warfighting function.
- Posting war game briefing charts (if required).
- Ensuring necessary tools are present.

Additionally, the NCOs of the CP prepare the following products for use during the war game:
- Unit icons representing friendly, enemy, and neutral entities on the battlefield.
- Charts showing assumptions necessary for COA Analysis to begin.
- Charts showing staff-generated evaluation criteria.
- Updated copies of the COA sketch and narrative.

**COA Comparison**

During COA Comparison, NCOs in the CP:
- Participate in advantage and disadvantage analysis as a member of their staff element or warfighting function.
- Compare COAs as a member of their staff element or warfighting function.
- Brief findings to the remainder of the staff.
THE MDMP (CONT.)

- Participate in COA decision briefing as a member of their staff element or warfighting function.

Specific products prepared during COA Comparison are:
- COA decision matrix.
- COA decision briefing slides.

COA Approval

COA Approval is centered on the commander choosing a specific COA for implementation. During this time, NCOs in the CP are preparing for the next step in the MDMP; orders production, dissemination, and transition. Any generic portions of the operations order are produced and necessary tools are collected and distributed. During COA Approval, the staff is awaiting the commander’s decision and will prepare WARNORD 3 when prompted. This is another product which may be produced by senior NCOs in the CP.

Orders Production, Dissemination, and Transition

It is important for NCOs to remember their roles in the CP. They are integral members of the staff as well as executors of staff processes. NCOs have many responsibilities during orders production, dissemination, and transition. These include:
- Writing and typing annexes.
- Consolidating annexes.
- Reproducing orders and graphics.
- Reading and reviewing orders.
- Reconciling orders to ensure attachments are in agreement with the base plan.
- Crosswalking orders to ensure they nest with the HHQ order.
- Anticipating and supporting briefing requirements.
- Preparing the rehearsal site.
- Staying informed and involved.
- Ensuring subordinates understand the plan and their individual responsibilities in supporting it.
Planning in a Time-Constrained Environment

The role of the NCO during the MDMP can not be overstated. During time-constrained planning, the role of the NCO increases. There can be no delay between steps in the MDMP because sections are not prepared to go forward with planning. They do this by:

- Ensuring necessary tools are available for each step in the MDMP.
- Ensuring running estimates are kept up to date.
- Ensuring running estimates are adequate to provide a good assessment based on the staff element or warfighting function to allow minimal time spent on defining the OE and allowing the staff to move flawlessly into COA Development.
- Ensuring staff IPB is current.
- Operating as a member of the staff element or warfighting function.

A non-participative NCO during the MDMP relegates himself to the role of an overpaid private!
REHEARSALS

The key to successful operations is the rehearsal. Rehearsing key actions before execution allows leaders and Soldiers to become familiar with the operation and translates the abstract ideas of the staff into concrete actions. Rehearsals allow Soldiers to orient themselves to the environment and to other units prior to mission execution. Due to the importance and necessity of conducting rehearsals, leaders must ensure time is built into the schedule to allow for them. Rehearsals should be executed based on a complete order but sometimes contingency or subordinate plans may be rehearsed in anticipation of a planned deployment.

Rehearsal Types

Each type of rehearsal achieves a different result and has a specific preparation timeline and place. As late as the 2005 version of FM 5-0, Army Planning and Orders Production, there were five types of rehearsals. Since the update of FM 5-0 in March 2010, and through current doctrine, the confirmation brief has been eliminated as one of the five rehearsal types. The four types of rehearsals are:

- Backbriefs.
- Combined arms rehearsals (CAR).
- Support rehearsals.
- Battle drill or SOP rehearsals.

The Backbrief

The backbrief is conducted to tell the commander how the subordinate leader intends to carry out the commander’s orders and accomplish the mission. These rehearsals are done throughout the preparation phase of operations and allow the commander to clarify his intent throughout the Operations Process. Backbriefs require the fewest resources and are sometimes the only option under time-constrained conditions. Subordinate leaders explain their actions from start to finish as other leaders listen in. They are performed sequentially, with all leaders reviewing their tasks.

The Combined Arms Rehearsal (CAR)

The combined arms rehearsal (CAR) is a rehearsal in which subordinate unit leaders synchronize their plans with each other. Maneuver unit headquarters generally execute combined arms rehearsals after subordinate elements have issued their operations orders. This type rehearsal helps ensure the commander’s plan achieves the higher commander’s intent. These are generally more resource intensive and require more participants.
Rehearsals (cont.)

The Support Rehearsal

Support rehearsals synchronize each warfighting function with the overall operation. This type rehearsal supports the operation so units can successfully accomplish their missions. Support rehearsals are not only for sustainment operations, but are necessary for any operation that supports the maneuver operation. These may include fires rehearsals, sustainment rehearsals, aviation rehearsals, engineer rehearsals, and casualty evacuation (CASEVAC) rehearsals. These rehearsals may be conducted separately or together, when necessary, to synchronize multiple warfighting functions for support operations. While these rehearsals differ by warfighting function, they all achieve the same result … synchronization!

Battle Drill or SOP Rehearsals

Battle drill or SOP rehearsals are used to train the rapid execution of preplanned actions in response to a specific stimulus. These drills are sometimes used in lieu of the Rapid Decisionmaking and Synchronization Process (RDSP) and, after rehearsed, represent a collective action taken by a unit. Training on these battle drills or SOP drills does not require a defined or completed OPORD, and is generally generic enough to be used in all operations and in all environments with little modification. While all size units use this type of rehearsal, it is most commonly used for platoons, squads, and sections (including staff elements). These battle drills are not restricted to combat tasks, such as reacting to indirect fire or conduct a hasty ambush, but may also be used for practicing shift change procedures and setting up or tearing down the CP.

Rehearsal Techniques

While deciding what type of rehearsal to do, the specific technique to use for the rehearsal is paramount. There are many factors that go into deciding which technique to use. These include:

- The amount of time required to plan, prepare, execute, and assess the rehearsal.
- The echelons involved in the rehearsal.
- The OPSEC risk and chance the rehearsal can be exploited by the threat.
- The amount of terrain (space) needed for the rehearsal.
**REHEARSALS (CONT.)**

As indicated in the graphic to the right, as the rehearsal technique moves from a network rehearsal to a full-dress rehearsal, the required amount of time, resources, and OPSEC risk increases. The commander and staff must weigh these variables when determining which rehearsal technique to use.

**The Network Rehearsal**

The **network rehearsal** is conducted over either wide-area networks (WANs) or local-area networks (LANs). It is accomplished by having the commanders and subordinate element commanders talking about critical portions of the operation over communications networks based on a sequence the commander directs. Each participant must have access to the specific network being used, and appropriate maps, orders, and graphics in order to participate. This method can be time efficient if sequences and SOPs are followed. If the unit does not have a good SOP, or if subordinate elements are not able to communicate on the same network, this type of rehearsal can be time-consuming and cumbersome. This technique is good for multi-echelon rehearsals and participation is only limited by the commander’s intent. Care must be given to the increased amount of over-the-air transmissions that may be monitored or compromised by threat forces. Typically, units conducting network rehearsals use different frequencies or frequency sets than the operational frequency to prevent being compromised. Because the rehearsal is conducted from individual unit locations, terrain considerations are negated.

**The Map Rehearsal**

The **map rehearsal** is conducted using a map and operation overlay (either analog or digital) of the same scale used to plan the operation. While the easiest to set up (the only requirement is the specific map and overlay), the map rehearsal itself may consume the most time. The operation overlay used is geared to the specific echelon conducting the rehearsal. Because of this, multi-echelon map rehearsals are difficult to conduct. The area around the map rehearsal site must be secured to decrease operational security risks as multiple vehicles may draw the attention of the threat. Units must sanitize the maps and overlays following the rehearsal. This technique does not require much terrain and should be conducted, when possible, on terrain overlooking the actual site of the operation.
Rehearsals (cont.)

The Sketch-map Rehearsal

The sketch-map rehearsal is done in much the same way as a terrain model rehearsal (as will be pointed out on the next page) with the model being replaced by multiple sketches of the operational area focusing on key locations or actions. This type of rehearsal can be conducted during full or limited visibility, and almost anywhere. Large sketches can be used so all participants can see. Markers are used to represent units and maneuvers. Sketch-map rehearsals take less time to set up than terrain model rehearsals but more time than map rehearsals. The greatest negative issue about this type of technique is the loss of geo-referencing capability. While the staff attempts to draw the sketch to some scale, specific areas of the map cannot be referenced to the military grid reference system (MGRS) for accurate locations. This is important for casualty evacuations, locations of patrol bases and assault positions, and for targeting. Like the map rehearsal, care should be exercised to limit OPSEC risks. The sketch-map technique requires less terrain than the terrain model technique and a good site will keep the participants shielded from the enemy. Like the map rehearsal, if possible, it should be conducted overlooking the terrain where the operation will take place.

The Digital Terrain Model Rehearsal

The digital terrain model rehearsal is a capability of the digital architecture afforded by Army Battle Command Systems (ABCS). Using ABCS, units can create a 3-D depiction of the terrain in virtual space. They can create fly-through or walk-through views of the battlefield. This type of model can also link actual unmanned aerial surveillance and ground imagery to key points on the ground providing more insight into the plan and terrain. Because this type of model uses digital terrain, it poses less of an OPSEC risk. The amount of available data determines both the clarity of the digital terrain model as well as how long it takes to build. This type rehearsal fits small units best, but wide area access support allows greater audience viewing. The digital models can be built and saved on storage media for transport to other units. If not placed on a computer network, the OPSEC risk is mitigated. If placed on a network, the digital terrain model may be subject to exploitation based on inherent network vulnerabilities. This rehearsal type requires the least amount of terrain and the use of tents will conceal the rehearsal from enemy eyes.
REHEARSALS (CONT.)

The Terrain Model Rehearsal

The terrain model rehearsal is the most popular and versatile rehearsal technique. It takes less time and fewer resources than a full-dress or key leader rehearsal and can help subordinate commanders visualize the commander’s intent and concept of operations. When possible, the terrain model is built overlooking the AO. However, based on security, it may be constructed on a reverse slope within walking distance of the actual terrain. The orientation of the model coincides with the actual magnetic orientation. The size can vary from very small to very large (based on time, the amount of detail required, and the number of participants). A larger model helps reinforce the participants’ perception of unit positions on the terrain. The construction of a good terrain model takes much more time than the rehearsals they support. If possible, utilization of the terrain model for additional support rehearsals is a good idea. The terrain model is generally echelon based so multi-echelon use is difficult. Size and location may create OPSEC risks and must be addressed. The terrain model must not be left between rehearsals and must be sanitized following them. Terrain management is scaled down to the actual size of the model and the corresponding rehearsal site.

The Key Leader Rehearsal

The key leader rehearsal is used when circumstances prohibit a rehearsal with all members of the unit. It generally only involves key leaders of the organization, as well as its subordinate elements. This type rehearsal requires fewer resources than a full-dress rehearsal. Often, small replicas of buildings and terrain substitute for the actual area of operation. Leaders not only explain their plan, but also walk through specific actions moving replicas across the simulated terrain. This is called a rock drill. The rock drill reinforces the backbrief given by subordinates because everyone can see the concept of operations and the sequence of tasks. A key leader rehearsal generally takes less time than a full-dress rehearsal. Looking at the timing of the Planning Process dictates whether a full-dress rehearsal or key leader rehearsal is viable. Having a key leader rehearsal does not preclude a small portion from having a full-dress rehearsal. A key leader rehearsal generally poses less OPSEC risk due to the fewer participants. However, it may require the same amount of radio transmissions. Because the key leader rehearsal terrain requirements mirror those of the full-dress rehearsal, terrain management is still an issue. Units must identify, secure, clear, and maintain the rehearsal area throughout the rehearsal, including posting of air guards when necessary.
REHEARSALS (CONT.)

The Full-dress Rehearsal

The final rehearsal technique is the **full-dress rehearsal**. It produces the most detailed understanding of the operation and the commander’s intent. Generally, units perform full-dress rehearsals on terrain similar to that on which the operation is to take place, initially under controlled light conditions and then in limited visibility utilizing the “crawl-walk-run” methodology. Small-unit actions are repeated until they are executed to standard. Full-dress rehearsals help Soldiers understand exactly what their commanders expect from them. At higher echelons, it may not be feasible to conduct this type of rehearsal due to terrain management issues. Full-dress rehearsals take more time than any other type of rehearsal and commanders must determine if it is time-effective to have this type of rehearsal versus the loss of time for subordinate planning and preparation efforts. Because a large force is being moved, the OPSEC risk is increased. OPSEC is an issue and commanders sometimes develop alternate plans which rehearse selected actions without compromising the operation. As stated in the key leader rehearsal section on the previous page, terrain management is difficult and the unit must identify, secure, clear, and maintain the rehearsal area throughout the entire rehearsal.

Building the Rehearsal Kit

TIP There are two important things to remember for building both the terrain model and the kit to create it. First, space is always at a premium, so keep it to the minimum in both size and weight. Second, following the combined arms terrain model rehearsal, time is short and the battle is generally close at hand. Creating the terrain model with items that must be recovered to be used the next time is very time consuming. Throwing everything back into the kit will save time in sanitizing the terrain model but will not help the next time the model has to be built. Try to create a terrain model kit with pieces that are light, expendable, and inexpensive. Balance the need for speed with the cost in both time and materials.

The terrain model kit is an important item for all staffs. With it, the staff can create a detailed, scaled representation of the area the unit is conducting operations, complete with the operational graphics pertaining to the specific mission. Consideration must be made as to who has responsibility for controlling the kit and what pieces must be supplied by each staff element / warfighting function.
However the rehearsal kit is transported, the unit must decide how it is to be stocked and maintained. Some key items generally found in unit terrain model kits are:

- 1 x large roll of engineer tape.
- 6+ x large metal tent stakes.
- Multiple rolls of thick white cotton string.
- 200 (or more) x 4 inch nails.
- Magnetic compass.
- Hammer.
- Knife.
- Laminated 5 x 8 index cards.
- Pre-made 5 x 8 laminated index cards with friendly, threat, and neutral icons.
- 100 foot wind-up cloth measuring tape.
- Disposable flagging tape in various colors.
- Sand bags.
- Alcohol markers (large).
- Map of AO.
- Entrenching tool or shovel.
- Styrofoam blocks.

**WARNING**

Many previous references to terrain model kits included spray paint in various colors. Generally, these are hard to recover, lead to OPSEC issues and, based on their toxicity, require substantial effort to remove. If spray paint is to be used, spray it on a disposable medium and lay this on the ground. It protects the environment and provides OPSEC.
Rehearsals (cont.)

Building the Terrain Model

No terrain model is ever perfect because, like IPB, no terrain model is ever completely finished. The best a unit can do is create a scaled representation of the AO that the commander and subordinate leaders can use to rehearse the operational plan.

A clearly defined discussion of roles and responsibilities, as well as steps defining how to create the terrain model, are the keys to the successful building of the model. This, by necessity, must be in the unit Tactical SOP / Plans SOP. Units that haphazardly construct terrain models generally do not have the required pieces present at the required time.

In order for the terrain model to be constructed, the following steps should be followed:

1. Have the S-3 and S-2, based on the operational plan, indicate areas outside the AO that may impact operations. Define the boundaries of the terrain model based on the AO and area of interest (AOI).
2. Have the S-3, XO, or commander determine, based on the size of the AO to be reproduced, the scale of the model (e.g., 1 grid square = 1 foot).
3. Determine where the terrain model is to be constructed. When possible, the terrain model should be constructed inside the wire of the CP. This relieves any additional security measures having to be developed.
4. Based on the operation overlay, determine the direction of friendly movement or principal direction of fire (if planning for a defensive operation).
5. Ensure construction of the terrain model allows participants to view the battlefield from their operational perspective. If a terrain model has a long axis, assume that participants will be standing perpendicular to the model rather than in a position relative to the operational direction. Have enough space at the end for participants to stand and see the model as they will see the AO.
6. Construct the terrain model:
   • Once the map has been annotated with the area to be reproduced and the scale has been established, the S-2 / S-3 personnel begin building the terrain model.
Rehearsals (cont.)

- Put in the first stake. Using the compass and tape measure, set the second stake based on the established model scale ensuring the orientation is the same as that on the map and compass. Continue with the remainder of stakes. If rectangular or square, check by measuring distance from corner to corner.

- With one person holding the tape measure at the large stake, place nails in the ground corresponding to the scale of the terrain model. Continue on all sides. This becomes the basis for the grid lines.

- Once all of the nails have been emplaced, begin running string from nail to nail in a back and forth pattern, creating the grid lines. Based on how many grid lines required, they may be placed at five kilometer (km) intervals rather than one km. (This gives less clarity and geo-referencing capability).

- Build terrain on the map either by introducing rocks, soil, sandbags, or other media which indicate changes in elevation and/or contour. You may also add hydrology at this point.
**Rehearsals (cont.)**

- Add man-made features to the model to depict urban areas, roads, and utilities (as needed). When depicting roads, consider different sizes or colors to depict road capacity...a heavier yarn or ribbon / tape for interstates, smaller yarn or string for smaller capacity routes. A white string marked intermittently with a black marker serves as a good trail or unimproved road.

- Once all aspects of terrain are placed on the terrain model, begin construction of the operational graphics. Be mindful of colors when possible. When non-doctrinal colors are used, ensure a legend is available to let the rehearsal participants understand what the colors represent.

- The bottom graphic shows the direction of attack arrows and the location of the personnel attending the rehearsal. It is common to have the majority of personnel attending the rehearsal lining up on the long axis of the model. Unfortunately, this does not give them the proper perspective of the battlefield. Establish your rehearsal area and build your labels with the orientation based on friendly movement or defensive orientation.
Rehearsals (cont.)

Tips for terrain model construction:

- Base the scale of the model on both the size of the operational area and the type of movement. Dismounted movement requires larger, more defined grid squares. Mounted movement or air movements generally cover greater distances and the scale should be smaller. Use insets if necessary.
- Keep an eye to the users of the model. There should probably be insets done in a larger scale for actions on the objectives or areas potentially causing obstacles to movement. Ensure enough detail is given to the rear area to allow for support rehearsals on the same model.
- The S-2 / S-3 Sections are not responsible for every other staff element’s or warfighting function’s icons on the map. Target disks should be put on by the Fires Section, engineer icons (obstacles, breach sites) should be emplaced by the engineers.
- Know how much time is available for deconstruction of the model and how long it is intended to be used. If the model is to be used for an extended period, use non-biodegradable products (products that will not be affected by the weather).
- Avoid placing any icons or detail placards flat on the model surface. Stand them up using folded index cards or hold them upright with nails. They do no good if the audience can’t see them.
- Keep repair materials handy during the rehearsal. Participants WILL break your strings, kick your terrain features and dislodge your roads. Prepare for this in advance but have the necessary supplies ready to fix the model without interrupting the rehearsal.
- Check the weather and light conditions before starting to build the rehearsal site. If inclement weather is looming, consider indoor preparations (plans tent with sides rolled up or other covered structure).
- Consider different methods of depicting the AO. If you know you are attacking a village at the National Training Center (NTC) or the Joint Readiness Training Center (JRTC) and have those graphics, consider making a map on large bed sheets or target cloth. These can be placed on the ground or hung up at the rehearsal site as map insets.
A “Smart Book” is an SOP for the NCO. Like all SOPs, this one does no good if it is not used. Like all SOPs, this one does no good if it is not updated. Like all SOPs, this one has the greatest benefit when it is shared with others. The NCO’s smart book, like the old adage about his weapon, is his . . . “there are many others like it, but this one is his.” Smart books evolve out of a need to capture those pieces of information, procedures, or techniques that the NCO wishes to call upon multiple times. As such, no two personal smart books will be the same. The tools referenced in the section below are geared to the staff NCO. A line NCO would have different entries in his smart book. Some things would be the same and the overall purpose of the smart book would remain. Adjust your smart book as needed and keep it with you.

This section of the NCO Handbook will examine the following possible entries into the NCO Smart Book:

- The section SOP.
- The DA Form 1594.
- Shift change briefing format.
- Battle / commander’s update brief (BUB / CUB) format.
- Significant actions (SIGACTs) board (monitor) format.
- Force protection conditions (FPCON).
- Combat power charts.
- Commander’s critical information requirements (CCIRs).
- Mission statement.
- Requests for information (RFIs).
- Operations tracking.

Some of these items can be used by both staff and line NCOs in the development of their smart books. This is not a complete list and, based on unit, job position, rank, scope of responsibility, and mission, your smart book will contain many different entries.
**NCO Smart Book (Cont.)**

**Building a Section Standard Operating Procedure (SOP)**

Whether you are the NCOIC of a staff element or the squad leader of an infantry squad, your internal section SOP is an important tool for both training and continuity. It provides the basis for articulating to each member of the squad or element precisely what their roles are individually, and collectively, as a member of the section. While there are many things which can be included in the section SOP, the four main sections are:

- Task organization.
- Collective roles and responsibilities.
- Individual roles and responsibilities.
- Battle drills.

**Task organization** shows, by line and block as well as description, where each member of the organization fits in relation to the other members. This is generally done through a line and block chart.

The **collective roles and responsibilities** section lays out the overall responsibilities for the section and delineates specific roles in generating collective products or conducting collective tasks. This may include what each person in the S-2 Section does during Mission Analysis, or what each member of the squad does when establishing a support-by-fire position. The requirements for each leader to understand what each member is tasked to do helps him in ensuring the proper training for each individual is accomplished. If SPC Smith of the S-2 Section is responsible for creating the MCOO, it is important that the S-2 NCO ensures he knows how to do it.
When detailing individual roles and responsibilities, be as succinct, but as detailed, as you can. This section defines specific functions and duties and may have many sub-sections in it. In a staff SOP, a Soldier might be responsible for the field desk. In that person’s section, the packing list for the field desk might be included. The driver of the vehicle might also have included in his section the load list for the vehicle, as well as any necessary paperwork (hazardous material (HAZMAT) certifications for movement) that are necessary to sustain operations. In this section, there might also be the sample hand receipt for the basic issue items (BII) for the vehicle. If a Soldier is responsible for the communications equipment, the specific hand receipts broken down into pieces might be included. As every Soldier has a job, or multiple duties, every Soldier in the section must be addressed. This includes officers. Do not take it upon yourself to detail the duties of the officers in your section. See the section officer and have him detail the specific duties and responsibilities of the officer(s) in your section.

The battle drills section of your internal SOP should be for those things that must be done over and over to the same standard (see the examples in the CP section of this handbook). An infantry squad SOP might include actions on contact, establishing a hasty ambush, or enemy prisoner of war (EPW) procedures. A staff element SOP might include setting up generators, establishing the CP antennae farm, or setting up digital communications in the CP. Depending on the section, battle drills might include building the MCOO or establishing the COP. It might include specific guidance for operating in a 24-hour environment or who goes with the S-2 during the deployment of the Tactical CP. Such things as flow charts for information management would also be included here.

TIP The section SOP is not just for the NCO. It is for the officers, enlisted Soldiers, future officers, and enlisted Soldiers to come. The SOP is a baseline document that changes as the environment and personnel change. The items included in it rarely change, but automation, strengths of individuals, and will of the commander may require changes to this document.
**NCO Smart Book (cont.)**

**The DA Form 1594**

The DA Form 1594, Daily Staff Journal, is one of the most important documents for a unit in both peacetime and war. The DA Form 1594, by Army Regulation 220-15, *Journals and Journal Files*, is required “during wartime at all echelons above division, in combat zones for all echelons above companies, and during all times at the discretion of the commander.” The details of the above “wartime” reference also include any *training events* of battalion or greater strength, during any aid given to civil authorities in the event of riots, disasters, or declarations of martial law, or any time a unit is performing occupational or defense support of civil authorities (DSCA) duties.

The DA Form 1594 is a legal document and is designed to:
- Assist in the more efficient conduct of operations.
- Provide a ready reference for the commander and staff and for higher and lower headquarters.
- Serve as a record for training matters, operational reviews, and historical research.

The DA Form 1594 is only filled out on one side. This is because:
- Legal and historical information is recorded in the journal.
- Ink has a tendency to “bleed” through to the other side of the paper.
- Journals generally only cover a 24-hour period.

The unit Tactical SOP or staff duty SOP will describe mandatory entries in the DA Form 1594, but it serves as a recording of pertinent information during the tour of duty the form represents. In a field or wartime environment, pertinent paperwork supporting the entries should be included. This paperwork should include:
- Copies of orders.
- Unit periodic reports.
- Higher periodic reports.
- Messages.
- Conference notes.
- Maps.
- Overlays.
- Personnel reports.
- Ammunition expenditure reports.
- Other statistics and data considered appropriate.

**DA Form 1594s prepared by units in combat areas and by units directly supporting combat operations must be maintained permanently (AR 340-18-2, National Archives and Records Administration).**
The first boxes that must be filled in are the upper right corner boxes indicating page number and number of pages.

- Indicate page number “1” for the first sheet, but leave number of pages blank until the journal is completed.

- Next, you will fill out your organization and location for which the journal entry is to be made.

- In the boxes on the right, indicate the time period for which your journal entries are covering.

- Journals are normally used to cover a 24-hour period, however you may use shorter or longer durations depending on your position and organization.

- After the general information is supplied on the top section, you are ready to fill in the grid recording the information for your journal entries.

- List the entries on the left side, providing a numerical value for each entry.

- Indicate the time period for the specific entry.

- The next box is to be used for indicating the event of the specific entry.

- Specific events can cover a wide range of topics, including incidents, messages, orders, or other events that may have occurred throughout the day.

- Next, you will supply the action taken in response to the event that occurred in your entry.

- Your entries should be brief so as to fit in the appropriate boxes.

- Should your entries require additional space, you may use additional boxes or attach an addendum to the sheet to clarify the events.

- Once the sheet is completed, each DA Form 1594 must be certified in the bottom boxes, with the name and rank of the officer or NCO and their signature.
Shift Change Briefing

The shift change briefing is one of the most important briefings in the CP. The CP must maintain continuous, synchronized operations. The shift change briefing is the mechanism whereby information produced during the last shift is presented, along with current analysis, to the shift that is coming on duty. The shift change briefing is built around the change in the CP officer in charge (OIC). Generally, section staff, as well as other members of the S-3 (battle captain, battle NCO, and RTOs) stagger their shift changes in order to decrease possible gaps in information that occur when an entire shift comes on, and another entire shift goes off, duty.

The format of the shift change briefing is completely up to the unit, but there are certain pieces of key information that must be addressed. This information includes:

- Roll call.
- Operations update:
  - Changes to HHQ mission.
  - Latest FRAGORD or WARNORD.
  - Status of adjacent units.
  - Current unit mission.
  - Current unit status.
  - Projected operations for the next twenty-four hours.
  - Current XO / commander’s guidance.

- Intelligence update:
  - Weather update (current — next twenty-four hours).
  - Enemy update (changes to formations or key equipment).
  - Changes to PIR.
  - Current named areas of interest (NAIs) / targeted areas of interest (TAIs).
  - Changes to the Information Collection Plan.
  - Decision points (friendly and enemy) over next twelve hours.

- Fire support status:
  - Assets available.
  - Current attack guidance matrix (AGM).

- Engineer status.
- LNO status.
- Significant staff issues (briefed by exception).

TIP While the shift change briefing can be used as an ad hoc briefing for the commander, the purpose is to brief the incoming shift on current status.
Example CP Shift Change Agenda Separate from an Administration / Logistics Operation Center (ALOC)

SHIFT CHANGE BRIEFING AGENDA

A. Current Operations
   1. Mission          (Battle CPT)
   2. Commander’s Intent      (Battle CPT)
   3. Brief Concept (Battle CPT)
   4. Task Organization (Battle CPT)
   5. Last WARNORD / FRAGORD Sent / Received (Battle CPT)
   6. Update of Timeline (Battle CPT)
   7. Enemy Situation (S-2 Rep)
   8. Current Status (Battle CPT)
      a. Unit location and Current Activities (Map)
      b. Human Resources (Status Board)
      c. Sustainment (Status Board)
      d. Combat Power (Status Board)
      e. Weapon Systems (Status Board)
   9. Activities from Last 12 Hours (SRGACTS) (Battle CPT)
   10. Activities Planned for the Next 24 Hours (Battle CPT)
   11. Status of Fire Support (FSO)
      a. Current Fire Missions
      b. Current Attack Air Missions
      c. Battle Damage Assessment (BDA) During Shift
   12. Attachments Report (Section Reps)
   13. Current Command Status (Battle CPT)
      a. Location of Commander
      b. Location of XO
      c. Location of S-3

B. Future Operations (Battle CPT)
   1. Orders / Plans to be Produced
   2. Orders / Reports Due to Higher
   3. Contingency Missions

C. Question Period

CP / ALOC Combined Shift Change Example
**NCO Smart Book (cont.)**

**The Battle / Commander’s Update Brief (BUB / CUB)**

The battle update brief (BUB) or commander’s update brief (CUB) is much like the shift change briefing with the exception being the purpose. Rather than briefing the oncoming shift, this briefing is designed to update the commander on the unit status. This briefing is generally given first thing in the morning prior to the HHQ commander’s conference call. These briefings are used to update the commander as well as synchronize the activities of the unit with other units within the boundaries of the HHQ commander’s overall intent. Unlike shift change briefings, these can occur at any time and are generally held more frequently based on the operational tempo of the unit.

Some keys to successful BUBs / CUBs include:

- **Start with the big picture.** Begin with an update of higher echelon events and incidents, followed by what is happening in adjacent AOs. Conclude with what has happened in the commander’s AO since the last update briefing. The intelligence officer briefs the enemy status and activities of the last twelve hours and what activities are expected, based on the collection matrix, during the next twelve hours. This briefing synchronizes the commander with the knowledge the staff has gleaned over the past twelve to twenty-four hours.

- **Review key metrics.** This may involve numbers of Soldiers and their locations, status of key weapon systems, or progress towards a specific milestone.

- **Synchronize subordinate element actions with current unit initiatives.** If one unit’s activities are in conflict with the commander’s overall intent, they must be adjusted accordingly. All parties must leave the BUB with a full understanding of what is happening, what is important, and what they must do next within the commander’s intent.

- **Everybody listens.** Radios are turned down and headphones are worn. Phones are unanswered or left off the hook. And from the lowest private to the commander, all focus is on the BUB. Everyone must have their head in the game.

- **Keep it short and focused.** BUBs are not the time for mission formation or the modified orders process. Follow a script.

- **Review timelines and key milestones.** Identify upcoming suspenses.

- **Empower everyone to speak if they have something of importance to share.** This is not the moment for “face time.” Everyone should be able to speak if they think something is going wrong.

- **Close with a review of the top priorities and any changes to commander’s guidance or intent.**
The battle update briefing is an integral part of the headquarter’s ability to conduct mission command. Because of the modern digital communications systems and databases available, the commander can receive a battle update at any time. The commander is briefed in person, over a voice communications system, or by visual display. Typically part of the Main CP battle rhythm, the battle update briefing provides analyzed information so the commander can make decisions and synchronize the staff’s actions. Based on the updated COP, this briefing is intended to be short, informative, and selective. It provides the commander with limited information that addresses the current operation and activities planned for the near future. The Tactical SOP, command guidance, and operational requirements determine what information is briefed. Normally, the commander reviews the status charts and displays before the battle update briefing to familiarize himself with the current situation of the unit. This enables the battle update briefing to focus on “by-exception” issues requiring the commander’s attention and specific guidance.

Example BUB / CUB Agenda

<table>
<thead>
<tr>
<th>BUB / CUB AGENDA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>S-3</td>
</tr>
<tr>
<td>Enemy activity last 12 hours</td>
<td>S-2</td>
</tr>
<tr>
<td>Expected enemy activity next 12 hours</td>
<td>S-2</td>
</tr>
<tr>
<td>Task organization changes last 12 hours</td>
<td>S-3</td>
</tr>
<tr>
<td>Friendly activity last 12 hours (AO)</td>
<td>S-3</td>
</tr>
<tr>
<td>Company 1 Commander</td>
<td></td>
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<tr>
<td>Company 2 Commander</td>
<td></td>
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<tr>
<td>Company 3 Commander</td>
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<tr>
<td>Company 4 Commander</td>
<td></td>
</tr>
<tr>
<td>Company 5 Commander</td>
<td></td>
</tr>
<tr>
<td>Friendly operations next 12 hours</td>
<td>S-3</td>
</tr>
<tr>
<td>Current OPORD / FRAGO in effect</td>
<td>S-3</td>
</tr>
<tr>
<td>Fire support and air missions fired / flown and BDA</td>
<td>FSO</td>
</tr>
<tr>
<td>Friendly engineer activity</td>
<td>ENG</td>
</tr>
<tr>
<td>Current status of friendly personnel</td>
<td>S-1</td>
</tr>
<tr>
<td>Current friendly status on CL I (plus water), III, IV, V, combat power, and transportation</td>
<td>S-4</td>
</tr>
<tr>
<td>Chaplain’s activities</td>
<td>CHAP</td>
</tr>
<tr>
<td>Any outstanding actions requiring attention during the next 12 hours</td>
<td>S-3</td>
</tr>
<tr>
<td>Commander’s comments / Commander’s guidance</td>
<td>CDR</td>
</tr>
</tbody>
</table>
The Significant Activity (SIGACTs) Board (Monitor)

The significant activities (SIGACT) chart is one of the most important information tools in the CP. Whether it is maintained on a butcher board or with colored electronic pins on a digital map, the purpose is the same; to identify where activities of significance have occurred. The most difficult thing to determine is what is and what is not a significant activity. Over the years, the SIGACTs board has been used as a supplementary staff journal with everything that has been annotated in the DA Form 1594 also being annotated on the SIGACT chart.

Significant activities are different for every operation and every commander. They change as the commander changes his focus and must be tracked from onset to resolution. Significant activities should be included as an item in the CP SOP and have their basis in those things pertinent to the commander’s decisionmaking process.

Some items generally accepted as significant activities are:
- Any information answering a unit PIR.
- Any information relevant to a unit FFIR.
- Any WARNORDs or FRAGORDs arriving from HHQ.
- Anything that causes an “Attention in the CP” other than routine briefings.
- First contact with enemy forces.
- Important milestones in the movement of forces toward an objective (crossing phase lines, etc.).

This list is by no means a definite answer to the question "What is a SIGACT?" In a stability-focused, rather than offensive-focused operation, the activities considered significant by the commander would be very different. While graffiti on the wall promoting violence against Coalition forces would be important to the commander attacking the 24th DTG, he would be more inclined to have the SPOT reports of anti-tank weapon systems or the identification of the tank reserve as those pieces of information both as PIR and significant activities.

**TIP** Be flexible when determining what goes on the SIGACTs board and attempt to link those important items to CCIRs and commander’s decision points.
Brigade SIGACTs Pasteboard (CPOF)

<table>
<thead>
<tr>
<th>Log #</th>
<th>DTG</th>
<th>Location</th>
<th>Summary of Incident</th>
<th>Received from</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Analog SIGACTs Chart
NCO Smart Book (cont.)

Force Protection Condition (FPCON)

Force protection conditions (FPCON), formerly known as threat conditions (THREATCON) is a graduated program, standardizing the military Services' identification of, and recommended responses to, terrorist threats against U.S. personnel and facilities. Consisting of four levels above the normal condition, each ascending condition heightens the probability of terrorist actions against U.S. personnel and facilities. As the FPCON increases, so do security measures in response to it.

FPCON NORMAL indicates a general global threat of possible terrorist activity but the nature and extent of the threat is unpredictable. The measures involved with FPCON Normal may be sustained indefinitely. Commanders take steps to ensure all vehicles and personnel entering Army installations are authorized access, secure buildings generally not in use, conduct random spot checks of personnel and vehicles, limit access points for vehicles and personnel commensurate with a reasonable flow of traffic, and identify critical assets and high-occupancy buildings.

FPCON ALPHA exists when an increased or more predictable threat of possible terrorist activity against personnel or facilities exists. The unit or installation must be capable of maintaining FPCON ALPHA measures indefinitely. In addition to those measures outlined in FPCON NORMAL, the following must also be addressed — Soldiers and family members must be periodically informed of the threat situation, building as well as personnel evacuation plans must be readily available, law enforcement agencies must have immediate access to all floor plans and emergency evacuation plans, unannounced security inspections will be conducted, mass notification procedures must be tested, barrier plans must be reviewed, resource requirements must be examined, and the unit or installation must be prepared to initiate the next higher FPCON. All higher FPCON measures should be read and evaluated to ensure necessary logistic support is available.
FPCON BRAVO indicates an increased or more predictable threat of terrorist activities exists. Sustaining FPCON BRAVO conditions for a prolonged period may affect operational capability or civil-military relationships with local authorities. Due to security reasons, the remainder of FPCON measures will not be discussed in this handbook. For more detailed information refer to Army Regulation 525-13, Antiterrorism, Appendix B.

FPCON CHARLIE applies when an incident has occurred, or intelligence is received indicating some sort of terrorist action or targeting against personnel or facilities is likely. Prolonged implementation of FPCON CHARLIE security measures may create hardship and affect the activities of the unit and its personnel.

FPCON DELTA applies in the immediate area where a terrorist attack has occurred, or when intelligence has been received that terrorist action against personnel or facilities is imminent. This FPCON is usually declared as a localized condition. FPCON DELTA measures are not intended to be sustained for an extended duration.

These force protection measures and conditions are not limited to garrison environments. During field exercises and in other training environments, units must be cognizant of what is happening in the world and around the installation. Training units are vulnerable because they have weapons systems but no ammunition with which to defend themselves. Have a plan and be ready to implement it, if necessary.
NCO Smart Book (cont.)

Combat Power Charts

ADRP 1-02 defines combat power as the “total destructive, constructive, and information capabilities that a military unit or formation can apply at a given time.” Because commanders and staffs determine the appropriate amount of combat power for an operation during COA Development, it is imperative that the staff always has an eye to both maintaining and tracking combat power available and required to fulfill mission requirements. Commanders have the responsibility to balance the ability to mass lethal and nonlethal actions, with the need to deploy and sustain the units that produce those actions. This goes further than the staff maintaining accurate accounting of personnel and equipment strength. The S-1, S-4, and other sustainment elements have the responsibility to requisition replacements, care for the wounded, and repair damaged equipment to return unit combat power to the level required to sustain operations. Because of these requirements, staffs must make it a primary responsibility to accurately track the combat power of their subordinate elements, and immediately notify the commander if losses of particular pieces of equipment, or key personnel, require the commander to change his plan.

There is no doctrinal method to portray combat power. The graphics on the following page show different methods of tracking combat power. The most simplistic method of tracking combat power is the slant chart. The slant chart shows the number of assigned personnel or pieces of equipment allocated to a unit versus how many personnel or pieces of equipment are available for use. This method does not apply any analysis as to how combat effective a unit is based on present strength.

The second method is the bubble chart. The bubble chart shows the unit status in different shading of bubbles based on unit (or HHQ) determination of strength percentages. This method does show numerical combat capability based on color variances.

The final method shown is the battle damage assessment chart. On this chart, vehicles are annotated with notations based on vehicle damage and/or destruction. It is still incumbent on the staff to determine unit combat capability based on the losses.

Ultimately, it is up to the staff to determine the best way to display combat power within the CP to allow the commander to quickly evaluate the combat capability of his unit.
**NCO Smart Book (cont.)**

**Combustion Status**

<table>
<thead>
<tr>
<th>Slant Reports</th>
<th>M1A1</th>
<th>M3A2</th>
<th>Mortar</th>
<th>FistV</th>
</tr>
</thead>
<tbody>
<tr>
<td>A CO</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>B CO</td>
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<td>C CO</td>
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<tr>
<td>HHC</td>
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</tbody>
</table>

| OH-58D        |      |      |        |       |

| D Troop       |      |      |        |       |

| E Troop       |      |      |        |       |

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**Team**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Model</th>
<th>Auth</th>
<th>OH</th>
<th>% OH</th>
<th>NMC</th>
<th>OR</th>
<th>24 HR</th>
<th>48 HR</th>
<th>72 HR</th>
<th>Extra Lost</th>
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<tbody>
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</table>

**Battle Damage Assessment Chart**
When asking what a commander does, many would reply “command.” This is only a small portion of his responsibilities. The greatest responsibility the commander has, is to make decisions which impact the lives of the Soldiers with whom he is charged. In order for a commander to make good and timely decisions, he, with the aid of the staff, develops criteria to make those decisions.

The commander’s critical information requirements (CCIRs) come in two forms — priority intelligence requirements (PIRs) and friendly force information requirements (FFIRs). PIRs are those pieces of information about the enemy, terrain, or civil considerations that the commander has a stated need for making decisions. This means that in order for a piece of information to become a PIR, it must be tied to a decision the commander must make. If there is not a decision tied to this piece of information, it is not a PIR. FFIRs, like PIRs, are tied to decisions commanders must make. Generally, FFIRs are pieces of information tied to key pieces of equipment or key personnel without which, the commander cannot anticipate successful completion of the mission.

As there are two different types of CCIR, so are there two types of decisions the commander must make. The first type is simply called a decision and may happen anywhere and anytime based on answers of the CCIR. If the commander has a PIR that states, “Where are the anti-tank assets in the disruption zone?” and that question is answered by Bravo Company, the commander may dispatch elements to defeat them. This type of decision is not based on location but rather on information.

The second type of decision the commander might have to make is based on a certain piece of information and is tied to a specific place on the battlefield. This is called a decision point. ADRP 1-02 defines the decision point as, “The point in space and time where the commander or staff anticipates making a key decision concerning a specific course of action.” A decision point might be: “Is B Company’s strength above 80% following the attack on OBJ DOG?” If the answer is no, C Company might be tasked with conducting the attack on OBJ FISH.

The importance of understanding what information the commander requires to make decisions is paramount. Charts delineating CCIRs from both local and higher levels, must be posted in the CP, especially near the RTOs. This ensures that when information concerning CCIRs enters the CP, it is clearly identifiable and garners the attention it demands.
DP 1: Does B Company have at least 80% combat strength following attack on OBJ DOG?
Decision: If yes, B Company continues attack on OBJ FISH, if no, C Company.
The Mission Statement

A short sentence or paragraph that describes the organization’s essential task(s), purpose, and action containing the elements of who, what, when, where, and why.

ADRP 1-02

The Mission Statement is a clear and concise statement of what the unit will do based on input from HHQ and Mission Analysis. During the Mission Analysis brief, the commander generally approves the mission statement or changes it based on his own Mission Analysis and evaluation of the essential tasks the unit must accomplish. The mission statement contains the elements of who, what, when, where, and why. The how is generally defined in the concept of operations paragraph of the OPORD.

All essential tasks the commander and staff identify must be included in the mission statement as well as all “on order” missions. “Be prepared” missions are not included in the mission statement but are included in tasks to subordinate units section of the OPORD.

Adjectives are generally not used in the mission statement. Words such as “rapidly,” “violently,” and/or “stealthfully” are not included in the mission statement but will be stated in the commander’s intent.

The mission statement is the heart and soul of the Army operation. As such, it should be memorized by every member of the organization. Understanding the “who, what, where, and when” of the operation generally gives Soldiers the information needed to complete the mission. Understanding the “why” gives Soldiers the motivation to complete the mission.

NCOs need to ensure the Soldiers in their charge understand what is happening, coupled with the critical information detailed in previous pages to perform their duties. Members of the staff, and Soldiers in the CP, have just as much responsibility for mission accomplishment by performing mission command activities and orchestrating the movement and synchronization of the operation, as do the Soldiers fighting on the ground.
MISSION STATEMENT (Example)

Not later than 220400 Aug 14 (when), 1st Brigade (who) secures ROUTE SOUTH DAKOTA (what / task) in AO JACKRABBIT (where) to enable the movement of humanitarian assistance materials (why / purpose).

MISSION STATEMENT (Example)

1-505th Parachute Infantry Regiment (who) seizes (what / task) JACKSON INTERNATIONAL AIRPORT (where) not later than D-day, H+3 (when) to allow follow-on forces to air-land into AO SPARTAN (why / purpose).

MISSION STATEMENT (Example, with on order mission)

1-509th Parachute Infantry Regiment (who) seizes (what / task) JACKSON INTERNATIONAL AIRPORT (where) not later than D-day, H+3 (when) to allow follow-on forces to air-land into AO SPARTAN (why / purpose). On order (when), secure (what / task) OBJECTIVE GOLD (where) to prevent the 2d Pandor Guards Brigade from crossing the BLUE RIVER and disrupting operations in AO SPARTAN (why / purpose).
Requests for Information (RFIs)

In the larger scheme of operations, two things are always true: you can order your subordinates, but you must request from higher and lateral units. The request for information (RFI) is a formal process staffed through, and tracked by, the staff to obtain information otherwise not available to the them. Note the word “formal” in the previous sentence. The RFI is only one way of getting information. The informal methods of gaining information are through telephone calls and/or e-mails to HHQ counterparts. There are pros and cons to both the formal and informal methods of gaining information from higher and lateral units.

First, the cons. It can be a time-consuming process and may require significant staffing before the message leaves the CP. The information can get back to the CP, but inadequate information management may not get the information to the user in a timely manner. The pros: the information is staffed before leaving the CP thus alleviating the possibility of a “dumb” question being asked. The answer, when a formal RFI is generated, is generally posted to the web or other information service allowing other interested parties to have the information. Finally, because of the formality of the request, it is tracked within the CP, and, when not answered quickly or completely, can be resubmitted leaving a paper trail.

The key to RFI handling is in the quality control and tracking of the request. The next page shows both. The figure at the top shows the flow of the RFI from unit to HHQ. Note that the unit attempts to answer the question internally through the use of open sources and other available information before sending out the request. Many times the answer to questions can be found within the HHQ order. In the graphic, note that HHQ collection assets may not be able to answer the RFI. The answer from them may be for the unit to utilize internal collection assets to find the answer. At this point it becomes necessary to determine how important the answer to the question is to the commander.

The graphic at the bottom of the next page is an example of an RFI tracking chart. This chart is from the HHQ. A similar chart would be used by the unit depicting the same information. It shows the internal number of the RFI, when it was received by the HHQ, the subject of the question, the answer to the question (if available), who answered the question for additional follow-ups, and when the answer was sent back to the unit. This format may be maintained digitally, and may be available to other units to determine if their questions have already been addressed by the HHQ.
RFI Flowchart

Sample RFI Matrix
**NCO Smart Book (Cont.)**

**Operations Tracking**

While operations tracking is not considered one of the six “high-level” CP functions, it is a sub-function of “receiving information” and is critical in the management of operations, as well as providing for the welfare of Soldiers. Whether the mission being tracked is focused on maneuver, information collection, or sustainment, understanding the purpose of that mission, as well as the mission’s relationship with other ongoing missions, is vital to delegating maneuver space, deconflicting fires, and prioritizing resources.

One of the CPs key roles is monitoring the tactical situation. The best way to ensure the CP is doing this is by conducting tracking based on the guidelines established in either the Tactical or CP SOP. These documents will tell the staff:

- What should be tracked.
- How it should be tracked.
- How often the tracking information is to be updated.
- To whom the data is reported.

In order to be successful in tracking operations, both the staff and tracked units must establish a relationship founded on information management. This includes ensuring the following guidelines are followed:

- Units are pre-briefed prior to leaving on operations:
  - Identifying the debriefer and ensuring he is present at the pre-brief.
  - Ensuring all available products are available at the pre-brief.
  - Ensuring all available tools have been allocated to the unit.
  - Ensuring communications checks have been made with the HHQ.

- Units are tracked in the CP and CTCP:
  - Location and actions.
  - Necessary medical and additional support capabilities are ready to assist if necessary.
  - RTOs are prepared to quickly identify incoming information as that which might represent the answers to CCIRs.

- Units are debriefed upon return from missions:
  - Ensure the proper audience is available based on actions during mission.
  - Ensure logs are cross-referenced to ensure accuracy.
  - Ensure any follow-up reports or analyses are initiated.

**TIP** The debrief is often as important as the operation itself.
Operation, Task, and Purpose
Patrol Leader Call Sign PAX Vehicles
Special Equipment on Patrol CP Brief Received From SP Time Planned RP
Moving-Last CP Called in and Time Debrief DTG, Number participants

<table>
<thead>
<tr>
<th>Operation, Task, and Purpose</th>
<th>Patrol Leader Call Sign</th>
<th>PAX</th>
<th>Vehicles</th>
<th>Special Equipment on Patrol</th>
<th>CP Brief Received From</th>
<th>SP Time</th>
<th>Planned RP</th>
<th>Moving-Last CP Called in and Time</th>
<th>Debrief DTG, Number participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q: Route Clearance</td>
<td>Red 1</td>
<td>14</td>
<td>US 1</td>
<td>6 HN 1 terp</td>
<td>Duke / NCO</td>
<td>0700</td>
<td>1300</td>
<td>CP 2</td>
<td>0910</td>
</tr>
<tr>
<td>T: Clear RTE Apple</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>P: Allow friendly maneuver along RTE Apple</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1915, 3: PL, SQD Ldrs</td>
</tr>
<tr>
<td>Q: SOI</td>
<td>White 4</td>
<td>13</td>
<td>US 1</td>
<td>1 terp</td>
<td>X Spray Kit / XO</td>
<td>1400</td>
<td>1800</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T: Secure Key Leaders</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P: Prevent Enemy disruption of SOI Engagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q: Dismounted Ambush</td>
<td>Blue 1</td>
<td>12</td>
<td>US 1</td>
<td>4 M24</td>
<td>CP NCO</td>
<td>1900</td>
<td>0005</td>
<td>0045</td>
<td>8: PL, SQD Ldrs, Gun 3,4,6</td>
</tr>
<tr>
<td>T: Destroy IED Emplacement Team</td>
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<td></td>
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<tr>
<td>P: Prevent IED Team from conducting future attacks</td>
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Sample Patrol Tracker
VALUES, ETHOS, CREEDS, OATHS, AND CEREMONIES

The Army Values

Loyalty
Bear true faith and allegiance to the U.S. Constitution, the Army, your unit and other Soldiers. Bearing true faith and allegiance is a matter of believing in, and devoting yourself to, something or someone. A loyal Soldier is one who supports the leadership and stands up for fellow Soldiers. By wearing the uniform of the U.S. Army you are expressing your loyalty. And, by doing your share, you show your loyalty to your unit.

Duty
Fulfill your obligations. Doing your duty means more than carrying out your assigned tasks. Duty means being able to accomplish tasks as part of a team. The work of the U.S. Army is a complex combination of missions, tasks and responsibilities — all in constant motion. Our work entails building one assignment onto another. You fulfill your obligations as a part of your unit every time you resist the temptation to take “shortcuts” that might undermine the integrity of the final product.

Respect
Treat people as they should be treated. In the Soldier’s Code, we pledge to “treat others with dignity and respect while expecting others to do the same.” Respect is what allows us to appreciate the best in other people. Respect is trusting that all people have done their jobs and fulfilled their duty. And self-respect is a vital ingredient with the Army value of respect, which results from knowing you have put forth your best effort. The Army is one team and each of us has something to contribute.

Selfless Service
Put the welfare of the nation, the Army and your subordinates before your own. Selfless service is larger than just one person. In serving your country, you are doing your duty loyally without thought of recognition or gain. The basic building block of selfless service is the commitment of each team member to go a little further, endure a little longer, and look a little closer to see how he or she can add to the effort.

Honor
Live up to Army values. The nation’s highest military award is the Medal of Honor. This award goes to Soldiers who make honor a matter of daily living — Soldiers who develop the habit of being honorable, and solidify that habit with every value choice they make. Honor is a matter of carrying out, acting, and living the values of respect, duty, loyalty, selfless service, integrity and personal courage in everything you do.

Integrity
Do what’s right, legally and morally. Integrity is a quality you develop by adhering to moral principles. It requires that you do and say nothing that deceives others. As your integrity grows, so does the trust others place in you. The more choices you make based on integrity, the more this highly prized value will affect your relationships with family and friends, and, finally, the fundamental acceptance of yourself.

Personal Courage
Face fear, danger or adversity (physical or moral). Personal courage has long been associated with our Army. With physical courage, it is a matter of enduring physical duress and at times, risking personal safety. Facing moral fear or adversity may be a long, slow process of continuing forward on the right path, especially if taking those actions is not popular with others. You can build your personal courage by daily standing up for, and acting upon, the things that you know are honorable.
VALUES, ETHOS, CREEDS, OATHS, AND CEREMONIES (CONT.)

The Warrior Ethos

I will always place the mission first.

I will never accept defeat.

I will never quit.

I will never leave a fallen comrade.

The NCO Creed

No one is more professional than I. I am a noncommissioned officer, a leader of Soldiers. As a noncommissioned officer, I realize that I am a member of a time honored corps, which is known as "The Backbone of the Army." I am proud of the Corps of noncommissioned officers and will, at all times, conduct myself so as to bring credit upon the Corps, the military service, and my country regardless of the situation in which I find myself. I will not use my grade or position to attain pleasure, profit, or personal safety.

Competence is my watchword. My two basic responsibilities will always be uppermost in my mind—accomplishment of my mission and the welfare of my Soldiers. I will strive to remain technically and tactically proficient. I am aware of my role as a noncommissioned officer. I will fulfill my responsibilities inherent in that role. All Soldiers are entitled to outstanding leadership; I will provide that leadership. I know my Soldiers and I will always place their needs above my own. I will communicate consistently with my Soldiers and never leave them uninformed. I will be fair and impartial when recommending both rewards and punishment.

Officers of my unit will have maximum time to accomplish their duties; they will not have to accomplish mine. I will earn their respect and confidence as well as that of my Soldiers. I will be loyal to those with whom I serve; seniors, peers, and subordinates alike. I will exercise initiative by taking appropriate action in the absence of orders. I will not compromise my integrity, nor my moral courage. I will not forget, nor will I allow my comrades to forget that we are professionals, noncommissioned officers, leaders!
Values, Ethos, Creeds, Oaths, and Ceremonies (cont.)

The Soldier’s Creed

I am an American Soldier.

I am a warrior and a member of a team.

I serve the people of the United States, and live the Army Values.

I will always place the mission first.

I will never accept defeat.

I will never quit.

I will never leave a fallen comrade.

I am disciplined, physically and mentally tough, trained and proficient in my warrior tasks and drills.

I always maintain my arms, my equipment, and myself.

I am an expert and I am a professional.

I stand ready to deploy, engage, and destroy, the enemies of the United States of America in close combat.

I am a guardian of freedom and the American way of life.

I am an American Soldier.
VALUES, ETHOS, CREEDS, OATHS, AND CEREMONIES (CONT.)

The Warrant Officer Creed

**W**illingly render loyal services to superiors, subordinates, and peers in every organization of which they are members.

Always set an example in conduct, appearance, and performance that will make others proud to know and work with them.

**R**eliably discharge all duties with which they are confronted whether such duties are expressed or implied.

**R**eadily subordinate their personal interests and welfare to those of their organization and their subordinates.

Accept responsibility at every opportunity and acknowledge full accountability for their actions.

Never knowingly tolerate wrong-doing by themselves or others, whether by commission or omission, design or neglect.

**T**each other people in a way that effectively expand and perpetuate the scope of their technical competence.

Obtain breadth of perspective and depth of understanding beyond the limits of their specific responsibility.

**F**aithfully adhere to their oath of office in all respects, upholding and defending the United State's Constitution by both word and deed.

**F**orcefully take the initiative to stimulate constructive action in all areas requiring or inviting their attention.

**I**mprove themselves both physically and mentally, professionally and personally, to increase their own abilities and the value of their services.

**C**ontribute their past experiences, service and knowledge to a dedicated effort for a betterment of the future.

**E**arn an ironclad reputation for the absolute integrity of their word.

**R**eflect credit and inspire confidence in themselves, the Warrant Officer Corps, the military service of the nation and the United States of America.
VALUES, ETHOS, CREEDS, OATHS, AND CEREMONIES (CONT.)

The Ranger Creed

Recognizing that I volunteered as a Ranger, fully knowing the hazards of my chosen profession, I will always endeavor to uphold the prestige, honor, and high esprit de corps of the Rangers.

Acknowledging the fact that a Ranger is a more elite Soldier who arrives at the cutting edge of battle by land, sea, or air, I accept the fact that as a Ranger my country expects me to move further, faster and fight harder than any other Soldier.

Never shall I fail my comrades. I will always keep myself mentally alert, physically strong, and morally straight and I will shoulder more than my share of the task whatever it may be, one-hundred-percent and then some.

Gallantly will I show the world that I am a specially selected and well-trained Soldier. My courtesy to superior officers, neatness of dress, and care of equipment shall set the example for others to follow.

Energetically will I meet the enemies of my country. I shall defeat them on the field of battle for I am better trained and will fight with all my might. Surrender is not a Ranger word. I will never leave a fallen comrade to fall into the hands of the enemy and under no circumstances will I ever embarrass my country.

Readily will I display the intestinal fortitude required to fight on to the Ranger objective and complete the mission though I be the lone survivor.

Rangers lead the way!
I am a Drill Sergeant

I will assist each individual in their efforts to become a highly motivated, well disciplined, physically and mentally fit Soldier, capable of defeating any enemy on today’s modern battlefield.

I will instill pride in all I train, Pride in self, in the Army, and in country.

I will insist that each Soldier meets and maintains the Army’s standards of military bearing and courtesy, consistent with the highest traditions of the U.S. Army.

I will lead by example, never requiring a Soldier to attempt any task I would not do myself.

But first, last, and always, I am an American Soldier, sworn to defend the Constitution of the United States against all enemies, both foreign and domestic.

I am a Drill Sergeant.
VALUES, ETHOS, CREEDS, OATHS, AND CEREMONIES (CONT.)

The Army Civilian Corps Creed

I am an Army civilian – a member of the Army team.
I am dedicated to our Army, our Soldiers, and civilians.
I will always support the mission.
I provide stability and continuity during war and peace.
I support and defend the Constitution of the United States and consider it an honor to serve our nation and our Army.
I live the Army values of loyalty, duty, respect, selfless service, honor, integrity, and personal courage.
I am an Army civilian.
The Army Song

March along, sing our song, with the Army of the free.
Count the brave, count the true, who have fought to victory.
We’re the Army and proud of our name!
We’re the Army and proudly proclaim:

First to fight for the right,
And to build the Nation’s might,
And the Army goes rolling along.
Proud of all we have done,
Fighting till the battle’s won,
And the Army goes rolling along.

Refrain:

Then it’s hi! hi! hey!
The Army’s on its way.
Count off the cadence loud and strong;
For where e’re we go,
You will always know
That the Army goes rolling along.

Valley Forge, Custer’s ranks,
San Juan Hill and Patton’s tanks,
And the Army went rolling along.
Minute men, from the start,
Always fighting from the heart,
And the Army keeps rolling along.

Refrain: (same as above)

Men in rags, men who froze,
Still that Army met its foes,
And the Army went rolling along.
Faith in God, then we’re right,
And we’ll fight with all our might,
As the Army keeps rolling along.

Refrain: (same as above)
VALUES, ETHOS, CREEDS, OATHS, AND CEREMONIES (CONT.)

Oath of Enlistment

I, _____, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; and that I will obey the orders of the President of the United States and the orders of the officers appointed over me, according to regulations and the Uniform Code of Military Justice. So help me God."

Oath for Commissioned Officers

I, _____, having been appointed an officer in the Army of the United States, as indicated above in the grade of _____ do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic, that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservations or purpose of evasion; and that I will well and faithfully discharge the duties of the office upon which I am about to enter; So help me God."
VALUES, ETHOS, CREEDS, OATHS, AND CEREMONIES (CONT.)

Hail and Farewell

The “courtesy call” is one of the oldest of Army traditions. A newly arrived officer would make a social call upon his commanding officer. Today it is rarely used in the traditional sense. However, some units still have some form of a courtesy call which enables the commanding officer, or senior NCO, to personally welcome a new soldier to the unit. In today’s military, the unit’s “Hail and Farewell” serves as the welcome for the new officers and NCOs. This ceremony allows both the introduction of new Soldiers to the unit and provides a venue for recognizing and thanking a departing Soldier for his/her service. Most units encourage their officers and NCOs and their spouses to attend these functions.

The Hail and Farewell runs the gamut from being very informal (a brief ceremony held in the company area) to very formal (ranging from hors d’oeuvres and drinks to full sit down dinners). The formality of the program is generally based on the rank of the highest Soldier either arriving to, or departing from, the unit.

The general sequence of events is:
- An initial social time (this gives the guests an arrival window. This also serves as the refreshment period in a Hail and Farewell not including dinner).
- Seating of the guests.
- Opening remarks by the host.
- A brief invocation.
- Introduction of the guests.
- Toasts to the arriving and departing members of the unit.
- Invitation to dinner (in more formal settings; either buffet style or waiter-served).
- Dinner.
- Gifts and awards to departing personnel.
- Remarks from guests.
- Closing remarks given by host.

A checklist is a good tool to ensure the Hail and Farewell goes as planned. Based on the formality (or informality) of the ceremony, the following checklist provides a good baseline to adjust from.
- Point of contact (POC) or lead chosen for event.
- Date and time chosen for event.
- Venue chosen for event.
- Once the time, date, and venue are secured, and announcement should go
Values, Ethos, Creeds, Oaths, and Ceremonies (cont.)

Hail and Farewell (cont.)

out to members of the unit. The announcement should include time, date, location and directions to the event.

☐ Based on the echelon of the event, announcements should be distributed to select invitees.

☐ Determine headcount for either dinner or appetizers.

☐ Determine layout - head table, ancillary tables (ensure there is enough space at the head table for host and special guests and their spouses).

☐ Conduct initial planning review (IPR) with unit XO one week prior to the event to ensure all tasks are assigned and on track.

⇒ At this time, provide the XO with the names of those personnel being honored along with their biography cards.

⇒ At this time, based on the venue, discuss the contingency plan for inclement weather.

☐ Confirm the list of Hail and Farewell nominees with the echelon S-1.

☐ Coordinate and purchase flowers for incoming and outgoing spouses. Incoming spouses are to receive a yellow rose while outgoing spouses receive a red rose.

☐ Coordinate with the Cup and Flower custodian to ensure that those who participated in the Cup and Flower Fund will have their farewell gift ready in time for the Hail and Farewell.

☐ Ensure a plan is in place for the close out of the venue (payment, clean up).

Ensure you have the necessary biographic information for the host. This can be done with 3 x 5 inch index cards as pictured below.

<table>
<thead>
<tr>
<th>Arriving Officer / Noncommissioned Officer’s Name and Rank</th>
<th>Departing Officer / Noncommissioned Officer’s Name and Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous Unit</td>
<td>Arrival Date at Unit and List of Positions and Accomplishments</td>
</tr>
<tr>
<td>New Job Title</td>
<td>Destination and New Job Title (if known)</td>
</tr>
<tr>
<td>Spouse’s Name</td>
<td>Personal Information of Interest (Humorous and/or Serious)</td>
</tr>
<tr>
<td>Children’s Name and Ages</td>
<td></td>
</tr>
<tr>
<td>Hobbies or some Personal Information of Interest</td>
<td></td>
</tr>
</tbody>
</table>

Biographic Cards for Host

This is your unit’s opportunity to make a good first impression or lasting final impression and should be executed in that light.
VALUES, ETHOS, CREEDS, OATHS, AND CEREMONIES (CONT.)

The Dining-In / Dining-Out

The dining-in and dining-out represent the most formal aspects of Army social life. The dining-in is the traditional form, and the term will be used throughout this section. However, most of the information applies equally to both "Combat" dining-in’s and dining-out’s. The dining-in is a formal dinner for the members of a unit or other organization. The dining-out includes spouses and guests.

As with most traditions, the origin of the dining-in is not clear. Formal dinners are rooted in antiquity. From pre-Christian Roman legions, to second century Viking warlords, to King Arthur's knights in the sixth century, feasts to honor military victories and both individual and unit achievements have been a custom.

Some trace the origins of the dining-in to the old English monasteries. The custom was then taken up by the early universities and eventually adopted by the military with the advent of the officers’ mess. With the adoption of the dining-in by the military, these dinners became more formalized. British Soldiers brought the custom to colonial America, where it was borrowed by George Washington's Continental Army. The oldest recorded American Dining-In occurred in September 1776.

In the regimental mess of the 1920’s, the colonel or senior officer presided and sat at the head of the table with the lieutenant colonel to his right and the adjutant to his left. The other officers were seated on both sides of the table according to rank. Dinner was a formal meal with everyone wearing the prescribed uniform. The officers of the mess assembled and upon arrival of the presiding officer followed him into the mess and took seats when he had taken his. In general, the U.S. Army Dining-In has been more formal and restrained than its usual British Army counterpart.

As with the British Mess, the U.S. Army Dining-In has served as a vehicle for transmitting the histories and traditions to junior officers and NCOs. This is particularly true in our Army where rotation between units is quite frequent.

Dining-In / Out Key Personnel

The Presiding Officer is the President of the Mess. It is his responsibility to oversee the entire organization and operation of the Dining-In. His operational techniques will follow those of any formal dinner affair and will include appointment of a host and persons or committees to take care of the arrangements, food, and protocol. The President will appoint a Vice-President, Mr. Vice, who is one of the senior trainers of the company; open the mess and
Values, Ethos, Creeds, Oaths, and Ceremonies (cont.)

close the mess; and call upon Mr. Vice for performance of any duty deemed appropriate during the conduct of the affair.

Mr. / Madam Vice opens the lounge at the appointed time. When the dinner chimes are to be used, he sounds them as appropriate. He may be called upon to provide items of unit history, poems, or witticisms in good taste relating to particular personalities present. He is seated at the opposite end of the dining room to permit the President of the Mess to face him easily during the dinner. Because of the myriad duties of Mr. Vice, it is imperative that great care is taken in his/her selection.

The formal Dining-In is the one occasion when the higher headquarters commander is a guest. Planning by the President and Mr. Vice should be so thorough that the commander may relax and enjoy a smooth, efficiently run dinner. He may participate actively or remain an observer. The option is his.

Other key personnel include escort officers whose responsibilities include:

- Welcoming his assigned guest and joining his guest immediately following the receiving line.
- Familiarizing himself with the guest’s background prior to the night of the Dining-In.
- Making the guest feel at home and explaining the different portions of the Dining-In and its history.
- Introducing the guest to the members of the mess during the cocktail hour and being sure that the guest understands the punch bowl ceremony procedure.

Appropriate Dress

Black tie is the appropriate dress for a formal Dining-In and is the designation used on invitations. Civilians wear the tuxedo while military personnel wear the black bow tie with one of four appropriate uniforms, Army Blue, Army Blue Mess, Army White, or Army White Mess. The black tie designation also implies the wearing of miniature decorations on the Army Blue Mess or Army White Mess uniforms and the wearing of ribbons, miniature or full size, on the Army Blue or Army White uniforms. The term military black tie may appear on invitations directed to a predominately military group, but the same uniform implications apply.
VALUES, ETHOS, CREEDS, OATHS, AND CEREMONIES (CONT.)

Sequence of Events

The major portions of the evening are the assembly, dinner, and social activities periods. Each of these periods is subdivided into appropriate parts.

- During the **assembly period** cocktails are served, the receiving line is formed, and unit ceremonies take place. Such ceremonies may include the mixing of a special punch or the installation of a unit trophy, insignia, or emblem in a place of honor.

- The **dinner period** includes the serving of the meal, the toasts, and after-dinner remarks scheduled by Mr. Vice. Its beginning and ending are marked by the invocation and benediction, as well as the posting and retirement of the unit colors.

- The **social activities period** is limited to after-dinner drinks, guest speaker comments, and the departure of the commander.

A basic Dining-In sequence might look as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1800</td>
<td>Lounge Opens / Receiving Line / Cocktail Hour</td>
</tr>
<tr>
<td>1845</td>
<td>Dinner Chimes</td>
</tr>
<tr>
<td>1850</td>
<td>Mess Formally Opened</td>
</tr>
<tr>
<td>1855</td>
<td>Posting of the Colors</td>
</tr>
<tr>
<td>1900</td>
<td>Invocation</td>
</tr>
<tr>
<td>1905</td>
<td>Punch Bowl Ceremony</td>
</tr>
<tr>
<td>1920</td>
<td>Toasts</td>
</tr>
<tr>
<td>1925</td>
<td>President Seats the Mess/Welcome Remarks / Introduction of Guest(s)</td>
</tr>
<tr>
<td>1930</td>
<td>Dinner Served</td>
</tr>
<tr>
<td>2105</td>
<td>Mess Breaks/Tables Cleared/Bars Open / Coffee Served</td>
</tr>
<tr>
<td>2120</td>
<td>Introduction of Guest Speaker</td>
</tr>
<tr>
<td>2125</td>
<td>Comments by Guest Speaker</td>
</tr>
<tr>
<td>2145</td>
<td>President of the Mess Remarks / Toast Guest Speaker</td>
</tr>
<tr>
<td>2150</td>
<td>Benediction</td>
</tr>
<tr>
<td>2155</td>
<td>Retiring of Colors</td>
</tr>
<tr>
<td>2200</td>
<td>Mess Officially Closes / Bars Re-Open / After Dinner Drinks</td>
</tr>
</tbody>
</table>

The Punch Bowl Ceremony

The Punch Bowl Ceremony is an extremely important part of the Dining-In Ceremony. An example of an infantry Punch Bowl Ceremony follows. The verbiage and ingredients will differ based on the branch of the unit participating in the Dining-In. Most units have an additional non-alcoholic punch for designated drivers and other personnel who do not care to partake in the ceremonial “grog.”
VALUES, ETHOS, CREEDS, OATHS, AND CEREMONIES (CONT.)

THE PUNCH BOWL CEREMONY

NARRATOR:

States: "SINCE ITS INCEPTION, (______) PUNCH HAS BECOME ENTRENCHED AS A GLORIOUS TRADITION AND IS ENJOYED BY SOLDIERS OF THE ________.

Note: Mr. Vice turns off his microphone and goes to the grog bowl table. He will use the hand-held microphone at the grog bowl.

NARRATOR:

States: "(______) PUNCH IS A SUBSTANTIVE BREW OF PROVEN MEDICINAL VALUE. IT WILL CURE WHAT AILS YOU, OR IT WILL ENSURE THAT YOU DON'T CARE. WE CARRY IT IN OUR THERMOS JUGS TO WARD OFF THE WINTER'S CHILL. IN A PINCH, IT IS AN EFFECTIVE WATERPROOFER FOR OUR EQUIPMENT AND HAS PROVEN TO BE VERY EFFECTIVE AS A FUEL FOR OUR VEHICLES."

Note: Narrator signals Mr. Vice that he has concluded the introduction.

MR. VICE:

States: "I WILL NOW CALL THE VARIOUS REPRESENTATIVES (FROM THE DIFFERENT COMPONENTS AND SERVICES) TO STEP FORWARD TO ADD THEIR VARIOUS ELIXIRS TO THE PUNCH; CREATING (______) PUNCH, A BREW YOU WILL NOT SOON FORGET."

Note: Mr. Vice calls the representatives to the punch bowl in turn. REPRESENTATIVES DO NOT DRINK OUT OF THE BOTTLE BEFORE POURING INTO THE BOWL. DRINK AFTERWARDS, IF NECESSARY.

MR. VICE:

States: "(RANK/NAME), YOU HAVE BEEN IDENTIFIED AS A TRUE PROFESSIONAL AND LEADER OF SOLDIERS. AS OUR DESIGNATED ARMY NCO, PLEASE COME FORWARD AND ADD YOUR CONTRIBUTION TO THE GROG BOWL."
VALUES, ETHOS, CREEDS, OATHS, AND CEREMONIES (CONT.)

(DESIGNATED SOLDIER):

States: “I WILL NOW POUR IN CHAMPAGNE WHICH SIGNIFIES THE QUALITY OF THE ARMY NONCOMMISSIONED OFFICER, THE BACKBONE OF THE ARMY. AS IS WELL KNOWN, ARMY NONCOMMISSIONED OFFICERS LEND DIGNITY TO ALL OCCASIONS BY THEIR MERE PRESENCE.”

Note: Do not drink out of the bottle before you pour. Drink after, if desired. Designated NCO will return to his seat immediately after adding the respective component to the grog.

MR. VICE:

States: "(______), YOU HAVE BEEN IDENTIFIED AS AN EXCEPTIONAL SENIOR NONCOMMISSIONED OFFICER AND LEADER. WILL YOU, AS A MEMBER OF OUR RESERVE COMPONENT REPRESENTING BOTH THE TOTAL FORCE AND THE UNITED STATES ARMY RESERVES, COME FORWARD WITH YOUR CONTRIBUTION.”

(DESIGNATED SOLDIER)

States: “I WILL ADD SOME GOOD CORN SQUEEZINGS. THESE SQUEEZINGS REMIND US OF OUR EARLIEST AMERICAN HERITAGE; OUR HERITAGE OF CITIZEN SOLDIERS WHO SERVED HONORABLY AND WELL AT A MOMENT’S NOTICE AND IS IN TRIBUTE TO OUR CONTEMPORARIES IN THE RESERVE AND NATIONAL GUARD COMPONENTS." 

Note: Do not drink out of the bottle before you pour. Drink after, if desired. Designated NCO will return to her seat immediately after adding the respective component to the grog.

MR. VICE:

States: "(______), A SENIOR NONCOMMISSIONED OFFICER, HONORING OUR FELLOW DEFENDERS, THE UNITED STATES NAVY, WILL NOW COME FORWARD.”
VALUES, ETHOS, CREEDS, OATHS, AND CEREMONIES (CONT.)

(DESIGNATED SOLDIER)

States: "I WILL NOW POUR FROM THE LOCKER OF DAVY JONES AND ON THE NAVY'S BEHALF OF NEPTUNE REX, RULER OF THE BOUNDING MAIN. WE OFFER THIS BOTTLE OF RUM - TO ADD SPICE TO THE GROG IN TYPICAL UNITED STATES NAVAL TRADITION. IN ADDITION TO THE SLIMY PARTS OF SELECTED DENIZENS OF THE DEEP, IT CONTAINS; GUNPOWDER FROM OLD IRONSIDES, BARBARY COAST PIRATE WHISKERS, SALT FROM THE BROWS OF CRUSTY SHELLBACKS, BILGE SLIME, SCUPPER DRAIN SCRAPINGS, AND NEUTRONS FROM THE USS NIMITZ TO ADD ZING."

Note: Do not drink out of the bottle before you pour. Drink after, if desired. Designated NCO will return to his seat immediately after adding the respective component to the grog.

MR. VICE:

States: "(______), HONORING THE BEST OF OUR COASTLINE DEFENDERS, THE UNITED STATES COAST GUARD, WILL NOW COME FORWARD."

(DESIGNATED SOLDIER)

States: "I WILL NOW ADD SCOTCH - TO REPRESENT THE UNITED STATES COAST GUARD, WHO HAS KEPT OUR SHORES SAFE FOR COUNTLESS YEARS. AGED OVER 220 YEARS, EXPERTLY BLENDED TOGETHER AS A MULTI-MISSIONED ARMED SERVICE WHICH HAS DEFENDED OUR NATION FROM THE BARBARY COAST OF THE 18th CENTURY TO THE PERSIAN GULF OF THE 20th CENTURY. PIRATES, RUM RUNNERS, DRUG SMUGGLERS, AND ILLEGAL IMMIGRANTS BEWARE! THEY ARE SEMPER PARATUS, ALWAYS READY."

Note: Do not drink out of the bottle before you pour. Drink after, if desired. Designated NCO will return to his seat immediately after adding the respective component to the grog.

MR. VICE:

States: "(______), HONORING THE BEST OF THE UNITED STATES AIR FORCE, WILL NOW COME FORWARD."
VALUES, ETHOS, CREEDS, OATHS, AND CEREMONIES (CONT.)

(DESIGNATED SOLDIER)

States: "I WILL NOW ADD COGNAC TO REPRESENT THE AIR FORCE, WHOSE GALLANT MEMBERS CONTRIBUTED SO MUCH TO OUR NATIONAL FREEDOM AND HAVE KEPT OUR SKIES BLUE."

Note: Do not drink out of the bottle before you pour. Drink after, if desired. Designated NCO will return to his seat immediately after adding the respective component to the grog.

MR. VICE:

States: "(______), REPRESENTING THE COMMITMENT TO FREEDOM AND DEMOCRACY DEMONSTRATED AROUND THE WORLD BY OUR ALLIED NATIONS’ NONCOMMISSIONED OFFICERS, WILL NOW COME FORWARD."

(DESIGNATED SOLDIER)

States: "I WILL ADD THE FINAL CHARGE OF A BLENDED BOURBON WHICH WILL SERVE AS A CATALYST TO TIE OUR PUNCH TOGETHER. IT REPRESENTS ALL THE SERVICES OF ALL MEN AND WOMEN; AND SERVES TO REMIND US OF OUR COMMON BOND AND THAT NO ONE ARM CAN DO IT ALL. WE MUST HAVE A COMBINED ARMS TEAM ON THE FIELD OF BATTLE."

Note: Do not drink out of the bottle before you pour. Drink after, if desired. Designated NCO will return to his seat immediately after adding the respective component to the grog.

Note: Mr. Vice takes a large spoon, stirs the punch, sips, and States: "THIS PUNCH IS NOT QUITE RIGHT. SOMETHING IS MISSING! WHAT HAVE WE FORGOTTEN?"

Note: At this moment the missing ingredient SOLDIER barges into the dining area from outside.

MR. VICE:

Shouting: "WHAT IS THIS DISTURBANCE?"
VALUES, ETHOS, CREEDS, OATHS, AND CEREMONIES (CONT.)

DESIGNATED MISSING INGREDIENT SOLDIER:

States: “MR. VICE, (_____) REQUESTS TO BE RECOGNIZED!”

MR. VICE:

States: “(_____) HAS THE FLOOR. WHAT IS THE NATURE OF YOUR REQUEST?”

DESIGNATED MISSING INGREDIENT SOLDIER:

States: "MR. VICE, I BELIEVE I HAVE THE MISSING INGREDIENT."

MR. VICE:

States: "(_____), STEP FORWARD AND ADD THE MISSING INGREDIENT TO THIS OUTRAGEOUS PUNCH."

DESIGNATED MISSING INGREDIENT SOLDIER:


Note: The designated missing ingredient SOLDIER deposits the sock into the punch bowl and then returns to their seat. (Make sure sock is brand new and dusted either with powdered sugar or cinnamon based on contrasting color of the sock).
VALUES, ETHOS, CREEDS, OATHS, AND CEREMONIES (CONT.)

MR. VICE:

Note: Stirs the punch one final time.

States: "I BELIEVE THAT DID IT. BUT NOW WE NEED SOMEONE TO SAMPLE IT. SO, MR. PRESIDENT, I WOULD LIKE TO CALL ON THE MOST EXPENDABLE MEMBER OF THE MESS TO COME FORWARD AND GIVE US HIS EXPERT OPINION."

MR. PRESIDENT:

States: "MR. VICE, IT IS SO ORDERED."

MR. VICE:

States: "(______) WILL NOW COME FORWARD AND SAMPLE OUR GROG."

MOST EXPENDABLE SOLDIER: (doesn’t readily come forward)

MR. VICE:

States: “SERGEANT OF ARMS --- COME FORWARD TO ASSIST THIS SOLDIER IN SAMPLING OUR GROG.” (AD LIB TO ESCORT)

(______) comes forward, samples punch, Ad Libs results of sample.

THIS ENDS THE PUNCH BOWL CEREMONY
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# Glossary and Acronyms

**A**
- AAR - after-action review
- ABCS - Army Battle Command Systems
- ANCOC - Advanced Noncommissioned Officer Course
- AO - area of operation
- AR - Army regulation

**B**
- BATS - Biometric Automated Toolset System
- BNCOC - Basic Noncommissioned Officer Course
- BUB - battle update briefing

**C**
- CATS - Combined Arms Training Strategy
- CBRN - chemical, biological, radiological, and nuclear
- COA - course of action
- CONOP - concept of operations
- COP - common operational picture
- CP - command post
- CQ - charge of quarters
- CSA - Chief of Staff of the Army
- CSM - command sergeant major
- CUB - commander’s update briefing

**D**
- DA - Department of the Army

**F**
- FM - field manual
- FPCON - force protection conditions
- FRAGORD - fragmentary order
- FTX - field training exercise

**I**
- IC - information collection
- IPB - intelligence preparation of the battlefield

**K**
- KM - knowledge management

**M**
- MCOO - modified combined obstacle overlay
- MDMP - Military Decisionmaking Process

**METL** - mission essential task list
**MOS** - military occupational specialty
**MTP** - mission training plan

**OPORD** - operation order

**PLDC** - Primary Leadership Development Course
**PMCS** - preventative maintenance checks and services
**PRT** - physical readiness training

**RFI** - request for information
**RTO** - radio telephone operator

**SITTEMP** - situation template
**SMA** - sergeant major of the Army
**SOP** - standard operating procedure
**STT** - sergeant’s time training

**TAC** - tactical

**UCMJ** - Uniform Code of Military Justice

**WARNORD** - warning order

**XO** - executive officer
How to Find and Request TAFT Products

**Army Training Network (ATN):**

ARNG-Training Analysis Feedback Team (TAFT) products may be accessed electronically on the Army Training Network (ATN) website using the following path:

- Go to the ATN homepage by typing the URL [https://atn.army.mil](https://atn.army.mil) in the address bar,
  - Select “ARNG-Training Analysis Feedback Team (TAFT)” under “Combat Training Centers Page”

**Contacting the TAFT:**

You may also contact the TAFT directly to request products, provide feedback, or to be added to our distribution list:

- Contact by Email at:
  - ng.ncr.ngb-arng.mbx.taft-products@mail.mil
Creed of the Noncommissioned Officer

No one is more professional than I.

I am a Noncommissioned Officer, a leader of Soldiers. As a Noncommissioned Officer, I realize that I am a member of a time honored corps, which is known as “The Backbone of the Army.” I am proud of the Corps of Noncommissioned Officers and will at all times conduct myself so as to bring credit upon the Corps, the Military Service and my country regardless of the situation in which I find myself. I will not use my grade or position to attain pleasure, profit, or personal safety.

Competence is my watchword. My two basic responsibilities will always be uppermost in my mind; accomplishment of my mission and the welfare of my Soldiers. I will strive to remain tactically and technically proficient. I am aware of my role as a Noncommissioned Officer. I will fulfill my responsibilities inherent in that role. All Soldiers are entitled to outstanding leadership; I will provide that leadership. I know my Soldiers and I will always place their needs above my own. I will communicate consistently with my Soldiers and never leave them uninformed. I will be fair and impartial when recommending both rewards and punishment.

Officers of my unit will have maximum time to accomplish their duties; they will not have to accomplish mine. I will earn their respect and confidence as well as that of my Soldiers. I will be loyal to those with whom I serve; seniors, peers, and subordinates alike. I will exercise initiative by taking appropriate action in the absence of orders. I will not compromise my integrity, nor my moral courage. I will not forget, nor will I allow my comrades to forget that we are professionals, Noncommissioned Officers, leaders!